NORCO COLLEGE

Progress Report on Strategic Planning/ Educational Master Plan Goals, Objectives, and "Dashboard Indicators"

November 17, 2016

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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 2015-16 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 2015-16 academic year was devoted to the oversight of action plans focused on activities that will move the institution toward achieving the goals as stated in the strategic plan. As of fall 2015, 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. Most of the strategic planning goals have been mapped to one of the committees or councils for oversight (see Appendix A). To maintain oversight and communication of the progress on achieving these strategic planning goals, each committee is required to report out on the progress of these goals to either the Academic Senate or the ISPC. The committees that provided written progress on the goals during 2015-16 are provided in Appendices B-F.

One of the purposes of this report is to provide a "dashboard" to quickly summarize progress made over the current year toward five-year targets. The following is the dashboard for 2015-16:

Goal 1	**INCREASE STUDENT ACHIEVEMENT AND SUCCESS**		**Dashboard Indicator**	**Trend**
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-**English**		
		Increase the percentage of basic skills students who complete the basic skills pipeline-**Math**		
		Increase the percentage of basic skills students who complete the basic skills pipeline-**Reading**		
		Increase the percentage of basic skills students who complete the basic skills pipeline-**ESL**		
Obj 4	SSC	Improve persistence rates by 5% over 5 years **(Fall-Spring)**		
		Improve persistence rates by 5% over 5 years **(Fall-Fall)**		
Obj 5	SSC	Increase completion rate of degrees and certificates over 6 years-**Degree**		
		Increase completion rate of degrees and certificates over 6 years-**Certificate**		

Obj 6	SSC	Increase success and retention rates-**Success**		
		Increase success and retention rates-**Retention**		
Obj 7	SSC	Increase percentage of students who complete 15 units, 30 units, 60 units-**15 Units**		
		Increase percentage of students who complete 15 units, 30 units, 60 units-**30 Units**		
		Increase percentage of students who complete 15 units, 30 units, 60 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.	See Report	Varies

Goal 2 IMPROVE THE QUALITY OF STUDENT LIFE

			Dashboard Indicator	**Trend**
Obj 1	SSC	Increase student engagement-**Active/Collaborative Learning**		
		Increase student engagement-**Student Effort**		
		Increase student engagement-**Academic Challenge**		
		Increase student engagement-**Faculty/Student Interaction**		
		Increase student engagement-**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	See Report	Varies
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	Not Quantitative	

Goal 3	INCREASE STUDENT ACCESS		Dashboard Indicator	Trend
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.	See Report	Varies
Obj 5	APC	Reduce scheduling conflicts that negatively impact student completion of degrees and programs.	No Target Outcome, No Activities	

Goal 4	CREATE EFFECTIVE COMMUNITY PARTNERSHIPS		Dashboard Indicator	Trend
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.	No Target Outcome, No Activities	
Obj 5	NC-JFK WKGRP	Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students who are able to access courses;).		
Obj 6	Pres Cab	Increase community partnerships.	No Target Outcome, No Activities	
Obj 7	Pres Cab	Increase institutional awareness of community partnerships.	No Target Outcome, No Activities	
Obj 8	GC	Increase external funding sources which support college programs and initiatives.	No Target Outcome, No Activities	

Goal 5	STRENGTHEN STUDENT LEARNING		Dashboard Indicator	Trend
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.	No Data Available	
Obj 5	PDC/TC	Increase the number of faculty development workshops focusing on pedagogy each academic year.	No Target Outcome	Baseline 2014-15

Goal 6	DEMONSTRATE EFFECTIVE PLANNING PROCESSES		Dashboard Indicator	Trend
Obj 1	APC/ISPC	Increase the use of data to enhance effective enrollment management strategies.	Not Quantitative	
Obj 2	ISPC	Systematically assess the effectiveness of strategic planning committees and councils.		Completed
Obj 3	APC/BFPC/ISPC/SSPC	Ensure that resource allocation is tied to planning.		Completed
Obj 4	TC	Institutionalize the current Technology Plan.	Not Quantitative	
Obj 5	BFPC	Revise the Facilities Master Plan.		Completed

Goal 7	STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES		Dashboard Indicator	Trend
Obj 1	PDC/TC	Provide professional development activities for all employees.		Completed
Obj 2	Legacy	Increase the percentage of employees who consider the college environment to be inclusive.		
Obj 3	Legacy	Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.		
Obj 4	Legacy/LAC	Increase participation in events and celebrations related to inclusiveness.		
Obj 5	Safety	Implement programs that support the safety, health, and wellness of our college community.	No Target Outcome, No Activities	

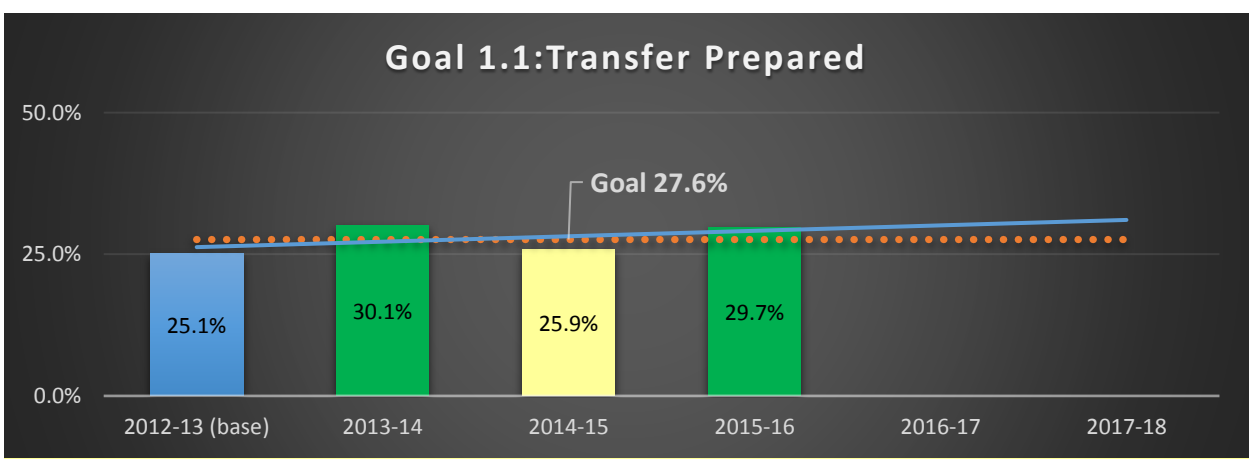
Goal 1-Increase Student Achievement and Success

The following charts represent 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 each year's 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

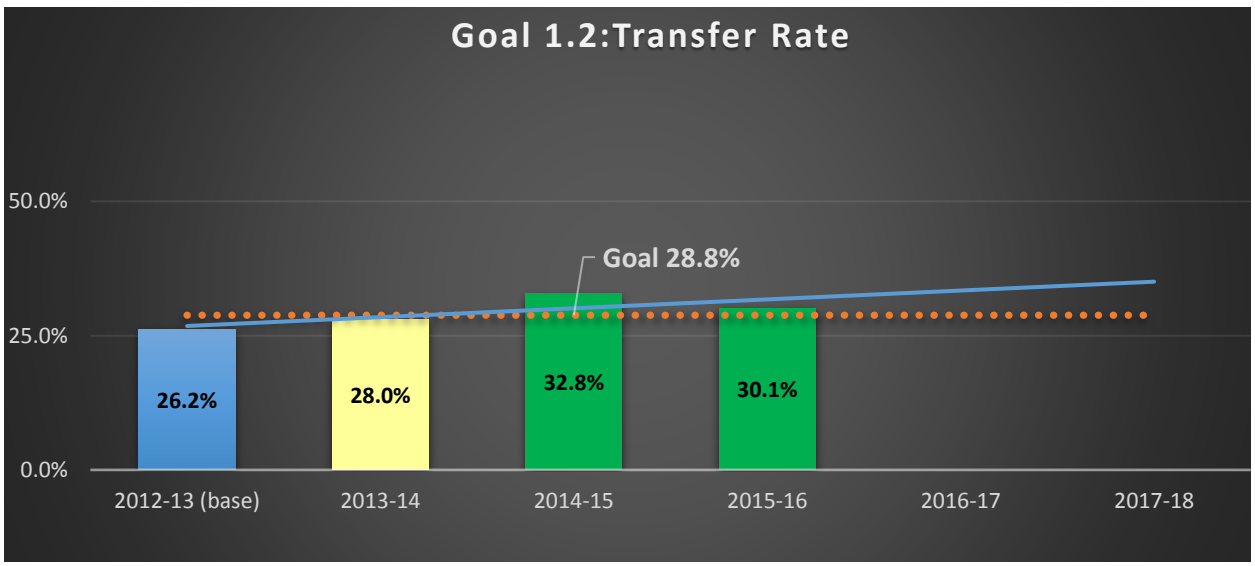
OBJECTIVE 1: IMPROVE TRANSFER PREPAREDNESS (COMPLETING 60 TRANSFERABLE UNITS WITH A 2.0 GPA OR HIGHER)

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.



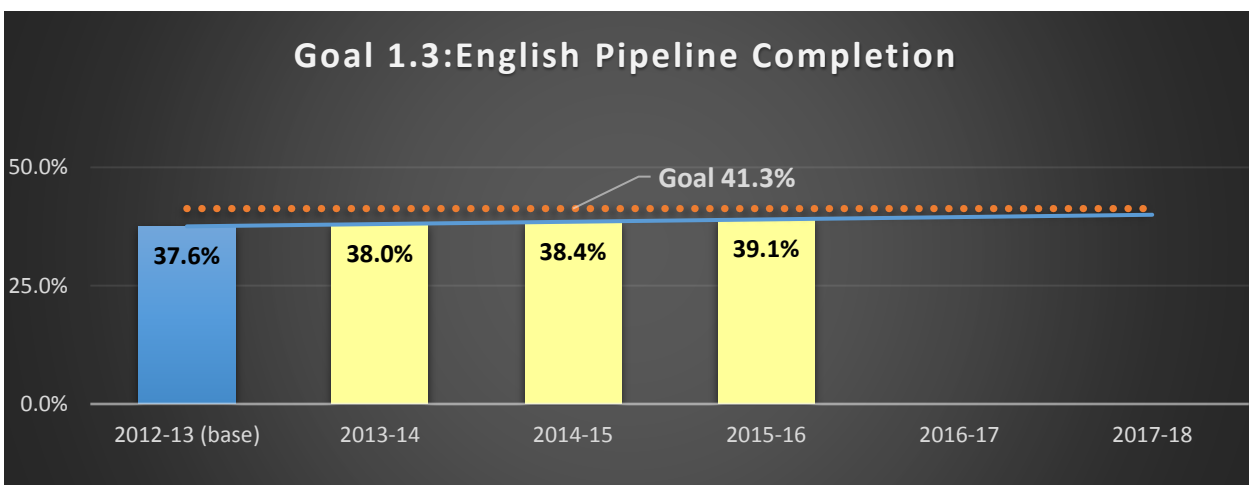
OBJECTIVE 2: IMPROVE TRANSFER RATE BY 10% OVER 5 YEARS

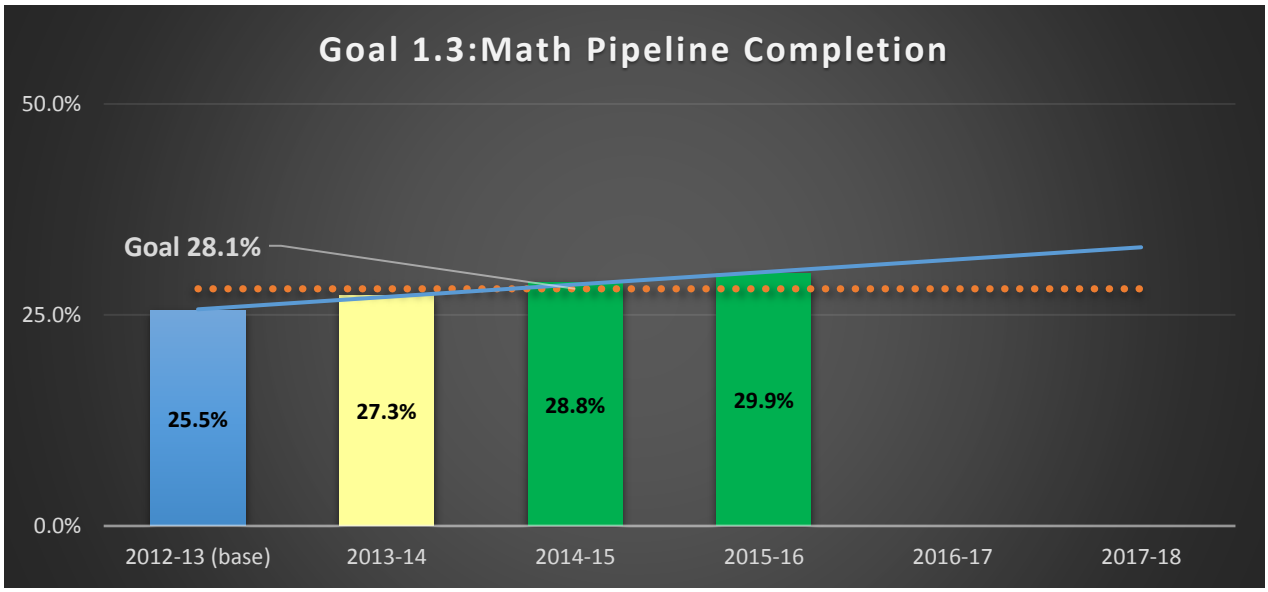
Transfer rate is determined by selecting a SPAR cohort and identifying the students that enrolled in any four-year institution within six years of beginning at Norco College. Enrollment at a four-year institution is identified by checking SPAR cohort students against the National Student Clearinghouse.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

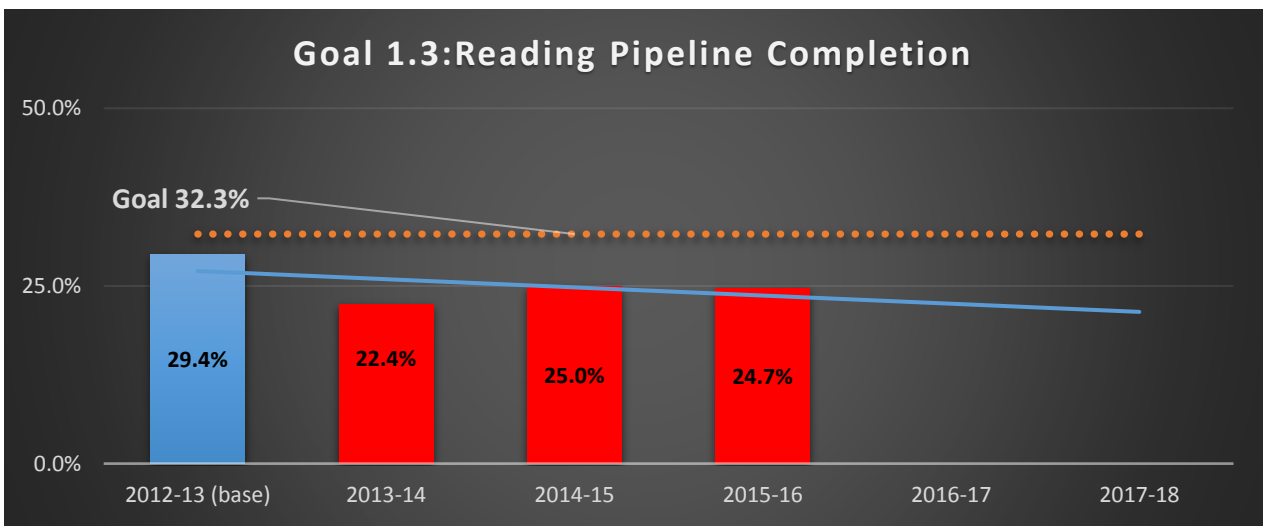


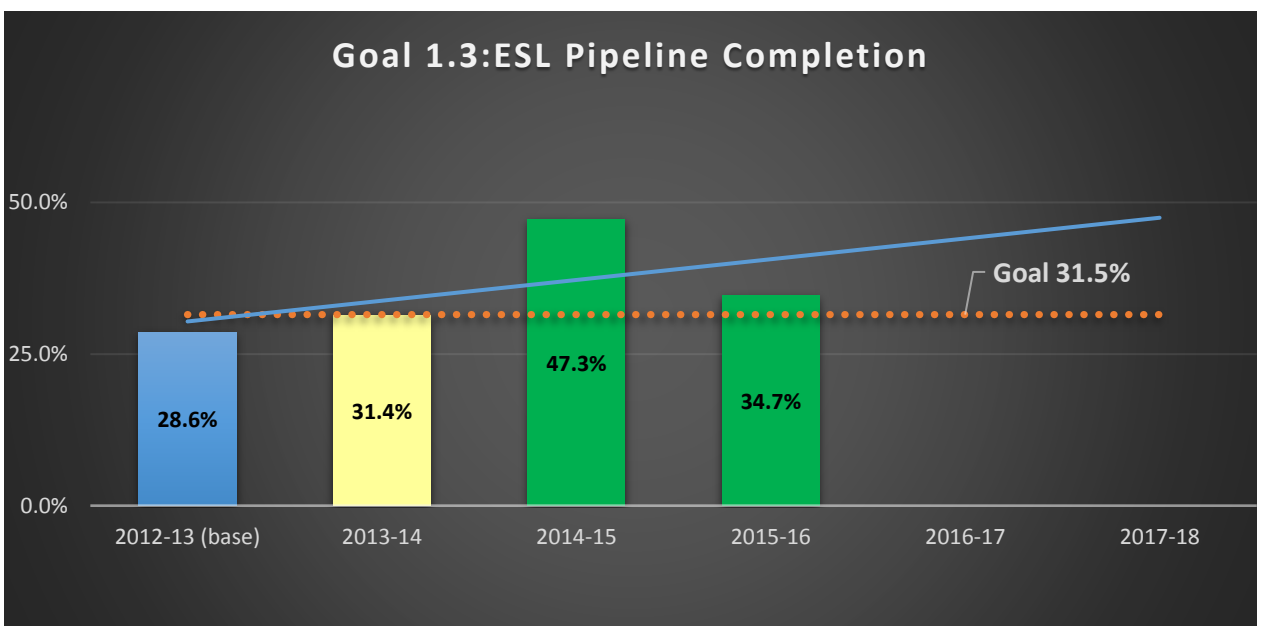
OBJECTIVE 3: INCREASE PERCENTAGE OF BASIC SKILLS STUDENTS WHO COMPLETE THE BASIC SKILLS PIPELINE BY SUPPORTING THE DEVELOPMENT OF ALTERNATIVES TO TRADITIONAL BASIC SKILLS CURRICULUM

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.



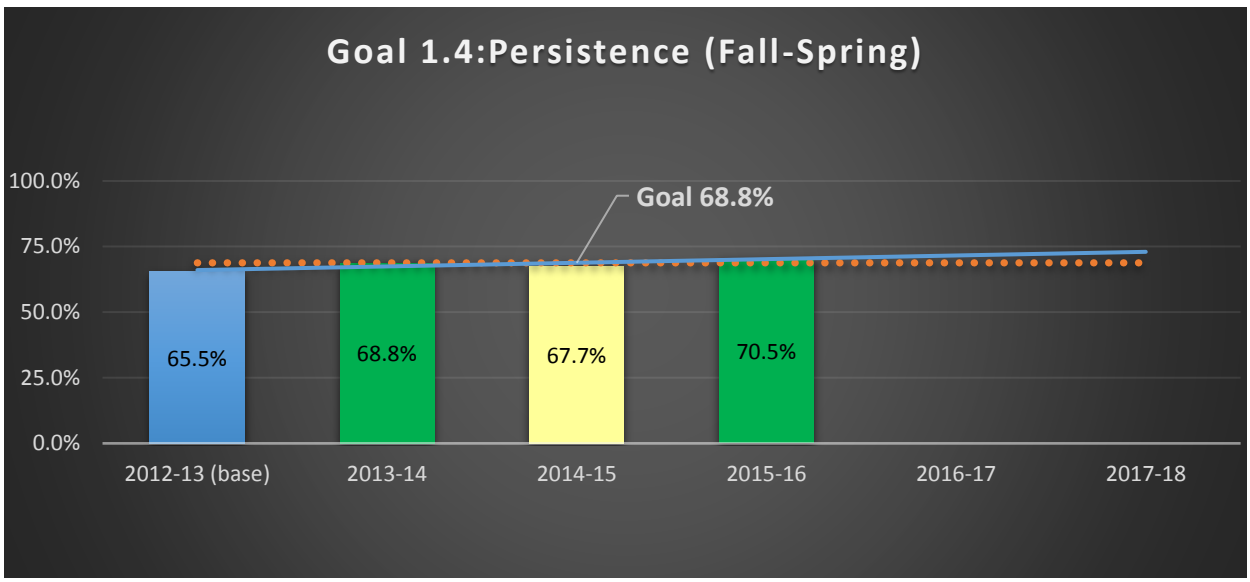

Goal 1.3:Math Pipeline Completion
50.0%
25.0%
0.0%
Goal 28.1%
25.5%
27.3%
28.8%
29.9%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

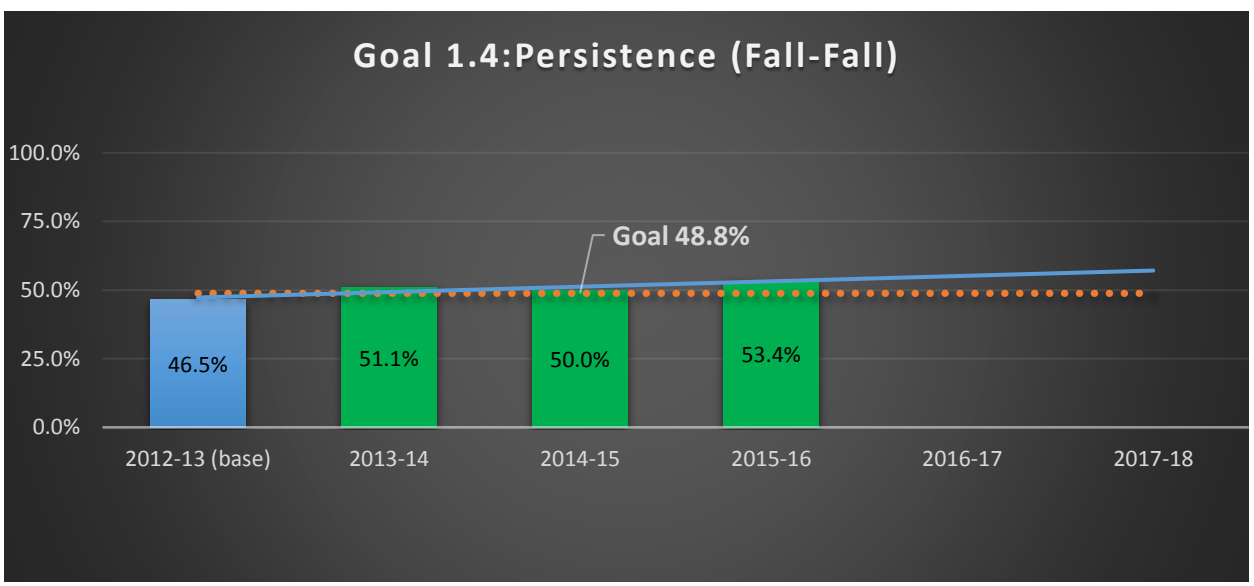

Goal 1.3:Reading Pipeline Completion
50.0%
25.0%
0.0%
Goal 32.3%
29.4%
22.4%
25.0%
24.7%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18


Goal 1.3:ESL Pipeline Completion
50.0%
25.0%
0.0%
Goal 31.5%
28.6%
31.4%
47.3%
34.7%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

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.

