



Institutional Effectiveness & Governance Council

Meeting Minutes for September 25, 2025 | 12:50 pm to 1:50 pm | Location: IT-211

Join via [Zoom Link](#) | Meeting ID: 841 3903 6382 | Passcode: 046624

Council Members (total#13):

Ms. Charise Allingham, Mr. Zander Allport, Dr. Hayley Ashby, Ms. Hannah Brough, Dr. Greg Ferrer, Dr. Tenisha James, Ms. Ashlee Johnson, Ms. Daniela McCarson, Mr. Dan Reade, Dr. Tim Russell, Mr. Alex Spencer and Mr. Alex Zuniga

Council Members Not Present: Ms. Caitlin Busso

Guest(s): Dr. Darnell Bing, Dr. Monica Green, Cameron Card, Dr. Tammara Cummings, Dr. Laura Adams

Recorder: Desiree Wagner

Quorum: # 7

Subject to Brown Act: No

1. Call to Order

2. Action Items

2.1 Approval of Agenda

- MSC (Motion- Mr. Dan Reade /Second- Ms. Ashlee Johnson)
- The agenda for May 22, 2025, was approved unanimously.

2.2 Approval of Meeting Minutes, May 22, 2025

- MSC (Motion- Dr. Tim Russell /Second- Ms. Charise Allingham)
- The minutes from the May 22, 2025, meeting were reviewed and approved without amendments.

2.3 IEGC Resource Request Ranking

- MSC (Motion- Ms. Ashlee Johnson /Second- Dr. Hayley Ashby)
- The group discussed the IEGC resource request ranking process, including budget and staffing priorities. Focus was placed on how the proposed requests align with student needs and institutional goals. The ranked list of resource requests presented by the Planning and Development Managers, which included:
 - Two staffing requests were reviewed:
 - Permanent part-time Educational Resource Advisor for the Unity Zone
 - Additional Research Analyst for the Office of Institutional Effectiveness
 - Both positions were highly important, but the Unity Zone position ranked higher due to its direct student impact. The council discussed the balance between supporting institution-wide research and serving specific student populations.
 - Counseling hours for the MOC program was a budget request as the faculty hiring process is separate and distinct
 - An increase in the operating budget for the Institutional Effectiveness Office
 - Funding for Assessment Committee workshops needed additional details
 - There was clarification needed on a staff position mislabeled as a budget item—Charise will follow up at the next meeting.
- Approved by consensus.

2.4 Fall 2025 IEGC Schedule: November 27, 2025, Date Change to November 20, 2025 (Thanksgiving Holiday)

- MSC (Motion- Dr. Tim Russell /Second- Ms. Charise Allingham)
- The Council approved date change from November 27, 2025, to November 20, 2025 due to the Thanksgiving holiday.
- Approved by consensus.

3. Discussion Items

3.1 Institutional Effectiveness and Governance Council Membership Review

- Council members welcomed new members: Zander Allport, Hannah Brough, and Daniela McCarson.

3.2 District Strategic Plan Presentation

- The council discussed the district strategic plan with feedback due the following day. The timeline for the college's strategic plan approval was extended to the November Board meeting to allow for broader participation.

3.3 Institutional Effectiveness and Planning Survey Spring 2025 Results

- Dr. James presented the Spring 2025 Institutional Planning and Effectiveness Survey results, with 88 employees participating—mostly faculty. Findings reflected strong alignment with the college mission and overall satisfaction, but concerns remained about staffing, resource allocation, and prioritization processes. Dawn will forward the survey results to College Council and share them with Academic Senate and Standing Committees.
- The council discussed ongoing faculty prioritization challenges. Only 23 out of 68 responded felt there were enough full-time faculty, leaving smaller programs overextended with committee responsibilities. The group emphasized improving data availability for program reviews and ensuring resource request timelines aligned with faculty planning cycles.
- Council discussed faculty hiring plans (targeting 5 new hires per discipline) and noted concerns over fewer applicants in recent years.

3.4 Institution Set Standard Update

- Dr. Hayley Ashby presented institutional standard updates—while the college performed well in some areas, certificate completion and transfer rates fell below set standards. The group agreed to continue monitoring progress and have procedural response teams address underperforming areas.

4. Information Items

4.1 Updated timeline for SPGM and MVCC Board Approval

- Dr. James shared updates regarding the revised timeline for strategic planning documents and college-wide review. The IEGC Co-Chairs will be providing guidance and support to all of our Council Co-Chairs as we are transitioning to a new Strategic Plan and Governance Manual (SPGM). The locally approved SPGM is slated to go to the Board of Trustees for approval at the November Board Meeting.

4.2 Reports of Effectiveness (NAC, FPDC, Program Review)

- Summary reports from the NAC (Norco Assessment Committee), FPDC (Faculty Professional Development Committee), and PR (Program Review) Reports were not submitted and will be carried forward to the October meeting.

5. Good of the Order

6. Future Agenda Topics

6.1 Data Governance Workgroup Updates

- Updates from the Data Governance Workgroup will be presented in the Fall 2025 semester.
- Strategic Enrollment Management team to report back on addressing certificate completion gaps.

6.2 IEGC Annual Calendar

- Updates from the Data Governance Workgroup will be presented in the Fall 2025 semester.

7. Adjournment

- The meeting was adjourned at 1: 55 PM.
- Next Meeting: October 23, 2025 | 12:50 PM – 1:50 PM | Location: IT-211

Fall 2025 IEGC Schedule		
Meeting Date	Time	Agenda Item Request Deadline
September 25, 2025	12:50–1:50 PM	September 18, 2025 (5 PM)
October 23, 2025	12:50–1:50 PM	October 16, 2025 (5 PM)
November 20, 2025 *Meeting Shift for Holiday	12:50–1:50 PM	November 13, 2025 (5 PM)

IEGC Purpose

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and retains responsibility for ACCJC Standards I and IV, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned Educational Master Plan objectives. The IEGC makes recommendations to the College Council, Academic Senate and the Vice President of Planning & Development.

Planning and Development Resource Requests Prioritization 2025-26 - Budget

						Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes			This request for my area is	PD Ranking 2025-26
Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title	What resources do you need?	assessment data.	What resources do we already have?	Priority #:	Funding Status	Notes 2024-25
Administrative: Planning and Development	2024 - 2027	\$5,000.	BUDGET: Request O	IE-Assessment Committee Budget	Budget to support training, workshops and eve	This funding would support workshops and trainings to stay current on professio	Some funds provided by the IE budget for small eve	6	No Action-Insufficient fundin	PD Rank: 2
Administrative: Planning and Development	2024 - 2027	\$20,000.	BUDGET: Request O	IE-Budget Increase	We need an additional 20K to be a self-sustaini	This will support professional development, subscriptions, software and other n	At present, 16K is the operating budget for the IE Of	4	No Action-Insufficient fundin	PD Rank: 1
Planning and Development: Equity Programs	2024 - 2027	\$40,000.	BUDGET: Request O	Part-time support specialist/Success Co	We are seeking an additional person to support	Through these additional student support hours, we will be able to accommodat	One full-time student success coach	4	No Action-Insufficient funding	
Planning and Development: Equity Programs	2024 - 2027	\$60,000.	BUDGET: Request O	Adjunct Faculty (Counselor)	We need an additional counselor who can rece	Through these additional counseling hours, we will be able to accommodate stu	Full-Time Counselor/Coordinator	3	No Action-Insufficient funding	
										26K for 5modules - Spring will need plan to fund. Used by 14 departments. Uniform system for all ares to schedule and capture data useful in Program Review and Service improvement.
Student Services: Special Programs	2024 - 2027	\$5,000.	BUDGET: Request O	SARS Expanded Software	Funds to expand capabilities of SARS	SARS Basic		6	In Progress	
Student Services: Special Programs	2025 Update	\$10,000.	BUDGET: Request O	Funding for LGBTQIA marketing initiatives	Ongoing funding to support LGBTQIA marketing	Working with limited one-time grants.	Seeking institutionalization of funding to s	3	In Progress	
Student Services: Special Programs	2025 Update	\$15,000.	BUDGET: Request O	Peer mentors for LGBTQI (Unity Zone)	We are requesting \$15,000 in funding for peer r	Providing peer mentors allows students to have another avenue of support. It all	one-time grant funds, typically allocated for manda	4	In Progress	
Student Services: Special Programs	2025 Update	\$25,000.	BUDGET: Request O	Funding for Foster Youth Services	Funding to support foster youth not in NextUp	The foundation and FYSN grant funding will soon be exhausted thus will not have	Foundation grant of \$15k; balance of FYSN grant	4	In Progress	

Planning and Development Resource Requests Prioritization 2025-26- Staff

									PD Ranking 2025-26
Unit	Resource Year	\$ Amount Requested	Resource Type	Request Title	What resources do you need?	This request for my area is Priority #:	Funding Staus	Notes 2024-25	
Administrative: Planning and Development	2024 - 2027	\$114,702.	STAFF: Classified Profes	IE-Research Analyst (Institutional Research Specialist) mov	Research Analyst (Institutional Resear	3	No Action-Insufficient funding	PD Rank: 3	
Administrative: Planning and Development	2024 - 2027	\$152,936.	STAFF: Classified Profes	IE-Additional Position - Research Analyst (Institutional Rese	Research Analyst (Institutional Resear	5			2
Administrative: Planning and Development	2024 - 2027	\$172,170.	STAFF: Classified Profes	Professional Development Coordinator	100% dedicated time and effort for col	2	Completed/Funded	PD Rank: 2	
Administrative: Planning and Development	2024 - 2027	\$188,550.	STAFF: Classified Profes	IE- Director of Institutional Research	The request is for 100% of the funding:	1	No longer needed	PD Rank: 1	
Student Services: Special Programs	2024 - 2027	\$55,000.	STAFF: Classified Profes	Foster Youth Student Resource Specialist-PT to FT	Funding to transition the Student Reso	1	Pending-Not enough informat	pending end date	
Student Services: Special Programs	2024 - 2027	\$195,000.	STAFF: Classified Profes	EOPS Director	FT Director; required if program serves	5	Pending-Not enough information provided		
Student Services: Special Programs	2025 Update	\$33,588.	STAFF: Classified Profes	EOPS PPT Administrative Technician	PPT Administrative Technician (19.5 hr	2	No longer needed		
Student Services: Special Programs	2025 Update	\$55,000.	STAFF: Classified Profes	Unity Zone Educational Resource Advisor	PPT Educational Resource Advisor	1			1

RCCD Strategic Plan 2025-2030

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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

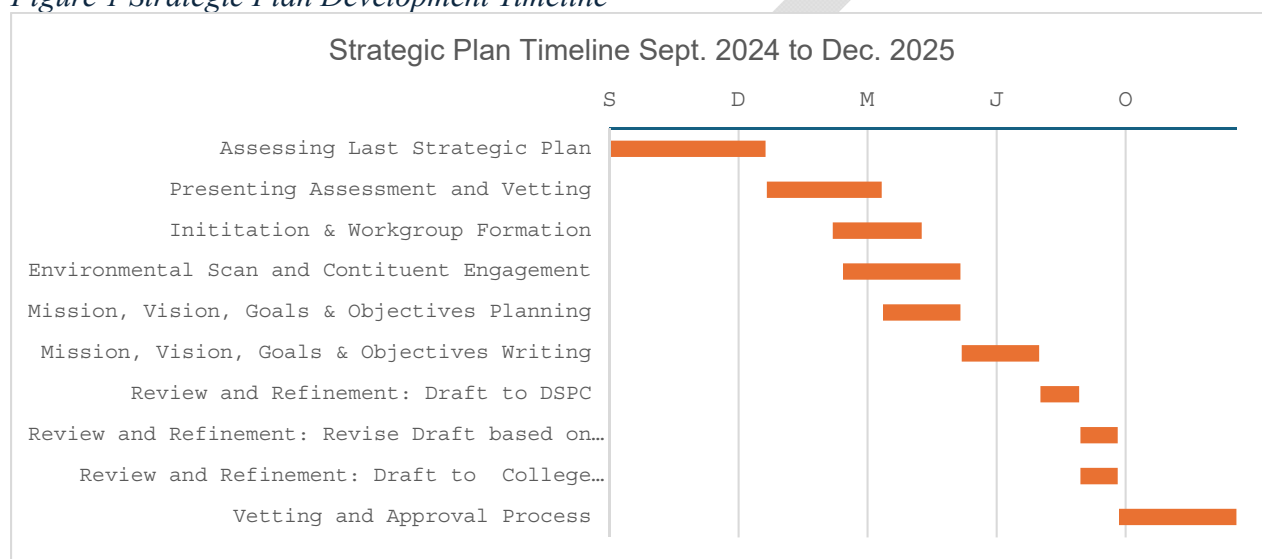
The District has been developing the 2025-2030 Strategic Plan since September 2024, following the conclusion of the 2019–2024 plan. As shown in Figure 1, the timeline began with an assessment of the previous plan, providing a foundation for this new one. The California Community Colleges Chancellor's 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 pursuing 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

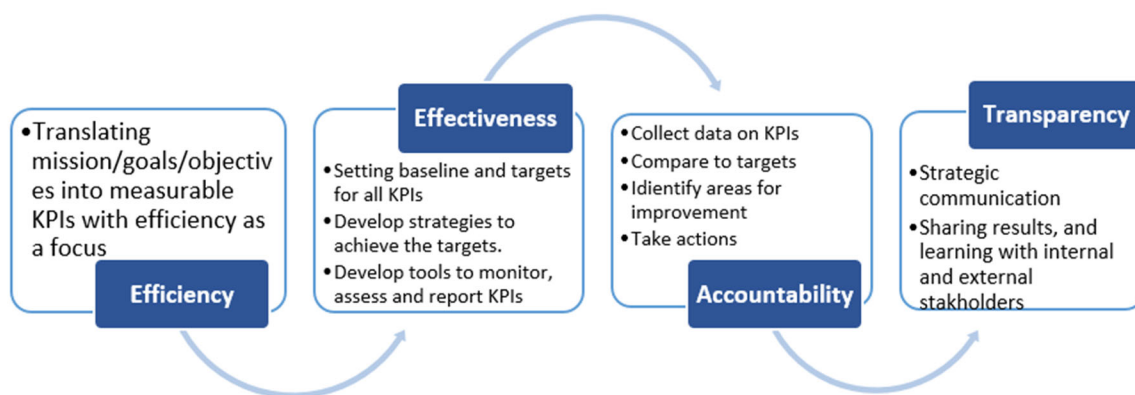
RCCD 2025–2030 Strategic Plan Assessment Process

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



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.

