



Program Review - Overall Report

Administrative: Academic Affairs

Program/Unit Goals

STEM + KIN Program Development: Healthcare Program Implementation

Program/Unit Goal

Collaborate with appropriate constituents to begin implementation of healthcare program expansion at Norco College.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Submitted an application for expansion funding from Perkins HRPT and received funding for work to be done to that end. Additional funds from regional and local SWP also awarded.

.2 reassign time awarded for faculty to research and develop a plan for Norco College to offer a healthcare pathway.

Research collected to provide objective support for the initial development and selection of program curriculum, course map, equipment list, industry standards, and industry partners.

Viable pathways determined to include Physical Therapy Assistant (PTA), Occupational Therapy Assistant (OTA), Sports Medicine, Respiratory Tech, and Medical Billing.

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

Develop curriculum and outcomes for PTA and OTA programs as the next step.

Model PTA and OTA curriculum using CAPTE and ACOTE standards respectively.

Coordinate with the Inland Empire/Desert Regional Consortium.

Please add any relevant documents here.

[Riverside Community College District \(NORCO\) subgrantee agreement HRTP.pdf;](#)

[Respiratory-Therapy_IE_121000_2112.pdf;](#)

[IED_PR_Radiologic-Technology_21-22.pdf;](#)

[IED_LMA_Physical-Therapist-Assistant_22-23.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 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 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 6.1 (Academic Affairs):** Establish and expand relationships with regional educational institutions (✓)
- **2025 Objective 6.2 (Planning and Development):** Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations (✓)
- **2025 Objective 6.5 (Office of the President):** Position the college's image and reputation as a leading academic institution in the region (✓)
- **2025 Objective 6.7 (Planning and Development):** Help establish a distinct regional identity, organization, and communication amongst our local communities (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry

Program/Unit Goals

credentials related to regional needs (✓)

- **2025 Objective 7.5 (Academic Senate):** Add capacity to existing disciplines with a demonstrated need (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Progress and Evidence

Evidence Date

02/15/2024

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.

Perkins HRPT application for expansion funding is attached along with supporting documentation from state LMI reports for PTA, Rad Tech, and Respiratory Tech. Faculty reassign time has been awarded to complete research and development of programs and feasibility study.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Perkins HRPT grant funds, regional and local SWP grant funds

Please add any relevant documents here.

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Program Development: Gaming

Program/Unit Goal

Gaming

Goal Cycle

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

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KIN Facility Improvement: Fitness complex improvements surrounding the West End Quad

Program/Unit Goal

Facility Improvement

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Grass track is cut by maintenance staff, ice house shed was cleaned out for new equipment and supplies to serve the W-2 activity room, weight room is regularly cleaned.

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

Improvements to the facility to include grating the track to smooth out potholes and divets in the dirt which lead to increases in injuries. This is a health and safety issue.

Regular weeding and upkeep of the sand volleyball courts as well as regular mowing of the weedy field area surrounding the West End Quad.

Service and repairs for the weight room equipment including treadmills, ellipticals, stationary bikes, weights and pulleys, leather covering repairs on machines, etc.

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Program/Unit Goals

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- **2025 Objective 6.2 (Planning and Development):** Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations (✓)
- **2025 Objective 6.3 (Student Services):** Expand partnerships with regional veterans' services and support organizations (✓)
- **2025 Objective 6.5 (Office of the President):** Position the college's image and reputation as a leading academic institution in the region (✓)
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LIB & LRC - Library and LRC (Tutoring) Integration

Program/Unit Goal

Work to more fully integrate Library and LRC (Tutoring, WRC) academic support services into overall college activities, plans and strategies.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Partnerships and collaborations with college special programs and schools. For example:

- 1) Partnerships with Umoja, Men of Color Scholars, Unity Zone, Puente, Veterans, etc. for events like Read 2 Succeed, Open-Mic Poetry Performance, Celebrate Books and Libraries, and others.
- 2) Collaboration with Studio Art and Art History disciplines for the Pathways to Success Experiential Learning Project to create and display inclusive and diversity related and career-themed art in library study rooms and areas.
- 3) Creation and Implementation of Guided Pathways Library Liasons for Norco College Schools.

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

Continue to expand and develop partnerships and collaborations as opportunities arise and in accordance with college strategic initiatives, such as the Strategic Enrollment Management (SEM) plan, Student Equity Plan, etc.

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- **2025 Objective 12.1 (Business Services):** Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college (✓)
- **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 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2025 Objective 2.7 (Academic Affairs):** Increase number of students who complete transfer level math and

Program/Unit Goals

English by 20% per year (✓)

- **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 4.1 (Planning and Development):** Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees) (✓)
- **2025 Objective 4.2 (Planning and Development):** Increase percentage of employees who complete Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees) (✓)
- **2025 Objective 4.3 (Academic Senate):** Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty) (✓)
- **2025 Objective 6.4 (Academic Affairs):** Work toward reducing recidivism through incarcerated student education (✓)
- **2025 Objective 6.5 (Office of the President):** Position the college's image and reputation as a leading academic institution in the region (✓)
- **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 (✓)
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- **2030 Goal 12: Resources:** Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals. (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
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- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 4: Professional Development:** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement. (✓)
- **2030 Goal 8: Effectiveness, Planning, and Governance:** Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college. (✓)

Progress and Evidence

Evidence Date

03/04/2024

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.

Is there a resource request associated with this Goal?

Yes

Program/Unit Goals

If yes, please provide a short description.

Please add any relevant documents here.

LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion

Program/Unit Goal

Work to intentionally market and promote Library and LRC (Tutoring, WRC) academic support services to students and faculty on an increasing and ongoing basis to keep students enrolled in college, engaged, successful, completion-directed and transfer-ready.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

E-mail blasts, workshops, presentations, tabling, flyers, digital signage, marquee signage, social media posts, college wide event attendance and participation, partnerships and collaboration with other college department, programs and entities. Promotion of Laptop Loan Program and Student Textbook Loaner Program to keep students enrolled and successful in their courses.

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

Increasingly reach students and faculty that do not currently know about and/or utilize Library and LRC services, resources, as well as those who do not currently participate in Library and LRC events, programs, initiatives, etc. Expansion and promotion of Laptop Loan Program and Student Textbook Loaner Program to continue to keep students enrolled and successful.

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CE: Noncredit

Program/Unit Goal

Expansion of Noncredit Certificates

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We are utilizing Strong Workforce funding to support a noncredit coordinator to assist with the growth, scheduling and coordination of noncredit.

CAEP funds were supporting a noncredit coordinator, but due to budget constraints those funds were put on hold. The lack of a noncredit coordinator has caused a lack of support for students.

The district office supports noncredit in various ways including collecting positive attendance hours. A clearer delineation of processes is needed. Additionally, support and training for unique reportign processes are needed.

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

Goals and Objectives in line with RCCD Noncredit Plan

Student Access

Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES)

Student Success

Increase number of certificates completed by at least 15% annually

Increase percentage of students who transition from Adult Schools to noncredit programs and to credit programs. (increase by at least 5% per year)

Expand support services for noncredit students (e.g., counseling, tutoring, completion coaching, career exploration

Expand noncredit CTE certificates that emphasize technical skills and pathways to middle-skill jobs in industry areas with high need by supporting faculty to develop courses and programs. (increase percent of noncredit students with a livable wage by at least 2% per year)

Develop noncredit certificates to support transition to work, including vocational ESL

Program/Unit Goals

Equity

Disaggregate and analyze noncredit data to identify equity gaps in access, success, and employment.

Decrease identified gaps by 40% within 5 years and eliminate within 10 years. Objective 3.3 Provide professional development opportunities in equity-related practices with particular emphasis on adult education populations.

Resources and Infrastructure

Develop and provide a noncredit handbook and corresponding training for developing noncredit programs, and support faculty in curriculum development.

Increase communication with faculty about purpose and benefits of noncredit, OER materials, and promising noncredit practices.

Provide guidance and resources (e.g., Institutional Effectiveness and District Workforce and Economic Development support for labor market research) to assist faculty with identifying and developing relevant curriculum in accordance with processes outlined in RCCD Curriculum Handbook.

IT support for noncredit (e.g., application process, certificate awarding, transcripts, ERP curriculum support).

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CE: Expansion of CTE

Program/Unit Goal

Increase CTE enrollments and offerings

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

CTE has seen a positive post Covid growth in enrollments, much of this has been due to increased promotion efforts and strategic scheduling to allow for more offerings. New stackable certificates were developed in ARE/DFT and many more are being developed through other disciplines. Esports has continued to grow, increasing students time spent on campus and outreach efforts. The Early Childhood and Teacher Preparation Center at Stokoe Elementary is open, course offerings will increase over semesters. Manufacturing faculty participated in a national community of best practices aimed at increasing enrollment of under represented populations. The School of Business and Management received the prestigious ACSBP accreditation. With the new schools development, a Dean of Instruction for CTE was hired.

Strong Workforce Program funds have continued to allow our programs to grow and has provided funding for lab upgrades, professional development, certifications and other programming. Additionally, SWP funding supports the following staff: CTE DOI, Apprenticeship Director, CTE Project Specialist, eSports Professional Expert and the CTE Lab Aide.

The CTE Project Specialist has been integral to supporting faculty with utilization of grant funding, including Perkins and SWP, to address program initiatives.

The CTE Employment Placement Coordinator has created new industry partnerships, developed targeted workshops and assisted students in job placement.

The CTE Lab Tech is responsible for supporting CTE Faculty with lab set up, purchasing, and other needed functions

The esports professional expert has created and supports competition level esports athletics.

The Apprenticeship Director oversees the Local Education Agency partnership with Southwest Carpenters and IBEW, as well as builds and supports our new and innovative apprenticeships

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

CTE plans on increasing promotion efforts to bring numbers back up to pre-COVID levels plus growth, and is working on developing strategic partnerships to increase enrollments. This includes working with local organizations to promote noncredit opportunities and increasing pathways from the highschool to Norco College. An emphasis will be placed on nontraditional enrollments.

The Employment Placement Coordinator will work to link students with jobs in our community, as well as work with local employers to identify opportunities to upskill current employees. These activities will have a direct impact on these Goals.

Work to increase the programs on the Eligible Training Provide List (ETPL) to provide training to adults and dislocated workers in coordination with EDD

Program/Unit Goals

Increase noncredit offerings and marketing to continue to provide valuable job preparation skills and professional development to students

Increase embedded industry recognized certifications into programs

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- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)
- **2025 Objective 7.3 (Academic Senate):** Develop and implement plan for noncredit and noncredit-enhanced programming (✓)
- **2025 Objective 7.4 (Student Services):** Develop and implement plan for expanded athletics offerings (✓)
- **2025 Objective 7.5 (Academic Senate):** Add capacity to existing disciplines with a demonstrated need (✓)
- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Program/Unit Goals

- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 4: Professional Development:** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement. (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)

CE: Apprenticeship

Program/Unit Goal

Support and expand Apprenticeships

Goal Cycle

What are you doing now in support of this goal?

