



College Council

Agenda for October 8, 2026, | 12:50 pm to 1:50 pm | Location: OC*116

Join via [Zoom Link](#) | Meeting ID: 893 2524 5140 | Passcode: 209423

Council Members (19)

Ms. Natalie Aceves, Mr. Isaac Aguilar, Ms. Charise Allingham, Dr. Hayley Ashby, Ms. Kimberly Bell, Dr. Peggy Campo, Dr. Michael Collins, Ms. Claudia Figueroa, Dr. Deshonna Harsch, Dr. Tenisha James, Ms. Amy Kramer, Dr. Virgil Lee, Ms. April Mejia, Dr. Jason Parks, Mr. Dan Reade, Dr. Kaneesha Tarrant, and Ms. Patty Worsham
(IEGC Classified Co-Chair – Vacant) (Resources Classified Co-Chair – Vacant)

Ex-officio Members:

Dr. Monica Green (Administrator), Ms. Araceli Covarrubias (Faculty Association), Ms. Melissa Olivieri (CPROS)

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, September 10, 2026

2.3 LLRC and Student Services Building Naming Task Force (First Read)

2.4 Resources Council: Ranked Resource Requests Prioritization

2.5 Institutional Effectiveness and Governance Council: Ranked Resource Requests Prioritization

3. Discussion Items

3.1 ISER Front Matter & Standard 1

4. Information Item

4.1 DSPC Update

4.2 Governance Evaluation Procedure and Timeline

4.3 Aligning Program Review with the Strategic Planning Cycle

4.4 Membership: Vivian Harris is being replaced by Amy Kramer as the Student Support Council representative.

5. Good of the Order

6. Future Agenda Topics

Adjournment

Next Meeting: November 12, 2026, **Time:** 12:50pm to 1:50pm, **Location:** OC*116

Fall 2026 College Council Schedule		
Meeting Date	Time	Agenda Item Request Deadline
September 10, 2026	12:50–1:50 PM	September 3, 2026 (5 PM)
October 8, 2026	12:50–1:50 PM	October 1, 2026 (5 PM)
November 12, 2026	12:50–1:50 PM	November 5, 2026 (5 PM)
December 10, 2026	12:50–1:50 PM	December 3, 2026 (5 PM)

College Council Purpose

The College Council monitors institutional progress toward achieving college goals, ensures that planning demonstrates continuous improvement, and reviews evidence supporting accreditation. It provides institutional oversight of accreditation by coordinating and directing the collective work of the leadership councils in alignment with ACCJC standards. The College Council makes recommendations to the Executive Cabinet and the College President.



College Council

Meeting Minutes for September 10, 2026, | 12:50 pm to 1:50 pm | Location: OC*116

Join via [Zoom Link](#) | Meeting ID: 893 2524 5140 | Passcode: 209423

Council Members (19)

Ms. Natalie Aceves, Mr. Isaac Aguilar, Ms. Charise Allingham, Dr. Hayley Ashby, Dr. Peggy Campo, Ms. Claudia Figueroa, Ms. Vivian Harris, Dr. Tenisha James, Dr. Virgil Lee, Ms. April Mejia, Dr. Jason Parks, Dr. Kaneesha Tarrant, and Ms. Patty Worsham (IEGC Classified Co-Chair – Vacant) (Resources Classified Co-Chair – Vacant)

Ex-officio Members:

Dr. Monica Green (Administrator), Ms. Araceli Covarrubias (Faculty Association), Ms. Melissa Olivieri (CPROS)

Council Members Not Present: Ms. Kimberly Bell, Dr. Michael Collins, Dr. Deshonna Harsch, Mr. Dan Reade,

Guest(s): Selena McKay- Davis

Quorum: 10

Subject to Brown Act: No

1. Call to Order: 12:52 pm

2. Action Items

2.1 Approval of Agenda

- MSC (Motion- Dr. Jason Parks /Second- Dr. Virgil Lee)
- The agenda for September 10, 2026, was presented and approved.

2.2 Approval of Meeting Minutes, May 14, 2026

- MSC (Motion- Dr. Kaneesha Tarrant /Second- Ms. Charise Allingham)
- May 14, 2026, meeting minutes were approved by consensus, with two abstentions from Dr. Peggy Campo and Dr. Jason Parks.

2.3 2025-2030 College Council Charter

- MSC (Motion- Dr. Peggy Campo / Second Dr. Jason Parks)
- The Council reviewed the revised 2025–2030 College Council Charter. The revised charter reflects the College Council’s evolving role as an institutional oversight body responsible for monitoring institutional progress, supporting continuous improvement, and providing oversight of accreditation, including reviewing accreditation-related evidence. The committee discussed the importance of clearly defining the distinct roles and responsibilities of the College Council and the Institutional Effectiveness and Governance Council (IEGC), particularly given that these functions were previously carried out by a single council, the ISPC. The revised charter emphasizes institutional improvement, student success, equity, and accreditation oversight.
- Members also discussed the importance of ensuring that council membership is represented by positions or roles rather than individual names and reviewed the updated equity language.
- Approved by consensus, with a minor correction needed to update the website link to the appropriate Norco College landing page.

2.4 2025-2030 IEGC Charter

- MSC (Motion- Dr. Kaneesha Tarrant / Second- Ms. Vivian Harris)
- Discussion included the membership structure and the importance of maintaining consistency in how governance council membership is represented within charters. Approved by consensus.

2.5 2025-2030 Student Support Council Charter

- MSC (Motion- Dr. Jason Parks/ Second- Ms. Patty Worsham)
- The Council reviewed the 2025–2030 Student Support Council Charter. Discussion highlighted the Council's role in providing strategic direction and supporting the coordinated delivery of academic learning support and student services in alignment with Norco College's Standard of Care.
- The membership was updated to reflect the focus on the Standard of Care.
- The revised charter reflects a focus on equitable access, coordinated student support, and student success throughout students' educational journeys.
- Approved by consensus.

3 Discussion Items

3.1 Accreditation Update

- An accreditation update was provided regarding Norco College's continued preparation for the upcoming ACCJC peer review process and March 2027 site visit.
- The Council discussed the current review of the Institutional Self-Evaluation Report (ISER) and supporting evidence. Members were reminded of the importance of reviewing the report and understanding how evidence demonstrates the College's ongoing commitment to institutional effectiveness, continuous improvement, and student success.
- The committee was informed of the opportunity for course sections selected for the Accreditation RSI check to provide evidence of regular and substantive interaction beyond what is currently available in Canvas. .
- Additional opportunities for college-wide engagement and feedback were discussed, including an upcoming virtual forum with the ACCJC peer review team in October.

3.2 Discussion of College Council Purpose

- The Council engaged in a broader discussion regarding the purpose and future role of College Council as an institutional accreditation oversight body.
- Members discussed moving beyond a model in which the College Council simply receives reports and updates from other councils. Instead, the Council explored how it can meaningfully monitor institutional progress, identify trends, support continuous improvement, and ensure that accreditation-related work remains connected to the College's strategic priorities and student success.
- Discussion included the importance of establishing regular monitoring systems and creating opportunities for the College Council to engage with evidence and outcomes throughout the year.
- Members considered whether accreditation and institutional effectiveness monitoring and assessment practices could be incorporated into existing professional development, FLEX and program review activities. The group also discussed the possibility of breaking Key Performance Indicator (KPI) reviews into smaller, more frequent updates rather than reviewing large amounts of information at one time. The Council emphasized the value of focusing discussions on trends, key takeaways, areas of progress, and opportunities for improvement rather than solely reviewing detailed data.
- Members discussed the need to make the accreditation materials more accessible and manageable by breaking the information into smaller sections or "chunks" for easier review and discussion.
- The Council agreed that members should begin by reviewing the front matter and Standard 1 of the ISER in preparation for the October 8, 2026, meeting. The October discussion will provide an opportunity to further explore how the College Council can establish meaningful monitoring and oversight practices for accreditation.

4 Information Item

4.1 DSPC Update

- Dr. Virgil Lee provided an update related to District Strategic Planning and Coordination (DSPC) activities.
- The update included information regarding the Clery Act report for 2025, the 2026–2027 budget, and district financial reserves. Members also received information regarding the budget outlook, including the 4.25% cost-of-living adjustment (COLA) for faculty.
- Additional information was provided from the District Distance Education Report Fall 2026 which included current modality success rate data. The members reflected on the closeness of the success rates between online and in person courses.

5 Good of the Order

- Members expressed appreciation for the collaborative work occurring across the College's governance structure and the continued efforts to prepare for accreditation.
- Review the front matter and Standard 1 of the ISER prior to October 8, 2026, College Council meeting. Come prepared to discuss opportunities for meaningful monitoring, institutional oversight, continuous improvement, and evidence review.

6 Future Agenda Topics

Adjournment: 1:39 pm

Next Meeting: October 8, 2026, **Time:** 12:50pm to 1:50pm, **Location:** OC*116

Fall 2026 College Council Schedule		
Meeting Date	Time	Agenda Item Request Deadline
September 10, 2026	12:50–1:50 PM	September 3, 2026 (5 PM)
October 8, 2026	12:50–1:50 PM	October 1, 2026 (5 PM)
November 12, 2026	12:50–1:50 PM	November 5, 2026 (5 PM)
December 10, 2026	12:50–1:50 PM	December 3, 2026 (5 PM)



LLRCCouncil & Committee Charter (2025-2030)

**Name of Council/ Committee: LLRC and Student Services Building
Naming Task Force**

Description (25-50 words):	The LLRC + Student Services Building Naming Task Force is a temporary group established to develop and facilitate an inclusive process for identifying a recommended name for Norco College's new LLRC + Student Services Building. The task force will ensure that the naming process reflects broad college participation, with particular emphasis on meaningful student and faculty engagement and a strong student voice.
Brown Act (Yes or No):	No
Meeting Schedule:	Biweekly from September to December 2026; as needed in February and March 2027
Chair(s):	Co-Chairs: Vice President, Student Services; ASNC - appointed Student Representative (TBD)
Reports and Recommends to:	Reports and recommends to: President, Norco College; and as appropriate College Council and Academic Senate.
Required Reports and Updates:	Charter; Campus engagement summary; final building naming recommendation and rationale.
Key Performance Indicators/Goals:	EMP Goal 6: Objective 6.2 Engage in clear and effective governance practices that provide opportunities for meaningful participation and inclusion of relevant constituencies to inform institutional decision-making. EMP Goal 7: Objective 7.3 Enhancement and design of spaces that intentionally build community in support of the college mission to improve equitable student success.
ACCJC Accreditation Standard(s):	Standard III - Resources
Equity Focus:	The task force will promote an inclusive and equitable process by ensuring meaningful representation and participation from students, faculty, classified professionals, and administrators, with a primary focus on the student voice and perspective.

Edition Date:

Draft: September 8, 2026

Link to council/committee site with Membership Roster:

1. Vice President, Student Services – Co-Chair
2. Student Representative – ASNC – appointed student representative, Co-Chair
3. Student Representative – Student leader from clubs/organizations
4. Student Representative – Additional student representative (e.g. peer, tutor, etc.)
5. Faculty member – counseling faculty member
6. Faculty member – library faculty member
7. Faculty member – additional faculty representative
8. Classified Professional – representative from Library/Learning Resource Center
9. Classified Professional – representative from Student Services
10. One administrator/manager representing an area associated with the new building
11. One Business Services/Facilities representative serving as a resource to the task force

Members serve for the duration of the task force (September 2026 through March 2027). The task force will complete campus consultation and identify its recommended building name by December 2026, with governance review and approval occurring during Spring 2027. Nominating units name representatives; co-chairs confirm appointments. Alternates may be named for continuity.

www.norcocollege.edu/

Business Services Managers and Area Leads Program Review Resource Request Prioritization Process

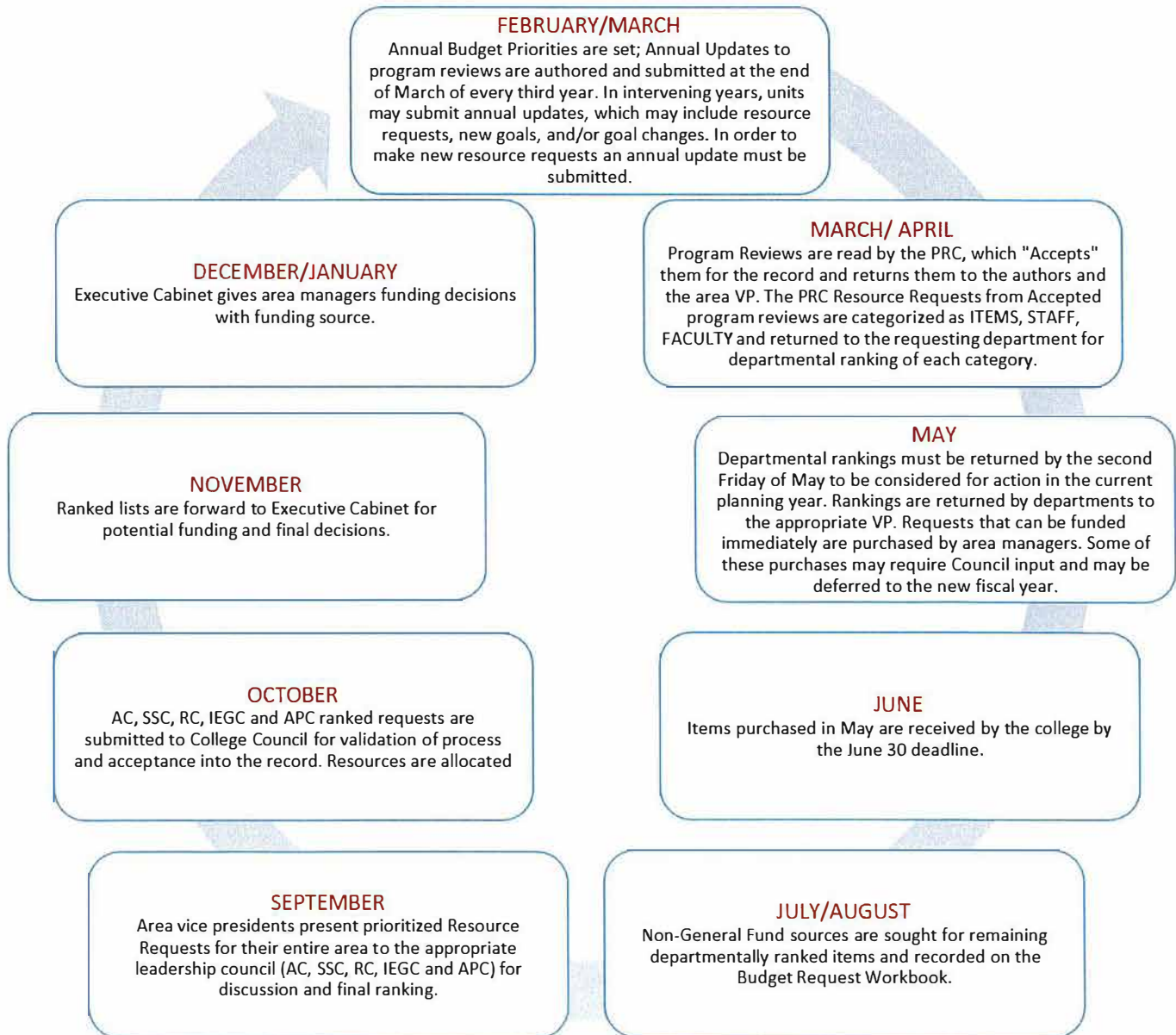
The following process was adopted as past council members felt they would like to see an initial draft ranking from the “area experts” as a starting point for the review and discussion phase.

1. Before beginning the initial ranking, each department manager and/or area lead will read the current Business Services Program Review(s), to be well informed of goals, mission, assessment review, etc. This information and more can always be found on the Norco College Program Review Committee webpage.
2. Managers and/or Area Leads will then meet with their respective staff or co-workers to review and discuss the current and remaining resource requests. Managers will then rank each of their items in order of importance in Column J of the excel worksheet provided by the PR Committee. (Please do not alter the formatting of the spreadsheet provided).
3. Once the Managers/Area Leads have met with their departments and initially ranked their requests, a meeting will be called of them to discuss each item individually and rank using the rubric criteria shown in columns M-Q (This criteria was developed and provided by IEGC).
 - Please note: there are 3 tabs of requests to discuss and rank:
 - Items
 - Staff
 - Budget
 - Tip: because the mgrs/area leads have already met with their staff and initially ranked their requests in column J...this may be used to help break any ties as needed.
4. The finalized draft ranking of the BS resource request spreadsheet will then be provided to the Norco College Resource Council members and placed on the September agenda for review, discussion, and recommendation approval. Note: Ranking managers will be invited to attend to answer any questions from council members as needed.
5. The Resource Council recommendations for Business Services resource requests will then be sent forward to the College Council for their recommendation approval at their October meeting.
6. The approved recommendations are then sent to the Executive Cabinet for funding consideration.

Program Review and Resource Request Prioritization Timeline

Program Reviews for all programs (instructional disciplines, programs of study, special programs, administrative areas, and student services) are completed in March at the beginning of each 3-year cycle.

Each year by mid-semester of spring, programs may elect to complete an Annual Update, which consists of updated goals and resource requests based on the evolving needs of the program. The following graphic depicts the annual cycle by which annual resources are prioritized and acted upon.





