



Program Review - Overall Report

Planning and Development: Special Programs

Program Comparison

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

Enrollment:

Special Funded Programs including DRC, EOPS/CARE/NextUp has experienced gradual growth and increased enrollments over the years until the negative impacts of COVID-19 which caused significant enrollment losses due to campus closures and online courses being the only option. CalWORKs and Phoenix Scholars have maintained steady, yet lower enrollments which limits access based on specific criteria that foster youth and persons receiving cash aid must meet. During the 22-23 FY, programs were finally able to see growth since the COVID impacted years.

The Unity Zone is not a program, rather a service area thus data prior to the 22-23 FY is unavailable. Internal student check-in processes have allowed staff to collect more specific data on both LGBTQIA and Undocu student groups. Data below does not accurately reflect the actual enrollments/students served within DRC as only flagged students are included. MIS State reporting in data mart represents data more accurately.

For example, in the 2022-23 academic year the DRC served 553 students. However, the data provided by the college only reflects students who enrolled in the college during the academic year. Similar gaps in MIS data and college-provided data exist in previous academic years. This reflects two challenges. First, the number of students served is a truer reflection of the challenges faced by the DRC office when developing strategies to serve all students who seek services. Second, it highlights a gap in onboarding students who have expressed interest in attending Norco College but who never enroll for courses. Identifying the reason/s this gap exists and creating strategies to effectively onboard these students will bring our MIS data closer to the enrollment-based data provided by the college.

	Annual 2020-2021	Annual 2021-2022	Annual 2022-2023
	Student Count	Student Count	Student Count
Norco College Total	683	620	553
Acquired Brain Injury	13	5	7
Attention Deficit Hyperactivity Disorder (ADHD)	58	57	58
Autism Spectrum	67	77	72
Developmentally Delayed Learner	10	15	14
Hearing Impaired	23	19	19
Learning Disabled	159	128	111
Mobility Impaired	39	37	31
Other Disability	102	103	70
Psychological Disability	205	170	160

Data Review

Visually Impaired	7	9	11
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Also, while the college data reflects increases in DRC enrollment each year over the past 3 years, MIS data reflects a significant drop in DRC students from 2021-2023. In short, more DRC students are enrolling in courses. However, there are fewer students being served by the DRC office. This decline is reflected in statewide DSPS MIS data and is attributed largely to the impact of Covid and the widespread changes in course modality offerings. The most current DRC MIS data is Fall 2023. This data demonstrates an increase of 40 students served from Fall 2022 to Fall 2023 (an 11% increase).

	Fall 2022	Fall 2023
	Student Count	Student Count
Norco College Total	366	406
Acquired Brain Injury	4	4
Attention Deficit Hyperactivity Disorder (ADHD)	32	61
Autism Spectrum	49	56
Developmentally Delayed Learner	10	10
Hearing Impaired	10	12
Learning Disabled	72	94
Mobility Impaired	21	21
Other Disability	52	47
Psychological Disability	110	95
Visually Impaired	6	6

Enrollment Data Across Programs is as follows:

Enrollment	2020-21	2021-22	2022-23
CalWORKs	41	27	44
DRC	331	323	355
EOPS	327	280	332
Ph Scholars	52	38	42

Gender:

Statistically, females have been represented at much higher rates across special funded programs over the past three years at an average of a 67% whereas NC represents an average of 55% female rate. Special programs serve female students 12% higher than served in general at Norco College.

FT/PT:

During the 22-23 academic year there was an average 11% of full-time enrolled students in CalWORKs, DRC, EOPS/CARE/NextUp and Phoenix Scholars which is

Data Review

higher than Norco College at 4% full-time. The average PT enrollment across special programs was 89% while for NC it is 96%.

Ethnicity:

The ethnic breakdown of students in special programs (average: 53.7%) is comparable to the general NC Hispanic/Latinx (59.7%) student population as noted in the table below. White students are the second highest ethnic for Norco College while in special programs it begins to vary. While it is comparable for DRC and EOPS, Asian (Middle Eastern) students are the second highest ethnic group among CalWORKs students and Black students in Ph. Scholars.

Ethnicity	CalWORKs 022-23		DRC 022-23		EOPS 22-23		Ph. Scholars 22-23		Norco College 2022-23	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Amer Indian/Alaska Nat	0	0.00%	0	0.00%	0	0.00%	0	0.00%	41	0.20%
Asian	13	27.70%	25	5.90%	42	11.90%	0	0.00%	1770	10.60%
Black/AA	5	10.60%	34	8.00%	22	6.20%	9	19.60%	1083	6.50%
Hispanic/Latinx	16	34.00%	241	56.40%	209	59.20%	30	65.20%	9934	59.70%
Nat Hawaiian/PI	0	0.00%	2	0.50%	0	0.00%	0	0.00%	60	0.40%
Two or more	0	0.00%	16	3.70%	6	1.70%	1	2.20%	641	3.90%
Unreported	1	2.10%	4	0.90%	4	1.10%	0	0.00%	313	1.90%
White	12	25.50%	105	24.60%	70	19.80%	6	13.00%	2784	16.70%
Total	47	100.00%	427	100.00%	353	100.00%	46	100.00%	16626	100.00%

SEPs:

The percentage of students in special programs including CalWORKs, DRC, EOPS/CARE/NextUp and Phoenix Scholars who have met with a counselor and developed an educational plan during the 22-23 academic year is an average of 90.6% while for Norco College it is an average of 46.5%. Students in special

Data Review

programs complete SEPs at much higher rates than Norco College as a result of intrusive interventions and over-and-above support.

Norco College	CalWORKs 2022-23		DRC 2022-23		EOPS 2022-23		Ph. Scholars 2022-23		Norco College 2022-23	
Annual SEP	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
No	3	6.40%	132	30.90%	5	1.40%	1	2.20%	7583	46.50%
Yes	44	93.60%	295	69.10%	348	98.60%	45	97.80%	8697	53.50%
Total	47	100.00%	427	100.00%	353	100.00%	46	100.00%	16245	100.00%

Success/GPAs:

In looking at all the annual success data during the 22-23 academic year, CalWORKs, DRC, EOPS/CARE/NextUp programs performed at a slightly higher average of 72.6% than of Norco College which averages at 71.15%. The student group that is underperforming in areas of success are the Ph. Scholars foster youth students at 51.80% which is 19.38% less than the NC average.

