NORCO COLLEGE

Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators"

October 9, 2015

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Introduction

This report reviews progress made toward achieving the goals and objectives in the strategic plan 2013-18 (which are the same as the educational master plan goals) during the 2013-14 academic year. This report also meets the fourth evaluation procedure under Strategic Planning Policy 2010-01 for the purpose of regular evaluation of integrated planning, budgeting, and decision-making processes.

The 2013-14 academic year was devoted to the creation of action plans focused on activities over the successive four years that will move the institution toward achieving the goals as stated in the strategic plan. As of fall 2013, there were nineteen strategic planning bodies including 14 committees, an academic senate, and four planning councils involved in long-range decision-making for the institution. A document was produced that mapped every objective of the strategic planning goals to one of the committees or councils (see Appendix A). These strategic planning bodies reviewed the mapping document and either approved their assignments or made revisions as necessary. The next step was the creation of action plans to address the goals and objectives within the strategic plan. Most of the committees were assigned between three and five objectives with the exception of the Student Success Committee which was assigned sixteen. The assignment of committees to objectives was for the purpose of oversight and guidance to those responsible for activities. In many instances the parties responsible for the activities were different than the overseeing committee. By the end of the spring 2014 semester, most of the committees/councils had submitted action plans for their goals and objectives (see Appendix B). At present, there still remains some action plans that are incomplete and they will need to be completed by early fall. These action plans will be essential over the next four years since they will guide institutional efforts toward achieving the educational master plan/strategic planning goals and objectives of Norco College.

Since the 2013-14 academic year was devoted to planning activities, coordinated efforts to achieve the goals were not as prevalent as they will be in 2014-15 and onward. However, there were some institutional-level interventions that may have had an impact on goal and objectives during 2013-14. One of those interventions was Summer Advantage. During the summer of 2013, 280 Corona-Norco Unified School District students participated in English or math workshops with the majority of participants receiving approval to advance one or more levels higher than indicated through the placement test. In addition, students were required to go through an extended in-person orientation day and were then given early registration. Eighty-nine percent of students who were in Summer Advantage enrolled in both English and math

courses during fall 2013. Summer Advantage is likely to have impacted several of the goals and objectives, and this will be highlighted in the specific summary at the end of each goal.

Goal 1-Increase Student Achievement and Success

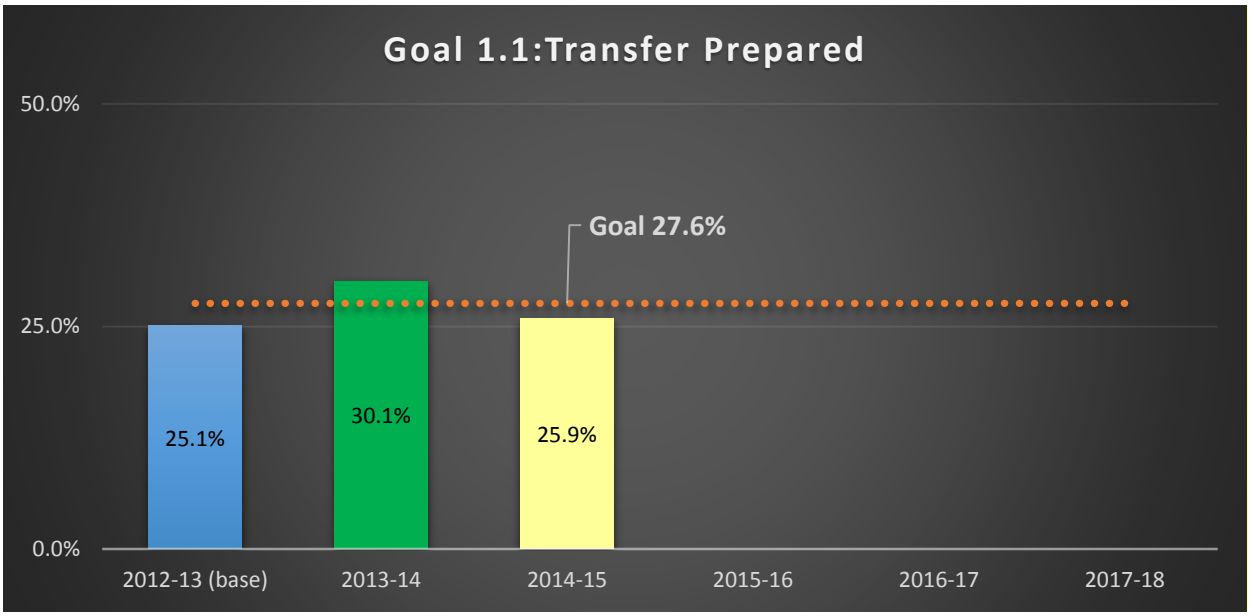
The following charts represent a dashboard indicating progress made toward achieving each of the ten objectives comprising Goal 1 of the Educational Master Plan/Strategic Planning Goals. To aid in interpretation of each objective the 2013-14 year outcomes have been color coded with bar charts according to the following scheme:

Blue: Baseline year
Green: Outcome for year has met or exceeded 5-year target
Yellow: Outcome for year is within 90% of 5-year target
Red: Outcome for year is less than 90% of 5-year target

The following charts represent the dashboard indicators for the 10 objectives comprising Goal 1. A written summary of progress on all objectives will be provided at the end of the dashboard.

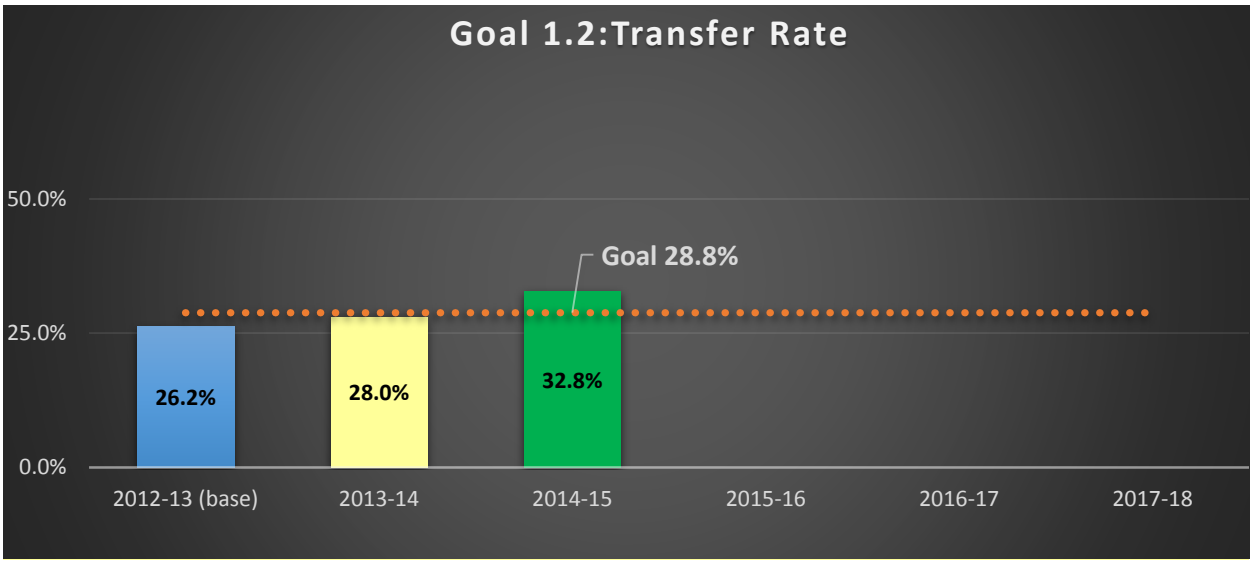
OBJECTIVE 1: IMPROVE TRANSFER PREPAREDNESS (COMPLETING 60 TRANSFERABLE UNITS WITH A 2.0 GPA OR HIGHER)

This objective is measured by first selecting a cohort of new students who began attending Norco College six years ago. The cohort of new students is then subjected to criteria known as "Intent to Complete". New students who have an intent to complete must complete six units and attempted an English or math course within the first three years of the six-year time period. The SPAR cohort will be used for most objectives that require a period of time in which to complete (i.e. degree, certificate, transfer, etc.) Once the SPAR cohort was identified, this became the denominator of the ratio for transfer preparedness rate, as well as degree completion, certificate completion, transfer rate; and 15-, 30-, and 60-unit completion rates. As indicated in the title above, transfer preparedness rate was the percentage of SPAR students who completed 60 transferable units with a 2.0 GPA or higher. Since it was limited to transferable units, this rate did not include units from basic skills or non-transferable degree applicable courses.



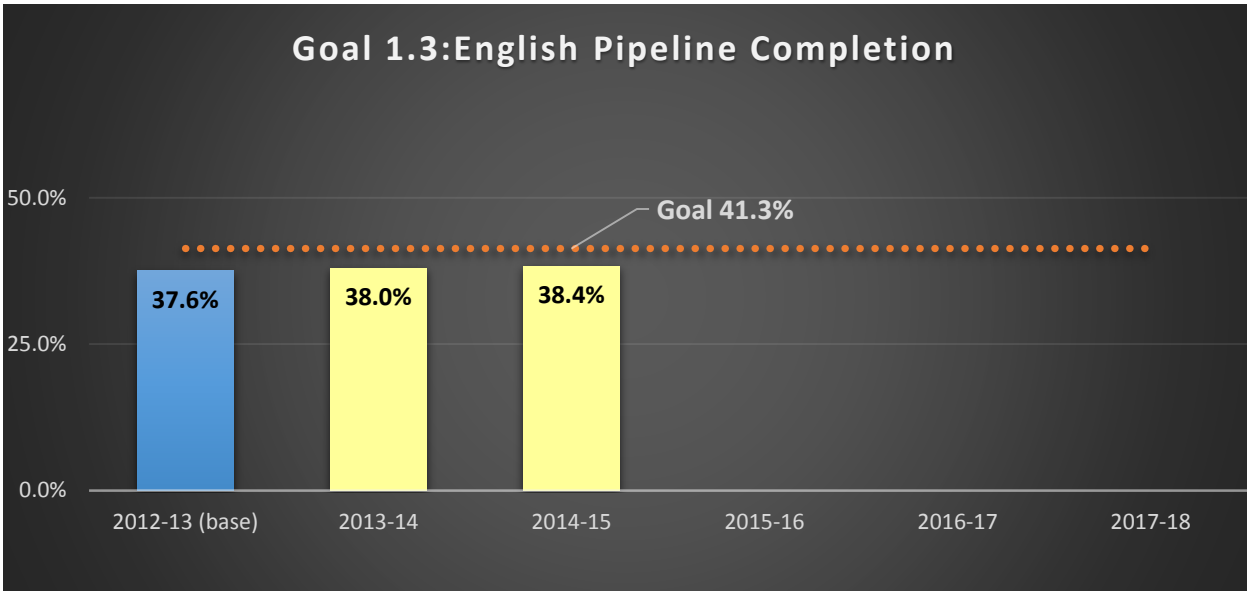
OBJECTIVE 2: IMPROVE TRANSFER RATE BY 10% OVER 5 YEARS

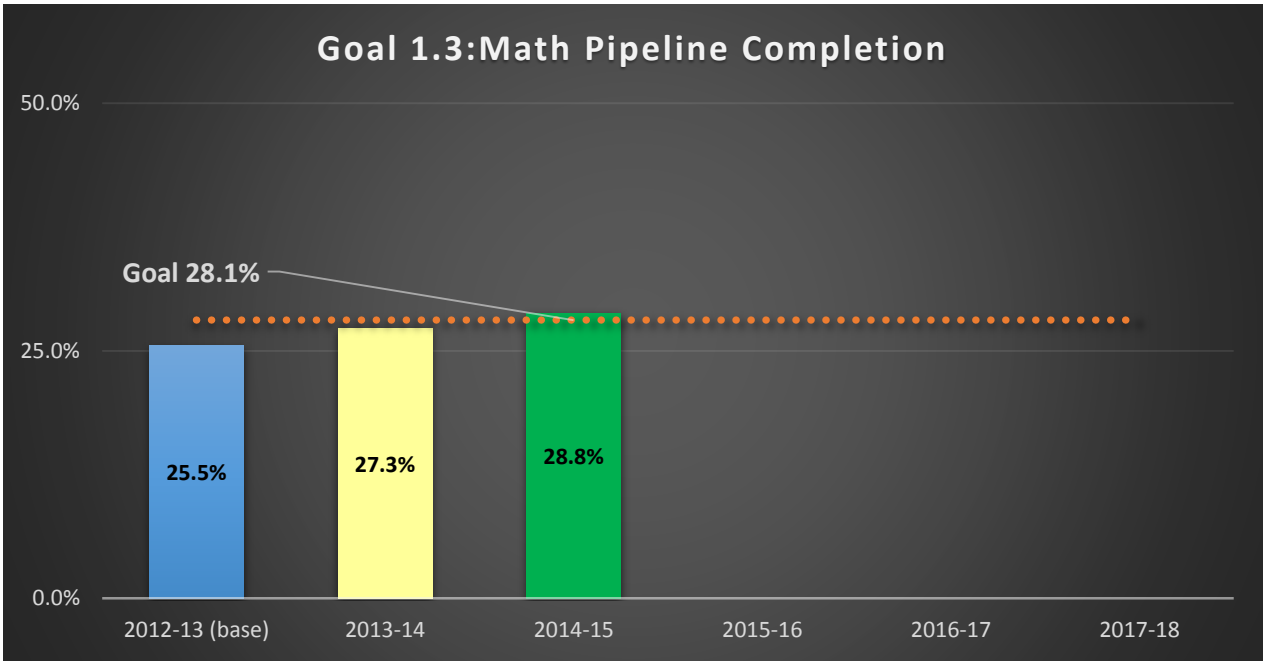
Transfer rate is determined by selecting a SPAR cohort and identifying the students that enrolled in any four-year institution within six years of beginning at Norco College. Enrollment at a four-year institution is identified by checking SPAR cohort students against the National Student Clearinghouse. Approximately 97% of institutions in higher education report enrollment to the National Student Clearinghouse.

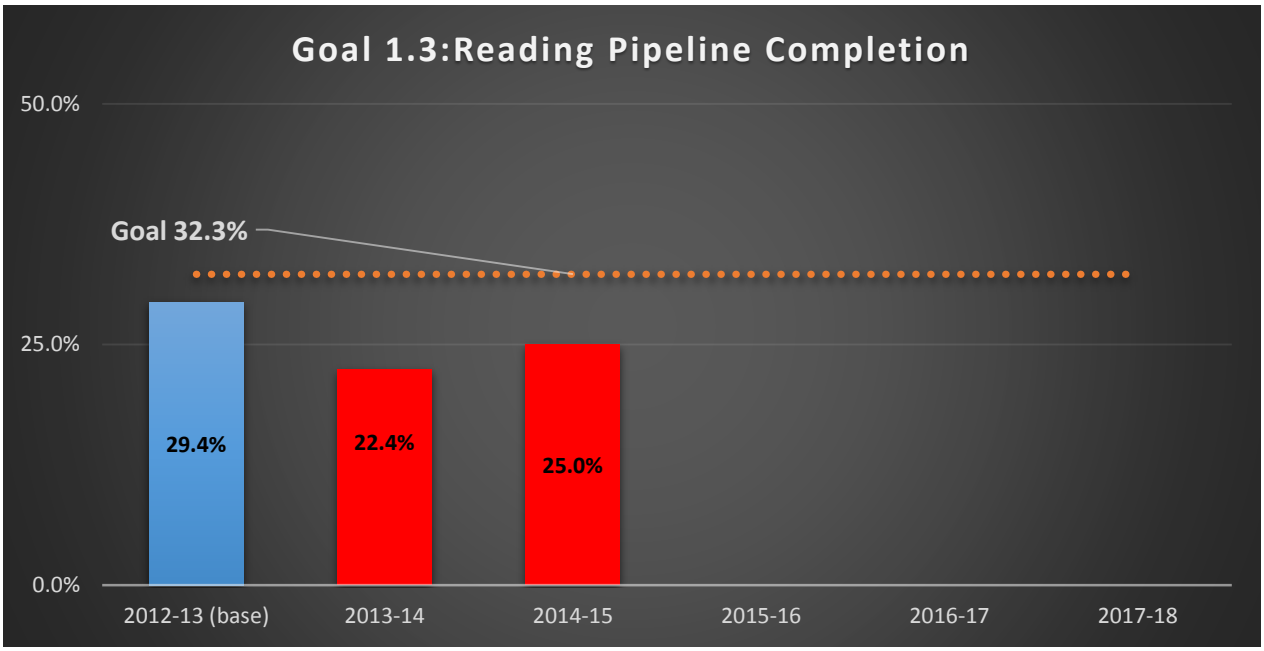


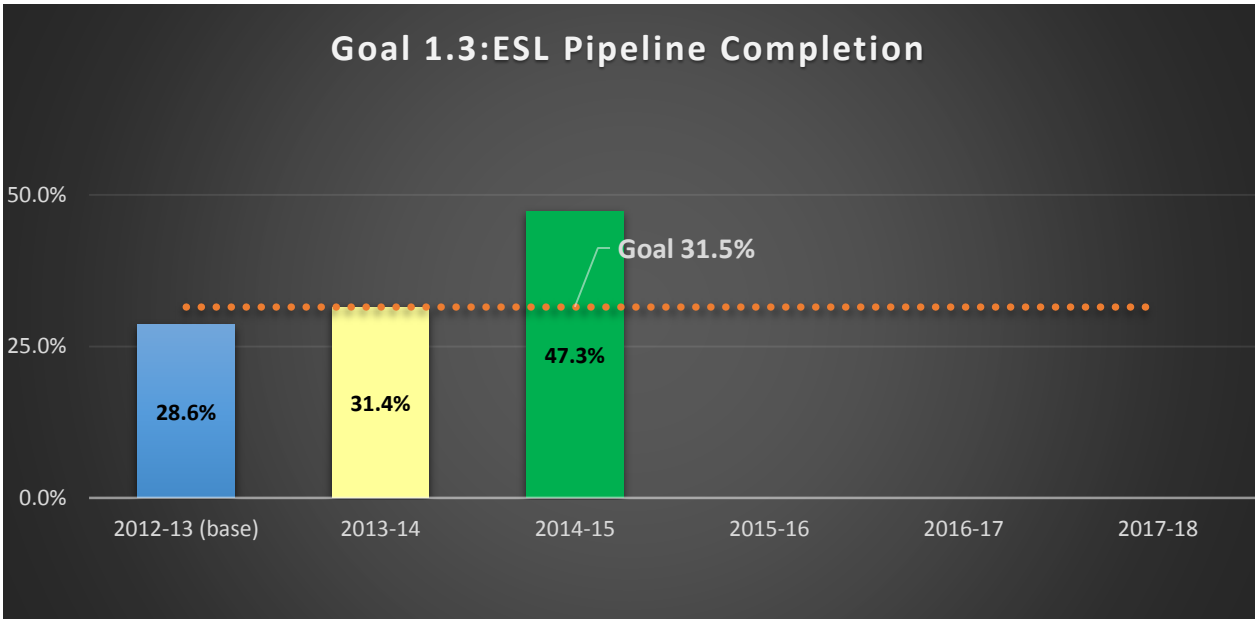
OBJECTIVE 3: INCREASE PERCENTAGE OF BASIC SKILLS STUDENTS WHO COMPLETE THE BASIC SKILLS PIPELINE BY SUPPORTING THE DEVELOPMENT OF ALTERNATIVES TO TRADITIONAL BASIC SKILLS CURRICULUM

This objective was measured by identifying students who initiated the basic skills pipeline (i.e. began in a course that is below degree-level in the sequence) during an academic year. The percentage of students who then continued on and successfully completed the degree-level course with a "C" or better within six years were considered to be pipeline completers.