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

Please add any relevant documents here.

CE: Apprenticeship

Program/Unit Goal

Expand and develop support services for Apprenticeship

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Currently, the program is being managed solely by the Apprenticeship Director with no support staff, leading to fragmented coordination and limited capacity for growth.

The apprenticeship Director oversees and coordinates the day-to-day activities of multiple Apprenticeship programs and over 1000 unique students. This includes the new Carpentry and Drywall apprenticeship programs with the Southwest Carpenters Union, with over 1700 enrollments per year in over 130 sections.

The Electrician and Sound Communication apprenticeship with the Inland Empire Electrical Training Center has over 950 enrollments in over 60 sections a year. Finally, the Manufacturing Technology apprenticeship program has 60 enrollments a year in different programs.

The Apprenticeship Director maintains accurate records of apprentices' hours, progress, and college enrollment. Also, the Director serves as a liaison between all training center admin staff, faculty, coordinators, and students. The Director is responsible for providing information and technical assistance to employers, training centers, prospective students, and the general public about all Apprenticeship programs. Makes sure that registrations, flagging student accounts, and student files are correctly implemented. Monitors and ensures timely student attendance, registration, and grade data collection—a guide to instructional, counseling, and other departments regarding apprenticeship policies and regulations. Maintain and oversee student waivers and provide Credit for Prior Learning assistance to evaluators. Provides support to student placement. Maintains and builds relationships with industry partners to support students' success.

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

The plan, with additional support staff, will enhance the program's capacity to provide comprehensive support and guidance to apprentices, employers, training center staff, faculty, and the general public. The new Apprenticeship Programs Student Services Technician will be crucial in administrative tasks, mentoring students, and tracking and inputting student data. Assist with student orientations and outreach efforts. Also, it will assist students in navigating challenges and have a strong background in program management, student support, and stakeholder engagement. Once hired, we will ensure they have the necessary skills and knowledge to oversee and coordinate the current and future Apprenticeship Programs at Norco College effectively.

Program/Unit Goals

The apprenticeship program plans to continue to ensure compliance with regulations, standards, student tracking, and reporting requirements aligning with best practices. Overall, the creation of the Apprenticeship Programs Coordinator aims to enhance the day-to-day coordination, growth, and success of our apprenticeship programs. Therefore, the Apprenticeship programs will bring benefits such as improved student learning, stronger industry partnerships, regulatory compliance, and program effectiveness. These advantages contribute to the success and growth of current and new apprenticeship programs, benefiting students, employers, and the Norco College community.

Please add any relevant documents here.

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 (✓)
- **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 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 5.4 (Academic Affairs):** Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities (✓)
- **2025 Objective 6.2 (Planning and Development):** Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)
- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)

Optimize efficient staffing - personnel

Program/Unit Goal

Fully staff all areas of Academic Affairs in order to efficiently and effectively support instruction.

Goal Cycle

4/2/2026

Generated by Nuventive Improvement Platform

Page 13

Program/Unit Goals

2024 - 2027

What are you doing now in support of this goal?

Academic Affairs has restructured within the last few years to establish two additional highly need managerial positions: the Dean of Instruction Career Technical Education and Associate Dean of Educational Partnerships.

The Dean of Instruction provides oversight and direct support to all CTE programs at the college (regardless of School reporting structure) and special support to the Schools within her purview. Currently, this manager has no administrative assistant support.

The Associate Dean is responsible for the CCAP programs, the Middle College Program, and the programs for justice-impacted students. This included the instruction at the prison, the new program for juveniles, and the planning and growth of efforts for formerly incarcerated individuals. Currently, administrative support is provided for 19 hours a week.

Academic Affairs is currently responsible for the content of the college website. While pages can be created and content updated, the college needs overall website organization and navigation planning.

Academic Affairs also provides support to the Academic Senate. Currently, this support is provided by the vice president of academic affairs administrative support.

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

It is anticipated that the administrative support for the Dean of Instruction can be partially covered by pending grant funds. The remainder will need to be covered by general fund.

The administrative support for the Associate Dean is currently funded at 19 hours per week. The college will continue to explore additional grant fund to bring the position to 40 hours per week, however, the eventual institutionalization of the position remains a goal.

Onboarding a new position of Web Applications Technician will allow the college to organize and provide navigational vision to the updated website.

The support of the Senate by a permanent part-time administrative assistant I will allow more focused support for the Senate.

Please add any relevant documents here.

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 12.1 (Business Services):** Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 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 6.1 (Academic Affairs):** Establish and expand relationships with regional educational institutions (✓)
- **2025 Objective 6.4 (Academic Affairs):** Work toward reducing recidivism through incarcerated student education (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)
- **2025 Objective 7.3 (Academic Senate):** Develop and implement plan for noncredit and noncredit-enhanced

Program/Unit Goals

programming (✓)

- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)

Progress and Evidence

Evidence Date

03/22/2024

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.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Four positions are requested: (1) Administrative support for Dean of Instruction, CTE. (2) Increase administrative support for Associate Dean to 100% (3) Create a position for Web Applications Technician (4) Permanent part-time Administrative Assistant I support for Academic Senate

Please add any relevant documents here.

CRC Rising Scholars- EMP Goal 1: Expand College Access/Increase FTES

Program/Unit Goal

CRC RS- Expand College Access and Strengthen Enrollment Management by increasing both headcount and full time equivalent students (FTES)

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Current

1. Using the Rising Scholar grant funds to pay for a Student Services Specialist (15 hours per week) to support CRC Rising Scholar students through the entire enrollment management process.
2. Provide more college presentations and marketing material at CRC. Because of the limited hours of our 15 hour per week, Student Services Specialist, we have only been able to provide approximately 2 presentations per year (Spring and Fall).

Increase 23-24 school year FTES (252.20) by 10%

Need

Norco College's Rising Scholars (RS) in-prison program at the California Rehabilitation Center (CRC) needs a full-time Student Services Technician to support our growing student population. We are currently serving approximately 500 RS students at the CRC, and we offer over 100 courses each academic school year (Summer, Fall, Winter, Spring) at the CRC. Because our RS students at the CRC, have no direct access to any aspects of the enrollment management process. The Student Services Technician serves as the liaison between our RS students at CRC and the college enrollment process. This person spends approximately 35% of their work time at the CRC. The Student Services Technician provides many vital services for our incarcerated RS at CRC:

Program/Unit Goals

- RS students have no access to the internet and are unable to apply to the college through CCCapply like general on-campus prospective students. All RS students at the CRC complete paper applications for admissions to Norco College. All of these applications are entered into the system and processed by the Student Services Technician.
- RS students are also unable to register for classes on their own, so the Student Services Technician is responsible for working with the Norco College Counselor, faculty, and our educational partners at the CRC to register students into their courses and manage rosters throughout the semester.
- RS students are also unable to request transcripts from other educational institutions they attended, so they work with the Student Services Technician to complete these requests on their behalf.
- RS students don't have access to the online Promise Grant application, so the Student Services Technician is responsible for assisting RS students at CRC with completing this form and getting it processed.
- The Student Services Technician also works with the Norco College Counselor, faculty, and the CRC educational partners to add and drop students throughout the semester.

			Retirement	Annual	Fixed	Health &	
Job Title/Position	FTE	Step	Code	Salary	Charges	Welfare	Total
Student Services Technician	1.0000	2	P1	72,876	26,942	32,553	132,371

Marketing Materials

Materials & Resources (physical) (finalize at end)

- Marketing (PR & outreach): posters, table banner, branded materials, Printing budget, etc. -\$1500 a year for printing/marketing
- Transitional support materials-\$2,000

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

The CRC currently houses approximately 3200 residents. Of these 3200 residents, approximately 500 of them are students in the Rising Scholars program at CRC. If we are able to hire a full time Student Services Technician to support students through the entire enrollment process, hire faculty to teach in carceral settings, collaborate with the Vista Del Rio high school completion program at the CRC to recruit students who complete their high school diploma or earn a GED, and intentionally outreach and market to all CRC residents, we could double or triple FTES at the CRC.

Please add any relevant documents here.

CRC Rising Scholars- EMP Goal 3: Close all student equity gaps

Program/Unit Goal

Equity- Strengthen student support programs and services at the CRC.

Goal Cycle

2024 - 2027

Program/Unit Goals

What are you doing now in support of this goal?

Because CRC Rising Scholar students don't have access to campus resources and services, it's imperative that we close the equity gap in access by providing students with support programs and services.

Current

1. Partnering with the Learning Resource Center to offer tutorial services in English at CRC beginning Spring 2024. Tutorial Services (approximately 4 hours per week) are being paid using COVID block grant funding and Rising Scholars grant funds.
2. Partner with EOPs to enroll approximately 10% of the CRC student population into the program (beginning Spring 2024).
3. Ensure that all CRC Rising Scholar students have comprehensive educational plans. Counseling services are currently being paid using grant funding from COVID Block grant, and Rising Scholars grant.

Need

1. Provide CRC RS students with imbedded tutorial support for English, Math, and Accounting courses. Provide transitional support ambassadors to support students as they transition out of CRC, and peer mentors to provide additional academic and programmatic support.

- Student Worker – Cost out-hours x hourly rate x 10% fixed charges
- 4 Peer Mentors -\$16-\$19/hour, 12 hours/week =\$236/weekly, \$12,272 annual -- 500+ students inside CRC requires 4 peer mentors, 125@ is a huge workload but would begin to provide access. -- **total annual cost \$49,088**
- 1 Transition ambassadors on campus- \$16-\$19/hour, 12 hours/week =\$236/weekly, \$12,272 annual – Begin with 1 this year (double in year 3) **total annual cost \$12,272**
- Embedded tutors (student tutors)- \$16-\$19/hour, 12 hours/week =\$236/weekly, **\$12,272 annual**
- Begin w/2, one each in English & Math total annual **cost \$24,544** and increase year 3 and year 5
- Tutorial Service Clerk (.25)-Learning Resource Center Tutors like Mark and Brianna that work under Damon Nance-cost-**\$19,509**

2. Provide a full time Student Success Coach to support CRC RS students.

70% of incarcerated students in our partnership with the CRC Rising Scholars program are men of color. All incarcerated students are low-income and impacted by systemic barriers to educational opportunities. Many of these students earned their GEDs or HS diplomas while incarcerated. Current and former students report that the presence of face-to-face instruction in prison made them aware for the first time of their own capacity for school success and led to increased opportunities for employment and further education after parole. Although we are currently offering over 100 face-to-face college courses at CRC, but we are not providing students with access to student support programs and services.

