



College Council

Meeting Minutes for May 9, 2024

12:50 pm to 1:50 pm

Location: CSS*217

Council Members Present:

Ms. Natalie Aceves, Ms. Kimberly Bell, Ms. Vivian Harris, Ms. Azadeh Iglesias, Ms. Aneesa Kashif, Mr. Jethro Midgett, Mr. Dan Reade, Dr. Kaneesha Tarrant, and Ms. Patty Worsham

Ex-officio Members:

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

Council Members Not Present:

List Names: Dr. Hayley Ashby, Dr. Michael Collins, Dr. Carol Farrar, Ms. Janet Frewing, Dr. Tenisha James, Ms. Ashlee Johnson, Mr. Daren Koch and Ms. Leona Vassale

Guest(s):

List Names: Dr. Quinton Bemiller, Dr. Virgil Lee

Recorder:

Ms. Monica Esparza substituting for Ms. Desiree Wagner

Quorum: # 10

Subject to Brown Act: No

1. Call to Order

- 12:56 pm

2. Action Items

2.1 Approval of Agenda

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

2.2 Approval of [Meeting Minutes, April 4, 2024](#)

- MSC (Motion-Dr. Kaneesha Tarrant/Second-Ms. Kimberly Bell)
- One abstention - Ms. Vivian Harris, Approved by consensus.

2.3 [Strategic Enrollment Management Plan 2024-2027](#)

- MSC (Motion-Ms. Kimberly Bell/Second- Mr. Dan Reade)
- The Strategic Enrollment Management Plan is coming to the Council for final approval.
 - Incorporated all feedback since the first read and Academic Planning Council
 - Final approval prior to submitting to Executive Cabinet
 - Blueprint of who's doing operational plan
- Approved by consensus.

3. Discussion Items

3.1 [College Council Survey of Effectiveness](#)

- Council members reviewed the results of the College Council Survey of Effectiveness.
- **Notes:** Highlighted disagree & strongly disagree results and comment

- Discussion:
 - Appreciate the Administrative Assistants providing meeting materials ahead of meeting time.
 - Concerns that since moving to the 4 leadership councils, importance of meetings has diminished; some councils continue to not meet quorum.
 - Faculty need to be reminded they are on a council and understand the purpose and role they hold.
 - Suggested to revisit purpose and expectations.
 - The previous council didn't meet during college hour. Now, the meetings conflict with several events on campus.
- The College Council may be more focused on putting a system in place instead of ensuring that the system works for Norco.
 - Suggestion to take a more holistic approach as things are being refined.
 - Things have changed drastically since COVID; there is now a new reality.
- Regarding the structure of all councils, members often need to be reminded of expectations.
 - The current council structure doesn't seem to be working.
 - New faculty need to feel like they can contribute and stay involved.
 - Is the amount of work done by College Council members comparable to what is being done on other councils/committees?
- The Institutional Strategic Planning Committee (ISPC) functioned more effectively as one entity versus 5 separate councils.
 - Previously, some of the other councils/committees didn't meet during college hour.
- Student feedback
 - Students are often confused about what council meetings are about because the information is confusing and don't understand some acronyms.
 - Students don't always have enough time to read through all the materials for each meeting to make informed decisions.
 - One hour is not enough time.

4. Information Items

4.1 Reports of Effectiveness:

4.1.a. [Institutional Effectiveness & Governance Council](#)

- Council members reviewed the results of the Reports of Effectiveness from Institutional Effectiveness & Governance Council (IEGC).

4.1.b. [Resources Council](#)

- Council members reviewed the results of the Reports of Effectiveness Resources Council.

4.1.c. [Grants Advisory Panel](#)

- Council members reviewed the results of the Reports of Effectiveness Grants Advisory Panel.

4.1.d. [Safety Workgroup](#)

- Council members reviewed the results of the Reports of Effectiveness Safety Workgroup.

4.2 [Student Equity Plan Qualitative Study Findings & Recommendations](#)

- Presenter, Yvonne Olivares; highlighted a few findings of the Student Equity Plan Qualitative Study findings.
 - Black/African American Student.
 - Lack of understanding of Financial Aid.
 - Applied after the deadline.
 - Financial Aid knowledge.
 - Explored Solutions.
 - May 31st is the deadline before most students even graduate high school.
 - Persistence Barriers.
 - Lack of awareness of support services.
 - Communications are not reaching them.
 - Students felt isolated.
 - Communications based on reinforcing equity gaps.
 - Hispanic/Latinx students completing transfer -level Math/English in their first year.

- Students are given information to complete in their first year of college, but don't know why.
 - If you were told the shorter amount of time since completing Math and English class taken in high school, the higher success of passing.

5. Good of the Order

5.1 DSPC Update

6. Future Agenda Topics

7. Adjournment

- **1: 55 pm**

Strategic Enrollment Management Plan
2024-2027

Norco College

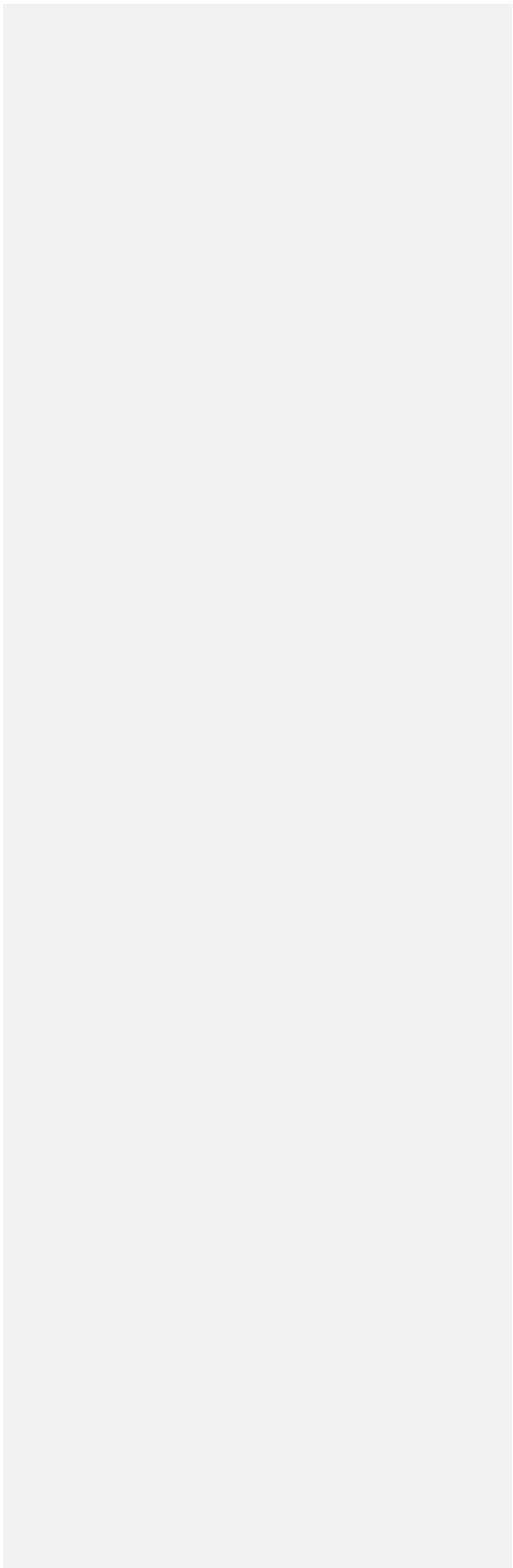


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Chapter 1 Introduction

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)
 - ~~1-3.~~ 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. 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:

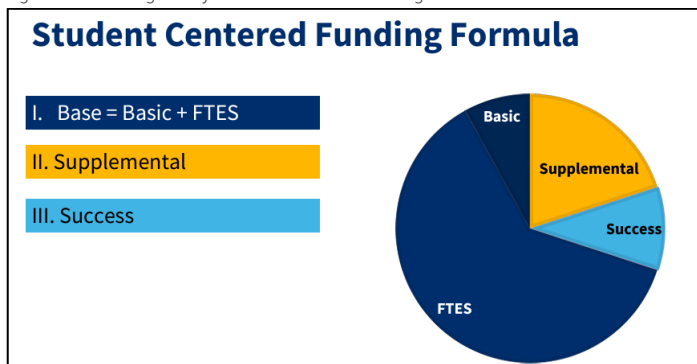
- Successful Enrollment (percentage of first-time college students who applied and enrolled in the same year in a primary term)
- Transfer-level math and English (percentage of first time in college students who completed transfer-level math and English in the first year)
- Persistence (percentage of 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

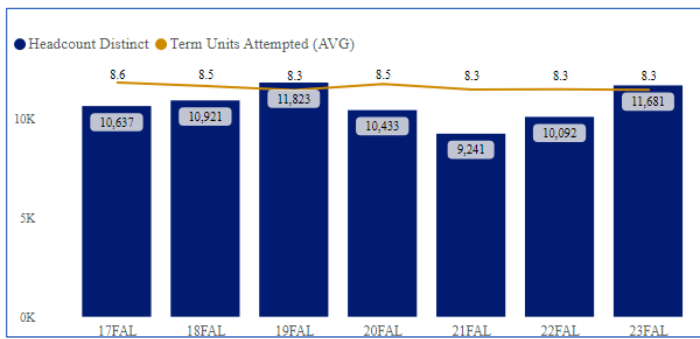
o [\[enter criteria\]](#)

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

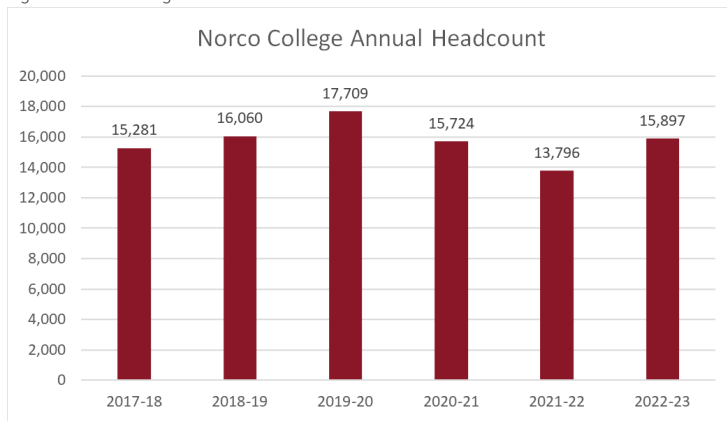
Appendix C: Data Review

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%

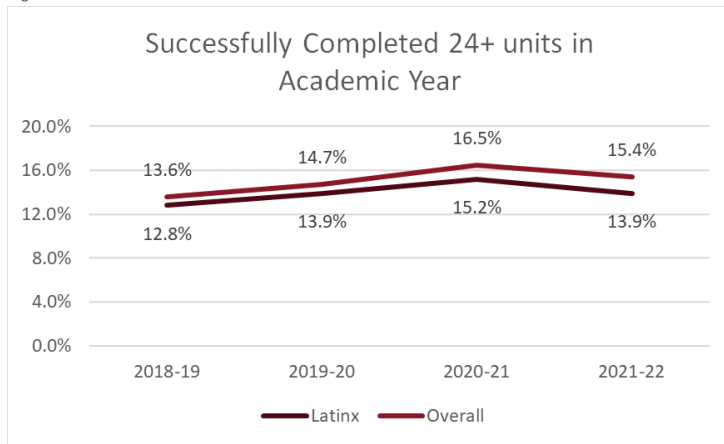
Source: Local MIS data files; Data Retrieved: August 23, 2023

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%

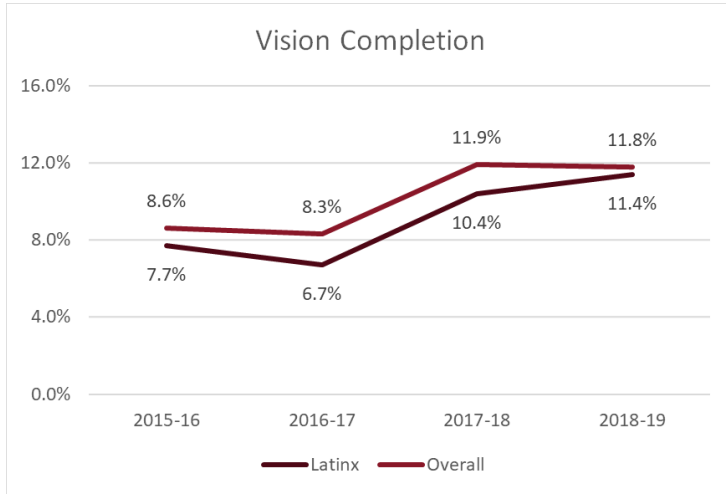
Source: Local Dual Enrollment student data and [CNUSD high school population](#); Data Retrieved: August 23, 2023

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.

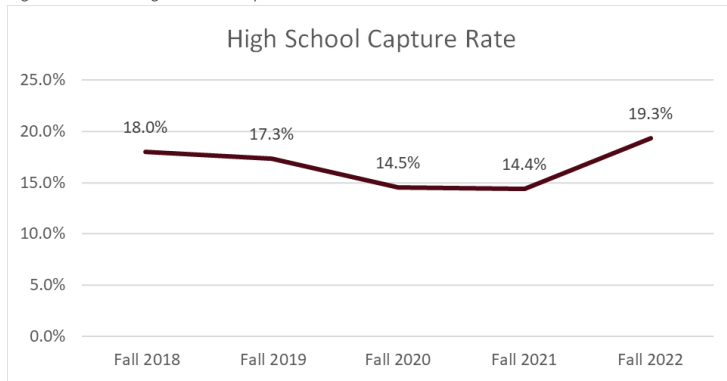
Appendix C.04: Student Achievement and Success

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.

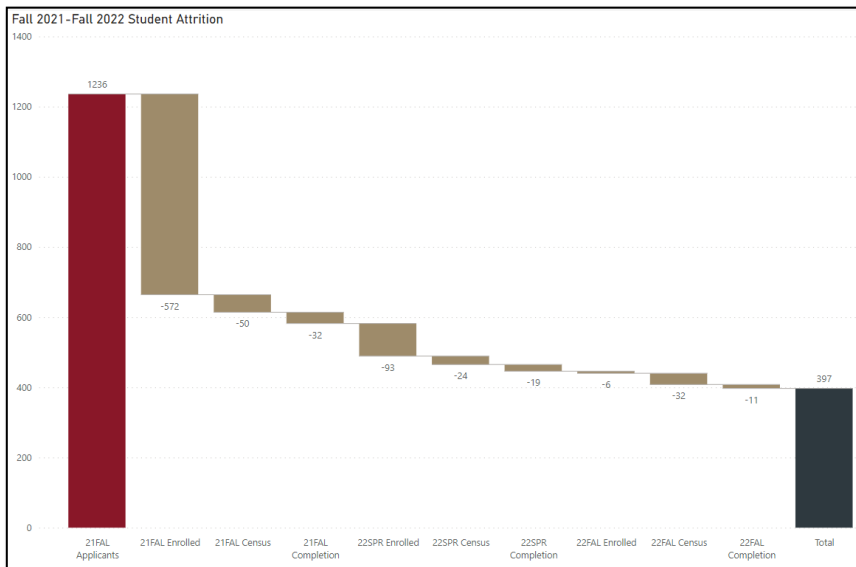
Within 1 year

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 form Fall 2021 to Fall 2022



Source: Local Management Information Systems and CCCApply data.

Long-Term:

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

Appendix C.06: Community Data

Figure C.06.01: Educational Attainment

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

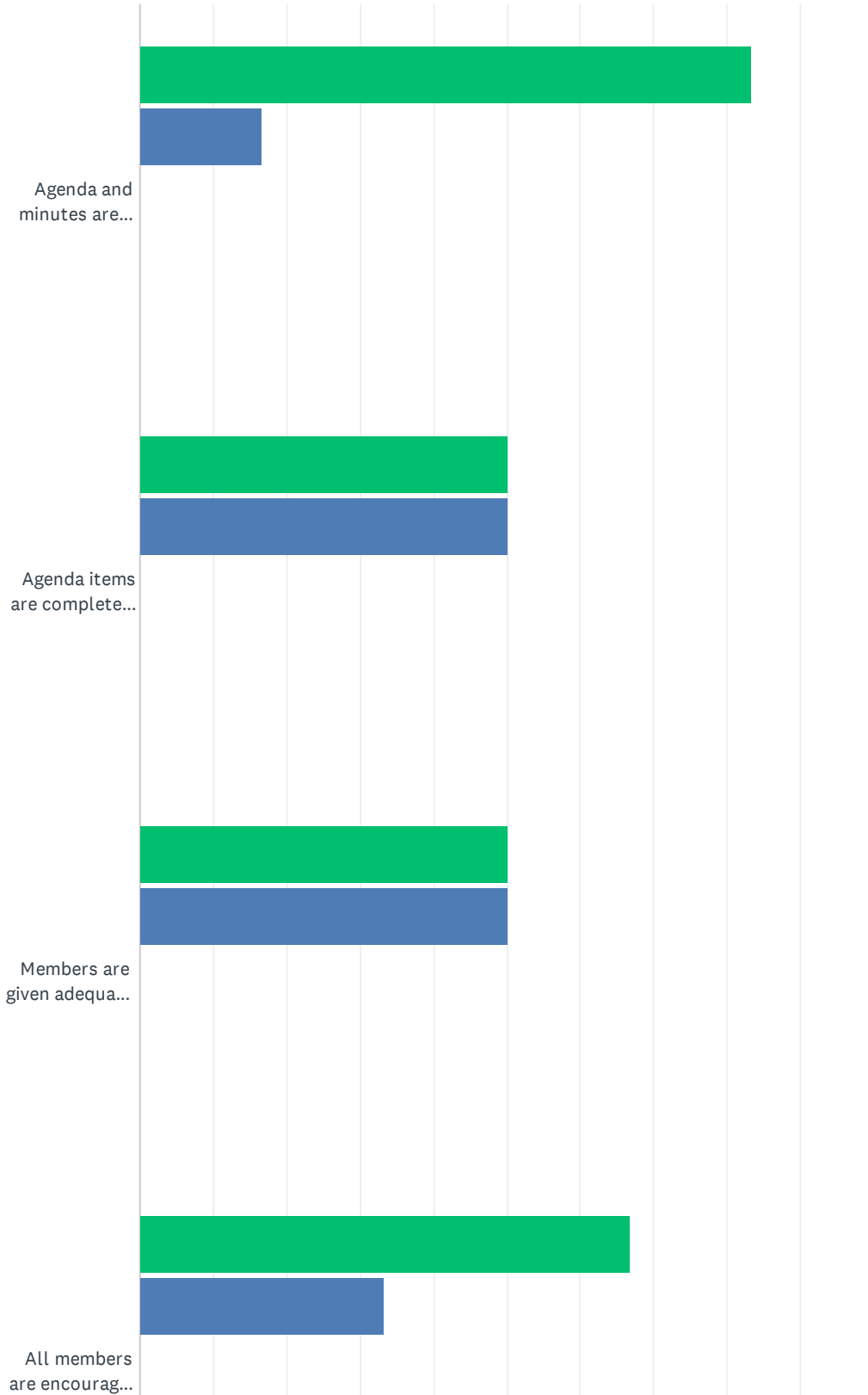
<i>Student Type</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
<i>All Students</i>	6,452	5,493	5,018
<i>Earned 9 or More Career Education in 1 year</i>	25%	25%	27%
<i>Earned a Degree or Certificate or Attained Apprenticeship Journey Status</i>	326	353	382
<i>Median Annual Earnings after Exiting</i>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

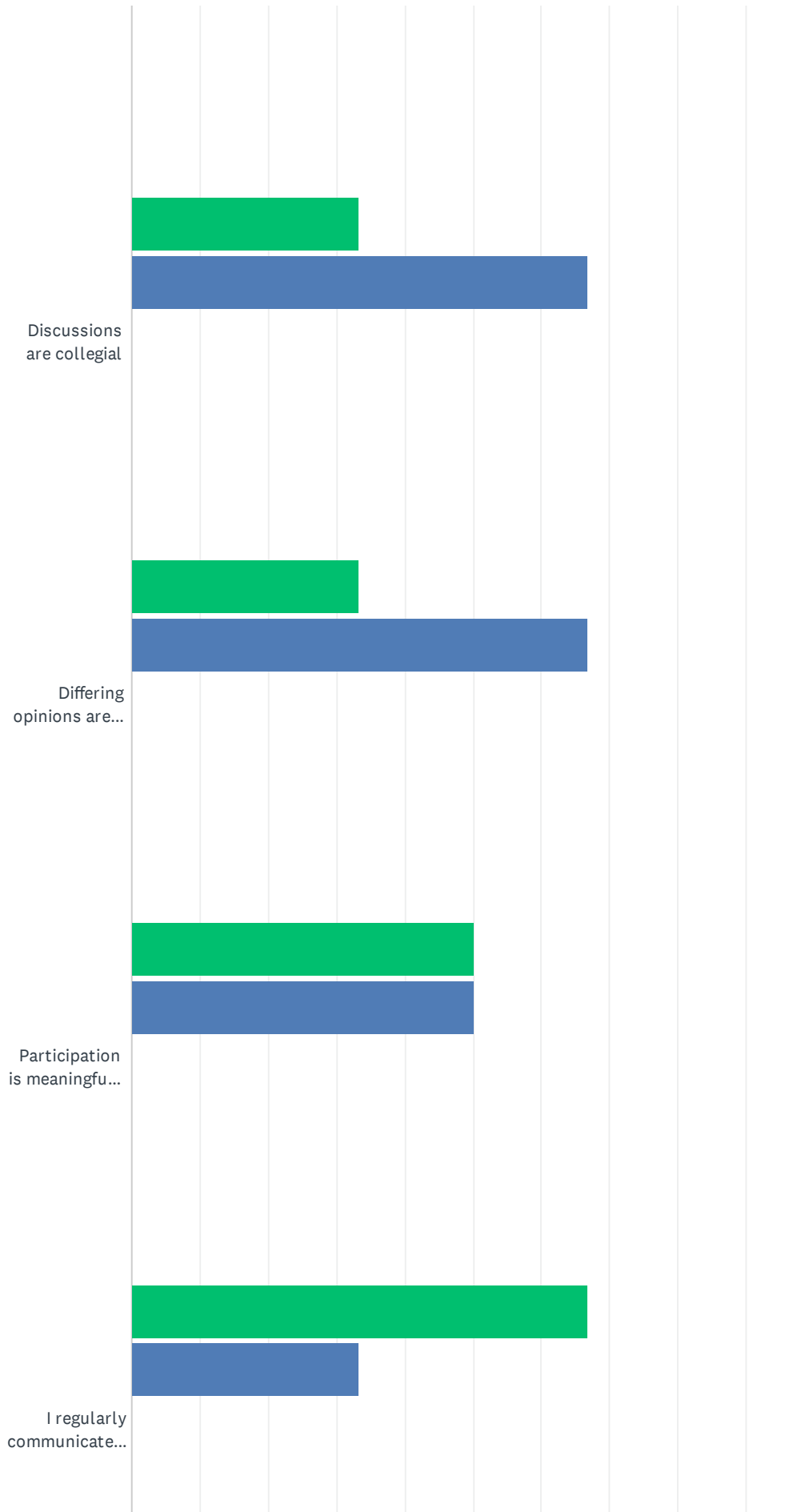
Note: All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected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

Q1 Please rate your level of agreement with the following statements for the governance entity selected above:

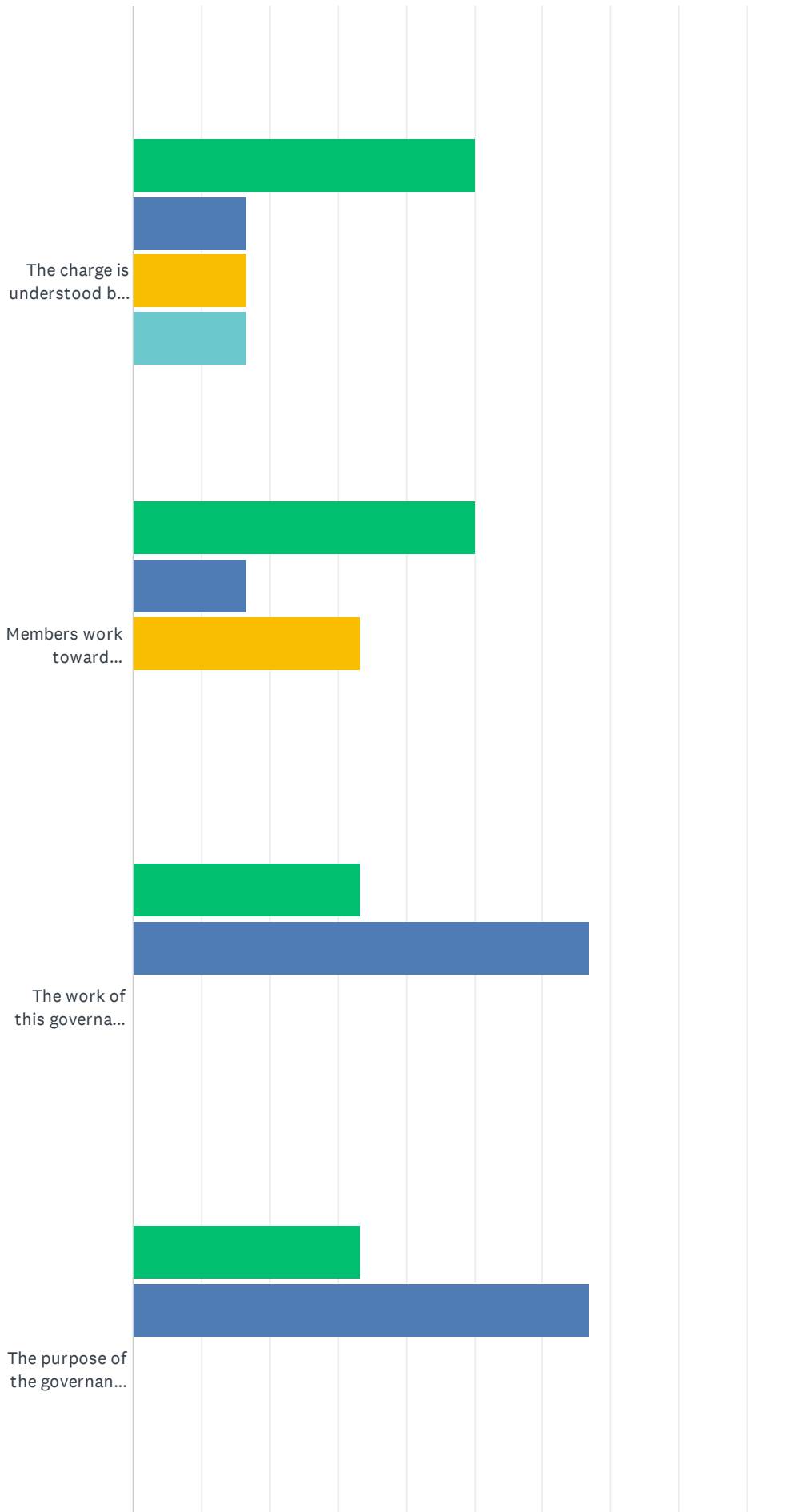
Answered: 6 Skipped: 0



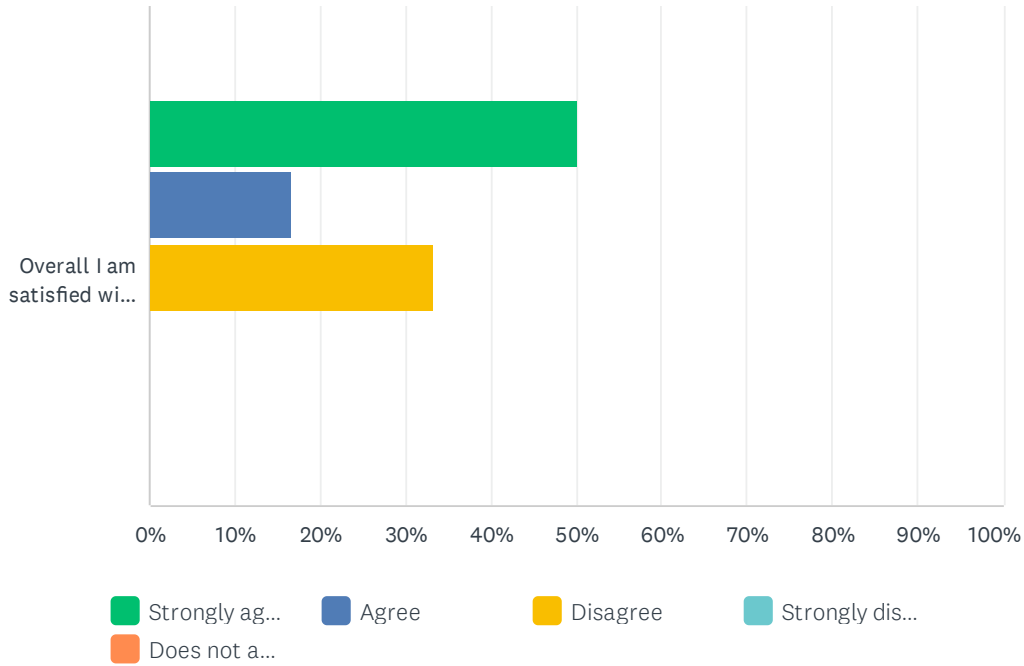
College Council Survey of Effectiveness



College Council Survey of Effectiveness



College Council Survey of Effectiveness



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	83.33% 5	16.67% 1	0.00% 0	0.00% 0	0.00% 0	6
Agenda items are completed within the meeting time	50.00% 3	50.00% 3	0.00% 0	0.00% 0	0.00% 0	6
Members are given adequate information to make informed recommendations or decisions	50.00% 3	50.00% 3	0.00% 0	0.00% 0	0.00% 0	6
All members are encouraged to be actively involved	66.67% 4	33.33% 2	0.00% 0	0.00% 0	0.00% 0	6
Discussions are collegial	33.33% 2	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6
Differing opinions are respected	33.33% 2	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6
Participation is meaningful and important to me	50.00% 3	50.00% 3	0.00% 0	0.00% 0	0.00% 0	6
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	66.67% 4	33.33% 2	0.00% 0	0.00% 0	0.00% 0	6
The charge is understood by the members	50.00% 3	16.67% 1	16.67% 1	16.67% 1	0.00% 0	6
Members work toward fulfilling the charge	50.00% 3	16.67% 1	33.33% 2	0.00% 0	0.00% 0	6
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	33.33% 2	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6
The purpose of the governance entity aligns well with the college mission	33.33% 2	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6
Overall I am satisfied with this governance entity's performance	50.00% 3	16.67% 1	33.33% 2	0.00% 0	0.00% 0	6

Q2 Is there something that you would recommend to help the committee function more effectively?

Answered: 1 Skipped: 5

#	RESPONSES	DATE
1	I feel that the college council needs to meet more than once a month. We do not have sufficient time to discuss items and we have to move things through quicker because otherwise we have to wait an entire month.	3/26/2024 12:03 PM



Report of Effectiveness 2022-2023

Governance Entity:

Institutional Effectiveness & Governance Council

Charge:

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and retains responsibility for ACCJC Standards I and IV, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned Educational Master Plan objectives. The IEGC makes recommendations to the College Council, Academic Senate and the Vice President of Planning & Development.

Sponsoring Council/Senate:

College Council

Co-chairs:

Dr. Tenisha James, Ms. Ashlee Johnson and Ms. Leona Vassale (proxy)

Members:

Dr. Greg Aycock, Ms. Makenna Ashcraft, Ms. Caitlin Busso, Dr. Greg Ferrer, Dr. Mark Hartley, Dr. Tenisha James, Ms. Ashlee Johnson, Ms. Ruth Leal, Mr. Dan Reade, Dr. Tim Russell, Mr. Alex Spencer, Ms. Leona Vassale, and Ms. Dana White

Evaluation of the Survey of Effectiveness:

The purpose of the Survey of Effectiveness (SOE) is to provide a mechanism by which members of the Institutional Effectiveness and Governance Council (IEGC) could self-evaluate the effectiveness of the council's planning and decision-making processes. In addition to one (1) open-ended question, the survey also requested feedback on each participant's level of agreement with thirteen (13) statements regarding the Council's effectiveness. The feedback was measured on a Likert Scale from the following options: Strongly Agree, Agree, Disagree, Strongly Disagree, and Does Not Apply.

The 2023 IEGC SOE received a total of seven (7) participants, all of whom responded to 100% (13/13) of the statement prompts. Additionally, there were two (2) responses to the open-ended question.

Results of the 2023 IEGC Survey of Effectiveness highlighted several areas of strength and opportunities for growth.

According to survey results, all (7) participants either strongly agreed or agreed that agendas and minutes were provided far enough in advance of meetings which indicate a strong agreement in this area. Additionally, the group also had strong agreement in several other areas in which all but one (1) of the seven (7) participants either strongly agreed or agreed that: agenda items were completed within the

meeting time, members were encouraged to be actively involved, discussions were collegial, differing opinions were respected, and that members regularly communicated with their constituent groups regarding key issues discussed and actions taken during meetings. Similarly, while all but one participant also strongly agreed or agreed that the purpose of the governance entity aligned well with the college mission, one participant did indicate that this statement did not apply to IEGC.

In the areas of least agreement, between two(2) to three (3) of the seven (7) participants either disagreed or strongly disagreed that: members were given adequate information to make informed recommendations or decisions, participation was meaningful and important, the charge was understood by members, members worked toward fulfilling the charge, the work of the Council made an impact on its assigned EMP Goals or KPIs, or that they were satisfied overall with the Council’s performance.

As a result, there is evidence to suggest that, while the daily operations of the group seem to be working efficiently, there is a need to clarify the Council’s role within governance and strategic process in order to facilitate mobility towards a well-defined charge in a way that is understood by all members.

Lastly, the opportunities for growth highlighted in the Likeart Scale results discussed above we found to be affirmed in the two open-ended question responses which asked for recommendations to help the committee function more effectively.

Survey Of Effectiveness Results:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7
Agenda items are completed within the meeting time	42.86% 3	42.86% 3	14.29% 1	0.00% 0	0.00% 0	7
Members are given adequate information to make informed recommendations or decisions	14.29% 1	57.14% 4	14.29% 1	14.29% 1	0.00% 0	7
All members are encouraged to be actively involved	42.86% 3	42.86% 3	14.29% 1	0.00% 0	0.00% 0	7
Discussions are collegial	14.29% 1	71.43% 5	14.29% 1	0.00% 0	0.00% 0	7
Differing opinions are respected	14.29% 1	71.43% 5	14.29% 1	0.00% 0	0.00% 0	7
Participation is meaningful and important to me	14.29% 1	42.86% 3	28.57% 2	0.00% 0	14.29% 1	7
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	42.86% 3	42.86% 3	14.29% 1	0.00% 0	0.00% 0	7
The charge is understood by the members	0.00% 0	42.86% 3	28.57% 2	14.29% 1	14.29% 1	7
Members work toward fulfilling the charge	0.00% 0	57.14% 4	28.57% 2	14.29% 1	0.00% 0	7
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	14.29% 1	28.57% 2	28.57% 2	14.29% 1	14.29% 1	7
The purpose of the governance entity aligns well with the college mission	28.57% 2	42.86% 3	14.29% 1	0.00% 0	14.29% 1	7
Overall I am satisfied with this governance entity's performance	14.29% 1	42.86% 3	28.57% 2	0.00% 0	14.29% 1	7

SOE Open-Ended Question Responses:

“There needs to be increased clarity and understanding regarding the purpose of IEGC and how IEGC should function, including its authority. The council spends an obsessive amount of time on developing/revising small governance processes, to the exclusion of many of our other assigned EMP objectives. Even in the time spent on governance processes there is still confusion regarding the difference in authority/function of IEGC as compared to College Council. It seems there are current practices in place that are disconnected from the SPGM written policies. Additionally, there is confusion regarding the difference between strategic and operational. The point of this work is to ensure strategic priorities are aligned and reflected in our operational practices to better serve students. It would be useful to spend time onboarding council members regarding the council purpose and purview and expectations for serving on a leadership council. It would seem that many members do not feel they are able to make informed decisions on council items, nor understand what the impact of IEGC should be working to achieve.”

“I think a serious question should be had about whether this council continues to be necessary. I wish to be clear that I think the leadership of the council has worked hard to make members feel included and to create a sense of organization. My concern has nothing to do with the council's leadership or its members. However, in my admittedly relatively short time on the council, I have yet to see it take on a charge that is distinct to it. Instead, the council regularly seems to find itself stuck working on things that already have homes. Along these same lines, the tasks that the council is asked to do, such as resource request rankings, have also already been completed elsewhere and there is no indication that the council is particularly well situated to provide additional detail or improve upon previous efforts. I would very much like to see the council consider what its UNIQUE purpose is or potentially explore revising the SPGM with an eye towards a serious conversation about which governing bodies have actually proved necessary under our new governance system.”

EMP Goal Alignment and Objective Alignment:

- Objective 4.1 - Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)
- Objective 4.2 - Increase percentage of employees who complete Racial Micro aggressions certificate from 1% to 60% (285 out of 472 employees)
- Objective 5.4 - Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities
- Objective 6.2 - Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations
- Objective 6.7 - Help establish a distinct regional identity, organization, and communication amongst our local communities
- Objective 8.1 - Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.

- Objective 8.2 - Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.
- Objective 8.3 - Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.
- Objective 8.4 - Develop, evaluate, and monitor our governance, decision-making, and resource allocation processes on the basis of the college mission and plans.
- Objective 9.2 - Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers.
- Objective 9.4 - Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work
- Objective 10.13 - Develop and implement plans for off-campus facilities for instructional purposes

Self-Report on EMP Objective Progress:

<u>Objective</u>	<u>Progress</u>
Objective 4.1	Unclear
Objective 4.2	Unclear
Objective 5.4	Unclear
Objective 6.2	Unclear
Objective 6.7	Unclear
Objective 8.1	In-Progress
Objective 8.2	In-Progress
Objective 8.3	In-Progress
Objective 8.4	In-Progress
Objective 9.2	Not Started
Objective 9.4	Not Started
Objective 10.13	Unclear

Progress made by IEGC and its Sub-Committees towards EMP Goals and Objectives indicated by: Complete, In-Progress, Not Started, Unclear

Self-Report on Appropriate Objective Assignment:

<u>Objective</u>	<u>Appropriateness</u>
Objective 4.1	Unclear
Objective 4.2	Unclear
Objective 5.4	Unclear
Objective 6.2	Unclear
Objective 6.7	Unclear
Objective 8.1	Appropriate
Objective 8.2	Appropriate
Objective 8.3	Appropriate

Objective 8.4	Appropriate
Objective 9.2	Appropriate
Objective 9.4	Appropriate
Objective 10.13	Unclear

Appropriateness of Objective Assignment with IEGC and its Sub-Committees is indicated by:
Appropriate, Inappropriate, Unclear

Assessment of Scope and Deliverables:

1. Ensure the evaluation and review process of the college's mission, vision, core commitments, institution-set standards, brand; ensure alignment with strategic planning documents (e.g. Strategic Planning and Governance Manual) and Educational Master Plan	1. In-Progress
2. Coordinate the review and evaluation of both the assessment and the program review plans, templates, and process	2. In-Progress
3. Coordinate the development, review and evaluation of the Strategic Planning and Governance Manual, Student Equity Plan, marketing and communications plans. Evaluate and recommend updates/ amendments to the Strategic Planning & Governance Manual	3. In-Progress
4. Support advances to student communication systems/structures with an equity and guided pathways lens	4. Not Started
5. Support the use of data, research, and analysis to inform planning and the alignment of college strategic goals	5. In-Progress
6. Coordinate the review and evaluation of college planning structures, processes, and operations	6. In-Progress
7. Evaluate and communicate college performance related to student achievement; and recommend actions toward improvement	7. In-Progress
8. Establish and maintain a document control system that includes a repository, establishes responsibilities, and ensures accurate organizing, routing, and tracking of documents	8. In-Progress
9. In mid-spring of each academic year, the Institutional Effectiveness & Governance Council will participate separately in dialogue sessions to 1) self-evaluate the effectiveness of its planning and decision-making processes through the Survey of Effectiveness, 2) self-report on Educational Master Plan objective progress and appropriate objective assignments, and 3) self-assess the completion of its charter's scope/deliverables during the academic year.	9. In-Progress
10. In late spring, the Institutional Effectiveness & Governance Council will receive an executive summary from each standing committee addressing the above three areas for review and discussion at a	10. Not Started

<p>designated IEGC meeting. The receiving council (College Council) will make recommendations to, and receive recommendations from, the IEGC based on the results of the self-evaluation to determine if a charter needs to be revised/extended or not.</p>	
<p>11. The Institutional Effectiveness & Governance Council will conduct its evaluation of effectiveness and post an executive summary on the Council's website.</p>	<p>11. In-Progress</p>

Progress made by IEGC and its Sub-Committees towards EMP Goals and Objectives indicated by: Complete, In-Progress, Not Started, Unclear



REPORT OF EFFECTIVENESS 2023-2024

GOVERNANCE ENTITY:

Resources Council

CHARGE:

The Resources Council (RC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives. Operational items are to be handled at the departmental, task force, project team, or workgroup level often determined by job title or functional area of responsibility.

SPONSORING COUNCIL/SENATE:

College Council

CO-CHAIRS:

Michael Collins, Courtney Buchanan/Kimberly Bell, Azadeh Iglesias

MEMBERS:

Esmeralda Abejar, Mike Angeles, Travonne Bell, Courtney Buchanan/Kimberly Bell, Michael Collins, Teresa Friedrich Finnern, Azadeh Iglesias, Refugio "Jr" Lopez, Gustavo Ocegueda, Edwin Romero, Jim Rossum, Desiree Valdez (ASNC Student Rep).

EVALUATION OF THE SURVEY OF EFFECTIVENESS:

On March 15, the results of the Resources Council Survey of Effectiveness were provided to the Resources Council membership for review. At the March 28 meeting, the Resources Council agenzed the discussion of the results that were provided by its membership, however due to lack of attendance, the meeting was canceled. The membership reviewed the Survey of Effectiveness data prior to the scheduled meeting, and feedback was provided to the membership.

- The survey had 50% of the voting members respond.
- All survey prompts overwhelmingly received a majority "strongly agree" or "agree" response among the respondents.
- Feedback points included:
 - Allow attendance via Zoom
 - A recommendation was made to continue to train council members on metrics used in budget reports.
 - The short timeframe of the meeting does not allow for thorough discussion, informed decision-making, and meaningful impact for the college. Some items are presented as "information" that should probably be discussed, but there just is not enough time.

EMP GOAL ALIGNMENT AND OBJECTIVE ALIGNMENT:

- Objective 9.1 - Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.
- Objective 10.1 - Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college.
- Objective 10.2 - Develop and maintain Facilities Master Plan.
- Objective 10.3 - Buildout funded projects.
- Objective 10.4 - Finish Veterans Resource Center Phase 1 by Spring 2021.
 - This project was completed.
- Objective 10.5 - By Fall 2020, open the Early Childhood Education Center.
- Objective 10.6 - Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.
 - The Council voted to recommend resubmittal of the 2021-22 FPP/IPP projects to the State Chancellor's office.
- Objective 10.7 - Build 2nd access road.
- Objective 10.8 - Explore and pursue land acquisition adjacent to college property.
- Objective 10.9 - Develop and start implementing sustainable campus.
 - The Council has been engaged in the planning of the District Sustainability Plan, as well as establishing a Norco College Sustainability Task Force.
- Objective 10.10 - Design spaces that intentionally build community.
- Objective 10.11 - Install immediate/temporary facilities to address current capacity needs by summer 2021.
- Objective 10.12 - Enhance transportation infrastructure.
- Objective 10.13 - Develop and implement plans for off-campus facilities for instructional purposes.
- Objective 12.1 - Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.
 - The Council receives regular reports on resources required to build new facilities on the Norco College campus.
- Objective 12.2 - Coordinate with RCCD to establish a BAM that allocates funding equitably.
 - The Council receives quarterly updates on the BAM working group, and revisions that are being proposed.
- Objective 12.4 - Develop 30% of the overall budget from non-general fund revenue sources.

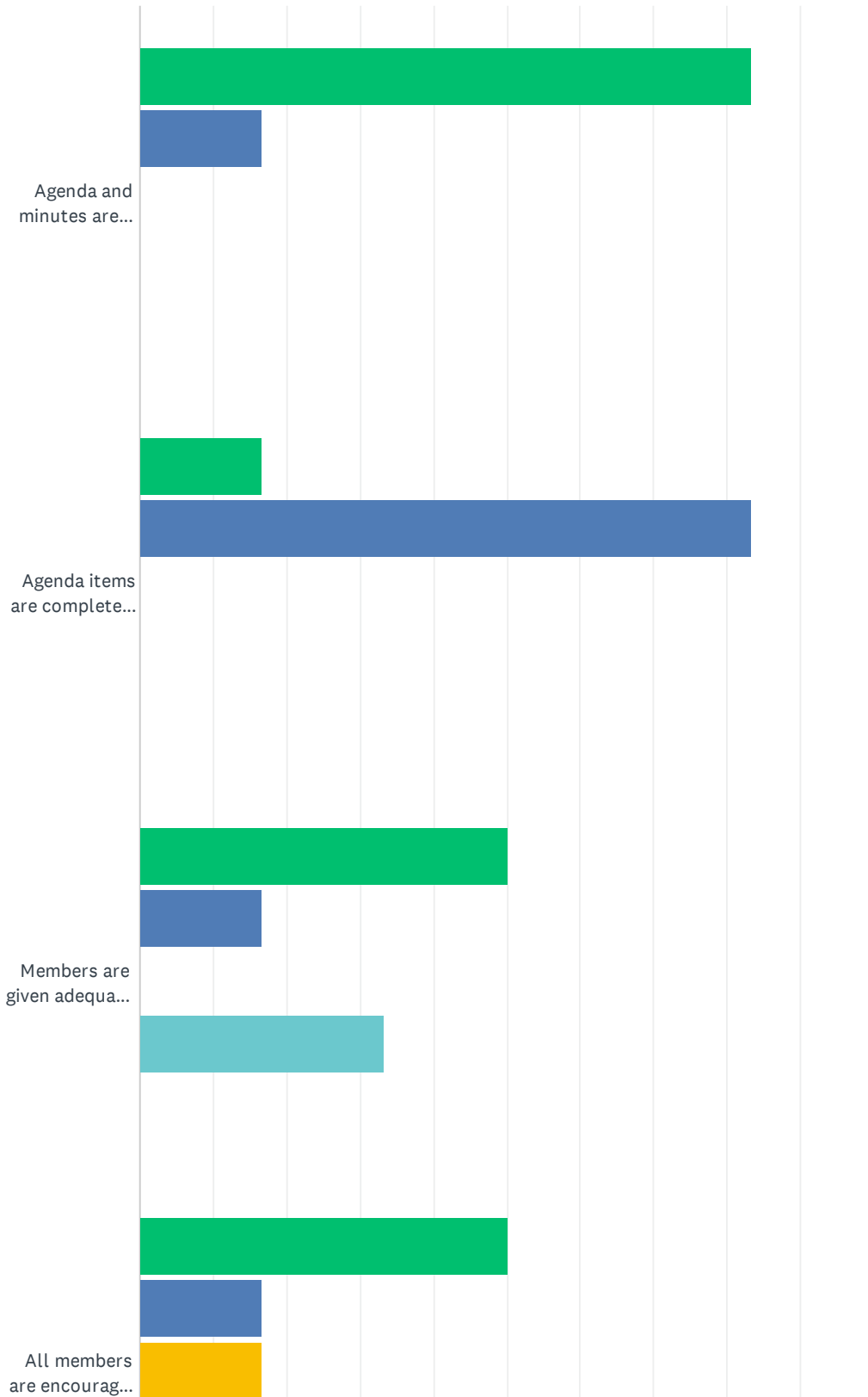
ASSESSMENT OF SCOPE AND DELIVERABLES:

1. Annually review the proposed college budget, including components for the development of the adopted budget, and ensure alignment with the mission, goals, and objectives of the college's Strategic and Education Master Plans. This work happens when the adopted budget is developed after the State budget is approved in the fall.
2. Annually review the district Budget Allocation Model and provide recommendations for continuous improvement. This review occurs each quarter during the Quarterly Budget Performance Report, and is noted in the meeting minutes.

