Design for the Future

Introduction

Building from the previous chapters, this chapter outlines the Goals, Objectives, and Strategies for RCC Norco Campus.

- **Goals** are the primary directions in which an institution will proceed in order to reflect its Core Commitments and to realize its Vision and Mission. Ideally, the Campus' goals link with the goals of its district.

- **Objectives** are measurable outcomes that move the institution toward realizing its goals. Because objectives are measurable, the raw numbers, percentages, and dates associated with them can also be used to create "dashboard indicators." Similar to the gauges on the dashboard of an automobile that show speed, fuel consumption and economy, engine temperature, and other factors, dashboard indicators provide a quick measure of progress toward the Campus' desired ends.

- **Strategies** are specific activities and initiatives that enable an institution to achieve its objectives.

The Educational Master Plan identifies five overarching Goals for RCC Norco Campus, each followed by related Objectives and Strategies:

- **Goal 1:** Increase student retention, persistence, and success
- **Goal 2:** Improve the quality of student life
- **Goal 3:** Increase student access
- **Goal 4:** Enhance academic programs and the learning environment to meet student and community needs
- **Goal 5:** Enhance institutional effectiveness

These RCC Norco Campus goals correlate to the District's 2005-2010 Strategic Initiatives listed on page 4.

While the Educational Master Plan will serve as a framework for many years to come, the Objectives and Strategies focus on the initial five years: 2007-2008 through 2012-2013. Almost all of the Strategies are presented in two phases: Years 1 – 3 and Years 3 – 5. The occasional Strategies that stretch beyond five years are so noted.

Goals, Objectives, and Strategies

Goal 1: Increase student retention, persistence, and success
Student success is a major core commitment of RCC Norco Campus and a significant part of its vision and mission. While it can be defined in different ways, all definitions of student success include persistence and graduation. By spring 2006, 47.7% of the students who enrolled at Norco in fall 2005 were no longer enrolled. By fall 2006, 64.4% were no longer enrolled. There exists a great opportunity to focus energy and resources on helping students to persist and achieve their desired educational goals and to make RCC Norco Campus a leader in student success.

Research shows that students who complete a Student Educational Plan (SEP) persist in greater numbers than those who do not have a plan. In fall 2006, approximately 7.5% of Norco students completed Student Educational Plans.

Objectives:
1. RCC Norco Campus will reduce its first-semester attrition rate from 48% to 42% in three years; and to 38% in five years;

2. RCC Norco Campus will reduce its first-year attrition rate from 64% to 58% in three years; and to 52% in five years;

3. RCC Norco Campus will increase the percentage of students who declare degree and/or transfer as their educational goal that complete a Student Educational Plan (SEP) to 25% in three years and 50% in five years.

Strategies:
Academic:
Years 1-3

1. Take special measures to increase the number of students completing SEPs since data indicate that students who do so persist in greater numbers than students who do not have a plan, e.g. expand the existing effort to include in English 60A a counselor presentation on educational planning and an opportunity for students to make a personal connection and educational planning appointment with a counselor.

2. Since data indicate students who take math and English in the first term are more likely than their peers to persist,

increase the number of course offerings and students who take these courses in their first semester.

3. Continue to review course offering timelines to assure that there are sufficient courses in subsequent semesters to enable students to complete their educational programs in a timely fashion, e.g.

    a. Use the expanding number of SEPs to create an enrollment forecasting model.
    b. Align the course schedule with general education requirements.

4. Institute a pre-registration program, particularly between the spring and fall semesters when statistics indicate that attrition is at its highest.

    a. Develop a scheduling system that enables students to plan for multiple terms, e.g. fall and spring, to allow them to chart out their academic programs in advance and help assure persistence in those programs.

5. Examine late start course offerings to be certain that the highest demand courses are included in the late start format, and ensure that students are referred to these courses.

6. Develop more short-term courses.

7. Provide course substitutions for certificate completion if needed courses are not offered.

8. Expand the use of "Tegrity" and other similar software packages to make class presentations available for students who are suddenly prohibited from attending class due to an emergency and are likely to drop out as a result.