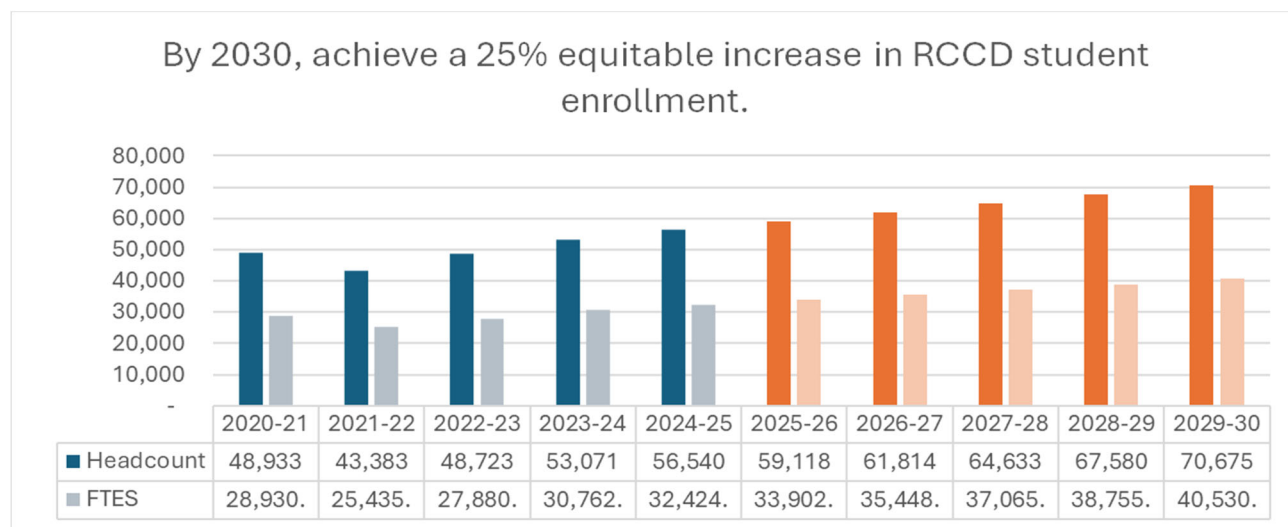
In evaluating progress toward measurable targets - particularly those associated with Goals 1, 2, and 3 - equity will serve as a critical lens through which achievement is assessed. Where appropriate, KPIs will be disaggregated by race and ethnicity and analyzed using the Percentage Point Gap (PPG-1) 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.

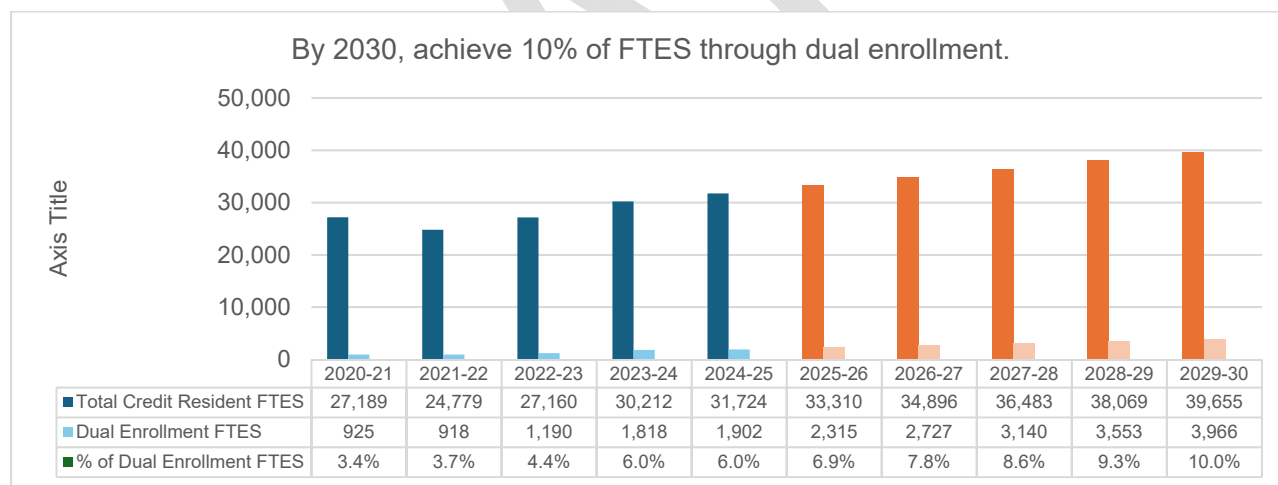
Overall KPI Baselines and Targets

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.

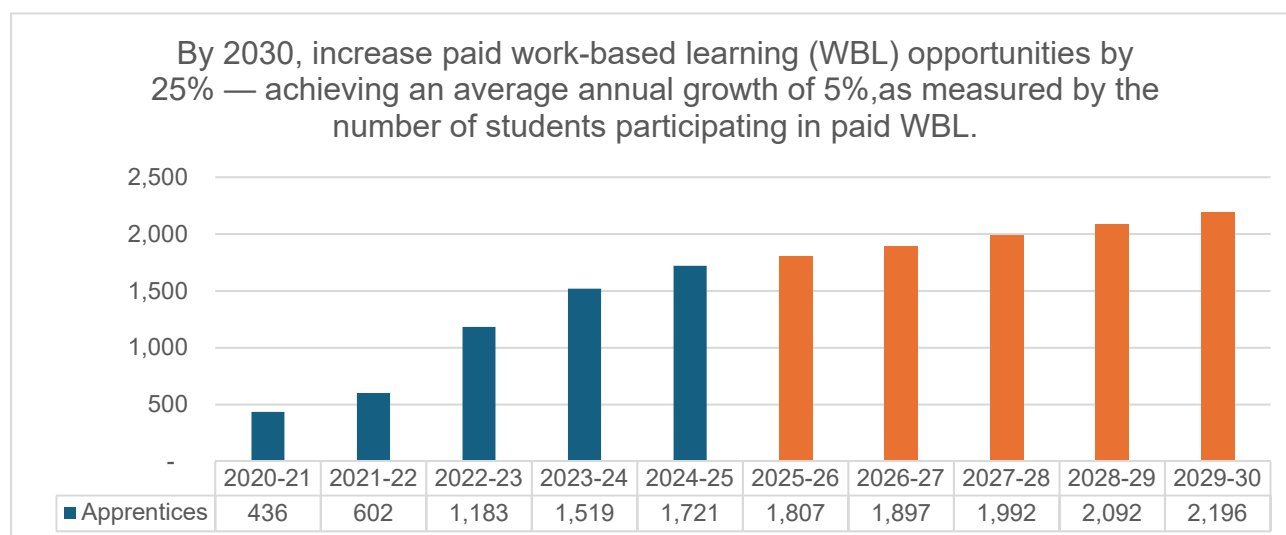


Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved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

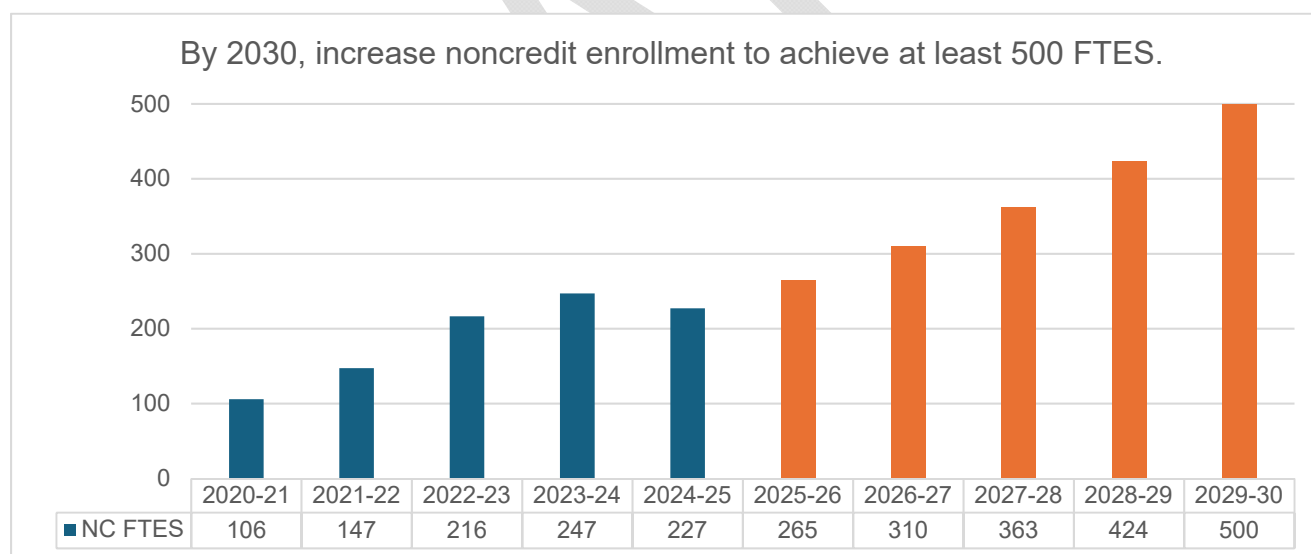


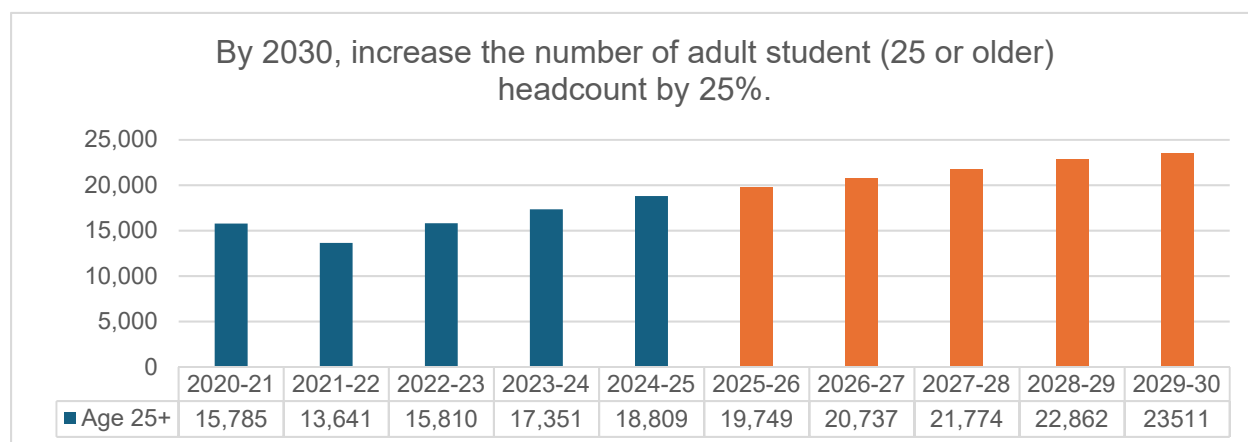
Note: Data are from CCSF-320 reports.

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.

