



**Student Support Council
Agenda for September 25, 2025**

12:50 PM-1:50 PM

In-Person Location: Industrial Technology Building (IT), Room 218

ZOOM | Meeting ID: 820 9626 2995 Passcode: 757928

Committee Members (total:15)

Natalie Aceves (co-chair), Nikki Capps, Sonia Gonzalez, Steven Gonzalez, Vivian Harris (co-chair), Caroline Hutchings, Kiandra Jimenez, Amy Kramer, Elizabeth Lopez, Megan McDonald, Jethro Midgett, Damon Nance, Melissa Olivieri, David Schlanger, Kaneesha Tarrant (co-chair), Ashley Yoon (ASNC)

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

Subject to Brown Act: No

1. Call to Order – Facilitator V. Harris

2. Action Items

2.1 Approval of Agenda

2.2 Approval of Meeting Minutes from [May 22, 2025](#)

2.3 [Naming of the Basic Needs and Wellness Center](#) – First Read (Thomas)

2.4 Fall 2025 SSC Schedule: November 27, 2025, date change to November 20, 2025 (Thanksgiving Holiday)

3. Discussion Items – 15 minutes per item

3.1 [PACES](#) (L. Garcia/D. Schlanger)

3.2 Title V - [Échale Ganas Grant Update](#) (Becerra/Schlanger)

3.3 [Standard of Care Update](#) (Tarrant)

3.4 [RCCD Strategic Plan 2025-2030](#)

4. Information Items

4.1 Resource Request Prioritization

5. Good of the Order

6. Adjournment

Meeting Schedule

Fall 2025: 10/23/25 and 11/20/25*

Spring 2026: 02/26/2026, 03/26/2026, 04/23/2026 and 05/28/2026



**Student Support Council
Minutes 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 | In-Person

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

Committee Members | via Zoom

Samantha Cannon, Steven Gonzalez, Amy Kramer

Committee Members | Not Present

Jethro Midgett

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

- MSC: Capps/Kumar
- Approved by: Consensus

2.2 Approval of Meeting Minutes from April 24, 2025


- MSC: Aceves/Tarrant
- Approved by: Consensus, no updates or edits

2.3  2025-2030 Strategic Plan and Governance Manual

- MSC: Nance/Aceves
- Approved by: Consensus

2.4  2025-2028 Student Equity Plan Draft

- MSC: Kumar/Aceves
- Approved by: Consensus

2.5  Mission, Vision, Core Commitments

- MSC: Lopez/Capps
- Approved by: Consensus

2.6 Report of Effectiveness

- MSC: Capps/Kumar
- Approved by: Consensus

- Feedback will be presented in Fall 2025 to College Council

Discussion Items

3.1 Annual KPI Update

- Dr. Tarrant lead the discussion. The college exceeded its targets for full-time student equivalents (FTES) and headcount, marking the first time these KPIs were met. The strategic enrollment management plan, implemented in January 2024, aims to systematically address enrollment goals through a holistic approach. Challenges were noted in capturing data from local high schools and meeting targets for degrees and certificates, which could trigger a response from the college's accreditation body if unaddressed. The college plans to reevaluate its institutional set standards for transfers and enhance support services to address persistent below-target numbers. Dean Schlanger will confirm if this data is coming from the National Student Clearinghouse.
- The council also reviewed equity gaps across various student populations, including Men of Color, Latinx students, and LGBTQ+ students. Key findings showed that while some metrics were met or improved, such as certificate attainment and transfer English/math completion, other areas like degree attainment and transfer gaps remained concerning or increased. Action plans included reorganizing college-wide equity programs, supporting existing services for foster youth, and implementing new initiatives like an LGBTQ+ learning community and peer mentorship program. The discussion also highlighted challenges in data collection for LGBTQ+ students and the need for better dissemination of equity gap information across the institution
- The group also discussed improving student transfer rates and degree completion, noting that the national average for graduation is 6 years, and a recommendation is being made to considered awarding General Education Certificates to students, which could help motivate them to complete their degrees. They also addressed the issue of students not receiving graduation tassels for certificates, which led to a discussion about recognizing all accomplishments equally. The transfer center's services were highlighted as successful, with students benefiting from tours and outreach efforts, though there are still challenges in accessing some transfer data.
- Information was also shared with the Council on Summer Kick-Off targeting HS students to encourage FT enrollment and to educate them on the importance of being FT with the focus on career preparation. Tentatively, 2 sessions planned, mid-June and mid-August.

Information Items

4.1 Priority Registration Update | Dean Gonzalez

- A priority registration update-Dean Sonia Gonzalez announced that Promise students enrolled in at least 12 units would now be included in Group 2 for priority registration

4.2 Standard of Care Innovation and Effectiveness DRAFT plan | Dr. Tarrant

- Dr. Tarrant presented a draft plan for the district-wide Standard of Care initiative, which includes a \$2 million commitment for staffing increases in advising and tutorial support. The plan focuses on four areas: standard of care,

communication, engagement, technology, and data. The team is finalizing the plan for review by the Partnership Resource Team, with the goal of operationalizing it soon.

5. Good of the Order

6. Adjournment: 1:49 PM



Basic Needs and Wellness

NC STABLE

S

Service

T

Transportation

A

Accessibility

B

Basic Needs

L

Living Assistance

E

Educational Technology



Title V Programs

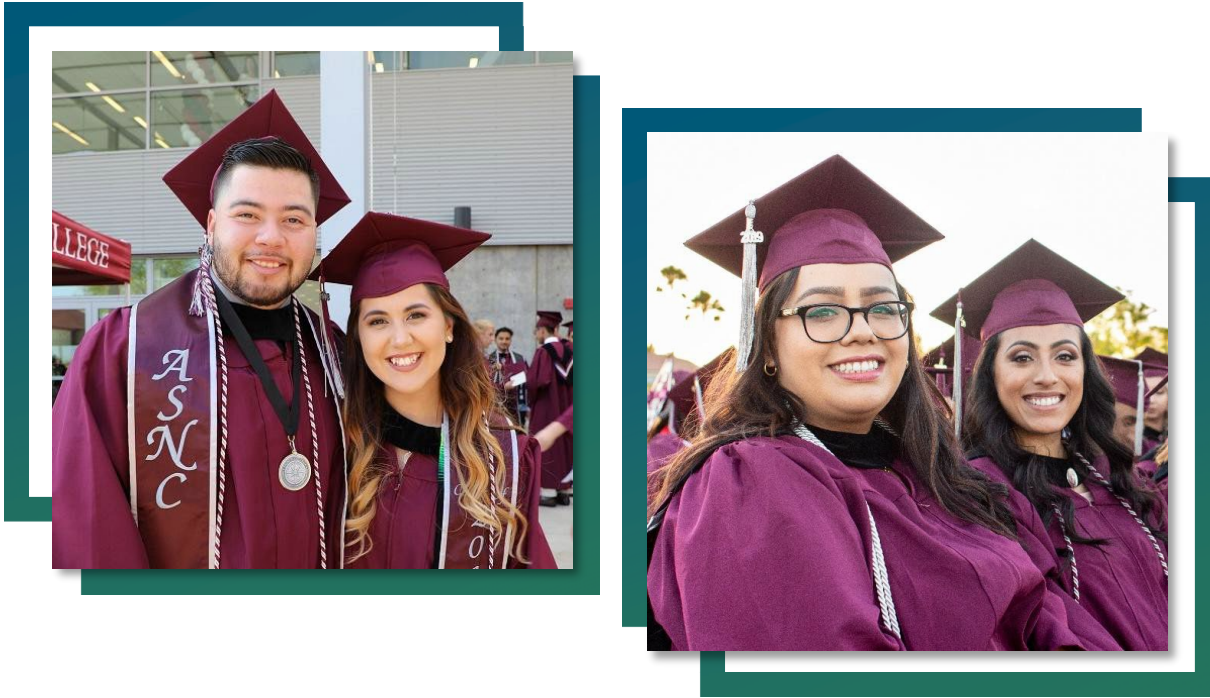
Developing Hispanic-Serving Institutions

NORCO
COLLEGE

David Schlanger, Dean of Student Services
Lilia Garcia, Interim Program Manager, Title V Grant
Rosio Becerra, Interim Director, Academic Advising and Student Success

What is a Federal Title V DHSI Program?

