



# **Program Review - Overall Report**

Student Services: Advising and Counseling

## Program Comparison

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### **How does your program compare to the college in the following areas: gender, ethnicity, FT/PT enrollment status?**

Educational Advising and General Counseling are available through the Academic Counseling and Career Development Center (ACCDC). Services provided are open and available to all students at Norco College. Additionally, limited services are also available for students who attend our sister colleges in Riverside and Moreno Valley as well as the general public.

The following data is derived from the CCCCO's Datamart platform. Between fall 2021 and fall 2023 the percentage of all students who received counseling and advisement breaks down as follows:

Female - 51%

Male - 49%

African American - 6%

Hispanic - 57%

White (non-Hispanic) - 18%

Asian - 11%

No data was available with regard to whether the student was FT or PT.

Locally there appears to be no data provided in PowerBI to track student services (including counseling and advising) and no disaggregated data by demographic to indicate who receives those services.

### **Program Comparison: Are there any gaps in demographic areas that need to be addressed?**

The CCCCO Datamart information suggests that during the 2022 – 2023 school year the number of times that students by demographic received counseling and advisement services is as follows:

Females – 5, 268; Males – 4, 907; African American – 576; Hispanic – 5,771

This provided data does not appear to fully indicate whether services were provided through general counseling or a special program.

There are special populations programs such as Puente and Umoja, which focus on specific demographics and include dedicated counseling services. However, the data suggests that they only serve a small percentage of the general student population.

For example, the average number of participants over the past three semesters (fall 2022 - fall 2023) in the Umoja program has been 180 students.

([https://datamart.cccco.edu/Services/Special\\_Pop\\_Count.aspx](https://datamart.cccco.edu/Services/Special_Pop_Count.aspx).) Similarly, local data indicates that the average number of participants served through the Puente program is roughly 50 students.

It is notable that regardless of whether students were assisted via general counseling or a special program, there appears to be a significant part of the demographic population who did not receive counseling and advising services during the past year.

Using fall 2023 enrollment data, an estimated 1,277 students identify as African American. Students who identify as Hispanic are numbered at 10,831. Clearly there is a very large gap between those who received counseling and those who did not.

An additional demographic concern relates to concurrently enrolled high school students and Dual Enrollment students. As Norco College's partnerships with local unified school districts continue to grow, the ACCDC experiences increased requests for counseling and advisement services for these populations. Some services are provided by offsite dedicated adjunct counseling faculty. Yet, more high school students are also now making appointments and seeking counseling assistance in the ACCDC.

## Data Review

As the examples above suggest, there is a continued increase and demand for general counseling (ACCDC) services and assistance for all various demographics. Without increased support and additional numbers of staff and faculty as well as funding, it is expected that service gaps will continue to grow larger.

**Please add any relevant documents here.**

## Program Student Outcomes Comparison

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### **How do student outcomes for your program compare to the college overall in Student Educational Planning, Success, and GPA?**

The Academic Counseling and Career Development Center is open and available to all Norco College students, other RCCD students and the general public. Only those students who have Norco College indicated as their home college are eligible to receive a comprehensive Student Education Plan (SEP.)

As per the college catalog and using knowledge of CSU and UC transfer requirements, counselors initially address desired student outcomes (i.e. graduation and transfer) based on minimum requirements for eligibility to graduate (associate degree or certificate,) coupled with recommendations to improve likelihood of accepted transfer to an intended university and/or major.

For the 2022 – 2023 school year, 526 students received a comprehensive SEP. An SEP is seen as an integral part of helping a student to succeed in college. (<https://www.cccco.edu/-/media/CCCCO-Website/docs/executive-summary/vision-for-success.pdf>) Therefore a greater emphasis is needed in making sure that every newly onboarded student receives an SEP within their first year.

To properly respond with regards to whether student services such as counseling and advising positively impact student success and/or GPA more available disaggregated data will need to be made available.

**Please add any relevant documents here.**

### **Program Student Outcomes: Are there any gaps in student subgroups that need to be addressed?**

Any identified gaps in subgroups are anecdotal based on institutionally reported data. As has been previously stated, there appears to be a limited number of students in each demographic who receive counseling and advisement services. Therefore, it can be assumed that holistically there is a need to provide services to a greater number of each demographic population.

An additional gap has also been identified in regard to students who are participants in a "School" as created through Guided Pathways. Each of the eight "Schools" have dedicated counselors so that students who are interested in a particular program of study or career objective can have one counselor whom they can view as 'their counselor.' This is ideally someone who is devoted to their school and curriculum.

However, a review of SARS data suggests that very few students are connecting directly with the dedicated counselor for their school. Instead they appear to be more focused on seeking a counselor with whom they have previous experience or whomever may be available at the time of the requested need. It is possible that students might still be unaware that they have a dedicated counselor for their program and "School."

# Program/Unit Goals

## Strategic - Holistic Student Support Surveys

### Program/Unit Goal

Scale holistic student support process to all students.

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

A five-part 25-question holistic student support survey is woven into the new student online orientation that assesses their needs related to career development, financial education, campus connections, student supports, and academic planning. Each student receives a custom support plan immediately following completion of the survey and then department contacts associated with their expressed needs reach out to them directly to provide support. Peer Advisors follow-up a few weeks later to make sure each student has been connected to supports that meet their needs.

### What are your plans (3-year) regarding this goal?

Within three years, we plan to expand and scale this service to be integrated into the regular experience of all students (including continuing students). To do so, we will need to identify processes in the student experience in which to embed holistic student support surveys, establish a centralized database to store student needs information, and ensure that adequate staff are available to respond to the expressed needs of students.

### Please add any relevant documents here.

[Holistic Student Support Survey 2023-2024.pdf](#)

### Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 11.2 (Student Services and Planning and Development):** Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni") (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

## Program/Unit Goals

SSIPP Framework: *undefined*

- **Integrated:** Students are seamlessly connected to information, resources, and services without being bounced around. Siloes are eliminated. (✓)
- **Personalized:** Each student receives the type and intensity of support appropriate to his or her unique and diverse needs. (✓)
- **Proactive:** Students are connected to supports at the first sign of trouble, not after a situation builds to a crisis point. (✓)
- **Strategic:** Students are connected to the specific supports they need, when they need them, and in an effective and efficient delivery mode. (✓)
- **Sustained:** Students are supported throughout their full journey at an institution, particularly at key momentum points. (✓)

### Progress and Evidence

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#### Evidence Date

02/06/2024

#### What progress have you made toward this goal?

#### How do you measure your progress?

#### Discuss your evidence/results.

#### Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Data provided by the Claremont Evaluation Center (funded by the Title V "PACES" Grant) has shown that administering holistic student supports to incoming Norco College students results in an 8% higher capture rate (completion of matriculation and registration for first term), 7 - 15.5% higher fall to spring persistence rate, and an 8 - 15.5% increase in average units completed in the first term. This data was derived based on a comparison to similar students matriculating at RCC and MVC who did not complete a holistic student support survey between 10/1/21 and 8/21/22.

#### Is there a resource request associated with this Goal?

Yes

#### If yes, please provide a short description.

Ongoing funding needed to support Peer Advisors who follow-up with incoming students regarding the needs expressed on their holistic student support surveys.

#### Please add any relevant documents here.

[HSSS Report COHORT 2 - 2.2.24.docx](#)

### Primary Counselor for each enrolled student

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#### Program/Unit Goal

To ensure that students are made aware that there are dedicated counselors for their School or special population/group (if applicable) and that those counselors should be regarded as their 'primary contact' with all others serving as supplemental and secondary.

#### Goal Cycle

2024 - 2027

#### What are you doing now in support of this goal?

Over the past three years, through collaborative case management, continuing students who have reached out for counseling services have been informed and encouraged to meet with their dedicated counselors and educational

## Program/Unit Goals

advisors for their respective program of study (Schools) or special program. Newly onboarded students have also been advised that there are dedicated counselors for their respective "Schools" and special programs.

### What are your plans (3-year) regarding this goal?

Guided Pathways and KPI data confirm that a majority of students prefer to have specific advisors and counselors rather than meeting with someone different each time. When always having to meet different support staff and faculty, students feel they do not get consistent counsel and advice and always have to start at the beginning and reshare their story.

An awareness campaign among students that identifies their dedicated counselor and educational advisor is needed. Also, a plan needs to be created that ensures greater availability of both staff and faculty for those students who are part of their assigned School or special program.

**Please add any relevant documents here.**

## Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 10.1 (Business Services):** Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college (✓)
- **2025 Objective 11.1 (Student Services):** Design intuitive and simple student onboarding system (✓)
- **2025 Objective 11.2 (Student Services and Planning and Development):** Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni") (✓)
- **2025 Objective 12.2 (Business Services):** Coordinate with RCCD to establish a BAM that allocates funding equitably (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2025 Objective 9.5 (Academic Affairs & Academic Senate):** Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

SSIPP Framework: *undefined*

- **Integrated:** Students are seamlessly connected to information, resources, and services without being bounced around. Siloes are eliminated. (✓)
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- **Strategic:** Students are connected to the specific supports they need, when they need them, and in an effective and efficient delivery mode. (✓)
- **Sustained:** Students are supported throughout their full journey at an institution, particularly at key momentum points. (✓)

# Program/Unit Goals

## Improve Ratio of Support for Students

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### Program/Unit Goal

To improve the ratio of support faculty and staff for each individual student and comply with the ASCCC standard of 1:370.