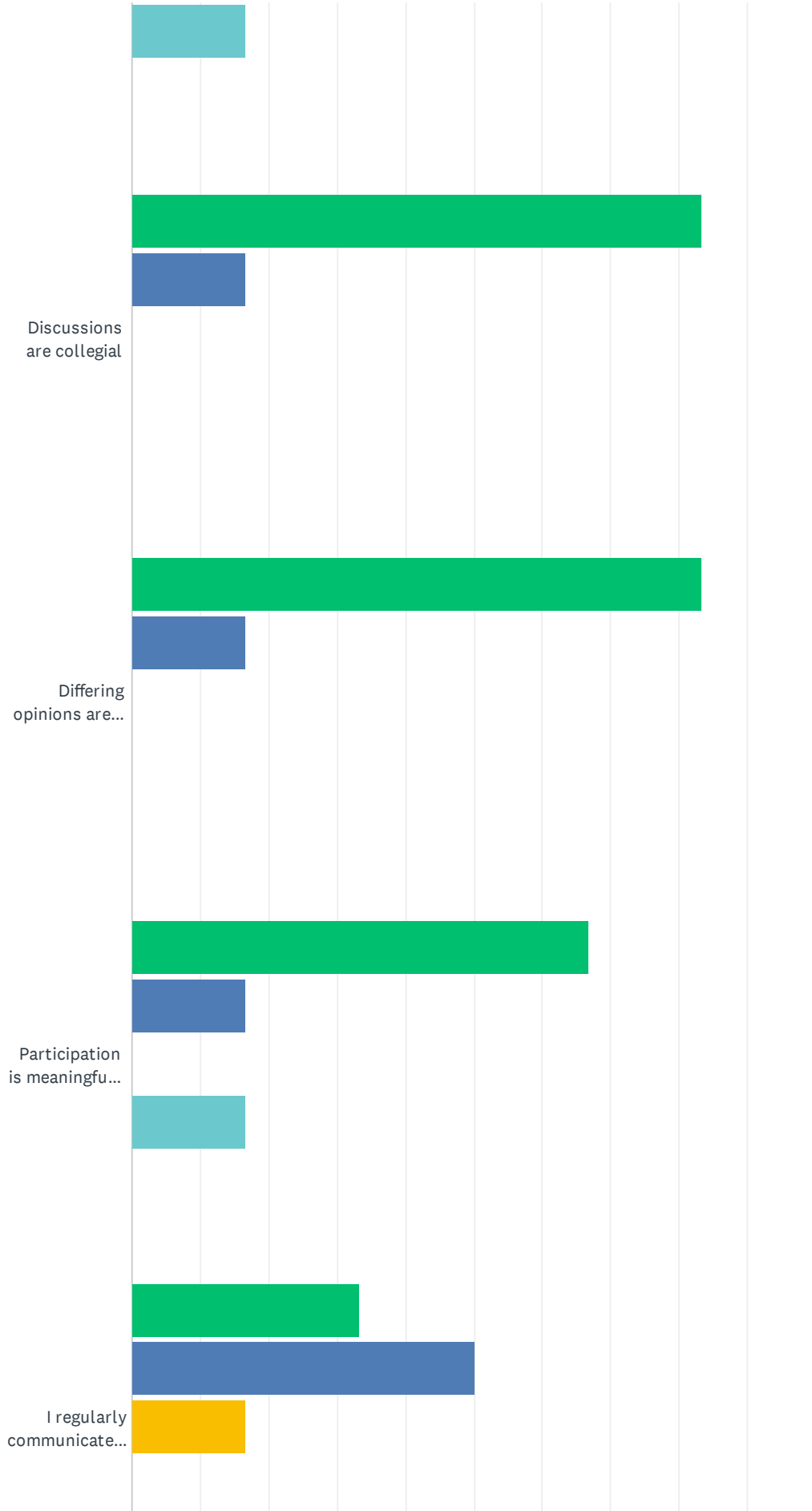
3. Recommend and monitor long-range fiscal plan with consideration of priorities consistent with district and college planning. (Multi-year projections, contingency reserves). Multi-year projections are developed at the district level, and local contingency reserves (holding account) balances are provided each quarter to the Council.
4. Reviews State and Federal legislation for local budget impact.
 - a. Budget information is provided to the Council and the college community as a whole on a regular basis when updates are available.
5. Reviews general fund revenues and expenditures on a quarterly basis.
 - a. Quarterly Budget Performance Reports are provided to the Council.
6. Communicate, through its members, with the college community on fiscal and physical resource issues and recommendations.
 - a. Regular communication and updates are provided in the Council that are intended to be carried back to constituency groups. Also, regular meeting “notes” are provided immediately after the Council meetings to update the entire college community.
7. Prioritize annual resource requests for Business Services operational area.
 - a. This work is completed in the Council, with recommendations made to the Executive Cabinet.
8. Oversee the development of the College’s Safety and Emergency Preparedness Master Plan, and review of the District’s Safety and Emergency Preparedness Master Plan every three years.
 - a. Regular updates and safety issues are brought to the Council via the Safety Task Force, and recommendations are made on issues.
9. Oversee the development of the College’s Technology Master Plan, and review of the District’s Technology Master Plan every three years. The status of the college’s technology master plan and district’s tech master plan is still in flux due to the district takeover of TSS/IMS at the colleges. This component will need to be addressed, as no district plans have been developed.
10. Support the implementation of the Facilities Master Plan.
11. Review the financial, human resource, and facilities impact of potential grant and college development opportunities.
 - a. The Grants Advisory Panel (GAP) vets the potential impact of grants on the college and the Dean of Grants & Equity provides bi-monthly reports regarding development opportunities that involve financial, human, or facilities resources.
12. Receive reports from Business Services operational areas.
 - a. Reports are typically in writing and presented as informational items.

Q1 Please rate your level of agreement with the following statements for the governance entity selected above:

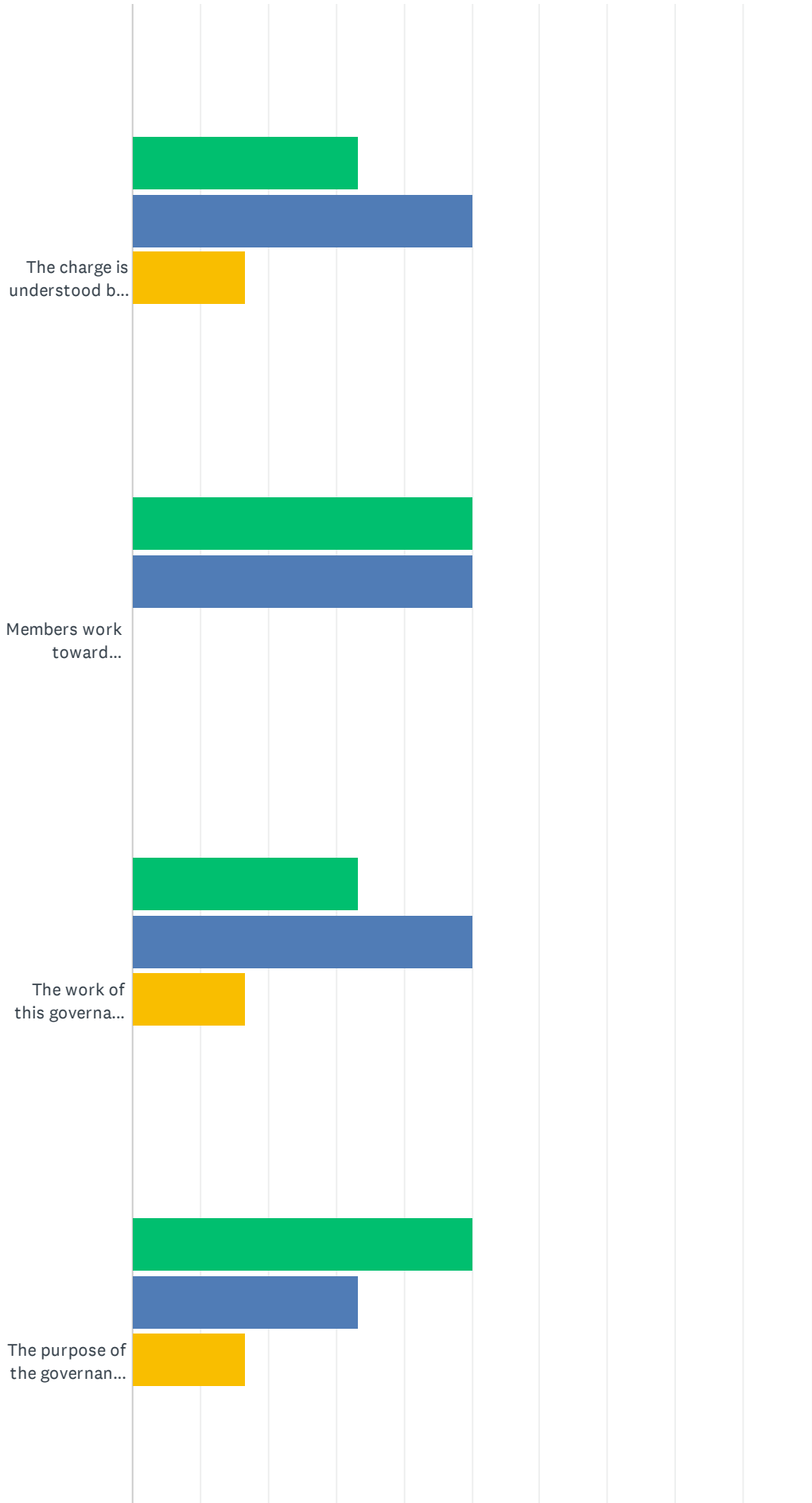
Answered: 6 Skipped: 0



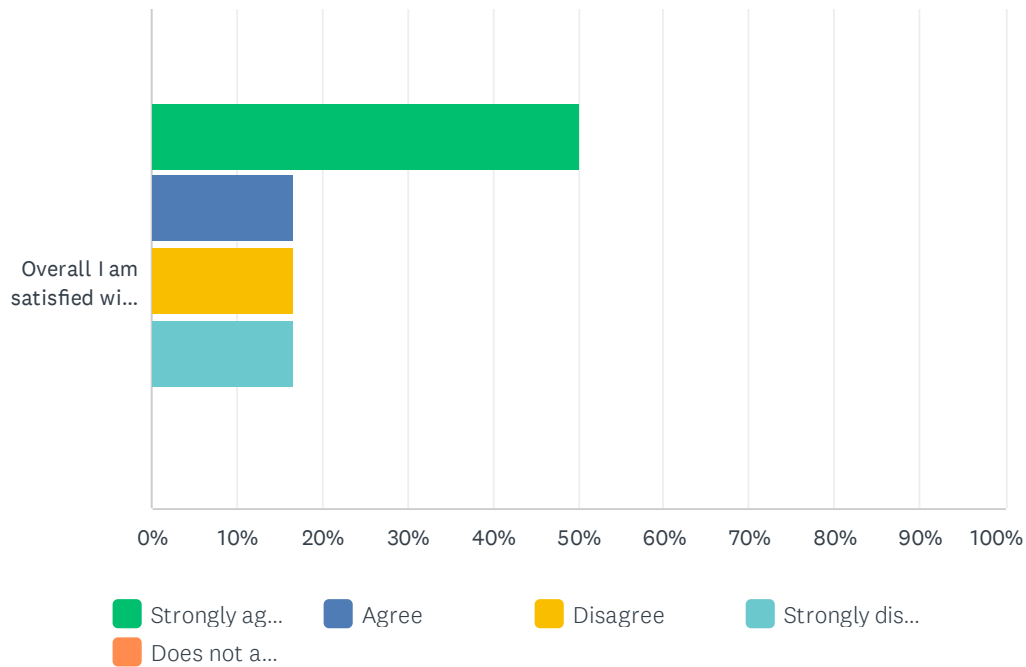
Resources Council Survey of Effectiveness



Resources Council Survey of Effectiveness



Resources Council Survey of Effectiveness



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	83.33% 5	16.67% 1	0.00% 0	0.00% 0	0.00% 0	6
Agenda items are completed within the meeting time	16.67% 1	83.33% 5	0.00% 0	0.00% 0	0.00% 0	6
Members are given adequate information to make informed recommendations or decisions	50.00% 3	16.67% 1	0.00% 0	33.33% 2	0.00% 0	6
All members are encouraged to be actively involved	50.00% 3	16.67% 1	16.67% 1	16.67% 1	0.00% 0	6
Discussions are collegial	83.33% 5	16.67% 1	0.00% 0	0.00% 0	0.00% 0	6
Differing opinions are respected	83.33% 5	16.67% 1	0.00% 0	0.00% 0	0.00% 0	6
Participation is meaningful and important to me	66.67% 4	16.67% 1	0.00% 0	16.67% 1	0.00% 0	6
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	33.33% 2	50.00% 3	16.67% 1	0.00% 0	0.00% 0	6
The charge is understood by the members	33.33% 2	50.00% 3	16.67% 1	0.00% 0	0.00% 0	6
Members work toward fulfilling the charge	50.00% 3	50.00% 3	0.00% 0	0.00% 0	0.00% 0	6
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	33.33% 2	50.00% 3	16.67% 1	0.00% 0	0.00% 0	6
The purpose of the governance entity aligns well with the college mission	50.00% 3	33.33% 2	16.67% 1	0.00% 0	0.00% 0	6
Overall I am satisfied with this governance entity's performance	50.00% 3	16.67% 1	16.67% 1	16.67% 1	0.00% 0	6

Q2 Is there something that you would recommend to help the committee function more effectively?

Answered: 3 Skipped: 3

#	RESPONSES	DATE
1	None at this time.	3/11/2024 7:16 AM
2	Better training. Allow attendance via Zoom.	3/6/2024 8:17 AM
3	It's no fault of the committee leadership and members, but the short timeframe does not allow for through discussion, informed decision-making, and meaningful impact for the college. Some items are presented as discussion that should probably be discussed, but there just is not enough time.	3/5/2024 2:37 PM



Report of Effectiveness 2023-2024

Governance Entity:

Grants Advisory Panel

Charge:

The purpose of the Grants Advisory Panel (GAP) is to vet grant opportunities and make recommendations to the Office of Planning and Development. GAP provides annual updates to the Resource Council.

Sponsoring Council/Senate:

Resources Council

Co-chairs:

Karina Gigliotti, Grants Director (Facilitator)

Members:

- Karina Gigliotti, Director of Grants-GAP Facilitator (Planning and Development)
- Gustavo Ocegüera, Dean, Grants & Student Equity Initiatives (Planning & Development)
- 4 Faculty Representatives from any of the 8 Academic Schools (appointed by Academic Senate)
 - Vivian Harris, Jacob Drainville, Adam Martin
- Brittnee Quintanar, Faculty Representative from Academic Counseling & Career Development Center
- Ashley Etchison, Dean of Instruction, Career Education
- Esmeralda Abejar, Director, Business Services
- Caitlin Busso, Institutional Effectiveness
- Stephanie Popiden, Classified Professionals (appointed by CSEA)
- Hortencia Cuevas, SSS/Trio Programs Director

Evaluation of the Survey of Effectiveness:

Six members completed the survey of effectiveness. All members strongly agreed or agreed with all statements. Many of the questions could not be answered because they do not apply to the structure of the GAP. Members commented that the GAP should meet at least twice a year to assess its processes, even if there are no grant opportunities to vet to discuss the charter, its scope, and deliverables.

EMP Goal Alignment and Objective Alignment:

In general, the work of the GAP supports EMP goal 12 (Comprehensive College), objective 12.4 (Develop 30% of overall budget from non-general fund revenue sources). Typically, this is accomplished by vetting and providing feedback to the Office of Strategic Planning and Development on which grants the college might want to pursue.

Assessment of Scope and Deliverables:

The charter describes two methods by which grants are vetted and forwarded to President Green to secure her approval to apply. The method that is used depends on the grant application deadline. As is described in the charter, the timeline to activate the full panel only applies when there is a minimum of 60 calendar days prior to the application deadline. This year, the panel was not activated because there was not sufficient time to gather the necessary information for the Director of Grants to fill out a grant vetting form (attached) for the panel's review and feedback. While there were instances when we

became aware of grant opportunities with deadlines of more than 60 days, we were unsuccessful in engaging faculty, staff, or departments in reviewing various grant opportunity due to lack of interest, or lack of capacity to implement. Due to these limitations, the scope of the Grants Advisory Panel needs to be reconsidered, as well as the vetting process. The Dean of Grants and the Director of Grants will consult with the Vice President of Planning and Development to discuss options moving forward.

NORCO COLLEGE GRANTS ADVISORY PANEL

GRANT OPPORTUNITY INFORMATION FORM: 202302024

Title/name	
Website link	
Primary purpose	
Funding agency	
Annual funding	
Total funding	
Indirect rate	
Grant start and end dates	
Deadline to apply	
Required objectives/Activities as described in the application	
Other allowable activities that the College department wants to implement	
Is the college required to develop new curriculum, or revise existing curriculum? Is yes, who will lead these efforts?	
How do the proposed activities align with EMP goal (s), objectives, strategic initiatives (including requests submitted through program review)?	
What are the short-term requirements/obligations if the proposal is funded (include details regarding personnel and/or facility needs during grant period)	
What are the long-term requirements/obligations/implications after grant period ends that the college should consider? What is the plan to sustain activities beyond the life of the grant?	
How many new or existing classified and management positions are needed to implement grant activities? Have these positions been vetted with the	

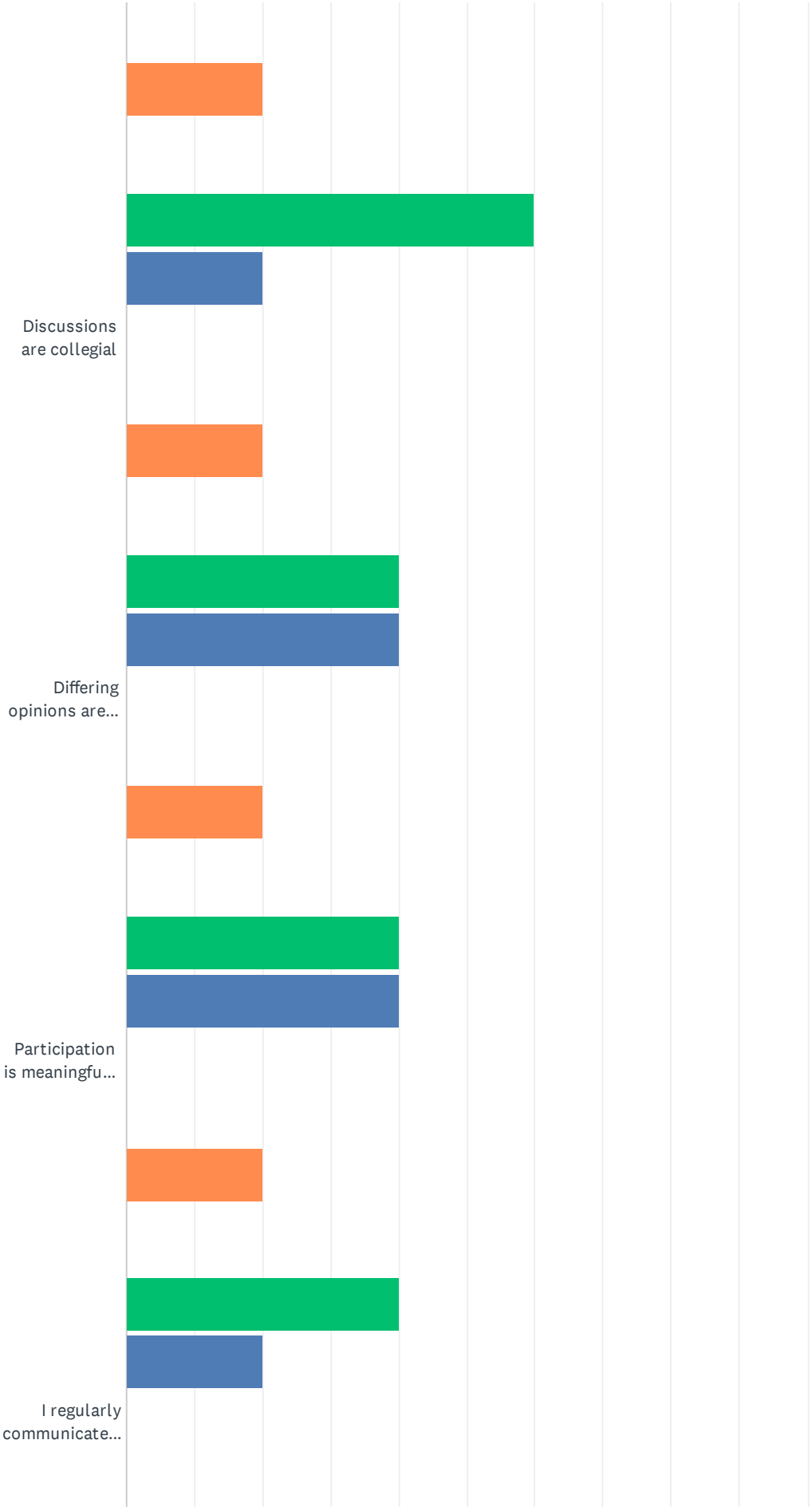
appropriate administrators and departments?	
How many new or existing faculty are needed to implement grant activities? What is the time and effort required of faculty to support this grant opportunity? Have these positions been vetted with Department chairs and Academic Affairs?	
Does this grant opportunity require the college to secure new office space, or dedicate existing space, to implement grant activities?	
Are there any requirements to partner with other institutions, or with public/private entities?	
Is there a match requirement?	
What are the grant evaluation requirements?	

Q1 Please rate your level of agreement with the following statements for the governance entity selected above:

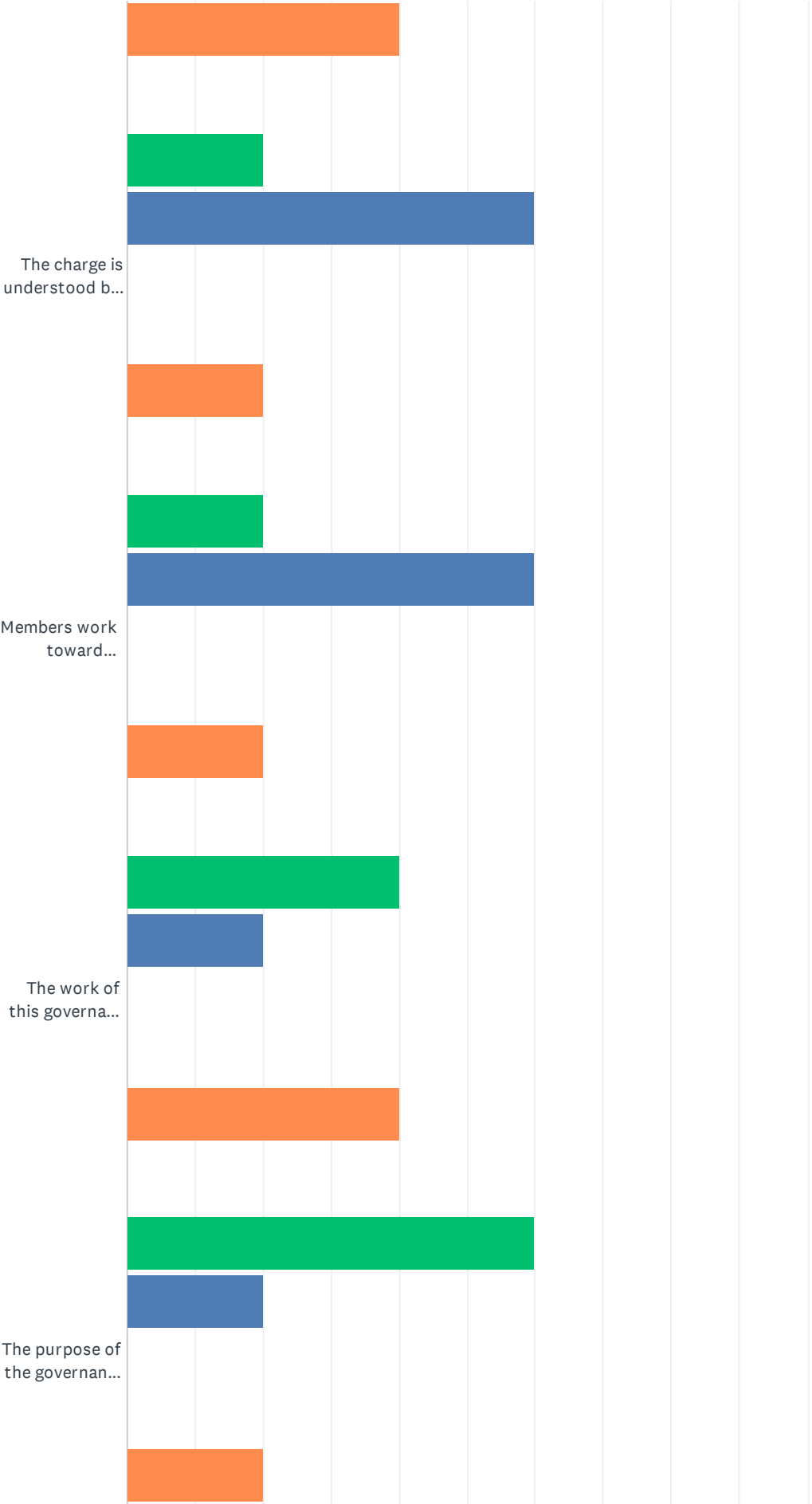
Answered: 5 Skipped: 0



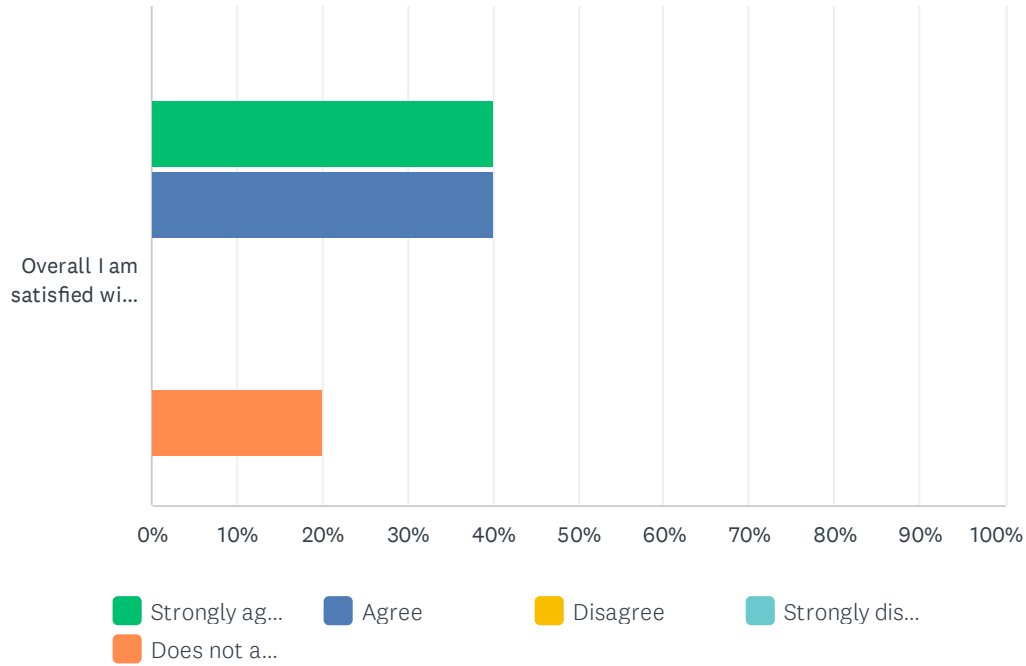
Grants Advisory Panel Survey of Effectiveness



Grants Advisory Panel Survey of Effectiveness



Grants Advisory Panel Survey of Effectiveness



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	60.00% 3	0.00% 0	0.00% 0	0.00% 0	40.00% 2	5
Agenda items are completed within the meeting time	60.00% 3	0.00% 0	0.00% 0	0.00% 0	40.00% 2	5
Members are given adequate information to make informed recommendations or decisions	20.00% 1	60.00% 3	0.00% 0	0.00% 0	20.00% 1	5
All members are encouraged to be actively involved	60.00% 3	20.00% 1	0.00% 0	0.00% 0	20.00% 1	5
Discussions are collegial	60.00% 3	20.00% 1	0.00% 0	0.00% 0	20.00% 1	5
Differing opinions are respected	40.00% 2	40.00% 2	0.00% 0	0.00% 0	20.00% 1	5
Participation is meaningful and important to me	40.00% 2	40.00% 2	0.00% 0	0.00% 0	20.00% 1	5
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	40.00% 2	20.00% 1	0.00% 0	0.00% 0	40.00% 2	5
The charge is understood by the members	20.00% 1	60.00% 3	0.00% 0	0.00% 0	20.00% 1	5
Members work toward fulfilling the charge	20.00% 1	60.00% 3	0.00% 0	0.00% 0	20.00% 1	5
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	40.00% 2	20.00% 1	0.00% 0	0.00% 0	40.00% 2	5
The purpose of the governance entity aligns well with the college mission	60.00% 3	20.00% 1	0.00% 0	0.00% 0	20.00% 1	5
Overall I am satisfied with this governance entity's performance	40.00% 2	40.00% 2	0.00% 0	0.00% 0	20.00% 1	5

Q2 Is there something that you would recommend to help the committee function more effectively?

