



College Council

Meeting Minutes for April 4, 2024

12:50 pm to 1:50 pm

Location: CSS*217

Council Members Present

Ms. Natalie Aceves, Dr. Hayley Ashby, Ms. Azadeh Iglesias, Ms. Ashlee Johnson, Mr. Daren Koch, Mr. Jethro Midgett, Mr. Dan Reade, Dr. Kaneesha Tarrant, Ms. Leona Vassale, and Ms. Patty Worsham

Ex-officio Members:

Dr. Monica Green (Administrator), Dr. Virgil Lee (Faculty), Vacant (CPROS), Vacant (ASNC Rep)

Council Members Not Present:

Ms. Kimberly Bell, Dr. Michael Collins, Dr. Carol Farrar, Ms. Janet Frewing, Ms. Vivian Harris, Dr. Tenisha James and Ms. Aneesa Kashif,

Guest(s):

Dr. Monica Green, Dr. Virgil Lee, Ms. Daniela McC Carson, Ms. Caitlin Busso and Mr. Haroun Ahmad (ASNC)

Recorder:

Ms. Desiree Wagner

Quorum: # 10

Subject to Brown Act: No

1. Call to Order

- 12:54 pm

2. Action Items

2.1 Approval of Agenda

- MSC (Ms. Natalie Aceves / Mr. Jethro Midgett)
- Approved by consensus.

2.2 Approval of [Meeting Minutes from March 14, 2024](#)

- MSC (Ms. Azadeh Iglesias / Mr. Jethro Midgett)
- Approved by consensus.

2.3 [SEM Plan \(First Read\)](#)

- MSC (Mr. Dan Reade / Ms. Patty Worsham)
- The council reviewed the SEM plan. Suggestion to note make a note in the plan; As the Colleges goals and objectives update over time, the plan is also updated.

- The item will come back to the Council in May for final approval.
- Approved by consensus.

3. Discussion Items

3.0 KPI Presentation

- College Council reviewed the presentation on KPIs 8-15.
 - KPI 8: Reduce the equity gap for African American students by 40%.
 - KPI 9: Reduce the equity gap for Latinx students by 40%.
 - KPI 10: reduce the equity gap for men of color students by 40%.
 - KPI 11: reduce the equity gap for LGBTQ+ students by 40%.
 - KPI 12: reduce the equity gap for foster youth students by 40%.
 - KPI 13: Increase the median annual earnings of all students.
 - KPI 14: Increase percent of CTE students employed in their field of study by 3% annually.
 - KPI 15: Increase percent of all students who attain a livable wage by 5% annually.

3.1 Student Spotlight (Academic Council)

- Ms. Patty provided an overview from Academic Council, Student Spotlight. Norco College addresses one priority within the HOTEPA Equity Audit by intentionally connecting with students within Schools through the “Student Spotlight”. The Academic Council established a process for spotlighting students at Norco College who go above and beyond. This recognition process will begin Spring 2024. Students can be nominated only once within their enrollment status at Norco College. The faculty nominating a student will submit a brief statement outlining why their student nominee should be “in the Student Spotlight”. Schools should ensure two student spotlights each year. This will be a faculty driven process to identify students who display excellence.
- They would like to have a 30 second video of each of the students displayed on the college social media, digitized across campus on tv’s or poster boards and possibly have light post banners down Palm Pathway spotlighting the selected students for one year.
 - The council recommended bringing this item to the Resources Council for approval and funding.

4. Information Items

4.1 Survey of Effectiveness due April 5, 2024

- Ms. Leona Vassale provided a reminder to the Council members.

5. Good of the Order

5.1 DSPC Update

- No update provided.

6. Future Agenda Topics

7. Adjournment

- 1: 51 pm

Next Meeting

Date: May 9, 2024

Time: 12:50pm to 1:50 pm

Location: CSS*217

Spring 2024 Meeting Schedule of College Council	Agenda Item Request Deadline
March 14, 2024, from 12:50-1:50 PM	5 PM on Thursday, March 7, 2024
April 4, 2024, from 12:50-1:50 PM (Date shift due to Spring Break)	5 PM on Thursday, March 28, 2024
May 9, 2024, from 12:50-1:50 PM	5 PM on Thursday, May 2, 2024

Strategic Enrollment Management Plan
2024-2027

Norco College

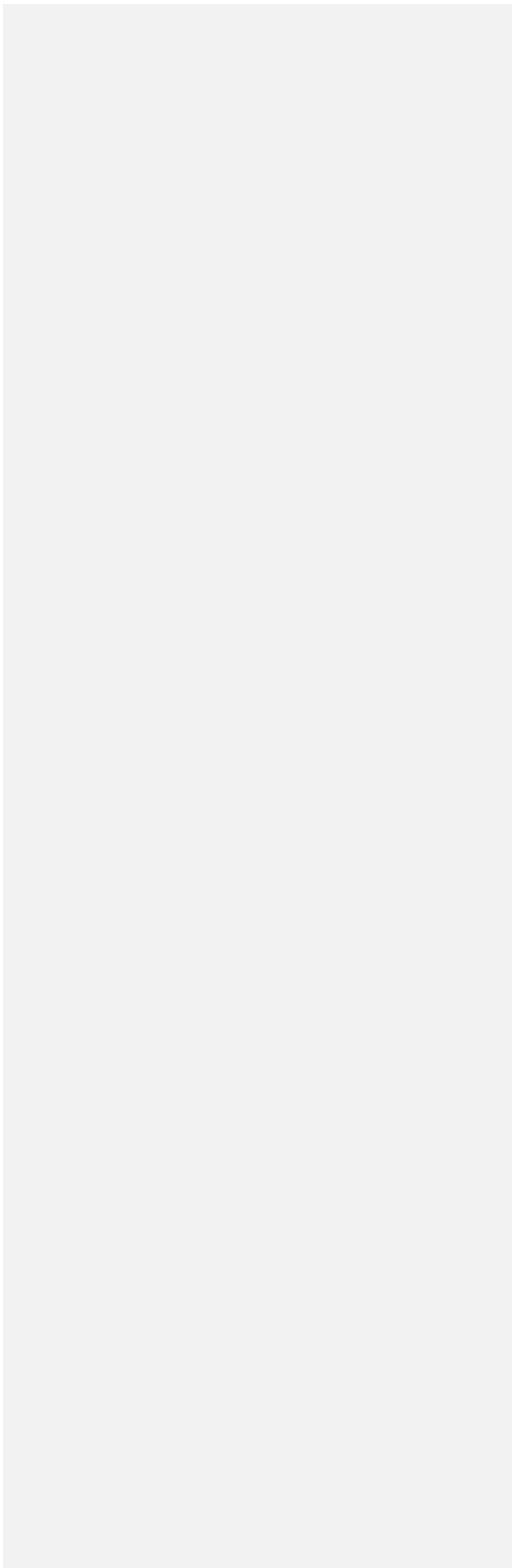


Table of Contents

Chapter 1 Introduction	3
Chapter 2: Norco College Mission & Values	5
Chapter 3: Norco College SEM Goals	6
Chapter 4: Enrollment Targets & Schedule Development & SEM Calendar	13
Chapter 5: Strategic Enrollment Management Workgroup	17
Chapter 6: Implementation and Assessment of SEM plan	18
Appendix A: Plans and framing documents that inform the College SEM Plan	19
Appendix A.01: Norco College 2030 Educational Master Plan	19
Appendix A.02: Riverside Community College District Strategic Plan 2019-2024	20
Appendix A.03: Vision 2030: A Roadmap for California Community Colleges	23
Appendix A.04: The Loss / Momentum Framework	24
Appendix A.05: Guided Pathways Framework Essential Practices	25
Appendix A.06: Norco College Student Equity Plan	27
Appendix A.07: Student Centered Funding Formula (SCFF)	28
Appendix A.08: ACCJC 2024 Accreditation Standards alignment to SEM	29
Appendix A.09: RCCD Adult Education & Noncredit 2022 – 2027	31
Appendix A.10: RCCD Emergency Conditions Recovery Plan	32
Appendix B: Schedule Development Guidelines & Target Monitoring	33
Appendix B.01: Schedule Development Guidelines	33
Appendix B.02: Target Monitoring	35
Appendix C: Data Review	36
Appendix C.01: Student Headcount & Demographics	36
Appendix C.02: Full-time Equivalent Students (FTES) and Productivity Collegewide FTES	40
Appendix C.03: Supplemental Allocation Data	41
Appendix C.04: Student Achievement and Success	42
Appendix C.05: Student Surveys / Focus Groups / Other Data Sources	43
Appendix C.06: Community Data	46
Appendix C.07: Career Education Data	49

Chapter 1 Introduction

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

Strategic Enrollment Management Purpose

~~SEM is a college-wide responsibility, and its success depends on all areas of the college working collaboratively to establish goals and strategies that align not only with Norco College's mission, vision, and Educational Master Plan, but also with Riverside Community College District plans, California Community College Chancellor's Office plans, and other framing documents. This Plan will be used to inform decision making regarding enrollment management in alignment with the aforementioned plans and framing documents. This Plan adheres to guiding principles and focuses on the holistic student journey during both times of enrollment growth and enrollment contraction.~~

Commented [CF1]: Contraction added in chapter

Strategic Enrollment Management (SEM) is a holistic approach and process designed to enable the fulfillment of an institution's mission and its students' educational goals¹. SEM directly supports the California Community Colleges Chancellor's Office Vision 2030 and its goals of equity in success, equity in access, and equity in support. In addition, SEM focuses on all aspects of the student experience, thereby aligning with the four pillars of Guided Pathways, Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning. Finally, with its attention to financial stewardship in the service of students, SEM supports colleges by ensuring adequate resources to improve equitable access and student outcomes through the Student Centered Funding Formula.

~~SEM is a college-wide responsibility, and its success depends on all areas of the college working collaboratively to establish goals and strategies that align not only with Norco College's mission, vision, and Educational Master Plan, but also with Riverside Community College District plans, California Community College Chancellor's Office plans, and other framing documents. This Plan guides adherence to guiding principles and a focus on the holistic student and their educational journey during both times of enrollment growth and enrollment contraction.~~

Commented [CF2]: Contraction added in chapter

Background

Norco College experienced a loss of 22% in fall-term student headcount from 2019 to 2022². While the college establishes annual enrollment targets, works to produce an effective and efficient schedule of classes, has dedicated individuals and teams responsible for counseling and advising, admission and registration, tutoring and academic support, and other aspects of the student experience; there is no single campus entity clearly responsible for the coordination and strategic management of these efforts. As the college emerges from the pandemic, it is critical to create a strategic enrollment management plan that connects our guided pathways work and enrollment strategies under one body that engages the entire college community and focuses these efforts. This renewed structure for Strategic Enrollment Management at the college requires a shift from emphasizing recruitment and enrollment of students and refocusing on the holistic student journey.

In Fall 2022, the President of Norco College charged the Interim Vice President of Academic Affairs and the Vice President of Student Services to create a renewed structure for Enrollment Management as a college-wide effort. The Pathway and Enrollment Management Workgroup³, chartered through the College Council, was charged with developing a Strategic Enrollment Plan focused on the entire student journey and recommending a structure that makes enrollment management a college-wide responsibility.

¹ Hasson, C. (n.d.). *A Roadmap for Strategic Enrollment Management Planning*. Retrieved February 21, 2024, from https://vrccdn.cccco.edu/vrccdnpublic/sem%20resource%20guide/semroadmapplanning_spring2019.pdf

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

³ This group has since been renamed the "Strategic Enrollment Management Workgroup".

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

The first SEM Academy Institute took place in Irvine, CA on June 1, 2023, and the Norco College team developed a logic model for our goal of developing a Strategic Enrollment Management Plan.

Goal

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

Outcomes

This Strategic Enrollment Management Plan strives for the following outcomes.

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

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

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

Guiding Principles

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

- The college makes data-informed decisions.

- SEM strategies align to the Student Centered Funding Formula
- Adopt Completion by Design [Loss/Momentum Framework](#)
- Integrate with existing college and district plans.

Chapter 2: Norco College Mission & Values

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

Mission

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

Vision

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

Core Commitments

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

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

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

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

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

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

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

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

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

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

Innovation - Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to

students and to the community.

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

Chapter 3: Norco College SEM Goals

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

The strategies represent existing and planned work that will be implemented in a phased approach. [This Plan presents overarching broad strategies. The next phase of the work involves the development of operational plans to implement these strategies.](#)

Goal 1: Expand equitable access for ~~traditional and nontraditional~~ disproportionately impacted students by strengthening outreach, onboarding, and communication.

Completion by Design | Loss Momentum Framework alignment: Connection & Entry
Educational Master Plan 2025 objective alignment | 1.1, 1.2, 1.4, 6.6, 11.1
Student Equity Plan 2022-25 metric alignment | Successful Enrollment
RCCD Strategic Plan 2019-2024 objective alignment | 1.4, 1.5, 5.6, 6.1
Vision 2030 alignment | Goal 2 Access, Goal 3 Support

Strategies

- a. Outreach
 1. High School and Parent Stakeholder Engagement (e.g. Counselor Breakfast)
 2. Marketing the Norco College Promise Program to first-time full-time students
 3. Increase outreach to targeted populations (i.e., LGBTQIA+, foster youth, Umoja, MOC, Puente, veterans, athletics, honors, non-credit CDCP, CCAP/Dual Enrollment, etc.)
 4. Intentional events (e.g. presentations, workshops, tours, Open House, Welcome Day, Showcase majors, clubs and programs)
- b. Onboarding process & structures
 1. Consistent assessment of student needs via Holistic Student Support Survey
 2. Revamp onboarding process (e.g. The Flip, peer mentors, etc.)
 3. Create a data-sharing agreement with CNUUSD to increase outreach efforts targeted to graduating seniors (increase high school capture rate)
 4. Identify and fix barriers and issues related to completing the college applications
 5. Provide accessible resources to help students with common issues (e.g. password reset, residency, fraudulent application, SSN, etc.)
 6. Modify local matriculation processes and interventions
 7. In-person orientation with continued focus on holistic student support and a stronger emphasis on financial resources and academic supports
- c. Communication
 1. Marketing strategies (related to access)
 - [2. Increase advertising of no-cost education pathways \(i.e., Credit for Prior Learning, dual enrollment, concurrent enrollment, apprenticeships, non-credit CDCP\)](#)
 - [2-3. Develop standard language about general college information \(registration, educational pathways,](#)

[course offerings, etc.\) to maintain consistent messaging to students](#)

Goal 2: Utilize equitable design principles to optimize and improve existing and develop emerging educational pathways for all students, especially for populations in the college's dual enrollment⁴ and rising scholars⁵ programs.

