



DRAFT

RESOURCES COUNCIL
Thursday, November 21, 2024

12:50pm-1:50pm

OC116 and Zoom

Meeting ID: 827 0937 8894

Pass Code: 059214

MINUTES

Council Members Present: Michael Collins (Admin co-chair), Esmeralda Abejar, Kimberly Bell, Travonne Bell, Karina Gigliotti, Azadeh Iglesias (CPRO co-chair), Dan Lambros, Sgt. David Purser, Edwin Romero, Marianne Stefanous, Haroun Ahmad (ASNC Student Rep)

Absent: Virgil Lee

Guests: Lorena Rositas, Lisa Myers, Cheryl Cox, Ray Vasquez, Patricia Avila, Bill Manges, Julio Cuz, Gabby Cortez, Amy Blandford

Subject to Brown Act: No

Quorum: 50% + 1

1. Call to Order: 12:50pm

1.1 Public Comments

- None

2. Action Items

2.1 Approval of Meeting Agenda

- M/S/C: K. Bell/T. Bell
- *Abstentions:* 0
- *Amendments:* None

2.2 Approval of Meeting Minutes: October 24, 2024

- M/S/C: Iglesias/K. Bell
- *Abstentions:* 0
- *Amendments:* None

3. Discussion Items

3.1 None

4. Information Items

4.1 Grants Report (Karina Gigliotti)

- The October 30, 2024 grants and external resource development activity report was reviewed by the council.
- Four current pending submissions were highlighted.
- Applications in progress are approximately estimated at \$9.5 million dollars.
- Questions/Comments:
 - The Resources Council is focusing on facilities, personnel, and the necessary resources to align with funding requirements, which may include specific types of spaces....it was asked what the potential need is for physical resources such as offices, etc. There is a potential need for an office for a new director position, should it be awarded.

- Regarding specific institutionalizing of personnel needed for the pending grants, Dr. Gigliotti will conduct further research and report back to the committee.
- It was suggested that future reports include these types of items: space and resources, which are integral to the awarding of various grants. A flowchart detailing the grant submission process will be provided to the council in the future to ensure that resources are sufficiently identified when applying for grants.
- TSS representative emphasized the importance of including the District Information Technology requests/needs in the grant awarding process as well.
- The Grants Advisory Committee continues to function as an ad-hoc group, but there was a request to clarify their process in requesting new grants and implementing awarded grants.

4.2 Draft 2025-2030 SPGM: Strategic Planning & Governance Manual Review [SPGM 2025-2030](#)

- Current draft was sent to councilmembers for review prior to meeting.
- Everyone is welcome and encouraged to provide input before December 20 (Per email from Dr. James sent to Nor-All on November 4).
- The SPGM is continuing the reaffirmation of college core mission, commitments, and initiatives.
- The document has streamlined goals and objectives.
- After comment period concludes, the revised document will be re-shared with the college community for final approval.

4.3 College Reorganization Presentation

- Keeping alignment with college mission
- Key points: holistic student support, academic counseling & career development, career academic, career academic pathway schools, CAP hour, continued equity integration & programming.
- Divisional strategic focus:
 - Vice President, Academic Affairs
 - Academic Programming & Enrollment Management
 - Vice President, Planning & Development
 - Equity & Institutional Effectiveness
 - Vice President, Student Services
 - Scaling Comprehensive Student Support & Access
 - Vice President, Business Services
 - Physical & Fiscal Resources Management
- Department shift:
 - Dean, Special Funded Programs
 - From Student Services to Planning & Development
 - Dean, Technology & Learning Resources
 - From Academic Affairs to Student Services
- Program Shift:
 - Athletics: From Dean, Student Life to Dean of Instruction
 - MESA: From Dean of Instruction to Dean of Equity, Inclusion, & Engagement
 - TRiO (SSS): From Dean, Equity to Dean, Special Funded Programs
 - TRiO (UB): From Dean, Enrollment to Dean, Special Funded Programs
 - Disability Resource Center (DRC): From Dean, Special Funded Programs to Dean, Student Services

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 - Athletics: From Dean, Student Life to Dean of Instruction
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 - TRiO (SSS): From Dean, Equity to Dean, Special Funded Programs
 - TRiO (UB): From Dean, Enrollment to Dean, Special Funded Programs
 - Disability Resource Center (DRC): From Dean, Special Funded Programs to Dean, Student Services
- New Program Alignment:
 - College Corps: Dean, Student Life
 - Title V: Dean, Students Services
- Timeline:
 - October 2024
 - Divisional Administration Meetings (Completed)
 - November 2024
 - Bargaining Units & Academic Senate Standing Meetings (Nov 7-12)
 - Management Meeting (Nov 13)
 - Academic Senate Meeting – Informational Item (Nov 18)
 - Leadership Council Meetings – Informational Item (Nov 21)
 - December 2024
 - College Council – Informational Item (Dec 5)
 - January 2025
 - Tentative Implementation Date: January 2
- Renewed commitment and focus on student success, equity, and access
- Questions/Comments:
 - It has been observed that this structure does not align across the overall RCCD framework; however, Norco College is structuring its autonomy to better meet student needs.
 - There are concerns regarding the lack of a requirement to solicit feedback, as the current approach is top-down, which is not the traditional method historically used at Norco, which sets us apart.
 - Discussions about equity have highlighted that the Disability Resource Center (DRC) should be aligned with other equity initiatives and might be better served under Special Funded Programs vs. Dean of Student Services.
 - It is surprising that the Veterans (VRC) have not been included in this realignment, raising concerns about their representation.
 - When the topic of why faculty feedback was not sought, a clarification was made that the Senate's inability to influence the 10+1 framework has limited their capacity to provide feedback, leading a faculty member to express concerns as both a college employee and a counselor in specific areas.
 - It is confirmed that there should be no physical relocations; this is merely a realignment in reporting structures. While some new positions may be created, others will be replacement positions with new titles.
 - The Title V grant, which is a Hispanic-Serving Institution (HSI) grant, is not categorized under equity. It is proposed to fall under the Dean of Student Services, similar to MESA, which serves the same student demographic.

5. Good of the Order

- Travonne Bell reported that next week facilities will be restriping, crack sealing, and resurfacing parking lots B, D, and STEM/VRC. A campus-wide notice will be sent out advising everyone to park in Lot A. Additionally, the Dean of Student Life will reach out to RTA regarding any bus stop impacts.

- The underground water leak affecting some buildings on campus (NOC, CRC, SSV) is still being addressed. The effected heating issues are expected to be restored in approximately 1-2 weeks.
- The solar project is currently on hold pending soil sample testing. Work will continue as permitted.
- AV charging stations are still on track to begin installation sometime in Spring 2025.
- The Sustainability Committee will convene on December 6 to discuss various projects such as safety glove initiatives, waste management programs, etc.
- The Library/LRC is scheduled to have a replacement water valve installed early next week, which will require a temporary water shutdown from approximately 6 AM to 8 AM. A notice will be sent out by facilities.
- The outlook for a potential bond passage appears favorable, covering projects such as the Center for Performance & Kinesiology, the underground utility project, Parkridge & Main property escrow closing, and chiller replacement projects.
- Space utilization continues to be monitored to ensure maximum efficiency, which will aid in securing future state funding for various projects.

6. Adjournment: 1:35pm

Fall 2024 and Spring 2025 Meeting Dates:

*Sept 26 *Oct 24 *Nov 21 (Note: Moved up 1 week due to holiday)
*Feb 27 *Mar 27 *Apr 24 *May 22

2024-2025 GRANTS AND EXTERNAL RESOURCE DEVELOPMENT ACTIVITY REPORT

October 30 - 2024

NEW AWARDS

Funding Opportunity	Date Awarded	Total	Director, Manager or Principal Investigator	Title	Project Description	Start/End Dates
NASA Community College Aerospace Scholars-NASA	10/30/2023	\$25,000	Jessiah Ruiz	NASA	The NASA MUREP grant is driving this program and provides the funding to the University of California, San Diego (UCSD) and Norco College would be a suawardee. UCSD Disseminates this funding to the community colleges with an initial seed money of \$25,000 to our campus for the first year and an additional \$12,500 each additional year afterward. Our campus would be the 10th Communiyt college to collaborate with UCSD. Students who successfully advance from Mission 1 and Mission 2 with successful scores progress to Mission 3-the on-campus competition. For Mission 3 event, we will need 40 students; NASA will send five scientists and engineers to oversee and judge a four or 5-day competition on our campus.	Spring 2024- Spring 2025
Finish Line Scholars 2024-2025	10/19/2023	\$150,000	Dr. Maria Gonzalez Dr. Kaneesha Tarrant	Finish Line Scholars 2024-2025	The Finish Line Scholars supports scholarships and emergency financial aid. The scholarships are intended to help students go all-in to reach the finish line of their educational goal. Our grant request aligns with the college's 2022-2025 Student Equity Plan; our commitment is to dismantle institutional barriers and close equity gaps primarily for historically minoritized student populations. We plan to serve 160 students with an award amount ranging from \$300-\$1,500. Students will be identified so we can tailor their support by collaborating with other programs such as EOPs, CalWORKS, Foster Youth, UMOJA, Veterans, TRIO, SSS, Puented, and Men of Color. In addition, this grant plans to incorporate the Promise Program (Second Year) students and broaden our reach to increase Latinx and Black students as identified by the college's equity plan.	07/1/24- 6/30/25
College Corps	2/14/2024	\$1,817,760	Dean Rosio Becerra	College Corps	College Corps implementation grants include funds to support program administration and living allowance for Fellows.	07/01/2024- 06/30/2025
Century Circle	2/7/2024	\$5,000	Dr. Rad Khosrow & Farshid Mirzaei	Century Circle Program Information and Funding Application	Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting studetns' needs drivers all decisions regarding educational programs and services, Norco College seeks funding to assist in the efforts of recruitment for the upcoming 3D Printer Project/Competition at California State University Los Angeles. this competition consist of an aircraft competition where students will design and fabricate airplanes using 3D printing technology. This competition seeks to recruit 10-15 students to compete with other undergraduate and graduate students from other universities.	07/01/24 - 06/30/25
Century Circle	2/26/2024	\$5,000	Damon Nance	Century Circle Program Information and Funding Application	We request the IT-84 Plus CE funding to continue supporting our students in achieving academic success. We ask \$5,000 to purchase approximately 36 TI-84 Plus CE calculators. These efforts align with the campus Educational Master Plan in the cotinued effort of our Guided Pathways. As an institution, we highly value students' academic and personal success in and outside the classroom, where meeting student needs drives all educational programs and service decisions.	07/01/24- 06/30/25
Everyday Entrepreneur Program (EE)	3/11/2024	\$5,000	Adam Martin	Everyday Entrepreneur Program	Our application proposes that Norco College participate in the EE program to foster entrepreneurial spirit within our community, providing students, faculty , and local entrepreneurs with the resources, knowledge, and netwrok necessary to turn their innovative ideas into successful businesses.	07/01/24- 06/30/26
K-16	4/1/2024	\$1,000,000	Ashley Etchison	Pending	The proposed Inland Empire K-16 Regional Education Collaborative project will build upon Norco College's efforts to establish a 2+2+2 pathways in engineering from high school to community college to university that includes early college credit at the high school level, CTE certificates and 2-year degrees at the community college level, and transfer opportunities to the Marlan and Rosemary Bourns College of Engineering at University of California, Riverside for the completion baccalaureate and graduate degrees in engineering.	07/01/24- 06/30/26
Catalyst Fund	4/15/2024	\$10,000	Kimberly Thomas	MustangsEat	The proposed project will be requesting funds for basic needs and wellness. These areas include textbooks assistance, access to school supplies and equipment, transportaion resources, and wellness support.	07/01/24- 06/30/25
Department of Education- Title V Grant-Part A	6/13/2023	\$3,000,000	Gustavo Ocegüera Tenisha James RCCD Grants Office	Echale Ganas	The Federal Department of Education provides Title V grants to Hispanic Serving Institutions to implement any of the following allowable activities: innovative and customized instruction course development; articulation agreement and student support program activities designed to facilitate student transfer from two-year to four-year institutions; activities that improve student financial and economic literacy; and activities to develop distance education technologies. Norco College is working with a consultant to develop a proposal that will facilitate and support the implementation of the GP & Equity for the next five years. The proposal will focus on enhancing Norco College to become a true Hispanic-serving institution. The end goal is to close transfer and graduation equity gaps for Latinx students and first-generation, low-income individuals.	10/1/23- 9/30/28
Federal Department of Education-Upward Bound Math & Science	7/1/2023	\$1,500,000	Miriam Carrillo Gustavo Ocegüera		Norco College was awarded a five-year Upward Bound Math and Science Program for Norte Vista High School. The program is intended to provide fundamental support to 50+ participants in their preparation for college entrance in STEM majors. The program will provided opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. UBMS is designed for high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of UBMS is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education with STEM degrees.	9/1/2023- 8/30/28
Total New Awards		\$7,517,760				

