

# Holistic Student Supports

A Foundation for Equity in Guided Pathways



**Bellwether College Consortium**  
Planning, Governance &  
Finance Category

2024

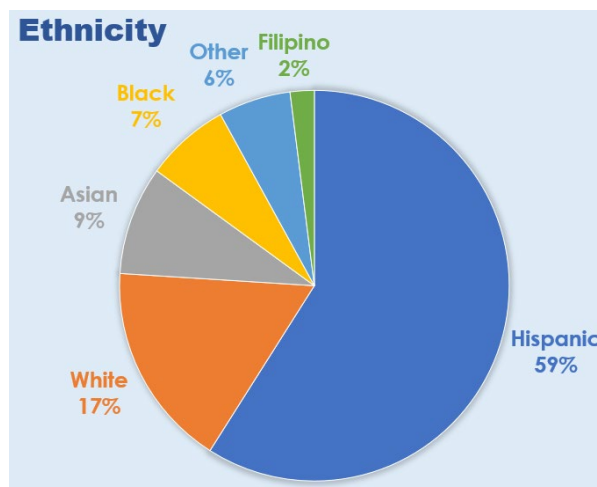
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## Introduction

Norco College (NC) is a public, open-access, two-year community college located in Norco, California, and is one of three colleges within the historic Riverside Community College District (RCCD) and is a designated Hispanic Serving Institution (HSI).

Norco College serves a diverse student population with Hispanic students representing 59% of the study, 26% of students identify as first-generation college students, and 25% are students over the age of 25. Of the NC student body, 54% are female, 45% are male, and 1% identify as non-binary. NC serves approximately 16,000 students annually, which represents 7,000 full-time equivalent students. For the 2018 cohort of full-time, first-time students, 33% graduated within three years. Low-income Pell Grant recipients make up 13% of students and 50% receive a tuition fee-waiver.



Norco College implemented a holistic student support process based on Achieving the Dream's Holistic Student Supports Redesign toolkit. Utilizing existing technology and personnel, a successful program was launched at-scale for all incoming students leading to customized support plans for each student and improved student services throughout the campus.

## Critical Issue

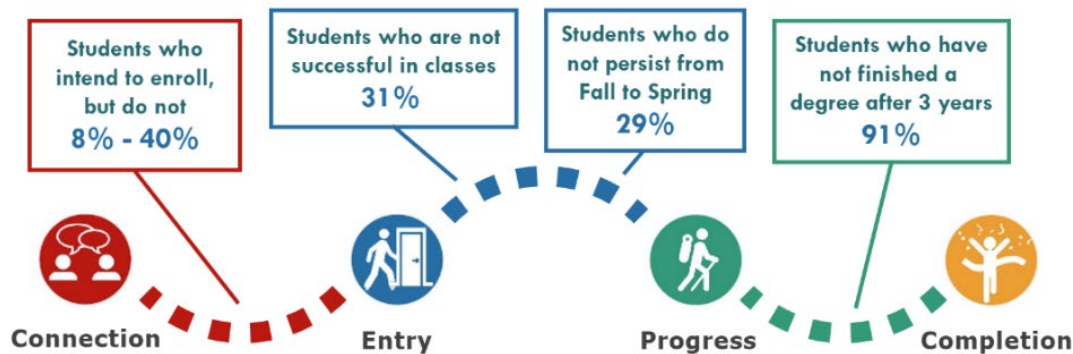
Nearly 10 years ago Norco College took a deep dive into disaggregated student success data as part of their participation in a High Impact Practices Institute, sponsored by the Association of American and Universities. One of the critical student success metrics was the college's four-year transfer rate. At that time, the Norco College 4-year transfer rate was 9.8% for the general student body, and 9.5% and 5.1% for Hispanic/Latinx students and African American/Black students respectively. The data created an urgent imperative that united the Norco College community in creating an institution-wide response to student success outcomes with a focus on transforming the student experience. This focused institutional effort was first called the Completion Initiative in 2015 and later became known as Guided Pathways in 2017 under the California Guided Pathways Project. The focus of the data and the data story was the idea of the "leaky funnel" and where we lose students before they successfully graduate and/or transfer. We understood that our work to strengthen student success at Norco College would start with transforming the student experience at the beginning of their journey where many students were lost before they even started.



Norco College adopted the Guided Pathways framework as a whole-college reform model for addressing barriers to student success and equity. According to Brock and Jenkins (2021), Guided Pathways research is clear that colleges should intentionally design the student experience to strengthen pathways to living wage careers by (1) organizing program development and improvement by field or 'meta-major', (2) helping all students explore interests, choose and plan, (3) providing students with an individualized program education plan by the end of their first-term, and (4) deploying case management advising by field of study.