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

Strategies

- a. Streamline Admission & Records processes
 1. related to CCAP, middle college, and concurrently enrolled students
 2. related to students in Rising Scholars programs
- b. Establish ongoing process of evaluation and improvement of technology
 1. in support of educational planning software designed to facilitate not only student completion, but also to inform the college of future course needs
 2. in support of multi-year schedule development, to improve clarity and efficiency in student planning
- c. Targeted onboarding support for special populations
- d. Intentional events (e.g. presentations, workshops, tours, orientations, Open House, Welcome Day, etc.)
- e. Interventions
 1. Market support/resources available to students in courses with low success rates and/or corequisite

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

⁵ The Rising Scholars Network is a program institutionalized by California and the California Community Colleges Chancellor's Office. At Norco College, the Rising Scholars programs work with justice-impacted populations including the established pathway offerings at the local prison and the emerging offerings for juveniles.

2. Proactively engage with students who drop before census and those who do not complete first semester courses
- f. Faculty and collegewide professional development
 1. Provide best practice training in equity practice and cultural sensitivity
 2. Provide best practice orientation for faculty teaching in dual enrollment and rising scholars programs
- g. Develop marketing and informational materials for our Unified School District partners, including materials designed to clarify pathways, inform students and parents, and inform partner institutions

Goal 3: Provide clear and accessible information about Norco College’s Career & Academic Pathways⁶ and comprehensive student support

Completion by Design | Loss Momentum Framework alignment: Entry, Progress, Completion, Transition
Educational Master Plan 2025 objective alignment | 2.1 – 2.7, 5.1, 5.3, 7.5
Student Equity Plan 2022-25 metric alignment | Persistence, Transfer-level math and English, Vision Goal Completion, Transfer
RCCD Strategic Plan 2019-2024 objective alignment | 1.5, All Goal 2 objectives,
Vision 2030 alignment | Goal 1 Success, Goal 3 Support

Strategies

- a. Pathway scheduling
 - 1. Refine and expand work experience, apprenticeship opportunities that are embedded into pathways and course rotation schedule
 - 2. Establish process for review and continuous improvement of the Academic Planning Chairs schedule development Guiding Principles
 - b. Counseling and wrap-around student support for [College-Career and Academic Pathways \(CAPs\)](#)
 - 1. ~~Full implementation of the r~~ Revised counseling framework ~~that to~~ focuses on career and ~~other student supports~~ the holistic student journey
 - 2. Enhance offerings of career and transfer support
 - 3. Develop comprehensive ed plan that includes a career pathway informed by labor market data
 - 4. Intentionally fold in library, tutoring, and other college support such as math lab and writing / reading center services into the inescapable student support pathways for students
 - c. Financial aid
 - 1. ~~Aggressively~~ Intentionally promote financial aid application support and communication
 - 2. Expand access to financial aid support (ex: targeted evening and online access)
 - 3. Promote targeted financial aid literacy (ex: impact of educational goal on financial aid resources)
 - 4. Increase percent of students who receive financial aid
- 2- [Transfer](#)
- 3-1. Review, create and award certificates and ADTs (workforce and transfer pathways)
 - 4-2. Remove barriers to graduation (e.g. forms and processes)
 - 5-3. Improve transfer bridge from Norco College to four-year college/university

Commented [CF3]: Jethro and David - is there other language?

Commented [CF4R3]: No need - they will handle the operational plan

⁶ Norco College’s Career and Academic Pathways also known as CAPs are organized around the Norco College Schools.

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

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

Educational Master Plan 2025 objective alignment | 2.1 – 2.7

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

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

Vision 2030 alignment | Goal 3-Outcome 6

Strategies

- a. Schedule patterns
 1. Continue to refine multi-year schedule development that is informed by student needs and demands based on educational plans
 2. Continue to monitor success and completion in all instructional modalities with special attention to modalities like hybrid and online instruction that provide flexibility to student completion
 3. Rededicate to the Guiding Principles of Schedule Development (see Appendix B.1)
 4. Identify gaps and innovative solutions to provide wrap-around student support services during nontraditional time blocks (ex: evening/weekends)
- b. Collaboration between Academic Affairs and Student Services
 1. Scale and provide A&R support for comprehensive accelerated course offering patterns to enhance and improve the student experience (example: Mustang Track)
 2. Identify and develop other programmatic designs that allow students to complete educational plans on an accelerated timeline
- c. Academic Counseling and Career Development
 1. Scale career decision-making model practices
 2. Develop comprehensive ed plan that includes a career pathway informed by labor market data
 3. Implement strategies and interventions to support career and transfer goals (e.g. AB 928)⁷
- d. Programs of study
 1. Establish timeline a process for ongoing review and updating of program maps
 2. Intentional, accelerated, competency-based programs of study leading to credentials in high-demand career education fields
 3. Link job skills and connect careers to the classroom

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

Goal 5: Decrease student educational costs

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

Educational Master Plan 2025 objective alignment | 2.1 – 2.7

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

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

Vision 2030 alignment | Goal 1 Equity in Support

Strategies

- a. Instructional Costs
 1. Through established participatory governance and college planning structures, provide guidance and support for the adoption of zero-~~cost-textbook cost textbooks~~, low-cost, and other instructional resources and materials.
 2. Review, formalize, and institutionalize processes for the regular review of all mandatory Course Materials Fee
- b. Financial resources
 1. Enhance student financial resources to offset educational costs and unexpected life events (e.g. student payment plans, emergency aid, etc.)
 2. Revise-Streamline the financial aid appeals process
 3. Increase financial aid access and financial aid literacy to address costs for four-year institutions
 4. Increase financial support for transfer application fees, professional wardrobe (e.g.: Career Closet)
 5. Programmatically strengthen and expand access to the Norco College Promise Program

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

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

Strategies

- a. Student Engagement Activities
 1. Increase student exposure [and access](#) to career, professional, mentorship, field trips, etc.
 2. Expand CAP Events and Activities including career [and alumni](#) panels,
 - ~~3. [Expand career panels](#)~~
 - ~~4.3. Promote student engagement and involvement in campus clubs~~
- b. Student Success Interventions
 1. Revise the Early Alert process
 2. Leverage technology (e.g. Canvas) to make real-time feedback, intensive advising, accelerated, flexible, and student-centered learning more available
 3. Fully integrate all tutoring, math lab, Reading & Writing Lab, Library service support into success team activities
 4. Prioritize services for students close to degree/certificate completion (e.g. registration, appointments, etc.)
 5. ~~Mandate~~ [Create a college system of inescapable success](#) interventions
 6. Increase mentorships, internships, employment services
 7. Celebrate student milestones (e.g. Completion of 30+ units, [School-specific recognitions](#), etc.)
- c. Counseling & Advising
 1. Implement a career-focused developmental advising model based on Cognitive Information Processing Theory
 2. Integrate counselors and educational advisors into schools and student success teams
 3. Incorporate educational advising into standard counseling services to improve student access and flow for advising services
- d. Holistic Student Support
 1. Consistent assessment of student needs via Holistic Student Support Survey
 2. Provide appropriate targeted student services and connect students to support programs based on eligibility and/or program of study
 3. Identify, assess, and revise policies impacting student success (e.g. financial aid appeal, priority registration policies)
- e. Transition Interventions
 1. Increase student focus on transfer and connection to receiving colleges/universities
 2. Targeted student exit surveys (e.g. transfer, career, satisfaction)

Commented [CF5]: Group: this is a reiteration of #2, correct?

Chapter 4: Enrollment Targets & Schedule Development & SEM Calendar

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

Importance of SCFF alignment

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

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

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

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

Once DEMC establishes enrollment targets, Norco College evaluates the need to expand or contract the class schedule to meet the established FTES enrollment targets. The college follows the guiding principle of schedule development with most of the FTES in the fall term (see Appendix B.1). This is the college’s current distribution by term:

Term	NC FTES term target	Term Target as Percent of annual target
23SUM	624	8.8%
23FAL	3,142	44.4%
24WIN	576	8.1%
24SPR	2,741	38.7%
Total	7,083	100.0%

Table 4.1 2023-24AY Percent Distribution of FTES by term

In collaboration with the Academic Planning Chairs, the Vice President of Academic Affairs and Deans of Instruction are working to establish FTES targets by School and by discipline to align with the district and the college budget allocation models.

Multi-year Student-centered Schedule development

Using *Pathmaker* technology, the deans of instruction and department chairs have been working toward a multiyear schedule development. Highlights of the technology include maximization of room utilization, estimates of FTES generation, and efficiency metrics. The Deans of Instruction along with the Department Chairs with the leadership of the Vice President of Academic Affairs build the schedule of classes following established Guiding Principles (see Appendix B.1)

Norco College FTES Enrollment Targets

The college is currently working to re-claim pre-pandemic enrollments by AY2025-2026. Total FTES (resident and nonresident credit) targets are detailed below⁸. Thereafter, planned growth of 3% per year⁹ brings the college to the end of this iteration of the SEM Plan.

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

Table 4.02: College Annual Total FTES Targets

Monitoring Metrics

The District has developed several Dashboards (PowerBI) to assist the colleges in monitoring student enrollments, success, and other metrics. As part of this iteration of the SEM Plan, Norco College continues collaboration with the District to identify establish Dashboards and develop new Dashboards to better monitor progress toward meeting SEM goals. The following data will be monitored and assessed during this SEM Plan iteration and interventions taken as needed.

Enrollments

The college will establish targets and monitor the following enrollments (both FTES and headcount) for planned growth or contraction.

1. Resident Credit FTES
 - a. At the college level
 - b. By School designation
 - c. By discipline
2. Justice-involved students (aka Incarcerated¹⁰ FTES)
3. Special Admit students
4. CDCP noncredit
5. Other noncredit

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

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

⁹ Growth of 3% is based upon continuation of RCCD Strategic Plan, however, may be adjusted with changes in State budget.

¹⁰ Incarcerated is the term used by the SCFF and indicated here for clarity.

Equity focus

In alignment with the Equity Plan, Norco College prioritizes equitable outcomes for longitudinally disproportionately impacted students. Due to evidence from the college's Equity Plan, Norco College prioritizes specific student groups at the core of its enrollment management goals and strategies. The College is committed to evaluating enrollment, persistence, success, and completion for these targeted groups. This assessment includes a thorough examination of equity groups to identify any disparities in access and success.

The college will monitor the following FTES and headcount enrollments as well as metrics of success, persistence and completion for the following:

- Hispanic / Latinx
- African American / Black

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

- [CCAP](#)
- [Middle College \(match to Vision 2030... is this included\)](#)
- [Veterans](#)
- [Justice-impacted](#)

Efficiency focus

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

SEM Calendar

The Admissions and Records timeline is the foundation for the strategies and activities that will be developed for each goal. The timeline includes the following key components for each academic year. The current academic year calendar can be found on the college's website

- Application deadlines for each term within the academic year (Summer, Fall, Winter and Spring)
- Beginning and ending dates for the term
- Deadlines for admissions actions (e.g. add/drop courses, refunds, etc.)
- Registration appointments
- Program flag dates for student receiving priority registration
- Registration dates for general and priority groups

These dates will guide the development for:

- Schedule development
- [Action plans for SEM Goals 1 through 6](#)
 - [Marketing and Outreach plans aligned ??](#)

In year one of the implementation of the SEM, each operational team charged with oversight of a SEM Goal will create a one-year action plan that includes the key events and corresponding timeline(s).

Commented [CF6]: See Hayley's note in public comment draft:

Is our designation as an HSI also justification for monitoring Hispanic/Latinx student success/completion?

Commented [CF7R6]: Are there other data sources to support this?

Commented [BC8]: Vision 2030 Section II: Dual Enrollment, Veterans, Justice-Involved and Justice-Impacted students, Foster Youth, Low-income Adults

Chapter 5: Strategic Enrollment Management Workgroup

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

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

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

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

Chapter 6: Implementation and Assessment of SEM plan

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

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

1. Evaluation of Education Master Plan Key Performance Indicators
 - a. EMP Goal 1 Access KPI 1-3
 - b. EMP Goal 2 Success KPI 4-7
 - c. EMP Goal 3 Equity KPI 8-12
 - d. EMP Goal 5 Workforce & Economic Development KPI 13-15
2. Evaluation of Student Equity & Guided Pathways Work Plan Metrics
 - a. Successful Enrollment
 - b. Persistence from Term 1 to Term 2
 - c. Transfer-level math and English Completion
 - d. Vision Goal Completion (degree or certificate)
 - e. Transfer within 3 years
3. Evaluations of outcomes related to the Student Centered Funding Formula
4. Evaluation of enrollment metrics and student success and completion metrics identified in the SEM Plan

Appendix A: Plans and framing documents that inform the College SEM Plan

Appendix A.01: Norco College 2030 Educational Master Plan

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

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

Source: [Norco College 2030 Educational Master Plan](#)

Appendix A.02: Riverside Community College District Strategic Plan 2019-2024

The strategic goals and objectives are as follows:

Strategic Goal 1: Student Access

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

Objective 1.1: Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES).

Objective 1.2: Increase number (headcount) of high school students in dual enrollment by at least 500 annually over five years.

Objective 1.3: Increase capture rates from feeder high schools by at least 5% annually.

Objective 1.4: Increase percent of students eligible for financial aid who receive aid by at least 2% per year.

Objective 1.5: Increase use of technology to improve course scheduling to support student pathways. (Target: Increase number of students using EduNav, student planning and registration system, by at least 10,000 per year.)

Strategic Goal 2: Student Success

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

Objective 2.1: Increase number of AA/AS awards by at least 15% annually.

Objective 2.2: Increase number of certificates completed by at least 15% annually.

Objective 2.3: Increase transfer to four-year universities by at least 15% per year.

Objective 2.4: Increase percent of CTE students employed in their field of study by at least 3% annually.

Objective 2.5: Increase percent of CTE graduates with a livable wage by at least 2% annually.

Objective 2.6: Reduce time for degree completion for part-time students from 6 to 3-4 years and reduce time for degree completion for full-time students from 6 to 2-3 years.

Objective 2.7: Reduce number of units for degrees to not exceed 15% above required number of units (reduce by 3 units per year).

