NORCO COLLEGE

College Council

Meeting Minutes for September 11, 2025, | 12:50 pm to 1:50 pm | Location: OC*116

Join via Zoom Link | **Meeting ID**: 846 0509 6407| **Passcode**: 780166

Council Members Present (members 19, quorum 10):

Ms. Natalie Aceves, Ms. Charise Allingham, Dr. Hayley Ashby, Dr. Quinton Bemiller, Dr. Peggy Campo, Dr. Michael Collins, Ms. Vivian Harris, Ms. Azadeh Iglesias, Dr. Tenisha James, Dr. Virgil Lee, Ms. Martha Ramirez, Mr. Dan Reade, Mr. Alex Spencer, Dr. Kaneesha Tarrant, and Ms. Patty Worsham.

Ex-officio Members:

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

Council Members Not Present:

Ms. Kimberly Bell, Ms. Janet Frewing, Ms. Ashlee Johnson, and Ms. Ashley Yoon.

Guest(s):

Dr. Lijuan Zhai, Ms. Tricia Hodawanus, Ms. Tamara Cummings, Ms. Maria Jurado, Mr. Jim Thomas, Mr. Uriel Romero

Recorder:

Ms. Desiree Wagner

Subject to Brown Act: No

1. **Call to Order**
   - 12:50 pm

2. **Action Items**
2.1   **Approval of Agenda**
   - MSC (Motion- Dr. Virgil Lee /Second- Ms. Vivian Harris)
   - Approved by consensus.
2.2   **Approval of Meeting Minutes, May 8, 2025**
   - MSC (Motion- Dr. Peggy Campo /Second- Dr. Virgil Lee)
   - Reviewed the minutes from May 8, 2025
   - Approved by consensus.
2.3   **2025-2028 Student Equity Plan**
   - MSC (Motion- Dr. Michael Collins /Second- Dr. Michael Collins)
   - The Council reviewed the 2025–2028 Student Equity Plan.
   - Draft presented; focus on student success, equity, and accountability; reviewed timeline for feedback and approvals through December 2025.
   - Approved by consensus.
2.4   **All College Co-Chair Meeting Transition to Monthly Email**
   - MSC (Motion- Dr. Peggy Campo /Second- Ms. Vivian Harris)
   - The Council moved to transitioning the All-College Co-Chair Meeting to a monthly email format.
   - Commitment to improved documentation and governance communication to the leadership councils.
   - Suggestion to consider creating videos for items that need to be reviewed by all leadership councils, similar to the Commitment to Care video Dr. Tarrant provided last semester, to ensure all are receiving the same accurate information.
   - Approved by consensus.

3. Discussion Items

3.1 College Council Membership Review
- The Council reviewed current membership.
- College Council membership list to be updated to include Dan Reade as faculty accreditation representative

3.2 District Strategic Plan Presentation (L. Zhai)
- Associate Vice Chancellor Dr. Zhai provided an overview of the District Strategic Plan 2025–2030, outlining six goals, 20 objectives, and key performance indicators (KPIs) for evidence-based decision-making.
- Agreement that district planning should begin earlier in future cycles with college input upfront; recommendation to establish common KPIs across colleges.
- The college was requested to provide feedback by September 26th for the Strategic Planning Workgroup to review and consider incorporating into the final district strategic plan.

Follow-up Items:
- All Council members are to review the RCCD Strategic Plan 2025–2030 draft and submit feedback to Desiree by September 19.
- College Council co-chairs will distribute an NC-ALL email with the RCCD Strategic Plan draft and PowerPoint summary to solicit feedback, which will then be compiled and submitted to Dr. Zhai's office by September 26.
- Leadership Council co-chairs will place the RCCD Strategic Plan on the agenda for discussion at upcoming Leadership meetings on September 25th, 2025.
- Dr. Zhai will provide a PowerPoint summary of the Strategic Plan for distribution to the college community.

4. Information Item

4.1 Results: Electronic Vote May 23, 2025, to May 30, 2025, 2025-2030 Strategic Plan and Governance Manual
- 2025–2030 Strategic Plan and Governance Manual (SPGM) – Approval and Feedback document reviewed.

4.2 Results: Electronic Vote May 23, 2025, to May 30, 2025, Mission Vision Core Commitments
- Mission, Vision, Core Commitments (MVCC)– Approval and Feedback document reviewed.
- Suggestion for the Council to use the electronic vote approval and feedback template used for the SPGM and MVCC for all items that go through the college approval process.

4.3 Updated timeline for SPGM and MVCC Board Approval
- Timeline for board approvals reviewed; Mission, Vision, and Core Commitments pending final approval.

5. Good of the Order
- Student services updates, including new hires, facility renovations, and expanded counseling and advising support.

6. Future Agenda Topics

6.1 Accreditation Update

7. Adjournment
- The meeting adjourned at 1:39 PM.

Next Meeting Date: October 9, 2025, | **Time:** 12:50 – 1:50 PM | **Location:** OC*116

Fall 2025 College Council Schedule		
Meeting Date	**Time**	**Agenda Item Request Deadline**
October 9, 2025	12:50–1:50 PM	October 2, 2025 (5 PM)
November 13, 2025	12:50–1:50 PM	November 6, 2025 (5 PM)
December 11, 2025	12:50–1:50 PM	December 4, 2025 (5 PM)

<p style="text-align: center;">**2025-2028 Student Equity Plan**
Executive Summary
Norco College</p>

Contextual Introduction

> "There's no greater agony than bearing an untold story inside you."
> -Maya Angelou, *I Know Why the Caged Bird Sings*

We proclaim equity work is collective work. Norco College (NC) believes equity does not belong to one person or one designated group of our college. Equity is more than a principle we follow; it is the mutual respect we carry for our shared community. As equity champions and practitioners, we intentionally ground this Student Equity Plan (SEP) in the communal truth and belief that student stories live within every statistic and we must not only tell the statistical accounts, but we must also tell the narrative truths, which demand that we recount the lives that exist inside the statistics. The stories and quotes centered throughout this plan were gathered through a holistic, culturally relevant and responsive qualitative inquiry process with current and potential students—for us these stories do not exist outside of the data, they are the data. Throughout this plan, we invite you to experience the lives of our students, as their stories direct, shape, and challenge our former and future equity strategies and initiatives. Through incorporating their stories, we invite you to listen intently, as we did, ensuring their stories do not remain untold, but instead become catalyst for shared work improving student equity here at Norco College and beyond.

*All names and identifying information have been changed and fictionalized to protect the privacy of the respondents.

It's 8:10 am on the first day of the fall semester. Isaac has just turned right onto Mustang Circle and is stuck in the long line of cars dropping students off at the roundabout. The baby was stirring in the back when Dawn grabbed her purse and a notebook before getting out, "I'm not going to be long; they said if I go talk to someone, I could maybe add the class before it starts tomorrow and get financial aid. Give me like 30 minutes, tops."

"What if she wakes up and starts hollering," Issac glanced at the car seat in the rearview mirror, anxious to get the car moving and Amara sleeping soundly.

"Just pick her up or something; I won't be long, I got work in two hours," Dawn closed the door and rushed up the stairs towards the first building she saw.

While he waited and kept the car idling, Issac pulled out his cell phone, trying to finish enrolling. He kept refreshing the screen, but he kept arriving at the same issue—he couldn't figure out what to do next. "Man, this is easy, and I'm over here stuck on step

one, can't get past Go. Ain't no way I'm ready for nobody's college; I don't care what Dawn talking about."

In Pedley, a few miles away, Sarah and Javier, sat at the dining room table in their Abuelo's house. Sarah was translating the instructions of Abuelito's newest heart medication, as Javier went through a catalog of classes for Norco College. While Sarah was nearing the end of her six-year journey, Javier was just beginning his. Despite the different turns and trials their paths will take, both journeys will be equally challenging.

"Ay, Hermana, ven aca. Which one of these classes do I got to pick?"

"Javi, pick whatever they told you to," Sarah said while counting out pills for their abuelito's organizer. "I got an hour to finish Abuelito's meds, get ready for work, and make Gio's lunch."

"No me dijeron nada. They just gave me this sheet with a bunch of classes and said take them cuando quiero, whenever."

Javier was tired of Sarah getting on him about working, talking about he needed to think about his future. Apa taught him to work, like him and Ama, but Sarah's chiding him like a second mother was driving him crazy. Ever since Abuelita died she's been acting as if she was his mom, telling him he needs to think about what's next.

"Well, just don't take an English class yet, especially not like the one I had. Teacher kept giving everyone zeros and everybody was just dropping."

"I'm'a just pick anything, then."

"I mean, if they didn't tell you nothing else, just pick whatever, but at least get started, Javi."

These are not random or exceptional experiences and stories. Issac and Dawn, Javier and Sarah are reflections of the systematic barriers students have navigated while undertaking a path toward upward mobility at NC. Instead of asking our students to continue bearing the agony of their untold stories of struggle and working through our well-meaning but misguided intentions, through the 2025 – 2028 Student Equity Plan (SEP), NC moves beyond acknowledging the systematic barriers and challenges that have perpetuated persistent equity gaps for our disproportionately impacted (DI) students, but we also commit to centering our students' stories, speaking truth to our power to change inequities, and working intentionally to dismantle the burdens they've carried. By focusing on and drawing from students' lived experiences in their own voices, we aim to turn their day-to-day realities into catalysts for institutional change rooted in our holistic, culturally relevant and responsive data inquiry processes, which will now drive our decision-making.

While these are distinctly personal experiences—we know their uniqueness is deeply familiar to greater populations of DI students NC has endeavored to serve. Their four experiences represent

what data has told us time and time again: without rooting our work in an "equity minded mode of thinking," our efforts will continue to support, uphold, and foster inequitable systems that burden the current and future dreams and lives of our students.

For students like Isaac and Sarah, NC's shift was desperately needed and did not arrive soon enough:

> "What you mean you ain't gonna go?" Dawn asked Isaac. He was halfway out of the car, dressed in his Chipotle uniform, ready to take on his late shift. "We was supposed to do this together."
>
> "I can't be bothered with that right now, Dawn. Not while Amara is so young and needs so much. I mean, I tried but if I can't get the most simplest part right, it must not be for me. Plus, we can't afford to pay for both of us, so you just keep going."
>
> "They said I might not have to pay if I can qualify for something else, but I just didn't get it in this time."
>
> "If you can't get help and you doing everything right, then what you think it will look like for me?" Isaac kissed Amara on the forehead, then Dawn, "Don't worry, I'm a make manager soon."
>
> "Isaac we too old to be working with teenagers, we got to do something else." Dawn felt like she was failing him and their baby. She never imagined they'd be seven years after graduation and still working, barely making ends meet.

Meanwhile, across town Sarah and Javier were enduring their own challenges. Sarah was struggling in a math class during her sixth year; it was one of the last classes she needed to finally graduate.

> "I'm struggling in this class," Sarah confided in her work best friend, Ana. "It don't feel like anyone is helping me understand the subject better. Problems are written on a white board and we just work on the problems, but no one is helping us with our mistakes really. The professor don't make designated time to go over homework problems. I think I'm going to have to drop it."
>
> "What if you got a tutor; I'm sure they have tutors you can hire," Ana said.
>
> "That's the thing, I can't afford it, but if I drop or don't pass the class, I won't graduate and it's already been six years. Me and Gio can't live con mis papás por simpre." Sarah sighed and tried not to tear up. She couldn't afford to lose it at work and put her job in jeopardy.

Javier, having felt alone and unguided through the class selection process, found himself unsure about how his progress was unfolding.

Javier, quickly climbed the stairs towards Mr. Johnson's office; he was nervous and his tendency during times like this was to move fast. It was like the faster his heart pumped blood through his valves, the faster his feet beat the stairs through the stairwells. He landed at the top, and realized arriving sweaty with his heart-racing might not send the right message to Mr. Johnson, and he was desperately trying to impress him. He wanted to show he had the potential to become a CPA.

"You gotta slow down and breathe," Javier told himself. He counted to five with his eyes closed, while slowing down his breath. Soon as he felt his heart rate settle, he did a quick smell check of his armpits, before opening the door and exiting the stairwell to see what the boss wanted.

"Good Afternoon, Sir," Javier announced his arrival.

"Javier! Come in Son," Mr. Johnston stood, walking towards the door. He shut the door and continued, "I wanted to talk to you about your progress at school, Norco, right? We have a junior-level position coming up and I think you'd be excellent for it, but you'll need an Associate's degree, or at least an Accounting certificate."

"Yes, sir; I'm currently at Norco." Javier sat up a bit taller, his Apa was always on him about standing and sitting tall, proud, showing he was deserving. Now, more than ever, he wanted to show that.

"I thought so. How's it going? When do you think you'll have your degree or even a certificate?" Mr. Johnston grabbed the job description he printed for Javier and sat at the edge of his desk.

"It's going well. I'm somewhat confident I'm working towards my goal, but I don't have a date. I've done the coursework on the sheet they gave me and attended a few meetings of the Business club. But I don't know the exact steps towards completing the certificate or degree."

"Have you met with a counselor, yet?" Mr. Johnston looked a bit confused, "My daughter is completing her last year at Riverside City, she's been there two years and is ready to transfer. Her counselor was key to her getting through so fast."

"No, sir. I've never been able to get an appointment with an advisor; they're always booked."

"Oh, you don't know the Midnight Rule. The trick is to sign up at midnight; that's when all the new appointments become available." Mr. Johnston shook his head in a bit of dismay, "It's an odd trick to the system; wonder why no one's told you already."

Issac, Dawn, Sarah, and Javier are not experiencing isolated or unique experiences; we've uncovered that for DI students at NC, enrolling, gaining financial aid, or finishing in three years is not a matter of effort. Many DI students at Norco are navigating a system that was never

properly designed to ensure their success. Unfortunately, our research has uncovered that when Black students like Isaac suspend the enrollment process, they do not come back to us and abandon college all together. Sarah and Dawn represent varied but common situations as many of our Black/AA and Hispanic/Latine women students: They are more likely to report burnout and express little time to care for themselves with the burdens they carry for both their families and their extended family. Javier is like many of our DI Hispanic/Latine students—they feel left to figure things out on their own and without clarity of how to schedule counseling appointments they're left to navigating the system without completing a vision goal and understanding their next steps.

We acknowledge these experiences have persisted as part of a larger arc of social, racial, gender, ability, class, sexual, and historic matrices of inequities that have impacted the larger systems and structures of academia, including our institution. Despite our best intentions and efforts, it has taken time to understand, uncover, and develop NC's current approach to student equity. Over the past two SEP cycles, covering six years, NC has moved through phases of awareness and intentional but misguided action, to researching and identifying root causes through student-centered inquiry, to coalescing key college constituents to develop data-driven actionable steps. While we celebrate the incremental strides we have made towards change, we recognize to understand where we currently stand and where we must go, we must begin by reflecting on how we arrived here. Equity work at NC has not been a static endeavor, it has evolved over planning cycles with pivots marked by reflection, deeper listening, and learning how to better serve students as equity champions and practitioners. During each cycle we have dug deeper, constantly moving towards uncovering and identifying the root causes of our systematic inequities and uncovering our blind spots. Our hope moving forward is to shorten the path between intention and impact and creating lasting institutional cultural change.

Operating from a place of critically engaged agency and hope turned inwards, during the previous 2022-25 SEP cycle, NC engaged with inquiry activities that better aligned with our pursuit of achieving the target outcomes outlines in the 2022-25 SEP, resulting in significant insight into the systematic causes that root and perpetuate the equity gaps identified in Black/AA and Latine students. Qualitative inquiry research uncovered the most tenacious gaps have been driven by a synthesis of systematic challenges that impede students' success: persistent access barriers, support insufficiently tailored to disproportionately impacted (DI) students, and demographically misaligned communication.

We locate ourselves in the current moment by reflecting, not as an accounting of what we have done, but to acknowledge, address, and identify what still must be done.

2022-2025 SEP Assessment: Uncovering Root Causes of Inequity

Norco College (NC) approached the 2022-2025 Student Equity Plan (SEP) with a sharp focus on dismantling institutional barriers that disrupt efforts to close equity gaps. Through a keen emphasis on utilizing data-driven decision making while implementing and undertaking equity efforts and initiatives, NC took action to ascertain the root causes that lay at the foundation of continued inequitable outcomes for its Disproportionately Impacted (DI) Black/AA and Hispanic/Latine students. NC arrived at this decision following the 2019-2022 Student Equity

Plan Review by University of Southern California's Center for Urban Education (CUE), where it was noted the SEP included minimal details regarding how the plan's activities were derived, how the plans were proposed to make a difference for Black/AA and Hispanic/Latine students, and finally, details outlining how the implementation and evaluation of the proposed activities would occur were lacking. With Black/AA and Hispanic/Latine students accounting for 65% of NC's student population and targeted interventions and support confined to historically unfunded/under-funded special programs (Puente and Umoja), NC committed to focusing its efforts on examining the institutional policies, practices, and processes that perpetuated inequitable outcomes for both DI populations during the 2022-25 Student Equity Plan cycle.

Instead of continuing with activities and initiatives without a grounded understanding for our equity gaps' causes, NC took a step back to reflect and engage with holistic, culturally relevant and responsive inquiry activities that uncovered what rooted our inequitable outcomes in each of the five metrics for the student equity plan designated by the California Community Colleges Chancellor's Office (CCCCO).