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

Over the past three years efforts have been made to improve the number of faculty and staff who counsel, advise and support Norco College students. The number of full-time counselors has increased from 12 to 14. The number of educational advisors has increased from 5 to 8.

As of fall 2023, the student-to-college counselor ratio is 1320:1. The student-to-educational advisor ratio is 2311:1. Combined, the overall ratio of students-to- student services counseling and advisement is 840:1

### What are your plans (3-year) regarding this goal?

According to the ASCCC, the student-to-counselor/advisor ratio should be 370:1.

(see <https://asccc.org/resolutions/establish-title-5-regulations-counselor-student-ratios>)

The plan for this goal is to find resources, measures, and funding to bring the current ratio of 840:1 into compliance with the ratio approved by the ASCCC.

It is important to note that the ASCCC Title V recommendation specifically refers to counseling as counseling faculty who "are available to serve the broad needs of the general student population." However, for the purposes of this Program Review goal, the definition is being expanded to include both counseling faculty and educational advisors as both provide a valuable advisement service for students.

**Please add any relevant documents here.**

### Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2025 Objective 9.6 (Academic Senate):** Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

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## Career-focused Developmental Advising

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### Program/Unit Goal

## Program/Unit Goals

Drive academic advising through early, embedded, and effective career counseling.

### Goal Cycle

2024 - 2027

#### What are you doing now in support of this goal?

All full-time counselors have received training and professional development related to the Cognitive Information Processing theory of career development. This approach views career decision-making as a problem-solving exercise and guides students through the stages of goal setting and assessing values, understanding their skills, interests, and abilities, exploring careers, evaluating career options, declaring a career goal, and then making academic, financial, and employment-related plans to achieve that goal. The approach also includes opportunities to integrate external factors, address personal barriers, and prepare for future life transitions that may change career plans for the future. In the 2023-2024 year, the matriculation process was restructured to steer incoming students to meet with counselors as one of their first steps so that we could embed career development support much earlier in the student experience.

#### What are your plans (3-year) regarding this goal?

Within three years, we plan to fully expand professional development related to Cognitive Information Processing theory to all part-time counselors as well. In addition, we will continue to develop resources to support this effort, provide professional development opportunities, and work to embed this effective approach into GUI-47 and GUI-47A instructional content.

**Please add any relevant documents here.**

### Mapping

SSIPP Framework: *undefined*

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### Progress and Evidence

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#### Evidence Date

05/13/2024

#### What progress have you made toward this goal?

#### How do you measure your progress?

#### Discuss your evidence/results.

#### Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Data received from over 7,200 Holistic Student Support surveys has shown that 62% of incoming Norco College students are undecided on their career goal at entry, with 14% of students indicating that they have not considered any career or employment goals and 48% of students responding that they were still working on narrowing it down and had not yet made a decision.

#### Is there a resource request associated with this Goal?

Yes

**If yes, please provide a short description.**

## Program/Unit Goals

A commitment of ongoing funding to support full-time overload and part-time adjunct counseling hours is needed to effectively provide a multi-session career-focused developmental advising intervention to the thousands of incoming students who arrive undecided each year.

**Please add any relevant documents here.**

### Student Success Teams

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#### Program/Unit Goal

Engage all students regarding career and academic pathways using cross-functional teams.

#### Goal Cycle

2024 - 2027

#### What are you doing now in support of this goal?

Student Success Teams were (re)launched in Fall 2023 along with an expanded listing of academic “schools” and school-assigned counselors and educational advisors. These teams began to meet and focus on developing student engagement activities targeted to students in each pathway at each stage of the student journey (connection, entry, progress, completion, and transition). Various activities have been offered, usually during monthly “CAP hour” time periods, such as faculty meet-and-greets, alumni panels, guest speaking events from practicing professionals, and other academic and career focused events.

#### What are your plans (3-year) regarding this goal?

Within three years, we hope to institutionalize this service so we can continue to engage students throughout their journey. As we learn about student interest in various student engagement activities, we hope to provide more relevant programming with each passing semester. The goal is to record and publish this content for future student viewing and eventually offer content for each major. Currently, a large portion of the funding for these events comes from soft-funding sources, so the ability to sustain this programming is uncertain.

**Please add any relevant documents here.**

### Mapping

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### Progress and Evidence

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#### Evidence Date

05/13/2024

#### What progress have you made toward this goal?

#### How do you measure your progress?

## Program/Unit Goals

Discuss your evidence/results.

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

Research from the RP Group (Booth et al., 2013) suggests that structural supports, like Student Success Teams, allow students to maintain motivation to attain their goals, help students make decisions, and provide comprehensive supports which teach students how to succeed.

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

Several supports would be needed to institutionalize this effort, including a Director of Academic Advising and Student Success to coordinate the work, funding for Peer Advisors, additional Educational Advisors (with the goal of at least one per school), and funding to support the engagement activities, including funds for marketing, food, supplies, and guest speaker contracts / honorariums.

**Please add any relevant documents here.**

## Peer Advising

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### Program/Unit Goal

Employ a large force of Peer Advisors to facilitate college communications for all students.

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

A workforce varying from 7 – 14 Peer Advisors has been hired to connect with students at various stages of the student journey. While they do not have any formal access to the student records system, Peer Advisors help other students by teaching them about self-guided online services, providing general information to prospective and new students, screening student needs in reception environments, and making appropriate referrals to other support services.

### What are your plans (3-year) regarding this goal?

Within three years, expand Peer Advisor support to ensure that each of our eight schools includes Peer Advisors as part of their Student Success Teams to serve as knowledgeable points of contact, provide pathway-related peer mentoring, and facilitate communications to students about upcoming events, important dates and deadlines, and other relevant information.

**Please add any relevant documents here.**

## Mapping

SSIPP Framework: undefined

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## Progress and Evidence

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### Evidence Date

## Program/Unit Goals

05/13/2024

**What progress have you made toward this goal?**

**How do you measure your progress?**

**Discuss your evidence/results.**

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

Various research from the National Academic Advising Association (NACADA) and published in *Academic Advising Today* has shown that properly trained Peer Advisors can help encourage and connect other students during the career and major selection process, bridge the gap between professional advisors and students, and create more access points for students to be referred to supports related to their career, academic, and personal needs. See <https://nacada.ksu.edu/Resources/Clearinghouse/Peer-Advising.aspx> for more information.

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

Our Peer Advisor program has been supported through soft funds since 2021. Ongoing and committed funds for this initiative will be needed in the future to sustain the Peer Advising service. Also related is the request for a Director of Academic Advising and Student Success to supervise this workforce.

**Please add any relevant documents here.**

## Welcome Center

### Program/Unit Goal

Launch a fully-staffed Welcome Center service on the first floor of the SSV Building

### Goal Cycle

2024 - 2027

**What are you doing now in support of this goal?**

The Title V "PACES" Grant provided funding to purchase and install the furnishings needed to create a Welcome Center space for students during the Spring 2024 semester. The setup includes three student-use computer stations, a printer, and three staff workstations. In addition, upgrades were made to the public display screen and check-in software to ease the flow of traffic in that area.

**What are your plans (3-year) regarding this goal?**

Within three years, the plan is to have a fully functional Welcome Center service with complete staffing during all operational hours. Incoming students will be able to easily identify where to go for assistance with applying and onboarding to Norco College, and view the Welcome Center as a go-to location for support during the connection and entry phases of their journey.

**Please add any relevant documents here.**

## Mapping

SSIPP Framework: undefined

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# Program/Unit Goals

## Progress and Evidence

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### Evidence Date

05/13/2024

**What progress have you made toward this goal?**

**How do you measure your progress?**

**Discuss your evidence/results.**

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

A major goal of the Title V "PACES" Grant was to address systemic deficiencies by aligning key offices engaged in advisement and student onboarding, merging and integrating their information systems, and bringing the departments together. A 2016 study (Daugherty, Lindsay, William R. Johnston, and Tiffany Tsai, 2016) of four community college systems demonstrated that students able to access a one-stop shop for nonacademic wraparound services and financial support were significantly more likely to persist in college than their corresponding matched comparison group. Our goal is for the Welcome Center to serve as such a service.

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

Ongoing funding is needed to support Peer Advisors who help staff the Welcome Center, screen student needs, guide students through self-service technology, and connect/refer students to support services and resources.

**Please add any relevant documents here.**

## Guided Outreach and Onboarding

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### Program/Unit Goal

Coordinate with the local community to facilitate structured outreach experiences and a guided onboarding experience for prospective students.

### Goal Cycle

2024 - 2027

**What are you doing now in support of this goal?**

In the 2023-2024 year, Outreach Services facilitated more than 60 activities to help members of the community learn about Norco College and support their enrollment efforts. Outreach activities included attendance at college fairs and job fairs, presentations at high schools, on-campus orientations, campus tours, and participation in community events.

**What are your plans (3-year) regarding this goal?**

Within three years, we plan to expand Outreach Services to include application workshops, financial aid workshops, and to increase our regular presence on high school campuses. It is also a goal to centralize outreach-related communications with the community such that the public has a simpler procedure for arranging outreach activities with Norco College. This would involve establishing a single point of contact who serves as a liaison for outreach services, including for general students, CTE students, dual enrollment students, and students with disabilities.

**Please add any relevant documents here.**

## Mapping

Educational Master Plan (2020-2025): undefined

## Program/Unit Goals

- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)

SSIPP Framework: *undefined*

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### Progress and Evidence

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**What progress have you made toward this goal?**

**How do you measure your progress?**

**Discuss your evidence/results.**

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

Given that this is the first year of our revised outreach efforts, data collection efforts are just now getting underway. Thus far, we have tracked the number and type of outreach activities we have engaged in, and have compiled rosters of students who have attended on-campus high school visitation days. We have also sent out a variety of feedback surveys to both prospective students and our feeder school partners.

