



**Student Support Council
Minutes for November 21, 2024**

12:50-1:50pm

Location: Industrial Technology Building (IT), Room 110

ZOOM: <https://rccd-edu.zoom.us/j/88443227226?pwd=Rvlt2S2aHexBtKledeZfYa3YQKpLP0.1>

Committee Members (total:16)

Meeting Participants

Committee Members Present-In person

Samantha Cannon, Sonia Gonzalez, Steven Gonzalez, Vivian Harris, Caroline Hutchings, Cheryl Kumar Jethro Midgett, Gustavo Oceguela, David Schlanger, Sheree Summers, Kaneesha Tarrant (co-chair)

Committee Members Present-Via Zoom

Amy Kramer

Committee Members Not Present

Natalie Aceves (co-chair), Kaytlyn Blank, Lisa Hernandez, Elizabeth Lopez

Recorder

Monica Esparza

1. Call to Order

- Time 12:57 PM

2. Action Items

2.1 Approval of Agenda

- MSC Harris/Kumar
- Approved by consensus

2.2 Approval of Meeting Minutes from October 24, 2024

- MSC Harris/Oceguela
- Approved by consensus

3. Discussion Items

3.1 N/A

4. Information Items

4.1 SEM Update

- Efforts led by Dr. Quinton Bemiller
 - Prioritizing strategies and updating the SEM Workgroup as needed
 - Highlighted work being done around enrollment data and the need for more efficient priority registration process
 - Sonia to lead a priority registration work group to review and improve the current processes

4.2 Draft 2025-2030 SPGM: Strategic Planning and Governance Manual Review

Dr. Kaneesha Tarrant presented an update to the council

- Shift from specific numerical targets to broader goals and key performance indicators (KPI's) that align with district metrics
- Discontinuation of certain goals and the redefinition of strategic alignment and leadership councils
- Team is encouraged to review the updated SPGM and provide feedback

4.3 College Reorganization Presentation

Dr. Kaneesha Tarrant discussed the ongoing reorganization of the college to better align with its educational master plan goals, focusing on student access, equity, and success. Highlights include:

- Recent structural changes, such as the implementation of the holistic student support survey and the reorganization of the counseling department.
- Shift in the Vice President of Community Development's role to focus more on equity work.
- Outlined the priorities for each of the four Vice Presidents, with the Vice President of Academic Affairs focusing on academic programming and enrollment

5. Good of the Order

5.1 Spring 2025

- Festivities include Club booths, live performances/music and jumpers

6. Adjournment

Time 1:48 PM

Next Meeting:

Date: February 27, 2025

Time: 12:50-1:50pm

Location: TBD

Spring 2025 Meeting Dates: February 27 March 27 April 24 May 22



**Student Support Council
Minutes for October 24, 2024**

12:50-1:50pm

Location: Industrial Technology Building (IT), Room 110

ZOOM: <https://rccd-edu.zoom.us/j/88443227226?pwd=Rvlt2S2aHexBtKledeZfYa3YQKpLP0.1>

Committee Members (total:16)

Meeting Participants

Committee Members Present-In person

Natalie Aceves (co-chair), Kaytlyn Blank, Samantha Cannon, Sonia Gonzalez, Steven Gonzalez, Vivian Harris, Cheryl Kumar, Elizabeth Lopez, Jethro Midgett, Gustavo Ocegüera, David Schlanger

Committee Members Present-Via Zoom

Caroline Hutchings, Amy Kramer, Kaneesha Tarrant (co-chair)

Committee Members Not Present

Lisa Hernandez, Sheree Summers

Guests

Kimberly Thomas

Recorder

Monica Esparza

1. Call to Order

- Time 12:56 PM

2. Action Items

2.1 Approval of Agenda

- MSC Harris/Midgett
- Approved by consensus

2.2 Approval of Meeting Minutes from May 16, 2024

- MSC Harris/Lopez
- Approved by consensus

2.3 Approval of Meeting Minutes from September 26, 2024

- MSC Ocegüera/Kumar
- Approved by consensus

2.4 Student Services Resource Requests Prioritization Recommendations

- MSC Harris/Lopez
- Approved by consensus
- Kaneesha Tarrant discusses the ranking of positions based on the needs rather than funding availability, with a focus on the importance of an embedded training
- Attached copies of Student Services Prioritization ranking recommendations for
 - Items
 - Budget
 - Staff
 - Ranking for Staff
 - Gustavo Ocegüera mentioned for ranking number 4; Director, Academic Advising and Student Support position
 - Position will be funded with Title 5 grant
 - Position planned to be institutionalized in year four, after the grant runs out
 - Make sure this position is secure in year 4-5

3. Discussion Items

3.1 Basic Needs Presentation

- Kimberly Thomas highlighted program efforts to improve accessibility of these services to students, both in-person and online and presented data from a 2023 survey conducted by the Real College, which showed that about 60% of Norco students had a basic need. She further shared the department's progress in serving students, with a significant increase in the number of students served from 2022 to 2023. Kimberly also mentioned the program's work with other programs on campus, such as EOPS, Phoenix Scholars, and the Unity Zone, and the addition of a bot to their website to answer general questions. She provided a handout and presented on the various support services provided by Basic Needs and Wellness Program -see attached handout and presentation. Services offered include:
 - Food Assistance
 - Pantry
 - Meal Vouchers
 - Farmer's Market
 - Snack Centers
 - Housing Support
 - Emergency Housing
 - Housing Referrals
 - Continuum of Care
 - Financial Assistance

- Emergency Grants
- Financial Literacy Workshops
- Health and Wellness
 - Mental Health Services
 - Health Services
- Transportation Assistance
 - RTA GoPass
 - Emergency Assistance
- Technology & Education Resources
 - Access to laptops (partnership with LRC)
 - Grants for textbooks
 - Referrals for low-cost WiFi
- Since its inception, the Basic Needs and Wellness Program has significantly improved student retention and success rates. By addressing fundamental needs of our students, we have created a more inclusive and supportive environment

4. Information Items

4.1 E-Voting Protocols

- All college leadership councils will implement electronic voting protocols-see attached
 - Encourage participation
 - Support transparency
 - Ensure consistency in decision-making
 - The protocols will be used when quorum is not met, allowing councils to conduct business remotely
 - The co-chairs would initiate the e-vote within three business days after a meeting, and council members would have five business days to vote electronically
 - The e-vote report would be sent to the members, listing each member's vote and summarizing the outcome
 - The e-vote report would then be added to the agenda and meeting minutes of the next meeting where quorum is achieved
- Council members discussed the potential challenges of using e-voting, such as tracking amendments and managing potentially contentious issues
 - Agreed; the method of e-voting would be left up to each council to decide.

5. Good of the Order

- Harvest Festival, Friday, October 25, 2024, 6-9pm
 - Festivities include Club booths, live performances/music and jumpers

6. Adjournment

Time 1:36 PM

Next Meeting:

Date: February 27, 2025

Time: 12:50-1:50pm

Location: TBD

Spring 2025 Meeting Dates:

February 27

March 27

April 24

May 22



Student Support Council Minutes for May 16, 2024

12:50-1:50pm

Location: Industrial Technology Building (IT), Room 110

Committee Members (total:16)

Meeting Participants

Committee Members Present

Natalie Aceves (co-chair), Samantha Cannon, Caroline Hutchings, Amy Kramer, Lisa Martin, Daniela McC Carson, Jethro Midgett (co-chair), Ross Miyashiro, David Schlanger, Kaneesha Tarrant (co-chair), Kimberly Thomas

Committee Members Not Present

Melissa Bader, Kaytlyn Blank, Elizabeth Lopez, Brittany Sanchez, Sheree Summers

Recorder

Monica Esparza

1. Call to Order

- Time 12:51 PM

2. Action Items

2.1 Approval of Agenda

- MSC McC Carson/Midgett
- Approved by consensus

2.2 Approval of Meeting Minutes from April 25, 2024

- MSC Midgett/Martin
- Approved by consensus

3. Discussion Items

3.1 Report of Effectiveness

- Tri-Chairs drafted a report
 - Making available to Council to make edits.
 - Last sentence in Evaluation of Survey feedback
 - Update “were” to “and”
 - Moving to College Council for review in Fall

3.2 Bellwether Presentation

- Jethro Midgett and David Schlanger presented-*attached presentation*
 - Scale-only from incoming first-time intervention
 - For ongoing students, system can be automated
 - Can follow up with continuing students
 - Solved by February 25th
 - Goal this summer to have done by September
 - Common Application
 - Holistic component to application
 - In general, seeing increases
 - Referrals to programs
 - Full Service Assessment
 - Data inconsistent
 - Varied by program
 - Hard to determine successfulness

3.3 Faculty Representation Recommendation

- Kaneesha Tarrant presented currently in Student Support Council Charter
 - SBS/Guidance/Counseling– Faculty
 - Counseling Faculty Representative– Faculty
 - Counseling Faculty Representative– Faculty
 - Faculty rep from Guided Pathways/Faculty Advisors– Faculty
 - Faculty rep from Guided Pathways/Faculty Advisors– Faculty
- Suggested faculty representation
 - Library
 - Instructional
 - CAP Faculty

1. Information Items

- N/A

2. Good of the Order

- Strategic Enrollment Management Plan-Final Convening Mini Retreat, May 29, 24. Operational plan draft to implement SEM
- 3rd Annual Asian American Native Hawaiian Pacific Islander Heritage Month Celebration - Tuesday, May 21st from 12-2PM, Amphitheater. Highlighting Polynesian cultural.
- Orientation Registration Lab-Need a counselor or an Educational Advisor there.
- AB928 Implementation, August 01, 2024
- Orientation ONC-Discussion on removing “C”; restoring to “C” means “See a Counselor”

3. Adjournment

Time 1:53 PM

Spring 2024 Meeting Dates:

- ~~February 22~~
- ~~March 28~~
- ~~April 25~~
- May 16 (meeting moved due to Distinguished Faculty Lecturer)

Next Meeting Fall 2024



**Student Support Council
Minutes for September 26, 2024**

12:50-1:50pm

Location: Industrial Technology Building (IT), Room 110

ZOOM: <https://rccd-edu.zoom.us/j/88443227226?pwd=Rvlt2S2aHexBtKledeZfYa3YQKpLP0.1>

Committee Members (total:16)

Meeting Participants

Committee Members Present

Natalie Aceves (co-chair), Kaytlyn Blank, Samantha Cannon, Sonia Gonzalez, Steven Gonzalez, Vivian Harris, Caroline Hutchings, Amy Kramer, Cheryl Kumar, Gustavo Ocegüera, David Schlanger, Sheree Summers, Kaneesha Tarrant (co-chair)

Committee Members Not Present

Elizabeth Lopez, Jethro Midgett, 1-vacancy

Recorder

Monica Esparza

1. Call to Order

- Time 12:57 PM

2. Action Items

2.1 Approval of Agenda

- MSC Harris/Aceves
- Approved by consensus

2.2 Approval of Meeting Minutes from April 25, 2024

- Tabled for next meeting on October 24, 2024

3. Discussion Items

3.1 Review of Student Support Council Charter

- Kaneesha Tarrant presented Student Support Council Charter-*attached* [ssc-charter-2021-25.pdf \(norcocollege.edu\)](https://www.norcocollege.edu/files/2021/09/ssc-charter-2021-25.pdf)
 - Reviewed purpose of charter
 - Charge

- Standards
- Guiding Principles and Assumptions
- Scope and Expected Deliverables
- Membership
- Focus on key things for the college, moving forward.
- Charter will sunset at the end of 2024-2025 academic year.

3.2 Meeting Procedures

- Kaneesha Tarrant presented Attendance and quorum procedures for the 2024-2025 academic year-*attached*
 - Moving to all-hybrid leadership council meetings
 - Co-Chair:
 - In-person attendance
 - Remote attendance (due to district travel/business) requires advance notice to co-chairs
 - Include Co-chair remote attendance in meeting minutes (co-chair virtual attendance or absence)
 - Voting Members:
 - Can attend virtually or in-person
 - If you have to be virtual, you have to have your camera on
 - Redefine Quorum
 - 50% +1 of actual attendees (voting members virtual + in-person)
 - 3-person minimum
 - Discussion:
 - Gustavo Ocegueda recommended 50% +1 of appointed members, excluding vacancies

3.3 Resources Request Prioritization Plan

- Kaneesha Tarrant presented
 - VP's met with Deans
 - Proposed plan
 - Current Student Support Resource Request form 2024-2027
 - Spreadsheet will be updated on 9/10/2024
 - Student Services Cluster Ranking 9/30/2024
 - VP's & Deans meet to prioritize requests 10/08/2024
 - Review with Student Services Management 10/15/2024
 - Action Item to Student Support Council 10/24/2024
 - Discussion:
 - Recommendation to add a statement/narrative to why the order of ranking
 - Be able to ask question
 - Recommend a timeline

3.4 Charters

- AANHPI SAP Advisory Group
- Commencement
- Diversity, Equity, Inclusion and Accessibility

- Outreach, Norco Advantage, Promise Program
- Racial Justice Taskforce
- Scholarship Committee
- Special Programs
 - DRC Advisory Committee
 - EOPS Advisory Committee
 - Foster Youth Support Network
 - Undocu-Taskforce
- Student Equity Plan Project Team
- Transfer Advisory Committee

4. Information Items

4.1 My Portal

- My Portal demonstration, Friday, September 27, 2024
- Portal goes live on Monday, October 07, 2024 - [MyPortal Staff and Faculty Training video](#)

5. Good of the Order

- Transfer season is upon us-send students to Natalie Aceves in the Transfer Center

6. Adjournment

Time 1:49 PM

Next Meeting:

Date: October 24, 2024

Time: 12:50-1:50pm

Location: IT110

Fall Meeting Dates: ~~September 26~~ October 24 November 21

NORCO
COLLEGE



STRATEGIC ENROLLMENT MANAGEMENT PLAN

2024-2027

**Riverside Community College District
Board of Trustees**

Jose Alcala, President
Virginia Blumenthal, Vice President
Mary Figueroa, Secretary
Bill Hedrick, Member
Keri Then, Member
Melody Ward, Student Trustee

Norco College Administration

Monica Green, Ed.D., President
Michael Collins, Ed.D., Vice President, Business Services
Carol Farrar, Ed.D., Interim Vice President Academic Affairs
Tenisha James, Ed.D., Vice President, Planning & Development
Kaneesha Tarrant, Ed.D., Vice President, Student Services

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CHAPTER 1

INTRODUCTION

The overarching goal of strategic enrollment management 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.

Strategic Enrollment Management Purpose

The implementation of Norco College's Strategic Enrollment Management (SEM) Plan will be a college-wide responsibility. Its success depends on all areas of the college working collaboratively to establish goals and strategies that align not only with Norco College's mission, vision, and Educational Master Plan, but also with Riverside Community College District plans, California Community College Chancellor's Office plans, and other framing documents. This Plan adheres to established guiding principles and focuses on the holistic student journey during both times of enrollment growth and enrollment contraction.

SEM is a holistic approach and process designed to enable the fulfillment of an institution's mission and its students' educational goals¹. SEM directly supports the California Community Colleges Chancellor's Office Vision 2030 and its goals of equity in success, equity in access, and equity in support. In addition, SEM focuses on all aspects of the student experience, thereby aligning with the four pillars of Guided Pathways: Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning. Finally, with its attention to financial stewardship in the service of students, SEM supports colleges by ensuring adequate resources to improve equitable access and student outcomes through the Student Centered Funding Formula.

¹ Hasson, C. (n.d.). A Roadmap for Strategic Enrollment Management Planning. Retrieved February 21, 2024, from https://vrccdn.cccco.edu/vrccdnpublic/sem%20resource%20guide/semroadmapplanning_spring2019.pdf

Background

Norco College experienced a loss of 22% in fall-term student headcount from 2019 to 2022². While the college establishes annual enrollment targets, works to produce an effective and efficient schedule of classes, invests in marketing, maintains a college website and a social media presence, has dedicated individuals and teams responsible for counseling and advising, admission and registration, tutoring and academic support, and other aspects of the student experience; there is no single campus entity clearly responsible for the coordination and strategic management of these efforts. As the college emerges from the pandemic, it is critical to create a strategic enrollment management plan that connects our guided pathways work and enrollment strategies under one body that engages the entire college community and focuses these efforts. This renewed structure for strategic enrollment management at the college requires a shift from emphasizing recruitment and enrollment of students and refocusing on the holistic student journey.