U.S. Department of Education Title V, Part A



PROGRAM DESCRIPTION:

The Developing Hispanic-Serving Institutions (DHSI) Program provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

Title V “PACES” Grant: 2019 – 2024

Pathways to Access, Completion, Equity, and Success

ACADEMIC PATHWAYS

Meta-majors
Degree, Transfer, & Career Maps
Predictable Course Scheduling
Website Development

FINANCIAL LITERACY

New Student Financial Education
Financial Peer Coaching
Online Financial Tools
Social Media Campaign

PROFESSIONAL DEVELOPMENT

Equity-based Pedagogy Training
Guided Pathways Seminars
Financial Support Trainings

STUDENT SUCCESS TEAMS

Case Management
Financial Education
Ed Advisor & Success Coach

ENHANCED ONBOARDING

Orientation in English & Spanish
Career Planning for All Students
Reduced Timeline for AOC

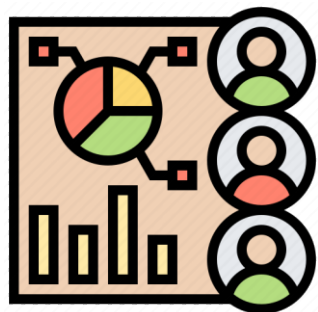
EQUITY ANALYSIS

Evaluate Equity in Services
Expand Recruitment Methods
Improve Retention Strategies

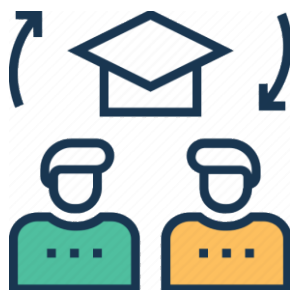
BUT DID IT WORK?

Results: Documented Outcomes

When compared to local colleges without these Title V “PACES” Grant activities, Norco College students experienced