NORCO COLLEGE BUSINESS SERVICES

NORCO COLLEGE BUSINESS SERVICES											PRIORITY: 5=Very; High 4=High; 3=Medium; 2=Low; 1=Very Low; 0=NA								
Unit	Cycle	\$\$\$ Amount Requested	Resource Type	Resource Title	What resources do you need?	Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.	What resources do we already have?	Priority	Funding Status	2024-25 Notes	PRIORITY: 5=Very; High 4=High; 3=Medium; 2=Low; 1=Very Low; 0=NA	To what extent does this request support a PROGRAM REVIEW GOAL?	To what extent does this request support student SAFETY or COMPLIANCE?	To what extent is this request supported by OUTCOMES ASSESSMENT DATA?	DEPT RANKING Highest Rank = 10 Second Highest= 8 Third Highest= 6 Fourth Highest= 4 Fifth Highest= 2 Sixth Highest= 0	Rubric Total	Notes	2026-27 Council Rankings	
Administrative: Business Services	2026 Update	\$60,000.	ITEM: Equipment, Services, Software, Furniture	Sliding Door Upgrade- Campus Wide	Upgrade to replace motors, control boards, belts, railings and wheels for all sliding doors currently on campus.	This request supports EMP Goal 10: Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts by ensuring that campus facilities remain functional, safe, and well maintained for students, faculty, staff, and visitors. Maintaining reliable building systems and equipment is essential to supporting daily campus operations and providing an environment that promotes learning, engagement, and community use of campus spaces.	We currently have 5 electronic sliding doors on campus	10			5	5	5	5	10	30		1	
Administrative: Business Services	2025 Update	\$272,000.	ITEM: Equipment, Services, Software, Furniture	NCTSSAV-001n: Library Classrooms AV Systems (4 classrooms)	A build of materials list of AV components and equipment will be provided.	Many of the current systems and equipment in use are aging and require frequent repairs, resulting in higher maintenance costs, downtime, and operational EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty and students might find the teaching and learning devices they bring into the classroom no longer compatible with the classrooms audiovisual equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught/used is outdated and they opt for another college.	The current AV equipment in these classrooms are outdated and needs to be replaced.	1	No Action-Insufficient funding		5	5	4	5	10	29		2	
Administrative: Business Services	2025 Update	\$340,000.	ITEM: Equipment, Services, Software, Furniture	NCTSSAV-001m: West-End Quad Classrooms AV Systems (5 classrooms)	A build of materials list of AV components and equipment will be provided.	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty and students might find the teaching and learning devices they bring into the classroom no longer compatible with the classrooms audiovisual equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught/used is outdated and they opt for another college.	The current AV equipment in these classrooms are outdated and needs to be replaced.	1	No Action-Insufficient funding		5	5	4	4	10	28	Tie	3	
Administrative: Business Services	2024 - 2027	\$24,938.	ITEM: Equipment, Services, Software, Furniture	NCTSSIT-001g: Quantity 5 Replacement Computers for Technology Support Services (TSS) Classified Professionals.	- Quantity 5 Dell Precision Laptops - Quantity 5 Dell Docking Stations - Quantity 10 Dell 24-inch monitors	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. TSS team members must support an organization both onsite and remote using their computers. All AV and IT devices at the college are enrolled in device management and the TSS team manage these devices using their computers. TSS work computers are also used to host remote assistance sessions with those requesting help while working offsite.	The current TSS classified professional computers have reached their end-of-life.	2	No Action-Insufficient funding	Tie broke by area priority TSS/IMC	4	4	5	5	10	28	Tie	3	
Administrative: Business Services	2024 - 2027	\$105,180.	ITEM: Equipment, Services, Software, Furniture	NCTSSAV-001f: ATEC 114 Classroom AV system	A build of materials list of AV components and equipment will be provided.	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty and students might find the teaching and learning devices they bring into the classroom no longer compatible with the classrooms audiovisual equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught/used is outdated and they opt for another college.	The current AV equipment in this classroom is outdated and needs to be replaced.	3	No Action-Insufficient funding	TSS/IMC Tie broke by area priority	5	4	4	4	10	27		5	
Administrative: Business Services	2024 - 2027	\$97,680.	ITEM: Equipment, Services, Software, Furniture	NCTSSAV-001h: ATEC 119 Classroom AV system	A build of materials list of AV components and equipment will be provided.	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty and students might find the teaching and learning devices they bring into the classroom no longer compatible with the classrooms audiovisual equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught/used is outdated and they opt for another college.	The current AV equipment in this classroom is outdated and needs to be replaced.	3	No Action-Insufficient funding	TSS/IMC Tie broke by area priority	5	5	5	5	6	26	Tie	6	
Administrative: Business Services	2024 - 2027	\$67,680.	ITEM: Equipment, Services, Software, Furniture	NCTSSAV-001b: ATEC 205 Classroom AV system	A build of materials list of AV components and equipment will be provided.	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty and students might find the teaching and learning devices they bring into the classroom no longer compatible with the classrooms audiovisual equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught/used is outdated and they opt for another college.	The current AV equipment in this classroom is outdated and needs to be replaced.	3	No Action-Insufficient funding	Tie broke by area priority	5	5	5	5	6	26	Tie	6	
Administrative: Business Services	2024 - 2027	\$7,680.	ITEM: Equipment, Services, Software, Furniture	NCTSSAV-001j: Interactive Displays for Classrooms	Quantity 5 Newline 86-inch Interactive Displays	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. As the cost of interactive displays are dropping dramatically and are nearing the cost of non-interactive displays, replacing end-of-life non-interactive displays with interactive displays having a lot more functionality is logical. Both faculty and students find interactive displays more engaging which enhances the learning experience.	Displays in ATEC 204, ATEC 205, ATEC 210, ATEC 211, HUM 102 are non-interactive	4	No Action-Insufficient funding	TSS/IMC	4	4	3	4	10	25	Tie	8	
Administrative: Business Services	2026 Update	\$210,000.	ITEM: Equipment, Services, Software, Furniture	Classroom Audio Visual System Refresh for End-of-Life Equipment - Buildings and Rooms - HUM 208, HUM 204, HUM 201, IT 106, ST 211, ST 207	All rooms will receive a full AV system upgrade, including: •Electric projection screens •Projectors •Video management and switching systems •Audio reinforcement upgrades where needed •System control functions •Wireless presentation capability where needed •Guest input connections (HDMI, USB-C, etc.)	Many of the classroom AV systems in these rooms have reached or exceeded their normal lifecycle and are beginning to show signs of aging, reliability issues, and outdated technology standards. Upgrading these systems will ensure that classrooms remain functional, reliable, and capable of supporting modern instructional technology needs. The proposed upgrades will standardize AV systems across campus, improve ease of use for faculty, reduce troubleshooting and downtime, and maintain compatibility with current devices such as HDMI and USB-C laptops and wireless presentation platforms. Prioritizing these rooms allows the college to address the most critical systems first while maintaining a structured AV refresh cycle for classrooms across Norco College. Maintaining reliable AV infrastructure is essential for supporting daily instruction, student engagement, and the effective delivery of course content.	Network Cabling Infrastructure	1			2	5	5	3	10	25	Tie	8	
Administrative: Business Services	2024 - 2027	\$82,680.	ITEM: Equipment, Services, Software, Furniture	NCTSSAV-001d: ATEC 210 Classroom AV system	A build of materials list of AV components and equipment will be provided.	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty and students might find the teaching and learning devices they bring into the classroom no longer compatible with the classrooms audiovisual equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught/used is outdated and they opt for another college.	The current AV equipment in this classroom is outdated and needs to be replaced.	3	No Action-Insufficient funding	TSS/IMC Tie broke by area priority	4	5	5	5	6	25	Tie	8	

Administrative: Business Services	2024 - 2027	\$82,680.	ITEM: Equipment, Services, Software, Furniture	NCTSSAV-001e: ATEC 211 Classroom AV system	A build of materials list of AV components and equipment will be provided.	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty and students might find the teaching and learning devices they bring into the classroom no longer compatible with the classrooms audiovisual equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught/used is outdated and they opt for another college.	The current AV equipment in this classroom is outdated and needs to be replaced.	3	No Action-Insufficient funding	TSS/IMC Tie broke by area priority	3	5	5	5	6	24		11
Administrative: Business Services	2025 Update	\$150,000.	ITEM: Equipment, Services, Software, Furniture	Business continuity program	Time funding and a process to document and store this data and use it in the event of a disaster.	Data recovery business continuity and student records retention emergency planning to support college accreditation.	Campus institutional knowledge, job descriptions and knowledge of infrastructure needs to provide essential services and classes running. Storage of critical records and documents vital to business continuity and student records retention.	8	No Action-Insufficient funding		5	5	5	4	4	23		12
Administrative: Business Services	2026 Update	\$175,000.	ITEM: Equipment, Services, Software, Furniture	Classroom Audio Visual System Refresh for End-of-Life Equipment - Buildings and Rooms - WEQ 4, WEQ 5, WEQ 7, ITEC 110, ITEC 111	All rooms will receive a full AV system upgrade, including: *Electric projection screens *Projectors *Video management and switching systems *Audio reinforcement upgrades where needed *System control functions *Wireless presentation capability where needed *Guest input connections (HDMI, USB-C, etc.)	Many of the classroom AV systems in these rooms have reached or exceeded their normal lifecycle and are beginning to show signs of aging, reliability issues, and outdated technology standards. Upgrading these systems will ensure that classrooms remain functional, reliable, and capable of supporting modern instructional technology needs. The proposed upgrades will standardize AV systems across campus, improve ease of use for faculty, reduce troubleshooting and downtime, and maintain compatibility with current devices such as HDMI and USB-C laptops and wireless presentation platforms. Prioritizing these rooms allows the college to address the most critical systems first while maintaining a structured AV refresh cycle for classrooms across Norco College. Maintaining reliable AV infrastructure is essential for supporting daily instruction, student engagement, and the effective delivery of course content.	Network Cabling Infrastructure	3			3	4	5	4	6	22		13
Administrative: Business Services	2024 - 2027	\$90,180.	ITEM: Equipment, Services, Software, Furniture	NCTSSAV-001g: ATEC 118 Classroom AV system	A build of materials list of AV components and equipment will be provided.	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty and students might find the teaching and learning devices they bring into the classroom no longer compatible with the classrooms audiovisual equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught/used is outdated and they opt for another college.	The current AV equipment in this classroom is outdated and needs to be replaced.	3	No Action-Insufficient funding	TSS/IMC Tie broke by area priority	3	4	4	4	6	21	Tie	14
Administrative: Business Services	2025 Update	\$98,000.	ITEM: Equipment, Services, Software, Furniture	Golf Cart Request (submitted originally 2024-27)	(4) Golf Carts for Facilities Department to efficiently provided services to the campus community (2) for Custodial services, (2) for Maintenance	Purchasing new golf carts enhance the efficiency of campus operations for the facilities department. This supports EMP goals by optimizing resources, improving productivity, and enhancing the overall campus experience.	Worn down existing golf carts.	4	No Action-Insufficient funding		2	5	5	5	4	21	Tie	14
Administrative: Business Services	2025 Update	\$125,000.	ITEM: Equipment, Services, Software, Furniture	New Articulating Boom Lift	A new articulating boom lift that provides enhanced reach for difficult-to-access areas. The platform is designed to accommodate heavy equipment, improving accessibility and operational efficiency. This upgrade will significantly enhance staff safety and allow for better maintenance of campus facilities.	This request aligns with the following objectives: 2025 Objective 10.1: Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college. 2025 Objective 10.2: Develop and maintain the Facilities Master Plan. The current boom lift is unreliable and lacks necessary functionality, limiting our ability to maintain campus facilities effectively. A new articulating boom lift will allow staff to access hard-to-reach areas and safely transport heavy equipment. This investment enhances efficiency, reduces safety risks, and ensures that facilities maintenance can meet the demands of the growing campus infrastructure.	The current boom lift truck is outdated, starting to fail, and has limited accessibility due to its size. It does not have the capability to load heavy equipment onto its platform, which limits efficiency and increases safety risks.	3	No Action-Insufficient funding		3	3	2	2	10	20		16
Administrative: Business Services	2025 Update	\$22,200.	ITEM: Equipment, Services, Software, Furniture	NCTSSIT-001f: Quantity 70 27-inch Monitors for Staff and Faculty	Quantity 70 27-inch Monitors	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. External monitors attached to mobile computer docking stations Ultimately students are disadvantaged when employees are not provided the computer equipment they use to either directly or indirectly support student programs. External monitors attached to mobile computer systems are used repeatedly for remote interactions with students unable to meet in person and provide an improved viewing environment versus the small mobile device screens.	The current stock of monitors for staff and faculty is depleted and needs to be replenished.	2	No Action-Insufficient funding		1	3	2	3	10	19		17
Administrative: Business Services	2026 Update	\$120,000.	ITEM: Equipment, Services, Software, Furniture	Classroom Ergonomic / ADA Furniture Upgrade	Funding to purchase and deploy institutional-grade ADA-compliant and ergonomic furniture to establish at least one permanent accessible station in each classroom. Implementation could occur in a phased 3-year plan about \$35,000 per year to distribute the cost and ensure consistent rollout across campus.	Establishing a permanent accessible station in each classroom strengthens equitable access to instructional spaces. Current reliance on relocating furniture between rooms each term creates logistical strain and may delay accommodation readiness. A phased implementation ensures steady progress toward campus-wide accessibility without requiring a single large capital allocation. This request directly supports Strategic Goal 3 (Equity) by reducing structural barriers for students with disabilities and promoting inclusive classroom design. It also supports Strategic Goal 7 (Facilities) by ensuring that instructional spaces are accessible, functional, and aligned with institutional commitments to student success. The request aligns with ACCJC/WASC Standard III.B (Physical Resources) by maintaining facilities that assure access, safety, and a healthful learning environment.	The college maintains 6066 active instructional classrooms serving students with diverse mobility and ergonomic needs. Currently, accessible furniture is limited and must be relocated between classrooms each term to accommodate accommodation requests.	8			4	4	5	3	2	18		18
Administrative: Business Services	2025 Update	\$75,000.	ITEM: Equipment, Services, Software, Furniture	New Electric Pickup Truck	A new electric pickup truck to support daily facilities operations, including hauling trailers, transporting equipment, and fulfilling off-campus facility requests. This vehicle will enhance efficiency, reliability, and sustainability while also being available to assist other departments when necessary.	This request aligns with the following objectives: 2025 Objective 10.1: Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college. 2025 Objective 10.2: Develop and maintain the Facilities Master Plan. 2025 Objective 10.9: Develop and start implementing a sustainable campus. 2025 Objective 10.13: Develop and implement plans for off-campus facilities for instructional purposes. The need for reliable transportation continues to grow as the facilities team supports off-campus instructional sites and an increasing number of operational demands. A new electric pickup truck would allow for efficient hauling of trailers and equipment while also aligning with sustainability goals. Investing in this vehicle would enhance operational efficiency, reduce maintenance costs, and contribute to the colleges commitment to a greener campus.	Currently, we have one aging pickup truck that is beginning to show signs of wear, along with a previously salvaged pickup truck that is no longer in service. The demand for transportation continues to grow, especially with off-site facilities requests and the need to haul trailers and equipment. The existing vehicle is insufficient to meet these expanding needs.	4	No Action-Insufficient funding		3	3	3	2	6	17		19

Administrative: Business Services	2024 - 2027	\$221,815.	ITEM: Equipment, Services, Software, Furniture	NCTSSIT-001a: Quantity 70 15-in Lenovo Laptops for staff/faculty.	Quantity 70 15-in Lenovo Laptops compatible with Thunderbolt 4 Dock	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty might find the teaching devices they bring into the classroom no longer compatible with the classrooms instructional equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught is outdated and they opt for another college. Employees often find that their devices lack the resources to be compatible with updates and newer versions of the software they use.	The current stock of laptops and docking stations for staff and faculty is low and needs to be replenished.	3	No Action- Insufficient funding	TSS/IMC How many computers are needed for faculty, for staff?	1	5	2	2	6	16		20
Administrative: Business Services	2024 - 2027	\$450,180.	ITEM: Equipment, Services, Software, Furniture	NCTSSAV-001i: CSS Video Wall System	A build of materials list of AV components and equipment will be provided.	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty and students might find the teaching and learning devices they bring into the classroom no longer compatible with the classrooms audiovisual equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught/used is outdated and they opt for another college.	The current video wall system in CSS is outdated and needs to be replaced.	4	No Action- Insufficient funding	TSS/IMC Tie broke by area priority	3	3	2	3	4	15		21
Administrative: Business Services	2026 Update	\$245,000.	ITEM: Equipment, Services, Software, Furniture	Classroom Audio Visual System Refresh for End-of-Life Equipment - Buildings and Rooms - HUM 111, HUM 103, HUM 102, ATEC 118, ATEC 119, ATEC 210, ATEC 211	All rooms will receive a full AV system upgrade, including: *Electric projection screens *Projectors *Video management and switching systems *Audio reinforcement upgrades where needed *System control functions *Wireless presentation capability where needed *Guest input connections (HDMI, USB-C, etc.)	Many of the classroom AV systems in these rooms have reached or exceeded their normal lifecycle and are beginning to show signs of aging, reliability issues, and outdated technology standards. Upgrading these systems will ensure that classrooms remain functional, reliable, and capable of supporting modern instructional technology needs. The proposed upgrades will standardize AV systems across campus, improve ease of use for faculty, reduce troubleshooting and downtime, and maintain compatibility with current devices such as HDMI and USB-C laptops and wireless presentation platforms. Prioritizing these rooms allows the college to address the most critical systems first while maintaining a structured AV refresh cycle for classrooms across Norco College. Maintaining reliable AV infrastructure is essential for supporting daily instruction, student engagement, and the effective delivery of course content.	Network Infrastructure Cabling	2			1	2	3	2	6	14		22
Administrative: Business Services	2024 - 2027	\$67,680.	ITEM: Equipment, Services, Software, Furniture	NCTSSAV-001a: ATEC 204 Classroom AV system	A build of materials list of AV components and equipment will be provided.	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty and students might find the teaching and learning devices they bring into the classroom no longer compatible with the classrooms audiovisual equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught/used is outdated and they opt for another college.	The current AV equipment in this classroom is outdated and needs to be replaced.	3	No Action- Insufficient funding		1	2	1	2	6	12		23
Administrative: Business Services	2024 - 2027	\$22,200.	ITEM: Equipment, Services, Software, Furniture	NCTSSIT-001e: Quantity 70 Replacement 27-inch Student Instructional Monitors for Computer Labs.	Quantity 70 27-inch Dell Monitors	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty might find the teaching devices they bring into the classroom no longer compatible with the classrooms instructional equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught is outdated and they opt for another college. Employees often find that their devices lack the resources to be compatible with updates and newer versions of the software they use.	The current student instructional monitors in computer labs have reached their end-of- life.	3	No Action- Insufficient funding	TSS/IMC Tie broke by area priority	1	2	1	1	6	11		24
Administrative: Business Services	2026 Update	\$15,000.	ITEM: Equipment, Services, Software, Furniture	Smart mapping for Campus Resilience: Enhancing Facilities and Emergency Preparedness	Funding to implement Geographic Information System (GIS) mapping of key safety and facilities assets, including utility shutoffs, life-safety infrastructure, and critical systems. This will support maintenance planning, inspection documentation, and emergency response coordination.	The college currently relies on static blueprints and institutional knowledge to identify and locate utility shutoffs and critical infrastructure systems. This approach presents operational risk during emergency events, maintenance disruptions, and staff transitions. Implementing a GIS-based mapping platform will centralize and digitize critical facilities data, providing more accurate, accessible, and updateable records of campus infrastructure. This supports more efficient maintenance planning, faster emergency response to utility incidents, and improved coordination during operational disruptions. This request supports Strategic Goal 7 (Facilities) by enhancing long-term infrastructure management and ensuring that physical resources are maintained in a systematic and sustainable manner. Additionally, this project supports ACCJC/WASC Standard III.B (Physical Resources), which requires institutions to systematically plan and evaluate physical resources to assure safety, security, and sustainability. Centralized GIS mapping enhances the college's ability to maintain its facilities responsibly and efficiently.	Existing campus blueprints and institutional knowledge regarding utility shutoffs and infrastructure pathways. However, this information is not centralized in a dynamic, GIS-based platform.	3	No Action- Insufficient funding		1	2	1		6	10		25
Administrative: Business Services	2024 - 2027	\$145,000.	ITEM: Equipment, Services, Software, Furniture	Backhoe/Loader Tractor	A (N) Backhoe/Loader Tractor for Facilities department	A backhoe can significantly enhance the Grounds team the ability to maintain the campus, ensuring it is clean, safe, and visually appealing. The ability to quickly and efficiently carry out tasks such as landscaping, soil movement, and trenching for irrigation can lead to a more attractive campus, fostering pride among all constituent groups. The use of a backhoe can increase the efficiency of the Grounds team, reducing the physical strain associated with manual labor. This contributes to a more positive workplace environment and can improve the overall morale of the staff.Relation to Objective 10.1 (Support for Facilities Growth): Infrastructure Development: A backhoe would be instrumental in supporting the growth of facilities through efficient groundwork and preparation for new buildings or renovations. This aligns with the objective of planning for and advocating for the resources necessary to support facilities growth. Relation to Objective 10.2 (Facilities Master Plan): Execution of Grounds-related Goals: The backhoe enables the Grounds team to effectively implement the outdoor space aspects of the Facilities Master Plan. This includes tasks such as creating new landscape features, repairing pathways, or preparing sites for new facilities. Relation to Objective 10.6 (Maximizing Funding): Campus Appeal and Funding Opportunities: A well-maintained campus can serve as a showcase for potential donors and funding bodies. The backhoe's contribution to campus aesthetics and functionality can make the college more attractive to these groups, potentially leading to increased funding opportunities. Relation to Objective 10.9 (Sustainable Practices): Sustainable Grounds Maintenance: The backhoe can be used in projects that promote sustainability on campus, such as developing rain gardens or constructing swales for stormwater management. These projects contribute to the college's commitment to sustainable campus practices. Relation to Objective 10.10 (Building Community): Enhancing Community Spaces: By maintaining and improving outdoor communal areas with the help of a backhoe, the Grounds team can contribute to creating inviting spaces that encourage community interaction and engagement. Relation to Objective 12.1 (Budget Augmentations):Operational Efficiency: The acquisition of a backhoe is an investment that can lead to long-term savings by reducing the time and labor costs associated with grounds maintenance. This aligns with planning for budget augmentations to meet operational demands. In requesting a backhoe for the grounds/facilities, it is crucial to emphasize how this resource will directly contribute to achieving the college's strategic objectives. The backhoe will enable the Grounds team to work more effectively, enhance the campus environment, foster a positive workplace culture, and support the college's vision for facilities growth and sustainability. Additionally, over the past two years facilities department has incurred expenses amounting to nearly \$10,000 for repairs on the exiting tractor, which is now demonstrably prone to breakdown. Currently, the tractor is inoperable and requires further repairs. Given the ongoing maintenance costs and the unreliability of the existing equipment, it would be in the college's best interest to invest in a replacement tractor.	Existing failing backhoe/loader	2	No Action- Insufficient funding	Facilities		1	1		6	8		26
Administrative: Business Services	2025 Update	\$50,000.	ITEM: Equipment, Services, Software, Furniture	NCTSS-001: TSS vehicle for transferring equipment between Norco College locations	Work van	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Equipment delivered between Norco College locations is either directly used in student instruction or indirectly used by programs and employees that support student instruction. TSS team members at Norco College should not have to rely on their personal vehicles or wait for a Norco College vehicle to become available; especially if not delivering equipment disrupts student instruction.	Personal vehicles and Norco College vehicles when they are available	4	No Action- Insufficient funding			1			4	5		27