In Fall 2022, the President of Norco College charged the Interim Vice President of Academic Affairs and the Vice President of Student Services to create a renewed structure for Enrollment Management as a college-wide effort. The Pathway and Enrollment Management Workgroup³, chartered through the College Council, was charged with developing a Strategic Enrollment Plan focused on the entire student journey and recommending a structure that makes enrollment management a college-wide responsibility.

The workgroup began meeting in Fall 2022 and identified existing efforts and gaps within the college. Refocusing from recruitment and enrollment of students to the full student journey from connection, entry, progress, and successful transition into career and transfer destinations. Through these initial efforts, the workgroup agreed to utilize the Loss/Momentum Framework as the foundation for the plan (See Appendix A.04). Recognizing that additional expertise would benefit the team, in Spring 2023, the college applied for and was accepted to participate in the California Community Colleges Chancellor's Office Strategic Enrollment Management Academy.

²Power BI | District IR Dashboard | Dashboards – Live Data | Student Demographics | Headcounts (retrieved February 21, 2024)

³This group has since been renamed the "Strategic Enrollment Management Workgroup".

The first SEM Academy Institute took place in Irvine, CA on June 1, 2023, and the Norco College team developed a logic model for the development of Norco College's Strategic Enrollment Management Plan. The SEM Academy team met regularly over the course of the 2023-2024 Academic Year with the SEM Academy coaches and held two full-day retreats to produce the Norco College SEM Plan. The SEM Academy Team attended a statewide Mid-year Convening in San Francisco, CA on January 19, 2024, to share progress with other cohort colleges. The final drafts of the Norco College SEM Plan were vetted through the college's governance structures and recommendations incorporated into the final document which was forwarded to the college president for consideration. To finalize participation in the statewide SEM Academy, the SEM Academy team attended the Final Convening in Irvine, CA on May 17, 2024. The Norco College Strategic Enrollment Management Plan was approved for adoption by President Monica Green on May 29, 2024.

Goal

The project involves developing a Strategic Enrollment Plan focusing on the entire student journey at Norco College, developing a structure that makes enrollment management a college-wide responsibility. The college SEM needs are two-fold: (1) Pandemic recovery and (2) beyond recovery supported by an annual SEM calendar of strategies, activities, and major events. Focusing on the holistic student journey moves us away from the former focus on enrollment at specified times of the year to ensuring students are supported from enrollment to persistence and completion. This is connected to the college Guided Pathways work and targeted student groups that have experienced outcome gaps.

Outcomes

This Strategic Enrollment Management Plan strives for the following outcomes.

- Develop a comprehensive Strategic Enrollment Management Plan with an annual calendar of events pertaining to enrollment, retention, and success.
- Align the Strategic Enrollment Management Plan with related budget priorities.
- Participate in college-wide dialogue with all stakeholders to implement strategies of the Strategic Enrollment Management Plan.
- Coordinate and facilitate cooperation and alignment with district-wide enrollment strategies.
- Communicate regularly to college/district/community stakeholders on Strategic Enrollment Management Plan updates implementation and improvements.
- Identify, monitor, and assess metrics established for the Strategic Enrollment Plan, including FTES and Headcount, High School Capture Rates, Term to Term Retention Rates, Completion Rates, etc.

This Strategic Enrollment Management Plan is a guide to help the college achieve enrollment goals and informed by:

- Educational Master Plan (Appendix A.01)
- Riverside Community College District Strategic Plan 2019-2024 (Appendix A.02)
- Vision 2030: A Roadmap for California Community Colleges (Appendix A.03)
- Loss Momentum Framework (Appendix A.04)
- Guided Pathways Essential Practices and Equity Considerations (Appendix A.05)
- Norco College Student Equity Plan (Appendix A.06)
- Student Centered Funding Formula (Appendix A.07)
- ACCJC Accreditation Standards (Appendix A.08)
- RCCD Adult Education, Noncredit, and RCCD Status, Outlook & Planning 2022-2027 (Appendix A.09)
- RCCD Emergency Conditions Recovery Plan and Midyear Report (Appendix A.10)
- State, district, and college-level data (Appendix C)

Guiding Principles

The Strategic Enrollment Management Plan adheres to the following 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 Academy Team Members

During the production of the SEM Plan several team members left the project and were replaced. All members actively contributed and are recognized here along with our SEM Academy coaches.

SEM Academy team

Dr. Carol Farrar, Interim Vice President of Academic Affairs (Team Liaison)*

Dr. Kaneesha Tarrant, Vice President Student Services (Team Liaison)

Kimberly Bell, Counseling Faculty, Academic Senate President

Dr. Quinton Bemiller, Dean of Instruction**

Caitlin Busso, Research Analyst

Dr. Tenisha James, Vice President, Planning and Development

Ross Miyashiro, Acting Dean, Enrollment Services***

David Schlanger, Interim Dean, Student Services

Patty Worsham, Business Faculty, Lead Department Chair

SEM Academy coaches

Mary Jo Apigo, Vice President of Academic Affairs, Pierce College

Erica Biely, Senior Research Analyst, Allan Hancock College

Previous team member

* Dr. Jason Parks, Interim Vice President of Academic Affairs
(June 1, 2023 – July 31, 2023)

**Dr. Peggy Campo, Interim Dean of Instruction
(June 1, 2023 – December 31, 2023)

***Mark DeAsis, Dean, Admissions and Records
(June 1, 2023 – January 5, 2024)

CHAPTER 2

NORCO COLLEGE MISSION & VALUES

The Strategic Enrollment Management Plan supports the College's implementation of its mission, vision, core commitments by integrating Enrollment Management Plan goals with all college plans.

Mission

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its 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. We will stimulate academic, economic, and social development in our service area. We will 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 with 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.

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.

CHAPTER 3

NORCO COLLEGE SEM GOALS

Norco College will work towards the following six (6) goals over the 2024-2027 timeframe. Each goal demonstrates alignment to the Loss/Momentum framework, educational master plan and student equity plan as outlined below.

The strategies represent existing and planned work that will be implemented in a phased approach. This Plan presents overarching broad strategies. The next phase of the work involves the development of operational plans to implement these strategies and the development of an annual calendar of activities.

Goal 1: Expand equitable access for disproportionately impacted students by strengthening outreach, onboarding, and communication.

*Completion by Design | Loss Momentum Framework alignment: Connection & Entry
Educational Master Plan 2025 objective alignment | 1.1, 1.2, 1.4, 6.6, 11.1
Student Equity Plan 2022-25 metric alignment | Successful Enrollment
RCCD Strategic Plan 2019-2024 objective alignment | 1.4, 1.5, 5.6, 6.1
Vision 2030 alignment | Goal 2 Access, Goal 3 Support*

Strategies

Outreach

1. High School and Parent Stakeholder Engagement (e.g. Counselor Breakfast)
2. Marketing the Norco College Promise Program to first-time full-time students
3. Increase outreach to targeted populations (i.e., LGBTQIA+, foster youth, Umoja, MOC, Puente, veterans, athletics, honors, non-credit CDCP, CCAP/Dual Enrollment, etc.)
4. Intentional events (e.g. presentations, workshops, tours, Open House, Welcome Day, Showcase majors, clubs and programs)

Onboarding process & structures

1. Consistent assessment of student needs via Holistic Student Support Survey
2. Revamp onboarding process (e.g. The Flip, peer mentors, etc.)
3. Create a data-sharing agreement with CNUSD to increase outreach efforts targeted to graduating seniors (increase high school capture rate)
4. Identify and fix barriers and issues related to completing the college applications
5. Provide accessible resources to help students with common issues (e.g. password reset, residency, fraudulent application, SSN, etc.)
6. Modify local matriculation processes and interventions
7. In-person orientation with continued focus on holistic student support and a stronger emphasis on financial resources and academic supports

Communication

1. Marketing strategies (related to access)
2. Increase advertising of no-cost education pathways (i.e., Credit for Prior Learning, dual enrollment, concurrent enrollment, apprenticeships, non-credit CDCP)
3. Develop standard language about general college information (registration, educational pathways, course offerings, etc.) to maintain consistent messaging to students

Goal 2: Utilize equitable design principles to optimize and improve existing and develop emerging educational pathways for all students, especially for populations in the college’s dual enrollment⁴ and rising scholars⁵ programs.

Completion by Design | Loss Momentum Framework alignment: Connection & Entry

Educational Master Plan 2025 objective alignment | 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 6.4

Student Equity Plan 2022-25 metric alignment | Persistence, Transfer-level math and English, Vision Goal Completion, Transfer

RCCD Strategic Plan 2019-2024 objective alignment | 1.2, 1.5, 5.6, 6.1

Vision 2030 alignment | Goal 2 Access

Strategies

A. Streamline Admission & Records processes

1. related to CCAP, middle college, and concurrently enrolled students
2. related to students in Rising Scholars programs

B. Establish ongoing process of evaluation and improvement of technology

1. in support of educational planning software designed to facilitate not only student completion, but also to inform the college of future course needs
2. in support of multi-year schedule development, to improve clarity and efficiency in student planning

C. Targeted onboarding support for special populations

D. Intentional events

(e.g. presentations, workshops, tours, orientations, Open House, Welcome Day, etc.)

⁴ The umbrella term of dual enrollment at Norco College encompasses students participating in the JFK Middle College program, students participating in the AB-288 College and Career Access Pathways (CCAP) programs at our local Unified School Districts, and concurrently enrolled students. For purposes of the SEM Plan, this umbrella term aligns with the term “Special Admit” student, defined by the State Chancellor’s Office as a student enrolled in a NC course who is “not a high school graduate [and] currently enrolled in K-12”. Such students are also uniquely called out in the SCFF.

⁵ The Rising Scholars Network is a program institutionalized by California and the California Community Colleges Chancellor’s Office. At Norco College, the Rising Scholars programs work with justice-impacted populations including the established pathway offerings at the local prison, the emerging offerings for juveniles, and the developing on-campus program for previously incarcerated individuals.

E. Interventions

1. Market support/resources available to students in courses with low success rates and/or corequisite
2. Proactively engage with students who drop before census and those who do not complete first semester courses

F. Faculty and collegewide professional development

1. Provide best practice training in equity practice and cultural sensitivity
2. Provide best practice orientation for faculty teaching in dual enrollment and rising scholars programs

G. Develop marketing and informational materials for our Unified School District partners, including materials designed to clarify pathways, inform students and parents, and inform partner institutions

Goal 3: Provide clear and accessible information about Norco College's Career & Academic Pathways⁶ and comprehensive student support

Completion by Design | Loss Momentum Framework alignment: Entry, Progress, Completion, Transition

Educational Master Plan 2025 objective alignment | 2.1 – 2.7, 5.1, 5.3, 7.5

Student Equity Plan 2022-25 metric alignment | Persistence, Transfer-level math and English, Vision Goal Completion, Transfer

RCCD Strategic Plan 2019-2024 objective alignment | 1.5, All Goal 2 objectives, Vision 2030 alignment | Goal 1 Success, Goal 3 Support

Strategies

Pathway scheduling

1. Refine and expand work experience, apprenticeship opportunities that are embedded into pathways and course rotation schedule
2. Establish process for review and continuous improvement of the Academic Planning Chairs schedule development Guiding Principles

Counseling and wrap-around student support for Career and Academic Pathways (CAPs)

1. Full implementation of the revised counseling framework to focus on career and the holistic student journey
2. Enhance offerings of career and transfer support
3. Develop comprehensive ed plan that includes a career pathway informed by labor market data
4. Intentionally fold in library, tutoring, and other college support such as math lab and writing / reading center services into the inescapable student support pathways for students

⁶ Norco College's Career and Academic Pathways also known as CAPs are organized around the Norco College Schools.

Financial aid

1. Intentionally promote financial aid application support and communication
2. Expand access to financial aid support (ex: targeted evening and online access)
3. Promote targeted financial aid literacy (ex: impact of educational goal on financial aid resources)
4. Increase percent of students who receive financial aid

Promoting completion

1. Review, create and award certificates and ADTs (workforce and transfer pathways)
2. Remove barriers to graduation (e.g. forms and processes)
3. Improve transfer bridge from Norco College to four-year college/university

Goal 4: Decrease student time to completion based on student educational goals

*Completion by Design | Loss Momentum Framework alignment: Completion, Transition
Educational Master Plan 2025 objective alignment | 2.1 – 2.7*

Student Equity Plan 2022-25 metric alignment | Vision Goal Completion, Transfer

RCCD Strategic Plan 2019-2024 objective alignment | All Goal 1 (Student Access) and All Goal 2 (Student Success) objectives

Vision 2030 alignment | Goal 3-Outcome 6

Strategies

Schedule patterns

1. Continue to refine multi-year schedule development that is informed by student needs and demands based on educational plans
2. Continue to monitor success and completion in all instructional modalities with special attention to modalities like hybrid and online instruction that provide flexibility to student completion
3. Rededicate to the Guiding Principles of Schedule Development (see Appendix B.1)
4. Identify gaps and innovative solutions to provide wrap-around student support services during nontraditional time blocks (ex: evening/weekends)

Collaboration between Academic Affairs and Student Services

1. Scale and provide A&R support for comprehensive accelerated course offering patterns to enhance and improve the student experience (example: Mustang Track)
2. Identify and develop other programmatic designs that allow students to complete educational plans on an accelerated timeline

Academic Counseling and Career Development

1. Scale career decision-making model practices
2. Develop comprehensive ed plan that includes a career pathway informed by labor market data
3. Implement strategies and interventions to support career and transfer goals (e.g. AB 928)⁷

Programs of study

1. Establish timeline a process for ongoing review and updating of program maps
2. Intentional, accelerated, competency-based programs of study leading to credentials in high-demand career education fields
3. Link job skills and connect careers to the classroom

⁷ Assembly Bill 928, Student Transfer Achievement Reform Act of 2021 (Berman, 2021) established the provision for a single general education pattern that meets the academic requirements necessary for transfer admission to the CSU and the UC.

Goal 5: Decrease student educational costs

*Completion by Design | Loss Momentum Framework alignment: Completion, Transition
Educational Master Plan 2025 objective alignment | 2.1 – 2.7*

Student Equity Plan 2022-25 metric alignment | Vision Goal Completion, Transfer

RCCD Strategic Plan 2019-2024 objective alignment | Goal 1 Student Access and Goal 2 Student Success

Vision 2030 alignment | Goal 1 Equity in Support

Strategies

Instructional Costs

1. Through established participatory governance and college planning structures, provide guidance and support for the adoption of zero-textbook cost, low-cost, and other instructional resources and materials.
2. Review, formalize, and institutionalize processes for the regular review of all mandatory Course Materials Fee

Financial resources

1. Enhance student financial resources to offset educational costs and unexpected life events (e.g. student payment plans, emergency aid, etc.)
2. Streamline the financial aid appeals process
3. Increase financial aid access and financial aid literacy to address costs for four-year institutions
4. Increase financial support for transfer application fees, professional wardrobe (e.g.: Career Closet)
5. Programmatically strengthen and expand access to the Norco College Promise Program

Goal 6: Strengthen student engagement through support services that foster wellness and success, both in and out of the classroom to improve student persistence and success.

*Completion by Design | Loss Momentum Framework alignment: Progress, Completion, Transition
 Educational Master Plan 2025 objective alignment | 7.6, 7.7
 Student Equity Plan 2022-25 metric alignment | Persistence
 RCCD Strategic Plan 2019-2024 objective alignment | 4.3, 5.7
 Vision 2030 alignment | Goal 1 Equity in Success*

Strategies

Student Engagement Activities

1. Increase student exposure and access to career, professional, mentorship, field trips, etc.
2. Expand CAP Events and Activities including career and alumni panels,
3. Promote student engagement and involvement in campus clubs

Student Success Interventions

1. Revise the Early Alert process
2. Leverage technology (e.g. Canvas) to make real-time feedback, intensive advising, accelerated, flexible, and student-centered learning more available
3. Fully integrate all tutoring, math lab, Reading & Writing Lab, Library service support into success team activities
4. Prioritize services for students close to degree/certificate completion (e.g. registration, appointments, etc.)
5. Create a college system of inescapable success interventions
6. Increase mentorships, internships, employment services
7. Celebrate student milestones (e.g. Completion of 30+ units, School-specific recognitions, etc.)