Successful Enrollment: percentage of first-time in college students who applied and enrolled in the same year in a primary term*

Transfer-level math and English: percentage of first-time in college students who completed transfer-level math and English in the first year*

Persistence: percentage of first-time in college students who enrolled in the subsequent semester*

Vision Goal Completion: percentage of first-time college students who completed a degree or certificate in three years**

Transfer: percentage of first-time in college students who transferred to a four-year institution within three years**

first-time college students who were credit enrolled, excluding special admit students
** first-time college students who were credit enrolled who earned 12+ units any time in three years and exited the California Community College system, excluding special admit students*

Following a review of the 2019 – 2022 SEP, NC composed a project team of faculty, staff, and administrators to develop the 2022 – 2025 SEP. This SEP focused on data-driven decision-making to determine the root causes of enduring inequitable outcomes for DI students of color. Using longitudinal data, NC utilized its Office of Institutional Effectiveness to generate a disproportionate impact (DI) study using the Percentage Point Gap-1 (PPG-1) methodology to identify equity gaps across the five metrics.

In Winter 2023, NC hired an equity-centered research consultant to help develop and lead inquiry activities to investigate the leading causes of the equity gaps for the DI students identified and prioritized by the College in the 2022-2025 Student Equity Plan (see Figure 1).

Figure 1. 2022-2025 Student Equity Plan DI Groups by Metrics with Three-Year Action Plan

Metric	Successful Enrollment	Transfer English & Math	Persistence	Vision Completion	Transfer
Population	Black/ African American	Hispanic/Latinx	Black/ African American	Hispanic/Latinx	Hispanic/Latinx
DI	7/7	4/10	6/9	3/7	6/6
Goal	Decrease equity gap by 40% by 2025				
Action Plan:	Implement inquiry-based process to identify and eliminate equity gaps				
Year 1 (2022-23)	Using an action research lens, create and launch equity-minded inquiry teams for each metric. Teams will assess and evaluate practices, policies, and culture that may be contributing to equity gaps, and make recommendations to close equity gaps.				
Year 2 (2023-24)	Pilot recommendations, collect quantitative and qualitative data, evaluate efficacy of intervention(s) and make adjustments, or pivot if necessary				
Year 3 (2024-2025)	Implement changes, collect data, evaluate efficacy, and finetune intervention(s). Changes will be operationalized until gap is reduced by 40%.				

Subsequently, in Spring 2023, faculty, staff, and students were recruited to serve on a Student Equity Plan Inquiry (SEPI) project team that aligned with the DI study generated by the Office of Institutional Effectiveness. Team members were selected and/or appointed in consultation with Academic Senate and California School Employee Association (CSEA) appointment procedures with support from Executive Leadership. The initial team was comprised of 12 faculty, 12 classified professionals, and eight students, and an administrative team consisting of managers and Institutional Research. They focused their efforts on gaining a better understanding of equity gaps for Black/AA students and Hispanic/Latine students which were broken down accordingly based on our DI findings:

Black/African American Student Equity Gaps
- Enrolling successfully
- Persisting from first to second term

Hispanic/Latine Student Equity Gaps
- Successfully completing transfer-level Math and English in their 1st year
- Attaining their vision goal (degree or certification completion) by their 3rd year
- Transferring to a four-year college (independent of degree completion) by their 3rd year.

In the summer of 2023, team members completed a two-day comprehensive training on qualitative research methods and conducted a comprehensive assessment of student support services and instructional practices using the "action research" method. The team also provided key feedback to the researcher on the design and implantation of the inquiry study. Following the work generated in the summer, in Fall 2023 the researcher conducted rigorous representative sampling to find students from various categories for the study. Once identified, the researcher held two 3-day confidential, online interactive surveys with students, using multimodal cognitive methods to conduct 45-60 minutes of activities daily with participants, yielding approximately 10,000 minutes of data interactions.

In keeping with our efforts to promote equitable outcomes, participants were compensated for their participation and allowed to respond and engage with the researcher during times that fit their schedules and in modalities they were already comfortable and proficient utilizing. The inquiry process was designed to meet respondents where they were, and to properly compensate them for their time and emotional investment. Finally, all student respondents were offered supportive services in response to any needs that arose during their reflections.

Acting as a deeper analysis of the previously identified equity gaps, the inquiry work conducted by the independent researcher worked to uncover what causes lie at the root of our DI student population's persistent gaps. It revealed to us that

1. Access to resources and support services such as academic advising, tutoring, financial aid, and mental health services were poorly tailored to, communicated to, and routinely inaccessible to Black/Latine students. Students often lacked knowledge of the resources available or did not know how to successfully secure support.
2. Students expressed a lack of belonging and cultural affirmation within the greater campus atmosphere, including the campus at large and within instructional and supportive spaces. Without a sense of cultural belonging and space to be authentically represented and appreciated, DI students expressed sentiments of burn-out and disengagement. Alongside a lack of a sense of belonging and cultural affirmation, students identified this lack was couple with a lack of empathy across campus entities they routinely interacted with.
3. DI students faced tremendous financial barriers (resources to secure course material and textbooks, lack of financial aid system knowledge, struggles with living expenses, and family financial obligations demanding greater work burdens) associated with attending college that led to greater financial and mental stress, leading to early drop-out.
4. Students identified a lack of effective, consistent, and timely communication as ongoing barriers and challenges to sustained success. Our qualitative inquiry highlighted a disconnect between resources students reported needing and desiring, and their awareness these resources already exists.

Following the study, during Winter 2024, the Inquiry team participated in a six-hour presentation that synthesized the findings of the research inquiry, as well as student and researcher identified recommendations.

> My typical day would consist of waking and sliding out of bed trying to not wake the baby—wake my siblings for school—serve breakfast—my daughter wakes up and I change her and get her ready for the day—she goes with her day, and I take my siblings to school before heading to my morning class…I go to class and after I head to work, after work I pick up the kids…I then drop the kids off with my daughter's father and then head to my night class. The next day is a bit different, but mostly the same. Sometimes I have time to make dinner.
>
> I wake up feeling tired and having some pain. I felt like I had a productive day [yesterday], but I was tired physically and emotionally.
>
> -Anonymous Female Student

The inquiry moved beyond producing data, it revealed truths and uncovered the burdens our students carried. For example, Dawn's account highlights the burden Black female students often carry caretaking for their families and extended families while working and navigating school; they reported often feeling tired when they wake up and throughout their day. When reflecting about their experiences unsuccessfully navigating Norco College, Black respondents, both male and female, often blamed themselves for their lack of success., They routinely described arduous systems as "easy," even when they were unsuccessful at navigating the "easy" elements.

More precisely, our inquiry respondents helped us identified the following root causes to the persistent equity gaps, helping us to see where we have failed to dismantle the systems and processes that hinder their success and perpetuate equity gaps.

Isaac's decision to abandon the process of attending college was not rare, in fact, many Black students found the process arduous; it was also not a reflection of his deficient—it was reflective of ours.

> This whole experience was intimidating at first.
>
> I had a lot of questions that needed to be answered. I didn't have a lot of luck reaching an advisor and finally gave up.
>
> -Anonymous Black Student

Our Black/AA respondents helped us to understand the following,

Black/AA Students' Reported Root Equity Causes
- Lack of True Financial Aid Knowledge: Potential and new students described themselves as knowledgeable about financial aid, but most were applying for key aid post-deadlines; additionally, despite their family income placing them below a living wage, their post-deadline applications were leading to disqualification for key grant money, such as the Pell Grant.
- External Barriers to Financial Aid: Students routinely identified parents who were unwilling to share tax information and an inability to communicate the importance and security of sharing this information, resulting in them not completing the FAFSA and securing aid.
- Non-Intuitive Onboarding Technology and Tools: New and potential students below a living wage more frequently detailed difficulty navigating Getting Started Tools; additionally, new and potential students expressed lack of clear communication on how to use Getting Started Tools, resulting in barriers to enrollment and/or difficulties navigating their first and early experiences at Norco.
- Gatekeeping Counseling Rules: Continuing students identified a lack of communication regarding when counseling appointments became available (midnight), resulting in only students "in the know" or part of special programs securing counseling appointments. The counseling "midnight rule" serves as a barrier to many new students enrolling and discourages continuing students from re-enrolling/persisting.
- Lack of Awareness of Support Services: Many new and continuing students were unaware of supportive student services beyond financial aid and counseling.

- Limited Communication of Student Services: The number one response from students was a lack of communication about existing services, their purposes, costs, and how to access them.
- Limited Communication of Campus Events: Students also expressed limited communication about campus events, groups, and activities.
- No Sense of Belonging on Campus and a Lack of Empathy: Most new and continuing Black/AA students expressed feeling like they do not belong and feel out of place on campus. Students also expressed a lack of empathy from faculty and supportive staff.
- Lack of Information/Clarity about Courses and Paths: Students reported a lack of self-serve information that allows them to identify which courses to enroll in to successfully navigate their academic path.

Meanwhile, our Hispanic/Latine students like Javier might eventually make it successfully to their second year, but as they progressed, they also struggled along an unclear path, arbitrarily picking classes without guidance, and not feeling confident in the transfer process. Often using the terms advisor and counselor interchangeably, they showed us that independent of their student status (new/ongoing) or their living wage, first generation status, or program status, their knowledge or lack thereof was rooted in not having first-hand experiences with our counselors, leading to subsequent equity gaps, like vision attainment. In fact, our research showed us many of Hispanic/Latine students, especially younger students, did not have clear academic or career goals.

> "Honestly, I don't know I'm still figuring my life out, but probably something simple that makes money, nothing special but I'm thinking about the proven ways, like real estate, restaurants, laundromats, maybe learn how to fix cars, or do taxes since I'm majoring in accounting."

> "I don't know anything about trying to get into a four-year college, and also, I understand attending a four-year college has a much higher tuition rate."

> -Anonymous Hispanic/Latine students

Like most DI Hispanic/Latine students, Javier struggled to find his way through a clear path.

> I could have used the hand holding in the beginning, where I was learning how to apply for classes and what classes I should take. Norco could have helped me with that by providing a step-by-step basis on what I should do and any important information for me.

> Unfortunately, had to navigate my career plan by myself. I didn't have help…I had to research a lot.

> I felt like I was in this alone.
> -Anonymous Hispanic/Latine students

Our Hispanic/Latine respondents helped us to understand the following:

Hispanic/Latine Students:

- Obstacles to Math/English Completion: Students expressed a lack of knowledge and awareness about when they should complete Math/English courses. Students also identified they were not told why (greater chance of success) they should complete these courses first.
- Obstacles to Vision Goal Attainment: Students expressed feeling left to figure out things alone, and a lack of "hand-holding" in the step-by-step process, resulting in a need to do a lot of research to figure out how to navigate their career plan.
- Counseling Clarity Lacking: Students reported a lack of knowledge and clarity regarding the process of scheduling counseling appointments—most are not aware of the "midnight rule."
- Lack of Understanding/Knowledge about Transferring: Students identified a main barrier to transferring to a four-year college is not knowing and understanding what the process would entail; they also reported having questions about four-year institutions, but not knowing where or how to get answers to their questions.
- Lack of Awareness of Existing Support: When considering transferring and transfer equity, students expressed a lack of awareness about the existing supportive services available to them.

In summation, by approaching the persistent equity gaps DI Black/AA and Hispanic/Latine students face with a holistic inquiry that married quantitative data from NC's Office of Institutional Effectiveness and culturally relevant and response qualitative research from an outside consultant during the 2022 – 2025 SEP cycle, NC was able to better understand the institutional causes that have systematically impacted identified student populations and recommend institutional and cultural changes:

- To systematically overhaul and enact institutional change that is lasting and effective, NC will need to improve the ways it communicates and delivers pertinent information to the targeted DI student populations.
- NC has done a great job of creating and implementing many student-serving services, resources, and tools students need to succeed, but the way they are communicated and delivered are reinforcing existing equity gaps instead of removing them. At the core of next steps for NC is to completely overhaul and redesign the ways these services are not only communicated, but also designed, implemented, and delivered to targeted student populations.

2025-2028 Disproportionate Impact (DI) Findings

For the 2025-2028 Student Equity Plan, the CCCCO requires the use of the PPG-1 methodology. The PPG-1 methodology removes the outcome rate of the primary subgroup from the reference group to determine DI. The outcome rate of the primary subgroup is compared to the outcome rate of all other cohort students, rather than comparing the outcome rate of the primary subgroup to the outcome rate of all cohort students. For example, the Percentage Point Gap minus one (PPG-1) methodology compares the persistence rate of Hispanic/Latinx students to the persistence rate of all non-Hispanic/Latinx students. For a detailed explanation of PPG-1, please

visit The California Community Colleges Chancellor's Office (CCCCO) publication CCCCO Percentage Point Gap Minus One (PPG-1) Methodology Notes [2022]. The CCCCO now provides annual PPG-1 student equity plan data.

Norco College utilizes the PPG-1 methodology to examine longitudinal DI across student groups. The numbers highlighted in yellow in the table below (see Figure 2) indicate the student populations identified with the highest number of years of DI when data are disaggregated by ethnicity as required by the CCCCO. The numbers in parentheses at the top of each column, next to each metric, indicate the number of years of data made available.

Figure 2. Norco College DI Populations by Equity Metric for Racial/Ethnic Student Groups

Primary Subgroup	#1 Successful Enrollment (9)	#2 Completed Eng/Mat (11)	#3 Persist (10)	#4 Vision Completion (8)	#5 Transfer (7)
American Indian/Alaska Native	2	**5**	1	**3**	**3**
Asian	1	0	0	0	1
Black/AA	**7**	3	**4**	0	0
Filipino	0	0	0	0	0
Hispanic/Latinx	0	**6**	**1**	2	**6**
Multiple Values Reported	1		0	0	
Pacific Islander or Hawaiian Native	3	2	0	2	4
Two or More Races	0	**3**	2	2	0
Unknown/Non-Respondent	**8**	5	1	**4**	1
White	**5**	0	0	0	0

Bolded and underlined counts indicate that DI was found in the most recent year available

Black/AA students are identified as having the highest number of years with DI in the first-year outcomes (Successful Enrollment and Persistence), and Hispanic/Latinx students are identified as having the highest number of years with DI in two of the completion outcomes (Transfer English/Math Completion, and Transfer). American Indian/Alaska Native students are newly identified as having the highest number of years of DI in Vision Completion, which Hispanic/Latinx students previously held.

Additionally, Norco College examined DI across student populations as recommended by the student equity plan (see Figure 3). The DI subgroups included Gender, First-Generation, Individuals with Disabilities, Foster Youth, Veterans, LGBT, and Perkins eligible students.

Figure 3: Norco College DI Populations by Equity Metric for Special Populations

Primary Subgroup	#1 Successful Enrollment (9)	#2 Completed Eng/Mat (11)	#3 Persist (10)	#4 Vision Completion (8)	#5 Transfer (7)
Female	3	1	1	0	0
Male	0	2	2	5	3
Multiple Values Reported	1				
Non-Binary*	0	3 (of 4)	0	1 (of 1)	
Unknown/Non-Respondent	6	0	0	2	0
First Generation	-	9	6	3	5
DSPS	-	2	0	0	1
Foster Youth	-	4	2	4	0
Veteran	-	2	0	0	0
LGBT*	-	2	3	3	0
Perkins	-	1	0	0	2

Bolded and underlined counts indicate that DI was found in the most recent year available

The table above indicates disproportionate impact among gender, first-generation, and Foster Youth students. The College will continue supporting these groups through existing programs and services such as the Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement Program, the Basic Needs Resource Center, Men of Color Scholars Program, MESA, Phoenix Scholars, the Unity Zone, and Umoja.

Moving forward, Norco College will continue to prioritize an intensive focus on Black/AA and Hispanic/Latinx students per the 2025-2028 Student Equity Plan requirements. These students represent 75% of all First-Generation students and 68% of all First-Time College students at Norco College (see Figure 4).

Figure 4. Intensive Focus DI Groups by Metric with Number of Students to Close the Gap

Group	Metric Number	Metric Description	Students to fully close gap (most recent year available)
Black/African American Students 6% of FTCS 4% of First Gen students	1	Successful Enrollment	28/405
	3	Persistence	9/95
Hispanic/Latinx Students 62% of FTCS 72% of First Gen Students	2	Compl Transfer Eng/Mat	86/1073
	4	Vision Completion	18/1519
	5	Transfer	47/523

American Indian/Alaska Native newly identified as DI in Vision Completion

The current student equity will build on and continue the work from our 2022-2025 student equity plan, which prioritized uncovering the root causes of inequity for Black/AA and Hispanic/Latinx students. With continued focus on these same student populations, planned activities are in direct response to the qualitative research findings of our 2022-2025 plan. The planned activities are aimed at addressing systemic barriers to equity through structural changes and improvements. Additionally, the Office of Planning and Development will provide leadership, integration, and coordination of equity services and programs to ensure support of all DI students, including American Indian/Alaska Native, male-identifying students, first-generation students, Non-Binary students, and Foster Youth.

2025-2028 SEP Action Plan

While previous years' plans (2019 – 2022) were well-intentional, they were not intentionally focused on the racial groups with the highest DI, resulting in equity efforts that were primarily focused on student services and programs but lacked involvement of instructional faculty, staff, and students. There was little focus on driving decision with data that analyzed the rooting causes of inequitable outcomes, resulting on persistent high levels of DI for Black/AA and Hispanic/Latine students.