**Increased
Capture Rates**



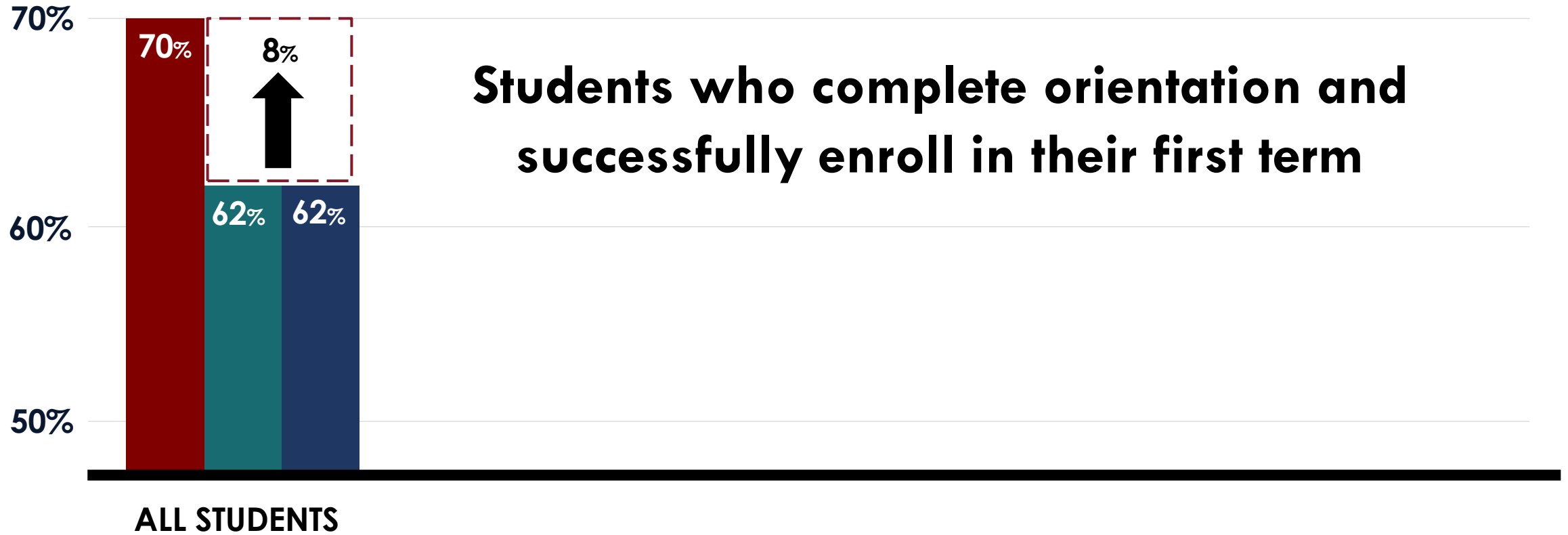
**Increased
Persistence Rates**



**More Units
Completed in Year 1**

*Research provided by the Claremont Evaluation Center

Increased Capture Rates



Students who complete orientation and successfully enroll in their first term

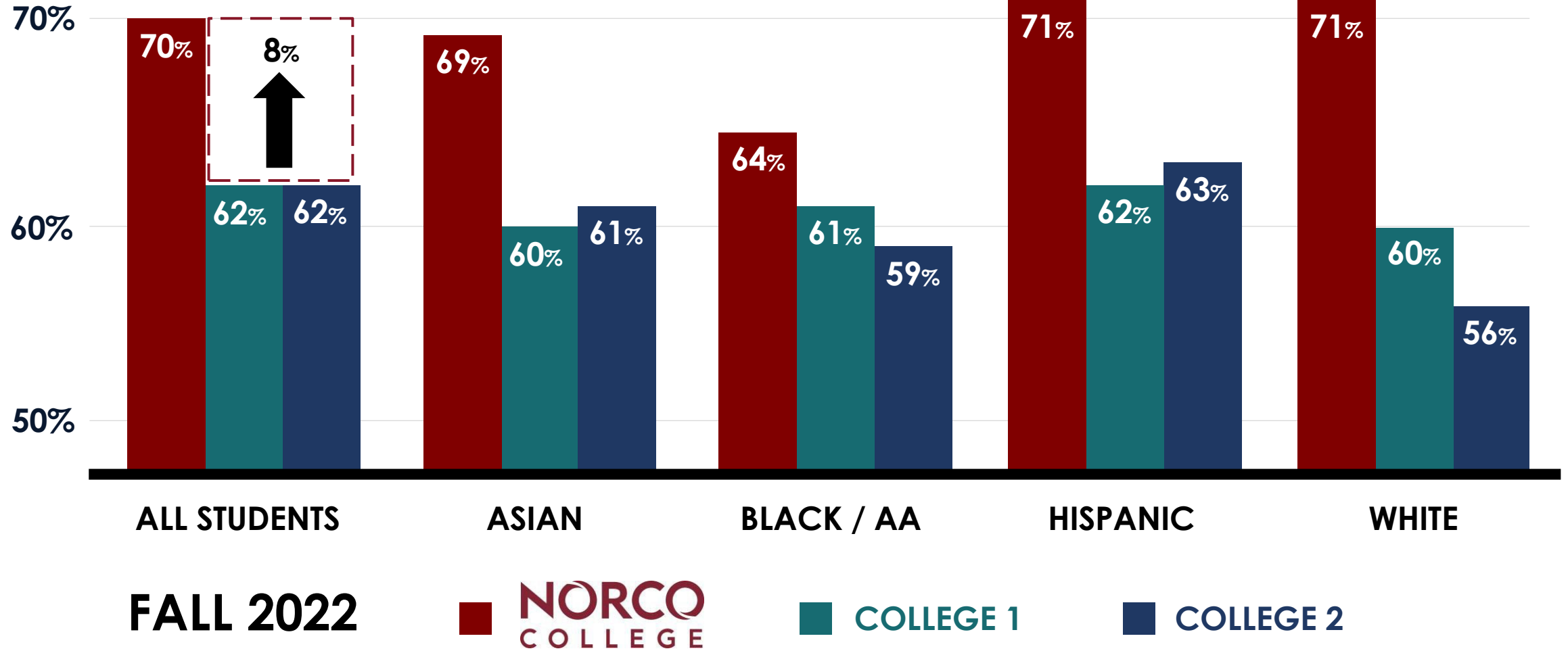
FALL 2022

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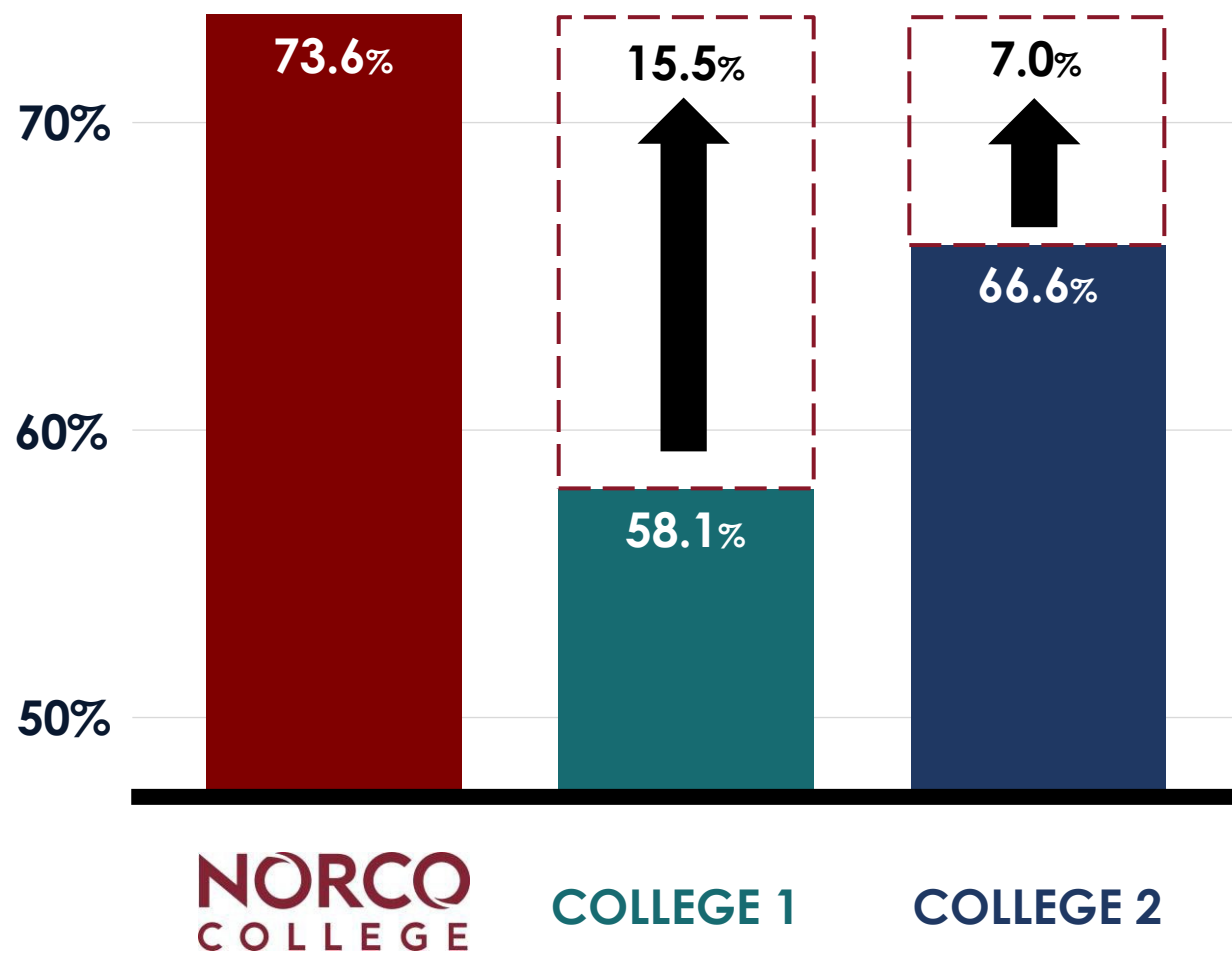
COLLEGE 1

COLLEGE 2

Increased Capture Rates



Increased Fall to Spring Persistence



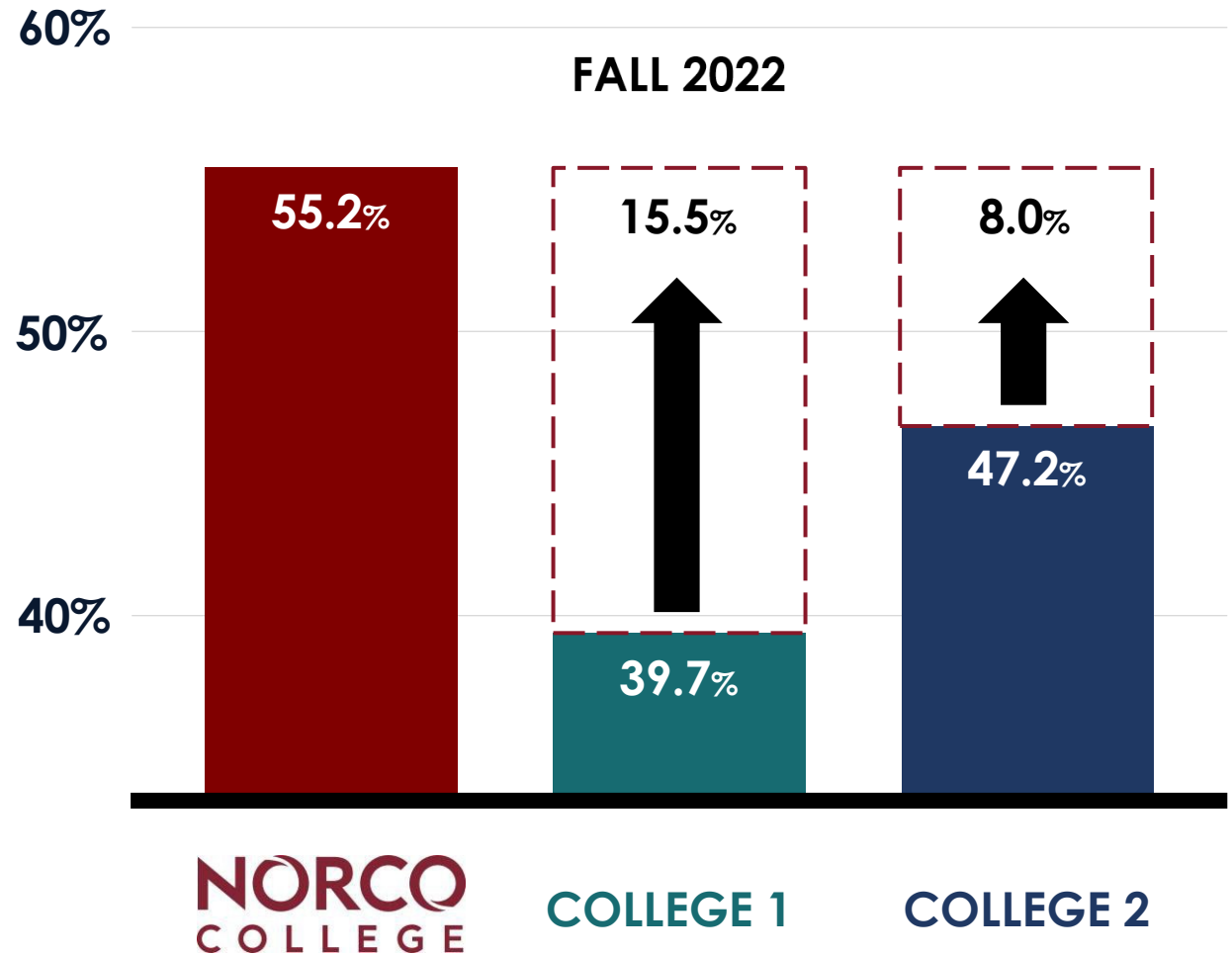
* Fall 2022 to Spring 2023

More Avg. Units Completed in Year 1

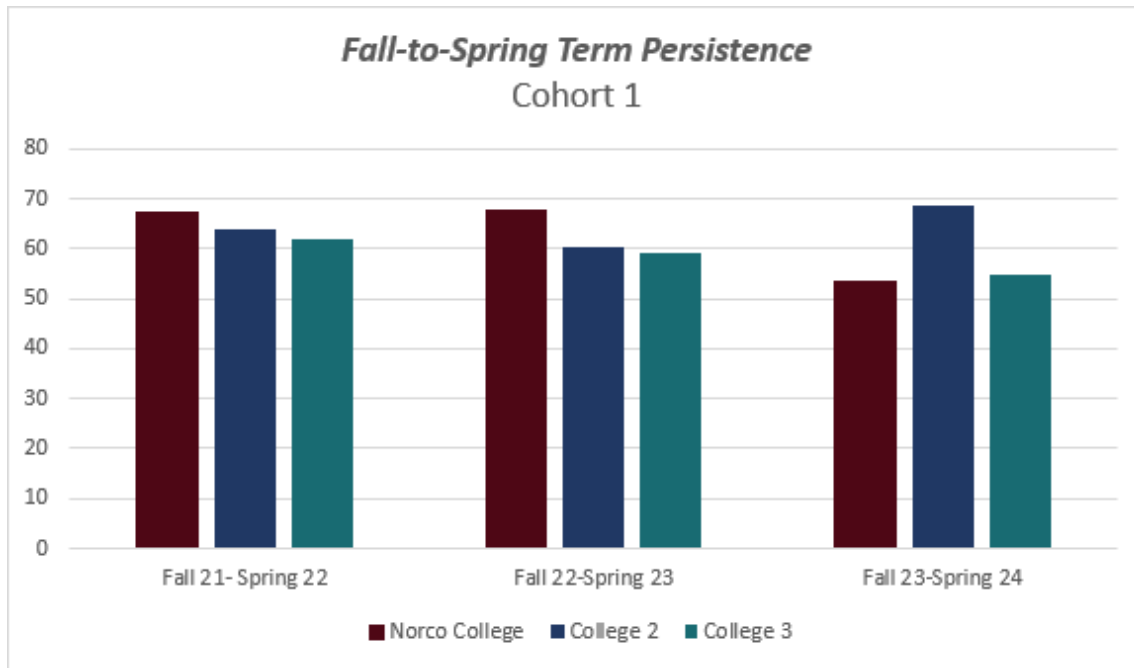
MORE UNITS = EARLIER COMPLETION

Compared to similar colleges without Holistic Student Supports, Norco College students completed a higher average percentage of units in Term 1 (8–15.5% more) and Term 2 (6.6–7.2% more)