9. Continue and enhance programs to have students go through basic skills and general education courses in cohort groups to create a sense of community and a peer support system.

10. Provide online tutorial services.

Academic:
Years 3-5

11. Once an examination of course offerings is complete and the number and frequency are sufficient to meet needs, institute the "Norco Promise," a guarantee that students can complete their programs in a set amount of time if they follow certain guidelines.

12. Explore programs that would enable students to complete their academic programs as expeditiously as possible, e.g.:

    a. More extensive use of credit by exam
    b. Fast-track scheduling
    c. More on-line programs

13. Increase experiential learning opportunities (internships, work-study, etc.) to provide students with exposure to the world of work in their areas of interest.

14. Within a Center for Faculty/Staff Development, create an Instructional Innovation Program that includes training in:

    a. Diverse pedagogy, including educational technology
    b. Adult learning theory and teaching methods
    c. Student Learning Outcomes and assessment activities

Assessment and Intervention:
Years 1-3

15. Through review of existing information about Norco students — e.g. results of the Community College Student Experiences Questionnaire (CCSEQ), insights of faculty and staff, etc. — identify the most important factors affecting student success at RCC Norco Campus.

16. Formulate a successful method to determine why students leave, e.g. exit interview, immediate follow-up phone call after withdrawal.

17. Review the Service Area Outcomes (SAOs) in student and academic service units; tie them to the factors that have the most affect on student success; and measure them annually to determine where improvement is needed and implement changes.

18. Since attrition is the highest in the first year, create an effective "RCC Norco Campus First-Year Experience" program that includes the information, orientation, programs, and access to support needed to address the factors identified as most affecting student success, e.g.:

    a. Study skills
    b. Time management
    c. Conflict resolution
    d. Life and career skills: work ethic, professionalism, etc.

19. Since finances are a major factor in student access and persistence, assist students to obtain financial aid loans, scholarships and grants, e.g.:

    a. Advertise opportunities through instructors
    b. Increase the number of financial aid workshops

20. Review and enhance the Early Alert Program, where necessary, to increase its effectiveness at identifying and taking suitable action to help students who are vulnerable to dropping out.

    a. Explore potential Internet applications to provide quick, "just in time" services.

Assessment and Intervention:
Years 3-5

21. Based on strategies 15 and 16 above, develop a Norco-specific survey that can be used on an ongoing basis to measure student satisfaction and assist in enhancing programs and services aimed at the factors that most affect student success.

Student Support:
Years 1-3

22. Add weekend student services for Weekend College students.

23. Improve online videos in various service areas, e.g. orientation, academic advising and course planning, financial aid, etc.

24. Since research on student persistence indicates that students who have not decided on an academic program are most vulnerable to dropping out, treat all undeclared students as if they are on "early alert" status and be aggressive about providing services to them — counseling, mentoring assistance, etc.

25. Explore the need for financial support programs, e.g. grants for students who have encountered a temporary financial emergency that may cause them to drop out.

Student Support: Years 3-5

26. Create a RCC Norco Campus Student Success Center that clusters all support programs and activities.

    a. Academic Advising
    b. Counseling
    c. Adult Re-entry
    d. Transfer/Career/Job Placement Center
    e. "Experiential learning" that coordinates all practical-based learning — internships, cooperative education, etc.
    f. Disabled Student Programs and Service
    g. EOPS
    h. Puente Program
    i. Talented Tenth Program
    j. TRIO/Student Support Services
    k. Writing/Reading/Math Centers
    l. Tutorial Center
    m. First-Year Experience Program
    n. Formal mentoring program using faculty, staff, and student peers
    o. Study skills workshops tailored to specific discipline

Goal 2: Improve the quality of student life

Research indicates that the more students are engaged with their college campus, the greater their success and satisfaction. With respect to student engagement at RCC Norco Campus, results of the May 2007 Norco administration of the Community College Student Experiences Questionnaire (CCSEQ) survey indicate that:

- 13.6% of RCC Norco Campus students spend more than 6 hours per week on campus, not counting the time spent in classes,

- 29.1% of RCC Norco Campus students have attended a meeting of a student club or organization during the current school year,

- 22.1% of RCC Norco Campus students participated in a campus project or event sponsored by a student organization or club during the current school year,

- 31.3% of RCC Norco Campus students attended a play, dance, concert, or other theatre performance at the Campus during the current school year,

- 16.2% of RCC Norco Campus students participated in athletics and recreation during the current school year, and

- 18.6% of RCC Norco Campus students participated in a project or event that was sponsored by a student group or club and held off-campus during the current school year.

Another indicator of student engagement is food service revenue in the primary student dining area(s) per annual student headcount. The amount for the Norco campus was $24.92 in the 2006 – 2007 academic year.

<u>Objectives</u>:
1. RCC Norco Campus will increase the number of students who report spending more than 6 hours per week on campus (as reported on the CCSEQ) from 13.6% to 20% by 2010 and to 25% by 2012;

2. RCC Norco Campus will increase attendance at student club or organization meetings (as reported on the CCSEQ) from 29.1% to 35% by 2010 and to 40% by 2012;

3. RCC Norco Campus will increase the rate of participation in a campus project or event sponsored by a student organization or club (as reported on the CCSEQ) from 22.1% to 28% by 2010 and to 34% by 2012;

4. RCC Norco Campus will increase the rate of attendance at school plays, dances, concerts, and theatre productions (as reported on the CCSEQ) from 31.3% to 36% by 2010 and to 41% by 2012;

5. RCC Norco Campus will increase the rate of participation in athletics and recreation (as reported on the CCSEQ) from 16.2% to 21% by 2010 and to 26% by 2012;

6. RCC Norco Campus will increase the rate of participation in a student group or club-sponsored project or event off-campus (as reported on the CCSEQ) from 18.6% to 24% by 2010 and to 29% by 2012;

7. RCC Norco Campus will increase the average food service revenue per annual student headcount by 3% in three years and 10% in five years.

Strategies:

Needs Assessment:
Years 1-3

1. Continually gather data to evaluate the campus environment and expand or modify programs and services to enhance students' intellectual, personal, social, and aesthetic development.

2. Review the Service Area Outcomes (SAOs) in student and academic service units; tie them to the factors that have the most affect on student success; and measure them annually to determine where improvement is needed and implement changes.

3. Conduct a survey of high school students at RCC Norco Campus' major feeder schools to determine their academic interests and expectations of student life programs.

Programs, Services, and Environment:
Years 1-3

4. Consolidate all student life programs in a Student Center located in the vicinity of the Student Success Center, e.g.:
   a. student activities
   b. student government
   c. student clubs
   d. student lounges
   e. improved food service offerings

5. Expand upon and place in the vicinity of the Student Success Center the Campus' 'one-stop shop' concept housing Admissions, Registration, Financial Aid, and the Bursar.

6. Enhance student volunteer and service learning programs.

7. Create an intramural recreation program.

Programs, Services, and Environment:
Years 3-5

8. Create attractive, convenient, and comfortable outdoor spaces and iconic elements where students, faculty, and staff can congregate.

9. Construct appropriate indoor and outdoor athletic spaces, e.g., physical education instructional spaces, playing fields, fitness center to support athletics and recreation programs.

10. Conduct a study on the costs and timing for introducing selected intercollegiate athletic programs.

Goal #3: Increase student access

Providing access to all who wish to pursue post-secondary education is a key element of RCC Norco Campus' core commitments, vision, and mission. Hence, increasing student access is an essential and welcomed goal of the Campus. Access is measured in many ways, including the number of students enrolled — an indicator of the number of students availing themselves of higher education — and the racial/ethnic composition of the campus. Since family income is unfortunately often tied to racial/ethnic identity, this criterion often satisfies the need to be accessible to individuals regardless of their economic means. (Reliable data on family income is not available).

The fall 2006 headcount enrollment at the Norco campus was 8,640.