Norco College's Rising Scholars (RS) in-prison program at the California Rehabilitation Center (CRC) needs a full-time Student Success Coach. Because our RS students at CRC don't have access to on-campus resources (tutorial, DRC, etc), student support programming and services, and other vital resources, the Student Success Coach would spend approximately 70% of their weekly work time at the CRC supporting our incarcerated students in several fundamental ways.

- Collaborate with our CRC educational partners, college support and academic services to maximize resources and services for our RS CRC students
- Collaborate with stakeholders to develop and deliver workshops on topics designed to aid student success.
- Monitor the academic progress and success of RS CRC students, and advocate and troubleshoot solutions for students facing obstacles to their academic progress.
- Serve as a liaison between RS CRC students and faculty, counselors, and administrative staff.
- Collaborate with CRC educational partners and external social services agencies to support RS CRC students as they transition back into their communities.

Program/Unit Goals

			Retirement	Annual	Fixed	Health &	
Job Title/Position	FTE	Step	Code	Salary	Charges	Welfare	Total

Student Success Coach	1.0000	2	P1	83,988	31,050	32,553	147,591
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3. Ensure that all CRC Rising Scholar students have comprehensive educational plans. Counseling services are currently being paid using grant funding from COVID Block grant, and Rising Scholars grant.

Our marginalized Rising Scholar students at CRC, mostly men of color, don't have access to the counseling services that are provided in-person at Norco College or online. Counseling services must be brought into the prison. Our Rising Scholars program serves approximately 500 students, offering three ADT pathways, and offer over 100 in-person course per academic year. The CRC RS Counselor/Coordinator would spend the majority of their time at CRC working directly with RS students, and working with the Rising Scholars statewide network. The CRC RS Counselor Coordinator would provide the following vital services to our students:

- Academic counseling - Nearly 80% of current CRC RS students previously attended other colleges. The counselor will have to work with Norco's Student Services Technician to request transcripts on behalf of our students. They would also need to support students with assessing, planning, and implementing their immediate and long-range academic goals.
- Career counseling- CRC RS students all have a felony conviction in their backgrounds. These convictions comes with over 40,000 lifetime collateral consequences that could impact: employment, housing, licensing, educational opportunities, etc. The CRC RS counselor needs to be well versed in understanding this unique population and the barriers they will face with certain career fields. The Counselor will need to be able to assist in assessing aptitudes, abilities, and interests, and is able to advise students on current and future employment trends.
- Personal counseling- Many CRC RS students have experienced various forms of trauma, and we need a RS Counselor that can provide trauma-informed support to assist students with personal, family, or other social concerns that are related to a students education.
- Coordination- The Rising Scholars Network is statewide and involves coordination with over 90 CA community colleges. CRC RS program also has a transfer partnership with Pitzer Colleger (has been offering a BA degree in Organizational since 2020. More recently, the CRC RS counselor has been working with the University of California, Riverside (UCR) on a transfer partnership that will begin Fall 2024.

	FTE	Step		Annual Salary	Fixed Charges	Health & Welfare	Total Cost
Full Time Faculty	1.0000	H-6	S1	131,136	29,395	32,553	193,084

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

Program/Unit Goals

Student Services Support

Currently, our 500+ students at the CRC are experiencing "double invisibility."

They are invisible to Norco College because they are unable to participate in any of the avenues of student governance or be included in opportunities for student participation on campus. They are also invisible to college support and resources and have no access to our campus in any physical sense – they cannot visit a tutoring center, counseling, office hours, the transfer center, our food pantry, our health services, our library...nothing.

Even though they are students of Norco College, this "double invisibility" bars them from Norco resources as well as silences their voice from shared governance. In addition, faculty who teach at the prison site are experiencing a kind of invisibility because few can truly understand the difficult context and situations of teaching in an intensely oppressive space, creating a disconnection from the main campus. This project will strengthen institutional support for these students and faculty at the CRC.

- Student employment opportunities – paying for tutors
- Library Services – faculty (use current faculty and resources)
- DRC Support
- Guided pathways (CAPs)
- Tutor Services Support (.1) --> use current resource budget for tutoring?
- EOPS Counselor (1.0) narrative (EOPS program)
- On-campus program

These program requests are supported throughout Norco's goals, most notably in its 2030 Educational Master Plan (the numbers align with the EMP):

Goal 2: (Success) Implement Guided Pathways framework:

- Increase number of students who complete transfer level math and English at the CRC per year (maybe within the first year);
- Increase student support in counseling and schedule planning (Currently our program is only provided with 20 hours a week of counseling hours from one part-time faculty member)

Goal 3: (Equity) [Identify and] Close all student equity gaps. [We don't know if the gaps listed below actually apply to this population or not, so we would like to identify equity gaps.]

- -Reduce the equity gap for African American students .
- -Reduce the equity gap for Latinx students
- -Reduce the equity gap for Men of Color
- [Close equity gaps in student support services at the CRC]

Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

- Develop an on-boarding training program for new faculty required/compensated
- Trainings to better understand how to navigate carceral spaces same
- Justice-Involved & trauma-informed training (tie to the microaggression objective) - understanding who our students are and how to meet their needs.
- Development of promising practices that lead to create a sense of belonging for students

Goal 7: (Programs) Become the regional college of choice by Offer a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

- Build and support academic support services to improve student success

Program/Unit Goals

- Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.
- Develop comprehensive breadth of academic programs

Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

- Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.
- Train and recruit colleague mentors for new faculty (paid for their service).
- Create trainings and support to meet the social emotional wellness of faculty teaching in incarcerated spaces

Please add any relevant documents here.

Progress and Evidence

Evidence Date

03/24/2024

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.
Additional Support from Institutional Research to create better data tracking solutions ofr our CRC Rising Scholar students

DATA DATA

Issues with our data that we need to address:

Racial identification:

	CRC Ethnicity					
CRC	2020-21		2021-22		2022-23	
Ethnicity	Count	Percent	Count	Percent	Count	Percent
Black/AA	63	23.2%	47	15.1%	54	10.6%
Unreported	22	8.1%	59	18.9%	169	33.1%
Total	271	100.0%	312	100.0%	510	100.0%

CRC students identifying as Black/AA went from 23.2% of our CRC student body to 10.6%, a 50% reduction.

At the same time, unreported went from 8.1% to 33.1%, an over 400% increase.

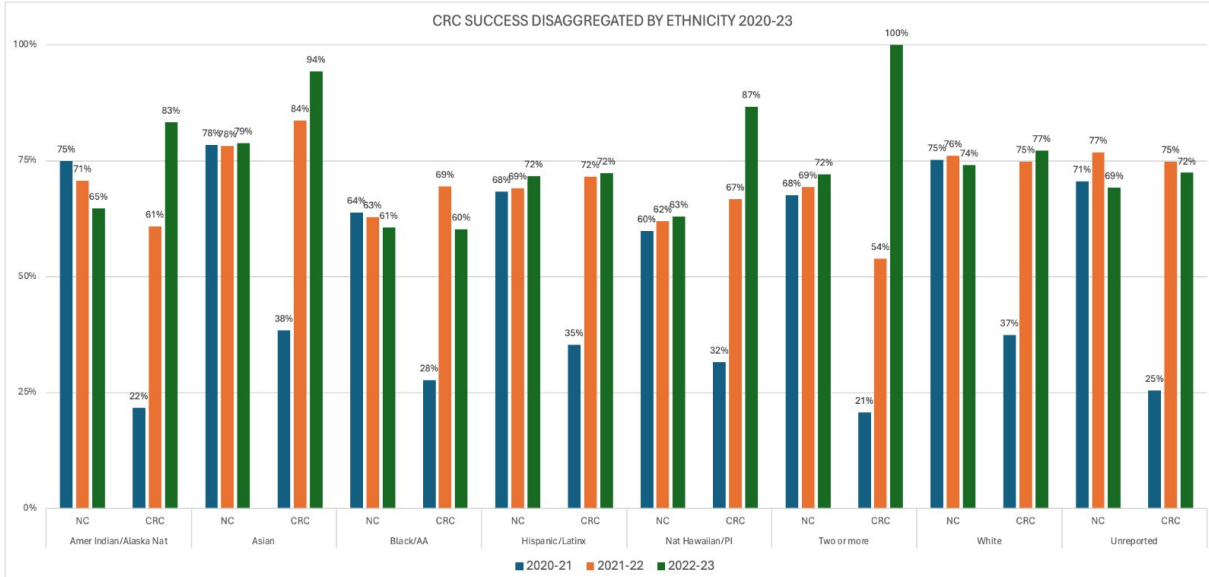
In the general Norco population, both numbers have barely changed.

*we must identify the problem with our collection and reporting of this issue. Further, it could be an issue of unequal access for Black/AA students in the enrollment/registration process. The numbers are alarming and require serious investigation.

**I would like to see our success data broken out by ethnicity/race too as it might give us insight into institutional bias within our own program. Are black students dropping out/failing at rates higher than

Program/Unit Goals

others? This info seems crucial.



ETHNICITY		2020-21	N_Enroll	2021-22	N_Enroll	2022-23	N_Enroll
Amer Indian/Alaska Nat	NC	75%	52	71%	41	65%	51
	CRC	22%	23	61%	23	83%	54
	Total	59%	75	67%	64	74%	105
Asian	NC	78%	2823	78%	2671	79%	3104
	CRC	38%	86	84%	55	94%	70
	Total	77%	2909	78%	2726	79%	3174
Black/AA	NC	64%	1261	63%	1075	61%	1243
	CRC	28%	372	69%	177	60%	209
	Total	56%	1633	64%	1252	61%	1452
Hispanic/Latinx	NC	68%	12800	69%	11281	72%	13625
	CRC	35%	453	72%	483	72%	889
	Total	67%	13253	69%	11764	72%	14514
Nat Hawaiian/PI	NC	60%	132	62%	92	63%	81
	CRC	32%	19	67%	6	87%	15
	Total	56%	151	62%	98	67%	96
Two or more	NC	68%	584	69%	613	72%	941
	CRC	21%	58	54%	13	100%	1
	Total	63%	642	69%	626	72%	942
White	NC	75%	5274	76%	4032	74%	4450
	CRC	37%	467	75%	223	77%	325
	Total	72%	5741	76%	4255	74%	4775
Unreported	NC	71%	160	77%	134	69%	221
	CRC	25%	114	75%	230	72%	779
	Total	52%	274	76%	364	72%	1000
Total	NC	71%	23086	71%	19939	72%	23716
	CRC	33%	1592	73%	1210	73%	2342
	Total	68%	24678	71%	21149	72%	26058

The data above represents student success disaggregated by ethnicity. The NC rows represent male students enrolled at Norco College (outside of the prison), and the CRC rows represent the students

Program/Unit Goals

enrolled in classes at the CRC. In 2020-2021, the success numbers are unusually low due to the COVID-19 pandemic. This was a year we were only delivering instruction through correspondence, packet delivery to students and then mailed to instructors. This made success and learning very difficult for our students. Also, many students were transferred or unable to complete courses, causing many incompletes and failures for this program. This does not reflect the face-to-face program. As we returned to teaching face-to-face, student success returned to showing similarities between male-identifying students at Norco College. There has also been a dramatic increase in enrollments since the pandemic. The program continues to grow, and with this growth more students require access to academic support services and counseling. Also, part of the issue with the data is that it does not capture how many units a student is taking, not only at Norco College but through correspondence courses from other colleges. Often, students are unsure what classes they will be enrolled in at Norco College until the first or second week of the semester. Because of this, the students grab any and all classes available, overloading their schedule with upwards of 20 units, and adding unnecessary courses to their educational pathway.

