



College Council

**Agenda for April 9<sup>th</sup>, 2026, | 12:50 pm to 1:50 pm | Location: OC\*116**

Join via [Zoom Link](#) | Meeting ID: 846 0509 6407 | Passcode: 780166

**Council Members (19)**

Ms. Natalie Aceves, Ms. Charise Allingham, Dr. Hayley Ashby, Ms. Kimberly Bell, Dr. Quinton Bemiller, Dr. Peggy Campo, Dr. Michael Collins, Ms. Claudia Figueroa, Ms. Vivian Harris, Dr. Deshonna Harsch, Ms. Azadeh Iglesias, Dr. Tenisha James, Dr. Virgil Lee, Mr. Dan Reade, Mr. Alex Spencer, Dr. Kaneesha Tarrant, and Ms. Patty Worsham, Ms. Ashley Yoon.

(Vacant- Academic & Council -Faculty)

**Ex-officio Members:**

Dr. Monica Green (Administrator), Ms. Araceli Covarrubias (Faculty Association), Ms. Melissa Olivieri (CPROS), and Mr. Silvio Castillo (ASNC)

**Quorum: 10**

**Subject to Brown Act: No**

**1. Call to Order**

**2. Action Items**

2.1 Approval of Agenda

2.2 Approval of Meeting Minutes, November 13, 2025

2.3 Approval of Meeting Minutes, March 12, 2026

2.4 2026-27 Norco College Budget Priorities

2.5 IEGC: SPGM Institutional Effectiveness and Governance Revisions

**3 Discussion Items**

3.1 Key Performance Indicator (KPI) Update for 2024-2025

**4 Information Item**

4.1 IEGC Co-Chair Membership Update: Dr. Deshonna Harsch replacing Ms. Ashlee Johnson

4.2 Accreditation Update

**5 Good of the Order**

**6 Future Agenda Topics**

6.1 College Council Charter Discussion

**Adjournment**

**Next Meeting:** May 14, 2026, **Time:** 12:50pm to 1:50pm, **Location:** OC\*116

Spring 2026 Meeting Schedule of College Council	Agenda Item Request Deadline
March 12, 2026, from 12:50-1:50PM	5 PM on Thursday, March 5, 2026
April 9, 2026, from 12:50-1:50PM	5 PM on Thursday, April 2, 2026
May 14, 2026, from 12:50-1:50PM	5 PM on Thursday, May 7, 2026



## College Council

**Meeting Minutes for November 13, 2025, | 12:50 pm to 1:50 pm | Location: OC\*116**

Join via [Zoom Link](#) | Meeting ID: 846 0509 6407 | Passcode: 780166

### Council Members (19)

Ms. Natalie Aceves, Ms. Charise Allingham, Dr. Quinton Bemiller, Dr. Peggy Campo, Dr. Michael Collins, Ms. Vivian Harris, Ms. Azadeh Iglesias, Dr. Tenisha James, Dr. Virgil Lee, Mr. Keenan Morcilla (for Ms. Ashley Yoon, ASNC) Mr. Dan Reade, Ms. Martha Ramirez, Dr. Kaneesha Tarrant, and Ms. Patty Worsham,

Ex-officio Members: Dr. Monica Green (Administrator), Ms. Araceli Covarrubias (Faculty Association), Ms. Melissa Olivieri (CPROS), and Mr. Silvio Castillo (ASNC)

### Council Members Not Present:

Dr. Hayley Ashby, Ms. Kimberly Bell, Ms. Janet Frewing, Ms. Ashlee Johnson, and Mr. Alex Spencer

**Guest(s):** Dr. Laura Adams, Dr. Jim Thomas, and Dr. Dominique Voyer

**Recorder:** Ms. Denise Terrazas (Substitute)

**Quorum: 10**

**Subject to Brown Act: No**

**1. Call to Order: 01:01 p.m.**

### 2. Action Items

#### 2.1 Approval of Agenda

- MSC (Motion- Mr. Dan Reade /Second- Dr. Virgil Lee)
- The Council reviewed and approved the amended agenda.
- Remove Item 6.1 from Future Agenda Topics, as it is duplicated under Action Item 2.6.
- **Approved by consensus.**

#### 2.2 Approval of Meeting Minutes, October 9, 2025

- MSC (Motion- Ms. Vivian Harris /Second- Dr. Tenisha James)
- The Council reviewed meeting minutes and approved.
- **Approved by consensus.**

#### 2.3 Basic Needs and Wellness Center Name Change

- MSC (Motion- Ms. Vivian Harris/Second- Dr. Tenisha James)
- Amended Motion to table this item and provide council feedback. (Motion- Ms. Vivian Harris/Second- Dr. Tenisha James)
- The Council approved.

### Presentation & Proposal

- Ms. Kimberly Thomas, Supervisor, Basic Needs and Wellness, presented at the Student Services Council on

renaming Basic Needs and Wellness to STABLE, with an accompanying acronym focused on connecting students with on-campus resources.

- Questions were raised about how educational technology at STABLE would be provided and how it differs from services already offered through the LRC.
- Members expressed concern that the term STABLE may confuse students, whereas Basic Needs is immediately clear. The website also uses a different set of acronyms, adding potential confusion.
- Recommendation that, if clarity is lacking, the proposal may need to be returned for reconsideration—framed through the lens of how students would interpret it.

#### **Governance & Process**

- Council discussed its role: Student Services Council can approve and forward items to College Council for input and recommendation, especially when they impact the entire college.
- Reminder that the structure is meant to empower councils, not serve as gatekeepers.
- Agreement to move the item forward with feedback rather than pause it at this level; final approval resides with the College President.
- **Approved by consensus.**

#### **2.4 RCCD Strategic Plan 2025-2030 (Version 10 - First Read)**

- MSC (Motion- Ms. Vivian Harris/Second- Dr. Virgil Lee)
- **Approved by consensus.**

#### **2.5 Program Review Resource Prioritization: Student Support Council**

- MSC (Motion- Ms. Vivian Harris/Second- Dr. Tenisha James)
- Dr. Kaneesha Tarrant shared that Student Services managers reviewed their areas to determine whether funds from the previous year were still needed, reprioritized requests, and conducted a collective review as a Student Services management group. The finalized list was then presented to SSC, which approved it.
- The Council accepted the Program Review Resource Prioritization for the Student Support Council.
- **Approved by consensus.**

#### **2.6 Program Review Resource Prioritization: Academic Affairs Council**

- MSC (Motion- Ms. Vivian Harris/Second- Dr. Tenisha James)
- Dr. Quinton Bemiller shared that new requests from Academic Affairs were sent to the schools for ranking and then brought to Academic Council. The spreadsheet was filtered to show only current-year requests, removing those previously funded. Items should have gone back to the schools that submitted requests for proper ranking.
- The Council accepted the Program Review Resource Prioritization for the Academic Affairs Council.
- **Approved by consensus.**

### **3. Discussion Items**

**None**

### **4. Information Item**

#### **4.1 DSPC Update**

Dr. Tenisha James provided the update: All three colleges presented on their Student Equity Plans before the Board Committee. There was no substantive feedback—only a question regarding the overall approach. The plans shared similar themes, including increased and enhanced student communication and professional development as strategies for closing equity gaps. All plans were approved, along with the SPGM and the Mission, Vision, and Values statement. For the next meeting, General Counsel Dobyms will resend the board policy, which includes the mission language for each college and the District. The council thanked Dr. James for her skillful presentation and coordination.

#### **4.2 RSI Mock Review Results: Preparing for ACCJC Peer Review**

##### **Mock Review & Accreditation Preparation**

- Dr. Laura Adams, faculty accreditation co-chair, reported on the mock Regular and Substantive Interaction (RSI) review conducted last summer in preparation for the upcoming accreditation visit.
- She reviewed ACCJC requirements, noting that 85% or more of sampled online courses must meet RSI standards and provide evidence of both regular engagement and substantive interaction.
- She outlined what occurs during an accreditation review, how inquiries are addressed, and the conditions under which recommendations may be issued.

##### **Upcoming Accreditation Processes**

- The spring 2026 sample will be pulled districtwide.
- The peer review team will meet in fall 2026 to evaluate the sample and the Institutional Self-Evaluation Report (ISER); core inquiries may be issued at that time.

##### **Mock Review Conducted by Academic Senate**

- With Academic Senate approval, Norco conducted its own mock review by pulling course samples and requesting volunteers.
- The team used the ACCJC Quality Continuum Rubric to identify strengths and gaps in advance of the college's formal visit.

##### **RSI Standards & Findings**

- Dr. Adams clarified that ACCJC does not specify a required number of interactions, but "once" is not sufficient unless it appears consistently throughout the course.
- Statewide DE guidance recommends at least once per week of RSI activity.

##### **Results:**

- 90% of courses showed at least two types of substantive interaction.
- Only 40% met the emerging level or higher for one of the RSI categories.
- Only 35% showed evidence of both regular and substantive interaction.
- 0% met the emerging level or higher when evaluating both components together.
- Samples point to a likely core inquiry and a possible compliance recommendation.

##### **Key Takeaways**

- The College may need to increase documentation and evidence collection, ensuring clear, predictable engagement and active monitoring.
- A more systematic and consistent quality assurance process is needed.

##### **Recommendations Presented**

- Establish and apply consistent RSI standards.
- Embed communication and monitoring expectations in Canvas shells and course syllabi.
- Expand professional development for faculty on RSI.
- Provide clear expectations and resources for associate faculty.

### **Additional Considerations**

- The DE Committee may consider setting local RSI standards, though doing so could create higher accountability for the institution.
- A plan for continuous improvement is needed.
- There have been 35 faculty engagements with the RSI plan this semester, with four faculty actively working on implementation.
- Templates and documents have been prepared and posted online, though Design+ cannot track participation, limiting visibility into progress.
- Questions were raised about integration of RSI into faculty evaluation, particularly for online classes.
- ACCJC requirements will include specific plans and timelines, and this work must be coordinated districtwide.

## **4.3 Learning Outcome Assessment Status Briefing**

### **Transition to New Assessment Process**

- The College has shifted from the previous Nuventive form-based assessment process to collecting assessment data directly from Canvas using standardized rubrics, beginning in fall 2022.
- Data entered in Canvas is now pushed into Nuventive, but the College has not yet completed any assessment cycles for any outcomes. As of Spring 2025, only about 15% of active classes currently have data pulled from Canvas into Nuventive.
- Because full cycles are incomplete, the follow-up steps—reviewing results, discussing findings, and making changes—have not yet occurred. No formal data exists for a completed assessment cycle.

### **Progress to Date**

- Program-Level Outcomes (PLOs) and GELOs have been embedded in Canvas; this is progress towards completing the assessment for these outcomes, but the process has not been fully established yet.
- Work continues on building systems and prompts within Nuventive to support consistent assessment practices.
- This work affects multiple sections of the ISER, including:
  - Review of disaggregated data
  - Standard I (institutional effectiveness)
  - Standard II (program review)
  - Resource request processes
  - Identification of concerns and gaps

### **Accreditation Implications**

- The College will write its ISER throughout spring 2026, with a submission deadline of August 1, 2026. ACCJC will consider anything completed between the last review cycle and this one.
- The discontinuation of the former assessment process before the new system was fully launched has created a documented gap.
- This issue is expected to prompt a core inquiry, making it essential to demonstrate substantive and continuous progress between now and spring 2026 and continuing into fall 2026.

### **Institutional Needs & Next Steps**

- The College must show that it is building a reliable, functioning, permanent assessment system with:
  - Clear timelines
  - A formal group charged with implementation
  - Prioritization of assessment as a major institutional focus
- Representatives for RSI and Learning Outcomes Assessment will bring updates back to departments to generate momentum and conversation.

- Additional needs include:
  - Dedicated funding
  - Time for faculty and departments
  - Development of strong quality assurance processes
- Assessment is a 10+1 academic and professional matter and not directed by administration.
- A gap in the administrative co-chair position on the Assessment Committee has slowed progress.
- Resources and materials were shared with QR codes during the meeting.

#### **Faculty Engagement & Department-Level Actions**

- Faculty should be encouraged to attend RSI workshops and trainings; departments may need to establish expectations for regular participation.
- The first required step for faculty is to ensure Canvas integration for assessment—linking SLOs within Canvas shells by the end of November.
- Course-level data is essential for completing the assessment cycle.
- Department chairs (e.g., Biology) noted the need for a list of courses still requiring SLOs.

#### **4.4 Faculty Impact Survey**

- The LFM team continues work on this project. From spring 2020–2022, the IE Office conducted quantitative data exploration to identify factors impacting Black student success, and the findings pointed to practices occurring within classrooms.
- Based on these findings, a survey was developed to gather information from faculty with the highest student success rates to better understand what practices may be contributing to positive outcomes.
- Current survey responses show wide variation, making it difficult to determine best practices; more data and greater faculty participation are needed.
- Communication efforts are underway through councils to encourage completion of the survey and help spread the word.
- Departments are asked to take five minutes in department meetings to complete the survey.

### **5 Good of the Order**

- Dr. Tenisha James is planning a winter retreat for Tuesday, February 10, focused on governance council processes, procedures, and information flow related to SPMG. This will be a co-chair retreat, with more details forthcoming.
- Dr. Kaneesha Tarrant reported that the final PRT visit—the third and concluding visit—took place for the Standard of Care implementation. The team was pleased with the progress, and an update will be shared at the next meeting.
- Ms. Charise Allingham shared that a tutoring survey is available, and student and faculty members are encouraged to complete it.
- Dr. Michael Collins reported that the CACT building demolition is anticipated to begin next week, currently scheduled for Monday.

### **6 Future Agenda Topics**

#### **6.1 Accreditation Update**

#### **Adjournment**

1:51pm

**Next Meeting:** December 11, 2025, **Time:** 12:50pm to 1:50pm, **Location:** OC\*116

**Fall 2025 Meeting Schedule of College Council**

**Agenda Item Request Deadline**

October 9, 2025, from 12:50-1:50 PM	5 PM on Thursday, October 2, 2025
November 13, 2025, from 12:50-1:50PM	5 PM on Thursday, November 6, 2025
December 11, 2025, from 12:50-1:50PM	5 PM on Thursday, December 4, 2025



## College Council

**Meeting Minutes for March 12, 2026, | 12:50 pm to 1:50 pm | Location: OC\*116**

Join via [Zoom Link](#) | Meeting ID: 846 0509 6407 | Passcode: 780166

### **Council Members (19)**

Ms. Natalie Aceves, Dr. Quinton Bemiller, Ms. Vivian Harris, Dr. Tenisha James (Co-Chair), Dr. Virgil Lee (Co-Chair) and Mr. Alex Spencer

**Ex-officio Members:** Dr. Monica Green (Administrator), Ms. Araceli Covarrubias (Faculty Association), Ms. Melissa Olivieri (CPROS), and Mr. Silvio Castillo (ASNC)

### **Council Members Not Present:**

Ms. Charise Allingham (Co-Chair), Dr. Peggy Campo, Dr. Michael Collins, Ms. Claudia Figueroa, Ms. Azadeh Iglesias, Ms. Ashley Yoon (ASNC), Mr. Dan Reade, Dr. Kaneesha Tarrant, and Ms. Patty Worsham

**Guest(s):** Dr. Jim Thomas

**Recorder:** Ms. Desiree Wagner

**Quorum:** 10

**Subject to Brown Act:** No

### **1. Call to Order: 12:55 p.m.**

### **2. Action Items:**

- The meeting began with participants joining both in person and via Zoom. Due to lack of quorum, the council did not approve agenda items and proceeded with discussion and information items. All action items will be deferred to our April 9<sup>th</sup> meeting.

#### **2.1 Approval of Agenda**

- Due to lack of quorum, the Council reviewed the agenda; no action was taken.

#### **2.2 Approval of Meeting Minutes, November 13, 2025**

- Approval of the meeting minutes was deferred to the next meeting due to lack of quorum.

#### **2.3 2026-27 Norco College Budget Priorities (First Read)**

- MSC – Not needed as this is a first read.
- The council reviewed the *2026–27 Norco College Budget Priorities* document.

#### **Key points discussed:**

- Budget priorities have been updated to align more closely with educational planning documents.
- The timeline for budget review now occurs in spring to align with fall resource allocation requests.
- Faculty and classified staff feedback on the priorities is encouraged.

#### **Enrollment Trends and Growth Challenges**

- The state budget assumes 0.5% enrollment growth, while Norco College is targeting approximately 5% growth.
- Current enrollment growth is approximately 2–3%.

- The closure of the prison education program, which previously represented about 3% of total FTS, will negatively impact future enrollment.
- Dual enrollment now represents approximately 10% of total FTS, helping offset some enrollment loss.

**Enrollment data indicates:**

- Online enrollment has increased by approximately 10% this semester.
- Online courses now account for nearly 66% of total enrollment at Norco College, with hybrid courses representing approximately 8%.
- Online course success rates remain approximately 10% lower than in-person courses.

**Concerns were also discussed regarding:**

- Under enrollment in in-person lecture courses and labs.
- Classroom utilization is approximately 47% overall, while some lab spaces remain highly utilized.
- Potential strategies to improve communication about in-person course offerings to students.
- Council members noted that these trends may inform future strategic planning and KPI monitoring discussions.

### 3. Discussion Items

#### 3.1 College Council Charter

- The council reviewed and discussed a draft revised College Council Charter using a new streamlined charter template developed during the strategic planning cycle.

**Key elements of the revised charter include:**

- A concise 50-word council description outlining the role of College Council in overseeing leadership councils and monitoring institutional progress toward college goals.
- Charters will now remain active for the full five-year strategic planning cycle, unless significant changes occur.
- The charter includes sections on meeting schedules, membership categories, and required reporting.
- Membership is described by representation categories rather than individual names, allowing flexibility as membership changes.
- The charter confirms that College Council is not subject to the Brown Act.
- Meetings are scheduled during College Hour from 12:50 PM to 1:50 PM.

**The council's primary responsibilities include:**

- Monitoring Key Performance Indicators (KPIs) aligned with institutional goals.
- Reviewing institutional progress reports.
- Monitoring Institution Set Standards.
- Reviewing annual budget priorities.
- Reviewing Institutional Self-Evaluation Reports (ISER) related to accreditation.
- Discussion also clarified that the council provides recommendations to the Executive Cabinet and the College President but does not make downward recommendations to other governance groups.
- Members were encouraged to review the draft charter and provide feedback, particularly regarding committee membership and representation.