The racial/ethnic distribution of the Riverside Community College District Service area is as follows:

- White: 34%
- Black: 10%
- Native American: 1%
- Asian/Pacific Islander: 7%
- Hispanic: 45%
- Reporting as more than one racial/ethnic category: 2%

The racial/ethnic distribution of the student body at the Norco Campus is:

- White: 37%
- African American: 8%
- Hispanic: 37%
- Asian: 9%
- Other: 9%

The racial/ethnic distribution of the Norco full-time faculty and staff is:

- White: 57%
- Black: 6%
- Native American: >1%
- Asian/Pacific Islander: 10%

- Hispanic: 26%
- Reporting as more than one racial/ethnic category: 0%

Another piece of the access puzzle for RCC Norco Campus is physical access to the campus and its services. While many students take courses online or commute to campus using public transportation, many more students drive to campus from communities near and far. As the population in Riverside County grows, commuting from location to location, particularly during peak times, will continue to get more and more difficult and inevitably impact RCC Norco Campus enrollment and student satisfaction.

During the 2006 – 2007 academic year, 41.5% of the students enrolled at RCC Norco Campus resided in Corona, and an additional 2.7% came from communities south of the Corona area.

Moreover, population projections indicate that much of Riverside County's population growth will occur in unincorporated areas like those lying to the south of Corona and extending to the Riverside Community College District border. Therefore, a majority and growing number of RCC Norco Campus students will reside in the southern portion of the RCC service area. This population growth supports the establishment of a south Corona educational center in the vicinity of the 15 Freeway and Temescal Canyon Road.

Traffic constraints can have a direct impact on access. As its enrollment increases and a growing number of students drive to the Campus, the amount of traffic will begin to exceed the capacity of Third Street. An expansion of Fourth Street, which is currently in the long-range plan of the City of Norco, will not address this problem as it would link with Third Street, hence, exacerbating the congestion from the east. Moreover, population and student commuting indicate that a growing number of RCC Norco Campus students will be coming from the south. Therefore, it is important to create a roadway that increases physical access to the Campus from the south.

Another factor affecting student access to educational opportunities is student-faculty ratio. This is particularly so at a relatively new institution, like RCC Norco Campus, where the number and frequency of course offerings is limited in certain disciplines. Maintaining an adequate student-faculty ratio means that the maximum of number of students are able to take the courses they need to complete their program of study. In the 2005 - 2006 academic year, RCC Norco Campus' student-faculty ratio

was 14:1 which is comparable to its major regional competitors. RCC Norco Campus will need to maintain its current ratio if it is to provide maximum opportunities for students to secure the courses they need; and may need to increase the ratio in certain disciplines where student demand is high.

<u>**Objectives**</u>:

1. RCC Norco Campus will achieve an enrollment growth target of 3.8% annually until 2024 and then 3% thereafter until 2038.

2. RCC Norco Campus will work toward achieving and maintaining the racial/ethnic distribution of faculty, staff, and students that is representative of the population of the Riverside Community College District service area.

3. RCC Norco Campus will expand access to its programs and services both on the Norco campus as well as in the south Corona area. Toward this end, the Campus will establish a south Corona educational center by 2013 and enroll 1,000 FTES at the center by 2018.

4. RCC Norco Campus will work with the City of Norco to approve and construct a roadway providing southerly ingress and egress to the Norco campus.

5. RCC Norco Campus will maintain its current student-faculty ratio.

<u>**Strategies**</u>:
Outreach:
Years 1-3
1. Enhance collaboration with JFK Middle College High School and other feeder high schools to create a seamless transfer from those institutions to RCC Norco Campus, e.g.:

    a. Review of content, syllabi, and curriculum to assure course transfer

    b. Dual enrollment

    c. Create a program that mirrors Advanced Placement that is specifically targeted to students who are interested in vocational/AA-AS-Certificate programs (as opposed to transferring to a four-year school)

