



**Student Support Council
Minutes for November 20, 2025**

12:50 PM-1:50 PM

In-Person Location: Industrial Technology Building (IT), Room 218
[ZOOM](#) | Meeting ID: 820 9626 2995 Passcode: 757928

In-Person

Natalie Aceves, Sonia Gonzalez, Caroline Hutchings, Elizabeth Lopez, Melissa Olivieri, David Schlanger, Kaneesha Tarrant

Virtual

Nikki Capps, Steven Gonzalez, Vivian Harris, Amy Kramer, Megan McDonald, Jethro Midgett, Melissa Olivieri,

Not Present

Marcos Hidalgo, Kiandra Jimenez, Damon Nance,

Recorder: Cecilia Ramirez

Subject to Brown Act: No

1. Call to Order – Facilitator N. Aceves

- 12:52 PM

2. Action Items

2.1 Approval of Agenda

- MSC: Gonzalez/Schlanger/Approved by Consensus

2.2 Approval of Meeting Minutes from [October 23, 2025](#)

- MSC: Olivieri/Harris/Approved by consensus

2.3 Approval of [Student Support Council Charter 2025-2030](#)

- MSC: Aceves/Lopez/Approved by consensus

3. Discussion Items

3.1 [Standard of Care Presentation](#)

- Achieving the Dream, evidence-based structure. Four goals, intentional with academic, career and financial plans, 2nd: telling their story only once. 3rd, communication of their individual needs, custom support. 4th-confidence in the college community investing in their success. Surveys were sent out last year, with over 400 responses thus far, to hear the students' voices. Title v grants review. Focus on standard of care definition as a college, in summary there are seven themes outlined in this initiative. Outline metrics and outcomes with current college measurements. Next meeting is 12/1, what, how and outcome for each area. Growth in tutoring support; faculty surveys are ongoing. Tutoring has

moved to SARs, which is used across the college. Student success teams, determining what a successful team may look like at NC. The goal is 300:1 cohort based is what our college is looking for. Student-centered schedules, faculty education and possible career pathways, professional development and connecting single points of contact for faculty. Transitioning to Personalized Support: Case Management to ensure students meet their unique needs. Implementation to move towards Element451 which will collect all the data available across our current multiple platforms (Colleague/OnBase/SARS, etc). Implementation across RCCD. Support from the district for the next three years. LRC is separate from WRC; WRC is autonomous with their own data and feedback. Professor Capps has the data for the WRC and is happy to provide this information moving forward.

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4. Information Items

4.1 College Council Update

- Closing the loop of communication from CC to SSC. Co-chairs will bring important issues forward. Every January, the executive cabinet will review all the requests. At this time, there is no new funding coming in.

4.2 Student Services Resource Request Prioritization Update

- CC approved prioritization

4.3 Basic Needs and Wellness Center Name Change

- Name change to the NC Stable was approved by CC. Some feedback was received was unclear on what the name means, and some inconsistencies in the words used based on what is displayed online.

5. Good of the Order

- Holiday hours for Student Services, Thanksgiving week, normal hours of operation, Week of 12/22, standard hours of operation exception is 12/24/25, close at noon.

6. Adjournment

- 1:43 PM

Meeting Schedule

Fall 2025: 09/25/25, ~~10/23/25~~ and 11/20/25*

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



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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)

Present: Steven Gonzalez, Vivian Harris, Caroline Hutchings, Amy Kramer, Elizabeth Lopez, Damon Nance, David Schlanger, Kaneesha Tarrant

Virtual: Nikki Capps, Sonia Gonzalez, Kiandra Jimenez, Marcos Hidalgo, Megan McDonald, Jethro Midgett, Melissa Olivieri

Not Present: Natalie Aceves

Guests: Itzel Leyva, Michelle Rodriguez

1. Call to Order – Facilitator K. Tarrant

Time: 12:52 PM

2. Action Items

2.1 Approval of Agenda

2.1.a. MSC: Nance/Schlanger

2.1.b. Approved by consensus

2.2 Approval of Meeting Minutes from September 25, 2025

2.2.a. MSC: Olivieri/Nance

2.2.b. Approved by: consensus

2.3 Student Services Resource Requests Prioritization Recommendations

Led by Dr. Tarrant: IE sends documents to VP to distribute to SSV managers and work together for rankings across, budget, items and staff. There are some items moved over to academic affairs however, the position is still ranked. Additionally, data is from 2024-2025, so titles are outdated.