Counseling & Advising

1. Implement a career-focused developmental advising model based on Cognitive Information Processing Theory
2. Integrate counselors and educational advisors into schools and student success teams
3. Incorporate educational advising into standard counseling services to improve student access and flow for advising services

Holistic Student Support

1. Consistent assessment of student needs via Holistic Student Support Survey
2. Provide appropriate targeted student services and connect students to support programs based on eligibility and/or program of study
3. Identify, assess, and revise policies impacting student success (e.g. financial aid appeal, priority registration policies)

Transition Interventions

1. Increase student focus on transfer and connection to receiving colleges/universities
2. Targeted student exit surveys (e.g. transfer, career, satisfaction)

CHAPTER 4

ENROLLMENT TARGETS & SCHEDULE DEVELOPMENT

Setting and achieving strategic enrollment targets and building a responsive and student-centered class schedule are integral components of the Norco College SEM Plan. Successful implementation of these components aligns the SEM Plan with the College's Guided Pathways efforts, the Loss/Momentum Framework, the College Equity Plan, the CCCCCO Student-Centered Funding Formula (SCFF), and other college, district, and state plans.

Importance of SCFF alignment

70% of funding through the SCFF is tied to enrollment (fulltime equivalent students – FTES) and 10% of funding is tied to student success/completion. Therefore, setting and efficiently achieving enrollment targets and constructing course-taking pathways to completion imbedded into a multi-year schedule are essential to stable funding for the district and the college.

Establishing FTES Enrollment Targets and alignment with District & College Budget Allocation Model

Norco College collaborates with our sister colleges in the Riverside Community College District to establish enrollment targets for each college through the work of the District Enrollment Management Committee (DEMC). District-level considerations relevant to this 2024-2027 college-level Plan include (1) the statewide establishment of the new funding floor in 2025-26 based upon 2024-25 FTES attainment, (2) thereby incentivizing the RCCD Colleges to recover pre-pandemic enrollments, and (3) the implementation of the District Budget Allocation Model, which allocates funding based upon the efficiency of the FTES generated.

Currently, at the district-level targets are set for resident credit FTES and non-credit FTES. Attention is paid to nonresident credit FTES to monitor trends and funding. In addition, break out summaries of credit FTES generated from subgroups of Special Admits and Incarcerated students, as well as non-credit Career Development & College Preparation (CDCP) are tracked for unique funding and potential growth.

Once DEMC establishes enrollment targets, Norco College evaluates the need to expand or contract the class schedule to meet the established FTES enrollment targets. The college follows the guiding principle of schedule development with most of the FTES in the fall term (see Appendix B.01). This is the college’s upcoming FTES target distribution by term:

Term	FTES Targets	Percent of annual target
24SUM	708.13	9.6%
24FAL	3,124.34	42.4%
25WIN	624.90	8.5%
25SPR	2,904.26	39.5%
Total	7,361.63	100%

Table 4.01: 2024-25AY Percent Distribution of FTES by term

In collaboration with the Academic Planning Chairs, the Vice President of Academic Affairs and Deans of Instruction develop a schedule of classes designed to achieve the FTES enrollment targets by term.

The Vice President of Academic Affairs, in collaboration with the Deans of Instruction, report to District and College Business Services the allocation of annual FTES by general categories and unique programs in alignment with the Budget Allocation Model (see Appendix B.02)

In upcoming years, the Vice President of Academic Affairs and the Deans of Instruction are working to establish FTES enrollment targets not only by term but also by School and by discipline to align with the district and the college budget allocation models.

Multi-year Student-centered Schedule development

Using *Pathmaker* technology, the deans of instruction and department chairs have been working toward a multiyear schedule development. Highlights of the technology include maximization of room utilization, estimates of FTES generation, and efficiency metrics. The Deans of Instruction along with the Department Chairs with the leadership of the Vice President of Academic Affairs build the schedule of classes following established Guiding Principles (see Appendix B.01)

Norco College FTES Enrollment Targets

The college is currently working to re-claim pre-pandemic enrollments by AY2025-2026. Total FTES (resident and nonresident credit) targets are detailed below⁸. Thereafter, planned growth of 3% per year⁹ brings the college to the end of this iteration of the SEM Plan.

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Total FTES* Target	7,366	7,366	7,503	6,685	7,083	7,366	7,587	7,815

Table 4.02: College Annual Total FTES Targets

Monitoring Metrics

The District has developed several Dashboards (PowerBI) to assist the colleges in monitoring student enrollments, success, and other metrics. As part of this iteration of the SEM Plan, Norco College Academic Affairs continues collaboration with the District Educational Services to identify establish Dashboards, suggest updates, and develop new Dashboards to better monitor progress toward meeting SEM goals.

The integration of the Norco College Institutional Effectiveness team with Norco Academic Affairs and District partners is critical not only to benchmark annual efforts, but also to create systems that effectively monitor college progress in real time allowing adept and immediate adjustments to schedules term by term that better meet student need and attain enrollment targets. The following data will be monitored and assessed during this SEM Plan iteration and interventions taken as needed.

⁸ College Total FTES targets for 2025-26 and 2026-27 will be adjusted in consultation in consultation with DEMC depending upon (1) the actual FTES attainment in previous year (2) changes in State budget.

⁹ Growth of 3% is based upon continuation of RCCD Strategic Plan, however, is subject to change

Enrollments

Over the course of the SEM Plan, the college will establish targets and monitor the following FTES enrollments for planned growth or contraction. Some of the metrics have already established dashboards, others will need to be developed. In addition, the college will explore the need for and usefulness of establishing enrollment targets related to student headcount.

Resident Credit FTES

- a. At the college level
- b. By School designation
- c. By discipline

Justice-involved students (aka Incarcerated¹⁰ FTES)

Special Admit students

CDCP noncredit

Other noncredit

In addition, the college will also monitor changes in nonresident FTES for budget purposes.

¹⁰ Incarcerated is the term used by the SCFF and indicated here for clarity.

Equity focus

In alignment with the Equity Plan, Norco College prioritizes equitable outcomes for longitudinally disproportionately impacted students. The College is committed to evaluating enrollment, persistence, success, and completion for these targeted groups. This assessment includes a thorough examination of equity groups to identify any disparities in access and success.

College Institutional Effectiveness will develop mechanisms to monitor the following FTES and headcount enrollments as well as metrics of success, persistence and completion for the following:

- Hispanic / Latinx
- African American / Black

In addition, in alignment with the 2030 Vision (see Appendix A.03), the college will also monitor outcomes in the following students:

- CCAP and Middle College
- Veterans
- Justice-involved and Justice-impacted
- Foster Youth
- Low-income Adults

Efficiency focus

The college is dedicated to regaining efficiency targets to better align with district and college plans and to better steward resources. The college will monitor both Fall term and Annual efficiency with the goal of attaining 595 WSCH/FTEF and 18.5 FTES/FTEF.

CHAPTER 5**STRATEGIC ENROLLMENT MANAGEMENT WORKGROUP**

The Strategic Enrollment Management (SEM) Workgroup, established as a committee of the Academic Council and College Council, is responsible for coordinating, discussing, assessing, and making recommendations regarding the functions, plans, and activities related to strategic enrollment management. The SEM Workgroup is charged with the development and implementation of the operational strategies related to marketing, outreach, recruitment, enrollment, retention, and equitable student completion. The workgroup members, in collaboration with the Administrative Lead in Academic Affairs, will establish and assess college-level enrollment benchmarks related to Full-Time Equivalent Student (FTES) each year.

The Strategic Enrollment Management Workgroup will be comprised of the members listed below. Meetings are open and other expertise may be requested as needed. The workgroup co-chairs shall be the (1) Vice President of Academic Affairs, and (2) Vice President of Student Services.

- Vice President of Academic Affairs
- Vice President of Student Services
- Vice President of Business Services
- Office of Institutional Effectiveness and Research Appointee
- Dean of Student Services
- Deans of Instruction
- Dean of Enrollment Services or designee
- Associate Dean of Educational Partnerships
- Academic Senate President
- Academic Senate Appointee
- Academic Planning Chairs, Chair of Chairs
- Office of Academic Counseling & Career Development Center Appointee

The Strategic Enrollment Management Workgroup meetings are scheduled for the first Wednesday of each month at 8:30 am - 9:30 am.

CHAPTER 6**IMPLEMENTATION AND ASSESSMENT OF SEM PLAN**

The Strategic Enrollment Management (SEM) Workgroup will establish annual priorities in alignment with the strategic enrollment plan goals and strategies. The committee will develop a one-year implementation plan that is inclusive of the strategies, timelines, responsible parties/leads, and assessment metrics to ensure continuous improvement towards plan goals. The plan will be communicated broadly, and the committee structure will obtain monthly operational updates from Goal Leads.

As the one-year implementation plans develop, the SEM Workgroup anticipates the additional development of an Annual SEM calendar.

The SEM Workgroup will engage in an annual assessment of progress related to the plan as measured by the following metrics:

Evaluation of Education Master Plan Key Performance Indicators

- a. EMP Goal 1 Access KPI 1-3
- b. EMP Goal 2 Success KPI 4-7
- c. EMP Goal 3 Equity KPI 8-12
- d. EMP Goal 5 Workforce & Economic Development KPI 13-15

Evaluation of Student Equity & Guided Pathways Work Plan Metrics

- a. Successful Enrollment
- b. Persistence from Term 1 to Term 2
- c. Transfer-level math and English Completion
- d. Vision Goal Completion (degree or certificate)
- e. Transfer within 3 years

Evaluations of outcomes related to the Student Centered Funding Formula**Evaluation of enrollment metrics and student success and completion metrics identified in the SEM Plan**

APPENDIX A:
**PLANS AND FRAMING DOCUMENTS THAT INFORM
THE COLLEGE SEM PLAN**

APPENDIX A.01:

NORCO COLLEGE 2030 EDUCATIONAL MASTER PLAN

This plan was vetted through a nearly two-year deliberation process beginning in Fall Of 2017, submitted through the Norco College and the RCCD governance processes, and received by the RCCD Board of Trustees in Fall 2019. The plan sets forth the following goals:

- Goal 1:** (Access) Expand college access by increasing both current headcount and FTES.
- Goal 2:** (Success) Implement Guided Pathways framework.
- 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, & sustain collaborative partnership.
- 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/Employees) Expand workforce to support comprehensive college and develop/sustain 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 our visionary goals.

Source: Norco College 2030 Educational Master Plan

APPENDIX A.02:**RIVERSIDE COMMUNITY COLLEGE DISTRICT
STRATEGIC PLAN 2019-2024**

The strategic goals and objectives are as follows:

Strategic Goal 1: Student Access

The District will ensure all students have equitable access to the colleges' courses, programs, and services.

- Objective 1.1:** Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES).
- Objective 1.2:** Increase number (headcount) of high school students in dual enrollment by at least 500 annually over five years.
- Objective 1.3:** Increase capture rates from feeder high schools by at least 5% annually.
- Objective 1.4:** Increase percent of students eligible for financial aid who receive aid by at least 2% per year.
- Objective 1.5:** Increase use of technology to improve course scheduling to support student pathways. (Target: Increase number of students using EduNav, student planning and registration system, by at least 10,000 per year.)

Strategic Goal 2: Student Success

The District will provide clear pathways and support for achieving certificates, degrees, and transfer.

- Objective 2.1:** Increase number of AA/AS awards by at least 15% annually.
- Objective 2.2:** Increase number of certificates completed by at least 15% annually.
- Objective 2.3:** Increase transfer to four-year universities by at least 15% per year.
- Objective 2.4:** Increase percent of CTE students employed in their field of study by at least 3% annually.
- Objective 2.5:** Increase percent of CTE graduates with a livable wage by at least 2% annually.
- Objective 2.6:** Reduce time for degree completion for part-time students from 6 to 3-4 years and reduce time for degree completion for full-time students from 6 to 2-3 years.
- Objective 2.7:** Reduce number of units for degrees to not exceed 15% above required number of units (reduce by 3 units per year).
- Objective 2.8:** Increase number of full-time students (12 units per semester, 24 units per year) by at least 10% per year.
- Objective 2.9:** Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.

Strategic Goal 3: Equity

The District will work with community, workforce, and education partners to reduce and eliminate equity gaps.

- Objective 3.1:** Decrease equity gaps by 40% in 5 years and eliminate within 10 years.
- Objective 3.2:** Increase RCCD's workforce diversity to better reflect communities served.

Strategic Goal 4: Institutional Effectiveness

The District identifies measures and reports on student and institutional outcomes to demonstrate the advancement of the District's mission and goals.

- Objective 4.1:** Provide the framework and tools for monitoring, assessing, and evaluating progress on goals.
- Objective 4.2:** Increase efficiency by reducing time for processes such as recruitment, purchasing, conflict resolution, and decision-making.
- Objective 4.3:** Implement accountability, transparency, and evidence-based communication practices to improve student success and completion.
- Objective 4.4:** Ensure that all processes and outcomes are aligned with the District's mission and goals and governance structures.
- Objective 4.5:** Attain a District-level efficiency of 595 (WSCH/FTEF). (A task force has been formed to work on this issue.)

Strategic Goal 5: Resource Generation and Allocation

The District will acquire, manage, and deploy resources—including human, facilities, technology, and financial—to support District goals and advancement.

- Objective 5.1:** Efficiently manage existing resources to support the ongoing academic and student support programs.
- Objective 5.2:** Develop a Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness. (See Appendix D.)
- Objective 5.3:** Develop a sustainable and healthy fiscal model.
- Objective 5.4:** Strategically develop external revenue sources to maximize the funding available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.)
- Objective 5.5:** Practice strategic enrollment management that integrates financial planning with student need and achievement.
- Objective 5.6:** Invest in state-of-the-art technologies to enhance programs, services, and operations.
- Objective 5.7:** Provide a healthy and safe environment for students, faculty, and staff.
- Objective 5.8:** Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning.
- Objective 5.9:** Streamline planning and design of facilities to comply with principles of total cost of ownership.

Strategic Goal 6: Partnerships & Communication

The District will position its image and reputation as a leading academic institution in the region by actively pursuing, developing, and sustaining collaborative partnerships with educational institutions, civic organizations, and businesses.

- Objective 6.1:** Establish and expand relationships with regional educational institutions.
- Objective 6.2:** Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.
- Objective 6.3:** Collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services.
- Objective 6.4:** Through the RCCD Foundation, the District will engage in effective fundraising and capital campaigns that enhance educational programs and student support services.

Source: *RCCD Strategic Plan 2019–2024*

APPENDIX A.03:

VISION 2030: A ROADMAP FOR CALIFORNIA COMMUNITY COLLEGES

In September of 2023, California Community College Chancellor, Sonya Christian, put forth Vision 2030: A Roadmap for California Community Colleges. The living document establishes bold systemwide goals supporting colleges to work toward removing systemic barriers and achieving equity in access, success, and support while integrating emerging efforts into established Student Success Metrics and other systemwide efforts including Student Equity Plans, Guided Pathways, Strong Workforce Programs, and others. While many metrics to track progress already exist, special attention must be paid as the critical indicators of goal attainment evolve through continuous improvement efforts facilitated by stakeholder input through systemwide participatory governance structures.

Goal 1: Equity in Success

Ensure the academic and career success of all Californians who are current and prospective California community college students.

- Outcome 1:** Completion Increase with equity, the number of California community college students who complete a meaningful educational outcome.
- Outcome 2:** Baccalaureate attainment Increase with equity, the number of California community college students attaining a baccalaureate degree.
- Outcome 3:** Workforce Outcome Increase with equity the number of California community college students who earn a living wage.

Goal 2: Equity in Access

Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.

- Outcome 4:** Student Participation¹¹ Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

Goal 3: Equity in Support

Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

- Outcome 5:** Maximizing Financial Aid Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey.
- Outcome 6:** Reduce Units to Completion Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

Source: *Vision 2030: A Roadmap for California Community Colleges*

¹¹ Examples of specific additional populations of emphasis by the state legislature and governor include Dual Enrollment, justice-involved, foster youth, student veterans, low-income adults.