Limitations: Factors that impact student success numbers include the following: students are transferred to another prison or facility and, therefore, were unable to complete the courses through Norco College. These students, who transfer mid-semester, should be removed from the data so as not to impact the courses' overall success.

We need a method of collecting data that captures the unique carceral setting and barriers/obstacles that may keep a student from success while incarcerated.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Please add any relevant documents here.

VAPA Expansion and Academic Support

Program/Unit Goal

VAPA Expansion and Academic Support

Goal Cycle

What are you doing now in support of this goal?

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

Please add any relevant documents here.

Theater (Performing Arts)

Program/Unit Goal

Commence theater productions in support of the Theater ADT Program.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

1. Special Project over Summer 2023 for the Dept. Chair to work on curriculum process required for creation of the Norco College Theater ADT.
2. APC/Academic Senate support for filling the full-time Theater Professor position due to retirement, effective June 2024. Anticipated replacement in Fall 2025.
3. Recruitment and hiring of Associate Faculty in Theater to teach THE courses and initiate small scale productions until the full-time professor is hired.

Program/Unit Goals

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

1. Year One, 2024-2025

- Associate Faculty initiate small scale Theater productions.
- Expanded course offerings in support of the Theater ADT.
- Cross-disciplinary projects within the School of Visual & Performing Arts (VAPA).
- Outreach and marketing for Theater at Norco College.

2. Year Two, 2025-2026

- Full-time Professor in Theater is hired.
- Theater ADT in place.
- Full rotation of Theater ADT courses offered.
- Productions expand in scope.
- Continued cross-disciplinary involvement in productions.

3. Year Three, 2026-2027

- Community outreach to foster regional theater in the Norco College service area.
- Collaboration with local high schools.
- Public programs and continued outreach and marketing.
- Grant funding and sponsorships pursued.
- Partnerships with transfer institutions to ensure seamless transfer for Theater ADT majors.

Please add any relevant documents here.

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 1.4 - 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 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2025 Objective 6.1 (Academic Affairs):** Establish and expand relationships with regional educational institutions (✓)
- **2025 Objective 6.5 (Office of the President):** Position the college's image and reputation as a leading academic institution in the region (✓)
- **2025 Objective 6.7 (Planning and Development):** Help establish a distinct regional identity, organization, and communication amongst our local communities (✓)
- **2025 Objective 6.8 (Academic Affairs):** Stimulate regional arts development (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **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 10: Facilities:** Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts. (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Program/Unit Goals

- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Progress and Evidence

Evidence Date

03/21/2024

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.

Documents attached.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

1. Replacement position for retiring Theater professor.
2. \$12,000 budget in 2024-2025 to cover costs of stagecraft and other supplies required for classes/production of Theater programming.

Please add any relevant documents here.

[_Kamerin, Kim_AD_T Development_Theater_23SUM.pdf](#);

[RCCD Norco College Theater Discipline Correspondence_Fall 2023.pdf](#)

CRC Rising Scholars Partnerships- EMP Goal 6- Pursue, develop, and sustain collaborative partnerships.

Program/Unit Goal

EMP Goal 6- Pursue, develop, and sustain collaborative partnerships.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

The CRC RS program launched in 2017, and has rapidly expanded its Prison Partnership with CRC to offer all courses needed for students to complete ADTs in Business Administration, Sociology, and Communications on the CSUGE pattern, including all Golden 4 courses and two lab sciences. In 18-19, Norco College worked with partners at the prison to establish "special unlocks" specifically for the college so that students with jobs during the day are now enable to enroll in courses offered in the evenings M-F. In 19-20, Norco College began offering lab sciences at the prison and added the Business Administration major to meet student demand.

Over the past four years, Norco College has worked closely to establish a transfer partnership with Pitzer College administrators and CDCR officials to support Pitzer in establishing California's second in-prison Bachelor's degree program, and the first accelerated Inside-Out BA program. This program's unique pedagogy bring outside students from the Claremont Colleges into the prison to learn alongside incarcerated students. By the end of Spring 2024, Pitzer will have matriculated and graduated 40 Norco College alumni.

Over the past year and a half, Norco College has worked closely with the University of California, Riverside (UCR) to develop a transfer partnership for Norco College graduates at CRC. Beginning Fall 2024, UCR will matriculate a cohort of 25 Norco graduates into their Bachelor's degree program in Education.

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

The CRC currently houses over 3200 residents. Of these 3200 residents, approximately 500 of them are current Norco College students. The goal is to increase our student population by 100% over the next 3 years.

Currently- Facility A at the CRC has been closed for over a year. This 8 story building would be the perfect place to house educational partnerships at CRC. The goal is repurpose Facility A as a College Hub and create a multi-

Program/Unit Goals

institutional college center at CRC, with “A facility” repurposed as a college time-share, occupied by colleges and universities that are supporting degree programs for students at CRC. This model fully embraces all four pillars of the California Department of Corrections and Rehabilitation’s “California Model.” There is a current ask in to State Senator Josh Newman for funding to support this goal.

If funding is approved, this initiative will be developed incrementally through a planning year with all existing stakeholders (CDCR, CRC, Norco College, Pitzer College, and UC Riverside) and then a 3-year pilot in which the number of CRC RS students would gradually increase to serve approximately 1,000 students, and institutions offering BA degrees across a number of fields would expand. Facility A would become a “normalized” college campus, with outside students also attending classes. The rest of CRC will comprise the college and pre-college dorms.

In the first instance, funding is sought for the 2024-25 year to (a) repurpose A facility and (b) plan Facility A to be officially opened in summer 2025. Both the physical plant costs and the costs of seconding staff from the stakeholders are modest.

The distinctive feature of this proposed education model is that it is (a) multi-institutional model. Multiple cohorts of 10-25 CRC students will be matriculated in different BA programs at different colleges/universities at the same time. These BA programs, and the ADT programs by Norco College on which they are scaffolded, would be jointly planned with agreements on mutual recognition of credit. This would not only offer students a range of degree option, but a rich breadth of curriculum.

Academic and career advising, and reentry support would be integrated. Academic and professional plans for all men arriving at CRC will eliminate the accumulation of redundant credit, and track students into parole and reentry support.

Please add any relevant documents here.

STEM: Science Lab Budget Allocation Increase

Program/Unit Goal

To increase the budget allocation serving the science labs

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Each science lab technician has a budget in order to service equipment. The costs for servicing equipment has continued to increase. The number of students has continued to increase. In order to better meet the needs of the students and science departments, additional funds are needed. A review was conducted of the existing equipment and supplies and a deficit was determined.

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

Follow a timeline developed by science lab technicians to service and/or purchase equipment and supplies in order to appropriately manage the needs of the labs. An increase of \$15,000 (once every three years) will ensure maintenance and repairs are completed in a timely manner as well as new purchases when needed.

Please add any relevant documents here.

Middle College HS- JFK- EMP Goal 1- Expand College access by increasing both headcount and full time equivalent students (FTES)

Program/Unit Goal

Middle College HS- JFK- Expand College access

Goal Cycle

Program/Unit Goals

2024 - 2027

What are you doing now in support of this goal?

During the 22-23 school year- JFK Middle College HS generated 371.47 FTES

Increase 23-24 school year FTES (371.47) by 10%

1. JFK Middle College HS implemented the "9th grade" strategy several years ago, and began offering college courses to students during their 9th grade year with great success. Incoming freshman take a Guidance course in the fall and an Arts or Humanities course in the spring.

Current

1. Previously used the Middle College grant funds to pay for 10 hours a week of support from a Student Services Technician. This person supported JFK students through the enrollment process. This funding ended Dec. 31, 2023, and now we don't have dedicated hours of support through the enrollment process.

2. Norco Counseling hours to support JFK students are currently being paid with COVID block grant funds.

Need

Norco College's Middle College High School, JFK needs a full-time Student Services Technician to support our growing student population. The Student Services Technician provides many vital services for high school students and their parents/guardians:

- Provide presentation and application workshops for JFK students.
- Support students through the entire enrollment process.
- Support JFK counselors and Norco Counselors with registration assistance.
- The Student Services Technician also works with the Norco College Counselor, faculty, and the JFK staff to add and drop students throughout the semester.

			Retirement	Annual	Fixed	Health &	
Job Title/Position	FTE	Step	Code	Salary	Charges	Welfare	Total
Student Services Technician	1.0000	2	P1	72,876	26,942	32,553	132,371

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

Please add any relevant documents here.

CCAP/Dual Enrollment- EDU Partnerships EMP Goal 1 Expand College access by increasing both head count and FTES

Program/Unit Goal

CCAP/Dual Enrollment- EMP Goal 1 Expand College access by increasing both head count and FTES

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

During the 22-23 school year- CCAP/Dual Enrollment students generated: 262.21 FTES

Increase 23-24 school year FTES (262.21) by 10%

Program/Unit Goals

Dr. Sonya Christina, State Chancellor for CA Community Colleges is passionate about expanding Dual Enrollment with equity which means having a default system that allows ninth grade students to a college course. Many HS partners are interested in implementing a ninth grade strategy.

Current

1. CCAP/Dual Enrollment grant funds ended Dec. 31, 2023. Previous funding was used to pay for Student Services Technician support. This person would be dedicated to supporting CCAP/Dual Enrollment students and their parents, high school counselors and administrators.
2. Norco Counseling hours to support CCAP/Dual Enrollment students are currently being paid with COVID block grant funds.