Answered: 3 Skipped: 2

#	RESPONSES	DATE
1	I think we should have at least one meeting at the beginning of the Academic Year to discuss the goal for the academic year. What grants to pursue, not pursue; set a realistic goal to grow a certain percentage during the Academic Year. meet at the end to assess how we did. I think this will solidify the purpose of the Grants Advisory Group.	3/14/2024 4:01 PM
2	We have not convened this year, so I do not feel that I can answer these questions. A good place to start would be to convene the group and review what has happened with grants in the last year and figure out how this group can be useful.	3/14/2024 12:40 PM
3	N/A	3/5/2024 11:27 AM



Report of Effectiveness 2023-2024

Governance Entity:

The Safety Working Group

Charge:

The Norco College Safety Working Group's mission when directed a specific objective by the council is to explore, recommend, and strategically develop practices, and initiatives that meaningfully contribute to the achievement of objectives necessary in making our campus community safe.

Sponsoring Council/Senate:

Resource's council.

Co-chairs:

None. With no standing members we bring together individuals as needed in an ad hoc manner.

Members:

None, we have no standing membership. Number of members of the working group may vary depending on need and the individual contributors' skill on any particular subject area.

Evaluation of the Survey of Effectiveness:

As a Working Group we do not have a decision-making abilities we provide actionable items to the council for consideration and funding.

EMP Goal Alignment and Objective Alignment:

Goal 9: (Workplace/Employees) Expand the workforce to support comprehensive college and develop/sustain excellent workplace culture. Specifically, with the following objectives:

Assessment of Scope and Deliverables:

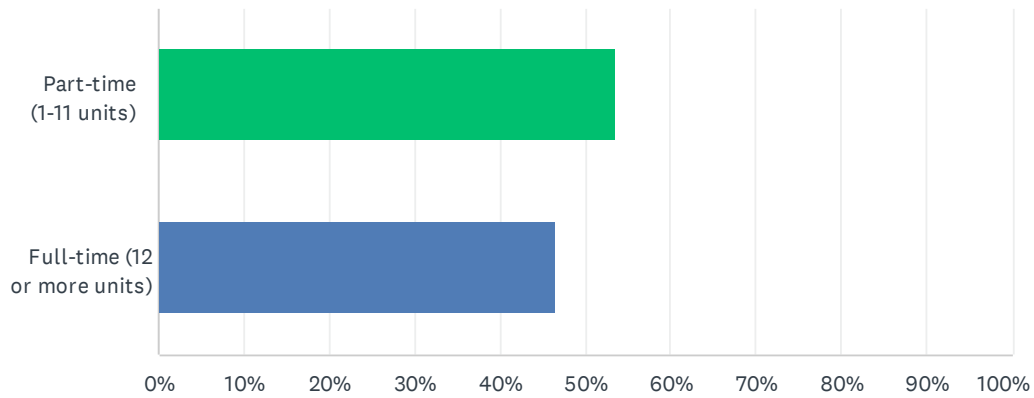
The Safety Working Group has successfully accomplished all objectives and initiatives. Ensuring the continued safety and well-being of our campus community. With no new strategic safety objectives that require the attention of the Safety Working Group we have made the decision to disband the group.

Attachment:

- 2023/24 Safety Survey – STUDENT
- 2023/24 Safety Survey - EMPLOYEE

Q1 What is your current student status at Norco College?

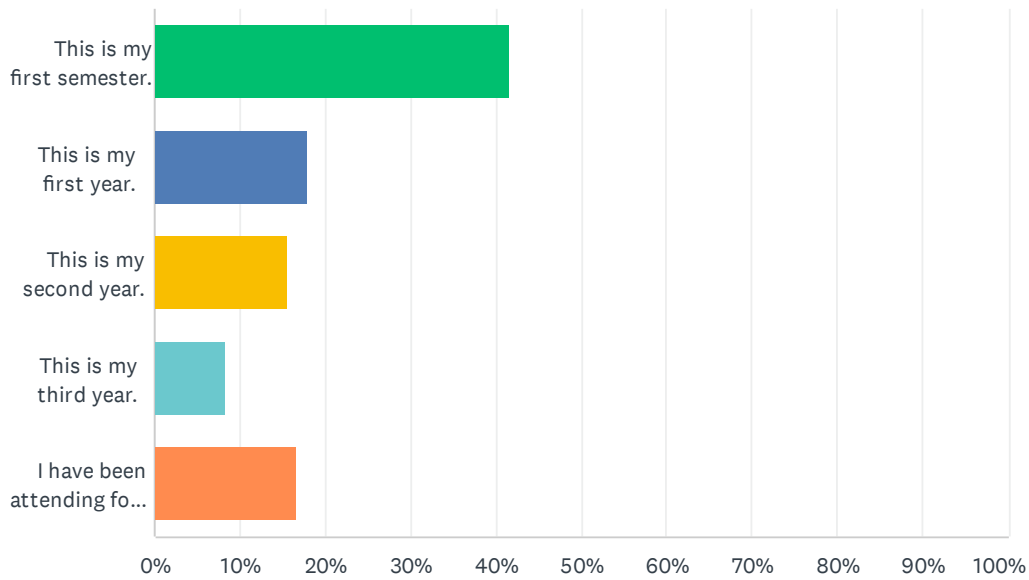
Answered: 84 Skipped: 1



ANSWER CHOICES	RESPONSES	
Part-time (1-11 units)	53.57%	45
Full-time (12 or more units)	46.43%	39
TOTAL		84

Q2 How long have you been attending Norco College?

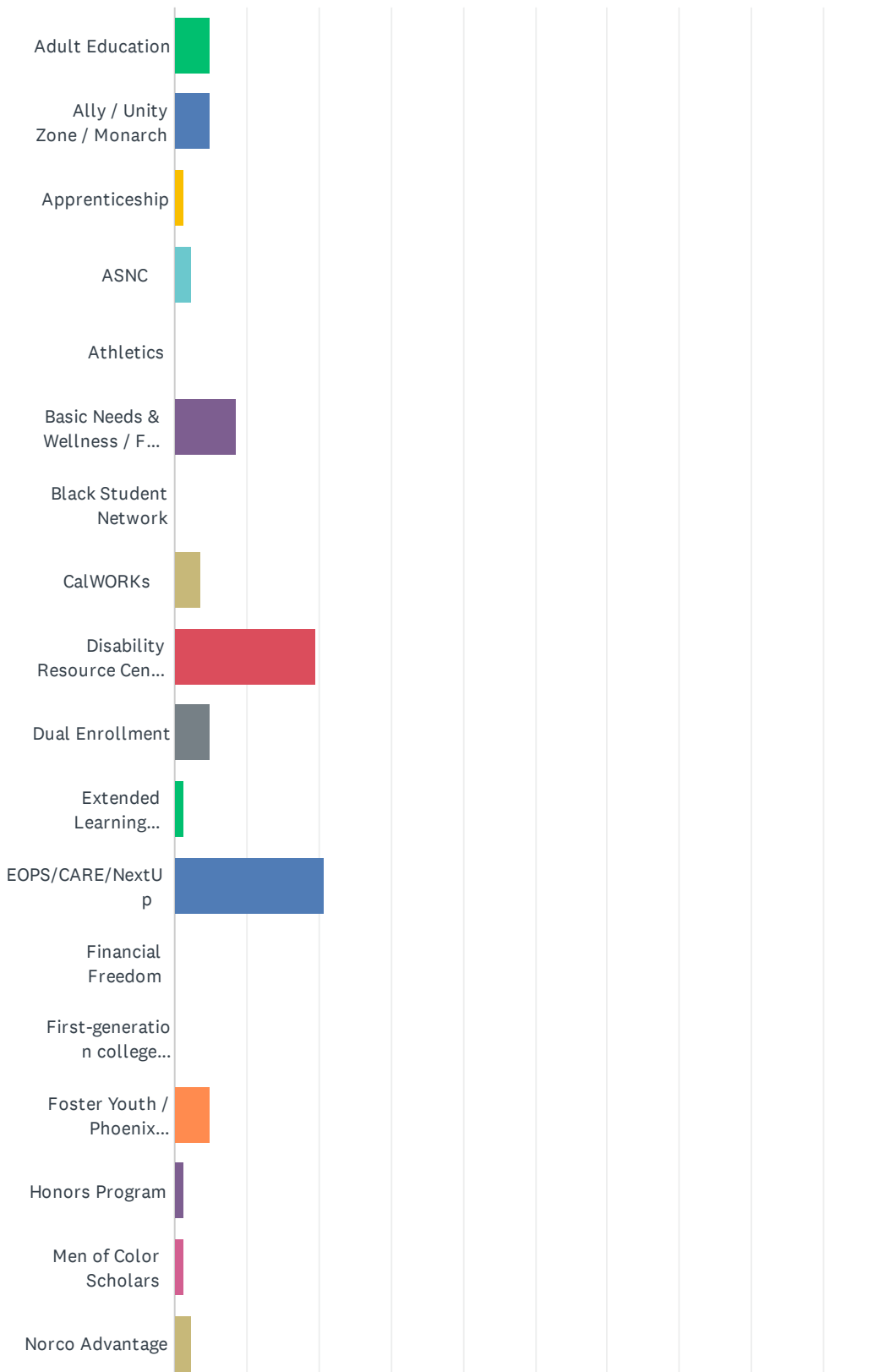
Answered: 84 Skipped: 1



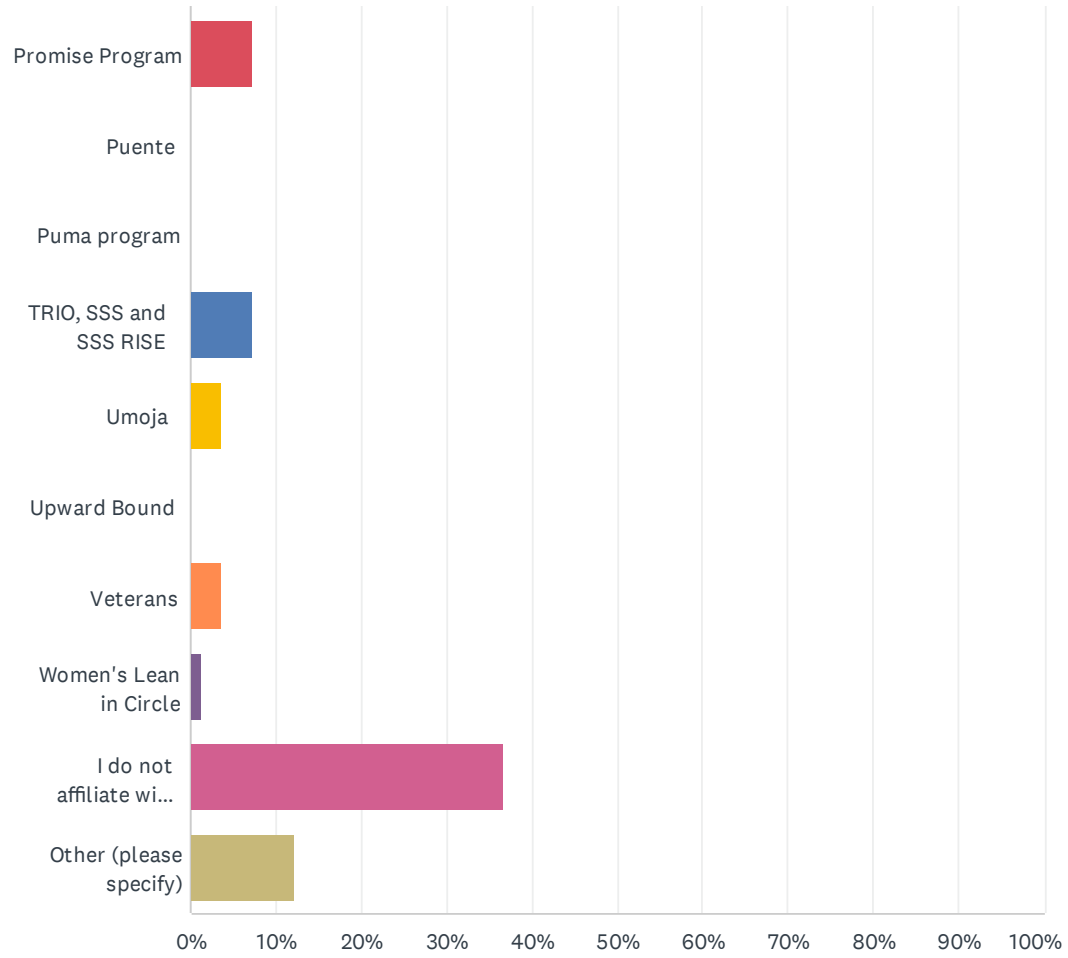
ANSWER CHOICES	RESPONSES	
This is my first semester.	41.67%	35
This is my first year.	17.86%	15
This is my second year.	15.48%	13
This is my third year.	8.33%	7
I have been attending for over three years.	16.67%	14
TOTAL		84

Q3 1. What organizations or student activities are you currently participating in? (Please select all that apply)

Answered: 82 Skipped: 3



Norco College Student Safety Survey 2023



Norco College Student Safety Survey 2023

ANSWER CHOICES	RESPONSES	
Adult Education	4.88%	4
Ally / Unity Zone / Monarch	4.88%	4
Apprenticeship	1.22%	1
ASNC	2.44%	2
Athletics	0.00%	0
Basic Needs & Wellness / Food Pantry	8.54%	7
Black Student Network	0.00%	0
CalWORKs	3.66%	3
Disability Resource Center (DRC)	19.51%	16
Dual Enrollment	4.88%	4
Extended Learning Program	1.22%	1
EOPS/CARE/NextUp	20.73%	17
Financial Freedom	0.00%	0
First-generation college students	0.00%	0
Foster Youth / Phoenix Scholars	4.88%	4
Honors Program	1.22%	1
Men of Color Scholars	1.22%	1
Norco Advantage	2.44%	2
Promise Program	7.32%	6
Puente	0.00%	0
Puma program	0.00%	0
TRIO, SSS and SSS RISE	7.32%	6
Umoja	3.66%	3
Upward Bound	0.00%	0
Veterans	3.66%	3
Women's Lean in Circle	1.22%	1
I do not affiliate with any group on campus.	36.59%	30
Other (please specify)	12.20%	10
Total Respondents: 82		

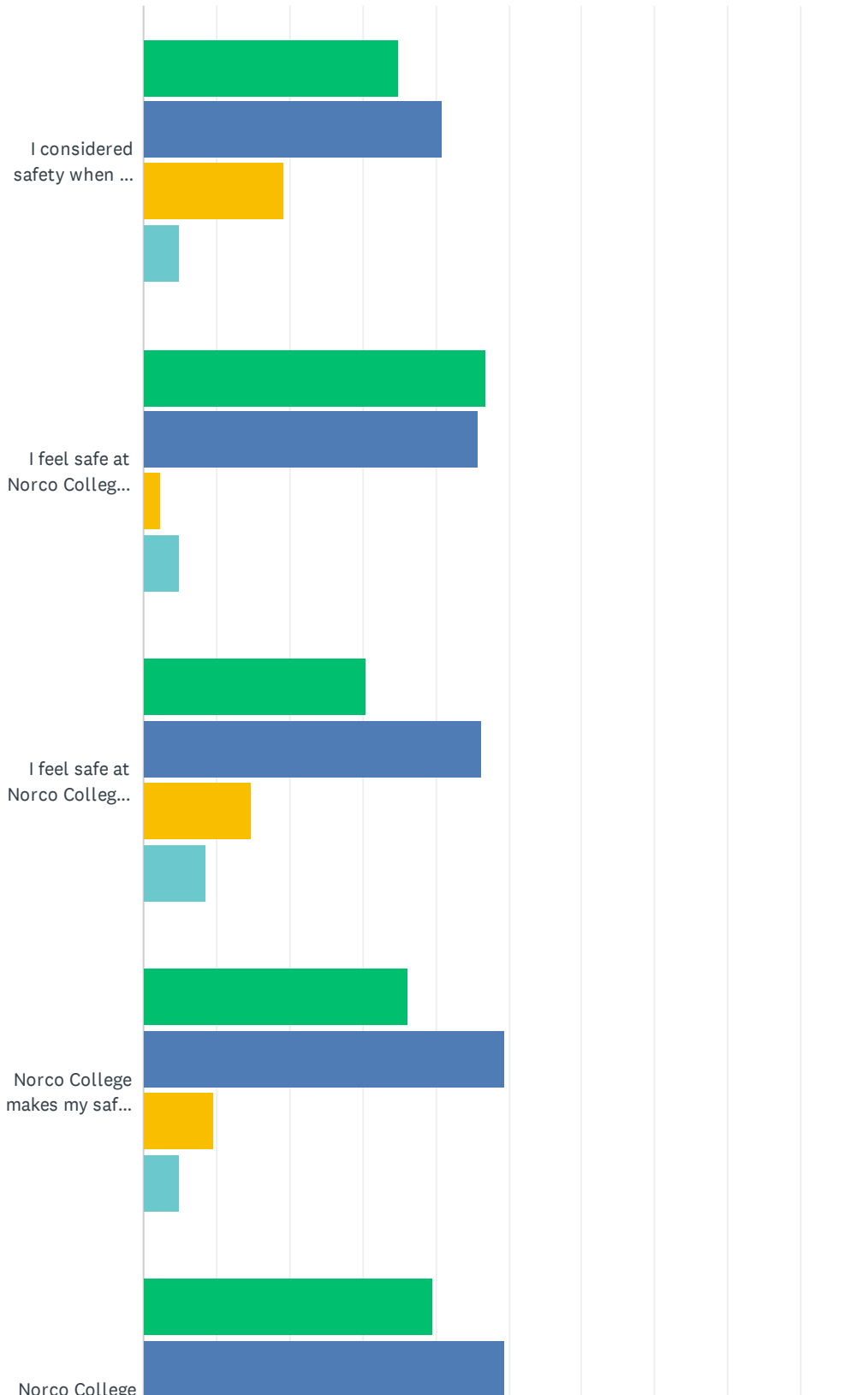
#	OTHER (PLEASE SPECIFY)	DATE
1	Library Partners	12/7/2023 6:18 PM
2	Tech cert.	12/7/2023 4:02 PM
3	Concurrent Enrollment	12/7/2023 3:43 PM

Norco College Student Safety Survey 2023

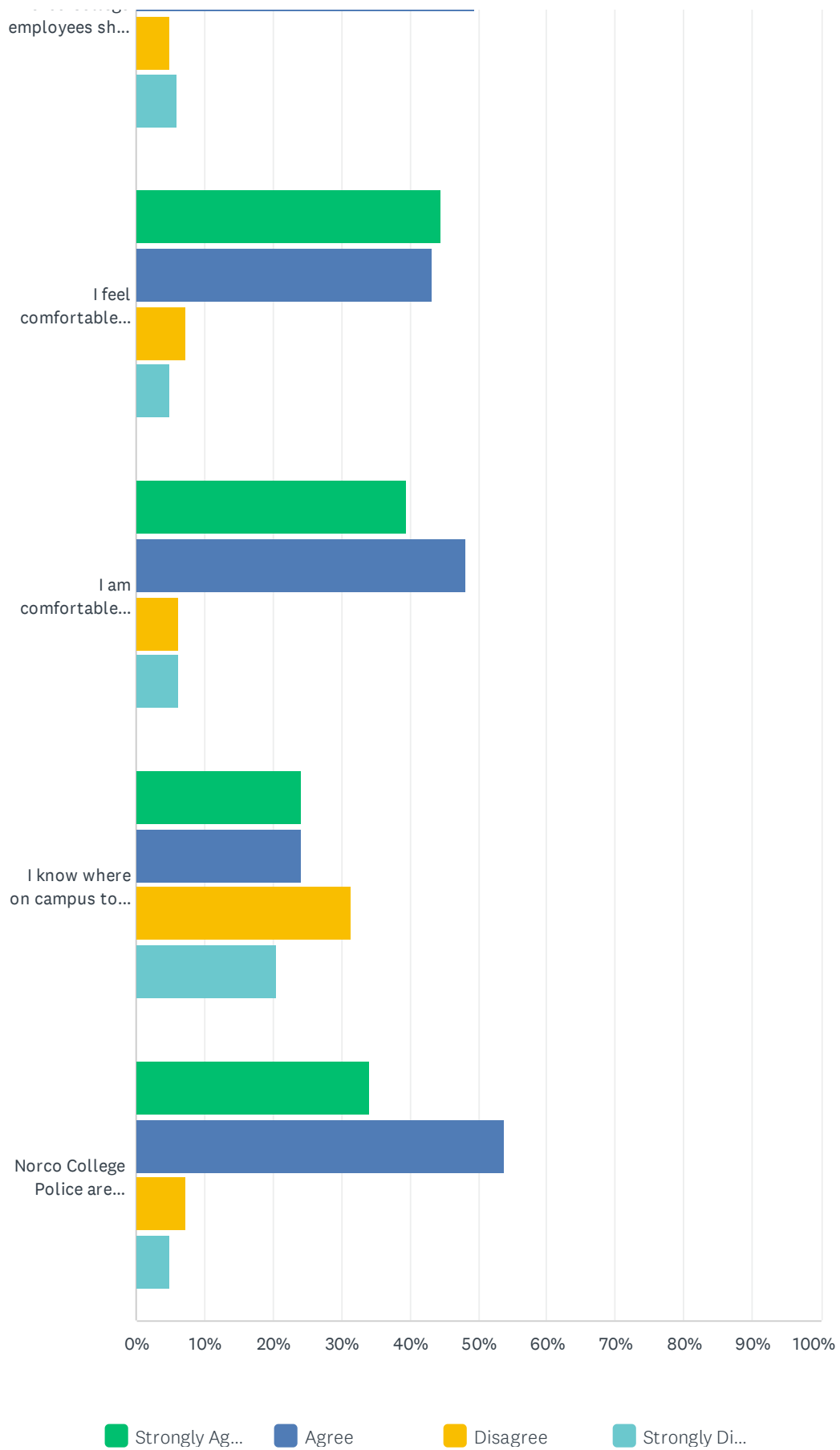
4	Prism	12/7/2023 3:06 PM
5	None	12/7/2023 1:52 PM
6	Prism	12/7/2023 1:31 PM
7	MESA and Rocktry Club	12/7/2023 1:22 PM
8	Student Life Office	12/7/2023 1:21 PM
9	STEM	12/7/2023 1:17 PM
10	Student worker	12/7/2023 11:46 AM

Q4 Please indicate whether you agree or disagree with the following statements.