2.   Increase the number of on-line programs, enabling students access to education at times most convenient to them.

3.   Maintain and enhance outreach efforts in local middle and high schools to increase the visibility of RCC Norco Campus as a college of choice, e.g.:

   a.   Faculty and student presentations in the schools to talk about RCC Norco Campus and what students can do with a specific degree or certificate from it

   b.   Special camps for middle high school students, e.g. current RCC Norco Campus Robotics Camp, Riverside City Copernicus Science Camp

   c.   Host activities and events targeted to K-12 students — academic decathlon, spelling bee, Boys/Girls State

4.   Work with JFK Middle College High School and the City of Norco to agree upon and construct a southerly access roadway into the Norco campus

Outreach:
Years 3-5

5.   Refine articulation agreements with major feeder four-year colleges and universities to create a seamless transfer from RCC Norco Campus to them, e.g.:

   a.   Develop course outlines of record that would facilitate an increased number of transferable course offerings

6.   Between 2007 and 2018, acquire real property sufficient to accommodate a South Corona educational center in the vicinity of the 15 Freeway and Temescal Canyon Road.

Student Support:
Years 1-3

7.   Provide more electronic, website, and poster advertising where students congregate, e.g. A&R, counseling and other campus areas detailing which courses are open/closed during registration periods.

8.   Provide more assistance to ESL students with the registration

process, e.g. bilingual counselors.

9. Increase knowledge of campus programs and services by providing regular campus tours.

10. Continue and enhance special support services for students in underrepresented population groups, e.g. race/ethnicity and disability.

Diversity:
Years 1-3

11. Develop and implement a plan to diversify the faculty and staff so that it is reflective of the gender, racial, and ethnic mix of the Campus' service area and student body.

Marketing and Public Relations:
Years 1-3

12. Drawing upon the newly-formulated core commitments, vision, mission, and goals, develop a marketing plan to drive all aspects of Norco.

13. When the new, stand-alone RCC Norco Campus catalog is complete, distribute it widely to all constituencies, including feeder high schools, four-year institutions, and other organizations and agencies. Continue to distribute it on a regular basis as more constituencies are identified and as the catalog is updated.

14. Mail the RCC Norco Campus Schedule of Classes widely each term to advertise the courses and programs and as an overall marketing tool for the Campus.

15. Redesign the RCC Norco Campus website to be as technologically advanced and student-focused as possible.

Goal 4: Enhance academic programs and the learning environment to meet student and community needs

Academic Programs

RCC Norco Campus currently offers certificate/A.S. degree programs in the following areas:

- Accounting (General Business)
- Administration of Justice/Law Enforcement
- Architecture
- Art-Commercial
- Automated Systems (Manufacturing Technology)
- Business Administration
- Computer Applications
- Computer Programming
- Construction Technology
- Drafting Technology
- Early Childhood Education
- Electronics Computer Systems
- Electronics Technology
- Engineering Aide
- Engineering Software Applications
- Engineering Technology
- Human Resources
- Logistics Management
- Management (General Business)
- Marketing
- Mechatronics (Manufacturing Technology)
- Office Administration
- Real Estate

And A.A. degree programs in:
- Liberal Arts & Sciences, General
- Intersegmental General Education Transfer Curriculum (IGETC) Transfer (CSU/UC) Studies

The Norco Campus Institutional Self Study in Support of Initial Accreditation — Fall 2007 also notes that Norco is planning or developing programs in:

- Advanced Plastics Technologies
- Environmental Science
- Civil Engineering Technician
- Composite Materials Technician
- Video Game Design
- Animation
- Fashion Merchandising

The mission of RCC Norco Campus is to be an independent, comprehensive community college with a special focus on design and technology. Its independent status requires that the campus offer an ample number of courses with sufficient frequency for Norco students to be able to complete their programs at the Norco campus without having to take courses at Riverside City or another college. The comprehensive status also requires that the curriculum have sufficient breadth to accommodate students' interests across a broad array of academic disciplines.

There is a general perception among some groups — faculty, staff, students, and community members — that students in certain programs at times cannot complete their full programs of study at the Norco campus due to the lack of courses, the infrequency with which courses are offered, and, in some cases, the limited number of available course sections.