PENDING SUBMISSIONS

Funding Opportunity	Date Submitted	Total	Proposal Development Leads	Title	Project Description	Start-End Dates
RCCD Private Foundation	10/3/2024	\$5,000	Dr. Ferrer	Pending	TBD	02/1/25-6/30/25
NSF: Improving Undergraduate STEM Education	12/13/2024	\$500,000	Dr. Rad Khosrow	Pending	The major learning and programmatic goals of the program are designed to enhance the educational experience of high school teachers and students. First, the program will provide opportunities for fifteen participants to engage in research at the Norco campus laboratories, fostering hands-on learning in a real-world environment. Participants will receive training in software packages for modeling and animation, including advanced 3D printers and robotics, to boost their competency in emerging technologies.	07/1/25-6/30/28
NSF: Growing Research Access for Nationally Transformative Equity and Diversity (GRANTED)	12/20/2024	\$3,000,000	Dr. James	Pending	Improve data literacy at Norco College through training related to data governance and coaching to advance the research agenda.	07/01/25-06/30/30
Total Pending		\$3,505,000				

APPLICATIONS IN PROGRESS						
Funding Opportunity	Due Date	Maximum Award	Proposal Development Lead(s)	Title	Project Description and Notes	Start-End Dates
Department of Education	7/15/2024	\$ 1,430,545.00	Ms. Hortencia Cuevas	DOE SSS Traditional Grant (Prime)	Norco College proposes to offer services to 180 students through its Student Support Services Program (SSSP). The program's primary focus is to provide guidance and wrap-around support services to first-time college students and address any obstacles preventing them from succeeding. NC's project model provides intensive and intrusive academic advice to participants throughout the SSS project. New participants will have intensive, structured experience to promote academic success.	08/01/2025-09/30/2030
Department of Education	7/15/2024	\$ 1,361,820.00	Ms. Hortencia Cuevas	DOE SSS STEM Grant (Prime)	Norco College proposes to offer services to 120 students through its Student Support Services Program (SSSP). The program's primary focus is to provide guidance and wrap-around support services to first-time college students and address any obstacles preventing them from succeeding. NC's project model provides intensive and intrusive academic advice to participants throughout the SSS project. New participants will have intensive, structured experience to promote academic success.	08/01/2025-09/30/2030
Department of Education	7/15/2024	\$ 1,361,820.00	Ms. Hortencia Cuevas	DOE SSS Veteran's Grant (Prime)	Norco College proposes to offer services to 120 students through its Student Support Services Program (SSSP). The program's primary focus is to provide guidance and wrap-around support services to first-time college students and address any obstacles preventing them from succeeding. NC's project model provides intensive and intrusive academic advice to participants throughout the SSS project. New participants will have intensive, structured experience to promote academic success.	08/01/2025-09/30/2030
Department of Education	7/15/2024	\$ 1,361,820.00	Dean Sonia Gonzalez	DOE SSS Disable Grant (Prime)	Norco College proposes to offer services to 120 students through its Student Support Services Program (SSSP). The program's primary focus is to provide guidance and wrap-around support services to first-time college students and address any obstacles preventing them from succeeding. NC's project model provides intensive and intrusive academic advice to participants throughout the SSS project. New participants will have intensive, structured experience to promote academic success.	08/01/2025-09/30/2030
Department of Education	8/5/2024	\$ 948,994.00	Dr. Tarrant, Dean Rosio Becerra & Kimberly Thomas	Norco College's Basic Needs Project (Prime)	Norco College will address the basic needs of its students and improve student success, meaning advances in retention, graduation, and transfer. Using community resources and businesses to achieve enhanced support stimulates the local economy as well, making the effect on campus and public spaces positive. Working internally/externally with cross-agency partners also delivers more accessible services to traditionally underserved students.	01/01/2025-12/31/2027
AI Grand Challenge Grant	9/10/2024	\$ 239,051.35	Ashlee Johnson	AI Grand Challenge Grant "Sub to Berkeley"	The AI Grand Challenge grant supports education by leveraging AI for teaching and learning. This grant helps to address two equity gaps found within the Engineering program: success and Retention for Hispanic Males.	01/01/2025 - 12/31/2027
AI Grand Challenge Grant	9/10/2024	\$ 47,520.00	Caroline Hutchings	AI Grand Challenge Grant "Sub to UCR"	Our application proposes to use AI to help close equity gaps in STEM courses at Norco College by providing resources to aid student learning during and after lectures. AI tools will be utilized to fill the need for online student tutor services. AI will also be used to increase AI inside and outside of the classroom to improve students' experiences and increase their success.	01/01/2025-03/31/2028
Veterans Mental Health Demonstration	9/20/2024	\$150,000	Dean Sonia Gonzalez	Veteran's Mental Health Demonstration	Funding has been requested to support activities to inform student veterans of available services. Services include 1) outreach activities to inform student veterans of available services; 2) workshops and wellness groups to help student veterans learn essential skills to manage their mental wellness, as well as specialty workshops as requested; 3) direct clinical services, including individual and group therapy and crisis intervention as needed.	07/01/2025-06/30/2029
National Science Foundation-Advanced Technological Education (ATE)	10/3/2024	\$ 1,000,000.00	Ashley Etchison Juan Gonzalez	Prime	The primary goal of the NSF grant is to reestablish the Accelerated Career Education (ACE) Program. The main goal of ACE is to increase the number of students and incumbent workers entering and completing high workforce opportunity STEM pathways, with the goal of advanced employment. The project will build on prior work that enabled students to receive manufacturing certifications in an accelerated timeline.	7/1/25-6/30/29
NSF: Racial Equity in STEM Education: NSF 22-634 (Collaborator with Cal State Fullerton)	10/8/2024	\$1,150,984	Ashley Johnson	Pending	These gaps in the literature and in practice suggest that there is an opportunity to identify unique motivation and identity profiles for Black and Latinx students to inform the development of Culturally-Responsive Motivational Climates, which are inclusive settings where students feel highly motivated. To that end, this project seeks to 1) investigate Black and Latinx students' ethnic-racial identity and motivational orientations; 2) explore culturally-responsive motivational climates at a community college, where early college perceptions are formed; and 3) create community college change agents through the development of Ed.D curriculum to address faculty and administrators' knowledge and self-efficacy in developing culturally-responsive climates.	07/01/24-06/30/29
Total In Progress		\$9,052,554				

UNSUCCESSFUL APPLICATIONS/ NOT INVITED TO APPLY /DID NOT APPLY

Funding Opportunity	Submission Date	Proposal Development Lead(s)	Project Description	Start-End Dates
Veterans Mental Health Demonstration	9/20/2024	Dean Sonia Gonzalez	Funding has been requested to support activities to inform student veterans of available services. Services include 1) outreach activities to inform student veterans of available services; 2) workshops and wellness groups to help student veterans learn essential skills to manage their mental wellness, as well as specialty workshops as requested; 3) direct clinical services, including individual and group therapy and crisis intervention as needed.	07/01/25- 6/30/29

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

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Part 1: Planning Overview

Planning Overview

The 2025-2030 Strategic Plan and Governance Manual (SPGM) builds upon and extends the planning efforts that began in developing the 2019-2030 Educational Master Plan (EMP). The EMP defines our vision for the institution in three core directions: Student Transformation, Regional Transformation, and College Transformation. The 2025-2030 Strategic Plan depicts the college's focus on Student Transformation (Student Access, Student Success, and Student Equity) that is supported by actionable, measurable objectives and clearly defined, formalized processes for evaluation, and institutional procedures to enhance institutional effectiveness. This plan was aligned with and informed by the State Chancellor's Office Vision 2030, Guided Pathways, Student Equity, statewide student-centered legislation, and the 2024 Accreditation Standards. Despite the changing landscape of the system and our college and district, Norco College's efforts to center our work on improving and advancing equitable student outcomes for every student at our institution remains unchanged.

The SPGM is organized into three parts: Planning Overview, 2025-2030 Strategic Plan, and the Governance Manual. The Planning Overview provides the context for planning and the internal and external considerations for our planning efforts at Norco College. The 2025-2030 Strategic Plan includes the guiding principles and reaffirmation of our Mission, Vision, and Core Commitments, as well as our 5-year strategic planning goals. Our 2030 goals include updated Key Performance Indicators and Objectives to guide operational efforts during this planning cycle and further developed institutional effectiveness procedures to facilitate continuous improvement. Part three is the Governance Manual, which articulates the structure and participants in governance and governance procedures, including but not limited to communication and decision-making. The intent is to provide a format that is easy to navigate and accessible to the reader in locating information and understanding the alignment between planning and governance.

Introduction to Planning

Why Planning Matters

Strategic planning at Norco College is essential for achieving our strategic goals, maintaining accreditation, aligning with community needs, and ensuring sustainable growth. It creates a roadmap that guides all areas of the institution toward our college mission and vision while fostering continuous improvement.

- Planning gives us a future vision for Norco College while simultaneously providing opportunities for reflection and evaluation of our current performance.
- Planning guides what we do and why we do it.
- Planning assists in preparing the college for future challenges and opportunities by effectively and efficiently using limited resources to accomplish our strategic goals and objectives.
- Planning aligns our governance structures and operational units with our Mission, Vision, and Core Commitments.
- Planning builds relationships, aligns the organization, and emphasizes preparedness for change.