### 4. Information Items

#### 4.1 DSPC Update

- An update was provided regarding discussions at the District Strategic Planning Council (DSPC).
- Implementation of EV charging stations across the district, expected to be operational in April.
- Development of an administrative procedure to address operations and parking enforcement.
- Updates related to the military articulation platform and district planning alignment.

**4.2 Academic Council Co-Chair Membership Update: Ms. Claudia Figueroa replacing Ms. Martha Ramirez**

- Ms. Claudia Figueroa will serve as Academic Council Co-Chair, replacing Ms. Martha Ramirez.
- Ms. April Mejia was named Faculty Co-Chair.
- Nikki Ballard was introduced as the new recorder.

**4.3 Governance Orientation and Training Recap**

- A governance orientation and training session was held over winter semester to support participatory governance.

**Topics covered during the training included:**

- Updates to the governance resources website
- Strategic goal alignment
- Roles and responsibilities in shared governance
- Updated governance templates and procedures
- The Institutional Effectiveness and Governance Council (IEGC) continues working on updated governance procedures, which will be brought to College Council for review and feedback.
- Recommendation was to have a summer retreat planned to continue the work.

**4.4 Accreditation Update**

- An update was provided regarding the Norco Institutional Self-Evaluation Report (NICER / ISER).

**Key updates include:**

- Leadership councils will begin reviewing sections in March and April.
- Board approval is targeted for May–June, with submission by August 1.
- Accreditation teams will send evidence requests to departments and governance groups; prompt responses are requested.

**Faculty were reminded to:**

- Include communication and monitoring plans in online course syllabi and Canvas sites.
- Ensure Student Learning Outcomes (SLOs) are linked to assignments and rubrics in Canvas.
- Templates for these requirements are available through the Distance Education Committee site.

**5. Good of the Order**

**5.1 Submit program review annual updates by March 18<sup>th</sup>.**

- Members were reminded to submit Program Review Annual Updates by March 18, 2026.

**6. Future Agenda Topics**

**Adjournment: 1:25pm**

**Next Meeting: April 9, 2026, Time: 12:50pm to 1:50pm, Location: OC\*116**

Spring 2026 Meeting Schedule of College Council	Agenda Item Request Deadline
March 12, 2026, from 12:50-1:50PM	5 PM on Thursday, March 5, 2026
April 9, 2026, from 12:50-1:50PM	5 PM on Thursday, April 2, 2026
May 14, 2026, from 12:50-1:50PM	5 PM on Thursday, May 7, 2026



## 2026-2027 NORCO COLLEGE BUDGET PRIORITIES

*In compliance with all regulations and laws, and alignment with Norco College's strategic plan goals of Student, Regional, and College Transformation, the College will primarily focus its resource allocation on the following strategic objectives. These budget priorities will help guide resource request funding allocations directly related to NC program review.*

**Norco College is an open-access college that supports every learner on their educational path. We help diverse students grow, succeed, and change their lives through education.**

### **BUDGET CONTEXT**

- The Proposed State budget includes funding for 0.5% enrollment growth.
- The Norco College FTES target for 2026-27 is set at:
  - 5% Credit FTES growth, 8,047.46 FTES
  - Non-Credit FTES, 76 FTES (16% growth from 25-26)
  - 111.34 Incarcerated FTES (online correspondence classes/two prisons)
  - Special Admit FTES: 925.21
- The *proposed* State budget does include funding for PPIS (physical plant and instructional support).
- The College will strategically assess enrollment performance in academic programs and financial performance in non-instructional and instructional areas in order to maximize the utilization of resources.

### **STUDENT TRANSFORMATION**

- 1.1 Meet or exceed targets for FTES
- 1.2 Increase annual headcount by 3%
- 1.3 Increase capture rates from feeder high schools by 4% annually
- 2.4 Increase 3-year degree/certificate completion by 3% annually
- 2.5 Increase 3-year transfer rate by 3% annually
- 3.1/3.2 Eliminate equity gaps for Black/African American and Hispanic/Latinx students by 2030

### **COLLEGE TRANSFORMATION**

- 4.1 Provide opportunities for professional learning that support equitable student outcomes in a variety of modalities
- 7.1 Leverage facilities funding to maximize local project funding availability
- 7.3 Enhancement and design of spaces that intentionally build community in support of the college's mission to improve equitable student outcomes
- 8.1 Coordination with RCCD to refine the Budget Allocation Model (BAM) that allocates funding equitably to support the fulfillment of the college mission

## **SPGM Institutional Effectiveness and Governance Procedures Revision**

The package of material for this agenda item includes the following in the attached file:

- Final Revised version of the revised Part 4 Procedures
- Track changes copy of the revised Part 4 Procedures
- Recommendations for changes to the Governance Manual based on Part 4 revisions



**NORCO**  
COLLEGE

# Part 4: Institutional Effectiveness and Governance Procedures



## Revised Version

### 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 institutional and governance procedures, the College ensures that planning, resource allocation, and decision-making are transparent, data-informed, and mission-driven.

College Council serves as the overarching body that integrates the work of the leadership councils – Academic, Student Support, Resources and Institutional Effectiveness & Governance – in support of the College’s strategic goals and continuous improvement.

The chapter details the following:

- The **Mission, Vision, and Core Commitments (MVCC) Review Procedure** is initiated every five years and involves broad stakeholder input to ensure alignment with student needs, equity goals, and accreditation standards.
- The **Assessment of Institutional Climate Procedure** is administered in years one and four of each planning cycle and provides insights into employee and student experiences, informing priorities and identifying progress areas.
- The **Strategic Planning and Governance Manual (SPGM) Revision Procedure** ensures 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.
- The **Electronic Voting for Leadership Councils and Committees Procedure** ensures timely and participatory decision-making, supporting transparency and inclusivity.
- The **Governance Evaluation Procedure** guides councils and committees through a structured review of their alignment and impact on strategic goals and priorities.
- The **Evaluation of Institutional and Governance Procedures** ensures that planning and decision-making processes remain relevant, efficient, and strategically aligned.

Each procedure is presented in the following format:

- Purpose: Explains why the procedure is necessary
- Scope: Describes which areas are covered by the procedures
- Timeline: Prescribes when tasks and activities will occur
- Procedures: Details how the tasks will be conducted
- Instructions: Steps to follow to complete the procedure

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.

## Institutional Procedures

### Mission, Vision, and Core Commitments (MVCC) Review Procedure

**Purpose:** The purpose of the Mission, 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, Vision, and Core Commitments statements allows 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 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 and Development and the Accreditation Faculty Co-Chair will lead the review and revision of Norco College's MVCC 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 and Development and the Faculty Accreditation Co-Chair, the College will undergo a process of reviewing and revising the mission, vision, and core commitments every five years. This includes broad feedback from institutional stakeholders. The 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 Procedure:** Develop and 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.
- 2. College-Wide Survey Data Review:** The Vice President of Planning and Development 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, 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, vision, and core commitments to the 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 Procedure

**Purpose:** The purpose of the Assessment of Institutional Climate Procedure is to evaluate the college climate using a validated instrument. The goal of the institutional climate assessment is to gather data on the perceptions and experiences of college employees and students, to ensure a positive, inclusive, and productive environment. If there is a desire to compare to other institutions in or outside of the district, the instrument will be a third-party instrument constructed for this purpose.

**Scope:** The procedure covers the selection, dissemination, and use of climate survey results.

**Timeline:** In every five-year cycle of the strategic plan, the Assessment of Institutional Climate will be completed in the Spring semester of year one and year four. The initial results of the climate survey will be available to inform all other institutional procedures to guide improvements, 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 Institutional Effectiveness and Governance Council (IEGC) co-chairs and members to facilitate the selection, dissemination, and use of climate surveys in years one and four of the 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 recommend a validated climate survey based on a review of technical specifications and input from IEGC.
- 2. Dissemination of the Survey:** The survey will be sent to all members of the stakeholder group for which it is designed or in accordance with established guidelines, if purchased from a third-party.
- 3. Communication of Survey Results:** The results of the climate survey will be shared at IEGC, College Council, Academic Senate and to other college groups as needed 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 made an impact. If these areas of improvement persist or if new areas emerge, they may inform the creation of the next strategic plan.

## Strategic Planning and Governance Manual (SPGM) Revision Procedure

**Purpose:** The purpose of the Strategic Planning and Governance Manual (SPGM) Revision Procedure is to 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:** The procedure guides revision control for updating the 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.

**Procedures:** Requests to revise or update the SPGM are submitted to the SPGM Revision Form, which will initiate and facilitate the revision procedure.

## Instructions:

- 1. Revision Request:** Identify content to be revised or updated in the SPGM.
- 2. Submit for Review:** Submit a revision request to the SPGM Revision Form to begin the 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 draft document with the section(s) for revision to the requester.
- 4. Submission of Track Changes:** The requester will make the desired changes using track changes and submit the updated draft to IEGC co-chairs for review and approval.
- 2. Revision Recommendation:** The IEGC co-chairs will present the revision as an action item to IEGC for approval.
- 3. Approval:** Once IEGC approves the revision, the IEGC co-chairs will present the revision as an action item to College Council for approval.
- 4. Revision Control:** Once College Council approves the SPGM revision, 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 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 make annual updates to their Program Review using a checklist that guides them through the appropriate sections.

Details regarding the Comprehensive Program Review Process, including the Annual Resource Request and Prioritization Process, and the Annual Program Review Update can be found online at [www.norcocollege.edu/committees/prc/](http://www.norcocollege.edu/committees/prc/).

## Governance Procedures

### Electronic Voting for Leadership Councils and Committees Procedure

**Purpose:** The purpose of the Electronic Voting Procedure is to encourage participation, support transparency, and ensure consistency across the leadership councils and committees in decision-making. Electronic voting (e-voting) protocols provide flexibility to ensure participation, regardless of location, in college governance and decision-making is timely and responsive.

**Scope:** These protocols allow for e-voting by email on items added to the agendas of leadership council meetings. 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 (e.g., Academic Senate).

**Timeline:** Within three business days of a leadership council or committee meeting, the co-chairs may initiate an e-vote on an action item from that meeting. Once initiated, council/committee members will have five business days to vote electronically on that item.

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

**Instructions:**

1. **Initiate E-Vote:** Within three business days of a council or committee meeting, the co-chairs may initiate an e-vote on an action item from that meeting.
2. **Distribute E-Vote to Members:** The co-chairs or meeting recorder will initiate the e-vote via email to voting members. Each email message will only contain one action item and any associated documentation.
3. **Discuss and Collect E-Votes:** All appointed council or committee members, including co-chairs, will have five business days to submit their comments and e-vote.
4. **E-Vote Reporting:** After an e-vote, the co-chairs or meeting recorder will send an E-Vote Report listing each member's vote and summarizing the outcome. A passing vote requires a majority vote (50% +1) of voting members.
5. **Add to Meeting Minutes:** The E-Vote Report will be added to the next meeting agenda as an information item.

## Governance Evaluation Procedure

**Purpose:** The purpose of the Governance Evaluation Procedure is to ensure the efficiency, effectiveness, and alignment of all governance entities.

**Scope:** The procedure includes instructions for evaluating governance entities to confirm alignment with strategic goals and priorities.

**Timeline:** Aligned with the strategic plan, the Governance Evaluation Procedure will be completed in years two and four of the five-year cycle or can be initiated at any time during the five-year cycle if a need for a major change is identified.

**Procedures:** The Office of Institutional Effectiveness initiates the Governance Evaluation Procedure in the Fall semester of years two and four of the five-year strategic plan by sending out the Survey of Effectiveness to the council or committee co-chairs. If the need for a major change is identified, the council or committee co-chairs will notify the Office of Institutional Effectiveness to initiate the Governance Evaluation Procedure. Major changes may include updating the name of group name, group purpose, membership structure, strategic alignment, change in authorizing body, or need to create a new group.

**Instructions:**

1. **Complete the Survey of Effectiveness:** Council or committee co-chairs will distribute the Survey of Effectiveness to their membership for completion prior to the last meeting of the Fall Semester of years two and four of the five-year cycle.
2. **Discuss Results and Plan:** At the last Fall meeting of the term, council or committee members will discuss survey results and actions for improvement. Discussion will be documented in meeting minutes.
3. **Document Improvements and Revisions:** Co-chairs complete the Report of Effectiveness using the survey results and discussion from the last meeting of the Fall

term. If any changes need to be made to the charter based on the Report of Effectiveness, they should be made at this time. The Report of Effectiveness and updated charter (if necessary) should be added as an action items to the first meeting of the Spring term.

4. **Feedback & Approval:** A council or committee representative will present the Report of Effectiveness as an information item and updated charter (if necessary) as an action item to its governing body in the Spring semester of years two and four for feedback and approval. College Council will present its Report of Effectiveness to the College President and will present the updated charter (if necessary) to IEGC as an information item.
5. **Take Action:** Implement improvements identified through the Governance Evaluation Procedure.

## Evaluation of the Institutional and Governance Procedures

**Purpose:** The purpose of the Evaluation of Institutional Governance Procedures is to evaluate processes and procedures related to strategic planning and decision-making.

**Scope:** The procedure includes activities for assessing all institutional and governance procedures, program review, resource allocation, and decision-making.

**Timeline:** Within the five-year cycle of the strategic plan, the Evaluation of the Institutional and Governance Procedures should be completed in year three.

**Procedures:** The Institutional Effectiveness Planning Survey (IEPS) is the primary mechanism for evaluating strategic planning and decision-making procedures. The Office of Institutional Effectiveness, in collaboration with the IEGC co-chairs, administers the IEPS in the Fall and conducts the Evaluation of the Institutional and Governance Procedures in the Spring of year three.

### Instructions:

1. **Complete the IEPS:** The Office of Institutional Effectiveness distributes the IEPS college-wide.
2. **Present IEPS Results:** The IEGC co-chairs will present the results of the IEPS as a discussion item at IEGC, College Council, and Academic Senate.
3. **Review Evaluation Documents:** The IEGC co-chairs will review the following planning and decision-making documents:
  - a. Institutional and Governance Procedures
  - b. Institutional Effectiveness and Planning Survey results
  - c. Reports of Effectiveness
  - d. Minutes from the leadership council meetings where resource requests are prioritized
  - e. Key Performance Indicators Progress Reports prepared by the Office of Institutional Effectiveness. This report is presented to College Council and discussed by the leadership councils during the Fall term of each academic year and addresses annual progress toward KPI targets.
  - f. College President Memoranda: By the end of the year, the College President distributes a memorandum college-wide that identifies which Program Review resource requests were funded. The memorandum includes approved positions, items, and budget, and an explanation for requests that were not approved by the College President.

4. **Discuss, Decide, and Improve:** The IEGC co-chairs will discuss any misalignment, discrepancies, or gaps in the planning and decision-making documents and make recommendations for improvement at the March IEGC meeting in the Spring semester of year three.
5. **Feedback & Approval** (if necessary): IEGC presents the evaluation findings and recommended improvements to College Council as a first read at the April meeting of the Spring semester of year three, with a second read and action scheduled for the May meeting.
6. **Take Action:** At the May meeting of the Spring semester of year three, IEGC co-chairs will share the feedback and improvement updates from College Council and implement the changes to the institutional and governance procedure. Improvements will be used to inform the next strategic plan.

## Track Changes Version

### 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 institutional and governance~~ procedures ~~and governance structures~~, the ~~college~~ 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—College Council serves as the overarching body that integrates the work of the leadership councils—Academic, Student Support, Resources and Institutional Effectiveness & Governance—in support of the College’s strategic goals and continuous improvement.~~

The chapter details the following ~~procedures~~:

- **Mission, Vision, and Core Commitments Review Procedure** occurs every five years and involves broad stakeholder input to ensure alignment with student needs, equity goals, and accreditation standards.
- **Assessment of Institutional Climate Procedure Assessments**, is administered in years one and four of each planning cycle ~~and~~ provides insights into employee and student experiences, informing priorities and identifying progress areas.
- **The Strategic Planning and Governance Manual (SPGM) Revisions Procedure** ~~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 for Leadership Councils and Committees** ensures ~~timely and participatory decision-making 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, alignment and impact on strategic goals and priorities.~~
- **Evaluation of Institutional and Governance Procedures** ~~in year three~~ ensures that planning ~~and decision-making, resource allocation, and institutional effectiveness~~ processes remain relevant, efficient, and strategically aligned.

Each ~~of the procedures is provided in the following template~~ procedure is presented in the following ~~format~~:

- Purpose: Explains why the procedure is ~~needed~~ necessary
- Scope: ~~Describes which areas are covered by the procedures~~ Defines what areas the procedures apply to
- Timeline: ~~Describes~~ Prescribes when the tasks ~~and activities~~ will occur
- Procedures: ~~Detail how~~ Details how the tasks will be ~~carried out~~ conducted

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- Instructions: ~~Steps to follow to complete the procedure~~ ~~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-College is well-positioned to adapt, improve, and fulfill its mission.

## 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 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 purpose of the Assessment of Institutional Climate Procedure is to evaluate one or more aspects of the institutional climate through using a validated instrument. The goal of the institutional climate assessment is to gather data on the perceptions and experiences of college employees and students, to ensure 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 covers the selection, dissemination, and use of climate survey results.

**Timeline:** In every five-year cycle of the 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 guide improvements, 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:

- 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.
- 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, if purchased from a third party.
- Communication of Survey Results:** The results of the climate survey will be shared at an IEGC, College Council, Academic Senate and to other college groups as needed 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.
- 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.

### Strategic Planning and Governance Manual (SPGM) Revision Procedures

**Commented [AH1]:** If the climate survey will be coordinated across the district, we will need to update this section to describe who is responsible and the process.

**Commented [AH2]:** Talk to Dr. James about the status of the climate survey discussion with Dr. Few; take climate survey comparison and discussion to first IEGC meeting.

