

Annual Evaluation Report 2012-13

Norco College

OFFICE OF INSTITUTIONAL EFFECTIVENESS

November 21, 2013

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Evaluation of Planning, Budgeting & Decision-Making Processes

Norco College

Since the 2009-10 academic year, Norco has had procedures in place for full integration of its institutional planning, program review, resource allocation and decision-making processes. The purpose of this report is to present the activities during 2012-13 that operationalized the following procedures and ensured the regular evaluation of the established College decision-making structure.

Policy Statement

On an annual basis, the strategic planning, program review and resource allocation processes of Norco College will be evaluated in an effort to ensure that:

- ✓ Planning, program review and resource allocation are effectively linked;
- ✓ Decisions regarding the allocation of resources are driven by goals and objectives identified in the College Educational Master Plan, programmatic initiatives enumerated in annual program review documents and evidence of effectiveness in achieving course-, program- and institutional-level student learning outcomes; and
- ✓ The concerns of stakeholders (students, faculty, staff, administrators and the communities served by the college) are ascertained on a regular basis and continually incorporated into the College's planning, resource allocation and decision-making processes.

Evaluation Procedures

Evaluation of Norco College's strategic planning; program review, resource allocation and decision-making process shall be comprised of an annual cycle that includes the following elements:

1. Annual Survey of Effectiveness of the Planning Councils: Academic Planning Council, Business & Facilities Planning Council and Student Services Planning Council – At the end of November of each academic year, participating members of each planning council will be surveyed to determine their degree of satisfaction with committee level planning, program review, resource allocation and decision-making processes, annually evaluate the criteria used, and their perceptions regarding the degree to which these processes are effective and linked at the planning council level.

2. Annual Survey of Effectiveness of Academic Senate and Senate Standing Committees: In October of each academic year, each standing committee and the Academic Senate will participate separately in dialogue sessions to evaluate the effectiveness of their planning and decision-making processes during the previous year. The Academic Senate will receive an executive summary from each standing committee for review and discussion at the last Academic Senate meeting in November. The Academic Senate will make recommendations to and receive recommendations from each of the standing committees based on the results of the evaluation and discussion.
3. Memorandum from College President to Norco College – by the end of each academic year (or as soon thereafter as budget recommendations and decisions for the subsequent academic year have been made) the College President will submit a memorandum to the Committee membership that identifies which of the faculty and staff positions identified in previous year program review and prioritized by the Planning Councils will be recommended for funding. In instances in which the President’s decisions do not correspond to the recommendations of the Planning Councils a detailed rationale for the divergence will be provided.
4. Annual Progress Report on Educational Master Plan Goals, Objectives and “Dashboard Indicators” – This report, to be prepared by the College Office of Student Success, shall be presented at a Committee of the Whole meeting during the beginning of the fall term of each academic year.
5. Survey of Committee of the Whole Membership –At the final Committee of the Whole meeting of each academic year the membership (which constitutes faculty, staff, students and administrators) will be surveyed to determine their degree of satisfaction with College planning, program review, resource allocation and decision-making processes as well as their perceptions regarding the degree to which these processes are effectively linked.
6. Report of Resource Allocation –After the Board of Trustees approves the budget, a report will be made to the Committee of the Whole membership, the committee of the whole, informing them of budget allocations decisions which impact the college and district, and providing ample opportunity for institution-wide dialogue.
7. Annual Open Dialogue Session – This session, to be conducted toward the end of each academic year in late May or early June, will provide all Norco College stakeholders with an opportunity for open dialogue concerning the extent to which college planning, program review, resource allocation and decision-making processes contribute to the achievement of course-, program- and institutional-level student learning outcomes. Content of the open dialogue

session will be captured through minutes and a summary report will be written. The open dialogue summary report will be presented in a Committee of the Whole meeting of the following fall term

8. Annual Evaluation Report – This report, to be prepared by the Office of Student Success, will be transmitted to the Norco Strategic Planning Committee membership at the first meeting of each academic year, at which time the Committee membership will be invited to make suggestions for improving the process. Any recommended revisions to the procedures and processes, if approved by the College President, will be incorporated into the next year’s cycle.

