NORCO COLLEGE

Minutes
Norco Academic Senate Meeting
On April 21, 2025
1:30 - 3:30 PM | CSS 217 & via Zoom

Meeting called to order at 1:32 PM.

1. Attendees
   <u>Officers, Senators, Alternates, and Committee Chairs & Liaisons</u>: Laura Adams, Maria Adams, John Alpay, Hayley Ashby, Michael Bobo, Meghan Chandler, Jake Drainville, Noel Evangelista, Marie Hicks, Ana-Marie Olaerts, Sandra Popiden, Dan Reade, Erin Spurbeck, Jim Thomas, Patty Worsham, Steff Warsinski, Sigrid Williams

   <u>Guests</u>: Natalie Aceves, Quinton Bemiller, Amy Blandford, Ashley Etchison, Ryan Hitch, Monica Green, Tenisha James, Jeff Julius, Damon Nance, Roger Perez, Briana Reyes, Maile Takahashi, Kaneesha Tarrant

2. Approval of Agenda
   M/J. Drainville, S/M. Hicks; Approved by Consensus

3. Approval of Minutes for April 7, 2025
   M/E. Spurbeck, S/J. Thomas; Approved by Consensus

4. Comments from the Public
   None

5. **CTA Report** (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)
   No Report

6. **Action Item: Ratification of Senate President Appointments (K. Bell)**
   - Ratified the appointment of Cheryl Cox Kimberly and Kim Bell to LLRC/Student Services Building Planning Committee
   M/L. Adams, S/M. Hicks; Approved by the Senate

7. **Information Item: Biomedical Electronic Repair Equipment Certificate** (K. Rad)
   - From Curriculum Committee, new field of study to the College; may have resources impact; needs approval from the Academic Senate to move forward at Curriculum Committee
   - Program will be instruction on how to fix biomedical equipment
   - Approved by advisory board and school
   - Advisory (Corona Medical Center) requesting this based on need
   - One-year certificate extended from Digital Electronic program
   - Focus of the program will be on safety and troubleshooting
   - Simulation kits used for instruction not high-cost medical equipment like MRI machines

- Faculty development will be needed
- Strong Workforce will support facilities and resources along with other grants
- Four existing courses and four new courses; 35 units for the certificate
- $40-50K needed to get the program off the ground; $10-15K to sustain the program
  (Senate #1)

8. **Information Item: Learning and Resource Center (LRC) Updates and Highlights**
   - One of the biggest realizations during the last IEPI PRT visit was that Tutorial Services is not using the same system as Counseling and Educational Advisors (SARS); need to use the same system for transparency and coordination; SARS was made for tutoring, but Tutorial Services has been using WRC Online instead
   - Funding from Standard of Care allocation is roughly equivalent to what Tutorial Services has received in the past
   - Same process for recruiting tutors, but trying to streamline the vetting process, so there are not as many barriers for students to become tutors
   - Previously there were more requirements for instructors to have an embedded tutor, but now those requirements have been removed, as there is enough funding to support all those instructors who need an embedded tutor for their class
     (Senate #11)

9. **Information Item: Replacement Faculty in Mathematics** (P. Worsham)
   - APC approved the request for a math faculty position to replace a position due to a faculty member's release from the College
     (Senate #11)

10. **Action Item: Senate Endorsement of ASCCC Resolutions Related to Credit-for-Prior-Learning (CPL) (Second Read)** (S. Williams)
    - Approved by Area D and ASCCC has approved the resolutions and put them on the consent calendar
    - 105.2 related to the syllabus statement that was revised
    - Resolution says that colleges should accept courses that have been transcribed by another college; this is not a mandate and is at the discretion of the college; once the course is on the transcript then the course cannot be added again; it is up to the college to determine if they will accept the credit
    - The Senate approved the CPL resolutions to be voted on at the ASCCC Plenary this week, April 25-27, 2025
      (Senate #5, 11)

11. **Action Item: Peer Online Course Review (POCR) (First Read)** (S. Popiden)
    - Request for a local POCR process at Norco College
    - RCC and MVC began a local POCR process but could not find funding to sustain it
    - 76% of students are taking online courses district-wide; 48% are only taking DE courses; 18% are only taking in-person courses; 56% of Black/African American students are taking DE courses (overrepresented)
    - May 2025, NC would become a teaching college on the CVC OEI exchange

- Biggest hurdle is financial – training faculty and sustaining the process over time; costs associated with the faculty converting the course and the reviewer verifying the course
- All CCs are part of the OEI CVC at this point; unclear how the state is ensuring that colleges are fulfilling the pledge to establish a local process
- Currently about five faculty are already POCR trained on their own
- Senate approved moving forward with the concept of a local POCR process waiving the second read
  (Senate #1)
  M/J. Alpay, S/J. Drainville; Approved by Consensus

12. **Action Item: Strategic Planning & Governance Manual (SPGM) 2025-30 (First Read)** (T. James)
    - Final draft is attached
    - Changes related to grammar, citations, captions for tables and charts, clarity for consistency in language, reorganized the governance manual, added executive summaries, updated two metrics (course success was updated to reflect course modalities for distance learning and added DE to professional development KPI; career pathways alignment to student services), DE added in the planning context, updated the progress chart, eliminating redundancies
    - There will be a feedback loop for timely updates for the SPGM via a form for revision control
    - Will be coming to the next Senate meeting for a second read and action
      (Senate #7)

13. **Action Item: Mission, Vision, and Core Commitments Review (First Read)** (T. James)
    - Part of the work of accreditation is to regularly review the mission, vision, and core commitments
    - The idea was to engage in the process of review without assuming there would or would not be changes
    - Survey included visionary and reflective questions; anonymous survey sent out via NOR-ALL; 86 participants with 27-35 responses (not all participants answered all questions); participants included all stakeholder groups
    - Conducted thematic analysis and used the *Future College Fieldbook* as a framework
    - Established criteria for looking at the statements and ACCJC Standard 1.1
    - Open access means we are a two-year, public, community college
    - The vision statement doesn't need to be a sentence
    - One senator recommended a change vision statement so that tense stays the same; another senator noted that "them" is the appropriate pronoun to use from an LGBTQ+ perspective
    - Change mission statement wording from "diverse" to "diverse student body"
    - Coming for a second read at the May 12th meeting
      (Senate #10)

14. **Information Item: 2025-2026 Strategic Space Planning for a Growing Campus** (M. Green)
    - Draft for planning for the 2025-2026 year only
    - Art History faculty spoke to the programmatic impact of the loss of ST-118 (Art Gallery Archive)

- Two storage rooms in the Art Gallery, which are not coded as instructional in the space inventory; two storage rooms would be consolidated; architects would identify what equipment could be moved and what would need to be stored
- New construction does not consider any growth, so it is "like for like"; not gaining space in Kinesiology building (West End Quad goes dormant and is taken offline)
- Investigating to what extent we can use West End Quad once Kinesiology moves out given there is no state funding available to re-purpose West End Quad (e.g., move District PD to West End Quad and reuse that area for faculty offices)
  (Senate #10)

15. **Officer Reports**
   A. Secretary/Treasurer (Hayley Ashby)
   - Hayley and Kim will be attending the Spring Plenary at the end of this week
   B. Vice President (Dan Reade)
   - Nominations committee has sent out emails and nominations will be received through midnight on Wednesday, April 23 with voting on Friday, April 25
   C. President (Kimberly Bell)
   - No Report

16. **College Reports**
   A. ASNC (Noel Evangelista)
   - ASNC has 25 members and election applications for President and Vice Presidents are due April 21
   - Success planning Workshop
   - Nomu
   - Budget same as last year preparing in April

   B. President (Monica Green)
   - Working on strategic space planning for our growing campus because of Measure CC expansion and taking buildings offline to prepare for new construction
   - Anticipated 20 new faculty coming including five positions previously not hired
   - A presentation was created to share with the management team, College Council, Academic Senate, and Leadership Councils
   - Presentation will be a draft with modifications made along the way; still looking for space for a program, some management team members, and mental health counseling
   - The President is holding office hours this Spring Semester in 15-minute increments; if the times do not work for you, please reach out to the President's Executive Administrative Assistant

   C. Interim Vice President of Academic Affairs (Quinton Bemiller)
   - Faculty office shuffle beginning tomorrow
   - Earth Day and a call for Climate Fellows Program deadline April 30
   - Recognize tenured faculty and rank

- Thursday at 11:30am, Service Awards and Luncheon; will take back concern regarding including part-time faculty and also the time of day scheduled
- ½ point of spring semester and beg 108 late start 10.6% of total sections for Spring; 71 shortened courses in first half for 17.6% of total sections; 97.1% of spring target; 100.5% for entire year; shifting from 5% to a 6% growth target and working that into planning for this summer into fall

    D. Vice President of Planning and Development (Tenisha James)
- No Report

    E. Vice President of Student Services (Kaneesha Tarrant)
- UCR-RCCD housing; 37 NC students applied; looking at 4/23
- Group convening shortly to work on innovation and effectiveness plan for the IEPI PRT; plan will be vetted through
- May 30 Guided Pathways retreat and assigning students to Standard of Care
- Black Student Success week, viewing party, statewide events going on, success planning workshop for students
- 8.7M, 2M debt balance, looking at options to reduce that for students and college
- LightLeap AI helping to identify bots and fraudulent enrollment; only 10 students per week are reviewed by enrollment services - progress

17. **Standing Committees & Liaisons Reports**

    A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, LGBTQ+ Advocates, Library/LRC, Program Review, TLC
    B. Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, District Safety and Security, Equity, PGSL

18. Meeting adjourned at 3:38 PM.

Ratification of Senate President Appointments – 4/21/2025
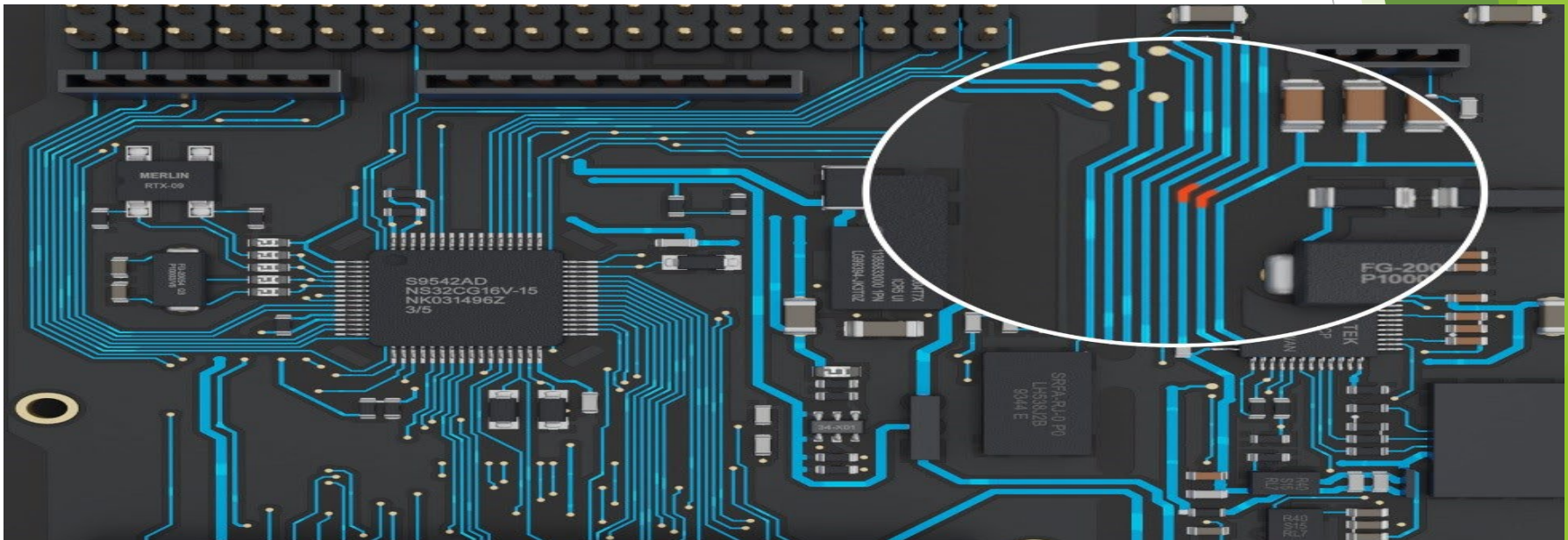
LLRC/Student Services Building Planning Committee

- Cheryl Cox, Library
- Kimberly Bell, Counseling

Norco College's Biomedical Electronic Equipment Repair Certification

By Khosrow Rad

Norco College Electronics Program

Overview of Certificate and Degree Pathways

Norco College's Biomedical Electronic Equipment Repair Certification

Addressing the Need for Skilled Biomedical Technicians

Date and Presenter Information

Statement of Need

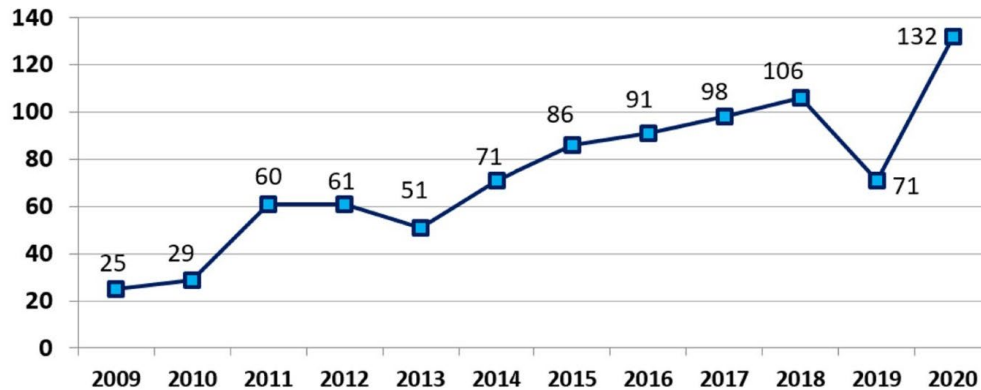**Novel Devices Authorized Per Calendar Year 2009 - 2020**

Figure 1. In 2020, original devices included original PMAs, panel track supplement PMAs, De Novos, HDEs, breakthrough 510(k)s, and specific Emergency Use Authorizations (EUAs) deemed novel (CDRH 2021).

- ▶ Growing Demand for Biomedical Devices
- ▶ FDA approvals increased from 25 (2009) to 124 (2023)
- ▶ 2020 saw 106 new devices (CDRH data)
- ▶ Shortage of Qualified Technicians:
- ▶ Industry growth with a stagnating workforce
- ▶ increasing demand for technicians with advanced skills

Industry Challenges

- Challenges in Training and Skills
- Shortfall in hands-on training
- Need for knowledge in safety regulations, cybersecurity, medical terminology
- Program Solution:
- Norco College's 1-year certification in Biomedical
- Norco College's two-year AS. Degree

Program Overview
Extension of the digital electronic Program

- Comprehensive Curriculum

- Hands-on training with real medical devices

- Focus on regulatory, safety, and technical skills

- Aligned with industry needs and standards

Program Goals

▶ Equip Students with Technical Proficiency

▶ 1. Maintenance, troubleshooting, and repair of biomedical devices

▶ 2. Understanding Compliance & Safety Standards

▶ 3. Biomedical Knowledge Integration

▶ 4. Critical Thinking & Problem-Solving

▶ 5. Professional Growth in digital technology, cybersecurity, anatomy

Program Objectives

- Technical Mastery
- 90% proficiency in maintenance and repair
- Compliance & Safety:
- 100% capstone completion on risk assessment
- Biomedical Instrumentation:
- Preventive maintenance on advanced equipment
- Critical Thinking & Problem-Solving:
- Capstone projects and team problem-solving
- Professional Development:
- Resume, interview prep, and certification readiness

Curriculum Overview

- ▶ Core Areas
- ▶ Biomedical Instrumentation
- ▶ Healthcare Compliance
- ▶ Advanced Biomedical Maintenance
- ▶ Electronics and IT Fundamentals

Instructional Methods

▶ Hands-On Lab Training

▶ Real medical device handling

▶ Clinical Internships:

▶ Real-world application in healthcare

▶ Capstone Projects:

▶ Team-based real scenario projects

▶ Blended Learning:

▶ • In-person and virtual learning

Professional Development for Faculty

- Industry Collaboration
- Partnerships with industry for updated knowledge
- Continuous Learning:
- Support for advanced certifications and training
- Pedagogical Training:
- Digital and virtual tool training for student engagement

Facilities and Resources

- ▶ Planned Enhancements

- ▶ Advanced Medical Device Lab with high-tech diagnostic equipment

- ▶ Testing and Calibration tools

- ▶ Virtual Learning Environment for remote access

- ▶ Utilizing strong workforce program funds to support new program development

- ▶ Submitting grant proposals to continue to grow the program

Biomedical Electronic Equipment Repair Program

Equipment Needs Overview

Course	Title	Units	Sequencing
Required Courses 33 units ELE 10	Survey of Electronics	4	Fall 1,
ELE 11 or ELC 11	DC Electronics	4	Spring 1
ELE 13 Or ELC 13	AC Electronics	4	Spring 1
ELE 25	Digital Techniques	4	Spring1
ELE 23	Electronic Devices and Circuits	4	Summer 1
ELE 30	Introduction to Biomedical equipment	3	Fall 2
ELE 31	Troubleshooting Theory and Methodology	3	Fall 2
ELE 35	Biomedical life Support equipment troubleshooting and Repair	3	Spring 2
ELE 33	Network Troubleshooting and Methodology	2	Spring 2
ELE 34	Capstone project for Biomedical Equipment	2	Spring 2

Biomedical
Electronic Equipment Repair

Red new course

26
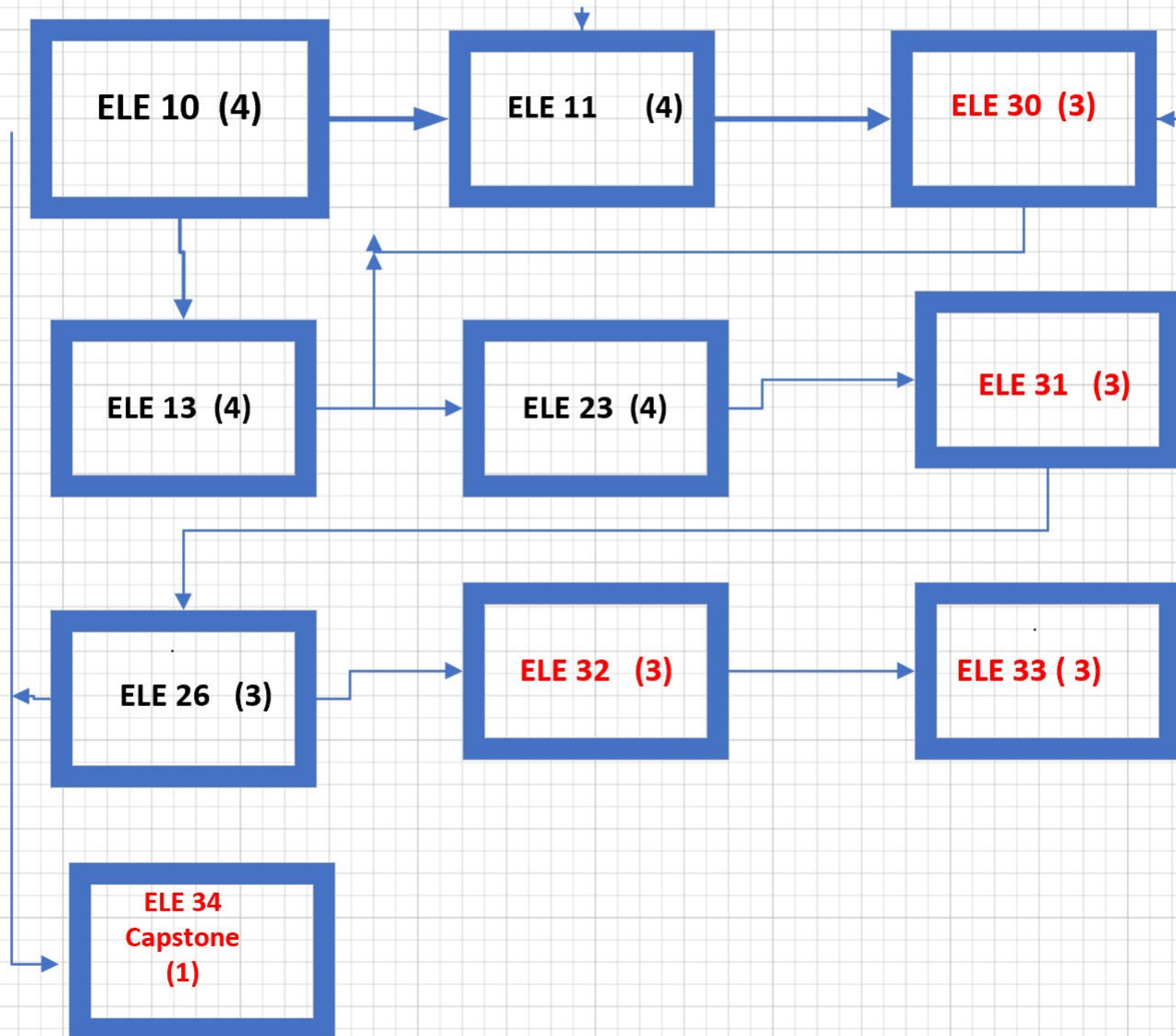
Overview of Courses

- ELE 10 (4 units)
- ELE 11 (4 units)
- ELE 13 (4 units)
- ELE 23 (4 units)
- ELE 26 (3 units)

Diagnostic and Testing Equipment

- ▶ Oscilloscopes (digital and analog)
- ▶ Multimeters (digital and analog)
- ▶ Function Generators for signal testing
- ▶ Electrocardiogram (ECG) Simulators
- ▶ Defibrillator Analyzers
- ▶ Electrical Safety Analyzers
- ▶ Electrosurgical Analyzer
- ▶ Infusion Pump Analyzers
- ▶ Vital Signs Simulators
- ▶ - Patient Simulator Modules
- ▶ - Ventilator Test Systems

Tools and Accessories

- Soldering Stations and De-soldering Kits
- Electrostatic Discharge (ESD) Mats and Wrist Straps
- Digital Thermometers
- Magnifying Lamps or Microscopes
- Tool Kits (screwdrivers, pliers, cutters)
- Battery Testers

Computers and Software

- ▶ - Computers with specialized software for diagnostics
- ▶ - Medical Device Communication Interfaces
- ▶ - Software for Biomedical Device Management
- ▶ - Simulation Software

CONCLUSION

- Impact of Norco College's Certification Program

- Bridging the workforce gap with skilled technicians

- Meeting the healthcare industry demand for biomedical

- It has been approved by IEDRC

- It has been approved by the advisory as well

LEARNING RESOURCE CENTER (LRC) UPDATES & HIGHLIGHTS

Presented to Norco College Academic Senate on April 21, 2025
By Brianna Reyes, Academic Support Coordinator

LRC Staffing

Academic Support Coordinator

► Brianna Reyes is subbing as the Academic Support Coordinator under differential since Daren Koch's departure.

