



**Student Support Council
Minutes for February 26, 2026**

12:50 PM-1:50 PM

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

ZOOM | Meeting ID: 844 9140 6190 Passcode: 015098

Committee Members – In Person

Natalie Aceves (co-chair), Sonia Gonzalez, Vivian Harris (co-chair), Caroline Hutchings, Kiandra Jimenez, Elizabeth Lopez, Damon Nance, David Schlanger, Kaneesha Tarrant (co-chair)

Committee Members – Virtual

Amy Kramer, Megan McDonald, Jethro Midgett, Melissa Olivieri

Committee Members – Not Present

Nikki Capps, Steven Gonzalez, Marcos Hidalgo (ASNC)

Guests:

Arezoo Marashi

Recorder: Cecilia Ramirez

Subject to Brown Act: No

1. Call to Order – Facilitator K. Tarrant

2. Action Items

2.1 Approval of Agenda

MSC: Olivieri/Harris/Consensus

2.2 Approval of Meeting Minutes from [November 20, 2025](#)

MSC: Lopez/Harris/Consensus

2.3 Approval of Standard of Care Definition

MSC: Jimenez/Lopez

Approved by: consensus

Three meetings total, spring and fall 2025. Request to confirm the definition of this effort and alignment through this initiative with responsibilities throughout the college. Created themes on slide 8. Concerned raised with the timeline of three years identified. Clarification as to why there is a time was discussed to align this reporting matrix and KPI's. Comment, to move forward with incorporating this definition with HSI workgroup. Comment, the timeline was discussed in length with the committee to have a measurable timeframe

3. Discussion Items

3.1 NC Strategic Plan: Student Services Presentation (Tarrant, Schlanger, Gonzalez, Nance)

Chancellor and Deputy Chancellor visited NC, to discuss the initiatives at NC and how it is aligned to district KPI's. Request for the council to review and provide their feedback by the next meeting. SSC will review this document during the next two meetings to discuss and provide feedback. Slide 4, local focus in comparison to the district KPI's. Focus on persistent efforts. Student feedback survey has met their goal of connecting with 400+ students. Question: about the Promise funds, promise students will continue to receive financial support with state funding. Summer bridge is planned for Aug 2026. Question: is their math support during the summer bridge, at this time, there isn't academic support as there are other initiatives throughout the college providing this specific support. Question: are there ROI/goals for outreaching efforts, at this time no, we are waiting to implement Anthology. FYE is scheduled to be implemented by 26F.

Basic Needs will needs to be revisited in March 2026.

Financial Aid: successful event, more touch points to ensure students are applying, In order for more students to obtain aid we need to focus on the students applying. Increasing part time outreach specialist to full time to assist in these efforts of partnering with the Unity Zone, dual enrollment and higher frequency of workshops and 1:1 assistance. Question: how do we support the non-traditional students. Dean Gonzalez reassured the council assistance is available, please reach out SFS to schedule a rep to visit special programs/cohort. Data shows students are not utilizing services after 4:30 PM.

Tutoring: Data obtained by faculty and students. Data is inclusive of students using the writing center. LRC has also transitioned to SARs for check-in/check-out and an ease of use with reporting.

Conversation to continue, slide 29

3.2 Governance Orientation and Training-Council Recap (Aceves/Tarrant)

Bring the information over to the council to determine the framework of the charter.

4. Information Items

4.1 Student Services Resource Request Prioritization Update

Resource requests are due; deadline is 3/13/26.

5. Good of the Order

None

6. Adjournment

1:47 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



**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.

•

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



**Student Support Council
Minutes for October 23, 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)

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



Defining the Standard of Care

NORCO
COLLEGE

Student Support Council
February 26, 2026

2025: IEPI Partnership Resource Team



California
Community
Colleges



Services include

- Technical assistance
- Partnership Resource Teams
- Communities of Practice
- IEPI Seed Grants
- Reports and Resources

Learn more: IEPI.CCCCO.EDU

PRT Recommendations

Standard of Care

- Define the Standard of Care
- Clarify roles and responsibilities
- Case management

Data and Technology

- Assessment and data governance

Communication

- Market tutoring services

Engagement

- Revamp Early Alert

STANDARD OF CARE

Define the Standard of Care

Clarify roles and responsibilities

Case management

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.

Workgroup Composition



Kimberly Bell
Academic Senate President



Arezoo Marashi
Academic Support Coordinator



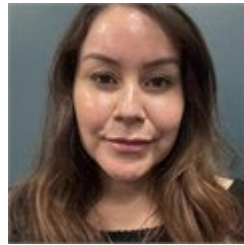
Nelly Parada
Educational Resource Advisor Program



Hortencia Cuevas
Director, Student Support Services



David Schlanger
Dean, Student Services



Sonia Gonzalez
Dean, Enrollment Services



Vivian Harris
Associate Professor, Library Services



Dr. Quinton Bemiller
Interim Vice President, Academic Affairs



Dr. Tenisha James
Vice President, Planning and Development



Damon Nance
Dean, Technology and Learning Resources



Sean Davis
Associate Professor, Counseling



Dr. Kaneesha Tarrant
Vice President, Student Services

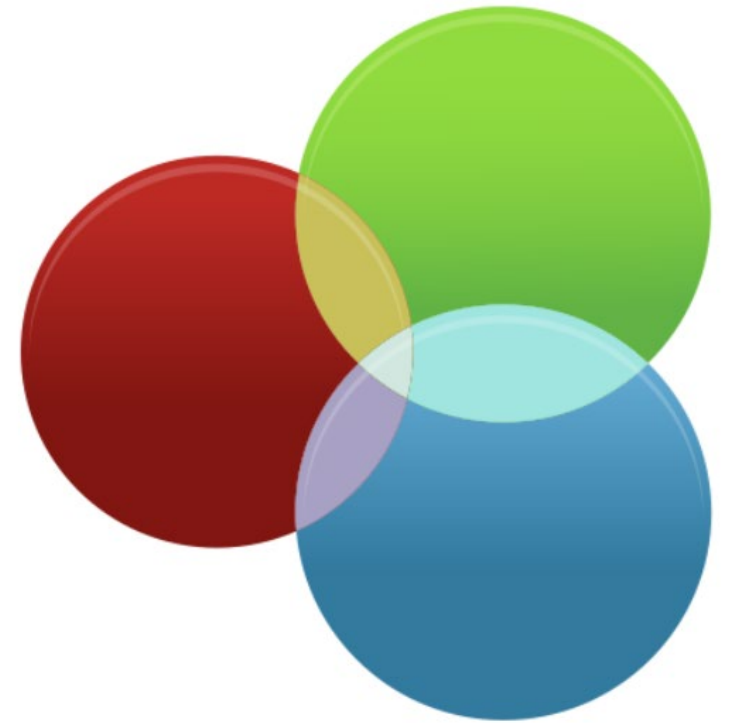
Standard of Care Prompts

- **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**



Standard of Care Defined

At Norco College, our Standard of Care means every student is welcomed and provided equitable support through coordinated services to ensure clear pathways to complete their academic and career goals within three years.