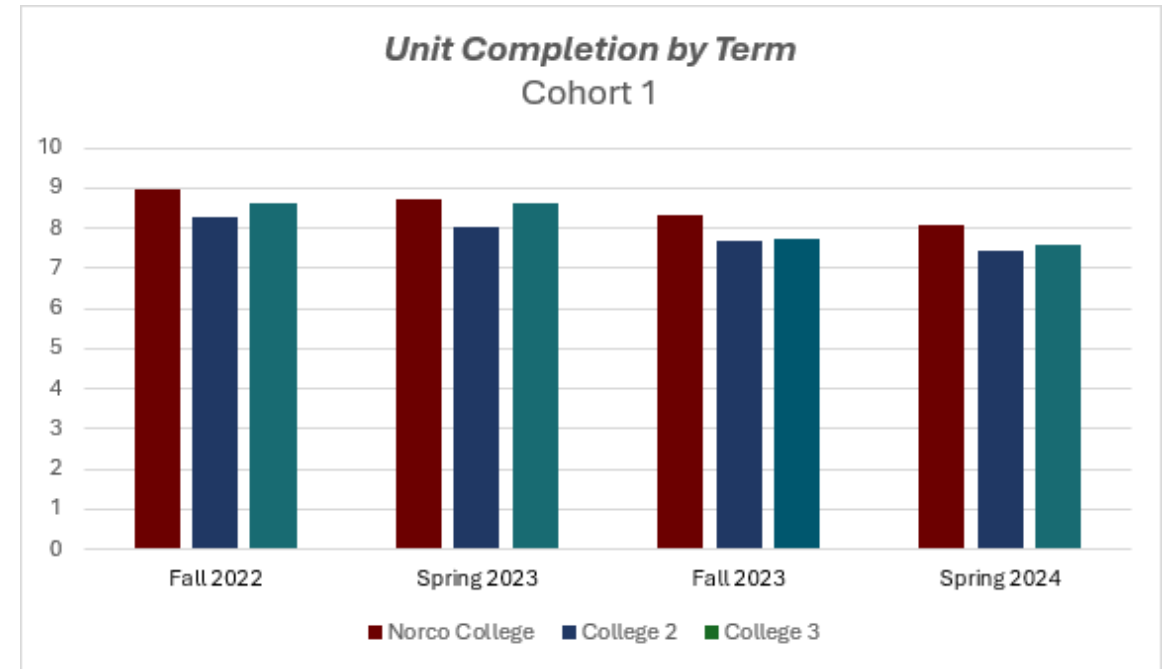
* Fall 2022 – Enrollment at all three colleges ranged between 11.5 – 11.8 units



Cohort 1 (3/1/21-8/22/21) 2-year study



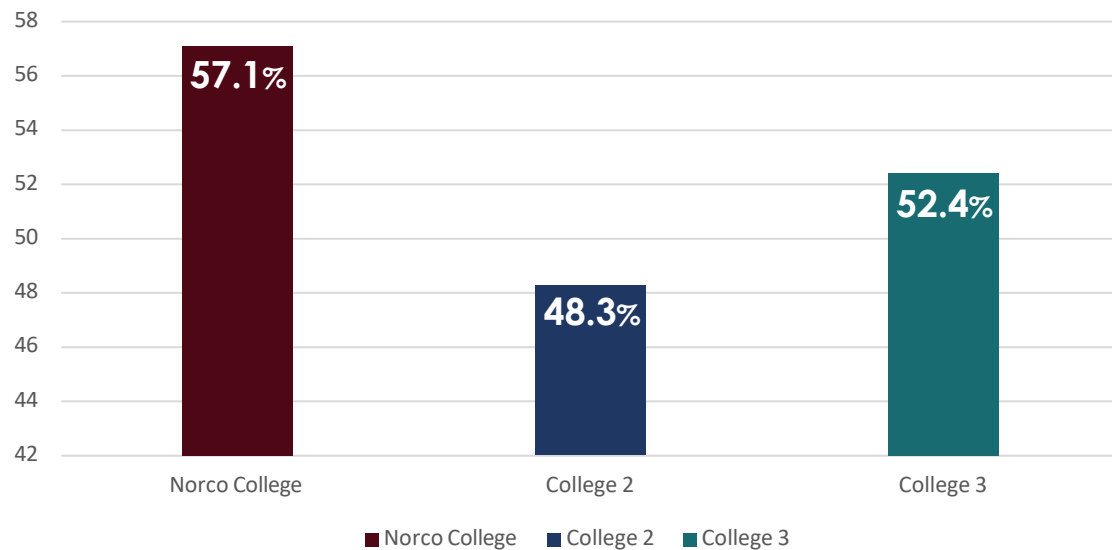
Higher persistence rates during their first two years



Higher unit completion rate throughout their terms

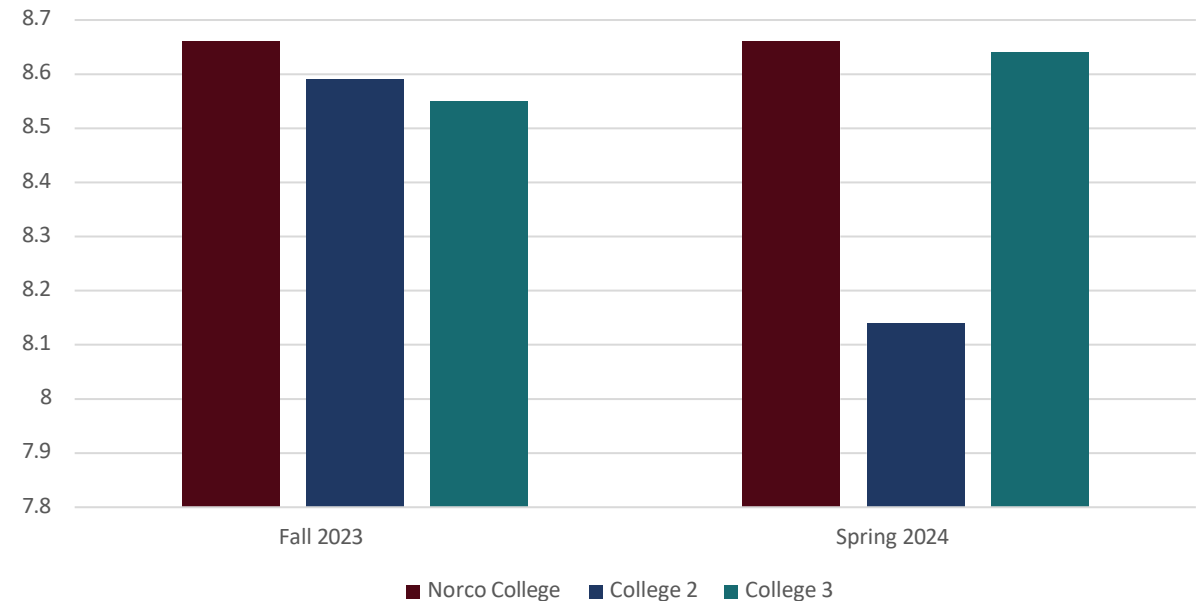
Cohort 3 (10/01/22-8/21/23)

Fall 23-to-Spring 24 Term Persistence
Cohort 3



Higher persistence rates

Unit Completion by Term
Cohort 3



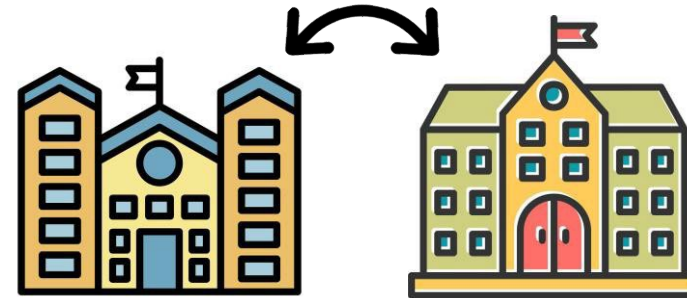
Higher unit completion rate throughout their terms

Results: Hispanic Student Outcomes

Despite the effects of COVID-19 on college enrollment and progress, Hispanic students at Norco College experienced