MSC: Schlanger/Hutchingson

Approved by consensus, item will move forward to College Council

3. Discussion Items – 15 minutes per item

3.1 Charter Instructions

3.2 Student Support Council Draft Charter

As part of the revisions for a condensed version, a draft was shared to the council. Tri-chairs meet monthly, a week prior to the council meetings, to prepare documents and create an agenda for the next meeting. Presented the alignment with ACCJC standards and identified key performance indicators for student success.

All items previously in the description are captured later in the document.

This item will move forward to an action item in November 2025. Any additional feedback can be sent directly to tri-chair members.

4. Information Items

4.1 Standard of Care Updates

There is a core workgroup meeting on a regular basis to define what the standard of care should be at Norco.

The LRC has created an ad-hoc meeting with tutorial services, with members from each area on campus, CSEA, student tutor, Math, English and Sciences. A request was made to FA to provide additional support from the School of Behavioral Sciences. Next meeting happens next week.

District purchased Element 451 to facilitate case management for this project. Move to discussion item for November meeting.

5. Good of the Order

The Standard of Care PRT visit is scheduled for their last visit on 11/13 to review progress.

6. Adjournment

Time: 1:24 PM

Meeting Schedule

Fall 2025: ~~09/25/25~~, ~~10/23/25~~ and 11/20/25*

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



Council & Committee Charter (2025-2030)

Name of Council/ Committee: Student Support Council

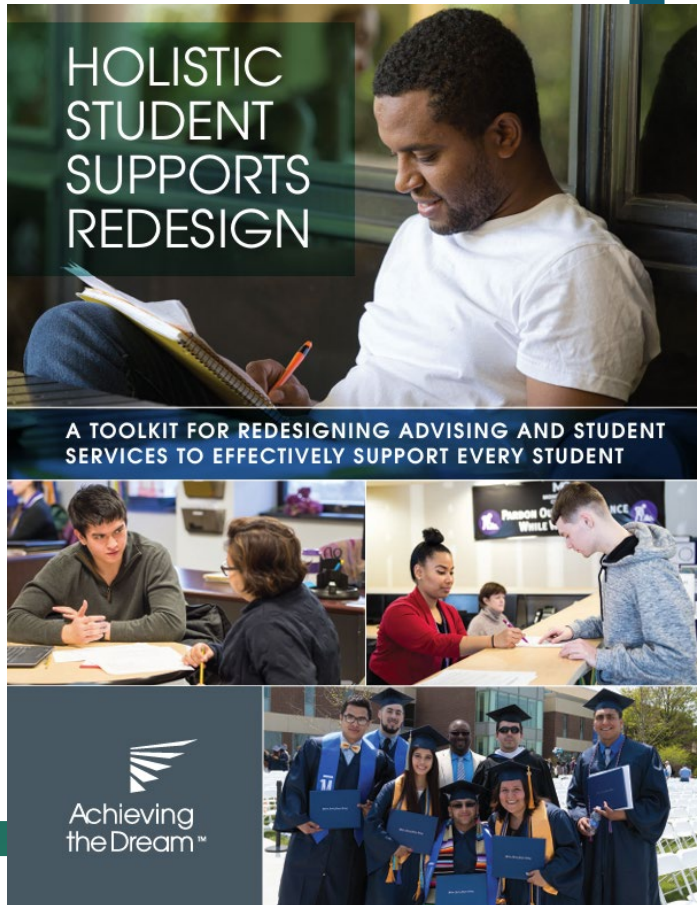
Description (25-50 words):	The Student Support Council provides strategic direction for academic learning support and student services that promote success and support students through their educational journeys.
Brown Act (Yes or No):	No
Meeting Schedule:	4th Thursday, 12:50 - 1:50 pm (in-person and via Zoom)
Chair(s):	Natalie Aceves (CSEA), Vivian Harris (Faculty), Kaneesha Tarrant (Management)
Reports and Recommends to:	College Council
Required Reports and Updates:	Annual Prioritization, Accreditation, Advisory Groups, Diversity Equity Inclusion & Accessibility (DEIA) Committee
Key Performance Indicators/Goals:	KPIs: 2, 3, 6, 8, 9
ACCJC Accreditation Standard(s):	ACCJC Standards: 2.4, 2.7, 2.8, 2.9
Equity Focus:	Equitable outcomes in student success as measured by Key Performance Indicators
Edition Date:	10/14/2025
Link to council/committee site with Membership Roster:	
http://www.norcocollege.edu/committees//sscouncil/index.html	