Administrative: Business Services	2026 Update	\$70,000.	ITEM: Equipment, Services, Software, Furniture	Temperature-Controlled Emergency Storage	Funding to procure and install a 40 high-cube refrigerated storage container (or modular temperature-controlled storage unit)	The college maintains emergency supplies to support response and recovery operations; however, current storage conditions expose materials to temperature fluctuation and environmental degradation. Installation of a temperature-controlled storage unit preserves the shelf life of critical supplies, protects assets from infestation and heat damage, and reduces long-term replacement costs. This request supports Strategic Goal 7 (Facilities) by strengthening physical infrastructure that supports emergency readiness and campus safety. It also aligns with ACCJC/WASC Standard III.B (Physical Resources) by ensuring that institutional resources are maintained in a manner that supports safety, sustainability, and operational continuity.	Designated space on campus suitable for placement of a temperature-controlled storage container. The college currently maintains disaster supplies that require protection from heat exposure and environmental degradation.	6			1	1	1		0	3		28
Administrative: Business Services	2024-2027	\$207,000.	ITEM: Equipment, Services, Software, Furniture	NCTSSIT-001a: Quantity 30- Replacement Student Instructional Desktop Computers for ATEC-118.	Quantity 30 Dell Desktop Small-Form Factor (SFF) computers	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more-comprehensive college: Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty might find the teaching devices they bring into the classroom no longer compatible with the classrooms instructional equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught is outdated and they opt for another college. Employees often find that their devices lack the resources to be compatible with updates and newer versions of the software they use.	The current student instructional computers in ATEC-118 have reached their end-of-life:	9	No Action- Insufficient funding	TSS/IMG Tie broke by area priority						0	This Classroom is offline and will be used for Business and Entrepreneurship. Request can be deleted. T.Bell	N/A
Administrative: Business Services	2024-2027	\$207,000.	ITEM: Equipment, Services, Software, Furniture	NCTSSIT-001c: Quantity 30- Replacement Student Instructional Desktop Computers for CACT-2.	Quantity 30 Dell Desktop Small-Form Factor (SFF) computers	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more-comprehensive college: Ultimately students are disadvantaged when obsolete equipment is not replaced as technology outside the college continues to improve and evolve. Faculty might find the teaching devices they bring into the classroom no longer compatible with the classrooms instructional equipment. Students might find they are learning on obsolete equipment the workplace is no longer using. Programs might find they cannot teach a course requiring newer technology, so those courses cannot be offered. Colleges might find lower enrollment if students complain the technology taught is outdated and they opt for another college. Employees often find that their devices lack the resources to be compatible with updates and newer versions of the software they use.	The current student instructional computers in CACT-2 have reached their end-of-life:	9	No Action- Insufficient funding	TSS/IMG Tie broke by area priority						0	CACT has been demolished this request can be deleted. T.Bell	N/A
Administrative: Business Services	2025-Update	\$50,000.	ITEM: Equipment, Services, Software, Furniture	Update dining room tables and chairs	We would like to update the tables and chairs to ensure we have ample seating for students and staff.	This project support 7.6: Wellness and Success as well as 10.10: Building community spaces as creating a welcoming environment is very important to students and the dining room is often the busiest place on campus which we promote and enjoy:	We have tables and chairs that are over a decade old and beginning to fail. Many tables wobble and seating is now limited:	1	No Action- Insufficient funding							0	Funded in 25/26 using Salary Savings. Request can be deleted. T.Bell	N/A

[illegible]

BUDGET

NORCO COLLEGE BUSINESS SERVICES

NORCO COLLEGE BUSINESS SERVICES															PRIORITY: 5=Very; High 4=High; 3=Medium; 2=Low; 1=Very Low; 0=NA							
Unit	Cycle	\$ Amount Requested	Resource Type	Resource Title	What resources do you need?	Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.	What resources do we already have?	Priority	Funding Status	2024-25 Notes	To what extent does this request support one or more EMP GOALS?	To what extent does this request support a PROGRAM REVIEW GOAL?	To what extent does this request support student SAFETY or COMPLIANCE?	To what extent is this request supported by OUTCOMES ASSESSMENT DATA?	DEPT RANKING Highest Rank = 10 Second Highest= 8 Third Highest= 6 Fourth Highest= 4 Fifth Highest= 2 Sixth Highest= 0	Rubric Total	2025-NOTES	2024-25 Council Rankings				
Administrative: Business Services	2025 Update	\$400,000.	BUDGET: Facilities Building, Remodel	Keyless Access Control System for: Humanities, Science and Technology, Applied Technology, & Library (Exterior)	Hire a consultant to provide a comprehensive analysis to ensure the following: - Ensuring compatibility with the existing access control system. - Assessing scalability, network infrastructure, and power supply requirements. - Ensuring smooth integration with existing security systems. - Provide user training and education for staff and users at new locations. Hire a contractor to install new controllers after analysis has been completed.	Objective 9.2: The addition of the keyless access control system helps preserve and foster a positive workplace culture for all constituent groups within the college. The system provides a convenient and user-friendly experience for full-time faculty, part-time faculty, classified professionals, student workers, and managers, enhancing their satisfaction and well-being. Objective 10.1: The addition of the keyless access control system supports the college's plan to advocate for funding to meet the growing facility needs. It enhances the existing access control infrastructure, ensuring that the college can accommodate its expanding facilities in a comprehensive manner. Objective 10.2: The implementation of the keyless access control system aligns with the college's objective to develop and maintain a Facilities Master Plan. This expansion can be incorporated into the plan as a means to improve and update the existing access control system, ensuring effective management of facility access. Objective 10.6: The request for the expanded keyless access control system aligns with the college's objective to develop plans and strategies to maximize state facilities funding. By showcasing the college's commitment to modernization and technological advancements, it increases the potential for securing state funding for local projects. Objective 10.9: The expansion of the keyless access control system can contribute to the college's efforts to develop and implement a sustainable campus. By minimizing the use of physical keys and adopting energy-efficient technologies, the system supports the college's sustainability goals. Objective 10.10: The addition of the keyless access control system contributes to the intentional design of spaces that build community. By providing convenient and secure access, the system fosters a sense of inclusivity and community engagement among students, faculty, and staff. Objective 12.1: The request for an expanded keyless access control system may require budget augmentations to meet operational demands. Advocating for the necessary funds aligns with the college's objective to plan and secure the general fund budget needed to achieve its comprehensive vision. In summary, the request for an additional keyless access control system at the college complements several objectives, including facility growth, Facilities Master Plan, community building, budget augmentations, sustainability, workplace culture, and funding maximization.	Existing access control panels at College Resource Center, Center for Student Success, Industrial Technology, Soccer Complex, Veterans Resource Center and Operation Center. .	2	No Action- Insufficient funding	Student Service was the only building that received progress.	5	5	5	5	10	30		1				
Administrative: Business Services	2026 Update	\$1,200,000.	BUDGET: Facilities Building, Remodel	F1 AJAX Boilers Upgrade	RFPQ, Architect, Mechanical engineer, Department of State Architect (DSA) approve set plans, DSA inspector, & a License Contractor for construction.	Objective 9.2, which aims to foster a positive workplace culture for all constituent groups, including faculty, staff, and students, is indirectly supported by the boilers request. By ensuring a reliable and comfortable working and learning environment, the boilers contribute to creating a positive atmosphere on campus. Objective 10.1 of the 2025 plan, which aims to plan and advocate for funding to meet facilities growth and achieve a more comprehensive college. The boilers are crucial for maintaining the energy supply to the college, ensuring uninterrupted operations, and supporting any new buildings developed in the future as part of the Facilities Master Plan (Objective 10.2). Objective 10.6, which emphasizes developing plans and strategies to maximize local project funding availability. By investing in energy-efficient infrastructure, the college can leverage potential state facilities funding and demonstrate its commitment to sustainability, increasing the likelihood of securing funding for future projects. Objective 10.9, which focuses on developing and implementing sustainable campus initiatives. Energy efficiency is a crucial component of sustainability, and the chiller's improved efficiency will contribute to reducing the college's carbon footprint and promoting environmental stewardship. Objective 10.10, which focuses on designing spaces that intentionally build community. It enhances the overall campus infrastructure, creating a comfortable and efficient environment for students, faculty, and staff, fostering a sense of community and collaboration. Objective 12.1, which aims to plan and advocate for budget augmentations to meet operational demands. By investing in an energy-efficient chiller, the college can achieve its vision for a more comprehensive institution while minimizing operational costs and environmental impact. In summary, the request for a new boilers for the F1 plant supports multiple objectives outlined in the 2025 plan, including facilities growth, comprehensive campus development, community building, budget advocacy, sustainability, positive workplace culture, and strategic funding maximization.	A comprehensive report of the condition of the college HVAC system completed in 21/22, and data from the district Sustainability Climate Action Plan (SCAP).	1			5	5	5	5	8	28		2				
Administrative: Business Services	2024 - 2027	\$20,000.	BUDGET: Request Ongoing Funding (Support, Mktg)	NCTSSAV-002a: Ongoing augmentation of the AV repairs budget	Ongoing augmentation of the AV repairs budget	EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when broken AV equipment is not repaired or replaced. TSS currently only has a budget for repairing its own technology equipment and does not have a budget for repairing College and District Office technology equipment outside of TSS. To repair or replace College and District Office technology equipment TSS must either forward repair costs to the departments or go through the program review process to obtain funds to repair or replace equipment vital for supporting instruction and subsequently supporting student success.	Skilled and experienced classified AV professionals familiar with the acquisition, maintenance, and lifecycle of AV equipment.	3	No Action- Insufficient funding		4	4	4	4	6	22		3				
Administrative: Business Services	2026 Update	\$150,000.	BUDGET: Facilities Building, Remodel	Upgrade to Library and IT bldg. Elevators	The primary resource needed is funding to support an elevator upgrade project for both units. These upgrades may include replacement of controllers, motors, door operators, communication systems, and safety components that are no longer supported by manufacturers.	This request supports EMP Goal 10: Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts by addressing the need to upgrade aging elevators that have not yet been modernized, which are among the oldest elevator systems currently in operation on campus. These units have exceeded their expected service life and require frequent repairs, resulting in increased maintenance costs, service interruptions, and reliability concerns that impact daily campus operations. Upgrading these systems will improve reliability, enhance safety, and ensure consistent accessibility to all building levels for students, faculty, staff, and visitors. Reliable vertical transportation is essential to maintaining full use of campus facilities and supporting an environment that is welcoming and accessible to the entire college community.	The college currently relies on existing Facilities staff and contracted elevator service vendors to maintain the operation of all campus elevators, including the IT Building and Library elevators. .	3			3	5	5	2	6	21		4				

Administrative: Business Services	2026 Update	\$150,000.	BUDGET: Facilities Building, Remodel	Remove Emergency “Blue” phones across campus	Funding for professional decommissioning and removal of all emergency blue phone towers, including electrical disconnection, foundation removal as required, and site restoration. This work may be implemented in a phased approach and funded incrementally if necessary. The emergency blue phone system has reached end-of-life status. The manufacturer is no longer in business, replacement parts are discontinued, and multiple units are currently non-operational. Continued reliance on unsupported infrastructure presents a potential liability exposure. Maintaining obsolete and partially non-functional emergency equipment may create a false expectation of reliability. Systematic decommissioning and removal of these obsolete infrastructure ensures that campus safety systems remain intentional, functional, and aligned with current operational practices. This request supports Strategic Goal 7 (Facilities) through responsible lifecycle management of aging physical infrastructure and ongoing evaluation of campus safety resources. Additionally, this request aligns with ACCJC/WASC Standard III.B (Physical Resources), which requires institutions to evaluate and maintain physical resources to assure safety and security in a systematic and sustainable manner.	The college maintains 31 emergency blue phone and tower locations installed approximately 30–35 years ago. These systems are no longer supported by the original manufacturer, and replacement parts are discontinued. At least 10 units are currently non-operational, and additional units are experiencing failure. The campus currently maintains multiple modern emergency communication systems, including the Rave Alert mass notification platform, campus siren/annunciator systems, on-site police presence, county sheriff dispatch and 911 integration, and phone access in classrooms and offices.	4	In Progress	This project was started in Summer and will be completed this fiscal year 2025/26	4	4	4	4	4	20	5
Administrative: Business Services	2026 Update	\$15,000.	BUDGET: Facilities Building, Remodel	Door Replacement Library classroom 121	Funding for full removal and replacement of the existing storefront-style commercial door assembly, including frame modification as needed, upgraded locking hardware, and professional installation. The current door hardware in Library 121 is equipped with exterior key-operated deadbolt and does not provide an interior locking function. During a lockdown or shelter-in-place event, this design requires an occupant to exit the room to engage the lock. Once outside, the individual would not be able to re-enter the room while maintaining the locked condition intended to protect those inside. This design delays room securement and creates unnecessary risk exposure. This upgrade supports Strategic Goal 7 (Facilities) by maintaining safe and functional campus facilities. It also aligns with ACCJC/WASC Standard III.B (Physical Resources), which requires that physical resources be constructed and maintained to assure safety and security for students and employees. Updating the door hardware corrects a known design deficiency and brings the room into alignment with current lockdown best practices. The improvement reduces exposure risk, supports emergency preparedness protocols, and ensures that facilities function as intended during critical incidents.	Existing door, and lock/key system	2	No Action- Insufficient funding		2	2	5	2	8	19	6
Administrative: Business Services	2025 Update	\$750,000.	BUDGET: Facilities Building, Remodel	Campus Wide Wayfinding	To significantly improve wayfinding on campus, it is essential for the college to obtain approved set plans from the Division of State Architect for a comprehensive signage system, information kiosks, and directories. By implementing these resources, the college aims to enhance navigation for students, faculty and staff, ensuring they can easily access and utilize available resources effectively. Additionally, funding will be required to support the implementation of the approved design and to ensure the successful completion of the project. The request for campus-wide wayfinding supports several objectives outlined in the Facilities Master Plan (FMP) and the Education Master Plan (EMP) for Norco College, as well as the 2025 objectives: 1. FMP and EMP Alignment: The request for campus-wide wayfinding aligns with the objectives of developing and maintaining the Facilities Master Plan (Objective 10.2) and the Education Master Plan (Objective 10.9). Wayfinding systems are essential for creating an efficient and well-organized campus environment. By improving navigational signage and systems, the college enhances the overall campus experience, contributes to a positive workplace culture (Objective 9.2), and supports the goals outlined in the Education Master Plan. 2. Facilities Growth and Comprehensive College Vision: The request for campus-wide wayfinding supports Objective 10.1, which focuses on planning and advocating for the funding needed to meet facilities growth and achieve the vision for a more comprehensive college. Effective wayfinding systems are crucial for accommodating the growth of the college and ensuring that new and existing facilities are easily accessible and navigable. By requesting resources for wayfinding, the college demonstrates its commitment to supporting facilities growth and providing a comprehensive campus experience. 3. Designing Spaces that Build Community: Campus-wide wayfinding directly supports Objective 10.10, which emphasizes the design of spaces that intentionally build community. Clear and well-designed wayfinding systems create a more inclusive and welcoming environment for students, faculty, staff, and visitors. By improving navigation and creating intuitive pathways, the college enhances community engagement and fosters a sense of belonging on campus. 4. Budget Augmentations and Capitalizing on Funding: The request for campus-wide wayfinding can align with Objective 12.1, which focuses on planning and advocating for general fund budget augmentations to meet operational demands. While the specific funding needs for wayfinding may vary, it is an essential investment in operational efficiency and improving the overall campus experience. Additionally, effective wayfinding can help maximize local project funding availability (Objective 10.6) by ensuring that resources are efficiently utilized and supporting the successful implementation of other projects. In summary, the request for campus-wide wayfinding supports the FMP and EMP for Norco College by enhancing navigational systems and promoting a comprehensive, community-oriented campus. It aligns with objectives related to facilities growth, comprehensive college vision, workplace culture, budget augmentations, and maximizing funding availability.	The college existing signage exhibits signs of deterioration, including fading, breakage and overall poor condition. The college has engaged the expertise of a licensed architect to develop the schematic design, which has been approved by the college. Currently, we are in the process of reviewing the construction design to move forward with implementing the necessary improvements.	7	No Action- Insufficient funding		5	5	3	5	0	18	7
Administrative: Business Services	2024 - 2027	\$10,000.	BUDGET: Request Ongoing Funding (Support, Mktg)	NCTSSIT-002a: Ongoing augmentation of the IT repairs budget	Ongoing augmentation of the IT repairs budget EMP Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Ultimately students are disadvantaged when broken IT equipment is not repaired or replaced. TSS currently only has a budget for repairing its own technology equipment and does not have a budget for repairing College and District Office technology equipment outside of TSS. To repair or replace College and District Office technology equipment TSS must either forward repair costs to the departments or go through the program review process to obtain funds to repair or replace equipment vital for supporting instruction and subsequently supporting student success.	Skilled and experienced classified IT professionals familiar with the acquisition, maintenance, and lifecycle of IT equipment.	3	No Action- Insufficient funding		3	3	3	2	6	17	8
Administrative: Business Services	2026 Update	\$175,000.	BUDGET: Facilities Building, Remodel	Update to HAWK pedestrian crosswalk system.	Funding to install an additional solar-powered signal tower within the center median to enhance visibility during pedestrian crossing activation. This request enhances the existing HAWK pedestrian crosswalk system by installing an additional solar-powered signal tower within the center median to improve driver visibility during activation. The enhancement provides increased visual redundancy and strengthens driver awareness during pedestrian crossings. The cost estimate is based on prior vendor consultation and represents a planning-level projection. Final costs will be confirmed through updated vendor pricing prior to execution. This project supports Strategic Goal 7 (Facilities), Objective 7.4: Enhance transportation infrastructure, by improving pedestrian safety within a high-use campus corridor. Survey data from Fall 2023 indicates that approximately 20% of respondents identified pedestrian awareness and crosswalk safety as areas of concern. This enhancement directly responds to those identified safety perceptions while reinforcing existing infrastructure. Additionally, this request aligns with ACCJC/WASC Standard III.B (Physical Resources) by maintaining and improving transportation infrastructure to support a safe and functional campus environment.	The campus currently maintains an operational HAWK pedestrian crosswalk system on Third Street, including signal heads, signage, roadway striping, and supporting traffic infrastructure.	5	No Action- Insufficient funding		2	5	3	3	2	15	9