**Purpose:** ~~The purpose of the Strategic Planning and Governance Manual Revision Procedure is to~~ 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:** ~~The procedure guides r~~ 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~~ **Revision Request:** ~~Members of any governing entity i~~ identify ~~procedures or content~~ to be revised or updated that requires a revision or update in the SPGM.
- ~~2. Submit for Review:~~ Submit a revision request to the IEGC co-chairs SPGM Revision Form to initiate the document revision begin the 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 with the revised/updated~~ section(s) for revision to the requestor.
- ~~4. Submission of Track Changes:~~ The requester will make the desired changes using ~~provide~~ track changes via redlining to the section and submit the updated 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 approval ~~consideration~~.
- ~~3. Approval:~~ Once IEGC approves the revision, the IEGC co-chairs will present the revision as an Action Item to College Council for approval. ~~submit the recommended revisions to College Council for review and approval.~~
- ~~4. Revision Control:~~ Once College Council approves the SPGM updates ~~revision~~, 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~~ 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 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.

**Commented [AH3]:** Does this form exist and where is it located online? is a form even needed or can requests be sent directly to the co-chairs using the instructions?

**Commented [AH4]:** This section including the diagram will need to be updated following the comprehensive PR evaluation and once a mandatory annual review is implemented. The timeline may need to be adjusted, especially for faculty prioritization (might need to be called out separately on the diagram).

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/](http://www.norcocollege.edu/committees/prc/).

## Governance Procedures

### Electronic Voting Procedures for Leadership Councils and Committees

**Purpose:** ~~The purpose of the Electronic Voting Procedure is~~ To encourage participation, support transparency, and ensure consistency across the leadership councils and committees 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 by email on items added to the agendas of leadership council meetings ~~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. e.g.,~~ Academic Senate).

**Timeline:** Within three business days ~~following of any a~~ leadership council or committee meeting, ~~the co-chairs may initiate an e-vote on an item from that meeting, where quorum is not met, an e-vote can be initiated for any agendaized a quorum is not met, an e-vote can be initiated for any agendaized action item from that meeting.~~ Once initiated, council/committee members will ~~be provided~~ have at least five business days to vote electronically on that item.

**Procedures:** The leadership council/committee co-chairs will initiate e-voting procedures. Although ~~council~~ attendance is encouraged and expected for all appointed members, e-voting provides councils/committees with the opportunity to conduct business when the 50% +1 quorum meeting requirements (both in-person and virtual attendees) are not met in addition to items that need to be addressed in a timely manner. Any action item from such a council/committee 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 of a~~ leadership council or committee 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, or meeting recorder~~ will initiate the e-vote via an email to voting members. Each email message will only contain one action item and any associated documentation. ~~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 or committee 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 or~~ 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.

**Commented [AH5]:** Should this be expanded to apply to all committees and taskforces under leadership councils. If so, we need to adjust the language in this section to be more broadly applicable.

**Commented [AH6]:** Why is evoting restricted to when a quorum is not met? Past practice has allowed evoting on time-sensitive items outside of meeting times.

**Commented [AH7]:** Feedback was to add quorum requirement, but decided against due to past exceptions that did not meet this condition.

**Commented [AH8R7]:** The protections built in are: 1. item must have been added to a meeting agenda in the past; 2. allows for informed decision meeting by giving context and background to members prior to e-voting.

**Formatted:** Indent: Left: 0.75", First line: 0", Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Tab after: 1" + Indent at: 1"

**Commented [AH9]:** Should evoting really be contingent on a lack of quorum?

10. Add to Meeting Minutes: The E-Vote Report will be added to the next meeting agenda as an information item 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 Staf: Support staf 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.

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.

**Commented [CA10]:** Should there be a process for establishing workgroups or project teams? At least a template of things to consider, i.e., timeframe, deliverables, alignment, approving and reporting group, and any reports?

**Commented [CA11]:** Confusing, consider re-writing for clarity

**Commented [CA12]:** Repetitive, consider revising and simplifying.

**Commented [CA13]:** Will a template be provided to ensure consistency?

**Commented [CA14]:** Consider removing names because membership changes constantly. Consider including the desired membership, which includes the constituent group and department/area of each member.

**Commented [CA15]:** Alignment to accreditation standards?

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 Recommendations 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 ~~RR~~ 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~~
- 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~~

**Commented [AH16]:** New charters are only necessary when new leadership council or committees are created (they are not required for operational groups - see pg. 32 of the SPGM). New councils and committees are only created following an evaluation of the strategic plan/structure. This section should not be included in the procedures because it creates the misconception that new governance entities can be created at any time merely by developing a new charter.

**Commented [AH17R16]:** On pg. 32 in "3. Operational Groups" you should include a list item that requires those groups to document their purpose, scope, deliverables, and timeline at the time of creation by the umbrella council/committee.

**Commented [CA18]:** This should be membership structure, areas, roles, and constituent groups, actual names are unnecessary

**Commented [CA19]:** This is not indicated as included in new charters?

**Commented [CA20]:** Again, this is not mentioned as required or even optional in the creation of a new charter; consider including.

**Commented [CA21]:** Consider providing a link to committee or council webpage.

**Commented [CA22]:** Consider revising to suggest reviewing Senate bylaws for membership considerations for Senate subcommittees.

**Commented [CA23]:** Shouldn't this also apply to all councils and committees, because changes in support staff may be implicated by job descriptions?

- 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 purpose of the Governance Evaluation Procedure is to ensure the efficiency, effectiveness, and alignment of all governance entities. 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 for evaluating of all governance entities for the purpose of to strengthening confirm alignment to with strategic goals and priorities, and continued improvement.

**Timeline:** In alignment every five-year cycle of an approved with the strategic plan, the Governance Evaluation self-evaluation and continuous improvement procedure will be ~~to be~~ completed in years two and four of the five-year plan cycle or can be initiated at any time during the five-year cycle if a need for a major change is identified.

**Procedures:** Facilitated by council or committee co-chairs, with IEGC co-chairs' support and oversight by College Council. The evaluation and improvement procedures Governance Evaluation Procedure The Office of Institutional Effectiveness initiates the Governance Evaluation Procedure will be initiated in the Fall semester of years two and four of the five-year strategic plan by sending out the Survey of Effectiveness to the council or committee co-chairs. to support the college Mission, Vision, and Core Commitments through continuous improvement procedures in governance aligned with Accreditation Standards. If the need for a major change is identified, the council or committee co-chairs will notify the Office of Institutional Effectiveness to initiate the Governance Evaluation Procedure. Major changes may include updating the name of group name, group purpose, membership structure, strategic alignment, change in authorizing body, or need to create a new group.

#### Instructions:

1. **Complete the Survey of Effectiveness:** Each Council or committee co-chairs will distribute the Survey of Effectiveness to their membership for completion prior to the last meeting of the Fall Semester and facilitate survey completion in the Fall semester of years two and four of the five-year strategic plan. of years two and four of the five-year cycle.
2. **Discuss Results and Plan, Decide, and Improve:** At the last Fall meeting of the term, council or committee members will document discussions and decisions regarding survey results and actions for improvement. Discussion will be documented in meeting minutes, charter alignment, and recommended improvements, along with actions that ensure compliance with institutional procedures.
3. **Document Improvements and Revisions:** Co-chairs complete the Report of Effectiveness using the survey results and discussion from the last meeting of the Fall term. If any changes need to be made to the charter based on the Report of Effectiveness, they should be made at this time. The Report of Effectiveness and updated charter (if necessary) should be added as an Action Items to the first meeting

**Commented [CA24]:** 1.The above makes this confusing: is membership a major or minor change?

**Commented [AH25]:** Split this section in three parts: 1. Governance Self-Evaluation that would include the administration of the Survey of Effectiveness and the review of the results; 2. Improvement Plan Procedures that would include the Report of Effectiveness (discussion and decisions aimed at making improvements to the council or committee); 3. Improvement Plan Implementation Procedures that would include making the improvements specified by the plan including changes to the charter.

**Commented [AH26]:** Change based on feedback

**Commented [AH27]:** Change based on feedback

**Commented [CA28]:** Identify IE as the coordinating body for the survey distribution and dissemination of results. How often and when should the SOE be reviewed and updated?

~~of the Spring term. Improvements are documented by refining and revising the council or committee Charter.~~

4. **Feedback & Approval** (if necessary): A council or committee representative will present ~~findings, plans, the Report of Effectiveness as an Information Item~~ and updated ~~charters (if necessary) as an Action Item~~ to ~~the its~~ governing body in the Spring semester of years two and four ~~for feedback and approval. (In the case of the College Council, it will present its finding, and improvement plans~~ Report of Effectiveness to the college president and will present the updated charter (if necessary) to IEGC as an Information Item. ~~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 agendaized 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:** Implement improvements identified through the Governance Evaluation Procedure. 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 ~~purpose of the Evaluation of Institutional Governance Procedures is to evaluate evaluation of the institutional processes and procedures related to regarding~~ strategic planning and decision-making ~~procedures.~~

**Scope:** The procedures include activities ~~for assessing all Institutional and Governance Procedures, relating to institutional effectiveness and planning, including program review, resource allocation, and decision-making, and compliance with institutional procedures.~~

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

**Procedures:** The Institutional Effectiveness Planning Survey (IEPS) is the primary mechanism for evaluating strategic planning and decision-making procedures. The Office of Institutional Effectiveness in collaboration with the IEGC co-chairs administer the IEPS in the Fall and conducts the evaluation of the Institutional and Governance Procedures in the Spring of year three. 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. Complete the IEPS: Review of the Planning and Decision-Making

~~Procedures:~~ The Office of Institutional Effectiveness distributes the IEPS college-wide.

**Commented [AH29]:** To be continued. .... This section needs to be further considered and revised.

**Commented [CA30]:** Consider doing it again in preparation for the next strategic plan to inform improvements and needs.

~~2. Discuss Present IEPS Results: The IEGC co-chairs will present the results of the IEPS as a Discussion Item at IEGC, College Council, and Academic Senate.~~  
~~1.3. Review Evaluation Documents: The IEGC co-chairs will review the following planning and decision-making documents:~~

- ~~Institutional and Governance Procedures~~
- ~~Institutional Effectiveness and Planning Survey Results~~
- ~~Reports of Effectiveness~~
- ~~Minutes from the leadership council meetings where resource requests are prioritized~~
- ~~Key Performance Indicators Progress Report: This report, to be prepared by the Office of Institutional Effectiveness, shall be presented at a College Council meeting during the fall term of each academic year addressing annual progress made on KPI targets. This report shall subsequently be discussed by each of the Leadership Councils as part of their annual review of assigned EMP objectives and their associated KPIs. Prepared by the Office of Institutional Effectiveness, this report is presented to College Council and discussed by the leadership councils during the Fall term of each academic year and addresses annual progress toward KPI targets.~~
  - ~~College President Memorandum: By the end of the year, the college president distributes a memorandum college-wide that identifies which program review resource requests were funded. The Memorandum includes approved positions, items, and budget and explanation for requests that were not approved by the president despite their recommendation.~~
    - ~~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—~~
    - ~~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—~~

~~o The IEGC co chairs will review decision making processes via a sampling of the following documents—~~

- ~~Minutes from the leadership council meeting where resource requests are prioritized. 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—~~

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**Commented [CA31]:** Should the IE dean or the OIE be included in this process, considering their role on campus?

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**Commented [CA33]:** This needs to be explained somewhere in the SPGM

**Commented [CA34]:** Where is this mentioned? Will this be annual? Need some details of what this is

• ~~College President Memorandum: By the end of the year, the college president distributes a memorandum college-wide that identifies which program review resource requests were funded. Based on the previous year's program review requests and the prioritization process, by the end of each academic year (or as soon thereafter as budget recommendations and decisions for the subsequent academic year have been made) the College President will submit a memorandum to the college-at-large that identifies which resource requests were funded. The Memorandum shall include approved positions, items, and budget and explanation for requests that were not approved by the president despite their recommendation, that are approved for hiring as well as other resources. In instances in which the President's decisions do not correspond to the recommendations of the prioritization process, a detailed rationale for the decisions will be provided.~~

• ~~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:** ~~The IEGC co-chairs will discuss any misalignment, discrepancies, or gaps in the planning and decision-making documents and make recommendations for improvement at the March IEGC meeting in the Spring semester of year three. 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 council's IEGC presents the evaluation findings and plans recommended improvements 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 scheduled at for 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 Take Action:** ~~At the May meeting of the Spring semester of year three, IEGC co-chairs will share the feedback and improvement updates from College Council and implement the changes to the Institutional and Governance: Procedures. Improvements will be used to inform the next strategic plan.~~

4. ~~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 agendaized 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.—~~

**Commented [AH35]:** Why are we using the RU for the evaluation of governance procedures as there is no requirement for submission related to strategic goals? The RU is a communication tool, but we do not use it for planning or decision-making.

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## **Recommendation Resulting from Revision of Institutional Procedures**

Under “Definitions of Groups” in the Governance Manual (p. 29-30)

Recommend adding the following to “3. Operational Groups” after the first list item (a.):

b. The above groups should document their purpose, deliverables, and timeline at the time of creation which should be included in the meeting minutes of the associated council/committee.

# KEY PERFORMANCE INDICATORS: 2024-25

COLLEGE COUNCIL APRIL 9, 2026



**NORCO**  
COLLEGE

# KPI 1: GO FROM 7,366 TO 8,759 FTES

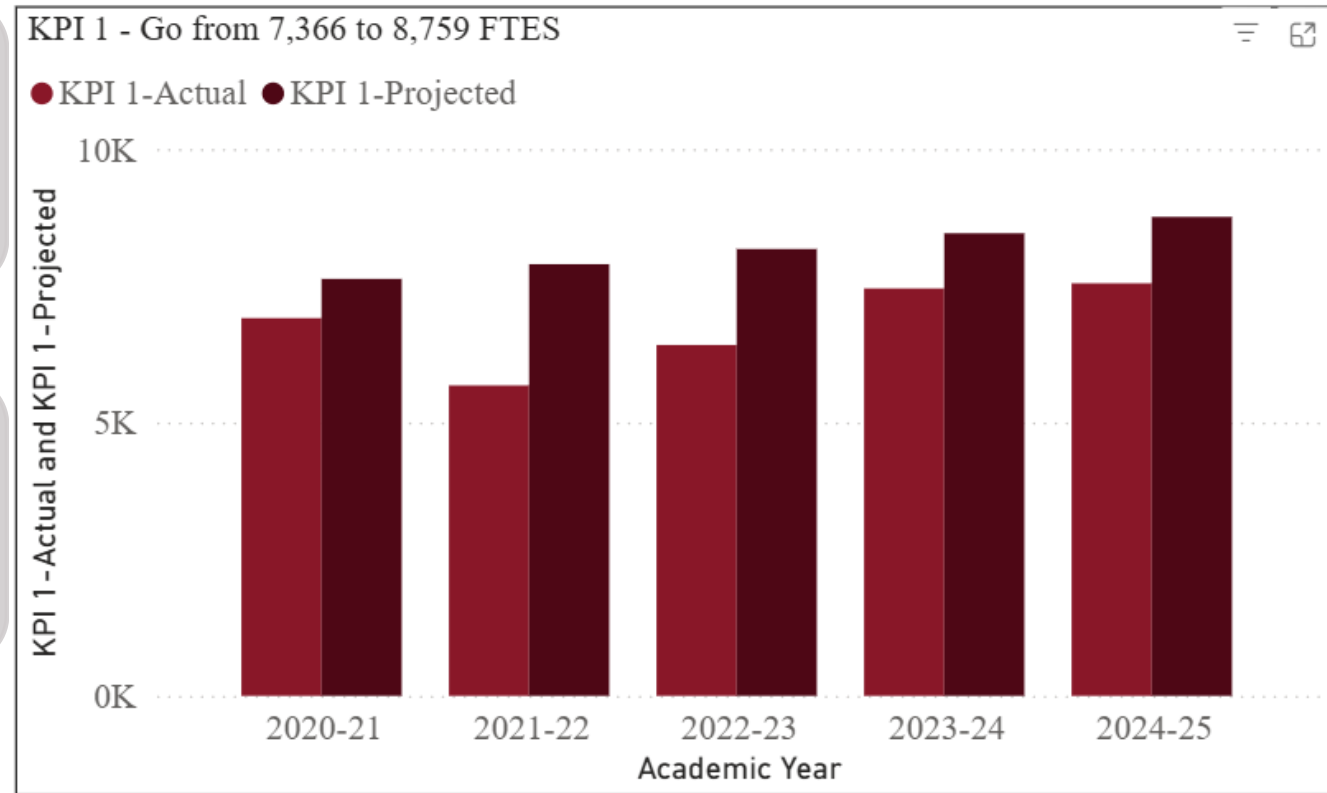
## Highlights 2024-25

- Actual = 7,544
- Projection = 8,759

## Focus

- Below KPI target, but Annual FTES target for 2024-25 was met (7,361).