This whole-college reform necessitated that we not only understand where we were losing students at critical milestones that disrupted their ability to successfully navigate our system, but which students we were losing at those critical junctures. Completion by Design's Loss Momentum Framework (Rassan) illustrates how student's progress along

**The Loss-Momentum Framework developed by Completion by Design helps colleges identify where students meet their greatest obstacles to persistence and completion.**



their educational path to completion. This framework informed our work to intentionally and specifically tailor resources and supports to student needs. Our student level data at Norco College demonstrated gaps in early milestones, Connection and Entry, which are early indicators of progress and completion. One startling data point was the number of students lost in the matriculation process. Students who intended to enroll at Norco were lost at varying points in the onboarding process. Ultimately, 40% of students were lost prior to first-term enrollment, another 31% were not successful in their courses in their first term, and of those students, only 29% re-enrolled for their second term. Our work to improve student completion and transfer needed to begin with redesigning our onboarding processes in connection and entry to remove early barriers to persistence.

## Solution

In March 2021, Norco College implemented improvements to its new student enrollment experience as one element of a larger Guided Pathways transformation. Based largely on "Entering a Program: Helping Students Make Academic and Career Decisions" (Karp), the college identified several critical areas of improvement for the existing onboarding process. In particular, the former onboarding model did not

integrate with career counseling, include any formal student needs assessment, and lacked the resources to provide developmental advising.

In response, the college reviewed research and studied best practices in the field and came across Achieving the Dream's Holistic Student Supports Redesign toolkit

## SSIPP Design Principles

<b>STRATEGIC</b>	Infrastructure enabling differentiated, customized services at scale
<b>SUSTAINED</b>	Ongoing support rather than an upfront "inoculation" approach
<b>INTEGRATED</b>	Supports are an integral part of all students' experiences from connection through completion, rather than standalone interventions
<b>PROACTIVE</b>	Services and information are provided to students before they're requested
<b>PERSONALIZED</b>	Students receive the support they need when they need it, from a person who knows them well

Phase Two Advisory, 2021

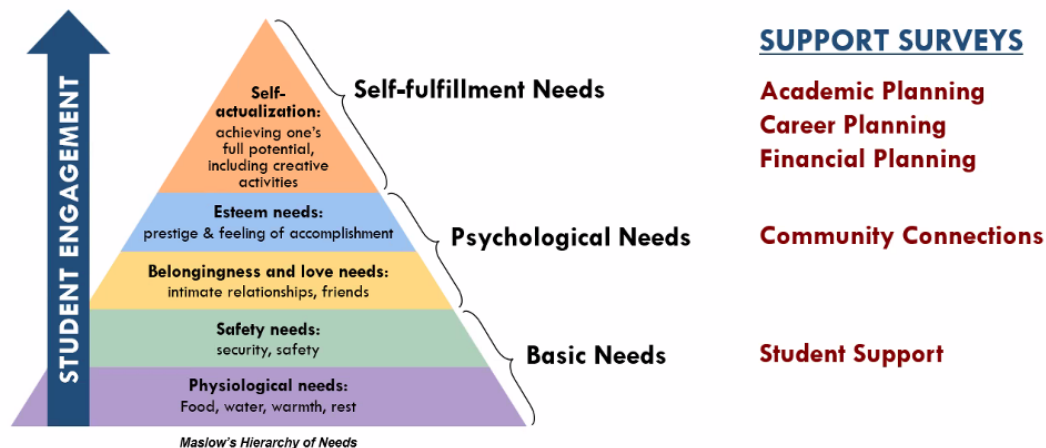
(Achieving the Dream). This collection of guidance documents and survey instruments was compiled to guide institutions in redesigning student supports that are evidence-based, practitioner-tested, and aligned with the SSIPP framework (Strategic, Sustained, Integrated, Proactive, and Personalized). Most importantly, this resource was specifically designed to

help institutions address equity gaps with a variety of underserved populations, including lower-income, first-generation, and historically underrepresented student groups. 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 the classroom best prepared to learn, and
- (4) feel confident that faculty, staff, and administrators are invested in their success.

**"SHIFT NAVIGATIONAL BURDENS FROM STUDENTS TO THE COLLEGE"**  
~Phase Two Advisory

Norco College used the Holistic Student Supports Redesign toolkit to (1) assess existing data related to student needs, (2) evaluate the availability of support technology, and (3) consider new internal and external partnerships that would be beneficial toward holistically serving students. The resulting work was a multi-part survey instrument that was woven into key elements of the new student orientation. **The survey focused on five critical areas of student development: (1) basic needs and wellness, (2) belongingness and connection, (3) student financial stability, (4) career decision-making, and (5) academic support.**



Norco College's holistic student support process for incoming students is simple and effective. Students learn about services and programs as they view the orientation. At strategic moments, students answer survey questions related to those supports. At the end of the orientation, two things happen: (1) students are immediately sent a customized support email with next steps related to their needs and interests in particular services, and (2) points of contact in each program the students indicated interest in are notified of the new students and proactively reach out to ensure students get connected with desired services. Then, (3) our peer advisors call the students to follow up via call or email and check in to answer questions they may have.