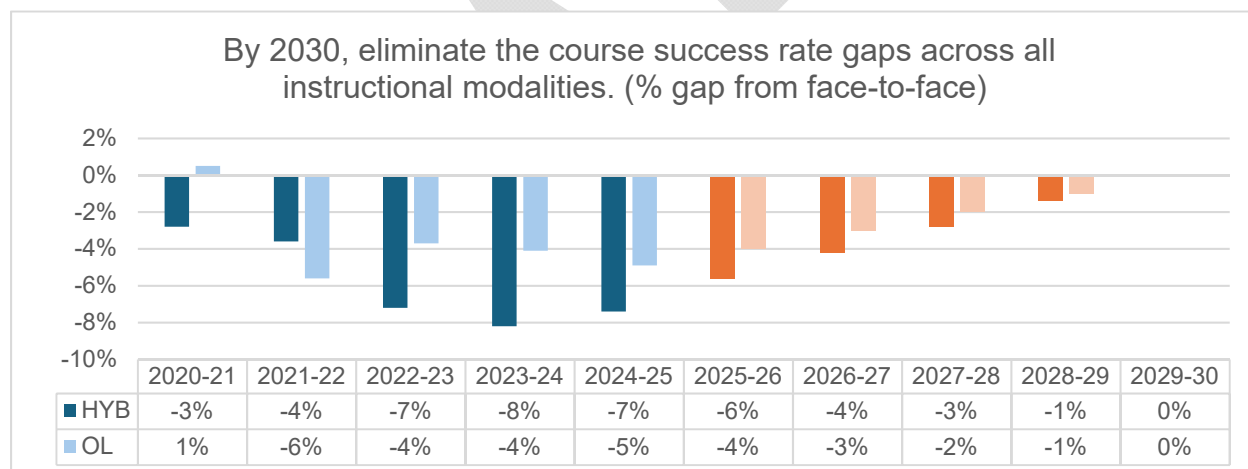


Objective 1.4: Grow RCCD's noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

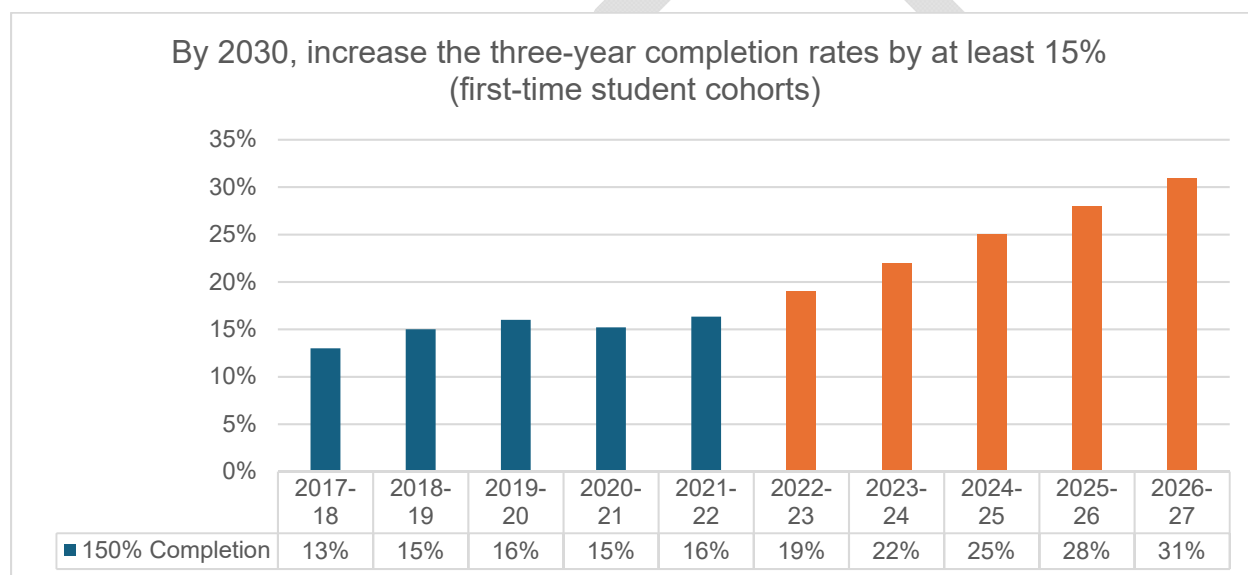
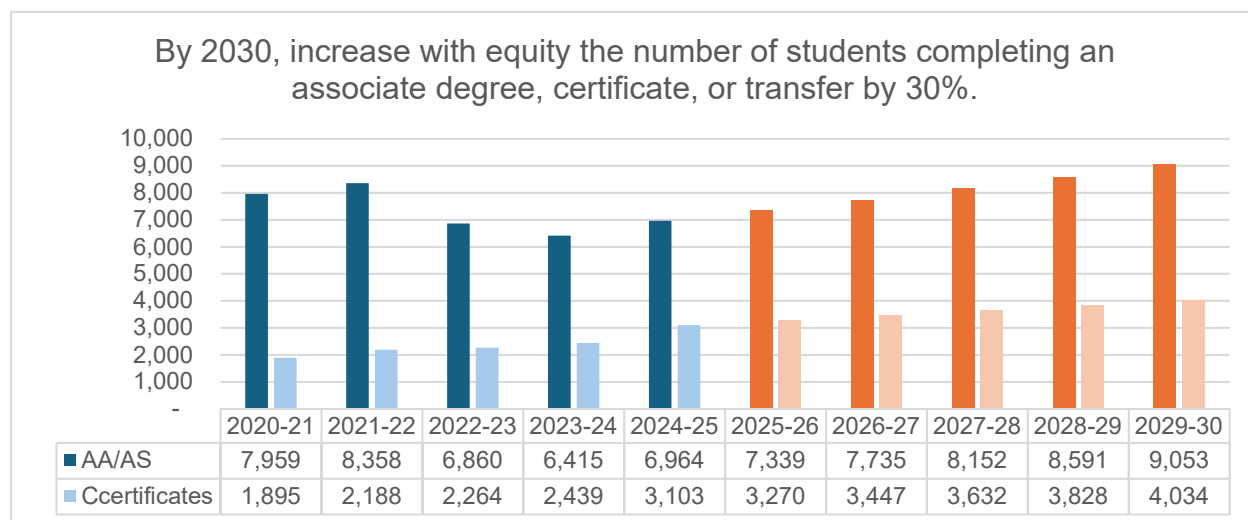




Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and student support needs of students who choose to pursue their educational goals at a distance through online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

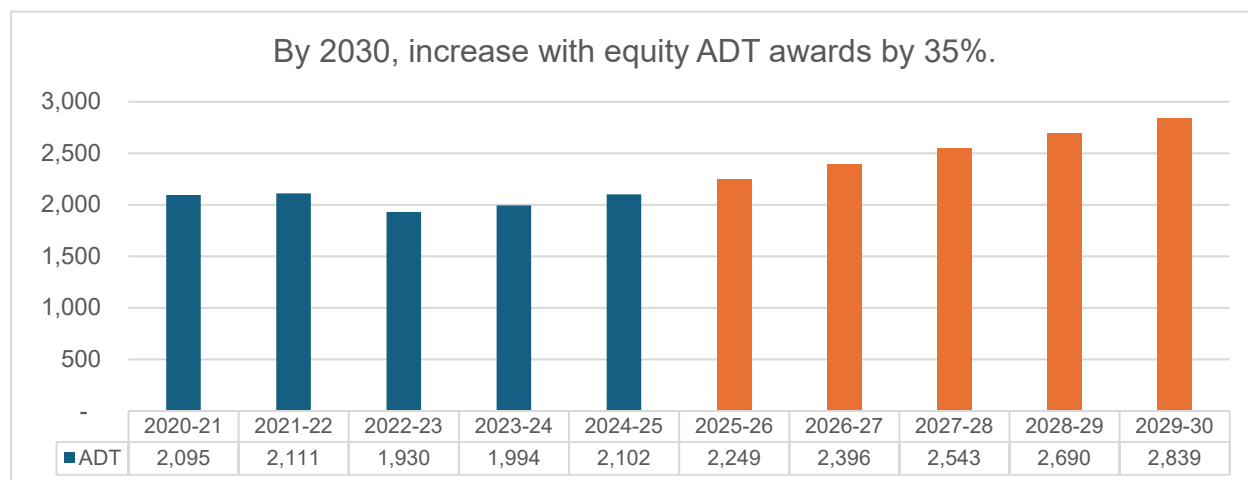


Objective 2.1: Completion: Increase with equity the number of students who achieve a meaningful educational outcome.



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

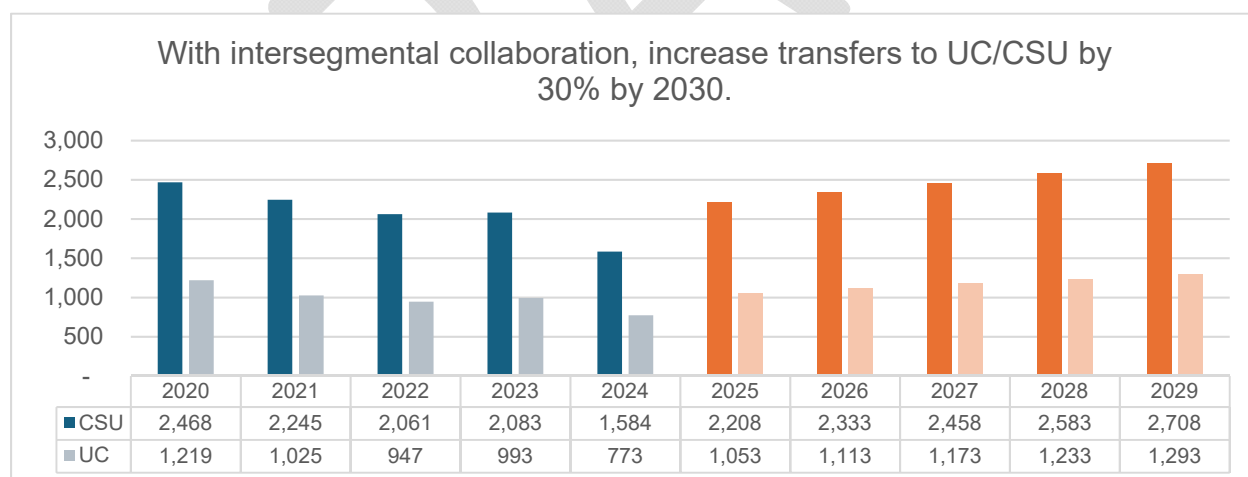
2.2a: Increase with equity the number of students earning an Associate Degree for Transfer (ADT).



2.2b: Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.

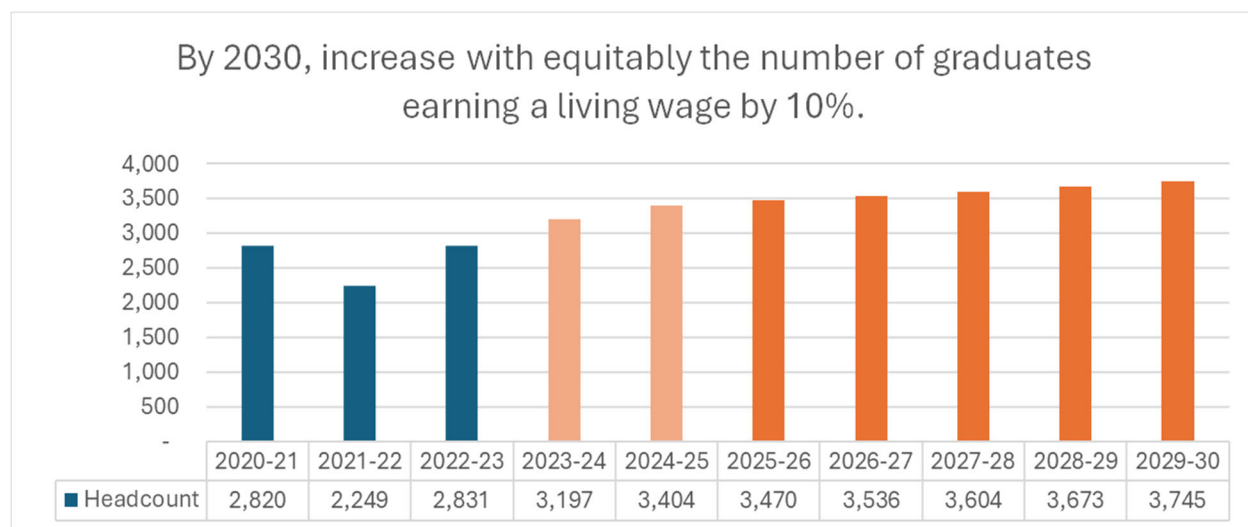
Benchmark/KPI: By 2030, develop at least one bachelor's degree program at each of the three colleges.

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



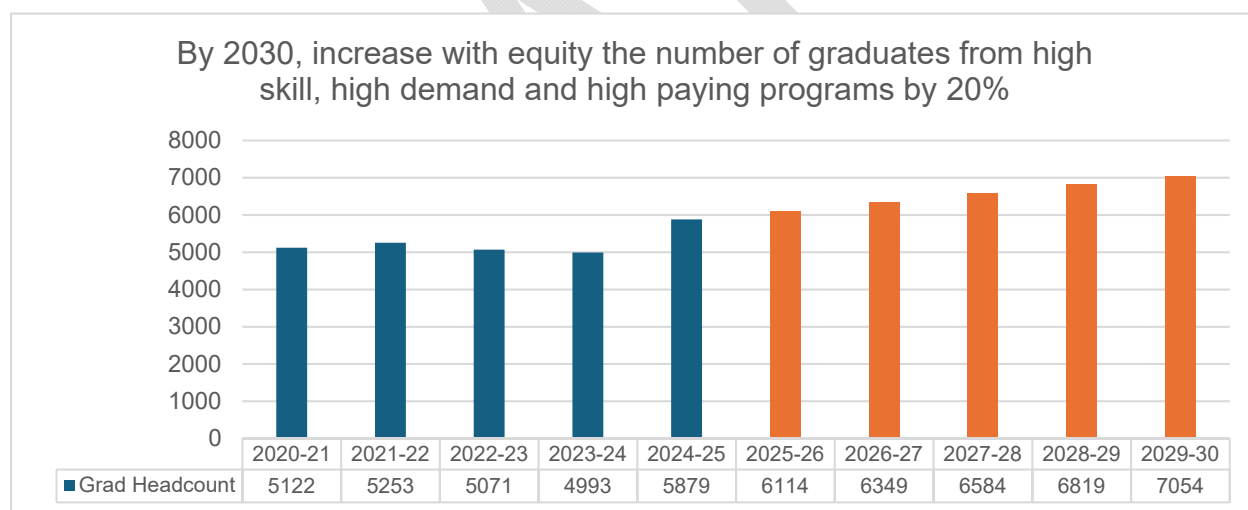
Note: Due to unavailable data, 2023 was used as the baseline for the projections.

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.