Standard of Care

Partnership Resource Team Update

Holistic Student Supports Redesign



Toolkit

Evidence-based, practitioner-tested tools, tips, and guides to assist colleges with the planning and execution of a personal, seamless and comprehensive student experience.

ATD Holistic Student Support Redesign Toolkit (2018)

Equity in the Guided Pathways Approach

Achieving the Dream found that colleges see the greatest gains in equity outcomes when they promote a personalized experience in which all students:



1. Are supported in achieving their goals through intentional and early development of **academic, career, and financial plans**.
2. Have to **tell their “story” only once** and are not running from office to office to get answers.
3. Are proactively connected with supports targeted to their **individual needs** so they enter college fully prepared to learn.
4. Feel confident that **faculty, staff, and administrators** are invested in their success.

**WHAT HAVE WE DONE
TO GET HERE?**

Federal Title V DHSI Programs

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**

Title V “Échale Ganas” Grant: 2024 – 2029

FAMILY ENGAGEMENT

Involve family members and significant others in the college process to enhance career, academic, and financial support.

SUMMER BRIDGE

A weeklong summer experience involving orientation, career exploration, a campus tour, academic counseling, and workshops.

FIRST YEAR + PROGRAM

Extended support through the first year (and beyond) involving advising, networking, and connections to support programs.

FREE TUITION FOR 2 YEARS

Full-time enrollment incentive: enrollment fee waivers for all first-time full-time students for their first two years of college.

INFORMAL MENTORING

Provide access to an online registry of mentors, including peer advisors, alumni, faculty, and local professionals to help guide NC students.

PROFESSIONAL DEVELOPMENT

Equity-focused professional learning opportunities for faculty who teach first-year math and English courses.



Implementation Timetable

Year 1 Activities

- Hire project personnel
- Purchase Student Success Network software (*Implementation*)
- Design high school outreach activities
- Implement faculty professional development - Norco Teaching Institute (*Implementation*)
- Design Summer Bridge (*Pilot*)
- Design FYP (First-Year Plus) Program



Year 2 Activities (UNDERGOING REVISION)

- Implement high school outreach activities
- Implement Summer Bridge (Summer 2026)
- Implement FYP Program (Fall 2026)
- Provide personalized counseling and advising to students
- Provide informal mentoring to students
- Provide opportunities for parents of Hispanic/Latinx students to learn more about higher education
- Provide opportunities for parents of Hispanic/Latinx students to connect and support one another
- Offer Guidance 47A course
- Implement transfer activities

WHERE DO WE GO NEXT?

STANDARD OF CARE DEFINITION

Workgroup Purpose

- Review existing holistic student support models
- Collect input
- Draft and finalize
- Define metrics and outcomes for the Standard of Care

Key Components of Holistic Student Supports

Now that you have begun to think about the equity and college culture considerations for beginning holistic redesign work, let's explore the key components of holistic student supports. These components form the basis of the structural and process redesign necessary to implement an inclusive and scalable plan for student success. Colleges should pay close attention these areas as the practical application of holistic interventions depends on coordinating many elements within a college ecosystem.

Intentional Focus on Services, Delivery, and Connections

Achieving the Dream defines "supports" as the cohesive suite of services that help students address the academic and nonacademic factors vital to success. Traditionally, great effort has been made to identify and enhance discrete services or interventions for different aspects of a student's experience or to address an isolated need. By contrast, holistic student supports embody an intentional focus on the types of services (not just quantity), the ways in which those services are delivered, and how students connect to the services.

