



**Student Support Council
Agenda for May 22, 2025**

12:50 PM-1:50 PM

In-Person Location: Industrial Technology Building (IT), Room 122
ZOOM | Meeting ID: 892 9018 3964 Passcode: 148382

Committee Members (total:15)

Natalie Aceves (co-chair), Nikki Capps, Samantha Cannon, Sonia Gonzalez, Steven Gonzalez, Vivian Harris (co-chair), Caroline Hutchings, Amy Kramer, Cheryl Kumar (ASNC), Elizabeth Lopez, Ethan Lumahan (ASNC), Jethro Midgett, Damon Nance, David Schlanger, Sheree Summers, Kaneesha Tarrant (co-chair).

Quorum: 50% + 1 of actual attendees (voting members: in-person & virtual, 3-person minimum)

Subject to Brown Act: No

1. Call to Order

2. Action Items

2.1 Approval of Agenda

2.2 Approval of Meeting Minutes from [April 24, 2025](#)

2.3  [2025-2030 Strategic Plan and Governance Manual](#)

2.4  [2025-2028 Student Equity Plan Draft](#)

2.5  [Mission, Vision, Core Commitments](#)

2.6 [Report of Effectiveness](#)

3. Discussion Items

3.1  [Annual KPI Update](#)

4. Information Items

4.1 [Priority Registration Update](#) | Dean Gonzalez

4.2 [Standard of Care Innovation and Effectiveness DRAFT plan](#) | Dr. Tarrant

5. Good of the Order

6. Adjournment



**Student Support Council
Minutes for April 24, 2025**

12:50 PM-1:50 PM

In-Person Location: Industrial Technology Building (IT), Room 122
ZOOM | Meeting ID: 892 9018 3964 Passcode: 148382

Committee Members | In-Person

Natalie Aceves (co-chair), Nikki Capps, , Sonia Gonzalez, Caroline Hutchings, Cheryl Kumar (ASNC), Elizabeth Lopez, Ethan Lumahan (ASNC), David Schlanger, Sheree Summers, Kaneesha Tarrant (co-chair)

Committee Members | via Zoom

Samantha Cannon, Vivian Harris (co-chair), Amy Kramer, Jethro Midgett

Committee Members | Not Present

Steven Gonzalez, Damon Nance

Guests: Ariel Davis

Recorder: Cecilia Ramirez

Quorum: 50% + 1 of actual attendees (voting members: in-person & virtual, 3-person minimum)

Subject to Brown Act: No

1. Call to Order

- 12:53 PM

2. Action Items

2.1 Approval of Agenda

2.1a MSC: Gonzalez, Kumar

2.1b Approved by: Consensus

2.2 Approval of Meeting Minutes from March 27, 2025

2.2a MSC: Harris, Lopez

2.2b Approved by: Consensus

2.3 First read of Review of Mission, Vision and Core Commitments

2.3a Review the task of the group, positive feedback received on the NORCO acronym.

2.3b SSC members are asked to review MVCC and provide feedback before the next council meeting

2.4 First read of the [2025-2028 Student Equity Plan Draft](#)

The last equity plan was focused on what the students were telling us, future plan To include two focal points Student education plan and alignment with Vision 2030. Key performance indicators discussed in a cleaner metrics, enrollment, transfer level math/English completion, degree/certificate attainment and transfer rates amongst the Hispanic/Latinx and Black/African American students. Recommendation to provide more information on Perkins

2.5 First read of the [2025-2030 Strategic Plan and Governance Manual](#)

Feedback obtained for Spring 2025, grammatical corrections, clarity, DE and course planning. Updated progress chart. Working on creating a more fluid approach for future revisions. Action item in the near future.

3. Discussion Items

3.1 [Fraud Policy Draft](#) | Dean Gonzalez

Dean, Enrollment Services reviewed the working document on how to address the increase of fraud through the state in community colleges. LightLeapAI was recently contracted to assist the district with addressing the influx of bots/fraudulent activity. The document outlines the proposed AP for the Admissions offices throughout the district. The district is losing funding and Dean Gonzalez effort is to protect Admissions by creating this policy. Following Title V policy to drop.

Recommendation to present this to Academic Senate to add this policy to the syllabus shell.

3.2 [Strategic Space Planning for a Growing Campus](#)

This is to address 2025-2026 changes in employees' services and with no new building. Minimal disturbance to our students. OC-102 will be used as a swing space for telework. Also discussed the monetary implication of all these offices. Everyone is welcome to attend, and Open Dialogue sessions sent out by Dr. Green's office to provide feedback on these space relocations.