LRC Support

► Brandy Bredehoft is subbing as a Tutorial Services Clerk.

► Mark Walcott, Office Technician, has extended hours to support coverage at the front desk.

LRC Updates

Improvements

▶ Sign-in has been updated when students clock-in to the LRC.

▶ Front desk clerks are making phone calls the evening before appointments to help reduce no-shows / missed appointments.

▶ Tutorial Services now has an account with Ocelot and will begin to send out text message reminders in addition to phone calls.

Resources

▶ Purchased more calculators.

▶ Requested BIO models (e.g., bones, muscles, and nervous system) through program review.

Third Party Tutoring

NetTutor

▶ NetTutor is an online tutoring service that is accessible to students through Canvas.

▶ NetTutor will be closed when the LRC is open to encourage students to use LRC support (online and in-person).

▶ Talking to NetTutor about options for making non-English/Math subjects accessible when the LRC is open.

Tutor Updates

Budget

▶ LRC tutor budget will no longer use the COVID-19 Block Grant.

▶ The LRC tutor budget will now use the Standard of Care allocation.

Tutors

▶ In 2024-2025, the LRC currently has 62 tutors with 4 more in the hiring process.

▶ 40% increase from last year (in 2023-2024, the LRC had 47 tutors).

▶ Currently offering 18 study groups with the possibility of three more in the near future.

Standard of Care

▶ LRC is participating in the IEPI PRT process related to implementing the Standard of Care at Norco College.

▶ Visit 1 on February 28, 2025 – Listening Sessions.

▶ Visit 2 on April 10, 2025 – Menu of Options Review and Q&A.

▶ Participating in the discussion of ideas and approaches to the Standard of Care for improving the LRC and tutoring.

▶ Focus areas for improvement include communication, facilitating engagement, and using technology/data to support tutoring.

ASCCC Resolution Proposal
Spring Plenary, 2025

Title: <mark>Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning (CPL)</mark>

Whereas, the California Community Colleges are committed to ensuring equitable access to Credit for Prior Learning (CPL) for all students, recognizing the diverse experiences and knowledge students bring to their educational journeys;

Whereas, while the California Education Code permits community colleges to charge students a fee for administering a credit by exam, and according to California Code of Regulations, Title 5, Section 55050, a district may charge a fee for administering the examination as long as the fee does not exceed the enrollment fee for the course for which the student seeks credit; it is essential to consider student equity when determining these fees and ensure they do not place an undue financial burden on students seeking CPL, thereby limiting access to CPL.

Whereas, Section 55050 of the Credit for Prior Learning regulation states that the determination to offer credit by examination rests solely on the discretion of the discipline faculty, and that a separate examination shall be conducted for each course for which credit is to be granted;

Whereas, credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college;

Therefore, be it resolved, that the Academic Senate for California Community Colleges recommends that no fee be assessed for Credit for Prior Learning (CPL) examinations. While recognizing that districts may charge a fee for administering such examinations in accordance with the California Education Code—provided the fee does not exceed the enrollment fee for the corresponding course—it is advised that these fees be waived.

Contact: Dr. Sigrid Williams, the MAP Initiative, Norco College

ASCCC Resolution Proposal
Spring Plenary, 2025

Title: <mark>**Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)**</mark>

Whereas, the California Community Colleges recognize the value of prior learning and the importance of acknowledging the knowledge and skills students bring to their educational journey;

Whereas, Credit for Prior Learning (CPL) provides students with the opportunity to receive academic credit for validated skills and knowledge gained outside of traditional coursework;

Whereas, the California Community Colleges Chancellor's Office Vision 2030 emphasizes the importance of equity in access and success, including dismantling systemic barriers to education and expanding opportunities for all learners;

Whereas, ensuring that all types of CPL is transcribed and awarded early in a student's enrollment can significantly reduce the time and cost required to complete a degree or certificate;

Therefore, be it resolved that the Academic Senate for California Community Colleges (ASCCC) recommends that residency requirements and/or minimum unit attainment should not obstruct the timely recognition and awarding of Credit for Prior Learning (CPL), ensuring students can benefit from their prior learning experiences from their first semester of enrollment;

Further resolved, that colleges are encouraged to eliminate such barriers to awarding CPL, supporting the removal of residency requirements to promote equitable access to credit for prior learning in alignment with the goals and principles of the CCCCO Vision 2030.

Contact: Dr. Sigrid Williams, the MAP Initiative, Norco College

ASCCC Resolution Proposal
Spring Plenary, 2025

Title: **Enhancing Student Mobility: Credit for Prior Learning (CPL) and Transcript Reciprocity among California Community Colleges**

Whereas, not every student begins and ends their academic career at the same college, and with the increasing trend of students transferring between institutions of higher education, it is incumbent upon the California Community College system to facilitate a seamless and efficient transfer process for transfers;

Whereas, the California State University (CSU) system accepts wholesale on transcripts which include CPL, however the California Community College (CCC) system does not have a written policy on a reciprocity agreement between community colleges when it involves the transcription of CPL, leading to inconsistencies in how colleges accept transcripts from other community colleges within the state;

Whereas, some evaluators within our colleges and districts already accept official transcripts of courses completed or awarded using CPL without question, while others create roadblocks for students, not accepting these official transcripts, thereby impacting student progress;

Whereas, there is a difference between transcript reciprocity and articulation reciprocity:

- **Transcript reciprocity** focuses on the acceptance of official transcripts from one institution by another, simplifying the transfer process by recognizing the credits and grades from the sending institution's transcripts without requiring a detailed course-by-course evaluation.

- **Articulation reciprocity** refers to agreements between institutions that ensure a smooth transfer process for students, outlining how credits from one institution will be recognized and applied toward degree requirements at another institution. However, with the current curriculum structure, course outlines of records and learning outcomes may not always align with the receiving college, creating conflicts;

Therefore, be it resolved, that the Academic Senate for California Community Colleges (ASCCC) recommends the development of a standardized transcript reciprocity policy within the California Community College system, aligned with the CSU policy for Credit for Prior Learning (CPL). This policy should ensure that CPL credits and grades are accepted and applied toward transfer requirements without additional evaluations;

Further resolved, that the ASCCC encourages the University of California (UC) to consider adopting a similar policy to promote student mobility and ensure equitable access to educational opportunities.

Contact: Dr. Sigrid Williams, the MAP Initiative, Norco College

ASCCC Resolution Proposal
Spring Plenary, 2025

Title: Maximizing Student Awareness: Adopting CPL Syllabus Statements throughout the state at all California Community Colleges

WHEREAS, the California Community Colleges Chancellor's Office (CCCCO) "Vision 2030" incorporates a commitment to proactively bring college education to our prospective students, wherever they are, to ensure equity in access.

WHEREAS, it is imperative that all students are made aware of the opportunities available through Credit for Prior Learning (CPL), particularly for working adults and veterans, who can benefit from earning college credit for knowledge gained outside of a traditional academic environment.

WHEREAS, several colleges have adopted the inclusion of a CPL Syllabus Statement in all syllabi to promote awareness of CPL opportunities and to ensure that all students are informed of this pathway to accelerate their educational goals.

THEREFORE, BE IT RESOLVED, That the Academic Senate for California Community Colleges puts forth this resolution for our college and district to adopt the following CPL Syllabus Statement to be included in all syllabi college-wide and district-wide to ensure that all students throughout the state are made aware of CPL:

> **CREDIT FOR PRIOR LEARNING (CPL)** Attention working adults and veterans, you can earn CPL for knowledge gained outside of a traditional academic environment. Get a jumpstart on obtaining your degree through CPL and earn college credit for certain college-level skills and knowledge you gained through experience, certifications, and industry licenses/credentials. Ask your counselor or CPL coordinator for more information. Email [Insert college CPL email here].

BE IT FURTHER RESOLVED, the Academic Senate for California Community Colleges (ASCCC) recommends that the college and district Academic Senates work collaboratively to implement this resolution and promote the inclusion of the CPL Syllabus Statement to ensure that every student has equitable access to CPL opportunities.

BE IT FINALLY RESOLVED, that the Academic Senate for California Community Colleges (ASCCC) recommends that this resolution and the CPL Syllabus Statement be widely communicated to faculty, staff, and students through various channels to maximize awareness and understanding of CPL and its benefits.

Contact: Dr. Sigrid Williams, the MAP Initiative, Norco College

ASCCC Resolution Proposal
Spring Plenary, 2025

Title: <mark>Advancing Credit for Prior Learning (CPL) in Alignment with CCCCO Vision 2030 (Apprenticeships, Veterans Sprint and Rising Scholars)</mark>

Whereas, the CCCCO Vision 2030 emphasizes equitable access to education by advocating for the removal of systemic barriers to student success, including the recognition and awarding of Credit for Prior Learning (CPL), and aligns with the core academic and professional matters outlined in the "10+1" by fostering student achievement and seamless transfer pathways;

Whereas, the CCCCO Apprenticeship programs provide innovative pathways for students to gain hands-on experience and earn college credit through paid on-the-job training, aligning with the Vision 2030 goal of preparing students for in-demand careers and fostering economic mobility; and

Whereas, the CCCCO Veterans Sprint initiative focuses on supporting veterans by streamlining CPL processes, ensuring their military training and experiences are recognized as valuable academic credit, and promoting their successful transition into civilian careers; and

Whereas, the CCCCO Rising Scholars initiative supports system-impacted and formerly incarcerated students, providing equitable access to education and creating opportunities to recognize prior learning experiences gained through life and work, aligning with the Vision 2030 goals of inclusivity and student success;

Therefore, be it resolved, that the Academic Senate for California Community Colleges (ASCCC) supports the expansion and implementation of the CCCCO Apprenticeship Sprint initiative to provide equitable access to career-focused learning opportunities and credit for on-the-job training; and

Be it further resolved, that the ASCCC endorses the CCCCO Veterans Sprint initiative, advocating for streamlined policies that recognize military training and experience as academic credit, to ensure equitable educational opportunities for veterans; and

Be it further resolved, that the ASCCC supports the goals of the CCCCO Rising Scholars Initiative, encouraging colleges to implement CPL policies that recognize the prior learning of system-impacted and formerly incarcerated students to foster inclusivity and equity in educational opportunities; and

Be it finally resolved, the ASCCC encourages system-wide collaboration to align CPL policies with the principles of equity, access, and transferability in accordance with Vision 2030 goals, while leveraging the CCCCO Apprenticeship and Veterans Sprint and Rising Scholars Initiative to expand opportunities for underserved populations.

Contact: Dr. Sigrid Williams, the MAP Initiative, Norco College

NORCO COLLEGE LOCAL POCR REQUEST

SPRING 2025

DR. SANDRA POPIDEN

DEC CHAIR

AGENDA
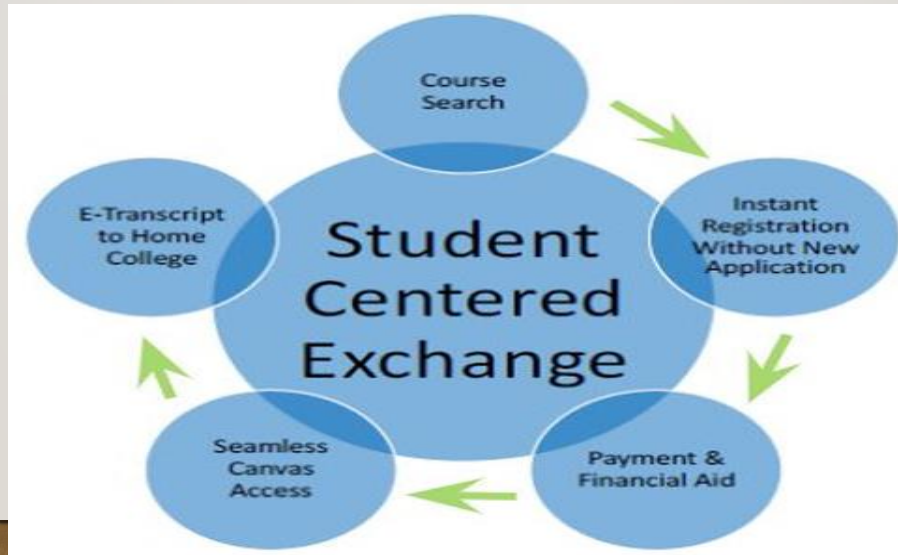
- I. What is the CVC Exchange?

- II. NC / CVC Exchange Timeline – Where are We Now?

- III. What are the Benefits of the CVC – OEI Consortium?

- IV. What is Peer Online Course Review (POCR)?

- V. Why Support a Local NC POCR Process?

I. WHAT IS THE CVC EXCHANGE?

- **The CVC Exchange** is student-centered completion initiative and platform that allows students to register for over **27,000** OL courses at other CCCs.

I. WHAT IS THE CVC EXCHANGE?

- **Norco College will become a CVC "Teaching College" in May 2025**
  - **Teaching College:** Integration will allow the approx. **2.1 million**) students from 100+ participating CCCs to **instantly cross-enroll** Norco's online courses through the CVC Exchange.
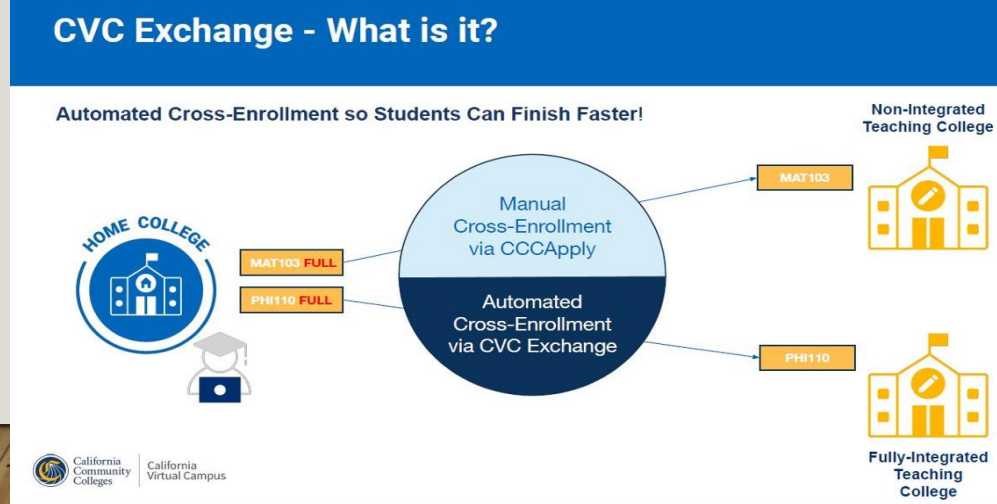
II. NC / CVC TIMELINE
WHERE ARE WE NOW?

- **Fall 2022:** Norco Academic Senate approves CVC-OEI Membership.

- **Spring 2023:** Norco College becomes a Home College.

- **2023-2024: MoVal** & **RCC** establish local POCR pilot processes.
  * Both are currently on hold / not accepting applications due to a lack of funding *

- **Spring 2024:** NAS approves POCR "Quality Review" icon (3/18/2024), to be placed in NC student course finder (like ZTC icon).

- **May 2025:** RCCD Teaching College timeline is dependent on **Anthology** integration

III. WHAT ARE THE MAIN BENEFITS OF THE CVC-OEI CONSORTIUM?

1. **Alignment: With CCC [Vision 2030](#) & Vision 2030 [Online Teaching and Learning Workplan](#)**

2. **Access: Increases student access to online course options on the CVC Exchange**
   - Search, select & register: no additional cost to students
   - Instant enrollment: **+ Add** and no separate application for CVC OL courses
   - Combined Canvas dashboard & electronic transcript delivery

Student Enrollment Journey

3. **Enrollment: Is maximized at "Teaching Colleges"**

- When a student takes a course through the CVC Exchange:
  - The "home" college gets the degree/certificate completion
  - The "teaching" college gets FTES for course, as with any student

NORCO COLLEGE

4. **Completion: Accelerates colleges' and students' completion goals**
   - A strategic focus on increasing the number of degrees awarded (CCCCO)
   - Creates new successful pathways to transfer and offering access to the classes students need the most
     - Reduces barriers to completion for bottlenecked, waitlisted, infrequently offered, or "hard to get" GE courses.
     - Reduces barriers for working students, student parents, those with scheduling conflicts, & transportation issues

You did it!

Congratulations on fully implementing the CVC Exchange!

Thanks to your tireless dedication, community college students across California can seamlessly enroll in courses at more than one community college – helping them complete their program on time.

Oh behalf of the entire California Community College system, and its students, we say...

Thank you!

NORCO COLLEGE

IV. WHAT IS POCR?
WHAT IS A "QUALITY REVIEW" BADGE?

"POCR is the process by which a faculty member demonstrates their online course meets the quality standards outlined in the CVC Course Design Rubric. This includes peer review of the online course materials, using the rubric to guide feedback. When the standards have been met to the satisfaction of the peer review team, the course is considered 'aligned' and receives a Quality Reviewed badge in the CVC Exchange. The process can take several months and can require considerable time and effort for all those involved."

– *Local Peer Online Course Review Landscape Report*

NORCO COLLEGE

IV. WHAT IS POCR?
WHAT IS A "QUALITY REVIEW" BADGE?

- **POCR** was established in 2014, to promote student access to "high quality OL courses designed to support student learning and success" (CVC Professional Workgroup).

- POCR badging involves alignment with **high caliber state standards** to facilitate & improve course design and accessibility that supports equitable student learning and success (Merrit College POCR Process)

IV. WHAT IS POCR?
WHAT IS A "QUALITY REVIEW" BADGE?

- **A Quality Review "QR" badge:** designates alignment with the CVC-OEI Rubric involving state-wide established DE best practices in:
  - Section A: Content Presentation
  - Section B: RSI - Interaction
  - Section C: Assessments
  - Section D: Accessibility

V. WHY SUPPORT A LOCAL NC POCR PROCESS?

1. **Student Success: POCR "Quality Review" badged, or "QR" classes are aligned with OEI Course Design Rubric, and have higher student success rates, reducing OL achievement gaps**
   - **"QR" courses have increased student success rates of 4.9% above the statewide average (RP Group 2017)**
   - **Chaffey College revealed a 14 percent increase in course success after POCR alignment (2022)**
   - **LA Pierce College reported an "overall 5% increase, and significant increases of 8% seen for Asian students, 8% for Black students, and 10% increase for Hispanic students. There were also gains of up to 6-10% seen for various age groups."**

2. **Competitive Rankings on the Exchange ➔ Maximizes Enrollment & Efficiency**

- **Faculty**
- **Disciplines / Schools**
- **College**

○ **Example: Saddleback College** leads the state in QR courses & in their President's March 2024 Update, President Elliot Stern reported 400 net enrollments in spring 2024 from TC status on CVC Exchange & forecast **1,000 net enrollments in fall 2024**

■ Dr. Stern credited Saddleback's success on the Exchange to their strategic investment in their local POCR process & extensive ZTC offerings.

Online Tutoring 　 Online Counseling 　 Quality Reviewed 　 Student Readiness Support 　 OEI Consortium

Zero Textbook Cost

EXAMPLE – CVC EXCHANGE

Enroll in an online course

1 Search for online courses offered at other California Community Colleges when you can't find what you need at your own college.

2 Add the class you're looking for without filling out a new application!

3 If you're eligible, your registration will be confirmed within minutes!

HOME CALIFORNIA COLLEGE
- ○ I don't have a home California college
- ● I have a home California college

Norco College

SEARCH BY
- ● CSU BREADTH Requirements
- ○ IGETC Requirements
- ○ Home College Course Name
- ○ Keyword

SELECT A REQUIREMENT
CSU GE D8 - Political Science, Government and Legal Institutions

Find Classes

EN

NORCO COLLEGE

CVC COMPETITIVENESS EXAMPLE: TOP RANKED "QR" COURSE FOR POL 1

Instant Enrollment

☑ Instant Enrollment

This filter is designed to show you courses that are eligible for One-Click Registration. This is dependent on both your home school and the teaching school and may not be available under all circumstances.

Available Seats

☑ Only show courses with available seats that are open for registration or open for registration within three days

Online Format

☑ Synchronous ⓘ   ☑ Asynchronous ⓘ

No courses found at your home college

Merritt College

POSCI1 - GOVT/POLITICS IN US

🏫 Online Tutoring   🏅 Quality Reviewed

UNITS	TERM	TRANSFERABILITY
3.0 Units	Jun 16 - Jul 24	✔ IGETC ✔ CSU BREADTH

Tuition	$138.00 ⓘ

NORCO COLLEGE

3.   **Equity:** POCR "Quality Reviewed" Courses meet DOJ's new (2024) [100% digital accessibility requirement](#) for colleges' web content

- **DOJ (Enhanced WCAG 2.1 Standards)** - Compliance deadline 2026
- **Chaffey College found a 32% increase in student success post POCR alignment for Black students (46% to 78%)**
  - The greatest improvements among Asian, male, and 25-29 year old students.

The greatest improvements were among Black, Asian, male, and 25-29 year old students

	Pre	Post
Black	45.5%	77.8%
Asian	69.4%	85.5%
Male	62.0%	79.0%
25 to 29 years	54.6%	78.8%
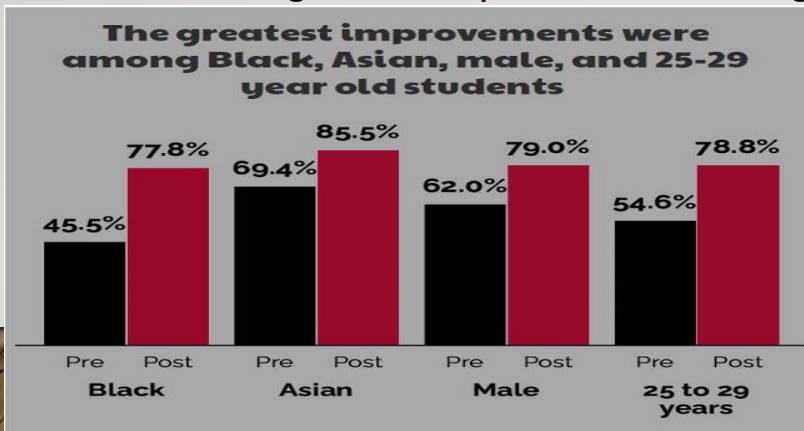
There was a 12% increase in online course success rates after POCR alignment

Success rates increased by 32% for Black students and 24% for students ages 25 to 29 years old

When comparing pre- and post-POCR alignment, the greatest increase in success rates were among Black students (+32% increase) and students between 25 and 29 years of age (+24% increase).