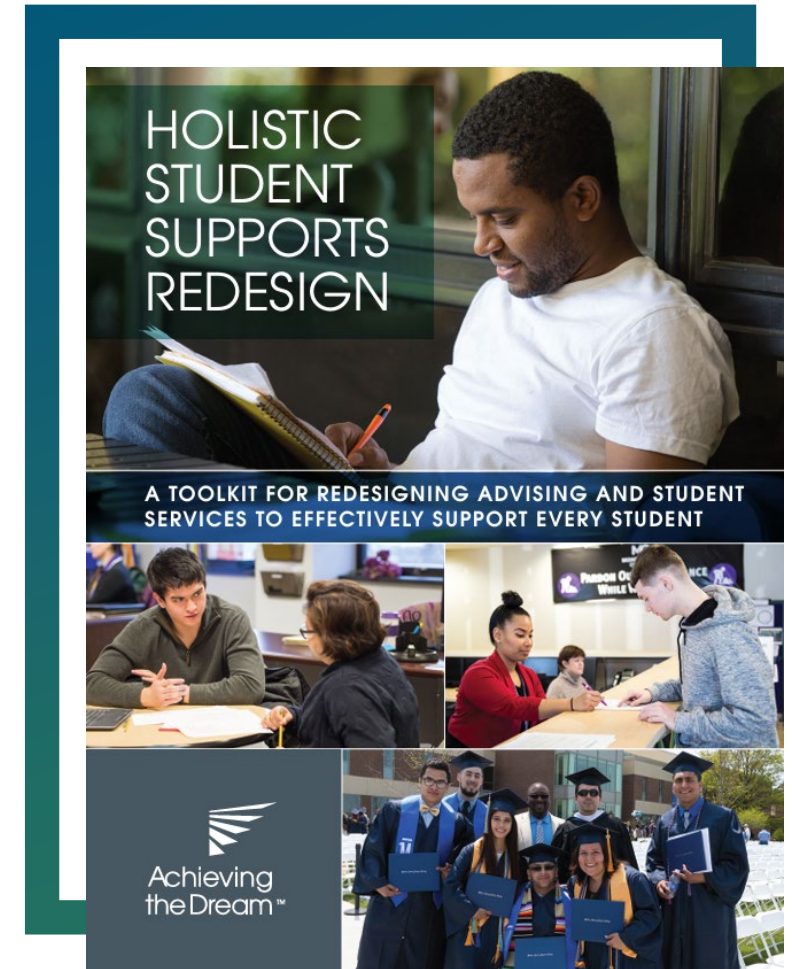
Questions?



NEXT STEPS

Spring 2026 Timeline

- **Student Support Council – February 26, 2026**
- **Academic Senate – March 2, 2026**
- **College Council – March 12, 2026**
- **Executive Cabinet – March 18, 2026**





NORCO
COLLEGE

NC Strategic Plan: Student Services

February 26, 2026

Presented February 18, 2026 to District Leadership

Norco College Alignment to the District Strategic Plan



5 Divisions



8 Norco College Education Master Plan Goals



22 Norco College Objectives



29 District Strategic Plan Key Performance Indicators

Student Services

Division	EMP Goals	Objectives	KPIs
Student Services	Goal 1: Access	1.2 Increase annual headcount by 3%	<u>KPI 1</u> : By 2030, achieve a 25% equitable increase in RCCD student enrollment.
	Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.
		2.4 Increase 3-year degree/certificate completion by 3% annually	<u>KPI 7</u> : By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%
			<u>KPI 17</u> : By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.
			<u>KPI 16</u> : By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.
		2.5 Increase 3-year transfer rate by 3% annually	<u>KPI 8</u> : By 2030, increase three-year completion rates by at least 15%.
	<u>KPI 9</u> : By 2030, increase with equity ADT awards by 35%.		
	2.6 Increase the number of students who receive aid by 6%	<u>KPI 10</u> : With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.	
2.6 Increase the number of students who receive aid by 6%	<u>KPI 14</u> : By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.		
Goal 5: Workforce	5.2 Increase student enrollment in career pathways to living-wage careers	<u>KPI 13</u> : By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.	

Scaling Comprehensive Student Support and Access

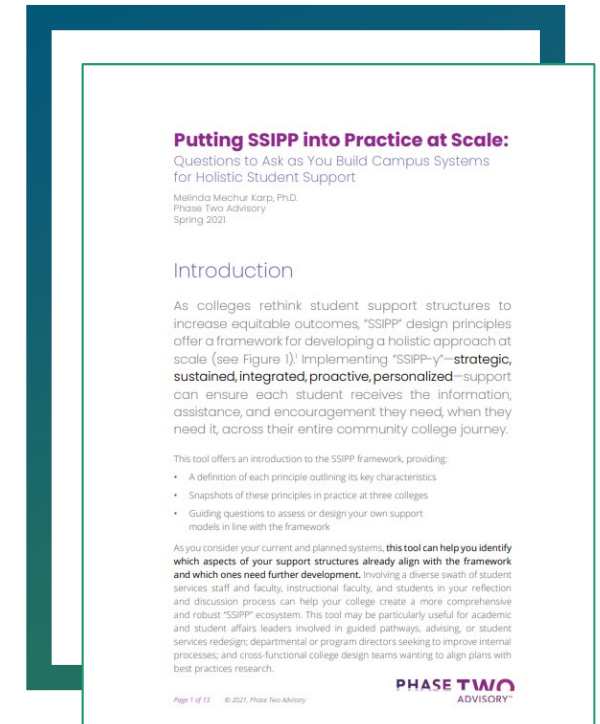
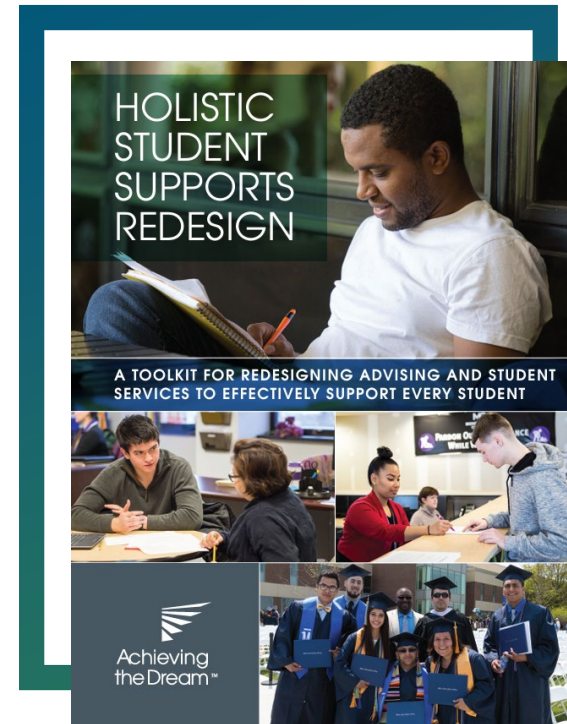
VP Impact Area	Focus	Aligned KPIs
Access	Outreach & Onboarding	KPI 1
Holistic Support	Basic Needs & Wellness	KPI 15
Financial Support	Financial Aid	KPI 14
Standard of Care	Persistence & Completion	KPI 7, 8, 9, 17
Completion	Transfer and Career	KPI 10 and 13