Administrative: Business Services	2025 Update	\$345,000.	BUDGET: Facilities Building, Remodel	Repainting & Repairs to Exterior of the building's campus wide	Financial resources are required to cover the expenses associated with hiring a professional painting contractor and acquiring the necessary materials.	EMP 10.1, 10.2, 10.10, 12.11. Objective 10.1: Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college. Repainting the entire college exterior is a necessary facility improvement that contributes to creating a more comprehensive college. By requesting funds for this project, the college demonstrates its commitment to enhancing the campus environment and meeting the facilities growth required to achieve its vision. 2. Objective 10.2: Develop and maintain Facilities Master Plan. Repainting the college exterior aligns with the objective of developing and maintaining a Facilities Master Plan. This plan aims to establish a systematic approach to managing and improving college facilities. By including the repainting project in the plan, the college demonstrates its commitment to maintaining and upgrading its physical infrastructure. 3. Objective 10.10: Design spaces that intentionally build community. Repainting the entire college exterior can contribute to the objective of designing spaces that intentionally build community. A fresh coat of paint can enhance the aesthetic appeal of the college and create a welcoming environment. It can foster a sense of pride and belonging among students, faculty, and staff, thus promoting a stronger sense of community on campus. 4. Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college. Requesting funding for repainting the college exterior falls under the objective of planning and advocating for budget augmentations to meet operational demands. By prioritizing the repainting project, the college recognizes the importance of maintaining a visually appealing campus environment that aligns with its comprehensive vision. It demonstrates a commitment to allocating resources to improve the overall college experience for its stakeholders. In summary, the request for repainting the entire college exterior supports the 2025 objectives by contributing to facilities growth, aligning with the Facilities Master Plan, promoting community-building, and advocating for budget augmentations to enhance the college's comprehensive vision.	A Facilities department with the expertise in preventative maintenance, industry standards on proper upkeep of exterior of buildings and a designated operational budget.	5	No Action- Insufficient funding		3	3	3	3	2	14	10
Administrative: Business Services	2026 Update	\$65,000.	BUDGET: Facilities Building, Remodel	Installation of pedestrian crosswalk at Third Street and Mustang Circle	Funds for vendors to provide labor and installation and materials for crosswalk. Some materials will include paint, possible grading work, associated concrete work, signs, and potential DSA/engineering review.	This request establishes an additional marked pedestrian crossing to improve campus circulation and connectivity between major facilities, including STEM and the Veterans Resource Center. The project includes ADA-compliant curb ramp reconstruction to ensure accessibility standards are met. Fall 2023 survey data indicated that approximately 20% of respondents identified crosswalk visibility and safe routes to campus as areas of concern. This project supports Strategic Goal 7 (Facilities), Objective 7.4: Enhance transportation infrastructure, by strengthening pedestrian circulation infrastructure while maintaining accessibility compliance. The request also aligns with ACCJC/WASC Standard III.B (Physical Resources) by maintaining and improving transportation infrastructure to support a safe and accessible campus environment.	Existing road infrastructure and layout to contribute to the overall support of this project.	10	No Action- Insufficient funding		2	3	5	3	0	13	11
Administrative: Business Services	2025 Update	\$50,000.	BUDGET: Facilities Building, Remodel	Emergency Backup Power	Backup generators to power the walk-in cooler and freezer.	Power outages affect the college regularly. These events put our cold food inventory at risk of spoilage, which has resulted in thousands of dollars in losses over the past several years. We would like to have an emergency system available so when the power fails the food inventory would stay cold. The minimum is to support the walk-in cooler and freezer but additional power would be necessary to offer emergency food services to the community.	We have all the equipment necessary for emergency food services if requested to provide this service to the community.	6	No Action- Insufficient funding	Tie broke by area priority (Potentially the battery back up from our campus Solar project will cover this resource request TBD)	3	3	5	1	0	12	12
Administrative: Business Services	2026 Update	\$5,500.	BUDGET: Request Ongoing Funding (Support, Mktg)	Support for Building Captain Initiative	Funding to sustain and strengthen the Building Captain program annually. Implementation will be structured over a development cycle, including 3rd party emergency preparedness training and refresher sessions. Additional communication tools and basic safety equipment as well as program recognition to maintain participation and continuity.	A phased investment over multiple years ensures consistency in training, equipment standardization, and program sustainability. This request supports Strategic Goal 7 (Facilities) by strengthening campus safety readiness and ensuring that physical spaces are supported by trained personnel during emergencies. The program also aligns with ACCJC/WASC Standard III.B (Physical Resources), which requires institutions to maintain facilities that assure safety and security. Effective building-level coordination complements physical infrastructure and strengthens institutional emergency preparedness capacity.	The college maintains a volunteer Building Captain program consisting of designated staff members who assist with emergency coordination, communication, and building-level response during drills and incidents. Participants currently serve in a voluntary capacity without dedicated program funding.	9	No Action- Insufficient funding	originally entered as Staff: professional development, updated to Budget for ranking purposes.	1	5	2	2	0	10	13
Administrative: Business Services	2026 Update	\$19,000.	BUDGET: Facilities Building, Remodel	Install traffic control speed cushions/tables on 3rd street	Funding for installation labor to complete the project.	This request provides installation labor funding to complete a previously funded traffic safety improvement project on Third Street. Speed cushion materials were purchased during the prior funding cycle as part of a phased roadway safety plan that included delineators and dedicated turn lanes. Due to timing constraints within the prior funding window, installation labor was not executed before the allocation expired. The materials are currently on site. This request does not expand scope; it completes the original project as designed. Completion supports Strategic Goal 7 (Facilities), Objective 7.4: Enhance transportation infrastructure, by finalizing planned roadway safety improvements in a high pedestrian-use corridor. Completing this installation also aligns with ACCJC/WASC Standard III.B (Physical Resources), which requires that physical resources be constructed and maintained to assure access, safety, and security. Finalizing the approved traffic-calming measures ensures the colleges transportation infrastructure meets that expectation.	Existing roadway infrastructure and layout on Third Street. Speed cushion materials previously purchased as part of an approved phased traffic safety improvement project.	1	No Action- Insufficient funding		5	4	5	1	6	21	14



IEGC Resource Request Review Process

1. Before beginning the initial ranking, each department manager and/or area lead will read the current Planning and Development Program Review to be well informed of EMP goal alignment, Data and Assessment review, etc. This information can be found on the Norco College Program Review Committee webpage:
<https://www.norcollege.edu/committees/prc/Pages/administrative-unit-program-review.aspx>
2. Managers and/or Area Leads should meet with the department and unit members to review and discuss the resource requests for their areas (new and previously unfunded resource requests are brought forward). Managers will then rank each of their area's items in order of importance in program review.
3. All Managers/Area Leads will collaborate to discuss each Planning and Development item individually and create a sequential ranking of all resource requests in the division with no duplicate rankings.
4. The sequential ranking of the Planning and Development resource requests will then be provided to the Norco College Institutional Effectiveness and Governance Council (IEGC) members and placed on the September agenda for review and discussion for a recommendation by the council.
 - Ranking managers may be invited to the meeting to answer any questions from council members as needed.
 - IEGC will discuss resource requests alignment with the strategic directions of the college, budget priorities, or other areas as agreed upon by IEGC for the funding year.
 - IEGC may deem it necessary to change the sequential ranking of resource requests, when this occurs the council will discuss the new ranking, provide written rationale for the change, and vote on the new rank and rationale.
5. IEGC recommendations for Planning and Development resource requests will then be sent forward to the College Council for consideration at their October meeting.
6. The recommendations are then sent to the Executive Cabinet for funding consideration.
7. Deviations by Executive Cabinet from the council rankings should be included in the College President Memorandum.

Planning & Development Division
Resource Request Prioritization
Fall 2026

Ranking - Item:

1. EOPS Computers \$4,000

Ranking - Budget:

1. Equity Pathways Programming/Conference \$25,000
2. Program Review \$5,000 (In Progress)
3. Norco Teaching Institute \$30,000 (In Progress)

Ranking - Staff:

1. FT Research Analyst (Office of Institutional Effectiveness)

Rationale: A second Research Analyst will expand the Office of Institutional Effectiveness' capacity to provide timely, actionable data and analysis that support collegewide planning, assessment, and data-informed decision-making. This position will strengthen the College's ability to monitor progress toward Strategic Plan goals and KPIs related to access, equity, student success, and institutional effectiveness; respond to growing data and evaluation needs associated with equity-focused programs and emerging reporting requirements, including AANHPI initiatives; and increase capacity for program evaluation and assessment. The additional position will also support the development and implementation of a comprehensive data governance framework to improve data quality, consistency, access, and shared institutional practices. Together, these functions will strengthen the College's capacity to use evidence to evaluate effectiveness, identify equity gaps, guide continuous improvement, and inform strategic resource allocation.

Planning and Development Program Review Resource Requests Workbook Sheet

Tab	Contents
Info	Information on the content of each sheet
Items- Budget type resource request	ITEM: Equipment, Services, Software, Furniture; ITEM: Technology; ITEM: Instructional Supplies
Budget- Budget type resource requests	BUDGET: Request Ongoing Funding (Support, Mktg); BUDGET: Facilities Building, Remodel
Staff- Staff type resource requests	STAFF: Classified Professional, Confidential, Mgr; STAFF: Professional Development

Link to Resource Request Dashboard <https://app.powerbi.com/view?r=eyJrjoIMDFmZm0MjgtMjRlMjQ0M0MjE4LTh5OTctZThiODM2MTE2YTFkIiwidCI6IjE0N2ZmMmFhLk1kOGQ0NDg5OS04YTEwLWY0NWZlNTY4NzNjMjIsImMiOiF9>

Please note- if any discrepancies are found or updates are needed please note the needed changes in red or highlight so appropriate updates can be made in Nuventive. If you have any questions please reach out to Charise.allingham@norcocollege.edu

Please use this workbook to indicate all edits, including re-ranking, notes, and changes in funding status.

Note: 250410- 2025-26 Annual Update Resource Request Added
Note: 260403-Addedd all new 2026-27 annual update resource requests

Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title	What resources do you need?	Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.	What resources do we already have?	This request for my area is Priority #:	Funding Staus	Notes
Planning and Development: Equity Programs	2024 - 2027	\$14,000.	ITEM: Equipment, Services, Software, Furniture	MoC video editing technology	4 Macbook Pros, 2 ipad pros	The MacBook Pros and iPad Pros would greatly assist in the development and editing of videos that aim to showcase to Norco College, RCCD, and other educational institutions how the Norco College MoC Scholars program is actively working towards closing the equity gaps for MoC and LatinX students. At present, the program relies on the technology owned by the student employees themselves.		5	No Action-R	Part of Classified JD
Planning and Development: Special Programs	2026 Update	\$4,000.00	ITEM: Equipment, Services, Software, Furniture	EOPS Counselor Desktop Computers	2 new desktop computers for the FT Tenured Counselors	This request supports a number of college goals and objectives from 2.1 thru 3.5 and KPI's 3, 4, 5, 6, 7	Outdated desktop computers		2 In Progress	The existing desktop computers being used by the program counselors are outdated and not functioning well thus will need to be replaced.

						Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.		What resources do we already have?		This request for my area is Priority #:	Funding Status	Notes
Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title	What resources do you need?							
Administrative: Planning and C	2024 - 2027	\$114,702	STAFF: Classified Profes	IE-Research Analyst (Institutional Research Specialist) moved 100% to general funds	Research Analyst (Institutional Research Specialist) moved 100% to general funds	EMP Objective 8.1-Ma Presently 25% of the Research Analyst position in Institutional Effectiveness is funded thr				3	No Action-Insufficient funding	
Administrative: Planning and C	2024 - 2027	\$124,899	STAFF: Classified Profes	Equity and Grants Support	100% Grants Admin Specialist to support the Equity and Grants Office on ongoing funds	60% categorically Grants Admin Specialist through 2024				1	Completed/Funded	
Administrative: Planning and C	2024 - 2027	\$143,169	STAFF: Classified Profes	IE-Institutional Effectiveness Support Coordinator (Instructional Program Support Coordinator) transfer	Institutional Effectiveness Support Coordinator position 100% General Funded	EMP Objective 8.2- De Currently this position is funded by AB 1705 (One-time funding)				2	Completed/Funded	
Administrative: Planning and C	2024 - 2027	\$152,936	STAFF: Classified Profes	IE-Additional Position- Research Analyst (Institutional Research Specialist)	Research Analyst (Institutional Research Specialist)	EMP Objective 8.1-Ma None, there is no funding for a 2nd research analyst.				6	No Action-Insufficient funding 2026 Rank: 1	
Administrative: Planning and C	2024 - 2027	\$172,170	STAFF: Classified Profes	Professional Development Coordinator	100% dedicated time and effort for college-wide professional development coordination	This resource supports No current resources				2		
Administrative: Planning and C	2024 - 2027	\$188,550	STAFF: Classified Profes	IE- Director of Institutional Research	The request is for 100% of the funding for this position.	8.1 - In order to support The current resources of the office are 1 Dean, 1 Analyst, and 1 IE Support Coordinator. T				1	No longer needed	
Planning and Development: B	2024 - 2027	\$10,336	STAFF: Classified Profes	Men of Color Scholars: Alumni Peer Mentors	Men of Color Scholars: Alumni Peer Mentors (2 alumni peer mentors at 8 hours)	Peer mentors are resp none for alumni				2	Completed/Funded	
Planning and Development: B	2024 - 2027	\$89,216	STAFF: Classified Profes	Men of Color Scholars: Peer Mentors	Continued funding for Men of Color Scholars: Peer Mentors (8 peer mentors at 12 hours, 2 peer mentors at 20 hours)	Peer mentors are resp Men of Color Scholars: Peer Mentors, hiring under FWS when possible				2	Completed/Funded	
Planning and Development: B	2024 - 2027	\$156,005	STAFF: Classified Profes	Increase Men of Color adjunct counselor hours (if full time is not possible)	Fall and Spring: .67 TA; (\$42,677.39 Fall + \$42,677.39 Spring = \$85,354.38)plus 175 hours Special Project: (\$16,471.00 Fall + \$	By hiring a full-time Mc Muc Scholars adjunct counselor (.67 is not being maximized)				1	Completed/Funded	
Student Services: Special Proj	2024 - 2027	\$55,000	STAFF: Classified Profes	Foster Youth Student Resource Specialist-PT to FT	Funding to transition the Student Resource Specialist from PT to FT	3.5: Reduce equity gap One FT Student Success Coach and PT Student Resource Specialist				1		
Student Services: Special Proj	2024 - 2027	\$195,000	STAFF: Classified Profes	EOPS Director	FT Director; required if program serves 500+ students; nearing that number; must be paid by college/general funds.	This position will provie Special Funded Programs Dean				5		
Student Services: Special Proj	2025 Update	\$33,586	STAFF: Classified Profes	EOPS PPT Administrative Technician	PPT Administrative Technician (19.5 hrs)	Seeking a PPT support 1 FT Educational Resource Advisor and 1 FT EOPS Specialist				2	No Action-Insufficient funding	
Student Services: Special Proj	2025 Update	\$55,000	STAFF: Classified Profes	Unity Zone Educational Resource Advisor	PPT Educational Resource Advisor	LGBTQIA and Undocur 1 FT Student Success Coordinator				1	No Action-Insufficient funding	

						Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.					What resources do we already have?		This request for my area is	
Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title	What resources do you need?					Priority #	Funding Status	Notes		
Administrative: Planning and Development	2024 - 2027	\$5,000.	BUDGET: Request O	IE-Assessment Committee Budget	Budget to support training, workshops and events	This funding would support work	Some funds provided			6	No Action-Insufficient fundin	PD Rank: 2		
Administrative: Planning and Development	2024 - 2027	\$20,000.	BUDGET: Request O	IE-Budget Increase	We need an additional 20K to be a self-sustaining unit.	This will support professional de	At present, 16K is the			4	No Action-Insufficient fundin	PD Rank: 1		
Planning and Development: Equity Programs	2024 - 2027	\$600.	BUDGET: Request O	Water delivery (Drinking water)	Water delivery (Drinking water)	Providing students with drinkable and decent-tasting v				4	Completed/Funded			
Planning and Development: Equity Programs	2024 - 2027	\$2,000.	BUDGET: Request O	Snacks for Equity Space	Budget: Snack for space	Providing students with snacks without charge is moti				3	Completed/Funded			
Planning and Development: Equity Programs	2024 - 2027	\$8,000.	BUDGET: Request O	Resources to combat food insecurities	Additional funding to increase the items we have and al	Food insecurity is a widespread	Snacks, water, freezer			2	Completed/Funded			
Planning and Development: Equity Programs	2024 - 2027	\$10,000.	BUDGET: Request O	MoC Scholars Basic School supplies, Polos, Jackets, merchandise,	MoC Scholars Basic School supplies, Polos, Jackets, m	Providing students with MoC gei	5000			3	Completed/Funded			
Planning and Development: Equity Programs	2024 - 2027	\$15,000.	BUDGET: Request O	Emergency Funds	Food/Grocery cards, gas cards, target gift cards, hotel v	This request supports our goals	N/A			1	No Action-Request not related to College Mission, Strategic Plan, Budget Priorities, Intended Outcomes			
Planning and Development: Equity Programs	2024 - 2027	\$40,000.	BUDGET: Request O	Part-time support specialist/Success Coach	We are seeking an additional person to support our gro	Through these additional studen	One full-time studen			4	No Action-Insufficient funding			
Planning and Development: Equity Programs	2024 - 2027	\$60,000.	BUDGET: Request O	Adjunct Faculty (Counselor)	We need an additional counselor who can receive 8-10	Through these additional couns	Full-Time Counselor/			3	No Action-Insufficient funding			
Administrative: Planning and Development	2025 Update	\$25,000.	BUDGET: Request O	DEIA Equity Summit	Ongoing funding for an annual DEIA Equity Summit	Requesting ongoing funding to b	Funding for the 2025			3	Completed/Funded	Use of one-time funds		
Administrative: Planning and Development	2025 Update	\$60,000.	BUDGET: Request O	Men of Color Operational Funding	Resources for programmatic components, including ew	This funding supports equity goa	1 FTE Classified Profr			2	Completed/Funded	Use of one-time funds		
26K for 5modules - Spring will need plan to fund. Used by 14 departments. Uniform system for all ares to schedule and capture data useful in Program Review and Service improvement.														
Student Services: Special Programs	2024 - 2027	\$5,000.	BUDGET: Request O	SARS Expanded Software	Funds to expand capabilities of SARS	SARS Basic				6	In Progress			
Student Services: Special Programs	2024 - 2027	\$18,000.	BUDGET: Request O	SAM Case Management Software	Software for 4 programs that can be used across many equity programs (\$4,500 ea)	Free Windows Acces				3	No longer needed			
Student Services: Special Programs	2025 Update	\$10,000.	BUDGET: Request O	Funding for LGBTQIA marketing initiatives	Ongoing funding to support LGBTQIA marketing initiati	Working with limited one-time gr	Limited one-time gra			3				
Student Services: Special Programs	2025 Update	\$15,000.	BUDGET: Request O	Peer mentors for LGBTQI (Unity Zone)	We are requesting \$15,000 in funding for peer mentors i	Providing peer mentors allows a	one-time grant funds			4				
Student Services: Special Programs	2025 Update	\$25,000.	BUDGET: Request O	Funding for Foster Youth Services	Funding to support foster youth not in NextUp with text:	The foundation and FYSN grant f	Foundation grant of f			4				
Administrative: Planning and Development	2026 Update	\$5,000.	BUDGET: Request O	IE-Program Review Committee Budget	Budget to support training, workshops and events to pri	This funding would support work	Some funds provided			7	In Progress			
Administrative: Planning and Development	2026 Update	\$30,000.	BUDGET: Request O	Norco Teaching Institute (NTI) Faculty Professional Development	annual allocation through 2030 to fund 20 faculty mem	Directly supports our strategic g	Previous use of one-t			1	In Progress			
Planning and Development: Equity Programs	2026 Update	\$25,000.	BUDGET: Request O	Student Equity Career Pathways Conference	Operational Budget to cover stipends, foods, materials,	The Student Equity Career Conf	Equity Programs Sup			1		2026 Rank: 1		



