RESOURCES COUNCIL
Thursday, May 22, 2025
12:50pm-1:50pm
OC116 and Zoom
Meeting ID: 827 0937 8894
Pass Code: 059214

MINUTES

Council Members: Michael Collins (Admin co-chair), Esmeralda Abejar, Kimberly Bell, Travonne Bell, Karina Gigliotti, Azadeh Iglesias (CPRO co-chair), Virgil Lee (Faculty co-chair), Sgt. David Purser, Edwin Romero, Marianne Stefanous, Haroun Ahmad (ASNC Student Rep)

Absent: Dan Lambros

Guests: Cameron Young, Daniel Turribiartes, Cheryl Cox, Patricia Avila, Julio Cuz, Lisa Myers, Lorena Rositas, and Students: Perla Munoz, Angel Flores, Cole Cunningham

Subject to Brown Act: No

Quorum: 50% + 1

1. Call to Order: 12:50pm

1.1 Public Comments

- None

2. Action Items

2.1 Approval of Meeting Agenda

- M/S/C: Bell/Abejar
- Abstentions: None
- Amendments: None

2.2 Approval of Meeting Minutes: April 24, 2025

- M/S/C: Bell/Abejar
- Abstentions: None
- Amendments: None

2.3 2025-2030 Strategic Plan and Governance Manual Draft – Second Read

- M/S/C: Bell/Collins
- Abstentions: None
- Amendments: None

2.4 2025-2028 Student Equity Plan Draft – Second Read

- M/S/C: Collins/Bell
- Abstentions: None
- Amendments: None

2.5 Mission, Vision, Core Commitments – Second Read

- M/S/C: Iglesias/Bell
- Abstentions: None
- Amendments: None

2.6 Resources Council 2025-2026 Charter - Reaffirmation

- M/S/C: Bell/Abejar
- Abstentions: None
- Amendments: None
    - Note: Once the updated Strategic Plan and Governance Manual is finalized in the fall, each leadership council will then update their charters to align with the new document in a 5-year cycle.

3. Discussion Items

3.1 Food Services: New Catering Procedures

- Earlier in the spring, the updated catering procedures were presented college-wide
- Various ASNC clubs and faculty advisors submitted two letters of rebuttal and requests for exceptions noting that all three colleges "interpret" the existing board policies and procedures differently.
- Comments/Questions/Concerns:
    - Cameron Young – Faculty Advisor and various clubs representatives would like us to consider giving ASNC other options, keeping within board policy to allow more outside food services for cost efficiency, variety of cultural specialty cuisine, etc.
    - Various Student Leaders shared their concerns and experiences
    - Angel with the Dreamers and Leaders club shared his experience with a recent cultural event food.
    - Cost of catering can limit the amount of food, which can leave some students without
    - The snack options from the Corral, does not always meet the dietary needs, cost efficiency, etc.
    - Some faculty have been made aware of this issue, and would like to support the clubs to find a solution
    - Grants and Special Funded Programs stated that the catering might take away from other services needed for students due to the cost and having no other option.
    - Dr. Collins will take this issue and comments to the Executive Cabinet. He explained how the food services area has running costs with staff, food purchases, etc. Food safety is also of the utmost importance should anything happen would be a college accountability. He further stated that supporting our students and cultural events is very important and will remain a priority as we seek a solution in this issue moving forward.
    - A student stated she feels that she experienced more food poisoning from the corral, than she has from outside catering since she has been a student here. She confirmed that her club always ask for the required documents (W9, food handling certificates, insurance, etc.)
    - A question was raised: Would a food discount help? Dr. Young felt the cultural event issue would not be addressed, but they would always welcome a discount. They would continue to seek all the insurance and safety forms as standard practice. Students should not be "locked in" to only use one vendor.

3.2 Identify Norco College Technology Ad-Hoc Workgroup

- Dr. Collins explained the need to form an ad-hoc workgroup to help develop/review the District Technology Plan to endure Norco College's technology needs and goals are represented and continues to be in alignment with the plan.
- Recommended members: Faculty, Budget office, AV/IT & TSS, and any other suggestions? Julio Cuz suggested a representative from Student Services and will identify the AV/IT & TSS members. Kimberly Bell will identify a faculty member, and Esmeralda Abejar will identify a Business Services member.
- It was suggested they meet through the summer and present the final draft by mid-fall so it can be brought to the Resources Council for approval recommendation.

3.3 Annual 2023-2024 Key Performance Indicators (KPI) Update

- Councilmembers were provided a detailed handout to review the 15 KPI's, action plans, take-away's, highlights and concerns, prior to the meeting
    - KPI 1: Go from 7,366 to 8,759 FTES
    - KPI 2: Go from 14,624 headcount to 16, 681 total headcount
    - KPI 3: Increase capture rates from feeder high schools by 4% annually
    - KPI 4: Increase number of degrees completed by 15% annually
    - KPI 5: Increase number of certificates completed by 15% annually
    - KPI 6: Increase the number of transfers by 15% annually
    - KPI 7: Increase the number of first-time full-time enrolled students from 508 to 900
    - KPI 8: Reduce the equity gap for African American students by 40%
    - KPI 9: Reduce the equity gap for Latinx students by 40%
    - KPI 10: Reduce the equity gap for men of color students by 40%
    - KPI 11: Reduce the equity gap for LGPTQ+ students by 40%
    - KPI 12: Reduce the equity gap for foster youth students by 40%
    - KPI 13: Increase the median annual earnings of all students
    - KPI 14: Increase percent of CTE students employed in their field of study by 3% annually
    - KPI 15: Increase percent of all students who attain a livable wage by 5% annually

4. Information Items

4.1 Standard of Care Innovation and Effectiveness Draft Plan

- Dr. Tarrant provided a brief video for the councilmembers to review, highlighting the initiative goals as a model for providing support to district students, transforming advising, counseling, and tutoring support, utilizing the $2m commitment from the district for all three colleges.
- The Partnership Resource Team (PRT) has identified institutional successes, areas of focus, created an institutional innovation and effectiveness plan, and set a timeline for next steps.

4.2 Budget Report / Governor's May Revise Update

- On May 15, Dr. Collins provided an initial update to the college community via Nor-All email.
- While the budget frames a $12 billion deficit in 2025-26, the California community colleges did not see a significant reduction in revenue as anticipated. In fact, the Community College system will receive a net increase of $214.2 million in core funding. This is great news! There is an emphasis in the 2025-26 May Revise on restoring core funding to the community colleges and implementing the Master Plan for Career Education that includes investments in supporting the workforce needs of the state along with the needs of adult students and working learners.

- A few highlights of the Governor's "May Revise" 2025-26 budget proposal were:
    - 2.3% cost-of-living adjustment (COLA)
    - 2.35% funded enrollment growth, which is great for our district as we are growing!
    - Support for community college districts that were impacted by the wildfires
    - The Norco College Library/Learning Resource Center & Student Services building is in the Governor's budget proposal for preliminary plans and working drawings.
- A few revisions to the Governor's January 2025-26 budget proposal were noted as:
    - Defers some 2025-26 district revenue from the 2025-26 fiscal year to the 2026-27 fiscal year.
    - Systemwide "Common Cloud Data Platform" funding reduced
    - Statewide common ERP project funding eliminated
    - Rising Scholars ongoing funding reduced
    - Credit for Prior Learning ongoing/one-time funding reduced
    - "Career Passport" funding reduced.
- Unfortunately, the Governor's May Revise does not include any scheduled maintenance and/or instructional equipment funding to colleges. This has been a significant issue for the past two years as the college aims to keep up with aging facilities and instructional equipment needs in the classroom (including technology and classroom mediation equipment).
- Next Steps: Over the next few weeks, the Senate and Assembly will continue to review the Governor's budget proposals, working toward a constitutional deadline of June 15 to pass the budget for FY 2025-26. The Legislature and Governor will also develop trailer bills that contain policy changes to enact the budget. Rest assured that the Business Services budget team will continue to track state budget updates closely as we develop our budget plans for the 2025-26 fiscal year, in alignment with our College Budget Priorities set by College Council. There is much to look forward to on campus in the coming fiscal year, however our focus continues to be budget effectiveness and efficiency in all areas of the college.
- Esmeralda Abejar provided detailed copies of the following items for councilmember to review, prior to the meeting:

    - Norco College 2024/2025 Budget Performance Report dated 3/31/25

Fund	11						
Resource	1000						
		FY 2024/2025					
Major Object	Description	Sum of Adopted Budget	Sum of Revised Budget	Sum of Rev/ Exp Net of Abatements	Sum of Encumbrances	Sum of Uncommitted/ Unrealized	% Spent
1000	Academic Salaries	28,475,808.00	28,345,749.00	21,778,606.66	4,042,163.60	2,524,978.74	76.83%
2000	Classified Salaries	7,997,879.00	7,989,175.00	5,393,343.65	1,681,713.19	914,118.16	67.51%
3000	Inst and Non Instructional Benefits	15,107,087.00	15,129,055.00	11,019,320.45	3,690,163.88	419,570.67	72.84%
4000	Supplies and Materials	445,951.00	657,188.00	225,208.05	62,395.28	369,584.67	34.27%
5000	Services and Operating	14,657,337.00	13,175,338.00	2,576,787.52	1,957,468.88	8,641,081.60	19.56%
6000	Capital Outlay	64,775.00	1,695,846.00	777,368.82	161,886.06	756,591.12	45.84%
	Total Expenses	66,748,837.00	66,992,351.00	41,770,635.15	11,595,790.89	13,625,924.96	62.35%

Fund:	11	Resource:	1000	FY 2024/25		
		Prior Year 2023-24	Current Year 2024/25	Actuals		%
Object	Object Description	Actual	Revised Budget	YTD 3/31/25	Balance	Used
1330	INSTRUCTORS, PART TIME FALL	3,274,134.77	2,681,840.0(	3,495,778.57	(813,938.57)	130.35%
1331	*INSTRUCTORS, PART TIME SUMMER (ODD YR)*	-	632,251.0	419.42	631,831.58	0.07%
1332	INSTRUCTORS, PART TIME WINTER	683,350.29	631,585.0(	747,578.63	(115,993.63)	118.37%
1333	INSTRUCTORS, PART TIME SPRING	3,221,856.89	2,227,666.0(	693,261.51	1,534,404.49	31.12%
1334	*INSTRUCTORS, PART TIME SUMMER (EVEN YR)*	933,612.48	55,865.0	473,799.77	(417,934.77)	848.12%
1335	INSTRUCTORS, FULL TIME OVERLOAD FALL	878,347.77	517,534.0	950,682.95	(433,148.95)	183.69%
1336	*INSTRUCTORS, FULL TIME OVERLOAD SUMMER (EVEN YR)*	907,344.57	40,550.0	421,724.45	(381,174.45)	1040.01%
1337	INSTRUCTORS, FULL TIME OVERLOAD WINTER	784,429.63	664,525.0(	839,405.98	(174,880.98)	126.32%
1338	INSTRUCTORS, FULL TIME OVERLOAD SPRING	796,373.64	468,827.0	399,171.86	69,655.14	85.14%
1339	*INSTRUCTORS, FULL TIME OVERLOAD SUMMER (ODD YR)*	283.50	439,029.0	-	439,029.00	0.00%
1360	INSTRUCTORS, SUBSTITUTES	47,167.48	-	3,021.01	(3,021.01)	
1370	INSTRUCTORS, EXTRA DUTY	38,315.14	90,262.0	30,621.86	59,640.14	33.93%
1371	INSTRUCTORS, LARGE LECTURE STIPENDS	11,413.42	223,858.0	8,748.29	215,109.71	3.91%
13xx	PT & Overload, Academic, Inst Salary	11,576,629.58	8,673,792.0(	8,064,214.30	609,577.70	92.97%
Fund:	11	Resource:	1000	FY 2024/25		
		Prior Year 2023-24	Current Year 2024/25	Actuals		%
Object	Object Description	Actual	Revised Budget	YTD 3/31/25	Balance	Used
1439	ACADEMIC - PT COUNSELORS / LIBRARIANS / COORDINATORS	531,613.73	530,319.0	297,189.78	233,129.22	56.04%
1469	SHORT TERM (DAILY) SUBSTITUTE COUNSELORS / LIBRARIANS /	25,208.91	10,125.0(	8,868.58	1,256.42	87.59%
1470	NONINSTRUCTIONAL SALARIES, OTHER EXTRA DUTY	(214.77)	-	-	-	
1479	EXTRA DUTY STIPENDS	167,113.12	146,225.0(	109,523.14	36,701.86	74.90%
1490	ACADEMIC SPECIAL PROJECTS	25,284.57	69,199.0	30,407.97	38,791.03	43.94%
14xx	PT & Overload, Academic, Non-Inst Salary	749,005.56	755,868.0	445,989.47	309,878.53	59.00%

- Norco College Summary of Grants & Categorical Funds FY 2024/25 dated 3/31/25

SUMMARY OF GRANTS AND CATEGORICAL FUNDS FY 2024/25
AS OF 3/31/25

Row Labels	Adopted Budget 24/25	Revised Budget	Sum of Actuals as of 3.31.25	Sum of Encumbrances 3.31.25	Sum of Uncommitted Balance as of 3.31.25
⊞Federal - Allocation - Non-Competitive - Renewable	359,774.00	359,774.00	224,377.79	0.00	135,396.21
⊞Federal - Competitive - One Time	524,257.00	1,161,859.00	239,595.35	170,632.22	751,631.43
⊞Federal - Competitive-Renewal	4,057,953.00	4,061,355.00	1,651,416.75	618,565.35	1,791,372.90
⊞Local-Competitive Grant -One Time	40,898.00	40,898.00	605.01	581.81	39,711.18
⊞Private - Competitive Grant-One Time	15,000.00	16,200.00	5,239.81	460.00	10,500.19
⊞State - Categorical - Allocation - Non- Grant Funded- One Time	5,132,209.00	5,142,517.00	1,371,013.17	404,868.32	3,366,635.51
⊞State - Categorical - Allocation - Non- Grant Funded- Ongoing	15,199,724.00	16,863,255.00	7,216,107.46	3,062,793.39	6,584,354.15
⊞State - Non-Categorical - Competitive - Grant Funded - One Time	2,111,108.00	2,157,430.00	404,306.30	697,086.64	1,056,037.06
⊞State - Non-Categorical - Competitive - Grant Funded - Ongoing	9,885.00	9,885.00	9,513.83	845.74	-474.57
⊞State-Appropriation	3,504,356.00	2,144,567.00	1,791,574.68	201,966.58	151,025.74
⊞State - Cooperative Agreement - One Time	51,697.00	51,697.00	1,099.69	0.00	50,597.31
Grand Total	31,006,861.00	32,067,917.00	12,923,121.01	5,157,800.05	13,986,995.94

Fund	12
Resource	1190

FY 2024/25 as of March 31, 2025

Major Object	Description	Sum of Adopted Budget	Sum of Revised Budget	Sum of Rev/ Exp Net of Abatements	Sum of Encumbrances	Sum of Uncommitted/ Unrealized	% used
1000	Academic Salaries	2,892,370.00	4,031,931.00	2,337,800.20	331,301.25	1,362,829.55	57.98%
2000	Classified Salaries	7,652,014.00	7,625,446.00	4,065,347.58	1,122,754.03	2,437,344.39	53.31%
3000	Inst and Non Instructional Benefits	4,886,293.00	5,130,540.00	2,531,058.25	885,631.25	1,713,850.50	49.33%
4000	Supplies and Materials	2,510,597.00	2,309,438.00	288,005.16	74,956.45	1,946,476.39	12.47%
5000	Other Operating Expenses & Services	9,223,587.00	8,044,705.00	1,897,499.85	733,405.78	5,413,799.37	23.59%
6000	Capital Outlay	2,564,842.00	3,079,419.00	1,333,229.87	215,688.84	1,530,500.29	43.29%
7000	Other Outgo	1,277,158.00	1,846,438.00	470,180.10	47,525.84	1,328,732.06	25.46%
	Total Expenses	**31,006,861.00**	**32,067,917.00**	**12,923,121.01**	**3,411,263.44**	**15,733,532.55**	40.30%
			Salaries and Benefits	**8,934,206.03**			
				69.13% of total expenses			

COVID RECOVERY BLOCK GRANT

COVID RECOVERY BLOCK GRANT	FY 2024/25 as of 4.30.2025
Allocation to Norco College	2,097,875.00
Actual Expense + Encumbrances	1,137,176.28
Balance as of 3/31/2025	960,698.72

- Norco College Holding Accounts Recap dated 3/31/25

Norco College Holding Accounts
As of 03/31/2025

SPP/Resc.	One Time, Annual, On Going	Carry Over?	Fund	Resc.	Description	FY 24/25 Adopted Budget	FY 24/25 Revised Budget	FY 24/25 Rev/Exp Net of Abatements	FY 24/25 Encumbrances	Uncommitted / Unrealized
991	OT	N	11	1000	Savings from Permanent Gen.Fund Staff Positions	-	6,480	-	-	6,480
993	OT	N	11	1000	sabbatical Holding account	88,738	88,738	-	-	88,738
566	A	Y	11	1000	Annual Commissions rec'd from B&N	48,984	48,984	10,548	8,348	30,088
560	OT	Y	11	1000	College Fund Balance 1% Contingency	3,922	3,922	-	-	3,922
567	OT	Y	11	1000	One-time District set aside allocation	5,516,477	5,516,477	531,237	434,227	4,551,013
563	A	Y	11	1000	Annual Commissions rec'd from Follett	437,602	437,602	-	-	437,602
733	OT	Y	11	1000	One-time Funding - Rolled over Year to Year until gone	79,056	79,056	3,000	0	76,056
729	A	Y	11	1000	Based on a Percentage of Non-Resident Fees rec'd	619,535	619,535	147,477	19,365	452,692
738	OT	Y	11	1000	One-Time Allocation from Dist. Reserves in FY 17/18	22,993	22,993	20,812	2,805	(624)
716	OT	Y	11	1000	One-Time Allocation in FY 18/19 for borrowed back FTES	285,805	285,805	48,693	9,578	227,534
568	OT	Y	11	1000	Facilities Fees Revenue	138,013	138,013	24,183	96,645	17,185
997	OG	Y	11	1000	To/From Permanently Funded Positions	427,102	427,102	-	-	427,102
999	OT	Y	11	1000	Adjusting Account to Address Permanent Increases in College Contracts- obj 5110	7,615	1,615	-	-	1,615
797	OT	Y	11	1000	Indirect Cost Recovery (at 83%)	2,730,695	2,838,108	430,729	96,910	2,310,469
					Fund 11- Unrestricted	**10,406,537.00**	**10,514,430.00**	**1,216,678.76**	**667,878.88**	**8,629,872.36**

- Questions/Comments/Concerns:
  - We could potentially spend approximately 140% by the end of this fiscal year: June 30th, which the college would be responsible for because we have spent 92.97% of our 13xx's part-time, overload salaries budget as of March 31st.
  - The holding accounts and reserves (as well as fund 12) are being used for operation costs, and the balances are dwindling. We will need to keep an eye on addressing this issue in the next fiscal years.

4.3 Grants Report

- The updated 2024/2025 Grants and External Resource Development Activity Report was reviewed by the council.
- Federal and State grants continue to be submitted for approvals.
- NSF reduction update: The current 30.6% indirections, is now being reduced to 15% (overhead costs, etc). This will effect SSS and possibly other programs like TRiO, etc. in the future.

5. Good of the Order

- None

6. Adjournment: 1:52pm

Fall 2025 and Spring 2026 Meeting Dates:

Sept 25	Oct 23	Nov 20*	*(Note: Nov moved up 1 week due to holiday)
Feb 26	Mar 26	Apr 23	May 28

Strategic Planning and Governance Manual 2025-2030

Hold For Cover Page

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Table of Contents:

Hold: President's Letter 4

Part 1: Planning Overview 5

Executive Summary 6

Introduction to Planning 6

Why Planning Matters 6

The Strategic Plan 7

Planning Context 7

State-Level Considerations 7

Regional Considerations 8

District Alignment 8

College Alignment 10

2020-2025 Key Performance Indicators and Objectives 11

2020-2025 KPI Progress Summary 17

Part 2: 2025-2030 Strategic Plan 19

2025-2030 Strategic Plan 20

2025-2030 Objectives and Key Performance Indicators Summary 20

2025-2030 Strategic Alignment 23

2025-2030 Strategic Alignment to Operational Divisions 23

2025-2030 Strategic Alignment to Leadership Councils 24

2024 Accrediting Commission for Community and Junior Colleges Standards 27

Part 3: Governance Manual 28

Executive Summary 29

Governance Overview 29

Participatory Governance 29

Definitions of Groups 31

Council and Committee Structures 32

Communication & Decision-Making 38

Principles of Communication 38

DRAFT

Principles of Decision-Making 42
Consensus and Voting 42
Council/Committee Templates 44
Charter Requirements 44
List of Councils and Committees 45

Part 4: Institutional Effectiveness and Governance Procedures 47
Executive Summary 48
Institutional Procedures 49
Mission, Vision, and Core Commitments Review Procedures 49
Assessment of Institutional Climate Procedures 50
Strategic Planning and Governance Manual Revision Procedures 51
Program Review Process 51
Governance Procedures 53
Electronic Voting Procedures for Leadership Councils 53
Charter Procedures 54
Governance Self-Evaluation & Continuous Improvement Procedures 56
Evaluation of the Institutional and Governance Procedures 57

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Hold: President's Letter

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Part 1: Planning Overview

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Executive Summary

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

The SPGM is divided into four main parts:

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

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

Introduction to Planning

Why Planning Matters

Strategic planning at Norco College is essential for achieving our strategic goals, maintaining accreditation, aligning with community needs, and ensuring sustainable growth. Strategic planning creates a roadmap that guides all areas of the institution toward our college mission and vision while fostering continuous improvement.

- Planning gives us a future vision for Norco College while simultaneously providing opportunities for reflection and evaluation of our current performance.
- Planning guides what we do and why we do it.
- Planning helps prepare the college for future challenges and opportunities by effectively and efficiently leveraging finite resources to achieve goals and objectives.
- Planning aligns our governance structures and operational units with our Mission, Vision, and Core Commitments.
- Planning facilitates coordination, informs resource allocation, improves decision-making, and emphasizes preparedness for change.

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The Strategic Plan

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

Planning Context

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

State-Level Considerations

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

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

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

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

Regional Considerations

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

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

District Alignment

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

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

Access and Enrollment Growth:

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

Equity and Student Success:

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

Workforce Development:

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

Resource Optimization and Community Engagement:

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

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College Alignment

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

Mission

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

Vision

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

Core Commitments

Access

Providing open admissions and comprehensive educational opportunities for all students.

Equity

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

Student Success

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

Expertise

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

Mutual Respect

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

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Collegiality

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

Inclusiveness

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

Integrity

Maintaining an open, honest, and ethical environment.

Quality

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

Environmental Stewardship

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

Innovation

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

Civic Engagement

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

2020-2025 Key Performance Indicators and Objectives

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

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

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

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

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

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

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

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2020-2025 KPI Progress Summary

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

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

Table 2. 2020-2025 Key Performance Indicator Progress Trends

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

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

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

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

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Part 2: 2025-2030 Strategic Plan

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2025-2030 Strategic Plan

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

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

2025-2030 Objectives and Key Performance Indicators Summary

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

The 2030 Objectives and KPIs focus on eight key areas:

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

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Table 3. 2025-2030 Objectives and Key Performance Indicators

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

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

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2025-2030 Strategic Alignment

2025-2030 Strategic Alignment to Operational Divisions

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

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

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

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

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

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

2025-2030 Strategic Alignment to Leadership Councils

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

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

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

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

College Council

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

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

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

Academic Council

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

ACCJC Accreditation Standard	Goal/Objective	Example Task

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

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

Institutional Effectiveness & Governance Council

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

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

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

Resources Council

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

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

Figure 4. Alignment of Resources Council to Accreditation Standard 3.6 and Goals 7 and 8 with an example task.

Student Support Council

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

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

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

2024 Accrediting Commission for Community and Junior Colleges Standards

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

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

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Part 3: Governance Manual

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Executive Summary

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

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

Governance Overview

Participatory Governance

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

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

Guiding Principles of Participatory Governance at Norco College:

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

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

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

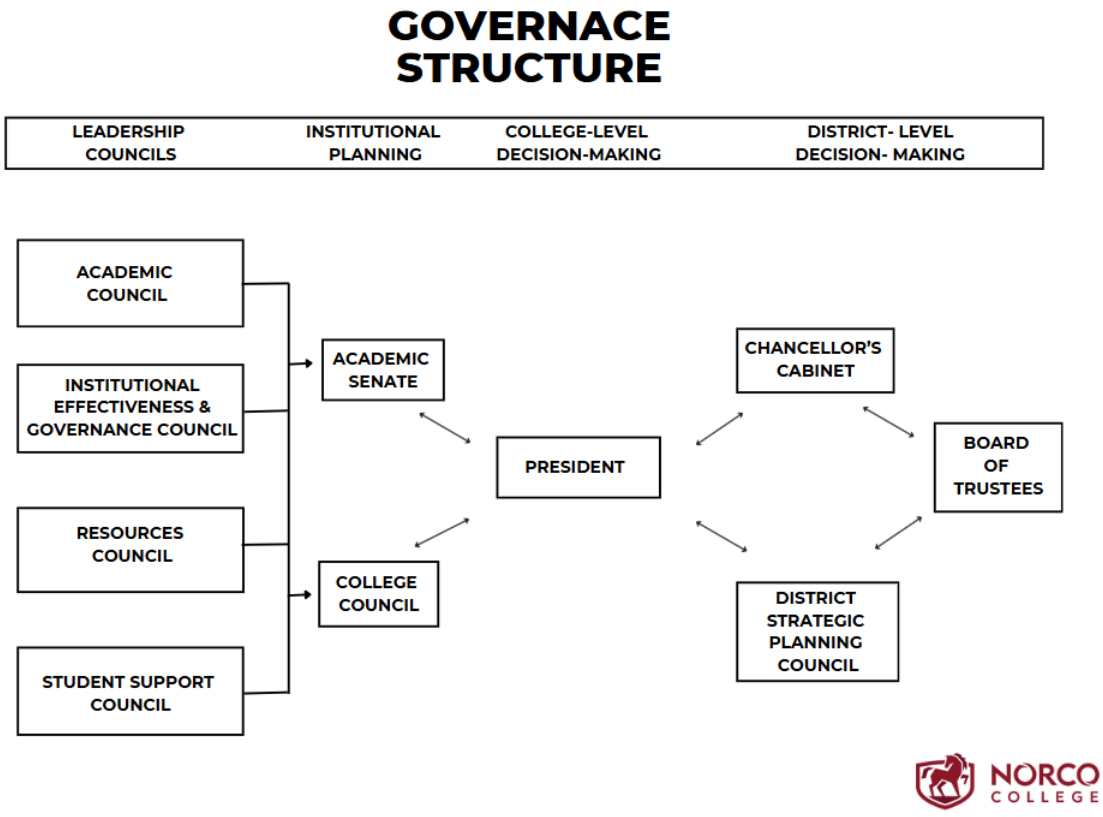


Figure 6. Governance Structure: Alignment of the four leadership councils to the institutional planning bodies, Academic Senate and College Council, and their relationship to decision-making at the college and district level

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

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

All Senate Sub-Committees share alignment with College Leadership Councils. Assessment Committee, Program Review Committee, Faculty Professional Development Committee, and Teaching and Learning Committee align to IEGC. Academic Planning Chairs, Curriculum Committee, Distance Education Committee, LGBTQ+ Committee, and Library and Academic Support Committee align to Academic Council.

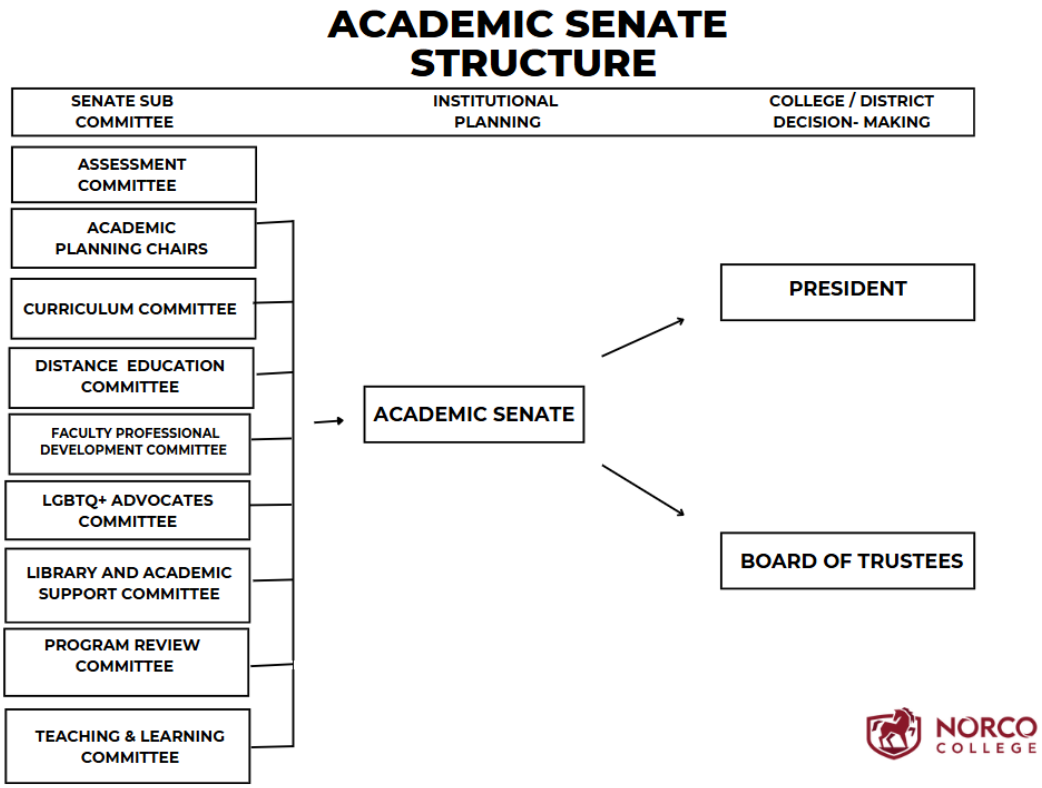


Figure 7. Academic Senate Structure: Alignment of the Academic Senate sub-committees and the role of the Academic Senate in institutional planning in relationship to 10+1 matters.

Definitions of Groups

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

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

features:

a. Councils are primarily responsible for decision-making and recommendations related to the college's strategic vision.
b. Voting membership comprises representatives from all significant constituent groups at the college: administration, faculty, classified professionals, and students.
c. Voting members are specifically identified and selected by their constituent groups. Only those individuals specifically identified and selected can serve as voting members.
d. Councils meet on a regular schedule. They publish agendas in advance of meetings and produce minutes of the meetings.
e. Councils are established bodies that do not need to be regularly reaffirmed or reconstituted to continue their work. They have a charter that is reviewed regularly.

2. **Committees** – Committees at Norco are generally defined as bodies that contain the following features.
   a. Committees are primarily responsible for decision-making and recommendations related to the operational functions of the College.
   b. Voting membership varies across college committees and standing committees of the Academic Senate. Standing committees of the Senate are commonly composed of representatives of just one or two major constituent groups. Voting members on college committees are typically identified
   c. Committees meet on a regular schedule. They publish agendas in advance of meetings and produce minutes of the meetings.
   d. Committees are generally constituted by a higher organizing body (e.g., committees of councils, committees of the Academic Senate, etc.). A committee's continued existence is at the behest of its higher-organizing body. Committees have a charter that is reviewed regularly and reaffirmed by their higher-organizing body.

3. **Operational Groups** - Advisory Groups, Networks, Planning Teams, Project Teams, Taskforces, and Workgroups.
   a. The above groups are generally constituted on an ad-hoc basis to complete a specific task or review a particular issue.
   b. The above groups may or may not have voting membership, depending upon a specific group's needs.
   c. The group itself determines membership: membership may be open to all, limited to specific constituent groups, or limited to particular individuals or expertise as identified by the group or by the body creating the group.
   d. The above groups are encouraged to generate agendas, but doing so is not required. They are also encouraged to produce notes (rather than minutes) and share these notes as appropriate.
   e. The above groups typically do not require a charter, although they can create one if desired. They generally exist until their task is complete and then disband.

Council and Committee Structures

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

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

Common Council and Committee Structures including the following elements:

- Chair/Co-Chair System
- Membership Appointments
- Student Participation

Chair/Co-Chair System

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

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

Participants

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

Board of Trustees

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

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

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

Chancellor

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

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President

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

Administration

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

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

Faculty

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

Classified Professionals

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

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

Students

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

Membership Appointments

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

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

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

Student Participation

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

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

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

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

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

Communication & Decision-Making

Principles of Communication

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

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

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

- Agendas
- Minutes
- Websites

Agendas

Councils and committees should publicly publish their agendas at least three days (including weekends) prior to a meeting. Publication and contents of agendas should follow these guidelines.

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

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

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

Minutes

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

As a general guiding principle, minutes are expected to represent a <u>full</u> meeting record and be <u>brief yet accessible</u>.

- "Full record" means that minutes should include decisions reached and a summary of the deliberation surrounding those decisions. Minutes should also include summaries of information and discussion items.

- "Brief yet accessible" means that minutes should be succinct summaries of relevant decisions, discussions, and information items but detailed enough that readers who were not present at the meeting can still develop a strong sense of the meeting's contents.

This focus on more detailed minutes serves several purposes. First, it facilitates stronger communication with the college. Second, it enables a greater understanding of the decisions made and the decision-making process. Finally, it provides valuable evidence necessary for accreditation and other governance purposes.

The contents of the minutes should follow these guidelines.

- **Minutes should include the following information**:
  - The name of the Council or Group.
  - The meeting date, time, and location, including both physical and virtual location information as appropriate.
  - The names of all individuals present at the meeting.
    - Councils, committees, and groups with set membership rolls may distinguish between members and visitors.
    - Councils, committees, and groups with set membership rolls may identify absent members.
    - All members, including those absent, may offer corrections to the meeting minutes and vote on their approval.
- **Minutes should include the following elements:**
  - A description of any decisions that were made. The description of each decision should include the following elements:
    - A description of the decision.
    - The names of the group members who made and seconded the motion to approve the decision.
    - A brief yet accessible summary of any discussions surrounding the decision.
    - Whether the decision was made by consensus or voting.
      - If the decision was made by voting, vote totals (yes, no, abstain) should be included.
  - A description of information/discussion items.
    - For items that involved discussion, groups may determine on their own whether to include the names of the individuals who participated in the discussion.
  - A brief yet accessible description of any issues raised during Comments from the Public/For the Good of the Order.
  - Any other information or details deemed necessary for individuals who did not attend the meeting to understand the meeting's contents.

The publication of minutes should follow these guidelines:

- Members of the group should have the opportunity to review and offer revisions to minutes before official publication.
- Minutes for one meeting should be considered and approved at the next meeting.
- The minutes should include, as an appendix, any documents or presentations that were shared at the meeting.
- Once approved with any revisions, minutes should be published on the group's website. Approved minutes may also be published by other means (e.g., email) as appropriate.

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- Draft minutes may be distributed before approval when necessary. However, the draft status of said minutes should be clearly marked.
- Any documentation presented at the meeting must be added to the meeting minutes as an appendix (no links).
- Meeting minutes and agendas need to be submitted to the college's document control platform for historical record.

Visit the Norco College Governance Resources webpage to access details regarding the procedures for Document Control, as well as a sample of meeting minutes and meeting minutes template.

Websites

All Councils and Committees of the College are expected to maintain websites related to their group. While other groups should determine on their own whether a website is necessary, in general, groups are encouraged to establish and maintain websites to facilitate communication and openness. Previously, there have been no guidelines on what websites should contain. These guidelines aim to establish a more uniform, college-wide approach to website development and maintenance.

Website Guidelines

All College group websites are expected to have the following elements. Please note that these elements are considered only a starting point and that groups can and likely should include additional information beyond these guidelines to carry out the group's charge best.

The expected elements consist of the following:

- Name.
- A description of the group's purpose and/or the group's mission statement.
- The regular meeting dates, times, and locations, including physical and virtual as appropriate.
- Contact information.
    - The primary contact will likely be the chair or co-chairs.
    - Contact information should include how to submit items for the group's agendas.
- Meeting Schedule
- Committee Members
    - Group Membership should be updated at least annually and ideally at the beginning of each semester.
    - Chairs/co-chairs should be clearly identified.
    - If a group's membership is based on representation from particular College communities, those affiliations may be included (i.e., the Student Representative may be identified as such, or the Representative from a particular School or constituent group may be identified as such).
    - A statement regarding how group members are selected or who is welcome to join the group.
- Planning Documents
    - Group Charter
    - Reports
- Archived Agendas and Minutes

Responsibility for Website Updates

All groups with a website should assign a person or team to be formally responsible for updating the website (either directly or by working with College or District IT to implement the updates). While this responsibility will commonly fall to the chair/co-chairs, any group member can perform this task. The person/team assigned should expect to perform the following duties:

- Review the website at the beginning of each semester to identify needed updates. Examples of common updates include:
  - Changes to group roster or membership.
  - Changes or updates to meeting days, times, and locations.
  - Changes to any linked documents, guides, or other resources provided to the community.
- Perform a monthly review and update of the council/committee website to ensure documentation is uploaded and accessible. This includes agendas with documentation and meeting minutes.
- At the conclusion of each term (Fall and Spring), work with the College or District IT for assistance and support as needed to ensure the site is fully functional and up to date.

Principles of Decision-Making

The following section outlines the basic decision-making procedures that bodies governed by this manual are to use. While individual councils, committees, and other groups may modify some decision-making procedures to suit particular circumstances, they are generally encouraged to follow the procedures outlined below. Using uniform decision-making procedures enables easier participation by new members and establishes standard expectations about how governance groups will operate.

This section covers the following areas:

- Consensus and Voting
- Quorum Requirements

Consensus and Voting

Consensus

All college bodies are encouraged to use consensus as their primary method of decision-making. This focus aligns with the College's guiding principles and encourages constituent groups to engage openly and honestly, prioritizing compromise to resolve disagreements.

Consensus is characterized by the following five elements:

1. Collaboration: The group develops proposals with input from all interested group members.
2. Inclusion: The group includes all appropriate constituencies in its discussions and seeks to identify relevant voices that might be missing.
3. Participation: All interest group members contribute to the discussion. The group solicits contributions from all members and seeks to identify any voices that may not have been heard yet.
4. Agreement Seeking: The group makes a concerted attempt to reach a complete agreement that is satisfactory to all group members

5. Cooperation: Decisions may incorporate individual concerns but are designed to benefit the whole group. Personal preferences do not override the needs and interests of students, the College, the District, and other constituent bodies.

It is important to remember that consensus does not mean nor require full endorsement by all members of a given decision. Consensus almost always involves compromise; reaching consensus most often means that all group members agree that they can support a decision while also acknowledging that members may hold reservations about certain parts of the decision. Consensus requires the group to attempt to hear members' perspectives for mutual understanding and to strive for compromise.

