



College Council

Meeting Minutes for December 5, 2024 | 12:50 pm to 1:50 pm | Location: OC*116

Join via [Zoom Link](#) | Meeting ID: 818 1323 0186 | Passcode: 789776

Council Members (total# 18)

Ms. Natalie Aceves, Dr. Hayley Ashby, Ms. Kimberly Bell, Dr. Quinton Bemiller, Dr. Peggy Campo, Dr. Michael Collins, Ms. Janet Frewing, Ms. Azadeh Iglesias, Dr. Tenisha James, Mr. Yusuf Jilani, Ms. Ashlee Johnson, Mr. Daren Koch, Dr. Virgil Lee, Mr. Jethro Midgett, Mr. Alex Spencer, Dr. Kaneesha Tarrant, Ms. Leona Vassale, and Ms. Patty Worsham

Ex-officio Members:

Dr. Monica Green (Administrator), Ms. Araceli Covarrubias (Faculty Association), Vacant (CPROS), Vacant (ASNC Rep)

Council Members Not Present:

List Names: Ms. Janet Frewing, Mr. Jethro Midgett

Guest(s):

List Names: Ms. Tricia Hodawanus, Mr. Dan Reade

Recorder:

Desiree Wagner

Quorum: # 10

Subject to Brown Act: No

1. Call to Order

- List Time: 12:54 pm

2. Action Items

2.1 Approval of Agenda

- MSC (Motion- Dr. Virgil Lee /Second- Ms. Kimberly Bell)
- Approved by consensus.

2.2 Approval of [Meeting Minutes, October 10, 2024](#)

- MSC (Motion- Dr. Peggy Campo/ Second- Ms. Kimberly Bell)
- Approved by consensus.

2.3 [Academic Affairs PR Resource Requests Prioritization List](#) (Dr. Bemiller)

- MSC (Motion- Dr. Virgil Lee /Second- Dr. Hayley Ashby)
- The resource request prioritization list was discussed, with no edits or corrections required.
- Approved by consensus.

2.4 [Planning and Development PR Resource Request Prioritization List](#) (Dr. James)

- MSC (Motion- Dr. Virgil Lee /Second- Dr. Peggy Campo)
- The resource request prioritization list was discussed, with no edits or corrections required.
- Clarification was provided: the Director of Institutional Research is a newly created position, separate from the Dean of Institutional Effectiveness.
- Approved by consensus.

2.5 [Student Services PR Resource Request Prioritization List \(Dr. Tarrant\)](#)

- MSC (Motion- Dr. Virgil Lee /Second- Ms. Kimberly Bell)
- The resource request prioritization list was discussed, with no edits or corrections required.
- Approved by consensus.

2.6 [2024-2025 Norco College Budget Priorities \(Dr. Collins\)](#)

- MSC (Motion- Dr. Peggy Campo /Second- Dr. Hayley Ashby)
- Position reevaluation and Safety Prioritization: Dr. Collins and Dr. James discussed the re-evaluation of positions due to retirement and staff leaving. Some members raised concern about the lack of formal communication regarding the rationale for not rehiring certain positions, suggesting that operational leads should have informal conversations to understand future needs. Perhaps we capture these positions in the President's End of Year Memo. Dr. Collins agreed, emphasizing the importance of closing the loop and providing justification for decisions. Dr. Campo also brought up the absence of safety in budget prioritization, suggesting it should be assumed as a top priority. Dr. Collins agreed, stating that safety is the utmost priority on campus, and it's assumed in their regulatory compliance aspects.
- Addressing Prioritization and Funding Concerns: Members expressed concerns about the administration's response to prioritization requests, suggesting that dismissing requests without proper justification could be perceived as dismissive. Also highlighted the existence of alternative funding sources, such as grant opportunities, which could be utilized to fund specific needs. Dr. Collins clarified that resource requests are prioritized first, and it's the cabinet's responsibility to identify funding opportunities for these requests, which may not always be from the general fund. Dr. Collins also mentioned that the general fund holds about \$185,000 a year for resource requests.
- Addressing Staffing Challenges and Budgets: Ms. Vassale expressed understanding and empathy towards the challenges faced by managers due to the ambiguity surrounding staffing needs and budgetary impacts. She emphasized the need for a cohesive and consistent process, acknowledging that life can sometimes get in the way. Dr. Ashby brought up a technical comment regarding the quality focus essay, suggesting its removal from the professional development section as it is no longer a component of the institutional self-evaluation report. Dr. Collins agreed, suggesting the removal of the quality focus essay language and a continued commitment to employee professional development. Members also discussed the concern about departments being tempted by salary savings when determining vacant positions, with clarification that the decision to replace a position is within the department's discretion.
- Dr. Collins to add a sentence about safety being a top priority to the budget priorities document.
- Dr. Collins to remove language specific to the quality focus essay from the budget priorities document.
- Dr. Collins to bring back the final wording of the budget priorities document as an information item in March.
- Approved by consensus.

3. Discussion Items

3.1 Review & Feedback: [SPGM 2025-2030 First Draft](#)

- [SPGM High Level Overview PowerPoint Presentation](#)
- Dr. James presented the SPGM High Level Overview PowerPoint to College Council members. The Strategic Planning & Governance Manual (SPGM) revisions, focusing on KPIs, institutional procedures, and governance manual updates. The workgroup members aimed to make the content more accessible and user-friendly, with a focus on clear and concise language. The KPIs were streamlined and now emphasize eliminating equity gaps. The institutional procedures were restructured for better understanding and implementation. The governance manual was also revised, with a focus on reducing burdens and improving clarity around decision-making processes. Dr. James encouraged feedback on the SPGM, particularly on the new format and content.

4. Information Item

4.1 [E-Voting Protocols](#)

- Dr. James reviewed the E-Voting Protocols. A question was asked about where the document will reside.
- Dr. James will make the E-voting Protocols document accessible on appropriate college websites.

4.2 [Data Governance IEGC Workgroup Charter](#)

- Dr. James reviewed the Data Governance IEGC Workgroup Charter.
- When reviewing the charge, the Workgroup is responsible for identifying the criteria and/or situations that will require data governance approval, creating a data governance application, and a step-by-step process for data governance. A question was asked; does this include information from external sources? With the lead not in attendance, Dr. James will reach out and clarify.

4.5 College Reorganization Presentation

- Dr. Green presented the College Reorganization Plan, outlining efforts to streamline resources and enhance the learning environment in alignment with the institution's mission and strategic goals. She emphasized the focus on student access, success, and equity. Key structural changes from recent years were highlighted, including the implementation of a holistic student support model, shifts in academic counseling and career development priorities, and the integration of equity across the college's organizational structure.
- Dr. Green proposed additional department realignments to better support the institution's strategic objectives. These included moving the Dean of Special Funded Programs from Student Services to Planning and Development and transitioning the Dean of Technology and Learning Resources from Academic Affairs to Student Services. Additional changes involved relocating Athletics from the Dean of Student Life to the Dean of Instruction. The implementation timeline for these adjustments is set for January 2025, though some shifts will be delayed allowing for thorough planning. The presentation concluded with an invitation for questions and feedback.
- **Dr. James Motion to extend the meeting by 5 minutes (Dr. Virgil Lee / Ms. Kimberly Bell)**
- During the discussion, members expressed concerns about the reorganization process, noting a lack of consultation with managers and faculty. They suggested that the Leadership Council could have played a more active role, enabling broader dissemination of proposed changes and providing more opportunities for input.
- Athletics will transition from the Dean of Student Life to the Dean of Instruction by January 2, 2025.
- In Spring 2025, the following program shifts are planned:
 - **MESA** will move under the Dean of Equity and Inclusion.
 - **TRIO (SSS)** and **TRIO (UB)** will transition to the Dean of Special Funded Programs.
 - The **Disability Resource Center (DRC)** will be reassigned to the Dean of Student Services.

5. Good of the Order

5.1 DSPC Update

- October updates: The discussion concluded with an update on the DSPC meeting, which focused on assessing the RCCD strategic plan and the 25-year strategic plan.
- There was no DSPC meeting in November.

6. Future Agenda Topics

7. Adjournment

- List Time Adjourned: 1:59 pm

Next Meeting: March 13, 2025, **Time:** 12:50pm to 1:50pm, **Location:** OC*116

Fall 2024 Meeting Schedule of College Council	Agenda Item Request Deadline
September 12, 2024, from 12:50-1:50 PM	5 PM on Thursday, September 5, 2024
October 10, 2024, 12:50-1:50PM	5 PM on Thursday, October 3, 2024
November 14, 2024, 12:50-1:50PM	5 PM on Thursday, November 7, 2024
December 5, 2024, 12:50-1:50PM	5 PM on Monday, December 2, 2024

						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?	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.			
Instructional: Library	2024 - 2027	\$11,711.	ITEM: Technology	Portable Interactive Display for Libr	The Library would like to request a portable interactive display that c	The Wilfred J. Airey Library does not have a dedicated library instruction classroom. As a result, lib	The Library	1	
Instructional: Library	2024 - 2027	\$15,525.	ITEM: Instructional Sup	JOVE Database Subscription for Sc	The Library requires additional funding to pay for the JOVE database.	This resource request maps to the Program/Unit Goal Align Library Services with the Guided Pathw	The Library	3	
Instructional: Library	2024 - 2027	\$22,197.	ITEM: Technology	Professional Bookeye Scanner	The Library would like to purchase a professional Bookeye scanner f	This resource request is supported by the Program/Unit Goal Infuse Diversity, Equity, Inclusion, an	The library	5	

					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		
Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title				Priority #:	Funding Staus	Notes
Instructional: Math 2024 - 2027		\$200.00	ITEM: Equipment, Services, Statcrunch access for dual enrollment MAT-12	Renewal of subscription.			Yes, we have this resource for FA 22 to SP 23, but it requires 6-month or year-long subscription.	1		
Instructional: Math 2024 - 2027		\$9,000.00	ITEM: Equipment, Services, Technology updates	Updated or NEW computers and projectors in Math dedicated WEQ rooms.			Computers and projectors	2		
Instructional: Math 2024 - 2027		\$600.00	ITEM: Equipment, Services, Additional white boards for math dedicated classroom.				Yes, but we would like white boards on all possible walls.	3		
Instructional: Math 2024 - 2027		\$200.00	ITEM: Instructional Supplie	Hand-held white boards	Class set of hand held white boards		No	4		

Unit	\$ Amount Requested	Request Title What resources do you need?	This request for my area is Priority #:	Funding Status	Notes	Kin,Geg, Bio, Phy, Chem
Instructional: Chemistry	\$50,000.00	Chairs replace chairs in these rooms	20		1	* The budget estimate was 50,000 per room, not in total
Instructional: Kinesiology	\$50,000.00	Replacement : Replacement Tables/Chairs in IT 101, IT 117, ATEC 11	24		1	* The budget estimate was 50,000 per room, not in total
Instructional: Chemistry	\$100,000.00	Replace existii 1 fumehood with acid cabinet storage underneath	1		2	
Instructional: Physics	\$16,000.00	JoVE Subscrip To maintain the site license of JoVE through the library	3		3	
Instructional: Geography	\$16,000.00	JoVE education JoVE subscription renewal	7		3	
Instructional: Biology	\$16,000.00	JoVe Annual S Renewal of JoVe Annual subscription for library	13		3	
Instructional: Chemistry	\$16,000.00	Renew JoVE st Renew subscription	21		3	
Instructional: Kinesiology	\$16,000.00	JoVE Subscrip Scoreboard for the Soccer Field instructional space.	25		3	
Instructional: Kinesiology	\$53,000.00	Cardio and Re 10 Treadmills	2		4	
Instructional: Geography	\$800.00	Sling Psychror 13 sling psychrometers	1		5	
Instructional: Biology	\$50,000.00	Bio Pak Expan: Reflex and ANS physiology Add-on and of 7 full Bio Pac	2		6	
Instructional: Physics	\$1,900.00	BK Precision M 20 BK Precision 2704c Multimeters	1		7	
Instructional: Chemistry	\$35,000.00	Additional she additional cabinetry and shelving	2		8	
Instructional: Kinesiology	\$3,500.00	CPR Manikins 16-CPR feedback manikins; adult size/diversity	3		9	
		<ul style="list-style-type: none"> o Quantity: 1 each o Cost: \$15 hard copies or free download if RCCD can print to large size (ideally 16X20 minimum) o https://store.usgs.gov/product/751272 (Kilauea Crater, Hawaii) o https://store.usgs.gov/product/480766 (Mauna Kea Crater, Hawaii) o https://store.usgs.gov/product/751305 (Wailuku, Hawaii) o https://store.usgs.gov/product/522344 (Lahaina, Hawaii) o https://store.usgs.gov/product/741502 (Corona North, CA) o https://store.usgs.gov/product/486006 (Corona South, CA) o https://store.usgs.gov/product/482321 (Riverside West, CA) o https://store.usgs.gov/product/515641 (Riverside East, CA) o https://store.usgs.gov/product/744811 (Newport Beach, CA) o https://store.usgs.gov/product/745122 (Long Beach, CA) o https://store.usgs.gov/product/471474 (Malibu Beach) o https://store.usgs.gov/product/484967 (Imperial Beach) 				
Instructional: Geography	\$270.00	USGS Topogra Beach)	2		10	
Instructional: Biology	\$35,000.00	Replacement : Replacement of all lab benches in IT 128	3		11	
Instructional: Physics	\$30,500.00	PC Lab Compr 20 PC Computers	2		12	
Instructional: Chemistry	\$20,000.00	Expand storag cabinetry, shelving and bench space	3		13	

Instructional: Kinesiology	\$600.00	First Aid suppl Sterile nonadherent gauze pads, gauze roll bandages, 38 Azimuth Compass Protractors https://www.forestry-suppliers.com/p/47954/59211/azimuth-compass-	4	14
Instructional: Geography	\$171.00	Azimuth Comr protractor	3	15
Instructional: Biology	\$17,000.00	Refridgerator new refridgerator Z door item# TSX 500 5GA for micro l	4	16
Instructional: Physics	\$300.00	Vernier Graphi To maintain our License for the Vernier Graphical Anal	4	17
Instructional: Chemistry	\$18,000.00	Add vented Ca none	4	18
Instructional: Kinesiology	\$1,500.00	Dirt Walking/R Dirt walking/running track adjacent to the W-8 classro	6	19
		3 Contour Kits https://www.forestry-suppliers.com/p/76747/33549/lab-aids-making-		
Instructional: Geography	\$320.00	Contour Kits interpreting-topographic-maps	4	20
Instructional: Biology	\$4,000.00	Supernova + S 2 SuperNova+ Stir/ Hotplates.Item# SP8885719O	5	21
Instructional: Physics	\$715.00	Pasco Mini Bal 4 additional mini ball launchers	5	22
Instructional: Chemistry	\$30,000.00	Additional Cat additional shelving and cabinetry	5	23
Instructional: Kinesiology	\$1,000.00	Square Rebou 1-square rebounder; with 5 ball set	7	24
		5 more pocket stereoscopes https://www.forestry-suppliers.com/p/51154/58771/forestry-suppliers-		
Instructional: Geography	\$200.00	Pocket Steresr pocket-stereoscope	5	25
Instructional: Biology	\$10,000.00	Replacement l 4 additional basic spectrophotometers for BIO-1	7	26
Instructional: Physics	\$22,000.00	Coulomb's Law 10 new Coulomb's Law Pendulums to replace our brol	6	27
Instructional: Chemistry	\$20,000.00	Additional cab Additional cabinetry and shelving needed to increase s	6	28
Instructional: Kinesiology	\$60.00	Bucket of Sher 1 bucket (10)-sheep hearts W/O Pericardium PL/10PM	8	29
Instructional: Biology	\$2,200.00	4 (four) Fisherl 4 (four) Fisherbrand Bacti-Loop Micro-Sterilizer are ne	8	30
Instructional: Physics	\$1,100.00	Quad Power S 6 new quad power supplies to complete our class set	7	31
Instructional: Chemistry	\$7,700.00	Pasco Spectro 14	8	32
Instructional: Kinesiology	\$1,000.00	Clinical Model 1-clinical model BAPS board	9	33
Instructional: Biology	\$5,000.00	-80 Small Free A small -80 (minus 80) freezer to store biological samr	9	34
Instructional: Physics	\$380.00	Friction Pads f 10 Vernier Friction pads that attach to our Vernier sen	9	35
Instructional: Chemistry	\$500.00	Replacement l 10	9	36
Instructional: Kinesiology	\$180.00	Blood Pressur 2-Blood Pressure Cuff	10	37
Instructional: Biology	\$1,000.00	Replacement l Replacement rolling whiteboard for IT 128	10	38
Instructional: Physics	\$2,300.00	Moment of Ine 10 Vernier Moment of Inertia Accessory Kits for our Ve	10	39
Instructional: Chemistry	\$500.00	Printer dedica 1 printer	12	40
Instructional: Kinesiology	\$1,800.00	Athletic Tape 12-athletic tape; 1.5", 1-athletic tape; 1", 2-athletic ta	10	41
Instructional: Biology	\$1,000.00	hand dynamor 2 hand dynamometer	11	42
Instructional: Physics	\$1,660.00	Temperature F 2 Vernier Temperature Probe Teacher Packs	11	43
Instructional: Chemistry	\$6,000.00	Melting Point f Four	15	44
Instructional: Kinesiology	\$230.00	THERABAND F THERABAND Professional Latex Resistance Bands spe	11	45
Instructional: Biology	\$8,000.00	Microscope Sl Assortment of microscope slides for Biology lab cours	12	46
Instructional: Physics	\$1,200.00	Gas Pressure f 10 Vernier Gas Pressure Sensors	12	47
Instructional: Chemistry	\$2,500.00	Gas Chromatc 2 columns	16	48
Instructional: Kinesiology	\$600.00	Tabletop Scorl Tabletop Scoreboard for the Soccer Field instructional	12	49
Instructional: Biology	\$600.00	Vermiculture t Vermiculture box with necessary components	14	50
Instructional: Physics	\$2,500.00	Human Eye Mo 10 Pasco Human Eye Models	13	51
Instructional: Chemistry	\$6,000.00	Pressurized ga Purchase of gases and Cylinders of Helium, zero air, a		52
Instructional: Kinesiology	\$800.00	Athletic Trainir 2-Athletic Training Kits for immediate attention to injur	13	53