Objective 2.8: Increase number of full-time students (12 units per semester, 24 units per year) by at least 10% per year.

Objective 2.9: Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.

Strategic Goal 3: Equity

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

Objective 3.1: Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

Objective 3.2: Increase RCCD's workforce diversity to better reflect communities served.

Strategic Goal 4: Institutional Effectiveness

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

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

Strategic Goal 5: Resource Generation and Allocation

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

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

Strategic Goal 6: Partnerships & Communication

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

- Objective 6.1: Establish and expand relationships with regional educational institutions.
- Objective 6.2: Contribute to regional economic and workforce development by creating and expanding

relationships with business and civic organizations.

Objective 6.3: Collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services.

Objective 6.4: Through the RCCD Foundation, the District will engage in effective fundraising and capital campaigns that enhance educational programs and student support services.

Source: [RCCD Strategic Plan 2019 –2024](#)

Appendix A.03: Vision 2030: A Roadmap for California Community Colleges

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

Goal 1: Equity in Success

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

Outcome 1: Completion Increase with equity, the number of California community college students who complete a meaningful educational outcome.

Outcome 2: Baccalaureate attainment Increase with equity, the number of California community college students attaining a baccalaureate degree.

Outcome 3: Workforce Outcome Increase with equity the number of California community college students who earn a living wage.

Goal 2: Equity in Access

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

Outcome 4: Student Participation¹¹ Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

Goal 3: Equity in Support

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

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

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

Source: [Vision 2030: A Roadmap for California Community Colleges](#)

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

Appendix A.04: The Loss / Momentum Framework

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

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

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



- In the *connection* phase, students first engage with the idea of going to college. They are provided or gather on their own the information and resources that lead to the decision to attend college in general, and one college in particular. When looking at the student experience at the institutional level, this phase includes students' selection of a community college to attend. When examining the student experience within a particular program of study, this includes students' exposure to different disciplines and career opportunities.
- During the *entry* phase, students arrive at the institution or begin the onramp to a program of study. At the institutional level, this includes admission, financial aid, assessment testing and counseling appointments, as well as the completion of "gatekeeper" courses (such as general education requirements). At the program level, the entry phase begins with students' decision to pursue a particular discipline or program and ends when students have passed the initial required courses or "gatekeepers" for that program.
- When experiencing the *progress* phase, students move from their initial engagement with postsecondary education or a particular educational program to a long-term commitment. Specifically, the Loss/Momentum Framework defines progress specifically as completing program requirements, whether that is completion of a credential/degree or a particular program of study. This includes students' enrollment in the courses they need to achieve their educational goal; the learning experience in each of these courses; and the support that is available to move students closer to completion, both inside and outside the classroom.
- The *completion* phase comprises the student's final movement through an institution or program. This includes the required steps to apply for graduation and any preparation required to enter into the workforce or transfer to another institution for continued education.
- The *transition* phase involves all of the support needed to help a student success begin meaningful employment in a job that attains a living wage and/or the services needed to successfully enter a transfer institution with all applicable credits and academic standing.

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

Appendix A.05: Guided Pathways Framework Essential Practices

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

Mapping Pathways to Student End Goals

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

Helping Students Choose and Enter a Program Pathway

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

Keeping Students on Path

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

Ensure that Students are Learning

- a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
- c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.
- d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each

program, in both arts and sciences and career/technical programs.

- e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.
- f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
- g. The college assesses the effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

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

Appendix A.06: Norco College Student Equity Plan

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

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

The most recent Student Success Metrics from the CCCC are:

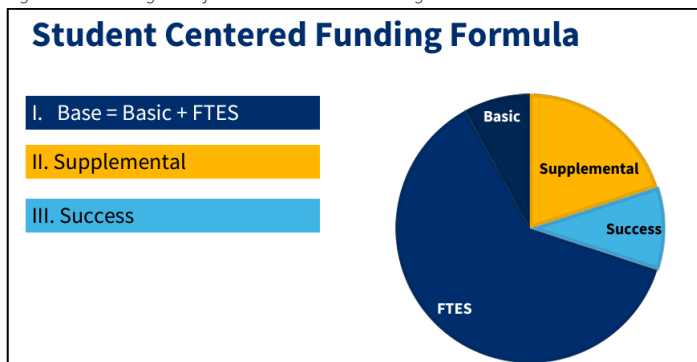
- Successful Enrollment (percentage of first-time college students who applied and enrolled in the same year in a primary term)
- Transfer-level math and English (percentage of first time in college students who completed transfer-level math and English in the first year)
- Persistence (percentage of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

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

Appendix A.07: Student Centered Funding Formula (SCFF)

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

Figure A-7.01 Diagram of Student Centered Funding Formula



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

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

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

Source: [Student Centered Funding Formula](#)

Appendix A.08: ACCJC 2024 Accreditation Standards alignment to SEM

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

Standard 1: Institutional Mission and Effectiveness

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

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

Standard 2: Student Success

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

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

- 2.8 The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.

Standard 3: Infrastructure and Resources

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

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

Standard 4: Governance & Decision-Making

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

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

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

Appendix A.09: RCCD Adult Education & Noncredit 2022 – 2027

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

Recommendation #1

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

Recommendation #2

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

Recommendation #3

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

Recommendation #4

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

Recommendation #5

Develop noncredit courses for adults with disabilities.

Recommendation #6

Expand noncredit offerings for older adults.

Recommendation #7

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

Recommendation #8

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

Recommendation #9

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

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

Appendix A.10:
RCCD Emergency Conditions Recovery Plan

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

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

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

Appendix B: Schedule Development Guidelines & Target Monitoring

Appendix B.01: Schedule Development & Maintenance Guidelines

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

Schedule Development

- Balance general education course offerings to ensure student access at a variety of blocks of time
 - days of week, consider M/W, T/Th, MWF, T/Th/F, F/Sat blocks
 - time of days, morning, afternoon, or evening
 - Monitor headcount of students moving through courses. GE courses vary with regard to unit value (watch headcount as well as FTES) to make sure that the GE courses have sufficient capacity
- Coherent pathways for completion
 - Two-year rotation of pathway courses
 - Insure CTE completions
 - Alignment with ADT pathway maps
- Appropriate Ratio of face-to-face, hybrid, and online
 - May be discipline specific
 - Review and analysis of student success, course retention, student demand
 - Balance hybrid offerings across the week
- Schedule development adheres to the scheduling grid¹²
 - Minimize overlapping classes
 - Minimize days on campus
 - Maximize efficiency (goal: reclaim 595 WSCH/FTEF)
- Confirm adherence to the Student Attendance Accounting Manual (SAAM)¹³
 - Utilize the scheduling calculator
 - Ensure appropriate passing time
 - Communicate required break time
- Review annual distribution of FTES
 - Majority of the FTES should be assigned to the fall primary term
 - Intersession FTES should be minimum and allocated for the purpose of pathway completion

Schedule Maintenance

- Guidelines for Section Cancellation
 - [enter criteria]
 - [enter criteria]
- Guidelines for Section Additions to existing schedule
 - [enter criteria]

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

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

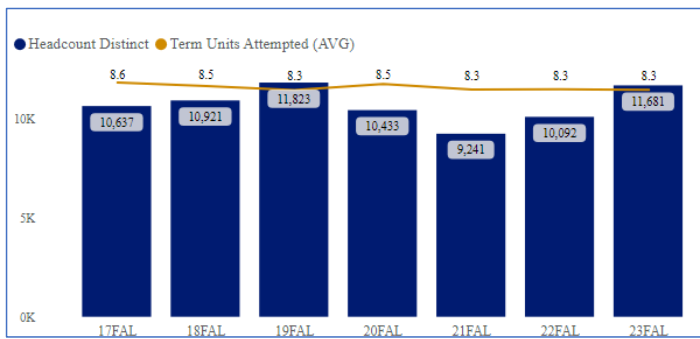
o [\[enter criteria\]](#)

Appendix B.02: Target Monitoring

Several *PowerBI* Dashboards have been developed by the district and are available to [appropriate the college personnel](#). These [dynamic dashboards](#) will prove indispensable while the college monitors and assesses progress toward achieving SEM Plan goals. In addition, the college will [work in collaboration](#) with the district to [produce any college-specific dashboards or reports designed to](#) address any unmet needs specifically called out in the SEM Plan.

Examples of Dashboard data available:

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



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

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

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

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

Currently available select *PowerBI* Dashboard Reports:

1. District IR Dashboards (multiple reports)
2. RCCD FTES Enrollment Dashboard
3. EMD_Noncredit
4. CCAP Dual Enrollment
5. Guided Pathways Cohorts
6. Programs of Study
7. NC_Schools Outreach
8. EduNAV
9. Math Sequence
10. Math Metrics

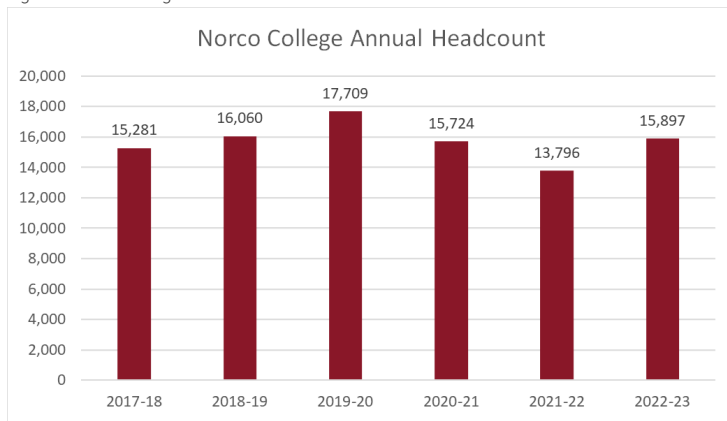
Appendix C: Data Review

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

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

Appendix C.01: Student Headcount & Demographics

Figure C.01.1: Collegewide Annual Headcount



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

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

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

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

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

Figure C.01.03: Enrollment Status

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

Source: [Chancellor's Office Data Mart - Enrollment Status Summary Report](#); Data Retrieved: September 18, 2023

Definitions: Enrollment Status:

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

Figure C.01.04: Ethnicity Trends

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

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

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

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

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

Figure C.01.06: Fall to Fall Persistence

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

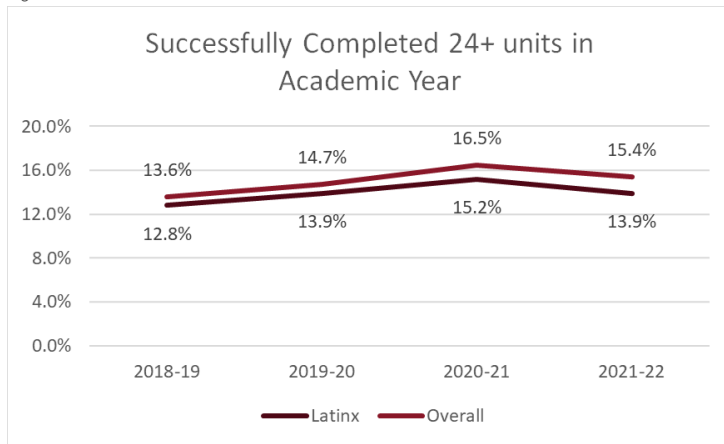
Source: Local MIS data files; Data Retrieved: August 23, 2023

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

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

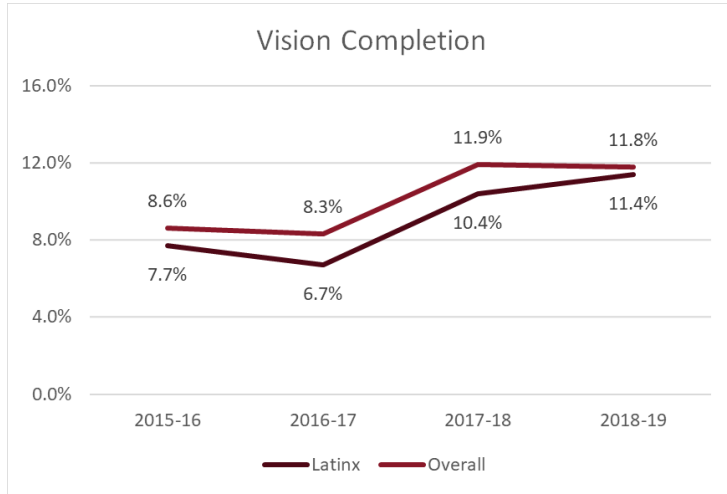
Source: Local Dual Enrollment student data and [CNUSD high school population](#); Data Retrieved: August 23, 2023

Figure C.01.08: Momentum: Latinx Students



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

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



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

Appendix C.02:
Full-time Equivalent Students (FTES) and Productivity Collegewide FTES

Figure C.02.01: Annual Fulltime Equivalent Students

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

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

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

Figure C.02.02: Distance Education FTES

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

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

Figure C.02.03: Non-credit Enrollment

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

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

Appendix C.03:
Supplemental Allocation Data

Figure C.03.01: Pell & Promise Grants Student Headcount

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

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

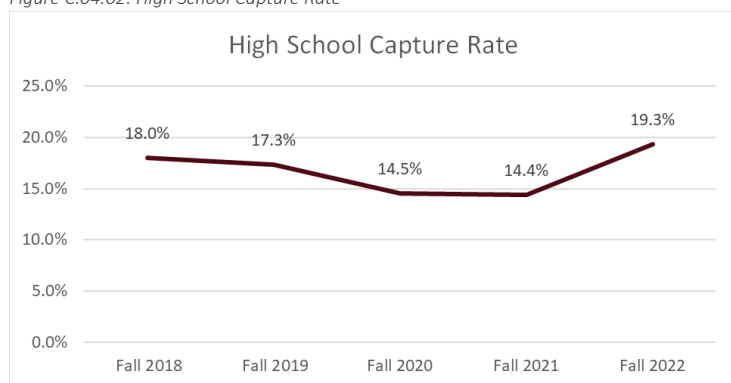
Appendix C.04: Student Achievement and Success

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

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

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

Figure C.04.02: High School Capture Rate



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

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

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

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

C.05:
Student Surveys / Focus Groups / Other Data Sources

Student Equity Plan Inquiry Research

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

SEM Logic Model Baseline Metrics

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

Figure C.05.01: Norco College SEM Logic Model

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

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

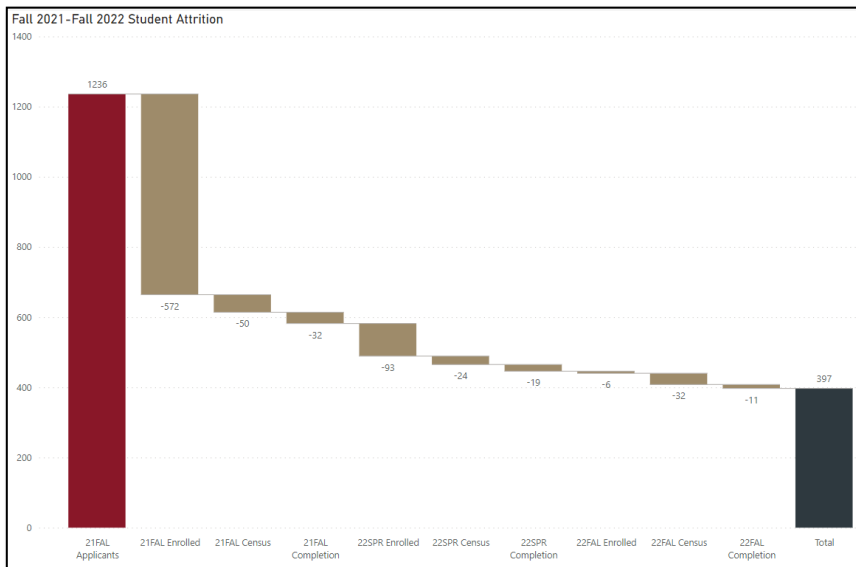
Within 1 year

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

Midrange

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

Figure C.05.02: Student Attrition from Fall 2021 to Fall 2022



Source: Local Management Information Systems and CCCApply data.