NORCO
COLLEGE

**INSTITUTIONAL SELF-EVALUATION REPORT
IN SUPPORT OF AN APPLICATION FOR
REAFFIRMATION OF ACCREDITATION**

Submitted By: Norco College
2001 Third Street
Norco, CA 92860

to

Accrediting Commission for Community and Junior Colleges

AUGUST 2026





**Institutional Self-Evaluation Report
in Support of an Application for
Reaffirmation of Accreditation**

Submitted by

Norco College
2001 Third Street, Norco, CA 92860

to

Accrediting Commission for Community and Junior Colleges

August 1st, 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

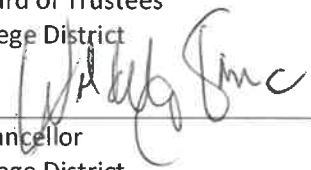
From: Dr. Monica Green
Norco College
2001 Third Street
Norco CA 92860

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

Signatures:



Jose Alcala, President, Board of Trustees
Riverside Community College District



Wolde-Ab Isaac, Ph.D. Chancellor
Riverside Community College District



[Monica Green \(Jun 11, 2026 12:02:46 PDT\)](#)
Monica Green, Ed.D., President
Norco College



Tenisha James, Ed.D., Vice President Planning & Development
Accreditation Liaison Officer, Norco College



Kimberly Bell, Academic Senate President and
Associate Professor of Counseling, Norco College



Jared Storar, Norco College Vice President
California School Employees Association Chapter 535



[Hussam Mobin \(Jun 10, 2026 13:10:40 PDT\)](#)
Hussam Mobin, President
Associated Students of Norco College

Contents

Forward to the Institutional Self-Evaluation Report..... 1

A. Introduction: Institutional Context 3

B. Institutional Self-Evaluation of Alignment with Accreditation Standards 15

 Standard 1: Institutional Mission and Effectiveness 15

 Standard 2: Student Success 20

 Standard 3: Infrastructure and Resources 38

 Standard 4: Governance and Decision-Making..... 51

C. Required Documentation..... 58

 Standard 1: Mission and Institutional Effectiveness 58

 Standard 2: Student Success 60

 Standard 3: Infrastructure and Resources 65

 Standard 4: Governance and Decision-Making..... 68

 Other Federal Regulations and Related Commission Policies..... 68

D. Appendix 1: Verification of Catalog Requirements (ER 20) 69

E. Appendix 2: Organizational Structure 72

Forward to the Institutional Self-Evaluation Report

Norco College used this self-evaluation as an opportunity for its faculty, classified professionals, students, and administrators to come together to tell the institution's story honestly, reflecting on what the College has built since its last reaffirmation, what it continues to advance, and the opportunities identified through an honest examination of its evidence. That honesty is the practice of the College's core commitment, Own Our Growth.

The self-evaluation also identified opportunities to enhance how the College documents, communicates, and scales several mature practices. The full assessment cycle, from observation through reassessment, is well established and continues to be refined through more systematic documentation, broader implementation, and stronger integration across institutional processes. Distance education practice has grown in quality, and the College is extending faculty support to ensure that interaction expectations are met across sections. The connections between planning, resource allocation, and student outcomes are firmly embedded in institutional practice, and the College continues to make those connections more visible through clear documentation and communication.

The self-evaluation also revealed four points of pride that define the College's work at its strongest. Each operates in a different register, but all four are expressions of the same institutional commitment to equity.

The first is a governance system that the College has used, evaluated, and refined into a structure for institutional accountability. The 2020 ISER identified governance role clarity as an area for improvement. Five years of implementation, evaluation, and refinement produced a framework that connects mission to resource allocation, codifies equity as a feature of every council charter, and gives the College a way to revise its own foundational documents through a participatory process. That work culminated in November 2025, when the Board of Trustees approved simultaneously both the College's revised Mission, Vision, and Core Commitments and Strategic Planning and Governance Manual.

The second is equity built into how the College operates. As a Hispanic-Serving, Black-Serving, and Asian American and Native American Pacific Islander-Serving Institution, Norco College has designed its strategic plan around advancing equitable outcomes and eliminating equity gaps for the populations its mission most specifically serves. That commitment is visible in the College's resource allocation, in its governance structures, and in the sustained equity-disaggregated analysis that informs program-level decisions.

The third is the College's pathways to open access, where the mission to support every learner operates most visibly. The College's dual enrollment work, Middle College High School partnership, and Rising Scholars program for justice-impacted students extend open access to students who would otherwise enter higher education later, with less momentum, and at higher risk of not completing. The Norco-originated Mapping Articulated Pathways Initiative, a California Community Colleges Chancellor's Office Vision 2030 demonstration project, extends that same commitment to veterans and working adults. Together, these initiatives illustrate how the College translates its open-access mission into intentional pathways that expand opportunities for students who have historically faced barriers to higher education.

The fourth is the College's sustained investment in Holistic Student Support (HSS) as the foundation of its commitment to equity. Norco's HSS work, anchored in Achieving the Dream's Holistic Student Supports Redesign Toolkit, was a Bellwether Award finalist in 2024. Building on that foundation, the College finalized a Standard of Care framework in 2026 that defines coordinated student support through a shared expectation that every student is welcomed and connected to equitable, coordinated services that connect academic advising, counseling, basic needs, and learning support into a single pathway. The College is now implementing that framework across student services.

Norco College enters the next accreditation cycle with a mission that centers every learner, governance that connects mission to resource allocation, and equity built into institutional decision-making. Own Our Growth reflects the College's belief that excellence is not a destination but a continuous process of learning, improvement, and shared responsibility.

A. Introduction: Institutional Context

Norco College is a comprehensive public community college located in the western portion of Riverside County in Southern California and is one of three colleges within the Riverside Community College District (RCCD). The College serves the communities of Norco, Corona, Eastvale, Jurupa Valley, La Sierra, Temescal Valley, and surrounding unincorporated areas along the Interstate 15 corridor.

Today, Norco College serves approximately 19,556¹ students annually and offers associate degrees, associate degrees for transfer, certificates, workforce training, and transfer pathways aligned with regional labor market needs. The College is designated as a Hispanic-Serving Institution (HSI), a Black Serving Institution (BSI), and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI) reflecting its commitment to educational equity and social mobility. Approximately 59% of students identify as Hispanic, 7% as Black/African American, 11% as Asian, 0.2% as American Indian/Native American, and 0.4% as Native Hawaiian/Pacific Islander².

Norco College supports a broad range of student populations through programs and partnerships designed to expand educational access and opportunity. In addition to serving John F. Kennedy Middle College High School located adjacent to the campus, the College provides dual enrollment pathways for seven feeder high school districts and 17 school sites. The College also supports justice-impacted students through its Prison Education and Rising Scholars initiatives and provides comprehensive support services for military-connected students and Veterans.

Norco College has also played a foundational leadership role in advancing Credit for Prior Learning (CPL) initiatives within California community colleges. In 2017, the College originated the Military Articulation Platform (MAP) and expanded CPL pathways supporting veterans, working adults, apprentices, and other students with prior learning experiences aligned to workforce and educational advancement.

Norco College's strategic planning processes are grounded in principles of student transformation, equity, innovation, institutional effectiveness, and regional responsiveness, as articulated in its mission statement: "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." The College's student-centered framework, including implementation of its Standard of Care model, emphasizes proactive and individualized support throughout a student's educational journey. These priorities are reflected in the College's 2025–2030 Strategic Planning and Governance Manual, which emphasizes student access, student success, and student equity through measurable goals, participatory governance, and data-informed planning.

¹ California Community Colleges Chancellor's Office (2025). *Annual/Term Student Count Report*. Datamart. https://datamart.cccco.edu/Students/Student_Headcount_Term_Annual.aspx

² U.S. Department of Education, National Center for Education Statistics. (2024). *IPEDS Norco College Institution Profile*. <https://nces.ed.gov/ipeds/institution-profile/460464#enrollment>

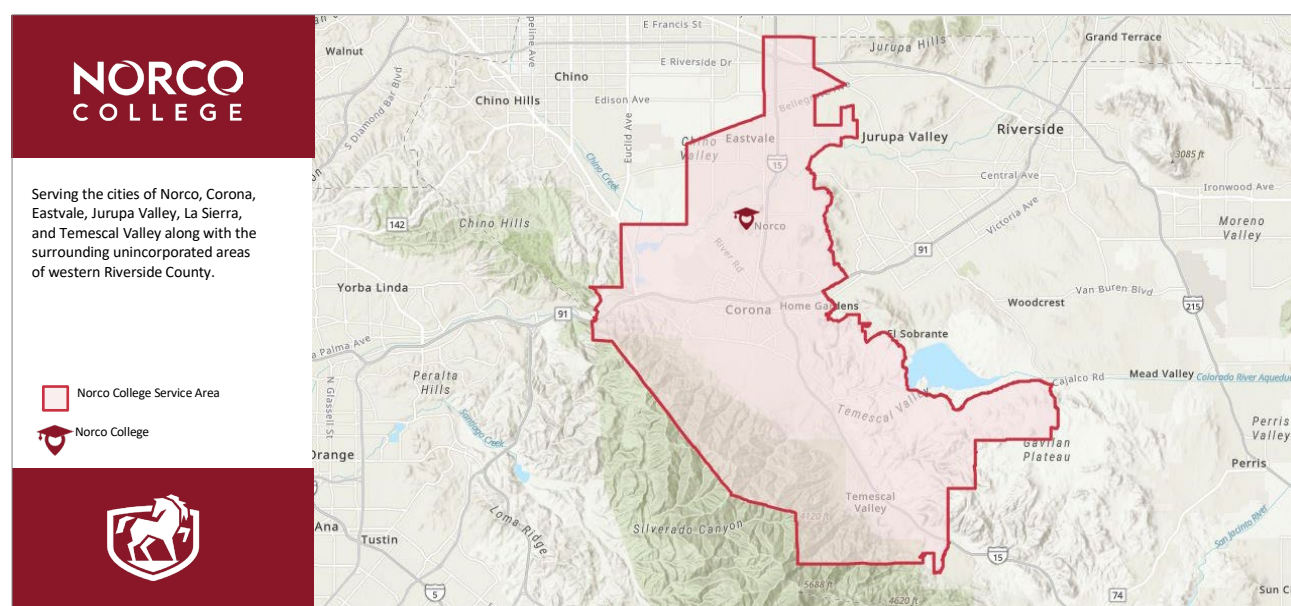
History of the Institution

Norco College was established in 1991 as a campus of Riverside Community College on former United States Navy property acquired by RCCD in 1985. Initially envisioned as the District's technology campus, the institution developed early strengths in engineering, manufacturing, and career technical education while serving the rapidly growing communities of western Riverside County.

Under the leadership of Provosts Marie Pepicello and Brenda Davis, the campus expanded its academic offerings, facilities, and community partnerships. In 2010, Norco College received initial accreditation as an independent college, becoming the 112th California community college. Since accreditation, the College has evolved into a comprehensive institution offering transfer education, workforce development, online education, and student support services designed to promote equitable student success. These developments continue to shape the College's mission-driven focus on access, regional responsiveness, and student achievement.

Service Area and Regional Context

Norco College serves an expanding and diverse region within western Riverside County and the Inland Empire (Figure 1). The region continues to experience population growth, economic expansion, and demographic change that significantly influence educational demand, workforce development priorities, and institutional planning.



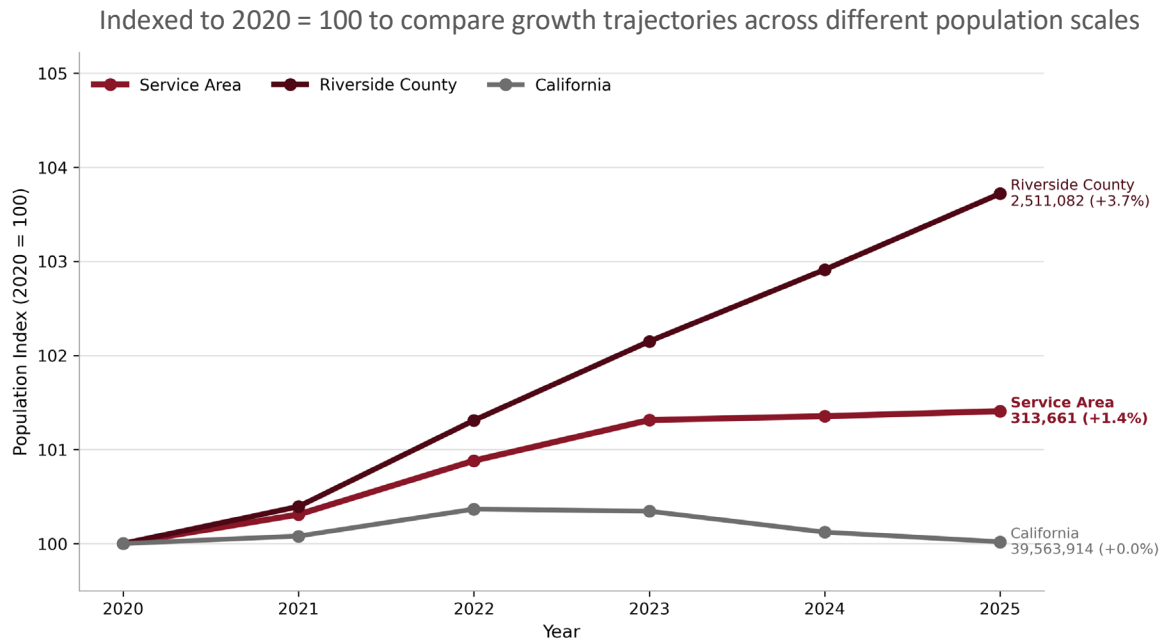
Source: ESRI ArcGIS Business Analyst

Figure 1. Norco College Service Area

From 2020 to 2025, the Norco College service area population remained relatively stable, increasing modestly from approximately 309,000 to 314,000 residents (Figure 2). During the same period, Riverside County continued to experience steady population growth, surpassing 2.5 million residents by 2025,

while California’s overall population remained comparatively flat. These trends reflect the College’s position within one of California’s fastest-growing regional economies and underscore the importance of strategic enrollment planning, workforce alignment, and community-responsive educational pathways.

Population Trends for Norco College Service Area, Riverside County, and California



Source: ESRI Business Analyst

Figure 2. Indexed Population Trends, 2020-2025

According to population projections in Figure 3, the Norco College service area is expected to experience modest population growth between 2025 and 2030 (0.2%), while Riverside County is projected to grow at a faster rate (0.5%) and California overall is projected to remain relatively stable (0.1%), reflecting the continued regional growth dynamics of the Inland Empire.

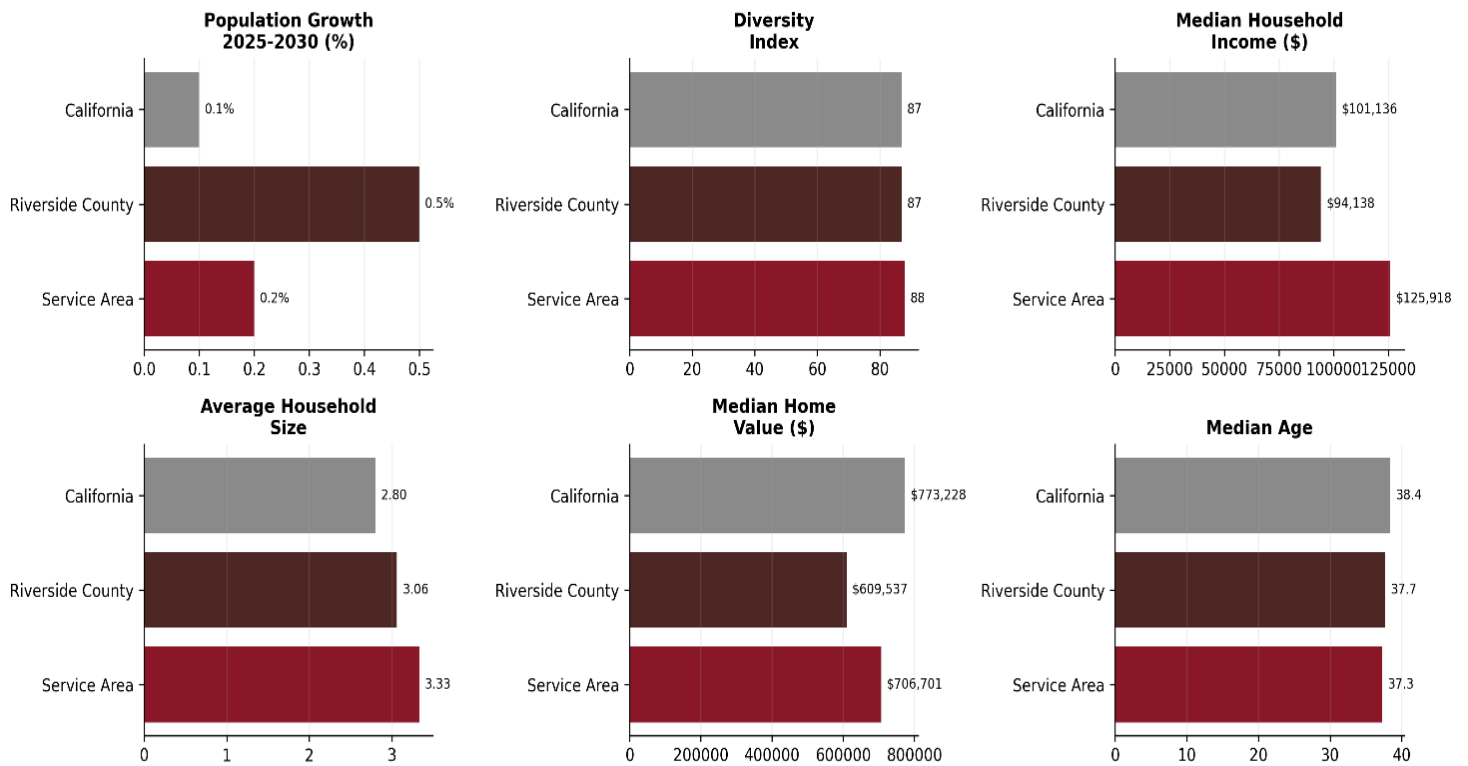
The Norco College service area reflects many of the broader demographic trends occurring across Riverside County and California while also exhibiting several distinct regional characteristics. Compared to California overall, the service area is characterized by larger household sizes, strong concentrations of family households, continued suburban residential growth, and a comparatively strong middle-income and upper-middle-income base. At the same time, the region continues to experience housing affordability pressures associated with rapid growth throughout western Riverside County and the Inland Empire.