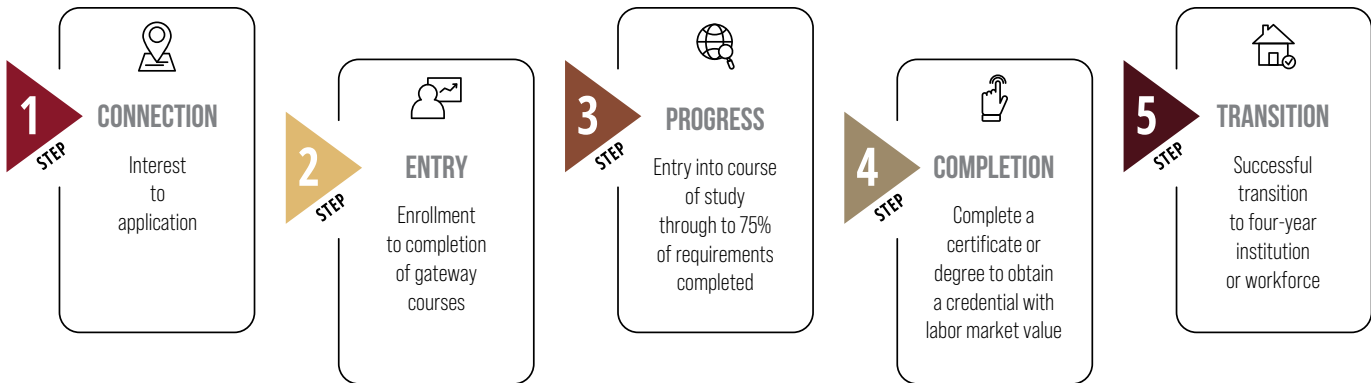
APPENDIX A.04:

THE LOSS / MOMENTUM FRAMEWORK

The foundation of the Loss/Momentum Framework is a simple idea: the student experience can be mapped to five phases when students interact with the institution at numerous points. Each of these interactions can boost students' momentum toward completion or cause them to lose steam in pursuing their goals. If community college leaders and practitioners can identify the specific interactions that are catalyzing or impeding student success, then they will be equipped with the information necessary for a targeted strategy to increase student success.

In this framework, "loss points" are junctures at which students often delay or decide not to continue with postsecondary education. In contrast, "momentum points" are interactions with the institution that facilitate and encourage the completion of programs, achievement of credentials and transfer to four-year institutions. While some loss and momentum points can be generalized across many institutions, the Loss/Momentum Framework is designed so that practitioners can examine the specific experiences of their own students and identify the loss and momentum points particular to that college, its programs and services and its student demographics.

It is important to note that students themselves must also be held accountable for their own choices that promote or impede success in higher education. No college will be able to ensure perfectly smooth, forward-only movement through the stages of connection, entry, progress, completion, and transition for every single student. However, each and every college can strive to facilitate effective, efficient advancement and create a structure that, by default, puts students in a position to succeed.



- In the *connection* phase, students first engage with the idea of going to college. They are provided or gather on their own the information and resources that lead to the decision to attend college in general, and one college in particular. When looking at the student experience at the institutional level, this phase includes students' selection of a community college to attend. When examining the student experience within a particular program of study, this includes students' exposure to different disciplines and career opportunities.
- During the *entry* phase, students arrive at the institution or begin the onramp to a program of study. At the institutional level, this includes admission, financial aid, assessment testing and counseling appointments, as well as the completion of "gatekeeper" courses (such as general education requirements). At the program level, the entry phase begins with students' decision to pursue a particular discipline or program and ends when students have passed the initial required courses or "gatekeepers" for that program.

- When experiencing the *progress* phase, students move from their initial engagement with postsecondary education or a particular educational program to a long-term commitment. Specifically, the Loss/Momentum Framework defines progress specifically as completing program requirements, whether that is completion of a credential/degree or a particular program of study. This includes students' enrollment in the courses they need to achieve their educational goal; the learning experience in each of these courses; and the support that is available to move students closer to completion, both inside and outside the classroom.
- The *completion* phase comprises the student's final movement through an institution or program. This includes the required steps to apply for graduation and any preparation required to enter into the workforce or transfer to another institution for continued education.
- The *transition* phase involves all of the support needed to help a student success begin meaningful employment in a job that attains a living wage and/or the services needed to successfully enter a transfer institution with all applicable credits and academic standing.

Source: [Completion by Design – Loss/Momentum Framework](#)

APPENDIX A.05:**GUIDED PATHWAYS FRAMEWORK ESSENTIAL PRACTICES**

The college is working to fully adopt the Guided Pathways framework.

Mapping Pathways to Student End Goals

- a. Programs are organized and marketed in broad career-focused academic communities or “meta-majors”.
- b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.
- c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.
- d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence.
- e. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.
- f. Required math courses are appropriately aligned with the student’s field of study.

Helping Students Choose and Enter a Program Pathway

- a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
- b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.
- c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year.
- d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year.
- e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
- f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Keeping Students on Path

- a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
- b. Students can easily see how far they have come and what they need to do to complete their program.
- c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and support in place to intervene in ways that help students get back on track.
- d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Ensure that Students are Learning

- a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
- c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.
- d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
- e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.
- f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
- g. The college assesses the effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

<https://www.norcollege.edu/committees/gpw/Pages/index.aspx>

APPENDIX A.06:

NORCO COLLEGE STUDENT EQUITY PLAN

The California Community College Chancellor's Office establishes metrics every three years for use by colleges in the evaluation of equitable progress toward student success. Norco College's most recent Student Equity Plan assesses these metrics, identified areas of disproportionate impact, and proposes mitigating activities to improve equitable college outcomes.

The progress toward successful implementation of this plan through the monitoring of the plan's metrics are aligned with the Norco SEM Plan and its objectives and desired outcomes.

The most recent Student Success Metrics from the CCCC are:

- Successful Enrollment (percentage of first-time 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 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)

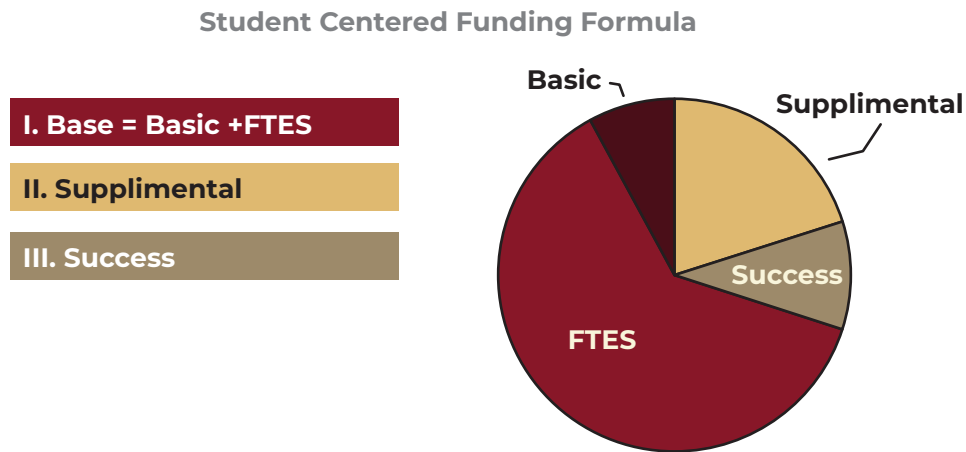
Source: [Norco College Student Equity Plan 2022 – 2025](#)

APPENDIX A.07:

STUDENT CENTERED FUNDING FORMULA (SCFF)

The Student Centered Funding Formula was created by the State Chancellor’s Office in coalition with key stakeholders to align with the goals of the California Community Colleges’ Vision for Success. The SCFF is designed to ensure that college funding is based not only on the number of students served, but also on how well colleges serve their students in achieving their educational goals.

Figure A-7.01: Diagram of Student Centered Funding Formula



Source: CCCC: SCFF Resource Estimator [Nuts & Bolts Webinar](#)

Through this formula, the discretionary funds available to the community colleges are based upon three calculations:

1. A base allocation (70%) which reflects two measures of enrollment, both related to FTES.
2. A supplemental allocation (20%) based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant, and students covered by AB 540; designed to address equity in access.
3. A student success allocation (10%) based on outcomes that include:
 - a. the number of students earning associate degrees and credit certificates,
 - b. the number of students transferring to four-year colleges and universities,
 - c. the number of students who complete transfer-level math and English within their first year,
 - d. the number of students who complete nine or more career education units, and
 - e. the number of students who have attained the regional living wage.

Source: [Student Centered Funding Formula](#)

APPENDIX A.08:**ACCJC 2024 ACCREDITATION STANDARDS ALIGNMENT TO SEM**

The Strategic Enrollment Management Plan goals and strategies are supported by the following select 2024 ACCJC Standards.

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.2** The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.
- 1.3** The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.
- 1.5** The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

- 2.1** Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes.
- 2.2** The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
- 2.3** All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.
- 2.4** The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students’ unique educational journeys.
- 2.5** The institution holds itself accountable for students’ success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.
- 2.6** The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.
- 2.7** The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.
- 2.8** The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students’ unique educational journeys.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

- 3.4** The institution develops, maintains, and enhances its educational services and operational functions through effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

Standard 4: Governance & Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

- 4.2** Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

<https://accjc.org/standards-review/>

APPENDIX A.09:

RCCD ADULT EDUCATION & NONCREDIT 2022 – 2027

The RCCD Noncredit Planning Workgroup, after reviewing the scan data and SWOT analysis, developed nine possible recommendations for noncredit planning. The literature review, data analyses, and nine recommendations formed the basis of the mission, vision, goals, and objectives that follow.

Recommendation #1

Develop Certificates of Competency for English (possible additional) and mathematics skills to enhance successful completion of transfer-level English and mathematics.

Recommendation #2

Market recently developed noncredit ESL courses and certificates and expand ESL career pathway certificates.

Recommendation #3

Market recently developed noncredit CTE certificates and develop additional noncredit CTE certificates that emphasize technical skills and pathways to middle-skill jobs in industry areas discussed above.

Recommendation #4

For Basic Skills, ESL, and CTE, target communities with low educational attainment and low participation numbers.

Recommendation #5

Develop noncredit courses for adults with disabilities.

Recommendation #6

Expand noncredit offerings for older adults.

Recommendation #7

Advocate for enhanced rate noncredit certificates for adults with disabilities and older adults.

Recommendation #8

Expand support services for noncredit students (The ASCCC, 2019).

Recommendation #9

Work more closely with regional adult schools to develop pathways to transition students to RCCD credit programs.

Source: [*Adult Education, Noncredit, & RCCD Status, Outlook & Planning 2022-2027*](#)

APPENDIX A.10:**RCCD EMERGENCY CONDITIONS RECOVERY PLAN**

The first submission to the CCCCCO was BOT approved on August 16, 2022. The first submission was the initial plan, and it was followed-up by a mid-year update with additional data, charts and a more developed timeline at the end of the document on January 13, 2023.

The district provided detailed information regarding actions taken to increase enrollment, persistence and completion including basic needs supports to students, financial aid and class scheduling, The district conducted an analysis of the students lost between Spring 2020 and Fall 2021 and provided a timeline on districtwide strategic planning goals, objectives, and targets as part of Board presentations and discussions.

Sources: [RCCD Emergency Conditions Recovery Plan BOT Approved 08.16.22.docx](#), [RCCD Emergency Conditions Recovery Plan 01.17.23 - BOT APPROVED.docx](#)

APPENDIX B:
**SCHEDULE DEVELOPMENT GUIDELINES
& TARGET MONITORING**

APPENDIX B.01:

SCHEDULE DEVELOPMENT & MAINTENANCE GUIDELINES

When building the class schedule the following Guiding Principles are considered:

Schedule Development

- Balance general education course offerings to ensure student access at a variety of blocks of time
 - days of week, consider M/W, T/Th, MWF, T/Th/F, F/Sat blocks, and other configurations
 - time of days, morning, afternoon, or evening
 - Monitor headcount of students moving through courses. GE courses vary regarding unit value (watch headcount as well as FTES) to make sure that the GE courses have sufficient capacity
- Coherent pathways for completion
 - Two-year rotation of pathway courses
 - Insure CTE completions
 - Alignment with ADT pathway maps
- Appropriate Ratio of face-to-face, hybrid, and online
 - May be discipline specific
 - Review and analysis of student success, course retention, student demand
 - Balance hybrid offerings across the week
- Schedule development adheres to the scheduling grid ¹²
 - Minimize overlapping classes
 - Minimize days on campus
 - Maximize efficiency (goal: reclaim 595 WSCH/FTEF)

¹² The Norco College scheduling grid is specifically designed to minimize overlapping classes, allowing students to move from 3-unit to 4-unit classes without scheduling conflict.

- Confirm adherence to the Student Attendance Accounting Manual (SAAM)¹³
 - Utilize the scheduling calculator
 - Ensure appropriate passing time
 - Communicate required break time
- Review annual distribution of FTES
 - Plan FTES around annual goals to maximize access, efficiency, and enrollment.
 - Ensure that annual targets align with the BAM established targets

Schedule Maintenance

- Guidelines for Section Cancellation
 - Vice President of Academic affairs in collaboration with the Deans of Instruction and Department Chairs monitor low-enrolled sections well before start of term
 - Sections with fill ratios less than 70% are eligible to be cancelled, and a conversation on exceptions occurs. Exceptions:
 - Sections essential to completing pathways
 - Capstone courses in a two-year rotation
 - Sections tied to existing industry partnerships
 - Sections that are part of a newly developed program
 - Decisions are made as soon as possible to minimize impacts
- Guidelines for Section Additions to existing schedule
 - Monitor waitlist data as indicator of student demand – confirm waitlist validity prior to adding sections
 - Monitor annual student headcount moving through pathways and transfer required courses to anticipate future need and targeted area of growth
 - All disciplines and programs are not expected to grow at the same rate

¹³ Watch for news from the CCC Board of Governors who are considering regulatory action that would revise Title 5, standardizing Attendance Accounting for Credit Courses. This will not affect Positive Attendance calculations. change may be as early as 24FAL. First Reading: January 22, 2024.

APPENDIX B.02:

TARGET FY 2024-2025 FTES FOR BAM

Norco FY 24/25 Target FTES

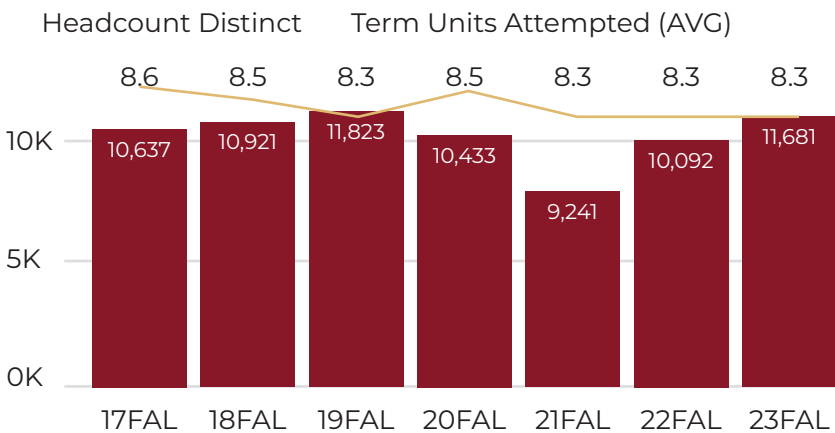
FTES type	Credit FTES			Non-Credit FTES	GRAND TOTAL
	Resident	Non-Resident	Credit FTES subtotal	Non-Credit (incl. CDCP)	FY 24/25 Target FTES
STEM courses	2,279.43	39.97	2,319.40		2,319.40
Liberal Arts courses	3,460.10	62.96	3,523.05	22.00	3,545.05
CTE courses	1,125.89	21.23	1,147.12	43.15	1,190.27
Architecture	15.00	0.23	15.23		15.23
Athletics	25.00	-	25.00		25.00
Construction Technology	32.00	0.63	32.63		32.63
Drafting Technology	15.00	0.31	15.31		15.31
Electrician/ Electronics	100.00	2.55	102.55		102.55
Game Development	113.00	2.17	115.17		115.17
Manufacturing Technology	30.00	0.48	30.48		30.48
Music Industry Studies	35.00	0.68	35.68		35.68
Total	7,230.42	131.21	7,361.63	65.15	7,426.78

APPENDIX B.03:
TARGET MONITORING

Several PowerBI Dashboards have been developed by the district and are available to appropriate college personnel. These dynamic dashboards will prove indispensable while the college monitors and assesses progress toward achieving SEM Plan goals. In addition, the college will work in collaboration with the district to address any unmet needs specifically called out in the SEM Plan. It is critical for both Academic Affairs and Institutional Effectiveness to collaborate with District partners so that needs for both areas can be addressed.