Long-Term:

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

Appendix C.06: Community Data

Figure C.06.01: Educational Attainment

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

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

Figure C.06.02: General Community Demographics

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

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

Figure C.06.03: Population Ethnicity in county and state

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix C.07:
Career Education Data

Figure C.07.01: Strong Workforce Program Students

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

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

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

KEY PERFORMANCE INDICATORS: EQUITY KPIS 8-15

COLLEGE COUNCIL



NORCO
COLLEGE



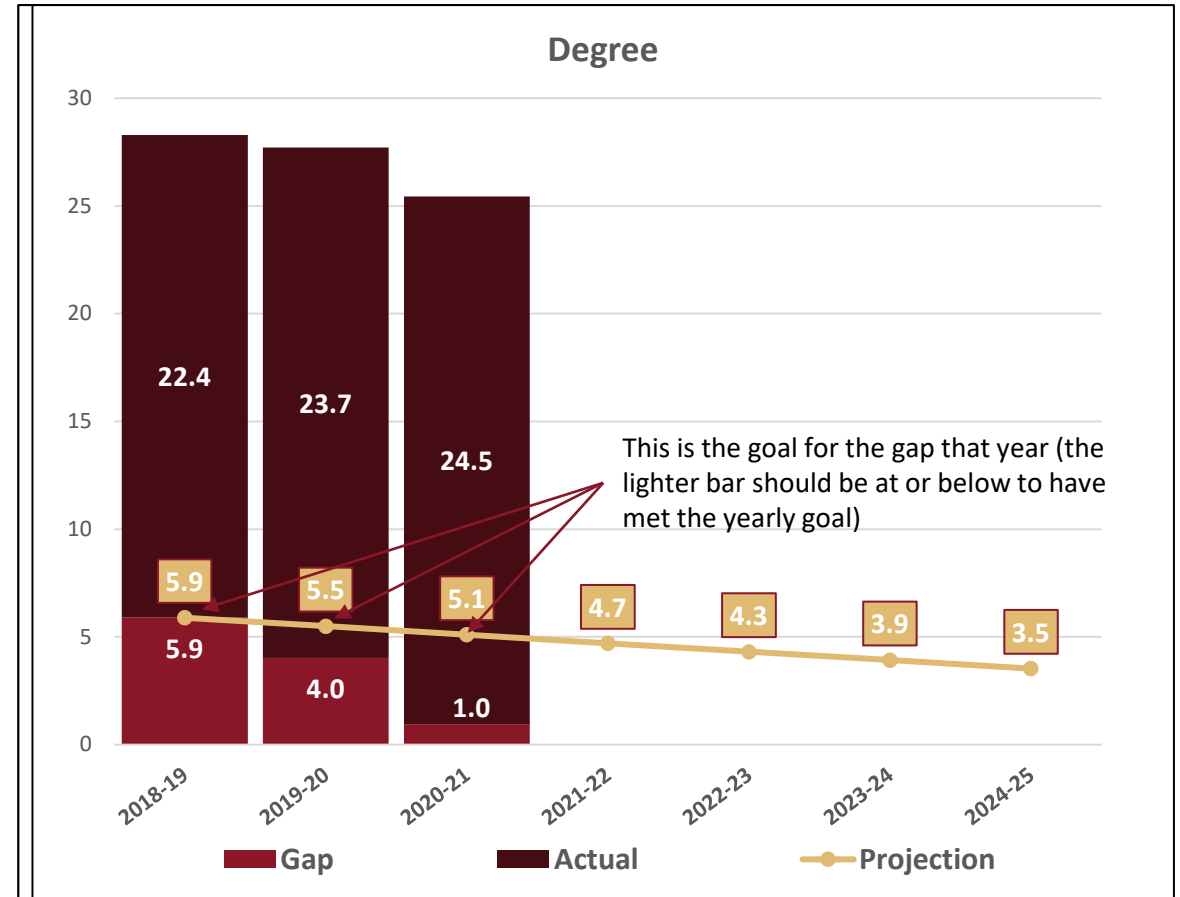
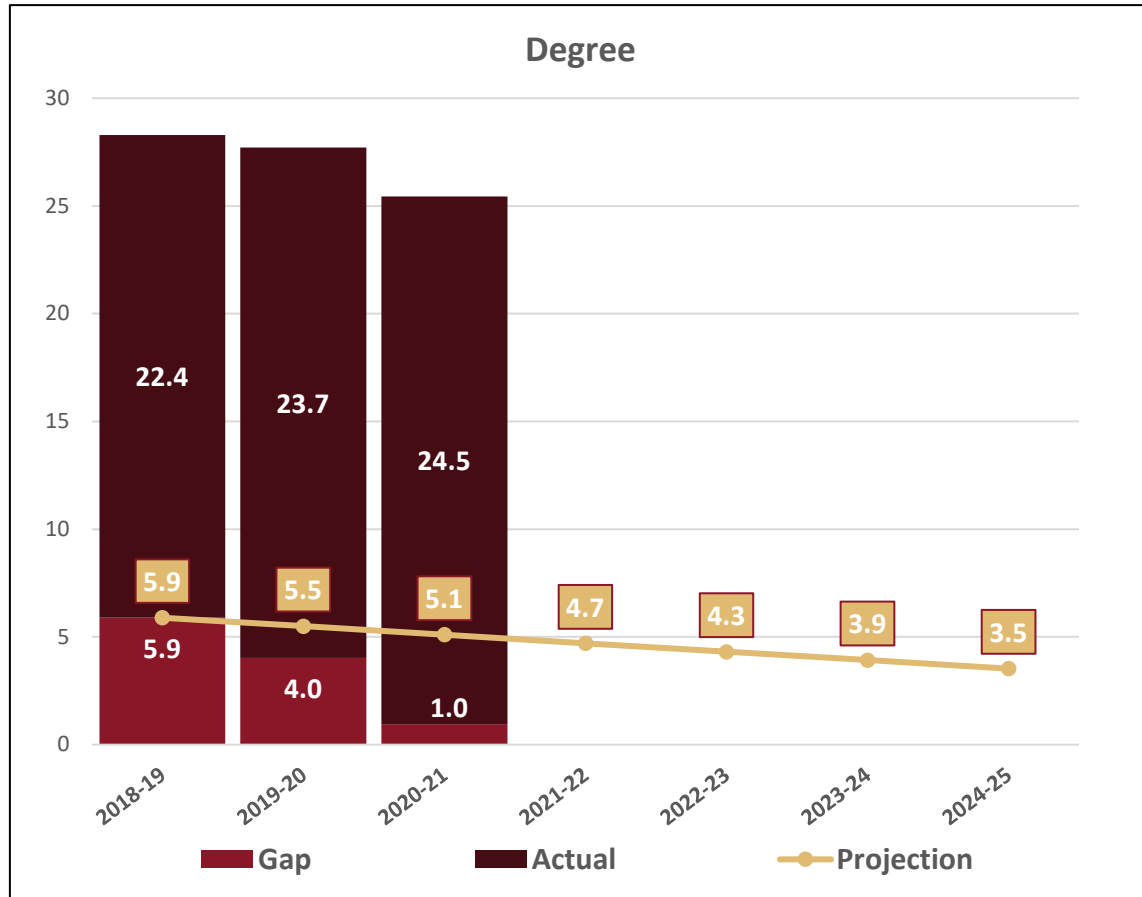
PRESENTERS

- Institutional Effectiveness Office:
 - Greg Aycocock
 - Caitlin Busso
 - Charise Allingham
- Conveners:
 - Natalie Aceves
 - Daniela McCarson
 - Paula Barrera

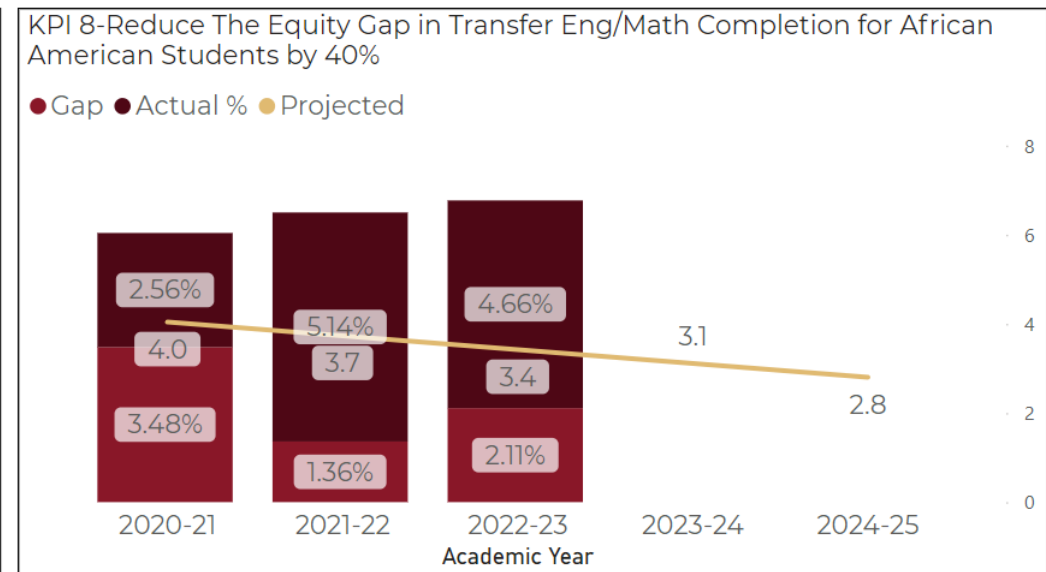
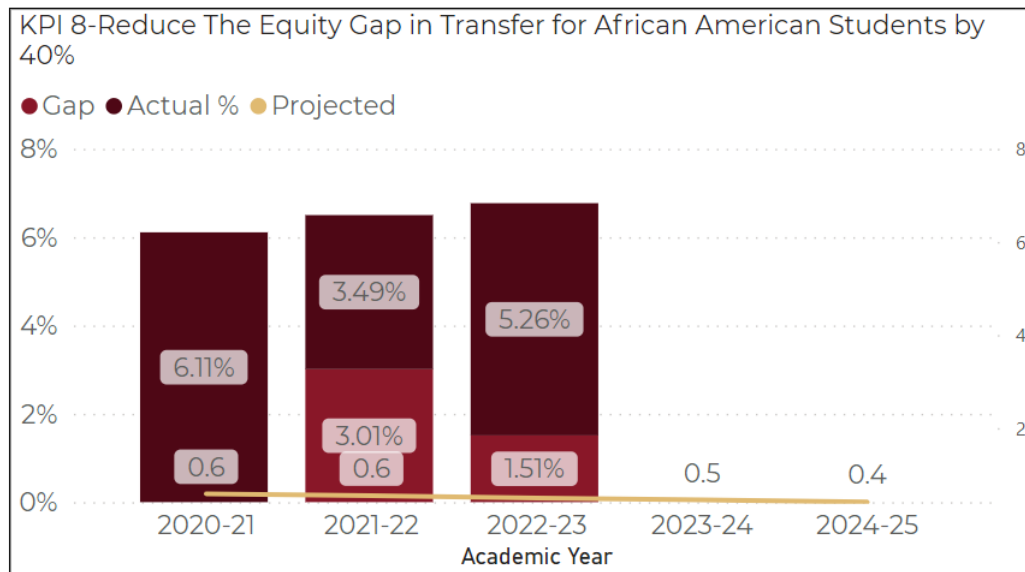
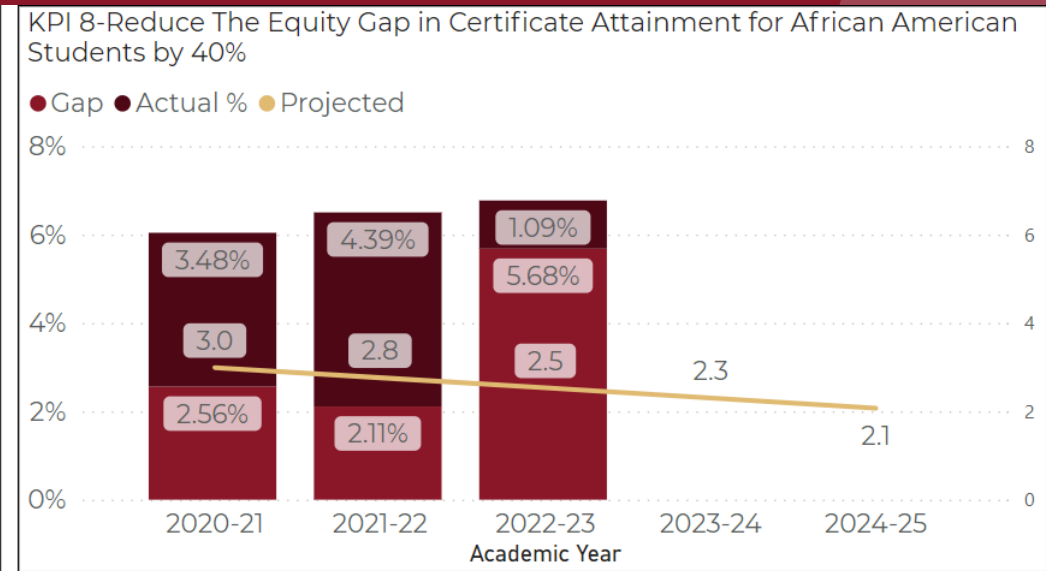
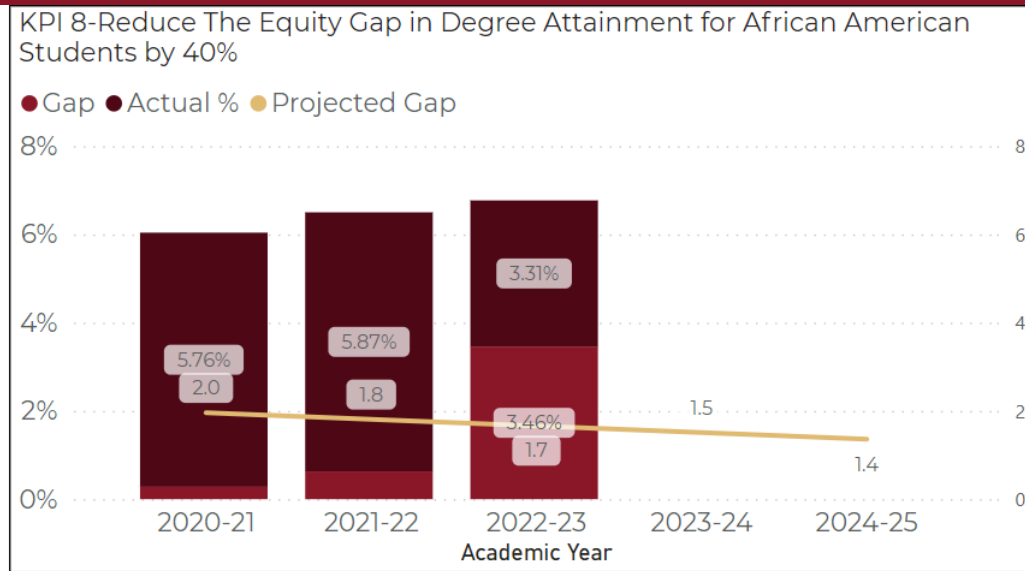