Norco College’s service area is also increasingly diverse, with a diversity index of 88% compared to 87% for Riverside County and California. The service area’s growing Hispanic/Latinx, multilingual, first-generation, and working-age populations closely align with the College’s mission and strategic priorities related to equity, access, and student support. These demographic and workforce trends reinforce the College’s role in supporting educational attainment, workforce development, and economic mobility

throughout the region. They also directly influence institutional planning, enrollment strategies, workforce program development, and the College’s approach to equitable student support and educational access.

Comparative Regional Demographic Indicators

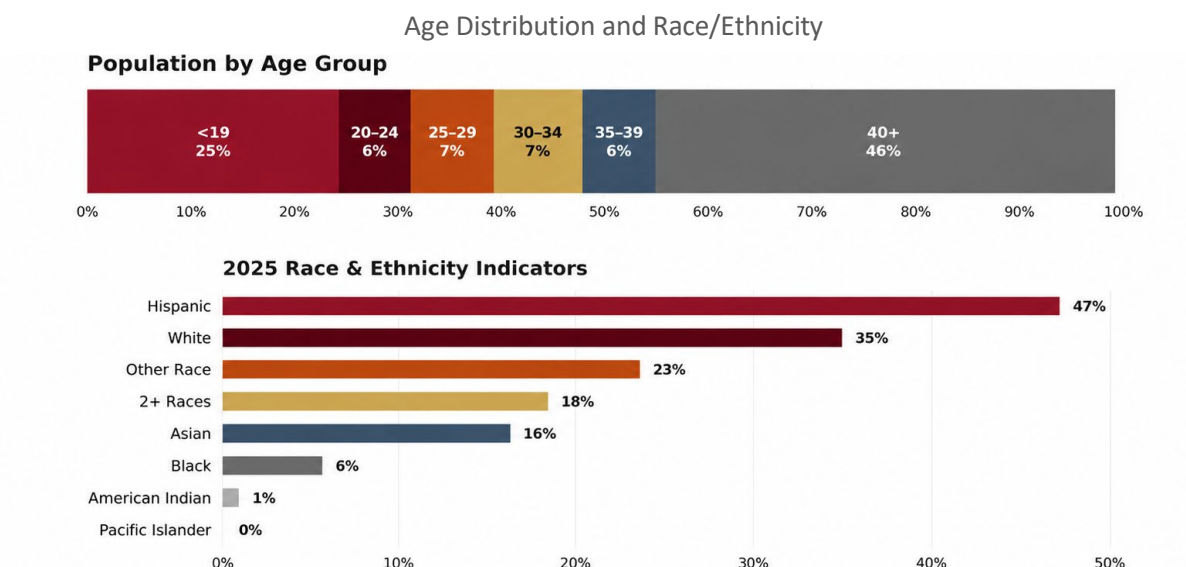
Norco College Service Area Compared to Riverside County and California



Source: ESRI Business Analyst Community Profile Reports, 2025

College’s mission and strategic priorities related to access, equity, workforce development, and student success.

Norco College Service Area Population Profile



Source: ESRI Business Analyst, 2025 estimates; ACS 2019-2023

Figure 4. Service Area Population Age and Race/Ethnicity

Student Enrollment and Demographic Profile

Norco College experienced significant enrollment disruption during the COVID-19 pandemic, followed by a sustained period of recovery and growth (Table 1). Student headcount declined from 15,724 in 2020–2021 to 13,796 in 2021–2022, while FTES decreased from 6,907 to 5,719 during the same period, reflecting the broader statewide enrollment impacts associated with the pandemic and the rapid transition to remote instruction. Beginning in 2022–2023, the College demonstrated consistent enrollment recovery, with headcount increasing each year to reach 19,556 by 2024–2025, exceeding pre-pandemic levels. FTES similarly rebounded to 7,544 in 2024–2025, reflecting renewed student demand, expanded access strategies, and stabilization of instructional operations following the pandemic period. The recovery also reflects intentional institutional efforts to expand outreach, strengthen dual enrollment pathways, enhance flexible instructional modalities, and implement individualized student support strategies designed to improve student access, persistence, and engagement.

Table 1. Student Enrollment by Headcount and FTES

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Unduplicated Headcount	15,724	13,796	15,897	17,740	19,556
FTES (Credit + Non-Credit)	6,907.45	5,719.08	6,416.89	7,450.10	7,544.30

Source: California Community Colleges Chancellor’s Office Datamart, 2025, Annual/Term Student Count Report and Full-Time Equivalent Students (FTES) Summary Report.

The College’s student population remained consistently diverse throughout this period, with Hispanic students representing the largest student group and continuing to grow significantly over time (Table 2). Hispanic student headcount increased from 9,203 in 2020–2021 to 11,589 in 2024–2025, reflecting both regional demographic trends and the College’s role as a Hispanic Serving Institution. Growth also occurred among several other student populations, including African American, Asian, Filipino, and Multi-Ethnic students, indicating broader enrollment recovery across demographic groups. While White Non-Hispanic student enrollment declined during the height of the pandemic, it also demonstrated gradual recovery in subsequent years. Overall, the data demonstrates broad-based enrollment recovery across student populations during a period of institutional transition.

Table 2. Student Headcount by Race/Ethnicity

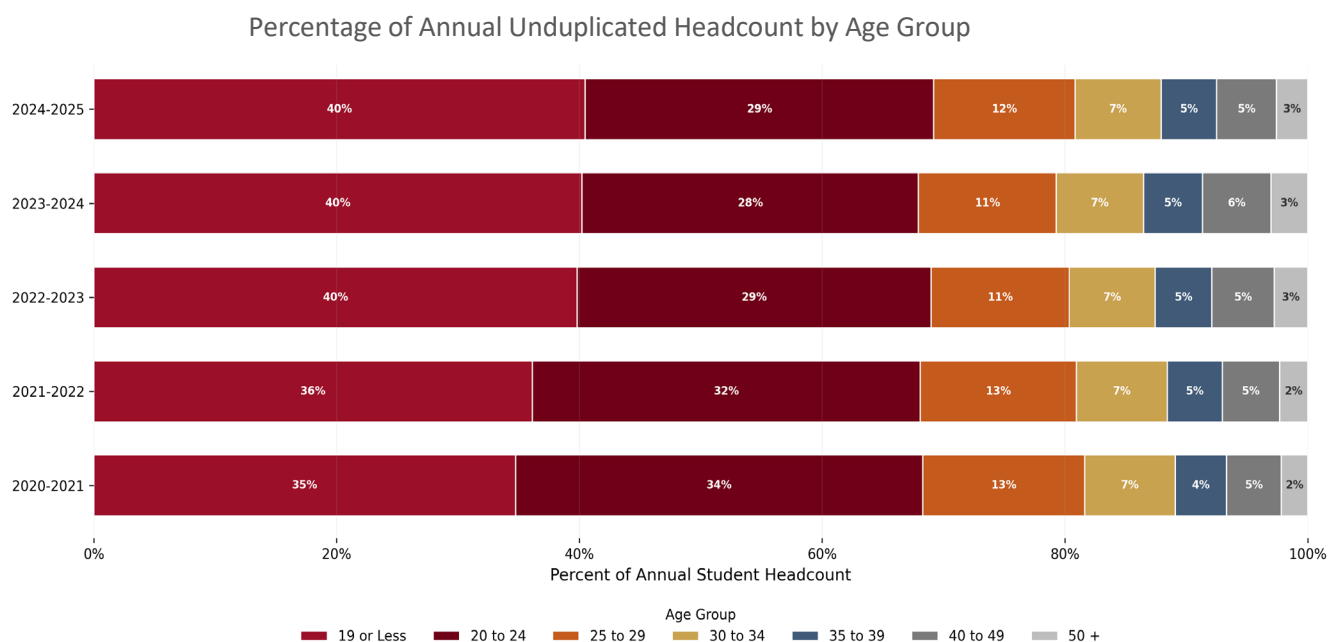
Ethnicity	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	Count	%	Count	%	Count	%	Count	%	Count	%
African-American	1,023	6.51%	898	6.51%	1,076	6.77%	1,276	7.19%	1,383	7.07%
American Indian /Alaskan Native	35	0.22%	35	0.25%	36	0.23%	47	0.26%	50	0.26%
Asian	1,287	8.18%	1,207	8.75%	1,437	9.04%	1,703	9.60%	1,751	8.95%
Filipino	378	2.40%	344	2.49%	327	2.06%	394	2.22%	451	2.31%
Hispanic	9,203	58.53%	8,064	58.45%	9,364	58.90%	10,439	58.84%	11,589	59.26%
Multi-Ethnicity	483	3.07%	498	3.61%	630	3.96%	750	4.23%	855	4.37%
Pacific Islander	59	0.38%	58	0.42%	58	0.36%	54	0.30%	58	0.30%
Unknown	119	0.76%	156	1.13%	302	1.90%	252	1.42%	316	1.62%
White Non-Hispanic	3,137	19.95%	2,536	18.38%	2,667	16.78%	2,825	15.92%	3,103	15.87%

Source: California Community Colleges Chancellor’s Office Datamart, 2025, Annual/Term Student Count Report

The age distribution of Norco College students remained relatively stable between 2020–2021 and 2024–2025, while also reflecting important post-pandemic enrollment shifts (Figure 5). Students age 19 or younger consistently represented the largest share of the student population and increased from 35% of annual headcount in 2020–2021 to approximately 40% by 2024–2025. At the same time, the proportion of students ages 20–24 declined modestly from 34% to 29%, though this group remained the second largest student population.

The distribution of students age 25 and older remained comparatively stable throughout the period, collectively representing approximately one-third of annual student headcount. These trends suggest growth among traditionally college-aged students, likely influenced by expanded dual enrollment, outreach, and first-time student enrollment efforts following the COVID-19 pandemic. Overall, the data reflect both enrollment recovery and the College’s continued role in serving a diverse range of learners across multiple age groups.

Norco College Student Headcount by Age Group



Source: California Community Colleges Chancellor's Office Datamart. Annual/Term Count

Norco College continues to expand access and support for student populations that have historically experienced barriers to higher education as demonstrated in Table 3. Following the enrollment disruptions associated with the COVID-19 pandemic, the College experienced sustained growth among first-generation students, foster youth, justice-impacted students, and veterans. These trends reflect the College's commitment to equitable access, holistic student support, and educational pathways designed to promote social and economic mobility for diverse student populations.

Table 3. Student Headcount by Special Population

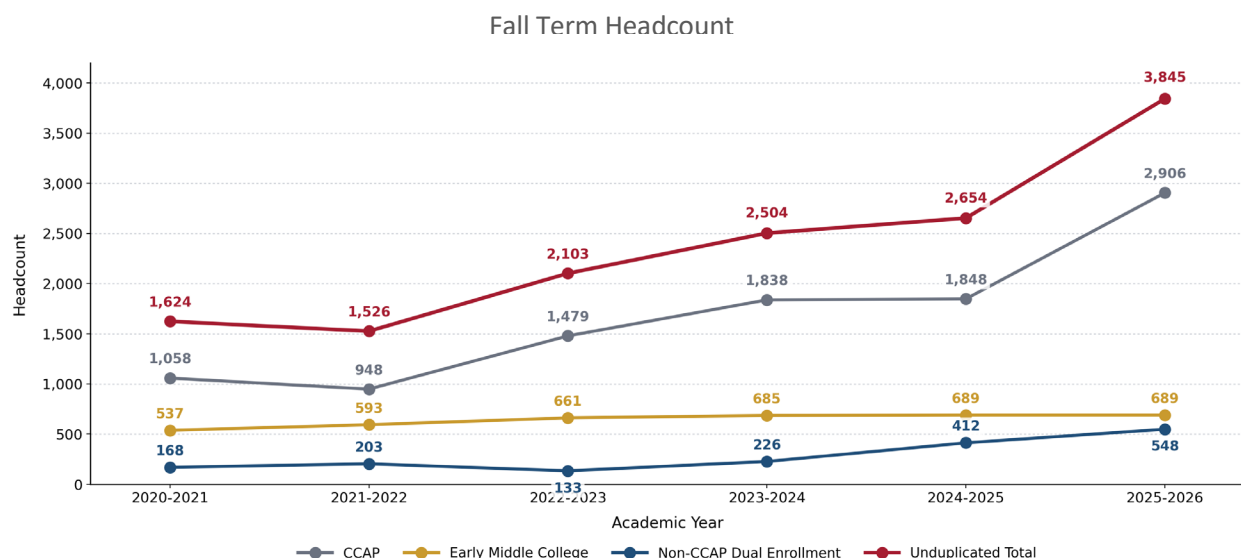
Special Population	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
First Generation	4,575	3,986	4,447	4,847	5,597
Foster Youth	211	244	306	365	439
Justice Impacted	208	419	633	711	698
Veterans	679	762	859	1,066	1,278

Source: California Community Colleges Chancellor's Office Datamart, 2025, Special Population/Group Student Count

The substantial growth in dual enrollment participation (Figure 6) over the last five academic years reflects Norco College's strategic emphasis on expanding educational access and strengthening pathways between K–12 and higher education. The expansion of dual enrollment aligns closely with the College's mission, Guided Pathways framework, and strategic planning priorities related to equity, access, and regional responsiveness. As the service area has continued to grow and diversify, Norco College has strengthened partnerships with local school districts and high schools to increase opportunities for historically underserved, first-generation, and college-bound students to begin earning college credit while still in high school. The sustained increase in participation, particularly in CCAP

programs, illustrates the College's commitment to reducing barriers to higher education and supporting equitable student achievement throughout the region.

Norco College Dual Enrollment Headcount by Program



Source: Riverside Community College District Dashboard – Special Admit Restriction

Figure 6. Dual Enrollment Headcount by Program, 2020-2026

Norco College's instructional delivery profile reflects the College's commitment to access, flexibility, and student-centered scheduling (Figure 7). Following the expansion of online instruction during the pandemic, the College has maintained a balanced mix of modalities while increasing face-to-face offerings. Between 2020-2021 and 2024-2025, increased from 641 to 1,018 courses, while online instruction remained a substantial component of the schedule, accounting for more than half of all course offerings in 2024-2025. Hybrid offerings remained a smaller but consistent portion of the schedule across the five-year period.

At the same time, the total number of courses increased across all modalities from 2,036 in 2020-2021 to 2,597 in 2024-2025, reflecting the College's efforts to expand instructional capacity and respond to student demand. The modality mix supports diverse student needs by providing flexible pathways for traditional, working, and dual enrollment students.

Norco College Courses by Modality

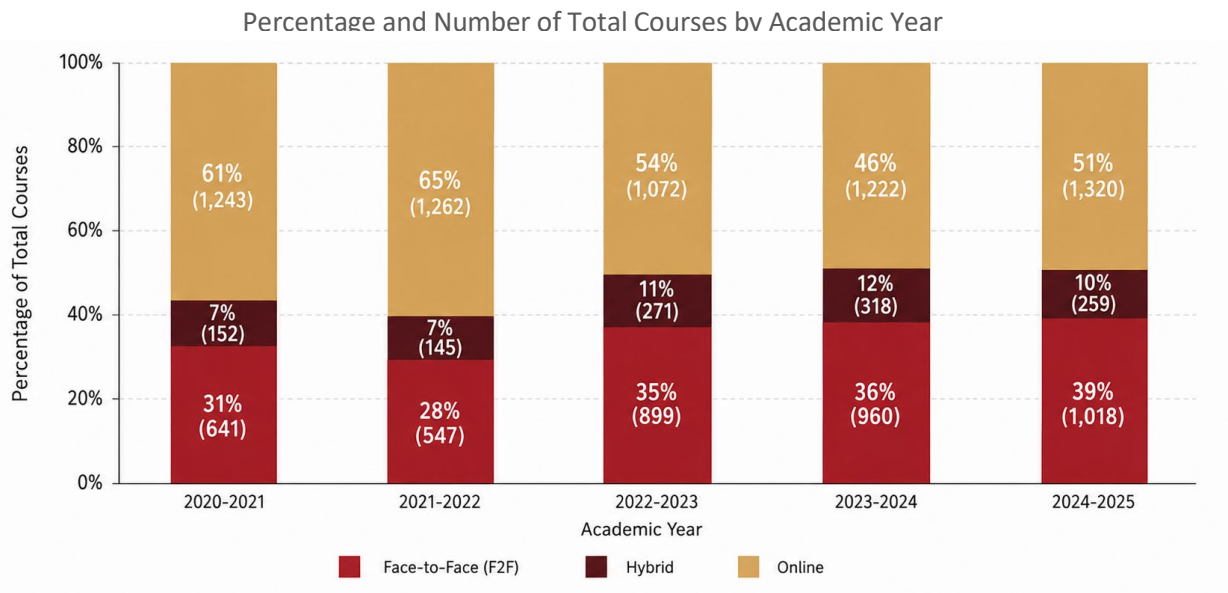


Figure 7: Courses by Modality, 2020-2025

Strategic Plan Outcomes and KPI Summary, 2020-2025

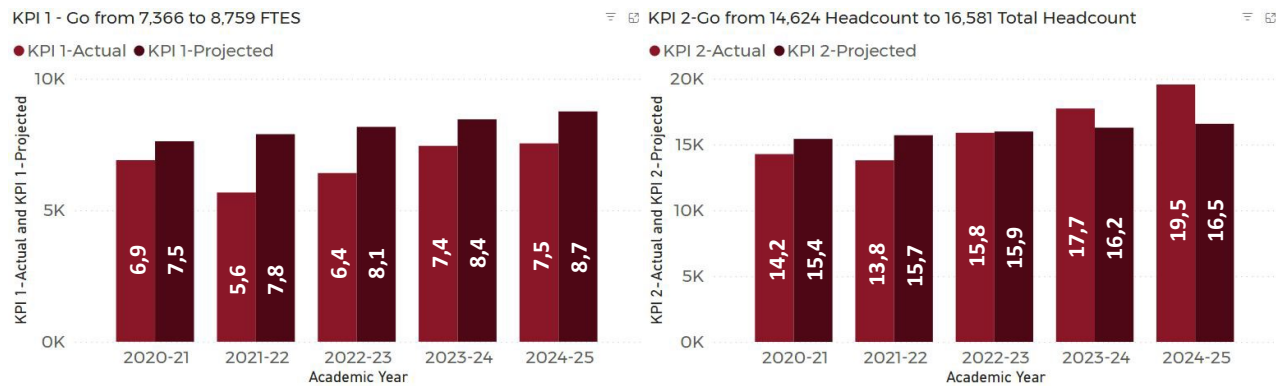
As Norco College concludes implementation of its 2020–2025 Strategic Planning and Governance Manual (SPGM) and begins a new cycle through the 2025–2030 SPGM, the College continues to evaluate institutional progress through Key Performance Indicators (KPIs) related to student access, student success, equity, workforce development, and institutional effectiveness.