Student Services: Access

EMP Goals	Objectives	KPIs
Goal 1: Access	1.2 Increase annual headcount by 3%	<u>KPI 1</u> : By 2030, achieve a 25% equitable increase in RCCD student enrollment.

Source materials:

ATD's Holistic Student Support Redesign Toolkit
SSIPP Framework



Student Services: Access

EMP Goals	Objectives	KPIs
Goal 1: Access	1.2 Increase annual headcount by 3%	<u>KPI 1</u> : By 2030, achieve a 25% equitable increase in RCCD student enrollment.

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.

Student Services: Access

EMP Goals	Objectives	KPIs
Goal 1: Access	1.2 Increase annual headcount by 3%	<u>KPI 1</u> : By 2030, achieve a 25% equitable increase in RCCD student enrollment.

Strategies

Outreach (Help Students Enter the Path)

- Increase activity at feeder schools
- Create parent engagement opportunities
- Launch a Summer Bridge program
- Launch a First-Year Experience program

Persistence (Help Students Stay on the Path)

- Focus on holistic student supports during onboarding
- Expand ERA support for both general and special populations (proactive follow-up, communications, and single point of contact)
- Expand Promise Program to all first-time full-time students

Student Services: Access

EMP Goals	Objectives	KPIs
Goal 1: Access	1.2 Increase annual headcount by 3%	<u>KPI 1</u> : By 2030, achieve a 25% equitable increase in RCCD student enrollment.

Progress to Date:

Three-year growth in outreach efforts

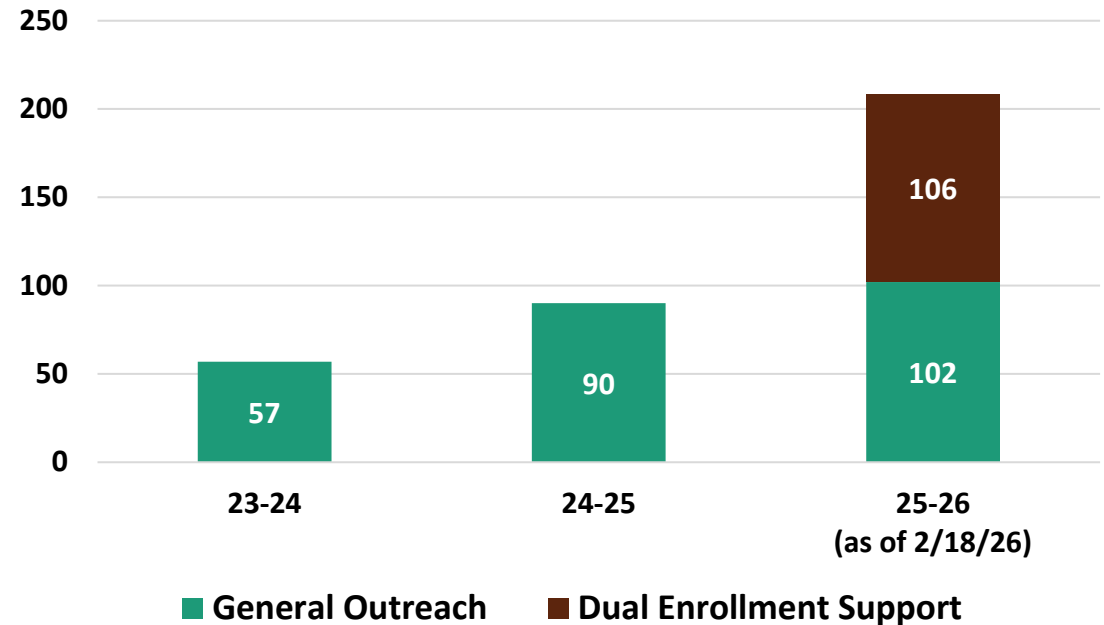
- 23-24: 57 events attended
- 24-25: 90 events attended
- 25-26 (so far): 102 attended / scheduled, plus 106 Dual Enrollment support activities

Increase in overall student headcount – 19,570 students as of 24-25 (41.7% rebound from 13,808 in 2021-2022)

HSS Survey embedded into Orientation

Summer Bridge (NC Kickoff) piloted in Summer 2025

NC General Outreach Activities



Student Services: Access

EMP Goals	Objectives	KPIs
Goal 1: Access	1.2 Increase annual headcount by 3%	<u>KPI 1</u> : By 2030, achieve a 25% equitable increase in RCCD student enrollment.

Next Steps:

- Embed Educational Resource Advisors into a bi-weekly on-site schedule at each feeder schools
- Offer parent engagement nights starting Spring 2026
- Launch FYE program in Fall 2026 focused on completion of comprehensive education plans

SAMPLE Norco College and CNUSD Site Visit Days

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 1		Corona HS 11:00am-1:00pm	Santiago HS 9:30am-11:30am 12:00pm-2:00pm	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	ERHS 9:30am-11:30am 12:00pm-2:00pm	Norco College Preview Days Come for a visit	
WEEK 2		Norco HS 11:00am-1:00pm	Online Support 4:00pm - 6:00pm	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Centennial HS 10:00am-2:00pm	Norco College Preview Days Come for a visit	
WEEK 3		Corona HS 11:00am-1:00pm	Santiago HS 10:00am-11:30am 12:00pm-2:00pm	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	ERHS 10:00am-11:30am 12:00pm-2:00pm	Norco College Preview Days Come for a visit	
WEEK 4		Norco HS 11:00am-1:00pm	Online Support 4:00pm - 6:00pm	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Centennial HS 10:00am-2:00pm	Norco College Preview Days Come for a visit	
WEEK 5	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Norco College Preview Days Come for a visit	

* Every Tuesday

LPHS 10:00am-12:00pm

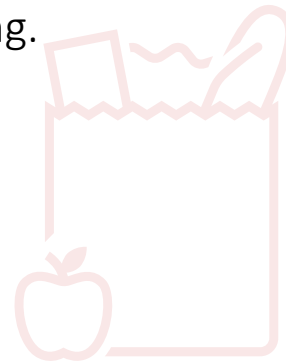
OGHS 12:30pm-2:30pm

Student Services: Basic Needs and Wellness

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

Program Mission:

The Basic Needs and Wellness Office addresses food security, housing stability, mental health support, and access to essential resources that enable students to focus on their educational goals. The office coordinates closely with Health Services and Mental Health to provide integrated services and wellness activities that support whole student well-being.