When comparing GPA between the college and the program, Norco College students had a 2.79 GPA and special programs including CalWORKs, DRC, EOPS/CARE/NextUp and Phoenix Scholars, students averaged a 2.7 GPA which is slightly lower as compared to Norco College students (a difference of 0.9). Students across special programs are performing similarly to the general college student populations in areas of success and GPA.

Annual Success (Mean)	2022-23	GPA (Mean)	2022-23
CalWORKs	72.80%	CalWORKs	2.9
Norco College	71.20%	Norco College	2.79
Annual Success (Mean)	2022-23	GPA (Mean)	2022-23
DRC	72.10%	DRC	2.77
Norco College	71.20%	Norco College	2.8
Annual Success (Mean)	2022-23	GPA (Mean)	2022-23
EOPS	73.00%	EOPS	2.85
Norco College	71.10%	Norco College	2.79
Annual Success (Mean)	2022-23	GPA (Mean)	2022-23
Phoenix	51.80%	Phoenix	2.27
Norco College	71.30%	Norco College	2.8

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

Special Funded Programs are aligned with the Norco College ethnicity data by which Hispanic students represent the highest number of enrolled students. Females are represented at higher rates across special programs than males in comparison to Norco College. GPA's across special programs are in line with college-wide averages, however Phoenix Scholars (Foster Youth) lag behind in this area with a 2.27 GPA while the college is at 2.8.

Data Review

Please add any relevant documents here.

Program Student Outcomes Comparison

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

Please add any relevant documents here.

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

Program/Unit Goals

Strategic- Collect Student Needs Data across Special Programs

Program/Unit Goal

Assess the academic and holistic needs of students across special programs to develop target areas of service priorities.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Inconsistently, special programs facilitate student satisfaction and needs surveys unique to each area. Programs often focus on gathering information on satisfaction of services rather than the holistic student needs to assure success, retention and persistence. Assessment is inconsistent and needs are ever changing. Since data is not regularly collected nor analyzed sufficiently, proper interventions based on data outcomes to implement customized services at scale is lacking to our under-served students.

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

During the first year, our goal is to develop and issue a student survey addressing questions across various needs at key points in order to provide strategic, timely resources that address the holistic needs of our students. Facilitate a survey each semester. Year 2: analyze the data and identify strategic actions. Year 3: Implement the plan through customized services at scale.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 8.1 (Planning and Development):** Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time (✓)

Sustained- Provide ongoing intrusive support services via shared software.

Program/Unit Goal

Utilize shared software to communicate across programs in support of mutual students to monitor progress, early alerts and strategies to eliminate barriers to success.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Special Funded Programs currently utilize Excel and Access to facilitate case management to monitor key momentum points for each student. Many of the programs offer multiple touch-points from intake to progress monitoring. Since many students are members across multiple programs, it is difficult to share student information if programs are utilizing different and informal case management systems like Excel and Access. Currently, students take part in duplicated services across programs. We need to streamline orientations, info sessions, counseling appointments and case management via a shared system. Monitoring student progress and key momentum points will inform staff when students are not meeting benchmarks, thus can engage in early awareness and interventions.

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

Utilize case management software that can be used across special programs allowing for information sharing of mutual students. This will allow us to more effectively share information, reduce duplication of services and required actions on part of students across multiple programs. Through the monitoring of student engagement using a shared system like SAM, it will allow staff to offer more support at key momentum points.

If gaps exist, engage students, monitor progress and eliminate the loss of students in programs. Year 1: implement a new case management program; Year 2: utilize program to assess gaps in students making progress, particularly students participating across multiple programs; Year 3: ongoing interactions with the utilization of a shared system to engage students at key points leading to success, retention and persistence.

Program/Unit Goals

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 11.1 (Student Services):** Design intuitive and simple student onboarding system (✓)
- **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 (✓)

Integrated- Special Funded Programs create a common application to seamlessly intake students across multiple programs.

Program/Unit Goal

Streamline the student application process for multiple special/equity programs using a common application in order to reduce duplication.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Students currently submit unique applications to each program they take part in. Many questions are duplicated across areas thus leading to redundancy on part of the student. Currently, staff are unable to seamlessly share information on mutual students to reduce duplication of efforts and program touchpoints. We do not have a communication flow between programs to share information interconnecting tools leading to a uniform application. We need to offer more streamlined intake experiences integrating support structures across programs.

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

Year 1: develop the common application and pilot it in order to refine questions; Work with equity programs across campus to implement and utilize one common application. Year 2: Fully implement the common application and information sharing. Year 3: Seamlessly collect student information via a common application thus eliminating redundancy on part of our students to complete multiple program applications.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 11.1 (Student Services):** Design intuitive and simple student onboarding system (✓)
- **2025 Objective 11.2 (Student Services and Planning and Development):** Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni") (✓)
- **2025 Objective 2.3 (Academic Affairs):** Decrease AA degree unit accumulation from 88 to 74 total units on average (✓)
- **2025 Objective 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2025 Objective 2.6 (Student Services):** Increase percent of students who receive financial aid from 73% to 81% (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 8.1 (Planning and Development):** Make program, student, and effectiveness (including

Program/Unit Goals

assessment) data available, usable, and clear so critical data is visible in real time (✓)

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

Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.

Program/Unit Goal

Through multiple touchpoints with students, offer early interventions, connections to other support services and a shared case management approach using SARS.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Each special program utilizes their own form of case management. Areas are not currently integrated with one another, nor the colleges data system. Programs works independently and information sharing is limited. We do not have a system in place that captures relevant data to monitor progress, offer early alerts, assess needs that are targeted. We currently use a limited version of SARS, yet would benefit from a more expanded version that offers more integrated features.

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

Year 1: Demo expanded SARS capabilities with unit leads to assess features for data collection; information sharing; early intervention support systems. Determine if data can support/capture necessary information. Year 2: If viable, customize and pilot SARS beyond our existing capabilities. Year 3: Fully integrate the system to allow information sharing for early interventions in order to be proactive, not reactive.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Personalized-assessment of disability related needs on a case-by-case basis.

