



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

September 13, 2018

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





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


















# Introduction

This report reviews progress made toward achieving the goals and objectives in the strategic plan 2013-18 (which are the same as the educational master plan goals) during the 2016-17 academic year. This report also meets the fourth evaluation procedure under Strategic Planning Policy 2010-01 for the purpose of regular evaluation of integrated planning, budgeting, and decision-making processes.

The 2016-17 academic year was devoted to the oversight of action plans focused on activities that will move the institution toward achieving the goals as stated in the strategic plan. As of fall 2016, there were nineteen strategic planning bodies including 14 committees, an academic senate, and four planning councils involved in long-range decision-making for the institution. Most of the strategic planning goals have been mapped to one of the committees or councils for oversight (see Appendix A). To maintain oversight and communication of the progress on achieving these strategic planning goals, each committee is required to report out on the progress of these goals to either the Academic Senate or the ISPC. The committees that provided written progress on the goals during 2016-17 are provided in Appendices B-E.



















One of the purposes of this report is to provide a “dashboard” to quickly summarize progress made over the current year toward five-year targets. The following is the dashboard for 2016-17:












			Dashboard	
Goal 1	INCREASE STUDENT ACHIEVEMENT AND SUCCESS		Indicator	Trend
Obj 1	SSC/AS	Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher)		
Obj 2	SSC	Improve transfer rate by 10% over 5 years		
Obj 3	SSC/AS	Increase the percentage of basic skills students who complete the basic skills pipeline- <b>English</b>		
		Increase the percentage of basic skills students who complete the basic skills pipeline- <b>Math</b>		
		Increase the percentage of basic skills students who complete the basic skills pipeline- <b>Reading</b>		
		Increase the percentage of basic skills students who complete the basic skills pipeline- <b>ESL</b>		
Obj 4	SSC	Improve persistence rates by 5% over 5 years ( <b>Fall-Spring</b> )		
		Improve persistence rates by 5% over 5 years ( <b>Fall-Fall</b> )		
Obj 5	SSC	Increase completion rate of degrees and certificates over 6 years- <b>Degree</b>		
		Increase completion rate of degrees and certificates over 6 years- <b>Certificate</b>		
Obj 6	SSC	Increase success and retention rates- <b>Success</b>		





		Increase success and retention rates- <b>Retention</b>		
Obj 7	SSC	Increase percentage of students who complete 15 units, 30 units, 60 units- <b>15 Units</b>		
		Increase percentage of students who complete 15 units, 30 units, 60 units- <b>30 Units</b>		
		Increase percentage of students who complete 15 units, 30 units, 60 units- <b>60 Units</b>		
Obj 8	SSC/AS	Increase the percentage of students who begin addressing basic skills needs in their first year.		
Obj 9	DE/AS	Decrease the success gap of students in online courses as compared to face-to-face instruction.		
Obj 10	SSC	Course Completion-Asian		
		Course Completion-African American		
		Course Completion-Hispanic		
		Course Completion-White		
		Degree Completion-Asian		
		Degree Completion-African American		
		Degree Completion-Hispanic		
		Degree Completion-White		
		Certificate Completion-Asian		
		Certificate Completion-African American		
		Certificate Completion-Hispanic		
		Certificate Completion-White		
		Transfer Rate-Asian		
		Transfer Rate-African American		
		Transfer Rate-Hispanic		
		Transfer Rate-White		











**Goal 2 IMPROVE THE QUALITY OF STUDENT LIFE**








			<b>Dashboard Indicator</b>	<b>Trend</b>
Obj 1	SSC	Increase student engagement- <b>Active/Collaborative Learning</b>		
		Increase student engagement- <b>Student Effort</b>		
		Increase student engagement- <b>Academic Challenge</b>		
		Increase student engagement- <b>Faculty/Student Interaction</b>		
		Increase student engagement- <b>Support for Learners</b>		
Obj 2	ASNC	Increase frequency of student participation in co-curricular activities-Report Sometimes/Often on Frequency in Using Student Organizations		
		Increase frequency of student participation in co-curricular activities-Report spending any amount of hrs/wk in college-sponsored activities.		
Obj 3	SSPC	Increase student satisfaction and importance ratings for student support services - Satisfaction with Academic Advising		
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Career Counseling		
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Job Placement		
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Tutoring		
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Skill Labs		
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Financial Aid		
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Computer Lab		
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Transfer Assistance		
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Disabled Services		
		Increase student satisfaction and importance ratings for student support services - Importance of Academic Advising		
		Increase student satisfaction and importance ratings for student support services - Importance of Career Counseling		