Answered: 84 Skipped: 1



Norco College Student Safety Survey 2023

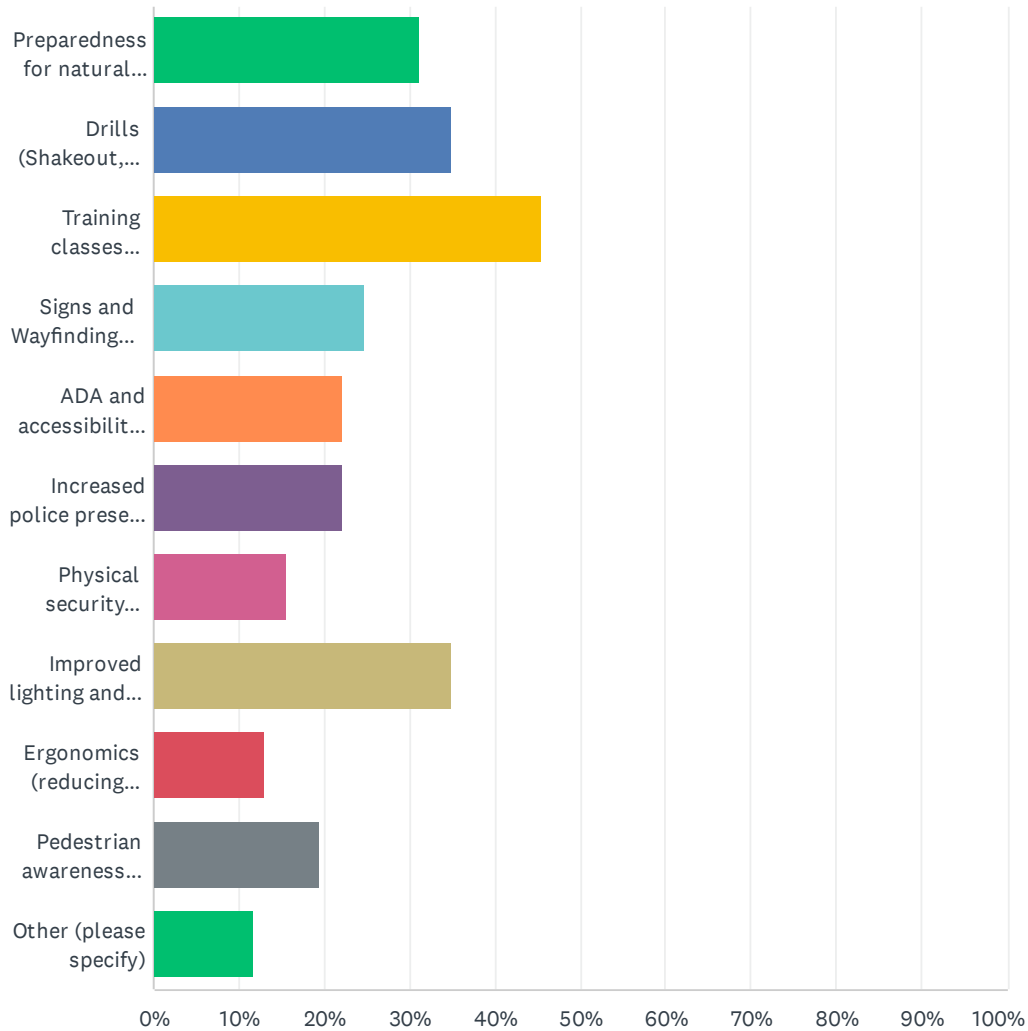


Norco College Student Safety Survey 2023

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I considered safety when I decided to attend Norco College.	34.94% 29	40.96% 34	19.28% 16	4.82% 4	83
I feel safe at Norco College when I am outside alone during the day.	46.99% 39	45.78% 38	2.41% 2	4.82% 4	83
I feel safe at Norco College when I am outside alone at night.	30.49% 25	46.34% 38	14.63% 12	8.54% 7	82
Norco College makes my safety a priority.	36.14% 30	49.40% 41	9.64% 8	4.82% 4	83
Norco College employees show their commitment to health and safety by leading by example.	39.76% 33	49.40% 41	4.82% 4	6.02% 5	83
I feel comfortable reporting potential risks/hazards.	44.58% 37	43.37% 36	7.23% 6	4.82% 4	83
I am comfortable reporting any possible safety violations that are being ignored or improperly resolved.	39.51% 32	48.15% 39	6.17% 5	6.17% 5	81
I know where on campus to go if a large-scale emergency event occurs.	24.10% 20	24.10% 20	31.33% 26	20.48% 17	83
Norco College Police are easily accessible and available when I need them.	34.15% 28	53.66% 44	7.32% 6	4.88% 4	82

Q5 What safety issues should Norco College prioritize in the upcoming year? (please choose 3).

Answered: 77 Skipped: 8



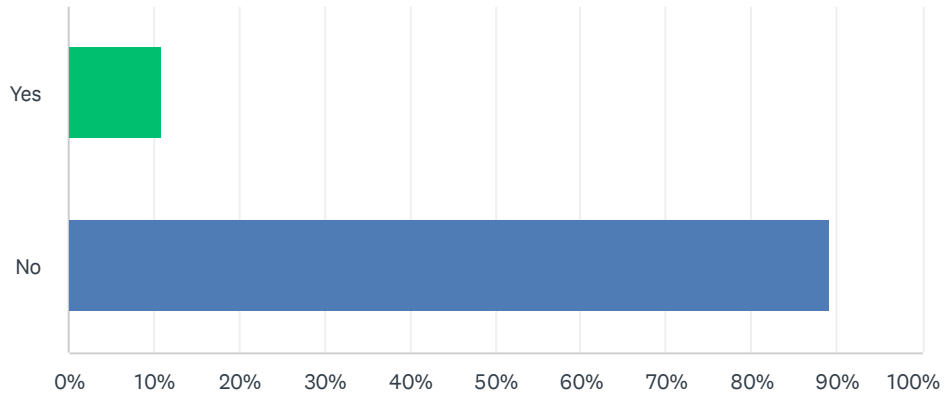
Norco College Student Safety Survey 2023

ANSWER CHOICES	RESPONSES	
Preparedness for natural disasters (fire, wind, rain, earthquake, etc.)	31.17%	24
Drills (Shakeout, evacuation, lockdown, etc.)	35.06%	27
Training classes (Community emergency response team, first aid CPR AED, Stop the bleed, etc.)	45.45%	35
Signs and Wayfinding (directional signs and clear and consistent messaging)	24.68%	19
ADA and accessibility issues (walkways, doors, classrooms, and work environment, etc.)	22.08%	17
Increased police presence and patrols	22.08%	17
Physical security enhancements (Secure access control)	15.58%	12
Improved lighting and surveillance	35.06%	27
Ergonomics (reducing physical fatigue/stress)	12.99%	10
Pedestrian awareness (Crosswalk safety, safe routes to campus)	19.48%	15
Other (please specify)	11.69%	9
Total Respondents: 77		

#	OTHER (PLEASE SPECIFY)	DATE
1	Faculty professionalism	12/9/2023 4:26 PM
2	Bullying	12/9/2023 4:07 PM
3	Cameras	12/7/2023 4:02 PM
4	n/a	12/7/2023 1:31 PM
5	Protect Jewish students	12/7/2023 1:29 PM
6	Please keep your employees from parking their golf carts in the handicap parking, handicap hash marks reserved for wheelchair lifts and from blocking fire zones.	12/7/2023 1:13 PM
7	Better painted parking spot yellow vs white	12/7/2023 11:46 AM
8	Self defense (Teach staff and students self defense)	12/7/2023 11:11 AM
9	Professors should LOCK doors when classes are in session. This would make me feel safer.	12/7/2023 11:05 AM

Q6 During the past year, did you have contact with the Norco College police?

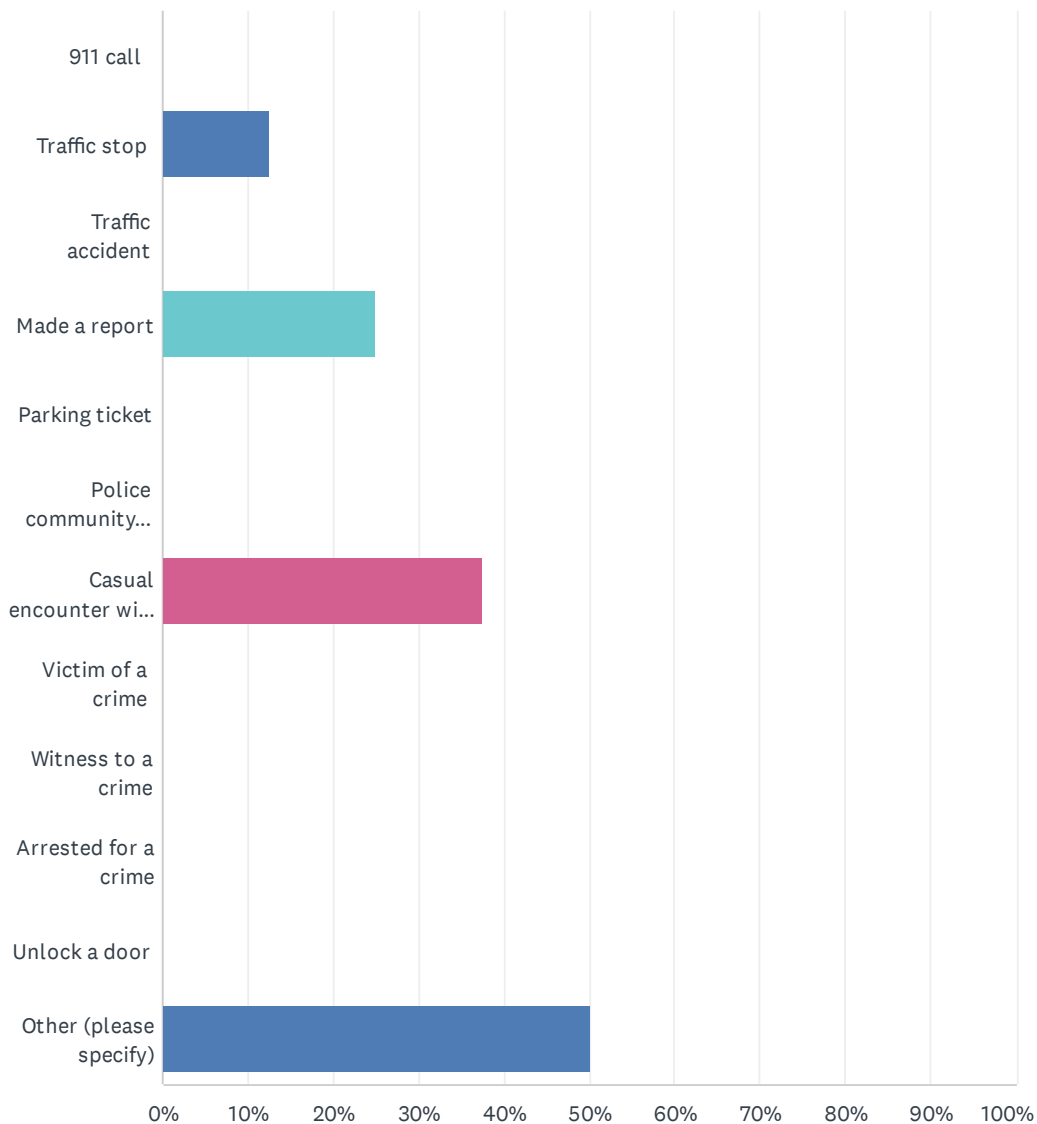
Answered: 83 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	10.84%	9
No	89.16%	74
TOTAL		83

Q7 What interactions have you had during the past year with the Norco College Police Department? (check all that apply).

Answered: 8 Skipped: 77



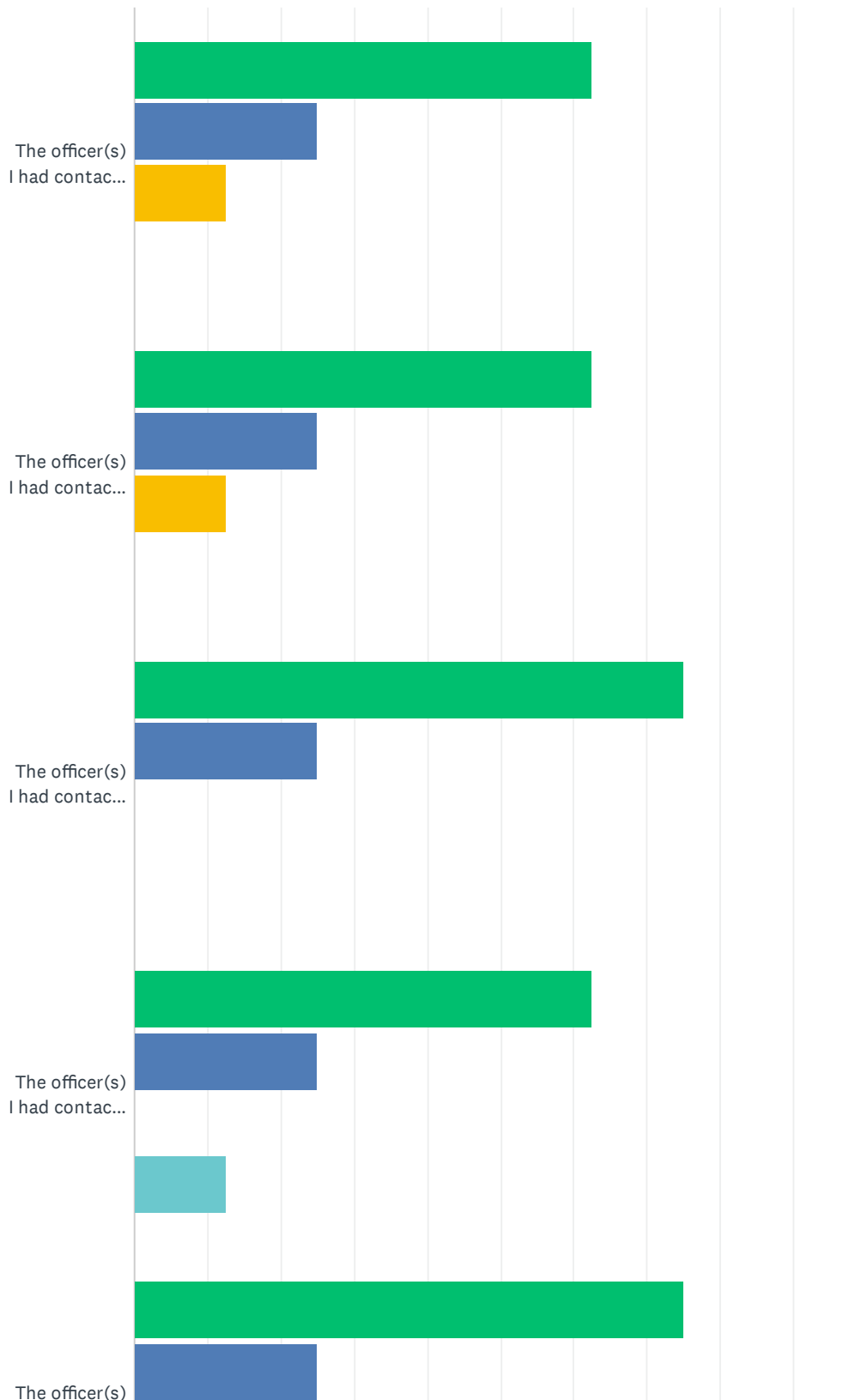
Norco College Student Safety Survey 2023

ANSWER CHOICES	RESPONSES	
911 call	0.00%	0
Traffic stop	12.50%	1
Traffic accident	0.00%	0
Made a report	25.00%	2
Parking ticket	0.00%	0
Police community program	0.00%	0
Casual encounter with an officer	37.50%	3
Victim of a crime	0.00%	0
Witness to a crime	0.00%	0
Arrested for a crime	0.00%	0
Unlock a door	0.00%	0
Other (please specify)	50.00%	4
Total Respondents: 8		

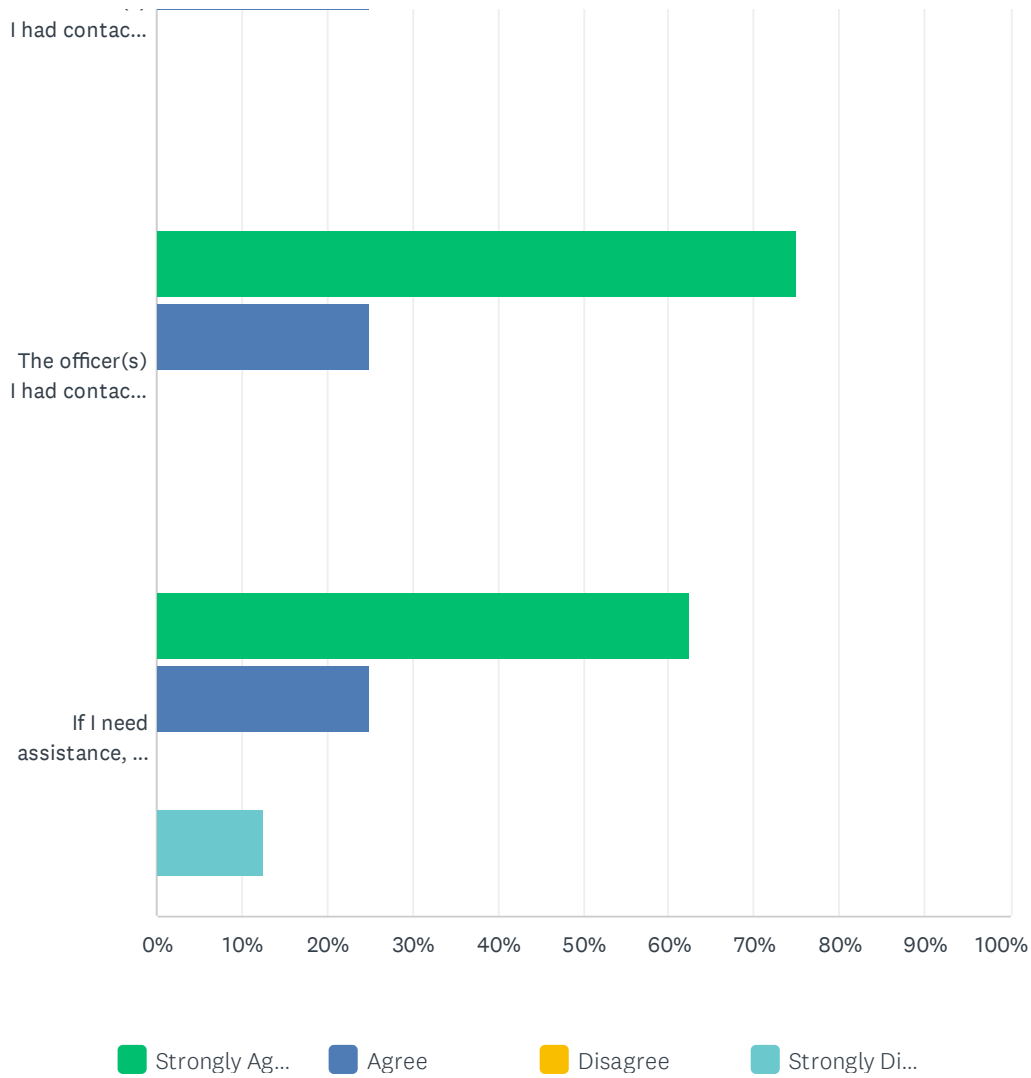
#	OTHER (PLEASE SPECIFY)	DATE
1	Good	12/8/2023 8:14 AM
2	Lost and found	12/7/2023 6:20 PM
3	Practice driving on campus	12/7/2023 2:42 PM
4	Lost & found	12/7/2023 1:14 PM

Q8 Please indicate whether you agree or disagree with the following statements.

Answered: 8 Skipped: 77



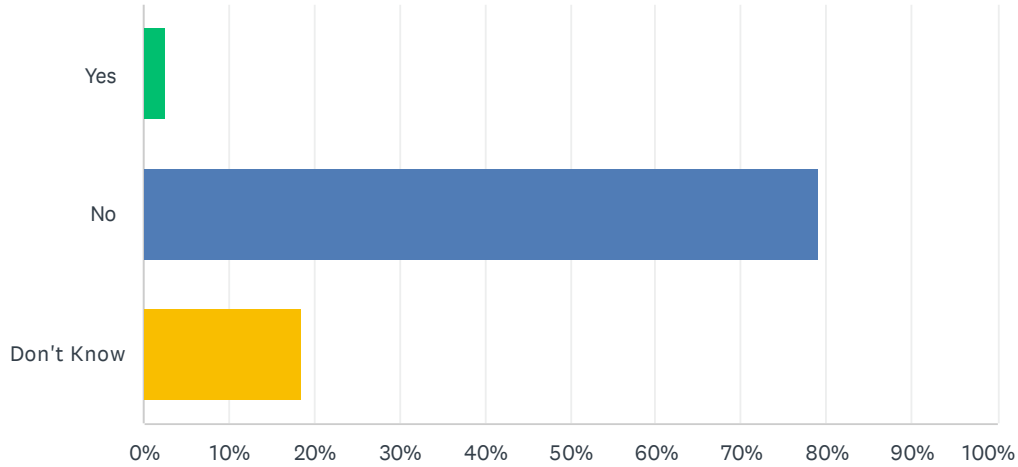
Norco College Student Safety Survey 2023



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The officer(s) I had contact with expressed interest in helping me.	62.50% 5	25.00% 2	12.50% 1	0.00% 0	8
The officer(s) I had contact with showed concern for my safety.	62.50% 5	25.00% 2	12.50% 1	0.00% 0	8
The officer(s) I had contact with demonstrated professionalism.	75.00% 6	25.00% 2	0.00% 0	0.00% 0	8
The officer(s) I had contact with made me feel comfortable.	62.50% 5	25.00% 2	0.00% 0	12.50% 1	8
The officer(s) I had contact with helped resolve my situation.	75.00% 6	25.00% 2	0.00% 0	0.00% 0	8
The officer(s) I had contact with treated me with respect.	75.00% 6	25.00% 2	0.00% 0	0.00% 0	8
If I need assistance, I am comfortable calling the Norco College Police via Dispatch	62.50% 5	25.00% 2	0.00% 0	12.50% 1	8

Q9 During the past year, did you have contact with the Norco College Safety and Emergency Planning Coordinator?

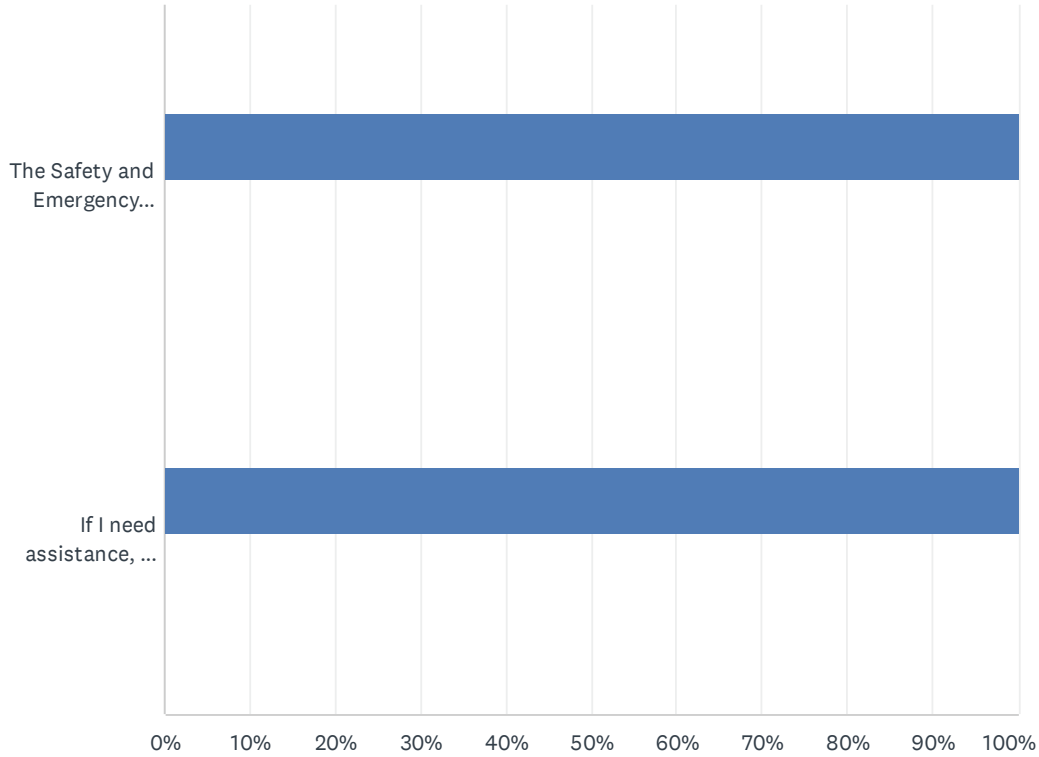
Answered: 81 Skipped: 4



ANSWER CHOICES	RESPONSES
Yes	2.47% 2
No	79.01% 64
Don't Know	18.52% 15
TOTAL	81

Q10 Please indicate whether you agree or disagree with the following statements.