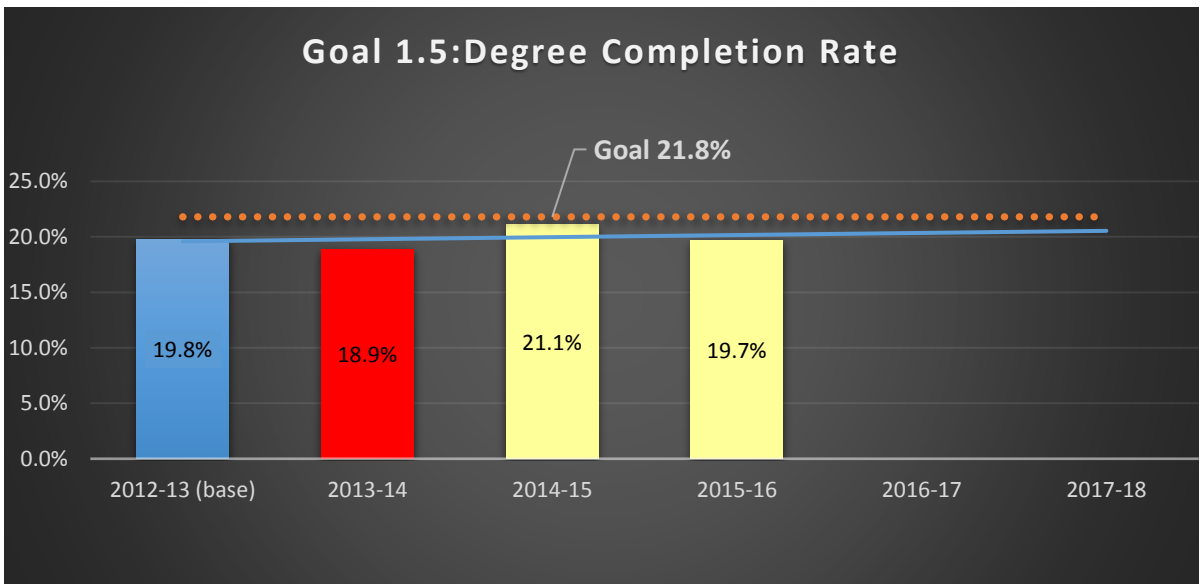


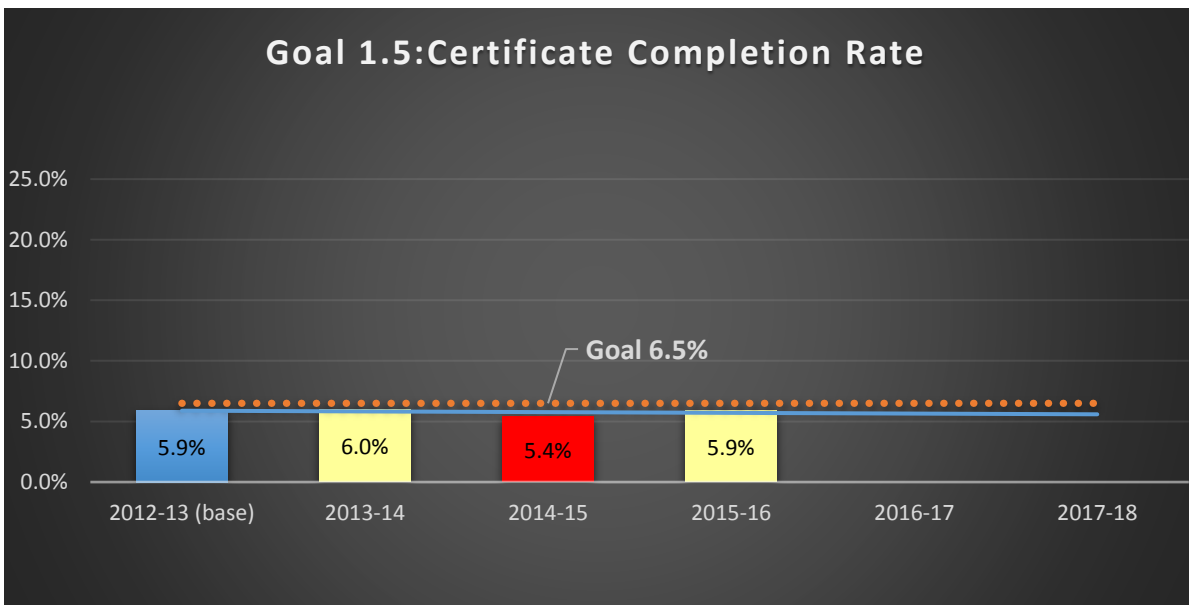


OBJECTIVE 5: INCREASE COMPLETION RATE OF DEGREES AND CERTIFICATES OVER 6 YEARS

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

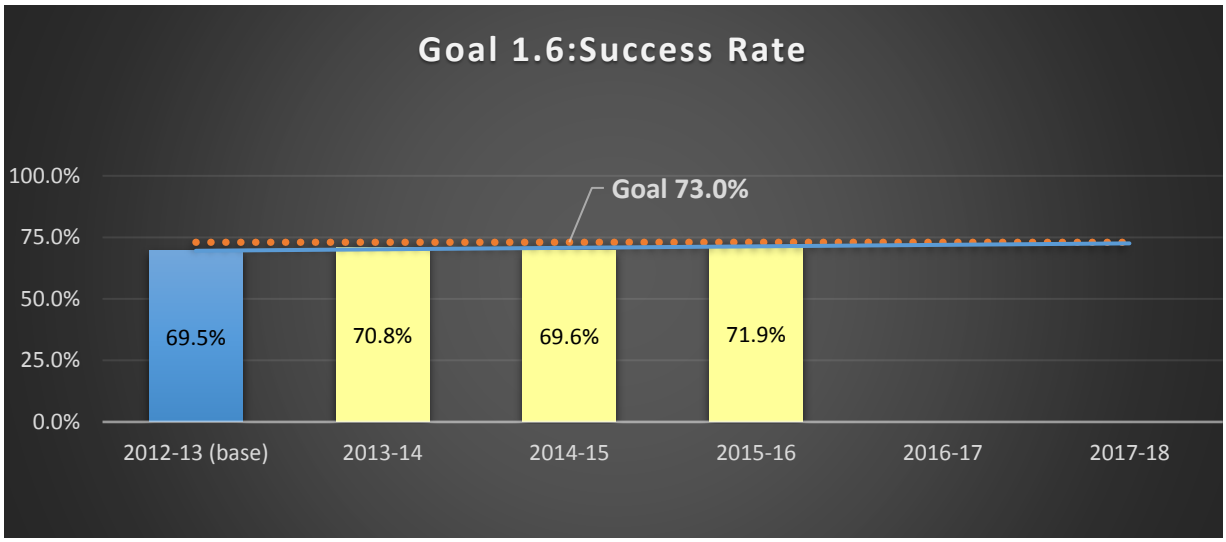
completion, but reports the percentage of students who complete a certificate of 18 units or higher in the six-year time period.

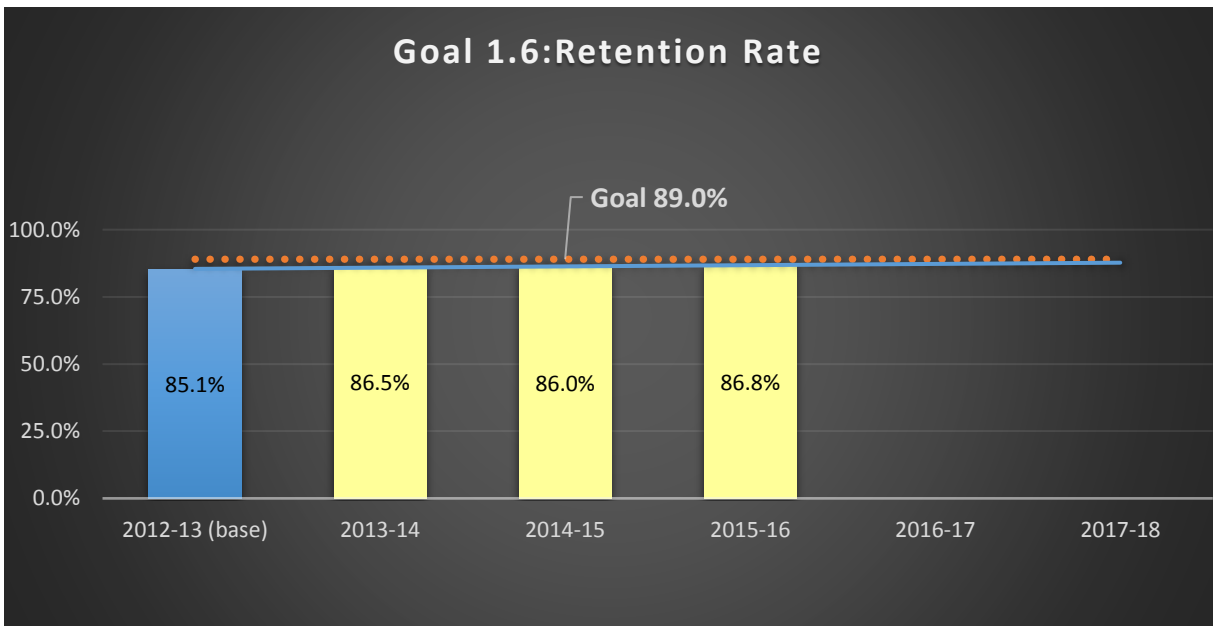




OBJECTIVE 6: INCREASE SUCCESS AND RETENTION RATES

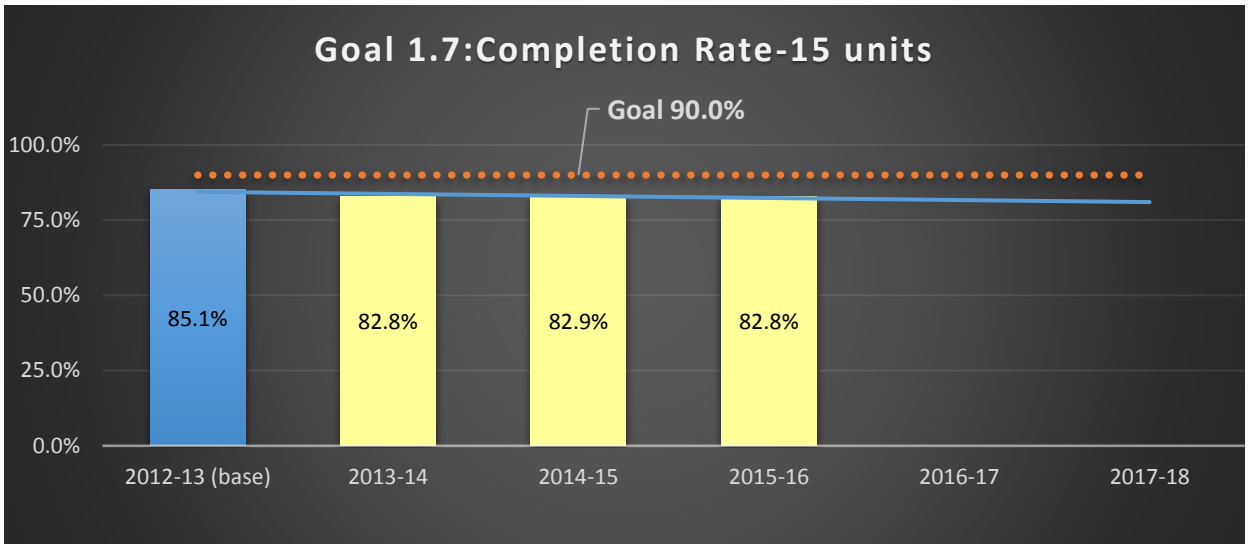
Success is defined as the percentage of course enrollments (persisting past census) that receive an "A", "B", "C", or "P" grade. Retention is defined as the percentage of course enrollments (persisting past census) that do not receive a "W" grade. This objective reports annual rates which combine enrollments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

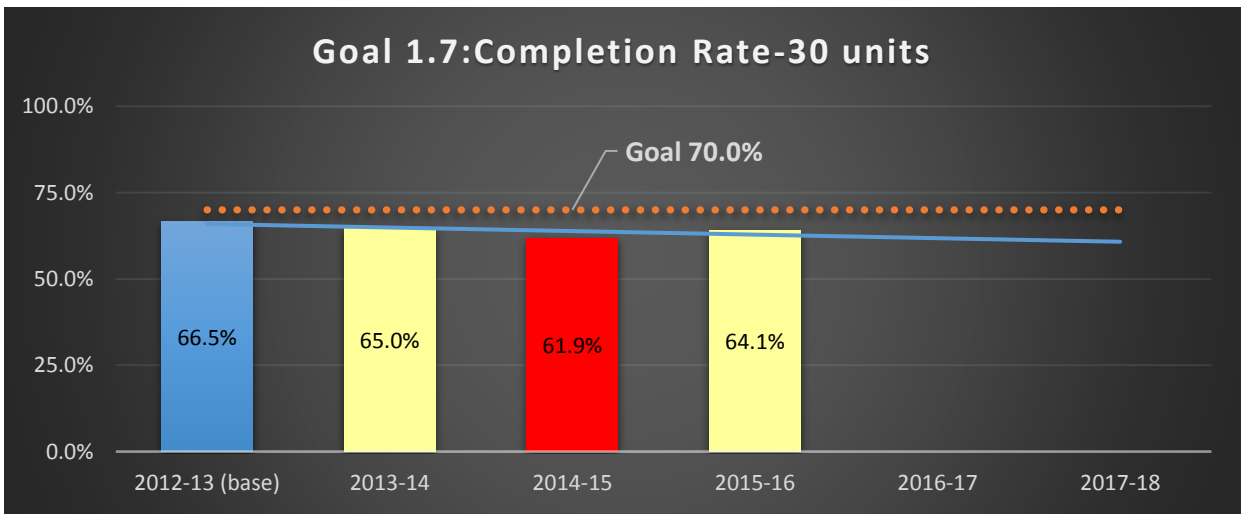


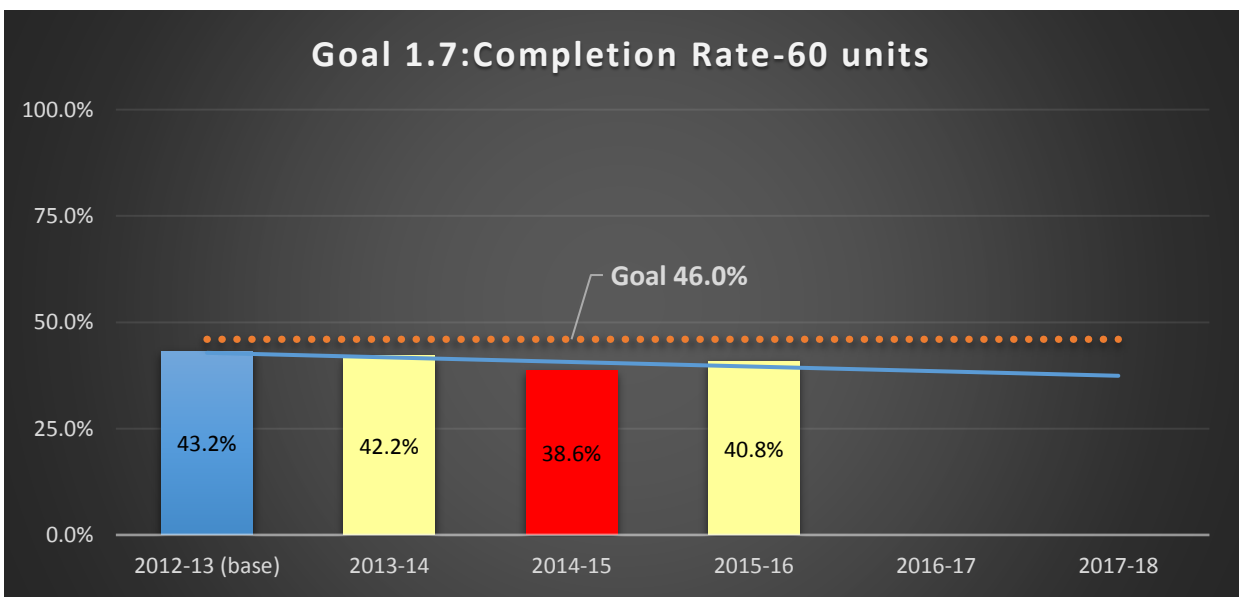


OBJECTIVE 7: INCREASE PERCENTAGE OF STUDENTS WHO COMPLETE 15 UNITS, 30 UNITS, 60 UNITS

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.

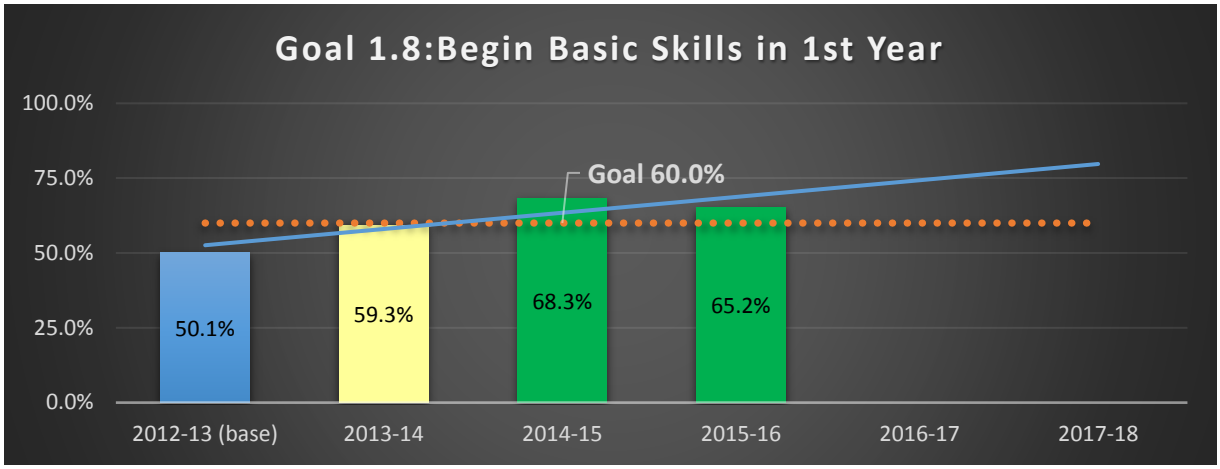






OBJECTIVE 8: INCREASE PERCENTAGE OF STUDENTS WHO BEGIN ADDRESSING BASIC SKILLS NEEDS IN THEIR FIRST YEAR

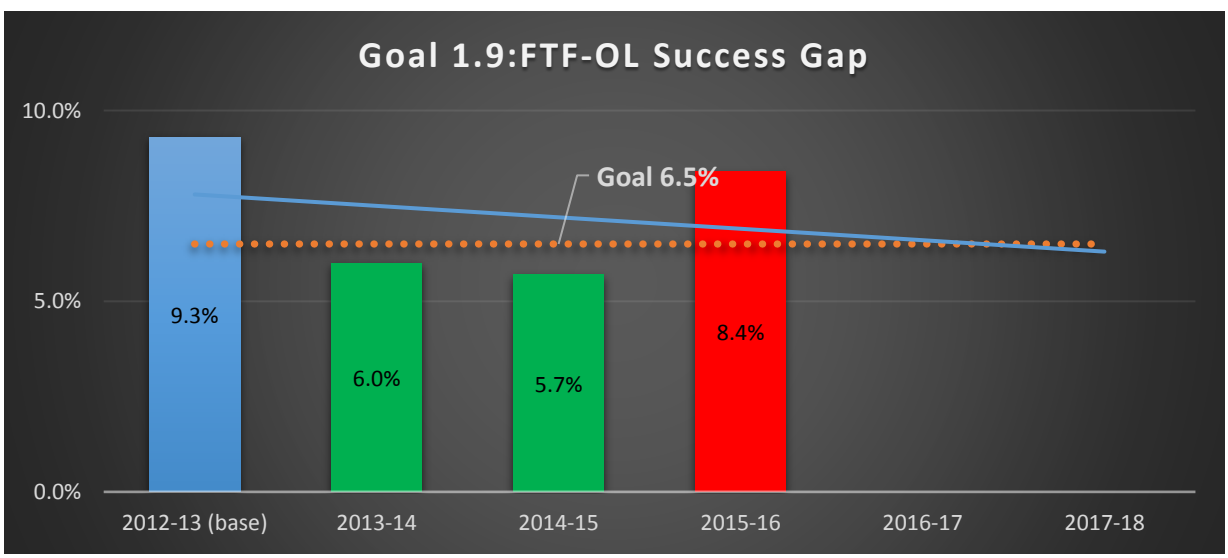
This objective focuses on all new students in fall semester who placed into basic skills courses and then identifies if they enrolled in a basic skills course during that academic year.