HOW TO READ KPI (KEY PERFORMANCE INDICATOR) EQUITY REPORTS

EXAMPLE: MEN OF COLOR IN DEGREE ATTAINMENT



KPI : 8 REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%



KPI : 8

REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%

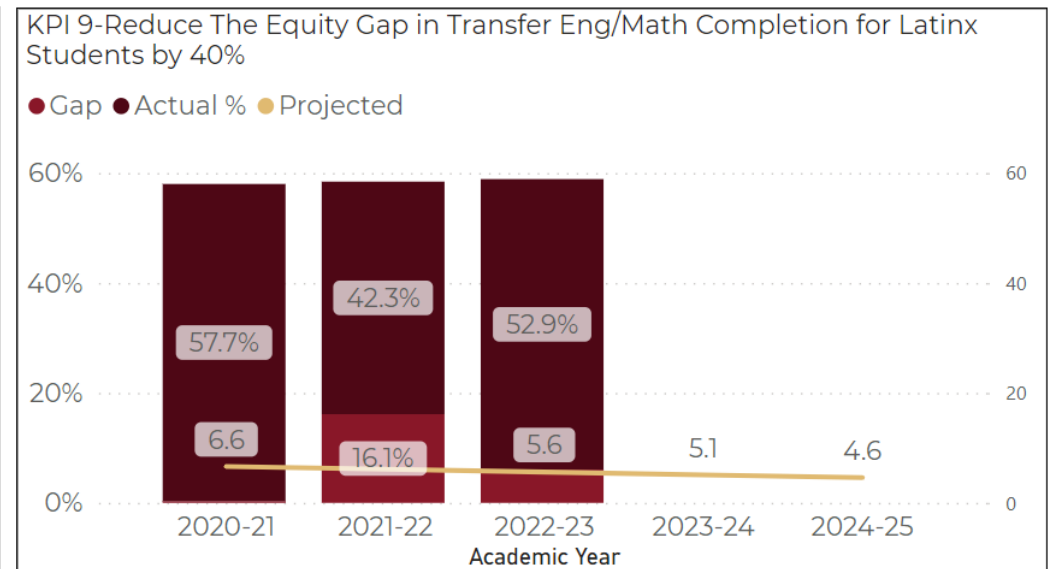
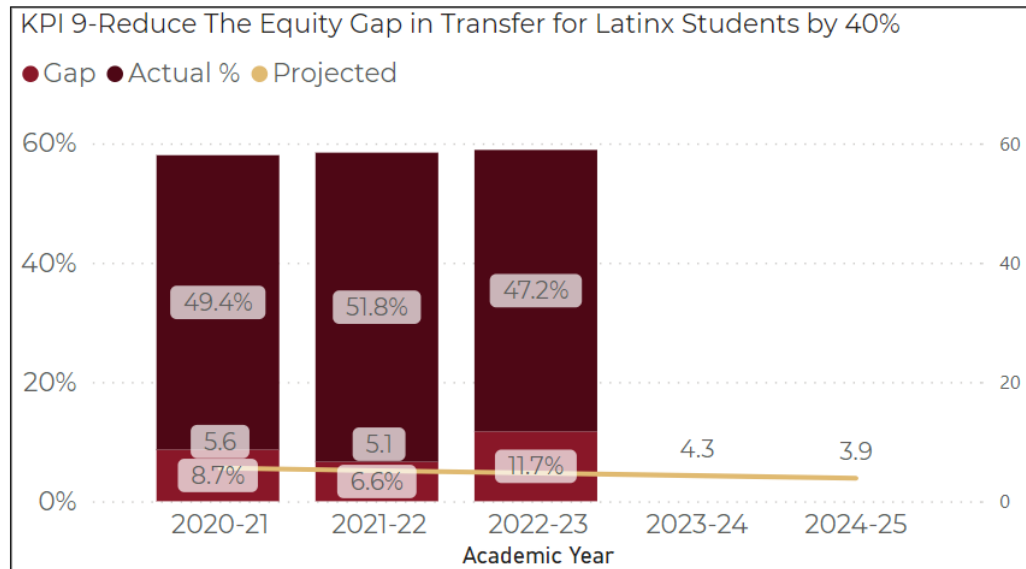
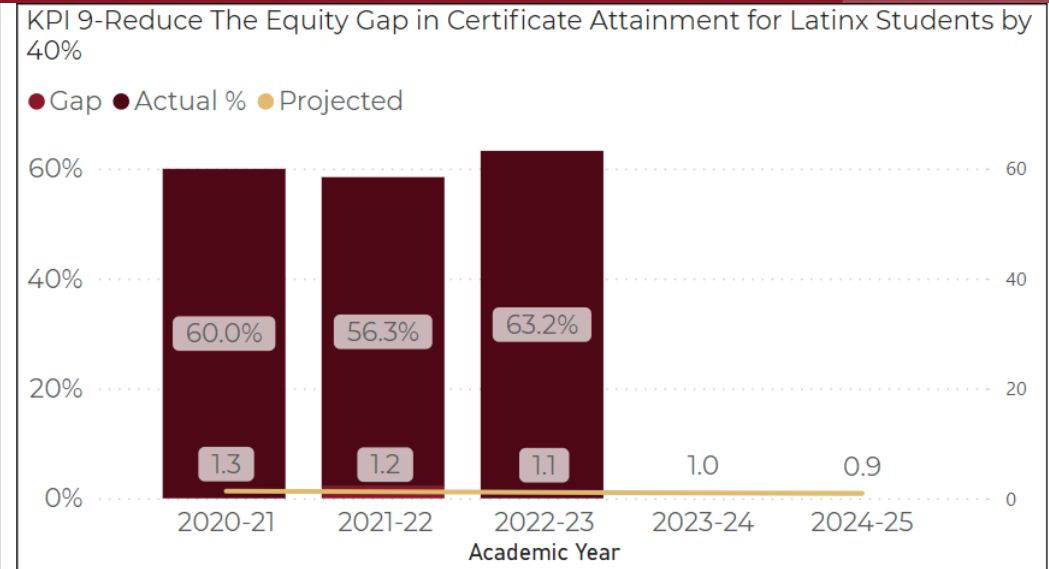
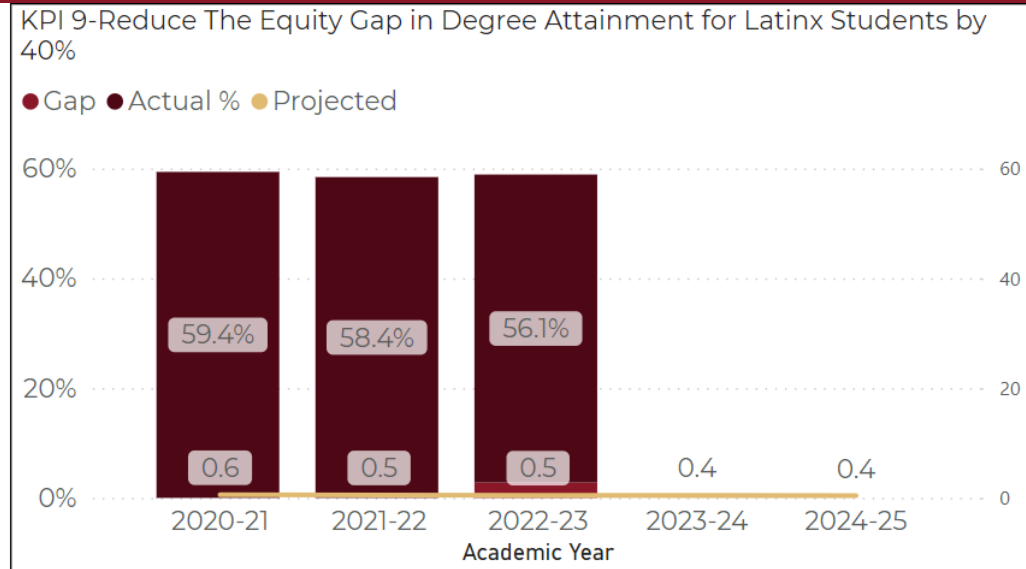
Highlights