Answered: 2 Skipped: 83

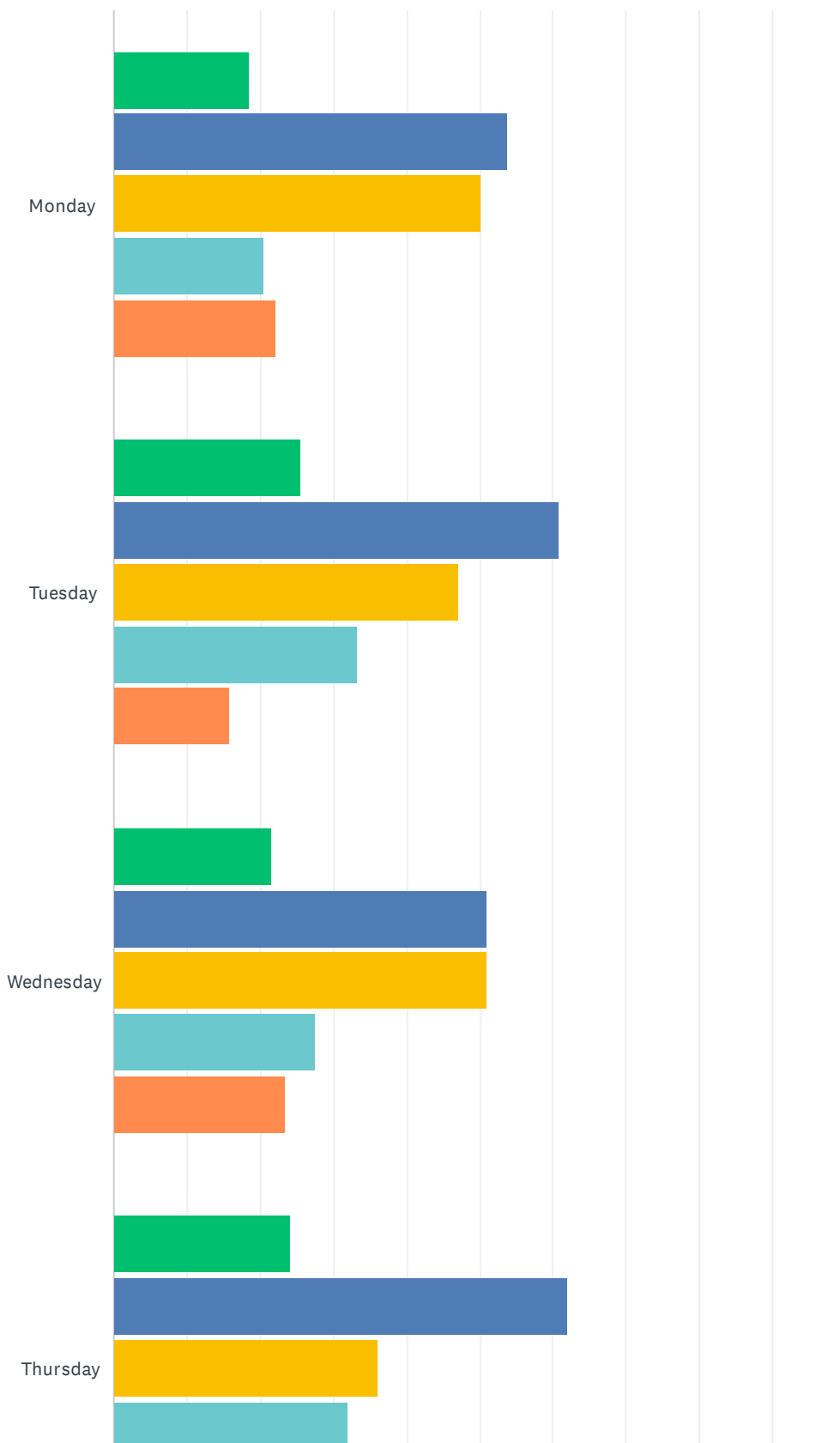


■ Strongly Ag...
 ■ Agree
 ■ Disagree
 ■ Strongly Di...

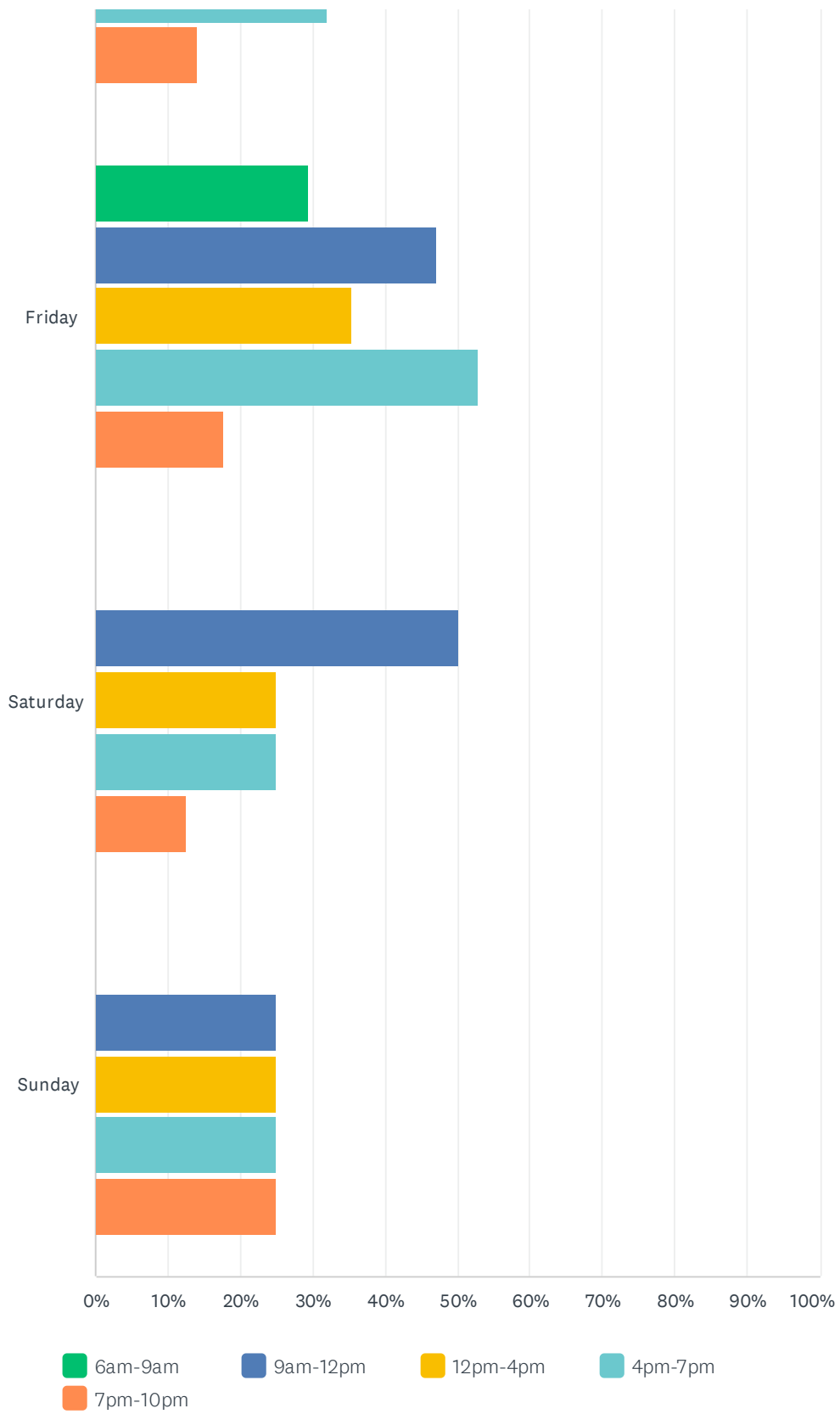
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The Safety and Emergency Planning Coordinator attempted to resolve my situation.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2
If I need assistance, I am comfortable calling the Safety and Emergency Planning Coordinator.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2

Q11 Typical times on Campus (check all that apply)

Answered: 70 Skipped: 15



Norco College Student Safety Survey 2023



Norco College Student Safety Survey 2023

	6AM-9AM	9AM-12PM	12PM-4PM	4PM-7PM	7PM-10PM	TOTAL RESPONDENTS
Monday	18.52% 10	53.70% 29	50.00% 27	20.37% 11	22.22% 12	54
Tuesday	25.49% 13	60.78% 31	47.06% 24	33.33% 17	15.69% 8	51
Wednesday	21.57% 11	50.98% 26	50.98% 26	27.45% 14	23.53% 12	51
Thursday	24.00% 12	62.00% 31	36.00% 18	32.00% 16	14.00% 7	50
Friday	29.41% 5	47.06% 8	35.29% 6	52.94% 9	17.65% 3	17
Saturday	0.00% 0	50.00% 4	25.00% 2	25.00% 2	12.50% 1	8
Sunday	0.00% 0	25.00% 1	25.00% 1	25.00% 1	25.00% 1	4

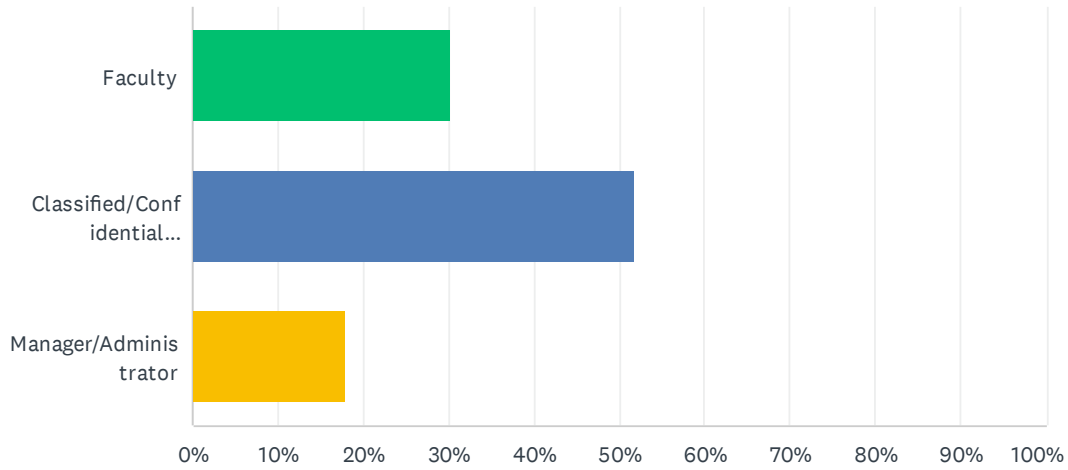
Q12 Is there anything that you would like to bring to our attention regarding health or safety at Norco College?

Answered: 26 Skipped: 59

#	RESPONSES	DATE
1	N/A	12/20/2023 3:31 PM
2	Lack of response by administrators to reports of bullying by faculty	12/9/2023 4:28 PM
3	N/A	12/8/2023 3:00 PM
4	I just wish there was better lighting in the parking lot and/or someone patrolling at darker times of the day	12/8/2023 11:49 AM
5	No	12/8/2023 11:18 AM
6	No	12/8/2023 8:15 AM
7	no	12/7/2023 7:17 PM
8	I am not on campus since my classes are online	12/7/2023 6:58 PM
9	More cameras, surveillance	12/7/2023 4:03 PM
10	Many of the automatic door buttons for disabled students are broken and do not work.	12/7/2023 3:44 PM
11	i know there's adults but i go to the high school too because i take college classes at norco, but damnnn like they got weed and drunk people in the midday too it smells usually around 9-12 in the morning/ early afternoon they've offered me some too	12/7/2023 2:20 PM
12	No	12/7/2023 2:03 PM
13	no	12/7/2023 1:47 PM
14	No	12/7/2023 1:36 PM
15	Yes, I'd like to thank you for making me feel safe while I'm at school.	12/7/2023 1:35 PM
16	Nope! I think this school is very compassionate and i think you're doing a great job.	12/7/2023 1:32 PM
17	Due more to protect Jewish students from discrimination and offer classes that teach Arab-Israeli relations to better understand the history for the 2 groups	12/7/2023 1:32 PM
18	I have no clue where to report issues	12/7/2023 1:23 PM
19	Make sure to have background checks on people who come in to campus, whether they have a mental disorder or not.	12/7/2023 1:21 PM
20	Norco College already has a safe and healthy environment.	12/7/2023 1:19 PM
21	No	12/7/2023 1:18 PM
22	Again, all of your staff thinks the golf carts have exempt plates and routinely obstruct, handicapped parking spaces, The handicapped hashmark area for wheelchair, lift, and fire lanes/red zones. It is illegal, unsafe, unprofessional and rude.	12/7/2023 1:16 PM
23	Naw	12/7/2023 1:09 PM
24	Not sure it would be a safety or health issue	12/7/2023 11:47 AM
25	I find that an active shooter or someone wanting to harm someone can easily have access to school grounds. It's open for anyone to go and roam around. There should be entrances with security with metal detectors when school is open until it closes. I think that each classroom, office and bathroom should have tasers available to use in case of an emergency.	12/7/2023 11:36 AM
26	Doors should remain locked during class.	12/7/2023 11:11 AM

Q1 What is your role at Norco College?

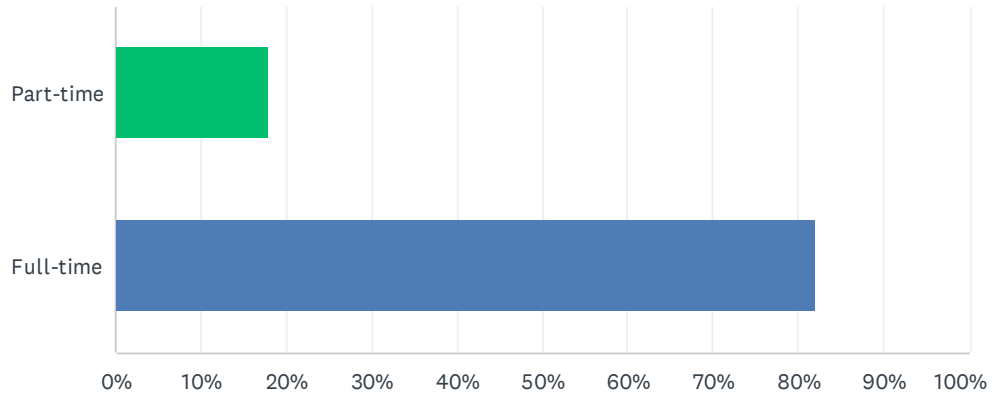
Answered: 56 Skipped: 1



ANSWER CHOICES	RESPONSES	
Faculty	30.36%	17
Classified/Confidential Professional	51.79%	29
Manager/Administrator	17.86%	10
TOTAL		56

Q2 What is your employment status?

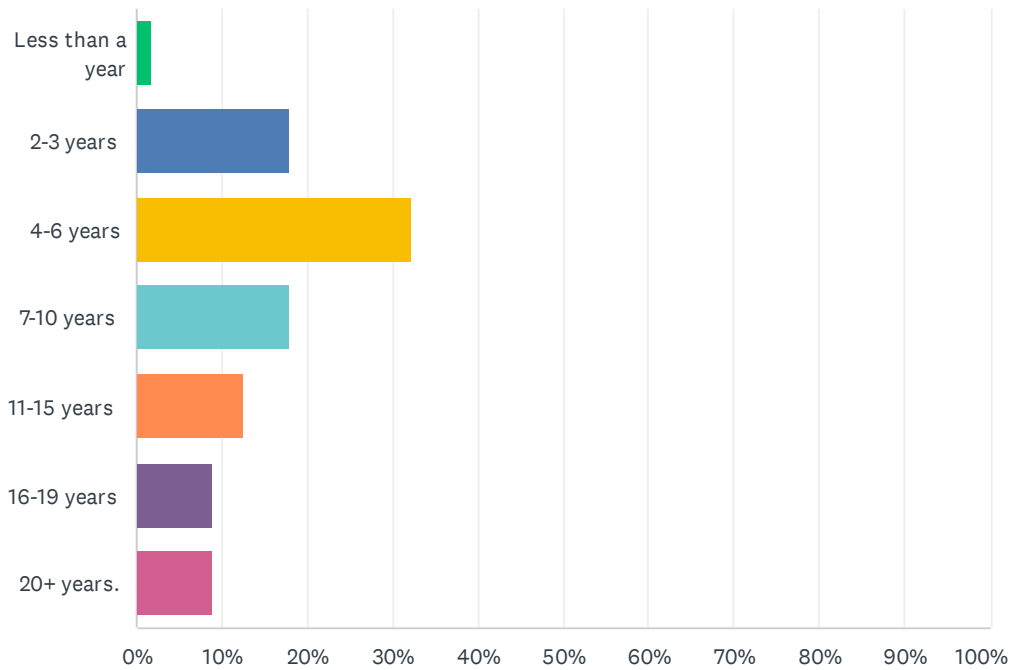
Answered: 56 Skipped: 1



ANSWER CHOICES	RESPONSES	
Part-time	17.86%	10
Full-time	82.14%	46
TOTAL		56

Q3 How long have you been working at Norco College?

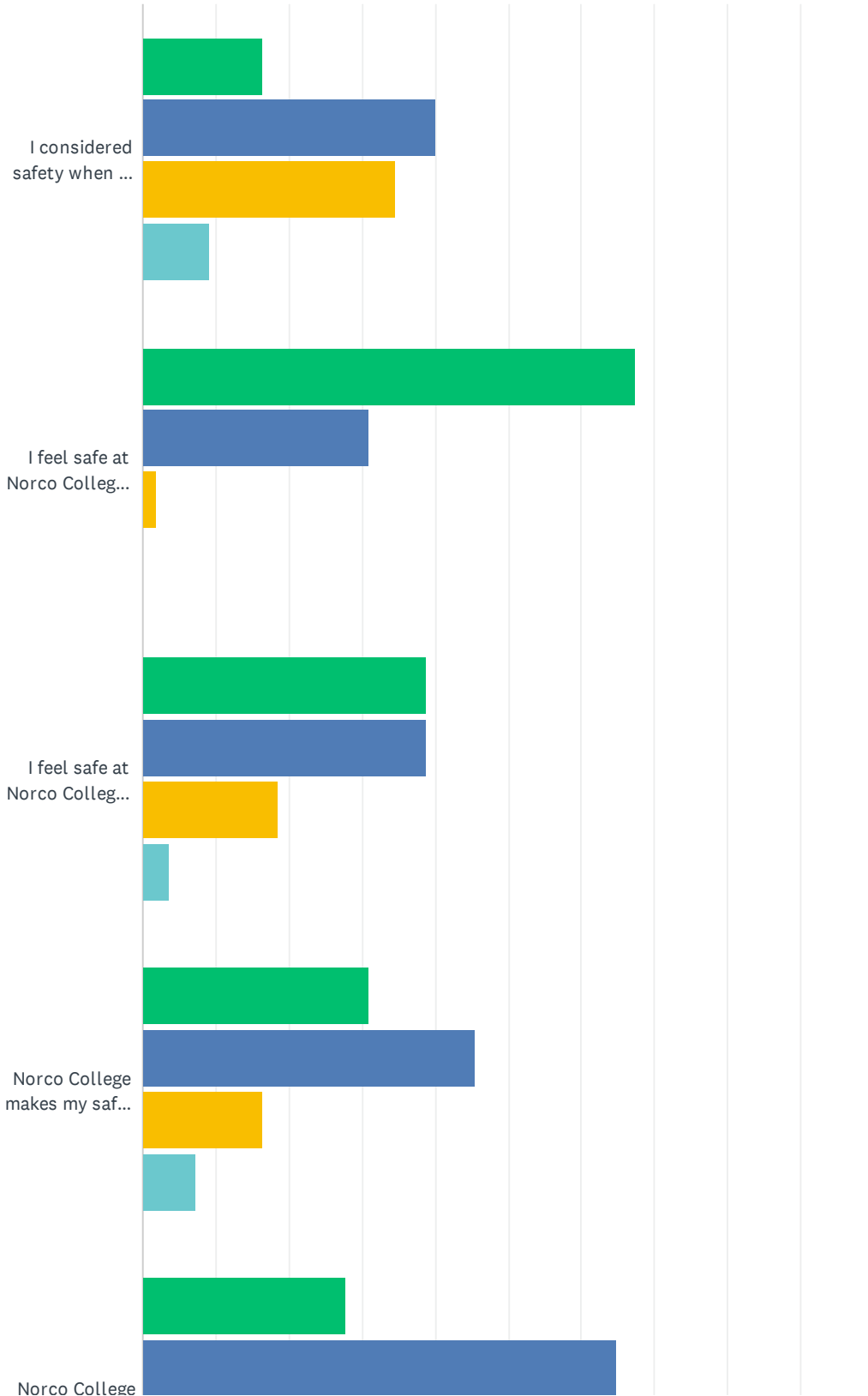
Answered: 56 Skipped: 1



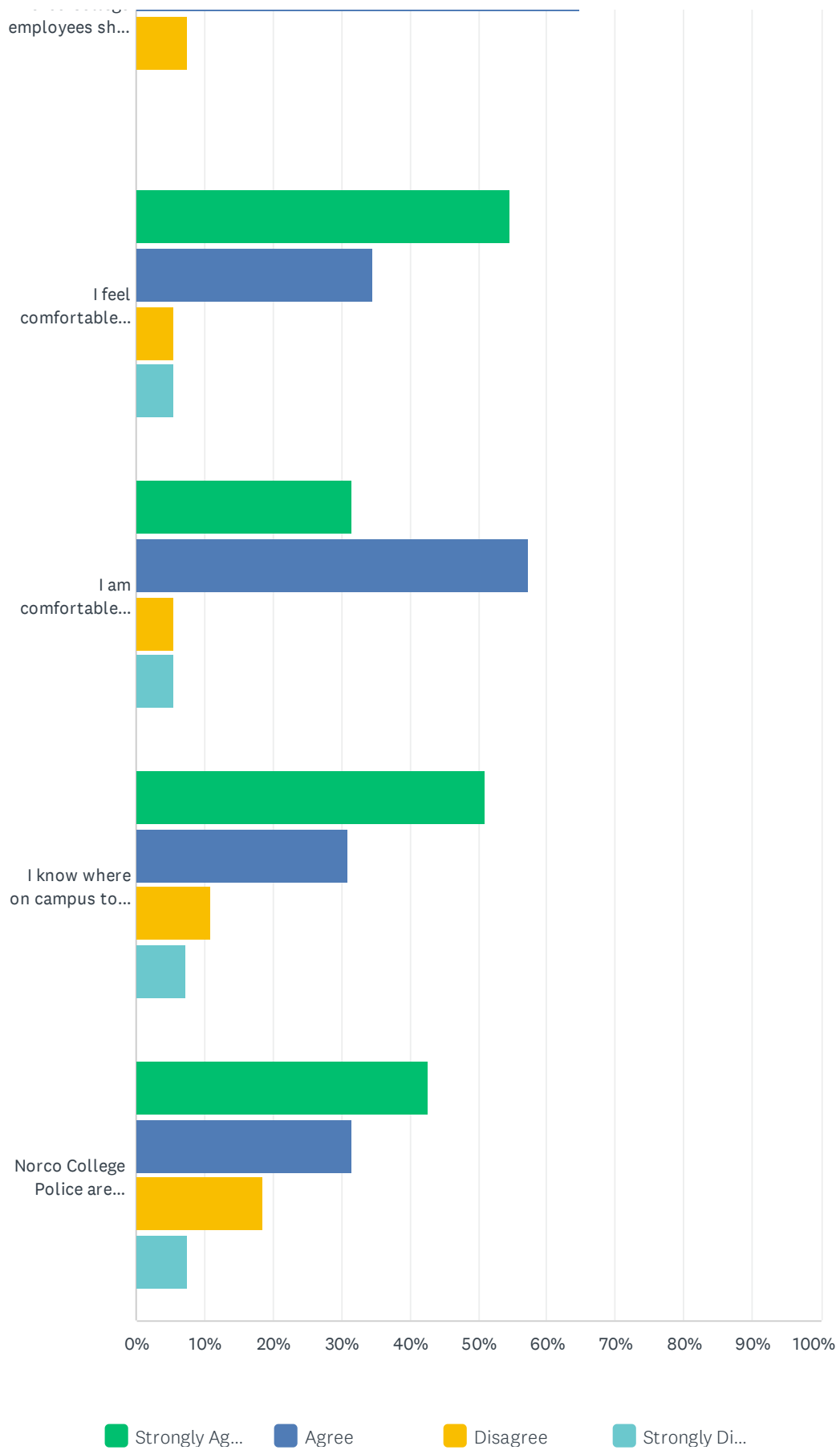
ANSWER CHOICES	RESPONSES	
Less than a year	1.79%	1
2-3 years	17.86%	10
4-6 years	32.14%	18
7-10 years	17.86%	10
11-15 years	12.50%	7
16-19 years	8.93%	5
20+ years.	8.93%	5
TOTAL		56

Q4 Please indicate whether you agree or disagree with the following statements.