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

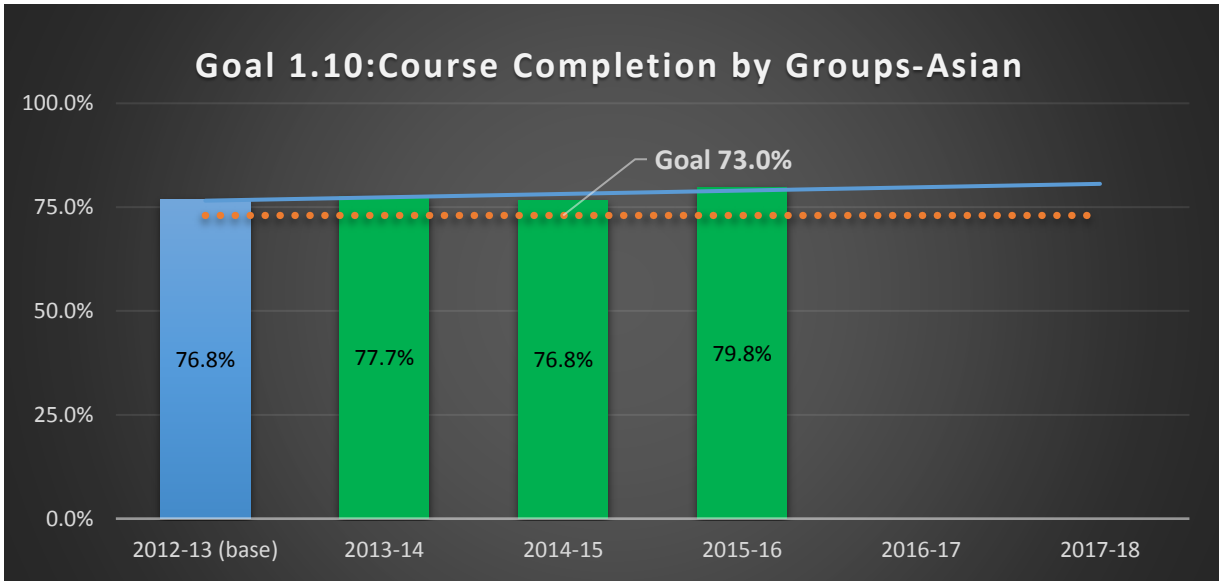
The success gap is defined as:
Success Rate for Face-to-Face Courses – Success Rate for Online Courses

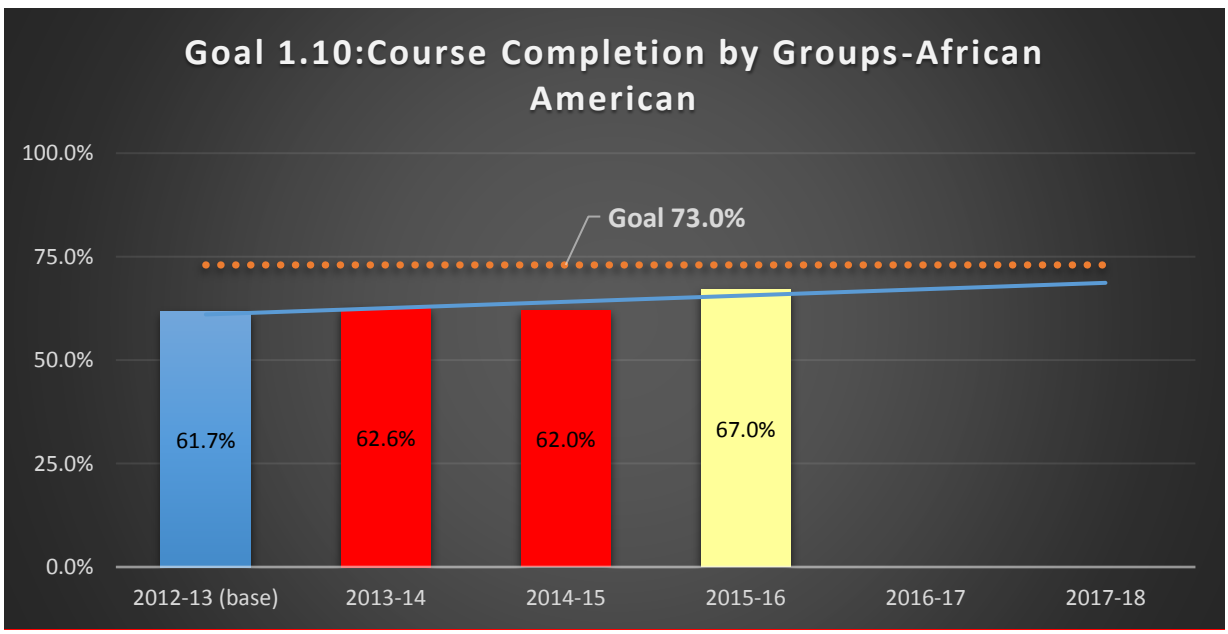
For this objective the target is to lessen the percentage (gap) with the assumption that is best accomplished by raising the online course success rate (rather than lowering the face-to-face success rate).

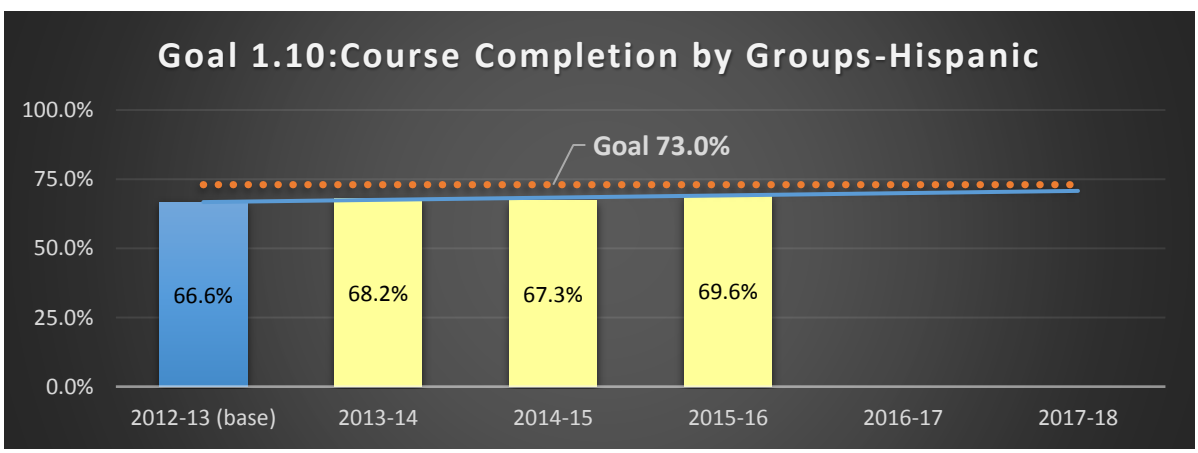


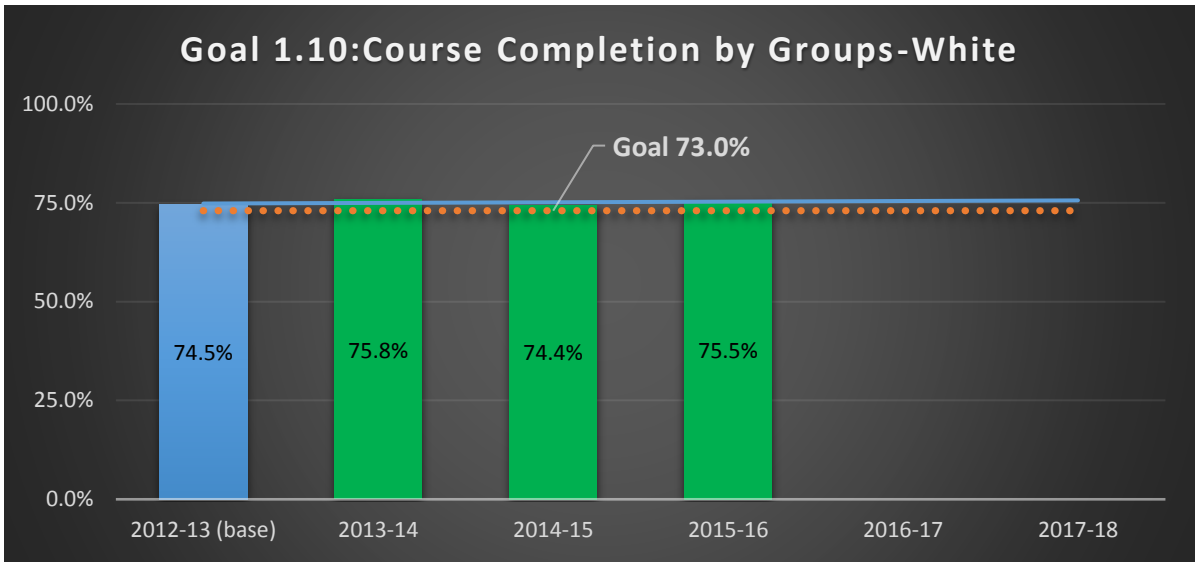
OBJECTIVE 10: INCREASE COURSE COMPLETION, CERTIFICATE AND DEGREE COMPLETION, AND TRANSFER RATES OF UNDERREPRESENTED STUDENTS

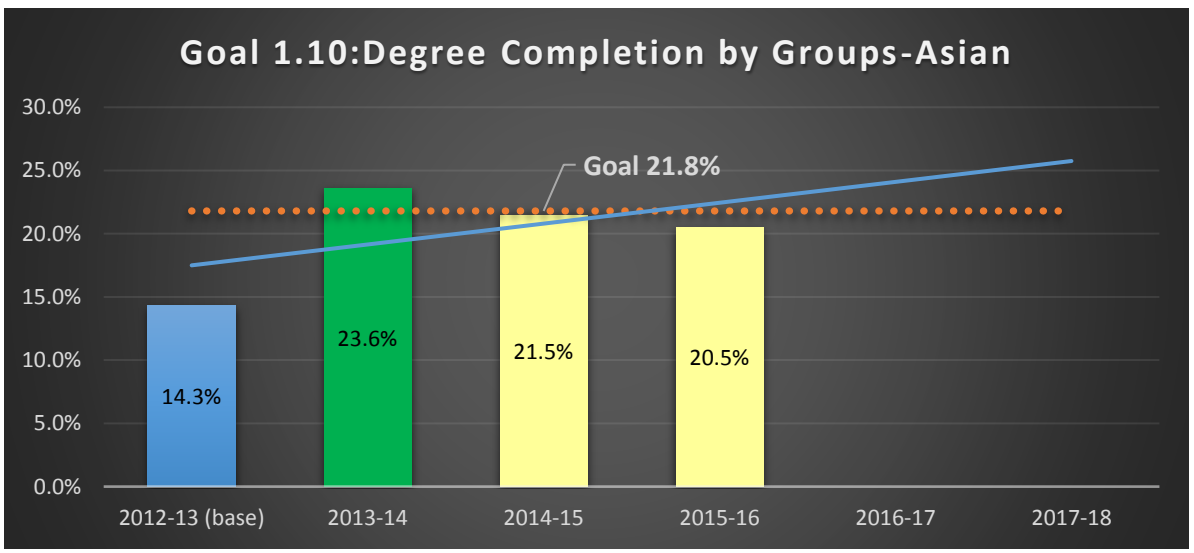
This objective uses the same definitions as Objectives 5 & 6, but disaggregates the outcomes by the four largest ethnic student groups: Asian, African-American, Hispanic, and White.

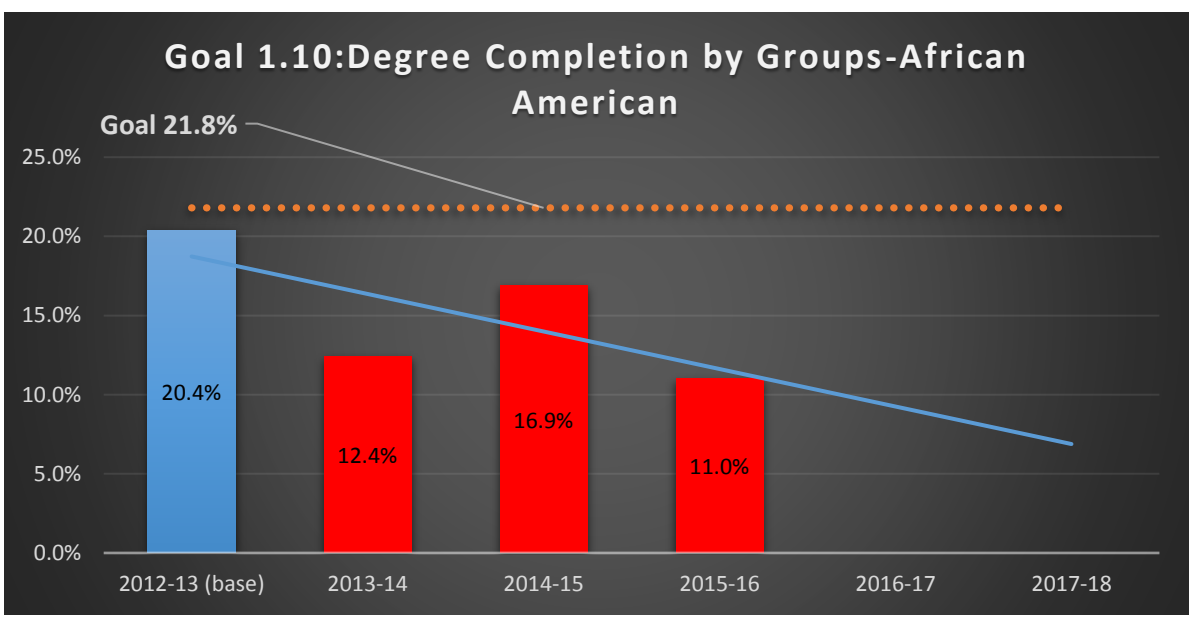


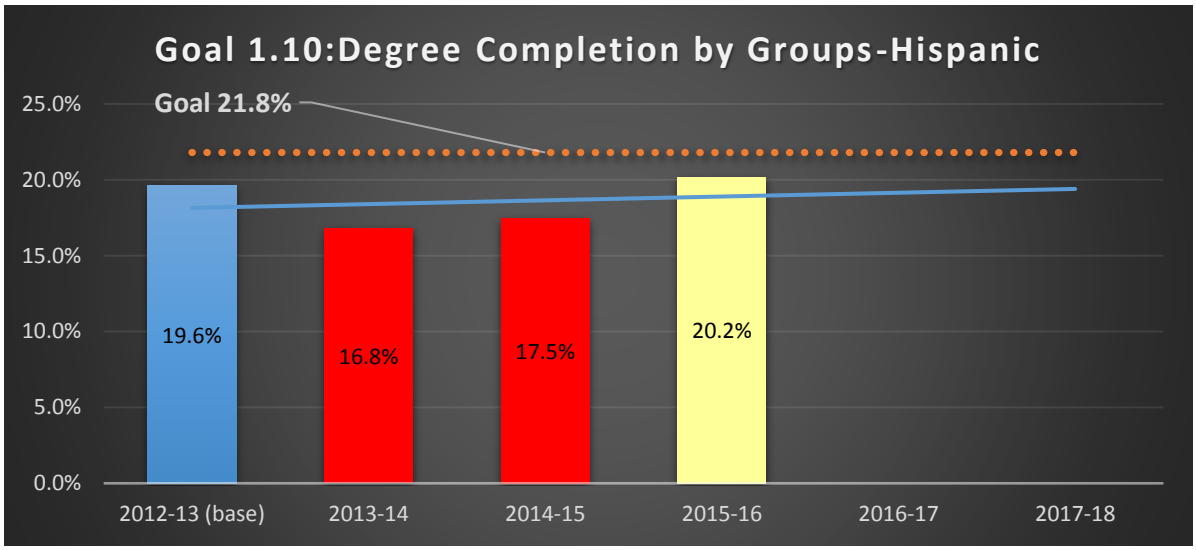


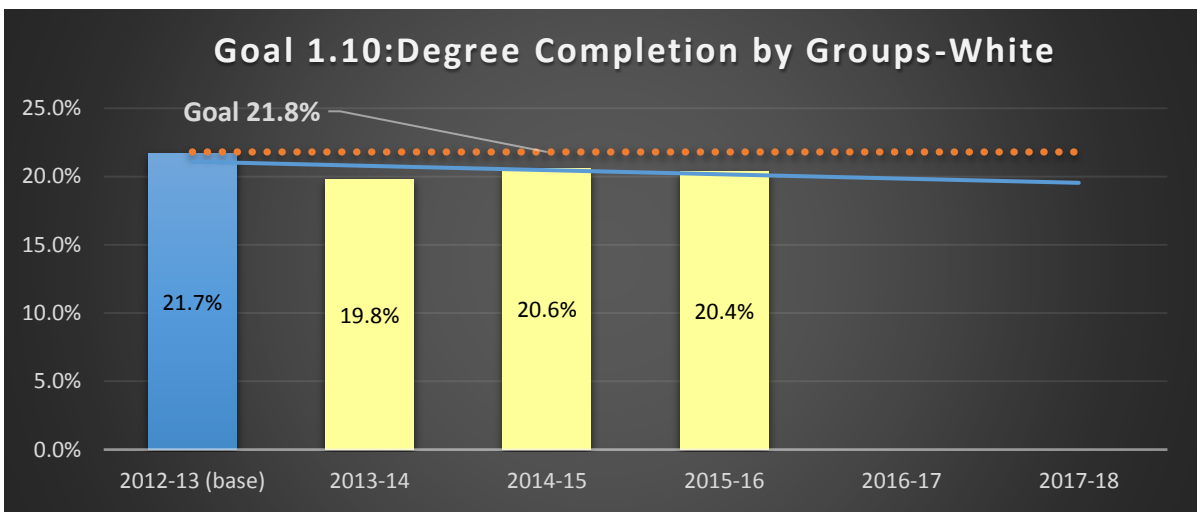


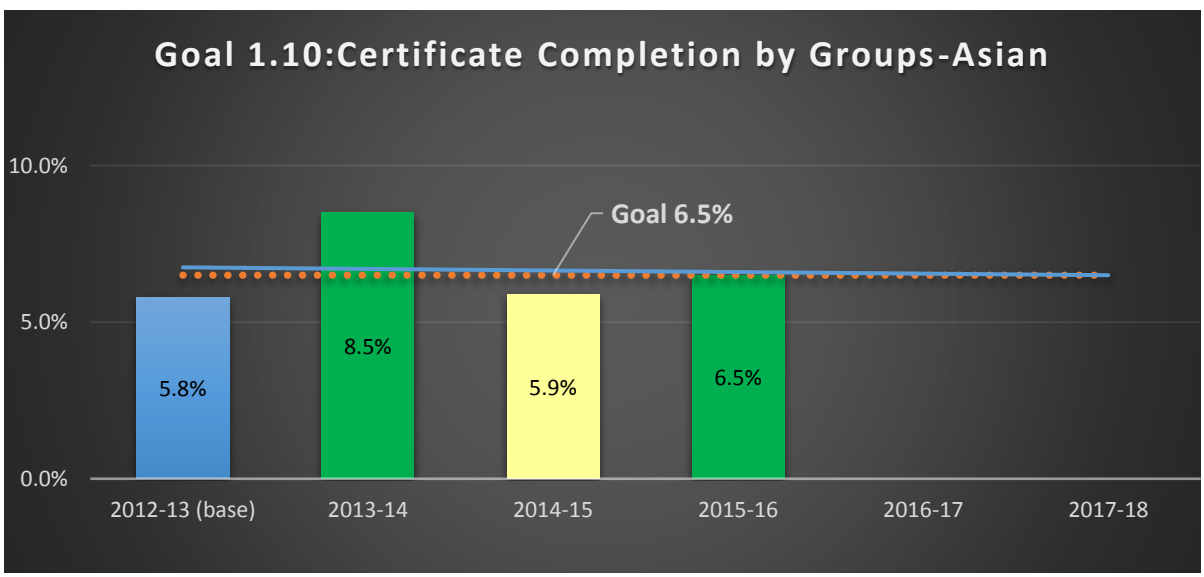

Goal 1.10:Course Completion by Groups-White
100.0%
75.0%
50.0%
25.0%
0.0%
Goal 73.0%
74.5%
75.8%
74.4%
75.5%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