Program/Unit Goal

Ensure DRC students are receiving services relevant to their individual disability-related needs and have the opportunity to engage in interactive processes when these needs are assessed.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Students who apply for services at the DRC office have an initial meeting with a DRC counselor. During this meeting, the student describes their disability-related challenges with the counselor and documentation is reviewed by the counselor. As a result of this interactive process, the counselor determines services which are intended to mitigate the impact of the student's disability. Services are not determined solely on the diagnosis of a student's disability because each student is unique and requires specialized services to support their individual needs. Students can schedule as many follow-up appointments or drop in to the office to revisit these services if they determine they are insufficient or are not having their intended purpose.

If a student has been approved for assistive technology, they can choose to meet with our alternate media coordinator. During this meeting, the alternate media coordinator will determine the student's fluency with technology and recommend specific assistive technology tools that align with both their fluency and their disability-

Program/Unit Goals

related needs. Students can revisit our office for ongoing training and reassessment of their assistive technology needs.

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

Our office has already begun the process of bolstering our outreach to local K-12 school districts. During these meetings/events, we describe the onboarding process for incoming DRC students and share the differences from the K-12 system. One of these differences is the ongoing availability of counseling assistance at Norco College to address rapidly evolving needs and challenges. The traditional K-12 Individualized Education Plan (IEP) process typically functions on a set calendar with a limited number of meetings for the student to express their needs and goals. As a result, one of the biggest challenges we see in this individualized approach is the lack of fluency incoming students have with self-advocacy. Our office needs to continue this outreach to better prepare students for the individualized services they will receive here at Norco and the responsibility they have to regularly seek out this individualized care.

In order to offer individualized assessments for each student, our office will need to have counseling services available in multiple modalities and offer these services at times that are conducive to all student learners. Currently, we offer extremely limited counseling services in the evening. This lack of evening availability has impacted our ability to offer the same level of ongoing care and service to our DRC students who prefer or need to take evening and/or weekend courses. Over the next few years we will evaluate our counseling schedule and determine how best to meet the needs of all our student learners.

Our office will continue to seek out professional development and work with the State Chancellor's Office to determine best practices for serving students with disabilities.

Please add any relevant documents here.

Mapping

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

- **2025 Objective 11.1 (Student Services):** Design intuitive and simple student onboarding system (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)

Integrated- Cross collaboration with special programs to eliminate duplication of SEPs

Program/Unit Goal

Eliminate the number of SEPs students complete when enrolled across multiple programs

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Each program has unique requirements of each student. If students are in multiple programs, they are currently completing duplicated steps. Students in Umoja, EOPS, SSS, and DRC are creating multiple SEPs per program requirements. Cross collaboration by personnel is currently limited and SEP sharing is not taking place. All programs are permitted to share SEPs and count the contact.

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

Year 1: Request student lists by flags each semester to determine who belong to multiple programs. Integrate bridges across programs to information share on mutual students. Year 2-3: Fully connected information sharing, collaboration, and reduction of duplicated SEPs on part of our mutual students.

Please add any relevant documents here.

Mapping

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

- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement,

Program/Unit Goals

wellness, and success in the classroom and outside the classroom (✓)

- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)

Personalized- Ensure LGBTQIA+ and Undocumented students are receiving services relevant to their specific needs

Program/Unit Goal

Offer interventions and support services to meet the specific needs of special populations with internal and external sources.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

LGBTQIA+ and undocumented students visit the Unity Zone for support services, community building in a safe space, and referrals to internal and external resources. Assessment needs are not collected routinely of students visiting the zone. The only tool currently being used to collect student information is the IPAD check-in system by which specific questions are asked. This helps the staff member build upon notes and needs of specific students visiting the zone over time. Case management is currently not being monitored using a formal system. In order to most efficiently support the diverse needs of students, area personnel need to create a system to track and monitor case notes, visits, needs, referrals made, etc.

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

Year 1: implement a case management system to track and monitor LGBTQIA and undocumented students visiting the Unity Zone. Document services offered, make referrals and build relationships that aligns to the needs of students. Year 2-3: implement ongoing assessment needs surveys; utilize them to implement services relevant to the needs of students; make internal and external referrals. Year 3: Utilize formal data in collaboration with IR for outcomes and resource allocations to expand more personalized support to these student groups.

Please add any relevant documents here.

Mapping

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

- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)

Personalized: Targeted support to foster youth for academic and nonacademic needs.

Program/Unit Goal

Trust and relationship development with a dedicated team of personnel to facilitate support services to foster youth.

Goal Cycle

What are you doing now in support of this goal?

Currently, Phoenix Scholars are supported by one full-time Student Success Coach and a part-time Student Resource Specialist that facilitates onboarding activities for incoming high school graduates. As the program grows, so does the demand for expanded support in areas beyond academics. Meeting the current needs of the diverse group of foster youth on campus requires the dedicated support of more than one staff and part-time counselor. Foster youth struggle to build trusting relationships, so expanding the staff support that aligns to the

Program/Unit Goals

services students seek beyond campus is vital to student retention. Currently, the program is limited and makes a significant number of referrals to the Basic Needs and Wellness office.

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

Year 1: transition the PT Student Resource Specialist to FT. Year 2-3: Develop meaningful student-staff trusted relationships to meet the diverse needs of foster youth via the Phoenix Scholars Center that will support academic and nonacademic needs leading to greater success, retention and persistence among this group of students where findings in these areas are lacking below the college data averages. Outcome goals will lead to increased support focused on the holistic needs of foster youth.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)

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?

The Dean of Special Funded Programs is participating in a Data/Equity National Fellowship; personnel are participating in area specific equity related trainings; and

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

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

Please add any relevant documents here.

Assessment

Strategic- Collect Student Needs Data across Special Programs

Continuous Improvement Goal

Assess the academic and holistic needs of students across special programs to develop target areas of service priorities.