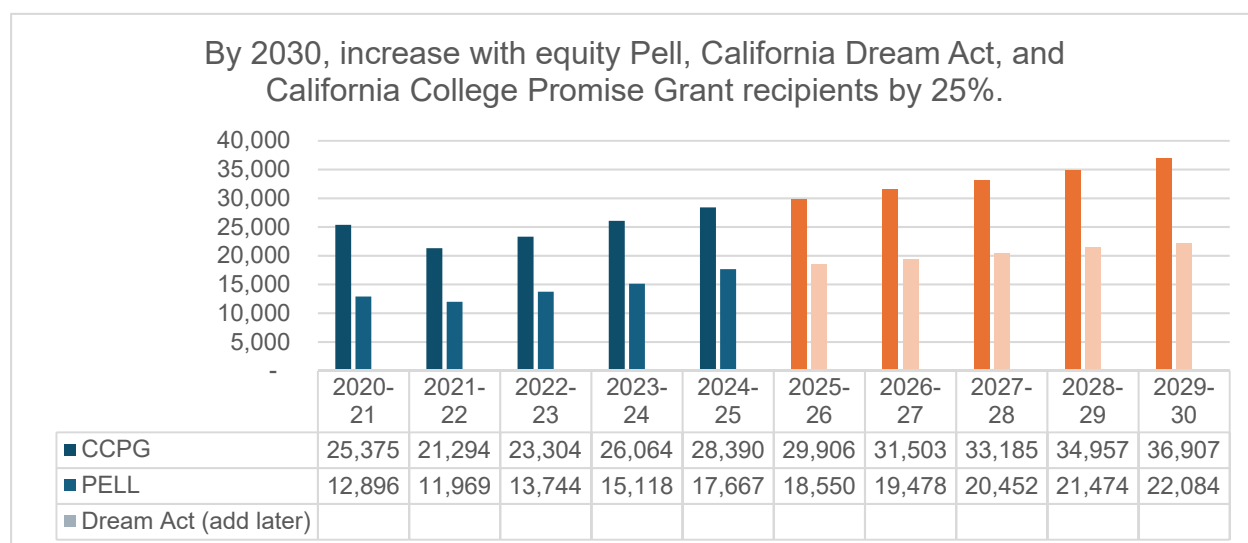
** Note: Due to unavailable data, half the percent increase from 2021–2022 to 2022–2023 was used to estimate increases for 2023–2024 and 2024–2025. The 2024–2025 estimate then served as the baseline for a projected 10% increase by 2029–2030.*

**Note: We will also look at programs with a living wage from the Bureau of Labor Statistics and connect that to graduates.*



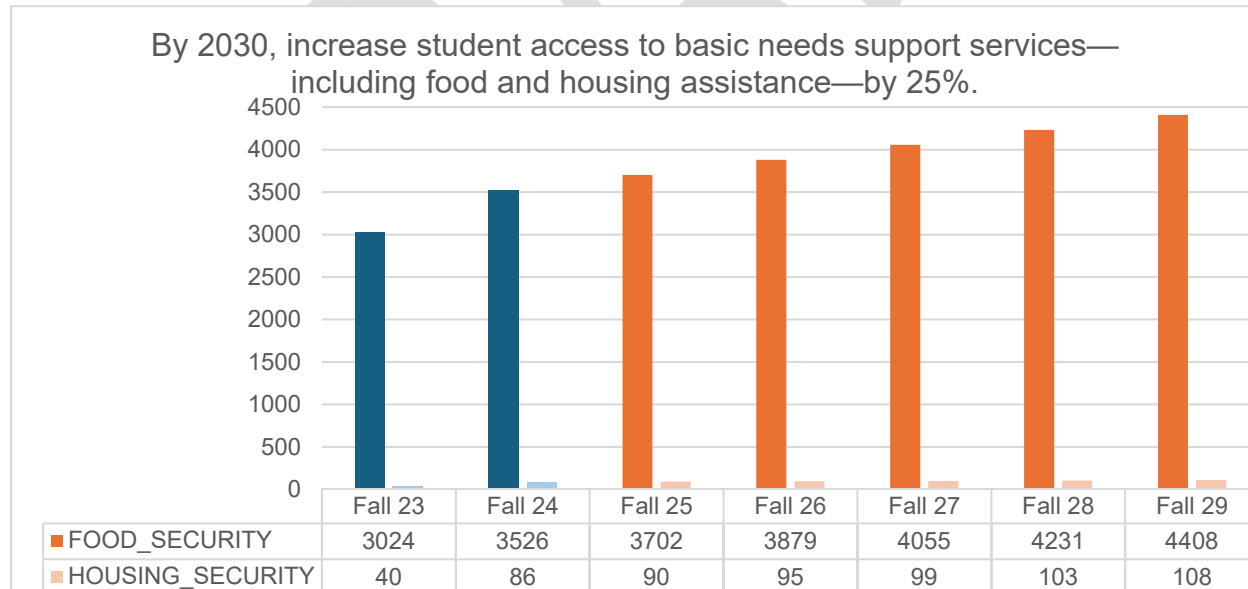
Note: High paying jobs are jobs associated with TopCodes that have an average of \$25 hourly wage.

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



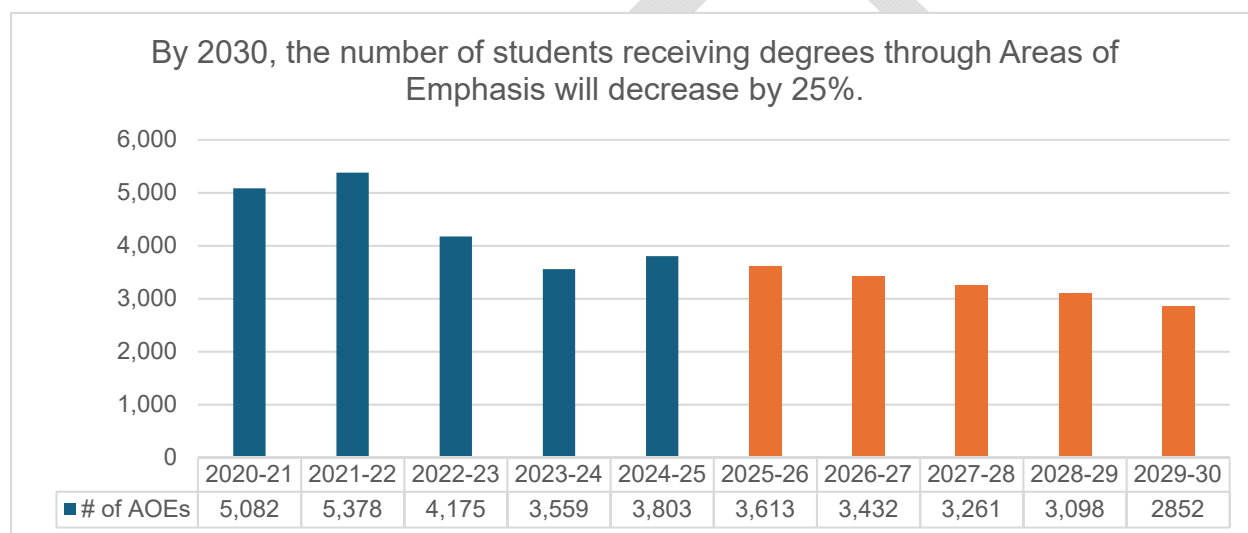
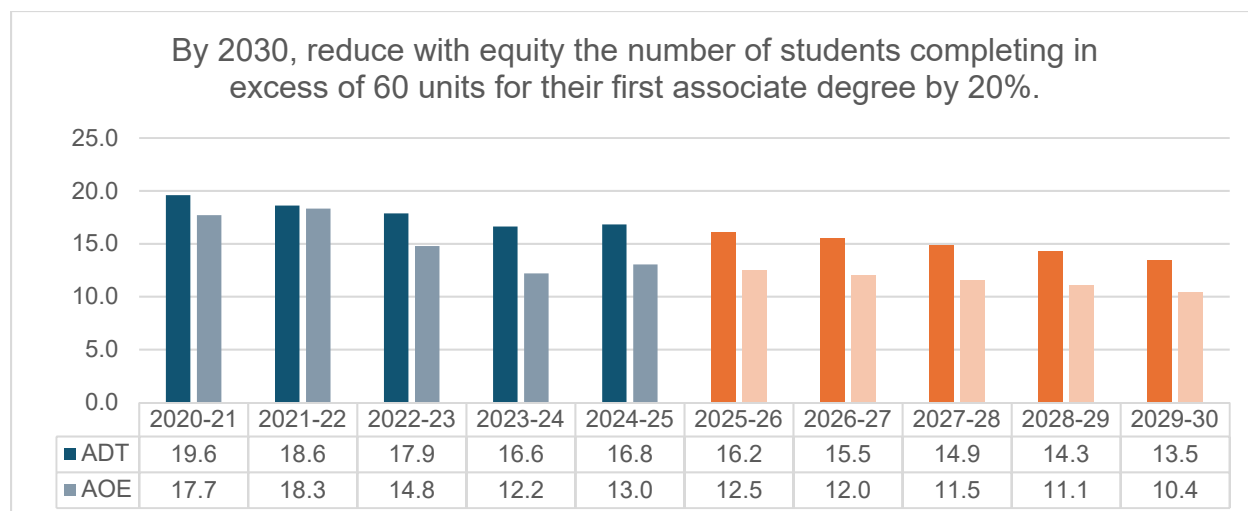
Objective 3.2.: Improve Access to Basic Needs Support: Ensure that RCCD students have equitable access to timely basic needs support (including food, housing, mental health) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.

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



*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.



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.

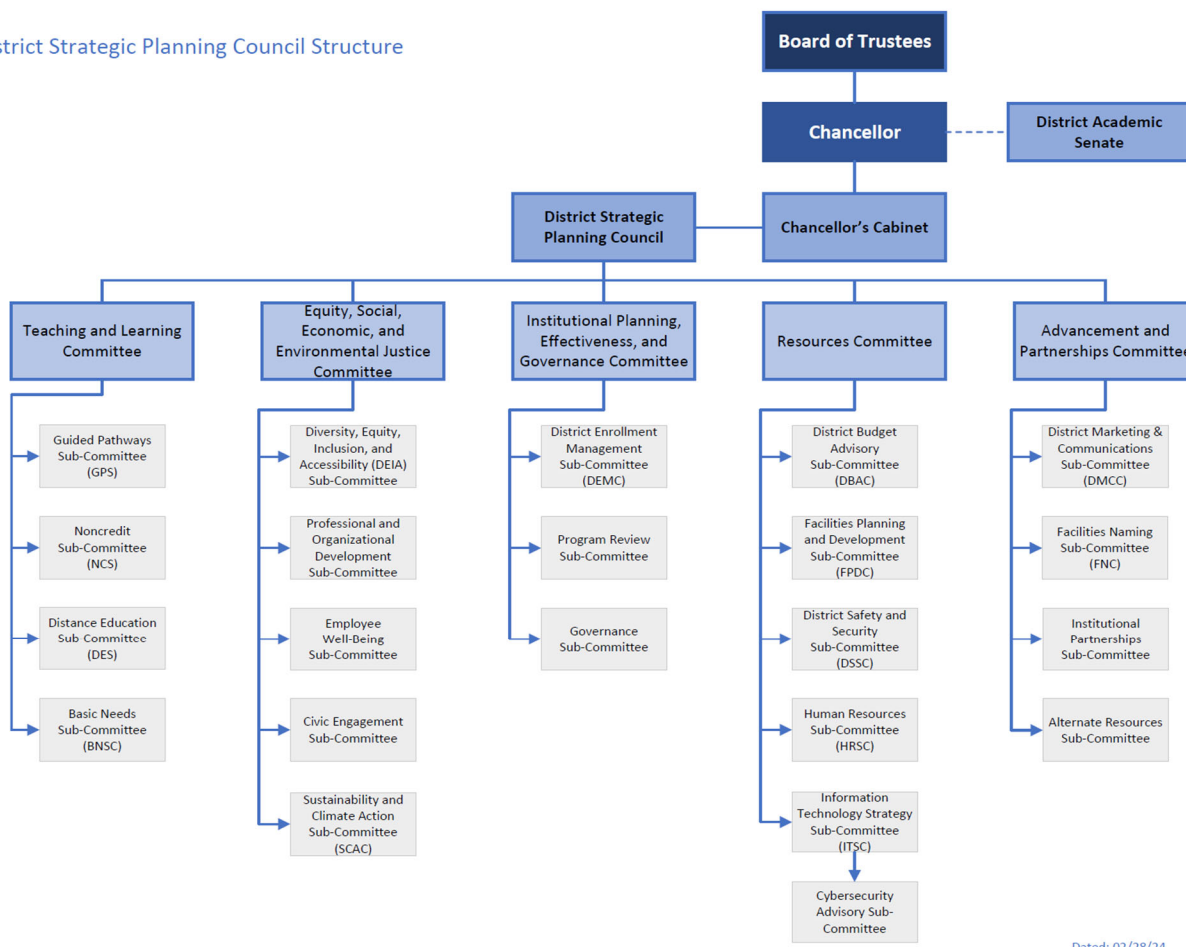
Strengthening Guided Pathways, first-year experience programs, and CTE offerings in nursing, IT, and data science will support student success and workforce readiness. Investments in stackable credentials, short-term certificates, and a robust, student-centered support framework through the “Standard 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



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](#)