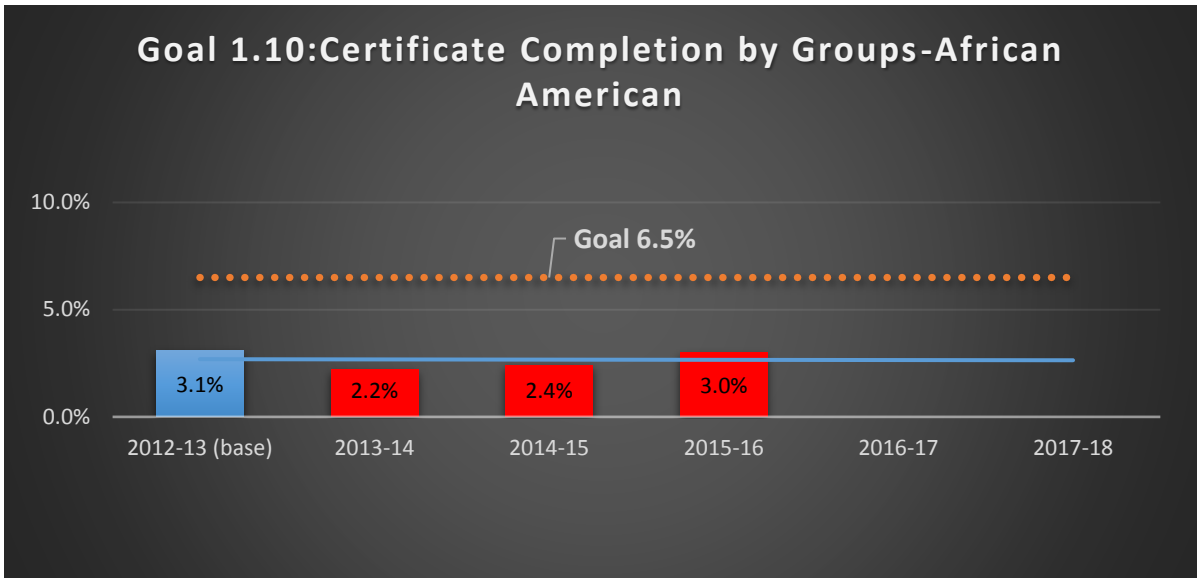

Goal 1.10:Degree Completion by Groups-Asian
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
Goal 21.8%
14.3%
23.6%
21.5%
20.5%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

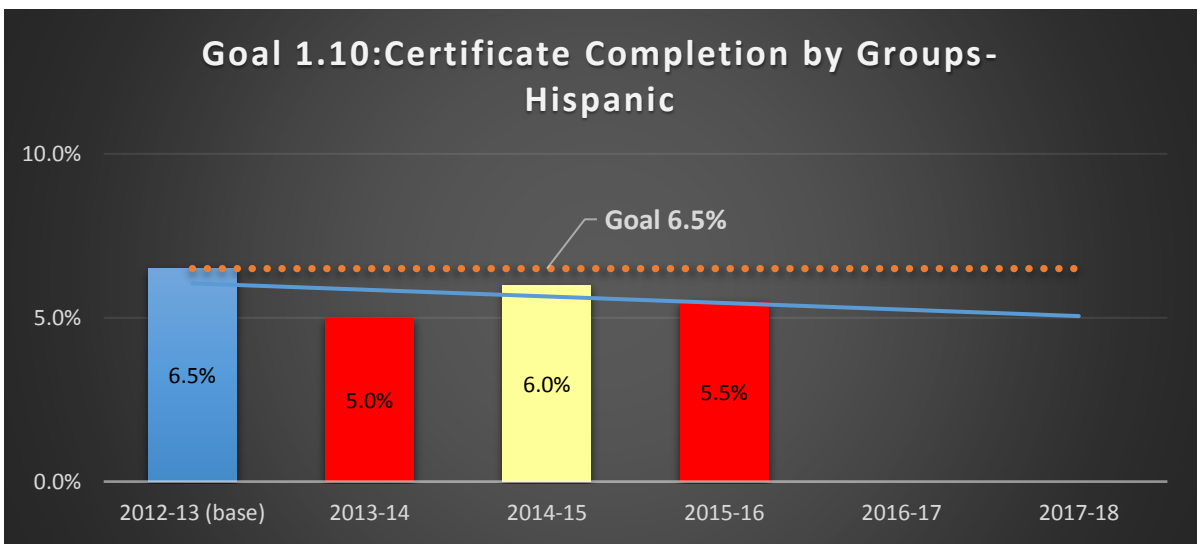

Goal 1.10:Degree Completion by Groups-African American
Goal 21.8%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
20.4%
12.4%
16.9%
11.0%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

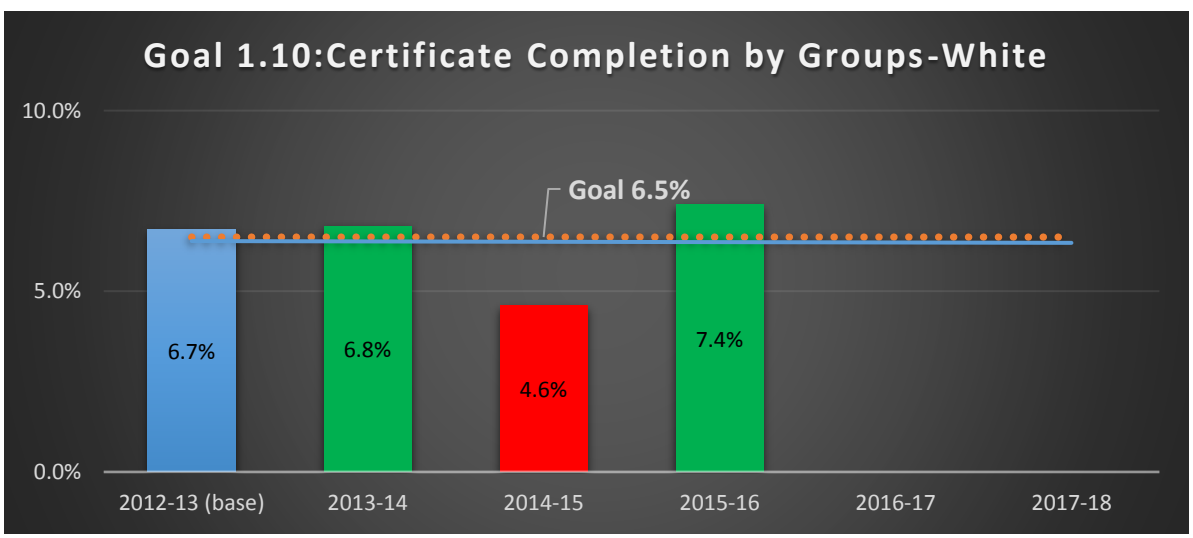

Goal 1.10:Degree Completion by Groups-Hispanic
Goal 21.8%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
19.6%
16.8%
17.5%
20.2%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

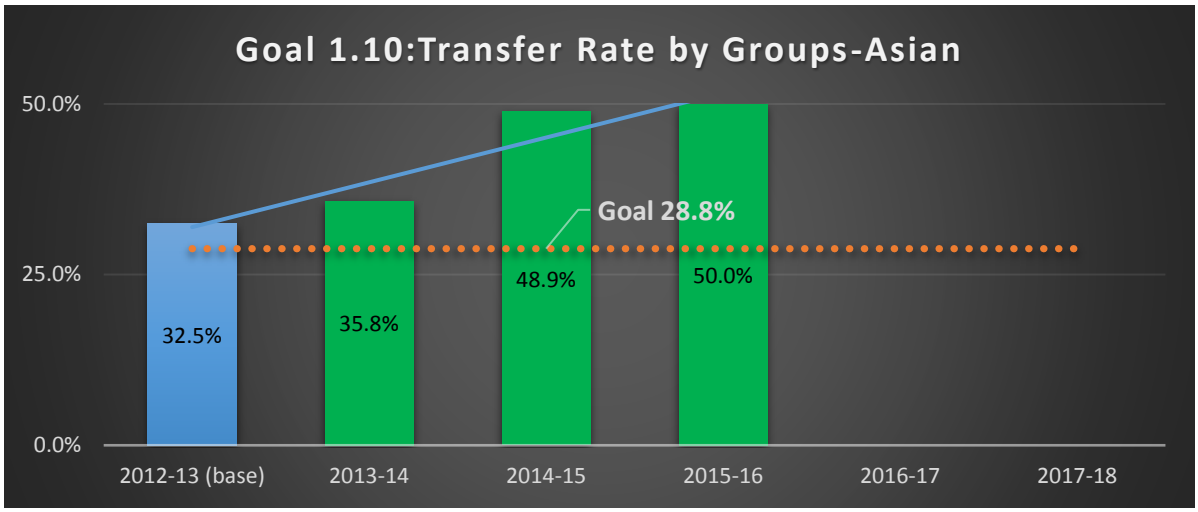

Goal 1.10:Degree Completion by Groups-White
Goal 21.8%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
21.7%
19.8%
20.6%
20.4%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

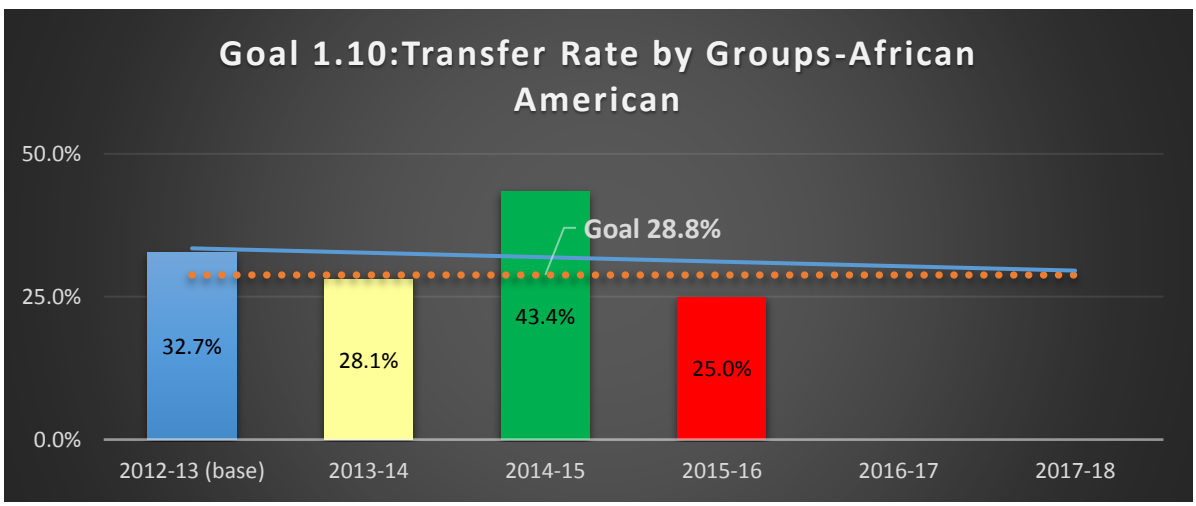

Goal 1.10:Certificate Completion by Groups-Asian
10.0%
5.0%
0.0%
Goal 6.5%
5.8%
8.5%
5.9%
6.5%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

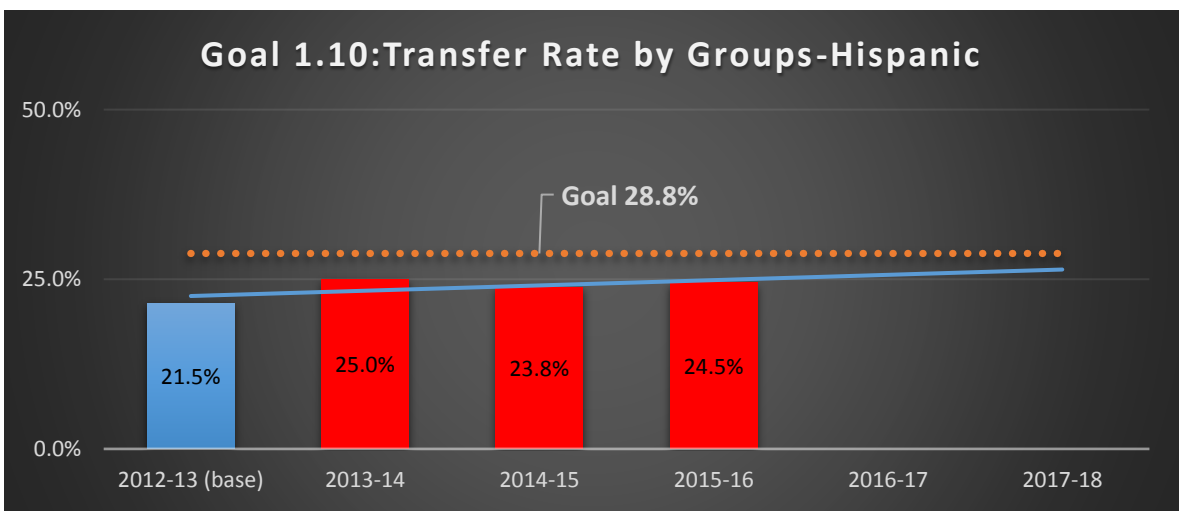

Goal 1.10:Certificate Completion by Groups-African American
10.0%
5.0%
0.0%
Goal 6.5%
3.1%
2.2%
2.4%
3.0%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18

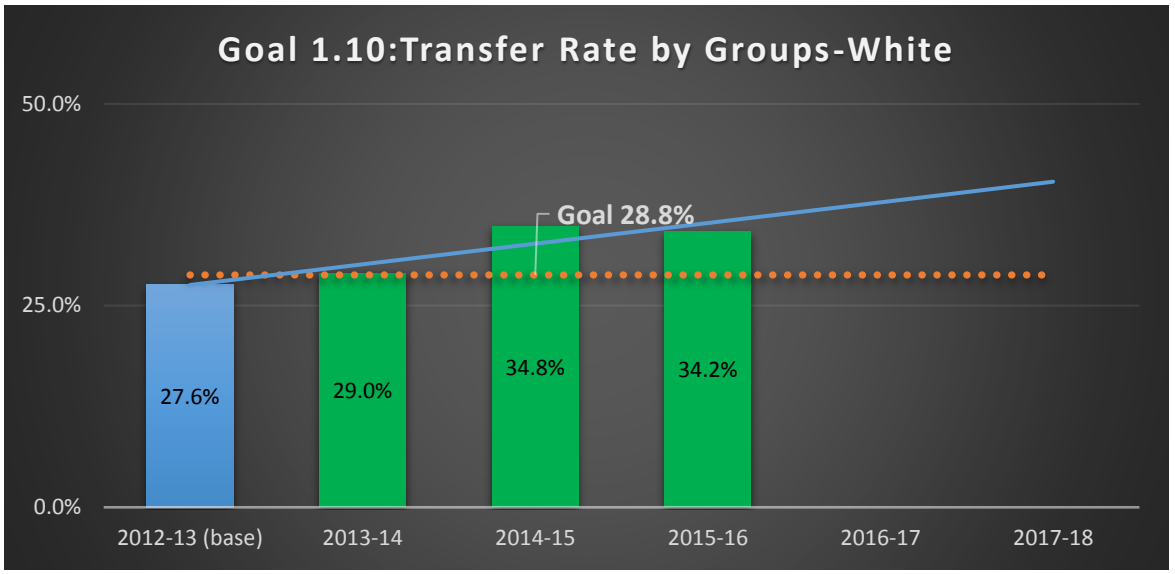

Goal 1.10:Certificate Completion by Groups-Hispanic
10.0%
5.0%
0.0%
Goal 6.5%
6.5%
5.0%
6.0%
5.5%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18


Goal 1.10:Certificate Completion by Groups-White
10.0%
5.0%
0.0%
Goal 6.5%
6.7%
6.8%
4.6%
7.4%
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%
50.0%
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%
25.0%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18


Goal 1.10:Transfer Rate by Groups-Hispanic
50.0%
25.0%
0.0%
Goal 28.8%
21.5%
25.0%
23.8%
24.5%
2012-13 (base)
2013-14
2014-15
2015-16
2016-17
2017-18



SUMMARY ON PROGRESS-GOAL 1

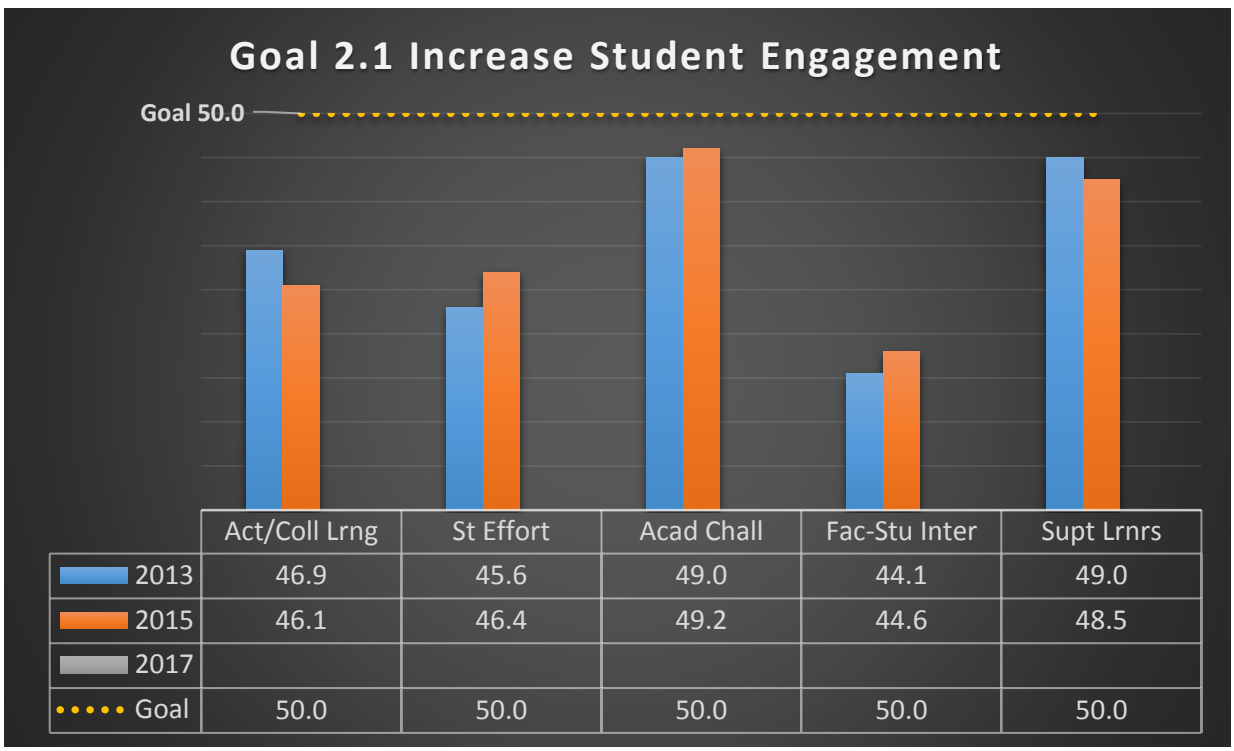
There are 33 metrics that comprise Goal 1. Of these, 13 have already met the five-year goal, 13 are within 90% of meeting the five-year goal, and 7 are less than 90% of meeting the five-year goal. Since there are now four years' of data including the base year, trend lines (in blue) have been added to show a visual indication of the data patterns during this strategic planning timeframe. Upon review of the data, metrics that made the greatest gains in progress were 1 (Transfer Prepared), 2 (Transfer Rate), 3 (Math & ESL Pipeline Completion), 8 (Begin Basic Skills in 1st Year), and 10 (Course Completion-African American, Degree Completion-Asian, Transfer Rate-Asian and White students). There have also been some noticeable decreases in a few of the metrics for Goal 1. Most notably, Objectives 9 (FTF-OL Success Gap), and 10 (Degree Completion-African American, Certificate Completion-Hispanic, Transfer Rate-African American) showed downward trends, with all metrics 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. Since the Student Success Committee had oversight for most of the objectives in the goal, please see Appendix B for more information regarding activities that may have impacted the objectives in Goal 1.

Goal 2-Improve the Quality of Student Life

Note: Since Objectives 1-3 are based on the CCSSE which is administered biennially, the data for these areas remain unchanged this year.

OBJECTIVE 1: INCREASE STUDENT ENGAGEMENT

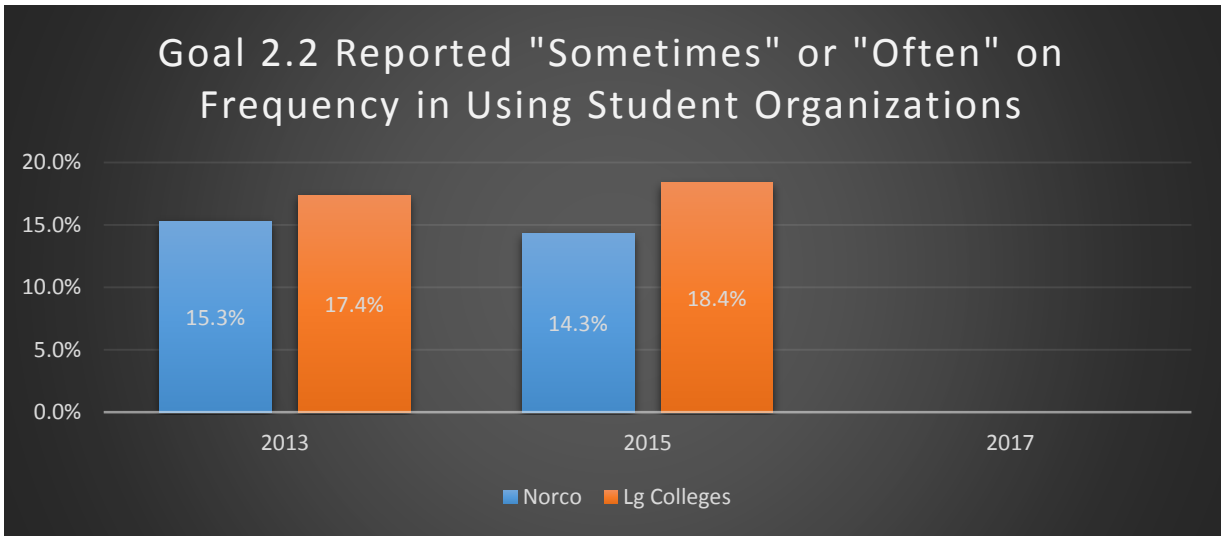
This objective measures student engagement through the five benchmark scores reported by the Community College Survey of Student Engagement (CCSSE). Benchmark scores are standardized scores with 50.0 representing the mean of the national sample for CCSSE.