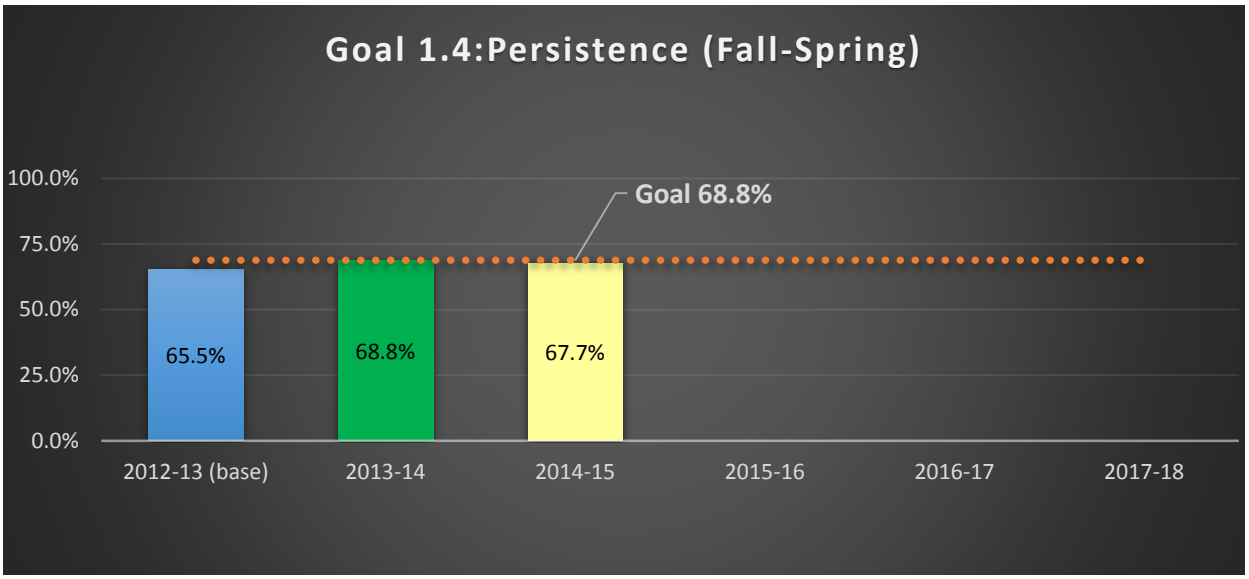


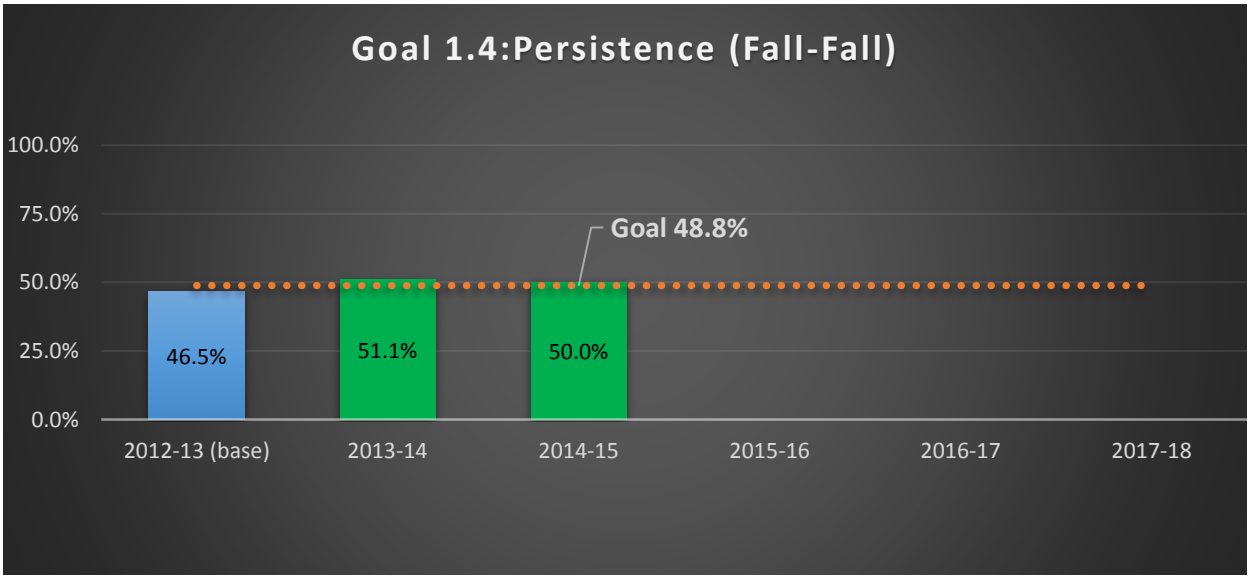




OBJECTIVE 4: IMPROVE PERSISTENCE RATES BY 5% OVER 5 YEARS (Fall-Spring; Fall-Fall)

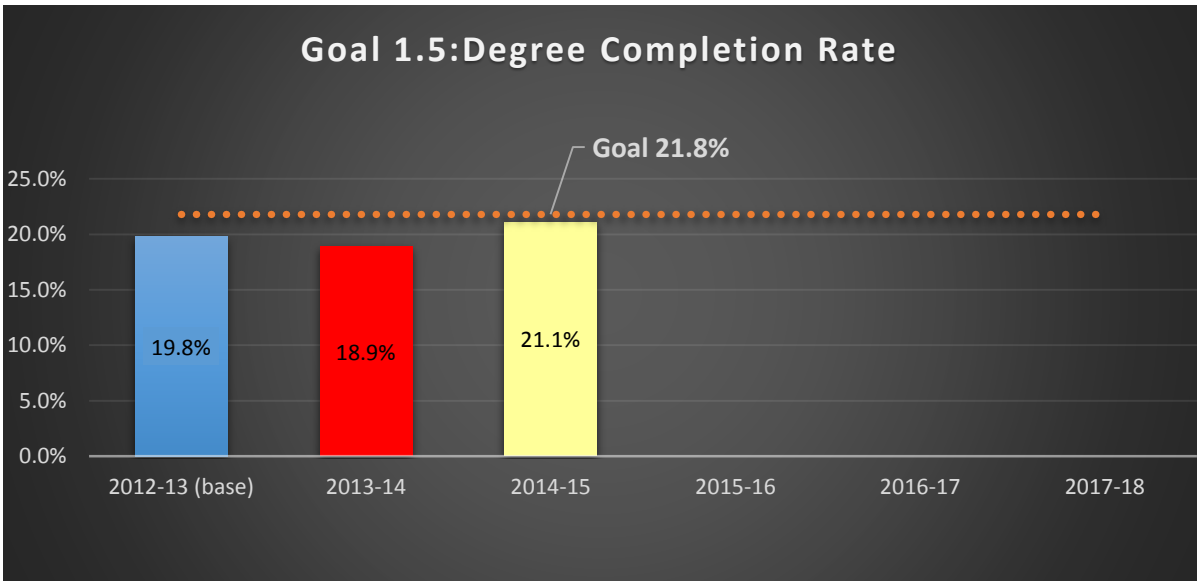
Persistence is identified as the percentage of new students enrolling beyond census date in fall and also enrolling beyond census in the successive term(s). For Fall-Fall Persistence, students are required to enroll in the initial fall term, then next spring term and the following fall term to be counted as persistence. This follows the definition established by the California Community College Chancellor's office.

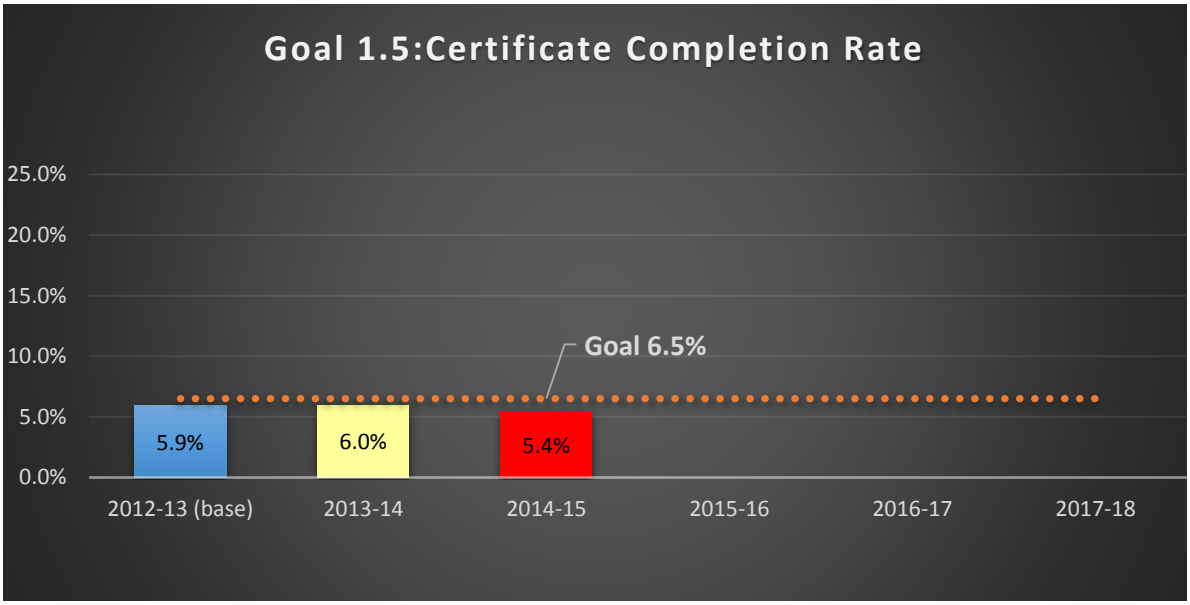




OBJECTIVE 5: INCREASE COMPLETION RATE OF DEGREES AND CERTIFICATES OVER 6 YEARS

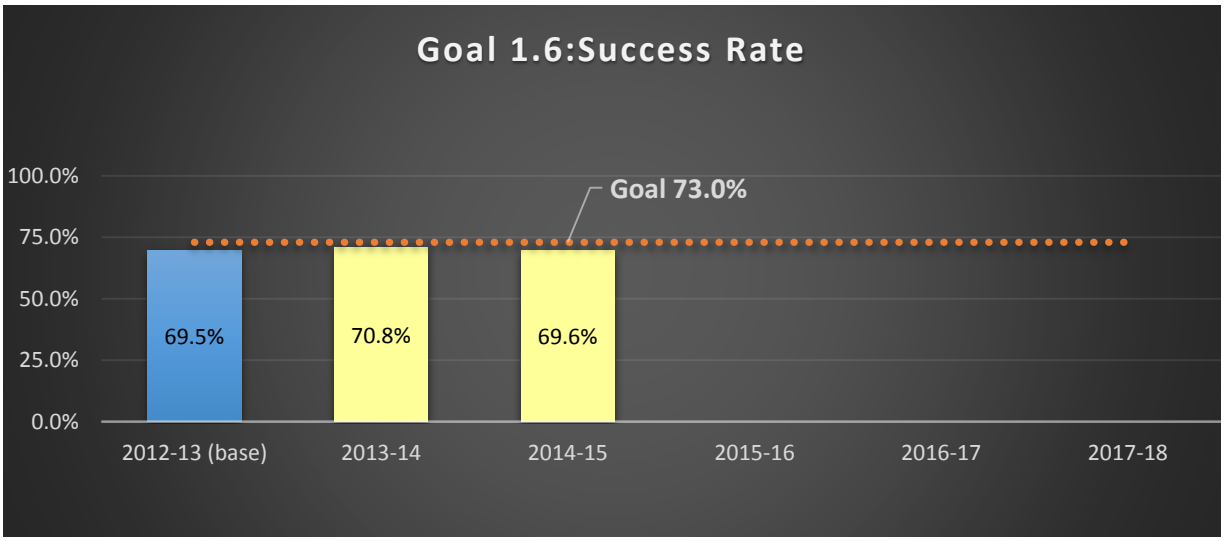
Using the SPAR cohort, this objective follows new students starting in the fall semester for six years and identifies the percentage that complete an Associate of Arts or Associate of Science degree in any major for the degree completion rate. The certificate completion rate uses the same methodology as degree completion, but reports the percentage of students who complete a certificate of 18 units or higher in the six-year time period.

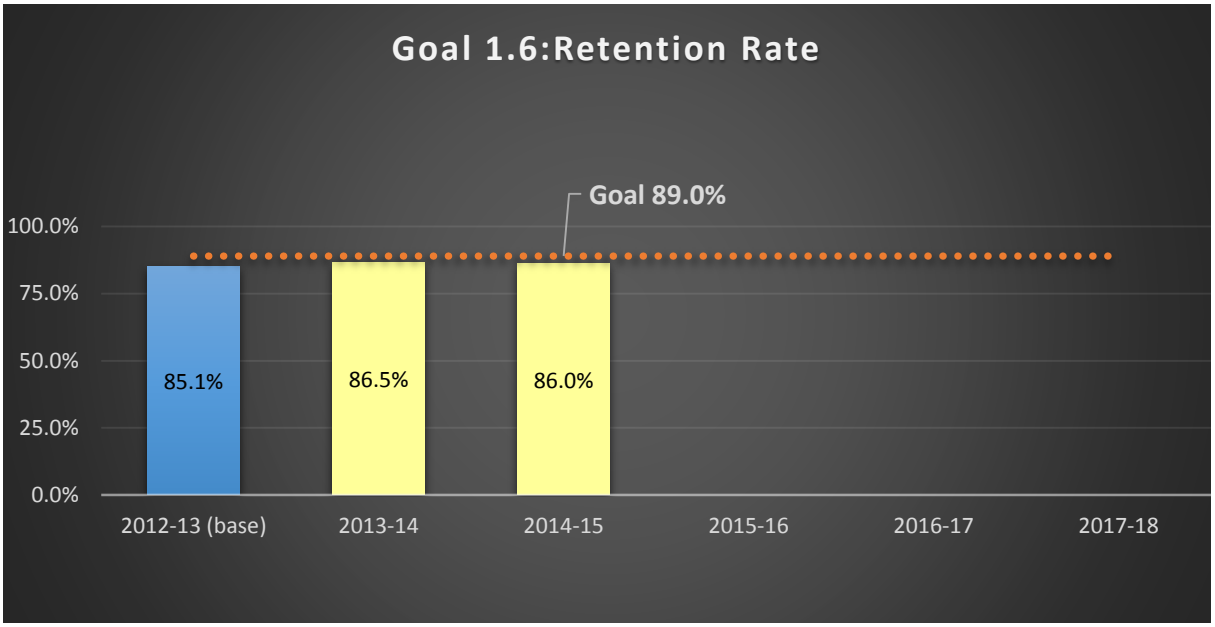




OBJECTIVE 6: INCREASE SUCCESS AND RETENTION RATES

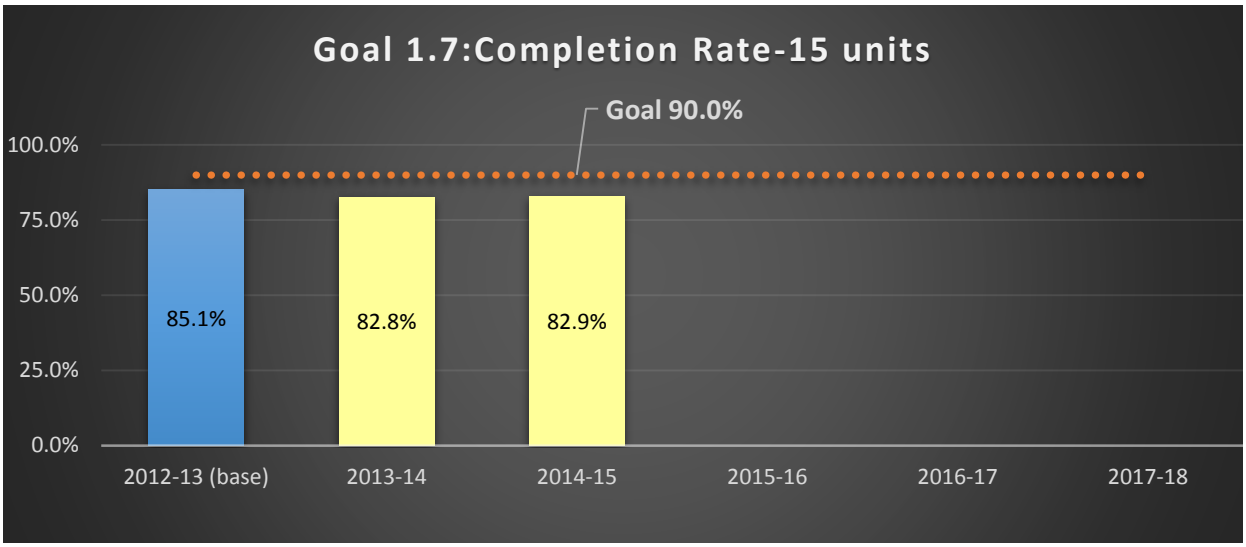
Success is defined as the percentage of course enrollments (persisting past census) that receive an "A", "B", "C", or "P" grade. Retention is defined as the percentage of course enrollments (persisting past census) that do not receive a "W" grade. This objective reports annual rates which combine enrollments of all terms in an academic year to calculate success and retention.

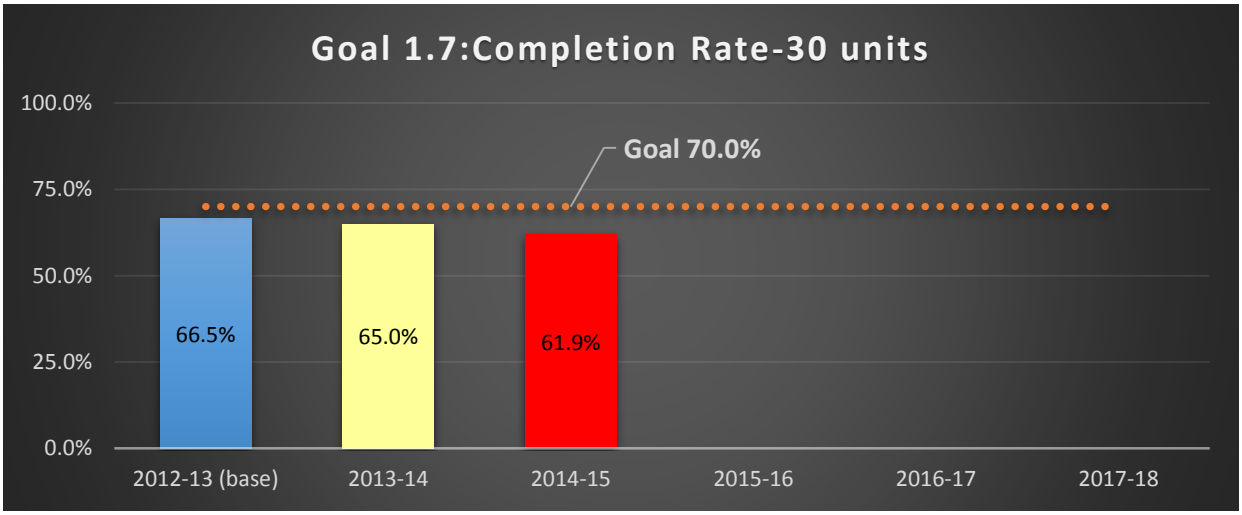


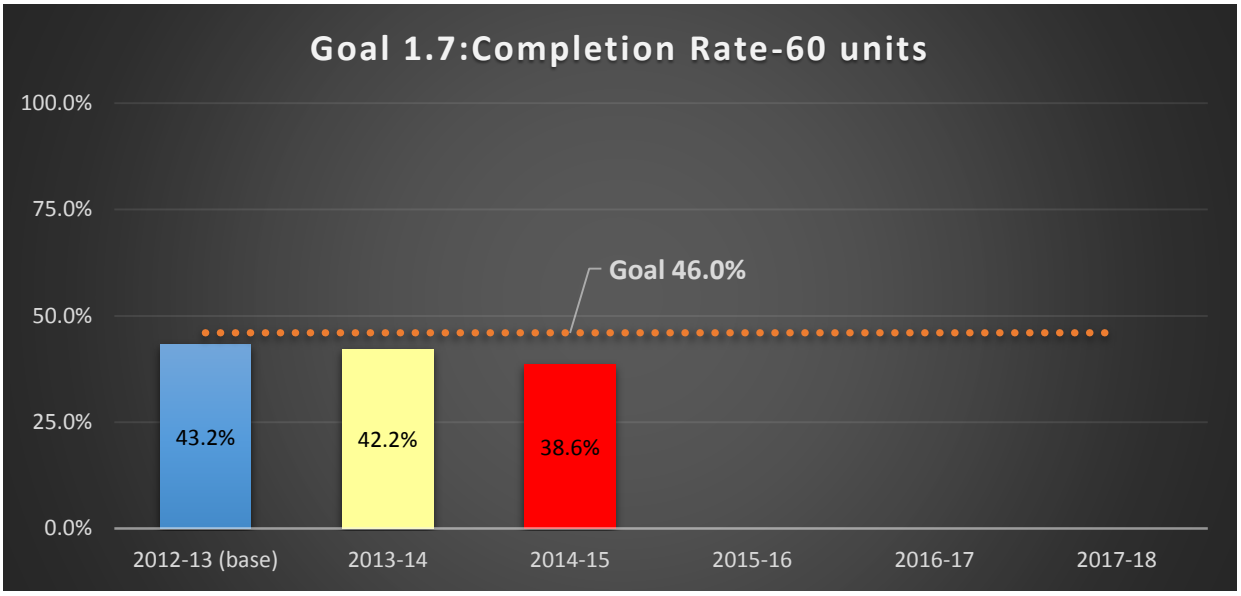


OBJECTIVE 7: INCREASE PERCENTAGE OF STUDENTS WHO COMPLETE 15 UNITS, 30 UNITS, 60 UNITS

Using SPAR cohort methodology, new students are tracked for six years and the percentage completing 15 units, 30 units, and 60 units are reported for these measures. There are no restrictions on the type of course for these units (basic skills, CTE, non-degree applicable, etc.) and a completed course is considered any enrollment with a "A", "B", "C", or "P" grades.