WHAT IS FTES (Full Time Equivalent Student)?  
1 FTES is the equivalent of 1 student taking 15 units for two semesters



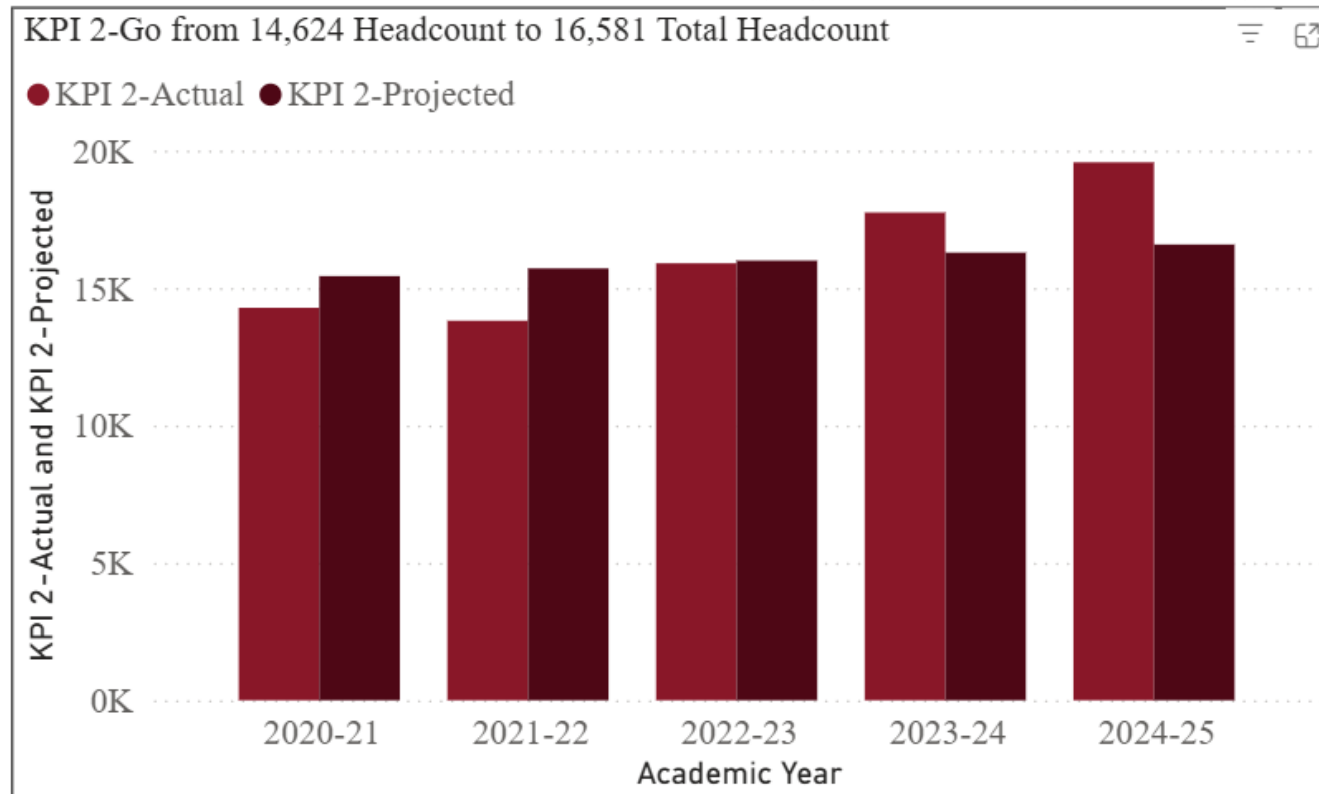
# KPI 2: GO FROM 14,624 HEADCOUNT TO 16,581 TOTAL HEADCOUNT

## Highlights 2024-25

- Actual = 19,570
- Projection = 16,581

## Focus

- Exceeded 5-year target



# KPI 1 AND 2 PROGRESS AND OUTCOMES

- **Progress:**
  - In the 2024-25 academic year, we again narrowed the gap between our KPI target and FTES achieved, reaching our highest post-pandemic FTES. Unduplicated headcount exceeded our KPI and is the highest headcount at Norco College to date.
  - In the 2024-2025 academic year, we focused on the implementation of the Standard of Care. The primary focus of the Standard of Care is individualized student support throughout the student's educational journey.
- **2020-2025 Final Outcomes:**
  - The KPIs for FTES and headcount growth were set prior to the pandemic, during a period of rapid growth. The pandemic slowed our progress on these goals. However, in the last five years, Norco College has nearly recovered its pre-pandemic FTES, narrowing the gap between KPI 1 and FTES achieved; and we have exceeded our KPI 2 headcount goal with the highest headcount to date.

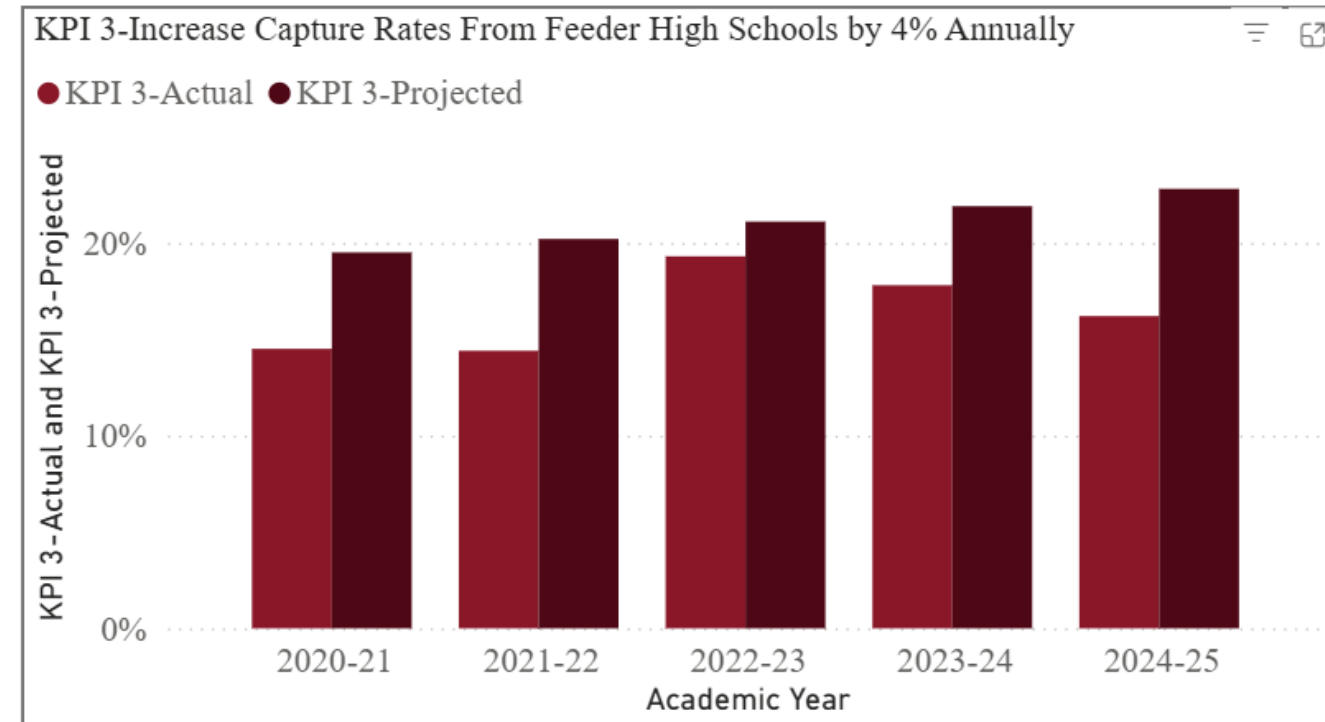
# KPI 3: INCREASE CAPTURE RATES FROM FEEDER HIGH SCHOOLS BY 4% ANNUALLY

## Highlights 2024-25

- Actual = 16.2%
- Projection = 22.8%

## Focus

- Downward trend



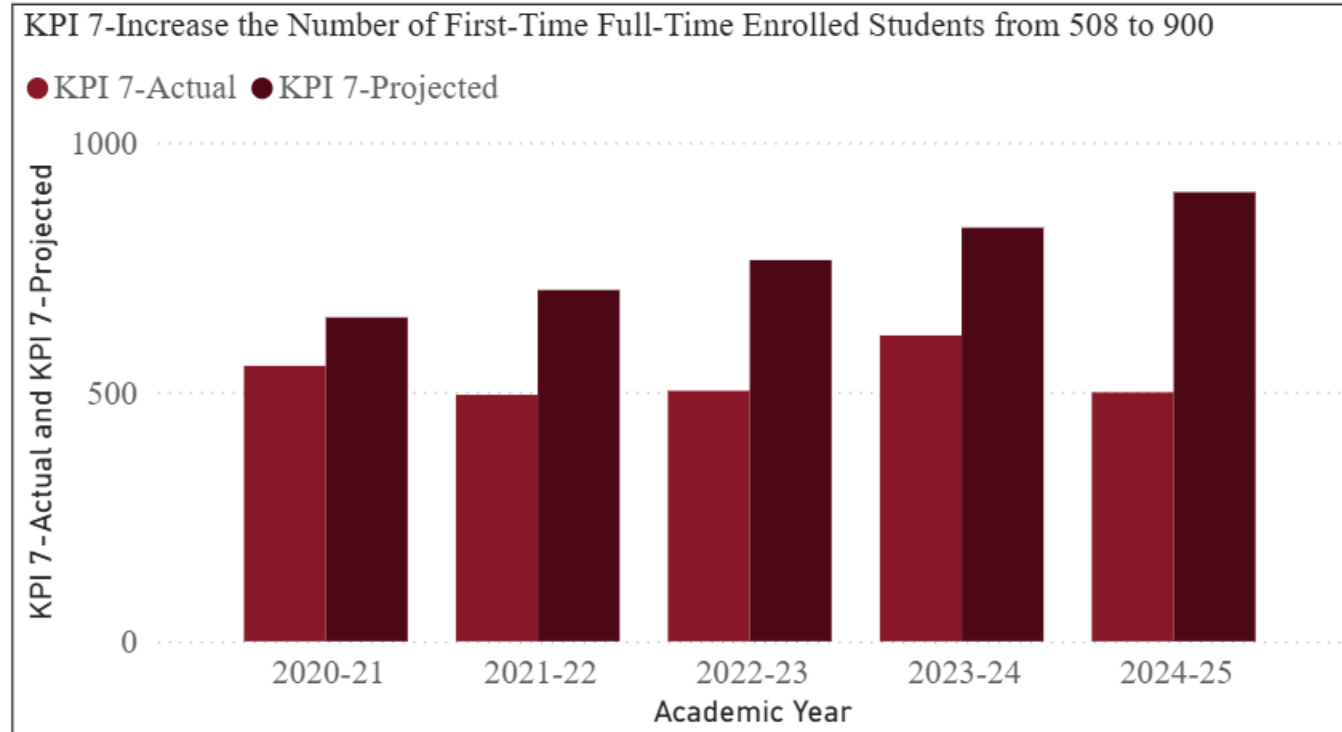
# KPI 7: INCREASE THE NUMBER OF FIRST-TIME FULL-TIME ENROLLED STUDENTS FROM 508 TO 900

## Highlights 2024-25

- Actual = 499
- Projection = 900

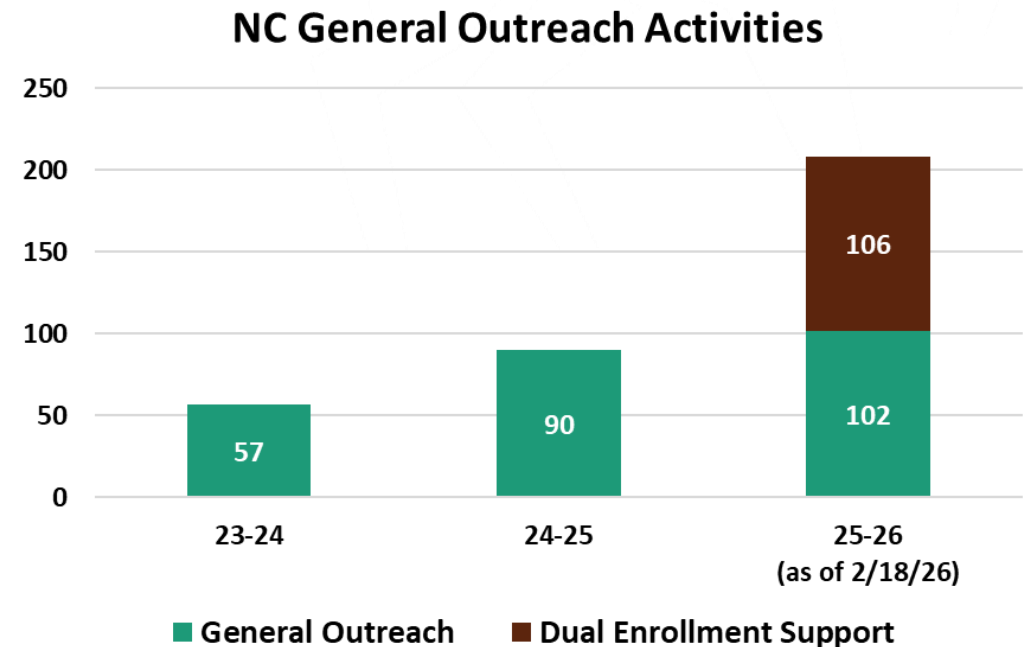
## Focus

- Drop from previous year



# KPI 3 AND 7 PROGRESS AND OUTCOMES

- **Progress:**
  - Major focus on increasing outreach efforts at our feeder schools and throughout local communities. Outreach activities increased 58% in 2024-2025.
- **2020-2025 Final Outcomes:**
  - Developed a strong Outreach Team effort supported by an Enrollment Services Coordinator, Administrative Technician, Educational Resources Advisors, Peer Advisors, and Outreach Aides.
  - To incentivize full-time enrollment, expanded Promise Program from one-year to two-years and opened the program to automatically apply to *all* first-time full-time students.
  - Launched an important partnership with CNUSD to host their annual district-wide College and Career Night on the Norco College campus to increase exposure and raise awareness of Norco College pathways and programs.



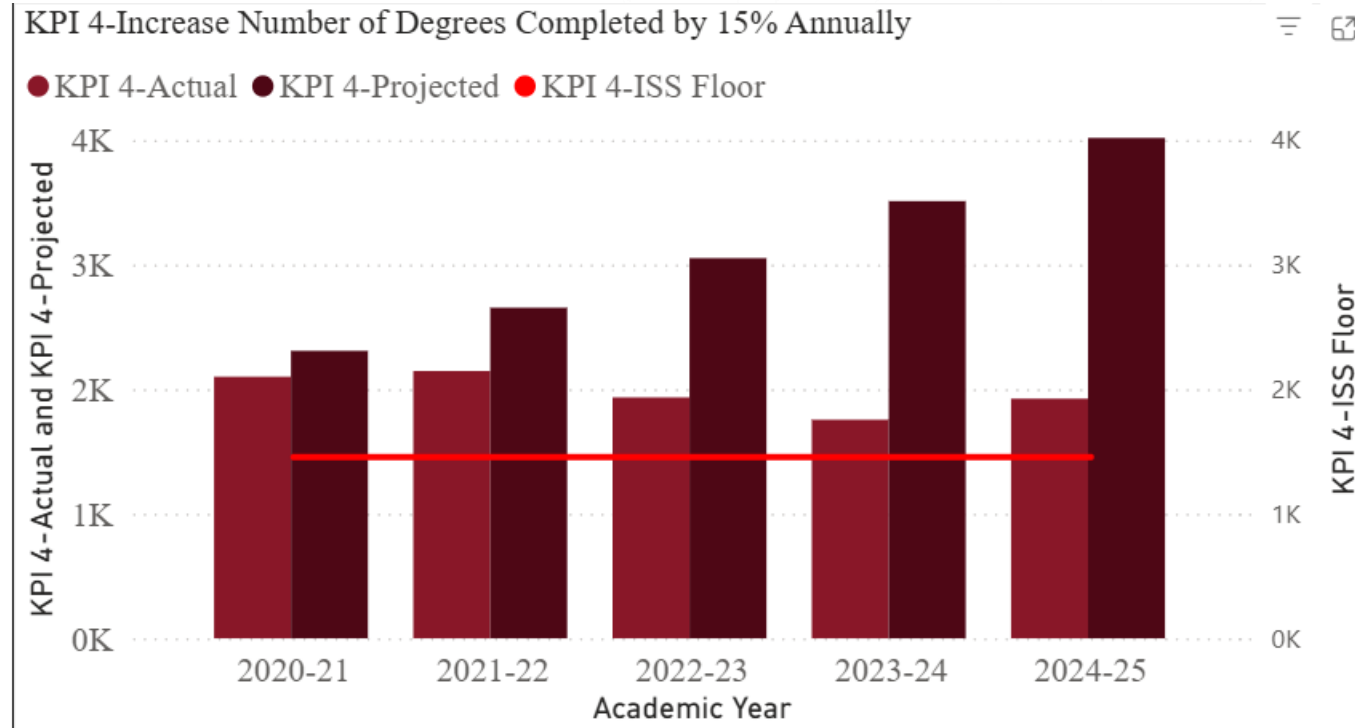
# KPI 4: INCREASE NUMBER OF DEGREES COMPLETED BY 15% ANNUALLY

## Highlights 2024-25

- Actual = 1,924
- Projection = 4,037

## Focus

- Slight increase from previous year



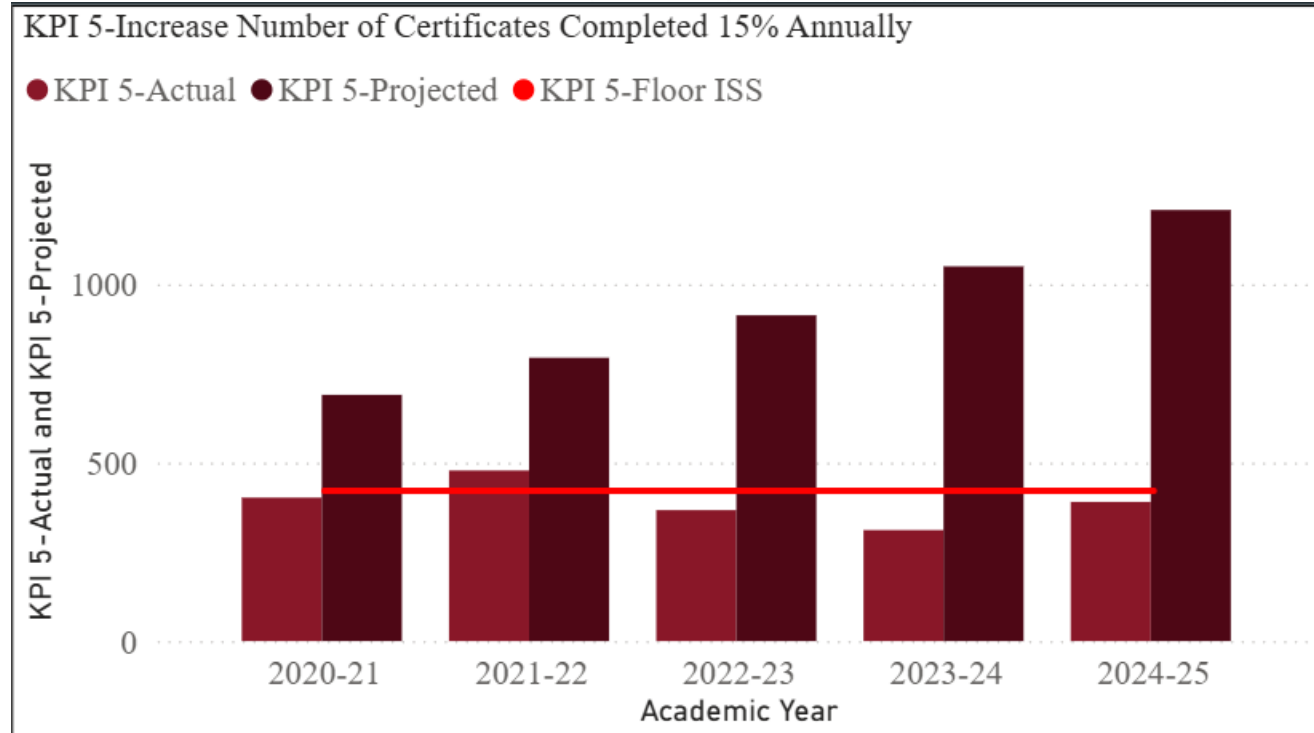
# KPI 5: INCREASE NUMBER OF CERTIFICATES COMPLETED BY 15% ANNUALLY

## Highlights 2024-25

- Actual = 390
- Projected = 1,208

## Focus

- Below ISS for third year



# KPI 4 AND 5 PROGRESS AND OUTCOMES

- **Progress:**

- There is a lag in completion of degrees and certificates following the enrollment low-point of 2021-2022. As FTES and headcount continues to rise, we will see the completion of degrees and certificates rise as well. We saw an improvement for both degree and certificate completion in 2024-2025 compared to 2023-2024.