NORCO COLLEGE 5-YEAR OL SUCCESS RATES (2018-2023)

RCCD 5-YEAR OL SUCCESS RATES (2018-23)

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

Year
- ☑ 2018-19
- ☑ 2019-20
- ☑ 2020-21
- ☑ 2021-22
- ☑ 2022-23

Term
- ☐ Summer 2018
- ☐ Fall 2018
- ☐ Winter 2019
- ☐ Spring 2019
- ☐ Summer 2019
- ☐ Fall 2019

College
- ☑ MVC
- ☑ NC
- ☑ RCC

Discipline
All ⌄

Instruction Type
- ☐ Hybrid
- ☐ Non-Online
- ☑ Online
- ☐ Work Study

Support Course
- ☐ Yes
- ☐ No

Course
- ☐ Select all
- ☐ ACC-1A
- ☐ ACC-1B
- ☐ ACC-55
- ☐ ACC-62
- ☐ ACC-63
- ☐ ACC-65
- ☐ ACC-66
- ☐ ACC-67
- ☐ ACC-801
- ☐ ACC-802

Discipline-Level: MAT, SOC, CON, ADJ, GUI, ART, GEG, ...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**289,084**	**193,960**	**67.1%**	**0**	**522**
African American	25,797	14,746	57.2%	1	2733
Asian	18,224	14,667	80.5%	0	0
Hispanic	186,618	122,421	65.6%	1	4889
Native American	726	436	60.1%	1	52
Pacific Islander	1,077	669	62.1%	1	55
White	44,671	33,266	74.5%	0	0
Two or More	10,616	6,832	64.4%	1	305
Unknown	1,355	923	68.1%	0	0
Male	**169,666**	**114,219**	**67.3%**	**0**	**0**
African American	14,686	8,238	56.1%	1	1679
Asian	16,876	13,198	78.2%	0	0
Hispanic	99,878	65,577	65.7%	0	1918
Native American	392	239	61.0%	1	25
Pacific Islander	790	459	58.1%	1	72
White	29,555	21,679	73.4%	0	0
Two or More	6,349	4,076	64.2%	1	191
Unknown	1,140	753	66.1%	0	13
Unknown	**3,716**	**2,424**	**65.2%**	**0**	**73**
African American	212	106	50.0%	1	37
Total	**462,466**	**310,603**	**67.2%**	**0**	**0**

Course-Level: MAT-1A, SOC-2, CON-70, ADJ-3, SOC...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**289,084**	**193,960**	**67.1%**	**0**	**522**
African American	25,797	14,746	57.2%	1	2733
Asian	18,224	14,667	80.5%	0	0
Hispanic	186,618	122,421	65.6%	1	4889
Native American	726	436	60.1%	1	52
Pacific Islander	1,077	669	62.1%	1	55
White	44,671	33,266	74.5%	0	0
Two or More	10,616	6,832	64.4%	1	305
Unknown	1,355	923	68.1%	0	0
Male	**169,666**	**114,219**	**67.3%**	**0**	**0**
African American	14,686	8,238	56.1%	1	1679
Asian	16,876	13,198	78.2%	0	0
Hispanic	99,878	65,577	65.7%	0	1918
Native American	392	239	61.0%	1	25
Pacific Islander	790	459	58.1%	1	72
White	29,555	21,679	73.4%	0	0
Two or More	6,349	4,076	64.2%	1	191
Unknown	1,140	753	66.1%	0	13
Unknown	**3,716**	**2,424**	**65.2%**	**0**	**73**
African American	212	106	50.0%	1	37
Total	**462,466**	**310,603**	**67.2%**	**0**	**0**

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")
- "Unknown" and "Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

ADDITIONAL REASONS TO SUPPORT A LOCAL NC POCR PROCESS

1. **RCC & MoVal have already established local POCR processes & it is part of our CVC Agreement**
   - [According to the CVC-OEI Consortium Agreement,](#) teaching colleges pledge to create local POCR teams and to have 20% of OL courses or sections as "QR" within 2 years.
   - All 3 colleges require sustainable funding sources (ie. General funds, Student equity
   - Financial support directly impacts the functioning and scale of each college's Local POCR process

2. **POCR is already listed in the RCCD as one of the 3 options for NC DE Certification**
   - However, if a RCC or MoVal faculty member has been POCR certified at their colleges, without a local POCR process at Norco College, they are not able to list their courses as "QR" at Norco College.

3. **A local NC POCR process is required to "fast track" POCR "QR" equivalencies**
   - NC faculty with "Quality Reviewed" courses approved other colleges must be certified as equivalent by a local NC POCR process to be displayed as "QR" on Norco's Course Schedule & on the CVC Exchange.
   - More streamlined "QR" approval opportunities to come! Starting with the six CCN Phase 1 courses, new "plug and play" POCR badged courses will be shared with CCC faculty.
     - Local POCR teams are required to fast-track these new QR courses to increase discipline's and college's competitiveness on the Exchange.
     - Fall 2025: COM 110, ENG 100, ENG 105, MAT 110, POL 110, Psych 110,
     - More "plug and play" POCR "QR" approved courses to come for Phase 2 & Phase 3 courses

NORCO COLLEGE

SUMMARY - WHAT'S AT STAKE?

Advancement of [Norco College's (2030) EMP Goals:](#)

1. **Access – EMP Goal # 1: POCR QR courses attract students from 100+ CCCs**
   - 2 million CCC students eligible to participate on the Exchange
2. **Access – EMP Goal # 1: QR courses increase Norco's competitiveness on the CVC Exchange**
   - Funding a POCR process provides the college with "QR" status and access to additional revenue streams & growth potential.
3. **Success – EMP Goal # 2: POCR QR courses have higher student success rates**
   - The CVC is designed to advance students' successful completion of graduation and transfer courses
4. **Equity & Accessibility – EMP Goal # 3: POCR QR courses help close DE equity gaps**
   - POCR QR courses are 100% accessible, & are demonstrated to reduce DE equity gaps
5. **Accessibility – EMP Goal # 3: POCR Courses are compliant with DOJ Accessibility Requirement**
   - A robust POCR process helps the college to achieve compliance with the DOJ (2024), 100% accessibility mandate for digital content

NORCO COLLEGE

SUMMARY - WHAT'S AT STAKE?

Advancement of Norco College's (2030) EMP Goals:

6. Professional Development – EMP Goal # 4
- A robust POCR process and accessibility support provide faculty with sustained opportunities to access training in DE best practices & advance progress on NC's Student Equity Plan. This includes:
  - Equitable DE course design: content presentation & assessments
  - RSI (faculty initiated & student-to-student)
  - Accessibility

7. Transformation of the community – EMP Goals # 5, # 6, # 7
- Creating QR courses advances NC & RCCD students' access to courses that improve their chances of graduating, transferring, and contributing to our community, and regional economic development
- A robust POCR process increases access to high quality QR courses for students from throughout the state and region

8. Effectiveness, Planning, and Governance: - EMP Goal # 8
- For faculty, students, disciplines and the college to improve our success, pathways to graduation and transfer, and close equity gaps, integrated DE strategic planning and sustained support in establishing a local POCR team & a QR certification process are needed!

NORCO COLLEGE

WHAT IS THE ROI FOR POCR?

- **POCR's Benefits / Return on Investment (ROI) include:**
  1. Improved Course Quality: Adapting to meet the persistent **shift in student demand** for OL courses, which continues to transform higher education, by prioritizing access to professional development on course design and accessibility to improve OL teaching & learning

  2. Increasing new net enrollment, growth potential, and OL revenue streams: by tapping into student demand from 100+ CVC Exchange participant colleges (the largest system of higher education in the U.S.)

  3. Enhancing NC OL courses efficiency, OL student success, and progress in NC's Student Equity Plan

  4. Aiding CCC students' abilities to get GE graduation & transfer requirements to graduate more quickly

  5. Increasing apportionments in the **Student Centered Funding Formula (SCFF),** which is directly linked to enrollment (70% of formula funding), & **student success allocation** (10%) based on completion of transfer level Math and English in first year, achievement of associate degrees, certificates, & transfers

POCR - KEY TAKEAWAYS

- **The benefits of increasing enrollment, offering quality online instruction and student services, promoting student and equity outcomes, providing faculty with reliable access to OL PD, and increasing completion rates all strongly align with Norco College's mission, vision, and core commitments.**

- **Additional benefits & linkages to EMP Goals can be maximized with**
  - [Integrated Strategic Planning](#) (SPGM, district DESP, SEP, NC DESP)
  - Significant and sustained investment in a POCR Review Process
  - Targeted & consistent faculty professional development opportunities
  - Enhanced accessibility tools, training, and robust POCR support systems

NEXT STEPS...

Review NC POCR Proposal & Resources:

- **Norco College POCR Process Proposal**

- **RCC, MoVal and Saddleback POCR Processes Cost Comparison**

- **Four Local POCR Processes Compared (RCC, MoVal, Saddleback, Contra Costa)**

- **Contra Costa Local POCR Process Overview**

- **Norco College Power BI DE Dashboard**

- **Norco College Power BI : DE Enrollment, Student Success, & Retention Trend Analysis**

- **CVC Peer Online Course Review Landscape Report**

- **Vision 2030: Online Teaching and Learning Work Plan**

- **CCC Vision 2030: A Roadmap for Community Colleges**

NORCO COLLEGE

APPENDIX A

CVC CONSORTIUM AGREEMENT

2. **Course Review & Alignment**

   a. Establish a Local Peer Online Course Review (POCR) process certified by CVC-OEI designed to align the College's online courses to the CVC-OEI Course Design Rubric.

   b. Demonstrate substantive quality improvement with a goal of increasing the quality of all online courses by June 2023. Colleges will demonstrate progress toward course quality improvements by meeting incremental benchmarks as provided by CVC-OEI's *Benchmarks for High Quality. Inclusive Learning* leading to alignment of at least 20% of online courses or sections within two (2) academic years of establishing a local POCR process.

   c. Provide training for College faculty, in cooperation with CVC-OEI, in a Local POCR process utilizing the CVC-OEI Course Design Rubric.

   d. Ensure that courses utilize technology and materials that comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973, as described in the CCC Information and Communication Technology and Instructional Material Accessibility Standard.

APPENDIX B
DEC POCR APPROVALS

- November 9, 2023 – DEC Approval of RCCD "QR" icon in course finder & Creation of a Local NC POCR Website **Agenda** | **Minutes**

- March 14, 2024 – DEC Approval of POCR Special Project Funding Request **Agenda** | **Minutes**

- April 4, 2024 – DEC Discussion of POCR Senate Request for Support & SPR Funding – Review of MoVal, RCC & Saddleback POCR models **Agenda** | **Minutes**

- October 10, 2024 – DEC Approval of Local NC POCR Process **Agenda** | **Minutes**

- November 14, 2024 – DEC Approval of Local NC POCR Senate Request for Support **Agenda** | **Minutes**

NORCO COLLEGE

APPENDIX C
POWER BI DATA
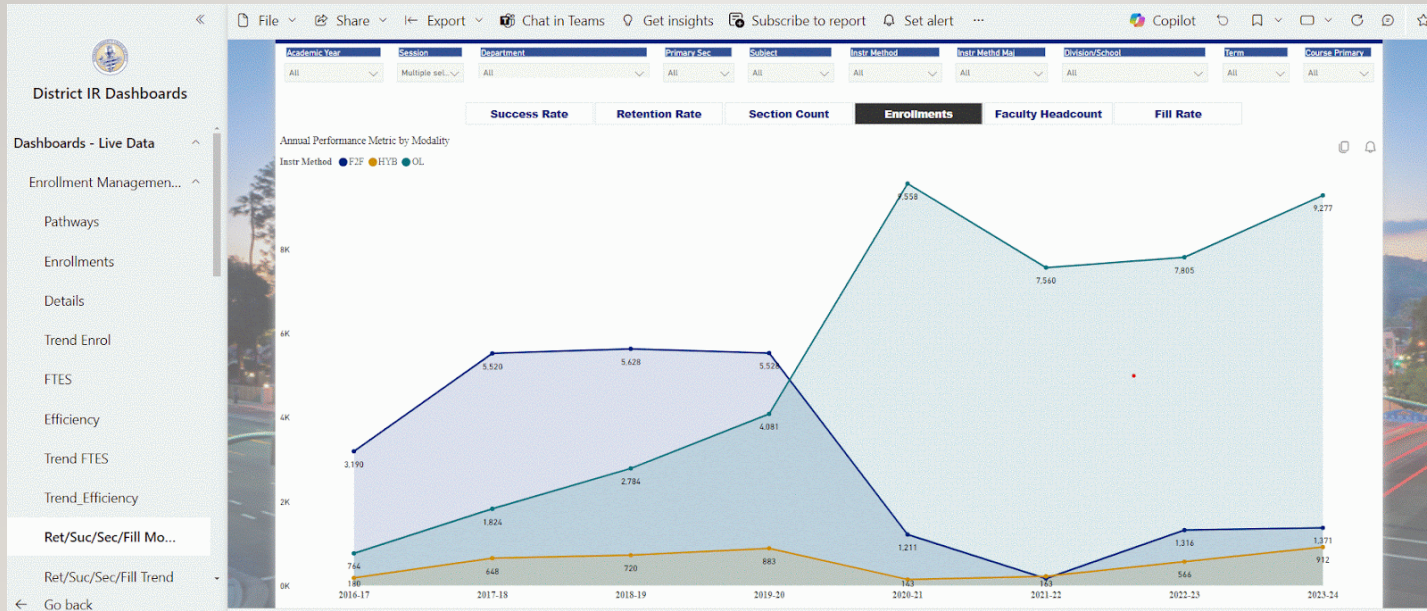
APPENDIX D
SAMPLE POCR PROCESS WORKFLOW

POCR Process Flow – Merritt College
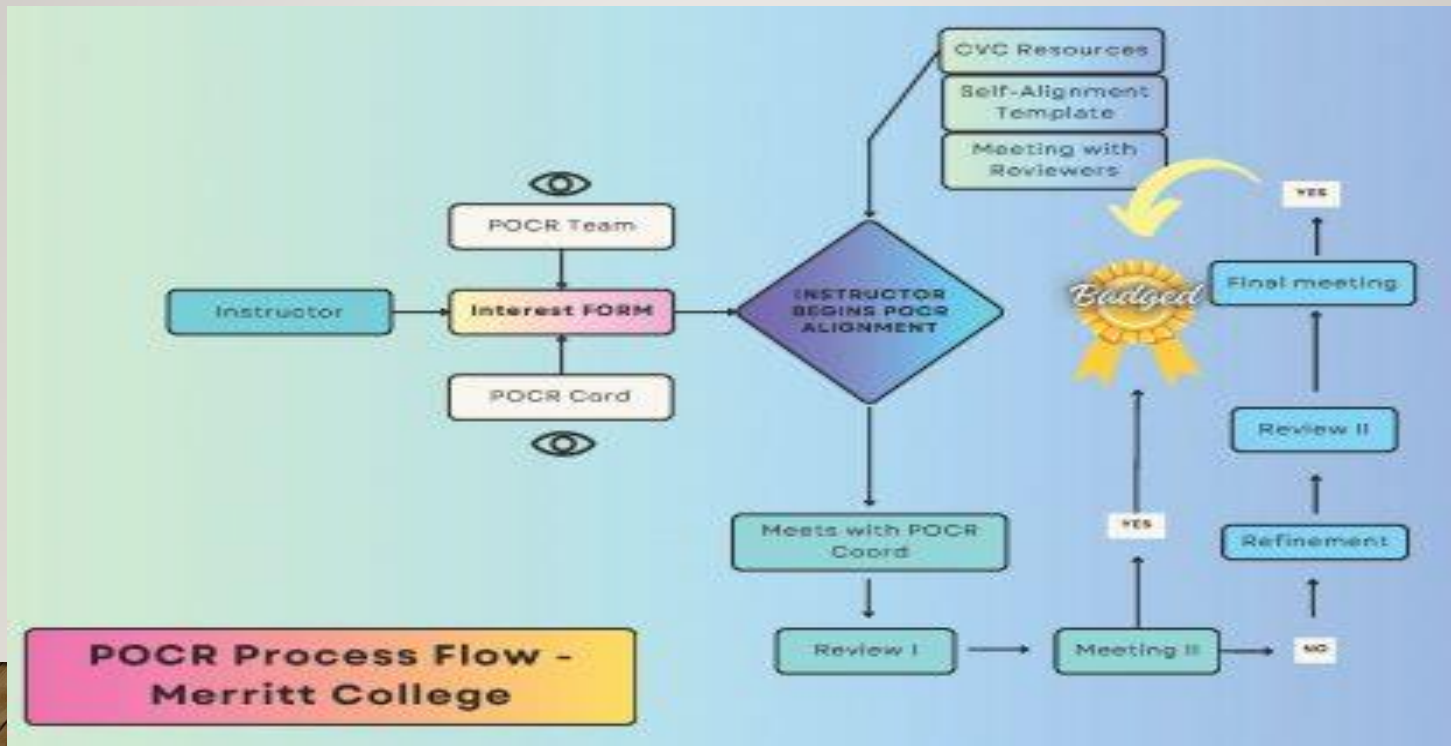
2025-2030 Strategic Plan and Governance Manual

Spring 2025 Feedback Overview

1. Grammar including labels and captions for tables and charts
2. Clarity and consistency in language
3. Reorganization of the governance manual
4. Updated metrics
   a. Distance Education
   b. Career Pathways alignment to Student Services
5. Missing executive summary in Part 4
6. Clarity in instructions for procedures in alignment with new ACCJC standards
7. Add course modality and DE in planning context
8. Constituency language still missing ... received Senate and ASNC
9. Updated progress chart with KPI language added back in
10. Elimination of redundancies

Strategic Planning and Governance Manual 2025-2030

Hold For Cover Page

Table of Contents:

NORCO
C O L L E G E

NORCO
COLLEGE

Hold: President's Letter

DRAFT

NORCO
COLLEGE

Part 1: Planning Overview

Executive Summary

The **2025-2030 Strategic Plan and Governance Manual (SPGM)** builds upon and extends the planning efforts that began in the 2019-2030 Educational Master Plan (EMP). The EMP defines the vision for the institution in three core directions: Student Transformation, Regional Transformation, and College Transformation. The 2025-2030 Strategic Plan and Governance Manual emphasizes the College's focus on Student Transformation, encompassing Student Access, Student Success, and Student Equity, which is supported by actionable, measurable objectives and clearly defined, formalized processes for evaluation and institutional procedures to enhance institutional effectiveness.

The SPGM is divided into four main parts:
1. **Planning Context**: The context for planning, including state, regional, and local considerations, including an analysis of current progress towards goals.
2. **2025-2030 Strategic Plan**: Reaffirmation of the College's mission, vision, and guiding principles with a focus on how the College's objectives and Key Performance Indicators (KPIs) align with its organizational structures.
3. **Governance Manual**: Structure and procedures for participatory governance, decision-making, and institutional evaluation.
4. **Institutional Effectiveness and Governance Procedures**: Procedures for continuous improvement and innovation in support of strategic goals.

This plan aligns with state-level initiatives, such as the California Community College Chancellor's Office (CCCCO) Vision 2030. It incorporates new accreditation standards to maintain Norco College's focus on continuous improvement and data-driven decision-making. It reflects an institution-wide effort to integrate equity, transparency, and accountability into all aspects of governance and operations. Norco College remains committed to improving and advancing equitable student outcomes for every student at our Institution, a commitment that remains unchanged despite the changing landscape of higher education.

Introduction to Planning
Why Planning Matters

Strategic planning at Norco College is essential for achieving our strategic goals, maintaining accreditation, aligning with community needs, and ensuring sustainable growth. Strategic planning creates a roadmap that guides all areas of the institution toward our college mission and vision while fostering continuous improvement.

- Planning gives us a future vision for Norco College while simultaneously providing opportunities for reflection and evaluation of our current performance.
- Planning guides what we do and why we do it.
- Planning helps prepare the college for future challenges and opportunities by effectively and efficiently leveraging finite resources to achieve goals and objectives.
- Planning aligns our governance structures and operational units with our Mission, Vision, and Core Commitments.
- Planning facilitates coordination, informs resource allocation, improves decision-making, and emphasizes preparedness for change.

The Strategic Plan

1. Reaffirms the Norco College Mission, Vision, and Core Commitments to positively transform the lives of students and our community.
2. Articulates the college's strategic priorities.
3. Serves as a means for evaluating progress and innovation in the achievement of equitable student outcomes through measurable and ambitious Key Performance Indicators and Objectives
3. Guides college-wide planning and data collection.
5. Clearly defines institutional procedures for decision-making, assessment, and evaluation.
6. Centers student equitable outcomes through alignment with the California Community Colleges system and district priorities in student access, student success, and student equity.

Planning Context

Planning at Norco College operates within the context of state, regional, and district factors that influence College operations and strategic initiatives. The College faces challenges and opportunities shaped by regional workforce demands, state policies, and shifting demographics. The College is well-positioned to continue fulfilling its mission of providing high-quality education and meeting the needs of its diverse student population while responding to external pressures. These external factors continue to guide and inform planning at the College, enabling the institution to be responsive and proactive in transforming the lives of students, employees, and the community through academic and economic development. Strategic planning and data-driven decision-making are critical to navigating and responding to the challenges and opportunities in the near and distant future.

State-Level Considerations

The California Community College Chancellor's Office (CCCCO) is committed to combatting income inequality and supporting the social and economic mobility of its two million students statewide. Priority initiatives from the CCCCO include but are not limited to Guided Pathways; Student Equity; Diversity, Equity, Inclusion, and Accessibility (DEIA); Workforce Development; and Dual Enrollment. These system-wide priorities are clearly articulated in Vision 2030: A Roadmap for California Community Colleges with three goals: Equity in Success, Equity in Access, and Equity in Support. These goals are supported by advocacy for legislative changes that impact the student experience across the state. Examples of impactful legislation include, but are not limited to, AB 705/1705 (Transfer Level English and Math Access and Success), AB 111 (Transfer Pathways), AB 928 (Cal-GETC), and AB 132 (Transfer Success Pathways UC/CSU). Additionally, notable legislation includes AB 1111 (Common Course Numbering). This legislation is reinforced by a legislatively mandated change in the funding model for California community colleges, as outlined in the Student-Centered Funding Formula. The new funding formula emphasizes student success metrics, such as completion, transfer, and equity outcomes.