Answered: 55 Skipped: 2



Norco College Employee Safety Survey 2023

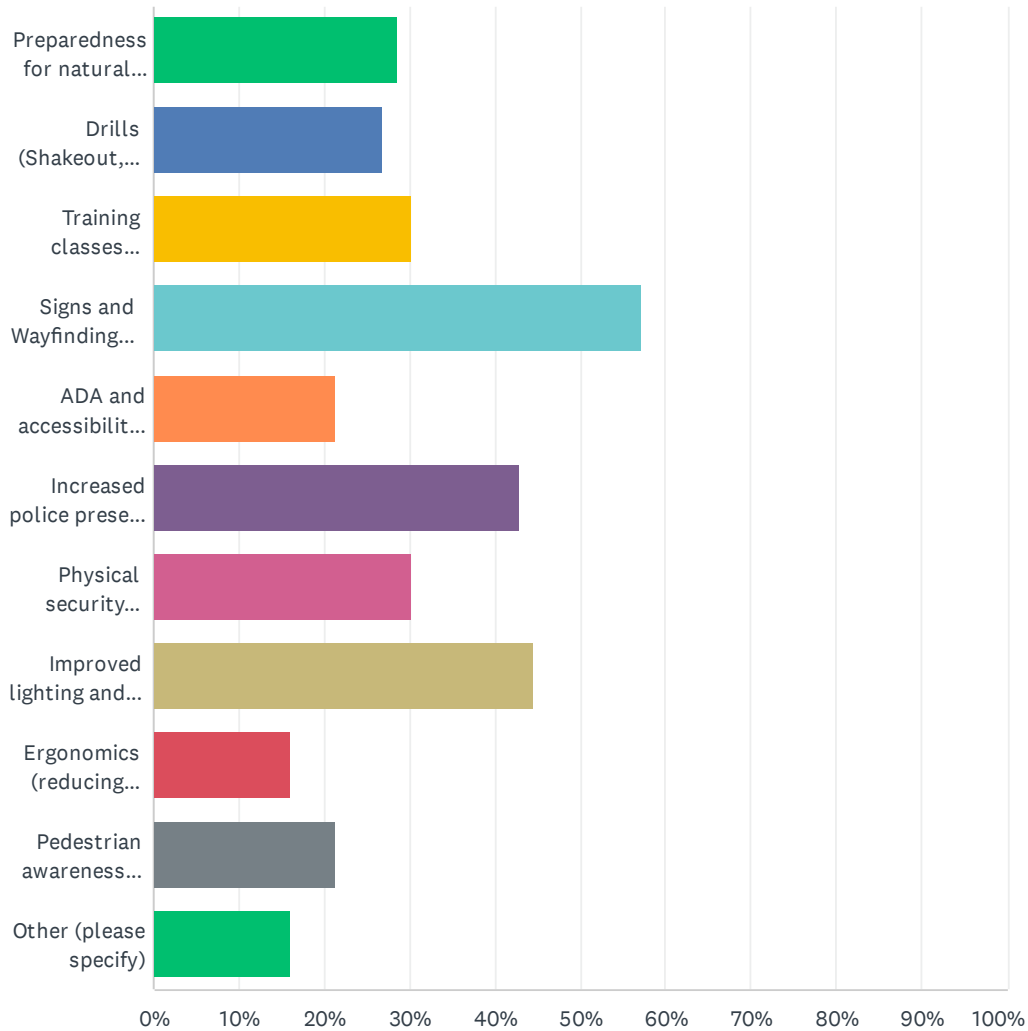


Norco College Employee Safety Survey 2023

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I considered safety when I decided to work for Norco College.	16.36% 9	40.00% 22	34.55% 19	9.09% 5	55
I feel safe at Norco College when I am outside alone during the day.	67.27% 37	30.91% 17	1.82% 1	0.00% 0	55
I feel safe at Norco College when I am outside alone at night.	38.89% 21	38.89% 21	18.52% 10	3.70% 2	54
Norco College makes my safety a priority.	30.91% 17	45.45% 25	16.36% 9	7.27% 4	55
Norco College employees show their commitment to health and safety by leading by example.	27.78% 15	64.81% 35	7.41% 4	0.00% 0	54
I feel comfortable reporting potential risks/hazards.	54.55% 30	34.55% 19	5.45% 3	5.45% 3	55
I am comfortable reporting any possible safety violations that are being ignored or improperly resolved.	31.48% 17	57.41% 31	5.56% 3	5.56% 3	54
I know where on campus to go if a large-scale emergency event occurs.	50.91% 28	30.91% 17	10.91% 6	7.27% 4	55
Norco College Police are easily accessible and available when I need them.	42.59% 23	31.48% 17	18.52% 10	7.41% 4	54

Q5 What safety issues should Norco College prioritize in the upcoming year? (please choose 3).

Answered: 56 Skipped: 1



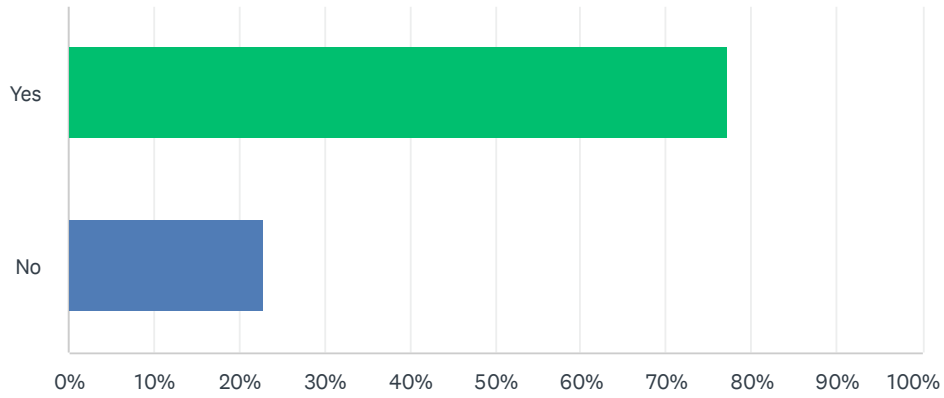
Norco College Employee Safety Survey 2023

ANSWER CHOICES	RESPONSES	
Preparedness for natural disasters (fire, wind, rain, earthquake, etc.)	28.57%	16
Drills (Shakeout, evacuation, lockdown, etc.)	26.79%	15
Training classes (Community emergency response team, first aid CPR AED, Stop the bleed, etc.)	30.36%	17
Signs and Wayfinding (directional signs and clear and consistent messaging)	57.14%	32
ADA and accessibility issues (walkways, doors, classrooms, and work environment, etc.)	21.43%	12
Increased police presence and patrols	42.86%	24
Physical security enhancements (Secure access control)	30.36%	17
Improved lighting and surveillance	44.64%	25
Ergonomics (reducing physical fatigue/stress)	16.07%	9
Pedestrian awareness (Crosswalk safety, safe routes to campus)	21.43%	12
Other (please specify)	16.07%	9
Total Respondents: 56		

#	OTHER (PLEASE SPECIFY)	DATE
1	cracks in concrete that trip students and employees	12/17/2023 4:50 PM
2	Uh	12/7/2023 6:06 PM
3	I have fallen several times because of uneven concrete that is either NOT marked and/or having good lighting at night. I broke my left hand and NO ONE connected with the college even approached me after telling them and/or seeing me in a cast. I have been an OSHA outreach trainer since 2008 so am aware of SAFETY! WHY?	12/7/2023 1:00 PM
4	Sidewalks on the side where SSV and CRC buildings are, are too high and have caused several accidents.	12/7/2023 10:10 AM
5	Securing building with keycard access in Student Services.	12/7/2023 8:39 AM
6	addressing the locks in building for those who don't have keys to lock the building in case of an emergency	12/6/2023 4:30 PM
7	Ongoing & continuous police presence during peak traffic times at Kennedy HS at Kennedy HS. Citing for parking violations.	12/6/2023 3:27 PM
8	A clear pathway to Operations Center - no walking in the landscape	12/6/2023 2:35 PM
9	Stem at night.	12/6/2023 2:31 PM

Q6 During the past year, did you have contact with the Norco College police?

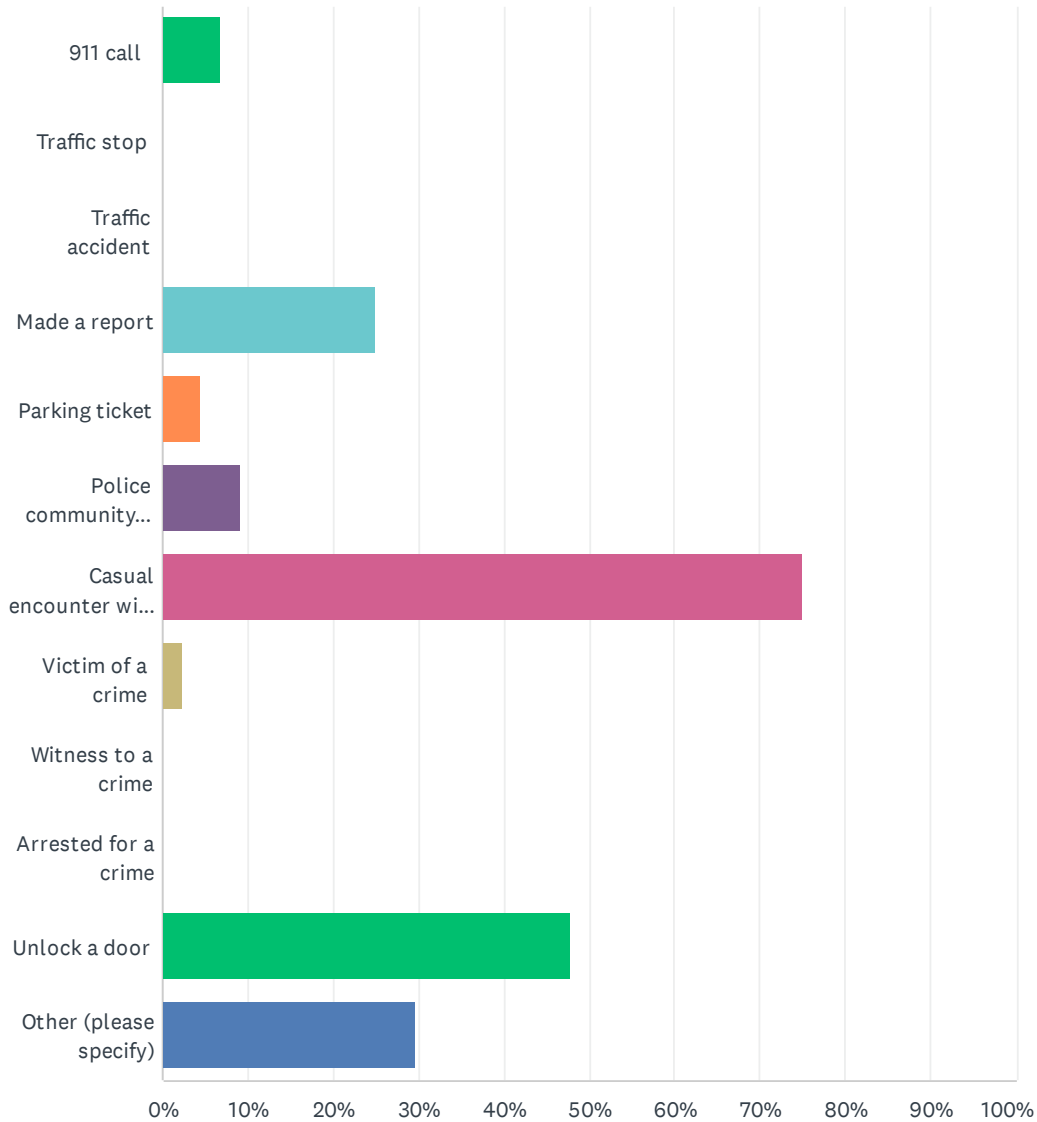
Answered: 57 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	77.19%	44
No	22.81%	13
TOTAL		57

Q7 What interactions have you had during the past year with the Norco College Police Department? (check all that apply).

Answered: 44 Skipped: 13



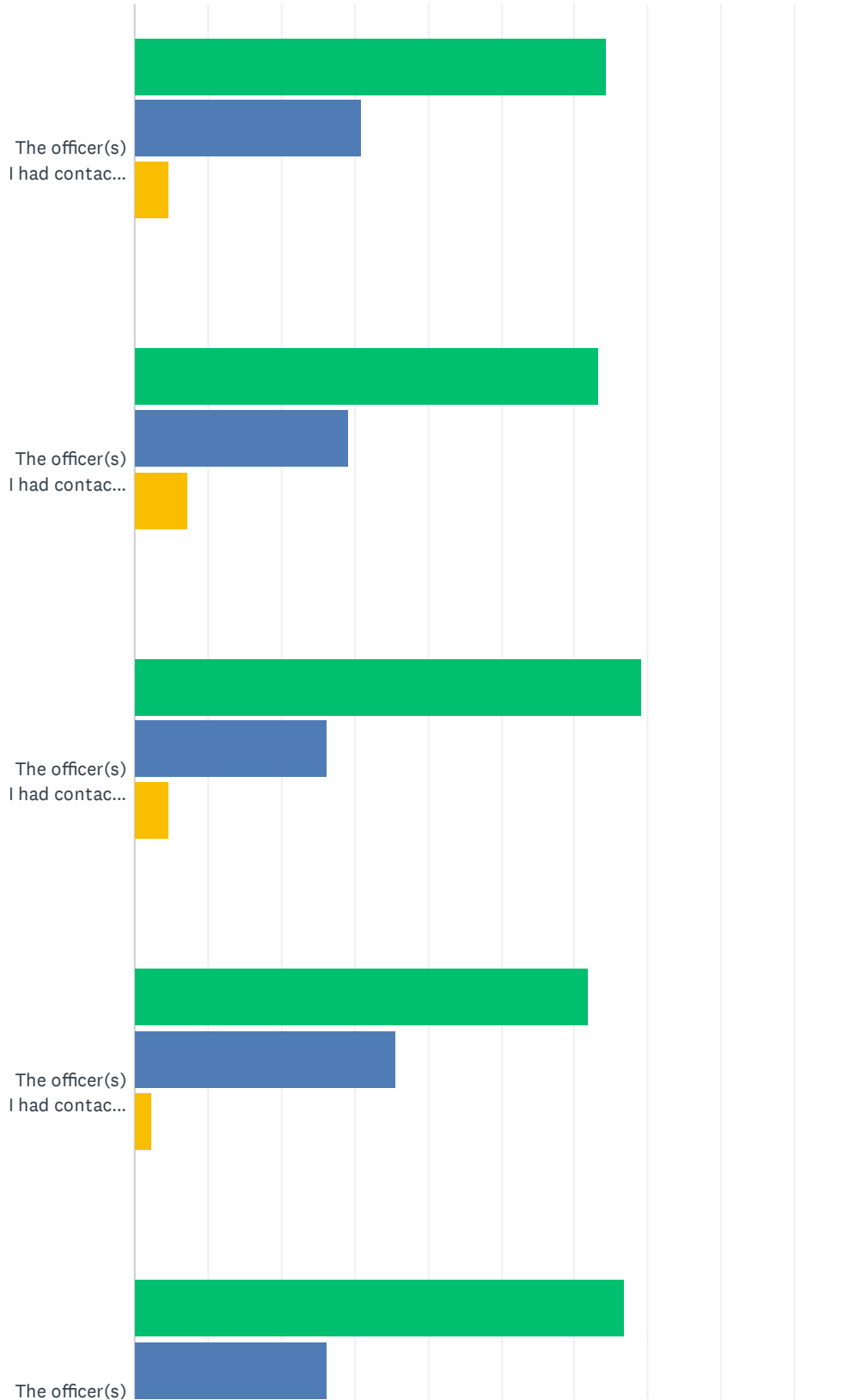
Norco College Employee Safety Survey 2023

ANSWER CHOICES	RESPONSES	
911 call	6.82%	3
Traffic stop	0.00%	0
Traffic accident	0.00%	0
Made a report	25.00%	11
Parking ticket	4.55%	2
Police community program	9.09%	4
Casual encounter with an officer	75.00%	33
Victim of a crime	2.27%	1
Witness to a crime	0.00%	0
Arrested for a crime	0.00%	0
Unlock a door	47.73%	21
Other (please specify)	29.55%	13
Total Respondents: 44		

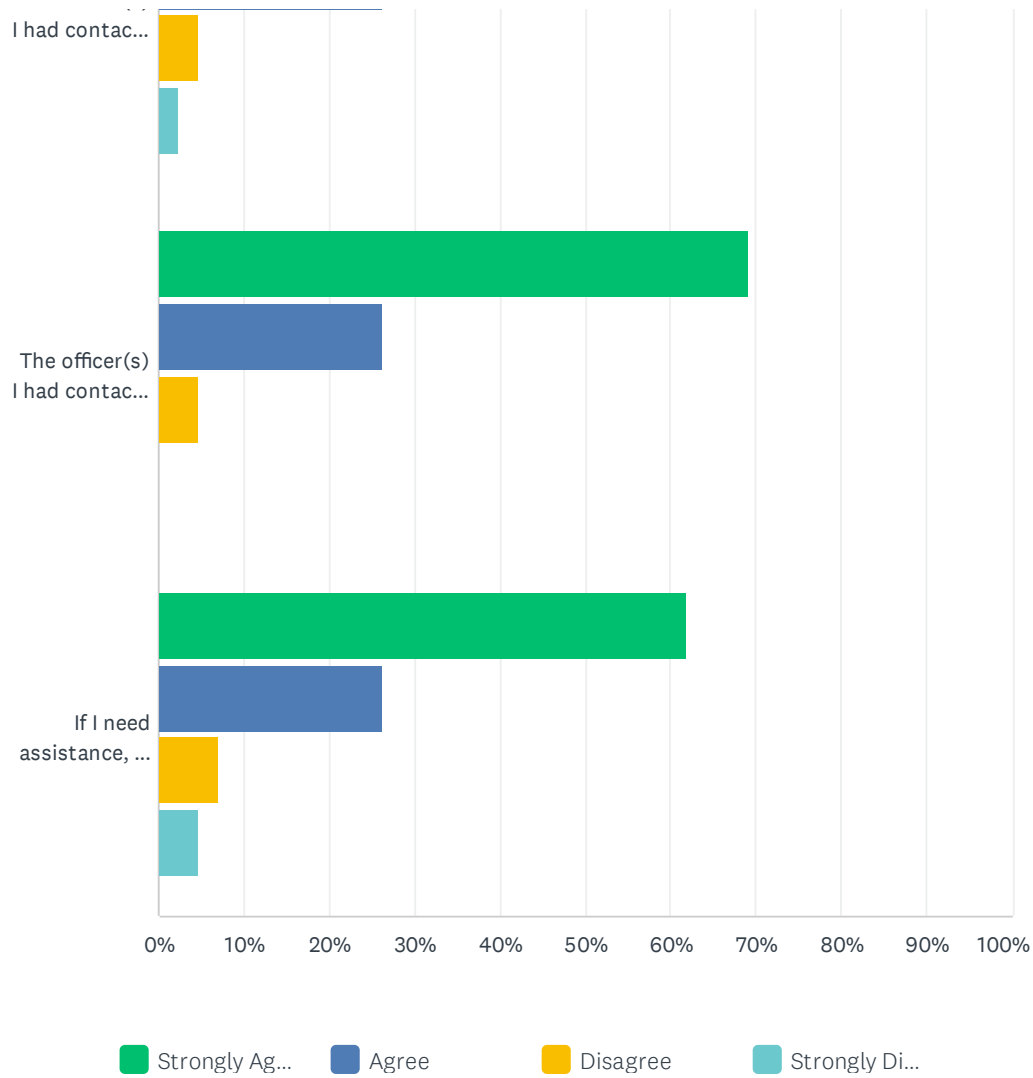
#	OTHER (PLEASE SPECIFY)	DATE
1	Graffiti report	12/23/2023 6:39 PM
2	questions about parking permits between semesters	12/17/2023 4:52 PM
3	Injury on campus	12/8/2023 11:25 AM
4	Is this a general safety survey or a survey about police	12/7/2023 4:30 PM
5	Locking building after keycard reader malfunction	12/7/2023 4:21 PM
6	angry student	12/7/2023 9:51 AM
7	Lost & Found	12/7/2023 9:08 AM
8	Homeless person sleeping on couch in building in early morning. Also, different homeless person screaming on campus in early morning.	12/7/2023 6:42 AM
9	parking issue	12/6/2023 4:31 PM
10	Adult medical emergency	12/6/2023 2:59 PM
11	Put police on alert to an employee I feared might become violent.	12/6/2023 2:39 PM
12	Submit lost item	12/6/2023 2:22 PM
13	Emergency response	12/6/2023 2:01 PM

Q8 Please indicate whether you agree or disagree with the following statements.

Answered: 42 Skipped: 15



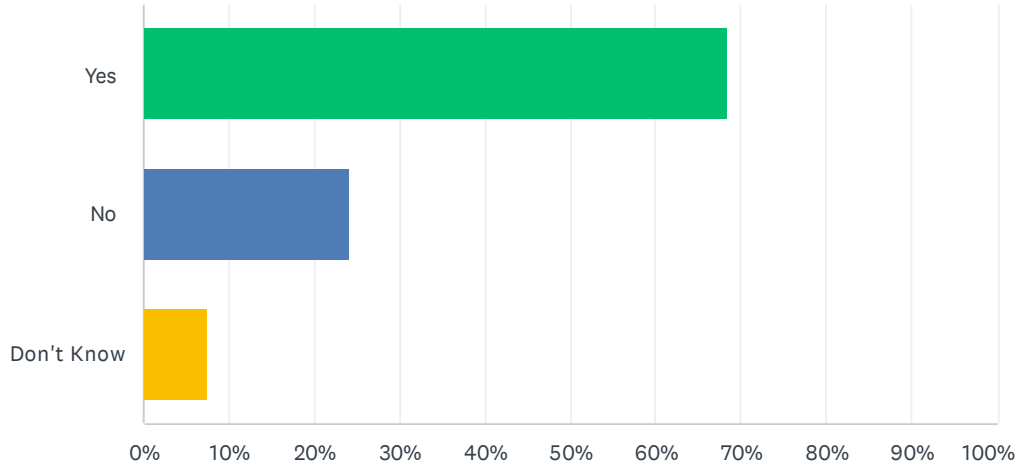
Norco College Employee Safety Survey 2023



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The officer(s) I had contact with expressed interest in helping me.	64.29% 27	30.95% 13	4.76% 2	0.00% 0	42
The officer(s) I had contact with showed concern for my safety.	63.41% 26	29.27% 12	7.32% 3	0.00% 0	41
The officer(s) I had contact with demonstrated professionalism.	69.05% 29	26.19% 11	4.76% 2	0.00% 0	42
The officer(s) I had contact with made me feel comfortable.	61.90% 26	35.71% 15	2.38% 1	0.00% 0	42
The officer(s) I had contact with helped resolve my situation.	66.67% 28	26.19% 11	4.76% 2	2.38% 1	42
The officer(s) I had contact with treated me with respect.	69.05% 29	26.19% 11	4.76% 2	0.00% 0	42
If I need assistance, I am comfortable calling the Norco College Police via Dispatch	61.90% 26	26.19% 11	7.14% 3	4.76% 2	42

Q9 During the past year, did you have contact with the Norco College Safety and Emergency Planning Coordinator?

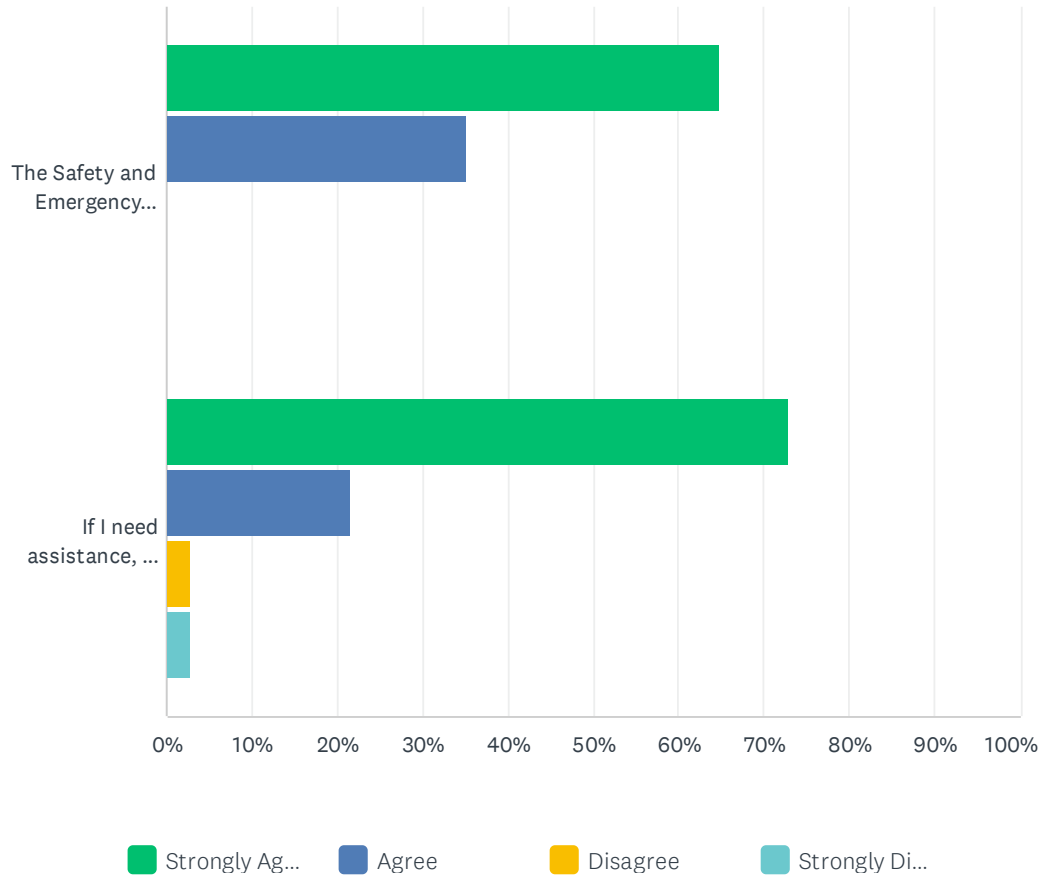
Answered: 54 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	68.52%	37
No	24.07%	13
Don't Know	7.41%	4
TOTAL		54

Q10 Please indicate whether you agree or disagree with the following statements.