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

Ongoing funding needed to support Outreach Aides, Peer Advisors, and Educational Advisors to conduct a variety of outreach activities, including college tours, giving presentations regarding programs and services, developing community relationships and assisting in recruiting students from high schools.

**Please add any relevant documents here.**

## Building Transfer Capacity

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### Program/Unit Goal

Transition to a more holistic and integrated approach to supporting transfer that includes pathway navigation, support networks, university affordability, and school-life balance.

#### Goal Cycle

2024 - 2027

**What are you doing now in support of this goal?**

Currently, the Norco College Transfer Center aims to provide timely and accurate information about each stage of the transfer journey, from interest in transferring to post-application support. The Transfer Center also hosts Transfer Fairs, presents transfer-focused workshops, and arranges meetings with university representatives. Transfer counseling is provided through the Academic Counseling and Career Development Center.

**What are your plans (3-year) regarding this goal?**

Within three years, we plan to scale transfer support beyond assisting students with pathway navigation and develop services and resources in the areas of support networks (connecting students with alumni at their transfer schools and helping them connect with support programs at universities), university affordability (assisting students with calculating their total cost of college attendance and accessing financial resources),

## Program/Unit Goals

and school-life balance (ensuring that students receive help with negotiating work, family, and school responsibilities as they transfer and once they arrive at their transfer destination).

**Please add any relevant documents here.**

### Mapping

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### Progress and Evidence

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#### Evidence Date

05/13/2024

**What progress have you made toward this goal?**

**How do you measure your progress?**

**Discuss your evidence/results.**

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

The RP Group's "Through the Gate" study revealed that nearly 60,000 California community college students who demonstrate the determination and academic ability to transfer do not make it to university. Surveys and in-depth interviews with over 800 of these students across 31 California community colleges resulted in a holistic framework centered on the four essential factors included in our plan.

[https://rpgroup.org/Portals/0/Documents/Projects/ThroughtheGate/Through\\_the\\_Gate\\_Transfer\\_Study\\_Description\\_Aug2017.pdf](https://rpgroup.org/Portals/0/Documents/Projects/ThroughtheGate/Through_the_Gate_Transfer_Study_Description_Aug2017.pdf)

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

Additional support would be needed to expand transfer support, including additional Educational Advisors (with the goal of at least one per school) and a Director of Academic Advising and Student Success to implement strategies related to student success and transfer.

**Please add any relevant documents here.**

### Student Financial Stability

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#### Program/Unit Goal

Institutionalize college financial education programming to help students project their total costs of college and learn healthy financial habits related to saving, budgeting, and debt management.

## Program/Unit Goals

### Goal Cycle

2024 - 2027

#### What are you doing now in support of this goal?

The Financial Freedom program provides access to self-paced financial literacy software, regular finance workshops, and a financial resource website. This programming teaches students how to save money and create an emergency fund, build a monthly cash flow plan and monitor expenses, and avoid unnecessary debt. These services are currently funded through the college's Title V "PACES" Grant.

#### What are your plans (3-year) regarding this goal?

Within three years, we plan to have this service fully institutionalized and supported with the funding needed for software and staff. This would include restoring the financial coaching service that was originally part of the program instead of outsourcing financial coaching through external partnerships. It is also planned to expand the financial literacy content beyond just saving, budgeting, and debt management to also include information on student loans, tips for managing credit, understanding financial institutions, financial goal setting, and other topics of student interest.

**Please add any relevant documents here.**

### Mapping

SSIPP Framework: *undefined*

- **Personalized:** Each student receives the type and intensity of support appropriate to his or her unique and diverse needs. (✓)
- **Proactive:** Students are connected to supports at the first sign of trouble, not after a situation builds to a crisis point. (✓)
- **Strategic:** Students are connected to the specific supports they need, when they need them, and in an effective and efficient delivery mode. (✓)
- **Sustained:** Students are supported throughout their full journey at an institution, particularly at key momentum points. (✓)

### Progress and Evidence

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#### Evidence Date

05/13/2024

#### What progress have you made toward this goal?

#### How do you measure your progress?

#### Discuss your evidence/results.

#### Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Data received from over 7,200 Holistic Student Support surveys for incoming students has shown that 43% want to learn about scholarships and other college funding sources, 39% want to learn how to save money, 26% want to learn how to create a budget, 24% would like help with financial aid applications, 18% want to learn about building credit, and 15% want to learn about student loans. Altogether, 71% of incoming students are interested in one or more financial literacy topics.

#### Is there a resource request associated with this Goal?

Yes

#### If yes, please provide a short description.

To institutionalize this program, funding is needed for financial literacy software, Educational Advisors to provide financial coaching, and a Director to oversee the program.

**Please add any relevant documents here.**

## Program/Unit Goals

Over the review period, the DRC worked to integrate the SSIPP framework as a guide to office workflow, student support, and alignment with institutional priorities.

The Disability Resource Center (DRC) has sustained its commitment to providing individualized support for students with disabilities by expanding counseling availability and increasing opportunities for students to engage in the interactive accommodation process. Additional counseling hours and expanded evening appointments have been implemented to ensure continued and consistent access to services for both currently enrolled students and incoming high school students.

The DRC has strategically expanded service delivery to better meet student demand and improve accessibility. This includes increasing the number of personalized appointments available with classified professionals and offering appointments in multiple modalities, including both in-person and Zoom formats. These efforts allow the department to more effectively meet the diverse needs and schedules of students while ensuring equitable access to services.

The DRC strengthened collaboration with local K–12 partners through the development of a CCAP agreement outlining disability-related services for dual enrollment students. This partnership helps integrate disability support services across educational systems and ensures that high school students participating in college coursework are aware of and able to access DRC services. It also aligns with Norco College's Strategic goal of increasing access for our local K-12 partners. DRC counselors conduct regular outreach with local K–12 high school special education programs to strengthen coordination and support the transition from high school to college for students with disabilities. Through collaboration with special education teachers, transition specialists, and district partners, DRC counselors provide presentations, transition guidance, and information about disability services in higher education.

To address growing demand and anticipate future service needs, the DRC is moving forward with the hiring of a second DRC counselor. This additional position will expand the department's capacity to conduct intake appointments, support ongoing student engagement in the interactive accommodation process, and provide timely counseling support to students with disabilities. This proactive approach to providing the personnel needed to support DRC students is a reflection of both the college's commitment to accessibility and the department's demonstrated growth and need for expanded faculty counseling support.

The increase in counseling hours, expanded evening availability, and additional appointments with classified professionals have strengthened the DRC's ability to provide personalized and responsive services. These initiatives ensure that students have multiple opportunities to discuss their disability-related needs, review accommodations, and participate meaningfully in the interactive process that informs their support services. The DRC office provided 924 unique counseling contacts during the 2024-25 academic. The office is currently on pace to offer 1,154 unique counseling contacts during the 2025-26 academic year. This increase is a reflection of both increased DRC student enrollment, and an effort to strategically align counseling availability and appointment modality with student needs. The DRC also participated in the implementation of the VAR (Vision Aligned Reporting) framework to identify the most utilized services in the office. As VAR expands, we will continue to track this information and determine how to utilize this data to address the individualized needs of the students we serve.

Through these efforts, the DRC has strengthened its ability to provide responsive, student-centered services while ensuring students with disabilities have meaningful opportunities to engage in the interactive process that informs their accommodations and support services. We also continue to build strong relationships with our college partners (faculty, classified professionals, administrators) to ensure that accessibility remains an institutional priority.

### **How do you measure your progress?**

Our office utilized a number of measures, some of which are attached to this report: SARS reason code reports, service use tracking (SARS, SAM database, ACCESS database),

## Program/Unit Goals

### **Discuss your evidence/results.**

The attached reports demonstrate the increase in the number of students served, contacts made, and services utilized. The CCCC Datamart report for the 2025-26 academic year is incomplete as the year has not yet completed. However, using major term (Fall and Spring) data, there was an 18% increase in DRC student enrollment when comparing Fall 2025 and Fall 2026 (434 students vs 528 students). This increase reflects the proactive and integrated outreach to connect students with DRC services.

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

### **Is there a resource request associated with this Goal?**

Yes

### **If yes, please provide a short description.**

The purchase of assistive technology and other related disability-support platforms will allow the DRC office to better serve students, become more efficient in our service delivery, and tailor our services to the individualized needs of our students.

**Please add any relevant documents here.**

## Information/Publication Review

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**Please discuss any publications or published information that require regular updates for your area.**

The following are online publications that support counselor engagement with students for academic success:

<https://ccrc.tc.columbia.edu/publications/framework-advising-reform.html>

<https://www.communitycollegereview.com/blog/community-college-counseling-academic-and-personal-support>

<https://cacollegepathways.org/general-campus-support/>

<https://asccc.org/resolutions/establish-title-5-regulations-counselor-student-ratios>

<https://www.cccco.edu/About-Us/News-and-Media/Press-Releases/2023-ccc-advances-toward-student-success-goals>

<https://www.schoolcounselor.org/getmedia/a0565224-7cc7-4119-883a-2aa900e296b6/student-to-sc-ratios.pdf>

**Please add any relevant documents here.**

## Equity Related Professional Development Questions

### 1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

Holistic Student Support Implementation Network, Student Equity Inquiry Teams, career development training, financial literacy training, equity-related sessions at a variety of conferences.