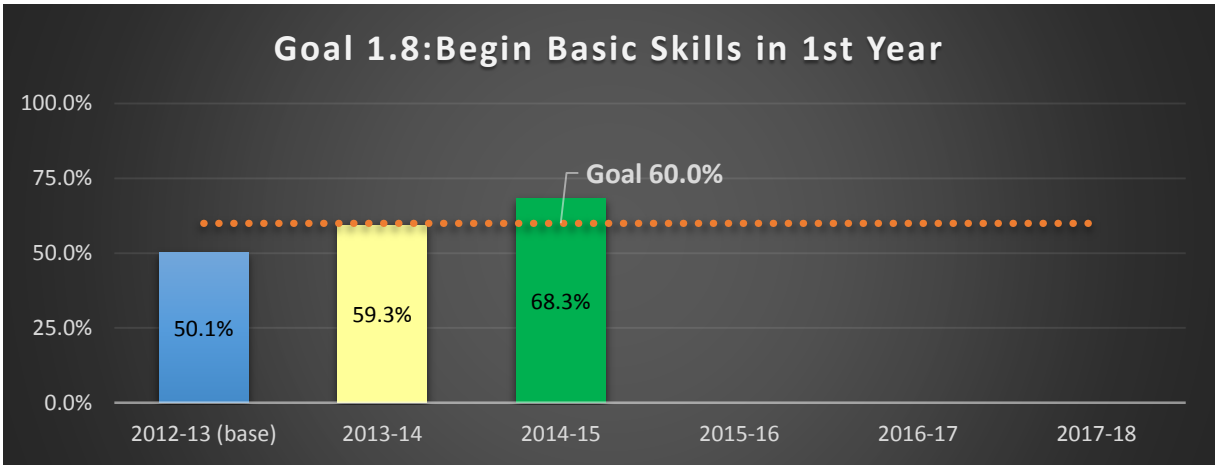

Goal 1.7:Completion Rate-15 units
Goal 90.0%
100.0%
75.0%
50.0%
25.0%
0.0%
85.1%
82.8%
82.9%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18


Goal 1.7:Completion Rate-30 units
Goal 70.0%
100.0%
75.0%
50.0%
25.0%
0.0%
66.5%
65.0%
61.9%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18


Goal 1.7:Completion Rate-60 units
Goal 46.0%
100.0%
75.0%
50.0%
25.0%
0.0%
43.2%
42.2%
38.6%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

OBJECTIVE 8: INCREASE PERCENTAGE OF STUDENTS WHO BEGIN ADDRESSING BASIC SKILLS NEEDS IN THEIR FIRST YEAR

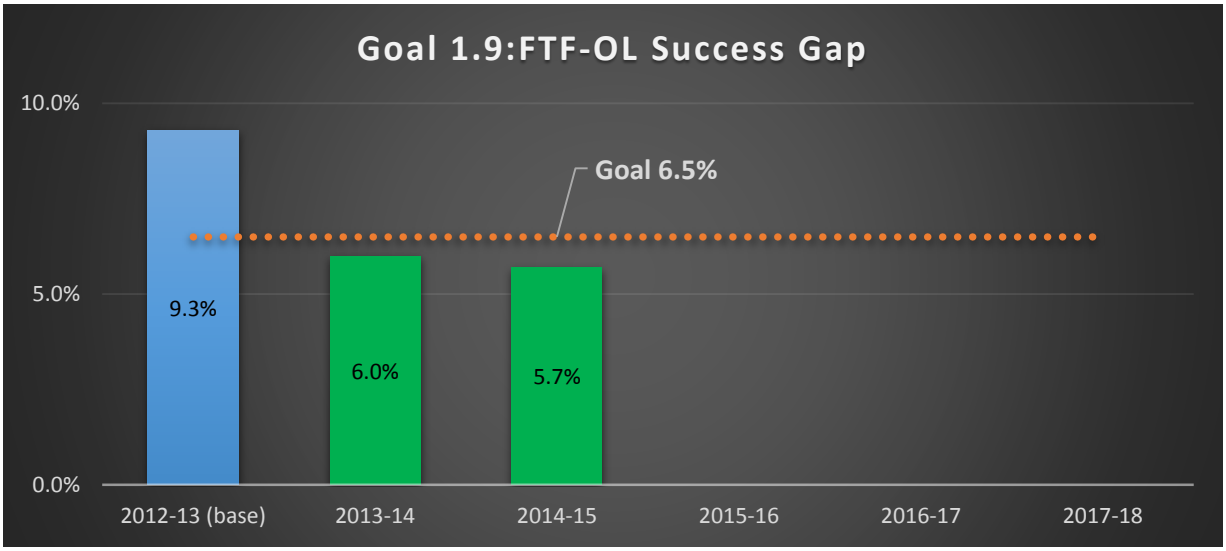
This objective focuses on all new students in fall semester who placed into basic skills courses and then identifies if they enrolled in a basic skills course during that academic year.



OBJECTIVE 9: DECREASE THE SUCCESS GAP OF STUDENTS IN ONLINE COURSES AS COMPARED TO FACE-TO-FACE INSTRUCTION

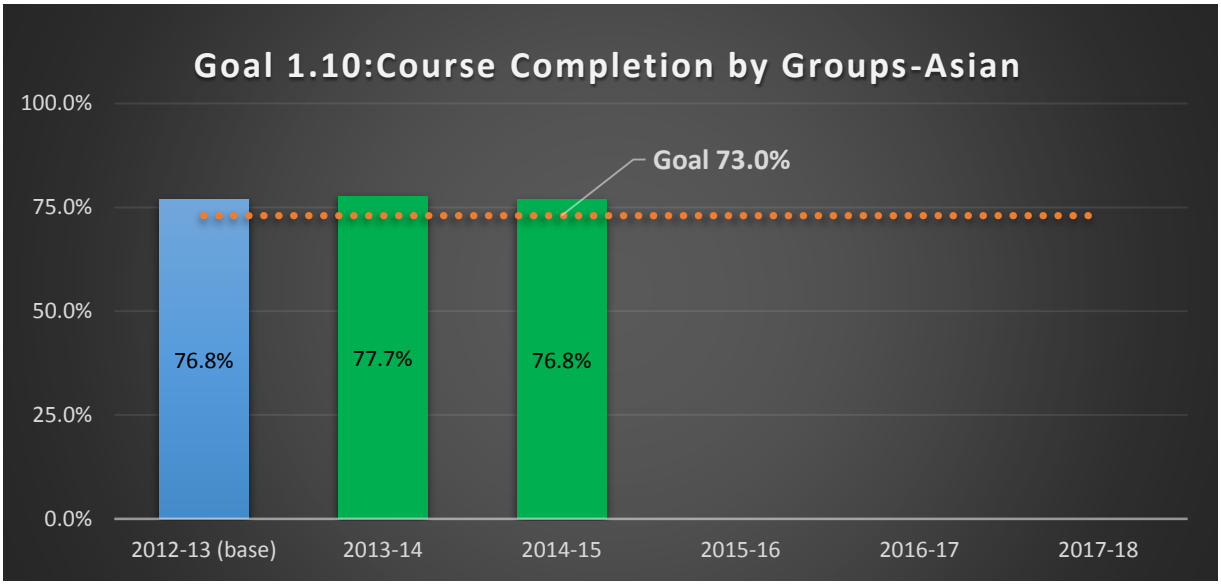
The success gap is defined as:
Success Rate for Face-to-Face Courses – Success Rate for Online Courses

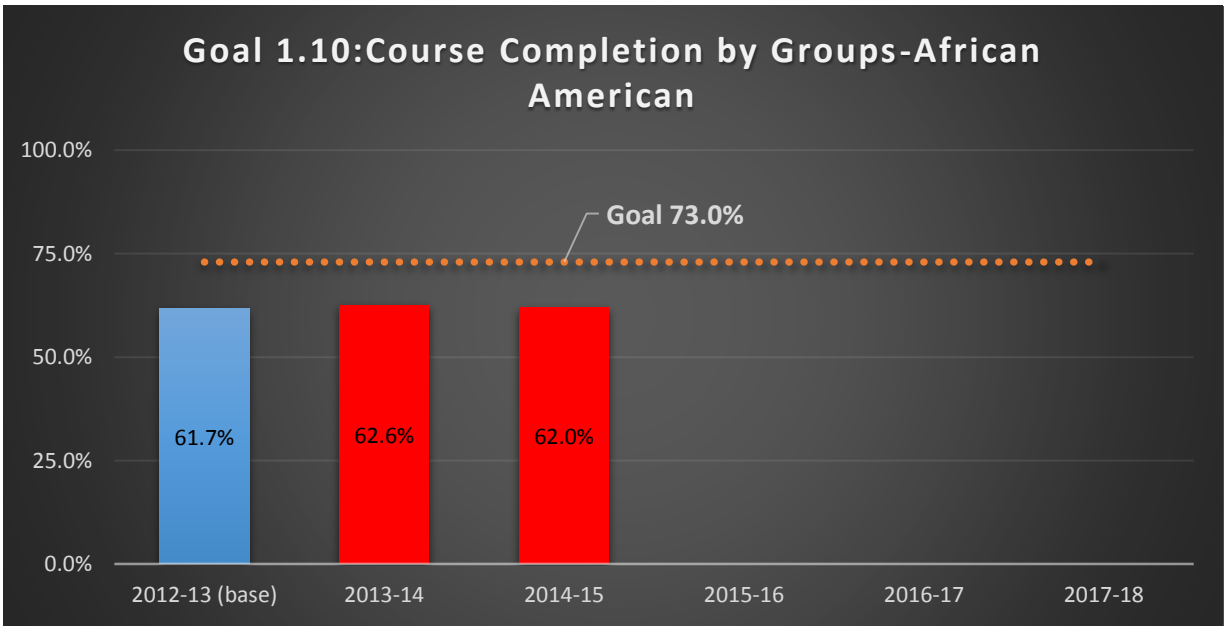
For this objective the target is to lessen the percentage (gap) with the assumption that is best accomplished by raising the online course success rate (rather than lowering the face-to-face success rate).

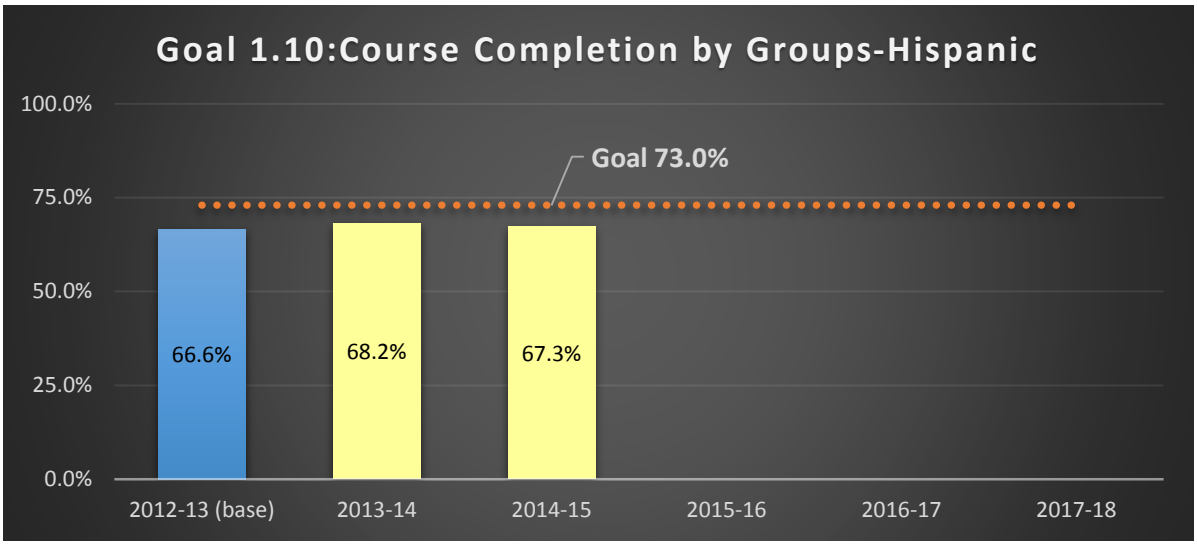


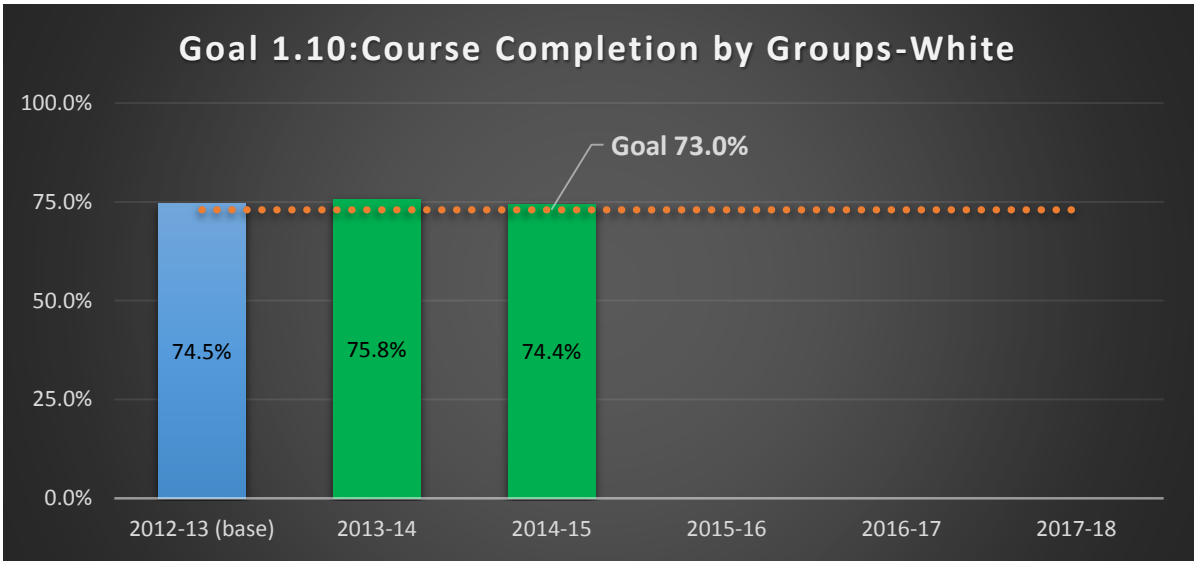
OBJECTIVE 10: INCREASE COURSE COMPLETION, CERTIFICATE AND DEGREE COMPLETION, AND TRANSFER RATES OF UNDERREPRESENTED STUDENTS

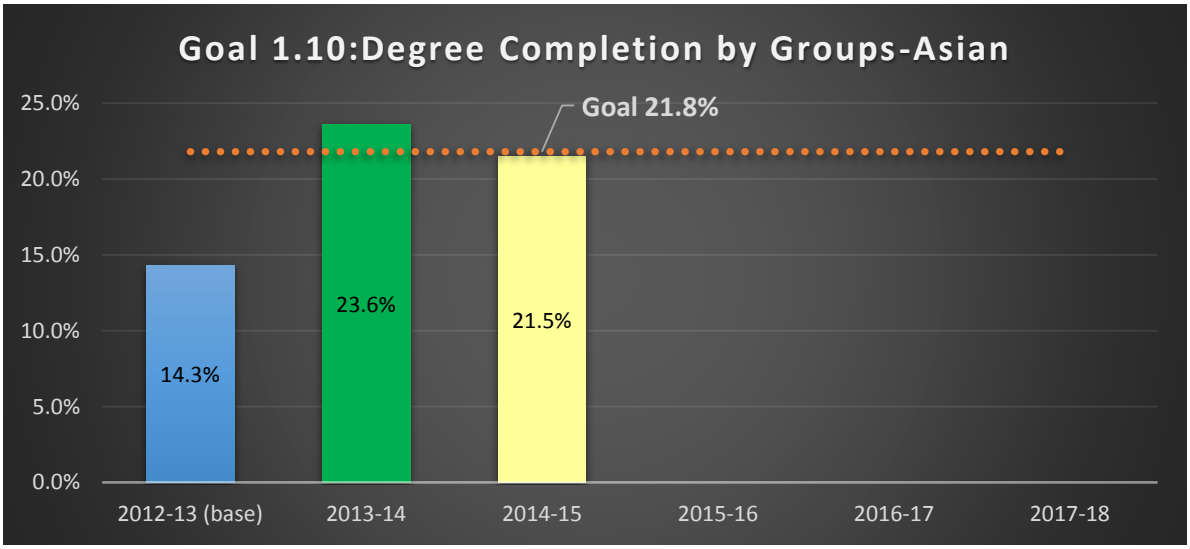
This objective uses the same definitions as Objectives 5 & 6, but disaggregates the outcomes by the four largest ethnic student groups: Asian, African-American, Hispanic, and White.