The Strategic Plan

1. Reaffirms the Norco College Mission, Vision, and Core Commitments to transform positively the lives of students and our community
2. Articulates the college's strategic priorities

3. Serves as a means for evaluating progress and innovation of inequitable student outcomes through measurable and ambitious Key Performance Indicators and Objectives
3. Guides college-wide planning and data collection
5. Clearly defines institutional procedures for decision-making, assessment, and evaluation
6. Centers student equitable outcomes through alignment with state, California Community College system, and district priorities in student access, student success, and student equity

Planning Context

The context for planning at Norco College considered the state, regional, and district impacts on our institution's operations, strategic initiatives, and planning. The college faces challenges and opportunities shaped by regional workforce demands, state policies, and shifting demographics. The college is well poised to continue to fulfill its mission to provide high-quality education and meet the needs of its diverse student population while responding to external pressures. These external factors continue to guide and inform planning at our college so the institution can be responsive and proactive in transforming the lives of our students, employees, and community through our service area's academic and economic development. Strategic planning and data-driven decision-making will be critical as the college navigates and responds to the challenges and opportunities in the near and distant future.

State-Level Considerations

The California Community College Chancellor's Office (CCCCO) is committed to combatting income inequality and supporting the social and economic mobility of its 2 million students statewide. Priority initiatives from the CO include but are not limited to Guided Pathways; Student Equity, Diversity, Equity, Inclusion, and Accessibility (DEIA); Workforce Development; and Dual Enrollment, to name a few. These systemwide priorities are clearly articulated in Vision 2030, which builds on the Vision for Success and Guided Pathways work, with three goals: Equity in Success, Equity in Access, and Equity in Support. These goals are supported by advocacy for legislative changes that impact the student experience across the state. Examples of impactful legislation include but are not limited to AB 705/1705 Transfer Level English and Math Access and Success; AB 111 Transfer Pathways; AB 928 Cal-GETC and AB 132 Transfer Success Pathways UC/CSU; and AB 1111 Common Course Numbering. This legislation is undergirded by a legislated change in the funding model for CCCs via the Student-Centered Funding Formula. The new funding formula emphasizes student success metrics, such as completion, transfer, and equity outcomes.

Norco College is equally committed to student transformation. State policy changes and system-wide priorities have informed our strategic planning process, and our revised Key Performance Indicators and Objectives demonstrate an alignment to and support of state efforts to improve student access, equity, and success. This early alignment work began with our Strategic Enrollment Management Plan and its intentional alignment to Vision 2030, Guided Pathways Loss Momentum Framework, Student Equity Plan 2022-2025 target populations, and equitable student outcomes as defined in the Accreditation Standards 2024. This plan expands and enhances connections to our college strategic plan and governance structure in comprehensive alignment with the external future vision for the CCCC.

Regional Considerations

Norco College faces dynamic challenges and opportunities in examining the regional factors that impact the institution and district. The region is characterized by a diverse and growing population, with significant increases in Latinx and immigrant communities. There is an increasing need for bilingual programs, community outreach, and enhanced equitable access and support for first-generation student populations and non-traditional students. Additionally, there are ongoing regional and district efforts to increase the college-going rate and high-school capture rates across the Inland Empire region. Improving pathways to postsecondary education for non-traditional and high school graduates presents opportunities for Norco College that guide our strategic initiatives and resource allocation.

Riverside County has experienced steady growth in highly skilled workforce sectors such as healthcare, logistics, manufacturing, and construction. Given the region's proximity to major transportation corridors, the logistics sector in particular is a strong and growing workforce industry. In order to continue to meet the region's economic and workforce demands, the college must be able to meet local employer demands by developing skilled graduates who can fill regional labor shortages.

District Alignment

Norco College aligns with the Riverside Community College District through several vital areas that correspond to the district's goals of enhancing access, student equity, student success, and workforce development.

Access and Enrollment Growth:

- **RCCD Goal:** The RCCD plan emphasizes increasing access to higher education and lifelong learning opportunities through expanded programs and facilities.
- **Norco College Alignment:** Norco has expanded its dual enrollment and outreach efforts, as reflected in its enrollment and headcount KPIs. By increasing first-time, full-time enrollment and capturing a greater percentage of local high school graduates, Norco aligns with RCCD's goal of universal access.

Equity and Student Success:

- **RCCD Goal:** RCCD's strategic vision prioritizes closing equity gaps and ensuring equitable outcomes for underrepresented groups, using data to inform interventions.
- **Norco College Alignment:** Norco tracks specific Key Performance Indicators for reducing equity gaps for disproportionately impacted students. These efforts align with the district's focus on equity-driven strategies and personalized student support.

Workforce Development:

- **RCCD Goal:** RCCD plans to align academic programs with local workforce needs, fostering partnerships with industry leaders to expand CTE programs and address regional economic demands.
- **Norco College Alignment:** Norco's Local Workforce Demand Assessment identifies critical industries such as healthcare, transportation, and construction, guiding the development of

workforce programs that meet these regional needs. The college's KPIs on CTE program growth and employment outcomes align with this goal.

Resource Optimization and Community Engagement:

- **RCCD Goal:** The district emphasizes diversifying revenue streams, enhancing community partnerships, and improving resource allocation to support student success.
- **Norco College Alignment:** Norco has leveraged grant funds to improve student completion rates, expand academic support, and invest in data-driven decision-making, directly supporting RCCD's focus on financial sustainability and effective resource management.

Part 2: 2025-2030 Strategic Plan

2030 Strategic Plan

The 2030 Strategic Plan for Norco College represents a roadmap designed to address the evolving needs of our students and community in support of our Educational Master Plan goals. At the heart of this plan is the College's ongoing commitment to student access, student success, and student equity as part of our mission to inspire and transform the lives of the diverse students we serve. Our strategic plan intends to foster a culture of continuous improvement so the college can remain agile, data-driven, and focused on enhancing student outcomes and institutional effectiveness. This is accomplished through promoting a culture of accountability, collaboration, and responsiveness. Our 2030 Strategic Plan reaffirms our Mission, Vision, and Core Commitments, as well as our commitment to data-driven decision-making, strategic operational alignment in support of our goal and mission, and institutional effectiveness and governance to ensure the college can continually evolve to meet the needs of its diverse students while striving for excellence in educational outcomes.

Mission, Vision, Core Commitments

Mission

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

Vision

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

Core Commitments

Access

Providing open admissions and comprehensive educational opportunities for all students.

Equity

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

Student Success

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

Expertise

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

Mutual Respect

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

Collegiality

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

Inclusiveness

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

Integrity

Maintaining an open, honest, and ethical environment.

Quality

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

Environmental Stewardship

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

Innovation

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

Civic Engagement










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
















Review of 2025 Key Performance Indicators and Objectives

The Key Performance Indicators (KPIs) for 2025 reflected Norco College's commitment to student success, equity, and regional impact. They provided a clear framework for assessing progress toward institutional goals and helped the college to make informed decisions about resource allocation, student support services, and curriculum development. This aligned with Norco's strategy of using data to guide continuous improvement and ensure that institutional goals are met. While progress has been made in several areas, the college continues to face challenges. The institution remains focused on refining strategies, leveraging data, and aligning efforts with its Educational Master Plan and broader community needs. Norco College is making progress on many of its KPIs, particularly in headcount and median earnings, but challenges remain in achieving targets related to degree and certificate completion, transfers, and reducing equity gaps, especially among African American and Latinx students (see graphic below). The institution is focusing on continuous improvement in these areas.

Norco College's 2025 KPIs aligned with its institutional mission of fostering student success, equity, and workforce readiness. By tracking progress across these performance metrics, the college ensures that its strategic goals are met while addressing areas where improvement is needed, particularly in closing equity gaps and increasing degree and certificate completions. These KPIs also support broader statewide goals for community colleges, contributing to the overall vision for student success in California.

*A green arrow indicates the annual metric goal was met, and red indicates it was not met. The arrow indicates the direction of the trend.

Access	
FTES	
Headcount	
Capture Rate	
Success	
Degrees	
Certificates	
Transfer	
First-time full-time	
Workforce	
Median Earnings	
Employed in Field	
Livable Wage	

Equity	African American	Latinx	Men of Color	LGBTQ+	Foster Youth
Degrees					
Certificates					
Transfer					
Transfer Math/English Completion					

*A green arrow indicates the annual metric goal was met, and red indicates it was not met. The arrow indicates the direction of the trend. For more information regarding annual targets and outcomes achieved, please see the KPI dashboard at <https://norcolleage.edu/sd/ie/ir/index.html>.

2030 Key Performance Indicators

Norco College leadership, in collaboration with the Office of Institutional Effectiveness and IEGC leadership, evaluated the 2025 KPIs and objectives to determine which objectives would carry over to the 2030 SPGM and which would be discontinued. The 2030 objectives that either continued or were revised are measurable and focused. Many objectives were discontinued because they were either unmeasurable or accomplished in the previous Strategic Plan. The tables below include the 2030 KPIs and a crosswalk of the 2030 Objectives and KPIs in relation to the previous SPGM.

2030 EMP Goals	2030 KPIs	
1 (Access) Expand college access by increasing both headcount and FTES	1	2030 Objective 1.1: Meet or exceed district-set targets for college FTES
	2	2030 Objective 1.2: Increase annual headcount by 3% annually
	3	2030 Objective 1.3: Increase course success rate by 5% by 2030
2 (Success) Implement Guided Pathways framework	4	2030 Objective 2.1: Increase the percentage of first-time students who complete a degree or certificate in three years by 3% annually
	5	2030 Objective 2.2: Increase the percentage of first-time students who transfer to a four-year institution in three years by 3% annually
	6	2030 Objective 3.1: Eliminate equity gaps for Black/African American students
	7	2030 Objective 3.2: Eliminate equity gaps for Hispanic/Latinx students
5 (Workforce and Economic Development) Reduce working poverty and the skills gap	8	2030 Objective 5.1: Ensure alignment of academic programs with living wage careers