		Increase student satisfaction and importance ratings for student support services - Importance of Job Placement		
		Increase student satisfaction and importance ratings for student support services - Importance of Tutoring		
		Increase student satisfaction and importance ratings for student support services - Importance of Skill Labs		
		Increase student satisfaction and importance ratings for student support services - Importance of Financial Aid		
		Increase student satisfaction and importance ratings for student support services - Importance of Computer Lab		
		Increase student satisfaction and importance ratings for student support services - Importance of Transfer Assistance		
		Increase student satisfaction and importance ratings for student support services - Importance of Disabled Services		
Obj 4	ASNC/Legacy	Increase the percentage of students who consider the college environment to be inclusive		
Obj 5	Legacy	Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics		
Obj 6	SSC/ASNC	Increase current students' awareness about college resources dedicated to student success	Not Quantitative	








Goal 3 INCREASE STUDENT ACCESS			Dashboard Indicator	Trend
Obj 1	SSC	Increase percentage of students who declare an educational goal.		
Obj 2	SSC	Increase percentage of new students who develop an educational plan.		
Obj 3	SSC	Increase percentage of continuing students who develop an educational plan.		
Obj 4	SSC	Ensure the distribution of our student population is reflective of the communities we serve-Black		
		Ensure the distribution of our student population is reflective of the communities we serve-Native American		
		Ensure the distribution of our student population is reflective of the communities we serve-Asian		
		Ensure the distribution of our student population is reflective of the communities we serve-Filipino		
		Ensure the distribution of our student population is reflective of the communities we serve-Hispanic		

		Ensure the distribution of our student population is reflective of the communities we serve-Two or more		
		Ensure the distribution of our student population is reflective of the communities we serve-Pacific Islander		
		Ensure the distribution of our student population is reflective of the communities we serve-Unknown		
		Ensure the distribution of our student population is reflective of the communities we serve-White		
Obj 5	APC	Reduce scheduling conflicts that negatively impact student completion of degrees and programs.	No Target Outcome, No Activities	

<b>Goal 4 CREATE EFFECTIVE COMMUNITY PARTNERSHIPS</b>			<b>Dashboard Indicator</b>	<b>Trend</b>
Obj 1	SSC	Increase the number of students who participate in summer bridge programs or boot camps.		
Obj 2	APC	Increase the number of industry partners who participate in industry advisory council activities.		
Obj 3	ASNC	Increase the number of dollars available through scholarships for Norco College students.		
Obj 4	ASNC/ APC	Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.	No Target Outcome, No Activities	No Trend
Obj 5	NC-JFK WKGRP	Continue the success of Kennedy Partnership-number of enrolled students.		
		Continue the success of Kennedy Partnership-percent of students 2.5 GPA+.		
Obj 6	Pres Cab	Increase community partnerships.	No Target Outcome, No Activities	
Obj 7	Pres Cab	Increase institutional awareness of community partnerships.	No Target Outcome, No Activities	
Obj 8	GC	Increase external funding sources which support college programs and initiatives.	No Target Outcome, No Activities	

<b>Goal 5 STRENGTHEN STUDENT LEARNING</b>			<b>Dashboard Indicator</b>	<b>Trend</b>
Obj 1	PRC/SS PC	100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.		
Obj 2	NAC/SS PC	Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods-Instruction		
		Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods-Student Services		
Obj 3	NAC/SS PC	Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.		
Obj 4	NAC/D E	Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.	No Data Available	
Obj 5	PDC/TC	Increase the number of faculty development workshops focusing on pedagogy each academic year.	No Target Outcome	Baseline 2014-15

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

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



# Goal 1-Increase Student Achievement and Success

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

Blue: Baseline year

Green: Outcome for year has met or exceeded 5-year target

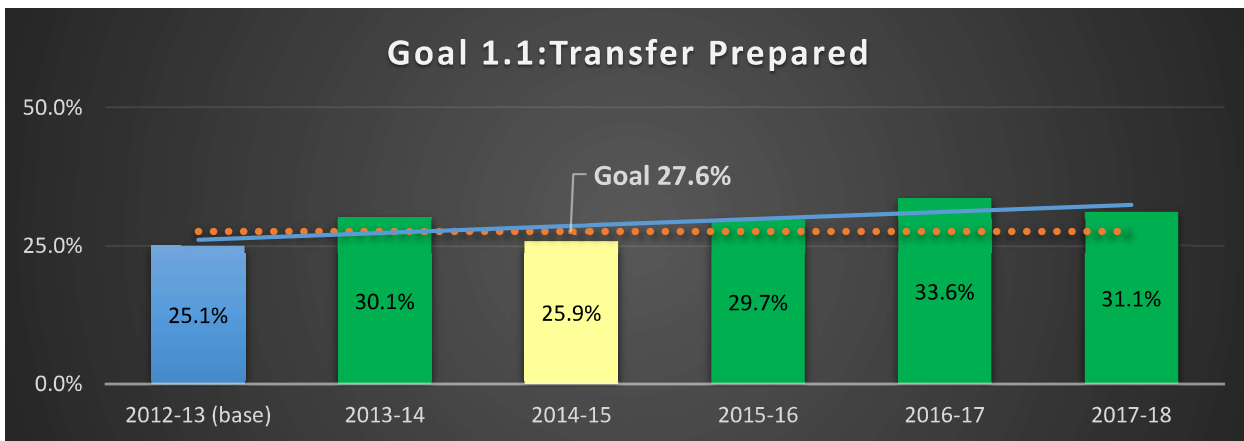
Yellow: Outcome for year is within 90% of 5-year target