- Below Projected in Transfer Math and English
- Closing Gap in Transfer

Concerns

- Gap has grown in Degree and Certificate Attainment

KPI : 9 REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%



KPI : 9

REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%

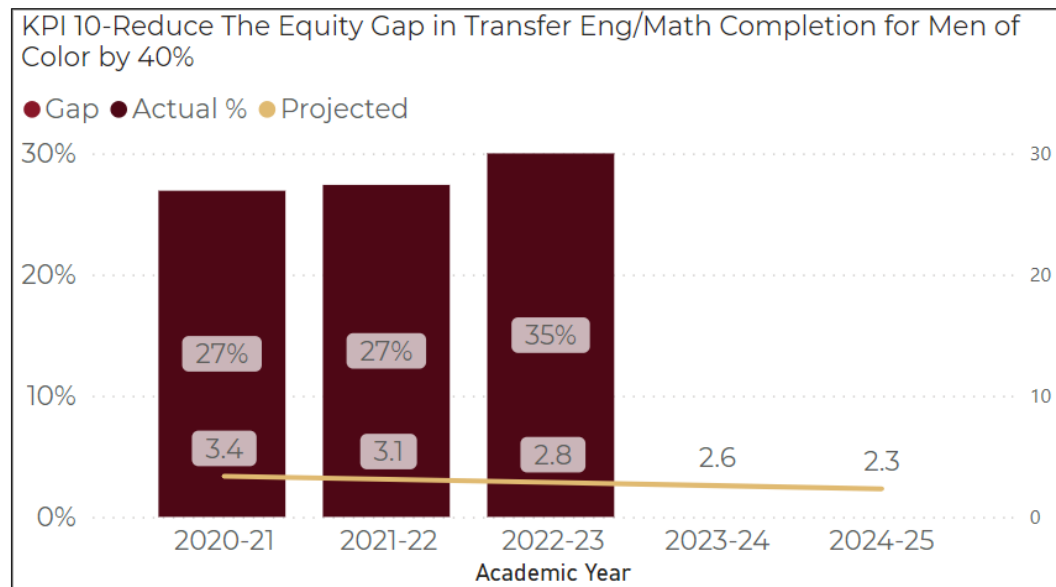
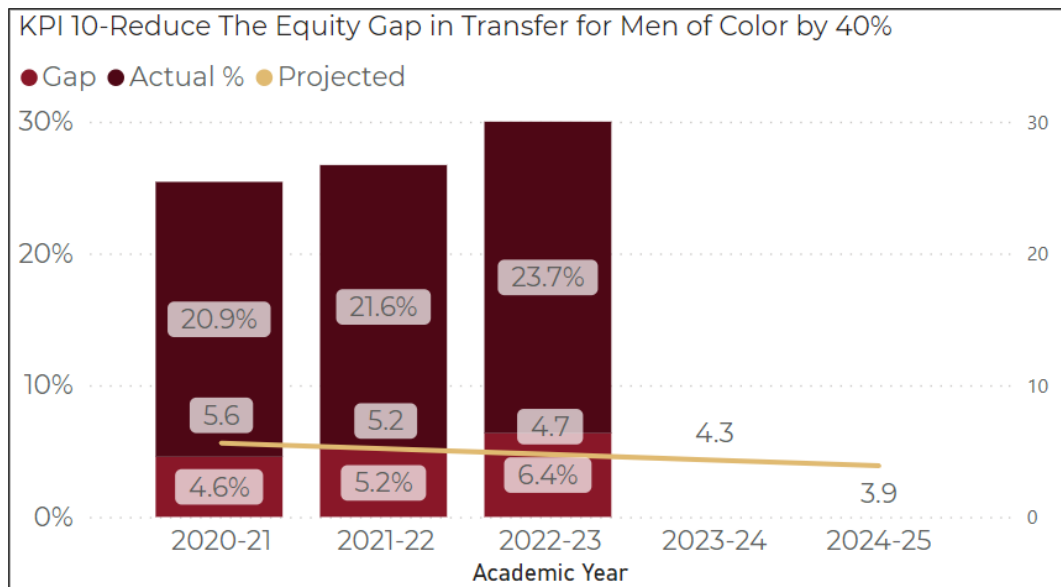
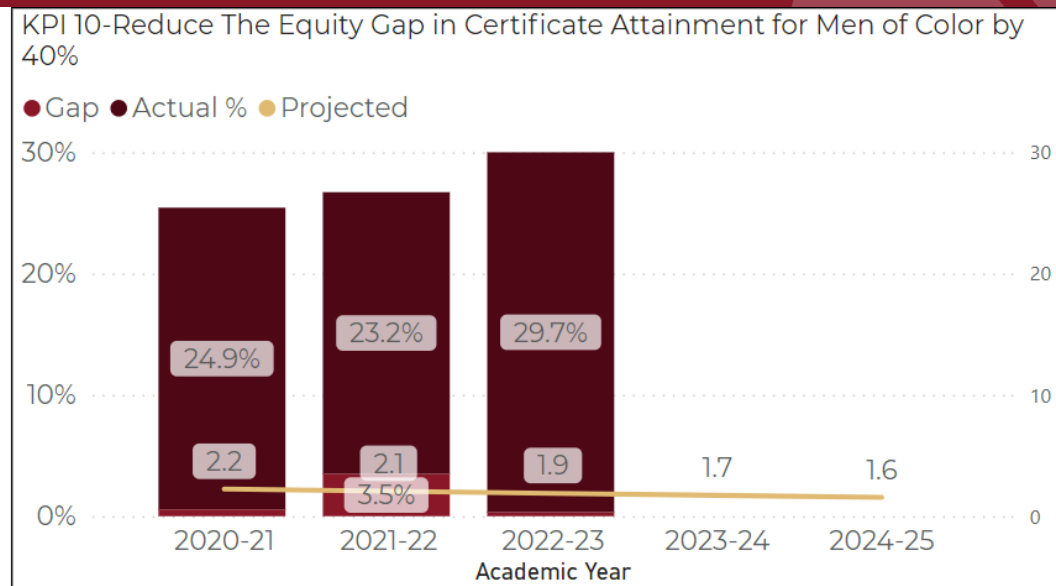
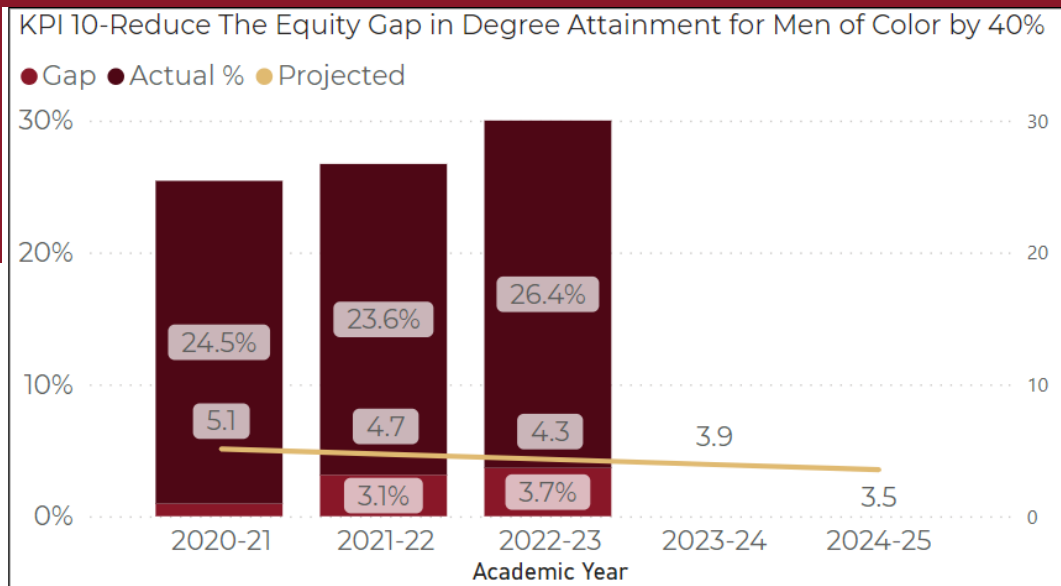
Highlights

- Gap in Certificate attainment is basically eliminated.
- Gap in Transfer Math and English decreasing

Concerns

- Gap in Transfer and Degree Attainment are increasing

KPI : 10 REDUCE THE EQUITY GAP FOR MEN OF COLOR STUDENTS BY 40%



KPI : 10

REDUCE THE EQUITY GAP FOR MEN OF COLOR STUDENTS BY 40%

Highlights

- MOC make up 30% of our student population
- There is little or no gap for certificate attainment and transfer Eng/Math completion for MOC

Concerns

- The gaps for degree attainment & transfer rate have grown, though the population and actual percentage have also grown.



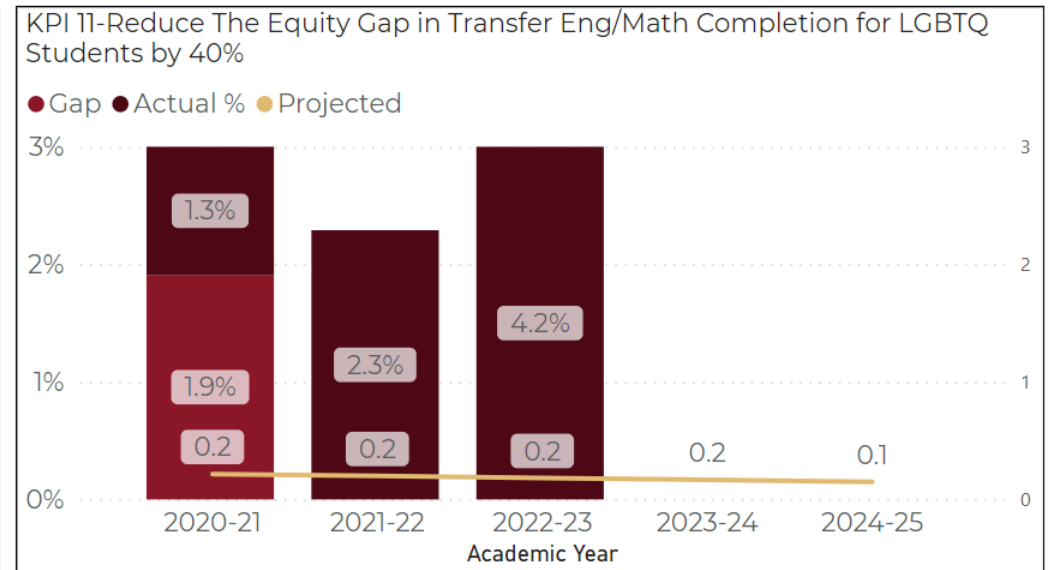
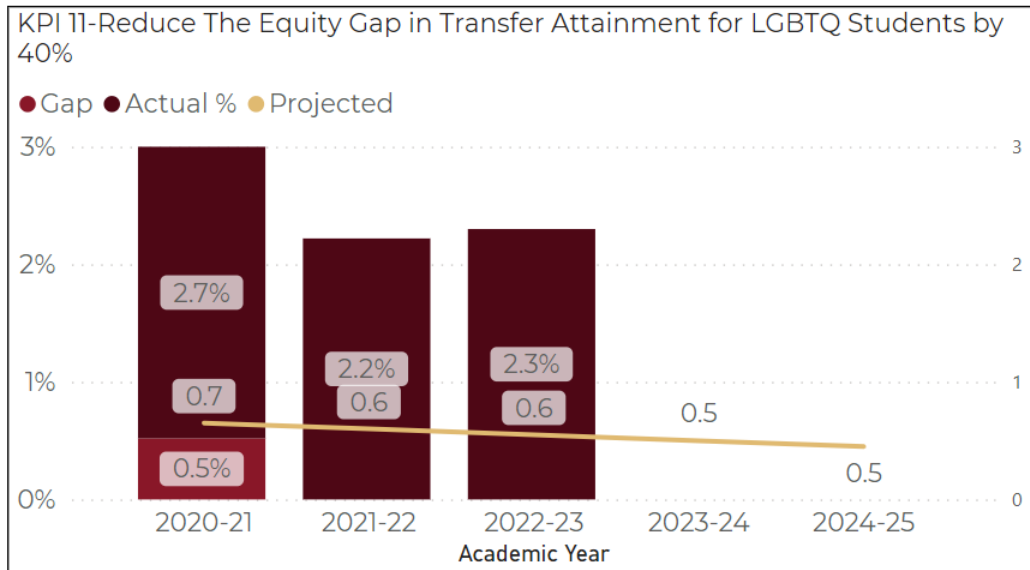
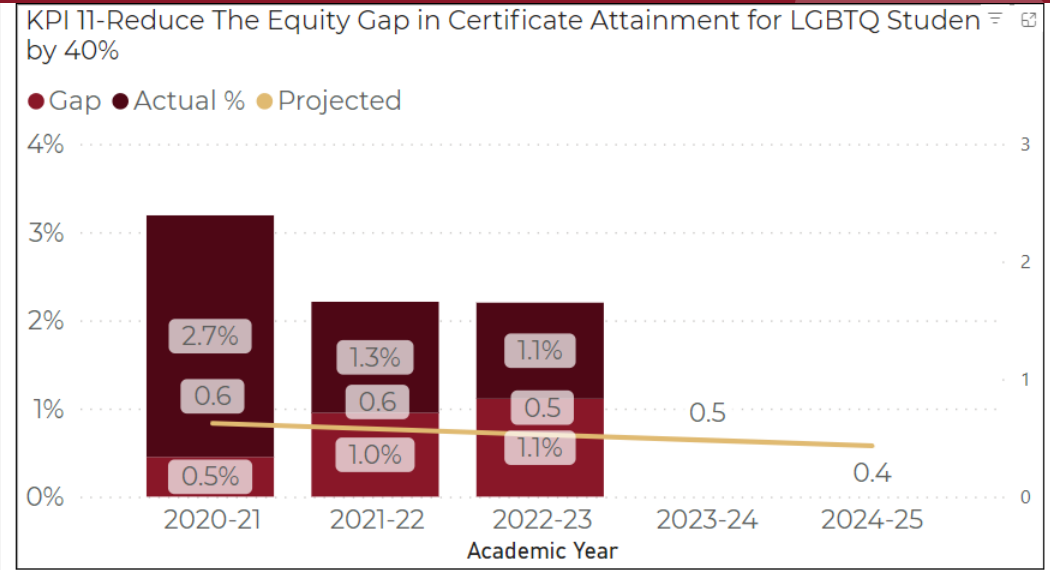
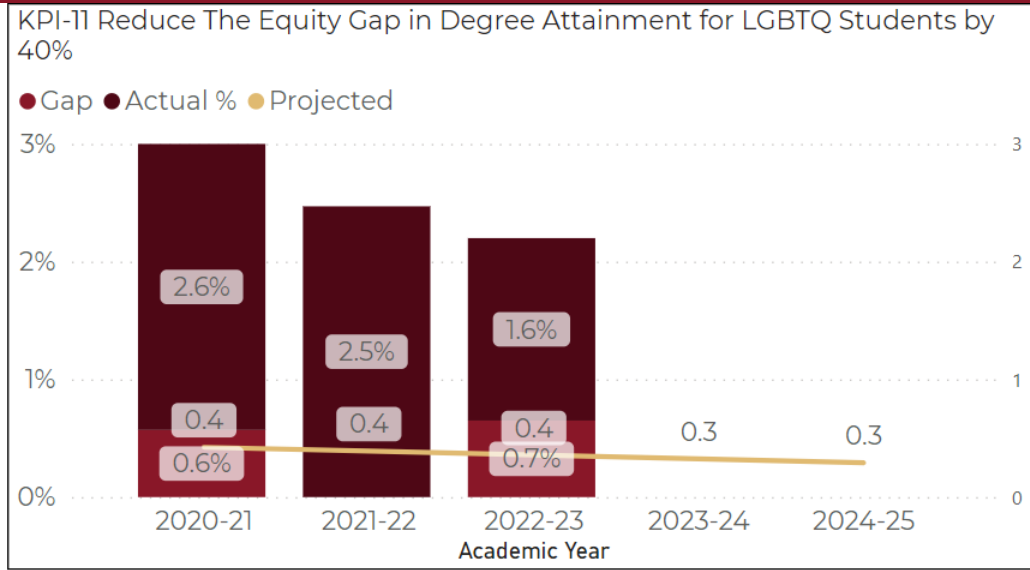
TAKEAWAYS (2022-23)

- The expansion and increased services of our Equity focused programs, such as Umoja and Men of Color have strengthened our ability to successfully support our Black students, Latinx students, and Men of Color given the areas of decreased equity gaps and places where the gaps have been eliminated
- However, there are persistent and increasing gaps in specific areas that require deeper understanding of the barriers to equity
- Additionally, there is an ongoing need to understand the specific services and supports that have resulted in increased equity and how to duplicate and scale high impact practices
- Lastly, there is an increasing need to provide targeted and intentional services and supports for our Latinx and Men of Color student population

ACTION PLAN(2022-23)

- 2022-2025 Student Equity Plan: Launched equity focused inquiry teams in 2022-23
 - Recruitment was completed in Spring 2023
 - Training on equity interventions and logic models was provided in August 2023
 - Qualitative study was conducted by Dr. Yvonne Olivares in Fall 2023
 - Data findings were presented in Winter 2024
 - Onboarding and Retention Inquiry Team is focused on Black Student Success
 - Successful Enrollment
 - Persistence
 - Momentum and Graduation Inquiry Team is focused on Hispanic/Latinx Student Success
 - Completion of Transfer-Level Math and English
 - Vision Completion
 - Transfer
- Expansion of support for Men of Color/Hispanic/Latinx students through a FT Student Success Coach position
- College and District Coordinated response to Equity Audit Recommendations
- Distribution of findings from the IE Office Black Student Success Study

KPI : 11 REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS BY 40%



KPI : 11

REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS BY 40%

Highlights

- LGBTQ+ students are meeting metrics in Transfer attainment and Math and English completion

Concerns

- Gap of 0.7% degree and 1.1% certificate attainment.
- % of the population is decreasing