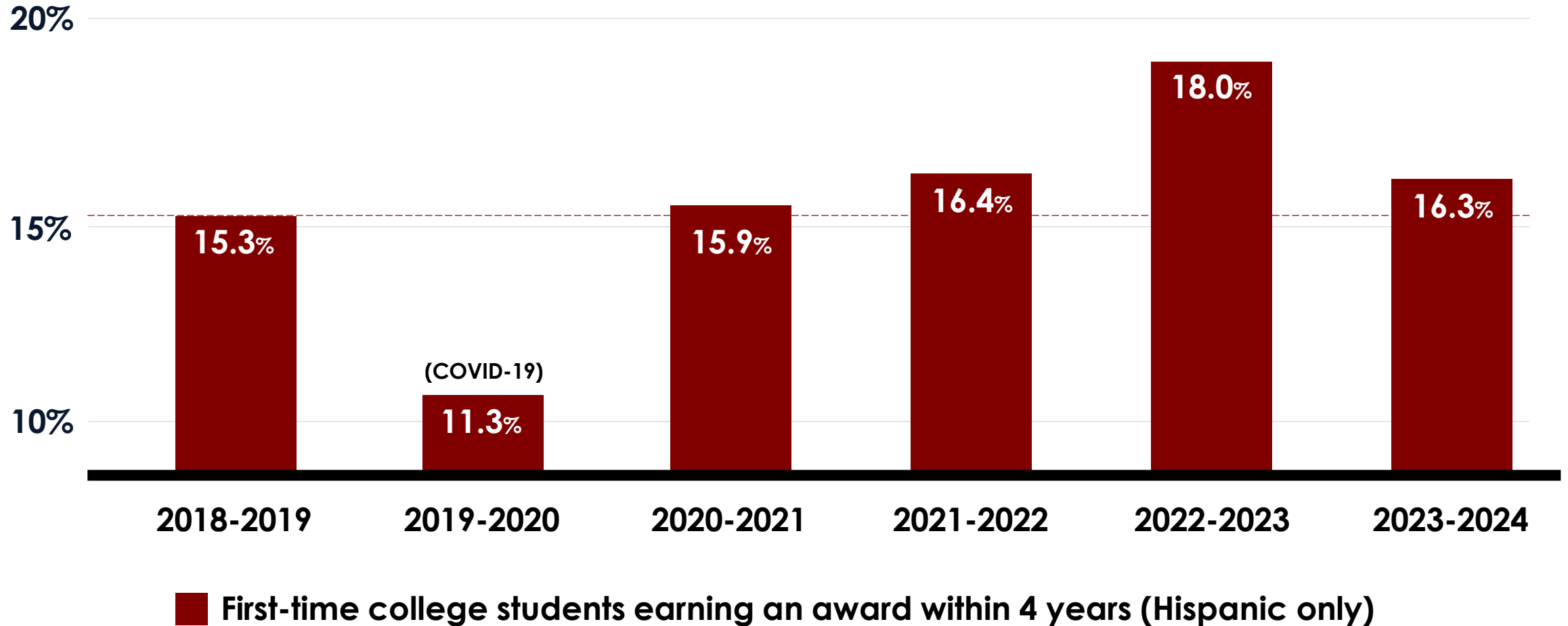


**Increased
Graduation Rates**

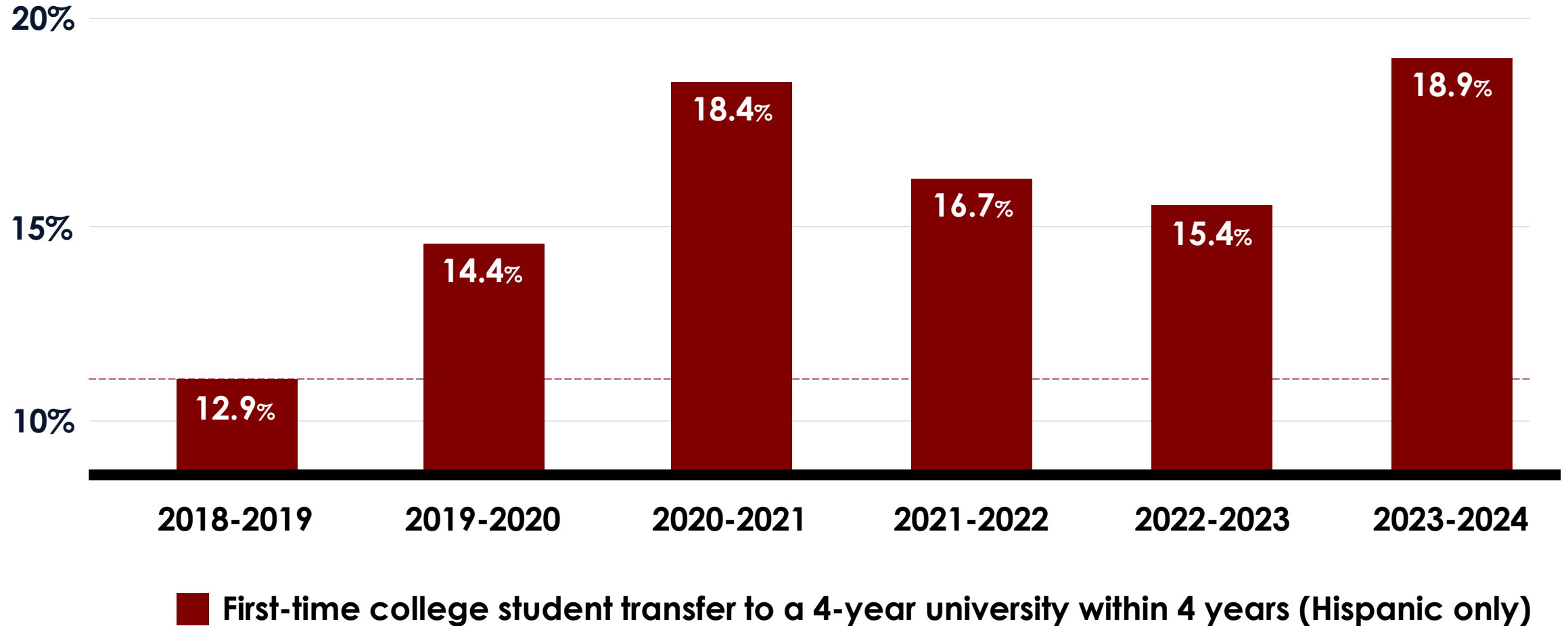


**Increased
Transfer Rates**

Increased Hispanic Graduation Rates



Increased Hispanic Transfer Rates



Results: Institutional Change



Equity Program Enrollment

Most programs now at capacity!

Less time spent on recruiting and outreach,
more time spent serving students

New Services & Restructuring

Financial Freedom Program

Basic Needs and Wellness Center

Student Success Teams

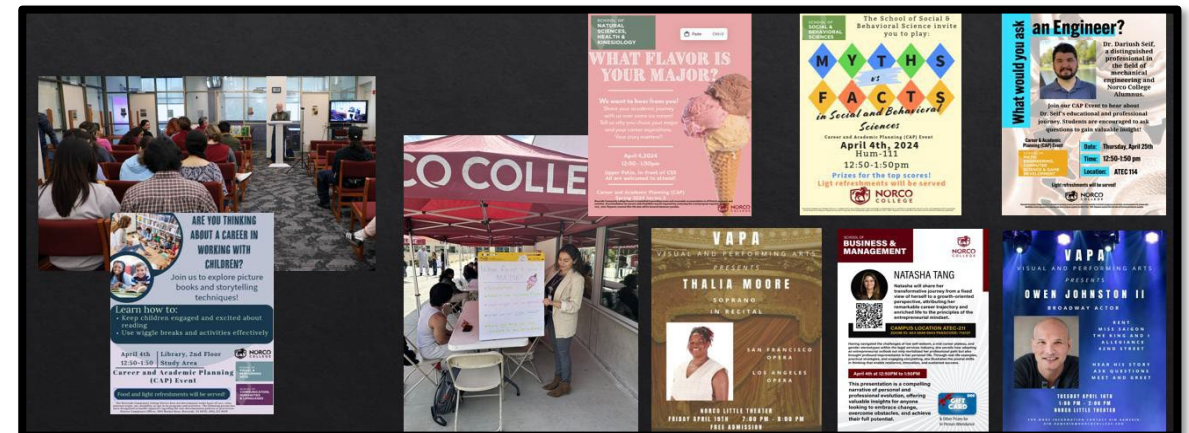
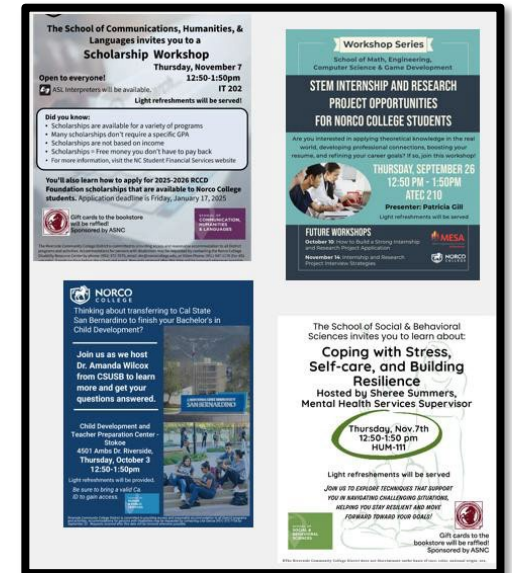
Peer Advising Program

Career Center / Counseling Merger



Student Engagement / CAP Hour Events

- Average total activities per semester: 22 events
 - Faculty led with Counselor and Educational Resource Advisor support
- Average student participation per event: 34 students
- Total Guest Speakers per semester
 - 15 in Spring 2025
 - 9 in Fall 2024
 - 6 in Spring 2024
- Variety of topics covered:
 - Meet & Greet
 - Internship opportunities
 - What can you do with your major?
 - University presentations