Annual Survey of Effectiveness of the Planning Councils

This survey focuses on issues related to the prioritization of resource requests from program review, the role of each of the planning councils (Academic Planning Council, Business and Facilities Planning Council, Student Services Planning Council), and the linkages between strategic planning, program review, assessment and decision-making with the council. The survey was sent out to each of the councils’ co-chairs in November 2012, and they disbursed it electronically to their respective members. A total of 31 council members responded with APC, BFPC, and SSPC responses at 11, 11, and 9, respectively. For all of the questions, council responses indicated a large majority who strongly agreed or somewhat agreed with the above areas. The range of agreement was 82.8% to 100% with the former being satisfaction with decision making and multiple items receiving 100% satisfaction. The data for the 2012 Planning Councils Survey are available at the following location:

<http://www.norcocollege.edu/about/academic-affairs/Documents/SS-Research/Planning%20Councils%20Survey-2012.pdf>.

Annual Survey of Effectiveness of Academic Senate and Senate Standing Committees

The tool for this survey during 2012-13 was left to the discretion of each academic senate standing committee to evaluate their accomplishments, areas of improvement, and role as a standing committee of the academic senate. Some committees decided to implement an actual survey and use it as a tool for dialogue; other committees decided to move straight to dialogue on these areas within committee time. Results of dialogue on the survey were shared in the academic senate and the senate president compiled them in a report. The report on results of the survey are presented in Appendix A.

Memorandum from College President to Norco College

This is the summary of final decisions for resource allocation for the following academic year. Resource requests were initially made known through program review, and then compiled and prioritized by the appropriate planning councils (instructional program review requests to APC, student services program review requests to SSPC, and administrative program review requests to BFPC). Once the planning councils have set prioritization lists for requests, each list is forwarded to the ISPC to be reviewed for acceptance. If ISPC identifies any requests that may need to be re-evaluated, the list is returned to the appropriate planning council for re-evaluation. Once ISPC has accepted the prioritization lists, they are forwarded to Committee of the Whole, and then on to the president for final decision. The memorandum captures all of the decisions for resource allocation for the following year. The president's memorandum is usually released in the spring semester and during 2012-13 it was distributed on June 4, 2013 (See Appendix B).

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

Each fall semester the Dean of Institutional Effectiveness makes a presentation to the Committee of the Whole (COTW) on progress in meeting Educational Master Plan/Strategic Plan Goals during the previous academic year. The presentation in Fall 12 represented the culmination of the strategic plan time period (2008-2012) and a summative report was made on the accomplishment of goals for the entire time period. The summary of data for 2008-2012 is available at the following location: [http://www.norcocollege.edu/about/academic-affairs/Documents/SS-Research/Educational Master Plan Goals Outcomes%202008-2012%20Final.pdf](http://www.norcocollege.edu/about/academic-affairs/Documents/SS-Research/Educational%20Master%20Plan%20Goals%20Outcomes%202008-2012%20Final.pdf).

Most of the benchmarks for the goals were met with a few exceptions. In general, targets that were not met concerned objectives having to do with participation in student organizations or events, student headcount growth, and representation of faculty to the surrounding area and student population. Through the time period of the 2008-2012 strategic plan, some objectives became irrelevant due to unforeseen circumstances. For instance, with the budget downturn in 2012, headcount growth no longer was possible or prudent. However, certain targets that were unmet, such as student involvement in clubs and organizations, were deemed as important enough to bring forward into the next strategic plan. Overall, the process of gathering data and reporting on educational master plan/strategic plan goals has directed Norco College constituencies to be more aware of and involved in the area of institutional effectiveness.