Area/Program

Special Funded Programs: CalWORKs, DRC, EOPS/CARE/NextUp, Phoenix Scholars, Unity Zone

SSIPP Framework

Strategic

Mapping

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

- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 8.1 (Planning and Development):** Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Develop and facilitate a student survey identifying highest ranked needs by area

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author

undefined

Date

Please add any supporting documents here:

Summary of Progress

Input Date

02/27/2024

Reporting Semester(s)

Spring 2024, Fall 2024, Spring 2025

Summary of Progress

Each program including CalWORKs, EOPS, CARE, NextUp, Phoenix Scholars, Unity Zone including LGBTQIA and Undocu have all issued annual needs surveys in their areas. The tool used is attached and slight unique variations were included by each program. The overall goal was to assess student needs in order to implement the needed changes to most effectively support our students across special populations. Evolved survey over the years to assure each program asked relevant questions.

Reflection on Progress

Posed questions based on services provided to assess student's satisfaction and made adjustments where needed to assure programmatic improvements as needed.

Status

4 - COMPLETED

Please add supporting documents here

[SS-Phoenix-workbook-NEW.xlsx](#);

[SS-Calworks-workbook-NEW.xlsx](#);

[SS-EOPS-workbook-NEW.xlsx](#)

Assessment

Sustained- Provide ongoing intrusive support services via shared software.

Continuous Improvement Goal

Utilize shared software to communicate across programs in support of mutual students to monitor progress, early alerts and strategies to eliminate barriers to success.

Area/Program

Special Funded Programs: CalWORKs, DRC, EOPS/CARE/NextUp, Ph. Scholars, Unity Zone

SSIPP Framework

Sustained

Mapping

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

- **2025 Objective 11.1 (Student Services):** Design intuitive and simple student onboarding system (✓)
- **2025 Objective 11.2 (Student Services and Planning and Development):** Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle (“from recruitment to alumni”) (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Case management tracking to monitor progress; surveys, intrusive key-touchpoints through regular contact with students

Method used to assess:

Qualitative (Observation, summary of status, etc.)

Author

undefined

Date

Please add any supporting documents here:

Summary of Progress

Input Date

03/16/2026

Reporting Semester(s)

Winter 2023, Spring 2024, Summer 2024, Fall 2024, Winter 2024, Spring 2025, Summer 2025, Fall 2025

Summary of Progress

Implemented steps to communicate across special and equity programs to assure students only complete one comprehensive SEP rather than multiple across each program that requires one on file. EOPS and DRC worked collaboratively to share student information to flag those in EOPS that are in DRC so that the DRC counselor prioritizes the mutual student's SEP completion. Counselors and managers across areas share student information to flag multiple program affiliation thereafter assess which counselor will facilitate the SEP meeting which will be shared with other programs that are required to have it on file.

Reflection on Progress

This process has worked well over the past two years, yet it requires manual assessment to share databases via email in order for another program to flag mutual students; counselors then assess who will complete the comp SEP. A shared software is not in place yet and are awaiting the implementation of Anthology and Element 451 to support these activities.

Status

2 - PROGRESSING TOWARD COMPLETION (ABOUT HALF TO ¾ COMPLETE)

Please add supporting documents here

Assessment

Integrated- Special Funded Programs will create a common application to seamlessly intake students across multiple programs.

Continuous Improvement Goal

Streamline the student application process for multiple special/equity programs using a common application in order to reduce duplication.

Area/Program

Special Funded Programs: CalWORKs, DRC, EOPS/CARE/NextUp, Phoenix Scholars, Unity Zone-LGBTQIQ+/Undocu.

SSIPP Framework

Integrated

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 11.1 (Student Services):** Design intuitive and simple student onboarding system (✓)
- **2025 Objective 11.2 (Student Services and Planning and Development):** Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle (“from recruitment to alumni”) (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Monitor and report

Method used to assess:

Qualitative (Observation, summary of status, etc.)

Author

Daniela McCarson

Date

Please add any supporting documents here:

Summary of Progress

Input Date

03/16/2026

Reporting Semester(s)

Summer 2023, Fall 2023, Winter 2023, Spring 2024, Summer 2024, Fall 2024, Winter 2024, Spring 2025, Summer 2025, Fall 2025, Winter 2025

Summary of Progress

A shared common application was created during the 23-24 academic year by which student services, equity and special programs were reviewed for unique questions used in their applications and/or intake process. A google form was created. With anthology in the works along with Element 451, we were asked to place the application on hold as this could be met using the new district software. District IT refused to assist in the development of a formal common application utilizing their software thus placed on hold during the 24-25 FY.

Reflection on Progress

Assessment

As of Fall 2025, Equity programs began discussing ways to implement a more immediate common application that could also help program direct students into most beneficial programs rather than multiple so that program may serve more students across each. Dean of Special Funded Programs presented to the Planning and Development team in February 2026 to review and assess how to proceed in creating an applicatin for equity programs. After a bit of discussion, it was determined that the Dean meet with IR team members to assess the use of the new Survey Monkey software that can offer the technology we are seeking in this application. At this time, the Dean will gather eligibility criteria for each program, then meet with IR team members again to develop a common application.

Status

2 - PROGRESSING TOWARD COMPLETION (ABOUT HALF TO ¾ COMPLETE)

Please add supporting documents here

Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.

Continuous Improvement Goal

Through multiple touchpoints with students, offer early interventions, connections to other support services and a shared case management approach using SARS.

Area/Program

CalWORKs, DRC, EOPS/CARE/NextUp, Phoenix Scholars, Unity Zone

SSIPP Framework

Proactive

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 11.2 (Student Services and Planning and Development):** Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle (“from recruitment to alumni”) (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2025 Objective 8.1 (Planning and Development):** Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Utilize program database tracking contacts, interventions, support offered.

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author

Daniela McCarson

Date

Please add any supporting documents here:

Summary of Progress

Input Date

03/16/2026

Reporting Semester(s)

Spring 2025, Summer 2025, Fall 2025, Winter 2025

Assessment

Summary of Progress

During the 24-25 FY, SARS was utilized to collect data on programmatic outcomes including events, attendance, appointments, etc. This data was utilized to report Vision Aligned Reporting (VAR) to the CCCCCO. During winter 2026, special programs contracted with SARS representatives to host a training on advanced features available within SARS to collect data. During this time, the Student Success Coordinator from the Unity Zone was added to SARS access to utilize the features available to gather data and produce reports.

Reflection on Progress

We continue to assess what is needed for state VAR reporting in order to refine features in each programs SARS account for seamless data tracking and reporting. It is a work in progress to date.

