



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

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03/27/2015

Norco College
2001 Third Street
Norco, CA 92860

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Diane Dieckmeyer
3.	Phone number of person preparing report:	951-372-7199
4.	E-mail of person preparing report:	diane.dieckmeyer@norcocollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://norcocollege.edu/academics/Documents/2014-15%20Catalog/Section%20I%20General%20Information.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://norcocollege.edu/about/president/Accreditation/Pages/index.aspx
6.	Total unduplicated headcount enrollment:	Fall 2014: 9,398 Fall 2013: 9,728 Fall 2012: 9,726
7.	Total unduplicated headcount enrollment in	8,861

	degree applicable credit courses for fall 2014:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,747
9.	Number of courses offered via distance education:	Fall 2014: 50 Fall 2013: 53 Fall 2012: 52
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 2,290 Fall 2013: 2,415 Fall 2012: 2,536
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	67.5%
14b.	Successful student course completion rate for the fall 2014 semester:	67.6%
	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	

15.	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A																									
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	422																									
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	128																									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:		638																									
16b.	Number of students who received a degree in the 2013-2014 academic year:		555																									
16c.	Number of students who received a certificate in the 2013-2014 academic year:		159																									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?		640																									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:		840																									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?		No																									
18b.	If yes, please identify them:		n/a																									
19a.	Number of career-technical education (CTE) certificates and degrees:		35																									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:		6																									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:		n/a																									
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:		17																									
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																											
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>n/a</td> <td></td> <td></td> <td>0 %</td> <td>0 %</td> </tr> </tbody> </table>				Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	n/a			0 %	0 %														
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21.	Logistics & Materials Transportation	52.02	61.9 %	71.4 %
	Real Estate	52.15	61.9 %	40.5 %
	Digital Media	09.07	46.2 %	42.1 %
	Computer Information Systems	11.01	37 %	80 %
	Computer Software Development	11.02	37 %	50 %
	Engineering Technology, General	15.00	59.2 %	55.6 %
	Electronics & Electrical Technology	47.01	59.2 %	50 %
	Drafting Technology	15.13	59.2 %	64.3 %
	Manufacturing & Industrial Technology	15.06	59.2 %	75 %
	Civil and Construction Management Technology	46.04	59.2 %	50 %
	Child Development/Early Care and Education	19.07	53.1 %	62.3 %
	Administration of Justice	43.01	48.7 %	42.9 %
	22.	Please list any other institution set standards at your college:		
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	
	n/a			
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).			
	As a result of feedback received from the recent comprehensive accreditation visit, the College revisited the methodology of the ISS to determine whether they were set too low. In doing so, we reviewed numerous other colleges' ISS and calculated our own ISS using the three most common methodologies we found in the field. These results were discussed via our shared governance process, which led to a revision of our methodology.			

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 419
	b.	Number of college courses with ongoing assessment of learning outcomes: 292
		Auto-calculated field: percentage of total: 69.7
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 56
	b.	Number of college programs with ongoing assessment of learning outcomes: 27
		Auto-calculated field: percentage of total: 48.2
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 20
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 20

		Auto-calculated field: percentage of total: 100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://norcollege.edu/employees/faculty/Pages/Outcomes-Assessment.aspx
28.	Number of courses identified as part of the general education (GE) program:	230
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	68.3%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	230
32.	Number of Institutional Student Learning Outcomes defined:	4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	70%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>In fall, 2013, the College assessed its "global awareness / personal self-development" PLO, and in the fall of 2014 the English and Philosophy disciplines conducted GE PLO assessments in their courses regarding the students "information and technology competency". This spring, meetings were held with participants in both PLO assessments to review the data and to discuss next steps in the cycle of assessment. The meetings generated active dialogue between GE and CTE faculty, administrators, and students. What emerged from these initial "debriefings" is the need for a broader, college wide conversation regarding the role of the GE outcomes. The Academic Senate has been approached regarding the need to discuss how faculty in general interpret their role in integrating the PLO into the course curriculum, whether there should be separate ILOs and GE PLOs so that CTE is included in the ILOs. A retreat is planned for the fall 2015 and this will be part of the agenda.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		

36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>Norco College is currently in the process of transitioning to an on-line assessment tool known as TracDat. TracDat is fundamentally a storage and tracking device for SLOs, PLOs, and ILOs. Faculty, staff, and administrators can clearly see the alignment and relationship between the individual SLOs to the single course; from the single course to the PLOs, and from the discipline SLOs to additional programs. TracDat provides faculty, staff, and administrators with the ability to clearly share, dialogue about, and update attempts to improve student learning at the course and program level.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Assessment continues to be coordinated by the Norco Assessment Committee (NAC), and the practice of instructional departments reporting out on assessment activities and future assessment plans for each discipline in the department continues as a regular feature in the agenda. NAC members also report out to their departments at department meetings on college-wide assessment activities and initiatives. Assessment activities and results are also reported at senate and strategic planning meetings, including the monthly "committee of the whole" meetings of the entire college. The College disseminates assessment results more widely by completing annual assessment reports (which appear on a website dedicated to assessment activity), holding workshops dedicated to assessment techniques and results, and surveying faculty, staff, and students. TracDat will also provide an additional tool by which assessment results of methodology will be able to be shared with the faculty.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>In the past, completed assessment reports at the course and program level were filed with the Dean of Institutional Effectiveness, but are slowly transitioning over to TracDat this spring. Going forward instructors will be able to view completed assessments from a prior section of any course in their discipline via the TracDat system. Assessment reports on interdisciplinary programs and GE have traditionally been completed by the Assessment Coordinator (AC), but starting this spring a stronger emphasis is being placed on collaboration with the faculty involved in the assessment. They will be asked to assist with data analysis, and in the generation of the final report. Any "next steps" or loop-closing will be identified by the participating members, not just the AC. Results of the SLO assessments will be shared in department meetings. Results of the PLO assessments will be discussed with all faculty or necessary parties at the institutional level.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Early Childhood Education – The ECE discipline conducted numerous assessments over a number of courses and identified an overarching lack of reading comprehension in the participating students. The SLO assessments highlighted the need for students to engage in more activities in the classroom that facilitated their ability to decode the assignment requirements, or to break-down what the questions were asking. The assessments also indicated a need for significantly more in-class practicing and manipulating ideas that would ultimately end up on a comprehensive assignment. Overall, graphic organizers, group based learning, modelling formatting of documents or PowerPoint slides was shown to increase students competency on the assignments that were involved in the SLO assessments. This assessment resulted in a budget item request in the Annual Program Review for ECE in 2015; for the full time faculty to participate in the Reading Apprenticeship training offered by WestED. In this situation the completion of SLO assessment was used to drive budget</p>

allocation in an attempt to increase student learning in the future.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 1 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Location and/or Geographic Area Served Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Electrician Apprenticeship Program; Possibly a DE related proposal

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	Institutional Rectifier program for which we completed a Substantive Change Report.
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	International Rectifier Corporation
43.	List all of the institutions instructional sites out of state and outside the United States:	N/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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