- **2020-2025 Final Outcomes:**

- In the last five years we saw the high point for degree and certificate completion in 2021-2022, a year after the pandemic began. We had a delayed effect in completion rates that mirrored enrollment patterns. With enrollment and headcount continuing to increase, we are now starting to see a modest rebound in completion rates.

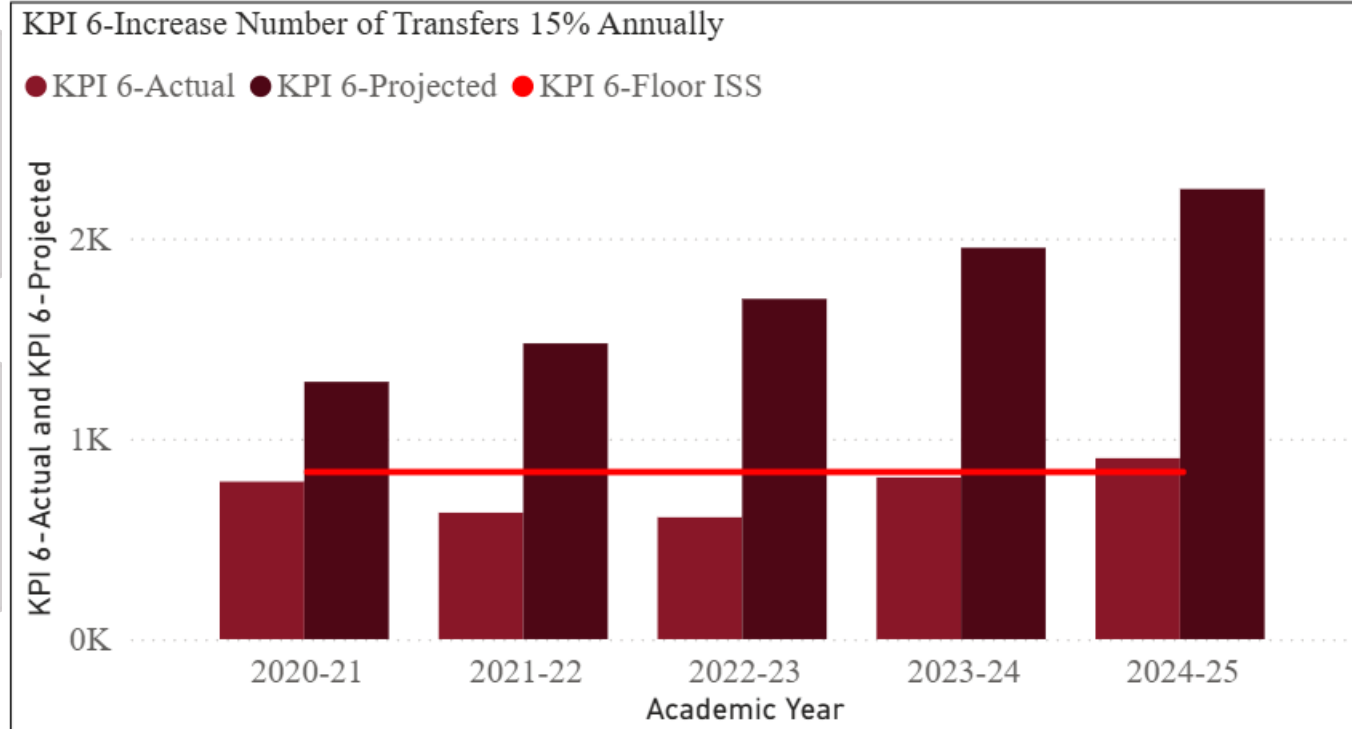
# KPI 6: INCREASE THE NUMBER OF TRANSFERS BY 15% ANNUALLY

Highlights  
2024-25

- Actual= 903
- Projection= 2,246

Focus

Increasing trend,  
above ISS

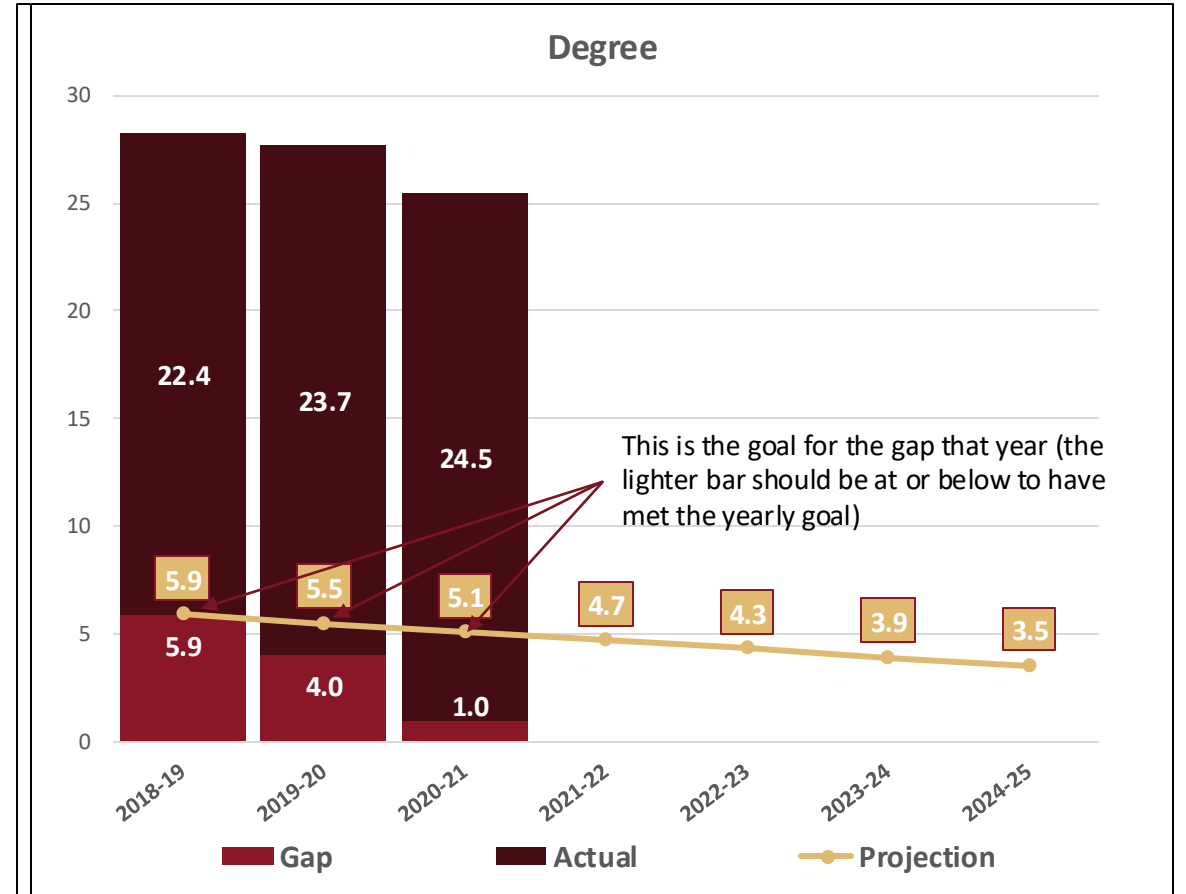
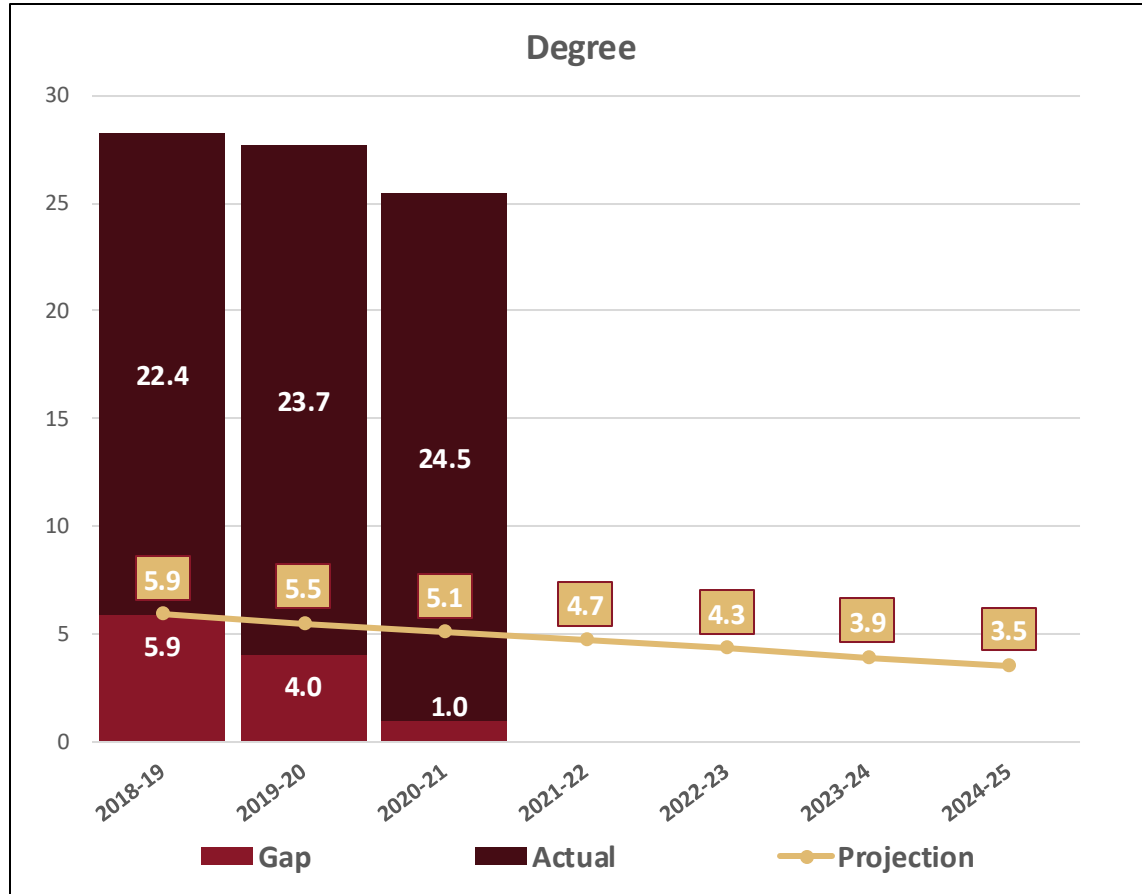


# KPI 6 PROGRESS AND OUTCOMES

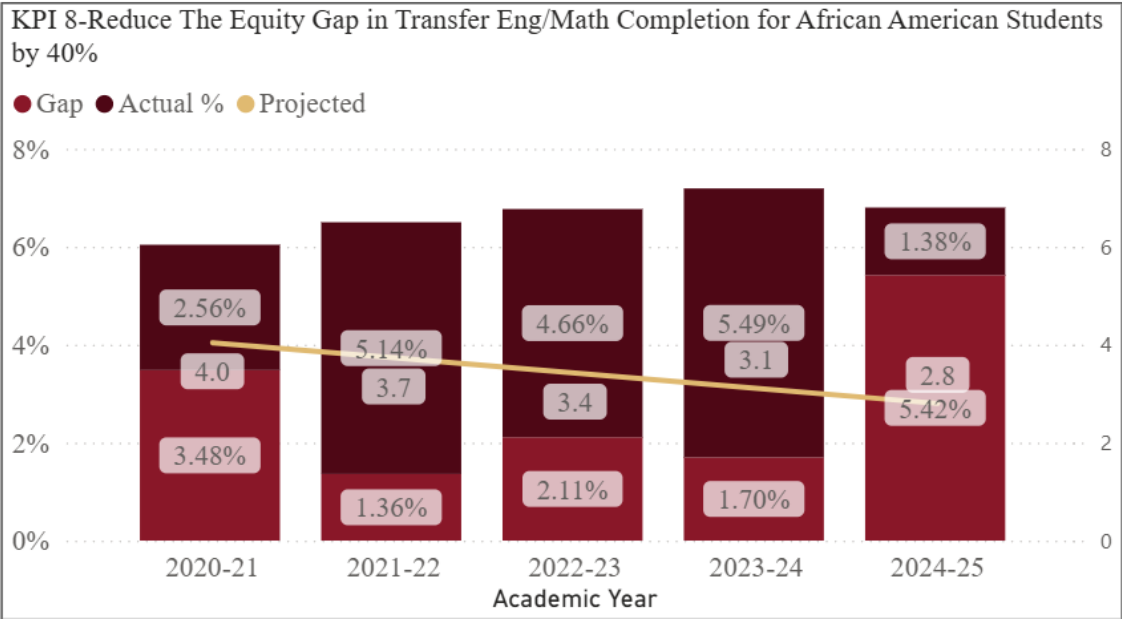
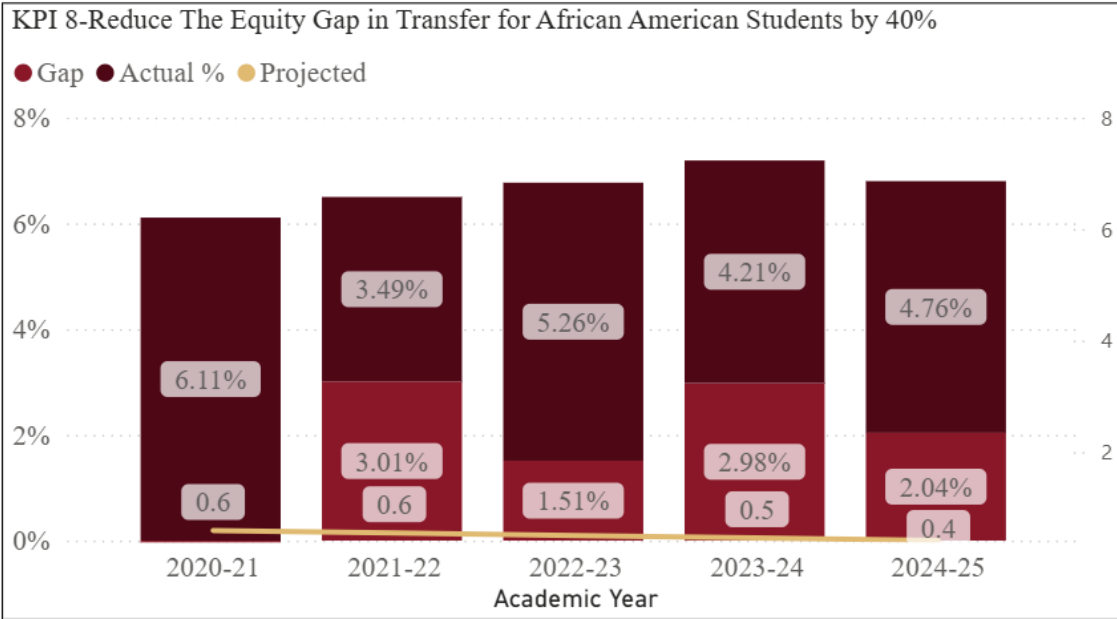
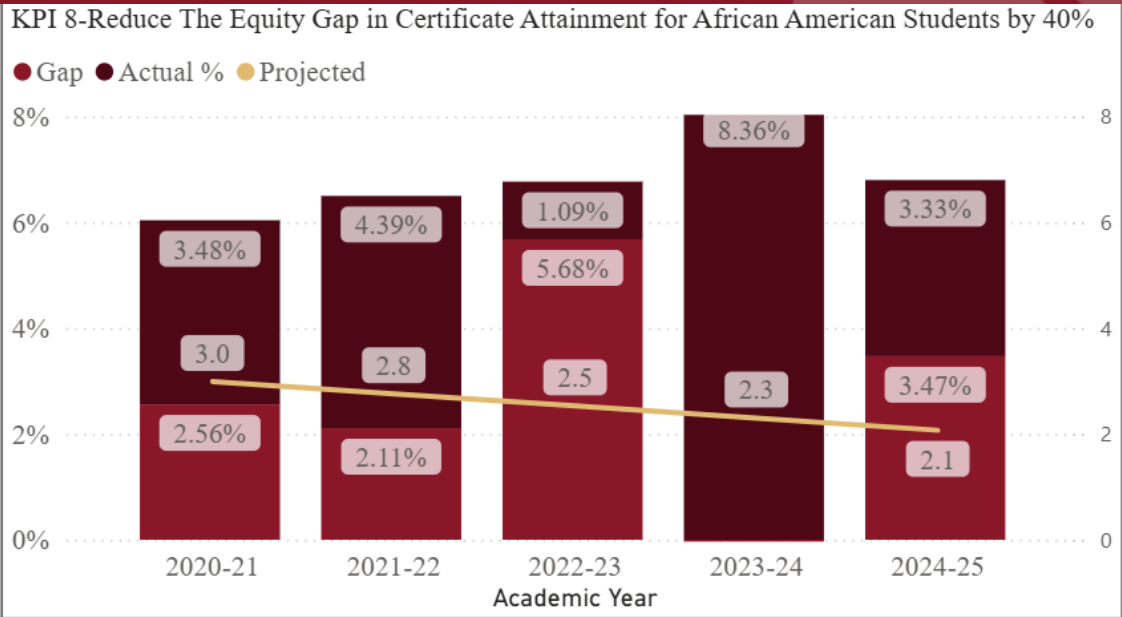
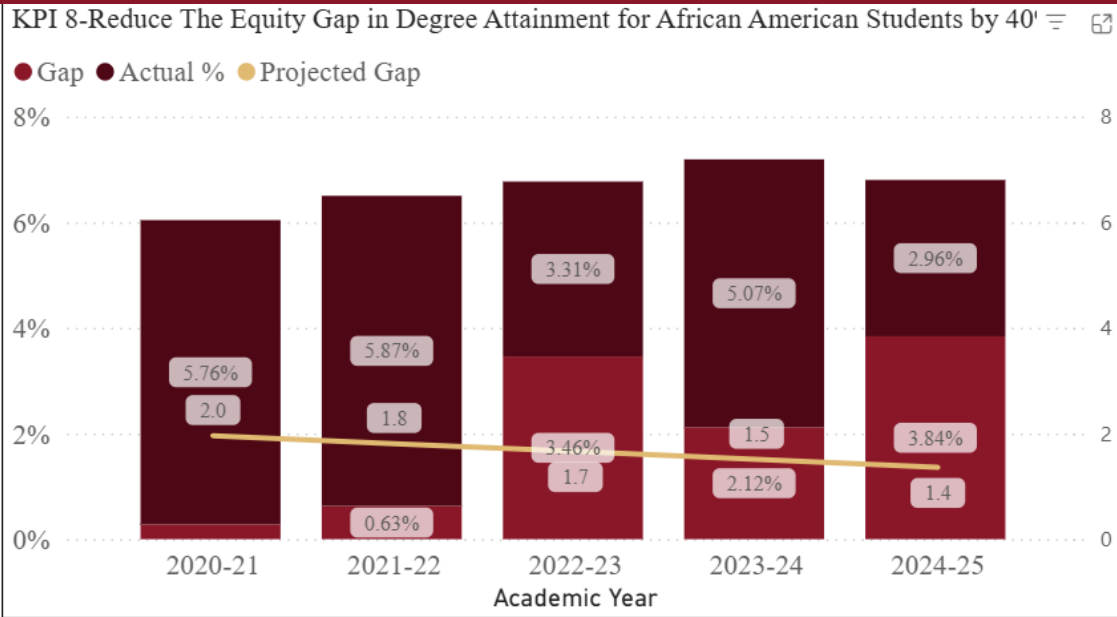
- **Progress:**
  - In the 2024-2025 year, transfer rates increased above the ISS for the first time in five years.
  - Through the Title V "PACES" Grant, focused equity efforts during this time period resulted in Hispanic student transfer rates increasing by 31.8% (since 2019).
  - Transfer Center services redesign efforts resulted in a 62% increase in student contacts during the Fall 2025 Transfer Jam event compared to the previous year.
- **2020-2025 Final Outcomes:**
  - Redesigned the Transfer Center structure according to the [CCC Transfer Recommended Guidelines](#) and established a Transfer Coordinator / Counselor position.
  - Relocated and expanded the Transfer Center to provide consistent reception support and create more capacity for university representatives to host one-on-one advising sessions.
  - Trained all general Educational Resource Advisors to provide transfer advising (transfer workshops, application support, and application follow-up).