Core Services:

- Food Pantry (groceries, household items, hygiene products)
- Housing assistance and homelessness prevention (HHIP program, emergency housing, rental assistance)
- CalFresh application support and Fresh Success employment training
- Mental health resources and emergency financial assistance
- Professional clothing closet
- Holistic Student Survey (24/7 access via Canvas)
- Emergency aid

Student Services: Basic Needs and Wellness

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

The Basic Needs and Wellness Office at Norco College is strategically expanding access to services through enhanced outreach efforts and the implementation of nontraditional service delivery models. These initiatives directly address equity gaps by removing scheduling and logistical barriers that have historically limited student engagement with basic needs support.

Reducing Stigma Through Rebranding: To foster a more welcoming and inclusive environment, the Basic Needs and Wellness Office will be rebranded as The STABLE (proposed Fall 2026). This strategic name change reduces stigma associated with seeking basic needs support and promotes a culture where accessing resources is viewed as a normal part of the college experience rather than an indicator of deficit.



NC STABLE

Current Progress and Impact: MIS reporting demonstrates substantial progress toward our 2030 target, with student visits increasing **49%** from Fall 2024 (5,489 total visits) to Fall 2025 (8,176 total visits). This growth already represents significant advancement toward our 25% increase goal and reflects the effectiveness of our expanded service approach.

Student Services: Basic Needs and Wellness

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

- **Online Ordering and Extended Access (Spring 2026 Launch):** Beginning Spring 2026, students will access nonperishable pantry items and toiletries through an online ordering system with locker pickup located near the LRC. This model enables evening and weekend access, accommodating students with employment obligations, caregiving responsibilities, or class schedules that conflict with traditional office hours.
- **Integrated Digital Assessment Tool:** The Holistic Student Survey, embedded within Canvas, provides students with 24/7 access to request services throughout the semester. This integration meets students within their existing digital ecosystem and reduces barriers associated with separate intake processes or in person appointments.

Key Growth Areas Demonstrating Impact:

- Childcare services increased 220%, addressing critical needs for parenting students
- Mental Health services increased 142%, reflecting enhanced awareness and accessibility
- Physical Health, Clothing & Hygiene services increased 102%, expanding essential support due to increase partnership and referrals with Health Services
- Housing Insecurity services increased 75%, reflecting proactive identification and intervention



Student Services: Mental Health Services

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

- At Student Health Services, we understand that good mental health directly impacts our students’ academic and personal success.
- Mental health services help college students stay enrolled and succeed by reducing barriers that interfere with learning. Personal counseling and support services improve students’ ability to focus, manage stress, and maintain consistent academic performance.
- Early intervention prevents crises that could lead to withdrawal or academic failure. These services also build coping skills, resilience, and emotional regulation—skills essential for navigating college demands.
- Additionally, mental health support fosters a sense of belonging and connection, which is strongly linked to higher retention and graduation rates.



Student Services: Mental Health Services

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

To help students stay healthy, we provide free, short-term mental health counseling services both in-person and via telehealth. We also contract Care Solace, who can help our students connect with off-campus and specialty care when needed. Our primary services include:

- Individual, couple, family, and group therapy
- Crisis assessment and intervention
- Skill building groups
- Educational workshops
- Outreach and engagement
- Case management



Student Services: Mental Health Services

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

CARE Team Support

Mental health services play a vital role in keeping students engaged, stable, and on track to achieve their educational goals.

Mental health professionals within our department also contribute to the overall wellness of the campus community through their active involvement on the CARE Team.

The CARE Team is established to assess and respond to circumstances that may adversely affect a student’s academic performance or social well-being. Its primary objective is to facilitate early identification and intervention, when feasible, to provide appropriate support and help students maintain full engagement in their academic responsibilities.

2024-2025 the NC Mental Health Team:

- Helped respond to over **110 CARE Team referrals**
- Provided over **963 hours** of direct clinical services to **167 students**.
- Engaged in **310** prevention and early intervention activities (i.e. skill groups, workshops, campus events, club events, etc.) with **1246** student participants recorded

Student Services: Health Services

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

Norco College (NC) Health Services is actively operationalizing to meet this Goal and Key Performance Indicator through cross- district collaboration with **Moreno Valley College (MVC)** and **Riverside City College (RCC)** to create a **cohesive Standard of Care model** that removes barriers to care, increases access, ensures compliance with state and federal mandates, and improves cost efficiency districtwide.

A. Mental Health & Medical Access Expansion

- **100% telehealth acceptance rate**
- **Insurance screening at 100% of encounters** (determine Medi-Cal/IEHP eligibility)
- **Inland Empire Health Plan (IEHP) Partnership**



B. Collaboration with Disability Resource Center (DRC)

C. Districtwide Standard of Care Development

Student Services: Student Activities

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

Student Activities (SA) plays a critical role in student persistence by fostering connection, belonging, and holistic support. Through leadership development, engagement opportunities, and direct resource allocation, Student Activities helps remove barriers that impact student success, including Basic Needs and Wellness.

Promoting Student Persistence:

- SA helps build community and sense of belonging through **41** active clubs, and **615** students listed on club member rosters (Fall 2025), events, and leadership opportunities
- Encourages campus engagement, which is strongly linked to retention and completion
- Connects students to campus resources and peer support networks
- Amplifies student voice through shared governance and advocacy

Impact

- By addressing food and housing insecurity while building community and leadership pathways, Student Life reduces non-academic barriers that can derail students' educational goals. Ultimately increasing persistence, retention, and student well-being.

