

**NORCO**  
COLLEGE



# **STRATEGIC ENROLLMENT MANAGEMENT PLAN**

**2024-2027**

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## CHAPTER 1

# INTRODUCTION

The overarching goal of strategic enrollment management is to develop and support a sustainable integrated system that maximizes student access and success, creates fiscal stability, and allows the college to anticipate and provide for student needs.

### Strategic Enrollment Management Purpose

The implementation of Norco College's Strategic Enrollment Management (SEM) Plan will be a college-wide responsibility. Its success depends on all areas of the college working collaboratively to establish goals and strategies that align not only with Norco College's mission, vision, and Educational Master Plan, but also with Riverside Community College District plans, California Community College Chancellor's Office plans, and other framing documents. This Plan adheres to established guiding principles and focuses on the holistic student journey during both times of enrollment growth and enrollment contraction.

SEM is a holistic approach and process designed to enable the fulfillment of an institution's mission and its students' educational goals<sup>1</sup>. SEM directly supports the California Community Colleges Chancellor's Office Vision 2030 and its goals of equity in success, equity in access, and equity in support. In addition, SEM focuses on all aspects of the student experience, thereby aligning with the four pillars of Guided Pathways: Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning. Finally, with its attention to financial stewardship in the service of students, SEM supports colleges by ensuring adequate resources to improve equitable access and student outcomes through the Student Centered Funding Formula.

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<sup>1</sup> Hasson, C. (n.d.). A Roadmap for Strategic Enrollment Management Planning. Retrieved February 21, 2024, from [https://vrccd.n.cccco.edu/vrccdpublic/sem%20resource%20guide/semroadmapplanning\\_spring2019.pdf](https://vrccd.n.cccco.edu/vrccdpublic/sem%20resource%20guide/semroadmapplanning_spring2019.pdf)

## Background

Norco College experienced a loss of 22% in fall-term student headcount from 2019 to 2022<sup>2</sup>. While the college establishes annual enrollment targets, works to produce an effective and efficient schedule of classes, invests in marketing, maintains a college website and a social media presence, has dedicated individuals and teams responsible for counseling and advising, admission and registration, tutoring and academic support, and other aspects of the student experience; there is no single campus entity clearly responsible for the coordination and strategic management of these efforts. As the college emerges from the pandemic, it is critical to create a strategic enrollment management plan that connects our guided pathways work and enrollment strategies under one body that engages the entire college community and focuses these efforts. This renewed structure for strategic enrollment management at the college requires a shift from emphasizing recruitment and enrollment of students and refocusing on the holistic student journey.

In Fall 2022, the President of Norco College charged the Interim Vice President of Academic Affairs and the Vice President of Student Services to create a renewed structure for Enrollment Management as a college-wide effort. The Pathway and Enrollment Management Workgroup<sup>3</sup>, chartered through the College Council, was charged with developing a Strategic Enrollment Plan focused on the entire student journey and recommending a structure that makes enrollment management a college-wide responsibility.

The workgroup began meeting in Fall 2022 and identified existing efforts and gaps within the college. Refocusing from recruitment and enrollment of students to the full student journey from connection, entry, progress, and successful transition into career and transfer destinations. Through these initial efforts, the workgroup agreed to utilize the Loss/Momentum Framework as the foundation for the plan (See Appendix A.04). Recognizing that additional expertise would benefit the team, in Spring 2023, the college applied for and was accepted to participate in the California Community Colleges Chancellor's Office Strategic Enrollment Management Academy.

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<sup>2</sup>Power BI | District IR Dashboard | Dashboards – Live Data | Student Demographics | Headcounts (retrieved February 21, 2024)

<sup>3</sup>This group has since been renamed the "Strategic Enrollment Management Workgroup".

The first SEM Academy Institute took place in Irvine, CA on June 1, 2023, and the Norco College team developed a logic model for the development of Norco College's Strategic Enrollment Management Plan. The SEM Academy team met regularly over the course of the 2023-2024 Academic Year with the SEM Academy coaches and held two full-day retreats to produce the Norco College SEM Plan. The SEM Academy Team attended a statewide Mid-year Convening in San Francisco, CA on January 19, 2024, to share progress with other cohort colleges. The final drafts of the Norco College SEM Plan were vetted through the college's governance structures and recommendations incorporated into the final document which was forwarded to the college president for consideration. To finalize participation in the statewide SEM Academy, the SEM Academy team attended the Final Convening in Irvine, CA on May 17, 2024. The Norco College Strategic Enrollment Management Plan was approved for adoption by President Monica Green on May 29, 2024.



## Goal

The project involves developing a Strategic Enrollment Plan focusing on the entire student journey at Norco College, developing a structure that makes enrollment management a college-wide responsibility. The college SEM needs are two-fold: (1) Pandemic recovery and (2) beyond recovery supported by an annual SEM calendar of strategies, activities, and major events. Focusing on the holistic student journey moves us away from the former focus on enrollment at specified times of the year to ensuring students are supported from enrollment to persistence and completion. This is connected to the college Guided Pathways work and targeted student groups that have experienced outcome gaps.

## Outcomes

This Strategic Enrollment Management Plan strives for the following outcomes.

- Develop a comprehensive Strategic Enrollment Management Plan with an annual calendar of events pertaining to enrollment, retention, and success.
- Align the Strategic Enrollment Management Plan with related budget priorities.
- Participate in college-wide dialogue with all stakeholders to implement strategies of the Strategic Enrollment Management Plan.
- Coordinate and facilitate cooperation and alignment with district-wide enrollment strategies.
- Communicate regularly to college/district/community stakeholders on Strategic Enrollment Management Plan updates implementation and improvements.
- Identify, monitor, and assess metrics established for the Strategic Enrollment Plan, including FTES and Headcount, High School Capture Rates, Term to Term Retention Rates, Completion Rates, etc.

This Strategic Enrollment Management Plan is a guide to help the college achieve enrollment goals and informed by:

- Educational Master Plan (Appendix A.01)
- Riverside Community College District Strategic Pan 2019-2024 (Appendix A.02)
- Vision 2030: A Roadmap for California Community Colleges (Appendix A.03)
- Loss Momentum Framework(Appendix A.04)
- Guided Pathways Essential Practices and Equity Considerations (Appendix A.05)
- Norco College Student Equity Plan (Appendix A.06)
- Student Centered Funding Formula (Appendix A.07)
- ACCJC Accreditation Standards (Appendix A.08)
- RCCD Adult Education, Noncredit, and RCCD Status, Outlook & Planning 2022-2027 (Appendix A.09)
- RCCD Emergency Conditions Recovery Plan and Midyear Report (Appendix A.10)
- State, district, and college-level data (Appendix C)

## Guiding Principles

The Strategic Enrollment Management Plan adheres to the following guiding principles.

- The college makes data-informed decisions.
- SEM strategies align to the Student Centered Funding Formula
- Adopt Completion by Design Loss/Momentum Framework.
- Integrate with existing college and district plans.

## SEM Academy Team Members

During the production of the SEM Plan several team members left the project and were replaced. All members actively contributed and are recognized here along with our SEM Academy coaches.

### *SEM Academy team*

Dr. Carol Farrar, Interim Vice President of Academic Affairs (Team Liaison)\*

Dr. Kaneesha Tarrant, Vice President Student Services (Team Liaison)

Kimberly Bell, Counseling Faculty, Academic Senate President

Dr. Quinton Bemiller, Dean of Instruction\*\*

Caitlin Busso, Research Analyst

Dr. Tenisha James, Vice President, Planning and Development

Ross Miyashiro, Acting Dean, Enrollment Services\*\*\*

David Schlanger, Interim Dean, Student Services

Patty Worsham, Business Faculty, Lead Department Chair

### *SEM Academy coaches*

Mary Jo Apigo, Vice President of Academic Affairs, Pierce College

Erica Biely, Senior Research Analyst, Allan Hancock College

### *Previous team member*

\* Dr. Jason Parks, Interim Vice President of Academic Affairs  
(June 1, 2023 – July 31, 2023)

\*\*Dr. Peggy Campo, Interim Dean of Instruction  
(June 1, 2023 – December 31, 2023)

\*\*\*Mark DeAsis, Dean, Admissions and Records  
(June 1, 2023 – January 5, 2024)

## CHAPTER 2

# NORCO COLLEGE MISSION & VALUES

The Strategic Enrollment Management Plan supports the College's implementation of its mission, vision, core commitments by integrating Enrollment Management Plan goals with all college plans.

### Mission

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

### Vision

We will change the trajectory of our students' lives. We will stimulate academic, economic, and social development in our service area. We will build a comprehensive institution with the capacity and programming to serve our entire area.

## Core Commitments

**Access** - Providing open admissions and comprehensive educational opportunities for all students.

**Equity** - Engineering and sustaining an environment where student success is realized by all groups with proportionate outcomes.

**Student Success** - Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services.

**Expertise** - Committing to ongoing improvement of teaching, service, and leadership as core institutional skills.

**Mutual Respect** - Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions.

**Collegiality** - Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated.

**Inclusiveness** - Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions.

**Integrity** - Maintaining an open, honest, and ethical environment.

**Quality** - Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff.

**Environmental Stewardship** - Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among our students.

**Innovation** - Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community.

**Civic Engagement** - Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco College programs and services to the external community.

## CHAPTER 3

# NORCO COLLEGE SEM GOALS

Norco College will work towards the following six (6) goals over the 2024-2027 timeframe. Each goal demonstrates alignment to the Loss/Momentum framework, educational master plan and student equity plan as outlined below.

The strategies represent existing and planned work that will be implemented in a phased approach. This Plan presents overarching broad strategies. The next phase of the work involves the development of operational plans to implement these strategies and the development of an annual calendar of activities.

## **Goal 1: Expand equitable access for disproportionately impacted students by strengthening outreach, onboarding, and communication.**

*Completion by Design | Loss Momentum Framework alignment: Connection & Entry*

*Educational Master Plan 2025 objective alignment | 1.1, 1.2, 1.4, 6.6, 11.1*

*Student Equity Plan 2022-25 metric alignment | Successful Enrollment*

*RCCD Strategic Plan 2019-2024 objective alignment | 1.4, 1.5, 5.6, 6.1*

*Vision 2030 alignment | Goal 2 Access, Goal 3 Support*

### **Strategies**

#### **Outreach**

1. High School and Parent Stakeholder Engagement (e.g. Counselor Breakfast)
2. Marketing the Norco College Promise Program to first-time full-time students
3. Increase outreach to targeted populations (i.e., LGBTQIA+, foster youth, Umoja, MOC, Puente, veterans, athletics, honors, non-credit CDCP, CCAP/Dual Enrollment, etc.)
4. Intentional events (e.g. presentations, workshops, tours, Open House, Welcome Day, Showcase majors, clubs and programs)

**Onboarding process & structures**

1. Consistent assessment of student needs via Holistic Student Support Survey
2. Revamp onboarding process (e.g. The Flip, peer mentors, etc.)
3. Create a data-sharing agreement with CNUSD to increase outreach efforts targeted to graduating seniors (increase high school capture rate)
4. Identify and fix barriers and issues related to completing the college applications
5. Provide accessible resources to help students with common issues (e.g. password reset, residency, fraudulent application, SSN, etc.)
6. Modify local matriculation processes and interventions
7. In-person orientation with continued focus on holistic student support and a stronger emphasis on financial resources and academic supports

**Communication**

1. Marketing strategies (related to access)
2. Increase advertising of no-cost education pathways (i.e., Credit for Prior Learning, dual enrollment, concurrent enrollment, apprenticeships, non-credit CDCP)
3. Develop standard language about general college information (registration, educational pathways, course offerings, etc.) to maintain consistent messaging to students



**Goal 2:** Utilize equitable design principles to optimize and improve existing and develop emerging educational pathways for all students, especially for populations in the college’s dual enrollment<sup>4</sup> and rising scholars<sup>5</sup> programs.

*Completion by Design | Loss Momentum Framework alignment: Connection & Entry  
Educational Master Plan 2025 objective alignment | 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 6.4  
Student Equity Plan 2022-25 metric alignment | Persistence, Transfer-level math and English, Vision  
Goal Completion, Transfer  
RCCD Strategic Plan 2019-2024 objective alignment | 1.2, 1.5, 5.6, 6.1  
Vision 2030 alignment | Goal 2 Access*

## Strategies

### **A. Streamline Admission & Records processes**

1. related to CCAP, middle college, and concurrently enrolled students
2. related to students in Rising Scholars programs

### **B. Establish ongoing process of evaluation and improvement of technology**

1. in support of educational planning software designed to facilitate not only student completion, but also to inform the college of future course needs
2. in support of multi-year schedule development, to improve clarity and efficiency in student planning

### **C. Targeted onboarding support for special populations**

### **D. Intentional events**

(e.g. presentations, workshops, tours, orientations, Open House, Welcome Day, etc.)

<sup>4</sup> The umbrella term of dual enrollment at Norco College encompasses students participating in the JFK Middle College program, students participating in the AB-288 College and Career Access Pathways (CCAP) programs at our local Unified School Districts, and concurrently enrolled students. For purposes of the SEM Plan, this umbrella term aligns with the term “Special Admit” student, defined by the State Chancellor’s Office as a student enrolled in a NC course who is “not a high school graduate [and] currently enrolled in K-12”. Such students are also uniquely called out in the SCFF.

<sup>5</sup> The Rising Scholars Network is a program institutionalized by California and the California Community Colleges Chancellor’s Office. At Norco College, the Rising Scholars programs work with justice-impacted populations including the established pathway offerings at the local prison, the emerging offerings for juveniles, and the developing on-campus program for previously incarcerated individuals.

**E. Interventions**

1. Market support/resources available to students in courses with low success rates and/or corequisite
2. Proactively engage with students who drop before census and those who do not complete first semester courses

**F. Faculty and collegewide professional development**

1. Provide best practice training in equity practice and cultural sensitivity
2. Provide best practice orientation for faculty teaching in dual enrollment and rising scholars programs

**G. Develop marketing and informational materials for our Unified School District partners, including materials designed to clarify pathways, inform students and parents, and inform partner institutions**

### **Goal 3: Provide clear and accessible information about Norco College's Career & Academic Pathways<sup>6</sup> and comprehensive student support**

*Completion by Design | Loss Momentum Framework alignment: Entry, Progress, Completion, Transition*

*Educational Master Plan 2025 objective alignment | 2.1 – 2.7, 5.1, 5.3, 7.5*

*Student Equity Plan 2022-25 metric alignment | Persistence, Transfer-level math and English, Vision Goal Completion, Transfer*

*RCCD Strategic Plan 2019-2024 objective alignment | 1.5, All Goal 2 objectives, Vision 2030 alignment | Goal 1 Success, Goal 3 Support*

#### **Strategies**

##### **Pathway scheduling**

1. Refine and expand work experience, apprenticeship opportunities that are embedded into pathways and course rotation schedule
2. Establish process for review and continuous improvement of the Academic Planning Chairs schedule development Guiding Principles

##### **Counseling and wrap-around student support for Career and Academic Pathways (CAPs)**

1. Full implementation of the revised counseling framework to focuses on career and the holistic student journey
2. Enhance offerings of career and transfer support
3. Develop comprehensive ed plan that includes a career pathway informed by labor market data
4. Intentionally fold in library, tutoring, and other college support such as math lab and writing / reading center services into the inescapable student support pathways for students

<sup>6</sup> Norco College's Career and Academic Pathways also known as CAPs are organized around the Norco College Schools.

### **Financial aid**

1. Intentionally promote financial aid application support and communication
2. Expand access to financial aid support (ex: targeted evening and online access)
3. Promote targeted financial aid literacy (ex: impact of educational goal on financial aid resources)
4. Increase percent of students who receive financial aid

### **Promoting completion**

1. Review, create and award certificates and ADTs (workforce and transfer pathways)
2. Remove barriers to graduation (e.g. forms and processes)
3. Improve transfer bridge from Norco College to four-year college/university

## Goal 4: Decrease student time to completion based on student educational goals

*Completion by Design | Loss Momentum Framework alignment: Completion, Transition  
Educational Master Plan 2025 objective alignment | 2.1 – 2.7*

*Student Equity Plan 2022-25 metric alignment | Vision Goal Completion, Transfer*

*RCCD Strategic Plan 2019-2024 objective alignment | All Goal 1 (Student Access) and All Goal 2 (Student Success) objectives*

*Vision 2030 alignment | Goal 3-Outcome 6*

### Strategies

#### Schedule patterns

1. Continue to refine multi-year schedule development that is informed by student needs and demands based on educational plans
2. Continue to monitor success and completion in all instructional modalities with special attention to modalities like hybrid and online instruction that provide flexibility to student completion
3. Rededicate to the Guiding Principles of Schedule Development (see Appendix B.1)
4. Identify gaps and innovative solutions to provide wrap-around student support services during nontraditional time blocks (ex: evening/weekends)

#### Collaboration between Academic Affairs and Student Services

1. Scale and provide A&R support for comprehensive accelerated course offering patterns to enhance and improve the student experience (example: Mustang Track)
2. Identify and develop other programmatic designs that allow students to complete educational plans on an accelerated timeline

### **Academic Counseling and Career Development**

1. Scale career decision-making model practices
2. Develop comprehensive ed plan that includes a career pathway informed by labor market data
3. Implement strategies and interventions to support career and transfer goals (e.g. AB 928)<sup>7</sup>

### **Programs of study**

1. Establish timeline a process for ongoing review and updating of program maps
2. Intentional, accelerated, competency-based programs of study leading to credentials in high-demand career education fields
3. Link job skills and connect careers to the classroom

<sup>7</sup> Assembly Bill 928, Student Transfer Achievement Reform Act of 2021 (Berman, 2021) established the provision for a single general education pattern that meets the academic requirements necessary for transfer admission to the CSU and the UC.

## Goal 5: Decrease student educational costs

*Completion by Design | Loss Momentum Framework alignment: Completion, Transition*

*Educational Master Plan 2025 objective alignment | 2.1 – 2.7*

*Student Equity Plan 2022-25 metric alignment | Vision Goal Completion, Transfer*

*RCCD Strategic Plan 2019-2024 objective alignment | Goal 1 Student Access and Goal 2 Student Success*

*Vision 2030 alignment | Goal 1 Equity in Support*

### Strategies

#### **Instructional Costs**

1. Through established participatory governance and college planning structures, provide guidance and support for the adoption of zero-textbook cost, low-cost, and other instructional resources and materials.
2. Review, formalize, and institutionalize processes for the regular review of all mandatory Course Materials Fee

#### **Financial resources**

1. Enhance student financial resources to offset educational costs and unexpected life events (e.g. student payment plans, emergency aid, etc.)
2. Streamline the financial aid appeals process
3. Increase financial aid access and financial aid literacy to address costs for four-year institutions
4. Increase financial support for transfer application fees, professional wardrobe (e.g.: Career Closet)
5. Programmatically strengthen and expand access to the Norco College Promise Program

**Goal 6: Strengthen student engagement through support services that foster wellness and success, both in and out of the classroom to improve student persistence and success.**

*Completion by Design | Loss Momentum Framework alignment: Progress, Completion, Transition  
Educational Master Plan 2025 objective alignment | 7.6, 7.7  
Student Equity Plan 2022-25 metric alignment | Persistence  
RCCD Strategic Plan 2019-2024 objective alignment | 4.3, 5.7  
Vision 2030 alignment | Goal 1 Equity in Success*

## Strategies

### Student Engagement Activities

1. Increase student exposure and access to career, professional, mentorship, field trips, etc.
2. Expand CAP Events and Activities including career and alumni panels,
3. Promote student engagement and involvement in campus clubs

### Student Success Interventions

1. Revise the Early Alert process
2. Leverage technology (e.g. Canvas) to make real-time feedback, intensive advising, accelerated, flexible, and student-centered learning more available
3. Fully integrate all tutoring, math lab, Reading & Writing Lab, Library service support into success team activities
4. Prioritize services for students close to degree/certificate completion (e.g. registration, appointments, etc.)
5. Create a college system of inescapable success interventions
6. Increase mentorships, internships, employment services
7. Celebrate student milestones (e.g. Completion of 30+ units, School-specific recognitions, etc.)



### **Counseling & Advising**

1. Implement a career-focused developmental advising model based on Cognitive Information Processing Theory
2. Integrate counselors and educational advisors into schools and student success teams
3. Incorporate educational advising into standard counseling services to improve student access and flow for advising services

### **Holistic Student Support**

1. Consistent assessment of student needs via Holistic Student Support Survey
2. Provide appropriate targeted student services and connect students to support programs based on eligibility and/or program of study
3. Identify, assess, and revise policies impacting student success (e.g. financial aid appeal, priority registration policies)

### **Transition Interventions**

1. Increase student focus on transfer and connection to receiving colleges/universities
2. Targeted student exit surveys (e.g. transfer, career, satisfaction)

## CHAPTER 4

# ENROLLMENT TARGETS & SCHEDULE DEVELOPMENT

Setting and achieving strategic enrollment targets and building a responsive and student-centered class schedule are integral components of the Norco College SEM Plan. Successful implementation of these components aligns the SEM Plan with the College's Guided Pathways efforts, the Loss/Momentum Framework, the College Equity Plan, the CCCC Student-Centered Funding Formula (SCFF), and other college, district, and state plans.

### Importance of SCFF alignment

70% of funding through the SCFF is tied to enrollment (fulltime equivalent students – FTES) and 10% of funding is tied to student success/completion. Therefore, setting and efficiently achieving enrollment targets and constructing course-taking pathways to completion imbedded into a multi-year schedule are essential to stable funding for the district and the college.

### Establishing FTES Enrollment Targets and alignment with District & College Budget Allocation Model

Norco College collaborates with our sister colleges in the Riverside Community College District to establish enrollment targets for each college through the work of the District Enrollment Management Committee (DEMC). District-level considerations relevant to this 2024-2027 college-level Plan include (1) the statewide establishment of the new funding floor in 2025-26 based upon 2024-25 FTES attainment, (2) thereby incentivizing the RCCD Colleges to recover pre-pandemic enrollments, and (3) the implementation of the District Budget Allocation Model, which allocates funding based upon the efficiency of the FTES generated.

Currently, at the district-level targets are set for resident credit FTES and non-credit FTES. Attention is paid to nonresident credit FTES to monitor trends and funding. In addition, break out summaries of credit FTES generated from subgroups of Special Admits and Incarcerated students, as well as non-credit Career Development & College Preparation (CDCP) are tracked for unique funding and potential growth.

Once DEMC establishes enrollment targets, Norco College evaluates the need to expand or contract the class schedule to meet the established FTES enrollment targets. The college follows the guiding principle of schedule development with most of the FTES in the fall term (see Appendix B.01). This is the college's upcoming FTES target distribution by term:

| Term         | FTES Targets    | Percent of annual target |
|--------------|-----------------|--------------------------|
| 24SUM        | 708.13          | 9.6%                     |
| 24FAL        | 3,124.34        | 42.4%                    |
| 25WIN        | 624.90          | 8.5%                     |
| 25SPR        | 2,904.26        | 39.5%                    |
| <b>Total</b> | <b>7,361.63</b> | <b>100%</b>              |

**Table 4.01:** 2024-25AY Percent Distribution of FTES by term

In collaboration with the Academic Planning Chairs, the Vice President of Academic Affairs and Deans of Instruction develop a schedule of classes designed to achieve the FTES enrollment targets by term.

The Vice President of Academic Affairs, in collaboration with the Deans of Instruction, report to District and College Business Services the allocation of annual FTES by general categories and unique programs in alignment with the Budget Allocation Model (see Appendix B.02)

In upcoming years, the Vice President of Academic Affairs and the Deans of Instruction are working to establish FTES enrollment targets not only by term but also by School and by discipline to align with the district and the college budget allocation models.

## Multi-year Student-centered Schedule development

Using *Pathmaker* technology, the deans of instruction and department chairs have been working toward a multiyear schedule development. Highlights of the technology include maximization of room utilization, estimates of FTES generation, and efficiency metrics. The Deans of Instruction along with the Department Chairs with the leadership of the Vice President of Academic Affairs build the schedule of classes following established Guiding Principles (see Appendix B.01)

## Norco College FTES Enrollment Targets

The college is currently working to re-claim pre-pandemic enrollments by AY2025-2026. Total FTES (resident and nonresident credit) targets are detailed below<sup>8</sup>. Thereafter, planned growth of 3% per year<sup>9</sup> brings the college to the end of this iteration of the SEM Plan.

| Year               | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Total FTES* Target | 7,366   | 7,366   | 7,503   | 6,685   | 7,083   | 7,366   | 7,587   | 7,815   |

**Table 4.02:** College Annual Total FTES Targets

## Monitoring Metrics

The District has developed several Dashboards (PowerBI) to assist the colleges in monitoring student enrollments, success, and other metrics. As part of this iteration of the SEM Plan, Norco College Academic Affairs continues collaboration with the District Educational Services to identify establish Dashboards, suggest updates, and develop new Dashboards to better monitor progress toward meeting SEM goals.

The integration of the Norco College Institutional Effectiveness team with Norco Academic Affairs and District partners is critical not only to benchmark annual efforts, but also to create systems that effectively monitor college progress in real time allowing adept and immediate adjustments to schedules term by term that better meet student need and attain enrollment targets. The following data will be monitored and assessed during this SEM Plan iteration and interventions taken as needed.

<sup>8</sup> College Total FTES targets for 2025-26 and 2026-27 will be adjusted in consultation in consultation with DEMC depending upon (1) the actual FTES attainment in previous year (2) changes in State budget.

<sup>9</sup> Growth of 3% is based upon continuation of RCCD Strategic Plan, however, is subject to change

## Enrollments

Over the course of the SEM Plan, the college will establish targets and monitor the following FTES enrollments for planned growth or contraction. Some of the metrics have already established dashboards, others will need to be developed. In addition, the college will explore the need for and usefulness of establishing enrollment targets related to student headcount.

### **Resident Credit FTES**

- a. At the college level
- b. By School designation
- c. By discipline

**Justice-involved students** (aka Incarcerated<sup>10</sup> FTES)

**Special Admit students**

**CDCP noncredit**

**Other noncredit**

In addition, the college will also monitor changes in nonresident FTES for budget purposes.

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<sup>10</sup> Incarcerated is the term used by the SCFF and indicated here for clarity.

## Equity focus

In alignment with the Equity Plan, Norco College priorities equitable outcomes for longitudinally disproportionately impacted students. The College is committed to evaluating enrollment, persistence, success, and completion for these targeted groups. This assessment includes a thorough examination of equity groups to identify any disparities in access and success.

College Institutional Effectiveness will develop mechanisms to monitor the following FTES and headcount enrollments as well as metrics of success, persistence and completion for the following:

- Hispanic / Latinx
- African American / Black

In addition, in alignment with the 2030 Vision (see Appendix A.03), the college will also monitor outcomes in the following students:

- CCAP and Middle College
- Veterans
- Justice-involved and Justice-impacted
- Foster Youth
- Low-income Adults

## Efficiency focus

The college is dedicated to regaining efficiency targets to better align with district and college plans and to better steward resources. The college will monitor both Fall term and Annual efficiency with the goal of attaining 595 WSCH/FTEF and 18.5 FTES/FTEF.

## CHAPTER 5

# STRATEGIC ENROLLMENT MANAGEMENT WORKGROUP

The Strategic Enrollment Management (SEM) Workgroup, established as a committee of the Academic Council and College Council, is responsible for coordinating, discussing, assessing, and making recommendations regarding the functions, plans, and activities related to strategic enrollment management. The SEM Workgroup is charged with the development and implementation of the operational strategies related to marketing, outreach, recruitment, enrollment, retention, and equitable student completion. The workgroup members, in collaboration with the Administrative Lead in Academic Affairs, will establish and assess college-level enrollment benchmarks related to Full-Time Equivalent Student (FTES) each year.

The Strategic Enrollment Management Workgroup will be comprised of the members listed below. Meetings are open and other expertise may be requested as needed. The workgroup co-chairs shall be the (1) Vice President of Academic Affairs, and (2) Vice President of Student Services.

- Vice President of Academic Affairs
- Vice President of Student Services
- Vice President of Business Services
- Office of Institutional Effectiveness and Research Appointee
- Dean of Student Services
- Deans of Instruction
- Dean of Enrollment Services or designee
- Associate Dean of Educational Partnerships
- Academic Senate President
- Academic Senate Appointee
- Academic Planning Chairs, Chair of Chairs
- Office of Academic Counseling & Career Development Center Appointee

The Strategic Enrollment Management Workgroup meetings are scheduled for the first Wednesday of each month at 8:30 am - 9:30 am.

**CHAPTER 6****IMPLEMENTATION AND ASSESSMENT OF SEM PLAN**

The Strategic Enrollment Management (SEM) Workgroup will establish annual priorities in alignment with the strategic enrollment plan goals and strategies. The committee will develop a one-year implementation plan that is inclusive of the strategies, timelines, responsible parties/leads, and assessment metrics to ensure continuous improvement towards plan goals. The plan will be communicated broadly, and the committee structure will obtain monthly operational updates from Goal Leads.

As the one-year implementation plans develop, the SEM Workgroup anticipates the additional development of an Annual SEM calendar.

The SEM Workgroup will engage in an annual assessment of progress related to the plan as measured by the following metrics:

**Evaluation of Education Master Plan Key Performance Indicators**

- a. EMP Goal 1 Access KPI 1-3
- b. EMP Goal 2 Success KPI 4-7
- c. EMP Goal 3 Equity KPI 8-12
- d. EMP Goal 5 Workforce & Economic Development KPI 13-15

**Evaluation of Student Equity & Guided Pathways Work Plan Metrics**

- a. Successful Enrollment
- b. Persistence from Term 1 to Term 2
- c. Transfer-level math and English Completion
- d. Vision Goal Completion (degree or certificate)
- e. Transfer within 3 years

**Evaluations of outcomes related to the Student Centered Funding Formula****Evaluation of enrollment metrics and student success and completion metrics identified in the SEM Plan**



**APPENDIX A:**  
**PLANS AND FRAMING DOCUMENTS THAT INFORM  
THE COLLEGE SEM PLAN**

**APPENDIX A.01:****NORCO COLLEGE 2030 EDUCATIONAL MASTER PLAN**

This plan was vetted through a nearly two-year deliberation process beginning in Fall Of 2017, submitted through the Norco College and the RCCD governance processes, and received by the RCCD Board of Trustees in Fall 2019. The plan sets forth the following goals:

- Goal 1:** (Access) Expand college access by increasing both current headcount and FTES.
- Goal 2:** (Success) Implement Guided Pathways framework.
- Goal 3:** (Equity) Close all student equity gaps.
- Goal 4:** (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.
- Goal 5:** (Workforce and Economic Development) Reduce working poverty and the skills gap.
- Goal 6:** (Community Partnerships) Pursue, develop, & sustain collaborative partnership.
- Goal 7:** (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
- Goal 8:** (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
- Goal 9:** (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.
- Goal 10:** (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
- Goal 11:** (Operations) Implement professional, intuitive, and technology-enhanced systems.
- Goal 12:** (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.

**Source:** *Norco College 2030 Educational Master Plan*

**APPENDIX A.02:**

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
STRATEGIC PLAN 2019-2024**

The strategic goals and objectives are as follows:

**Strategic Goal 1: Student Access**

The District will ensure all students have equitable access to the colleges' courses, programs, and services.

- Objective 1.1:** Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES).
- Objective 1.2:** Increase number (headcount) of high school students in dual enrollment by at least 500 annually over five years.
- Objective 1.3:** Increase capture rates from feeder high schools by at least 5% annually.
- Objective 1.4:** Increase percent of students eligible for financial aid who receive aid by at least 2% per year.
- Objective 1.5:** Increase use of technology to improve course scheduling to support student pathways. (Target: Increase number of students using EduNav, student planning and registration system, by at least 10,000 per year.)

## Strategic Goal 2: Student Success

The District will provide clear pathways and support for achieving certificates, degrees, and transfer.

- Objective 2.1:** Increase number of AA/AS awards by at least 15% annually.
- Objective 2.2:** Increase number of certificates completed by at least 15% annually.
- Objective 2.3:** Increase transfer to four-year universities by at least 15% per year.
- Objective 2.4:** Increase percent of CTE students employed in their field of study by at least 3% annually.
- Objective 2.5:** Increase percent of CTE graduates with a livable wage by at least 2% annually.
- Objective 2.6:** Reduce time for degree completion for part-time students from 6 to 3-4 years and reduce time for degree completion for full-time students from 6 to 2-3 years.
- Objective 2.7:** Reduce number of units for degrees to not exceed 15% above required number of units (reduce by 3 units per year).
- Objective 2.8:** Increase number of full-time students (12 units per semester, 24 units per year) by at least 10% per year.
- Objective 2.9:** Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.

### Strategic Goal 3: Equity

The District will work with community, workforce, and education partners to reduce and eliminate equity gaps.

- Objective 3.1:** Decrease equity gaps by 40% in 5 years and eliminate within 10 years.
- Objective 3.2:** Increase RCCD's workforce diversity to better reflect communities served.

### Strategic Goal 4: Institutional Effectiveness

The District identifies measures and reports on student and institutional outcomes to demonstrate the advancement of the District's mission and goals.

- Objective 4.1:** Provide the framework and tools for monitoring, assessing, and evaluating progress on goals.
- Objective 4.2:** Increase efficiency by reducing time for processes such as recruitment, purchasing, conflict resolution, and decision-making.
- Objective 4.3:** Implement accountability, transparency, and evidence-based communication practices to improve student success and completion.
- Objective 4.4:** Ensure that all processes and outcomes are aligned with the District's mission and goals and governance structures.
- Objective 4.5:** Attain a District-level efficiency of 595 (WSCH/FTEF). (A task force has been formed to work on this issue.)

## Strategic Goal 5: Resource Generation and Allocation

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

- Objective 5.1:** Efficiently manage existing resources to support the ongoing academic and student support programs.
- Objective 5.2:** Develop a Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness. (See Appendix D.)
- Objective 5.3:** Develop a sustainable and healthy fiscal model.
- Objective 5.4:** Strategically develop external revenue sources to maximize the funding available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.)
- Objective 5.5:** Practice strategic enrollment management that integrates financial planning with student need and achievement.
- Objective 5.6:** Invest in state-of-the-art technologies to enhance programs, services, and operations.
- Objective 5.7:** Provide a healthy and safe environment for students, faculty, and staff.
- Objective 5.8:** Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning.
- Objective 5.9:** Streamline planning and design of facilities to comply with principles of total cost of ownership.

## Strategic Goal 6: Partnerships & Communication

The District will position its image and reputation as a leading academic institution in the region by actively pursuing, developing, and sustaining collaborative partnerships with educational institutions, civic organizations, and businesses.

- Objective 6.1:** Establish and expand relationships with regional educational institutions.
- Objective 6.2:** Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.
- Objective 6.3:** Collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services.
- Objective 6.4:** Through the RCCD Foundation, the District will engage in effective fundraising and capital campaigns that enhance educational programs and student support services.

**Source:** *RCCD Strategic Plan 2019 –2024*

**APPENDIX A.03:****VISION 2030: A ROADMAP FOR CALIFORNIA COMMUNITY COLLEGES**

In September of 2023, California Community College Chancellor, Sonya Christian, put forth Vision 2030: A Roadmap for California Community Colleges. The living document establishes bold systemwide goals supporting colleges to work toward removing systemic barriers and achieving equity in access, success, and support while integrating emerging efforts into established Student Success Metrics and other systemwide efforts including Student Equity Plans, Guided Pathways, Strong Workforce Programs, and others. While many metrics to track progress already exist, special attention must be paid as the critical indicators of goal attainment evolve through continuous improvement efforts facilitated by stakeholder input through systemwide participatory governance structures.

**Goal 1: Equity in Success**

Ensure the academic and career success of all Californians who are current and prospective California community college students.

- Outcome 1:** Completion Increase with equity, the number of California community college students who complete a meaningful educational outcome.
- Outcome 2:** Baccalaureate attainment Increase with equity, the number of California community college students attaining a baccalaureate degree.
- Outcome 3:** Workforce Outcome Increase with equity the number of California community college students who earn a living wage.



## Goal 2: Equity in Access

Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.

**Outcome 4:** Student Participation<sup>11</sup> Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

## Goal 3: Equity in Support

Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

**Outcome 5:** Maximizing Financial Aid Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey.

**Outcome 6:** Reduce Units to Completion Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

**Source:** *Vision 2030: A Roadmap for California Community Colleges*

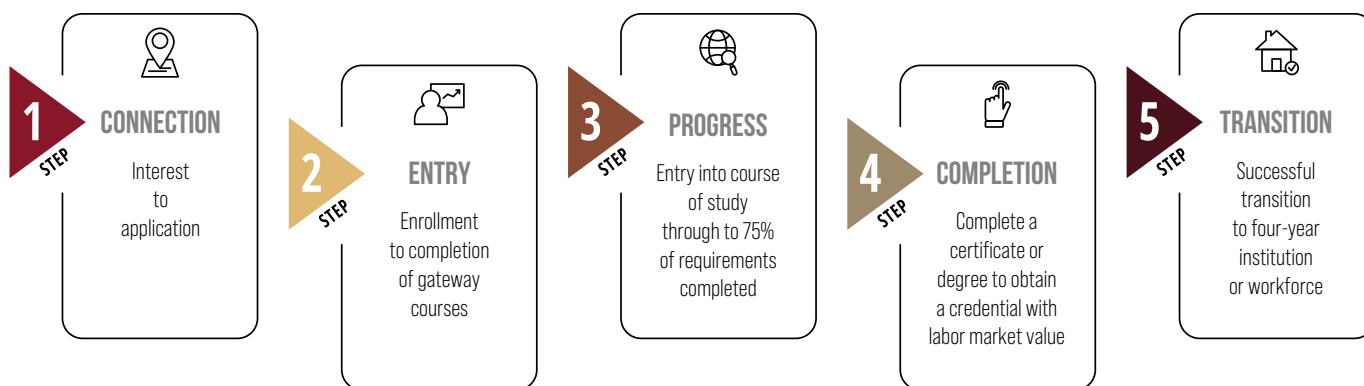
<sup>11</sup> Examples of specific additional populations of emphasis by the state legislature and governor include Dual Enrollment, justice-involved, foster youth, student veterans, low-income adults.

**APPENDIX A.04:****THE LOSS / MOMENTUM FRAMEWORK**

The foundation of the Loss/Momentum Framework is a simple idea: the student experience can be mapped to five phases when students interact with the institution at numerous points. Each of these interactions can boost students' momentum toward completion or cause them to lose steam in pursuing their goals. If community college leaders and practitioners can identify the specific interactions that are catalyzing or impeding student success, then they will be equipped with the information necessary for a targeted strategy to increase student success.

In this framework, “loss points” are junctures at which students often delay or decide not to continue with postsecondary education. In contrast, “momentum points” are interactions with the institution that facilitate and encourage the completion of programs, achievement of credentials and transfer to four-year institutions. While some loss and momentum points can be generalized across many institutions, the Loss/Momentum Framework is designed so that practitioners can examine the specific experiences of their own students and identify the loss and momentum points particular to that college, its programs and services and its student demographics.

It is important to note that students themselves must also be held accountable for their own choices that promote or impede success in higher education. No college will be able to ensure perfectly smooth, forward-only movement through the stages of connection, entry, progress, completion, and transition for every single student. However, each and every college can strive to facilitate effective, efficient advancement and create a structure that, by default, puts students in a position to succeed.



- In the *connection* phase, students first engage with the idea of going to college. They are provided or gather on their own the information and resources that lead to the decision to attend college in general, and one college in particular. When looking at the student experience at the institutional level, this phase includes students' selection of a community college to attend. When examining the student experience within a particular program of study, this includes students' exposure to different disciplines and career opportunities.
- During the *entry* phase, students arrive at the institution or begin the onramp to a program of study. At the institutional level, this includes admission, financial aid, assessment testing and counseling appointments, as well as the completion of "gatekeeper" courses (such as general education requirements). At the program level, the entry phase begins with students' decision to pursue a particular discipline or program and ends when students have passed the initial required courses or "gatekeepers" for that program.

- When experiencing the *progress* phase, students move from their initial engagement with postsecondary education or a particular educational program to a long-term commitment. Specifically, the Loss/Momentum Framework defines progress specifically as completing program requirements, whether that is completion of a credential/degree or a particular program of study. This includes students' enrollment in the courses they need to achieve their educational goal; the learning experience in each of these courses; and the support that is available to move students closer to completion, both inside and outside the classroom.
- The *completion* phase comprises the student's final movement through an institution or program. This includes the required steps to apply for graduation and any preparation required to enter into the workforce or transfer to another institution for continued education.
- The *transition* phase involves all of the support needed to help a student success begin meaningful employment in a job that attains a living wage and/or the services needed to successfully enter a transfer institution with all applicable credits and academic standing.

**Source:** [Completion by Design – Loss/Momentum Framework](#)

## APPENDIX A.05:

# GUIDED PATHWAYS FRAMEWORK ESSENTIAL PRACTICES

The college is working to fully adopt the Guided Pathways framework.

## Mapping Pathways to Student End Goals

- a. Programs are organized and marketed in broad career-focused academic communities or “meta-majors”.
- b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.
- c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.
- d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence.
- e. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.
- f. Required math courses are appropriately aligned with the student’s field of study.

## Helping Students Choose and Enter a Program Pathway

- a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
- b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.
- c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year.
- d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year.
- e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
- f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

## Keeping Students on Path

- a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
- b. Students can easily see how far they have come and what they need to do to complete their program.
- c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and support in place to intervene in ways that help students get back on track.
- d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

## Ensure that Students are Learning

- a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
- c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.
- d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
- e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.
- f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
- g. The college assesses the effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

<https://www.norcollege.edu/committees/gpw/Pages/index.aspx>

**APPENDIX A.06:****NORCO COLLEGE STUDENT EQUITY PLAN**

The California Community College Chancellor's Office establishes metrics every three years for use by colleges in the evaluation of equitable progress toward student success. Norco College's most recent Student Equity Plan assesses these metrics, identified areas of disproportionate impact, and proposes mitigating activities to improve equitable college outcomes.

The progress toward successful implementation of this plan through the monitoring of the plan's metrics are aligned with the Norco SEM Plan and its objectives and desired outcomes.

The most recent Student Success Metrics from the CCCCCO are:

- Successful Enrollment (percentage of first-time college students who applied and enrolled in the same year in a primary term)
- Transfer-level math and English (percentage of first time in college students who completed transfer-level math and English in the first year)
- Persistence (percentage of first-time college students who enrolled in the subsequent semester)
- Vision Goal Completion (percentage of first-time college students who completed a degree or certificate in three years)
- Transfer (percentage of first time in college students who transferred to a four-year institution within three years)

**Source:** [Norco College Student Equity Plan 2022 – 2025](#)

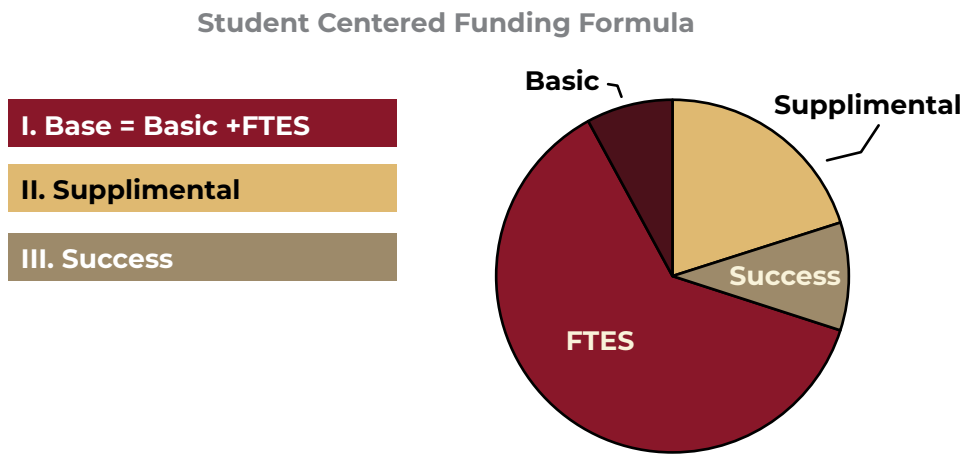


**APPENDIX A.07:**

## **STUDENT CENTERED FUNDING FORMULA (SCFF)**

The Student Centered Funding Formula was created by the State Chancellor's Office in coalition with key stakeholders to align with the goals of the California Community Colleges' Vision for Success. The SCFF is designed to ensure that college funding is based not only on the number of students served, but also on how well colleges serve their students in achieving their educational goals.

**Figure A-7.01: Diagram of Student Centered Funding Formula**



**Source:** CCCCO: SCFF Resource Estimator [Nuts & Bolts Webinar](#)

Through this formula, the discretionary funds available to the community colleges are based upon three calculations:

1. A base allocation (70%) which reflects two measures of enrollment, both related to FTES.
2. A supplemental allocation (20%) based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant, and students covered by AB 540; designed to address equity in access.
3. A student success allocation (10%) based on outcomes that include:
  - a. the number of students earning associate degrees and credit certificates,
  - b. the number of students transferring to four-year colleges and universities,
  - c. the number of students who complete transfer-level math and English within their first year,
  - d. the number of students who complete nine or more career education units, and
  - e. the number of students who have attained the regional living wage.

**Source:** [Student Centered Funding Formula](#)

## APPENDIX A.08:

# ACCJC 2024 ACCREDITATION STANDARDS ALIGNMENT TO SEM

The Strategic Enrollment Management Plan goals and strategies are supported by the following select 2024 ACCJC Standards.

## Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.2** The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.
- 1.3** The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.
- 1.5** The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement.

## Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

- 2.1** Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.
- 2.2** The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
- 2.3** All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.
- 2.4** The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.
- 2.5** The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.
- 2.6** The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.
- 2.7** The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.
- 2.8** The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.

### Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

- 3.4** The institution develops, maintains, and enhances its educational services and operational functions through effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

### Standard 4: Governance & Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

- 4.2** Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

<https://accjc.org/standards-review/>

**APPENDIX A.09:****RCCD ADULT EDUCATION & NONCREDIT 2022 – 2027**

The RCCD Noncredit Planning Workgroup, after reviewing the scan data and SWOT analysis, developed nine possible recommendations for noncredit planning. The literature review, data analyses, and nine recommendations formed the basis of the mission, vision, goals, and objectives that follow.

**Recommendation #1**

Develop Certificates of Competency for English (possible additional) and mathematics skills to enhance successful completion of transfer-level English and mathematics.

**Recommendation #2**

Market recently developed noncredit ESL courses and certificates and expand ESL career pathway certificates.

**Recommendation #3**

Market recently developed noncredit CTE certificates and develop additional noncredit CTE certificates that emphasize technical skills and pathways to middle-skill jobs in industry areas discussed above.

**Recommendation #4**

For Basic Skills, ESL, and CTE, target communities with low educational attainment and low participation numbers.

**Recommendation #5**

Develop noncredit courses for adults with disabilities.

**Recommendation #6**

Expand noncredit offerings for older adults.

**Recommendation #7**

Advocate for enhanced rate noncredit certificates for adults with disabilities and older adults.

**Recommendation #8**

Expand support services for noncredit students (The ASCCC, 2019).

**Recommendation #9**

Work more closely with regional adult schools to develop pathways to transition students to RCCD credit programs.

**Source:** [Adult Education, Noncredit, & RCCD Status, Outlook & Planning 2022-2027](#)

**APPENDIX A.10:**

**RCCD EMERGENCY CONDITIONS RECOVERY PLAN**

The first submission to the CCCCCO was BOT approved on August 16, 2022. The first submission was the initial plan, and it was followed-up by a mid-year update with additional data, charts and a more developed timeline at the end of the document on January 13, 2023.

The district provided detailed information regarding actions taken to increase enrollment, persistence and completion including basic needs supports to students, financial aid and class scheduling, The district conducted an analysis of the students lost between Spring 2020 and Fall 2021 and provided a timeline on districtwide strategic planning goals, objectives, and targets as part of Board presentations and discussions.

**Sources:** [RCCD Emergency Conditions Recovery Plan BOT Approved 08.16.22.docx](#), [RCCD Emergency Conditions Recovery Plan 01.17.23 - BOT APPROVED.docx](#)

**APPENDIX B:**  
**SCHEDULE DEVELOPMENT GUIDELINES  
& TARGET MONITORING**



## APPENDIX B.01:

# SCHEDULE DEVELOPMENT & MAINTENANCE GUIDELINES

When building the class schedule the following Guiding Principles are considered:

## Schedule Development

- Balance general education course offerings to ensure student access at a variety of blocks of time
  - days of week, consider M/W, T/Th, MWF, T/Th/F, F/Sat blocks, and other configurations
  - time of days, morning, afternoon, or evening
  - Monitor headcount of students moving through courses. GE courses vary regarding unit value (watch headcount as well as FTES) to make sure that the GE courses have sufficient capacity
- Coherent pathways for completion
  - Two-year rotation of pathway courses
  - Insure CTE completions
  - Alignment with ADT pathway maps
- Appropriate Ratio of face-to-face, hybrid, and online
  - May be discipline specific
  - Review and analysis of student success, course retention, student demand
  - Balance hybrid offerings across the week
- Schedule development adheres to the scheduling grid <sup>12</sup>
  - Minimize overlapping classes
  - Minimize days on campus
  - Maximize efficiency (goal: reclaim 595 WSCH/FTEF)

<sup>12</sup> The Norco College scheduling grid is specifically designed to minimize overlapping classes, allowing students to move from 3-unit to 4-unit classes without scheduling conflict.

- Confirm adherence to the Student Attendance Accounting Manual (SAAM)<sup>13</sup>
  - Utilize the scheduling calculator
  - Ensure appropriate passing time
  - Communicate required break time
- Review annual distribution of FTES
  - Plan FTES around annual goals to maximize access, efficiency, and enrollment.
  - Ensure that annual targets align with the BAM established targets

## Schedule Maintenance

- Guidelines for Section Cancellation
  - Vice President of Academic affairs in collaboration with the Deans of Instruction and Department Chairs monitor low-enrolled sections well before start of term
  - Sections with fill ratios less than 70% are eligible to be cancelled, and a conversation on exceptions occurs. Exceptions:
    - Sections essential to completing pathways
    - Capstone courses in a two-year rotation
    - Sections tied to existing industry partnerships
    - Sections that are part of a newly developed program
  - Decisions are made as soon as possible to minimize impacts
- Guidelines for Section Additions to existing schedule
  - Monitor waitlist data as indicator of student demand – confirm waitlist validity prior to adding sections
  - Monitor annual student headcount moving through pathways and transfer required courses to anticipate future need and targeted area of growth
  - All disciplines and programs are not expected to grow at the same rate

<sup>13</sup> Watch for news from the CCC Board of Governors who are considering regulatory action that would revise Title 5, standardizing Attendance Accounting for Credit Courses. This will not affect Positive Attendance calculations. change may be as early as 24FAL. First Reading: January 22, 2024.

**APPENDIX B.02:**

**TARGET FY 2024-2025 FTES FOR BAM**

Norco FY 24/25 Target FTES

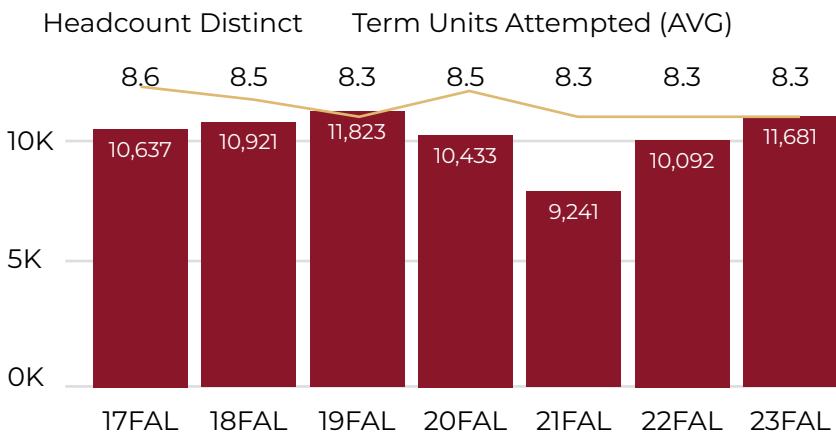
| FTES type                       | Credit FTES     |               |                      | Non-Credit FTES         | GRAND TOTAL          |
|---------------------------------|-----------------|---------------|----------------------|-------------------------|----------------------|
|                                 | Resident        | Non-Resident  | Credit FTES subtotal | Non-Credit (incl. CDCP) | FY 24/25 Target FTES |
| <b>BAM Category</b>             |                 |               |                      |                         |                      |
| <b>STEM courses</b>             | 2,279.43        | 39.97         | 2,319.40             |                         | 2,319.40             |
| <b>Liberal Arts courses</b>     | 3,460.10        | 62.96         | 3,523.05             | 22.00                   | 3,545.05             |
| <b>CTE courses</b>              | 1,125.89        | 21.23         | 1,147.12             | 43.15                   | 1,190.27             |
| <b>Architecture</b>             | 15.00           | 0.23          | 15.23                |                         | 15.23                |
| <b>Athletics</b>                | 25.00           | -             | 25.00                |                         | 25.00                |
| <b>Construction Technology</b>  | 32.00           | 0.63          | 32.63                |                         | 32.63                |
| <b>Drafting Technology</b>      | 15.00           | 0.31          | 15.31                |                         | 15.31                |
| <b>Electrician/ Electronics</b> | 100.00          | 2.55          | 102.55               |                         | 102.55               |
| <b>Game Development</b>         | 113.00          | 2.17          | 115.17               |                         | 115.17               |
| <b>Manufacturing Technology</b> | 30.00           | 0.48          | 30.48                |                         | 30.48                |
| <b>Music Industry Studies</b>   | 35.00           | 0.68          | 35.68                |                         | 35.68                |
| <b>Total</b>                    | <b>7,230.42</b> | <b>131.21</b> | <b>7,361.63</b>      | <b>65.15</b>            | <b>7,426.78</b>      |

**APPENDIX B.03:**  
**TARGET MONITORING**

Several PowerBI Dashboards have been developed by the district and are available to appropriate college personnel. These dynamic dashboards will prove indispensable while the college monitors and assesses progress toward achieving SEM Plan goals. In addition, the college will work in collaboration with the district to address any unmet needs specifically called out in the SEM Plan. It is critical for both Academic Affairs and Institutional Effectiveness to collaborate with District partners so that needs for both areas can be addressed.

Examples of Dashboard data available:

**Figure B.02.01: Annual Unduplicated Fall-term Headcount & Fall Term Average Units Attempted**



Source: PowerBI | District IR Dashboard | Student Demographics | Headcounts, Data as of 2/21/24 at 7:33 AM

**Figure B.02.02: Student Fulltime & Parttime Fall-term Enrollment Status**

| Full-Time/PT | 17FAL         | 18FAL         | 19FAL         | 20FAL         | 21FAL         | 22FAL         | 23FAL         |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| FT           | 29.1%         | 28.6%         | 28.3%         | 29.5%         | 28.9%         | 30.3%         | 31.1%         |
| PT           | 70.9%         | 71.4%         | 71.7%         | 70.5%         | 71.1%         | 69.7%         | 68.9%         |
| <b>Total</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> |

Source: PowerBI | District IR Dashboard | Student Demographics | Headcounts  
Data as of 2/21/24 at 7:33 AM

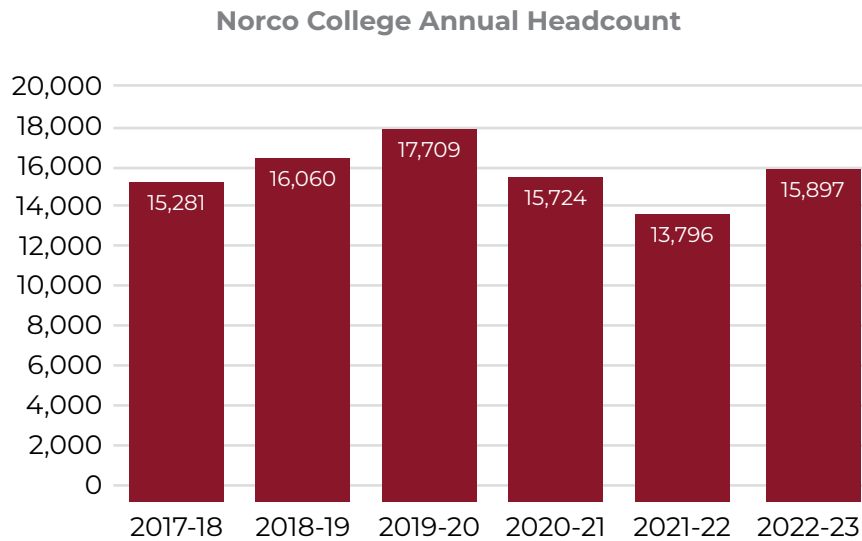
## **APPENDIX C: DATA REVIEW**

The following data provide a high-level overview of historical trends in the college's key performance indicators, including student enrollments, demographics, and outcome metrics. Many of these data elements are retrieved from the California Community College Chancellors Office Data Mart among other sources.

Review and access to live college-level data has been made increasingly available through PowerBI reports provided by the Riverside Community College District Educational Services division. While the broad overview presented below is helpful, the college is working toward standard widespread access to reviewing and monitoring live data that is more closely aligned with district and statewide targets to which the college is held accountable.

**APPENDIX C.01:**  
**STUDENT HEADCOUNT & DEMOGRAPHICS**

**Figure C.01.1: Collegewide Annual Headcount**



**Source:** Chancellor's Office Data Mart - Student Annual/Term Count; Data Retrieved: September 18, 2023

**Note:** Includes summer as a leading term; that is, a year is summer-fall-winter-spring

**Figure C.01.02: Full-time/Part-time (Unit Load)**

| FT/PT                     | Fall 2019     | Fall 2020     | Fall 2021    | Fall 2022    |
|---------------------------|---------------|---------------|--------------|--------------|
| <b>Full-time (12+)</b>    | 2,341         | 2,225         | 1,562        | 1,602        |
| <b>Part-time (&lt;12)</b> | 9,485         | 8,125         | 7,277        | 7,865        |
| <b>Non-Credit</b>         | 5             | 7             | 49           | 145          |
| <b>Total</b>              | <b>11,831</b> | <b>10,357</b> | <b>8,888</b> | <b>9,612</b> |

**Source:** Chancellor's Office Data Mart - Part-time/Full-time (Unit Load) Report; Data Retrieved: September 18, 2023

**Figure C.01.03: Enrollment Status**

| Enrollment Status           | Fall 2019     | Fall 2020     | Fall 2021    | Fall 2022    |
|-----------------------------|---------------|---------------|--------------|--------------|
| First-Time Student          | 1,680         | 1,119         | 1,051        | 1,666        |
| First-Time Transfer Student | 596           | 448           | 358          | 643          |
| Returning Student           | 1,568         | 1,357         | 1,190        | 1,404        |
| Continuing Student          | 6,684         | 6,261         | 5,206        | 4,547        |
| Special Admit Student       | 1,303         | 1,172         | 1,083        | 1,352        |
| <b>Total</b>                | <b>11,831</b> | <b>10,357</b> | <b>8,888</b> | <b>9,612</b> |

**Source:** Chancellor's Office Data Mart - Enrollment Status Summary Report; Data Retrieved: September 18, 2023

**Definitions: Enrollment Status:**

- First-time: Enrolled in college for the first time after High School
- First-time Transfer: Enrolled at College for the first time and who transferred from another institution of higher education
- Continuing: Enrolled in the previous regular session (in this case, spring)
- Returning: Enrolled after an absence of one or more primary terms (fall and spring are primary terms)
- Special Admit: Special Admit student currently enrolled in K-12

**Figure C.01.04: Ethnicity Trends**

| <b>Ethnicity</b>                      | <b>2019-20</b> | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> |
|---------------------------------------|----------------|----------------|----------------|----------------|
| <b>African American</b>               | 6.7%           | 6.5%           | 6.5%           | 6.8%           |
| <b>American Indian/Alaskan Native</b> | 0.3%           | 0.2%           | 0.3%           | 0.2%           |
| <b>Asian</b>                          | 7.7%           | 8.2%           | 8.7%           | 9.0%           |
| <b>Filipino</b>                       | 2.5%           | 2.4%           | 2.5%           | 2.1%           |
| <b>Hispanic</b>                       | 58.0%          | 58.5%          | 58.5%          | 58.9%          |
| <b>Multi-Ethnicity</b>                | 1.9%           | 3.1%           | 3.6%           | 4.0%           |
| <b>Pacific Islander</b>               | 0.4%           | 0.4%           | 0.4%           | 0.4%           |
| <b>Unknown</b>                        | 1.9%           | 0.8%           | 1.1%           | 1.9%           |
| <b>White Non-Hispanic</b>             | 20.6%          | 20.0%          | 18.4%          | 16.8%          |
| <b>Total</b>                          | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    |

Source: [Chancellor's Office Data Mart - Annual/Term Student Count](#); Data Retrieved: September 18, 2023



**Figure C.01.05: Onboarding and persistence (fall to spring) of Black/African American Students**

| Annual Year | Onboarding Black/AA | Onboarding Overall | Persistence Black/AA | Persistence Overall |
|-------------|---------------------|--------------------|----------------------|---------------------|
| 2018-19     | 43%                 | 46%                | 55%                  | 63%                 |
| 2019-20     | 41%                 | 43%                | 55%                  | 60%                 |
| 2020-21     | 41%                 | 42%                | 50%                  | 58%                 |
| 2021-22     | 42%                 | 47%                | 46%                  | 56%                 |

Source: [Launchboard - Student Success Metrics](#); Data Retrieved: August 23, 2023

**Figure C.01.06: Fall to Fall Persistence**

| Cohort Year       | Asian | Black | Latinx | White | Other | Overall |
|-------------------|-------|-------|--------|-------|-------|---------|
| Fall 2018-Fall 19 | 77.2% | 53.8% | 62.4%  | 63.6% | 54.8% | 63.4%   |
| Fall 2019-Fall 20 | 70.8% | 53.3% | 53.5%  | 59.2% | 58.9% | 56.4%   |
| Fall 2020-Fall 21 | 66.7% | 50.0% | 52.4%  | 57.6% | 40.0% | 53.9%   |
| Fall 2021-Fall 22 | 71.4% | 59.6% | 58.8%  | 66.2% | 60.4% | 61.5%   |

Source: Local MIS data files; Data Retrieved: August 23, 2023

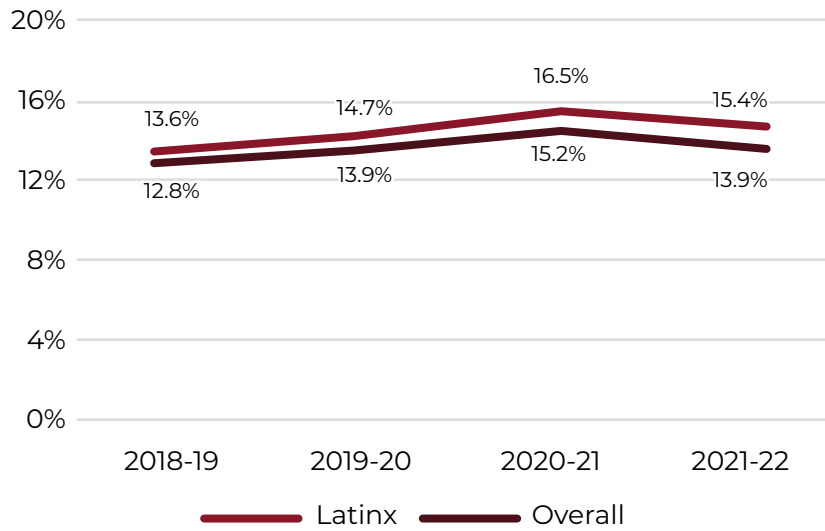
**Figure C.01.07: Dual Enrollment: Black/African American and Latinx Students**

| Term      | Dual Enrollment Black/AA | CNUSD Black/AA | Dual Enrollment Latinx | CNUSD Latinx |
|-----------|--------------------------|----------------|------------------------|--------------|
| Fall 2018 | 6.9%                     | 6.6%           | 57.7%                  | 51.9%        |
| Fall 2019 | 4.8%                     | 6.3%           | 49.9%                  | 52.7%        |
| Fall 2020 | 4.4%                     | 6.3%           | 49.5%                  | 52.9%        |
| Fall 2021 | 4.5%                     | 6.2%           | 45.9%                  | 53.3%        |
| Fall 2022 | 6.0%                     | 6.2%           | 45.6%                  | 54.1%        |

Source: Local Dual Enrollment student data and [CNUSD high school population](#); Data Retrieved: August 23, 2023

**Figure C.01.08: Momentum: Latinx Students**

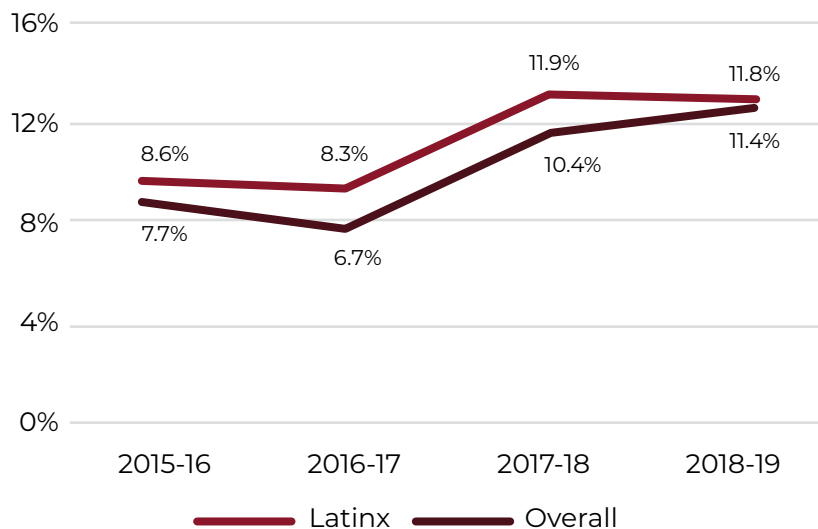
Successfully Completed 24+ units in Academic Year



Source: [Launchboard - Student Success Metrics](#); Data Retrieved: August 23, 2023

**Figure C.01.09: Graduation: Latinx Students (Three-year cohort rate)**

Visual Completion



Source: [Launchboard - Student Success Metrics](#); Data Retrieved: August 23, 2023

**APPENDIX C.02:**

**FULL-TIME EQUIVALENT STUDENTS (FTES)  
AND PRODUCTIVITY COLLEGEWIDE FTES**

**Figure C.02.01: Annual Fulltime Equivalent Students**

| FTES         | 2019-20         | 2020-21         | 2021-22         | 2022-23         |
|--------------|-----------------|-----------------|-----------------|-----------------|
| Credit       | 7,952.08        | 6,899.21        | 5,671.04        | 6,352.66        |
| Non-Credit   | 24.85           | 8.24            | 48.03           | 64.22           |
| <b>Total</b> | <b>7,976.93</b> | <b>6,907.45</b> | <b>5,719.08</b> | <b>6,416.89</b> |

Source: [Chancellor's Office Data Mart - Fulltime Equivalent Students \(FTES\)](#); Data Retrieved: September 18, 2023

Note: The FTES from DataMart are based on simple calculation for instructional time and do not reflect different attendance accounting methods.

**Figure C.02.02: Distance Education FTES**

| DE FTES         | 2019-20         | 2020-21         | 2021-22         | 2022-23         |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| DE Credit       | 1,318.00        | 4,198.55        | 3,772.37        | 3,303.50        |
| DE Non-Credit   | 0               | 4.95            | 19.51           | 39.72           |
| <b>Total DE</b> | <b>1,318.00</b> | <b>4,203.50</b> | <b>3,791.88</b> | <b>3,343.22</b> |

Source: [Chancellor's Office Data Mart - Distance Education \(DE\) FTES Summary Report](#); Data Retrieved: September 18, 2023

**Figure C.02.03: Non-credit Enrollment**

| Annual Year | Non-Credit Enrollments | Disciplines                                      |
|-------------|------------------------|--|
| 2019-20     | 1,025                  | ILA, REA   |
| 2020-21     | 469                    | ENP, ESL, ILA, PDS                               |
| 2021-22     | 599                    | ACC, ESL, ILA, PDS                               |
| 2022-23     | 1,034                  | ACC, ADJ, DFT, ELE, ENE, ENG, ENP, ESL, ILA, PDS |

Source: Local MIS data files; Data Retrieved: August 23, 2023

**APPENDIX C.03:**  
**SUPPLEMENTAL ALLOCATION DATA**

**Figure C.03.01:** Pell & Promise Grants Student Headcount

| Headcount                        | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------|---------|---------|---------|---------|
| California College Promise Grant | 9,514   | 7,928   | 6,636   | 7,920   |
| Pell Grant                       | 2,735   | 2,172   | 1,848   | 2,017   |

Source: [Chancellor's Office Data Mart - Financial Aid Summary Report](#); Data Retrieved: November 27, 2023.

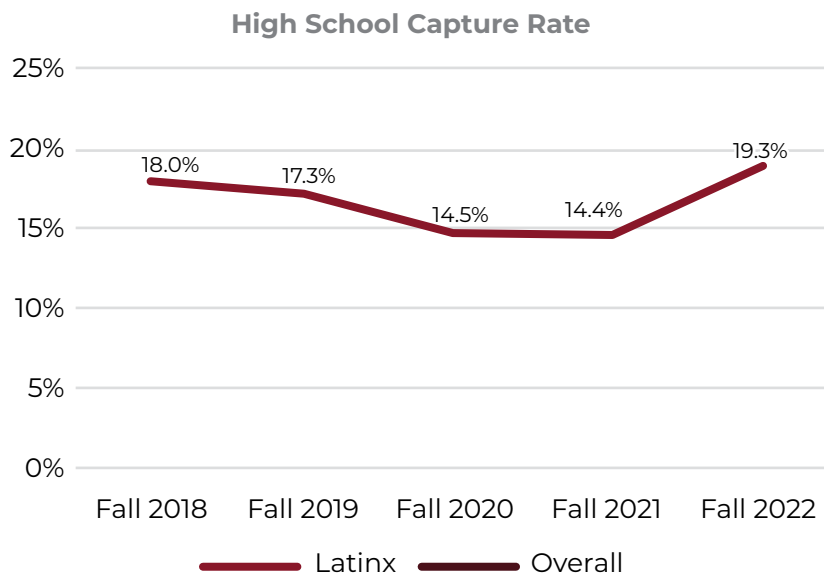
**APPENDIX C.04:**  
**STUDENT ACHIEVEMENT AND SUCCESS**

**Figure C.04.01:** Course success rates: Face-to-Face and Distance Education

| Modality        | 2019-20       | 2020-21      | 2021-22      | 2022-23      |
|-----------------|---------------|--------------|--------------|--------------|
| Distance Ed     | 75.6%         | 74.3%        | 70.0%        | 70.2%        |
| Non-Distance Ed | 79.1%         | 68.5%        | 74.2%        | 72.6%        |
| <b>Overall</b>  | <b>78.4%*</b> | <b>72.1%</b> | <b>71.1%</b> | <b>71.2%</b> |

Source: [Chancellor's Office Data Mart - Retention/Success Rate](#); Data Retrieved: September 19, 2023. \*The Spring 2020 course success rate was higher than expected due to the increase in Excused Withdraw (EW) grades.

**Figure C.04.02:** High School Capture Rate



Source: [Educational Master Plan](#); Data Retrieved: August 23, 2023

**Figure C.04.03: Program Awards (Degrees & Certificates)**

| Award Count                                | 2019-20      | 2020-21      | 2021-22      | 2022-23      |
|--|--------------|--------------|--------------|--------------|
| Associate in Science for Transfer (A.S.-T) | 245          | 292          | 323          | 274          |
| Associate in Arts for Transfer (A.A.-T)    | 262          | 323          | 281          | 248          |
| Associate of Science (A.S.)                | 325          | 385          | 435          | 360          |
| Associate of Arts (A.A.)                   | 938          | 1,100        | 1,107        | 1,052        |
| Certificate:<br>30 to < 60 semester units  | 112          | 143          | 173          | 140          |
| Certificate:<br>16 to < 30 semester units  | 48           | 38           | 49           | 40           |
| Certificate:<br>8 < 16 semester units      |              | 7            |              | 1            |
| Certificate:<br>6 to < 18 semester units   | 374          | 214          | 247          | 179          |
| Other Credit Award:<br>< 6 semester units  |              |              | 9            | 7            |
| Noncredit award                            |              | 8            | 4            | 41           |
| <b>Total</b>                               | <b>2,304</b> | <b>2,510</b> | <b>2,628</b> | <b>2,342</b> |

Source: [Chancellor's Office Data Mart - Program Awards Summary Report](#); Data Retrieved: September 19, 2023.

Strategic Enrollment Management Academy Assignment: June 2023

## APPENDIX C.05:

# STUDENT SURVEYS / FOCUS GROUPS / OTHER DATA SOURCES

## Student Equity Plan Inquiry Research

A representative sample of Black/African American prospective and current student voices led to a recommendation to prioritize improvements to pre-enrollment experiences. Research did not identify any systematic path to refusal-conversion, which means once Black/African American potential students are lost, they are likely lost to Norco College forever. Potential and current students also recommend providing a checklist or quick-start guide to improve enrollment navigation. Concerning persistence, the top response from students was a need to improve communications about existing services, their purpose, costs, and how to access them, with online students feeling especially left out. Related to courses, students recommended providing an online course orientation for new students on how to navigate Canvas, submit assignments and take tests without timing out, as well as clear communication around which courses are transferable.

## SEM Logic Model Baseline Metrics

One of the key components in developing the SEM included establishing baseline metrics the college would achieve within 1 year, mid (greater than a year), and long-term aligned to the deliverables in our SEM Logic Model. During the June 2023 institute, the team created the logic model below with the impacts expected in the far-right column.

**Figure C.05.01: Norco College SEM Logic Model**

| <p style="text-align: center;"><b>SEM<br/>Logic<br/>Model</b></p>   | <p style="text-align: center;"><b>Project Goal</b></p>  |   |  |
|---|---|---|--|
| <p>To complete our activities, we will need the following <b>RESOURCES</b>:</p> <ul style="list-style-type: none"> <li>• Training/Primer Loss Momentum Framework</li> <li>• Dualenroll.com</li> <li>• CRM (Customer Resource Management) software</li> <li>• Need more staff in the Research Office to support this effort</li> <li>• High school outreach teams</li> <li>• Success Teams</li> <li>• Engaging the entire Norco College community</li> </ul> | <p>To complete our project, we will carry out the following <b>ACTIVITIES</b>:</p> <ul style="list-style-type: none"> <li>• Expansion of dual enrollment into the 9th grade</li> <li>• Reimagine Norco Advantage as a programmatic experience for students</li> <li>• Draft a Marketing and Outreach plan</li> <li>• Analyze college and student level data and identify gaps</li> <li>• Draft PEM Plan shared widely for college community buy-in and feedback</li> <li>• Map PEM to college and district strategic plans</li> <li>• Fully integrate PathMaker into multi-year schedule development</li> </ul> | <p>Our activities will produce the following <b>DELIVERABLES</b>:</p> <ul style="list-style-type: none"> <li>• SEM plan with Enrollment Management calendar</li> <li>• Identify the structure to institutionalize Pathways and Enrollment Management</li> </ul> | <p>Once completed, our deliverables will lead to the following <b>IMPACT</b>:</p> <p><b>Within 1 year:</b></p> <ul style="list-style-type: none"> <li>• Decrease equity gaps in onboarding and retention for Black/ African American</li> <li>• Increase non-credit enrollment</li> <li>• Increase access to dual enrollment for Black and Latinx students</li> <li>• Increase high school capture rate</li> </ul> <p><b>Mid:</b></p> <ul style="list-style-type: none"> <li>• Increase Fall -&gt; Fall retention</li> </ul> <p><b>Long-Term:</b></p> <ul style="list-style-type: none"> <li>• Decrease equity gaps in momentum and graduation rates for Hispanic/Latinx</li> <li>• Year-round scheduling multi-term enrollment</li> </ul> |



Following the institute, Institutional Research reviewed all data to determine baselines for each of the logic model impacts.

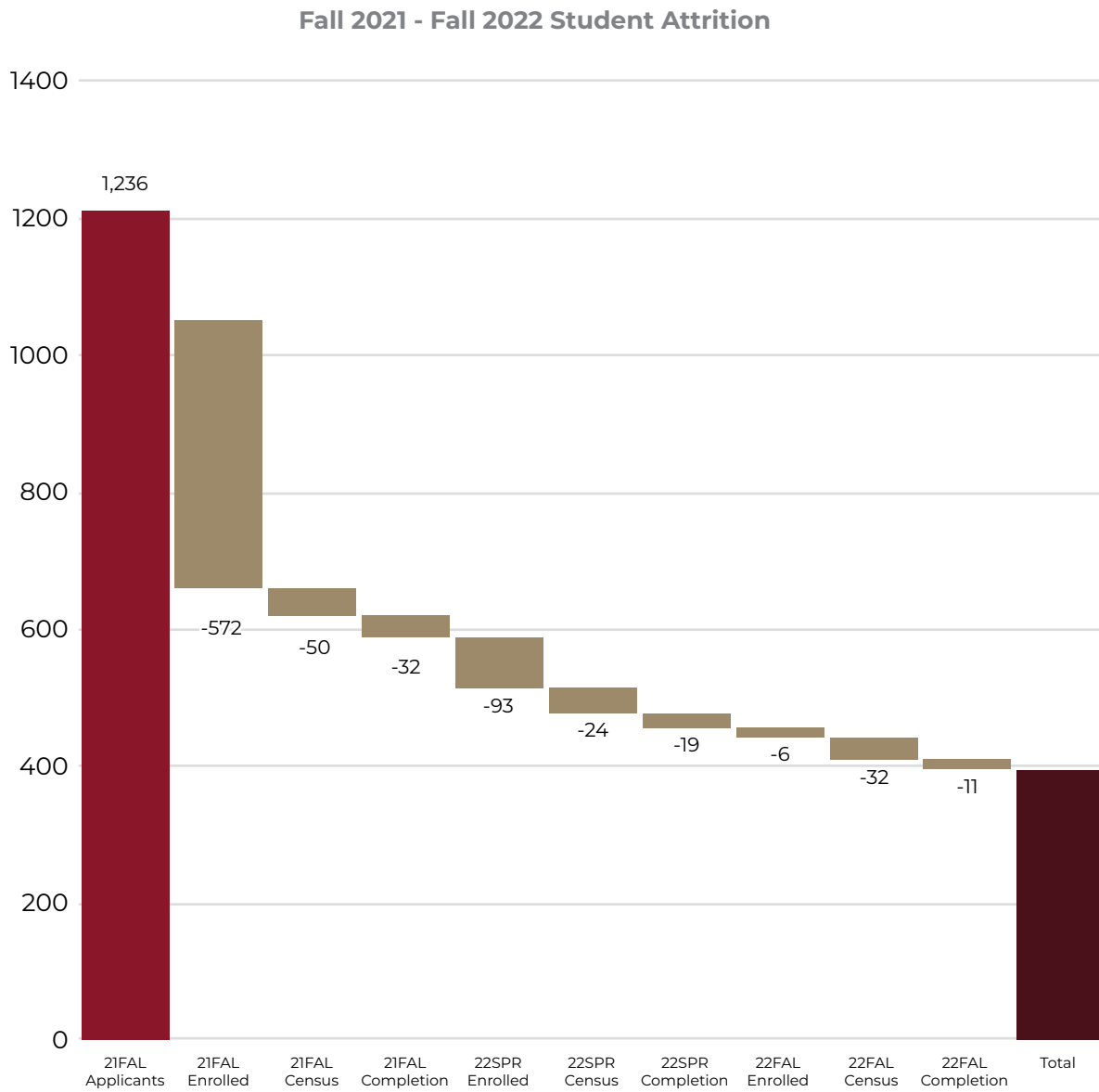
### Within 1 year

1. Onboarding and Retention: Black/African American Students
  - a. Similar trends to the overall college population, but the outcome percentages are consistently lower, and largest gaps are in the most current year.
  - b. Aligns with our Student Equity Plan/Equity Inquiry Team
2. Increase non-credit enrollment
  - a. Growth in the last three years: ACC, ADJ, DFT, ELE, ENE, ENG, ENP, ESL, PDS
  - b. Aligns with EMP Objective 7.3- Non-credit plan and programs
3. Dual Enrollment: Black and Latinx Students
  - a. In most recent year, proportion of Black/AA students participating in dual enrollment was equivalent to proportion of Black/AA students within CNUSD
  - b. The proportion of Latinx students has decreased in comparison to the proportion within CNUSD
  - c. Aligns with EMP Objective 1.3- Expand enrollment with strategic groups
4. Increase high school capture rate
  - a. Dip in Fall 2020 and 2021, but rate rebounded in Fall 2022
  - b. Aligns with EMP Objective 1.4 (KPI 3)

### Midrange

1. Fall to Fall retention
  - a. Drop in Fall 2019 and 2020, but rebound in Fall 21-Fall 22 retention (see bar graph below)
  - b. Builds on the Onboarding and Retention Goals, looking beyond the first year

**Figure C.05.02: Student Attrition form Fall 2021 to Fall 2022**



**Source:** Local Management Information Systems and CCCApply data.

## Long-Term:

1. Momentum & Graduation: Hispanic/Latinx Students
  - a. Latinx students show similar trends to the overall college population for momentum and graduation, but outcome percentages are consistently lower. The graduation gap has narrowed in the most current year.
2. Year-round scheduling multi-term enrollment

**APPENDIX C.06:**  
**COMMUNITY DATA**

**Figure C.06.01: Educational Attainment**

| <b>Educational Attainment</b>               | <b>California</b> | <b>Riverside County</b> |
|---|-------------------|-------------------------|
| <b>Population 25 years and over</b>         | 26,797,070        | 1,572,798               |
| Less than 9th grade                         | 8.7%              | 9.0%                    |
| 9th to 12th grade, no diploma               | 7.1%              | 8.0%                    |
| High school graduate (includes equivalency) | 20.4%             | 26.9%                   |
| Some college, no degree                     | 20.5%             | 24.1%                   |
| Associate’s degree                          | 8.0%              | 8.4%                    |
| Bachelor’s degree                           | 21.9%             | 15.1%                   |
| Graduate or professional degree             | 13.4%             | 8.4%                    |
| High school graduate or higher              | 84.2%             | 83.0%                   |
| Bachelor’s degree or higher                 | 35.3%             | 23.5%                   |

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP02)

**Figure C.06.02: General Community Demographics**

| <b>Gender and Age</b>   | <b>California</b> | <b>Riverside County</b> |
|-------------------------|-------------------|-------------------------|
| <b>Total population</b> | 39,455,353        | 2,409,331               |
| Male                    | 50.0%             | 50.1%                   |
| Female                  | 50.0%             | 49.9%                   |
| Under 5 years           | 6.0%              | 6.2%                    |
| 5 to 14 years           | 12.9%             | 14.5%                   |
| 15 to 19 years          | 6.6%              | 7.3%                    |
| 20 to 24 years          | 6.7%              | 6.7%                    |
| 25 to 34 years          | 15.1%             | 13.8%                   |
| 35 to 44 years          | 13.5%             | 13.1%                   |
| 45 to 59 years          | 19.1%             | 18.5%                   |
| 60 to 74 years          | 14.3%             | 13.8%                   |
| 75 years and over       | 5.8%              | 6.0%                    |

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP05)

**Figure C.06.03: Population Ethnicity in county and state**

| <b>Ethnicity</b>                                    | <b>California</b> | <b>Riverside County</b> |
|---|-------------------|-------------------------|
| <b>Total population</b>                             | <b>39,455,353</b> | <b>2,409,331</b>        |
| <b>Hispanic or Latino</b>                           | 39.5%             | 50.3%                   |
| <b>Not Hispanic or Latino</b>                       | 60.5%             | 49.7%                   |
| <b>White alone</b>                                  | 35.8%             | 33.2%                   |
| <b>Black or African American alone</b>              | 5.4%              | 6.1%                    |
| <b>American Indian / Alaska Native alone</b>        | 0.3%              | 0.4%                    |
| <b>Asian alone</b>                                  | 14.7%             | 6.6%                    |
| <b>Native Hawaiian/Other Pacific Islander alone</b> | 0.3%              | 0.3%                    |
| <b>Some other race alone</b>                        | 0.4%              | 0.3%                    |
| <b>Two or more races</b>                            | 3.6%              | 2.9%                    |

Source: [2021: ACS 5-Year Estimates Data Profiles \(TableID: DP05\)](#)

**Figure C.06.04: Population by Citizenship Status by county and state**

| <b>U.S. Citizen Status</b>      | <b>California</b> | <b>Riverside County</b> |
|---------------------------------|-------------------|-------------------------|
| <b>Foreign-born population</b>  | <b>10,454,949</b> | <b>518,941</b>          |
| <b>Naturalized U.S. citizen</b> | 53.5%             | 54.2%                   |
| <b>Not a U.S. citizen</b>       | 46.5%             | 45.8%                   |

Source: [2021: ACS 5-Year Estimates Data Profiles \(TableID: DP02\)](#)

**Figure C.06.05: Population by Disability Status by county and state**

| Disability Status                               | California        | Riverside County |
|---|-------------------|------------------|
| <b>Civilian Noninstitutionalized Population</b> | <b>38,946,377</b> | <b>2,385,433</b> |
| With a disability                               | 10.6%             | 11.4%            |
| Under 18 years                                  | 8,979,207         | 605,697          |
| With a disability                               | 3.5%              | 4.0%             |
| 18 to 64 years                                  | 24,388,164        | 1,437,387        |
| With a disability                               | 8.1%              | 8.9%             |
| 65 years and over                               | 5,579,006         | 342,349          |
| With a disability                               | 33.4%             | 35.3%            |

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP02)

**Figure C.06.06: Population by Employment Status by county and state**

| Employment Status                   | California        | Riverside County |
|-------------------------------------|-------------------|------------------|
| <b>Population 16 years and over</b> | <b>31,499,704</b> | <b>1,876,133</b> |
| In labor force                      | 63.9%             | 60.3%            |
| Civilian labor force                | 63.4%             | 60.0%            |
| Employed                            | 59.3%             | 55.7%            |
| Unemployed                          | 4.1%              | 4.3%             |
| Armed Forces                        | 0.5%              | 0.3%             |
| Not in labor force                  | 36.1%             | 39.7%            |

Source: [2021: ACS 5-Year Estimates Data Profiles](#) (TableID: DP03)

**Figure C.06.07: Population by Poverty Status by county and state**

| Percentage below poverty level | California | Riverside County |
|--------------------------------|------------|------------------|
| All people                     | 12.3%      | 12.0%            |
| Under 18 years                 | 16.2%      | 15.5%            |
| 18 to 64 years                 | 11.2%      | 10.9%            |
| 65 years and over              | 10.5%      | 10.2%            |

Source: 2021: ACS 5-Year Estimates Data Profiles (TableID: DP03)

**Figure C.06.08: Population by Language Spoken at Home by county and state**

| Language spoken at home              | California        | Riverside County |
|--------------------------------------|-------------------|------------------|
| Population 5 years and over          | <b>37,105,018</b> | <b>2,258,907</b> |
| English only                         | 56.1%             | 58.7%            |
| Language other than English          | 43.9%             | 41.3%            |
| Speak English less than “very well”  | 17.2%             | 14.8%            |
| Spanish                              | 28.3%             | 34.5%            |
| Speak English less than “very well”  | 10.9%             | 12.3%            |
| Other Indo-European languages        | 4.6%              | 1.9%             |
| Speak English less than “very well”  | 1.3%              | 0.5%             |
| Asian and Pacific Islander languages | 9.9%              | 4.3%             |
| Speak English less than “very well”  | 4.6%              | 1.8%             |
| Other languages                      | 1.1%              | 0.7%             |
| Speak English less than “very well”  | 0.4%              | 0.3%             |

Source: 2021: ACS 5-Year Estimates Data Profiles (TableID: DP02)

\* All findings need to be interpreted with caution as the population figures are estimates. The estimates are based on a sample and are subject to sampling variability, represented as a margin of error. Please see the data source for each table to see the margin of error for each estimate.

## APPENDIX C.07:

## CAREER EDUCATION DATA

Figure C.07.01: Strong Workforce Program Students

| Student Type   | 2019-20  | 2020-21  | 2021-22 |
|--|----------|----------|---------|
| All Students   | 6,452    | 5,493    | 5,018   |
| Earned 9 or More Career Education in 1 year                              | 25%      | 25%      | 27%     |
| Earned a Degree or Certificate or Attained Apprenticeship Journey Status | 326      | 353      | 382     |
| Median Annual Earnings after Exiting                                     | \$37,122 | \$36,924 | Unavail |
| Exiting Students Who Attained Living Wage                                | 62%      | 64%      | Unavail |

Source: [Launchboard - Strong Workforce Program](#); Data Retrieved: September 19, 2023

Note: All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year





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