Councils, committees, and other groups are encouraged to use the following best practices to reach consensus:

- Clarification of the Issue: At the outset of the discussion, the group works to identify the issue being considered and the details of any proposals.
- Discussion/Dialogue: Participants combine their insights and knowledge to develop a broader and collective understanding of the issues.
- Participation: Council, committee, or workgroup members accept responsibility for attending meetings, designating a substitute when unable to participate, contributing to the discussion, and following up on action items. Committee chairs are expected to schedule meetings to maximize participation.
- Support: Once a consensus is reached, all group members are expected to support the decision-making process.
    - At the same time, groups are encouraged to share, through their minutes, the differing viewpoints that were expressed and to forward all viewpoints to the next decision-making level to give a complete picture of the issues considered.

Voting

For decisions where consensus is not achievable, voting should be used to make a decision. Groups are asked to use the following principles when voting:

- Chairs and co-chairs of Councils and Committees are considered voting members and encouraged to participate.
    - Advisory groups, task forces, and other entities are encouraged to treat chairs and co-chairs as voting members but can adopt different rules as appropriate.
- Voting should be public, with all group members expressing their votes openly. Secret ballots should be used only on rare occasions.
    - One notable area where secret ballots may be preferable is votes to elect officers or members of a particular group or other situations in which members are chosen for particular roles. If possible, such decisions should also be reached via consensus.
- Vote totals (e.g., for, against, and abstain) should be recorded and included in a group's minutes.
- **Electronic voting is not allowed for groups subject to the Brown Act. Groups not subject to the Brown Act can use electronic voting as appropriate. E-voting procedures are detailed in Institutional Effectiveness and Governance Procedures for groups not subject to the Brown Act, including all Leadership Councils and Committees.**
    - Groups subject to the Brown Act may use electronic means to conduct elections (e.g., Academic Senate may use electronic voting to elect officers or other representatives).

- Once a vote is taken, all group members are expected to support the decision-making process.
    - At the same time, groups are encouraged to share the differing viewpoints that were expressed through their minutes and to forward all viewpoints to the next decision-making level in order to give a full picture of the issues considered.

Quorum Requirements

Councils and committees are required to establish quorum to make decisions, whether those decisions are reached by consensus or voting. Unless otherwise stated in a group's charter or by-laws, quorum is 50% + 1 of the group's voting membership (please see Electronic Voting Procedures for groups not subject to the Brown Act).

Chairs and co-chairs are counted towards the determination of quorum.

If a group does not establish quorum, it may not hold votes or make decisions on action items, but it can still discuss the items on its agenda, and the group should still take minutes of the meeting.

Council/Committee Templates

The following pages contain charters for Councils and Committees representing all standing bodies active in the college at the time this edition of the Strategic Planning and Governance Manual was published. While this list and the descriptions will be updated annually as necessary, readers are encouraged to contact any listed body directly for more current information.

Please find up-to-date council and committee information online at the Norco College governance website.

This section includes the following:

- Charter Requirements
- List of Councils and Committees

Charter Requirements

Charters at Norco College serve two purposes:

- Charters serve as a central location for basic information about each Council and Committee.
- Charters provide a central organizational document to help orient the efforts of Councils and Committees regarding their contributions to the operational and strategic efforts of the college.

All charters contain the following elements:

- Name of Council/Committee
- Description: a 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
- Brown Act: identification of bodies subject to the Brown Act
- Meeting Schedule: regularly occurring meeting schedule
- Chair/Co-Chairs (include constituent group when relevant)

- Reports and Recommends to: the governance entity or office that the council or committee reports and submits recommendations to
- Required Reports and Updates: specific reports and updates related to institutional effectiveness and strategic goals
- Key Performance Indicators/Goals: specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
- ACCJC Accreditation Standards: alignment to specific standards that guide the committee or council's work
- Equity Focus: a brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
- Edition Date: date of their most recent revision and dates of previous versions of the charter.
- Link: Provide URL to site with Membership Roster.

Refer to the Charter Procedures (under Governance Procedures) prior to making changes to any of the above charter elements.

List of Councils and Committees

Councils

- Academic Council
- College Council
- Institutional Effectiveness & Governance Council
- Resources Council
- Student Support Council

Committees

- Academic Planning Chairs [Senate]
- Academic Senate [Senate]
- Assessment Committee [College]
- Associated Students of Norco College (ASNC) [College]
- Course Materials Affordability Committee [College]
- Curriculum Committee [College]
- Distance Education Committee [College]
- Diversity, Equity, Inclusion & Accessibility Committee [College]
- EOPS/CARE Advisory Committee [College]
- Faculty Professional Development Committee [Senate]
- Foster Youth Success Committee [College]
- Grants Advisory Panel [College]
- LGBTQ+ Advocates Committee [College]
- Library and Academic Support Committee [Senate]
- Marketing Committee [College]
- Program Review Committee [Senate]
- Safety Workgroup [College]
- Scholarship Committee [College]
- Teaching & Learning Committee (TLC) [Senate]
- Transfer Advisory Committee [College]

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Consider labeling Committees as [College] or [Senate] to make distinguishing each Committee's position easy.

Table 5. Council and Committee Charter Template.

Name of Council/Committee
Description (25-50 words):
Brown Act (Yes or No):
Meeting Schedule:
Chair(s):
Reports and Recommends to:
Required Reports and Updates:
Key Performance Indicators/Goals:
ACCJC Accreditation Standard(s):
Equity Focus:
Edition Date:
Link to council/committee site with Membership Roster: www.norcocollege.edu/

College Meeting Calendar

Visit the Norco College Governance Resources webpage to access the Standing Meetings Calendar.

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Part 4: Institutional Effectiveness and Governance Procedures

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Executive Summary

Norco College has developed a comprehensive and integrated framework for institutional effectiveness and governance designed to support continuous improvement, strategic alignment, and equitable student outcomes. Through a series of interconnected procedures and governance structures, the college ensures that institutional planning, resource allocation, and decision-making are transparent, data-informed, and mission-driven.

At the core of this framework are five Leadership Councils—Academic, Student Support, Resources, College Council, and the Institutional Effectiveness & Governance Council (IEGC)—which collectively guide the implementation and assessment of the college's strategic goals. Each council engages in regular self-evaluation through the Reports of Effectiveness, contributing to a cycle of continuous improvement that aligns planning with operational outcomes.

The chapter details the following procedures:

- **Mission, Vision, and Core Commitments Review** occurs every five years and involves broad stakeholder input to ensure alignment with student needs, equity goals, and accreditation standards.
- **Institutional Climate Assessments**, administered in years one and four of each planning cycle, provide insights into employee and student experiences, informing priorities and identifying progress areas.
- **Strategic Planning and Governance Manual Revisions** are governed by a documented process to ensure accuracy, consistency, and broad participation in governance practices.
- The **Program Review Process** links program evaluation with strategic planning and resource prioritization, using disaggregated data to inform equity-centered decisions.
- **Electronic Voting Procedures** ensure operational continuity when quorum is not met, supporting transparency and inclusivity.
- **Governance Self-Evaluation Procedures** guide councils and committees through a structured review of their function, purpose, and impact on institutional goals, including charter reauthorization.
- **Evaluation of Institutional and Governance Procedures** in year three ensures that planning, resource allocation, and institutional effectiveness processes remain relevant, efficient, and strategically aligned.

Each of the procedures is provided in the following template:

- Purpose: Explains why the procedure is needed
- Scope: Defines what areas the procedures apply to
- Timeline: Describes when the tasks will occur
- Procedures: Detail how the tasks will be carried out
- Instructions: The actions required to complete the procedure

Together, these procedures reflect Norco College's commitment to shared governance, equity, and institutional excellence. The integration of continuous feedback, stakeholder engagement, and strategic alignment ensures that the college is well-positioned to adapt, improve, and fulfill its mission.

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Institutional Procedures

Mission, Vision, and Core Commitments Review Procedures

Purpose: The purpose of the Mission Statement, Vision, and Core Commitments Review (MVCC) Procedure is to ensure that Norco College has a clearly defined mission that reflects its character, values, organizational structure, and unique student population as required by the ACCJC Accreditation Standards. Regularly reviewing the Mission Statement, Vision, and Core Commitments allows College constituents to reaffirm the College's commitment to providing equitable educational opportunities and outcomes for all students.

Scope: The Mission, Vision, and Core Commitments Review Procedure requires the participation of all College constituencies in reviewing and revising the Mission, Vision, and Core Commitments (MVCC), ensuring they reflect the character, values, and structure of the College and the unique student population it serves.

Timeline: Every five years (beginning in the 2024-2025 academic year), the Vice President of Planning & Development and the Accreditation Faculty Co-Chair will lead the review and revision of Norco College's Mission Statement, Vision, and Core Commitments in the Spring Terms of 2025 and 2030. The procedure will align with the evaluation of the strategic planning process and the update of the Strategic Planning and Governance Manual.

Procedure: Led by the Vice President of Planning & Development and the Faculty Accreditation Co-Chair, the College will undergo a process of reviewing and revising the College mission, vision, and core commitments every five years. This includes broad feedback from institutional stakeholders. Academic Senate and College Council provide input and final recommendations to the College President. The College President initiates district approval via the District Strategic Planning Committee, the Board of Trustees, and the Chancellor.

Instructions:

1. **Initiate the Mission, Vision, Core Commitments (MVCC) Review Process**: Develop/launch a college-wide survey with support from the Office of Institutional Effectiveness in year four of a five-year strategic plan to collect college-wide input to review the current MVCC and propose revisions to the MVCC.
2. **College-Wide Survey Data Review**: The VPPD will collect and engage in initial data review and sensemaking with the Office of Institutional Effectiveness.
3. **Distribute MVCC Review Feedback and Revisions**: Share college feedback and proposed revisions of MVCC to the College community.
4. **Newly Revised MVCC Distributed for College Approval**: The newly revised MVCC will be presented at all college leadership councils, including Academic Senate and College Council, as an action item for approval. Academic Senate and College Council will provide a formal recommendation of the MVCC to Executive Cabinet and the College President.
5. **District Review and Approval**: The College President will forward the approved draft to the District Strategic Planning Committee, the Chancellor's Cabinet, and finally, the Board of Trustees for approval.
6. **Adoption and Communication**: The College President will distribute the revised approved mission statement, vision, and core commitments to the Norco College

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community, while the Office of Planning and Development will provide guidance on updating the college's print and online documentation.

Assessment of Institutional Climate Procedures

Purpose: The evaluation of one or more aspects of the institutional climate through a validated instrument. The goal of the institutional climate assessment is to gather data on the perceptions and experiences of college employees and students, ensuring a positive, inclusive, and productive environment. If there is a desire to compare to other institutions in or outside the district, the instrument to be used should be a third-party instrument constructed for this purpose.

Scope: The procedures cover the selection, dissemination, and use of climate survey results.

Timeline: In every five-year cycle of an approved strategic plan, the Assessment of Institutional Climate will be completed in the Spring semesters of year one and year four of the planning cycle. In this way, the initial results of the climate survey will be available to inform all other institutional procedures for areas of improvement, and the year four results will indicate whether improvements have been achieved.

Procedures: The assessment of the institutional climate is led by the Office of Institutional Effectiveness in collaboration with the IEGC co-chairs and members to facilitate the selection, dissemination, and use of climate surveys in years one and four of the five-year strategic plan to inform and guide improvements in planning and institutional effectiveness.

Instructions:

1. **Selection of the Climate Survey:** The Office of Institutional Effectiveness will identify and select a validated climate survey based on a review of technical specifications and input from the IEGC Chairs and/or IEGC members.
2. **Dissemination of the Survey**: If purchased from a third party, the survey will be sent to all members of the stakeholder group for which it is designed or in accordance with third-party-established guidelines.
3. **Communication of Survey Results**: The results of the climate survey will be shared at an IEGC meeting in the following Fall semester of year two, highlighting areas for improvement. The results of the year four climate survey will be shared in the Fall semester of year five, identifying whether areas of improvement have made progress over the previous three years and if new areas for improvement have emerged. The results of both climate surveys will be posted on the Institutional Research website.
4. **Use of Results**: Results will inform and guide institutional procedures and planning processes. Climate survey results in year four will identify whether interventions identified from the year one survey have made an impact. If these areas of improvement persist or if new areas emerge, they may inform the creation of the next strategic plan.

Strategic Planning and Governance Manual Revision Procedures

Purpose: Ensure the quality, accuracy, integrity, and transparency of the Strategic Plan and Governance Manual by describing the process for making revisions, updates, and improvements.

Scope: Revision control procedures for updating the Strategic Plan and Governance Manual (SPGM).

Timeline: Throughout the five-year SPGM, members of any governance entity or bargaining unit may request updates or changes to the document by following the instructions provided. Alternatively, any institutional member may submit updates or improvements to the SPGM through the SPGM Improvement Form, which should be sent directly to the IEGC Co-Chairs.

Procedures: Requests to revise or update the SPGM are submitted to the IEGC co-chairs (by a governance entity or through the Improvement Form), who will initiate and facilitate the document control and revision procedures.

Instructions:

1. **Content Update Request:** Members of any governing entity identify procedures or content that requires a revision or update in the SPGM.
2. **Submit for Review:** A request is submitted to the IEGC co-chairs to initiate the document revision process. The IEGC co-chairs will review and document via a shared Revision Log, which the IEGC Meeting Recorder will maintain.
3. **Draft Revise:** IEGC co-chairs will send a Watermarked Draft Word document of the revised/updated section to the requestor.
4. **Submission of Track Changes:** The requester will provide track changes via redlining to the section and submit final draft to IEGC co-chairs for review and approval.
2. **Revision Recommendation:** The IEGC co-chairs will present the finalized revision as an Action Item to IEGC for consideration.
3. **Approval**: IEGC co-chairs will submit the recommended revisions to College Council for review and approval.
4. **Revision Control:** Once College Council approves the SPGM updates, the IEGC co-chairs and meeting recorder will archive the old section, and the document will be submitted via the document control platform with a revision number and date.

Program Review Process

One of the primary processes for facilitating continued improvement at Norco College is the Program Review process. Program Review ensures continuous improvement and alignment with the college's mission, strategic goals, and the Educational Master Plan (EMP). Through the Program Review process College stakeholders systematically evaluate instructional programs, support services, and administrative units to assess effectiveness and make improvements that will impact student success and equity. This systematic evaluation of all program units within the college guides resource allocation and aligns with accreditation Standards and the college's commitment to data-driven decision-making. The Program Review Process has four components: 1. Report on

current goals; 2. Set new goals; 3. Align program goals with college strategic goals; 4. Determine how the college can help the unit achieve its goals (through resource allocation or improvements to process and procedure). Each year, programs can make annual updates to their Program Review through resource requests and assessment updates. Diagram 1 provides an overview of the Annual Resource Request and Prioritization process.

Details regarding the Comprehensive Program Review Process, including the Annual Resource Request and Prioritization Process, can be found online at www.norcocollege.edu/committees/prc/.

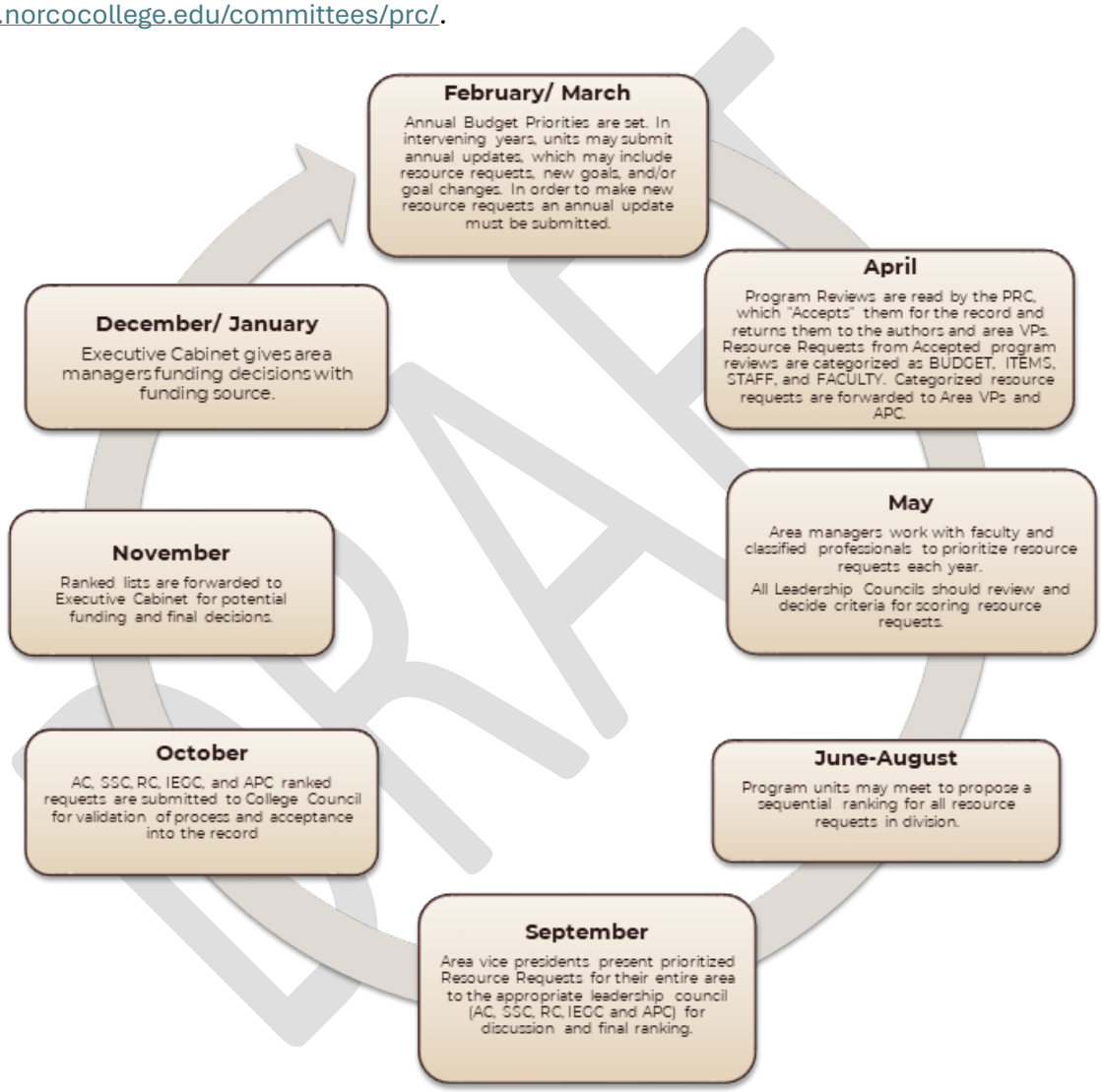


Figure 8 Program Review: Annual Resource Request and Prioritization Process as a cyclical annual process.

Governance Procedures

Electronic Voting Procedures for Leadership Councils

Purpose: To encourage participation, support transparency, and ensure consistency across the leadership councils in decision-making. Electronic voting (e-voting) protocols provide flexibility to ensure all constituents, regardless of work location, can participate in college governance, and decision-making is timely and responsive.

Scope: These protocols allow for e-voting on agendized action items from leadership council meetings at which quorum is not met. These e-voting procedures may not be used for any other purpose. The e-voting protocols exclude agendas and meeting minutes. E-voting procedures are not applicable for governance entities that are subject to the Brown Act (i.e. Academic Senate).

Timeline: Within three business days following any leadership council meeting where quorum is not met, an e-vote can be initiated for any agendized action item from that meeting. Once initiated, council members will be provided at least five business days to vote electronically on that item.

Procedures: The leadership council co-chairs will initiate e-voting procedures. Although council attendance is encouraged and expected for all appointed members, e-voting provides councils with the opportunity to conduct business when the 50% +1 quorum meeting requirements (both in-person and virtual attendees) are not met. Any action item from such a council meeting may be acted upon via the electronic voting procedures below.

Instructions:

5. **Establish Quorum:** The leadership council co-chairs establish that voting is suspended due to a lack of quorum at the regularly established council meeting.
6. **Initiate E-Vote:** Within three business days following a council meeting in which a quorum was not met, the council co-chairs may initiate an e-vote on any action item from that meeting.
7. **Distribute E-Vote to Members:** The leadership council, co-chairs and/or meeting recorder, will distribute separate messages for each item for which an e-vote is sought. Each item shall include the relevant documentation for the action item.
8. **Discuss and Collect E-Votes:** All appointed leadership council members, including council co-chairs, will have five business days to submit their comments and e-vote.
9. **E-Vote Reporting:** After an e-vote, the co-chairs and meeting recorder will send an E-Vote Report to the members listing each member's vote and summarizing the outcome of the vote. A passing vote requires a majority vote (50% +1) of voting members.
10. **Add to Meeting Minutes:** The E-Vote Report will be added to the agenda and meeting minutes of the next meeting.

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Charter Procedures

Purpose: To ensure that each governance charter provides accurate and up-to-date information to orient the efforts of the council or committee regarding their contributions to the operational and strategic efforts of the College through regular review and examination of the charter.

Scope: Governance entities can create new charters at any time during the five-year strategic planning cycle. All governance entities shall seek reauthorization of existing charters in years two and four of the five-year strategic planning cycle as part of the Governance Self-Evaluation and Continuous Improvement Process.

Timeline: Each governance entity conducts an annual internal review of its charter for updates and revisions, led by the chair or co-chairs. In years two and four of the five-year strategic planning cycle, each governance entity will participate in the Governance Self-Evaluation and Continuous Improvement Procedures, which includes a formal and in-depth review of the charter in response to the Report of Effectiveness.

Procedures: Charter procedures define the required charter elements as well as the process for review and updating charters. The first set of instructions is for the creation of new charters, followed by the procedures for the reauthorization of existing charters.

New Charter Instructions:

1. **Creation of New Charter**: Any member of a constituent group at the college may propose a new council, committee, or other group that aligns with and supports the College's strategic goals. The following charter elements are required:
   - Name of Council/Committee
   - Description: A 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
   - Meeting Schedule
   - Chair/Co-Chairs (include constituent group when relevant)
   - Membership: names of members and relevant constituent groups (e.g., faculty, classified professionals, etc.) from which each membership is drawn.
   - Key Performance Indicators/Goals: Specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
   - Equity Focus: A brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
   - Edition Date: Date of their most recent revision and dates of previous versions of the charter.
   - Support Staff: Support staff assigned to the Council/Committee
2. **Feedback and Approval**: The new charter will be presented to the appropriate governance entity (i.e. one of the four leadership councils or Academic Senate) ~~authorizing body~~ to examine and discuss mission alignment and strategic goal alignment, as well as compliance with institutional effectiveness procedures.

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3. **New Charter Recognition**: New charters are subject to additional approval from the following entities:
    a. **Norco College Academic Senate:** Councils, committees, or other groups that impact 10+1 matters as defined by the Educational Code.
    b. **Office of the President:** Councils, committees, or other groups that direct Norco College employees' time and effort. The Office of the President may also delegate charter approval authority to relevant leadership councils.

Reauthorization of Existing Charter Instructions:

1. **Review Charter Elements**: Each governance entity will annually review the following charter elements to ensure accuracy in composition and purpose, led by the chair/co-chairs.
    - Name of Council/Committee
    - Description: A 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
    - Brown Act: identification of bodies subject to the Brown Act
    - Meeting Schedule: regularly occurring meeting schedule
    - Chair/Co-Chairs (include constituent group when relevant)
    - Reports and Recommends to: the governance entity or office that the council or committee reports and submits recommendations to
    - Required Reports and Updates: specific reports and updates related to institutional effectiveness and strategic goals
    - Key Performance Indicators/Goals: Specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue
    - ACCJC Accreditation Standards: alignment to specific standards that guide the committee or council's work
    - Equity Focus: A brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
    - Edition Date: Date of their most recent revision and dates of previous versions of the charter.
    - Link: Provide URL to site with Membership Roster.
2. **Discuss and Document**: The members will discuss the composition and purpose of the council or committee alongside their Report of Effectiveness and document any recommended revisions to the charter via meeting minutes. Groups are encouraged to engage in dialogue and reflection to continuously improve their efforts.
3. **Feedback and Approval**: Charter revisions and recommendations will be presented to the group's governing body to examine and discuss mission alignment and strategic goal alignment, as well as compliance with institutional effectiveness procedures. Minor changes require reporting to the authorizing body, while major changes require approval from the authorizing body.
    a. **Minor Changes**: Changes that do not require approval include:
        i. Meeting schedule and location

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ii. Changes in members or co-chairs
    1. Per Senate bylaws, approval is required if a Senate committee wishes to name a non-faculty member as a co-chair.

b. **Major Changes:** Changes that require approval include:
    i. The identity of support staff for Senate committees as required by Academic Senate bylaws
    ii. Group Name
    iii. Group Purpose
    iv. Membership structure
    v. Strategic alignment
    vi. Change in authorizing body

4. **Charter Reauthorization**: Once the authorizing body approves the revised updates and changes, the charter is reauthorized and formally recognized as a governance entity. Any group that does not seek reauthorization or is not granted reauthorization should no longer convene.

Governance Self-Evaluation & Continuous Improvement Procedures

Purpose: The universal self-evaluation and continuous improvement process amongst all governance entities at Norco College.

Scope: The procedures include instructions related to the self-evaluation of all governance entities for the purpose of strengthening alignment to strategic priorities and continued improvement.

Timeline: In every five-year cycle of an approved strategic plan, the self-evaluation and continuous improvement procedures are to be completed in years two and four of the five-year plan cycle.

Procedures: Facilitated by council or committee co-chairs, with IEGC co-chairs' support and oversight by College Council. The evaluation and improvement procedures will be initiated in the Fall semester of years two and four of the five-year strategic plan to support the college Mission, Vision, and Core Commitments through continuous improvement procedures in governance aligned with Accreditation Standards.

Instructions:

1. **Complete the Survey of Effectiveness**: Each council or committee will distribute the Survey of Effectiveness and facilitate survey completion in the Fall semester of years two and four of the five-year strategic plan.
2. **Discuss, Decide, and Improve**: At the last fall meeting of the term, council or committee members will document discussions and decisions regarding survey results, charter alignment, and recommended improvements, along with actions that ensure compliance with institutional procedures.
3. **Document Improvements and Revisions**: Improvements are documented by refining and revising the council or committee Charter.

4. **Feedback & Approval** (if necessary): A council or committee representative will present findings, plans, and updated charters to the governing body in the Spring semester of years two and four (In the case of the College Council, it will present its finding, and improvement plans to the Institutional Effectiveness and Governance Council (IEGC)). The council or committee will adjust improvement plans in collaboration with feedback from the oversight governance body. If necessary, councils or committees should obtain approval for significant changes to their organizational structure or purpose.
5. **Finalize Improvement Plan**: Prepare the Report of Effectiveness (ROE) in the Spring semester of years two and four, and present and distribute the ROE to the oversight governing body as an agendized information item, as well as in the council/committee minutes, agenda, and posted public information. Updates, revisions, and improvements should be reflected in the council/committee charter.
6. **Charter Reauthorization**: The approved and updated charter is reauthorized with an updated Edition Date.
7. **Take Action**: Take action to improve institutional effectiveness, including, but not limited to, governance training and refinement of charter purview and strategic alignment.

Evaluation of the Institutional and Governance Procedures

Purpose: The evaluation of the institutional procedures regarding strategic planning and decision-making procedures.

Scope: The procedures include activities relating to institutional effectiveness and planning, including program review, resource allocation, decision-making, and compliance with institutional procedures.

Timeline: In every five-year cycle of an approved strategic plan, the evaluation of the institutional and governance procedures should be completed in the Fall semester of year three of the planning cycle.

Procedures: Led by IEGC co-chairs and facilitated by council or committee co-chairs. The Institutional Effectiveness Planning Survey (IEPS) is distributed college-wide. All college employees are encouraged to participate. Following the IEPS administration in the Fall of year three, the IEGC co-chairs will initiate the evaluation of the institutional effectiveness and governance procedures in the Spring semester of year three.

Instructions:

1. **Review of the Planning and Decision-Making Procedures**:
    - The IEGC co-chairs will review the following planning documents
        - Review of the timeline for all institutional effectiveness and governance procedures
        - Review of annual progress in KPI targets as presented to College Council
        - Institutional Effectiveness and Planning Survey

        - Reports of Effectiveness
        - Review of the Mission, Vision, and Core Commitments Review Procedures and adherence to those procedures
        - Review of the charters for all Leadership Councils and College Council
    - The IEGC co-chairs will review decision-making processes via a sampling of the following documents
        - Program Review and Resource Prioritization documentation as presented to College Council from each of the leadership councils.
        - President's Memorandum: The President's Memorandum is distributed by the President's Office at the conclusion of each academic year. The memorandum communicates the alignment between the college's budget priorities and approved resource allocations, as well as decision updates that have college-wide impact that were recommended through the governance process.
        - Regular Update (RU): All members of the college community can submit items for inclusion in the Regular Update, which is released bi-monthly during the Fall and Spring terms, and once a month during Winter and Summer terms. The information collected documents the College's work to achieve our strategic priorities as well as documentation of evidence for continued improvement in support of accreditation. The RU is shared internally and publicly.
2. **Discuss, Decide, and Improve** Document discussions, decisions, and recommended improvements with actions, including alignment and compliance with institutional procedures at the March meeting of the Spring semester of year three to IEGC as a first read.
3. **Feedback & Approval** (if necessary): The leadership councils present findings and plans to the College Council as a first read at the April meeting of the Spring semester of year three, with a second read and action to be taken in the May meeting. Adjust improvement plans in collaboration with feedback from the council. Obtain approval if needed for major changes to planning and decision-making.
4. **Finalize Improvement Plan**: Prepare a final report documenting the findings and recommendations from College Council at the May meeting of the Spring semester of year three to IEGC. Present and distribute the report to the oversight governing body as an agendized Information Item and in the council/committee minutes, agenda, and posted public information.
5. **Take Action**: Engage in action steps to improve institutional effectiveness, including, but not limited to, constituency-based governance training and revisions/updates to the council's purview and alignment as identified in the charter. Improvements will be used to inform the next strategic plan.

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2025-2028 Student Equity Plan
Executive Summary
Norco College

Contextual Introduction

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

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

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

> It's 8:10 am on the first day of the fall semester. Isaac has just turned right onto Mustang Circle and is stuck in the long line of cars dropping students off at the roundabout. The baby was stirring in the back when Dawn grabbed her purse and a notebook before getting out, "I'm not going to be long; they said if I go talk to someone, I could maybe add the class before it starts tomorrow and get financial aid. Give me like 30 minutes, tops."
>
> "What if she wakes up and starts hollering," Issac glanced at the car seat in the rearview mirror, anxious to get the car moving and Amara sleeping soundly.
>
> "Just pick her up or something; I won't be long, I got work in two hours," Dawn closed the door and rushed up the stairs towards the first building she saw.
>
> While he waited and kept the car idling, Issac pulled out his cell phone, trying to finish enrolling. He kept refreshing the screen, but he kept arriving at the same issue—he couldn't figure out what to do next. "Man, this is easy, and I'm over here stuck on step

DRAFT

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

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

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

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

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

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

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

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

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

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

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

DRAFT

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

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

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

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

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

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

DRAFT

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

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

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

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

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

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

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

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

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

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

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

DRAFT

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

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

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

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

2022-2025 SEP Assessment: Uncovering Root Causes of Inequity

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

DRAFT

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

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

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

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

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

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

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

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

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

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

DRAFT

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

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

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

Black/African American Student Equity Gaps

- Enrolling successfully
- Persisting from first to second term

Hispanic/Latine Student Equity Gaps

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

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

DRAFT

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

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

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

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

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

DRAFT

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

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

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

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

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

Black/AA Students' Reported Root Equity Causes

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

DRAFT

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

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

> "Honestly, I don't know I'm still figuring my life out, but probably something simple that makes money, nothing special but I'm thinking about the proven ways, like real estate, restaurants, laundromats, maybe learn how to fix cars, or do taxes since I'm majoring in accounting."
>
> "I don't know anything about trying to get into a four-year college, and also, I understand attending a four-year college has a much higher tuition rate."
>
> -Anonymous Hispanic/Latine students

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

> I could have used the hand holding in the beginning, where I was learning how to apply for classes and what classes I should take. Norco could have helped me with that by providing a step-by-step basis on what I should do and any important information for me.
>
> Unfortunately, had to navigate my career plan by myself. I didn't have help…I had to research a lot.
>
> I felt like I was in this alone.
>
> -Anonymous Hispanic/Latine students

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

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Hispanic/Latine Students:

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

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

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

2025-2028 Disproportionate Impact (DI) Findings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2025-2028 SEP Action Plan

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

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

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

> "I think it's confusing because I don't think I ever got a comprehensive overview, or if I did it was overshadowed by the mountainous barrage of information that is college."
>
> "I'd say maybe a short "quick start" guide that lists all the different sites/systems we use and what they are used for."
>
> "I believe that consolidating resources in a single location would greatly enhance navigation for students of all ages."
>
> "The thing that Norco should have done better in those pre-enrollment experiences is to make students feel like they're on the journey together not just picking classes for another student."
>
> -Anonymous Student Inquiry Recommendations

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

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

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

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

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

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

-Anonymous Student Inquiry Recommendations

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

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

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

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

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

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

-Anonymous Student Inquiry Recommendations

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

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

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

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Section II

Our Equity Imperative

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

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

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

Our vision for our equity work is defined by the following concepts:

- Race Consciousness
- Intentional in its Focus
- Student Centered
- Institutional Expectations
- Data Driven
- Continuous Evaluation

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

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

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

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

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

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

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

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

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

Our Equity Framework

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

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

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

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Conclusion: Towards Continuity and Sustainability

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

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

Summary of 2022 – 2025 Goals

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

Summary of 2022 – 2025 Outcomes

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

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MISSION, VISION, AND CORE COMMITMENTS REVIEW

NORCO COLLEGE

Office of Planning & Development

MVCC Survey Questions

Visionary:

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

Reflective Question:

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

MVCC Survey Participants

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

Participants

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

86 Unduplicated Participants

Distribution Details:

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

Thematic Analysis

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

1. Identified recurring sentiments or themes
2. Noted points of emphasis
3. Pinpointed notable divergences

MVCC Framework

Future College Fieldbook by Daniel Seymour

Mission is purpose-centered, emotionally connected, and usable

Vision reflects structural tension, emotional contagion, and differentiation

Core Commitments align with the concept of "Lift", reflect authenticity, support interconnectedness, call for emotional positivity, build momentum, and ensure ongoing improvement

Norco College MVCC Survey Feedback

Drafted each statement using the following criteria:



Centered on students and action



Common Language



Inclusive



Concise



Memorable

ACCJC Standard 1.1

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

Review Criteria:

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

Draft Mission Statement

Version 1: Norco College is an open access college that supports every learner—no matter their path. We help diverse students grow, succeed, and change their lives through education.

Final Version: Norco College is an open access college that supports every learner on their educational path. We help diverse students grow, succeed, and change their lives through education.



Draft Vision Statement

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



Draft Core Commitments

N-O-R-C-O

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



Next Steps

Spring 2025 Timeline

First Readings:

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

All-Governance Votes:

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

Electronic Vote:

- May 23 – May 30, 2025 - College Council

District-Level Approval:

- May 16, 2025 - DSPC
- June 2, 2025 - Chancellor's Cabinet
- June 17, 2025 - Board of Trustees

NORCO COLLEGE

Charter for Resources Council

August 2025 - June 2026

This Charter is established April 2021 between the Resources Council and the Institutional Strategic Planning Council to structure the process and planned outcomes included herein thru the 2025-2026 academic year.

Purpose

The Resources Council (RC) (Formerly BFPC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to human, physical, technology, and financial resources. The RC provides leadership and retains responsibility for ACCJC Standard III, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The RC makes recommendations to the College Council and the Vice President of Business Services.

Charge

The Resources Council (RC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below. Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

- Objective 9.1 - Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.
- Objective 10.1 - Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college
- Objective 10.2 - Develop and maintain Facilities Master Plan
- Objective 10.3 - Build out funded projects (amphitheater, Center for Student Success room 217, etc.)
- Objective 10.4 - Finish Veterans Resource Center Phase 1 by Spring 2021
- Objective 10.5 - By Fall 2020, open Early Childhood Education Center
- Objective 10.6 - Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.
- Objective 10.7 - Build 2nd access road
- Objective 10.8 - Explore and pursue land acquisition adjacent to college property
- Objective 10.9 - Develop and start implementing sustainable campus
- Objective 10.10 - Design spaces that intentionally build community
- Objective 10.11 - Install immediate/temporary facilities to address current capacity needs by summer 2021.
- Objective 10.12 - Enhance transportation infrastructure

Charge

- Objective 10.13 - Develop and implement plans for off-campus facilities for instructional purposes
- Objective 12.1 - Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.
- Objective 12.2 - Coordinate with RCCD to establish a BAM that allocates funding equitably
- Objective 12.4 - Develop 30% of overall budget from non-general fund revenue sources

Guiding Principles and Assumptions

The guiding principles for the Resources Council are:

Accreditation Standards guiding the Resources Council are:

- Standard IA, B, C
- Standard IIIA, B, C, D
- Standard III.A.9
- Standard IVA

There is no associated budget with the Council's charge.

Scope & Expected Deliverables

1. Annually review proposed college budget, including components for the development of the adopted budget, and ensure alignment with the mission, goals, and objectives of the college's Strategic and Education Master Plans
2. Annually review the district Budget Allocation Model and provide recommendations for continuous improvement
3. Recommend and monitor long-range fiscal plan with consideration of priorities consistent with district and college planning. (Multi-year projections, contingency reserves)
4. Reviews State and Federal legislation for local budget impact
5. Reviews general fund revenues and expenditures on a quarterly basis
6. Communicate, through its members, with the college community on fiscal and physical resource issues and recommendations
7. Prioritize annual resource requests for Business Services operational area
8. Oversee the development of the College's Safety and Emergency Preparedness Master Plan, and review of the District's Safety and Emergency Preparedness Master Plan every three years.
9. Oversee the development of the College's Technology Master Plan, and review of the District's Technology Master Plan every three years.
10. Support the implementation of the Facilities Master Plan
11. Review the financial, human resource, and facilities impact of potential grant and college development opportunities
12. Receive reports from Business Services operational areas

In mid-spring of each academic year, the Resources Council will participate separately in dialogue sessions to 1) self-evaluate the effectiveness of their

Scope & Expected Deliverables

planning and decision-making processes through the Survey of Effectiveness, 2) self-report on EMP objective progress and appropriate objective assignment, and 3) self-assess the completion of their charter's scope/deliverables during the academic year. In late spring, the Resources Council will receive an executive summary from each standing committee addressing the above three areas for review and discussion at a designated council meeting. The receiving College Council will make recommendations to, and receive recommendations from, the Resources Council based on the results of the self-evaluation to determine if this charter needs to be revised/extended or not. The Resources Council will conduct its evaluation of effectiveness and post an executive summary on the Council's website.

Membership

The Resources Council will be comprised of 13 members inclusive of representatives of all primary constituency groups and assigned or appointed by their respective representative bodies OR defined membership based upon expertise, title, functional area of responsibility, etc.

- Vice President Business Services, Chair- – Administrator
- Administrator with oversight of Grants Development & Administration – Administrator
- Administrator with oversight of Facilities – Administrator
- Administrator with oversight of Bus Services– Administrator
- Administrator with oversight of Police – Administrator
- Academic Senate Representative – APC(Academic Planning Council)–Faculty
- DBAC (District Budget Advisory Council)Faculty Representative– Faculty
- Coordinator, Student Activities– Faculty
- Representative with knowledge/experience in area of grants, categorical funding, or financial accounts and budgets– Classified Professional
- Representative with knowledge/experience in area of safety and emergency planning, physical resources, or operations– Classified Professional
- Representative with knowledge/experience in area of technology– Classified Professional
- ASNC Representative– Student
- ASNC alternative (non-voting) – Student

Meeting Time/Pattern

The Resources Council meets monthly on third, Thursday, of the month at 12:50pm to 1:50pm, with Zoom options, for Fall and Spring Terms. Contact the co-chairs to place an item on a future agenda.