NC utilized the most recent SEP cycle (2022 – 2025) to utilize holistic inquiry to map out all services, activities, structures, and cultural practices to ascertain and get at the root of inequitable causes and outcomes for Black/AA and Hispanic/Latine students. Following the recommendations of our constituents (faculty, staff, students) and the Inquiry Consultant, NC has developed the following action plans that will inform the campus community's investments in services and initiatives targeted to have the greatest impact in closing equity gaps for Black/AA and Hispanic/Latine student populations:

1. **Targeted Summer Bridge Event(s) for Black Students:** One of NC's key initiatives targeting Black Student Success will be a summer bridge event that prioritizes DI student participation, with targeted outreach to Black students. The proposed event will provide access to resources in academic support in both Math and English, counseling and career assistance, while also providing social and emotional support to foster students' transition into college. Summer Bridge will provide workshops on financial literacy/financial aid, career exploration, and build a sense of community, belonging, and preparedness through peer and staff engagement. By providing students with relevant tools they need to succeed before they begin their first semester, Summer Bridge intends to significantly improve the enrollment, retention, and success rates of DI Black student populations. By facilitating a collaborative approach between student services, academic affairs, and equity programming, this approach to early intervention addresses both academic and non-academic barriers from the inception to close the equity gap of enrollment and persistence for Black students.

   > "I think it's confusing because I don't think I ever got a comprehensive overview, or if I did it was overshadowed by the mountainous barrage of information that is college."

   > "I'd say maybe a short "quick start" guide that lists all the different sites/systems we use and what they are used for."

   > "I believe that consolidating resources in a single location would greatly enhance navigation for students of all ages."

   > "The thing that Norco should have done better in those pre-enrollment experiences is to make students feel like they're on the journey together not just picking classes for another student."

   > -Anonymous Student Inquiry Recommendations

2. **First-Year Experience (FYE) Program for Hispanic/Latine Students:** NC intends to target persistent gaps experienced by Hispanic/Latine Students with a key initiative, the First-Year Experience (FYE) program, specifically designed for DI Hispanic/Latine student populations. FYE will offer specialized academic advising and counseling, English and Math learning communities, and culturally relevant programming to support students and families during students' first year at NC. The program is intended to help foster a sense of belonging by creating a supportive community for Hispanic/Latine students, connecting them with faculty, staff, and peers who share similar experiences and cultural backgrounds. This initiative and action step will support increased engagement, higher retention rates, and better completion of transfer-level courses in the first year with a culturally relevant and response cohort approach.

   > "Show statistics as to why it would be helpful to take these courses [English and Math] first."

"Show orientation videos from students who are currently in school or recently graduated that could give real advice from a student perspective."

"More math and English courses would need to be available to accommodate larger numbers of first-year students taking both math and English."

"Norco could maybe offer a support group or something of the similar sort that could like meet once every month to make sure everyone is making progress towards their academic goals"

"It's not easy to find a community, because there is not a lot of signage…we have opportunities here but it kind of feels like gatekeeping in that you gotta know someone to get that opportunity."

-Anonymous Student Inquiry Recommendations

3. **Enhanced Communication and Outreach Strategy:** In direct response to the identified barriers around access to resources and support, NC has recognized its need to develop strategic communication strategies as a student equity priority. As a result, NC will develop a comprehensive communication plan to ensure all students, especially Black and Latine students, are regularly informed of available services and opportunities to support their success. The plan will include regular updates via text, email, and targeted social media, as well as campus-wide workshops and events that promote financial aid literacy, registration processes, and supportive services. We anticipate an increase in awareness will foster higher student participation in key services, resulting in improved persistence and completion rates for DI and all students.

"I think that there should maybe be a monthly webinar on how to get started with enrolling, registering, exploring pathways? I feel that there aren't enough advertisement regarding career pathways and more generalized career paths are always offered."

"Have a less standardized response to my new enrollment to create a more tailored experience and encourage understanding or question asking."

"Norco could send emails encouraging students to receive support services."

"They should make these support services clearer on the website…put like a direct link to each service."

"Posting weekly about the services available on Norco CC Instagram…a banner, electronic sign, etc. that displays clearly what will be going on that month."

-Anonymous Student Inquiry Recommendations

Building off the feedback obtained from NC's 2022-2025 SEP Review, NC took a step back from creating activities and initiates without a deep understanding of the root causes that perpetuate equity gaps for our DI Black/AA and Hispanic/Latine students. We discovered that data-driven decision making must inform our equity work and that to dismantle the systems that disproportionately impact our Black/AA and Latine students we must engage in a holistic process of gathering data to inform our actions. NC further discovered that this inquiry process is only holistic and generative if we mined data not only from the Office of Institutional Effectiveness, but also if we practiced qualitative data procedures in a culturally relevant and responsive way. Finally, NC discovered that we have a wealth of equity practitioners within our constituents, who are not only key stakeholders in our equity goals but are also actively engaged and ready to develop and implement equity work and initiatives.

Moving forward, NC will ensure continuity between SEPs by ensuring all actions and initiatives are data-driven; our key constituents (faculty, staff, students) remain a key part of inquiry, development, and implementation; and we continue to foster an environment where equity is everybody's work. To achieve this NC developed institutional actions, approaches, and processes informed by the quantitative and qualitative research gathered that were garnered by the SEP inquiry groups. The comprehensive report developed by the consultant as well as the results and recommendations from the students and inquiry group has been used as a "blueprint" in the development of our targeted, equity-minded intervention to close equity gaps for Black/AA and Hispanic/Latine students. The interventions will be piloted in the forthcoming SEP cycle, along with continuing the annual Equity Summit piloted during the current SEP cycle.

By undertaking the forementioned institutional actions and initiatives that have been rooted in holistic and culturally responsive data-driven inquiry, NC is taking significant strides towards closing equity gaps. Through addressing both academic and non-academic barriers, fostering a sense of belonging and a culture of empathy, and improving access to resources, NC is not only meeting its equity goals but also cultivating a more inclusive and supportive campus environment. These efforts represent a fundamental cultural shift at NC towards creating an equitable, student-centered educational experience for all students, especially those from DI communities. This shift is rooted in the belief that equity is everybody's work and is in alignment with NC's core commitment to Access, Equity, Inclusiveness, and Student Success.

Section II

Our Equity Imperative

While the challenges we have confronted to effectively serve the educational needs of all our students are great, Norco College is poised to face them head-on and with a renewed commitment to closing racial equity gaps. To achieve this goal, the inquiry project teams have acted with a sense of urgency and have avoided being ambiguous about our equity imperative. Norco College has continued to focus its efforts on closing equity gaps for historically minoritized students, specifically Black/AA and Hispanic/Latinx students. While these student groups account for 65% of our populations, targeted interventions and support for Black/AA and Hispanic/Latinx students have been confined to historically unfunded/under-funded special programs, such as Puente and Umoja, which we have worked systematically to move towards a more holistic, campus wide intervention and support strategy. Like many institutions, Norco College historically provided a one-size fits all approach to student success. This race-blind approach failed to recognize the embedded structural racism that American institutions of higher education were founded on when Black Americans were denied the right to an education. We recognize that if we continued as we did in the past, we maintain and perpetuate the legacy of historical oppression on minoritized students by making invisible our collective institutional responsibility for equitable outcomes for all students, especially for Black/AA and Hispanic/Latinx students.

We boldly stand in correction and take agency and accountability for dismantling our systems and cycles of oppression at our institution.

Our focus on racialized students is based on critical race theory, which asserts that race is the most significant factor in determining educational outcomes. While class and gender intersect to help explain variances in education, race continues to be most powerful in predicting school experience and performance.[1] Our equity priority aims to address our lack of institutional knowledge and practice as agents of racial equity.

Our vision for our equity work is defined by the following concepts:
- Race Consciousness
- Intentional in its Focus
- Student Centered
- Institutional Expectations
- Data Driven
- Continuous Evaluation

Our work will continue to be inwardly focused to systematically address institutional structures and culture that impede equitable outcomes. Sylvia Hurtado argues that the

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

campus racial climate must be addressed through the 1. Inclusion of students, faculty, staff, and managers from minoritized backgrounds; 2. Curriculum that reflects the experiences of minoritized students; 3. Targeted programs and support for minoritized students; and, 4. A mission statement that reflects a commitment to equity.[2] Specifically, our work seeks to engage in deep inquiry, action, and evaluation in transforming the attitudes, processes, systems, and climate that pose barriers to minoritized students.

The college's previous equity efforts have been primarily focused on creating programs and providing services for DI students. The college has also supported professional development for faculty, staff, and administrators, but few faculties have been involved in planning and implementing equity efforts focused on instructional practices. We have also not taken into consideration the systemic institutional barriers that may be contributing to inequitable outcomes. Moving forward, our faculty, staff, and administrators are committed to working collectively with each other and students to ensure access and success for minoritized students by approaching our pedagogical and organizational practices through an "equity-minded" lens. According to CUE, equity-mindedness refers to,

> *The outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes and are willing to assume personal and institutional responsibility for the elimination of inequity.[3]*

By adopting an "equity-minded mode of thinking" as our method of examining student outcomes, we acknowledge that our practices and policies are the main contributors to inequities as opposed to blaming our students for these outcomes. Norco College is committed to utilizing (and updating as needed) and drawing from the inquiry of our policies, practices, processes, and culture to highlight and dismantle the root causes that are contributing to persistent inequitable outcomes, particularly for racial groups. We also commit to addressing equity gaps as described by Bensimon, Dowd, and Witham, "a normative standard for all aspects of the institution, from resource allocation to assessment to strategic planning" (2016).[4] Additionally, we recognize that we can no longer expect an office, department, committee, or those who were involved in developing this plan to close equity gaps. Equity work is a campus wide effort, and everyone has a role and responsibility in helping to close equity gaps.

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

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

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

Our Equity Framework

Our approach to doing campus wide equity work is guided by the "Five Principles for Enacting Equity by Design." According to Bensimon, Dowd, and Witham (2019), these principles provide the blueprints that leaders and practitioners need to build equity by design. Table 1 provides a summary of these five principles.

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

These principles for enacting equity by design are similar in theory and design to institutional and structural recommendations contained in the 2021-22 Equity Audit conducted by HOTEP Consultants. They also mirror many of the recommendations previously made by our Guided Pathways and Student Equity project teams, as well as the Racial Justice Task Force we piloted on campus from 2020 - 2023.

Conclusion: Towards Continuity and Sustainability

NC's institutional actions, namely the Summer Bridge Event for Black/AA, First-Year Experience for Hispanic/Latine students, and endeavors to overhaul and enhance our communication and outreach strategies will make significant strides toward closing equity gaps. By addressing both academic and non-academic barriers, fostering a sense of belonging, and improving access to resources, NC is not only meeting its equity goals but also cultivating a more inclusive and supportive campus environment. These efforts represent a fundamental cultural shift at NC toward creating an equitable, student-centered educational experience for all students, especially those from DI communities.

Over the course of the 2022 – 2025 SEP cycle, NC made a significant decision to elevate, highlight, and center student voices and we are making significant strides towards strengthening our strategic communication and outreach efforts. These initiatives have been crucial in ensuring that our equity actions are grounded in the lived experiences and needs of the DI Black/AA and Hispanic/Latine student populations we are tasked to serve. The insights garnered through our holistic quantitative and qualitative research study have been instrumental in shaping more culturally responsive, targeted strategies. Moving forward, these efforts are central to our 2025 – 2028 SEP and build off the goals and outcomes outlined in our 2022 – 2025 SEP:

Summary of 2022 – 2025 Goals

- Developing and Conducting Inquiry Activities that uncover the root of inequities instead of launching new activities, programs, and interventions without understanding why they exist and persist.
- Securing outside financial support to cover consulting fees for an independent consultant for our equity inquiry.
- Assembling a team of equity champions and practitioners that represented the greater campus community of constituents, including faculty, staff, managers, and students.
- Drawing from the inherent wealth of knowledge of our constituents, including students, to develop, implement, analyze, and make recommendations towards dismantling equity gaps.

Summary of 2022 – 2025 Outcomes

- Spring of 2024, the research consultant developed a comprehensive report summarizing the inquiry activities implemented, including the results and recommendation for closing equity gaps.
- Fall 2024 – Winter of 2025, key constituents developed a "blueprint" from the inquiry research with targeted, equity-minded interventions to close equity gaps for Black/AA and Hispanic/Latine DI populations.
- Spring 2025, Finalizing and aligning strategic plans in preparation for piloting and evaluating the blueprint's efficacy and outcomes during the next SEP cycle, 2025 – 2028.

2025-2028 Student Equity Plan

Leveraging Student Voice to Address Systemic Equity Barriers

Student Equity Plan
Overview & Components

The 2025-2028 Student Equity Plan template requires colleges to deploy the following strategies to close equity gaps:

1. Leverage student voice to advance institutional equity goals
2. Include strategies that are race-conscious
3. Develop an evaluation plan supporting continuous improvement

The SEP Template includes the following required components:

- ❑ 2022-2025 Plan Reflection
- ❑ Executive Summary
- ❑ Disproportionate Impacted Students by Metric
- ❑ Intensive Focus
- ❑ Student Education Plans
- ❑ Vision 2030 Equity Alignment & Coordination
- ❑ Due November 30, 2025

Student Equity & Achievement (SEA) Metrics

Successful Enrollment

Percentage of first-time in college students who applied and enrolled in the same year*

. . .

Transfer Math & English

Percentage of first-time in college students who completed transfer-level math and English in first year*

. . .

Persisted from Term to Term

Percentage of first-time in college students who enrolled in the subsequent semester*

. . .

Vision Goal Completion

Percentage of first-time in college students who completed a degree or certificate in three years*

. . .

Transferred to a 4-Year

Percentage of first-time in college students who transferred to a four-year institution in three years**

. . .

*first-time in college students who were credit enrolled and not special admit
**first-time in college students who were credit enrolled and not special admit who earned 12+ units any time in three years and exited CCC

Student Equity Plan: KPI Progress

Educational Master Plan Key Performance Indicators

Metric	Student Group	2020-21 Gap	2021-22 Gap	2022-23 Gap	2023-24 Gap		Trend
Transfer Level English and Math Completion	Black/AA	3.5%	1.4%	2.1%	1.7%	🟩	Reduced Gap
Reduce The Equity Gap in Transfer English and Math Completion by 40%	Hispanic/Latinx	0.3%	16.1%	6.1%	0.0%	🟩	Gap Eliminated
Degree Attainment	Black/AA	0.3%	0.6%	3.5%	2.1%	🟥	Gap Increased
Reduce The Equity Gap in Degree Attainment by 40%	Hispanic/Latinx	0.0%	0.0%	2.8%	5.6%	🟥	Gap Increased
Certificate Attainment	Black/AA	2.6%	2.1%	5.7%	0.0%	🟩	Gap Eliminated
Reduce The Equity Gap in Certificate Attainment by 40%	Hispanic/Latinx	0.0%	2.2%	0.0%	2.9%	🟥	Gap Increased
Transfer	Black/AA	0.0%	3.0%	1.5%	3.0%	🟥	Gap Increased
Reduce The Equity Gap in Transfer by 40%	Hispanic/Latinx	8.7%	6.6%	11.7%	8.3%	⬛	Little Change

DI Populations by SEA Metrics

Primary Subgroup: Race/Ethnicity

Primary Subgroup	#1 Successful Enrollment (9)	#2 Compl Eng/Mat (11)	#3 Persist (10)	#4 Vision Compl (8)	#5 Transfer (7)
American Indian/Alaska Native	2	**5**	1	**3**	**3**
Asian	1	0	0	0	1
Black/AA	**7**	3	4	0	0
Filipino	0	0	0	0	0
Hispanic/Latinx	0	**6**	**1**	2	**6**
Multiple Values Reported	1		0	0	
Pacific Islander or Hawaiian Native	3	2	0	2	4
Two or More Races	0	**3**	2	2	0
Unknown/Non-Respondent	**8**	5	1	**4**	1
White	**5**	0	0	0	0

*Limited years available due to new data element

Bold & Underline = DI in the most recent year

Highlighted = group with most years of DI

DI Populations by SEA Metrics

Primary Subgroup: Special Population

Primary Subgroup	#1 Successful Enrollment (9)	#2 Compl Eng/Mat (11)	#3 Persist (10)	#4 Vision Compl (8)	#5 Transfer (7)
Female	**3**	1	1	0	0
Male	0	2	2	**5**	**3**
Multiple Values Reported	1				
Non-Binary*	0	**3**	0	**1**	
Unknown/Non-Respondent	**6**	0	0	2	0
First Generation	-	**9**	**6**	**3**	**5**
DSPS	-	2	0	0	**1**
Foster Youth	-	**4**	**2**	**4**	0
Veteran	-	2	0	0	0
LGBT*	-	2	**3**	**3**	0
Perkins	-	1	0	0	**2**

*Limited years available due to new data element

Bold & Underline = DI in the most recent year

Highlighted = group with most years of DI

SEP DI Intensive Focus

▶ Primary groups showing disproportionate impact the greatest number of years

Group	Metric Number	Metric Description	Students to fully close gap (most recent year available)
Black/African American Students 6% of FTCS 4% of First Gen students	1	Successful Enrollment	28/405
	3	Persistence	9/95
Hispanic/Latinx Students 62% of FTCS 72% of First Gen Students	2	Compl Transfer Eng/Mat	86/1073
	4	Vision Completion	18/1519
	5	Transfer	47/523