# HOW TO READ KPI (KEY PERFORMANCE INDICATOR) EQUITY REPORTS

## EXAMPLE: MEN OF COLOR IN DEGREE ATTAINMENT



# KPI : 8 REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%



KPI : 8

REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%

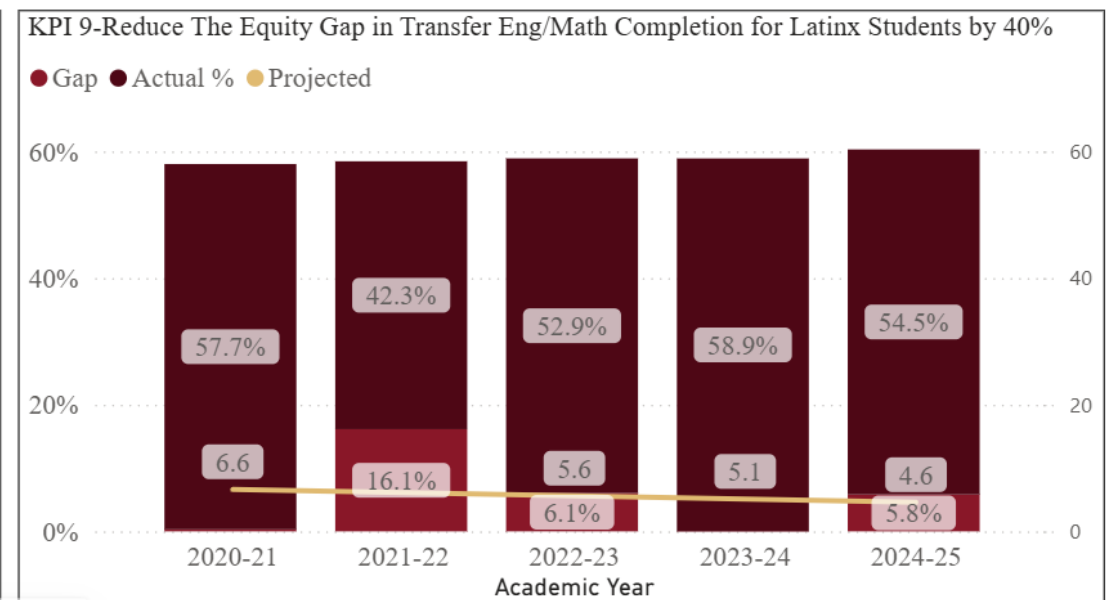
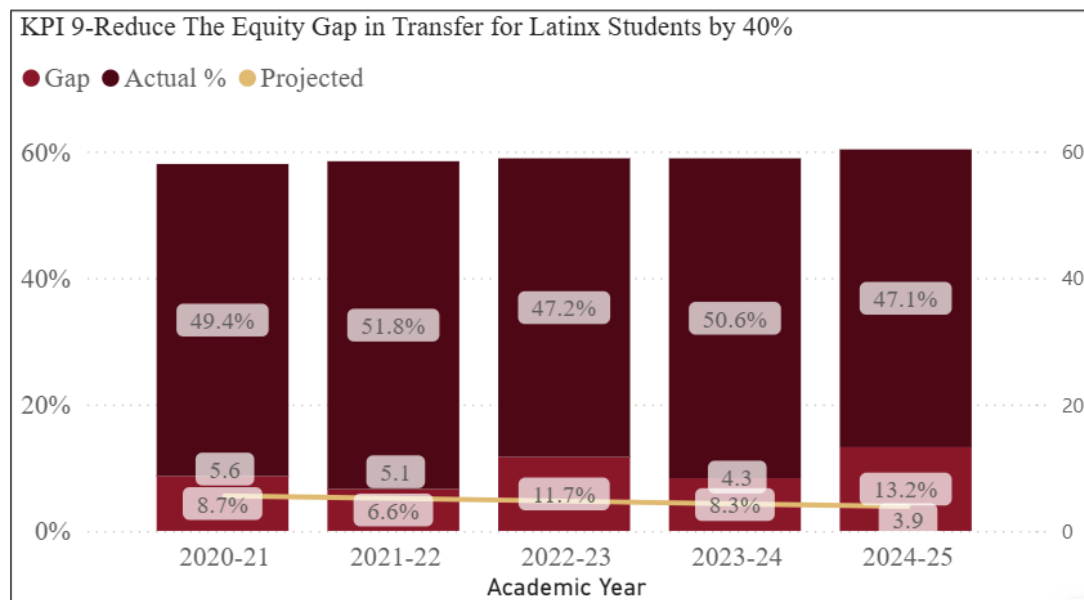
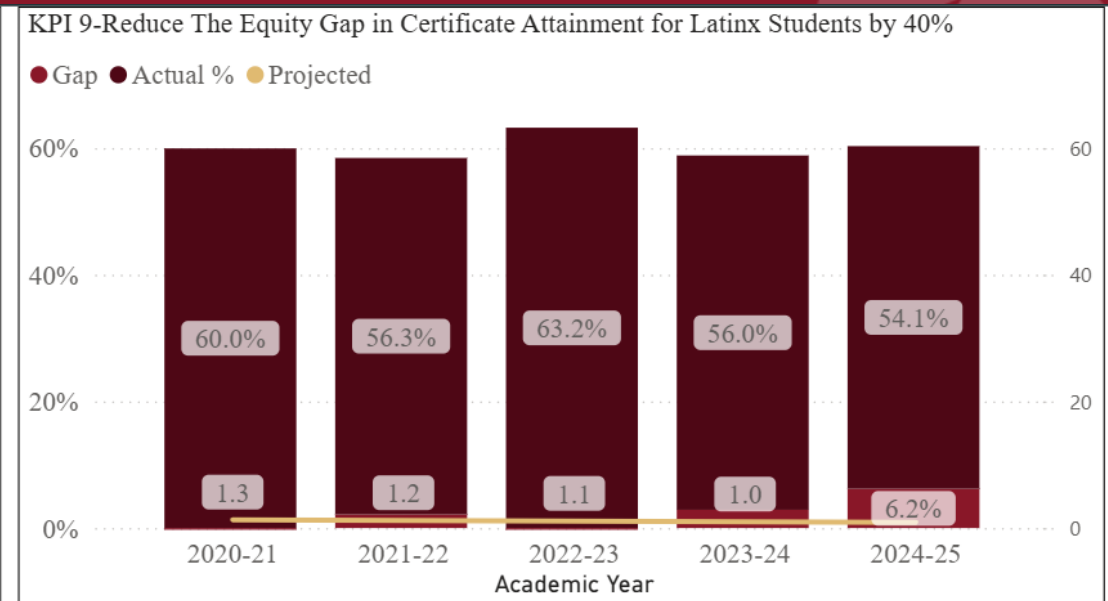
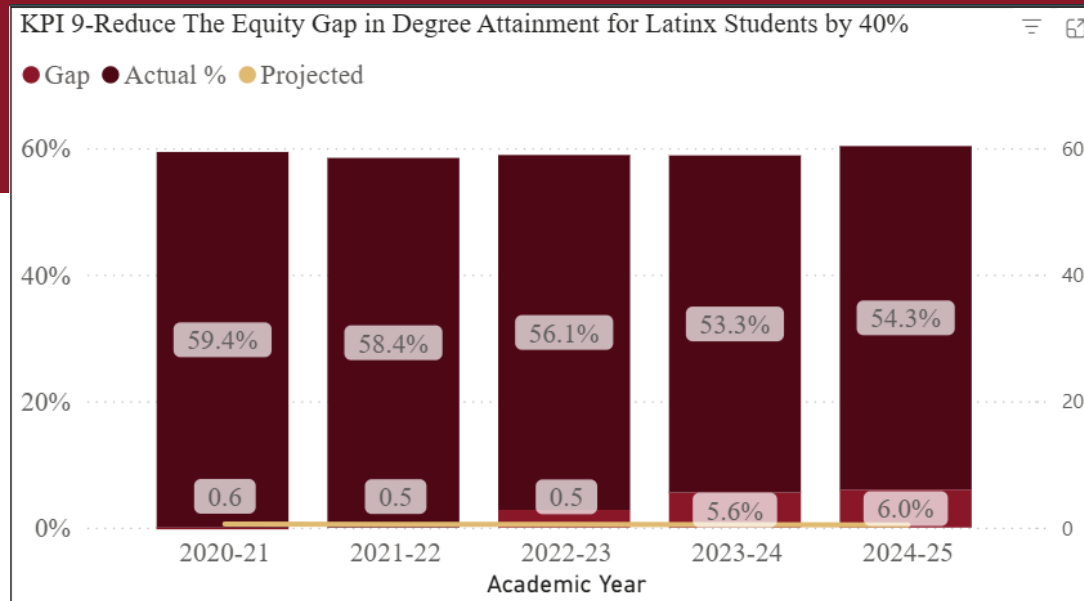
## Highlights

- Narrowing gap in transfer, but still not meeting target

## Concerns

- Gap larger than projected in Cert, Degree and Math/Eng Compl

# KPI : 9 REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%



KPI : 9

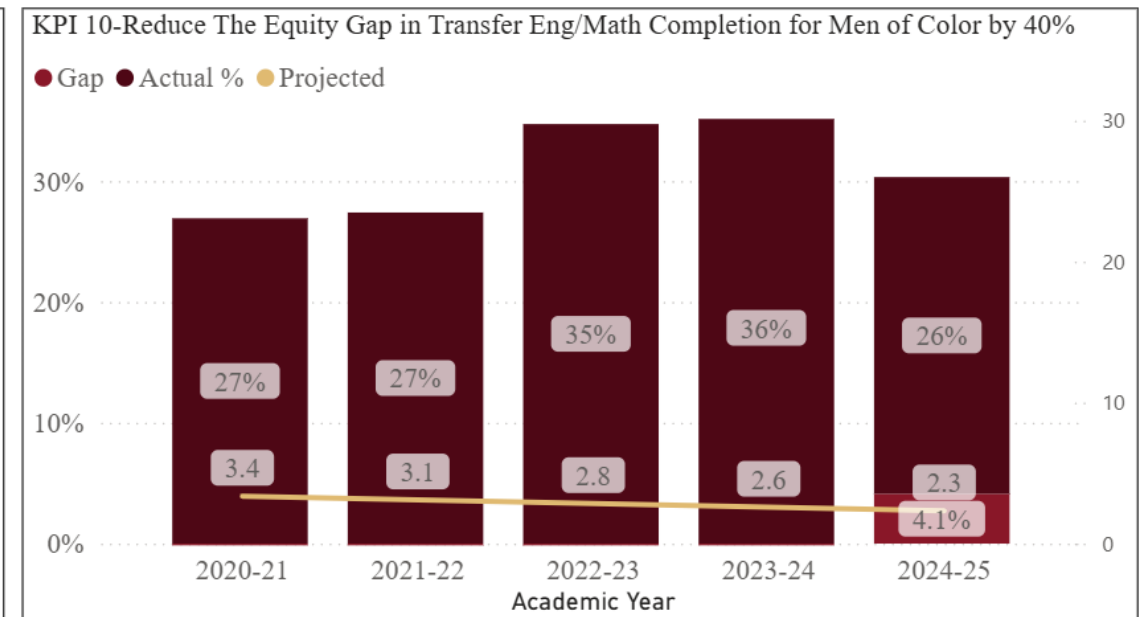
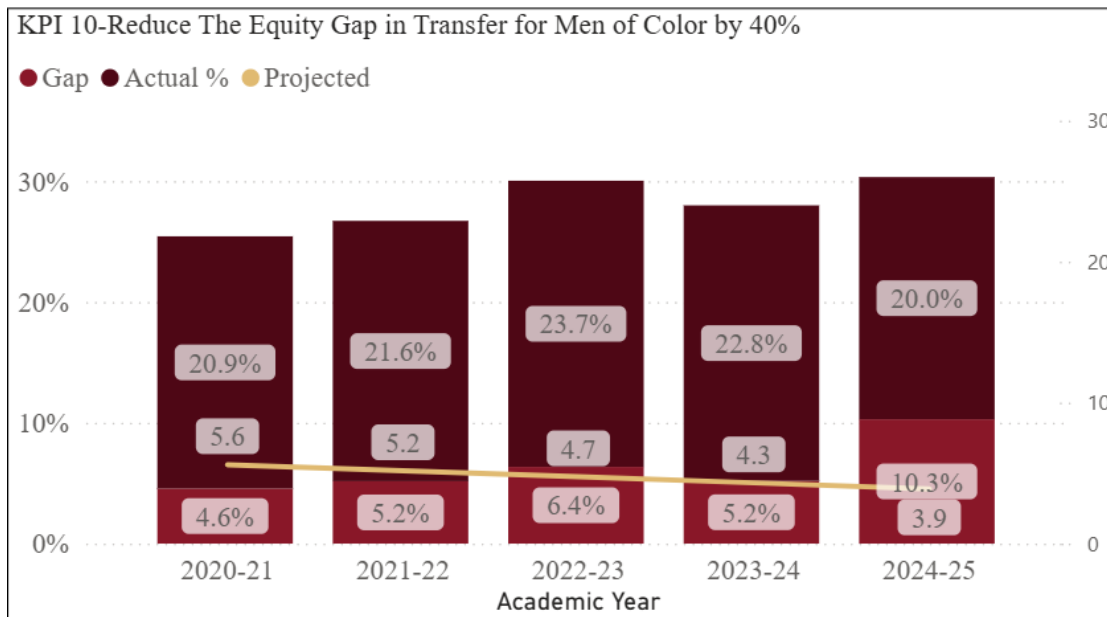
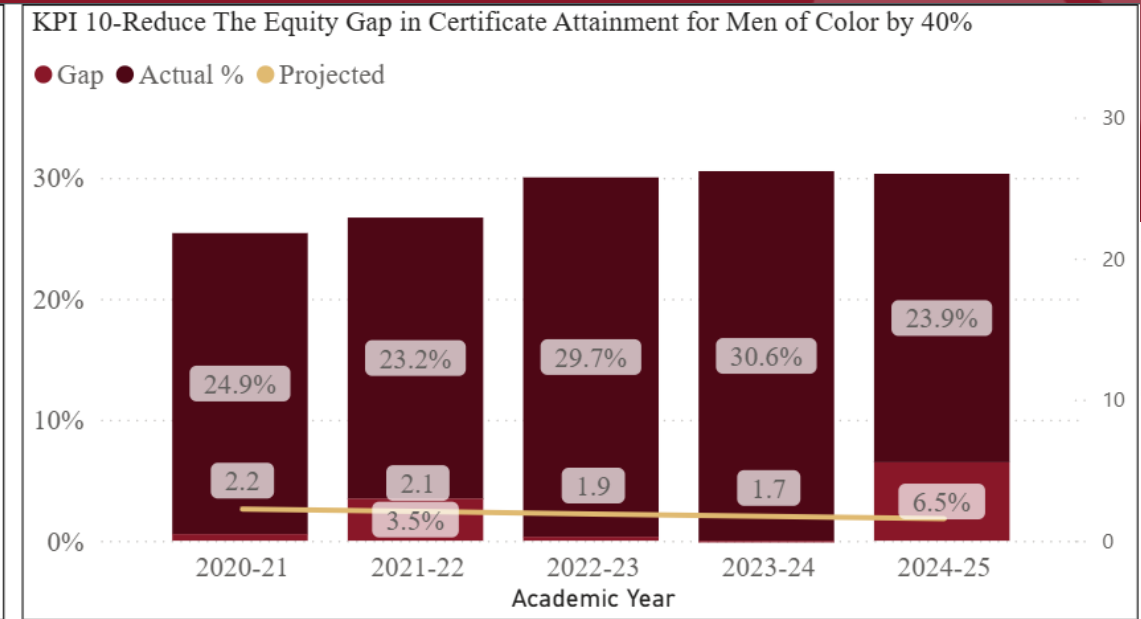
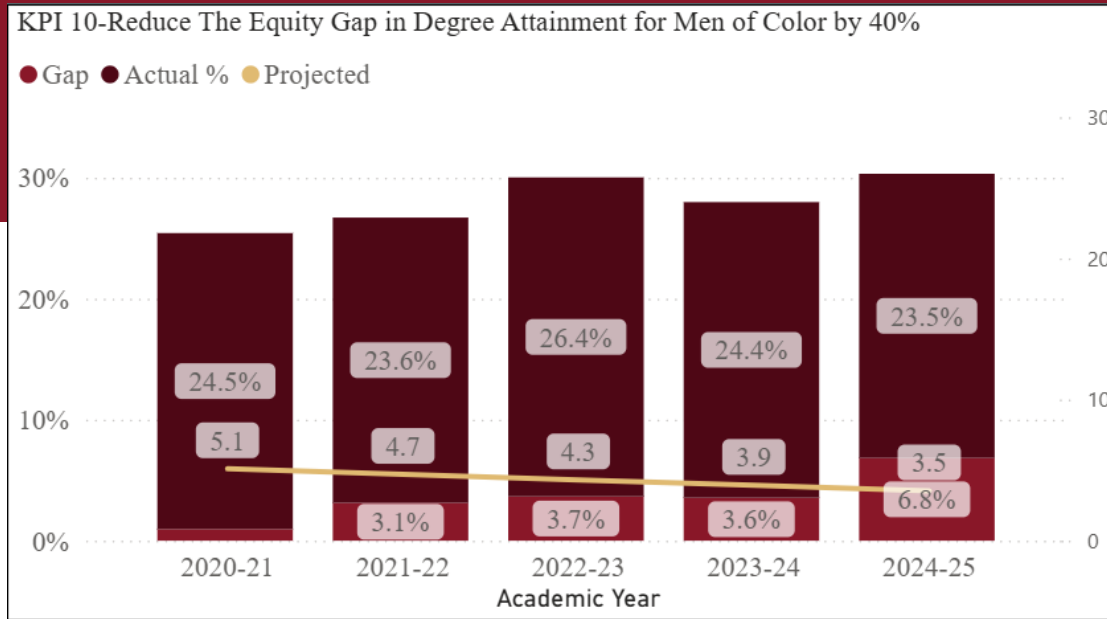
REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%