Roles of Chairs and Members

The co-chairs are accountable to Resources Council to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing

Roles of Chairs and Members

agenda and facilitating meetings of the Resources Council based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Resources Council that can help to achieve the Resources Council charter deliverables (and relevant strategic charge). Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the Resources Council. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with Resources Council peers with the intention of finding consensus on all issues that come before the Resources Council.

A co-chair (or a designated delegate) shall prepare a brief summary of each Council meeting and send it to the College community within 24 hours of the meeting to fulfill transparent communication reporting.

Meeting Procedures and Expectations

The co-chairs, and members of this governance entity will adhere to meeting and governance best practices as follows:

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Minutes are taken to record the groups progress.

Members endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.
- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- continue to progress with the members who are present at each meeting.
- follow through on tasks that are committed to outside of scheduled meetings.

Norco College Internal Events and Catering Procedures

Section 1:

ROOM/SPACE RESERVATION

1. *Before you start planning your event, check the Norco Events Calendar to make sure your event does not conflict with a currently scheduled event.*
2. Submit a room/space reservation through 25 Live, make sure you add your request for equipment (Resources) needs at the same time for media equipment, tables, chairs, trash cans, canopies, etc, AND please include your layout in the request. ***Please wait for Facilities approval before you continue with your planning.***
3. Once approved by Director of Facilities & VP of Business Services, event will be approved in 25Live.

Interior (Inside Events)

a. Notice: 1-2 weeks for larger events, and +2 days for smaller events. (*Excludes large events like NOMU, Commencement, etc.)
b. We will need a diagram/sketch of the space, noting the desired layout of items supplied by Facilities.
c. Provide a list of the items and quantities needed.
d. If there is food involved with the event, additional trashcans will be required.
e. Provide the set-up and breakdown times along with the time frame for the event.
f. Any special needs.

Exterior (Outside Events)

a. Notice: 1-2 weeks for larger events with ***5-10 canopies***, and +2 days for smaller events with *1-4 canopies*. (*Excludes large events like NOMU, Commencement, etc.)
b. We will need a diagram on the campus map or area sketch noting the desired layout of items supplied by Facilities.
c. Provide a list of the items and quantities needed.
d. If there is food involved with the event, additional trashcans will be required.
e. Provide the set-up and breakdown times along with the time frame for the event.
f. Any special needs.

Section 2:

EVENT AND CATERING PROCEDURES

- All Food Requests utilizing College funds (fund 11, 12, ASNC) must follow the Event & Catering Procedures.
- The Corral has first right of refusal for all potential catering orders for ALL Norco College approved events.
- The Corral needs to be used if food is going to be served to individuals. ♣ Refer to BP 5700 section VII.
- If the corral can't meet the group expectations, Food Services will notify requestor in writing and in a timely manner that the requestor is approved to utilize an outside vendor.
- If request is cancelled less than 48 hours prior to the event, a 30% charge of total catering contract will be charged to the requestor.
- **For any special cultural events food request where the requestor wants to use an outside vendor**:
  - Request needs to be made in writing to food services at least 10 business days prior to the event.
  - Requestor must provide an itemized list (menu items, quantity, prices, and essential supplies/utensils).
  - Food Services will review price and ability to produce and notify requestor *within 3-5 business days*.
    - a) If approved to utilize an outside vendor **or**
    - b) Notify requestor that Food Services has the ability to provide the food for special cultural event.

The Corral will provide food at your event:

1. Please complete section 1 to confirm availability of the room/space where your event is taking place.
2. Requestor to use the catering request excel spreadsheet to produce a catering quote for the desired menu items and submit to FoodServices@norcocollege.edu. The form is located in the NC Food Services Catering website **(catering request form has a drop-down menu and it is linked to the Corral Catering Menu**).
3. Upon review of your order, food services will confirm that your order will be fulfilled by providing you with an "E Number".
4. Please note: your order must be received 72 hours in advance to allow for food preparation.
5. Requestor will submit an internal requisition in Galaxy after verifying budget availability. **(Upload Corral quote with E#).**
6. Requestor will provide requisition number to Food Services to ensure payment.

Outside vendor will deliver food to Norco College, upon previous approval from Food Services:

1. Please complete section 1 to confirm availability of the room/space where your event is taking place.
2. Work with Purchasing to make sure the vendor is approved by the District and all needed documentation is on file.
3. Enter a requisition to pay the outside vendor for the catering services provided. (**Upload vendor quote and approval from food services).**
4. In this case, vendor is delivering food and event attendees will serve themselves i.e (box lunches, salads, etc.) Please note: For liability purposes, all vendors providing services to the college need to have a Certificate of Insurance on file.
5. Submit signed invoice to Accountspayable@rccd.edu via adobe sign, include the PO number.

Food Trucks /Food Vendors on Campus will provide food at your event upon previous approval from Food Services:

1. Please complete section 1 to confirm availability of the room/space where your event is taking place.
2. Work with Purchasing to make sure the vendor is approved by the District and all needed documentation is on file.
3. Request the following documents from food vendor and submit to Food Services department:
    a. Food handler Certificates-**Required.**
    b. General Liability, Worker's Comp and Automobile insurance- **Required.**
    c. In some instances, vendor will submit a quote with terms and conditions, if this is the case, **follow the A/C transmittal process ASAP** to get the contract signed before the event takes place.
4. Proceed with entering a requisition in Galaxy to pay the food truck vendor. **(Upload vendor quote and approval from business services)**
5. Submit signed invoice to Accountspayable@rccd.edu via adobe sign, include the PO number.

For questions about room/space reservations please contact: Sheri Cologgi, Facilities Administrative & Utilization Specialist at 951-372-7089 or via email at sheri.cologgi@norcocollege.edu

For questions about catering events please contact: Antonio Muniz, Assistant Food Services Manager at 951-372-7141 or via email at antonio.muniz@norcocollege.edu

The recent event and catering procedures update does not align with the values and commitments espoused at Norco College. While I differ on what I consider to be an interpretation of the board policy associated with the mandate in right of refusal for the catering services, most of my concerns are rooted in costs, culture, and student activity in relation to Section 2.

The concerns I have are:

- Events organized by student clubs will only seek snack-related food due to cost (as club funds cannot sustain long-term usage of food services for catering events).
    - Food-insecure students who may be reliant upon club activities for supplemental meals may no longer be able to.
- Student activity may be pushed from on-campus to more off-campus events.
- Students will be asked to trade the cultural enrichment of food for what food services can comparably provide.
- Students may not be provided with the same standard of expectation they would have for off-campus cultural foods.
    - There will be a reduction in multicultural experiences and events on campus and/or the ability to attract students into participation will be reduced.
- ASNC may need to deny more student events as the cost of covering catering through the corral will drain their funds quicker.
- In keeping section 2's requirements in seeking outside catering, it will drive away future catered events due to the additional steps placed on the requestor.
- The overreach in using the funds from the associated student body to support and sustain food services—effectively removing the independence and will of the student body.

Due to these concerns, the questions I have are:

- Is this specific policy being implemented district-wide or is it college-specific?
    - On the Facilities Utilization webpage at RCC, is states "RCC has first right of refusal for all food on campus per board policy. The catering menu and Food Services contact information will be provided to you at time of booking"; however, there is no form provided on the webpage, nor mandate to use RCC food services. ASRCC has shared they can bring in outside catering if their business insurance, food handler's card, and more are provided in advance with Food Service's approval of such items.
- Which board policy specifically states the usage of funds from ASNC must follow the procedures outlined in this document?

- BP 3400 states under section D, Use of District/College Facilities/Posting and Distribution of Literature, "Each College will follow Board Policies and Administrative Procedures 3550 Speech: Time, Place and Manner, for information on posting and distribution of literature and 5700 Use of Facilities **for information on the issue of permitting chartered organizations to use District/College facilities for meetings**". This does not include, nor reference, BP 5700, subsection VII, for the usage of food services for catering events, just for usage of college facilities for meetings.

- BP 5700, Section VII, states "Groups wishing to use College Food Services for catering an event may do so. Information on how to arrange catering will be provided at the time of booking. Use of outside caterers is prohibited unless specifically approved by the College Food Services".
  - In other locations of this BP (notably, the "Priority Use of District Facilities), it distinguishes a separation between student clubs, organizations, and "other groups and associations". Are student clubs, programs, and the associated student body being grouped into the same category as outside non-profits, organizations, and otherwise? Why would student clubs and organizations for Section VII be included under the word "Groups" with this distinction made?
  - Groups wishing to use college food services infers there is an option available to event organizers. If students do not wish to use college food services and seek outside catering for various reasons, but are being denied, then this monopolizes control over student government because the choices are to be required and use food services, or have no food at the event (affecting not just the event organizers, but students who rely on these events).
  - Where does BP 5700 state "All Food Requests utilizing College funds (fund 11, 12, ASNC) must follow the Event & Catering Procedures"?
    - BP 5700 does not stipulate any requirement of dictating usage of ASNC funds, only that there needs to be a process to use outside catering for approval.
  - The mandate asserts "The Corral needs to be used if food is going to be served to individuals. ♣ Refer to BP 5700 section VII. "
    - Nowhere on the BP does it stipulate that food services "needs" to be used "if food is going to be served".
    - This is an interpretation of the BP, not stated as part of the BP. BP 5700's intent could very well be intended for safety and liability concerns (something reflected in the catering procedures applied at RCC) only.
- Use of the District's facilities and grounds will be only for the purposes described by the California Legislature in Education Code Section 82537(a). These purposes include use

by associations “formed for recreational, educational, political, economic, artistic, or moral activities” of the District in order to “engage in supervised recreational activities” or “meet and discuss from time to time, as they may desire, any subjects and questions which in their judgment appertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside.” (Education Code Section 82537(a))
    - Would the engaging in “supervised recreational activities” not include the consumption of food under the supervision of a student club advisor or program coordinator?
- For dishes that are cultural in origin, if the corral identifies an ability to provide a comparison dish lacking the exact ingredients used in the dish to reflect the culture, or in the process in creating such a dish, what is the recourse?
    - Is it the position that “close enough” is “good enough”?
    - Nowhere on the event and catering procedures does it include any recourse when incorrect food is provided for their event, and/or any other means to recoup their loss if they are dissatisfied with what is provided based on the forced usage of comparable food.
        - One such club has written their own letter
        - The student body and various clubs have also spoken to me on their experiences and this is included below.

I am hoping for a compromise that can resolve some of the concerns provided here. I am asking that ASNC be removed from the catering procedures mandate to provide the furthest accessibility and support from the student body toward their own student population using their own student funding. I am proposing that, as a compromise, events funded by ASNC follow the model at RCC in which food handler’s information, health information, and business insurance to become an approved vendor, to protect the college from liability, and the students who partake, while also ensuring students have agency in making choices.

Signed,

Cameron Young

Daniel Turrubiartes

PRISM

Honors Society

World of Women (WoW)

Dreamers & Leaders

Muslim Student Association (MSA)

AANHPI

To whom it may concern,

I am writing regarding BP 5700 section VII and other concerns with the Corral. The leadership of Prism, as well as club events in general, have been affected by the enforcement of this policy. To start, it has had an impact on the number of events we've held. Prism held 7 events that included food- 4 from the Corral and 3 with prepackaged snacks. Compare that to this semester, where we are slated for 1 total. We are now considering if it is worth holding events on campus or if, like others, we should start to have events off campus. The drawback is that not having events on campus excludes those who can't get to other locations, doubly so if those individuals are also food insecure.

There's also been discussion about switching what type of food we get, going from meals to only snacks so there is still some food to offer. However, the snack menu still has not been given as far as we are aware. The presentation given on March 4th at ICC in regards to this matter said, "We worked with students this winter to set up a snack list for easy ordering of all your favorite snacks for your department". The Food Services section of the Norco College website has not been updated to show such a list and it is not a section on the catering menu. Clubs have not been able to provide snacks at any event for the entire semester so far because of this.

We are seeing effects not only as leadership of a club but also as students attending other events on campus, it feels like the Corral has a monopoly. If this is a result of decreasing face-to-face classes and other budgetary concerns, it sets a dangerous precedent on how clubs are viewed. It feels very cyclical to ask for money from ICC/ASNC only to spend it at the Corral, with no other options. Food is only getting more expensive, and I understand the Corral is feeling that as well, but clubs have limited resources and budgets (as everyone does). More and more money is going to be asked for food costs at the Inter Club Council meetings, meaning that there could be an impact on the overall number of requests granted.

One of the major concerns I've discussed with multiple club leaders is cultural food and the Corral's right to refuse. Food is a major part of cultural identity, and it is not one size fits all. Cultural food should be an exemption, not dependent upon the Corral to choose to refuse. While they have the right, if they don't think they can fulfill a request, it is not in their interest to do so. If the food is butchered in their attempt, there's nothing the impacted club can really do. It could ruin an entire cultural celebration/experience. Not only are there additional steps for requesting cultural food but if it results in bad experience, that club might choose not to request any more food and not be represented. There's a difference in the taste when you eat something made by a cook from that community. There is a vast difference between a hand rolled egg roll to one that is frozen.

We aren't asking for the Corral to become a Michelin star restaurant that does every single thing by hand. However, not allowing clubs to go to other vendors because they could try following a recipe online or buy it frozen is not comparable. It's reasonable to be worried about the health and safety risks that homemade food could bring, especially with liability possibly falling on the

college. However, restricting the opportunity to get food for events purely to the Corral, especially with prepackaged snacks/foods is unreasonable. It should be a choice but not required. Rising costs and lack of respect towards cultural authenticity makes spending money at the Corral less appealing. A few clubs have floated the idea of boycotting the Corral altogether.

Overall, I think that would only make things worse, because there are valid reasons to support the Corral. Everyone can agree that student employment and gaining experience working in the kitchen are important. However, there are also real concerns. Some of the dishes can be great but the quality can vary. For example, the pizza ranges from burnt, undercooked, to soggy just to name one. Student employees often aren't properly prepared or trained, which leads to inconsistent food quality. At the last event for the LGBTQIA+ Advocates speaker series, a green salad was served. It was fresh but a student with low vision encountered 3 lettuce cores within their salad. (See picture at the bottom of this letter) This not only shows a shortfall when it comes to careful preparation and a health/safety risk. The lack of knowledge and skill affects consistency and ultimately results in more food waste due to poorly prepared food.

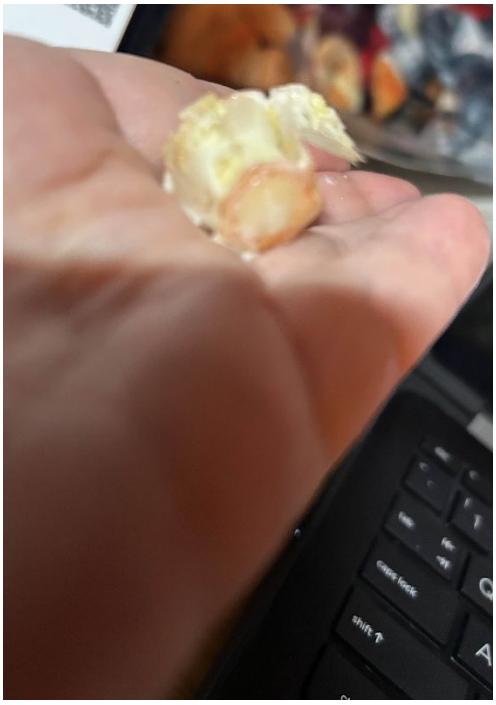
Signed,

Cas Anderson

Ash Nguyen

Liz Potter

H Ortega



KEY PERFORMANCE INDICATORS: 2023-24

DRAFT

NORCO COLLEGE

KPI 1: GO FROM 7,366 TO 8,759 FTES

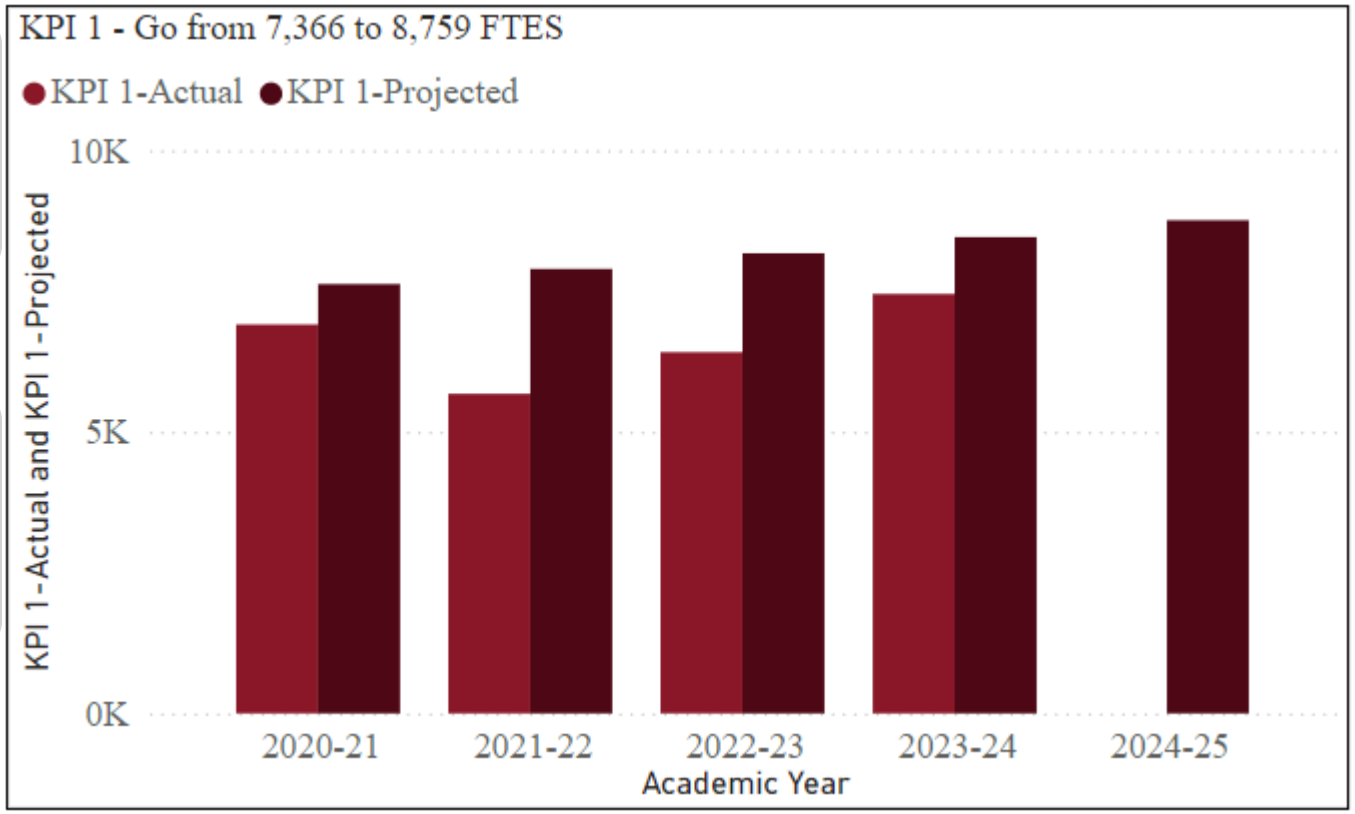
Highlights 2023-24

- Actual = 7,176
- Projection = 8,459

Focus

- Below KPI target, but Annual FTES target for 2023-24 was met (7,084).

WHAT IS FTES (Full Time Equivalent Student)?
1 FTES is the equivalent of 1 student taking 15 units for two semesters



2024-25 Annual FTES target (7,361) currently exceeded at 7,439.

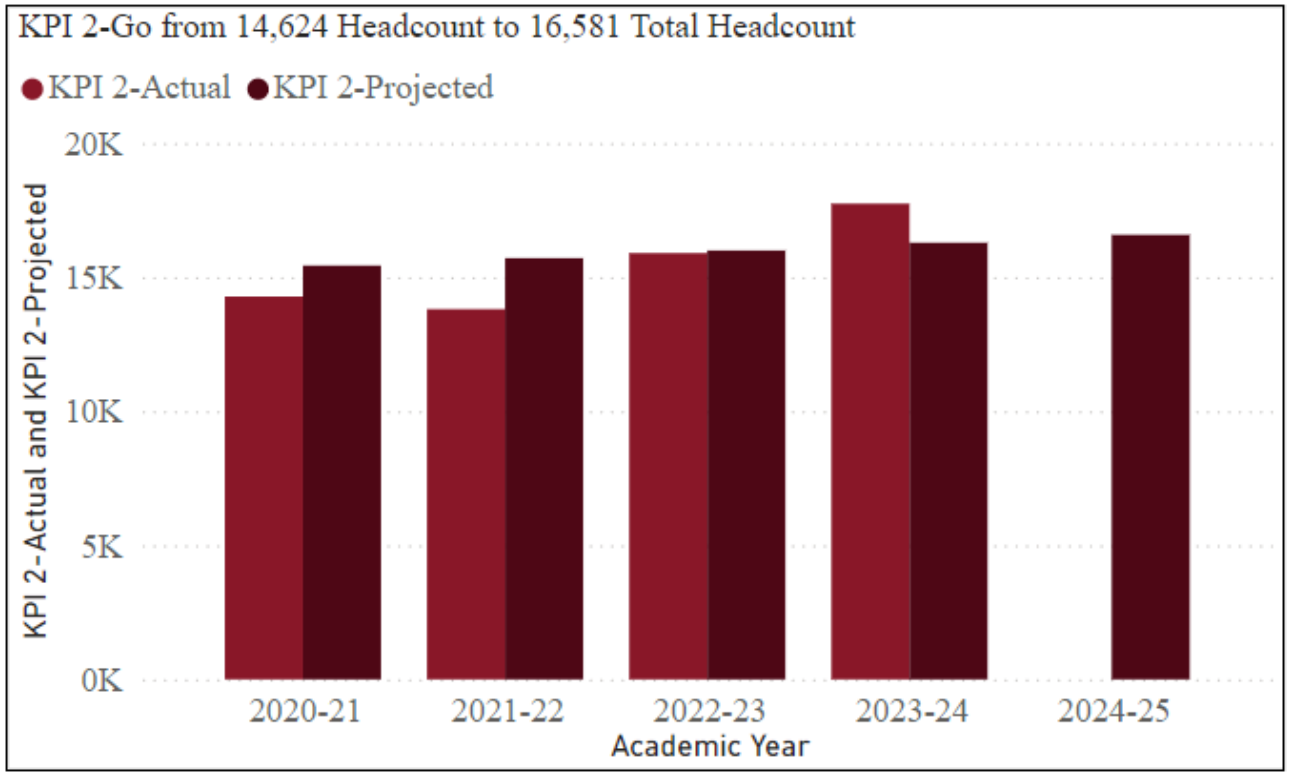
KPI 2: GO FROM 14,624 HEADCOUNT TO 16,581 TOTAL HEADCOUNT

Highlights 2023-24

- Actual = 18,588
- Projection = 16,286

Focus

- Exceeded target for the first time



2024-25 Headcount is 20,871 as of 3/24/25.

KPI 1 AND 2: ACTION PLAN

SEM Plan & Implementation

- In May of 2023, Norco College was accepted into the 2023-2024 Strategic Enrollment Management (SEM) Program Cohort, which concluded in May of 2024 with the completion of our Norco College SEM Plan, which was approved through our governance process in Spring 2024.
- As of 2024-2025, we are now in the Implementation phase of the SEM plan.
- A SEM retreat was held on January 16, 2025, to assess our SEM Action Plan progress, assess data points connected to our SEM work, and to begin developing a SEM Calendar.
- The goal of SEM is to develop and support a sustainable integrated system that maximizes student access and success, creates fiscal stability, and allows the college to anticipate and provide for student needs.
- The SEM Plan focuses on the entire student journey at Norco College, with a structure that makes enrollment management a college-wide responsibility.

KPI 1 AND 2: ACTION PLAN

SEM Plan Guiding Principles

- The college makes data-informed decisions.
- SEM strategies align to the Student Centered Funding Formula.
- Adopt Completion by Design Loss/Momentum Framework.
- Integrate with existing college and district plans.

SEM Plan Outcomes

- SEM Plan Calendar of Events pertaining to enrollment, retention, and success.
- SEM Plan alignment with budget priorities.
- College-wide dialogue with all stakeholders to implement SEM Plan strategies.
- Coordination, cooperation and alignment with RCCD enrollment strategies.
- Communicate regularly to college/district/community stakeholders on SEM Plan updates, implementation and improvements.

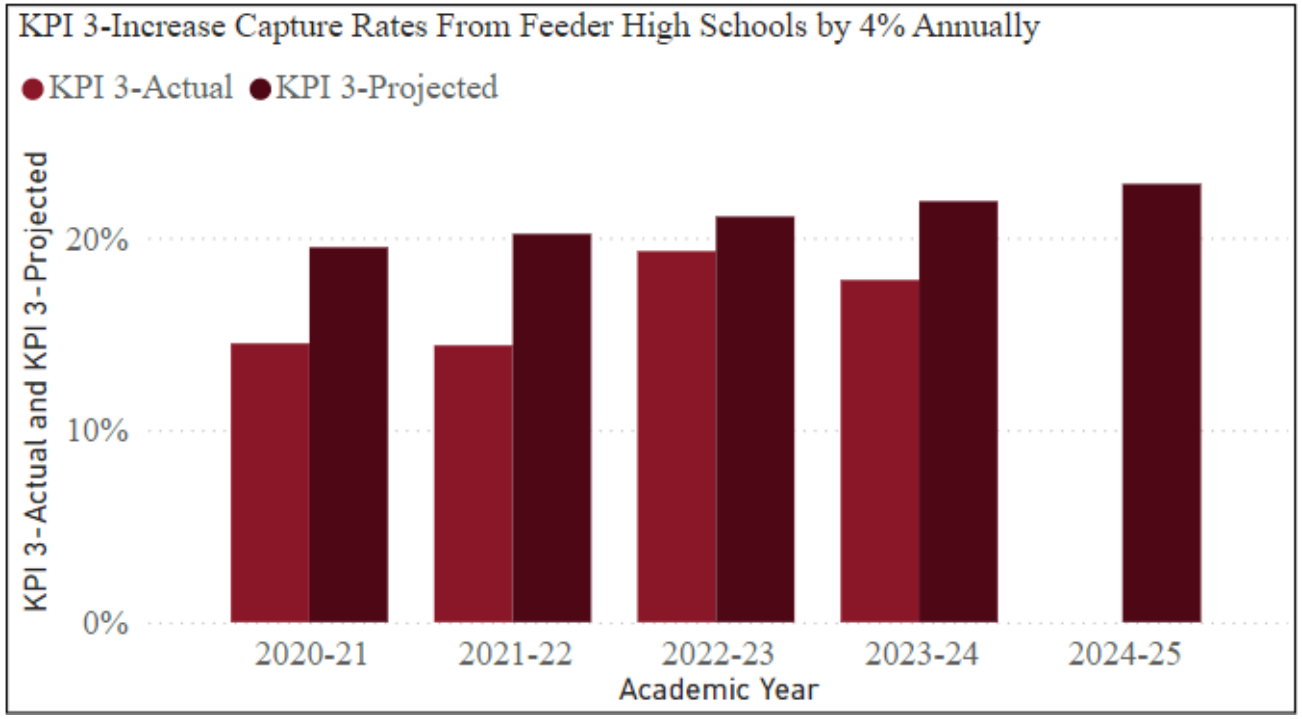
KPI 3: INCREASE CAPTURE RATES FROM FEEDER HIGH SCHOOLS BY 4% ANNUALLY

Highlights 2023-24

- Actual = 17.8%
- Projection = 21.9%

Focus

- Slight drop from previous year



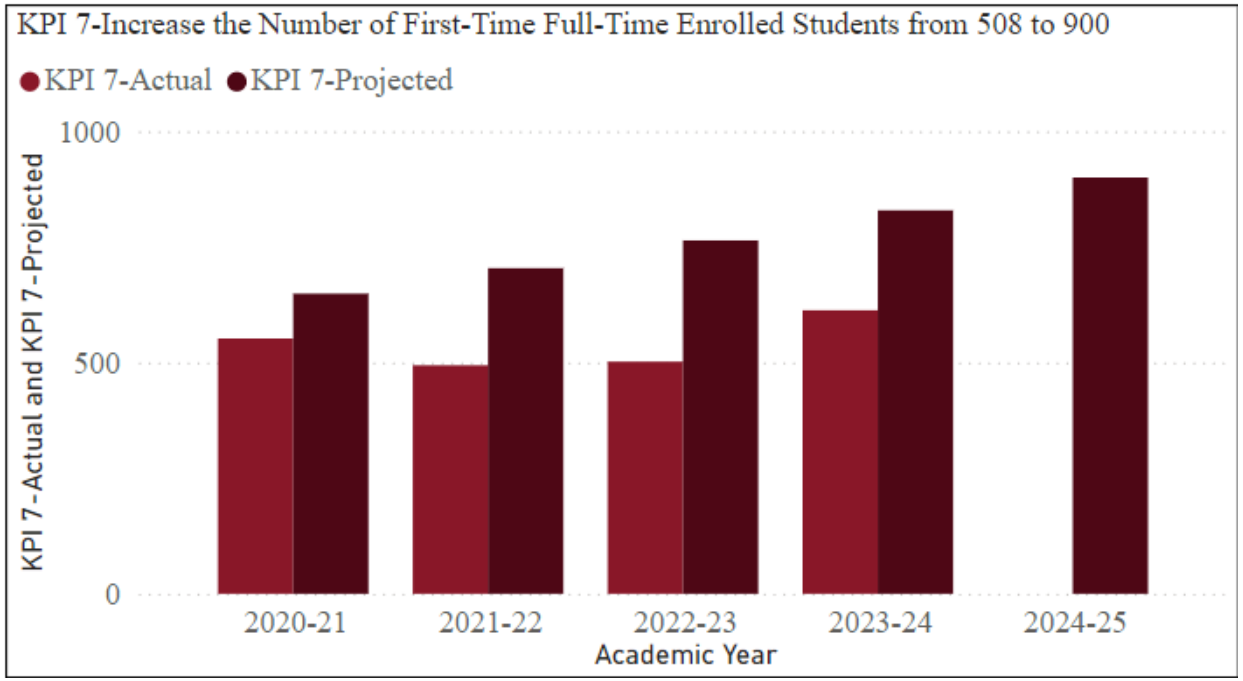
KPI 7: INCREASE THE NUMBER OF FIRST-TIME FULL-TIME ENROLLED STUDENTS FROM 508 TO 900

Highlights 2023-24

- Actual = 613
- Projection = 829

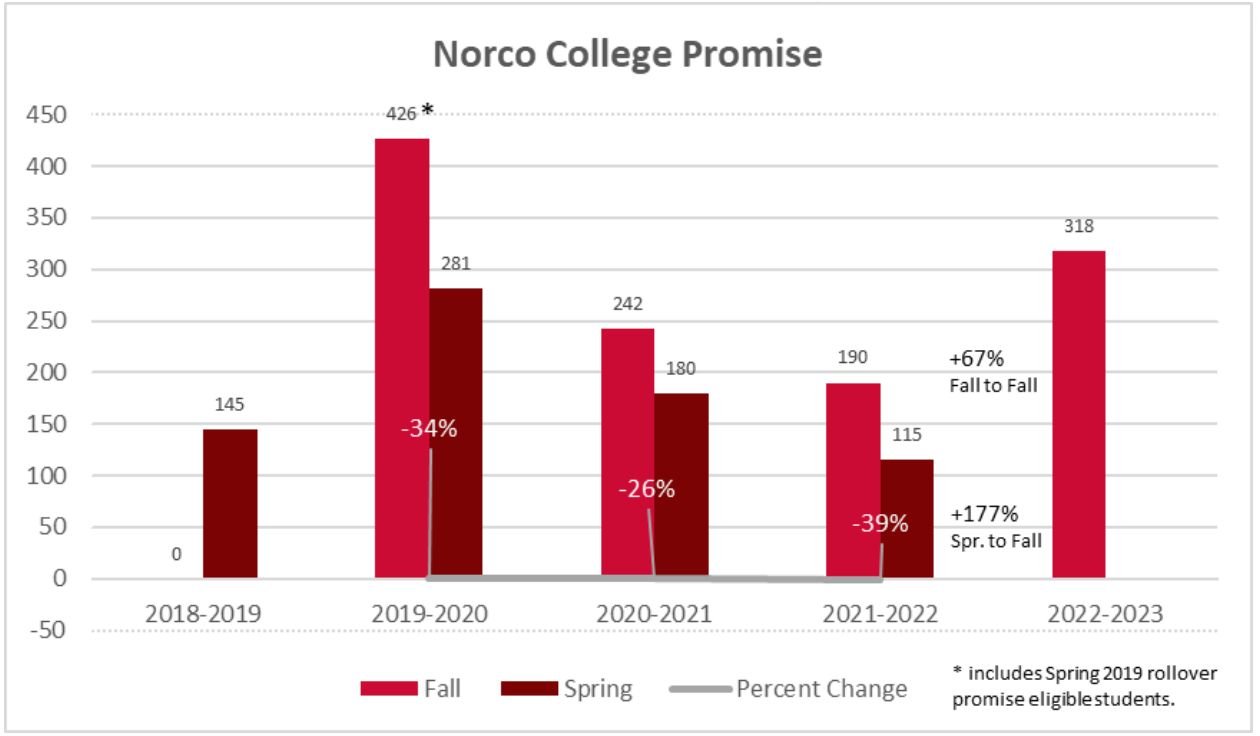
Focus

- Growth from previous year, but still below target



KPI 3 AND 7 ACTION PLAN

- Starting in Fall 2024, New partnership to host CNUSD's annual College and Career Night on the Norco College campus.
- Starting Fall 2024, Promise Program expanded to include all eligible first-time full-time students (application eliminated).
  - Now only for non-CCPG students, so future data will reflect a dip in numbers as we remove duplicate CCPG/Promise participants.
- Starting in Summer 2025, launch of the Norco College Kickoff, a three-day immersive experience to guide new students through hands-on exercises focused on career decision-making, academic support, and financial planning.



Is there an update to this data/chart?

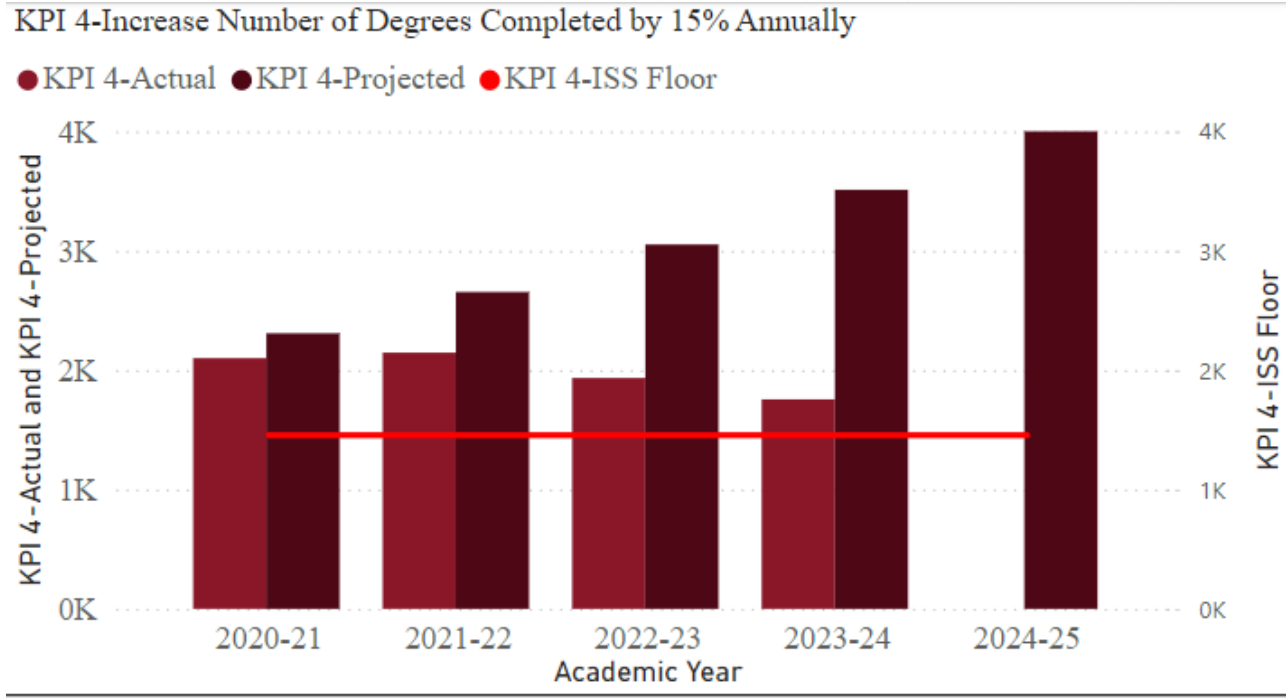
KPI 4: INCREASE NUMBER OF DEGREES COMPLETED BY 15% ANNUALLY

Highlights 2023-24

- Actual = 1,755
- Projection = 3,510

Focus

- Downward trend, 50% of projection



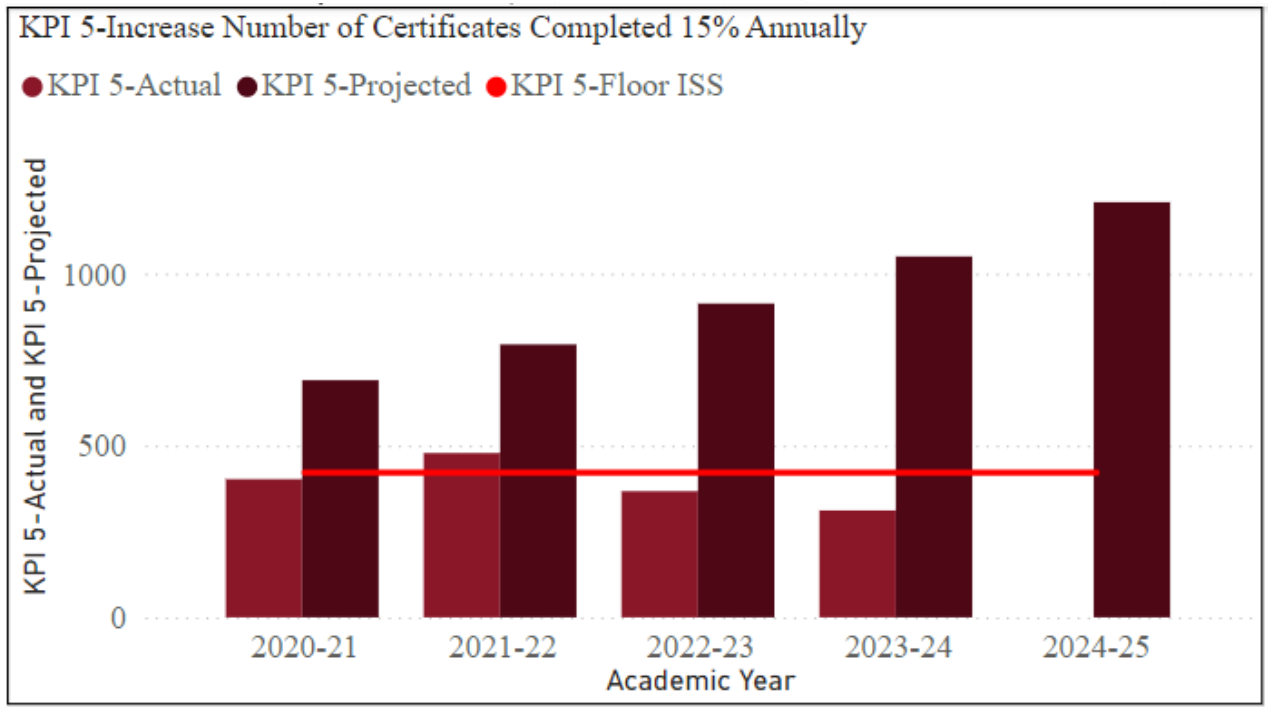
KPI 5: INCREASE NUMBER OF CERTIFICATES COMPLETED BY 15% ANNUALLY

Highlights 2023-24

- Actual = 311
- Projected = 1,050

Focus

- Below ISS for second year



KPI 4 & 5 TAKE-AWAYS

KPI 4 & 5 Take Aways:

- To date, for 2024-2025, there are 890 degree completions and 285 certificate completions, with more to be reported at the end of Spring 2025. This is already more than half of what was achieved last year. These numbers, while not final for 2024-2025, suggest the post-pandemic downward trend may be starting to reverse.
- The 2024-2027 Strategic Enrollment Management (SEM) Plan is currently being implemented, with the SEM workgroup operationalizing a detailed action plan and calendar, aligned with SEM goals centered around student access and success in all pathways.
- Recommendation: reevaluate Institutional Set Standards post-pandemic.