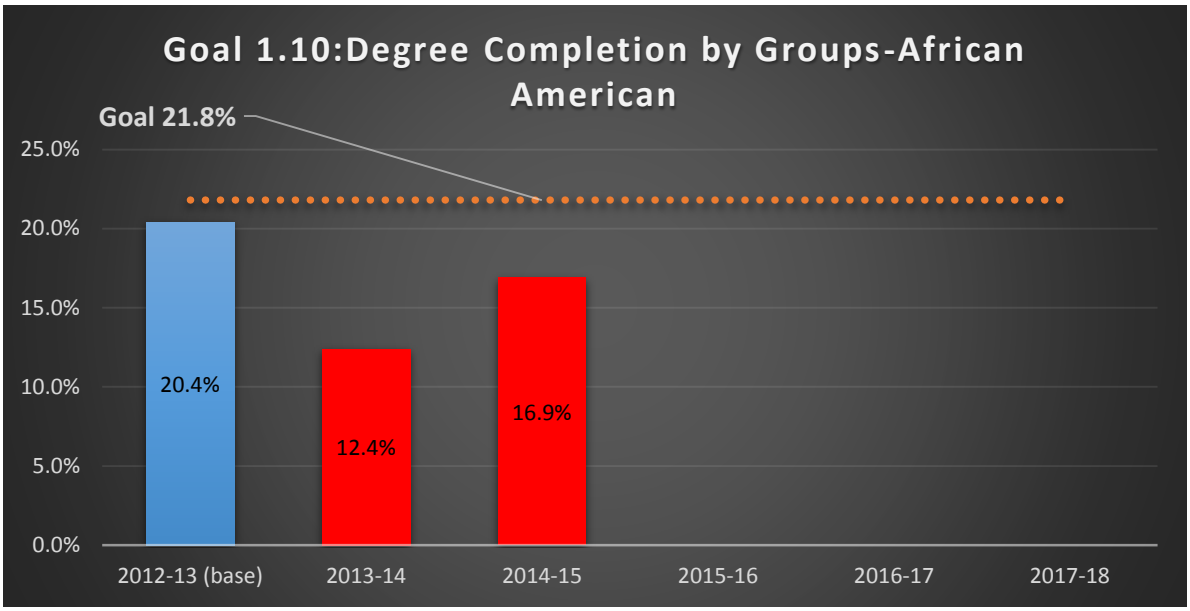


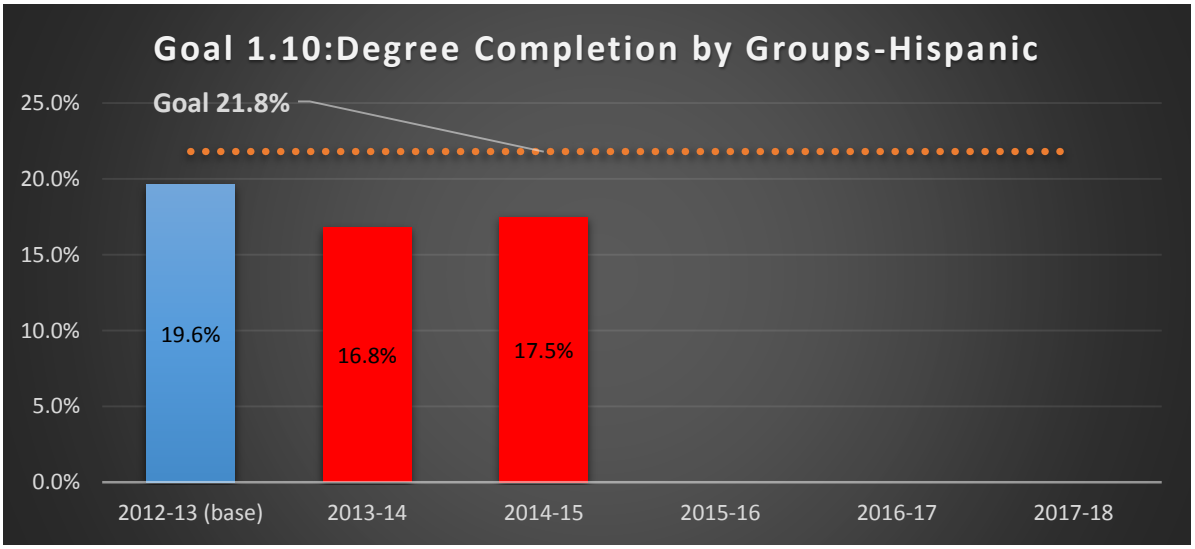


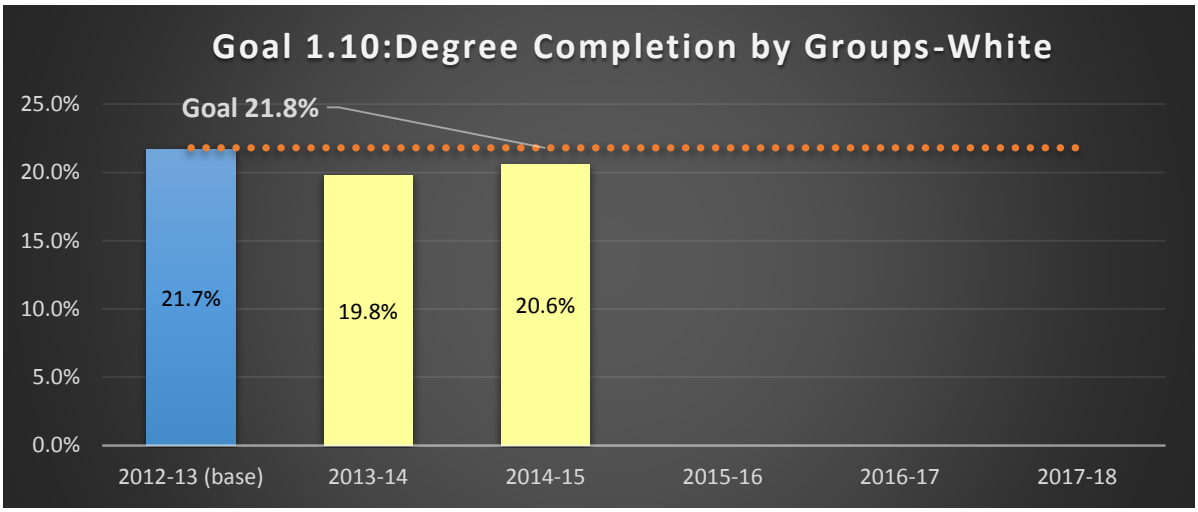

Goal 1.10:Course Completion by Groups-Hispanic
100.0%
75.0%
50.0%
25.0%
0.0%
Goal 73.0%
66.6%
68.2%
67.3%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

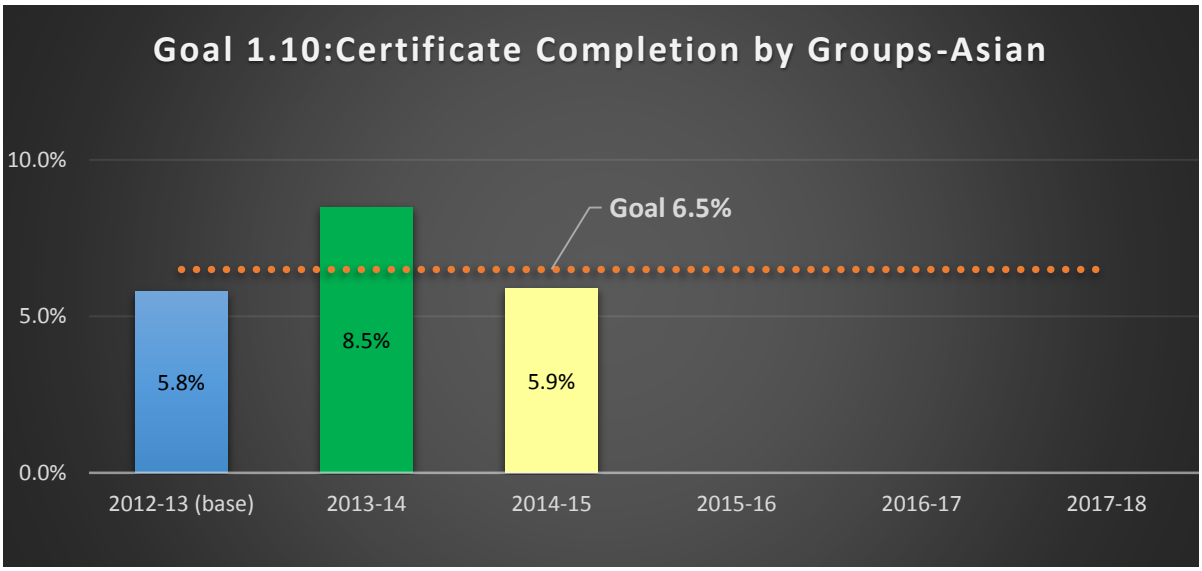

Goal 1.10:Course Completion by Groups-White
100.0%
75.0%
50.0%
25.0%
0.0%
Goal 73.0%
74.5%
75.8%
74.4%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

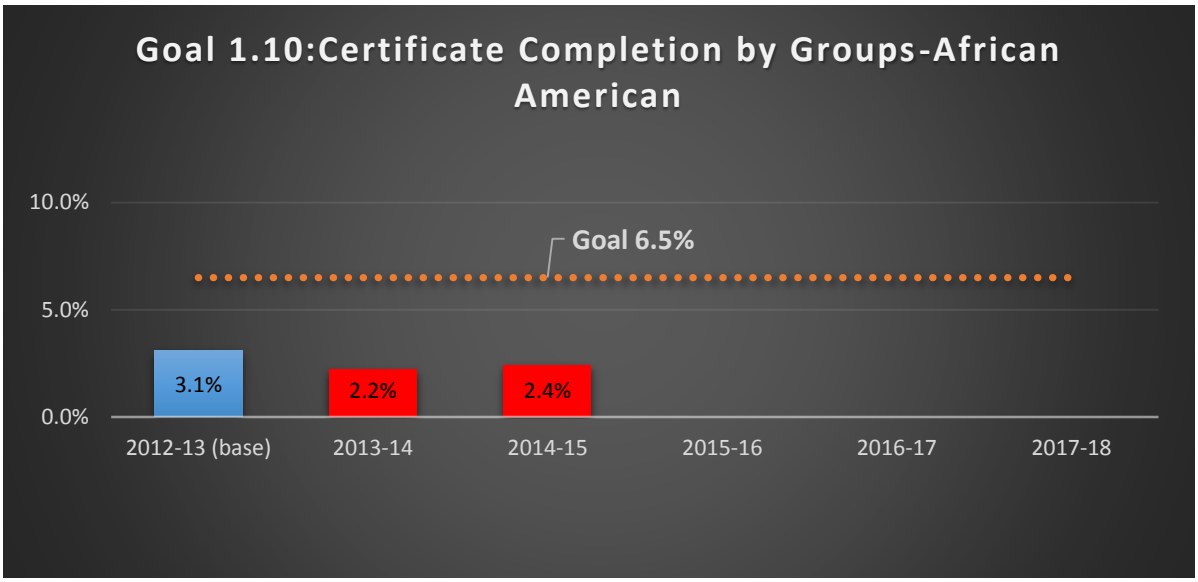

Goal 1.10:Degree Completion by Groups-Asian
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
Goal 21.8%
14.3%
23.6%
21.5%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

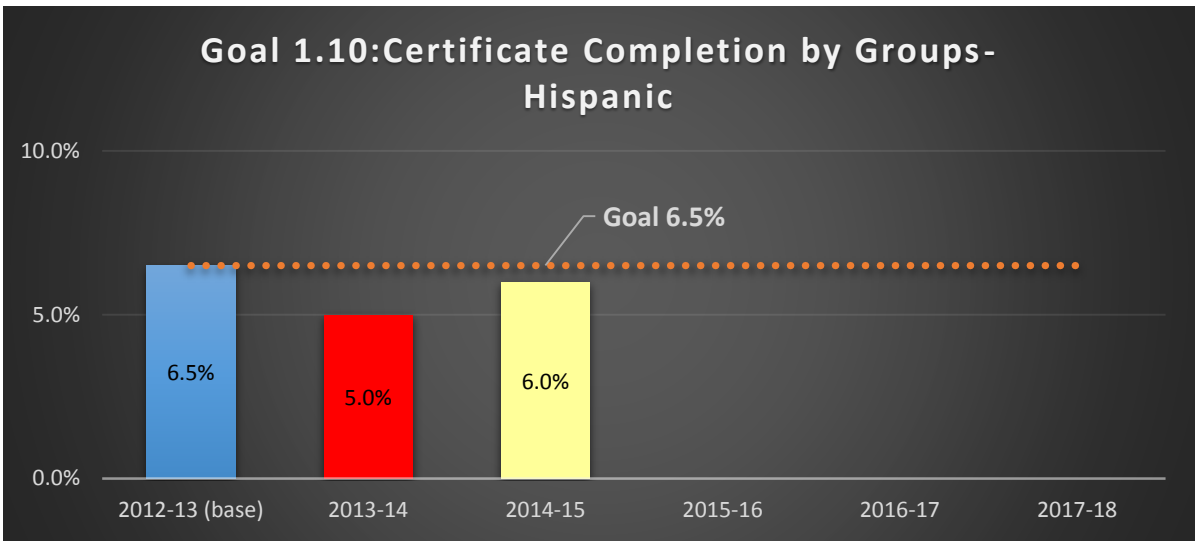

Goal 1.10:Degree Completion by Groups-African American
Goal 21.8%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
20.4%
12.4%
16.9%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

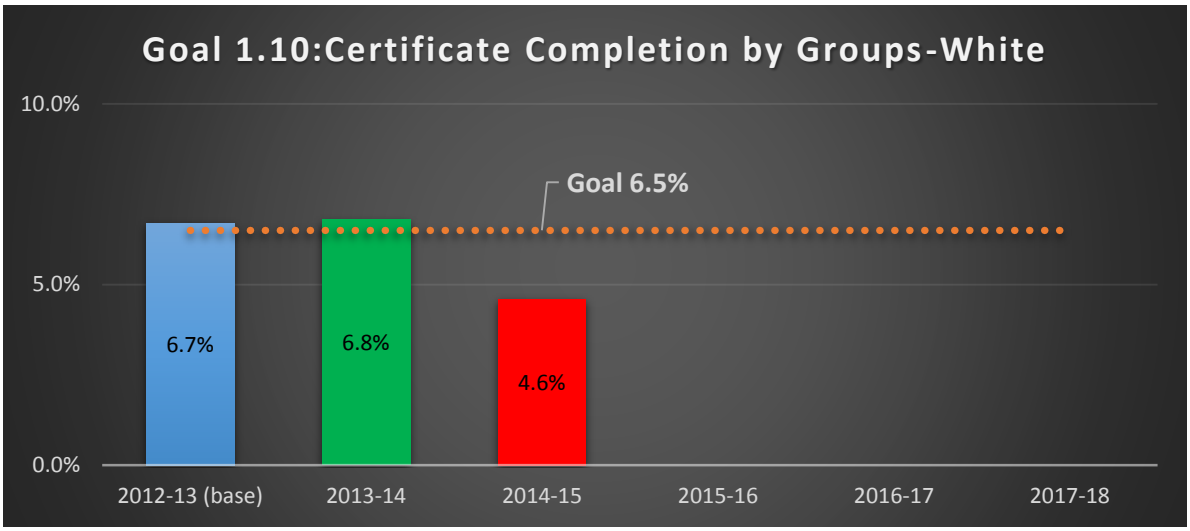

Goal 1.10:Degree Completion by Groups-Hispanic
Goal 21.8%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
19.6%
16.8%
17.5%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

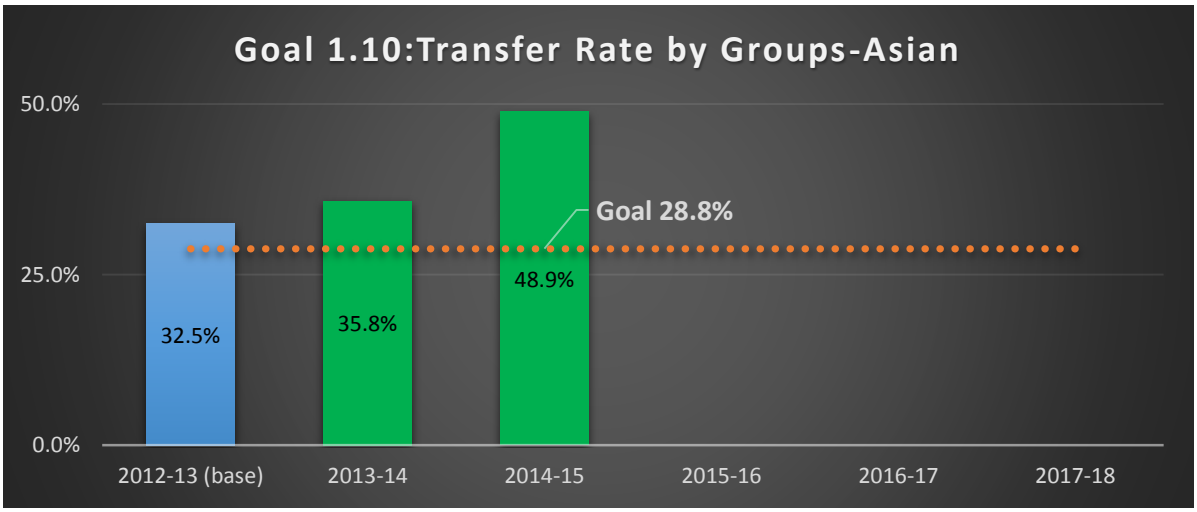

Goal 1.10:Degree Completion by Groups-White
Goal 21.8%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
21.7%
19.8%
20.6%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

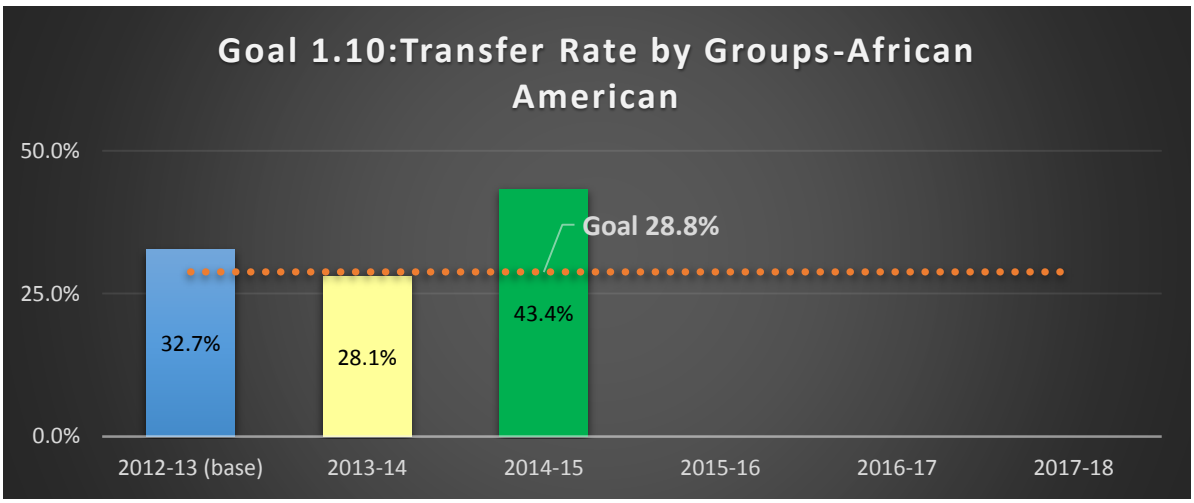

Goal 1.10:Certificate Completion by Groups-Asian
10.0%
5.0%
0.0%
Goal 6.5%
5.8%
8.5%
5.9%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

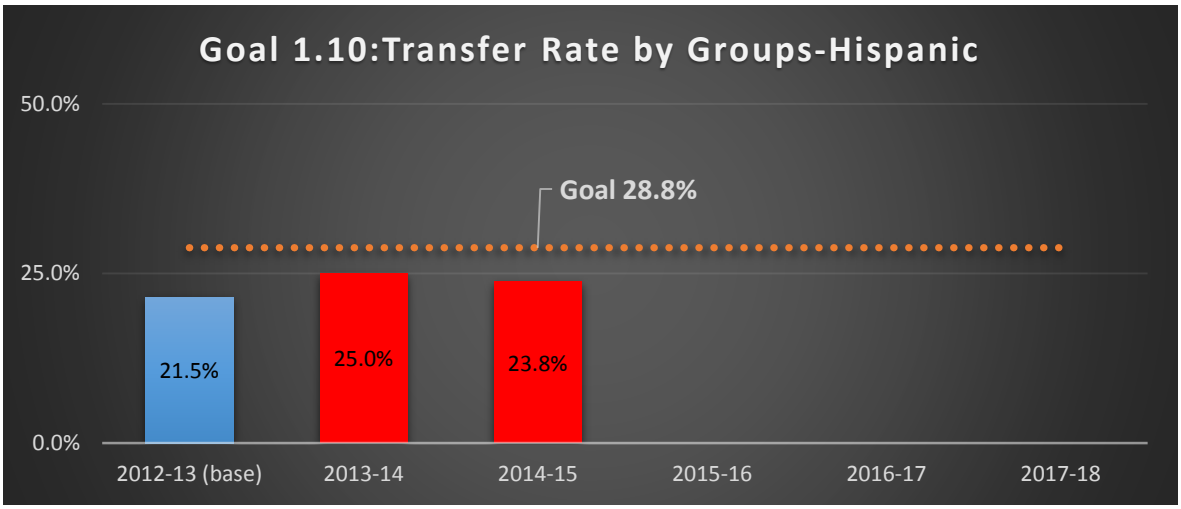

Goal 1.10:Certificate Completion by Groups-African American
10.0%
5.0%
0.0%
Goal 6.5%
3.1%
2.2%
2.4%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