Examples of Dashboard data available:

Figure B.02.01: Annual Unduplicated Fall-term Headcount & Fall Term Average Units Attempted



Source: PowerBI | District IR Dashboard | Student Demographics | Headcounts, Data as of 2/21/24 at 7:33 AM

Figure B.02.02: Student Fulltime & Parttime Fall-term Enrollment Status

Full-Time/PT	17FAL	18FAL	19FAL	20FAL	21FAL	22FAL	23FAL
FT	29.1%	28.6%	28.3%	29.5%	28.9%	30.3%	31.1%
PT	70.9%	71.4%	71.7%	70.5%	71.1%	69.7%	68.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: PowerBI | District IR Dashboard | Student Demographics | Headcounts
Data as of 2/21/24 at 7:33 AM

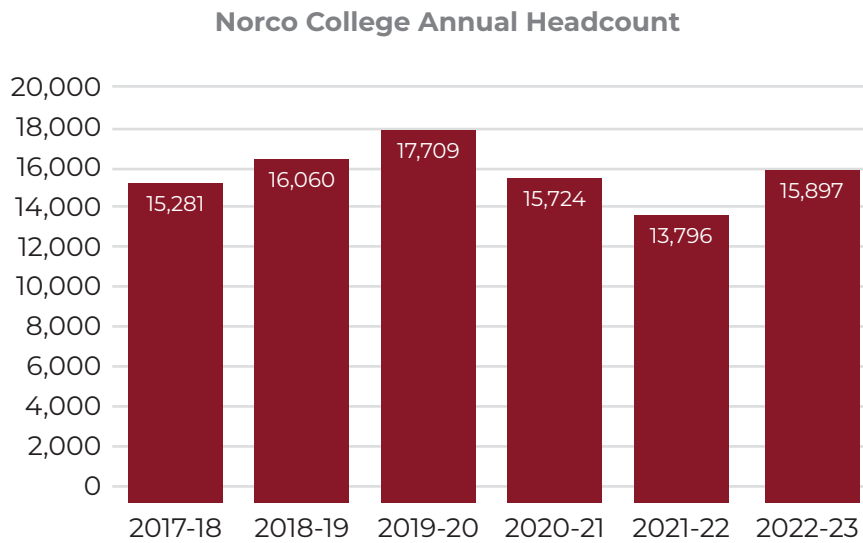
APPENDIX C: DATA REVIEW

The following data provide a high-level overview of historical trends in the college's key performance indicators, including student enrollments, demographics, and outcome metrics. Many of these data elements are retrieved from the California Community College Chancellors Office Data Mart among other sources.

Review and access to live college-level data has been made increasingly available through PowerBI reports provided by the Riverside Community College District Educational Services division. While the broad overview presented below is helpful, the college is working toward standard widespread access to reviewing and monitoring live data that is more closely aligned with district and statewide targets to which the college is held accountable.

**APPENDIX C.01:
STUDENT HEADCOUNT & DEMOGRAPHICS**

Figure C.01.1: Collegewide Annual Headcount



Source: Chancellor's Office Data Mart - Student Annual/Term Count; Data Retrieved: September 18, 2023

Note: Includes summer as a leading term; that is, a year is summer-fall-winter-spring

Figure C.01.02: Full-time/Part-time (Unit Load)

FT/PT	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Full-time (12+)	2,341	2,225	1,562	1,602
Part-time (<12)	9,485	8,125	7,277	7,865
Non-Credit	5	7	49	145
Total	11,831	10,357	8,888	9,612

Source: Chancellor's Office Data Mart - Part-time/Full-time (Unit Load) Report; Data Retrieved: September 18, 2023

Figure C.01.03: Enrollment Status

Enrollment Status	Fall 2019	Fall 2020	Fall 2021	Fall 2022
First-Time Student	1,680	1,119	1,051	1,666
First-Time Transfer Student	596	448	358	643
Returning Student	1,568	1,357	1,190	1,404
Continuing Student	6,684	6,261	5,206	4,547
Special Admit Student	1,303	1,172	1,083	1,352
Total	11,831	10,357	8,888	9,612

Source: Chancellor's Office Data Mart - Enrollment Status Summary Report; Data Retrieved: September 18, 2023

Definitions: Enrollment Status:

- First-time: Enrolled in college for the first time after High School
- First-time Transfer: Enrolled at College for the first time and who transferred from another institution of higher education
- Continuing: Enrolled in the previous regular session (in this case, spring)
- Returning: Enrolled after an absence of one or more primary terms (fall and spring are primary terms)
- Special Admit: Special Admit student currently enrolled in K-12

Figure C.01.04: Ethnicity Trends

Ethnicity	2019-20	2020-21	2021-22	2022-23
African American	6.7%	6.5%	6.5%	6.8%
American Indian/Alaskan Native	0.3%	0.2%	0.3%	0.2%
Asian	7.7%	8.2%	8.7%	9.0%
Filipino	2.5%	2.4%	2.5%	2.1%
Hispanic	58.0%	58.5%	58.5%	58.9%
Multi-Ethnicity	1.9%	3.1%	3.6%	4.0%
Pacific Islander	0.4%	0.4%	0.4%	0.4%
Unknown	1.9%	0.8%	1.1%	1.9%
White Non-Hispanic	20.6%	20.0%	18.4%	16.8%
Total	100%	100%	100%	100%

Source: [Chancellor's Office Data Mart - Annual/Term Student Count](#); Data Retrieved: September 18, 2023

Figure C.01.05: Onboarding and persistence (fall to spring) of Black/African American Students

Annual Year	Onboarding Black/AA	Onboarding Overall	Persistence Black/AA	Persistence Overall
2018-19	43%	46%	55%	63%
2019-20	41%	43%	55%	60%
2020-21	41%	42%	50%	58%
2021-22	42%	47%	46%	56%

Source: [Launchboard - Student Success Metrics](#); Data Retrieved: August 23, 2023

Figure C.01.06: Fall to Fall Persistence

Cohort Year	Asian	Black	Latinx	White	Other	Overall
Fall 2018-Fall 19	77.2%	53.8%	62.4%	63.6%	54.8%	63.4%
Fall 2019-Fall 20	70.8%	53.3%	53.5%	59.2%	58.9%	56.4%
Fall 2020-Fall 21	66.7%	50.0%	52.4%	57.6%	40.0%	53.9%
Fall 2021-Fall 22	71.4%	59.6%	58.8%	66.2%	60.4%	61.5%

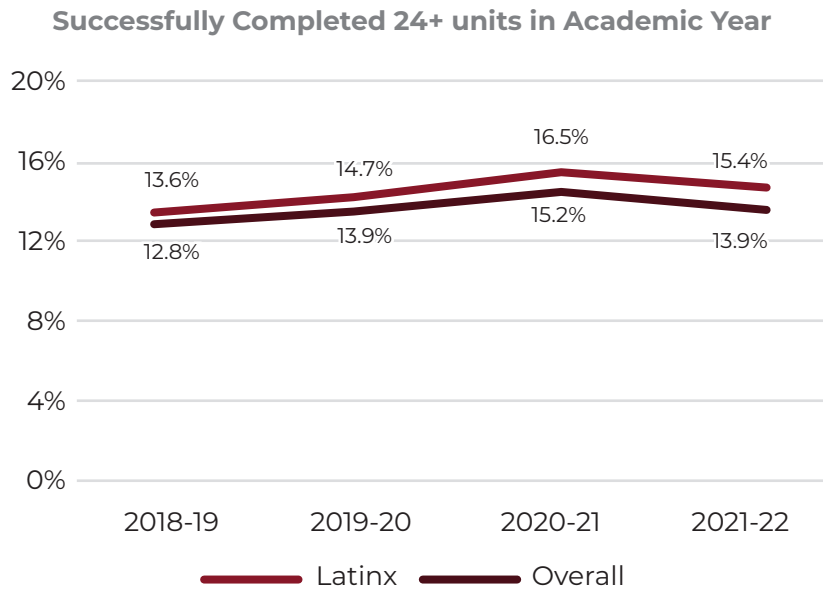
Source: Local MIS data files; Data Retrieved: August 23, 2023

Figure C.01.07: Dual Enrollment: Black/African American and Latinx Students

Term	Dual Enrollment Black/AA	CNUSD Black/AA	Dual Enrollment Latinx	CNUSD Latinx
Fall 2018	6.9%	6.6%	57.7%	51.9%
Fall 2019	4.8%	6.3%	49.9%	52.7%
Fall 2020	4.4%	6.3%	49.5%	52.9%
Fall 2021	4.5%	6.2%	45.9%	53.3%
Fall 2022	6.0%	6.2%	45.6%	54.1%

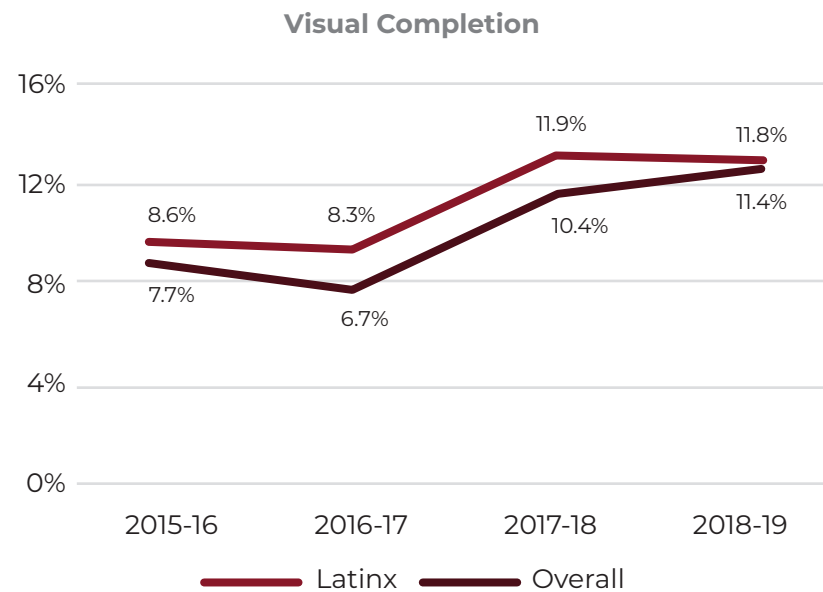
Source: Local Dual Enrollment student data and [CNUSD high school population](#); Data Retrieved: August 23, 2023

Figure C.01.08: Momentum: Latinx Students



Source: [Launchboard - Student Success Metrics](#); Data Retrieved: August 23, 2023

Figure C.01.09: Graduation: Latinx Students (Three-year cohort rate)



Source: [Launchboard - Student Success Metrics](#); Data Retrieved: August 23, 2023

APPENDIX C.02:

**FULL-TIME EQUIVALENT STUDENTS (FTES)
AND PRODUCTIVITY COLLEGEWIDE FTES**

Figure C.02.01: Annual Fulltime Equivalent Students

FTES	2019-20	2020-21	2021-22	2022-23
Credit	7,952.08	6,899.21	5,671.04	6,352.66
Non-Credit	24.85	8.24	48.03	64.22
Total	7,976.93	6,907.45	5,719.08	6,416.89

Source: [Chancellor's Office Data Mart - Fulltime Equivalent Students \(FTES\)](#); Data Retrieved: September 18, 2023

Note: The FTES from DataMart are based on simple calculation for instructional time and do not reflect different attendance accounting methods.

Figure C.02.02: Distance Education FTES

DE FTES	2019-20	2020-21	2021-22	2022-23
DE Credit	1,318.00	4,198.55	3,772.37	3,303.50
DE Non-Credit	0	4.95	19.51	39.72
Total DE	1,318.00	4,203.50	3,791.88	3,343.22

Source: [Chancellor's Office Data Mart - Distance Education \(DE\) FTES Summary Report](#); Data Retrieved: September 18, 2023

Figure C.02.03: Non-credit Enrollment

Annual Year	Non-Credit Enrollments	Disciplines
2019-20	1,025	ILA, REA
2020-21	469	ENP, ESL, ILA, PDS
2021-22	599	ACC, ESL, ILA, PDS
2022-23	1,034	ACC, ADJ, DFT, ELE, ENE, ENG, ENP, ESL, ILA, PDS

Source: Local MIS data files; Data Retrieved: August 23, 2023

APPENDIX C.03:
SUPPLEMENTAL ALLOCATION DATA

Figure C.03.01: Pell & Promise Grants Student Headcount

Headcount	2019-20	2020-21	2021-22	2022-23
California College Promise Grant	9,514	7,928	6,636	7,920
Pell Grant	2,735	2,172	1,848	2,017

Source: [Chancellor's Office Data Mart - Financial Aid Summary Report](#); Data Retrieved: November 27, 2023.

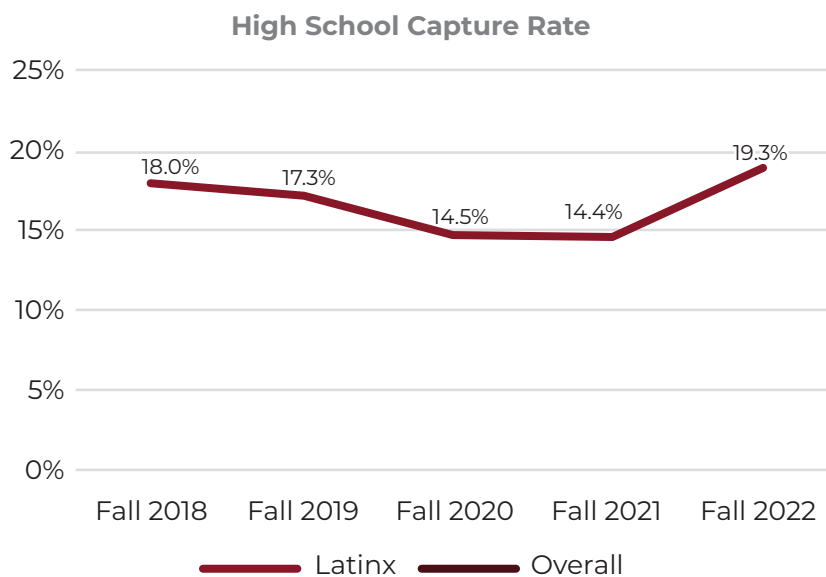
APPENDIX C.04:
STUDENT ACHIEVEMENT AND SUCCESS

Figure C.04.01: Course success rates: Face-to-Face and Distance Education

Modality	2019-20	2020-21	2021-22	2022-23
Distance Ed	75.6%	74.3%	70.0%	70.2%
Non-Distance Ed	79.1%	68.5%	74.2%	72.6%
Overall	78.4%*	72.1%	71.1%	71.2%

Source: [Chancellor's Office Data Mart - Retention/Success Rate](#); Data Retrieved: September 19, 2023. *The Spring 2020 course success rate was higher than expected due to the increase in Excused Withdraw (EW) grades.

Figure C.04.02: High School Capture Rate



Source: [Educational Master Plan](#); Data Retrieved: August 23, 2023

Figure C.04.03: Program Awards (Degrees & Certificates)

Award Count	2019-20	2020-21	2021-22	2022-23
Associate in Science for Transfer (A.S.-T)	245	292	323	274
Associate in Arts for Transfer (A.A.-T)	262	323	281	248
Associate of Science (A.S.)	325	385	435	360
Associate of Arts (A.A.)	938	1,100	1,107	1,052
Certificate: 30 to < 60 semester units	112	143	173	140
Certificate: 16 to < 30 semester units	48	38	49	40
Certificate: 8 < 16 semester units		7		1
Certificate: 6 to < 18 semester units	374	214	247	179
Other Credit Award: < 6 semester units			9	7
Noncredit award		8	4	41
Total	2,304	2,510	2,628	2,342

Source: [Chancellor's Office Data Mart - Program Awards Summary Report](#); Data Retrieved: September 19, 2023.

Strategic Enrollment Management Academy Assignment: June 2023

APPENDIX C.05:**STUDENT SURVEYS / FOCUS GROUPS / OTHER DATA SOURCES****Student Equity Plan Inquiry Research**

A representative sample of Black/African American prospective and current student voices led to a recommendation to prioritize improvements to pre-enrollment experiences. Research did not identify any systematic path to refusal-conversion, which means once Black/African American potential students are lost, they are likely lost to Norco College forever. Potential and current students also recommend providing a checklist or quick-start guide to improve enrollment navigation. Concerning persistence, the top response from students was a need to improve communications about existing services, their purpose, costs, and how to access them, with online students feeling especially left out. Related to courses, students recommended providing an online course orientation for new students on how to navigate Canvas, submit assignments and take tests without timing out, as well as clear communication around which courses are transferable.