Over the last several years, individual members and/or the entire Academic Counseling and Career Development Center (ACCDC) have participated in professional development through Flex trainings, conferences, workshops, and community training programs in multiple modalities such as in-person, online, and hybrid. These professional development trainings are listed below:

Flex Trainings: February 5, 2021

The ABC's of DRC: Best Practices in an Online Environment

Mentoring our Mustangs to Success

Bringing Anti-Racism to the Classroom, Part 1

Bringing Anti-Racism to the Classroom, Part 2

Equity in Practice, One Student at a Time: Emotional Support in Lives Marginalized Students

Basic Needs & The Care Network

Bringing Pride to the Classroom: Supporting and Affirming our LGTQ + Students

Flex Trainings: August 18, 2021

DRC Policies and Procedures

Flex Trainings: February 11, 2022

Becoming an Equity-Minded Practitioner

"The homeless crisis in Los Angeles, how can we affect change as educators?"

Mosaic Series RJTF Sawubona: Our Black and African American Students

Flex Trainings: August 17-19, 2022

Steps on the Path: Creating a Pro-Black Culture at Norco College

"Bearing Witness as an Act of Love, Resistance, Hope, and Healing"

"Reimagining Global Education in a Post-Pandemic World: A Study Abroad Guide for Faculty"

The California Association of Black School Educators (CABSE) Conference

Umoja Summer Learning Institute & Conference

Puente Conference: A National Model for Success

Transfer Conference for Counselors

National Career Development Conference (NCDC)

Holistic Student Support Implementation Network

Student Equity Team (SEP)

Racial Microaggressions

Guided Pathway implementation/Schools

Financial Literacy Training

### 2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

Through multiple professional development opportunities, individual members and/or the entire Academic Counseling and Career Development Center (ACCDC), have grown in our instructional pedagogy and counseling and advising. Which has enhanced our preparedness of teaching Men of Color, exploring microaggressions, identifying and dismantling inequitable practices, reviewing equity related practices, improving career development, exploring equitable course offerings (online vs in-person), and becoming more accessible to our student population.

Locally there is very limited data, outside of guidance classroom presentations. The following learning outcomes are derived from Nuventive based on the questions below:

## Equity

SLO - 1 If Andrew is taking 12 units during Spring semester, how many hours a week should he be studying? 92.2%  
SLO - 2 True or False: You apply for transfer a year before? 90.1%

Mastery by Race/Ethnicity listed below:

African-American - 95.2 %

Asian - 92.9%

Filipino - 90%

Hispanic - 91.6 %

Pacific Islander - 80 %

White - 90.8 %

Based on the data above on race/ethnicity, it suggests that the ACCDC has shown mastery in both SLOs. Further data and/or data points are needed to continue to evaluate the skills/techniques that are gained from professional development that helps our diverse student population.

### **3. What additional equity-related professional development/trainings do you seek to better support your area?**

Based on the enrollment data, the spring-term unduplicated headcount continues to grow with an increase of 6.3%. With our steady enrollment growth post covid-19, our student population is steadily increasing and Norco has achieved 101.2% full-time equivalent (FTES) as of March 25, 2024. The steady growth means the entire Academic Counseling and Career Development Center (ACCDC) will need to continue professional development in all areas (academic, postsecondary, and social emotional development) to serve our diverse population. Which would include but are not limited to counseling and advisement, pedagogy improvement, Guided Pathway implementation, career counseling, equity related practices, student needs assessment, improving transfer and retention, financial literacy training/implementation, participation in FLEX events, and CORA implicit bias/microaggression training. Like most of our professional development opportunities, individual and/or entire ACCDC team will attend the growth opportunities as financially fiscal.

**Please add any relevant documents here.**

# Assessment

## Holistic Student Support Surveys

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### Continuous Improvement Goal

Scale holistic student support process to all students.

### Area/Program

Academic Counseling and Career Development

### SSIPP Framework

Strategic

### Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 11.2 (Student Services and Planning and Development):** Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle (“from recruitment to alumni”) (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

SSIPP Framework: *undefined*

- **Integrated:** Students are seamlessly connected to information, resources, and services without being bounced around. Siloes are eliminated. (✓)
- **Personalized:** Each student receives the type and intensity of support appropriate to his or her unique and diverse needs. (✓)
- **Proactive:** Students are connected to supports at the first sign of trouble, not after a situation builds to a crisis point. (✓)
- **Strategic:** Students are connected to the specific supports they need, when they need them, and in an effective and efficient delivery mode. (✓)
- **Sustained:** Students are supported throughout their full journey at an institution, particularly at key momentum points. (✓)

# Assessment

## Assessment Method

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### How do you plan to assess this Continuous Improvement Goal?

Measurement of the number and percentage of continuing students who complete a holistic student support survey.

#### Method used to assess:

Qualitative (Observation, summary of status, etc.)

#### Author

undefined

#### Date

Please add any supporting documents here:

## Student Success Teams To Support Individual Students

---

### Continuous Improvement Goal

To continue to increase support for individual students in GP Schools by providing dedicated counseling and advising services.

#### Area/Program

#### SSIPP Framework

Strategic

#### Mapping

SSIPP Framework: *undefined*

- **Personalized:** Each student receives the type and intensity of support appropriate to his or her unique and diverse needs. (✓)
- **Strategic:** Students are connected to the specific supports they need, when they need them, and in an effective and efficient delivery mode. (✓)
- **Sustained:** Students are supported throughout their full journey at an institution, particularly at key momentum points. (✓)

## Assessment Method

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### How do you plan to assess this Continuous Improvement Goal?

Review data available on the number of times that a counselor or advisor is assisting someone who is part of their assigned program or School

#### Method used to assess:

Quantitative (Survey, count, measure, etc.)

#### Author

undefined

#### Date

Please add any supporting documents here:

# Assessment

## Career-focused Developmental Advising

---

### Continuous Improvement Goal

Drive academic advising through early, embedded, and effective career counseling.

### Area/Program

Academic Counseling and Career Development

### SSIPP Framework

Strategic

### Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 11.1 (Student Services):** Design intuitive and simple student onboarding system (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)
- **2025 Objective 2.3 (Academic Affairs):** Decrease AA degree unit accumulation from 88 to 74 total units on average (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 5.1- KPI 13 (Student Services):** Increase the median annual earnings of all students (✓)
- **2025 Objective 5.2 - KPI 14 (Academic Affairs):** Increase percent of CTE students employed in their field of study by 3% annually (✓)
- **2025 Objective 5.3 - KPI 15 (Student Services):** Increase percent of all students who attain a livable wage by 5% annually (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

SSIPP Framework: undefined

- **Personalized:** Each student receives the type and intensity of support appropriate to his or her unique and diverse needs. (✓)
- **Proactive:** Students are connected to supports at the first sign of trouble, not after a situation builds to a crisis point. (✓)
- **Strategic:** Students are connected to the specific supports they need, when they need them, and in an effective and efficient delivery mode. (✓)
- **Sustained:** Students are supported throughout their full journey at an institution, particularly at key momentum points. (✓)

### Assessment Method

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How do you plan to assess this Continuous Improvement Goal?

## Assessment

Measurement of the number and percentage of incoming students who receive career counseling and create a comprehensive education plan.

**Method used to assess:**

Quantitative (Survey, count, measure, etc.)

**Author**

undefined

**Date**

Please add any supporting documents here:

### Student Success Teams

---

**Continuous Improvement Goal**

Engage all students regarding career and academic pathways using cross-functional teams.

**Area/Program**

Academic Counseling and Career Development

**SSIPP Framework**

Integrated

**Mapping**

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)
- **2025 Objective 2.3 (Academic Affairs):** Decrease AA degree unit accumulation from 88 to 74 total units on average (✓)
- **2025 Objective 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 5.1 - KPI 13 (Student Services):** Increase the median annual earnings of all students (✓)
- **2025 Objective 5.2 - KPI 14 (Academic Affairs):** Increase percent of CTE students employed in their field of study by 3% annually (✓)
- **2025 Objective 5.3 - KPI 15 (Student Services):** Increase percent of all students who attain a livable wage by 5% annually (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

## Assessment

- **2030 Goal 6: (Community Partnerships)** : Pursue, develop, & sustain collaborative partnerships (✓)

SSIPP Framework: *undefined*

- **Integrated:** Students are seamlessly connected to information, resources, and services without being bounced around. Siloes are eliminated. (✓)
- **Personalized:** Each student receives the type and intensity of support appropriate to his or her unique and diverse needs. (✓)
- **Proactive:** Students are connected to supports at the first sign of trouble, not after a situation builds to a crisis point. (✓)
- **Strategic:** Students are connected to the specific supports they need, when they need them, and in an effective and efficient delivery mode. (✓)
- **Sustained:** Students are supported throughout their full journey at an institution, particularly at key momentum points. (✓)

### Assessment Method

---

#### How do you plan to assess this Continuous Improvement Goal?

Measurement of the number and percentage of students by school who participate in student engagement activities and events.

#### Method used to assess:

Quantitative (Survey, count, measure, etc.)

#### Author

undefined

#### Date

Please add any supporting documents here:

## Peer Advising

---

### Continuous Improvement Goal

Employ a large force of Peer Advisors to facilitate college communications for all students.