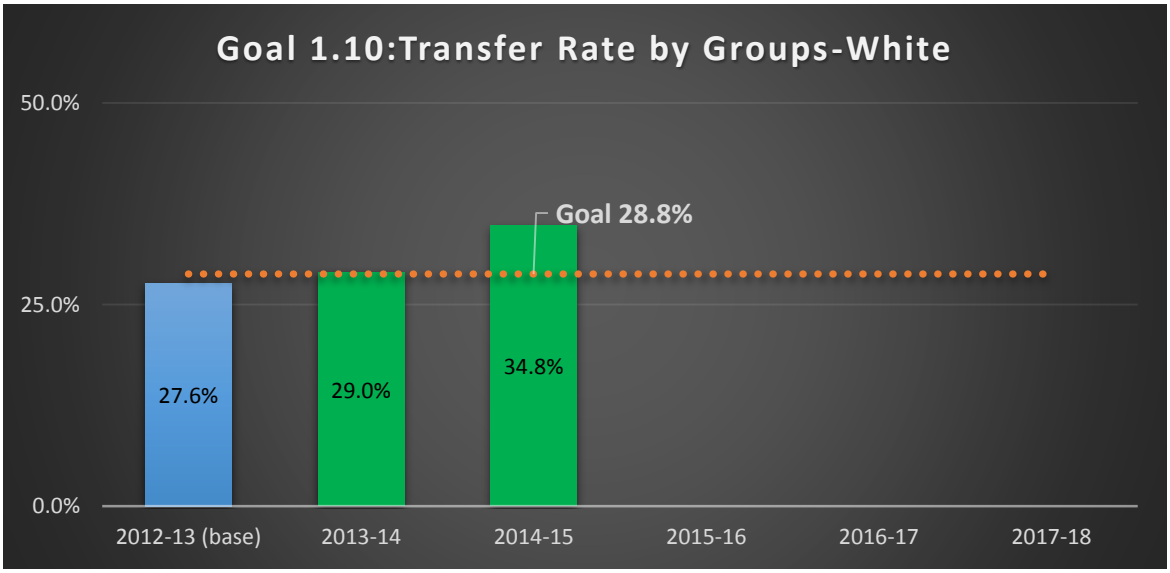

Goal 1.10:Certificate Completion by Groups-Hispanic
10.0%
5.0%
0.0%
Goal 6.5%
6.5%
5.0%
6.0%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18


Goal 1.10:Certificate Completion by Groups-White
10.0%
5.0%
0.0%
Goal 6.5%
6.7%
6.8%
4.6%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18


Goal 1.10:Transfer Rate by Groups-Asian
50.0%
25.0%
0.0%
Goal 28.8%
32.5%
35.8%
48.9%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18


Goal 1.10:Transfer Rate by Groups-African American
50.0%
25.0%
0.0%
Goal 28.8%
32.7%
28.1%
43.4%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18





SUMMARY ON PROGRESS-GOAL 1

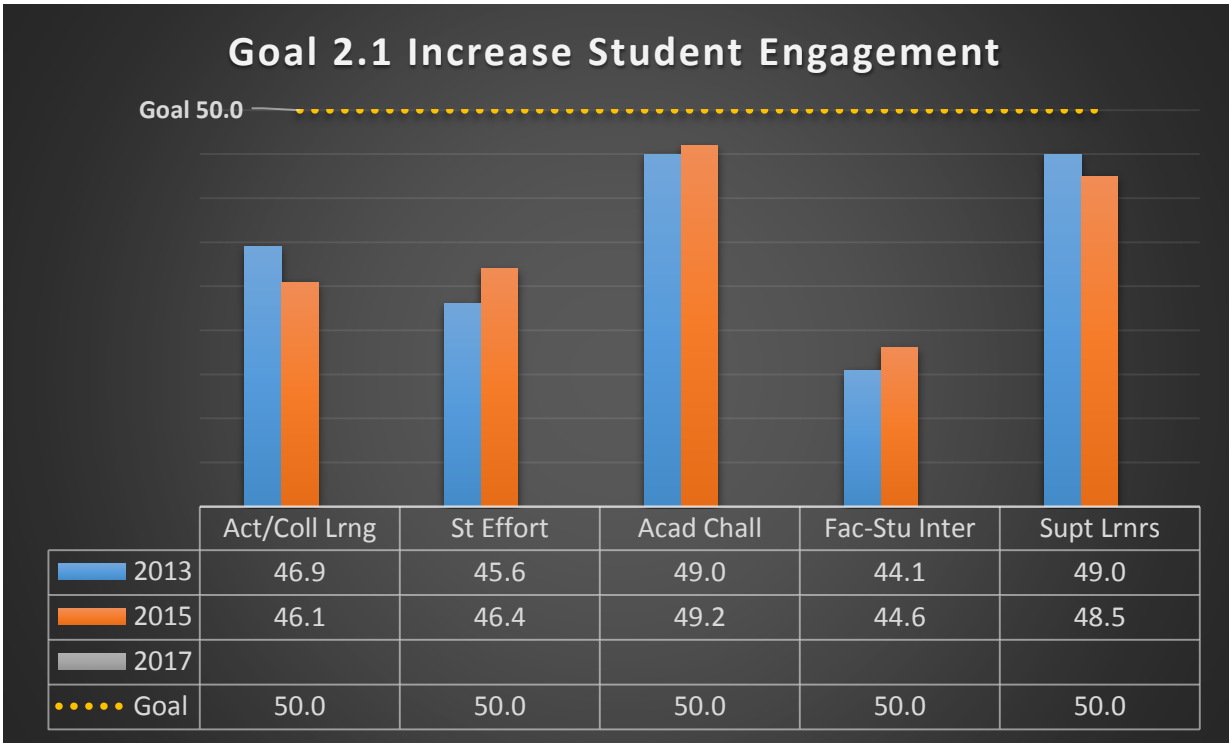
Overall, the majority of objectives in Goal 1 have exceeded or were within 90% of goal targets in 2014-15. Objectives that made the greatest gains in progress were 2 (Transfer Rate), 3 (ESL Pipeline Completion), 8 (Begin Basic Skills in 1st Year), and 10 (Transfer rate for Asian, African-American, and White students). There has also been some noticeable decreases in a few of the objectives for Goal 1. Most notably, Objectives 5 (Certificate Completion), 7 (30- & 60-Unit Completion Rate), and 10 (Certificate Completion-Asian, White; Transfer Rate-Hispanic) showed downward trends, some moving or staying below 90% of target, the red zone. Reasons for these downward trend are not readily apparent. However, many of these outcomes were based on six-year cohorts and events (e.g. economic downturn, reduction in class offerings, etc.) occurring during that timeframe can affect student persistence and completion. The positive trends evident in the increase in the percentage of students who began taking basic

skills courses in their first year (Objective 8) is most likely due to the impact of the Summer Advantage program and effective enrollment management stemming from consequent student needs. An interesting pattern that may seem contradictory upon first glance is the decrease in transfer prepared students juxtaposed with the large increase in transfer rate. This is explained by the large number of transfer students who go to for-profit institutions. Many of those institutions will admit students prior to them completing 60 units, and may not be as stringent with admission requirements as the UC and CSU institutions. The transfer rate for African-American students may be attributable to the influence of the T3P program which began in full operation at about the same year (2009-10) as the cohort followed for Transfer Rate.

Goal 2-Improve the Quality of Student Life

OBJECTIVE 1: INCREASE STUDENT ENGAGEMENT

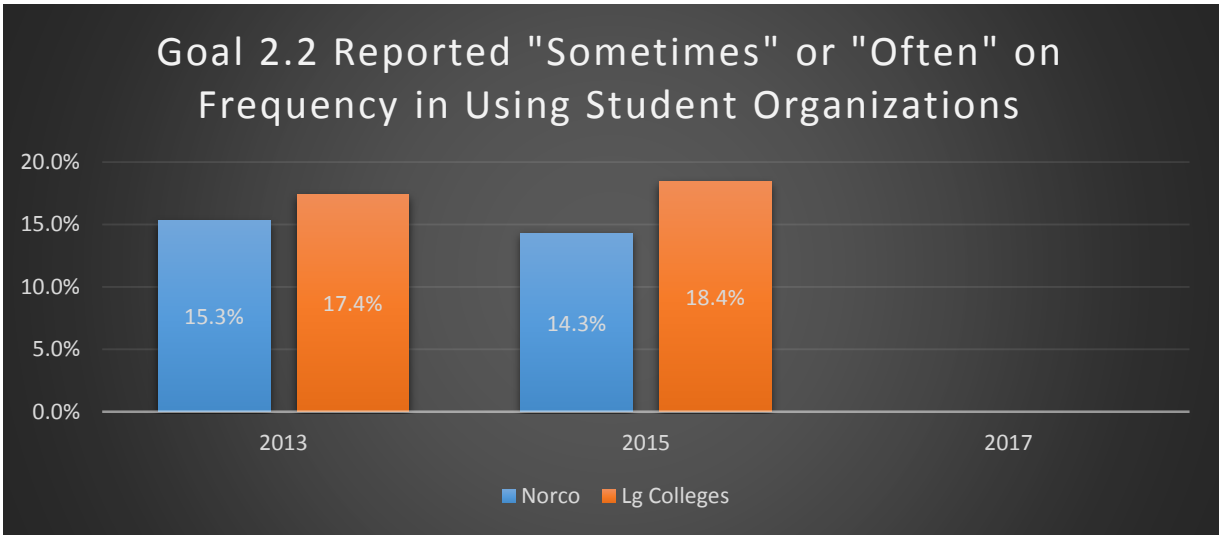
This objective measures student engagement through the five benchmark scores reported by the Community College Survey of Student Engagement (CCSSE). Benchmark scores are standardized scores with 50.0 representing the mean of the national sample for CCSSE.

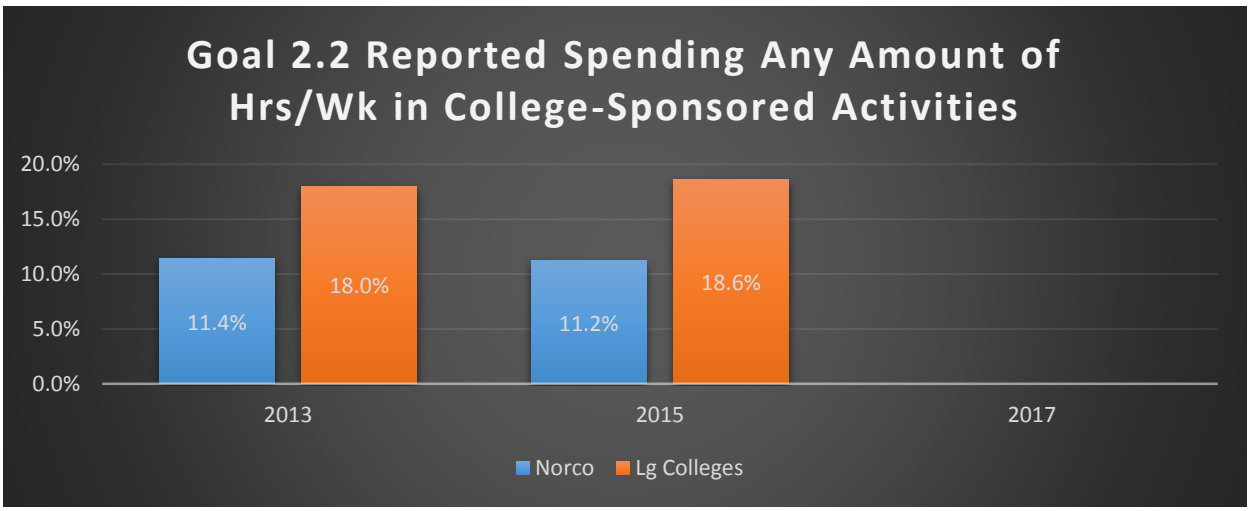


	Act/Coll Lrng	St Effort	Acad Chall	Fac-Stu Inter	Supt Lrnrs
2013	46.9	45.6	49.0	44.1	49.0
2015	46.1	46.4	49.2	44.6	48.5
2017					
Goal	50.0	50.0	50.0	50.0	50.0

OBJECTIVE 2: INCREASE FREQUENCY OF STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES

This objective was measured by using two items from the CCSSE pertaining to student participation in co-curricular activities. The first measurement shows the percentage of students in the Norco College CCSSE sample who reported "Sometimes" or "Often" on frequency of participating in student organizations. The second measurement was the percentage of students who reported any amount of hours/week spent on college-sponsored activities.

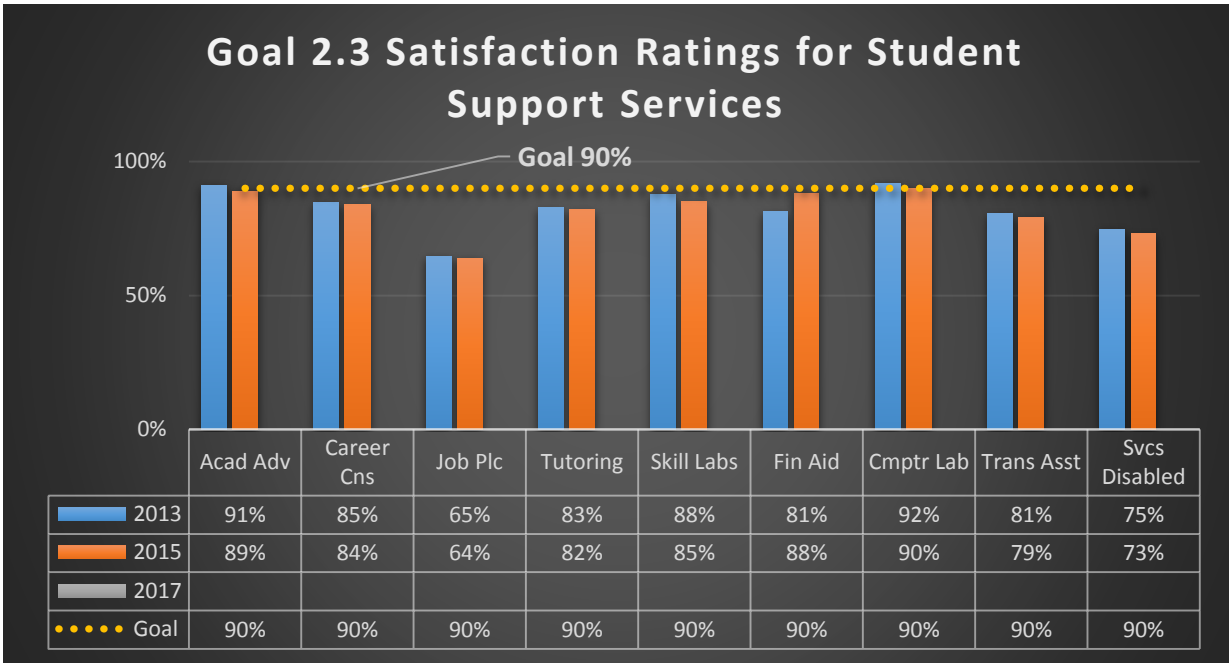




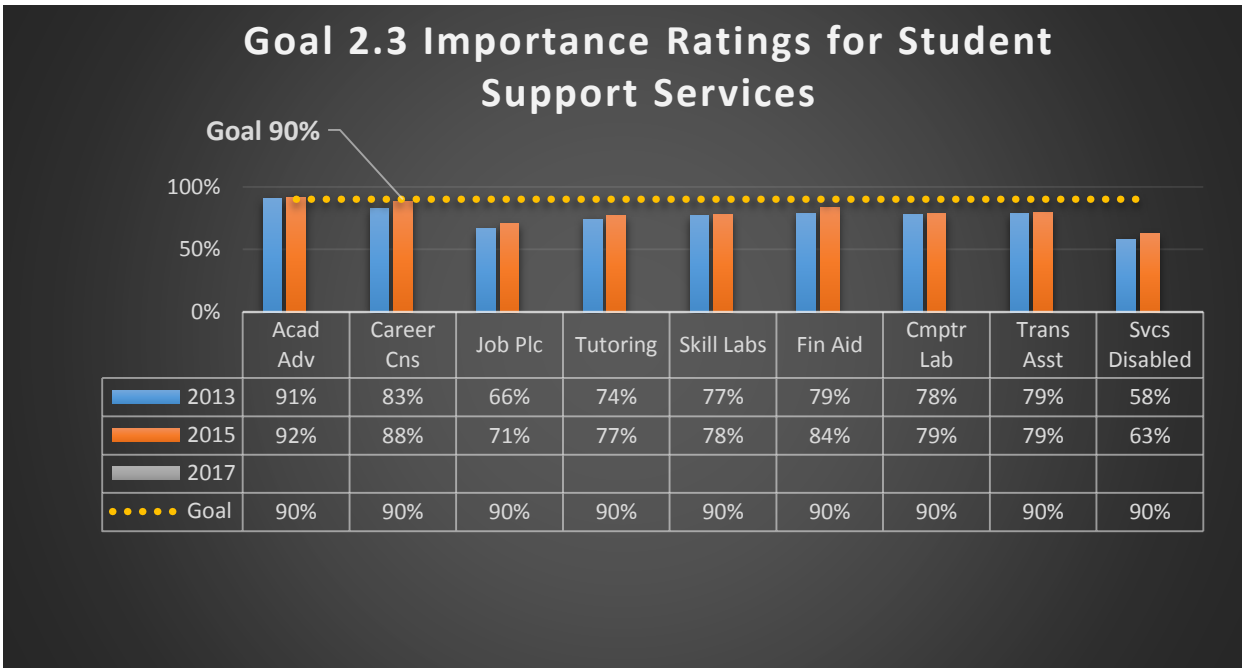
OBJECTIVE 3: INCREASE STUDENT SATISFACTION AND IMPORTANCE RATINGS FOR STUDENT SUPPORT SERVICES

Satisfaction and importance ratings were taken directly from CCSSE results of the Norco College sample. Students were asked to rate the following student support services: academic advising, career counseling, job placement, tutoring, skill labs financial aid, computer lab, transfer assistance, and services for the disabled. The four-point rating scale for student satisfaction ranged from "Not Applicable" (presumably from non-use) to "Very". The three-point rating

scale for importance ranged from “Not at all” to “Very”. Percentages for each of the following charts include students who reported “Somewhat” or “Very” on the questions for this objective.