Services

Services must be aligned with student needs, so an institution must understand who its students are, their responsibilities outside the classroom, the life factors they are juggling, and the strengths they bring to their college experience. Key services are academic advising and planning, transfer advising, student-focused scheduling, career coaching and planning, workforce training, financial coaching and planning, benefits access, and transportation and child care assistance. But a diverse array of services is, in itself, insufficient.

Delivery

A one-size-fits-all approach to delivering supports does not acknowledge the diversity of students' needs, experiences, strengths, and personalities. Colleges must employ a blend of methods that fall into two categories. High-touch services are offered in intensive one-on-one advising, coaching, or counseling sessions

that provide a specific service or support to a targeted set of students, often in conjunction with short- and long-term goal setting.

Low-touch services are core supports that reach a wider range of students, typically through large-scale orientations, first-year student success courses, or technology applications. They are meant to operate in concert with one another. Low-touch services can help identify students in need of high-touch services. For example, a student success course with financial content could include a self-assessment to identify a student's possible need for more intensive financial coaching.

Connections

Students' need for some services is almost universal, and colleges can meet it broadly and systemically—for example, through mandatory orientations or financial education courses and workshops. Other services are a critical need for a subset of students, such as one-on-one financial coaching or access to emergency aid. The essence of a holistic student supports approach is a culture shift in which colleges intentionally design and offer services both broadly and strategically to equitably, so that students can access each service when they need it most.

Connecting students to short-term services, such as food pantries, can have a significant immediate impact. They also are entry points: A food pantry staff member, trained in needs assessment, can introduce students to other short-term services, such as transportation vouchers and child care subsidies—and to long-term services—like public benefits referrals, financial literacy classes, and financial coaching—that could help them persist, complete, and achieve financial stability.

Considering the integration and interaction of short-term and long-term services is important in making sure that they do not add burdens to their already complex lives. The approach recognizes that students often do not know what they need, yet with timely education and coaching, they can build lasting confidence in their life skills.

Standard of Care Prompts

- What does “care” look and feel like for students at Norco College?
- What should every student be able to expect from us?
- How do our current practices meet these expectations? Where do we have room for improvement?
- How can we measure whether students feel cared for and supported?
- What is the singular outcome/goal for the Standard of Care? How will we know that we've met our goal?

Themes

1. Intentional, Holistic, Personalized Support
2. Seamless Navigation and Reduced Barriers
3. Relationship-Centered Care
4. Equity is Foundational
5. District and Cross-Campus Collaboration
6. Accountability through Assessment
7. Clarity of Purpose and Student Outcomes

Next Steps

- Ex: At Norco College, our Standard of Care means that every student _____ , _____, and _____.
- What we do
- How we do it
- To what outcome

**TUTORING AND ACADEMIC
SUPPORT WORKGROUP**

Fall 2025 Activities

- **Tutoring Standard of Care Workgroup** convened consisting of faculty, staff, student tutors and administration
- **Academic Support Roles** discussed and [defined](#)
- **Tutoring Support Surveys and Focus Groups** for students and faculty being finalized in collaboration with Institutional Research
- **Marketing Strategies for Tutoring** in ongoing discussion and development
- **Workgroup will continue to meet throughout Spring 2026**



Fall 2025 Activities

- **LRC Website Update** to increase access, ease of use, visibility and real time updating of tutoring schedules
- **Transition to SARS** software for tutorial services in alignment with other Student Services departments
- **Targeted Marketing Strategies for Tutoring**
 - [Welcome to the LRC Video](#)
 - **FREE Tutoring Flyers**



NORCO COLLEGE
LRC
Learning Resource Center

LEARNING RESOURCE CENTER

**FREE TUTORING
AT THE LRC**

Tutoring Available in Person (inside the LRC) & Online (via LRC Zoom Link)

↑

SCAN THE QR CODE TO CHECK THE SCHEDULE AND GET STARTED!


Drop-in and one-on-one tutoring appointments are available for a variety of subjects.