Survey of Committee of the Whole Membership

The purpose of this survey is to give a broad constituency base at Norco College the opportunity to provide input on the effectiveness of prioritization processes, linkages between program review, planning, and resource allocation; as well as the extent to which faculty and staff are participating in those processes. This survey was administered on May 28, 2013, with 63 respondents. This short survey indicated high levels of awareness and participation in the above processes as indicated by positive ratings ranging between 84%-98%. For a full report of this survey please see <http://www.norcocollege.edu/about/academic-affairs/Documents/SS-Research/COTW%20Survey%20Summary-2013%20.pdf>.

Report of Resource Allocation

During the Back to College Days on August 23-24, 2012, the Interim Vice President of Business Services made a report to college constituencies regarding budget and resource allocation for the academic year. At this point in time, there was concern of major budget shortfall if Proposition 30 were not to pass. This necessitated a Plan A if the proposition passed and Plan B if it did not. The vice president explained these two scenarios and entertained questions regarding them. There is no electronic record of the presentation, except for the agenda indicating that the presentation was made which is available in Appendix C

Annual Open Dialogue Session

On May 29, 2013, Norco College held an open dialogue session where there is no agenda and all constituencies are invited to provide feedback on strategic planning, program review, resource allocation or other topics. Fifteen people were present for the 2013 Open Dialogue Session and it lasted for one hour. Topics covered were increasing faculty participation in shared governance committees, the “Norco Culture”, process and timeline for strategic planning, and improvement of physical appearance of campus. The complete executive summary is available at the following location: http://www.norcocollege.edu/about/academic-affairs/Documents/SS-Research/Open_Dialogue_Executive_Summary-2013.pdf.

Conclusion

This report represents the eighth and final element of the annual cycle for evaluating strategic planning and decision-making processes for 2012-13. This report was transmitted to the Institutional Strategic Planning Committee, and feedback on improvement in the cycle was requested of all members.

Appendix A

Senate Overview of Standing Committees Assessment of Senate

Prepared by Sharon Crasnow for the Dec. 3, 2012 Norco College Academic Senate Meeting

Background: At the November 19th meeting of the Norco College Academic Senate the Senate received the summarized results of the standing committees dialog about their role and effectiveness as standing committees of the senate. The current standing committees are as follows:

- Academic Planning Council
- Curriculum
- Assessment
- Program Review
- Student Success
- Library Advisory
- Distance Education
- Faculty Development (to be renamed Professional Development)

Of these committees the senate received summaries of the dialog from APC, Assessment, Student Success, and Library Advisory. Distance Education and Professional Development are newly formed committees and so really would not be able to participate in this process for the academic year 2012-2013 (since the process requires the assessment in the fall term). Therefore of the six remaining committees, 4 reported out and two did not (Curriculum and Program Review).

Summary: Of the committees that reported out only the APC and Assessment Committee actually reported in a way that indicated assessment of either their work or the role and effectiveness as a standing committee of the senate. It is the latter which was the primary purpose of the assessment.

APC noted a need for improved communication between APC and the senate and made several suggestions for how to achieve this end:

- Senate report as an APC agenda item
- Possible APC representative to the senate
- Attendance of Senate President at first APC meeting each semester

In addition to evaluating its relationship to the senate APC also considered its role in planning. They noted the improvement in scheduling processes and improved communication among the departments. However, they also noted that they still needed to examine data on the effectiveness of the revised process.

In terms of the role in ranking faculty hiring requests, it was suggested that the process take place in two meetings, rather than one, with the first meeting devoted to the presentation of rationales for positions from the chairs requesting the hires.

It was also noted that new chairs needed more training and it was suggested that a training could be held for them and/or a mentorship relationship with more experienced chairs could be developed.

Assessment surveyed its members about the effectiveness of the committee. Those who responded generally expressed satisfaction with most functions of the committee, though there did seem to be some concern that the value of assessment for genuine improvement of instructions was not be communicated to the faculty as well as it might be. The committee had not yet had an opportunity to review and discuss the results of the survey and will do so and make recommendations based on that discussion.

Both the student success committee and the library advisory committee made thorough reports of their activities, but did not really look at the question of how they were functioning as standing committees of the senate.