Red: Outcome for year is less than 90% of 5-year target

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

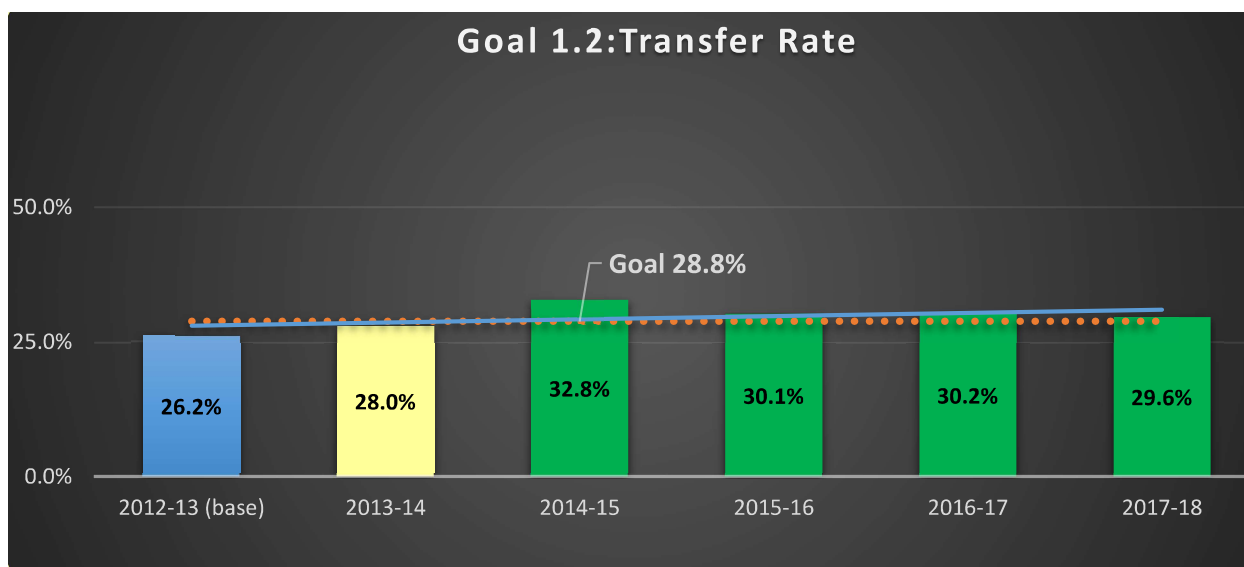
## **OBJECTIVE 1: IMPROVE TRANSFER PREPAREDNESS (COMPLETING 60 TRANSFERABLE UNITS WITH A 2.0 GPA OR HIGHER)**

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



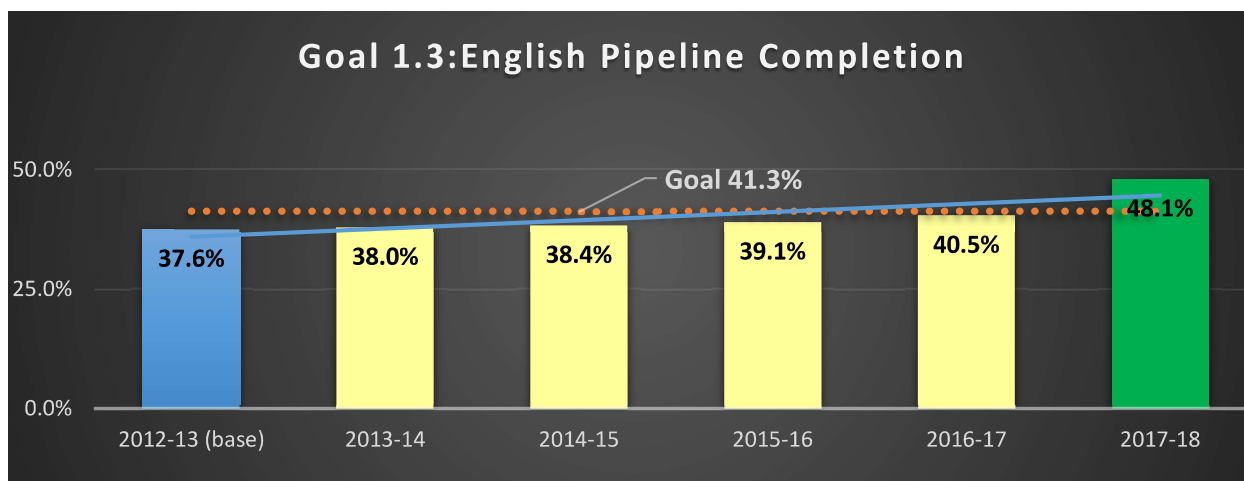
## **OBJECTIVE 2: IMPROVE TRANSFER RATE BY 10% OVER 5 YEARS**