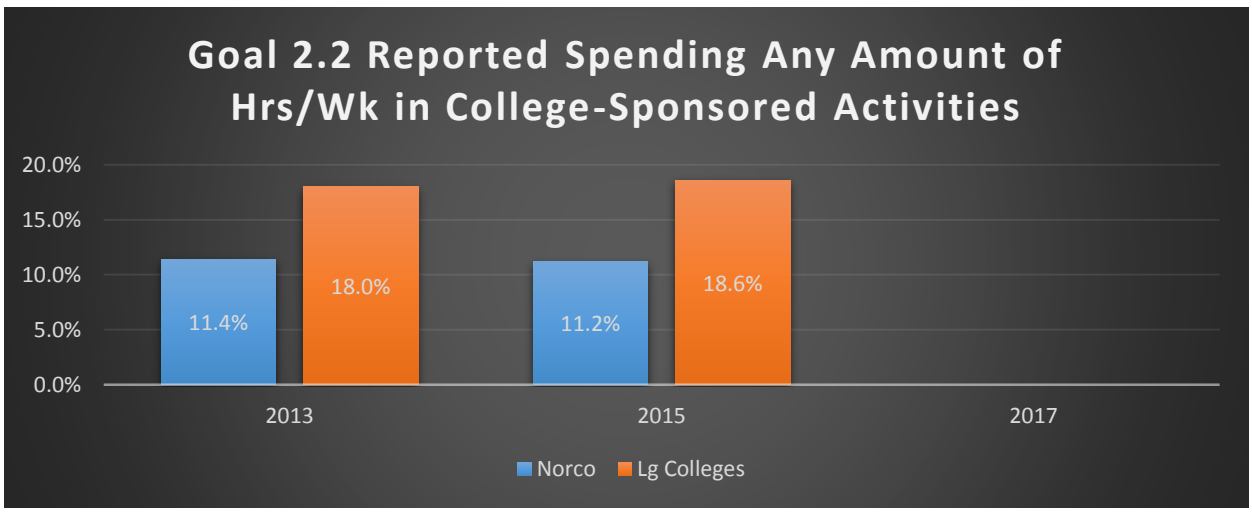


	Act/Coll Lrng	St Effort	Acad Chall	Fac-Stu Inter	Supt Lrnrs
2013	46.9	45.6	49.0	44.1	49.0
2015	46.1	46.4	49.2	44.6	48.5
2017					
Goal	50.0	50.0	50.0	50.0	50.0

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

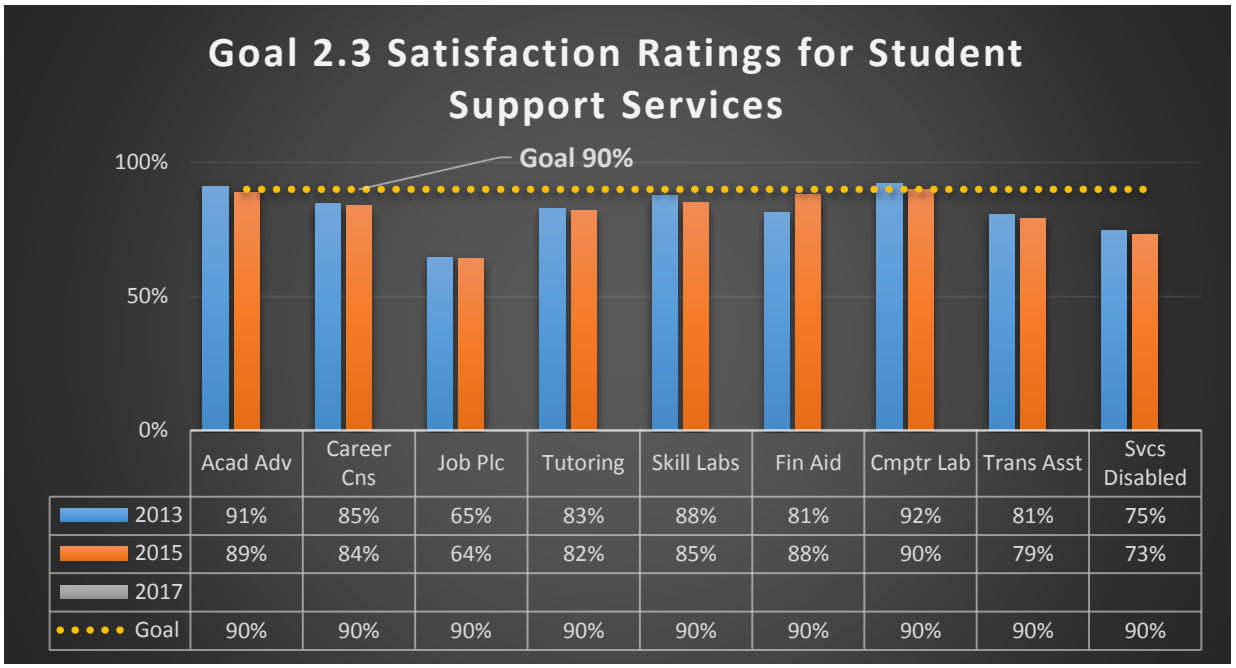
This objective was measured by using two items from the CCSSE pertaining to student participation in co-curricular activities. The first measurement shows the percentage of students in the Norco College CCSSE sample who reported “Sometimes” or “Often” on frequency of participating in student organizations.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



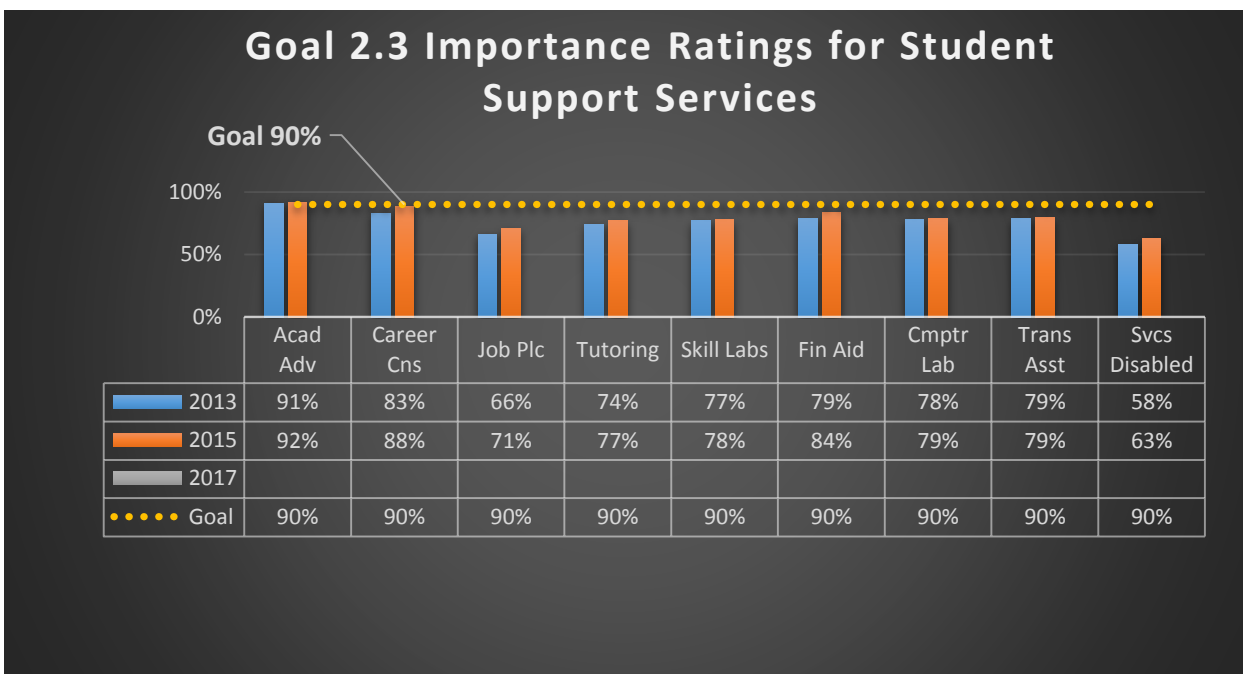


OBJECTIVE 3: INCREASE STUDENT SATISFACTION AND IMPORTANCE RATINGS FOR STUDENT SUPPORT SERVICES

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%

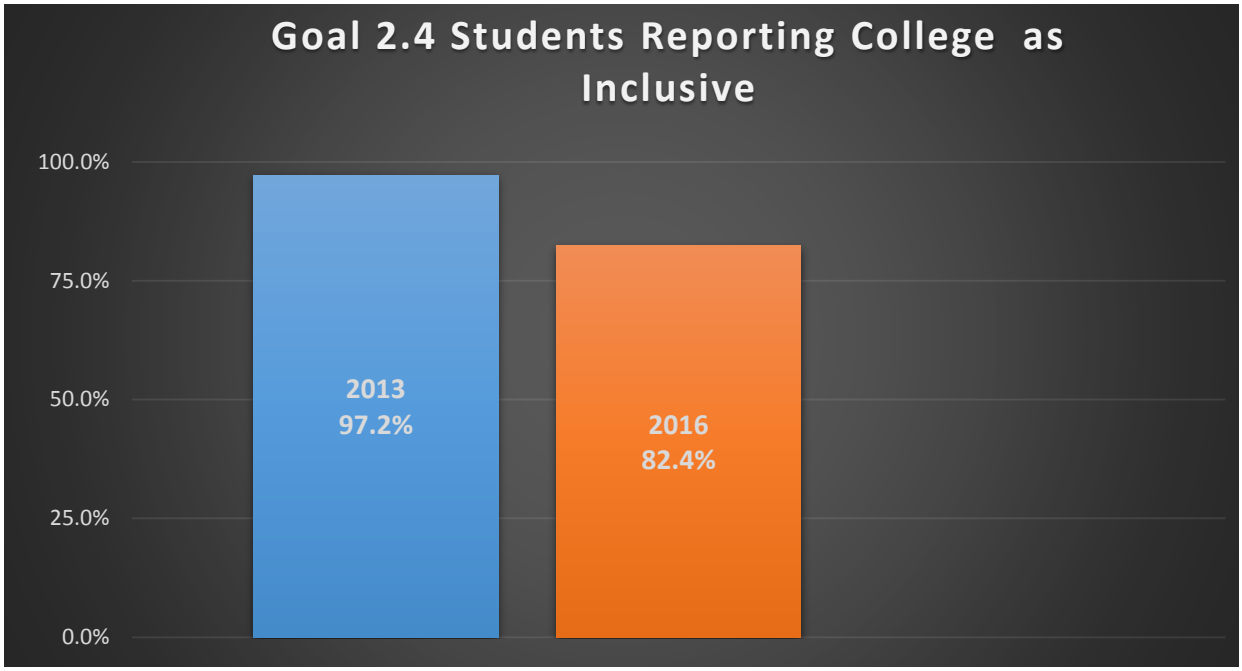


	Acad Adv	Career Cns	Job Plc	Tutoring	Skill Labs	Fin Aid	Cmptr Lab	Trans Asst	Svcs Disabled
2013	91%	83%	66%	74%	77%	79%	78%	79%	58%
2015	92%	88%	71%	77%	78%	84%	79%	79%	63%
2017									
Goal	90%	90%	90%	90%	90%	90%	90%	90%	90%

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

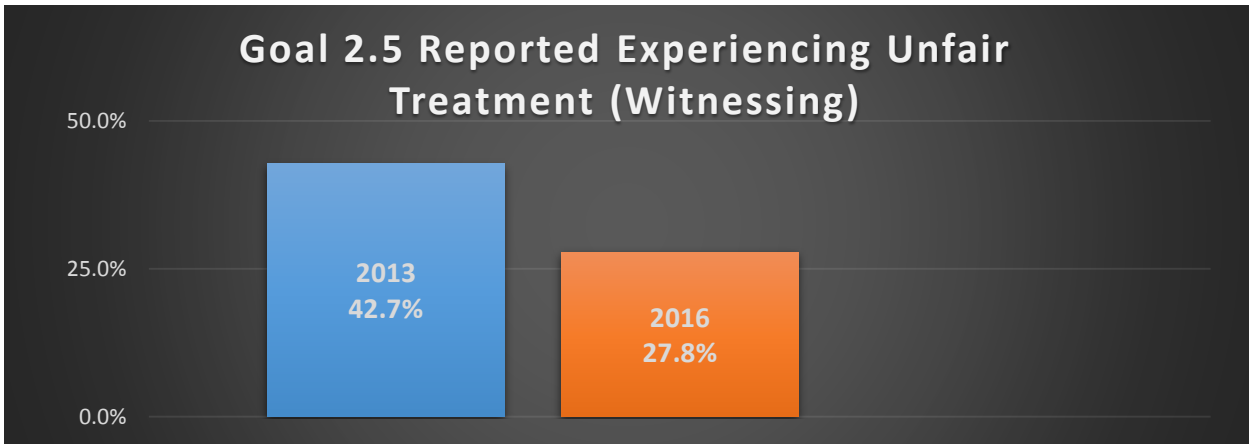
The percentage for 2016 was derived from a new Campus Climate Survey from a third party vendor. The survey allowed up to three individual college questions to be included. The percentage shown in the chart below was an average of two questions asking students to report how accepted they felt by instructors or employees, and the other question asked how accepted they felt by other students. The 2013 measure was an aggregate of six different questions on a previous Campus Climate Survey. The

difference in instrument and questions may account for some of the difference between measures/years in the chart below.



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

As mentioned in Objective 4 above, this measurement was one of three individual college questions included in a third-party campus climate survey. The percentage for 2016 is taken from one question which asked if since the beginning of the current school year, students had experienced unfair treatment at the college. 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". Although the question did not ask whether the students attributed unfair treatment to diversity-related questions, the survey did request students to provide their ethnicity. By disaggregating this question by ethnicity the following unfair treatment was reported per ethnic group (n>10): Hispanic (26.3%), African-American (12.5%), Asian (34.5%), and White (28.8%). These results are heartening for Hispanic and African-American students, but somewhat troubling for Asian students. As context for interpretting the 2013 percentage, the question asked whether students had ever "witnessed" other individuals being treated unfairly based on 11 different categories of diversity. Since this question doesn't ask the respondent if they have ever experienced unfair treatment, it only captures unfair treatment that is observed but not experienced directly. This may help explain some of the decrease between the two years reported for this metric.



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

This objective was reported to be measured through qualitative means via a report focusing on the use of college hour (see Goal 2 Action Plan in Appendix B). To date, neither the overseeing committee nor the responsible parties have produced the report.

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 was conducted again during 2016.

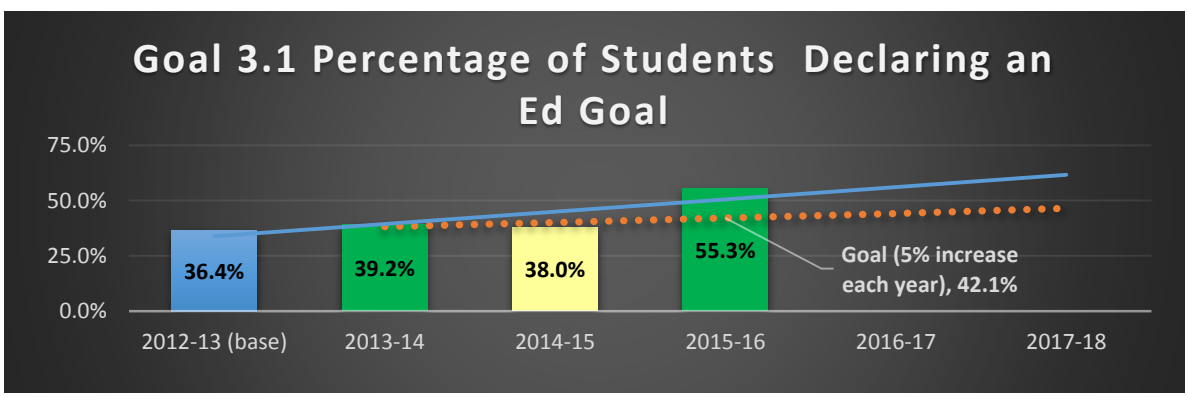
As of 2015, Objective 1 showed modest increases in three out of five benchmark scores (Student Effort, Academic Challenge, and Faculty-Student Interaction) over the 2013 administration. Active and Collaborative Learning and Support for Learners benchmarks showed small decreases over the 2013 benchmark 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.

Objective 4 and Objective 5 were assessed during 2015-16 since a new campus climate survey was administered in spring 2016. However, the new campus climate survey was limited to only three customized questions. Due to this, the wording of the new questions pertaining to these objectives was somewhat different than the previous survey making comparisons between 2013 and 2016 difficult. When this survey is administered again, comparisons will be easier. Norco College continues to offer activities which may impact student perceptions of inclusiveness including the "Day of Inclusion" event and the Read 2 Succeed program which invites everyone at the institution to read a book on various topics related to cultural diversity. These perspective-taking events were created to foster greater cultural sensitivity and inclusiveness. It will be interesting to see if these continued inclusiveness efforts spearheaded by the Legacy and Library Advisory Committees will have long-term 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

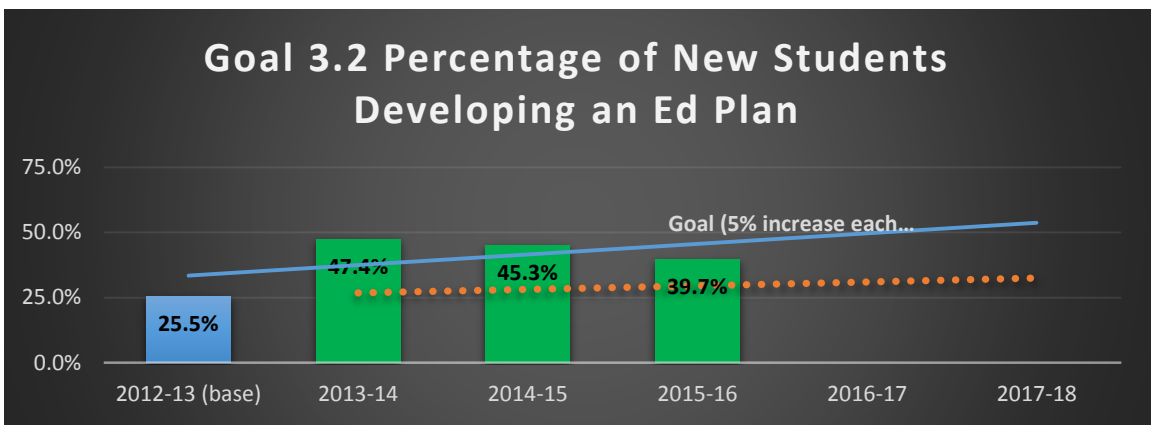
OBJECTIVE 1: INCREASE PERCENTAGE OF STUDENTS WHO DELCARE AN EDUCATIONAL GOAL

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 with 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 2015 and reflects educational plan development occurring during 2013-14, 2014-15 or 2015-16.



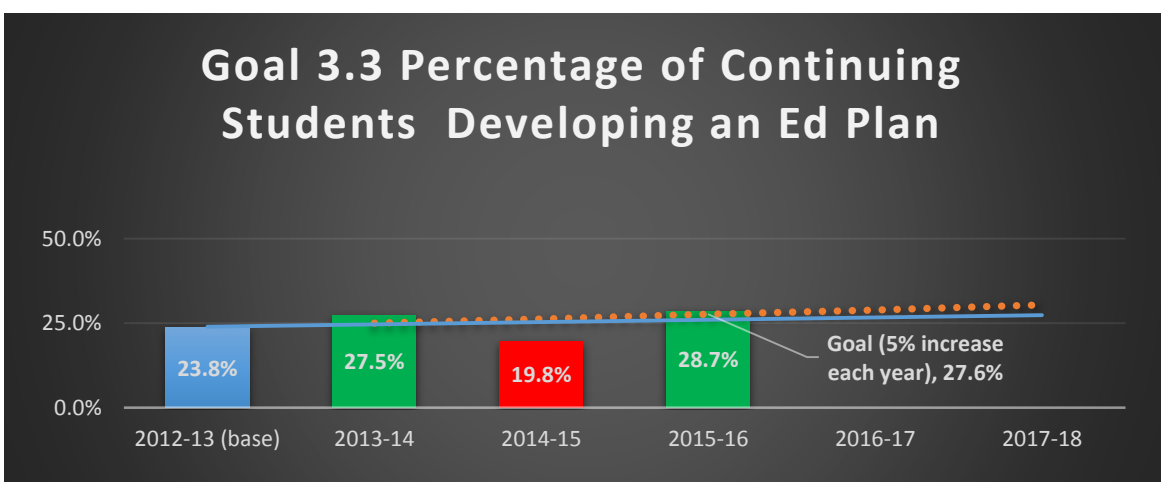
OBJECTIVE 2: INCREASE PERCENTAGE OF NEW STUDENTS WHO DEVELOP AN EDUCATIONAL PLAN

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.