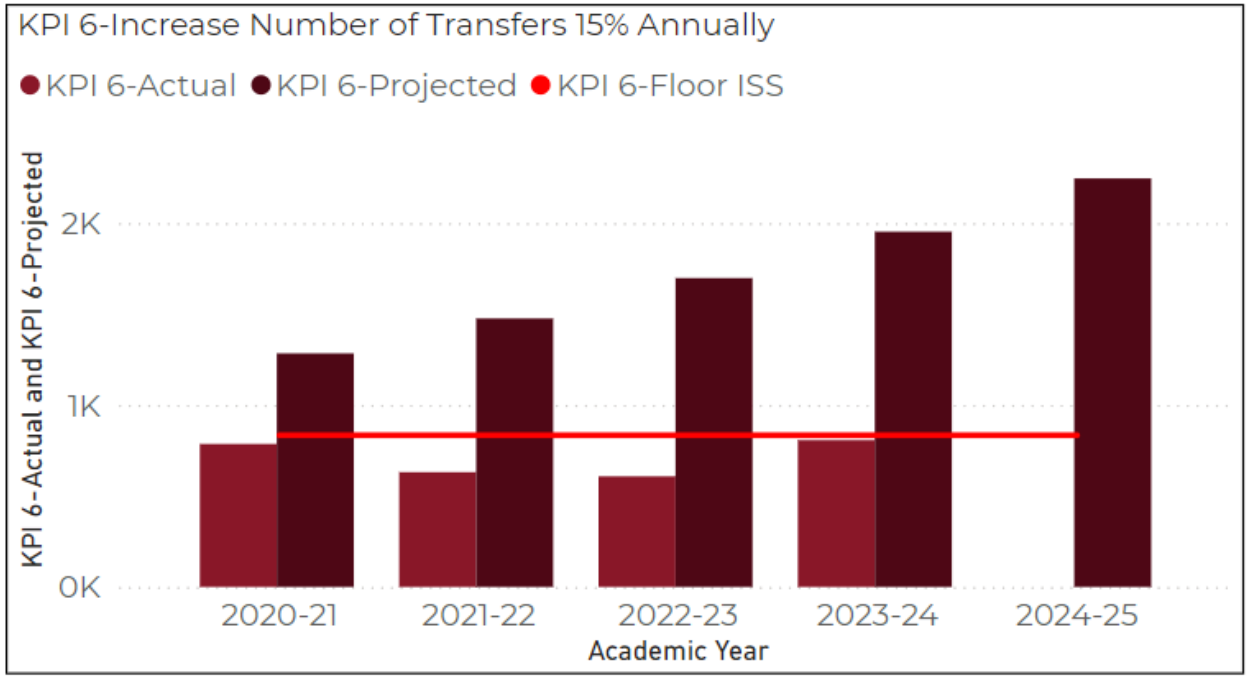
KPI 6: INCREASE THE NUMBER OF TRANSFERS BY 15% ANNUALLY

Highlights 2023-24

- Actual= 807
- Projection= 1953

Focus

Increasing but still below ISS of 834 for 3rd year



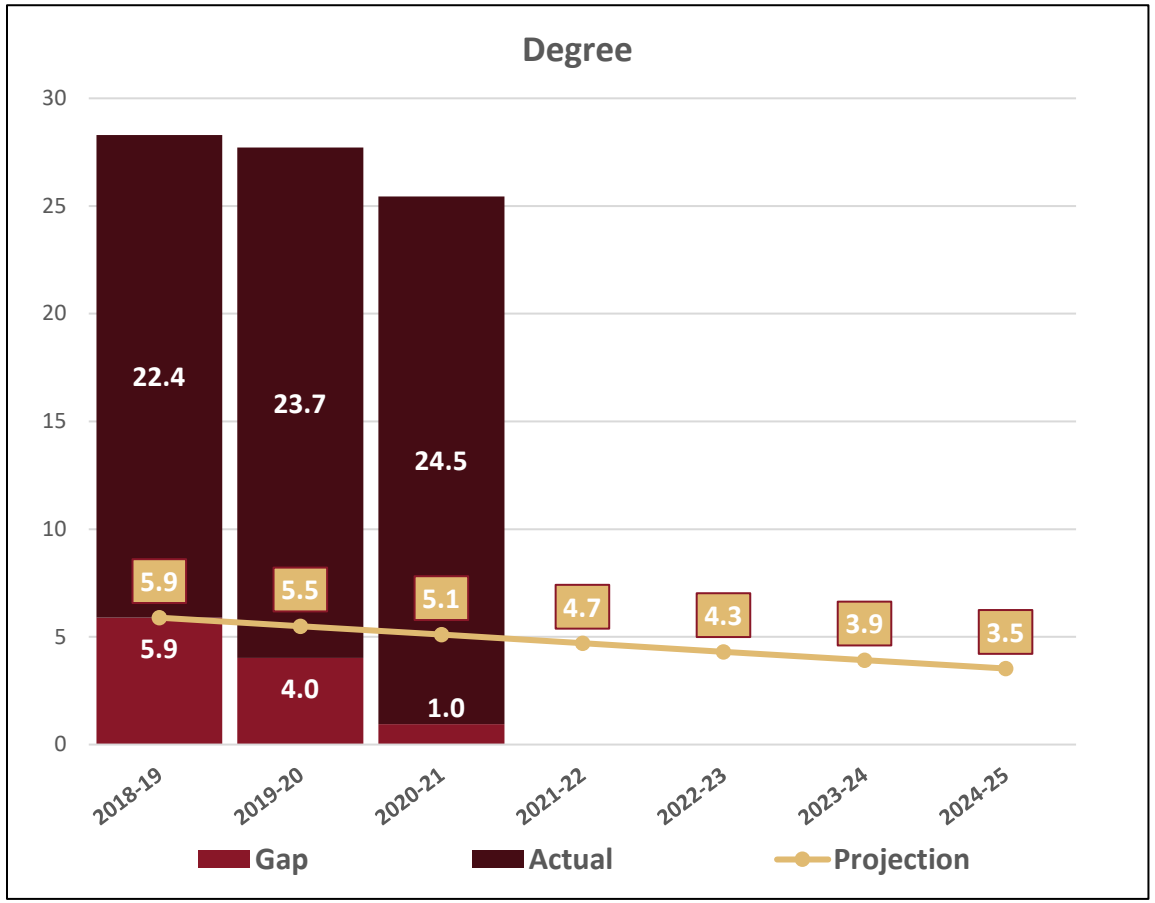
KPI 6 TAKE-AWAYS

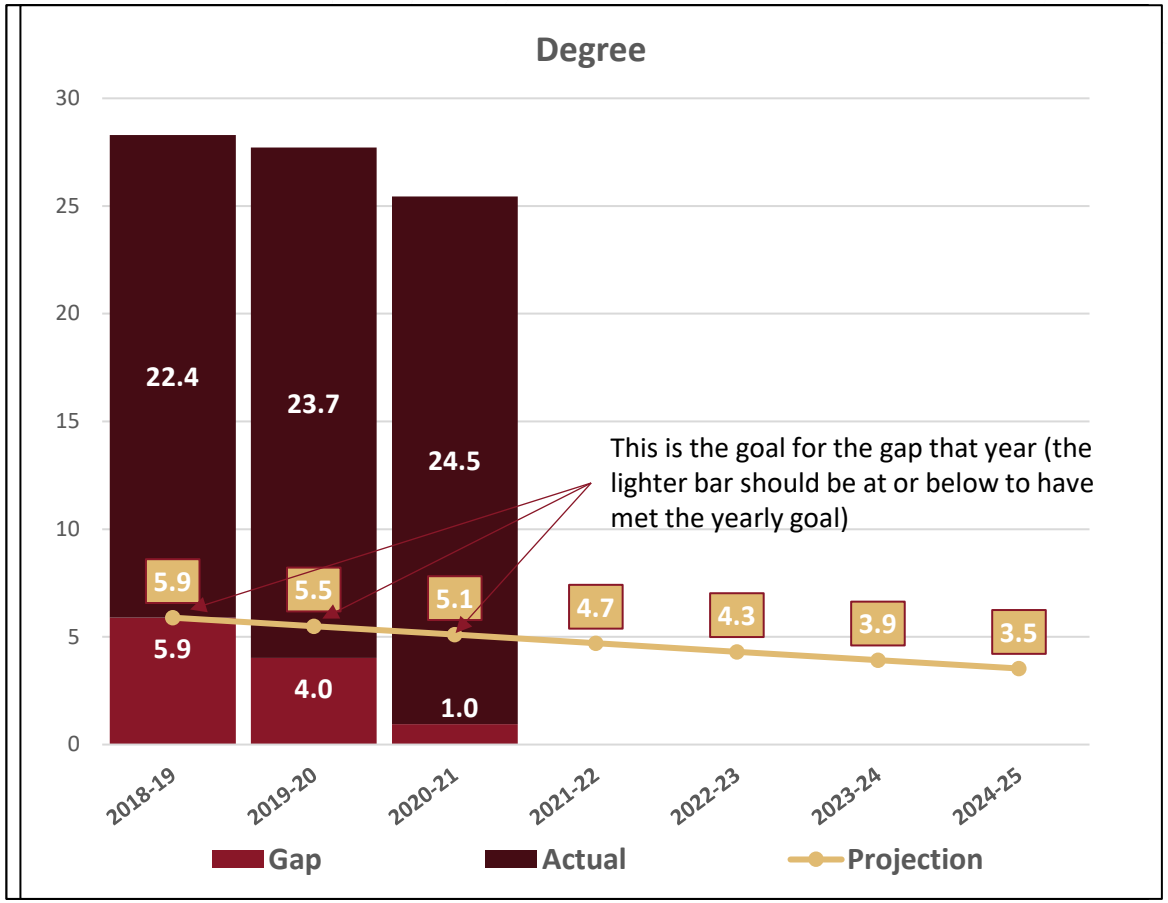
- The transfer attainment goal has been below the ISS level for several consecutive years and was 59% below the target in the 2023-2024 year.
- While efforts have been made to establish and increase funding for Transfer Center services, such as university trips/tours, application coupons / fee waivers, and transfer-related events, transfer numbers appear to be persistently lower than projected.
- Given that there were historic declines in overall enrollment in 2020-2021 and 2021-2022, it is likely that declines in transfer numbers may continue as a lagging result for several more years (possibly though 2026-2027).
- Recommendation: Reevaluate Institutional Set Standards for transfer and the college's transfer support services model.

KPI 6 ACTION PLAN

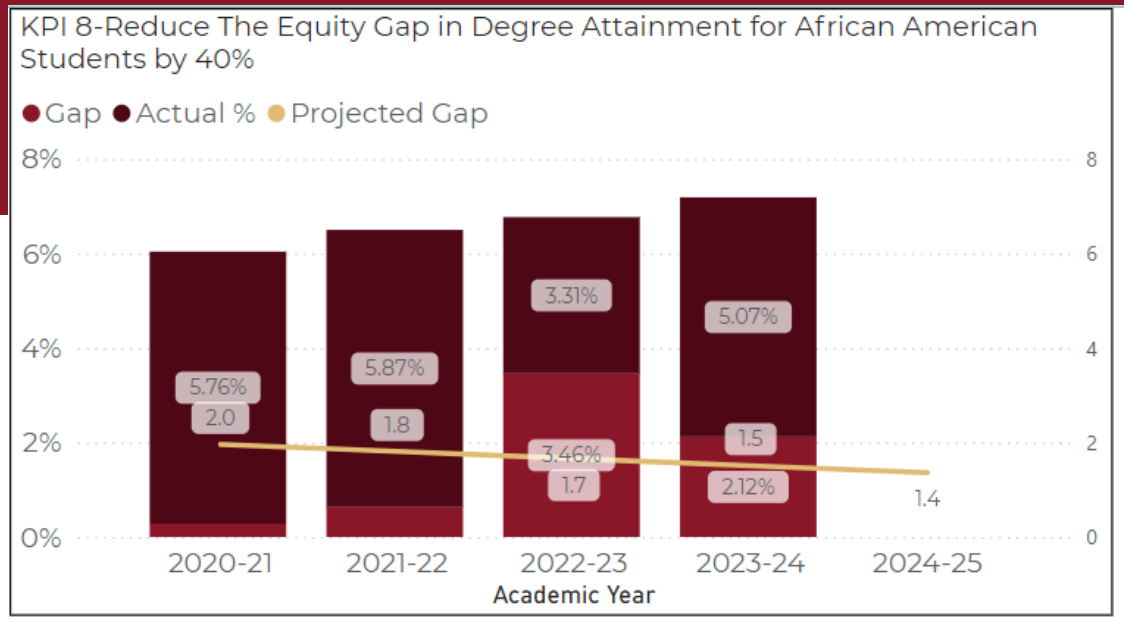
- Develop a transfer tracking data dashboard to identify students who may need targeted outreach related to transfer preparation.
- Continue to expand transfer support by incorporating additional Educational Resource Advisors to support Transfer Center services.
- Increase support during peak transfer application periods, Transfer Center workshop availability, and reception services.
- Address students concerns about the costs of transferring to a university by developing resources and workshops on financing transfer.

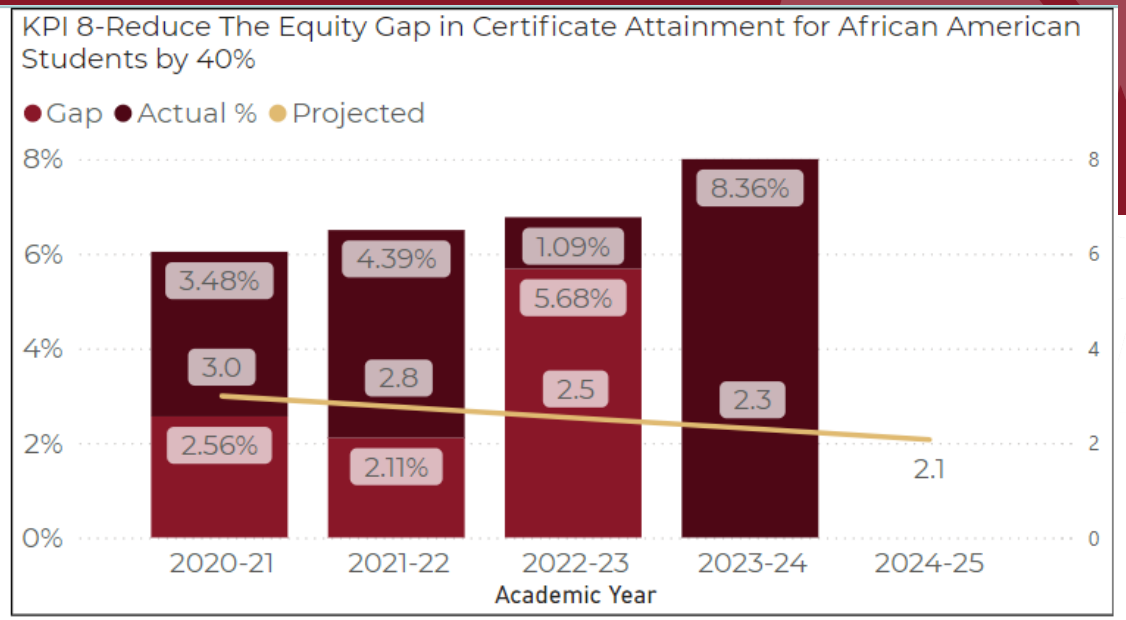
HOW TO READ KPI (KEY PERFORMANCE INDICATOR) EQUITY REPORTS EXAMPLE: MEN OF COLOR IN DEGREE ATTAINMENT

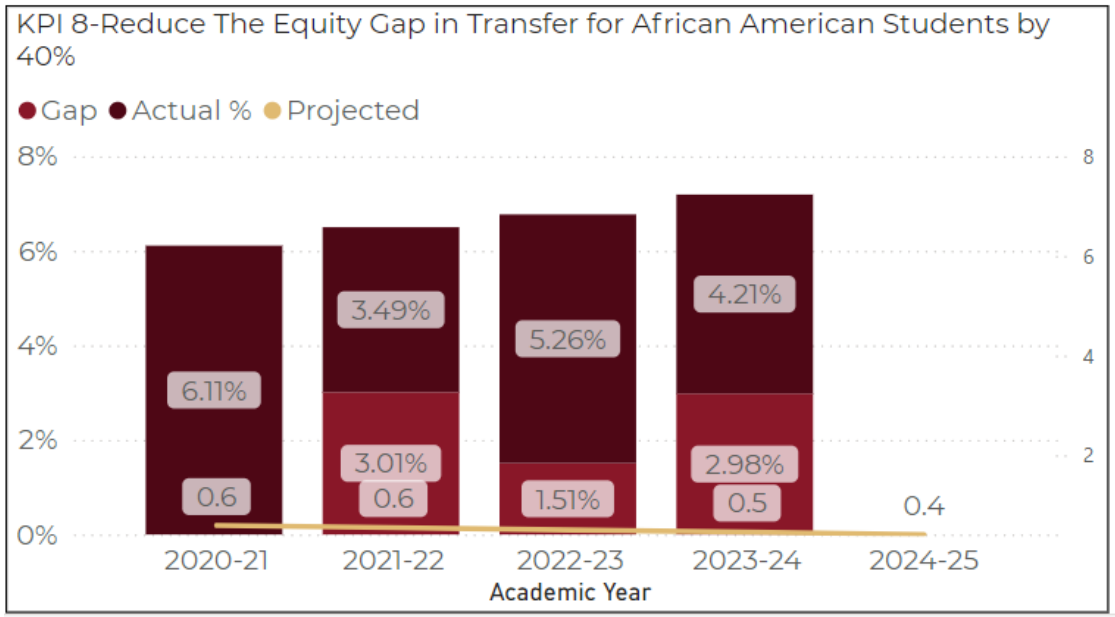


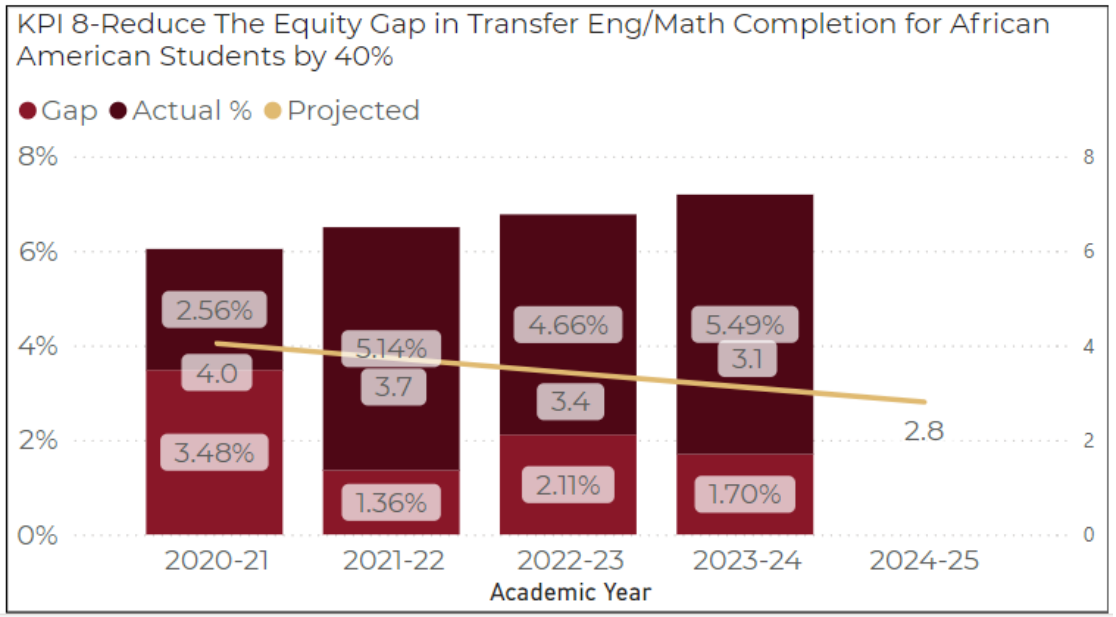


KPI : 8 REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%









KPI : 8
REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%

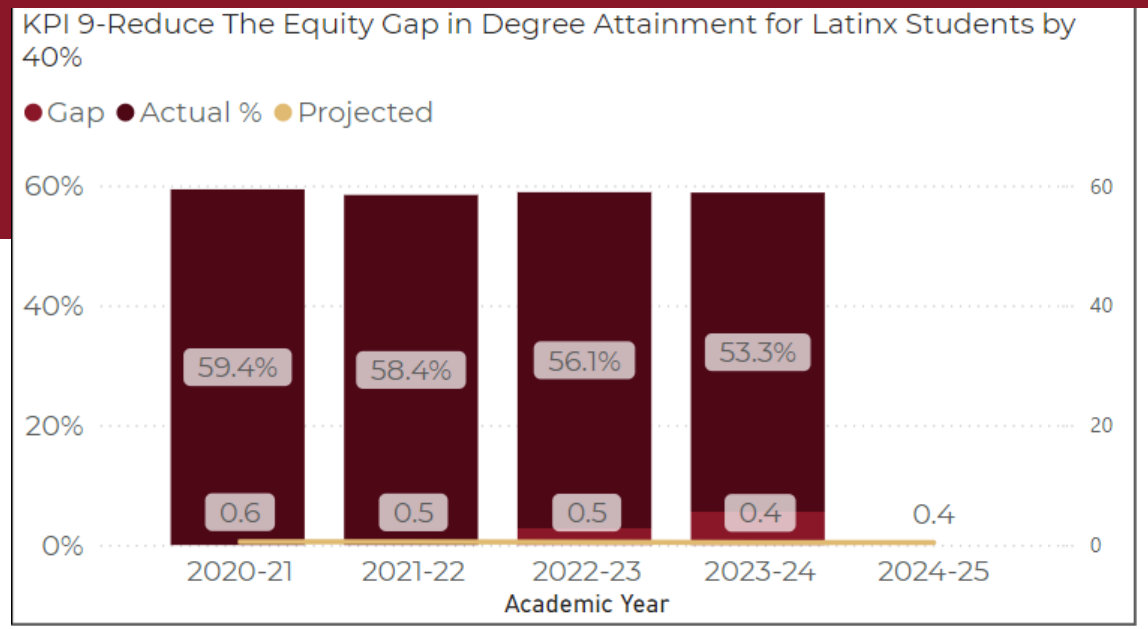
Highlights

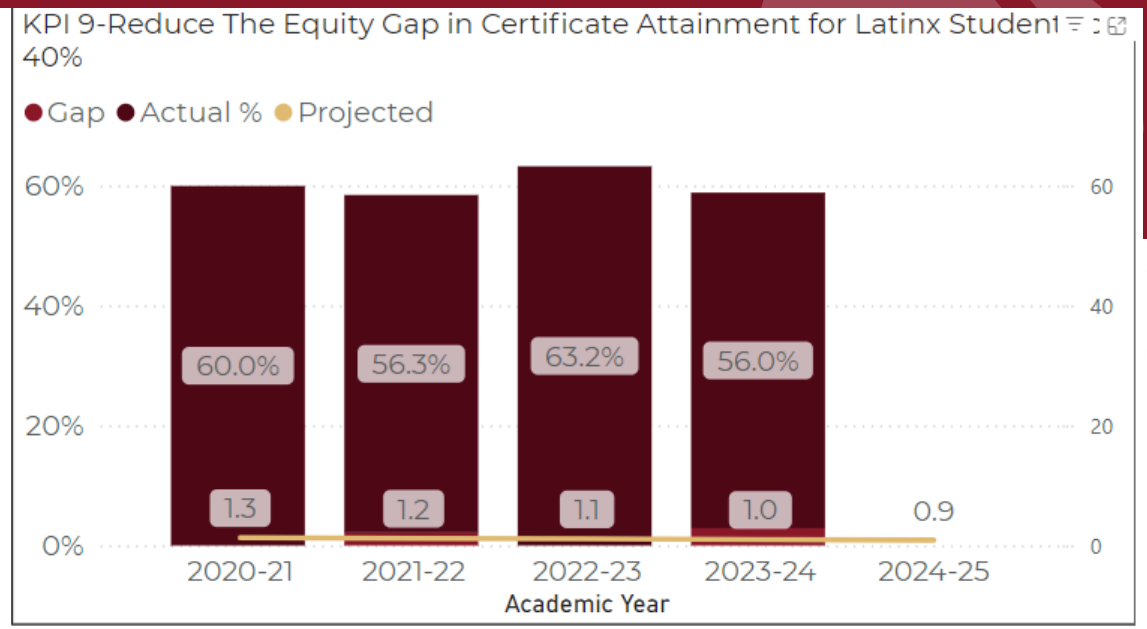
- No gap in Certificate attainment
- Continue to be below projection in Transfer Eng/Mat completion

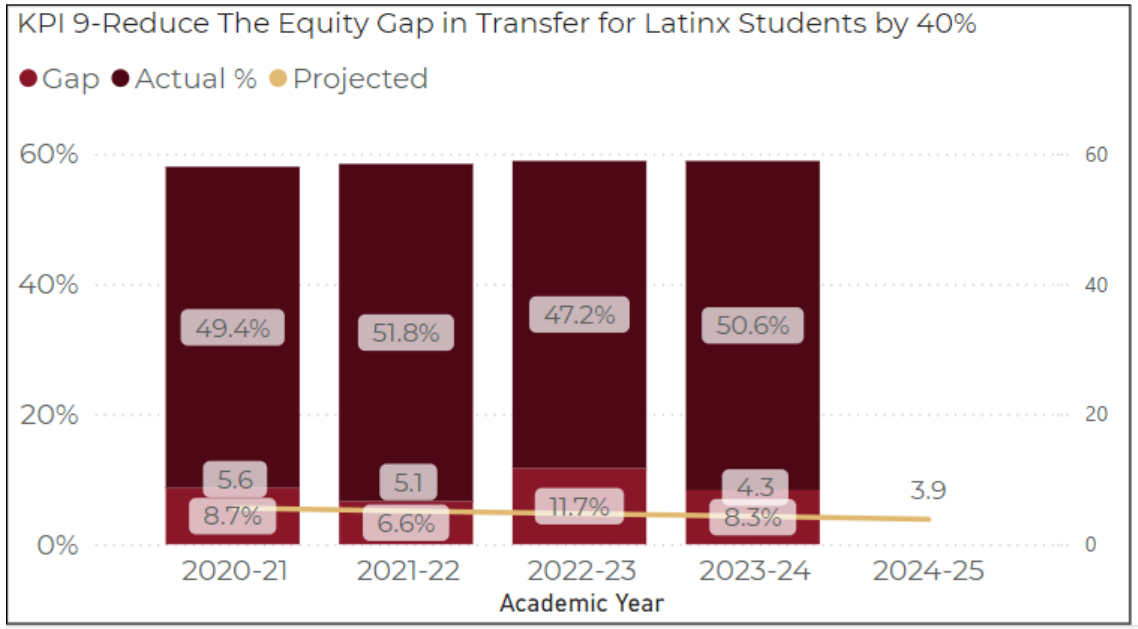
Concerns

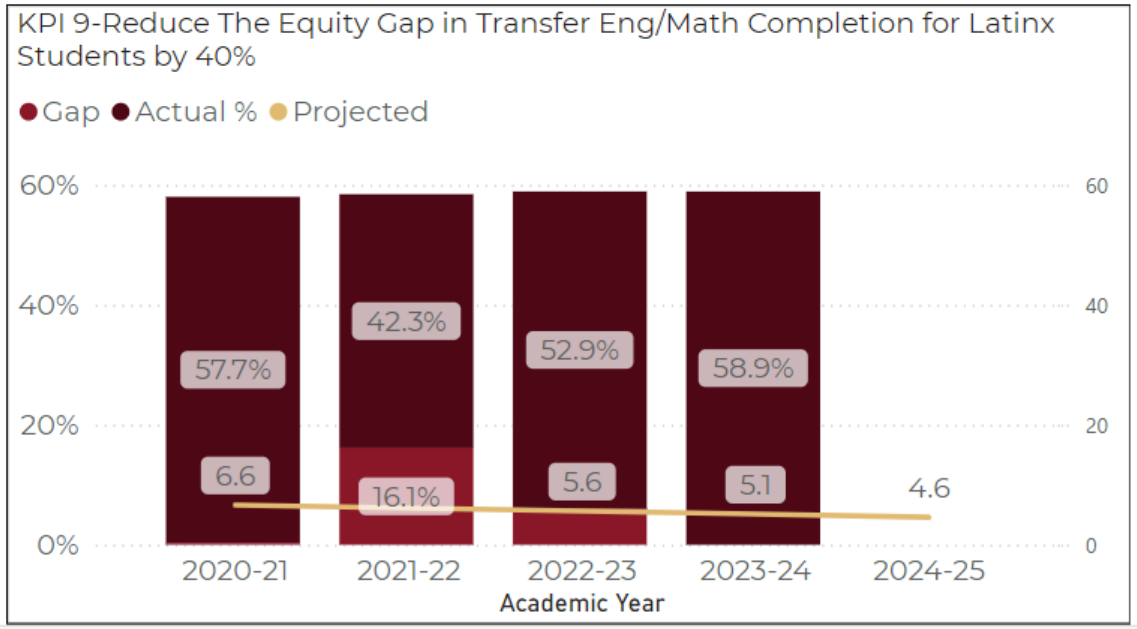
- Gap larger than projected in Degree attainment and Transfer

KPI : 9 REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%









KPI : 9
REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%

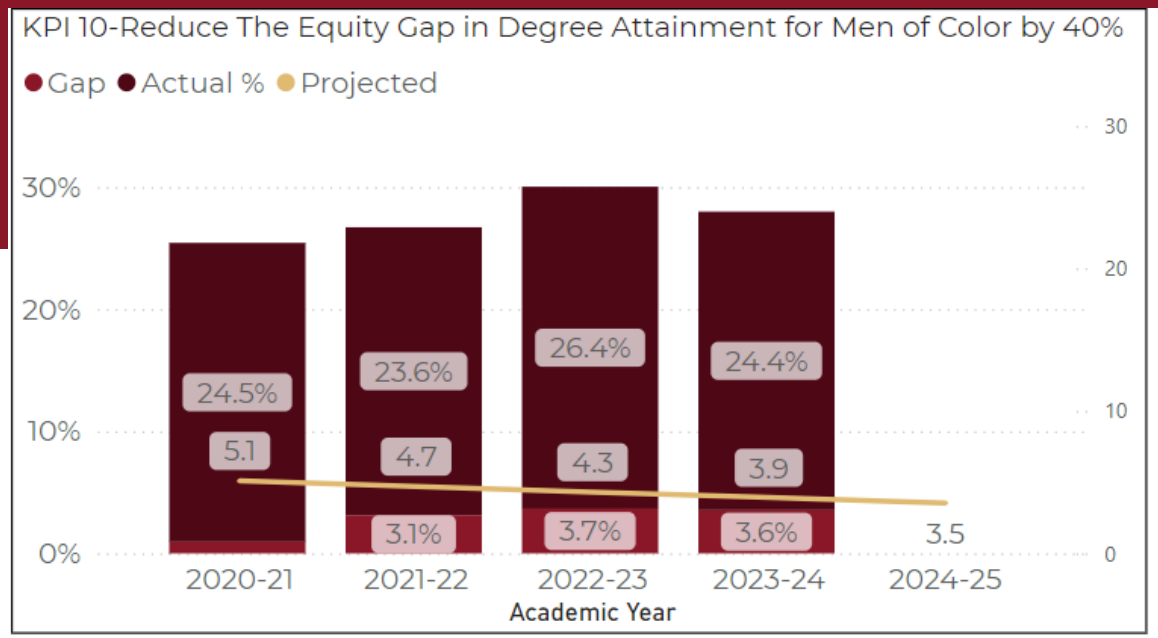
Highlights

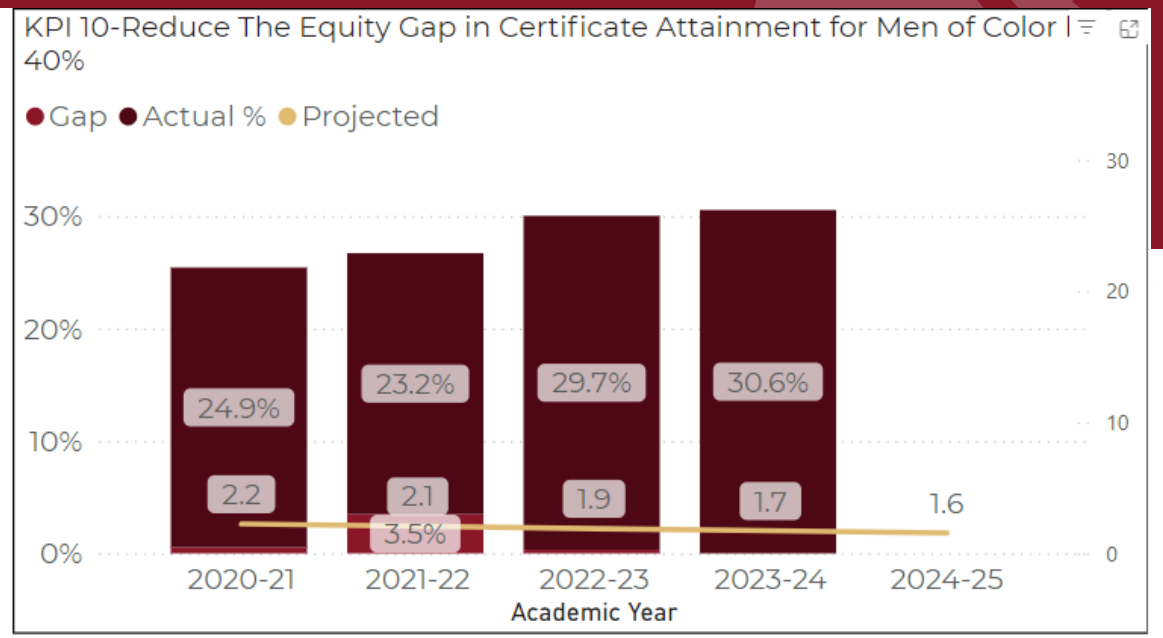
- No gap in Transfer Math and English completion

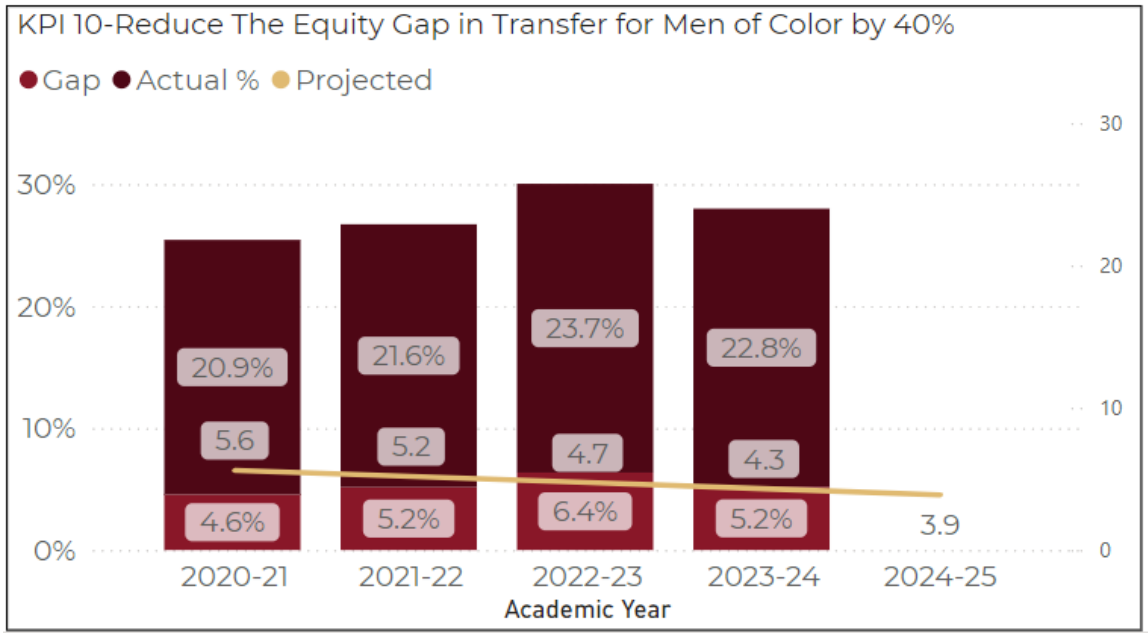
Concerns

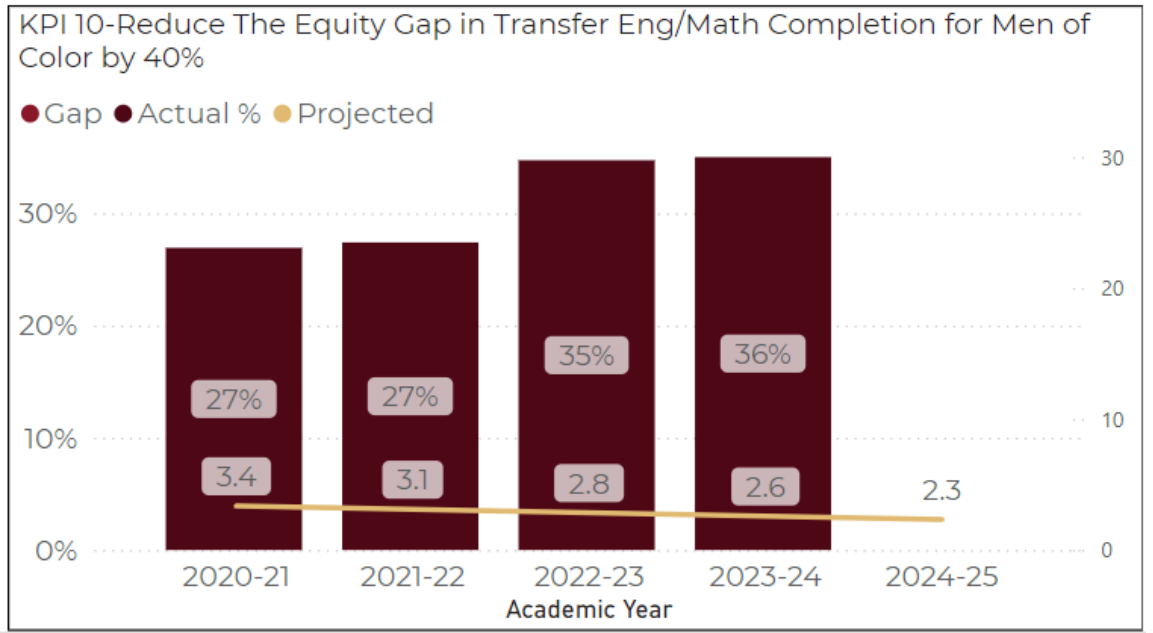
- Gaps in Degree and Certificate attainment are increasing
- Gap in Transfer decreasing but still above projected