The 2020–2025 KPI cycle occurred during a period of significant disruption and institutional adaptation associated with the COVID-19 pandemic. Despite these challenges, the College demonstrated substantial progress in enrollment recovery, student access, and transfer outcomes while identifying ongoing opportunities for improvement related to completion, equitable outcomes, and student pipeline development.

By 2024–2025, Norco College achieved the highest unduplicated student headcount in its history, serving approximately 19,556 students annually and exceeding its five-year headcount projection (Figure 8). FTES similarly rebounded to its highest post-pandemic level at 7,544 FTES, reflecting sustained enrollment recovery and renewed student demand. The College attributes this recovery in part to intentional institutional strategies including implementation of the Standard of Care model emphasizing individualized student support, expansion of outreach activities, and enhancement of the Norco Promise Program from one year to two years for first-time full-time students.

Norco College Enrollment and Growth

FTES and Headcount by Academic Year

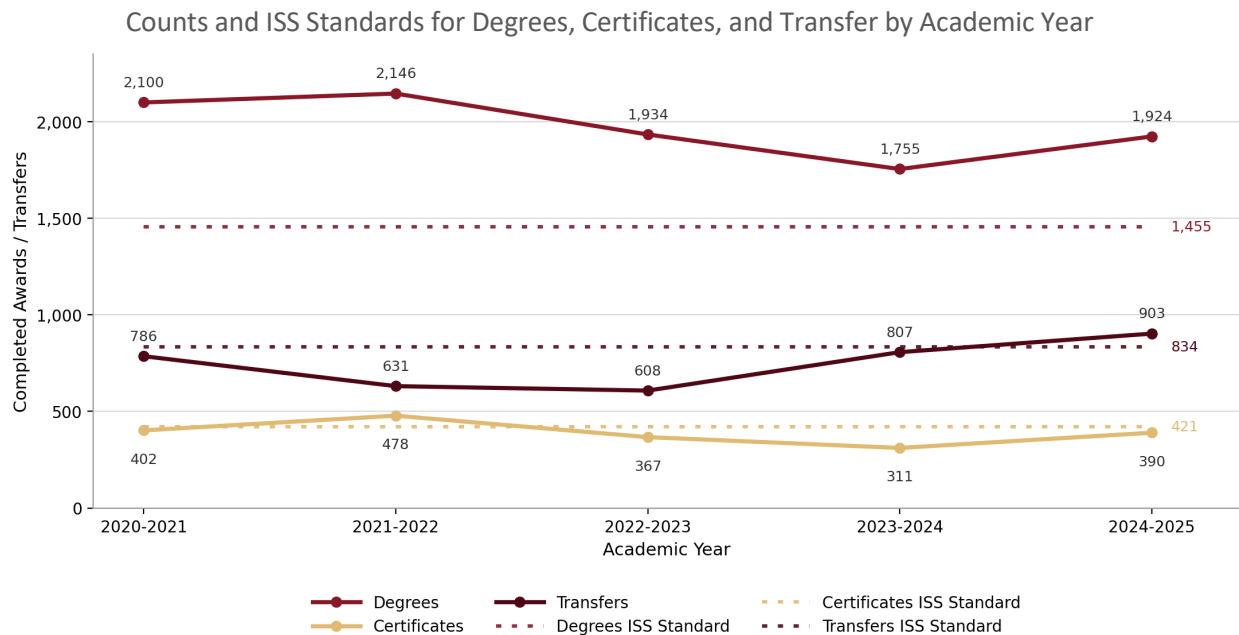


Source: Norco College Key Performance Indicator Dashboard

Figure 2. Enrollment Recovery and Growth, 2020-2025

The KPI review process also highlighted improving student completion and transfer outcomes following pandemic-related enrollment declines as shown in Figure 9. Degree and certificate completion began to rebound in 2024–2025 following declines in the previous three years, while transfer outcomes exceeded Institution Set Standards for the first time in five years. Institutional analysis identified a lag effect between pandemic-related enrollment disruption and subsequent completion outcomes, with recent improvements reflecting continued recovery of the student pipeline.

Norco College Student Completion and Transfer



Source: Norco College Key Performance Indicator Dashboard

Figure 9. Student Completion and Transfer

At the same time, the 2020–2025 KPI cycle identified continuing challenges related to feeder high school capture rates, first-time full-time enrollment, and persistent equity gaps among disproportionately impacted student populations. These findings informed development of the College’s 2025–2030 Strategic Planning and Governance Manual, which builds upon lessons learned during the previous planning cycle and further emphasizes student access, equitable student outcomes, Guided Pathways implementation, workforce alignment, and continuous institutional improvement.

The 2025–2030 Strategic Planning and Governance Manual reflects the College’s continued commitment to using measurable outcomes, participatory governance, and evidence-based decision-making to support student transformation, regional responsiveness, and institutional effectiveness.

Highlights Since 2020: Major Projects and Institutional Developments

Since the 2020 comprehensive review cycle, Norco College has implemented several initiatives related to student access, equity, workforce development, instructional innovation, and institutional planning in response to changing student and regional needs.

The College significantly expanded student access and support systems through Guided Pathways implementation, integrated academic and career planning, equity-focused interventions, and the development of a campus-wide Standard of Care framework grounded in intentional and relationship-centered student support. At the same time, Norco College substantially expanded dual enrollment access and infrastructure through partnerships with local school districts and John F. Kennedy Middle College High School. These efforts contributed to continued growth in dual enrollment participation and culminated in a record 105 students earning both a high school diploma and an associate degree in 2025. The implementation of DualEnroll.com further streamlined access and contributed to growth from 142 participating students in 2017 to more than 1,900 students and 2,200 enrollments across 76 courses by Fall 2025.

Following the COVID-19 pandemic, the College expanded online learning infrastructure, virtual student support services, and flexible instructional modalities to improve student access and continuity. Norco College also strengthened basic needs, wellness, and equity-focused support services designed to reduce barriers to student success for disproportionately impacted student populations, including foster youth, Veterans, first-generation students, LGBTQ+ students, Dreamers, and justice-impacted students. Despite the scheduled closure of the California Rehabilitation Center in Norco in Fall 2026, educational opportunities for incarcerated and formerly incarcerated students have been expanded in 2025–2026 through new partnerships with the Southwest Juvenile Detention Center and Ironwood State Prison.

Norco College also strengthened its regional and national reputation through continued innovation in Credit for Prior Learning (CPL), STEM, workforce development, and experiential learning. Norco College continued its statewide leadership in Credit for Prior Learning by expanding CPL opportunities across additional disciplines, refining the Mapping Articulated Platforms (MAP), and contributing to statewide efforts that advanced consistent, equitable implementation of CPL throughout the California Community Colleges. These efforts expanded opportunities for veterans, working adults, apprentices, and other students to receive academic credit for demonstrated knowledge and experience, accelerating progress toward certificates and degrees. Engineering, aerospace, and applied technology pathways expanded through partnerships with regional industry leaders and programs such as MESA, Engineering Pathways, and NASA Community College Aerospace Scholars. In 2025, the Norco College Rocketry Team earned

second place nationally in the FAR-OUT Hybrid and Liquid Rocketry Competition, reflecting the College's growing prominence in aerospace and engineering education. Workforce-aligned experiential learning opportunities also expanded through internships, applied learning partnerships, and industry collaborations including Panasonic Avionics.

Institutional planning and facilities development also remained central to the College's long-term transformation efforts. In 2025, the College adopted the 2025–2030 Strategic Planning and Governance Manual, reaffirming its commitment to integrated planning, participatory governance, equity, continuous quality improvement, and data-informed decision-making aligned with California Community Colleges Vision 2030 priorities. The College also continued advancing Measure CC and state-supported capital projects, including the groundbreaking of the Center for Human Performance and Kinesiology, a 56,000-square-foot facility designed to support health sciences, kinesiology education, athletics, wellness, and community engagement.

Together, these developments reflect Norco College's continued evolution as an equity-centered, student-focused institution committed to innovation, workforce and transfer preparation, community engagement, and transformational educational opportunity.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to achievement for all students and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring educational opportunities and successful outcomes for all students. (ER 6)

Norco College's mission reflects the students and community it serves: "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." The Mission, Vision, and Core Commitments (MVCC) were developed through a structured, college-wide process that engaged faculty, classified professionals, students, and administrators, and was approved by the [Board of Trustees on November 18, 2025](#). The [Strategic Planning and Governance Manual \(SPGM\) 2025–2030](#) codifies mission review as a five-year cycle, with the next review scheduled for Spring 2030, which ensures this remains a standing institutional responsibility rather than an ad hoc undertaking.

The Board approved the revised mission on November 18, 2025. As a result, institutional effectiveness data, planning documents, and structured reflection activities completed prior to that date reference the College's prior mission language. Those sources are cited throughout this Standard as evidence that the College's mission-reflection processes are institutionalized and that their findings informed the revision; they do not constitute an evaluation of the current Board-approved mission. The 2025-2026 academic year is the first full cycle in which the revised MVCC serves as the reference point for institutional effectiveness instruments, program review, and structured reflection activities.

The mission reflects Norco College's student population and regional context. The College enrolls a student population that is 59.3% Hispanic/Latinx and 7.1% Black or African American and most students attend part-time ([Norco College At a Glance 2026](#)). As a Hispanic-Serving Institution (HSI), Black-Serving Institution (BSI), and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), and the only public higher education institution on the I-15 corridor, the College serves communities with historically limited access to higher education. Together, Hispanic/Latinx and Black/African American students account for 65% of the college's total enrollment, 68% of first-time college students, and 75% of first-generation students. These are the populations of focus in the [Student Equity Plan 2025-2028](#); each is analyzed across the five metrics the College monitors to ensure that its commitment to access translates into measurable outcomes.

The mission, vision, and core commitments are published and accessible across the College's primary public and planning channels. They appear on the College's public [website](#), the [College's catalog](#), and are embedded in the [Strategic Planning and Governance Manual](#), which establishes the MVCC as the foundation for institutional planning and governance. This visibility ensures that students, employees,

and community members can readily access the institutional commitments that guide the College's work.

The mission is operationalized through the College's five Core Commitments: Nurture Students First, Open Doors to Equity, Rise Together, Commit to Integrity, and Own Our Growth. Together, these commitments establish shared institutional expectations for faculty, classified professionals, administrators, and students. The [SPGM 2025–2030](#) embeds the MVCC as the foundation for institutional planning, governance, and continuous improvement, connecting mission language to measurable goals and decision-making structures.

This commitment to equitable outcomes is supported by evidence from the [Student Equity Plan 2025–2028](#), which identifies disproportionate impact (DI) for Black/African American and Hispanic/Latinx students across all five equity metrics. As of January 2025, Black/African American students' successful enrollment rate stood at 12.8%, compared to 20% for the broader student population, and the Hispanic/Latinx transfer gap continued to widen. The [Institutional Effectiveness and Planning Survey \(IEPS\)](#) embeds annual mission-review questions that invite faculty and classified professionals to assess how their work connects to institutional outcomes. Because these questions predate the revised mission, they will be updated to reflect the new language beginning in 2025–2026. These mechanisms ensure that the mission's commitment to "every learner" is evaluated through systematic evidence rather than assumption.

Both the [SPGM 2025-2030](#) and the [2030 Educational Master Plan](#) align institutional goals and programmatic priorities with mission-driven outcomes including transfer, workforce preparation, and certificate and degree completion.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.

Norco College establishes institutional goals through an integrated, evidence-informed planning process documented in the [SPGM 2025-2030](#). Goals are set at the college level through strategic objectives and Key Performance Indicators (KPIs), connected to unit-level work through program review and administrative assessment, and evaluated on an annual cycle.

The 2025-2030 objectives were developed using multi-year KPI trend data from the prior planning cycle, including areas where progress was insufficient, ensuring that goals reflect honest institutional assessment. This work was led by the [Institutional Effectiveness and Governance Council \(IEGC\) Workgroup](#), a cross-constituency team of faculty, classified professionals, and administrators, through the College's participatory governance process. The plan then moved through the College's governance bodies, including the leadership councils, Academic Senate, and College Council, where all constituent groups, including students, are represented ([SPGM 2025–2030, Participatory Governance](#)).

Equitable student outcomes are embedded in the goal structure of the College's strategic planning documents. Two of the 2025-2030 KPIs explicitly target the elimination of equity gaps: [Objective 3.1 for Black/African American students](#) and [Objective 3.2 for Hispanic/Latinx students](#). The [Student Equity Plan 2025-2028](#) reinforces and extends this alignment. It documents the disproportionate impact methodology the College uses to identify equity gaps across five metrics: successful enrollment, persistence, transfer-level completion, degree and certificate completion, and transfer. It also identifies disproportionate impact among additional special populations, including male-identifying, non-binary,

first-generation, and Foster Youth students. The College supports these groups through targeted programs such as the Men of Color Scholars Program, Phoenix Scholars, the Unity Zone, and Umoja.

Institutional goals are aligned across planning documents through the SPGM 2025–2030, which serves as the College’s integrating framework. Strategic objectives cascade into the [Educational Master Plan 2030](#), the [Student Equity Plan 2025-2028](#), and the [Strategic Enrollment Management \(SEM\) Plan 2024–2027](#), which aligns enrollment strategy to institutional priorities including access, persistence, completion, and equity. This coherence ensures that goal setting is a shared responsibility across governance structures rather than an administrative function.

With the [2025-2030 objectives and KPIs](#) established through participatory governance, the College's focus turns to implementation and assessment. As the first full year of the new planning cycle, the immediate priority is completing and documenting the administrative assessments of the strategic objectives that feed the annual KPI progress review, ensuring the evidence base is in place as multi-year data begins to accumulate.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Norco College holds itself accountable for institutional performance through a layered system of published standards, annual data review, and structured improvement cycles that connect evidence to action across every level of the institution. [Institution-set standards \(ISS\)](#) establish published benchmarks for student achievement that are monitored annually and brought forward to participatory governance venues including the [Academic Senate](#) and the [Institutional Effectiveness & Governance Council](#), supporting shared understanding of institutional performance and improvement expectations.

The [SPGM 2025-2030](#) structures annual monitoring of college-level KPIs across eight areas including equitable access, equitable success, and institutional effectiveness, ensuring that progress toward strategic objectives is reviewed on a regular cycle. Program review reinforces this accountability at the unit level: the [Program Review and Resource Request Procedure](#) uses outcomes assessment data as a ranking element for resource requests, creating a direct link between evidence of program effectiveness and budget prioritization. Administrative assessment connects operational decision-making to KPI-linked evaluation. The [Office of the President](#), for example, explicitly identifies monitoring FTES, success rates, and equity factors before and after SEM Plan implementation as a core assessment responsibility.

Disaggregated data are central to how Norco College identifies gaps and plans responses. The [Student Equity Plan 2022–2025](#) documents the College's disproportionate impact methodology and its inquiry-team model, which uses qualitative and quantitative "action research" methods to investigate root causes of persistent equity gaps for Black/African American and Hispanic/Latinx students. Recommendations from students and the inquiry group are developed into a "blueprint" that guides interventions and is evaluated across SEP cycles. One such intervention strengthens student awareness of available support services. To sustain this work and share findings across the College, the inquiry model now includes an annual [Equity Summit](#), piloted during the current SEP cycle. Disaggregated KPI equity data has also driven specific staffing and resource responses. Analysis of degree attainment and transfer gaps for Men of Color and Hispanic/Latinx students supported the creation of a [Men of Color Counselor/Coordinator position](#). In [Special Programs](#), KPI data identifying persistent equity gaps in degree

and certificate attainment among Foster Youth students prompted a documented action plan to convert the Student Resource Specialist position from part-time to full-time and secure ongoing funding for the Phoenix Scholars Program.

Unit-level program review shows this same discipline operating across the College. In [Biology](#), faculty identified a declining retention gap for African American students and responded by expanding gateway Human Biology sections and requesting dedicated science tutoring and lab support to reach working and caregiving students. In [Computer Information Systems](#), a fourteen-percentage-point success gap for African American male students prompted an action plan of proactive outreach, targeted STEM Center and Umoja referrals, and more representative course materials. In the [Honors Program](#), data showing underrepresentation of Hispanic and African American students led faculty to replace GPA-only admission with a portfolio and recommendation option and to recruit directly through Umoja and Puente.

The College's student learning outcomes (SLO) assessment infrastructure has reached a significant milestone. The [transition to Canvas-based SLO data collection](#) enabled, for the first time, comparison on a common scale and tracking over time across disciplines. Building on this foundation, Nuventive now provides a dedicated [dashboard](#) that displays disaggregated SLO mastery data by demographic group at both the aggregate and course levels. Course-level reporting was implemented following [Norco Assessment Committee](#) and [Academic Senate](#) approval and provides the level of detail needed to support the College's faculty-led equity inquiry model. With course-level disaggregation in place, equity patterns in student learning are visible at the scale where instructional decisions are made. As of Spring 2026, [27% of course outcomes data](#) has been collected in Canvas, up from [15% at the end of 2024-2025](#), with a college-wide campaign underway to expand faculty participation and build consistent assessment practice across all programs. Progress reflects the phased implementation of Canvas-based assessment, including the time required for faculty training and continued refinement of the Canvas–Nuventive integration.

With institution-set standards, KPI monitoring, program review, and disaggregated equity analysis operating on regular cycles, SLO assessment is the College's active growth area. Now that course-level disaggregation of the [Nuventive SLO mastery dashboard](#) is live, the work ahead is building faculty capacity to use disaggregated data for equity-minded inquiry. The newly approved Norco College [Assessment Handbook](#) supports this transition, offering guiding questions that help disciplines move from observing patterns in disaggregated results to identifying instructional responses. In parallel, the College is piloting the [Course Outcome Assessment form](#) in Nuventive where faculty document SLO results, action plans, and resulting improvements. This will create a structured record that flows directly into [program review and resource requests](#), strengthening the evidence trail from assessment to action.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Norco College's mission directs resource allocation and continuous quality improvement through an integrated planning system that connects unit-level program review to college-level priorities and budget decisions. [Program review](#) is the primary mechanism through which instructional, student services, and administrative units evaluate effectiveness, identify improvement priorities, and connect planning to the College's strategic objectives. The [Program Review and Resource Request Procedure](#) defines how units document needs, link requests to Educational Master Plan goal areas and mission-aligned priorities, and

submit evidence in support of resource allocation decisions ensuring that funding follows institutional purpose rather than precedent.