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

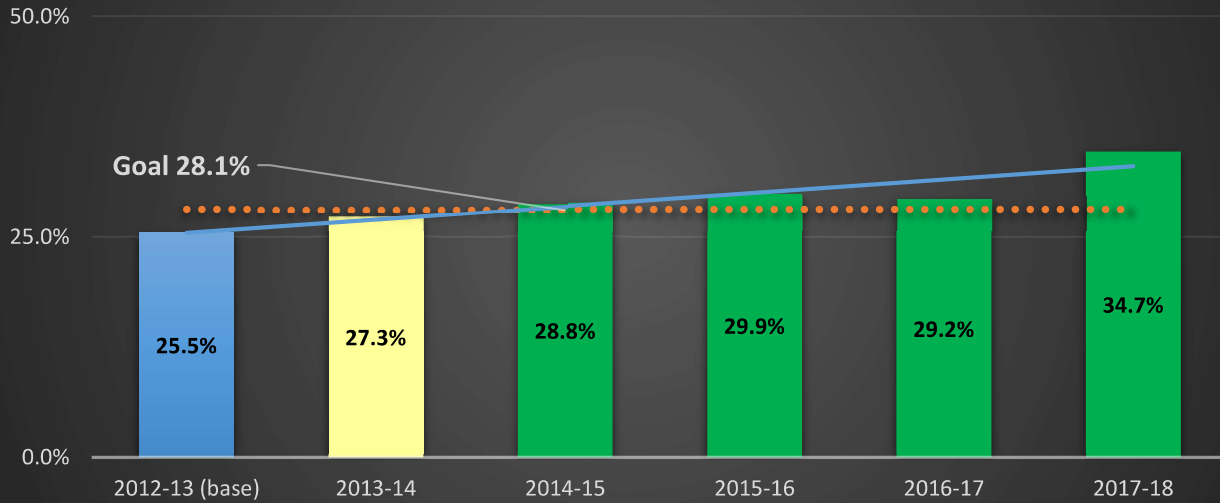


## **OBJECTIVE 3: INCREASE PERCENTAGE OF BASIC SKILLS STUDENTS WHO COMPLETE THE BASIC SKILLS PIPELINE BY SUPPORTING THE DEVELOPMENT OF ALTERNATIVES TO TRADITIONAL BASIC SKILLS CURRICULUM**

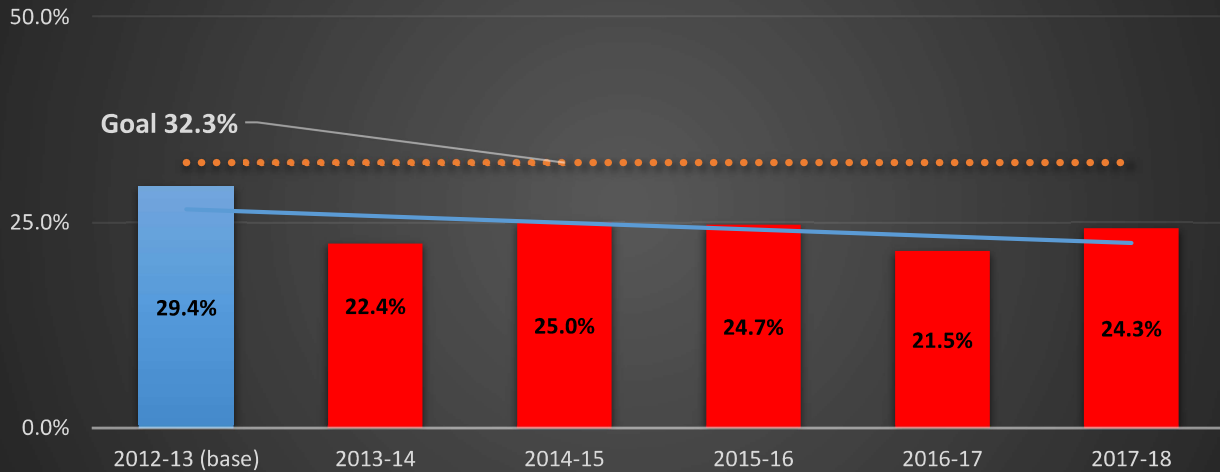
This objective was measured by identifying students who initiated the basic skills pipeline (i.e. began in a course that is below degree-level in the sequence) during an academic year. The percentage of students who then continued on and successfully completed the degree-level course with a “C” or better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