3.3 [Survey of Effectiveness](#)

3.3.a. 6 participants submitted the SOE

Recommendation to schedule some time during the SSC meeting to get the collective group to respond.

4. Information Items

4.1 [College Corps – Recruiting for Cohort 4](#) | Dr. Ariel Davis

4.1a Dr. Davis focused her presentation on slide 5, which outlines the criteria for students who are interested in applying for Cohort 4. For students receiving accommodations, full-time status may vary. Low/moderate income is determined if the student is eligible for PELL.

4.2 Priority Registration Workgroup Update | Sonia Gonzalez

4.2a Item tabled due to time constraints

4.3 Standard of Care Update | Dr. Kaneesha Tarrant

4.3a Item tabled due to time constraints

4.4 Open House | Natalie Aceves

4.4a Item tabled due to time constraints

5. Good of the Order

6. Adjournment

- Time Extended to 1:55 PM: Motion: Harris Second: Kramer
- 1:56 PM

Next Meeting: 5/22



2025-2030 Strategic Plan and Governance Manual

Spring 2025 Feedback Overview

1. Grammar including labels and captions for tables and charts
2. Clarity and consistency in language
3. Reorganization of the governance manual
4. Updated metrics
 - a. Distance Education
 - b. Career Pathways alignment to Student Services
5. Missing executive summary in Part 4
6. Clarity in instructions for procedures in alignment with new ACCJC standards
7. Add course modality and DE in planning context
8. Constituency language still missing ... received Senate and ASNC
9. Updated progress chart with KPI language added back in
10. Elimination of redundancies

Spring 2025 Timeline

- ASNC Presentation 03/28/25
- Mission, Vision, Core Commitment (MVCC) Survey 04/01/25 - 04/18/25
- College Council 1st Read 04/10/25
- Leadership Council 1st Read with MVCC 04/24/25
- Academic Senate 1st Read with MVCC 05/05/25
- College Council MVCC 05/08/25
- Academic Senate Vote 05/12/25
- Leadership Council Vote 05/22/25
- College Council Electronic Vote with Senate/Council Recommendations (05/23/25-05/30/25)

2025-2028 Student Equity Plan

Leveraging Student Voice to Address Systemic
Equity Barriers

Student Equity Plan Overview & Components

The 2025-2028 Student Equity Plan template requires colleges to deploy the following strategies to close equity gaps:

1. Leverage student voice to advance institutional equity goals
2. Include strategies that are race-conscious
3. Develop an evaluation plan supporting continuous improvement

The SEP Template includes the following required components:

- 2022-2025 Plan Reflection
- Executive Summary
- Disproportionate Impacted Students by Metric
- Intensive Focus
- Student Education Plans
- Vision 2030 Equity Alignment & Coordination
- Due November 30, 2025

Student Equity & Achievement (SEA) Metrics



Successful Enrollment

Percentage of first-time in college students who applied and enrolled in the same year*

...



Transfer Math & English

Percentage of first-time in college students who completed transfer-level math and English in first year*

...



Persisted from Term to Term

Percentage of first-time in college students who enrolled in the subsequent semester*

...



Vision Goal Completion

Percentage of first-time in college students who completed a degree or certificate in three years*

...



Transferred to a 4-Year

Percentage of first-time in college students who transferred to a four-year institution in three years**

...

**first-time in college students who were credit enrolled and not special admit*

***first-time in college students who were credit enrolled and not special admit who earned 12+ units any time in three years and exited CCC*

Student Equity Plan: KPI Progress

Educational Master Plan Key Performance Indicators						
Metric	Student Group	2020-21 Gap	2021-22 Gap	2022-23 Gap	2023-24 Gap	Trend
Transfer Level English and Math Completion Reduce The Equity Gap in Transfer English and Math Completion by 40%	Black/AA	3.5%	1.4%	2.1%	1.7%	Reduced Gap
	Hispanic/Latinx	0.3%	16.1%	6.1%	0.0%	Gap Eliminated
Degree Attainment Reduce The Equity Gap in Degree Attainment by 40%	Black/AA	0.3%	0.6%	3.5%	2.1%	Gap Increased
	Hispanic/Latinx	0.0%	0.0%	2.8%	5.6%	Gap Increased
Certificate Attainment Reduce The Equity Gap in Certificate Attainment by 40%	Black/AA	2.6%	2.1%	5.7%	0.0%	Gap Eliminated
	Hispanic/Latinx	0.0%	2.2%	0.0%	2.9%	Gap Increased
Transfer Reduce The Equity Gap in Transfer by 40%	Black/AA	0.0%	3.0%	1.5%	3.0%	Gap Increased
	Hispanic/Latinx	8.7%	6.6%	11.7%	8.3%	Little Change