2030 Objectives

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
Goal 1: (Access) Expand college access by increasing both headcount and FTES	1.1 Meet or exceed district-set targets for college FTES	1	1.1: Go from 7,366 to 8,759 total FTES	1
	1.2 Increase annual headcount by 3% annually	2	1.2: Go from 14,624 headcount to 16,581 total headcount	2
	1.3 Increase course success rate by 5% by 2030	3	No associated 2025 objective	
			1.3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc)	
			1.4: Increase capture rates from feeder high schools by 4% annually	3
Goal 2: (Success) Implement Guided Pathways framework	2.1 Increase the percentage of first-time students who complete a degree or certificate in three years by 3% annually	4	2.1: Increase the number of degrees completed by 15% annually	4
			2.2 Increase the number of certificates completely by 15% annually	5
			2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average	
	2.2 Increase the percentage of first-time students who transfer to a four-year institution in three years by 3% annually	5	2.4: Increase the number of transfers by 15% annually	6
			2.5: Increase the number of first-time full-time enrolled students from 508 to 900	7
			2.6: Increase the percent of students who receive financial aid from 73% to 81%	
			2.7: Increase the number of students who complete transfer-level math and English by 20% per year	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
Goal 3: (Equity) Close all student equity gaps	3.1 Eliminate equity gaps for Black/African American students	6	3.1: Reduce the equity gap for African American students by 40%	8
	3.2 Eliminate equity gaps for Hispanic/Latinx students	7	3.2: Reduce the equity gap for Latinx students by 40%	9
			3.3: Reduce the equity gap for Men of Color by 40%	10
			3.4: Reduce the equity gap for LGBTQ+ students by 40%	11
			3.5: Reduce the equity gap for Foster Youth students by 40%	12
Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement	4.1 Provide opportunities for professional learning that support equitable student outcomes		4.1: Increase the percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)	
			4.2: Increase the percentage of employees who complete the Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees)	
			4.3: Increase the percentage of faculty who complete the Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)	
Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap	5.1 Ensure alignment of academic programs with living wage careers	8	5.1: Increase the median annual earnings of all students	13
			5.2: Increase the percent of CTE students employed in their field of study by 3% annually	14
			5.3: Increase the percent of all students who attain a livable wage by 5% annually	15
			5.4: Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities	
Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships	Discontinued (completed/unmeasurable)		6.1: Establish and expand relationships with regional educational institutions	
			6.2: Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
			6.3: Expand partnerships with regional veterans' services and support organizations	
			6.4: Work toward reducing recidivism through incarcerated student education	
			6.5: Position the college's image and reputation as a leading academic institution in the region	
			6.6: Develop regional outreach and recruitment systems	
			6.7: Help establish a distinct regional identity, organization, and communication among our local communities	
			6.8: Stimulate regional arts development	
<p>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</p>	<p>Discontinued (completed/unmeasurable)</p>		7.1: Develop a comprehensive breadth of academic programs	
			7.2: Develop Career & Technical Education programs and industry credentials related to regional needs	
			7.3: Develop and implement a plan for noncredit and noncredit-enhanced programming	
			7.4: Develop and implement a plan for expanded athletics offerings	
			7.5: Add capacity to existing disciplines with a demonstrated need	
			7.6: Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom	
			7.7: Build and support academic support services to improve student success	
<p>Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness</p>	<p>8.1 Establish meaningful and ambitious goals in support of the college mission to ensure quality, continuous improvement, and innovation through the review and</p>		<p>8.1: Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real-time</p>	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
<p><i>and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college</i></p>	assessment of disaggregated data related to equitable student achievement			
	8.2 Engage in clear and effective governance practices that provide opportunities for meaningful participation and inclusion of relevant constituencies to inform institutional decision-making		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	
			8.3: Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan	
			8.4: Develop, evaluate, and monitor our governance, decision-making, and resource allocation processes on the basis of the college mission and plans	
			8.5: Continue to monitor and adjust the college’s organizational chart for effective implementation of the Educational Master Plan	
<p><i>Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture</i></p>	See 4.1		9.1: Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college	
			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	
			9.3: Develop a culture that recognizes/thanks employees on a regular basis and celebrates the college’s successes	
			9.4: Develop a strategy to maximize the number of classified faculty and managers involved in college governance without compromising mission-critical work	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
			9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time	
			9.6: Develop a strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio	
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	10.1 Leverage facilities funding to maximize local project funding availability		10.1: Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college	
	10.2 Implementation of Sustainable Campus Components		10.2: Develop and maintain the Facilities Master Plan	
	10.3 Enhancement and design of spaces that intentionally build community in support of the college mission to improve equitable student success		10.3: Build out funded projects (amphitheater, Center for Student Success room 217, etc.)	
	10.4 Enhance transportation infrastructure		10.4: Finish Veterans Resource Center Phase 1 by Spring 2021	
			10.5: By Fall 2020, open Early Childhood Education Center	
			10.6: Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability	
			10.7: Build 2nd access road	
			10.8: Explore and pursue land acquisition adjacent to college property	
			10.9: Develop and start implementing sustainable campus	
			10.10: Design spaces that intentionally build community	
			10.11: Install immediate/temporary facilities to address current capacity needs by summer 2021	
			10.12: Enhance transportation infrastructure	

2030 EMP Goals	2030 Objectives	2030 KPIs	2025 Objectives	2025 KPIs
			10.13: Develop and implement plans for off-campus facilities for instructional purposes	
Goal 11: (Operations) <i>Implement professional, intuitive, and technology-enhanced systems</i>	Discontinued		11.1: Design an intuitive and simple student onboarding system	
			11.2: Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle (“from recruitment to alumni”)	
Goal 12: (Resources) <i>Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals</i>	12.1 Coordination with RCCD to establish a Budget Allocation Model (BAM) that allocates funding equitably to support the fulfillment of the college mission		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	
	12.2 Identify and pursue grants and private donations that support our strategic goals, college mission, and vision statement		12.2: Coordinate with RCCD to establish a BAM that allocates funding equitably	
			12.3: Support General Obligation bond campaign and implementation	
			12.4: Develop 30% of the overall budget from non-general fund revenue sources	

2030 Strategic Alignment

2030 Strategic Alignment & Leadership Councils

College Council

The College Council oversees and directs the common work of the leadership councils, monitors institutional progress toward achieving college goals, and provides recommendations to the Executive Cabinet and the College President.

ACCJC Standard	Goal/Objective	Example Task
1.5	8.2	Review, discuss, and provide recommendations on institutional processes and strategic priorities supporting the college mission to promote continued improvement, including institutional progress toward strategic goals.

Academic Council

The Academic Council (AC) coordinates, discusses and makes recommendations regarding functions, plans, and activities related to instructional programs, library, and learning support services. The AC provides leadership and retains responsibility for ACCJC Standard 2 (focusing on standards 2.1, 2.2, 2.3, 2.5, and 2.6) while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The AC works collaboratively with the Academic Senate to make recommendations to the College Council and the Vice President of Academic Affairs.

ACCJC Standard	Goal/Objective	Example Task
2.2	2.1 2.2 2.3 2.4	Review and evaluation of the design and delivery of academic programs across all modes of delivery that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

Institutional Effectiveness & Governance Council

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and retains responsibility for ACCJC Standards 1 and 4 while communicating with the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The IEGC recommends to the College Council and the Vice President of Planning & Development.

ACCJC Standard	Goal/Objective	Example Task
1.4 4.3	6.2 6.3	Reviews evaluates and provides recommendations on processes and procedures of institutional effectiveness (i.e., program review, assessment, an institution-set standards, etc.) and governance structure and procedures (i.e., decision-making and participation).

Resources Council

The Resources Council (RC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to human, physical, technological, and financial resources. The RC provides leadership and retains responsibility for ACCJC Standard 3 while communicating with the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The RC recommends to the College Council and the Vice President of Business Services.

ACCJC Standard	Goal/Objective	Example Task
3.6	7.5 12.1	Review and provide recommendations on resource allocation and budget development practices including budget allocation model for the college/district and policies to guide fiscal management related to reserves.

Student Support Council

The Student Support Council (SSC) coordinates, discusses and makes recommendations regarding functions, plans, and activities throughout student support services. The SSC provides leadership and retains responsibility for ACCJC Standard 2 (focusing on standards 2.4, 2.7, 2.8, and 2.9) while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The SSC recommends to the College Council and the Vice President of Student Services.

ACCJC Standard	Goal/Objective	Example Task
2.8	3	Reviews evaluates and provides recommendations regarding continued improvements in effectively supporting students' unique educational journeys through comprehensive student support and engagement.

2024 Accrediting Commission for Community and Junior Colleges Standards

Norco College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges, a recognized agency by the Council for Higher Education Accreditation and the U.S. Department of Education. In 2020, Norco College received a Reaffirmation of Accreditation for seven years and acceptable and appropriate progress in the 2024 Midterm Report. The college supports and participates in institutional accreditation through our continued commitment to improvement and is actively preparing for the 2027 Institutional Self-Evaluation Report.

Norco College accreditation details can be found online at norcocollege.edu via the Accreditation link on the homepage footer.

Per ACCJC, the Commission reviews (and, if needed, revises) its Accreditation Standards every ten years, by policy. Beginning in 2021, ACCJC started its formal review and revision of the 2014 Accreditation Standards as part of its ongoing efforts to advance equitable student success and educational excellence. The Standards Review is also consistent with ACCJC’s core goal of supporting its member institutions' ongoing learning, improvement, and innovation as they pursue their unique institutional missions, visions, and cultures. In June 2023, the Commission adopted the 2024 Accreditation Standards.

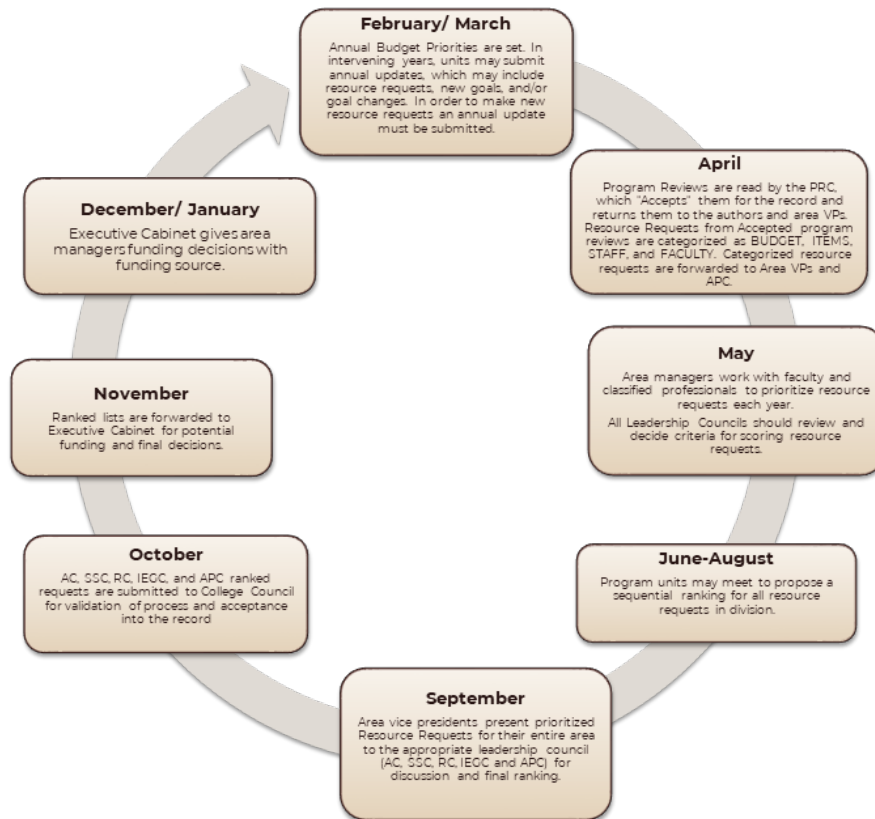
The 2024 Accreditation Standards can be found online at accjc.org via the Standards and Policies link.