### Area/Program

Academic Counseling and Career Development

### SSIPP Framework

Proactive

### Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 11.1 (Student Services):** Design intuitive and simple student onboarding system (✓)
- **2025 Objective 2.6 (Student Services):** Increase percent of students who receive financial aid from 73% to 81% (✓)
- **2025 Objective 6.6 (Student Services):** Develop regional outreach and recruitment systems (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)

## Assessment

- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)

SSIPP Framework: *undefined*

- **Personalized:** Each student receives the type and intensity of support appropriate to his or her unique and diverse needs. (✓)
- **Proactive:** Students are connected to supports at the first sign of trouble, not after a situation builds to a crisis point. (✓)
- **Strategic:** Students are connected to the specific supports they need, when they need them, and in an effective and efficient delivery mode. (✓)
- **Sustained:** Students are supported throughout their full journey at an institution, particularly at key momentum points. (✓)

### Assessment Method

---

#### How do you plan to assess this Continuous Improvement Goal?

Measurement of the number of in-person activities Peer Advisors participate in and the number of students who are contacted by Peer Advisors by either text, e-mail, or phone calls.

#### Method used to assess:

Quantitative (Survey, count, measure, etc.)

#### Author

undefined

#### Date

Please add any supporting documents here:

## Welcome Center

---

### Continuous Improvement Goal

Launch a fully-staffed Welcome Center service on the first floor of the SSV Building.

### Area/Program

Academic Counseling and Career Development

### SSIPP Framework

Personalized

### Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 11.1 (Student Services):** Design intuitive and simple student onboarding system (✓)
- **2025 Objective 2.6 (Student Services):** Increase percent of students who receive financial aid from 73% to 81% (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)

## Assessment

- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 6.6 (Student Services):** Develop regional outreach and recruitment systems (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)

### SSIPP Framework: *undefined*

- **Integrated:** Students are seamlessly connected to information, resources, and services without being bounced around. Siloes are eliminated. (✓)
- **Personalized:** Each student receives the type and intensity of support appropriate to his or her unique and diverse needs. (✓)
- **Proactive:** Students are connected to supports at the first sign of trouble, not after a situation builds to a crisis point. (✓)

### Assessment Method

---

#### How do you plan to assess this Continuous Improvement Goal?

Observation of the Welcome Center being fully staffed throughout all operational hours.

#### Method used to assess:

Qualitative (Observation, summary of status, etc.)

#### Author

undefined

#### Date

Please add any supporting documents here:

## Guided Outreach and Onboarding

---

### Continuous Improvement Goal

Coordinate with the local community to facilitate structured outreach experiences and a guided onboarding experience for prospective students.

#### Area/Program

Academic Counseling and Career Development

#### SSIPP Framework

Proactive

#### Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)

## Assessment

- **2025 Objective 11.1 (Student Services):** Design intuitive and simple student onboarding system (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2025 Objective 6.6 (Student Services):** Develop regional outreach and recruitment systems (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

SSIPP Framework: *undefined*

- **Personalized:** Each student receives the type and intensity of support appropriate to his or her unique and diverse needs. (✓)
- **Proactive:** Students are connected to supports at the first sign of trouble, not after a situation builds to a crisis point. (✓)

### Assessment Method

---

#### How do you plan to assess this Continuous Improvement Goal?

Measurement of the number of outreach activities attended and facilitated annually. Measurement of the number of communications conducted with prospective students.

#### Method used to assess:

Quantitative (Survey, count, measure, etc.)

#### Author

undefined

#### Date

Please add any supporting documents here:

## Building Transfer Capacity

---

### Continuous Improvement Goal

Transition to a more holistic and integrated approach to supporting transfer that includes pathway navigation, support networks, university affordability, and school-life balance.

### Area/Program

Academic Counseling and Career Development

### SSIPP Framework

Strategic

### Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)

## Assessment

- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

### SSIPP Framework: undefined

- **Integrated:** Students are seamlessly connected to information, resources, and services without being bounced around. Siloes are eliminated. (✓)
- **Personalized:** Each student receives the type and intensity of support appropriate to his or her unique and diverse needs. (✓)
- **Proactive:** Students are connected to supports at the first sign of trouble, not after a situation builds to a crisis point. (✓)
- **Strategic:** Students are connected to the specific supports they need, when they need them, and in an effective and efficient delivery mode. (✓)
- **Sustained:** Students are supported throughout their full journey at an institution, particularly at key momentum points. (✓)

### Assessment Method

---

#### How do you plan to assess this Continuous Improvement Goal?

Measurement of the number of students who receive transfer support in each of the four categories related to pathway navigation, support networks, university affordability, and school-life balance.

#### Method used to assess:

Quantitative (Survey, count, measure, etc.)

#### Author

undefined

#### Date

Please add any supporting documents here:

## Student Financial Stability

---

### Continuous Improvement Goal

Institutionalize college financial education programming to help students project their total costs of college and learn healthy financial habits related to saving, budgeting, and debt management.

#### Area/Program

Academic Counseling and Career Development

#### SSIPP Framework

Sustained

#### Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)

## Assessment

- **2025 Objective 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2025 Objective 2.6 (Student Services):** Increase percent of students who receive financial aid from 73% to 81% (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 5.1- KPI 13 (Student Services):** Increase the median annual earnings of all students (✓)
- **2025 Objective 5.2 - KPI 14 (Academic Affairs):** Increase percent of CTE students employed in their field of study by 3% annually (✓)
- **2025 Objective 5.3 - KPI 15 (Student Services):** Increase percent of all students who attain a livable wage by 5% annually (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

### SSIPP Framework: *undefined*

- **Personalized:** Each student receives the type and intensity of support appropriate to his or her unique and diverse needs. (✓)
- **Proactive:** Students are connected to supports at the first sign of trouble, not after a situation builds to a crisis point. (✓)
- **Strategic:** Students are connected to the specific supports they need, when they need them, and in an effective and efficient delivery mode. (✓)
- **Sustained:** Students are supported throughout their full journey at an institution, particularly at key momentum points. (✓)

### Assessment Method

---

#### How do you plan to assess this Continuous Improvement Goal?

Measurement of the number and percentage of students who receive financial coaching related to their academic goals and attend college finance workshops / webinars.

#### Method used to assess:

Quantitative (Survey, count, measure, etc.)

#### Author

undefined

#### Date

Please add any supporting documents here:

# Assessment

# Resource Requests

## Computer Resources for General Counseling

---

### Resource Year

2024 - 2027

### What resources do we already have?

Unlike the majority of faculty at Norco College, counseling faculty offices are often a shared space between the full-time faculty member and adjunct counseling faculty who provide additional support for students. While each office has a dedicated workstation, the new configuration provided by the college is a docking station with attached laptop computer. While convenient for full-time faculty who wish to travel with their laptop, perhaps to work remotely, the office is unusable once the laptop is removed.

### What resources do you need?

We are requesting at least three extra laptop units which are compatible with the office docking stations.

### \$ Amount Requested

### Resource Type

ITEM: Equipment, Services, Software, Furniture

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Student Services, Goal 7, Objective 7.6 Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.

### This request for my area is Priority #:

1

### Is this request

New

### For Administrative Use Only

### Funding Status

Completed/Funded

### Notes

One computer funded via year-end GF dollars at the end of 2023-2024. Rationale: With the move to laptop docking stations, when FT faculty telework, they take their laptops with them. This leaves the counseling office without a computer for adjunct users.

s updated to Done- 250730

### Council Ranking

1

### Mapping

Student Services: Advising and Counseling: *undefined*

- **Improve Ratio of Support for Students:** To improve the ratio of support faculty and staff for each individual student and comply with the ASCCC standard of 1:370. (✓)

### For Administrative Use Only

---

### For Administrative Use Only

7/2/2024

### Funding Status

In Progress

### Notes

# Resource Requests

## Council Ranking

### Director, Academic Advising and Student Success

---

#### Resource Year

2024 - 2027

#### What resources do we already have?

Program Manager, Title V Grant (ending in 2024-2025 year)

#### What resources do you need?

1 Director, Academic Advising and Student Success

#### \$ Amount Requested

205,830

#### Resource Type

STAFF: Classified Professional, Confidential, Mgr

#### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This is a request to hire a Director, Academic Advising and Student Success. This position aligns with multiple EMP goals related to implementing Guided Pathways, expanding college access, closing equity gaps, sustaining community partnerships, and expanding the Norco College workforce to support a structure that ensures student success. This position would be responsible for the administrative direction and oversight for all functions and activities of Student Success Teams, including educational advising, workshops, career and transfer assistance, onboarding, and intervention programs needed to enhance student persistence and success. In particular, this position would be responsible for ensuring the delivery of high-quality services related to the implementation of Guided Pathways. Associated activities include coordinating a holistic student support process, embedding career and transfer programming into the student journey, as well as making sure students are connected with resources and supports related to physical and mental health, financial stability, and support networks. This request aligns with our Program Unit Goals related to Peer Advising, Holistic Student Support, Student Success Teams, Building Transfer Capacity, and Financial Education.