DI Populations by SEA Metrics

Primary Subgroup: Race/Ethnicity

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

*Limited years available due to new data element
 Bold & Underline = DI in the most recent year
 Highlighted = group with most years of DI

DI Populations by SEA Metrics

Primary Subgroup: Special Population

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

*Limited years available due to new data element
 Bold & Underline = DI in the most recent year
 Highlighted = group with most years of DI

SEP DI Intensive Focus

- ▶ Primary groups showing disproportionate impact the greatest number of years

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



No longer the most DI group longitudinally

2022-2025 SEP Inquiry Findings

Student identified the following root causes of equity gaps in the qualitative research inquiry study:



Access to Resources and Support Services



Financial Barriers



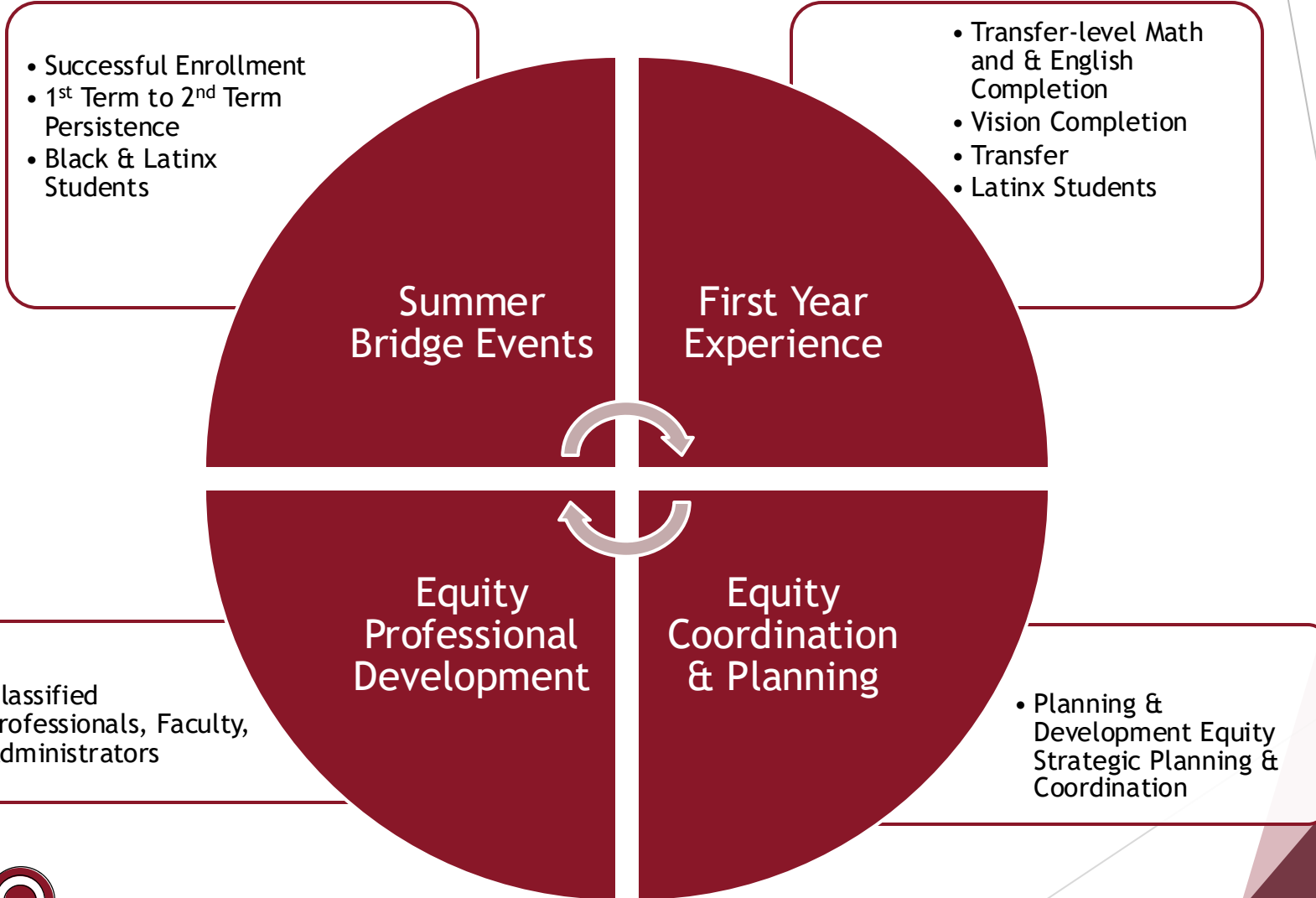
Cultural Barriers and Sense of Belonging