Status

2 - PROGRESSING TOWARD COMPLETION (ABOUT HALF TO ¾ COMPLETE)

Please add supporting documents here

Personalized-assessment of disability related needs on a case-by-case basis.

Continuous Improvement Goal

Ensure DRC students are receiving services relevant to their individual disability-related needs and have the opportunity to engage in interactive processes when these needs are assessed.

Area/Program

DRC

SSIPP Framework

Personalized

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 11.1 (Student Services):** Design intuitive and simple student onboarding system (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Counseling appointments; student contact hours; student surveys

Method used to assess:

Qualitative (Observation, summary of status, etc.)

Author

Greg Ferrer

Date

Please add any supporting documents here:

Integrated- Cross collaboration with special programs to eliminate duplication of SEPs

Continuous Improvement Goal

Eliminate the number of SEPs students complete when enrolled across multiple programs

Area/Program

EOPS/CARE/NextUp, DRC, Ph. Scholars

SSIPP Framework

4/3/2026

Generated by Nuventive Improvement Platform

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Assessment

Integrated

Mapping

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

- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2025 Objective 8.1 (Planning and Development):** Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Obtain list of flags from IT to assess student participation across multiple programs that offer SEPs; Coordinate case management across areas to ensure efforts are not duplicated.

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author

undefined

Date

Please add any supporting documents here:

Summary of Progress

Input Date

03/16/2026

Reporting Semester(s)

Summer 2023, Fall 2023, Winter 2023, Spring 2024, Summer 2024, Fall 2024, Winter 2024, Spring 2025, Summer 2025, Fall 2025, Winter 2025

Summary of Progress

Program personnel along with counselors have collaborated to share student information to assure duplication of comprehensive SEPs is not taking place for those students enrollment in multiple equity or service programs that may require a comp SEP on file. File sharing takes place every semester manually to cross reference students enrollment across multiple programs in order to flag them. Thereafter, counselors will communicate to plan who will complete the mutual students SEP, then that file is shared for record as needed.

Reflection on Progress

Need a more effective and seamless process and are awaiting for Anthology and Element 451 to become available to assess abilities to utilize those programs for this purpose.

Status

2 - PROGRESSING TOWARD COMPLETION (ABOUT HALF TO ¾ COMPLETE)

Please add supporting documents here

Personalized- Ensure LGBTQIA+ and Undocumented students are receiving services relevant to their specific needs

Continuous Improvement Goal

Offer interventions and support services to meet the specific needs of special populations with internal and external sources.

Assessment

Area/Program

Unity Zone- LGBTQIA+ and Undocumented

SSIPP Framework

Personalized

Mapping

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

- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2025 Objective 8.1 (Planning and Development):** Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time (✓)

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Survey both LGBTQIA+ and undocumented students to assess support needs

Method used to assess:

Qualitative (Observation, summary of status, etc.)

Author

undefined

Date

Please add any supporting documents here:

Summary of Progress

Input Date

03/16/2026

Reporting Semester(s)

Spring 2024, Summer 2024, Fall 2024, Winter 2024, Spring 2025, Summer 2025, Fall 2025, Winter 2025

Summary of Progress

A survey was created to assess the services within the Unity Zone for LGBTQIA and Undocu students; with every survey facilitated, data was collected to assess ways to improve on the holistic needs of students in that area.

Reflection on Progress

A peer mentor program was developed; a new larger space was made available based on student feedback; more personalized support is being offered to address the holistic needs of students being served in the Unity Zone. Survey with recent results is attached for reference.

Status

2 - PROGRESSING TOWARD COMPLETION (ABOUT HALF TO ¾ COMPLETE)

Please add supporting documents here

Personalized: Targeted support to foster youth for academic and nonacademic needs.

Continuous Improvement Goal

Trust and relationship development with a dedicated team of personnel to facilitate support services to foster youth.

Area/Program

Phoenix Scholars and NextUp

4/3/2026

Generated by Nuventive Improvement Platform

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Assessment

SSIPP Framework

Personalized

Mapping

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

- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)

Assessment Method

How do you plan to assess this Continuous Improvement Goal?

Academic performance via success, persistence and retention data

Method used to assess:

Quantitative (Survey, count, measure, etc.)

Author

Daniela McCarson

Date

Please add any supporting documents here:

Summary of Progress

Input Date

03/16/2026

Reporting Semester(s)

Summer 2023, Fall 2023, Winter 2023, Spring 2024, Summer 2024, Fall 2024, Winter 2024, Spring 2025, Summer 2025, Fall 2025

Summary of Progress

Implemented a strong case management system to support foster youth via the Phoenix Scholars program. The Counselor, Student Success Coordinator and Educational Resource Advisor work collaboratively to review student cases on a regular basis and utilize peer mentors to support students as well. A holistic approach has been implemented and utilized in collaboration with Student Health Services, Basic Needs and Wellness along with other support programs. During Spring 2026, the TIER system has been piloted to determine interventions needed for each student based on multiple factors.

Reflection on Progress

Plan to implement the TIER system in EOPS starting Fall 2026; currently piloting with foster youth. Program personnel continue to develop the definitions of the tier system and students navigation across multiple tiers on an ongoing basis. This is working well to date as we continue to refine the process.

Status

Please add supporting documents here

Resource Requests

Unity Zone Educational Resource Advisor

Resource Year

2025 Update

What resources do we already have?

1 FT Student Success Coordinator

What resources do you need?

PPT Educational Resource Advisor (19.5 hrs/.4875)

\$ Amount Requested

42,889

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.

LGBTQIA and Undocumented students do not belong to a support program on campus that is funded to provide academic and holistic support beyond access to the Unity Zone for resources, community and referrals. Seeking more formalized support for these disproportionately served groups of students.

This request for my area is Priority #:

1

Is this request

Revised

For Administrative Use Only

Funding Status

In Progress

Notes

No current function

Council Ranking

2025-26 Council Ranking

1

Foster Youth Student Resource Specialist-PT to FT

Resource Year

2024 - 2027

What resources do we already have?

One FT Student Success Coordinator and a PPT Educational Resource Advisor (currently 75%)

What resources do you need?

50% Funding to transition the Student Resource Specialist from PT to FT

\$ Amount Requested

78,725

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.