KPI : 10 REDUCE THE EQUITY GAP FOR MEN OF COLOR STUDENTS BY 40%









KPI : 10

REDUCE THE EQUITY GAP FOR MEN OF COLOR STUDENTS BY 40%

Highlights

- There is consistently little or no gap for Certificate attainment and Transfer Eng/Math completion

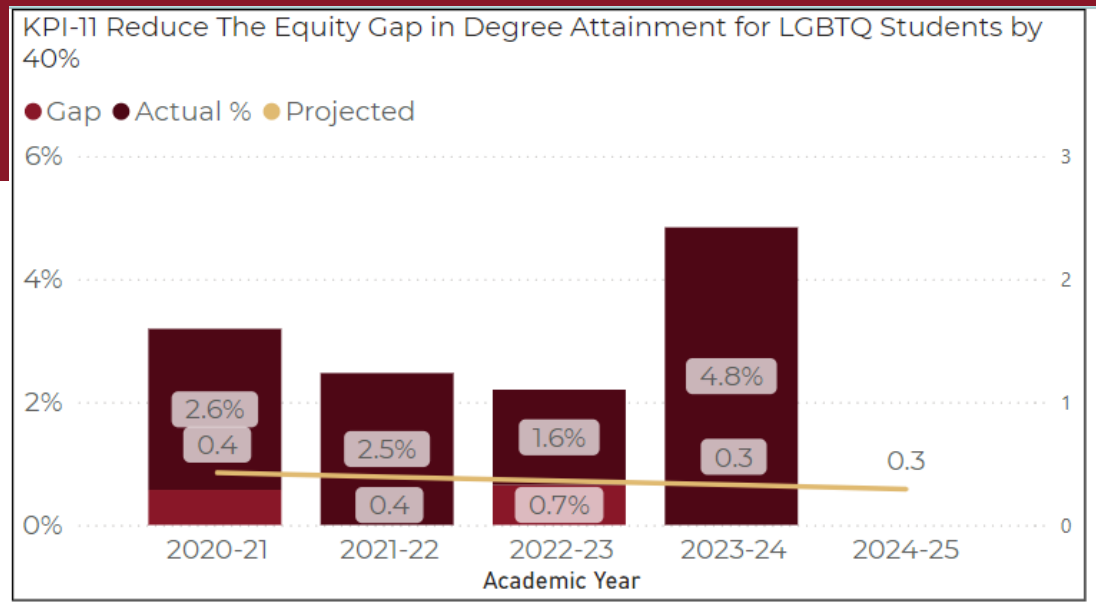
Concerns

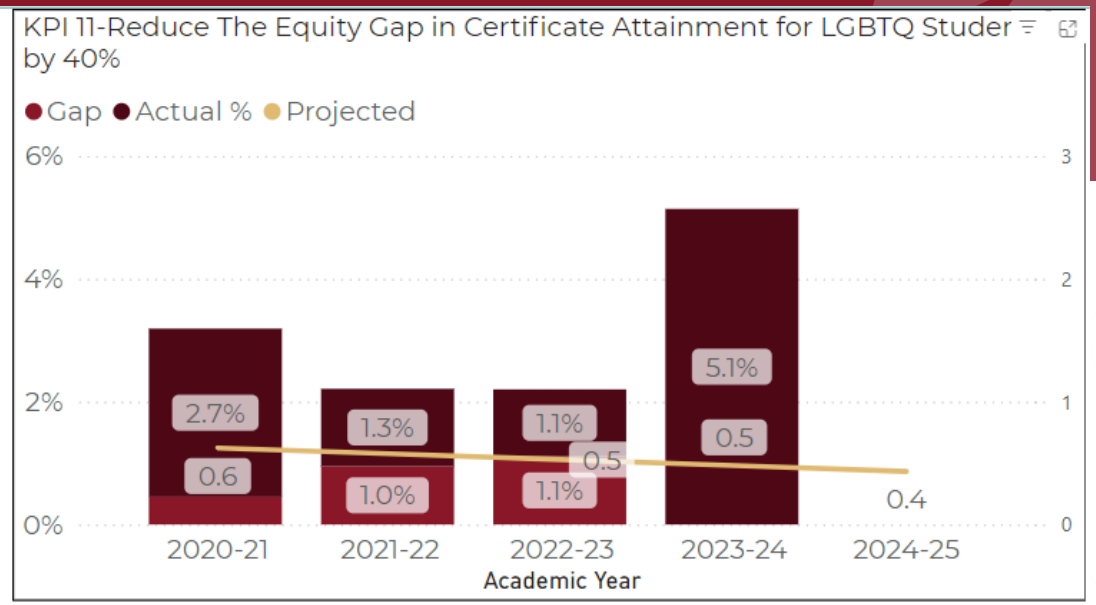
- Gap for Degree attainment consistent from previous year
- Gap for transfer decreased slightly

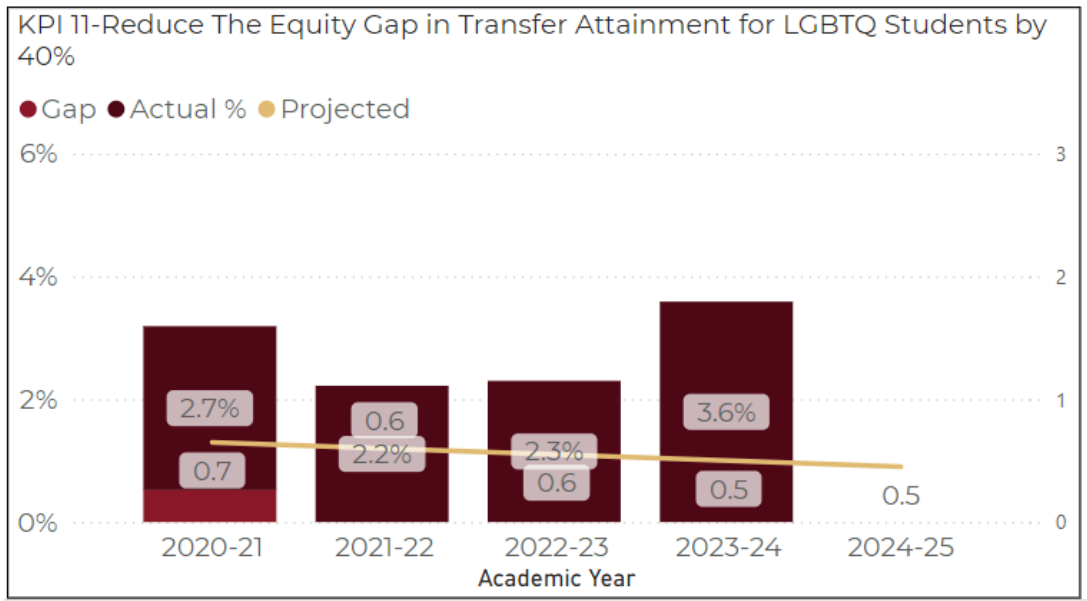
TAKEAWAYS AND ACTION PLANS

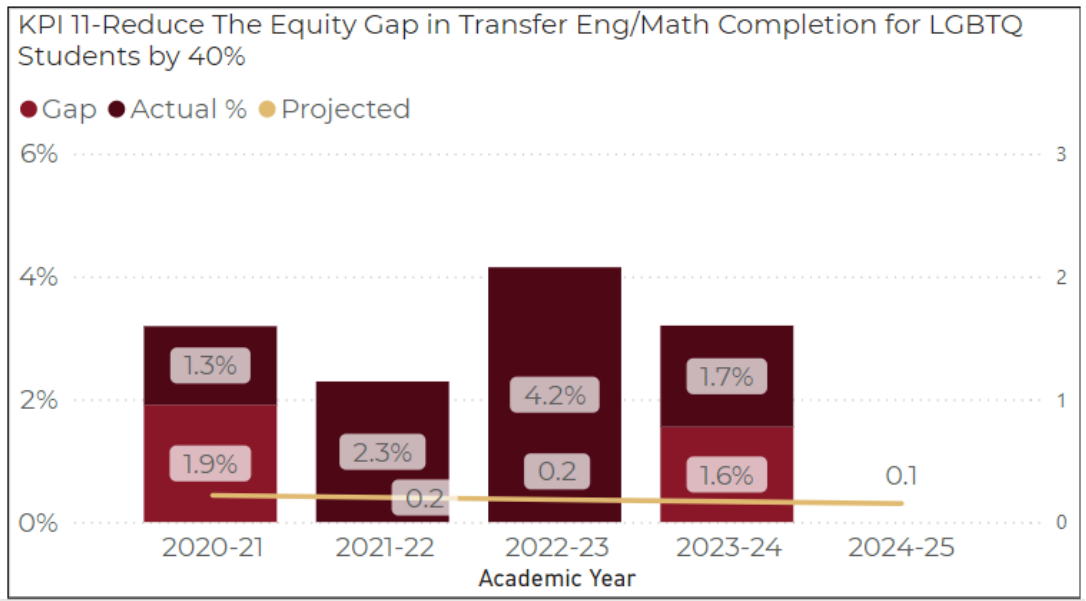
- Takeaway - 2022-2025 SEP Qualitative Research Inquiry Study Findings to uncover root causes of inequity for Black and Latinx students: COMMUNICATION AND EMPATHY
- Action - 2025-2028 Student Equity Plan responsive actions include Summer Bridge Activities in partnership between Student Services and Planning & Development; and a First-Year Experience Program supported by our new Title V Grant
- Action - Reorganization of college-wide equity programs that serve historically underrepresented student populations
- Planning - Continued support to grow and expand our Asian American Native Hawaiian Pacific Island Student Achievement (AANHPI) Program
- Planning - College-wide equity-focused professional development as an institutional priority
- Planning - Expand access to equity/DI data relative to the work of employees

KPI : 11 REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS BY 40%









KPI : 11
REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS BY 40%

Highlights

- Meeting metrics in Degree, Certificate and Transfer attainment
- Increase in Population percent from 2.2% to 3.2%

Concerns

- New gap in Transfer Eng/Mat completion compared to previous years

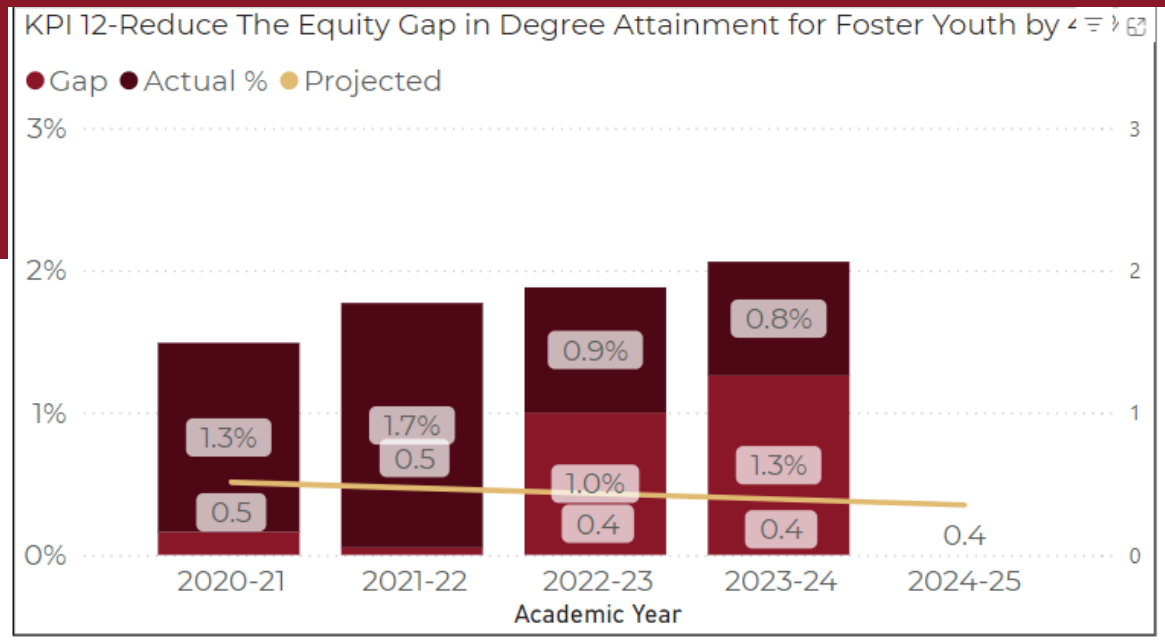
KPI 11
LTBTQIA+ TAKEAWAYS:

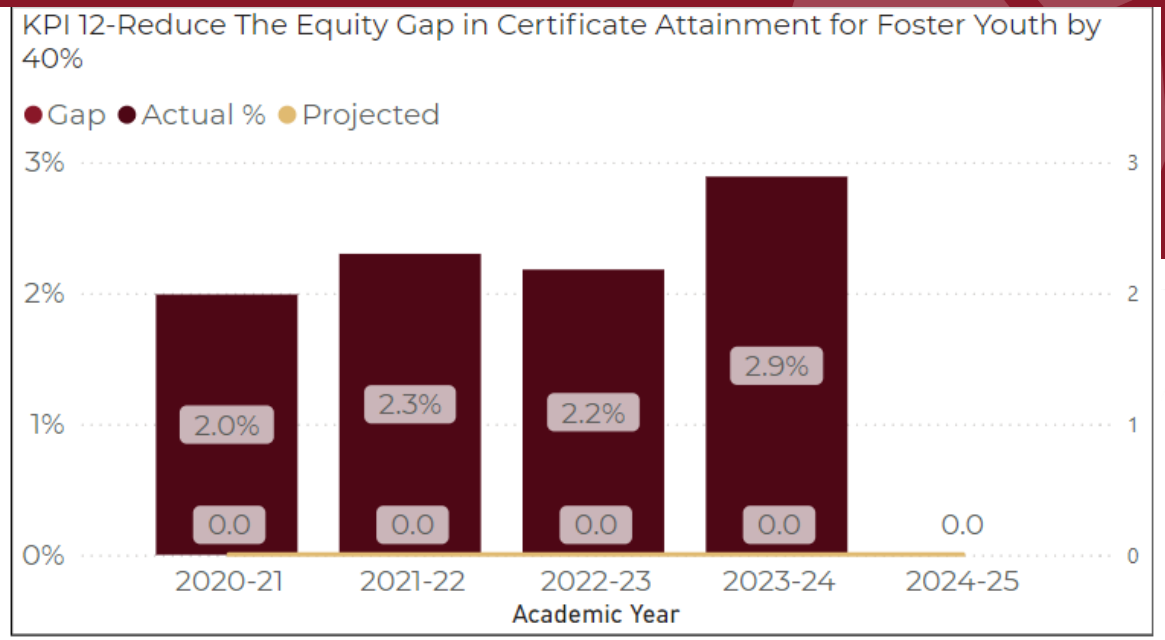
- While LGBTQIA+ students make up 3.2% of our students, without accessible and accurate data, we cannot fully understand the challenges faced by LGBTQIA+ students.
- This data is derived from those who self-disclosed their LGBTQIA+ status and is not inclusive of those who identify with the community once enrolled, thus is considered incomplete.
- It is difficult to determine whether programs and services are effectively meeting their needs without access to the student data to assess if interventions were provided
- Lack of data can lead to inequitable allocation of resources and perpetuate disparities therefore hindering efforts to promote equity.

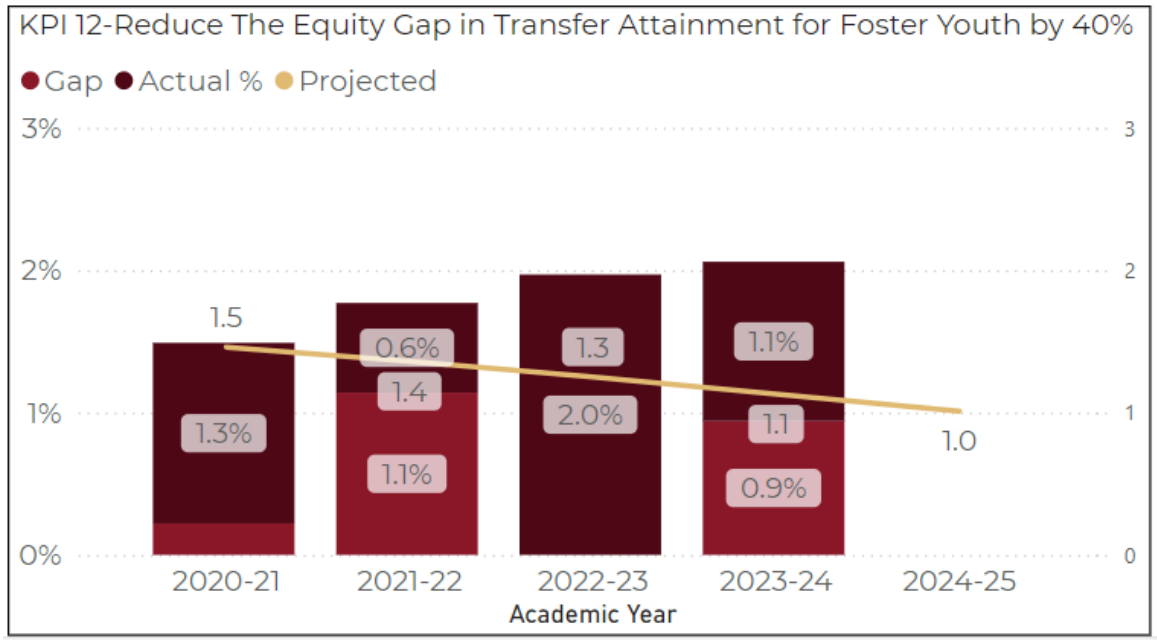
KPI 11
LGBTQIA+ ACTION PLAN

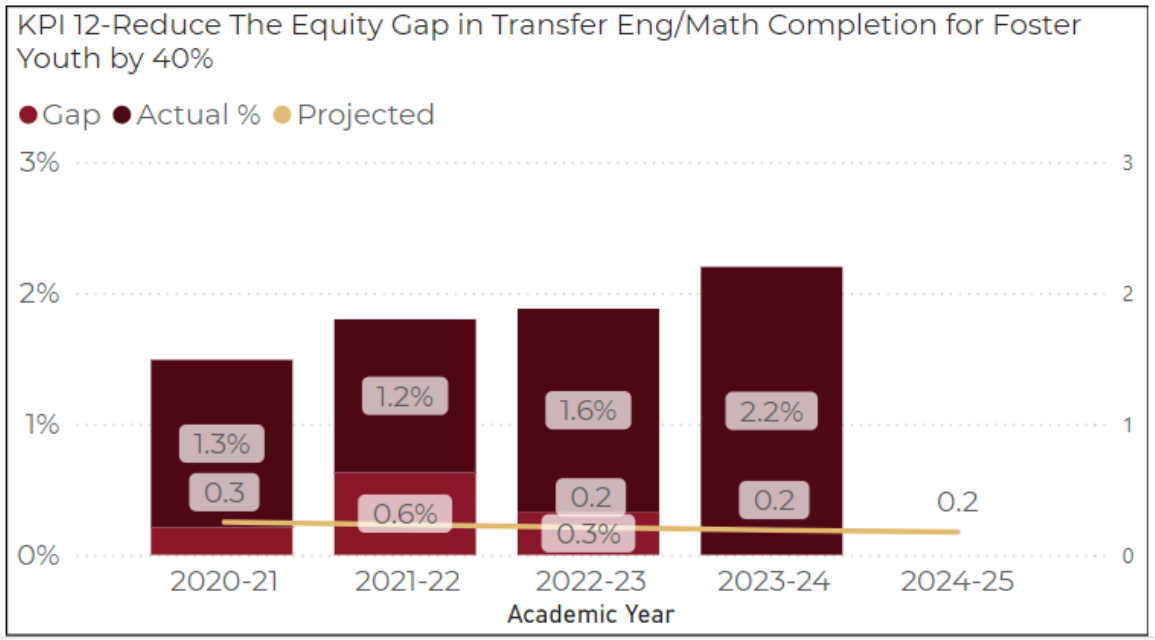
- Through collaboration and support via LGBTQIA+ Faculty Advocates, PRISM, and the Unity Zone, continue to create an inclusive and safe campus environment for all LGBTQIA+ students.
- Implement the LGBTQIA+ learning community (curriculum-IP)
- Implement a peer-mentorship program through the Unity Zone during spring 2025.
- Provide LGBTQIA+ ALLY awareness and sensitivity training for faculty, staff, and students.
- Ensure that counseling and mental health services are LGBTQIA+ affirming and culturally competent.
- Partner with local LGBTQIA+ organizations to provide additional resources and support.
- Prioritize student confidentiality and build trust with the LGBTQIA+ community.

KPI : 12 REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%









KPI : 12

REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%

Highlights

- Consistently meeting certificate metric
- Gap eliminated for Transfer Eng/Math

Concerns

- Increasing gap for Degrees
- Increasing gap for Transfer, but below projection

TAKEAWAYS: FOSTER YOUTH

- Data shows that foster youth are RESILIENT and successfully meeting data benchmarks in degrees, certificates, transfer attainment and transfer in Eng/Math with visibly a decrease in gaps
- Increased student-staff engagements with: Coordinator, Counselor, Ed Res. Advisor, and Peer Mentors
- Increased services to meet various needs of foster youth via online, and in-person modalities in creative ways to meet students where they are at!
- Foster Youth success in college is based on a combination of factors encompassing the following:
  - Academic preparedness and transition from high school to college
  - A supportive community
  - Consistent and stable housing
  - Life skills and decision making abilities
  - Financial Literacy

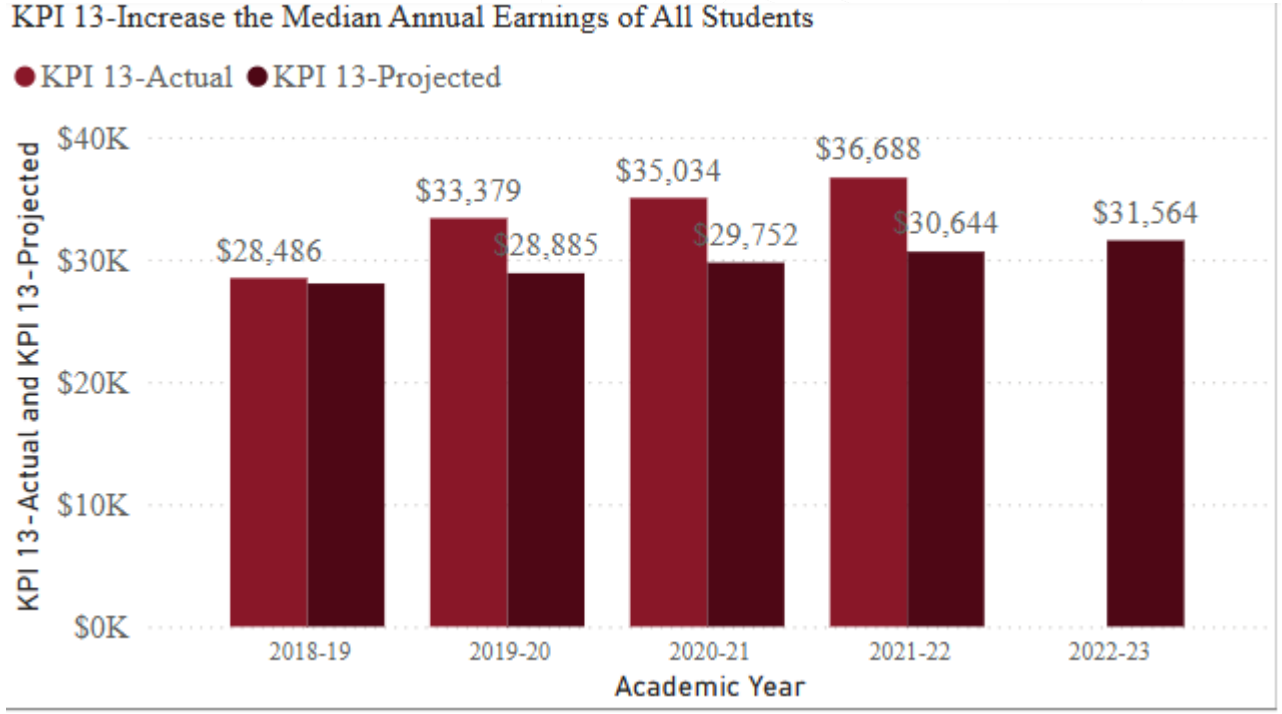
ACTION PLAN: FOSTER YOUTH

- Continue to provide over and above services with a case management approach; multiple touch points each term.
- Facilitate student Needs Assessment each semester to assure that "in-demand" services are being supported which include, expanded and/or dedicated tutoring, basic needs assistance for stability in school.
- Institutionalization and ongoing funding support for the Phoenix Scholars Program that lacks dedicated funds yet the demand for services continues to grow among this population.
- Transition the Educational Resource Advisor from PT to FT for greater support in the center.

KPI 13: INCREASE THE MEDIAN ANNUAL EARNINGS OF ALL STUDENTS

Highlights 2021-22

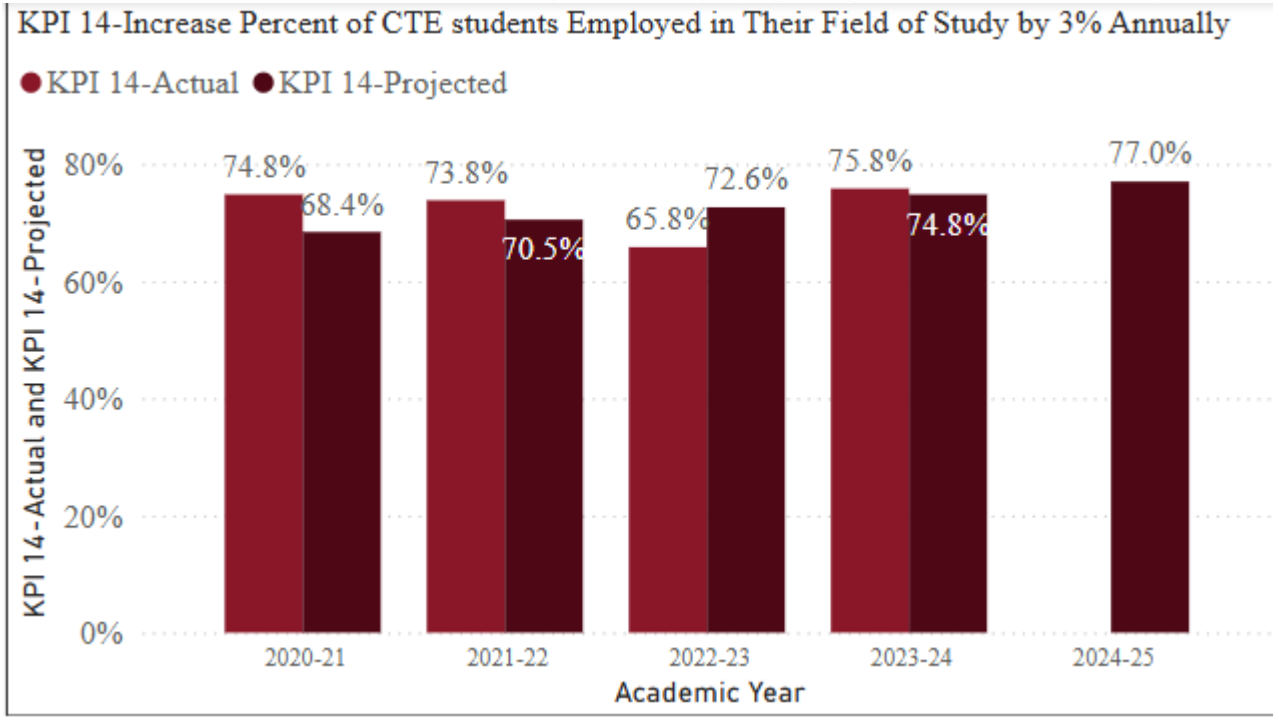
- Actual =$36,688
- Projection =$30,644



KPI 14: INCREASE PERCENT OF CTE STUDENTS EMPLOYED IN THEIR FIELD OF STUDY BY 3% ANNUALLY

Highlights 2023-24

- Actual = 75.8%
- Projection = 74.8%



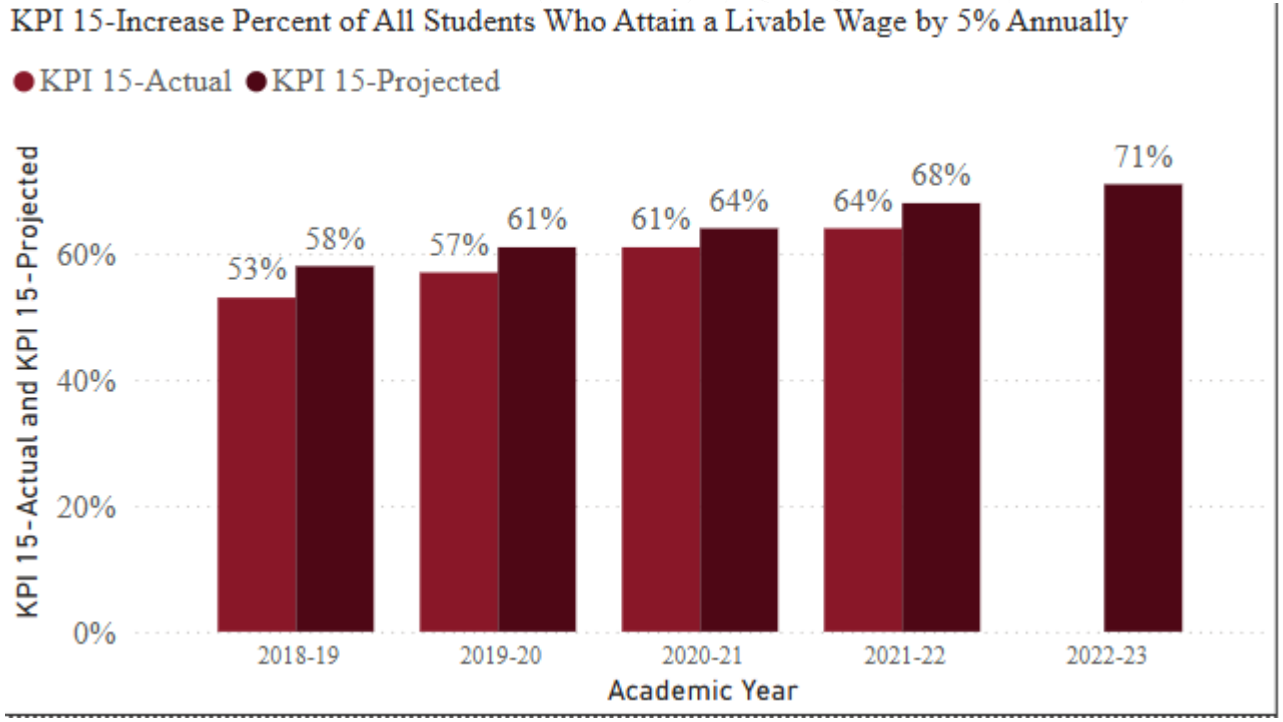
KPI 15: INCREASE PERCENT OF ALL STUDENTS WHO ATTAIN A LIVABLE WAGE BY 5% ANNUALLY

Highlights 2020-21

- Actual =64%
- Projection = 68%

Concerns

- Below projection, but increase from last year



TAKEAWAYS & ACTION PLAN

- CTEOS Survey –
  - Increase CTEOS Survey Response
- Increasing access to employment services/Apprenticeship
  - Job Developer/Apprenticeship Director
  - NC Connect/Handshake
  - Regional Goals
- Embedding Industry Recognized Certifications for wage increases

NORCO COLLEGE

Office of the Vice President, Student Services

SPRING 2025

STANDARD OF CARE

STANDARD OF CARE

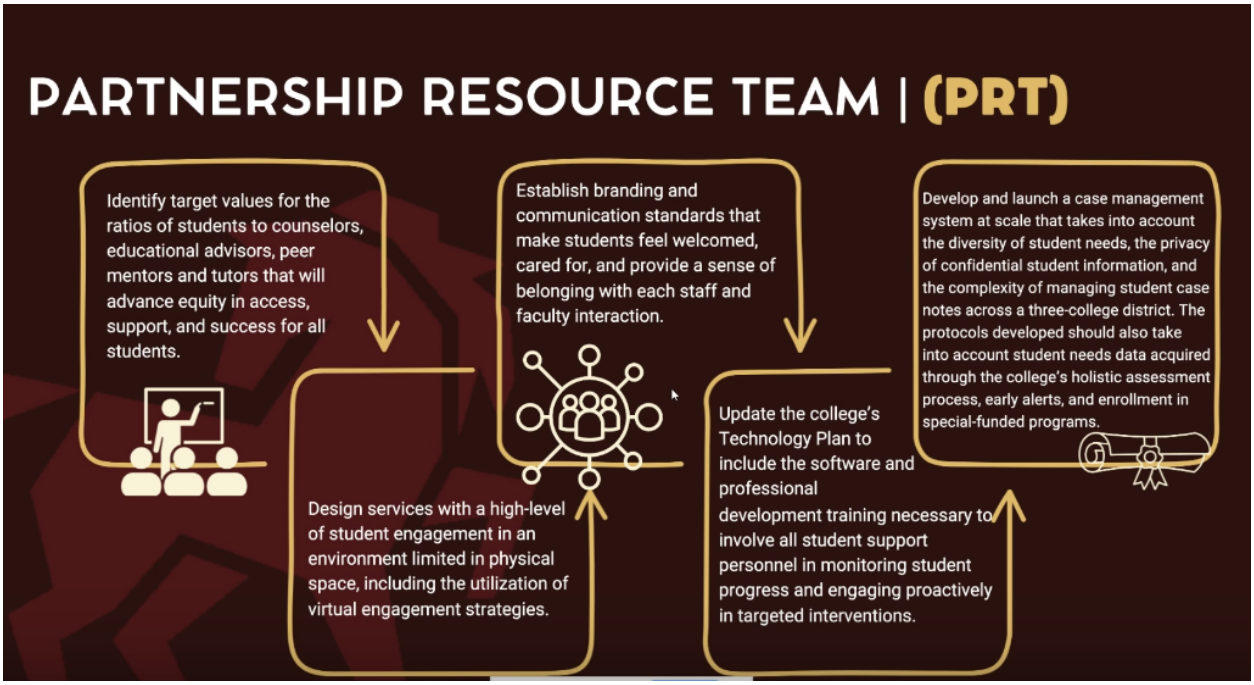
Initiative Goals

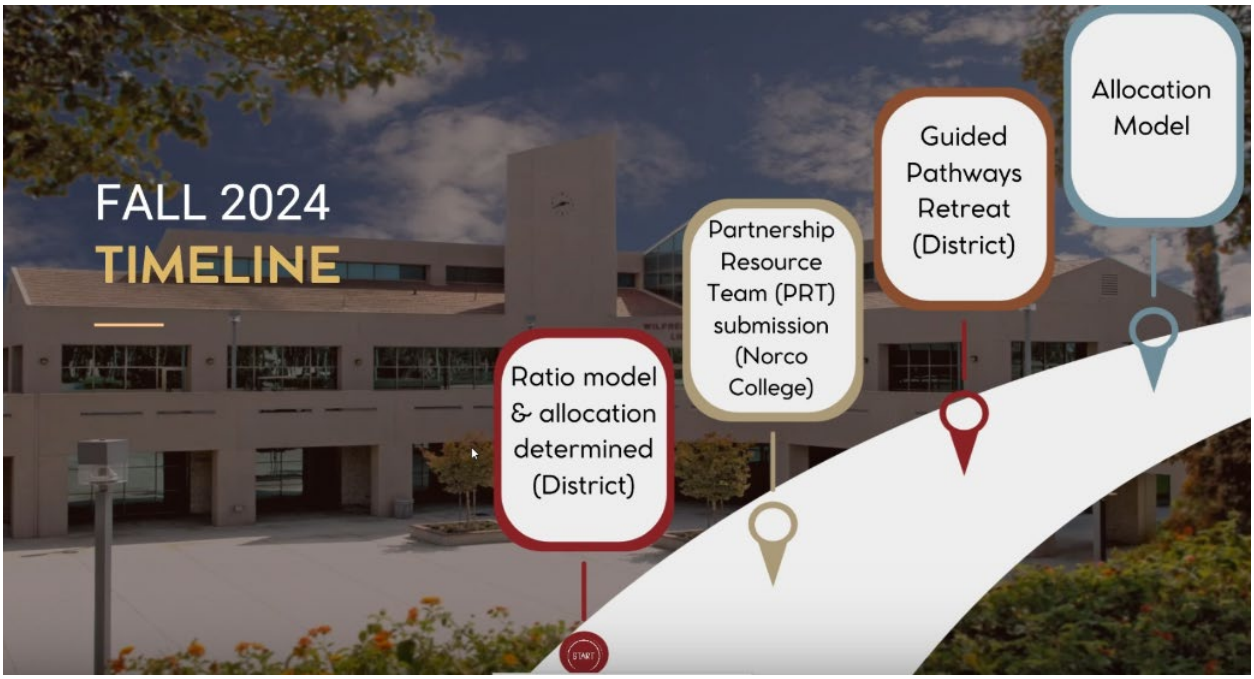


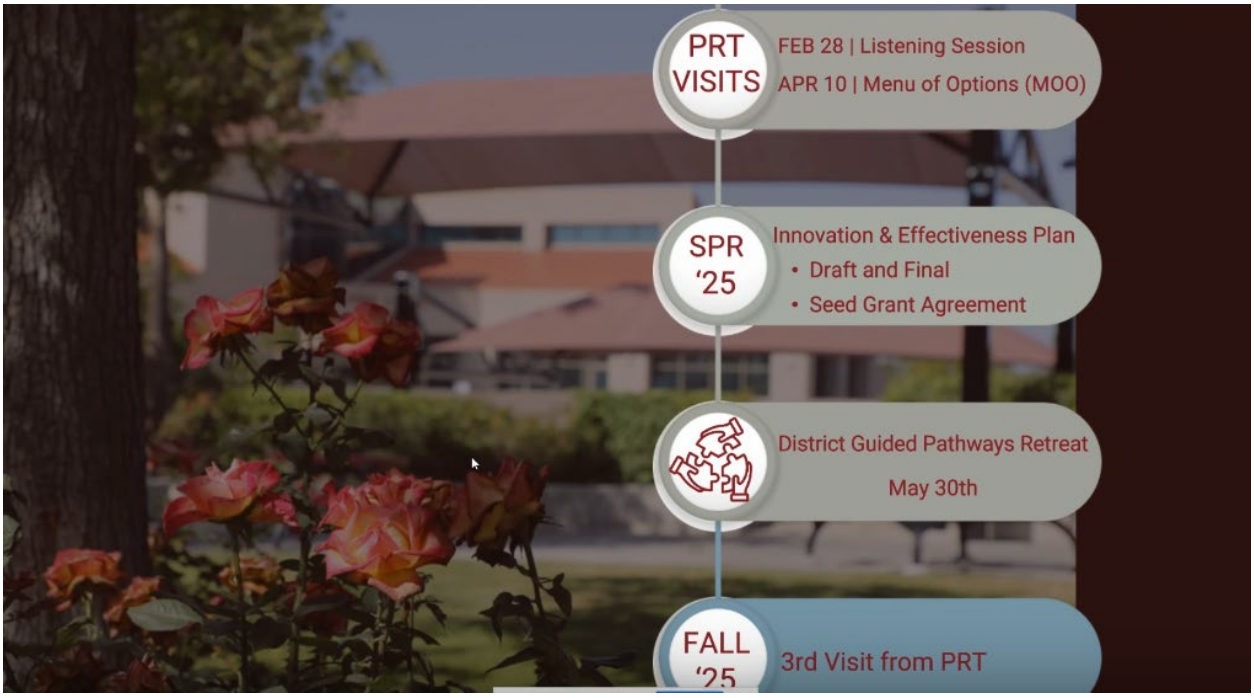
MODEL FOR PROVIDING SUPPORT TO DISTRICT STUDENTS

TRANSFORMING ADVISING, COUNSELING AND TUTORING SUPPORT.