Holistic Student Support Surveys

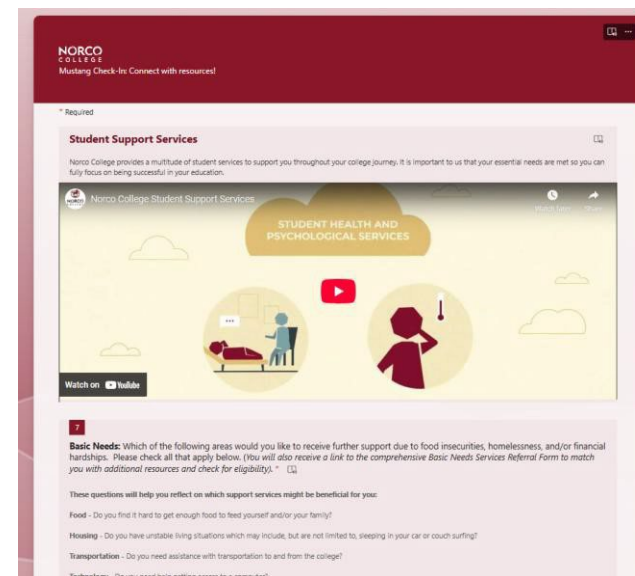
Incoming Students

- Survey embedded in the online orientation
- All first-time college students complete the survey
 - Over 13,000 students have completed the survey and have received information via email
- Receive requested information via email
- Automated responses
- Departments and program leads receive notification about students' inquiry as it corresponds to them



Continuing Students

- Students can access the survey found in MS Forms at <https://forms.office.com/r/V6x2D4G0E4> or QR code
- Continuing students can access multiple times
- Receive requested information via email
- Automated responses



Financial Literacy

Financial Freedom Program: www.norcollege.edu/financialfreedom



- “Foundations in Personal Finance” Online Platform
- Financial Coaching through Arrowhead Credit Union
- Debt-free College Guide



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THANK YOU!

**Data collection and analysis sponsored by the
Norco College Title V Grant “PACES”
(Pathways to Access, Completion, Equity and Success),
a project funded by the U.S. Department of Education’s
Developing Hispanic-Serving Institutions program (Grant P031S190318).**

Questions?



Title V Grant “Échale Ganas” Implementation Timetable (pp. 36-37)

(3) The timetable for each activity is realistic and likely to be attained

Summary of Activities, Timetable and Responsible Implementation Personnel						
Activity	Year 1	Year 2	Year 3	Year 4	Year 5	Personnel Responsible
Hire project personnel	X					Project Director (PD), Human Resources
Purchase Student Success Network software	X					PD
Design high school outreach activities	X					Director of Academic Advising & Student Success (DAASS); Educational Advisor (EA)
Implement high school outreach activities		X	X	X	X	DAASS; EA
Implement faculty professional development	X					DAASS
Design FYP	X					DAASS
Implement FYP		X	X	X	X	DAASS; EA
Design Summer Bridge	X					DAASS
Implement Summer Bridge		X	X	X	X	DAASS; EA
Provide personalized counseling and advising to students		X	X	X	X	EA
Provide informal mentoring to students		X	X	X	X	Student Success Network
Provide opportunities for parents of Hispanic/Latinx students to learn more about higher education		X	X	X	X	DAASS; EA
Provide opportunities for parents of Hispanic/Latinx students to connect and learn from/support one another		X	X	X	X	DAASS; EA
Offer Guidance 47A course		X	X	X	X	PD
Implement transfer activities		X	X	X	X	DAASS; EA



California Community Colleges

Institutional Effectiveness

Institutional Effectiveness Partnership Initiative Partnership Resource Teams Institutional Innovation and Effectiveness Plan Date: 9/17/2025

Name of Institution: Norco College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date: 9/17/2025
A. Standard of Care	Standard of Care Definition 1. Develop a comprehensive shared definition of the Standard of Care for holistic student support beyond the role of counseling, advising, and tutoring.	A.1.VPSS	A.1. December 2025	A.1. Convene workgroup through Student Support Council; review existing holistic student support models; collect input; draft and finalize. Define metrics and outcomes for the Standard of Care.	A.1. Standard of Care definition approved through college governance process.	A.1 PACES presentation to Academic Senate and Student Support Council.
	2. Establish the standardized operational hours, modalities, and procedures for counseling, advising, and tutoring.	A.2. VPSS	A.2. Summer 2025	A.2. Convene workgroup to review existing practices; create service delivery protocols; document, train and implement.	A.2. Document standardized protocols; train staff and pilot new procedures.	A.2 Operational hours for fall 2025 aligned.
	3. Define the case management model and tool(s).	A.3. Dean of Student Services	A.3. December 2025	A.3. Review best practices in case management; define model for Norco College -Case notes, standard check-in counseling process, operational hours and services	A.3. Case management model determined and implemented.	A.3 Case notes created in Summer 2025 (T. Jackson).
	Definition Roles & Responsibilities 4. Define the role of Educational Resource Advisors based on revised job description.	A.4. Dean of Student Services	A.4. Summer 2025	A.4. Meet and review updated JD with Educational Resource Advisors.	A.4. Educational Resource Advisors perform roles and responsibilities as outlined in revised JD.	A.4 Meeting with ERAs to review JD on xx date
	5. Define the role of academic support including tutoring, supplemental instruction, study groups, support classes, and embedded tutoring.	A.5. Dean of Technology and Learning Resources	A.5. Fall 2025	A.5. Conduct an inventory of existing tutorial support services; define and document academic support, coordinate with faculty; train and implement.	A.5. Tutorial support options defined and shared with the college community; feedback collected from students and faculty.	A.5 Workgroup convened through Library and

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date: 9/17/2025
	<p>6. Define the role of instructional faculty.</p> <p>Measuring Success</p> <p>7. Develop Standard of Care metrics in alignment with institutional KPIs.</p> <p>Resource Considerations</p> <p>8. Evaluate real world implementation of ratio model.</p>	<p>A.6. VPAA</p> <p>A.7. VPPD</p> <p>A.8. VPSS</p>	<p>A.6. Fall 2025</p> <p>A.7. Summer 2025</p> <p>A.8. Spring 2026</p>	<p>A.6. Meet with faculty to gather input; identify responsibilities and tools; coordinate with VC of Ed Services to ensure district-wide consistency.</p> <p>A.7. Build logic model; review KPIs and student success metrics; map Standard of Care metrics to KPIs including data tracking processes.</p> <p>A.8. Assess service delivery vs ratio.</p>	<p>A.6. Faculty roles and responsibilities agreed upon.</p> <p>A.7. Metrics defined and integrated with existing KPIs; data dashboards updated/created</p> <p>A.8. Analysis completed of service delivery</p>	<p>a. Convening of School Teams planned for 10/3 Academic Planning Council (APC) meeting.</p> <p>b. College KPIs created and slated for BOT approval in Oct/Nov 2025.</p>
B. Communication	<p>1. Develop marketing strategies to communicate the value of academic advising and services available.</p> <p>2. Develop strategic communication to normalize the use of tutoring.</p> <p>3. Utilize the full capacity of Canvas to improve communication with students.</p>	<p>B.1 VPSS</p> <p>B.2 Dean of Technology and Learning Resources</p> <p>B.3 Academic Senate</p>	<p>B.1. Fall 2025</p> <p>B.2. Fall 2025</p> <p>B.3. Fall 2025</p>	<p>B.1. Develop messaging; launch and track engagement.</p> <p>B.2. Establish baseline metric; Conduct focus groups with students; create marketing materials for students and faculty; host events, workshops and training.</p> <p>B.3. Convene workgroup; Schedule a demo of Impact</p>	<p>B.1. Campaign materials created and distributed; outcomes measured to determine impact</p> <p>B.2. Increase in use of tutoring services</p> <p>B.3. Implementation plan for existing and/or new features in Canvas</p>	<p>B.1</p> <p>B.2</p> <p>B.3 Meeting Academic Senate president 9/9 to discuss.</p>
C. Engagement	<p>1. Revise the Early Alert system to an anytime alert.</p> <p>2. Revise the Early Alert response system to include role clarification and feedback loop.</p> <p>3. Increase engagement with tutorial support services.</p>	<p>C.1. Academic Senate</p> <p>C.2. VPSS</p> <p>C.3. Dean of Technology and Learning Resources</p>	<p>C.1. Fall 2025</p> <p>C.2. Spring 2026</p> <p>C.3. Spring 2026</p>	<p>C.1. Convene workgroup through the Academic Senate to revamp early alert process; Approve revised early alert process through Academic Senate.</p> <p>C.2. Define roles and responsibilities of Educational Resource Advisors, CARE network, Counselors and Tutors; establish a faculty feedback loop/process; get demo of Element451.</p> <p>C.3 Review current tutorial services plan for all modalities; implement revised plan for tutorial services.</p>	<p>C.1. Proposal approved through college governance process with timeline for implementation</p> <p>C.2 Implementation of feedback loop.</p> <p>C.3 Implement SARS in tutorial support to collect data.</p>	<p>C.1</p> <p>C.2 Element 451 kickoff on Summer 2025</p> <p>C.3</p>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date: 9/17/2025
D. Technology and Data	<p>Technology</p> <ol style="list-style-type: none"> 1. Develop the functional requirements for the various components of the Standard of Care based on college definition. 2. Assess existing IT systems to support functional requirements. 3. Identify additional tools and support services needed to meet functional requirements. <p>Data</p> <ol style="list-style-type: none"> 4. Develop and implement a Data Governance manual. 5. Develop a standardized process for data codes, data collection and dissemination. 6. Create data visualization tools (e.g. Power BI) for college and public use. 	<p>D.1. AVC</p> <p>D.2. AVC</p> <p>D.3. AVC</p> <p>D.4 VPPD</p> <p>D.5. VPPD</p> <p>D.6.VPPD; AVC Ed Services and IE</p>	Spring 2026	<p>D.1. Workgroup to develop agreed upon set of functional requirements for vetting through college governance process.</p> <p>D.2. Inventory of existing district IT systems including core functionality and current usage.</p> <p>D.3. In consultation with district IT and/or outside consultant determine additional resources.</p> <p>D.4. Define the levels of access in a case management environment</p> <p>D.5. Coordinate with Institutional Effectiveness/IEGC.</p> <p>D.6. Training on MIS data reporting and Vision Aligned Reporting to inform data collection.</p>	<p>D.1. Documentation of functional requirements.</p> <p>D.2. Assessment of current technological systems</p> <p>D.3. Plan created and implemented to utilize new and/or existing tools</p> <p>D.4. Data Governance manual approved.</p> <p>D.5. Identify metrics, build dashboards, train staff and release</p> <p>D.6. Launch of data visualization tools in combination with data governance manual to track progress towards Standard of Care metrics.</p>	D.1
E. Other (parking lot)	<ol style="list-style-type: none"> 1. Transition Tutorial Services from WOnline to SARS to align with other Student Services departments/programs. 	E 1. Dean of Technology and Learning Resources	Summer 2025	E.1. LRC team attend scheduled meetings to preview SARS, ask questions, learn functionality.	E.1. Tutorial Services to implement SARS for Fall 2025	Completed Summer 2025