Need

Norco College's CCAP/Dual Enrollment program needs a full-time Student Services Technician to support our growing student population. The Student Services Technician provides many vital services for high school students and their parents/guardians:

- Provide presentation and application workshops for all 14 of our feeder high school sites.
- Support students through the entire enrollment process.
- Support High School counselors, Outreach Specialist, and Norco Counselors with registration assistance.
- The Student Services Technician also works with the Norco College Counselor, faculty, and high school staff to add and drop students throughout the semester.

			Retirement	Annual	Fixed	Health &	
Job Title/Position	FTE	Step	Code	Salary	Charges	Welfare	Total
Student Services Technician	1.0000	2	P1	72,876	26,942	32,553	132,371

Need

Provide a full-time Counselor/Coordinator for Norco College's CCAP/Dual Enrollment Program.

enables high school students to take college courses, taught by college professors, at their high school campus. These courses can also count toward your high school diploma, allowing students to get a head start on their higher education goals.

- Academic counseling- Dual Enrollment enables high school students to take college courses, taught by college professors. These courses can also count toward their high school graduation requirements. This counselor would need to work closely with high school counselors at all educational partnership sites to support students with assessment, planning, and implementing their immediate and long-range academic goals.
- Career counseling- The CCAP/Dual Enrollment counselor needs to be well versed in understanding the unique needs of high school students and K-12 partnerships. The Counselor will need to be able to assist in assessing aptitudes, abilities, and interests, and be able to advise students on current and future employment trends.
- Coordination- Support the growing number of faculty teaching Dual Enrollment courses, and stay current on best practices and support services.

Program/Unit Goals

	FTE	Step		Annual Salary	Fixed Charges	Health & Welfare	Total Cost
Full Time Faculty	1.0000	H-6	S1	131,136	29,395	32,553	193,084

**What are your plans (3-year) regarding this goal?
Please add any relevant documents here.**

Educational Partnerships- AA- Optimize efficient staffing personnel

Program/Unit Goal

Educational Partnerships- Fully Staff Educational Partnerships in order to efficiently and effectively support instruction

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Educational Partnerships currently supports Norco College's JFK Middle College, CCAP Dual Enrollment, and programming for justice impacted students. During the 23-24 school year, these educational partnership programs generated nearly **900 FTES**.

Much of the front end support for these partnership programs is done by our Administrative Assistant I.

Currently, this position works 32 hours per week. 19 hours are paid through the general fund, and 13 hours are being paid through the Rising Scholars Juvenile Justice grant. The level of support required for this position is an Administrative Assistant II.

Need

The level of Administrative assistance required for this position is an Administrative Assistant II. This position should be full-time.

This position supports all educational partnerships in many fundamental ways:

General

- Coordinates and schedules appointments and meetings, makes reservations, arranges travel, handles catering on and off campus, arranges events, provides information and instructions for faculty in both programs
- Submits Special Projects, Salary Budget Changes, reimbursement forms, monitors budget for departments and programs
- Orders technology, marketing materials
- Designs and distributes informational items for the department
- Runs Section Availability Reports for both departments
- Attends meetings and trainings provided by the district and college

Justice impacted-Rising Scholars – Prison Education Program

- Organizes events (CRC Graduation), designs Commencement program, orders regalia for graduation
- Developed and maintains an inventory of textbooks, supplies, and equipment for the program. Routinely goes to the Prison campus to review.
- Corresponds with faculty regarding classroom needs, Prison facility clearance and renewal forms, and equipment needs
- Orders books and supplies for the program, arranges transportation and security clearance of supplies to the prison campus, and distributes items to each class (42 classes for Spring 24)
- Attends the Rising Scholars Advisory Committee meetings and collaborates with the team
- Submits necessary documentation to CCCCCO for textbook reimbursement, submits Donation Form information to the CDCR for approval to bring in items to the prison

Program/Unit Goals

Early College- CCAP/Dual Enrollment/ JFK Middle College

- Organizes events (Award / Freshman Orientation)
- Created Schedule of Classes, in collaboration with the department, that is posted on the college website
- Arranges the purchase of books for the program of which are charged to the department
- Corresponds with faculty regarding textbooks, reminders, and instructions regarding the program

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

Please add any relevant documents here.

CCAP/Dual Enrollment- EMP Goal 3: Close all student equity gaps

Program/Unit Goal

CCAP/Dual Enrollment- AA- Educational Partnerships

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Need

Provide a full time Student Success Coach to support all CCAP/Dual Enrollment students to support high school students:

- Collaborate with high school partners to maximize resources and support services for our early college students
- Collaborate with stakeholders to develop and deliver workshops on topics designed to aid student success.
- Monitor the academic progress and success of CCAP Dual Enrollment students, and advocate and troubleshoot solutions for students facing obstacles to their academic progress.
- Serve as a liaison between CCAP/Dual Enrollment students and faculty, counselors, and administrative staff.

			Retirement	Annual	Fixed	Health &	
Job Title/Position	FTE	Step	Code	Salary	Charges	Welfare	Total

Student Success Coach	1.00 00	2	P1	83, 988	31,050	32,553	147,591
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What are your plans (3-year) regarding this goal?

Expand Dual Enrollment by 10%

1. Invest in DualEnroll.com technology to enhance dual enrollment.
2. Expand staffing to meet increased need.
3. Expand dual enrollment to carceral youth facilities by partnering with the Riverside Probation Department (equity).

Please add any relevant documents here.

Program/Unit Goals

Information/Publication Review

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

The Norco College Library working together with a professional writer/artist has developed an inclusive 24-page library graphic novel to instruct students on how to critically evaluate the trustworthiness of information and identify misinformation and disinformation online. The comic is called "On the Research Trail: A Guide to Evaluating Information" and is designed to provide students with practical 21st Century strategies for determining the credibility of information and highlight resources and tools that are available through the Wilfred J. Airey Library. The initial project included the printing of 500 copies and the copyright for electronic distribution and use of the graphic novel online and within Canvas.

Information literacy instruction supports Norco College's Transformation (Strategic Direction 3) by preparing students for the future and employer workforce needs (Goal 7). This project further develops academic support services that improve student success (Objective 7.7) and foster student engagement (Objective 7.7). The development of new tools for helping students to determine the credibility of online information also aligns with District Strategic Goal 2: Student Success. Information literacy skills support student learning across courses/programs and the overall achievement of certificates, degrees, and transfer. Closing equity gaps is both a college and a district priority (College Goal 3 and District Strategic Goal 3). The graphic novel medium incorporates best practices for teaching a diverse student population. Students will see themselves represented in the illustrations, which will include multiple racial, ethnic, and gender identities. The use of text and visuals will ensure that information is conveyed in multiple formats. Finally, the graphic novel narrative is intended to especially resonate with students whose cultures have long-established storytelling traditions.

Hopefully, the comic will be able to be used as an important instructional resource for years to come without any need for updating.

Please add any relevant documents here.

[On the Research Trail \(Cover\) .jpg](#)

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?

LIB-CORA Black Ally course, CORA Racial Microaggressions course, Vet Net Ally training, Undocumented Scholar Advocate training, Achieving Equity in Guided Pathways Summit.

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

LIB-Library and Tutoring services to incarcerated students, Library lockers for after-hours pick up of materials, Guided Pathways Librarian Liaisons created, Library comic book created to instruct students on strategies to avoid misinformation and disinformation, Experiential learning collaboration with Art discipline to create and display art focusing on underrepresented populations and careers in the library.

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

LIB-How to make the Library and LRC spaces more welcoming to and utilized by Underrepresented student populations.

Please add any relevant documents here.

2025 Update

No responses have been entered.

Assessment

2025: 1.1(KPI 1) Go from 7,366 to 8,759 total FTES

EMP Goal

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

2025: 2.1(KPI 4) Increase number of degrees completed by 15% annually

EMP Goal

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

2025: 2.2(KPI 5) Increase number of certificates completely by 15% annually

EMP Goal

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

2025: 2.3 Decrease AA degree unit accumulation from 88 to 74 total units on average

EMP Goal

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

2025: 2.7 Increase number of students who complete transfer level math and English by 20% per year

EMP Goal

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

2025: 5.2 (KPI 14) Increase percent of CTE students employed in their field of study by 3% annually

EMP Goal

2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap

2025: 5.4 Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities

EMP Goal

2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap

Assessment

2025: 6.1 Establish and expand relationships with regional educational institutions

EMP Goal

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

2025: 6.4 Work toward reducing recidivism through incarcerated student education

EMP Goal

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

Assessment Method

How do you plan to assess this objective?

Method used to assess

Status

Date

2025: 6.8 Stimulate regional arts development

EMP Goal

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

2025: 7.7 Build and support academic support services to improve student success

EMP Goal

2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

2025: 9.5 Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time

EMP Goal

2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

Assessment

2030: 1.1 (KPI 1) Meet or exceed district-set targets for college FTES

EMP Goal

Goal 1 (Access) Expand college access by increasing both headcount and FTES

2030 Objective 2.1 (KPI 4): Increase course success rate across all course modalities by 5% by 2030

EMP Goal

Goal 2 (Success): Implement Guided Pathways framework

2030 Objective 2.2 (KPI 5): Increase Completion of Transfer-Level Math and English by first-time students by 5% annually

EMP Goal

Goal 2 (Success): Implement Guided Pathways framework

2030 Objective 5.1 (KPI 11): Ensure alignment of academic programs with living wage careers

EMP Goal

Goal 5 (Workforce and Economic Development): Reduce working poverty and the skills gap

Resource Requests

STEM - Replacement ice machine for STEM lab

Resource Year

2024 - 2027

What resources do we already have?

There is an existing ice machine which has needed significant repairs to keep working. A diagnosis determined the need for a replacement ice machine within the next year.

What resources do you need?

Funding for a new replacement ice machine

\$ Amount Requested

13,000

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.

This request for my area is Priority #:

Is this request

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

2025-26 Council Ranking

CE: STEM Services Developer

Resource Year

2024 - 2027

What resources do we already have?

We have no support to assist with Career Ed/STEM events and activities, including the Makerspace

What resources do you need?

STEM Services Developer

\$ 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.

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Resource Requests

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Administrative: Academic Affairs: undefined

- **CE: Apprenticeship:** Support and expand Apprenticeships (✓)
- **CE: Apprenticeship:** Expand and develop support services for Apprenticeship (✓)
- **CE: Expansion of CTE :** Increase CTE enrollments and offerings (✓)
- **CE: Noncredit:** Expansion of Noncredit Certificates (✓)

CE: Apprenticeship Student Services Technician

Resource Year

2024 - 2027

What resources do we already have?

Currently, we are utilizing RSI to support 15 hours a week for a Student Services Technician.

