



Program Review - Overall Report

Administrative: Planning and Development

IE-Function and Scope

Program/Unit Goal

Increase awareness and understanding of the function and scope of the Institutional Effectiveness office.

- Increase awareness and understanding of roles and responsibilities of IE & IR
- Increase college-wide understanding of dashboards and other available data sources (data literacy)
- Data Governance Manual and Process

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

1. Provided [Data Magic workshops](#) on key tools for accessing and utilizing data sources which were posted for reference on the IR website.
2. Produced the first IE Newsletter in Fall 2023 Semester.
3. Presently writing the Data Governance Manual which outlines the process for establishing secure and valid data sources.

What are your plans (3-year) regarding this goal?

1. Create a Data Governance Manual and Process.
2. Continue to publish a semesterly IE Newsletter.
3. Develop a short IE/IR introduction video?

Please add any relevant documents here.

[Data Governance Draft 061523.docx](#)

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 8.1 (Planning and Development):
- 2025 Objective 8.3 (Academic Senate & College Council):

IE-Build Comprehensive Office

Program/Unit Goal

Build the capacity of the Institutional Effectiveness/Institutional Research office to meet the growing needs of the college.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

What are your plans (3-year) regarding this goal?

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 8.1 (Planning and Development):
- 2025 Objective 8.2 (Planning and Development):
- 2025 Objective 8.3 (Academic Senate & College Council):

Close Student Equity Gaps

Program/Unit Goal

- *Reduce the equity gap for African American students
- *Reduce the equity gap for Latinx students
- *Reduce the equity gap for Men of Color

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

- Conducted a qualitative study to gain a better understanding of why gaps exist.
- Assembled Student Equity Inquiry Teams to address equity gaps.
- Provided training to inquiry team members on logic models to develop interventions to address equity gaps.

What are your plans (3-year) regarding this goal?

- Inquiry Teams will develop short-term and long-term interventions to close equity gaps
- Interventions will be piloted and assessed in 2024-2025
- Interventions deemed successful will be Institutionalized

Please add any relevant documents here.

[Norco 2022-2025 SEP Qualitative Study Findings-Summary.pdf](#)

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2030 Goal 3: Equity:

Standardize Student Equity Programs Services and Student Success Metrics

Program/Unit Goal

Equity programs under the supervision of the Dean of Grants and Student Equity Initiatives will start using the same student success metrics to assess program effectiveness. Equity programs will also develop and implement an on-line common application; a three-year continuum of services; participant agreements; operating procedures; program personnel areas of responsibilities; and implementation of a student database to centralize student records and track services provided

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

- 1.) Provide training on student success metrics associated with KPIs and Student Equity Plan.
- 2) Provide training on how to use logic models to restructure program services
- 3.) Organize a summer retreat for student equity programs personnel to develop continuum of services, operating procedures, participant agreements, staff roles and responsibilities, and training on how to use new software database system.

What are your plans (3-year) regarding this goal?

Within three years, all equity programs will achieve significantly higher levels of student success across common metrics as compared to the general student population.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 3.1 - KPI 8 (Student Services):

- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):

Professional Development Coordination

Program/Unit Goal

To coordinate college-wide professional development efforts focused on equitable student outcomes with both constituent based training and all-college professional development

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Currently, the Dean of Grants and VP Planning and Development provide informal support to classified professional and faculty led professional development efforts, which includes communication with CSEA leadership, Faculty Professional Development Committee, and faculty leaders working to build an equity academy focused on teaching and learning. Administration is currently considering partnering with HR/Equity Consultants to provide a year-long series of equity focused curriculum for classified professionals and managers. However, this work of coordination for large-scale professional development and constituency specific supports requires a dedicated position to coordinate and support strategic professional development where the impacts can be assessed and aligned to strategic goals in equity, access, and student success.

What are your plans (3-year) regarding this goal?

1. To support the establishment of a year-long equity academy on teaching and learning in the 2024-2025 year, with a sustainable model for institutionalizing a faculty equity academy and requisite resources to support on an on-going basis.
2. To support the launch of a year-long equity focusd professional development series for classified professionals and managers to support equity goals and professional development in the 2024-2025 year.
3. To create meaningful assessment measures to continuously inform professional development training and its impact on equitable student outcomes.
4. Establishment of a professional development coordinator. This position would focus on professional development in the area of equity and grants development/implementation.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 4.1 (Planning and Development):
- 2025 Objective 4.2 (Planning and Development):
- 2025 Objective 4.3 (Academic Senate):
- 2030 Goal 4: Professional Development:

Evidence

Evidence Date

03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Objective 4.1: Total Participation 195

Equity in Guided Pathways Summit: 144

53	Classified Professionals
51	Faculty
22	Managers
16	Students

2	Consultants
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CAP Hour Planning Retreat: 20

15	Faculty
5	Managers

Student Equity Inquiry Teams: 31

8	Classified Professionals
11	Faculty
6	Managers
5	Students
1	Consultant

Objective 4.2:

Racial Microaggressions-15% completion (71* out of 472 employees); a 14% increase over original starting point of 1%; *includes faculty, classified professionals, and administrators

Objective 4.3

Teaching Men of Color- 51% completion (51 out of 100* faculty); a 48% increase over original starting point of 3%; assumes full-time and part-time faculty members

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Professional Development Coordinator

Please add any relevant documents here.

Grants: Innovative and Diversified Resources

Program/Unit Goal

Expand the capacity and visibility of the Grants Office to support innovation and transformation efforts in advancing our work to become a comprehensive college goals.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Under the leadership of the newly hired Director of Grants, focus our grant development efforts in alignment with our strategic priorities in Student Transformation, Regional Transformation, and College Transformation that generate increasing indirect funding to augment general fund revenue. This includes documenting and formalizing grant development procedures, working collaboratively with district partners, and prioritizing grant opportunities that support the college's strategic goals, have college level support, and generate indirect costs.

What are your plans (3-year) regarding this goal?

Plans for the 2024-25 year include the following:

- Develop an internal grants office process

Program/Unit Goals

- Prioritize funding aligned with our strategic goals with a focus on 3+ years of IDC to generate increased IDC
- Collaboration with District Grants and NC Academic Affairs/Faculty
- Develop a newsletter as a communication mechanism
- Begin to develop criteria for formal awards and recognition of community partners

Please add any relevant documents here.

[3 year plan.docx](#)

Mapping

Educational Master Plan (2020-2025): ()

- 2030 Goal 12: Resources:

Evidence

Evidence Date

03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Grants FALL 2023 Report (attached) provides a snapshot of Fall 2023 grant submissions and grant awards for Norco College, including indirect cost details.

The Indirect Cost Fall 2023 Report (attached) provides a snapshot of indirect cost revenue generated from awarded and pending grants.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Please add any relevant documents here.

[Grant Fall 2023 Reports.xlsx](#)

[Indirect Costs Fall 2023.pdf](#)

2024 - 2027

Please discuss any publications or published information that require regular updates for your area.

IE-The Institutional Effectiveness office prepares regular reports and summaries for compliance and to keep the college community informed. These include:

- NC Webpages (Assessment, Program Review, Accreditation, Institutional Effectiveness, Institutional Research, Strategic Planning, etc.)
- Evaluation procedures reports
- Assessment Reports
- Survey summaries
- Accreditation reports (annual report, support for ISER and Midterm)
- Ad hoc research reports

Starting in Fall 2023, the IE office began publishing a newsletter to keep the college community informed of the Institutional Effectiveness office's activities.

Please add any relevant documents here.

[OIE-newsletterFAL23.pdf](#)

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

IE- The IE office has participated in many equity related professional development trainings including but not limited to:

Microaggression Training-CORA, Black Ally-CORA, Student Equity Plan trainings, Student Equity Inquiry team training, ALLY (LGBTQ+), VETNET ALLY, Black Minds Matter, Understanding and confronting Anti-Black Racism, Understanding Inclusive and Equitable Research Practices, Data Equity Fellowship, etc.. Also, In response to the Call to Action in Spring 2020, the IE Office initiated a study on the impact of faculty on the success of black students which has resulted in some significant learning about equity related issues.

Equity/Grants Office - Led the facilitation of, and participated in the equity research training for 31 members of the college as part of the Student Equity Plan efforts. Additional equity training members of Equity/Grants division have participated in include, but are not limited to, the Puente Summer Institute, Umoja Leadership Institute, Asian American Native Hawaiian Pacific Islander Student Achievement Training. Lastly, the Men of Color Scholars staff and students participated in and presented at the AHSIE conference.

Planning & Development - Organized and participated in the college wide summit, Equity in Guided Pathways, which focused on Economic Mobility for minoritized students. Additional training includes, but it not limited to, equity research training for our SEP, ACCJC training

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

IE-

- In response to the Call to Action in Spring 2020, the IE Office initiated a study on the impact of faculty on the success of black students.
- All of the training sessions have significantly heightened the awareness and understanding of Equity and Social Justice issues, as well as emphasized the crucial importance of researchers being aware of their biases.
- IE/IR's daily operations include working with equity-related data and other areas, driving constructive outcomes.
- All of the training sessions have significantly heightened the awareness and understanding of Equity and Social Justice issues, as well as emphasized the crucial importance of researchers being aware of their biases.
- IE/IR's daily operations include working with equity-related data and other areas, driving constructive outcomes.

Equity/Grants - increasing understanding of equitable qualitative research methods, and equity specific supports and programming for minoritized student groups at Norco College. This understanding and awareness has been used in the development, deployment and assessment of the student equity plan research and in strengthening equity programs.

Planning & Development - increasing understanding of equity centered planning is being used to shape the new five-year strategic plan and preparation for the alignment to the new ACCJC standards focused on equitable outcomes.

3. What additional equity-related professional development/trainings do you seek to better support your area?

IE- The IE office would like to continue to participate in Equity and Social Justice related trainings focused on Research and Data coaching. For Example the Qualitative Research Techniques for the Equity-Minded Change

Equity

Agent training being offered by the RP Group in January 2024.

Equity/Grants - continued opportunities to participate in training related to supporting minoritized students for equity leads, and support for grant writing professional development for the Gants department.

Planning & Development - strategic planning, accreditation, national work related to high impact student equity and success

Please add any relevant documents here.

3.1 (KPI 8) Reduce the equity gap for African American students by 40%.

EMP Goal

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

Assessment Method

How do you plan to assess this objective?

Coordinate mapping

Method used to assess

Qualitative (Observation, summary of status, etc.)

Status

Active

Date

01/24/2024

3.2 (KPI 9) Reduce the equity gap for Latinx students by 40%.

EMP Goal

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

3.3 (KPI 10) Reduce the equity gap for Men of Color by 40%.

EMP Goal

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

3.4 (KPI 11) Reduce the equity gap for LGBTQ+ students by 40%.

EMP Goal

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

3.5 (KPI 12) Reduce the equity gap for Foster Youth students by 40%.

EMP Goal

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

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

EMP Goal

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

Assessment Method

How do you plan to assess this objective?

Employee Attendance/Participation

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

Total participation in GP professional development (duplicated) 195

Score

2 - Progressing Toward Completion (1/2 - 3/4)

How can you continue to improve towards completing this objective?

Strengthen coordination and communication of participation in on-campus and off-campus related training.

Please add screenshot here.

Please upload any related assessment data or documents.

Progress/Findings Date

03/22/2024

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

EMP Goal

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

Assessment Method

How do you plan to assess this objective?

Faculty completion of RM certificate

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

15% (71 out of 472 employees) have completed, representing a 14% increase

Score

2 - Progressing Toward Completion (1/2 - 3/4)

How can you continue to improve towards completing this objective?

Increased coordination and communication

Please add screenshot here.

Please upload any related assessment data or documents.

Progress/Findings Date

03/22/2024

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

EMP Goal

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

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

EMP Goal

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

8.1 Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.

EMP Goal

2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

Assessment Method

How do you plan to assess this objective?

Use Items in Q6 of the Institutional Effectiveness and Planning Survey to assess the use of data by the college as a whole.

Method used to assess

Quantitative (Survey, count, measure, etc.)

Status

Active

Date

01/10/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

There has been a modest decrease or a plateau in the overall ratings of data usage items over the past 3 years as evidenced by the IEPS. The survey was disaggregated by employee classification, and in general Classified Professionals had the lowest ratings and Management had the highest.

Score

3 - Almost Completed (75% + Complete)

How can you continue to improve towards completing this objective?

Communicate about new dashboards or data sources in meetings and presentations at various college venues.

Please add screenshot here.

Please upload any related assessment data or documents.

[IEPS-2020-21.pdf](#)

[IEPS-2021-22.pdf](#)

[IEPS-2023.pdf](#)

[IEPS-IE GOAL Evidence 2024.pdf](#)

Progress/Findings Date

01/09/2024

Assessment Method

How do you plan to assess this objective?

Through the Annual Assessment Report's description on progress related to this area.

Method used to assess

Qualitative (Observation, summary of status, etc.)

Status

Active

Date

03/19/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

On December 5, 2022, the Academic Senate approved changing the structure of assessment of student learning outcomes to include:

- Use of Outcomes in Canvas
- At least one outcome per semester assessed with all completed within the assessment cycle (Fall 21-Spring 27).
- Adopted a universal rubric:
- 0-4 scale with mastery at two or above:
 - 0-Novice, 1-Emergent, 2-Fundamental, 3-Proficient, 4-Advanced
- Use of a common calculation method determined by discipline.

In Spring 2023, all disciplines were instructed to select one outcome to assess in Canvas and then select an additional outcome in each semester after that until all courses and SLOs were mapped for assessment.

-Use of IR District Dashboards

During the 2023-24 academic year, the use of dashboards exponentially increased due to program review and various initiatives including Strategic Enrollment Management (SEM) Plan and the year-long scheduling of classes.

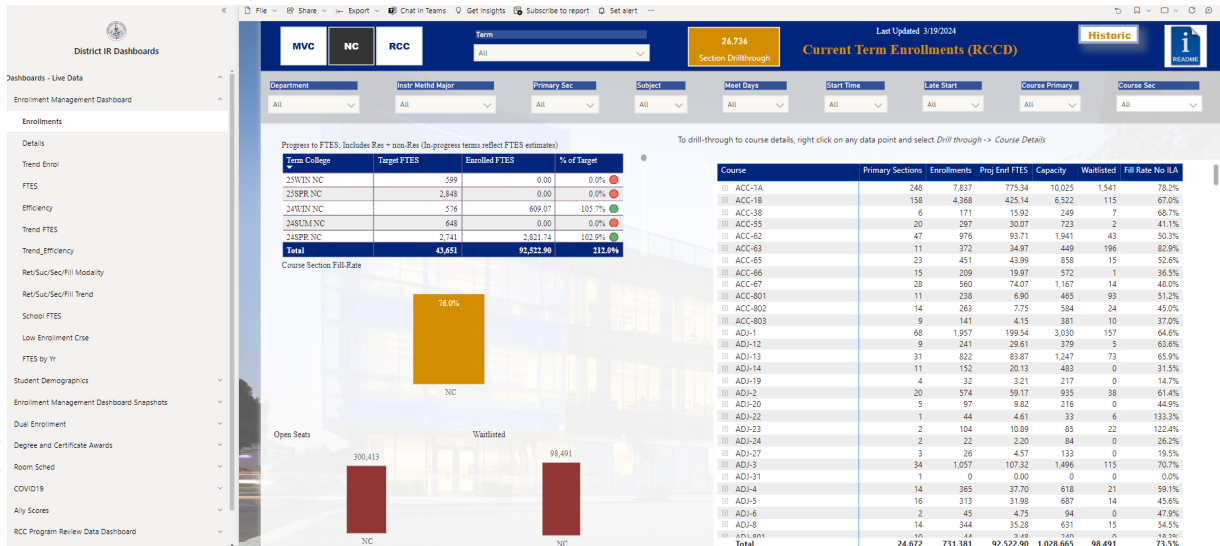
Score

2 - Progressing Toward Completion (1/2 - 3/4)

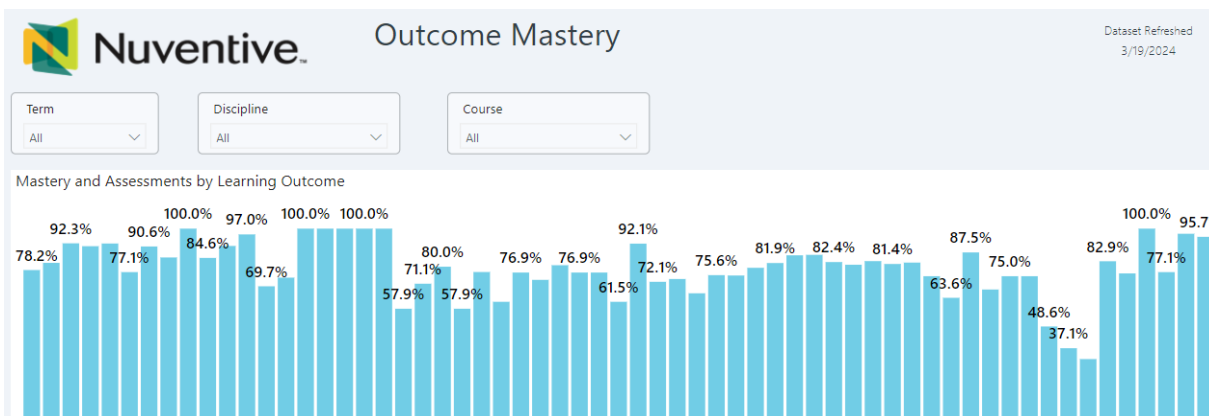
How can you continue to improve towards completing this objective?

Provide guidance on use of dashboards for specific questions or work that previously would have been addressed through and IR request.

Please add screenshot here.



This is an example of one of the IR Dashboards. The list to the left shows most of the different pages/dashboards that are available to anyone who has permissions.



This is an example of one of the dashboards that is being used for the assessment portion of program review.

Please upload any related assessment data or documents.

Progress/Findings Date

03/19/2024

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.

EMP Goal

2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

Assessment Method

How do you plan to assess this objective?

Strategic Planning and Governance Manual (SPGM) was created based on integrating all planning processes.

Method used to assess

Qualitative (Observation, summary of status, etc.)

Status

Active

Date

03/19/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

In chapter 3 of the SPGM, a matrix of all pertinent plans at the time were mapped to each of the Educational Master Plan Goals.

Score

3 - Almost Completed (75% + Complete)

How can you continue to improve towards completing this objective?

During current update of SPGM, create new matrix that will map newer plans (including Strategic Enrollment Management Plan, New Accreditation Standards, Updated District Strategic Plan)

Please add screenshot here.

Please upload any related assessment data or documents.

[SPGM-PlanObjectiveAlignment.pdf](#)

Progress/Findings Date

03/19/2024

8.4 Develop, evaluate, and monitor our governance, decision-making, and resource allocation processes on the basis of the college mission and plans.

EMP Goal

2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

Assessment Method

How do you plan to assess this objective?

Through several different annual and biennial procedures, the governance, decision-making & resource allocation processes are evaluated and monitored.

Method used to assess

Qualitative (Observation, summary of status, etc.)

Status

Active

Date

03/19/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.

Through our six-step Evaluation Process (screenshot below), we have consistently been monitoring all of these processes.

Score

4 - Completed

How can you continue to improve towards completing this objective?

Continue to maintain 100% compliance with the Evaluation Process.

Please add screenshot here.

2020-21 through 2024-25 Evaluation Process

1. Councils and Committees Report of Effectiveness

- [2020-2021](#)
- [2021-2022](#)
- [2022-2023](#)

2. Institutional Effectiveness and Planning Survey

- [2020-2021](#)
- [2021-2022](#)
- [2022-2023](#)

3. College President Memorandum

- [2020-2021](#)
- [2021-2022](#)
- [2022-2023](#)

4. Key Performance Indicators (KPIs) Progress & Public Accountability Report

- [2020-2021](#)
- [2021-2022](#)

5. Resource Allocation Report

- [2020-2021](#)
- [2021-2022](#)
- [2022-2023](#)

6. Assessment of the Evaluation Procedures & Governance Structure

- [2022-2023](#)

Please upload any related assessment data or documents.

Progress/Findings Date

03/19/2024

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.

EMP Goal

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

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

EMP Goal

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

10.13 Develop and implement plans for off-campus facilities for instructional purposes

EMP Goal

2030 Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.

11.2 Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")

EMP Goal

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

IE- Director of Institutional Research

Resource Year

2024 - 2027

What resources do we already have?

The current resources of the office are 1 Dean, 1 Analyst, and 1 IE Support Coordinator. There is no manager that exists who only supervises research/data of the office.

What resources do you need?

The request is for 100% of the funding for this position.

\$ Amount Requested

188,550

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

8.1 - In order to support the data needs in terms of transparency, accessibility, etc, there needs to be a manager who oversees only the data portion of the IE office. In addition, this position supports all of the Equity goals and EMP Equity Objectives since data is integral to both of these areas.

This request for my area is Priority #:

1

Is this request

New

Mapping

Administrative: Planning and Development: (.)

- 8.1 Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.: .
- 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.: .
- 8.4 Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.: .
- IE-Build Comprehensive Office: .
- IE-Function and Scope: .

Educational Master Plan (2020-2025): (.)

- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2025 Objective 8.1 (Planning and Development):

Student Equity Plan: (.)

- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

IE-Research Analyst (Institutional Research Specialist) moved 100% to general funds

Resource Year

2024 - 2027

What resources do we already have?

Presently 25% of the Research Analyst position in Institutional Effectiveness is funded through General Fund and 75% is through soft funds.

What resources do you need?

Research Analyst (Institutional Research Specialist) moved 100% to general funds

\$ Amount Requested

114,702

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP Objective 8.1-Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time - this position will directly impact this objective through it's constant contribution to data usability and visibility at the college. This position is an integral par of the Program Unit Goal, IE-Build Comprehensive Office.

This request for my area is Priority #:

3

Is this request

New

Mapping

Administrative: Planning and Development: (.)

- IE-Build Comprehensive Office: .
- IE-Function and Scope: .

Educational Master Plan (2020-2025): ()

- 2025 Objective 8.1 (Planning and Development):

IE-Assessment Committee Budget

Resource Year

2024 - 2027

What resources do we already have?

Some funds provided by the IE budget for small events.

What resources do you need?

Budget to support training, workshops and events

\$ Amount Requested

5,000

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This funding would support workshops and trainings to stay current on professional development in assessment of student learning (Objective 8.1)

This request for my area is Priority #:

6

Is this request

New

IE-Additional Position - Research Analyst (Institutional Research Specialist)

Resource Year

2024 - 2027

What resources do we already have?

None, there is no funding for a 2nd research analyst.

What resources do you need?

Research Analyst (Institutional Research Specialist)

\$ Amount Requested

152,936

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP Objective 8.1-Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time - this position will directly impact this objective through it's constant contribution to data usability and visibility at the college. This position is an integral part of the Program Unit Goal, IE-Build Comprehensive Office.

This request for my area is Priority #:

5

Is this request

New

Mapping

Administrative: Planning and Development: (.)

- IE-Build Comprehensive Office: .
- IE-Function and Scope: .

Educational Master Plan (2020-2025): ()

- 2025 Objective 8.1 (Planning and Development):

IE-Institutional Effectiveness Support Coordinator (Instructional Program Support Coordinator) transitioned to 100% General Funds

Resource Year

2024 - 2027

What resources do we already have?

Currently this position is funded by AB 1705 (One-time funding)

What resources do you need?

Institutional Effectiveness Support Coordinator position 100% General Funded

\$ Amount Requested

143,169

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP 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 and EMP Objective 8.4 - Develop, evaluate, and monitor our governance, decision making, and resource allocation processes on the basis of the college mission and plans are part of the primary responsibilities of this position. Also, this position is an integral part of the Program Unit Goal, IE-Build Comprehensive Office.

This request for my area is Priority #:

2

Is this request**IE-Budget Increase**

Resource Year

2024 - 2027

What resources do we already have?

At present, 16K is the operating budget for the IE Office.

What resources do you need?

We need an additional 20K to be a self-sustaining unit.

\$ Amount Requested

20,000

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This will support professional development, subscriptions, software and other necessities for the IE Office.

This request for my area is Priority #:

4

Is this request

New

Mapping

Administrative: Planning and Development: (.)

- IE-Build Comprehensive Office: .
- IE-Function and Scope: .

Educational Master Plan (2020-2025): (.)

- 2025 Objective 8.1 (Planning and Development):
- 2025 Objective 8.2 (Planning and Development):
- 2025 Objective 8.4 (Planning and Development & Academic Senate):

Professional Development Coordinator

Resource Year

2024 - 2027

What resources do we already have?

No current resources

What resources do you need?

100% dedicated time and effort for college-wide professional development coordination

\$ Amount Requested

172,170

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This resource supports Goal 4 directly, but also indirectly supports our goals in Student Transformation (Goals 1-3) as well as employee engagement and satisfaction.

This request for my area is Priority #:

2

Is this request

New

Mapping

Administrative: Planning and Development: (.)

- Professional Development Coordination: .

Equity and Grants Support

Resource Year

2024 - 2027

What resources do we already have?

50% categorically Grants Admin Specialist through 2024

What resources do you need?

100% Grants Admin Specialist to support the Equity and Grants Office on ongoing funds

\$ Amount Requested

124,399

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

1

Is this request

New

Mapping

Administrative: Planning and Development: (.)

- Grants: Innovative and Diversified Resources : .

Program Review Reflections

What would make program review meaningful and relevant for your unit?

What questions do we need to ask to understand your program plans, goals, needs?

What types of data do you need to support your program plans, goals, needs?

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes

Educational Master Plan Objective Alignment

The following table indicates the Norco College EMP goals and objectives aligned with: Guided Pathways Goals/Pillars, the associated KPI for each EMP objective, the Aligned RCCD Strategic Planning Goal for each EMP objective, the aligned CCCCCO Vision for Success goal for each EMP objective, and the aligned ACCJC Standard for each EMP objective

Goal	Objective	Description	Guided Pathways Goal	Associated KPIs	Aligned RCCD Strategic Planning Goal	Aligned Vision for Success Goal	Associated ACCJC Standard
Goal 1 (Access) Expand college access by increasing both headcount and FTES.							
	Obj. 1.1 (KPI 1)	Go from 7,366 to 8,759 total FTES	Pillar I, II	1	1.1	1, 2	IIA, IIC, IV
	Obj. 1.2 (KPI 2)	Go from 14,624 headcount to 16,581 total headcount	Pillar III	2	1.1	1, 2	IC, IIC
	Obj. 1.3	Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)	Pillar I, II, III	1, 2	1.2	1, 2	IIC
	Obj. 1.4 (KPI 3)	Increase capture rates from feeder high schools by 4% annually.	Pillar I, II	3	1.3	1, 2	I.A,B,; IIC; IV
Goal 2 (Success) Implement Guided Pathways framework.							
	Obj. 2.1 (KPI 4)	Increase number of degrees completed by 15% annually	Pillar I, III, IV	4	2.1	1	IIA
	Obj. 2.2 (KPI 5)	Increase number of certificates completely by 15% annually	Pillar I, III, IV	5	2.2	1	IA, B, D; IV
	Obj. 2.3	Decrease AA degree unit accumulation from 88 to 74 total units on average	Pillar III	4	2.7	3	IIA; IIIA; IV
	Obj. 2.4 (KPI 6)	Increase number of transfers 15% annually	Pillar I, II, III	6	2.3	2	IIC, IIIA
	Obj. 2.5 (KPI 7)	Increase the number of first-time, full-time enrolled students from 508 to 900	Pillar I, II	7	2.8	1, 2	IC, IIC
	Obj. 2.6	Increase percent of students who receive financial aid from 73% to 81%	Pillar II	4, 5, 6	1.4		IIIA
	Obj. 2.7	Increase number of students who complete transfer level math and English by 20% per year	Pillar I, II, IV	4, 6	2.9	1, 2	IIA
Goal 3 (Equity) Close all student equity gaps.							
	Obj. 3.1 (KPI 8)	Reduce the equity gap for African American students by 40%.	Pillar III, IV	8	3.1	5	IB6
	Obj. 3.2 (KPI 9)	Reduce the equity gap for LatinX students by 40%.	Pillar III, IV	9	3.1	5	IB6

Goal	Objective	Description	Guided Pathways Goal	Associated KPIs	Aligned RCCD Strategic Planning Goal	Aligned Vision for Success Goal	Associated ACCJC Standard
	Obj. 3.3 (KPI 10)	Reduce the equity gap for Men of Color by 40%.	Pillar III, IV	10	3.1	5	IB6
	Obj. 3.4 (KPI 11)	Reduce the equity gap for LGBTQ+ students by 40%.	Pillar III, IV	11	3.1	5	IB6
	Obj. 3.5 (KPI 12)	Reduce the equity gap for Foster Youth students by 40%.	Pillar III, IV	12	3.1	5	IB6
Goal 4 (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.							
	Obj. 4.1	Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)	Pillar IV	8-12	3.1	5	IIIA5a/14
	Obj. 4.2	Increase percentage of employees who complete Racial Micro aggressions certificate from 1% to 60% (285 out of 472 employees)	Pillar IV	8-12	3.1	5	IIIA5a/14
	Obj. 4.3	Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)	Pillar IV	8-12	3.1	5	IIIA5a/14
Goal 5 (Workforce and Economic Development) Reduce working poverty and the skills gap.							
	Obj. 5.1 (KPI 13)	Increase the median annual earnings of all students		13	2.5	4	IB3
	Obj. 5.2 (KPI 14)	Increase percent of CTE students employed in their field of study by 3% annually		14	2.4	4	IB3
	Obj. 5.3 (KPI 15)	Increase percent of all students who attain a livable wage by 5% annually		15	2.5	4	IB3
	Obj. 5.4	Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities		13-15	6.2		IB3
Goal 6 (Community Partnerships) Pursue, develop, & sustain collaborative partnerships.							
	Obj. 6.1	Establish and expand relationships with regional educational institutions	Pillar III		6.1	6	IA3
	Obj. 6.2	Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations	Pillar II, III		6.2	4	IA3
	Obj. 6.3	Expand partnerships with regional veterans' services and support organizations	Pillar III		6.2		IA3

Goal	Objective	Description	Guided Pathways Goal	Associated KPIs	Aligned RCCD Strategic Planning Goal	Aligned Vision for Success Goal	Associated ACCJC Standard
	Obj. 6.4	Work toward reducing recidivism through incarcerated student education	Pillar III		6.2	6	IA3
	Obj. 6.5	Position the college's image and reputation as a leading academic institution in the region					IA3
	Obj. 6.6	Develop regional outreach and recruitment systems	Pillar I, II			6	IA3
	Obj. 6.7	Help establish a distinct regional identity, organization, and communication amongst our local communities					IA3
	Obj. 6.8	Stimulate regional arts development	Pillar I, III				IA3
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.							
	Obj. 7.1	Develop comprehensive breadth of academic programs	Pillar I	4, 6		1, 2	IIA2
	Obj. 7.2	Develop Career & Technical Education programs and industry credentials related to regional needs	Pillar I	5		4	IIA2
	Obj. 7.3	Develop and implement plan for noncredit and noncredit-enhanced programming	Pillar I	1, 2			IIA2
	Obj. 7.4	Develop and implement plan for expanded athletics offerings	Pillar III				IIB3c
	Obj. 7.5	Add capacity to existing disciplines with a demonstrated need.	Pillar III				IIA1c
	Obj. 7.6	Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.	Pillar II, III				IIB
	Obj. 7.7	Build and support academic support services to improve student success	Pillar II, III, IV	4, 5, 6			IIB
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.							
	Obj.8.1	Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.	Pillar IV		4.1		IA2; IB4

Goal	Objective	Description	Guided Pathways Goal	Associated KPIs	Aligned RCCD Strategic Planning Goal	Aligned Vision for Success Goal	Associated ACCJC Standard
	Obj. 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.	Pillar IV		4.2		IB; IVB2
	Obj. 8.3	Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.					IB7
	Obj. 8.4	Develop, evaluate, and monitor our governance, decision-making, and resource allocation processes on the basis of the college mission and plans.					IB7
	Obj. 8.5	Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan					IIIA
Goal 9 (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.							
	Obj. 9.1	Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.			5.2		IIID1
	Obj. 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.			5.7		IIIA; IC
	Obj. 9.3	Develop culture that recognizes/thanks employees on regular basis and celebrates college's successes			5.7		IIIA
	Obj. 9.4	Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work					IIIA9

Goal	Objective	Description	Guided Pathways Goal	Associated KPIs	Aligned RCCD Strategic Planning Goal	Aligned Vision for Success Goal	Associated ACCJC Standard
	Obj. 9.5	Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time	Pillar IV				IIIA7
	Obj. 9.6	Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio.	Pillar IV				IIIAI
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.							
	Obj. 10.1	Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college	Pillar III, IV	1, 2			IIIB, D; IV
	Obj. 10.2	Develop and maintain Facilities Master Plan					IA, B, C; IIIB
	Obj. 10.3	Build out funded projects (amphitheater, Center for Student Success room 217, etc.)	Pillar III				IIIB, D; IV
	Obj. 10.4	Finish Veterans Resource Center Phase 1 by Spring 2021	Pillar III				IIIB, D
	Obj. 10.5	By Fall 2020, open Early Childhood Education Center				4	IA, B, C; IV
	Obj. 10.6	Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.					IIIB, D
	Obj. 10.7	Build 2nd access road					IIIB, D
	Obj. 10.8	Explore and pursue land acquisition adjacent to college property					IIIB, D
	Obj. 10.9	Develop and start implementing sustainable campus					IIIB, D
	Obj. 10.10	Design spaces that intentionally build community					IIB, IIIB, D
	Obj. 10.11	Install immediate/temporary facilities to address current capacity needs by summer 2021.					IIIB, D, IV
	Obj. 10.12	Enhance transportation infrastructure					IIIB, D, IV
	Obj. 10.13	Develop and implement plans for off-campus facilities for instructional purposes		1, 2, 4, 5, 6			IIA, IV

Goal	Objective	Description	Guided Pathways Goal	Associated KPIs	Aligned RCCD Strategic Planning Goal	Aligned Vision for Success Goal	Associated ACCJC Standard
Goal 11 (Operations) Implement professional, intuitive, and technology enhanced-systems.							
	Obj. 11.1	Design intuitive and simple student onboarding system	Pillar II		5.6		IIC
	Obj. 11.2	Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")	Pillar III	4, 5, 6	5.6		IIIC1
Goal 12 (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.							
	Obj. 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.					IIIB, D; IV
	Obj. 12.2	Coordinate with RCCD to establish a BAM that allocates funding equitably			5.2		IIIB, D; IV
	Obj. 12.3	Support General Obligation bond campaign and implementation					IIIB, D; IV
	Obj. 12.4	Develop 30% of overall budget from non-general fund revenue sources			5.4		IIIB, D; IV



Optimal Research Staffing Plan

RIVERSIDE COMMUNITY COLLEGE DISTRICT

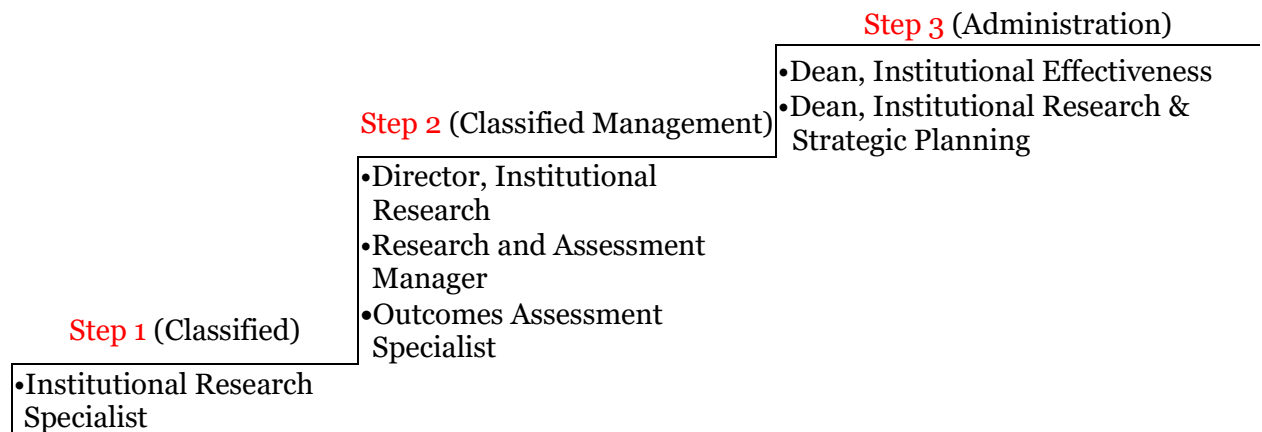
Collaboration by the District Institutional Research
Coordinating Committee (DIRCC)

Proposed Research Staffing Plan

The Optimal Career Staffing Plan for Institutional Research (IR) has two main goals: to support professional growth and advancement in IR at RCCD and to ensure robust, reliable, and comprehensive research offices at the district and colleges. This optimal IR career pathway will provide clear and distinct positions that require appropriate experience and education from entry- to dean-level positions.