Instructional: Biology	\$10,000.00	Outdoor Lab S Raised Garden Beds, Planters with trellis, A-Frame Tre	14	54
Instructional: Physics	\$120.00	Picket Fences 10 Vernier Picket Fences	14	55
Instructional: Kinesiology	\$6,900.00	Heart Rate Mo 1 Pack of 24 Heart Rate Monitors	14	56
Instructional: Biology	\$20,000.00	Anatomy mod Human Anatomy models	16	57
Instructional: Physics	\$1,100.00	Time of Flight I 10 Vernier Time of Flight Pads and Corresponding Con	15	58
Instructional: Kinesiology	\$7,000.00	Body Composi 1-Body Composition Analyzer	15	59
Instructional: Biology	\$25,000.00	advanced spe 4 Advanced Spectrophotometers	17	60
Instructional: Physics	\$18,000.00	E/M Apparati We need 3 additional E/M Apparati to complete out cl	17	61
Instructional: Kinesiology	\$230.00	Stability Balls 4 - Stability Balls	16	62
Instructional: Biology	\$50,000.00	Student Chair: Replacement of all student chairs and desks in IT 101	19	63
Instructional: Physics	\$460.00	Electrostatic F We need an additional 8 electrostatic friction kits with	20	64
Instructional: Kinesiology	\$250.00	Reversible Pra 2-sets of 12 Reversible Practice Jersey for flag football	17	65
Instructional: Kinesiology	\$95.00	Measuring Wh 1-Measuring Wheel	19	66
Instructional: Physics	\$25.00	Rings and Disk 1 Ring and Disk Demo Kit	19	67
Instructional: Kinesiology	\$175.00	Field Event Dis 2-Set Field Event Distance Markers	18	68
Instructional: Biology	\$100,000.00	Virtual dissect 3 Virtual dissection tables.	21	69
Instructional: Kinesiology	\$150.00	Cramer Heavy 1-roll of Cramer Heavy-Duty Ice Bags	20	70
Instructional: Kinesiology	\$560.00	Gym Wipes Hy 10-buckets of Gym Wipes Hygiene Wipes	21	71
Instructional: Biology	\$35,000.00	Additional Cat Additional cabinetry and shelving needed in HUM 202	22	72
Instructional: Physics	\$420.00	Rotating Chair 1 Rotating Chair Platform	23	73
Instructional: Kinesiology	\$160.00	Bluetooth Spe 1-bluetooth speaker for outdoor instructional use; witi	22	74
Instructional: Biology	\$100,000.00	acid cabinet s Replace Fumehood with acid cabinet storage underne	22	75
Instructional: Kinesiology	\$1,500.00	HES/KIN Instr Updated instructional signage for HES/KIN classroom.	23	76
Instructional: Biology	\$130,000.00	New Microsco 32 replacement microscopes	22	77
Instructional: Biology	\$20,000.00	Additional Cat Additional Cabinetry and Shelving needed in HUM 204	23	78
Instructional: Biology	\$20,000.00	Expansion of I Expand storage space and working space in instrumer	23	79
Instructional: Biology	\$130,000.00	New Microsco 32 new microscopes for ST203	23	80
Instructional: Biology	\$18,000.00	Cabinetry und Vented Cabinet underneath fumehood in HUM 204 to :	24	81
Instructional: Biology	\$130,000.00	Microscope re 32 new microscopes	24	82
Instructional: Biology	\$30,000.00	Cabinetry and Additional cabinetry needed and shelving in HUM 209		83
Instructional: Physics	\$17,000.00	University Phy: 32 copies of University Physics for the Physical and Lif	8	84
Instructional: Chemistry	\$450.00	scientific calci 20 scientific calculators in HUM 208 and HUM 204	7	85
Instructional: Physics	\$14,000.00	Spectrometer: We need 10 Pasco Spectrometers	18	86
Instructional: Geography	\$12,000.00	ArcGis softwa Small Education Institution Agreement for California C	6	87
Instructional: Chemistry	\$2,500.00	Ice Machine (T one ice machine	10	87
Instructional: Physics	\$9,000.00	Conceptual Ph We need a subscription access code for Conceptual P	21	87
Instructional: Physics	\$9,000.00	Conceptual Ph 30 electronic access copies of Conceptual Physical S	22	87

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	Funding Status	Notes
Instruction: 2024 - 2025		\$25,596.	ITEM: Instructional Supplies	Tools and E	Objective: to offer ceramic	This request serves 2030 Goal 7: (Programs) Beco	We have ve		1	
Instruction: 2024 - 2025		\$212,759.	ITEM: Technology	Technology	technology in the Norco	Build a comprehensive and inspiring campus	Art Gallery:		2	
Instruction: 2024 - 2025		\$25,000.	ITEM: Technology	A/V upgrad	An upgrade to the A/V comp	The projector and screen in IT 106 are outdated ar	Projector, s		3	
Instruction: 2024 - 2025		\$24,000.	ITEM: Equipment, Services, S	New Uprigh	3 new Yamaha U-3 upright	Pianos in the practice rooms are utilized by stude	3 old piano		4	
Instruction: 2024 - 2025		\$8,000.	ITEM: Equipment, Services, S	Media Tabl	Mixing table customized for	Supports performances: MUS 38, MUS 39, MUS 4	None		5	
Instruction: 2024 - 2025		\$2,000.	ITEM: Equipment, Services, S	Bose L1 Pro	Bose L1 Pro 16 PA System	t Support multiple classes within MUS discipline	Large PA sy		6	
Instruction: 2024 - 2025		\$13,500.	ITEM: Equipment, Services, S	Camera an	High resolution camera; hig	Goals 6.6, 6.7, and 6.8: increases reach of MUS a	None		7	
Instruction: 2024 - 2025		\$120.	ITEM: Equipment, Services, S	"GPTzero"	1 year subscription at the B	Request supports EMP Goal 2 (Success) and Art F	Turnitin inte		8	
Instruction: 2024 - 2025		\$4,000.	ITEM: Instructional Supplies	Increased f	More major works; more st	Exposes students to great choral literature.	A compreh		9	

									This request for my area is		
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?	Priority #:	Funding	Status	Notes
Instructional: Psychology	2024 - 2027	\$360.	ITEM: Instructional Supplies	Kahoot Memberships	Annual memberships to Kahoot+ Max for Teachers (\$120 annually for each f	This request is in support of EMP Goal 2: Success, Goal 3: Equity, and our program goal to decrease	None	1			
Instructional: Anthropology	2024 - 2027	\$259.	ITEM: Instructional Supplies	Blood Type Kits	Synthetic Blood Typing Kits (4 classes of 30 version) *2 (129.5 ea)		We have no blood type kits	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$26.	ITEM: Instructional Supplies	Calculators	Amazon Basics LCD 8-Digit Desktop Calculator, Black - 5 Pack		We have no calculators.	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$1,675.	ITEM: Instructional Supplies	Male Skeleton	Human Male Robust Asian Skeleton, Disarticulated (SC-287-D)	Supports the learning of SLO 5 (learning human Skelton anatomy and understand application of me	misc. human bones	999	Completed/Funded		
Instructional: Psychology	2024 - 2027	\$240.	ITEM: Instructional Supplies	Chegg Membership	One subscription to Chegg that can be shared among all PSY faculty.	This request is linked to EMP Goal 3: Equity and our program goal to decrease equity gaps. One of o	None	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$1,675.	ITEM: Instructional Supplies	Female Skeleton	Human Female Asian Skeleton, Diarticulated (SC-211-D)	Supports the learning of SLO 5 (learning human Skelton anatomy and understand application of me	misc. bones	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$516.	ITEM: Equipment, Services, Sof	Carrying case for skeleton	Premium Carrying Case for Disarticulated Skeletons *2 (258ea)	Cases needed for proper storage of disarticulated skeletons	None	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$1,718.	ITEM: Instructional Supplies	Intermembral Index Sets	Indri, capuchin, vervet, mandrill, macaque, siamang, chimpanzee Interment	Supports student learning of SLO 2 (analyze non-human primate morphology)	None	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$320.	ITEM: Instructional Supplies	Female Gorilla Skull	Female Gorilla Skull	Supports learning of SLO 2 (analyze non-human primate behavior, social organization, and morpho	2 male gorilla skulls	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$105.	ITEM: Instructional Supplies	Tarsier skull	Tarsier Skull	Supports student learning of SLO 2 (Analyze non-human primate and hominid behavior, social orga	misc. primate skulls	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$197.	ITEM: Instructional Supplies	Rhesus Macaque Skull	Rhesus Macaque Skull	Supports student learning of SLO 2 (Analyze non-human primate and hominid behavior, social orga	misc. primate skulls	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$298.	ITEM: Instructional Supplies	Male Chimpanzee skull	Male Chimpanzee Skull	Supports student learning of SLO 2 (Analyze non-human primate and hominid behavior, social orga	misc. primate skulls	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$298.	ITEM: Instructional Supplies	Female chimpanzee skull	Female Chimpanzee skull	Supports student learning of SLO 2 (Analyze non-human primate and hominid behavior, social orga	misc. primate skulls	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$172.	ITEM: Instructional Supplies	Indri Skull	Indri Skulls	Supports student learning of SLO 2 (Analyze non-human primate and hominid behavior, social orga	misc. primate skulls	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$35.	ITEM: Instructional Supplies	DNA Model Kit	miniDNA (AMDNA06012) DNA Model 12 Base Pair Layer Kit	Supports student learning of SLO 6 (Identify human, hominid, and non-human primate molecular ev	incomplete DNA model	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$335.	ITEM: Instructional Supplies	Osteology Teaching Skull	Magnetic Osteological Teaching Skull, 22-piece, color	Supports student learning of SLO 5 (Identify the difference between human and non-human skeleta	None	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$1,650.	ITEM: Instructional Supplies	Fragmentary Skeletal Set	FC001 Full Fragments Collection #1	Supports student learning of SLO 5 (Identify the difference between human and non-human skeleta	misc. bones	999	Completed/Funded		
Instructional: Anthropology	2024 - 2027	\$1,380.	ITEM: Instructional Supplies	Fragmentary Skeletal Set	FC002 Full Fragmentary Collection #2	Supports student learning of SLO 5 (Identify the difference between human and non-human skeleta	misc. bones	999	Completed/Funded		

					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
Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title	What resources do you need?				
Instructional: Business Admin 2024 - 2027		\$8,000.	ITEM: Equipment, Services,	IBIS World Database Access	Industry Research Data	This request aligns with our EMP goal for student transformation: this request supports our goal for student transformation by providing access to industry research data.	None	1	
Instructional: Business Admin 2024 - 2027		\$800.	ITEM: Equipment, Services,	Small 3D Printer	A desktop 3D printer to	Student transformation: this equipment is needed for the	None	2	

Please summarize how this request supports one or more						
Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title	What resources do you need?	What resources do we already have?
Instructional: Architecture Gr2	2024 - 2027	\$85,000.	ITEM: Equipment, Service	CO Laser cutter	a new CO laser cutt	old Laser engraver that is insul
Instructional: Electrician (ELC	2024 - 2027	\$70,000.	ITEM: Instructional Suppl	Powerflex VFD drives with PLC periph	VFD's and PLC mod	Goals 3, 5, and 7. These goals comprise of closing the equity g
Instructional: Electrician (ELC	2024 - 2027	\$70,000.	ITEM: Equipment, Service	Audio/Visual IT-124 and ATEC 119	Replace both Audio	Goals 3, 5, and 7. These goals comprise of closing the equity g
Instructional: Manufacturing, I	2024 - 2027	\$32,000.	ITEM: Equipment, Service	CMM machine for MAN 35, MAN 36, 1	Manufacturers requ	2025 Objective 7.2 Develop Career & Technical Education prog
Instructional: Drafting Technol	2024 - 2027	\$60,000.	ITEM: Equipment, Service	Equipments and tools	Perkins/CTE/job pla	to add new tools to Makers club to support their CTE and STEM Makers lab tool that need s to
Instructional: Architecture Gr2	2024 - 2027	\$10,000.	ITEM: Instructional Suppl	consumables such as 3D print Cartrig	Perkins	To run Maker's lab machies and supply the material and cartrig few cartridge enough for 3 mo
Instructional: Drafting Technol	2024 - 2027	\$6,000.	ITEM: Equipment, Service	Specialized CAD/CAM office computi	CTE/Perkins	To be efficient using a proper computer so I don't have to wait h
Instructional: Manufacturing, I	2024 - 2027	\$3,408.	ITEM: Equipment, Service	Fix the Haas simulators and have the	The total cost for rej	Since the batteries are deed in many of these simulators they a
Instructional: Manufacturing, I	2024 - 2027	\$30,268.	ITEM: Equipment, Service	Skill boss trainer	We are having probl	Having enough access for the amount of students in the classr
Instructional: Manufacturing, I	2024 - 2027	\$32,000.	ITEM: Equipment, Service	Certified Industry 4.0 Control System	Amatrol PLC trainer	As can be read above we are proposing a new program based o
Instructional: Drafting Technol	2024 - 2027	\$20,000.	ITEM: Equipment, Service	Lab Printers - laser B&W and color	black and white prit	Every students need a print! This is for Drafting class that consi
Instructional: Electrician (ELC	2024 - 2027	\$45,000.	ITEM: Equipment, Service	Mechatronics Learning System	Mechatronics Learr	Goals 3, 5, and 7. These goals comprise of closing the equity g
Instructional: Electronics (ELE	2024 - 2027	\$65,980.	ITEM: Instructional Suppl	Electronic	New software for EL	EMP GOAL 7,EMP Goal 3,EMP Goal 5
Instructional: Drafting Technol	2024 - 2027	\$64,000.	ITEM: Instructional Suppl	3D Printer	Perskins - Job place	This equipment is supporting all STEM and CTE students in the
Instructional: Electrician (ELC	2024 - 2027	\$10,000.	ITEM: Equipment, Service	Replace chairs in IT-124	New Chairs	Most existing chairs' backs are broken. This request supports a
Instructional: Manufacturing, I	2024 - 2027	\$12,500.	ITEM: Equipment, Service	Certified Industry 4.0 Robotics Speci	C-216 Robot Syster	This helps the college with the following goals along with the re
Instructional: Manufacturing, I	2024 - 2027	\$31,000.	ITEM: Equipment, Service	Purchase more Allen Bradley L16 PLC	We need 12 more Al	Goal 2:2025 Objective 2.2 Increase number of certificates corr
Instructional: Electrician (ELC	2024 - 2027	\$30,000.	ITEM: Instructional Suppl	General Replacement of broken and c	The broken and con	Goals 3, 5, and 7. These goals comprise of closing the equity g

In the electrical program, we have a good selection of top notch equipment.