VISIT OUR SCHOOL LEARNING RESOURCE CENTER
WILFRED J. AIREY LIBRARY, 1st FLOOR

STUDENT SUCCESS TEAMS


Cohort-based Student Success Teams

March 2022



STUDENT SUCCESS TEAMS

AN IMPLEMENTATION GUIDE FOR COMMUNITY COLLEGES



PHASE TWO ADVISORY™

	PURPOSE	IMPACT	
ROOTED IN EQUITY + STUDENT EXPERIENCE			
BACKEND COORDINATING	Work behind the scenes to coordinate support for students as a group; help streamline and improve programming and policies.	Students do not always know there is a team working behind the scenes on their behalf. The team's impact is felt in smoother policies, stronger programming, and engaging activities and workshops.	} Through 2018
NETWORKED SUPPORT	Create an easily identifiable network of people students can go to for a variety of supports; build communication channels across team members to streamline and integrate their activities.	Team members are listed in a student's portal. Students receive targeted messaging from members of their team. When students reach out, the team member they contact has information to guide the conversation.	
NETWORKED SINGLE POINT OF CONTACT	Provide personalized, holistic case management; ensure the single point of contact has access to behind-the-scenes data and resources to enable holistic engagement.	Students have a single "go to" for questions and concerns, and that person reaches out to regularly. That person helps to connect students to others as necessary with a warm hand off and follows up to ensure support was received and student issues are resolved.	} 2019 - Present
			} Goal for the SoC

Faculty Contributions

Some of the ways Faculty contribute to Standard of Care:

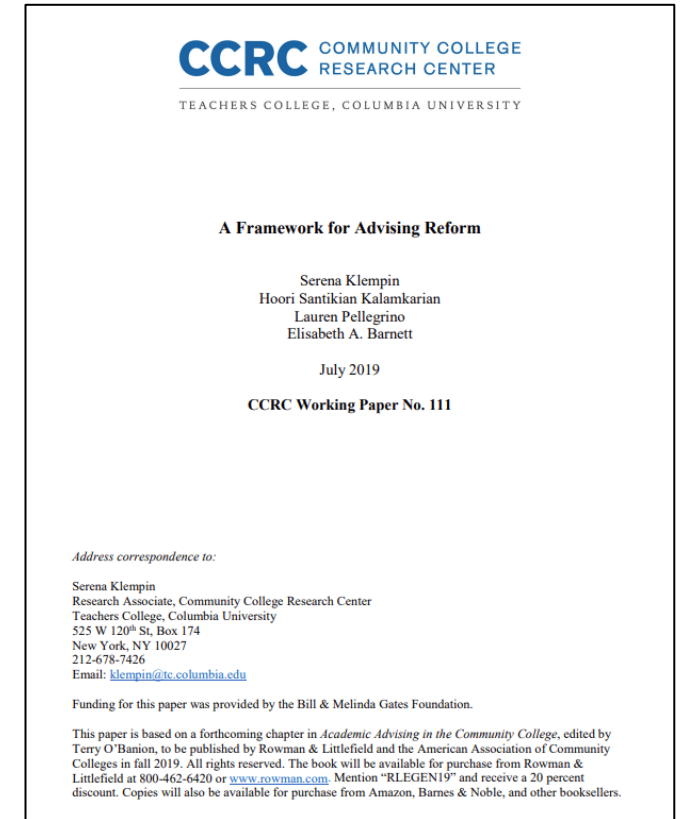
- Mentor students in your role as subject matter expert
- Provide insights into professional careers in your discipline
- Create student-centered schedules and course rotations
- Apply 10+1 areas in support of students (Curriculum, Grading, Professional Development, etc.)
- Promote equitable access and success
- Connect students to services
- Coordinate with Academic Counseling

CASE MANAGEMENT

A Framework for Advising Reform

Personalized Support: Case Management

Personalized support is fundamentally about tailoring student services to students' unique interests, motivations, and needs to ensure that they receive the resources that will help them succeed. Not all students will require the same type or level of support at the same time. Thus, personalized support requires developing an understanding of students as individuals.