## IMPLEMENTATION PROCESS

- 1) All incoming students complete the new student orientation (required).
- 2) Throughout the orientation, students pause at key points to respond to holistic student support questions in the context of the orientation topic.
- 3) Survey results are downloaded the next day into MS Excel format and paired with student contact information from the Student Information System.
- 4) Survey responses are reviewed by a staff member and a custom support e-mail is sent to the student based on their expressed needs within 24 hours.
- 5) Separate e-mails are sent to points of contact in associated programs so the program can follow-up with the student directly.
- 6) A Peer Advisor follows-up within the month via phone call / e-mail / text messaging to assess for additional unmet needs.

## Resources

The development and launch of the Holistic Student Support Survey leveraged existing personnel and technologies to transform the student experience in onboarding for all incoming, first-time college students. The intent of the survey instrument is to create a dialogue between new students and the institution, collect information about student needs, and respond to those needs in a proactive way to help students make informed decisions about their career and academic goals. With limited personnel and resources, the college redesigned business processes and practices using high-impact practices in Guided Pathways literature. The work began with a vision for improving the student experience through an examination of the student's interaction with the institution. We worked strategically to create coherence among the divisions and departments that touch the student experience in connection and entry through deployment of new policies, procedures, and business practices in onboarding. At Norco College, this was achieved by the following redeployment and expanded use of resources:

- Redeployment of college staff formerly housed in placement center into renamed Engagement Center function.
- Reframing of job duties of existing personnel to include holistic student support.
- Expanded use of readily available, existing, and under-utilized technology
- Committed to College leadership communication and coordination across divisions and departments.
- Reduced programmatic costs in time and effort for staff in special funded/categorical programs in outreach and recruitment efforts.
- Automation of this process is being developed using computer applications available to the college.

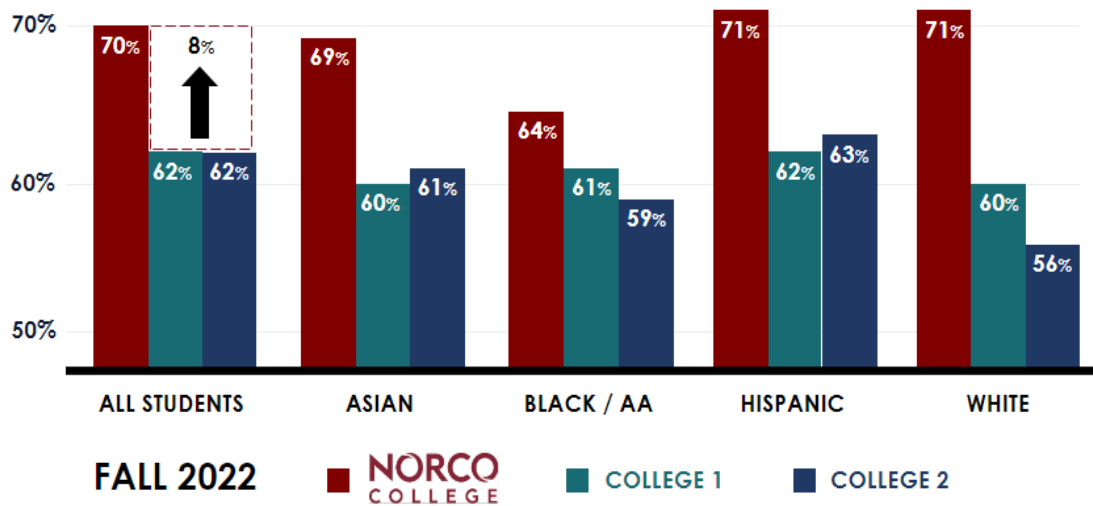
## Documented Outcomes

Since initial implementation in March 2021, the college has collected over 7,700 surveys and used the data to improve a variety of services throughout the campus. Early performance indicators related to enrollment and persistence have been monitored by an external evaluator and indicate positive effects of this intervention.

1. **Institutional Change** – As our knowledge of the student experience has increased, the college has responded institutionally through re-deployment and restructuring of personnel and services, as well as prioritized funding for new services in response to student need data. Staffing was redeployed from the previous Placement Testing Center, due to the elimination of basic skills courses, to newly launched Engagement Centers focused on holistic student supports. The previously siloed Career Center and Counseling Department were restructured to embed career developmental advising into Counseling and Advising practice through the newly launched Academic Counseling & Career

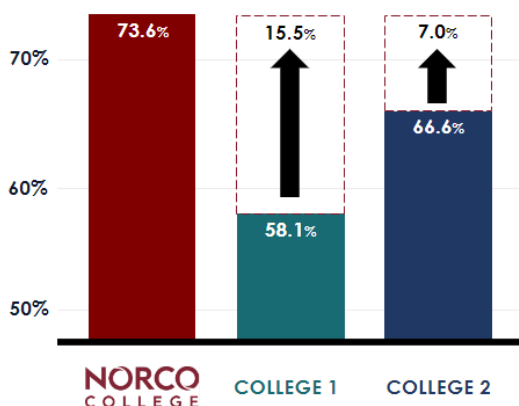
Development Center. Additionally, many of our special-funded programs and equity programs reduced time and effort in outreach and recruitment via the early connections to programs that the HSSS process facilitated. Lastly, the financial education data prompted the creation and establishment of the Norco College Financial Freedom program.