What resources do you need?

A full time Student Services Technician to support the Apprenticeship programs and unique programs

\$ Amount Requested

128,412

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.

The plan, with additional support staff, will enhance the program's capacity to provide comprehensive support and guidance to apprentices, employers, training center staff, faculty, and the general public. The new Apprenticeship Programs Coordinator will be crucial in administrative tasks, mentoring students, and tracking and inputting student data. Assist with student orientations and outreach efforts. Also, it will assist students in navigating challenges and have a strong background in program management, student support, and stakeholder engagement.

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

Administrative: Academic Affairs: undefined

- **CE: Apprenticeship:** Support and expand Apprenticeships (✓)

Resource Requests

- **CE: Apprenticeship:** Expand and develop support services for Apprenticeship (✓)
- **CE: Expansion of CTE :** Increase CTE enrollments and offerings (✓)

CE: Career Education Educational Advisor

Resource Year

2024 - 2027

What resources do we already have?

We currently refer students to counseling for educational advising

What resources do you need?

A dedicated educational advisor to support CTE, noncredit and apprenticeship

\$ 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.

EMP Goal 5,EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 6

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

Administrative: Academic Affairs: *undefined*

- **CE: Apprenticeship:** Support and expand Apprenticeships (✓)
- **CE: Apprenticeship:** Expand and develop support services for Apprenticeship (✓)
- **CE: Expansion of CTE :** Increase CTE enrollments and offerings (✓)
- **CE: Noncredit:** Expansion of Noncredit Certificates (✓)

Administrative Assistant III

Resource Year

2024 - 2027

What resources do we already have?

no current staffing

What resources do you need?

full-time administrative assistant support for the Dean of Instruction, CTE

\$ Amount Requested

134,500

Resource Type

4/2/2026

Resource Requests

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.

The work of this office is the support of Career Education. Funding of this position will support Strong Workforce, Apprenticeship, and noncredit education efforts and more with administrative support. Partial funding for this position may be available from future grant funding.

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Completed/Funded

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Administrative: Academic Affairs: undefined

- **Optimize efficient staffing - personnel** : Fully staff all areas of Academic Affairs in order to efficiently and effectively support instruction. (✓)

Budget for Theater Program

Resource Year

2024 - 2027

What resources do we already have?

We have a well-equipped Theater building, which has had several upgrades to lighting and sound systems. This building has been underutilized and has great potential for serving the theater program. We are anticipating the replacement hire of our retiring full-time Theater professor.

What resources do you need?

We need an operational budget to support the costs of Theater performances and the courses which are required for the Theater ADT. These courses have practical components, in which students learn to build sets and props, create costumes, practice stage makeup artistry, and more. This is not an expense we have had in a long time, due to the cessation of Theater performance many years ago.

\$ Amount Requested

12,000

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.

Goal 6, Objective 8: Stimulate regional arts development. We know that sports and performing arts are the two most effective ways to engage the community and bring them to our campus. We have to start small and build the Theater program, to work towards our goal of being a regional theater center in our service area.

Goal 7, Objective 1: Develop comprehensive breadth of academic programs and Goal 7, Object 5: Add capacity to existing disciplines with a demonstrated need. Theater is an existing discipline that in recent years has only been used by students to fulfill their GE Requirement, Area 3 – Arts and Humanities. We are implementing the Theater ADT and will need to offer a rotation of courses for the major. Students and our community deserve a breadth of programs including the performing arts.

This request for my area is Priority #:

Resource Requests

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Administrative: Academic Affairs: undefined

- **Theater (Performing Arts):** Commence theater productions in support of the Theater ADT Program. (✓)
- **VAPA Expansion and Academic Support:** VAPA Expansion and Academic Support (✓)

DOI HP Copier

Resource Year

2024 - 2027

What resources do we already have?

An existing HP Copier machine which was purchased in 2016. The machine is owned by DOI and its contracts have been expired since 2018. (Product Specs: Asset tag 065593, PO P0052530, PR R0082461)

What resources do you need?

New HP Copier for the Office of Instruction

\$ Amount Requested

13,000

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.

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Resource Requests

Rising Scholars - On-Campus Transition Ambassador

Resource Year

2024 - 2027

What resources do we already have?

This position can be funded through existing Rising Scholars grants.

What resources do you need?

None.

\$ Amount Requested

12,272

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 #:

3

Is this request

Revised

For Administrative Use Only

Funding Status

No longer needed

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Administrative: Academic Affairs: *undefined*

- **CRC Rising Scholars Partnerships- EMP Goal 6- Pursue, develop, and sustain collaborative partnerships.:** EMP Goal 6- Pursue, develop, and sustain collaborative partnerships. (✓)
- **CRC Rising Scholars- EMP Goal 1: Expand College Access/Increase FTES:** CRC RS- Expand College Access and Strengthen Enrollment Management by increasing both headcount and full time equivalent students (FTES) (✓)
- **CRC Rising Scholars- EMP Goal 3: Close all student equity gaps:** Equity- Strengthen student support programs and services at the CRC. (✓)

Administrative Assistant I - increase existing funding to 100%

Resource Year

2024 - 2027

What resources do we already have?

19 hour per week of Administrative Assistant I staffing

What resources do you need?

100% staffing - amount requested reflect additional funding required for full-time position.

\$ Amount Requested

79,500

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Resource Requests

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 current administrative support (19 hours per week) is not sufficient to meet the needs of Educational Partnerships. There are several critical partnerships that require timely support and responsiveness, including all Unified School District partners, prison partner, and juvenile facility partner. In addition, support for grant funding, program material development, and more.

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

Dual Enrollment Staff Mileage Reimbursement

Resource Year

2026 Update

What resources do we already have?

None

What resources do you need?

Budget to support monthly mileage reimbursement for services provided by the Student Success Coordinator at various high school locations.

\$ Amount Requested

2,500

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.

Directly supports EMP Goal 1- "(Access) Expand college access by increasing both headcount and FTES", Objective 1.3 - "Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)", and EMP Goal 3- "(Equity) Close all student equity gaps."

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Resource Requests

Mapping

Administrative: Academic Affairs: undefined

- **CCAP/Dual Enrollment- EDU Partnerships EMP Goal 1 Expand College access by increasing both head count and FTES:** CCAP/Dual Enrollment- EMP Goal 1 Expand College access by increasing both head count and FTES (✓)
- **CCAP/Dual Enrollment- EMP Goal 3: Close all student equity gaps:** CCAP/Dual Enrollment- AA-Educational Partnerships (✓)

Web Applications Technician

Resource Year

2024 - 2027

What resources do we already have?

no resources currently exist to support this work

What resources do you need?

Web Applications Technician

\$ Amount Requested

150,300

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.

The college website is currently undergoing an upgrade with new CMS templates developed by Modern Campus. The site requires an overhaul of navigational vision to create a website that is intuitive for students and facilitates the implementation of Guided Pathways .

While, the college currently has support for webpage development and content updating, without a comprehensive re-organization, re-visioning, and consistent structural monitoring, the site will continue to suffer from a lack of cohesive design.

This request for my area is Priority #:

3

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Administrative: Academic Affairs: undefined

- **Optimize efficient staffing - personnel :** Fully staff all areas of Academic Affairs in order to efficiently and effectively support instruction. (✓)

Resource Requests

Dual Enrollment Printing & Marketing

Resource Year

2026 Update

What resources do we already have?

None

What resources do you need?

Budget for printing and marketing materials for Dual Enrollment.

\$ Amount Requested

2,500

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.

Directly supports EMP Goal 1- "(Access) Expand college access by increasing both headcount and FTES", Objective 1.3 - "Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)", and EMP Goal 3- "(Equity) Close all student equity gaps."

This request for my area is Priority #:

2

Is this request

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Administrative: Academic Affairs: *undefined*

- **CCAP/Dual Enrollment- EDU Partnerships EMP Goal 1 Expand College access by increasing both head count and FTES:** CCAP/Dual Enrollment- EMP Goal 1 Expand College access by increasing both head count and FTES (✓)
- **CCAP/Dual Enrollment- EMP Goal 3: Close all student equity gaps:** CCAP/Dual Enrollment- AA-Educational Partnerships (✓)

Administrative Assistant I - support for Academic Senate

Resource Year

2024 - 2027

What resources do we already have?

existing support is from Administrative Assistant IV

What resources do you need?

Administrative Assistant I - permanent part-time

\$ Amount Requested

39,300

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.

4/2/2026

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Resource Requests

A permanent part-time administrative assistant will support the senate with agendas, minutes, website content updates, travel arrangements for Senate leaders and Senate committees.

This request for my area is Priority #:

4

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Administrative: Academic Affairs: undefined

- **Optimize efficient staffing - personnel** : Fully staff all areas of Academic Affairs in order to efficiently and effectively support instruction. (✓)

Dual Enrollment Textbook Lottery Funds

Resource Year

2026 Update

What resources do we already have?

Current and recent allocations of lottery funds. Varies each year.

What resources do you need?

Dual Enrollments need an annual budget of \$100,000 from Lottery Funds for dual enrollment textbooks.

\$ Amount Requested

100,000

Resource Type

ITEM: Instructional Supplies

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.

Directly supports EMP Goal 1- "(Access) Expand college access by increasing both headcount and FTES", Objective 1.3 - "Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)", and EMP Goal 3- "(Equity) Close all student equity gaps."

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

4/2/2026

Resource Requests

Administrative: Academic Affairs: undefined

- **CCAP/Dual Enrollment- EDU Partnerships EMP Goal 1 Expand College access by increasing both head count and FTES:** CCAP/Dual Enrollment- EMP Goal 1 Expand College access by increasing both head count and FTES (✓)
- **CCAP/Dual Enrollment- EMP Goal 3: Close all student equity gaps:** CCAP/Dual Enrollment- AA-Educational Partnerships (✓)

Dual Enrollment Professional Development

Resource Year

2026 Update

What resources do we already have?

None

What resources do you need?

Annual professional development funds for dual enrollment staff.

\$ Amount Requested

5,000

Resource Type

STAFF: Professional Development

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.

Directly supports EMP Goal 1- "(Access) Expand college access by increasing both headcount and FTES", Objective 1.3 - "Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)", and EMP Goal 3- "(Equity) Close all student equity gaps."

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Administrative: Academic Affairs: undefined

- **CCAP/Dual Enrollment- EDU Partnerships EMP Goal 1 Expand College access by increasing both head count and FTES:** CCAP/Dual Enrollment- EMP Goal 1 Expand College access by increasing both head count and FTES (✓)
- **CCAP/Dual Enrollment- EMP Goal 3: Close all student equity gaps:** CCAP/Dual Enrollment- AA-Educational Partnerships (✓)

Dual Enrollment & Middle College Faculty Coordinator

Resource Year

2026 Update

What resources do we already have?