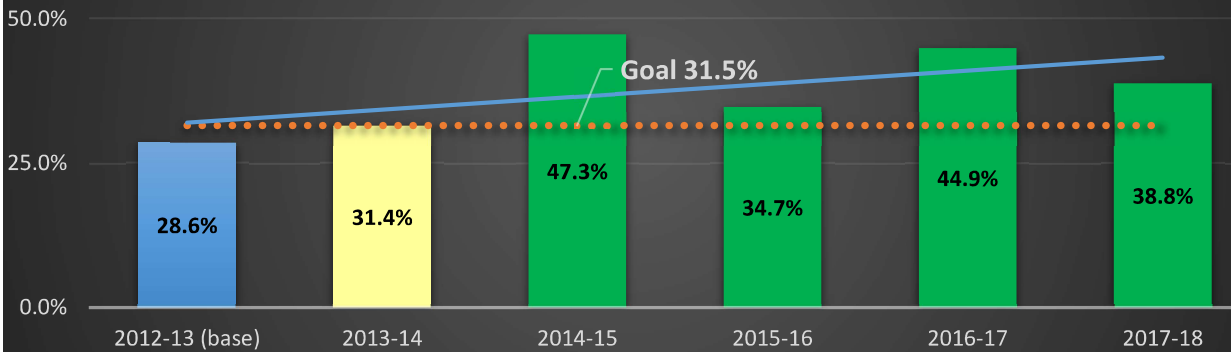
### Goal 1.3: Math Pipeline Completion



### Goal 1.3: Reading Pipeline Completion

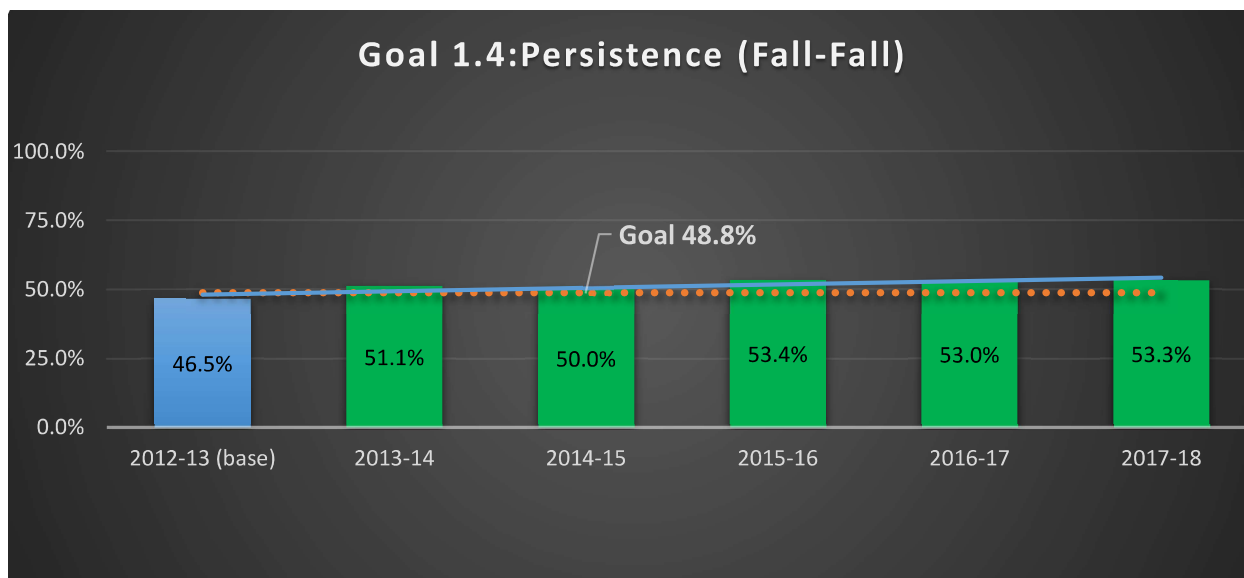
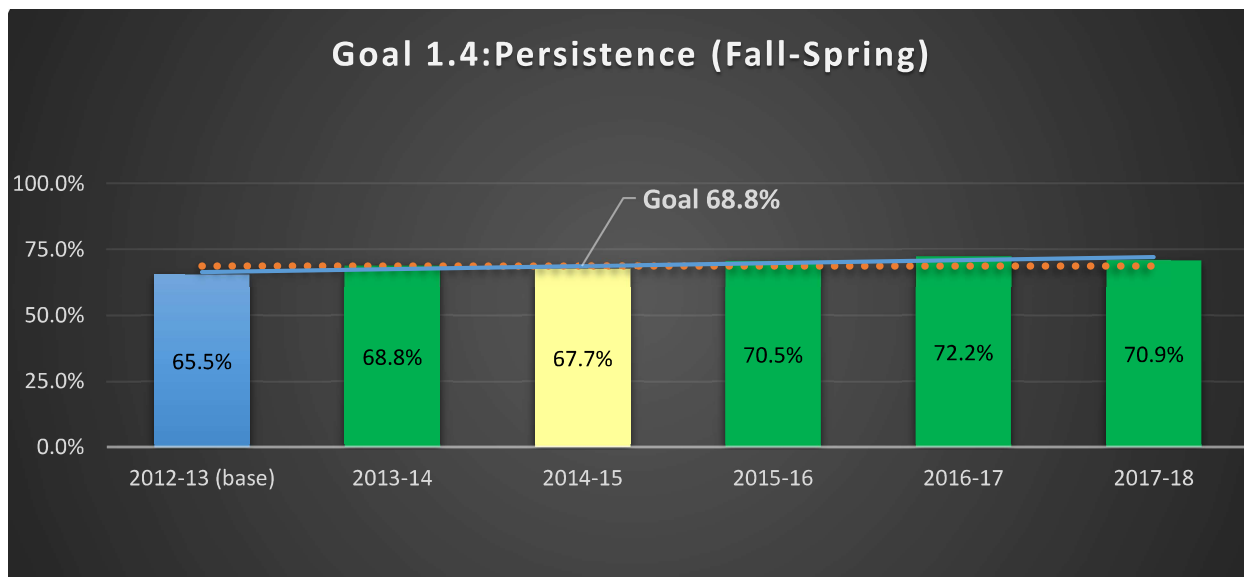