Current Job Positions and Staffing

The current pathway at RCCD has one “entry-level” research position which requires 2 years’ experience, three mid-level data manager positions and two dean positions.



To determine an optimal IR pathway, three workgroups were convened corresponding to each of the steps in the visual above. The purpose of each of these groups was to determine if any changes were needed at each step, to create distinct positions that represent the duties and responsibilities needed to succeed and advance on the career pathway, and to meet the needs of the district and college research agendas. The following gap analysis and proposed pathway are the result of discussions within the workgroups as well as district IR meetings (DIRCC).

Gaps and Rationale for Revisions

There are many gaps in the current IR pathway within Step 1 (Classified). First, the “entry-level” position, Institutional Research Specialist, requires a minimum of 2 years of experience working in a research setting to qualify. This clearly means that this position is not entry-level and indicates the need for an additional position that allows exposure to the field of research with minimal, though appropriate, education and experience. The lack of an entry-level position has resulted in several failed recruitment searches where the applicant pool lacked candidates with adequate research experience to qualify for the Institutional Research Specialist. The next gap is the lack of a senior-level classified professional. This senior-level position would allow for promotion and professional growth for current IR employees, along with the ability to exercise more autonomy over research projects within the department. This would strengthen our research offices and

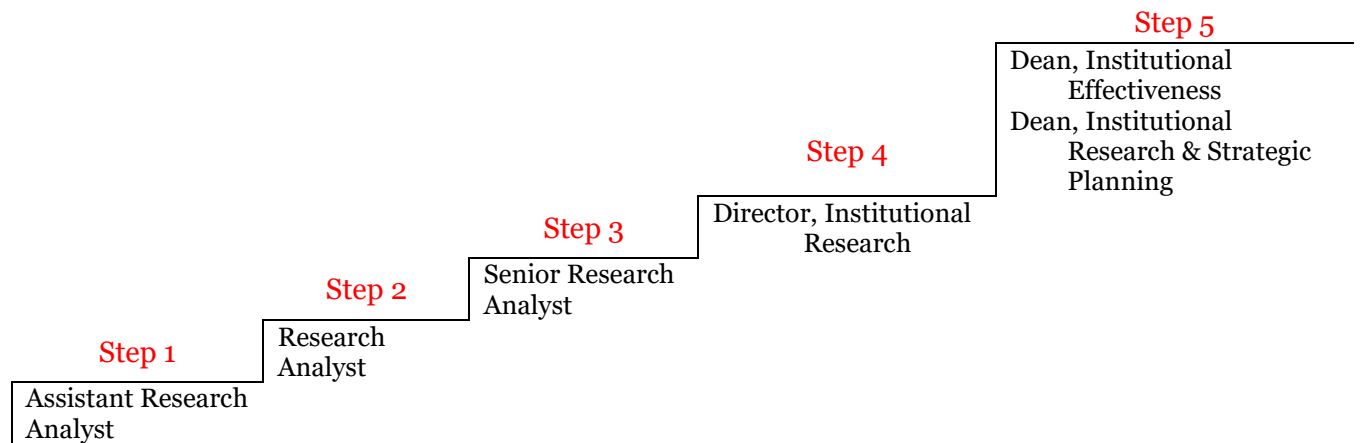
create a true career pathway for research professionals. Additionally, this would support the hiring and retention of research professionals by fostering a home-grown approach to local talent through encouraging growth of responsibilities.

At Step 2 (Classified Management) in the current pathway pictured above, there isn't a gap, but an issue with too many mid-level data managers with overlapping and sometimes antiquated job duties. After discussion, employees who were presently or previously employed in the Director, Institutional Research and the Research and Assessment Manager positions decided that the best course of action was to distill the two positions into one which represents the most updated and current trends in IR and Institutional Effectiveness (IE). The best title for this position is Director, Institutional Research due to the recognizability across community college institutions. The Outcomes Assessment Specialist position is specialized to lead data collection for grant funded initiatives and programs. Due to the specificity of this position and the fact that it is sometimes not housed within Institutional Research, the Outcomes Assessment Specialist wasn't included in the Optimal IR Staffing Plan. However, this position may be utilized in IE Offices or other departments that carry a heavy load of grants and require data leadership in that area.

The Dean Workgroup (Step 3) met and discussed whether it was necessary to have two separate positions. After comparing the job descriptions for Dean, Institutional Effectiveness and Dean, Institutional Research and Strategic Planning, it was clear that the distinction between these two deans was that one (the Dean of IE) oversees assessment and program review, whereas the Dean of IR & SP is more involved in leading strategic planning and institutional research. This corresponds to the difference in oversight between a dean overseeing IR at a college and one that oversees IR at the district. For this reason, it was decided that the two dean positions should remain.

All members of the workgroups were tasked with reviewing and revising their position's job description for accuracy and comprehensiveness. The edited job descriptions are attached as an appendix to this report.

Based on discussions in the workgroups, the following five-step research pathway provides three levels of research positions at the classified professional level, one mid-level data manager position, and two equal dean positions corresponding to the needs of colleges and the district.



Next Steps

We are told that the Class and Comp study should be ending soon (currently Spring 2023). It is unclear what the specific study timeframe is given it has been in progress for the past eight years, but we are hopeful new job descriptions will be available soon for all classified professionals. Once all job descriptions have been drafted with appropriate salary ranges attached, we will submit all the positions in the Optimal IR Career Pathway to Human Resources for approval.

Deliverables

- New Job Descriptions
 - Assistant Research Analyst
 - Senior Research Analyst
- Revised Job Descriptions
 - Director, Institutional Research
 - Dean, Institutional Effectiveness
 - Dean, Institutional Research & Strategic Planning
 - Research Analyst (Class and Comp result)

Appendix

- [Assistant Research Analyst](#)
- Research Analyst (Class and Comp result)
- [Senior Research Analyst](#)
- [Director, Institutional Research](#)
- [Dean, Institutional Research & Strategic Planning](#)
- [Dean, Institutional Effectiveness](#)

DRAFT: ASSISTANT RESEARCH ANALYST

BASIC FUNCTION

Under the supervision of the Dean, Institutional Effectiveness, performs a variety of basic level research, collection, analysis, interpretation, and reporting of data and statistics to support institutional planning issues, decision-making, program planning, and other measures of institutional effectiveness; assists in analyzing practices and procedures and makes recommendations for operational, policy, and procedural improvements; assists in developing, summarizing, and maintaining reports, records, and files.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Director, Institutional Research. Exercises no direct supervision of staff.

CLASS CHARACTERISTICS

This professional classification is responsible for providing support for research projects on a variety of institutional, operational, programmatic, and planning issues. Incumbents support the work of the Office of Institutional Effectiveness by providing a beginning-level resource for institutional, educational, and operational analyses and studies. Responsibilities include performing diverse and specialized work involving beginning level accountability and decision-making responsibility.

EXAMPLES OF TYPICAL JOB FUNCTIONS

1. Assists in the planning, coordinating, and conducting of a variety of basic level research, collection, analysis, interpretation, and reporting of data and statistics to provide information and assistance for institutional planning issues, decision-making, and program planning.
2. Assists with responding to internal and external data requests.
3. Collects and configures relevant data to support all aspects of planning and decision-making processes using a variety of means, including conducting database queries, extracting data from central databases, and transferring data to other applications for analysis.
4. Assists in the preparation of a variety of basic level narrative and statistical records, reports, and files related to institutional planning, research projects, data analysis, findings, conclusions, and decision-making; designs and produces related charts, tables, and graphs.
5. Provides basic level technical support to college stakeholders concerning institutional research projects and activities.
6. Manages the input and coding of a variety of data and information into an assigned computer system; creates basic level queries and reports, data extraction, and manipulation in tabular, spreadsheet, and graph formats; generates links to the data and produces a variety of computerized data, records, and reports for use in projects, studies, and analyses.
7. Assists in the investigation and diagnoses of evolving data issues and production of effective solutions and recommendations for improvement; uses validation protocols and applies strategies to ensure data integrity.
8. Develops, maintains, organizes, and utilizes a defined set of files and databases using various computer platforms and software.
9. Assists in defining, analyzing, planning, and implementing solutions to improve operational efficiencies related to research.
10. Learns and applies emerging technologies to perform duties in an efficient, organized, and timely manner.
11. Performs related duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Basic level research, analysis, and reporting methods, techniques, and procedures.
2. Theories, principles, and methods of research project design, methodology, qualitative and quantitative analyses, and longitudinal studies.
3. Basic level record management principles and procedures.
4. Modern office practices, methods, and computer equipment and applications, including word processing, database, and spreadsheet applications.
5. English usage, grammar, spelling, vocabulary, and punctuation.
6. Techniques for providing a high level of customer service by effectively dealing with the public, vendors, students, and District employees, including individuals of various ages, disabilities, various socio- economic and ethnic groups.

Ability to:

1. Plan and conduct basic research studies applying appropriate and effective design, methodology, and data analysis techniques as assigned.
2. Perform basic level duties in support of institutional research programs, projects, and activities.
3. Apply a variety of basic level techniques of data extraction and modify techniques and procedures to ensure data integrity and relevance.
4. Analyze, interpret, summarize, and present administrative and technical information and data in an effective manner.
5. Provide solutions to improve operational efficiencies related to research.
6. Research, analyze, and evaluate new service delivery methods, procedures, and techniques.
7. Prepare clear and concise reports, correspondence, policies, procedures, and other written materials.
8. Establish and maintain a variety of filing, record keeping, and tracking systems.
9. Operate modern office equipment including computer equipment and specialized software applications programs.
10. Organize and prioritize a variety of projects and multiple tasks in an effective and timely manner; organize own work, set priorities, and meet critical time deadlines.
11. Use English effectively to communicate in person, over the telephone, and in writing.
12. Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.
13. Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

Education and Experience:

An Associate's degree from an accredited college or university with major coursework in social or natural sciences or a related field. A bachelor's degree and one year of research experience is preferred.

Licenses and Certifications:

None.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate

in person and over the telephone. This classification primarily works in an office and standing in and walking between work areas is occasionally required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 25 pounds.

The functions of this classification must be performed by the incumbent with or without reasonable accommodations.

ENVIRONMENTAL CONDITIONS

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with upset individuals in interpreting and enforcing departmental policies and procedures.

DRAFT: SENIOR RESEARCH ANALYST

DEFINITION

Under general supervision, independently performs a variety of advanced level professional activities involved in the research, collection, analysis, interpretation, and reporting of data and statistics to support institutional planning issues, decision-making, program planning, and other measures of institutional effectiveness.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the assigned managerial personnel. Exercises technical direction over and provides training to assigned staff.

CLASS CHARACTERISTICS

This professional classification is responsible for leading, designing, and conducting all levels of research projects related to research and the Institutional Effectiveness Department. The incumbent provides guidance to lower-level research staff and provides suggestions to the Institutional Effectiveness supervisor regarding the operation of the unit and how to improve efficiency.

EXAMPLES OF ESSENTIAL JOB FUNCTIONS (Illustrative Only)

1. Leads day-to-day projects, services, and/or activities; recommends improvements or modifications.
2. Plans, coordinates, and conducts a variety of specialized professional activities involved in the research, collection, analysis, interpretation, and reporting of data and statistics to provide information and assistance for institutional planning issues, decision-making, and program planning.
3. Responds to and evaluates ad hoc requests for data, statistical analysis, research projects, and studies; prepares requests for processing; designs strategies to complete assignments; analyzes and compares a variety of data solutions.
4. Assists area Director or Dean to evaluate and respond to requests for complex or original research support from within and outside the College; works independently with requestors to clarify their needs and optimize the utility of research results.
5. Designs, develops, and conducts advanced institutional research projects and activities to support external and internal accountability mandates in areas such as program review, enrollment management, outcome assessment, student assessment exam instrument validation, evaluations, and staff development.
6. Writes research reports containing descriptive, analytical, and evaluative content including the preparation of conclusions and forecasts based on data summaries and other findings.
7. Prepares a variety of narrative and statistical records, reports, and files related to institutional planning, research projects, data analysis, findings, conclusions, decision-making, and assigned activities; designs and produces related charts, tables, and graphs.
8. Provides technical support, assistance, and training to classified professionals, faculty, administrators, and others concerning institutional effectiveness and related data and statistics; responds to inquiries and provides technical information concerning related projects, reports, research, practices, policies, and procedures.
9. Reviews, analyzes, and arranges data according to project and study specifications and requirements; evaluates data acquisition processes and resources to assure accuracy and completeness; prepares statistics, research data, and reports for distribution and disseminate to appropriate personnel.

10. Collaborates with stakeholders in the design, development, and implementation of research projects; advises personnel and others concerning valid research design and data collection, appropriate use of data and research results in generating recommendations.
11. Manages the input and coding of a variety of data and information into an assigned computer system including but not limited to queries, extractions, and manipulation of computerized data, records, and reports for use in projects, studies, and analysis.
12. Develops and implements analysis plans for complex data sets; examines and integrates information from various sources and of variable quality; provides insights based on systematic assessment of qualitative and quantitative data; evaluates regular research operations routinely to recommend strategies for improvement.
13. Provides conceptual ideas from research perspectives and supplies data evidence assisting with decision-making.
14. Develops, maintains, organizes, and utilizes extensive data files and databases using various computer platforms and software (e.g., database, spreadsheet, and statistical).
15. Plans, develops, and implements techniques to optimize the efficiency and effectiveness of data collection, research, and reporting activities.
16. Participates in committees, task forces, and work groups. Prepares and delivers oral presentations related to assigned areas if needed.
17. Perform other related duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Principles, practices, procedures, and techniques involved in the research, collection, analysis, interpretation, and reporting of statistical data.
2. Computerized data collection, management, manipulation, and distribution requirements for analysis and reporting functions; record retrieval and storage systems; data verification and clean-up procedures.
3. Qualitative and quantitative analysis, longitudinal, and program evaluation studies.
4. Statistical procedures related to sampling, correlation analysis, projections and other quantitative measures applied to education research and design; statistical and mathematical computations.
5. Survey, study, data collection, and research project design, instruments, techniques, and methodology.
6. Report writing and statistical record-keeping techniques.
7. Modern office practices, methods, and computer equipment and applications related to the position.
8. Issues and current trends in higher education, particularly as they apply to California Community Colleges.
9. Principles of student learning outcomes and general education outcomes.
10. Techniques for effectively representing the College in contacts with governmental agencies, community groups, and various business, professional, educational, regulatory, and legislative organizations.

Skills & Abilities to:

1. Lead a variety of specialized professional activities involved in the research, collection, analysis, interpretation, and reporting of data and statistics to provide information and assistance for institutional planning issues, decision-making, and program planning.
2. Apply advanced knowledge and skills in conducting institutional research and analysis projects and activities.
3. Plan, design, manage, and implement complex research projects independently.
4. Maintain the confidentiality of information.

5. Meet schedules and timelines.
6. Interpret, apply, explain, and ensure compliance with federal, state, and local policies, procedures, laws, and regulations.
7. Use English effectively to communicate in person, over the telephone, and in writing.
8. Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
9. Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.
10. Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

Education and Experience:

A bachelor's degree from an accredited college or university with major coursework in social or natural sciences or a related field and three (3) years of progressively responsible experience involving statistical research and analysis including work with computer databases and software applications at a professional level; or an equivalent combination of education, training, and/or experience. Master's Degree and Community College Institutional Research experience preferred.

Licenses and Certifications:

None.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This classification primarily works in an office and standing in and walking between work areas is occasionally required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 25 pounds.

The functions of this classification must be performed by the incumbent with or without reasonable accommodations.

ENVIRONMENTAL CONDITIONS

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with upset individuals in interpreting and enforcing departmental policies and procedures.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CLASSIFIED MANAGEMENT POSITION DESCRIPTION

JOB TITLE: Director, Institutional Research

BASIC FUNCTION: Under the supervision of the Dean, Institutional Effectiveness, provides leadership to college stakeholders in areas of research methodology, development and implementation of student engagement strategies and metrics, and student success metrics. Works in collaboration with college stakeholders in support of facilitating student-equity driven, data-informed decision making in college functions with the development, collection, analysis, and interpretation of student, faculty, and student services data.

SUPERVISORY RESPONSIBILITIES: Supervises assigned staff.

REPRESENTATIVE DUTIES:

1. Provides leadership for the College's research agenda.
2. Coordinates with college stakeholders to identify college research needs.
3. Designs research agendas and methodology; gathers and analyzes student and program data; produces a variety of reports and presentations; and leads data-informed planning discussions.
4. Coordinates with other offices regarding research, data collection and evaluation.
5. Compiles, analyzes, and maintains statistical and other data related to institutional effectiveness including equity, enrollment, demographics, student success, persistence, and transfer rates.
6. Creates reports and data visualizations to support internal and external reporting requirements.
7. Provides consultation, support, and technical assistance on specific research and grant projects for divisions, department programs, governance committees, and individual faculty.
8. Attends conferences and researches professional literature, websites, research methods, and other issues relevant to students and projects to stay current on state-wide and nation-wide initiatives.
9. Provides data and support for student learning outcome (SLO) assessment needs.
10. Performs related duties as assigned.

EDUCATION: Master's degree, from an accredited institution, in a social science or educational research-oriented discipline is required.

EXPERIENCE: A minimum of five years of experience in institutional research and planning, preferably at the community college level, is required. Leadership experience is a plus.

LICENSES/CERTIFICATIONS REQUIRED: None.

KNOWLEDGE OF: Advanced statistical procedures, research design methodology, qualitative and quantitative data analysis techniques, and other quantitative measures applied to higher education. This includes data management, student success and equity initiatives at the community colleges, educational policy analysis, data visualizations and research trends affecting community colleges.

ABILITY TO: Communicate effectively, both orally and in writing, with College/District stakeholders; establish and maintain effective working relationships with others.

OTHER: Must have evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students (E.C. 87360a).

CONTACTS: Co-workers, college stakeholders, professional organizations, and other educational institutions.

WORKING CONDITIONS: Normal office environment.

The Riverside Community College District is an equal opportunity employer and recognizes the need to provide reasonable accommodations to employees with disabilities. For more information, contact (951) 222-8039.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
ACADEMIC MANAGEMENT POSITION DESCRIPTION**

JOB TITLE: Dean, Institutional Research & Strategic Planning

BASIC FUNCTION: Under the supervision of the Provost/Vice Chancellor, Educational Services oversees the department to ensure that all research needs of the District are supported. The dean is responsible for providing leadership across the district to develop and maintain an integrated approach to strategic planning by generating data, reports and other materials needed for analysis and evaluation. The dean exercises a high degree of discretionary and independent judgment in support of the institutional research and strategic planning functions. The department exists to serve the college community in the creation, analysis, and presentation of information to support district decision and policy making from an evidence-based perspective. It also acts as a point of contact for external bodies requiring information specific to the district.

SUPERVISORY RESPONSIBILITIES: Supervises and directs all assigned staff.

REPRESENTATIVE DUTIES:

1. Designs, plans, and conducts institutional research studies connected with the evaluation and/or efficiency of instructional and student support programs throughout the District to meet the information needs of the District.
2. Directs and conducts the collection, analysis and interpretation of statistical data and communicates these results to the college community, focusing on empirical evidence to document progress relative to district strategic initiatives.
3. Leads in the development of measurable objectives and the identification of milestones and benchmarks for the District Strategic Plan, where appropriate.
4. Monitors progress and outcomes of strategies and action plans.
5. Monitors and interprets demographic, economic and social trends relevant to strategic planning for the district.
6. Gathers information internally and externally to identify issues that are relevant to the district and reports information to constituents.
7. Presents oral and written reports to the board of trustees and college constituent groups.
8. Provides technical assistance and leadership for faculty, administrators, and staff engaged in institutional or classroom research projects.
9. Provide reports and on-line information to support the planning, administrative, and instructional functions of the District.
10. Coordinate data reporting and data standardization for the District.
11. Provides matriculation and standard accountability reports required by state and federal agencies.
12. Responds to internal and external requests for institutional information.
13. Conducts studies and/or analysis to support the development and implementation of District policies.
14. Engages in research activities that will improve institutional research practices and/or advance our understanding of community colleges and the students they serve.
15. Participates in local, regional, and state activities to promote the Riverside Community College District and the community college movement.
16. Maintains an understanding of current ideas, research, and practices pertaining to the areas of responsibility for this position.
17. Serves as a member of the Management Association.

18. Performs other related responsibilities as may be assigned.

EDUCATION: Master's degree from an accredited institution in a social science or educational research-oriented discipline is required.

EXPERIENCE: Four years of directly related experience in institutional research and planning, preferably at the community college level, is required. Management experience is required.

LICENSES/CERTIFICATIONS REQUIRED: None.

KNOWLEDGE OF: Educational policy analysis and research trends affecting community colleges are desired. This individual must handle analytical requests from raw data through presentation; must have significant experience with computer databases and querying tools and experience with effective graphical information display.

ABILITY TO: Candidate must demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students, staff and the community.

CONTACTS: Co-workers, other departmental staff, other directors, managers, and administrators.

WORKING CONDITIONS: Normal office environment.

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**RIVERSIDE COMMUNITY COLLEGE DISTRICT
ACADEMIC MANAGEMENT POSITION DESCRIPTION**

JOB TITLE: Dean, Institutional Effectiveness

BASIC FUNCTION: Under the supervision of the appropriate vice president, the Dean of Institutional Effectiveness provides dynamic and effective leadership for college-wide research activities, assessment of student learning and institutional outcomes, planning, accreditation, enrollment management, , and other activities directly impacting institutional effectiveness at the College; Analyzes data using sound research methods and statistical procedures involving descriptive, inferential, regression, and categorical analyses; Leads college's participation in state and national databases, and other similar activities.

SUPERVISORY RESPONSIBILITIES: Supervises and directs all assigned staff.

REPRESENTATIVE DUTIES:

1. Provides leadership for all research projects including selection of research design and instruments, implementation of data gathering methods, statistical analysis, and reporting results in written and oral forms.
2. Guides the college's development and implementation of assessment of student learning including course, program, and institutional-level outcomes.
3. Collaborates with faculty in planning and reviewing; interpreting and researching needs and findings; conducting educational and student service planning, review, and research.
4. Initiates, designs, and conducts research to assess the effectiveness of student success initiatives including acceleration of basic skills remediation, articulation efforts between K-12 & 4-year segments, alternative placement processes, and alternative instructional methods (e.g., supplemental instruction, in-class tutors, learning communities.)
5. Advises president and other members of executive cabinet on uses of institutional data for decision making and planning purposes.
6. Provides technical assistance to faculty in identifying and measuring course- and program-level student learning outcomes.
7. Oversees historical evidence of student learning outcomes measurements and improvements to courses and programs made as a result of these measurements.
8. Manages and oversees appropriate budgets related to institutional effectiveness areas; authorizes expenditures and writes year-end accountability reports as necessary.
9. Supports the process of enrollment planning and provides needed information and analysis to faculty, chairs, and administrators to assist in improved information and setting of educational priorities for institutional effectiveness, including FTEF/FTES analysis, student outcome measures, and institutional and student services process measures.
10. Designs and reviews surveys and other data collection instruments using guidelines for validity and sound survey construction in research, assessment, and planning endeavors.
11. Oversees content analysis of focus groups and other qualitative measures for the purposes of improved institutional effectiveness.
12. .
13. Evaluates the effectiveness of the college's program review, assessment, and planning processes including the standing committees of the Academic Senate.
14. Oversees the validation of placement process, course advisories, co-requisites, prerequisites, and disproportionate impact analysis disaggregated student outcomes.
15. Generate all reports as outlined in the College's Strategic Planning Policies and other ad hoc reports as needed for strategic planning and accreditation.

16. Provides training to faculty, staff, and administrators on best practices in data gathering and use of results in establishing meaningful assessment and evaluation of their program areas.
17. Leads or serves on college committees to better address increased institutional effectiveness, including but not limited to Assessment Committee, Program Review Committee, Institutional Review Board (IRB) and any accreditation sub-committee as needed.
18. Designs and develops research and/or program evaluation plans detailing compliance with grant objectives, state and federal legislation, and ACCJC/accreditation requirements, including but not limited to, mid-year and end-year reports, budgets, and other reports as required by the grant, the state, the federal government, ACCJC, or requested by administration.
19. Leads and develops a college culture of data-guided decision making related to program review and resource allocation, strategic planning, program development, and student services.
20. Participates in campus and district activities and committees.
21. Participates in local, regional, and state, and national activities to promote the interests of the College and Riverside Community College District.
22. Serves as a member of the Management Leadership Association.
23. Maintains an understanding and working knowledge of current ideas, research and practices related to the areas of responsibility for this position, through continued study and participation in professional organizations.
24. Performs other related responsibilities as may be assigned.

EDUCATION: A master's degree from an accredited institution in social sciences, education (concentration in research preferred), or a related field is required; doctorate is preferred.

EXPERIENCE: Minimum of four years' experience in an institutional research, planning or assessment capacity. Minimum of one-year administrative experience required. Strong analytical skills required. Experience teaching at the community college level is preferred.

LICENSES/CERTIFICATIONS REQUIRED: None

KNOWLEDGE OF: Principles of social science research design; accepted practices of student learning outcomes definition and measurement; appropriate application of statistical analysis including software packages (SPSS, SAS, etc.); databases commonly used in research (MIS, IPEDS, National Student Clearinghouse, etc.)

ABILITY TO: Enlist and secure the cooperation and participation of faculty members over whom the position exercises limited formal supervisory authority; understanding of the principles of shared governance.

OTHER: Must have evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students (E.C. 87360a).

CONTACTS: Primarily academic faculty, classified staff, management personnel, outside educational institutions, various communities, and occasional student contact.

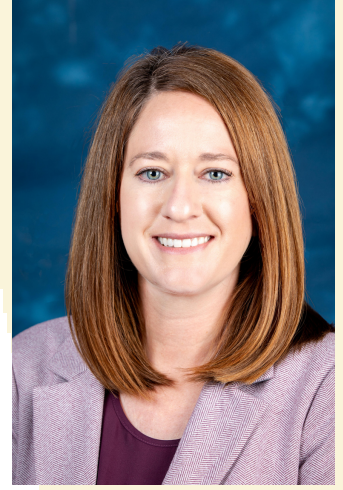
WORKING CONDITIONS: Normal office environment.

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OFFICE OF INSTITUTIONAL EFFECTIVENESS

FALL 2023 NEWSLETTER

The mission of Institutional Effectiveness is to ensure that institutional planning processes are systematic, thoughtful and dynamic, and ultimately lead to institutional improvement; and, to encourage the use of data for the purpose of decision making to strengthen the overall effectiveness of the institution and to meet accreditation standards.



WHO WE ARE

Greg Aycock, Dean, Institutional Effectiveness

- Experience in California CC since 1991 and leads research, assessment and program review at Norco

Charise Allingham, Institutional Effectiveness Support Coordinator

- Norco Alumni with 5 years experience in IE at Norco College. Current interest include NC mosaic mural project & all things IE.

Caitlin Busso, Institutional Research Specialist

- 11 years of IR experience at Norco. Current interests include data literacy and data governance.

[LEARN MORE](#)



OUR PROJECTS

Highlights

- KPIs 1-7 to College Council
- Program Review 2024-27 launch
- Equity Inquiry research support

Upcoming

- Accreditation Midterm Report submission
- Data Governance
- Institutional Effectiveness & Planning Survey in Spring

Institutional Effectiveness (IE)

Fall has been very busy prepping for the launch of the 2024-27 Comprehensive Program Review, which opened on November 15th. We've also been working to fine-tune the integration between Canvas and Nuventive and develop dashboards to enhance outcome assessment. In addition, this term we are wrapping up evidence for the Accreditation Midterm report.

Institutional Research (IR)

We've been busy fulfilling college wide research needs and requests from college constituents. If you have a research request, please fill out the form [here!](#)

Beyond day to day IR projects, here are some highlights:

- Began a year long nationwide Data Equity Fellowship which will lead to a college specific project next year
- Part of the team working on the Strategic Enrollment Management Plan and participating in statewide SEM program
- Faculty impact survey- final phase of three year Black Student Success Study
- Collaboration with research departments across the district & Region 9

Institutional Effectiveness and Planning Survey

Agree/ Strongly Agree

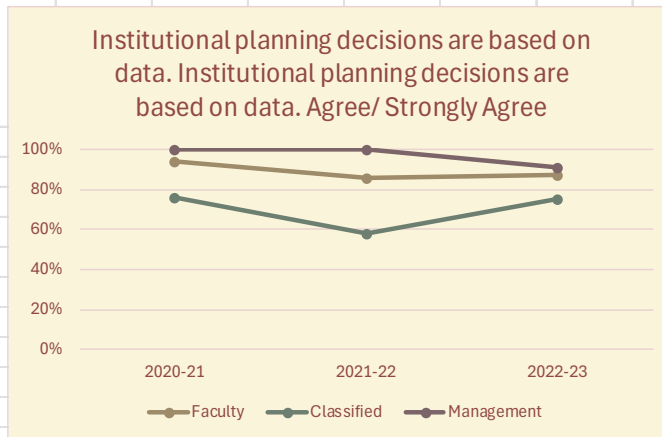
I use Norco College's strategic planning goals in one or more aspects of my job.

Year	Faculty	Classified	Management
2020-21	69%	79%	100%
2021-22	86%	75%	100%
2022-23	83%	83%	100%



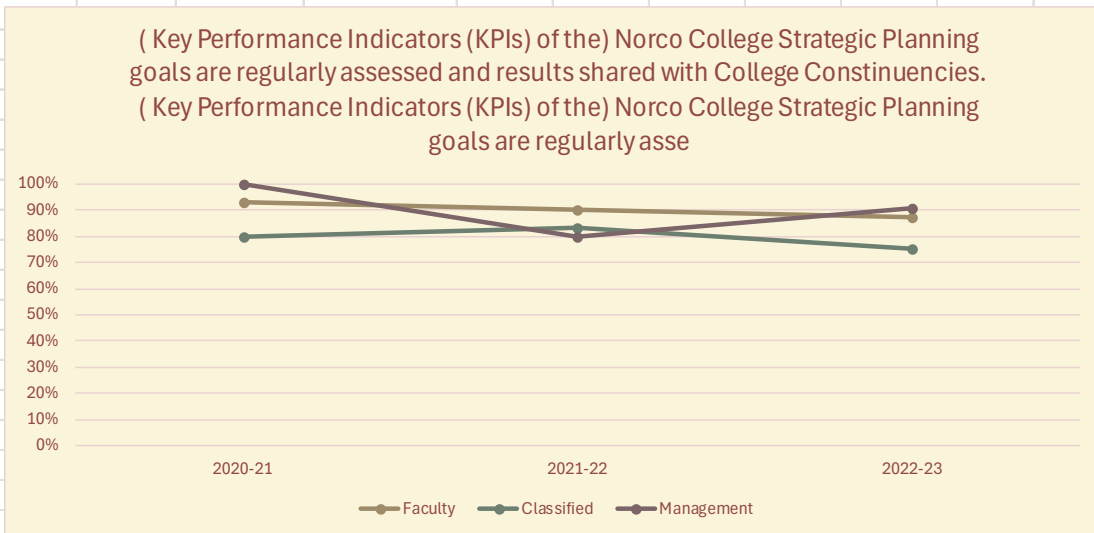
Institutional planning decisions are based on data.

Year	Faculty	Classified	Management
2020-21	94%	76%	100%
2021-22	86%	58%	100%
2022-23	87%	75%	91%



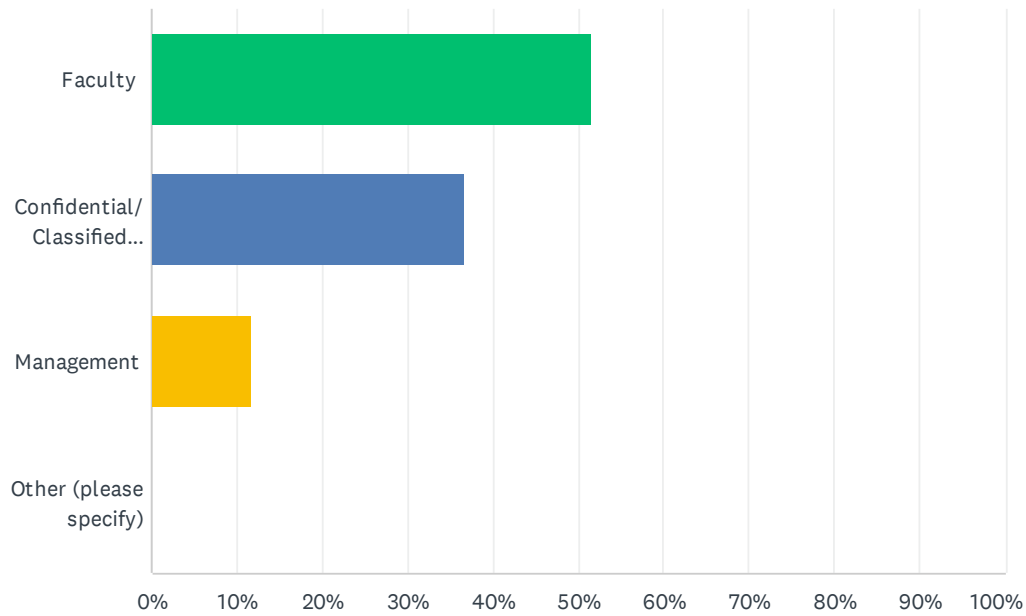
(Key Performance Indicators (KPIs) of the) Norco College Strategic Planning goals are regularly assessed and results shared with College Constituencies.