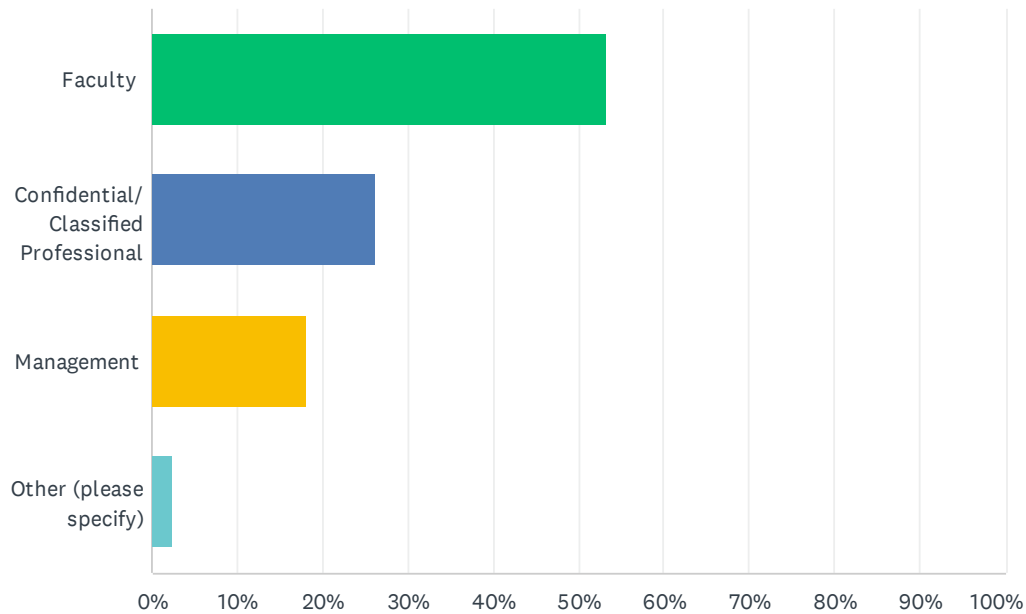
[RCCD Strategic Planning SWOT Analysis 2025](#)

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 first 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

Q1 Please identify your classification as a Norco College employee:

Answered: 88 Skipped: 1

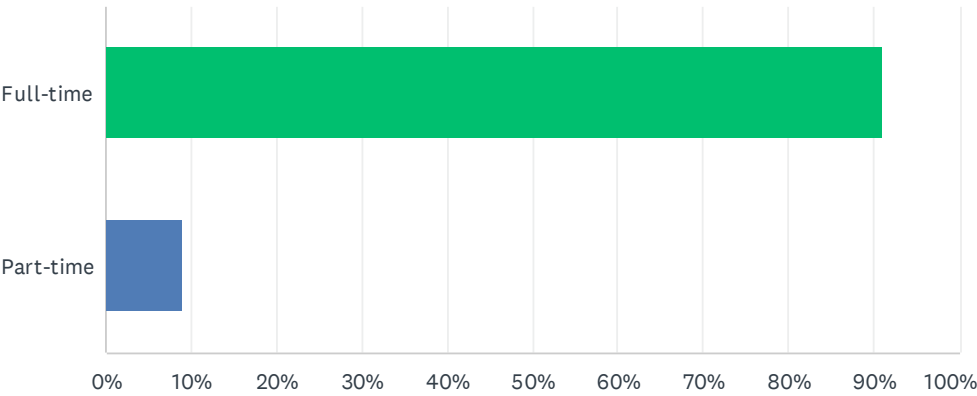


ANSWER CHOICES		RESPONSES	
Faculty		53.41%	47
Confidential/ Classified Professional		26.14%	23
Management		18.18%	16
Other (please specify)		2.27%	2
TOTAL			88

#	OTHER (PLEASE SPECIFY)	DATE
1	Full-time classified & PT Faculty	5/28/2025 1:09 PM
2	Peer advisor	5/16/2025 9:47 AM

Q2 My assignment at Norco College is:

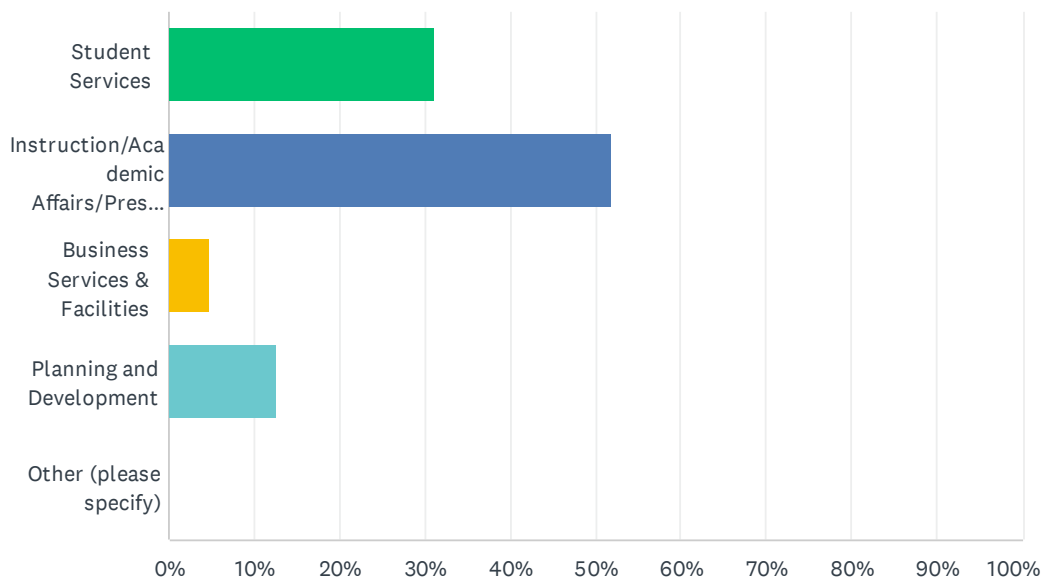
Answered: 89 Skipped: 0



ANSWER CHOICES	RESPONSES	
Full-time	91.01%	81
Part-time	8.99%	8
TOTAL		89

Q3 The following is my primary responsibility:

Answered: 87 Skipped: 2

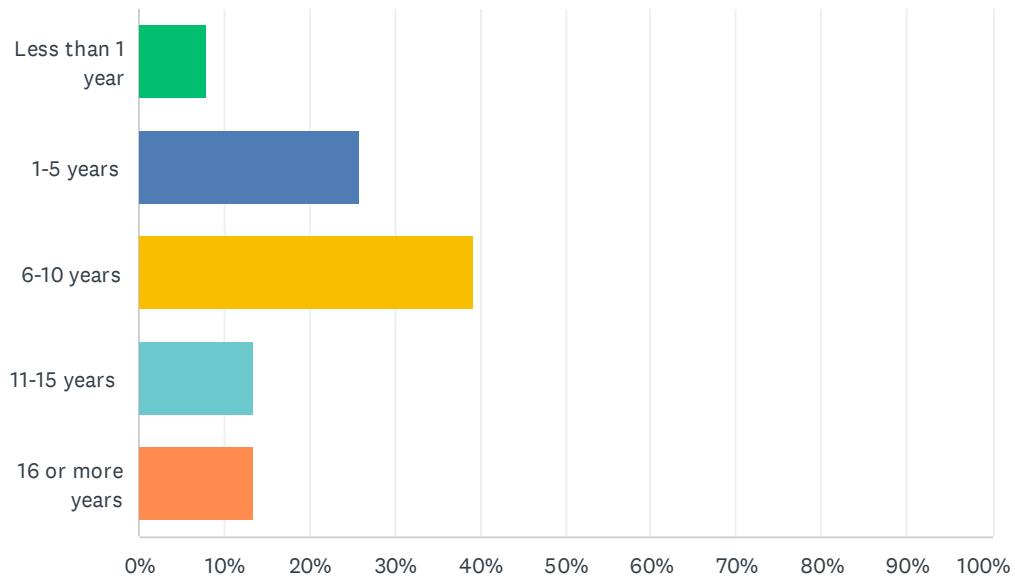


ANSWER CHOICES		RESPONSES	
Student Services		31.03%	27
Instruction/Academic Affairs/President		51.72%	45
Business Services & Facilities		4.60%	4
Planning and Development		12.64%	11
Other (please specify)		0.00%	0
TOTAL			87

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q4 How long have you been employed at Norco College?

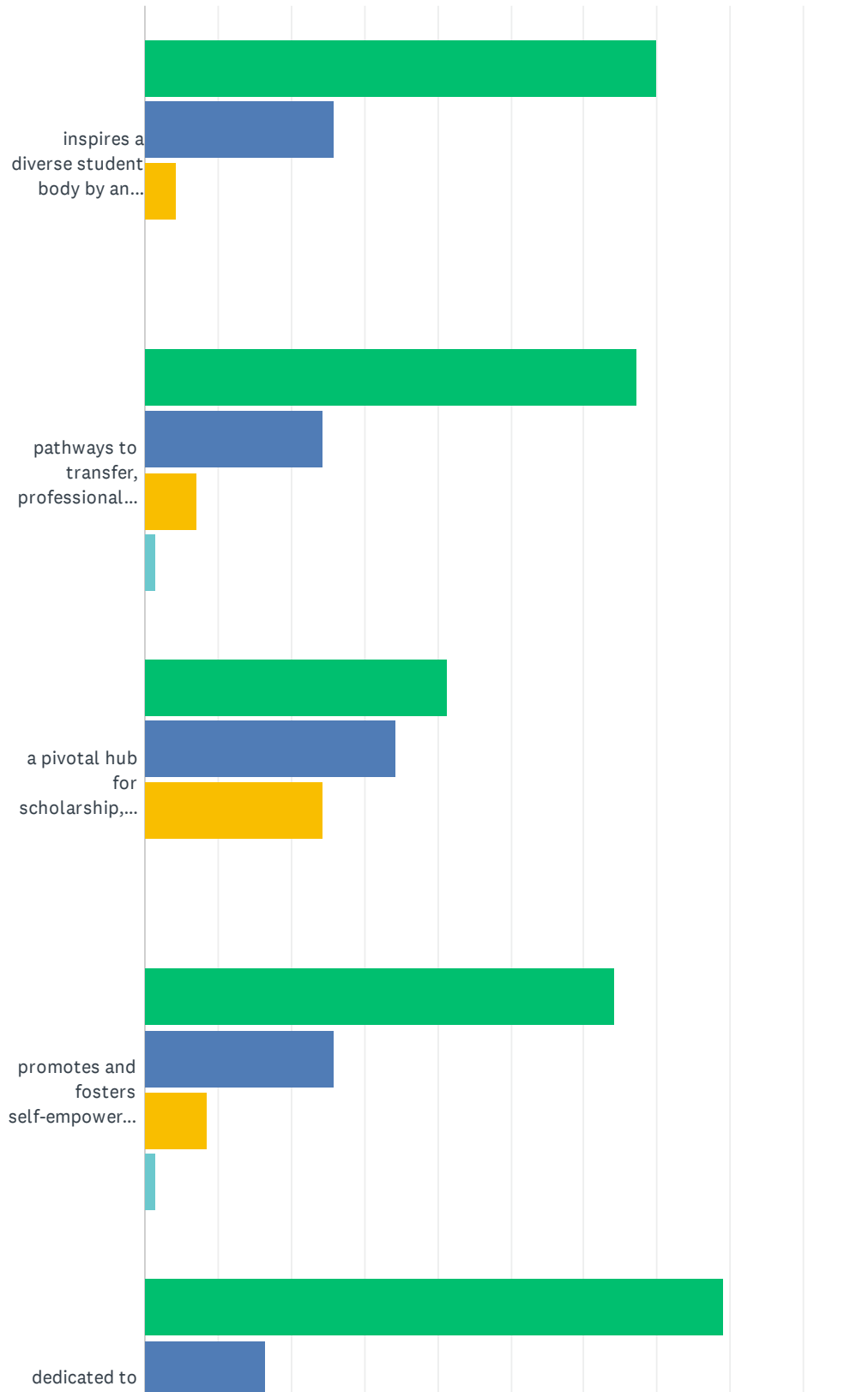
Answered: 89 Skipped: 0



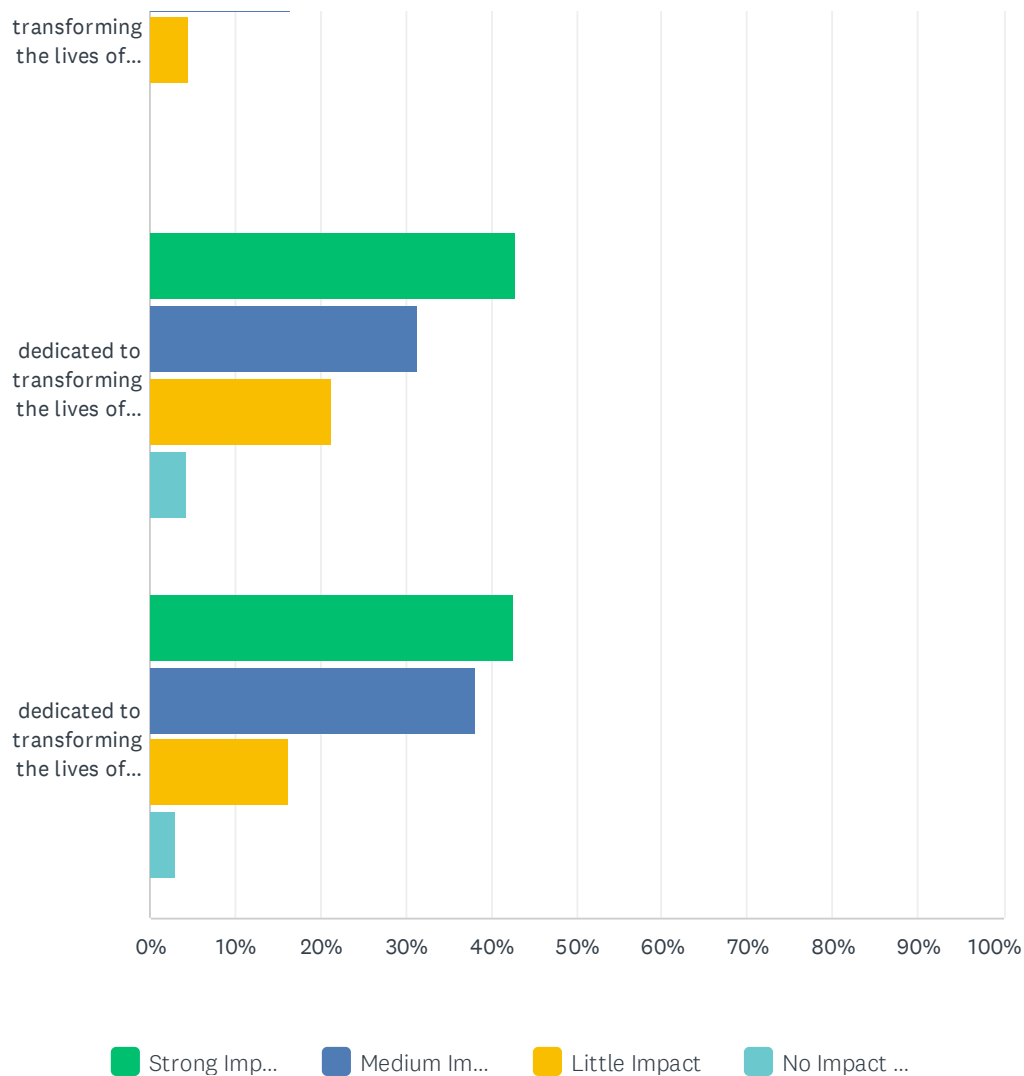
ANSWER CHOICES	RESPONSES	
Less than 1 year	7.87%	7
1-5 years	25.84%	23
6-10 years	39.33%	35
11-15 years	13.48%	12
16 or more years	13.48%	12
TOTAL		89