Student Services: Student Activities

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

Addressing Basic Needs & Wellness:

Student Activities directly supports students experiencing financial hardship and housing insecurity by funding essential services:

- **\$25,000 annual contribution from ASNC** (Associated Students of Norco College) to the Basic Needs & Wellness Center.
- **Funding Supports:**
 - Food vouchers
 - Hotel vouchers for homeless students
 - Campus food drives
 - Holiday food baskets for students in need

Student Services: Student Activities

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

Student Activities assists in the provision of student’s basic needs and wellness as follows:

- **Transportation:** allots **\$35,000** annually to the RTA Go Pass program, which provides pre-paid access to all RTA public transit services. This assures all students have a method of transportation to all RCCD campuses.
- **Vans:** 6 passenger-vans used to transport students to enriching events, and by our Basic Needs & Wellness department to pick up food supplies.
- **Textbooks:** **\$20,000** annually to purchase loaner textbooks, housed in the campus library, which students can check out on a long-term basis.
- **Printing:** funds free printing service in the library and the Associated Students of Norco College office, providing hundreds of copies every week.
- **Meals:** snacks and meals at over 200 events per year.
- **Commencement Regalia:** subsidizes the cost of commencement robes by **50% for 300** students annually.
- **Scholarships:** over **\$10,000** annually to scholarships, including the MOC artist scholarship, and the Dreamers Scholarship.
- **Program Funding:** **\$10,500** to the Honors program, **\$10,000** to Veterans, **\$25,000** to Rocketry, **\$4000** to Foster Youth, **\$5000** to the Unity Zone, **\$14,500** to Umoja, **\$7,500** to PUENTE, **\$6,000** to Choir, and **\$70,000** to athletics annually.

Student Services: Financial Aid

EMP Goals	Objectives	KPIs
Goal 2: Success	2.6 Increase the number of students who receive aid by 6%	<u>KPI 14</u> : By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.

1) Targeted Outreach & Completion Support

- Partnered with Business Office to identify resident students without FAFSA/CADAA on file
- Launched monthly text + email nudges to drive application completion
- Increased Outreach Specialist from 19 hours/week to 40 hours/week
 - Carnival 25FAL (approximately 550 attendees across campus and community)
- Future Opportunity: outreach to students pending Dept of Ed verification

2) Access, Education, & Early Intervention

- Introduced Financial Aid Hours in the Unity Zone (new for 26SPR)
- Expanded workshops/presentations from 6 to 11 high schools
- Launched continuation school outreach with Dual Enrollment team

3) Scholarships & Resource Expansion

- Staff completed a Cash for College training resulting in SFS certification for 25SPR
- Expanded scholarship support: increased from 2 to 4 workshops & 1:1s for 25FAL
- Partnered with Writing Center for scholarship essay workshops & Zoom application support

Student Services: Financial Aid

EMP Goals	Objectives	KPIs
Goal 2: Success	2.6 Increase the number of students who receive aid by 6%	<u>KPI 14</u> : By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.
Academic Year 2022-2023	Academic Year 2023-2024	Academic Year 2024-2025
8,344 students	9,024 students	11,080 students
\$18.2M aid	\$18M aid	\$22M aid

Norco College is increasing aid AND the number of students who can afford to stay enrolled

What's Next:

- Identifying the conversion gap (moving students to submitted > completed > recipient)

Student Services: Financial Aid

EMP Goals	Objectives	KPIs
Goal 2: Success	2.6 Increase the number of students who receive aid by 6%	<u>KPI 14</u> : By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.

How we'll get there:

- **Remove access barriers** for students not yet connected to aid
- **Increase visibility & trust** through on-campus and community partnerships
- **Provide targeted interventions** at key points, including application, verification, SAP
- **Expand culturally responsive communication** to improve reach and follow through



Student Services: Standard of Care

EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	KPI 7: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%
		KPI 17: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.
	2.5 Increase 3-year transfer rate by 3% annually	KPI 16: By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.
		KPI 8: By 2030, increase three-year completion rates by at least 15%.
	KPI 9: By 2030, increase with equity ADT awards by 35%.	
	KPI 10: With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.	
Goal 5: Workforce	5.2 Increase student enrollment in career pathways to living-wage careers	KPI 13: By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

2025: IEPI Partnership Resource Team



California
Community
Colleges



Services Include:

- Technical Assistance
- Partnership Resource Teams
- Communities of Practice
- IEPI Seed Grants
- Reports and Resources

PRT Recommendations

Standard of Care

- Define the Standard of Care
- Clarify roles and responsibilities
- Case management

Data and Technology

- Assessment and data governance

Communication

- Market tutoring services

Engagement

- Revamp Early Alert

Standard of Care Updates

AREA OF FOCUS

OBJECTIVE

ACTION

STANDARD OF CARE

- Define the Standard of Care
- Roles and Responsibilities
- Case Management

- Definition drafted for review Spring 2026
- Counseling and Educational Resource Advisors
- Case Notes and Technology

DATA & TECHNOLOGY

- Assess existing technology
- Establish data governance
- Consider a CRM Tool

- Element 451 Implementation

COMMUNICATION

- Market Tutoring Services

- Tutoring Standard of Care Workgroup

ENGAGEMENT

- Revamp Early Alert

- Academic Senate appointed Workgroup

Standard of Care: Tutorial Services

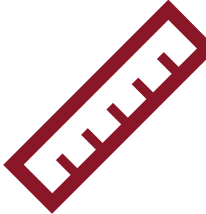
EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	<u>KPI 7</u> : By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%



Peer Tutoring provides students personalized, high-impact, one-on-one or small group learning support that addresses individual learning gaps, boosts confidence, and fosters academic independence



Tutoring support helps students overcome learning obstacles and contributes to the bridging of equity gaps for struggling learners



It helps improve grades, deepens content understanding, and allows for personalized pacing

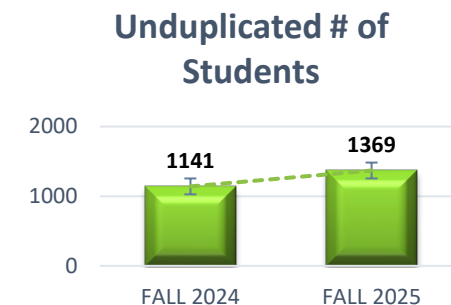


Tutoring support helps students stay in school rather than dropping out, and is directly linked to higher graduation rates and better long-term academic and career outcomes

Standard of Care: Tutorial Services

EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	KPI 7: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%

- Working to achieve our Standard of Care Initiative goals, Norco College Tutorial Services is focusing on increased collaboration with faculty, marketing and promotion, and data driven decision making
- As a result, Norco College LRC total visits **increased 43%** from Fall 2024 to Fall 2025
- The number of unduplicated students using LRC services **increased 19%** from Fall 2024 to Fall 2025
- Tutoring Appointments **increased 200%** from Fall 2024 to Fall 2025!