Institutional Effectiveness & Governance Procedures

The College’s Leadership Councils (Academic Council, the College Council, the Institutional Effectiveness & Governance Council, the Resources Council, and the Student Support Council) have made significant strides in advancing their assigned objectives per our established procedures in institutional effectiveness. Shared challenges across all councils include role clarity, communication gaps, and the need for better alignment between strategic planning and operational execution, as evidenced by the IEGC Audit Findings and councils’ Reports of Effectiveness. The implementation of targeted solutions like improved onboarding for members, structured annual planning, and more precise communication channels are recommended to enhance overall governance and effectiveness in achieving institutional goals in support of the college mission and vision to ensure equitable student outcomes.

Program Review Process

One of the primary processes for facilitating continued improvement is the Program Review process at Norco College. It ensures continuous improvement and alignment with the college's mission, strategic goals, and the Educational Master Plan (EMP). It systematically evaluates instructional programs, support services, and administrative units to assess effectiveness and make improvements that will impact student success and equity. This systematic evaluation of all program units within the college guides resource allocation. It aligns with accreditation standards and the college’s commitment to data-driven decision-making. The process begins with an overarching review of the previous program review cycle including an analysis of data disaggregated by student subpopulations and course modality, assessment of unit outcomes, and self-evaluation; and then proceeds to plan for the next program review cycle involving goal setting/action planning, and resource requests to achieve these goals. Each year programs can make annual updates to their program review involving resource requests and assessment updates. The diagram below provides an overview of the Program Review Process linked to our resource allocation process.



The following procedures articulate the processes for continued improvement and innovation at Norco College.

Mission, Vision, and Core Commitments Review Procedures

Purpose: The purpose of the Mission Statement, Vision, and Core Commitments Review procedure is to ensure that Norco College has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. Regularly reviewing the mission statement allows internal and external stakeholders to reaffirm the College’s commitment to providing equitable educational opportunities and outcomes for all students.

Standard I: Institutional Mission and Effectiveness

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

The institution has established a mission that appropriately reflects its character, values, structure, and unique student demographics. The institution’s mission articulates its commitment to ensuring equitable educational opportunities and student outcomes. (ER 6)

Scope: The Mission Statement, Vision, and Core Commitments Review procedure requires the participation of all internal and external stakeholders at the institution. It serves as the guiding principle for institutional planning, action, evaluation, improvement, and innovation. Moreover, the mission statement, vision, and core commitments direct resource allocation, innovation, and continuous quality improvement through the ongoing systematic planning and evaluation of programs and services.

Timeline: Every five years (beginning in the 2024-2025 academic year), IEGC will review Norco College’s Mission Statement, Vision, and Core Commitments. The procedure will align with the evaluation of the strategic planning process and the update of the Strategic Planning and Governance Manual.

Procedure: Led by the IEGC and Vice President of Planning and Development, the college will undergo a process of reviewing and revising the college mission, vision, and core commitments every five years. This includes college-wide feedback, revision approval by the Academic Senate and College Council, and district-level approval via the District Strategic Planning Committee and the Board of Trustees.

Instructions:

1. **Review and Revise:** IEGC reviews the mission statement, vision, and core commitments and proposes initial revisions.
2. **Distribute for Feedback:** IEGC members review the revised draft and vote to proceed with the distribution for feedback.
3. **Solicit & Incorporate Feedback:** The Vice President of Planning and Development (VPPD) emails the draft to college governance groups, including the College Council, Academic Senate, CSEA, ASNC, and President’s Cabinet, to request feedback. The VPPD also emails the draft to the college through the NC-all listserv and posts it on the college website for feedback.
4. **Distribute for College Approval:** IEGC votes to forward the updated draft for approval to the Academic Senate and College Council for a first and second read. The approved draft will be sent to Executive Cabinet and the College President.
5. **District Review and Approval:** The VPPD will forward the approved draft to the District Strategic Planning Committee, the Chancellor’s Cabinet, and finally, the Board of Trustees for approval.
6. **Adoption and Communication:** The VPPD will distribute the revised approved mission statement, vision, and core commitments to the Norco College community and provide guidance on updating the college’s print and online documentation.

Assessment of Institutional Climate Procedures

Purpose: The evaluation of one or more aspects of the institutional climate through a validated instrument. If there is a desire to compare to other institutions in or outside the district, it should be a third-party instrument constructed for this purpose.

Scope: The procedures cover the selection, administration, dissemination, and use of climate survey results.

Timeline: In every 5-year cycle of an approved strategic plan, the Assessment of Institutional Climate will be completed in the Spring semesters of Year 1 and Year 4 of the planning cycle. In that way, the initial results of the climate survey will be available to inform all other institutional procedures for areas of improvement, and the Year 4 results will identify if improvements in low areas have been achieved.

Procedures: Led by the Office of Institutional Effectiveness in collaboration with the IEGC Co-Chairs and members to facilitate the selection, administration, and use of climate surveys in years 1 and 4 of the 5-year strategic plan to inform and guide improvements in planning and institutional effectiveness.

Instructions:

1. **Selection of the Climate Survey:** The Office of Institutional Effectiveness will identify and select a validated climate survey for administration based on a review of technical specifications and input from the IEGC Chairs and/or IEGC members.
2. **Administration of the Survey:** If purchased from a third party, the survey will be administered to all members of the stakeholder group for which it is designated or in accordance with administration guidelines.
3. **Dissemination:** The results of the climate survey will be shared at an IEGC meeting in the following Fall semester of Year 2, highlighting areas for improvement. The results of the Year 4 climate survey will be shared at the Fall semester of Year 5, identifying whether areas of improvement have made progress over the previous three years and if new areas for improvement have emerged. The results of both climate surveys will be posted on the Institutional Research website.
4. **Use of Results:** Results will inform and guide institutional procedures and planning processes. Climate survey results in Year 4 will identify whether interventions identified from the Year 1 survey have made an impact. If these areas of improvement persist or if new areas emerge, they can inform the creation of the next strategic plan.

Governance Self-Evaluation & Continuous Improvement Procedures

Purpose: The universal self-evaluation and continuous improvement process amongst all Governance Entities at Norco College.

Scope: The procedures include activities related to Governance Entity Self-Evaluation but exclude activities related to institutional effectiveness, outcomes assessment, and program review.

Timeline: In every 5-year cycle of an approved strategic plan, the self-evaluation and continuous improvement procedures are to be completed in years 2 and 4 of the 5-year planning cycle.

Procedures: Facilitated by Council/Committee Co-Chairs, with IEGC Co-Chairs' support and oversight by College Council. Council/Committee members are tasked with completing a self-evaluation, engaging in decisions related to improvement actions, obtaining feedback and approval (when needed), adjusting to feedback, documenting a finalized plan, communicating results, and training stakeholders as required. The evaluation and improvement procedures will be initiated in the Fall semester of years 2 and 4 of the 5-year strategic plan to support the college mission, vision, and core commitments through continuous improvement procedures in governance aligned with accreditation standards.

Instructions:

1. **Complete the Survey of Effectiveness:** Each council will distribute and facilitate survey completion in the Fall semester of years 2 and 4 of the 5-year strategic plan.
2. **Discuss, Decide, and Improve:** Council members in each leadership council document discussions and decisions regarding survey results, council charter alignment, and recommended improvements with actions, including compliance with institutional procedures at the last fall meeting of the term.

3. **Document Improvements and Revisions:** Improvements are documented by refining and revising the Council or Committee Charter.
4. **Feedback & Approval** (if necessary): A council or committee representative will present findings, plans, and updated charters to the governing body in the Spring semester of years 2 and 4. Adjust improvement plans in collaboration with feedback from the oversight governance body. Obtain approval if needed for significant changes to organizational structure or council/committee purpose. The College Council will present its findings and improvement plans to the Institutional Effectiveness and Governance Council (IEGC).
5. **Finalize Improvement Plan:** Prepare the Report of Effectiveness (ROE) in the Spring semester of years 2 and 4 and present and distribute the ROE to the oversight governing body as an agenda item, as well as in the council/committee minutes, agenda, and posted public information. Updates, revisions, and improvements should be reflected in the Council/Committee Charter.
6. **Charter Reauthorization:** The approved and updated charter is reauthorized with an updated Edition Date.
7. **Take Action:** Take action to improve institutional effectiveness, including, but not limited to, governance training and refinement of Charter purview and strategic alignment.

Charter Procedures

Purpose: To ensure that each charter provides accurate and up-to-date information to orient the efforts of the Council or Committee regarding their contributions to the operational and strategic efforts of the college through regular review and examination of the charter. Charters need to be reauthorized twice in every 5-year strategic planning cycle.

Scope: Creation of new charters for authorization may take place throughout the 5-year strategic planning cycle, while reauthorizing existing charters takes place in years 2 and 4 of the 5-year strategic planning cycle.

Timeline: Each governance entity conducts an annual internal review of its charter for updates and revisions led by the Chair/Co-Chairs. In years 2 and 4 of the 5-year strategic planning cycle, each governance entity will participate in the Governance Self-Evaluation and Continuous Improvement Procedures (step 5), which includes a formal and in-depth review of the charter in response to the Report of Effectiveness.

Procedures: Charter procedures define the required charter elements as well as the process for review and updating charters. Steps 1 and 6 provide additional instructions for the creation of new charters.

Instructions:

1. **Creation of New Charter** (*for new charters only*): Any member may propose a new council, committee, or other group that aligns with and supports the college's strategic goals. New charters will include the required charter elements (step 2) and seek approval and authorization through steps 3-6, outlined below.

2. **Review Charter Elements:** each governance entity will annually review the following charter elements to ensure accuracy in composition and purpose-led by the Chair/Co-Chairs.
 - Name of Council/Committee
 - Description: a 25-50 word overview (brief and descriptive) of the Council/Committee’s mission or central charge.
 - Meeting Schedule
 - Chair/Co-Chairs (include constituent group when relevant)
 - Membership: names of members and relevant constituent groups (e.g., faculty, classified professionals, etc.) from which each membership is drawn.
 - Key Performance Indicators/Goals: specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
 - Equity Focus: a brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
 - Edition Date: date of their most recent revision and dates of previous versions of the charter.
 - Support Staff: support staff assigned to the Council/Committee
3. **Discuss and Document:** the members will discuss the composition and purpose of the council or committee alongside their Report of Effectiveness and document any recommended revisions to the charter via meeting minutes. Groups are encouraged to engage in dialogue and reflection to continuously improve their efforts.
4. **Feedback and Approval:** Charter revisions and recommendations will be presented to the group’s authorizing body to examine and discuss mission alignment and strategic goal alignment, as well as compliance with institutional effectiveness procedures. Minor changes require reporting to the authorizing body, while major changes require approval from the authorizing body.
 - a. **Minor Changes:** changes that do not require approval include:
 - i. Meeting schedule and location
 - ii. Changes in members or co-chairs
 1. Per Senate bylaws, approval is required if a Senate committee wishes to name a non-faculty member as a co-chair.
 - b. **Major Changes:** changes that require approval include:
 - i. The identity of support staff for Senate Committees as required by Academic Senate bylaws
 - ii. Group Name
 - iii. Group Purpose
 - iv. Membership structure
 - v. Strategic alignment
 - vi. Change in authorizing body
5. **Charter Reauthorization:** Once the authorizing body approves the revised updates and changes, the charter is reauthorized and formally recognized as a governance entity. Any group that does not seek reauthorization or is not granted reauthorization will cease functioning.
6. **New Charter Recognition (for new charters only):** new charters are subject to additional approval from the following entities:

- a. **Norco College Academic Senate:** Councils, committees, or other groups that impact 10+1 matters as defined by the Educational Code.
- b. **Office of the President:** Councils, committees, or other groups that direct Norco College employees' time and effort. The Office of the President may also delegate charter approval authority to relevant Leadership Councils.