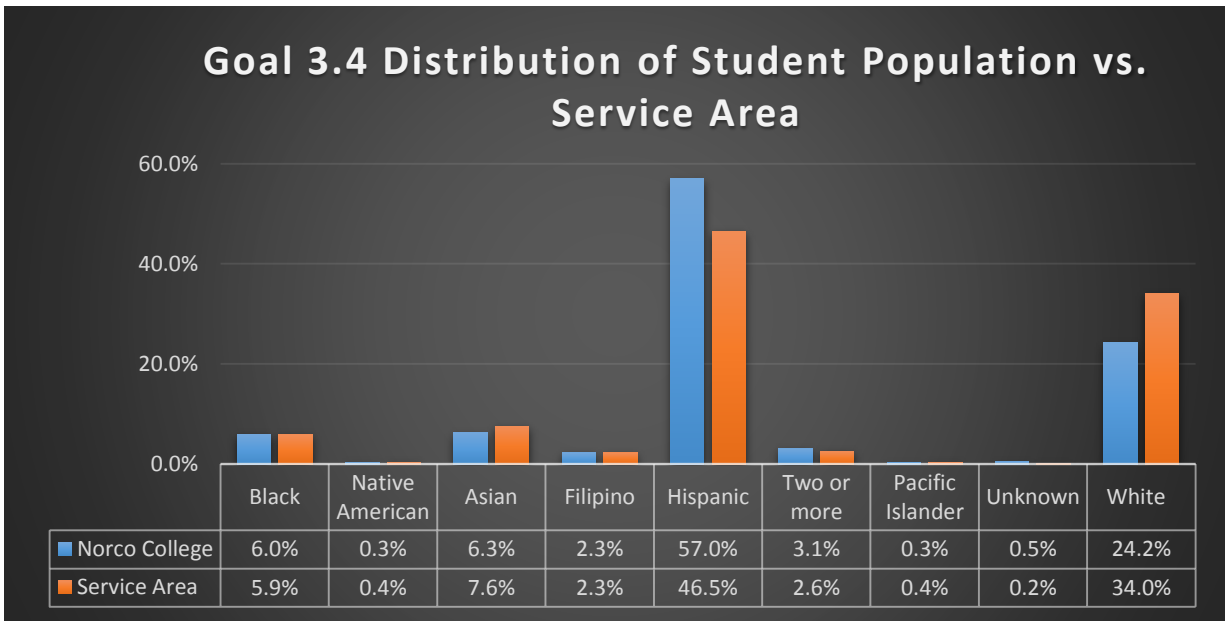
OBJECTIVE 3: INCREASE PERCENTAGE OF CONTINUING STUDENTS WHO DEVELOP AN EDUCATIONAL PLAN

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 2010-14). 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	6.0%	0.3%	6.3%	2.3%	57.0%	3.1%	0.3%	0.5%	24.2%
Service Area	5.9%	0.4%	7.6%	2.3%	46.5%	2.6%	0.4%	0.2%	34.0%

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

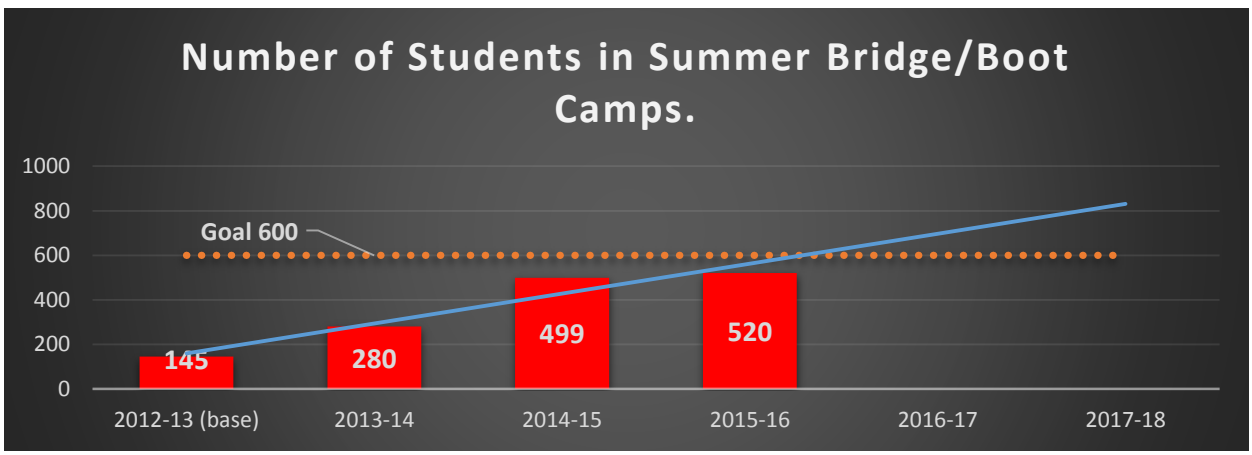
Objectives 1 (Declaring Educational Goal), 2 (Ed Plan Development-New Students), and 3 (Ed Plan Development-Continuing Students) show excellent performance in the current year. This was likely due to the combined influence of Summer Advantage & SSSP funding which are heavily focused on educational plan development. Although there was a slight decrease from the previous academic year, Objective 2 continued to maintain high achievement by robustly exceeding the five-year target outcome measures. 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

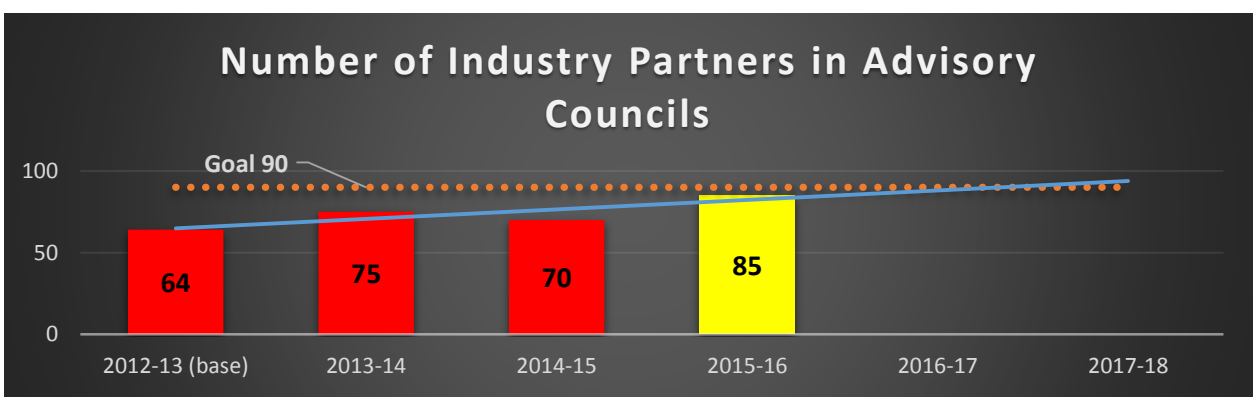
OBJECTIVE 1: INCREASE THE NUMBER OF STUDENTS WHO PARTICIPATE IN SUMMER BRIDGE PROGRAMS OR BOOT CAMPS

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.



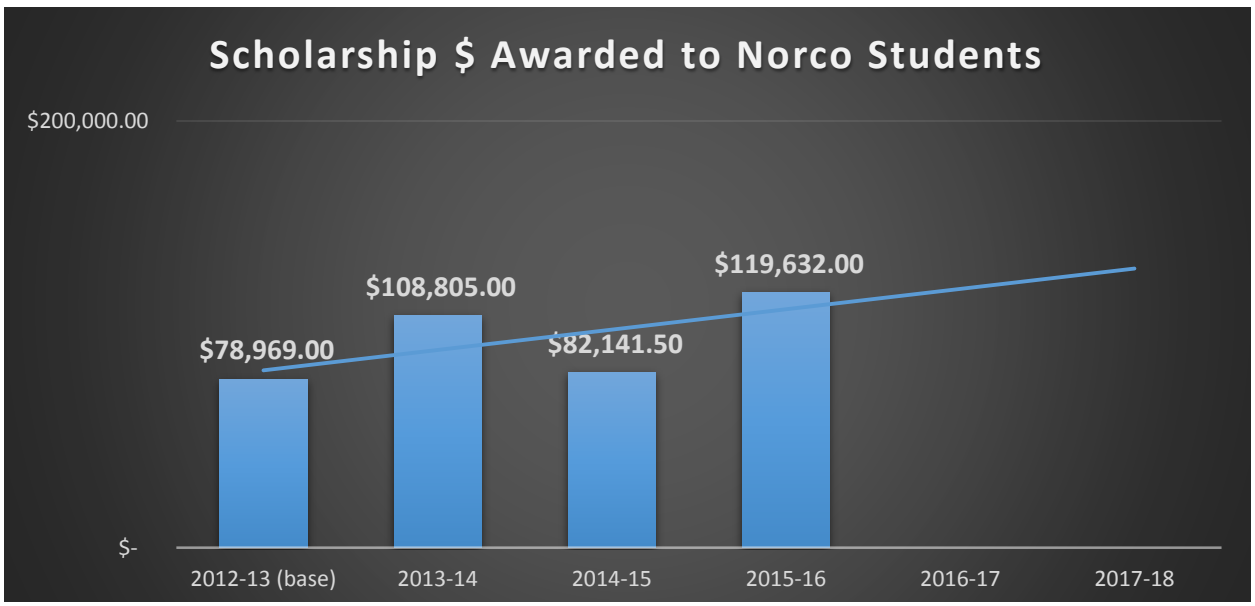
OBJECTIVE 2: INCREASE THE NUMBER OF INDUSTRY PARTNERS WHO PARTICIPATE IN INDUSTRY ADVISORY COUNCIL ACTIVITIES

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. However, the four-year period displayed in the chart below clearly shows a trend of increased dollars that have been available for student scholarships.

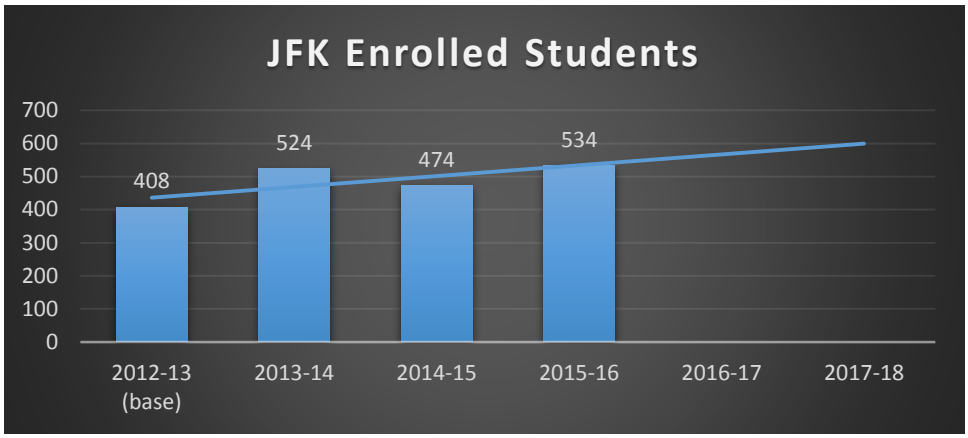


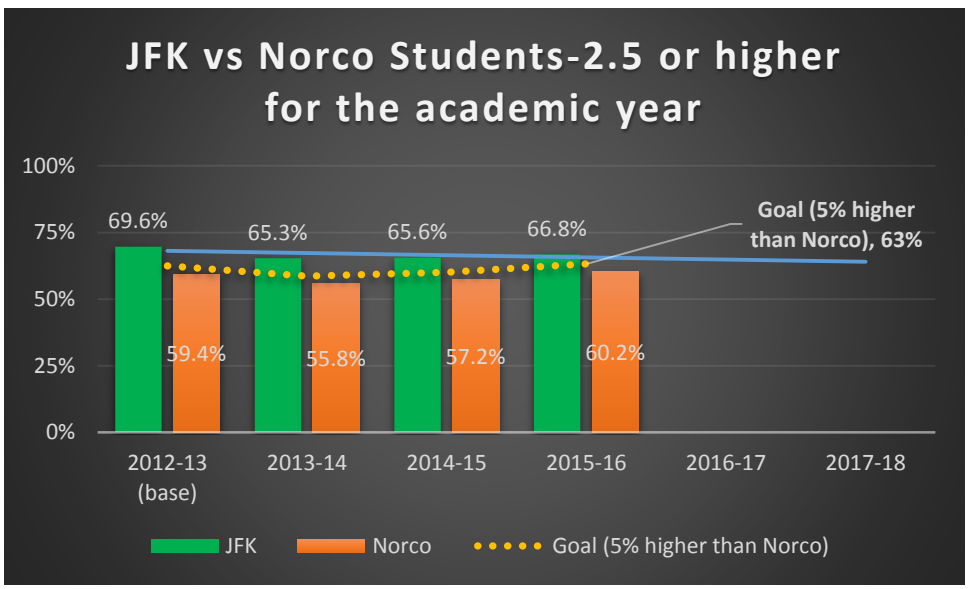
OBJECTIVE 4: INCREASE INSTITUTIONAL AWARENESS OF PARTNERSHIPS, INTERNSHIPS, AND JOB OPPORTUNITIES ESTABLISHED WITH BUSINESS AND INDUSTRY

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 2.5 or above during the academic year. In addition, monitoring the number of enrolled JFK students each year was suggested on the action plan for this objective. 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 2015-16, Norco College submitted a proposal for the Title III STEM grant and was awarded over four million dollars to execute over five years. This grant will continue Title III STEM funding for another five years and definitely shows that Goal 4, Objective 8 was met for the strategic planning goals.

SUMMARY ON PROGRESS-GOAL 4

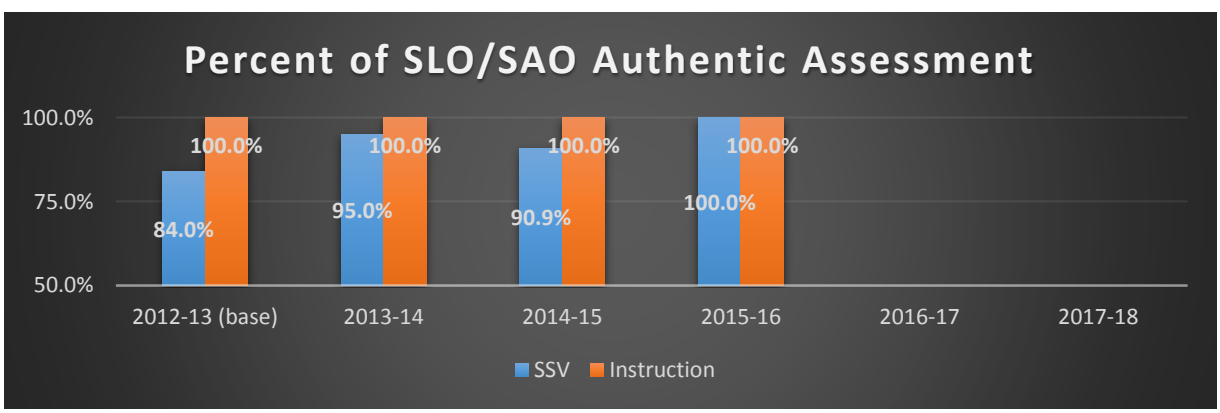
Objective 1 (Participation in Summer Bridge/Boot Camps) is clearly showing positive increases over the past three years. Even though the dashboard indicators for these objectives are red (less than 90% of target), if progress continues according to the trendline, target levels will likely be achieved by 2017-18. As the data indicate in objective 2 (Increase Industry Partners), the institution is engaging in activities that are increasing participation with industry partners and should result in achieving the five-year goal by 2017-18. Objective 3 data show year-to-year variability, however the trendline indicates there has been an overall increase in scholarship money available to students over the past four years. Objectives 4, 6, and 7 have no action plan at this point so reporting progress toward meeting targets is not possible. Objective 5 metrics showed very good success for JFK students as indicated by the comparison between JFK and all other students with 2.5 GPA. Each year JFK has exceeded the target of performing 5% higher than other students. 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 positive overall, with good progress over the past three years for all of the objectives that have data available.

Goal 5-Strengthen Student Learning

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

93% of all instructional programs, student support services areas, and administrative units have conducted systematic program reviews during the 2015-16 academic year.

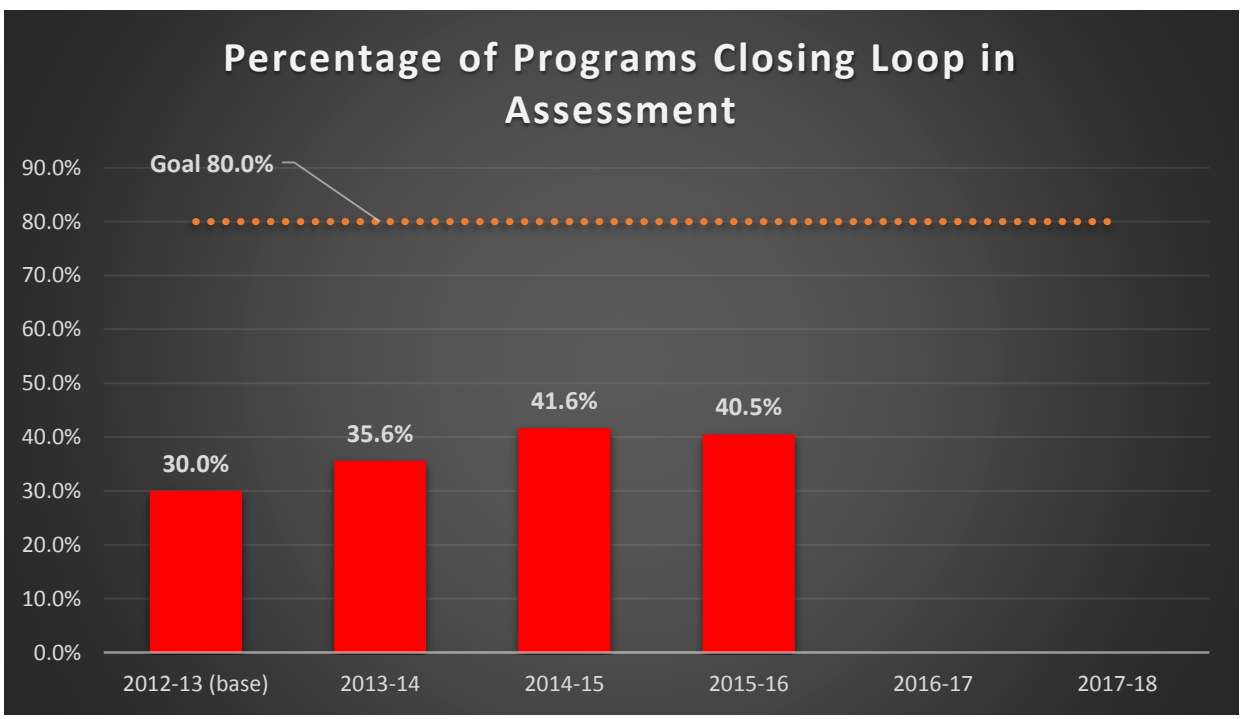
OBJECTIVE 2: INCREASE THE PERCENTAGE OF STUDENT LEARNING AND SERVICE AREA OUTCOMES ASSESSMENTS THAT UTILIZE AUTHENTIC METHODS



With both student services and instruction attaining 100% of authentic assessment, the objective has certainly been met even if no specific benchmark was set.

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

During 2015-16 there were 46 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. As of spring 2016, 76.1% of programs were engaged in ongoing assessment of learning outcomes. However, the percentage of instructional programs closing the loop during this time was 10.8%. During 2015-16, all disciplines will reviewed their courses and initiated the catalog exclusion process for any outdated courses. 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, 19 out of 20 programs closed the loop. In administrative units, 8 out of 12 closed the loop. This drop from the previous year (15/16 closed the loop) is mostly due to the restructuring of academic affairs program reviews which resulted in all assessment activities starting over. The following chart shows the percentage of all programs (instructional, student services, and administrative unit combined) engaged in loop closing activities during the 2015-16 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

For the past five years, data used for program review (success and retention rates) have been disaggregated by delivery mode including face-to-face, hybrid, and online. For the 2016 program reviews, data was also further disaggregated by ethnicity, age and gender for each of the delivery modes. Though, this is not necessarily synonymous with assessment of student learning, these data are used to inform the review of student learning outcomes data. With the adoption of TracDat as Norco College's assessment software, strategies for increasing assessment of student learning in online courses is not more accessible. However, there still is not a way to identify distance education assessment within the software, but inroads are being made to create a way to compare student learning of online versus face-to-face courses.

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, Lynda.com was a resource for faculty development of pedagogy. Fifty-two full-time faculty logged 185 hours, and 56 part-time faculty logged 81 hours in Lynda.com workshops. In addition, a concerted effort was made to focus on teaching and learning in the Flex Week activities. There were workshops focusing on issues surrounding black students, as well as training by the RP group on student success factors. During these professional development activities 76 faculty were in attendance.