SEM Logic Model Baseline Metrics

One of the key components in developing the SEM included establishing baseline metrics the college would achieve within 1 year, mid (greater than a year), and long-term aligned to the deliverables in our SEM Logic Model. During the June 2023 institute, the team created the logic model below with the impacts expected in the far-right column.

Figure C.05.01: Norco College SEM Logic Model

SEM Logic Model		Project Goal	
Why is your SEM project needed? What is the overall aim? Developing and implementing a PEM (Pathways and Enrollment Management Plan) focusing on the entire student journey at Norco College, developing a structure that makes enrollment management a college-wide responsibility. (Developed at the June 2, 2023, SEM conference).			
To complete our activities, we will need the following RESOURCES: <ul style="list-style-type: none"> • Training/Primer Loss Momentum Framework • Dualenroll.com • CRM (Customer Resource Management) software • Need more staff in the Research Office to support this effort • High school outreach teams • Success Teams • Engaging the entire Norco College community 	To complete our project, we will carry out the following ACTIVITIES: <ul style="list-style-type: none"> • Expansion of dual enrollment into the 9th grade • Reimagine Norco Advantage as a programmatic experience for students • Draft a Marketing and Outreach plan • Analyze college and student level data and identify gaps • Draft PEM Plan shared widely for college community buy-in and feedback • Map PEM to college and district strategic plans • Fully integrate PathMaker into multi-year schedule development 	Our activities will produce the following DELIVERABLES: <ul style="list-style-type: none"> • SEM plan with Enrollment Management calendar • Identify the structure to institutionalize Pathways and Enrollment Management 	Once completed, our deliverables will lead to the following IMPACT: <p>Within 1 year:</p> <ul style="list-style-type: none"> • Decrease equity gaps in onboarding and retention for Black/African American • Increase non-credit enrollment • Increase access to dual enrollment for Black and Latinx students • Increase high school capture rate <p>Mid:</p> <ul style="list-style-type: none"> • Increase Fall -> Fall retention <p>Long-Term:</p> <ul style="list-style-type: none"> • Decrease equity gaps in momentum and graduation rates for Hispanic/Latinx • Year-round scheduling multi-term enrollment

Following the institute, Institutional Research reviewed all data to determine baselines for each of the logic model impacts.

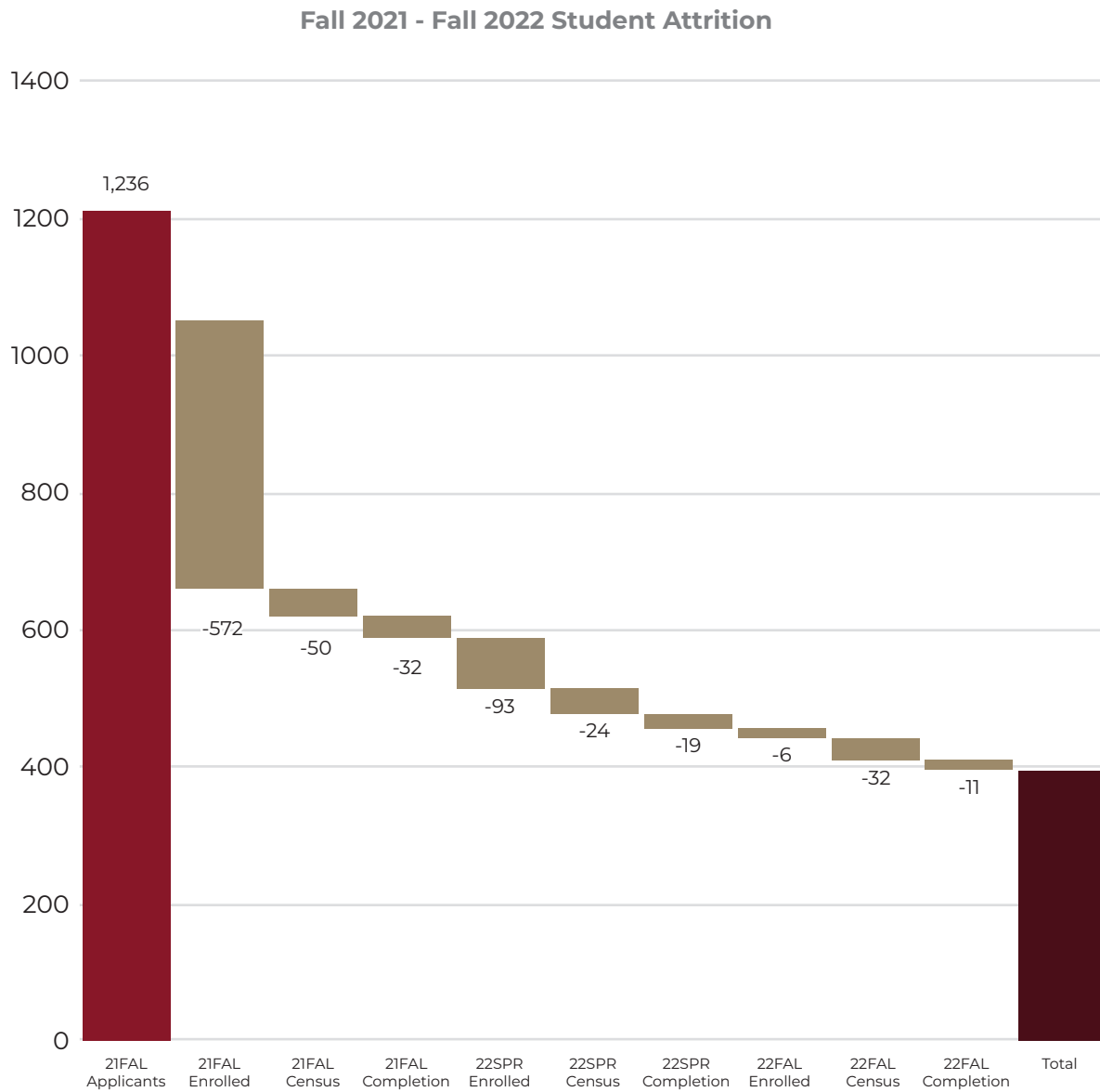
Within 1 year

1. Onboarding and Retention: Black/African American Students
 - a. Similar trends to the overall college population, but the outcome percentages are consistently lower, and largest gaps are in the most current year.
 - b. Aligns with our Student Equity Plan/Equity Inquiry Team
2. Increase non-credit enrollment
 - a. Growth in the last three years: ACC, ADJ, DFT, ELE, ENE, ENG, ENP, ESL, PDS
 - b. Aligns with EMP Objective 7.3- Non-credit plan and programs
3. Dual Enrollment: Black and Latinx Students
 - a. In most recent year, proportion of Black/AA students participating in dual enrollment was equivalent to proportion of Black/AA students within CNUUSD
 - b. The proportion of Latinx students has decreased in comparison to the proportion within CNUUSD
 - c. Aligns with EMP Objective 1.3- Expand enrollment with strategic groups
4. Increase high school capture rate
 - a. Dip in Fall 2020 and 2021, but rate rebounded in Fall 2022
 - b. Aligns with EMP Objective 1.4 (KPI 3)

Midrange

1. Fall to Fall retention
 - a. Drop in Fall 2019 and 2020, but rebound in Fall 21-Fall 22 retention (see bar graph below)
 - b. Builds on the Onboarding and Retention Goals, looking beyond the first year

Figure C.05.02: Student Attrition form Fall 2021 to Fall 2022



Source: Local Management Information Systems and CCCApply data.

Long-Term:

1. Momentum & Graduation: Hispanic/Latinx Students
 - a. Latinx students show similar trends to the overall college population for momentum and graduation, but outcome percentages are consistently lower. The graduation gap has narrowed in the most current year.
2. Year-round scheduling multi-term enrollment

APPENDIX C.06:
COMMUNITY DATA

Figure C.06.01: Educational Attainment

Educational Attainment	California	Riverside County
Population 25 years and over	26,797,070	1,572,798
Less than 9th grade	8.7%	9.0%
9th to 12th grade, no diploma	7.1%	8.0%
High school graduate (includes equivalency)	20.4%	26.9%
Some college, no degree	20.5%	24.1%
Associate’s degree	8.0%	8.4%
Bachelor’s degree	21.9%	15.1%
Graduate or professional degree	13.4%	8.4%
High school graduate or higher	84.2%	83.0%
Bachelor’s degree or higher	35.3%	23.5%

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP02)

Figure C.06.02: General Community Demographics

Gender and Age	California	Riverside County
Total population	39,455,353	2,409,331
Male	50.0%	50.1%
Female	50.0%	49.9%
Under 5 years	6.0%	6.2%
5 to 14 years	12.9%	14.5%
15 to 19 years	6.6%	7.3%
20 to 24 years	6.7%	6.7%
25 to 34 years	15.1%	13.8%
35 to 44 years	13.5%	13.1%
45 to 59 years	19.1%	18.5%
60 to 74 years	14.3%	13.8%
75 years and over	5.8%	6.0%

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP05)

Figure C.06.03: Population Ethnicity in county and state

Ethnicity	California	Riverside County
Total population	39,455,353	2,409,331
Hispanic or Latino	39.5%	50.3%
Not Hispanic or Latino	60.5%	49.7%
White alone	35.8%	33.2%
Black or African American alone	5.4%	6.1%
American Indian / Alaska Native alone	0.3%	0.4%
Asian alone	14.7%	6.6%
Native Hawaiian/Other Pacific Islander alone	0.3%	0.3%
Some other race alone	0.4%	0.3%
Two or more races	3.6%	2.9%

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP05)

Figure C.06.04: Population by Citizenship Status by county and state

U.S. Citizen Status	California	Riverside County
Foreign-born population	10,454,949	518,941
Naturalized U.S. citizen	53.5%	54.2%
Not a U.S. citizen	46.5%	45.8%

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP02)

Figure C.06.05: Population by Disability Status by county and state

Disability Status	California	Riverside County
Civilian Noninstitutionalized Population	38,946,377	2,385,433
With a disability	10.6%	11.4%
Under 18 years	8,979,207	605,697
With a disability	3.5%	4.0%
18 to 64 years	24,388,164	1,437,387
With a disability	8.1%	8.9%
65 years and over	5,579,006	342,349
With a disability	33.4%	35.3%

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP02)

Figure C.06.06: Population by Employment Status by county and state

Employment Status	California	Riverside County
Population 16 years and over	31,499,704	1,876,133
In labor force	63.9%	60.3%
Civilian labor force	63.4%	60.0%
Employed	59.3%	55.7%
Unemployed	4.1%	4.3%
Armed Forces	0.5%	0.3%
Not in labor force	36.1%	39.7%

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP03)

Figure C.06.07: Population by Poverty Status by county and state

Percentage below poverty level	California	Riverside County
All people	12.3%	12.0%
Under 18 years	16.2%	15.5%
18 to 64 years	11.2%	10.9%
65 years and over	10.5%	10.2%

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP03)

Figure C.06.08: Population by Language Spoken at Home by county and state

Language spoken at home	California	Riverside County
Population 5 years and over	37,105,018	2,258,907
English only	56.1%	58.7%
Language other than English	43.9%	41.3%
Speak English less than “very well”	17.2%	14.8%
Spanish	28.3%	34.5%
Speak English less than “very well”	10.9%	12.3%
Other Indo-European languages	4.6%	1.9%
Speak English less than “very well”	1.3%	0.5%
Asian and Pacific Islander languages	9.9%	4.3%
Speak English less than “very well”	4.6%	1.8%
Other languages	1.1%	0.7%
Speak English less than “very well”	0.4%	0.3%

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP02)

*All findings need to be interpreted with caution as the population figures are estimates. The estimates are based on a sample and are subject to sampling variability, represented as a margin of error. Please see the data source for each table to see the margin of error for each estimate.

APPENDIX C.07:
CAREER EDUCATION DATA

Figure C.07.01: Strong Workforce Program Students

Student Type	2019-20	2020-21	2021-22
All Students	6,452	5,493	5,018
Earned 9 or More Career Education in 1 year	25%	25%	27%
Earned a Degree or Certificate or Attained Apprenticeship Journey Status	326	353	382
Median Annual Earnings after Exiting	\$37,122	\$36,924	Unavail
Exiting Students Who Attained Living Wage	62%	64%	Unavail

Source: [Launchboard - Strong Workforce Program](#); Data Retrieved: September 19, 2023

Note: All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year



NORCO
COLLEGE

1st Draft | Strategic Planning and Governance Manual 2025-2030

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Part 1: Planning Overview

Planning Overview

The 2025-2030 Strategic Plan and Governance Manual (SPGM) builds upon and extends the planning efforts that began in developing the 2019-2030 Educational Master Plan (EMP). The EMP defines our vision for the institution in three core directions: Student Transformation, Regional Transformation, and College Transformation. The 2025-2030 Strategic Plan depicts the college's focus on Student Transformation (Student Access, Student Success, and Student Equity) that is supported by actionable, measurable objectives and clearly defined, formalized processes for evaluation, and institutional procedures to enhance institutional effectiveness. This plan was aligned with and informed by the State Chancellor's Office Vision 2030, Guided Pathways, Student Equity, statewide student-centered legislation, and the 2024 Accreditation Standards. Despite the changing landscape of the system and our college and district, Norco College's efforts to center our work on improving and advancing equitable student outcomes for every student at our institution remains unchanged.

The SPGM is organized into three parts: Planning Overview, 2025-2030 Strategic Plan, and the Governance Manual. The Planning Overview provides the context for planning and the internal and external considerations for our planning efforts at Norco College. The 2025-2030 Strategic Plan includes the guiding principles and reaffirmation of our Mission, Vision, and Core Commitments, as well as our 5-year strategic planning goals. Our 2030 goals include updated Key Performance Indicators and Objectives to guide operational efforts during this planning cycle and further developed institutional effectiveness procedures to facilitate continuous improvement. Part three is the Governance Manual, which articulates the structure and participants in governance and governance procedures, including but not limited to communication and decision-making. The intent is to provide a format that is easy to navigate and accessible to the reader in locating information and understanding the alignment between planning and governance.

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. It 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 assists in preparing the college for future challenges and opportunities by effectively and efficiently using limited resources to accomplish our strategic goals and objectives.
- Planning aligns our governance structures and operational units with our Mission, Vision, and Core Commitments.
- Planning builds relationships, aligns the organization, and emphasizes preparedness for change.

The Strategic Plan

1. Reaffirms the Norco College Mission, Vision, and Core Commitments to transform positively the lives of students and our community
2. Articulates the college's strategic priorities
3. Serves as a means for evaluating progress and innovation of inequitable 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 state, California Community College system, and district priorities in student access, student success, and student equity

Planning Context

The context for planning at Norco College considered the state, regional, and district impacts on our institution's operations, strategic initiatives, and planning. The college faces challenges and opportunities shaped by regional workforce demands, state policies, and shifting demographics. The college is well poised to continue to fulfill its mission to provide high-quality education and meet the needs of its diverse student population while responding to external pressures. These external factors continue to guide and inform planning at our college so the institution can be responsive and proactive in transforming the lives of our students, employees, and community through our service area's academic and economic development. Strategic planning and data-driven decision-making will be critical as the college navigates and responds 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 2 million students statewide. Priority initiatives from the CO include but are not limited to Guided Pathways; Student Equity, Diversity, Equity, Inclusion, and Accessibility (DEIA); Workforce Development; and Dual Enrollment, to name a few. These systemwide priorities are clearly articulated in Vision 2030, which builds on the Vision for Success and Guided Pathways work, 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; and AB 1111 Common Course Numbering. This legislation is undergirded by a legislated change in the funding model for CCCs via the Student-Centered Funding Formula. The new funding formula emphasizes student success metrics, such as completion, transfer, and equity outcomes.

Norco College is equally committed to student transformation. State policy changes and system-wide priorities have informed our strategic planning process, and our revised 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 and its intentional alignment to Vision 2030, Guided Pathways Loss Momentum Framework, Student Equity

Plan 2022-2025 target populations, and equitable student outcomes as defined in the Accreditation Standards 2024. This plan expands and enhances connections to our college strategic plan and governance structure in comprehensive alignment with the external future vision for the CCCC.