#### This request for my area is Priority #:

3

#### Is this request

Revised

#### For Administrative Use Only

#### Funding Status

In Progress

#### Notes

To support implementation of Federal Title V grant Enchale Grant (Title V)-Funded Title V (250730)

#### Council Ranking

4

#### Mapping

Student Services: Advising and Counseling: undefined

- **Student Success Teams:** Engage all students regarding career and academic pathways using cross-functional teams. (✓)
- **Building Transfer Capacity:** Transition to a more holistic and integrated approach to supporting transfer that includes pathway navigation, support networks, university affordability, and school-life balance. (✓)
- **Improve Ratio of Support for Students:** To improve the ratio of support faculty and staff for each individual student and comply with the ASCCC standard of 1:370. (✓)

## Resource Requests

- **Peer Advising:** Employ a large force of Peer Advisors to facilitate college communications for all students. (✓)
- **Strategic - Holistic Student Support Surveys:** Scale holistic student support process to all students. (✓)
- **Student Financial Stability:** Institutionalize college financial education programming to help students project their total costs of college and learn healthy financial habits related to saving, budgeting, and debt management. (✓)

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)

### Employment Placement Coordinator

---

#### Resource Year

2024 - 2027

#### What resources do we already have?

1 FT grant-funded Employment Placement Coordinator for CTE students

#### What resources do you need?

1 FT Employment Placement Coordinator for general students

#### \$ Amount Requested

132,855

#### Resource Type

STAFF: Classified Professional, Confidential, Mgr

#### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This is a request to hire an Employment Placement Coordinator to serve the general student population. For the past three years, the top student need reported by incoming students (14%+) has been employment support. It is our understanding that students request this support for three primary reasons: (1) finding their first job so they can earn income and finance their time in college, (2) finding a different job that works better with their school schedule or increases their hourly wage so they can work fewer hours, and (3) getting work experience in their chosen field of study so they can enhance their career development and prepare to enter the workforce full-time after college. Currently, this support for students and efforts to partner with local employers are limited to students and programs in Career Education. This request is to create an employment support service for general students and aligns with our Program Unit Goals related to Holistic Student Supports, Student Financial Stability, and Support Networks.

#### This request for my area is Priority #:

1

#### Is this request

Revised

#### For Administrative Use Only

#### Funding Status

No Action-Insufficient funding

#### Notes

High priority and need from Holistic Student Survey. September 2024: update to employment services plan involving CTE Employment Placement Coordinator

#### Council Ranking

9

#### Mapping

## Resource Requests

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 5.1- KPI 13 (Student Services):** Increase the median annual earnings of all students (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)

Student Services: Advising and Counseling: *undefined*

- **Strategic - Holistic Student Support Surveys:** Scale holistic student support process to all students. (✓)
- **Student Financial Stability:** Institutionalize college financial education programming to help students project their total costs of college and learn healthy financial habits related to saving, budgeting, and debt management. (✓)

### Peer Advisors

---

#### Resource Year

2024 - 2027

#### What resources do we already have?

10 Federal Work-Study funded Peer Advisors (~\$50,000 annually)

#### What resources do you need?

Funding to support a team of 5 department-funded Peer Advisors

#### \$ Amount Requested

50,000

#### Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

#### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

The Norco College Peer Advising model is based on recommendations from the National Academic Advising Association (NACADA, <https://nacada.ksu.edu/Resources/Clearinghouse/Peer-Advising.aspx>). Peer Advisors communicate with students in-person, online, over the phone, via text, and through Live Chat to provide assistance and answer general questions. They serve as college representatives at local schools, community sites, and at on-campus information booths to provide general information about Norco College programs and services. Peer Advisors also provide on-campus tours to new and prospective students, and assist incoming college students with their transition to college, including support with the college application and related onboarding processes. This effort aligns with our Program Unit Goals related to Peer Advising, Welcome Center, Guided Outreach and Onboarding, and Student Success Teams.

#### This request for my area is Priority #:

5

#### Is this request

New

#### For Administrative Use Only

#### Funding Status

No longer needed

#### Notes

Currently funded and supported with one-time grant funds. Omit moved to other unit.

#### Council Ranking

8

N/A

#### Mapping

Student Services: Advising and Counseling: *undefined*

## Resource Requests

- **Student Success Teams:** Engage all students regarding career and academic pathways using cross-functional teams. (✓)
- **Guided Outreach and Onboarding:** Coordinate with the local community to facilitate structured outreach experiences and a guided onboarding experience for prospective students. (✓)
- **Peer Advising:** Employ a large force of Peer Advisors to facilitate college communications for all students. (✓)
- **Welcome Center:** Launch a fully-staffed Welcome Center service on the first floor of the SSV Building (✓)

### Outreach Aides

---

#### Resource Year

2024 - 2027

#### What resources do we already have?

Funding for about 1 Outreach Aide for 6 hours per week

#### What resources do you need?

Supplemental funding to support 2 Outreach Aides working 10-15 hours per week

#### \$ Amount Requested

20,000

#### Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

#### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

In the 2023-2024 year, Outreach Services attended or hosted more than 55 activities and events. Various classified professionals and faculty supported these events where workshops and presentations were required, but most activities involved basic tabling or campus tours, services that are also within the job descriptions of student employees. This request is to establish an annual funding base for two Outreach Aide student employees who can primarily serve to provide weekly campus tours, regular information tabling at local high schools and community sites, and support activities and events coordinated through Outreach Services. This effort aligns with our Program Unit Goal related to Guided Outreach and Onboarding.

#### This request for my area is Priority #:

6

#### Is this request

New

#### For Administrative Use Only

#### Funding Status

No Action-Insufficient funding

#### Notes

Currently funded and supported with one-time grant funds.

#### Council Ranking

7

#### Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Student Services: Advising and Counseling: *undefined*

- **Guided Outreach and Onboarding:** Coordinate with the local community to facilitate structured outreach

# Resource Requests

experiences and a guided onboarding experience for prospective students. (✓)

## Educational Advisors

---

### Resource Year

2024 - 2027

### What resources do we already have?

5 FT Educational Advisors, but none are 100% general-funded

### What resources do you need?

3 Educational Advisors

### \$ Amount Requested

143,169

### Resource Type

STAFF: Classified Professional, Confidential, Mgr

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Educational Advisors provide a wide variety of advising support throughout the student journey. At the connection phase, their efforts include outreach, recruitment from high schools, college tours, administering assessment tests, and assisting with the enrollment application. At the entry phase, their duties include providing information about programs, referring and connecting students to college support services, leading students toward the development of an education plan with a counselor, and serving students throughout the matriculation process. At the progress phase, they collaborate with counseling faculty to implement student success workshops and assist students with study skills and student success strategies. At the completion/transition phase, they connect students with university representatives and transfer counselors, coordinate efforts with transfer institutions, and provide information regarding CSU, UC, and private universities. Under the current school-based advising model, three additional Educational Advisors would be needed to be able to dedicate one Educational Advisor to each of the college's eight schools. This effort aligns with our Program Unit Goals related to Guided Outreach and Onboarding, Holistic Student Supports, Student Success Teams, and Building Transfer Capacity.

### This request for my area is Priority #:

7

### Is this request

Revised

### For Administrative Use Only

### Funding Status

Completed/Funded

### Notes

To support expansion to 8 schools and the Standard of Care. Funded Standard of Care

### Council Ranking

6

### Mapping

Student Services: Advising and Counseling: undefined

- **Student Success Teams:** Engage all students regarding career and academic pathways using cross-functional teams. (✓)
- **Building Transfer Capacity:** Transition to a more holistic and integrated approach to supporting transfer that includes pathway navigation, support networks, university affordability, and school-life balance. (✓)
- **Guided Outreach and Onboarding:** Coordinate with the local community to facilitate structured outreach experiences and a guided onboarding experience for prospective students. (✓)

## Resource Requests

- **Strategic - Holistic Student Support Surveys:** Scale holistic student support process to all students. (✓)

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

### Mentor Platform

#### Resource Year

2024 - 2027

#### What resources do we already have?

License for the Xinspire mentoring/networking platform (ending in 2024-2025 year)

#### What resources do you need?

Ongoing funding to support the license for the Xinspire mentoring/networking platform.

#### \$ Amount Requested

15,000

#### Resource Type

ITEM: Equipment, Services, Software, Furniture

#### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

The Norco College Success Network is an effort to engage all students in an active online network while focusing on new student development and communication. Our networking software, Xinspire, allows students to establish a local network of pre-vetted peers, alumni, staff, faculty, and employers. The software involves online discussion boards, information feeds, mentoring groups, an event calendar, and video chat capability. "Mentees" in the system can search for people within the network who have knowledge and experience related to their career and academic goals and who are willing to spend some time providing information and guidance. "Mentors" in the system build relationships with students/mentees to guide them on a journey of self-reliance, successful graduation, and transfer to a four-year institution or job placement. Studies have shown that community college students who integrate both academically and socially at a college are more likely to build an attachment to the institution and persist to the second year. This effort aligns with our Program Unit Goals related to Support Networks and Student Success Teams.

#### This request for my area is Priority #:

8

#### Is this request

Revised

#### For Administrative Use Only

#### Funding Status

No longer needed

#### Notes

This can be funded utilizing grant funding (PACES and Echale Ganas) through February 2030- Funded identified through 2030

#### Council Ranking

5

#### Mapping

Student Services: Advising and Counseling: *undefined*

- **Student Success Teams:** Engage all students regarding career and academic pathways using cross-functional teams. (✓)

Educational Master Plan (2020-2025): *undefined*

## Resource Requests

- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

### Overload and Adjunct Counselor Funding

---

#### Resource Year

2024 - 2027

#### What resources do we already have?

Funding for about 2,500 hours (about \$370,000).

#### What resources do you need?

Committed annual funding for overload and adjunct counseling (1439 object code) to sustain at least 5,500 hours (about \$800,000).