4/2/2026

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Resource Requests

None

What resources do you need?

A Dual Enrollment & Middle College Faculty Coordinator (0.4 FTE) to support faculty teaching in the dual enrollment program (approx. 80 faculty per term) and middle college program (all faculty).

\$ Amount Requested

70,000

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.

Directly supports EMP Goal 1- "(Access) Expand college access by increasing both headcount and FTES", Objective 1.3 - "Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)", and EMP Goal 3- "(Equity) Close all student equity gaps."

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Administrative: Academic Affairs: *undefined*

- **CCAP/Dual Enrollment- EDU Partnerships EMP Goal 1 Expand College access by increasing both head count and FTES:** CCAP/Dual Enrollment- EMP Goal 1 Expand College access by increasing both head count and FTES (✓)
- **CCAP/Dual Enrollment- EMP Goal 3: Close all student equity gaps:** CCAP/Dual Enrollment- AA-Educational Partnerships (✓)
- **Middle College HS- JFK- EMP Goal 1- Expand College access by increasing both headcount and full time equivalent students (FTES):** Middle College HS- JFK- Expand College access (✓)

Student Services Specialist for Dual Enrollment

Resource Year

2026 Update

What resources do we already have?

1.0 FTE Student Services Specialist

What resources do you need?

1.0 FTE additional Student Services Specialist

\$ Amount Requested

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.

Resource Requests

This request for my area is Priority #:

Is this request

For Administrative Use Only
Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Administrative: Academic Affairs: *undefined*

- **CCAP/Dual Enrollment- EDU Partnerships EMP Goal 1 Expand College access by increasing both head count and FTES:** CCAP/Dual Enrollment- EMP Goal 1 Expand College access by increasing both head count and FTES (✓)
- **CCAP/Dual Enrollment- EMP Goal 3: Close all student equity gaps:** CCAP/Dual Enrollment- AA-Educational Partnerships (✓)
- **Middle College HS- JFK- EMP Goal 1- Expand College access by increasing both headcount and full time equivalent students (FTES):** Middle College HS- JFK- Expand College access (✓)

Office Technician for Dual Enrollment

Resource Year

2026 Update

What resources do we already have?

PT Administrative Technician

What resources do you need?

1.0 FT Office Technician for Dual Enrollment in Enrollment Services

\$ Amount Requested

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 #:

Is this request

For Administrative Use Only
Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Resource Requests

Mapping

Administrative: Academic Affairs: *undefined*

- **CCAP/Dual Enrollment- EDU Partnerships EMP Goal 1 Expand College access by increasing both head count and FTES:** CCAP/Dual Enrollment- EMP Goal 1 Expand College access by increasing both head count and FTES (✓)
- **CCAP/Dual Enrollment- EMP Goal 3: Close all student equity gaps:** CCAP/Dual Enrollment- AA-Educational Partnerships (✓)
- **Middle College HS- JFK- EMP Goal 1- Expand College access by increasing both headcount and full time equivalent students (FTES):** Middle College HS- JFK- Expand College access (✓)

Educational Partnerships Administrative Technician from 0.8 FTE to 1.0 FTE

Resource Year

2025 Update

What resources do we already have?

The Educational Partnerships department, which oversees the programming for Rising Scholars (prison education & juvenile justice), dual enrollment, and JFK Middle College High School, currently has an Administrative Technician (Grade I, Step 5) at 0.8 FTE funded by 30% general funding and 70% grant funding. This position supports the Associate Dean of Educational Partnerships with the purchasing and delivery of supplies for the CRC as the high school sites, budget support for three large grants and two small funds, faculty support for instructors teaching at the CRC and for dual enrollment, scheduling support, travel arrangements and reimbursements for staff and faculty, faculty volunteer clearance for CRC, event support, and checking students in and out of the Norco College facility at Stokoe Elementary School.

What resources do you need?

The Educational Partnerships department needs the Administrative Technician program increased for full-time (1.0 FTE) to support the consistent and substantial growth of each program as well as the additional duties of the Administrative Technician at the Norco College facility located at Stokoe Elementary. The costs for this position also increased as a result of the Classification Change due to the Koff Study, changing the position from Grade E to Grade I. An increased budget from General funding to support salary and benefits for the full-time position. The department can cover 20% of the salary and benefits cost from grant funding in 2025-2026 and is requesting an increased budget from general funds from \$39,007 to \$102,046 to cover 80% of the salary and benefits of the Administrative Technician.

\$ Amount Requested

63,039

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 directly supports EMP goals 1 and 3 (dual enrollment and Rising Scholars).

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Resource Requests

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 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 6.4 (Academic Affairs):** Work toward reducing recidivism through incarcerated student education (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Administrative: Academic Affairs: undefined

- **CCAP/Dual Enrollment- EDU Partnerships EMP Goal 1 Expand College access by increasing both head count and FTES:** CCAP/Dual Enrollment- EMP Goal 1 Expand College access by increasing both head count and FTES (✓)
- **CCAP/Dual Enrollment- EMP Goal 3: Close all student equity gaps:** CCAP/Dual Enrollment- AA- Educational Partnerships (✓)
- **CRC Rising Scholars Partnerships- EMP Goal 6- Pursue, develop, and sustain collaborative partnerships.:** EMP Goal 6- Pursue, develop, and sustain collaborative partnerships. (✓)
- **CRC Rising Scholars- EMP Goal 1: Expand College Access/Increase FTES:** CRC RS- Expand College Access and Strengthen Enrollment Management by increasing both headcount and full time equivalent students (FTES) (✓)
- **CRC Rising Scholars- EMP Goal 3: Close all student equity gaps:** Equity- Strengthen student support programs and services at the CRC. (✓)
- **Educational Partnerships- AA- Optimize efficient staffing personnel:** Educational Partnerships- Fully Staff Educational Partnerships in order to efficiently and effectively support instruction (✓)
- **Middle College HS- JFK- EMP Goal 1- Expand College access by increasing both headcount and full time equivalent students (FTES):** Middle College HS- JFK- Expand College access (✓)

Increase Part-time lab tech to full-time lab tech

Resource Year

2026 Update

What resources do we already have?

Part-time lab technician

What resources do you need?

To increase the existing part-time lab tech position to full-time in order to be able to serve the current laboratory needs. This is not for growth, rather to meet current demands for lab coverage.

\$ Amount Requested

100,000

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.

Foster student success, retention, and transfer rates.

Resource Requests

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Middle College / Dual Enrollment - Student Service Technician

Resource Year

2024 - 2027

What resources do we already have?

None

What resources do you need?

Student Service Technician

\$ Amount Requested

134,500

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.

Previously used the Middle College grant funds to pay for 10 hours a week of support from a Student Services Technician. This person supported JFK students through the enrollment process. This funding ended Dec. 31, 2023, and now we don't have dedicated hours of support through the enrollment process.

This request for my area is Priority #:

2

Is this request

Revised

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Administrative: Academic Affairs: *undefined*

- Middle College HS- JFK- EMP Goal 1- Expand College access by increasing both headcount and full time equivalent students (FTES): Middle College HS- JFK- Expand College access (✓)

Resource Requests

VAPA Visiting Artists/Musicians

Resource Year

2024 - 2027

What resources do we already have?

We have limited budgets based on established program needs.

What resources do you need?

We have a need to provide student experiences outside the classroom and demonstrate professional practices that connect college classes to professional careers. These funds will support an Artist in Residence, Guest Artist Lectures/Talks, and performances by professional musicians.

\$ Amount Requested

10,000

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.

Reputable VAPA programs typically include an annual rotation of guest performances, lectures, artists in residence, etc. We have already started doing this with existing funds, but a modest increase in funds will go far. Although not specifically listed in our Strategic Planning, we know that connecting college classes and experiences to careers is critical for student retention, success and professional development.

2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

Objective 7.5 Add capacity to existing disciplines with a demonstrated need.

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

2025 Objective 6.5 Position the college's image and reputation as a leading academic institution in the region

Objective 6.7 Help establish a distinct regional identity, organization, and communication amongst our local communities

2025 Objective 6.8 Stimulate regional arts development

This request for my area is Priority #:

Is this request

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Administrative: Academic Affairs: *undefined*

- **VAPA Expansion and Academic Support:** VAPA Expansion and Academic Support (✓)

CRC Rising Scholars Partnership= FT Student Success Coach

Resource Year

2024 - 2027

4/2/2026

Generated by Nuventive Improvement Platform

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Resource Requests

What resources do we already have?

None

What resources do you need?

Full time Student Success Coach to support CRC RS students.

\$ Amount Requested

147,591

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.

EMP Goal 3: Close all student equity gaps.

Need: FT Student Success Coach

Because CRC Rising Scholar students don't have access to campus resources and services, it's imperative that we close the equity gap in access by providing students with support programs and services.

70% of incarcerated students in Norco College's CRC Rising Scholars program are men of color. All incarcerated students are low-income and impacted by systemic barriers to educational opportunities. Many of these students earned their GEDs or HS diplomas while incarcerated. Current and former students report that the presence of face-to-face instruction in prison made them aware for the first time of their own capacity for school success and led to increased opportunities for employment and further education after parole. Although we are currently offering over 100 face-to-face college courses at CRC, but we are not providing students with access to student support programs and services.

Norco College's Rising Scholars (RS) in-prison program at the California Rehabilitation Center (CRC) needs a full-time Student Success Coach. Because our RS students at CRC don't have access to on-campus resources (tutorial, DRC, etc), student support programming and services, and other vital resources, the Student Success Coach would spend approximately 70% of their weekly work time at the CRC supporting our incarcerated students in several fundamental ways.

Collaborate with our CRC educational partners, college support and academic services to maximize resources and services for our RS CRC students

Collaborate with stakeholders to develop and deliver workshops on topics designed to aid student success.

Monitor the academic progress and success of RS CRC students, and advocate and troubleshoot solutions for students facing obstacles to their academic progress.

Serve as a liaison between RS CRC students and faculty, counselors, and administrative staff.

Collaborate with CRC educational partners and external social services agencies to support RS CRC students as they transition back into their communities.

This request for my area is Priority #:

4

Is this request

New

For Administrative Use Only

Funding Status

Completed/Funded

Notes

Rising Scholars Student Success Coordinator hired in 2025 through Rising Scholars grant funds.

Resource Requests

Council Ranking

2025-26 Council Ranking

CRC Rising Scholars Partnership- FT Counselor/Coordinator

Resource Year

2024 - 2027

What resources do we already have?

Counseling hours currently being paid through Rising Scholars grant and COVID block grant

What resources do you need?