Electronic Voting Procedures for Leadership Councils.

Purpose: To encourage participation, support transparency, and ensure consistency across our Leadership Councils in decision-making, electronic voting (e-voting) protocols for all Leadership Councils are being established for initiation when quorum is not achieved by 50%+1 attendance (please see Consensus and Voting for additional details). The following procedures do not apply to the Academic Senate.

Scope: These protocols allow for e-voting on agendized action items from Leadership Council meetings at which quorum is not met. These e-voting procedures may not be used for any other purpose. The e-voting protocols exclude Agendas and Meeting Minutes.

Timeline: Within three business days following any Leadership Council meeting where quorum is not met, an e-vote can be initiated for any agendized action item from that meeting. Once initiated, Council members will be provided at least five business days to vote electronically on that item.

Procedures: The Leadership Council Co-Chairs will initiate e-voting procedures. Although council attendance is encouraged and expected for all appointed members, e-voting provides councils with the opportunity to conduct business when the 50% +1 quorum meeting requirements (both in-person and virtual attendees) are not met. Any action item from such a council meeting may be acted upon via the electronic voting procedures below.

Instructions:

1. **Establish Quorum:** The Leadership Council Co-Chairs establish that voting is suspended due to a lack of quorum at the regularly established council meeting.
2. **Initiate E-Vote:** Within three business days following a Council meeting in which a quorum was not met, the Council Co-Chairs may initiate an e-vote on any action item from that meeting.
3. **Distribute E-Vote to Members:** The Leadership Council, Co-Chairs and/or meeting recorder, will distribute separate messages for each item for which an e-vote is sought. Each item shall include the relevant documentation for the action item.
4. **Discuss and Collect E-Votes:** All appointed Leadership Council members, including council co-chairs, will have five business days to submit their comments and e-vote.
5. **E-Vote Reporting:** After an e-vote, the Co-Chairs and meeting recorder will send an E-Vote Report to the members listing each members' vote and summarizing the outcome of the vote. A passing vote necessitates a majority vote (50% +1) of voting members.
6. **Add to Meeting Minutes:** The E-Vote Report will be added to the agenda and meeting minutes of the next meeting in which quorum is achieved.

Document Control and Revision Procedures

Purpose: To ensure the Norco College community has access to and is notified of updates and changes to the Strategic Plan and Governance Manual to quality, integrity, and transparency.

Scope: The procedures involved in making updates and revisions to the Strategic Plan and Governance (SPGM) Manual and revision control procedures.

Timeline: Throughout the 5-year SPGM, any governance entity may request updates or changes to the document via the instructions provided.

Procedures: Requests to revise or update the SPGM are submitted to the IEGC co-chairs, who will initiate and facilitate the document control and revision procedures.

Instructions:

- 1. Content Update Request: Members of any governing entity identify procedures or content that requires a revision or update in the SPGM**
- 2. Submit for Review: A request is submitted to the IEGC co-chairs to initiate the document revision process. The IEGC co-chairs will review and document via a shared Revision Log, which will be maintained by the IEGC Meeting Recorder.**
- 3. Draft Revise: IEGC co-chairs will send a Watermarked Draft Word document of the revised/updated section to the requestor.**
- 4. Submission of Track Changes: The requestor will provide track changes via redlining to the section and submit final draft to IEGC co-chairs for review and approval.**
- 5. Approval: The IEGC co-chairs will present the finalized revision as an Action Item to IEGC for consideration.**
- 6. Revision Control: Once revision and updates are approved in IEGC, the IEGC co-chairs and meeting recorder will archive the old section, and the document will be submitted via the document control platform with a revision number and date.**

Evaluation of the Institutional Procedures

Purpose: The evaluation of the institutional procedures regarding strategic planning and decision-making procedures.

Scope: The procedures include activities relating to institutional effectiveness and planning, including program review, resource allocation, decision-making, and compliance with institutional procedures.

Timeline: In every 5-year cycle of an approved strategic plan, the evaluation of the evaluation procedures is to be completed in the Fall semester of year 3 of the planning cycle.

Procedures: Led by IEGC Co-Chairs and facilitated by Council/Committee Co-Chairs. Council/Committee Co-Chairs are tasked with promoting the completion of the Institutional Effectiveness and Planning Survey (IEPS) in the Fall semester of year 3 of the 5-year strategic planning cycle. Members across all councils and committees will participate in the IEPS. Following the IEPS administration in the Fall of year

3, the IEGC Co-Chairs will initiate the evaluation of the evaluation procedures in the Spring semester of year three.

Instructions:

1. **Review of the Planning and Decision-Making Procedures:**
 - The IEGC Co-Chairs will review the following planning documents
 - Review of the Planning Cycle Timeline
 - Review of annual progress in KPI targets
 - Institutional Effectiveness and Planning Survey
 - Reports of Effectiveness
 - Review of the Mission, Vision, and Values Procedures and Compliance
 - Review of the Charters for all Leadership Councils and College Council
 - The IEGC Co-Chairs will review decision-making processes via a sampling of the following documents
 - Program Review and Resource Prioritization
 - Resource Allocation Report
 - President’s Memorandum and Regular Update
2. **Discuss, Decide, and Improve** Document discussions, decisions, and recommended improvements with actions, including alignment and compliance with institutional procedures at the March meeting of the Spring semester of year three to IEGC as a first read.
3. **Feedback & Approval** (if necessary): Present findings and plans to the College Council for leadership councils as a first read at the April meeting of the Spring semester of year three. Adjust improvement plans in collaboration with feedback from the oversight governance body. Obtain approval if needed for major changes to planning and decision-making.
4. **Finalize Improvement Plan:** Prepare a final report documenting the findings and recommendations at the May meeting of the Spring semester of year three to IEGC. Present and distribute the report to the oversight governing body as an agendaized Information Item and in the council/committee minutes, agenda, and posted public information.
5. **Take Action:** Engage in action steps to improve institutional effectiveness, including, but not limited to, constituency-based governance training and revisions/updates to the Council's purview and alignment as identified in the Charter.

Part 3: Governance Manual

Governance Overview

Participatory Governance

The purpose of the Norco College participatory governance philosophy and structure is to provide each constituent group, through their representatives, the opportunity to participate in the College's planning process, the College-wide creation and implementation of initiatives; and the development, review, and revision of policies and procedures that guide the goals and function of the College. In practice, this philosophy and structure is accomplished by councils, committees, and other groups created to encourage collegiality and cooperation, facilitate effective and purposeful communication, and resolve issues cooperatively, mutually supportive, and Mission-focused. This structure provides an opportunity for the perspectives of constituent groups to be considered and to allow for widespread participation in the operation and strategic planning of the college.

Participatory governance at Norco College is achieved in the spirit of cooperation, collaboration, and collegiality. To facilitate these goals, the college's constituent groups are encouraged to adhere to the following General Principles in their communications, engagement with colleagues, and service to students.

Guiding Principles of Participatory Governance at Norco College:

1. All decision-making is based on the recognition that Norco College and the Riverside Community College District exist to serve students through educational efforts that improve student outcomes and address historical equity gaps.
2. All constituent groups have a vested interest and a role in ensuring that Norco College fulfills its mission as defined by the state legislature, the State Board of Governors, and the Board of Trustees of the Riverside Community College District.
3. Planning and decision-making are most effective through mutual agreement, achieved by active participation and collegial interaction among all constituent groups.
4. The most effective way to develop policies and procedures is to ensure opportunities for involvement from the constituent groups affected by their implementation.
5. Representatives of constituent groups involved in the participatory/shared governance process are expected to keep their respective groups informed of the proceedings and recommendations of governance groups.
6. Individuals not serving as representatives will be allowed to share concerns with the elected representatives of their constituent groups, anticipating that their views will be represented in governance councils, committees, and other groups.

Definitions of Groups

Norco College contains various groups that serve as part of participatory/shared governance and contribute to its operation and strategic development. The following definitions are meant to guide this manual's users and assist those seeking to establish new groups to identify what they are trying to establish more effectively. Please note that some groups may deviate from particular elements of these definitions and that these definitions are provided only as guidance. Additionally, please note that other participatory/shared governance entities within the college established by legislation, Ed Code, collective bargaining, or other outside agencies (e.g., Academic Senate, CTA, CSEA) may contain groups that follow different definitions.

1. Councils – Councils at Norco are generally defined as bodies that contain the following features:
 - a. Councils are primarily responsible for decision-making and making recommendations related to the college's strategic vision.
 - b. Voting membership comprises representatives from all significant constituent groups at the college: administration, faculty, classified professionals, and students.
 - c. Voting members are specifically identified and selected by their constituent groups. Only those individuals specifically identified and selected can serve as voting members.
 - d. Councils meet on a regular schedule. They publish agendas before meetings and produce minutes of meetings.
 - e. Councils are established bodies that do not need to be regularly reaffirmed or reconstituted to continue their work. They have a charter that is reviewed regularly.

2. Committees – Committees at Norco are generally defined as bodies that contain the following features.
 - a. Committees are primarily responsible for decision-making, and recommendations related to the operational functions of the college.
 - b. Voting membership varies across college committees and standing committees of the Academic Senate. Standing committees of the Senate are commonly composed of representatives of just one or two major constituent groups, though members of other groups may serve as non-voting members. Voting members on college committees are typically identified and selected by their constituent groups.
 - c. Committees meet on a regular schedule. They publish agendas before meetings and produce minutes of meetings.
 - d. Committees are generally constituted by a higher organizing body (e.g., committees of councils, committees of the Academic Senate, etc.). A committee's continued function is at the behest of its higher organizing body. Committees have a charter that is reviewed on a regular basis and reaffirmed by its higher organizing body.

3. (Operational Groups) Advisory Groups, Networks, Planning Teams, Project Teams, Taskforces, and Workgroups.
 - a. The above groups are generally constituted on an ad-hoc basis to complete a specific task or review a particular issue.
 - b. The above groups may or may not have voting membership, depending upon a specific group's needs.
 - c. The group itself determines membership: membership may be open to all, limited to specific constituent groups, or limited to particular individuals or expertise as identified by the group or by the body creating the group.
 - d. The above groups are encouraged to generate agendas, but doing so is not required. They are also encouraged to produce notes (rather than minutes) and share these notes as appropriate.
 - e. The above groups do not generally need a charter, though they can create one if desired. They generally exist until their task is complete and then disband.