[Resource requests](#) are processed through a participatory pathway in which area managers work with department faculty and classified professionals to rank requests, which then move to the leadership councils, College Council, and Executive Cabinet for final funding decisions. This process ensures that all constituencies have an opportunity to participate in resource decisions. These requests are ranked using a rubric that weighs each request's alignment with the Educational Master Plan goals alongside program-review goals and outcomes assessment data, embedding mission and equity priorities directly into [resource prioritization](#). Faculty hiring requests illustrate how this works in practice: units document alignment to EMP goals, specify the requested resource, and identify the funding source in support of mission-directed capacity building ([COM Faculty Hiring Request, 2025](#)). These processes ensure that the mission's commitment to open access and equitable student success is operationalized through how the College allocates its resources.

[Program review](#) operates on a three-year cycle with optional annual updates and is accepted as the basis for resource requests at all campus locations. Continuous quality improvement is also reflected in the College's ongoing refinement of its planning documentation through participatory governance. Revisions to the SPGM are reviewed and approved through the [Academic Senate](#), demonstrating that the College's planning structures are themselves subject to the same cycle of continuous improvement they support.

While the College's planning systems operate on established cycles, program review and strategic planning currently run on different timelines. The [Program Review Committee](#) has recommended aligning the program review cycle with the five-year strategic planning cycle to strengthen coherence across planning systems and support longer-range analysis of program effectiveness. This recommendation is moving through the College's participatory governance process, with any change to be reflected in the next SPGM revision cycle.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Norco College communicates institutional progress through recurring, high-visibility forums and public-facing channels that connect evidence to shared understanding of priorities. Presentations at [College Council](#), Academic Senate, and college-wide [Town Halls](#) share KPI results with the full campus community, framing progress against targets, identifying areas of strength, and naming focus areas for improvement. [The Spring 2026 end-of-semester Town Hall](#) exemplifies this practice. The Office of Institutional Effectiveness shared the final 2020–2025 Key Performance Indicator results with the campus community, reporting both areas of progress and areas still requiring focused attention. Transfers exceeded the institution-set standard for the first time in five years, and enrollment recovery was described as real and sustained, while the College also named persistent and uneven equity gaps for several student populations as priorities for continued work. The [SPGM 2025–2030](#) establishes KPI progress reporting and communication expectations as standing governance responsibilities, ensuring that transparency about institutional performance is built into how the College operates.

Program reviews are written, stored in Nuventive, and publicly posted on the [Program Review Committee website](#), providing all employee groups, students, and community members access to program-level

evaluation and improvement planning. The Regular Update, the College's recurring roundup of institutional activities and achievements, is compiled from items any member of the college community can submit, each aligned to the College's Educational Master Plan goals. Distributed by email on a regular schedule and archived on the College's website, it keeps the connection between daily institutional work and college priorities visible on an ongoing basis ([Regular Update Website](#); [Example](#)). At the end of each academic year, the [President's Memorandum](#) consolidates institutional progress into a formal account organized around the College's Student, Regional, and College Transformation priorities, communicating to stakeholders how the year's work advanced the goals of the 2025–2030 Strategic Plan.

Beyond internal channels, the College's strategic planning documents are publicly accessible on the [Norco College website](#), ensuring that any stakeholder can examine institutional goals, equity commitments, and improvement priorities directly. Beyond campus, the College communicates progress through community forums including presentations to the [Eastvale Chamber of Commerce](#), updating local business and community stakeholders on institutional facilities development and state-funded construction projects. At the state system level, the Norco-originated [California Mapping Articulated Pathways \(MAP\)](#) Initiative was designated in 2024 as a Chancellor's Office Vision 2030 demonstration project, with dedicated state resources supporting implementation across California's 116 community colleges.

Data and evidence actively inform institutional dialogue, shaping not only what is shared but how priorities are set and decisions are made. The College's [equity research and inquiry](#) work illustrates this most clearly: through its ongoing student-experience inquiry, the College translates qualitative findings into actionable priorities, elevating student voice in institutional decision-making. The [State of the College address](#), delivered each semester during Flex Days, provides another recurring venue for the President to communicate institutional priorities and progress toward strategic goals directly to the campus community.

The College communicates institutional progress on a regular cycle through the President's Memorandum, Town Halls, and State of the College addresses. Building on this foundation, the College is strengthening how it communicates institutional progress by integrating quantitative results, qualitative context, and resulting policy, process, and service improvements into a cohesive, accessible narrative that supports data storytelling for internal and external stakeholders and aligns with the ACCJC Rubric for Effective Institutional Outcome Transparency. The Office of Institutional Effectiveness and the Vice President of Planning and Development are developing a reflective IE report on progress toward the strategic plan goals and objectives, which will become an annual report providing a structured account of institutional improvement across planning cycles ([College Council Minutes, April 2026](#)).

To strengthen evidence-based planning and continuous improvement, the College is developing a KPI Dashboard in coordination with the District Office and supported by the [Research Evaluation and Analytics Capacity Hub RAMP Program](#). The KPI Dashboard will launch in Fall 2026 and will apply a Guided Analytics Framework initiated through an [Equity Leadership Series Capstone Project](#). The framework will make key performance indicator data more accessible, understandable, and actionable for all users, enabling the institution to more effectively monitor progress, advance equity, and respond to emerging needs.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support



NORCO COLLEGE

Norco College
2001 Third Street
Norco, CA 92860



GOVERNANCE EVALUATION PROCEDURE & TIMELINE

FALL 2026 – SPRING 2027

Why Governance Evaluation?

02

The survey is the starting point not the end point.

The SPGM establishes a consistent self-evaluation and continuous improvement process for all governance entities.

REFLECT

Assess function, purpose, participation, and impact.

ALIGN

Strengthen alignment with the mission, strategic priorities, and institutional procedures.

IMPROVE

Turn feedback into documented improvements, charter revisions, and action.

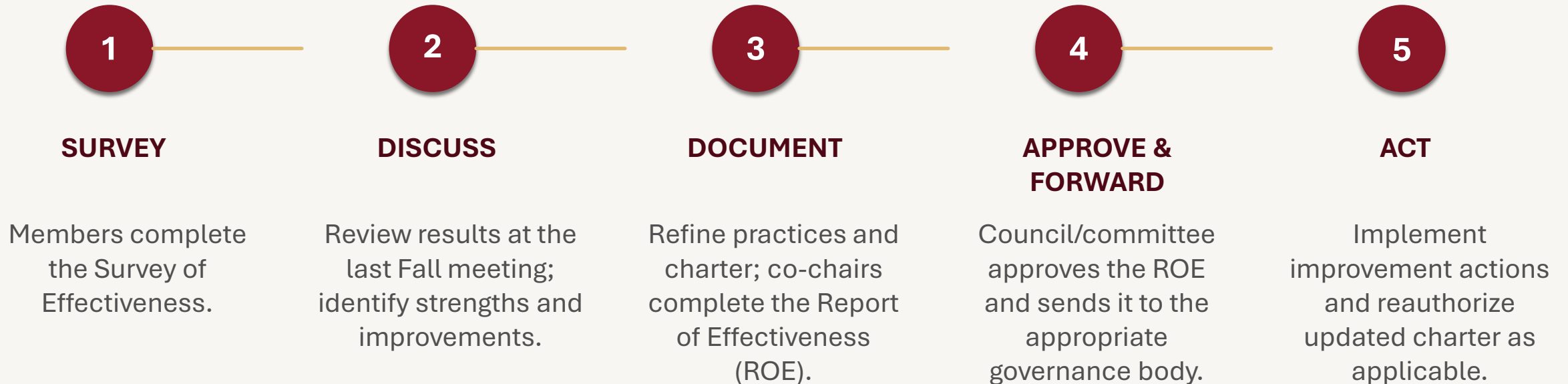
ACCJC Alignment

Standards 4.2–4.3 emphasize clear roles, meaningful stakeholder participation, consideration of relevant perspectives, and decision-making structures that are used consistently and effectively.

The Evaluation Procedure

03

A cycle that moves from feedback to action.



Fall 2026 – Spring 2027 Timeline

Key milestones for councils, committees, and co-chairs.

OCTOBER 12, 2026

Survey launch

Co-chairs receive the custom survey link, results link, and survey instructions.

LAST FALL 2026 MEETING

Discuss results

Council/Committee reviews survey findings, charter alignment, and recommended improvements.

FIRST SPRING 2027 MEETING

Approve ROE

Approve the Report of Effectiveness and forward it to the appropriate governance body.

NOVEMBER 1, 2026

Report of Effectiveness Form

Revised Report of Effectiveness form sent to co-chairs.

END OF FALL 2026

Complete the ROE

Co-Chairs complete the Report of Effectiveness shortly after the last council/committee meeting of the Fall 2026 Semester.

FALL 2026

SPRING 2027

What Improved in the Survey?

The revision shifts the survey from meeting satisfaction to governance effectiveness.

BEFORE

- Emphasis on meeting logistics and general satisfaction
- Some overlap among participation/collegiality items
- Limited assessment of decision-making, transparency, or follow-through
- EMP/KPI impact addressed narrowly



REVISED SURVEY

Purpose & Strategic Alignment

Charter, mission, strategic priorities, KPIs and Accreditation Standards

Participation & Inclusion

Meaningful participation, representation, student voice and relevant perspectives

Information & Decision-Making

Evidence use, clear processes, and established governance procedures

Communication & Transparency

Agendas, minutes, constituent communication, and accessible information

Impact & Continuous Improvement

Progress, equity, follow-through, effectiveness, and charter improvement

Questions?

06



What questions do you have or clarification do you need on the governance evaluation process?

CONTACT US

Hayley Ashby, Dean of Institutional Effectiveness

Charise Allingham, Institutional Effectiveness Coordinator



Aligning Program Review with the Strategic Planning Cycle

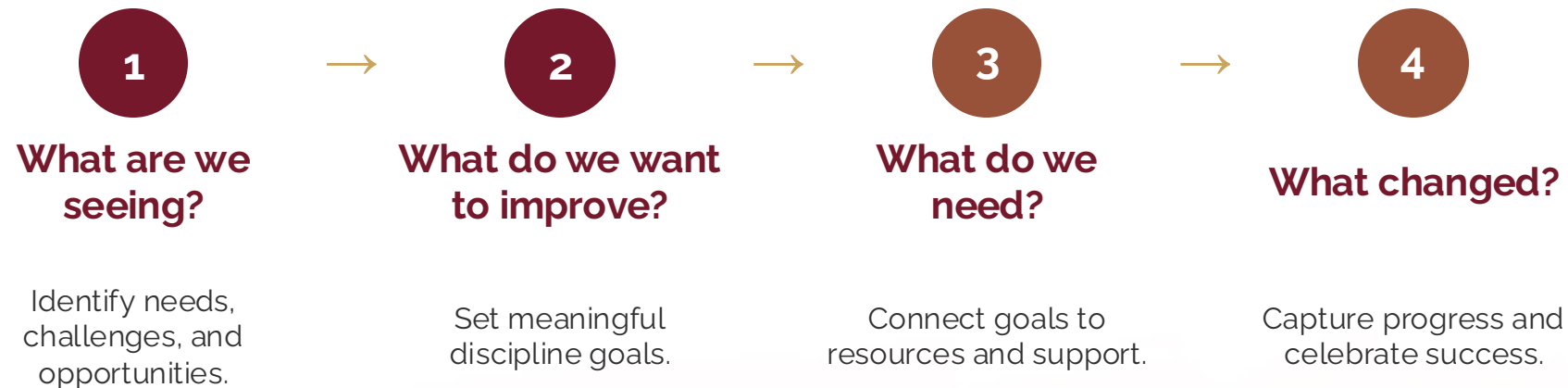
Proposal to Shift From a Three-Year to
a Five-Year Program Review Cycle

*Program Review Committee
September 24, 2026*

NORCO
COLLEGE

Why Program Review Matters to Faculty

Move from compliance to a meaningful story of improvement:



MAKE THE VALUE OF PROGRAM REVIEW MORE VISIBLE by providing summaries and surfacing trends, highlighting disciplines that achieve program review goals and outcomes.

Program Review in Action: Biology

An example of how faculty use Program Review to connect data, action, and support.



Program Review turns what faculty see in the data into concrete actions and resource requests that can improve student success and equity.

Why Change the Program Review Cycle?

CURRENT STATE

- Three-Year Cycle: Full Program Review followed by two years of optional Annual Updates.

THE MISALIGNMENT

- The Strategic Plan operates on a five-year cycle. Program Review can begin under one set of goals and KPIs and continue after new ones are adopted.
- The current Program Review Cycle ends in Year 2 of the new Strategic Plan, leaving Years 3–5 without a full Program Review informed by the new plan. Progress on program goals is not updated.

WHY IT MATTERS

- Better alignment keeps program goals, assessment, planning, and resource prioritization moving toward current institutional priorities.

Efforts to Strengthen Program Review



FULL PROGRAM REVIEW

Improvements through a full evaluation

- Program Review Committee evaluated all sections in Nuventive in Spring 2026
- Focus on streamlining, providing more guidance, and embedding equity throughout
- Once implemented, improvements will result in a more effective tool for continuous improvement, planning, and decision-making

ANNUAL PROGRAM REVIEW

Improvement through checklists

- Developed Annual Update checklists for all areas to guide a consistent review
- Focus on reviewing key areas and updating only what needs attention
- Will result in more thorough, aligned, and current annual reviews while remaining efficient and manageable

Proposal: Five-Year Program Review Cycle

01

FIVE-YEAR CYCLE

Starting in 2026-2027, move the full Program Review from a 3-year to a 5-year cycle.

02

ONE-YEAR OFFSET

Begin the cycle one year after a new Strategic Plan starts, when new objectives and KPIs are available.

03

REQUIRED ANNUAL UPDATES

Require a streamlined checklist update each year between full Program Reviews.

Approved by the Program Review Committee on 5/28/26

Annual Update Checklist Example

Instructional Annual Update Checklist

- ☐ Data Review:
 - Note any significant change in success, retention, completion rates, Program completion, and enrollment, if any.
- ☐ Goal Updates:
 - Address any updates to Program Goals.
 - This includes closing goals, or creating new goals (as necessary)
- ☐ Curriculum Check:
 - Check to see that all courses have been updated within the last four years.
 - If any are out of date, discuss the timeline to update curriculum that is outside of the four years.
- ☐ Assessment Check:
 - Make any relevant updates, new observations, or “close the loop” to program Assessments (These updates can be made within the Assessment portion of the Nuventive Platform).
- ☐ Make any updates to the Credit for Prior Learning (CPL) section
 - Add details for CPL section
- ☐ Complete resource requests
 - Enter new resource requests for this Program Review cycle.
- ☐ Complete New Faculty resource request, if applicable

Checklists are customized for:

- Instruction
- Student Services
- Administrative Areas
- Checklists will be aligned with the updated Program Review template prior to the first Annual Update in 2027-2028.

Changes in Practice and Next Steps

ASSESSMENT ALIGNMENT

The Assessment Committee supports aligning assessment with the Strategic Plan by coordinating the assessment and Program Review cycles – moving the current six-year assessment cycle to five years if Program Review moves to a five-year cycle. *Approved 9/16/26*

IMPLEMENTATION SUPPORT

A program review campaign will support the transition. Training will include independent self-paced materials and interactive, live sessions, such as workshops, virtual sessions/drop-ins, How-To videos, and resource lists.

GOVERNANCE + APPROVAL

Continue the campus dialogue by sharing the proposal college-wide and seeking approval from Academic Senate to change the cycle prior to implementation.

The proposed change process has been designed to be transparent, inclusive, and intentional, with consideration for alignment, implementation, and support.

Questions?

Program Review Faculty Co-Chair - **Tim Russell**

Program Review Administrative Co-Chair – **Hayley Ashby**

Program Review Coordination and Nuventive Support – **Charise Allingham**

Program Review Discipline/Area Support – **Program Review Committee Representative**

Program Review Proposal: Shifting Program Review to a Five-Year Cycle

Overview:

Currently, the Program Review Cycle at Norco College is three years, where all programs conduct a comprehensive program review, and for the following two years submit Annual Updates to the Program Review as needed. The Annual Updates are optional and provide units with the opportunity to update any portion of their Program Review, especially resource requests during the 3-year cycle.

The Issue:

The current three-year Program Review Cycle does not align with Norco College's five-year Strategic Plan. As it functions now, it is not unusual to start a Program Review Cycle writing program goals to one set of strategic goals, Educational Master Plan (EMP) Goals, or Key Performance Indicators (KPIs) only to have a new Strategic Plan enacted with new goals and KPIs established mid-Program Review cycle. To achieve maximum institutional coherence, program goals should align with college goals. The current misalignment means that we are not moving collectively in the same direction at the same time, which hampers continuous improvement.

Proposal:

More closely align the Program Review Cycle with the Strategic Plan Cycle by moving to a five-year Program Review Cycle that starts one year following the approval of the current strategic plan. For example, Norco College's new Strategic Plan was approved in the 2025-2026 academic year, and it is proposed to begin the new 5-year Program Review Cycle in the 2026-2027 academic year with a full Program Review that speaks to the newest Strategic Plan.

If a 5-year cycle is adopted, then annual updates would be required for all programs, because a 5-year gap between Program Reviews would be too long to go without units reviewing their programs. To streamline the process, the Program Review Committee recommends using the checklist model piloted in 2025-2026 to identify the sections to review and update. The checklist requests units review their program data and goals, assessment data, curriculum, and resources requests and update them as needed. The Annual Update process will be flexible and manageable because the amount of work involved will be determined by the updates needed for the program at that time. This shift to a five-year cycle will affect all programs at Norco College, Instructional, Student Services, and Administration, with Annual Update checklists tailored for each of those program types.

Impact of the recommended change to the Program Review cycle:

Currently, the assessment cycle for Norco College is six years. The decision to move to a six-year cycle was intentionally done years ago to better align with the three-year Program Review cycle. This meant that two Program Review cycles would take place within the six-year assessment cycle. If Program Review shifts to a five-year cycle, it means that Assessment would need to adjust to best align with the Program Review and the Strategic Plan cycles. The Assessment Coordinator attends the Program Review Committee meetings and has already been brought into this discussion. The Assessment Committee approved the change to cycle at the September 16, 2026 meeting.

We also understood that any shift to 5-year cycle, with required Annual Updates, will necessitate an information campaign and training. Norco College constituents will need to be informed of the impending shift, and the Program Review Committee will need to present and explain where to find Annual Update checklists and how to use them. Methods of training may include, but are not limited to, Flex Day presentations, scheduled Zoom/virtual trainings, Zoom/virtual drop-in hours, scheduled Program Review camps, videos imbedded into each section of the Program Review platform on Nuventive, and lists of best practices for each section.

Conclusion:

The Program Review Committee is seeking approval to align Program Review with the Strategic Plan by moving to a five-year cycle starting in the 2026-2027 academic year. The Program Review Committee has been discussing this change to the cycle since May 23, 2024 and committee members have been asked to share feedback from their schools through a standing item on the agenda. Notably, there was little pushback from the schools. The Program Review Committee approved the proposed change to the Program Review Cycle on May 28, 2026.