$2M COMMITMENT FROM THE DISTRICT FOR ALL THREE COLLEGES


PARTNERSHIP RESOURCE TEAM | (PRT)
Identify target values for the ratios of students to counselors, educational advisors, peer mentors and tutors that will advance equity in access, support, and success for all students.
Establish branding and communication standards that make students feel welcomed, cared for, and provide a sense of belonging with each staff and faculty interaction.
Develop and launch a case management system at scale that takes into account the diversity of student needs, the privacy of confidential student information, and the complexity of managing student case notes across a three-college district. The protocols developed should also take into account student needs data acquired through the college's holistic assessment process, early alerts, and enrollment in special-funded programs.
Design services with a high-level of student engagement in an environment limited in physical space, including the utilization of virtual engagement strategies.
Update the college's Technology Plan to include the software and professional development training necessary to involve all student support personnel in monitoring student progress and engaging proactively in targeted interventions.


FALL 2024
TIMELINE
Ratio model & allocation determined (District)
Partnership Resource Team (PRT) submission (Norco College)
Guided Pathways Retreat (District)
Allocation Model
START



NC | PRT

Name	Title	Role
Bell, Kimberly	Academic Senate President	Member
Bishop, Eric	Interim Vice Chancellor Educational Services, RCCD	Member
Blackmore, Chris	Associate Vice Chancellor, Information Technology, RCCD	Member
Bushell, Shawna	Dean, Educational Services & Distance Learning, RCCD	Member
Cannon, Samantha	Educational Advisor	Member
Davis, Sean	Associate Professor, Counseling	Member
Harris, Vivian	Associate Professor, Library	Member
Hernandez, Lisa	Associate Professor, English	Member
James, Tenisha	Vice President, Planning and Development	Member
Reyes, Brianna	Academic Support Coordinator	Member
Nance, Damon	Dean, Technology & Learning Resource	Member
Ramirez, Cecilia	Administrator Coordinator	Logistics
Schlanger, David	Dean, Student Services	Member
Tarrant, Kaneesha	Vice President, Student Services	Lead
Warsinski, Steff	Associate Professor, Mathematics	Member
Zhai, Lijuan	Associate Vice Chancellor, Educational Services, RCCD	Member

INSTITUTIONAL SUCCESSES

Strong support for students and a desire to provide holistic support with a focus on culture of care

Men of Color cohort is recognized by multiple groups an exemplar for the Standard of Care

Effective communication is closely tied to relationships between students and college personnel

College is working to make data actionable, particularly for high-need programs

AREAS OF FOCUS



Standard of Care

- DEFINITION
- ROLES AND RESPONSIBILITIES
- OUTCOMES



Communication

- MARKETING STRATEGIES
- LEVERAGE CANVAS



Engagement

- EARLY ALERT
- 2-WAY TEXTING



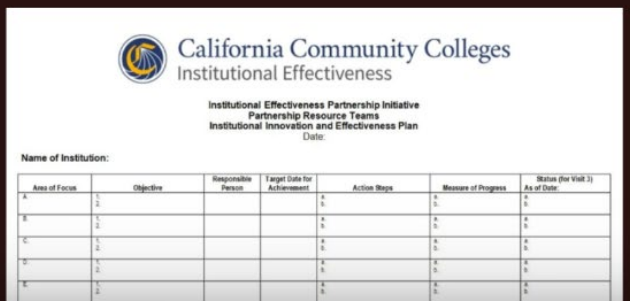
Technology and Data

- REQUIREMENT
- IT SYSTEMS
- DATA GOVERNANCE



INSTITUTIONAL INNOVATION AND EFFECTIVENESS PLAN

- Team Drafting | May 2025
- PRT Lead review and feedback



California Community Colleges
Institutional Effectiveness

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date:

Name of Institution:

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date
A.	1. 2.			a. b.	a. b.	a. b.
B.	1. 2.			a. b.	a. b.	a. b.
C.	1. 2.			a. b.	a. b.	a. b.
D.	1. 2.			a. b.	a. b.	a. b.
E.	1. 2.			a. b.	a. b.	a. b.

NEXT STEPS

Drafting Sessions

- May 1 - PRT LEADS
- May 20 - PRT Team Writing Session

College Governance Information Item

- May 8 - College Council
- May 22 - Leadership Council
- May 23 - Associated Students of NC
- June 9 - Academic Senate



Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
Standard of Care	STANDARD OF CARE DEFINITION 1. Develop a comprehensive definition of the Standard of Care based in desired student outcomes. Engage all stakeholders -- including counselors, instructional faculty, non-instructional faculty, and classified staff – in the process. Many in education refer to it as holistic student support. Establish methods to collect student feedback during the definition stage.	1. Provide additional detail to the definition of Standard of Care so that its usefulness extends beyond planning and budget purposes and sets the college up for success in implementation. a. Review CUNY Holistic Advising Model , Effective Advising for Post Secondary Students, Developing a

1

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
	ROLES & RESPONSIBILITIES 2. Clearly define the roles of Educational Resource Advisor and Counselor. Include those in the roles to create their own definitions	Structure to Provide Holistic Student Supports and the Holistic Student Supports Redesign: A toolkit b. Define the model of case management appropriate for the students and the organization: i. A Student Affairs Case Management Model ii. Beyond the Food Pantry: Social Work Case Management 2. Define roles of counselors/ed advisors. Review ASCCC Papers on Role of Counseling Faculty and Standards of Practice for College Counseling Faculty and Programs

Date: <Date you submit the I&EP>

Name of Institution: ABC College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
A. Identify each AoE using a capital letter, for ease of reference. • The label used for each AoE should be the same, or nearly the same, as the corresponding one used in the MOO, unless it's new. Both the institution and IEPI should be able to see clearly the lines from the AOFs in your LOI, through those in the SIV and the MOO, to those in this Plan. • ***Throughout every column in the I&EP, use clear language that will be easily understood by readers on your campus who have not participated in the development of the I&EP.***	1. As you formulate each Objective, don't just quote a MOO Option, unless it perfectly reflects your institutional needs and aims. Adapt, modify, combine, or replace Option language, to make each Objective your own. 2. Identify each Objective using a number, for ease of reference. 3. Each Objective should have a corresponding Responsible Person, Target Date, and set of Action Steps. 4. Objective statements composed of a single sentence work best. Leave any particulars or descriptive information to the Action Steps. 5. It's best to begin each Objective statement with a strong imperative verb; for example: a. *Establish* an easily accessible central electronic repository for all participatory governance committee documents. 6. In most cases, if an Objective calls for you develop a plan, formulate a process, identify a best practice, research an approach, or achieve similar milestones, you should explicitly include in the Objective statement *implementation* of your plan, process, findings, etc., rather than leaving it implicit. Stopping short of implementation typically leaves you only halfway toward where you seek to be. For example: a. Develop *and implement* a comprehensive plan for X. b. Create *and disseminate* a handbook on the X process.	1. Responsible Persons (RPs) are intended to monitor progress on each Objective and initiate corrective action if delays occur. Keep the number of RPs to a minimum, to reduce the risk of diffusing responsibility and failing to address possible delays in timely fashion. 2. It's generally best to list RPs by position, either instead of or in addition to name.	This Target Date typically applies to each Objective as a whole. However, if you wish, you may list a Target Date for each Action Step. In either case, link the Target Date to the Objective or Step using the applicable number and/or letter.	a. Identify each Action Step using a lower-case letter, for ease of reference. b. Every Step should clearly relate to one or more Objectives, and have at least one Measure that clearly corresponds to it. c. Where appropriate, it's best to include implementation, periodic evaluation, and improvement among your Steps.	a. Identify each Measure using the lower-case letter of the Step to which it applies. Multiple Measures for a single Step can be separate entries, or be separated by semicolons in the same entry. b. Every Measure should have at least one Step clearly linked to it. c. Simple process Measures (e.g., "Plan draft completed; feedback solicited and incorporated; final version approved") are fine. d. You may add overall outcome Measures as well if desired (e.g., "Retention raised significantly over previous three-year averages").	This column is intended for use in the status report you will submit shortly before Visit 3, so there is no need for any entries before that time.

1

1

California Community Colleges
Institutional Effectiveness

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: 05/12/2025
DRAFT

Name of Institution: Norco College

Area of Focus *Mirrors language from the Menu of Options (MOO)*	Objective *Adaptation of option from the MOO with a focus on our needs at Norco College. Some objectives are unique to our college given our needs.*	Responsible Person *Role is to monitor progress.*	Target Date for Achievement *Linked to the Objective or Action step.*	Action Steps *Each step should relate to one or more objectives. Best to include implementation, evaluation, and improvement.*	Measure of Progress *At least one measure per step*	Status (for Visit 3) As of Date:
A. Standard of Care	**Standard of Care Definition** 1. Develop a comprehensive shared definition of the Standard of Care for holistic student support beyond the role of counseling, advising, and tutoring. 2. Establish the standardized operational hours, modalities, and procedures for counseling, advising and tutoring 3. Define the case management model	A.1.VPSS A.2. VPSS A.3. Dean of	A.1. December 2025 A.2. Summer 2025 A.3. December 2025	A.1. Convene workgroup through Student Support Council; review existing holistic student support models; collect input; draft and finalize. Define metrics and outcomes for the Standard of Care. A.2. Convene workgroup to review existing practices; create service delivery protocols, document, train and implement.	A.1. Standard of Care definition approved through college governance process. A.2. Document standardized protocols; train staff and pilot new procedures. A.3. Case management model determined and implemented A.4. Educational Resource Advisors perform roles and responsibilities as outlined in revised JD.	a. b.

0:01
Hello everybody, this is Dr. Tant with an update on the standard of care. As a reminder, the standard of care is a district-wide initiative geared towards providing support to our students by primarily transforming advising, counseling, and tutoring support.
0:16
It comes with a $2 million commitment from the district for all three colleges, which is being used to increase staffing in the areas of advising and tutorial support.
0:26
For normal college, we reached out through IEPI for a partnership resource team to help us identify some solutions for how to implement the standard of care given our limited facilities are approached to providing support to students as a multi-college district they accepted our request, and they came
0:49
out to visit with us on February 28th and April 10th. From that February 28th listening session, they created what's called the menu of options, which I'll share with you in just a moment.
1:01
And that information is being utilized to create our draft innovation and effectiveness plan. We have a team of individuals from the college and the district that will be meeting to actually review and draft this plan.
1:16
and I wanted to just take a quick pause there because this recording is being done on May 19th. This team will be meeting on May 20th.
1:25
However, we wanted to make sure that the Council's had information at the last meeting of the year and so there will be more information coming as the plan is actually finalized.
1:38
The PRT team identified four areas first to focus on standard of care, communication, engagement, technology, and data. From that feedback that they provided us, you'll see the draft innovation and effectiveness plan in just a moment that is going to look like this template here.
1:59

And again, here's the timeline that I just shared with you all. So, in terms of what the team created for us, this- is the menu of options, and as you can see, it has those same areas identified standard of care, communication, engagement, technology, and data.
2:18
They've provided some, um, possible approaches that we can take in order to implement the standard of care, and some models and examples to follow.
2:28
So what we have done is the we initially was myself, Damon Nant, and David Schlinger, is we translated this information here in the menu of options.
2:37
over to our draft plan by following these guidelines here, which is making sure that each area of focus has its own cost.
2:59
In addition to identifying the areas of focus and objectives, the plan also allows us the opportunity to include the resources that will be needed in order to implement this work.
3:12
The one key thing I wanted to highlight here is that our focus is on making sure that the language is clear for those that are not part of the PRT and so that our college community as a whole understands the work ahead of us.
3:24
Yes. Yes. So here is, the beginning of our draft innovation and effectiveness plan. So as an example, you'll see letter A, standard of care, you'll see the standard of care definition with three objectives.
3:41
I'll just read one as an example, develop a comprehensive shared definition of the standard of care for holistic student support beyond the role of counseling, advising, and tutoring.
3:52
There's a responsible person identified and don't worry, we'll clean up this extra number here. the target data achievement, the action steps that need to be taken, which is a and then the measure of progress will be that standard of care definition is approved through our college governance process.
4:10
For each area of focus, the objectives are clearly outlined along with the responsible person, target dates, action steps, and measures of progress.
4:22
So here is the standard of care. Here is communication and engagement. And lastly, technology and data. data. We also have a start to identify some of the resources that will be needed.
4:41
And again, as a reminder, this video is being done. The day before the team will write, um, and review this information and make any necessary adjustments or changes.
4:51
So again, this is where we are with the standard of care. We look forward to bringing back the finalized plan once it is completed.

NORCO COLLEGE

Resource Council
May 22, 2025

TOPICS:

- **FY 24/25 3rd Quarter Budget Performance Report (Handout)**
- **Holding Account Balances (Fund 11 & 12) (Handout)**
- **List of Grants & Categorical funds - (Fund 12)- (Handout)**
- **2025-26 Governor's Budget May Revision**
- **Budget Allocation Model Revision update**

Presenters: Dr. Michael T. Collins, VP Business Services

Esmeralda Abejar, MBA, Director, Business Services

FUND 11 FY 24/25
3rd Quarter Budget Performance Report
as of 3/31/2025

Fund	11						
Resource	1000						
		FY 2024/2025					
Major Object	Description	Sum of Adopted Budget	Sum of Revised Budget	Sum of Rev/ Exp Net of Abatements	Sum of Encumbrances	Sum of Uncommitted/ Unrealized	% Spent
1000	Academic Salaries	28,475,808.00	28,345,749.00	21,778,606.66	4,042,163.60	2,524,978.74	76.83%
2000	Classified Salaries	7,997,879.00	7,989,175.00	5,393,343.65	1,681,713.19	914,118.16	67.51%
3000	Inst and Non Instructional Benefits	15,107,087.00	15,129,055.00	11,019,320.45	3,690,163.88	419,570.67	72.84%
4000	Supplies and Materials	445,951.00	657,188.00	225,208.05	62,395.28	369,584.67	34.27%
5000	Services and Operating	14,657,337.00	13,175,338.00	2,576,787.52	1,957,468.88	8,641,081.60	19.56%
6000	Capital Outlay	64,775.00	1,695,846.00	777,368.82	161,886.06	756,591.12	45.84%
	Total Expenses	66,748,837.00	66,992,351.00	41,770,635.15	11,595,790.89	13,625,924.96	62.35%

Budget Performance Report Handout

NORCO COLLEGE

FY 24/25
3rd Quarter Budget Performance Report

- Part Time & Overload, Academic, ***Inst. Salaries***.
  - Budget $8,673,792.00
  - Actual $8,064,214.30
- 13xx's accounts % spent 92.97%

Fund:	11	Resource:	1000	FY 2024/25		
		Prior Year 2023-24	Current Year 2024/25	Actuals		%
Object	Object Description	Actual	Revised Budget	YTD 3/31/25	Balance	Used
1330	INSTRUCTORS, PART TIME FALL	3,274,134.77	2,681,840.0	3,495,778.57	(813,938.57)	130.35%
1331	*INSTRUCTORS, PART TIME SUMMER (ODD YR)*	-	632,251.0	419.42	631,831.58	0.07%
1332	INSTRUCTORS, PART TIME WINTER	683,350.29	631,585.0	747,578.63	(115,993.63)	118.37%
1333	INSTRUCTORS, PART TIME SPRING	3,221,856.89	2,227,666.0	693,261.51	1,534,404.49	31.12%
1334	*INSTRUCTORS, PART TIME SUMMER (EVEN YR)*	933,612.48	55,865.0	473,799.77	(417,934.77)	848.12%
1335	INSTRUCTORS, FULL TIME OVERLOAD FALL	878,347.77	517,534.0	950,682.95	(433,148.95)	183.69%
1336	*INSTRUCTORS, FULL TIME OVERLOAD SUMMER (EVEN YR)*	907,344.57	40,550.0	421,724.45	(381,174.45)	1040.01%
1337	INSTRUCTORS, FULL TIME OVERLOAD WINTER	784,429.63	664,525.0	839,405.98	(174,880.98)	126.32%
1338	INSTRUCTORS, FULL TIME OVERLOAD SPRING	796,373.64	468,827.0	399,171.86	69,655.14	85.14%
1339	*INSTRUCTORS, FULL TIME OVERLOAD SUMMER (ODD YR)*	283.50	439,029.0	-	439,029.00	0.00%
1360	INSTRUCTORS, SUBSTITUTES	47,167.48	-	3,021.01	(3,021.01)	
1370	INSTRUCTORS, EXTRA DUTY	38,315.14	90,262.0	30,621.86	59,640.14	33.93%
1371	INSTRUCTORS, LARGE LECTURE STIPENDS	11,413.42	223,858.0	8,748.29	215,109.71	3.91%
13xx	PT & Overload, Academic, Inst Salary	11,576,629.58	8,673,792.0	8,064,214.30	609,577.70	92.97%

FY 24/25
Third Quarter Budget Performance Report

- Part Time & Overload, Academic, ***Non-Inst. Salaries***.
  - Budget $755,868.00
  - Actual $445,989.47

- 14xx's accounts % spent 59.00%

Fund:	11	Resource:	1000	FY 2024/25		
		Prior Year 2023-24	Current Year 2024/25	Actuals		%
Object	Object Description	Actual	Revised Budget	YTD 3/31/25	Balance	Used
1439	ACADEMIC - PT COUNSELORS / LIBRARIANS / COORDINATORS	531,613.73	530,319.0	297,189.78	233,129.22	56.04%
1469	SHORT TERM (DAILY) SUBSTITUTE COUNSELORS / LIBRARIANS /	25,208.91	10,125.0(	8,868.58	1,256.42	87.59%
1470	NONINSTRUCTIONAL SALARIES, OTHER EXTRA DUTY	(214.77)	-	-	-	
1479	EXTRA DUTY STIPENDS	167,113.12	146,225.0(	109,523.14	36,701.86	74.90%
1490	ACADEMIC SPECIAL PROJECTS	25,284.57	69,199.0	30,407.97	38,791.03	43.94%
14xx	PT & Overload, Academic, Non-Inst Salary	749,005.56	755,868.0	445,989.47	309,878.53	59.00%

FUND 11-Holding Accounts

Norco College Holding Accounts

As of 03/31/2025

SPP/Resc.	One Time, Annual, On Going	Carry Over?	Fund	Resc.	Description	FY 24/25 Adopted Budget	FY 24/25 Revised Budget	FY 24/25 Rev/Exp Net of Abatements	FY 24/25 Encumbrances	Uncommitted / Unrealized
991	OT	N	11	1000	Savings from Permanent Gen.Fund Staff Positions	-	6,480	-	-	6,480
993	OT	N	11	1000	sabbatical Holding account	88,738	88,738	-	-	88,738
566	A	Y	11	1000	Annual Commissions rec'd from B&N	48,984	48,984	10,548	8,348	30,088
560	OT	Y	11	1000	College Fund Balance 1% Contingency	3,922	3,922	-	-	3,922
567	OT	Y	11	1000	One-time District set aside allocation	5,516,477	5,516,477	531,237	434,227	4,551,013
563	A	Y	11	1000	Annual Commissions rec'd from Follett	437,602	437,602	-	-	437,602
733	OT	Y	11	1000	One-time Funding - Rolled over Year to Year until gone	79,056	79,056	3,000	0	76,056
729	A	Y	11	1000	Based on a Percentage of Non-Resident Fees rec'd	619,535	619,535	147,477	19,365	452,692
738	OT	Y	11	1000	One-Time Allocation from Dist. Reserves in FY 17/18	22,993	22,993	20,812	2,805	(624)
716	OT	Y	11	1000	One-Time Allocation in FY 18/19 for borrowed back FTES	285,805	285,805	48,693	9,578	227,534
568	OT	Y	11	1000	Facilities Fees Revenue	138,013	138,013	24,183	96,645	17,185
997	OG	Y	11	1000	To/From Permanently Funded Positions	427,102	427,102	-	-	427,102
999	OT	Y	11	1000	Adjusting Account to Address Permanent Increases in College Contracts- obj 5110	7,615	1,615	-	-	1,615
797	OT	Y	11	1000	Indirect Cost Recovery (at 83%)	2,730,695	2,838,108	430,729	96,910	2,310,469
					Fund 11- Unrestricted	**10,406,537.00**	**10,514,430.00**	**1,216,678.76**	**667,878.88**	**8,629,872.36**

Grants and Categorical Funds

Fund	12
Resource	1190

FY 2024/25 as of March 31, 2025

Major Object	Description	Sum of Adopted Budget	Sum of Revised Budget	Sum of Rev/ Exp Net of Abatements	Sum of Encumbrances	Sum of Uncommitted/ Unrealized	% used
1000	Academic Salaries	2,892,370.00	4,031,931.00	2,337,800.20	331,301.25	1,362,829.55	57.98%
2000	Classified Salaries	7,652,014.00	7,625,446.00	4,065,347.58	1,122,754.03	2,437,344.39	53.31%
3000	Inst and Non Instructional Benefits	4,886,293.00	5,130,540.00	2,531,058.25	885,631.25	1,713,850.50	49.33%
4000	Supplies and Materials	2,510,597.00	2,309,438.00	288,005.16	74,956.45	1,946,476.39	12.47%
5000	Other Operating Expenses & Services	9,223,587.00	8,044,705.00	1,897,499.85	733,405.78	5,413,799.37	23.59%
6000	Capital Outlay	2,564,842.00	3,079,419.00	1,333,229.87	215,688.84	1,530,500.29	43.29%
7000	Other Outgo	1,277,158.00	1,846,438.00	470,180.10	47,525.84	1,328,732.06	25.46%
	Total Expenses	**31,006,861.00**	**32,067,917.00**	**12,923,121.01**	**3,411,263.44**	**15,733,532.55**	40.30%

Salaries and Benefits	**8,934,206.03**
69.13%	of total expenses

- **Salary and Benefits at 69.13% of total expenses**

NORCO COLLEGE

Grants and Categorical Funds

SUMMARY OF GRANTS AND CATEGORICAL FUNDS FY 2024/25 AS OF 3/31/25					
Row Labels	Adopted Budget 24/25	Revised Budget	Sum of Actuals as of 3.31.25	Sum of Encumbrances 3.31.25	Sum of Uncommitted Balance as of 3.31.25
⊞Federal - Allocation - Non-Competitive - Renewable	359,774.00	359,774.00	224,377.79	0.00	135,396.21
⊞Federal - Competitive - One Time	524,257.00	1,161,859.00	239,595.35	170,632.22	751,631.43
⊞Federal - Competitive-Renewal	4,057,953.00	4,061,355.00	1,651,416.75	618,565.35	1,791,372.90
⊞Local-Competitive Grant -One Time	40,898.00	40,898.00	605.01	581.81	39,711.18
⊞Private - Competitive Grant-One Time	15,000.00	16,200.00	5,239.81	460.00	10,500.19
⊞State - Categorical - Allocation - Non- Grant Funded- One Time	5,132,209.00	5,142,517.00	1,371,013.17	404,868.32	3,366,635.51
⊞State - Categorical - Allocation - Non- Grant Funded- Ongoing	15,199,724.00	16,863,255.00	7,216,107.46	3,062,793.39	6,584,354.15
⊞State - Non-Categorical - Competitive - Grant Funded - One Time	2,111,108.00	2,157,430.00	404,306.30	697,086.64	1,056,037.06
⊞State - Non-Categorical - Competitive - Grant Funded - Ongoing	9,885.00	9,885.00	9,513.83	845.74	-474.57
⊞State-Appropriation	3,504,356.00	2,144,567.00	1,791,574.68	201,966.58	151,025.74
⊞State - Cooperative Agreement - One Time	51,697.00	51,697.00	1,099.69	0.00	50,597.31
Grand Total	31,006,861.00	32,067,917.00	12,923,121.01	5,157,800.05	13,986,995.94

Budget percentage used 40.30%

NORCO COLLEGE

COVID RECOVERY BLOCK GRANT

COVID RECOVERY BLOCK GRANT	FY 2024/25 as of 4.30.2025
Allocation to Norco College	2,097,875.00
Actual Expense + Encumbrances	1,137,176.28
Balance as of 3/31/2025	960,698.72

NORCO COLLEGE

Governor's 2025-26 May Revision

State Budget

Economy and Revenues

- While the budget frames a $12 billion deficit in 2025-26, the California community colleges did not see a significant reduction in revenue as anticipated. In fact, the Community College system will receive a net increase of $214.2 million in core funding. This is great news!

- There is an emphasis in the 2025-26 May Revise on restoring core funding to the community colleges and implementing the Master Plan for Career Education that includes investments in supporting the workforce needs of the state along with the needs of adult students and working learners.

State Budget

Economy and Revenues

A few highlights of the Governor's "May Revise" 2025-26 budget proposal:

- 2.3% cost-of-living adjustment (COLA)
- 2.35% funded enrollment growth, which is great for our district as we are growing!
- Support for community college districts that were impacted by the wildfires
- The Norco College Library/Learning Resource Center & Student Services building is in the Governor's budget proposal for preliminary plans and working drawings.

State Budget

A few revisions to the Governor's January 2025-26 budget proposal:

- Defers some 2025-26 district revenue from the 2025-26 fiscal year to the 2026-27 fiscal year.
- Systemwide "Common Cloud Data Platform" funding reduced
- Statewide common ERP project funding eliminated
- Rising Scholars ongoing funding reduced
- Credit for Prior Learning ongoing/one-time funding reduced
- "Career Passport" funding reduced.

Governor's 2025-26 May Revision

Unrestricted Revenue	January Proposal	May Revise
Increase Unrestricted Ongoing Revenue		
Apportionment *		
Growth (.50%/2.35%)	30.4 m	139.9 m
COLA (2.43%/2.30%)	230.4 m	217.5 m
Total Apportionment/Unrestricted Ongoing Revenue	260.8 m	357.4 m
Unrestricted One-Time Revenue		
Total Unrestricted Revenues	260.8 m	357.4

*These funding increases will be reflected in the Student Centered Funding Formula rates. RCCD's estimated apportionment is calculated using the increased rates, along with estimated FTES, supplemental, and success metrics.

Governor's 2025-26 May Revision

Restricted Ongoing Revenues	January Proposal	May Revise
COLA for Categorical programs*	27.6 m	26.6 m
Common Data Platform	29.0 m	-
Financial Aid Administration	1.7 m	3.3 m
Rising Scholars Network	30.0 m	10.0 m
Equal Employment Opportunity Program	(1.1)	-
Credit for Prior Learning	7.0	5.0
Total Restricted Ongoing Revenues	94.2	44.9

*Categorical Programs to receive COLA are: DSP&S, EPO&S, CARE, CalWorks, Adult Education, Apprenticeship, Financial Aid Administration, Mandate Block Grant and Childcare Tax Bailout.

Large programs such as Student Equity & Achievement and Student Success Completion Grant were not included to receive COLA.

Governor's 2025-26 May Revision

Restricted **One-Time** Revenues	**January Proposal**	**May Revise**
Common Data Platform	133.5 m	12.0 m
Statewide Technology Transformation	168.0 m	-
Credit for Prior Learning/Career Passport	93.0 m	40.0 m
LGBTQ + Student Support	10.0 m	10.0 m
Total Restricted **One-Time** Revenues	404.5 m	62.0 m
Total OT & Ongoing Restricted Revenue	**498.7 m**	**106.9**

Governor's 2025-26 May Revision

Other	January Proposal	May Revise
Deferred Maintenance and Instructional Equipment	-	
Propositions 51 & 52 – State GO Bond (28 Projects)*	51.5 m	54.7 m
Total "Other" Restricted Revenues	51.5 m	54.7 m

*Includes: MVC-Library Learning Resource Center- $3.0 Million; **NC-Library Learning Resource Center & Student Services- $2.5 Million**; RCC-Cosmetology Building-$1.6 Million; BCTC-Phase 2A Building-$1.3 Million

Governor's 2025-26 May Revision

- The CalSTRS rate is not scheduled to change from the current rate of 19.10%
- The CalPERS rate is scheduled to **decrease** from 27.05 to 26.81%
- Revised Hold Harmless Provision –Starting 2025-26 , districts will be funded at their SCFF generated amount that years or their "floor" (2024-25 funding amount) whichever is higher. It will no longer include cumulative COLAs.

NORCO COLLEGE

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NORCO COLLEGE

Thank you!

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	R	S	T
3		Norco College			E	FUND_11											
4		Fund:	11	Resource:	1000	FY 2024/25											
5				Prior Year 2023-24	Current Year 2024/25	Actuals											%
6		Object	Object Description	Actual	Revised Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	YTD 3/31/25	Balance	Used
9		8150	STUDENT FINANCIAL AID	43,427.71	48,936.00	-	-	1,370.00	-	-	-	8,600.07	-	-	9,970.07	38,965.93	20.37%
13		81xx	Federal Revenues	43,427.71	48,936.00	-	-	1,370.00	-	-	-	8,600.07	-	-	9,970.07	38,965.93	20.37%
14		8611	GENERAL APPORTIONMENTS	34,939,241.82	35,037,346.00	-	-	5,593,728.00	4,195,296.00	3,496,080.00	3,146,472.00	-	6,320,554.00	2,676,722.00	25,428,852.00	9,608,494.00	72.58%
15		8613	APPRENTICESHIP	964,020.00	1,129,470.00	62,650.00	62,650.00	93,974.00	78,313.00	70,481.00	39,156.00	62,650.00	62,650.00	1,010,194.00	1,542,718.00	(413,248.00)	136.59%
16		8615	BOARD FINANCIAL ASSISTANCE PROGRAM	76,130.00	86,438.00	-	-	13,442.00	10,761.00	8,644.00	7,780.00	-	18,152.00	6,308.00	65,087.00	21,351.00	75.30%
17		8617	RDA BACKFILL & REVENUE IN EXCESS OF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	
18		8619	OTHER GENERAL APPORTIONMENTS	380,546.71	526,601.00	-	-	26,330.00	19,746.00	16,455.00	14,810.00	-	34,558.00	61,146.00	173,045.00	353,556.00	32.86%
25		8630	EDUCATION PROTECTION ACCOUNT REVENUE	5,777,360.64	7,489,239.00	-	-	-	-	-	-	-	3,740,024.46	2,006,862.55	5,746,887.01	1,742,351.99	76.74%
29		8670	STATE TAX SUBVENTIONS	129.53	-	-	-	-	-	-	-	-	-	-	-	-	
30		8671	HOMEOWNERS' PROPERTY TAX RELIEF	89,695.65	95,977.00	-	-	-	-	-	-	-	45,635.37	-	45,635.37	50,341.63	47.55%
31		8681	STATE LOTTERY REVENUE	1,478,172.18	1,343,556.00	-	-	-	-	-	-	-	341,871.44	-	341,871.44	1,001,684.56	25.45%
32		8685	STATE MANDATED COSTS	232,104.00	242,052.00	-	-	-	-	-	247,157.00	-	-	-	247,157.00	(5,105.00)	102.11%
33		8690	OTHER STATE REVENUES	1,888,071.36	-	-	-	-	-	-	-	-	-	-	-	-	
34		8699	OTHER STATE REVENUES	4,181.49	-	-	-	-	-	-	-	-	-	-	-	-	
35		86xx	State Revenues	45,829,653.38	45,950,679.00	62,650.00	62,650.00	5,727,474.00	4,304,116.00	3,591,660.00	3,455,375.00	62,650.00	10,563,445.27	5,761,232.55	33,591,252.82	12,359,426.18	73.10%
36		8809	REDEVELOPMENT ASSET LIQUIDATION	157,709.74	168,755.00	-	-	-	-	-	-	-	2,892.72	-	2,892.72	165,862.28	1.71%
37		8811	TAX ALLOCATION, SECURED ROLL	11,959,045.69	12,796,633.00	-	-	-	-	-	-	-	7,081,680.46	-	7,081,680.46	5,714,952.54	55.34%
38		8812	TAX ALLOCATION, SUPPLEMENTAL ROLL	677,252.84	724,686.00	-	-	-	-	-	-	-	322,874.28	-	322,874.28	401,811.72	44.55%
39		8813	TAX ALLOCATION, UNSECURED ROLL	594,707.45	636,359.00	-	-	-	-	-	-	-	645,660.44	-	645,660.44	(9,301.44)	101.46%
40		8816	PRIOR YEARS TAXES	218,729.01	234,048.00	-	-	-	-	-	-	-	268,616.90	-	268,616.90	(34,568.90)	114.77%
41		8817	EDUCATION REVENUE AUGMENTATION FUND (ERAF)	(1,080,649.87)	(1,156,336.00)	-	-	-	-	-	-	-	(236,650.03)	-	(236,650.03)	(919,685.97)	20.47%
42		8818	REDEVELOPMENT AGENCY FUNDS	647,390.73	692,733.00	-	-	-	-	-	-	-	352,077.28	-	352,077.28	340,655.72	50.82%
43		8819	REDEVELOPMENT RESIDUAL	3,771,909.26	4,036,086.00	-	-	-	-	-	-	-	1,952,343.06	-	1,952,343.06	2,083,742.94	48.37%
50		8850	RENTALS AND LEASES	33,377.96	192,972.00	-	-	3,918.92	-	-	-	13,500.00	12,687.75	385.00	30,491.67	162,480.33	15.80%
51		8860	INTEREST AND INVESTMENT INCOME	1,634,072.80	1,567,482.00	-	0.15	1.18	1.75	0.13	-	393,145.99	32,368.09	0.60	425,517.89	1,141,964.11	27.15%
52		8861	NET INCREASE (DECREASE) IN THE FV OF INVESTMENTS	434,020.57	-	-	-	-	-	-	-	-	-	-	-	-	
53		8871	CHILD DEVELOPMENT SERVICES	-	-	-	-	-	-	-	-	-	-	-	-	-	
54		8872	COMMUNITY SERVICE CLASSES	-	-	-	-	-	-	-	-	-	-	-	-	-	
55		8874	ENROLLMENT	2,702,474.41	2,191,881.00	-	6,597.84	210,701.57	440,047.05	77,734.07	844.95	1,116,992.23	10,347.37	697,192.42	2,560,457.50	(368,576.50)	116.82%
56		8875	FIELD TRIPS AND USE OF NONDISTRICT FACILITIES	-	-	-	-	-	-	-	-	-	-	-	-	-	
57		8876	HEALTH SERVICES	-	-	-	-	-	-	-	-	-	-	-	-	-	
58		8878	INSURANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	
59		8879	STUDENT RECORDS	16,870.73	20,000.00	-	443.48	1,810.95	1,124.88	660.72	-	1,634.15	1,517.07	1,324.72	8,515.97	11,484.03	42.58%
60		8880	NONRESIDENT TUITION	467,185.15	476,131.00	-	-	30,826.50	81,561.50	55,919.00	(1,774.00)	214,697.55	(5,810.00)	146,995.50	522,416.05	(46,285.05)	109.72%
61		8881	PARKING SERVICES AND PUBLIC TRANSPORTATION	-	-	-	-	-	-	-	-	-	-	-	-	-	
62		8884	STUDENT REPRESENTATION FEE	-	-	-	150.00	24,919.59	51,076.66	(64,353.29)	60.00	129,545.01	(140,207.97)	93,839.74	95,029.74	(95,029.74)	
63		8889	OTHER STUDENT FEES & CHARGES	(1,468.74)	3,104.00	-	-	124.62	180.00	90.00	-	550.38	-	904.40	1,849.40	1,254.60	59.58%
64		8890	OTHER LOCAL REVENUE	2,900.87	88,781.00	-	-	6.70	10.06	274.34	869.00	4.62	1,195.78	-	2,360.50	86,420.50	2.66%
65		8897	INDIRECT COSTS TRANSFERS	307,777.61	561,000.00	-	-	51,238.97	8,043.12	11,304.18	-	25,673.55	11,151.07	13,277.13	120,688.02	440,311.98	21.51%
66		8898	CASH OVER/SHORT	-	-	-	-	-	-	-	-	-	-	-	-	-	
67		88xx	Local Revenues	22,543,306.21	23,234,315.00	-	7,191.47	323,549.00	582,045.02	81,629.15	(0.05)	1,895,743.48	10,312,744.27	953,919.51	14,156,821.85	9,077,493.15	60.93%
68		8912	SALE OF EQUIPMENT & SUPPLIES	2,692.25	1,600.00	-	-	-	-	-	-	495.00	-	-	495.00	1,105.00	30.94%
69		8980	INTERFUND TRANSFER IN	-	-	-	-	-	-	-	-	-	-	-	-	-	
70		8999	INTRAFUND TRANSFER IN (OUT)	(253,523.61)	(407,034.00)	-	-	(200,618.50)	-	-	(172,679.50)	(45,388.84)	-	(203,721.50)	(622,408.34)	215,374.34	152.91%
71		89xx	Other Financing Sources	(250,831.36)	(405,434.00)	-	-	(200,618.50)	-	-	(172,679.50)	(44,893.84)	-	(203,721.50)	(621,913.34)	216,479.34	153.39%
72			**Total Revenues**	**68,165,555.94**	**68,828,496.00**	**62,650.00**	**69,841.47**	**5,851,774.50**	**4,886,161.02**	**3,673,289.15**	**3,282,695.45**	**1,922,099.71**	**20,876,189.54**	**6,511,430.56**	**47,136,131.40**	**21,692,364.60**	**68.48%**
73		1110	INSTRUCTORS, FULL TIME	10,932,101.72	12,132,416.00	755,463.62	1,000,361.28	989,177.82	1,033,878.82	1,017,787.62	1,022,373.48	890,581.75	927,948.56	898,033.69	8,535,606.64	3,596,809.36	70.35%
74		1160	INSTRUCTORS, SUBSTITUTE	-	-	-	-	-	-	-	-	-	-	-	-	-	
75		1170	INSTRUCTORS, RELEASE / REASSIGN TIME	-	-	-	-	-	-	-	-	-	-	-	-	-	
76		1180	INSTRUCTORS, SABBATICAL	-	68,571.00	-	-	-	-	-	-	13,605.58	13,605.58	13,605.58	40,816.74	27,754.26	59.52%
77		11xx	FT, Academic Inst Salary	10,932,101.72	12,200,987.00	755,463.62	1,000,361.28	989,177.82	1,033,878.82	1,017,787.62	1,022,373.48	904,187.33	941,554.14	911,639.27	8,576,423.38	3,624,563.62	70.29%
78		1218	ACADEMIC MANAGERS FULL TIME	2,828,420.39	2,775,958.00	235,155.00	185,218.07	249,938.45	247,462.68	229,199.35	226,447.23	197,843.18	220,784.32	210,751.77	2,002,800.05	773,157.95	72.15%
79		1219	COUNSELORS / LIBRARIANS / COORDINATORS	3,066,157.71	3,939,144.00	274,688.93	301,046.95	306,295.26	319,787.00	299,587.15	300,182.26	298,942.97	291,009.69	297,639.25	2,689,179.46	1,249,964.54	68.27%
80		1280	ACADEMIC ADMINISTRATORS, SABBATICAL	-	-	-	-	-	-	-	-	-	-	-	-	-	
81		12xx	FT, Academic, Non-Inst Salary	5,894,578.10	6,715,102.00	509,843.93	486,265.02	556,233.71	567,249.68	528,786.50	526,629.49	496,786.15	511,794.01	508,391.02	4,691,979.51	2,023,122.49	69.87%
82		1330	INSTRUCTORS, PART TIME FALL	3,274,134.77	2,681,840.00	3,088.42	-	15,993.45	1,416,353.90	19,201.66	1,356,800.34	672,575.85	-	11,764.95	3,495,778.57	(813,938.57)	130.35%
83		1331	***INSTRUCTORS, PART TIME SUMMER (ODD YR)***	-	632,251.00	376.48	-	-	42.94	-	-	-	-	-	419.42	631,831.58	0.07%
84		1332	INSTRUCTORS, PART TIME WINTER	683,350.29	631,585.00	-	-	-	-	-	-	371,177.36	1,331.82	375,069.45	747,578.63	(115,993.63)	118.37%