#### \$ Amount Requested

430,000

#### Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

#### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Counseling services are critical to the development and success of college students. Title 5 51018 requires that community colleges provide counseling services that consist of academic counseling, career counseling, personal counseling, and coordinate with the counseling aspects of specialized programs such as those providing disability services, financial assistance, and job placement. In addition, Title 5 55524 and 55530 require that students be afforded the opportunity to develop a comprehensive education plan with a counselor and that they be required to do so after they complete 15 semester units. To meet the capacity requirements to meet the demand created by the above services, approximately 3,000 more counseling hours would be needed annually beyond the currently established general fund budget. This effort aligns with our Program Unit Goals related to Guided Outreach and Onboarding, Holistic Student Supports, Student Financial Stability, Student Success Teams, Building Transfer Capacity, and Support Networks.

#### This request for my area is Priority #:

2

#### Is this request

New

#### For Administrative Use Only

#### Funding Status

No Action-Insufficient funding

#### Notes

To ensure counseling support throughout the academic year in alignment with the Standard of Care.

#### Council Ranking

2

#### Mapping

Student Services: Advising and Counseling: *undefined*

- **Student Success Teams:** Engage all students regarding career and academic pathways using cross-functional teams. (✓)
- **Building Transfer Capacity:** Transition to a more holistic and integrated approach to supporting transfer that includes pathway navigation, support networks, university affordability, and school-life balance. (✓)
- **Guided Outreach and Onboarding:** Coordinate with the local community to facilitate structured outreach experiences and a guided onboarding experience for prospective students. (✓)

## Resource Requests

- **Student Financial Stability:** Institutionalize college financial education programming to help students project their total costs of college and learn healthy financial habits related to saving, budgeting, and debt management. (✓)

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 2.7 (Academic Affairs):** Increase number of students who complete transfer level math and English by 20% per year (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)

## Student Engagement Activities

### Resource Year

2024 - 2027

### What resources do we already have?

Funding from the Title V "PACES" Grant (ending in 2024-2025 year)

### What resources do you need?

Funding to support ongoing student engagement activities.

### \$ Amount Requested

28,000

### Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Although many students enter programs internally motivated to succeed and achieve their goals, research indicates that there are several significant factors that can impact student success (Booth et al., 2013; Burns, 2010). Structural supports, like Student Success Teams, allow students to maintain motivation to attain their goals, help students make decisions, and provide comprehensive supports which teach students how to succeed (Booth et al., 2013). The collaboration of Student Success Teams and the resulting presentation of student engagement activities is intended to ensure that each student has a system of support to address the core challenges to their success and help them make progress toward their career and academic goals. As piloted in the 2023-2024 year, student engagement activities are structured as interventions at the various stages of the student journey – connection, entry, progress, and completion/transition – and can consist of activities such as faculty meet-and-greets, demonstrations of student work, guest speakers, alumni panels, and other engaging interactions. This request is for funding to sustain student engagement activities for each school necessary to cover guest speaker contracts, printing costs, food expenses, and supplies. This effort aligns with our Program Unit Goal related to Student Success Teams.

### This request for my area is Priority #:

4

### Is this request

New

### For Administrative Use Only

### Funding Status

No Action-Insufficient funding

### Notes

Requesting \$16,000 annually for practicing professional guest speakers and \$12,000 annually for copying/printing, food/refreshments, and other related costs for student events aligned with CAPs.

### Council Ranking

3

# Resource Requests

## Mapping

Student Services: Advising and Counseling: undefined

- **Student Success Teams:** Engage all students regarding career and academic pathways using cross-functional teams. (✓)

## DRC Educational Advisor

---

### Resource Year

2024 - 2027

### What resources do we already have?

No resource/vacancy in this area.

### What resources do you need?

A team member to support the case management meetings with DRC students.

### \$ Amount Requested

170,000

### Resource Type

STAFF: Classified Professional, Confidential, Mgr

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

**This request for my area is Priority #:**

4

**Is this request**

## For Administrative Use Only

### Funding Status

No longer needed

### Notes

To support growth in the DRC, Counseling/Advising services and Standard of Care. Area moved.

### Council Ranking

7

## Mapping

Planning and Development: Special Programs: undefined

- **Integrated- Cross collaboration with special programs to eliminate duplication of SEPs:** Eliminate the number of SEPs students complete when enrolled across multiple programs (✓)
- **Personalized-assessment of disability related needs on a case-by-case basis. :** Ensure DRC students are receiving services relevant to their individual disability-related needs and have the opportunity to engage in interactive processes when these needs are assessed. (✓)
- **Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.:** Through multiple touchpoints with students, offer early interventions, connections to other support services and a shared case management approach using SARS. (✓)
- **Strategic- Collect Student Needs Data across Special Programs:** Assess the academic and holistic needs of students across special programs to develop target areas of service priorities. (✓)
- **Sustained- Provide ongoing intrusive support services via shared software.:** Utilize shared software to communicate across programs in support of mutual students to monitor progress, early alerts and strategies to eliminate barriers to success. (✓)

# Resource Requests

## Disability Specialist

---

### Resource Year

2024 - 2027

### What resources do we already have?

1 Disability Specialist

### What resources do you need?

1 additional Disability Specialist. These classified professionals are tasked with the majority of duties related to providing students with their approved services.

### \$ Amount Requested

115,000

### Resource Type

STAFF: Classified Professional, Confidential, Mgr

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

As Disability Resource Center enrollment grows, an additional Disability Specialist is needed in order to facilitate the mandated accommodation services. From Fall 2022 to Fall 2023, our enrollment grew by 11% (40 students), each with unique needs. Based on this trend, our overall enrollment for 2023-2024 should exceed 600 students. Given the unique course-taking patterns and individualized needs of students, one disability specialist (our current staffing) is not sufficient to meet these needs. Beyond ensuring the college meets its legal obligations in a timely manner, this goal also supports the following EMP goals: 3: Equity (close all student equity gaps), 7.6: Build and support student services to foster student engagement, wellness and success, 7.7: build and support academic support services to improve student success,

### This request for my area is Priority #:

2

### Is this request

New

### For Administrative Use Only

### Funding Status

Completed/Funded

### Notes

To support growth in the DRC and ensure timely implementation of Accommodations.

### Council Ranking

8

### Mapping

#### Planning and Development: Special Programs: undefined

- **Personalized-assessment of disability related needs on a case-by-case basis.** : Ensure DRC students are receiving services relevant to their individual disability-related needs and have the opportunity to engage in interactive processes when these needs are assessed. (✓)
- **Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.**: Through multiple touchpoints with students, offer early interventions, connections to other support services and a shared case management approach using SARS. (✓)
- **Strategic- Collect Student Needs Data across Special Programs:** Assess the academic and holistic needs of students across special programs to develop target areas of service priorities. (✓)
- **Sustained- Provide ongoing intrusive support services via shared software.**: Utilize shared software to communicate across programs in support of mutual students to monitor progress, early alerts and strategies

## Resource Requests

to eliminate barriers to success. (✓)

### SAM Database Management License (for DRC)

---

#### Resource Year

2024 - 2027

#### What resources do we already have?

We currently have a license to the database management system but are requesting funds to extend our current license.

#### What resources do you need?

15000 for a 3 year license

#### \$ Amount Requested

15,000

#### Resource Type

ITEM: Technology

#### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Access to this license allows our office to streamline workflow processes, meet statewide requirements for DSPS reporting, and provide a secure location to maintain disability records and contact logs. This request is in line with the following EMP goals: 7.6, 7.7 and 8.1

#### This request for my area is Priority #:

4

#### Is this request

Revised

#### For Administrative Use Only

#### Funding Status

No Action-Insufficient funding

#### Notes

not needed if only DRC using and funded

#### Council Ranking

3

#### For Administrative Use Only

---

#### For Administrative Use Only

7/2/2024

#### Funding Status

In Progress

#### Notes

#### Council Ranking

### Part-time interpreter

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#### Resource Year

2025 Update

## Resource Requests

### What resources do we already have?

1 interpreter coordinator, and currently utilizing pool of 40 hour interpreters and various interpreter agencies to cover needs of students. These costs are absorbed partially from our DHH allocation from the state. This allocation is not sufficient enough to cover the full costs of these services/employees so the college has contributed funds each year to cover excess costs.

### What resources do you need?

4 part-time sign language interpreters

### \$ Amount Requested

200,000

### Resource Type

STAFF: Classified Professional, Confidential, Mgr

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Objective 7.6 of the EMP speaks about our commitment to build and support student services to foster student engagement, wellness and success. This request also aligns with our overall program goal to provide reasonable academic adjustments to qualified students with disabilities, in accordance with applicable state and federal anti-discrimination laws such as the ADA, the Rehabilitation Act, and Title 5.. The district has made the decision to move away from our current practice of using hourly interpreters and instead move to hiring part-time interpreters to fill the interpreting needs of students. This transition will be costly for Norco College. We will redirect our current budget to help offset the cost of these part-time interpreters which will be more costly than our current system of using hourly interpreters and/or agencies. However, the new model of hiring part-time interpreters will incur more costs than our current system. The request allows us to move forward with hiring these positions in order to meet our institutional obligation to fill interpreting needs for our DHH population.