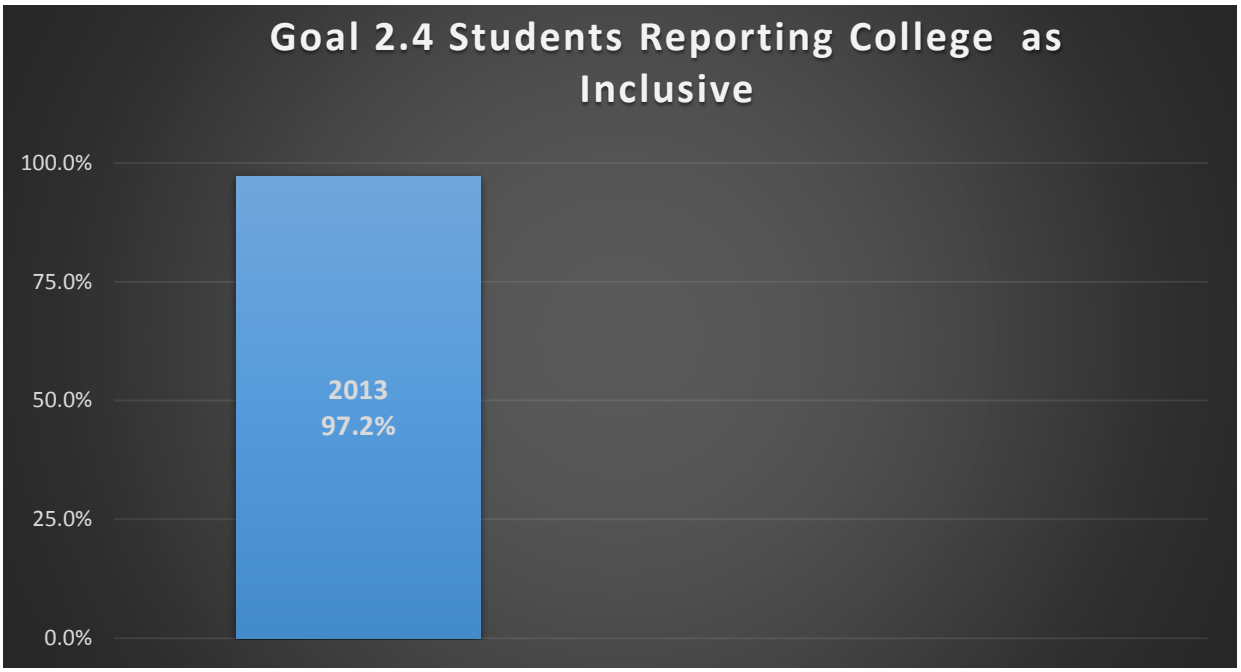
	Acad Adv	Career Cns	Job Plc	Tutoring	Skill Labs	Fin Aid	Cmptr Lab	Trans Asst	Svcs Disabled
2013	91%	85%	65%	83%	88%	81%	92%	81%	75%
2015	89%	84%	64%	82%	85%	88%	90%	79%	73%
2017									
Goal	90%	90%	90%	90%	90%	90%	90%	90%	90%



	Acad Adv	Career Cns	Job Plc	Tutoring	Skill Labs	Fin Aid	Cmptr Lab	Trans Asst	Svcs Disabled
2013	91%	83%	66%	74%	77%	79%	78%	79%	58%
2015	92%	88%	71%	77%	78%	84%	79%	79%	63%
2017									
Goal	90%	90%	90%	90%	90%	90%	90%	90%	90%

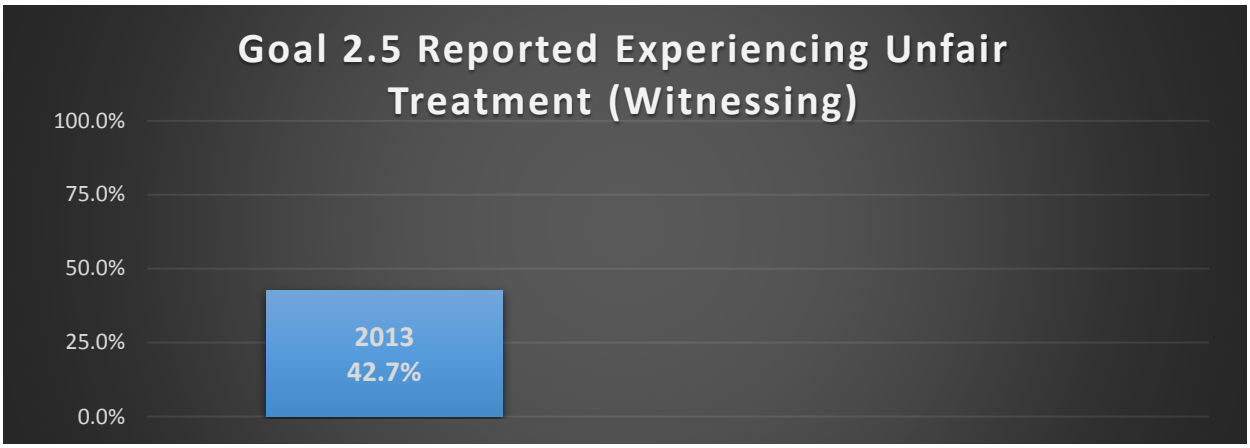
OBJECTIVE 4: INCREASE THE PERCENTAGE OF STUDENTS WHO CONSIDER THE COLLEGE ENVIRONMENT TO BE INCLUSIVE

This percentage is an aggregate of six different questions on the Campus Climate Survey which asked students to rate the college on their perceptions of diversity in employees; acceptance by instructors, students, and staff; personal respect in reference to 11 different diversity categories, and level of welcomeness of college environment regarding 12 different diversity categories. All six questions had a six-point rating scale ranging from "Strongly Agree" to "Strongly Disagree" and the reported percentage of college inclusiveness was based on students who responded "Slightly Agree" to "Strongly Agree" to the six questions.



OBJECTIVE 5: DECREASE THE PERCENTAGE OF STUDENTS WHO EXPERIENCE UNFAIR TREATMENT BASED ON DIVERSITY-RELATED CHARACTERISTICS

This percentage is taken from one question on the Diversity Campus Climate Survey which asked if in the past 12 months, students had witnessed other individuals being treated unfairly based on 11 different categories of diversity. The rating scale ranged from "Never (0 times)" to "Frequently (more than 4 times)", and the percentage reported was based on students reporting anything other than "Never" on any of the 11 categories. Although this question doesn't ask the respondent if they have ever experienced unfair treatment, it captures unfair treatment that is observed. On a positive note, this type of question is more likely to capture whether unfair treatment is occurring. However, due to the possibility that more than one student may observe treatment that they deem unfair (especially in a classroom situation), the wording of this survey item may over-report unfair treatment.



OBJECTIVE 6: INCREASE CURRENT STUDENTS' AWARENESS ABOUT COLLEGE RESOURCES DEDICATED TO STUDENT SUCCESS

This objective will be measured through qualitative means via a report focusing on the use of college hour (see Goal 2 Action Plan in Appendix B). This should commence during the 2014-15 academic year.

SUMMARY ON PROGRESS-GOAL 2

Most of the objectives in Goal 2 were measured through the Community College Survey of Student Engagement (CCSSE) and the student campus climate survey. Both of these surveys are administered on a biennial basis. The baseline measurement for CCSSE was taken from the 2013 administration. CCSSE was administered again in spring 2015 and will be in spring 2017. The campus climate survey for students was administered in spring 2013 and should be conducted again during 2015.

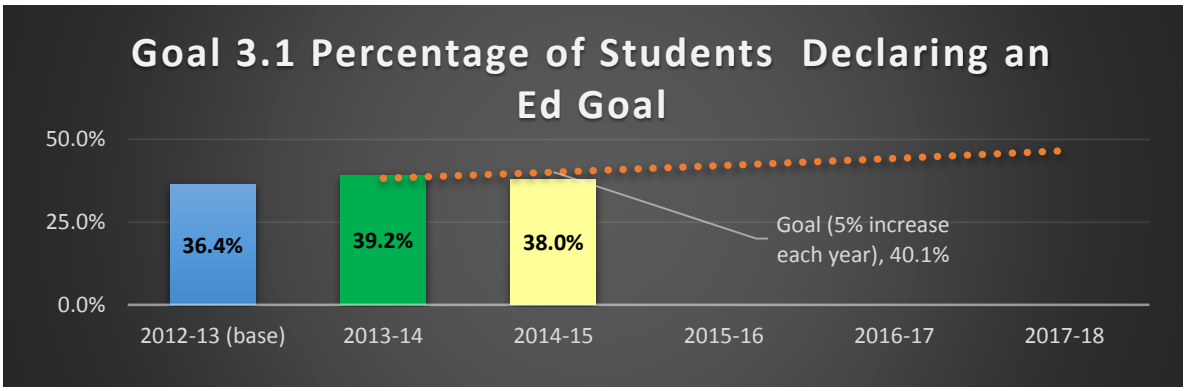
As of 2015, Objective 1 showed modest increases in three out of five benchmark scores (Student Effort, Academic Challenge, and Faculty-Student Interaction) over the 2013 administration. Active and Collaborative Learning and Support for Learners benchmarks showed small decreases over the 2013 benchmark scores. All benchmark scores in Objective 1 are below the national average (50.0 standard score), and three of them are considerably lower (Active & Collaborative Learning, Student Effort, and Faculty-Student Interaction). Participation in co-curricular activities (Objectives 2) was lower in comparison to other colleges, as well as in comparison to the 2013 CCSSE responses. The satisfaction ratings comprising Objective 3 were consistently lower than CCSSE 2013 responses with the exception of Financial Aid which had a noticeable increase in satisfaction ratings for 2015. On the other hand, CCSSE 2015 Student Services importance ratings were consistently equal to or higher than 2013 ratings. There was noticeable progress toward achieving targets on this objective with Academic Advising

exceeding target levels (90%), and Career Counseling and Financial Aid within 90% of target. Neither Objective 4 nor 5 were assessed during 2014-15 since the campus climate survey was not administered during this time. However, an activity which may impact student perception of inclusiveness was the "Day of Inclusion" event which occurred during 2014-15. In addition, the Read 2 Succeed program invited the college community through book discussions and author lectures to understand what is like to go to war (and return to civilian life), and what it is like to come to the United States as an undocumented migrant. These perspective-taking events were created to foster greater inclusiveness. It will be interesting to see if these inclusiveness efforts spearheaded by the Legacy and Library Advisory Committees will have an impact on the results in the next campus climate survey. Objective 6 has not been addressed yet as it involves qualitative inquiry into how students utilize college hour.

Goal 3-Increase Student Access

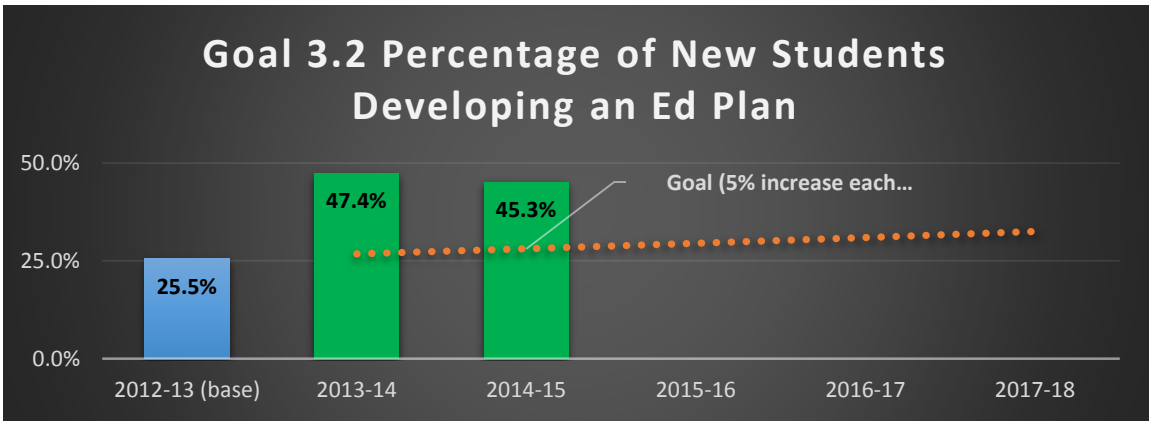
OBJECTIVE 1: INCREASE PERCENTAGE OF STUDENTS WHO DELCARE AN EDUCATIONAL GOAL

Prior to 2014-15, to declare an educational goal, students had to complete a student educational plan with a counselor that contained an identified educational goal. This was how a student had an informed educational goal and was captured as the SM01 data element. In 2014-15, the Student Success (SS) data elements replaced the matriculation (SM) data elements. In the transition, there was not an exact equivalent within the SS data to the SM01 data element. However, since SM01 was directly tied to the creation of a comprehensive educational plan, analyzing the total number of students who completed a comprehensive educational plan (SS09) would be a close approximate measure to the former SM01 data element. The only shortcoming SS09 is that it only reflects educational plans created in a specific term. To capture an accurate measure of educational goals declared by all students, comprehensive educational plan development was gathered over a period of three years. The percentage listed below is that of students enrolled during fall 2014 and reflects educational plan development occurring during 2012-13, 2013-14, or 2014-15.



OBJECTIVE 2: INCREASE PERCENTAGE OF NEW STUDENTS WHO DEVELOP AN EDUCATIONAL PLAN

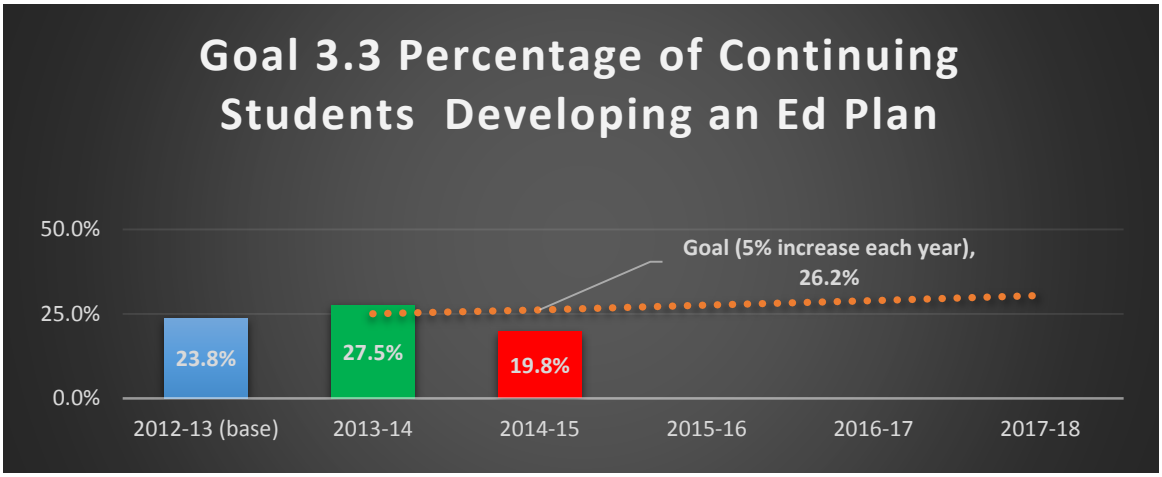
This objective analyzed the percentage of new students that developed a comprehensive (longer than one term) educational plan with a counselor during the academic year. To be counted, students would have been identified as new to college any time during the academic year. An important change to the data collection process pertaining to Objectives 2 & 3 occurred during 2014-15. This change involved the transition to a completely new set of data elements (SS) as explained in Objective 1. A change in the SS data elements from previous data is that they identify whether an abbreviated or comprehensive educational plan was developed. The percentages in the following two objectives identify what percentage of specified students developed a comprehensive educational plan any time during the academic year. The chart below shows educational plan development over the past three years.



OBJECTIVE 3: INCREASE PERCENTAGE OF CONTINUING STUDENTS WHO DEVELOP AN EDUCATIONAL PLAN

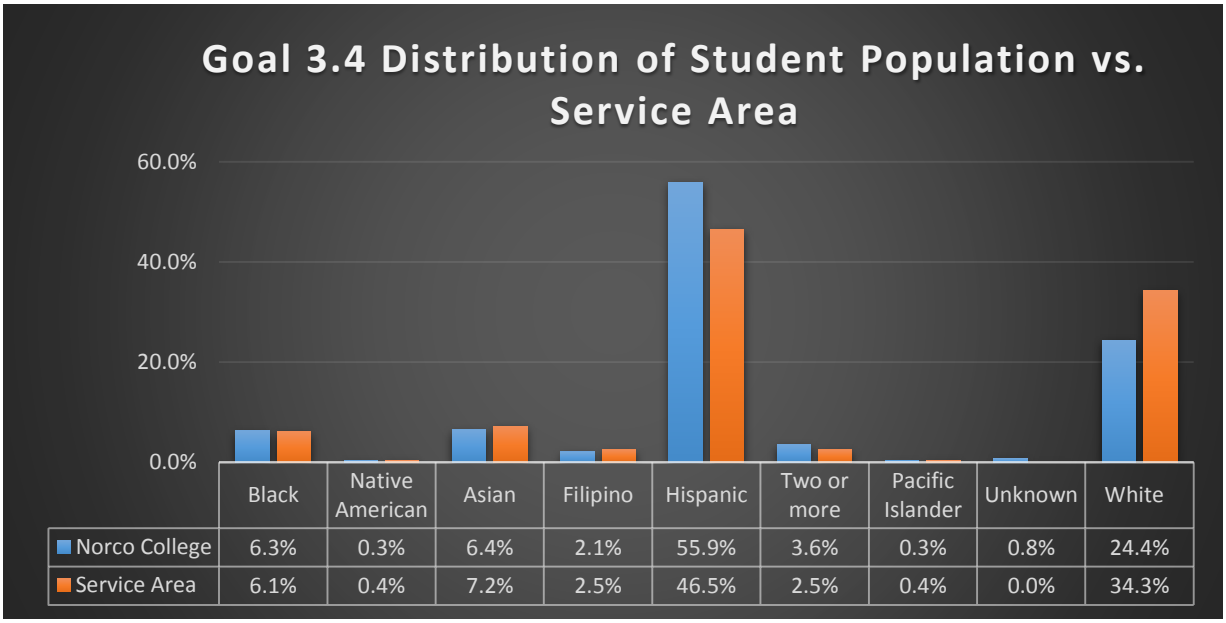
This objective follows the same methodology as Objective 2, but identifies educational plans developed by continuing students. The chart below shows educational plan development over

the past three years for students who were classified as continuing throughout the time they were enrolled during the academic year.



OBJECTIVE 4: ENSURE THE DISTRIBUTION OF OUR STUDENT POPULATION IS REFLECTIVE OF THE COMMUNITIES WE SERVE

The comparison between student population and service area was measured by disaggregating the annual student headcount by ethnicity, and then comparing that distribution to the most recent ethnic distribution provided by census (American Community Survey 5-Year Estimates 2009-13). The service area for this objective was defined as the cities of Norco, Corona, Eastvale, and Riverside. For the strategic planning goals no target was set for what a "reflective distribution" might be. However, the equity plan offers the target of all student populations being within 0.80 of census.



	Black	Native American	Asian	Filipino	Hispanic	Two or more	Pacific Islander	Unknown	White
Norco College	6.3%	0.3%	6.4%	2.1%	55.9%	3.6%	0.3%	0.8%	24.4%
Service Area	6.1%	0.4%	7.2%	2.5%	46.5%	2.5%	0.4%	0.0%	34.3%

OBJECTIVE 5: REDUCE SCHEDULING CONFLICTS THAT NEGATIVELY IMPACT STUDENT COMPLETION OF DEGREES AND PROGRAMS

No activities or target outcomes were submitted to address this objective. This will be addressed in next year's report after an action plan is submitted.