## 2. Increased Capture Rates - Norco College teamed up with Claremont Evaluation



Center to analyze the student data for all colleges in the district and report on how they did during their first year. Norco College saw an 8% difference in capture rates in the students' first year. To gain a better understanding of how certain populations groups were affected and identify any possible equity gaps, this data was also disaggregated. Student data was separated into 4 major racial groups and compared across the district. All racial groups at Norco College saw significant capture rates when compared to our sister colleges.

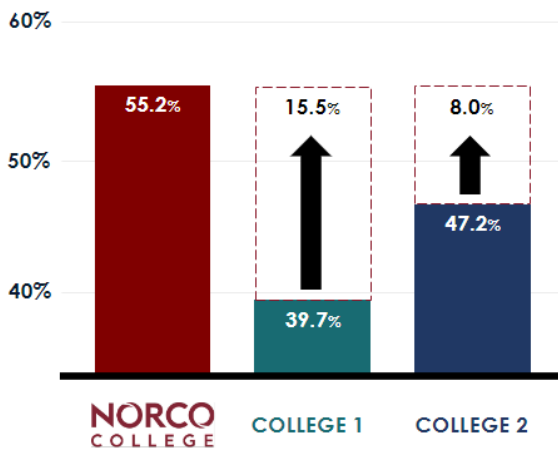
## 3. Increased Persistence Rates- Persistence Rates from fall to spring were also



measured across the district. Norco College saw a 73.6% persistence rate from fall to spring while the other two colleges fared at 7% to 15.5% below Norco College. Even with the same enrollment processes, the same deadlines dates, and the same registration systems, Norco College saw a major difference in persistence between all students who completed the fall 2022 and enrolled in spring 2023.



#### 4. More Units Completed in Year 1- When looking at the unit completion rate,



overall, Norco College students completed a higher average percentage of units in Term 1 (8 - 15.5%) and in Term 2 (6.6 – 7.2%) when compared to other colleges lacking Holistic Student Supports. The Norco College Holistic Student Support Survey gathered critical information about each student's individual needs and in turn provided the connections needed to these services. Norco College students proved to be better equipped to navigate three of the main points

(entry, connection & progress) that pose as major obstacles in a student's journey.

## Lessons Learned

**Redesign begins with changes to processes, not the addition of resources.** All the resources required to launch this project at-scale already existed at the college. The college leveraged its online orientation software, shared spreadsheets files, the student information system, and the current communication tools, such as email, texts, and phone calls, to initially launch HSSS with all incoming, first-time college students. Our transition to launch fully scaled for all students, including continuing students, is leveraging current automation features built into existing college software.

**Students need a comprehensive plan that links educational pathways to living wage careers.** Student educational plans need to encompass tools for successfully navigating the pitfalls that disrupt student retention. Our restructuring business process and practices resulted in elevating student educational plans to include career developmental advising and planning, financial literacy planning, and academic programming and course taking patterns that prepare students for living wage careers. Overwhelmingly, HSSS student data confirms many of our students are undecided for their careers and academic programs, with less than 40% of students indicating they have decided on a career during the onboarding process. Additionally, Financial Education consistently ranks as the top high-need area for students, with over 70% of students indicating an interest in financial education. Early support and interventions in financial education and support, informed decision-making around living wage careers and the connection to academic programs is vital for students. Educational planning that solely consists of course-taking patterns does not sufficiently meet the needs of students who are undecided on their careers, struggling to finance their education, and concerned with supporting their families with living wage jobs.

**Student needs should drive resource allocation and services.** The numbers will always only tell part of the story. We must prioritize elevating student voice and responding to their needs when we do. Prior to the HSSS, much of our planning and resource allocation work was driven by disaggregated quantitative college student data. Well-meaning college staff grappled with making meaning of the data without context or student voice. We used the numbers to build capacity in many of our special programs, but the HSSS data painted a much different picture of what our students need. What we learned about our students required us to shift priorities and resources to be responsive to student needs. As a result of the data the college supported the establishment of new programs and restructuring of existing services:

1. Financial Freedom Program
2. Basic Needs and Wellness Center
3. Student Success Teams
4. Peer Advising Program
5. Merger of the Career Center and Counseling Department

**Institutional effectiveness is possible when the college can bring disconnected and siloed programs, departments, and divisions together to respond to critical issues** as emphasized in Redesigning America's Community Colleges (Bailey). The redesign of our onboarding process required participation across all college divisions and major departments to facilitate a transformation to the student onboarding experience. The Holistic Student Support Survey was used to centralize the student story in order for the college community to effectively respond to the students' needs to remove barriers in connection and entry.



## References

Achieving the Dream (2018). *Holistic student supports redesign: A toolkit for redesigning advising and student services to effectively support every student*.

<https://achievingthedream.org/holistic-student-supports-redesign-toolkit/>

Bailey, Thomas R., Shanna Smith Jaggars, and Davis Jenkins. *Redesigning America's community colleges; A clearer path to student success*. Harvard University Press, 2015.

Karp, Melinda Jane Mechur. "Entering a program: Helping students make academic and career decisions." (2013)

Rassan, Elisa, et al. "Understanding the student experience through the loss momentum framework: Clearing the path to completion." (2013)



## Appendices A | Student Needs Assessment



### Holistic Student Supports A Foundation for Guided Pathways and Student Equity

#### STUDENT NEEDS ASSESSMENT

Questions for Your College	0 – 20%	21 – 40%	41 – 60%	61 – 80%	81 – 100%	Don't Know	Don't Ask
What percentage of students work more than 20 hours a week?							
What percentage of working students experience regular changes in their shifts or number of hours?							
What percentage of students have children or care for family or friends?							
What percentage of students receive or are eligible for Pell Grants?							
Of those who receive Pell Grants, what percentage live below the poverty threshold for a family of four?							
What percentage of students say they live paycheck to paycheck?							
What percentage of students receive income-based public assistance?							
What percentage of students feel they are carrying too much debt?							
What percentage of students struggle to feed themselves and/or their families?							
What percentage of students have unstable living situations?							
What percentage of students have a disability or other health concern for which they may want assistance?							
What percentage of your students come from households where English is not their first language?							
What percentage of students come from households where no one has a college degree?							
What percentage of students are being flagged for additional services?							
What percentage of students come to your campus knowing what career they are seeking?							

\* This assessment was adapted from the Achieving the Dream™ *Holistic Student Supports Redesign Toolkit* available at <https://achievingthedream.org/holistic-student-supports-redesign-toolkit/> (p. 23).



## Appendices B | Workforce and Technology Inventory



### Holistic Student Supports A Foundation for Guided Pathways and Student Equity

#### WORKFORCE AND TECHNOLOGY INVENTORY

Workforce Status	YES	NO	Working on it
People are available (in IR, Student Services, or elsewhere) whose roles involve collecting and processing student data.			
People are available to respond to student survey data individually and in a timely manner.			
People are available to analyze both aggregated and disaggregated student survey data.			
People are available to follow-up with students down the road to make sure needs expressed on their surveys are being met.			
Technology Status	YES	NO	Working on it
Survey software is available for general use, has no or low costs, and is easy to access, customize, and use. If yes, list software here: _____			
Automation and workflow software is available to help streamline and scale the intake and processing of survey data for all students. If yes, list software here: _____			
Communications tools are available that allow college personnel to easily connect with students via e-mail, phone calls, and texting.			
The capability exists to integrate student survey data into the college's Student Information System.			
Data integrity standards exist, are understood, and are widely accepted and applied.			
The college has a history of using, or a plan to use, data to inform decisions around equity and student success.			
Student needs data could be securely stored somewhere that is readily accessible by faculty, advisors, and other student support staff.			
The college provides continuous professional development to faculty and support staff to use data proactively in the decision-making process.			

\* Parts of this inventory were adapted from the Achieving the Dream™ *Holistic Student Supports Redesign Toolkit* available at <https://achievingthedream.org/holistic-student-supports-redesign-toolkit/> (pp. 29, 47-48).

## Appendices C | External Partnerships Needs Assessment



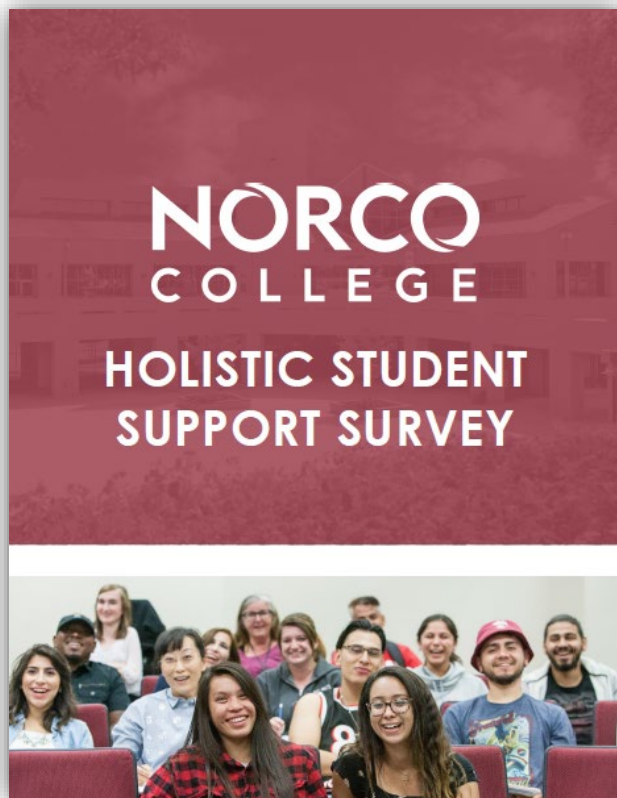
### Holistic Student Supports A Foundation for Guided Pathways and Student Equity

#### EXTERNAL PARTNERSHIPS NEEDS ASSESSMENT

Service	College-Provided List department(s)	Partner-Provided List partner(s)	Do we need to identify a partner?
Proactive support in college application and intake processes			
Academic advising			
Career advising			
Job search and placement assistance, including resumes and interview skills			
Mentoring			
Financial education / literacy			
Individualized financial coaching			
Financial aid assistance			
Emergency aid assistance			
Benefits screening and application support			
Access to childcare services			
Access to reliable transportation			
Access to nutritious food, often via a food pantry or food bank			
Access to safe housing			
Access to mental and physical health services			
Access to clean, professional clothing			
Tax preparation assistance			
Legal assistance			
Other:			

\* This assessment was adapted from the Achieving the Dream™ *Holistic Student Supports Redesign Toolkit* available at <https://achievingthedream.org/holistic-student-supports-redesign-toolkit/> (p. 82).

## Appendices D | Holistic Student Support Survey



NORCO COLLEGE | HOLISTIC STUDENT SUPPORT SURVEY

**SURVEY 1 CAREER DEVELOPMENT SURVEY**

It is our goal for you to start college on an educational pathway that is based on a clear decision about which career you plan to pursue in the future. Some students know exactly what career they want to enter and how their college education will help reach that goal, but most are still trying to figure it out. We want to meet you where you are and equip you with the resources and support you need to help you make an informed decision.

Please select the option that best describes how you feel about career decision making:

- ☐ 1 – I have not spent much time thinking about jobs I am interested in or deciding what kind of job I want in the future.
- ☐ 2 – I have done some career exploration and narrowed down my options for which job(s) I would like to pursue, but have not yet made a firm decision.
- ☐ 3 – I am certain about which career field I would like to enter at this time, I selected a major, and I have identified jobs of interest in that field.

NORCO COLLEGE | HOLISTIC STUDENT SUPPORT SURVEY

**SURVEY 2 FINANCIAL PLANNING SURVEY**

Norco College provides a variety of financial support services and programs to help you cover the costs of college and make wise financial decisions regarding your education. Your answers to the following questions will help us connect you with the best resources and people to help you find ways to pay for college, create a college finance plan, and explore ways to go to college debt-free.

Have you applied for financial assistance through the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA) yet?

- ☐ Yes
- ☐ No
- ☐ I am not sure

Please mark which public benefits you or anyone in your household currently receives (mark all that apply):

- ☐ TANF (Transitional Assistance for Needy Families) / CalWORKs (Cash Aid)
- ☐ SNAP (Supplemental Nutrition Assistance Program) / CalFresh
- ☐ SSI/SSP (Supplemental Security Income/State Supplementary Payment)
- ☐ GR (General Relief) or GA (General Assistance)
- ☐ Not Applicable / Decline to State

Please indicate which financial topics you are interested in (mark all that apply):

- ☐ I would like assistance completing the FAFSA or CA Dream Act Application
- ☐ I would like information about scholarships and other funding opportunities
- ☐ I want to create a spending plan or budget for my time in college
- ☐ I want to repair or establish credit
- ☐ I want to learn about borrowing money and student loans
- ☐ I want to save money for things like my education, purchasing a car, and/or emergencies
- ☐ No, I am not interested in receiving any of the above financial planning support

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NORCO COLLEGE | HOLISTIC STUDENT SUPPORT SURVEY

Please enter the estimated total annual income for your entire household. Example: enter just "36500" for \$36,500. It is okay to estimate if you do not know the exact amount. (This data is used to help the institution offer more support services for students in need.)

How many people live in your household?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11+

## Appendices D | Holistic Student Support Survey

NORCO COLLEGE | HOLISTIC STUDENT SUPPORT SURVEY

**SURVEY**  
**3** **STUDENT SUPPORT SERVICES SURVEY**

As you learned, Norco College provides a multitude of student services to support you throughout your college journey. It is important to us that your essential needs are met so you can fully focus on being successful in your education. Here are some questions to help you reflect on which support services might be beneficial for you.

**Health and Wellness** - Do you have concerns about your personal health, such as physical, emotional, eating/sleeping, relationships, anxiety, depression, alcohol/drugs, etc.?

**Food** - Do you struggle to feed yourself and/or your family?

**Housing** - Do you have unstable living situations which may include, but are not limited to, sleeping in your car or couch surfing?

**Safety** - Do you have concerns about your personal security?

**Transportation** - Do you need assistance with transportation to and from the college?

**Childcare** - Would you like assistance with accessing childcare resources?

**Employment** - Do you need assistance with finding employment that works with your school schedule?

**Professional Clothing** - Do you need professional clothes to wear to job interviews and in the workplace?

**Technology** - Do you need help getting access to a computer?

**Textbook Support** - Do you need financial assistance with purchasing books or need help accessing textbooks?

**University Research** - Do you need help exploring universities to transfer to?

**Disability Accommodations** - Do you have a disability or other health concern for which you may want assistance? (See examples below.)


- **Disability** - Physical, Visual Impairment, Deaf/Hard of Hearing, etc.
- **Mental Health Disability** - Anxiety, Depression, PTSD, etc.
- **Health Concern** - Diabetes, Arthritis, Cardiac, etc.
- **Learning Challenges** - Dyslexia, Dysgraphia, Processing Challenges, etc.
- **VA Rating** - Veterans Affairs
- **IEP/504**
- **Other**

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NORCO COLLEGE | HOLISTIC STUDENT SUPPORT SURVEY

I would like to speak to someone about the following support services (mark all that apply):

- ☐ Health and Wellness
- ☐ Food
- ☐ Housing
- ☐ Safety
- ☐ Transportation
- ☐ Childcare
- ☐ Employment
- ☐ Professional Clothing
- ☐ Technology
- ☐ Tutorial Services
- ☐ Textbook Support
- ☐ University Research
- ☐ Disability Accommodations
- ☐ Not Applicable / Decline to State



NORCO COLLEGE | HOLISTIC STUDENT SUPPORT SURVEY

**SURVEY**  
**4** **COMMUNITY CONNECTIONS SURVEY**

Joining support programs and learning communities are great ways to promote your academic success and social development. Caring teams of support professionals provide supplemental services and special benefits for those who participate. We encourage all students to join at least one support program or learning community.

Some programs have special eligibility requirements. Mark the programs you are interested in below to learn more.

**SUPPORT PROGRAMS**

**CalWORKS** - a state-funded program that supports current welfare recipients. Benefits include: priority registration, help with paying for textbooks, free school supplies, work-study opportunities, university tours, supplemental tutoring, cultural activities, specialized academic/career counseling and advising, and other educational benefits (such as support with gas/transportation and nutrition).

**EOPS/CARE/NextUp** - provides supplemental support services to help with financial and educational needs. Benefits include: priority registration, help with paying for textbooks and student fees, free school supplies, work-study opportunities, university tours, supplemental tutoring, cultural activities, specialized academic/career counseling and advising, and other educational benefits (such as support with gas/transportation and nutrition).

**Honors** - supports transfer-bound students with high school or college GPAs over 3.00. Benefits include: early registration, guaranteed transfer agreements, and specialized academic/career counseling and advising.

**Phoenix Scholars** - connects current and former foster youth to resources needed for success. Benefits include: priority registration, help with paying for textbooks and student fees, free school supplies, free on-campus meal vouchers and snacks; placement into internships, work-study opportunities, specialized academic/career counseling and advising; guidance from peer mentors, and other educational benefits (such as support with gas/transportation and nutrition).

**Promise Program** - helps first-time college students who enroll full-time by providing early registration and covering the costs (tuition and fees) of the first year of college.

**TRIO SSS, SSS-RISE, and SSS-STEM** - provides highly personalized services and specialized events to help students transition through higher education. Benefits include: priority registration, university tours, cultural activities, specialized academic/career counseling and advising, and guidance from peer mentors.

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NORCO COLLEGE | HOLISTIC STUDENT SUPPORT SURVEY

**Veterans Services** - supports all veterans, active-duty military members, and VA dependents. Benefits include: assistance with VA education benefits, priority registration (for veterans), free school supplies, supplemental tutoring, university tours, work-study opportunities, specialized academic/career counseling and advising, access to computers and free printing, and a space to hang out and build camaraderie.

**STEM Pathways** - A support program for students seeking transfer to any four-year university to pursue a baccalaureate degree in nursing, medicine, computer science, technology, engineering, or math.

**LEARNING COMMUNITIES**

**AANHPI** - Provides personalized academic counseling and services with a focus on Asian-American, Native Hawaiian, and Pacific Islander cultures.

**Men of Color Scholars** - Provides personalized academic counseling and peer mentors, early registration, specialized professors, and social events designed to build a brotherly community.

**Puente** - Provides early registration, UC & CSU campus tours, ongoing one-on-one counseling, professional mentoring, leadership opportunities, cultural activities, and customized courses. The program involves working closely with a counselor, English instructor, and mentor to prepare for transfer to four-year colleges and universities.

**Umoja** - This learning community is designed to increase academic success among all students with an emphasis on the African American population. A major key to student success is through fostering a sense of community. Through the linking of academic, social, and cultural offerings, the UMOJA program aims to promote student success as well as to develop leadership skills in its members.

**Unity Zone** - Provides safe/brave spaces for undocumented students, AB 540, mixed-status household families, and LGBTQIA+ students. The community provides resources, support, and creates learning opportunities.

**STUDENT CLUBS AND ORGANIZATIONS**

Visit our [Student Clubs and Organizations](#) page to learn about other college groups.

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## Appendices D | Holistic Student Support Survey

I would like more information about the following support programs (mark all that apply):

- ☐ CalWORKs
- ☐ EOPS/CARE/NextUp
- ☐ Honors
- ☐ Phoenix Scholars
- ☐ Promise Program
- ☐ TRIO SSS, SSS-RISE, and SSS-STEM
- ☐ Veterans Services
- ☐ No, I am not interested in joining a support program at this time.

I would like more information about the following learning communities and groups (mark all that apply):

- ☐ AANHPI – Asian American, Native Hawaiian, Pacific Islander
- ☐ Men of Color Scholars
- ☐ Puente
- ☐ Umoja
- ☐ Unity Zone
- ☐ No, I am not interested in joining a learning community at this time.

I would like to speak to someone about joining or starting a Student Club or Organization:

- ☐ Yes, send me more information.
- ☐ No, I am not interested at this time.



### SURVEY

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### ACADEMIC PLANNING SURVEY

Great job! You're almost done!

The final step is to provide us with some information that will help us recommend courses for you to take. Your answers to the following questions will give us insights into your academic preferences and scheduling needs. This information will be reviewed by college personnel who will contact you within the next few business days.

Which term do you plan to start classes?

- ☐ Winter 2024
- ☐ Spring 2024
- ☐ Summer 2024
- ☐ Fall 2024
- ☐ Winter 2025
- ☐ Spring 2025
- ☐ Summer 2025
- ☐ Fall 2025
- ☐ Other

I am considering the following college major(s). (If unsure, write UNDECIDED.)

I am considering the following career(s) / job titles. (If unsure, write UNDECIDED.)

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These are subjects where I have academic strengths. Mark all that apply:

- ☐ Art / Theater / Music
- ☐ Business / Finance / Accounting
- ☐ Career and Technical Education (CTE) / Trades
- ☐ Communication Studies / Public Speaking
- ☐ Economics
- ☐ English / Literature / Reading
- ☐ Foreign Language / American Sign Language
- ☐ History / Social Studies
- ☐ Math
- ☐ Philosophy / Religion
- ☐ Physical Education / Sports
- ☐ Psychology / Sociology / Anthropology
- ☐ Science / Biology / Chemistry / Geography / Physics
- ☐ Technology / Computers
- ☐ None / Decline to State

These are other subjects/topics in which I have confidence:

These are difficult subjects for me where I can grow and improve. Mark all that apply:

- ☐ Art / Theater / Music
- ☐ Business / Finance / Accounting
- ☐ Career and Technical Education (CTE) / Trades
- ☐ Communication Studies / Public Speaking
- ☐ Economics
- ☐ English / Literature / Reading
- ☐ Foreign Language / American Sign Language
- ☐ History / Social Studies
- ☐ Math
- ☐ Philosophy / Religion
- ☐ Physical Education / Sports
- ☐ Psychology / Sociology / Anthropology
- ☐ Science / Biology / Chemistry / Geography / Physics
- ☐ Technology / Computers
- ☐ None / Decline to State

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Would you like information about tutoring services and other academic supports?

- ☐ Yes
- ☐ No
- ☐ I am not sure

When you start attending college classes, how many hours per week will you plan to work a job for pay?

- ☐ 1-5 hours
- ☐ 6-10 hours
- ☐ 11-20 hours
- ☐ 21-30 hours
- ☐ 31-40 hours
- ☐ 41-50 hours
- ☐ 51+ hours
- ☐ I do not plan on working at a job for pay when in college

When you start attending college classes, which of the out-of-school activities listed below need to be considered when building your class schedule? Do not include paid work already mentioned above. Mark all that apply:

- ☐ Babysitting
- ☐ Dependent Care
- ☐ Organized Sports
- ☐ Rehearsals, Practices, Performances, Competitions, etc.
- ☐ Religious Activities
- ☐ Volunteering
- ☐ Other activities that occur at a scheduled time
- ☐ I do not plan on participating in other out-of-school activities when in college

How many hours per week are required by the activities listed above? (Leave blank if none were listed.)

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## Appendices D | Holistic Student Support Survey

### CREDIT FOR PRIOR LEARNING

The following questions will explore your eligibility to receive college credit for prior learning experiences.

I have previously completed one or more exams that I believe may be eligible for college credit.

Examples: Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), Defense Subject Standardized Test (DSST), the Defense Activity for Non-Traditional Education Support (DANTES), etc.

- ☐ Yes
- ☐ No
- ☐ I am not sure

I completed Career Technical Education coursework in high school, at a Regional Occupational Program (ROP), or an Adult Education program that I believe may be eligible for college credit.

Examples: High School Articulation, CATEMA

- ☐ Yes
- ☐ No
- ☐ I am not sure

I have prior knowledge of college level material through training, experience, or independent study and believe I may be able to test out of a course.

Examples: knowledge to test out of Spanish I, training to test out of Introduction to Computer Information Systems, etc.

- ☐ Yes
- ☐ No
- ☐ I am not sure

I have formal work experience, industry certifications/credentials, military training/education, Department of Defense activities, and/or other professional development experiences that I believe may demonstrate proficiency in coursework at Norco College and may qualify for credit for prior learning.

- ☐ Yes
- ☐ No
- ☐ I am not sure

### FINAL QUESTION

Is there anything else you would like to know more about or for which you need immediate assistance?