The system-wide shift toward online education post-pandemic presents one of the most significant opportunities and challenges in transforming teaching and learning environments and enrollment

NORCO COLLEGE

patterns. In response to the increasing demand for online education across the system, the CCCCO released a Vision 20230 Online Teaching and Learning Work Plan outlining a strategic system-wide approach to increasing and improving access, success, and support to quality online programs of study. Priorities include building and growing student-centered systems and strengthening professional development. This work plan includes a system-level perspective for the identification, pilot, and adoption of Artificial Intelligence (AI) tools to support the online teaching and learning environment directly. It is clear from the perspective of the CCCC Office that strategic planning and investments must be made in online education and in the technological infrastructure to support Vision 2030 goals.

Norco College is equally committed to student transformation. State policy changes, system-wide priorities, and the changing landscape of higher education have informed the College's strategic planning process. The 2025-2030 Key Performance Indicators and Objectives demonstrate an alignment to and support of state efforts to improve student access, equity, and success. This early alignment work began with our Strategic Enrollment Management Plan, which intentionally aligns with Vision 2030, the Guided Pathways Loss Momentum Framework, the Student Equity Plan 2022-2025 target populations, and equitable student outcomes as defined in the Accreditation Standards 2024. The 2025-2030 Strategic Plan and Governance Manual expands and enhances connections to the Education Master Plan with strong alignment to the external future vision for the CCCCO.

Regional Considerations

Norco College faces dynamic challenges and opportunities in examining the regional factors that impact the institution and district. The region is characterized by a diverse and growing population, with significant increases in Latinx and immigrant communities. There is an increasing need for bilingual programs, community outreach, and enhanced equitable access and support for first-generation student populations and non-traditional students. Additionally, there are ongoing regional and district efforts to increase the college-going rate and high school capture rates across the Inland Empire region. Improving pathways to postsecondary education for non-traditional and high school graduates presents opportunities for Norco College that guide our strategic initiatives and resource allocation.

Riverside County has experienced steady growth in highly skilled workforce sectors, including healthcare, logistics, manufacturing, and construction. Given the region's proximity to major transportation corridors, the logistics sector is a strong and growing workforce industry. To continue meeting the region's economic and workforce demands, the College must be able to meet local employer needs by developing skilled graduates who can fill regional labor shortages.

District Alignment

Norco College aligns with the Riverside Community College District through several key areas that correspond to the district's goals of enhancing access, student equity, student success, and

workforce development. The College's strategic goals directly support the core pillars of Vision 2030: Equitable Access, Inclusive Success, Economic Mobility, and Innovation.

Access and Enrollment Growth:
- **Vision 2030 Goal:** Expand access to underrepresented populations through innovative enrollment strategies, flexible learning pathways, and early college credit opportunities.
- **RCCD Goal**: The RCCD plan emphasizes increasing access to higher education and lifelong learning opportunities through expanded programs and facilities.
- **Norco College Alignment**: Norco has expanded its dual enrollment and outreach efforts, as reflected in its enrollment and headcount KPIs. By increasing first-time, full-time enrollment and capturing a greater percentage of local high school graduates, Norco aligns with RCCD's goal of universal access.

Equity and Student Success:
- **Vision 2030 Goal:** Close equity gaps in student outcomes through data-informed interventions, student-centered design, and culturally relevant practices.
- **RCCD Goal:** RCCD's strategic vision prioritizes closing equity gaps and ensuring equitable outcomes for underrepresented groups, using data to inform interventions.
- **Norco College Alignment**: Norco tracks specific Key Performance Indicators for reducing equity gaps for disproportionately impacted students. These efforts align with the district's focus on equity-driven strategies and personalized student support.

Workforce Development:
- **Vision 2030 Goal:** Align academic programs with regional labor market demands to provide students with clear, supported pathways to livable-wage careers.
- **RCCD Goal**: RCCD plans to align academic programs with local workforce needs, fostering partnerships with industry leaders to expand CTE programs and address regional economic demands.
- **Norco College Alignment**: Norco's Local Workforce Demand Assessment identifies critical industries such as healthcare, transportation, and construction, guiding the development of workforce programs that meet these regional needs. The College's goal to increase pathways to living-wage career outcomes align with this goal.

Resource Optimization and Community Engagement:
- **Vision 2030 Goal:** Promote institutional sustainability through data-driven planning, diversified funding, and community collaboration.
- **RCCD Goal**: The district emphasizes diversifying revenue streams, enhancing community partnerships, and improving resource allocation to support student success.
- **Norco College Alignment**: Norco has leveraged grant funds to improve student completion rates, expand academic support, and invest in data-driven decision-making, directly supporting RCCD's focus on financial sustainability and effective resource management.

College Alignment

The Norco College Mission, Vision, and Core Commitments align with institutional priorities in Student Transformation, Regional Transformation, and Institutional Transformation as outlined in the 2030 Educational Master Plan. The College's Key Performance Indicators and Objectives serve to communicate institutional progress in achieving college priorities in equitable student outcomes. Norco College fosters a culture of continuous improvement by annually monitoring and tracking college-level data to enhance the college governance structure and operational units, thereby supporting the Mission, Vision, and Core Commitments.

Mission

Norco College inspires a diverse student body through its inclusive, innovative approaches to learning, including 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

We will change the trajectory of our students' lives; stimulate academic, economic, and social development in our service area; and build a comprehensive institution with the capacity and programming to serve our entire area.

Core Commitments

Access

Providing open admissions and comprehensive educational opportunities for all students.

Equity

Engineering and sustaining an environment where student success is realized by all groups through proportionate outcomes.

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.

Expertise

Committing to ongoing improvement of teaching, service, and leadership as core institutional skills.

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.

NORCO
C O L L E G E

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.

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 our students.

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 College programs and services to the external community.

2020-2025 Key Performance Indicators and Objectives

The 2020-2025 Key Performance Indicators (KPIs) reflected Norco College's commitment to student success, equity, and regional impact. They provided a clear framework for assessing progress toward institutional goals and helped the college make informed decisions about resource allocation, student support services, and curriculum development. Measuring performance with KPIs aligns with Norco College's practice of using data to guide continuous improvement and to ensure institutional goals are met. Norco College is making progress on many of its KPIs, particularly in headcount and median earnings, but challenges remain in achieving targets related to degree and certificate completion, transfers, and reducing equity gaps, especially among African American and Latinx students (see Table 1). The Institution is focusing on continuous improvement in these areas.

NORCO
C O L L E G E

Table 1. 2020-2025 Goals, Objectives and Key Performance Indicators

2030 EMP Goals	2020-2025 Objectives	2025 KPIs
Goal 1: (Access) Expand college access by increasing both headcount and FTES	1.1: Go from 7,366 to 8,759 total FTES	1
	1.2: Go from 14,624 headcount to 16,581 total headcount	2
	1.3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc)	
	1.4: Increase capture rates from feeder high schools by 4% annually	3
Goal 2: (Success) Implement Guided Pathways framework	2.1: Increase the number of degrees completed by 15% annually	4
	2.2 Increase the number of certificates completely by 15% annually	5
	2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average	
	2.4: Increase the number of transfers by 15% annually	6
	2.5: Increase the number of first-time full-time enrolled students from 508 to 900	7
	2.6: Increase the percent of students who receive financial aid from 73% to 81%	
	2.7: Increase the number of students who complete transfer-level math and English by 20% per year	
Goal 3: (Equity) Close all student equity gaps	3.1: Reduce the equity gap for African American students by 40%	8
	3.2: Reduce the equity gap for Latinx students by 40%	9
	3.3: Reduce the equity gap for Men of Color by 40%	10
	3.4: Reduce the equity gap for LGBTQ+ students by 40%	11
	3.5: Reduce the equity gap for Foster Youth students by 40%	12
Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement	4.1: Increase the percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)	
	4.2: Increase the percentage of employees who complete the Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees)	

2030 EMP Goals	2020-2025 Objectives	2025 KPIs
	4.3: Increase the percentage of faculty who complete the Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)	
Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap	5.1: Increase the median annual earnings of all students	13
	5.2: Increase the percent of CTE students employed in their field of study by 3% annually	14
	5.3: Increase the percent of all students who attain a livable wage by 5% annually	15
	5.4: Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities	
Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships	6.1: Establish and expand relationships with regional educational institutions	
	6.2: Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations	
	6.3: Expand partnerships with regional veterans' services and support organizations	
	6.4: Work toward reducing recidivism through incarcerated student education	
	6.5: Position the college's image and reputation as a leading academic institution in the region	
	6.6: Develop regional outreach and recruitment systems	
	6.7: Help establish a distinct regional identity, organization, and communication among our local communities	
	6.8: Stimulate regional arts development	
Goal 7: (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	7.1: Develop a comprehensive breadth of academic programs	
	7.2: Develop Career & Technical Education programs and industry credentials related to regional needs	
	7.3: Develop and implement a plan for noncredit and noncredit-enhanced programming	
	7.4: Develop and implement a plan for expanded athletics offerings	
	7.5: Add capacity to existing disciplines with a demonstrated need	

2030 EMP Goals	2020-2025 Objectives	2025 KPIs
	7.6: Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom	
	7.7: Build and support academic support services to improve student success	
Goal 8: (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	8.1: Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real-time	
	8.2: Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans	
	8.3: Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan	
	8.4: Develop, evaluate, and monitor our governance, decision-making, and resource allocation processes on the basis of the college mission and plans	
	8.5: Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan	
Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture	9.1: Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college	
	9.2: Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers	
	9.3: Develop a culture that recognizes/thanks employees on a regular basis and celebrates the college's successes	
	9.4: Develop a strategy to maximize the number of classified faculty and managers involved in college governance without compromising mission-critical work	

2030 EMP Goals	2020-2025 Objectives	2025 KPIs
	9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time	
	9.6: Develop a strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio	
Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts	10.1: Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college	
	10.2: Develop and maintain the Facilities Master Plan	
	10.3: Build out funded projects (amphitheater, Center for Student Success room 217, etc.)	
	10.4: Finish Veterans Resource Center Phase 1 by Spring 2021	
	10.5: By Fall 2020, open Early Childhood Education Center	
	10.6: Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability	
	10.7: Build 2nd access road	
	10.8: Explore and pursue land acquisition adjacent to college property	
	10.9: Develop and start implementing sustainable campus	
	10.10: Design spaces that intentionally build community	
	10.11: Install immediate/temporary facilities to address current capacity needs by summer 2021	
	10.12: Enhance transportation infrastructure	
	10.13: Develop and implement plans for off-campus facilities for instructional purposes	
Goal 11: (Operations) Implement professional, intuitive, and technology-enhanced systems	11.1: Design an intuitive and simple student onboarding system	
	11.2: Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")	

2030 EMP Goals	2020-2025 Objectives	2025 KPIs
Goal 12: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals	12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college	
	12.2: Coordinate with RCCD to establish a BAM that allocates funding equitably	
	12.3: Support General Obligation bond campaign and implementation	
	12.4: Develop 30% of the overall budget from non-general fund revenue sources	

2020-2025 KPI Progress Summary

The 2020-2025 progress trends indicate mixed performance across Key Performance Indicators. In terms of student access, there has been an increasing trend in total FTES (Full-Time Equivalent Students) over the last three years and strong headcount growth exceeding the five-year goal in just four years. However, some areas show declining trends, such as capture rates from feeder high schools, which have dropped from year three to year four and remain below projections. Similarly, the number of degrees completed has shown a downward trend, though it still exceeds the institution's set standard. The number of certificates completed is also declining, falling below the institutional standard, highlighting a potential area of concern. Efforts to reduce the equity gap for African American students have shown improvement, with the gap narrowing from year three to year four. In some cases, the gap has been completely closed, indicating significant progress. Similarly, the equity gap for Latinx students has shown some fluctuation, with a widening of the equity gap from year three to year four. However, it remains below our target to decrease the equity gap by 40%. Overall, while there are positive signs of progress, persistent gaps indicate the need for continued, targeted interventions to ensure sustained improvements in equity across all student demographics. These trends suggest that while overall enrollment and access goals are progressing positively, student success, particularly completion rates, and student equity remain top strategic priorities that require targeted interventions to reverse downward trends.

The 2020-2025 KPI Progress Chart (Table 2) provides a snapshot of the college's progress towards achieving the 15 Key Performance Indicators over the 2020-2025 Strategic Plan and Governance Manual.

Table 2. 2020-2025 Key Performance Indicator Progress Trends

2020-2025 Objective	2025 KPIs		Progress
1.1: Go from 7,366 to 8,759 total FTES	1	🟥	Increasing trend in the last 3 years, still below projection
1.2: Go from 14,624 headcount to 16,581 total headcount	2	🟩	Increasing trend, exceeding year 5 goal in year 4
1.4: Increase capture rates from feeder high schools by 4% annually	3	🟥	Decrease from year 3 to year 4, below projection
2.1: Increase the number of degrees completed by 15% annually	4	🟥	Downward trend, still above institution set standard
2.2 Increase the number of certificates completely by 15% annually	5	🟥	Downward trend, below institution set standard for 2 years
2.4: Increase the number of transfers by 15% annually	6	🟥	Increase in year 4, almost meeting the institution set standard, but less than half of projection

Objective	#	Status	Description
2.5: Increase the number of first-time full-time enrolled students from 508 to 900	7	🟥	Increase from year 3 to year 4, still below projection
3.1: Reduce the equity gap for African American students by 40%	8	🟥	Gap narrowing from year 3 to year 4, still larger than projected
		🟩	Gap completely closed in year 4 compared to large gap in year 3
		🟥	Large gap in year 4
		🟩	Gap consistently smaller than projection
3.2: Reduce the equity gap for Latinx students by 40%	9	🟥	Slight widening of gap from year 3 to year 4, larger than projection
		🟥	Gap larger than projected in year 4
		🟥	Gap consistently larger than projection
		🟩	Gap completely closed in year 4
3.3: Reduce the equity gap for Men of Color by 40%	10	🟩	Gap consistently smaller than projection
		🟩	Gap completely closed in year 4
		🟥	Gap narrowing from year 3 to year 4, slightly higher than projected
		🟩	Gap completely closed
3.4: Reduce the equity gap for LGBTQ+ students by 40%	11	🟩	Gap completely closed in year 4
		🟩	Gap completely closed in year 4
		🟩	Gap completely closed
		🟥	Growth in gap from year 3 to year 4, larger than projection
3.5: Reduce the equity gap for Foster Youth students by 40%	12	🟥	Growth in gap from year 3 to year 4, larger than projection
		🟩	Gap completely closed
		🟩	Growth in gap from year 3 to year 4, still below projection
		🟩	Gap completely closed in year 4
5.1: Increase the median annual earnings of all students	13	🟩	Consistently exceeding year 5 goal
5.2: Increase the percent of CTE students employed in their field of study by 3% annually	14	🟩	Exceeding projection
5.3: Increase the percent of all students who attain a livable wage by 5% annually	15	🟥	Increasing trend, still below projection

Key: Green indicates the annual metric goal was met; red indicates the goal was not met.

For more information regarding annual targets and outcomes achieved, please see the KPI dashboard at https://norcocollege.edu/sd/ie/ir/index.html.

NORCO COLLEGE

Part 2: 2025-2030 Strategic Plan

DRAFT

NORCO COLLEGE

2025-2030 Strategic Plan

The 2025-2030 Strategic Plan for Norco College serves as a roadmap to address the evolving needs of its students and community, supporting the College's Educational Master Plan goals. At the heart of this plan is the College's ongoing commitment to student access, success, and equity as part of its mission to inspire and transform the lives of the diverse students it serves. The strategic plan aims to cultivate a culture of continuous improvement, enabling the college to remain agile, data-driven, and focused on enhancing student outcomes and institutional effectiveness. This is achieved by fostering a culture of accountability, collaboration, and responsiveness.

The 2025-2030 Strategic Plan reaffirms Norco College's Mission, Vision, and Core Commitments, as well as its commitment to data-driven decision-making, strategic operational alignment in support of our goal and mission, and institutional effectiveness and governance to ensure the college can continually evolve to meet the needs of its diverse students while striving for excellence in educational outcomes. By focusing on transformation at the student, regional, and institutional levels, the 2025-2030 Strategic Plan positions Norco College as a leader in equitable education and workforce development. This document not only charts a path forward but also establishes a culture of continuous improvement and collaboration.

2025-2030 Objectives and Key Performance Indicators Summary

The Norco College 2025-2030 Objectives and Key Performance Indicators (KPIs) serve as a strategic framework for measuring institutional effectiveness and tracking progress toward achieving the college's long-term goals (see Table 3). The KPIs provide a data-driven approach to improving student success, equity, and institutional performance.

The 2030 Objectives and KPIs focus on eight key areas:

1. Enrollment and Student Access
2. Student Completion & Transfer
3. Equitable Student Success
4. Professional Development
5. Workforce Alignment
6. Institutional Effectiveness & Governance
7. Campus Facilities & Infrastructure
8. Fiscal Resources & Sustainability

Table 3. 2025-2030 Objectives and Key Performance Indicators

2030 EMP Goals	2025-2030 Objectives	2030 KPIs
Goal 1: (Access) Expand college access by increasing both headcount and FTES	1.1 Meet or exceed district-set targets for college FTES	1
	1.2 Increase annual headcount by 3% annually	2
	1.3: Increase capture rates from feeder high schools by 4% annually	3
Goal 2: (Success) Implement Guided Pathways framework	2.1 Increase course success rate across all course modalities by 5% by 2030	4
	2.2 Increase Completion of Transfer-Level Math and English by first-time students by 5% annually	5
	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	6
	2.4 Increase the percentage of first-time students who complete a degree or certificate in three years by 3% annually	7
	2.5 Increase the percentage of first-time students who transfer to a four-year institution in three years by 3% annually	8
Goal 3: (Equity) Close all student equity gaps	3.1 Eliminate equity gaps for Black/African American students	9
	3.2 Eliminate equity gaps for Hispanic/Latinx students	10
Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement	4.1 Provide opportunities for professional learning that support equitable student outcomes in a variety of modalities	

2030 EMP Goals	2025-2030 Objectives	2030 KPIs
Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap	5.1 Ensure alignment of academic programs with living wage careers	11
	5.2 Increase student enrollment in career pathways aligned with living-wage careers	12
Goal 6: (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	6.1 Establish meaningful and ambitious goals in support of the college mission to ensure quality, continuous improvement, and innovation through the review and assessment of disaggregated data related to equitable student achievement	
	6.2 Engage in clear and effective governance practices that provide opportunities for meaningful participation and inclusion of relevant constituencies to inform institutional decision-making	
Goal 7: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts	7.1 Leverage facilities funding to maximize local project funding availability	
	7.2 Implementation of Sustainable Campus Components	
	7.3 Enhancement and design of spaces that intentionally build community in support of the college mission to improve equitable student success	
	7.4 Enhance transportation infrastructure	
Goal 8: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals	8.1 Coordination with RCCD to refine the Budget Allocation Model (BAM) that allocates funding equitably to support the fulfillment of the college mission	
	8.2 Identify and pursue grants and private donations that support our strategic goals, college mission, and vision statement	

2025-2030 Strategic Alignment

2025-2030 Strategic Alignment to Operational Divisions

Norco College's Strategic Goals for 2030 are aligned with the institution's divisional structure, ensuring clear accountability and collaboration in achieving institutional priorities. Each division is responsible for implementing specific objectives that contribute to the overall mission of student success, equity, and institutional excellence. Table 4 provides the division alignment to the 2030 strategic goals and objectives.

The four divisions at Norco College work collaboratively to achieve the Mission, Vision, Core Commitments, and institutional priorities through operational leadership in key areas aligned with the KPI's and Objectives:

- **Academic Affairs** is focused on enrollment growth and student success, overseeing efforts to increase FTES, headcount, and course success rates. This division also plays a key role in improving student completion and transfer outcomes
- **Business Services** is responsible for physical and fiscal resource management, including facilities development, transportation, budget allocation, and sustainable infrastructure improvements, all of which support student success and institutional sustainability.
- **Planning & Development** leads equity, institutional effectiveness, and professional development, working to eliminate achievement gaps, support governance participation, and provide learning opportunities that enhance student outcomes.
- **Student Services** supports student access, persistence, and workforce alignment, ensuring students receive the necessary academic, financial, and career resources to complete their programs and transition to four-year institutions or living-wage careers through a comprehensive Standard of Care.

Table 4. Division Organization and Alignment to 2025-2030 Key Performance Indicators and Objectives

Division	EMP Goals	Objectives
Academic Affairs	Goal 1: Access Goal 2: Success Goal 5: Workforce	1.1 Meet or exceed district-set targets for FTES 2.1 Increase course success rate by 5% 2.2 Increase Completion of Transfer-Level Math and English by first-time students by 5% annually 5.1 Align academic programs with living-wage careers
Business Services	Goal 7: Facilities Goal 8: Resources	7.1 Maximize facilities funding 7.2 Implement Sustainable Campus Components 7.3 Enhance student spaces 7.4 Improve transportation 8.1 Refinement of the Budget Allocation Model (BAM)
Planning & Development	Goal 3: Equity Goal 4: Professional Development Goal 6: Effectiveness Goal 8: Resources	3.1 Eliminate equity gaps for Black/African American students 3.2 Eliminate equity gaps for Hispanic/Latinx students 4.1 Expand professional learning for student outcomes 6.1 Set and assess ambitious student success goals 6.2 Strengthen governance & participation 8.2 Secure grants & private funding
Student Services	Goal 1: Access Goal 2: Success Goal 5: Workforce	1.2 Increase annual headcount by 3% 1.3: Increase capture rates from feeder high schools by 4% annually 2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually 2.4 Increase 3-year degree/certificate completion by 3% annually 2.5 Increase 3-year transfer rate by 3% annually 5.2 Increase student enrollment in career pathways to living-wage careers

By strategically aligning divisions with the 2025-2030 goals, Norco College ensures collaborative implementation, resource optimization, and continuous improvement in advancing student success, equity, and operational efficiency.

2025-2030 Strategic Alignment to Leadership Councils

The 2025-2030 Strategic Plan is guided by a structured governance framework that aligns institutional goals with the leadership councils responsible for key decision-making and action. Each council plays a distinct role in advancing student success, institutional effectiveness, resource management, and governance, ensuring continuous improvement and alignment with ACCJC Accreditation Standards.

- **College Council** serves as the overarching body that integrates the work across all leadership councils, ensuring institutional progress toward strategic goals and the College mission by making recommendations to the Executive Cabinet and College President.