Year	Faculty	Classified	Management
2020-21	93%	80%	100%
2021-22	90%	83%	80%
2022-23	87%	75%	91%



Q1 Please identify your classification as a Norco College employee:

Answered: 60 Skipped: 0

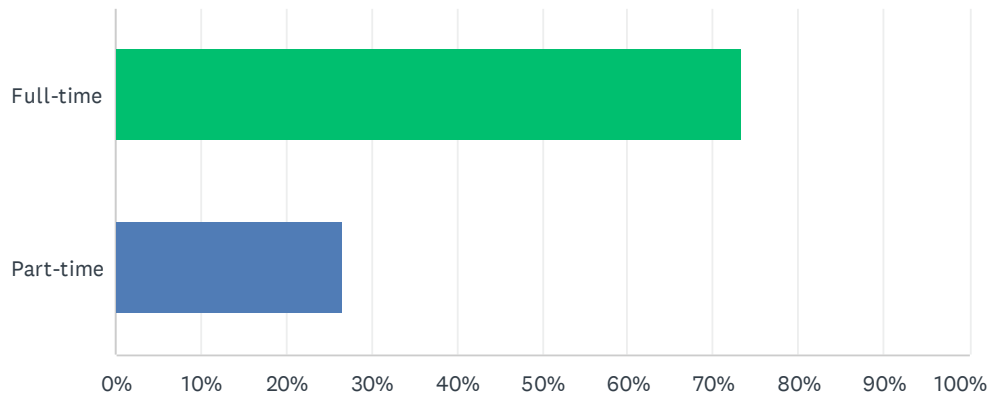


ANSWER CHOICES	RESPONSES
Faculty	51.67% 31
Confidential/ Classified Professional	36.67% 22
Management	11.67% 7
Other (please specify)	0.00% 0
TOTAL	60

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q2 My assignment at Norco College is:

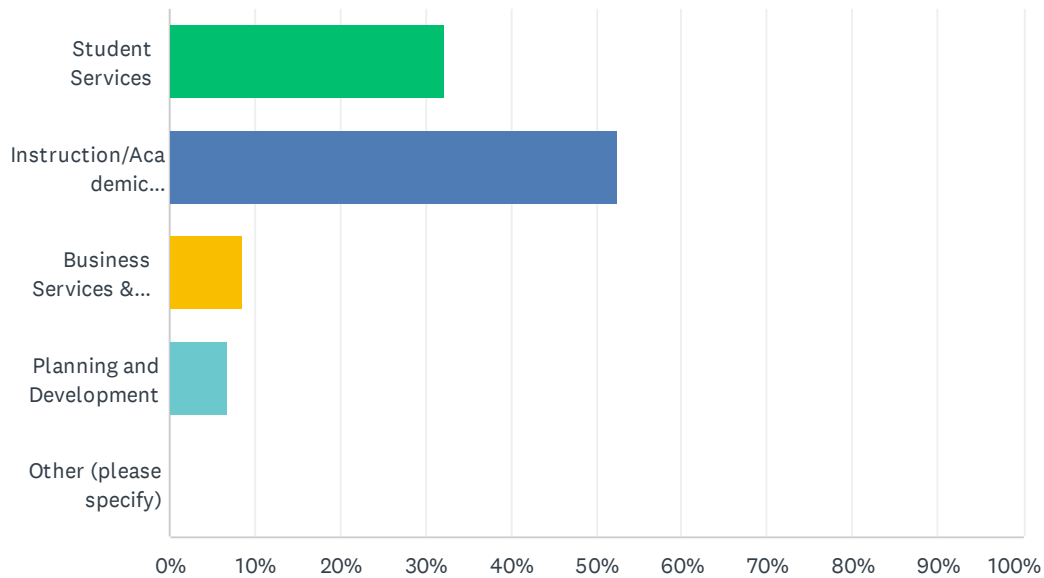
Answered: 60 Skipped: 0



ANSWER CHOICES	RESPONSES	
Full-time	73.33%	44
Part-time	26.67%	16
TOTAL		60

Q3 The following is my primary responsibility:

Answered: 59 Skipped: 1

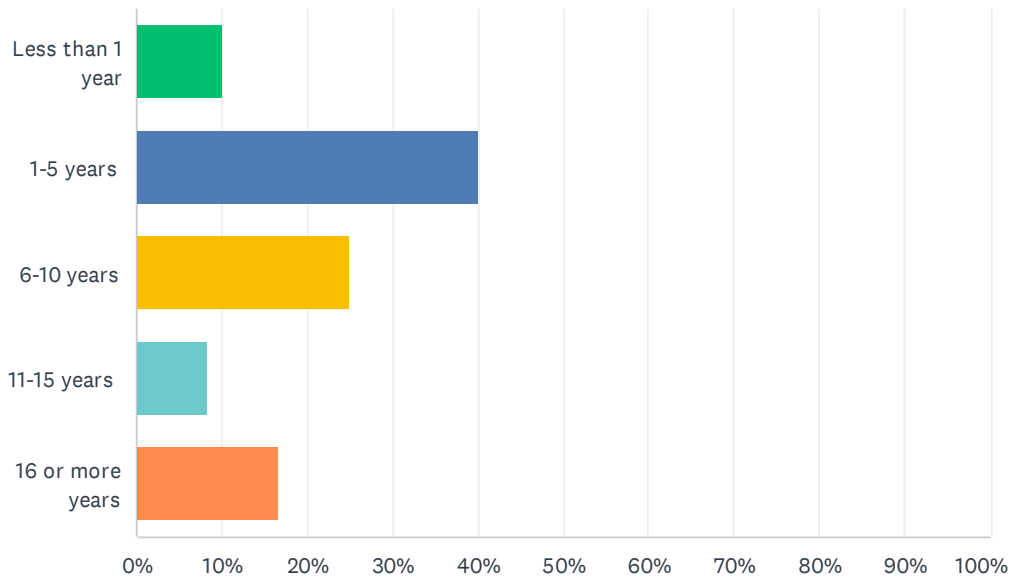


ANSWER CHOICES	RESPONSES	
Student Services	32.20%	19
Instruction/Academic Affairs/President	52.54%	31
Business Services & Facilities	8.47%	5
Planning and Development	6.78%	4
Other (please specify)	0.00%	0
TOTAL		59

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q4 How long have you been employed at Norco College?

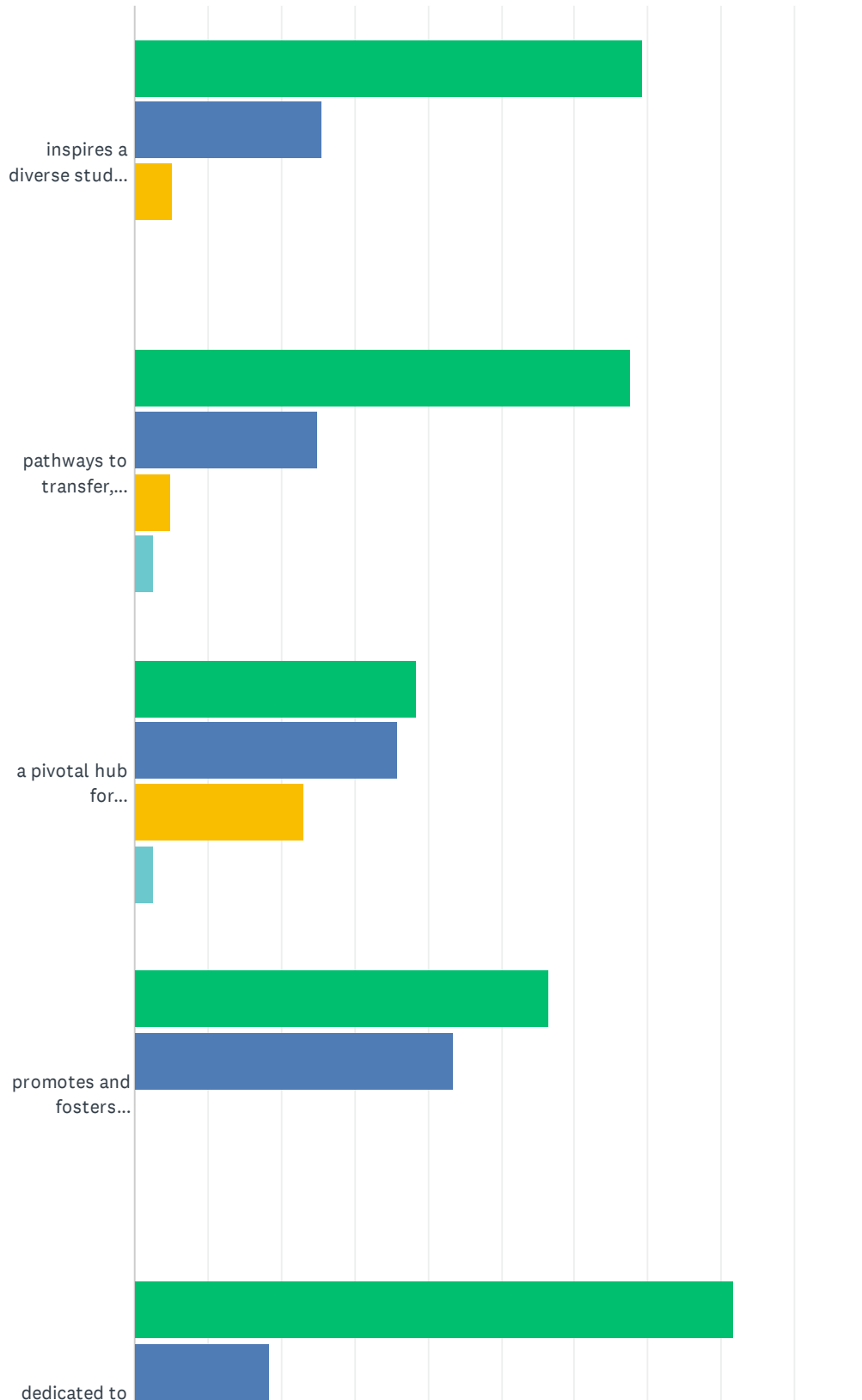
Answered: 60 Skipped: 0



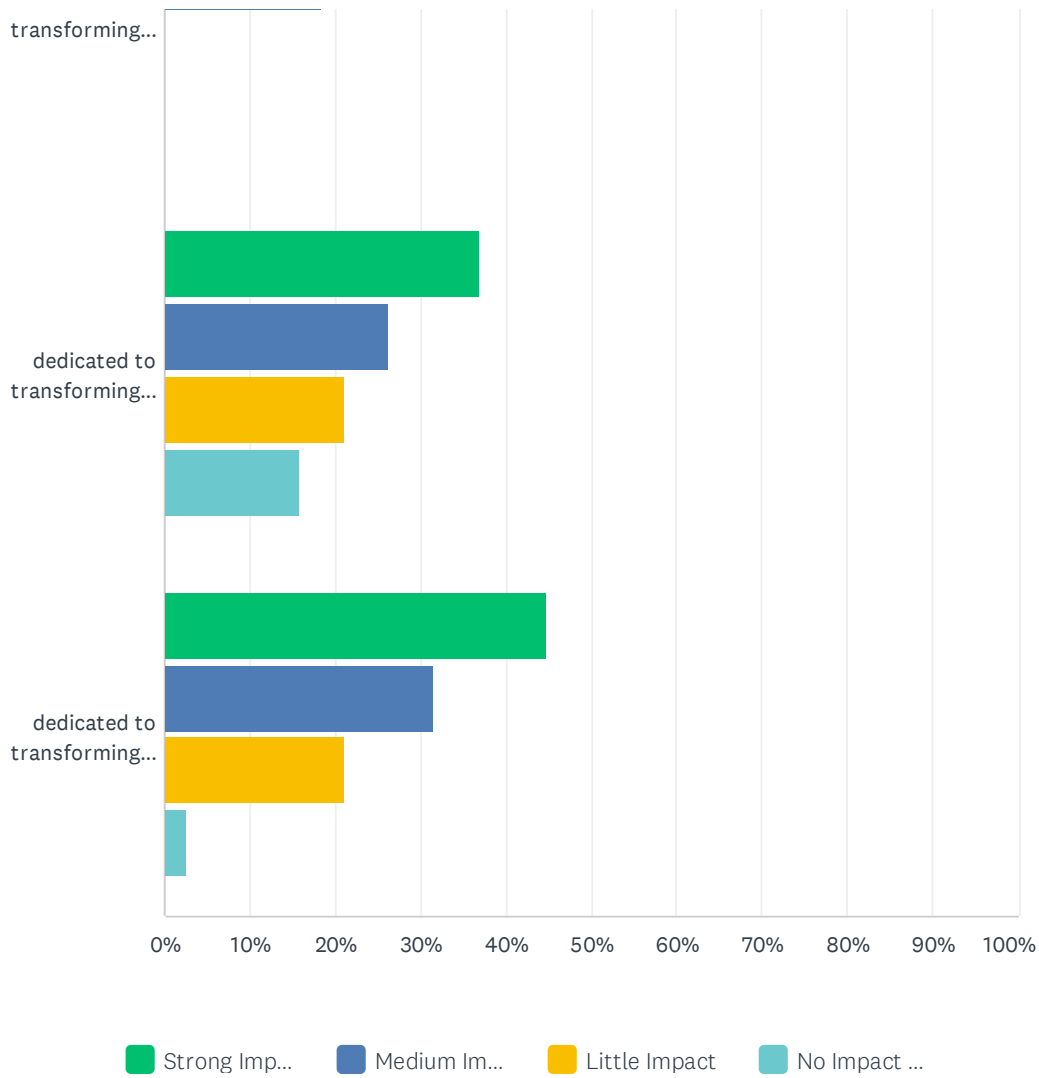
ANSWER CHOICES	RESPONSES	
Less than 1 year	10.00%	6
1-5 years	40.00%	24
6-10 years	25.00%	15
11-15 years	8.33%	5
16 or more years	16.67%	10
TOTAL		60

Q5 Please select the level of impact on the following parts of the college mission made by the program/service in which you work

Answered: 40 Skipped: 20



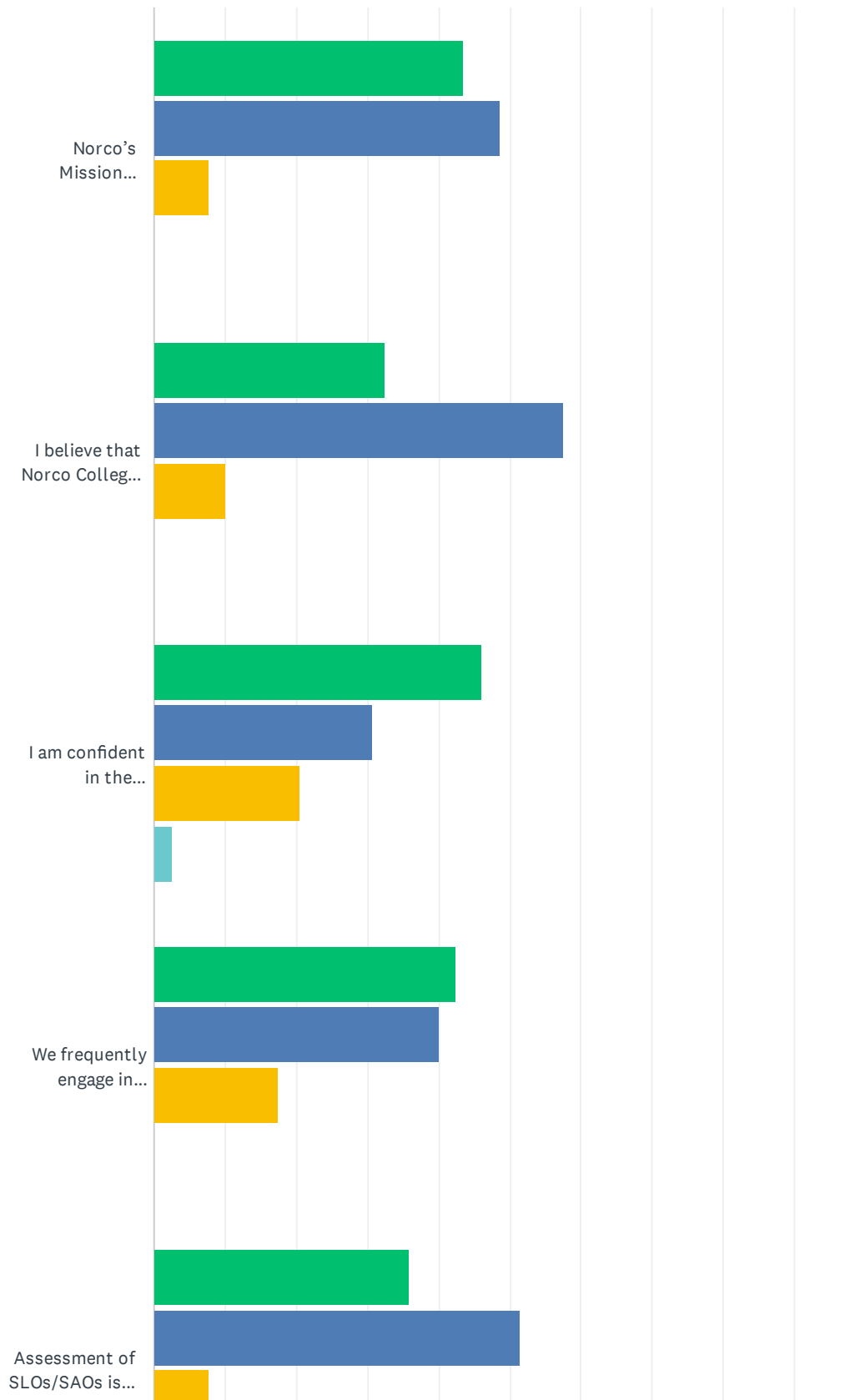
Institutional Effectiveness and Planning Survey 2021-22



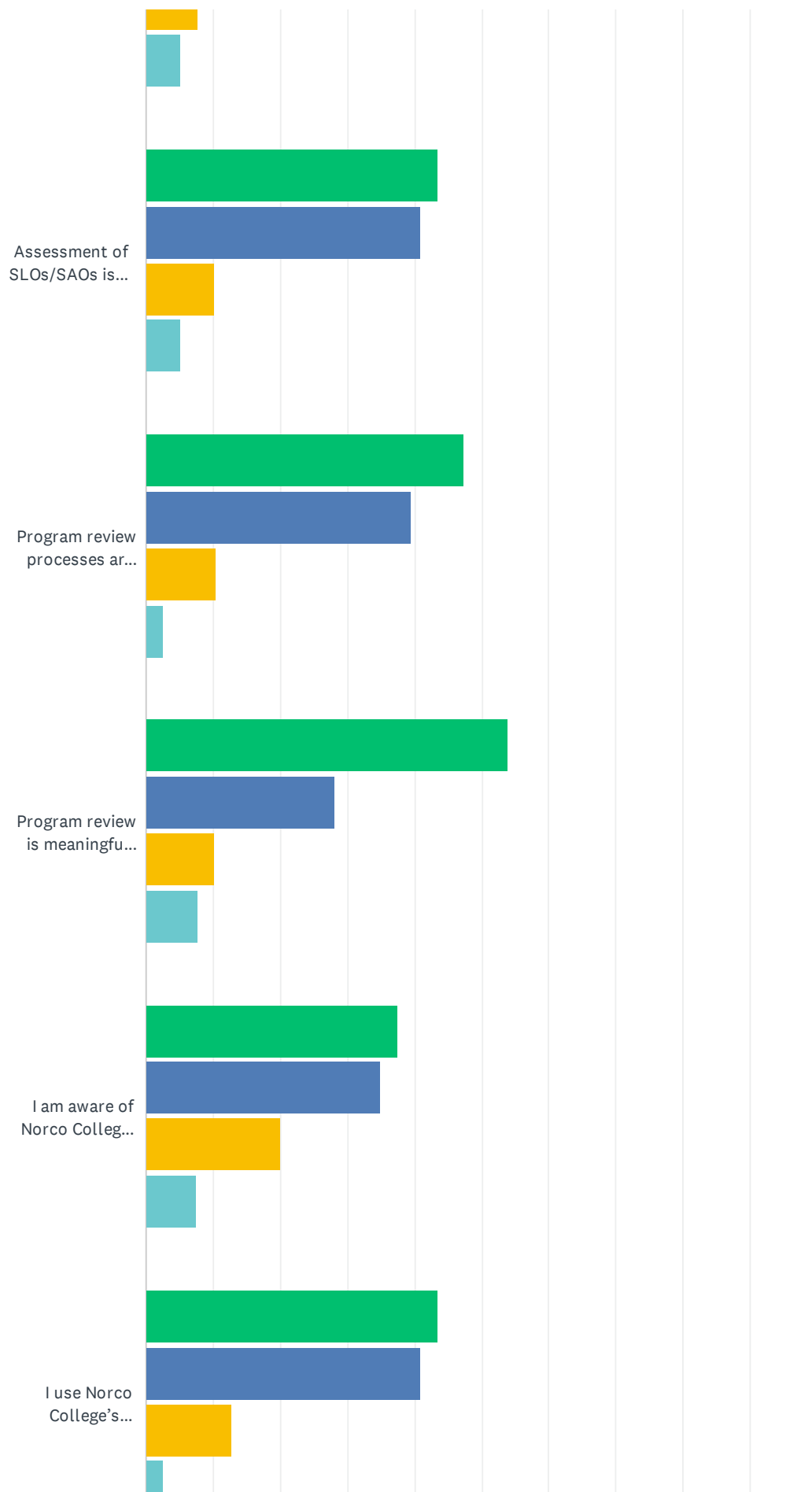
	STRONG IMPACT	MEDIUM IMPACT	LITTLE IMPACT	NO IMPACT AT ALL	TOTAL	WEIGHTED AVERAGE
inspires a diverse student body by an inclusive innovative approach to learning	69.23% 27	25.64% 10	5.13% 2	0.00% 0	39	2.64
pathways to transfer, professional, career and technical education, certificates, and degrees	67.50% 27	25.00% 10	5.00% 2	2.50% 1	40	2.58
a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships.	38.46% 15	35.90% 14	23.08% 9	2.56% 1	39	2.10
promotes and fosters self-empowerment	56.41% 22	43.59% 17	0.00% 0	0.00% 0	39	2.56
dedicated to transforming the lives of our students	81.58% 31	18.42% 7	0.00% 0	0.00% 0	38	2.82
dedicated to transforming the lives of our employees	36.84% 14	26.32% 10	21.05% 8	15.79% 6	38	1.84
dedicated to transforming the lives of our community	44.74% 17	31.58% 12	21.05% 8	2.63% 1	38	2.18

Q6 Please select your level of agreement with the following statements

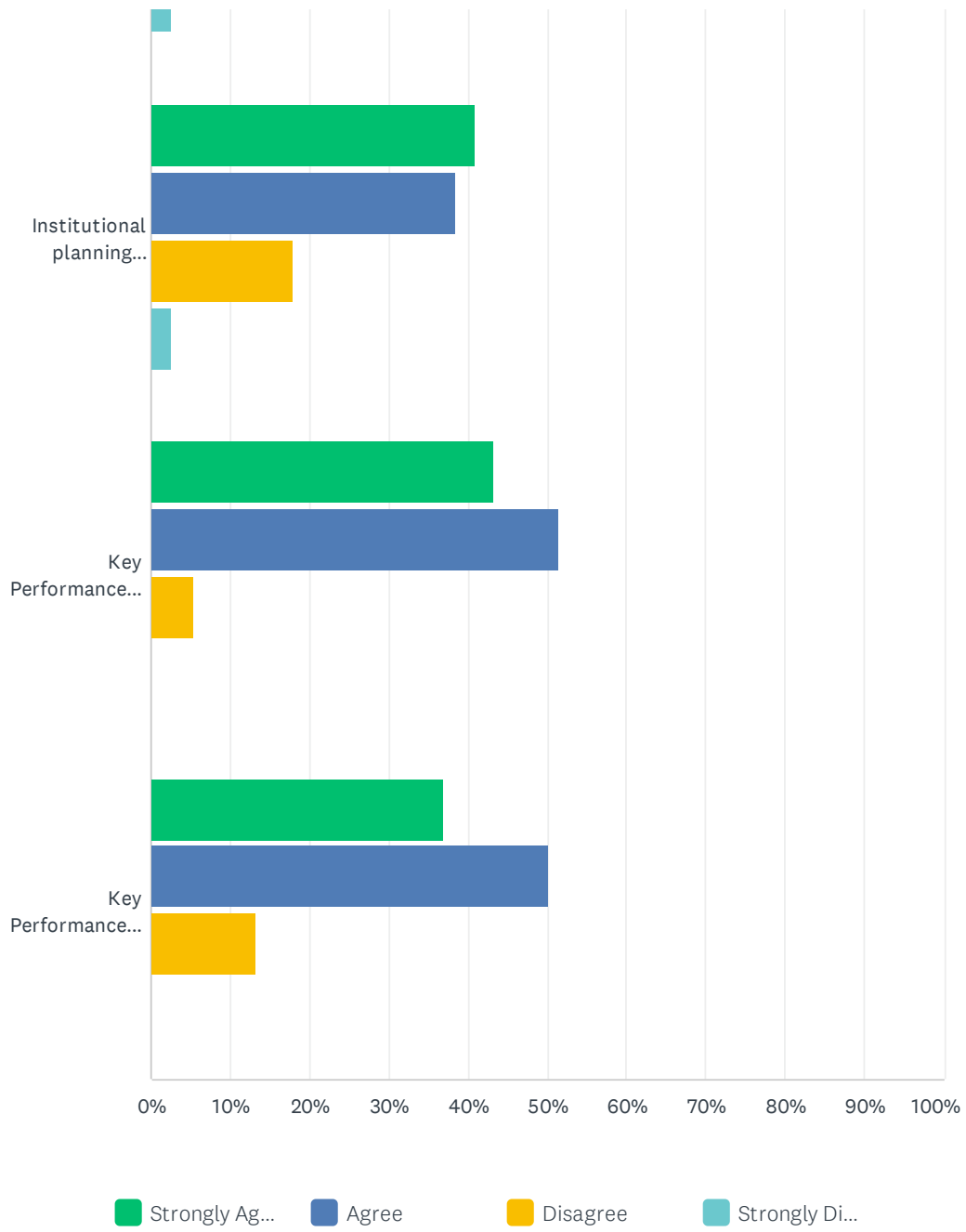
Answered: 40 Skipped: 20



Institutional Effectiveness and Planning Survey 2021-22



Institutional Effectiveness and Planning Survey 2021-22

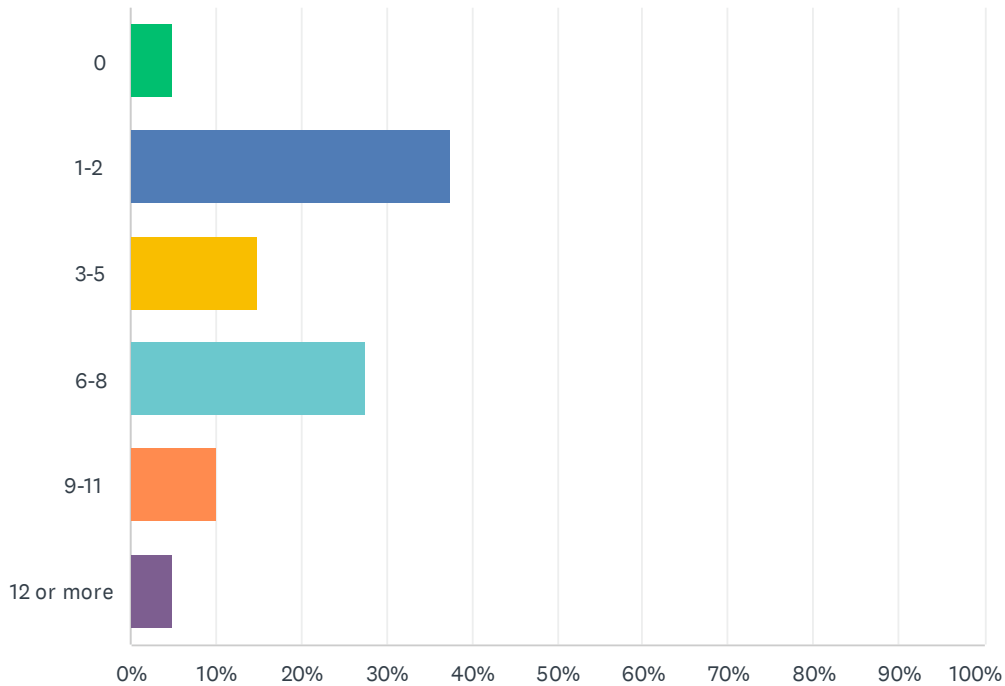


Institutional Effectiveness and Planning Survey 2021-22

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Norco's Mission Statement guides institutional planning.	43.59% 17	48.72% 19	7.69% 3	0.00% 0	39	3.36
I believe that Norco College is achieving it's mission.	32.50% 13	57.50% 23	10.00% 4	0.00% 0	40	3.23
I am confident in the direction that Norco is planning for the future.	46.15% 18	30.77% 12	20.51% 8	2.56% 1	39	3.21
We frequently engage in dialogue about data on student learning outcomes (SLOs/SAOs) in my area.	42.50% 17	40.00% 16	17.50% 7	0.00% 0	40	3.25
Assessment of SLOs/SAOs is used to improve the courses/programs/services in my area.	35.90% 14	51.28% 20	7.69% 3	5.13% 2	39	3.18
Assessment of SLOs/SAOs is meaningful to me.	43.59% 17	41.03% 16	10.26% 4	5.13% 2	39	3.23
Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.	47.37% 18	39.47% 15	10.53% 4	2.63% 1	38	3.32
Program review is meaningful to me.	53.85% 21	28.21% 11	10.26% 4	7.69% 3	39	3.28
I am aware of Norco College's Institution-Set Standards (ISS) in one or more aspects of my job.	37.50% 15	35.00% 14	20.00% 8	7.50% 3	40	3.02
I use Norco College's strategic planning goals in one or more aspects of my job.	43.59% 17	41.03% 16	12.82% 5	2.56% 1	39	3.26
Institutional planning decisions are based on data.	41.03% 16	38.46% 15	17.95% 7	2.56% 1	39	3.18
Key Performance Indicators (KPIs) of the Norco College strategic planning goals are regularly assessed.	43.24% 16	51.35% 19	5.41% 2	0.00% 0	37	3.38
Key Performance Indicators (KPIs) of the Norco College strategic planning goals results are regularly shared with campus constituencies.	36.84% 14	50.00% 19	13.16% 5	0.00% 0	38	3.24

Q7 On average, I spend ____ hour(s) per week on shared governance activities (reading minutes, memos, newsletters, attending meetings, hiring committees, etc.)