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 such as healthcare, logistics, manufacturing, and construction. Given the region's proximity to major transportation corridors, the logistics sector in particular is a strong and growing workforce industry. In order to continue to meet the region's economic and workforce demands, the college must be able to meet local employer demands by developing skilled graduates who can fill regional labor shortages.

District Alignment

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

Access and Enrollment Growth:

- **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:

- **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:

- **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 KPIs on CTE program growth and employment outcomes align with this goal.

Resource Optimization and Community Engagement:

- **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.

Part 2: 2025-2030 Strategic Plan

2030 Strategic Plan

The 2030 Strategic Plan for Norco College represents a roadmap designed to address the evolving needs of our students and community in support of our Educational Master Plan goals. At the heart of this plan is the College's ongoing commitment to student access, student success, and student equity as part of our mission to inspire and transform the lives of the diverse students we serve. Our strategic plan intends to foster a culture of continuous improvement so the college can remain agile, data-driven, and focused on enhancing student outcomes and institutional effectiveness. This is accomplished through promoting a culture of accountability, collaboration, and responsiveness. Our 2030 Strategic Plan reaffirms our Mission, Vision, and Core Commitments, as well as our 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.

Mission, Vision, 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.

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.
















Review of 2025 Key Performance Indicators and Objectives

The Key Performance Indicators (KPIs) for 2025 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 to make informed decisions about resource allocation, student support services, and curriculum development. This aligned with Norco's strategy of using data to guide continuous improvement and ensure that institutional goals are met. While progress has been made in several areas, the college continues to face challenges. The institution remains focused on refining strategies, leveraging data, and aligning efforts with its Educational Master Plan and broader community needs. 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 graphic below). The institution is focusing on continuous improvement in these areas.

Norco College's 2025 KPIs aligned with its institutional mission of fostering student success, equity, and workforce readiness. By tracking progress across these performance metrics, the college ensures that its strategic goals are met while addressing areas where improvement is needed, particularly in closing equity gaps and increasing degree and certificate completions. These KPIs also support broader statewide goals for community colleges, contributing to the overall vision for student success in California.

*A green arrow indicates the annual metric goal was met, and red indicates it was not met. The arrow indicates the direction of the trend.

Access	
FTES	
Headcount	
Capture Rate	
Success	
Degrees	
Certificates	
Transfer	
First-time full-time	
Workforce	
Median Earnings	
Employed in Field	
Livable Wage	

Equity	African American	Latinx	Men of Color	LGBTQ+	Foster Youth
Degrees					
Certificates					
Transfer					
Transfer Math/English Completion					

*A green arrow indicates the annual metric goal was met, and red indicates it was not met. The arrow indicates the direction of the trend. For more information regarding annual targets and outcomes achieved, please see the KPI dashboard at <https://norcolleage.edu/sd/ie/ir/index.html>.

2030 Key Performance Indicators

Norco College leadership, in collaboration with the Office of Institutional Effectiveness and IEGC leadership, evaluated the 2025 KPIs and objectives to determine which objectives would carry over to the 2030 SPGM and which would be discontinued. The 2030 objectives that either continued or were revised are measurable and focused. Many objectives were discontinued because they were either unmeasurable or accomplished in the previous Strategic Plan. The tables below include the 2030 KPIs and a crosswalk of the 2030 Objectives and KPIs in relation to the previous SPGM.

2030 EMP Goals	2030 KPIs	
1 (Access) Expand college access by increasing both headcount and FTES	1	2030 Objective 1.1: Meet or exceed district-set targets for college FTES
	2	2030 Objective 1.2: Increase annual headcount by 3% annually
	3	2030 Objective 1.3: Increase course success rate by 5% by 2030
2 (Success) Implement Guided Pathways framework	4	2030 Objective 2.1: Increase the percentage of first-time students who complete a degree or certificate in three years by 3% annually
	5	2030 Objective 2.2: Increase the percentage of first-time students who transfer to a four-year institution in three years by 3% annually
	6	2030 Objective 3.1: Eliminate equity gaps for Black/African American students
	7	2030 Objective 3.2: Eliminate equity gaps for Hispanic/Latinx students
5 (Workforce and Economic Development) Reduce working poverty and the skills gap	8	2030 Objective 5.1: Ensure alignment of academic programs with living wage careers

2030 Objectives

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 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	1.1: Go from 7,366 to 8,759 total FTES	1
	1.2 Increase annual headcount by 3% annually	2	1.2: Go from 14,624 headcount to 16,581 total headcount	2
	1.3 Increase course success rate by 5% by 2030	3	No associated 2025 objective	
			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 percentage of first-time students who complete a degree or certificate in three years by 3% annually	4	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	
	2.2 Increase the percentage of first-time students who transfer to a four-year institution in three years by 3% annually	5	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	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
Goal 3: (Equity) Close all student equity gaps	3.1 Eliminate equity gaps for Black/African American students	6	3.1: Reduce the equity gap for African American students by 40%	8
	3.2 Eliminate equity gaps for Hispanic/Latinx students	7	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 Provide opportunities for professional learning that support equitable student outcomes		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)	
			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 Ensure alignment of academic programs with living wage careers	8	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	Discontinued (completed/unmeasurable)		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	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
			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	
<p>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</p>	<p>Discontinued (completed/unmeasurable)</p>		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	
			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	
<p>Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness</p>	<p>8.1 Establish meaningful and ambitious goals in support of the college mission to ensure quality, continuous improvement, and innovation through the review and</p>		<p>8.1: Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real-time</p>	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
<p><i>and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college</i></p>	assessment of disaggregated data related to equitable student achievement			
	8.2 Engage in clear and effective governance practices that provide opportunities for meaningful participation and inclusion of relevant constituencies to inform institutional decision-making		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	
<p><i>Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture</i></p>	See 4.1		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	

2030 EMP Goals	2030 Objectives	2030 KPIs	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 Leverage facilities funding to maximize local project funding availability		10.1: Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college	
	10.2 Implementation of Sustainable Campus Components		10.2: Develop and maintain the Facilities Master Plan	
	10.3 Enhancement and design of spaces that intentionally build community in support of the college mission to improve equitable student success		10.3: Build out funded projects (amphitheater, Center for Student Success room 217, etc.)	
	10.4 Enhance transportation infrastructure		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	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
			10.13: Develop and implement plans for off-campus facilities for instructional purposes	
Goal 11: (Operations) <i>Implement professional, intuitive, and technology-enhanced systems</i>	Discontinued		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”)	
Goal 12: (Resources) <i>Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals</i>	12.1 Coordination with RCCD to establish a Budget Allocation Model (BAM) that allocates funding equitably to support the fulfillment of the college mission		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 Identify and pursue grants and private donations that support our strategic goals, college mission, and vision statement		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	

2030 Strategic Alignment

2030 Strategic Alignment & Leadership Councils

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.

ACCJC Standard	Goal/Objective	Example Task
1.5	8.2	Review, discuss, and provide recommendations on institutional processes and strategic priorities supporting the college mission to promote continued improvement, including institutional progress toward strategic goals.

Academic Council

The Academic Council (AC) coordinates, discusses and makes recommendations regarding functions, plans, and activities related to instructional programs, library, and learning support services. The AC provides leadership and retains responsibility 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 their assigned EMP objectives. The AC works collaboratively with the Academic Senate to make recommendations to the College Council and the Vice President of Academic Affairs.

ACCJC Standard	Goal/Objective	Example Task
2.2	2.1 2.2 2.3 2.4	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.

Institutional Effectiveness & Governance Council

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

ACCJC Standard	Goal/Objective	Example Task
1.4 4.3	6.2 6.3	Reviews evaluates and provides recommendations on processes and procedures of institutional effectiveness (i.e., program review, assessment, an institution-set standards, etc.) and governance structure and procedures (i.e., decision-making and participation).

Resources Council

The Resources Council (RC) coordinates, discusses, and makes recommendations regarding 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. The RC recommends to the College Council and the Vice President of Business Services.

ACCJC Standard	Goal/Objective	Example Task
3.6	7.5 12.1	Review and provide recommendations on resource allocation and budget development practices including budget allocation model for the college/district and policies to guide fiscal management related to reserves.

Student Support Council

The Student Support Council (SSC) coordinates, discusses and makes recommendations regarding 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. The SSC recommends to the College Council and the Vice President of Student Services.

ACCJC Standard	Goal/Objective	Example Task
2.8	3	Reviews evaluates and provides recommendations regarding continued improvements in effectively supporting students' unique educational journeys through comprehensive student support and engagement.

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, a recognized agency by the Council for Higher Education Accreditation and the U.S. Department of Education. In 2020, Norco College received a Reaffirmation of Accreditation for seven years and acceptable and appropriate progress in the 2024 Midterm Report. The college supports and participates in institutional accreditation through our continued commitment to improvement and is actively preparing for the 2027 Institutional Self-Evaluation Report.

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

Per ACCJC, the Commission reviews (and, if needed, revises) its Accreditation Standards every ten years, by policy. Beginning in 2021, ACCJC started its formal review and revision of the 2014 Accreditation Standards as part of its ongoing efforts to advance equitable student success and educational excellence. The Standards Review is also consistent with ACCJC’s core goal of supporting its member institutions’ ongoing learning, improvement, and innovation as they pursue their unique institutional missions, visions, and cultures. In June 2023, the Commission adopted the 2024 Accreditation Standards.

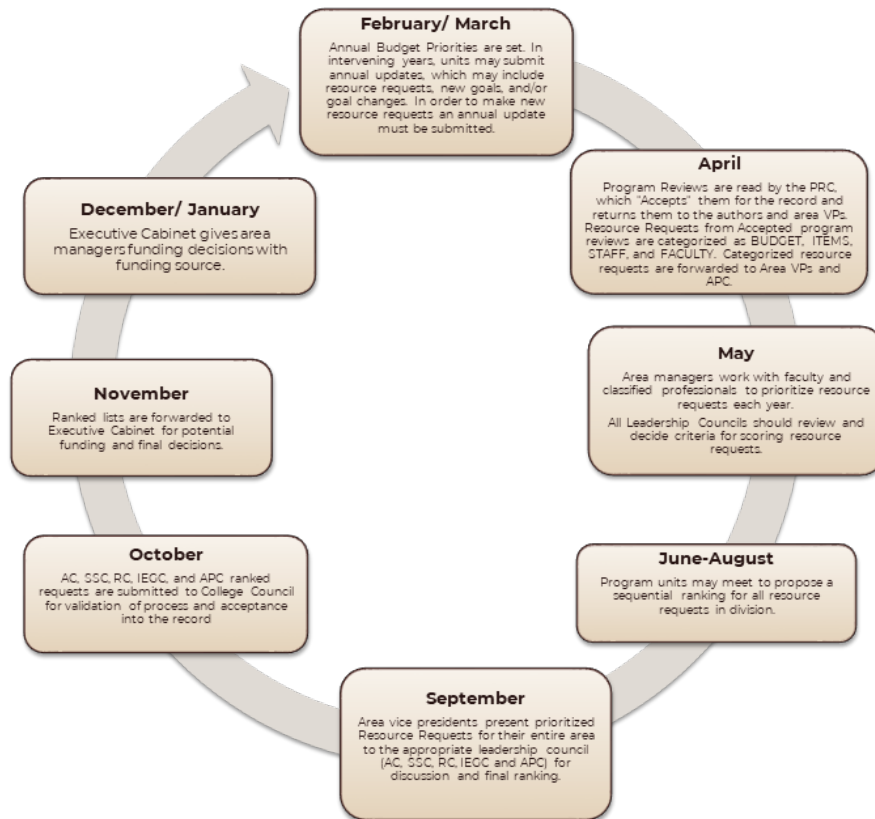
The 2024 Accreditation Standards can be found online at accjc.org via the Standards and Policies link.

Institutional Effectiveness & Governance Procedures

The College’s Leadership Councils (Academic Council, the College Council, the Institutional Effectiveness & Governance Council, the Resources Council, and the Student Support Council) have made significant strides in advancing their assigned objectives per our established procedures in institutional effectiveness. Shared challenges across all councils include role clarity, communication gaps, and the need for better alignment between strategic planning and operational execution, as evidenced by the IEGC Audit Findings and councils’ Reports of Effectiveness. The implementation of targeted solutions like improved onboarding for members, structured annual planning, and more precise communication channels are recommended to enhance overall governance and effectiveness in achieving institutional goals in support of the college mission and vision to ensure equitable student outcomes.

Program Review Process

One of the primary processes for facilitating continued improvement is the Program Review process at Norco College. It ensures continuous improvement and alignment with the college's mission, strategic goals, and the Educational Master Plan (EMP). It systematically evaluates 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. It aligns with accreditation standards and the college’s commitment to data-driven decision-making. The process begins with an overarching review of the previous program review cycle including an analysis of data disaggregated by student subpopulations and course modality, assessment of unit outcomes, and self-evaluation; and then proceeds to plan for the next program review cycle involving goal setting/action planning, and resource requests to achieve these goals. Each year programs can make annual updates to their program review involving resource requests and assessment updates. The diagram below provides an overview of the Program Review Process linked to our resource allocation process.



The following procedures articulate the processes for continued improvement and innovation at Norco College.

Mission, Vision, and Core Commitments Review Procedures

Purpose: The purpose of the Mission Statement, Vision, and Core Commitments Review procedure is to ensure that Norco College has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. Regularly reviewing the mission statement allows internal and external stakeholders to reaffirm the College’s commitment to providing equitable educational opportunities and outcomes for all students.

Standard I: Institutional Mission and Effectiveness

The institution’s mission clearly reflects its character, values, organizational structure, and unique student population. The mission outlines the institution’s explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

The institution has established a 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 student outcomes. (ER 6)

Scope: The Mission Statement, Vision, and Core Commitments Review procedure requires the participation of all internal and external stakeholders at the institution. It serves as the guiding principle for institutional planning, action, evaluation, improvement, and innovation. Moreover, the mission statement, vision, and core commitments direct resource allocation, innovation, and continuous quality improvement through the ongoing systematic planning and evaluation of programs and services.

Timeline: Every five years (beginning in the 2024-2025 academic year), IEGC will review Norco College’s Mission Statement, Vision, and Core Commitments. 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 IEGC and Vice President of Planning and Development, the college will undergo a process of reviewing and revising the college mission, vision, and core commitments every five years. This includes college-wide feedback, revision approval by the Academic Senate and College Council, and district-level approval via the District Strategic Planning Committee and the Board of Trustees.

Instructions:

1. **Review and Revise:** IEGC reviews the mission statement, vision, and core commitments and proposes initial revisions.
2. **Distribute for Feedback:** IEGC members review the revised draft and vote to proceed with the distribution for feedback.
3. **Solicit & Incorporate Feedback:** The Vice President of Planning and Development (VPPD) emails the draft to college governance groups, including the College Council, Academic Senate, CSEA, ASNC, and President’s Cabinet, to request feedback. The VPPD also emails the draft to the college through the NC-all listserv and posts it on the college website for feedback.
4. **Distribute for College Approval:** IEGC votes to forward the updated draft for approval to the Academic Senate and College Council for a first and second read. The approved draft will be sent to Executive Cabinet and the College President.
5. **District Review and Approval:** The VPPD 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 VPPD will distribute the revised approved mission statement, vision, and core commitments to the Norco College community and 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. If there is a desire to compare to other institutions in or outside the district, it should be a third-party instrument constructed for this purpose.

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

Timeline: In every 5-year cycle of an approved strategic plan, the Assessment of Institutional Climate will be completed in the Spring semesters of Year 1 and Year 4 of the planning cycle. In that way, the initial results of the climate survey will be available to inform all other institutional procedures for areas of improvement, and the Year 4 results will identify if improvements in low areas have been achieved.

Procedures: Led by the Office of Institutional Effectiveness in collaboration with the IEGC Co-Chairs and members to facilitate the selection, administration, and use of climate surveys in years 1 and 4 of the 5-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 for administration based on a review of technical specifications and input from the IEGC Chairs and/or IEGC members.
2. **Administration of the Survey:** If purchased from a third party, the survey will be administered to all members of the stakeholder group for which it is designated or in accordance with administration guidelines.
3. **Dissemination:** The results of the climate survey will be shared at an IEGC meeting in the following Fall semester of Year 2, highlighting areas for improvement. The results of the Year 4 climate survey will be shared at the Fall semester of Year 5, 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 4 will identify whether interventions identified from the Year 1 survey have made an impact. If these areas of improvement persist or if new areas emerge, they can inform the creation of the next strategic plan.