### Goal 1.3: ESL Pipeline Completion



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

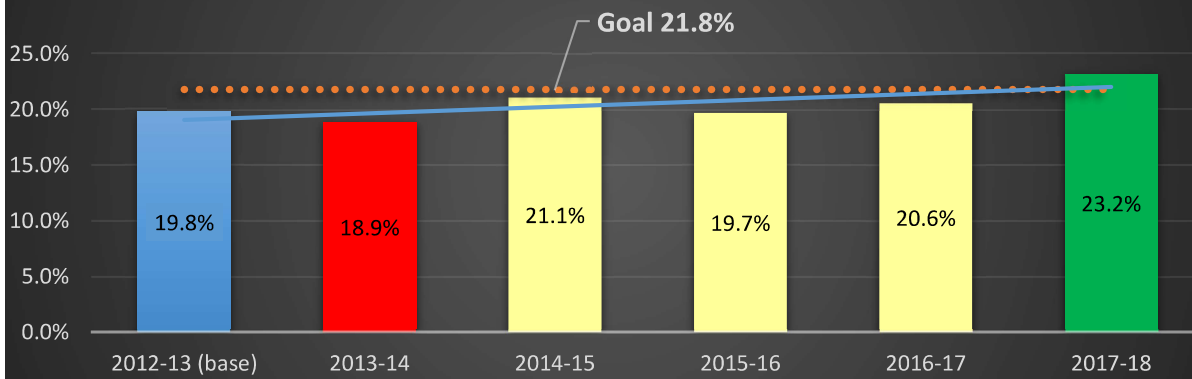
Persistence is identified as the percentage of new students enrolling beyond census date in fall and also enrolling beyond census in the successive term(s). For Fall-Fall Persistence, students are required to enroll in the initial fall term, then next spring term and the following fall term to be counted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



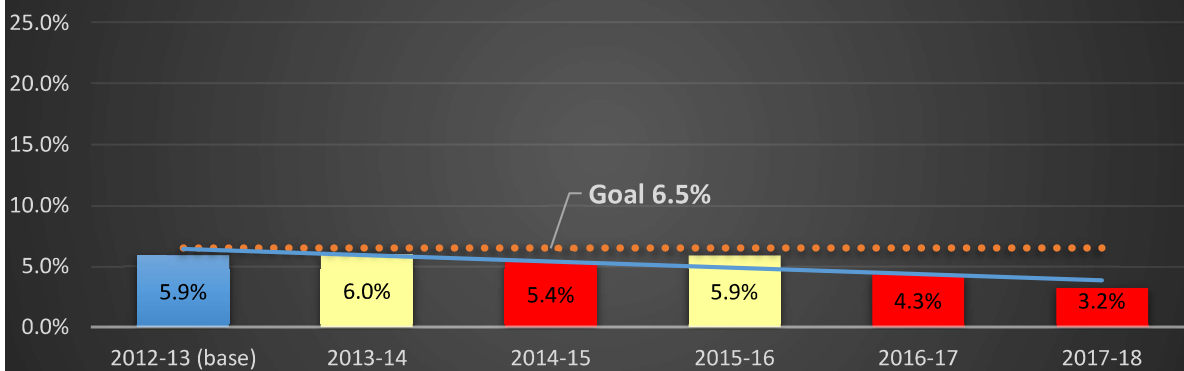
**OBJECTIVE 5: INCREASE COMPLETION RATE OF DEGREES AND CERTIFICATES OVER 6 YEARS**