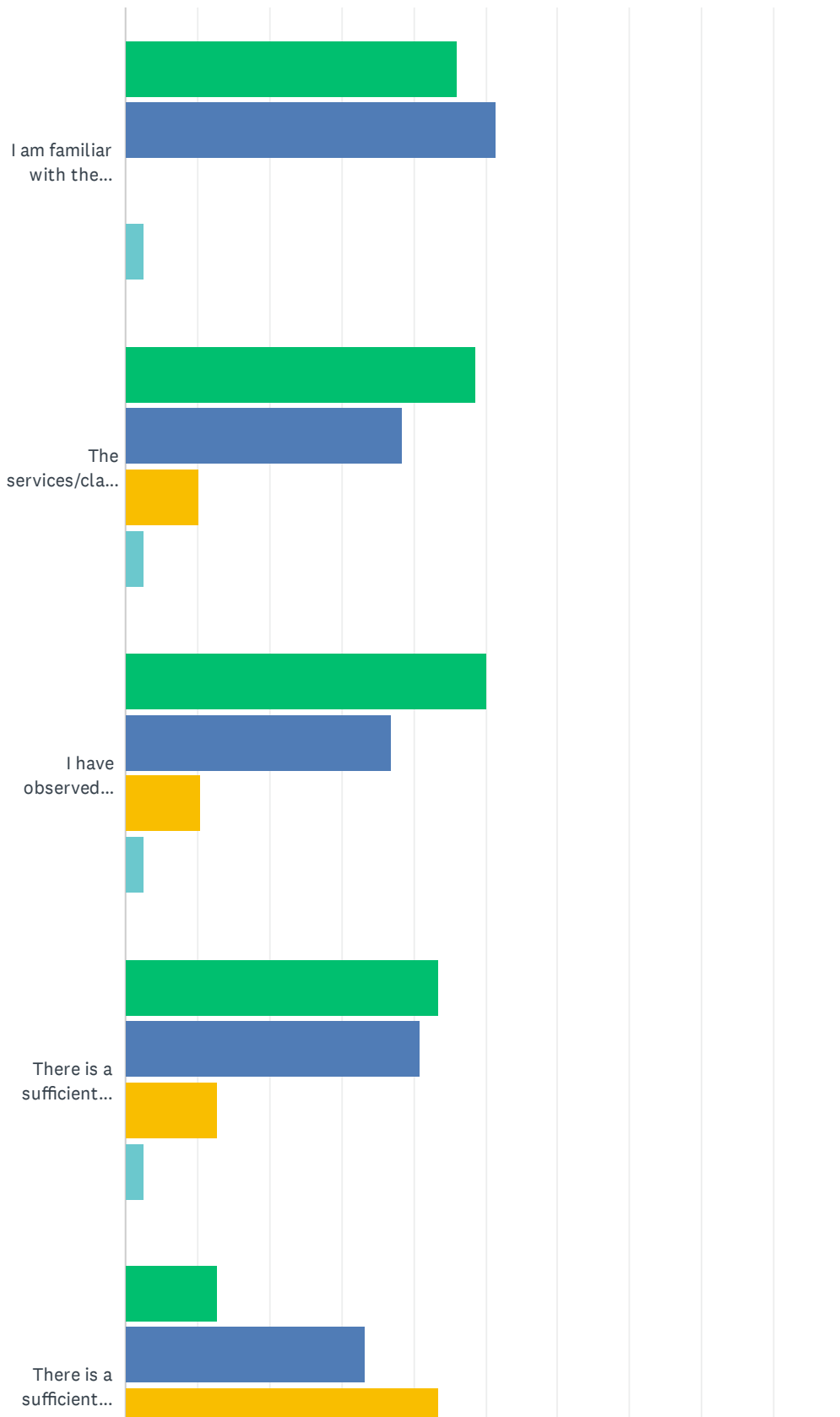
Answered: 40 Skipped: 20



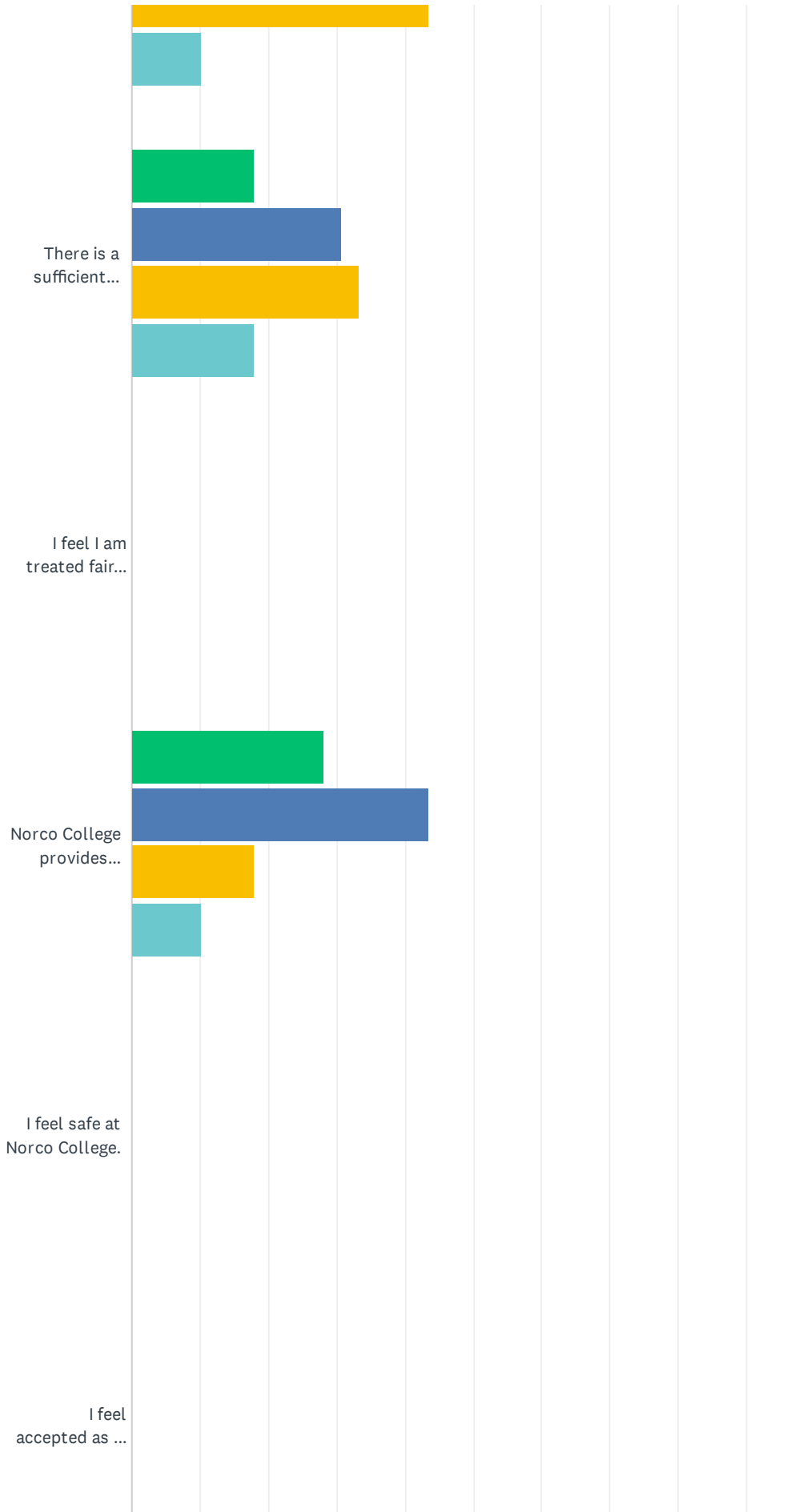
ANSWER CHOICES	RESPONSES	
0	5.00%	2
1-2	37.50%	15
3-5	15.00%	6
6-8	27.50%	11
9-11	10.00%	4
12 or more	5.00%	2
TOTAL		40

Q8 Please rate your level of agreement with the following statements:

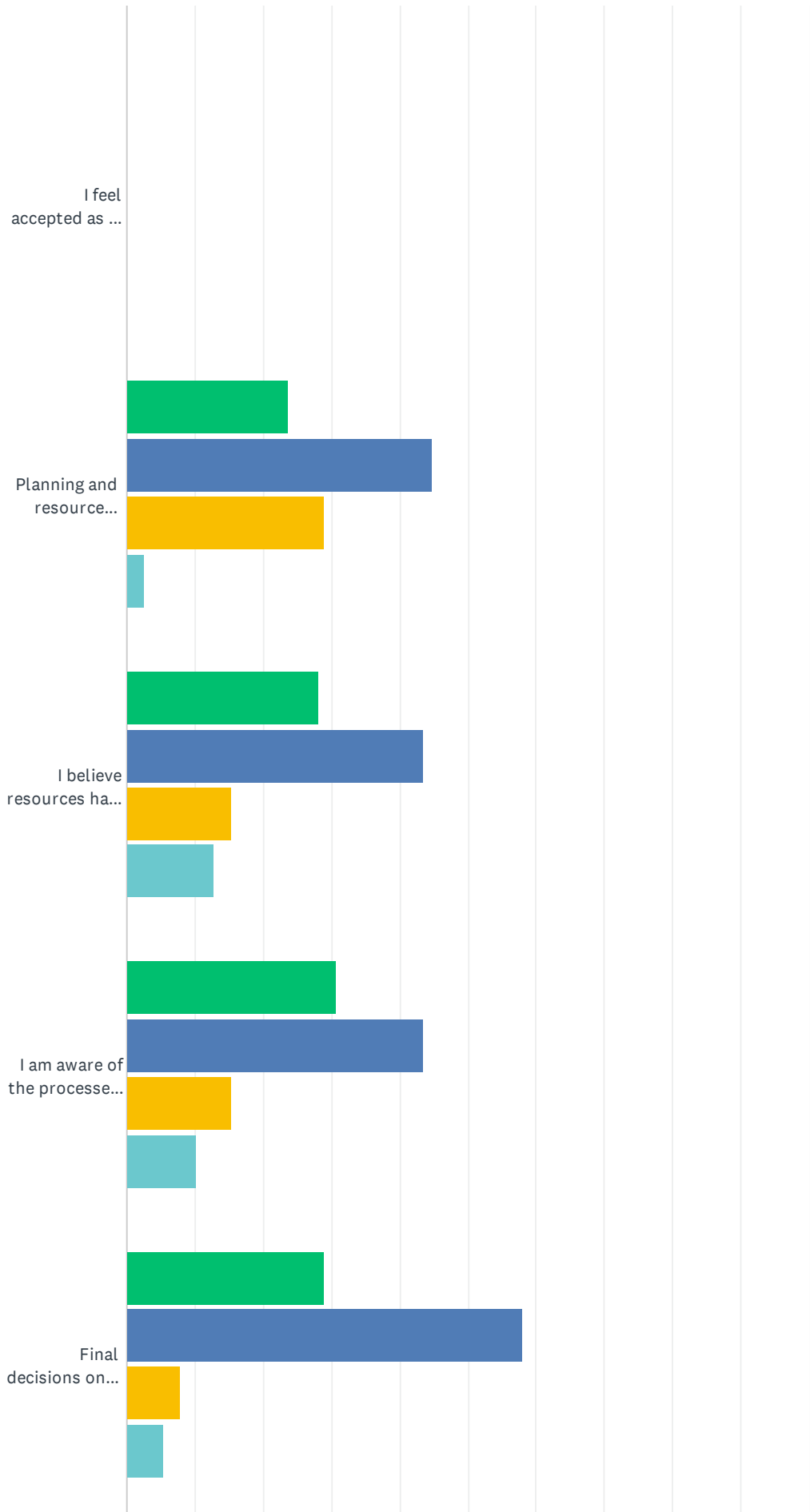
Answered: 39 Skipped: 21



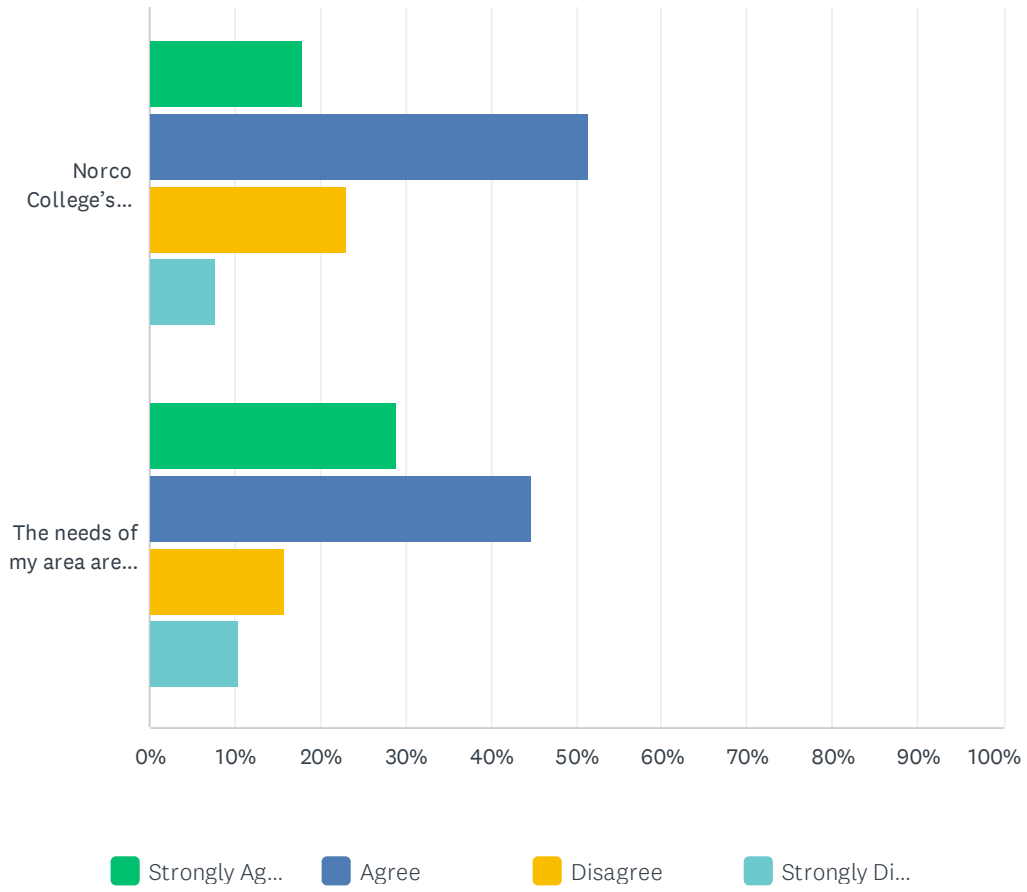
Institutional Effectiveness and Planning Survey 2021-22



Institutional Effectiveness and Planning Survey 2021-22



Institutional Effectiveness and Planning Survey 2021-22

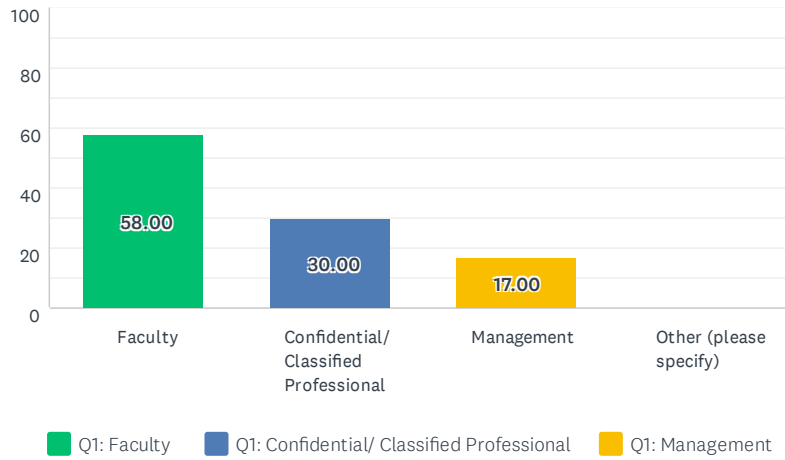


Institutional Effectiveness and Planning Survey 2021-22

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
I am familiar with the policies, procedures, and publications in my area.	46.15% 18	51.28% 20	0.00% 0	2.56% 1	39	3.41
The services/classes in my area have been aligned with student needs and/or program pathways.	48.72% 19	38.46% 15	10.26% 4	2.56% 1	39	3.33
I have observed newly-hired employees at the college, and they seem to be highly qualified for their jobs.	50.00% 19	36.84% 14	10.53% 4	2.63% 1	38	3.34
There is a sufficient number of administrators to provide effective leadership and services that support the institution's mission and purposes.	43.59% 17	41.03% 16	12.82% 5	2.56% 1	39	3.26
There is a sufficient number of full-time faculty to assure fulfillment of responsibilities essential to the quality of educational programs and services that support the institutional mission and purposes	12.82% 5	33.33% 13	43.59% 17	10.26% 4	39	2.49
There is a sufficient number of classified professionals to support effective educational, technological, physical, and administrative operations of the institution.	17.95% 7	30.77% 12	33.33% 13	17.95% 7	39	2.49
I feel I am treated fairly at this institution.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Norco College provides appropriate opportunities for my continued professional development.	28.21% 11	43.59% 17	17.95% 7	10.26% 4	39	2.90
I feel safe at Norco College.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
I feel accepted as an individual by the faculty, classified professionals, administrators and other employees at Norco College.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
I feel accepted as an individual by students at Norco College.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Planning and resource allocation are well integrated at Norco College.	23.68% 9	44.74% 17	28.95% 11	2.63% 1	38	2.89
I believe resources have been allocated effectively in my area to support student success.	28.21% 11	43.59% 17	15.38% 6	12.82% 5	39	2.87
I am aware of the processes by which Norco College ranks staffing and equipment needs identified in program review.	30.77% 12	43.59% 17	15.38% 6	10.26% 4	39	2.95
Final decisions on funding at Norco College give consideration to priority lists approved by the planning councils in making resource allocation decisions.	28.95% 11	57.89% 22	7.89% 3	5.26% 2	38	3.11
Norco College's prioritization ranking processes are an effective means of ensuring that resource allocation decisions are based on documented needs identified in program reviews.	17.95% 7	51.28% 20	23.08% 9	7.69% 3	39	2.79
The needs of my area are addressed through Norco College's prioritization ranking processes.	28.95% 11	44.74% 17	15.79% 6	10.53% 4	38	2.92

Q1 Please identify your classification as a Norco College employee:

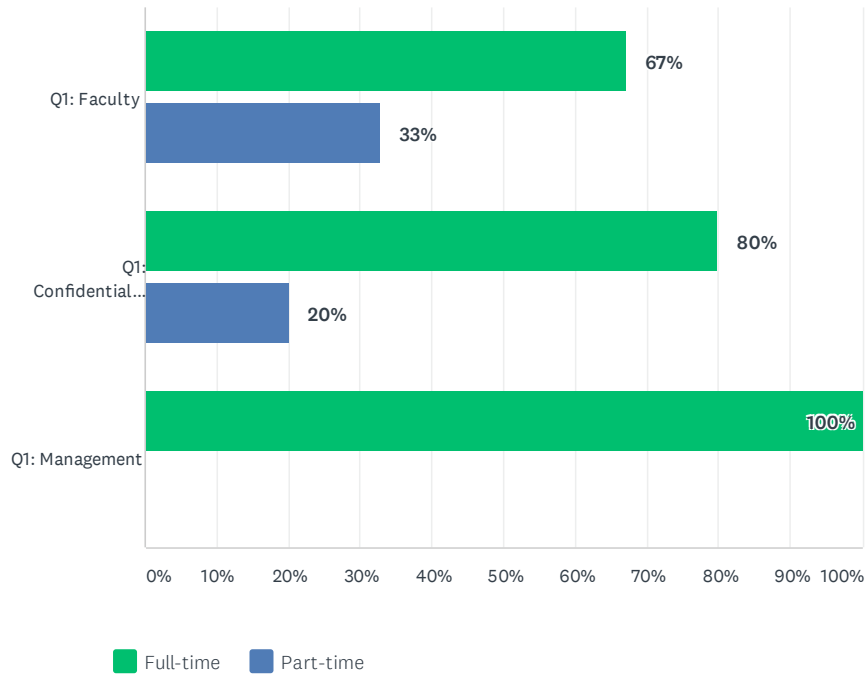
Answered: 105 Skipped: 0



	Q1: FACULTY	Q1: CONFIDENTIAL/ CLASSIFIED PROFESSIONAL	Q1: MANAGEMENT	TOTAL
Faculty	100% 58	0% 0	0% 0	55% 58
Confidential/ Classified Professional	0% 0	100% 30	0% 0	29% 30
Management	0% 0	0% 0	100% 17	16% 17
Other (please specify)	0% 0	0% 0	0% 0	0% 0
Total Respondents	58	30	17	105

Q2 My assignment at Norco College is:

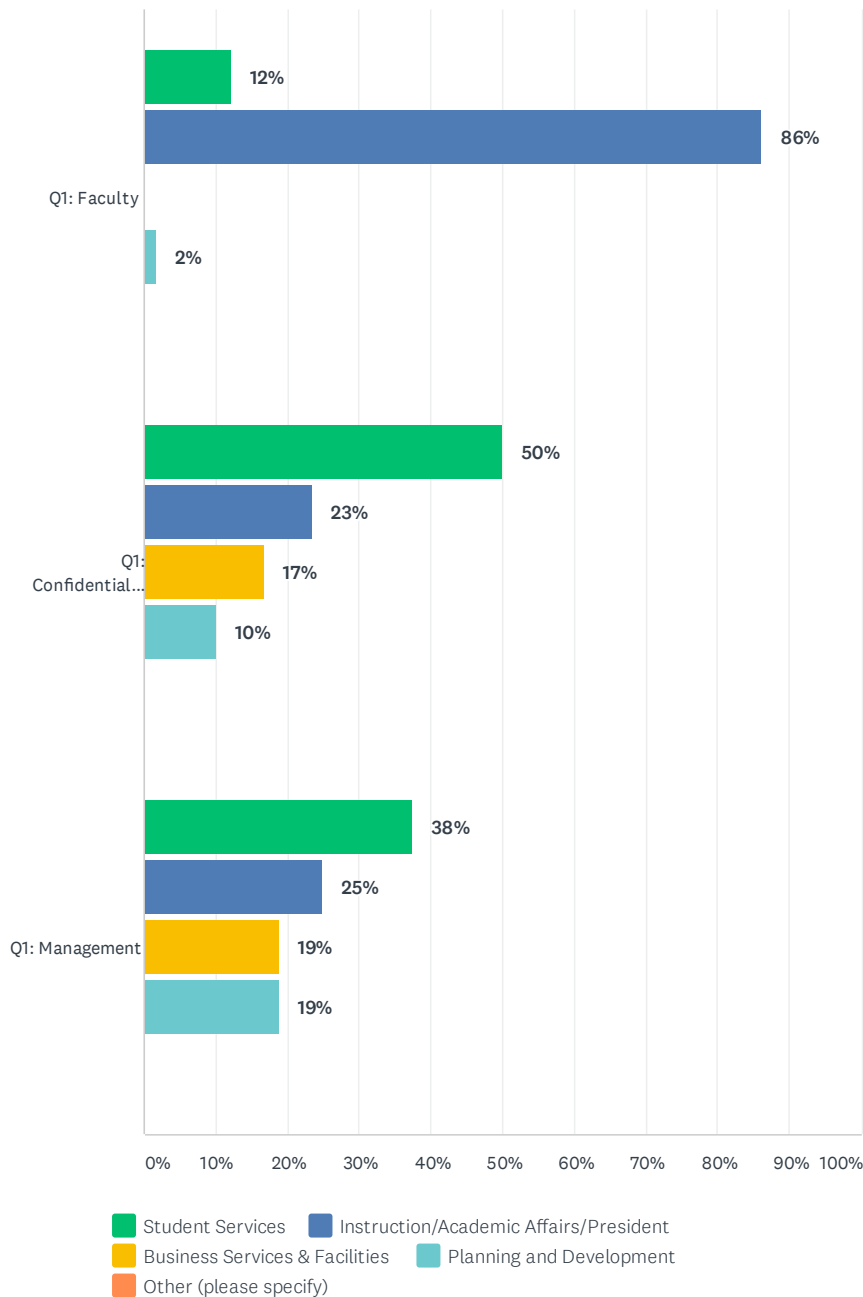
Answered: 105 Skipped: 0



	FULL-TIME	PART-TIME	TOTAL
Q1: Faculty	67% 39	33% 19	55% 58
Q1: Confidential/ Classified Professional	80% 24	20% 6	29% 30
Q1: Management	100% 17	0% 0	16% 17
Total Respondents	80	25	105

Q3 The following is my primary responsibility:

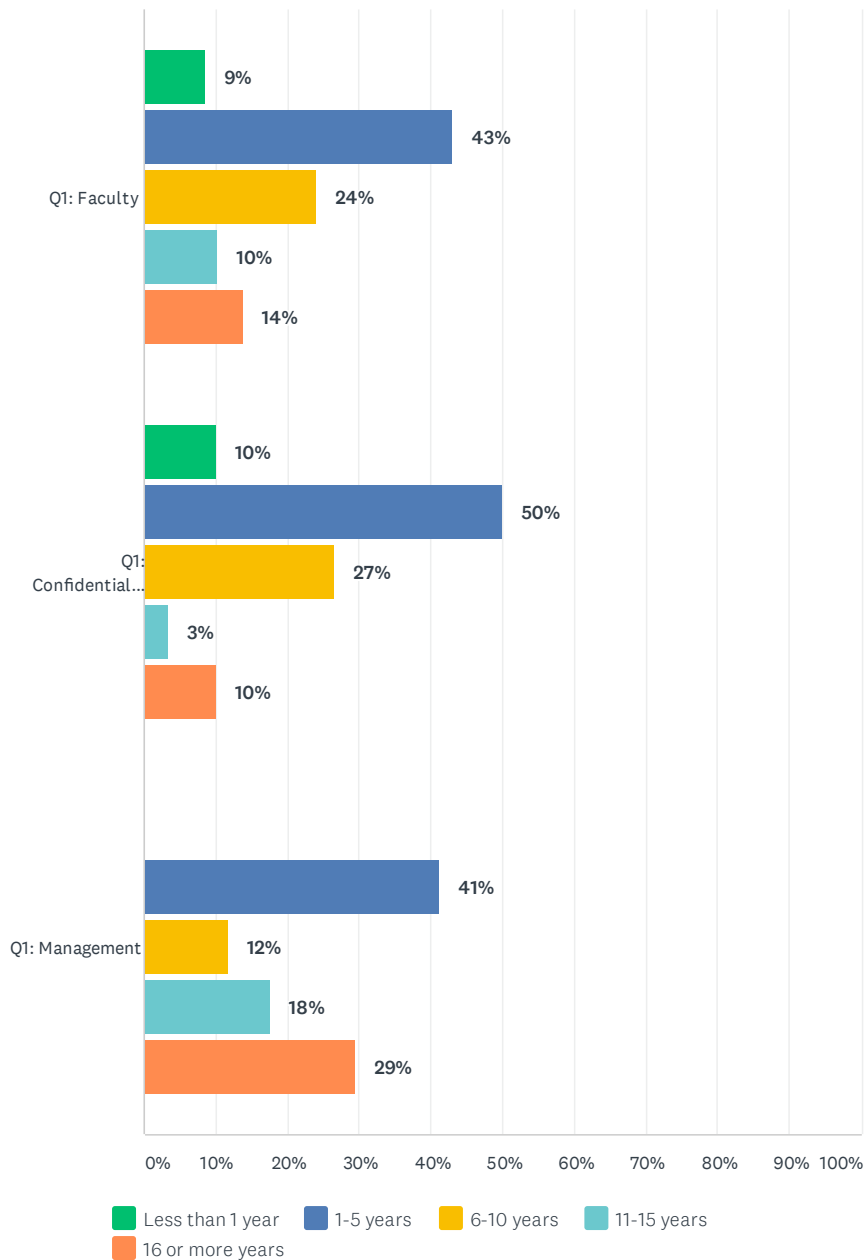
Answered: 104 Skipped: 1



	STUDENT SERVICES	INSTRUCTION/ACADEMIC AFFAIRS/PRESIDENT	BUSINESS SERVICES & FACILITIES	PLANNING AND DEVELOPMENT	OTHER (PLEASE SPECIFY)	TOTAL
Q1: Faculty	12% 7	86% 50	0% 0	2% 1	0% 0	56% 58
Q1: Confidential/Classified Professional	50% 15	23% 7	17% 5	10% 3	0% 0	29% 30
Q1: Management	38% 6	25% 4	19% 3	19% 3	0% 0	15% 16
Total Respondents	28	61	8	7	0	104

Q4 How long have you been employed at Norco College?

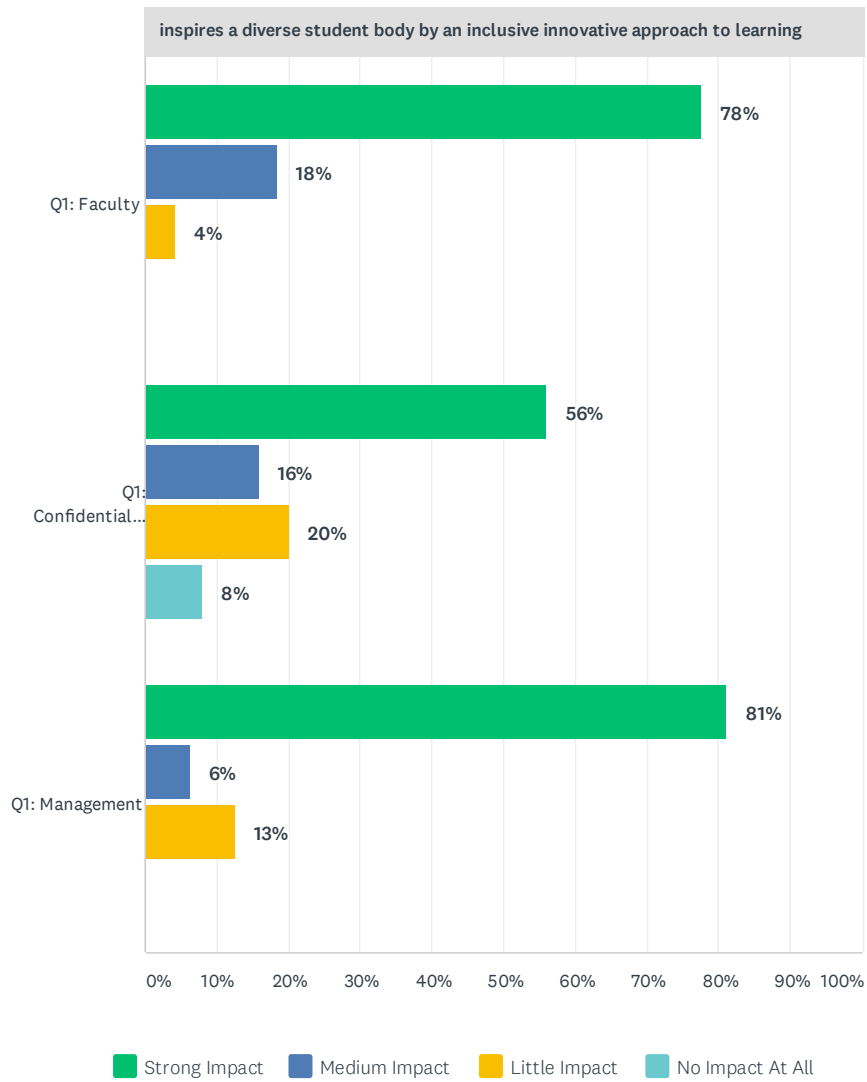
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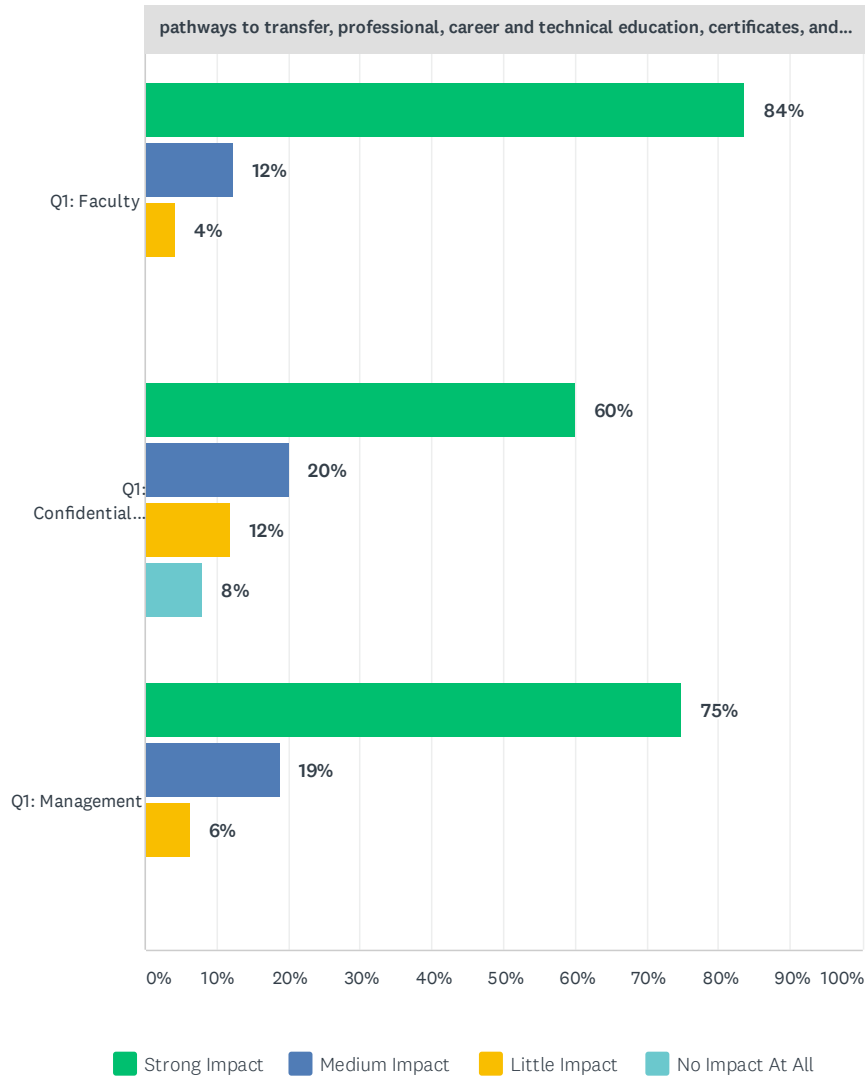
	LESS THAN 1 YEAR	1-5 YEARS	6-10 YEARS	11-15 YEARS	16 OR MORE YEARS	TOTAL
Q1: Faculty	9%	43%	24%	10%	14%	55%
	5	25	14	6	8	58
Q1: Confidential/ Classified Professional	10%	50%	27%	3%	10%	29%
	3	15	8	1	3	30
Q1: Management	0%	41%	12%	18%	29%	16%
	0	7	2	3	5	17
Total Respondents	8	47	24	10	16	105

Q5 Please select the level of impact on the following parts of the college mission made by the program/service in which you work