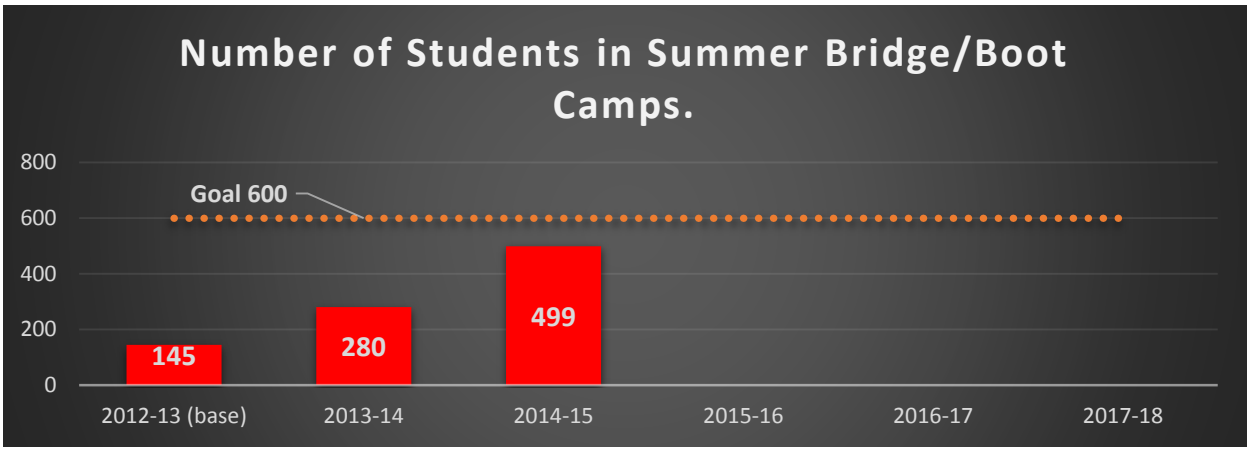
SUMMARY ON PROGRESS-GOAL 3

Objectives 1, 2, and 3 decreased over the previous academic year. As mentioned in the description for each objective, this was most likely due to change in the data elements used for those objectives. Although there was a slight decrease from the previous academic year, Objective 2 continued to maintain high achievement by robustly exceeding the 5-year target outcome measures. The reason for the continued high level of performance is certainly due in large part to the Summer Advantage Program (focused on incoming students from the Corona-Norco Unified School District) which requires participants to complete a comprehensive educational plan. During summer 2014, 499 students participated in the program whereas in summer 2012, only 135 participated. This disproportionately large percentage difference in educational plans for new students in comparison to continuing students points quite clearly to the impact of Summer Advantage on this outcome. Objective 4 indicated that Norco College reflected the service area (Corona, Norco, Eastvale, and Riverside) quite closely. The greatest differences were in Hispanic students who were attending in greater percentages than the service area, and white students that attended in lower percentages than the service area. No update was available on Objective 5.

Goal 4-Create Effective Community Partnerships

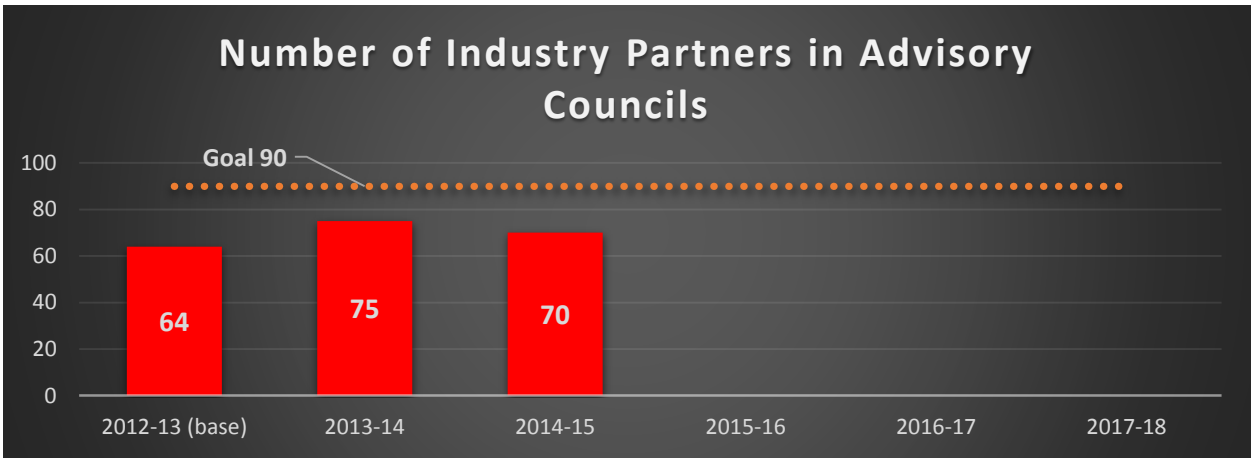
OBJECTIVE 1: INCREASE THE NUMBER OF STUDENTS WHO PARTICIPATE IN SUMMER BRIDGE PROGRAMS OR BOOT CAMPS

Summer bridge or boot camp programs were defined as any activities spanning multiple days, operating during the summer, and focused on preparing potential fall enrollees for a successful educational experience at Norco College. At this point, the only program fitting that definition is Summer Advantage. So the numbers on the chart below are only for participation in Summer Advantage.



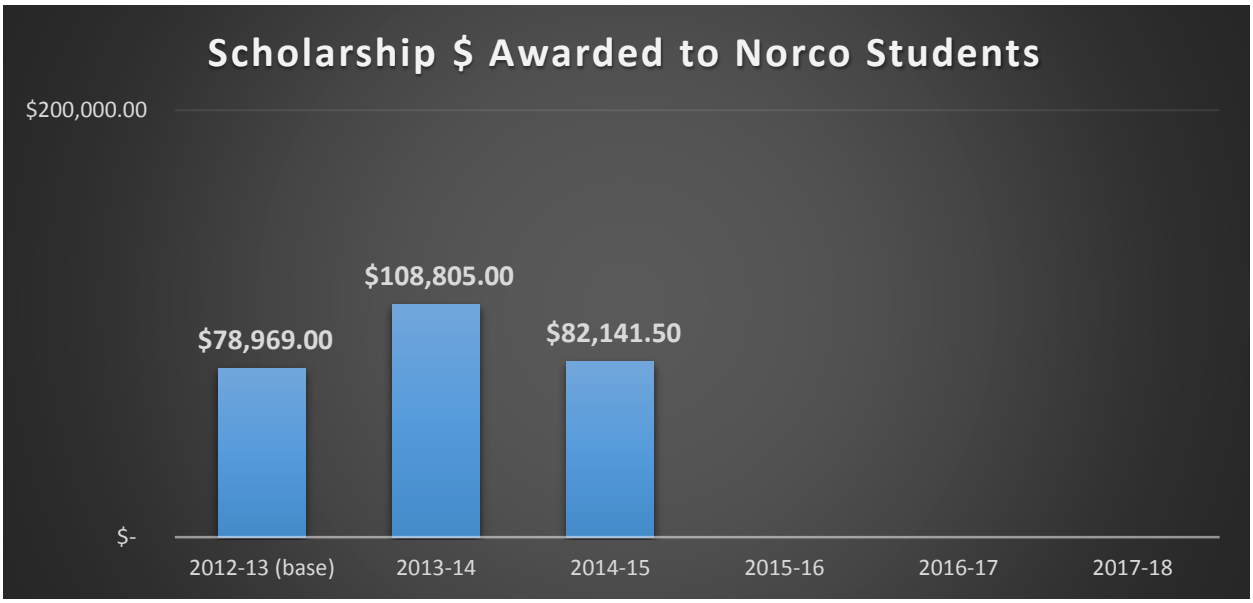
OBJECTIVE 2: INCREASE THE NUMBER OF INDUSTRY PARTNERS WHO PARTICIPATE IN INDUSTRY ADVISORY COUNCIL ACTIVITIES

This objective is captured by annual headcount of industry partners participating in the Industry Breakfast event. The numbers for the chart below were provided by the office of the Dean of Instruction, CTE. However, no action plan was provided by the committee overseeing this objective for the next four years of the strategic plan.



OBJECTIVE 3: INCREASE THE NUMBER OF DOLLARS AVAILABLE THROUGH SCHOLARSHIPS FOR NORCO COLLEGE STUDENTS

These dollar amounts were derived directly from the Financial Aid office at Riverside City College. Since no action plan was submitted for this objective, neither activities nor target outcome levels have been established.

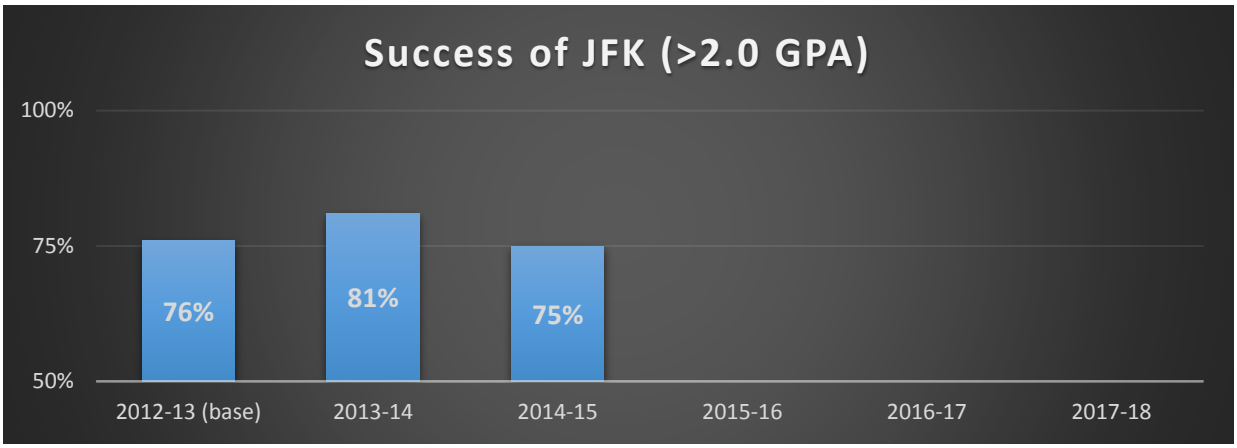


OBJECTIVE 4: INCREASE INSTITUTIONAL AWARENESS OF PARTNERSHIPS, INTERNSHIPS, AND JOB OPPORTUNITIES ESTABLISHED WITH BUSINESS AND INDUSTRY

To date, no action plan including activities, baseline measures or target outcomes has been submitted to address this objective. Once an action plan is submitted, progress will be able to be monitored.

OBJECTIVE 5: CONTINUE THE SUCCESS OF KENNEDY PARTNERSHIP

Success for this objective was defined as maintaining a grade-point average of 2.0 or above during the academic year. JFK High School students are identified through a flag in Datatel which identifies them as such whether they are presently attending or graduated from John F. Kennedy High School.



OBJECTIVE 6: INCREASE COMMUNITY PARTNERSHIPS

To date, no action plan including activities, baseline measures or target outcomes has been submitted to address this objective. Once an action plan is submitted, progress will be able to be monitored.

OBJECTIVE 7: INCREASE INSTITUTIONAL AWARENESS OF COMMUNITY PARTNERSHIPS

To date, no action plan including activities, baseline measures or target outcomes has been submitted to address this objective. Once an action plan is submitted, progress will be able to be monitored.

OBJECTIVE 8: INCREASE EXTERNAL FUNDING SOURCES WHICH SUPPORT COLLEGE PROGRAMS AND INITIATIVES

During 2014-15, Norco College submitted a proposal for the California Career Pathways Trust Grant and was awarded $12.8 million to execute over four years. Although this grant will benefit a consortium of grantees, Norco College will definitely have funding that will support programs and initiatives. This grant is the largest ever received by Norco College or the district, and definitely shows that Goal 4, Objective 8 was met for the strategic planning goals.

SUMMARY ON PROGRESS-GOAL 4

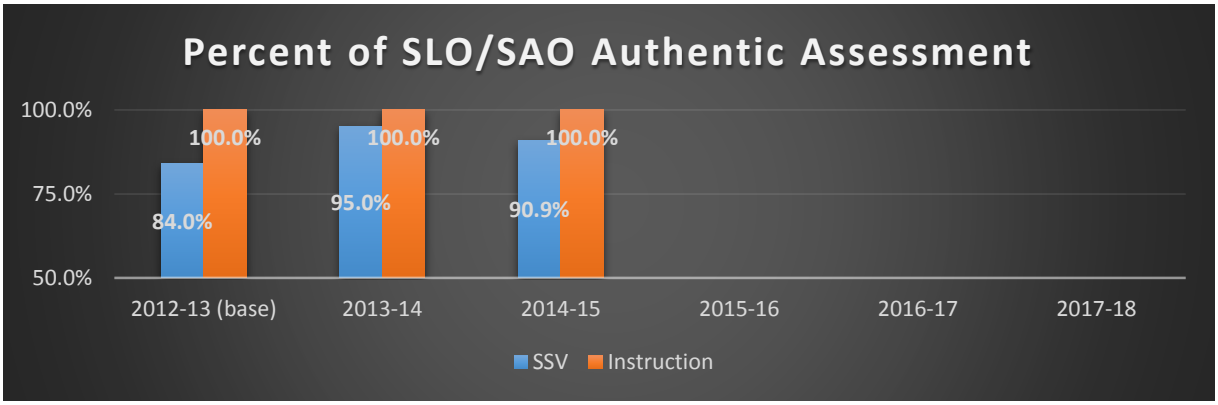
Objective 1 (Participation in Summer Bridge/Boot Camps) is clearly showing positive increases over the past three years. Even though the dashboard indicators for these objectives are red (less than 90% of target), if progress continues, target levels will be achieved by 2017-18. Objective 2 (Increase Industry Partners) does not have an action plan, but it is apparent that activities with industry partners are occurring on a regular basis. Objectives 3, 4, 6, and 7 have no action plan at this point so reporting progress toward meeting targets is not possible. Objective 5 indicated very good success for JFK students as indicated by a 2.0 GPA, though no target outcome was established. Objective 8 has an action plan in place and was clearly met for the remaining time of the strategic plan time frame. The status of Goal 4 is somewhat mixed, with some great progress in some objectives and little to no progress in others

Goal 5-Strengthen Student Learning

OBJECTIVE 1: 100% OF UNITS (DISCIPLINES, STUDENT SUPPORT SERVICE AREAS, ADMINISTRATIVE UNITS) WILL CONDUCT SYSTEMATIC PROGRAM REVIEWS

100% of all disciplines, student support services areas, and administrative units have conducted systematic program reviews during the 2014-15 academic year.

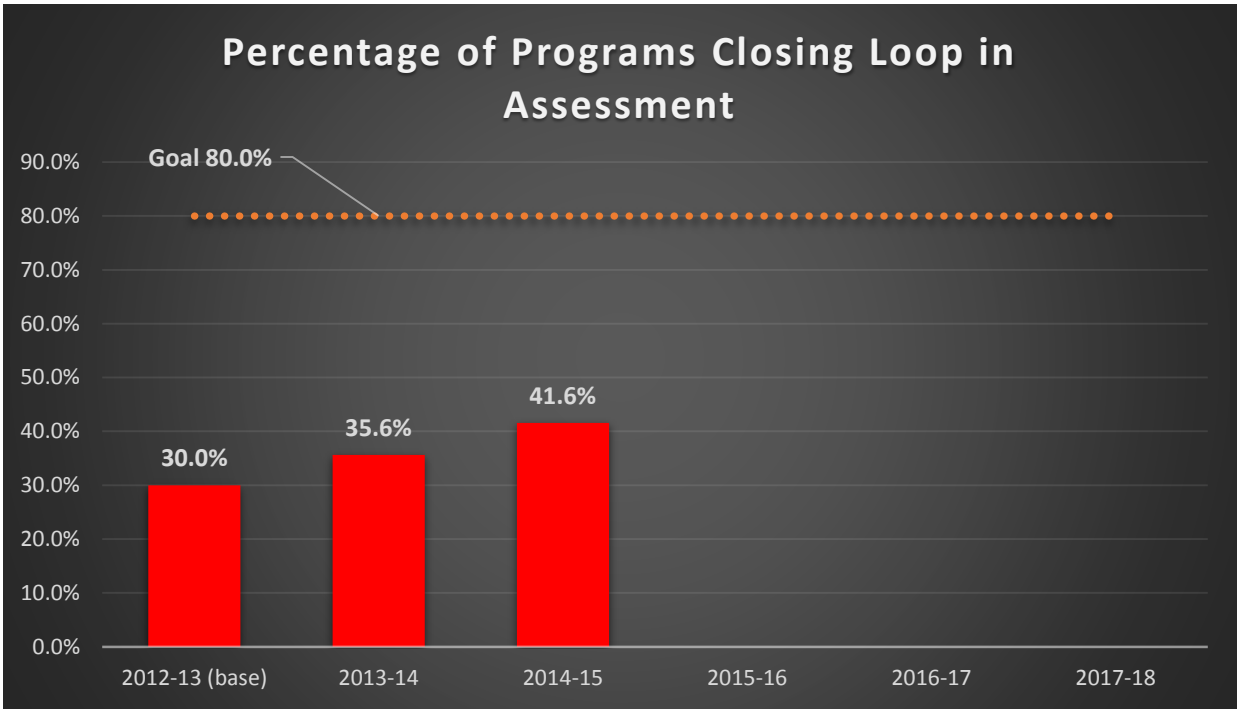
OBJECTIVE 2: INCREASE THE PERCENTAGE OF STUDENT LEARNING AND SERVICE AREA OUTCOMES ASSESSMENTS THAT UTILIZE AUTHENTIC METHODS



OBJECTIVE 3: INCREASE THE PERCENTAGE OF PROGRAMS THAT CONDUCT PROGRAM LEVEL OUTCOMES ASSESSMENT THAT CLOSES THE LOOP

During 2014-15 there were 56 programs of study in which students could receive state-approved certificates or associate degrees. In addition to these programs, the general education pattern for the associate degree is also considered a separate program since there are learning outcomes that must be assessed for this program. A three- or four-year cycle of instructional program assessment was initiated in 2013-14 (click here to see cycle) which coincidentally was the first year of the strategic plan. With the close of 2014-15, Norco College is half-way through the instructional program assessment cycle. However, the percentage of instructional programs closing the loop was 13.5%. Due to these low levels of course and program assessment, it has been decided that 2015-16 will be a year of concerted effort toward raising these percentages. One of the reasons for the lower level of assessment of SLOs (courses) is the fact that courses that have never been taught are still considered "active" by being in the catalog. During 2015-16, all disciplines will review their courses and initiate the catalog exclusion process for any outdated courses. Also, during 2015-16, all disciplines have been notified of required courses and programs that must be assessed. It is also being stressed that 100% of the courses and programs assigned during the academic year will need to be input into TracDat, the new assessment software system. Through these multiple efforts, the levels of instructional assessment should increase for the 2015-16 academic year. Two other areas where program assessment occurs are in administrative units and student services which together have 35 programs. Since administrative and student services programs are very

different from instructional programs, closing the loop is defined as meeting the specific administrative unit outcome (AUO) or student area outcome (SAO) targets within the academic year. In student services, 18 out of 20 programs closed the loop. In administrative units, 15 out of 16 closed the loop. The following chart shows the percentage of all programs (instructional, student services, and administrative unit combined) engaged in loop closing activities during the 2014-15 academic year.



OBJECTIVE 4: INCREASE ASSESSMENT OF STUDENT LEARNING IN ONLINE COURSES TO ENSURE THAT IT IS CONSISTENT WITH STUDENT LEARNING IN FACE-TO-FACE COURSES

This objective does not lend to being a "dashboard indicator" since up to this point there has been no coordinated course assessment of online and face-to-face modalities. Ideally, this would also involve measuring learning in online and face-to-face courses with the same instructor, but as mentioned this hasn't taken place yet. There is a plan that will be coordinated by the Norco Assessment Committee and the Distance Education Committee to improve outcomes for this objective (see Goal 5 Action Plan in Appendix B).

OBJECTIVE 5: INCREASE THE NUMBER OF FACULTY DEVELOPMENT WORKSHOPS FOCUSING ON PEDAGOGY EACH ACADEMIC YEAR

No baseline measures or target outcomes were submitted with the action plan for this objective. However, activities for Objective 5 identified that Lynda.com was a resource for

faculty development of pedagogy. Forty-six full-time faculty logged 172 hours, and 39 part-time faculty logged 52 hours in Lynda.com workshops. In addition, a concerted effort was made to focus on teaching and learning in the Spring Flex Week activities. There were two days of various workshops and anywhere between 10-30 faculty were in attendance at these activities.