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
A. Standard of Care B. Communication D. Technology and Data	A2. Establish the standardized operational hours, modalities, and procedures for counseling, advising and tutoring. A5. Define the role of academic support including tutoring, supplemental instruction, study groups, support class, embedded tutoring. B2. Develop strategic communication to normalize the use of tutoring. D6. Create data visualization tools (e.g. Power BI) for college and public use.	Training and retreat costs to discuss operational implementation, assign deliverables, and train stakeholders on new processes. Action Steps A.2, A.5, B.2, and D.6. (Estimate based on projected expenses related to supplies and food for 20 people to attend 8 training/retreat events.)	\$10,000
B. Communication C. Engagement	B3. Utilize the full capacity of Canvas to improve communication with students. C1. Revise the Early Alert system to an anytime alert.	Special Projects for faculty to explore, demo, and recommend new Canvas integration tools, such as Impact or early-alert LTIs, that facilitate the communication of kudos, flags, and referrals for students. Action Steps B.3 and C.1. (Estimate based on 5 faculty contributing 20 hours toward each SPR project for a total of 200 hours.)	\$20,000
C. Engagement	C1. Revise the Early Alert system to an anytime alert.	Special Project for an instructional faculty member to serve as an "Intervention Coordinator" to help implement the use of early alert, including a presentation "road show" (including FLEX), one-on-one training, and follow-up with faculty who do not complete early alerts. Action Step C.1. (Estimate based on 5 hours per week for Fall 2025 and Spring 2026 totaling 160 hours.)	\$16,000
A. Standard of Care	A3. Define the case management model and tool(s).	Special Project for a counselor on "Case Management Standardization" to design five case note templates and conduct case management training at FLEX. Action Step A.3. (Estimate is based on 30 total hours during Summer 2025.)	\$3,000
A. Standard of Care	A2. Establish the standardized operational hours, modalities, and procedures for counseling, advising and tutoring.	Special Project for a counselor to serve as a "Case Management Coordinator" to create and maintain case note templates, monitor case management implementation, assess effectiveness, and report on recommendations for continuous improvement. Action Step A.2. (Estimate based on 5 hours per week for Fall 2025 and Spring 2026 totaling 160 hours.)	\$16,000
C. Engagement	C1. Revise the Early Alert system to an anytime alert.	Early-alert Canvas LTI software pilot. Action Step C.1. (Estimate is a guess.)	\$20,000
B. Communication	C1. Develop marketing strategies to communicate the value of academic advising and services available.	Build up Twilio texting license (SARS texting integration) with more texting capacity (so we can include LRC, CTE, Unity Zone, Basic Needs, etc.). Action Step C.1.	\$5,000
A. Standard of Care C. Engagement	A2. Establish the standardized operational hours, modalities, and procedures for counseling, advising and tutoring. A3. Define the case management model and tool(s). C3. Increase engagement with tutorial support services.	Software upgrades for SARS to add functionality related to standardizing use modalities (online integration add-ons for both eSARS and Zoom), communication (text-messaging add-ons), student records access (Colleague data imports), and district-wide case-note data sharing capabilities via API. Action Steps A.2, A.3, and C.3.	\$10,000
D. Technology and Data	D3. Identify additional tools and support needed to meet functional requirements.	Training for district IT personnel to be trained by SARS on all administrative/server-side functions for the system that we normally pay for (but can perform ourselves). Action Step D.3. (Estimate is a guess.)	\$5,000

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
B. Communication	B1. Develop marketing strategies to communicate the value of academic advising and services available.	Build an API from Colleague's communications management tool to record all communication blasts in the selected case management system. This would include communications to a student about academic standing, SAP, overdue balances, missing documents, etc., so that advisors can verify which communications have been sent to students. Action Step B.1. (Estimate is a guess.)	\$15,000
B. Communication	B1. Develop marketing strategies to communicate the value of academic advising and services available.	Implement a marketing campaign to raise awareness about the value of counseling and advising, including supplies (copying/printing), refreshments at workshops, and hourly costs for 100 hours of Peer Advisor outreach. Action Steps B.1.	\$2,500
A. Standard of Care C. Engagement	A5. Define the role of academic support including tutoring, supplemental instruction, study groups, support class, embedded tutoring. C3. Increase engagement with tutorial support services.	Caring Campus for CPRoS and Faculty	\$70,000
B. Communication C. Engagement	B3. Utilize the full capacity of Canvas to improve communication to students. C1. Revise the Early Alert system to an anytime alert.	OT for programming changes to Canvas	\$7,500
Total IEPI Resource Request (not to exceed \$200,000)			\$200,000

Approval	
Chief Executive Officer	
Name: Dr. Monica Green	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President	
<i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name: Kimberly Bell	
Signature or E-signature:	Date:



RCCD Strategic Plan 2025-2030

Fall 2025



Outline

- Purpose of Strategic Planning
- Draft RCCD Mission, Vision, Value Statements
- Draft Strategic Goals, Objectives, KPIs
- Assessment of Strategic Plan
- Timeline



Purpose of RCCD Strategic Planning

The Purpose of the RCCD Strategic Plan is to provide a unified roadmap that guides the District and its colleges in advancing student success, equity, and institutional effectiveness over the next five years. The plan establishes a shared vision, mission, and set of goals that:

- Align districtwide priorities with the Vision 2030 framework.
- Ensure that resources, policies, and initiatives are strategically coordinated to maximize impact.
- Promote equity and access so that all students have the opportunity to achieve their educational and career goals.
- Support evidence-based decision-making through clear Key Performance Indicators (KPIs) and regular evaluation.
- Provide a transparent framework for accountability, ensuring progress is measured, communicated, and continuously improved.
- Strengthen RCCD's role in serving the educational, workforce, and community needs of the Inland Empire region.



RCCD Mission and Vision (Draft)

RCCD Mission Statement

- Riverside Community College District supports its colleges in empowering diverse learners, advancing equity, and promoting social justice and economic mobility through affordable public higher education. We provide the systems, resources and leadership needed to eliminate barriers, foster student success, and drive institutional transformation across the region.

RCCD Vision Statement

- We envision a thriving region where education fuels opportunity, equity is realized, and every student has the power to shape their future.



RCCD Guiding Principles (Draft)

The following values guide how RCCD serves its colleges and communities:

- **Student Success as Our Purpose**
We exist to enable student learning, completion and opportunity—supporting colleges to design systems that place students first.
- **Equity in Action**
We operationalize equity across policy, practice and resource allocation—especially for historically marginalized students and communities.
- **Collaboration Across Communities**
We champion partnerships with industry, education and the community to expand impact and build shared prosperity.
- **Integrity and Accountability**
We lead with transparency, uphold trust and take responsibility for aligning our efforts with our mission and goals in service to our colleges and community.
- **Innovation for the Future**
We embrace change, encourage creative problem solving, integrate technology, and use data and reflection to improve outcomes for all.



RCCD Goals and Objectives

The following goals guide how RCCD serves its students and communities:

- Goal 1 – Equity in Access
- Goal 2 – Equity in Success
- Goal 3 – Equity in Support
- Goal 4 – Institutional Effectiveness
- Goal 5 – Resources
- Goal 6 – Partnerships and Community Engagement



Goal 1: Equity in Access

Broaden opportunities for all area residents to begin or continue their higher education journey at RCCD colleges.