Please summarize how this request supports one or more						
Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title	What resources do you need?	What resources do we already have?
Instructional: Architecture Gr2	2024 - 2027	\$85,000.	ITEM: Equipment, Service	CO Laser cutter	a new CO laser cutt Perkins / CTE / Job placement	old Laser engraver that is insul
Instructional: Electrician (ELC	2024 - 2027	\$70,000.	ITEM: Instructional Suppl	Powerflex VFD drives with PLC periph	VFD's and PLC mod Goals 3, 5, and 7. These goals comprise of closing the equity g	We have a limited amount of tl
Instructional: Electrician (ELC	2024 - 2027	\$70,000.	ITEM: Equipment, Service	Audio/Visual IT-124 and ATEC 119	Replace both Audio Goals 3, 5, and 7. These goals comprise of closing the equity g	Each class has one screen. Sti
Instructional: Manufacturing, I	2024 - 2027	\$32,000.	ITEM: Equipment, Service	CMM machine for MAN 35, MAN 36, 1	Manufacturers requ 2025 Objective 7.2 Develop Career & Technical Education prog	The current CMM machine is v
Instructional: Drafting Technol	2024 - 2027	\$60,000.	ITEM: Equipment, Service	Equipments and tools	Perkins/CTE/job pla to add new tools to Makers club to support their CTE and STEM Makers lab tool that need s to	
Instructional: Architecture Gr2	2024 - 2027	\$10,000.	ITEM: Instructional Suppl	consumables such as 3D print Cartrig	Perkins To run Maker's lab machies and supply the material and cartrig few cartridge enough for 3 mo	
Instructional: Drafting Technol	2024 - 2027	\$6,000.	ITEM: Equipment, Service	Specialized CAD/CAM office comput	CTE/Perkins To be efficient using a proper computer so I don't have to wait h	Old Windows office computer
Instructional: Manufacturing, I	2024 - 2027	\$3,408.	ITEM: Equipment, Service	Fix the Haas simulators and have the	The total cost for rej Since the batteries are deed in many of these simulators they a	About 12 simulators about 6 o
Instructional: Manufacturing, I	2024 - 2027	\$30,268.	ITEM: Equipment, Service	Skill boss trainer	We are having probl Having enough access for the amount of students in the classr	We already have one Skill bos:
Instructional: Manufacturing, I	2024 - 2027	\$32,000.	ITEM: Equipment, Service	Certified Industry 4.0 Control System	Amatrol PLC trainer As can be read above we are proposing a new program based o	Siemens and Allen Bradley PL
Instructional: Drafting Technol	2024 - 2027	\$20,000.	ITEM: Equipment, Service	Lab Printers - laser B&W and color	black and white prit Every students need a print! This is for Drafting class that consi	old printers (over 10 years)
Instructional: Electrician (ELC	2024 - 2027	\$45,000.	ITEM: Equipment, Service	Mechatronics Learning System	Mechatronics Learr Goals 3, 5, and 7. These goals comprise of closing the equity g	Our industrial advance equipn
Instructional: Electronics (ELE	2024 - 2027	\$65,980.	ITEM: Instructional Suppl	Electronic	New software for EL EMP GOAL 7,EMP Goal 3,EMP Goal 5	Multisim software and PSpice
Instructional: Drafting Technol	2024 - 2027	\$64,000.	ITEM: Instructional Suppl	3D Printer	Perskins - Job place This equipment is supporting all STEM and CTE students in the	Advanced 3D Print Laser - see
Instructional: Electrician (ELC	2024 - 2027	\$10,000.	ITEM: Equipment, Service	Replace chairs in IT-124	New Chairs Most existing chairs' backs are broken. This request supports a	Broken chairs
Instructional: Manufacturing, I	2024 - 2027	\$12,500.	ITEM: Equipment, Service	Certified Industry 4.0 Robotics Speci	C-216 Robot Syster This helps the college with the following goals along with the re	C-101 Associate-Basic Operat
Instructional: Manufacturing, I	2024 - 2027	\$31,000.	ITEM: Equipment, Service	Purchase more Allen Bradley L16 PLC	We need 12 more Al Goal 2:2025 Objective 2.2 Increase number of certificates corr	We currently have 12 of the All
Instructional: Electrician (ELC	2024 - 2027	\$30,000.	ITEM: Instructional Suppl	General Replacement of broken and c	The broken and con Goals 3, 5, and 7. These goals comprise of closing the equity g	In the electrical program, we have a good selection of top notch equipment.

					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.		This request for my area is	Funding		
Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title	What resources do you need?	What resources do we already have?	Priority #:	Status	Notes	
Instructional: Early C	2024 - 2025	#####	ITEM: Technology	Laptop for New Faculty Hire	a new Laptop for the New Fa	The new faculty will need to complete Outcomes a	Both current full time faculty have laptops	1		
Instructional: Admin	2024 - 2025	#####	ITEM: Instructional Supplie	Lab Supplies	Lab supplies: Perishable lab	For equity purposes, students will need access to c	Some remaining lab supplies: Fingerprint mater	2		
Instructional: Early C	2024 - 2025	\$500.00	ITEM: Technology	Printer for new Full Time Faculty	a new printer for the new Ful	The new faculty needs a printer.	Both full time faculty have printers	2		
Instructional: Early C	2024 - 2025	#####	ITEM: Instructional Supplie	Instructional Supplies	We needs supplies at Stokoe	In our classes we engage students in hands on lear	We have supplies at Norco Campus	3		
Instructional: Admin	2024 - 2025	#####	ITEM: Equipment, Services	Lab Equipment	Camera filters, alternate light	EMP Goals 2, 3, & 7. For equity purposes, students	Fuming Hood, Live Scan, Microscopes, and Chr	4		
Instructional: Admin	2024 - 2025	#####	ITEM: Equipment, Services	Lab Equipment/FARO Technologie	Alternate light sources/FARO	EMP Goals 2, 3, & 7. For equity purposes, students	Fuming Hood, Live Scan, Microscopes, and Chr	5		
Instructional: Admin	2024 - 2025	#####	ITEM: Instructional Supplie	Textbooks	Additional textbooks for our	Supports EMP Goals 1, 3, 5 & 7. For equity purpose	Textbooks for some classes	6		
Instructional: Admin	2024 - 2025	#####	ITEM: Equipment, Services	CERT Trailer	Trailer or mobile storage unit	EMP Goals 1, 2, 6, & 7. A portable storage unit or tr	CERT equipment and supplies	8		
Instructional: Admin	2024 - 2025	\$250.00	ITEM: Instructional Supplie	Criminal Justice Student Associati	Marketing, non-durable equi	EMP Goals 1, 3, 6, & 7. Supporting our clubs is need	Table Covering and Canopy	9		

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 approved investment data.	What resources do we already have?	This request for my area is Priority #:	Funding Status	Notes	Column1
Administrative: Academic Affairs	2024 - 2027	\$79,500.	STAFF: Classified Professional, Confidential, Mgr	Administrative Assistant I - increase existing funding to 100%	100% staffing - amount requested reflect additional funding required for full.	The current administrative support (19 hours per week) is not sufficient to meet the needs of 19 hour per week of Administrative Assistant I sta	2				
Administrative: Academic Affairs	2024 - 2027	\$59,300.	STAFF: Classified Professional, Confidential, Mgr	Administrative Assistant I - support for Academic Senate	Administrative Assistant I - permanent part time	A permanent part-time administrative assistant will support the senate with agendas, minutes; existing support is from Administrative Assistant t	4				
Administrative: Academic Affairs	2024 - 2027	\$134,000.	STAFF: Classified Professional, Confidential, Mgr	Administrative Assistant II	full-time administrative assistant support for the Dean of Instruction.	CITE The work of this office is the support of Career Education. Funding of this position will support no current staffing.	1				
Instructional: Art	2024 - 2027	\$80,000.	STAFF: Classified Professional, Confidential, Mgr	Art Centered Administrative Lab Personnel / Visual Arts Program Coordinator	Objective: to assist the Studio Art programming with day-to-day operations. I	This request will help serve EMP Goal 6 as the person hired for this position will interact with 1. One shared IDS. The Studio Arts discipline within 5					
Administrative: Academic Affairs	2024 - 2027	\$128,432.	STAFF: Classified Professional, Confidential, Mgr	CE- Apprenticeship Student Services Technician	A full-time Student Services Technician to support the Apprenticeship progr	The plan, with additional support staff, will enhance the programs capacity to provide compo					
Administrative: Academic Affairs	2024 - 2027	\$143,169.	STAFF: Classified Professional, Confidential, Mgr	CE- Career Educator Educational Advisor	A dedicated educational advisor to support CTE, noncredit and apprentices	EMP Goal 5, EMP Goal 1, EMP Goal 2, EMP Goal 3, EMP Goal 6					
Administrative: Academic Affairs	2024 - 2027	\$143,169.	STAFF: Classified Professional, Confidential, Mgr	CE- STEM Services Developer	STEM Services Developer						
Instructional: Chemistry	2024 - 2027	\$100,000.	STAFF: Classified Professional, Confidential, Mgr	Change part-time lab technician position to full-time lab technician	1 additional full time	Laboratory is an essential part of learning chemistry. Laboratory experiments help students "1. 4 full-time and one part-time	7				
Administrative: Academic Affairs	2024 - 2027	\$49,088.	STAFF: Classified Professional, Confidential, Mgr	CRC- Rising Scholars Peer Mentors (4)	CRC- Student Services Technician	Norco College's Rising Scholars (RS) in-prison program at the California Rehabilitation Center Currently 15 hours per week of a technician works with CRC population.					
Administrative: Academic Affairs	2024 - 2027	\$138,600.	STAFF: Classified Professional, Confidential, Mgr	CRC- Student Services Technician	Student Services Technician	70% of incarcerated students in our partnership with the CRC Rising Scholars program are m. None					
Administrative: Academic Affairs	2024 - 2027	\$153,300.	STAFF: Classified Professional, Confidential, Mgr	CRC- Student Success Coach	Student Success Coach						
Administrative: Academic Affairs	2024 - 2027	\$19,500.	STAFF: Classified Professional, Confidential, Mgr	CRC- Tutorial Service Clerk	Tutorial Services Clerk - permanent part time						
Administrative: Academic Affairs	2024 - 2027	\$147,593.	STAFF: Classified Professional, Confidential, Mgr	CRC Rising Scholars Partnership- FT Student Success Coach	Full-time Student Success Coach to support CRC RS students.	EMP Goal 3: Close all student equity gaps. Need: FT Student Success Coach/because CRC R/s None					
Administrative: Academic Affairs	2024 - 2027	\$132,371.	STAFF: Classified Professional, Confidential, Mgr	CRC Rising Scholars AA- FT Student Services Technician	FT (40 hours per week) Student Services Technician	EMP Goal 1: Expand College access by increasing both headcount and FTES/Norco College's 1. Student Services Technician: 15 hours a week, pa	1				
Administrative: Academic Affairs	2024 - 2027	\$147,265.	STAFF: Classified Professional, Confidential, Mgr	Educational Partnerships - FT Administrative Assistant II- Dual Enrollment/CCAP, Midd	Need The level of Administrative assistance required for this position is an A	Educational Partnerships currently supports Norco College's JFX Middle College, CCAP Dual Enrollment, The Administrative Assistant for EDU (3					
Instructional: Physics	2024 - 2027	\$120,000.	STAFF: Classified Professional, Confidential, Mgr	Full Time Lab Technician	To change the position of the part time lab tech into a full time lab tech	With the increase of course offerings in SoCal, including the addition of more evening, Friday Four full-time lab techs and one part-time lab tech	25				
Instructional: Biology	2024 - 2027	\$120,000.	STAFF: Classified Professional, Confidential, Mgr	Full Time Night/Weekend Lab Technician	Full-time night/weekend lab technician	Having a full-time night lab technician will allow additional offerings of STEM courses at night. Currently we have a part-time lab tech who will be	1				
Instructional: Kinesiology	2024 - 2027	\$120,000.	STAFF: Classified Professional, Confidential, Mgr	Full-time Laboratory Technician	Full-time laboratory technician, replacing current part-time position.	This request supports EMP 7 Objective 7.6.	25				
Instructional: Chemistry	2024 - 2027	\$255,000.	STAFF: Classified Professional, Confidential, Mgr	Funding for LRC Tutoring Center	Need money for tutors	We are requesting that the budget for the Tutoring Center at the Learning Resource Center be	18				
Administrative: Academic Affairs	2024 - 2027	\$193,084.	STAFF: Classified Professional, Confidential, Mgr	JFX Middle College- Counselor/Coordinator	FT- Counselor- Coordinator	EMP Goal 3: Close all student equity gaps/ EMP Goal 1: Expand College access by increasing. Currently Counseling hours being paid through th	5				
Instructional: Architecture Graphics	2024 - 2027	\$100,000.	STAFF: Classified Professional, Confidential, Mgr	Lab Technician	a technician/lab Manager to supervise the Makers club lab, this role serves	To support equity and increase the enrollment for STEM/ CITE students	1				
Instructional: Drafting Technology	2024 - 2027	\$100,000.	STAFF: Classified Professional, Confidential, Mgr	Lab Technician	a technician/lab Manager to supervise the Makers club lab	To support equity and increase the enrollment for STEM/ CITE students	1				
Instructional: Drafting Technology	2024 - 2027	\$100,000.	STAFF: Classified Professional, Confidential, Mgr	Lab Technician	a technician/lab Manager to supervise the Makers club lab	To support equity and increase the enrollment for STEM/ CITE students	1				
Administrative: Academic Affairs	2024 - 2027	\$65,123.	STAFF: Classified Professional, Confidential, Mgr	LIB - Increase Library/LRC Administrative Assistant II FT position from 18 hours/week t	FT position at 40 hours/week	Directly supports EMP goal 7, objectives 7.6, 7.7. Position provides support for Library and LP FT position at 18 hours/week is not adequate to o	1				
Administrative: Academic Affairs	2024 - 2027	\$14,463.	STAFF: Classified Professional, Confidential, Mgr	LIB - FT Library Clerk I	FT (19-hour) Library Clerk I to cover peak usage times in the library during th	Directly supports EMP goal 7, objectives 7.6 and 7.7. Position provides critical support for lib. No current resources.	3				
Administrative: Academic Affairs	2024 - 2027	\$188,550.	STAFF: Classified Professional, Confidential, Mgr	LRC - Director, Learning Resource Center	Manager to oversee LRC/tutoring operations, promotion and strategic plan	Directly supports EMP goal 7, objectives 7.6 and 7.7. LRC/tutoring supports student learning. No current resources.	4				
Administrative: Academic Affairs	2024 - 2027	\$121,243.	STAFF: Classified Professional, Confidential, Mgr	LRC - FT Tutorial Services Clerk	A/FT Tutorial Services Clerk to Cover Evening Shift Hours (11:30 am-8:00 pm	Directly supports EMP goal 7, objectives 7.6 and 7.7. Tutoring supports student access, succe. We currently have 1 FT Tutorial Services Clerk that d	4				
Administrative: Academic Affairs	2024 - 2027	\$134,500.	STAFF: Classified Professional, Confidential, Mgr	Middle College- Dual Enrollment- Student Service Technician	Student Services Technician	Previously used the Middle College grant funds to pay for 10 hours a week of support from a 1. None					
Administrative: Academic Affairs	2024 - 2027	\$12,272.	STAFF: Classified Professional, Confidential, Mgr	Rising Scholars - On-Campus Transition Ambassador							
Instructional: Chemistry	2024 - 2027	\$5,100.	STAFF: Classified Professional, Confidential, Mgr	Teaching Assistant (TA) for CHE-18 Labs	2 TA's	CHE- 18 labs are more complicated and students need more individual instructions during th	13				
Instructional: Chemistry	2024 - 2027	\$30,000.	STAFF: Classified Professional, Confidential, Mgr	Teaching Assistant for CHE-28 Labs and Instructors	1 per each section for a total of 12	Che-28 supports all nursing and allied health majors as well as all science majors and, pre-v. None	14				
Administrative: Academic Affairs	2024 - 2027	\$19,509.	STAFF: Classified Professional, Confidential, Mgr	Tutorial Service Clerk (.25) for Rising Scholars							
Instructional: Physics	2024 - 2027	\$20,000.	STAFF: Classified Professional, Confidential, Mgr	Tutors for Physics Classes	Additional 2 Embedded Tutors each semester in high needs courses	Embedded tutors help increase success rates for students and can help close equity gaps in 1-2 Embedded Tutors each semester through the	16				
Administrative: Academic Affairs	2024 - 2027	\$150,300.	STAFF: Classified Professional, Confidential, Mgr	Web Applications Technician	Web Applications Technician	The college website is currently undergoing an upgrade with new CMS templates developed b. no resources currently exist to support this work	3				