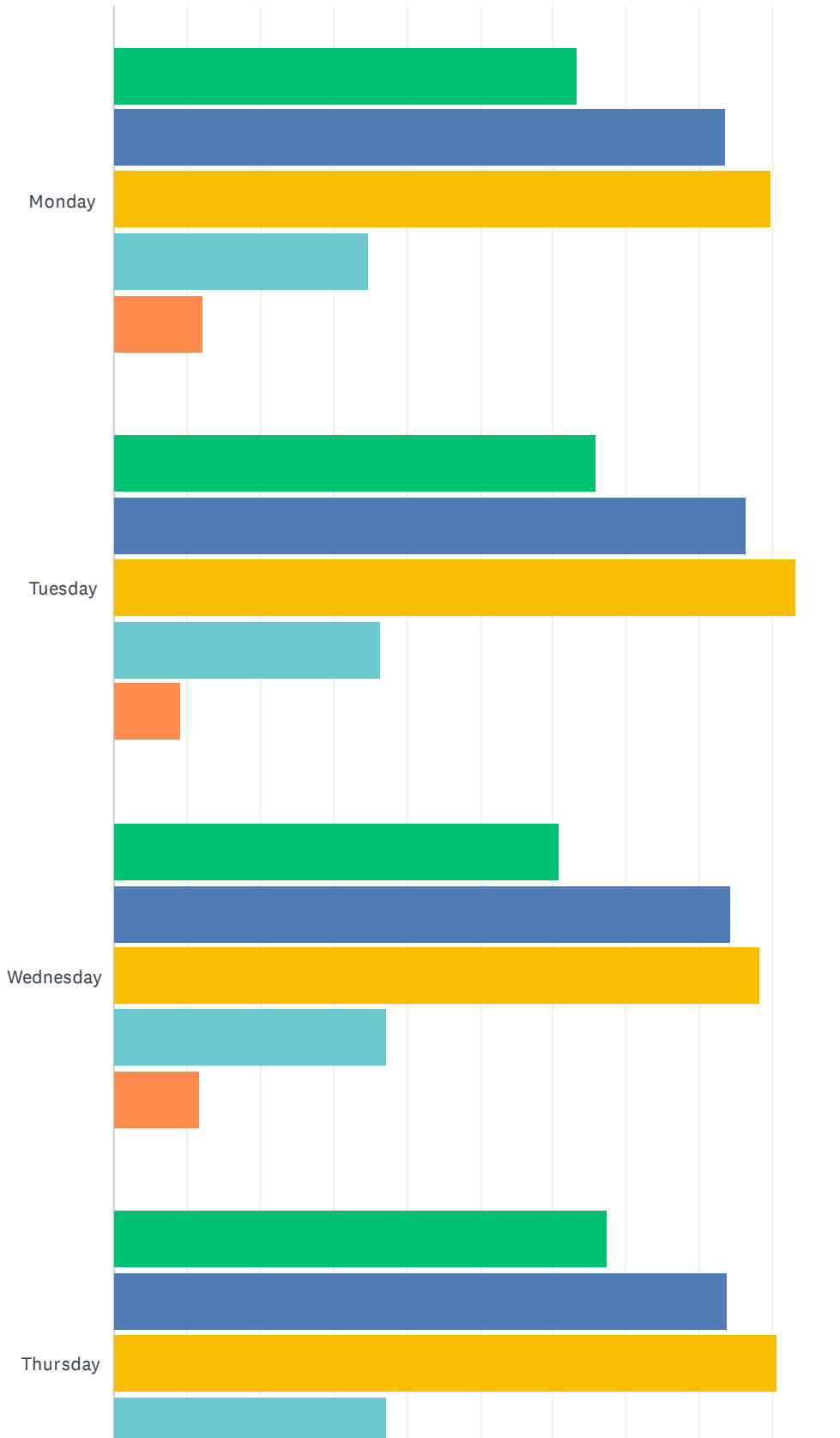
Answered: 37 Skipped: 20



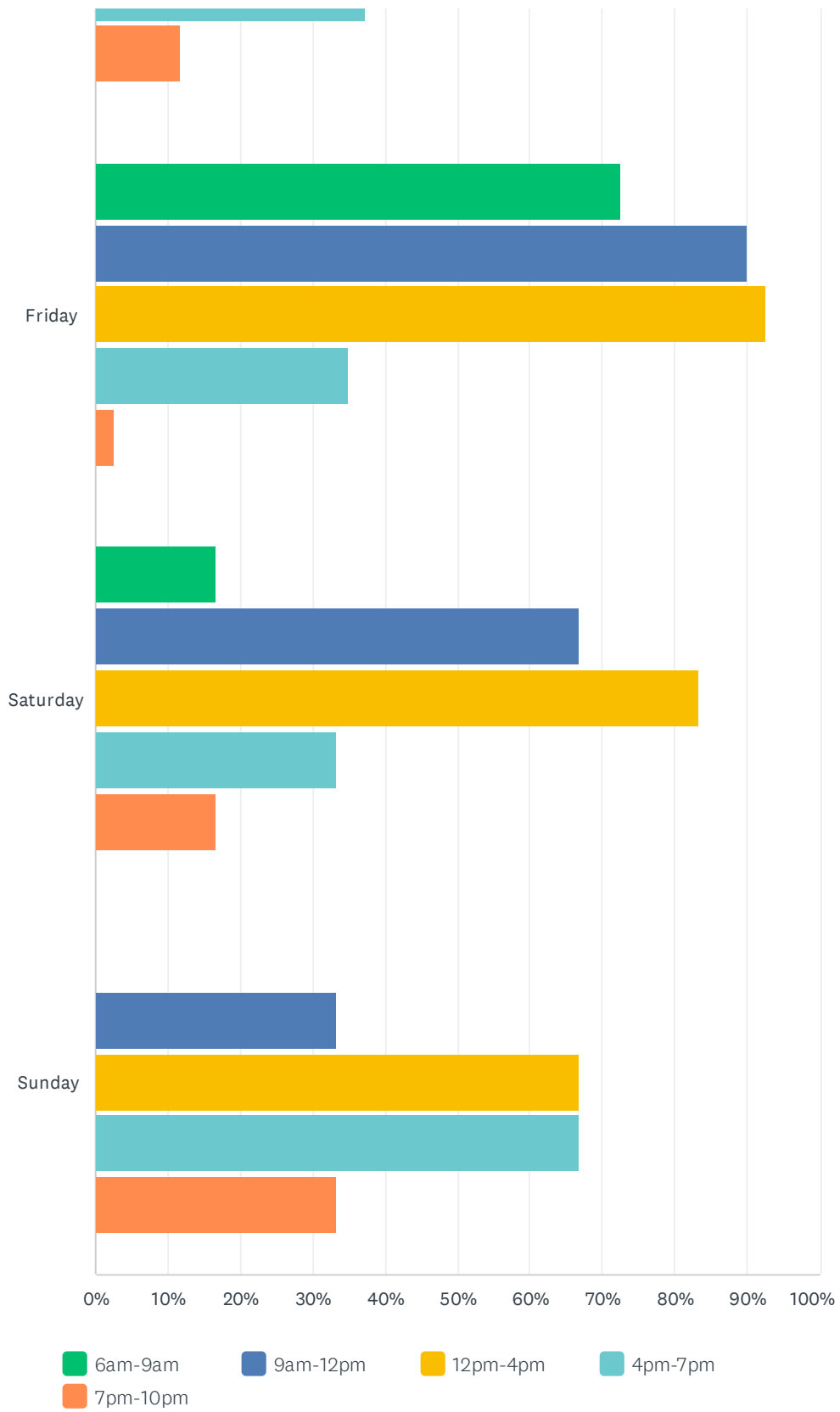
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The Safety and Emergency Planning Coordinator attempted to resolve my situation.	64.86% 24	35.14% 13	0.00% 0	0.00% 0	37
If I need assistance, I am comfortable calling the Safety and Emergency Planning Coordinator.	72.97% 27	21.62% 8	2.70% 1	2.70% 1	37

Q11 Typical times on Campus (check all that apply)

Answered: 51 Skipped: 6



Norco College Employee Safety Survey 2023



Norco College Employee Safety Survey 2023

	6AM-9AM	9AM-12PM	12PM-4PM	4PM-7PM	7PM-10PM	TOTAL RESPONDENTS
Monday	63.27% 31	83.67% 41	89.80% 44	34.69% 17	12.24% 6	49
Tuesday	65.91% 29	86.36% 38	93.18% 41	36.36% 16	9.09% 4	44
Wednesday	60.78% 31	84.31% 43	88.24% 45	37.25% 19	11.76% 6	51
Thursday	67.44% 29	83.72% 36	90.70% 39	37.21% 16	11.63% 5	43
Friday	72.50% 29	90.00% 36	92.50% 37	35.00% 14	2.50% 1	40
Saturday	16.67% 1	66.67% 4	83.33% 5	33.33% 2	16.67% 1	6
Sunday	0.00% 0	33.33% 1	66.67% 2	66.67% 2	33.33% 1	3

Q12 Is there anything that you would like to bring to our attention regarding health or safety at Norco College?

Answered: 25 Skipped: 32

#	RESPONSES	DATE
1	A faculty member broke her hand and wrist after tripping on a raised concrete slab that was not we marked or lit at night.	12/17/2023 4:54 PM
2	Re: Question #8, resolution of situation, officer(s) were doing a routine walk through and we exchanged greetings. No situation needed resolution.	12/13/2023 9:05 PM
3	This semester I experienced a serious injury stepping off the curb to the left of the ramp near the College Police Office. I didn't realize that the curb is significantly taller than the one I typically use just on the other side of the ramp. Following my injury, I have learned that many others have had their own experiences with that same unusually tall curb. Is it possible to make adjustments to that area just below the stairs so that others are not injured in the future? Many thanks!	12/8/2023 11:31 AM
4	We need more lights at the parking lot area. Increase lights in between buildings.	12/8/2023 9:19 AM
5	I sure hope that the CSEA agreed to this survey prior to it being dispersed.	12/8/2023 6:36 AM
6	I do not agree with specific questions regarding classified employee positions and duties. Questions 6 and 8 go beyond surveying the general safety of students, staff and faculty at Norco college. It questions and suggests that Norco police officers are generally unprofessional. This survey should be reconsidered, and an apology issued to police officers for asking questions insinuating that they are unprofessional.	12/7/2023 4:42 PM
7	There were multiple issues regarding parking. Resolving tickets, clearly marked parking in the STEM area, people parking in the areas where they interfere with parking. Crossing the street to and from the VRC/STEM buildings is challenging because only one safe place to cross is accessible for staff and students.	12/7/2023 4:26 PM
8	As I stated before, uneven concrete. When I left after teaching at night in January 2019, I tripped over uneven concrete on the walkway between the main STEM building and classrooms 301 and 302. This was reported the next day, and at later into fall semester, I was over at STEM and checked that walkway. It had not been fixed. Then, on October 25 this year I fell as I turned the corner heading right toward the library having come from IT-202 and walked past those foot or so steel burgundy posts. Again the concrete is raised 1/2" or more. I did not get hurt but fell hard. Anyone who does not see the uneven sections of concrete could also have tripping problems. Also, I did not answer all questions because I had no reason to. You gave us no option as neutral, or not applicable thus, a poorly written survey since not all questions apply to everyone.	12/7/2023 1:15 PM
9	I feel that students should be more aware of where the police are located on campus such as increased signage.	12/7/2023 10:34 AM
10	Back door of OC-120 in the NOC doesn't have key access, but doesn't always close and lock. You have to slam the door to get it to lock. OC-116 front door seems to have the same issue (even though it has key access).	12/7/2023 10:00 AM
11	Implementing new safety features to secure our buildings with key cards should be made priority. Hearing that it cost too much, indicates to us that safety to our lives are not priority enough. Can't put a price on our lives!	12/7/2023 9:54 AM
12	Adding digital access control on all exterior entrances on the college building that do not currently have them already in place. SSV, Library, ST, HUM, & ATEC.	12/7/2023 9:47 AM
13	I think our police officers need to be walking around and going into every building just making their rounds, checking things out, and monitoring.	12/7/2023 9:02 AM
14	Student services building to be come key card accessible, being at the front of campus and	12/7/2023 8:33 AM

Norco College Employee Safety Survey 2023

open to the public can be a little uneasy as all doors as easy accessible to the outside.
Possibly only having front doors open to public all other doors key cards

15	The remote STEM building has extremely poor exterior lighting during the evenings and zero police presence when class lets out at 9 pm.	12/6/2023 9:29 PM
16	The safety of CPROs should be top priority along with the students and faculty. Frequently visited building by the community should have secure entry points that can only be accessed by authorized personnel. Key card access should be implemented in all buildings to allow for remote lockdown and not rely on the employees to secure the doors individually and building with key card access should have the capability of locking the building from the interior of the buildings. Our lives shouldn't have a price limit.	12/6/2023 6:51 PM
17	I teach night classes there are sections of campus that have poor lighting and often 2-3 lights are out making it uncomfortable at night.	12/6/2023 6:40 PM
18	Some of the doors are very difficult for our disabled students to open, they report them as heavy.	12/6/2023 4:45 PM
19	the automatic lights, we are not able to turn them off in case of an emergency. they are motion censored	12/6/2023 4:32 PM
20	It's not matter of "comfort" in contacting a certain individual for assistance; one has no other choice.	12/6/2023 3:32 PM
21	Some of the emergency call boxes don't work. Faded or no signage in some areas of the campus.	12/6/2023 3:05 PM
22	Additional training regarding how to report potential safety hazards and how to report injuries.	12/6/2023 3:00 PM
23	Again, need a proper pathway to Operations Center. We should not be walking through the landscape to get there from central campus.	12/6/2023 2:37 PM
24	My office is right next to parking lot A and I have seen multiple people misstep and fall off the elevated curb at the base of the ramp.	12/6/2023 2:25 PM
25	I believe our college is doing a great job in the area of employee safety. Our safety team through Business Services provides clear communication regarding when drills or trainings are taking place, conducts drills with success, and provides an abundance of safety training, resources and materials to assure me that the college is not only meeting, but exceeding the standards of maintaining a safe college, here at Norco College.	12/6/2023 1:57 PM

2023–2024 SEP RESEARCH SUMMARY

PREPARED FOR

NORCO
COLLEGE

**HIGH-LEVEL
OVERVIEW**

S4DDS

Services for Data Driven Solutions

Director of Research

Yvonne Olivares

Passionate research scientist who understands data is only as good as its ability to tell actionable data stories.

Experience

2013 - Current

Director of Research S4DDS

- Develop and manage multiple simultaneous qualitative and quantitative research studies and evaluations from initial strategic planning, design, analysis to final presentation and implementation.
- Sectors: public (K-12, higher education, state government), nonprofits and private orgs.
- Deliverables:
 - evidence-based recommendations in audience appropriate easy-to-digest, succinct data stories and visualizations
 - trainings and workshops in innovative qualitative methods (leveraging online)
- Methods: multi-modal cognitive method, surveys, online focus groups, cognitive and in-depth-interviews, ethnography, journaling, content analysis, and mixed methods.
- Projects focus on identifying key drivers, root causes, and solutions.
- Manage: clients, projects, and vendors.
- SME: equity-based research, hard-to-reach low income and 1st generation college students.

2011 - 2013

Director of Research and Data Services Community Research Partners

- Developed and implemented best practices for online, interactive, user-friendly research reporting which increased client satisfaction and retention.
- Projects span industries: private, academic, government and nonprofit.
- Increased total revenue by more than 30% in role as research client service manager.
- Managed and mentored research and data staff.
- SME: equity based research and communicating research to diverse audiences.

2007 - 2011

Scientist / Methodologist Nielsen

- Led R&D of UX media communication increasing panel recruitment (30% to >90%).
- Managed multiple simultaneous U.S. and international media research projects and teams.
- Designed and implemented gold standard for LATAM consumer data collection.
- Methods: focus groups, cognitive interviews, surveys, journaling, & mixed methods.
- Markets: U.S. and Puerto Rico, LATAM, W. Europe, India, S. Africa, & China.

Education

PhD. Sociology, Ohio State U.

MA, Applied Sociology, Baylor U.

- Project Management
- Strong written & verbal communication skills
- Expert in supporting and leading culturally diverse technical and nontechnical teams
- Expert in strategic planning & implementation
- Ability to tackle details while focused on big picture

- Bilingual: English & Spanish
- SPSS, Qualtrics, Survey Monkey, Qualboard, Mac Apps, Google Apps, Tableau, SAS, Lisrel, AMOS, SQL, and MS Office (Excel, Word PowerPoint)

Contact

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Fontana, CA 92336
614-747-3550

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linkedin.com/in/yvonneolivares/

RESEARCH SCIENTIST & METHODOLOGIST

DESIGNING INCLUSION-BASED STUDIES/TRAININGS FOR 20+ YEARS



BACKGROUND

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2023-2024 NORCO COLLEGE SEP

- SEP inquiry teams composed of CPRO, Faculty and Students:
 - Participated in logic model training (two-day in-depth),
 - Learned about current/past SEP metrics along with inclusive and equitable research practices, and are
 - Using student-based research findings and recommendations
- To develop MEASURABLE and systematic interventions

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The background features a light green surface with a single white paper crane on the left and several crumpled white paper balls scattered across the right side. The bottom of the image is a dark, multi-colored geometric pattern.

WHY?

**PAST INTERVENTIONS HAVE
BEEN HIT OR MISS, WITH
LIMITED STUDENT INSIGHT,
AND WITHOUT A WAY TO
EVALUATE THEIR IMPACT**

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WHAT ARE THE STUDENT EQUITY GAPS?

Hispanic / Latinx equity gaps

- Successfully completing transfer-level math in their 1st year
- Successfully completing transfer-level English in their 1st year
- Attaining their vision goal (degree or certificate completion) by their third year
- Transferring to a four-year college (independent of degree completion) by their third year

Black / African American equity gaps

- Enrolling successfully
- Persisting from first to second semester

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HOW DID WE INVESTIGATE THOSE GAPS?

- Conducted rigorous representative sampling to find students
 - Part/Full-time Enrollment, Online/Hybrid/In-Person, Employment status, Living Wage status, 1st Generation/Not 1st Gen, Involved/Not involved in Support Programs, Local/Commuter, Gender
 - New students as of SU2023 or FA2023
 - On-going students continuously enrolled before SU2023
- Held two three-day confidential online interactive surveys with students
- Used Multimodal Cognitive Method (equity/inclusivity built into every stage)
- Organized daily 45–60 minutes of activities yielding 8,000-10,000 minutes of data interactions

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REPRESENTATIVE SAMPLE ALSO INCLUDED

Hispanic/Latinx students who

- Successfully completed math and English
- Successfully completed math but not English
- Successfully completed English but not math
- Completed neither math nor English successfully

Black/African American potential students who

Applied SU2023 or FA2023 but chose to:

- Enroll at another CC
- Not enroll anywhere

** Study excluded those enrolled in a four-year college.*

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HOW MUCH IS 8,000-10,000 MINUTES OF DATA?


- Ten focus groups = 500-600 minutes of data
- SEP Inquiry teams consumed a 6-hour presentation summarizing findings and student-identified recommendations.

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MULTIMODAL COGNITIVE METHOD (MCM*)

- Cognitive interviewing
 - Memory associations
- Journaling
 - Emotion clarification & problem solving
- Focus Group
 - Group dynamic w/o groupthink
- Survey


 **S3Q4 - Activity 7**
Congratulations! You have been hired as the new Dean, not really, but work with me 😊. I want you to imagine you Dean in charge of helping students (A) find and (B) work toward their major / specialization. Knowing your own path make?

Be as detailed as possible to help Crafton understand how they could implement your changes

 **Maya**
Not employ... College Enrollment: Part-ti... Fem...
Age: 18-... Two or more rac... Grou... Living Wage: ...
Number of children...

I first would help first year students make appointments, and help them with their educational educational plan. I would advice th them choose a major if they have no major what so ever. Tell them to make an appointment to see a counselor and me after ever club, maybe that might help them pick a major see what they like. (pick a club for at least a semester).

[Follow Up](#) [Like](#) [Add Insight](#)

 **Justin C**
Employed part-ti... College Enrollment: Full-ti... M...
Age: 18-... Hispanic/Lati... # of children... Grou...
Living Wage: ...

*MCM designed to collect more reliable data from diverse populations

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STUDY USES LAYERED ACTIVITIES ALLOWING FOR GREATER DEPTH OF UNDERSTANDING

As a fun way to explore the role Norco College plays in your life, I want you to create and upload a video showing how you feel about it. I'm looking for some epic "I love you" or "It's not you (actually, it is you)" videos. Depending on how you feel about Norco it can be love or breakup letter style.

Videos should talk about:

- How you met
- How things between you have changed over time
- Why you are in love (or breaking up)
- What you like to do together (or wish you had gotten to do together)
- Etc..

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MCM ALLOWS US TO COLLECT DATA FROM STUDENTS NORMALLY EXCLUDED FROM RESEARCH

- Working students
- Students with family/sibling obligations
- Those reliant on public transport or ride-shares
- Students from underserved populations who are weary of unknown (uncontrollable) situations

Traditional studies over-represent **middle-class** and **well-connected** students

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BLACK / AFRICAN AMERICAN STUDENTS' ENROLLMENT BARRIERS

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BLACK / AFRICAN AMERICAN STUDENT ENROLLMENT BARRIERS

Lack of true financial aid knowledge

Inability to communicate importance/safety of tax info

Getting started tools not intuitive

Not understanding enrollment steps

Counseling midnight rule serves as gatekeeper

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BLACK / AFRICAN AMERICAN STUDENTS' RECOMMENDATIONS TO IMPROVE ENROLLMENT

Clarifying financial aid deadlines, process and cost estimates

Providing simple verbiage about importance and security of tax info

Creating a checklist/quick start guide to improve enrollment navigation

Improving online accessibility to enrollment steps

Communicate (or preferably eliminate) counseling midnight rule

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BLACK / AFRICAN AMERICAN STUDENTS' PERSISTENCE BARRIERS

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PERSISTENCE BARRIERS

Lack awareness of support services

Current modes of communicating student services, campus events, academic/career paths do not reach them

They feel isolated at Norco
(online, hybrid, in-person)

"That's what I have always been looking for a sense of belonging and I honestly don't feel like I belong. I feel a bit out of place."

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SUPPORT SERVICES STUDENTS WISH NORCO HAD (NOTE THAT MANY ALREADY EXIST)

- Free tutoring
- Mental health counseling
- Parent support groups
- Advice managing multiple responsibilities
- Career services to find internships
- Help paying for books
- Mentorship
- Legal and students' rights support
- Housing support

Listed in order of
frequency mentioned

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BLACK / AFRICAN AMERICAN STUDENTS' RECOMMENDATIONS TO IMPROVE PERSISTENCE

Communicating student services early and often

Using multi-modal communication to reach students where they are
(website, emails, workshops, Instagram, banners/signs, etc.)

Improving website user-experience including self-service information
about academic paths

Advertising events and activities and specify which students can join
and HOW

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HISPANIC / LATINX STUDENTS'
COMPLETING TRANSFER-LEVEL
MATH / ENGLISH IN THEIR 1ST YEAR
BARRIERS

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BARRIER TO MATH/ENGLISH COMPLETION

Most Hispanic / Latinx students do not know that they should take English and math courses immediately

“ I was given the sheet that tells me what classes I need to take and was just told to take them at whatever time I'd like.

”

—New student

HISPANIC / LATINX STUDENTS' RECOMMENDATIONS TO IMPROVE MATH/ENGLISH COMPLETION IN 1ST YEAR

Counselors, website, and course sheets should inform students they should take Math/English their first-year and WHY

Why students should take Math/English should be noted everywhere students get information about choosing their first-year courses

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HISPANIC / LATINX STUDENTS'
ATTAINING VISION GOAL BY 3RD YEAR
BARRIERS

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ATTAINING VISION GOAL BY 3RD YEAR BARRIERS

Students feel they are left to figure things out on their own

Students lack clarity in how to schedule counseling appointments

“I had to hear from my case manager for a nursing job I got this year that the trick is to sign up at midnight. There are already enough obstacles in the road to RN I don’t need any “tricks.” We need accessibility and aide.”

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HISPANIC / LATINX STUDENTS' RECOMMENDATIONS TO IMPROVE ATTAINING VISION GOAL BY 3RD YEAR

Improving website user-experience including self-service information about academic paths

Communicate (or preferably eliminate) counseling midnight rule

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HISPANIC / LATINX STUDENTS' TRANSFERRING TO 4-YEAR BARRIERS

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TRANSFER EQUITY BARRIERS

- Many students say they are uncertain because they do not know what transferring to a four-year college would entail
- They also have questions about four-year colleges but do not know where to get answers (unaware of support services)

“

I don't know anything about trying to get into a four-year college, and also, I understand attending a four-year college has a much higher tuition rate.

”

—*On-going student*

STUDENT SERVICE WISH LIST - MOST STUDENTS ARE UNAWARE OF EXISTING SUPPORT SERVICES

Listed in order of frequency mentioned

- Tutoring
- Mental health care
- Childcare
- Affordable or free food
- Disability support
- Medical care
- Parenting group—parents to support each other
- Student group network — to find study partners
- Support finding scholarships
- Resume/cover letter writing
- How to file taxes
- Free bus rides (to and from Norco)

HISPANIC / LATINX STUDENTS' RECOMMENDATIONS TO IMPROVE TRANSFERRING TO A 4-YEAR

Communicating what support services exist, their purpose, and how students can access them

Alleviating fears by communicating answers to common questions about what students can expect at different 4-yrs

Advertising resources and clubs

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RESEARCH SUM

- Norco College already has in place many services, resources, and tools students need to be successful, but our current communications reinforce existing equity gaps.
- Small (but mighty) systematic changes can increase equity and eliminate equity gaps.

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SEP INQUIRY TEAM NEXT STEPS

- Enrolling successfully
 - Creating new (and revising existing) enrollment communications
 - Changes to College Advantage Day
- Persisting from 1st to 2nd semester
 - Developing communication plan of existing resources
 - Development of Equity-based pedagogy/practices/policies

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SEP INQUIRY TEAM NEXT STEPS

- Successful 1st year completion of transfer-level Math
 - Simplifying math selection process for students
 - Development and execution of communication plan
- Successful 1st year completion of transfer-level English
 - Development and execution of communication plan

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