Participants

The following entities represent primary participatory/shared governance bodies at Norco College and Riverside Community College District. The descriptions here provide an overview of each group, their roles in the governance and strategic planning of the College and District, and bodies that serve as representatives of each group.

Board/Chancellor

- Description of group (50-100 words)
 - The description should provide a basic overview of the group, its composition, and its general position within the District and/or College structure.
- Roles of Group/Person in College Governance (100-150 words)
 - The roles should provide a basic overview of the group's functions, with more specific details than those provided in the description. The roles section should not be seen as an exhaustive list and instead, provide only a brief overview of primary responsibilities and/or roles within operational and strategic decision-making.
- Relevant Bodies (50-100 words)
 - Relevant Bodies should list those major entities that serve as representatives of the group in operational and strategic decision-making. For example, the Faculty Senate and the CTA would be two “relevant bodies” for faculty.

President

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Administration

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Faculty

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Classified Professionals

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Students

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Council and Committee Structures

The college uses common council and committee structures to establish greater clarity and facilitate broader participation. These common structures create clear expectations about how Councils and Committees will function and enable College members to participate more easily in Council and Committee activities.

Common Council and Committee Structures including the following elements:

- Chair/Co-Chair System
- Membership Appointments
- Student Participation
- Charter Requirements

Chair/Co-Chair System

In recognition that the Councils, Committees, and other groups governed by this manual have different functions, needs, and requirements, this manual does not establish direct requirements for how the Chairs/Co-chairs of each Council, Committee, or other group should be chosen and operate (with some exceptions; see below). Instead, this manual provides the following guidelines to assist Councils, Committees, and other groups with establishing more effective governance procedures.

- Council and Committee chairs/co-chairs are voting members of their groups and are counted for the purposes of quorum.
- Councils and Committees with membership from multiple constituencies are encouraged to adopt a co-chair/tri-chair system.
 - Norco College has a long tradition of shared leadership among administrators, classified professionals, and faculty. Co-chair/tri-chair systems honor this tradition and help to provide all constituency groups with a voice in the College's Council and Committee leadership structures.
- Councils and Committees that include membership from multiple constituencies and adopt a co-chair/tri-chair system are encouraged to follow these guidelines:
 - When chair positions are held by a particular constituency, the voting members of the Council or Committee who are part of that constituency are responsible for selecting the relevant chair.
 - Co-chairs/tri-chairs should serve two-year terms with no term limits.
 - Co-chairs/tri-chairs should serve in staggered terms to help prevent an entire Council or Committee's leadership changing simultaneously.
 - If a co-chair/tri-chair resigns their position before the end of their term, the Membership Appointment authority or the Council or Committee voting members of the relevant constituent group shall select an individual to finish the remaining term.
 - Councils/committees should maintain a document detailing the terms of chairs/co-chairs.

Membership Appointments

For Councils, Committees, and other groups where a constituent representative is warranted/requested, the following Membership Appointment procedures shall be used:

- Administrative appointments shall be determined by the President and Executive Cabinet.
- Classified Professional appointments shall be determined by CSEA Chapter 535.
- Faculty appointments shall be determined by the Norco College Academic Senate.
- Student appointments shall be determined by the Associated Students at Norco College (ASNC).

Individuals or groups seeking appointments should contact the relevant appointment-making body for more information on that body's policies and procedures.

Student Participation

As students and student success are a primary focus of the College, the College values and encourages student participation in the development of college policies and procedures that significantly impact

students. Moreover, students' right to participate in developing college policies and procedures that impact them is contained within the California Education Code and current Accreditation standards.

Student participation is primarily achieved by having students serve as Council and Committee members. To better facilitate and encourage student participation, all College members are encouraged to observe the following recommendations:

- College employees should recognize and appreciate the uniqueness of student members' experience at and with the College.
- College employees should take care to ensure abbreviations, acronyms, and other jargon are clear to student members.
- College employees should encourage and solicit student participation. All efforts should be made to ensure that student participation is valued and that student participants are welcomed.

The first Guiding Principle of the College holds that the College and District "exist to serve students through educational efforts that improve student outcomes and address historical equity gaps." Successful adherence to this Guiding Principle requires that all college members work to create environments in which students feel welcome to actively participate in the College's Councils, Committees, and other groups.

Council/Committee Templates

The following pages contain charters for Councils and Committees representing all standing bodies active in the college at the time this edition of the Strategic Planning and Governance Manual was published. While this list and the descriptions will be updated annually as necessary, readers are encouraged to contact any listed body directly for more current information.

Please find up-to-date council and committee information online at the Norco College governance website.

This section includes the following:

- Charter Requirements
- List of Councils and Committees

Charter Requirements

Charters at Norco College serve two purposes:

- Charters serve as a central location for basic information about each Council and Committee.
- Charters provide a central organizational document to help orient the efforts of Councils and Committees regarding their contributions to the operational and strategic efforts of the college.

All charters contain the following elements:

- Name of Council/Committee
- Description: a 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
- Meeting Schedule
- Chair/Co-Chairs (include constituent group when relevant)
- Membership: names of members and relevant constituent groups (e.g., faculty, classified professionals, etc.) from which each membership is drawn.

- Key Performance Indicators/Goals: specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
- Equity Focus: a brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
- Edition Date: date of their most recent revision and dates of previous versions of the charter.
- Support Staff: support staff assigned to the Council/Committee

List of Councils and Committees

Councils

- List all Councils in alphabetical order.

Committees

- List all Committees in alphabetical order. Consider labeling Committees as [College] or [Senate] to make distinguishing each Committee’s position easy.

Name of Council/Committee
Description (25-50 words):
Meeting Schedule:
Chair:
Membership:
Key Performance Indicators/Goals:
Equity Focus:
Edition Date:
Support Staff:

Communication & Decision-Making

Principles of Decision-Making

The following section outlines the basic decision-making procedures for use by bodies governed by this manual. While individual councils, committees, and other groups may change some decision-making procedures to fit particular circumstances, groups are generally encouraged to follow the procedures outlined below. Using uniform decision-making procedures allows for easier participation by new members and creates standard expectations about how governance groups will function.

This section covers the following areas:

- Consensus and Voting
- Quorum Requirements

Consensus and Voting

Consensus

All college bodies are encouraged to use consensus as their primary decision-making method. This focus fits with the College's guiding principles and encourages constituent groups to engage openly and honestly and prioritize compromise to settle disagreements.

Consensus is characterized by the following five elements:

1. Collaboration: The group develops proposals with input from all interested group members.

2. Inclusion: The group includes all appropriate constituencies in its discussions and seeks to identify relevant voices that might be missing.
3. Participation: All interest group members contribute to the discussion. The group solicits contributions from all group members and seeks to identify any voices that might not yet have been heard.
4. Agreement Seeking: The group makes a concerted attempt to reach a complete agreement that is satisfactory to all group members
5. Cooperation: Decisions may incorporate individual concerns but are designed to benefit the whole group. Personal preferences do not override the needs and interests of students, the College, the District, and other constituent bodies.

It is important to remember that consensus does not mean or require full endorsement by all members of a given decision. Consensus almost always involves compromise; reaching consensus most often means that all group members agree that they can support a decision while also acknowledging that members may hold reservations about certain parts of the decision. Consensus requires the group to attempt to hear members' perspectives for mutual understanding and to strive for compromise.

Councils, committees, and other groups are encouraged to use the following best practices to reach consensus:

- Clarification of the Issue: At the outset of the discussion, the group works to identify the issue being considered and the details of any proposals.
- Discussion/Dialogue: Participants combine their insights and knowledge to develop a broader and collective understanding of the issues.
- Participation: Committee members accept responsibility for attending meetings, designating a substitute when unable to participate, contributing to the discussion, and following up on action items. Committee chairs are expected to schedule meetings to maximize participation.
- Support: Once a consensus is reached, all group members are expected to support the decision and the decision-making process.
 - At the same time, groups are encouraged to share the differing viewpoints that were expressed through their minutes and to forward all viewpoints to the next decision-making level to give a complete picture of the issues considered.

Voting

For those decisions where consensus is not achievable, voting should be used to make decisions. Groups are asked to use the following principles when voting:

- Chairs and co-chairs of Councils and Committees are considered voting members and encouraged to participate.
 - Advisory groups, task forces, and other entities are encouraged to treat chairs and co-chairs as voting members but can adopt different rules as appropriate.
- Voting should be public, with all group members expressing their votes openly. Secret ballots should be used only on rare occasions.
 - One notable area where secret ballots may be preferable is votes to elect officers or members of a particular group or other situations in which members are chosen for particular roles. If possible, such decisions should also be reached via consensus.
- Vote totals (e.g., for, against, and abstain) should be recorded and included in a group's minutes.
- **Electronic voting is not allowed for groups subject to the Brown Act. Groups not subject to the Brown Act can use electronic voting as appropriate. E-voting procedures are details in**

Institutional Effectiveness Procedures for groups not subject to the Brown Act, including all Leadership Councils and Committees.

- Groups subject to the Brown Act may use electronic means to conduct elections (e.g., Academic Senate may use electronic voting to elect officers or other representatives).
- Once a vote is taken, all group members are expected to support the decision and the decision-making process.
 - At the same time, groups are encouraged to share the differing viewpoints that were expressed through their minutes and to forward all viewpoints to the next decision-making level in order to give a full picture of the issues considered.

Quorum Requirements

Councils and committees are required to establish quorum to make decisions, whether those decisions are reached by consensus or voting. Unless otherwise stated in a group’s charter or by-laws, quorum is 50% + 1 of the group’s voting membership (please see Electronic Voting Procedures for groups not subject to the Brown Act).

Chairs and co-chairs are counted towards the determination of quorum.

If a group does not establish quorum, it can still discuss the items on its agenda, and the group should still take minutes of the meeting.

Principles of Communication

A shared/participatory governance structure requires effective communication with and between the groups that contribute to the college's operational and strategic success. All groups are encouraged to follow the Principles of Communication to help ensure that college members are aware of decisions, the decision-making process, and other ongoing efforts and initiatives.

The Ralph M. Brown Act (“the Brown Act”) governs public access to legislative meetings in the state of California. While only certain bodies at the College are officially governed by the Brown Act, it still serves as a guide for best practices in communication with the College, the District, and the public at large. The following principles of Communication are heavily based on the requirements of the Brown Act.

Please note that groups subject to the Brown Act may have requirements above and beyond the principles listed below.

- Agendas
- Minutes
- Websites

Agendas

Councils and committees should publicly publish agendas at least three days (including weekends) before a meeting. Publication and contents of agendas should follow these guidelines.

- Agendas should be published as widely as is practical. In general, agendas should be, at the very least, sent via email to the College as a whole.
- Agendas should include the following information:
 - The name of the Council or Group.
 - The meeting date, time, expected duration, and location, including physical and virtual location information as appropriate.
 - How many members must be present to achieve quorum.