Student Profile

The students at independent, comprehensive community colleges have comprehensive educational goals: AA/AS/Certificate; transfer; personal and professional development. Currently, 36% of students declare themselves as transfer students with the remainder as either AA/AS/Certificate/Personal Development or Undecided. Discussions with faculty and academic leaders at RCC Norco Campus indicate that the desired distribution of these three categories is approximately 40%, 40%, and 20%, respectively.

Library

The Library is the academic heart of any college or university and holds enormous practical and symbolic value in defining the quality of the learning environment. The current Norco Library is perceived as needing improvement by various constituencies and by a number of measures — adequacy of space, collections, number of computers, types of individual and collaborative study areas, etc.

Assessment

Assessment of learning outcomes is an important element of a successful learning environment. RCC Norco Campus has established Student Learning Outcomes (SLOs) on all course outlines and syllabi of record. It has established SLOs for 7% of its programs, and almost all of its academic programs have undergone program review.

Objectives:

1. Eighty percent of the programs at RCC Norco Campus will be self sufficient — with students being able to complete them by taking courses only at the Norco campus — in 3 years; and 100% will be self-sufficient in 5 years.

2. Norco will make steady progress — through adding courses in current programs; through carefully adding additional programs; through more aggressive marketing; and through having more students complete Student Educational Plans — in closing the gap between its current student profile, as defined by students' educational goals, and the 40%-40%-20% distribution.

3. RCC Norco Campus will place the enhancement of its library as a top priority. By 2012, 20% of the collection will be made up of materials published after 2000, and 50% of the volumes will have been selected by Norco faculty. Additional space shall be made available within the existing library for library uses by 2010. A new library should be considered for construction in 2014 to 2018.

4. Program-level SLOs will be identified for 100% of Norco programs by 2009.

5. One hundred percent of RCC Norco Campus academic programs will be reviewed in 3 years, and ongoing program reviews will be conducted each academic year.

Strategies:

Programs:
Years 1-3

1. Complete an analysis of the number and frequency of course offerings at RCC Norco Campus for existing degree and certificate programs and current student demand; identify where there are gaps in what is necessary for students to complete their programs of choice on the Norco campus and take appropriate action to fill the gaps.

2. Initiate a program of continually conducting studies to determine student interests, regional demands, and learner needs, e.g.
    a. Employer surveys to assess their needs and satisfaction with the performance of graduates of vocational and degree programs.

    b. State projections of workforce needs for the region.

    c. PSAT results; other existing annual studies conducted by the schools; and new, Norco-driven studies to determine and predict needs and interests.

    d. Review Norco students' patterns of choice of academic area of study and the choices of students at Riverside City College and Moreno Valley College.

    e. Continue to administer the Community College Student Experiences Questionnaire (CCSEQ) on a biennial basis.

3. Use the results of these studies to develop new academic programs and special academic support services that are most needed by the communities served by RCC Norco Campus and which will move it toward its desired mission of being an independent, comprehensive community college with a special focus on design and technology.

Programs:
Years 3-5

4. Take actions that will attract students across the three main categories — AA/AS/Certificate; transfer; personal and professional development — so that the student body reaches the 40%-40%-20% desired profile.

   a. Establish a program mix that will make RCC Norco Campus an institution of choice for students regardless of their academic goals.

   b. Hold a fund-raising campaign to provide support for academic scholarships and other College initiatives.

   c. Expand the number of 2+2 programs with local four-year institutions.

   d. Offer educational experiences such as an Honors Program; Study-Abroad; Student/ Faculty Research; and Capstone Experience to attract students who are more academically high-achieving.

   e. Consider enabling students who are planning to transfer or who are enrolled in a formal 2+2 program to declare a major at RCC Norco Campus.

   f. Assess the efficacy of RCC efforts to serve the Norco/ Corona service area with professional programs such as workshops, short courses, and other job-related education to meet the needs of working adults.