No longer the most DI group longitudinally

2022-2025 SEP Inquiry Findings

Student identified the following root causes of equity gaps in the qualitative research inquiry study:

Access to Resources and Support Services

Financial Barriers

Cultural Barriers and Sense of Belonging
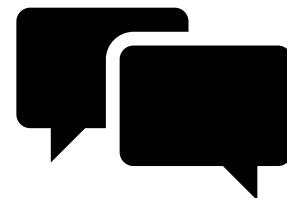
COMMUNICATION & EMPATHY

2025-2028 SEP Action Plan
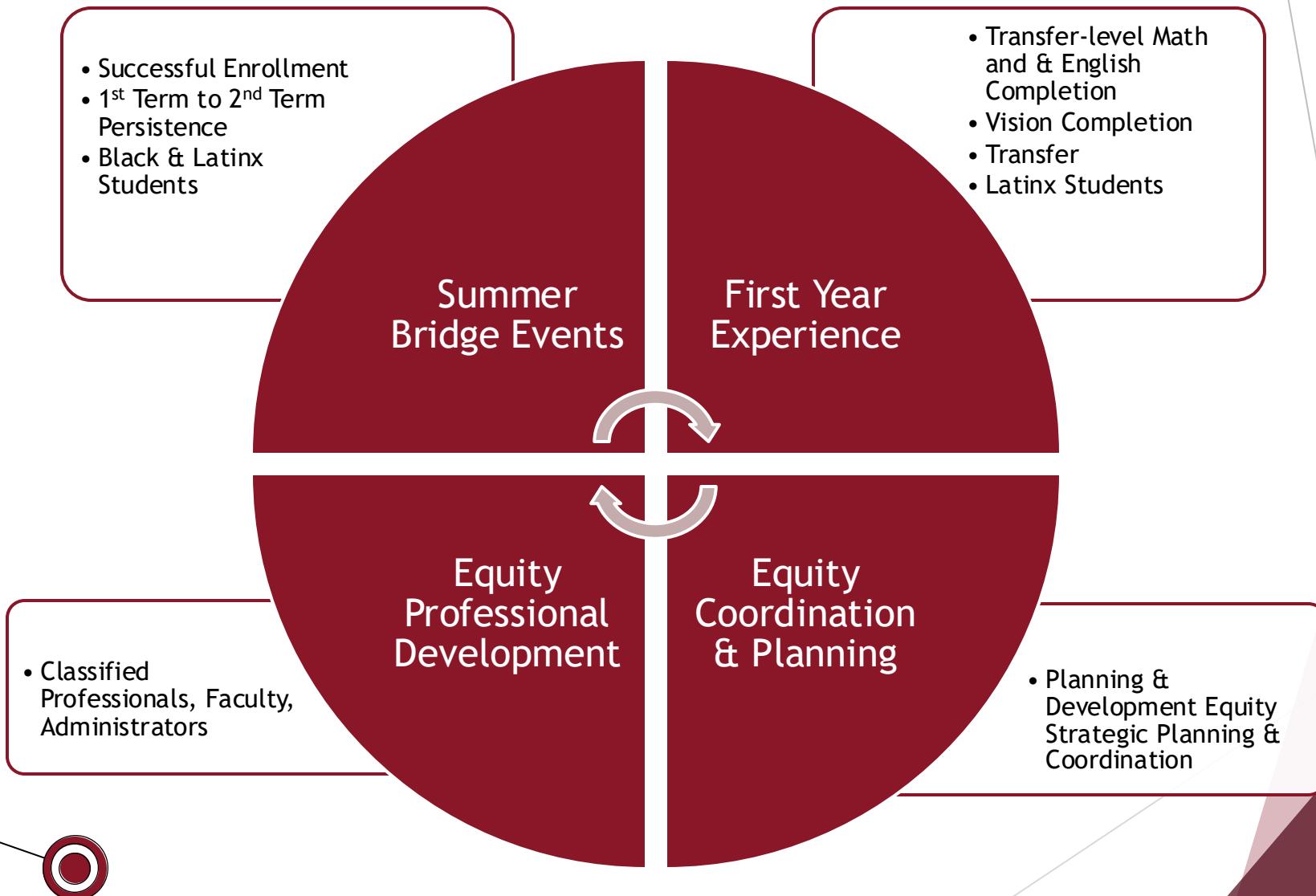
Timeline

First Readings:

- Thursday, April 24, 2025 – All Leadership Councils
- Monday, May 5, 2025 – Academic Senate
- Thursday, May 8, 2025 – College Council

All-Governance Votes:

- Monday, May 12, 2025 – Academic Senate
- Thursday, May 22, 2025 – All Leadership Councils
- Thursday, September 11, 2025 – College Council

District-Level Approval:

- Friday, September 19, 2025 - District Strategic Planning Council
- Monday, October 13, 2025 - Chancellor's Cabinet
- Monday, November 3, 2025 - Board of Trustees

November 30, 2025 - Submission

RCCD Strategic Plan 2025-2030

Contents

Chancellor's Message

To be drafted later

Statement of Purpose

Purpose

The Riverside Community College District (RCCD) 2025–2030 Strategic Plan positions RCCD to lead with vision, equity and innovation in a rapidly changing higher education environment. Aligned with the California Community Colleges Vision 2030 goals, the plan reaffirms the District's commitment to student success, equitable access, and institutional excellence.

Building on the foundation of the 2019–2024 Strategic Plan and guided by Vision 2030, this plan advances RCCD's integrated approach to districtwide planning by aligning college strategic plans and educational master plans with shared District priorities. It sets clear goals, measurable outcomes, and supports a culture of continuous improvement.

Developed collaboratively with input from faculty, classified professionals, and administrators across the colleges and District Office, the plan recognizes RCCD as a unified district. The District is comprised of three colleges and the District Office. The colleges focus on instruction, student services, operations, and planning, while the District Office provides streamlining and coordinates support and programming in those areas to support student success.

The plan establishes a framework for accountability with the Board of Trustees, chancellor, and college leaders working together to achieve District goals. Measurable benchmarks and key performance indicators (KPIs), aligned with Vision 2030, will guide progress in areas like closing equity gaps, boosting completion rates, and improving workforce outcomes.

RCCD will continue using the five-District committee structure under the District Strategic Planning Council (DSPC): Teaching and Learning; Equity, Social, Economic, and Environmental Justice; Institutional Planning, Effectiveness and Governance; Resources; and Advancement and Partnerships. These committees monitor progress, assess results, and recommend improvements.

Overall, the 2025–2030 Strategic Plan provides a clear and collaborative roadmap to guide the District in meeting student needs, supporting innovation, and advancing an equitable future for the region and the state.

Process

The District has been developing the 2025-2030 Strategic Plan since September 2024, following the conclusion of the 2019–2024 plan. As shown in Figure 1, the timeline began with an assessment of the previous plan, providing a foundation for this new one. The California Community Colleges Chancellor's Office (CCCCO) also introduced Vision 2030, a statewide framework with which this new plan is intentionally aligned. After the assessment, the DSPC launched a districtwide workgroup comprising of faculty, classified professionals, and administration to collaboratively develop, draft and finalize the new strategic plan. The workgroup convened throughout Spring and Summer 2025 to complete the environmental scan,

SWOT analysis, mission, vision, goals, and objectives.

Drafts were presented for review by the DSPC and college leadership at the start of Fall 2025. Following vetting and approval by college and District governing bodies, the plan was officially adopted.

This strategic plan is the result of a collaborative effort led by administrators, faculty, and classified professionals, reflecting a shared commitment to continuous improvement and student success

Figure 1 Strategic Plan Development Timeline

Mission, Vision, and Values

RCCD Mission Statement
Riverside Community College District supports its colleges in empowering diverse learners, advancing equity, and promoting social justice and economic mobility through affordable public higher education. We provide the systems, resources and leadership needed to eliminate barriers, foster student success, and drive institutional transformation across the region.

RCCD Vision Statement
We envision a thriving region where education fuels opportunity, equity is realized, and every student has the power to shape their future.

RCCD Guiding Principles
The following values guide how RCCD serves its colleges and communities:

1. **Student Success as Our Purpose**
   We exist to enable student learning, completion and opportunity—supporting colleges to design systems that place students first.

2. **Equity in Action**
   We operationalize equity across policy, practice and resource allocation—especially for historically marginalized students and communities.
3. **Collaboration Across Communities**
   We champion partnerships with industry, education and the community to expand impact and build shared prosperity.
4. **Integrity and Accountability**
   We lead with transparency, uphold trust and take responsibility for aligning our efforts with our mission and goals in service to our colleges and community.
5. **Innovation for the Future**
   We embrace change, encourage creative problem solving, and use data and reflection to improve outcomes for all.

Goals and Objectives

Goal 1: Equity in Access

Broaden opportunities for all area residents to begin or continue their higher education journey at RCCD colleges.

Objective 1.1: Increase with equity the number of students attending a RCCD college, especially among underserved populations.

Benchmark/KPI: By 2030, achieve a 25% equitable increase in RCCD student enrollment.

Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved student populations.

Benchmark/KPI: By 2030, achieve 10% of FTES through dual enrollment.

Objective 1.3: Expand RCCD's workforce development programming by increasing paid work-based learning (WBL) opportunities that align educational pathways with regional labor market needs.

Benchmark/KPI: By 2030, increase paid WBL opportunities by 25% - achieving an average annual growth of 5%, as measured by the number of students participating in paid WBL.

Objective 1.4: Grow RCCD's noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

Benchmark/KPI#1: By 2030, increase noncredit enrollment to achieve at least 500 FTES based on availability of space.
Benchmark/KPI#2: By 2030, increase the number of adult (25 or older) student headcount by 25%.

Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and support needs of students who choose to pursue their educational goals at a distance through online education.

Benchmark/KPI: By 2030, eliminate the course success rate gaps across all instructional modalities.

Goal 2: Equity in Success

Improve the academic and career success of all current and prospective RCCD students.

Objective 2.1: Completion: Increase with equity the number of students who achieve a meaningful educational outcome.

Benchmark/KPI#1: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%.
Benchmark/KPI#2: By 2030, increase three-year completion rates by at least 15%.

Objective 2.2: Increase with equity the number of students earning an Associate Degree for Transfer (ADT) and transferring.

> **2.2a**: Increase with equity the number of students earning an ADT.
> Benchmark/KPI: By 2030, increase with equity ADT awards by 35%.
>
> **2.2b**: Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.
> Benchmark/KPI: By 2030, develop at least one bachelor's program at each of the three colleges.
>
> **2.2c**: Increase with equity the number of students transferring to UC or CSU.
> Benchmark/KPI: With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.

Objective 2.3: Workforce Outcome: Identify the region's high skill, high demand and high paying programs as well as new programs to be added by 2030 to increase with equity the number of students earning a living wage.

Benchmark/KPI#1: By 2030, increase with equity the number of graduates earning a living wage by 10%.
Benchmark/KPI#2: By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

Goal 3: Equity in Support

Provide maximum levels of institutional support to students by achieving a systematic Standard of Care that supports students from matriculation through completion.

Objective 3.1: Maximize Financial Aid: Increase with equity the number of students receiving state, federal and institutional aid for which they are eligible.

Benchmark/KPI**:** By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.

Objective 3.2: Improve Access to Basic Needs: Ensure that RCCD students have equitable access to timely basic needs support (including food, housing, and mental health) by enhancing services districtwide, strengthening community partnerships, and pursing funding to sustain and expand these supports.

Benchmark/KPI: By 2030, increase student access to basic needs support services—including food, housing, and mental health assistance by 25%. (may revise based on more discussions)

Objective 3.3: Reduce Units to Completion: Decrease with equity the number of units in excess of the 60-unit threshold for the Associate Degree for Transfer or other associate degrees.

Benchmark/KPI#1**:** By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.
Benchmark/KPI#2: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.

Goal 4: Institutional Effectiveness

The District identifies, measures and reports on student and institutional outcomes to demonstrate the advancement of the District's mission and goals.

Objective 4.1: Improve the efficiency and timeliness of core District processes and procedures, such as Human Resources, Business and Financial Services, and Institutional Advancement & Economic Development, to effectively support the development and delivery of instructional, student support and administrative services.

Benchmark/KPI: District Office will develop KPIs, define baseline data, and set measurable targets.

Objective 4.2: Attain a district-level efficiency of 18 (FTES/FTEF).

Benchmark/KPI: Achieve overall efficiency of 18 FTES/FTEF.

Goal 5: Resources

The District will acquire, manage and deploy resources - including human, facilities, technology, and financial - to support District goals and advancement.

Objective 5.1: Strengthen and refine the equitable distribution of funds among the colleges and the District Office.

Benchmark/KPI: By 2030, develop a transparent, data-driven budget allocation model for colleges and the District Office to equitably and efficiently distribute resources across all units.

Objective 5.2: Increase student, faculty and staff satisfaction with their well-being and safety.

Benchmark/KPI: Human Resources Sub-Committee and District Safety and Security Sub-Committee will develop KPIs, define baseline data, and set measurable targets.

Objective 5.3: Strengthen the physical plant to support academic programs, workforce training, student support services, and administrative functions districtwide.

Benchmark/KPI: Facilities Planning and Development Sub-Committee will develop KPIs, define baseline data, and set measurable targets.

Objective 5.4: Advance student success and institutional growth through equitable access to technology; a culture of innovation and collaboration; and a resilient, future-ready infrastructure that leverages generative AI and emerging technologies.

Benchmarks/KPIs: IT will establish baselines and targets for the following KPIs:
- Utilization rates of student-facing digital services (MyPortal, SARS, etc.)
- Percentage of core systems migrated to cloud-based infrastructure.
- Faculty and staff participation in technology-focused professional development.
- Student access to hardware - laptops/internet, etc.

Goal 6: Partnerships and Community Engagement

Strengthen RCCD's role and impact as a leading academic institution by cultivating strategic partnerships, engaging the community, and expanding resources to support student success.

Objective 6.1: Expand collaborative partnerships with educational institutions, civic organizations, and businesses to advance student success, regional workforce development, and community enrichment.

Benchmark/KPI: Increase the number of formal partnership agreements leading to resource generation, coordinated programming, and leveraged services by 25% by 2030 (5% annual increase).

Objective 6.2: Strengthen RCCD capacity to achieve its vision, mission and strategic priorities through the acquisition of financial resources and other external support, including, but not

limited to, public and private grant funding, philanthropic contributions, and government advocacy.

Benchmarks/KPIs: Diversify funding streams to address uncertainty at the state and federal levels and reduce reliance on any one source as measured by:
6.2.1   Achieve a 60% success rate on submitted grant applications (success rate is the number of grants awarded divided by the number of grants submitted) (target may be revised)
6.2.2   Increase the value of private gifts by 25% by 2030 (5% annual increase)
6.2.3   Increase financial resources obtained from private foundations by 25% by 2030 (target may be revised)

Objective 6.3: Increase the economic impact of RCCD through the delivery of targeted workforce and economic development initiatives that support employers, employees, industry sectors, and entrepreneurs, among others.

Benchmark/KPI: Increase the number of RCCD workforce and economic development program participants who obtain employment, participate in upskill training, increase wages, obtain federal contracts, or start a business by 5% annually.

Basic Strategies

Of the six District goals - each with specific objectives - the first three (Equity in Access, Equity in Success, and Equity in Support) correspond most directly to the mission of the District and serve as the driving force of the strategic planning process. These three goals form the basis for all of the District's teaching and learning activities and provide the essential foundation for prioritizing resources.

The following section outlines a set of possible basic strategies to support these and the remaining District goals. While not exhaustive, these strategies offer a practical starting point to advance our commitment to equity, effectiveness and student-centered innovation. Developed collaboratively, it includes a clear purpose, actionable plans, and alignment with specific objectives to guide measurable progress by 2030. Together, they serve as a roadmap to initiate implementation and spark continued dialogue, refinement and expansion as RCCD moves forward.

Goal 1: Equity in Access

Strategy 1: Community-Centered Outreach and Engagement

Purpose: Build trust and awareness among underserved populations to increase equitable access.

Plan of Action:
- Partner with community-based organizations, faith groups, and cultural centers to host college information sessions in multiple languages.

- Launch a mobile outreach unit to visit neighborhoods, community events, and high schools with enrollment support and program information.
- Develop culturally relevant marketing campaigns using local media, social media influencers, and student ambassadors.
- Collaborate and visit K-8 schools to introduce college earlier in the academic pipeline.

Supports Objectives:
☑ 1.1 (Enrollment Equity)
☑ 1.2 (Dual Enrollment)
☑ 1.4 (Noncredit/Adult Ed)

Strategy 2: Seamless Pathways and Enrollment Support

Purpose: Remove barriers to entry and streamline the student journey from interest to completion.

Plan of Action:
- Implement a "One-Stop" digital and in-person enrollment hub with multilingual support.
- Simplify dual enrollment processes through MOUs with local high schools and shared data systems.
- Offer enrollment incentives, including incentives for pursuing full-time enrollment, such as free application workshops, transportation vouchers, or textbook support.

Supports Objectives:
☑ 1.1 (Enrollment Equity)
☑ 1.2 (Dual Enrollment)
☑ 1.4 (Noncredit/Adult Ed)

Strategy 3: Workforce-Aligned Program Expansion

Purpose: Align RCCD offerings with regional economic needs and provide real-world learning opportunities.