Q5 Please select the level of impact on the following parts of the college mission made by the program/service in which you work

Answered: 70 Skipped: 19



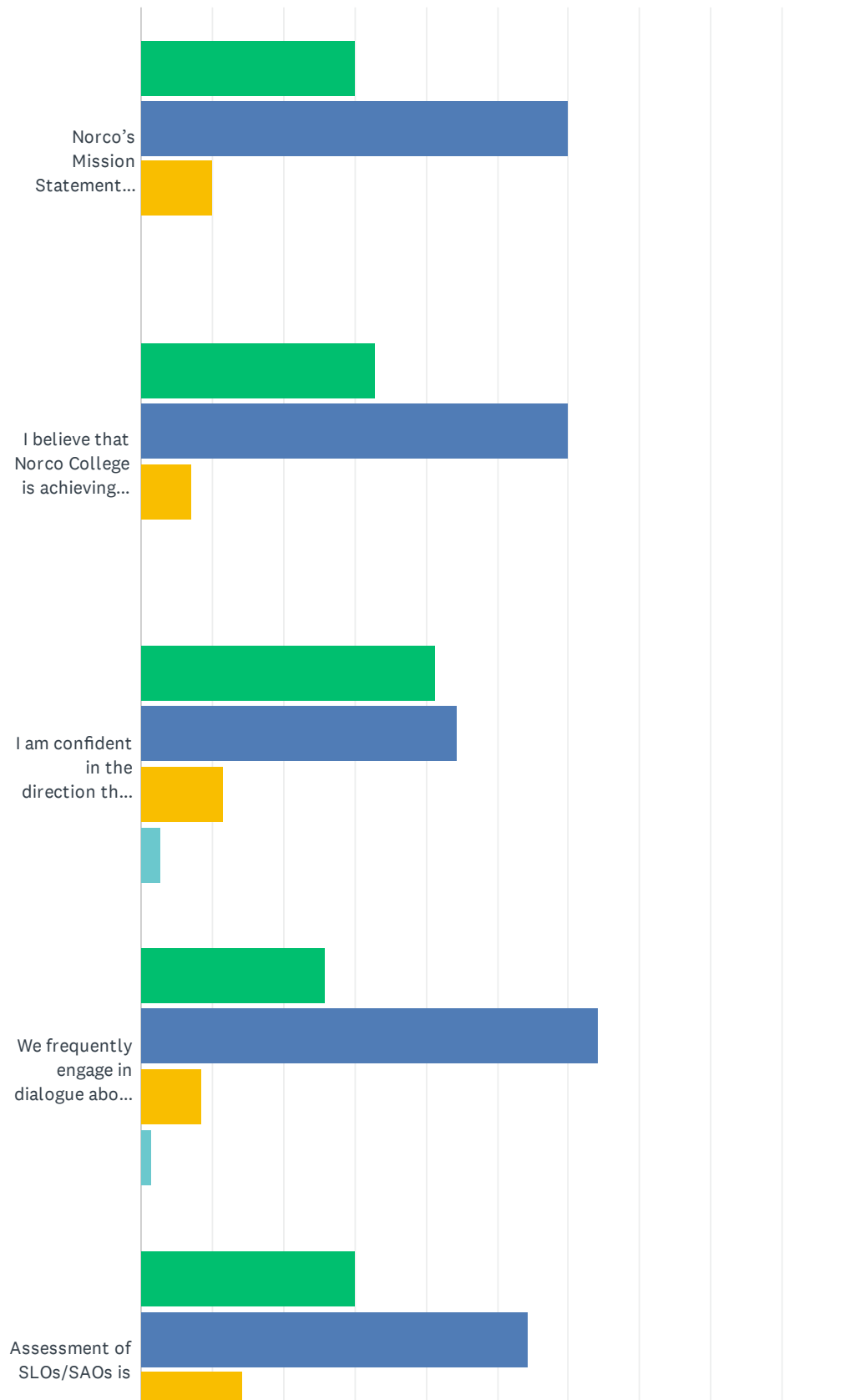
Institutional Effectiveness and Planning Survey 2024-25



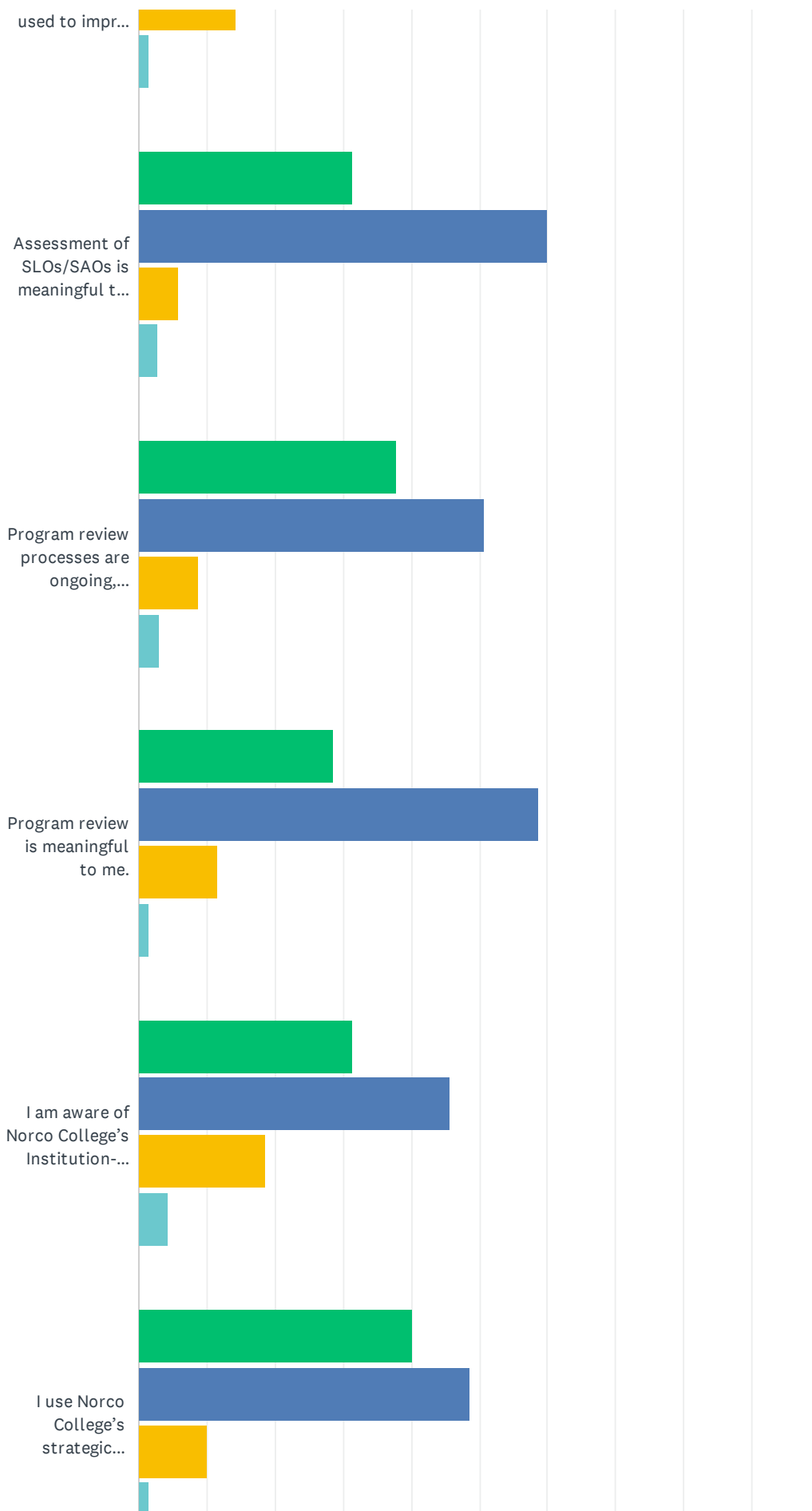
	STRONG IMPACT	MEDIUM IMPACT	LITTLE IMPACT	NO IMPACT AT ALL	TOTAL	WEIGHTED AVERAGE
inspires a diverse student body by an inclusive innovative approach to learning	70.00% 49	25.71% 18	4.29% 3	0.00% 0	70	2.66
pathways to transfer, professional, career and technical education, certificates, and degrees	67.14% 47	24.29% 17	7.14% 5	1.43% 1	70	2.57
a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships.	41.43% 29	34.29% 24	24.29% 17	0.00% 0	70	2.17
promotes and fosters self-empowerment	64.29% 45	25.71% 18	8.57% 6	1.43% 1	70	2.53
dedicated to transforming the lives of our students	79.10% 53	16.42% 11	4.48% 3	0.00% 0	67	2.75
dedicated to transforming the lives of our employees	42.86% 30	31.43% 22	21.43% 15	4.29% 3	70	2.13
dedicated to transforming the lives of our community	42.65% 29	38.24% 26	16.18% 11	2.94% 2	68	2.21