A Framework for Advising Reform CCRC Working Paper No. 111

Foundations for Case Management

Structural Dimension:

- *"Implement guidelines for assigning students to advisors."*
- *"Use a technology tool that gives advisors easy access to pertinent student information such as education plans, course grades, alerts raised by faculty members, and shared case notes."*

} Assignments by School
} Colleague \leftrightarrow SARS
} Element 451

Process Dimension:

- *"Advisors typically use technology to document the main issues discussed, make referrals to other student services, and follow up on whether students use the services."*

} Case Note Templates

Attitudinal Dimension:

- *"Colleges implementing the model should thus foster an institutional culture that prioritizes individualized student support as a key mechanism for promoting student success."*

} Standard of Care
} Definition

Case Note Templates

Note Detail

Note Visibility: Local | Location: CD | Note Information: Author: DAVIDS, Student ID: 2802117, Date Created: 11/12/2025, Student Name: SCHLANGER, DAVID

Note Title: Transcript Evaluation

Note Content:
Transcript Status: Received / Pending / Not Ordered / Official / Not Official
Sent to Evaluators: Yes / No / Date Sent
Evaluation Timeframe Shared: Yes (6-8 weeks) / No
Evaluation Methods: ASSIST / TCEQ / TES / NC Articulation Page
Purpose of Evaluation: GE Certification / Major Prep / Matriculation
Evaluated Course: [List all classes/ GE Areas met]
Additional Notes: Special considerations or clarifications/Submit period / Rebuild SEP with evaluated course

Pre-defined dropdown menu:
Academic Renewal
General Counseling Appointment
Readmit Contract
Student Education Plan (SEP)
Transcript Evaluation

Buttons: OK, Append, Template, Cancel

Special project completed Summer 2025

First testing cycle 11/5/25 - 12/3/25

Five initial templates created:

1. General Counseling Appointment
2. Student Education Plan (SEP)
3. Transcript Evaluation
4. Academic Renewal
5. Readmit Contract

Non-academic Assessments

"In a personalized case management model, advisors are assigned to work with the same students over time and given access to a comprehensive record not only of students' academic standing but also of any existing case notes or results of nonacademic assessments (e.g., results from surveys about career interests or from questionnaires about interests in student services)."

Element 451 Student Profile Labels:

- Student needs (food, housing, transportation, technology, employment, etc.)
- Program membership (EOPS, Umoja, athlete, student parent, etc.)
- Career development (values, skills, interests, abilities, personality, goals, etc.)

ELEMENT 451

RCCD's Student Care Hub

- **Central Hub:** Element451 provides a shared case management system so authorized staff can see key student interactions, referrals, and follow-up in one place.
- **Closed-Loop Support:** Staff document, track, and resolve cases (e.g. counseling, basic needs) with clear ownership and timelines to align with our Standard of Care.
- **Proactive Outreach:** Alerts and targeted campaigns help identify students who may need support early, so we can intervene before issues impact enrollment or success.
- **Equity-Minded Metrics:** Dashboards show response times, case resolution, and outcomes by student group to monitor consistency, close gaps, and improve services across RCCD.

EARLY ALERT

Early Alert Workgroup

- Academic Senate faculty appointments (5)
- Deliverables:
 - **Read** “Five Recommendations for Community Colleges to Equitably Implement Early Alert Systems” and discuss.
 - Expand **early alert topics** beyond just tutoring and counseling to also include basic needs, class disturbance, and other faculty-identified issues.
 - Make sure the system includes a **feedback loop** mechanism that notifies the faculty member when the alert has been addressed.
- Convening November 18th

NEXT STEPS

Outcomes

- Aligned operational hours for SSV building and Student Services Division
- Five (5) Counseling case notes templates created
- Clarification of roles and responsibilities (Counselors and Educational Resource Advisors)
- Number of Tutoring and LRC overall visits increased 34% from Fall 2024 to Fall 2025
- Unduplicated number of students using Tutoring and LRC services increased 18% from Fall 2024 to Fall 2025

Spring 2026 +

- Ongoing training
- Surveys and focus groups
- 2030 EMP Goals Implementation
- Element 451 and Case Management
- Marketing and communication efforts
- Revisit technology needs
- Data dashboard development

Questions?