NORCO COLLEGE

- **Academic Council (AC)** oversees instructional programs and library, ensuring equitable access and success by maintaining high academic standards across all modes of delivery.
- **Institutional Effectiveness & Governance Council (IEGC)** is responsible for institutional quality, governance, and strategic planning, providing oversight for institutional effectiveness and governance procedures related to program review, assessment, document control, and data governance.
- **Resources Council (RC)** focuses on human, physical, technological, and financial resource management, ensuring alignment with facilities planning and fiscal sustainability, including budget allocation models.
- **Student Support Council (SSC)** prioritizes enhancing the quality of student support services and student engagement**,** ensuring that services align with students' diverse educational needs and contribute to improved success outcomes.

By aligning ACCJC Accreditation Standards with the College's strategic goals and operational responsibilities, these leadership councils ensure that Norco College operates effectively, equitably, and sustainably in pursuit of our 2030 vision. This structure promotes collaborative governance, data-driven decision-making, and continuous institutional improvement to serve students and the community better.

College Council

The College Council oversees and directs the common work of the leadership councils, monitors institutional progress toward achieving college goals, and provides recommendations to the Executive Cabinet and the College President (see Figure 1).

ACCJC Accreditation Standard	Goal/Objective	Example Task
1.3 1.5	Key Performance Indicators 1-15	Review, discuss, and provide recommendations on institutional progress towards achieving its mission and goals to support continued improvement through the regular review of meaningfully disaggregated data.

Figure 1. Alignment of College Council to Accreditation Standards, 1.3 and 1.5, and KPIs with an example task.

Academic Council

The Academic Council (AC) coordinates, discusses, and makes recommendations regarding strategic functions, plans, and activities related to instructional programs and the library. The AC provides leadership and is responsible for ACCJC Standard 2 (focusing on Standards 2.1, 2.2, 2.3, 2.5, and 2.6) while serving as a communication link to the rest of the college regarding strategic and operational matters associated with the Academic Council's assigned EMP objectives (see Figure 2). The AC works collaboratively with the Academic Senate to make recommendations to the College Council and the Vice President of Academic Affairs.

ACCJC Accreditation Standard	Goal/Objective	Example Task

NORCO COLLEGE

| 2.2 | (1) Access
(2) Success | Review and evaluation of the design and delivery of academic programs across all modes of delivery that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. |

Figure 2 Alignment of Academic Council to Accreditation Standard 2.7 and Goals 1 and 2 with an example task.

Institutional Effectiveness & Governance Council

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses, and makes recommendations regarding strategic functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and is responsible for ACCJC Standards 1 and 4 while communicating with the rest of the college regarding strategic and operational matters associated with the IEGC Council's assigned EMP objectives (see Figure 3). The IEGC makes recommendations to the College Council and the Vice President of Planning & Development.

ACCJC Accreditation Standard	Goal/Objective	Example Task
1.4 4.3	(6) Effectiveness, Planning and Governance	Review, evaluate, and provide recommendations on processes and procedures of institutional effectiveness (i.e., program review, assessment, institution-set standards, etc.) and governance structure and procedures (i.e., decision-making and participation).

Figure 3. Alignment of Institutional Effectiveness and Governance Council to Accreditation Standards 1.4 and 4.3, and Goal 6 with an example task.

Resources Council

The Resources Council (RC) coordinates, discusses, and makes recommendations regarding strategic functions, plans, and activities related to human, physical, technological, and financial resources. The RC provides leadership and retains responsibility for ACCJC Standard 3 while communicating with the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives (see Figure 4). The RC makes recommendations to the College Council and the Vice President of Business Services.

ACCJC Accreditation Standard	Goal/Objective	Example Task
3.6	(7) Facilities (8) Resources	Review and provide recommendations on resource allocation and budget development practices, including the Budget Allocation Model (BAM) for the college/district and policies to guide fiscal management related to reserves.

NORCO
C O L L E G E

Student Support Council

The Student Support Council (SSC) coordinates, discusses, and makes recommendations regarding strategic functions, plans, and activities throughout student support services. The SSC provides leadership and retains responsibility for ACCJC Standard 2 (focusing on Standards 2.4, 2.7, 2.8, and 2.9) while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives (see Figure 5). The SSC makes recommendations to the College Council and the Vice President of Student Services.

ACCJC Standard	Goal/Objective	Example Task
2.8	(2) Success (3) Equity	Review, evaluate, and provide recommendations regarding continued improvements in effectively supporting students' unique educational journeys through comprehensive student support and engagement.

Figure 5. Alignment of Student Support Council to Accreditation Standard 2.8 and Goals 2 and 3 with an example task.

2024 Accrediting Commission for Community and Junior Colleges Standards

Norco College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC), a recognized agency by the Council for Higher Education Accreditation and the U.S. Department of Education.

Norco College accreditation details can be found online at norcocollege.edu via the Accreditation link on the homepage footer.

Part 3: Governance Manual

NORCO
COLLEGE

Executive Summary

The Governance Manual outlines the governance structures of the College and the District. The Manual's purpose is to provide clear explanations of those structures, to describe the role of each constituent group at the college, and to outline clear policies and procedures to guide the college's functions. The Manual consists of the following sections:

1. An overview of the values and commitments that guide governance structures and decision-making at the college.
2. Descriptions of the primary governance entities and constituent groups at the district and college.
3. Guiding principles and expectations for communication and decision-making for councils, committees, and other college governance entities.
4. Charter requirements for governance entities and current lists of active councils and committees.

Governance Overview

Participatory Governance

Norco College seeks to operate through a framework of participatory governance. At Norco, participatory governance is understood to mean a philosophy and structure which provides each constituent group, through their representatives, the opportunity to participate in the College's planning process; the College-wide creation and implementation of initiatives; and the development, review, and revision of policies and procedures that guide the goals and function of the College. In practice, this philosophy and structure are accomplished by the creation and operation of councils, committees, and other groups that encourage collegiality and cooperation, facilitate effective and purposeful communication, and resolve issues in mutually supportive ways, all with a mission-focused approach.

To facilitate these goals, the college's constituent groups are encouraged to adhere to the following General Principles in their communications, engagement with colleagues, and service to students.

Guiding Principles of Participatory Governance at Norco College:
1. All decision-making is based on the recognition that Norco College and the Riverside Community College District exist to serve students through educational efforts that improve student outcomes and address historical equity gaps.
2. All constituent groups have a vested interest and a role in ensuring that Norco College fulfills its mission as defined by the state legislature, the State Board of Governors, and the Board of Trustees of the Riverside Community College District.
3. Planning and decision-making are most effective through mutual agreement, which is achieved by active participation and collegial interaction among all constituent groups.
4. The most effective way to develop policies and procedures is to ensure opportunities for involvement from the constituent groups affected by the implementation of said policies and procedures.
5. Representatives of constituent groups involved in the participatory/shared governance process are expected to keep their respective groups informed of the proceedings and recommendations of governance groups.

NORCO
COLLEGE

1. All members of the college community are welcome to attend governance meetings as guests to provide input and participate in dialogue. Additionally, individuals not serving as representatives may share concerns with the elected representatives of their constituent groups, anticipating that their views will be represented in governance councils, committees, and other groups.

The graphic below (see Figure 6) outlines the participatory governance structure at Norco College, illustrating the decision-making hierarchy from leadership councils to district-level governance. It highlights the four key leadership councils—Academic Council, Institutional Effectiveness and Governance Council, Resources Council, and Student Support Council —whose recommendations inform the Academic Senate and College Council. These bodies then communicate with the College President, who collaborates with the Chancellor's Cabinet and the District Strategic Planning Council. Ultimately, the Board of Trustees oversees district-wide decision-making. This participatory governance structure ensures broad input from faculty, classified professionals, managers, and students, supporting strategic planning and operational decisions.
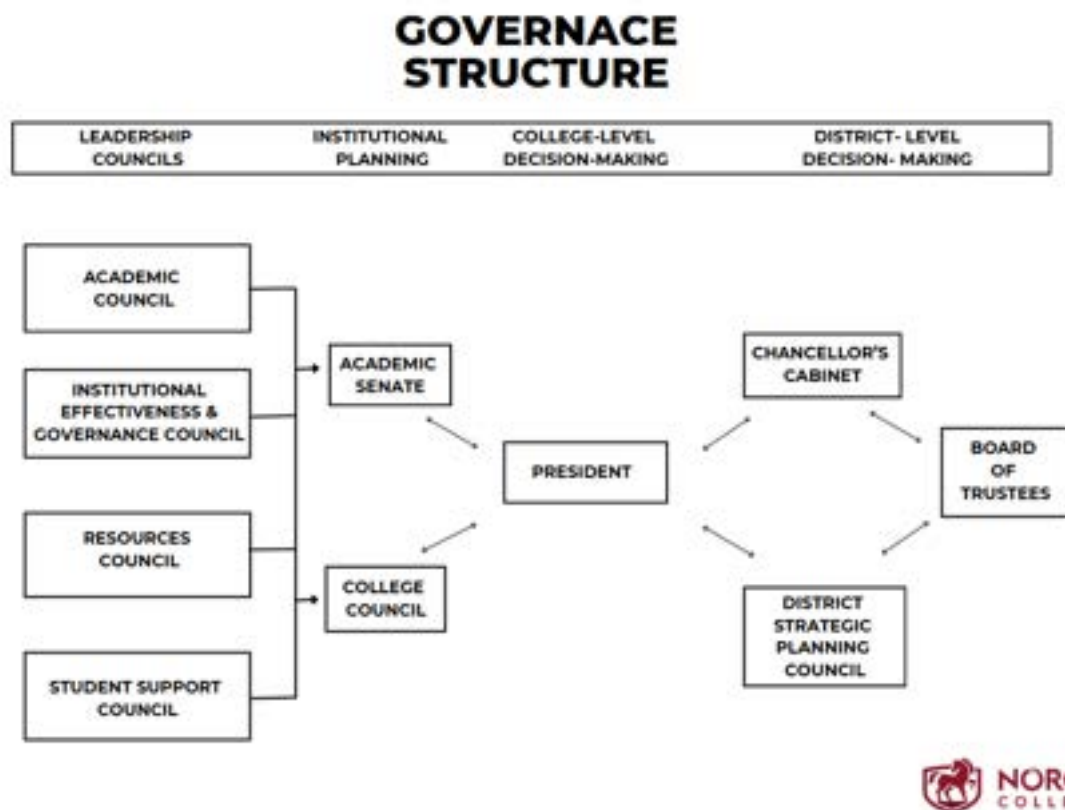

Figure 6. Governance Structure: Alignment of the four leadership councils to the institutional planning bodies, Academic Senate and College Council, and their relationship to decision-making at the college and district level

The Academic Senate serves as a key representative body at the College, receiving input from multiple Senate Subcommittees, including the Assessment Committee, Curriculum Committee, Distance Education Committee, Program Review Committee, and others focused on academic planning, teaching, and program review. The Academic Senate then forwards recommendations

and decisions to the College President and the Board of Trustees, ensuring faculty voices shape governance and strategic planning (see Figure 7). The structure promotes inclusive decision-making and shared governance at the college.

All Senate Sub-Committees share alignment with College Leadership Councils. Assessment Committee, Program Review Committee, Faculty Professional Development Committee, and Teaching and Learning Committee align to IEGC. Academic Planning Chairs, Curriculum Committee, Distance Education Committee, LGBTQ+ Committee, and Library and Academic Support Committee align to Academic Council.
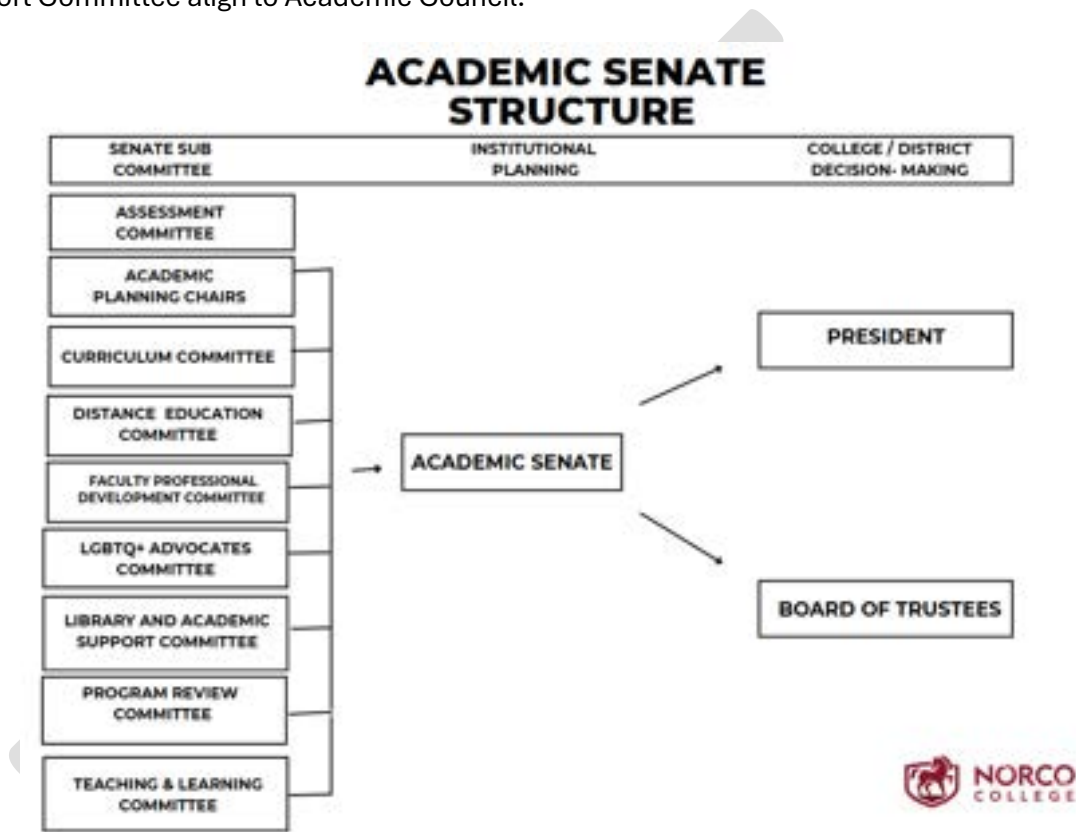

Figure 7. Academic Senate Structure: Alignment of the Academic Senate sub-committees and the role of the Academic Senate in institutional planning in relationship to 10+1 matters.

Definitions of Groups

Norco College contains various groups that serve as part of participatory governance and contribute to its operation and strategic development. The following definitions are intended to help orient newcomers to the college and assist those seeking to establish new groups in identifying how their proposed group might fit into the College's existing structures. Please note that some groups may deviate from specific elements of these definitions, and these definitions are provided only as guidance. Additionally, please note that other participatory or shared governance entities within the college, established by legislation, the Education Code, collective bargaining, or other outside agencies (e.g., Academic Senate, CTA, CSEA), may contain groups that follow different definitions.

1. **Councils** – Councils at Norco are generally defined as bodies that contain the following

features:
   a. Councils are primarily responsible for decision-making and recommendations related to the college's strategic vision.
   b. Voting membership comprises representatives from all significant constituent groups at the college: administration, faculty, classified professionals, and students.
   c. Voting members are specifically identified and selected by their constituent groups. Only those individuals specifically identified and selected can serve as voting members.
   d. Councils meet on a regular schedule. They publish agendas in advance of meetings and produce minutes of the meetings.
   e. Councils are established bodies that do not need to be regularly reaffirmed or reconstituted to continue their work. They have a charter that is reviewed regularly.

2. **Committees** – Committees at Norco are generally defined as bodies that contain the following features.
   a. Committees are primarily responsible for decision-making and recommendations related to the operational functions of the College.
   b. Voting membership varies across college committees and standing committees of the Academic Senate. Standing committees of the Senate are commonly composed of representatives of just one or two major constituent groups. Voting members on college committees are typically identified
   c. Committees meet on a regular schedule. They publish agendas in advance of meetings and produce minutes of the meetings.
   d. Committees are generally constituted by a higher organizing body (e.g., committees of councils, committees of the Academic Senate, etc.). A committee's continued existence is at the behest of its higher-organizing body. Committees have a charter that is reviewed regularly and reaffirmed by their higher-organizing body.

3. **Operational Groups** - Advisory Groups, Networks, Planning Teams, Project Teams, Taskforces, and Workgroups.
   a. The above groups are generally constituted on an ad-hoc basis to complete a specific task or review a particular issue.
   b. The above groups may or may not have voting membership, depending upon a specific group's needs.
   c. The group itself determines membership: membership may be open to all, limited to specific constituent groups, or limited to particular individuals or expertise as identified by the group or by the body creating the group.
   d. The above groups are encouraged to generate agendas, but doing so is not required. They are also encouraged to produce notes (rather than minutes) and share these notes as appropriate.
   e. The above groups typically do not require a charter, although they can create one if desired. They generally exist until their task is complete and then disband.

Council and Committee Structures

Norco College utilizes a common council and committee structure for most decision-making and recommending bodies at the college. This common structure helps establish greater clarity about the college's processes and governance structures, which in turn facilitates easier access to

NORCO
COLLEGE

governance structure and overall broader participation. These common structures establish clear expectations about how Councils and Committees will function, enabling College members to participate more easily in Council and Committee activities.

Common Council and Committee Structures including the following elements:
- Chair/Co-Chair System
- Membership Appointments
- Student Participation

Chair/Co-Chair System

In recognition that the councils, committees, and other groups at the college have different functions, needs, and requirements, this manual does not establish direct requirements for how the chairs/co-chairs of each council, committee, or other group should be chosen or operate, with some exceptions (see below). Instead, this manual provides the following guidelines to assist councils, committees, and other groups with establishing more effective governance procedures.

- Councils and Committees with membership from multiple constituencies are encouraged to adopt a co-chair/tri-chair system.
  - Norco College has a long tradition of shared leadership among administrators, classified professionals, and faculty. Co-chair/tri-chair systems honor this tradition and help to provide all constituency groups with a voice in the College's Council and Committee leadership structures.
- Councils and Committees that include membership from multiple constituencies and adopt a co-chair/tri-chair system are encouraged to follow these guidelines:
  - When a particular constituency holds chair positions, the voting members of the Council or Committee who are part of that constituency are responsible for selecting the relevant chair.
  - Co-chairs/tri-chairs should serve two-year terms with no term limits.
  - Co-chairs/tri-chairs should serve in staggered terms to help prevent an entire Council or Committee's leadership changing simultaneously.
  - If a co-chair/tri-chair resigns their position before the end of their term, the Membership Appointment authority or the Council or Committee voting members of the relevant constituent group shall select an individual to finish the remaining term.
  - Councils/committees should maintain a document detailing the terms of chairs/co-chairs.
- In all cases, Council and Committee chairs/co-chairs are considered voting members of their groups and are counted for the purposes of quorum.

Participants

The following entities represent primary participatory governance groups and organizations at Norco College and Riverside Community College District. The descriptions here provide an overview of each group, their roles in the governance and strategic planning of the College and District, and bodies that serve as representatives of each group.

Board of Trustees
- **Description:** The Riverside Community College District (RCCD) Board of Trustees is the governing body responsible for overseeing the district's operations, policies, and fiscal health. Comprising seven elected members, each representing distinct areas within the

NORCO
C O L L E G E

district, the Board plays a key role in setting the strategic direction of the district. Trustees work to ensure that the district's colleges, Riverside City College, Moreno Valley College, and Norco College, are aligned with the needs of students, faculty, staff, and the broader community.

- **Role in College Governance**: The RCCD Board of Trustees is tasked with major governance responsibilities, including approving district policies, adopting budgets, hiring and evaluating the Chancellor, and overseeing the allocation of resources to ensure effective service delivery to students. The Board's functions also include setting long-term goals, approving strategic plans, and ensuring compliance with state and federal regulations. Trustees hold regular meetings to review and make decisions regarding academic programs, financial allocations, and district operations. They represent the interests of the community and work closely with district leadership to foster an inclusive, equitable educational environment for all students.
- **Relevant Bodies**: Key relevant bodies representing the RCCD Board of Trustees in operational and strategic decision-making include the Chancellor's Cabinet, the District Planning Council, and the Faculty Senate. These entities work collaboratively with the Board to ensure that decisions reflect the needs and priorities of the district's stakeholders. The Faculty Association, Academic Senate, and the California School Employees Association (CSEA) also play crucial roles in advocating for the perspectives of classified professionals and faculty in decision-making.

Chancellor

- **Description**: The Chancellor is the chief executive officer of the Riverside Community College District (RCCD), responsible for the overall administration and leadership of the district's three colleges—Riverside City College, Moreno Valley College, and Norco College. Appointed by the Board of Trustees, the Chancellor is responsible for implementing board policies, managing daily operations, and overseeing the academic, financial, and strategic direction of the district. The Chancellor serves as the primary liaison between the Board of Trustees, faculty, classified professionals, administration, students, and the community.
- **Role in College Governance**: The Chancellor plays a pivotal role in the governance of RCCD, ensuring that district goals and policies are carried out effectively. Responsibilities include overseeing the district's academic and administrative functions, developing budgets, managing human resources, and advancing the strategic priorities set by the Board of Trustees. The Chancellor works closely with college presidents and other senior administrators to ensure alignment with the district's mission, vision, and strategic plans. Additionally, the Chancellor represents RCCD in interactions with government agencies, community stakeholders, and external partners, advocating for the district's interests and securing resources for its growth and development.
- **Relevant Bodies**: Key relevant bodies for the Chancellor in operational and strategic decision-making include the Chancellor's Cabinet, the District Planning Council, and the President's Cabinet at each of the three colleges. These bodies work closely with the Chancellor to ensure alignment of district-wide goals with the needs of the colleges. Other significant bodies include the Faculty Senate, the Classified Employees Union, and the student government associations, which provide valuable input on faculty, classified professional, and student perspectives in decision-making.

President
- **Description**: The President of Norco College is the chief executive officer of the college, responsible for overseeing all aspects of the college's operations and implementing policies set by the Riverside Community College District (RCCD) Board of Trustees and the RCCD Chancellor. As the primary leader of Norco College, the President ensures alignment with the college's mission, vision, and strategic priorities while promoting academic excellence, student success, and community engagement. The President reports directly to the RCCD Chancellor and works closely with faculty, classified professionals, administration, students, and external partners to advance the college's goals.
- **Role in College Governance**: The Norco College President has a critical leadership role in the governance of the college, ensuring the effective execution of district-wide initiatives while addressing the unique needs of Norco College. The President is responsible for academic, financial, and administrative management, including overseeing curriculum development, student services, faculty hiring, and budget allocation. The President also serves as the primary spokesperson for the college, advocating for resources and community support, and representing the college in district-wide meetings. Additionally, the President collaborates with the Chancellor and other college presidents to ensure that Norco College's goals are aligned with district objectives, and they foster a campus culture of inclusion, collaboration, and innovation.
- **Relevant Bodies**: Key relevant bodies for the Norco College President in operational and strategic decision-making include the President's Cabinet, which consists of senior leadership within the college, as well as the College Council, which represents various campus constituencies. Other relevant bodies include the Faculty Association, Academic Senate, California School Employees Association (CSEA), and Associated Students of Norco College (ASNC), which serve as important representatives of faculty, classified professionals, and students in the decision-making process.