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

### Goal 1.5: Degree Completion Rate

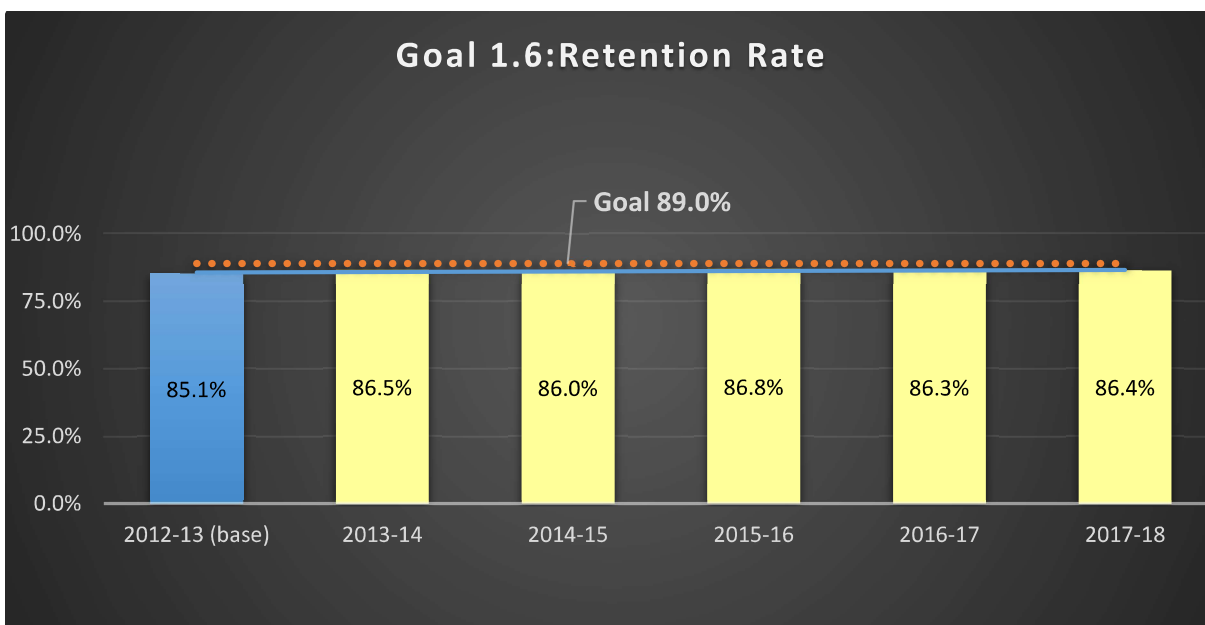
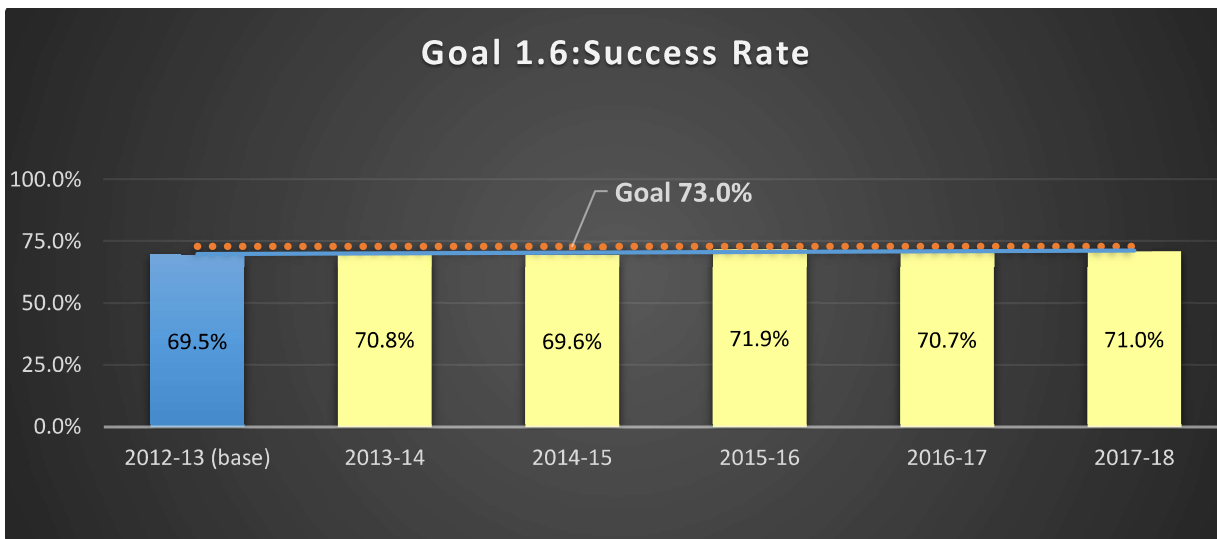