Standard of Care: Success Teams

EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	<p><u>KPI 7</u>: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%</p> <p><u>KPI 17</u>: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.</p> <p><u>KPI 16</u>: By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.</p>

Source material:

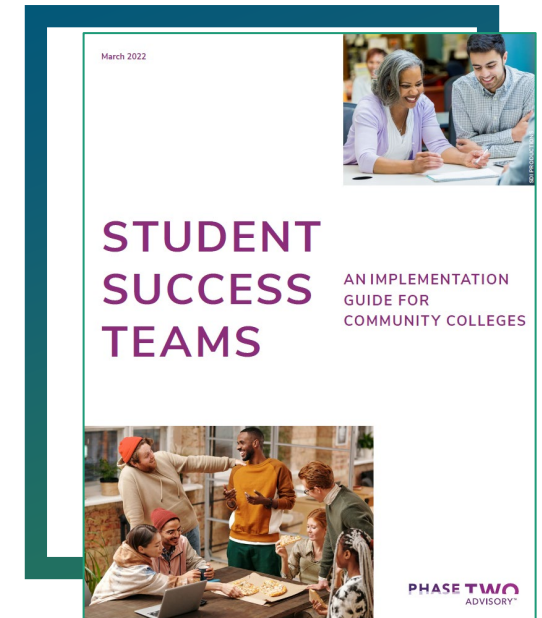
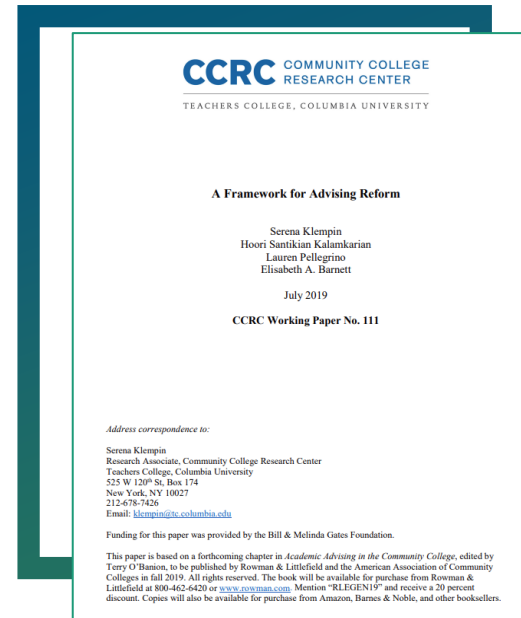
CCRC's ACIP Framework

- Ask-Connect-Inspire-Plan

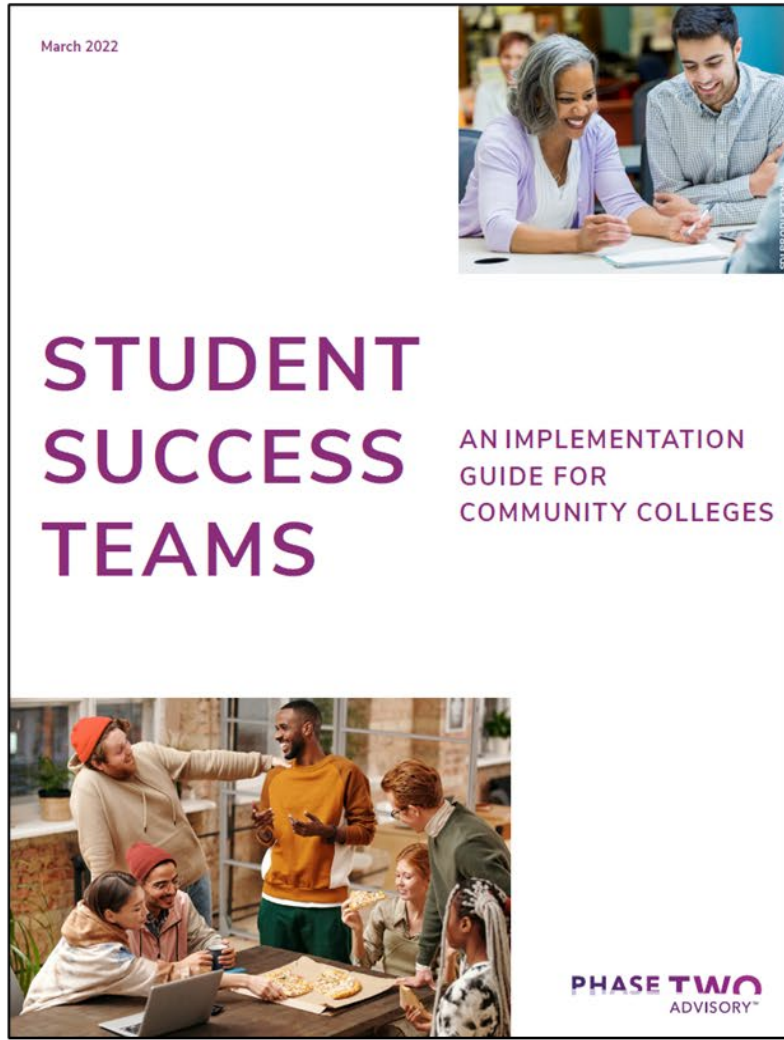
CCRC's "A Framework for Advising Reform"

Student Success Teams Guidebook

CBD's Loss-Momentum Framework



Standard of Care: Success Teams



	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.	Goal for the SoC

Standard of Care: Counseling and Advising

EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	<p><u>KPI 7</u>: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%</p> <p><u>KPI 17</u>: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.</p> <p><u>KPI 16</u>: By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.</p>

Strategies:

- Organization into meta-majors
- Major-based engagement activities:
 - Meet & greets with faculty
 - What can you do with your major?
 - Practicing professional guest speakers
 - University presentations
- Case management
- Early Alerts / Anytime Alerts

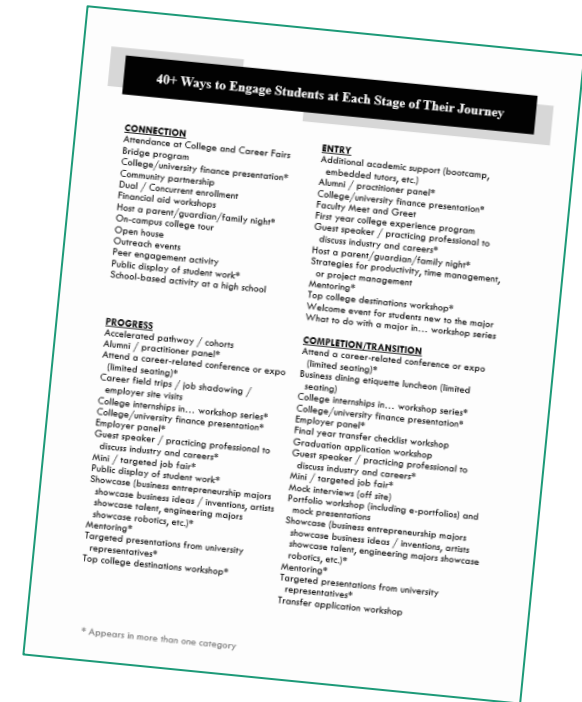


Standard of Care: Counseling and Advising

EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	<u>KPI 7</u> : By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%
		<u>KPI 17</u> : By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.
		<u>KPI 16</u> : By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.