Q6 Please select your level of agreement with the following statements

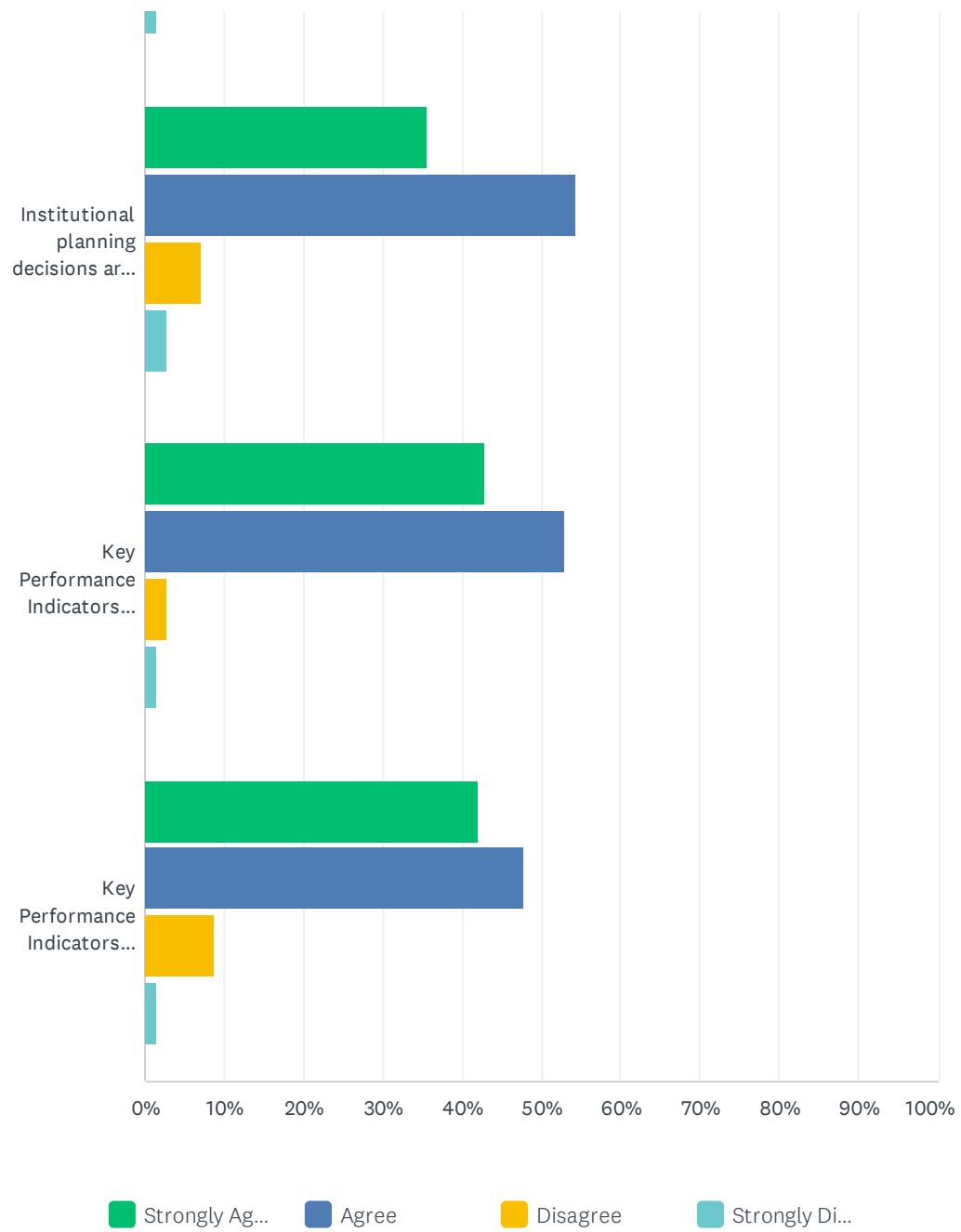
Answered: 70 Skipped: 19



Institutional Effectiveness and Planning Survey 2024-25



Institutional Effectiveness and Planning Survey 2024-25

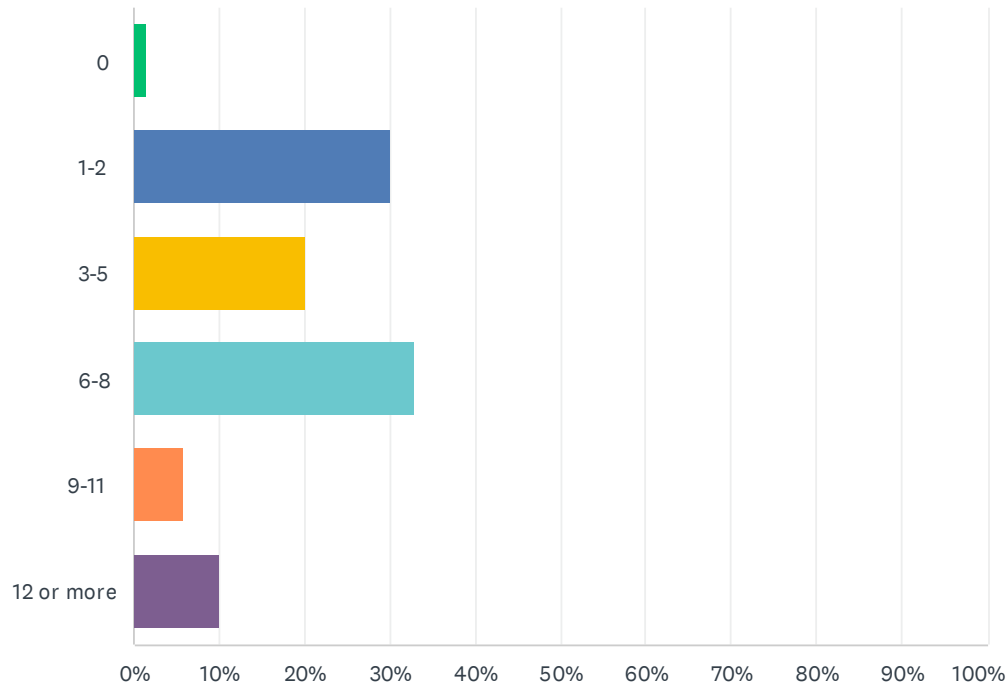


Institutional Effectiveness and Planning Survey 2024-25

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Norco's Mission Statement guides institutional planning.	30.00% 21	60.00% 42	10.00% 7	0.00% 0	70	3.20
I believe that Norco College is achieving it's mission.	32.86% 23	60.00% 42	7.14% 5	0.00% 0	70	3.26
I am confident in the direction that Norco is planning for the future.	41.43% 29	44.29% 31	11.43% 8	2.86% 2	70	3.24
We frequently engage in dialogue about data on student learning outcomes/service area outcomes (SLOs/SAOs) in my area.	25.71% 18	64.29% 45	8.57% 6	1.43% 1	70	3.14
Assessment of SLOs/SAOs is used to improve the courses/programs/services in my area.	30.00% 21	54.29% 38	14.29% 10	1.43% 1	70	3.13
Assessment of SLOs/SAOs is meaningful to me.	31.43% 22	60.00% 42	5.71% 4	2.86% 2	70	3.20
Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.	37.68% 26	50.72% 35	8.70% 6	2.90% 2	69	3.23
Program review is meaningful to me.	28.57% 20	58.57% 41	11.43% 8	1.43% 1	70	3.14
I am aware of Norco College's Institution-Set Standards (ISS) in one or more aspects of my job.	31.43% 22	45.71% 32	18.57% 13	4.29% 3	70	3.04
I use Norco College's strategic planning goals in one or more aspects of my job.	40.00% 28	48.57% 34	10.00% 7	1.43% 1	70	3.27
Institutional planning decisions are based on data.	35.71% 25	54.29% 38	7.14% 5	2.86% 2	70	3.23
Key Performance Indicators (KPIs) of the Norco College strategic planning goals are regularly assessed.	42.86% 30	52.86% 37	2.86% 2	1.43% 1	70	3.37
Key Performance Indicators (KPIs) of the Norco College strategic planning goals results are regularly shared with campus constituencies.	42.03% 29	47.83% 33	8.70% 6	1.45% 1	69	3.30

Q7 On average, I spend ____ hour(s) per week on shared governance activities (reading minutes, memos, newsletters, attending meetings, hiring committees, etc.)

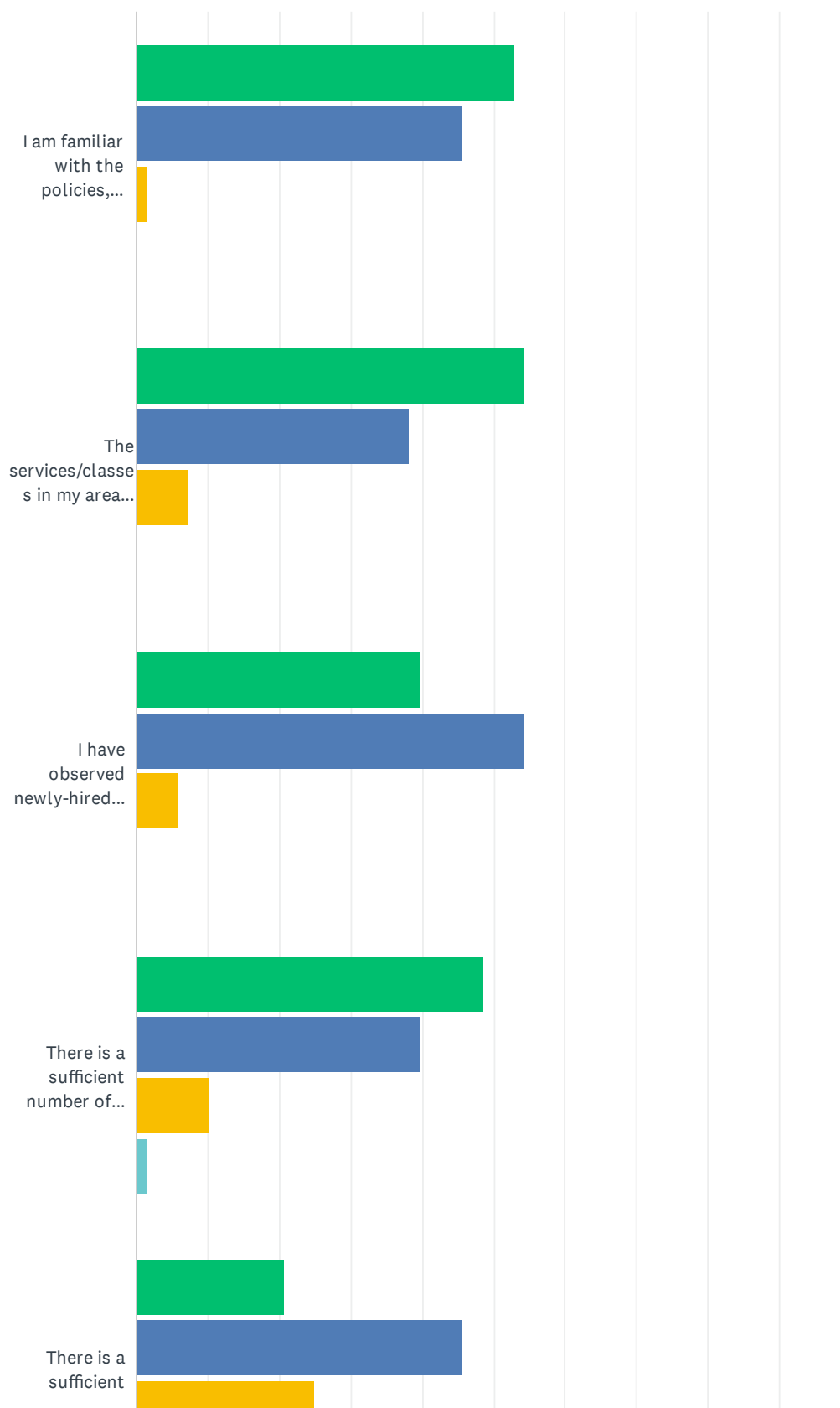
Answered: 70 Skipped: 19



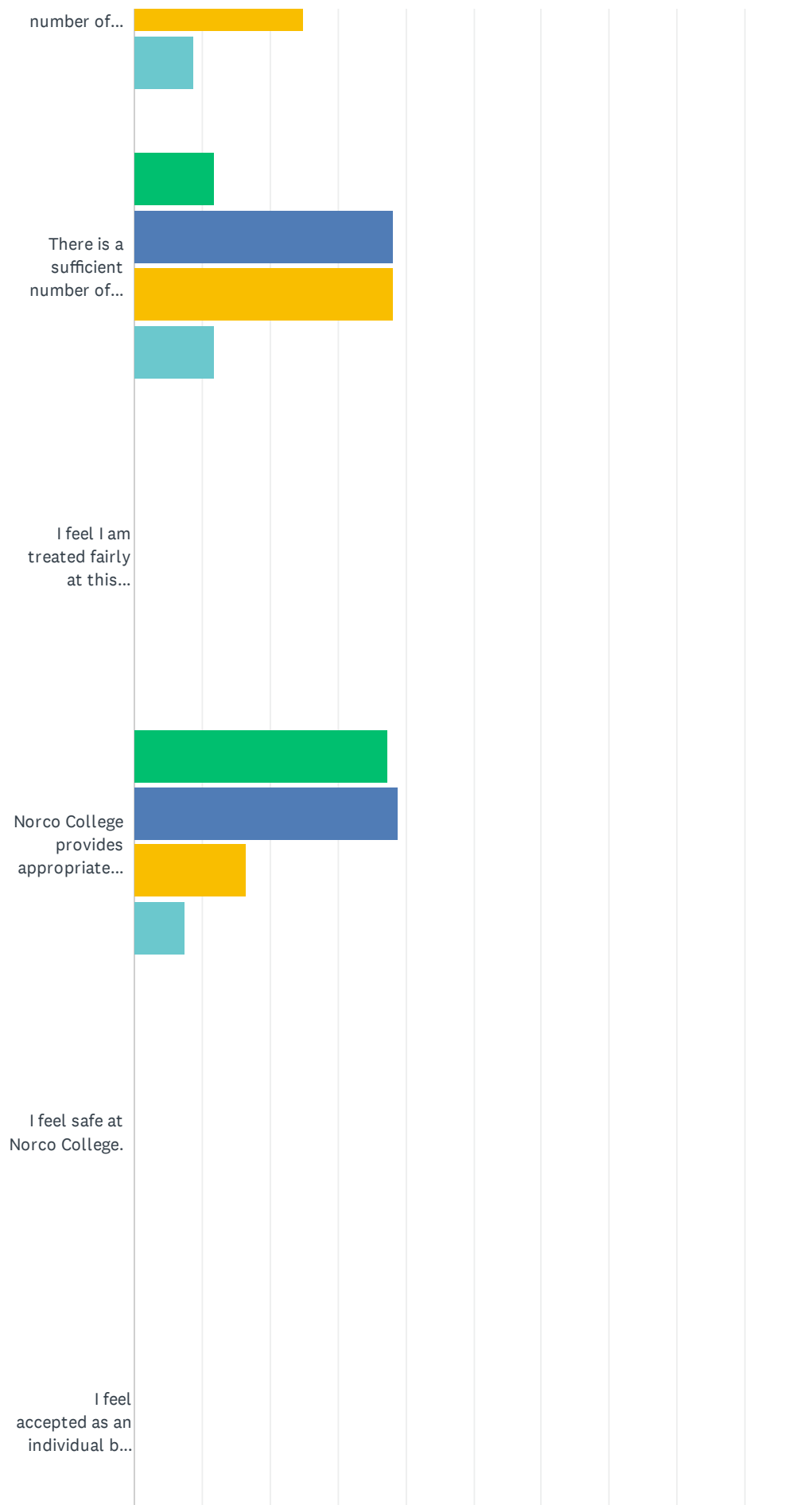
ANSWER CHOICES	RESPONSES	
0	1.43%	1
1-2	30.00%	21
3-5	20.00%	14
6-8	32.86%	23
9-11	5.71%	4
12 or more	10.00%	7
TOTAL		70

Q8 Please rate your level of agreement with the following statements:

Answered: 68 Skipped: 21



Institutional Effectiveness and Planning Survey 2024-25



Institutional Effectiveness and Planning Survey 2024-25

I feel
accepted as an
individual b...



Planning and
resource
allocation a...



I believe
resources have
been allocat...