3.5: Reduce equity gap of foster youth by 40%; 7.6: build and foster engagement, wellness, success in and out of classroom

This request for my area is Priority #:

2

Is this request

Resource Requests

Revised

For Administrative Use Only

Funding Status

In Progress

Notes

Increase position from PT to FT to increase capacity. No end date. District FYSN funding will be exhausted at the end of the 25-26 FY. Those funds have previously supported 50% of the 30 hour PPT Educational Resource Advisor position. This role will support both on and off campus foster youth in areas of case management, advisement and recruitment activities within CNUSD. This request aligns with Norco College's equity goals to reduce gaps by 40% and student success goals by expanding support for a disproportionately impacted student population and ensuring foster youth receive the consistent services necessary to succeed.

Council Ranking

13

2025-26 Council Ranking

N/A

Mapping

Planning and Development: Special Programs: *undefined*

- **Personalized: Targeted support to foster youth for academic and nonacademic needs.:** Trust and relationship development with a dedicated team of personnel to facilitate support services to foster youth. (✓)
- **Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.:** Through multiple touchpoints with students, offer early interventions, connections to other support services and a shared case management approach using SARS. (✓)
- **Strategic- Collect Student Needs Data across Special Programs:** Assess the academic and holistic needs of students across special programs to develop target areas of service priorities. (✓)
- **Sustained- Provide ongoing intrusive support services via shared software.:** Utilize shared software to communicate across programs in support of mutual students to monitor progress, early alerts and strategies to eliminate barriers to success. (✓)

EOPS PPT Administrative Technician

Resource Year

2025 Update

What resources do we already have?

1 FT Educational Resource Advisor and 1 FT EOPS Specialist

What resources do you need?

PPT Administrative Technician (19.5 hrs/.4875))

\$ Amount Requested

25,614

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.

Seeking a PPT support position to serve at the reception desk in support of making student appointments, leading the work of student employees, maintaining files and support to programs. The program supports students that are disproportionately served and require more intrusive case management and support services. Program is rapidly growing and added staff support is needed in the office.

This request for my area is Priority #:

3

Is this request

New

Resource Requests

For Administrative Use Only

Funding Status

In Progress

Notes

Updated when moved to P and D

Council Ranking

2025-26 Council Ranking

EOPS Director

Resource Year

2024 - 2027

What resources do we already have?

Special Funded Programs Dean

What resources do you need?

FT Director; required if program serves 500+ students; nearing that number; must be paid by college/general funds.

\$ Amount Requested

195,000

Resource Type

STAFF: Classified Professional, Confidential, Mgr

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

This position will provide dedicated support to EOPS/CARE/NextUp to expand services to underserved students; reduce equity gaps; 7.6: build and foster support, engagement, wellness and success.

This request for my area is Priority #:

4

Is this request

New

For Administrative Use Only

Funding Status

Pending-Not enough information provided

Notes

New Position - Pending end date

Council Ranking

15

2025-26 Council Ranking

N/A

Mapping

Planning and Development: Special Programs: undefined

- **Integrated- Cross collaboration with special programs to eliminate duplication of SEPs:** Eliminate the number of SEPs students complete when enrolled across multiple programs (✓)
- **Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.:** Through multiple touchpoints with students, offer early interventions, connections to other support services and a shared case management approach using SARS. (✓)
- **Strategic- Collect Student Needs Data across Special Programs:** Assess the academic and holistic needs of students across special programs to develop target areas of service priorities. (✓)

Resource Requests

- **Sustained- Provide ongoing intrusive support services via shared software.:** Utilize shared software to communicate across programs in support of mutual students to monitor progress, early alerts and strategies to eliminate barriers to success. (✓)

Funding for Foster Youth Services

Resource Year

2025 Update

What resources do we already have?

Foundation grant of \$5k; balance of FYSN grant

What resources do you need?

Funding to support foster youth not in NextUp with textbooks, fees, events, and educational incentives

\$ Amount Requested

25,000

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

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

The foundation and FYSN grant funding will soon be exhausted thus will not have sufficient funds to pay for foster youth educational expenses including books, fees, supplies, etc.

This request for my area is Priority #:

1

Is this request

Revised

For Administrative Use Only

Funding Status

In Progress

Notes

Council Ranking

2025-26 Council Ranking

EOPS Counselor Desktop Computers

Resource Year

2026 Update

What resources do we already have?

Outdated desktop computers

What resources do you need?

2 new desktop computers for the FT Tenured Counselors

\$ Amount Requested

4,000

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 supports a number of college goals and objectives from 2.1 thru 3.5 and KPI's 3, 4, 5, 6, 7

This request for my area is Priority #:

Resource Requests

2

Is this request

New

For Administrative Use Only

Funding Status

In Progress

Notes

The existing desktop computers being used by the program counselors are outdated and not functioning well thus will need to be replaced.

Council Ranking

2025-26 Council Ranking

Peer mentors for LGBTQI (Unity Zone)

Resource Year

2025 Update

What resources do we already have?

one-time grant funds, typically allocated for mandated services

What resources do you need?

We are requesting \$15,000 in funding for peer mentors to serve our LGBTQI (Unity Zone) students.

\$ Amount Requested

15,000

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.

Providing peer mentors allows students to have another avenue of support. It aligns with objective 7.6 of the EMP (student services) which emphasizes the importance of connecting students in special programs with wraparound support services to address their individualized needs.

This request for my area is Priority #:

3

Is this request

New

For Administrative Use Only

Funding Status

In Progress

Notes

Council Ranking

2025-26 Council Ranking

Mapping

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

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

Planning and Development: Special Programs: *undefined*

- **Personalized- Ensure LGBTQIA+ and Undocumented students are receiving services relevant to their specific needs:** Offer interventions and support services to meet the specific needs of special populations with

Resource Requests

internal and external sources. (✓)

- **Personalized- Ensure LGBTQIA+ and Undocumented students are receiving services relevant to their specific needs:** Offer interventions and support services to meet the specific needs of special populations with internal and external sources. (✓)

Funding for LGBTQIA marketing initiatives

Resource Year

2025 Update

What resources do we already have?

Limited one-time grants

What resources do you need?

Ongoing funding to support LGBTQIA marketing initiatives

\$ 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.