FT Counselor/Coordinator

\$ Amount Requested

193,084

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.

Resource Requests

EMP Goal 3: Close all student equity gaps. EMP Goal 1: Expand College access by increasing both headcount and FTES

Provide a full-time Counselor/Coordinator for Norco College's Rising Scholars program at CRC.

Ensure that all CRC Rising Scholar students have comprehensive educational plans. Counseling services are currently being paid using grant funding from COVID Block grant, and Rising Scholars grant.

Our marginalized Rising Scholar students at CRC, mostly men of color, don't have access to the counseling services that are provided in-person at Norco College or online. Counseling services must be brought into the prison. Our Rising Scholars program serves approximately 500 students, offering three ADT pathways, and offer over 100 in-person course per academic year. The CRC RS Counselor/Coordinator would spend the majority of their time at CRC working directly with RS students, and working with the Rising Scholars statewide network. The CRC RS Counselor Coordinator would provide the following vital services to our students:

Academic counseling - Nearly 80% of current CRC RS students previously attended other colleges. The counselor will have to work with Norco's Student Services Technician to request transcripts on behalf of our students. They would also need to support students with assessing, planning, and implementing their immediate and long-range academic goals.

Career counseling- CRC RS students all have a felony conviction in their backgrounds. These convictions comes with over 40,000 lifetime collateral consequences that could impact: employment, housing, licensing, educational opportunities, etc. The CRC RS counselor needs to be well versed in understanding this unique population and the barriers they will face with certain career fields. The Counselor will need to be able to assist in assessing aptitudes, abilities, and interests, and is able to advise students on current and future employment trends.

Personal counseling- Many CRC RS students have experienced various forms of trauma, and we need a RS Counselor that can provide trauma-informed support to assist students with personal, family, or other social concerns that are related to a students education.

Coordination- The Rising Scholars Network is statewide and involves coordination with over 90 CA community colleges. CRC RS program also has a transfer partnership with Pitzer Colleger (has been offering a BA degree in Organizational since 2020. More recently, the CRC RS counselor has been working with the University of California, Riverside (UCR) on a transfer partnership that will begin Fall 2024.

This request for my area is Priority #:

2

Is this request

New

For Administrative Use Only

Funding Status

Completed/Funded

Notes

Council Ranking

2025-26 Council Ranking

Resource Requests

Dual Enrollment & Middle College Coordinator

Resource Year

2024 - 2027

What resources do we already have?

There is currently no funding for this position. Limited Middle College grant funds are spend entirely on adjunct Counseling hours.

What resources do you need?

FT- Counselor Coordinator

\$ Amount Requested

193,084

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.

EMP Goal 3: Close all student equity gaps/ EMP Goal 1: Expand College access by increasing both headcount and FTES

This request for my area is Priority #:

1

Is this request

Revised

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Copy/Printer/Scanner-Office of Instruction

Resource Year

2025 Update

What resources do we already have?

Three single printers for classified but only one network printer for the whole office of instruction (the one we are requesting to replace with this one).

What resources do you need?

The network printer/scanner/copier services all faculty, classified professionals, and the deans of instruction in the Office of Instruction (IT 200) and is in need of replacement, as it does not function and multiple attempts to service it (tune up) have been made.

\$ Amount Requested

6,400

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.

Resource Requests

VAPA Expansion & Academic Support; 2030 Goal 2: Success; 2030 Goal 3: Equity; 2030 Goal 4; Professional Development; Goal 12: Resources.

The Office of Instruction is the hub of all academic affairs, from which faculty, staff, and administration conduct business to develop and implement academic programs. This piece of office equipment is of the utmost importance to conduct work and achieve the goals of program expansion in many areas, from VAPA goals to professional development that services all constituents on campus, but mainly and most importantly—students.

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Resource Request

What resources do we already have?

Counseling hours currently being paid through Rising Scholars grant and COVID block grant

Potential Funding Source(s)

Other/None

What resources do you need?

Counseling Faculty for CRC

Request related to EMP goal or Assessment?

EMP Goal 3

\$ Amount Requested

193,084

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

Department Information

Department Chair Email:

John.moore@norccollege.edu

Faculty Requesting Email:

Faculty Position Requested:

FT Counselor

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

Statistical Data - Please email Research@norccollege.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:

	CRC Ethnicity					
CRC	2020-21		2021-22		2022-23	
Ethnicity	Count	Percent	Count	Percent	Count	Percent
Amer Indian/Alaska Nat	4	1.5%	6	1.9%	8	1.6%
Asian	16	5.9%	13	4.2%	14	2.7%

Faculty Hiring Resource Requests

Black/AA	63	23.2%	47	15.1%	54	10.6%
Hispanic/Latinx	78	28.8%	112	35.9%	199	39.0%
Nat Hawaiian/PI	4	1.5%	3	1.0%	2	0.4%
Two or more	13	3.0%	4	1.3%	1	0.2%
Unreported	22	8.1%	59	18.9%	169	33.1%
White	71	26.2%	68	21.8%	63	12.4%
Total	271	100.0%	312	100.0%	510	100.0%

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

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

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

Instructional Data

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

Are any of the sections cross-listed?

If so, how many?

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

Proportion of full-time vs adjunct instruction

Full-time instructors by headcount currently in the discipline:

Full-time instructors by FTEF:

Associate faculty instructors by headcount currently in the discipline:

Associate faculty instructors by FTEF:

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

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

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...

2025 Objective 6.4 Work toward reducing recidivism through incarcerated student education

2025 Objective 6.5 Position the college's image and reputation as a leading academic institution in the region

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.

Academic counseling - Nearly 80% of current CRC RS students previously attended other colleges. The counselor will have to work with Norco's Student Services Technician to request transcripts on behalf of our students. They would also need to support students with assessing, planning, and implementing their immediate and long-range academic goals.

Career counseling- CRC RS students all have a felony conviction in their backgrounds. These convictions comes with over 40,000 lifetime collateral consequences that could impact: employment, housing, licensing, educational opportunities, etc. The CRC RS counselor needs to be well versed in understanding this unique population and the barriers they will face with certain career fields. The Counselor will need to be able to assist in assessing aptitudes, abilities, and interests, and is able to advise students on current and future employment trends.

Coordination- The Rising Scholars Network is statewide and involves coordination with over 90 CA community colleges. CRC RS program also has a transfer partnership with Pitzer Colleger (has been offering a BA degree in Organizational since 2020. More recently, the CRC RS counselor has been working with the University of California, Riverside (UCR) on a transfer partnership that will begin Fall 2024.

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

1. Increased Support for Marginalized Students: Hiring a full-time counseling for the CRC Rising Scholars program will directly address the lack of access to vital college services experienced by marginalized Rising Scholar students at the CRC. These students, who often face unique challenges and barriers to academic success, will benefit from increased support and guidance in navigating their educational pathways.
2. Enhanced Program Effectiveness: With the current limitations on counseling hours, the Rising Scholars program at CRC struggles to provide adequate support for our growing student population of over 500 students. By hiring a full-time counselor, the program will be able to allocate more time and resources towards creating comprehensive education plans, facilitating enrollment processes, and providing personalized support to students. This, in turn, will enhance the effectiveness and impact of the program in supporting student access, success and retention.
3. Improved Access to Academic Support Services: Currently, students at the CRC have zero access to counselors and academic support services. Hiring a full-time Counselor will address this critical gap by extending support services to all enrolled students, regardless of their location or limitations. This will contribute to creating a more equitable and inclusive learning environment where all students have access to the resources they need to thrive academically.
4. Strengthened Partnerships Between Institutions: The Rising Scholars program operates in partnership with both the California Department of Corrections and Rehabilitation and the California Rehabilitation Center by providing Academic Counseling and Advising support, the program will be better equipped to coordinate and collaborate with these institutions effectively with the hiring of this full-time position. This will strengthen existing partnerships and facilitate seamless transitions for students moving between the CRC and Norco College.

Explain the impact if this faculty position is NOT hired.

The decision not to hire a full-time counselor to support our over 500 Rising Scholar students at the CRC will have significant repercussions on the program's ability to effectively serve its current and future students, with implications for access, success, and completion rates. Here are the key impacts if the position is not filled:

1. Limited Access to Courses: Without full-time Counseling support, the program will continue to face challenges in accommodating all enrolled students in classes. A significant number of students were unable to register for a single class, resulting in limited access to essential courses required for their academic progression. This will exacerbate existing barriers to enrollment and hinder students' ability to make timely progress towards their educational goals.
2. Decreased Success and Completion Rates: The inability of our CRC Rising Scholar students to obtain a comprehensive student education plan impedes students' access but also undermines their potential for success and completion. Students who are unable to obtain SEPs may also be unable to enroll in classes, which creates delays in their academic journey, leading to prolonged time to degree completion or, in some cases, dropout. This will negatively impact the program's success and completion rates and compromise its ability to support student achievement.
3. Underutilization of Resources: The presence of empty classrooms and seats despite a significant number of students unable to register for classes highlights the inefficiency and underutilization of existing resources. Without additional Counseling support to facilitate course offerings and meet student demand, valuable resources such as

Faculty Hiring Resource Requests

classroom space and instructional capacity remain unused, representing a missed opportunity to optimize program efficiency and student access.

In summary, the decision not to hire a Full-time Rising Scholars Counselor position will result in ongoing challenges related to student access, success, and completion rates. The program will struggle to meet the minimum standard of care required to effectively serve our students, leading to adverse consequences for student outcomes and program effectiveness. It is essential to address these challenges proactively to ensure that all students receive the support and resources they need to thrive academically.

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

N/A

Please add any relevant documents here.

Instructional Summary - Complete this section for Instructional Faculty only

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

1. The number of students for the most recent Fall term relevant to your program.
560
2. How many full-time faculty are in your discipline, including retiring faculty?
14
3. How many growth positions in this discipline are being requested and prioritized before this position?
1 general counseling
4. Calculation: (2) + (3) =
15
5. Please provide a state-mandated or institutional set student per faculty target ratio.
1 to 350 (state) / 1 to 720 (Norco College)
6. Complete the calculation using the above questions $[(1)-(5) \times (4)] / (5) =$
13
7. Relevant Need: $(6/4) =$
.866

Library Summary- Complete this section for Library Faculty only

1. The number of FTES for the most recent Fall term.
2. How many full-time faculty are in your discipline, including retiring faculty?

Faculty Hiring Resource Requests

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

Ready to Submit?

For Administrative Use Only

Funding Status

Completed/Funded

APC Ranking

3

Notes

Funded and in the hiring process Spring 2025

Program Review Reflections

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

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

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

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

Submission

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

Yes