COMMUNICATION & EMPATHY



2025-2028 SEP Action Plan



Timeline

First Readings:

- Thursday, April 24, 2025 – All Leadership Councils
- Monday, May 5, 2025 – Academic Senate
- Thursday, May 8, 2025 – College Council

All-Governance Votes:

- Monday, May 12, 2025 – Academic Senate
- Thursday, May 22, 2025 – All Leadership Councils
- Thursday, September 4, 2025 – College Council

District-Level Approval:

- Friday, September 19, 2025 – District Strategic Planning Council
- Monday, October 13, 2025 – Chancellor’s Cabinet
- Monday, November 3, 2025 – Board of Trustees

November 30, 2025 – Submission

MISSION, VISION, AND CORE COMMITMENTS REVIEW



NORCO
COLLEGE

Office of Planning & Development

MVCC Survey Questions

Visionary:

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

Reflective Question:

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



MVCC Survey Participants

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

Participants

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

86 Unduplicated Participants

Distribution Details:

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



Thematic Analysis

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

1 Identified recurring sentiments or themes

Noted points of emphasis

2

3 Pinpointed notable divergences



MVCC Framework

Future College Fieldbook by Daniel Seymour

Vision reflects structural tension,
emotional contagion, and
differentiation

Mission is purpose-centered,
emotionally connected, and
usable

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



Norco College MVCC Survey Feedback

Drafted each statement using the following criteria:



Centered on
students and
action



Common
Language



Inclusive



Concise



Memorable



ACCJC Standard 1.1

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

Review Criteria:

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



Draft *Mission Statement*

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



Draft Vision Statement

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



Draft Core Commitments

N-O-R-C-O

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



Next Steps

Spring 2025 Timeline

First Readings:

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

All-Governance Votes:

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

Electronic Vote:

- May 23 – May 30, 2025 – College Council

District-Level Approval:

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





Report of Effectiveness Choose an item.

Governance Entity:

Student Support Council

Charge:

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

Sponsoring Council/Senate:

College Council

Co-chairs:

Natalie Aceves, Vivian Harris, Kaneesha Tarrant

Members:

Natalie Aceves, Nikki Capps, Samantha Cannon, Sonia Gonzalez, Steven Gonzalez, Vivian Harris, Caroline Hutchings, Amy Kramer, Cheryl Kumar, Elizabeth Lopez, Ethan Lumahan, Jethro Midgett, Damon Nance, David Schlanger, Sheree Summers, Kaneesha Tarrant

Evaluation of the Survey of Effectiveness:

Based on the results from the Survey of Effectiveness, the committee members note that the council is meeting the charge and objectives. Most survey results were in the agree to strongly agree category. This committee functions effectively and members noted that the work is meaningful and aligns with the strategic goals and objectives of the college. Members seem to enjoy contributing to this committee and are satisfied with its overall performance.

Active involvement by all committee members and communication to constituent groups was noted as disagree (1).

EMP Goal Alignment and Objective Alignment:

Objective 1.2 - Go from 14,624 headcount to 16,581 total headcount

Objective 1.3 - Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

Objective 1.4 - Increase capture rates from feeder high schools by 4% annually

Objective 2.4 - Increase number of transfers 15% annually

Objective 2.5 - Increase the number of first-time, full-time enrolled students from 508 to 900

Objective 2.6 - Increase percent of students who receive financial aid from 73% to 81%

Objective 3.1 - Reduce the equity gap for African American students by 40%

Objective 3.2 - Reduce the equity gap for Latinx students by 40%.

Objective 3.3 - Reduce the equity gap for Men of Color by 40%.

Objective 3.4 - Reduce the equity gap for LGBTQ+ students by 40%.

Objective 3.5 - Reduce the equity gap for Foster Youth students by 40%.