Plan of Action:
- Collaborate with local employers and workforce boards to co-design Career Education and noncredit programs.
- Expand paid internships, apprenticeships and job shadowing through employer partnerships and grant funding.
- Launch targeted programs in ESL, digital literacy, and reentry skills with flexible scheduling and wraparound services.

Supports Objectives:
☑ 1.3 (Work-Based Learning)
☑ 1.4 (Noncredit/Adult Ed)

Goal 2: Equity in Success

Strategy 1: Completion and Support

Purpose: Support students in staying on track and completing their educational goals efficiently and equitably by implementing the Standard of Care framework.

Plan of Action:
- Ensure every student is assigned counselors and educational resource advisors to streamline their educational pathway.
- Expand proactive academic advising and case management, especially for first-generation and underserved students.
- Strategically implement academic support services, including assigned tutoring, to students in academic distress.
- Implement AI and other advanced technological tools to provide real-time access to degree audit and personalized academic plans to support timely completion.
- Offer completion incentives such as graduation grants, textbook vouchers, or priority registration for students nearing completion.

Supports Objectives:
- ☑ 2.1 (Completion)
- ☑ 2.2a (ADT Awards)
- ☑ 2.2c (Transfers)

Strategy 2: Strengthen Transfer and Baccalaureate Pathways

Purpose: Create clear, supported pathways to four-year degrees and expand local baccalaureate options.

Plan of Action:
- Deepen partnerships with UC and CSU to streamline transfer pathways and articulation agreements.
- Create opportunities for guaranteed admissions to transfer institutions, providing students with access to transfer opportunities.
- Launch targeted ADT campaigns and transfer fairs with university partners.
- Develop and promote RCCD bachelor degree programs aligned with regional workforce needs (e.g., healthcare, IT, education).

Supports Objectives:
- ☑ 2.2a (ADT)
- ☑ 2.2b (Bachelor's Programs)
- ☑ 2.2c (Transfers)

Strategy 3: Career-Connected Learning and Economic Mobility

Purpose: Ensure students are prepared for high-wage, high-demand careers through real-world learning and support.

Plan of Action:
- Integrate career exploration and planning into the first-year experience and across the curriculum.
- Grow partnerships with employers to expand internships, apprenticeships and job placement services.
- Track and support alumni outcomes to ensure equitable attainment of living-wage employment.

Supports Objectives:
- ☑ 2.1 (Completion)
- ☑ 2.3 (Living Wage)
- ☑ 2.2b (Bachelor's Programs)

Goal 3: Equity in Support

Strategy 1: Proactive Financial Aid Outreach and Support

Purpose: Ensure all eligible students access the financial resources they need.

Plan of Action:
- Launch a multilingual, culturally responsive financial aid awareness campaign targeting high-need communities.
- Embed financial aid workshops into onboarding, orientation and first-year experience programs.
- Partner with high schools and community organizations to offer FAFSA and Dream Act Application completion events and one-on-one support.

Supports Objective:
- ☑ 3.1 (Maximizing Financial Aid)

Strategy 2: Integrated Academic Planning and Advising

Purpose: Help students complete their degrees efficiently by reducing excess units.

Plan of Action:

- Implement mandatory academic planning sessions using degree audit tools and guided pathways maps.
- Provide additional professional development for counselors, faculty and classified professional advisors to monitor student progress through implementing Standard of Care and intervene early when students deviate from their plans.
- Use predictive analytics to identify students at risk of accumulating excess units and provide targeted advising.
- Embed technological solutions to reduce time and improve efficiency where appropriate.

Supports Objective:

☑ 3.3 (Reduce Units to Completion)

Strategy 3: Cross-Sector Student Support Ecosystem

Purpose: Leverage partnerships to provide wraparound services that address students' academic, financial and social needs.

Plan of Action:

- Establish formal referral networks with local housing, food security, mental health, and transportation providers.
- Co-locate services on campus through partnerships with county agencies and nonprofits. Create a centralized student support hub (physical and virtual) to connect students with available resources.

Supports Objectives:

☑ 3.1 (Maximizing Financial Aid)
☑ 3.2 (Access to Basic Needs Support)

Goal 4: Institutional Effectiveness

Strategy 1: Streamline Core Administrative Processes

Purpose: Improve the efficiency and responsiveness of essential District operations to better support instruction and student services.

Plan of Action:

- Gather information on process reviews and assessments that have already been completed.
- Conduct process mapping and time-motion studies in HR and Business and Financial Services to identify bottlenecks.

- Implement digital workflow systems (e.g., e-signatures, automated approvals) to reduce processing time.
- Establish and monitor KPIs for HR and Finance with regular reporting and continuous improvement cycles.

Supports Objective:
☑ 4.1 (Efficiency in Core Processes)

Strategy 2: Integrate Advanced Technology for Institutional Innovation

Purpose: Leverage generative AI and emerging technologies to enhance learning, student support, and administrative functions.

Plan of Action:
- Pilot AI-powered tools (e.g., chatbots, virtual advisors) to improve access and responsiveness of districtwide services.
- Support faculty subject matter experts to explore AI integration in teaching and learning, ensuring alignment with academic standards and contribute to student success.
- Adopt new technology solutions that improve accessibility, engagement, or operational efficiency.
- Provide professional development to develop deeper knowledge and use of currently available technology solutions such as Microsoft 365 applications.
- Implement Anthology as a centralized platform that connects student success, academic affairs, BFS, and HRER by streamlining data integration, automating workflows, and providing real-time dashboards.

Supports Objective:
☑ 4.1 (AI and Technology Integration to Improve Efficiency, Productivity and Innovation)

Strategy 3: Optimize Instructional Efficiency and Resource Allocation

Purpose: Improve instructional productivity while maintaining quality and equity in learning outcomes.

Plan of Action:
- Use data analytics to align course offerings with student demand and program pathways.
- Identify and introduce technology driven tools to automate course scheduling to maximize resource efficiency.
- Provide professional development for deans and department chairs on scheduling efficiency and FTES/FTEF optimization.
- Monitor and report on FTES/FTEF ratios districtwide, with targeted interventions to reach the benchmark of 18.

Supports Objective:
☑ 4.2 (Instructional Efficiency)

Goal 5: Resources

Strategy 1: Equitable and Transparent Resource Allocation

Purpose: Ensure that funding and staffing are distributed fairly across the entire District to meet the diverse needs of each college.

Plan of Action:
- Assess BAM model to guide equitable budget allocations, incorporating enrollment, program costs, and student needs.
- Use a Total Cost of Ownership model to improve efficient and equitable use of resources.
- Establish clear KPIs and targets for resource distribution through collaboration with college and District finance, DBAC, and HR (e.g., 75% full-time faculty goal).
- Conduct annual equity audits of budget and staffing allocations to ensure alignment with institutional priorities.
- Complete the budget allocation model by integrating actual cost of college specific CTE programs.
- Support colleges to develop a BAM within the various units of their college along the principles laid for the District.
- Develop a BAM through the District Office that is data driven.

Supports Objective:
☑ 5.1 (Equitable Distribution of Funds)

Strategy 2: Foster a Safe, Inclusive and Supportive Campus Environment

Purpose: Promote access to resources to improve the physical and emotional well-being of students, faculty and staff.

Plan of Action:
- Expand campus safety infrastructure (e.g., lighting and surveillance) and implement regular safety drills.
- Continue and monitor well-being initiatives such as mental health services, wellness workshops, and employee assistance programs.
- Conduct annual climate and safety surveys and use results to guide continuous improvement efforts.

Supports Objective:
☑ 5.2 (Well-being and Safety)

Strategy 3: Build a Future-Ready, Tech-Enabled Infrastructure

Purpose: Advance student success and institutional resilience through strategic investments in facilities and technology.

Plan of Action:
- Prioritize capital projects that support academic programs, workforce training, and student services in collaboration with District and college leadership.
- Expand access to digital tools and cloud-based systems to improve service delivery and learning outcomes.

Supports Objectives:
- ☑ 5.3 (Strengthen Physical Plant)
- ☑ 5.4 (Technology and Innovation)

Goal 6: Partnerships and Community Engagement

Strategy 1: Build and Deepen Strategic Partnerships

Purpose: Expand RCCD's network of collaborators to enhance student success, workforce development, and community enrichment.

Plan of Action:
- Formalize new partnership agreements with K-12 districts, universities, employers, and civic organizations.
- Host annual partnership summits to align goals, share data, and co-design programs.
- Develop a centralized partnership tracking system to monitor growth and impact.

Supports Objective:
- ☑ 6.1 (Expand Collaborative Partnerships)

Strategy 2: Diversify and Grow External Funding Sources

Purpose: Strengthen RCCD's financial resilience and capacity to support strategic priorities.

Plan of Action:
- Launch a districtwide grants development team to pursue public and private funding opportunities.
- Establish an annual districtwide giving campaign and donor engagement strategy to grow philanthropic support.
- Advocate for RCCD priorities at the local, state and federal levels through coordinated government relations efforts.

- Expand advocacy to regional, state and national foundations (i.e., Irvine Foundation, College Futures, etc.)

Supports Objective:
☑ 6.2 (Increase External Support)

Strategy 3: Drive Regional Economic and Workforce Development

Purpose: Position RCCD as a key driver of economic mobility and innovation in the region.

Plan of Action:
- Expand workforce training and upskill programs in partnership with industry sectors and economic development agencies.
- Launch entrepreneurship and small business support initiatives through RCCD centers or incubators.
- Conduct and publish economic impact reports every three years to demonstrate RCCD's value to the region.

Supports Objective:
☑ 6.3 (Increase Economic Impact)

Appendices

## A. Strategic Plan Assessment and Analysis of Key Performance Indicators

RCCD 2025–2030 Strategic Plan Assessment Process

RCCD's assessment of its 2025–2030 Strategic Plan is grounded in an integrated, cyclical process that promotes institutional improvement through clear metrics, continuous feedback, and evidence-based decision-making. Designed to evaluate how effectively RCCD fulfills its mission, vision, and strategic goals, this process is anchored in the principles of **Efficiency, Effectiveness, Accountability,** and **Transparency** - ensuring measurable progress and districtwide alignment.

At the core of this assessment process are four key pillars:

- **Efficiency** begins the cycle by translating the District's mission and strategic goals into meaningful KPIs. In collaboration with the DSPC, colleges, and departments, RCCD defines metrics related to equity in student access, success, and support; institutional effectiveness; resource allocation; and community engagement. The goal is to optimize resource utilization while maintaining high quality and responsiveness, with a strong focus on advancing student success and closing equity gaps.

- **Effectiveness** involves establishing baselines and annual performance targets for each KPI using both internal and external data. RCCD develops tools and frameworks to monitor progress and assess the impact of strategic initiatives, ensuring alignment between institutional efforts and desired outcomes and impacts.

- **Accountability** is a measure of the power of the strategic plan to function as a powerful instrument for delegation of responsibilities and thereby acts as a means to require accountability. Accountability is achieved through systematic measurements and reporting. KPI results are evaluated annually and compared to established targets in a formal Annual Progress Report, which highlights accomplishments, identifies areas for improvement, and assigns responsibility for follow-up actions. This fosters a culture of continuous improvement and performance-based accountability.

- **Transparency** ensures that outcomes, findings, and improvement plans are clearly communicated across the District. Governance structures and decision-making processes are reviewed regularly for clarity and accessibility. Results are disseminated via presentations, publications, and District websites to promote trust, engagement and institutional integrity.

Framework to Assess RCCD 2025-2030 Strategic Plan

- **Efficiency**
  - Translating mission/goals/objectives into measurable KPIs with efficiency as a focus

- **Effectiveness**
  - Setting baseline and targets for all KPIs
  - Develop strategies to achieve the targets.
  - Develop tools to monitor, assess and report KPIs

- **Accountability**
  - Collect data on KPIs
  - Compare to targets
  - Identify areas for improvement
  - Take actions

- **Transparency**
  - Strategic communication
  - Sharing results, and learning with internal and external stakholders

To reinforce these efforts, RCCD will prepare a written annual summary of the progress report, which will be shared broadly across the District. This summary will keep all constituents - including faculty, staff, students and administration - informed of progress, challenges and strategic adjustments.

Importantly, RCCD will integrate this annual strategic plan assessment process with the districtwide program review process. By embedding strategic goals/objectives and KPIs into program review, departments and units will be able to align their planning, resource requests and improvement efforts with the overarching goals of the Strategic Plan. This integration ensures coherence across planning processes and creates a unified framework for continuous institutional effectiveness and accountability.

This assessment cycle is iterative and ongoing, allowing RCCD to continuously translate its strategic vision into measurable impact. Each year, the District will review and refine KPIs, including developing KPIs for social and economic mobility, assess progress, report results, and implement improvements. If goals are not met, corrective actions will be initiated. This closed-loop approach ensures that the Strategic Plan remains a dynamic, responsive tool that supports both internal development and the broader priorities of Vision 2030.

Analysis of Key Performance Indicators (KPIs)

KPIs provide a structured framework for measuring institutional progress toward achieving the District's strategic goals and objectives. Each KPI is aligned with a specific objective and includes a defined baseline - the current performance level based on the most recent validated data - and a target representing the desired level of achievement over the next five years.

By setting clear, measurable benchmarks, this section ensures accountability and facilitates data-informed decision-making across the District. The KPIs will be monitored annually and updated as needed to reflect changing conditions, new initiatives, and evolving District priorities. Together, these metrics support RCCD's continuous improvement efforts and commitment to equitable student success.

Equity in Assessment of KPIs

Equity is a foundational theme embedded throughout the goals, objectives and KPIs outlined in this document. Its consistent integration across all facets of the planning process reflects its centrality to the mission and vision of the District. Rather than isolating equity as a standalone objective, RCCD aligns with statewide practices by embedding equity considerations within each goal and measure.

In evaluating progress toward measurable targets - particularly those associated with Goals 1, 2, and 3 - equity will serve as a critical lens through which achievement is assessed. Where appropriate, KPIs will be disaggregated by race and ethnicity and analyzed using the Percentage Point Gap (PPG-1) method, a recognized approach for identifying disproportionate impact (DI). This method compares the performance of specific student populations against the overall performance, excluding the population in question. For instance, the success rate of African American students will be compared to the overall success rate minus African American students. If the resulting gap exceeds the established margin of error, the population will be designated as experiencing disproportionate impact.

Importantly, improvements in overall success rates must be accompanied by a proportional reduction in DI gaps as identified through PPG-1 analysis. Meeting the overall target alone does not constitute full attainment of a KPI unless there is also demonstrable progress in closing equity gaps among DI populations identified during the initial assessment year. This equity-focused analysis will be incorporated into the annual evaluation of each goal to ensure accountability and sustained progress. Resources will support the progress through equitable allocation of human and fiscal resources aligned through the District's Standard of Care framework to continually uplift student segments experiencing disproportionate impacts.

Overall KPI Baselines and Targets

This section presents the KPIs for Goals 1 (Equity in Access), 2 (Equity in Success), and 3 (Equity in Support), which focus on student-related outcomes. Some KPIs for Goals 4, 5 and 6 are currently under development and will be added at a later stage. The data and projections use 2024–2025 as the baseline year, with annual targets established for each KPI over the next five years.

Objective 1.1: Increase with equity the number of students attending a RCCD college, especially among underserved populations.

By 2030, achieve a 25% equitable increase in RCCD student enrollment.
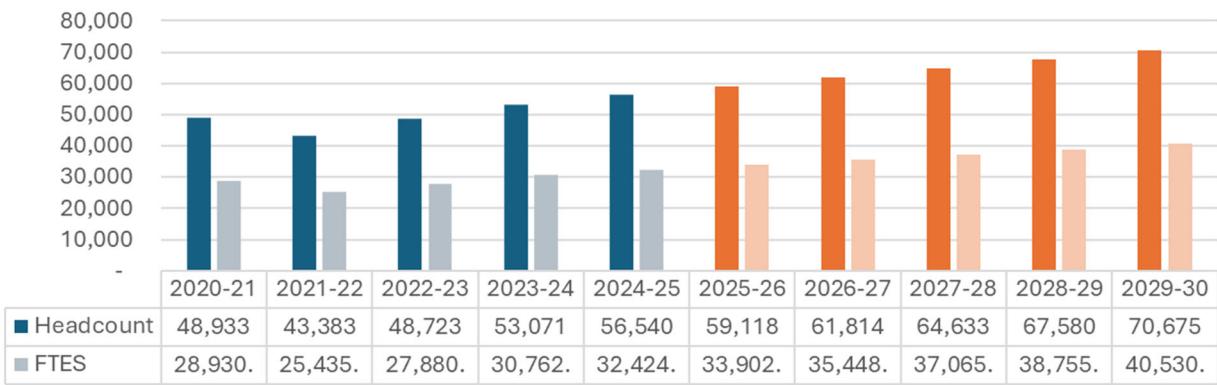
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Headcount	48,933	43,383	48,723	53,071	56,540	59,118	61,814	64,633	67,580	70,675
FTES	28,930.	25,435.	27,880.	30,762.	32,424.	33,902.	35,448.	37,065.	38,755.	40,530.

Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved student populations.

By 2030, achieve 10% of FTES through dual enrollment.