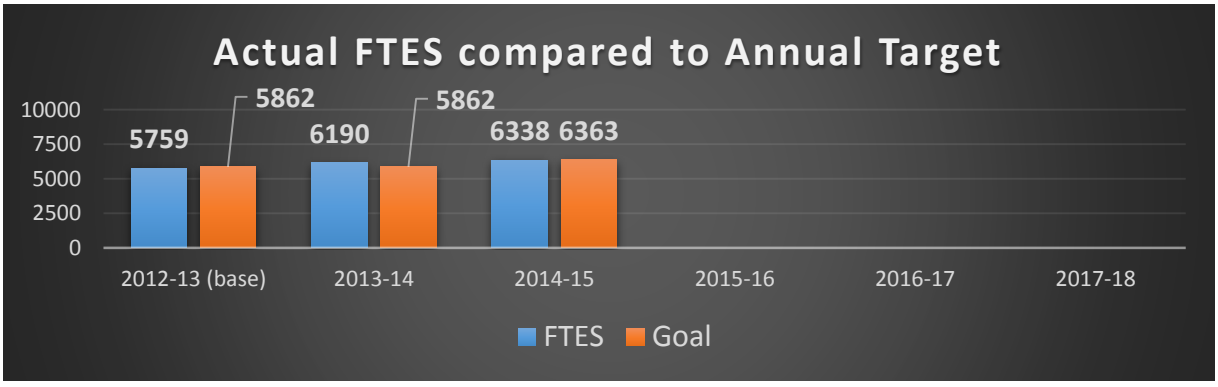
SUMMARY ON PROGRESS-GOAL 5

Objectives 1 & 2 are at target or within 90% of five-year target outcomes. This is due to an institutional culture that values program review as part of the resource allocation process. Over the past four years, Norco College has required that all assessment in instructional programs be authentic. Student services and administrative unit program reviews are now requiring the same. Norco College has begun to focus assessment efforts on closing the loop in program assessment over the next three years, so Objective 3 should see significant increases during that time. To date, there have been no baseline measures for Objectives 4 & 5, however the appropriate committees have made plans for addressing these areas and have begun implementing activities to show increases over the next three years.

Goal 6-Demonstrate Effective Planning Processes

OBJECTIVE 1: INCREASE THE USE OF DATA TO ENHANCE EFFECTIVE ENROLLMENT MANAGEMENT STRATEGIES

Per the action plan for this objective, representatives from APC and ISPC will use both qualitative and quantitative measures to assess this objective. The qualitative measures may take the form of a written summary on the use of data in enrollment management during the academic year. As for the quantitative measure, the accuracy with which Norco College meets its FTES targets for the academic year will capture this objective quantitatively. The following chart shows the actual FTES in comparison to the annual targets for each year.



OBJECTIVE 2: SYSTEMATICALLY ASSESS THE EFFECTIVENESS OF STRATEGIC PLANNING COMMITTEES AND COUNCILS

As this is specifically addressed in the Norco College Strategic Planning Policy 2010-01 (SP 2010-01), systematic assessment of the strategic planning committees and councils has been occurring on a regular basis. Procedures 1, 2, and 5 of SP 2010-01 require assessment of the planning councils, academic senate and its standing committees, and committee of the whole to be performed annually. For more information on these assessments of effectiveness during 2014-15, use the following links:

Planning Councils Survey
Academic Senate/Standing Committees
Committee of the Whole

OBJECTIVE 3: ENSURE THAT RESOURCE ALLOCATION IS TIED TO PLANNING

Per the action plan for this objective, ensuring that resource allocation is tied to planning will be accomplished by each of the planning councils reviewing their planning rubrics each academic year in the spring semester. The review of these rubrics was to be captured in meeting minutes commencing with the 2014-15 academic year. The following meeting minutes captured the review of rubrics:

Academic Planning Council
Business & Facilities Planning Council
Student Services Planning Council

OBJECTIVE 4: INSTITUTIONALIZE THE CURRENT TECHNOLOGY PLAN

According to the action plan for this objective, institutionalization of the technology plan will occur between 2013 and 2016. Activities and projects which support this objective are Lynda.com, an annual technology survey, and collaborative efforts with other college committees and councils. Completing all of the goals within the Technology Plan by 2016 was identified as the indicator for success on this objective.

OBJECTIVE 5: REVISE THE FACILITIES MASTER PLAN

As identified in the action plan for Goal 6, the facilities master plan has already been revised as of October 2013. This plan does not have a specific end date. It is structured in such a way,

that the future of Norco College facilities expansion has been planned in phases. Due to unknown factors such as state bond release dates and amounts, the length of the Facilities Master Plan is to be determined.

SUMMARY ON PROGRESS-GOAL 6

Most of the objectives in this goal do not lend themselves to being "dashboard indicators" since they address measurements of processes. Although a dashboard indicator was displayed for Objective 1, the precision of accuracy was result of the use of data both quantitative and qualitative forms. The focus of Objective 2 was its systematic nature. As indicated by SP 2010-01 and multiple reports on committees/councils efforts in assessment of effectiveness, the evidence should support systematic assessment of these strategic planning bodies. Objectives 3 & 4 are ongoing in nature, and Objective 5 was met in fall 2013.

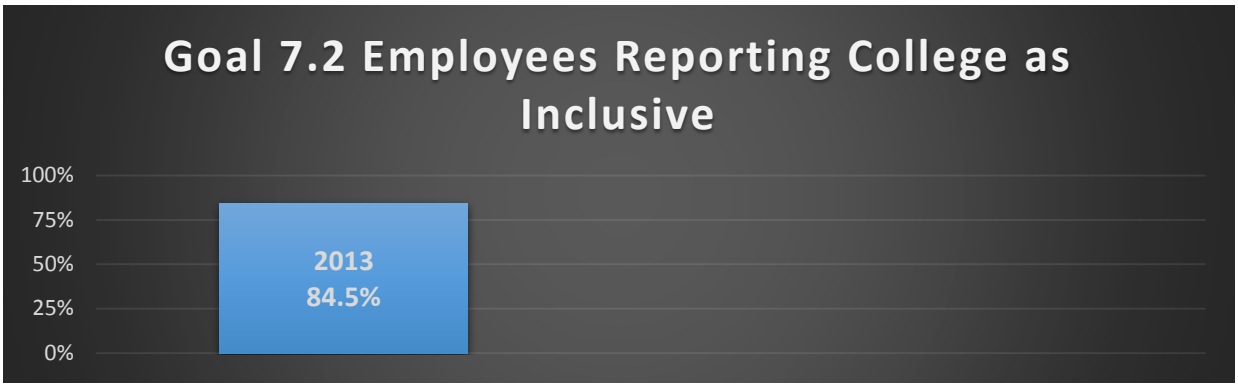
Goal 7-Strengthen Our Commitment to Our Employees

OBJECTIVE 1: PROVIDE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR ALL EMPLOYEES

This objective was met in large part when the Faculty Development Committee changed its name to the Professional Development Committee due to a widening of its scope to include activities for all employees. During 2014-15, 46 professional development workshops were offered to all employees relating to various areas of professional development. Lynda.com is also another means to increase competency for all employees in technological knowledge. During 2014-15, Lynda.com was utilized by 165 employees who logged 296 hours in training. This represents approximately 42% of all employees who participated in professional development through Lynda.com.

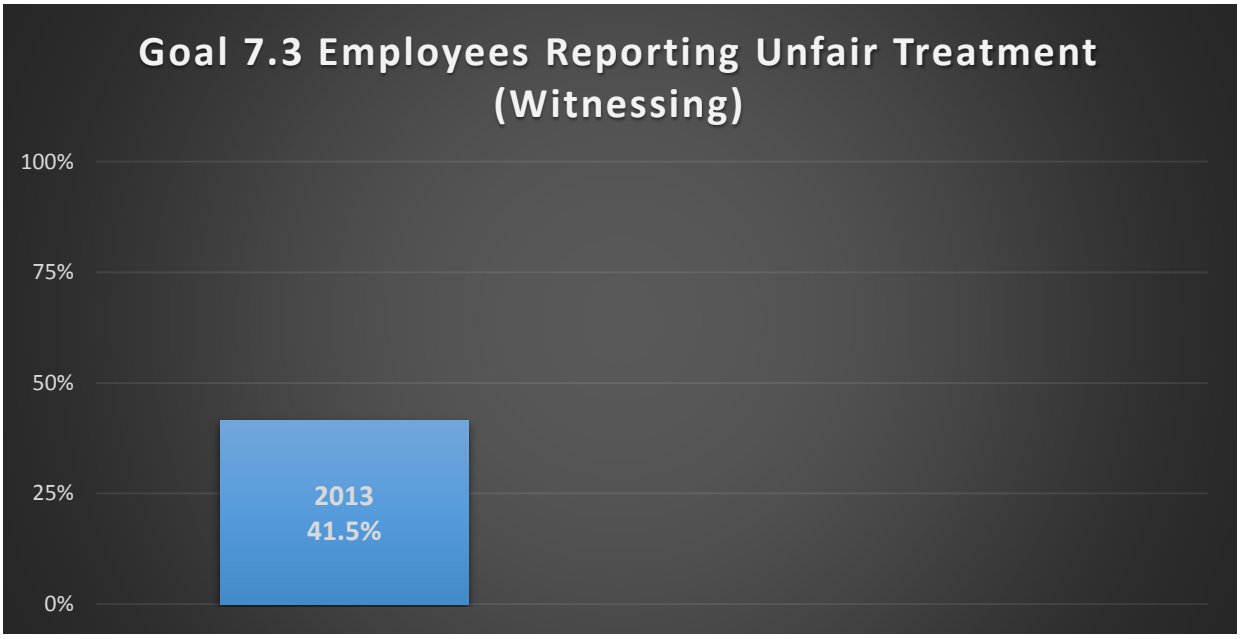
OBJECTIVE 2: INCREASE THE PERCENTAGE OF EMPLOYEES WHO CONSIDER THE COLLEGE ENVIRONMENT TO BE INCLUSIVE

This objective was not measured during 2014-15 since the campus climate survey was not administered during that year. It is planned for the 2015-16 academic year. The graph below represents data from the 2013 administration.



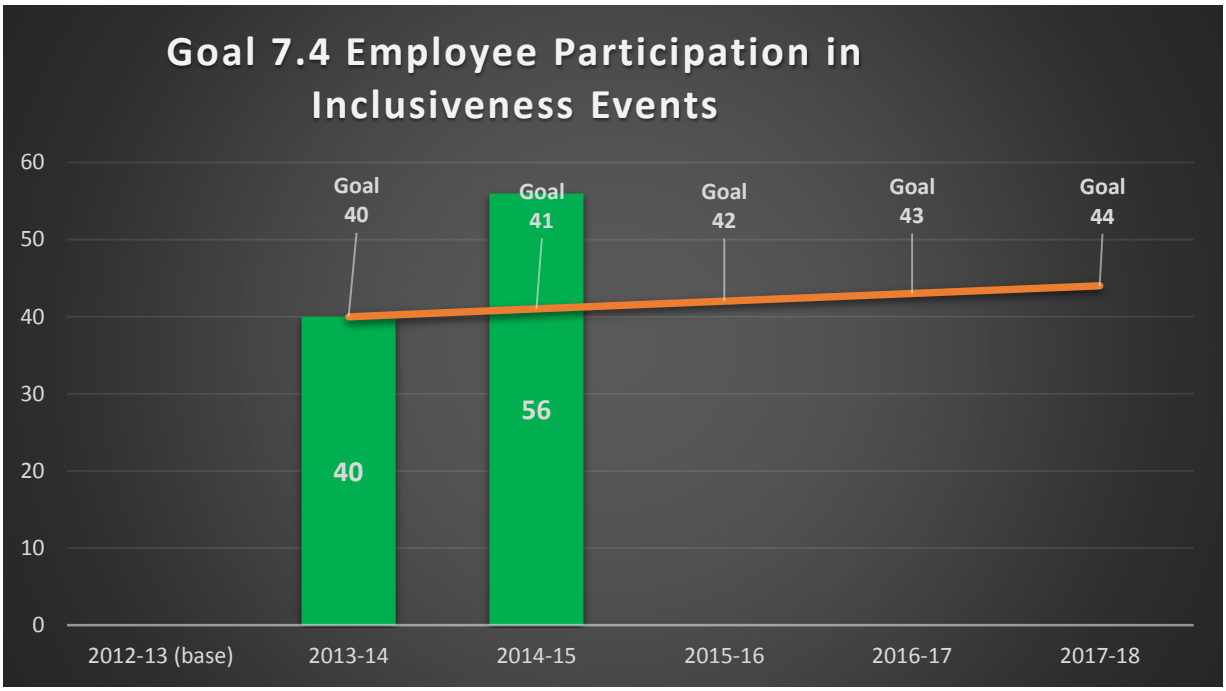
OBJECTIVE 3: DECREASE THE PERCENTAGE OF EMPLOYEES WHO EXPERIENCE UNFAIR TREATMENT BASED ON DIVERSITY-RELATED CHARACTERISTICS

Similar to Objective 2, this metric was derived using the campus climate survey and it wasn't administered during 2014-15.



OBJECTIVE 4: INCREASE PARTICIPATION IN EVENTS AND CELEBRATIONS RELATED TO INCLUSIVENESS

During 2014-15, a Day of Inclusiveness event was held with approximately 50 faculty, staff, and students in attendance. Since, attendance wasn't captured for this event, it was not tallied in the following participation numbers. However, there clearly was employee participation at the event. The following is for the Read 2 Succeed events which focus on inclusiveness by inviting the college community to read a book and inquire what it is like to be a member of various subpopulations such as veterans, undocumented immigrants, and other such groups.



OBJECTIVE 5: IMPLEMENT PROGRAMS THAT SUPPORT THE SAFETY, HEALTH, AND WELLNESS OF OUR COLLEGE COMMUNITY

To date, no action plan including activities, baseline measures or target outcomes has been submitted to address this objective. However, in the report to ISPC, the safety committee identified the following newly implemented programs/interventions that support safety, health, and wellness in the college community:

- Crosswalk Safety Lights
- Police on duty Saturdays
- Safety Walks performed by Safety Committee
- Completed and deployed evacuation maps

SUMMARY OF PROGRESS-GOAL 7

Due to a change in the scope of the Professional Development Committee, the essence of Objective 1 has been accomplished by offering workshops and trainings to all employees and not only faculty. Numbers of workshops offered in the academic year will continue to be reported each year, however this objective is considered complete at this point. Objectives 2 & 3 are employee measures of inclusiveness and unfairness experienced at the college. Since the campus climate survey wasn't offered in 2014-15, there are no new data to show trends for these objectives. The campus climate survey is scheduled to be administered during 2015-16.

During 2014-15, the Legacy Committee headed a "Day of Inclusiveness" event. This event focused on fostering a more inclusive environment by creating a Circle of Inclusion, where students with intellectual disabilities were photographed with staff to spread a message of acceptance. This event certainly contributed to the increased attendance on Objective 4 over 2013-14. Objective 5 didn't have an action plan submitted, however activities are commencing in the 2014-15 year to ensure safety of the college community. Future plans for Objective 5 via the Safety Committee should be establishing baseline measures, target outcomes, and annual activities for this objective.

Conclusion

There are a total of 44 objectives comprising the seven goals for the 2013-18 Strategic Plan. During the 2014-15 academic year, various committees and councils have begun implementing activities in fulfillment of action plans for their assigned objectives.

The 2014-15 academic year represented the second year of the time period for the strategic plan. Since it is early in this five-year time period, progress toward five-year target levels was understandably modest. Given that, it is laudable that eight objectives have already met five-year targets in the first year. These objectives were the following:

Goal 1.2 Improve Transfer Rate (including Asian, African-American, White)
Goal 1.3 Increase Basic Skills Pipeline Completion (Math & ESL)
Goal 1.4 Improve persistence rates by 5% over 5 years (fall-fall)
Goal 1.8 Increase % of Students Beginning Basic Skills in 1st Year
Goal 1.9 Decrease the success gap of students in online courses as compared to face-to-face instruction
Goal 3.2 Increase percentage of new students who develop an educational plan
Goal 3.4 Ensure the distribution of our student population is reflective of the communities we serve
Goal 7.4 Employee Participation in Inclusiveness Events

On the other end of the spectrum are the objectives that appear not to be progressing adequately toward five-year outcome levels. In fact, these objectives indicated noticeable decreases from the previous year in most cases. These objectives were the following:

Goal 1.5 Increase completion rate of certificates over 6 years (Asian & White-certificate)
Goal 1.7 Completion Rate (30- and 60-unit)
Goal 3.3 Continuing Students Developing an Ed Plan

Whether these trends continue after institutional interventions have been implemented will be discovered in the next three years. All of the remaining objectives appear to be within range of achieving five-year targets if activities on action plans are implemented in a timely manner.

Overall, progress in the first two years is quite positive, especially given the 2013-14 academic year was focused on planning. The eight objectives where we are already meeting five-year target levels are probably due in large part to the focus of committees and programs (such as the Summer Advantage program), that have implemented their action plans. Although these objectives have made target levels, they will continue to be monitored to ensure performance remains at these high levels. The three objectives that were not on progress to meet 5-year target levels appear to be closely aligned to objectives and goals in the equity and SSSP plans. It is encouraging to note focused attention and resources will be devoted to these objectives from both strategic planning committees and equity/SSSP personnel. The remaining objectives should be adequately addressed during the remaining three years of the strategic plan through institutional efforts overseen by the various strategic planning committees. The concerted efforts of all overseeing committees, and the coordinated efforts of state mandates should result in improved institutional effectiveness as captured through these seven goals and 44 objectives.

Appendix A-Committee Map to Goals

Goal 1	**INCREASE STUDENT ACHIEVEMENT AND SUCCESS**		
	Obj 1	SSC/AS	Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
	Obj 2	SSC	Improve transfer rate by 10% over 5 years.
	Obj 3	SSC/AS	Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
	Obj 4	SSC	Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
	Obj 5	SSC	Increase completion rate of degrees and certificates over 6 years.
	Obj 6	SSC	Increase success and retention rates.
	Obj 7	SSC	Increase percentage of students who complete 15 units, 30 units, 60 units.
	Obj 8	SSC/AS	Increase the percentage of students who begin addressing basic skills needs in their first year.
	Obj 9	DE/AS	Decrease the success gap of students in online courses as compared to face-to-face instruction.
	Obj 10	SSC	Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.
Goal 2	**IMPROVE THE QUALITY OF STUDENT LIFE**		
	Obj 1	SSC	Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
	Obj 2	ASNC	Increase frequency of student participation in co-curricular activities.
	Obj 3	SSPC	Increase student satisfaction and importance ratings for student support services.
	Obj 4	ASNC/Legacy	Increase the percentage of students who consider the college environment to be inclusive.
	Obj 5	Legacy	Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
	Obj 6	SSC/ASNC	Increase current students' awareness about college resources dedicated to student success.

Goal 3	**INCREASE STUDENT ACCESS**		
	Obj 1	SSC	Increase percentage of students who declare an educational goal.
	Obj 2	SSC	Increase percentage of new students who develop an educational plan.
	Obj 3	SSC	Increase percentage of continuing students who develop an educational plan.
	Obj 4	SSC	Ensure the distribution of our student population is reflective of the communities we serve.
	Obj 5	APC	Reduce scheduling conflicts that negatively impact student completion of degrees and programs.
Goal 4	**CREATE EFFECTIVE COMMUNITY PARTNERSHIPS**		
	Obj 1	SSC	Increase the number of students who participate in summer bridge programs or boot camps.
	Obj 2	APC	Increase the number of industry partners who participate in industry advisory council activities.
	Obj 3	ASNC	Increase the number of dollars available through scholarships for Norco College students.
	Obj 4	ASNC/APC	Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
	Obj 5	NC-JFK WKGRP	Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
	Obj 6	Pres Cab	Increase community partnerships.
	Obj 7	Pres Cab	Increase institutional awareness of community partnerships.
	Obj 8	GC	Increase external funding sources which support college programs and initiatives.
Goal 5	**STRENGTHEN STUDENT LEARNING**		
	Obj 1	PRC/SSPC	100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
	Obj 2	NAC/SSPC	Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
	Obj 3	NAC/SSPC	Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
	Obj 4	NAC/DE	Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
	Obj 5	PDC/TC	Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6	DEMONSTRATE EFFECTIVE PLANNING PROCESSES		
	Obj 1	APC/ISPC	Increase the use of data to enhance effective enrollment management strategies.
	Obj 2	ISPC	Systematically assess the effectiveness of strategic planning committees and councils.
	Obj 3	APC/BFPC/ ISPC/SSPC	Ensure that resource allocation is tied to planning.
	Obj 4	TC	Institutionalize the current Technology Plan.
	Obj 5	BFPC	Revise the Facilities Master Plan.