Objective 5.1 - Increase the median annual earnings of all students

Objective 5.2 - Increase percent of CTE students employed in their field of study by 3% annually

Objective 5.3 - Increase percent of all students who attain a livable wage by 5% annually

Objective 6.3 - Expand partnerships with regional veterans' services and support organizations

Objective 6.6 - Develop regional outreach and recruitment systems

Objective 7.4 - Develop and implement plan for expanded athletics offerings

Objective 7.6 - Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.

Objective 11.1 - Design intuitive and simple student onboarding system

Objective 11.2 – Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle (“from recruitment to alumni”)

Assessment of Scope and Deliverables:

In the 2024-25 Academic Year, the Student Support Council accomplished the following:

- Student Services Resource Request Prioritization Process
- Reviewed and affirmed existing charters for all entities that report to Student Support Council
- Presentations
 - Basic Needs
 - College Corps
 - Student Parents
 - Tutorial Support
- Established E-voting protocols
- Engaged in the SEM plan for the college
- Provided input into college governance processes including
 - 2025-2030 SPGM: Strategic Planning and Governance Manual
 - 2025-2030 Student Equity Plan Draft
 - College Reorganization
 - Fraud Mitigation and Policy
 - Mission, Vision and Core Commitments
 - Priority Registration Workgroup

- Standard of Care Partnership Resource Team
 - Strategic Space Planning for a Growing Campus
- Shared pertinent information for dissemination
 - Black Student Success Week
 - Open House
 - Student Debt
- Established quorum for every meeting

AP 3055[A] REGISTRATION PRIORITIES

References:

Title 5 Sections 51006, 58106, and 58108
Education Code 66025.8

Students eligible for and receiving priority or early registration will be allowed to enroll in a maximum of thirteen (13) units for spring and fall terms, and seven (7) units for winter and summer terms (unless otherwise stated) during the priority/early registration period.

Priority Registration

Students in these groups will be coded in the system and allowed priority registration throughout the District:

- a. Group I – Students required by Title 5 and the Education Code to be given priority registration.
- b. Group II – Students who must be enrolled in a minimum of twelve (12) units in the spring and fall terms in order to remain in an established RCCD program, and where specific time restrictions are imposed by the program. Students in a grant-funded program where early registration is an eligibility requirement from the grantor.

Early Registration

Campus Registration Committees will be established and charged with determining eligibility criteria for other groups seeking early registration. Groups granted early registration by a campus committee are eligible for early registration for courses offered through that campus only, or one of its designated sites.

Order of Registration

Students shall be allowed to register in the following order:

- a. Students eligible for priority registration under Group I;
- b. Students eligible for priority registration under Group II;
- c. Students eligible for early registration as approved by the Campus Registration Committees;
- d. Continuing Students with 24-100 completed units, excluding basic skills, and not on dismissal;

- e. Continuing Middle/Early College High School students with 24-100 completed units, excluding basic skills, and not on dismissal;
- f. Returning students with 24-100 completed* units, excluding basic skills, not on dismissal, and must apply by set deadline;
- g. Returning Middle/Early College High School students with 24-100 completed* units, excluding basic skills, not on dismissal and must apply by set deadline;
- h. New, first-time college students, early matriculants;
- i. Continuing students with less than 24 completed* units and not on dismissal;
- j. Continuing Middle/Early College High School students with less than 24 completed* units and not on dismissal;
- k. Returning students with less than 24 completed* units, not on dismissal and must apply by set deadline;
- l. New first-time college students and new transfer students who applied after set deadline;
- m. First time Middle/Early College High School students;
- n. Other returning students;
- o. Continuing students who have completed* more than 100 units;
- p. All students on dismissal who have completed dismissal requirements.

DEFINITIONS:

- Continuing Students: Enrolled in a course as of census (e.g. active past the last day to drop without a “W”) in any term or active/attends 1st day of positive attendance class (same definition for continuing concurrently enrolled high school student)
- Returning Students:
 - Missed one or more of primary terms
 - Units completed are considered for order of registration
 - Numbers of terms missed for order of registration
 - *Completed units is defined as completed with Grade A, B, C, D, PASS or CR
- New Students/Early Matriculants – Have completed assessment, orientation, and counseling (AOC) prior to set deadline for term (new concurrently enrolled high school student who completes packet prior to set deadline)
- Primary Terms: Fall and Spring
- Sessions/Intersessions: Winter and Summer

- Basic Skills: Those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work.

Office of Primary Responsibility: Vice Chancellor, Educational Services & Strategic Planning
Vice President, Academic Affairs
Vice President, Student Services

Administrative Approval: February 2, 2009

Revised: May 14, 2012

Revised: August 2015 (job titles only)

Formerly: 5056