Administration
- **Description**: Managers and administrators at Norco College play a critical role in the daily operations and overall administration of the college. This group includes department heads, deans, and other senior leadership positions responsible for the oversight and management of academic affairs, business services, planning and development, and support services. These individuals work under the direction of the college president and collaborate with faculty, staff, and students to ensure that the college's mission, vision, and strategic goals are met. Managers and administrators are responsible for managing resources, developing programs, and ensuring the college functions efficiently and effectively.
- **Roles in College Governance**: Managers and administrators are responsible for the execution of policies, procedures, and programs within their respective departments or areas. Their roles include managing budgets, allocating resources, supervising staff, and ensuring compliance with district policies and state regulations. They are integral to the strategic decision-making process, providing input on academic planning, student services, and operational improvements. Managers and administrators also serve as key liaisons between the faculty, staff, and senior leadership, ensuring that communication flows effectively across the college.
- **Relevant Bodies**: Relevant bodies for managers and administrators in operational and strategic decision-making include the College Cabinet, which consists of senior leadership, and the College Council, which engages key stakeholders in the planning and decision-

NORCO
C O L L E G E

making processes. Managers and administrators also work closely with college stakeholders ensuring that decisions reflect the perspectives and needs of faculty, classified professionals, and students across the college. These groups collaborate to support institutional goals and ensure the effective operation of the college.

Faculty

- **Description:** The primary role of faculty is to teach and support students. Faculty at Norco College are comprised of full-time and part-time educators, all of whom make important contributions to student success and the college mission as a whole.
- **Roles in College Governance:** Faculty also serve in college governance. Faculty roles in governance are focused around the "10+1" which represent major areas in which faculty provide recommendations to the College's administration and the Board of Trustees. In manners related to education, including grading, curriculum, and program development, the College's administration and the Board of Trustees have agreed to primarily rely upon faculty recommendations. In manners related to governance, including college and district structures, program review, budgeting, and institutional planning, the College's administration and the Board of Trustees have agreed to consult with faculty as part of college and district decision-making processes.
- **Relevant Bodies:** Faculty are primarily represented by two governance entities. For matters related to academics and institutional governance, faculty are represented by the Norco College Academic Senate and its standing committees. In district matters regarding academics and institutional governance, faculty are represented by the District Academic Senate. For matters related to workplace conditions, including compensation, work hours, and professional evaluations, faculty are represented by the California Teachers Association.

Classified Professionals

- **Description**: Classified professionals at Norco College, represented by the California School Employees Association (CSEA), are integral members of the college community, supporting various administrative, technical, and service functions across the campus. This group includes office staff, custodians, maintenance workers, library assistants, and other non-academic employees who contribute to the daily operations and support of students, faculty, and staff. Classified professionals are essential to maintaining a smooth and efficient campus environment, ensuring that the college's facilities, services, and administrative functions run effectively
- **Roles in College Governance**: Classified professionals at Norco College, represented by CSEA, play a crucial role in participatory governance by contributing to the decision-making processes that impact college operations and services. In addition to fulfilling their core responsibilities—such as providing clerical, technical, and maintenance support—CSEA members participate in college committees and councils, offering valuable input on policies, procedures, and campus initiatives. Their involvement ensures that the perspectives and needs of classified staff are considered in strategic planning and operational decisions. By collaborating with college leadership, faculty, and administrators, classified professionals help shape a more effective and inclusive college environment, advocating for improvements in work conditions and supporting initiatives that enhance student success and institutional efficiency.
- **Relevant Bodies:** Relevant bodies for classified professionals at Norco College include the CSEA Chapter, which represents their interests in negotiations, policy discussions, and campus-wide decisions. The CSEA chapter works closely with college administrators and

NORCO COLLEGE

leadership to ensure that classified employees have a voice in key decisions affecting their roles and the overall functioning of the college

Students
- **Description:** Students shall be defined as currently enrolled students in good standing with the District who are appointed to serve as representatives of the student body by the Associated Students of Norco College (ASNC), in accordance with 5 CCR § 51023.7. The student must list Norco College as their official home campus.
- **Roles in College Governance:** Students shall "participate in [the] formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures" (5 CCR § 51023.7a1). To prepare students for participation, it shall be the role of ASNC to appoint students, train students on their role and responsibilities, and establish initial communication between the committee leadership and the students.
  It shall be the role of students to communicate with committee members, review all meeting materials in preparation for meetings, participate actively in meetings, and provide reports to the ASNC Senate after every meeting. Voting rights for students shall be defined in the committee charter.
- **Relevant Bodies:** The relevant bodies of students include the Associated Students of Norco College, the Associated Students Organizations (also known as ASRCCD) as outlined in Board Policy 3400, and the Student Senate for the California Community Colleges (SSCCC) in accordance with 5 CCR § 50002.

Membership Appointments

For Councils, Committees, and other groups where a constituent representative is warranted/requested, the following Membership Appointment procedures shall be used:
- Administrative appointments shall be determined by the President and Executive Cabinet.
- Classified Professional appointments shall be determined by CSEA Chapter 535.
- Faculty appointments shall be determined by the Norco College Academic Senate.
- Student appointments shall be determined by the Associated Students at Norco College (ASNC).

Individuals or groups seeking appointments should contact the relevant appointment-making body for more information on that body's policies and procedures.

Student Participation

As students and student success are a primary focus of the College, the College values and encourages student participation in the development of college policies and procedures that significantly impact students. Moreover, students' right to participate in developing college policies and procedures that impact them is outlined in the California Education Code and current Accreditation standards.

Student participation is primarily achieved by having students serve as Council and Committee members. To better facilitate and encourage student participation, all College members are encouraged to observe the following recommendations:
- College employees should recognize and appreciate the uniqueness of student members' experience at and with the College.

NORCO
C O L L E G E

- College employees should take care to ensure abbreviations, acronyms, and other jargon are clear to student members.
- College employees should encourage and solicit student participation. All efforts should be made to ensure that student participation is valued and that student participants are welcomed.
- The Office of Planning and Development will include student leaders in the Annual Governance Orientation for all College Co-Chairs and encourage mentorship of student appointees by Council Co-Chairs in collaboration with ASNC Leadership.

The first Guiding Principle of the College holds that the College and District "exist to serve students through educational efforts that improve student outcomes and address historical equity gaps." Successful adherence to this Guiding Principle requires that all college members work to create environments in which students feel welcome to actively participate in the College's Councils, Committees, and other groups.

Communication & Decision-Making

Principles of Communication

A participatory governance structure requires effective communication with and between the groups that contribute to the college's operational and strategic success. All groups are encouraged to follow the Principles of Communication to ensure that college members are aware of decisions, the decision-making process, and other ongoing efforts and initiatives.

These Principles of Communication are heavily based upon the requirements of The Ralph M. Brown Act ("the Brown Act"), legislation that governs public access to legislative meetings in the state of California. While only certain bodies at the College are officially governed by the Brown Act (ex: Norco College Academic Senate), it still serves as a guide for best practices in communication with the College, the District, and the public at large. Please note that groups subject to the Brown Act, i.e. Academic Senate, may have requirements above and beyond the principles listed below.

Norco's Principles of Communication ask all governance entities at the college to regularly keep and make publicly accessible the following documents and communication methods:
- Agendas
- Minutes
- Websites

Agendas

Councils and committees should publicly publish their agendas at least three days (including weekends) prior to a meeting. Publication and contents of agendas should follow these guidelines.
- Agendas should be published as widely as is practical. In general, agendas should be, at the very least, sent via email to the College as a whole.
- Agendas can be modified before the approval of the agenda, except for Action Items. Last-minute agenda changes should be minimized to ensure meeting transparency.
- **Agendas should include the following information:**
  - The name of the Council or Group.
  - The meeting date, time, expected duration, and location, including physical and virtual location information as appropriate.
  - How many members must be present to achieve quorum.

NORCO
COLLEGE

- o Whether the group is subject to the Brown Act.
- ▪ **Agendas should include the following elements:**
  - o Approval of Agenda/Approval of Minutes
  - o Comments from the Public/For the Good of the Order: specific opportunity for interested parties to share their positions on issues of interest to the group.
  - o Action Items.
    - ▪ These are proposals upon which the group intends to make a decision.
    - ▪ Groups are encouraged to use the principle of first reading and second reading. Groups are encouraged not to decide on an item the first time the item appears before the group. Exceptions may be made as appropriate for particularly uncontroversial or uniformly supported actions.
    - ▪ **Action items should not be added to an agenda after its publication.**
    - ▪ In those extreme circumstances in which an action item must be added to an agenda after its publication, a revised draft of the agenda should be published, with specific effort made to clarify the exact nature of the revision.
    - ▪ **Action items should not be added to the agenda during a group's meeting.**
    - ▪ Adding an action item at a group's meeting defeats a primary goal of the Brown Act: to ensure that all interested parties are aware of an upcoming decision and can voice their respective positions on the decision.
  - o Information/Discussion Items.
    - ▪ These are proposals or other forms of group business that will be shared and discussed, with no intent to act.
  - o Agendas may optionally include the following:
    - ▪ The group's mission statement and purpose.
    - ▪ A link to the group's website.
  - o Attachments to decision-making and other relevant material.
  - o Any other information that facilitates good communication and full participation of all interested parties.

Visit the Norco College Governance Resources webpage to access a sample agenda and agenda template.

Minutes

The previous version of the Strategic Planning & Governance Manual distinguished between minutes and notes. To clarify and simplify the college's governance procedures, the idea of notes is being removed unless enshrined in existing bylaws. Instead, all councils, committees, and other groups should generate and publish minutes of their meetings.

As a general guiding principle, minutes are expected to represent a <u>full </u>meeting record and be brief yet accessible.
- • "Full record" means that minutes should include decisions reached and a summary of the deliberation surrounding those decisions. Minutes should also include summaries of information and discussion items.

- "Brief yet accessible" means that minutes should be succinct summaries of relevant decisions, discussions, and information items but detailed enough that readers who were not present at the meeting can still develop a strong sense of the meeting's contents.

This focus on more detailed minutes serves several purposes. First, it facilitates stronger communication with the college. Second, it enables a greater understanding of the decisions made and the decision-making process. Finally, it provides valuable evidence necessary for accreditation and other governance purposes.

The contents of the minutes should follow these guidelines.
- **Minutes should include the following information**:
  - The name of the Council or Group.
  - The meeting date, time, and location, including both physical and virtual location information as appropriate.
  - The names of all individuals present at the meeting.
    - Councils, committees, and groups with set membership rolls may distinguish between members and visitors.
    - Councils, committees, and groups with set membership rolls may identify absent members.
    - All members, including those absent, may offer corrections to the meeting minutes and vote on their approval.
- **Minutes should include the following elements:**
  - A description of any decisions that were made. The description of each decision should include the following elements:
    - A description of the decision.
    - The names of the group members who made and seconded the motion to approve the decision.
    - A brief yet accessible summary of any discussions surrounding the decision.
    - Whether the decision was made by consensus or voting.
      - If the decision was made by voting, vote totals (yes, no, abstain) should be included.
  - A description of information/discussion items.
    - For items that involved discussion, groups may determine on their own whether to include the names of the individuals who participated in the discussion.
  - A brief yet accessible description of any issues raised during Comments from the Public/For the Good of the Order.
  - Any other information or details deemed necessary for individuals who did not attend the meeting to understand the meeting's contents.

The publication of minutes should follow these guidelines:
- Members of the group should have the opportunity to review and offer revisions to minutes before official publication.
- Minutes for one meeting should be considered and approved at the next meeting.
- The minutes should include, as an appendix, any documents or presentations that were shared at the meeting.
- Once approved with any revisions, minutes should be published on the group's website. Approved minutes may also be published by other means (e.g., email) as appropriate.

NORCO
COLLEGE

- Draft minutes may be distributed before approval when necessary. However, the draft status of said minutes should be clearly marked.
- Any documentation presented at the meeting must be added to the meeting minutes as an appendix (no links).
- Meeting minutes and agendas need to be submitted to the college's document control platform for historical record.

Visit the Norco College Governance Resources webpage to access details regarding the procedures for Document Control, as well as a sample of meeting minutes and meeting minutes template.

Websites

All Councils and Committees of the College are expected to maintain websites related to their group. While other groups should determine on their own whether a website is necessary, in general, groups are encouraged to establish and maintain websites to facilitate communication and openness. Previously, there have been no guidelines on what websites should contain. These guidelines aim to establish a more uniform, college-wide approach to website development and maintenance.

Website Guidelines

All College group websites are expected to have the following elements. Please note that these elements are considered only a starting point and that groups can and likely should include additional information beyond these guidelines to carry out the group's charge best.

The expected elements consist of the following:
- Name.
- A description of the group's purpose and/or the group's mission statement.
- The regular meeting dates, times, and locations, including physical and virtual as appropriate.
- Contact information.
  - The primary contact will likely be the chair or co-chairs.
  - Contact information should include how to submit items for the group's agendas.
- Meeting Schedule
- Committee Members
  - Group Membership should be updated at least annually and ideally at the beginning of each semester.
  - Chairs/co-chairs should be clearly identified.
  - If a group's membership is based on representation from particular College communities, those affiliations may be included (i.e., the Student Representative may be identified as such, or the Representative from a particular School or constituent group may be identified as such).
  - A statement regarding how group members are selected or who is welcome to join the group.
- Planning Documents
  - Group Charter
  - Reports
- Archived Agendas and Minutes

NORCO COLLEGE

Responsibility for Website Updates

All groups with a website should assign a person or team to be formally responsible for updating the website (either directly or by working with College or District IT to implement the updates). While this responsibility will commonly fall to the chair/co-chairs, any group member can perform this task. The person/team assigned should expect to perform the following duties:

- Review the website at the beginning of each semester to identify needed updates. Examples of common updates include:
    - Changes to group roster or membership.
    - Changes or updates to meeting days, times, and locations.
    - Changes to any linked documents, guides, or other resources provided to the community.
- Perform a monthly review and update of the council/committee website to ensure documentation is uploaded and accessible. This includes agendas with documentation and meeting minutes.
- At the conclusion of each term (Fall and Spring), work with the College or District IT for assistance and support as needed to ensure the site is fully functional and up to date.

Principles of Decision-Making

The following section outlines the basic decision-making procedures that bodies governed by this manual are to use. While individual councils, committees, and other groups may modify some decision-making procedures to suit particular circumstances, they are generally encouraged to follow the procedures outlined below. Using uniform decision-making procedures enables easier participation by new members and establishes standard expectations about how governance groups will operate.

This section covers the following areas:
- Consensus and Voting
- Quorum Requirements

Consensus and Voting

Consensus

All college bodies are encouraged to use consensus as their primary method of decision-making. This focus aligns with the College's guiding principles and encourages constituent groups to engage openly and honestly, prioritizing compromise to resolve disagreements.

Consensus is characterized by the following five elements:
1. Collaboration: The group develops proposals with input from all interested group members.
2. Inclusion: The group includes all appropriate constituencies in its discussions and seeks to identify relevant voices that might be missing.
3. Participation: All interest group members contribute to the discussion. The group solicits contributions from all members and seeks to identify any voices that may not have been heard yet.
4. Agreement Seeking: The group makes a concerted attempt to reach a complete agreement that is satisfactory to all group members

5. Cooperation: Decisions may incorporate individual concerns but are designed to benefit the whole group. Personal preferences do not override the needs and interests of students, the College, the District, and other constituent bodies.

It is important to remember that consensus does not mean nor require full endorsement by all members of a given decision. Consensus almost always involves compromise; reaching consensus most often means that all group members agree that they can support a decision while also acknowledging that members may hold reservations about certain parts of the decision. Consensus requires the group to attempt to hear members' perspectives for mutual understanding and to strive for compromise.

Councils, committees, and other groups are encouraged to use the following best practices to reach consensus:
- Clarification of the Issue: At the outset of the discussion, the group works to identify the issue being considered and the details of any proposals.
- Discussion/Dialogue: Participants combine their insights and knowledge to develop a broader and collective understanding of the issues.
- Participation: Council, committee, or workgroup members accept responsibility for attending meetings, designating a substitute when unable to participate, contributing to the discussion, and following up on action items. Committee chairs are expected to schedule meetings to maximize participation.
- Support: Once a consensus is reached, all group members are expected to support the decision-making process.
  - At the same time, groups are encouraged to share, through their minutes, the differing viewpoints that were expressed and to forward all viewpoints to the next decision-making level to give a complete picture of the issues considered.

Voting

For decisions where consensus is not achievable, voting should be used to make a decision. Groups are asked to use the following principles when voting:
- Chairs and co-chairs of Councils and Committees are considered voting members and encouraged to participate.
  - Advisory groups, task forces, and other entities are encouraged to treat chairs and co-chairs as voting members but can adopt different rules as appropriate.
- Voting should be public, with all group members expressing their votes openly. Secret ballots should be used only on rare occasions.
  - One notable area where secret ballots may be preferable is votes to elect officers or members of a particular group or other situations in which members are chosen for particular roles. If possible, such decisions should also be reached via consensus.
- Vote totals (e.g., for, against, and abstain) should be recorded and included in a group's minutes.
- **Electronic voting is not allowed for groups subject to the Brown Act. Groups not subject to the Brown Act can use electronic voting as appropriate. E-voting procedures are detailed in Institutional Effectiveness and Governance Procedures for groups not subject to the Brown Act, including all Leadership Councils and Committees.**
  - Groups subject to the Brown Act may use electronic means to conduct elections (e.g., Academic Senate may use electronic voting to elect officers or other representatives).

NORCO
COLLEGE

- Once a vote is taken, all group members are expected to support the decision-making process.
  - At the same time, groups are encouraged to share the differing viewpoints that were expressed through their minutes and to forward all viewpoints to the next decision-making level in order to give a full picture of the issues considered.

Quorum Requirements

Councils and committees are required to establish quorum to make decisions, whether those decisions are reached by consensus or voting. Unless otherwise stated in a group's charter or by-laws, quorum is 50% + 1 of the group's voting membership (please see Electronic Voting Procedures for groups not subject to the Brown Act).

Chairs and co-chairs are counted towards the determination of quorum.

If a group does not establish quorum, it may not hold votes or make decisions on action items, but it can still discuss the items on its agenda, and the group should still take minutes of the meeting.

Council/Committee Templates

The following pages contain charters for Councils and Committees representing all standing bodies active in the college at the time this edition of the Strategic Planning and Governance Manual was published. While this list and the descriptions will be updated annually as necessary, readers are encouraged to contact any listed body directly for more current information.

Please find up-to-date council and committee information online at the Norco College governance website.

This section includes the following:
- Charter Requirements
- List of Councils and Committees

Charter Requirements

Charters at Norco College serve two purposes:
- Charters serve as a central location for basic information about each Council and Committee.
- Charters provide a central organizational document to help orient the efforts of Councils and Committees regarding their contributions to the operational and strategic efforts of the college.

All charters contain the following elements:
- Name of Council/Committee
- Description: a 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
- Brown Act: identification of bodies subject to the Brown Act
- Meeting Schedule: regularly occurring meeting schedule
- Chair/Co-Chairs (include constituent group when relevant)

NORCO
COLLEGE

- Reports and Recommends to: the governance entity or office that the council or committee reports and submits recommendations to
- Required Reports and Updates: specific reports and updates related to institutional effectiveness and strategic goals
- Key Performance Indicators/Goals: specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
- ACCJC Accreditation Standards: alignment to specific standards that guide the committee or council's work
- Equity Focus: a brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
- Edition Date: date of their most recent revision and dates of previous versions of the charter.
- Link: Provide URL to site with Membership Roster.

Refer to the Charter Procedures (under Governance Procedures) prior to making changes to any of the above charter elements.

List of Councils and Committees

Councils
- **Academic Council**
- **College Council**
- **Institutional Effectiveness & Governance Council**
- **Resources Council**
- **Student Support Council**

Committees
- **Academic Planning Chairs** [Senate]
- **Academic Senate** [Senate]
- **Assessment Committee** [College]
- **Associated Students of Norco College (ASNC)** [College]
- **Course Materials Affordability Committee** [College]
- **Curriculum Committee** [College]
- **Distance Education Committee** [College]
- **Diversity, Equity, Inclusion & Accessibility Committee** [College]
- **EOPS/CARE Advisory Committee** [College]
- **Faculty Professional Development Committee** [Senate]
- **Foster Youth Success Committee** [College]
- **Grants Advisory Panel** [College]
- **LGBTQ+ Advocates Committee** [College]
- **Library and Academic Support Committee** [Senate]
- **Marketing Committee** [College]
- **Program Review Committee** [Senate]
- **Safety Workgroup** [College]
- **Scholarship Committee** [College]
- **Teaching & Learning Committee (TLC)** [Senate]
- **Transfer Advisory Committee** [College]

NORCO
C O L L E G E

Consider labeling Committees as [College] or [Senate] to make distinguishing each Committee's position easy.

Table 5. Council and Committee Charter Template.

Name of Council/Committee
Description (25-50 words):
Brown Act (Yes or No):
Meeting Schedule:
Chair(s):
Reports and Recommends to:
Required Reports and Updates:
Key Performance Indicators/Goals:
ACCJC Accreditation Standard(s):
Equity Focus:
Edition Date:
Link to council/committee site with Membership Roster: www.norcocollege.edu/

College Meeting Calendar

Visit the Norco College Governance Resources webpage to access the Standing Meetings Calendar.

NORCO COLLEGE

Part 4: Institutional Effectiveness and Governance Procedures

DRAFT

NORCO
COLLEGE

Executive Summary

Norco College has developed a comprehensive and integrated framework for institutional effectiveness and governance designed to support continuous improvement, strategic alignment, and equitable student outcomes. Through a series of interconnected procedures and governance structures, the college ensures that institutional planning, resource allocation, and decision-making are transparent, data-informed, and mission-driven.

At the core of this framework are five Leadership Councils—Academic, Student Support, Resources, College Council, and the Institutional Effectiveness & Governance Council (IEGC)—which collectively guide the implementation and assessment of the college's strategic goals. Each council engages in regular self-evaluation through the Reports of Effectiveness, contributing to a cycle of continuous improvement that aligns planning with operational outcomes.