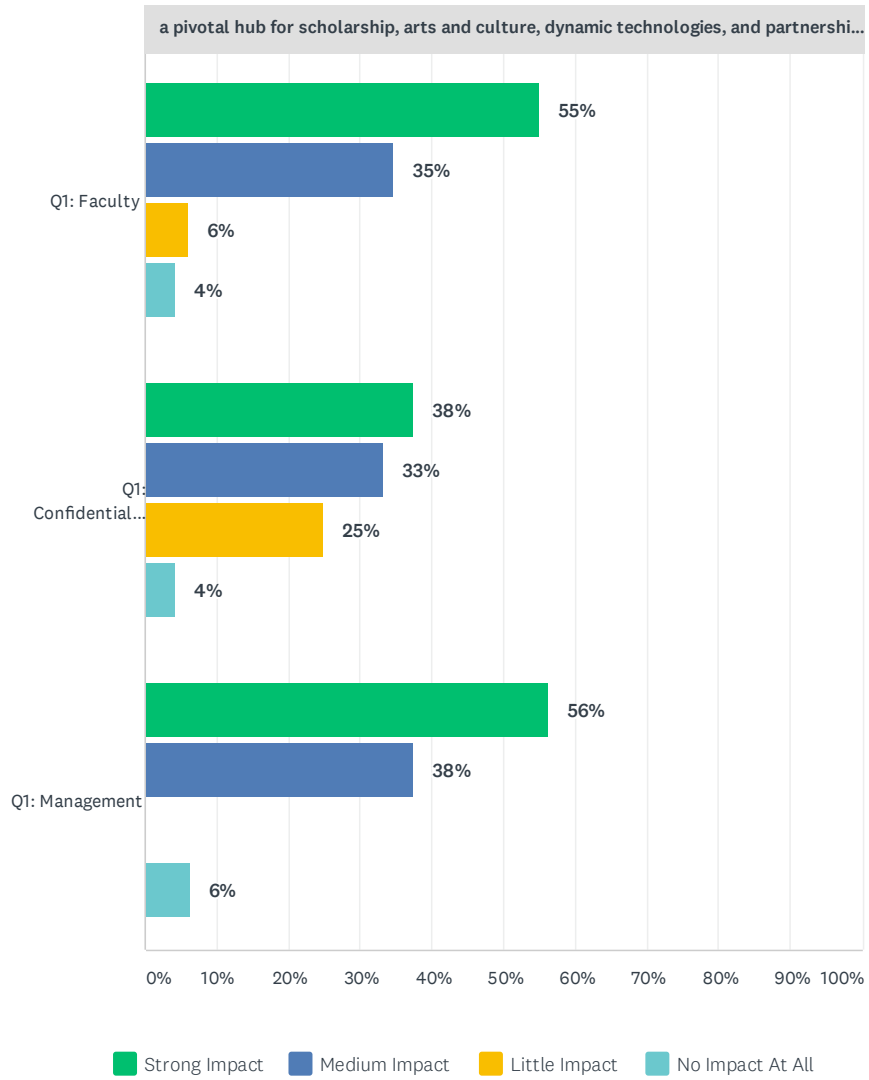
Answered: 90 Skipped: 15



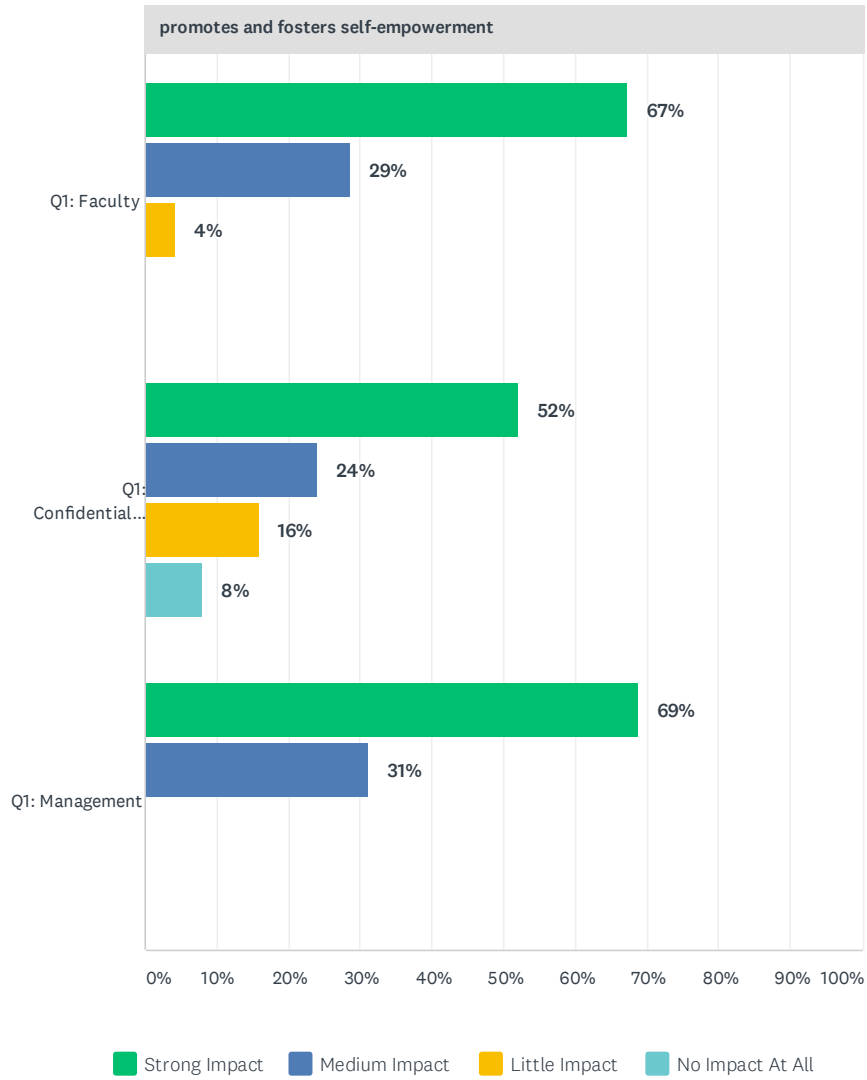
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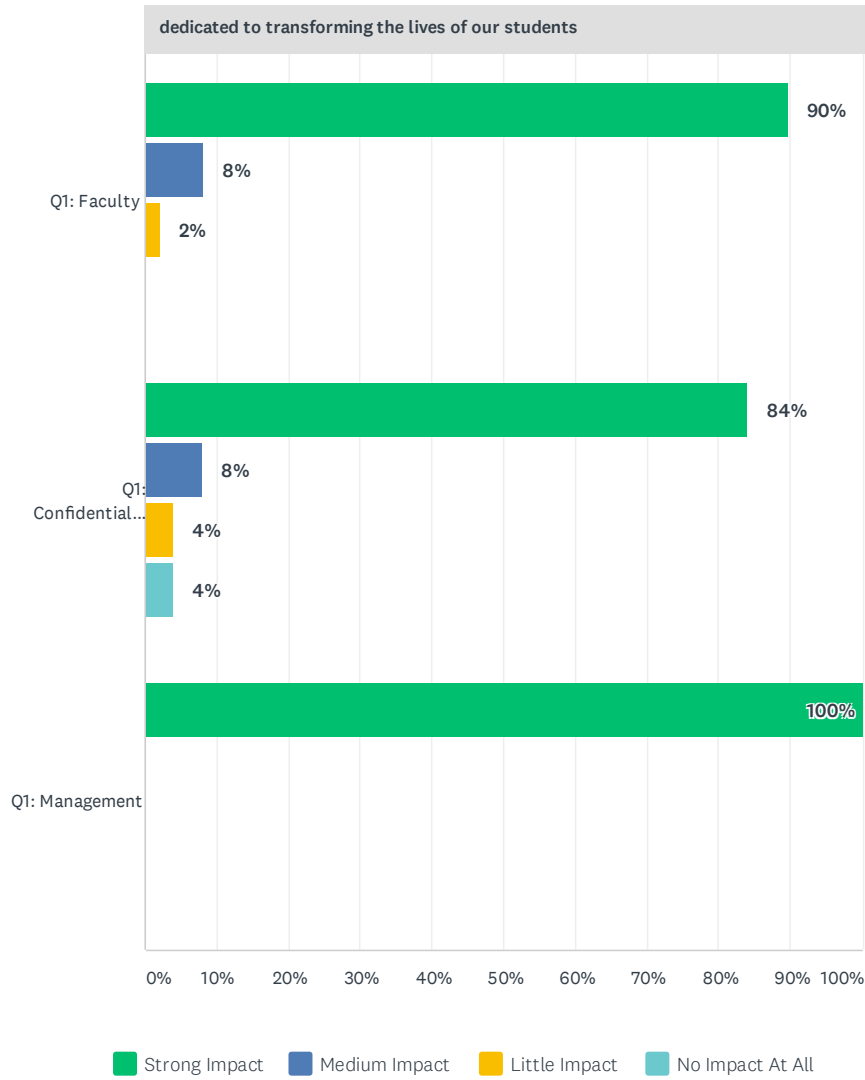
Institutional Effectiveness and Planning Survey



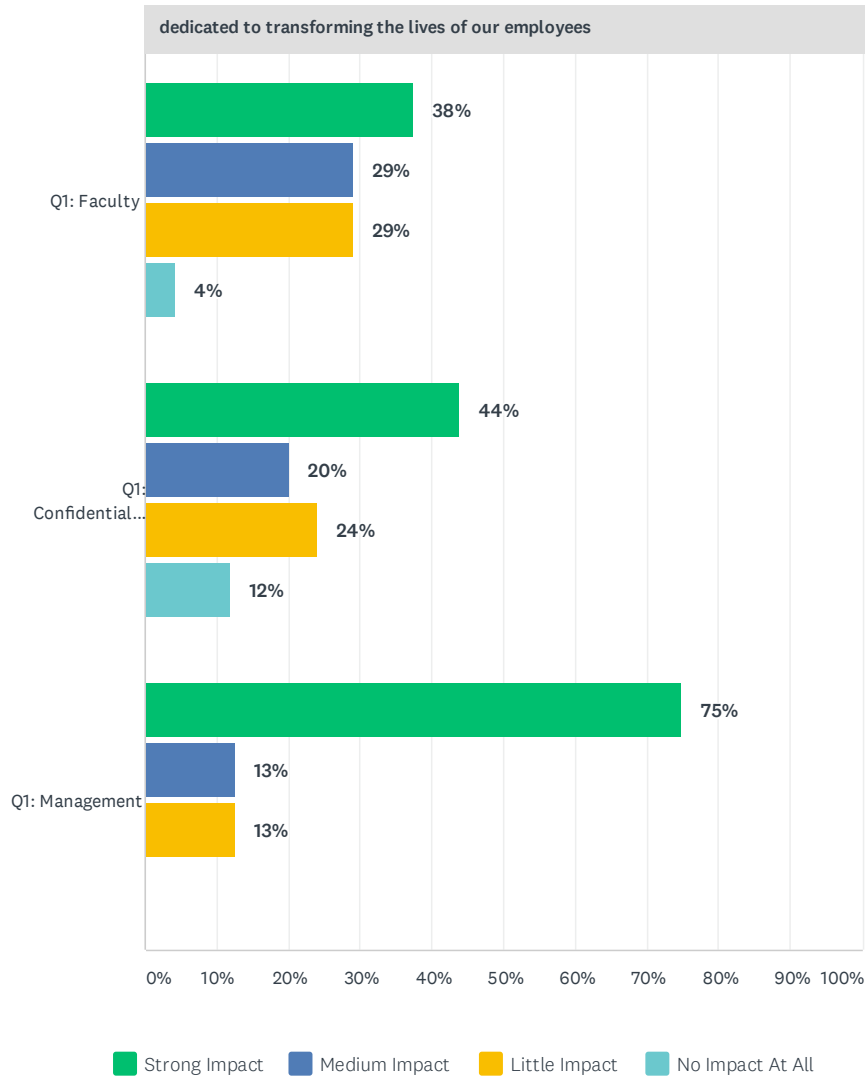
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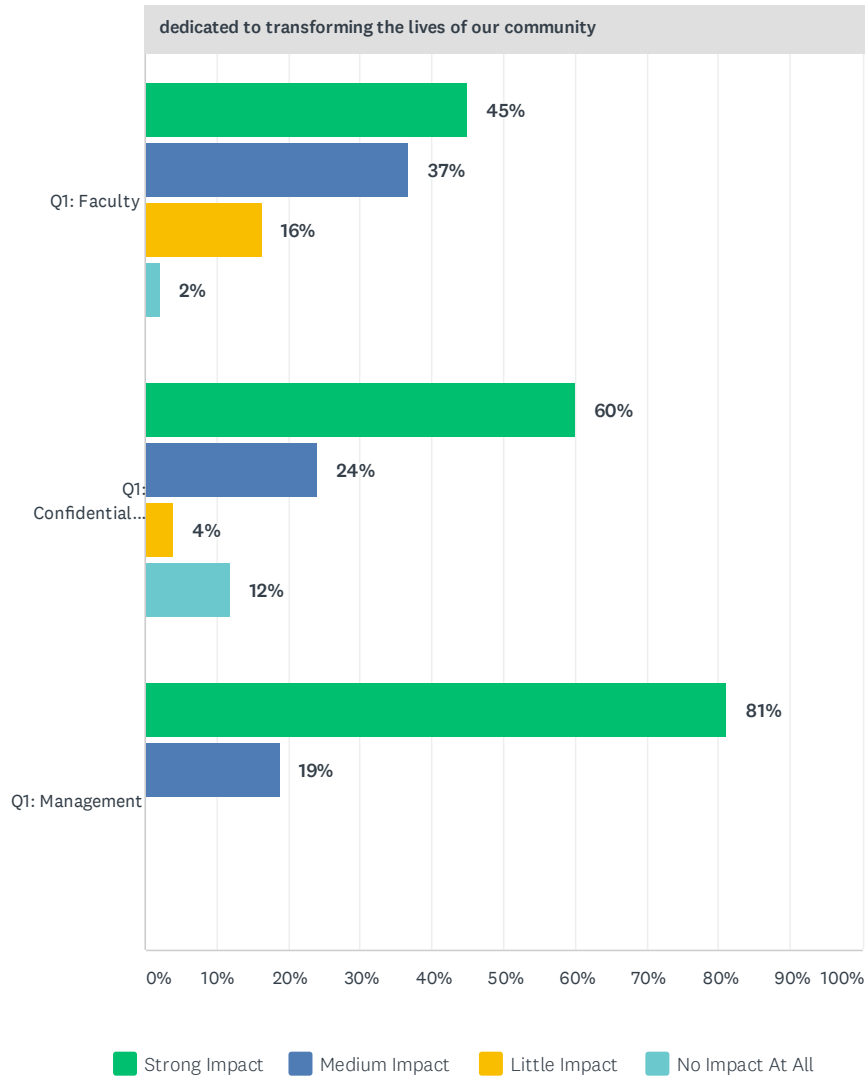
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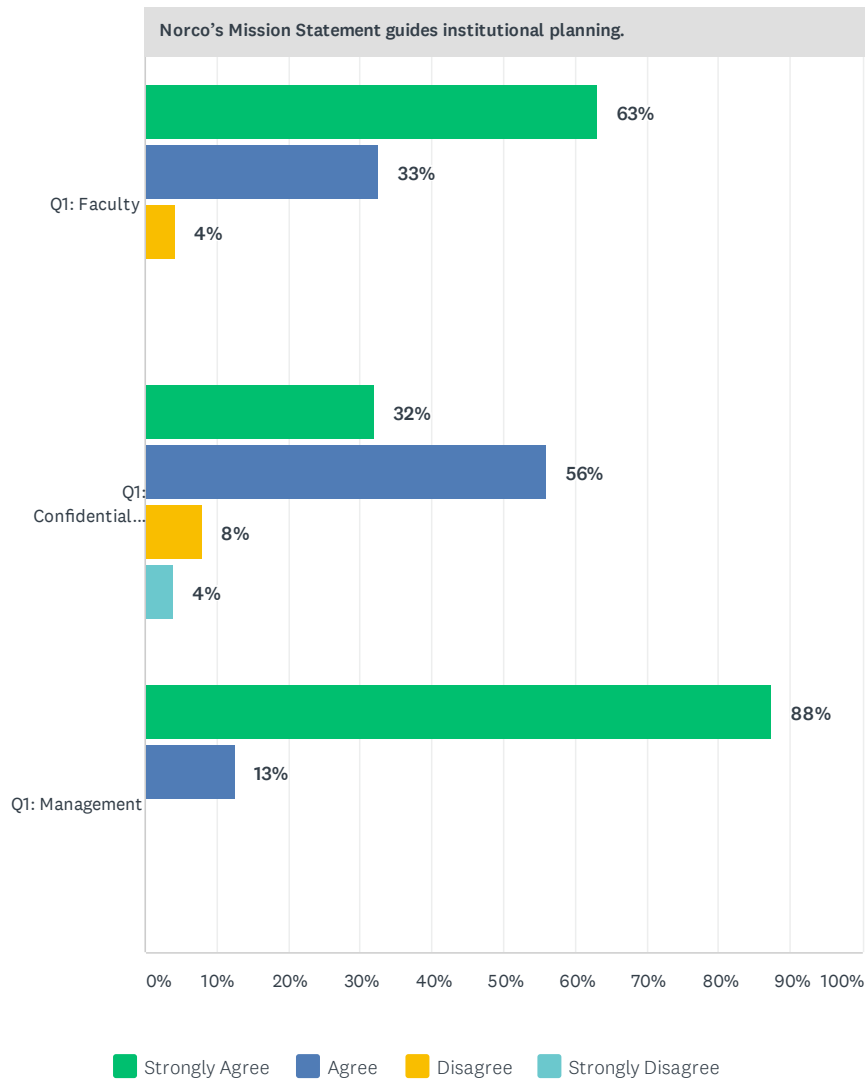
inspires a diverse student body by an inclusive innovative approach to learning						
	STRONG IMPACT	MEDIUM IMPACT	LITTLE IMPACT	NO IMPACT AT ALL	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	78%	18%	4%	0%	54%	2.73
	38	9	2	0	49	
Q1: Confidential/ Classified Professional	56%	16%	20%	8%	28%	2.20
	14	4	5	2	25	
Q1: Management	81%	6%	13%	0%	18%	2.69
	13	1	2	0	16	
pathways to transfer, professional, career and technical education, certificates, and degrees						
	STRONG IMPACT	MEDIUM IMPACT	LITTLE IMPACT	NO IMPACT AT ALL	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	84%	12%	4%	0%	54%	2.80
	41	6	2	0	49	
Q1: Confidential/ Classified Professional	60%	20%	12%	8%	28%	2.32
	15	5	3	2	25	
Q1: Management	75%	19%	6%	0%	18%	2.69
	12	3	1	0	16	

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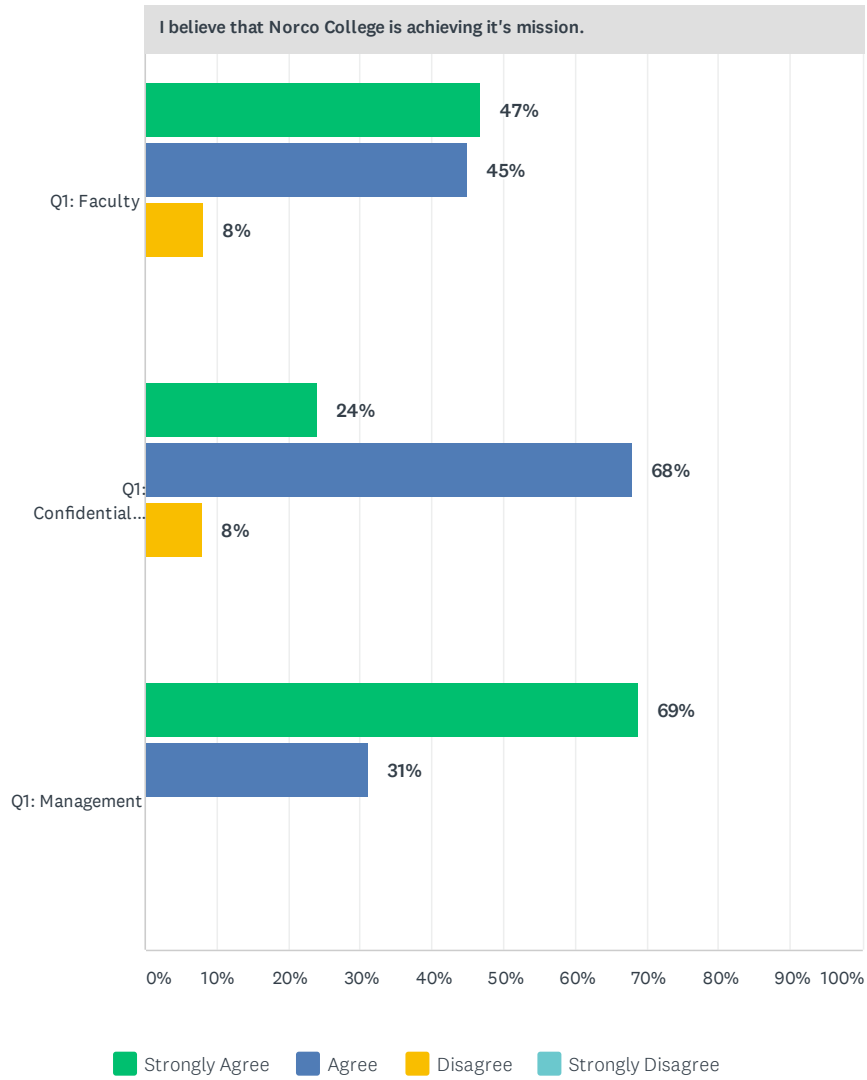
a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships.						
	STRONG IMPACT	MEDIUM IMPACT	LITTLE IMPACT	NO IMPACT AT ALL	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	55% 27	35% 17	6% 3	4% 2	54% 49	2.41
Q1: Confidential/ Classified Professional	38% 9	33% 8	25% 6	4% 1	27% 24	2.04
Q1: Management	56% 9	38% 6	0% 0	6% 1	18% 16	2.44
promotes and fosters self-empowerment						
	STRONG IMPACT	MEDIUM IMPACT	LITTLE IMPACT	NO IMPACT AT ALL	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	67% 33	29% 14	4% 2	0% 0	54% 49	2.63
Q1: Confidential/ Classified Professional	52% 13	24% 6	16% 4	8% 2	28% 25	2.20
Q1: Management	69% 11	31% 5	0% 0	0% 0	18% 16	2.69
dedicated to transforming the lives of our students						
	STRONG IMPACT	MEDIUM IMPACT	LITTLE IMPACT	NO IMPACT AT ALL	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	90% 44	8% 4	2% 1	0% 0	54% 49	2.88
Q1: Confidential/ Classified Professional	84% 21	8% 2	4% 1	4% 1	28% 25	2.72
Q1: Management	100% 16	0% 0	0% 0	0% 0	18% 16	3.00
dedicated to transforming the lives of our employees						
	STRONG IMPACT	MEDIUM IMPACT	LITTLE IMPACT	NO IMPACT AT ALL	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	38% 18	29% 14	29% 14	4% 2	53% 48	2.00
Q1: Confidential/ Classified Professional	44% 11	20% 5	24% 6	12% 3	28% 25	1.96
Q1: Management	75% 12	13% 2	13% 2	0% 0	18% 16	2.63
dedicated to transforming the lives of our community						
	STRONG IMPACT	MEDIUM IMPACT	LITTLE IMPACT	NO IMPACT AT ALL	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	45% 22	37% 18	16% 8	2% 1	54% 49	2.24
Q1: Confidential/ Classified Professional	60% 15	24% 6	4% 1	12% 3	28% 25	2.32
Q1: Management	81% 13	19% 3	0% 0	0% 0	18% 16	2.81

Q6 Please select your level of agreement with the following statements

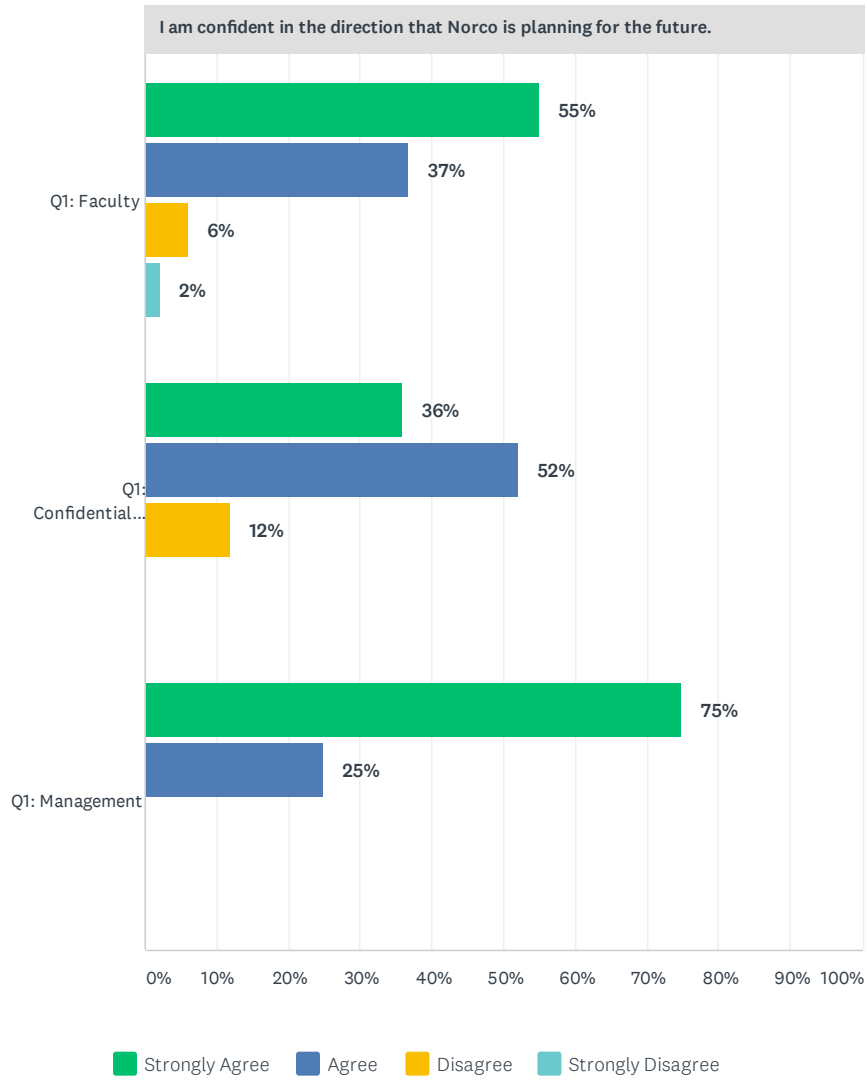
Answered: 90 Skipped: 15



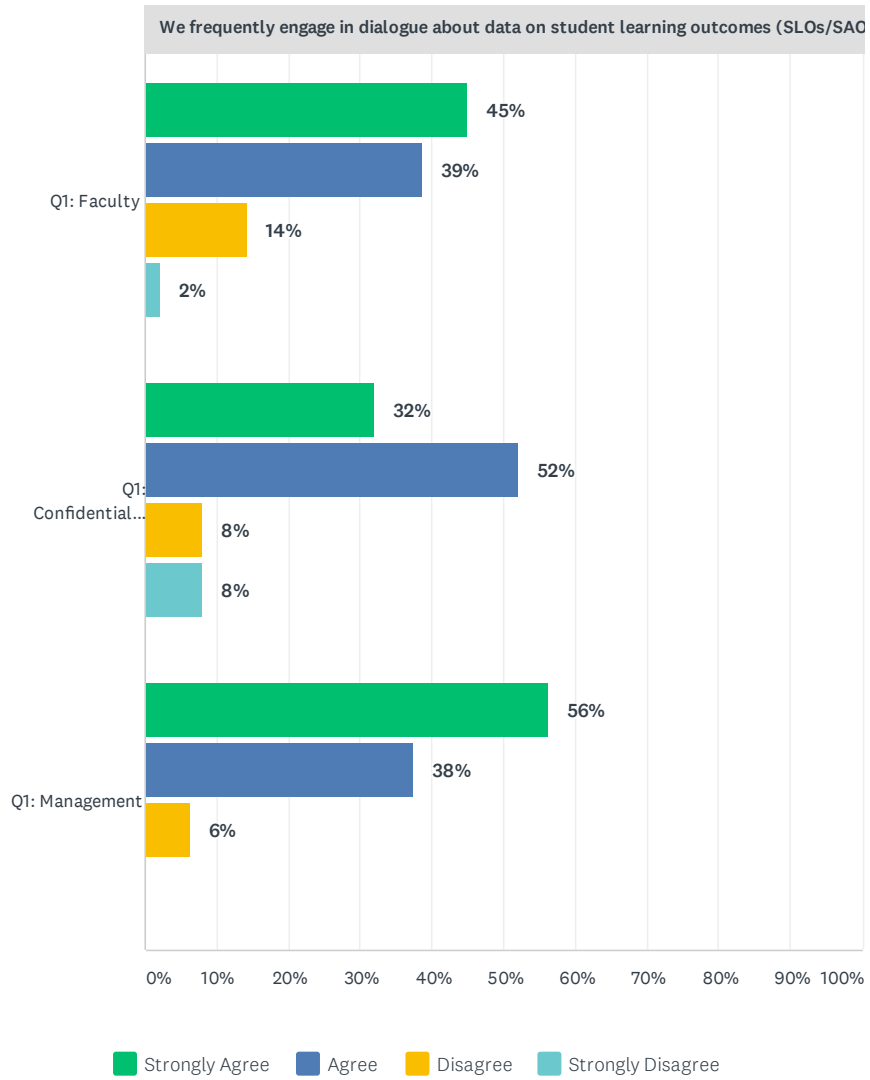
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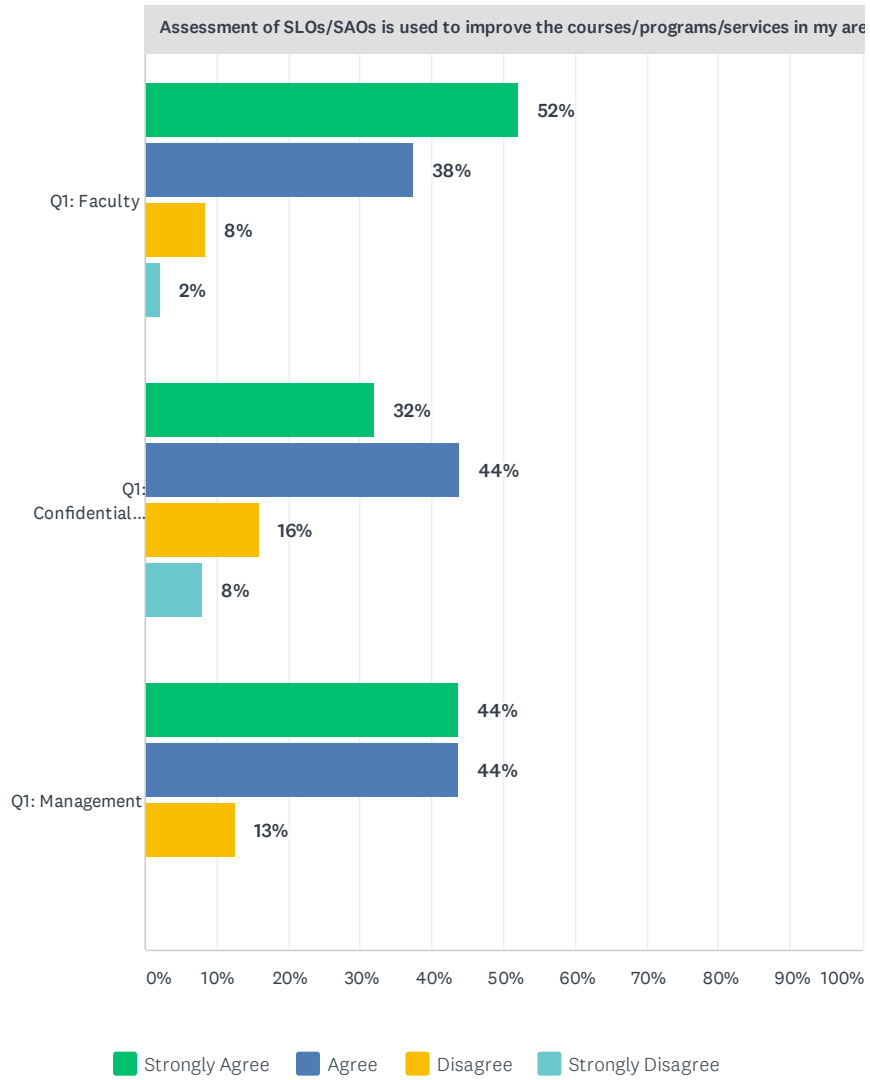
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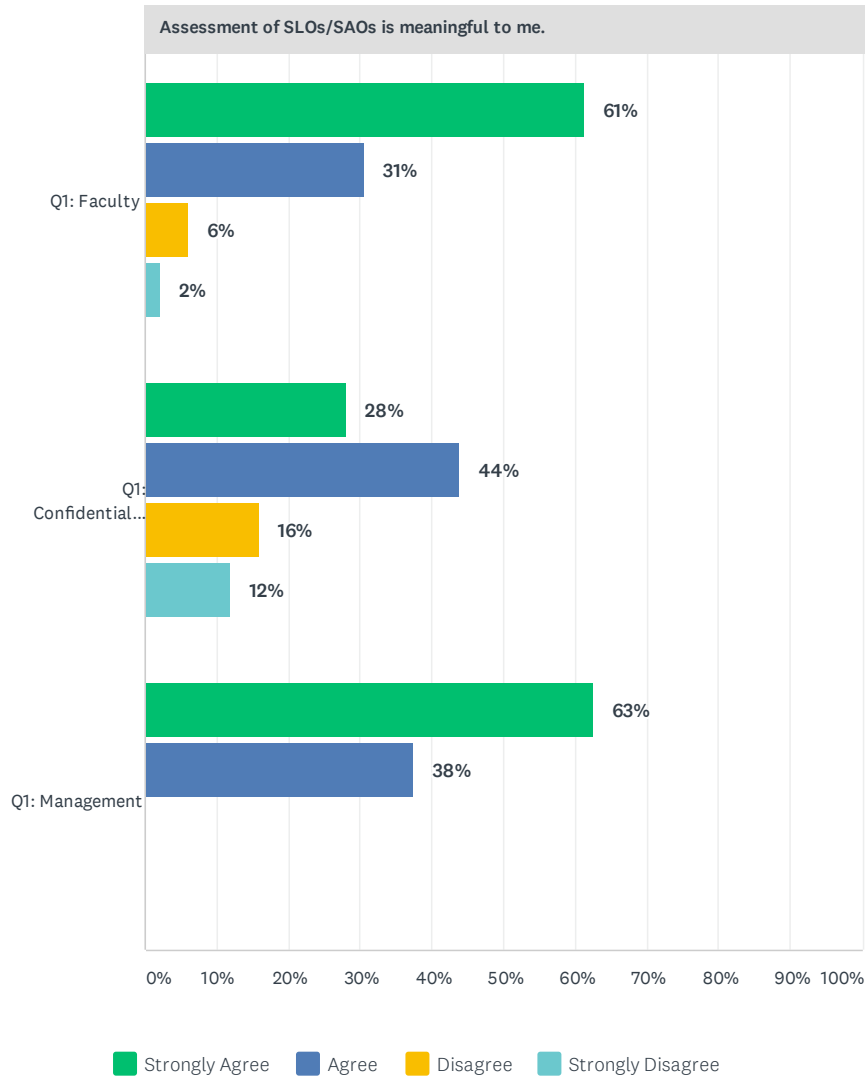
Institutional Effectiveness and Planning Survey



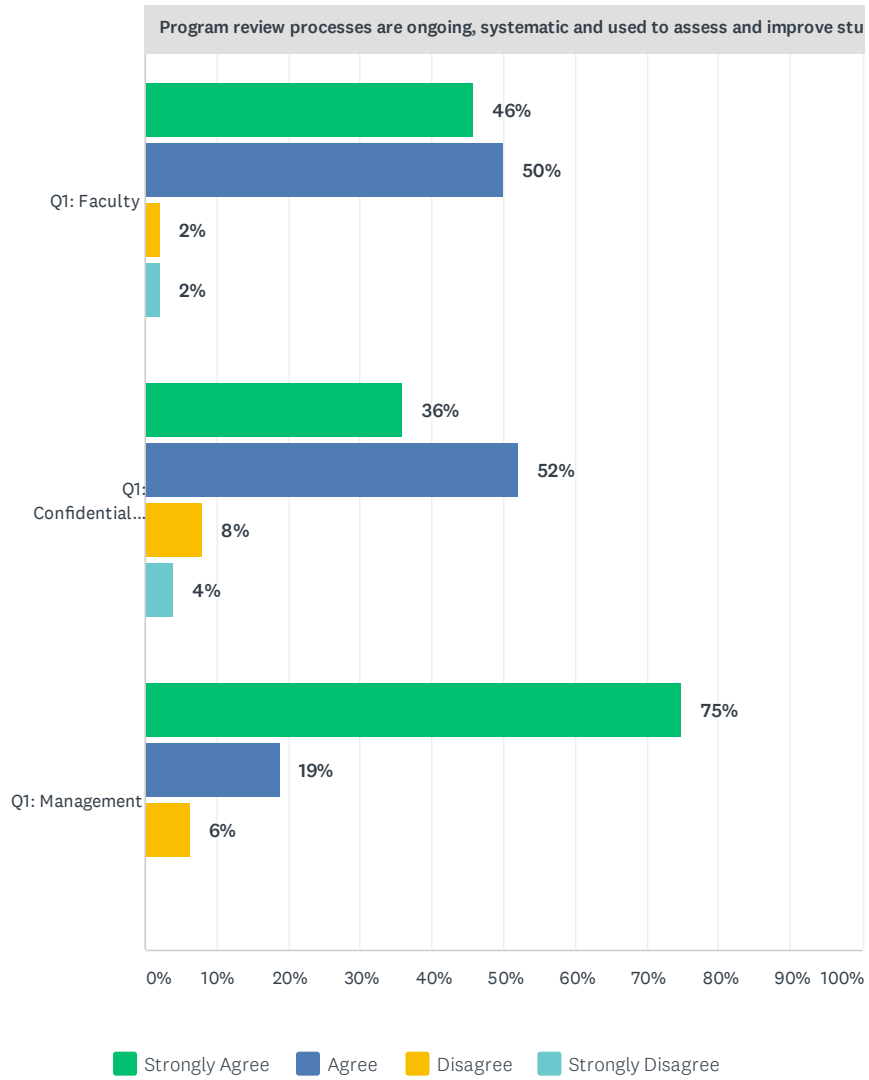
Institutional Effectiveness and Planning Survey