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Total Credit Resident FTES	27,189	24,779	27,160	30,212	31,724	33,310	34,896	36,483	38,069	39,655
Dual Enrollment FTES	925	918	1,190	1,818	1,902	2,315	2,727	3,140	3,553	3,966
% of Dual Enrollment FTES	3.4%	3.7%	4.4%	6.0%	6.0%	6.9%	7.8%	8.6%	9.3%	10.0%
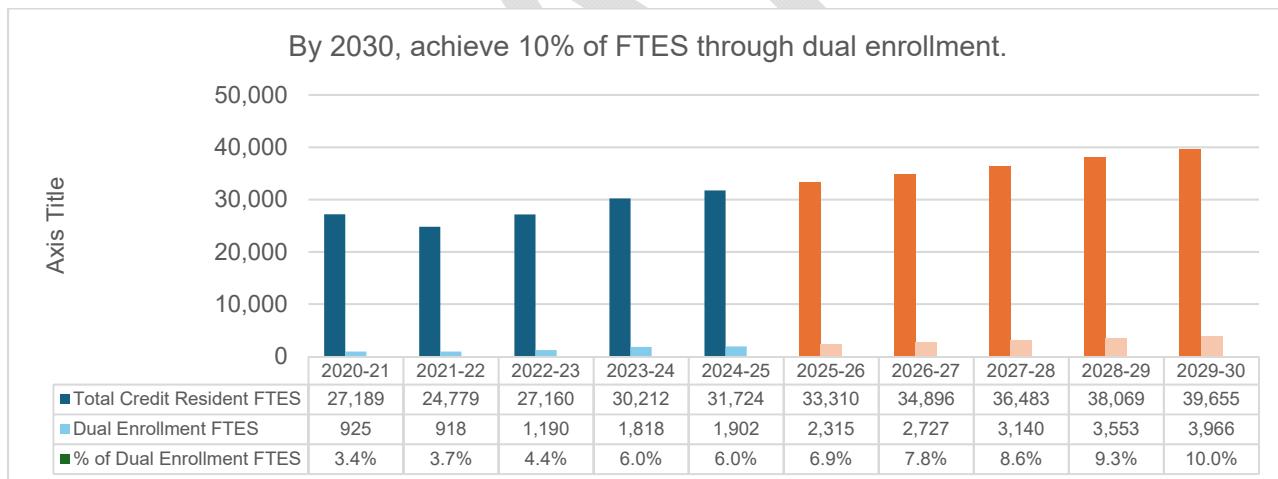
Note: Data are from CCSF-320 reports.

Objective 1.3: Expand RCCD's workforce development programming by increasing paid work-based learning (WBL) opportunities that align educational pathways with regional labor market needs.

By 2030, increase paid work-based learning (WBL) opportunities by 25% — achieving an average annual growth of 5%,as measured by the number of students participating in paid WBL.

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Apprentices	436	602	1,183	1,519	1,721	1,807	1,897	1,992	2,092	2,196
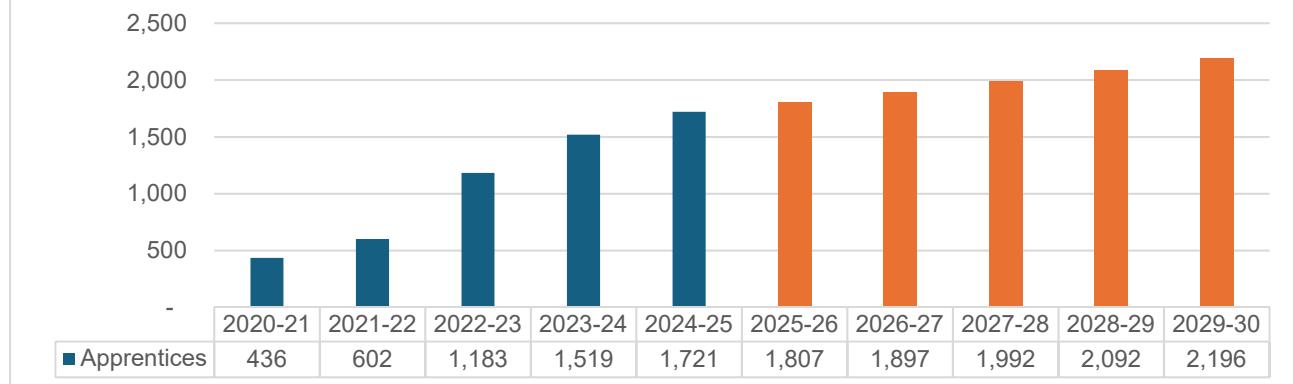
Objective 1.4: Grow RCCD's noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

By 2030, increase noncredit enrollment to achieve at least 500 FTES.

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
NC FTES	106	147	216	247	227	265	310	363	424	500
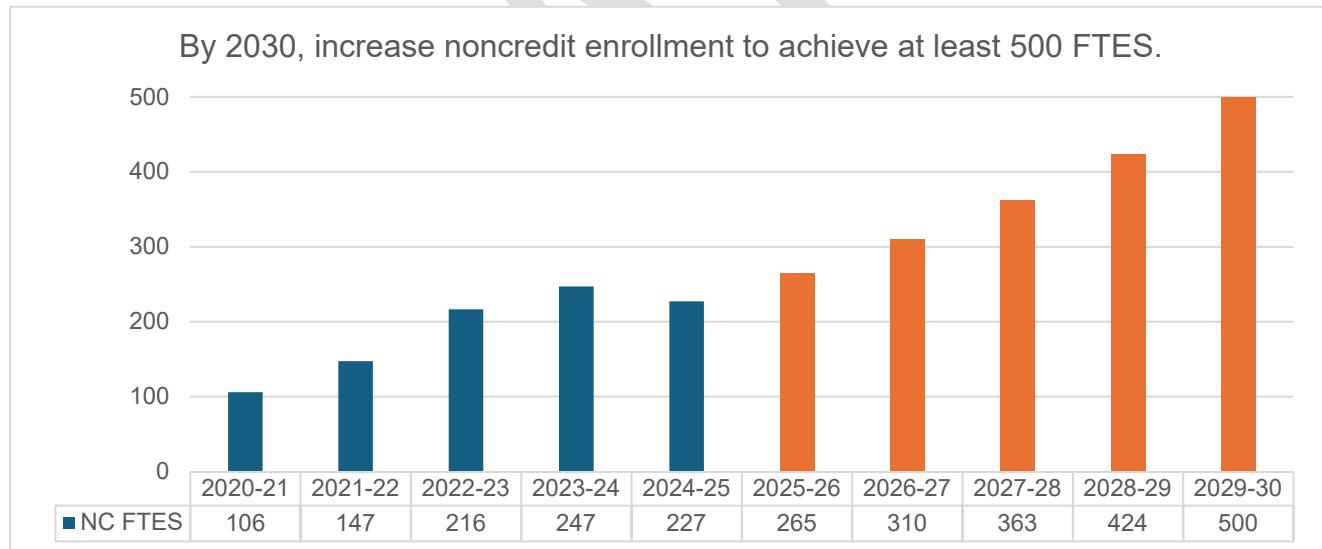
By 2030, increase the number of adult student (25 or older) headcount by 25%.
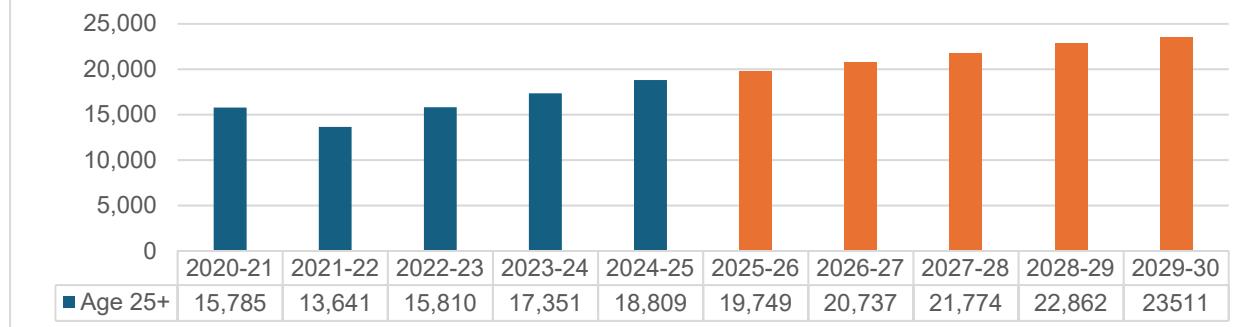
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
■ Age 25+	15,785	13,641	15,810	17,351	18,809	19,749	20,737	21,774	22,862	23511

Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and student support needs of students who choose to pursue their educational goals at a distance through online education.

By 2030, eliminate the course success rate gaps across all instructional modalities. (% gap from face-to-face)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
■ HYB	-3%	-4%	-7%	-8%	-7%	-6%	-4%	-3%	-1%	0%
■ OL	1%	-6%	-4%	-4%	-5%	-4%	-3%	-2%	-1%	0%

Objective 2.1: Completion: Increase with equity the number of students who achieve a meaningful educational outcome.

By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%.

|	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
■ AA/AS	7,959	8,358	6,860	6,415	6,964	7,339	7,735	8,152	8,591	9,053
■ Ccertificates	1,895	2,188	2,264	2,439	3,103	3,270	3,447	3,632	3,828	4,034

By 2030, increase the three-year completion rates by at least 15% (first-time student cohorts)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
■ 150% Completion	13%	15%	16%	15%	16%	19%	22%	25%	28%	31%

Objective 2.2: Increase with equity the number of students earning ADTs and transferring.

2.2a: Increase with equity the number of students earning an Associate Degree for Transfer (ADT).

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By 2030, increase with equity ADT awards by 35%.

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ADT	2,095	2,111	1,930	1,994	2,102	2,249	2,396	2,543	2,690	2,839
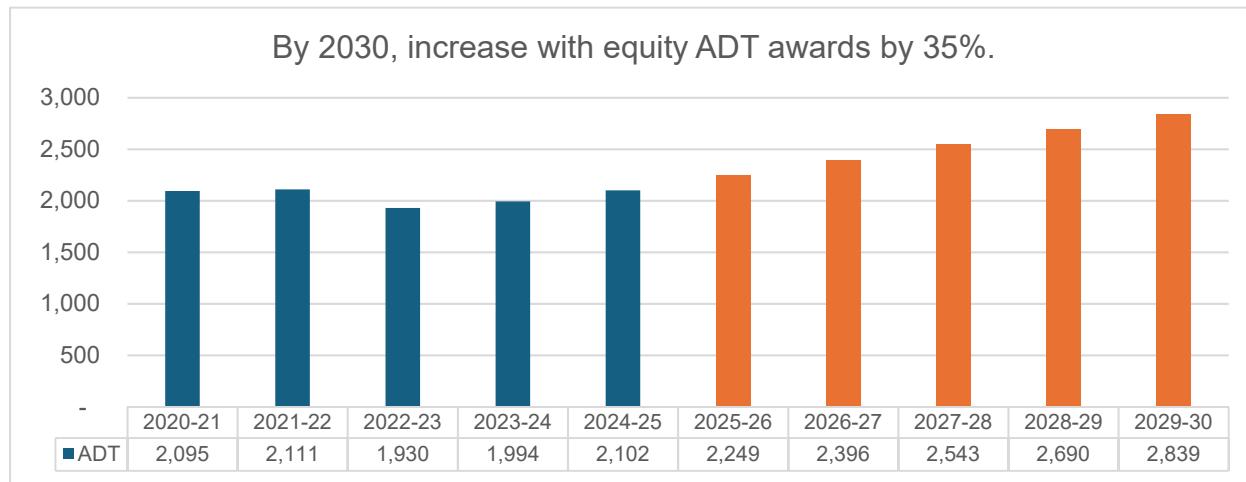
2.2b: Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.

Benchmark/KPI: By 2030, develop at least one bachelor's degree program at each of the three colleges.

**2.2c**: Increase with equity the number of students transferring to UC or CSU.

With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
CSU	2,468	2,245	2,061	2,083	1,584	2,208	2,333	2,458	2,583	2,708
UC	1,219	1,025	947	993	773	1,053	1,113	1,173	1,233	1,293
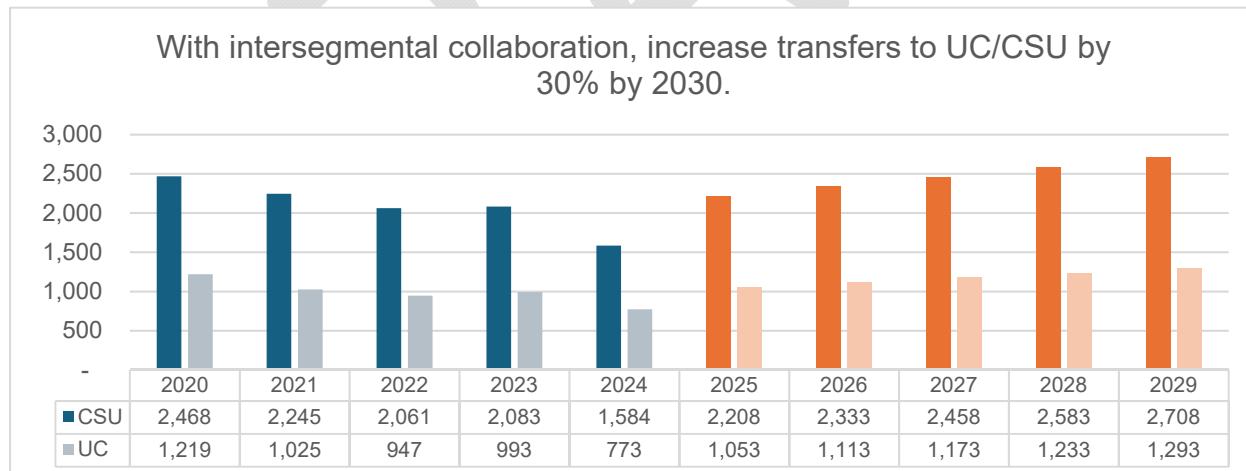
Note: Due to unavailable data, 2023 was used as the baseline for the projections.

Objective 2.3: Workforce Outcome: Identify the region's high skill, high demand and high paying programs as well as new programs to be added by 2030 to increase with equity the number of students earning a living wage.

By 2030, increase with equitably the number of graduates earning a living wage by 10%.

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Headcount	2,820	2,249	2,831	3,197	3,404	3,470	3,536	3,604	3,673	3,745
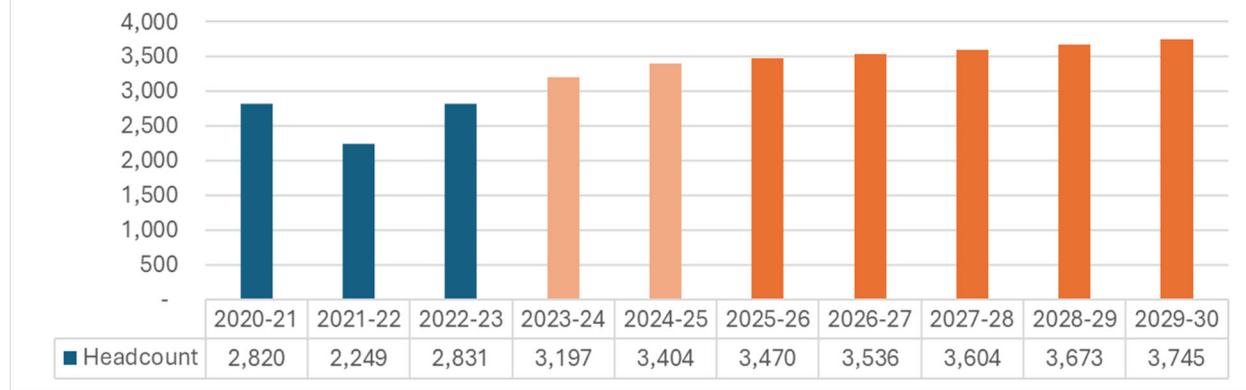
* Note: Due to unavailable data, half the percent increase from 2021–2022 to 2022–2023 was used to estimate increases for 2023–2024 and 2024–2025. The 2024–2025 estimate then served as the baseline for a projected 10% increase by 2029–2030.
*Note: We will also look at programs with a living wage from the Bureau of Labor Statistics and connect that to graduates.

By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Grad Headcount	5122	5253	5071	4993	5879	6114	6349	6584	6819	7054
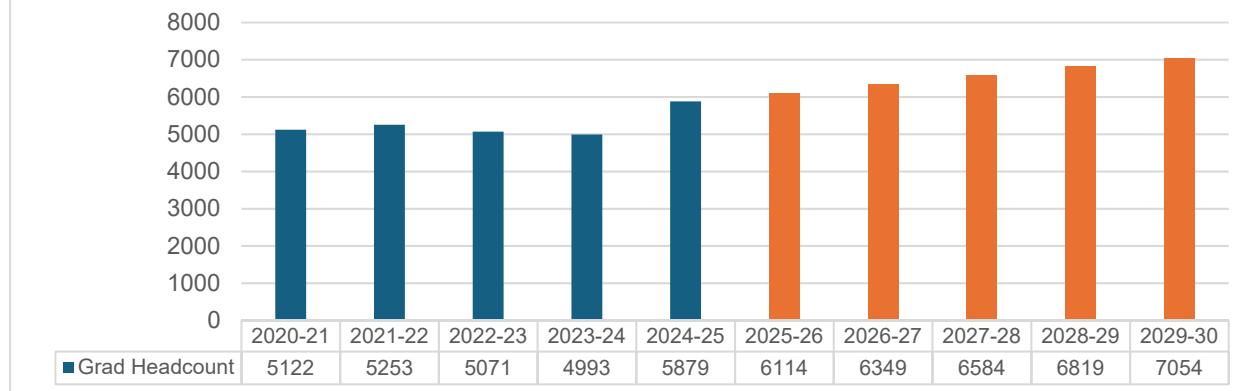
Note: High paying jobs are jobs associated with TopCodes that have an average of $25 hourly wage.