The chapter details the following procedures:

- **Mission, Vision, and Core Commitments Review** occurs every five years and involves broad stakeholder input to ensure alignment with student needs, equity goals, and accreditation standards.
- **Institutional Climate Assessments**, administered in years one and four of each planning cycle, provide insights into employee and student experiences, informing priorities and identifying progress areas.
- **Strategic Planning and Governance Manual Revisions** are governed by a documented process to ensure accuracy, consistency, and broad participation in governance practices.
- The **Program Review Process** links program evaluation with strategic planning and resource prioritization, using disaggregated data to inform equity-centered decisions.
- **Electronic Voting Procedures** ensure operational continuity when quorum is not met, supporting transparency and inclusivity.
- **Governance Self-Evaluation Procedures** guide councils and committees through a structured review of their function, purpose, and impact on institutional goals, including charter reauthorization.
- **Evaluation of Institutional and Governance Procedures** in year three ensures that planning, resource allocation, and institutional effectiveness processes remain relevant, efficient, and strategically aligned.

Each of the procedures is provided in the following template:
- Purpose: Explains why the procedure is needed
- Scope: Defines what areas the procedures apply to
- Timeline: Describes when the tasks will occur
- Procedures: Detail how the tasks will be carried out
- Instructions: The actions required to complete the procedure

Together, these procedures reflect Norco College's commitment to shared governance, equity, and institutional excellence. The integration of continuous feedback, stakeholder engagement, and strategic alignment ensures that the college is well-positioned to adapt, improve, and fulfill its mission.

NORCO
C O L L E G E

Institutional Procedures
Mission, Vision, and Core Commitments Review Procedures

Purpose: The purpose of the Mission Statement, Vision, and Core Commitments Review (MVCC) Procedure is to ensure that Norco College has a clearly defined mission that reflects its character, values, organizational structure, and unique student population as required by the ACCJC Accreditation Standards. Regularly reviewing the Mission Statement, Vision, and Core Commitments allows College constituents to reaffirm the College's commitment to providing equitable educational opportunities and outcomes for all students.

Scope: The Mission, Vision, and Core Commitments Review Procedure requires the participation of all College constituencies in reviewing and revising the Mission, Vision, and Core Commitments (MVCC), ensuring they reflect the character, values, and structure of the College and the unique student population it serves.

Timeline: Every five years (beginning in the 2024-2025 academic year), the Vice President of Planning & Development and the Accreditation Faculty Co-Chair will lead the review and revision of Norco College's Mission Statement, Vision, and Core Commitments in the Spring Terms of 2025 and 2030. The procedure will align with the evaluation of the strategic planning process and the update of the Strategic Planning and Governance Manual.

Procedure: Led by the Vice President of Planning & Development and the Faculty Accreditation Co-Chair, the College will undergo a process of reviewing and revising the College mission, vision, and core commitments every five years. This includes broad feedback from institutional stakeholders. Academic Senate and College Council provide input and final recommendations to the College President. The College President initiates district approval via the District Strategic Planning Committee, the Board of Trustees, and the Chancellor.

Instructions:

1. **Initiate the Mission, Vision, Core Commitments (MVCC) Review Process**: Develop/launch a college-wide survey with support from the Office of Institutional Effectiveness in year four of a five-year strategic plan to collect college-wide input to review the current MVCC and propose revisions to the MVCC.
2. **College-Wide Survey Data Review**: The VPPD will collect and engage in initial data review and sensemaking with the Office of Institutional Effectiveness.
3. **Distribute MVCC Review Feedback and Revisions**: Share college feedback and proposed revisions of MVCC to the College community.
4. **Newly Revised MVCC Distributed for College Approval**: The newly revised MVCC will be presented at all college leadership councils, including Academic Senate and College Council, as an action item for approval. Academic Senate and College Council will provide a formal recommendation of the MVCC to Executive Cabinet and the College President.
5. **District Review and Approval**: The College President will forward the approved draft to the District Strategic Planning Committee, the Chancellor's Cabinet, and finally, the Board of Trustees for approval.
6. **Adoption and Communication**: The College President will distribute the revised approved mission statement, vision, and core commitments to the Norco College

NORCO COLLEGE

community, while the Office of Planning and Development will provide guidance on updating the college's print and online documentation.

Assessment of Institutional Climate Procedures

Purpose: The evaluation of one or more aspects of the institutional climate through a validated instrument. The goal of the institutional climate assessment is to gather data on the perceptions and experiences of college employees and students, ensuring a positive, inclusive, and productive environment. If there is a desire to compare to other institutions in or outside the district, the instrument to be used should be a third-party instrument constructed for this purpose.

Scope: The procedures cover the selection, dissemination, and use of climate survey results.

Timeline: In every five-year cycle of an approved strategic plan, the Assessment of Institutional Climate will be completed in the Spring semesters of year one and year four of the planning cycle. In this way, the initial results of the climate survey will be available to inform all other institutional procedures for areas of improvement, and the year four results will indicate whether improvements have been achieved.

Procedures: The assessment of the institutional climate is led by the Office of Institutional Effectiveness in collaboration with the IEGC co-chairs and members to facilitate the selection, dissemination, and use of climate surveys in years one and four of the five-year strategic plan to inform and guide improvements in planning and institutional effectiveness.

Instructions:
1. **Selection of the Climate Survey:** The Office of Institutional Effectiveness will identify and select a validated climate survey based on a review of technical specifications and input from the IEGC Chairs and/or IEGC members.
2. **Dissemination of the Survey**: If purchased from a third party, the survey will be sent to all members of the stakeholder group for which it is designed or in accordance with third-party-established guidelines.
3. **Communication of Survey Results**: The results of the climate survey will be shared at an IEGC meeting in the following Fall semester of year two, highlighting areas for improvement. The results of the year four climate survey will be shared in the Fall semester of year five, identifying whether areas of improvement have made progress over the previous three years and if new areas for improvement have emerged. The results of both climate surveys will be posted on the Institutional Research website.
4. **Use of Results**: Results will inform and guide institutional procedures and planning processes. Climate survey results in year four will identify whether interventions identified from the year one survey have made an impact. If these areas of improvement persist or if new areas emerge, they may inform the creation of the next strategic plan.

NORCO COLLEGE

Strategic Planning and Governance Manual Revision Procedures

Purpose: Ensure the quality, accuracy, integrity, and transparency of the Strategic Plan and Governance Manual by describing the process for making revisions, updates, and improvements.

Scope: Revision control procedures for updating the Strategic Plan and Governance Manual (SPGM).

Timeline: Throughout the five-year SPGM, members of any governance entity or bargaining unit may request updates or changes to the document by following the instructions provided. Alternatively, any institutional member may submit updates or improvements to the SPGM through the SPGM Improvement Form, which should be sent directly to the IEGC Co-Chairs.

Procedures: Requests to revise or update the SPGM are submitted to the IEGC co-chairs (by a governance entity or through the Improvement Form), who will initiate and facilitate the document control and revision procedures.

Instructions:

1. **Content Update Request:** Members of any governing entity identify procedures or content that requires a revision or update in the SPGM.
2. **Submit for Review:** A request is submitted to the IEGC co-chairs to initiate the document revision process. The IEGC co-chairs will review and document via a shared Revision Log, which the IEGC Meeting Recorder will maintain.
3. **Draft Revise:** IEGC co-chairs will send a Watermarked Draft Word document of the revised/updated section to the requestor.
4. **Submission of Track Changes:** The requester will provide track changes via redlining to the section and submit final draft to IEGC co-chairs for review and approval.
2. **Revision Recommendation:** The IEGC co-chairs will present the finalized revision as an Action Item to IEGC for consideration.
3. **Approval**: IEGC co-chairs will submit the recommended revisions to College Council for review and approval.
4. **Revision Control:** Once College Council approves the SPGM updates, the IEGC co-chairs and meeting recorder will archive the old section, and the document will be submitted via the document control platform with a revision number and date.

Program Review Process

One of the primary processes for facilitating continued improvement at Norco College is the Program Review process. Program Review ensures continuous improvement and alignment with the college's mission, strategic goals, and the Educational Master Plan (EMP). Through the Program Review process College stakeholders systematically evaluate instructional programs, support services, and administrative units to assess effectiveness and make improvements that will impact student success and equity. This systematic evaluation of all program units within the college guides resource allocation and aligns with accreditation Standards and the college's commitment to data-driven decision-making. The Program Review Process has four components: 1. Report on

NORCO
COLLEGE

current goals; 2. Set new goals; 3. Align program goals with college strategic goals; 4. Determine how the college can help the unit achieve its goals (through resource allocation or improvements to process and procedure). Each year, programs can make annual updates to their Program Review through resource requests and assessment updates. Diagram 1 provides an overview of the Annual Resource Request and Prioritization process.

Details regarding the Comprehensive Program Review Process, including the Annual Resource Request and Prioritization Process, can be found online at www.norcocollege.edu/committees/prc/.
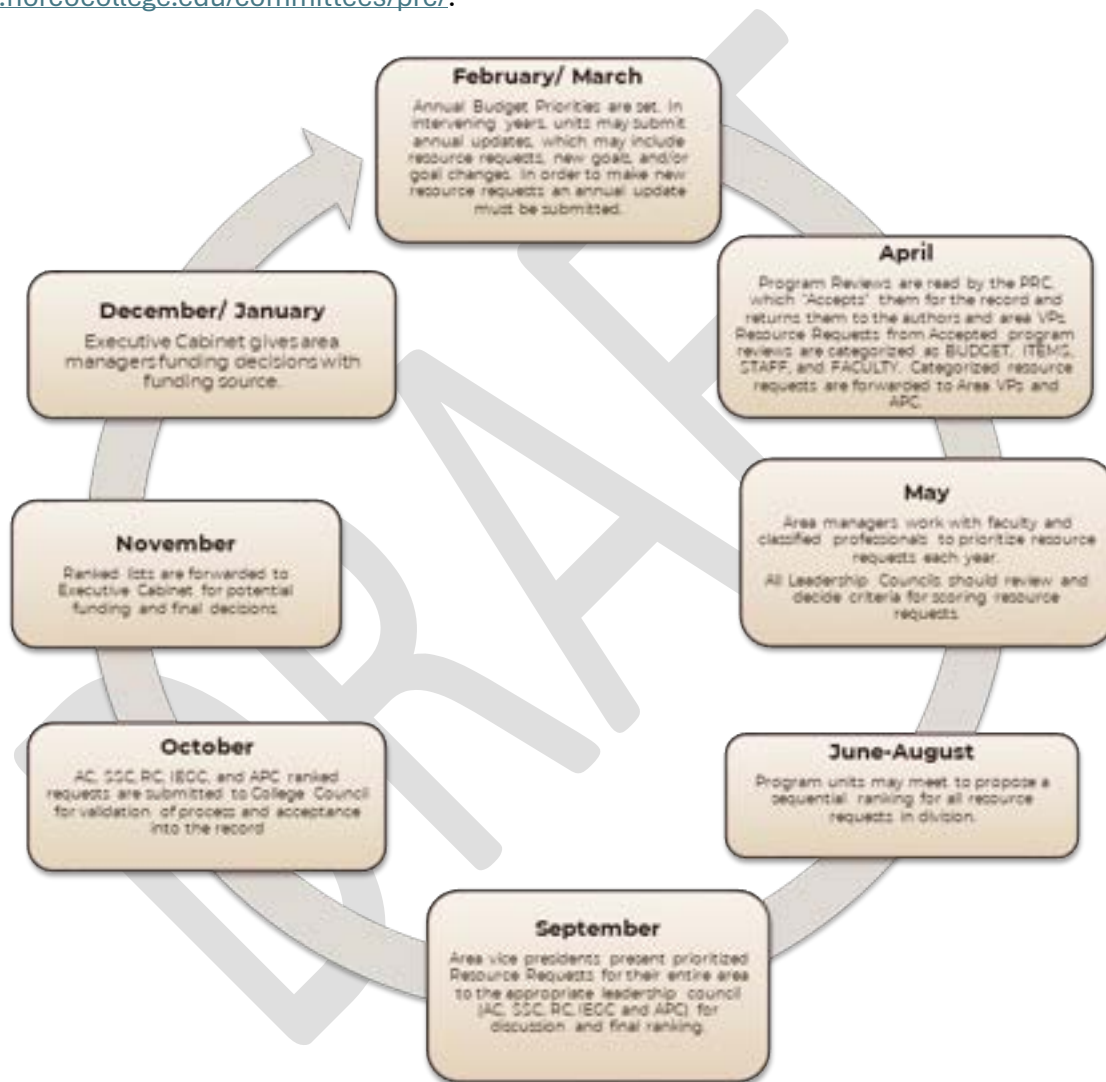
Figure 8 Program Review: Annual Resource Request and Prioritization Process as a cyclical annual process.

NORCO COLLEGE

Governance Procedures
Electronic Voting Procedures for Leadership Councils

Purpose: To encourage participation, support transparency, and ensure consistency across the leadership councils in decision-making. Electronic voting (e-voting) protocols provide flexibility to ensure all constituents, regardless of work location, can participate in college governance, and decision-making is timely and responsive.

Scope: These protocols allow for e-voting on agendized action items from leadership council meetings at which quorum is not met. These e-voting procedures may not be used for any other purpose. The e-voting protocols exclude agendas and meeting minutes. E-voting procedures are not applicable for governance entities that are subject to the Brown Act (i.e. Academic Senate).

Timeline: Within three business days following any leadership council meeting where quorum is not met, an e-vote can be initiated for any agendized action item from that meeting. Once initiated, council members will be provided at least five business days to vote electronically on that item.

Procedures: The leadership council co-chairs will initiate e-voting procedures. Although council attendance is encouraged and expected for all appointed members, e-voting provides councils with the opportunity to conduct business when the 50% +1 quorum meeting requirements (both in-person and virtual attendees) are not met. Any action item from such a council meeting may be acted upon via the electronic voting procedures below.

Instructions:

5. **Establish Quorum:** The leadership council co-chairs establish that voting is suspended due to a lack of quorum at the regularly established council meeting.
6. **Initiate E-Vote:** Within three business days following a council meeting in which a quorum was not met, the council co-chairs may initiate an e-vote on any action item from that meeting.
7. **Distribute E-Vote to Members:** The leadership council, co-chairs and/or meeting recorder, will distribute separate messages for each item for which an e-vote is sought. Each item shall include the relevant documentation for the action item.
8. **Discuss and Collect E-Votes:** All appointed leadership council members, including council co-chairs, will have five business days to submit their comments and e-vote.
9. **E-Vote Reporting:** After an e-vote, the co-chairs and meeting recorder will send an E-Vote Report to the members listing each member's vote and summarizing the outcome of the vote. A passing vote requires a majority vote (50% +1) of voting members.
10. **Add to Meeting Minutes:** The E-Vote Report will be added to the agenda and meeting minutes of the next meeting.

Charter Procedures

Purpose: To ensure that each governance charter provides accurate and up-to-date information to orient the efforts of the council or committee regarding their contributions to the operational and strategic efforts of the College through regular review and examination of the charter.

Scope: Governance entities can create new charters at any time during the five-year strategic planning cycle. All governance entities shall seek reauthorization of existing charters in years two and four of the five-year strategic planning cycle as part of the Governance Self-Evaluation and Continuous Improvement Process.

Timeline: Each governance entity conducts an annual internal review of its charter for updates and revisions, led by the chair or co-chairs. In years two and four of the five-year strategic planning cycle, each governance entity will participate in the Governance Self-Evaluation and Continuous Improvement Procedures, which includes a formal and in-depth review of the charter in response to the Report of Effectiveness.

Procedures: Charter procedures define the required charter elements as well as the process for review and updating charters. The first set of instructions is for the creation of new charters, followed by the procedures for the reauthorization of existing charters.

New Charter Instructions:

1. **Creation of New Charter**: Any member of a constituent group at the college may propose a new council, committee, or other group that aligns with and supports the College's strategic goals. The following charter elements are required:
   - Name of Council/Committee
   - Description: A 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
   - Meeting Schedule
   - Chair/Co-Chairs (include constituent group when relevant)
   - Membership: names of members and relevant constituent groups (e.g., faculty, classified professionals, etc.) from which each membership is drawn.
   - Key Performance Indicators/Goals: Specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
   - Equity Focus: A brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
   - Edition Date: Date of their most recent revision and dates of previous versions of the charter.
   - Support Staff: Support staff assigned to the Council/Committee
2. **Feedback and Approval**: The new charter will be presented to the appropriate governance entity (i.e. one of the four leadership councils or Academic Senate) ~~authorizing body~~ to examine and discuss mission alignment and strategic goal alignment, as well as compliance with institutional effectiveness procedures.

NORCO
C O L L E G E

3. **New Charter Recognition**: New charters are subject to additional approval from the following entities:
   a. **Norco College Academic Senate:** Councils, committees, or other groups that impact 10+1 matters as defined by the Educational Code.
   b. **Office of the President:** Councils, committees, or other groups that direct Norco College employees' time and effort. The Office of the President may also delegate charter approval authority to relevant leadership councils.

Reauthorization of Existing Charter Instructions:

1. **Review Charter Elements**: Each governance entity will annually review the following charter elements to ensure accuracy in composition and purpose, led by the chair/co-chairs.
   - Name of Council/Committee
   - Description: A 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
   - Brown Act: identification of bodies subject to the Brown Act
   - Meeting Schedule: regularly occurring meeting schedule
   - Chair/Co-Chairs (include constituent group when relevant)
   - Reports and Recommends to: the governance entity or office that the council or committee reports and submits recommendations to
   - Required Reports and Updates: specific reports and updates related to institutional effectiveness and strategic goals
   - Key Performance Indicators/Goals: Specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue
   - ACCJC Accreditation Standards: alignment to specific standards that guide the committee or council's work
   - Equity Focus: A brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
   - Edition Date: Date of their most recent revision and dates of previous versions of the charter.
   - Link: Provide URL to site with Membership Roster.
2. **Discuss and Document**: The members will discuss the composition and purpose of the council or committee alongside their Report of Effectiveness and document any recommended revisions to the charter via meeting minutes. Groups are encouraged to engage in dialogue and reflection to continuously improve their efforts.
3. **Feedback and Approval**: Charter revisions and recommendations will be presented to the group's governing body to examine and discuss mission alignment and strategic goal alignment, as well as compliance with institutional effectiveness procedures. Minor changes require reporting to the authorizing body, while major changes require approval from the authorizing body.
   a. **Minor Changes**: Changes that do not require approval include:
      i. Meeting schedule and location

NORCO
COLLEGE

ii.   Changes in members or co-chairs
            1.   Per Senate bylaws, approval is required if a Senate committee
                 wishes to name a non-faculty member as a co-chair.
    b.   **Major Changes:** Changes that require approval include:
        i.   The identity of support staff for Senate committees as required by Academic
              Senate bylaws
        ii.   Group Name
        iii. Group Purpose
        iv.   Membership structure
        v.   Strategic alignment
        vi.   Change in authorizing body
4.   **Charter Reauthorization**: Once the authorizing body approves the revised updates and
     changes, the charter is reauthorized and formally recognized as a governance entity. Any
     group that does not seek reauthorization or is not granted reauthorization should no longer
     convene.

Governance Self-Evaluation & Continuous Improvement Procedures

Purpose: The universal self-evaluation and continuous improvement process amongst all
governance entities at Norco College.

Scope: The procedures include instructions related to the self-evaluation of all governance entities
for the purpose of strengthening alignment to strategic priorities and continued improvement.

Timeline: In every five-year cycle of an approved strategic plan, the self-evaluation and continuous
improvement procedures are to be completed in years two and four of the five-year plan cycle.

Procedures: Facilitated by council or committee co-chairs, with IEGC co-chairs' support and
oversight by College Council. The evaluation and improvement procedures will be initiated in the
Fall semester of years two and four of the five-year strategic plan to support the college Mission,
Vision, and Core Commitments through continuous improvement procedures in governance
aligned with Accreditation Standards.

Instructions:
1.   **Complete the Survey of Effectiveness**: Each council or committee will distribute the
     Survey of Effectiveness and facilitate survey completion in the Fall semester of years two
     and four of the five-year strategic plan.
2.   **Discuss, Decide, and Improve**: At the last fall meeting of the term, council or committee
     members will document discussions and decisions regarding survey results, charter
     alignment, and recommended improvements, along with actions that ensure compliance
     with institutional procedures.
3.   **Document Improvements and Revisions**: Improvements are documented by refining
     and revising the council or committee Charter.

NORCO
C O L L E G E

4. **Feedback & Approval** (if necessary): A council or committee representative will present findings, plans, and updated charters to the governing body in the Spring semester of years two and four (In the case of the College Council, it will present its finding, and improvement plans to the Institutional Effectiveness and Governance Council (IEGC)). The council or committee will adjust improvement plans in collaboration with feedback from the oversight governance body. If necessary, councils or committees should obtain approval for significant changes to their organizational structure or purpose.

5. **Finalize Improvement Plan**: Prepare the Report of Effectiveness (ROE) in the Spring semester of years two and four, and present and distribute the ROE to the oversight governing body as an agendized information item, as well as in the council/committee minutes, agenda, and posted public information. Updates, revisions, and improvements should be reflected in the council/committee charter.

6. **Charter Reauthorization**: The approved and updated charter is reauthorized with an updated Edition Date.

7. **Take Action**: Take action to improve institutional effectiveness, including, but not limited to, governance training and refinement of charter purview and strategic alignment.

Evaluation of the Institutional and Governance Procedures

Purpose: The evaluation of the institutional procedures regarding strategic planning and decision-making procedures.

Scope: The procedures include activities relating to institutional effectiveness and planning, including program review, resource allocation, decision-making, and compliance with institutional procedures.

Timeline: In every five-year cycle of an approved strategic plan, the evaluation of the institutional and governance procedures should be completed in the Fall semester of year three of the planning cycle.

Procedures: Led by IEGC co-chairs and facilitated by council or committee co-chairs. The Institutional Effectiveness Planning Survey (IEPS) is distributed college-wide. All college employees are encouraged to participate. Following the IEPS administration in the Fall of year three, the IEGC co-chairs will initiate the evaluation of the institutional effectiveness and governance procedures in the Spring semester of year three.

Instructions:
1. **Review of the Planning and Decision-Making Procedures**:
   o The IEGC co-chairs will review the following planning documents
      ▪ Review of the timeline for all institutional effectiveness and governance procedures
      ▪ Review of annual progress in KPI targets as presented to College Council
      ▪ Institutional Effectiveness and Planning Survey

- Reports of Effectiveness
- Review of the Mission, Vision, and Core Commitments Review Procedures and adherence to those procedures
- Review of the charters for all Leadership Councils and College Council
  - The IEGC co-chairs will review decision-making processes via a sampling of the following documents
    - Program Review and Resource Prioritization documentation as presented to College Council from each of the leadership councils.
    - President's Memorandum: The President's Memorandum is distributed by the President's Office at the conclusion of each academic year. The memorandum communicates the alignment between the college's budget priorities and approved resource allocations, as well as decision updates that have college-wide impact that were recommended through the governance process.
    - Regular Update (RU): All members of the college community can submit items for inclusion in the Regular Update, which is released bi-monthly during the Fall and Spring terms, and once a month during Winter and Summer terms. The information collected documents the College's work to achieve our strategic priorities as well as documentation of evidence for continued improvement in support of accreditation. The RU is shared internally and publicly.