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	R	S	T
3		Norco College			E	FUND_11											
4		Fund:	11	Resource:	1000	FY 2024/25											
5				Prior Year 2023-24	Current Year 2024/25	Actuals											%
6		Object	Object Description	Actual	Revised Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	YTD 3/31/25	Balance	Used
85		1333	INSTRUCTORS, PART TIME SPRING	3,221,856.89	2,227,666.00	-	1,411.80	-	2,903.38	-	6,130.20	2,903.40	22,505.76	657,406.97	693,261.51	1,534,404.49	31.12%
86		1334	*INSTRUCTORS, PART TIME SUMMER (EVEN YR)*	933,612.48	55,865.00	431,376.04	18,906.99	-	19,593.10	2,531.52	1,392.12	-	-	-	473,799.77	(417,934.77)	848.12%
87		1335	INSTRUCTORS, FULL TIME OVERLOAD FALL	878,347.77	517,534.00	-	-	209,917.02	267,528.37	233,938.79	232,867.37	-	-	6,431.40	950,682.95	(433,148.95)	183.69%
88		1336	*INSTRUCTORS, FULL TIME OVERLOAD SUMMER (EVEN YR)*	907,344.57	40,550.00	412,620.04	-	-	9,104.41	-	-	-	-	-	421,724.45	(381,174.45)	1040.01%
89		1337	INSTRUCTORS, FULL TIME OVERLOAD WINTER	784,429.63	664,525.00	2,792.27	2,792.27	2,822.15	2,881.90	2,822.15	2,822.15	409,888.24	411,779.73	805.12	839,405.98	(174,880.98)	126.32%
90		1338	INSTRUCTORS, FULL TIME OVERLOAD SPRING	796,373.64	468,827.00	-	-	-	-	-	-	-	193,870.91	205,300.95	399,171.86	69,655.14	85.14%
91		1339	*INSTRUCTORS, FULL TIME OVERLOAD SUMMER (ODD YR)*	283.50	439,029.00	-	-	-	-	-	-	-	-	-	-	439,029.00	0.00%
92		1360	INSTRUCTORS, SUBSTITUTES	47,167.48	-	1,982.38	(1,608.83)	782.68	585.19	546.67	(1,640.09)	2,301.66	-	71.35	3,021.01	(3,021.01)	
93		1370	INSTRUCTORS, EXTRA DUTY	38,315.14	90,262.00	-	1,272.16	1,969.72	7,647.16	3,200.92	7,647.16	5,027.21	1,928.76	1,928.77	30,621.86	59,640.14	33.93%
94		1371	INSTRUCTORS, LARGE LECTURE STIPENDS	11,413.42	223,858.00	-	-	-	-	7,943.17	805.12	-	-	-	8,748.29	215,109.71	3.91%
95		13xx	PT & Overload, Academic, Inst Salary	11,576,629.58	8,673,792.00	852,235.63	22,774.39	231,485.02	1,726,640.35	270,184.88	1,606,824.37	1,463,873.72	631,416.98	1,258,778.96	8,064,214.30	609,577.70	92.97%
96		1439	ACADEMIC - PT COUNSELORS / LIBRARIANS / COORDINATORS	531,613.73	530,319.00	32,528.29	1,173.95	5,121.30	92,015.81	2,382.00	73,232.58	29,391.16	30,112.97	31,231.72	297,189.78	233,129.22	56.04%
97		1460	LONG TERM SUBSTITUTES FOR COUNSELORS / LIBRARIANS / COO	-	-	-	-	-	-	-	-	-	-	-	-	-	
98		1469	SHORT TERM (DAILY) SUBSTITUTE COUNSELORS / LIBRARIANS / (	25,208.91	10,125.00	-	-	-	8,217.90	-	650.68	-	-	-	8,868.58	1,256.42	87.59%
99		1470	NONINSTRUCTIONAL SALARIES, OTHER EXTRA DUTY	(214.77)	-	-	-	-	-	-	-	-	-	-	-	-	
100		1479	EXTRA DUTY STIPENDS	167,113.12	146,225.00	10,066.59	9,211.02	9,744.08	16,206.74	6,651.56	22,259.87	14,835.35	9,166.62	11,381.31	109,523.14	36,701.86	74.90%
101		1490	ACADEMIC SPECIAL PROJECTS	25,284.57	69,199.00	3,647.15	7,235.25	3,372.70	2,090.84	-	600.00	3,805.20	6,707.80	2,949.03	30,407.97	38,791.03	43.94%
102		14xx	PT & Overload, Academic, Non-Inst Salary	749,005.56	755,868.00	46,242.03	17,620.22	18,238.08	118,531.29	9,033.56	96,743.13	48,031.71	45,987.39	45,562.06	445,989.47	309,878.53	59.00%
103			**Academic Salaries**	**29,152,314.96**	**28,345,749.00**	**2,163,785.21**	**1,527,020.91**	**1,795,134.63**	**3,446,300.14**	**1,825,792.56**	**3,252,570.47**	**2,912,878.91**	**2,130,752.52**	**2,724,371.31**	**21,778,606.66**	**6,567,142.34**	**76.83%**
104		2117	CLASSIFIED FULL TIME SUPERVISOR	1,875.54	-	-	-	-	-	-	-	-	-	-	-	-	
105		2118	CLASSIFIED FULL TIME ADMINISTRATOR	1,126,995.65	1,435,858.00	112,413.58	117,080.34	119,986.69	122,503.37	116,886.68	119,986.69	122,169.23	107,832.26	56,553.82	995,412.66	440,445.34	69.33%
106		2119	CLASSIFIED FULL TIME STAFF	4,632,476.70	5,038,272.00	383,384.44	378,487.98	417,818.71	399,524.33	386,967.21	391,994.54	387,027.74	362,242.57	357,614.42	3,465,061.94	1,573,210.06	68.77%
107		2129	CLASSIFIED PERMANENT PART TIME STAFF	236,783.43	296,728.00	23,800.76	24,097.49	26,285.72	24,947.50	25,394.51	29,667.36	33,306.35	31,958.98	30,472.74	249,931.41	46,796.59	84.23%
108		21xx	Classified, Non-Inst Reg Salary	5,998,131.32	6,770,858.00	519,598.78	519,665.81	564,091.12	546,975.20	529,248.40	541,648.59	542,503.32	502,033.81	444,640.98	4,710,406.01	2,060,451.99	69.57%
109		2210	INSTRUCTIONAL CLASSIFIED FULL TIME STAFF	524,450.06	524,626.00	42,623.09	43,107.65	44,739.03	44,518.71	43,568.55	43,233.45	44,985.72	41,627.05	39,679.24	388,082.49	136,543.51	73.97%
110		2220	INSTRUCTIONAL CLASSIFIED PERM PART TIME STAFF	143,301.77	132,553.00	9,889.74	7,616.88	10,600.08	9,162.93	9,189.62	9,097.21	10,434.89	12,978.54	13,440.98	92,410.87	40,142.13	69.72%
111		22xx	Classified, Inst Aide Reg Salary	667,751.83	657,179.00	52,512.83	50,724.53	55,339.11	53,681.64	52,758.17	52,330.66	55,420.61	54,605.59	53,120.22	480,493.36	176,685.64	73.11%
112		2331	SHORT-TERM STUDENT HELP, NON-INSTRUCTIONAL	33,626.12	171,710.00	-	1,124.17	3,515.17	1,056.50	2,112.48	1,379.00	116.72	2,207.75	998.24	12,510.03	159,199.97	7.29%
113		2339	SHORT-TERM NONCLASSIFIED, NON-INSTRUCTIONAL	12,794.77	140,875.00	-	-	3,416.00	48.00	704.00	1,392.00	640.00	-	264.00	6,464.00	134,411.00	4.59%
114		2349	SHORT-TERM OVERTIME, NON-INSTRUCTIONAL	28,036.22	35,648.00	1,651.60	3,846.54	15,295.30	(4,265.67)	3,663.15	1,053.31	10,331.56	1,992.60	6,952.53	40,520.92	(4,872.92)	113.67%
115		2369	SHORT-TERM SUBSTITUTES, NON-INSTRUCTIONAL	235,146.40	182,133.00	1,174.53	2,453.79	11,991.85	17,844.61	16,606.62	10,607.59	9,689.76	15,486.92	8,801.62	94,657.29	87,475.71	51.97%
116		2390	SHORT-TERM SPECIAL PROJECT, NON-INSTRUCTIONAL	-	764.00	-	-	-	-	-	-	-	-	-	-	764.00	0.00%
117		2399	CLASSIFIED PRESENTERS - COMM. ED / CUSTOMIZED SOLUTION	-	-	-	-	-	-	-	-	-	-	-	-	-	
118		23xx	Non-Instructional Salary, Other	309,603.51	531,130.00	2,826.13	7,424.50	34,218.32	14,683.44	23,086.25	14,431.90	20,778.04	19,687.27	17,016.39	154,152.24	376,977.76	29.02%
119		2430	SHORT-TERM STUDENT HELP, INSTRUCTIONAL	2,524.50	22,796.00	-	-	-	195.50	178.50	93.50	110.50	-	24.75	602.75	22,193.25	2.64%
120		2431	SHORT-TERM SUMMER COACHING, INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	
121		2440	SHORT-TERM OVERTIME, INSTRUCTIONAL	(1,431.43)	-	-	-	-	6,034.01	-	-	-	-	-	6,034.01	(6,034.01)	
122		2449	SHORT-TERM NONCLASSIFIED, INSTRUCTIONAL	40,421.00	7,212.00	-	-	-	11,716.80	5,858.40	5,858.40	5,858.40	-	-	29,292.00	(22,080.00)	406.16%
123		2469	SHORT-TERM SUBSTITUTES, INSTRUCTIONAL	-	-	-	-	-	-	-	-	12,363.28	-	-	12,363.28	(12,363.28)	
124		24xx	Instructional Aides, Other	41,514.07	30,008.00	-	-	-	17,946.31	6,036.90	5,951.90	18,332.18	-	24.75	48,292.04	(18,284.04)	160.93%
125			**Classified Salaries**	**7,017,000.73**	**7,989,175.00**	**574,937.74**	**577,814.84**	**653,648.55**	**633,286.59**	**611,129.72**	**614,363.05**	**637,034.15**	**576,326.67**	**514,802.34**	**5,393,343.65**	**2,595,831.35**	**67.51%**
126		3110	INSTRUCTIONAL STRS	3,428,878.06	3,719,768.00	286,629.62	189,300.17	230,809.28	462,834.46	256,653.72	458,178.48	413,483.68	363,801.62	383,491.43	3,045,182.46	674,585.54	81.86%
127		3115	STRS, TEACHERS AND AIDES - EMPLOYER PAID	(69.00)	-	-	-	-	-	-	-	-	-	-	-	-	
128		3135	STRS, OTHER CE EMPLOYEES - EMPLOYER PAID	-	-	-	-	-	-	-	-	-	-	-	-		
129		3150	CALSTRS ON-BEHALF FOR INSTRUCTIONAL	1,485,956.65	-	-	-	-	-	-	-	-	-	-	-	-	
130		3210	INSTRUCTIONAL PERS	188,237.19	191,243.00	14,363.82	14,493.10	14,654.45	15,045.59	14,662.01	14,592.21	15,847.17	14,068.22	13,222.62	130,949.19	60,293.81	68.47%
131		3310	INSTRUCTIONAL FICA	46,630.27	43,834.00	3,848.32	3,320.73	3,762.73	3,786.42	2,865.28	3,767.59	5,743.03	3,814.65	3,542.27	34,451.02	9,382.98	78.59%
132		3315	INSTRUCTIONAL MEDICARE	336,527.82	312,621.00	24,062.93	15,559.38	18,473.08	41,018.01	19,480.88	38,922.50	35,804.28	23,143.95	32,154.77	248,619.78	64,001.22	79.53%
133		3410	INSTRUCTIONAL HEALTH & WELFARE	2,551,671.16	2,647,538.00	8,473.51	8,137.07	9,590.77	301,389.05	173,662.19	179,537.43	673,228.82	287,346.70	351,807.57	1,993,173.11	654,364.89	75.28%
134		3450	OPEB, TEACHERS AND AIDES	46,402.79	43,168.00	3,320.43	2,147.67	2,552.04	5,664.45	2,693.52	5,375.14	4,883.72	3,197.66	4,447.14	34,281.77	8,886.23	79.41%
135		3510	INSTRUCTIONAL SUI	15,420.30	14,711.00	829.75	536.62	636.96	1,414.33	671.80	1,342.16	1,219.44	798.03	1,108.83	8,557.92	6,153.08	58.17%
136		3610	INSTRUCTIONAL WC	370,700.99	345,325.00	26,563.25	17,181.81	20,416.12	45,314.52	21,548.32	42,999.60	39,069.08	25,580.99	35,525.24	274,198.93	71,126.07	79.40%
137			Instructional Benefits	8,470,356.23	7,318,208.00	368,091.63	250,676.55	300,895.43	876,466.83	492,237.72	744,715.11	1,189,279.22	721,751.82	825,299.87	5,769,414.18	1,548,793.82	78.84%
138		3440	RETIREE BENEFITS ACAD & CLASS	334,832.59	343,294.00	-	-	-	54,047.98	21,330.83	21,330.83	128,313.53	101,533.04	96,377.73	422,933.94	(79,639.94)	123.20%
139		3120	CLASSIFIED STRS - (FOR CLASSIFIED EMPLOYEES PAYING INTO S	-	-	(87.69)	-	-	-	-	-	-	-	-	(87.69)	87.69	
140		3130	NON-INSTRUCTIONAL STRS - FOR ACADEMIC ADMINISTRATORS	961,417.49	1,231,653.00	82,480.04	82,632.31	83,878.29	101,997.78	95,185.83	92,801.43	80,084.87	99,468.56	82,592.00	801,121.11	430,531.89	65.04%
141		3160	CALSTRS ON-BEHALF CLASSIFIED	-	-	-	-	-	-	-	-	-	-	-	-	-	
142		3170	CALSTRS ON-BEHALF NON-INSTRUCTIONAL ACADEMIC	402,114.71	-	-	-	-	-	-	-	-	-	-	-	-	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	R	S	T
3		Norco College			E	FUND_11											
4		Fund:	11	Resource:	1000	FY 2024/25											
5				Prior Year 2023-24	Current Year 2024/25	Actuals											%
6		Object	Object Description	Actual	Revised Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	YTD 3/31/25	Balance	Used
143		3220	CLASSIFIED PERS	1,554,215.06	1,869,788.00	135,682.26	137,618.41	145,681.46	148,177.17	135,847.12	143,506.06	137,302.69	133,667.20	116,714.09	1,234,196.46	635,591.54	66.01%
144		3230	NON-INSTRUCTIONAL PERS	298,390.08	318,726.00	23,176.01	25,421.02	30,614.61	34,405.81	29,524.60	29,524.60	30,207.02	31,635.09	29,774.38	264,283.14	54,442.86	82.92%
145		3320	CLASSIFIED FICA	362,184.19	425,721.00	31,800.47	31,965.83	35,136.26	32,682.38	31,936.16	32,055.17	33,582.29	30,948.28	27,405.35	287,512.19	138,208.81	67.54%
146		3325	CLASSIFIED MEDICARE	92,652.82	106,732.00	7,571.84	7,615.58	8,613.16	8,118.40	7,971.76	8,033.34	8,156.13	7,523.79	6,671.38	70,275.38	36,456.62	65.84%
147		3330	NON - INSTRUCTIONAL FICA	61,827.03	64,460.00	6,347.26	5,344.35	5,717.66	4,246.53	2,041.65	6,850.20	7,006.23	7,333.64	6,907.12	51,794.64	12,665.36	80.35%
148		3335	NON - INSTRUCTIONAL ACADEMIC MEDICARE -COUNSELORS / LI	95,493.46	111,247.00	8,040.82	7,273.30	8,298.13	9,910.55	7,764.12	9,005.81	7,866.35	8,471.76	7,996.17	74,627.01	36,619.99	67.08%
149		3360	SOCIAL SECURITY - ALL OTHER, TEACHERS AND AIDES	-	-	-	-	-	-	-	-	-	-	-	-		
150		3420	CLASSIFIED HEALTH & WELFARE	1,527,840.23	1,824,167.00	6,892.91	6,680.57	6,743.72	172,917.84	116,924.15	113,254.48	365,566.59	149,250.93	163,813.11	1,102,044.30	722,122.70	60.41%
151		3430	NON - INSTRUCTIONAL HEALTH & WELFARE (COUNSELORS / LIBR	1,039,855.18	1,203,262.00	3,722.06	3,540.07	3,795.04	118,524.70	55,764.15	51,641.03	275,284.15	109,251.97	134,121.91	755,645.08	447,616.92	62.80%
152		3460	OPEB, CL EMPLOYEES	13,292.45	15,072.00	1,044.80	1,054.15	1,196.71	1,123.31	1,104.69	1,112.17	1,126.54	1,387.55	923.29	10,073.21	4,998.79	66.83%
153		3470	OPEB, OTHER CE EMPLOYEES	13,307.47	15,345.00	1,112.13	1,007.78	1,148.89	1,371.57	1,075.67	1,246.76	1,089.67	1,173.10	1,107.92	10,333.49	5,011.51	67.34%
154		3520	CLASSIFIED SUI	6,131.63	23,983.00	261.14	262.64	296.98	279.92	274.87	277.00	281.28	259.43	230.03	2,423.29	21,559.71	10.10%
155		3530	NON - INSTRUCTIONAL SUI - (COUNSELORS / LIBRARIANS / COOR	5,188.91	14,100.00	277.27	250.81	286.15	341.80	267.74	310.59	271.31	292.14	275.77	2,573.58	11,526.42	18.25%
156		3620	CLASSIFIED WC	100,721.69	120,528.00	8,328.68	8,389.84	9,517.56	8,945.26	8,792.21	8,871.98	8,948.56	8,329.74	7,365.69	77,489.52	43,038.48	64.29%
157		3630	NON - INSTRUCTIONAL WC - COUNSELORS / LIBRARIANS / COOR	106,460.08	122,769.00	8,897.47	8,062.22	9,191.50	10,972.42	8,605.11	9,973.94	8,717.12	9,384.54	8,863.30	82,667.62	40,101.38	67.34%
159		3910	CalSTRS On Behalf	1,470.09	-	-	-	-	-	-	-	-	-	-	-	-	
160		3920	CalSTRS On Behalf	5,131.71	-	-	-	-	-	-	-	-	-	-	-	-	
161		3930	CalSTRS On Behalf	2,969.63	-	-	-	-	-	-	-	-	-	-	-	-	
162		3939	Golden Handshake Payments	914,512.53	-	-	-	-	-	-	-	-	-	-	-	-	
165			Non-Instructional Benefits	7,565,176.44	7,467,553.00	325,547.47	327,118.88	350,116.12	654,015.44	503,079.83	508,464.56	965,490.80	598,377.72	594,761.51	4,826,972.33	2,640,580.67	64.64%
166			**Benefits**	**16,370,365.26**	**15,129,055.00**	**693,639.10**	**577,795.43**	**651,011.55**	**1,584,530.25**	**1,016,648.38**	**1,274,510.50**	**2,283,083.55**	**1,421,662.58**	**1,516,439.11**	**11,019,320.45**	**4,109,734.55**	**72.84%**
167			**Total Salaries & Benefits**	**52,539,680.95**	**51,463,979.00**	**3,432,362.05**	**2,682,631.18**	**3,099,794.73**	**5,664,116.98**	**3,453,570.66**	**5,141,444.02**	**5,832,996.61**	**4,128,741.77**	**4,755,612.76**	**38,191,270.76**	**13,272,708.24**	**74.21%**
168		4230	REFERENCE BOOKS / MATERIALS	115.28	7,050.00	-	-	-	-	-	-	-	-	-	-	7,050.00	0.00%
169		4320	INSTRUCTIONAL SUPPLIES	26,481.57	33,259.00	-	-	-	37,844.94	-	-	-	-	-	37,844.94	(4,585.94)	113.79%
170		4330	PERIODICALS / MAGAZINES / SUBSCRIPTIONS INCLUDING ON-LIN	199.00	-	-	-	1.00	-	-	-	-	-	-	1.00	(1.00)	
171		4351	INSTRUCTIONAL MEDIA	-	1,000.00	-	-	-	-	-	-	-	-	-	-	1,000.00	0.00%
172		4360	TESTS	-	-	-	-	-	-	-	-	-	-	-	-	-	
174		4510	MAINTENANCE SUPPLIES	-	1,500.00	-	-	-	-	-	153.33	-	424.54	101.78	679.65	820.35	45.31%
175		4520	CUSTODIAL SUPPLIES	78,133.06	57,422.00	1,286.72	2,067.39	2,994.61	11,528.08	8,970.87	941.17	6,458.44	-	3,066.50	37,313.78	20,108.22	64.98%
176		4530	GROUNDS / GARDEN SUPPLIES	46,268.91	81,311.00	1,033.50	18,710.26	9,410.49	1,073.11	1,083.68	2,048.74	5,311.05	1,539.75	1,390.70	41,601.28	39,709.72	51.16%
177		4540	HEALTH SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-	-	
178		4555	COPY / PRINTING	14,092.10	20,895.00	-	656.57	-	906.73	2,477.89	166.21	6,103.05	1,263.31	227.48	11,801.24	9,093.76	56.48%
179		4575	SOFTWARE - LESS THAN $200 OR USEFUL LIFE OF LESS THAN ON	-	2,205.00	-	-	-	-	-	-	-	-	-	-	2,205.00	0.00%
180		4580	THEATRE SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-	-	
181		4590	OFFICE SUPPLIES	114,117.03	363,870.00	6,286.47	7,763.84	9,409.36	4,781.13	5,698.45	2,889.96	14,852.18	1,646.83	4,810.31	58,138.53	305,731.47	15.98%
186		4644	REPAIR PARTS - (PARTS ONLY -- LABOR PROVIDED BY RCC STAFF	42,608.59	84,005.00	384.96	6,603.13	8,572.69	2,613.38	4,614.20	2,765.35	3,848.55	5,378.33	1,589.05	36,369.64	47,635.36	43.29%
187		4690	TRANSPORTATION SUPPLIES, INCLUDING FUEL	2,552.31	4,671.00	-	527.71	-	474.35	(217.40)	285.38	264.28	123.67	-	1,457.99	3,213.01	31.21%
188		4710	FOOD -- FUNDING SOURCE OTHER THAN GENERAL FUND	-	-	-	-	-	-	-	-	-	-	-	-	-	
202			**Supplies & Materials**	**324,567.85**	**657,188.00**	**8,991.65**	**36,328.90**	**30,388.15**	**59,221.72**	**22,627.69**	**9,250.14**	**36,837.55**	**10,376.43**	**11,185.82**	**225,208.05**	**431,979.95**	**34.27%**
203		5045	POSTAGE / SHIPPING	4,908.50	25,484.00	-	-	-	-	4,340.09	-	8,880.40	1,668.88	3,449.95	18,339.32	7,144.68	71.96%
204		5110	CONSULTANTS	-	20,227.00	-	-	-	17,500.00	-	-	-	-	-	17,500.00	2,727.00	86.52%
205		5120	LECTURERS	13,620.00	10,000.00	-	-	-	-	5,000.00	696.66	-	-	-	5,696.66	4,303.34	56.97%
207		5151	TEMPORARY SERVICES	15,325.00	608.00	-	-	5,500.00	-	4,150.00	(9,650.00)	-	-	-	-	608.00	0.00%
213		5197	GRANT / CONTRACT SUB-AGREEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	
214		5198	PROFESSIONAL SERVICES	54,013.69	48,710.00	-	3,273.20	13,426.00	2,499.75	720.00	14,320.00	5,490.39	-	-	39,729.34	8,980.66	81.56%
215		5210	MILEAGE / TOLL FEES	800.29	4,157.00	-	-	125.00	58.42	-	68.54	30.08	-	-	282.04	3,874.96	6.78%
216		5211	MEETING EXPENSES	12,235.12	18,161.00	-	-	-	-	-	-	903.92	-	-	903.92	17,257.08	4.98%
217		5219	TRAVEL EXPENSES - NON-RCCD EMPLOYEES / STUDENTS	8,500.18	-	-	-	-	-	-	-	2,056.99	9,372.59	(1,942.39)	9,487.19	(9,487.19)	
218		5220	CONFERENCES (INCLUDING WEBINAR PROGRAMS)	94,107.21	107,475.00	118.79	69,364.31	28,328.57	365.03	41,659.31	174,669.47	(38,653.89)	(105,247.51)	41,065.38	211,669.46	(104,194.46)	196.95%
219		5250	TRAVEL EXPENSES - EMPLOYEE CANDIDATES	-	-	-	-	-	-	-	-	-	-	-	-	-	
220		5310	MEMBERSHIP / DUES	79,311.81	100,454.00	32,590.00	3,195.00	18,500.00	3,653.10	500.00	15,810.00	-	320.00	-	74,568.10	25,885.90	74.23%
225		5421	GENERAL LIABILITY AND PROPERTY EXPENSE	723,386.26	1,100,928.00	-	-	144,716.59	75,162.01	121,279.26	-	189,102.20	106,511.00	81,248.32	718,019.38	382,908.62	65.22%
227		5440	STUDENT INSURANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	
230		5510	NATURAL GAS	240,416.85	645,465.00	-	9,306.71	759.13	2,185.88	5,326.26	11,895.77	77,121.80	11,808.70	11,006.35	129,410.60	516,054.40	20.05%
231		5520	ELECTRICITY	681,388.51	761,849.00	-	108,955.87	147,820.04	154,624.55	143,950.86	78,101.40	3,357.16	65,754.14	(5,123.20)	697,440.82	64,408.18	91.55%
232		5530	WATER	119,191.71	113,219.00	-	13,267.63	14,056.13	13,945.23	13,476.03	14,335.63	11,564.43	11,120.83	9,722.99	101,488.90	11,730.10	89.64%
233		5540	TELEPHONE	17,037.02	31,585.00	1,442.95	1,473.92	-	1,460.25	1,465.50	1,470.30	3,002.32	1,507.36	1,497.23	13,319.83	18,265.17	42.17%
234		5541	CELLULAR TELEPHONE	21,317.62	18,444.00	-	-	-	1,680.47	3,362.14	1,472.85	4,449.64	-	-	10,965.10	7,478.90	59.45%
235		5550	LAUNDRY AND CLEANING	-	-	-	-	-	-	-	-	-	-	-	-	-	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	R	S	T
3		Norco College			E	FUND_11											
4		Fund:	11	Resource:	1000	FY 2024/25											
5				Prior Year 2023-24	Current Year 2024/25	Actuals											%
6		Object	Object Description	Actual	Revised Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	YTD 3/31/25	Balance	Used
236		5560	TOWEL SERVICE	-	-	-	-	-	-	-	-	-	-	-	-	-	
237		5570	WASTE DISPOSAL	47,485.05	42,675.00	1,896.72	1,896.72	12,064.59	1,896.72	5,706.81	6,958.32	6,908.32	8,343.66	4,818.39	50,490.25	(7,815.25)	118.31%
238		5610	COUNTY CONTRACTS	45,474.63	31,325.00	-	-	-	-	-	-	-	-	-	-	31,325.00	0.00%
241		5630	RENTS AND LEASES	169,106.70	186,999.00	1,082.59	1,672.59	2,527.84	4,970.27	1,422.49	(2,189.75)	2,897.48	476.00	1,082.59	13,942.10	173,056.90	7.46%
245		5644	REPAIR SERVICES - PERFORMED BY AN OUTSIDE VENDOR	425,583.82	657,887.00	-	13,178.65	29,448.67	53,023.37	2,665.76	19,882.64	24,075.26	29,240.75	44,065.26	215,580.36	442,306.64	32.77%
246		5649	COMPUTER / SOFTWARE - MAINTENANCE / LICENSE	157,875.18	154,139.00	2,313.33	2,300.00	24,854.90	80,704.21	-	-	7,500.00	-	-	117,672.44	36,466.56	76.34%
247		5650	TRANSPORTATION CONTRACTS	-	-	-	-	-	-	-	-	-	-	-	-	-	
248		5660	TRANSPORTATION IN LIEU	-	-	-	-	-	-	-	-	-	-	-	-	-	
249		5690	OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	
250		5691	GOVERNMENTAL FEES	-	-	-	-	-	-	-	-	-	-	-	-	-	
251		5710	AUDIT SERVICES	-	-	-	-	-	-	-	-	-	-	-	-	-	
252		5720	ELECTIONS	-	-	-	-	-	-	-	-	-	-	-	-	-	
253		5730	LEGAL	-	-	-	-	-	-	-	-	-	-	-	-	-	
254		5740	ADVERTISING - MAY INCLUDE SPONSORSHIP IF OUR ONLY BENE	8,045.00	94,448.00	-	-	-	-	-	-	-	-	-	-	94,448.00	0.00%
255		5790	OTHER - (FEES FOR LICENSES, PERMITS, PROCESSING, CPR, WEB	23,671.05	19,833.00	-	-	5,594.05	1,959.18	-	591.66	542.48	450.00	900.00	10,037.37	9,795.63	50.61%
256		5810	APPRAISALS	-	-	-	-	-	-	-	-	-	-	-	-	-	
257		5820	INTEREST	-	-	-	-	-	-	-	-	-	-	-	-	-	
258		5821	STRS PENALITIES & INTEREST	-	-	-	-	-	-	-	-	-	-	-	-	-	
259		5822	TRAN EXPENSE	-	-	-	-	-	-	-	-	-	-	-	-	-	
260		5830	SURVEYS	468.00	1,440.00	-	-	-	-	-	-	-	-	468.00	468.00	972.00	32.50%
261		5840	PHYSICALS	-	-	-	-	-	-	-	-	-	-	-	-	-	
262		5850	FINGERPRINTS	-	-	-	-	-	-	-	-	-	-	-	-	-	
263		5855	PRE-EMPLOYMENT TESTING	-	-	-	-	-	-	-	-	-	-	-	-	-	
264		5861	THEFT	-	-	-	-	-	-	-	-	-	-	-	-	-	
265		5863	BODILY INJURY EXPENSE	-	-	-	-	-	-	-	-	-	-	-	-	-	
266		5870	CONSORTIUM EXPENSE	-	-	-	-	-	-	-	-	-	-	-	-	-	
267		5880	DAMAGE TO PERSONAL PROPERTY	-	-	-	-	-	-	-	-	-	-	-	-	-	
268		5881	DAMAGE TO DISTRICT PROPERTY	-	-	-	-	-	-	-	-	-	-	-	-	-	
269		5890	OTHER SERVICES	1,771,397.20	2,826,654.00	3,370.39	21,179.41	17,436.08	13,245.85	14,694.28	4,199.45	3,315.50	799.94	1,456.55	79,697.45	2,746,956.55	2.82%
270		5891	SALES TAX	-	-	-	-	-	-	-	-	-	-	-	-	-	
271		5892	BANK CHARGES	42,578.53	47,118.00	-	-	4,806.47	3,011.17	7,573.56	-	10,091.54	-	10,204.15	35,686.89	11,431.11	75.74%
272		5893	RETURNED ITEMS	-	-	-	-	-	-	-	-	-	-	-	-	-	
273		5894	INTER - LIBRARY LOANS	-	-	-	-	-	-	-	-	-	-	-	-	-	
274		5899	ADMINISTRATIVE CONTINGENCY	-	6,100,347.00	-	-	-	27,775.00	-	(27,775.00)	-	-	-	-	6,100,347.00	0.00%
275		5910	INDIRECT CHARGES (GRANTS)	-	-	-	-	-	-	-	-	-	-	-	-	-	
276			**Services & Operating Expenses**	**4,778,559.93**	**13,175,338.00**	**42,814.77**	**249,064.01**	**474,356.06**	**459,720.46**	**377,292.35**	**304,857.94**	**322,636.02**	**142,126.34**	**203,919.57**	**2,576,787.52**	**10,598,550.48**	**19.56%**
282		6121	ADVERTISING & LEGAL	4,663.51	-	-	-	-	-	-	-	-	-	-	-	-	
283		6122	ENGINEERING	-	46,320.00	-	-	-	-	-	-	11,600.00	-	12,960.00	24,560.00	21,760.00	53.02%
284		6123	ARCHITECT'S FEES	110,905.72	796,325.00	-	-	-	(9,035.00)	9,799.00	103,993.00	678.00	14,890.00	251,020.00	371,345.00	424,980.00	46.63%
285		6124	TESTING	6,713.00	4,250.00	-	-	-	-	-	-	-	-	3,500.00	3,500.00	750.00	82.35%
286		6125	DEMOLITION / GRADING	-	-	-	-	-	-	-	-	-	-	-	-	-	
287		6126	CONSTRUCTION CONTRACT	484,054.58	242,094.00	-	-	-	-	-	-	89,362.00	-	-	89,362.00	152,732.00	36.91%
288		6127	FIXTURES & FIXED EQUIPMENT	54,803.18	9,158.00	-	-	631.56	-	-	-	5,884.87	-	-	6,516.43	2,641.57	71.16%
289		6128	INSPECTION	30,500.70	47,306.00	-	-	-	-	-	972.50	-	-	-	972.50	46,333.50	2.06%
290		6129	OTHER	40,450.00	11,375.00	-	-	-	-	-	-	-	9,980.00	-	9,980.00	1,395.00	87.74%
291			Site Improvement	732,090.69	1,156,828.00	-	-	631.56	(9,035.00)	9,799.00	104,965.50	107,524.87	24,870.00	267,480.00	506,235.93	650,592.07	43.76%
298		6216	CONSTRUCTION CONTRACT	-	-	-	-	-	-	-	-	-	-	-	-	-	
299		6217	FIXTURES & FIXED EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	
302			New Buildings	-	-	-	-	-	-	-	-	-	-	-	-	-	
303		6221	ADVERTISING / LEGAL	1,339.98	2,500.00	-	-	-	-	-	-	-	-	-	-	2,500.00	0.00%
305		6223	ARCHITECT'S FEES	31,925.00	71,083.00	-	-	-	-	-	-	-	59,132.57	-	59,132.57	11,950.43	83.19%
308		6226	REMODEL PROJECTS	66,829.64	215,306.00	-	-	-	-	-	-	-	114,470.54	-	114,470.54	100,835.46	53.17%
309		6227	FIXTURES & FIXED EQUIPMENT	29,062.38	5,862.00	-	-	-	-	-	-	-	-	-	-	5,862.00	0.00%
310		6228	INSPECTION	(784.00)	35,280.00	-	-	-	-	-	-	-	-	-	-	35,280.00	0.00%
311		6229	OTHER	-	-	-	-	-	-	-	-	-	-	9,999.00	9,999.00	(9,999.00)	
312			Building Remodel	133,573.00	370,869.00	-	-	-	-	-	-	-	173,603.11	9,999.00	183,602.11	187,266.89	49.51%
317		6481	EQUIPMENT NEW ADDITIONAL - $200 - $4,999	14,132.25	56,864.00	-	-	-	-	-	880.88	-	-	-	880.88	55,983.12	1.55%
318		6482	EQUIPMENT NEW ADDITIONAL - OVER $5,000	73,944.81	23,369.00	-	-	-	-	-	-	3,650.00	19,718.75	-	23,368.75	0.25	100.00%
319		6485	COMPUTER EQUIPMENT NEW ADDITIONAL - $200 - $4,999 (ANY	202,409.48	81,036.00	10,969.24	4,117.20	-	748.16	-	-	6,144.72	1,004.76	40,297.07	63,281.15	17,754.85	78.09%
320		6486	COMPUTER EQUIPMENT NEW ADDITIONAL - OVER $5,000 (ANY	-	-	-	-	-	-	-	-	-	-	-	-	-	
321		6487	COMP EQUIP REPLACEMENT $200-$4999	-	-	-	-	-	-	-	-	-	-	-	-	-	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	R	S	T
3		Norco College			E	FUND_11											
4		Fund:	11	Resource:	1000	FY 2024/25											
5				Prior Year 2023-24	Current Year 2024/25	Actuals											%
6		Object	Object Description	Actual	Revised Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	YTD 3/31/25	Balance	Used
322		6491	EQUIPMENT REPLACEMENT - $200 - $4,999 (IDENTICALLY REPLA	-	3,547.00	-	-	-	-	-	-	-	-	-	-	3,547.00	0.00%
323		6492	EQUIPMENT REPLACEMENT - OVER $5,000 (IDENTICALLY REPLAC	-	-	-	-	-	-	-	-	-	-	-	-	-	
324		6495	COMPUTER EQUIPMENT REPLACEMENT - $200 - $4,999 (IDENTIC	1,805.81	3,333.00	-	-	-	-	-	-	-	-	-	-	3,333.00	0.00%
325		6496	COMPUTER EQUIPMENT REPLACEMENT - OVER $,5000 (IDENTIC	-	-	-	-	-	-	-	-	-	-	-	-	-	
326			Equipment	292,292.35	168,149.00	10,969.24	4,117.20	-	748.16	-	880.88	9,794.72	20,723.51	40,297.07	87,530.78	80,618.22	52.06%
327			**Capital Outlay**	**1,157,956.04**	**1,695,846.00**	**10,969.24**	**4,117.20**	**631.56**	**(8,286.84)**	**9,799.00**	**105,846.38**	**117,319.59**	**219,196.62**	**317,776.07**	**777,368.82**	**918,477.18**	**45.84%**
328		7390	INTRAFUND TRANSFERS OUT	-	-	-	-	-	-	-	-	-	-	-	-	-	
340			**Total Outgo**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
341			**Total Non-Salary**	**6,261,083.82**	**15,528,372.00**	**62,775.66**	**289,510.11**	**505,375.77**	**510,655.34**	**409,719.04**	**419,954.46**	**476,793.16**	**371,699.39**	**532,881.46**	**3,579,364.39**	**11,949,007.61**	**23.05%**
342			**Total 1000-7999 (obj code)**	**58,800,764.77**	**66,992,351.00**	**3,495,137.71**	**2,972,141.29**	**3,605,170.50**	**6,174,772.32**	**3,863,289.70**	**5,561,398.48**	**6,309,789.77**	**4,500,441.16**	**5,288,494.22**	**41,770,635.15**	**25,221,715.85**	**62.35%**
343			**District expense (site EXX)**	**7,652,026.11**													
344			**Holding accounts removed**	**-**	**10,514,430.00**	**-**	**-**	**151,257.56**	**-**	**-**	**332,628.02**	**-**	**-**	**732,793.18**	**1,216,678.76**	**9,297,751.24**	**11.57%**
345			**Total Norco Budget/Expenses**	**66,452,790.88**	**56,477,921.00**	**3,495,137.71**	**2,972,141.29**	**3,453,912.94**	**6,174,772.32**	**3,863,289.70**	**5,228,770.46**	**6,309,789.77**	**4,500,441.16**	**4,555,701.04**	**40,553,956.39**	**15,923,964.61**	**71.80%**