Faculty:
Years 1-3

5. Establish a desired full-time to part-time faculty ratio and work toward achieving the desired mix.

6. Recruit qualified part-time faculty and integrate them into RCC Norco Campus.

   a. Provide an orientation that includes training on Norco's student-centered philosophy

   b. Increase involvement of adjunct faculty members in campus committees and governance

   c.   Provide dedicated work space for adjunct faculty

   d.   Provide mentoring and one-on-one coaching

Faculty:
Years 3-5

7.   Within a Center for Faculty/Staff Development, create an Instructional Innovation Program that includes training in:

   a.   Diverse pedagogy, including educational technology

   b.   Adult learning theory and teaching methods

   c.   Student Learning Outcomes and assessment activities

Library:
Years 1-3

8.   Conduct studies to determine what qualities the Library needs to have in order to meet the needs of the students and faculty and implement the findings.

   a.   The collection of books and periodicals most needed to support the Campus' academic programs and learning environment.

   b.   Library resource and equipment needs for JFK Middle College High School students

   c.   New technologies to support student learning, e.g. Radio-Frequency Identification (RFID), podcasting, streaming video, and online information and instruction.

   d.   Faculty/staff needs from the Instructional Media Center (IMC)

9.   Develop a library orientation/update series of workshops for new and continuing faculty.

Library:
Years 6+

10. Define the long-term programmatic elements required for the Library and construct the spaces necessary to accommodate them.

Learning Outcomes:
Years 1-3

11. Continue developing and reviewing SLOs for all degrees, certificates, and programs and use the results to make improvements to courses and programs, e.g.

    a. Utilize industry advisory expertise to develop assessment tools and procedures for certificate programs at RCC Norco Campus

    b. Engage in continual dialogue about the content of general education and its ability to support SLOs related to critical thinking, informational skills, communication skills, breadth of knowledge, application of knowledge, and global awareness

12. Continue to review program and course curricula to assure that their content is current, relevant, and appropriate to current and future student needs; and develop appropriate corresponding SLOs.

13. Provide faculty training in various assessment techniques.

14. Devise a uniform system for measuring teaching effectiveness including criteria that assist the faculty and institution to measure the accomplishment of selected SLOs.

15. Place greater emphasis on remedial, tutorial, and study-skills programs in math and science since academic programs for the highest-growth job areas (e.g. nursing, medical technicians, engineering) require math/science proficiency.

Goal 5: Enhance institutional effectiveness

The transition to an independent campus will require a number of special activities that will touch upon every aspect of RCC Norco Campus – policies and procedures, marketing, financial and technical planning, and others. Some of the transitional activities are clear and straightforward. Others will require determining where the jurisdictional parameters are, and, also, determining when it is wise and cost-efficient to function independently, and when it is not.

Currently, RCC Norco Campus is closely tied to the Riverside Community College District, including such basic elements as its website, catalog, and schedule of classes. Its public image and marketing effort are closely tied to the District, as are most of its protocols and procedures ranging from major topics such as financial guidelines to relatively minor items such as posting policies. Additionally, the Campus is dependent on the District to provide data and analytical services, functions which are critical to the implementation of many of the strategies in this Educational Master Plan.

Objectives:

1. RCC Norco Campus will develop and activate an independent website by the beginning of the fall 2008 enrollment period.

2. RCC Norco Campus will publish its own College catalog by September 2009.

3. RCC Norco Campus will create a marketing plan by September 2009.

Strategies:

Marketing and Communication:
Years 1-3

1. Create a RCC Norco Campus website using the latest technologies in web design and presentation.

2. Drawing upon the newly-formulated Core Commitments, Vision, Mission and Goals, develop a marketing plan to drive all aspects of RCC Norco Campus' public image and raise the visibility of the institution.

    a. Brochures and information about the quality of programs and opportunities at RCC Norco Campus

    b. Directional signage to the Campus and distinctive marquees at the entrances to the campus

    c. Official seal, alma mater, logo, slogan, campus images, and publication guidelines

    d. Clothing, souvenirs, and other memorabilia

3. Display RCC Norco Campus' Core Commitments, Vision, Mission and Goals in electronic publications, reports, the catalog, on campus placards and display cases, and in public places using the languages of the communities that the Norco campus serves.