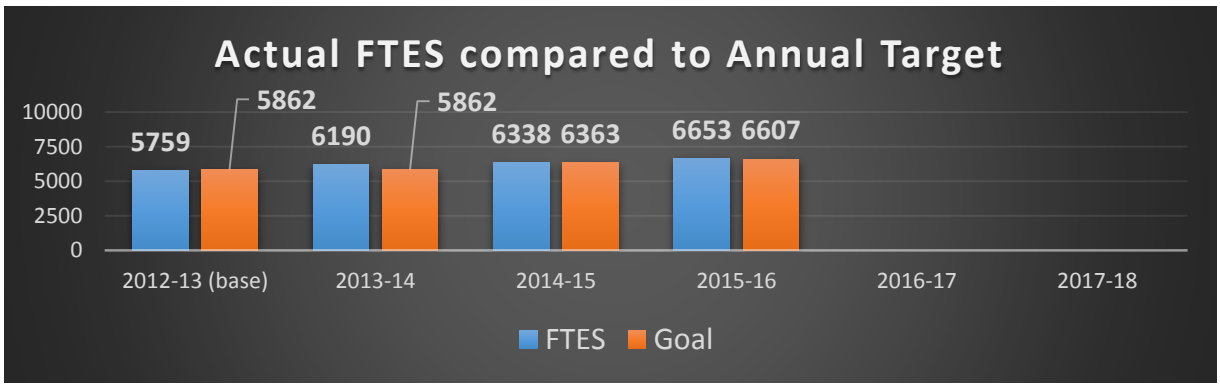
SUMMARY ON PROGRESS-GOAL 5

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 five 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 is presently focusing assessment efforts on closing the loop in program assessment, so Objective 3 should see significant increases during over the next few years. 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

This is partially 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 and 2of SP 2010-01 require assessment of the planning councils, and academic senate and its standing committees. For 2015-16, evidence of these assessments of effectiveness and proof that this objective was met can be found at the following links:

Planning Councils Survey
Academic Senate/Standing Committees
Strategic Planning Committees (not affiliated with Academic Senate)

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 2015-16 academic year. The following meeting minutes captured the review of rubrics and indicate that this objective was met:

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. For a summary of activities impacting the technology plan, see Appendix D. Completing all of the goals within the Technology Plan by the end of 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 and therefore this objective is met. This master plan does not have a specific end date and is structured with facilities expansion planned in phases. Due to unknown factors such as state bond release dates and amounts, the completion dates of the phases of the Facilities Master Plan is not 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, evidence supports systematic assessment of the strategic planning bodies. Objectives 3 & 4 are ongoing in nature, and Objective 5 was met in fall 2013.

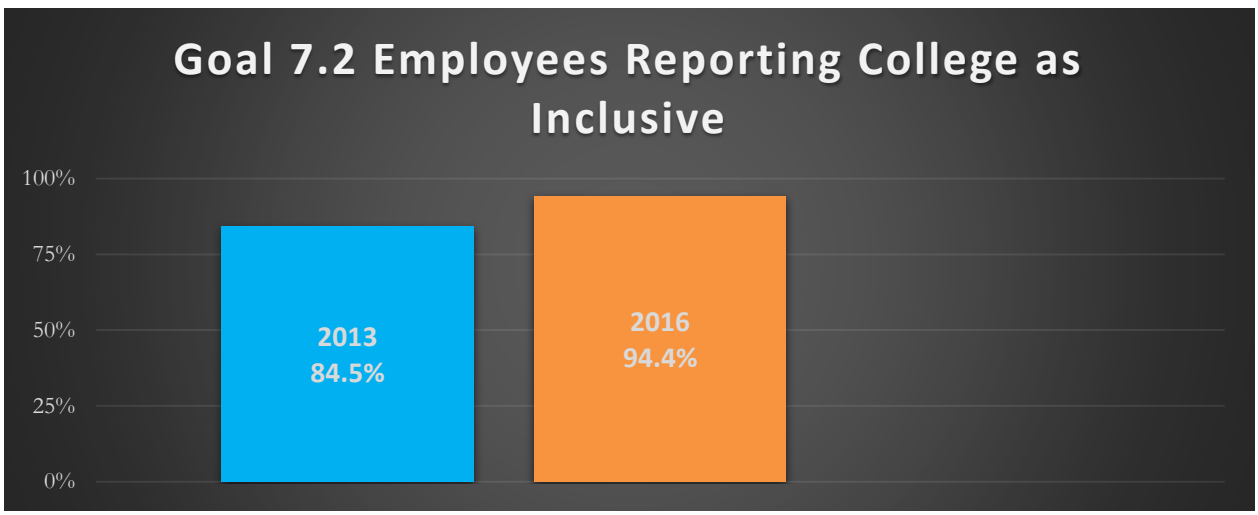
Goal 7-Strengthen Our Commitment to Our Employees

OBJECTIVE 1: PROVIDE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR ALL EMPLOYEES

This objective was met 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 2015-16, __ 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 2015-16, Lynda.com was utilized by 165 employees who logged 296 hours in training. This represents approximately 45% of all employees who participated in professional development through Lynda.com.

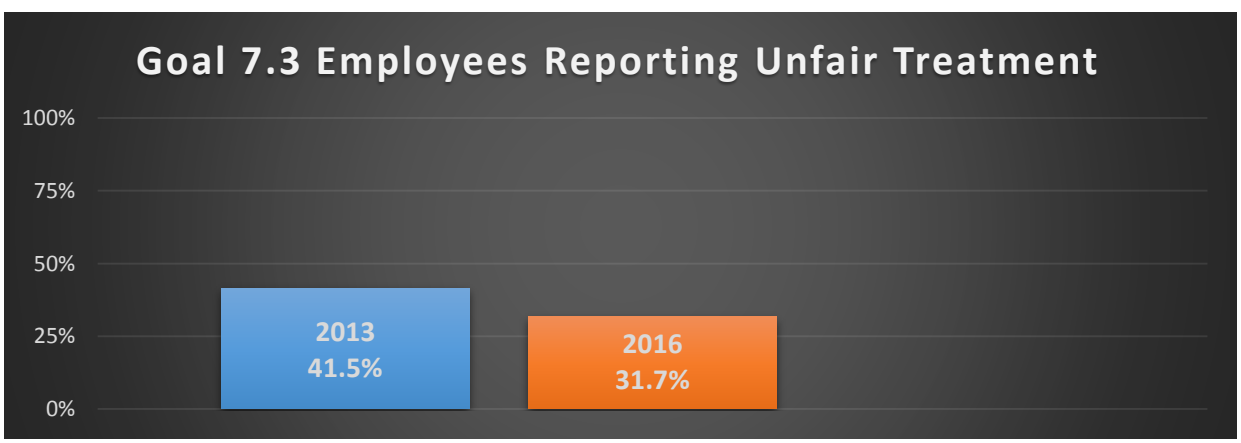
OBJECTIVE 2: INCREASE THE PERCENTAGE OF EMPLOYEES WHO CONSIDER THE COLLEGE ENVIRONMENT TO BE INCLUSIVE

This objective was measured during spring 2016 via the Institutional Planning and Effectiveness Survey. Two survey items captured this objective by assessing feelings of survey respondents being accepted by faculty/staff and also by students. After aggregating these two survey items, the results were that 94.4% of survey respondents rated Norco College to possess and inclusive environment. This was an increase from the previous campus climate survey which registered 84.5% inclusivity. The graph below represents data from the 2013 and 2016 measurements of inclusivity.



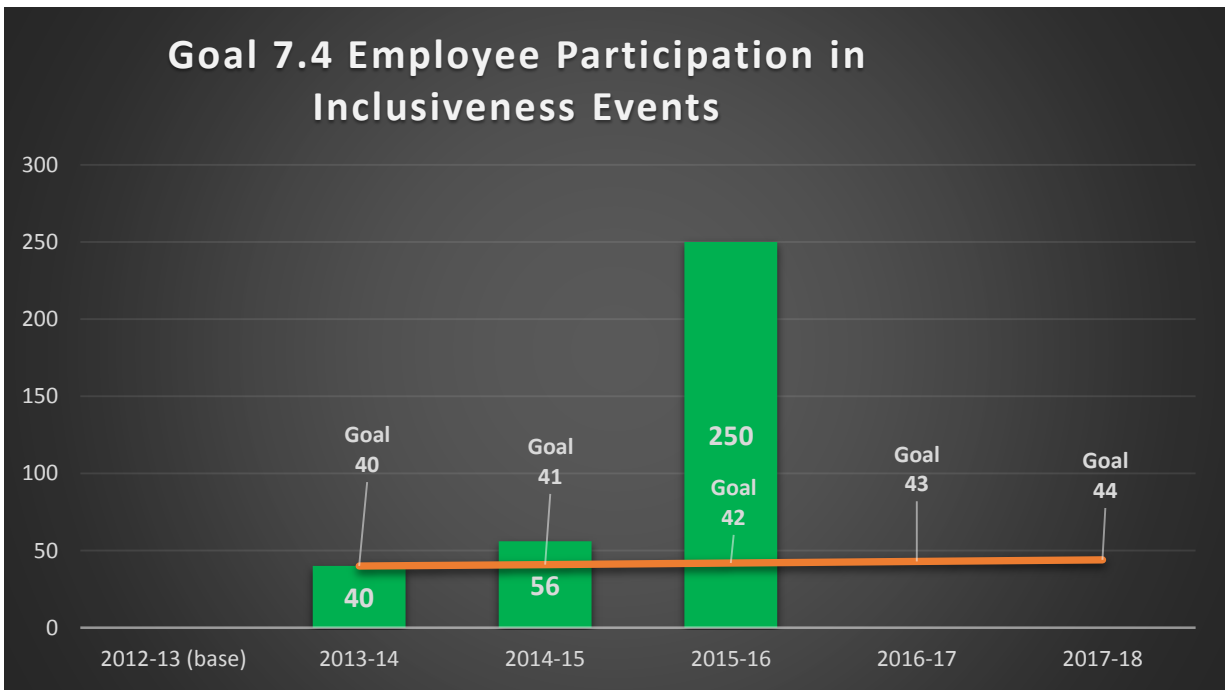
OBJECTIVE 3: DECREASE THE PERCENTAGE OF EMPLOYEES WHO EXPERIENCE UNFAIR TREATMENT BASED ON DIVERSITY-RELATED CHARACTERISTICS

Question 8 on the IEP Survey assesses Strategic Planning Goal 7.3-Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics. Due to the anonymity of the survey, demographic information regarding diversity-related characteristics was not able to be ascertained. However, perceptions of unfair treatment are displayed on the graph below for the past two surveys.



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

During 2015-16, events related to inclusiveness were the Day of Inclusiveness, Dr. Degruy's Post Traumatic Slave Disorder training, and Read 2 Succeed which focused on the book, "The Autistic Brain". In total, approximately 700 faculty, staff, and students attended the book discussions, student panels, and author workshops. As displayed in the graph below on employee participation, the events and celebrations related to inclusiveness have exploded during the present year.



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

During 2015-16, the Safety Committee reported out the following activities that support safety, health, and wellness in the college community.

- Active shooter trainings
- Evacuation drills of buildings coupled with training of building and floor captains
- Safety Walks performed by Safety Committee
- Implementation of RAVE app

Please see Appendix F for full explanation of activities.

SUMMARY OF PROGRESS-GOAL 7

The essence of Objective 1 has been accomplished as evidenced by the numbers attending workshops and trainings of all various employee groups including faculty and staff. 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. During 2015-16, the new Institutional Effectiveness and Planning Survey was administered with questions addressing these measures. From the previous measure in 2013, there was a noticeable increase in inclusiveness ratings, as well as a decrease in reported unfair treatment. This may be due in part to the change in instruments between the years, but trends will continue to monitored each year from here on out. There was a huge increase in attendance at inclusiveness events during 2015-16. This may be due to the infusion of Equity funds for these type of events. Objective 5 didn't have an action plan submitted, however activities are continuing in the 2015-16 academic year to ensure the safety of the college community is maintained.

Conclusion

Due to the oversight and work of committees overseeing the forty-four objectives, progress toward the achievement of five-year target levels has noticeably increased over the previous years. At this midway point through the strategic plan, 20 objectives have already met five-year targets. Objectives meeting target levels were the following:

Goal 1.1 Improve Transfer Preparedness (completes 60 transferable units with 2.0 GPA or higher)
Goal 1.2 Improve Transfer Rate (Overall, and including Asian & White subgroups)
Goal 1.3 Increase Basic Skills Pipeline Completion (Math & ESL)
Goal 1.4 Improve persistence rates by 5% over 5 years (Fall-Spring & 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 2.5 Decrease percentage of students who experience unfair treatment
Goal 3.1 Increase % of students who declare and educational goal
Goal 3.2 Increase % of new students who develop an educational plan
Goal 3.3 Increase % of continuing students who develop an educational plan
Goal 4.3 Increase the number of dollars available through scholarships for Norco College students.
Goal 4.5 Continue the success of Kennedy Partnership
Goal 5.2 Increase the percentage of assessments that utilize authentic methods
Goal 6.2 Systematically assess the effectiveness of strategic planning committees and councils
Goal 6.3 Ensure that resource allocation is tied to planning
Goal 6.5 Revise the Facilities Master Plan
Goal 7.1 Provide professional development activities for all employees

Goal 7.2 Increase the percentage of employees who consider the college environment to be inclusive
Goal 7.3 Decrease percentage of employees who experience unfair treatment
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 concerning changes (usually a decrease) from the previous year in most cases. The objectives were the following:

Goal 1.3 Increase percentage of basic skills students who complete the reading pipeline
Goal 1.9 Decrease the success gap of students in online courses as compared to face-to-face
Goal 2.4 Increase the percentage of students who consider the college environment to be inclusive
Goal 4.1 Increase the number of students who participate in summer bridge programs or boot camps
Goal 5.3 Increase percentage of programs that conduct program level outcomes assessment-close loop

The remaining 14 measureable objectives that are not listed above were within 90% of achieving target levels. Combining these 14 objectives with the 20 that have achieved 5-year targets results in a 77% progress rate (at 90% or better of achieving targets) as of the 2015-16 academic year. This progress is encouraging since two years still remain to continue progress toward these institutional effectiveness goals.

In addition to institutional interventions such as the Summer Advantage, SSSP, and Equity programs, Norco is preparing to implement The Completion Initiative. This initiative has a five-themed approach to increasing completion outcomes at Norco College and they are:

- Meta Majors (possibly termed schools)
- Clear and Directed Pathways
- Faculty Advising
- Connecting College to Career
- Models of Student Care

Most of these themes are still under development, but this initiative represents one of the most comprehensive institutional interventions to increase outcomes at Norco College to date. Related to the goals reviewed in this report, the Completion Initiative may have significant impact in several or perhaps most of these objectives. The projected start date for the initiative is Fall 2017. This timing is perfect as it will be the end of the present strategic planning time period and outcomes for the 2017-18 academic year can be compared to the previous four years to assess institutional impact of the Completion Initiative in its first year. Additionally, 2017-18 represents the base year for the next strategic plan and will provide a foundation for goal-setting through 2022-23, or perhaps beyond.

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.
Goal 7	**STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES**		
	Obj 1	PDC/TC	Provide professional development activities for all employees.
	Obj 2	Legacy	Increase the percentage of employees who consider the college environment to be inclusive.
	Obj 3	Legacy	Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
	Obj 4	Legacy/LAC	Increase participation in events and celebrations related to inclusiveness.
	Obj 5	Safety	Implement programs that support the safety, health, and wellness of our college community.

Appendix B-Student Success Committee Report

COMMITTEE STATEMENT OF PURPOSE

Through the integrated efforts of academic and student services, the Student Success Committee supports all students in achieving their stated educational goals by responding to evolving student academic needs. The committee engages in research, analysis, dialogue and implementation of initiatives to ensure college access and improve student success.

STRATEGIC GOALS AND OBJECTIVES THAT APPLY TO THIS COMMITIEE:

The Student Success Committee is linked to 17 of the 44 strategic objectives within four of seven strategic goals. Last year, the committee brainstormed activities related to all17 objectives. Due to the breadth of activities, the committee ranked the activities of importance and this year is currently working on the top five or so activities within each goal. The following is the progress made on the top activities within each goal.

GOAL 1: INCREASE STUDENT ACHIEVEMENT AND SUCCESS

Objective 1: Improve transfer preparedness (completes 6o transferable units with a 2.0 GPA or higher).
Objective 2: Improve transfer rate by 10% over 5 years.
Objective 3: Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
Objective 4: Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
Objective 5: Increase completion rate of degrees and certificates over 6 years.
Objective 6: Increase success and retention rates.
Objective 7: Increase percentage of students who complete 15 units, 30 units, 6o units.
Objective 8: Increase the percentage of students who begin addressing basic skills needs in their first year.
Objective to: Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

ACTION PLANS

Activity	Contact(s)	Updates
Identify and contact students with 30 transferable units	Patti Brusca, Natalie Aceves, Marissa Iliscupidez	Report requested 3/19/15. Mnemonic created and Natalie has rights to run report. Natalie drafted the verbiage for email. Emails will be sent out annually in the winter
Summer Advantage	Monica Green	Annual report posted on Institutional Research web page.
Increase guidance prior to assessment test by modifying the	Patti Brusca, Koji Uesugi, Counseling	Dec. 18, 2016 completed. As of 2/21/16, 454 students completed new orientation: Dec 3; Jan 281; Feb 170

order of Orientation/ Assessment/Counseling		
Address success rate within acceleration courses (ENG8o & MAT65) by providing additional academic student support	Andres Elizalde , Jason Parks, Gustavo Oceguera, Emile Bradshaw	16SPR • ENG So Embedded tutors in one class and one class without • Embedded tutors in multiple MAT courses for T3Pcourses • Tutors in Upper Lounge • MAT52, 35, 65 Fall, Winter, Spring embedded tutors Classroom Assisted Tutors (CAT) (Caitlin)
EAP – data analysis and possible institutionalization	Monica	In progress 16SPR- Districtwide workgroup being formed

GOAL 2: IMPROVE THE QUALITY OF STUDENT LIFE

Objective 1: Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
Objective 6: Increase current students' awareness about college resources dedicated to student success.

ACTION PLANS

Activity	Contact(s)	Updates
Culturally-relevant professional development training to understand our student population	Gustavo Oceguera, Monica Green	RP Group training in 15SUM 15FAL Read to Succeed Flex Day with Dr. Joy DeGruy Student Equity plan addresses this activity to support ongoing efforts
Research what "college hour" has become... establish what it should be (may lead to new Policy change)	Mark Hartley, Peggy Campo	Determine best course of action to research college hour and report back to SSC in 16FAL
Increase community events and workshops on campus	SSC Committee	15SPR • Take Back the Night • ACE Student Graduation • Foster Youth event 15FAL • Welcome Day • Veterans Entrepreneurial Conference • Foster Youth College Bound Day • Soroptimist – Dream It, Be It event

		16SPR CTE Advisory Breakfast, May2016 UB Saturday Parent Academies – 4 per year Annual Education Day with Corona Chamber of Commerce
Focus on ways to encourage/require fulltime enrollment	SSC Co-Chairs	16SPR Request trend data from Institutional Research. Review data at SSC meeting to determine appropriate action based upon data.
Scheduling – early bird, afternoon, evening tracks	Carol Farrar	Take to APC to explore viable options for implementation.

GOAL 3: INCREASE STUDENT ACCESS

Objective 1: Increase percentage of students who declare an educational goal.
Objective 2: Increase percentage of new students who develop an educational plan.
Objective 3: Increase percentage of continuing students who develop an educational plan.
Objective 4: Ensure the distribution of our student population is reflective of the communities we serve.
Objectives: Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

ACTION PLANS

Activity	Contact(s)	Updates
SEP Classroom Outreach (aka "SEP Marathon)	Marissa Iliscupidez	Pre/post data compiled for 2 classroom outreach so far; 3/30 & 4/8. Trying to schedule at least 3 more before end of semester. Counseling to report out in Spring (May) of implementation of these areas. 1. Presented to 2 BSI classrooms visited in Spring 2015. Total number of students: 56 90% answered questions correct on Pre-Assessment 100% answered questions correct on Post-Assessment

		2. BSI classroom visits to promote counseling services: 152 out of 291 students (52%) made a follow-up appointment
SEP Workshops for students	Marissa Iliscupidez	Did not offer generalized SEP workshops to students (Program Specific, ADT, AOE). Need to move to 2015-16. 2015-2016: Zina is working with the ACE program to do SEP workshops
Group Counseling in classrooms (SEP development)	Marissa Iliscupidez	Worked with Construction Faculty member. Offered SEP workshops in 4 Construction Technology sections. SEP workshops conducted in 4 of 6 sections of ENG So; Remaining 2 sections have been scheduled for SEP workshops in May. Gill 47 section scheduled for May. Counseling to report out in Spring (May) of implementation of these areas. 5 SEP in the classroom Workshops were facilitated in Spring 2015 (4 Construction sections and one section of Guidance) SEP workshops conducted in all 6 sections of ENG So in Spring 2015. 112 out of 130 (S6%) students received an SEP.
Expanded Online Counseling (Preptalk)	Marissa Iliscupidez	Nine (9) online workshops offered in 15SPR. Appointments available to students enrolled in fully online. Need to increase awareness of this service to online students as it is being under-utilized. Sent email to all DE instructors. Will send email to DE students the week of April 27. Counseling to report out in Spring (May) of implementation of these areas.

		Emails sent to DE instructors and DE students regarding availability of online appointments and online workshops. During the 2014-15 academic year only 98 online counseling appointments were scheduled. Show rate was 33.6%. Great turn out for online workshops. Spring 2016 workshop dates will be published soon.
Monitor distribution of student population served annually	Gustavo Oceguera	Request report from Institutional Research of 14/15 student population served compared to our community. Report completed in 16SPR and reported out to Student Success Committee.

GOAL 4: CREATE EFFECTIVE COMMUNITY PARTNERSHIPS

Objective 1: Increase the number of students who participate in summer bridge programs or boot camps.

ACTION PLANS

Activity	Contact(s)	Updates
Summer Advantage	Monica Green	Annual report posted on Institutional Research web page.

HOW DOES THE COMMITTEE ALIGN WITH NORCO'S COLLEGE MISSION?