Highlights

Concerns

- Gaps are larger than projected in all areas

# KPI : 10 REDUCE THE EQUITY GAP FOR MEN OF COLOR STUDENTS BY 40%



KPI : 10

REDUCE THE EQUITY GAP FOR MEN OF COLOR STUDENTS BY 40%

Highlights

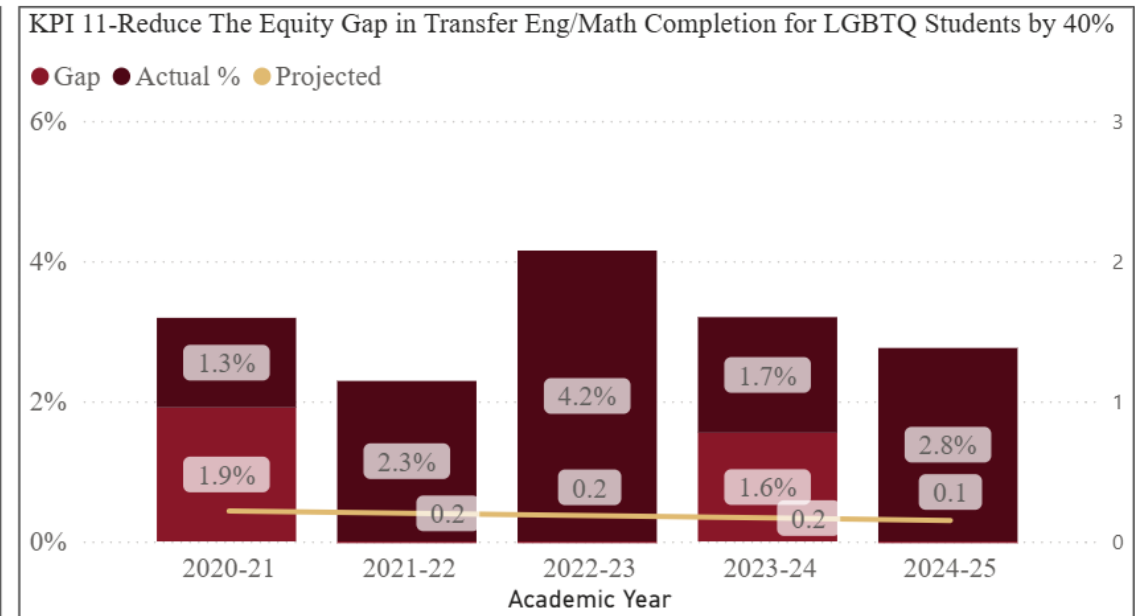
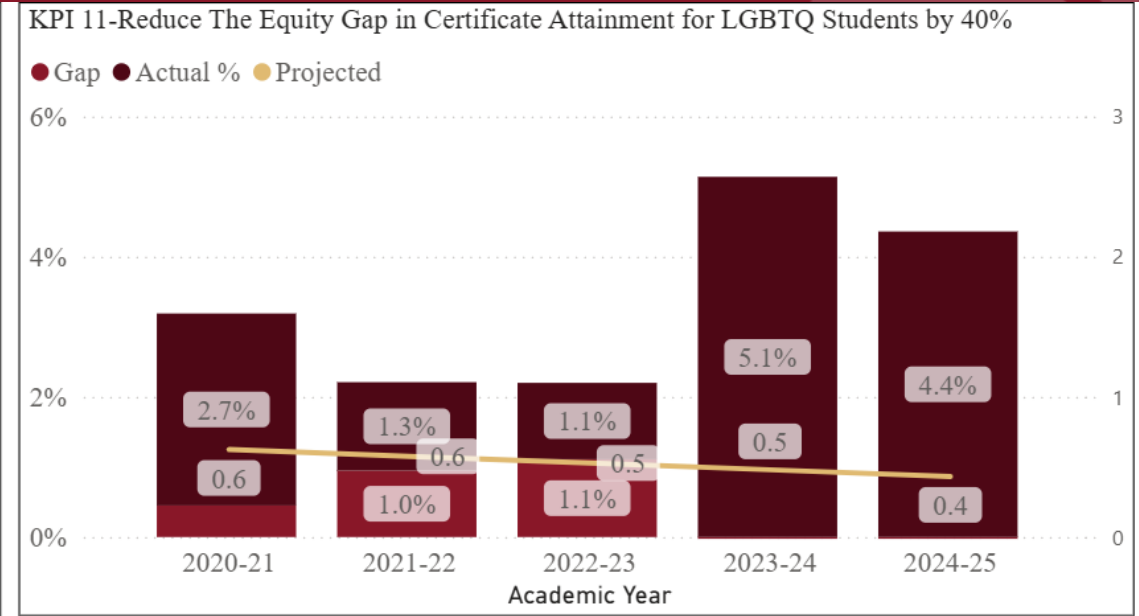
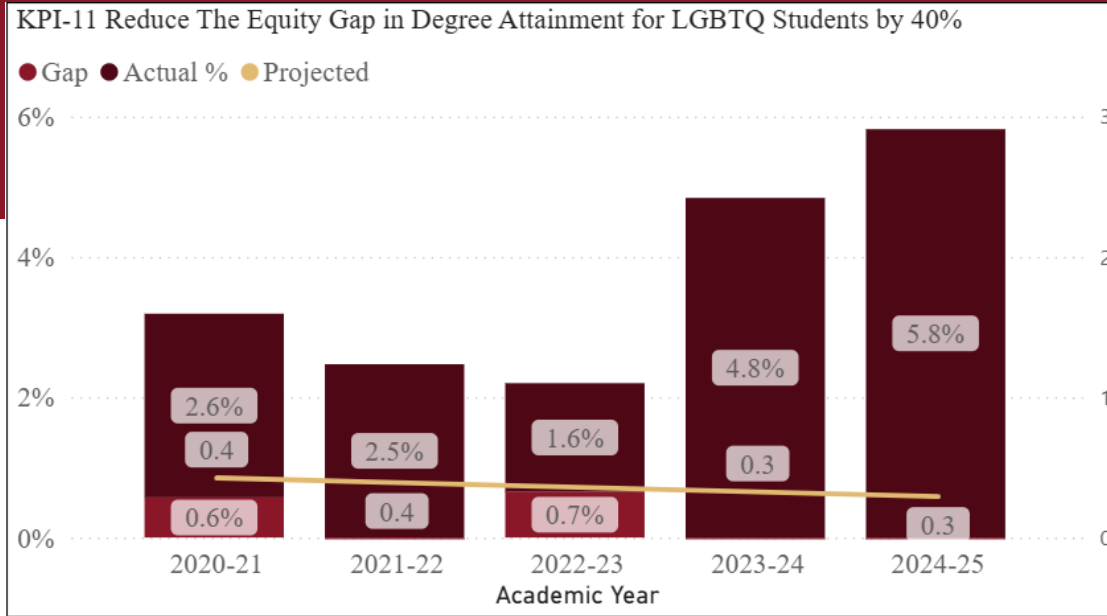
Concerns

- Gaps have increased in all areas

# KPIS 8, 9 AND 10 PROGRESS AND OUTCOMES

- **Progress:**
  - The Equity Team completed Norco College's 2025-2028 Student Equity Plan (SEP), built off comprehensive data we received during the 22-25 SEP cycle, where we conducted a culturally responsive inquiry to ascertain the roots of our equity gaps. The SEP will guide our actions to close our most pernicious equity gaps: Black/African American and Hispanic/Latine student success.
- **2020-2025 Final Outcomes:**
  - Comprehensive Student Equity Plan built off progressive work done over previous SEP cycles
  - Reorganizing Student Success Coordinator to develop FYE cohort model and focus on dual enrollment for Black/AA and Hispanic/Latine students
  - Realignment towards a 3-year completion model/goal based on Student Ed Plans and Guided Pathways.

# KPI : 11 REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS BY 40%



KPI : 11

REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS BY 40%

## Highlights

- Gap eliminated in Degree, Certificate and Math/Eng Compl

## Concerns

- New gap in Transfer compared to previous years

# KPI 11 PROGRESS AND OUTCOMES

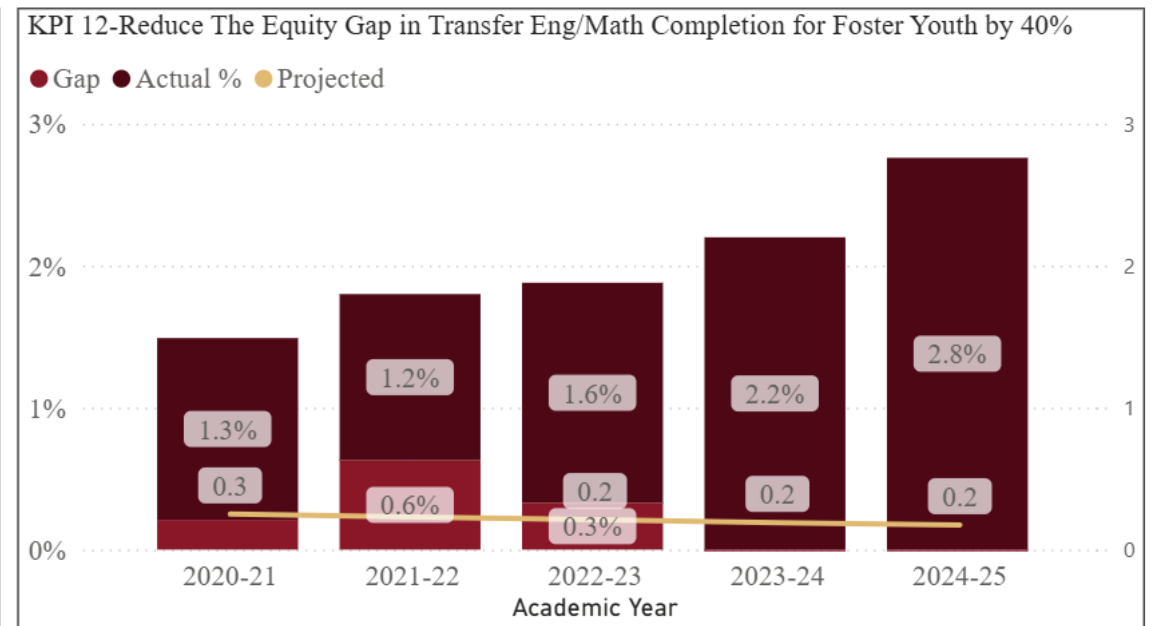
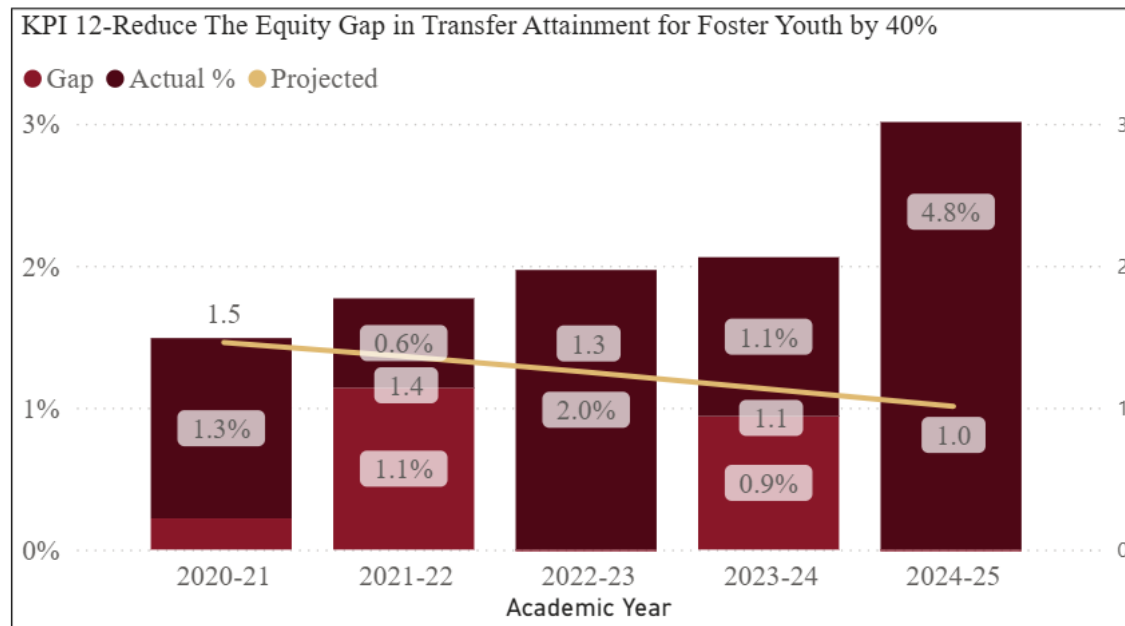
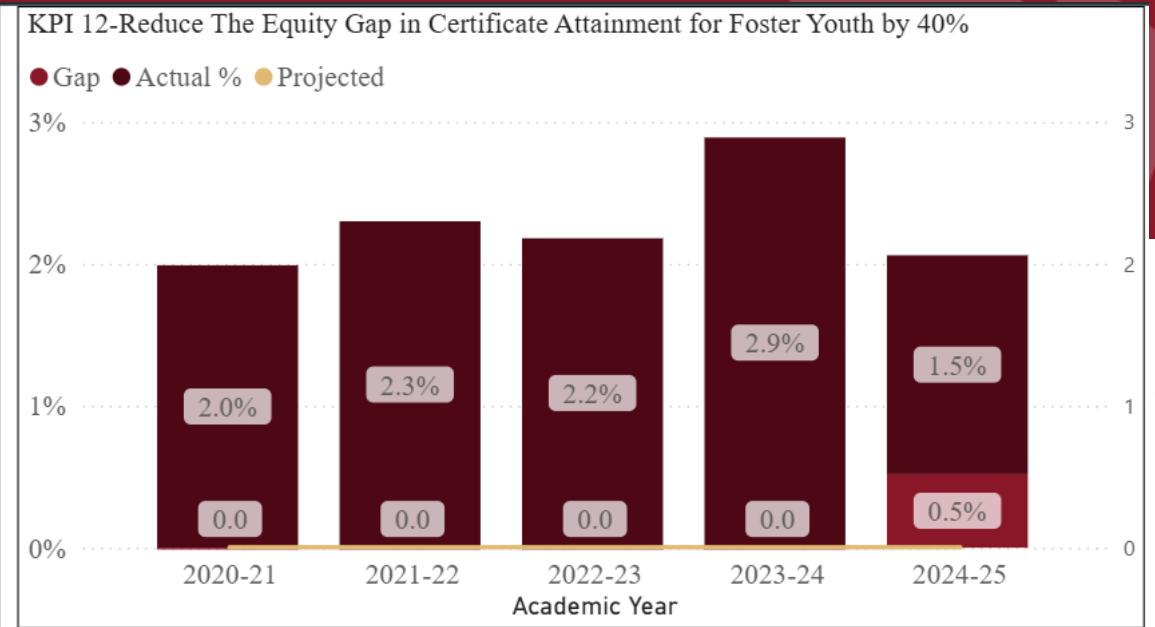
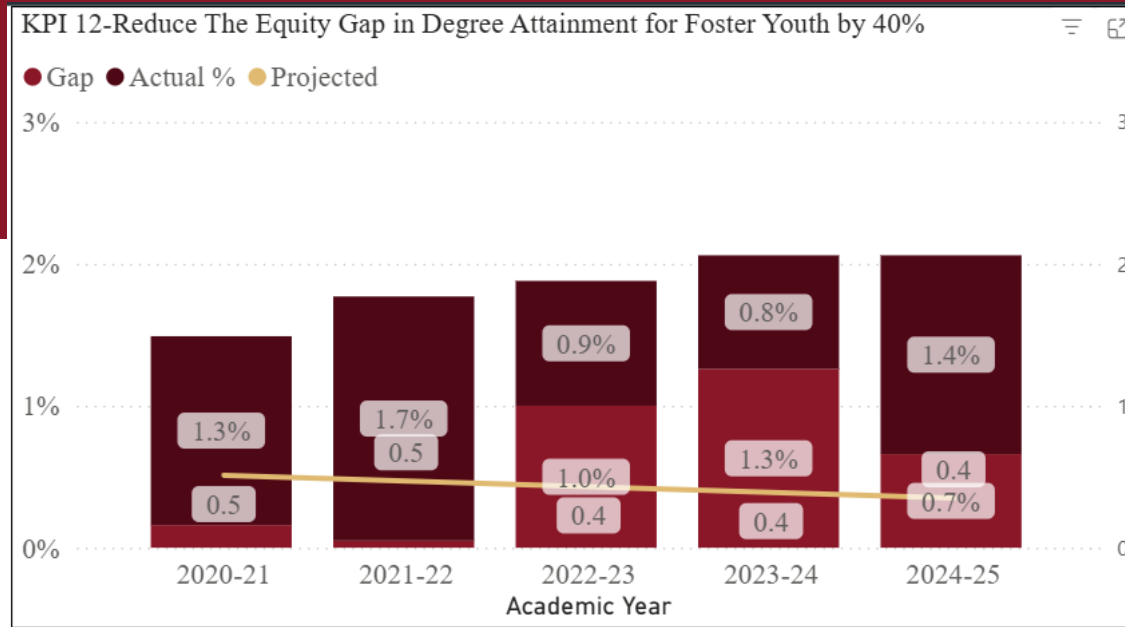
## ■ Progress:

- Observed a new gap in transfer attainment due to multiple factors including economic barriers, limited access to financial support and affordable housing access near universities.
- The development of a learning community focused on LGBTQIA+ curriculum across multiple subjects including Science and English is still in progress..
- Other than self-identified students utilizing the Unity Zone and the PRISM club, personnel are unable to connect with LGBTQIA+ students on a larger scale to offer interventions and proactive support.
- Partnered with Student Financial Services to offer direct support to students in the Unity Zone (increase access to FAFSA and financial literacy)
- Implemented a peer mentor program for LGBTQIA+ students.