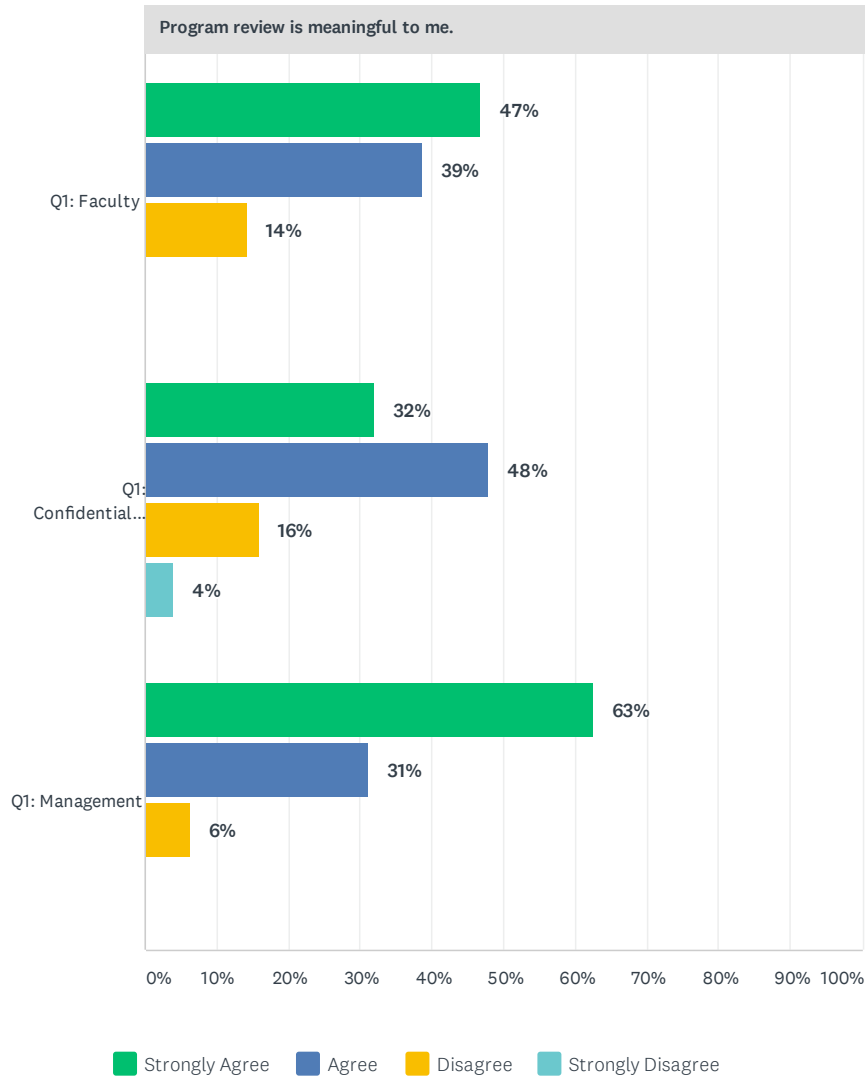
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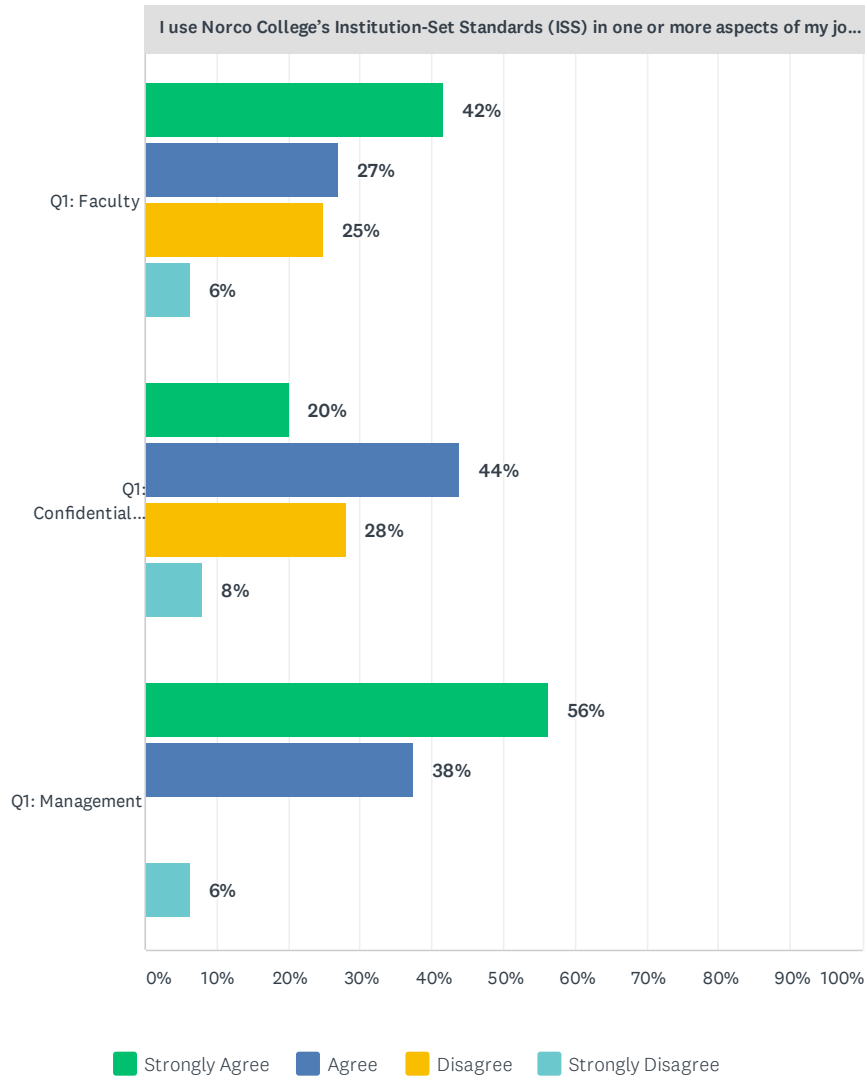
Institutional Effectiveness and Planning Survey



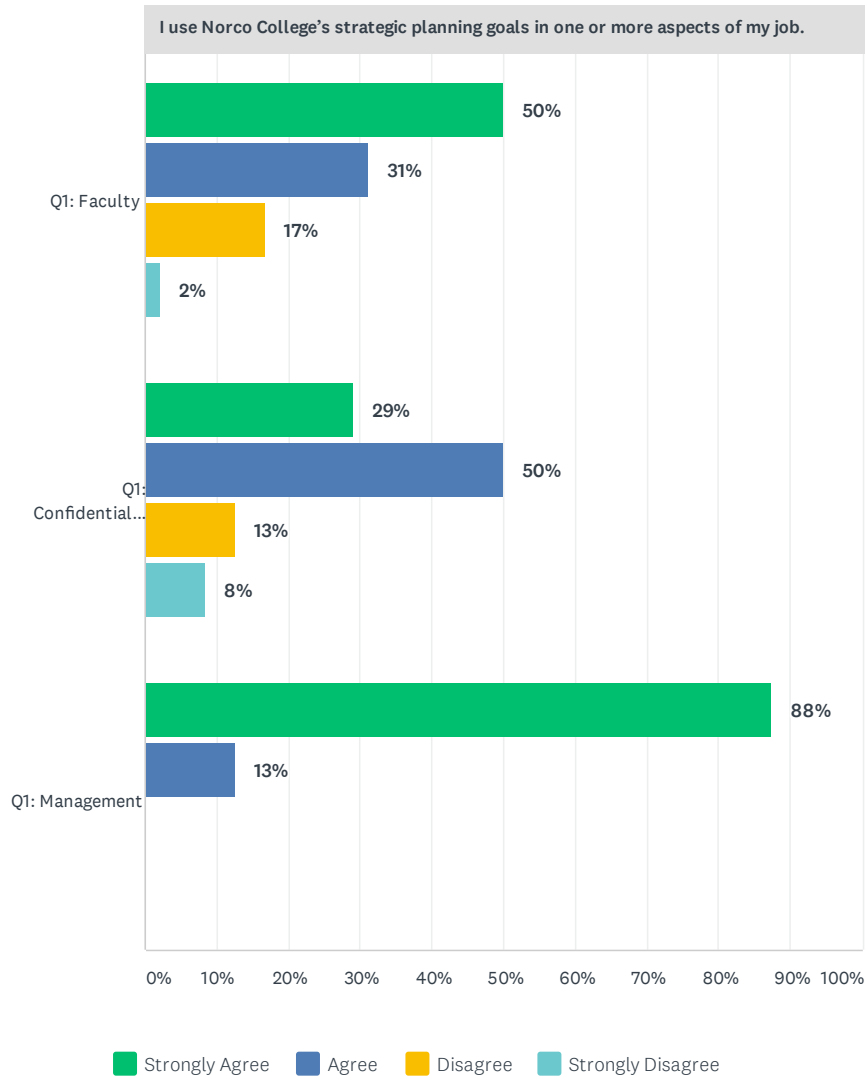
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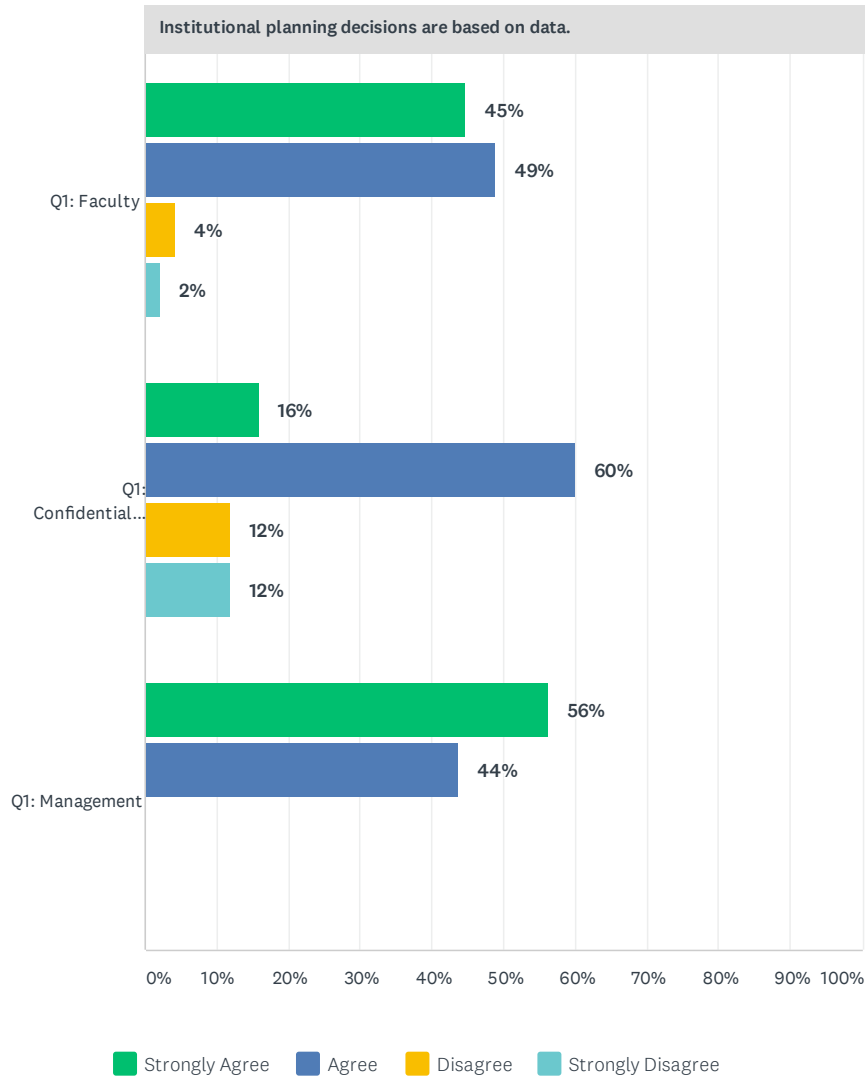
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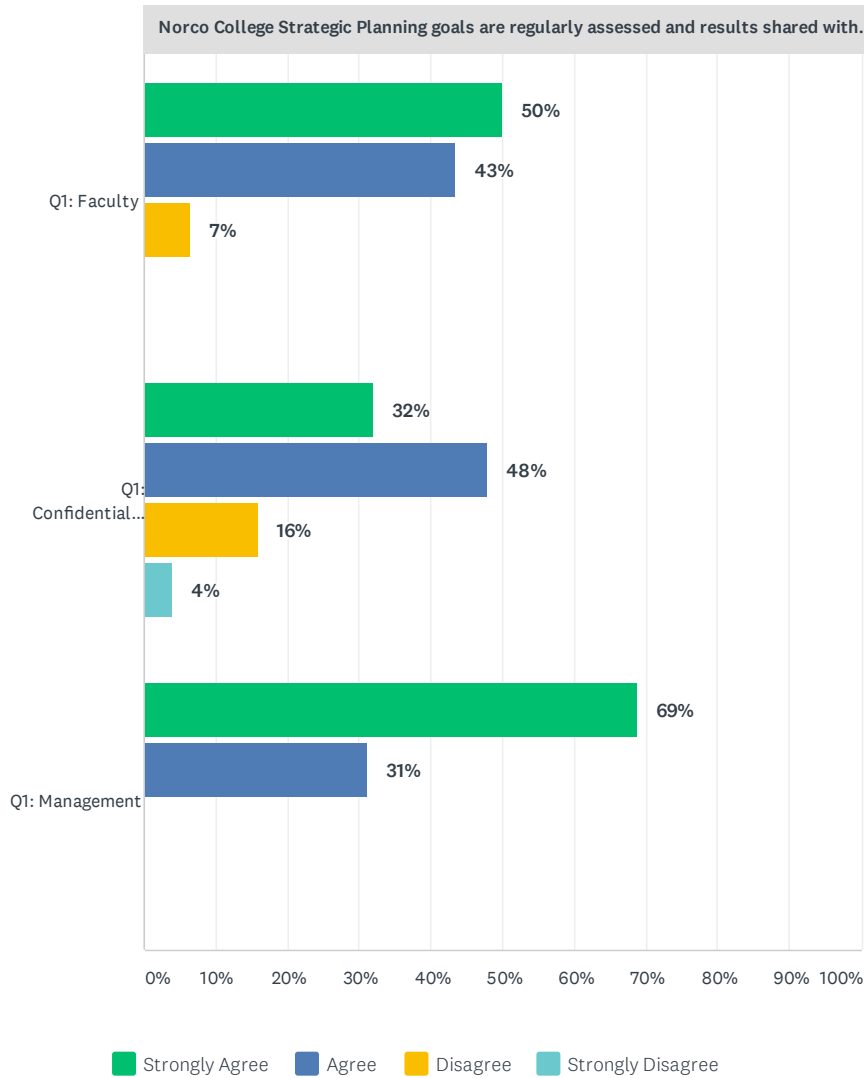
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Norco's Mission Statement guides institutional planning.							
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE	
Q1: Faculty	63%	33%	4%	0%	54%		
	31	16	2	0	49		3.59
Q1: Confidential/ Classified Professional	32%	56%	8%	4%	28%		
	8	14	2	1	25		3.16
Q1: Management	88%	13%	0%	0%	18%		
	14	2	0	0	16		3.88
I believe that Norco College is achieving it's mission.							
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE	
Q1: Faculty	47%	45%	8%	0%	54%		
	23	22	4	0	49		3.39
Q1: Confidential/ Classified Professional	24%	68%	8%	0%	28%		
	6	17	2	0	25		3.16
Q1: Management	69%	31%	0%	0%	18%		
	11	5	0	0	16		3.69

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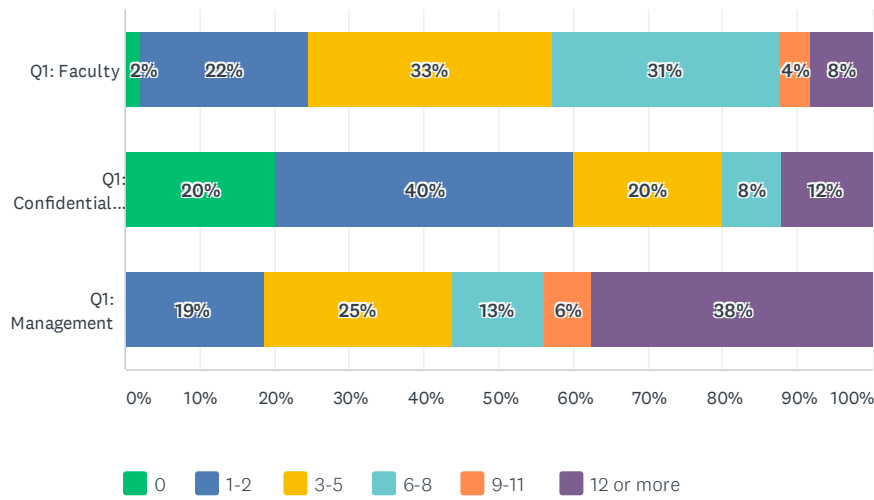
I am confident in the direction that Norco is planning for the future.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	55% 27	37% 18	6% 3	2% 1	54% 49	3.45
Q1: Confidential/ Classified Professional	36% 9	52% 13	12% 3	0% 0	28% 25	3.24
Q1: Management	75% 12	25% 4	0% 0	0% 0	18% 16	3.75
We frequently engage in dialogue about data on student learning outcomes (SLOs/SAOs) in my area.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	45% 22	39% 19	14% 7	2% 1	54% 49	3.27
Q1: Confidential/ Classified Professional	32% 8	52% 13	8% 2	8% 2	28% 25	3.08
Q1: Management	56% 9	38% 6	6% 1	0% 0	18% 16	3.50
Assessment of SLOs/SAOs is used to improve the courses/programs/services in my area.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	52% 25	38% 18	8% 4	2% 1	53% 48	3.40
Q1: Confidential/ Classified Professional	32% 8	44% 11	16% 4	8% 2	28% 25	3.00
Q1: Management	44% 7	44% 7	13% 2	0% 0	18% 16	3.31
Assessment of SLOs/SAOs is meaningful to me.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	61% 30	31% 15	6% 3	2% 1	54% 49	3.51
Q1: Confidential/ Classified Professional	28% 7	44% 11	16% 4	12% 3	28% 25	2.88
Q1: Management	63% 10	38% 6	0% 0	0% 0	18% 16	3.63
Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	46% 22	50% 24	2% 1	2% 1	53% 48	3.40
Q1: Confidential/ Classified Professional	36% 9	52% 13	8% 2	4% 1	28% 25	3.20
Q1: Management	75% 12	19% 3	6% 1	0% 0	18% 16	3.69
Program review is meaningful to me.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	47% 23	39% 19	14% 7	0% 0	54% 49	3.33
Q1: Confidential/ Classified Professional	32% 8	48% 12	16% 4	4% 1	28% 25	3.08
Q1: Management	63% 10	31% 5	6% 1	0% 0	18% 16	3.56

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I use Norco College's Institution-Set Standards (ISS) in one or more aspects of my job.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	42% 20	27% 13	25% 12	6% 3	53% 48	3.04
Q1: Confidential/ Classified Professional	20% 5	44% 11	28% 7	8% 2	28% 25	2.76
Q1: Management	56% 9	38% 6	0% 0	6% 1	18% 16	3.44
I use Norco College's strategic planning goals in one or more aspects of my job.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	50% 24	31% 15	17% 8	2% 1	53% 48	3.29
Q1: Confidential/ Classified Professional	29% 7	50% 12	13% 3	8% 2	27% 24	3.00
Q1: Management	88% 14	13% 2	0% 0	0% 0	18% 16	3.88
Institutional planning decisions are based on data.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	45% 21	49% 23	4% 2	2% 1	52% 47	3.36
Q1: Confidential/ Classified Professional	16% 4	60% 15	12% 3	12% 3	28% 25	2.80
Q1: Management	56% 9	44% 7	0% 0	0% 0	18% 16	3.56
Norco College Strategic Planning goals are regularly assessed and results shared with campus constituencies.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	50% 23	43% 20	7% 3	0% 0	51% 46	3.43
Q1: Confidential/ Classified Professional	32% 8	48% 12	16% 4	4% 1	28% 25	3.08
Q1: Management	69% 11	31% 5	0% 0	0% 0	18% 16	3.69

Q7 On average, I spend ____ hour(s) per week on shared governance activities (reading minutes, memos, newsletters, attending meetings, hiring committees, etc.)

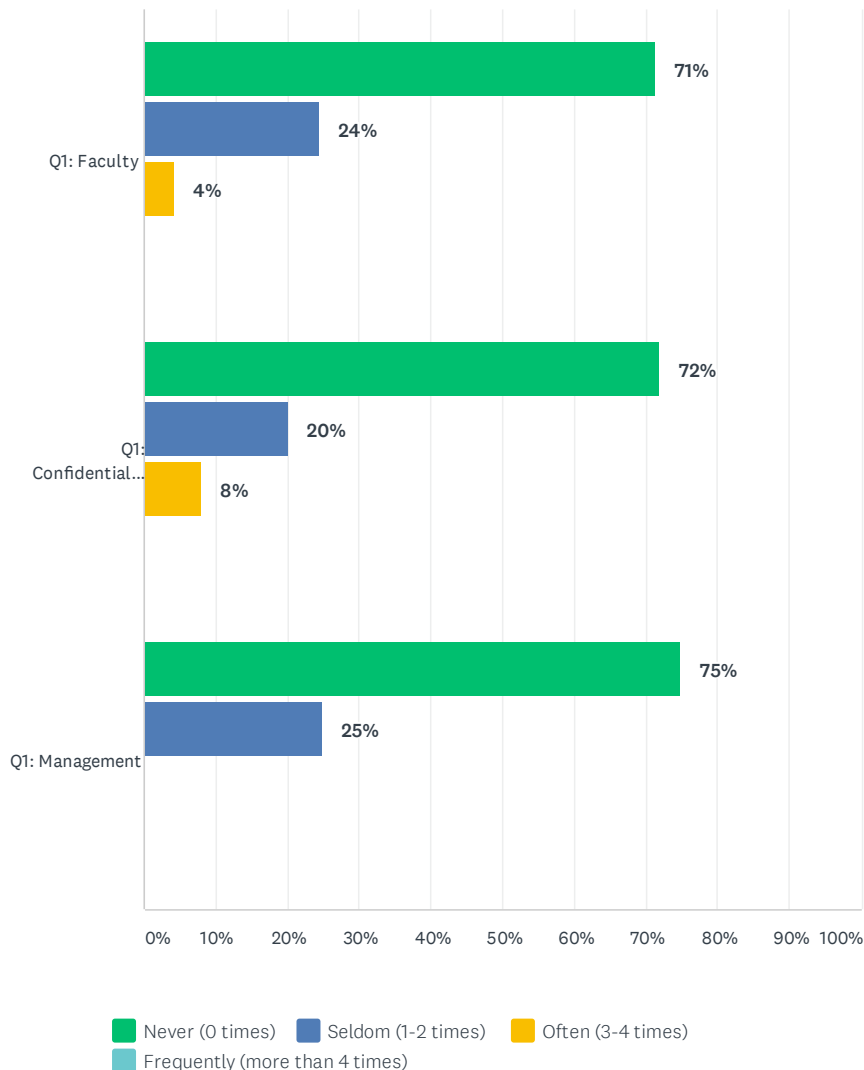
Answered: 90 Skipped: 15



	0	1-2	3-5	6-8	9-11	12 OR MORE	TOTAL
Q1: Faculty	2%	22%	33%	31%	4%	8%	54%
	1	11	16	15	2	4	49
Q1: Confidential/ Classified Professional	20%	40%	20%	8%	0%	12%	28%
	5	10	5	2	0	3	25
Q1: Management	0%	19%	25%	13%	6%	38%	18%
	0	3	4	2	1	6	16
Total Respondents	6	24	25	19	3	13	90

Q8 Since the beginning of the current school year, I have experienced unfair treatment at the college.

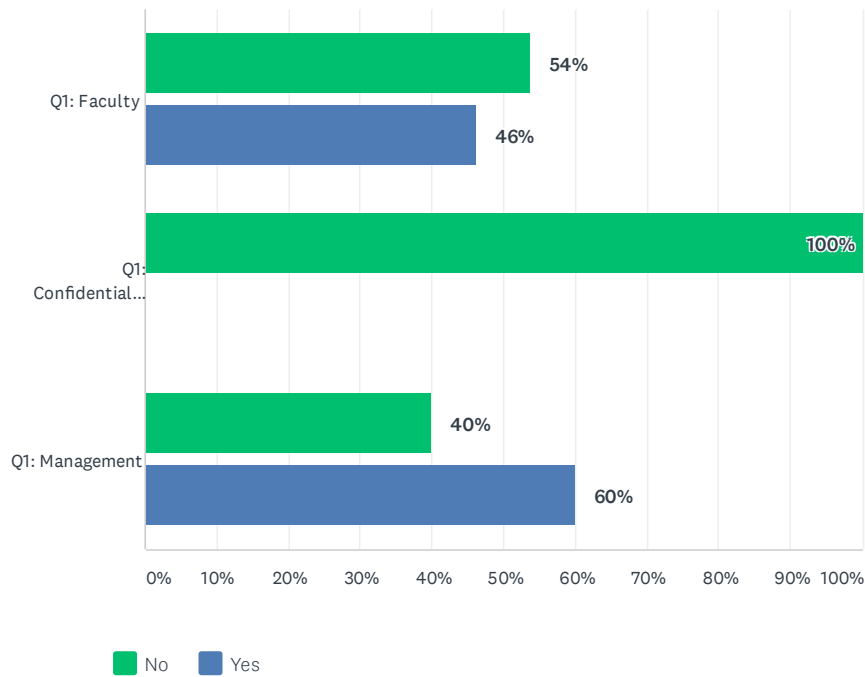
Answered: 90 Skipped: 15



	NEVER (0 TIMES)	SELDOM (1-2 TIMES)	OFTEN (3-4 TIMES)	FREQUENTLY (MORE THAN 4 TIMES)	TOTAL
Q1: Faculty	71% 35	24% 12	4% 2	0% 0	54% 49
Q1: Confidential/ Classified Professional	72% 18	20% 5	8% 2	0% 0	28% 25
Q1: Management	75% 12	25% 4	0% 0	0% 0	18% 16
Total Respondents	65	21	4	0	90

Q9 You indicated that you experienced some level of unfair treatment. Do you feel any of that treatment was due to diversity-related characteristics?

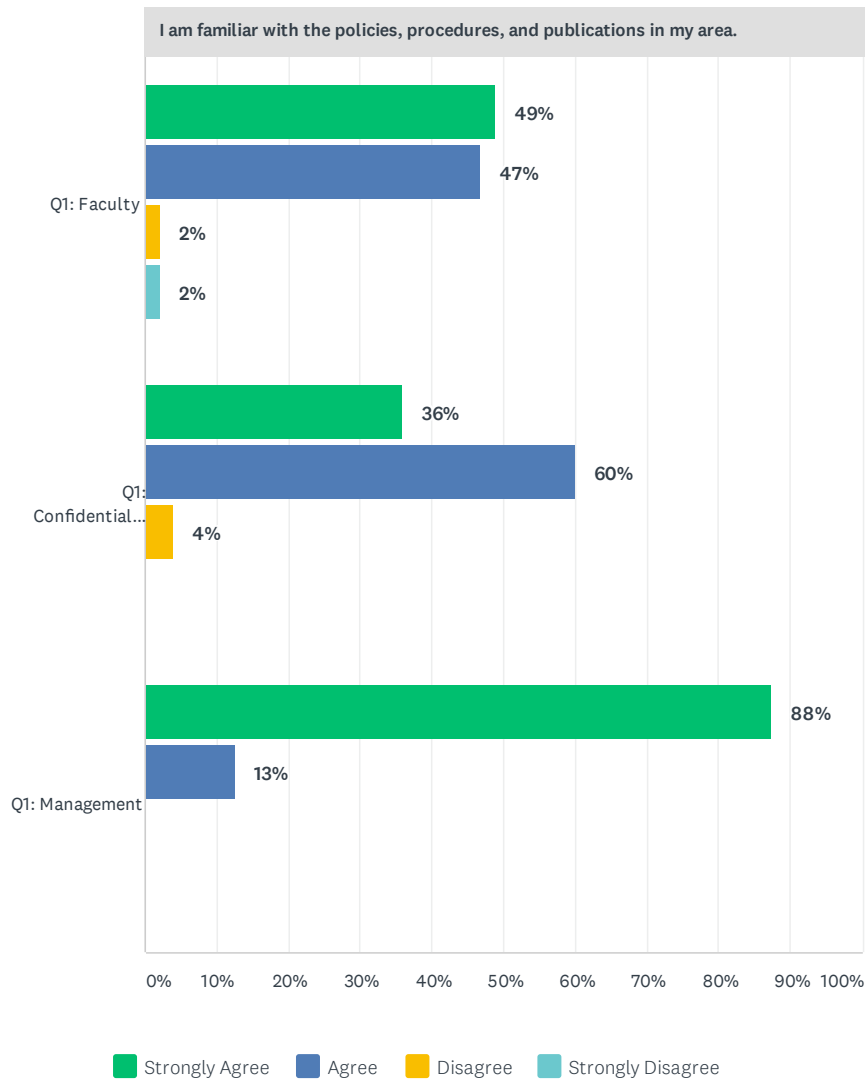
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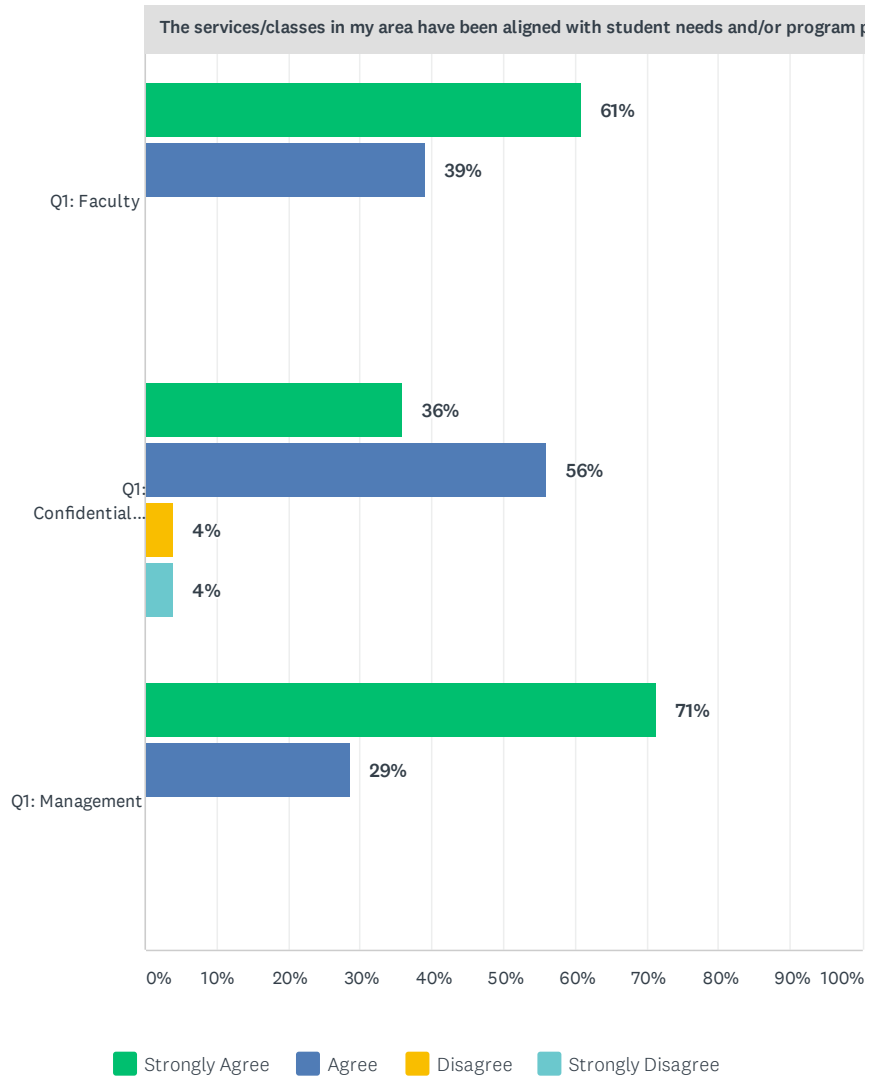
	NO	YES	TOTAL
Q1: Faculty	54%	46%	52%
	7	6	13
Q1: Confidential/ Classified Professional	100%	0%	28%
	7	0	7
Q1: Management	40%	60%	20%
	2	3	5
Total Respondents	16	9	25

Q10 Please rate your level of agreement with the following statements:

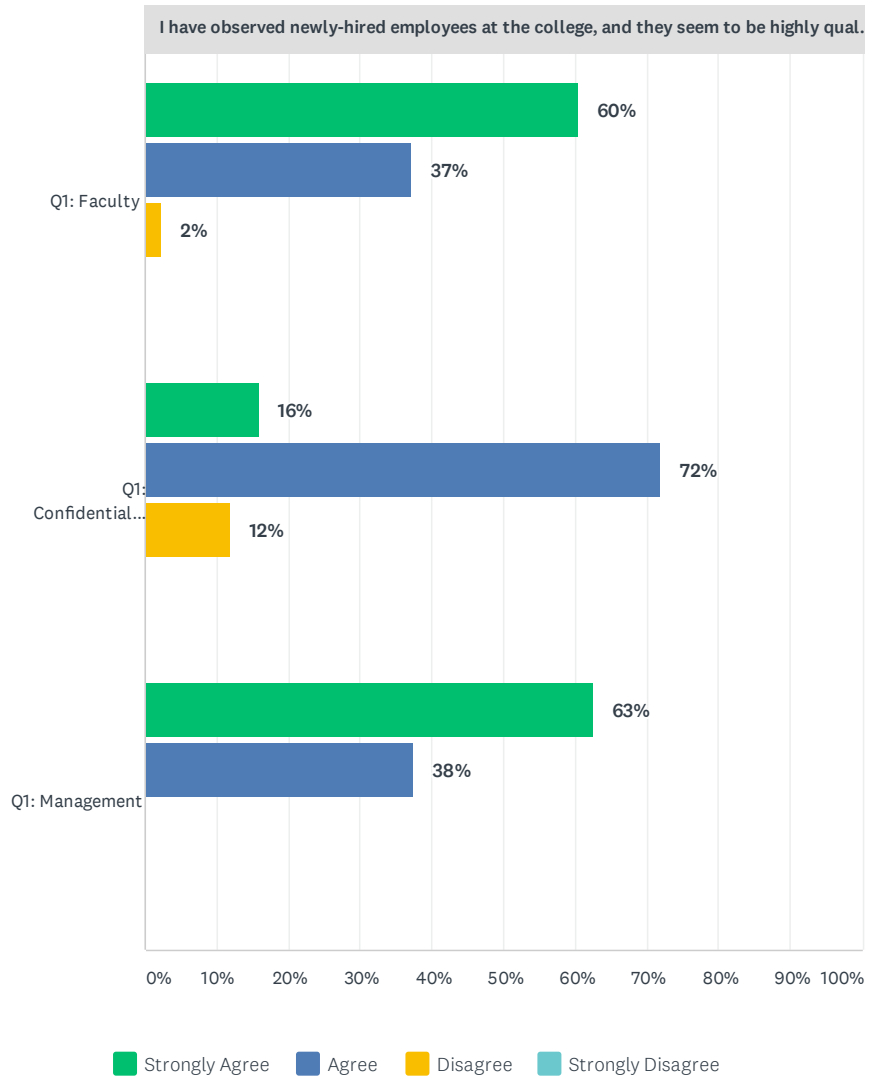
Answered: 88 Skipped: 17



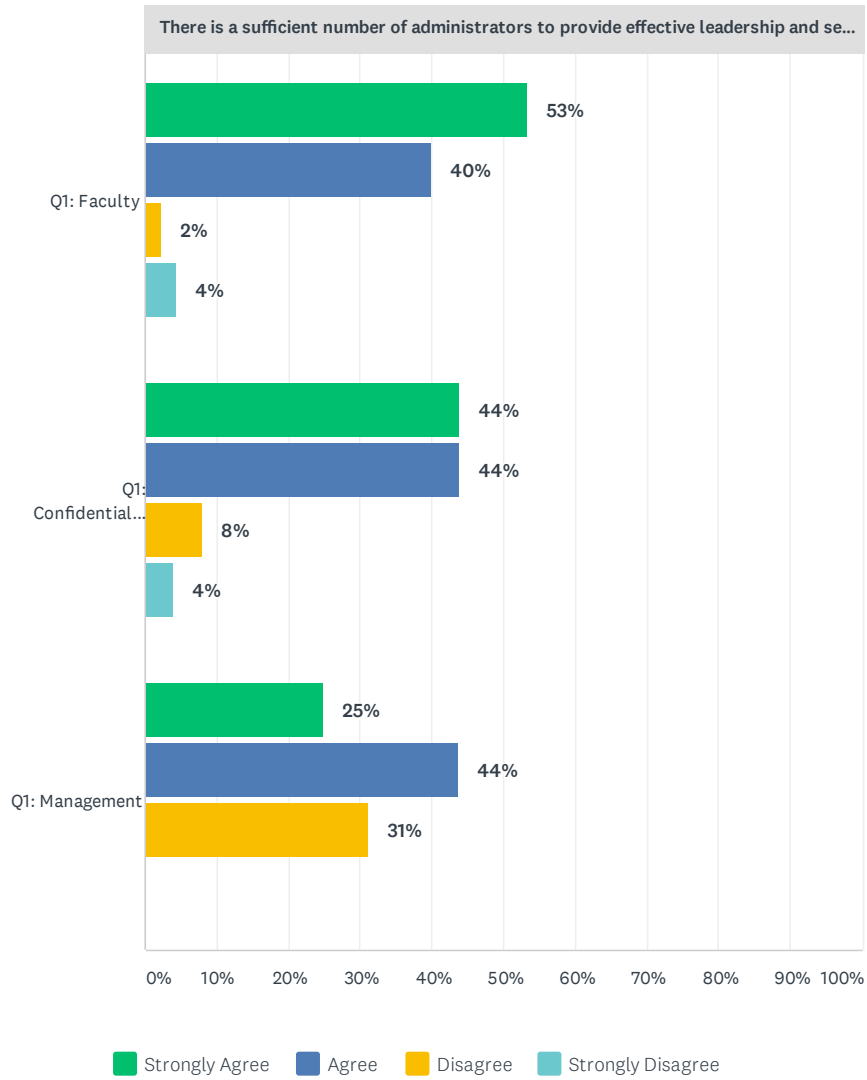
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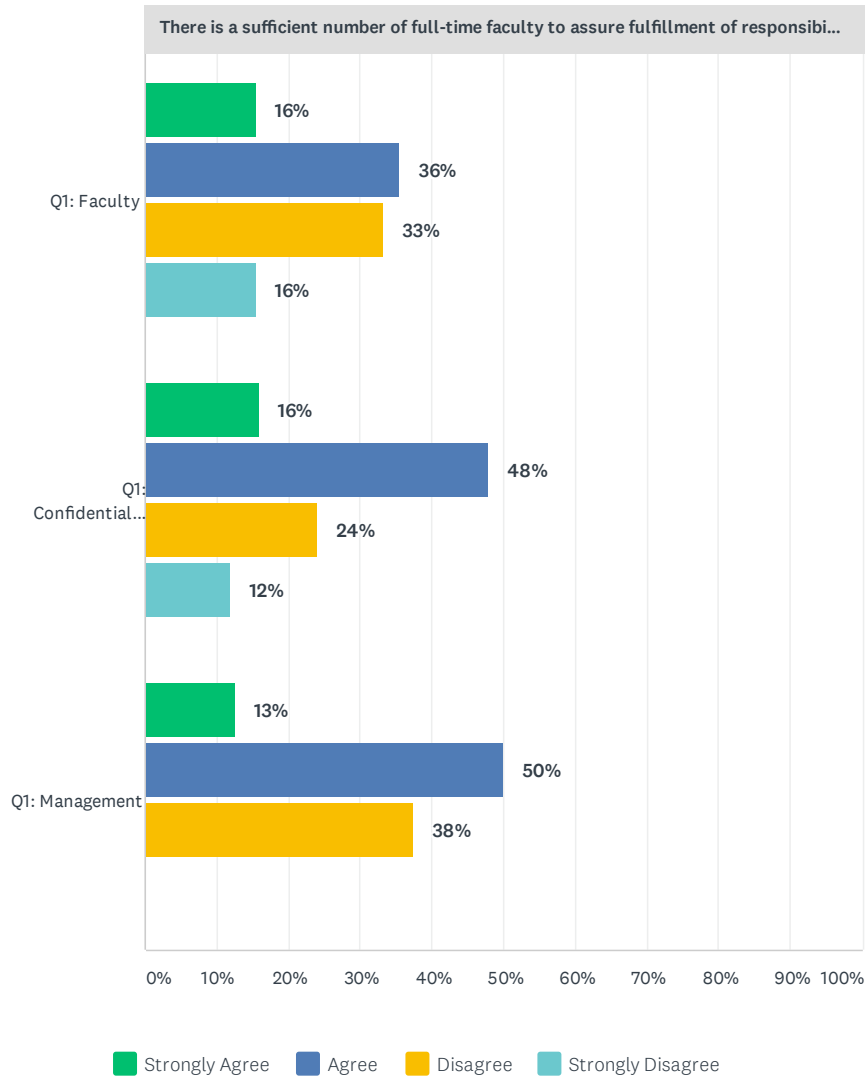
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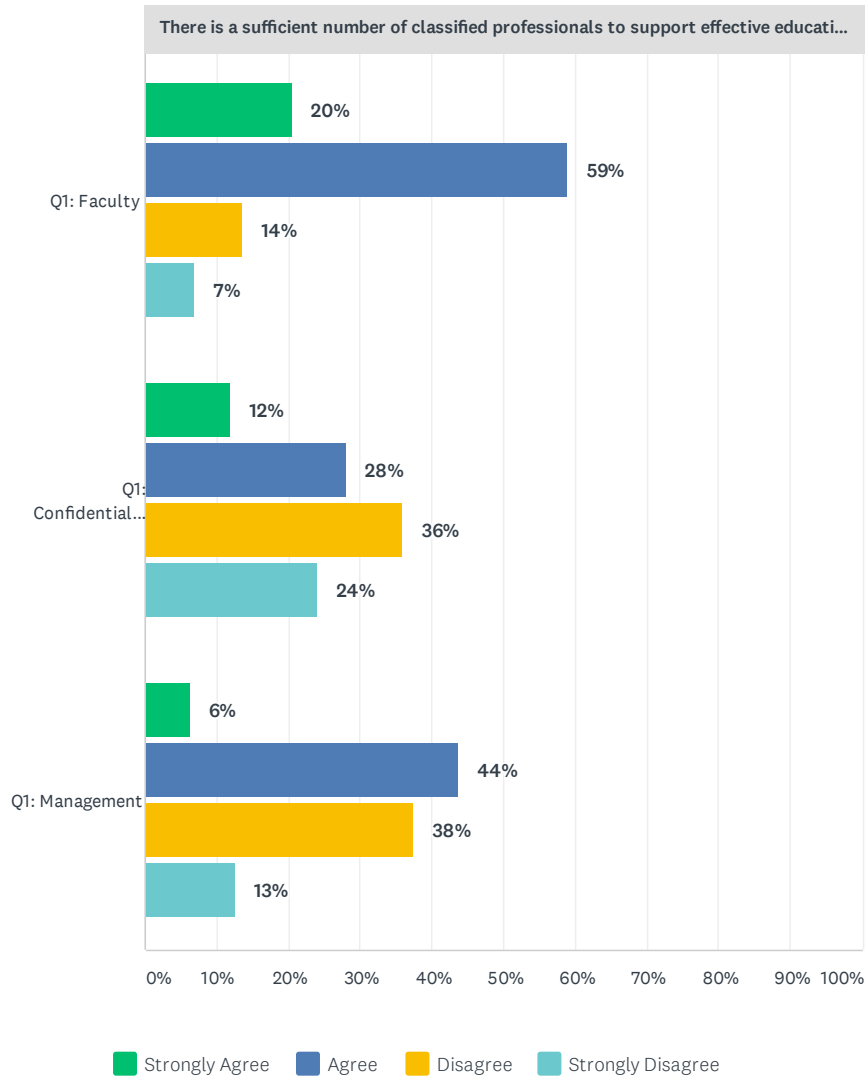
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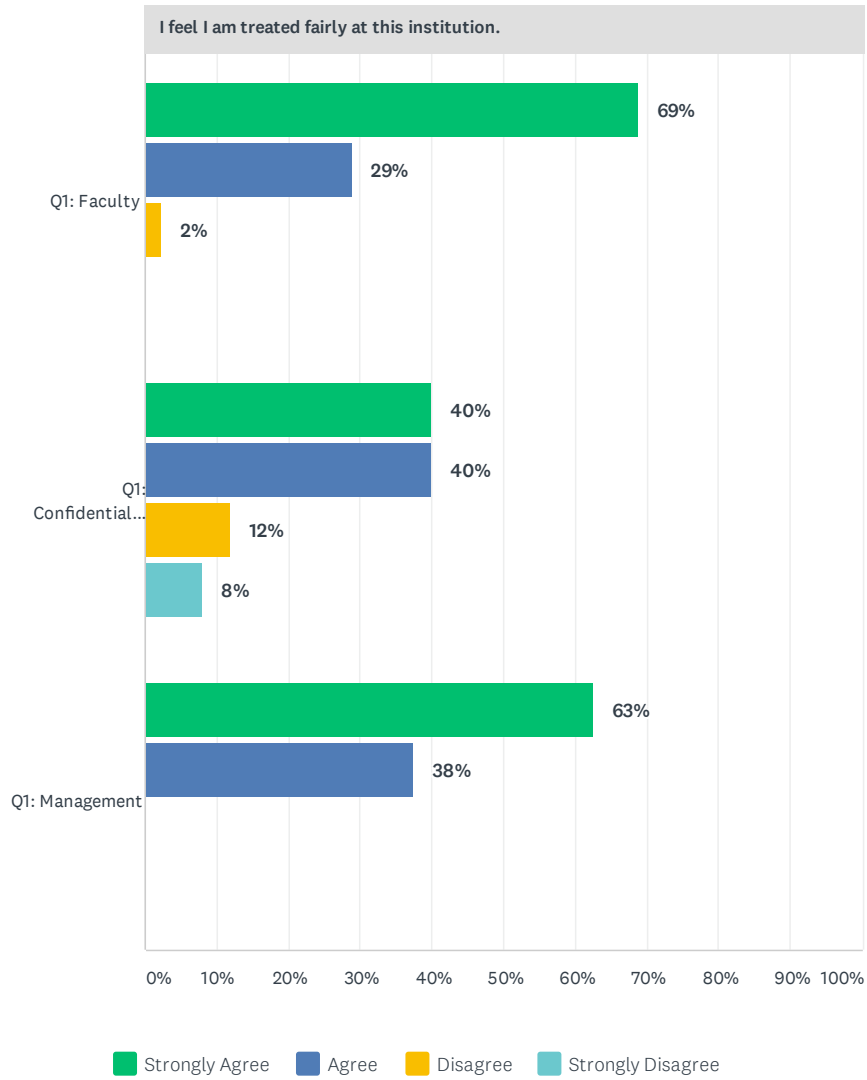
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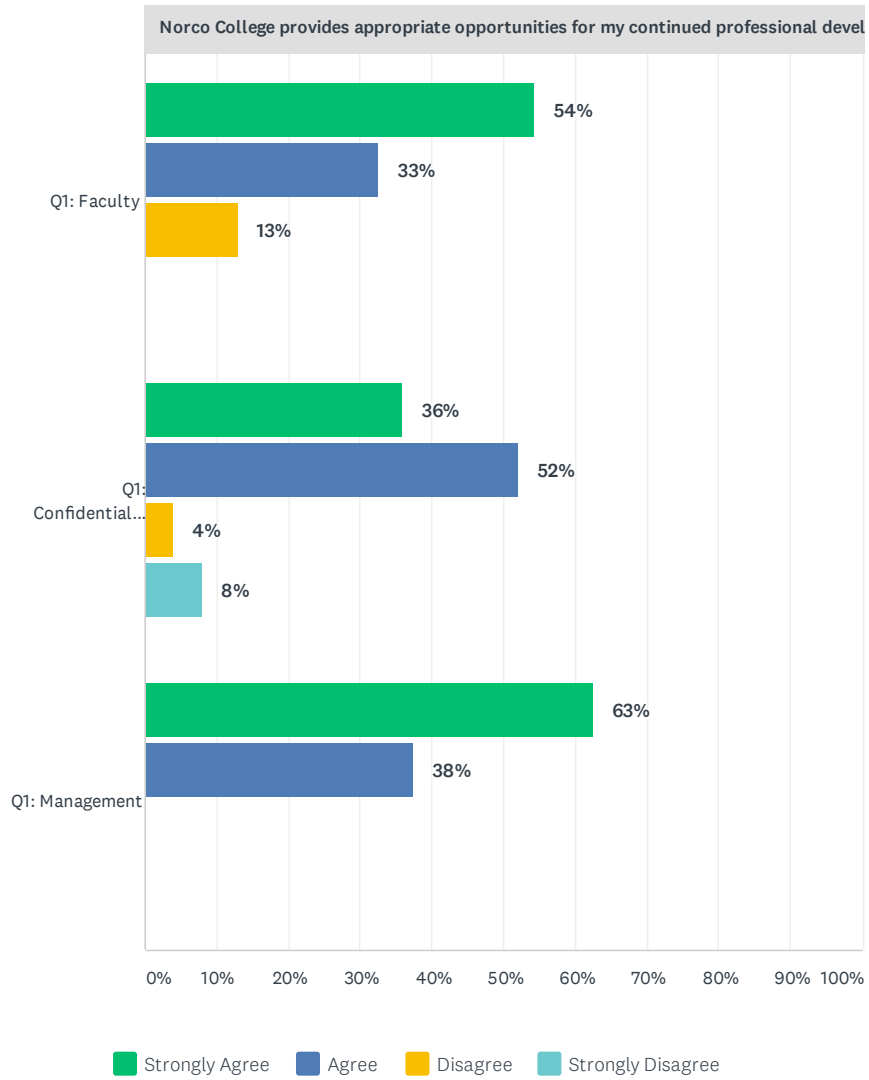
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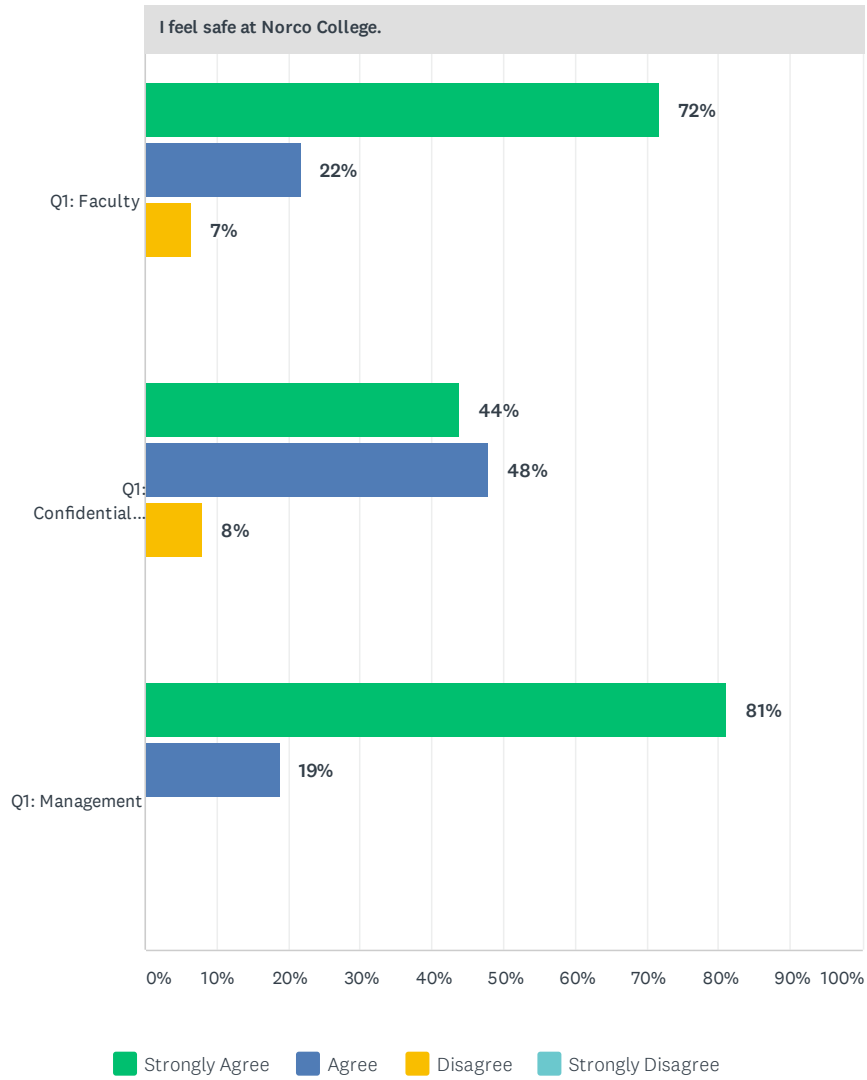
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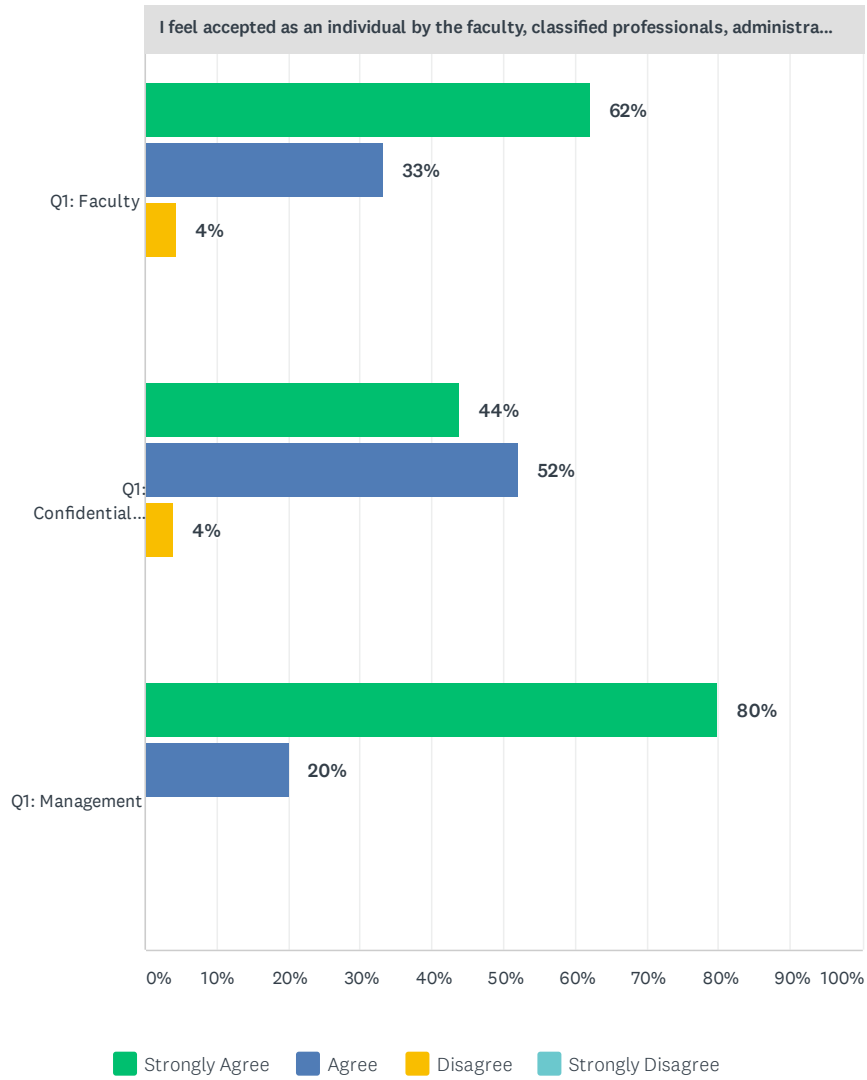
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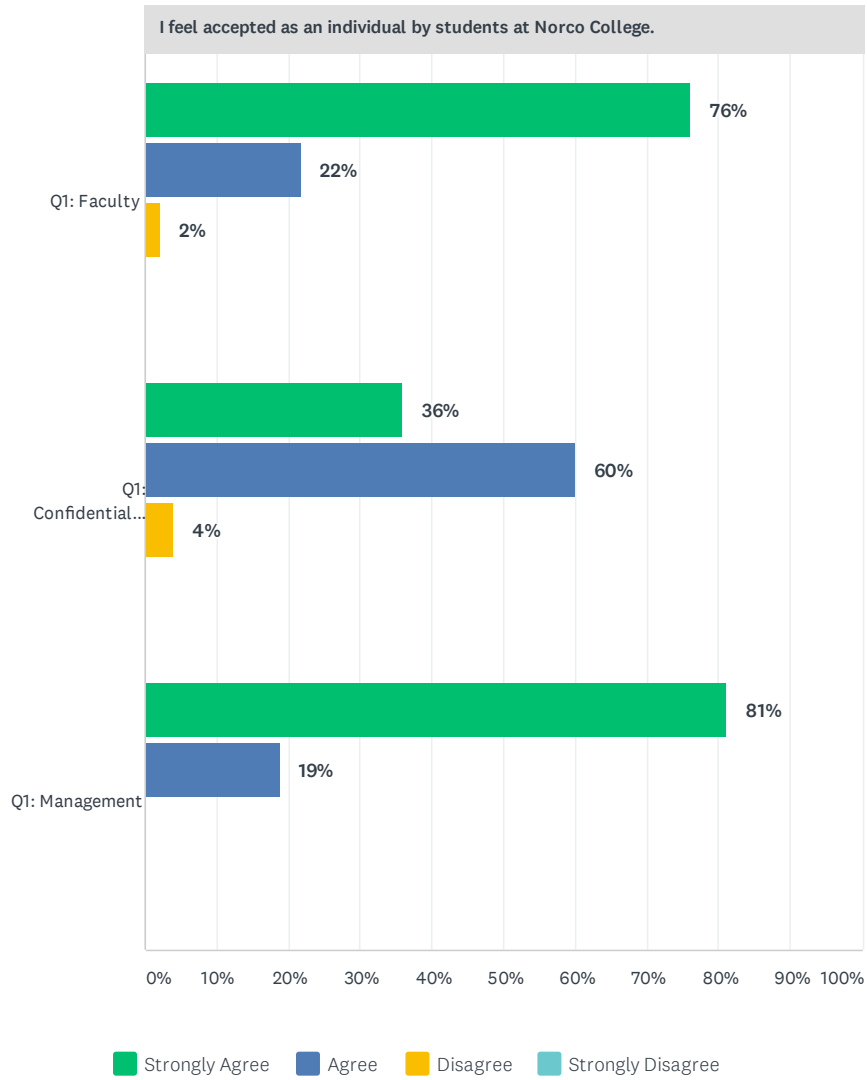
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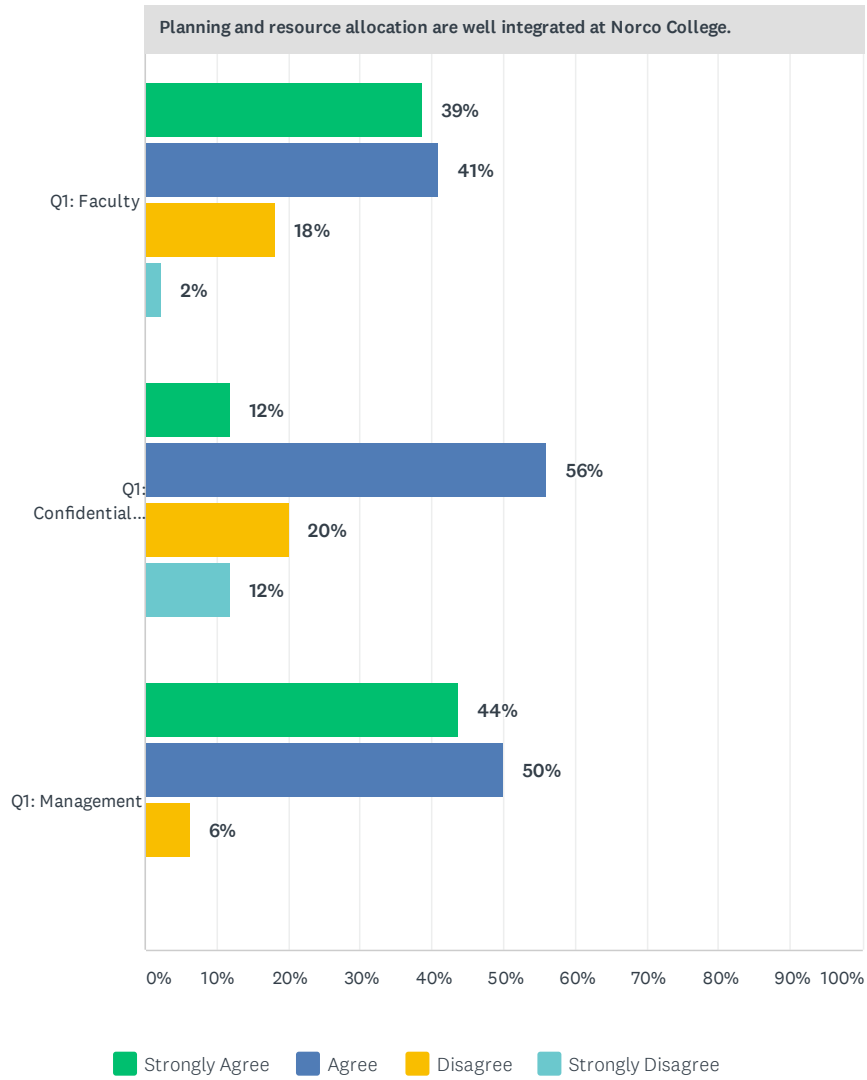
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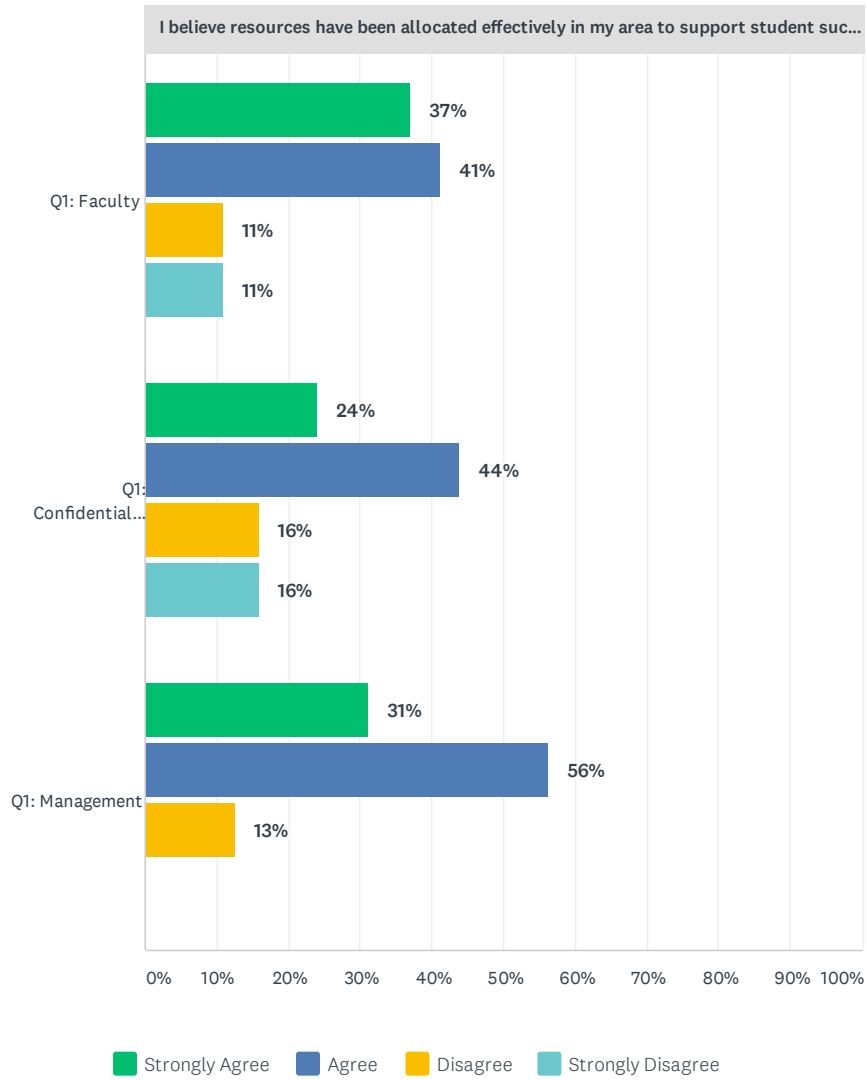
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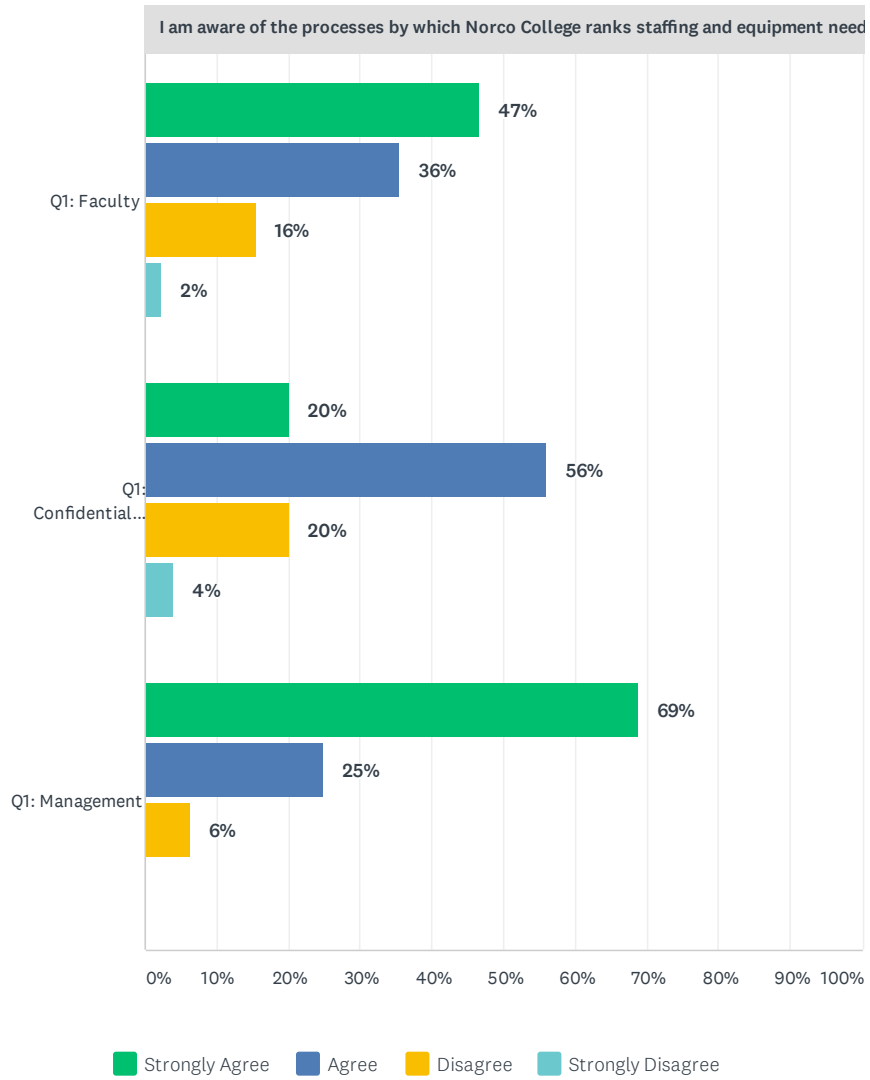
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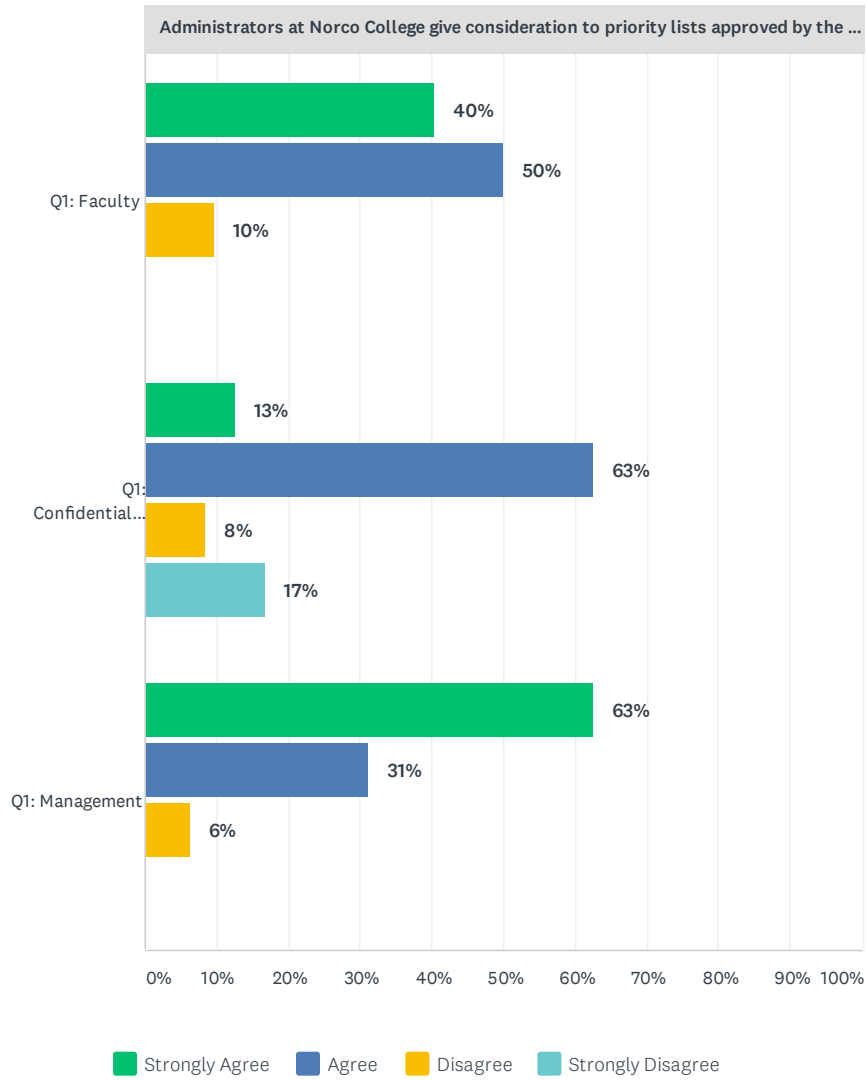
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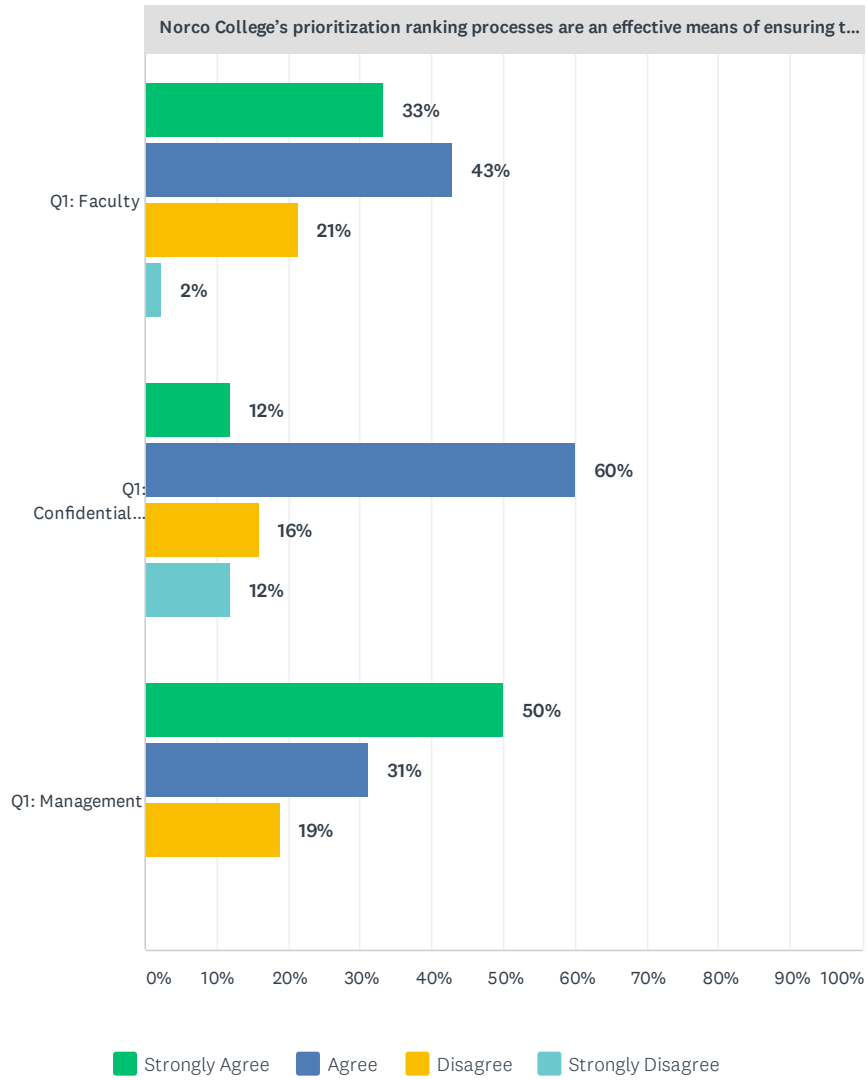
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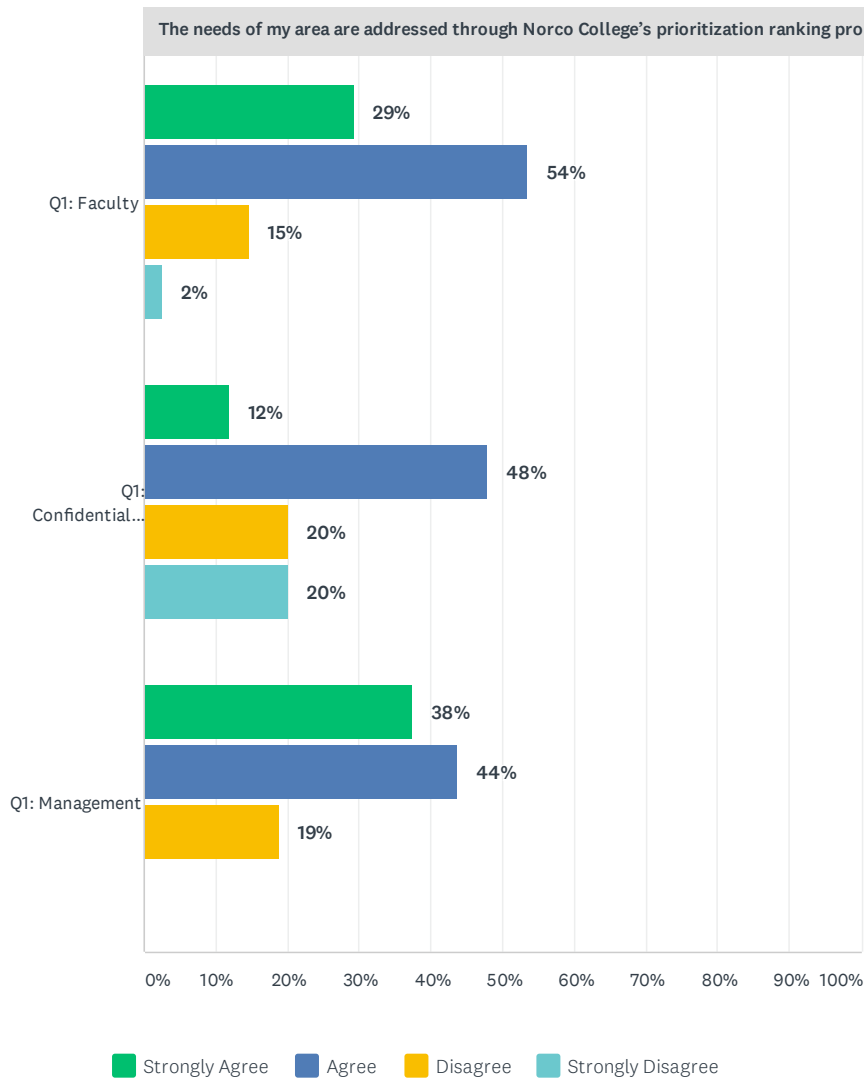
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I am familiar with the policies, procedures, and publications in my area.							
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE	
Q1: Faculty	49%	47%	2%	2%	53%		
	23	22	1	1	47	3.43	
Q1: Confidential/ Classified Professional	36%	60%	4%	0%	28%		
	9	15	1	0	25	3.32	
Q1: Management	88%	13%	0%	0%	18%		
	14	2	0	0	16	3.88	
The services/classes in my area have been aligned with student needs and/or program pathways.							
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE	
Q1: Faculty	61%	39%	0%	0%	52%		
	28	18	0	0	46	3.61	
Q1: Confidential/ Classified Professional	36%	56%	4%	4%	28%		
	9	14	1	1	25	3.24	
Q1: Management	71%	29%	0%	0%	16%		
	10	4	0	0	14	3.71	

