









## TECHNOLOGY STRATEGIC PLAN

2013-2016

NORCO COLLEGE

### PRESIDENT'S LETTER



Congratulations, Norco College. We have completed another great plant Recently, we adopted our Strategic Plan, Educational and Facilities Master Plans, and now a Technology Plan. They are all interrelated and serve to direct us in our educational endeavors and priorities. The work of the Technology Committee, the Academic Senate, Institutional Strategic Planning Council, and the Committee of the Whole demonstrated again how much stronger we are working together collaboratively and inclusively, celebrating our diversity with a high value on creativity and innovation. This Technology Plan will serve as our guide to keep our teaching and learning up to date and meet our student, community and workforce technological education needs.

Now our focus must be to follow the plan, use it as our guide, and provide continuous updates to keep it current. The diligent work of our entire community is evident and sincerely appreciated.

Paul Parnell, Ph.D.

Paul Parull

President







### TECHNOLOGY 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.

### Membership

The membership of the Technology Committee consists of up to seven faculty members, seven classified staff members, two students, and two administrators as approved by the Committee. The current Technology Committee members are:

- Damon Nance, Dean of Technology and Learning Resources, Co-Chair
- Ruth Leal, Instructional Production Specialist, Co-Chair
- Emile Bradshaw, Student Services Specialist
- Cathy Brotherton, Associate Professor, Computer Information Systems
- Mark DeAsis, Dean of Admissions and Records
- Maria Velis, Student, ASNC Representative
- James Finley, Assistant Professor, Simulation and Gaming
- Janet Frewing, Associate Professor, Mathematics
- Teresa Friedrich Finnern, Associate Professor, Biology
- Patricia Gill, Accounting Services Clerk
- Victor Goldbaum, Maintenance Mechanic HVAC
- Marissa Iliscupidez, Assistant Professor, Counseling
- Daniel Lambros, Instructional Media/Broadcast Technician
- Sandra Martinez, Student Financial Services Analyst
- Jefferson Tiangco, Instructional Technology Specialist
- Ana Molina, Administrative Assistant II, Secretary (non-voting)

### **Technology Plan**

The Technology Committee will have ownership of the Technology Plan and work to implement its goals and strategies. As part of the process, the Committee may partner with other groups and individuals for technology related issues and projects. The Technology Plan is a living document and will be reviewed and updated by the Technology Committee on an annual basis.



### TABLE OF CONTENTS

Technology Committee
Executive Summary
Technology Vision
Norco College Technology Guiding Principles
Norco College Technology Goals
About Norco College
College History
College Mission Statement
College Vision Statement
College Core Commitments
Alignment of the Technology Strategic Plan to the College Planning6
Mapping Technology Goals to Strategic Plan
Background and Introduction
Introduction to Strategic Planning
The Basis for Decision Making9
Technology Vision
Assessing the Environment
Planning Assumptions
Technology Assessment
Assessment Findings
Discussion of District IT Audit
Selected Research
Putting the Plan into Action
Implementation Grid Legend
Recommendations for Technology Governance Structure
The Role of the Technology Organization in Technology Governance
The Role of the Technology Committee in Technology Governance
Communication Plan
Yearly Review and Update
Behind the Scenes
A Dynamic Planning Process
The Planning Cycle
Preparing for Planning
Task Force Members
Focus Group Comments
Future Considerations 24

### **EXECUTIVE SUMMARY**

In March 2012, an interdisciplinary planning team appointed by Interim President Debbie DiThomas began work developing a Technology Strategic Plan Update for Norco College. The Technology Strategic Plan is a direct result of other planning initiatives and awareness by the institution that technology is vital for the support of a learning and working environment in today's educational marketplace. The intent of the Technology Strategic Plan is to identify how Norco can better meet the needs of students and challenges facing the College in the coming years.

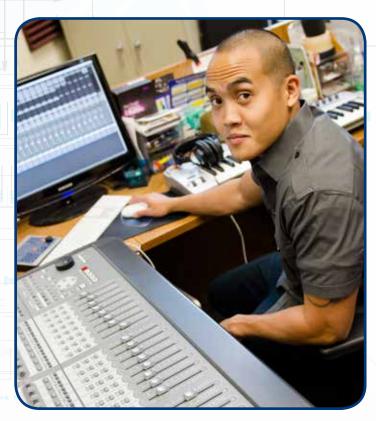
Dr. DiThomas charged the Technology Plan Task Force, a team of faculty, staff, administrators and students to develop the plan. The planning process used was participative and collaborative. Input concerning college-wide technology issues was sought from students, faculty, and staff through a series of focus groups and then incorporated into the plan development by the planning team. The Technology Plan Task Force met during a three-month period for three half-day sessions to develop a Technology Vision, Guiding Principles, Planning Assumptions, Goals, and Strategies.

The Technology Vision, stated below, is a description of the ideal. It is meant to guide the College in its technology use. From this vision statement, Guiding Principles were developed to align with the College's Core Commitments and are to be used as the parameters for decision-making. The Technology Plan Task Force then described the current and future environment, both internally and externally, developing planning assumptions.

Based on planning assumptions and the technology assessment findings, the Task Force identified technology goals and strategies to meet the needs of constituencies and prepare for the future. In addition, objectives and tasks were identified during the development of the goals and strategies that the Task Force believes to be important and, thus, are included in this document. As part of the process, alignment of technology plan components with the mission, long-range goals, and strategic initiatives of the College were verified.

### **Technology Vision**

Norco College, leading through innovation, leverages the power and flexibility of technology to enhance teaching and learning to maximize student success.







### **Norco College IT Guiding Principles**

- We will demonstrate **collegiality** in the use of our technology when we engage our stakeholders in technology decision making.
- We will demonstrate <u>access</u> in the use of our technology when we routinely evaluate our processes for handling divides associated with finance, geographical location, and other barriers and bars of entry.
- We will demonstrate <u>student success</u> in our use of technology when we enable students to access information and services by providing technological tools to achieve their goals.
- We will demonstrate <u>innovation</u> in our use of technology when we research and implement new
  and visionary technologies that will enhance the learning and work environment at the college.
- We will demonstrate **quality** in our use of technology when we:
  - provide professional development for staff and faculty
  - provide feedback to enable improvements
  - prioritize funding to support technology needs
- We will demonstrate **mutual respect** in our use of technology when we:
  - maintain civility in all of our communications
  - include all stakeholders in our training opportunities
  - gather ideas from the different populations in the school
- We will demonstrate <u>environmental stewardship</u> in our use of technology when we establish a
  paperless and energy efficient educational environment.
- We will demonstrate <u>civic engagement</u> in our use of technology when we link our community to the educational resources and we link our students to our community.

### **Norco College Technology Goals**

- Make technology a priority at Norco College through training and support for faculty, staff, and students.
- Develop and continue to update a technology strategic plan for a college-based model.
- Identify external and internal funding sources and maximize District IT funds for technology.
- Provide tools for online students about effective use of the learning management system and online resources.
- Provide tools for online faculty about online pedagogy and effective use of the learning management system.
- Create technology use and structure models and incorporate best practices in our use of technology college-wide.
- Respond to the technology needs of the Norco College community.

### **ABOUT NORCO COLLEGE**

### **College History**

The Norco Campus had its beginnings in the 1980s when Riverside Community College District recognized its obligation to meet the needs of Norco and Corona, rapidly growing communities located in the southwestern portion of the District's service area.

In the mid-1980s, the District purchased a 141-acre parcel of land for one dollar from the U.S. government. After securing appropriate funds, a building plan was approved, and construction began on the new campus. The Norco Campus opened with a ribbon-cutting ceremony held on March 13, 1991. Since its inception, Norco Campus has been identified as the District's "Technology College." This designation implies a high degree of investment and reinvestment in information infrastructure, hardware and software, and people dedicated to the technology, as well as processes that follow best practice in the use of technology for teaching and learning.

### **College Mission Statement**

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

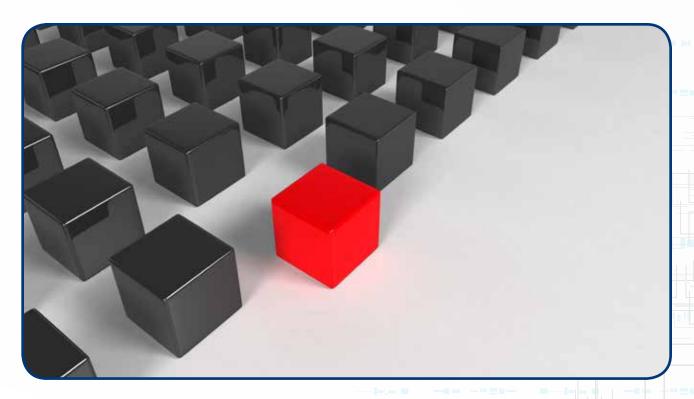
### **College Vision Statement**

Norco College – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

### **College Core Commitments**

Norco College is dedicated to following a set of enduring Core Commitments that guide it through changing times and give rise to our Vision, Mission, and Strategic Goals.

- **Mutual Respect.** Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions
- **Collegiality.** Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated
- **Inclusiveness.** Embracing diversity in all its forms global as well as local and creating a supportive climate that encourages a variety of perspectives and opinions
- Integrity. Maintaining an open, honest, and ethical environment
- **Innovation.** Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community
- **Quality.** Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff
- Access. Providing open admissions and comprehensive educational opportunities for all students
- **Student Success.** Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services
- **Civic Engagement.** Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco programs and services to the external community
- **Environmental Stewardship.** Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among students.



### Alignment of the Technology Strategic Plan to the College Planning

The collaboration and community spirit among and between those individuals who worked on the Technology Strategic Plan, either as a planning team member, participant in one of the many focus group discussions, or a respondent in the web survey, was evident. These college personnel are aware that hard choices around technology are necessary and demonstrated a willingness to participate in a shared planning process. The planning team understands in order for the Norco College Technology Strategic Plan to be a truly effective tool for directing the use of technology within the College, it must be aligned with the overall strategic planning efforts of the College. It must reflect the role of technology in helping the College to achieve its vision and to accomplish its mission, goals and objectives.

### Norco College Technology

Vision Guiding Principles Goals Strategies

ALIGNMENT

### Norco College's

Vision Mission Core Values Goals

### **Mapping Technology Goals to the Strategic Plan**

The table below shows the alignment of the Technology Strategic Goals with the Strategic Goals of Norco College. The technology goals and strategies can be found in their entirety in the Implementation Grid.

	NORCO COLLEGY	Increase student achievement and success	Improve the quality of student life	Increase student access	Create effective community partnerships	Strengthen student learning	Demonstrate effective planning processes	Strengthen our commitment to our employees
	Make technology a priority at Norco College through training & support for faculty, staff, & students	х	=  =	x	15"1-	x	<b>A</b>	x
als	Develop and continue to update a technology strategic plan for a college-based model		x	x		x	х	
logy God	Identify external and internal funding sources and maximize District IT funds for technology	x	X	x	x	x	x	
Norco College Technology Goals	Provide tools for online students about effective use of the learning management system and online resources	x		x	X	x		
orco Colle	Provide tools for online faculty about online pedagogy and effective use of the learning management system	x		x		x		x
Ž	Create technology use and structure models and incorporate best practices in our use of technology college-wide	x	x		x	x	х	
	Respond to the technology needs of the Norco College community	x		x	x	х		x

### **BACKGROUND AND INTRODUCTION**

### **Introduction to Strategic Planning**

Strategic planning is a process that seeks to clarify what an organization is, what it wants to be and how, specifically, the organization can successfully make the transition. A strategic plan provides directions and a management strategy within the context of changing internal and external environments. A Technology Strategic Plan sets the philosophy and direction for the use of technology within the enterprise. This strategy must consider the industry that the enterprise is in, the competition, the directions of technology, and the role of the technology organization in the enterprise.

In the spring of 2012, the Technology Plan Task Force updated the Campus Technology Plan that was drafted and approved in October, 2009 using a cross-functional team of college faculty, staff, administrators and a student representative, working together.

The planning approach that was adapted for use at Norco College, from the methodology proposed by Beckhard and Harris, requires the following steps:

- Development of a vision for the use of technology within the College.
- Development of planning assumptions which detail the environment in which the College currently exists.
- Development of key value statements or guiding principles that should govern the decisions and actions of the organization and are aligned with the College vision, mission, core commitments, and goals.
- Development of measurable goals and strategies to enable the organization to move forward towards its desired "future state" in accordance with the guiding principles.
- Development of a yearly operational plan or action plan with measurable objectives for implementation of the strategic plan.

Technology Vision

Guiding Principles

Planning Assumptions

Goals and Strategies

Since the terms involved in strategic planning are often used differently by different people, the following is a clarification of how strategic planning terms are used within the Norco College Technology Strategic Plan.

- Technology Vision The desired "future state" for the use of technology across the institution
- Technology Guiding Principles Key value statements that should govern the decisions and actions of the organization with regard to acquisition and use of technology throughout the College
- Technology Goals Long-term, major targets or end results related to the survival, value and growth
  of the institution
- Technology Key Performance Indicators Agreed upon measurements used to determine if a goal has been achieved
- Technology Strategies The particular action or means that will make it possible to achieve the goals
- Technology Measurable Objectives Short-term action items for which measurable results can be
  obtained toward the achievement of information technology goals

### THE BASIS FOR DECISION MAKING

### **Technology Vision**

Just as a technology strategic plan is a tool with which an institution can chart a course and make progress toward its accomplishment, a shared vision charts an emotional course for the institution giving a sense of direction and serves as a rallying point. It is intentionally meant to be "from the heart" and provides a sense of what "fits" and what does not. The technology vision is a common picture of an institution's use of technology in the future. It is a broad statement that defines the parameters of future decision-making and an ideal state toward which the institution strives.

### Norco College Technology Vision Statement

Norco College, leading through innovation, leverages the power and flexibility of technology to enhance teaching and learning to maximize student success.

### **Assessing the Environment**

With rapid changes in technology occurring almost daily, it is difficult to determine with certainty a course of action for the future. However, it is important to identify the state of technology at an institution both internally and externally. The following is a list of planning assumptions that describes the environment in which Norco College exists. These assumptions are based upon the observations and opinions of the Task Force and are intended to reflect the current internal and external environment factors that have a bearing on the development and implementation of the College's technology strategic plan. There is no priority attributed to the order in which these assumptions are listed. The assumptions should be reviewed and updated on an annual basis particularly in light of the budget situation in the state of California and the impact that it has on the College budget.

### **Planning Assumptions**

Norco College Organizational Culture-Related Assumptions:

- Norco College has worked hard to create a student-centered, customer-service orientation within its organizational culture and this will continue into the future.
- The Norco College organizational culture is positive and characterized by loyalty to the College and its mission.
- The Norco College culture is increasingly becoming entrepreneurial, innovative, team-oriented and focused on consensus building.
- Norco College faculty and staff pride themselves in being dedicated, energetic, friendly, and demonstrate mutual respect to one another.
- Norco College has a commitment to improving the use of technology throughout the College.
- Norco College has an organizational culture that is familiar with and supports planning.
- Norco College has a history of placing an emphasis on community involvement.
- Norco College places a high value on open and honest communication.

### Faculty/Staff-Related Assumptions:

- Faculty and staff need ongoing and continuous training in the use of technology.
- Faculty and staff have inconsistent access to technology tools.
- Norco College has a number of associate faculty whose technology resource and support needs are not adequately being met.
- There are increasing expectations that faculty and staff will use technology to enhance pedagogy and instructional/institutional effectiveness.
- Faculty, administrators, and staff need more access to technology support.
- Norco faculty and staff share a rich diversity of knowledge, backgrounds, and experiences and celebrate those differences to provide better student engagement.
- Norco associate faculty typically teach at multiple institutions.
- The need for remote access to administrative systems will increase.
- The Web and interactive communications are increasingly important in marketing and communications, and as a vehicle for students to compare institutions.
- Faculty and staff will need predictable levels of technology resources hardware, software, and peripherals – in order to maximize student engagement and success.

### Student-Related Assumptions:

- Students are increasingly technology literate, with expectations that technology resources will be available to them campus-wide.
- Students come to Norco College with diverse learning styles, necessitating that faculty use a variety of approaches to engage students in active learning.
- Most students require some type of financial aid.
- Students need places to study with Internet access both on campus and off.
- Students require greater access to technology related resources such as computer labs, tutoring, and the DRC.
- Many students who come to Norco are part time, working, academically unprepared, first generation, low income, take classes at more than one college, veterans, and are re-entry.
- Many students come to Norco lacking some of the basic skills.
- Norco students are diverse in a variety of measures, but most significantly, they differ in college readiness.
- Many students are not aware of all the college resources that are available to them.
- Generally, Norco students are more successful when they have an academic goal.

### Resources-Related Assumptions:

- Norco College needs greater budgetary control to have more autonomy over college resources and decision-making.
- Current technology related resources for advising, counseling, storage, and processing information are inadequate.
- Accessing technology resources by students, faculty and staff from off campus is inadequate.
- Continued strains upon the budget allocation from the state for the upcoming years is anticipated.
- Norco must have the ability to establish a reasonable and appropriate approach to funding technology on a lifecycle basis.
- Additional faculty, management and staff resources are needed.
- Institutionalizing future grant efforts may pose a challenge.
- Norco must re-examine its human capital around resource allocation and make prudent decisions about outside support.
- Current technology resources are for the most part up to date due to construction.
- Norco has many resources that are not monetary based.

### Facilities-Related Assumptions:

- Norco College has no direct connection to the Internet from the campus.
- Norco has inadequate network infrastructure connecting the buildings across the campus.
- Norco needs a campus-wide emergency alert system.
- Norco does not have standards for classroom technology including telephones in all rooms.
- There are significant equipment differences and software compatibility issues from office to office and classroom to classroom.
- There are older buildings on campus that require technology updates.
- Norco is benefiting from secondary effects with the remodeling efforts on campus.
- Current planning and building cycles are not in sync.
- There is a need for facilities to be more efficient.
- Planning does not support sharing of technologies between facilities.
- External gathering places are limited.
- Wi-Fi access is not optimal.

### Technology-Related Assumptions:

- Need for standardization of technology in the classroom.
- There is no life cycle replacement plan for technology.
- The College needs dedicated funding for technology.
- The intranet is not available externally.
- Technology training needs to be on-going and comprehensive.
- Students need to have access to college applications from off campus.
- Technology needs to be integrated with strategic planning at all levels.
- There is no identified office responsible for all of technology.
- The College website needs to be continuously updated.
- There is a need for an adoption of standards around technology acquisition and it should include total cost of ownership (TCO).

- The College has a high rate of adoption of technology.
- Faculty and students need online textbooks available for downloads.
- Some classrooms are equipped to be smart classrooms, however, others do not have all these features.

### Technology Support-Related Assumptions:

- Open access to Wi-Fi.
- We need to decentralize technology support to Norco College.
- Training on technical equipment is not adequate.
- There is a lack of desktop virtualization.
- We need a plan for consistent updates, maintenance, replacement and purchases of all technology.
- Technical support is fragmented (IMC, Network, IS, micro computing).
- We need to decentralize from the District.
- Technical support is limited in terms of hours of operation and staff.
- Clear process for purchasing new equipment.
- We need a Dean of Open Campus at NORCO.
- Training on software and other applications.
- Fragmented services interfere with work efficiency.
- There is no equipment available for check out purposes (i.e., portable smart cart, portable technology).
- Work order system centralize different departments?

### **Technology Assessment**

In addition to assessing the internal and external environment through the development of planning assumptions, multiple focus groups were conducted to gain input from full-time faculty, students, staff and administrators. A web-based survey of students and associate faculty was also conducted for input on technology function throughout the College. The Task Force reviewed the findings of these activities. In addition, the Task Force reviewed findings from the focus groups.

### **Assessment Findings**

- 1. Faculty and staff use a variety of technology software applications including Galaxy, SARS, CI Track, CCCApply, Datatel, WebAdvisor, CCC Confer, and Blackboard 9.0, in addition to the common office suite of packages.
- 2. The library management system works well but is antiquated.
- 3. IT governance is missing at all levels.
- 4. Certain curriculum specific software is limited in terms of where students can go to access it, as well as hours of operation in those facilities where the software is located. For example, engineering students have two computers with AutoCAD on them, but the computers are in the English lab of the LRC.
- 5. Students bring laptops to campus but can have trouble connecting to the Internet.
- 6. There is not standard setup for classrooms.
- 7. It is not uncommon for faculty to walk into a classroom and find that someone changed the configuration of the equipment and they lose valuable time re-setting it.
- 8. Grant dollars have allowed the College to purchase a lot of the technology used today.
- 9. Many people can't get to the campus network from off campus.
- 10. Not all academic programs have computers dedicated for their use.
- 11. Students have very limited access to printing on campus.
- 12. Increasingly, students are driving to other campuses for courses they need in order to graduate in a timely fashion. Other students are taking online classes from more expensive institutions and transferring the credit in order to complete their program of studies.
- 13. The reduction in budget also limits services in and around technology for students.
- 14. There is no technology help desk for students.
- 15. For students needing to connect to the Wi-Fi system it can take as much as 2-3 weeks due to the current scheduling approach.

### **Discussion of District IT Audit**

In January of 2011 the Riverside Community College District brought in PlanNet Consulting, LLC from Brea, California to conduct an IT audit. The majority of their recommendations were around upgrading the infrastructure, enterprise applications, and security. In regards to the restructuring and realignment recommendations in the IT Audit, the Technology Task Force recommended continued decentralized Instructional Media Center services and decentralizing other technology support services from the District to Norco College. The Technology Committee will be tasked with reviewing the IT Audit for additional recommendations that will be useful in implementing the Technology Strategic Plan in one of its goals. The full IT Audit document can be found at: <a href="http://rccd.edu/administration/chancellor/Documents/IT%20Audit/RCCD%20final%20drafty1%200.pdf">http://rccd.edu/administration/chancellor/Documents/IT%20Audit/RCCD%20final%20drafty1%200.pdf</a>.

### Selected Research

Finally, the Technology Task Force reviewed current research on technology in higher education including:

- The NMC Horizon Report: 2012 Higher Education Edition a collaboration between the New Media Consortium and the EDUCAUSE Learning Initiative, an EDUCAUSE Program.
- The Campus Computing Project The 2011 national Survey of Information Technology in U.S. Higher Education.
- IT Organization of the Future thought paper.
- 7 Things You Should Know About... series. This is an EDUCAUSE Learning Initiative that focuses
  on providing information on emerging learning technologies and related practices, an EDUCAUSE
  Program.



### **PUTTING THE PLAN INTO ACTION**



The vision, guiding principles, and planning assumptions contained in this strategic plan are statements that give context and definition to the future. However, they do not, by themselves, provide direction for implementation; thus, the implementation grid that follows serves as a transition from the philosophical to the tactical level. In addition, tactical plans need to be developed to ensure that strategies are operationalized. Appropriate budget requests can then be developed and submitted to ensure that strategies can be implemented and completed.

### **Implementation Grid Legend**

The Technology Strategic Plan Implementation Grid contains several columns. An explanation of the information contained in these is below:

- Goals are strategic level objectives.
- **Key performance indicators (KPIs)** identify completion characteristics or milestones of progress for the goals. Answers the question, "How will we know when we have achieved the goal?"
- Strategies associated with each goal identify implementation actions.
- Measurable objectives are the specific measures used to determine whether or not we are successful in completing and achieving strategies and goals. Where possible they should follow the commonly used strategies for writing program objectives specific, measurable, achievable, realistic, and time specific or SMART.
- Activities are specific methods to be pursued to accomplish the objective.
- **Partners** are other groups/individuals who will work with the Technology Committee to implement the goals and strategies of the Technology Plan.
- Key Tasks are those milestones or pivotal items that are required to complete or make progress toward the achievement of the project or activity.
- Timeline is the amount of time necessary to complete an activity.

I. Make technology a priority at Norco College through training & support for faculty, staff, and students	iners to provide technology workshops y workshops by 5% each year by group ntent and online tutorials by 3% each year	nting training workshops and trainers	Activities Partners Key Tasks Timeline	stored to identify incentives         Meet Professional Development Asional Development Spring - Fall Committee, college administration, CTA, CSEA input; Conduct round-table discussions         Meet with Professional Development Committee to develop plan; Meet with 2013 appropriate campus leadership to solicit input; Conduct round-table discussions	d coordinate with college Professional Development Conduct survey of self-reported expertise; Fall 2013 – Kho have technological Committee, college administration, CTA, CSEA workshops	Spring 2014; and plan topics; Create plan Committee, college echnology tutorials; Develop administration, CTA, CSEA and informational materials	in technology training workshops by 5% each year by group	Activities Partners Key Tasks Timeline	Spring 2016; Collect attendance data by Effectiveness Effectiveness	workshop content and online tutorials by 3% each year	Activities Partners Key Tasks Timeline	Professional Development Meet with Professional Development Fall 2013 Committee; Dean of Institutional Effectiveness; Student Services workshop attendance	sst training workshop survey of Dean of Student Success Meet with Dean of Institutional Effectiveness Spring 2014; to develop assessment instrument method; Ongoing Conduct assessment	satisfaction survey based on Student Services and Dean of Meet with SSV and Dean of Institutional Spring 2014; Institutional Effectiveness Effectiveness to develop survey Ongoing
priority at Norco College through	KPI(s): Identify and develop technology trainers to provide technology workshops Increase attendance in technology training workshops by 5% each year by group Increase user satisfaction of workshop content and online tutorials by 3% each year	Strategy #1 - Develop a plan for implementing training workshops and trainers	Activities	Establish expectations of trainers; Meet with Professional Development Committee to identify incentives	Identify and coordinate with college personnel who have technological knowledge	Create a schedule for technology workshops and plan topics; Create plan for online technology tutorials; Develop technology informational materials	nce in technology training workshops by 5	Activities	Establish baseline data from previous workshops; Collect attendance data by group	Strategy #3 - Increase user satisfaction of workshop content and online to	Activities	Establish baseline data	Develop post training workshop survey of user satisfaction	Develop a satisfaction survey based on identified online tutorials
I. Make technology a p	KPI(s): Identify and develop te Increase attendance in techno Increase user satisfaction of w	Strategy #1 - Develop a plan	Measurable Objective	Identify and develop technology trainers		Develop a plan for technology training workshops, online tutorials, and informational materials	Strategy #2 - Increase attendance	Measurable Objective	Increase attendance of technology training workshops by 5% each year	Strategy #3 - Increase user sat	Measurable Objective	Increase user satisfaction of workshop content and online tutorials by 3% each year		

# II. Develop and continue to update a technology strategic plan for a college-based model

KPI(s): Governance model identified and approved;

Communication model identified and approved

I - Develop the governance	Strategy #1 - Develop the governance process tor a college-based technology model	el		
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Identify member link between planning councils and Technology Committee	Identify members of Technology Committee and planning councils to establish link	Planning Councils	Coordinate with the councils to establish one member to serve on Technology Committee and with ASNC to designate two student members	Spring - Fall 2013
Develop protocol for determining what decisions must be sent to Technology Committee and what decisions Technology Committee sends to councils	Work with each individual council to establish the protocol for the planning process	Council chairs and members	Council chairs need to collaborate with Technology Committee rep: what info goes forward, what info comes back, what response is necessary	Fall 2013
Technology Committee representation on District Technology Committee	Provide Technology Committee with District Technology Committee report and minutes	Associate Vice Chancellor of IT (AVC IT)	AVC IT Group appoints Technology Committee representatives to serve on District Technology Committee to participate in governance process	Spring - Fall 2013
Representation from the District IT Group for advisory role on Technology Committee	Technology Committee requests representation from District IT Group	Associate Vice Chancellor of IT	Technology Committee Chairs contact AVC IT to appoint a representative from District IT to serve in advisory role	Spring - Fall 2013
Strategy #2 - Develop the communication strands within a col		ıgy model.		
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Develop template for councils to use to standardize information for presentation/requests	Produce Criteria Template for technology requests	Strategic Planning Process	Create criteria for technology based decisions, requests, and resources. Send Criteria Template through strategic planning process.	Fall 2013; Review Annually

III. Identify external and	III. Identify external and internal funding sources and maximize district IT funds for technology	nize district IT funds fo	· technology	
KPI(s): Identify external and int	KPI(s): Identify external and internal funding sources; Prioritize technology across administrative program reviews	across administrative progrc	m reviews	
Strategy #1 - Become familiar	Strategy #1 - Become familiar with available external funding sources and associated protocols for application and acquisition	associated protocols for ap	olication and acquisition	
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Coordinate with Grants Committee for applicable technology in grants	Identify and prepare a technology needs plan to provide Grants Committee for application and acquisition of external funding	Grant Directors and Grants Committee	Coordinate with Grants Committee for possible external funding sources and assist in the development of potential grants that address technology needs.	Fall 2013; Ongoing
Assist in creating awareness of Perkins funding for technology needs	Communicate Perkins application deadlines and process	Dean of Instruction, CTE Grants Committee	Meet with Dean of Instruction, CTE to determine the cycle of Perkins funding and award criteria	Fall 2013; Ongoing
Create new industry partnerships in technology	Expand efforts to obtain industry partnerships and leverage technology and training therein	Dean of Instruction, CTE	Coordinate with Dean of Instruction, CTE to expand possible industry partnerships	Ongoing
Strategy #2 - Identify internal funding	funding sources for allocation of technology needs	needs		
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Create an initial technology needs budget	Identify and prepare for technology needs in the budget using technology use model	President and Executive Cabinet	Meet with Norco administration and grant directors to plan internal funding sources for technology needs	Spring - Fall 2013; Ongoing
Strategy #3 - Maximize District IT funds	ct IT funds			
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Identify District IT funding and incorporate into Technology Needs Budget	Identify district technology funding	VP Business Services and District IT Advisor	Meet with VP Business Services and District IT Advisor to identify all possible district funding sources for technology needs	Spring - Fall 2013; Ongoing
Strategy #4 - Prioritize technology across administrative		program reviews utilizing metrics on Criteria Template.	emplate.	
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Prioritize technology on administrative program reviews based on metrics from Criteria Template	Consolidate campus-wide technology needs and create technology prioritization list from program reviews to send to BFPC. Create priority list of technology program review requests for submission to BFPC.	Technology Departments and Program Review authors	Meet with Technology Departments and key Technology Faculty to ascertain technology needs and costs. Meet with grant directors to ascertain any major plans to make large, grant related technology purchases.	Fall 2013; Ongoing
	¥			

# IV. Provide tools for online students about effective use of the learning management system and online resources

KPI(s): Provide training tools and resources for students in online classes

Establish baseline data of calls to Blackboard help desk and evaluate for future targeting

Strategy #1 - Create an Interag	strategy # 1 - Create an interactive training module and nost a webpage with resources for online students	AITH FESOURCES TOF ONLINE STUDIE	PITS	
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Create Online Blackboard or other Learning Management System Orientation for students	Work with Distance Ed Committee to create module and instructional materials about basic technology needs for students to successfully complete online course(s).	Distance Ed Committee, Professional Development Committee, Dean of Instruction office, IMC	Coordinate with Distance Ed Committee and technology departments to create online videos	Spring 2014; Ongoing
Create a webpage for Online Education	Provide info and links to online resources for (online tutoring and online librarian help) students; Host tutorials and Online LMS Orientation	Distance Ed Committee, Professional Development Committee, Dean of Instruction office, IMC	Coordinate with Distance Ed Committee and technology departments on creation of webpage	Spring 2014; Ongoing
Strategy #2 - Establish baseline	Strategy #2 - Establish baseline data of calls to Blackboard help desk and evaluate for future targeting	evaluate for future targeting		
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Establish baseline data of number of calls, percentage of total Blackboard users at Norco College, and types of calls.	Obtain data from Blackboard on all calls and types of calls; Obtain data on number of online students using Blackboard; Monitor data	Distance Ed Committee; Blackboard help desk; Dean of Institutional Effectiveness	With the assistance of Dean of Institutional Effectiveness, conduct assessment of data provided by Blackboard help desk	Spring 2014; Ongoing

V. Provide tools for on	line faculty about online pedagoo	yy and effective use o	V. Provide tools for online faculty about online pedagogy and effective use of the learning management system	E E
KPI(s): Create training for faculty on technical requirements Create training tools for faculty on online pedagogy; Creat	KPI(s): Create training for faculty on technical requirements associated with learning management system (LMS) Create training tools for faculty on online pedagogy; Create refresher workshop for learning management system (LMS)	associated with learning management system (LMS) e refresher workshop for learning management syste	m (LMS) ent system (LMS)	
Strategy #1 - Provide training	Strategy #1 - Provide training opportunities and refresher workshop for learning management system	rning management system		
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Create online tutorials on technical aspects of Learning Management System (LMS)	Coordinate with Distance Ed Committee to create training videos like 4faculty.org for technical issues	Distance Ed Committee, Professional Development Committee, Dean of Instruction office, IMC	Coordinate with Distance Ed & Professional Development Committees and technology departments on creation of training tools	Fall 2013; Ongoing
Work with Distance Ed Committee to create training tutorials in online pedagogy	Coordinate with Distance Ed Committee to create training modules for Online pedagogy	Distance Ed Committee, Professional Development Committee, Dean of Instruction office, IMC	Coordinate with Distance Ed & Professional Development Committees and technology departments on creation of training tools	Fall 2013; Ongoing
Create refresher workshop for technical aspects of Learning Management System (LMS)	Coordinate with Distance Ed Committee to provide workshop for updating online faculty about LMS version changes	Distance Ed Committee, Professional Development Committee, Dean of Instruction office, IMC	Coordinate with Distance Ed & Professional Development Committees to implement workshop(s) that can be offered each semester	Fall 2014; Annually

# VI. Create Technology Use and Structure Models and Incorporate best practices in our use of technology college-wide

KPI(s): Create a technology use model; Make recommendations for Technology Structure/Strategic Model; Task the technology committee with staying abreast of current best practices

Strategy #1 - Create a technology use model	ogy use model			
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Create a college-wide technology use model	Create a plan for consistent updates, maintenance, replacement and purchases of all technology	Technology Departments Key Technology users	Meet with Technology Departments and Key Technology users to determine plan	Fall 2013; Update annually
Strategy #2 - Make Recommen	Strategy #2 - Make Recommendations for Technology Structure/Strategic Model	Model		
Make recommendations for Technology Structure	Review IT Audit and Strategic Plan	Technology Departments Key Technology users	Meet with Technology Departments and Key Technology users	Fall 2013
Strategy #3 - Task the technolog	Strategy #3 - Task the technology committee with staying abreast of current best practices.	t best practices.		
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Attend conferences related to the use of technology in higher education	Determine what areas of technology are important to better understand	Professional Development Committee	Review Educause Learning Initiative (ELI) for technology in higher education. Call Educause office for conference recommendations	Spring 2014; Annually
Identify two sources for best practice data to review monthly	Review ECAR (Educause Center for Applied Research) data and Campus Computing Project (CCP)		Review web-based research on ECAR & CCP. Contact Educause office for possible input	Spring 2014; Ongoing

Create online survey Establish questions to best ascertain the technology training needs of the campus Establish questions to best ascertain the technology training needs of the campus arrvey implement survey online; Promote awareness Dean of Institutional college-wide college-wide Effectiveness	Strategy #1 - Develop and implement survey instrument to identify the technology needs and training of the community	
Establish questions to best ascertain the technology training needs of the campus college-wide	rtners Key Tasks	Timeline
Implement survey online; Promote awareness college-wide	Work with Dean of Institutional Effectiveness & Professional and previous workshop trainers/service Committee areas to establish questions	sss Fall 2013; Annually
	Utional Coordinate with Dean of Institutional Effectiveness	Fall 2013; Annually

### **Recommendations for Technology Governance Structure**

Norco College must rethink and re-establish its technology governance structure as called for in one of the Technology Goals. There is no one "right" way to establish technology governance within an institution. In order for the governance structure to be effective, it must reflect both the organizational culture and the technology needs of the institution.

Technology governance is the framework for defining how technology policies, resources and architectures are established, deployed, managed and enforced. Technology governance should be designed to achieve a partnership between the individual units within the institution, the technology organization and the technology committee by:

- establishing a shared vision of how technology can add value to the institution;
- establishing institutional technology goals and strategies for achievement of these goals;
- establishing principles and guidelines for making technology decisions and managing technology initiatives:
- establishing, amending and retiring, as necessary, institutional technology policies;
- determining the distribution of responsibility between the technology organization, technology committee and end users;
- determining technology resource allocations;
- establishing and communicating institutional technology priorities;
- overseeing the management of institutional technology initiatives;
- overseeing the planning and usage of technology; and
- providing a vehicle through which members of the end user community participate in technology planning.

### The Role of the Technology Organization in Technology Governance

The role of the technology organization, itself, in technology governance is:

- to develop annual operational plans linked to the institution's technology strategic plan;
- to manage day-to-day activities and projects;
- to establish, maintain and support the technology infrastructure of the institution (hardware, software and networking);
- to provide the human resources to support end users across the institution;
- to manage the financial resources the institution has identified for support of technology;
- District technology department; i.e., microcomputer support, to serve in an advisory capacity (non-voting) on the Technology Committee as part of the governance process;
- Norco College technology departments to serve on the Technology Committee as voting members as part of the governance process; and
- to host a semester virtual or face-to-face workshop to educate and answer all questions about the use
  of technology at the College.



### The Role of the Technology Committee in Technology Governance

The Technology Committee is a standing committee of the Norco College strategic planning process. From time-to-time it may work with other standing committees for technology related issues and projects. Recommendations from the Technology Committee will be sent, utilizing the strategic planning process, to a prioritization planning council and then to the Institutional Strategic Planning Council if committee agenda items have strategic planning implications or a broad impact on the institution and its resources.

The Technology Committee will have ownership of the Technology Plan and work to implement its goals and strategies. During the process of implementing the goals in the Technology Plan, the Technology Committee will continually assess the cost to the institution as associated with each goal's objectives.

The Committee is made up of staff, faculty, students, and administrators from Norco College, many of whom have strong technology backgrounds. The Committee will work to review and update the plan on a continual basis.

### **Communication Plan**

Norco should also develop and implement a strategic communication model that identifies various channels through which information about the Technology Strategic Plan may be distributed. In addition, the Technology Committee should be actively involved in informing colleagues about this technology plan and in gathering feedback from various college-wide groups. This process aligns with one of the goals identified by the Technology Plan Task Force around improved communication.

### **Yearly Review and Update**

Annually, Norco should measure accomplishments made by the College against the plan elements and review and update the planning assumptions. After planning assumptions are modified, goals and strategies should be updated and changes should be reflected in the Implementation Grid and subsequent operational plans as required. Finally a new dashboard should be published on the website as part of the strategic communication model.





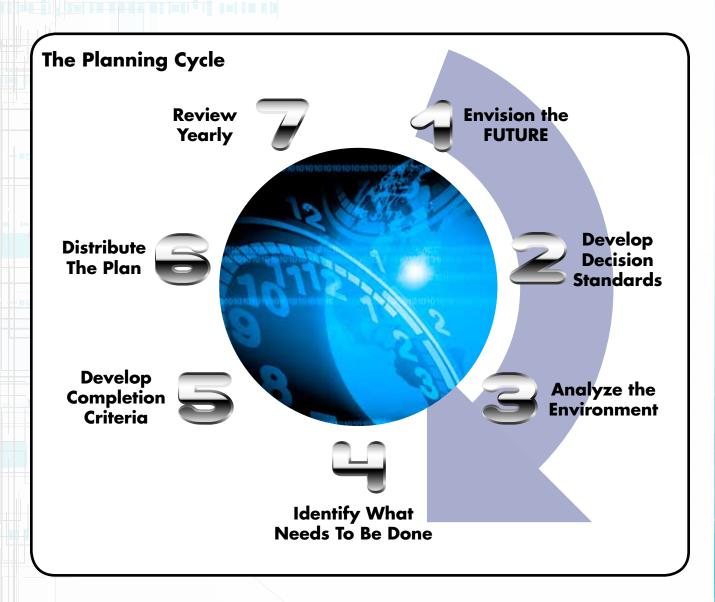


### **BEHIND THE SCENES**

### **A Dynamic Planning Process**

Technology strategic planning is intended to be long-term and future looking. At the same time strategic planning must be realistic and grounded in the current environment. In order to combine vision with reality, technology goals and strategies need to be reviewed annually so that planning can reflect current situations and yet allow for the institution to be prepared for future challenges. Through the planning process, the institution describes the educational and operating environment, articulates future directions and initiatives, and identifies strategies for achieving desired goals. The scope of the plan is institution-wide with a focus on what Norco needs to "do" with technology rather than on what technology Norco needs to "buy."

The diagram below represents the phases of the strategic planning process.



### **Preparing for Planning**

Members of the Technology Plan Task Force began the planning process by acquainting themselves with current trends concerning technology in higher education through readings that were e-mailed to them by the planning facilitator. Additionally, the first planning session started with a description of a strategic planning process and the importance of alignment with the College mission, vision and core values.

The Technology Plan Task Force, a cross-functional team of faculty, staff, administrators and students developed the Norco College Technology Strategic Plan for 2013-2016. This team was appointed by the president and represents the various departments and functions within the College.

### **Task Force Members**

Carol Farrar Janet Frewing Natalie Aceves Damon Nance Jefferson Tianaco Patricia Gill Daniel Lambros John Coverdale Patti Brusca Laurens Thurman Dann Francisco Ruth Leal Diane Dieckmeyer Lyn Green Sheryl Tschetter George Salas Marissa Iliscupidez Wendi Alcazar

Gustavo Oceguera Mark DeAsis James Finley Monica Green

### **Focus Group Comments**

A series of focus groups were conducted over a two day period prior to the first planning session to provide input to the planning team. Focus group comments were shared with the Technology Planning Task Force at the beginning of the first session. As the Technology Planning Task Force worked through activities designed to shape plan components, focus group comments were referenced and incorporated.

Focus group participants included students, faculty, administrators and staff from across the College. Because there was low participation from adjunct faculty and students in the focus groups, a web-based survey was constructed, approved and made available to those groups. There were 190 student and 30 adjunct faculty respondents.

Each focus group was asked a series of questions designed to elicit comments concerning the state of current technology at Norco and how participants envisioned the future use of technology in learning, teaching, and fulfilling job responsibilities.

Each focus group responded to the following four questions:

- How are students, faculty, staff, and administrators currently using technology at Norco?
- How would students like to learn; how would faculty like to teach; how would staff and administration like to do their jobs but can't now because of the technology at Norco?
- What prevents students, faculty, staff, and administrators from learning, teaching, or doing their job?
- What technology is really working well at Norco?

### **FUTURE CONSIDERATIONS**

The Technology Committee will from time to time consider and discuss current and emerging technology and its applicability to helping students learn. The Committee will address technology such as Twitter, mobile applications, MOOCS, social networking, virtual study groups, cloud-based technology, virtual workshops, and more as to their relevance in an educational setting.

The Riverside Community College District complies with all federal and state rules and regulations and does not discriminate on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, ancestry,

The Riverside Community College District complies with all federal and state rules and regulations and does not discriminate on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, ancestry, genetic information, sexual orientation, physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. This holds true for all students who are interested in participating in education programs and/or extracurricular school activities. Limited English speaking skills will not be a barrier to admission or participation in any programs. Harassment of any employee or student with regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, ancestry, genetic information, sexual orientation, physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law is strictly prohibited. Inquiries regarding compliance, and/or grievance procedures may be directed to the District's Title IX Officer/Section 504/ADA Coordinator, Ms. Chani Beeman, 450 E. Alessandro Blvd., Riverside, CA 92508. [951] 222-8039.

Alternate formats for this material are available to individuals requiring disability accommodation. Please contact Ruth Smith or the office of Diversity, Equity and Compliance at (951) 222-8039.



### Addendum to the Norco College Technology Strategic Plan: 2013-2016

Technology is an integral part of the higher education landscape and it is imperative that planning for technology integration is conducted in light of the overall goals and mission of the College. The Technology Vision established in the Technology Strategic Plan guides the College in its technology use: Norco College, leading through innovation, leverages the power and flexibility of technology to enhance teaching and learning to maximize student success. The Norco College Technology Strategic Plan 2013-2016 has already achieved a significant number of its improvement goals.

This Addendum to the Norco College Technology Strategic Plan 2013-2016 extends the current plan for two years (2017-2018). Using this schedule will allow the Technology Committee to directly align the Technology Strategic Plan time frame to that of the College's Strategic Plan and Process 2013-2018 document. This two-year addendum will continue with the direction of the Technology Strategic Plan 2013-2016, updating the goals, objectives and strategies, as directed in the Yearly Review and Update section of the plan.

The Technology Strategic Plan 2013-2016 was aligned with the mission, long-range goals, and strategic initiatives of the College. The Plan was designated as a living document to be reviewed and updated by the Technology Committee on an annual basis. The Technology Committee continues to review, assess, and update the plan. The Addendum to the Norco College Strategic Plan 2013-2016 extends that work and allows for additional time to implement, evaluate, and adjust accordingly.

### Strategic Updates:

- 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" was resolved in the Accreditation Follow Up Report October 2015
  and visit.
- The Norco College Technology Principles and Guidelines was developed, which includes the Replacement of Technology Infrastructure and Equipment Plan that outlines the systematic plan for the replacement of technology and equipment on campus.
- Technology Total Cost of Ownership Process for technology requests was developed and implemented in 2014-2015.

By 2018, the Technology Committee will revise and update the plan to guide the strategic direction, implementation and sustainability of technology resources throughout the College to support student learning programs and services and improve effectiveness consistent with the College's mission.

Approved by the Technology Committee on December 1, 2016 and the Institutional Strategic Planning Council on December 7, 2016.

# Institutional Strategic Planning Council Fall Retreat November 30, 2018 9:00am – 2:00pm Roosevelt HS Minutes

Members Present: Kris Anderson (Faculty Accreditation Co-chair), Greg Aycock, Celia Brockenbrough, Peggy Campo, Leona Crawford, Mark DeAsis, Daniel Landin, Ruth Leal (Staff Co-Chair), Sam Lee, Mark Lewis, Autumn Parra (ASNC Rep.), Chris Poole, Bryan Reece (Administrative Co-Chair), Kaneesha Tarrant

Members Absent: Melissa Bader (Faculty Co-Chair), Monica Esparza, Mitzi Sloniger, Jim Thomas

Guests Present: Jeremy Goins, Irene Malmgren, Jennifer Montgomery, Gustavo Oceguera

Call to Order: 9:12am

### **Approval of Minutes:**

Approval of Minutes for November 7, 2018 MSC (Lewis/Collins)
Approved with edits. Abstentions: 2

### I. Action Item:

A. Technology Committee Addendum MSC (Anderson/Lewis)

(Ruth Leal)

Ruth shared a handout explaining the rationale for extending the plan through spring of 2019. Approved (1 Abstention)

### **Questions/Comments:**

Will the addendum be posted on the website? Yes.

Approved. 1 Abstention

B. Strategic Plan Addendum MSC (Campo/Anderson)

(Bryan Reece)

Dr. Reece shared that our current plan will expire in 2018; this plan needs to be extended to 2019 while we write our new plans.

Approved.

### Comments/Questions

Will we report on the 99 metrics of the old report in the fall of 2019? We should be ready to use the metrics of the new plan at this time.

113018 ISPCMM/1

### II. Committee Reports

### A. Academic Senate

Peggy will share the written report with the committee via email.

### B. ASNC

Autumn Parra provided the report verbally:

- All angels from the angel tree have been adopted, gifts are due December 4.
- New VP Finance, Shawn Shewn will attend ISPC next semester.
- Will have an update on student fees after ASNC president meets with Chancellor Isaac. All three colleges will vote on increase, not sure when. Is there a target for increase? \$30/main term \$15/intersession.
- Harvest Festival has the largest turnout in its history.
- Other ASNC events including the Veterans Benefit Concert went well.
- ASNC has met with the interim VP for Student Services regarding transitioning funding for athletics from ASNC to the college.

### C. Safety Committee

Handout provided to committee members. Please direct questions to Sgt. Henry or Justin Czerniak.

### Comments/Questions:

Does this report contain the issue discussed about the ability to drive a vehicle through campus? Campus safety and security is a top priority in our FMP and will be included there. Suggested check in spot in area near warehouse.

### D. Marketing Committee

Ruth Leal provided a verbal update and will send a written report to the committee via email.

- Updated statement of purpose.
- Subgroup for a marketing consultant, who is working on our marketing plan. The company, VisionPoint, has met with focus groups, and IE, marketing data on our competitors.
- Online survey will be sent to out to college constituent groups and the community.
- Initial phase will be brought to ISPC through the planning process in the spring.

### **III. Information Items:**

### A. NC Promise Program

(Gustavo Oceguera)

A. Gustavo proved the committee an update on where we are with the funding, that we received this year. A copy of the proposal was provided with a summary of how we are spending the funding. Noting that the funding is different from the BOG waiver, which has been renamed.

### Comments/Questions:

- ASNC should be included in planning for next year.
- Next year put through SSPC for the new proposal, teamed up with Summer Advantage and actively recruiting for next year.
- What percentage of the total population that could be eligible that are missed right now? Will work with Maria to identify for next year's program.
  - Requirements are that students are full-time in spring. Is there a goal to get a feel on the percentage or number, can come back and report to ISPC? What is the capacity that we can serve, this cannot be determined until everyone completes the FAFSA. Statistically, a little over 50% who apply at NC and complete the FAFSA are eligible for the BOG waiver. Next steps are to offer to other first year students who are not in the program.
- 278K is for spring term, is that an academic year allocation?
  - Yes, next year if approached the same way, we may not be able to do the book voucher.
- Collect FA eligibility data for report in spring.

### B. Roosevelt HS Partnership (Bryan Reece)

Dr. Reece reviewed our service area for the committee and reminded the committee of the importance of the college being out in the community. We have strong name recognition in Norco and Corona, and Eastvale is a new community where most residents have moved from somewhere else. This community does not know us, and our goal is to work to strengthen those relationships. We have an excellent partnership with Roosevelt HS who is hosting us today. Dr. Reece introduced Dr. Jeremy Goins, Principal at Eleanor Roosevelt HS, Jennifer Montgomery, Assistant Principal and Dual Enrollment Coordinator to speak to the committee about the partnership.

Dr. Jeremey Goins, thanked the committee for coming to the high school. He shared that the dual enrollment program has been a game changer for their students. It has provided the ability to connect different levels of student and put them directly into the college pipeline. This is part of their mission and through this partnership they are able to see this actually happen and the result is transformational for students.

Jennifer Montgomery gave an overview of the pathways that are offered at Roosevelt: Engineering STEM, BUS, ADJ, ECE. They are offering ENG-1A, and Calculus-1A. In the future they hope to offer Graphics Arts.

Jennifer shared that in October Roosevelt HS hosted CCEMC and convened a panel of students and instructors. The feedback was amazing, students across the board said dual enrollment helped them access college and how they enjoy the rigor of the classes noting how ENG-1A helped them to become better writers. The partnership and personal connections made with faculty is what makes this so successful. We are serving as a model for other schools. Jennifer thanked the college for embracing dual enrollment and partnership.

### Comments/Questions:

What can Norco College do to further support the work?

- After the HS and students build relationships the instructors they leave. It would be beneficial to have some consistency if possible.
- Reconvene the regular, informal breakfast meetings and continue to streamline
  processes that remove the barriers to implementing new programs to response
  quickly to student interest and need.
- Improve information sharing with systems, who is in the class, or did they register.
- Use this opportunity to find our barriers and eliminate them for our students.
- What percentage of dual enrollment students will graduate from NC?
  - Students that are underrepresented and more likely to attend NC, do not have data yet, but it will be gathered as pathways are developed.
     Summer Advantage has high enrollment.
  - Our goal for the program is to raise college going rates. Every student who enrolls in the dual enrolment is a NC student. Goal is to get them to go to college, not just NC.

### C. Big Us Plan

(Bryan Reece)

The goal of this retreat is to get everyone up to speed on where we are with our planning, new EMP, FMP, Strategic Plan. The Big Us Plan is where we are storing our ideas.

Dr. Reece introduced Irene Malmgren, who is one of two consulting groups, we will be working with to help write our plans. Irene was VP of AA at Mt. SAC, VPAA at Citrus, President of CIO organization.

Dr. Reece reviewed the various retreats and how the information in the plan was collected in breakout sessions, and key areas of the Big Us Plan. He reviewed and outlined the breakout sessions for today's retreat.

### Comments/Questions:

- Is the multi-use campus idea in the FMP?
  - O The notes should be captured in the plan but the basic idea is that we have 141 acres, half of it is the college, the other half is not developed. An idea from one of the breakouts included public-private partnerships on campus to create an academic village that includes: Lower-level retail spaces, food services, entertainment, 2-3 college spaces, lecture halls, labs, etc. 4-5 residential areas, low cost for students, veterans, and employees. These public-private partnership arrangements can generate revenue.

Committee members discussed district relations and how to create success
within the context of those relationships in addition to leveraging the unique
culture at NC to help generate support for the changes needed for the equitable
distribution of resources.

### Breakout groups Read Out

### Group 1- Other Plans:

- Flow for how the plans should be related to one another.
- Get chart adding Marketing,
- Mapped with matrix that goes over the objectives and the plans that the objectives would be included in. Observations is that half of the objectives do not map to any of our existing plans. Expanded the scope of the plans and identified gaps.
- Existing plans are stale dated and not really representative how where we are today.
- Need to continue this discussion.

### Group 2 – Vision for Success

- Mapped Big Us Plan to Chancellors Goals
  - o Increase completion
  - o Increase Transfer
  - o Decrease average number of units 87-79
  - Workforce
  - o Decrease equity gaps

We have hit goals 1-5 with some overlap. Further drilled down to strategic objectives and identified where those objectives aligned as well.

Identify and clarify goals that are specific goals.

Checklist of current gaps where we are not comprehensive would be helpful. We were able to backward map this work, which is good, please share matrix with Greg.

### Group 3 – Norco "College"

- Talk through College/District relations:
  - Ownership of Budget management/development
  - o Responsibility for fundraising and resource development
  - Riverside political civic leaders are connected to RCC and District leadership. Think through how to get the civic leaders in our region connected with leadership at RCCD/Board.
  - o A Board member for each regional project at NC.
  - o Statement in EMP about working for budget equity for the region.
  - Clarify decision making processes from College to the District or processes need to be updated.
  - o Ducks in a row while we grow.
  - o Develop trust relationship with College and District.

### o Importance of relationships among leadership

### Group 4 – Assignments

- Assigned Goals/Objectives to each of the councils for distribution.
- How committees are structured may need to change with the plan, recommended reviewing the structure.
- Accreditation is a given perhaps should not be in the strategic plan.
- Identify planning vs. operational objectives.

What we are doing is the model of integrated planning. We are fortunate that all of the plans come together at the same time. We are reaping the benefits of those who came before us who put the energy into the plans that shaped who we are today. Suggested a prologue to our founding leadership in the new plan. Suggested a tag line using student transformation, regional transformation, and college transformation.

### IV. Good of the order

- Upward Spiral is the next book for Read 2 Succeed.
- Dr. Lee met Shawn Whalen and was informed that this week our proposal for 200K funding to the College Futures Board. Funds for EduNav, ed advisor, and the writing of our story. Salesforce pilot pitch was well received.
- FMP Consultants will be DLR group, will require meetings, and engagement from the entire college community.
- Library services platform changed to increase college independence.

Meeting adjourned: 2:21pm

Next meeting: February 20, 2019

Minutes respectfully submitted by Denise Terrazas

### Addendum II to the Norco College Technology Strategic Plan: 2013-2016

In 2016, the Technology Committee approved the Addendum to the Norco College Technology Strategic Plan: 2013-2016 to extend the plan through 2018 in order to align it with the college's strategic plan set to be updated in 2018. Norco College began the framework for the college's strategic plan in 2018 which includes the need for technology in student learning and success as well as to positively impact our employees and institution. The timeline for the new college Strategic Plan, along with the Education Master Plan and Facilities Master Plan, is schedule to be completed in 2019.

Therefore, in order to align with the college's strategic planning and ensure that the goals of the Technology Strategic Plan supports the college's mission and goals, this second Addendum to the Norco College Technology Strategic Plan 2013-2016 extends the current plan through spring 2019. This addendum will continue with the direction of the Technology Strategic Plan 2013-2016 and the Addendum to the Norco College Technology Strategic Plan 2013-2016, as the Technology Committee reviews, assesses, and updates the plan.

### Strategic Updates:

• The Norco College Technology Principles and Guidelines was updated to reflect the revised program review process for technology requests, referenced in ISPC's Joint Resource Allocation Prioritization Process that all technology requests from program review will be prioritized by the Technology Committee, and implemented the Technology Committee's Planning Council Program Review Requests for Technology Committee form that aligns with the refresh plan, total cost of ownership, and assessment of technology resources.

By 2019, the Technology Committee will revise and update the plan to guide the strategic direction, implementation and sustainability of technology resources throughout the College to support student learning programs and services and improve effectiveness consistent with the College's mission.

### MARKETING COMMITTEE REPORT FALL 2018

### **COMMITTEE STATEMENT OF PURPOSE**

As a standing committee of ISPC, the Norco College Marketing Committee collaborates to build a consistent and recognizable brand for Norco College that is representative of the college and community that we serve.

### **ACTIVITIES:**

### **Marketing Plan**

Over the summer a subgroup of the Marketing Committee worked on an RFI for a marketing consultant. A recommendation was made to the full committee in fall and was approved. VisionPoint was selected and began the first few phases of the Marketing Plan with on-campus focus groups, data research provided by the Institutional Effectiveness office, and marketing data on competitors. An online survey will go out to all constituency groups including the community to gain data on brand awareness and other valuable information needed to form a digital marketing plan for the college. This initial phase is set to be completed at the end of December and will be brought to the committee for review in spring.

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

 The committee provides a strategic direction through planning in a collaborative process for the marketing and awareness of Norco College, its programs and services to students and the community.

### **2018-2019 COMMITTEE MEMBERS:**

Andy Robles Kasey Boyer Ruth Leal (Co-Chair)

Megan Lindeman Tajza Chatman, ASNC Ashley Etchison (Co-Chair)

Debra Mustain Rudy Castellanos, ASNC

Jennifer Krutsch Brady Kerr (Co-Chair)

### Norco College 2018-2019 Promise Program

### **Purpose**

AB19 established the California College Promise (CPP) focused on increasing college attendance and graduation rates and reducing and eliminating achievement gaps for first-time college students enrolled full-time (12 units). CCP recipients must have submitted a FAFSA or CA Dream Act Application (CADAA). Education Code 76396.3 authorizes districts, but does not require, to use CCP funding to waive fees for one academic year. Allowable expenses include: enrollment fees, books, instructional costs, transportation, childcare expenses, and other uses that support the goals of the legislation.

### 2018-2019 Allocation: \$278,571

### NC Promise Program Proposed Eligibility Requirements:

- First time college students who participated in 2018 Summer Advantage and/or 2018-19 First Year Experience (FYE) program participants.
- Must meet California residency requirements.
- Eligible students will be promised an education free of charge (tuition, health, student services fees, transportation fee) based on 12 or more units of enrollment in spring 19).
- · Student will receive a book voucher for spring term only.
- Students will be required to complete either college level English or Math in 18-19.
- Students must be in good standing and maintain satisfactory academic progress.
- Students must have a comprehensive Student Education Plan on file.
- Students must complete the FAFSA or California Dream Act Application with Norco College school code listed.
- Students must sign a Promise Agreement signifying their commitment to the program and their education, which includes a comprehensive educational plan, successfully completing a full-time course load in spring, and maintaining a minimum 2.0 grade point average during their first year.

### NOTE: 2018-2019 Program will only be in operation in spring 2019

### **Eligible Students**

2018-19 Summer Advantage Participants (285)

2018-19 FYE Eligible Participants (225)

Total, unduplicated count of eligible students: 510

\*Students enrolled in special funded programs who meet program requirements will also be considered if funding is available.

### **Projected Costs**

Category	Not Eligible for CCPG (BOGW)	Eligible for CCPG	
Tuition Fee	\$46/unit x 15 units=\$690	\$0	
Student Services Fee	\$15	\$15	
Health Fee	\$20	\$20	
Transportation Fee	\$5.50	\$5.50	
Book Voucher	\$250	\$250	
TOTAL per student	\$980.50	\$290.50	

\*Out of the 510 eligible students, 300 qualified for CCPG and 93 did not. The remaining students (117) did not file or have incomplete FAFSA applications on file. For estimating purposes, assume 50% will complete FAFSA and qualify for CCPG (59), and 50% will not (58).

300 students receiving CCPG	\$290.50	\$87,150
93 students not eligible for CCPG	\$980.50	\$91,187
59 without FAFSA not eligible for CCPG	\$980.50	\$57,850
58 without FAFSA eligible for CCPG	\$290.50	\$16,849
TOTAL COST		\$253,036

### **Personnel Costs**

Permanent, Part-Time Student Financial Services Outreach Specialist (19.5 hrs.) = \$2,022/month x 9 months (October-June) = \$18,201

Rationale for staff: Need specialist to outreach to students who have not completed FAFSA to determine eligibility for CCPG. Also need specialist to assist 2019-2020 Promise Program applicants in applying for financial aid (contingent upon 2019-2020 funding).

### **Total Projected Costs**

Year 1: 2018-2019 (spring only)	\$253,036
Outreach Specialist	\$18,201
Total Costs	\$271,237
2018-19 State allocation	\$278,571
Carry forward for 2019-2020 Program	\$7,334

### <u>Implementation Timeline</u>

- · October- Identify eligible students and hire Financial Services Outreach Specialist
- November-Set up a sponsorship account for all students eligible for program.
- November/December-Make presentations to eligible students and collect signed agreements.
- January-re-identify eligible students (2.0 GPA, spring unit enrollment, SEP on file, FAFSA application, and other requirements) and set up purchase order with bookstore.
- February-post payments to accounts for all eligible students after census and report awards to financial aid office.
- March-identify additional students who meet eligibility to use up all remaining funds
- April-process enrollment fees reimbursements for eligible students
- · May-Report additional awards to financial aid office



## Institutional Strategic Planning Council (ISPC) Retreat November 30, 2018 • 9:00am – 2:00pm Eleanor Roosevelt High School

### **AGENDA**

9:00-9:15am Mingle/Coffee/Pastries

9:15-10:00am ISPC Business

10:00-10:20am

Roosevelt HS Partnership

Presentation/Q&A

10:20-11:20am

Big Us Plan

- Primary Goal of Retreat: Review Big Us Plan Work to Date and Start Consolidating Ideas
- Big Us Plan Meetings
  - Assorted ISPC Meetings 2017-18
  - Assorted Management Meetings 2017-18
  - Assorted Executive Cabinet Meetings 2017-18
  - Leadership Retreat, September 28, 9am 2pm, 56 attendees
  - Big Us Plan Retreat #2, November 2, 12:00-3:30pm, 13 attendees
  - Big Us Plan Retreat #3, November 6, 8-11:30am, 27 attendees
  - Big Us Plan Retreat #4, November 9, 8:30-11:30am, 7 attendees
  - Big Us Plan Retreat #5, November 9, 12:00-3:30pm, 22 attendees
  - Big Us Plan Retreat #6, December 6, 5:30-8:00pm, 8 RSVPs
- Consultant Introductions: Education Master Plan, Strategic Plan and Facilities Master Plan
- Big Us Plan Overview/Themes
  - ✓ Theme 1: Student Transformation
  - ✓ Theme 2: Regional Transformation
  - ✓ Theme 3: College Transformation
- Assign/Select to Break Out Sessions

Break Out	Topic	Facilitator
1. Other Plans	Integrate all the "Other Plans" (FMP, Technology Plan, Equity Plan, etc.). What are all the plans	Michael Collins
	that exist? How do they map to the Big Us Plan?	

2.	Vision for Success	How does the Big Us Plan map to the state chancellor's vision for success? Do the crosswalk at the objective level. Include narrative for crosswalk.	Kaneesha Tarrant
3.	Norco "College"	What is our strategy for moving more successfully from "campus" to "college"? Build this around the 1-year, 5-year and 20-year framework.	Bryan Reece
4.	Assignments	The Big Us Plan has 7 or 8 goals and 30-ish objectives. We need to assign each objective to a person in leadership. This may be a manager (e.g., VPAA), a committee co-chair (e.g., Equity Committee), a group leader (e.g., Department Chair), etc.	Peggy Campo

11:30-Noon Lunch

Noon-1:30pm Lunch Continued Break Out Sessions

1:30-2:00pm Read-Out