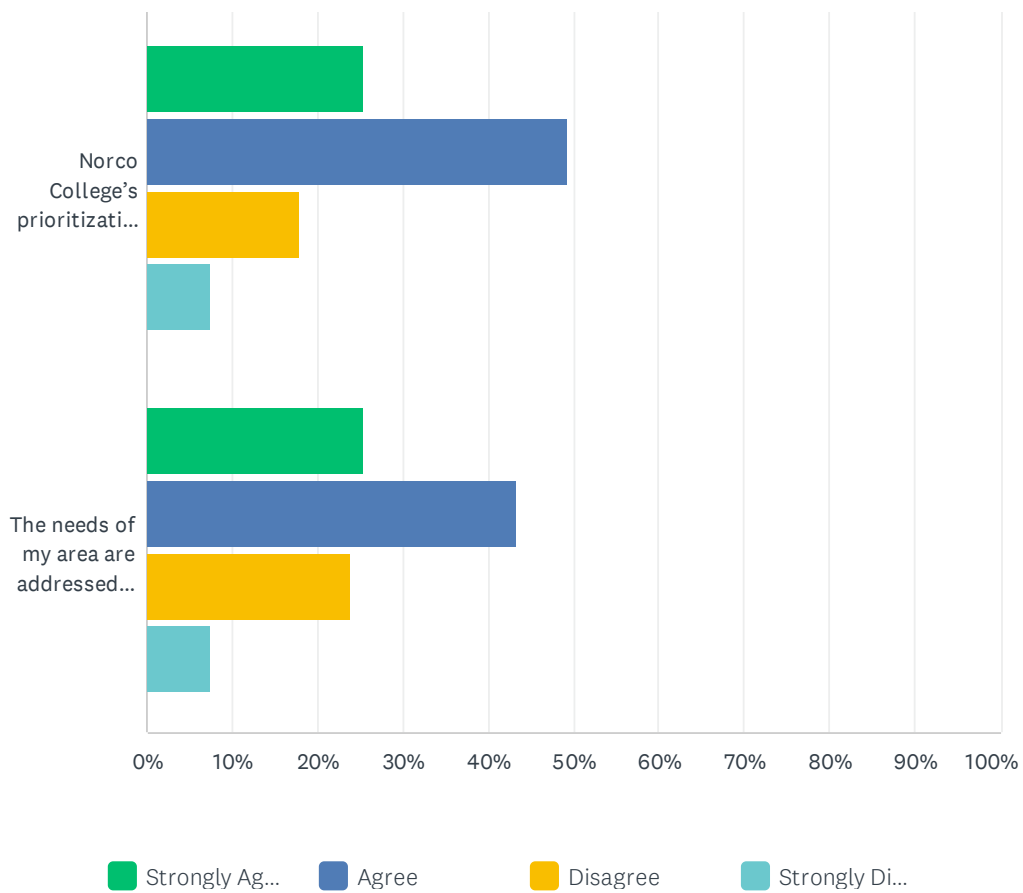
I am aware of
the processes
by which Nor...



Final
decisions on
funding at...



Institutional Effectiveness and Planning Survey 2024-25



Institutional Effectiveness and Planning Survey 2024-25

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
I am familiar with the policies, procedures, and publications in my area.	52.94% 36	45.59% 31	1.47% 1	0.00% 0	68	3.51
The services/classes in my area have been aligned with student needs and/or program pathways.	54.41% 37	38.24% 26	7.35% 5	0.00% 0	68	3.47
I have observed newly-hired employees at the college, and they seem to be highly qualified for their jobs.	39.71% 27	54.41% 37	5.88% 4	0.00% 0	68	3.34
There is a sufficient number of administrators to provide effective leadership and services that support the institution's mission and purposes.	48.53% 33	39.71% 27	10.29% 7	1.47% 1	68	3.35
There is a sufficient number of full-time faculty to assure fulfillment of responsibilities essential to the quality of educational programs and services that support the institutional mission and purposes	20.59% 14	45.59% 31	25.00% 17	8.82% 6	68	2.78
There is a sufficient number of classified professionals to support effective educational, technological, physical, and administrative operations of the institution.	11.76% 8	38.24% 26	38.24% 26	11.76% 8	68	2.50
I feel I am treated fairly at this institution.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Norco College provides appropriate opportunities for my continued professional development.	37.31% 25	38.81% 26	16.42% 11	7.46% 5	67	3.06
I feel safe at Norco College.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
I feel accepted as an individual by the faculty, classified professionals, administrators and other employees at Norco College.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
I feel accepted as an individual by students at Norco College.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Planning and resource allocation are well integrated at Norco College.	25.37% 17	49.25% 33	20.90% 14	4.48% 3	67	2.96
I believe resources have been allocated effectively in my area to support student success.	26.47% 18	41.18% 28	26.47% 18	5.88% 4	68	2.88
I am aware of the processes by which Norco College ranks staffing and equipment needs identified in program review.	39.71% 27	47.06% 32	10.29% 7	2.94% 2	68	3.24
Final decisions on funding at Norco College give consideration to priority lists approved by the planning councils in making resource allocation decisions.	29.41% 20	47.06% 32	20.59% 14	2.94% 2	68	3.03
Norco College's prioritization ranking processes are an effective means of ensuring that resource allocation decisions are based on documented needs identified in program reviews.	25.37% 17	49.25% 33	17.91% 12	7.46% 5	67	2.93
The needs of my area are addressed through Norco College's prioritization ranking processes.	25.37% 17	43.28% 29	23.88% 16	7.46% 5	67	2.87

INSTITUTIONAL SET STANDARDS-2025

PRESENTATION TO IEGC – SEPTEMBER 2025

DR. HAYLEY ASHBY, DEAN OF INSTITUTIONAL EFFECTIVENESS



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INSTITUTION SET STANDARDS

- Institution-Set Standards (ISS) are comprised of two elements: floor performance and stretch goals.
- The floor performance is the level that marks when the institution is moving into a “danger zone” for a specific outcome area.
 - Floor Performance Methodology- Floor set by calculating the value of one-half a standard deviation below a 5-year mean. The floor is stable for the time of the Strategic Plan (established in ISPC Spring 2019). **Will be reset this year!**
 - Stretch Goal Methodology – aligning with established framework (e.g. Vision for Success, Guided Pathways, local goals).
- When values fall below the ISS for at least 2 years, a procedural response which addresses what will be done to raise outcomes in the area is required by ACCJC.

INSTITUTION-SET STANDARDS

2025 ANNUAL REPORT



Successful student course completion rate for the 2023-24 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
74%	71%	73%

Number of degrees awarded in the 2023-2024 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
1755	1455	3052

INSTITUTION-SET STANDARDS

2025 ANNUAL REPORT



Number of certificates awarded in the 2023-2024 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
158	175	348

Number of students who transferred to 4-year colleges/universities in 2023-2024:

Outcome	ISS (Floor)	ISS (Stretch)
807	834	1284

2022-2023 JOB PLACEMENT RATES FOR STUDENTS COMPLETING CERTIFICATE PROGRAMS AND CTE (CAREER-TECHNICAL EDUCATION) DEGREES:

OCCUPATIONAL AREA	Outcome	ISS (floor)	ISS (stretch)
ARCHITECTURE AND ARCHITECTURAL TECHNOLOGY	N/A	43.4%	77.0%
BUSINESS AND COMMERCE, GENERAL	76.2%	72.2%	77.0%
ACCOUNTING	76.2%	72.9%	80.2%
BUSINESS ADMINISTRATION	95.6%	77.1%	84.8%
BUSINESS MANAGEMENT	N/A	79.4%	76.0%
MARKETING AND DISTRIBUTION	N/A	67.5%	76.0%
LOGISTICS AND MATERIALS TRANSPORTATION	72%*	72.8%	87.9%
REAL ESTATE	73.5%	57.1%	77.0%
DIGITAL MEDIA	57.1%	65.0%	77.0%
COMPUTER INFORMATION SYSTEMS	N/A	61.5%	77.0%
ENGINEERING TECHNOLOGY, GENERAL	N/A	80.7%	77.0%
ELECTRONICS AND ELECTRIC TECHNOLOGY	N/A	91.3%	100.0%
DRAFTING TECHNOLOGY	N/A	62.6%	77.0%
MANUFACTURING AND INDUSTRIAL TECHNOLOGY	N/A	83.6%	92.0%
CIVIL AND CONSTRUCTION MANAGEMENT TECHNOLOGY	60%	77.5%	77.0%
COMMERCIAL MUSIC	N/A	77.0%	77.0%
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	77.9%	70.5%	84.8%
ADMINISTRATION OF JUSTICE	85.7%	82.2%	90.4%
COMPUTER SOFTWARE DEVELOPMENT	N/A	54.1%	77.0%
CONSTRUCTION CRAFTS TECHNOLOGY	94.8%	94.0%	100%

-N/A indicates there were less than 10 in group.

-Red indicates first year below ISS.

-*Two years below ISS requires institutional action.

AREAS REQUIRING A RESPONSE

Employment rates for Career and Technical Education students:

- Job placement rates for students completing certificate programs and CTE (career-technical education) degrees.

Methodology for Employment:

- CTE students who receive a degree or certificate or CTE Concentrator in an academic year and then do not enroll anywhere for the successive academic year are compared against the Unemployment Insurance database to see if they received wages in any quarter during that year.

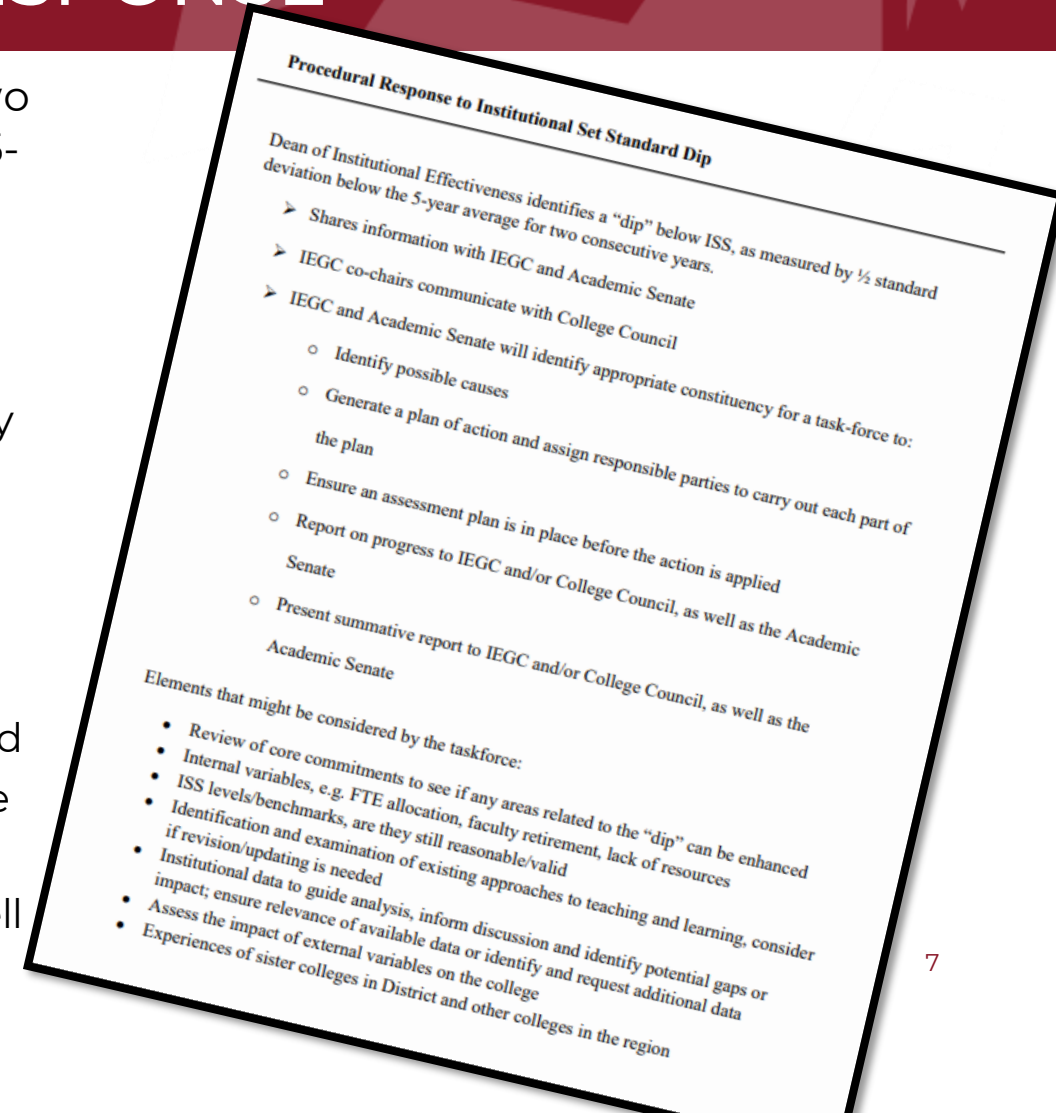
Program	Institution Set Standard (floor) %	Stretch Goal %	2021-22 Job Placement rate	2022-23 Job Placement rate	2023-24 Job Placement rate
Logistics and Materials Transportation	79.9%	87.9%	70%	65%	72.2%

Area	Institution Set Standard (floor)	Stretch Goal	2021-22 Outcome	2022-23 Outcome	2023-24 Outcome
Transfer to 4-year	834	1284	631	608	807

SENATE RECOMMENDATION REGARDING INSTITUTIONAL SET STANDARDS-PROCEDURAL RESPONSE

Dean of Institutional Effectiveness identifies a “dip” below ISS for two consecutive years, as measured by $\frac{1}{2}$ standard deviation from the 5-year norm.

- ❖ Shares information with IEGC and Academic Senate
- ❖ IEGC co-chairs communicate with College Council
- ❖ IEGC and Academic Senate will identify appropriate constituency for a task-force to:
 - Identify possible causes
 - Generate a plan of action and assign responsible parties to carry out each part of the plan
 - Ensure an assessment plan is in place before the action is applied
 - Report on progress to IEGC and/or College Council, as well as the Academic Senate
 - Present summative report to IEGC and/or College Council, as well as the Academic Senate





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QUESTIONS



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	10/27/25	Pending	
Board Institutional Planning, Effectiveness and Governance Committee	11/3/25	Pending	
Board of Trustees	11/18/25	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	10/27/25	Pending	
Board Institutional Planning, Effectiveness and Governance Committee	11/3/25	Pending	
Board of Trustees	11/18/25	Pending	