Institutional Effectiveness and Planning Survey

I have observed newly-hired employees at the college, and they seem to be highly qualified for their jobs.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	60% 26	37% 16	2% 1	0% 0	49% 43	3.58
Q1: Confidential/ Classified Professional	16% 4	72% 18	12% 3	0% 0	28% 25	3.04
Q1: Management	63% 10	38% 6	0% 0	0% 0	18% 16	3.63
There is a sufficient number of administrators to provide effective leadership and services that support the institution's mission and purposes.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	53% 24	40% 18	2% 1	4% 2	51% 45	3.42
Q1: Confidential/ Classified Professional	44% 11	44% 11	8% 2	4% 1	28% 25	3.28
Q1: Management	25% 4	44% 7	31% 5	0% 0	18% 16	2.94
There is a sufficient number of full-time faculty to assure fulfillment of responsibilities essential to the quality of educational programs and services that support the institutional mission and purposes						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	16% 7	36% 16	33% 15	16% 7	51% 45	2.51
Q1: Confidential/ Classified Professional	16% 4	48% 12	24% 6	12% 3	28% 25	2.68
Q1: Management	13% 2	50% 8	38% 6	0% 0	18% 16	2.75
There is a sufficient number of classified professionals to support effective educational, technological, physical, and administrative operations of the institution.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	20% 9	59% 26	14% 6	7% 3	50% 44	2.93
Q1: Confidential/ Classified Professional	12% 3	28% 7	36% 9	24% 6	28% 25	2.28
Q1: Management	6% 1	44% 7	38% 6	13% 2	18% 16	2.44
I feel I am treated fairly at this institution.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	69% 31	29% 13	2% 1	0% 0	51% 45	3.67
Q1: Confidential/ Classified Professional	40% 10	40% 10	12% 3	8% 2	28% 25	3.12
Q1: Management	63% 10	38% 6	0% 0	0% 0	18% 16	3.63
Norco College provides appropriate opportunities for my continued professional development.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	54% 25	33% 15	13% 6	0% 0	52% 46	3.41
Q1: Confidential/ Classified Professional	36% 9	52% 13	4% 1	8% 2	28% 25	3.16
Q1: Management	63% 10	38% 6	0% 0	0% 0	18% 16	3.63

Institutional Effectiveness and Planning Survey

I feel safe at Norco College.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	72% 33	22% 10	7% 3	0% 0	52% 46	3.65
Q1: Confidential/ Classified Professional	44% 11	48% 12	8% 2	0% 0	28% 25	3.36
Q1: Management	81% 13	19% 3	0% 0	0% 0	18% 16	3.81
I feel accepted as an individual by the faculty, classified professionals, administrators and other employees at Norco College.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	62% 28	33% 15	4% 2	0% 0	51% 45	3.58
Q1: Confidential/ Classified Professional	44% 11	52% 13	4% 1	0% 0	28% 25	3.40
Q1: Management	80% 12	20% 3	0% 0	0% 0	17% 15	3.80
I feel accepted as an individual by students at Norco College.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	76% 35	22% 10	2% 1	0% 0	52% 46	3.74
Q1: Confidential/ Classified Professional	36% 9	60% 15	4% 1	0% 0	28% 25	3.32
Q1: Management	81% 13	19% 3	0% 0	0% 0	18% 16	3.81
Planning and resource allocation are well integrated at Norco College.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	39% 17	41% 18	18% 8	2% 1	50% 44	3.16
Q1: Confidential/ Classified Professional	12% 3	56% 14	20% 5	12% 3	28% 25	2.68
Q1: Management	44% 7	50% 8	6% 1	0% 0	18% 16	3.38
I believe resources have been allocated effectively in my area to support student success.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	37% 17	41% 19	11% 5	11% 5	52% 46	3.04
Q1: Confidential/ Classified Professional	24% 6	44% 11	16% 4	16% 4	28% 25	2.76
Q1: Management	31% 5	56% 9	13% 2	0% 0	18% 16	3.19
I am aware of the processes by which Norco College ranks staffing and equipment needs identified in program review.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	47% 21	36% 16	16% 7	2% 1	51% 45	3.27
Q1: Confidential/ Classified Professional	20% 5	56% 14	20% 5	4% 1	28% 25	2.92
Q1: Management	69% 11	25% 4	6% 1	0% 0	18% 16	3.63

Institutional Effectiveness and Planning Survey

Administrators at Norco College give consideration to priority lists approved by the planning councils in making resource allocation decisions.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	40% 17	50% 21	10% 4	0% 0	48% 42	3.31
Q1: Confidential/ Classified Professional	13% 3	63% 15	8% 2	17% 4	27% 24	2.71
Q1: Management	63% 10	31% 5	6% 1	0% 0	18% 16	3.56
Norco College's prioritization ranking processes are an effective means of ensuring that resource allocation decisions are based on documented needs identified in program reviews.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	33% 14	43% 18	21% 9	2% 1	48% 42	3.07
Q1: Confidential/ Classified Professional	12% 3	60% 15	16% 4	12% 3	28% 25	2.72
Q1: Management	50% 8	31% 5	19% 3	0% 0	18% 16	3.31
The needs of my area are addressed through Norco College's prioritization ranking processes.						
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Q1: Faculty	29% 12	54% 22	15% 6	2% 1	47% 41	3.10
Q1: Confidential/ Classified Professional	12% 3	48% 12	20% 5	20% 5	28% 25	2.52
Q1: Management	38% 6	44% 7	19% 3	0% 0	18% 16	3.19

EXTERNAL RESOURCE DEVELOPMENT ACTIVITY REPORT-AS OF APRIL 30, 2021

NEW AWARDS

Funding Opportunity	Type (A-allocation) (C-Competitive)	Date Awarded	Strategic Initiative/ EMP Goal Alignment	Total Award	Grant Manager	Notes	Start Date	End Date
California Community College Chancellor's Office-Financial Aid Technology Fund	A	7/27/20	Goal 3	\$34,154	Maria Gonzalez	Funds must be used to improve financial aid processes and management systems to better serve students seeking financial aid.	7/1/20	6/30/21
California College Pathways Fund	C	7/30/20	Goals 3, 12	\$50,000	Daniela McCarson	Went to Grants Committee as an action item on 3/11, but quorum was not reached; Dr. Green approved on 3/11/20	9/1/20	6/30/21
Federal Department of Education-TRIO - Student Support Services Classic (Regular) - Renewal	C	8/5/20	Goals 3, 12	\$1,375,525	Hortencia Cuevas,	Program will provide transfer preparation services to a minimum of 160 low-income, first-generation students each year.	9/1/20	8/30/25
Federal Department of Education-TRIO - Student Support Services (Disabled Students) - Renewal	C	8/5/20	Goals 3, 12	\$1,309,440	Hortencia Cuevas,	Program will provide transfer preparation services to a minimum of 100 low-income, first generation students with disabilities, each year.	9/1/20	8/30/25
Federal Department of Education-TRIO - STEM Student Support Services - New Grant	C	8/5/20	Goals 3, 12	\$1,309,440	Hortencia Cuevas	Program will provide transfer preparation services to a minimum of 120 low-income, first-generation STEM students each year for five years	9/1/20	8/30/25
California Community College Chancellor's Office-COVID19 Response Block Grant	A	8/3/20	Goals 1, 2, 7	\$811,397	TBD	The funds are to be used on activities that directly support student learning, continuity of education, and mitigate learning loss related to COVID-19. In addition, the Legislature intended for these funds to be used as follows: Emergency Financial Assistance (\$710,674); CalFresh Outreach (\$14,814); and Student Recruitment & Outreach (\$85,909).	7/1/20	6/30/21
California Community College Chancellor's Office-California College Promise Program	A	7/3/20	Goals 2, 3	\$509,132	Maureen Sinclair	Colleges may use the funds to waive some or all of the tuition fees for first-time, full-time students for their first and or second years. Colleges may also use their Promise allocation for other forms of direct or indirect aid to students as long as such usage is aligned with the California College Promise goals .	7/1/20	6/30/21

**AWARD
AMOUNT
UPDATED**

California Community College Chancellor's Office-Veterans Resource Center Fund	A	8/3/20	Goals 2, 3, & 6	\$17,699	Mark DeAsis	Allocation under this program may only be used toward meeting, or making progress toward meeting, the minimum standards associated with high-functioning Veterans Resource Centers. established by the Chancellor's Office.	7/1/20	6/30/21
California Community College Chancellor's Office-NextUp (CAFYES) Program	A	8/19/20	Goals 2 & 3	\$290,812	Daniela McCarson	Colleges may use funds to support the educational needs of current or former foster youth. Services must either supplement and/or be considered above and beyond what is not provided by EOPS or existing support programs.	7/1/20	6/30/21
California Community College Chancellor's Office Disaster Relief Emergency Financial Aid Fund	A	10/2/20	Goal 2	\$81,159	Maria Gonzalez	This allocation is intended to provide emergency financial aid for Dreamers who demonstrate financial need, are exempt from paying nonresident tuition, and have completed the California Dream Act Application, California College Promise Grant, or applied for financial aid by other means established by the college.	10/1/20	1/131/21
Umoja Community Education Foundation	C	10/6/20	Goal 2	\$11,000	Tenisha James	Funds will be used to hire students assistants, purchase supplies and materials, travel, and events to support the Umoja Program	9/1/20	1/31/21
California Community College Chancellor's Report Streamlining Pilot Project	C	10/8/20	Goal 8	\$200,000	Kevin Fleming	To support the integration and reporting activities, including training on the pilot project and on-going support from the Fisher Foundation Project Team.	11/1/20	6/30/21
Southern CA Edison-STEM Programming & Student Support	C	10/21/20	Goals 2 & 7	\$10,000	Jason Parks	Funds may be used to advance the following major goals: 1.) Create awareness of STEM related fields among younger students and populations underrepresented in the field; 2) Provide academic support for current students to ensure their successful completion; and 3) Provide work-based learning and hands-on opportunities for current and potential STEM students to work on projects related to their field.	11/20/20	6/30/21
California Community College Chancellor's Office-Incentive Fund Local Share Strong Workforce Program	A	10/30/20	Goal 7	\$130,370	Interim Dean, CTE	This is an incentive funding allocation for the 2020-20201 Strong Workforce Program.	7/1/20	6/30/21

California Community College Chancellor's Office	N/A	11/10/20	Goal 7	\$5,000	Mark Hartley	Following Chancellor Eloy Ortiz Oakley's virtual visit to Norco College on November 10, he committed \$5,000 towards the Hunger Free Campus Program.	N/A	N/A
Riverside Community College Foundation- President's Giving Week	N/A	11/1/20	Goal 7	\$31,175	Mark Hartley	Funds raised during the President's Giving Week are for the Emergency Fund to assist students in need of help with books, tuition, transportation, food vouchers, hotel vouchers, scholarships, and other basic needs.	N/A	N/A
The Foundation for California Community Colleges-Finish Line Scholars Program Emergency Fund-2020-2021	C	11/30/20	Goal 7	\$150,000	Maria Gonzalez Gustavo Ocegueda	Finish Line funding for academic year 2020-2021 will allow colleges to use funds for emergency financial aid to students facing unexpected financial hardships. Emergency aid is intended to be flexible to help individual students overcome short-term financial barriers that may prevent them from beginning or staying enrolled in community college.	1/1/21	6/30/21
Early Education Investment Collaborative/ CSU Sacramento UP-LIFT Program	C	12/1/20	Goal 7	\$125,000	Sarah Burnett Gustavo Ocegueda	Dr. Sarah Burnett will engage in activities with other project partners, CSU pilot sites, EdQ, the California Alignment Project and other Community Colleges in the development of resources and the identification of future practices in ECE. These will include alignment between the ECE Associate Degree for Transfer (ECE ADT).	2/1/21	1/30/24
California Community College Chancellor's Office-Middle College High School	A	2/1/21	Goal 1	\$315,000	Maureen Sinclair	This funding is intended to support our existing middle college high school program for a three-year period, starting with the 2020-2021 academic year. Colleges are required to institutionalize their MCHS program thereafter. Selected colleges will receive an estimated award of \$100,000 annually over a three-year period. The grant will be used to support existing services as JFK.	7/1/20	6/30/23

California Community College Chancellor's Office Veterans Resource Centers Allocation	A	2/26/21	Goal 1	\$68,897	Mark DeAsis	Annual allocation of funds under this program may only be used toward meeting, or making progress toward meeting, the minimum standards associated with high-functioning Veterans Resource Centers established by the Chancellor's Office. Funds may not be used to supplant existing funds currently used to provide veterans services including personnel and/or services supported by general funds, categorical funds or other current sources.		
American Association of Community Colleges-Ensuring Transfer Initiative	C	3/1/21	Goals 1 & 2	TBD	Tenisha James & John Moore	The Ensuring Transfer Initiative (ETI) training grant is designed to help colleges scale up Guided Pathways by increasing transfer rates for African American, Hispanic, adult, and first-generation learners. RCC and NC agreed to participate and MVC contracted a consultant to write the grant on the district's behalf. CSU San Bernardino and UC Riverside also agreed to participate as a partner.		
California Community College Chancellor's Office Solano College	C	3/8/21	Goal 5	\$8,500	Ashley Etchison Gustavo Ocegüera	The CADENCE grant project involves placing two student interns and one faculty extern at California defense manufacturing community consortium firms. Project duration is one year.	7/1/20	6/30/23
The Foundation for California Community Colleges-Finish Line Scholars Program Emergency Fund-2021-2022	C	4/19/21	Goal 7	\$150,000	Maria Gonzalez Gustavo Ocegüera	Finish Line funding for academic year 2021-2022 will allow colleges to use funds for emergency financial aid to students facing unexpected financial hardships. Emergency aid is intended to be flexible to help individual students overcome short-term financial barriers that may prevent them from beginning or staying enrolled in community college.	7/1/21	6/30/22
Total Awarded				\$6,993,700				
PENDING SUBMISSIONS								

NEW
AWARD

Funding Opportunity	Type	Date Submitted	Strategic Initiative/ EMP Goal Alignment	Total Requested	Proposal Development Lead(s)	Notes
NSF Improving Undergraduate STEM Education HSI Program	C	2/10/21	Goals 2, 3, 4 & 12	\$199,978	Norma Hernandez, Gustavo Ocegüera	Dr. Green approved on 6/16/20; \$400,000 over 2 years; Focus is to develop culturally relevant pedagogy in math courses
National Science Foundation-Data Science Corps	C	2/10/21	Goal 2, 6	\$36,974	District Grants Office	This RCCD grant is a collaborative between the district, the colleges, UCR, and CSU San Bernardino, and San Bernardino Valley College. This goal of this proposal is to develop a pathways for community college students to prepare for Data Science programs offered by UCR and CSUSB. Each college will receive funding for a faculty member to coordinate curriculum development and/or alignment to facilitate the transfer process to UCR/CSUSB Data Science Programs.
Bank of America	C	3/16/21	Goal 1	\$15,000	RCCD Foundation Kevin Fleming	The Foundation submitted a request to Bank of America on NC's behalf for funding to support outreach efforts for CTE Programs.
Department of Labor-Pathway Home Program/ Partnership with Reaching New Heights Foundation (RNHF)	C	3/16/21	Goal 1, 6	\$307,036	Gustavo Ocegüera	The goal of the Department of Labor's Pathway Home Program is to reduce recidivism by linking participants to the workforce system early and then immediately upon reentry into the community. RNHF's grant proposes to provide such services, especially to incarcerated veterans. Norco College agreed to partner with RNHF in its efforts by providing comprehensive, wrap-around, onboarding services for program participants interested in pursuing postsecondary educational programs. If funded, NC will receive funding to hire a full time Student Success Coach to provide these services as part of the grant.
NSF S-STEM Scholarships Program	C	4/7/21	Goals 2, 6	\$1,499,722	Gustavo Ocegüera Jason Parks District Grants Office	The purpose of the NSF S-STEM Program is to increase the number of Hispanics and other low-income students attaining degrees in STEM fields; (2) to develop model transfer and articulation agreements between two-year and four-year institutions in STEM fields; (3) offer summer internships or research opportunities in STEM; and (4) offer students scholarships to facilitate full-time enrollment and maximum persistence and transfer rate. Maximum award is anticipated to be \$250,00 per year for six years).
Total Pending				\$2,058,710		

NEW

APPLICATIONS IN PROGRESS						
Funding Opportunity	Type	Due Date	Strategic Initiative/ EMP Goal Alignment	Maximum Award	Proposal Development Lead(s)	Notes
ECMC Foundation Grant- Guided Pathways	C	TBD	Goal 2	\$500,000	RCCD Foundation Tenisha James Melissa Bader	This is a new funding opportunity from the ECMC Foundation in support of Guided Pathways.. This is a \$500,000 opportunity to help with our district-wide Guided Pathways implementation efforts over the next 2-3 years. Conversations are underway to determine which pillar(s) and activities the proposal will focus on.
Department of Education, HSI STEM, Part F (individual grant)	C	TBD	Goals 2 & 6	\$3,750,000	Jason Parks Gustavo Ocegueda STEM Faculty District Grants Office	The purpose of the Hispanic-Serving Institutions STEM and Articulation Program is to: (1) increase the number of Hispanics and other low-income students attaining degrees in STEM fields; and (2) to develop model transfer and articulation agreements between two-year and four-year institutions in STEM fields. Maximum award is anticipated to be \$750,000 per year for five years)
National Science Foundation Advanced Technological Education Program	C	10/1/21	Goals 2 & 6	\$1,600,000	Valorie Piper Gustavo Ocegueda District Grants Office	Discussions are underway about revising the unsuccessful proposal that was submitted in September, 2020 for submission in October, 2021.
Total In Progress				\$5,850,000		
UNSUCCESSFUL APPLICATIONS/ NOT INVITED TO APPLY /DID NOT APPLY						
National Science Foundation Advanced Technological Education Program	C	9/30/2020	Goal 1	\$1,647,267	Valorie Piper Gustavo Ocegueda District Grants Office	Dr. Green approved on 6/16/20; \$1.65M over 3 years for our National Center to transition to a Resource Center

National Science Foundation Advanced Technological Education Program	C	9/30/2020	Goal 1	\$1,370,963	Valorie Piper District Grants Office	This is a collaborative proposal with the University of Louisville to develop the Manufacturing for the Future (M4F) Program.
Federal Department of Education- Centers of Excellence for Veterans Student Success Program	C	11/4/2020	Goals 1 & 2	\$450,000	Mark DeAsis Kaneesha Tarrant	Application was approved by Grants Committee on 10-14-20. This 3-year grant will provide funding to hire a full time enrollment services assistant and a part-time educational advisor to support the implementation of the Military Articulation Platform. The grant will also provide funds for materials, supplies, and professional development for the Veteran Center's personnel.
California Workforce Development Board High Roads Training Program	C	11/16/20	Goal 7	\$500,000- \$1,000,000	RCCD Grants Office Riverside City College	NC and MCV joined RCC in an initiative with regional partners to grow a sustainable partnership focused upon the electrification of the transportation industry in the Inland Empire. RCC agreed to apply as the lead institution and the district would have acted as the fiscal agent. RCCD would have facilitated discussions to enable its three colleges to take a proactive response to the evolving/growing industry-specific educational/training needs (both new employees and retraining of the existing workforce) that emerge from this growing partnership as more employers are attracted to the region. RCC was not able to submit the application on time because they were unable to secure a letter of commitment from an industry partner representing workers.
Institute of Museum and Library Services CARES Act Grant	C	9/24/20	Goals 3, 11 & 12	\$477,779	Damon Nance, Colleen Molko, Vivian Harris, Miguel Castro	A total of 1,701 applications were submitted and only 68 applicants were selected for an award.
Michelson 20MM Foundation- Spark Grant	C	8/3/20	Goals 3, 6 & 12	\$24,930	Jessica Cobb	Letter of Intent was submitted on August 3 but we were not invited to submit a full proposal.

Federal Economic Development Agency- Public Works and Economic Adjustment Assistance Program (CARES Funding)	C	N/A	Goals 5, 6, 7 & 12	\$3,000,000	Kevin Fleming, Colleen Molko, Jason Parks, Debra Mustain RCCD Grants Office	Dr. Green approved on 5/21/20. Grant will leverage \$1.5M in state funding from Cervantes Office for capital improvement and programming costs. To purchase vacant building adjacent to the existing Norco College Workforce Center; the full proposal would be \$3 million; funding requires a 1:1 match; we would use Cervantes \$1.5 million State funds for match; this is a reimbursable grant; The NAVSEA NavalX project would be a programmatic element that could support the tenant improvements and possibly longer term sustainability in that space. (Did not apply)
U.S. Department of Labor-ETA Strengthening Community Colleges Training Grant Program	C	10/8/20	Goals 2 & 5	\$5,000,000	District Grants Office Office of Economic and WF Development Deans of Grants	The initial intent was for all three colleges to apply under the consortium option (3 or more partners) to develop a Commercial Driver License Program linked to entrepreneurship certificate as well as emerging automotive /mechanic program for diesel and electric vehicles. After multiple planning meetings, RCC decided not to participate and we were unsuccessful in securing a third partner. Therefore, it was decided that MVC was better positioned to pursue the grant as an individual college, not a consortium.
Federal Department of Education Child Care Access Means Parents in School (CCAMPIS)	C	9/8/2020	Goal 2	\$370,988	Sarah Burnett Debra Mustain District Grants Office	Dr. Green approved on 8/31/20. \$378,988 over 4 years. The CCAMPIS Program provides funding for child care for low-income college students through the provision of campus-based childcare services. The college would issue vouchers to qualified students for use at a provider or facilities licensed by the state. In consultation with ECE Faculty, the College decided not to pursue this opportunity primarily because the scope was much larger than originally anticipated and there weren't insufficient funds to hire the necessary personnel to implement grant effectively. (Did not apply)

2030 Educational Master Plan Goals

Goal 1: (Access) Expand college access by doubling current headcount and FTES

Goal 2: (Success) Implement Guided Pathways

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 and sustain collaborative partnerships

Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs

Goal 8: (Effectiveness, Planning and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college

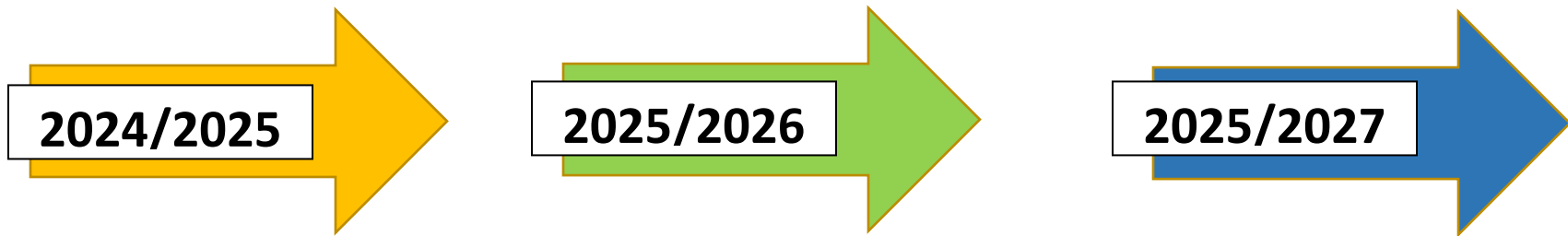
Goal 9: (Workplace) Expand workforce to support comprehensive college and develop/sustain an excellent workplace culture

Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life and the arts

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

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

3-Year Planning Timeline for Grants



Develop our internal grants process.	Launch our processes & present new methods to the Resource Council and Planning Chairs.	Evaluate the effectiveness of the new processes.
Research marketing ideas	Create Marketing Material & start distributing it.	Continue to distribute at events.
Seek funding with 3+ years with IDC & generate IDC.	Seek funding with 3+ years with IDC & generate IDC.	Seek funding with 3+ years with IDC & generate IDC.
Collaborate with Academic Affairs to develop a Grants Development & Management Section on our website (processes, search engines, etc.).	Launch the website. The Director of Grants will work closely with Academic Affairs to maintain the website.	Highlight new faculty on our website & Social Media.
Develop the criteria for each award.	Campus Community dominates faculty & staff. The College President and Vice President recognize them at an award ceremony.	Offer a Recognition Dinner & Award Ceremony: a). Most Distinguished Community Partners b). Student award for most involvement in the community. c). Distinguish Research Award d). Innovation & Leadership Award e). Staff Award
Develop a template for a newsletter on grants (upcoming grants, highlighting new funding opportunities).	Dean's share newsletter with faculty.	Faculty + Staff who received the recognition award get invited to present at Flex Day & get highlighted in a newsletter.
Identify campus representatives to serve on "The Grants Task Force."	Finalize the Grants Task Force. Start our first meeting in the Fall (ideas on increasing our indirect + internal grant competitions).	Implement new ideas.
Promote our services to Academic Planning Chairs in the Fall & Spring.	Promote our services to Academic Planning Chairs in the Fall & Spring.	Continue to promote our services.
The Director of Grants will work with RCCD on grant opportunities.	The Director of Grants will work with RCCD on grant opportunities	The Director of Grants will work with RCCD on grant opportunities
The Director of Grants will develop a list of grant funds that align with EMP goals (federal, state, & philanthropic).	Assess this list yearly.	Assess this list yearly.
Attend professional development to continue to develop on-campus and off-campus connections.	Attend professional development to continue to develop on-campus and off-campus connections.	Attend professional development to continue to develop on-campus and off-campus connections.

*Metrics to measure the increase of indirect cost rate number of grants submitted with indirects.

*Work with Budget Services to