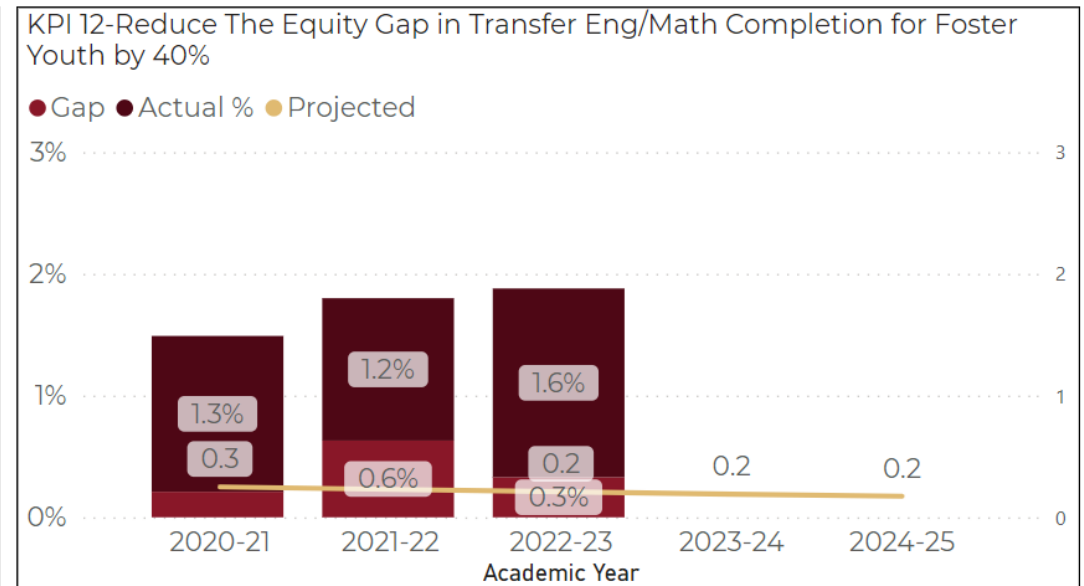
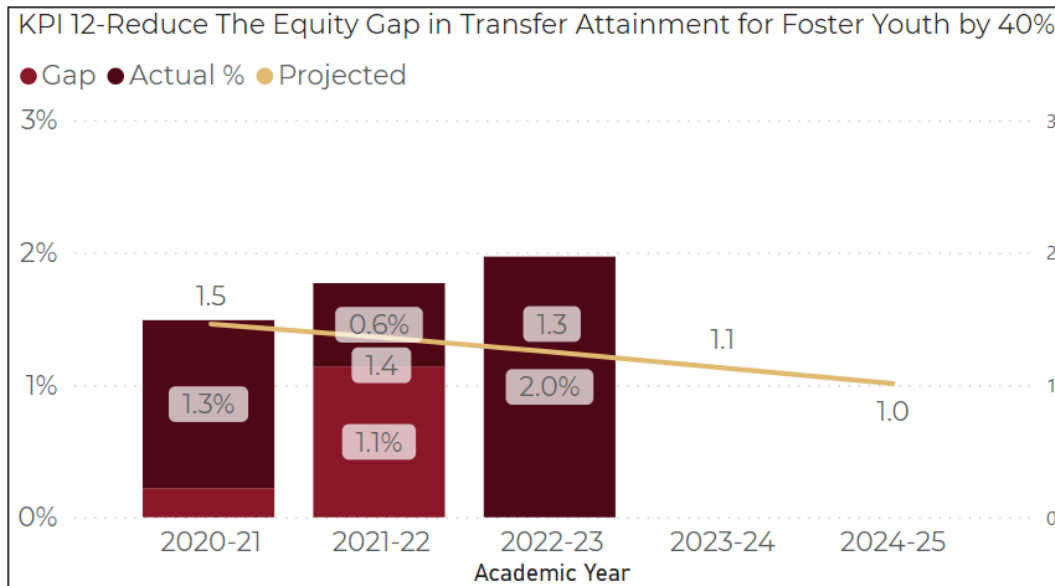
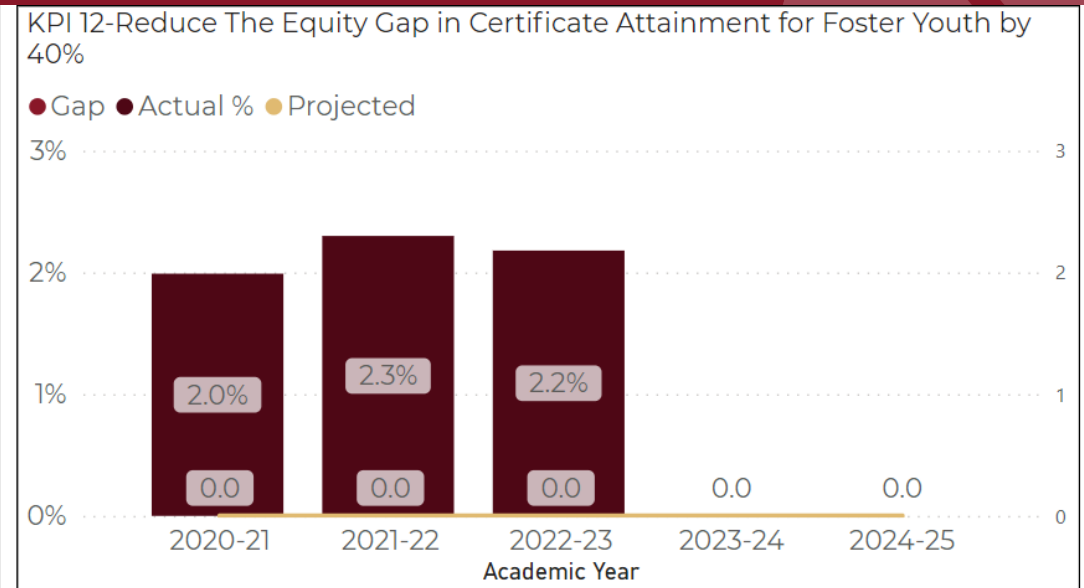
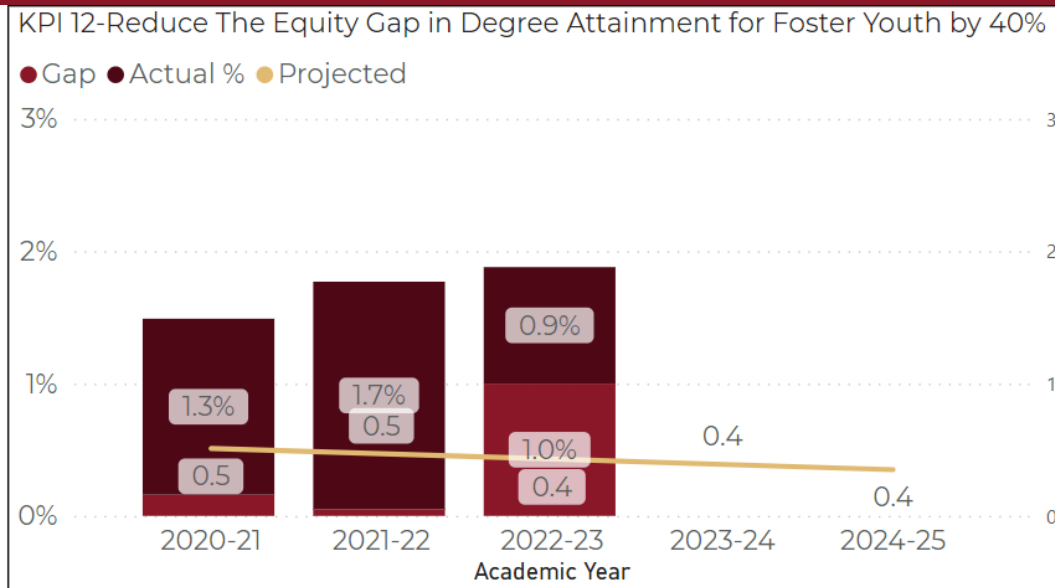
TAKEAWAYS(2022-23)

- Data Collection: the data that the KPI equity gap is highlighting is based on CCC Apply which has flaws innate in the application as it pertains to LGBTQ+ students. The wording of the CCC application can turn LGBTQ+ students away:
 - Ex: Gender, on CCC Apply, "means a person's sex, or a person's gender identity and gender expression"; there are no options of gender expression, and gender identity options are: male, female, non-binary, decline to state.
 - These options need to be expanded to be more inclusive for the potential multiple identities of LGBTQ+ students. Without an option reflecting their identity, it is unclear whether students would opt "decline to state".
 - Ex: On sexual orientation, CCC Apply asks filers to state their sexual orientation as heterosexual/straight, lesbian/gay, bisexual, "other", and "decline to state". Does "other" factor in as a metric toward LGBTQ+ population? It is unclear.
- Data Collection: this data collection does not incorporate the fluidity of gender identity, gender expression, and sexual orientation of students over time; where students enter as is might not be how they finish as.
 - This makes it difficult to ascertain a complete picture of reducing equity gaps without knowing a complete LGBTQ+ population of students.

ACTION PLAN(2022-23)

- Create and/or establish in-house data collection (modeled similarly to Mira Costa).
- Improved, searchable, and readily accessible database of faculty who are supportive (ALLY).
 - ALLY list is difficult to find, often outdated, and is a hot mess. Being conscientious in identifying gaps in our ALLY program.
- Promote benefits of securing certificate attainment coupled to providing sustainable living.
 - Data provided for wages in certificate attainment are based on outdated information (2020). Current economic inflation with outdated wage information may devalue certificates.
 - LGBTQ+ students often experience socioeconomic disparities and may be identifying 4-year degree attainment as more of a priority for improved living conditions without noting the socioeconomic benefits behind certificate attainment.
- Create an LGBTQ+ program with a dedicated academic counselor and mentorship support service.

KPI : 12 REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%



KPI : 12

REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%

Highlights

- Foster Youth are meeting metrics in transfer and certificate attainment

Concerns

- Degree attainment gap of 1.0%
- Monitor Transfer Eng/Math Completion

TAKEAWAYS(2022-23)

- With our current system, when students pursue coursework in their application, if they do not select certificate possible, the system won't populate the varied courses necessary for certificate attainment; it will only populate for degree attainment.
 - Many programs offer the ability to attain certificates along the way of completing coursework, but the students may not know of their offerings.
- Out of the 5 demographics for certificate attainment, each demographic that has improved in achieving certificates, or has reduced the equity gap for certificate attainment, only the LGBTQ+ demographic does not have a dedicated counselor to guide students.
 - No program exists for the LGBTQ+ demographic in comparison to other KPI groups.
 - The current shared space for LGBTQ+ students to connect does not have an academic counselor.
 - The LGBTQ+ demographic does not have a personally assigned peer mentor.
 - While the LGBTQ+ demographic has a supportive community of faculty, staff, and peers, there is no dedicated funding to develop a program.

TAKEAWAYS(2022-23)

- Data shows that foster youth are RESILIENT and successfully meeting data benchmarks in degrees, certificates, transfer attainment and transfer in Eng/Math, yet the gap has widened in areas of transfer.
- The transition to 100% remote online learning methods posed concerns for foster youth, particularly in English and Math.
- More foster youth seek short term academic goals such as certificates over transfer planning in order to enter into the workforce more quickly.
- Not all foster youth are pursuing a transfer pathways that requires ENG 1B and/or college level Math
- COVID-19 posed a negative impact on enrollments
- Foster Youth success in college is based on a combination of factors encompassing the following:
 - Academic preparedness and transition from high school to college
 - A supportive community
 - Consistent and stable housing
 - Life skills and decision making abilities
 - Lack of Financial Literacy
 - Student Academic Progress (SAP)



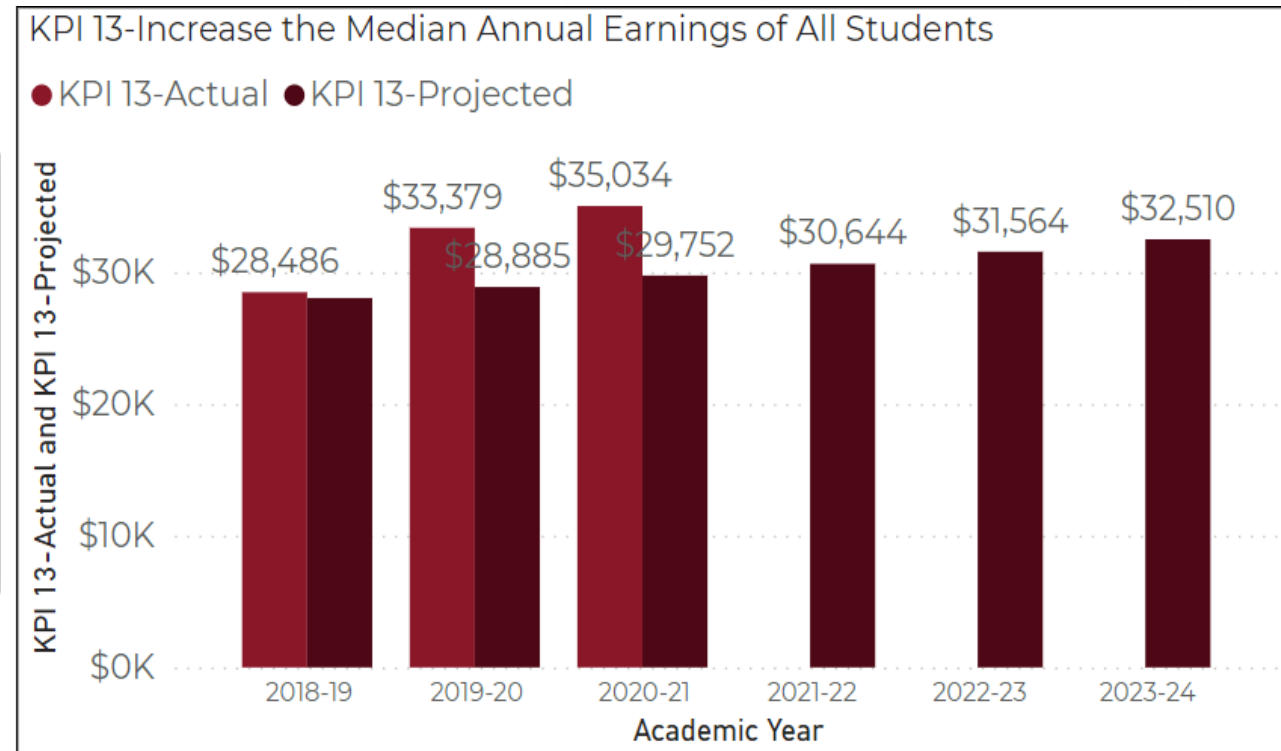
ACTION PLAN(2022-23)

- Over and above services in a case management approach; multiple touch points each term via the Counselor, Student Success Coach, and Peer Mentors.
- Counselors work with students to enroll in ENG 885 (0 units) in conjunction with the English course.
- Offer increased on-campus tutoring support; alternative tutoring options online via NetTutor; and/or a dedicated tutor for Math/English in the Phoenix Scholars office to support success in Eng./Math transfer completion rates.
- Apply a holistic approach to education that considers all aspects of a student's well-being including physical, psychological, social, and emotional. Collaborate with campus resources via the Basic Needs Center; Health Services and DRC.