Recommended goals based on this exercise:

1. The instructions for evaluation need to be clearer and the purpose of the process needs to be more clearly communicated to the standing committees by the senate.
 - Revise the instructions
 - Incorporate a survey of the committee as part of the process
2. Two committees appear not to have participated at all.
 - Extend the process into the spring to allow for full participation. Have the curriculum committee and program review committee submit their reports by the third senate meeting of the spring to be discussed at the second.
3. The APC concern about communication between the senate and the APC should be addressed.
 - Recommended that the APC have an agenda item for Senate report
 - Clarify with the APC (and all other committees) that the chairs of standing committees are all members of the senate and should be attending senate meetings. This practice appears to have broken down at some point and the knowledge lost along with it.
 - Have the senate discuss the president's attendance at APC meetings each semester

- A quick check of agendas from fall 2012 indicates that the senate president did not have APC reporting back to the senate as a standing committee. The practice needs to be re-established.

4. While most committees have made general reports and many committees have had clearly identified goals (Student Success and Library Advisory clearly showed this in their reports, as did Assessment), not all do.

- The senate should request of committees that they clearly identify their goals for the academic year early in the fall semester.
- The senate too needs to clearly identify its goals and indicate which of them can be accomplished through the work of its standing committees.

Appendix B

DATE: June 4, 2013

TO: Norco College Committee of the Whole

FROM: Dr. Paul Parnell, President

RE: Memorandum on Program Review Resource Allocations for 2012-13

Dear Norco College Mustangs:

This is an important “closing the loop” memo outlining the tremendous faculty, staff, administration, student, District, and community efforts in planning, program review, and resource allocations for 2012-13 directed towards accomplishing our college mission. We also need to continue the cycle to measure what differences these allocations have made to student success.

All of you are commended for your efforts on behalf of our students, workforce, and community to provide the best educational opportunity possible, celebrate diversity, and promote collaboration. The results have been more degrees, certificates, and foundation skills for our students with the most inclusive, creative, and innovative pedagogical techniques and technology possible.

During the past year, we continued our development of AA-T and AS-T degrees in Studio Arts, Computer Science, Physics, Mathematics, Pre-Engineering, Spanish, Anthropology, English, and Business Administration. We also extended our reach into the community by deepening our partnership with the Corona-Norco Unified School District, the Navy, and our surrounding cities of Norco, Corona, and Eastvale.

After many months of hard work we completed the revision of our Strategic Plan 2013-2018. Incredible time and energy has been taken to prepare for a 2014 accreditation visit. We held Art Gallery exhibitions featuring the history of Norco, and work of local Latino artists, women in animation and our own talented students. Our first Mustang athletic teams, Men’s and Women’s Soccer, completed a successful season. We conducted Career and Transfer fairs and events, hosted an Industry Summit for over 120 business leaders, authentically assessed student learning in courses and services, held an old fashioned BBQ to celebrate the opening of our new Norco Operations Center, and offered classes in newly renovated science labs. All of this was done while providing a high quality education to roughly 10,000 students.

Prioritized Personnel Needs

Faculty Positions – I’m excited to report that in response to faculty retirements and departures we are currently in the process of hiring five tenure-track faculty positions in

the disciplines of Music, Art, Psychology, Counseling, and Humanities. These faculty hires represent the top ranked positions of the Academic Planning Council during the Program Review prioritization process. The number one ranked faculty position was a Commercial Music faculty member; however, after careful review of the needs of the college, I approved a position in Music, with knowledge of and expertise in the commercial music industry. Similarly, the Art position is expected to provide support and leadership to the Art Gallery.

Staff Positions – Though we have not hired staff positions, we have used categorical and grant funds to retain employees in areas such as Employment Placement and in the Library with an Administrative Assistant. At this juncture, no new student services positions have been added from this year’s prioritized list approved by ISPC. The application support technician (#1 on the list) remains our top priority and my intention is to fill this position when funds become available. We simply cannot function very effectively as a college without this position, which provides a vital interface between our Admissions and Records and Student Financial Services staff and Datatel.