## ■ 2020-2025 Final Outcomes:

- Access to data due to privacy concerns has made it difficult to identify and support LGBTQIA+ students both in and outside the classroom.
- Increased the part-time classified position to full-time; implemented a peer mentor program; partnered with external agencies to support students (housing, food insecurities, mental health)
- Moved the Unity Zone into a larger space to support both LGBTQIA+ and undocumented communities.
- Implemented a Lavendar graduation each year to celebrate milestones for LGBTQIA+ students receiving a degree and/or certificate.
- Received multiple state allocations in support of LGBTQIA+ student academic needs including textbooks, emergency grants, college tours, etc.

# KPI : 12 REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%



KPI : 12

REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%

## Highlights

- Gap eliminated for Transfer Eng/Math and Transfer

## Concerns

- New gap for Certificate attainment

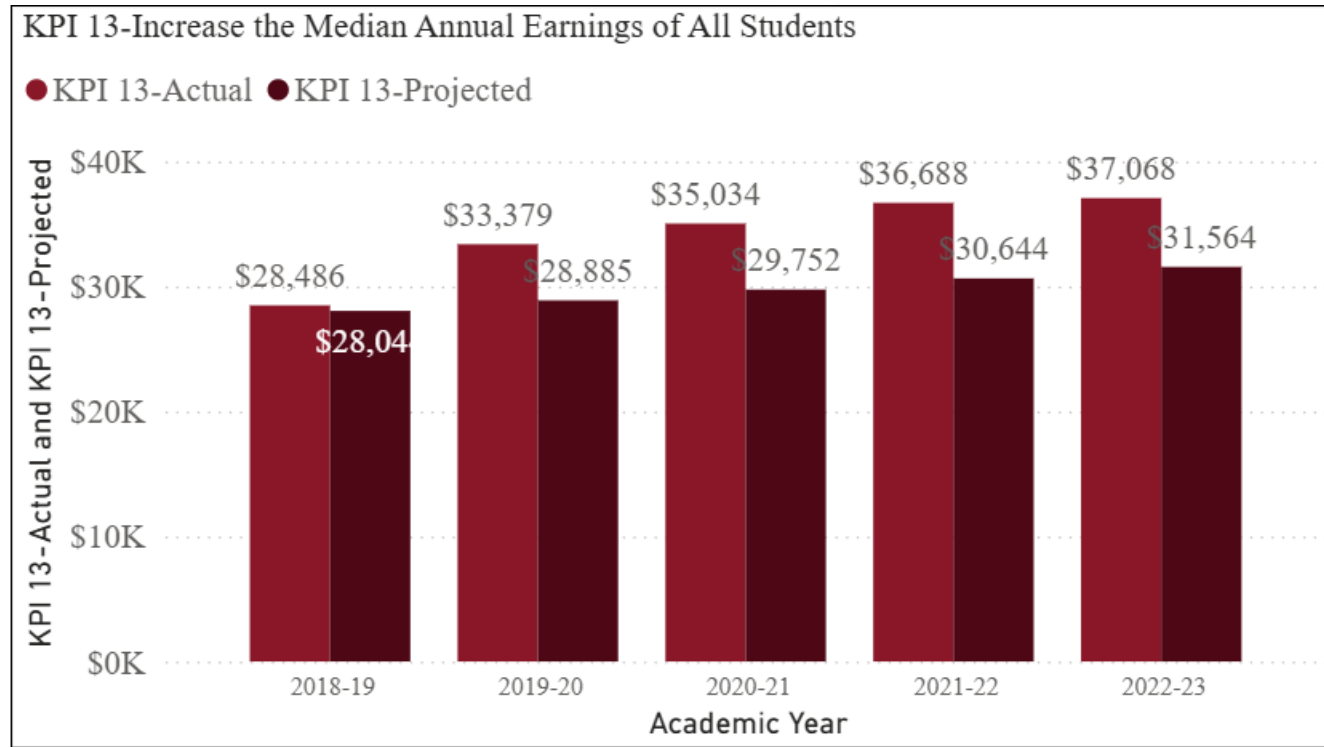
# KPI 12 PROGRESS AND OUTCOMES

- **Progress:**
  - More foster youth at Norco College are on a transfer path more so than a certificate path, yet have reduced the gap over the past three years.
  - Continue to lack financial resources to equitably provide services to all foster youth that are non-NextUp. (Relied on Foundation grants over the past five years)
  - Working to increase the Educational Resource Advisor from part-time to full-time in order to increase case management support.
- **2020-2025 Final Outcomes:**
  - Increased transfer preparation via college tours, meetings with transfer reps, and workshops related to transfer readiness.
  - Increased engagement and interactions with foster youth via professional staff, counselors and peer mentors to become degree and transfer ready.
  - Hired a full-time counselor to support foster youth and EOPS students; implemented the peer mentor program within the past five years.
  - Foster Youth continue to face personal and academic challenges due to lack of basic needs being met including consistent housing, food insecurities and access to transportation.

# KPI 13: INCREASE THE MEDIAN ANNUAL EARNINGS OF ALL STUDENTS

## Highlights 2022-23

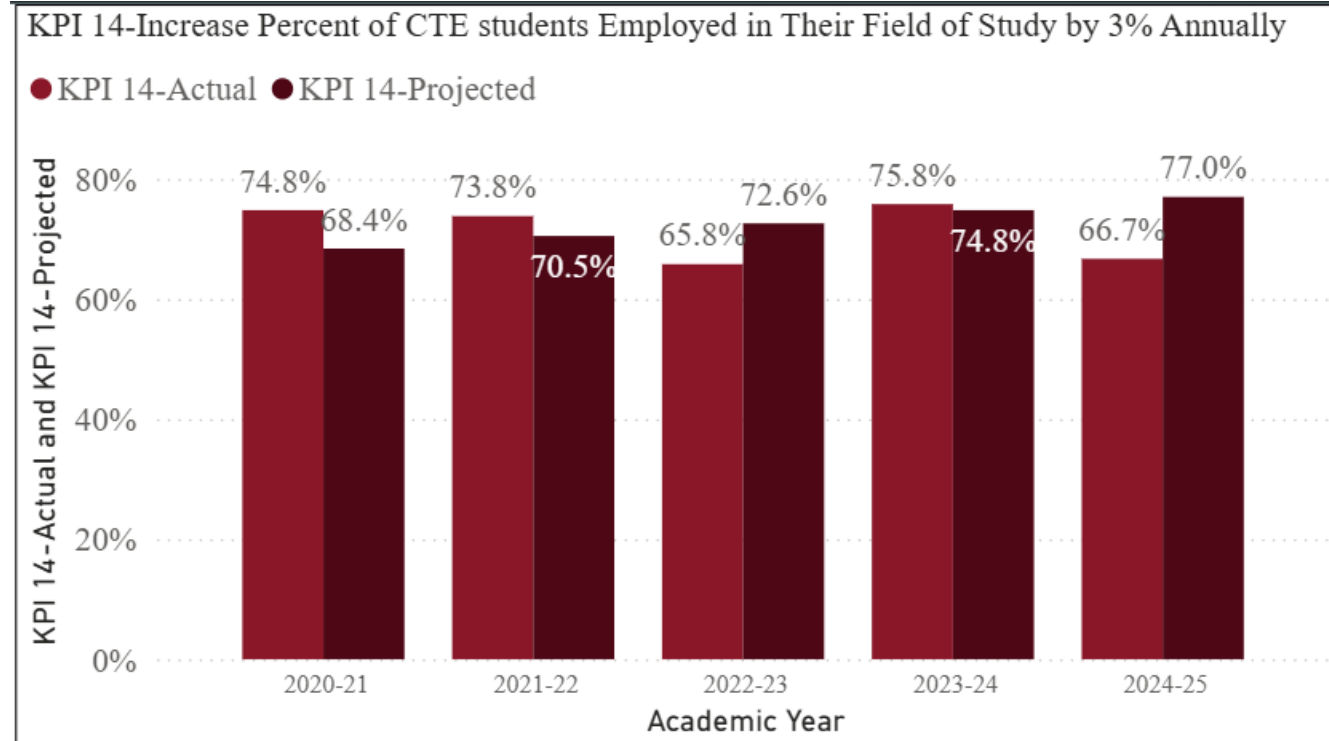
- Actual  
=\$37,068
- Projection  
=\$31,564



# KPI 14: INCREASE PERCENT OF CTE STUDENTS EMPLOYED IN THEIR FIELD OF STUDY BY 3% ANNUALLY

## Highlights 2024-25

- Actual = 66.7%
- Projection = 77%



# KPI 15: INCREASE PERCENT OF ALL STUDENTS WHO ATTAIN A LIVABLE WAGE BY 5% ANNUALLY

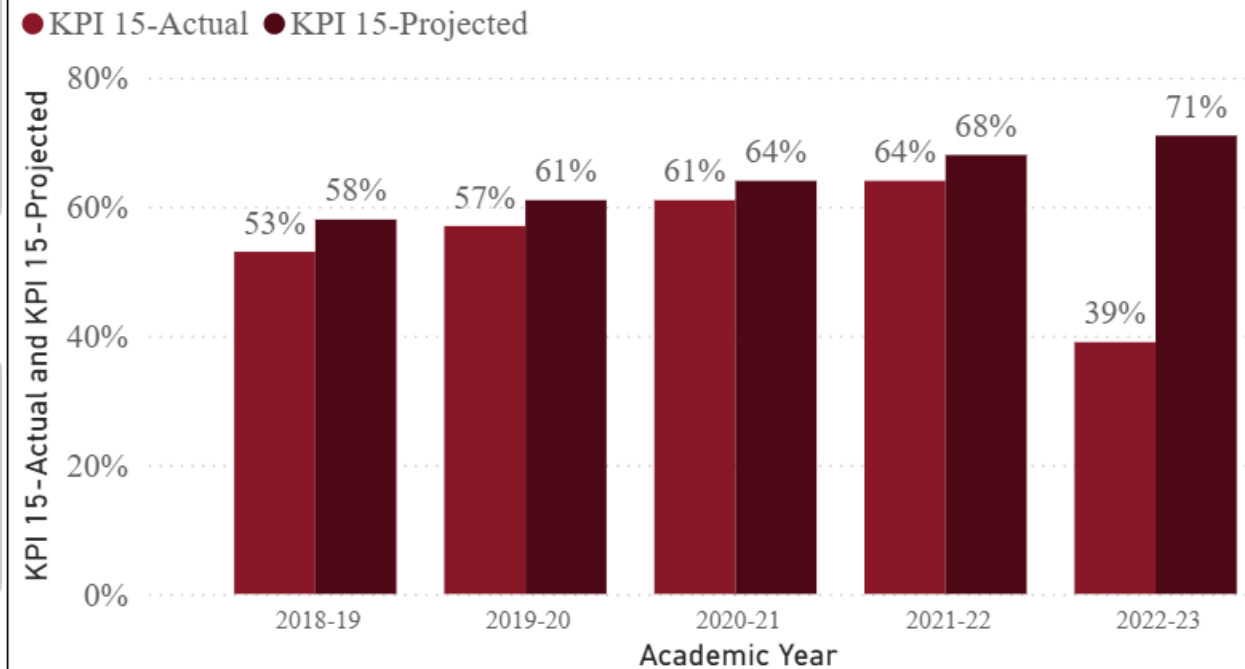
## Highlights 2022-23

- Actual = 39%
- Projection = 71%

## Note:

- Statewide change in metric definition

KPI 15-Increase Percent of All Students Who Attain a Livable Wage by 5% Annually

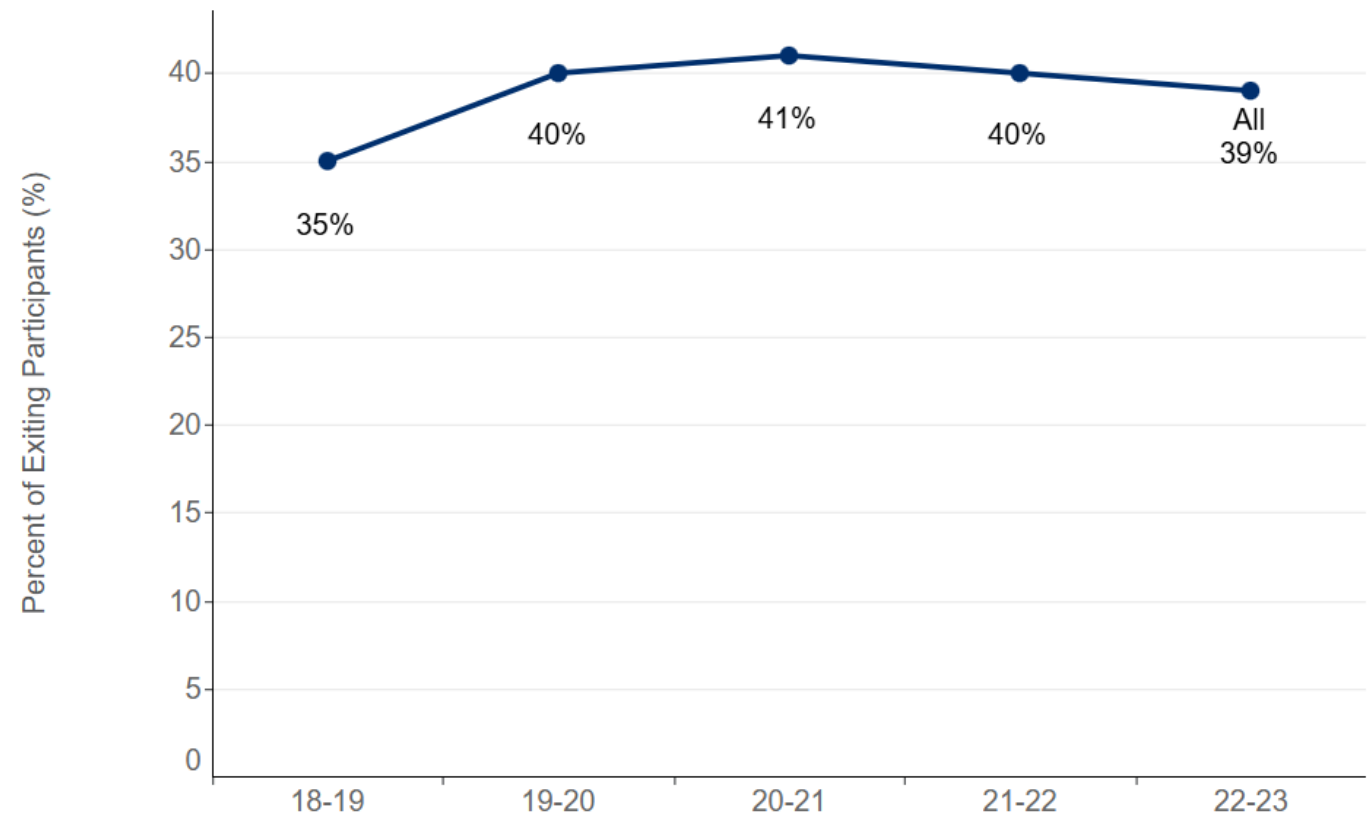


# KPI 15: INCREASE PERCENT OF ALL STUDENTS WHO ATTAIN A LIVABLE WAGE BY 5% ANNUALLY

- Adjusted outcomes based on statewide changes
- To align with the Student Centered Funding Formula, the living wages used for the calculation of this metric have been updated from 2021 to 2024
- Statewide values are lower by 26%
  - Riverside County down by 49%

## Attained Living Wage by Overall

All General Admit Students in All Programs at Norco College (College)



# KPIS 13, 14 AND 15 PROGRESS AND OUTCOMES

- **Progress:**
  - Due to staffing challenges in areas that directly affect these KPIs (Apprenticeship Director & Job Developer), we were unable to make as much progress.
  - Additional support is needed campus wide to support student employment outcomes
- **2020-2025 Final Outcomes:**
  - Embedding Industry Recognized Certifications for wage increases
  - Working with IR to support better CTEOS response rates
  - Added an additional apprenticeship pathway in Early Childhood and Teacher Education