### This request for my area is Priority #:

1

### Is this request

New

### For Administrative Use Only

### Funding Status

### Notes

### Council Ranking

### Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)

Planning and Development: Special Programs: undefined

- **Personalized-assessment of disability related needs on a case-by-case basis. :** Ensure DRC students are receiving services relevant to their individual disability-related needs and have the opportunity to engage in interactive processes when these needs are assessed. (✓)
- **Personalized-assessment of disability related needs on a case-by-case basis. :** Ensure DRC students are receiving services relevant to their individual disability-related needs and have the opportunity to engage in interactive processes when these needs are assessed. (✓)

# Resource Requests

## Testing Room sound masking/white noise installation

### Resource Year

2025 Update

### What resources do we already have?

none

### What resources do you need?

White noise machine and sound masking tools

### \$ Amount Requested

25,000

### Resource Type

BUDGET: Facilities Building, Remodel

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

The DRC was recently provided with a permanent testing space in the Humanities building. In order to ensure this room meets privacy needs for DRC students, we need sound masking/white noise tools installed in the classroom. We had not previously requested this resource because we were aware that previous rooms used for testing were not considered permanent testing spaces and we were likely to relocate. However, given that this new space (HUM 102) has been earmarked as a permanent DRC testing space, we are making this request.

Extended test time and distraction reduced testing environment are the most utilized academic adjustments by DRC students. This request ensures that their disability-related needs are being addressed and that their approved academic adjustments meet these needs.

Norco College supports

### This request for my area is Priority #:

2

### Is this request

New

### For Administrative Use Only

### Funding Status

### Notes

### Council Ranking

### 2025-26 Council Ranking

### Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Planning and Development: Special Programs: *undefined*

- **Personalized-assessment of disability related needs on a case-by-case basis. :** Ensure DRC students are receiving services relevant to their individual disability-related needs and have the opportunity to engage in interactive processes when these needs are assessed. (✓)
- **Personalized-assessment of disability related needs on a case-by-case basis. :** Ensure DRC students are receiving services relevant to their individual disability-related needs and have the opportunity to engage in interactive processes when these needs are assessed. (✓)

## Resource Request

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**What resources do we already have?**

There are currently 14 full-time counseling faculty. Ten are general counselors, two are 50% reassigned to Umoja and Puente, two are 100% assigned to DRC and EOPS.

**Potential Funding Source(s)**

- Equity
- SSSP SEA
- General Fund
- Guided Pathways
- Other/None

**What resources do you need?**

As we strive to improve our student-to-counselor ratio, we are requesting two additional general counselors to assist with providing counseling and advising services to students in our most popular Schools.

**Request related to EMP goal or Assessment?**

- EMP Goal 1
- EMP Goal 2
- EMP Goal 3
- EMP Goal 5
- EMP Goal 6
- EMP Goal 12

**\$ Amount Requested**

200,000

**Resource Type**

FACULTY: New Full time Faculty (Associate faculty requested through Department Chair and Dean)

**The evidence to support this request can be found in:**

- Data Review
- Program/Unit Goals

**This request for my area is Priority #:**

1

## Faculty Hiring Resource Request Form

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**Department Information**

**Department Chair Email:**

john.moore@norcocollege.edu

**Faculty Requesting Email:**

john.moore@norcocollege.edu

**Faculty Position Requested:**

General Counseling Faculty member

**This request is for:**

Growth position in existing program

**In what sections of your program review can the objectives and justifications for a new faculty hire be found?**

Data Review

## Faculty Hiring Resource Requests

**Statistical Data - Please email [Research@norcocollege.edu](mailto:Research@norcocollege.edu) to request assistance with completing questions requesting data, dashboards are under development.**

### **Student Enrollment**

**Provide the total number of students enrolled in the discipline for each term in the last three years:**

General Counseling is available to serve all enrolled students -

20-21: Fall = 10704 / Spr = 9261

21-22: Fall = 9253 / Spr = 8192

22-23: Fall = 10095 / Spr = 10121

**Provide the percent capacity/fill rate for each semester in the discipline for the last three years:**

N/A

**Provide the average class size at Census for each semester for the last three years:**

N/A

**Provide the efficiency (WSCH/FTEF) for the last three years:**

N/A

### **Instructional Data**

**Total number of sections offered in the discipline for the primary semesters in the previous year:**

N/A

**Are any of the sections cross-listed?**

N/A

**If so, how many?**

N/A

**Total number of units offered in the discipline for the primary semesters in the previous year:**

N/A

### **Proportion of full-time vs adjunct instruction**

**Full-time instructors by headcount currently in the discipline:**

8

**Full-time instructors by FTEF:**

8

**Associate faculty instructors by headcount currently in the discipline:**

12

**Associate faculty instructors by FTEF:**

22

**Total FTEF reassign NOT reoccurring each year (do not include dept. chair):**

0

**How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?**

N/A

**Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already included in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)**

**Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc...**

This information will be updated in the forthcoming new cycle for Program Review, beginning with the 2024 year. For now, please refer back to the existing document which details how Guidance instruction and Counseling relate to the various EMP's.

## Faculty Hiring Resource Requests

**Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.**

This information will be updated in the forthcoming new cycle for Program Review, beginning with the 2024 year. For now, please refer back to the existing document which details how Guidance instruction and Counseling relate to the various EMP's.

**Explain the impact this hire will have on other disciplines, programs, and the college.**

This information will be updated in the forthcoming new cycle for Program Review, beginning with the 2024 year. For now, please refer back to the existing document which details how Guidance instruction and Counseling relate to the various EMP's.

**Explain the impact if this faculty position is NOT hired.**

Counseling services for enrolled students will continue to be offered at a disadvantage and non-compliant with the ASCCC and state's guidelines

**Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.**

This information will be updated in the forthcoming new cycle for Program Review, beginning with the 2024 year. For now, please refer back to the existing document which details how Guidance instruction and Counseling relate to the various EMP's.

**Please add any relevant documents here.**

## Instructional Summary - Complete this section for Instructional Faculty only

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1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?
2. How many approved hires within this discipline are currently unfilled?
3. How many growth positions in this discipline are being requested and prioritized before this position?
4. Complete the calculation =  $(1-2-3) =$
5. How many full-time faculty were employed in the discipline in the most recent Fall term?
6. Department Relative need total:

## Counseling Summary - Complete this section for Counseling Faculty only

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1. The number of students for the most recent Fall term relevant to your program.  
10195
2. How many full-time faculty are in your discipline, including retiring faculty?  
13
3. How many growth positions in this discipline are being requested and prioritized before this position?  
2
4. Calculation:  $(2) + (3) =$   
15
5. Please provide a state-mandated or institutional set student per faculty target ratio.  
1:370

## Faculty Hiring Resource Requests

6. Complete the calculation using the above questions  $[(1)-(5) \times (4)] / (5) =$   
12.28

7. Relevant Need:  $(6/4) =$   
0.81

## Library Summary- Complete this section for Library Faculty only

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1. The number of FTES for the most recent Fall term.
2. How many full-time faculty are in your discipline, including retiring faculty?
3. How many growth positions in this discipline are being requested and prioritized before this position?
4. Calculation:  $(2) + (3) =$
5. The state-mandated or institutional set FTE per faculty ratio.
6. Complete the calculation using the above questions  $[(1)-(5) \times (4)] / (5) =$
7. Relevant Need:  $(6/4) =$

## Submit

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Ready to Submit?  
Yes

## For Administrative Use Only

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### Funding Status

In Progress

### APC Ranking

2024-2025-14 and 15, Updated APC Ranking Fall 2025- 6

### Notes

Request is for two full time counselors

### Program Review Reflections

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#### **What would make program review meaningful and relevant for your unit?**

Program Review is meaningful to this unit for many reasons. First, the Program Review process requires our service area to collaborate and discuss available data, current needs, and future plans. Second, the Program/Unit Goals section allows us to declare a variety of broad three-year goals (in this case 11 goals), align them with the SSIPP Framework, and then use these goals as a guidepost for all efforts, projects, assignments, and resource requests over the next three years. Third, the Assessment section of Program Review will allow us to document our progress and outcomes as we work to pilot new services and achieve our goals.

#### **What questions do we need to ask to understand your program plans, goals, needs?**

In year one of Program Review, the focus of questions should be on what steps have been taken toward each of the goals. For the Advising and Counseling area, progress has been made toward each of the 11 stated goals. We do not yet have outcomes to report for these goals, but can share that there have been considerable efforts related to increasing staffing, enhancing technology, restructuring services, and working with the District to establish a Standard of Care. This work has included recruitments to replace vacant positions and hire new positions, configuration of software platforms to automate certain processes and expand capabilities, the launch of an ongoing data collection survey, and collaboration with other departments to strengthen support in outreach functions and at the Welcome Center.

#### **What types of data do you need to support your program plans, goals, needs?**

To support our program goals, we will need a variety of updated, readily-accessible, student-level data. Based on the pilot project of the "NC School Outreach" PowerBI dashboard, we learned a lot about the increased capabilities when student data is updated daily and can be downloaded and filtered for a variety of purposes. We have used this data to learn about our student population, drive an interest toward cleaning up our data, and reach out to targeted populations. Going forward we would like to expand the availability of such dashboards to include (1) an expanded school-based student data dashboard that indicates which special programs students participate in, (2) a transfer-oriented dashboard so we can track student progress toward and readiness for transfer, and (3) a Promise Program dashboard that provides all of the information needed to screen student eligibility and expand the service to all first-time full-time students.

We will also need to reconfigure the SARS software reason codes and build a variety of local practices that help us collect data differently regarding student interactions and participation in services.

Finally, in late 2024, we launched a universal Student Services Feedback Survey to help track each of 34 area's progress toward SSIPP-aligned services. We will need help from Institutional Research next academic year with processing and visualizing the data so it can be used by each area to understand how students experience their services and where there are areas in need of improvement.

**If there are any supporting documents you would like to attach, please attach them here.**

### Submission

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**All parts of my Program Review have been completed and it is ready for review.**

Yes