4. With the leadership of the Norco Academic Senate and Student Services, form a committee to recommend format, design, and appropriate information for an independent RCC Norco Campus catalog and schedule of classes. Upon completion:

    a. Distribute separate RCC Norco Campus catalog to all constituencies, including feeder high schools, four-year institutions, and other organizations and agencies.

    b. Mail the Norco Schedule of Classes widely each term to advertise the courses and programs and as a general marketing tool for the Campus.

Institutional Planning:
Years 1-3

5. Refer the goals, objectives, and strategies in this Educational Master Plan to the appropriate strategic planning subcommittee to design a plan of action for implementation.

6. Monitor the "dashboard indicators" that are based on the objectives established in the Educational Master Plan on a regular basis:

    a. First-semester attrition rate
    b. First-year attrition rate
    c. Percent of students completing a Student Education Plan
    d. Number of hours students spend on campus
    e. Attendance at student club or organization meetings
    f. Number of students participating in campus projects/ events sponsored by a student club or organization
    g. Number of students attending a campus play, dance, or concert
    h. Number of students participating in athletic or recreation events
    i. Number of students participating in an off-campus club-sponsored project or event
    j. Annual food service revenue per student
    k. Annual enrollment growth
    l. Ratio of Weekly Student Contact Hours (WSCH) to Full-Time Equivalent Faculty (FTEF)
    m. Racial/ethnic distribution of students, faculty, and staff
    n. Establishing a South Corona educational center
    o. Roadway access to the campus from the south
    p. Percent of RCC Norco Campus programs that are self-sufficient
    q. Percent of students in transfer programs vs. AA/ AS/Certificate programs vs. personal/professional development courses
    r. Percent of library collection published after 2000
    s. Percent of library volumes selected by Norco faculty
    t. Adequacy of library space
    u. Percent of programs with current program reviews
    v. Percent of programs with identified and measured SLOs

w. Percent of programs reviewed

x. Degree of completion of independent web site

y. Degree of completion of independent catalog

z. Degree of completion and implementation of marketing plan

7. Conduct periodic review of the Norco Educational Master Plan and update it as necessary.

Human Resources:
Years 1-3

8. Create a fuller, more comprehensive orientation program for faculty and staff that familiarizes newly-hired individuals to policies and procedures, campus resources and services and orients them to the "small-town" and student-centered culture of the Campus, which will be particularly important as RCC Norco Campus grows from a small to a medium/large campus.

Human Resources:
Years 3-5

9. Within a Center for Faculty/Staff Development, create a Professional Enrichment Program that includes training in:

a. Use of office technology

b. Customer service

c. New software in business, human resources, student data and other functions as they are developed and introduced

Technology:
Years 1-3

10. Task the Norco Technology Resources Subcommittee with developing technology standards for future technology development, upgrades, and purchases.

11. Develop a systematic schedule to guide the replacement of technology.

Financial Resources:
Years 1-3

12. Develop a five-year financial plan based on the objectives and strategies included in both the Educational Master Plan and in instructional student services, and administrative program reviews that include required staffing, equipment, maintenance of new facilities and other activities; identify budgetary priorities; allocate funding accordingly; and conduct an annual analysis to determine if the allocated resources are being utilized for the purposes identified.

13. Fully develop a campus-based budget allocation model by building the capacity of Norco Strategic Planning Committee to evaluate and prioritize resource requests.

Financial Resources:
Years 3-5

14. Develop the needed staff and capacity to pursue outside resources, e.g.

    a. Fundraising
    b. Partnerships
    c. Grants
    d. Creative, non-state financing of capital projects

Transition to an Independent College:
Years 1-3

15. As the campus grows, continue to ensure that all decision-making is done with a broad-based collaborative process which involved all campus constituencies and reflects the small-town culture of RCC Norco.