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 activities related to Governance Entity Self-Evaluation but exclude activities related to institutional effectiveness, outcomes assessment, and program review.

Timeline: In every 5-year cycle of an approved strategic plan, the self-evaluation and continuous improvement procedures are to be completed in years 2 and 4 of the 5-year planning cycle.

Procedures: Facilitated by Council/Committee Co-Chairs, with IEGC Co-Chairs' support and oversight by College Council. Council/Committee members are tasked with completing a self-evaluation, engaging in decisions related to improvement actions, obtaining feedback and approval (when needed), adjusting to feedback, documenting a finalized plan, communicating results, and training stakeholders as required. The evaluation and improvement procedures will be initiated in the Fall semester of years 2 and 4 of the 5-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 will distribute and facilitate survey completion in the Fall semester of years 2 and 4 of the 5-year strategic plan.
2. **Discuss, Decide, and Improve:** Council members in each leadership council document discussions and decisions regarding survey results, council charter alignment, and recommended improvements with actions, including compliance with institutional procedures at the last fall meeting of the term.

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 2 and 4. Adjust improvement plans in collaboration with feedback from the oversight governance body. Obtain approval if needed for significant changes to organizational structure or council/committee purpose. The College Council will present its findings and improvement plans to the Institutional Effectiveness and Governance Council (IEGC).
5. **Finalize Improvement Plan:** Prepare the Report of Effectiveness (ROE) in the Spring semester of years 2 and 4 and present and distribute the ROE to the oversight governing body as an agenda 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.

Charter Procedures

Purpose: To ensure that each 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. Charters need to be reauthorized twice in every 5-year strategic planning cycle.

Scope: Creation of new charters for authorization may take place throughout the 5-year strategic planning cycle, while reauthorizing existing charters takes place in years 2 and 4 of the 5-year strategic planning cycle.

Timeline: Each governance entity conducts an annual internal review of its charter for updates and revisions led by the Chair/Co-Chairs. In years 2 and 4 of the 5-year strategic planning cycle, each governance entity will participate in the Governance Self-Evaluation and Continuous Improvement Procedures (step 5), 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. Steps 1 and 6 provide additional instructions for the creation of new charters.

Instructions:

1. **Creation of New Charter** (*for new charters only*): Any member may propose a new council, committee, or other group that aligns with and supports the college's strategic goals. New charters will include the required charter elements (step 2) and seek approval and authorization through steps 3-6, outlined below.

2. **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.
 - 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
3. **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.
4. **Feedback and Approval:** Charter revisions and recommendations will be presented to the group’s authorizing 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
 - 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
5. **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 will cease functioning.

6. **New Charter Recognition** (*for new charters only*): 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.

Electronic Voting Procedures for Leadership Councils.

Purpose: To encourage participation, support transparency, and ensure consistency across our Leadership Councils in decision-making, electronic voting (e-voting) protocols for all Leadership Councils are being established for initiation when quorum is not achieved by 50%+1 attendance (please see Consensus and Voting for additional details). The following procedures do not apply to the Academic Senate.

Scope: These protocols allow for e-voting on agenda 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.

Timeline: Within three business days following any Leadership Council meeting where quorum is not met, an e-vote can be initiated for any agenda 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:

1. **Establish Quorum:** The Leadership Council Co-Chairs establish that voting is suspended due to a lack of quorum at the regularly established council meeting.
2. **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.
3. **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.
4. **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.
5. **E-Vote Reporting:** After an e-vote, the Co-Chairs and meeting recorder will send an E-Vote Report to the members listing each members' vote and summarizing the outcome of the vote. A passing vote necessitates a majority vote (50% +1) of voting members.

6. **Add to Meeting Minutes: The E-Vote Report will be added to the agenda and meeting minutes of the next meeting in which quorum is achieved.**

Document Control and Revision Procedures

Purpose: To ensure the Norco College community has access to and is notified of updates and changes to the Strategic Plan and Governance Manual to quality, integrity, and transparency.

Scope: The procedures involved in making updates and revisions to the Strategic Plan and Governance (SPGM) Manual and revision control procedures.

Timeline: Throughout the 5-year SPGM, any governance entity may request updates or changes to the document via the instructions provided.

Procedures: Requests to revise or update the SPGM are submitted to the IEGC co-chairs, 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 will be maintained by the IEGC Meeting Recorder.**
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 requestor will provide track changes via redlining to the section and submit final draft to IEGC co-chairs for review and approval.**
5. **Approval: The IEGC co-chairs will present the finalized revision as an Action Item to IEGC for consideration.**
6. **Revision Control: Once revision and updates are approved in IEGC, 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.**

Evaluation of the Institutional 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 5-year cycle of an approved strategic plan, the evaluation of the evaluation procedures is to be completed in the Fall semester of year 3 of the planning cycle.

Procedures: Led by IEGC Co-Chairs and facilitated by Council/Committee Co-Chairs. Council/Committee Co-Chairs are tasked with promoting the completion of the Institutional Effectiveness and Planning

Survey (IEPS) in the Fall semester of year 3 of the 5-year strategic planning cycle. Members across all councils and committees will participate in the IEPS. Following the IEPS administration in the Fall of year 3, the IEGC Co-Chairs will initiate the evaluation of the evaluation 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 Planning Cycle Timeline
 - Review of annual progress in KPI targets
 - Institutional Effectiveness and Planning Survey
 - Reports of Effectiveness
 - Review of the Mission, Vision, and Values Procedures and Compliance
 - 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
 - Resource Allocation Report
 - President’s Memorandum and Regular Update
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): Present findings and plans to the College Council for leadership councils as a first read at the April meeting of the Spring semester of year three. Adjust improvement plans in collaboration with feedback from the oversight governance body. 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 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 agendaized 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.

Part 3: Governance Manual

Governance Overview

Participatory Governance

The purpose of the Norco College participatory governance philosophy and structure is to provide 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 is accomplished by councils, committees, and other groups created to encourage collegiality and cooperation, facilitate effective and purposeful communication, and resolve issues cooperatively, mutually supportive, and Mission-focused. This structure provides an opportunity for the perspectives of constituent groups to be considered and to allow for widespread participation in the operation and strategic planning of the college.

Participatory governance at Norco College is achieved in the spirit of cooperation, collaboration, and collegiality. 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, 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 their implementation.
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.
6. Individuals not serving as representatives will be allowed to share concerns with the elected representatives of their constituent groups, anticipating that their views will be represented in governance councils, committees, and other groups.

Definitions of Groups

Norco College contains various groups that serve as part of participatory/shared governance and contribute to its operation and strategic development. The following definitions are meant to guide this manual's users and assist those seeking to establish new groups to identify what they are trying to establish more effectively. Please note that some groups may deviate from particular elements of these definitions and that these definitions are provided only as guidance. Additionally, please note that other participatory/shared governance entities within the college established by legislation, Ed 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 making 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 before meetings and produce minutes of 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, though members of other groups may serve as non-voting members. Voting members on college committees are typically identified and selected by their constituent groups.
 - c. Committees meet on a regular schedule. They publish agendas before meetings and produce minutes of 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 function is at the behest of its higher organizing body. Committees have a charter that is reviewed on a regular basis and reaffirmed by its 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 do not generally need a charter, though they can create one if desired. They generally exist until their task is complete and then disband.

Participants

The following entities represent primary participatory/shared governance bodies 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/Chancellor

- Description of group (50-100 words)
 - The description should provide a basic overview of the group, its composition, and its general position within the District and/or College structure.
- Roles of Group/Person in College Governance (100-150 words)
 - The roles should provide a basic overview of the group's functions, with more specific details than those provided in the description. The roles section should not be seen as an exhaustive list and instead, provide only a brief overview of primary responsibilities and/or roles within operational and strategic decision-making.
- Relevant Bodies (50-100 words)
 - Relevant Bodies should list those major entities that serve as representatives of the group in operational and strategic decision-making. For example, the Faculty Senate and the CTA would be two “relevant bodies” for faculty.

President

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Administration

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Faculty

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Classified Professionals

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Students

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Council and Committee Structures

The college uses common council and committee structures to establish greater clarity and facilitate broader participation. These common structures create clear expectations about how Councils and Committees will function and enable 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
- Charter Requirements

Chair/Co-Chair System

In recognition that the Councils, Committees, and other groups governed by this manual 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 and 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.

- Council and Committee chairs/co-chairs are voting members of their groups and are counted for the purposes of quorum.
- 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 chair positions are held by a particular constituency, 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.

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 contained within 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 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.

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.
- 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

List of Councils and Committees

Councils

- List all Councils in alphabetical order.

Committees

- List all Committees in alphabetical order. Consider labeling Committees as [College] or [Senate] to make distinguishing each Committee’s position easy.

Name of Council/Committee
Description (25-50 words):
Meeting Schedule:
Chair:
Membership:
Key Performance Indicators/Goals:
Equity Focus:
Edition Date:
Support Staff:

Communication & Decision-Making

Principles of Decision-Making

The following section outlines the basic decision-making procedures for use by bodies governed by this manual. While individual councils, committees, and other groups may change some decision-making procedures to fit particular circumstances, groups are generally encouraged to follow the procedures outlined below. Using uniform decision-making procedures allows for easier participation by new members and creates standard expectations about how governance groups will function.

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 decision-making method. This focus fits with the College’s guiding principles and encourages constituent groups to engage openly and honestly and prioritize compromise to settle 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 group members and seeks to identify any voices that might not yet have been heard.
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 or 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: Committee 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 and 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 to give a complete picture of the issues considered.

Voting

For those decisions where consensus is not achievable, voting should be used to make decisions. 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 details in Institutional Effectiveness 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 and 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 can still discuss the items on its agenda, and the group should still take minutes of the meeting.

Principles of Communication

A shared/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 help ensure that college members are aware of decisions, the decision-making process, and other ongoing efforts and initiatives.

The Ralph M. Brown Act (“the Brown Act”) 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, it still serves as a guide for best practices in communication with the College, the District, and the public at large. The following principles of Communication are heavily based on the requirements of the Brown Act.

Please note that groups subject to the Brown Act may have requirements above and beyond the principles listed below.

- Agendas
- Minutes
- Websites

Agendas

Councils and committees should publicly publish agendas at least three days (including weekends) before 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 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
 - All agendas should contain a 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 decide.
 - Groups are encouraged to use the principle of 1st reading/2nd 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.
 - **Actions 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 idea of notes is being removed. Instead, all councils, committees, and other groups must generate and publish minutes of their meetings.

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

- By “full record,” we mean 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.

- By “brief yet accessible,” we mean 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, the meeting time, and the meeting 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.
- 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.
 - 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 brief yet accessible summary of any discussions surrounding the decision.
 - A description of information/discussion items.
 - The description should be brief yet accessible.
 - 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.
- 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 a sample of meeting minutes and meeting minutes template.

Websites

All Councils and Committees of the College are expected to maintain websites regarding their group (all other groups should determine on their own whether a website is necessary, but 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 create a more uniform, College-wide website development and maintenance approach.

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.
- Perform a monthly review and update each term 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.

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.
- Group Membership.
 - 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, 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.

- The groups currently assigned KPI/Objective alignments.
- Archives of past agendas, minutes, and membership rolls.

Principles of Decision-Making – Consensus and Voting¹

The following section outlines the basic decision-making procedures for use by bodies governed by this manual. While individual councils, committees, and other groups may change some procedures to fit particular circumstances, groups are generally encouraged to follow the procedures outlined below. Uniform decision-making procedures allow for easier participation by new members and create standard expectations about how governance groups will function.

This section covers the following areas:

- Robert’s Rules of Order
- Brown Act
- College Meeting Calendar
- College Structure

Robert’s Rules of Order

Norco College has historically referred to Robert’s Rules of Order in the College’s operation of its Councils and Committees. However, the College has never emphasized strict adherence to Robert’s Rules. Instead, the College has used the Rules as a general framework and has supplemented that framework with general expectations of collegiality and cooperation. In recognition of this history and the College’s general desire to emphasize consensus and collegiality over strict adherence to particular rules, the manual encourages Councils, Committees, and other groups to use the basic elements of Robert’s Rules but to adjust rules to fit the goals and culture of the relevant group.

Brown Act

The Ralph M. Brown Act (Gov. Code, § 549501 et seq., hereinafter “the Brown Act,” or “the Act”) governs meetings conducted by local legislative bodies, such as boards of supervisors, city councils and school district boards. The Act represents the Legislature’s determination of how the balance should be struck between public access to meetings of multi-member public bodies on the one hand and the need for confidential candor, debate, and information gathering on the other.

[Visit the Norco College Governance Resources webpage to access the Brown Act Trainings, Roberts Rules Cheat Sheet and Citations.](#)

College Meeting Calendar

[Visit the Norco College Governance Resources webpage to access the Standing Meetings Calendar.](#)



2024 Department Re-organization

Monica L. Green, Ed.D.
President



Streamlining resources & enhancing
collaboration to create a more
cohesive learning environment.



Aligning with Our Mission

Norco College continues to prioritize our goals in student access, student success, and student equity to inform and guide college strategic planning and resource allocation. In the last three years the college has undergone several structural and organizational changes to advance this work.



The Why

The college seeks to bring the college organizational structure into greater alignment in support of our goals in equitable student achievement. Adoption of Strategic Enrollment Management (SEM) Plan brings operational alignment to our strategic goals emphasizing student support through their entire journey.



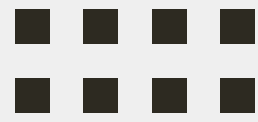
Holistic Student Support

Academic Counseling & Career Development

Career Academic Pathways Schools

CAP Hour

Continued Equity Integration & Programming



Divisional Strategic Focus

**Vice President,
Academic Affairs**

**Vice President,
Planning &
Development**

**Vice President,
Student Services**

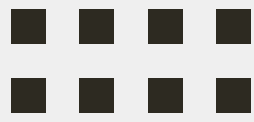
**Vice President,
Business Services**

**Academic
Programming &
Enrollment
Management**

**Equity &
Institutional
Effectiveness**

**Scaling
Comprehensive
Student Support &
Access**

**Physical & Fiscal
Resources
Management**



Department Shift

DEPARTMENT	FROM	TO
Dean, Special Funded Program	Student Services	Planning & Development
Dean, Technology & Learning Resources	Academic Affairs	Student Services



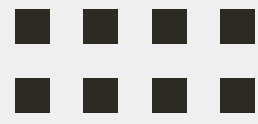
Department Shift Rationale

Library & Academic Support

- Standard of Care Model includes Counseling, Educational Advisors, and Tutors for student success.
- Enhanced collaboration enables strategic, integrated support services for all students.
- Librarians and Counseling join to support Career and Academic Pathways across divisions.
- Student Services leads scaling of the Standard of Care model.
- Writing and Reading Center stays under Dean of Instruction.

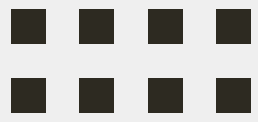
Special Funded Programs

- Reorganization consolidates programs for disproportionately impacted students into one division for collaboration and capacity building.
- Planning and Development lead equity and institutional effectiveness efforts.
- Aligning equity affinity and special funded programs enhances collaboration, access, and resource efficiency.
- Equity affinity programs share many of the same students.
- Leverage capacity for personalized services to close success gaps.



Program Shift

PROGRAM	FROM	TO
Athletics	Dean, Student Life	Dean of Instruction
MESA	Dean of Instruction	Dean of Equity, Inclusion, & Engagement
TRIO (SSS)	Dean, Equity	Dean, Special Funded Programs
TRIO (UB)	Dean, Enrollment	Dean, Special Funded Programs
Disability Resource Center	Dean, Special Funded Programs	Dean, Student Services



New Programs

College Corps

Dean of Student Life

Title V

Dean of Student Services

Timeline

October 2024

- Divisional Administrative Meetings (Completed)

November 2024

- Bargaining Units & Academic Senate Standing Meetings | **Nov 7-12**
- Management Meeting | **Nov 13**
- Academic Senate Meeting | **Nov 18** (Information Item)
- Leadership Council Meetings | **Nov 21** (Information Item)

December 2024

- College Council | **Dec 5** (Information Item)

January 2025

- Implementation | **Jan 2**

Questions?

Monica L. Green, Ed.D.
President



NORCO
COLLEGE