							This request for my area is Priority		
Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title	What resources do you need?	#:	Funding Staus	Notes	
Administrative: Planning and I	2024 - 2027	\$114,702.	STAFF: Classified Profes	IE-Research Analyst (Institutional Research Specialist) moved 100% to general funds	Research Analyst (Institutional Resear	3		PD Rank: 3	
Administrative: Planning and I	2024 - 2027	\$124,399.	STAFF: Classified Profes	Equity and Grants Support	100% Grants Admin Specialist to sup	1	Completed/Funded		
Administrative: Planning and I	2024 - 2027	\$143,169.	STAFF: Classified Profes	IE-Institutional Effectiveness Support Coordinator (Instructional Program Support Coordin	Institutional Effectiveness Support Co	2	Completed/Funded		
Administrative: Planning and I	2024 - 2027	\$152,936.	STAFF: Classified Profes	IE-Additional Position - Research Analyst (Institutional Research Specialist)	Research Analyst (Institutional Resear	5	No Action-Insufficient funding		
Administrative: Planning and I	2024 - 2027	\$172,170.	STAFF: Classified Profes	Professional Development Coordinator	100% dedicated time and effort for co	2		PD Rank: 2	
Administrative: Planning and I	2024 - 2027	\$188,550.	STAFF: Classified Profes	IE- Director of Institutional Research	The request is for 100% of the funding	1		PD Rank: 1	
Planning and Development: E	2024 - 2027	\$10,336.	STAFF: Classified Profes	Men of Color Scholars: Alumni Peer Mentors	Men of Color Scholars: Alumni Peer M	2	Completed/Funded		
Planning and Development: E	2024 - 2027	\$89,216.	STAFF: Classified Profes	Men of Color Scholars: Peer Mentors	Continued funding for Men of Color Sc	2	Completed/Funded		
Planning and Development: E	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: (\$42,677.19 F	1	Completed/Funded		

Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title	What resources do you need?	This request for my area is Priority #:	Funding Staus	Notes
Administrative: Planning and Development	2024 - 2027	\$5,000.	BUDGET: Request O	IE-Assessment Committee Budget	Budget to support training, workshops and events	6		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.	4		PD Rank: 1
Planning and Development: Equity Programs	2024 - 2027	\$600.	BUDGET: Request O	Water delivery (Drinking water)	Water delivery (Drinking water)	4	Completed/Funded	
Planning and Development: Equity Programs	2024 - 2027	\$2,000.	BUDGET: Request O	Snacks for Equity Space	Budget: Snack for space	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 also be able to prov	2	Completed/Funded	
Planning and Development: Equity Programs	2024 - 2027	\$10,000.	BUDGET: Request O	MoC Scholars Basic School supplies, Pol	MoC Scholars Basic School supplies, Polos, Jackets, merchandise, prom	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 vouchers	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 Coi	We are seeking an additional person to support our growing program, incl	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 hours weekly to p	3	No Action-Insufficient funding	

Staff

Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title	What resources do you need?	Updated Ranking	Additional Notes
Administrative: Student Services:	2024 - 2027	\$27,000.	STAFF: Classified Professional, Confidential, Mgr	Salary for Student Services Technician	25.62% funding	1	25.62% of position is funded on grant or categorical funds. This would provide permanent funding for this position.
Student Services: Enrollment Services:	2024 - 2027	\$53,128.	STAFF: Classified Professional, Confidential, Mgr	Moving 47.5% Financial Aid Office Assistant to 100%	\$39,365.04 to cover 27.5% salary and benefits	2	Increase position from PT to FT to increase capacity in Financial Aid.
Student Services: Student Life:	2024 - 2027	\$156,000.	STAFF: Classified Professional, Confidential, Mgr	Mental Health Counselors	Funding for Mental Health Counselor	3	Increased demand for Mental Health Services and only one FT employee (Mental Health Supervisor)
Student Services: Advising and Counseling	2024 - 2027	\$205,830.	STAFF: Classified Professional, Confidential, Mgr	Director, Academic Advising and Student Success	1 Director, Academic Advising and Student Success	4	To support implementation of Federal Title V grant Enchale Grant (Title V)
Student Services: Student Life:	2024 - 2027	\$20,000.	STAFF: Professional Development	NaBita Training	Funding to pay for NaBita Training - Basics and Case Management	5	Training to ensure CARE team is able to appropriately respond to students of concern for the college community. There isn't a dedicated budget for this area.
Student Services: Advising and Counseling	2024 - 2027	\$143,169.	STAFF: Classified Professional, Confidential, Mgr	Educational Advisors	3 Educational Advisors	6	To support expansion to 8 schools and the Standard of Care.
Student Services: Special Programs	2024 - 2027	\$170,000.	STAFF: Classified Professional, Confidential, Mgr	DRC Educational Advisor	A team member to support the case management meetings with DRC students.	7	To support growth in the DRC, Counseling/Advising services and Standard of Care.
Student Services: Special Programs	2024 - 2027	\$115,000.	STAFF: Classified Professional, Confidential, Mgr	Disability Specialist	1 additional Disability Specialist. These classified professionals are tasked with the majority of duties related to providing students with their approved services.	8	To support growth in the DRC and ensure timely implementation of Accommodations.
Student Services: Advising and Counseling	2024 - 2027	\$132,855.	STAFF: Classified Professional, Confidential, Mgr	Employment Placement Coordinator	1 FT Employment Placement Coordinator for general students	9	High priority and need from Holistic Student Survey. September 2024: update to employment services plan involving CTE Employment Placement Coordinator
Student Services: Enrollment Services:	2024 - 2027	\$65,490.	STAFF: Classified Professional, Confidential, Mgr	Financial Aid Outreach Specialist Full-time	\$65,490.12 to move the Outreach Specialist from 19 hours to 40 hours a week	10	Increase position from PT to FT to increase capacity in Financial Aid.
Student Services: Enrollment Services:	2024 - 2027	\$108,076.	STAFF: Classified Professional, Confidential, Mgr	Operations Assistant at 50% and Student Services Specialist at 40% plus benefits	\$55,276.80 in salaries and \$52,800 in benefits for a total of \$108,076.80	11	Operations Assistant 11 Student Services Specialist 12 To support Enrollment Services including CRC, Dual Enrollment
Student Services: Special Programs	2024 - 2027	\$55,000.	STAFF: Classified Professional, Confidential, Mgr	Foster Youth Student Resource Specialist-PT to FT	Funding to transition the Student Resource Specialist from PT to FT	13	Increase position from PT to FT to increase capacity.
Student Services: Student Life:	2024 - 2027	\$156,000.	STAFF: Classified Professional, Confidential, Mgr	Funding for a Full-Time Registered Nurse	none	14	Funded at 32 hours. Budget for this position needs to be reassessed. Currently was in process of hiring.
Student Services: Special Programs	2024 - 2027	\$195,000.	STAFF: Classified Professional, Confidential, Mgr	EOPS Director	FT Director; required if program serves 500+ students; nearing that number; must be paid by college/general funds.	15	New Position
Administrative: Student Services	2024 - 2027	\$30,000.	STAFF: Professional Development	Division Retreat (5)	Funding to lead retreat for process mapping for each area within student services and one retreat for SS Management	16	To support division efforts in equity, quided pathway, SSIPP and Standard of Care.



2024-2025 Norco College Budget Priorities

In compliance with all regulations and laws, and alignment with Norco College's strategic plan goals of Student, Regional, and College Transformation, the College will primarily focus its resource allocation on the following strategic objectives.

These budget priorities will help guide resource request funding allocations directly related to NC program review.

Budget Context

- The Budget Act includes funding for 0.5% enrollment growth.
- It is critical that enrollment is fully restored to pre-pandemic levels by the end of fiscal year 2024-25 since enrollment levels at that time will become the new base level for apportionment calculation purposes. Credit FTES target for Norco College is 7,230.42. Non-Credit FTES target for Norco College 65.15.
- The Budget Act does not include funding for PPIS (physical plant and instructional support).
- Strategically assess enrollment performance in programs and financial performance in non-instructional areas in order to maximize the utilization of resources.

Student Transformation

- Fund the implementation of the college's strategic enrollment management plan to attract and retain students and maximize efficient FTES generation to meet established targets and provide access. The SEM Plan provides the operational framework for scaling Guided Pathways with a focus on the student journey from entry to completion and directs interventions to our identified disproportionately impacted students per our 2022-2025 Student Equity Plan.
- Implement employee professional development in alignment with our Quality Focus Essay (e.g. Leading from the Middle, equity-mindedness and cultural competency, and Guided Pathways)

Regional Transformation

- Pursue, develop and sustain collaborative partnerships. Focus on relationship and growing the College's reputation within the community.

College Transformation

- Strategic investment in college personnel to sustain an excellent workplace culture, including the evaluation of Strategically evaluate personnel replacements and additions.
- Develop/improve physical facilities to build a more comprehensive and inspiring campus.
- Implement technology-enhanced operational systems.
- Strategic investments to increase resource capacity and revenue generating projects.

1st Draft | Strategic Planning and Governance Manual 2025-2030

Hold For Cover Page

Contents

Part 1: Planning Overview	3
Planning Overview	4
Introduction to Planning	4
Planning Context	5
Part 2: 2025-2030 Strategic Plan	8
2030 Strategic Plan	9
Mission, Vision, Core Commitments	9
Review of 2025 Key Performance Indicators and Objectives	11
2030 Key Performance Indicators	14
2030 Objectives	15
2030 Strategic Alignment	21
2030 Strategic Alignment & Leadership Councils.....	21
Institutional Effectiveness & Governance Procedures	23
Program Review Process	23
Part 3: Governance Manual	32
Governance Overview.....	33
Council/Committee Templates.....	37
Communication & Decision-Making	38
Consensus and Voting	38

Part 1: Planning Overview

Planning Overview

The 2025-2030 Strategic Plan and Governance Manual (SPGM) builds upon and extends the planning efforts that began in developing the 2019-2030 Educational Master Plan (EMP). The EMP defines our vision for the institution in three core directions: Student Transformation, Regional Transformation, and College Transformation. The 2025-2030 Strategic Plan depicts the college's focus on Student Transformation (Student Access, Student Success, and Student Equity) that is supported by actionable, measurable objectives and clearly defined, formalized processes for evaluation, and institutional procedures to enhance institutional effectiveness. This plan was aligned with and informed by the State Chancellor's Office Vision 2030, Guided Pathways, Student Equity, statewide student-centered legislation, and the 2024 Accreditation Standards. Despite the changing landscape of the system and our college and district, Norco College's efforts to center our work on improving and advancing equitable student outcomes for every student at our institution remains unchanged.

The SPGM is organized into three parts: Planning Overview, 2025-2030 Strategic Plan, and the Governance Manual. The Planning Overview provides the context for planning and the internal and external considerations for our planning efforts at Norco College. The 2025-2030 Strategic Plan includes the guiding principles and reaffirmation of our Mission, Vision, and Core Commitments, as well as our 5-year strategic planning goals. Our 2030 goals include updated Key Performance Indicators and Objectives to guide operational efforts during this planning cycle and further developed institutional effectiveness procedures to facilitate continuous improvement. Part three is the Governance Manual, which articulates the structure and participants in governance and governance procedures, including but not limited to communication and decision-making. The intent is to provide a format that is easy to navigate and accessible to the reader in locating information and understanding the alignment between planning and governance.

Introduction to Planning

Why Planning Matters

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

- Planning gives us a future vision for Norco College while simultaneously providing opportunities for reflection and evaluation of our current performance.
- Planning guides what we do and why we do it.
- Planning assists in preparing the college for future challenges and opportunities by effectively and efficiently using limited resources to accomplish our strategic goals and objectives.
- Planning aligns our governance structures and operational units with our Mission, Vision, and Core Commitments.
- Planning builds relationships, aligns the organization, and emphasizes preparedness for change.

The Strategic Plan

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

Planning Context

The context for planning at Norco College considered the state, regional, and district impacts on our institution's operations, strategic initiatives, and planning. The college faces challenges and opportunities shaped by regional workforce demands, state policies, and shifting demographics. The college is well poised to continue to fulfill its mission to provide high-quality education and meet the needs of its diverse student population while responding to external pressures. These external factors continue to guide and inform planning at our college so the institution can be responsive and proactive in transforming the lives of our students, employees, and community through our service area's academic and economic development. Strategic planning and data-driven decision-making will be critical as the college navigates and responds to the challenges and opportunities in the near and distant future.

State-Level Considerations

The California Community College Chancellor's Office (CCCCO) is committed to combatting income inequality and supporting the social and economic mobility of its 2 million students statewide. Priority initiatives from the CO include but are not limited to Guided Pathways; Student Equity, Diversity, Equity, Inclusion, and Accessibility (DEIA); Workforce Development; and Dual Enrollment, to name a few. These systemwide priorities are clearly articulated in Vision 2030, which builds on the Vision for Success and Guided Pathways work, with three goals: Equity in Success, Equity in Access, and Equity in Support. These goals are supported by advocacy for legislative changes that impact the student experience across the state. Examples of impactful legislation include but are not limited to AB 705/1705 Transfer Level English and Math Access and Success; AB 111 Transfer Pathways; AB 928 Cal-GETC and AB 132 Transfer Success Pathways UC/CSU; and AB 1111 Common Course Numbering. This legislation is undergirded by a legislated change in the funding model for CCCs via the Student-Centered Funding Formula. The new funding formula emphasizes student success metrics, such as completion, transfer, and equity outcomes.

Norco College is equally committed to student transformation. State policy changes and system-wide priorities have informed our strategic planning process, and our revised Key Performance Indicators and Objectives demonstrate an alignment to and support of state efforts to improve student access, equity, and success. This early alignment work began with our Strategic Enrollment Management Plan and its intentional alignment to Vision 2030, Guided Pathways Loss Momentum Framework, Student Equity

Plan 2022-2025 target populations, and equitable student outcomes as defined in the Accreditation Standards 2024. This plan expands and enhances connections to our college strategic plan and governance structure in comprehensive alignment with the external future vision for the CCCC.

Regional Considerations

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

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

District Alignment

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

Access and Enrollment Growth:

- **RCCD Goal:** The RCCD plan emphasizes increasing access to higher education and lifelong learning opportunities through expanded programs and facilities.
- **Norco College Alignment:** Norco has expanded its dual enrollment and outreach efforts, as reflected in its enrollment and headcount KPIs. By increasing first-time, full-time enrollment and capturing a greater percentage of local high school graduates, Norco aligns with RCCD's goal of universal access.

Equity and Student Success:

- **RCCD Goal:** RCCD's strategic vision prioritizes closing equity gaps and ensuring equitable outcomes for underrepresented groups, using data to inform interventions.
- **Norco College Alignment:** Norco tracks specific Key Performance Indicators for reducing equity gaps for disproportionately impacted students. These efforts align with the district's focus on equity-driven strategies and personalized student support.

Workforce Development:

- **RCCD Goal:** RCCD plans to align academic programs with local workforce needs, fostering partnerships with industry leaders to expand CTE programs and address regional economic demands.
- **Norco College Alignment:** Norco's Local Workforce Demand Assessment identifies critical industries such as healthcare, transportation, and construction, guiding the development of workforce programs that meet these regional needs. The college's KPIs on CTE program growth and employment outcomes align with this goal.

Resource Optimization and Community Engagement:

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

Part 2: 2025-2030 Strategic Plan

2030 Strategic Plan

The 2030 Strategic Plan for Norco College represents a roadmap designed to address the evolving needs of our students and community in support of our Educational Master Plan goals. At the heart of this plan is the College's ongoing commitment to student access, student success, and student equity as part of our mission to inspire and transform the lives of the diverse students we serve. Our strategic plan intends to foster a culture of continuous improvement so the college can remain agile, data-driven, and focused on enhancing student outcomes and institutional effectiveness. This is accomplished through promoting a culture of accountability, collaboration, and responsiveness. Our 2030 Strategic Plan reaffirms our Mission, Vision, and Core Commitments, as well as our commitment to data-driven decision-making, strategic operational alignment in support of our goal and mission, and institutional effectiveness and governance to ensure the college can continually evolve to meet the needs of its diverse students while striving for excellence in educational outcomes.

Mission, Vision, Core Commitments

Mission

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

Vision

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

Core Commitments

Access

Providing open admissions and comprehensive educational opportunities for all students.

Equity

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

Student Success

Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services.

Expertise

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

Mutual Respect

Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions.

Collegiality

Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated.

Inclusiveness

Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions.

Integrity

Maintaining an open, honest, and ethical environment.

Quality

Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff.

Environmental Stewardship

Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among our students.

Innovation

Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community.

Civic Engagement










Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco College programs and services to the external community.
















Review of 2025 Key Performance Indicators and Objectives

The Key Performance Indicators (KPIs) for 2025 reflected Norco College's commitment to student success, equity, and regional impact. They provided a clear framework for assessing progress toward institutional goals and helped the college to make informed decisions about resource allocation, student support services, and curriculum development. This aligned with Norco's strategy of using data to guide continuous improvement and ensure that institutional goals are met. While progress has been made in several areas, the college continues to face challenges. The institution remains focused on refining strategies, leveraging data, and aligning efforts with its Educational Master Plan and broader community needs. Norco College is making progress on many of its KPIs, particularly in headcount and median earnings, but challenges remain in achieving targets related to degree and certificate completion, transfers, and reducing equity gaps, especially among African American and Latinx students (see graphic below). The institution is focusing on continuous improvement in these areas.

Norco College's 2025 KPIs aligned with its institutional mission of fostering student success, equity, and workforce readiness. By tracking progress across these performance metrics, the college ensures that its strategic goals are met while addressing areas where improvement is needed, particularly in closing equity gaps and increasing degree and certificate completions. These KPIs also support broader statewide goals for community colleges, contributing to the overall vision for student success in California.

*A green arrow indicates the annual metric goal was met, and red indicates it was not met. The arrow indicates the direction of the trend.

Access	
FTES	
Headcount	
Capture Rate	
Success	
Degrees	
Certificates	
Transfer	
First-time full-time	
Workforce	
Median Earnings	
Employed in Field	
Livable Wage	

Equity	African American	Latinx	Men of Color	LGBTQ+	Foster Youth
Degrees					
Certificates					
Transfer					
Transfer Math/English Completion					

*A green arrow indicates the annual metric goal was met, and red indicates it was not met. The arrow indicates the direction of the trend. For more information regarding annual targets and outcomes achieved, please see the KPI dashboard at <https://norcollege.edu/sd/ie/ir/index.html>.

2030 Key Performance Indicators

Norco College leadership, in collaboration with the Office of Institutional Effectiveness and IEGC leadership, evaluated the 2025 KPIs and objectives to determine which objectives would carry over to the 2030 SPGM and which would be discontinued. The 2030 objectives that either continued or were revised are measurable and focused. Many objectives were discontinued because they were either unmeasurable or accomplished in the previous Strategic Plan. The tables below include the 2030 KPIs and a crosswalk of the 2030 Objectives and KPIs in relation to the previous SPGM.

2030 EMP Goals	2030 KPIs	
1 (Access) Expand college access by increasing both headcount and FTES	1	2030 Objective 1.1: Meet or exceed district-set targets for college FTES
	2	2030 Objective 1.2: Increase annual headcount by 3% annually
	3	2030 Objective 1.3: Increase course success rate by 5% by 2030
2 (Success) Implement Guided Pathways framework	4	2030 Objective 2.1: Increase the percentage of first-time students who complete a degree or certificate in three years by 3% annually
	5	2030 Objective 2.2: Increase the percentage of first-time students who transfer to a four-year institution in three years by 3% annually
	6	2030 Objective 3.1: Eliminate equity gaps for Black/African American students
	7	2030 Objective 3.2: Eliminate equity gaps for Hispanic/Latinx students
5 (Workforce and Economic Development) Reduce working poverty and the skills gap	8	2030 Objective 5.1: Ensure alignment of academic programs with living wage careers

2030 Objectives

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
Goal 1: (Access) Expand college access by increasing both headcount and FTES	1.1 Meet or exceed district-set targets for college FTES	1	1.1: Go from 7,366 to 8,759 total FTES	1
	1.2 Increase annual headcount by 3% annually	2	1.2: Go from 14,624 headcount to 16,581 total headcount	2
	1.3 Increase course success rate by 5% by 2030	3	No associated 2025 objective	
			1.3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc)	
			1.4: Increase capture rates from feeder high schools by 4% annually	3
Goal 2: (Success) Implement Guided Pathways framework	2.1 Increase the percentage of first-time students who complete a degree or certificate in three years by 3% annually	4	2.1: Increase the number of degrees completed by 15% annually	4
			2.2 Increase the number of certificates completely by 15% annually	5
			2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average	
	2.2 Increase the percentage of first-time students who transfer to a four-year institution in three years by 3% annually	5	2.4: Increase the number of transfers by 15% annually	6
			2.5: Increase the number of first-time full-time enrolled students from 508 to 900	7
			2.6: Increase the percent of students who receive financial aid from 73% to 81%	
			2.7: Increase the number of students who complete transfer-level math and English by 20% per year	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
Goal 3: (Equity) Close all student equity gaps	3.1 Eliminate equity gaps for Black/African American students	6	3.1: Reduce the equity gap for African American students by 40%	8
	3.2 Eliminate equity gaps for Hispanic/Latinx students	7	3.2: Reduce the equity gap for Latinx students by 40%	9
			3.3: Reduce the equity gap for Men of Color by 40%	10
			3.4: Reduce the equity gap for LGBTQ+ students by 40%	11
			3.5: Reduce the equity gap for Foster Youth students by 40%	12
Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement	4.1 Provide opportunities for professional learning that support equitable student outcomes		4.1: Increase the percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)	
			4.2: Increase the percentage of employees who complete the Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees)	
			4.3: Increase the percentage of faculty who complete the Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)	
Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap	5.1 Ensure alignment of academic programs with living wage careers	8	5.1: Increase the median annual earnings of all students	13
			5.2: Increase the percent of CTE students employed in their field of study by 3% annually	14
			5.3: Increase the percent of all students who attain a livable wage by 5% annually	15
			5.4: Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities	
Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships	Discontinued (completed/unmeasurable)		6.1: Establish and expand relationships with regional educational institutions	
			6.2: Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
			6.3: Expand partnerships with regional veterans' services and support organizations	
			6.4: Work toward reducing recidivism through incarcerated student education	
			6.5: Position the college's image and reputation as a leading academic institution in the region	
			6.6: Develop regional outreach and recruitment systems	
			6.7: Help establish a distinct regional identity, organization, and communication among our local communities	
			6.8: Stimulate regional arts development	
Goal 7: (Programs) <i>Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs</i>	Discontinued (completed/unmeasurable)		7.1: Develop a comprehensive breadth of academic programs	
			7.2: Develop Career & Technical Education programs and industry credentials related to regional needs	
			7.3: Develop and implement a plan for noncredit and noncredit-enhanced programming	
			7.4: Develop and implement a plan for expanded athletics offerings	
			7.5: Add capacity to existing disciplines with a demonstrated need	
			7.6: Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom	
			7.7: Build and support academic support services to improve student success	
Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness	8.1 Establish meaningful and ambitious goals in support of the college mission to ensure quality, continuous improvement, and innovation through the review and		8.1: Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real-time	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
<i>and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college</i>	assessment of disaggregated data related to equitable student achievement			
	8.2 Engage in clear and effective governance practices that provide opportunities for meaningful participation and inclusion of relevant constituencies to inform institutional decision-making		8.2: Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans	
			8.3: Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan	
			8.4: Develop, evaluate, and monitor our governance, decision-making, and resource allocation processes on the basis of the college mission and plans	
			8.5: Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan	
<i>Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture</i>	See 4.1		9.1: Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college	
			9.2: Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers	
			9.3: Develop a culture that recognizes/thanks employees on a regular basis and celebrates the college's successes	
			9.4: Develop a strategy to maximize the number of classified faculty and managers involved in college governance without compromising mission-critical work	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts			9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time	
			9.6: Develop a strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio	
	10.1 Leverage facilities funding to maximize local project funding availability		10.1: Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college	
	10.2 Implementation of Sustainable Campus Components		10.2: Develop and maintain the Facilities Master Plan	
	10.3 Enhancement and design of spaces that intentionally build community in support of the college mission to improve equitable student success		10.3: Build out funded projects (amphitheater, Center for Student Success room 217, etc.)	
	10.4 Enhance transportation infrastructure		10.4: Finish Veterans Resource Center Phase 1 by Spring 2021	
			10.5: By Fall 2020, open Early Childhood Education Center	
			10.6: Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability	
			10.7: Build 2nd access road	
			10.8: Explore and pursue land acquisition adjacent to college property	
			10.9: Develop and start implementing sustainable campus	
			10.10: Design spaces that intentionally build community	
			10.11: Install immediate/temporary facilities to address current capacity needs by summer 2021	
			10.12: Enhance transportation infrastructure	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
			10.13: Develop and implement plans for off-campus facilities for instructional purposes	
Goal 11: (Operations) <i>Implement professional, intuitive, and technology-enhanced systems</i>	Discontinued		11.1: Design an intuitive and simple student onboarding system	
			11.2: Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")	
Goal 12: (Resources) <i>Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals</i>	12.1 Coordination with RCCD to establish a Budget Allocation Model (BAM) that allocates funding equitably to support the fulfillment of the college mission		12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college	
	12.2 Identify and pursue grants and private donations that support our strategic goals, college mission, and vision statement		12.2: Coordinate with RCCD to establish a BAM that allocates funding equitably	
			12.3: Support General Obligation bond campaign and implementation	
			12.4: Develop 30% of the overall budget from non-general fund revenue sources	

2030 Strategic Alignment

2030 Strategic Alignment & Leadership Councils

College Council

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

ACCJC Standard	Goal/Objective	Example Task
1.5	8.2	Review, discuss, and provide recommendations on institutional processes and strategic priorities supporting the college mission to promote continued improvement, including institutional progress toward strategic goals.

Academic Council

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

ACCJC Standard	Goal/Objective	Example Task
2.2	2.1 2.2 2.3 2.4	Review and evaluation of the design and delivery of academic programs across all modes of delivery that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

Institutional Effectiveness & Governance Council

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

ACCJC Standard	Goal/Objective	Example Task
1.4 4.3	6.2 6.3	Reviews evaluates and provides recommendations on processes and procedures of institutional effectiveness (i.e., program review, assessment, an institution-set standards, etc.) and governance structure and procedures (i.e., decision-making and participation).

Resources Council

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

ACCJC Standard	Goal/Objective	Example Task
3.6	7.5 12.1	Review and provide recommendations on resource allocation and budget development practices including budget allocation model for the college/district and policies to guide fiscal management related to reserves.

Student Support Council

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

ACCJC Standard	Goal/Objective	Example Task
2.8	3	Reviews evaluates and provides recommendations regarding continued improvements in effectively supporting students' unique educational journeys through comprehensive student support and engagement.

2024 Accrediting Commission for Community and Junior Colleges Standards

Norco College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges, a recognized agency by the Council for Higher Education Accreditation and the U.S. Department of Education. In 2020, Norco College received a Reaffirmation of Accreditation for seven years and acceptable and appropriate progress in the 2024 Midterm Report. The college supports and participates in institutional accreditation through our continued commitment to improvement and is actively preparing for the 2027 Institutional Self-Evaluation Report.

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

Per ACCJC, the Commission reviews (and, if needed, revises) its Accreditation Standards every ten years, by policy. Beginning in 2021, ACCJC started its formal review and revision of the 2014 Accreditation Standards as part of its ongoing efforts to advance equitable student success and educational excellence. The Standards Review is also consistent with ACCJC's core goal of supporting its member institutions' ongoing learning, improvement, and innovation as they pursue their unique institutional missions, visions, and cultures. In June 2023, the Commission adopted the 2024 Accreditation Standards.

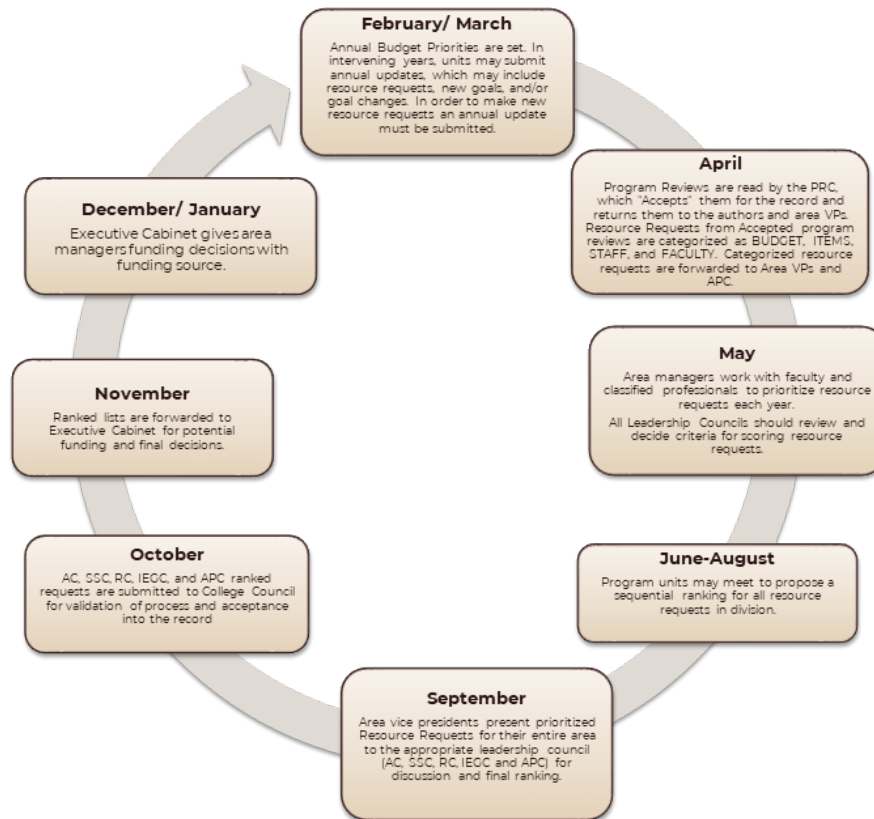
The 2024 Accreditation Standards can be found online at accjc.org via the Standards and Policies link.

Institutional Effectiveness & Governance Procedures

The College's Leadership Councils (Academic Council, the College Council, the Institutional Effectiveness & Governance Council, the Resources Council, and the Student Support Council) have made significant strides in advancing their assigned objectives per our established procedures in institutional effectiveness. Shared challenges across all councils include role clarity, communication gaps, and the need for better alignment between strategic planning and operational execution, as evidenced by the IEGC Audit Findings and councils' Reports of Effectiveness. The implementation of targeted solutions like improved onboarding for members, structured annual planning, and more precise communication channels are recommended to enhance overall governance and effectiveness in achieving institutional goals in support of the college mission and vision to ensure equitable student outcomes.

Program Review Process

One of the primary processes for facilitating continued improvement is the Program Review process at Norco College. It ensures continuous improvement and alignment with the college's mission, strategic goals, and the Educational Master Plan (EMP). It systematically evaluates instructional programs, support services, and administrative units to assess effectiveness and make improvements that will impact student success and equity. This systematic evaluation of all program units within the college guides resource allocation. It aligns with accreditation standards and the college's commitment to data-driven decision-making. The process begins with an overarching review of the previous program review cycle including an analysis of data disaggregated by student subpopulations and course modality, assessment of unit outcomes, and self-evaluation; and then proceeds to plan for the next program review cycle involving goal setting/action planning, and resource requests to achieve these goals. Each year programs can make annual updates to their program review involving resource requests and assessment updates. The diagram below provides an overview of the Program Review Process linked to our resource allocation process.



The following procedures articulate the processes for continued improvement and innovation at Norco College.

Mission, Vision, and Core Commitments Review Procedures

Purpose: The purpose of the Mission Statement, Vision, and Core Commitments Review procedure is to ensure that Norco College has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. Regularly reviewing the mission statement allows internal and external stakeholders to reaffirm the College's commitment to providing equitable educational opportunities and outcomes for all students.

Standard I: Institutional Mission and Effectiveness

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

The institution has established a mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and student outcomes. (ER 6)

Scope: The Mission Statement, Vision, and Core Commitments Review procedure requires the participation of all internal and external stakeholders at the institution. It serves as the guiding principle for institutional planning, action, evaluation, improvement, and innovation. Moreover, the mission statement, vision, and core commitments direct resource allocation, innovation, and continuous quality improvement through the ongoing systematic planning and evaluation of programs and services.

Timeline: Every five years (beginning in the 2024-2025 academic year), IEGC will review Norco College's Mission Statement, Vision, and Core Commitments. The procedure will align with the evaluation of the strategic planning process and the update of the Strategic Planning and Governance Manual.

Procedure: Led by the IEGC and Vice President of Planning and Development, the college will undergo a process of reviewing and revising the college mission, vision, and core commitments every five years. This includes college-wide feedback, revision approval by the Academic Senate and College Council, and district-level approval via the District Strategic Planning Committee and the Board of Trustees.

Instructions:

1. **Review and Revise:** IEGC reviews the mission statement, vision, and core commitments and proposes initial revisions.
2. **Distribute for Feedback:** IEGC members review the revised draft and vote to proceed with the distribution for feedback.
3. **Solicit & Incorporate Feedback:** The Vice President of Planning and Development (VPPD) emails the draft to college governance groups, including the College Council, Academic Senate, CSEA, ASNC, and President's Cabinet, to request feedback. The VPPD also emails the draft to the college through the NC-all listserv and posts it on the college website for feedback.
4. **Distribute for College Approval:** IEGC votes to forward the updated draft for approval to the Academic Senate and College Council for a first and second read. The approved draft will be sent to Executive Cabinet and the College President.
5. **District Review and Approval:** The VPPD will forward the approved draft to the District Strategic Planning Committee, the Chancellor's Cabinet, and finally, the Board of Trustees for approval.
6. **Adoption and Communication:** The VPPD will distribute the revised approved mission statement, vision, and core commitments to the Norco College community and provide guidance on updating the college's print and online documentation.

Assessment of Institutional Climate Procedures

Purpose: The evaluation of one or more aspects of the institutional climate through a validated instrument. If there is a desire to compare to other institutions in or outside the district, it should be a third-party instrument constructed for this purpose.

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

Timeline: In every 5-year cycle of an approved strategic plan, the Assessment of Institutional Climate will be completed in the Spring semesters of Year 1 and Year 4 of the planning cycle. In that way, the initial results of the climate survey will be available to inform all other institutional procedures for areas of improvement, and the Year 4 results will identify if improvements in low areas have been achieved.

Procedures: Led by the Office of Institutional Effectiveness in collaboration with the IEGC Co-Chairs and members to facilitate the selection, administration, and use of climate surveys in years 1 and 4 of the 5-year strategic plan to inform and guide improvements in planning and institutional effectiveness.

Instructions:

1. **Selection of the Climate Survey:** The Office of Institutional Effectiveness will identify and select a validated climate survey for administration based on a review of technical specifications and input from the IEGC Chairs and/or IEGC members.
2. **Administration of the Survey:** If purchased from a third party, the survey will be administered to all members of the stakeholder group for which it is designated or in accordance with administration guidelines.
3. **Dissemination:** The results of the climate survey will be shared at an IEGC meeting in the following Fall semester of Year 2, highlighting areas for improvement. The results of the Year 4 climate survey will be shared at the Fall semester of Year 5, identifying whether areas of improvement have made progress over the previous three years and if new areas for improvement have emerged. The results of both climate surveys will be posted on the Institutional Research website.
4. **Use of Results:** Results will inform and guide institutional procedures and planning processes. Climate survey results in Year 4 will identify whether interventions identified from the Year 1 survey have made an impact. If these areas of improvement persist or if new areas emerge, they can inform the creation of the next strategic plan.

Governance Self-Evaluation & Continuous Improvement Procedures

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

Scope: The procedures include activities related to Governance Entity Self-Evaluation but exclude activities related to institutional effectiveness, outcomes assessment, and program review.

Timeline: In every 5-year cycle of an approved strategic plan, the self-evaluation and continuous improvement procedures are to be completed in years 2 and 4 of the 5-year planning cycle.

Procedures: Facilitated by Council/Committee Co-Chairs, with IEGC Co-Chairs' support and oversight by College Council. Council/Committee members are tasked with completing a self-evaluation, engaging in decisions related to improvement actions, obtaining feedback and approval (when needed), adjusting to feedback, documenting a finalized plan, communicating results, and training stakeholders as required. The evaluation and improvement procedures will be initiated in the Fall semester of years 2 and 4 of the 5-year strategic plan to support the college mission, vision, and core commitments through continuous improvement procedures in governance aligned with accreditation standards.

Instructions:

1. **Complete the Survey of Effectiveness:** Each council will distribute and facilitate survey completion in the Fall semester of years 2 and 4 of the 5-year strategic plan.
2. **Discuss, Decide, and Improve:** Council members in each leadership council document discussions and decisions regarding survey results, council charter alignment, and recommended improvements with actions, including compliance with institutional procedures at the last fall meeting of the term.

3. **Document Improvements and Revisions:** Improvements are documented by refining and revising the Council or Committee Charter.
4. **Feedback & Approval** (if necessary): A council or committee representative will present findings, plans, and updated charters to the governing body in the Spring semester of years 2 and 4. Adjust improvement plans in collaboration with feedback from the oversight governance body. Obtain approval if needed for significant changes to organizational structure or council/committee purpose. The College Council will present its findings and improvement plans to the Institutional Effectiveness and Governance Council (IEGC).
5. **Finalize Improvement Plan:** Prepare the Report of Effectiveness (ROE) in the Spring semester of years 2 and 4 and present and distribute the ROE to the oversight governing body as an agendaized Information Item, as well as in the council/committee minutes, agenda, and posted public information. Updates, revisions, and improvements should be reflected in the Council/Committee Charter.
6. **Charter Reauthorization:** The approved and updated charter is reauthorized with an updated Edition Date.
7. **Take Action:** Take action to improve institutional effectiveness, including, but not limited to, governance training and refinement of Charter purview and strategic alignment.

Charter Procedures

Purpose: To ensure that each charter provides accurate and up-to-date information to orient the efforts of the Council or Committee regarding their contributions to the operational and strategic efforts of the college through regular review and examination of the charter. Charters need to be reauthorized twice in every 5-year strategic planning cycle.

Scope: Creation of new charters for authorization may take place throughout the 5-year strategic planning cycle, while reauthorizing existing charters takes place in years 2 and 4 of the 5-year strategic planning cycle.

Timeline: Each governance entity conducts an annual internal review of its charter for updates and revisions led by the Chair/Co-Chairs. In years 2 and 4 of the 5-year strategic planning cycle, each governance entity will participate in the Governance Self-Evaluation and Continuous Improvement Procedures (step 5), which includes a formal and in-depth review of the charter in response to the Report of Effectiveness.

Procedures: Charter procedures define the required charter elements as well as the process for review and updating charters. Steps 1 and 6 provide additional instructions for the creation of new charters.

Instructions:

1. **Creation of New Charter** (*for new charters only*): Any member may propose a new council, committee, or other group that aligns with and supports the college's strategic goals. New charters will include the required charter elements (step 2) and seek approval and authorization through steps 3-6, outlined below.

2. **Review Charter Elements:** each governance entity will annually review the following charter elements to ensure accuracy in composition and purpose-led by the Chair/Co-Chairs.
 - Name of Council/Committee
 - Description: a 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
 - Meeting Schedule
 - Chair/Co-Chairs (include constituent group when relevant)
 - Membership: names of members and relevant constituent groups (e.g., faculty, classified professionals, etc.) from which each membership is drawn.
 - Key Performance Indicators/Goals: specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
 - Equity Focus: a brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
 - Edition Date: date of their most recent revision and dates of previous versions of the charter.
 - Support Staff: support staff assigned to the Council/Committee
3. **Discuss and Document:** the members will discuss the composition and purpose of the council or committee alongside their Report of Effectiveness and document any recommended revisions to the charter via meeting minutes. Groups are encouraged to engage in dialogue and reflection to continuously improve their efforts.
4. **Feedback and Approval:** Charter revisions and recommendations will be presented to the group's authorizing body to examine and discuss mission alignment and strategic goal alignment, as well as compliance with institutional effectiveness procedures. Minor changes require reporting to the authorizing body, while major changes require approval from the authorizing body.
 - a. **Minor Changes:** changes that do not require approval include:
 - i. Meeting schedule and location
 - ii. Changes in members or co-chairs
 1. Per Senate bylaws, approval is required if a Senate committee wishes to name a non-faculty member as a co-chair.
 - b. **Major Changes:** changes that require approval include:
 - i. The identity of support staff for Senate Committees as required by Academic Senate bylaws
 - ii. Group Name
 - iii. Group Purpose
 - iv. Membership structure
 - v. Strategic alignment
 - vi. Change in authorizing body
5. **Charter Reauthorization:** Once the authorizing body approves the revised updates and changes, the charter is reauthorized and formally recognized as a governance entity. Any group that does not seek reauthorization or is not granted reauthorization will cease functioning.

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

Electronic Voting Procedures for Leadership Councils.

Purpose: To encourage participation, support transparency, and ensure consistency across our Leadership Councils in decision-making, electronic voting (e-voting) protocols for all Leadership Councils are being established for initiation when quorum is not achieved by 50%+1 attendance (please see Consensus and Voting for additional details). The following procedures do not apply to the Academic Senate.

Scope: These protocols allow for e-voting on agendized action items from Leadership Council meetings at which quorum is not met. These e-voting procedures may not be used for any other purpose. The e-voting protocols exclude Agendas and Meeting Minutes.

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

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

Instructions:

1. **Establish Quorum:** The Leadership Council Co-Chairs establish that voting is suspended due to a lack of quorum at the regularly established council meeting.
2. **Initiate E-Vote:** Within three business days following a Council meeting in which a quorum was not met, the Council Co-Chairs may initiate an e-vote on any action item from that meeting.
3. **Distribute E-Vote to Members:** The Leadership Council, Co-Chairs and/or meeting recorder, will distribute separate messages for each item for which an e-vote is sought. Each item shall include the relevant documentation for the action item.
4. **Discuss and Collect E-Votes:** All appointed Leadership Council members, including council co-chairs, will have five business days to submit their comments and e-vote.
5. **E-Vote Reporting:** After an e-vote, the Co-Chairs and meeting recorder will send an E-Vote Report to the members listing each members' vote and summarizing the outcome of the vote. A passing vote necessitates a majority vote (50% +1) of voting members.

6. **Add to Meeting Minutes:** The E-Vote Report will be added to the agenda and meeting minutes of the next meeting in which quorum is achieved.

Document Control and Revision Procedures

Purpose: To ensure the Norco College community has access to and is notified of updates and changes to the Strategic Plan and Governance Manual to quality, integrity, and transparency.

Scope: The procedures involved in making updates and revisions to the Strategic Plan and Governance (SPGM) Manual and revision control procedures.

Timeline: Throughout the 5-year SPGM, any governance entity may request updates or changes to the document via the instructions provided.

Procedures: Requests to revise or update the SPGM are submitted to the IEGC co-chairs, who will initiate and facilitate the document control and revision procedures.

Instructions:

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

Evaluation of the Institutional Procedures

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

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

Timeline: In every 5-year cycle of an approved strategic plan, the evaluation of the evaluation procedures is to be completed in the Fall semester of year 3 of the planning cycle.

Procedures: Led by IEGC Co-Chairs and facilitated by Council/Committee Co-Chairs. Council/Committee Co-Chairs are tasked with promoting the completion of the Institutional Effectiveness and Planning

Survey (IEPS) in the Fall semester of year 3 of the 5-year strategic planning cycle. Members across all councils and committees will participate in the IEPS. Following the IEPS administration in the Fall of year 3, the IEGC Co-Chairs will initiate the evaluation of the evaluation procedures in the Spring semester of year three.

Instructions:

1. **Review of the Planning and Decision-Making Procedures:**
 - The IEGC Co-Chairs will review the following planning documents
 - Review of the Planning Cycle Timeline
 - Review of annual progress in KPI targets
 - Institutional Effectiveness and Planning Survey
 - Reports of Effectiveness
 - Review of the Mission, Vision, and Values Procedures and Compliance
 - Review of the Charters for all Leadership Councils and College Council
 - The IEGC Co-Chairs will review decision-making processes via a sampling of the following documents
 - Program Review and Resource Prioritization
 - Resource Allocation Report
 - President's Memorandum and Regular Update
2. **Discuss, Decide, and Improve** Document discussions, decisions, and recommended improvements with actions, including alignment and compliance with institutional procedures at the March meeting of the Spring semester of year three to IEGC as a first read.
3. **Feedback & Approval** (if necessary): Present findings and plans to the College Council for leadership councils as a first read at the April meeting of the Spring semester of year three. Adjust improvement plans in collaboration with feedback from the oversight governance body. Obtain approval if needed for major changes to planning and decision-making.
4. **Finalize Improvement Plan:** Prepare a final report documenting the findings and recommendations at the May meeting of the Spring semester of year three to IEGC. Present and distribute the report to the oversight governing body as an agenda item and in the council/committee minutes, agenda, and posted public information.
5. **Take Action:** Engage in action steps to improve institutional effectiveness, including, but not limited to, constituency-based governance training and revisions/updates to the Council's purview and alignment as identified in the Charter.

Part 3: Governance Manual

Governance Overview

Participatory Governance

The purpose of the Norco College participatory governance philosophy and structure is to provide each constituent group, through their representatives, the opportunity to participate in the College's planning process, the College-wide creation and implementation of initiatives; and the development, review, and revision of policies and procedures that guide the goals and function of the College. In practice, this philosophy and structure is accomplished by councils, committees, and other groups created to encourage collegiality and cooperation, facilitate effective and purposeful communication, and resolve issues cooperatively, mutually supportive, and Mission-focused. This structure provides an opportunity for the perspectives of constituent groups to be considered and to allow for widespread participation in the operation and strategic planning of the college.

Participatory governance at Norco College is achieved in the spirit of cooperation, collaboration, and collegiality. To facilitate these goals, the college's constituent groups are encouraged to adhere to the following General Principles in their communications, engagement with colleagues, and service to students.

Guiding Principles of Participatory Governance at Norco College:

1. All decision-making is based on the recognition that Norco College and the Riverside Community College District exist to serve students through educational efforts that improve student outcomes and address historical equity gaps.
2. All constituent groups have a vested interest and a role in ensuring that Norco College fulfills its mission as defined by the state legislature, the State Board of Governors, and the Board of Trustees of the Riverside Community College District.
3. Planning and decision-making are most effective through mutual agreement, achieved by active participation and collegial interaction among all constituent groups.
4. The most effective way to develop policies and procedures is to ensure opportunities for involvement from the constituent groups affected by their implementation.
5. Representatives of constituent groups involved in the participatory/shared governance process are expected to keep their respective groups informed of the proceedings and recommendations of governance groups.
6. Individuals not serving as representatives will be allowed to share concerns with the elected representatives of their constituent groups, anticipating that their views will be represented in governance councils, committees, and other groups.

Definitions of Groups

Norco College contains various groups that serve as part of participatory/shared governance and contribute to its operation and strategic development. The following definitions are meant to guide this manual's users and assist those seeking to establish new groups to identify what they are trying to establish more effectively. Please note that some groups may deviate from particular elements of these definitions and that these definitions are provided only as guidance. Additionally, please note that other participatory/shared governance entities within the college established by legislation, Ed Code, collective bargaining, or other outside agencies (e.g., Academic Senate, CTA, CSEA) may contain groups that follow different definitions.

1. Councils – Councils at Norco are generally defined as bodies that contain the following features:
 - a. Councils are primarily responsible for decision-making and making recommendations related to the college's strategic vision.
 - b. Voting membership comprises representatives from all significant constituent groups at the college: administration, faculty, classified professionals, and students.
 - c. Voting members are specifically identified and selected by their constituent groups. Only those individuals specifically identified and selected can serve as voting members.
 - d. Councils meet on a regular schedule. They publish agendas before meetings and produce minutes of meetings.
 - e. Councils are established bodies that do not need to be regularly reaffirmed or reconstituted to continue their work. They have a charter that is reviewed regularly.
2. Committees – Committees at Norco are generally defined as bodies that contain the following features.
 - a. Committees are primarily responsible for decision-making, and recommendations related to the operational functions of the college.
 - b. Voting membership varies across college committees and standing committees of the Academic Senate. Standing committees of the Senate are commonly composed of representatives of just one or two major constituent groups, though members of other groups may serve as non-voting members. Voting members on college committees are typically identified and selected by their constituent groups.
 - c. Committees meet on a regular schedule. They publish agendas before meetings and produce minutes of meetings.
 - d. Committees are generally constituted by a higher organizing body (e.g., committees of councils, committees of the Academic Senate, etc.). A committee's continued function is at the behest of its higher organizing body. Committees have a charter that is reviewed on a regular basis and reaffirmed by its higher organizing body.
3. (Operational Groups) Advisory Groups, Networks, Planning Teams, Project Teams, Taskforces, and Workgroups.
 - a. The above groups are generally constituted on an ad-hoc basis to complete a specific task or review a particular issue.
 - b. The above groups may or may not have voting membership, depending upon a specific group's needs.
 - c. The group itself determines membership: membership may be open to all, limited to specific constituent groups, or limited to particular individuals or expertise as identified by the group or by the body creating the group.
 - d. The above groups are encouraged to generate agendas, but doing so is not required. They are also encouraged to produce notes (rather than minutes) and share these notes as appropriate.
 - e. The above groups do not generally need a charter, though they can create one if desired. They generally exist until their task is complete and then disband.

Participants

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

Board/Chancellor

- Description of group (50-100 words)
 - The description should provide a basic overview of the group, its composition, and its general position within the District and/or College structure.
- Roles of Group/Person in College Governance (100-150 words)
 - The roles should provide a basic overview of the group's functions, with more specific details than those provided in the description. The roles section should not be seen as an exhaustive list and instead, provide only a brief overview of primary responsibilities and/or roles within operational and strategic decision-making.
- Relevant Bodies (50-100 words)
 - Relevant Bodies should list those major entities that serve as representatives of the group in operational and strategic decision-making. For example, the Faculty Senate and the CTA would be two “relevant bodies” for faculty.

President

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Administration

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Faculty

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Classified Professionals

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Students

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Council and Committee Structures

The college uses common council and committee structures to establish greater clarity and facilitate broader participation. These common structures create clear expectations about how Councils and Committees will function and enable College members to participate more easily in Council and Committee activities.

Common Council and Committee Structures including the following elements:

- Chair/Co-Chair System
- Membership Appointments
- Student Participation
- Charter Requirements

Chair/Co-Chair System

In recognition that the Councils, Committees, and other groups governed by this manual have different functions, needs, and requirements, this manual does not establish direct requirements for how the Chairs/Co-chairs of each Council, Committee, or other group should be chosen and operate (with some exceptions; see below). Instead, this manual provides the following guidelines to assist Councils, Committees, and other groups with establishing more effective governance procedures.

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

Membership Appointments

For Councils, Committees, and other groups where a constituent representative is warranted/requested, the following Membership Appointment procedures shall be used:

- Administrative appointments shall be determined by the President and Executive Cabinet.
- Classified Professional appointments shall be determined by CSEA Chapter 535.
- Faculty appointments shall be determined by the Norco College Academic Senate.
- Student appointments shall be determined by the Associated Students at Norco College (ASNC).

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

Student Participation

As students and student success are a primary focus of the College, the College values and encourages student participation in the development of college policies and procedures that significantly impact

students. Moreover, students' right to participate in developing college policies and procedures that impact them is contained within the California Education Code and current Accreditation standards.

Student participation is primarily achieved by having students serve as Council and Committee members. To better facilitate and encourage student participation, all College members are encouraged to observe the following recommendations:

- College employees should recognize and appreciate the uniqueness of student members' experience at and with the College.
- College employees should take care to ensure abbreviations, acronyms, and other jargon are clear to student members.
- College employees should encourage and solicit student participation. All efforts should be made to ensure that student participation is valued and that student participants are welcomed.

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

Council/Committee Templates

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

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

This section includes the following:

- Charter Requirements
- List of Councils and Committees

Charter Requirements

Charters at Norco College serve two purposes:

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

All charters contain the following elements:

- Name of Council/Committee
- Description: a 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
- Meeting Schedule
- Chair/Co-Chairs (include constituent group when relevant)
- Membership: names of members and relevant constituent groups (e.g., faculty, classified professionals, etc.) from which each membership is drawn.

- Key Performance Indicators/Goals: specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
- Equity Focus: a brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
- Edition Date: date of their most recent revision and dates of previous versions of the charter.
- Support Staff: support staff assigned to the Council/Committee

List of Councils and Committees

Councils

- List all Councils in alphabetical order.

Committees

- List all Committees in alphabetical order. Consider labeling Committees as [College] or [Senate] to make distinguishing each Committee's position easy.

Name of Council/Committee
Description (25-50 words):
Meeting Schedule:
Chair:
Membership:
Key Performance Indicators/Goals:
Equity Focus:
Edition Date:
Support Staff:

Communication & Decision-Making

Principles of Decision-Making

The following section outlines the basic decision-making procedures for use by bodies governed by this manual. While individual councils, committees, and other groups may change some decision-making procedures to fit particular circumstances, groups are generally encouraged to follow the procedures outlined below. Using uniform decision-making procedures allows for easier participation by new members and creates standard expectations about how governance groups will function.

This section covers the following areas:

- Consensus and Voting
- Quorum Requirements

Consensus and Voting

Consensus

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

Consensus is characterized by the following five elements:

1. Collaboration: The group develops proposals with input from all interested group members.
2. Inclusion: The group includes all appropriate constituencies in its discussions and seeks to identify relevant voices that might be missing.
3. Participation: All interest group members contribute to the discussion. The group solicits contributions from all group members and seeks to identify any voices that might not yet have been heard.
4. Agreement Seeking: The group makes a concerted attempt to reach a complete agreement that is satisfactory to all group members
5. Cooperation: Decisions may incorporate individual concerns but are designed to benefit the whole group. Personal preferences do not override the needs and interests of students, the College, the District, and other constituent bodies.

It is important to remember that consensus does not mean or require full endorsement by all members of a given decision. Consensus almost always involves compromise; reaching consensus most often means that all group members agree that they can support a decision while also acknowledging that members may hold reservations about certain parts of the decision. Consensus requires the group to attempt to hear members' perspectives for mutual understanding and to strive for compromise.

Councils, committees, and other groups are encouraged to use the following best practices to reach consensus:

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

Voting

For those decisions where consensus is not achievable, voting should be used to make decisions. Groups are asked to use the following principles when voting:

- Chairs and co-chairs of Councils and Committees are considered voting members and encouraged to participate.
 - Advisory groups, task forces, and other entities are encouraged to treat chairs and co-chairs as voting members but can adopt different rules as appropriate.
- Voting should be public, with all group members expressing their votes openly. Secret ballots should be used only on rare occasions.
 - One notable area where secret ballots may be preferable is votes to elect officers or members of a particular group or other situations in which members are chosen for particular roles. If possible, such decisions should also be reached via consensus.

- Vote totals (e.g., for, against, and abstain) should be recorded and included in a group's minutes.
- **Electronic voting is not allowed for groups subject to the Brown Act. Groups not subject to the Brown Act can use electronic voting as appropriate. E-voting procedures are details in Institutional Effectiveness Procedures for groups not subject to the Brown Act, including all Leadership Councils and Committees.**
 - Groups subject to the Brown Act may use electronic means to conduct elections (e.g., Academic Senate may use electronic voting to elect officers or other representatives).
- Once a vote is taken, all group members are expected to support the decision and the decision-making process.
 - At the same time, groups are encouraged to share the differing viewpoints that were expressed through their minutes and to forward all viewpoints to the next decision-making level in order to give a full picture of the issues considered.

Quorum Requirements

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

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

If a group does not establish quorum, it can still discuss the items on its agenda, and the group should still take minutes of the meeting.

Principles of Communication

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

The Ralph M. Brown Act ("the Brown Act") governs public access to legislative meetings in the state of California. While only certain bodies at the College are officially governed by the Brown Act, it still serves as a guide for best practices in communication with the College, the District, and the public at large. The following principles of Communication are heavily based on the requirements of the Brown Act.

Please note that groups subject to the Brown Act may have requirements above and beyond the principles listed below.

- Agendas
- Minutes
- Websites

Agendas

Councils and committees should publicly publish agendas at least three days (including weekends) before a meeting. Publication and contents of agendas should follow these guidelines.

- Agendas should be published as widely as is practical. In general, agendas should be, at the very least, sent via email to the College as a whole.
- Agendas should include the following information:

- The name of the Council or Group.
- The meeting date, time, expected duration, and location, including physical and virtual location information as appropriate.
- How many members must be present to achieve quorum.
- Whether the group is subject to the Brown Act.
- Agendas should include the following elements:
 - Approval of Agenda/Approval of Minutes
 - Comments from the Public/For the Good of the Order
 - All agendas should contain a specific opportunity for interested parties to share their positions on issues of interest to the group.
 - Action Items.
 - These are proposals upon which the group intends to decide.
 - Groups are encouraged to use the principle of 1st reading/2nd reading. Groups are encouraged not to decide on an item the first time the item appears before the group. Exceptions may be made as appropriate for particularly uncontroversial or uniformly supported actions.
 - **Actions items should not be added to an agenda after its publication.**
 - In those extreme circumstances in which an action item must be added to an agenda after its publication, a revised draft of the agenda should be published, with specific effort made to clarify the exact nature of the revision.
 - **Action items should not be added to the agenda during a group's meeting.**
 - Adding an action item at a group's meeting defeats a primary goal of the Brown Act: to ensure that all interested parties are aware of an upcoming decision and can voice their respective positions on the decision.
 - Information/Discussion Items.
 - These are proposals or other forms of group business that will be shared and discussed, with no intent to act.
- Agendas may optionally include the following:
 - The group's mission statement and purpose.
 - A link to the group's website.
 - Attachments to decision-making and other relevant material.
 - Any other information that facilitates good communication and full participation of all interested parties.

Visit the [Norco College Governance Resources webpage](#) to access a sample agenda and agenda template.

Minutes

The previous version of the Strategic Planning & Governance Manual distinguished between minutes and notes. To clarify and simplify, the idea of notes is being removed. Instead, all councils, committees, and other groups must generate and publish minutes of their meetings.

As a general guiding principle, minutes are expected to represent a full meeting record and be brief yet accessible.

- By “full record,” we mean that minutes should include decisions reached and a summary of the deliberation surrounding those decisions. Minutes should also include summaries of information and discussion items.

- By “brief yet accessible,” we mean that minutes should be succinct summaries of relevant decisions, discussions, and information items but detailed enough that readers who were not present at the meeting can still develop a strong sense of the meeting’s contents.

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

The contents of the minutes should follow these guidelines.

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

The publication of minutes should follow these guidelines:

- Members of the group should have the opportunity to review and offer revisions to minutes before official publication.
- Minutes for one meeting should be considered and approved at the next meeting.
- The minutes should include as an appendix any documents or presentations that were shared at the meeting.
- Once approved with any revisions, minutes should be published on the group’s website. Approved minutes may also be published by other means (e.g. email) as appropriate.
- Draft minutes may be distributed before approval when necessary. However, the draft status of said minutes should be clearly marked.

- Any documentation presented at the meeting must be added to the meeting minutes as an appendix (no links).
- Meeting minutes and agendas need to be submitted to the college's document control platform for historical record.

Visit the [Norco College Governance Resources webpage](#) to access a sample of meeting minutes and meeting minutes template.

Websites

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

Responsibility for Website Updates

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

- Review the website at the beginning of each semester to identify needed updates.
- Perform a monthly review and update each term to ensure documentation is uploaded and accessible. This includes agendas with documentation and meeting minutes.
- At the conclusion of each term (Fall and Spring), work with the College or District IT for assistance and support as needed to ensure the site is fully functional and up to date.

Website Guidelines

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

The expected elements consist of the following:

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

- The groups currently assigned KPI/Objective alignments.
- Archives of past agendas, minutes, and membership rolls.

Principles of Decision-Making – Consensus and Voting¹

The following section outlines the basic decision-making procedures for use by bodies governed by this manual. While individual councils, committees, and other groups may change some procedures to fit particular circumstances, groups are generally encouraged to follow the procedures outlined below. Uniform decision-making procedures allow for easier participation by new members and create standard expectations about how governance groups will function.

This section covers the following areas:

- Robert’s Rules of Order
- Brown Act
- College Meeting Calendar
- College Structure

Robert’s Rules of Order

Norco College has historically referred to Robert’s Rules of Order in the College’s operation of its Councils and Committees. However, the College has never emphasized strict adherence to Robert’s Rules. Instead, the College has used the Rules as a general framework and has supplemented that framework with general expectations of collegiality and cooperation. In recognition of this history and the College’s general desire to emphasize consensus and collegiality over strict adherence to particular rules, the manual encourages Councils, Committees, and other groups to use the basic elements of Robert’s Rules but to adjust rules to fit the goals and culture of the relevant group.

Brown Act

The Ralph M. Brown Act (Gov. Code, § 549501 et seq., hereinafter “the Brown Act,” or “the Act”) governs meetings conducted by local legislative bodies, such as boards of supervisors, city councils and school district boards. The Act represents the Legislature’s determination of how the balance should be struck between public access to meetings of multi-member public bodies on the one hand and the need for confidential candor, debate, and information gathering on the other.

Visit the [Norco College Governance Resources](#) webpage to access the Brown Act Trainings, Roberts Rules Cheat Sheet and Citations.

College Meeting Calendar

Visit the [Norco College Governance Resources](#) webpage to access the Standing Meetings Calendar.

STRATEGIC PLANNING & GOVERNANCE MANUAL (SPGM)

HIGH LEVEL OVERVIEW



NORCO
COLLEGE

OVERVIEW OF THE STRATEGIC PLANNING AND GOVERNANCE MANUAL (SPGM)

SPGM Highlights

This presentation summarizes the SPGM with a focus on:

- Key Performance Indicators (KPIs) and Objectives
- Institutional Procedures
- Governance Manual

Key differences between the 2025 and 2030 plans are highlighted.

SPGM Organization

Organized into three (3) Parts for ease of content access:

- Part 1: Planning Overview – provides an overview of the strategic planning process and context for planning.
- Part 2: 2025-2030 Strategic Plan – represents our five-year plan for meeting our Educational Master Plan goals with updated KPIs/Objectives and institutional procedures.
- Part 3: Governance Manual – defines the structure and roles in governance to ensure participation in decision-making and institutional effectiveness.

SPGM REVISION GOALS

The following aspirations represent the desired revisions to the SPGM by the IEGC Workgroup. They are not meant to be exclusive.

1. Establish clear and effective procedures for updating and revising the governance manual.
2. Generate clear and concise language in a format that is user-friendly and accessible.
3. Clarify decision-making procedures through clear and effective governance processes and definitions.
4. Improve our institutional effectiveness timeline to ensure continuous improvement.
5. Ensure strategic alignment with college, district, State Chancellor's Office, and ACCJC priorities that connects processes to equitable student outcomes.
6. Communicate broadly and specifically to ensure knowledge sharing.



REVIEW & FEEDBACK GUIDANCE

Guiding Principles

Please do not worry about spelling, grammar, and punctuation.

Do not feel limited by the guiding review questions.

Please keep the following principles in mind as you review:

- Inquiry
- Innovation
- Collaboration
- Transparency
- Inclusivity
- Equity

Overall Structure and Flow

Engage in a high-level review of the overall document with focus on the table of content, section headers, and section introductions. Evaluate the structure and flow of the document. As part of your feedback, please consider the guiding questions below:

- Does the overall structure and flow of the document make sense? If not, what changes do you recommend?
- Does the format of the document seem user-friendly and accessible?
- Are any major components missing? (gaps)
- Do any sections seem duplicative or unnecessary? (excess)
- Should any sections be rearranged? (organization)
- Are any parts confusing?



PART 2: 2025-2030 STRATEGIC PLAN

STRATEGIC GOALS & INSTITUTIONAL PROCEDURES



2030 GOALS

- ❖ Differences between 2025 and 2030 KPIs:
 - 2030 KPIs are more streamlined and measurable.
 - Greater emphasis on eliminating equity gaps.
 - Focus on living wage career alignment.
 - Clearer targets for enrollment and course success.



2030 GOALS: KPI'S & OBJECTIVES

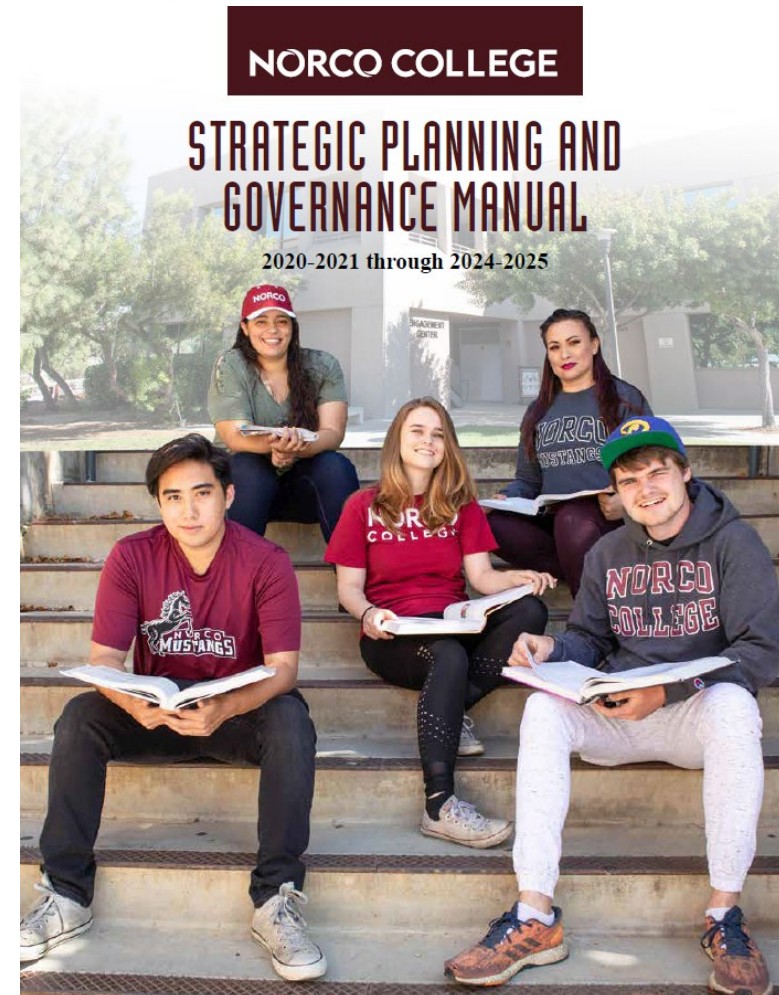
2030 EMP Goals	2030 Objectives	2030 KPIs
Goal 1: (Access) Expand college access by increasing both headcount and FTES	1.1 Meet or exceed district-set targets for college FTES	1
	1.2 Increase annual headcount by 3% annually	2
	1.3 Increase course success rate by 5% by 2030	3
Goal 2: (Success) Implement Guided Pathways framework	2.1 Increase the percentage of first-time students who complete a degree or certificate in three years by 3% annually	4
	2.2 Increase the percentage of first-time students who transfer to a four-year institution in three years by 3% annually	5
Goal 3: (Equity) Close all student equity gaps	3.1 Eliminate equity gaps for Black/African American students	6
	3.2 Eliminate equity gaps for Hispanic/Latinx students	7
Goal 4: (Professional Development) Implement Professional Development Around Guided Pathways and equity framework; foster a culture of ongoing improvement	4.1 Provide opportunities for professional learning that supports equitable student outcomes	
Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap	5.1 Ensure alignment of academic programs with living wage careers	8
Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships	Discontinued (completed/unmeasurable)	

2030 GOALS: KPI'S & OBJECTIVES

2030 EMP Goals	2030 Objectives	2030 KPIs
<i>Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs</i>	Discontinued (completed/unmeasurable)	
<i>Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college</i>	8.1 Establish meaningful and ambitious goals in support of the college mission to ensure quality, continuous improvement, and innovation through the review and assessment of disaggregated data related to equitable student achievement	
	8.2 Engage in clear and effective governance practices that provide opportunities for meaningful participation and inclusion of relevant constituencies to inform institutional decision-making	
<i>Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture</i>	See 4.1	
<i>Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts</i>	10.1 Leverage facilities funding to maximize local project funding availability	
	10.2 Implementation of Sustainable Campus Components	
	10.3 Enhancement and design of spaces that intentionally build community in support of the college mission to improve equitable student success	
	10.4 Enhance transportation infrastructure	
<i>Goal 12: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals</i>	12.1 Coordination with RCCD to establish a Budget Allocation Model (BAM) that allocates funding equitably to support the fulfillment of the college mission	
	12.2 Identify and pursue grants and private donations that support our strategic goals, college mission, and vision statement	

INSTITUTIONAL PROCEDURES - DIFFERENCES

- ❖ Differences between 2025 and 2030 Procedures:
 - Increased emphasis on data-driven decision-making.
 - Clearer timelines for evaluations and updates.
 - Enhanced alignment with Norco College's mission and goals.



INSTITUTIONAL PROCEDURES – EXAMPLE

Document Control and Revision Procedures

Purpose: To ensure the Norco College community has access to and is notified of updates and changes to the Strategic Plan and Governance Manual to quality, integrity, and transparency.

Scope: The procedures involved in making updates and revisions to the Strategic Plan and Governance (SPGM) Manual and revision control procedures.

Timeline: Throughout the 5-year SPGM, any governance entity may request updates or changes to the document via the instructions provided.

Procedures: Requests to revise or update the SPGM are submitted to the IEGC co-chairs, who will initiate and facilitate the document control and revision procedures.

Instructions:

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

REVIEW & FEEDBACK GUIDANCE

Part 2: 2025-2030 Strategic Plan

Engage in a deeper review of Part 2: Strategic Plan with focus on language and content. Evaluate the quality, accuracy, clarity, relevance, appropriateness, etc. of the institutional metrics, procedures, and decision-making processes.



- ❖ Do subsections within Part 2: Strategic Plan provide enough detail to fully describe the intended process?
- ❖ Do subsections within Part 2: Strategic Plan use language that is clear and concise?
- ❖ Does Part 2: Strategic Plan establish a clear and effective procedure for updating and revising the governance manual?
- ❖ Does Part 2: Strategic Plan establish a clear and effective procedure to communicate strategic planning information broadly and specifically to ensure knowledge sharing?
- ❖ Do you have recommendations on ways to improve any processes/procedures described in Part 2 (timeline, process flow, etc.)?
- ❖ Are any important metrics, institutional procedures, or decision-making processes missing? (gaps)
- ❖ Do any details or processes/procedures in Part 2 seem duplicative or unnecessary? (excess)
- ❖ Are any parts confusing?



PART 3: GOVERNANCE MANUAL



GOVERNANCE MANUAL - DIFFERENCES

- ❖ Differences between 2025 and 2030 Governance:
 - More specific guidelines for consensus building.
 - Introduction of electronic voting protocols.
 - Enhanced clarity and transparency in decision-making.



GOVERNANCE MANUAL - EXAMPLE

Charter Requirements

Charters at Norco College serve two purposes:

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

All charters contain the following elements:

- ❖ Name of Council/Committee
- ❖ Description: a 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
- ❖ Meeting Schedule
- ❖ Chair/Co-Chairs (include constituent group when relevant)
- ❖ Membership: names of members and relevant constituent groups (e.g., faculty, classified professionals, etc.) from which each membership is drawn.
- ❖ Key Performance Indicators/Goals: specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
- ❖ Equity Focus: a brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
- ❖ Edition Date: date of their most recent revision and dates of previous versions of the charter.
- ❖ Support Staff: support staff assigned to the Council/Committee

Name of Council/Committee
Description (25-50 words):
Meeting Schedule:
Chair:
Membership:
Key Performance Indicators/Goals:
Equity Focus:
Edition Date:
Support Staff:

REVIEW & FEEDBACK GUIDANCE

Part 3: Governance Manual

Engage in a deeper review of Part 3: Governance. In particular, consider clarity of governance procedures and accessibility to newer employees or individuals outside the college. Also consider to what degree the proposed governance procedures seem necessary or helpful for the effective operation of the college.

- ❖ Identify any proposed governance procedures or elements that are unclear.
- ❖ Identify any proposed governance procedures that seem burdensome or unnecessary.
- ❖ Are there any gaps or areas of standard college operations that should be included or more thoroughly described? For example, should the Governance Manual provide guidance on social media usage?
- ❖ In what ways is the Governance manual user-friendly and accessible? In what ways is the governance manual overly complex or hard to use or apply?



CONCLUSION

- ❖ The 2030 Strategic Plan refines the goals of the 2025 plan with a focus on:
 - Streamlined KPIs for measurable progress.
 - Enhanced institutional procedures for continuous improvement.
 - Stronger governance for participatory and transparent decision-making.
- ❖ The changes aim to ensure Norco College's mission of student success and equity.





NORCO
COLLEGE



QUESTIONS?

Your IEGC workgroup team is proud to share the first draft of our 2025-2030 norco college SPGM first draft. All college staff are encouraged to provide feedback to strengthen and finalize our draft. Your voice is needed to ensure the accuracy and completeness of our strategic plan and governance manual!

Do not hesitate to reach out to your Institutional Effectiveness & Governance Council Co-chairs, Ashlee Johnson, Tenisha James, and Alex Spenser, should you have any questions or concerns.

Thank you,
Ms. Ashlee Johnson – IEGC Faculty Co-chair
Dr. Tenisha James – IEGC Co-chair
Mr. Alex Spencer - IEGC CSEA Co-chair



E-Voting Protocols

Purpose: To encourage participation, support transparency, and ensure consistency across our Leadership Councils in decision making, electronic voting (e-voting) protocols for all Leadership Councils are being established. Norco College Governance Council do not follow the Brown Act.

Scope: These protocols allow for e-voting on agendized action items from Leadership Council meetings at which quorum is not met. These e-voting procedures may not be used for any other purpose. The e-voting protocols exclude Agendas and Meeting Minutes.

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

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

Instructions:

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



Charter for Data Governance IEGC Workgroup

2024-2025

This Charter is established between the Data Governance IEGC Workgroup and the Institutional Effectiveness and Governance Council to establish a procedure for Data Governance at Norco College.

Purpose

The Data Governance IEGC Workgroup is comprised of constituency members from the IEGC and appointed members from CSEA and Academic Senate, including representation from administration, classified professionals, and faculty. The workgroup is responsible for creating a process for data governance at Norco College. Key aspects of a strong data governance process include:

- Data Management – identify essential data elements to be used in local, state and federal reporting requirements; define and standardize those elements for reliable and valid use across the institution and in multiple reports; and design and deploy effective and efficient collection and storage processes that ensure security, privacy and appropriate integration across programs and from multiple data sources.
- Valid and Reliable Analyses – provide controlled access and use, particularly by IR and IE personnel, that enables timely, reliable and valid research and analysis.

Charge

The Data Governance IEGC Workgroup is charged with creating a data governance process.

The Workgroup is responsible for identifying the criteria and/or situations that will require data governance approval, creating a data governance application, and a step-by-step process for data governance.

Guiding Principles and Assumptions

The IEGC Workgroup has established the following guiding principles for Data Governance:

Guiding Principles and Assumptions

- Integrity: Be truthful and forthcoming when discussing purposes, constraints, options, and impacts for data-related decisions.
- Accuracy: To the greatest extent reasonably practicable, data will be verified as accurate for the purposes of use.
- Transparency/Auditability: Exhibit transparency so that it is clear to all participants and auditors how and when data-related decisions and controls were introduced into data-related processes. Create and maintain auditable data-related decisions, processes, and controls subject to Data Governance, where any such process will be accompanied by documentation to support compliance-based and operational auditing requirements.
- Accountability: Define and clarify who is accountable for data-related decisions, processes, and controls.
- Responsibility: Define and clarify who is accountable for data accuracy.
- Standardization: Introduce and support standardization of all data and sources.
- Change Management: Support proactive and reactive Change Management activities for reference data values and the structure/use of master data and metadata.

Scope & Expected Deliverables

The Data Governance IEGC Workgroup will create a data governance procedure, including criteria for submission, an application, and a process for approval. The Workgroup will also identify the future body/group that will continue the process long term.

Membership

The Workgroup consists of key members from the Institutional Effectiveness and Governance Council, appointed members from respective representative bodies, and/or defined membership based on expertise, title, functional area of responsibility. The workgroup reports to the IEGC, and thus all updates and action items will be communicated to the oversight body, IEGC, College Council, and Academic Senate. Membership includes the following individuals:

- Workgroup Lead(s)
- Academic Senate Representative (minimum 2)
- CSEA Representative (minimum 2)
- Management/Administration Representative (minimum 2)
- District Liaison

Meeting Time/Pattern

The Data Governance IEGC Workgroup will meet monthly with specific day/time TBD.

Roles of Leads and Members

The Leads will communicate with IEGC to ensure continuity of dialogue between governance tiers, and as appropriate to College Council and Academic Senate. Leads are responsible for preparing agenda and facilitating meetings of the Workgroup based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the workgroup. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with constituency peers with the intention of finding consensus on issues that come before the IEGC Workgroup.

Meeting Procedures and Expectations

The members of this governance entity will adhere to meeting and governance best practices as follows given the operational tasks of the workgroup:

- Future meeting topics will be communicated in advance of all meetings.
- All members will have access to shared documents/folder.

Members endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.
- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- follow through on tasks that are committed to outside of scheduled meetings.



2024 Division Re-organization



Streamlining resources & enhancing
collaboration to create a more
cohesive learning environment.



Aligning with Our Mission

Norco College continues to prioritize our goals in student access, student success, and student equity to inform and guide college strategic planning and resource allocation. In the last three years the college has undergone several structural and organizational changes to advance this work.



The Why

The college seeks to bring the college organizational structure into greater alignment in support of our goals in equitable student achievement. Adoption of Strategic Enrollment Management (SEM) Plan brings operational alignment to our strategic goals emphasizing student support through their entire journey.



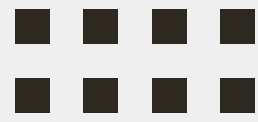
Holistic Student Support

**Academic Counseling &
Career Development**

**Career Academic Pathways
Schools**

CAP Hour

**Continued Equity Integration
& Programming**



Divisional Strategic Focus

**Vice President,
Academic Affairs**

**Vice President,
Planning &
Development**

**Vice President,
Student Services**

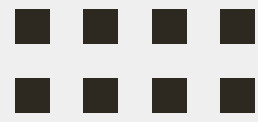
**Vice President,
Business Services**

**Academic
Programming &
Enrollment
Management**

**Equity &
Institutional
Effectiveness**

**Scaling
Comprehensive
Student Support &
Access**

**Physical & Fiscal
Resources
Management**



Department Shift

DEPARTMENT	FROM	TO
Dean, Special Funded Program	Student Services	Planning & Development
Dean, Technology & Learning Resources	Academic Affairs	Student Services



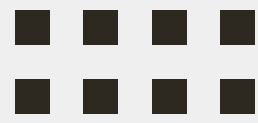
Department Shift Rationale

Library & Academic Support

- Standard of Care Model includes Counseling, Educational Advisors, and Tutors for student success.
- Enhanced collaboration enables strategic, integrated support services for all students.
- Librarians and Counseling join to support Career and Academic Pathways across divisions.
- Student Services leads scaling of the Standard of Care model.
- Writing and Reading Center stays under Dean of Instruction.

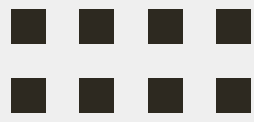
Special Funded Programs

- Reorganization consolidates programs for disproportionately impacted students into one division for collaboration and capacity building.
- Planning and Development lead equity and institutional effectiveness efforts.
- Aligning equity affinity and special funded programs enhances collaboration, access, and resource efficiency.
- Equity affinity programs share many of the same students.
- Leverage capacity for personalized services to close success gaps.



Program Shift

PROGRAM	FROM	TO
Athletics	Dean, Student Life	Dean of Instruction
MESA	Dean of Instruction	Dean of Equity, Inclusion, & Engagement
TRIO (SSS)	Dean, Equity	Dean, Special Funded Programs
TRIO (UB)	Dean, Enrollment	Dean, Special Funded Programs
Disability Resource Center	Dean, Special Funded Programs	Dean, Student Services



New Programs

College Corps	Dean of Student Life
Title V	Dean of Student Services

Timeline

October 2024

- Divisional Administrative Meetings (Completed)

November 2024

- Bargaining Units & Academic Senate Standing Meetings | Nov 7-12
- Management Meeting | Nov 13
- Academic Senate Meeting | Nov 18 (Information Item)
- Leadership Council Meetings | Nov 21 (Information Item)

December 2024

- College Council | Dec 5 (Information Item)

January 2025

- Partial Implementation | Jan 2

Spring 2025

- Discussion

Questions?



NORCO
COLLEGE