- Whether the group is subject to the Brown Act.
- Agendas should include the following elements:
 - Approval of Agenda/Approval of Minutes
 - Comments from the Public/For the Good of the Order
 - All agendas should contain a specific opportunity for interested parties to share their positions on issues of interest to the group.
 - Action Items.
 - These are proposals upon which the group intends to decide.
 - Groups are encouraged to use the principle of 1st reading/2nd reading. Groups are encouraged not to decide on an item the first time the item appears before the group. Exceptions may be made as appropriate for particularly uncontroversial or uniformly supported actions.
 - **Actions items should not be added to an agenda after its publication.**
 - In those extreme circumstances in which an action item must be added to an agenda after its publication, a revised draft of the agenda should be published, with specific effort made to clarify the exact nature of the revision.
 - **Action items should not be added to the agenda during a group’s meeting.**
 - Adding an action item at a group’s meeting defeats a primary goal of the Brown Act: to ensure that all interested parties are aware of an upcoming decision and can voice their respective positions on the decision.
 - Information/Discussion Items.
 - These are proposals or other forms of group business that will be shared and discussed, with no intent to act.
- Agendas may optionally include the following:
 - The group’s mission statement and purpose.
 - A link to the group’s website.
 - Attachments to decision-making and other relevant material.
 - Any other information that facilitates good communication and full participation of all interested parties.

Visit the [Norco College Governance Resources webpage](#) to access a sample agenda and agenda template.

Minutes

The previous version of the Strategic Planning & Governance Manual distinguished between minutes and notes. To clarify and simplify, the idea of notes is being removed. Instead, all councils, committees, and other groups must generate and publish minutes of their meetings.

As a general guiding principle, minutes are expected to represent a full meeting record and be brief yet accessible.

- By “full record,” we mean that minutes should include decisions reached and a summary of the deliberation surrounding those decisions. Minutes should also include summaries of information and discussion items.
- By “brief yet accessible,” we mean that minutes should be succinct summaries of relevant decisions, discussions, and information items but detailed enough that readers who were not present at the meeting can still develop a strong sense of the meeting’s contents.

This focus on more detailed minutes serves several purposes. First, it facilitates stronger communication with the college. Second, it enables a greater understanding of the decisions made and the decision-

making process. Finally, it provides valuable evidence necessary for accreditation and other governance purposes.

The contents of the minutes should follow these guidelines.

- Minutes should include the following information:
 - The name of the Council or Group.
 - The meeting date, the meeting time, and the meeting location, including both physical and virtual location information as appropriate.
 - The names of all individuals present at the meeting.
 - Councils, committees, and groups with set membership rolls may distinguish between members and visitors.
 - Councils, committees, and groups with set membership rolls may identify absent members.
- Minutes should include the following elements:
 - A description of any decisions that were made. The description of each decision should include the following elements:
 - A description of the decision.
 - The names of the group members who made and seconded the motion to approve the decision.
 - Whether the decision was made by consensus or voting.
- If the decision was made by voting, vote totals (yes, no, abstain) should be included.
 - A brief yet accessible summary of any discussions surrounding the decision.
- A description of information/discussion items.
 - The description should be brief yet accessible.
 - For items that involved discussion, groups may determine on their own whether to include the names of the individuals who participated in the discussion.
- A brief yet accessible description of any issues raised during Comments from the Public/For the Good of the Order.
- Any other information or details deemed necessary for individuals who did not attend the meeting to understand the meeting's contents.

The publication of minutes should follow these guidelines:

- Members of the group should have the opportunity to review and offer revisions to minutes before official publication.
- Minutes for one meeting should be considered and approved at the next meeting.
- The minutes should include as an appendix any documents or presentations that were shared at the meeting.
- Once approved with any revisions, minutes should be published on the group's website. Approved minutes may also be published by other means (e.g. email) as appropriate.
- Draft minutes may be distributed before approval when necessary. However, the draft status of said minutes should be clearly marked.
- Any documentation presented at the meeting must be added to the meeting minutes as an appendix (no links).
- Meeting minutes and agendas need to be submitted to the college's document control platform for historical record.

Visit the [Norco College Governance Resources webpage](#) to access a sample of meeting minutes and meeting minutes template.

Websites

All Councils and Committees of the College are expected to maintain websites regarding their group (all other groups should determine on their own whether a website is necessary, but in general, groups are encouraged to establish and maintain websites to facilitate communication and openness). Previously, there have been no guidelines on what websites should contain. These guidelines aim to create a more uniform, College-wide website development and maintenance approach.

Responsibility for Website Updates

All groups with a website should assign a person or team to be formally responsible for updating the website (either directly or by working with College or District IT to implement the updates). While this responsibility will commonly fall to the chair/co-chairs, any group member can perform this task. The person/team assigned should expect to perform the following duties:

- Review the website at the beginning of each semester to identify needed updates.
- Perform a monthly review and update each term to ensure documentation is uploaded and accessible. This includes agendas with documentation and meeting minutes.
- At the conclusion of each term (Fall and Spring), work with the College or District IT for assistance and support as needed to ensure the site is fully functional and up to date.

Website Guidelines

All College group websites are expected to have the following elements. Please note that these elements are considered only a starting point and that groups can and likely should include additional information beyond these guidelines to carry out the group's charge best.

The expected elements consist of the following:

- Name.
- A description of the group's purpose and/or the group's mission statement.
- The regular meeting dates, times, and locations, including physical and virtual as appropriate.
- Contact information.
 - The primary contact will likely be the chair or co-chairs.
 - Contact information should include how to submit items for the group's agendas.
- Group Membership.
 - Group Membership should be updated at least annually and ideally at the beginning of each semester.
 - Chairs/co-chairs should be clearly identified.
 - If a group's membership is based on representation from particular College communities, those affiliations may be included (i.e. the Student Representative may be identified as such, the Representative from a particular School or constituent group may be identified as such).
- A statement regarding how group members are selected or who is welcome to join the group.
- The groups currently assigned KPI/Objective alignments.
- Archives of past agendas, minutes, and membership rolls.

Principles of Decision-Making – Consensus and Voting¹

The following section outlines the basic decision-making procedures for use by bodies governed by this manual. While individual councils, committees, and other groups may change some procedures to fit

particular circumstances, groups are generally encouraged to follow the procedures outlined below. Uniform decision-making procedures allow for easier participation by new members and create standard expectations about how governance groups will function.

This section covers the following areas:

- Robert’s Rules of Order
- Brown Act
- College Meeting Calendar
- College Structure

Robert’s Rules of Order

Norco College has historically referred to Robert’s Rules of Order in the College’s operation of its Councils and Committees. However, the College has never emphasized strict adherence to Robert’s Rules. Instead, the College has used the Rules as a general framework and has supplemented that framework with general expectations of collegiality and cooperation. In recognition of this history and the College’s general desire to emphasize consensus and collegiality over strict adherence to particular rules, the manual encourages Councils, Committees, and other groups to use the basic elements of Robert’s Rules but to adjust rules to fit the goals and culture of the relevant group.

Brown Act

The Ralph M. Brown Act (Gov. Code, § 549501 et seq., hereinafter “the Brown Act,” or “the Act”) governs meetings conducted by local legislative bodies, such as boards of supervisors, city councils and school district boards. The Act represents the Legislature’s determination of how the balance should be struck between public access to meetings of multi-member public bodies on the one hand and the need for confidential candor, debate, and information gathering on the other.

[Visit the Norco College Governance Resources webpage to access the Brown Act Trainings, Roberts Rules Cheat Sheet and Citations.](#)

College Meeting Calendar

[Visit the Norco College Governance Resources webpage to access the Standing Meetings Calendar.](#)



2024 Division Re-organization



Streamlining resources & enhancing collaboration to create a more cohesive learning environment.



Aligning with Our Mission

Norco College continues to prioritize our goals in student access, student success, and student equity to inform and guide college strategic planning and resource allocation. In the last three years the college has undergone several structural and organizational changes to advance this work.



The Why

The college seeks to bring the college organizational structure into greater alignment in support of our goals in equitable student achievement. Adoption of Strategic Enrollment Management (SEM) Plan brings operational alignment to our strategic goals emphasizing student support through their entire journey.



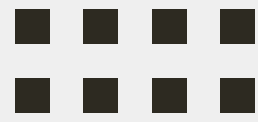
Holistic Student Support

Academic Counseling & Career Development

Career Academic Pathways Schools

CAP Hour

Continued Equity Integration & Programming



Divisional Strategic Focus

**Vice President,
Academic Affairs**

**Vice President,
Planning &
Development**

**Vice President,
Student Services**

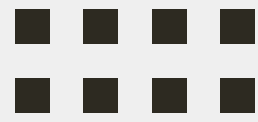
**Vice President,
Business Services**

**Academic
Programming &
Enrollment
Management**

**Equity &
Institutional
Effectiveness**

**Scaling
Comprehensive
Student Support &
Access**

**Physical & Fiscal
Resources
Management**



Department Shift

DEPARTMENT	FROM	TO
Dean, Special Funded Program	Student Services	Planning & Development
Dean, Technology & Learning Resources	Academic Affairs	Student Services



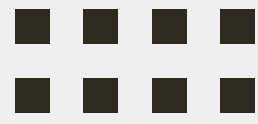
Department Shift Rationale

Library & Academic Support

- Standard of Care Model includes Counseling, Educational Advisors, and Tutors for student success.
- Enhanced collaboration enables strategic, integrated support services for all students.
- Librarians and Counseling join to support Career and Academic Pathways across divisions.
- Student Services leads scaling of the Standard of Care model.
- Writing and Reading Center stays under Dean of Instruction.

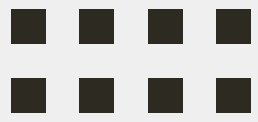
Special Funded Programs

- Reorganization consolidates programs for disproportionately impacted students into one division for collaboration and capacity building.
- Planning and Development lead equity and institutional effectiveness efforts.
- Aligning equity affinity and special funded programs enhances collaboration, access, and resource efficiency.
- Equity affinity programs share many of the same students.
- Leverage capacity for personalized services to close success gaps.



Program Shift

PROGRAM	FROM	TO
Athletics	Dean, Student Life	Dean of Instruction
MESA	Dean of Instruction	Dean of Equity, Inclusion, & Engagement
TRIO (SSS)	Dean, Equity	Dean, Special Funded Programs
TRIO (UB)	Dean, Enrollment	Dean, Special Funded Programs
Disability Resource Center	Dean, Special Funded Programs	Dean, Student Services



New Programs

College Corps

Dean of Student Life

Title V

Dean of Student Services

Timeline

October 2024

- Divisional Administrative Meetings (Completed)

November 2024

- Bargaining Units & Academic Senate Standing Meetings | **Nov 7-12**
- Management Meeting | **Nov 13**
- Academic Senate Meeting | **Nov 18** (Information Item)
- Leadership Council Meetings | **Nov 21** (Information Item)

December 2024

- College Council | **Dec 5** (Information Item)

January 2025

- Implementation | **Jan 2**

Questions?



NORCO
COLLEGE