2. **Discuss, Decide, and Improve** Document discussions, decisions, and recommended improvements with actions, including alignment and compliance with institutional procedures at the March meeting of the Spring semester of year three to IEGC as a first read.

3. **Feedback & Approval** (if necessary): The leadership councils present findings and plans to the College Council as a first read at the April meeting of the Spring semester of year three, with a second read and action to be taken in the May meeting. Adjust improvement plans in collaboration with feedback from the council. Obtain approval if needed for major changes to planning and decision-making.

4. **Finalize Improvement Plan**: Prepare a final report documenting the findings and recommendations from College Council at the May meeting of the Spring semester of year three to IEGC. Present and distribute the report to the oversight governing body as an agendized Information Item and in the council/committee minutes, agenda, and posted public information.

5. **Take Action**: Engage in action steps to improve institutional effectiveness, including, but not limited to, constituency-based governance training and revisions/updates to the council's purview and alignment as identified in the charter. Improvements will be used to inform the next strategic plan.

NORCO
COLLEGE

MVCC Survey Questions

Visionary:

- In a sentence or two, please describe why Norco College exists?
- Explain in one to two sentences what will be unique about Norco College in 2030 and set us apart from other colleges.
- What five words would you use to describe the collective [or fundamental] values or beliefs that will help the College achieve it's goals in the future.
- What five words best describe our College's main priorities for achieving our purpose and future goals?

Reflective Question:

- In one or two sentences, describe how the current Mission Statement inspires our work at the College.
- In one or two sentences, explain how the current Vision Statement describes a compelling future state for the College.
- Explain in one to two sentences how the Core Commitments have guided our work at the College.

MVCC Survey Participants

For every survey question, there were 27–35 unduplicated responses.

Participants
- Faculty: 46 (53%)
- Classified Professionals: 27 (31%)
- Management: 10 (12%)
- ASNC Students: 3 (3%)

86 Unduplicated Participants

Distribution Details:
- Method: Email with SurveyMonkey link
- Audience: NOR–ALL
- Initial Email Sent: April 1, 2025
- Reminder Sent: April 8, 2025
- Survey Closed: April 11, 2025

Thematic Analysis

Thematic analysis of the survey results for the mission, vision, and core commitments statements included the following process:

1   Identified recurring sentiments or themes

Noted points of emphasis   **2**

3   Pinpointed notable divergences

Norco College MVCC Survey Feedback

Drafted each statement using the following criteria:

Centered on students and action

Common Language

Inclusive

Concise

Memorable

ACCJC Standard 1.1

The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students.

Review Criteria:
• The institution's mission appropriately reflects the community and students it serves.
• The institution's mission appropriately reflects the nature and structure of the institution (public, private, non-profit, corporate, etc.).
• The institution's commitment to equitable educational outcomes is informed by an understanding of the characteristics and needs of its students.
 • The institution's mission demonstrates alignment with ACCJC's Policy on Social Justice.

Draft Mission Statement

Norco College is an open access college that supports every learner—no matter their path. We help diverse students grow, succeed, and change their lives through education.

Draft Vision Statement

We see a future where every student thrives and our region rises with them.

Draft Core Commitments

N–O–R–C–O

1. **Nurture Students First**: We center student success in every decision and action.
2. **Open Doors to Equity**: We remove barriers and expand access for all.
3. **Rise Together**: We collaborate across campus and community to lift each other up.
4. **Commit to Integrity**: We follow through, own our impact, and build trust.
5. **Own Our Growth**: We learn, adapt, and lead with creativity and purpose.

Next Steps

Spring 2025 Timeline

First Readings:
- April 21, 2025 – Academic Senate
- April 24, 2025 – Leadership Councils
- May 8, 2025 – College Council
- May 9, 2025 (Tentative) – Associated Students of Norco College

All-Governance Votes:
- May 12, 2025 – Academic Senate
- May 16, 2025 (Tentative) – Associated Students of Norco College
- May 22, 2025 – Leadership Councils

Electronic Vote:
- May 23 – May 30, 2025 - College Council

District-Level Approval:
- May 16, 2025 - DSPC
- June 2, 2025 - Chancellor's Cabinet
- June 17, 2025 - Board of Trustees

Principles

- Compliance with Collective Bargaining Agreement

- Compliance with grant agreements

- Prioritize minimizing impact to student and academic support services

- Repurpose/maximize existing space, including Stokoe

Assumptions

- Provide private office space to accommodate 20 faculty recruitments for the fall 2025

- Increase the use of telework where appropriate

- No added square footage until 2027

- Maintain college facilities cap load efficiency to be competitive for state-funded projects ✳

Challenges

NC
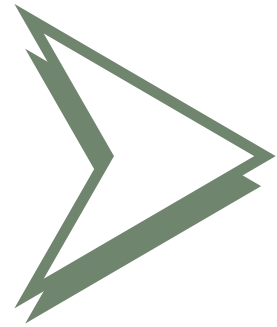
> Added 54 faculty members over the past 10 years, with only the VRC and Stokoe serving to offset the space deficit.
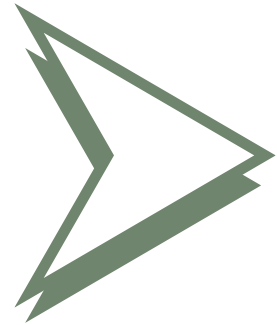
> Identify swing space implications due to CACT demolition and STEM renovation.
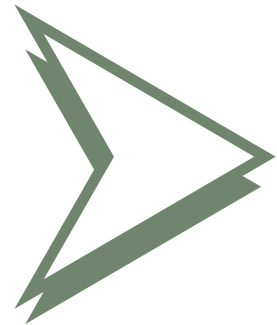
> Increased demand for counseling space for mental health services and equity programs.

Challenges

NC
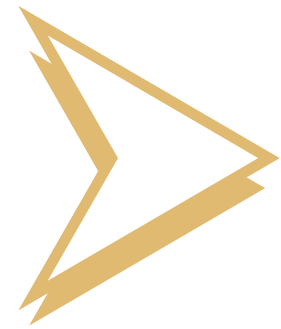
> Loss of dedicated Mental Heath Counseling & Equity Counseling Space (unresolved).
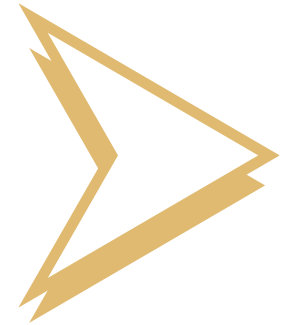
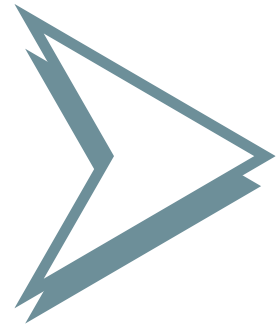> The rededication of space to build out new offices (Art Gallery, ATEC 219).
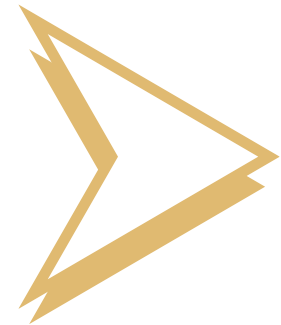
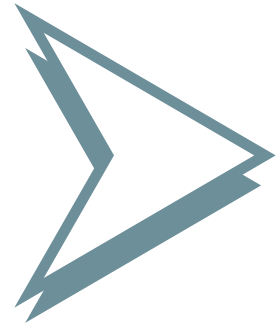> Reduction in already limited conference room space (OC-102, IT-201 repurposed).
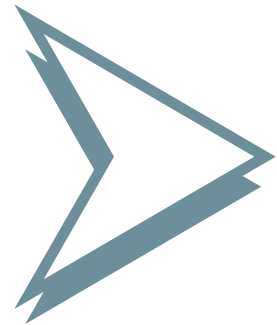
Challenges

NC

> Identifying and coordinating flexible on-site space for teleworking employees.

> Disruption in Student Services to reduction and reallocation of services and programs.

> Budget implications of building out new office & outfitting them appropriately.

Space Highlights

> Welcoming new FT Faculty with offices in 25FAL

> Increase square footage of Unity Zone

> Provide space for Rising Scholars

> Operationalize Stokoe

> DRC testing room established

> Brought on new programs:

   College Corps

   Title V Grant

> Building state-of-the-art manufacturing program
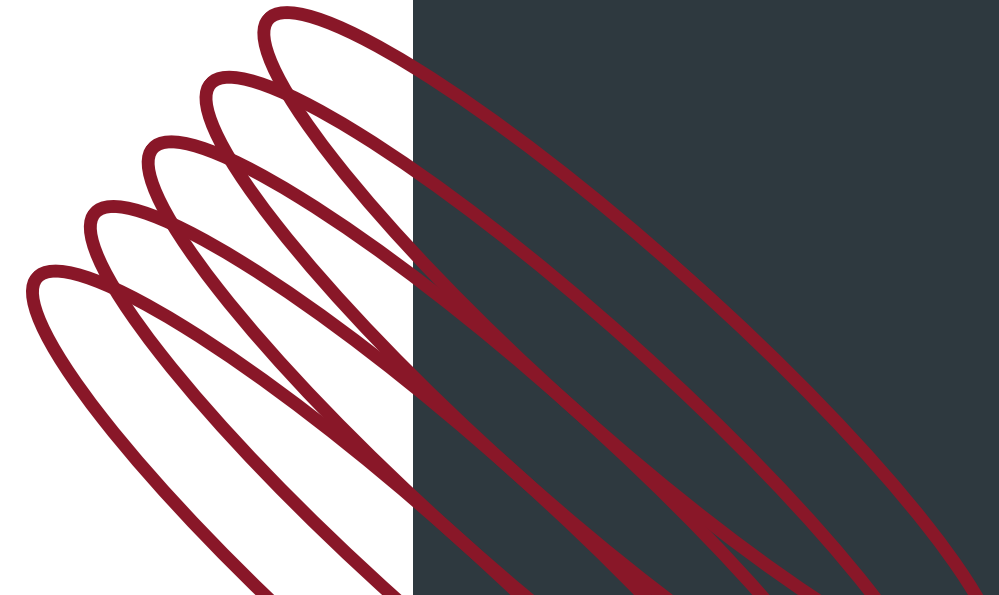
Faculty Offices

ATEC-216	Existing Available Faculty Space	PORT-A105	Existing Available Faculty Space	SSV-107 A	Existing Available Faculty Space (Counseling)
ATEC-219	Convert to Faculty Office (Math)	ST-118A	New Construction (Jun-Aug)	VRC-109	Convert to Faculty Office
ATEC-221	Existing Available Faculty Space	ST-118 B	New Construction (Jun-Aug)	WEQ-9 A	Existing Available Faculty Space
CSS-203	Convert to Faculty Office (Rising Scholars Counselor)	ST-118 C	New Construction (Jun-Aug)	WEQ-9 B	Existing Available Faculty Space
HUM-106 B	Existing Available Faculty Space	ST-118 D	New Construction (Jun-Aug)	WEQ-9 F	Existing Available Faculty Space
IT-201	Convert to Faculty Office	ST-118 E	New Construction (Jun-Aug)		
LRC G-114B	Convert to Faculty Office	STEM-103	Convert to Faculty Office		
PORT-A101	Existing Available Faculty Space	Stokoe B-212	Existing Available Faculty Space		

NC

Office/Program Moves
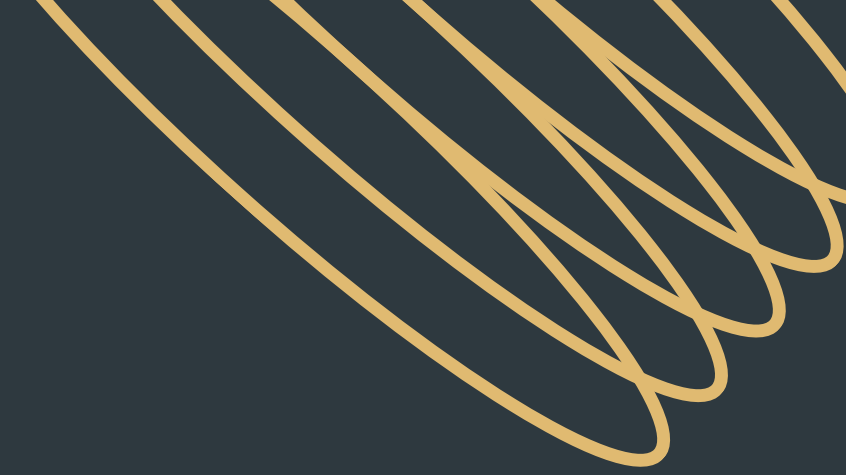
CSS-216	Student Success Coordinator + Rising Scholars	**LRC-Associate Faculty Meeting Space**	Student Success Coordinator, Unity Zone	**STEM-301 STEM-304**	MESA Coordinator/ Counselor Office + Center 500ft
Facilities Yard	Rocketry	**LRC - G-114A***	Dean, Technology & Learning Resources	**ST-108**	College Corps Director
HUM-101	Associate Faculty Meeting Space	**OC Workstations**	UB Administrative Specialist/Swing Space (Sat/Sun UB Classroom IT-208)	**SSV-117**	Director, Academic Advising
HUM-102*	DRC Testing Room			**TBD**	Mental Health Counseling
LIB-Front Desk Workstation	VPPD Administrative Coordinator	**OC-102**	Manager Swing Space (To Be Scheduled)		
LIB-223	VPPD/Director of Grants	**OC-110**	Dean, Institutional Effectiveness		

*Move complete

NC

Process to Inform College Community

Individual Meetings - Mar 2025

Face to face communication with impacted managers and teams.

Operational/Leadership Council Meetings - Mar/Apr 2025

Operation team meetings with VP teams, Academic Senate, & College/Leadership Councils discussion.

College Governance - May/Jun 2025

Discussion items at College/Leadership Councils & End of the Year memo.

Timeline

CHP&K Construction
July 2025 - August 2027

STEM Construction
June - December 2025

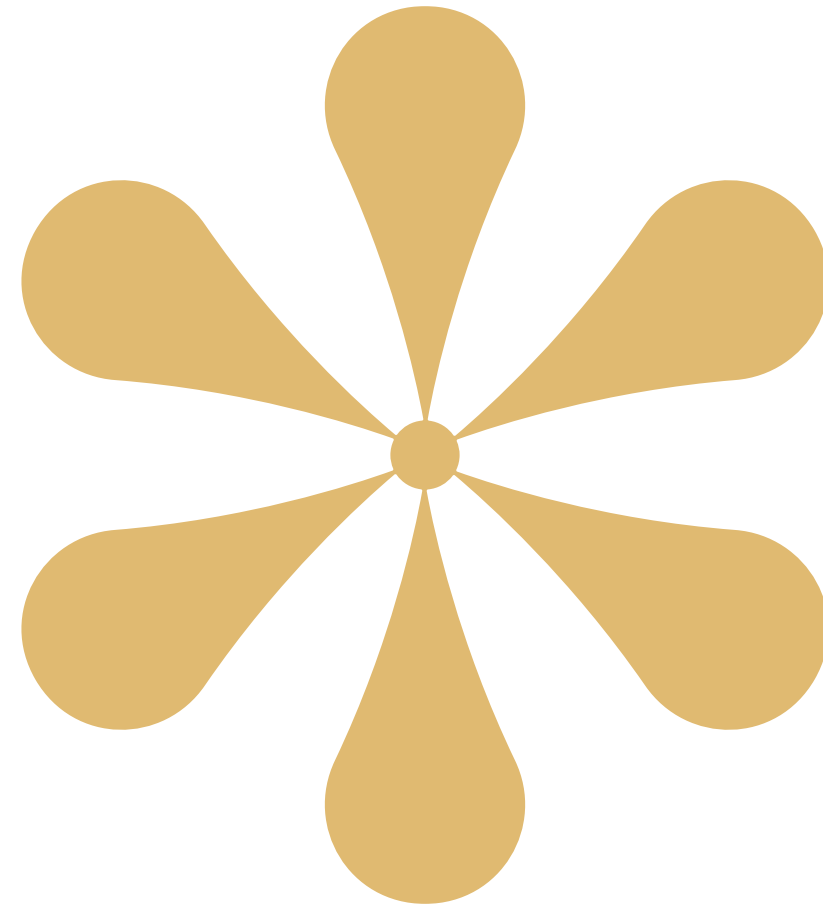**ATEC-219 Conversion**
Summer 2025

ST-118 A-E Construction
Summer 2025

Regular "Office Shuffle"
Process before end of Spring term.

Spring 2025 term - Upward Bound, Rising Scholars, Unity Zone, MESA, VPPD Office, College Corps, Rocketry, Dean of Technology & Learning Resources, Director of Grants

NC

Want to know more about Cap/Load Efficiency?

Why Be Efficient with our Space Utilization?

- Norco College's ability to successfully be awarded state capital outlay funds weighs heavily on enrollment (WSCH), effective scheduling, efficient use of facilities or capacity/load ratio, etc.

- **Effective course scheduling is critical.** If more sections of a course are scheduled than students need, enrollment per section is typically lower than the potential enrollment set by the maximum section capacity and/or the capacity of the classroom, which creates inefficiency.

- Inefficient scheduling reduces our ability to compete for State funds for new facilities at Norco College.

NORCO COLLEGE

Capacity/Load Ratio!

The instructional capacity/load ratio (cap load) is a measure of space **utilization efficiency** according to Title 5 community college space standards.

- Is the totaled capacity of a <u>space type</u> divided by the <u>actual or projected usage of the space</u>.

  - Compares the square footage the College has in relation to the College's enrollment indicates it needs
  - Compares the number of students to seats available (Capacity Load Ratio)

- Capacity load ratios are measured for different categories of space, including <u>laboratory</u>, <u>lecture/classroom</u>, <u>office</u>, <u>library</u>, and <u>audio/visual</u> support spaces.

  - **> 100%** indicate an **excess** of space
  - **< 100%** indicate a **deficiency** of space and may qualify the College for state capital outlay funding for a more efficient use of space.

NORCO COLLEGE

Norco College Space Utilization Analysis

- **Office Cap/Load** = square feet of office "type" space/FTEF
  - NC has an Office Cap/Load of 81% as of Fall 2025 (81% of what is needed)
- **Instructional Classroom Space Utilization**
  - NC has 32 on-campus classroom lecture spaces totaling 31,722 ASF and is capable of hosting approximately 50,273 lecture WSCH.
  - The 2024 the on-campus WSCH generated totaled approximately 22,993 lecture WSCH
  - This results in a **46% WSCH efficiency.**
- **Instructional Lab Space Utilization**
  - NC has 20 on-campus class labs with a totaling 24,920 ASF and is capable of hosting approximately 9,216 lab WSCH.
  - This results in a **165% WSCH efficiency.**

NORCO COLLEGE

Library & Academic Suport Committee (LASC)

Senate Report for April 21, 2025

1. Library Report
   a. The librarians have begun conducting focus groups to obtain feedback from the special populations on campus
   b. Starting with the 2025-2026 academic year, during the summer and winter intersessions, the Library & Learning Resource Center hours will be Monday – Thursday 7:30am-6pm
   c. The Library received a Circle City Grant to purchase student artwork for the library study rooms
   d. Dean Damon Nance's office is now downstairs in the Learning Resource Center (LRC)
2. Library Events
   a. The Library partnered with the School of Communication, Humanities, & Languages (CHL) to host a poetry Career & Academic Planning (CAP) event on Tuesday, April 8, 2025. There were approximately 40 attendees.
   b. For the first time ever, the Read 2 Succeed Student Panel will be held in the library on Thursday, April 24 @ 12:50-1:50pm. Dreamers will be hosting this hybrid event.
   c. The Poetry Performance is being held on Tuesday, May 6 during college hour
3. Associate Students of Norco College (ASNC) Report
   a. The Associated Students of Norco College (ASNC) just hosted another successful barbershop event
   b. The Norco College Music & Arts Festival (NOMU) will be held on Friday, May 16, 2025
   c. ASNC applications are open for board positions. Let students know, especially if they are interested in being actively involved with student government.
   d. ASNC is a wonderful resource. Please be sure to use it.
4. Learning Resource Center (LRC) Report
   a. Tutorial Services is no longer using the COVID-19 block grant to fund tutoring. The tutoring budget will now be funded using the Standard of Care allocation.
   b. There are currently 62 tutors on payroll; 4 more are currently undergoing the hiring process.

c. There are currently 18 study groups, with the possibility of adding 3 more
d. All scientific and graphing calculators have been checked out for this semester
e. More Biology (BIO) students have been using the study bones in the Learning Resource Center (LRC). Additional BIO models (bones, muscles, nervous system, etc.) have been requested in Program Review.
f. Student sign-in when students clock in to the LRC has been updated to obtain more accurate data on LRC student use
g. NetTutor hours have changed. To encourage student use of the Learning Resource Center, NetTutor will only be available when the LRC is closed.
h. The LRC Team has started making reminder phone calls to students the evening before their appointment(s) with the hopes of decreasing appointment no-shows. Also, Tutorial Services recently obtained an account with Ocelot, and this will allow LRC Team members to send out text message reminders for student appointments.

5. Writing & Reading Center (WRC) Report
a. More than 300 students have visited the Writing & Reading Center (WRC) this semester. This is the highest number of visits to the WRC yet. There have also been more online workshop attendees than ever before (54 by week 7 versus 50 for the entire semester).
b. According to student feedback from WRC surveys, 94% of students feel that their visits are beneficial and the top 2 reasons for visiting the WRC include fulfilling a requirement and getting help with their writing
c. The WRC is open 30 hours this semester, which is an increase from previous terms. However, the LRC is open 22 hours more than the WRC. It would be ideal if operating hours for the WRC and LRC were the same.
d. Philosophy, Ethnic Studies, and Extended Programs & Services (EOPS) are now requiring students to visit and utilize the online and in-person tutoring services in the WRC
e. [The WRC Commercial](#) has been completed and is available on the Norco College YouTube Channel
f. Send ideas and requests for workshops, daily language instruction (DLI), tutorials, professional development presentations, etc. to Lead Instructor, Writing & Reading Center, [Nikki Capps](#)
g. In honor of National Poetry Month, the WRC is featuring 5 poets every week during the month of April