Objective 3.1: Maximizing Financial Aid: Increase with equity the number of students receiving state, federal and institutional aid for which they are eligible.

By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
■ CCPG	25,375	21,294	23,304	26,064	28,390	29,906	31,503	33,185	34,957	36,907
■ PELL	12,896	11,969	13,744	15,118	17,667	18,550	19,478	20,452	21,474	22,084
■ Dream Act (add later)										
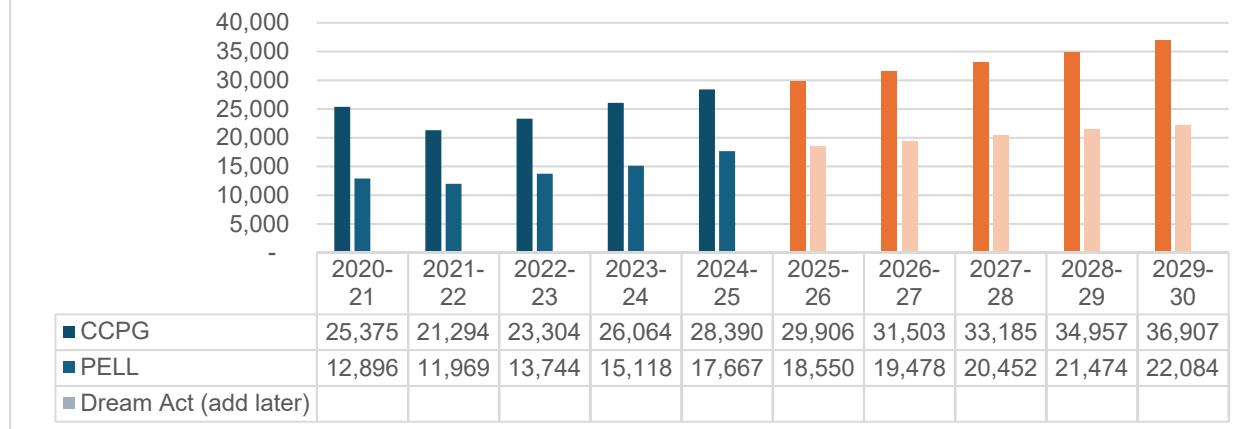
Objective 3.2.: Improve Access to Basic Needs Support: Ensure that RCCD students have equitable access to timely basic needs support (including food, housing, mental health) by enhancing services districtwide, strengthening community partnerships, and pursing funding to sustain and expand these supports.

==(KPI may be revised based on more discussions-add mental health data)==

By 2030, increase student access to basic needs support services—including food and housing assistance—by 25%.

	Fall 23	Fall 24	Fall 25	Fall 26	Fall 27	Fall 28	Fall 29
■ FOOD_SECURITY	3024	3526	3702	3879	4055	4231	4408
■ HOUSING_SECURITY	40	86	90	95	99	103	108
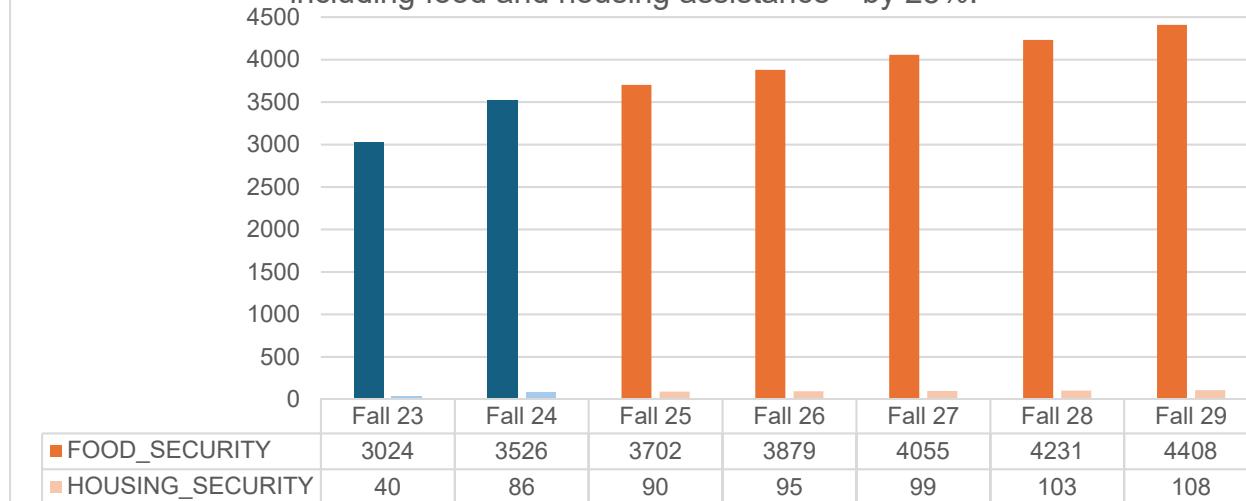
*Data not collected fully until fall 2023

Objective 3.3: Reduce Units to Completion: Decrease with equity the number of units in excess of the 60-unit threshold for the Associate Degree for Transfer or other associate degrees.

By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ADT	19.6	18.6	17.9	16.6	16.8	16.2	15.5	14.9	14.3	13.5
AOE	17.7	18.3	14.8	12.2	13.0	12.5	12.0	11.5	11.1	10.4

By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
# of AOEs	5,082	5,378	4,175	3,559	3,803	3,613	3,432	3,261	3,098	2852
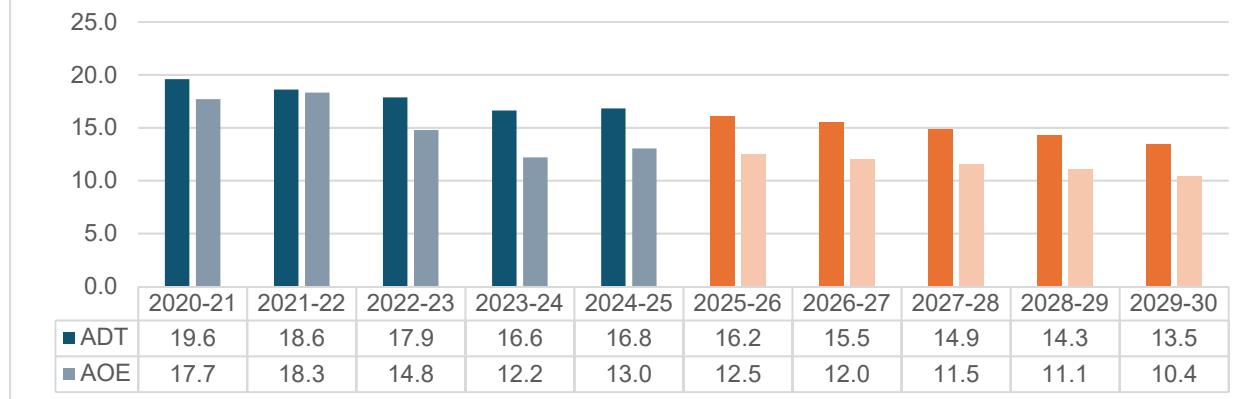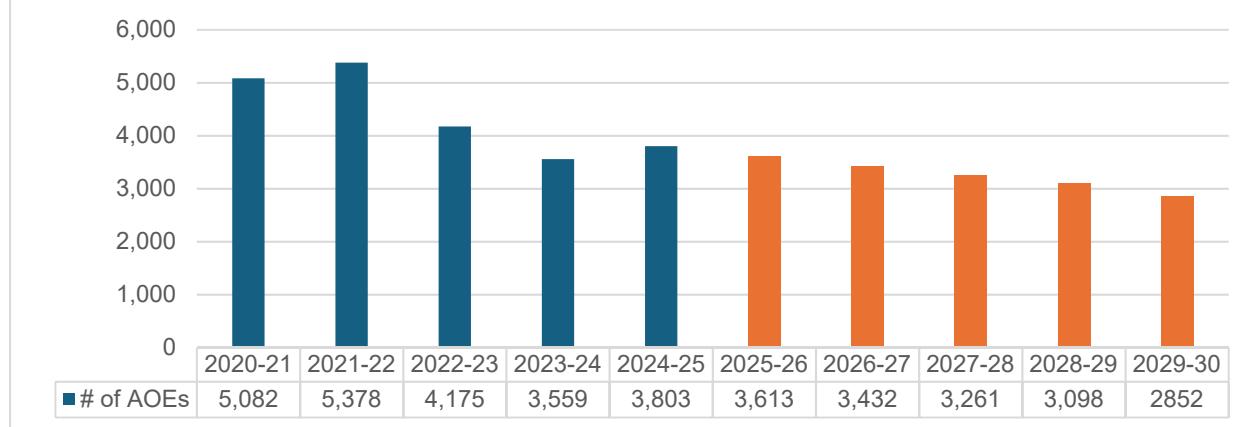
B.   Environmental Scan and SWOT Analysis

Based on a comprehensive environmental scan and SWOT analysis, here are strategic planning recommendations that focus on the pillars of equity in access, equity in success, and equity in support:

Student access, success and equity

- Expand dual enrollment and adult education programs
- Develop targeted outreach for Latino/a/x and special populations
- Strengthen guided pathways and first-year experience programs
- Establish a coordinated, student-centered, and accountable support framework through the Standard of Care model
- Support students by enhancing and establishing high-impact programs that address financial obstacles

- Expanding Zero- and Low-Cost Textbook courses, student housing, and basic needs initiatives

Career readiness and workforce development

- Invest in career and technical education (CTE) pathways
- Create tailored workforce training programs aligned with emerging job markets
- Launch a regional workforce and economic mobility initiative

Transfer and academic excellence

- Enhance transfer pathways and ADT utilization
- Strengthen RCCD's unique academic programs and noncredit offerings to stay competitive against online learning platforms

Technology and learning innovation

- Expand online and hybrid learning support
- Invest in updated technology to streamline business operations (HR, purchasing, enrollment) and reduce inefficiencies
- Develop a shared equity and innovation resource hub that facilitates cross-college learning communities such as data equity centered materials and practices and data literacy

Infrastructure, planning and collaboration

- Build a centralized data infrastructure
- Establish more integrated workflows for vertical and horizontal collaboration and pathway flows between areas, ensuring planning and assessment efforts are aligned districtwide
- Scale the District Strategic Planning Council to focus on items like best practices, annual planning summits, and ensuring consistency with Vision 2030 and state mandates
- Develop a unified planning hub that enables real-time data sharing, benchmarking, and decision making
- Develop a Shared Equity and Innovation Resource Hub to foster cross-college learning and collaboration

Organizational effectiveness and fiscal resilience

- Create efficient, effective, accountable, and transparent District core business processes
- Secure alternative funding sources such as grants, partnerships, private foundations, and philanthropic contributions to navigate budget volatility

Safety and professional development

- Improve safety strategy, including better security infrastructure, awareness programs, and stronger community partnerships
- Continue support for employee professional development

The environmental scan and SWOT analysis highlight strategies to expand educational access and address enrollment growth challenges. Key recommendations include strengthening dual enrollment - especially for 9th and 10th graders - partnering with high schools with low college-going rates, and expanding adult education to tap into the growing 25–54 population. With Inland Empire college-going rates below the state average despite strong high school graduation rates, RCCD can boost enrollment by offering high-skill, high-wage career pathways aligned with regional workforce needs.

Targeted outreach should focus on Latino/a/x students (who comprise over 70% of RCCD enrollment) and special populations such as foster youth, Veterans, single parents, and formerly incarcerated individuals. Expanding culturally responsive and multilingual support services, along with equity-focused programs, is essential to closing persistent completion gaps.

Strengthening Guided Pathways, first-year experience programs, and CTE offerings in nursing, IT, and data science will support student success and workforce readiness. Investments in stackable credentials, short-term certificates, and a robust, student-centered support framework through the "Standard of Care" model will create a comprehensive and connected experience for students by providing consistent, personalized guidance based on FTES allocation across the District.

Institutional effectiveness can be enhanced by aligning planning vertically and horizontally, modernizing administrative systems, improving campus safety, and diversifying revenue through grants, partnerships, and innovative programs. A Unified Strategic Planning Hub and Shared Equity & Innovation Resource Hub will streamline districtwide planning, data use, and professional development, fostering collaboration, transparency, and equity-centered decision-making.

Additional priorities include expanding Zero- and Low-Cost Textbook courses, student housing, and basic needs initiatives. Centralized funding and operations, improved hiring practices, and a districtwide technology plan will further align resources with strategic priorities. Collectively, these actions strengthen RCCD's role in advancing student success, workforce alignment, and regional economic transformation.