Administrative Positions – I’m happy to report that since last year’s President’s memo we have stabilized several administrative positions. We now have a permanent Vice President, Academic Affairs; Vice President, Business Services; and Dean of Instruction. Also, in an effort to right size and equalize duties, job descriptions and titles of several administrators the following administrative positions were reclassified via the district reorganization process: Associate Dean of Career Technical Education to Dean of Instruction, CTE; Dean of Student Success to Dean of Institutional Effectiveness; Associate Dean to Dean, Special Funded Programs; and, Director of Enrollment Services to Dean of Admissions and Records.

Prioritized Equipment Needs

The Planning Councils ranked equipment and technology requests from each area program review. Before making purchase recommendations, the Councils determined if grant or categorical funds could be used for purchases. In addition to using alternate funding sources, many items listed on the equipment and facilities requests were covered under Secondary Effects or the construction of the Operations Center. Examples are the new seating for the Theater and landscaping.

California community college block grants from the state, the traditional source of instructional and non-instructional equipment money, have not been funded for the past several years. This has dramatically limited the amount of investment we can make in new equipment. However, an extensive list of equipment and supplies were purchased through the use of STEM grant funds as well as funding from Perkins, and our Title V Portal and Cooperative grants. In addition, some prioritized equipment requests were funded through the contingency funds of the President and Vice Presidents. In all, \$81,000 was allocated to purchase items from program review.

Some of the purchases include stage monitors, digital cameras, a teaching microscope with a digital camera, 35 drafting tables, a Trimble machine for Electronics, speakers, new

computers for IT 125 and 127, a model fetal pig, numerous items to outfit the new organic chemistry lab, and two-way radios and a repeater to ensure communication between science lab technicians as well as to provide extra support in the event of an emergency.

An additional \$95,000 was allocated for facilities improvements which included upgrading landscaping, repairing roofs in the Theater and West End Quad, fence installation, renovating Library study rooms, and classroom carpeting. We have used all our resources to improve student success and make this a better place to work. We will continuously assess and measure how our allocation of resources improves student completion processes and our learning environment.

All of you are to be congratulated on your herculean efforts to update the Mission and Vision Statements, complete the Norco College Strategic Plan using our redesigned committees, councils and Committee of the Whole participation processes. Our Facilities Master Plan will be completed in the fall after a year of comprehensive work. You supported a host of year-end student award and recognition events (Diversity and Equity, Upward Bound, EOPS, CARE, SSS/Rise, Veterans, ASNC Students of Distinction and Scholarship Awards, Disability Resource Center, Puente, etc.) We have been enjoying attending these events on behalf of our wonderful students the past few weeks and will enjoy more in the days to come. It is so rewarding to be part of this great community of educators and brag about all of you. We have much to celebrate. Your work has made a difference.

Dr. Paul Parnell, President
Norco College
(951) 372-7015
www.NorcoCollege.edu

Appendix C



COLLEGE DAY

MANDATORY for full-time Faculty
Associate (part-time) Faculty WELCOME
Center for Student Success (CSS) 217

Agenda

Time	Activity
8:30 - 9:00	Check-in Light Continental Breakfast Meet and Greet
9:00 - 9:30	Welcome and Remarks Dr. Paul Farnell, <i>College President</i>
9:30 - 10:00	Student Services Update Dr. Debbie Di Thomas, <i>Vice President of Student Services</i>
10:00 - 10:45	Norco College Conversation Dr. Diane Dieckmeyer, <i>Vice President of Academic Affairs</i>
10:45 - 10:55	BREAK
10:55 - 11:15	2012/2013 Budget Update & Secondary Effects Updates Mr. David Bobbitt, <i>Vice President of Business Services</i>
11:15 - 11:30	Academic Senate Report Dr. Sharon Crasnow, <i>Norco College Academic Senate President</i>
11:30 - 11:45	CTA Report Ms. Sarah Burnett, <i>CTA Norco College Vice President</i> Mr. Joe Eckstein, <i>CTA Norco College Representative</i>
11:45 - 12:00	Wrap Up Dr. Paul Farnell, <i>College President</i>