Norco College Holding Accounts

As of 03/31/2025

SPP/Resc.	One Time, Annual, On Going	Carry Over?	Fund	Resc.	Description	FY 24/25 Adopted Budget	FY 24/25 Revised Budget	FY 24/25 Rev/Exp Net of Abatements	FY 24/25 Encumbrances	Uncommitted / Unrealized
991	OT	N	11	1000	Savings from Permanent Gen.Fund Staff Positions	-	6,480	-	-	6,480
993	OT	N	11	1000	sabbatical Holding account	88,738	88,738	-	-	88,738
566	A	Y	11	1000	Annual Commissions rec'd from B&N	48,984	48,984	10,548	8,348	30,088
560	OT	Y	11	1000	College Fund Balance 1% Contingency	3,922	3,922	-	-	3,922
567	OT	Y	11	1000	One-time District set aside allocation	5,516,477	5,516,477	531,237	434,227	4,551,013
563	A	Y	11	1000	Annual Commissions rec'd from Follett	437,602	437,602	-	-	437,602
733	OT	Y	11	1000	One-time Funding - Rolled over Year to Year until gone	79,056	79,056	3,000	0	76,056
729	A	Y	11	1000	Based on a Percentage of Non-Resident Fees rec'd	619,535	619,535	147,477	19,365	452,692
738	OT	Y	11	1000	One-Time Allocation from Dist. Reserves in FY 17/18	22,993	22,993	20,812	2,805	(624)
716	OT	Y	11	1000	One-Time Allocation in FY 18/19 for borrowed back FTES	285,805	285,805	48,693	9,578	227,534
568	OT	Y	11	1000	Facilities Fees Revenue	138,013	138,013	24,183	96,645	17,185
997	OG	Y	11	1000	To/From Permanently Funded Positions	427,102	427,102	-	-	427,102
999	OT	Y	11	1000	Adjusting Account to Address Permanent Increases in College Contracts- obj 5110	7,615	1,615	-	-	1,615
797	OT	Y	11	1000	Indirect Cost Recovery (at 83%)	2,730,695	2,838,108	430,729	96,910	2,310,469
					Fund 11- Unrestricted	**10,406,537.00**	**10,514,430.00**	**1,216,678.76**	**667,878.88**	**8,629,872.36**
075	A	Y	12	1190	Restricted to Instructional Equipment	-	-	-	-	-
186	A	Y	12	1190	Veterans Resource Center - FY 19/20	5,841	5,841	3,230	2,611	-
735	A	Y	12	1190	Restricted to Instructional & Library Materials including Instructional Software	1,525,848	1,525,848	355,518	596,093	574,237
709	A	Y	12	1190	Restricted to Capital Purchases	41,520	41,520	145	-	41,375
191	OT	Y	12	1190	State Appropriation - Stokoe	1,084,938	1,084,938	760,413	150,317	174,208
					Fund 12 Restricted	**2,658,147**	**2,658,147**	**1,119,307**	**749,020**	**789,820**

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SUMMARY OF GRANTS AND CATEGORICAL FUNDS FY 2024/25
AS OF 3/31/25

Row Labels	Adopted Budget 24/25	Revised Budget	Sum of Actuals as of 3.31.25	Sum of Encumbrances 3.31.25	Sum of Uncommitted Balance as of 3.31.25
Federal - Allocation - Non-Competitive - Renewable	**359,774.00**	**359,774.00**	**224,377.79**	**0.00**	**135,396.21**
SPP 300 - FWS OFF CAMPUS (COMMUNITY SERVICE)	35,977.00	35,977.00	3,899.24	0.00	32,077.76
SPP 301 - FWS OFF CAMPUS 100% - AMERICAL READS	0.00	0.00	0.00	0.00	0.00
SPP 302 - FWS OFF CAMPUS 100% - AMERICA COUNTS	0.00	0.00	0.00	0.00	0.00
SPP 304 - FWS ON CAMPUS (INSTRUCTIONAL/NON-INSTRUC)	323,797.00	323,797.00	215,946.67	0.00	107,850.33
SPP 305 - FWS ON CAMPUS CALWORKS (75%) / FWS (25%)	0.00	0.00	2,994.91	0.00	-2,994.91
SPP 307 - FWS OFF CAMPUS CALWORKS (75%) / FWS (25%)	0.00	0.00	1,536.97	0.00	-1,536.97
Federal - Competitive - One Time	**524,257.00**	**1,161,859.00**	**239,595.35**	**170,632.22**	**751,631.43**
SPP 108 - PATHWAYS TO SUCCESS: CREATING OPPORTUNITIES IN THE ARTS AND HUMANITIES	23,253.00	61,199.00	16,686.17	0.00	44,512.83
SPP 167 - NASA COMMUNITY COLLEGE AEROSPACE SCHOLARS PROGRAM Iteration 5	7,896.00	7,896.00	7,800.00	0.00	96.00
SPP 227 - CA Space Grant - Fund D	9.00	9.00	23.32	0.00	-14.32
SPP 276 - PACES: PATHWAYS TO ACCESS, COMPLETION, EQUITY AND SUCCESS	410,388.00	410,388.00	180,196.92	148,797.78	81,393.30
SPP 289 - NASA COMMUNITY COLLEGE AEROSPACE SCHOLARS PROGRAM	25,000.00	25,000.00	8,839.67	11,947.17	4,213.16
SPP 321 - UCR HEALTH PROFESSIONS PATHWAYS	20,000.00	20,000.00	0.00	0.00	20,000.00
SPP 329 - NSF IMPROVING UNDERGRADUATE STEM EDUCATION GRANT	37,711.00	37,711.00	22,747.19	0.00	14,963.81
SPP 269 - TITLE V - DEVELOPING HISPANIC INSTITUTIONS (ECHALE GANAS)	0.00	599,656.00	3,302.08	9,887.27	586,466.65
Federal - Competitive-Renewal	**4,057,953.00**	**4,061,355.00**	**1,651,416.75**	**618,565.35**	**1,791,372.90**
SPP 078 - NORCO- DISABLED STUDENT SUPPORT SERVICES PROGRAM	359,646.00	359,646.00	208,810.32	39,854.87	110,980.81
SPP 090 - NORCO- STUDENT SUPPORT SERVICES PROGRAM	448,909.00	448,909.00	209,824.95	125,638.43	113,445.62
SPP 091 - NORCO- STUDENT SUPPORT SERVICES STEM PROGRAM	484,513.00	484,513.00	137,165.18	22,272.76	325,075.06
SPP 203 - CENTER OF EXCELLENCE FOR VETERAN STUDENT SUCCESS	99,123.00	99,123.00	85,945.97	11,745.78	1,431.25
SPP 282 - UPWARD BOUND MATH AND SCIENCE	433,369.00	433,369.00	179,965.50	81,574.97	171,828.53
SPP 284 - UPWARD BOUND - NORTE VISTA HIGH SCHOOL 22/27	729,053.00	729,053.00	171,326.61	82,151.67	475,574.72
SPP 285 - UPWARD BOUND - CENTENNIAL HIGH SCHOOL 22/27	510,047.00	510,047.00	246,162.55	87,337.41	176,547.04
SPP 286 - UPWARD BOUND - CORONA HIGH SCHOOL 22/27	592,377.00	592,377.00	141,053.15	94,295.96	357,027.89
SPP 366 - TANF (TEMPORARY ASSTCE TO NEEDY FAMILIES)	41,097.00	41,097.00	25,936.08	7,696.93	7,463.99
SPP 370 - PERKINS - TITLE I-C	355,319.00	357,226.00	244,489.92	64,973.09	47,762.99
SPP 730 - VETERANS EDUCATION	4,500.00	5,995.00	736.52	1,023.48	4,235.00
Local-Competitive Grant -One Time	**40,898.00**	**40,898.00**	**605.01**	**581.81**	**39,711.18**
SPP 134 - CACT-SEMINARS	1,459.00	1,459.00	0.00	0.00	1,459.00
SPP 228 - REACH GRANT	25,000.00	25,000.00	0.00	0.00	25,000.00
SPP 238 - ADULT LERNER FOCUSED SEM GRANT	14,439.00	14,439.00	605.01	581.81	13,252.18
Private - Competitive Grant-One Time	**15,000.00**	**16,200.00**	**5,239.81**	**460.00**	**10,500.19**
SPP 011 - MUSTANGS EAT (NASH CATALYST)	5,000.00	5,000.00	3,000.00	0.00	2,000.00

Row Labels	Adopted Budget 24/25	Revised Budget	Sum of Actuals as of 3.31.25	Sum of Encumbrances 3.31.25	Sum of Uncommitted Balance as of 3.31.25
SPP 012 - CTA LGBTQ+ SAFETY IN SCHOOLS	0.00	1,200.00	739.81	460.00	0.19
SPP 019 - TOBACCO COMMUNITY RESEARCH STUDY	5,000.00	5,000.00	1,500.00	0.00	3,500.00
SPP 309 - EVERYDAY ENTREPRENEUR	5,000.00	5,000.00	0.00	0.00	5,000.00
State - Categorical - Allocation - Non- Grant Funded- One Time	**5,132,209.00**	**5,142,517.00**	**1,371,013.17**	**404,868.32**	**3,366,635.51**
SPP 006 - SFAA ONE-TIME FUNDS (24/25)	134,343.00	134,343.00	4,448.06	60,025.90	69,869.04
SPP 021 - AB 928 STUDENT TRANSFER ACHIEVEMENT REFORM ACT	565,217.00	565,217.00	271,942.56	0.00	293,274.44
SPP 022 - ACADEMIC ADMINISTRATION - COMMON COURSE NUMBERING	913,043.00	913,043.00	15,422.07	0.00	897,620.93
SPP 048 - ETHNIC STUDIES	21,121.00	21,121.00	15,708.18	1,594.00	3,818.82
SPP 082 - AB 1705 EQUITABLE PLACEMENT, SUPPORT AND COMPLETION	175,402.00	175,402.00	71,330.88	20,052.18	84,018.94
SPP 104 - ZERO TEXTBOOK COST PROGRAM	403,291.00	473,291.00	45,858.60	9,814.52	417,617.88
SPP 121 - MIDDLE COLLEGE HIGH SCHOOL - NORCO	264,368.00	264,368.00	107,154.00	858.90	156,355.10
SPP 140 - STUDENT FOOD & HOUSING SUPPORT (BASIC NEEDS) - PHASE 2	301,568.00	301,568.00	59,458.08	74,182.16	167,927.76
SPP 166 - FOSTER YOUTH INNOVATION IN HIGHER EDUCATION GRANT	44,631.00	44,631.00	23,707.50	16,298.06	4,625.44
SPP 184 - COLLEGE AND CAREER ACCESS PATHWAYS	14,301.00	14,301.00	-16,760.36	17,867.18	13,194.18
SPP 220 - REGIONAL EQUITY AND RECOVERY PARTNERSHIP (RERP)	116,785.00	57,093.00	15,450.00	2,550.00	39,093.00
SPP 268 - COVID BLOCK GRANT	2,097,875.00	2,097,875.00	747,901.59	179,947.58	1,170,025.83
SPP 387 - AB 86 ADULT EDUCATION BLOCK GRANT 21/22	80,264.00	80,264.00	0.00	0.00	80,264.00
SPP 382 - AB 86 ADULT EDUCATION BLOCK GRANT 23/24	0.00	0.00	9,392.01	21,677.84	-31,069.85
State - Categorical - Allocation - Non- Grant Funded- Ongoing	**15,199,724.00**	**16,863,255.00**	**7,216,107.46**	**3,062,793.39**	**6,584,354.15**
SPP 008 - STUDENT EQUITY AND ACHIEVEMENT	2,928,256.00	2,928,256.00	1,914,083.40	608,844.45	405,328.15
SPP 032 - VETERAN RESOURCE CENTER - ONGOING	86,366.00	86,366.00	69,574.15	713.71	16,078.14
SPP 038 - ASIAN AMERICAN, NATIVE HAWAIIAN & PACIFIC ISLANDER STUDENT ACHIEVEMENT	357,570.00	367,570.00	32,626.69	11,149.80	323,793.51
SPP 044 - RETENTION & ENROLLMENT OUTREACH	526,746.00	526,746.00	209,010.39	90,284.96	227,450.65
SPP 045 - NEXTUP (CAFYES)	451,460.00	451,460.00	240,515.15	116,658.50	94,286.35
SPP 051 - CALIFORNIA COLLEGE PROMISE (AB 19)	957,503.00	957,503.00	247,256.59	60,454.47	649,791.94
SPP 060 - EOPS	1,280,216.00	1,280,216.00	740,982.63	263,322.39	275,910.98
SPP 061 - EOPS CARE	246,347.00	246,347.00	105,383.87	24,579.40	116,383.73
SPP 067 - SFAA - CAPACITY (old term Augmentation)	372,629.00	372,629.00	226,621.13	72,477.44	73,530.43
SPP 069 - SFAA - BASE (old term BFAP)	92,546.00	92,546.00	28,219.25	7,258.74	57,068.01
SPP 110 - MESA-MATHEMATICS, ENGINEERING, AND SCIENCE ACHIEVEMENT PROGRAM	1,088,013.00	1,088,013.00	255,305.07	28,381.57	804,326.36
SPP 114 - BASIC NEEDS CENTERS	463,488.00	463,488.00	227,395.54	92,156.54	143,935.92
SPP 141 - FINANCIAL AID TECHNOLOGY	48,758.00	48,758.00	2,245.72	17,749.03	28,763.25
SPP 143 - GUIDED PATHWAYS 22/26	111,878.00	111,878.00	19,133.69	5,996.89	86,747.42
SPP 150 - MENTAL HEALTH SUPPORT	293,939.00	293,939.00	186,171.48	65,596.50	42,171.02
SPP 155 - DREAMER RESOURCE LIAISON SUPPORT	90,135.00	90,135.00	55,124.25	19,573.67	15,437.08
SPP 180 - DSP&S	1,222,778.00	1,361,910.00	883,905.82	358,935.57	119,068.61
SPP 186 - VETERANS RESOURCE CENTER - FY 19/20	5,841.00	5,841.00	3,230.00	2,611.00	0.00
SPP 249 - UMOJA CAMPUS PROGRAMS	233,616.00	233,616.00	15,678.38	7,762.80	210,174.82
SPP 295 - STRONG WORKFORCE PROGRAM REGIONAL 22/23	0.00	365,000.00	134,654.23	128,850.03	101,495.74

Row Labels	Adopted Budget 24/25	Revised Budget	Sum of Actuals as of 3.31.25	Sum of Encumbrances 3.31.25	Sum of Uncommitted Balance as of 3.31.25
SPP 323 - RISING SCHOLARS JUVENILE JUSTICE	899,518.00	899,518.00	172,390.93	63,395.24	663,731.83
SPP 324 - STRONG WORKFORCE PROGRAM LOCAL 23/24	816,986.00	816,986.00	545,828.84	179,931.21	91,225.95
SPP 325 - STRONG WORKFORCE PROGRAM REGIONAL 23/24	509,692.00	509,692.00	249,664.80	118,630.85	141,396.35
SPP 346 - SWP LOCAL 24/25 ROUND 9	0.00	677,285.00	0.00	0.00	677,285.00
SPP 347 - SWP REGIONAL 24/25 ROUND 9	0.00	382,232.00	0.00	0.00	382,232.00
SPP 353 - CALIFORNIA APPRENTICESHIP INITIATIVE - FY 21/22	251,739.00	251,739.00	76,974.12	54,282.08	120,482.80
SPP 367 - CAL WORKS	296,336.00	296,336.00	218,467.87	70,828.20	7,039.93
SPP 709 - NON-RESIDENT CAPITAL OUTLAY SURCHARGE FEE	41,520.00	41,520.00	145.12	0.00	41,374.88
SPP 735 - LOTTERY	1,525,848.00	1,525,848.00	355,518.35	592,368.35	577,961.30
SPP 199 - UMOJA	0.00	89,882.00	0.00	0.00	89,882.00
State - Non-Categorical - Competitive - Grant Funded - One Time	**2,111,108.00**	**2,157,430.00**	**404,306.30**	**697,086.64**	**1,056,037.06**
SPP 030 - INLAND ENGINEERING PATHWAYS PARTNERSHIP (IEEP)	491,528.00	491,528.00	21,178.10	271,798.06	198,551.84
SPP 033 - FOSTER YOUTH DUAL ENROLLMENT PROJECT	22,418.00	22,418.00	22,749.24	0.00	-331.24
SPP 047 - COLLEGE CORPS	954,880.00	954,880.00	132,695.88	413,633.08	408,551.04
SPP 054 - JFK MIDDLE COLLEGE HS COUNSELING	0.00	0.00	4,833.73	0.00	-4,833.73
SPP 181 - HRTP2 (TO STUDY AND DEVELOP PROGRAMS IN THE HEALTHCARE SECTOR FOR NC)	0.00	68,912.00	0.00	0.00	68,912.00
SPP 213 - RISING SCHOLARS NETWORK	308,911.00	308,911.00	129,285.49	6,013.72	173,611.79
SPP 218 - LGBTQ+	185,737.00	185,737.00	21,125.46	5,641.78	158,969.76
SPP 244 - HRTP 1 (TO STUDY AND DEVELOP PROGRAMS IN THE HEALTHCARE SECTOR FOR NC)	103,912.00	35,000.00	12,575.44	0.00	22,424.56
SPP 251 - INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE - SANTA CLARITA CCD	0.00	1,212.00	0.00	0.00	1,212.00
SPP 270 - COLLEGE FELLOWS	22,410.00	22,410.00	14,753.36	0.00	7,656.64
SPP 326 - LAUNCH APPRENTICESHIP - INNOVATION	21,312.00	66,422.00	45,109.60	0.00	21,312.40
State - Non-Categorical - Competitive - Grant Funded - Ongoing	**9,885.00**	**9,885.00**	**9,513.83**	**845.74**	**-474.57**
SPP 226 - INVENTION AND INCLUSIVE INNOVATION (i3) INITIATIVE	9,885.00	9,885.00	9,513.83	845.74	-474.57
State-Appropriation	**3,504,356.00**	**2,144,567.00**	**1,791,574.68**	**201,966.58**	**151,025.74**
SPP 094 - MILITARY ARTICULATION PLATFORM SUMMIT AND FUNDING (MAPS)- 2	192,569.00	192,569.00	288,157.61	0.00	-95,588.61
SPP 191 - EARLY CHILDHOOD EDUCATION CENTER	1,084,938.00	1,084,938.00	760,413.05	150,316.57	174,208.38
SPP 394 - MILITARY ARTICULATION PLATFORM SUMMIT AND FUNDING (MAPS)- 3	2,226,849.00	691,292.00	743,004.02	51,650.01	-103,362.03
SPP 194 - MILITARY ARTICULATION PLATFORM SUMMIT AND FUNDING	0.00	175,768.00	0.00	0.00	175,768.00
State - Cooperative Agreement - One Time	**51,697.00**	**51,697.00**	**1,099.69**	**0.00**	**50,597.31**
SPP 311 - THE PUENTE PROJECT (REGENTS UC)	51,697.00	51,697.00	1,099.69	0.00	50,597.31
Grand Total	**31,006,861.00**	**32,009,437.00**	**12,914,849.84**	**5,157,800.05**	**13,936,787.11**

From: NOR-ALL <NOR-ALL@LISTS.RCCD.EDU> **On Behalf Of** Collins, Michael
Sent: Thursday, May 15, 2025 11:59 AM
To: nor-all <nor-all@lists.rccd.edu>
Subject: [NOR-ALL] 2025-26 Governor's "May Revise" Budget Update

Mustang Community,

Yesterday, Governor Newsom delivered his "May Revise" budget proposal for the 2025-26 California state budget. While the budget frames a $12 billion deficit in 2025-26, the California community colleges did not see a significant reduction in revenue as anticipated. In fact, the Community College system will receive a net increase of $214.2 million in core funding. This is great news! There is an emphasis in the 2025-26 May Revise on restoring core funding to the community colleges and implementing the Master Plan for Career Education that includes investments in supporting the workforce needs of the state along with the needs of adult students and working learners.

A few highlights of the Governor's "May Revise" 2025-26 budget proposal:

- 2.3% cost-of-living adjustment (COLA)
- 2.35% funded enrollment growth, which is great for our district as we are growing!
- Support for community college districts that were impacted by the wildfires
- The Norco College Library/Learning Resource Center & Student Services building is in the Governor's budget proposal for preliminary plans and working drawings.

A few revisions to the Governor's January 2025-26 budget proposal:

- Defers some 2025-26 district revenue from the 2025-26 fiscal year to the 2026-27 fiscal year.
- Systemwide "Common Cloud Data Platform" funding reduced
- Statewide common ERP project funding eliminated
- Rising Scholars ongoing funding reduced
- Credit for Prior Learning ongoing/one-time funding reduced
- "Career Passport" funding reduced.

Unfortunately, the Governor's May Revise does not include any scheduled maintenance and/or instructional equipment funding to colleges. This has been a significant issue for the past two years as the college aims to keep up with aging facilities and instructional equipment needs in the classroom (including technology and classroom mediation equipment).

Next Steps
Over the next few weeks, the Senate and Assembly will continue to review the Governor's budget proposals, working toward a constitutional deadline of June 15 to pass the budget for FY 2025-26. The Legislature and Governor will also develop trailer bills that contain policy changes to enact the budget. Rest assured that the Business Services budget team will continue to track state budget updates closely as we develop our budget plans for the 2025-26 fiscal year, in alignment with our College Budget Priorities set by College Council. There is much to look forward to on campus in the coming fiscal year, however our focus continues to be budget effectiveness and efficiency in all areas of the college.

Next stop…..Commencement! I look forward to seeing you on campus and in your regalia as we celebrate our amazing students and our collaborative work to support them!

All the best,
Michael

Michael T. Collins, Ed.D.
Vice President, Business Services
Norco College

2024-2025 GRANTS AND EXTERNAL RESOURCE DEVELOPMENT ACTIVITY REPORT

NEW AWARDS

Funding Opportunity	Date Awarded	Total	Director, Manager or Principal Investigator	Title	Project Description	Start/End Dates
NASA Community College Aerospace Scholars-NASA	10/30/2023	$25,000	Jessiah Ruiz	NASA	The NASA MUREP grant is driving this program and provides the funding to the University of California, San Diego (UCSD) and Norco College would be a suawardee. UCSD Disseminates this funding to the community colleges with an initial seed money of $25,000 to our campus for the first year and an additional $12,500 each additional year afterward. Our campus would be the 10th Communiyt college to collaborate with UCSD. Students who successfully advance from Mission 1 and Mission 2 with successful scores progress to Mission 3-the on-campus competition. For Mission 3 event, we will need 40 students; NASA will send five scientists and engineers to oversee and judge a four or 5-day competion on our campus.	Spring 2024-Spring 2025
Finish Line Scholars 2024-2025	10/19/2023	$150,000	Dr. Maria Gonzalez Dr. Kaneesha Tarrant	Finish Line Scholars 2024-2025	The Finish Line Scholars supports scholarships and emergency financial aid. The scholarships are intended to help students go all-in to reach the finish line of their educational goal. Our grant request aligns with the college's 22022-2025 Student Equity Plan; our commitment is to dismantle institutional barriers and close equity gaps primarily for historically minoritized student populations. We plan to serve 160 students with an award amount ranging from $300-$1,500. Students will be identified so we can tailor their support by collaborating with other programs such as EOPs, CalWORKS, Foster Youth, UMOJA, Veterans, TRIO, SSS, Puented, and Men of Color. In addition, this grant plans to incorporate the Promise Program (Second Year) students and broaden our reach to increase Latinx and Black students as identified by the college's equity plan.	07/1/24-6/30/25
College Corps	2/14/2024	$1,817,760	Dr. Ariel Davis	College Corps	College Corps implementation grants include funds to support program administration and living allowance for Fellows.	07/01/2024-06/30/2025
Century Circle	2/7/2024	$5,000	Dr. Rad Khosrow & Farshid Mirzaei	Century Circle Program Information and Funding Application	Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting studetns' needs drivers all decisions regarding educational programs and services, Norco College seeks funding to assist in the efforts of recruitment for the upcoming 3D Printer Project/Competition at California State University Los Angeles. this competition consist of an aircraft competition where students will design and fabricate airplanes using 3D printing technology. This competition seeks to recruit 10-15 students to compete with other undergraduate and graduate students from other universitites.	07/01/24 - 06/30/25
Century Circle	2/26/2024	$5,000	Damon Nance	Century Circle Program Information and Funding Application	We request the IT-84 Plus CE funding to continue supporting our students in achieving academic success. We ask $5,000 to purchase approximately 36 TI-84 Plus CE calculators. These efforts align with the campus Educational Master Plan in the cotinued effort of our Guided Pathways. As an institution, we highly value students' academic and personal success in and outside the classroom, where meeting student needs drives all educational programs and service decisions.	07/01/24-06/30/25
Everyday Entrepreneur Program (EE)	3/11/2024	$5,000	Adam Martin	Everyday Entrepreneur Program	Our application proposes that Norco College participate in the EE program to foster entrepreneurial spirit within our community, providing students, faculty , and local entrepreneurs with the resources, knowledge, and netwrok necessary to turn their innovative ideas into successful businesses.	07/01/24-06/30/26
K-16	4/1/2024	$1,000,000	Ashley Etchison	Pending	The proposed Inland Empire K-16 Regional Education Collaborative project will build upon Norco College's efforts to establish a 2+2+2 pathways in engineering from high schoold to community college to university that includes early college credit at the high school level, CTE certificates and 2-year degrees at the community college level, and transfer opportunities to the Marlan and Rosemary Bourns College of Engineering at University of California, Riverside for the completion baccalaureate and graduate degrees in engineering.	07/01/24-06/30/26
Catalyst Fund	4/15/2024	$10,000	Kimberly Thomas	MustangsEat	The proposed project will be requesting funds for basic needs and wellness. These areas include textbooks assistance, access to school supplies and equipment, transportaion resources, and wellness support.	07/01/24-06/30/25

Department of Education-Title V Grant-Part A	6/13/2023	$3,000,000	Gustavo Oceguera Tenisha James RCCD Grants Office	Echale Ganas	The Federal Department of Education provides Title V grants to Hispanic Serving Institutions to implement any of the following allowable activities: innovative and customized instruction course development; articulation agreement and student support program activities designed to facilitate student transfer from two-year to four-year institutions; activities that improve student financial and economic literacy; and activities to develop distance education technologies. Norco College is working with a consultant to develop a proposal that will facilitate and support the implementation of the GP & Equity for the next five years. The proposal will focus on enhancing Norco College to become a true Hispanic-serving institution. The end goal is to close transfer and graduation equity gaps for Latinx students and first-generation, low-income individuals.	10/1/23-9/30/28	
Federal Department of Education-Upward Bound Math & Science	7/1/2023	$1,500,000	Miriam Carrillo Gustavo Oceguera		Norco College was awarded a five-year Upward Bound Math and Science Program for Norte Vista High School. The program is intended to provide fundamental support to 50+ participants in their preparation for college entrance in STEM majors. The program will provided opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. UBMS is designed for high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of UBMS is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education with STEM degrees.	9/1/2023-8/30/28	
AI Grand Challenge Grant	9/10/2024	$ 239,051.35	Ashlee Johnson	AI Grand Challenge Grant "Sub to UCR"	The AI Grand Challenge grant supports education by leveraging AI for teaching and learning. This grant helps to address two equity gaps found within the Engineerning program: success and Retention for Hispanic Males.	01/01/2025 - 12/31/2027	
RCCD Private Foundation	10/26/2024	$5,000	Dr. Greg Ferrer, Dr. Brady Kerr, and Ms. Claudia Figueroa	DEI	Norco College seeks funding to support its Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee, which advocates for individuals from diverse cultural, ethnic, and experiential backgrounds to enrich the campus community.	03/01/25-02/28/26	
Southern California Edison International	12/4/2024	$25,000	Dr. Doussett	Norco College's STEM Strong	With the support of this grant, we aim to adopt a more holistic approach to serving our STEM students by fostering collaboration across campus programs and enhancing professional development oppoortunities.	01/01/25-12/30/25	No Institutional Commitment
Foundation for California Community Colleges	1/15/2025	$10,000	Ashley Etchison	Community Connect 2025 "Vita"	Community Connect Grants 2025 Norco College. This grant is designed to promote CalEITC and YCTC and provide free tax preparation services.	02/01/2025 - 3/31/25	
RCCD Private Foundation	2/26/2025	$5,000	Dr. Hayley Ashby	Student Artwork	Funding was reqeustes to support the acquistion and preservation of student created artwroks for display in the library student rooms.	03/20/2025 - 03/19/2026	No Institutional Commitment
Total New Awards		**$7,801,811**					

PENDING SUBMISSIONS

Funding Opportunity	Date Submitted	Total	Proposal Development Leads	Title	Project Description	Start-End Dates
Firehouse	Pending	$20,000	Justin	Pending	Pending	10/01/25 - 04/01/26
NSF: Growing Research Access for Nationally Transformative Equity and Diversity (GRANTED)	Pending	$3,000,000	Dr. James	Pending	Improve data literacy at Norco College through training related to data governance and coaching to advance the research agenda.	01/01/26-12/31/31
Total Pending		**$3,020,000**				

APPLICATIONS IN PROGRESS 07/01/2024 - 03/20/2025							
Funding Opportunity	**Due Date**	**Maximum Award**	**Proposal Development Lead(s)**	**Title**	**Project Description and Notes**	Start-End Dates	
Department of Education	7/15/2024	$ 1,430,545.00	Ms. Hortencia Cuevas	DOE SSS Traditional Grant (Prime)	Norco College proposes to offer services to 180 students through its Student Support Services Program (SSSP). The program's primary focus is to provide guiance and wrap-around support services to first-time college students and address any obstacles preventing them from succedding. NC's project model provides intensive and intrusive academic advice to particpants throughout the SSS project. New participants will have intensive, structured experience to promote academic success.	08/01/2025-09/30/2030	
Department of Education	7/15/2024	$ 1,361,820.00	Ms. Hortencia Cuevas	DOE SSS STEM Grant (Prime)	Norco College proposes to offer services to 120 students through its Student Support Services Program (SSSP). The program's primary focus is to provide guiance and wrap-around support services to first-time college students and address any obstacles preventing them from succedding. NC's project model provides intensive and intrusive academic advice to particpants throughout the SSS project. New participants will have intensive, structured experience to promote academic success.	08/01/2025-09/30/2030	
Department of Education	7/15/2024	$ 1,361,820.00	Ms. Hortencia Cuevas	DOE SSS Veteran's Grant (Prime)	Norco College proposes to offer services to 120 students through its Student Support Services Program (SSSP). The program's primary focus is to provide guiance and wrap-around support services to first-time college students and address any obstacles preventing them from succedding. NC's project model provides intensive and intrusive academic advice to particpants throughout the SSS project. New participants will have intensive, structured experience to promote academic success.	08/01/2025-09/30/2030	
Department of Education	7/15/2024	$ 1,361,820.00	Dean Sonia Gonzalez	DOE SSS Disable Grant (Prime)	Norco College proposes to offer services to 120 students through its Student Support Services Program (SSSP). The program's primary focus is to provide guiance and wrap-around support services to first-time college students and address any obstacles preventing them from succedding. NC's project model provides intensive and intrusive academic advice to particpants throughout the SSS project. New participants will have intensive, structured experience to promote academic success.	08/01/2025-09/30/2030	
Department of Education	8/5/2024	$ 948,994.00	Dr. Tarrant, Dean Rosio Becerra & Kimberly Thomas	Norco College's Basic Needs Project (Prime) Not funded	Norco College will address the basic needs of its students and improve student success, meaning advances in retention, graduation, and transfer. Using community resources and businesses to achieve enhanced support stimulates the local economy as well, making the effect on campus and public spaces positive. Working internally/externally with cross-agency partners aalso delivers more accessible services to traditionally underserved students.	01/01/2025-12/31/2027	
AI Grand Challenge Grant	9/10/2024	$ 239,051.35	Ashlee Johnson	AI Grand Challenge Grant "Sub to UCR" Funded	The AI Grand Challenge grant supports education by leveraging AI for teaching and learning. This grant helps to address two equity gaps found within the Engineerning program: success and Retention for Hispanic Males.	01/01/2025 - 12/31/2027	No Institutional Commitment
AI Grand Challenge Grant	9/10/2024	$ 47,520.00	Caroline Hutchings	AI Grand Challenge Grant "Sub to Berkely" Not Funded	Our application proposes to use AI to help close equity gaps in STEM courses at Norco College by providing resources to aid student learning during and after lectures. AI tools will be utilized to fill the need for online student tutor services. AI will also be used to increase AI inside and outside of the classroom to improve students' experiences and increase their success.	01/01/2025-03/31/2028	
Veterans Mental Health Demonstration	9/20/2024	$150,000	Dean Sonia Gonzalez	Veteran's Mental Health Demonstration Not Funded	Funding has been requested to support activities to inform student veterans of available services. Services include 1) outreach activities to inform student veterans of available services; 2) workshops and wellness groups to help student veterans learn essential skills to manage their mental wellness, as well as specialty workshops as requested; 3) direct clinical services, including individual and group therapy and crisis intervention as needed.	07/01/2025-06/30/2029	

National Science Foundation-Advanced Technological Education (ATE)	10/3/2024	$ 1,000,000.00	Ashley Etchison Juan Gonzalez	Prime	The primary goal of the NSF grant is to reestablish the Accelerated Career Education (ACE) Program. The main goal of ACE is to increase the number of students and incumbent workers entering and completing high workforce opportunity STEM pathways, with the goal of advanced employment. The project will build on prior work that enabled students to receive manufacturing certifications in an accelerated timeline.	7/1/25-6/30/29	
NSF: Racial Equity in STEM Education: NSF 22-634 (Collaborator with Cal State Fullerton)	10/8/2024	$1,150,984	Ashley Johnson	Racial Equity in STEM	These gaps in the literature and in practice suggest that there is an opportunity to identify unique motivation and identity profiles for Black and Latinx students to inform the development of Culturally-Responsive Motivational Climates, which are inclusive settings where students feel highly motivated. To that end, this project seeks to 1) investigate Black and Latinx students' ethnic-racial identity and motivational orientations; 2) explore culturally-responsive motivational climates at a community college, where early college perceptions are formed; and 3) create community college change agents through the development of Ed.D curriculum to address faculty and administrators' knowledge and self-efficacy in developing culturally-responsive climates.	07/01/24-06/30/29	
RCCD Private Foundation	10/26/2024	$5,000	Dr. Greg Ferrer, Dr. Brady Kerr, and Ms. Claudia Figueroa	DEI Funded	Norco College seeks funding to support its Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee, which advocates for individuals from diverse cultural, ethnic, and experiential backgrounds to enrich the campus community.	03/01/25-02/28/26	No Institutional Commitment
California Community Colleges Not Funded	12/20/2024	$180,000	Dean Daniela McCarson	Foster Youth College Access Demonstration Project Not funded	Our goal is to ensure foster youth receive wraparound support via the professional staff, peer mentors, Basic Needs and Wellness, and community partners to address a variety of needs among our foster youth.	01/01/25-12/30/27	
Southern California Edison International	12/4/2024	$25,000	Dr. Doussett	Norco College's STEM Strong Funded	With the support of this grant, we aim to adopt a more holistic approach to serving our STEM students by fostering collaboration across campus programs and enhancing professional development oppoortunities.	01/01/25-12/30/25	No Institutional Commitment
Foundation for California Community Colleges	1/15/2025	$10,000	Ashley Etchison	Community Connect 2025 "Vita" Funded	Community Connect Grants 2025 Norco College. This grant is designed to promote CalEITC and YCTC and provide free tax preparation services.	02/01/2025 - 3/31/25	
RCCD Private Foundation	2/26/2025	$5,000	Dr. Hayley Ashby	Student Artwork Funded	Funding was reqeustes to support the acquistion and preservation of student created artwroks for display in the library student rooms.	03/20/2025 - 03/19/2026	No Institutional Commitment
California Community Colleges	2/28/2025	$912,765	Dean Kylie Campbell	Rising Scholars Funded	Our application proposes to increase associate degree completions, support transitions to baccalaureate programs, and expand career technical education pathways for students at the California Rehabiliation Center and on campus.	07/01/25 - 06/30/28	
RCCD Private Foundation	2/28/2025	$5,000	Caroline Hutchings	STEM Student Conference	To further enhance student learning and career readiness, Norco College seeks funding to expand opportunities for our students to attend the Red Rock Student Data Science Conference in Utah. This conference is designed for our students to access advanced research tools and develop hands-on training programs.	03/20/25-03/19/25	
National Science Foundation-STEM Scholarships	3/4/2025	$2,000,000	Caroline Hutchings, Bibiana Lopez, and Svetlana Borissova	S-STEM Mentoring Students Through Gateway Courses (S-STEM MSGC)	NC will provide evidence-based intervetions and support services to augment low-income student retention rates and academic performance.	01/01/26-12/31/30	
RCCD Private Foundation	Pending	$5,000	Dr. Tammara Cummings	Debunking Girl Math	Create a Podcast for students to better understand the concept in Economics.	10/01/25-09/30/26	
9 Federal Grants (3 not funded, 6 pending)			**Requested: $10,765,983** Denied: $1,098,994 Pending: $9,666,989.00				
4 State Grants (1 funded, 2 not funded, 1 pending)			**Requested: $1,379,336** Denied: $227,520 Pending: $912,765.00				
5 Non-Profit (5 funded)			**Requested: $55,000** **Awarded: 50,000** Denied: $0.00 Pending: $5,000				
Total Requested in Grants		**$12,200,319**					

2030 Educational Master Plan Goals

Goal 1: (Access) Expand college access by doubling current headcount and FTES

Goal 2: (Success) Implement Guided Pathways

Goal 3: (Equity) Close all student equity gaps

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

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

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

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

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

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

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

Goal 11: (Operations) Implement professional, intuitive, and technology-enhanced systems

Goal 12: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals