

NORCO COLLEGE

2030 Educational Master Plan

REGIONAL TRANSFORMATION

STUDENT TRANSFORMATION

COLLEGE TRANSFORMATION





2030 Educational Master Plan

Norco College

2019-2030

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Chapter 1: Introduction

Norco College started the institutional planning process behind this document in the Fall semester of 2017. The process involved a significant amount of thinking, planning, and deliberation that has led to a new Educational Master Plan, a new Strategic Plan and a new Facilities Master Plan. Combined, the three documents and the overall deliberation have elicited a clear, strong and compelling vision for the future of Norco College. Please note that this is a living document that will evolve as we continue to move forward.

The Norco College community, including employees and partners, cares deeply about the College and shares a strong vision for the future direction of the institution. We are implementing this vision with a sense of urgency and believe it will serve as a model for other community colleges deep into the 21st century. We are building a college that meets all students where they are, tailoring a transformative academic and professional experience for every student on our campus. It is a college where equity gaps no longer persist, and the trajectory of each student's life is changed for the better. The college we are becoming produces completion and competency rates that are among the highest in the country while serving as a catalyst for the region around academic, economic, and socio-cultural development. College partnerships with school districts, CSUs, UCs, and private universities are elegantly connected such that college-going rates in the region improve exponentially and are nationally recognized. College partnerships with regional economic and industry leaders are responsive and mutually beneficial, providing graduates with exceptionally high rates of employment in living wage careers. The college is a vibrant center for fine and performing arts, athletics and academics across the entire service area. We are a comprehensive institution with the capacity to serve the entire region through a breadth of programming in STEM; Social and Behavioral Sciences; Arts and Humanities; Business Administration; Health Sciences; Career and Technical Education; and Lifelong Learning. The campus is a vibrant mixed-use academic and professional community featuring educational activities, incubator space, industry partnerships, and retail. The members of the college community nurture a family atmosphere. We work hard, communicate openly, dream big, welcome everyone and enjoy being with each other. The amazing 141-acre campus is aesthetically inspiring, sustainably engineered, and seamlessly woven into the surrounding community. The college is an institution of first choice. The campus is a destination. The people are a community.

The detailed implementation strategy for this vision can be found in three core documents. First, the 2030 Educational Master Plan (EMP) defines where we are headed as a college over the next decade or more. Second, the 5-Year Strategic Plan defines the work we are going to do over the next five years as we head in the EMP direction. Third, the Facilities Master Plan maps out the campus we will build in support of the EMP.

College Governance Process

This plan has been rigorously vetted through a nearly two-year deliberation process that helped shape the core ideas. The plan was officially submitted through the Norco College and RCCD governance processes and will be submitted to the RCCD Board of Trustees in Fall 2019. The plan was officially submitted through the Norco College and RCCD governance processes and will be submitted to the RCCD Board of Trustees in Fall 2019. Through this process, input was received from students, employees (faculty, classified, and managers) and community members. The results are actively updated below until full approval.

College Governance Group	Date	Action Taken
Distance Education Committee	4/19/19	Approved.
Student Services Planning Committee	4/24/19	Approved. 1 Abstention
NC Academic Senate	5/6/19	Approved.
NC Management Team	5/8/19	Approved.
Associated Students of Norco College	5/9/19	Approved.
NC Academic Planning Council (Chairs)	5/10/19	Approved.
NC President's Advisory Board (Community Members)	5/13/19	Approved. 1 Abstention
NC Business and Facilities Planning Council	5/14/19	Approved.
NC Executive Cabinet	5/15/19	Approved.
NC Institutional Strategic Planning Council	5/15/19	Approved.
NC All Campus Vote	5/17/19	Approved. 87 votes, 4 nays
District Strategic Planning Council	5/17/19	No Action; Discussion with recommendations
Chancellor's Cabinet	5/20/19	No Action; Discussion
Revised EMP to Nor-all for comments	9/27/19	
ISPC Information Item	10/2/19	
ISPC 1st Read	10/16/19	
Revised EMP to Nor-all with additional revisions	10/28/19	
NC Institutional Strategic Planning Council	11/6/19	Approved. 1 nay 2 abstentions
NC Committee of the Whole	11/7/19	Approved. 2 abstentions
District Strategic Planning Council	11/22/19	Approved.
Chancellor's Cabinet	11/25/19	Moved forward
RCCD Board Committee Meeting	12/3/19	Presented
RCCD Board Meeting	12/10/19	Approved.

Organization

The Educational Master Plan is organized into the following chapters:

- Introduction
- Mission, Vision, Core Commitments
- Strategic Direction 1: Student Transformation
- Strategic Direction 2: Regional Transformation
- Strategic Direction 3: College Transformation
- 5-Year Strategic Plan
- Planning Integration
- Assessment, Tracking and Reporting
- Deliberation Process
- College History

2030 Goals

The Educational Master Plan sets out 12 Goals for its students, community, and region by 2030:

	Topic	Goal Statement
Goal 1	Access	Expand college access by doubling current headcount and full-time equivalent students (FTES).
Goal 2	Success	Implement Guided Pathways.
Goal 3	Equity	Close all student equity gaps.
Goal 4	Professional Development	Implement PD around GP 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, and sustain collaborative partnerships.
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, integrated planning systems, and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
Goal 9	Workplace/Employees	Expand Norco College workforce to support a comprehensive college and develop/sustain an 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 its visionary goals.



Chapter 2: Mission, Vision, and Core Commitments

Mission, Vision, and Core Commitments

We have been building Norco College for over 40 years. We started in the 1970s, when Riverside City College (RCC) began offering courses in the Corona/Norco area in various public and civic venues. In 1985, we took a more permanent step by acquiring 141 acres of federal land from the General Services Administration for \$1. On March 13, 1991, the College held a grand opening and classes began with two classrooms in the Student Services and Little Theatre buildings. Over 3,000 students attended the first year and the College has expanded five-fold since that time with over 15,000 students attending Norco College in the 2018-19 academic year. For 19 years (1991-2010), the facility operated as the RCC Norco Campus, until 2010 when we received accreditation as one of the three independent colleges within Riverside Community College District (RCCD) and the 112th within the California Community College system.

From 2010-2018, the College grew under two strategic planning cycles and expects continual growth with its ambitious Educational Master Plan with projections through 2030. The Educational Master Plan for Norco College is built on the foundation of our mission, vision and core commitments.

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: Student Transformation (Strategic Direction 1)

There are 12 goals in the College educational master plan. Goals 1-4 are attached to Strategic Direction #1

Strategic Direction 1: Student Transformation		
Goal #	Topic	Goal Statement
1	Access	Expand college access by increasing both headcount and full-time equivalent students (FTES).
2	Success	Implement Guided Pathways framework
3	Equity	Close all student equity gaps.
4	Professional Development	Implement PD around GP and equity framework; foster a culture of ongoing improvement.

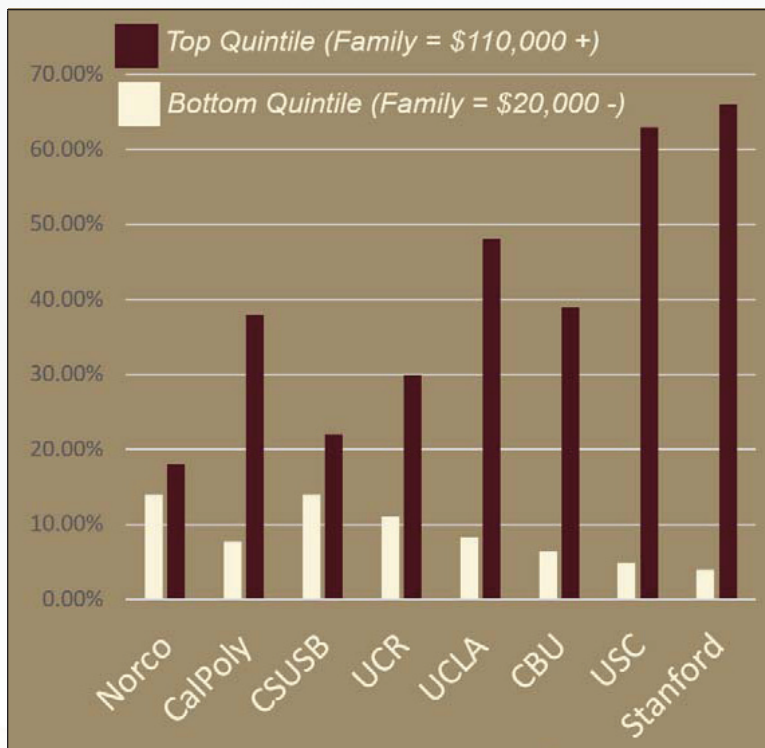
Vision for Strategic Direction #1: Student Transformation

We will change the trajectory of our students' lives...

The community college mission is central to the overarching mission of higher education and central to the core ideal of upward mobility in American society. Upward mobility is the idea that working hard in the U.S. will lead to opportunity and realization of the American Dream. For more than two centuries this idea has been a central theme in the American experiment, motivating millions of immigrants and natural born citizens alike. As the 20th century matured in the U.S., higher education became a critical part of the upward mobility ideal, with many national leaders suggesting that the hard work individuals need to do, should include the pursuit of a college degree. The promise for a hundred years and counting in the U.S. has been that a college degree will lead to the American Dream. If you want to be successful in the U.S. go to college.

Individuals considering college and organizations with members considering college (families, high schools, employers) in our region will have strong awareness of Norco College. Students who decide to attend Norco College will find an easy intuitive onboarding process. With support from Norco College staff, students will choose a program of study in their first year informed by career and academic interests. They will enter a pathway of study with milestones that are clearly defined from the first day of college to the first day of their careers. Students will be embraced along their pathway by nurturing people and resources that support equitable progress along all pathways. As students graduate, they will maintain a relationship with Norco College, helping us build our vision for future students. Norco College graduates will assist in creating a cycle whereby they contribute to the college's vision of student, regional, and college transformation.

Higher education has emerged as a presumed bridge to mobility in the U.S., but many of our most celebrated colleges and universities in the U.S. have built systems that perpetuate stagnation rather than stimulate significant mobility. Consider the chart below.



Higher Education and Upward Mobility

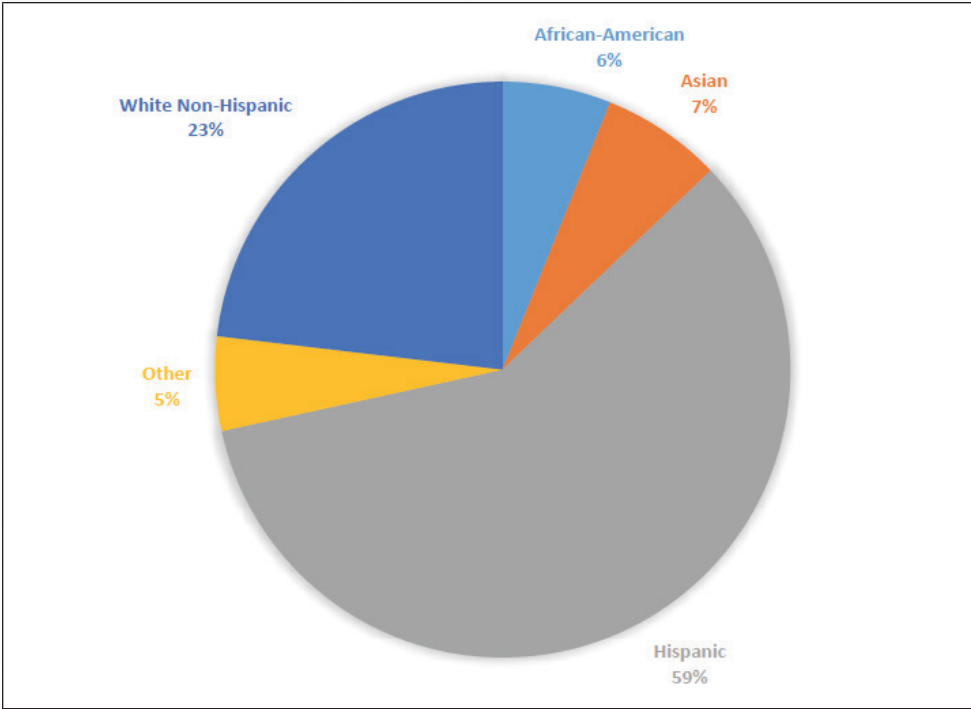
This chart displays the critical role community colleges (Norco College specifically) play in working with students from low income backgrounds. It also highlights the abandonment of this goal by some of our most celebrated universities.

Elite universities and colleges are the most celebrated institutions in higher education. However, analysis of the students they serve points to a significant problem. They are mostly in the business of perpetuating existing structures of power and class in society rather than working with students who wish to find access to the American Dream through education. USC and Stanford, two elite universities in California for example have student bodies where over 60 percent of students originate from families in the top quintile of income in the U.S. and less than 5 percent originate from families in the bottom quintile. They are literally taking students from more privileged backgrounds and helping the children of those families maintain their privilege in society. And the corollary is equally true. They are systematically excluding many students from the poorest families in American, and therefore contributing to the documented decline of upward mobility in the U.S.

The institutions that are on the forefront of building bridges for low income families to access the middle class are community colleges. As the chart above indicates, community colleges are open access institutions working with students who have had the academic odds stacked against them most likely since birth. We work with students from historically underserved communities, students from families with recent immigrant histories, students from cycles of low income and poverty, students from families with little or no college-going tradition. When we are successful with our students, the affect is life altering. Our success stories change the trajectory of students' lives. Community Colleges perform complex functions in changing the lives of students, many who are marginalized and miss important opportunities to achieve economic prosperity.

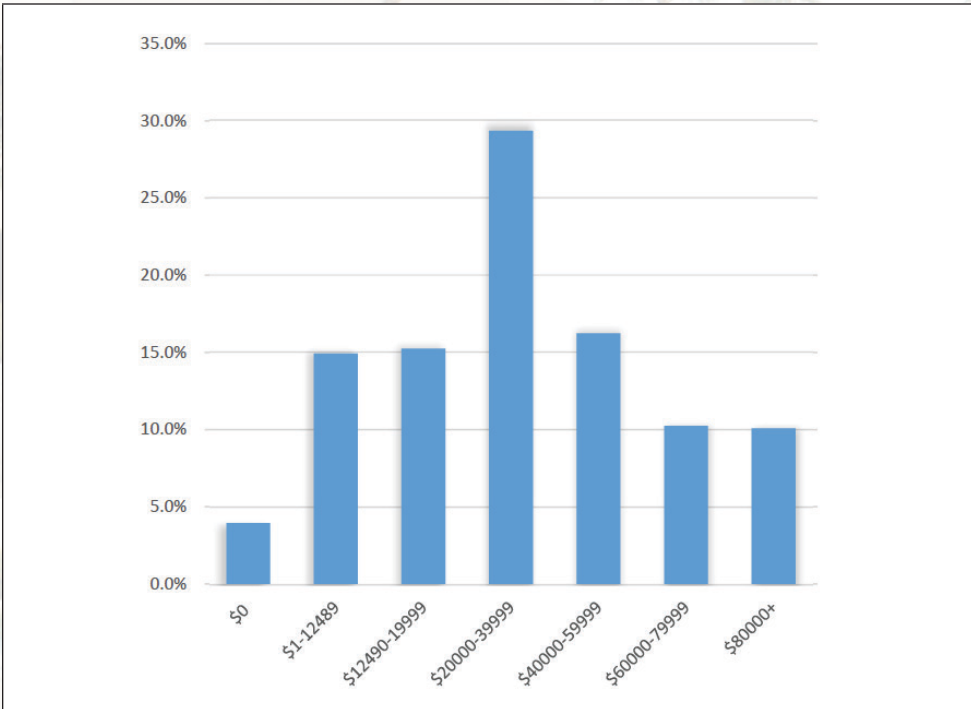
Description of Norco College Students

Norco College serves students from a diverse range of backgrounds. In the 2018-19 year, Norco College served over 15,000 students, most of them with the characteristics described above. Some of our students come to us with strong academic preparation and traditions, but most of our students come from backgrounds with the academic odds stacked against them.



Norco College Students by Race and Ethnicity

This chart displays the race and ethnicity distribution of Norco College students for 2017-18



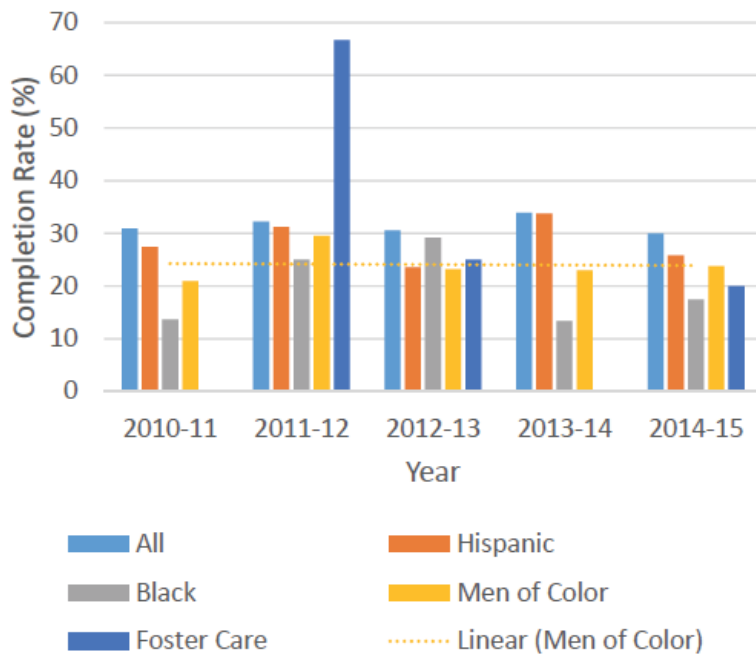
Norco College Students by Income

This chart displays the income levels distribution of Norco College students for 2017-18.

Household income from California Community Colleges Management Information System data elements (STUDENT-AID-INCOME-AGI-PARENT and STUDENT-AID-INCOME-AGI-STUDENT)

The Completion Initiative

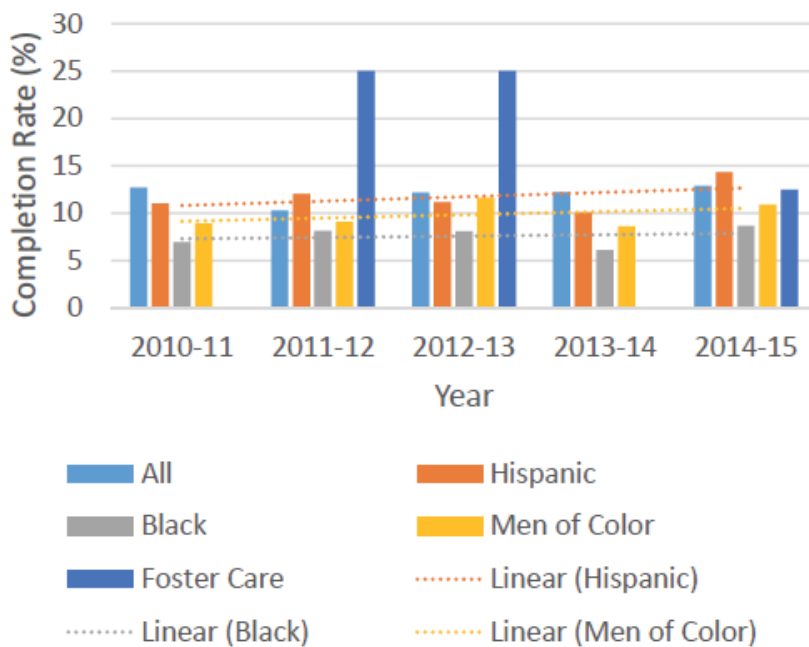
In 2015, Norco College conducted an intensive study on student success rates. We wanted to see how successful we were in helping our students secure true academic success. The results of the study drew significant concerns. In 2015, we found that only 9.8 percent (243 out of 2,474) of students successfully achieved transfer readiness or completed their certificate/degree within a four-year time frame. This means that 2,231 students failed to achieve their academic goals. And when these results were analyzed by specific underserved groups, African Americans, Hispanics, men of color, LGBTQ+ students, and students from the Foster Care system showed even smaller success rates. The percentage “9.8 percent” became a galvanizing rally call for Norco College to embrace significant cultural, procedural, and systemic change for our students.



Completion Rates for Full-time Students through 2015

This chart shows completion rates for fulltime Norco College students through 2015. Completion rates are defined as completion of certificates, associated degrees or transfer readiness over a 3-year period. Data includes all students and student groups with disproportionate success rates at Norco College.

Years on this chart correspond to the ending year of the 3-year cohort.



Completion Rates for Part-time Students through 2015

This chart shows completion rates for part-time Norco College students through 2015. Completion rates are defined as completion of certificates, associated degrees or transfer readiness over a 5-year period. Data includes all students and student groups with disproportionate success rates at Norco College.

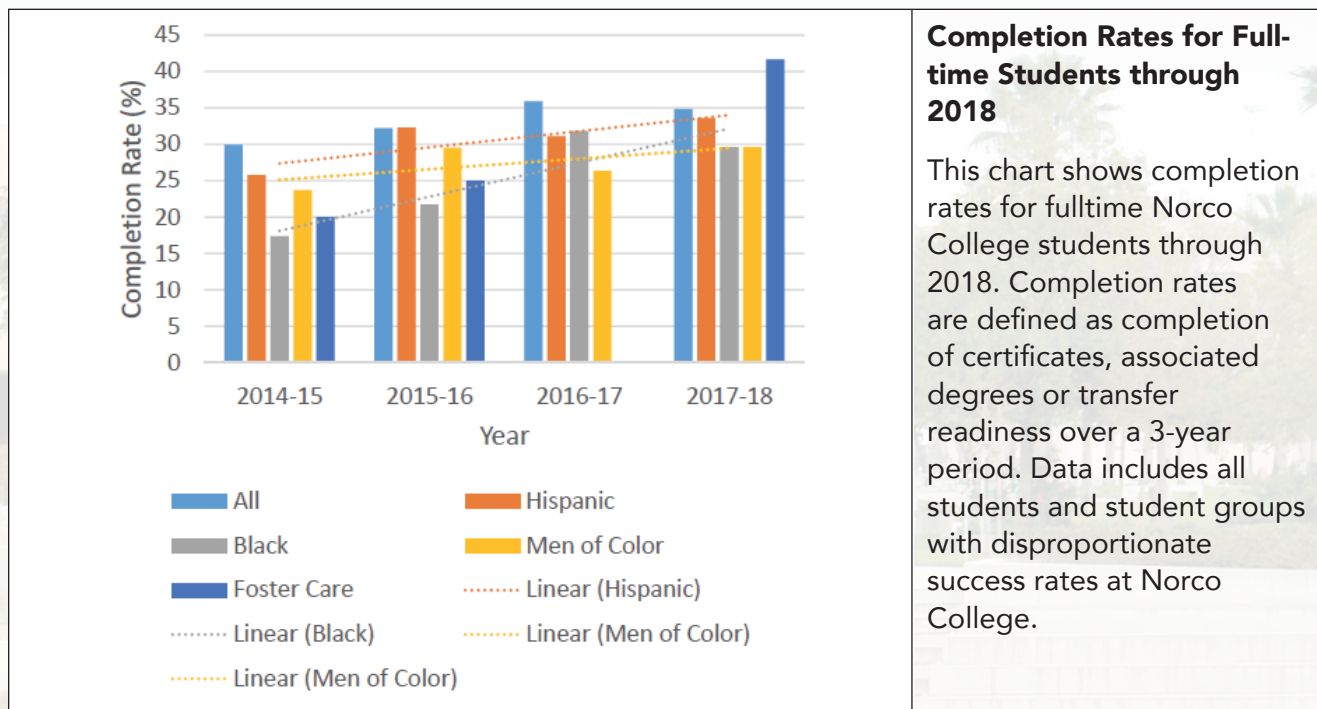
Years on this chart correspond to the ending year of the 5-year cohort.

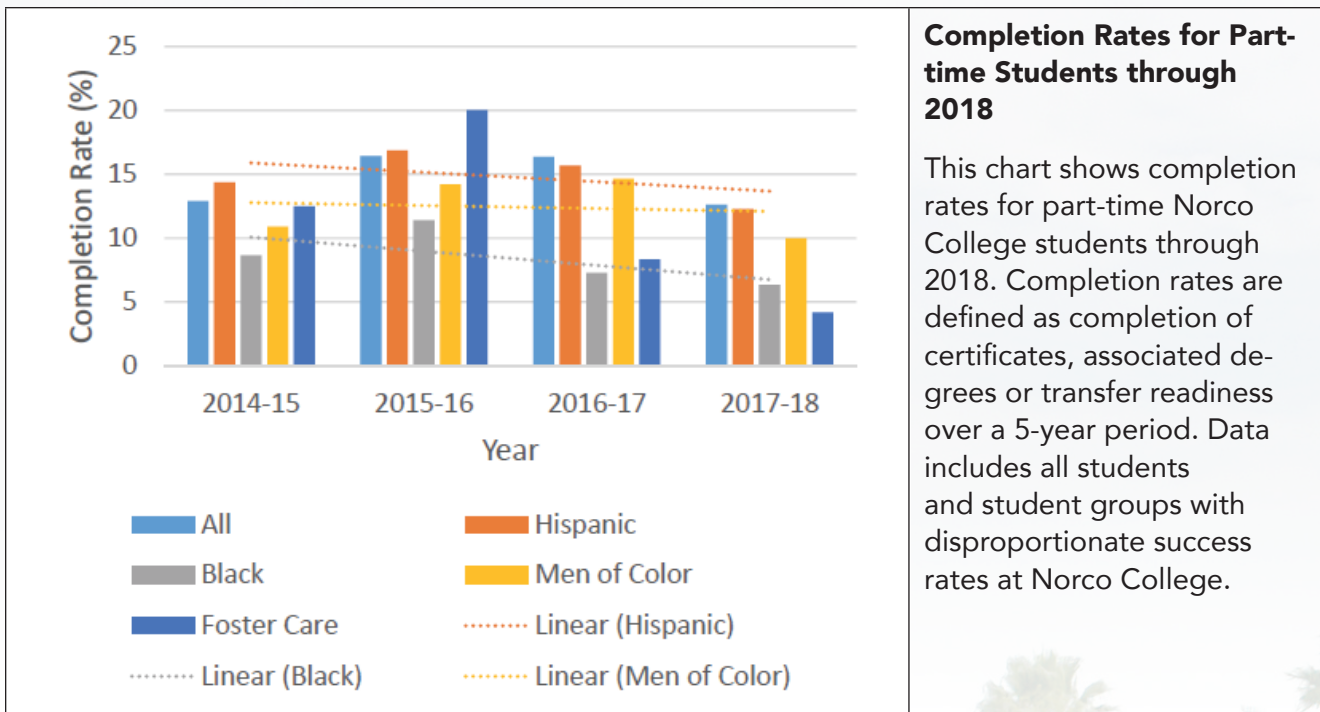
Norco College responded to these numbers by organizing the Completion Initiative. The Initiative, primarily led by faculty with support from managers and classified professionals, began by looking for best practices solutions and settled on an ambitious strategy, eventually merging with the state's Guided Pathways strategy. Between 2015 and spring 2019, the workgroup around the Completion Initiative completed the following major activities:

- Creation of Metamajors
 - Formed four metamajors and renamed to four corresponding schools
 - Identified students in Schools by major
 - Organized school-based activities
- Creation of clear and directed pathways for students
 - Embarked on college-wide effort to increase the number of students earning degrees or certificates within a four-year period.
 - Developed program maps of all ADTs, AOE's, and CTE pathways (yearly review cycle implemented)
 - Distributed pathway plans to all Summer Advantage students and Welcome Day students
 - Implemented the Multiple Measures Assessment Project
 - Implemented Assembly Bill 705, eliminating basic skills courses
 - Started EduNav rollout
 - Implemented GradGuru
 - Expanded Summer Advantage Program
 - Launched First Year Experience Program
 - Joined the California Guided Pathways movement and merged it with Norco College's Completion Initiative
 - Developed concept and plan for success teams
 - Hired and trained student success coaches and student ambassadors
 - Modified onboarding (continuing to modify)
 - Established educational advisors and face-to-face education planning at the time of assessment
 - Launched career assessment (True Colors) and integrated into onboarding
 - Developed trailheads for ADTs
- Implementation of Faculty Advisors
 - Launched faculty advisors by training faculty volunteers
- Establishing Models of Student Care
 - Hired and trained peer mentors for disproportionately impacted populations (men of color, foster youth, Umoja, Puente).
 - Redesigned learning community for African American students (Umoja)
 - Developed college-wide professional development plan around Guided Pathways and Equity
 - Organized faculty retreats focused on "Equity-Mindedness"
 - Organized equity summits
 - Attended external professional development opportunities for faculty and staff (Center for Urban Education Equity Institutes, RP's Leading from the Middle Academies)
- Linking college to careers
 - Expanding work-based learning and registered apprenticeship programs
 - Prioritized the hiring of a Career Center Director
 - Hosted faculty-sponsored industry events and employer panels

With the implementation of this work, some of the trend lines for student completion are starting to move in a positive direction. Completion rates for full-time students have shown some positive trends over the past four years as compared to previous trends. Hispanic and African-American students have all modestly, but steadily increased when looking at patterns between 2014 and 2018. In comparison to all other students, Hispanic students are closing gaps in completion. Men of color have demonstrated positive changes in the previous four years also. Four-year trends for this student subgroup have increased the slope upward of the trend line, whereas in the previous four years the trend line was virtually flat. Foster youth students have sample sizes ranging between 1-24 which accounts for the volatility in rates, which, unfortunately yields less valid outcomes from which to surmise overall completion trends.

In contrast, part-time students have not exhibited the same positive trends as full-time students when comparing the same student subgroups. Between 2010 and 2014 Hispanic, Black, and men of color were relatively flat. Between 2014-18, men of color remained relatively flat over the four-year period, however, Hispanic and Black students showed a downward trend in completion rates.





Guided Pathways

As we move forward with our Educational Master Plan, our goal is to expand our work in the areas of equitable student success. This will require work in four critical endeavors: access, completion, equity, and professional development.

The region's college-going rate is lower than our surrounding communities, particularly Orange, Los Angeles, and San Diego Counties. Norco College intends to take a leadership role in improving the college-going rate in the Inland Empire region. A first step in transforming students' lives is to convince them to attend college. We will do so through a range of access strategies. Some of these are already in place (dual enrollment, veteran's education, incarcerated education, foster care programs, apprenticeship programs, etc.) and some need to be developed over the next several years (additional high school partnerships with wrap around services to support expanded dual enrollment, new academic programs, etc.).

Once students are enrolled in college an alarming number drop out or stop before completing a degree, certificate, or transfer. To change this, we will use a range of completion strategies built on a guided pathways framework. Our implementation of guided pathways is maturing with more than three years of planning and implementation behind us. However, there is significant work to do to ensure that the framework is built out. Major future projects include: 1) conversion to case management counseling located in school-based (meta major) cross-functional success teams; 2) systems development and CRM technology integration to support student tracking and intervention along their entire pathway; and 3) implement a professional development framework to support excellence in teaching, service, and leadership.

A dynamic, vibrant, and utilized library and learning resource center is essential for student learning, growth, success, equity, and completion. The library and learning resource center provide students with quality research instruction, resources, and services that create long-term research skills and learning strategies to enable student success throughout their academic careers. Data shows that library skills instruction, tutoring, and Supplemental Instruction significantly increase student grades and promote completion. Library sponsored events serve to encourage student engagement and extend library and learning center services and resources to a wider range of college community stakeholders. These services are integral to equitable access and student success.

Access and completion must be experienced equitably across every student demographic group. While several groups are finding success, a few are not finding success at the same rate as their peers. These include men of color, foster youth, Hispanics, and African American students. We will use a range of equity strategies to change this and improve success rates among all student groups including the development of Engagement Centers and a Center for Workforce Innovation, as well as expanding the resources and staffing within our Transfer Center and Career Center.

Challenges

There are several significant barriers that stand in the way of these goals. First, we need to redesign our institution to meet students where they are, keeping in mind that many of our students face social and cultural factors that make it difficult to succeed academically. While they come from families who love them deeply, higher education is sometimes undervalued and often unfamiliar to the people who are closest to them. This makes the already difficult journey of pursuing a college degree even more complicated. Second, many of our business practices and systems need to be re-engineered. Our pedagogy, hiring, onboarding, customer service, hours of operation and much more must be evaluated and changed where appropriate. Finally, we must eliminate the anonymity that most of our students' experience. Too many of them move through Norco College in an experience where the college community knows very little about their personal journey.



SWOT

<p>Strengths:</p> <ul style="list-style-type: none"> • Completion Initiative/ Guided Pathways well underway • Strong equity plan • College reorganization completed • Student completion numbers are beginning to move • CSU transfer rates are strong • Have funding resources for Professional Development 	<p>Weaknesses:</p> <ul style="list-style-type: none"> • Need to identify resources to fund all of Guided Pathways implementation • Some completion rates are flat or declining • UC and private transfer rates are weak 	<p>SWOT Summary: Student Transformation</p> <p>This chart displays a SWOT analysis summarizing the strengths, weaknesses, opportunities and threats relative to student transformation. Strengths are internal attributes and resources that support a successful outcome. Weaknesses are internal attributes and resources that could work against a successful outcome. Opportunities are external factors that the Norco College can capitalize on or use to our advantage. Threats are external factors that could jeopardize Norco College’s success.¹</p>
<p>Opportunities:</p> <ul style="list-style-type: none"> • Strong relationship with USDs • Help students find their ‘Why’ (career goal) earlier • Transfer agreements with universities • Work-based learning opportunities for more students • California Rehabilitation Center (CRC) is active partners on incarcerated access issues • Strengthen the relationship with the District to make sure that resources are equitable and reliable. 	<p>Threats:</p> <ul style="list-style-type: none"> • Low college going rate in region • Low college attainment in region • Norco College decisions often delayed by District or the requirement to reach agreement with other two colleges • Key technology implementations are stalled while new enterprise system (ERP) is being installed 	

This is extremely important work. As national trends continue to show class-related stagnation, community colleges must engineer systems that engender success for students. The promise of social mobility is central to the idea of America and this idea rests on the institutions that build and sustain pathways to mobility and prosperity. Community colleges are a critical link to higher education, providing greater access for a wide range of students who might otherwise be lost, limiting their opportunities to achieve prosperity in the 21st century economy. We need to reframe who our students are from an asset’s perspective rather than a deficits perspective, recognizing their linguistic, cultural, and economic fluencies as strengths that are needed in an interconnected and diverse world.

¹ Definitions pulled from <https://searchcio.techtarget.com/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threatsanalysis>.

Chapter 4: Regional Transformation (Strategic Direction 2)

There are 12 goals in the College educational master plan. Goals 5-6 are attached to Strategic Direction #2

Strategic Direction 1: Student Transformation		
Goal #	Topic	Goal Statement
5	Workforce and Economic Development	Reduce working poverty and the skills gap
6	Community Partnerships	Pursue, develop, & sustain collaborative partnerships

Vision for Strategic Direction #2: Regional Transformation

Norco College will be considered a major contributor to regional organization and workforce development. The college will play a key role in helping the region with academic, community and economic development.

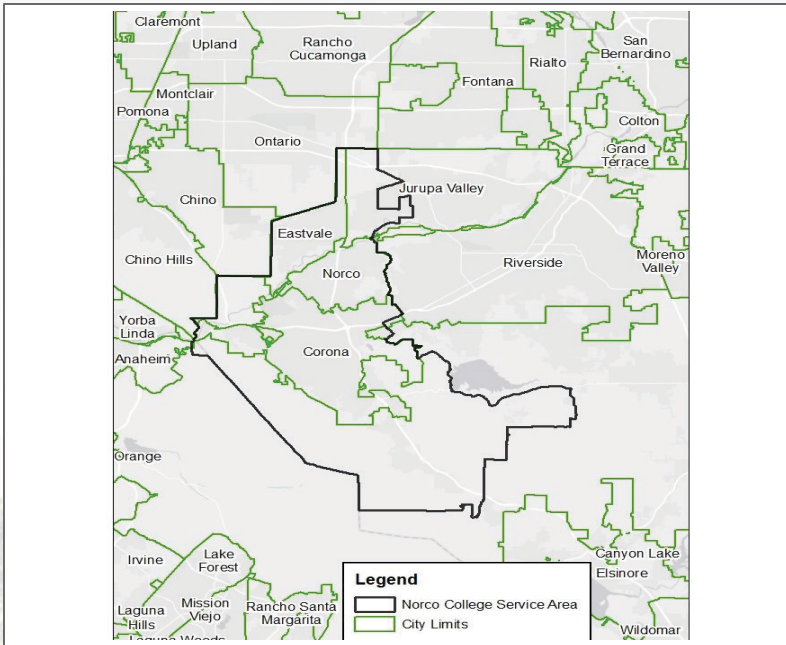
We will stimulate academic, economic, and social development in our service area...

Norco College's commitment to regional transformation comes from the recognition that community colleges have a distinct mission from other institutions of higher education. "Community" colleges have defined areas, called service areas, in which they are expected to have developmental significance and influence. This emphasis is found in the state mission for community colleges, the state chancellor's Vision for Success, the RCCD mission and Norco College's mission. Norco College recognizes this aspect of our mission and believes we need to pay attention to it as we are the only institution of higher education in our service area. There is no other public institution of higher education i.e. California community college, CSU, UC or significant private university in the entire Norco College service area along the I-15 Freeway in our service area. In many respects, this means our service area needs us to be highly engaged and extremely effective in the work of regional transformation, with initiatives in academic, economic, workforce, social, and cultural development.

Description of Our Region or Service Area

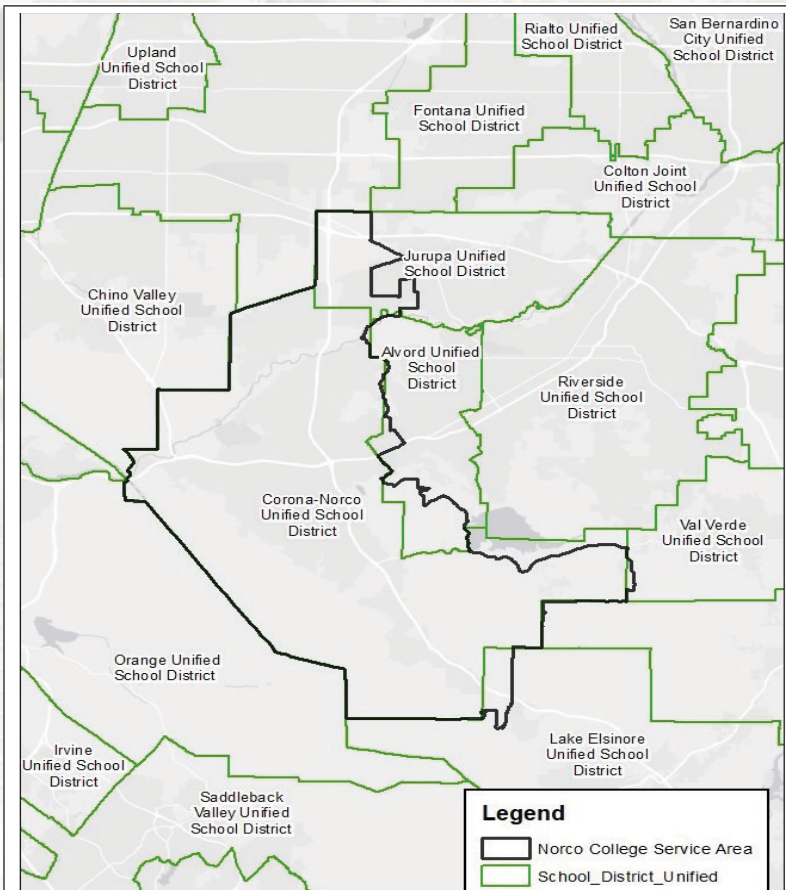
The California Community College Chancellor's Office (CCCCO) delineates service areas by community college district. RCCD is composed of three colleges with students taking classes across the colleges within the district. Therefore, to better understand each college's service area in the Summer of 2018, the RCCD District Strategic Planning Committee (DSPC) conducted a regional scan. The comprehensive scan looked at several elements including the distribution of students across the District and which colleges they primarily attend. This led to a study of the service areas for each region. Service areas were determined by taking district enrollment data over the past four years and assessing where college students had taken the majority of their units. After this was calculated, student addresses were geo-located to each census block within the district boundaries. The boundaries for each college were then charted by each college assigning census blocks based to one of the three college service areas based on student attendance by census block. For example, if the majority of students over a four-year period from "Census Block A" completed most of their units at Moreno Valley College, "Census Block A" was designated as part of MVC's service area. While students do attend all three colleges from census blocks outside the RCCD boundaries, none of these blocks were factored into the analysis of service areas.

The Norco College service area extends along the 15 freeway from as far north as the 60/15 interchange and south to nearly the Lake Elsinore border. The service area encompasses the communities on the east and west side of the 15, including parts of Jurupa Valley, Eastvale, Norco, Corona, La Sierra, South Corona Temescal Valley and intermittent unincorporated areas of Riverside County. The service area includes three unified school districts, several state and federal legislative offices, five chambers of commerce, and a range of civic organizations. A complex web of private, civic, government, and nonprofit entities intersect the 162 square mile region.



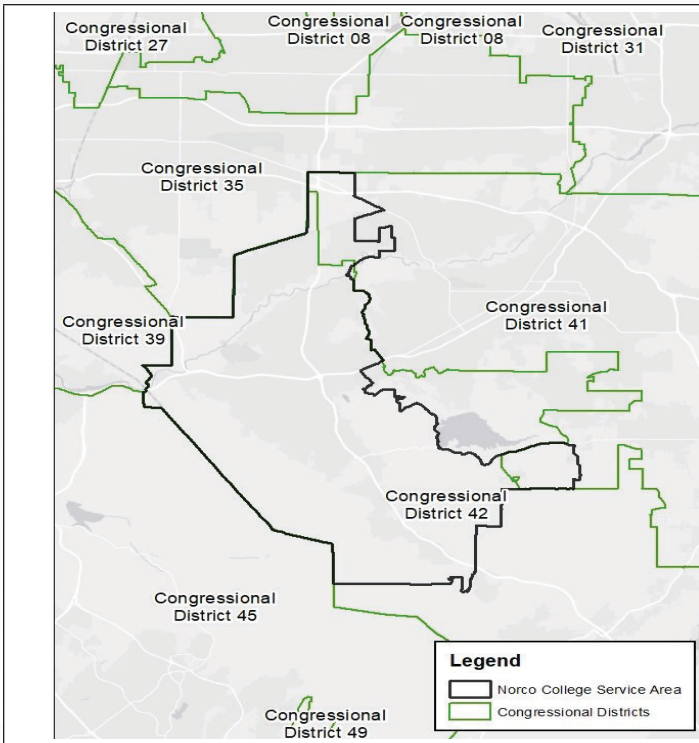
Norco College Service Area with Cities

This map displays the Norco College service area (black border) with the cities that are included in the service area (green borders). Boundaries are defined by the 2016 census.



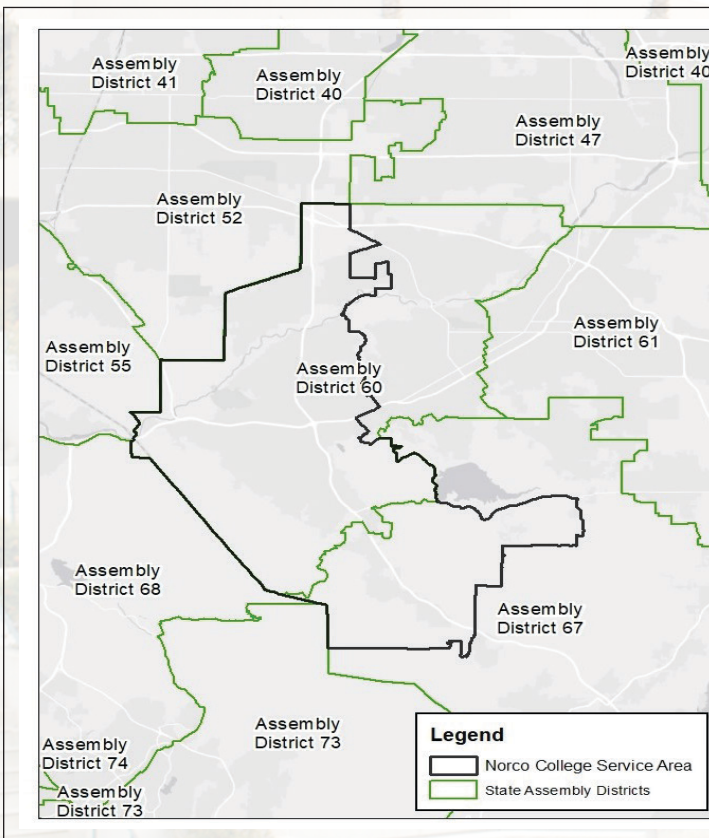
Norco College Service Area with Unified School Districts

This map displays the Norco College service area (black border) with the unified school districts that are included in the service area (green borders). Boundaries are defined by the 2016 census.



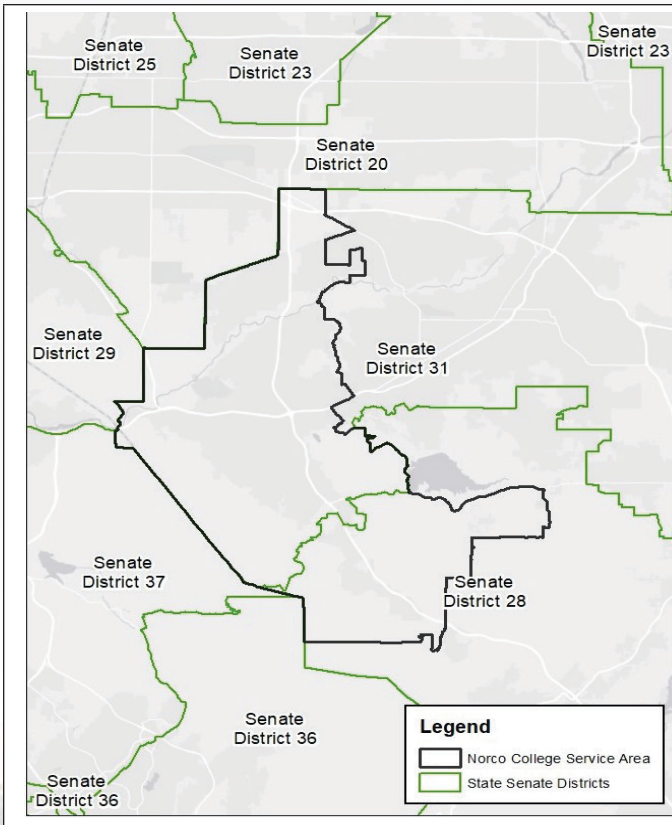
Norco College Service Area with U.S. Congressional Districts

This map displays the Norco College service area (black border) with the U.S. Congressional Districts (green borders). Boundaries are defined by the 2016 census.



Norco College Service Area with State Assembly Districts

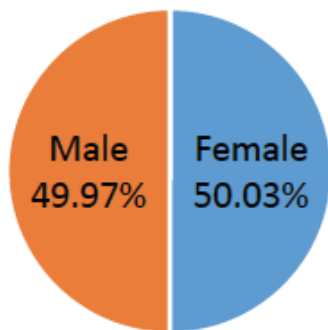
This map displays the Norco College service area (black border) with the state Assembly districts that are included in the service area (green borders). Boundaries are defined by the 2016 census.



Norco College Service Area with State Senate Districts

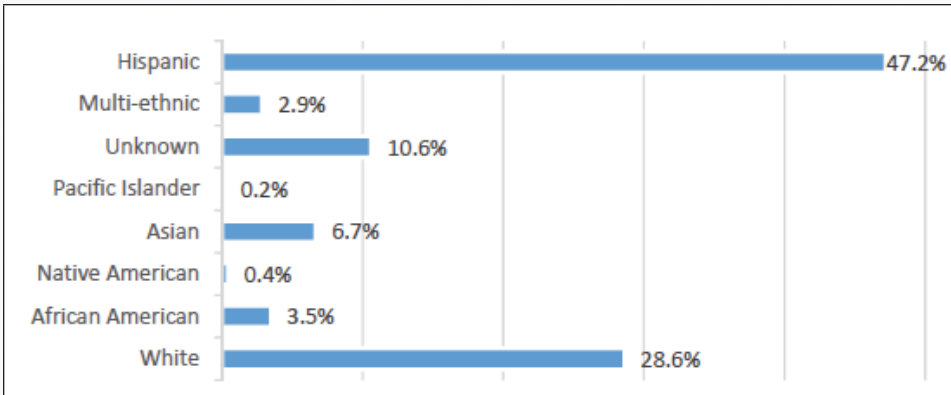
This map displays the Norco College service area (black border) with the CA state Senate districts that are included in the service area (green borders). Boundaries are defined by the 2016 census.

As of 2016, approximately 306,846 residents live in the service area. The demographics of the service area show a fairly even split between males and females with the latter having a slight majority. In terms of ethnicity, residents in the service area are primarily Hispanic at 47.2 percent of the population, followed by Caucasians at 28.6 percent. Trailing relatively far behind these two ethnic groups are Asian, African-American and multi-ethnic at 6.7 percent, 3.5 percent, and 2.9 percent, respectively. Household income distribution for the service area indicates that most households make over \$50,000 annually, however, about one quarter of the households make less than \$50,000 annually. The age of residents within the service area demonstrates a relatively normal (bell-shaped curve) distribution with the largest age group 25 to 34. College-age residents within the service area are less than 13 percent of all residents.



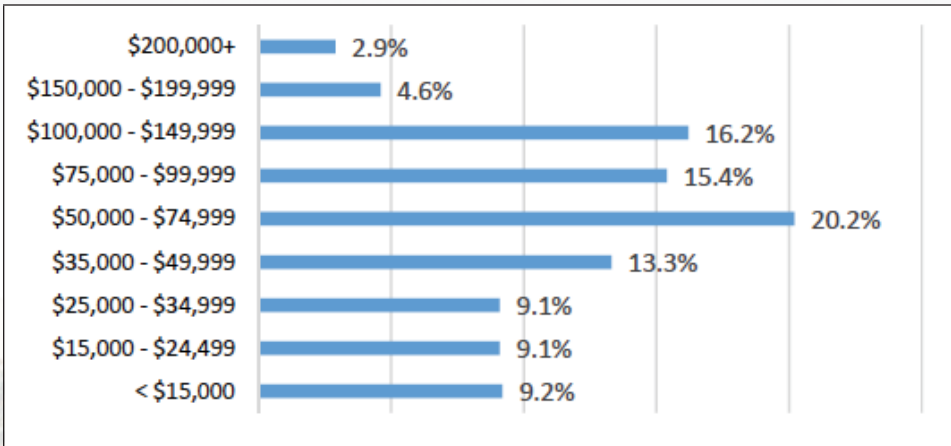
Norco College Service Area Residents by Gender

Displays the gender breakdown of the population residing in the Norco College service area in 2018 using census projections.



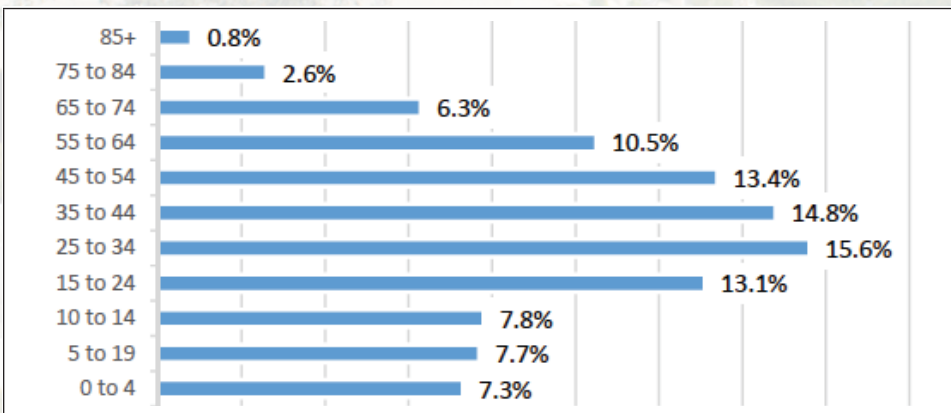
Norco College Service Area Population by Race and Ethnicity

This chart shows the race and ethnicity breakdown of the population residing in the Norco College service in 2018 based on Census projections.



Norco College Service Area Population by Household Income

This chart shows the income bracket breakdown of the population residing in the Norco College service in 2018 based on Census projections.

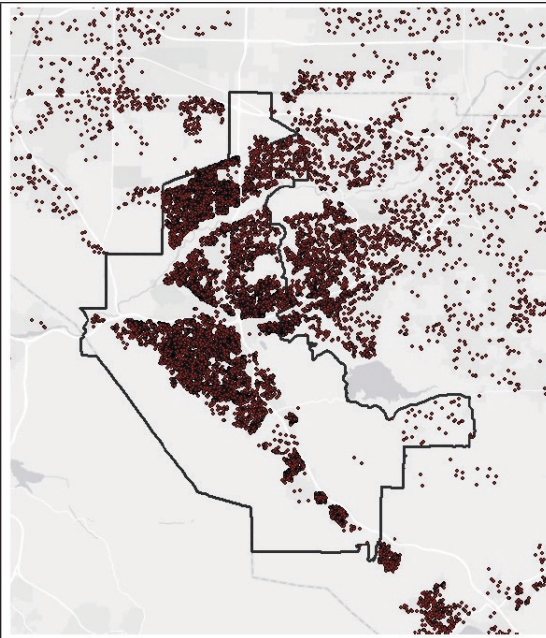


Norco College Service Area Population by Age

This chart shows the age distributions of the population residing in the Norco College service in 2018 based on Census projections.

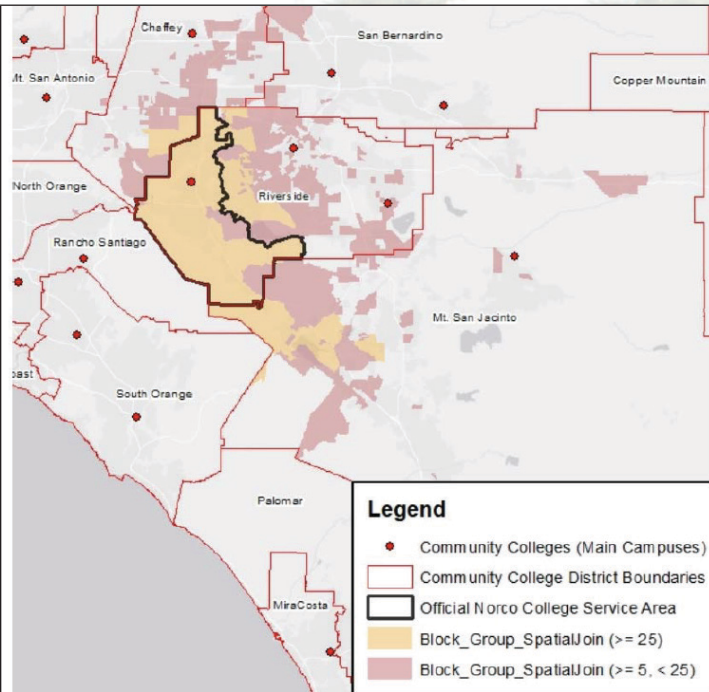
Where Students Live in our Service Area

Norco College students are diverse (see Strategic Direction 1 narrative), reflecting the mix of communities found throughout the service area. Most of the NC students come from immediately inside the service area, but a significant degree travel to the college from outside our service area. The largest populations from outside the Norco College service area come from Chaffey College, Mt. San Jacinto and the Riverside City College service areas.



Norco College Service Area and Student Distribution

This chart shows the distribution of students across the Norco College service. Displays the Norco College service area with student home addresses. The black line outlines the Norco College service area and the maroon points represent student addresses. The student addresses are compiled over the past five years (Fall 2013 – Spring 2018). Due to matching limitations, the above data represents about a third of all student addresses over this period.



Norco College Service Area and Student Distribution

This chart shows the college service area, the location of the campus, and the surrounding community college district boundaries. The yellow areas indicate where the highest concentration of students come from. The pink areas indicate where lower concentrations of students come from.

Top 20 Student Zip Codes and Cities (Unduplicated Headcount)			
Rank	# of Students	Zip Code	City/Area
1	1873	92882	Corona
2	1795	92880	Corona, Eastvale
3	1431	92879	Corona
4	1060	92503	Riverside
5	873	92881	Corona
6	840	92505	Riverside
7	831	92860	Norco
8	661	92883	Corona, Temescal Valley
9	634	91752	Mira Loma, Eastvale, Jurupa Valley
10	597	92509	Riverside, Jurupa Valley
11	346	92504	Riverside
12	315	92530	Lake Elsinore
13	205	92507	Riverside
14	188	91761	Ontario
15	181	92506	Riverside
16	175	92553	Moreno Valley
17	174	92508	Riverside
18	146	92557	Moreno Valley
19	142	92570	Perris, Lake Mathews
20	138	92555	Moreno Valley, Rancho Belago

Many Norco College students are coming from residences in zip codes that are central to Corona, Eastvale, Norco, and the western portion of Riverside. These zip codes center around the interchange of the 91 and 15 Interstates. The zip codes with smaller student populations (lines 11-20) indicate that residences are equally distributed to the southern portion of Corona and the southeastern portion of Riverside with some portions of Ontario, Moreno Valley and Lake Mathews.

On the Edge of Economic Growth

The Norco College service area has had a long agricultural and rural history. From the hunter-gatherers of the Luiseño and Gabrielino peoples, through the Spanish colonization period of the region, and into the western expansion of the U.S., the region has been characterized by open and fertile spaces. In the region’s more recent history, citrus, dairy, poultry, and assorted crops dominated the local economies. Through the late 20th century and into the early 21st century, the rural and agricultural character of the region persisted, even as urbanization pushed most farming out of Southern California’s coastal counties.

To a large extent, the late 20th and early 21st century history of our service area has been about living in a somewhat rural area on the edge of major urbanization. The Norco College service area is surrounded by some of the world’s largest urban areas—Los Angeles County (10.2 million residents), Orange County (3.2 million residents), San Diego County (3.3 million residents) and the Inland Empire (4.6 million residents).



Norco College Service Area and Student Distribution

This chart shows the Norco College service area (maroon) with Los Angeles County, Orange County, San Diego County, and the Inland Empire (Riverside and San Bernardino counties) surrounding it.

Norco College's service area has been on the edge of four major economies for decades without experiencing too much influence from them. But slowly and steadily, these markets have extended their influence (and opportunity) to the region. In 1995, Interstate 15 dramatically expanded the corridor between San Diego, through our area extending north into the Inland Empire. In 2004 the 91 freeway expanded the corridor from Los Angeles, through Orange County, through our service area and deep into the Inland Empire. More recently, the 91 was again expanded in the heart of our service area totaling over a \$1.9 billion infrastructure effort to improve critical bottlenecks. These have had the impact of making our region more accessible to people who work in these other markets and many have used this access to find less expensive housing. In fact, according to the 2010 U.S. Census Bureau's American Community Survey, Riverside County has 586,265 workers and each morning, 255,256 of those workers commute to a job outside of the county. This means that over 43 percent of working adults in the county commute to a destination outside the county, and the percentage is likely higher in the Norco College service area given our proximity to Los Angeles and Orange Counties².

² https://www.google.com/search?rlz=1C1GGRV_enUS751US751&ei=p5GJXks2uqzQ8Q_jxrPgCg&q=what+year+was+the+original+91+freeway+expansion+to+san+diego&oq=what+year+was+the+original+91+freeway+expansion+to+san+diego&gs_l=psyab.3...6503.8147..8403...1.0..0.73.590.10.....0.....1..gws-wiz.....0i71j33i10.nx43PJvGWfQ

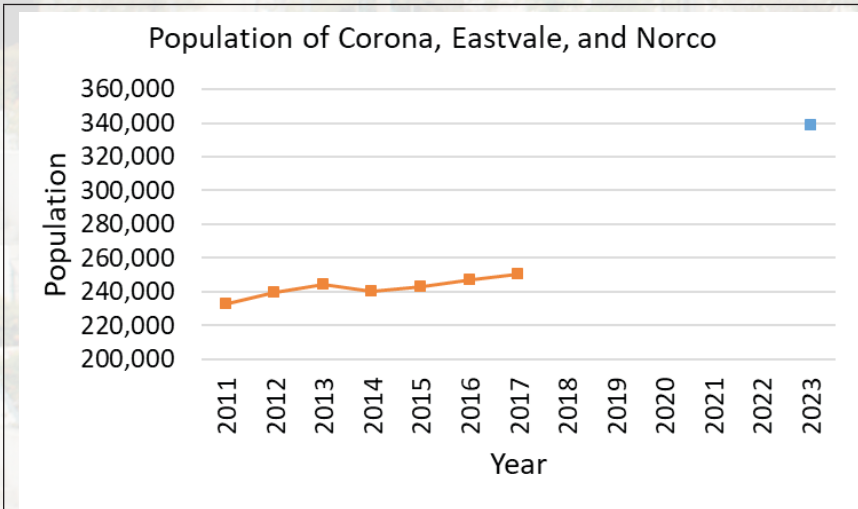
Also see: http://www.sr91project.info/media/upload/91ProjectOverview_updated.pdf



Riverside County Community Patterns

This chart shows how many workers in Riverside County work in other counties. Counties employing the highest levels of Riverside County residents include Los Angeles, Orange and San Bernardino counties.

Our proximity to these large markets (Los Angeles, Orange, San Diego and Inland Empire) and their rising housing costs is the primary explanation for our excessive commuter patterns. Throughout the 1990s and steadily persisting through today, working adults with jobs in surrounding markets have moved into our service area because housing costs are significantly lower than those in markets closer to the coast. This has meant steady growth of residents throughout the Norco College service area and steady demand for courses at Norco College. From 2010 to 2018, Norco College’s service area grew by 1.5 percent annually and the U.S. Census Bureau estimates that this growth will continue through 2022 at 1.3 percent annually. There is a significant possibility however that these growth rates may be underestimated. Riverside County reports that approximately 10,700 homes have been approved for development in the Norco College service area with an additional 47,000 homes approved adjacent to the service area in the forthcoming Ontario Ranch development, just nine miles from campus. With the Census Bureau’s estimate of 3.57 persons per home, it is estimated that 205,989 new residents could move to our area if all the municipally approved homes are sold and occupied. If this growth takes place by 2030, the annual growth would approach 6 percent.



Norco College Service Area Residents

The orange line and dots indicate the number of residents in Corona, Eastvale, and Norco. The blue dot represents the projected population in the Norco College service area in 2023 according to Census projections.

The economy in our service area and surrounding areas has been growing with the influx of more people, the growth of surrounding markets and the entrepreneurial work of business men and women within our region. While our local economy has not grown to the extent that it can absorb all the commuters who leave for jobs in other markets each day, it has grown to a significant extent and has a number of emerging sectors that show promise.

Regional Economy

The Inland Empire (IE) economy (comprised of Riverside and San Bernardino Counties) is currently outpacing all counties in Southern California in economic growth including Los Angeles, Orange and San Diego counties. The IE has 16.1 percent more jobs available than at the pre-recession peak with a gain of over 350,000 jobs and an overall increase in employment across the region at 31 percent since the recession. Strong growth in the logistics, health care, construction, and retail sectors are anticipated to continue in the region over the near term. The logistics sector doubled in the last decade, with employment at 90 percent higher than pre-recession levels. An overall yearly economic growth rate of 2.5 to 3 percent is forecasted in the near term with unemployment projected to be just under 4 percent in the region throughout 2019.

Norco College itself has played a significant role in the health of our local economy. In a recent study by EMSI, the economic impact of Norco College on our region was assessed. In the study, the group found that Norco College's net operations spending (gross spending – local education related taxes) in the region reached \$42.2M in 2016-17. Student spending in the region reached \$13.4M in the same year and the cumulative effect of salary increases in the area due to Norco College alumni was \$104M. The total economic impact of Norco College in 2016-17 according to EMSI was \$160.1M.

The EMSI study shows that we are having an impact on our area, but the College believes there is significantly more we can do to help develop our local workforce and local economy. The nine ZIP codes contained within the Norco College service area had 180,487 jobs in 2018, or about 21.8 percent of all the jobs located in Riverside County (829,800 jobs). The largest industry sectors in the College service area were construction, with 28,630 jobs; government, 24,488 jobs; manufacturing, 18,900 jobs; and transportation and warehousing, 18,836 jobs. The average earnings per job for all industries in this area is \$56,315 annually, well over the MIT Living Wage standard of \$25,775 required annually to self-sustain a single adult in Riverside County. The average earnings per job in the college service area are \$8,433 below the national average earnings of \$64,748 per job. Just under 32 percent of all employers in the service area had four or fewer employees; 79.5 percent had 19 or fewer employees. Only 6.1 percent of employers had 50 or more employees. Employers in the area reporting more than 500 employees in 2017 were Dart Container, Decton Health, Eastern Municipal Water, FedEx Freight, Fender Musical Instruments, Iherb Inc., Riverside Medical Clinic, and Skanska USA Civil West CA District.

Between, 2013 to 2018, jobs in the Norco College service area increased by 24.1 percent, from 145,457 to 180,487. This area outpaced the growth rate of Riverside County at 19 percent, as well as Los Angeles (8 percent), Orange (11 percent), and San Diego (10 percent) counties during the same time frame. California and the nation grew at 11 percent and 7 percent by comparison. Industries showing the most growth during that time period were transportation and warehousing, growing by 88 percent (adding 8,808 jobs) and construction increasing employment by 42 percent (8,498 jobs). The only industries that reported a loss in jobs over the last five years were in the management of companies and enterprises and the utilities sector, shedding 336 and 38 jobs respectively.

Over the next five years, 2018 to 2023, industries in the Norco College service area are projected to add a total of 18,581 jobs, increasing employment 10.3 percent. The fastest growing industries are predicted to be transportation and warehousing, growing by 24 percent (adding 4,457 jobs); healthcare and social assistance, 20 percent growth (2,555 jobs); and construction at 12 percent (3,555 jobs). Table 1 (see appendix) displays the projected job growth for all industries in the Norco College Service area over the next five years.

Eliminating the Skills Gap

Employment and economic growth suffer when individuals fail to complete education beyond high school and when education/training fails to align with regional industry-demanded skill sets and credentialing – we refer to this condition as the “skills gap.” Both current and potential employers in the region urgently need help in developing a locally available workforce, and career-seekers have asked for our help in providing career pathways that provide multiple levels of entry into high-skill, high-wage careers. Norco College recognizes that multi-level post-secondary pathways that provide training and education leading to certification, licensure and/or associate degree attainment and four-year transfer plans should be widely accessible to individuals in Riverside County – both for graduating high school seniors and those already in the workforce. We believe that higher education includes all viable options that result in the successful preparation of an educated and skilled workforce.

One form of workforce development and postsecondary education that we enthusiastically support and are working to expand is apprenticeship – a form of accredited work-based learning that provides both education at low to no cost and highly technical in-demand training. Norco College endorses the historical registered apprenticeship system and has partnered with the local International Brotherhood of Electrical Workers (IBEW) to support the accredited education of electrician apprentices in the Inland Empire – combining apprentices’ journeyman certificates with college certificates and degrees. In addition, Norco College has played an active role in the California Apprenticeship Initiative to expand apprenticeship opportunities into new occupations and industries in the region. For every 1,000 apprentices we support, estimates indicate we increase wage earning in our region by \$240,037,000 over the career-span of those individuals. In addition, because they link individuals directly with employment, apprenticeships deter youth unemployment and increase youth labor force participation. In Riverside and San Bernardino County, teens have been employed at only half the rate of the national average and the employment rate for those 20 to 24 is also lagging. Unemployment follows individuals throughout their career and continues to show a negative impact on wages even a decade past unemployment gaps.

Norco College can help with local economic development in the area of STEM related industries by expanding existing programs such as Biology, Physics, Anatomy/Physiology, Photonics, Chemistry, and Engineering; and exploring the development of new programs such as Agricultural Technology, Veterinary Technology, Biomedical Technology, Allied Health (e.g. Respiratory Technician), and Geology. A comprehensive STEM Center would alleviate bottlenecks in existing lab science offerings while providing education and training opportunities to students in a multiple growing fields, while increasing economic activity in the local economy. It will allow Norco College to expand access by serving new students whom it would otherwise not serve. Such a STEM Center may create new jobs for additional faculty and staff, undergraduate research and internship opportunities for students, and may increase the associated day-to-day purchases from regional businesses. A STEM Center may house much needed space for highly requested engineering robotics teams, makerspace, and non-credit STEM activities in collaboration with local k-12 schools and the greater community.

Regional Arts and Culture

The Visual and Performing Arts community in the Corona Norco area is limited. Although there are some visual arts opportunities (art galleries and exhibitions) and performing ensembles (musical, theatrical, dance, etc.) in the region, there is a serious deficiency concerning the level of access to professional visual and performing arts opportunities. Contributing to the limited access is the desperate need for the region to invest in and build a quality performance venue with the ability and capacity to present professional level traveling exhibitions, ensembles, and other performances in the local region.

Norco College plans to assist in the overall development of the region by increasing offerings in the visual and performing arts areas by developing a vision plan that will influence the growth and expansion of the its Arts programs. For example, the music discipline is engaged in developing large instrumental performance ensembles to the college campus while also expanding the current vocal ensembles. Simultaneously, the visual arts discipline is planning to develop a comprehensive 3-D arts program while expanding upon the 2-D program and our increasingly popular Art Gallery. Eventually, the department expects to expand by adding dance performance classes to the campus and rebuilding the theatre arts programs with strategic collaborations.

Ultimately, the overall vision for Norco College is to develop into a visual and performing arts department that demands a high-quality performance venue. Therefore, the college is committed to establishing itself as a cultural center for the region. A cultural center where local arts groups and organizations utilize rehearsal and performances spaces on campus and where professional travelling ensembles may also perform and provide access to high-level arts experiences in the ever-developing region.

Regional College Going Rates

According to the California Postsecondary Education Commission, the Riverside County college going rate is 36 percent. By comparison, Orange County has a rate of 48 percent, San Diego County's rate is 40 percent, and Los Angeles County's rate is 44%. With the overall state average at 41 percent, we have significant work to do in our region.

One area where Norco College has been historically strong is in encouraging college attendance is related to services for special populations. The following endeavors are focused on significantly improving college attendance rates in our area.

Strategy 1 to Improve College Going Rates: Dual Enrollment

The Dual Enrollment Initiative and high school partnership program is an outgrowth of the College's long partnership with John F. Kennedy Middle College High School. Following passage of Assembly Bill 288, the College began offering California College and Career Access Pathways (CCAP) courses in fall 2016. Shortly thereafter, the College appointed a Dual Enrollment Director and built on initial offerings at Eleanor Roosevelt High School, expanding to six local high schools by fall 2018. In 2019, the College will offer courses in 11 area high schools. The goal will continue expanding access by growing enrollment and increasing offerings so that every high school student in the College service area has an opportunity to complete up to a year of college coursework during their time in high school.

Strategy 2 to Improve College Going Rates: Guided Pathways

The Guided Pathways (Completion) Initiative, started in 2015, puts in place a holistic completion initiative to increase the number of students earning a degree or certificate. The initiative involves five interconnected components: meta majors (called Schools), clear and directed pathways, faculty advising, linking college to career, and models of student care. Through a competitive process, Norco College was chosen as one of 20 California Community Colleges to participate in the California Guided

Pathways Project beginning in 2017. Norco College's Completion Initiative began the work that continues through participation in Guided Pathways. In 2018, the College was reorganized around the Schools, and academic disciplines and departments were aligned within the four Schools for a Guided Pathways focus. As the college continues to grow, we may need to add schools (STEM may need to be divided into two schools eventually). This will pave the way for the development of School-based Success Teams that will institute a caseload management approach to student engagement along their entire pathway.

Strategy 3 to Improve College Going Rates: Emphasis on STEM

We are exploring ways to expand access to STEM education in a multitude of ways including the expansion of existing programs of study and program additions as referenced herein (pages 39-40). In alignment with our current Department of Education Engineering Pathways grant and RCCD Strategic Goal 6 (Partnerships & Communication), the College shall strive to strengthen existing collaborations with local unified school districts, the Corona Naval Surface Warfare Center (NSWC), regional employers, and other regional higher education institutions with an emphasis on expanding access to STEM education.

Strategy 4 to Improve College Going Rates: Veterans Recruitment and Support

Our Veterans Initiative focuses on increasing Norco College's veteran population from 300 to 3000. A director of the Veterans Resource Center was hired and given a charge to lead this effort. The College is proud to have been named by Military Times as one of the best colleges for veterans four out of the last five years (2015, 2017, 2018, 2019) and to have received the Military Friendly School award in 2018 and 2019. In an effort to serve veterans with the same dedication they have shown in serving our country, the College is expanding its veterans' program. One example is the development of the Military Articulation Platform (MAP) to streamline the awarding of college credit for military training. In addition, the Phase I regional Veterans Resource Center building is expected to open in late 2020.

Strategy 5 to Improve College Going Rates: Prison Education

The Next Phase Program was started in fall 2017 and a director was hired in 2018. Next Phase is an incarcerated education program developed in a partnership with the California Rehabilitation Center (CRC). The program offers college courses toward completion of an Associate of Arts degree to CRC students. Upon completion of the AA program, incarcerated students are offered an opportunity to continue their studies, at no cost, at Pitzer College. The goal of the program is to provide a model for rehabilitative reform that seeks to reduce recidivism through higher education, training, and re-entry services. The next step involves discussions regarding the development of a college site at the CRC—possibly creating a college within the CRC.

Strategy 6 to Improve College Going Rates: Online Education

Another strategy to improve college attendance rates in our area entails online education. Over the past Accreditation cycle, Norco College has increased online FTES by a total of 7 percent including online courses in all four Schools. Currently, Norco College's distance education offerings (online and hybrid courses) impacts nearly one-fourth of all enrollment (23 percent in Fall 2018). Online education enables greater access to college courses as well as progress toward certificates and degrees awarded for students including men of color, disabled, and foster students, whose lives need the flexibility that face-to-face lecture courses do not permit.

Norco College's values and goals in the Educational Master Plan envision an exciting opportunity to double our online student population. This can easily be achieved through our natural growth in the region's college eligible population and continued strategic partnerships in dual-enrollment with high schools and online high school programs. By 2030, one or more online Associate of Arts degrees should be created, vetted, and implemented. Finally, Norco College should consider ongoing participation in online educational communities in the College District, throughout the state, and nationally, to expand the online student population and partner with organizations/institutions with shared goals and best practices.

Therefore, Norco College needs a broader vision and commitment for distance education among our administration, faculty, classified professionals, and student populations. A robust online education program touches all aspects of Norco College's community. The following elements of Strategy 6 must be funded, implemented, and facilitated over the next decade of the Educational Master Plan.

First, a Director of Online Education could lead this vision to actualization. Next, administration and classified professionals need to support Norco College's online students in onboarding, orientation, counseling, and other services to ensure success in registration and completion. Hiring enough faculty to anticipate growth in online courses and programs ensures the quality, rigor and attention to detail in creating and implementing online certificates and degrees.

Faculty must be afforded the training and resources in the following areas to:

- foster online offerings across all disciplines and courses
- increase awareness of the merits of online education
- inform the andragogy of online instruction at Norco College
- receive stipends for the development of courses, certificates, programs and degrees
- host and to attend events pertaining to online education
- utilize RCCD Best Practices for Course Design created by District Distance Education in conjunction with the Online Education Initiative
- implement best practices for online instruction from a national perspective
- participate in faculty inquiry and learning communities
- adjust for the demands of Statewide accessibility and equity goals and metrics, including informing the College about gaps between online and face-to-face student populations

Finally, online education requires ample support for students including training in the use of Canvas and third-party applications. Online students must know about the wealth of services available with registration, including Counseling, Disability Resource Center, Health Services, Learning Resource Center, Library, Special Programs, Tutoring, and more. Low income students need on-campus resources made available to them to make up for access issues that may elude them because of their income situations.

The online education community must utilize tools, best practices and ideals from Guided Pathways, Guide for Evaluating and Improving Institutions, @One, and RCCD Distance Education to become a model institution for online education in the region, the State and the nation.

Strategy 7 to Improve College Going Rates: Foster Care Recruitment and Support

An additional strategy we are using to improve college attendance rates in our area is around Foster Care students. College is a big step for foster youth who often lack guidance and support throughout the matriculation process. They also lack the necessary academic preparation and employability/professional skills to navigate postsecondary education into successful employment. To address these barriers, Norco College is collaborating with Corona-Norco Unified School District, Riverside Community College District, Riverside County Office of Education, and community agencies to develop a pipeline of foster youth students from high school to college. Together, we have developed a comprehensive suite of services and support that begins at the high school level and continues at the postsecondary level.

Grants and categorical funds helped to create the RCCD Foster Youth Support Network (FYSN). The FYSN provides personnel that work with foster youth one-on-one in the high schools to prepare them for college and expose them to postsecondary educational opportunities. FYSN personnel guide foster youth through the matriculation process, facilitate a warm handoff from high school to college, and ensure that services continue seamlessly. At the postsecondary level, the college has secured grants and categorical funds to provide comprehensive, wrap-around support services for foster youth starting at the point of entry and continuing until graduation and/or transfer. The college also provides personnel that are dedicated to serving foster youth. In fall 2018, the college established a foster youth center and equipped it with computers, a copier, printers, lounge furniture, and work stations for staff. The center serves as a one-stop shop for new and continuing students to receive services. It also serves as a place for students to meet, study together, utilize computers, and printers, grab a snack, or just hang out.

Norco College's strategy of providing college preparation services, as well as comprehensive support services beyond high school, is making a significant impact on improving college attendance rates of foster youth in our area.

Strategy 8 to Improve College Going Rates: Registered Apprenticeship Programs

A proven model, both domestically and abroad, for improving college attendance rates is registered apprenticeship programs. Norco College has already expanded college-going access in our region by hosting the IBEW Electrician Apprenticeship program. In addition, Norco College has led the region's "Local Apprenticeships Uniting a Network of Colleges and High schools" (LAUNCH) initiative, which intends to solve our region's skills gap and increasing college-going rates by streamlining and delivering high quality registered apprenticeships in our region's critical industries and high paying professions. This initiative directly partners our educational institutions with local employers and incentivizes them to train and develop their own workforce by offering educational pathways and wage progressions to their employees, in addition to formalizing career "entry-points" for current students. With the focus on work-based learning, our program offerings will remain as diverse as our industry partnerships. Apprenticeship programs work because college faculty and leaders in education focus primarily on developing dynamic work-based learning curriculum and rely on industry mentors and professionals to deliver quality technical skill training to apprentices. Apprenticeships provide participants the industry and academically valued credentials needed to advance towards living-wage careers while providing a scalable model that crosses specialties and advanced technical skills. In the coming years, Norco College will need to institutionalize our Apprenticeship Director to continue to introduce, develop and scale successful models of apprenticeship in our local area and will support regional collaboration and coordination among the community colleges, K-12 system, and the Workforce Development Boards.

Strategy 9: Improve International Student Recruitment and Enrollment

As an additional area of growth and diversification, the College will create a plan to build international partnerships with colleges and organizations to grow international student enrollment from 50 students to 300-plus annual headcount. By building diversified out-of-state (international) enrollment, the college will add new non-apportionment funding opportunities while supporting continued program growth and diversification.

Regional Collaboration

The Inland Empire is well-known for its willingness to collaborate on a variety of issues facing the region at large. Norco College's service area resides on the edge of four of the world's largest economic markets. These markets intersect over us in a kind of Reuleaux triangle (the center of a Venn diagram). We are surging in their overlapping spheres of influence and now have the population of a region. However, the infrastructure, the cohesion, the organization of this region is yet to be defined. As the only institution of higher education on the I-15 corridor in our service area, Norco College is poised to serve the region as a collaborative leader engaging with a variety of stakeholders across multiple sectors to develop a unique regional identity and to catalyze action to improve educational attainment, develop an educated and skilled workforce, and reduce working poverty in the region.

The impetus for Norco College to serve as a regional convener includes a clear mission to serve the community and a recognition that the challenges in addressing educational outcomes for all students, increasing the availability of a qualified local workforce, and achieving prosperity in the region pose both a threat and opportunity for the College and the region that it serves. The threat in not changing, or in settling for incremental change, is that Norco College will not significantly improve the access, preparation, and success of its current and future students. The opportunity is that Norco College will become a powerful model of transformation, demonstrating how to catalyze change through strong regional collaboration across multiple sectors of business, government, education, non-profit and faith-based agencies and organizations.

First, Norco College is poised to lead the implementation of several regional initiatives designed to elevate the region. Improving educational attainment will be addressed by initiatives to increase student access to guided pathways that provide both academic and personal support to earn a certificate or degree or to complete a transfer pattern to a university program. This may be done in partnership with existing regional organizations such as Growing Inland Achievement, Inland Empire Growth Opportunity, Inland Empire Economic Partnership, and the Inland Empire Guided Pathways Initiative.

Second, development of an educated, skilled and locally-available workforce will be achieved through successful implementation of a system of workforce development to include collaboration with local and regional Chambers of Commerce, labor, workforce boards, professional associations, business and industry in the region. These collaborative efforts will develop work-based learning opportunities for students, identify gaps and opportunities in local workforce needs that the college can fill, and implementation of an apprenticeship system that provides students with ongoing opportunities to learn and earn through local employers.

Finally, the reduction of working poverty in the region will be addressed by providing connections across institutions and geographic boundaries. These include partnerships and formal agreements with organizations and agencies to assist special populations with challenges related to housing, health, and social services. Norco College will collaborate with local, regional, state and federal agencies as appropriate to provide comprehensive support services for students, and will work to co-locate services as possible, increasing both access and efficiency in providing support for students in our service area.

Challenges

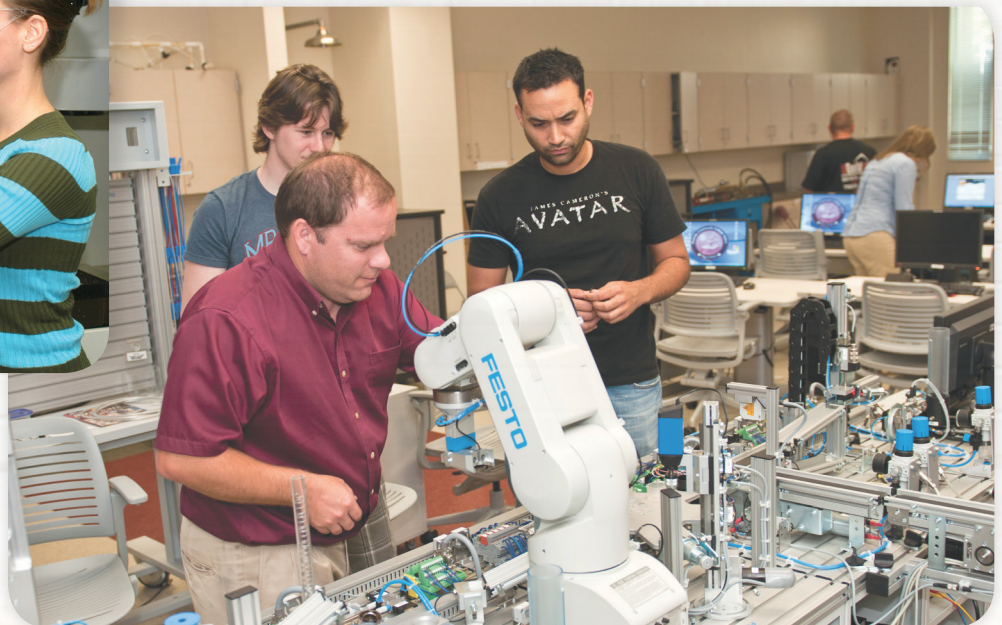
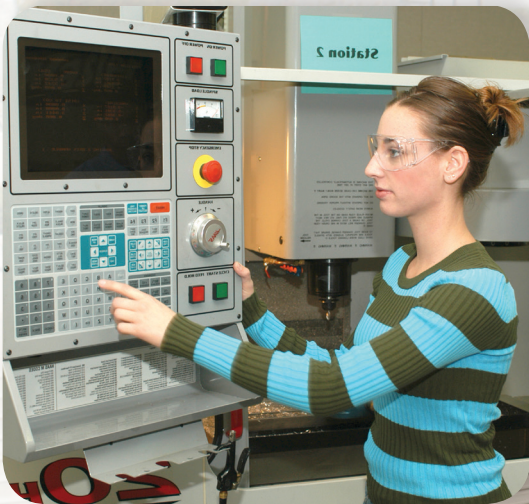
There are many barriers and challenges that stand in the way of these goals. There is not a consciousness of the region as a whole. We mostly think of ourselves as derivative of Riverside or the Inland Empire and not as a unique or distinct region. However, if you read the planning documents from our service area cities, chambers of commerce, unified school districts, elected offices, other major civic organizations (Navy, Prison, hospitals, large corporations), a set of common themes emerge as challenges we all face in the region. These are themes directly related to mission centric work at Norco College.

First, there are repeated concerns related to education. We do not have a university presence in our region. The levels of education in our region are lower than the markets that surround us. The college going tradition in the region is not a rich one. And when students from our area successfully complete higher education, they tend to find themselves underemployed or they take jobs in markets outside our service area.

Second, there are concerns about performing arts in the region. There is an emerging symphony and the Young Americans are both located in Corona, but live music, live performances and venues to draw these resources are not prevalent or well developed in the area.

Third, there are concerns over several social issues. We need to help students secure affordable housing and help our vets' transition successfully into our communities. We also need to provide for public safety, high quality childcare, and public health throughout the region.

Finally, there are numerous concerns over the economy. High income tech and professional jobs are scarce. The labor force does not have the requisite skills needed by employers in the region. The area's economy is too small, with most people driving out of the region to work. Traditional work is changing and leaving people with older skills behind. Wage inequality continues to grow with many negative effects in our area. The cost of housing is outstripping local salaries. And the business startup infrastructure and capital investment are lacking.



SWOT

<p>Strengths:</p> <ul style="list-style-type: none"> Norco College has open land to develop Norco College has emerging economy and workforce development programs Norco College has an emerging arts program Norco College has strong regional partnerships with high school Norco College has a program with CRC Norco College has a program for Vets Norco College recently established outreach and marketing 	<p>Weaknesses:</p> <ul style="list-style-type: none"> Norco College has never played the regional leadership role Norco College does not have current funding to expand regional programs Region does not have a unified brand as a destination point 	<p>SWOT Summary: Service Area Transformation</p> <p>This chart displays a SWOT analysis summarizing the strengths, weaknesses, opportunities and threats relative to regional transformation. Strengths are internal attributes and resources that support a successful outcome. Weaknesses are internal attributes and resources that could work against a successful outcome. Opportunities are external factors that the NC can capitalize on or use to our advantage. Threats are external factors that could jeopardize NC's success.³</p>
<p>Opportunities:</p> <ul style="list-style-type: none"> Local land is inexpensive Navy Base can bring in engineering opportunities USDs are great partners CRC is a strong partner Manufacturing is on the rise Construction and housing development are strong Local Chambers and civic leaders support innovation and experimentation Commuters = instant labor pool 	<p>Threats:</p> <ul style="list-style-type: none"> Regional economy is not strong Brain drain to outside jobs/markets Service area/region does not have an identity; lives in the shadow of major markets No university presence in region College going rate and attainment rates are low No arts tradition in region 	

Working to transform our region is important work. It has the potential to shape the region and the quality of life in our service area for years to come. It is part of the original mission as a “community” college. Success in the work related to this chapter will bring us together more closely as a community and address several important regional issues including academic, economic, workforce, social and culture development.

³ Definitions pulled from <https://searchcio.techtarget.com/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threatsanalysis>.

Chapter 5: College Transformation (Strategic Direction 3)

2030 Goals for Strategic Direction #3

There are 12 goals in the College educational master plan. Goals 7-12 are attached to Strategic Direction #3.

Strategic Direction 1: Student Transformation		
Goal #	Topic	Goal Statement
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.
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.
9	Workplace/Employees	Expand workforce to support comprehensive college and develop/sustain excellent workplace culture
10	Facilities	Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
11	Operations	Implement professional, intuitive, and technology-enhanced systems
12	Resources	Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

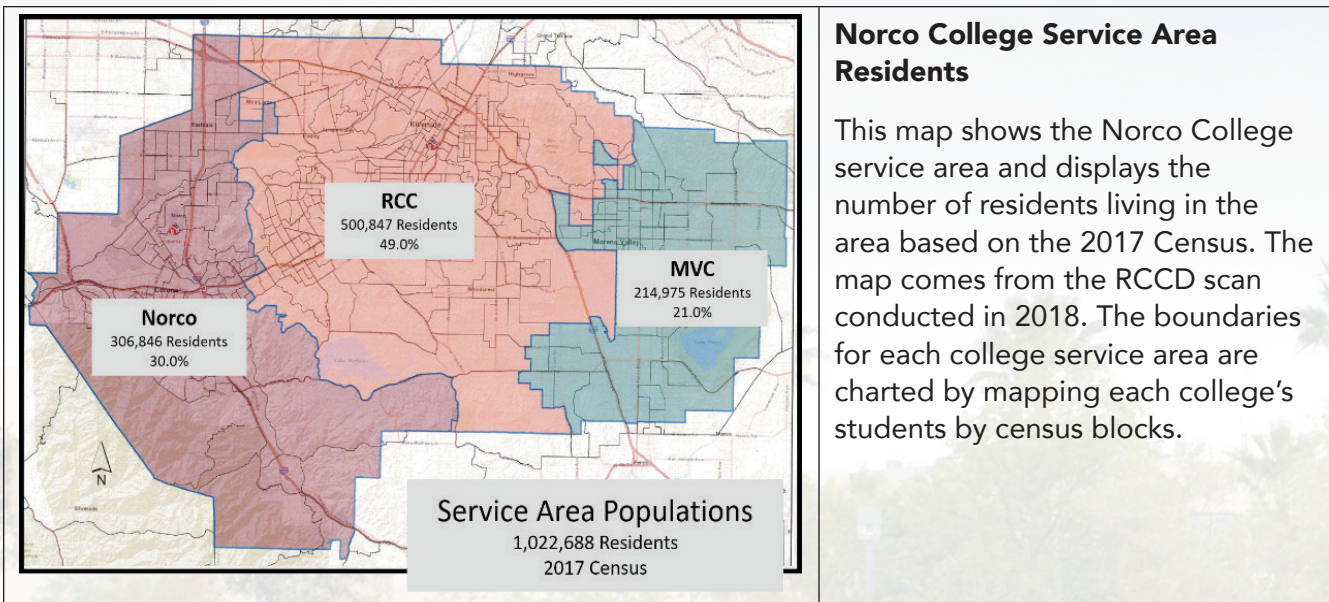
Vision for Strategic Direction #3: College Transformation

Norco College will be a comprehensive college, with capacity to serve our entire service area by 2030.

Norco College started out as an extension of Riverside City College (RCC). In the 1970s, RCC wanted to expand its reach into western Riverside County and decided to start offering courses in the Corona/Norco area to make access to RCC more convenient for the growing population in the area. The original conception of Norco College was a doorway to RCC and remnants of this tradition persist today. Eventually, RCC built a campus in Norco but gave the mission of the institution a limited scope, focusing instruction on technology-related programs. In 2010, the “campus” became a “college” with accreditation through ACCJC; however, the college maintained its technology-related scope.

With the launch of the 2019-2024 plan, Norco College establishes plans to become a comprehensive college with a full complement of academic programs and enough capacity to meet the needs of our entire service area. This goal presents two significant challenges born of the college’s history. First, we are moving from the limited scope of a technology-focused college to the expanded scope of a comprehensive college. To grow into a comprehensive college, significant academic capacity and related support services will need to be added to the College. Second, Norco College’s trajectory of growth over the last two plus decades (established through the District FTES allocation), has not kept up with the rate of growth for the College’s service area resulting in a lack of physical, fiscal and human resources sufficient to serve the residents of our region.

Norco College receives approximately 23 percent of the total available District full time equivalent students (FTES) allocation from year to year and is historically relatively fixed at about 23 percent of the District’s student population. However, the population of Norco College’s service area has grown faster than the other two service areas, so much so that the Norco College service area now represents 30 percent of the overall RCCD resident population. The college has grown at a slower rate than the population growth in the service area. Combining this with the College’s historically limited academic scope (technology focus) reveals a college that is severely under-resourced relative to the size of our service area. As of today, Norco College does not have enough capacity to serve the entire service area adequately.



Defining Comprehensiveness

There are two core elements Norco College must develop to become comprehensive. First the College will need to develop enough capacity to meet the needs of the residents who live in the service area. Second, the College will need to develop enough programs to service students’ academic and professional needs.

To determine capacity development, assessment of comprehensive colleges is useful. Through this approach we are able to determine the basic measures of a comprehensive college. To quantify Norco College’s capacity needs, we have assessed two well-known comprehensive colleges, Riverside City College and Santa Ana College, measuring their capacity relative to the residents who live in their service areas.

		RCC ⁴ 18-19	SAC ⁵ 18-19
Total Residents	People who live in service area	500,847	458,760
FTES/100 Residents ⁷	Full-time equivalent students funded per 100 residents	3.4	3.5
FTE/100 Residents ⁸	Full-time equivalent employees per 100 residents	0.16	0.19
ASF/Resident ⁹	Assignable square footage developed per resident	1.07	1.09
GF\$/Resident ¹⁰	General fund money allocated per resident	\$206.26	\$199.68

Referencing the chart above, both colleges demonstrate similar capacity-per-resident ratios. While Riverside has more residents in their service area (RCC = 500,847 and SAC = 458,760) the two offer similar capacity ratios across four standard measures. With regard to full-time equivalent students funded per 100 residents, RCC has a ratio of 3.4 and SAC has 3.5. With regard to full-time equivalent employees per 100 residents, RCC and SAC are similar with 0.16 and 0.19 ratios respectively. With regard to assignable square footage developed per resident, RCC has a ratio of 1.07 and SAC has 1.09. Finally, with regard to general fund money allocated per resident, RCC spends about \$206 per resident and SAC spend about \$200 per resident.

Norco College Capacity Gap

When Norco College's capacity-per-resident ratios are factored into the comparison, it is clear that Norco has significant amount of capacity development to conduct before the college is at the ratios of these two comprehensive colleges.

	RCC 18-19	SAC 18-19	NC 18-19
Residents in Service Area	500,847	458,760	306,846
FTES/100 Residents	3.4	3.5	2.4
FTE/100 Residents	0.16	0.19	0.11
ASF/Resident	1.07	1.09	0.55
GF\$/Resident	\$206.26	\$199.68	\$132.87

At 2.4, Norco College's fulltime equivalent students funded per 100 residents is a full point under the highest ratio. At 0.11, Norco's fulltime equivalent employees per 100 residents is significantly lower than both RCC and SAC ratios. At 0.55, Norco's assignable square footage developed per resident is nearly half of RCC and SAC rations. Finally, at \$132.87 Norco's general fund money allocated per resident is around \$68-\$74 less per resident than RCC and SAC. These measures reveal an immediate gap with regard to comprehensiveness that is significant. To be a comprehensive college today, Norco College would need to add 3,069 FTES, 143 FTE, 159,455 ASF, and \$22.5M in GF dollars (see chart below).

⁴ Riverside City College

⁵ Santa Ana College

⁶ Data from DSPC District Scan (2018) and Santa Ana College.

⁷ Noro FTES target = 7,402 (18-19); RCC FTES target = 16,967 (18-19); SAC FTES target = 16,238 (17-18)

⁸ CCCC DataMart shows Fall 2017 FTE at 348.0 for Norco; 820.2 for RCC; 906.6 for SAC

⁹ ASF for Norco = 168,870; RCC = 534,655 ; SAC = 503,380

¹⁰ General fund allocation for Norco = \$40,771,189; RCC = \$103,303,969; SAC = \$91,606,954

NC has _____ for 18-19.	To provide services at _____ level,	We should have _____, today.
7,364 FTES	3.4 FTES/100 Residents	10,433 FTES (add 3,069)
348 FTE	0.16 FTE/100 Residents	491 FTE (add 143)
168,870 ASF	1.07 ASF/Resident	328,325 ASF (add 159,455)
\$40,771,189 from the GF	\$206.26 in GF\$/Resident	\$63,290,056 GF\$ (add \$22,518,867)

The capacity gap that Norco College needs to fill to be comprehensive today is significant. The table above summarizes the challenge well, but it does not tell the full story. In fact, the college capacity has been growing at such a slow rate relative to the regional growth that Norco College’s capacity relative to the resident population has become worse over the last few years. While the College has enjoyed five years of robust enrollment growth, it is only this year expected to regain its 2010 level, after which time the College lost over 2000 unduplicated headcount as a result of the state budget crisis of 2011-2013. With a 2017-18 annual unduplicated headcount of 14,624 and a service area population of 306,846, the College currently serves 4.7 percent of its service area population. This is down from 2010 when the College, with an annual unduplicated headcount of 14,942 served 5.4 percent of the service area resident population of 277,441. While the service area population grew 10.5 percent since 2010, the College has not added programs or capacity at a sufficient rate to maintain its former level of per-resident service to the region. In order for the college to maintain its 2010 level of 5.4 percent of residents served, the 2017-18 headcount would need to grow to 17,490—an increase of 19.6 percent over current headcount.

We have been losing ground with regard to our level of services offered to residents and looking into the pending capacity gap for “tomorrow”—for the near future of Norco College—the problem is only going to accelerate. In short, our service area is going to continue growing over the next decade at a significant rate and if we do not respond by building commensurate capacity, we will continue to be a college that underserves our service area residents.

Several measures point to steady growth in the region. From 2010 to 2018, Norco College’s service area grew by 1.5 percent annually. The U.S. Census Bureau estimates that our service area will grow at 1.3 percent annually from 2017-2022. However, Riverside County reports that approximately 10,700 homes have been approved for development in the Norco College service area with an additional 47,000 homes approved adjacent to the service area. With the Census Bureau’s estimate of 3.57 persons per home, it is estimated that 205,989 new residents would move to our area if all the municipally approved homes are sold and occupied. If all of this growth takes place by 2030, the annual growth would approach closer to 6 percent. With these factors, we estimate that our service area’s actual annual growth rate through 2022 will be at 1.3 percent. From 2023 to 2030, we estimate the actual annual growth rate will be 1.75 percent. At these growth rates, we predict that nearly 70,000 new residents will move into the NC service area by 2030.

Building Norco College Capacity: Overview

Given the immediate capacity gap standing in our way of being a comprehensive college and the pending growth of our service area, Norco College is recommending that we establish a 10-year plan to achieve comprehensive college capacity. With this approach, the College can grow steadily but deliberately into a college that provides comprehensive services for the residents who live in our service area. The table below lays out a basic strategy that puts Norco College on track to becoming a comprehensive college by 2030.

	NC 18-19	NC 29-30	Annual Growth
Residents in Service Area	306,846	376,047	1.3-1.75 percent
RFTES from 2.4 to 3.4 per 100 Residents	7,364	12,767	Avg. 460 RFTES
FTEE from 0.11 to 0.16 per 100 Residents	348	602	Avg. 21 FTEE
ASF from 0.55 to 1.07 per Resident	168,870	402,370	Avg. 20,000 ASF
GF from \$132 to \$206 per Resident	\$40,771,189	\$77,465,682	Avg. \$3.1M GF

As the table above summarizes, we believe an additional 70,000 residents will be moving into the service area by 2030. If we are to be a comprehensive college for the 376,047 residents who will be living in the area at that time, we need to move from 7,364 RFTES today to 12,767 RFTES by 2030. We need to move from having 348 FTEE to 602 FTEE by 2030. We need to move from a campus with 168,870 ASF to one with 402,370 ASF. Finally, we will need to build our General Fund budget from \$40.7M to \$77.5M. In a spread sheet below we have suggested how this build out will take place from year to year, but generally speaking we will need to add an average of 460 FTES per year to our base, hire an average of 21 FT equivalent employees each year, develop an average of 20,000 ASF per year and add about \$3.1M to our general fund allocation each year from the 2018-19 through 2029-30 academic years.

Budget Allocation Model (BAM)

The District is currently revising its Budget Allocation Model in order to respond to the new Student Centered Funding Formula recently implemented by the State Chancellor’s Office. As the first step in this response, the District Budget Allocation Committee (DBAC) developed a standardized cost-per-FTES methodology that allows common instructional costs to be compared Districtwide, thus aiming to provide a fair, equitable and transparent model to apportion revenue to the colleges based upon a districtwide median cost FTES. DBAC developed a draft set of Budget Allocation Model “principles” in the Spring 2019 term that will guide District and college budget development in the coming fiscal years. The revised BAM is intended to be fully implemented districtwide in the 2020-21 fiscal year.

FTES Growth

Norco College will continue on its current growth trajectory with the goal of serving the residents of the College service area in a comprehensive manner. The College is planning for 3% annual growth in headcount, which is in alignment with the current District growth plans. Norco College is also applying a 3% annual increase in Headcount/ FTES proportion from 2019-2027, which correlates directly to the timing of major “WSCH-intensive” buildings coming online. The justification for the 3% increase in headcount/FTES proportion is based on 1) the College becoming more comprehensive will require more opportunities for students to take larger course loads since additional programs of study are being offered; 2) the College’s success in Guided Pathways work and outcomes for students; 3) Scaling up existing programs that bring in full-time students, such as Athletics and Visual and Performing Arts, etc.

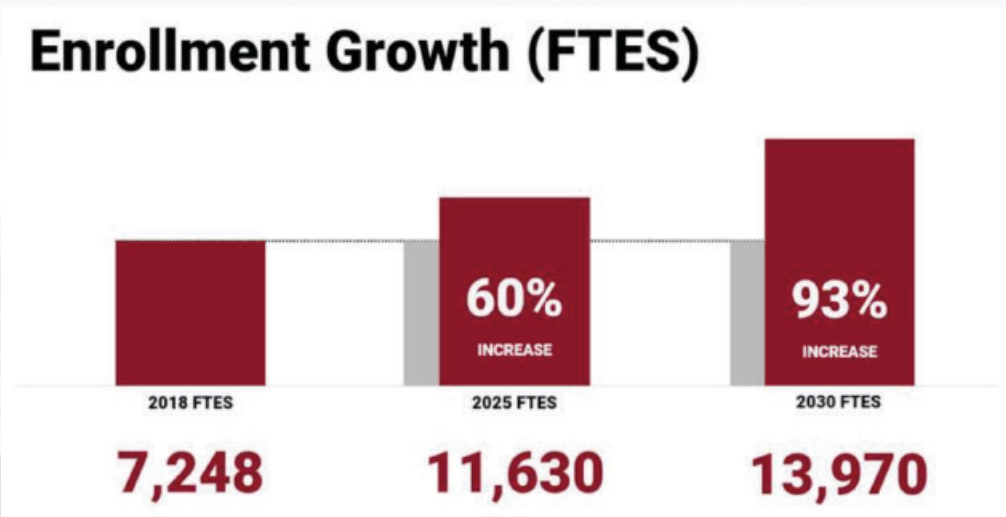
Here is the same formula (provided by the DLR Group) for Norco as the Ed Planner did for MVC. (3% increase in headcount annually, and 3% increase annually until 2027 in the FTES/Headcount.)

Norco (State)													
Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Headcount*	14,624	15,063	15,515	15,980	16,459	16,953	17,462	17,986	18,525	19,081	19,653	20,243	20,850
FTES***	7,248	7,689	8,158	8,654	9,182	9,741	10,334	10,963	11,631	12,339	13,091	13,563	13,970
FTES/Headcount**	0.50	0.51	0.53	0.54	0.56	0.57	0.59	0.61	0.63	0.65	0.67	0.67	0.67

MVC													
Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Headcount*	14,772	15,215	15,672	16,142	16,626	17,125	17,639	18,168	18,713	19,274	19,852	20,448	21,061
FTES***	6,835	7,251	7,693	8,161	8,658	9,186	9,745	10,339	10,968	11,636	12,345	12,678	13,058
FTES/Headcount**	0.46	0.48	0.49	0.51	0.52	0.54	0.55	0.57	0.59	0.60	0.62	0.62	0.62

Norco (workplan)													
Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Headcount*	14,624	15,063	15,515	15,980	16,459	16,953	17,462	17,986	18,525	19,081	19,653	20,243	20,850
FTES***	7,229	7,669	8,136	8,632	9,157	9,715	10,307	10,935	11,600	12,307	13,056	13,360	13,761
FTES/Headcount**	0.49	0.51	0.52	0.54	0.56	0.57	0.59	0.61	0.63	0.64	0.66	0.66	0.66

Enrollment Growth (FTES)



Growth to this degree is significant and will take careful planning. In terms of growth, today the College is just over 7,200 FTES, and per the growth equation [3% annual headcount, and 3% annual for FTE/Headcount ratio] will grow to 13,970 FTES in 2030. This growth is based upon 1) transforming to a more comprehensive college, and 2) the rapid pace of population growth in the service area. The projection chart (TABLE 2) in the Appendix identifies projected annual growth for FTES, GF, FTEE and ASF in a manner that starts modestly and accelerates into 2030. While the 13,970 FTES target is a physical plant growth projection in order to fully serve our growing service area, below, from the District Strategic Plan numbers, are the college's projected FTES growth targets assuming a flat 3% annual growth:

District Strategic Plan 2019-2024, rough draft dated August 20, 2019

The following key performance indicators offer clear, measurable targets to gauge the success of the various college initiatives:

Objective 1.1 Increase Overall Enrollments – RCCD Enrollment Projections, 2017-18 through 2023-24

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
RCCD	30,805.78	31,798.08	32,902.00	33,889.06	34,905.73	35,952.90	37,031.49
Riverside	16,961.47	17,363.45	17,852.00	18,387.56	18,939.19	19,507.36	20,092.58
Moreno Valley	6,790.71	7,237.22	7,423.00	7,645.69	7,875.06	8,111.31	8,354.65
Norco College	7,053.60	7,197.41	7,627.00	7,855.81	8,091.48	8,334.23	8,584.26

Assumes 3% annual projected growth

Building NC Capacity: Student Enrollment and FTES

As discussed earlier in this chapter, Norco College will need to expand enrollment and related activities (course offerings, faculty hiring, etc.) to reach comprehensive college status. Comprehensive colleges like Riverside City College and Santa Ana College have FTES to resident ratios at 3.4 FTES per 100 residents in their service area and 3.5 FTES per 100 residents in their service area respectively. In contrast, Norco College's FTES footprint in our service area is so small that we only offer 2.4 FTES per 100 residents. With an estimated 70,000 residents moving into Norco's service area by 2030, this need will only increase. If we are to be a comprehensive college for the 376,047 residents who will be living in our service area by 2030, we need to move from having 7,364 RFTES today to 12,767 RFTES by 2030. We have recommended adding the FTES in a strategic manner with a slower start in early years, accelerating as we move closer to 2030. Regardless, to meet this growth pace, we will need to add an average of 460 FTES per year to our base. Growth in FTES growth will come over time from a range of different student populations. See Table 3 in the Appendix.

It should be noted that while student athletes are not reflected in the special populations detailed in the table above, the College does project that athletics will grow at a faster pace than the general student population. Several competitive athletics programs are expected to be added. While not a special population, student athletes are a focus of outreach, growth, and support and will have a significant impact on facilities planning. The following team sports are under consideration: Women's Softball, Men's and Women's Basketball, Men's and Women's Volleyball (beach), Men's and Women's Swimming and/or Water Polo. Specific sports will be identified as the master plan is developed.

Building NC Capacity: Academic Programs

Initially envisioned as the "technology campus" of the Riverside Community College District, Norco College now serves its community as a dynamic, community college. On its way to becoming a comprehensive college, the institution provides a full offering of academic opportunities, including online, hybrid, and traditional face-to-face classes. The College offers seven area-of-emphasis (AOE) associate degrees, 21 associate degrees for transfer (ADTs), 27 state-approved certificates, and 16 locally approved certificates. The College awarded 1,041 associate degrees and 190 certificates in 2017. Norco College is proud to be a Hispanic-Serving Institution (HSI). Table 4 in the Appendix shows the annual total of all degrees, certificates, and awards conferred since 2011. Table 5 details the change in FTES generation by discipline between 2010 and 2017. The net gain or loss is color coded to serve as a point of discussion for future projections.

As we consider how to grow into a comprehensive college, below are categories of programs that emerged from extensive discussions with faculty, students, and community leaders.

- Add Associate Degrees for Transfer: Law and Public Policy, Ag Plant Science, Public Health, Animal Science, Ag Business, Global Studies, Hospitality, Elementary Ed, Film, TV, Digital Media, Social Justice
- Agriculture Industries, Technology (Ag science, Horticulture, Veterinary tech and Animal Science, Equine Studies)
- Athletic programs in KIN (Softball, aquatics; both strong tie-ins with community by offering community swim programs, life guard certification, athletic instructor certification, geriatrics).
- Apprenticeship programs in traditional trades and expanding into academic and professional non-traditional areas.
- Business entrepreneurship (Tech transfer in association with Photonics, Leadership, Market Farming in association with Ag, Industrial design and engineering in association with the creation of a Maker Space)
- Criminal Justice (Regional Justice and Equity Center with Criminalistics w/crime lab, crime scene yard, law school pathway (RCC model), tie-in with Next Phase and 3Ps (also agency partnerships), legal aid, court reporter)

- Computer Science (Informatics; Information Science; Big/Quantum Data (in association with the Corona Naval Surface Warfare Center)
- Education (Education, K-8 STEAM Academy, music education (w/ CSU SB upper division classes on campus for BA), Teacher Prep Ed ADT)
- Engineering/Photonics
- Health Industries and Technology (1. Respiratory Tech 2. Medical Stenography (Ultrasound) Tech 3. Medical Assistant (Note: good for Nursing and Physician's Assistant Pathways—gives more points for entry) 4. Physical Therapy Assistant 5. Occupational Therapy Assistant 6. Radiological Tech 7. Surgical Tech.)
- Languages (Arabic, Chinese, Italian, Farsi, Korean)
- Natural Sciences (Geology, Biotechnology)
- Performing Arts (Woodwinds and Strings Program -- Ensembles with Corona Symphony. Integrate with K-8 STEAM Academy and JFK, Theatre (build back and add Set Design, Construction, Makeup, etc., Dance), and explore possible programmatic synergies with the Young Americans in Corona.
- Psych/Soc/Social Work: Mental Health and Psych Tech, Infant Mental Health certificate (crossover with Ed and Early Childhood Education Center), Certificate program for students with disabilities from local HSs (crossover with NC and Community Ed – focus on job training and skills employability; Alcohol and Drug Counseling certificate (and ADT) in association with Next Phase and prison re-entry program)
- Sustainable Technologies (Green Technologies, solar tech, thin film tech, environmental science certificate, Waste Management (sustainable energy technologies focusing on local issue: animal waste to energy)
- Visual Arts (Digital Arts: Industrial Design -- crossover with CIS and Engineering, Graphic Design, Applied Digital Media, Photography, Journalism (crossover with COMM), Animation, Film production/editing, web development, animation (crossover with CIS)

Based on these recommendations and regional workforce data and the emerging initiatives of the college, Table 6 (Appendix) lists the annual FTES projections for current and new programs by TOP code. Table 7 summarizes the potential Career Technical Education (CTE) as well as non-Career Technical Education programs by FTES growth at the College.

Building Norco College Capacity: Employees

As discussed earlier in this chapter, Norco College will need to hire many more employees to reach comprehensive college status. Comprehensive colleges like Riverside City College and Santa Ana College have employee to resident ratios at 0.16 and 0.19 employees per 100 residents in their service area. In contrast, Norco College's service footprint in our service area is so small that we only offer an employee to resident ratio of 0.11 employees per 100 residents. With an estimated 70,000 residents moving into Norco's service area by 2030, this need will only increase. If we are to be a comprehensive college for the 376,047 residents who will be living in our service area by 2030, we need to move from having 348 fulltime equivalent employees to 602 fulltime equivalent employees. To achieve this goal, we will need to hire about 21 full time equivalent employees each year.

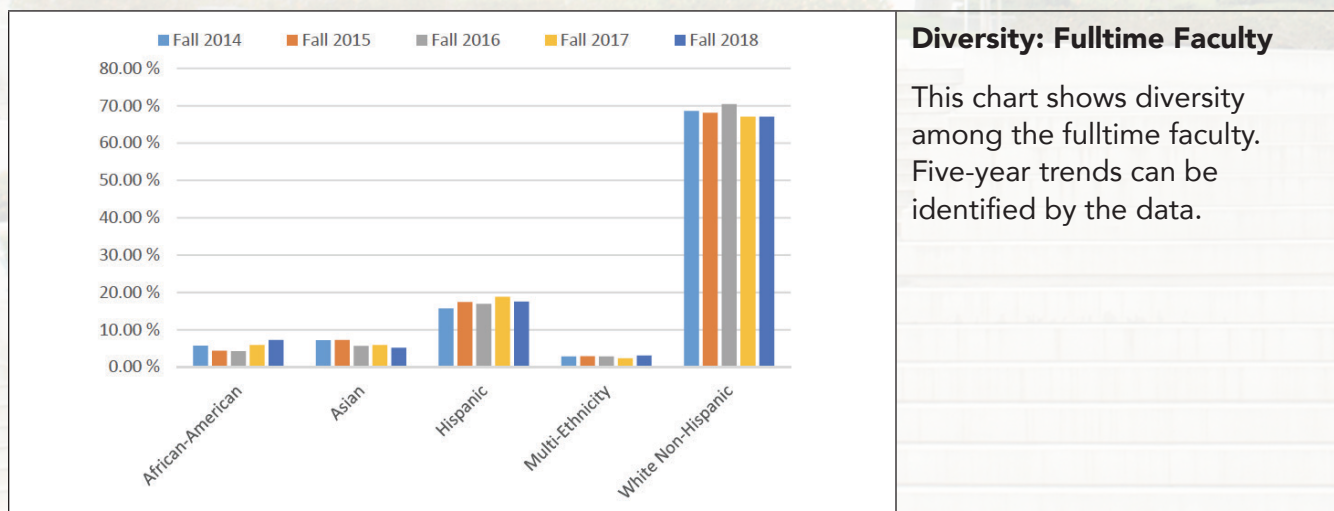
As indicated by the charts below, faculty and administrators are comprised of a majority White/Non-Hispanic members ranging from the mid-fifty to mid-sixty percent. Classified staff, however, are largely Hispanic and represent a balance in comparison to the students they serve. This indicates an imbalance in White/Non-Hispanic faculty and managers in comparison to the student body, which is composed of Hispanic students in roughly the same percentage ranges, mid- to high-fifties.

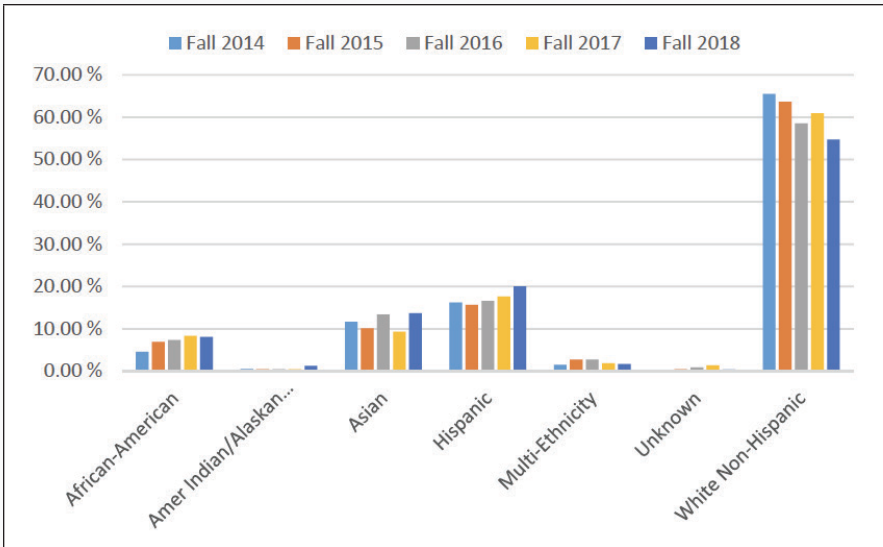
As Norco College adds to its workforce, one of our goals is to reach balanced diversity. Norco College is committed to recruiting and hiring a diverse workforce that not only closely reflects our student demographics, but also possesses equity-minded skills. A workforce who understands and is sensitive to diverse socioeconomic, cultural, and ethnic backgrounds of historically underserved community college

students increases their likelihood of academic success. Norco College is a great place to work because of the people. The students, classified, faculty and managers strive to bring a family atmosphere to the college. We work hard, communicate openly, dream big, and enjoy being with each other. All of this is done with the intention of transforming our students' lives, transforming our region, and transforming the college itself. Norco College is not a place, it is a community.

To achieve a diverse and equitable workforce, the college has taken significant steps to change its hiring practices. In the past year, changes to faculty hiring processes were implemented to ensure that each search yielded diverse pools of candidates. Job announcements now emphasize our desire to hire candidates who are committed to educating our racially and economically diverse student population. Instructions to candidates clearly emphasize our intent to hire faculty experienced in using equity-minded pedagogical techniques in addition to maintaining academic rigor. Multiple measures rubrics were also developed to help determine how candidates demonstrate potential for achieving equitable outcomes. Professional development on equity-mindedness is also being provided for faculty who serve on search committees. These changes have yielded more diverse pools of candidates and have resulted in increased diversity among full time and part time faculty positions.

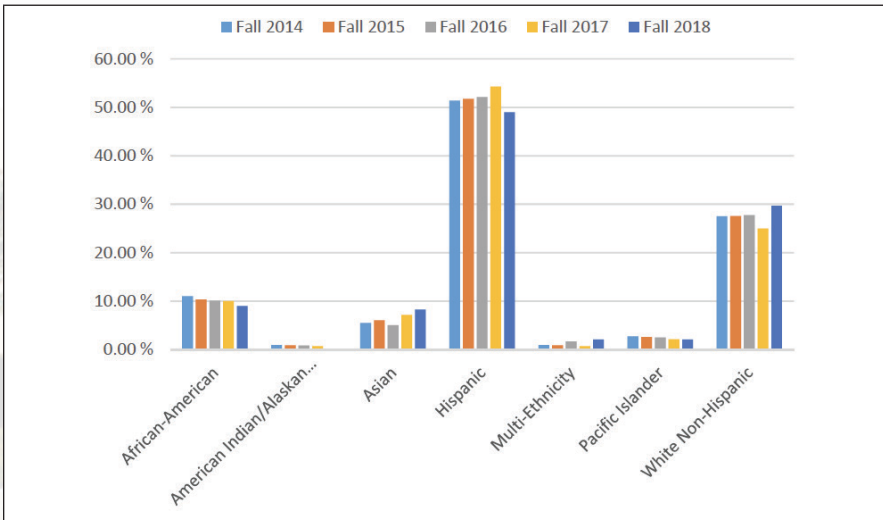
Norco College also intends to reach balanced diversity among classified professionals and managers. Because everyone plays a role in closing equity gaps, we are committed to recruiting and hiring employees who are committed to enhancing opportunities for all students, particularly our students from minority groups. To achieve this goal, Norco College intends to assess its hiring practices for classified professionals and management positions and make changes as needed to yield more diverse pools of candidates. We also want to develop a culture where Associate faculty and all part time employees are heard and valued. Resources and practices should be strategically discussed, allocated and measured to help ensure the success.





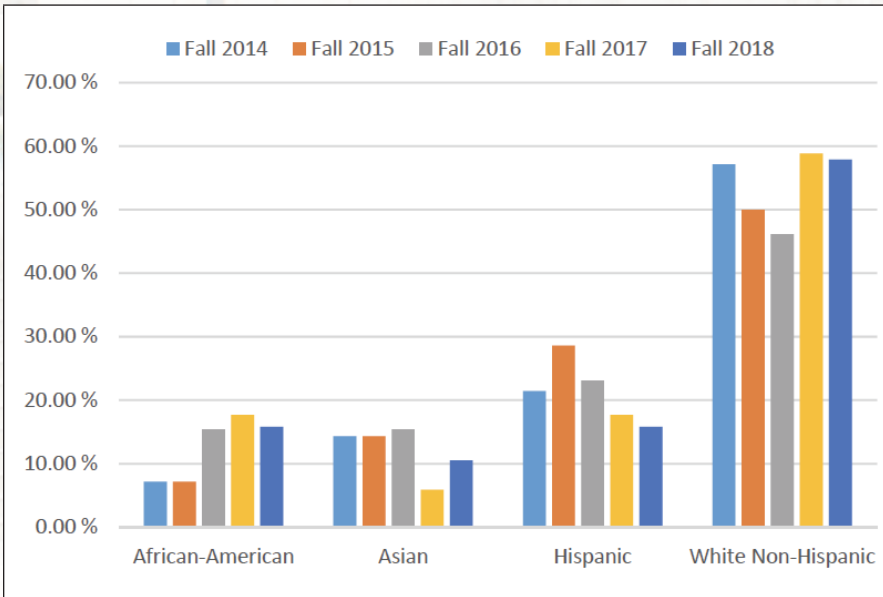
Diversity: Part-time Faculty

This chart shows diversity among the part-time faculty. Five-year trends can be identified by the data.



Diversity: Classified Staff Professionals

This chart shows diversity among the classified staff. Five-year trends can be identified by the data.



Diversity: Administrators

This chart shows diversity among the management staff. Five-year trends can be identified by the data.

Building NC Capacity: Facilities

comprehensive college status. Comprehensive colleges like Riverside City College and Santa Ana College have assignable square footage (ASF) to resident ratios at 1.07 ASF per resident and 1.09 ASF per resident respectively. Norco College has a much smaller footprint, offering residents in our service area 0.55 ASF per resident. To become a comprehensive college by 2030, it is estimated that Norco College will need to move from a campus with 168,870 ASF to one with 402,370 ASF. This will establish a capacity of 1.07 ASF per resident for the 376,047 residents predicted to be living in our service area by 2030. This will require Norco College to develop about 20,000 ASF per year through 2030 to meet this target.

Facilities and structures that have been formally or informally discussed over the years include the following:

- 2nd and 3rd Access Roads
- Building for School of STEM
- Building for School of Business and Management
- Building for School of Arts and Humanities
- Building for School of Social and Behavioral Sciences
- Secondary off-site location
- Early Childhood Education Center (Stokoe)
- Regional Veterans Resource Center
- Amphitheater Venue with Advanced Foodservices
- Kinesiology and Human Performance Building
- Multimedia Arts Center & Theater
- Professional Development Center
- One-Stop Student Services Center
- Student Union and Conference Center
- Incarcerated Students Education Building/Corpsman's Quarters
- Regional Performing Arts Center/Norconian Hotel
- Athletic Fields & Pool
- Gymnasium and Related Facilities
- Regional Library and Learning Resource Center
- Housing for Students
- Mixed Use Facilities
- Industrial Arts Center
- Edible Landscaping, Community Gardening, Farmers Market
- Sustainable design
- Architectural Look and Feel That Reflects College Culture

Building NC Capacity: Operations

Norco College intends to move towards an adoption of enterprise services that support the administrative and business functions of the College in a more efficient and effective manner. Doubling College efforts to increase student outcomes, persistence and retention will require a high level of focused work, however this work must be done efficiently and in a manner that limits the need for additional personnel due to the financial constraints the College is under. The transition towards efficient and modern operations will include utilizing and reinventing how the college currently engages in analytics, business intelligence, reporting, constituent relationship management (CRM) systems, financial oversight and operations, human resources, student information systems, advancement, marketing, and travel and event management.

The integration of business intelligence (BI) and electronic-based work flow via CRM solutions (e.g. Salesforce) is now considered the most advanced capability available to support information-based decision-making, specifically in such areas as budgeting and finance, customer (student) relation management, student recruitment and enrollment, and academic progresses. At the root of BI is a way to identify and measure, quantitatively or qualitatively, the elements that enable institutions to be more effective. It is also, ostensibly, to maintain cost controls while maximizing student and institutional outcomes. Adopting CRM solutions will enable the college to have a truly connected campus integrating student data across various systems. Evolving into a single dashboard and communication platform will enable employees to best guide students through their entire educational journey, from pre-application to alumni, with a personalized and tailored experience.

The College must aggressively incorporate available BI and CRM technologies to drive efficiencies, redeploying employees to critical functions, and reimagine processes in order to dramatically increase the performance of the College while meeting the needs of our current and future students. While this effort is an opportunity to meet student needs, it also intends to maximize the College's financial and human resources in order to maximize intended student outcomes and institutional performance. As the College moves towards a higher level of operational efficiency, it will be required to redesign processes and organizational structures in order to achieve this higher level of efficiency. Anticipating the integration of technology and analytics, decision-making and organizational structures must be reimaged in order to maximize institutional impact, while ensuring that the College's critically important social, emotional, and creative capabilities are strengthened and harnessed in order to maximize outcomes and student success.

Building NC Capacity: Branding and Marketing

From a brand marketing perspective, the College's story has been unfolding faster than the institution can frame it, outstripping the College's capacity for intentional, strategic brand development. Internally, there is very little consistency in the quality, personality, and substance of the College's various messaging to both internal and external groups. As a result of such inconsistent storytelling in the marketplace, prospective students do not yet understand, much less crave, the signature quality they can expect from a Norco College education. The time is ripe for the college to develop a breakout brand capable of driving exponential growth. This work should include both a permanent brand messaging platform to anchor the College's long-term positioning as a future-focused catalyst for transformative possibilities within the region, and an inaugural creative campaign concept that will capture target audiences' attention and claim a distinct, enticing identity for Norco College in the marketplace.

Norco College will invest in paid advertising to launch the new brand-driven campaign to begin driving progress against its goals for brand awareness and enrollment growth. Digital marketing provides the highest return on investment for marketing dollars spent. Further, Norco College should expand beyond brand-level advertising to target more narrowly defined audience interests, particularly those interests that align with programs and curricular areas that represent priority areas for brand or enrollment growth for the College.

Building NC Capacity: Income

Norco College will need to expand capacity of the college dramatically if it is to reach comprehensive college status. This includes expansion of general fund income for the college. Comprehensive colleges like Riverside City College and Santa Ana College have general fund budgets relative to their service area residents that are around \$200 per resident. Riverside City College spends about \$206 per resident in GF expenditures while Santa Ana College spends an even \$200 per resident. In contrast, Norco College only spends \$133 per resident. This means Norco College is not able to offer the same level of service per resident. As we approach 2030, the Norco College service area is projected to add about 70,000 residents, establishing a service area population of 376,047 residents. To become a comprehensive

college, Norco will need to spend \$206 per resident, meaning the college will need to grow the general fund budget from today's \$44.7M to \$77.5M in 2030. In Table 2 of the appendix, we have suggested how this growth will take place from year to year, but we will need to add an average of approximately \$3.1M to our general fund allocation each year from the 2018-19 through 2029-30 academic years.

The College is currently in a transitional phase, as the District Budget Allocation Model is analyzed in response to the new State Student Centered Funding Formula implemented in the 2018-19 fiscal year. The Board of Trustees approved a \$185,980,904 FY 18-19 general fund budget to be allocated to the three colleges and the district operations. Norco College's expenditure budget for the 2018-19 fiscal year is \$42 million inclusive of all State apportionment, Federal revenue, and other locally earned revenue. The College's restricted revenue relating to grants and State categorical funding totals approximately \$29 million to the College's budget in the 18-19 fiscal year.

The current 2018-19 District Budget Allocation Model apportions \$2,613 per credit FTES to Norco College, while the credit FTES funding rate at MVC and RCC is \$3,119 and \$3,170 respectively. RCC is targeted to produce 54 percent of all FTES in the District (16,422) in 2018-19, with Norco College and MVC sharing the same FTES target percentage, 23 percent (7,051). RCCD has identified three specific service areas for the colleges to serve, as outlined in the District's environmental scan conducted and approved by the District's Strategic Planning Council (DSPC) during the Spring/Summer of 2018. Norco College serves 306,846 residents, which represents approximately 30 percent of the District's residents.

The District's 2018-19 total State-funded credit FTES revenue for the 18-19 FY is budgeted at \$92.5 million, and when broken down by college, Norco College receives less than 20 percent of the FTES revenue (\$18,427,471), with Moreno Valley College receiving 23.8 percent of total FTES apportionment revenue (\$21,995,476), and RCC being apportioned 56.3 percent of total District FTES revenue (\$52,077,226).

RCCD BAM FY 18/19	District Wide	MVC	NORCO	RIVERSIDE
Total funding Rate per Target Credit FTES(adjusted for entity)	3,030.33	3,119.17	2,613.15	3,170.90
Total Credit FTES Target	30524.79	7051.23	7051.23	16422.34
Total funds for Per Credit FTES calculation	92,500,173	21,995,476	18,427,471	52,077,226
	%	23.78%	19.92%	56.30%

While the Norco College service area accounts for 30 percent of the total residents in the District's entire service area, in the 2018-19 District budget, the College received 19.92 percent of the total District FTES revenue received from the State of California to serve the residents of the Norco College service area.

The College is striving to become a comprehensive college, which aims to meet the demand of the Norco College service area in providing more robust and complete higher education offerings and services in order to maximize student outcomes, improve student success, and increase student transfer rates. In order to do so, full district and community support in increasing financial resources dedicated to the College will be critical.

The capacity development needs discussed above are substantial. The gaps will not be able to be closed exclusively with more funding from the district, allocation revisions, BAM adjustments, etc. The College will need to develop alternative resource solutions including grants, appropriations, and solutions such as public-private partnerships (P3) and revenue sharing agreements. To this end, the College needs to proactively explore and maximize federal and state funding sources, raise private funding and investment supported by the RCCD Foundation in alignment with College and District strategic plans, encourage voters to support a General Obligation Bond (G-O bond) for capital improvements, strengthen collaborations with businesses and legislators, re-engineer our business practices for greater efficiency, and undertake robust development opportunities such as direct donations, planned giving,

endowments, etc. Internally supported by the RCCD Foundation, RCCD Grants Office, and RCCD Governmental Affairs office, Norco College will maximize its potential to secure external resources as an independently accredited college to support its strategic initiatives and achieve the outcomes referenced in this Educational Master Plan. Overall, we will need to maintain external investment at 30 percent of our annual operating budget by leveraging these strategies.

Challenges

Developing Norco College into a comprehensive college by 2030 is fraught with challenges. Developing new programs, expanding our workforce, developing our facilities, modernizing our operations and expanding our resources at the levels of growth discussed in this chapter present real challenges. We simply will not be able to achieve this without a commitment from our Chancellor and the RCCD Board of Trustees. These challenges will require trusting relationships and planning.



SWOT

<p>Strengths:</p> <ul style="list-style-type: none"> • Much NC land has not been developed • Faculty are eager to develop new programs in multiple disciplines • NC has a strong track record of recruiting high caliber employees • NC is a “Great College to Work for” • Facilities planning is already underway • Creative resource development is an existing strength at NC • Significant curriculum already established 	<p>Weaknesses:</p> <ul style="list-style-type: none"> • NC does not have ready access to the significant resources needed to become a comprehensive college • We do not have existing space to offer new programs • Technology integration remains difficult but is necessary to modernize many operations • Many employees struggle with operational changes, especially AI and automation 	<p>SWOT Summary: College Transformation</p> <p>This chart displays a SWOT analysis summarizing the strengths, weaknesses, opportunities and threats relative to college transformation. Strengths are internal attributes and resources that support a successful outcome. Weaknesses are internal attributes and resources that could work against a successful outcome. Opportunities are external factors that the Norco College can capitalize on or use to our advantage. Threats are external factors that could jeopardize Norco College’s success. ¹¹</p>
<p>Opportunities:</p> <ul style="list-style-type: none"> • The Navy is interested in collaborating on program development • Emerging technologies offer promise for automation • Many partnerships are interested in our facilities development • There are many outside funding sources • Strengthen the relationship with the District to make sure that resources are equitable and reliable. 	<p>Threats:</p> <ul style="list-style-type: none"> • We are competing with many colleges and universities for the same dollars • The state bond has many college submissions • We are in an area with no-tax and no-growth sentiments • State bureaucracies are slow 	

The work we need to do around capacity development is very important. It is foundational work that needs to be done if we hope to carry out our “Student Transformation” and “Service Area Transformation” goals. This is also a very important equity consideration. Our service area has grown to expect a comprehensive college. They pay the same taxes that other pay throughout the District and expect to receive commensurate educational services. As we grow, we need to make sure all residents living in the Riverside Community College District are treated equally, receiving the same service to resident ratios.

¹¹ Definitions pulled from <https://searchcio.techtarget.com/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threatsanalysis>.

Chapter 6: Strategic Planning Goals

This section summarizes the narrative from Strategic Directions 1, 2 and 3, organizing the content into goals through 2030 and objectives through the 2024/25 academic year. As a college, we will annually measure the impact on student transformation using a variety of objectives, metrics, and KPIs. Many vitally important non-measurable tactics/strategies may not be stated here, but are included in our Strategic Plan thus driving our daily college operations and allocation of resources.

Strategic Direction 1: Student Transformation

2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES.

2025 Objective 1.1: Go from 7,366 to 8,759 total FTES

2025 Objective 1.2: Go from 14,624 headcount to 16,581 total headcount

2025 Objective 1.3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

2025 Objective 1.4: Increase capture rates from feeder high schools by 4% annually.

2030 Goal 2: (Success) Implement Guided Pathways framework.

2025 Objective 2.1: Increase number of degrees completed by 15% annually

2025 Objective 2.2: Increase number of certificates completely by 15% annually

2025 Objective 2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average

2025 Objective 2.4: Increase number of transfers 15% annually

2025 Objective 2.5: Increase the number of first-time full-time enrolled students from 508 to 900 ¹²

2025 Objective 2.6: Increase percent of students who receive financial aid from 73% to 81% ¹³

2025 Objective 2.7: Increase number of students who complete transfer level math and English by 20% per year

2030 Goal 3: (Equity) Close all student equity gaps.¹⁴

2025 Objective 3.1: Reduce the equity gap for African American students by 40%.

2025 Objective 3.2: Reduce the equity gap for Latinx students by 40%.

2025 Objective 3.3: Reduce the equity gap for Men of Color by 40%.

2025 Objective 3.4: Reduce the equity gap for LGBTQ+ students by 40%.

2025 Objective 3.5: Reduce the equity gap for Foster Youth students by 40%.

¹² This aligns with the RCCD strategic plan targets.

¹³ In 2017-18, 73 percent of NC eligible students received financial aid. By 2024, NC will increase this to 81 percent. This is in line with the RCCD strategic plan.

¹⁴ Final data pending comprehensive Equity study and approval of Norco College Equity Plan. Meets Vision for Success Goal 5: Cut achievement gaps by 40 percent by 21/22 and fully close achievement gaps by 26/27.

2030 Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

2025 Objective 4.1: Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)

2025 Objective 4.2: Increase percentage of employees who complete Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees)

2025 Objective 4.3: Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)

Strategic Direction 2: Regional Transformation

2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap

2025 Objective 5.1: Increase the median annual earnings of all students

2025 Objective 5.2: Increase percent of CTE students employed in their field of study by 3% annually

2025 Objective 5.3: Increase percent of all students who attain a livable wage by 5% annually

2025 Objective 5.4: Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities

2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships

2025 Objective 6.1: Establish and expand relationships with regional educational institutions

2025 Objective 6.2: Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations

2025 Objective 6.3: Expand partnerships with regional veterans' services and support organizations

2025 Objective 6.4: Work toward reducing recidivism through incarcerated student education

2025 Objective 6.5: Position the college's image and reputation as a leading academic institution in the region

2025 Objective 6.6: Develop regional outreach and recruitment systems

2025 Objective 6.7: Help establish a distinct regional identity, organization, and communication amongst our local communities

2025 Objective 6.8: Stimulate regional arts development

Strategic Direction 3: College Transformation

2030 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.

2025 Objective 7.1:	Develop comprehensive breadth of academic programs
2025 Objective 7.2:	Develop Career & Technical Education programs and industry credentials related to regional needs
2025 Objective 7.3:	Develop and implement plan for noncredit and noncredit-enhanced programming
2025 Objective 7.4:	Develop and implement plan for expanded athletics offerings
2025 Objective 7.5:	Add capacity to existing disciplines with a demonstrated need.
2025 Objective 7.6:	Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.
2025 Objective 7.7:	Build and support academic support services to improve student success

2030 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.

2025 Objective 8.1:	Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.
2025 Objective 8.2:	Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.
2025 Objective 8.3:	Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.
2025 Objective 8.4:	Develop, evaluate, and monitor our governance, decision-making, and resource allocation processes on the basis of the college mission and plans.
2025 Objective 8.5:	Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan

2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

2025 Objective 9.1: Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.

2025 Objective 9.2: Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers.

2025 Objective 9.3: Develop culture that recognizes/thanks employees on regular basis and celebrates college's successes

2025 Objective 9.4: Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work

2025 Objective 9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time

2025 Objective 9.6: Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio.



2030 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.

-
- 2025 Objective 10.1: Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college
-
- 2025 Objective 10.2: Develop and maintain Facilities Master Plan
-
- 2025 Objective 10.3: Build out funded projects (amphitheater, Center for Student Success room 217, etc.)
-
- 2025 Objective 10.4: Finish Veterans Resource Center Phase 1 by Spring 2021
-
- 2025 Objective 10.5: By Fall 2020, open Early Childhood Education Center
-
- 2025 Objective 10.6: Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.
-
- 2025 Objective 10.7: Build 2nd access road ¹⁵
-
- 2025 Objective 10.8: Explore and pursue land acquisition adjacent to college property
-
- 2025 Objective 10.9: Develop and start implementing sustainable campus
-
- 2025 Objective 10.10: Design spaces that intentionally build community
-
- 2025 Objective 10.11: Install immediate/temporary facilities to address current capacity needs by summer 2021.
-
- 2025 Objective 10.12: Enhance transportation infrastructure
-
- 2025 Objective 10.13: Develop and implement plans for off-campus facilities for instructional purposes
-

2030 Goal 11: (Operations) Implement professional, intuitive, and technology-enhanced systems

-
- 2025 Objective 11.1: Design intuitive and simple student onboarding system
-
- 2025 Objective 11.2: Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")¹⁶
-

2030 Goal 12: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.

-
- 2025 Objective 12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.
-
- 2025 Objective 12.2: Coordinate with RCCD to establish a BAM that allocates funding equitably
-
- 2025 Objective 12.3: Support General Obligation bond campaign and implementation
-
- 2025 Objective 12.4: Develop 30% of overall budget from non-general fund revenue sources
-

¹⁵ Pending G.O. bond approval.

¹⁶ *Constituent Relationship Management (CRM) is technology for managing all our relationships, interactions, and communications with (potential) students, industry, and community stakeholders.*

Chapter 7: Planning Integration

One of the foundations of institutional effectiveness is integrated planning which involves aligning the college's goals, objectives, and activities with the plans at the state, district, and local levels. The chart below shows the integration of Norco College's 13 Educational Master Plan goals with all the other plans that are in effect at the time of the writing of this plan.

		Technology Plan	District Strategic Plan	Professional Development Plan	Guided Pathways Plan	Facilities Master Plan	Equity Plan	Vision For Success- Goal 1	Vision For Success- Goal 2	Vision For Success- Goal 3	Vision For Success- Goal 4	Vision For Success- Goal 5
1	Access: Expand college access by doubling current headcount and full-time equivalent students (FTES).	1	1		1		1					
2	Success: Implement Guided Pathways framework		2	2	2		2	2	2	2		2
3	Equity: Close all student equity gaps.		3	3	3		3					3
4	Professional Development: Implement PD around GP and equity framework; foster a culture of ongoing improvement.			4	4		4					4
5	Workforce and Economic Development: Reduce working poverty and the skills gap		5	5							5	
6	Community Partnerships: Pursue, develop, & sustain collaborative partnerships		6				6					
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.		7				7	7	7	7	7	7
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.		8	8	8							8
9	Workplace/Employees: Expand workforce to support comprehensive college and develop/ sustain excellent workplace culture			9								
10	Facilities: Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.					10						

		Technology Plan	District Strategic Plan	Professional Development Plan	Guided Pathways Plan	Facilities Master Plan	Equity Plan	Vision For Success- Goal 1	Vision For Success- Goal 2	Vision For Success- Goal 3	Vision For Success- Goal 4	Vision For Success- Goal 5
11	Operations: Implement professional, intuitive, and technology-enhanced systems	11	11		11							
12	Resources: Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.		12			12						

State Integration

At present, the state plans which require reporting and compliance from Norco College are the Vision for Success and the Equity Plan. One of the requirements for being a recipient of the new funding formula is that all CCCs align their local goals with the state’s mission as embodied in the Vision for Success Goals. As shown on the chart above, eight out of 12 of the EMP goals align with the Vision for Success Goals. The Equity Plan goals and activities align with three EMP goals and the Integrated Plan aligns with five EMP Goals. This represents strong local alignment with state initiatives and plans.

RCCD Integration

Board Policy and Administrative Procedures

Board Policy 3250 – Institutional Planning provides some broad guidelines on how the district implements a “comprehensive, systematic and integrated system of planning”. BP 3250 also stipulates that planning should include all plans required by law (e.g. Facilities Master Plan, Student Equity Plan, etc.)

RCCD Strategic Plan

The RCCD Strategic Plan has the strongest level of alignment with the Norco College EMP Goals. This would be expected since the district, as defined in the plan, is the collection of the three colleges, and the district office, and thereby should be closely affiliated in purpose and function. The District Strategic Master Plan consists of six goals with 24 objectives and these goals and objectives showed alignment to ten out of the 12 EMP Goals

ACCJC Integration

The ACCJC provides broad guidance on integrated planning through the standards as outlined on their website. In particular, Standard I.B.9 identifies that planning “integrates program review, planning, and resource allocation into a comprehensive process”. Throughout the standards whenever planning is addressed, the ultimate outcome is to be accomplishment of the mission which should focus on student achievement and learning.

Norco College Planning Document Integration

At the local level, it is equally, if not more important to ensure that planning documents are integrated and aligned with the Educational Master Plan. Currently, there are five college plans with related goals and activities that are aligned with the 12 EMP Goals. The Facilities Master Plan is the physical manifestation of Educational Master Plan. Not surprisingly, the alignment of the Facilities Master Plan is with two of the EMP Goals focusing on Facilities and Resources. Guided Pathways is becoming the success planning framework in California Community Colleges. Of the 12 EMP Goals, Guided Pathways activities and objectives align with six of the EMP Goals. As part of a Leading from the Middle project, a team from Norco College challenged themselves with creating a Professional Development Plan. The focus of this plan is equity, student learning, and data-guided professional development. Given this internal (employee) and external (student success/equity) focus the Professional Development Plan aligns with six EMP goals in areas such as Completion, Equity, and Workforce. The last plan, the Technology Plan, was integrated with two EMP goals.



Chapter 8: Assessment, Tracking and Reporting

The Education Master plan will be assessed through a compilation of key performance indicators (KPIs) that will attempt to tell the story of student, regional, and college transformation. The student transformation KPIs will portray the student journey in and through Norco College. Regional transformation KPIs will track students as they enter the workforce and/or enter four-year institutions. Also, regional KPIs will track the college-going rate for the local service area. Finally, college transformation KPIs will track the processes and climate internally that will chart the college's progress toward becoming a more effective and great college to work for. Through these three categories of KPIs, three stories of transformation will be conveyed as indicators of how the educational master plan is impacting these vital areas.

	Topic	Goal Statement	KPI
Goal 1	Access	Expand college access by increasing both headcount and full-time equivalent students (FTES).	<ul style="list-style-type: none"> • Annual Headcount (DataMart) • Annual FTES (DataMart) • Capture Rate
Goal 2	Success	Implement Guided Pathways framework	<ul style="list-style-type: none"> • Annual Degrees Awarded • Annual Certificates Awarded (CCCCO Approved) • Transfer Volume (NSC) • Annual Number of First-Time, Full-Time College Students
Goal 3	Equity	Close all student equity gaps.	<ul style="list-style-type: none"> • Equity Plan Metrics
Goal 4	Professional Development	Implement PD around GP and equity framework; foster a culture of ongoing improvement.	<ul style="list-style-type: none"> • Percentage of Employees completing GP Training • Percentage of Employees completing Microaggressions certificate • Percentage of faculty completing Teaching Men of Color certificate
Goal 5	Workforce and Economic Development	Reduce working poverty and the skills gap	<ul style="list-style-type: none"> • Number of students employed in area of study (SSM) • Median Earnings • Percent attaining living wage

GOALS 6-12 BELOW WILL BE MEASURED THROUGH THE KPIs OF GOALS 1-5

Goal 6	Community Partnerships	Pursue, develop, & sustain collaborative partnerships
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 its visionary goals.

Chapter 9: Deliberation Process

The planning process for the 2030 Educational Master Plan started in the fall semester of 2017. Throughout the 2017-18 academic year, most of the work around the plan was conducted by the Institutional Strategic Planning Council (ISPC). During the fall 2018 semester, a series of workshops/retreats were held to bring all constituent groups into the conversation and collect ideas for the plan. At the end of the Fall 2018 semester and throughout the Winter 2019 intersession, notes and suggestions collected over the prior year were synthesized into a first draft of the Educational Master Plan. Throughout the spring semester of 2019, official constituent groups reviewed and commented on drafts. Ultimately, 15 planning groups met to review and vote for the final draft.

Date	Activity
Sept 14, 2017	Society for College and University Planning Conference (Reece & Aycok)
2017-18	Assorted ISPC Meeting
2017-18	Assorted Campus Meetings around Mission, Vision, and Values
Aug 1, 2018	Staff Professional Development
Aug 24, 2018	Fall FLEX Meeting
Sept 19, 2018	ISPC Meeting
Sept 28, 2018	Leadership Retreat #1
Oct 3, 2018	ISPC Meeting
Oct. 17, 2018	ISPC Meeting
Oct 19, 2018	Letter to college community
Nov 2, 2018	Big Us Plan Retreat #2
Nov 6, 2018	Big Us Plan Retreat #3
Nov 5, 2018	Big Us Plan Retreat #4 (AM)
Nov 5, 2018	Big Us Plan Retreat #5 (PM)
Nov 7, 2018	ISPC Meeting
Nov 30, 2018	ISPC Retreat
Dec 6, 2018	Big Us Plan Retreat #6
Dec 3-24, 2018	Develop decision-making calendar with input from consultants, Norco 9, and Chancellor
Jan 2, 2019	Distribute decision-making calendar to Nor-All and encourage group meetings
Jan 2-31, 2019	Write 1st Draft
Jan 25, 2019	ASNC Retreat
Jan 25, 2019	Staff Development Day
Feb 4, 2019	Send 1st Draft to Chancellor and NC community
Feb 1- Mar 8, 2019	Collect comments on 1st Draft from Chancellor, college groups and online reviewers
Feb 6, 2019	Executive Cabinet First Read
Feb 6, 2019	Norco 9 First Read
Feb 8, 2019	Spring FLEX
Feb 12, 2019	Business and Facilities Planning Council First Read

Feb 13, 2019	Management Meeting First Read
Feb 20, 2019	ISPC First Read
Feb 21, 2019	ASNC First Read
Feb 22, 2019	Academic Planning Council First Read
Feb 27, 2019	Student Services Planning Council First Read
Mar 7, 2019	Hold community forum to review and comment on 1st Draft
Mar 8, 2019	Hold community forum to review and comment on 1st Draft
Mar 8-13, 2019	Consolidate comments and write 2nd Draft
Mar 14, 2019	Send 2nd Draft to Chancellor and NC community
Mar 27, 2019	SSPC: Second Read
April 3, 2019	ASNC: Second Read
Apr 3, 2019	ISPC: Second Read
Apr 3, 2019	Norco 9: Second Read
Apr 5, 2019	Academic Planning Council Second Read
Apr 8, 2019	President's Advisory Board: First Read
Apr 9, 2019	BFPC: Second Read
Apr 10, 2019	Management Meeting: Second Read
April 15, 2019	Academic Senate Meeting First Read
Apr 17, 2019	Executive Cabinet: Second Read
Apr 17-21, 2019	Write Final Draft
Apr 22, 2019	Send Final Draft to Chancellor and NC community
Apr 24, 2019	SSPC: Vote on Final Draft
Apr 29, 2019	Academic Senate: Second Read
May 1, 2019	ISPC: Review Final Draft
May 1, 2019	Norco 9: Review Final Draft
May 6, 2019	Academic Senate: Vote on Final Draft
May 8, 2019	Management Team: Vote on Final Draft
May 8, 2019	Chancellor: Consider approval of Final Draft
May 9, 2019	ASNC: Vote on Final
May 10, 2019	Academic Planning Council: Vote Final Draft
May 13, 2019	President's Advisory Board Final Draft
May 14, 2019	BFPC: Vote on Final
May 15, 2019	Executive Cabinet: Vote on Final Draft
May 15, 2019	ISPC: Vote on Final Draft
May 16, 2019	COTW: Vote on Final Draft
May 17, 2019	DSPC: Comment on Final Draft
May 20, 2019	Chancellor's Cabinet: Comment on Final Draft/Board Committee Agenda Deadline
September 27, 2019	Revised EMP to Nor-all for comments

October 2, 2019	ISPC: Information Item
October 16, 2019	ISPC: First Read
October 28, 2019	Revised EMP to Nor-all with additional revisions
November 6, 2019	ISPC: Vote
November 7, 2019	COTW: Vote
November 22, 2019	DSPC
November 25, 2019	Chancellor's Cabinet
December 3, 2019	RCCD Board of Trustees Committee Meeting
December 10, 2019	RCCD Board of Trustees Regular Meeting



Chapter 10: College History

Norco College, one of three colleges in the Riverside Community College District, became the 112th California Community College on January 29, 2010, when it was granted initial accreditation. Its history dates to the 1970s, when college classes were first regularly taught in the Norco-Corona area under the auspices of RCCD.

The land on which the College now stands was once home to semi-nomadic bands of Tongva Indians, some of whom built villages along the nearby Santa Ana River and may have gathered roots and nuts where the campus stands today. They must have come to the area for the resources that mattered most to desert people a thousand years ago: water, game, and edible plants. These were the people who greeted (and resisted) the Spanish, and whose land became part of the nearly 18,000-acre Rancho La Sierra (Sepulveda) in 1846, where their descendants probably worked for generations. For the next 50 years, through a succession of owners, this was open range, pasture land for the Rancho cattle and sheep.

In 1908, most of the Rancho was bought for a half million dollars by James W. Long, who formed the Orange Heights Water Company and began to subdivide it into small fruit and vegetable farms. In 1921, the 15-square-mile area that includes the site of the present-day college was acquired by Rex Clark, who named it "Norco," after his North Corona Land Company.

Like the Native Americans and Rancho owners before him, Clark was a dreamer. In 1923, according to Norco city historian Bill Wilkman, he placed an ad in the Los Angeles Times with the headline, "Norco, the Vale of Dreams Comes True." In Jeffersonian fashion, he envisioned a place where urbanites could find refuge from civilization as small farmers. He laid out the streets of the city, ensuring that travel on horseback would be as easy for citizens as travel by car—a feature of "Horsetown U.S.A." preserved even today. But three years later, he was distracted from realizing some of his dreams when he discovered a hot mineral spring about a mile from where the college now stands. So, he began to dream a new dream, and built a 700-acre "resort supreme" that included a 250,000-square-foot hotel, 60-acre lake, golf course, air field, and Olympic-sized pool. The resort opened in 1929, shortly before the stock market crash, and was for a brief period a playground for film stars and famous athletes, before the economic downturn forced its closure in 1933. A day after the Pearl Harbor attack, it was bought by the U. S. Navy for use as a hospital.

Fifty years after the resort supreme closed, another visionary saw a new use for land that had once been the Tongva's. In 1983, Wilfred Airey led the Riverside Community College District Board of Trustees on a tour of the U.S. Navy property, part of which was still being used as a Fleet Analysis Center. They were looking for a potential site for a satellite campus to serve the growing populations of Corona, Norco, Eastvale, and western Riverside. On June 4, 1985, more than 141 acres were acquired for a dollar from the General Services Administration to build Norco College.

The College was expected to open in 1989, but funding and construction delays pushed the date to 1991. On March 13 of that year, two classrooms in the Student Services and Little Theatre buildings were ready for students, and 15 or so short-term classes in economics, philosophy, public speaking, and a handful of other traditional academic disciplines were held on campus that spring semester. Approximately 100 other classes that began in January were taught in Norco area high schools and a church, as they had been for years. The formal opening of the full campus (with two more classrooms, Science and Technology and Humanities) took place in fall 1991—coinciding with the 75th anniversary of Riverside Community College.

The early years of Riverside Community College-Norco Campus were exciting ones. Funding constraints in the early 1990s impeded growth, but two new buildings were completed in 1995, the aptly named Wilfred J. Airey Library and an Applied Technology Building. The dozen or so full-time faculty from that early period considered themselves pioneers at an institution they felt they could help shape. There were so few of them that they could fit into a single semi-circular booth when they went to lunch together at a Hamner

Avenue restaurant, as they sometimes did. Students shared in the excitement of being at a new campus that was always part construction zone. No one seemed to mind much the occasional attacks by swarms of flies (dubbed the Norco air force) from the nearby dairy farms. Those farms have since mostly given way to subdivisions, some of whose residents attend the College today.

Old dreams give way to new ones. Some of these newer dreams are captured in the strategic plans and facilities master plans that envision Norco College growth five, ten, and twenty years from now, and if realized, will result in a campus unrecognizable to those who only saw it in 1991. But most of these new dreams are dreamed every day by students who enroll at the College—by the young woman entering the field of STEM, the young man who sees himself helping to create computer games, or the returning student who always wanted to learn Spanish or study art. Norco remains a vale of realizable dreams.



Appendix: Data Tables

TABLE 1: Projected Job Growth in the Norco College Service Area

Industry	# of Jobs in 2018	# of Jobs in 2023	2018-23 Change	2018-23 percent Change	Avg. Earnings Per Job
Construction	28,630	32,185	3,555	12 percent	\$60,934
Government	24,488	26,138	1,650	7 percent	\$90,703
Transportation and Warehousing	18,836	23,293	4,457	24 percent	\$48,767
Manufacturing	18,900	19,009	109	1 percent	\$67,467
Administrative and Support and Waste Management and Remediation Services	16,056	17,680	1,624	10 percent	\$34,765
Retail Trade	14,904	15,788	884	6 percent	\$37,385
Health Care and Social Assistance	12,920	15,475	2,555	20 percent	\$46,949
Accommodation and Food Services	12,271	13,726	1,455	12 percent	\$22,715
Wholesale Trade	9,710	10,821	1,111	11 percent	\$80,522
Professional, Scientific, and Technical Services	7,044	7,556	512	7 percent	\$63,523
Other Services (except Public Administration)	6,229	6,490	261	4 percent	\$32,275
Finance and Insurance	2,115	2,154	39	2 percent	\$72,833
Real Estate and Rental and Leasing	1,936	2,079	143	7 percent	\$54,509
Arts, Entertainment, and Recreation	1,769	1,908	139	8 percent	\$25,869
Educational Services	1,221	1,346	125	10 percent	\$26,623
Information	1,033	1,144	111	11 percent	\$59,963
Unclassified Industry	744	917	173	23 percent	\$43,693
Management of Companies and Enterprises	1,154	832	(322)	(28 percent)	\$91,457
Agriculture, Forestry, Fishing and Hunting	278	275	(3)	(1 percent)	\$40,389
Mining, Quarrying, and Oil and Gas Extraction	203	206	3	1 percent	\$97,176
Utilities	46	46	0	0 percent	\$108,057
ALL INDUSTRIES	180,487	199,068	18,581	10 percent	\$56,315

¹⁷ Data source notes: Norco College service area ZIP codes: 91752, 92509, 92570, 92860, 92879, 92880, 92881, 92882, 92883. Sources: Economic Modeling Specialists International. Datarun 2018.4. Glasmeier, Amy. Massachusetts Institute of Technology. (2019). Living Wage Calculator. Retrieved from <http://livingwage.mit.edu/>

TABLE 2a: FTES Growth Aligned with District Strategic Plan

NORCO COLLEGE	2014	2015	2016	2017	2018 ³⁸	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
FTES RESIDENT	6387	6653	6968	7099	7099	7366	7587	7815	8049	8290	8539	8795	9059	9331	9611	9899	10196
FTES NONCREDIT	0	0	0	0	29	66	68	70	72	74	77	79	81	84	86	89	92
FTES NONRES ⁴⁰	112	122	95	137	120	120	124	130	136	143	150	158	166	174	183	192	201
FTES TOTAL	6499	6775	7063	7236	7248	7552	7779	8015	8258	8508	8766	9032	9306	9589	9880	10180	10489
HCOUNT RESIDENT ³⁹	13045	13337	13957	14624	14624	14732	15174	15630	16098	16580	17078	17590	18118	18662	19222	19798	20392
HCOUNT NONRES	55	61	47	67	58	60	62	65	68	72	75	79	83	87	91	96	101
HCOUNT NONCREDIT	0	0	0	0	60	132	136	140	145	149	153	158	163	168	173	178	183
HCOUNT TOTAL	13100	13398	14004	14691	14742	14924	15372	15835	16311	16800	17306	17827	18363	18916	19486	20072	20676
FTES RES PER HCOUNT	2.04	2.00	2.00	2.06	2.06	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
FTES CHANGE	197	276	288	173	12	304	227	236	243	250	258	266	274	283	291	300	309
HEADCOUNT CHANGE	31	292	620	667	0	110	444	459	471	485	502	516	532	548	564	581	599
FTES RES CHANGE %	3%	4%	5%	2%	0%	3.76%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
FTES NC CHANGE %	N/A	N/A	N/A	N/A	N/A	128%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
FTES NR CHANGE %	0%	9%	-22%	45%	-13%	3%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
FTES CHANGE %	3%	4%	4%	2%	0%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
POP (Thousands) ⁴¹	277	277	277	307	307	307	307	307	327	333	339	345	351	357	363	370	376
POP GROW	1.51%			4.45%			1.75%										
FTES/100 POP	2.30	2.40	2.51	2.31	2.31	2.40	2.47	2.55	2.46	2.49	2.52	2.55	2.58	2.61	2.65	2.68	2.71
PCT POP SRVD	4.7%	4.8%	5.0%	4.8%	4.8%	5%	4.9%	5.1%	4.9%	5.0%	5.0%	5.1%	5.2%	5.2%	5.3%	5.4%	5.4%
RES FTES CHNG	197	266	315	131	0	267	221	228	234	241	249	256	264	272	280	288	297
AVG RFTES ADD YEARLY	258																

³⁸ Approximately 266 FTES borrowed from 2018 to Maximize 2017

³⁹ Source Nonresident data: CCC Chancellor's Office Student Citizenship Status Summary Report. Note annual headcount based on Fall headcount plus 48.1 percent annualizer.

⁴⁰ FTES per resident calculation is used to estimate unduplicated headcount, which is based on projected FTES.

⁴¹ Source resident data: Census data for 2010, 2017, 2022 - all other years estimated or projected based on annual growth.

TABLE 2b: FTES Growth Needed to Adequately Serve Resident Area Based on Projected Growth.

NORCO COLLEGE	2014	2015	2016	2017	2018 ⁸⁸	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
FTES RESIDENT	6387	6653	6968	7099	7099	7366	7745	8144	8563	9004	9468	9956	10469	11008	11575	12171	12798
FTES NONCREDIT	0	0	0	0	29	66	70	73	77	81	85	89	94	99	104	109	115
FTES NONRES ⁹⁰	112	122	95	137	120	120	126	133	140	147	154	162	171	179	189	198	208
FTES TOTAL	6499	6775	7063	7236	7248	7552	7941	8350	8779	9232	9707	10208	10734	11286	11867	12479	13121
HCOUNT RESIDENT	13045	13337	13957	14624	14624	14732	15490	16288	17126	18008	18936	19912	20938	22016	23150	24342	25596
HCOUNT NONRES	55	61	47	67	58	60	63	66	70	73	77	81	85	90	94	99	104
HCOUNT NONCREDIT	0	0	0	0	60	132	139	146	154	162	170	179	188	198	208	219	230
HCOUNT TOTAL	13100	13398	14004	14691	14742	14924	15692	16501	17349	18243	19183	20172	21211	22303	23452	24660	25930
FTES RES PER HCOUNT	2.04	2.00	2.00	2.06	2.06	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
FTES CHANGE	197	276	288	173	12	304	389	409	430	452	476	500	526	553	581	611	643
HEADCOUNT CHANGE	31	292	620	667	0	110	761	801	841	886	932	980	1,030	1,082	1,139	1,197	1,259
FTES RES CHANGE %	N/A	4%	5%	2%	0%	3.76%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%
FTES NC CHANGE %	N/A	N/A	N/A	N/A	N/A	1.28%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%
FTES NR CHANGE %	0%	9%	-22%	45%	-13%	3%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%
FTES CHANGE %	3%	4%	4%	2%	0%	3%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%	5.15%
POP (Thousands) ⁴¹	277	277	277	307	307	307	307	307	327	333	339	345	351	357	363	370	376
POP GROW		1.51%					21.97%						1.75%				
FTES/100 POP	2.30	2.40	2.51	2.31	2.31	2.40	2.52	2.65	2.62	2.70	2.79	2.89	2.98	3.08	3.19	3.29	3.40
PCT POP SRVD	4.7%	4.8%	5.0%	4.8%	4.8%	5%	5.0%	5.3%	5.2%	5.4%	5.6%	5.8%	6.0%	6.2%	6.4%	6.6%	6.8%
RES FTES CHNG	197	266	315	131	0	267	379	399	419	441	464	488	513	539	567	596	627
AVG RFTES ADD YEARLY												475					
FT FACULTY	70	69	71	85	97	100	106	113	121	130	140	151	163	177	191	208	226
FT FAC CHANGE						3.0%	6.0%	7.0%	7.0%	7.0%	8.0%	8.0%	8.0%	8.0%	8.0%	9.0%	9.0%
PT FACULTY	197	217	217	215	234	241	248	258	269	279	288	296	305	314	324	330	337
PT FAC CHANGE						3.0%	3.0%	4.0%	4.0%	4.0%	3.0%	3.0%	3.0%	3.0%	3.0%	2.0%	2.0%
STAFF	109	116	119	140	145	149	155	162	168	176	185	194	204	216	229	243	258
STAFF CHANGE						3.0%	4.0%	4.0%	4.0%	5.0%	5.0%	5.0%	5.0%	6.0%	6.0%	6.0%	6.0%
CLASSIFIED PROF	N/A	N/A	N/A	N/A	0	5	5	5	6	6	6	7	7	7	8	8	9
STAFF CHANGE						3.0%	4.0%	4.0%	4.0%	5.0%	5.0%	5.0%	5.0%	6.0%	6.0%	6.0%	6.0%
MANAGER	14	14	13	17	19	20	20	21	22	23	24	25	27	28	30	32	34
MANAGER CHANGE YEARLY						3.0%	4.0%	4.0%	4.0%	5.0%	5.0%	5.0%	5.0%	6.0%	6.0%	6.0%	6.0%
AVG EMPL ADD YEARLY												29					
FTEE INCREASED TO YEARLY					348	358	373	388	403	423	445	467	490	519	551	584	619
FTEE CHANGE YEARLY						3.0%	4.0%	4.0%	4.0%	5.0%	5.0%	5.0%	5.0%	6.0%	6.0%	6.0%	6.0%
AVG FTEE ADD YEARLY												22					
ASF (Thousands) INCREASED TO YEARLY					169	169	171	174	191	211	232	255	280	308	339	373	402
ASF CHANGE YEARLY						0.0%	1.0%	2.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	7.9%
AVG ASF ADD YEARLY												19458					
GF FUNDING INCREASED TO YEARLY					40.8M	41.6M	43.7M	46.3M	49.1M	52.1M	55.1M	58.4M	61.9M	65.7M	69.6M	73.8M	77.5M
GF\$ CHANGE YEARLY						2.0%	5.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	5.0%
AVG GF\$ FUNDING NEEDED YEARLY												57.9M					

TABLE 2c: to Growth Needed to Adequately Serve Resident Area Based on Projected Growth

Blue highlighted cells indicate the various measures of RCC's service to its residents. The blue cells also indicated the year Norco College would reach the service levels commensurate with that of a fully built out comprehensive college such as RCC. The growth reflects the 5.15% annual FTES growth detailed in Table 2b.

NORCO COLLEGE	2014	2015	2016	2017	2018*	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
																		APPROX RCC 2018
RESIDENTS SERVED						4.8%	5.0%	5.3%	5.2%	5.4%	5.6%	5.8%	6.0%	6.2%	6.4%	6.6%	6.8%	6.8%
RES FTES PER FULL-TIME FAC HEADCOUNT						73.7	73.1	71.9	70.6	69.4	67.6	65.8	64.1	62.4	60.7	58.6	56.5	56.5
RES FTES PER PART-TIME FAC HEADCOUNT						30.6	31.2	31.5	31.9	32.2	32.9	33.6	34.3	35.0	35.8	36.9	38.0	38.0
GF\$ PER RESIDENT						135.5	142.3	150.8	149.9	156.2	162.7	169.5	176.6	183.9	191.6	199.6	206.0	206.0
ASF PER RESIDENT						0.55	0.56	0.57	0.58	0.63	0.68	0.74	0.80	0.86	0.93	1.01	1.07	1.07

TABLE 3: FTES Growth Projections Special Populations⁴²

The following table details potential annual growth among special populations. This is based on the 3% annual growth detailed in Table 2a.

STUDENT POP	HISTORICAL PERFORMANCE										NEAR-TERM PROJECTIONS										LONG-TERM PROJECTIONS																																					
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030																						
GEN STU POP	FTES	4592	4643	4165	3935	3568	3476	3530	3478	3426	3353	3312	3363	3412	3456	3498	3535	3565	3587	ONT	9653	9482	8349	7882	7350	7161	7271	7166	7058	6908	6822	6928	7028	7119	7205	7283	7344	7389	CHG		1%	-10%	-6%	-9%	0%	2%	-1%	-1%	-2%	-1%	0%	1%	1%	1%	1%	1%	1%	1%
	FTES	88	78	66	60	63	63	65	67	69	71	73	75	77	79	81	83	85	88	ONT	184	159	132	119	131	130	134	138	142	146	150	155	159	163	167	171	175	181	CHG		-11%	-15%	-9%	6%	0%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
	FTES	16	16	19	15	19	19	20	21	22	23	24	25	26	27	28	29	30	31	ONT	33	33	38	30	39	39	41	43	45	47	49	52	54	56	58	60	62	64	CHG		4%	16%	-22%	27%	0%	3%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%
DSPS (DRC)	FTES	201	171	203	196	193	212	223	230	237	244	251	259	267	275	283	291	300	309	ONT	422	349	407	393	397	437	459	474	488	503	517	534	550	567	583	599	618	637	CHG		-15%	19%	-3%	-2%	10%	5%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
	FTES	228	238	224	263	309	309	318	334	351	369	387	406	426	447	469	492	517	543	ONT	478	486	449	526	636	637	655	688	723	760	797	836	878	921	966	1014	1065	1119	CHG		5%	-6%	17%	17%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	FTES	644	745	1359	1696	2019	2019	2080	2184	2293	2408	2528	2579	2631	2684	2738	2793	2849	2906	ONT	1354	1522	2724	3396	4159	4159	4285	4499	4724	4961	5208	5313	5420	5529	5640	5754	5869	5986	CHG		16%	82%	25%	19%	0%	3%	5%	5%	5%	5%	2%	2%	2%	2%	2%	2%	2%	2%
FOSTER YOUTH	FTES	70	60	70	100	110	110	113	119	125	131	138	145	152	160	168	176	185	194	ONT	148	123	140	200	227	227	233	245	258	270	284	299	313	330	346	363	381	400	CHG		-14%	16%	43%	11%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	FTES	0	0	0	0	35	90	135	142	149	156	164	172	181	190	200	210	221	232	ONT	0	0	0	0	72	185	278	293	307	321	338	354	373	391	412	433	455	478	CHG		0%	0%	0%	0%	0%	50%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	FTES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	ONT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	CHG		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TABLE 3: FTES Growth Projections Special Populations (Continued)

STUDENT POPS	HISTORICAL PERFORMANCE							NEAR-TERM PROJECTIONS					LONG-TERM PROJECTIONS						
	2013	2014	2015	2016	2017	2018 ³⁸	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
MIDL COLL HS	FTES	126	170	204	250	249	249	299	329	345	362	380	399	419	440	462	485	509	534
	CNT	264	348	410	500	513	513	616	678	711	746	783	822	863	906	952	999	1049	1100
	CHG		35%	20%	22%	0%	0%	20%	10%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
MLTRY ACTIVE DUTY	FTES	19	19	8	15	15	15	15	16	17	18	19	20	21	22	23	24	25	26
	CNT	40	38	17	30	30	31	31	33	35	37	39	41	43	45	47	49	52	54
	CHG		-3%	-55%	77%	-3%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
PUENTE	FTES	24	13	38	28	31	31	32	34	36	38	40	42	44	46	48	50	53	56
	CNT	51	26	76	57	63	64	66	70	74	78	82	87	91	95	99	103	109	115
	CHG		-47%	199%	-26%	8%	0%	3%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
SPEC ADMIT HS ENRL	FTES	145	191	232	266	304	304	313	376	451	541	595	625	656	689	723	759	797	837
	CNT	305	389	464	533	627	626	645	775	929	1114	1226	1288	1351	1419	1489	1564	1642	1724
	CHG		31%	21%	15%	14%	0%	3%	20%	20%	20%	10%	5%	5%	5%	5%	5%	5%	5%
UMOJA ⁴³	FTES	0	0	0	0	1	15	30	32	34	36	38	40	42	44	46	48	50	53
	CNT	0	0	0	0	2	31	62	66	70	74	78	82	87	91	95	99	103	109
	CHG		0%	0%	0%	0%	0%	100%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
LGBTQ ⁴⁴	FTES	0	0	0	0	0	15	30	32	34	36	38	40	42	44	46	48	50	53
	CNT	0	0	0	0	0	31	62	66	70	74	78	82	87	91	95	99	103	109
	CHG		0%	0%	0%	0%	0%	100%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
VET	FTES	151	155	188	240	321	321	353	388	427	470	517	569	626	689	758	834	917	1009
	CNT	317	317	376	481	661	661	727	799	880	968	1065	1172	1290	1419	1561	1718	1889	2079
	CHG		3%	21%	28%	34%	0%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%

⁴² Source for Special Populations data: California Community Colleges Chancellor's Office Data Mart Special population student count Summary Report. FTES per resident calculation is used to estimate unduplicated headcount (CNT) based on number of projected FTES. Source Resident Data: Census data for 2010, 2017, 2022 -- all other years estimated or projected based on average annual growth.

⁴³ UMOJA data estimated due to error in MIS reporting as of 2018-2019.

⁴⁴ LGBTQ added to special populations MIS reporting as of 2018-2019. No data available at time of report.

TABLE 4: Degrees, Certificates, and Awards History

	2011	2012	2013	2014	2015	2016	2017
Associate in Arts for Transfer (A.A.-T) Degree Total	2	15	25	41	88	134	149
Change %		87 %	40 %	39 %	53 %	34 %	10 %
Fine and Applied Arts-10 Total			3	1	2	6	4
Art-1002			3	1	2	6	4
Foreign Language-11 Total			2	3	5	14	5
Spanish-1105			2	3	5	14	5
Humanities (Letters)-15 Total	1	3	9	11	26	27	39
English-1501				1	7	8	15
Philosophy-1509							3
Speech Communication-1506	1	3	9	10	19	19	21
Psychology-20 Total				2	29	46	52
Psychology, General-2001				2	29	46	52
Social Sciences-22 Total	1	12	11	24	26	41	49
Anthropology-2202				4	2	6	4
History-2205						3	13
Political Science-2207					4	7	9
Sociology-2208	1	12	11	20	20	25	23
Associate of Science (A.S.) degree Total	184	248	220	243	224	255	354
Change %		26 %	-13 %	9 %	-8 %	12 %	28 %
Architecture and Related Technologies-02 Total	6	8	6	1	2		1
Architecture and Architectural Technology-0201	6	8	6	1	2		1
Business and Management-05 Total	32	41	34	53	23	32	36
Accounting-0502	5	10	14	15	6	11	8
Business and Commerce, General-0501	6	6	7	13	2	4	11
Business Management-0506	10	11	3	10	6	7	5
Logistics and Materials Transportation-0510	6	9	8	10	6	9	10
Marketing and Distribution-0509	3	4	2	2	1	1	
Real Estate-0511	2	1		3	2		2
Engineering and Industrial Technologies-09 Total	17	24	20	25	30	25	45
Civil and Construction Management Tech-0957	5	4	4	3	6	2	4
Construction Crafts Technology-0952						1	
Drafting Technology-0953		6	4	3	6	4	7
Electro-Mechanical Technology-0935	2						
Electronics and Electric Technology-0934	1	2	3	1	7	4	7
Engineering Technology, General-0924	9	11	8	7	3	3	3
Engineering, General-0901				8	4	7	20
Manufacturing and Industrial Technology-0956		1	1	3	4	4	4
Family and Consumer Sciences-13 Total	4	12	5	6	7	12	13
Child Development/Early Care and Education-1305	4	12	5	6	7	12	13
Information Technology-07 Total	5	7	2	10	9	7	11
Computer Information Systems-0702	3	3	1	3	1		3
Computer Software Development-0707	2	4	1	7	8	7	8
Interdisciplinary Studies-49 Total	115	139	145	139	138	160	230
Biological and Physical Sciences (and Math)-4902	115	139	145	139	138	160	230
Media and Communications-06 Total	2	9	3	5	14	15	17
Digital Media-0614	2	9	3	5	14	15	17
Public and Protective Services-21 Total	3	8	5	4	1	4	1
Administration of Justice-2105	3	8	5	4	1	4	1

TABLE 4: Degrees, Certificates, and Awards History (Continued)

	2011	2012	2013	2014	2015	2016	2017
Associate of Arts (A.A.) degree Total	428	459	565	518	500	566	1,101
Change %		7 %	19 %	-9 %	-4 %	12 %	49 %
Education-08 Total	24	12	25	21	37	21	44
Physical Education-0835	24	12	25	21	37	21	44
Fine and Applied Arts-10 Total	1		3	2	3	2	4
Commercial Music-1005	1		3	2	3	2	4
Interdisciplinary Studies-49 Total	403	447	537	495	460	543	1,053
Humanities-4903	304	337	399	345	355	404	792
Liberal Arts and Sciences, General-4901	99	110	138	150	105	139	261
Certificate requiring 30 to < 60 semester units Total	90	105	117	116	80	126	103
Change %		14 %	10 %	-1 %	-45 %	37 %	-22 %
Business and Management-05 Total	22	40	45	48	33	39	36
Accounting-0502	6	9	16	17	8	15	9
Business and Commerce, General-0501	7	4	8	7	5	5	15
Business Management-0506	7	16	8	10	11	9	4
Logistics and Materials Transportation-0510		6	9	8	7	5	6
Marketing and Distribution-0509	1	4	3	3	1		
Real Estate-0511	1	1	1	3	1	5	2
Engineering and Industrial Technologies-09 Total	15	13	12	21	8	41	33
Civil and Construction Management Technology-0957	15	13	12	21	8	8	8
Construction Crafts Technology-0952						33	24
Electronics and Electric Technology-0934							
Manufacturing and Industrial Technology-0956							1
Family and Consumer Sciences-13 Total	8	16	9	8	9	14	14
Child Development/Early Care and Education-1305	8	16	9	8	9	14	14
Fine and Applied Arts-10 Total	1		1	1	2	4	1
Commercial Music-1005	1		1	1	2	4	1
Information Technology-07 Total	3	2	1	3	2	8	6
Computer Information Systems-0702	3	2	1	1	1	2	1
Computer Software Development-0707				2	1	6	5
Interdisciplinary Studies-49 Total	32	29	45	32	11	8	1
Liberal Arts and Sciences, General-4901	32	29	45	32	11	8	1
Media and Communications-06 Total	9	5	4	3	15	12	12
Digital Media-0614	9	5	4	3	15	12	12
Certificate requiring 18 to < 30 semester units Total	39	39	54	26	58	64	77
Change %		0 %	28 %	-108 %	55 %	9 %	17 %
Architecture and Related Technologies-02 Total	4	9	6		2		2
Architecture and Architectural Technology-0201	4	9	6		2		2
Business and Management-05 Total	17	9	8	7	7	1	17
Logistics and Materials Transportation-0510	17	9	8	7	7	1	17
Engineering and Industrial Technologies-09 Total	12	16	28	12	37	50	40
Construction Crafts Technology-0952						11	
Drafting Technology-0953	4	7	14	6	6	6	11
Electro-Mechanical Technology-0935							
Electronics and Electric Technology-0934		2	6	1	16	5	8
Engineering Technology, General-0924	8	6	5	3	1	1	1
Manufacturing and Industrial Technology-0956		1	3	2	14	27	20
Information Technology-07 Total	2	1	1	3	7	2	5
Computer Software Development-0707	2	1	1	3	7	2	5
Media and Communications-06 Total		1	7	2	4	8	12
Digital Media-0614		1	7	2	4	8	12
Public and Protective Services-21 Total	4	3	4	2	1	3	1
Administration of Justice-2105	4	3	4	2	1	3	1
Certificate requiring 12 to < 18 units Total						1	
Public and Protective Services-21 Total						1	
Administration of Justice-2105						1	

TABLE 4: Degrees, Certificates, and Awards History (Continued)

	2011	2012	2013	2014	2015	2016	2017
Certificate requiring 6 to < 18 semester units Total	265	167	161	129	132	165	274
Change %		-59 %	-4 %	-25 %	2 %	20 %	40 %
Architecture and Related Technologies-02 Total	32	11	16	5	9	9	12
Architecture and Architectural Technology-0201	32	11	16	5	9	9	12
Business and Management-05 Total		40	19	29	25	31	96
Accounting-0502				17	15	8	32
Real Estate-0511		40	19	12	10	23	64
Engineering and Industrial Technologies-09 Total	68	42	36	19	20	28	32
Drafting Technology-0953	58	39	33	15	15	19	23
Electronics and Electric Technology-0934	8	2	1				
Engineering, General-0901	1						
Manufacturing and Industrial Technology-0956	1	1	2	2	2	8	5
Other Engineering and Related Industrial Tech-0999				2	3	1	4
Family and Consumer Sciences-13 Total	133	51	82	66	70	84	121
Child Development/Early Care and Education-1305	133	51	82	66	70	84	121
Information Technology-07 Total	21	15	5	6	6	10	10
Computer Software Development-0707	14	11	2	4	6	10	10
Information Technology, General-0701	1	1					
Other Information Technology-0799	6	3	3				
World Wide Web Administration-0709				2			
Media and Communications-06 Total		2	1		1	3	1
Digital Media-0614		2	1		1	3	1
Public and Protective Services-21 Total	11	6	2	4	1		2
Administration of Justice-2105	11	6	2	4	1		2
Other Credit Award, < 6 semester units Total	2						
Architecture and Related Technologies-02 Total	2						
Architecture and Architectural Technology-0201	2						

Source: California Community Colleges Chancellor's Office Data Mart.

TABLE 5: Discipline FTES History

School of Arts & Humanities

SCHOOL	DEPT	DISC	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE	
School of Arts & Humanities	Arts, Hum, & World Languages	AML	6								-6	
		ART	144	137	121	131	132	146	148	151	7	
		DAN	18	13				6	8	8	7	-11
		FRE						6	18	23	19	19
		HUM	80	71	74	82	72	75	72	77	77	-4
		JPN	32	32	27	24	25	24	22	21	21	-12
		MIS	65	61	65	75	79	72	60	50	50	-15
		MUS	107	75	82	112	106	106	101	121	121	15
		PHI	107	99	97	104	102	97	102	91	91	-16
		PHO	6	5	3	4					4	-2
		SPA	140	120	138	142	156	155	137	157	157	17
	THE	80	66	70	68	62	67	61	68	68	-12	
	Communications	COM	153	123	144	160	168	177	195	224	224	72
		ENG	878	691	778	880	946	1016	1036	967	967	89
		ESL	53	48	45	41	44	57	53	65	65	12
		JOU	9	9	18	10	10	2			4	-5
		LIB	2	2	2	3	2	2	3	2	2	0
REA		90	76	67	76	85	81	66	38	38	-52	
School of Arts & Humanities Total			1970	1627	1731	1913	2000	2104	2089	2066	96	

School of Business & Management

SCHOOL	DEPT	DISC	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE	
School of Business & Management	Bus, Engineering, & Info Tech	ACC	107.1	95.49	87.67	94.16	92.84	88.8	86.17	95.96	-11.15	
		BUS	175	169	161	168	177	167	167	177	177	2
		MAG	33	36	41	30	30	24	20	18	18	-15
		MKT	24	13	12	10	6	6	5	4	4	-20
		RLE	61	50	49	49	51	49	48	52	52	-8
		WXX				3	4	3	7	7	7	7
School of Business & Management			400	363	350	355	361	338	334	354	-46	

School of Science, Technology, Engineering & Mathematics

SCHOOL	DEPT	DISC	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE	
School of Science, Technology, Engineering & Mathematics	Bus, Engineering, & Info Tech	ARE	33.96	37.29	22.5	20.66	9.4	11.27	6.2	5.38	-28.58	
		CAT	27	12			4	9	13	14	14	-13
		CIS	281	189	188	205	208	198	201	229	229	-52
		CON	55	43	42	45	43	35	38	43	43	-12
		CSC	11	11		5	5	4	4	1	1	-10
		ELE	35	36	30	33	22	39	84	79	79	44
		ENE	155	169	137	148	126	125	101	108	108	-47
		GAM		46	81	111	120	135	109	121	121	121
		MAN	29	29	24	18	24	34	36	37	37	7
		SCT		2	3		0	0		0	0	0
	Math & Sciences	BIO	366	276	282	318	331	363	399	429	429	63
		CHE	132	129	96	144	169	188	239	255	255	123
		GEG	99	83	91	87	103	115	120	132	132	32
		HES	231	221	200	182	162	150	141	123	123	-108
		KIN	231	228	223	221	208	213	214	192	192	-39
		MAT	1366	1177	1125	1178	1219	1297	1361	1300	1300	-66
		MIC	53	33	30	23	28	27	40	43	43	-10
		PHS	16	20	19	16	14	13	17	12	12	-4
		PHY	31	28	32	31	36	36	50	63	63	32
		School of Science, Technology, Engineering & Mathematics			3153	2769	2625	2786	2831	2994	3173	3187

School of Social & Behavioral Sciences

SCHOOL	DEPT	DISC	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE
School of Social & Behavioral Sciences	Social & Behavioral Sciences	ADJ	36	29			13	25	26	37	0
		ANT	162	174	180	181	165	154	162	154	-8
		EAR	92	90	86	100	99	101	119	127	34
		ECO	74	84	75	77	75	74	74	68	-6
		GUI	52	49	45	58	57	69	70	89	37
		HIS	209	178	176	174	184	200	235	248	40
		ILA	5	3	1	1	1	1	1	3	-3
		POL	164	157	140	141	146	153	175	177	14
		PSY	267	231	204	230	233	233	264	291	25
SOC	169	173	153	177	172	172	176	166	-3		
School of Social & Behavioral Sciences Total			1231	1168	1059	1138	1145	1181	1302	1360	130

	2010	2011	2012	2013	2014	2015	2016	2017	CHANGE
Grand Total	6754	5927	5765	6192	6338	6617	6898	6967	213
Percentage Change		-12.2%	-2.7%	7.4%	2.4%	4.4%	4.2%	1.0%	3.1%



TABLE 6: FTES Projections for Current and Projected Programs (by TOP Code)

TOP CODE	PROJECTED GROWTH BY TOP CODE										NEAR-TERM PROJECTIONS										LONG-TERM PROJECTIONS									
	HISTORICAL					CHG	NEAR-TERM PROJECTIONS					LONG-TERM PROJECTIONS					NEAR-TERM PROJECTIONS					LONG-TERM PROJECTIONS								
	2013	2014	2015	2016	2017		2018 ¹	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030											
6190	6381	6635	6944	7229		7428	8175	8370	8579	8793	9013	9239	9471	9708	9952	10202	10459													
*Agriculture and Natural Resources-01 Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
*Agriculture Technology and Sciences, General-0101 Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
*Animal Science-0102 Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
Architecture and Related Technologies-02 Total	21	9	11	6	5	6	6	6	6	6	6	6	7	7	7	7	7													
Architecture and Architectural Technology-0201	18	3	9	2	4	4	4	4	4	4	4	4	4	4	4	4	5													
Other Architecture and Environmental Design-0299	3	6	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2													
Biological Sciences-04 Total	335	352	383	432	465	479	493	508	523	538	554	570	604	622	640	659	679													
Anatomy and Physiology-0410	123	139	162	167	173	178	184	189	195	201	207	213	226	233	240	247	254													
Biology, General-0401	171	168	169	204	224	231	238	245	252	260	268	276	292	301	310	319	329													
Botany, General-0402	7	6	11	5	9	10	10	10	10	10	11	11	11	11	12	12	12													
Microbiology-0403	23	28	27	39	42	43	44	46	47	49	50	51	53	55	56	58	61													
Natural History-0408	11	12	10	13	11	11	11	12	12	12	12	12	13	13	13	14	14													
Zoology, General-0407	0	0	5	6	6	6	6	6	7	7	7	7	7	7	7	8	8													
Business and Management-05 Total	380	391	366	364	387	395	403	411	420	428	437	446	455	464	474	484	504													
Accounting-0502	103	101	94	93	103	105	107	109	112	114	116	118	121	123	126	128	133													
Business Administration-0505	67	69	61	69	79	81	84	86	89	92	94	97	100	103	106	109	116													
Business and Commerce, General-0501	55	53	54	55	59	60	61	62	63	65	66	67	69	70	71	73	76													
Business Management-0506	58	63	53	43	37	38	39	40	41	42	42	42	43	44	45	46	47													
Logistics and Materials Transportation-0510	34	36	33	33	34	34	35	36	37	37	38	39	40	40	41	42	44													
Marketing and Distribution-0509	8	6	7	5	5	5	5	5	5	5	5	5	5	5	6	6	6													
Office Technology/Office Computer Applications-0514	0	5	10	13	14	15	15	15	15	15	15	15	16	16	16	16	16													
Real Estate-0511	54	57	54	53	57	58	58	59	59	60	61	61	62	62	63	64	65													
Education-08 Total	398	357	350	336	300	306	312	319	325	331	338	345	352	359	366	373	388													
Educational Aide (Teacher Assistant)-0802	1	1	1	1	3	3	3	3	3	3	3	3	3	3	3	4	4													
Health Education-0837	179	159	148	139	122	125	127	130	132	135	138	141	143	146	149	152	158													
Physical Education-0835	218	197	202	195	175	178	182	186	189	193	197	201	205	209	213	218	226													
Engineering and Industrial Technologies-09 Total	240	212	234	257	441	451	486	497	509	520	532	544	557	570	583	596	624													
Civil and Construction Management Technology-0957	29	27	22	24	31	32	32	33	33	34	35	36	36	37	38	38	40													
Construction Crafts Technology-0952	15	16	13	14	196	200	204	208	212	216	221	225	230	234	239	244	253													
Drafting Technology-0953	93	84	80	66	62	64	65	66	67	69	70	72	73	75	76	78	81													
Electronics and Electric Technology-0954	32	21	40	83	68	70	72	74	77	79	81	84	86	89	92	94	100													
Engineering Technology, General-0924	53	40	45	34	45	46	47	49	50	52	53	55	57	58	60	62	66													
Instrumentation Technology-0943	0	0	0	0	1	1	1	1	1	1	1	1	2	2	2	2	2													
Manufacturing and Industrial Technology-0956	18	24	35	35	37	38	39	40	42	43	44	46	47	48	50	51	54													
*Laser and Optical Technology-093480	0	0	0	0	0	0	25	25	26	26	26	26	27	27	27	27	28													
*Environmental Sciences and Technologies-03 Total	0	0	0	0	0	0	15	15	16	16	17	17	18	18	19	20	21													
*Environmental Sciences and Technologies, Other-0399 Total	0	0	0	0	0	0	15	15	16	16	17	17	18	18	19	20	21													

TABLE 6: FTES Projections for Current and Projected Programs (by TOP Code – Continued)

PROJECTED GROWTH BY TOP CODE	HISTORICAL							NEAR-TERM PROJECTIONS							LONG-TERM PROJECTIONS						
	2013	2014	2015	2016	2017	CHG	2018 ¹	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030		
Family and Consumer Sciences-13 Total	98	97	102	119	127		131	135	139	143	148	152	157	161	166	171	176	182	187		
Child Development/Early Care and Education-1305	98	97	102	119	127	3%	131	135	139	143	148	152	157	161	166	171	176	182	187		
Fine and Applied Arts-10 Total	375	385	400	380	404		412	421	459	469	478	488	498	508	519	530	541	552	563		
Applied Photography-1012	4	0	0	0	4	2%	4	4	4	4	4	4	4	4	5	5	5	5	5		
Art-1002	130	132	145	150	152	2%	155	158	162	165	168	171	175	178	182	186	189	193	197		
Commercial Music-1005	59	78	71	57	50	2%	51	52	53	54	55	56	57	58	59	61	62	63	64		
Dance-1008	6	6	8	8	7	2%	7	7	8	8	8	8	8	9	9	9	9	9	9		
Dramatic Arts-1007	69	63	71	62	70	2%	71	73	74	76	77	79	80	82	84	85	87	89	90		
Music-1004	113	106	106	102	121	2%	124	126	129	131	134	137	140	142	145	148	151	154	157		
*Applied Design-1009	0	0	0	0	0	3%	0	0	15	15	16	16	17	17	18	18	19	20	20		
*Commercial Art-1013	0	0	0	0	0	3%	0	0	15	15	16	16	17	17	18	18	19	20	20		
Foreign Language-11 Total	142	179	177	159	178		202	266	272	278	284	290	296	303	309	316	323	330	337		
French-1102	0	6	18	24	19	3%	20	20	21	22	22	23	24	24	25	26	27	27	28		
Japanese-1108	22	25	24	22	21	3%	21	22	23	23	24	25	26	26	27	28	29	30	31		
Spanish-1105	120	154	153	137	157	2%	161	164	167	170	174	177	181	184	188	192	196	200	204		
Latin-1109 Total	0	0	0	0	0	2%	0	20	20	21	21	22	22	23	23	23	24	24	25		
Korean-1117/30	0	0	0	0	0	2%	0	20	20	21	21	22	22	23	23	23	24	24	25		
Arabic-1112 Total	0	0	0	0	0	2%	0	20	20	21	21	22	22	23	23	23	24	24	25		
Health-12 Total	7	7	10	14	13		14	14	104	106	109	111	113	115	117	120	122	125	127		
*Athletic Training and Sports Medicine-1228	0	0	0	0	0	2%	0	0	15	15	16	16	16	17	17	17	18	18	18		
*Diagnostic Medical Sonography-1227	0	0	0	0	0	2%	0	0	15	15	16	16	16	17	17	17	18	18	18		
Kinesiology-1270	7	7	10	14	13	2%	14	14	14	15	15	15	15	16	16	16	17	17	17		
*Medical Laboratory Technology-1205	0	0	0	0	0	2%	0	0	15	15	16	16	16	17	17	17	18	18	18		
*Physical Therapy/Assistant-1222 Total	0	0	0	0	0	2%	0	0	15	15	16	16	16	17	17	17	18	18	18		
*Respiratory Care/Therapy-1210	0	0	0	0	0	2%	0	0	15	15	16	16	16	17	17	17	18	18	18		
*Surgical Technician-1217	0	0	0	0	0	2%	0	0	15	15	16	16	16	17	17	17	18	18	18		
Humanities (Letters)-15 Total	1,299	1,368	1,442	1,471	1,404		1,445	1,493	1,536	1,581	1,627	1,674	1,723	1,773	1,824	1,877	1,932	1,988	2,046		
Classes-1504	0	0	0	0	0	1%	0	6	6	6	6	6	6	6	6	6	7	7	7		
Comparative Literature-1503	11	13	10	14	15	1%	15	15	16	16	16	16	16	16	17	17	17	17	17		
Creative Writing-1507			5	2	3	2%	3	3	3	3	3	4	4	4	4	4	4	4	4		
English-1501	942	1,011	1,076	1,086	994	3%	1,024	1,055	1,086	1,119	1,152	1,187	1,222	1,259	1,297	1,336	1,376	1,417	1,460		
Other Humanities-1599	6	10	17	12	22	3%	23	23	24	25	26	26	27	28	29	30	31	32	33		
Philosophy-1509	107	105	97	103	92	3%	95	98	101	104	107	110	113	117	120	124	128	132	135		
Religious Studies-1510	73	61	58	59	53	1%	54	54	55	55	56	56	57	58	58	59	59	60	60		
Speech Communication-1506	159	168	178	195	225	3%	231	238	246	253	260	268	276	285	293	302	311	320	330		

TABLE 6: FTES Projections for Current and Projected Programs (by TOP Code – Continued)

PROJECTED GROWTH BY TOP CODE	HISTORICAL							NEAR-TERM PROJECTIONS							LONG-TERM PROJECTIONS						
	2013	2014	2015	2016	2017	CHG	2018 ¹	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030		
Information Technology-07 Total	201	212	205	210	238		245	281	290	299	308	317	326	336	346	357	367	378	390		
Computer Information Systems-0702	114	115	104	107	119	3%	123	127	130	134	138	143	147	151	156	160	165	170	175		
Computer Science (Transfer)-0706	5	5	4	4	1	3%	1	15	15	16	16	17	17	18	18	19	20	20	21		
Computer Software Development-0707	82	92	96	99	118	3%	121	125	129	132	136	141	145	149	154	158	163	168	173		
Information Technology, General-0701	0	0	0	1	0	3%	0	15	15	16	16	17	17	18	18	19	20	20	21		
Interdisciplinary Studies-49 Total	121	134	154	179	204		208	213	218	222	227	232	238	243	248	254	260	266	272		
General Studies-4930	102	105	130	127	156	2%	159	163	166	169	173	176	180	183	187	191	194	198	202		
General Work Experience-4932	19	29	24	51	47	3%	49	50	52	53	55	56	58	60	62	63	65	67	69		
Library Science-16 Total	3	2	2	4	3		3	3	3	3	3	3	3	3	3	3	3	3	3		
Library Science, General-1601						1%															
Mathematics-17 Total	1,189	1,229	1,306	1,369	1,319		1,346	1,372	1,400	1,428	1,456	1,486	1,515	1,546	1,576	1,608	1,640	1,673	1,706		
Mathematics, General-1701	1,189	1,229	1,306	1,369	1,319	2%	1,346	1,372	1,400	1,428	1,456	1,486	1,515	1,546	1,576	1,608	1,640	1,673	1,706		
Media and Communications-06 Total	132	138	139	115	127		131	135	154	159	163	168	173	178	184	189	195	201	207		
Digital Media-061400 (Gaming)	123	128	136	115	124	3%	127	131	135	139	143	148	152	157	161	166	171	176	182		
Journalism-0602	9	10	2	0	4	2%	4	4	4	4	4	4	4	4	4	4	5	5	5		
*Animation-061440	0	0	0	0	0	3%	0	0	15	15	16	16	17	17	18	18	19	20	20		
Physical Sciences-19 Total	188	216	234	301	325		334	343	353	362	373	383	394	405	416	427	439	452	464		
Chemistry, General-1905	142	166	185	234	251	3%	258	266	274	282	291	299	308	317	327	337	347	357	368		
Physical Sciences, General-1901	16	14	13	17	12	2%	12	13	13	13	13	14	14	14	14	15	15	15	16		
Physics, General-1902	30	35	35	50	62	2%	64	65	66	67	69	70	72	73	74	76	77	79	81		
*Geology-1914 Total	0	0	0	0	0	3%	0	0	20	21	21	22	23	23	24	25	25	26	27		
Psychology-20 Total	228	233	234	263	296		305	314	323	333	343	353	364	375	386	397	409	422	434		
Psychology, General-2001	228	233	234	263	296	3%	305	314	323	333	343	353	364	375	386	397	409	422	434		
Public and Protective Services-21 Total	0	13	24	26	42		43	45	46	47	49	50	52	53	55	57	58	60	62		
Administration of Justice-2105	0	13	24	26	42	3%	43	45	46	47	49	50	52	53	55	57	58	60	62		
*Alcohol and Controlled Substances-210440	0	0	0	0	0	3%	0	0	20	21	21	22	23	23	24	25	25	26	27		
Social Sciences-22 Total	833	846	862	941	948		972	997	1,042	1,069	1,096	1,124	1,152	1,182	1,212	1,243	1,274	1,307	1,341		
Anthropology-2202	179	164	154	163	157	2%	161	164	167	170	174	177	181	184	188	192	196	200	204		
Economics-2204	77	75	73	74	68	3%	70	72	75	77	79	81	84	86	89	92	94	97	100		
Geography-2206	86	102	113	118	130	2%	132	135	138	140	143	146	149	152	155	158	161	165	168		
History-2205	175	184	199	234	250	3%	257	265	273	281	289	298	307	316	326	335	345	356	366		
Political Science-2207	140	151	154	177	178	3%	184	189	195	201	207	213	220	226	233	240	247	254	262		
Sociology-2208 Total	175	171	169	175	165	2%	168	172	175	179	182	186	190	193	197	201	205	209	214		
*Social Justice Studies-2201 Total	0	0	0	0	0	3%	0	0	20	21	21	22	23	23	24	25	25	26	27		

California Community Colleges Chancellor's Office Full Time Equivalent Student (FTES) Summary Report

TABLE: 7: Potential FTES Growth by New Programs

The following table summarizes the potential programs by FTES growth at the College.

CAREER TECHNICAL EDUCATION PROGRAMS

PROJECTED GROWTH BY TOP CODE	CHG	NEAR-TERM PROJECTIONS						LONG-TERM PROJECTIONS							
		2018 ¹	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
TOP CODE		0	2059	2316	2315	2324	2333	2342	2351	2361	2370	2380	2390	2401	
*Agriculture Technology and Sciences, General-0101 Total	3%	0	0	30	22	23	24	25	26	27	28	29	30	31	
*Animal Science-0102 Total	3%	0	0	30	31	32	33	34	35	36	37	38	39	40	
*Laser and Optical Technology-093480	1%	0	25	25	26	26	26	26	27	27	27	27	28	28	
*Environmental Sciences and Technologies, Other-0399 Total	3%	0	15	15	16	16	17	17	18	18	19	20	20	21	
*Applied Design-1009	3%	0	0	15	15	16	16	17	17	18	18	19	20	20	
*Commercial Art-1013	3%	0	0	15	15	16	16	17	17	18	18	19	20	20	
*Athletic Training and Sports Medicine-1228	2%	0	0	15	15	16	16	16	17	17	17	18	18	18	
*Diagnostic Medical Sonography-1227	2%	0	0	15	15	16	16	16	17	17	17	18	18	18	
*Medical Laboratory Technology-1205	2%	0	0	15	15	16	16	16	17	17	17	18	18	18	
*Physical Therapy Assistant-1222 Total	2%	0	0	15	15	16	16	16	17	17	17	18	18	18	
*Respiratory Care/Therapy-1210	2%	0	0	15	15	16	16	16	17	17	17	18	18	18	
*Surgical Technician-1217	2%	0	0	15	15	16	16	16	17	17	17	18	18	18	
*Animation-061440	3%	0	0	15	15	16	16	17	17	18	18	19	20	20	
*Alcohol and Controlled Substances-210440	3%	0	0	20	21	21	22	23	23	24	25	25	26	27	

NON-CAREER TECHNICAL EDUCATION PROGRAMS

PROJECTED GROWTH BY TOP CODE	CHG	NEAR-TERM PROJECTIONS						LONG-TERM PROJECTIONS							
		2018 ¹	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
*Geology-1914 Total	3%	0	0	20	21	21	22	23	23	24	25	25	26	27	
*Social Justice Studies-2201 Total	3%	0	0	20	21	21	22	23	23	24	25	25	26	27	

California Community Colleges Chancellor's Office Full Time Equivalent Student (FTES) Summary Report

2030 Educational Master Plan - Summary of Changes

The changes presented for the college's review and consideration can be summarized around four guiding principles; feedback from District Strategic Planning Council, ensuring alignment with the approved Facilities Master Plan, re-locating non-measurable objectives, and to demonstrate a clear alignment with the District Strategic Plan by matching metric reporting. The summary below provides an overview of the changes by chapter with the attached track changes document available for a more detailed review. Instructions for enabling the track changes view are also attached.

Please provide your questions and feedback to Denise Terrazas via email by Friday, October 4.

EMP Approval Timeline		EMP Presentations	
October 2	ISPC – Information Item	October 2	Norco 9
October 16	ISPC – 1st Read	October 7	Academic Senate
November 6	ISPC - Vote	October 8	Business and Facilities Planning Council
November 7	Committee of the Whole – Vote	October 9	Management Team
November 22	District Strategic Planning Council	October 11	Academic Planning Council
December 3	Board Committee	October 18	Associated Students Norco College
December 10	Board of Trustees Approval	October 23	Student Services Planning Council

Cover Sheet, Table of Contents

- Update revision date and page numbers

Chapter 1: Introduction

- Move Chapter 5 Mission, Vision, and Core Commitments to the top of the document which is now Chapter 2
- Combine Goals 5 and 7 to for clarity and alignment
- Reordering of Goal numbers to reflect the combining of goals
- Changes to Mission, Vision, and Values to reflect ISPC recommendations
- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers
- Updated 'actions taken' table to include the EMP revision vetting process
- Removed and replaced 'participatory governance' for 'college governance' or 'governance' depending on context

Chapter 2: Mission, Vision, Core Commitments

- Inserted Chapter on Mission, Vision, Core Commitments

Chapter 3: Student Transformation (Strategic Development 1)

- Formatting updates
- Inserted language under Vision for Strategic Direction #1: Student Transformation and moved the information from the middle of the chapter to the top
- Combined and reorganized Completion Initiative major activities to remove duplication and provide clarity.
- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers

Chapter 4: Regional Transformation (Strategic Direction 2)

- Inserted language under Vision of Strategic Direction #2: Regional Transformation and moved the information from the middle of the chapter to the top
- Moved Table 1 to Appendix
- Removed reference to OSCA
- Added “foster online offerings across all disciplines and courses” under the reference to trainings and resources afforded to faculty
- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers

Chapter 5: College Transformation (Strategic Direction 3)

- Removed language on construction methods
- Moved Tables 2-7 to Appendix
- Alphabetized content under categories of programs for growing into a more comprehensive college
- Removed South Corona/Temescal Valley Campus with High School from list of facilities and structures formally or informally discussed
- Removed distinction of Veterans, Foster Care, International Housing for Students from list of facilities and structures formally or informally discussed
- Removed paragraph on construction methods
- Comments for updates on budget numbers
- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers

Chapter 6: 5-Year Strategic Planning Goals (2019-2024)

- Re-located non-measurable objectives to the Strategic Plan
- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers

Chapter 7: Planning Integration

- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers

Chapter 8: Assessment, Tracking, and Reporting

- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers

Chapter 9: Deliberation Process

- Wordsmithing, spelling out of acronyms, grammar corrections, formatting, and reordering of numbers
- Updated deliberations process table to include the EMP revision vetting process
- Added Summary of Changes

Chapter 10: College History

- No changes