- The committee and mission are aligned in support of foundation skill development, career and technical education, certificates and degree attainment, and transfer.
- The committee seeks to support student in their pursuit of their educational goals.
- The committee promotes collaboration through the integrated efforts of academic and student services.
- The committee encourages an inclusive, innovative approach to learning through research analysis, dialogue, and initiative implementation.
- The committee contributes to the development and implementation of the College's Student Equity Plan, Student Success & Support Program Plan, and Basic Skills Plan

supporting the mission to provide foundational skills and pathways for educational attainment.

CHANGES

- Defined committee membership
- 16SPR Student Success Committee retreat planned with one goal develop a college wide definition of student success
- Considerable committee contribution to the development of the College's Student Equity and Student Success & Support Program Plans

ASSISTANCE NEEDED FROM ISPC

- Committee representation lacks two (2) vacant faculty positions (transfer & math)
- Guidance on the expectations of maintaining and consolidating action plans across committees and councils
- Guidance on how to measure whether we are making progress in our action planning

2015-2016 COMMITTEE MEMBERS:

- Monica Green (Co-Chair), Vice President, Student Services
- Patti Brusca (Co-Chair), Student Success & Support Program Assistant, Counseling
- Andres Elizalde (Co-Chair), Associate Professor, English
- Elvira Abrica, Institutional Research Specialist, Institutional Effectiveness
- Natalie Aceves, Educational Advisor, Transfer Center
- Mejghan Ahmadi, Visiting Assistant Professor, Counseling
- Greg Aycock, Dean, Institutional Effectiveness
- Kimberly Bell, Learning Disabilities Specialist/Counselor, Disability Resource Center
- Emile Bradshaw, Tutorial Serdces Technician, Tutorial Senices
- Peggy Campo, Associate Professor, Anatomy & Physiology
- Sheri Cologgi, Administrative Assistant II, Student Financial Senices
- Mark DeAsis, Dean, Admissions & Records
- Lilia Garcia, Placement Coordinator, Assessment Center
- Monica Huizar, Educational Ad,isor, Counseling
- Marissa Iliscupidez, Associate Professor, Counseling
- Daniela McCarson, Assistant Dean, CalWORKs & Special Funded Programs
- Damon Nance, Dean, Technology & Learning Resources
- Gustavo Oceguera, Dean, Grants & Student Equity Initiatives
- Preety Talwar, Associated Students, Norco College, Student
- Koji Uesugi, Dean of Student Senices
- Paul Van Hulle, Associate Professor, Manufacturing Technology
- VACANT, Basic Skills, Math Faculty Representative
- VACANT, Transfer, Faculty Representative

(Tanya Wilson, recorder)

Appendix C-Grants Committee Report

COMMITTEE STATEMENT OF PURPOSE

The purpose of the Grants Committee is to identify grant opportunities that align with the mission, strategic planning goals, and resource needs of Norco College. The committee also informs the college community about existing grants, serves as a liaison between the RCCO Grants Office and Norco College, and provides local support for grant efforts to college staff, faculty, and administration.

STRATEGIC GOALS AND OBJECTIVES THAT APPPLY TO THIS COMMITTEE:

GOAL 4: CREATE EFFECTIVE COMMUNITY PARTNERSHIPS

Objective 1: Increase the number of students who participate in summer bridge programs or boot camps. (To be removed)

Objective one is a responsibility that is shared with the Student Success Committee. The Grants Committee contributes to achieving this objective by identifying external funding sources which support the expansion of existing college programs and initiatives that offer summer components (i.e. Summer Advantage).

Progress

1. The grants committee supported the approval of the Title V Grant. Norco College recently received a 2.6 million dollar Title V Grant beginning October 1st, which can assist in offering accelerated programs during the winter/summer for non-traditional students.
2. The grants committee supported the submission of the TAACT and CCPT grants. These grants will also increase summer programs in CTE & Robotics.
3. The new Title III STEM grant proposals will also propose summer bridge and research opportunities for students.

Objective 6: Increase community partnerships (Presidents Cabinet/Grants Committee)

Objective six is a responsibility that is shared with the President's Cabinet. The Grants Committee contributes to achieving this objective by identifying possible community partnerships that align with the strategic goals and plans of the institution. The committee also aims to identify partnerships that provide funding opportunities and support the expamion of existing college programs that support student research, internship and job opportunities. The Title III STEM, Title V and NSF grants are examples of proposals that are supported by the grants community and have 4-year university and/or community partnerships.

ACTION PLANS

1. Seek out partnerships that provide grant, research or scholarships to Norco College students.
2. Increase community awareness of Norco College's existing grant awards and purview with the intent of possibly receiving match.

3. Increase collaboration with the Career Center and ASNC to identify existing community partnerships with the goal of expansion via Mini Proposals.

Objective 8: Increase external funding sources that support college programs and initiatives. (Grants Committee)

ACTION PLANS

1. Promote grant opportunities that become available.
2. Seek out grant opportunities that directly benefit college programs and initiatives.
3. Increase knowledge and awareness about the grant development process through professional development.

Progress

1. MaryAnn Doherty and Richard Keeler of the district office came out on October 28th 2015 to give a presentation regarding the process for the upcoming Title III STEM Grant Competition. They have also agreed to be more involved with grant opportunities from inception.
2. Minor revisions have been made to the grant development process. The process is now the Grant Submission and Approval Process.
3. Faculty Roundtable discussions suggested as best practice for developing interdisciplinary grants.

Challenges

1. Timelines & Deadlines
2. Planning a year in advance

HOW DOES THE COMMITTEE ALIGN WITH NORCO'S COLLEGE MISSION?

- The committee members seek, promote, and approve grant opportunities that are designed to enhance educational opportunities and services for students.
- The committee promotes and supports collaboration by vetting grants that involve private industry, K-12, and 4-year postsecondary institutions.
- The committee helps to identify funding sources that support the development of pathways to transfer, career and technical education, certificates and degrees.
- The committee identifies and promotes grant opportunities that align with the mission, strategic planning goals, and resource needs of Norco College. Only grant opportunities that meet these requirements are forwarded to nor-all.
- Committee members support faculty, staff, and administrators by vetting ideas for new grants, assisting with developing grant budgets, defining research needs, and identifying available resources for grant development (i.e. consultants).

CHANGES

- There have been changes made to the demographics of the committee. The current membership structure includes 4 faculty members, 3 classified members, 4 administrators and 1 student.
- For the 2015-2016 academic year, the committee has decided to keep the meeting time of the 4th Wednesday of each month from 12pm-1: 30pm and change the location to CSS 219. The remaining committee members were polled and agreed to keep the meeting day/time as is.

ASSISTANCE NEEDED FROM ISPC:

- To allow the committee to make information presentations when necessary

2015-2016 COMMITTEE MEMBERS:

Greg Aycock replaced by Caitlin Welch (A)
Beth Gomez replaced by Erin Power (A)
Hortencia Cuevas (A)
Bernice Delgado (IA)
Monica Esparza (A)
Ruth leal (IA) Damon
Nance (A)
Gustavo Oceguera (A) Stanley
Tyler (A) (Co-chair) lorena
Patton (A) (Co-chair) Timothy
Russell (A)
Susana Galvez (A)
Adriana Garcia- Student Representative (A)
Carlos Garcia (A)

(A)= Active
(IA)= Inactive or no longer serving

November 4, 2015

Appendix D-Technology Committee Report

TECHNOLOGY COMMITTEE REPORT FALL2015

COMMITTEE STATEMENT OF PURPOSE

The Norco College Technology Committee provides recommendations for the strategic direction, implementation and sustainability of technology resources throughout the college used to support student learning programs and services and improve institutional effectiveness consistent with the college's mission.

STRATEGIC GOALS AND OBJECTIVES:

GOAL 1: MAKE TECHNOLOGY A PRIORITY AT NORCO COLLEGE THROUGH TRAINING & SUPPORT FOR FACULTY, STAFF, AND STUDENTS

Technology Training

- The committee recommended lynda.com *as* a technology training resource after conducting an evaluation of Lynda.com based on usage,satisfaction survey,annual technology survey,and cost. It was approved through the strategic planning process and funded for 2015/2016.
- The committee coordinates six technology training workshops in the Professional Development Center during the academic year. This year, "Learn with lynda" is the basis of the workshops, covering technology topics based on input from the 2015 Technology Survey while also focusing on the use of Lynda.com as a professional development resource.
- A *Blackboard for Faculty* workshop will be held in spring 2016 to continue to provide training on the district's learning management system. (GoalS-Provide tools for online faculty about online pedagogy and effective use of the learning management system).
- A Technology Training subpage was created as part of the Technology Committee webpage. It contains information about upcoming training opportunities as well as links to previous trainings.

GOAL 2: DEVELOP AND CONTINUE TO UPDATE A TECHNOLOGY STRATEGIC PLAN FOR A COLLEGE-BASED MODEL

Technology Requests from Program Review

- The process of technology requests from program review and the evaluation/recommendation by the Technology Committee is documented in the *Technology Principles and Guidelines.*
- The committee revised the Technology Request Form for the program review process based on input from the Program Review Committee and APC. The Tech Request Form is online on the Documents page on the Technology Committee webpage.
- All strategic planning documents are posted on the Documents subpage of the Technology Committee webpage.

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GOAL 6: CREATE TECHNOLOGY USE AND STRUCTURE MODELS AND INCORPORATE BEST PRACTICES IN OUR USE OF TECHNOLOGY COLLEGE-WIDE

Technology Resources

- The committee has put forth a recommendation of 25% of computer inventory to be replaced, as designated by the annual inventory based on age,per the replacement plan to Business Services for inclusion on program review. The recommendation was an information item at BFPC and ISPC in September 2015.
- As part of the annual program review technology requests recommendation process, the Committee obtains an inventory report from Micro and their recommendation to reassign equipment.
- The committee combined office and lab inventory to create one master inventory cross-checked with tag numbers. Initial physical inventory of office computers was completed in spring 2015. Updates will be reviewed by the Technology Committee in fall and spring annually.

GOAL 7: RESPOND TO THE TECHNOLOGY NEEDS OF THE NORCO COLLEGE COMMUNITY

Annual Technology Survey

- 2015 Technology Survey was completed by 50 faculty,48 staff, and 204 students.
- The survey had positive results overall but did reflect areas for improvement: computer upgrades, MAC support,slow computers,outdated software, software updates, maintenance, cleaning,troubleshooting help desk,etc.
- Discussion items from Strategic Plan Assessment Findings & Technology Survey: general use classrooms (technology consistency/standards);printing needs for students;technology help desk for students

HOW DOES THE COMMITTEE ALIGN WITH NORCO'S COLLEGE MISSION?

- The committee provides educational opportunities for faculty, staff, and students through Lynda.com online technology training and employees through face to face technology workshops.
- The committee continues to research and discuss the creative application of emerging technologies for the college.
- The committee systematically assesses technology resources and uses the results of evaluation as the basis of recommendations for technology to support student learning.

ITSC

- Portal/Office 365- Implementation in fall 2015. Timeline has been provided to Chancellor's

Cabinet and is on the agenda for DSPC on 10/9/15.

- Video Streaming System- currently used by Norco College for events/trainings/meetings in CSS 217. Cost to upgrade for the district $800k.**ACCREDITATION:**

- College Recommendation 4–"In order to meet the Standards, the team recommends that the College systematically plan for the replacement of technology infrastructure and equipment, reflect projections of total cost of ownership for new equipment, systematically assess the effective use of technology resources, and use the results of evaluation as the basis for **improvement."**
    - o Completed the Follow-Up Report
    - o Placed all evidence on "Documents" page
    - o Implemented all tasks set forth in the Follow-Up Report

2015-2016 COMMITTEE MEMBERS:

Christian Castillo, ASNC student
ASNC student TBD Cathy Brotherton Janet Frewing Keith Coleman Daniel Lambros
Ladylyn Dominguez Sandra Martinez James Finley
Jefferson Tiangco
Kim Kamerin
Deborah Tompsett-Makin
Mark DeAsis Emile Bradshaw Ruth Leal (Co-Chair)
Damon Nance (Co-Chair)
Ana Molina (Member/Secretary)

Appendix E-Legacy Committee Report

Fall201
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COMMITTEE STATEMENT OF PURPOSE:

- Norco Legacy is a mindful group of colleagues that proudly represents the diverse Norco College community. We listen and respond to the concerns and needs of our community. We advocate and facilitate respectful interactions with an appreciation for diversity. We build a culture of practices to promote inclusiveness,dialog,and harmony.

STRATEGIC GOALS AND OBJECTIVES THAT APPPLY TO THIS COMMITIEE:

GOAL 2: IMPROVE THE QUALITY OF STUDENT LIFE

Objective 4: Increase the percentage of students who consider the college environment to be inclusive.

- The Legacy Committee contributes to achieving this objective by identifying ways in which it can help students feel that our college is inclusive. The upcoming second annual "Day of Inclusiveness" is one of the ways in which the committee will promote inclusion of all students.

Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.

- Legacy Committee promotes inclusiveness and advocates for those who feel they are experiencing unfair treatment. For example, in our 2015 Spring committee report, the committee advocated to increase the number of unisex restrooms on campus. As a result of our advocacy,Norco College agreed to make the restrooms in the faculty lounge unisex as well as one bathroom in the upstairs floor of the Student Services Building. The renovation of the STEM Center also included two additional unisex restroom, increasing the total to 5 on the campus. Legacy will continue to advocate for such changes based on feedback received by students, staff and faculty.

GOAL 7: STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES

Objective 2: Increase the percentage of employees who consider the college environment to be inclusive.
Objective 3: Decrease the percentage of employees who experience unfair treatment based on diversity -related characteristics.
Objective 4: Increase participation in events and celebrations related to inclusiveness.

- Legacy Committee will collaborates with the Student Equity Program to implement a climate survey to assess the campus environment and to determine if employees are experiencing unfair treatment based on diversity-related characteristics. Survey results will be utilized to develop and offer targeted activities to address any concerns reported in the survey. The committee is also planning on increasing events related to inclusiveness and improving

attendance by advertising events in a timely manner and scheduling them during college hour.

ACTION PLANS FOR 2015-2016:In order to accomplish the objectives set forth by the Legacy committee, members have agreed to work on the following tasks:

1. Coordinate the Diversity Award nomination and selection process
2. Develop an Equity Award and coordinate the nomination and selection process
3. Continue to offer the annual "Day of Inclusiveness" event that promotes inclusion for all students, staff, faculty, and administrators.
4. Review/create and display information about discrimination/harassment around campus to increase awareness.
5. Work with college administration to identify a more prominent area on the NC website to post diversity related issues and facts about our college population.
6. Develop and implement a diversity campus climate survey
7. Collaborate with Read 2 Succeed Joy Degruy "Post Traumatic Slave Syndrome" event to maximize participation and promote the training activity scheduled for the day after.
8. Replace the diversity related video currently on our website with a more current version. Committee agreed to launch a video contest for students to define what diversity means to them via a 1·minute video. The winning submission may be used to replace the video currently on our website.
9. Considering donating a new "Legacy Tree" to replace the one that died. The tree was planted in 2010 and symbolizes Norco College's commitment to diversity.
10. Develop a new logo to promote the committee's work and events.

HOW DOES THE COMMITTEE ALIGN WITH NORCO'S COLLEGE MISSION?

- The work done by the Legacy committee is directly related to the mission, which states that, "Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration." The work of the Legacy Committee is dedicated to celebrating diversity through educational opportunities such as the "Day of Inclusiveness".

CHANGES

- The committee's membership and leadership have recently changed. The current membership structure includes 4 faculty members, 5 classified members, 3 administrators and 1 student. Additionally, Legacy now has additional funding sources to increase programming.

ASSISTANCE NEEDED FROM ISPC:

- Continuous support from ISPC to promote future events.

2015-2016 COMMITTEE MEMBERS:

- Stanley Tyler (Tri-Chair), Associate Prof, Chemistry, Math & Science
- Eric Betancourt (Tri-Chair), Veterans Services Specialist, Veterans Services
- Gustavo Oceguera (Tri-Chair), Dean, Grants & Student Equity Initiatives
- Zermeen Vakil, Associated Students, Norco College representative
- Elvira Abrica, Institutional Research Specialist, Office of Institutional Research
- Monica Green, Vice President, Student Services

- Patricia Gill, STEM Services Developer, Title III STEM Grant
- Bernice Delgado, Upward Bound Grants Administrative Assistant
- Damon Nance, Dean, Technology & Learning Resources
- Lisa Nelson, Associate Professor, English
- Ana-Marie Olaerts, Associate Professor, Communication Studies
- Elise Rodriguez, Senior Interpreter, Disable Student Services
- Patricia Worsham, Associate Professor, Business Administration

October 7, 2015

Appendix F-Safety Committee Reports

FALL 2015

COMMITTEE STATEMENT OF PURPOSE

The purpose of the Safety Committee is to develop and maintain a healthy and safe learning environment for students, staff, faculty and visitors. Acting as a problem solving group, the committee will help identify and resolve security issues, health and safety concerns and make recommendations to the appropriate office or committee in order to maintain safe conditions.

STRATEGIC GOAL AND OBJECTIVE THAT APPLIES TO THIS COMMITTEE:

GOAL 7: STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES

Objective 5: Implement programs that support the safety, health, and wellness of our community. (Safety Committee)

- Objective five is the responsibility of the Safety Committee. The Safety Committee supports this objective by implementing programs designed to educate our students, staff, and faculty about health issues and safety issues that are more prevalent on college campuses. Active Shooter trainings, Health Fairs, and Safety walks are a few examples of how the Safety Committee supports this objective.

ACTION PLANS

1. **Implement programs that give students, staff, and faculty a better awareness of health promotion.**
2. **Develop and implement ongoing active shooter trainings**
3. **Continue our evacuation drills of buildings along with training our building and floor captain on their roles**
4. **Implement monthly safety walks to keep our campus free of potential hazards**
5. **Coordinate implementation of RAVE**

HOW DOES THE COMMITTEE ALIGN WITH NORCO COLLEGE MISSION?

- Safety Committee serves our students, our community, and its workforce by providing educational opportunities such as active shooter, earthquake and emergency preparedness, and building and floor captain training.

- The Safety Committee aligns with the innovative approach to learning using technology as we start the RAVE system implementation, emergency mass notifications, and the Guardian app.
- We promote collaboration by performing safety walks with our building and floor captains and members of facilities. We also collaborate with other areas of the college as needed for events such as Take Back the Night (Sexual Assault awareness), Health Services Field Day, Health Fair, Veterans Expo and many more.

CHANGES

- Safety Committee is not well represented by faculty or students and as such the committee membership needs to change
- Meeting time for Safety Committee was discussed and will continue to be 2nd Monday of every month from 9:30-11:00am with no meetings in July and August.

ASSISTANCE NEEDED FROM ISPC:

- Assistance is needed from ISPC in filling faculty vacancies. We currently only have 1 faculty member who consistently comes to meetings and participates. We had a second faculty member two separate times that never showed up to a single meeting and finally ask to be removed. We need to have 2-3 more faculty on our Safety Committee who come to meetings and participate.

Spring 2016

COMMITTEE STATEMENT OF PURPOSE

The purpose of the Safety Committee is to develop and maintain a healthy and safe learning environment for students, staff, faculty and visitors. Acting as a problem solving group, the committee will help identify and resolve security issues, health and safety concerns and make recommendations to the appropriate office or committee in order to maintain safe conditions.

STRATEGIC GOAL AND OBJECTIVE THAT APPLIES TO THIS COMMITTEE:

GOAL 7: STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES

Objective 5: Implement programs that support the safety, health, and wellness of our community. (Safety Committee)

- Objective five is the responsibility of the Safety Committee. The Safety Committee supports this objective by implementing programs designed to educate our students, staff, and faculty about health issues and safety issues that are more prevalent on college campuses. Active Shooter trainings, Health Fairs, and Safety walks are a few examples of how the Safety Committee supports this objective.

ACTION PLANS

1. Implement programs that give students, staff, and faculty a better awareness of health promotion.
2. Develop and implement ongoing active shooter trainings
3. Increase our evacuation drills of buildings along with training our building and floor captain on their roles and activation of fully operational EOC
4. Continue monthly safety walks to keep our campus free of potential hazards
5. Coordinate implementation of RAVE and start implementation of Guardian
6. Increase emergency preparedness efforts
7. Develop "soft target" exercises to increase and master internal procedures
8. Increase number of college presentations and awareness events

HOW DOES THE COMMITTEE ALIGN WITH NORCO COLLEGE MISSION?

- Safety Committee serves our students, our community, and its workforce by providing educational opportunities such as active shooter, earthquake and emergency preparedness, and building and floor captain training.
- The Safety Committee aligns with the innovative approach to learning using technology as we start the RAVE system implementation, emergency mass notifications, and the Guardian app.

- We promote collaboration by performing safety walks with our building and floor captains and members of facilities. We also collaborate with other areas of the college as needed for events such as Take Back the Night (Sexual Assault awareness), Health Services Field Day, Health Fair, Veterans Expo and many more.
- Building emergency supply inventory and activation of emergency operations center (EOC)
- EOC has ramped up efforts to include emergency generator operability, satellite technology, AV equipment, and IT

CHANGES

- Safety Committee is not well represented by faculty or students due to the meeting days/times but Dean of Student Life is working on increasing student representation. Would like at least one more faculty member on committee
- Meeting time for Safety Committee was discussed and will continue to be 2nd Monday of every month from 9:30-11:00am with no meetings in July and August.

ASSISTANCE NEEDED FROM ISPC:

- Assistance is needed from ISPC in filling faculty vacancies. We currently only have 1 faculty member who consistently comes to meetings and participates. We also need increased support as our college continues working on safety and security measures, evacuation drills, and trainings.