Working with limited one-time grants. Seeking institutionalization of funding to support LGBTQIA initiatives in the Unity Zone.

This request for my area is Priority #:

4

Is this request

New

For Administrative Use Only

Funding Status

In Progress

Notes

Council Ranking

2025-26 Council Ranking

Mapping

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

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

Planning and Development: Special Programs: *undefined*

- **Personalized- Ensure LGBTQIA+ and Undocumented students are receiving services relevant to their specific needs:** Offer interventions and support services to meet the specific needs of special populations with internal and external sources. (✓)
- **Personalized- Ensure LGBTQIA+ and Undocumented students are receiving services relevant to their specific needs:** Offer interventions and support services to meet the specific needs of special populations with internal and external sources. (✓)

SARS Expanded Software

Resource Year

2024 - 2027

4/3/2026

Resource Requests

What resources do we already have?

SARS Basic

What resources do you need?

Funds to expand capabilities of SARS

\$ Amount Requested

5,000

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.

This request for my area is Priority #:

5

Is this request

New

For Administrative Use Only

Funding Status

In Progress

Notes

Uniform system for all areas to schedule and capture data useful in Program Review and Service improvement. 2025-26K for 5modules - Spring will need plan to fund. Used by 14 departments.

Council Ranking

1

2025-26 Council Ranking

Mapping

Planning and Development: Special Programs: *undefined*

- **Integrated- Cross collaboration with special programs to eliminate duplication of SEPs:** Eliminate the number of SEPs students complete when enrolled across multiple programs (✓)
- **Personalized- Ensure LGBTQIA+ and Undocumented students are receiving services relevant to their specific needs:** Offer interventions and support services to meet the specific needs of special populations with internal and external sources. (✓)
- **Personalized: Targeted support to foster youth for academic and nonacademic needs.:** Trust and relationship development with a dedicated team of personnel to facilitate support services to foster youth. (✓)
- **Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.:** Through multiple touchpoints with students, offer early interventions, connections to other support services and a shared case management approach using SARS. (✓)
- **Strategic- Collect Student Needs Data across Special Programs:** Assess the academic and holistic needs of students across special programs to develop target areas of service priorities. (✓)
- **Sustained- Provide ongoing intrusive support services via shared software.:** Utilize shared software to communicate across programs in support of mutual students to monitor progress, early alerts and strategies to eliminate barriers to success. (✓)

For Administrative Use Only

For Administrative Use Only

7/2/2024

Funding Status

In Progress

Notes

Resource Requests

Council Ranking

SAM Database Management License (for DRC)

Resource Year

2024 - 2027

What resources do we already have?

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

What resources do you need?

15000 for a 3 year license

\$ Amount Requested

15,000

Resource Type

ITEM: Technology

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

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

This request for my area is Priority #:

4

Is this request

Revised

For Administrative Use Only**Funding Status**

No Action-Insufficient funding

Notes

not needed if only DRC using and funded

Council Ranking

3

2025-26 Council Ranking**For Administrative Use Only**

For Administrative Use Only

7/2/2024

Funding Status

In Progress

Notes**Council Ranking**

SAM Case Management Software

Resource Year

2024 - 2027

What resources do we already have?

Free Windows Access and Excel Software

Resource Requests

What resources do you need?

Software for 4 programs that can be used across many equity programs (\$4,500 ea)

\$ Amount Requested

18,000

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.

This request for my area is Priority #:

3

Is this request

New

For Administrative Use Only

Funding Status

No longer needed

Notes

(\$15k for 3 year license extension) Needed!

Council Ranking

10

2025-26 Council Ranking

Mapping

Planning and Development: Special Programs: undefined

- **Integrated- Cross collaboration with special programs to eliminate duplication of SEPs:** Eliminate the number of SEPs students complete when enrolled across multiple programs (✓)
- **Integrated- Special Funded Programs create a common application to seamlessly intake students across multiple programs.:** Streamline the student application process for multiple special/equity programs using a common application in order to reduce duplication. (✓)
- **Personalized- Ensure LGBTQIA+ and Undocumented students are receiving services relevant to their specific needs:** Offer interventions and support services to meet the specific needs of special populations with internal and external sources. (✓)
- **Personalized-assessment of disability related needs on a case-by-case basis. :** Ensure DRC students are receiving services relevant to their individual disability-related needs and have the opportunity to engage in interactive processes when these needs are assessed. (✓)
- **Personalized: Targeted support to foster youth for academic and nonacademic needs.:** Trust and relationship development with a dedicated team of personnel to facilitate support services to foster youth. (✓)
- **Strategic- Collect Student Needs Data across Special Programs:** Assess the academic and holistic needs of students across special programs to develop target areas of service priorities. (✓)
- **Sustained- Provide ongoing intrusive support services via shared software.:** Utilize shared software to communicate across programs in support of mutual students to monitor progress, early alerts and strategies to eliminate barriers to success. (✓)

For Administrative Use Only

For Administrative Use Only

7/4/2024

Funding Status

In Progress

Notes

Resource Requests

Council Ranking

Testing Room sound masking/white noise installation

Resource Year

2025 Update

What resources do we already have?

none

What resources do you need?

White noise machine and sound masking tools

\$ Amount Requested

25,000

Resource Type

BUDGET: Facilities Building, Remodel

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

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

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

Norco College supports

This request for my area is Priority #:

2

Is this request

New

For Administrative Use Only**Funding Status**

No longer needed

Notes

DRC was move to Advising and Counseling

Council Ranking**2025-26 Council Ranking****Mapping**

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

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

Planning and Development: Special Programs: *undefined*

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

Resource Requests

DRC Educational Advisor

Resource Year

2024 - 2027

What resources do we already have?

No resource/vacancy in this area.

What resources do you need?

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

\$ Amount Requested

170,000

Resource Type

STAFF: Classified Professional, Confidential, Mgr

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

This request for my area is Priority #:

4

Is this request

For Administrative Use Only

Funding Status

No longer needed

Notes

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

Council Ranking

7

2025-26 Council Ranking

N/A

Mapping

Planning and Development: Special Programs: undefined

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

Disability Specialist

Resource Year

2024 - 2027

What resources do we already have?

Resource Requests

1 Disability Specialist

What resources do you need?