B. District Strategic Plan Committee Structure

District Strategic Planning Council Structure

```
                                                    Board of Trustees
                                                          |
                                              Chancellor --------- District Academic Senate
                                                          |
                           District Strategic              Chancellor's Cabinet
                           Planning Council
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Teaching and Learning Committee	Equity, Social, Economic, and Environmental Justice Committee	Institutional Planning, Effectiveness, and Governance Committee	Resources Committee	Advancement and Partnerships Committee
Guided Pathways Sub-Committee (GPS)	Diversity, Equity, Inclusion, and Accessibility (DEIA) Sub-Committee	District Enrollment Management Sub-Committee (DEMC)	District Budget Advisory Sub-Committee (DBAC)	District Marketing & Communications Sub-Committee (DMCC)
Noncredit Sub-Committee (NCS)	Professional and Organizational Development Sub-Committee	Program Review Sub-Committee	Facilities Planning and Development Sub-Committee (FPDC)	Facilities Naming Sub-Committee (FNC)
Distance Education Sub Committee (DES)	Employee Well-Being Sub-Committee	Governance Sub-Committee	District Safety and Security Sub-Committee (DSSC)	Institutional Partnerships Sub-Committee
Basic Needs Sub-Committee (BNSC)	Civic Engagement Sub-Committee		Human Resources Sub-Committee (HRSC)	Alternate Resources Sub-Committee
	Sustainability and Climate Action Sub-Committee (SCAC)		Information Technology Strategy Sub-Committee (ITSC)	
			Cybersecurity Advisory Sub-Committee	

Dated: 02/28/24

C. DSPC Strategic Planning Workgroup Membership

Thank you to the following DSPC Taskforce members for their contributions to the development of this Strategic Plan:

Kimberly Bell – District Academic Senate/Norco Academic Senate President
Esteban Navas – Moreno Valley College Academic Senate President
Jo Scott-Coe – Riverside City College Academic Senate President
Joel Webb – Moreno Valley College faculty
Jennifer Escobar – Moreno Valley College faculty
Wendy McKeen – Riverside City College faculty
Lashonda Carter – Riverside City College faculty
Patrick Scullin – Riverside City College faculty
Rhonda Taube – Faculty Association representative

Tenisha James – Norco College Vice President Planning and Development
Kristi Woods – Riverside City College Vice President Planning and Development
Jake Kevari – Moreno Valley College Vice President Planning and Development
Tammy Few – Vice Chancellor of Human Resources & Employee Relations
Casandra Greene – Riverside City College classified professional
Maurice Bowers – Riverside City College classified professional
Charise Allingham – Norco College classified professional
Arlene Serrato – Moreno Valley College classified professional
Christopher Blackmore – Associate Vice Chancellor, District Office IT representative
Chris Clarke – Executive Director, External Relations & Strategic Communication
Susanne Ma – District Information Technology representative
Kristine DiMemmo – Riverside City College Vice President Business Services
Eric Bishop – Vice Chancellor of Educational Services & Strategic Planning/Interim President, RCC
Rebeccah Goldware – Vice Chancellor of Institutional Advancement & Economic Development
Aaron Brown – Vice Chancellor of Business & Financial Services
Laurie McQuay-Peninger – Executive Director, Office of Grants & Sponsored Programs
Debra Mustain – Dean, Community Partnerships & Workforce Development
Robert Mason – Director of Inland Empire Tech Bridge
Steven Butler – Dean of Institutional Research, Planning, and Effectiveness
Lijuan Zhai – Associate Vice Chancellor of Educational Services & Institutional Effectiveness

Links to supporting documents:

[Assessment Report of RCCD Strategic Plan 2019-2024](#)

[RCCD Environmental Scan 2025](#)

[RCCD Strategic Planning SWOT Analysis 2025](#)

RCCD Strategic Plan 2025-30 Vetting Timeline
DRAFT as of August 25, 2025

April, 2025	Strategic Planning Workgroup formed
April-June, 2025	Environmental scan & SWOT analysis, drafting mission, vision, value statements, goals, objectives, KPIs
June – August, 2025	Review and revise draft mission, vision, value statements, goals, objectives, KPIs
August 13, 2025	Completed draft – Share draft with Dr. Isaac to get initial feedback
August 25, 2025	Share the timeline and draft with District Academic Senate
August 29, 2025	Share the timeline and draft with DSPC
September 2, 2025	Send draft to local college leadership constituencies including Presidents, VCs, VPs, Deans, Academic Senate Presidents, Strategic Planning Chairs for review and input
September 26, 2025	Feedback due date
September 29, 2025	District Academic Senate firs read
October 1- 31, 2025	College Council/College Planning Council approvals
October 6, 2025	College Academic Senates first read
October 20, 2025	College Academic Senates second read and approve
October 27, 2025	District Academic Senate second read and approve
October 27, 2025	Institutional Planning, Effectiveness, and Governance Committee review and approve
November 14, 2025	District Strategic Planning Council review and approve
November 17, 2025	Chancellors Cabinet
December 2, 2025	Board of Trustees Teaching and Learning Committee
December 9, 2025	Board of Trustees Regular meeting - approve

Strategic Planning and Governance Manual 2025-2030

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Part 1: Planning Overview

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Executive Summary

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

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

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

Introduction to Planning
Why Planning Matters

Strategic planning at Norco College is essential for achieving our strategic goals, maintaining accreditation, aligning with community needs, and ensuring sustainable growth. Strategic planning creates a roadmap that guides all areas of the institution toward our college mission and vision while fostering continuous improvement.
- Planning gives us a future vision for Norco College while simultaneously providing opportunities for reflection and evaluation of our current performance.
- Planning guides what we do and why we do it.
- Planning helps prepare the college for future challenges and opportunities by effectively and efficiently leveraging finite resources to achieve goals and objectives.
- Planning aligns our governance structures and operational units with our Mission, Vision, and Core Commitments.
- Planning facilitates coordination, informs resource allocation, improves decision-making, and emphasizes preparedness for change.

The Strategic Plan

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

Planning Context

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

State-Level Considerations

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

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

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

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

Regional Considerations

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

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

District Alignment

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

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

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

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

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

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

College Alignment

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

Mission

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

Vision

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

Core Commitments

Access

Providing open admissions and comprehensive educational opportunities for all students.

Equity

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

Student Success

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

Expertise

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

Mutual Respect

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

Collegiality

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

Inclusiveness

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

Integrity

Maintaining an open, honest, and ethical environment.

Quality

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

Environmental Stewardship

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

Innovation

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

Civic Engagement

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

2020-2025 Key Performance Indicators and Objectives

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

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

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

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

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

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

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

2020-2025 KPI Progress Summary

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

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

Table 2. 2020-2025 Key Performance Indicator Progress Trends

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

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

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

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

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Part 2: 2025-2030 Strategic Plan

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2025-2030 Strategic Plan

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

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

2025-2030 Objectives and Key Performance Indicators Summary

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

The 2030 Objectives and KPIs focus on eight key areas:

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

Table 3. 2025-2030 Objectives and Key Performance Indicators

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

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

2025-2030 Strategic Alignment

2025-2030 Strategic Alignment to Operational Divisions

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

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

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

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

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

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

2025-2030 Strategic Alignment to Leadership Councils

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

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

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

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

College Council

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

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

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

Academic Council

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

ACCJC Accreditation Standard	Goal/Objective	Example Task

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

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

Institutional Effectiveness & Governance Council

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

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

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

Resources Council

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

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

Student Support Council

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

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

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

2024 Accrediting Commission for Community and Junior Colleges Standards

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

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

Part 3: Governance Manual

Executive Summary

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

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

Governance Overview

Participatory Governance

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

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

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

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

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

GOVERNACE STRUCTURE

LEADERSHIP COUNCILS	INSTITUTIONAL PLANNING	COLLEGE-LEVEL DECISION-MAKING	DISTRICT- LEVEL DECISION- MAKING

- ACADEMIC COUNCIL
- INSTITUTIONAL EFFECTIVENESS & GOVERNANCE COUNCIL
- RESOURCES COUNCIL
- STUDENT SUPPORT COUNCIL

- ACADEMIC SENATE
- COLLEGE COUNCIL

- PRESIDENT

- CHANCELLOR'S CABINET
- DISTRICT STRATEGIC PLANNING COUNCIL
- BOARD OF TRUSTEES
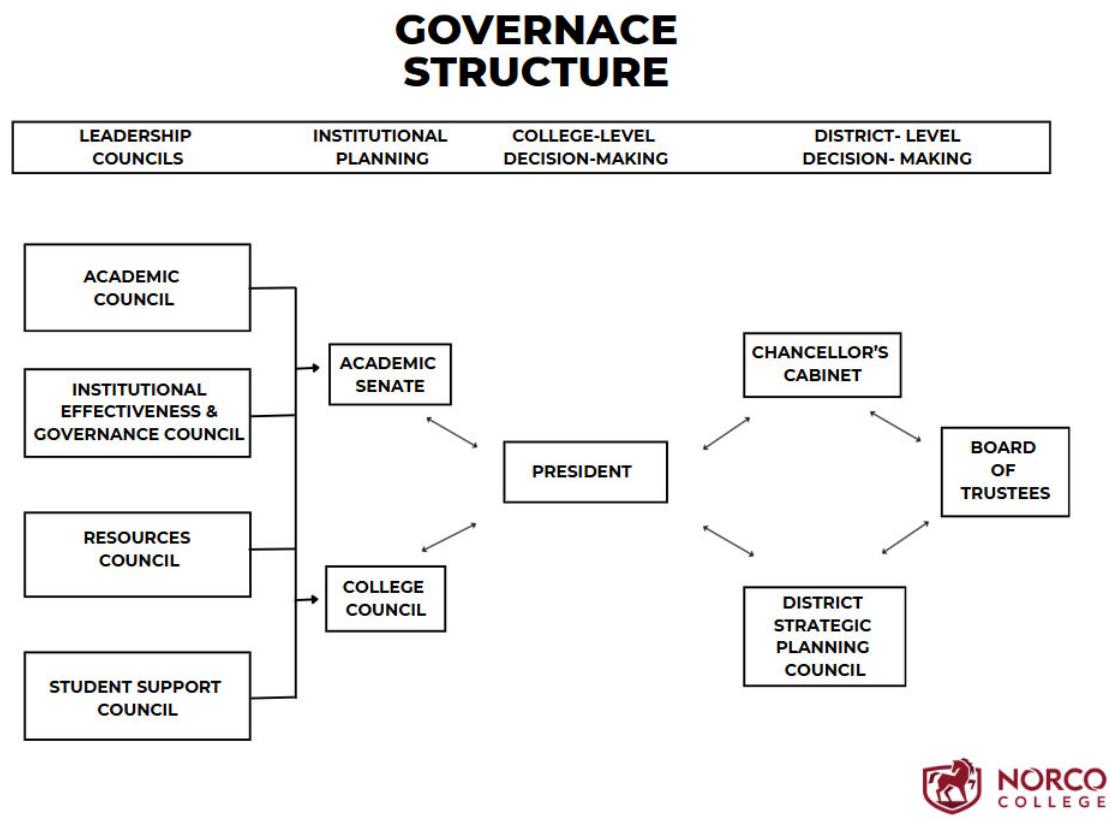
Figure 6. Governance Structure: Alignment of the four leadership councils to the institutional planning bodies, Academic Senate and College Council, and their relationship to decision-making at the college and district level

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

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

All Senate Sub-Committees share alignment with College Leadership Councils. Assessment Committee, Program Review Committee, Faculty Professional Development Committee, and Teaching and Learning Committee align to IEGC. Academic Planning Chairs, Curriculum Committee, Distance Education Committee, LGBTQ+ Committee, and Library and Academic Support Committee align to Academic Council.
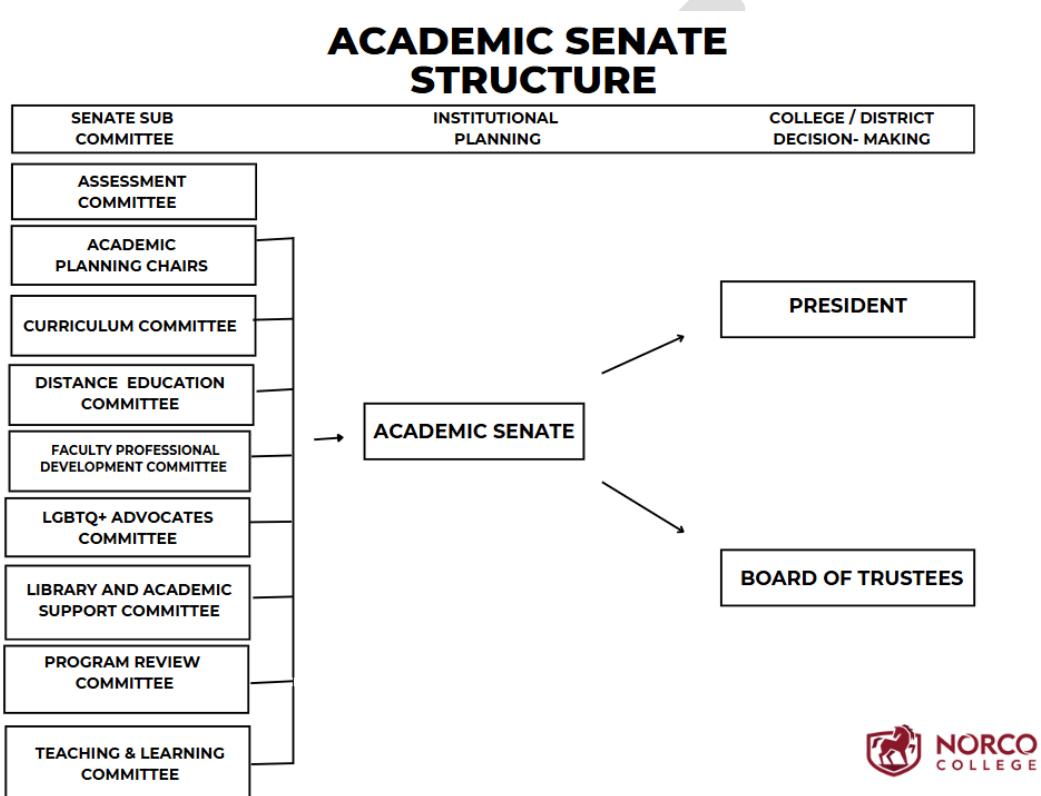
Figure 7. Academic Senate Structure: Alignment of the Academic Senate sub-committees and the role of the Academic Senate in institutional planning in relationship to 10+1 matters.

Definitions of Groups

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

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

features:

    a. Councils are primarily responsible for decision-making and recommendations related to the college's strategic vision.

    b. Voting membership comprises representatives from all significant constituent groups at the college: administration, faculty, classified professionals, and students.

    c. Voting members are specifically identified and selected by their constituent groups. Only those individuals specifically identified and selected can serve as voting members.

    d. Councils meet on a regular schedule. They publish agendas in advance of meetings and produce minutes of the meetings.

    e. Councils are established bodies that do not need to be regularly reaffirmed or reconstituted to continue their work. They have a charter that is reviewed regularly.

2. **Committees** – Committees at Norco are generally defined as bodies that contain the following features.

    a. Committees are primarily responsible for decision-making and recommendations related to the operational functions of the College.

    b. Voting membership varies across college committees and standing committees of the Academic Senate. Standing committees of the Senate are commonly composed of representatives of just one or two major constituent groups. Voting members on college committees are typically identified

    c. Committees meet on a regular schedule. They publish agendas in advance of meetings and produce minutes of the meetings.

    d. Committees are generally constituted by a higher organizing body (e.g., committees of councils, committees of the Academic Senate, etc.). A committee's continued existence is at the behest of its higher-organizing body. Committees have a charter that is reviewed regularly and reaffirmed by their higher-organizing body.

3. **Operational Groups** - Advisory Groups, Networks, Planning Teams, Project Teams, Taskforces, and Workgroups.

    a. The above groups are generally constituted on an ad-hoc basis to complete a specific task or review a particular issue.

    b. The above groups may or may not have voting membership, depending upon a specific group's needs.

    c. The group itself determines membership: membership may be open to all, limited to specific constituent groups, or limited to particular individuals or expertise as identified by the group or by the body creating the group.

    d. The above groups are encouraged to generate agendas, but doing so is not required. They are also encouraged to produce notes (rather than minutes) and share these notes as appropriate.

    e. The above groups typically do not require a charter, although they can create one if desired. They generally exist until their task is complete and then disband.

Council and Committee Structures

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

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

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

Chair/Co-Chair System

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

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

Participants

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

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

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

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

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

President

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

Administration

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

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

Faculty

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

Classified Professionals

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

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

Students

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

Membership Appointments

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

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

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

Student Participation

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

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

- College employees should recognize and appreciate the uniqueness of student members' experience at and with the College.

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

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

Communication & Decision-Making

Principles of Communication

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

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

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

Agendas

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

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

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

Minutes

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

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

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College Council Voting Results

2025–2030 Strategic Plan and Governance Manual (SPGM) -E-vote: Open from 5/23- Closed 5/30.

- **Total Votes Cast:** 15
- **Approved:** 15 votes (100%)

College Wide Voting Results

Action Item: Strategic Plan & Governance Manual (SPGM)

Voting Results and Discussion:

Council	Vote Date	Decision	Comments/Further Consideration
Academic Council	6/3/25	Approved by Consensus	E-vote: Open from 5/27- Closed 6/3
College Council	5/30/25	Approved by Consensus	E-vote: Open from 5/23- Closed 5/30
IEGC	5/22/25	Approved by Consensus	
Resource Council	5/22/25	Approved by Consensus	
Student Support Council	5/22/25	Approved by Consensus	
Academic Senate	5/12/25 (Correction)	Approved by Consensus (Correction)	
ASNC	05/23/25	Approved by Consensus	

MVCC Survey Questions

Visionary:

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

Reflective Question:

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

MVCC Survey Participants

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

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

86 Unduplicated Participants

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

Thematic Analysis

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

1 Identified recurring sentiments or themes

Noted points of emphasis **2**

3 Pinpointed notable divergences

Norco College MVCC Survey Feedback

Drafted each statement using the following criteria:

Centered on students and action

Common Language

Inclusive

Concise

Memorable

ACCJC Standard 1.1

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

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

Draft Mission Statement

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

Draft Vision Statement

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

Draft Core Commitments

N–O–R–C–O

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

Next Steps

Spring 2025 Timeline

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

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

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

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

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College Council Voting Results

Mission, Vision, and Core Commitments (MVCC)- E-vote open from 5/23- closed 5/30.
- **Total Votes Cast:** 16
- **Approved:** 14 votes (87.5%)
- **Abstained:** 2 votes (12.5%)

College Wide Voting Results

Action Item: Mission, Vision, and Core Commitments (MVCC)
Voting Results and Discussion:

Council	Vote Date	Decision	Comments/Further Consideration
Academic Council	5/22/25	Approved by Consensus	Recommended inclusion of "diverse student population" in Mission Statement
College Council	5/30/25	Approved	E-vote open from 5/23- closed 5/30
IEGC	5/22/25	Approved by Consensus	Suggested hyphenating "open access" to "open-access"
Resource Council	5/22/25	Approved by Consensus	N/A
Student Support Council	5/22/25	Approved by Consensus	N/A
Academic Senate	6/9/25	Approved by Consensus	
ASNC	5/23/25	Approved by Consensus	1. Students appreciated the Mission focus on student pathways and supporting every student on those paths 2. "Diverse students" was extremely inclusive and representative of Norco students from different backgrounds, learning abilities, and ages. 3. Multiple students agreed that the Mission was meaningful and liked the new version 4. Approved without edits

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Timeline

Action Item: Mission, Vision, and Core Commitments (MVCC)
Voting Results and Discussion:

Council	Vote Date	Decision	Comments/Further Consideration
Academic Council	5/22/25	Approved by Consensus	Recommended inclusion of "diverse student population" in Mission Statement
College Council	5/30/25	Approved	E-vote open from 5/23- closed 5/30
IEGC	5/22/25	Approved by Consensus	Suggested hyphenating "open access" to "open-access"
Resource Council	5/22/25	Approved by Consensus	N/A
Student Support Council	5/22/25	Approved by Consensus	N/A
Academic Senate	6/9/25	Approved by Consensus	
ASNC	5/23/25	Approved by Consensus	1. Students appreciated the Mission focus on student pathways and supporting every student on those paths 2. "Diverse students" was extremely inclusive and representative of Norco students from different backgrounds, learning abilities, and ages. 3. Multiple students agreed that the Mission was meaningful and liked the new version 4. Approved without edits
DSPC	9/19/25	Pending	
Chancellor's Cabinet	9/22/25	Pending	
Board Institutional Planning, Effectiveness and Governance Committee	10/7/25	Pending	
Board of Trustees	10/21/25	Pending	

Timeline

Action Item: Strategic Plan & Governance Manual (SPGM)

Voting Results and Discussion:

Council	Vote Date	Decision	Comments/Further Consideration
Academic Council	6/3/25	Approved by Consensus	E-vote: Open from 5/27- Closed 6/3
College Council	5/30/25	Approved by Consensus	E-vote: Open from 5/23- Closed 5/30
IEGC	5/22/25	Approved by Consensus	
Resource Council	5/22/25	Approved by Consensus	
Student Support Council	5/22/25	Approved by Consensus	
Academic Senate	5/12/25 (Correction)	Approved by Consensus (Correction)	
ASNC	5/23/25	Approved by Consensus	
DSPC	9/19/25	Pending	
Chancellor's Cabinet	9/22/25	Pending	
Board Institutional Planning, Effectiveness and Governance Committee	10/7/25	Pending	
Board of Trustees	10/21/25	Pending	