Progress to Date:

- Units to degree completion reduced 12.5% from 88 to 77 over the past 5 years
- Increase in annual Hispanic student degree/certificate completion – 19.2% gain over baseline (from 535 completions to 626 completions annually)
- Increase in overall two-year graduation rates – from 7.4% (2018-2019) to 10.4% (2024-2025)
- Hispanic student four-year graduation rates – up 24.8% since 2019
- Provided faculty with “40+ Ways to Engage Students at Each Stage of Their Journey”



Standard of Care: Counseling and Advising

EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	<u>KPI 7</u> : By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%
		<u>KPI 17</u> : By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.
		<u>KPI 16</u> : By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.

Next Steps:

- Implement common case note templates
- Establish case management communication timeline
- Migrate early alerts to anytime alerts and integrate with Canvas

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 Template: Academic Renewal, General Counseling Appointment, Readmit Contract, Student Education Plan (SEP), Transcript Evaluation

Buttons: OK, Append, Template, Cancel

Standard of Care: Transfer

EMP Goals	Objectives	KPIs
Goal 2: Success	2.5 Increase 3-year transfer rate by 3% annually	KPI 8: By 2030, increase three-year completion rates by at least 15%.
		<u>KPI 9</u> : By 2030, increase with equity ADT awards by 35%.
		<u>KPI 10</u> : With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.

Strategies:

- Greater focus on transfer from the start
- Emphasize transfer pathways in outreach activities
- Focus on Comprehensive Ed Plans in Year 1



Standard of Care: Transfer

EMP Goals	Objectives	KPIs
Goal 2: Success	2.5 Increase 3-year transfer rate by 3% annually	<p>KPI 8: By 2030, increase three-year completion rates by at least 15%.</p> <p>KPI 9: By 2030, increase with equity ADT awards by 35%.</p> <p>KPI 10: With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.</p>

Progress to Date:

- Transfer Coordinator / Counselor reassignment established in 2025-2026
- New Transfer Center office location
- Trained all general Educational Resource Advisors to provide transfer advising (transfer workshops, application support, application follow-up)
- 62% increase in student support during Fall 2025 Transfer Jam compared to Fall 2024
- Hispanic student transfer rates – up 31.8% since 2019

Student Services: Transfer

EMP Goals	Objectives	KPIs
Goal 2: Success	2.5 Increase 3-year transfer rate by 3% annually	KPI 8: By 2030, increase three-year completion rates by at least 15%.
		KPI 9: By 2030, increase with equity ADT awards by 35%.
		KPI 10: With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.

Next Steps:

- Build PowerBI Transfer Readiness Dashboard
- “Financing Transfer” workshop – Spring 2026
- Transfer outreach partnership with Cal Poly Pomona

Transfer Dashboard Metrics

Filters

- Units Completed
 - 0-12
 - 13-25
 - 26-38
 - 39-50
 - 51-63
 - 63+
- GPA
 - 1.5-1.99
 - 2.0 - 2.49
 - 2.5 - 2.99
 - 3.0 - 3.29
 - 3.3 - 3.59
 - 3.6 - 4.0
- Ed Goal
 - Obtain an associate's degree and transfer to a 4-year institution
 - Transfer to a 4-year institution without An Associate's

Column Metrics

- Student ID
- First Name
- Last Name
- Start Term
- Home College
- Program Title
- CSU GPA
- UC GPA
- CSU Units Complete
- UC Units Complete
- ENG 1A complete (Yes/No)
- MAT Placement
- COM 1, 6, or 9 Complete
- Special Program
- Current Dual Enrollment/Dual Admissions Student
- Outside Transcripts
- RCCD Email
- Non RCCD Email
- Text Number (Cell)
- CSEP on File

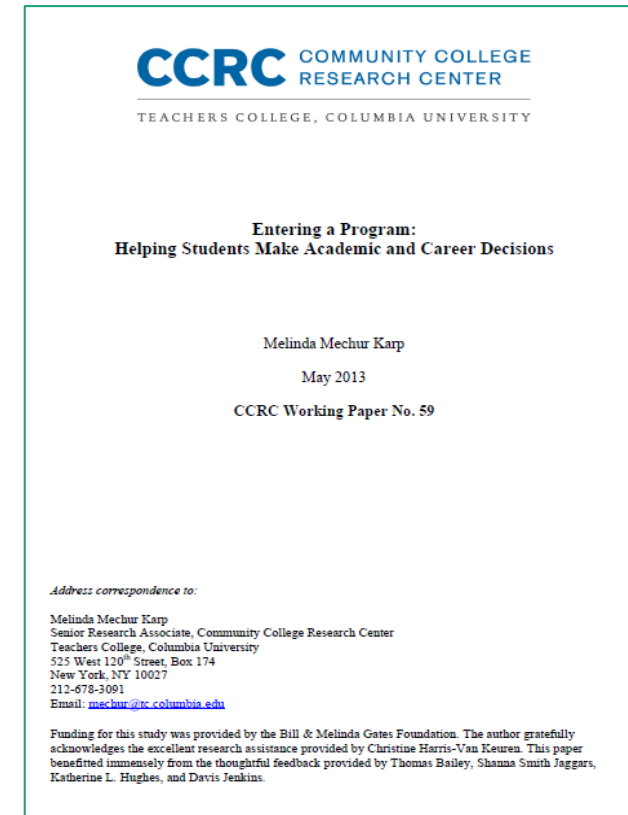
Standard of Care: Career

EMP Goals	Objectives	KPIs
Goal 5: Workforce	5.2 Increase student enrollment in career pathways to living-wage careers	<u>KPI 13</u> : By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

Source material:

Entering a Path: Helping Students Make Academic and Career Decisions

- Pathways should balance structure with exploration
- Career counseling should drive an integrated approach to advising
- Colleges should strategically deploy resources to allow for developmental advising
- Colleges should provide services to students based on their level of need

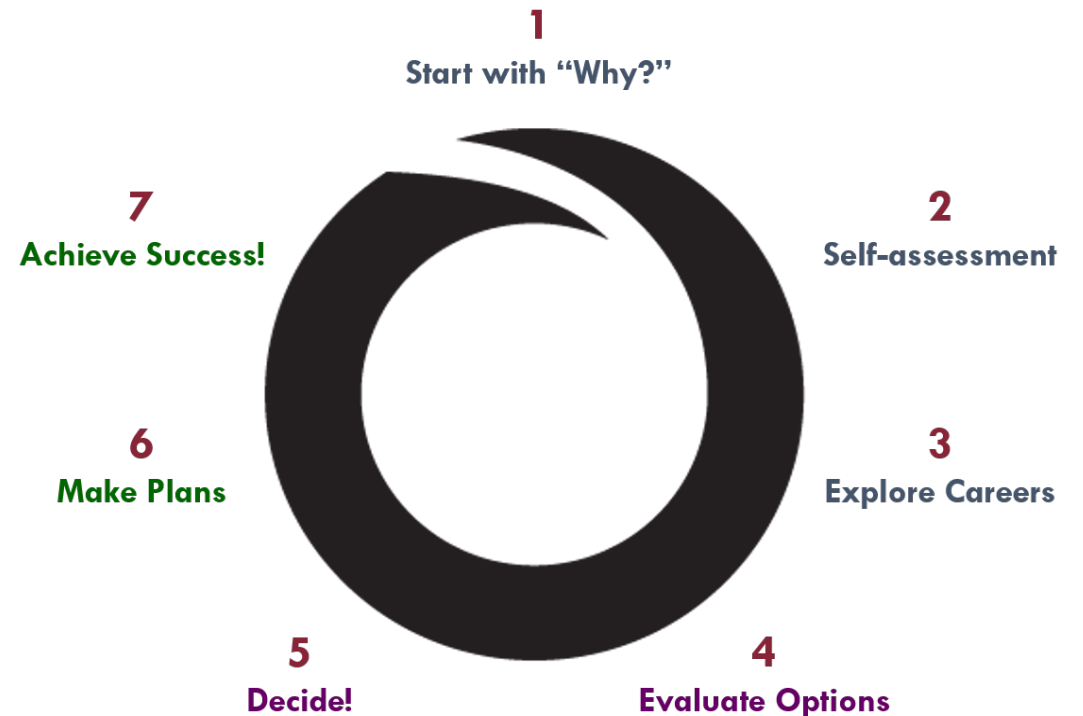


Standard of Care: Career

EMP Goals	Objectives	KPIs
Goal 5: Workforce	5.2 Increase student enrollment in career pathways to living-wage careers	<u>KPI 13</u> : By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

Strategies:

- Career-focused developmental advising:
 - Assess career decidedness at entry
 - Focus on career counseling during first counselor contact and work toward comprehensive education plan
- CTE partnerships, emphasis, and integration into outreach efforts



Student Services: Career

EMP Goals	Objectives	KPIs
Goal 5: Workforce	5.2 Increase student enrollment in career pathways to living-wage careers	KPI 13: By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

Progress to Date:

- Professional development for counselors on the Cognitive Information Processing Model (CIP Theory)
- New career counseling tools/worksheets developed
- Support for CTE Days each Fall and Spring
- GUI-47A launched in Spring 2026

LIFE MAP EXERCISE

Name: _____ ID#: _____

Motivations are the past experiences that drive us forward and inspire us to act, to do, and to achieve. Values are the most important to us in life and are reflected by the future goals we set for ourselves. Use this worksheet to write down the factors that led you to this decision point and then list future goals you hope to achieve in your life and career. Then, write down your plans to discuss any present concerns.

What brought you to this decision point?

STUDENT: In this space, list any concerns that need to be addressed (such as mental health, housing insecurities, financial needs (financial aid), and/or as remediation, tutoring, etc.)

© 2019-2022 NORCO COLLEGE DISTRICT

CAREER EXPLORATION GUIDE

O*NET (www.onetonline.org) is the U.S. Department of Labor's extensive occupational database that provides information on job titles, tasks, and key factors about different types of jobs. Use the information, and compare several careers you are considering.

	Career #1	Career #2
Transferable Factors: Interests, Work Styles, & Work Context		
Job-Specific Information: Tasks, Work Activities & Detailed Work Activities		
Qualifications: Knowledge, Skills & Abilities		
Education	Select education level	Select education level
Local Wages by Zip Code	\$ _____	\$ _____
Projected Growth	<input type="checkbox"/> Much faster than average <input type="checkbox"/> Faster than average <input type="checkbox"/> Average <input type="checkbox"/> Declining	<input type="checkbox"/> Much faster than average <input type="checkbox"/> Faster than average <input type="checkbox"/> Average <input type="checkbox"/> Declining
Jobs Openings Within 25 Miles by Zip Code	<input type="checkbox"/> Good (more than 25) <input type="checkbox"/> Average (10 - 25) <input type="checkbox"/> Below average (less than 10)	<input type="checkbox"/> Good (more than 25) <input type="checkbox"/> Average <input type="checkbox"/> Below average

© 2025 RIVERSIDE COMMUNITY COLLEGE DISTRICT

CAREER FINDER

Name: _____ ID#: _____ Date: _____

Career assessment consists of three layers: (1) identifying the values and important factors of life that motivate and guide you, (2) exploring what skills you possess or can grow to be effective in your work, and (3) discovering opportunities to be paid for what you do. The goal is to determine several career options that satisfy all three criteria and can support your path to fulfillment.

CAREER OPTIONS:

- JOBS:** Work that you are good at and people will pay for, but does not fulfill your goals.
- HOBBIES:** Work that you are good at and leads to personal fulfillment, but does not pay well.
- INTERESTS:** Work that pays well and could fulfill your future goals, but you are not skilled in.

© 2025 RIVERSIDE COMMUNITY COLLEGE DISTRICT

Student Services: Career

EMP Goals	Objectives	KPIs
Goal 5: Workforce	5.2 Increase student enrollment in career pathways to living-wage careers	<u>KPI 13</u> : By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

Next Step:

- Train all Educational Resource Advisors to provide employment support (job search, resume writing, interview skills, and professional networking)



Strategy succeeds when vision is aligned,
communication is clear, and collaboration
turns plans into shared action.

Thank you for your partnership