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

\$ Amount Requested

115,000

Resource Type

STAFF: Classified Professional, Confidential, Mgr

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

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

This request for my area is Priority #:

2

Is this request

New

For Administrative Use Only

Funding Status

Completed/Funded

Notes

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

Council Ranking

8

2025-26 Council Ranking

Mapping

Planning and Development: Special Programs: *undefined*

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

Part-time interpreter

Resource Year

2025 Update

What resources do we already have?

Resource Requests

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

What resources do you need?

4 part-time sign language interpreters

\$ Amount Requested

200,000

Resource Type

STAFF: Classified Professional, Confidential, Mgr

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

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

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

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

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

Planning and Development: Special Programs: *undefined*

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

Resource Request

What resources do we already have?

One FTE DSPS (DRC) Counselor, funding available for 2 adjunct counselors at 8 hours a week (16 overload hours total)

Potential Funding Source(s)

Department Regular Funding
Equity
SSSP SEA
General Fund
Guided Pathways

What resources do you need?

One additional FTE DSPS (DRC) Counselor

Request related to EMP goal or Assessment?

EMP Goal 2
EMP Goal 3
EMP Goal 7

\$ Amount Requested

170,000

Resource Type

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

The evidence to support this request can be found in:

Data Review
Program/Unit Goals

This request for my area is Priority #:

1

Faculty Hiring Resource Request Form

Department Information**Department Chair Email:**

john.moore@norccollege.edu

Faculty Requesting Email:

greg.ferrer@norccollege.edu (note: aware that I'm not a faculty member but I am the submitter of this request)

Faculty Position Requested:

1 FTE DRC 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?

Faculty Hiring Resource Requests

Statistical Data - Please email Research@norcocollege.edu to request assistance with completing questions requesting data, dashboards are under development.

Student Enrollment

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

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...

The Disability Resource Center helps ensure that Norco College is meeting its legal obligation to provide students who have disabilities with equal access during their educational journeys. The DRC office, and specifically the role of counseling within the DRC addresses the following 3 goals listed in the Master plan:

- Goal 1: Access
- Goal 2: Success
- Goal 3: Equity

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.

The DRC currently has 1 full-time counselor and inconsistent funding for adjunct counseling hours, which depend on the availability of counselors who have responsibilities at other institutions. Adding a second counselor would allow us to:

- Increase the number of Learning Disability assessments we provide students. These are very costly in the private sector and out of reach for most Norco College students, but they are necessary for students who never received services in high school or need LD testing to determine eligibility for services. With only one full-time DRC counselor, we cannot dedicate substantial time to provide these assessments. Each assessment can take upwards of six hours and with only one full-time counselor, we are in the position where we must prioritize office hour availability over the provision of LD assessments. The students most impacted by this situation are low-income students who would not be able to afford an assessment outside of our office.
- Be more responsive to student needs and appointment requests. Typically, our appointment availability extends to two weeks. In a 16-week semester, this delay can have a profound impact on a student's academic pursuits.
- Allow our counselors do to more intrusive outreach to students, which currently is challenging given the limited counseling availability and the need to prioritize incoming students throughout the semester.
- Provide more training for faculty and classified professional colleagues. While we try to provide training opportunities to the Norco College community, having a second counselor would allow us to expand these efforts and be more responsive to the professional development needs of our colleagues.

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

Having a second full-time counselor within the DRC office will allow students to use services intended to mitigate the impact of their disabilities which still maintaining the integrity of the college curriculum. Students having access to these reasonable services, which is dependent on the availability of counselors to make these assessments, impacts every academic area of the college.

Students utilizing DRC services have higher completion and success rates than their non-disabled peers. These success rates improve the entire college's student success rate. However, all of these metrics stem from the availability of DRC counselors who can assess the needs of the students we serve and connect them with services that will help lead to these improved educational outcomes.

Explain the impact if this faculty position is NOT hired.

Currently, the DRC office serves approximately 650 students. The California Community College Chancellor's Office recommendation for counselor-to-student ratio within DSPS offices is 1-to-300. Not hiring this position will likely lead to delays in students being approved for reasonable academic adjustments, which will delay students' ability to utilize these services in their courses, which will likely lead to poor academic performance. Our office anticipates increased enrollment in the coming years, aligning with the current growth trajectory for the college. Without a second counselor, our current counselor-to-student ratio would worsen and make serving students in a reasonable timeframe very difficult.

The lack of a second counselor Failure to provide students with services in a timely manner also puts the college at risk of noncompliance with its responsibility to provide reasonable academic adjustments to eligible students.

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

DRC categorical funding is limited each year. The DRC does not have a budget line that can absorb the cost of a second full-time counselor. If we had sufficient categorical funding, our office would have moved to hire a second full-time counselor years ago when it first became apparent an additional counselor was necessary to meet the needs of a growing DRC office. I recognize this is a shared reality for many departments at the college where funding is limited and staffing gaps exist. I share this information to reiterate that the responsibility to provide services for students with disabilities is an institutional obligation. The DRC serves as the vessel to assess and coordinate these services. However, the ultimate responsibility to ensure students' legally-mandated services are being provided rests with the entire college. A second full-time DRC counselor moves the entire college forward in these efforts.

Faculty Hiring Resource Requests

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.
553
2. How many full-time faculty are in your discipline, including retiring faculty?
1
3. How many growth positions in this discipline are being requested and prioritized before this position?
0
4. Calculation: (2) + (3) =
1
5. Please provide a state-mandated or institutional set student per faculty target ratio.
There is no state-mandated student-to-faculty counselor ratio in DSFS. However, the most recent input from the ASCCC says the ratio should be 1:370 (see <https://asccc.org/resolutions/title-5-changes-include-counselor-student-ratio>) This ratio is for
6. Complete the calculation using the above questions $[(1)-(5) \times (4)] / (5) =$
0.84
7. Relevant Need: (6/4) =
0.84

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?
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.

Faculty Hiring Resource Requests

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

In Progress

APC Ranking

6, updated ranking 2025-26 #1

Notes

DRC requests moved to SS-Advising and Counseling

Program Review Reflections

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

Reduce redundancy from entering data in the program review section and again in the assessment section.

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?

Ongoing PowerBI data accessible within Nuventive on an ongoing basis.

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.