KPI 13: INCREASE THE MEDIAN ANNUAL EARNINGS OF ALL STUDENTS

Highlights
2020-21

- Actual
=\$35,034
- Projection
=\$29,752



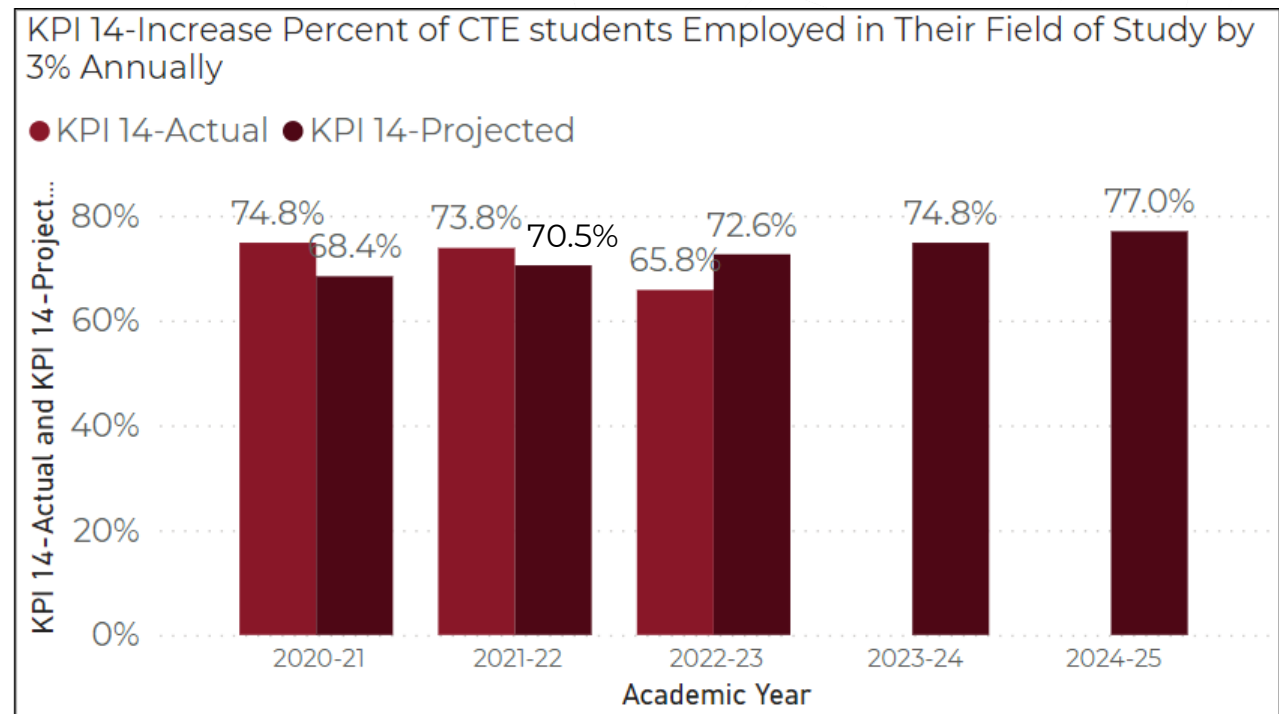
KPI 14: INCREASE PERCENT OF CTE STUDENTS EMPLOYED IN THEIR FIELD OF STUDY BY 3% ANNUALLY

Highlights 2022-23

- Actual = 65.8%
- Projection = 72.6%

Concerns

- 9.4% below projection



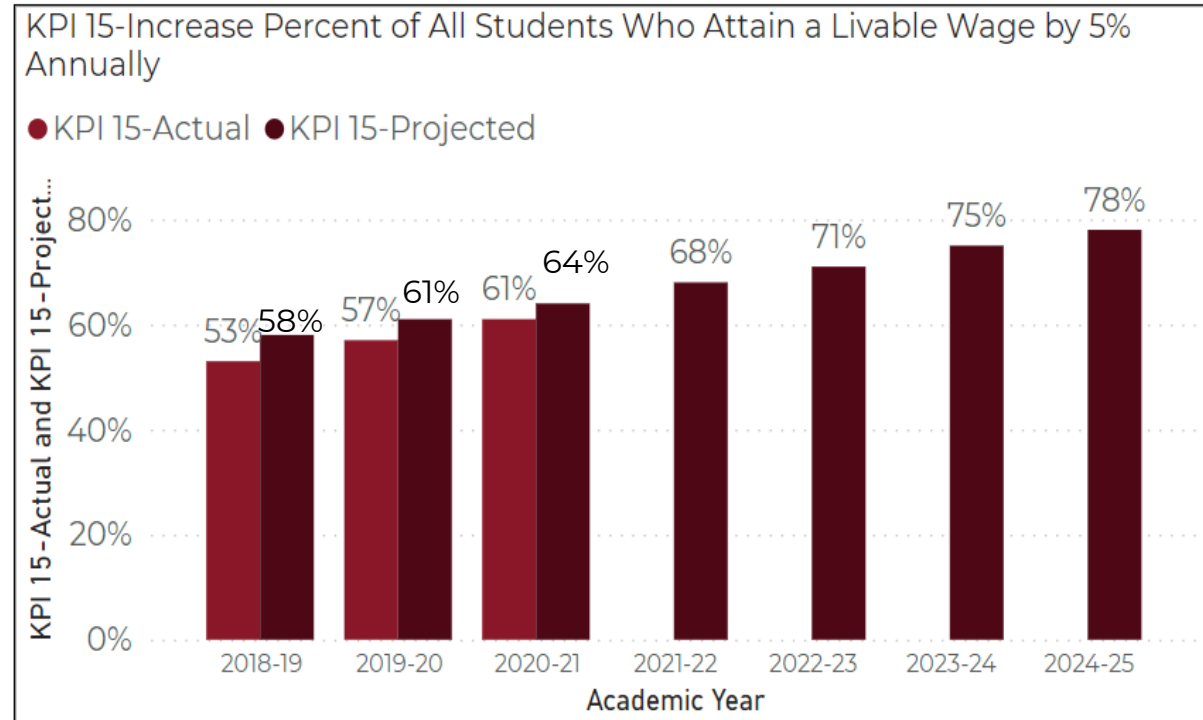
KPI 15: INCREASE PERCENT OF ALL STUDENTS WHO ATTAIN A LIVABLE WAGE BY 5% ANNUALLY

Highlights 2020-21

- Actual = 61%
- Projection = 64%

Concerns

- Below projection, but increase from last year



TAKEAWAYS & ACTION PLAN(2022-23)

- CTEOS Survey – 2019-2020 data
 - Increase CTEOS Survey Response
- Increasing access to employment services/Apprenticeship
 - Employment Placement Coor/Apprenticeship Director
 - NC Connect/Job Speaker
 - Regional Goals
- Embedding Certifications for wage increases



Academic Council | Student Spotlight

Norco College addresses one priority within the HOTEPE Equity Audit by intentionally connecting with students within Schools through the “Student Spotlight”. The Academic Council established a process for spotlighting students at Norco College who go above and beyond. This recognition process will begin Spring 2024¹.

Students can be nominated only once within their enrollment status at Norco College. The faculty nominating a student will submit a brief statement outlining why their student nominee should be “in the Student Spotlight”. Schools should ensure two student spotlights each year. This will be a faculty driven process to identify students who display excellence. In this instance excellence goes beyond academics and can include someone who:

- is a positive role model for others, an empathetic person, and an excellent communicator
- has proven themselves an ethical leader
- is committed to being the best and/or delivering the best
- is committed to excellence
- has a reputation of delivering consistently great results
- displays good character; has respect for themselves, others, and the environment
- has overcome undue hardship and strives to always do their best

Using the calendar below, each School will select a student from within their disciplines two times each year. All submissions are *due no later than the 10th of the month* (e.g. submit September 10th for October spotlight).

Month	School
August	
September	
October	School of Social & Behavioral Sciences School of Business & Management School of Communication, Humanities & Languages School of Applied Technologies & Apprenticeships
November	School of Natural Sciences, Health & Kinesiology School of Human and Public School of Visual & Performing Arts School of Math, Engineering, Computer Science & Game Development
December	
January	
February	
March	
April	School of Social & Behavioral Sciences School of Business & Management School of Communication, Humanities & Languages School of Applied Technologies & Apprenticeships
May	School of Natural Sciences, Health & Kinesiology School of Human and Public School of Visual & Performing Arts School of Math, Engineering, Computer Science & Game Development
June	
July	

Reminder emails will be sent by Academic Council School representatives

¹ The college intended to initiate this recognition in Spring 2023. However, the School restructuring activities resulted in a delay.

Student Spotlights for April 2024

School of Human and Public Services

Student Name: Caitlin Robertson

Student ID: [REDACTED]

email: crobertson21@student.rccd.edu

Discipline: ECE

Nominated by Sarah Burnett and Maria Adams

Caitlin is a really special student. Over the time we have known her she has undergone a series of significant brain surgeries, but in each situation, she has planned, reached out to her instructors and organized the submission of assignments prior to the surgeries. In her most recent recovery, she is managing with paralysis in her right arm, but it still isn't inhibiting her from completing her work. Caitlin is proactive in navigating the impact of her surgeries and never asks for special treatment.

In addition, Caitlin never complains, she is upbeat and optimistic, and is always looking at what she can do versus that which she can't. She is absolutely a role model for others, but they have no idea of the challenges she faces because she doesn't ever complain. She is an excellent communicator, in fact one of the only students that actively attends our office hours! She is completely committed to being the best she can be, to excellence, and as an 'A' grade student in my class, is obviously getting great results. She has character for days, and consistently overcomes the challenges her health presents.

I wish all my students were like Caitlin; diligent, dedicated, and driven to succeed, regardless of limitations or parameters that make the everyday more of a struggle.

School of Business & Management

Student Name: Landon Luke

Student ID: [REDACTED]

Email: lluko2@student.rccd.edu.

Discipline: BUS

Nominated by Adam Martin

Landon attends class regularly. He is friendly to all those around him. During classroom discussion, he routinely affirms the comments of his classmates. Has proven themselves an ethical leader. Landon understands the value of business ethics. During our case study discussion, Landon went far beyond the questions posed to find a solution to the ethical dilemma raised in the case. It was apparent that Landon was preparing himself for the real-world applications of ethical decision making in business. Is committed to being the best and/or delivering the best. Landon pushes himself to always do his best work. Landon is blind. As a result, he must spend three to hour more hours per assignment compared to his peers. He never complains about this fact and strives for mastery of the content. Landon is committed to excellence. Currently, Landon has received 100% of the points available in the course. He has attended all class meetings and has communicated a strong plan for academic success in BUS-10.

Landon has a reputation of delivering great results every time. Landon values integrity. He manages relationships with other people with the utmost care. This inspires confidence in his reputation and lets the world know that they can trust him.

Landon, displays good character; has respect for themselves, others, and the environment. Landon takes pride in himself and his abilities. He prides himself and others for what "went right" in a situation, not what "went wrong." He strives for continuous improvement and helps others dare to achieve in a supportive manner. Has overcome undue hardship and strives to always do their best. Being totally blind, Landon must work exceptionally hard to achieve even the smallest tasks. Even physically entering or leaving the classroom is a substantial undertaking. It would be easy for someone in Landon's situation to make excuses for a lack of performance. However, Landon is the top of the class and will have an exceptional career in business if he chooses to embark on the journey.

School of Communication, Humanities & Languages

Student Name: Dylan Hibbetts

Student ID: [REDACTED]

Email: Dhibbetts@student.rccd.edu

Discipline: ENG

Nominated by: Kiandra Jimenez

Dylan is an amazing student who brings a great deal of positivity to the classroom and campus spaces he is in. He is deeply thoughtful, empathetic, and a great support for his peers. He listens and finds common ground with his peers to facilitate greater conversations of inclusion, understanding, and knowledge building.

Dylan is classified as a non-traditional student—He is older than his classroom peers, he must work full time to help support his family, and he is a primary caretaker of his parents. Despite the heavy load of responsibility, Dylan gives a lot to his studies and works hard to perform at his highest level, often bringing a great deal of critical thinking to any space he's in. In addition, Dylan has helped to charter the first English Discipline club, "The Next Chapter," where he is acting as the club president. Dylan has a deep love of literature and aspires to be a High School teacher; there is no doubt he will be a beacon for those lucky students who will one day have him front of class, sharing his love of literature.

Finally, Dylan is one of the humblest students I've encountered. He always looks for opportunities to elevate others, never putting himself first, but instead looks to support and help others. Dylan embodies some of the best qualities of leaders and future educators: he leads by listening, supporting, seeing, and elevating the voices of those around them.

School of Applied Technologies & Apprenticeships

Student Name: Lisseth (Liz) Olmos

Student ID: [REDACTED]

Email: lolmos1@student.rccd.edu

Discipline: DFT

Lisbeth (Liz) Olmos is a stay-at-home mom and home school her 9-year-old son. She is motivated to complete her Architectural certificate to start a job. Liz is very responsible in her TeamWorks and helping other students with their study. She inspires the students in class to go beyond their limits and barrier. Though Liz had no background in drafting and design, she works very hard to achieve her goal. She is always volunteering to support the learning of her classmates and very brave to be first in doing any new activities in and out of the classroom.

Liz brings great questions to class, which shows her dedication to her study as well as her son. She never misses any appointment and has a high integrity in keeping her word. Liz is one of the good examples of students who want to start college after parenting and break the fear of starting a new challenge.