Objectives	Benchmarks/KPIs
<p>Objective 1.1: Increase with equity the number of students attending a RCCD college, especially among underserved populations.</p>	<p>By 2030, achieve a 25% equitable increase in RCCD student enrollment.</p>
<p>Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved student populations.</p>	<p>By 2030, achieve 10% of FTES through dual enrollment.</p>
<p>Objective 1.3: Expand RCCD’s workforce development programming by increasing paid work-based learning (WBL) opportunities that align educational pathways with regional labor market needs.</p>	<p>By 2030, increase paid WBL opportunities by 25% - achieving an average annual growth of 5%, as measured by the number of students participating in paid WBL.</p>
<p>Objective 1.4: Grow RCCD’s noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.</p>	<p>#1: By 2030, increase noncredit enrollment to achieve at least 500 FTES based on availability of space. #2: By 2030, increase the number of adult (25 or older) student headcount by 25%.</p>
<p>Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and support needs of students who choose to pursue their educational goals at a distance through online education.</p>	<p>By 2030, eliminate the course success rate gaps across all instructional modalities.</p>



Goal 2: Equity in Success

Improve the academic and career success of all current and prospective RCCD students.

Objectives	Benchmarks/KPIs
<p>Objective 2.1: Completion: Increase with equity the number of students who achieve a meaningful educational outcome.</p>	<p>#1: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%. #2: By 2030, increase three-year completion rates by at least 15%.</p>
<p>Objective 2.2: Increase with equity the number of students earning an Associate Degree for Transfer (ADT) and transferring.</p> <p>2.2a: Increase with equity the number of students earning an ADT.</p>	<p>By 2030, increase with equity ADT awards by 35%.</p>
<p>2.2b: Support the development of bachelor’s degree programs at all three colleges that align with local workforce needs.</p>	<p>By 2030, develop at least one bachelor’s program at each of the three colleges.</p>
<p>2.2c: Increase with equity the number of students transferring to UC or CSU.</p>	<p>With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.</p>
<p>Objective 2.3: Workforce Outcome: Identify the region’s high skill, high demand and high paying programs as well as new programs to be added by 2030 to increase with equity the number of students earning a living wage.</p>	<p>#1: By 2030, increase with equity the number of graduates earning a living wage by 10%. #2: By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.</p>



Goal 3: Equity in Support

Provide maximum levels of institutional support to students by achieving a systematic Standard of Care that supports students from matriculation through completion.

Objectives	Benchmarks/KPIs
<p>Objective 3.1: Maximize Financial Aid: Increase with equity the number of students receiving state, federal and institutional aid for which they are eligible.</p>	<p>By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.</p>
<p>Objective 3.2: Improve Access to Basic Needs: Ensure that RCCD students have equitable access to timely basic needs support (including food, housing, and mental health) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.</p>	<p>By 2030, increase student access to basic needs support services—including food, housing, and mental health assistance by 25%.</p>
<p>Objective 3.3: Reduce Units to Completion: Decrease with equity the number of units in excess of the 60-unit threshold for the Associate Degree for Transfer or other associate degrees.</p>	<p>#1: By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.</p> <p>#2: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.</p>



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.

Objectives	Benchmarks/KPIs
<p>Objective 4.1: Improve the efficiency and timeliness of core District processes and procedures, such as Human Resources, Business and Financial Services, and Institutional Advancement & Economic Development, to effectively support the development and delivery of instructional, student support and administrative services.</p>	<p>District Office will develop KPIs, define baseline data, and set measurable targets.</p>
<p>Objective 4.2: Attain a district-level efficiency of 18 (FTES/FTEF).</p>	<p>Achieve overall efficiency of 18 FTES/FTEF.</p>



Goal 5: Resources

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

Objectives	Benchmarks/KPIs
<p>Objective 5.1: Strengthen and refine the equitable distribution of funds among the colleges and the District Office.</p>	<p>By 2030, develop a transparent, data-driven budget allocation model for colleges and the District Office to equitably and efficiently distribute resources across all units.</p>
<p>Objective 5.2: Increase student, faculty and staff satisfaction with their well-being and safety.</p>	<p>Human Resources Sub-Committee and District Safety and Security Sub-Committee will develop KPIs, define baseline data, and set measurable targets.</p>
<p>Objective 5.3: Strengthen the physical plant to support academic programs, workforce training, student support services, and administrative functions districtwide.</p>	<p>Facilities Planning and Development Sub-Committee will develop KPIs, define baseline data, and set measurable targets.</p>
<p>Objective 5.4: Advance student success and institutional growth through equitable access to technology; a culture of innovation and collaboration; and a resilient, future-ready infrastructure that leverages generative AI and emerging technologies.</p>	<p>IT will establish baselines and targets for the following KPIs:</p> <ul style="list-style-type: none"> • Utilization rates of student-facing digital services (MyPortal, SARS, etc.) • Percentage of core systems migrated to cloud-based infrastructure. • Faculty and staff participation in technology-focused professional development. • Student access to hardware - laptops/internet, etc.



Goal 6: Partnerships and Community Engagement

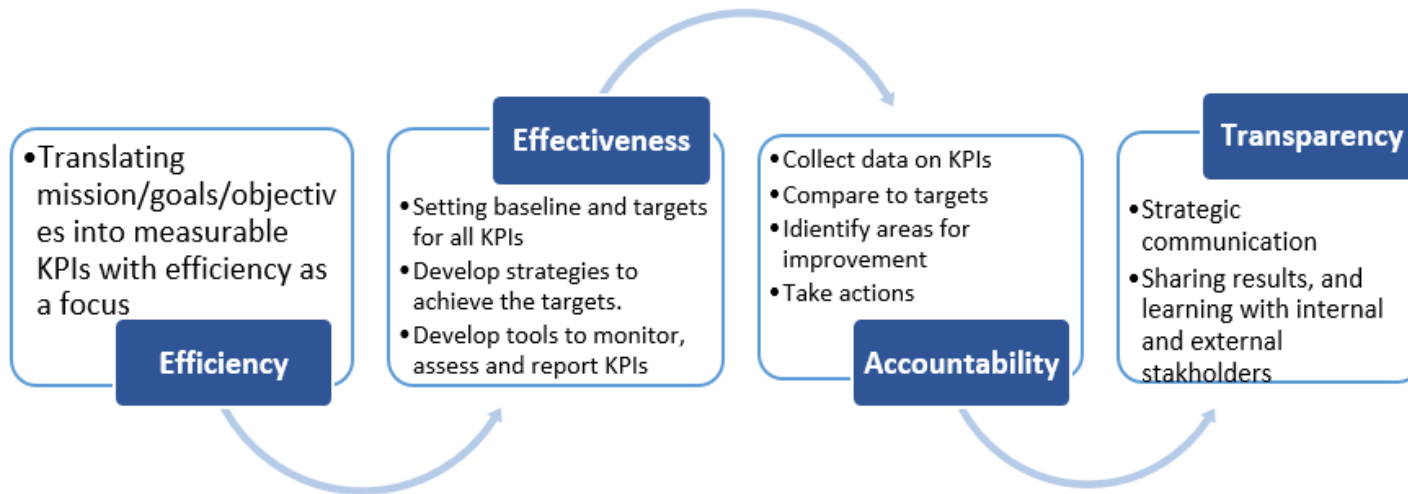
Strengthen RCCD’s role and impact as a leading academic institution by cultivating strategic partnerships, engaging the community, and expanding resources to support student success.

Objectives	Benchmarks/KPIs
<p>Objective 6.1: Expand collaborative partnerships with educational institutions, civic organizations, and businesses to advance student success, regional workforce development, and community enrichment.</p>	<p>Increase the number of formal partnership agreements leading to resource generation, coordinated programming, and leveraged services by 25% by 2030 (5% annual increase).</p>
<p>Objective 6.2: Strengthen RCCD capacity to achieve its vision, mission and strategic priorities through the acquisition of financial resources and other external support, including, but not limited to, public and private grant funding, philanthropic contributions, and government advocacy.</p>	<p>#1: Achieve a 60% success rate on submitted grant applications (success rate is the number of grants awarded divided by the number of grants submitted). #2: Increase the value of private gifts by 25% by 2030 (5% annual increase). #3: Increase financial resources obtained from private foundations by 25% by 2030.</p>
<p>Objective 6.3: Increase the economic impact of RCCD through the delivery of targeted workforce and economic development initiatives that support employers, employees, industry sectors, and entrepreneurs, among others.</p>	<p>Increase the number of RCCD workforce and economic development program participants who obtain employment, participate in upskill training, increase wages, obtain federal contracts, or start a business by 5% annually.</p>



Assessment of KPIs

Framework to Assess RCCD 2025-2030 Strategic Plan





Timeline

- September, 2025 – feedback/revisions
- October, 2025 – College approvals
- November, 2025 – DSPC approval
- December, 2025 – BOT approval