### Goal 1.5: Certificate Completion Rate



### OBJECTIVE 6: INCREASE SUCCESS AND RETENTION RATES

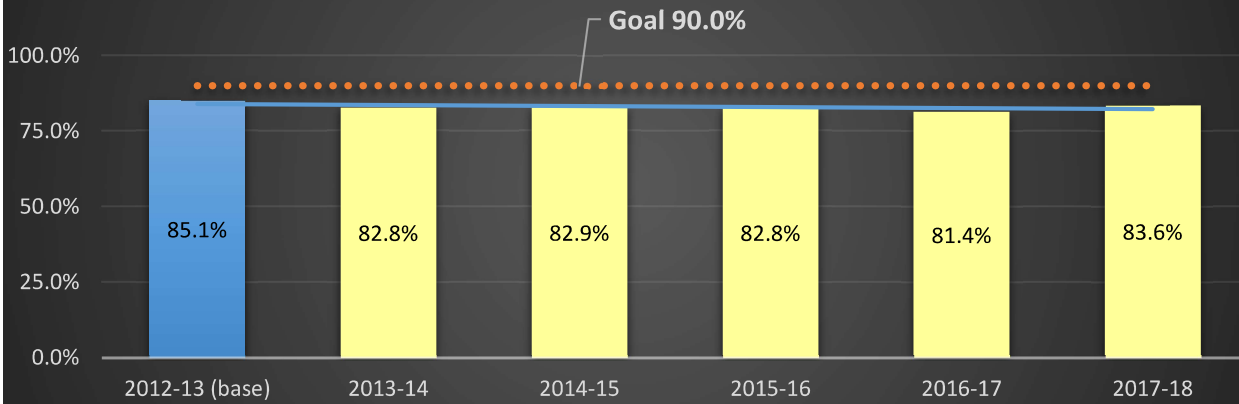
Success is defined as the percentage of course enrollments (persisting past census) that receive a passing grade, i.e., “A”, “B”, “C”, or “P”. Retention is defined as the percentage of course enrollments (persisting past census) that do not receive a “W” grade. This objective reports annual rates which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



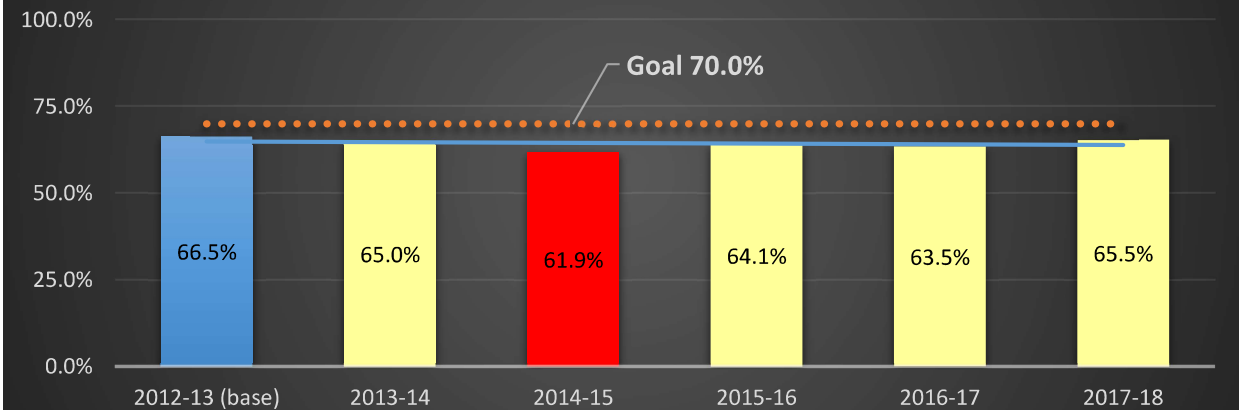
**OBJECTIVE 7: INCREASE PERCENTAGE OF STUDENTS WHO COMPLETE 15 UNITS, 30 UNITS, 60 UNITS**

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

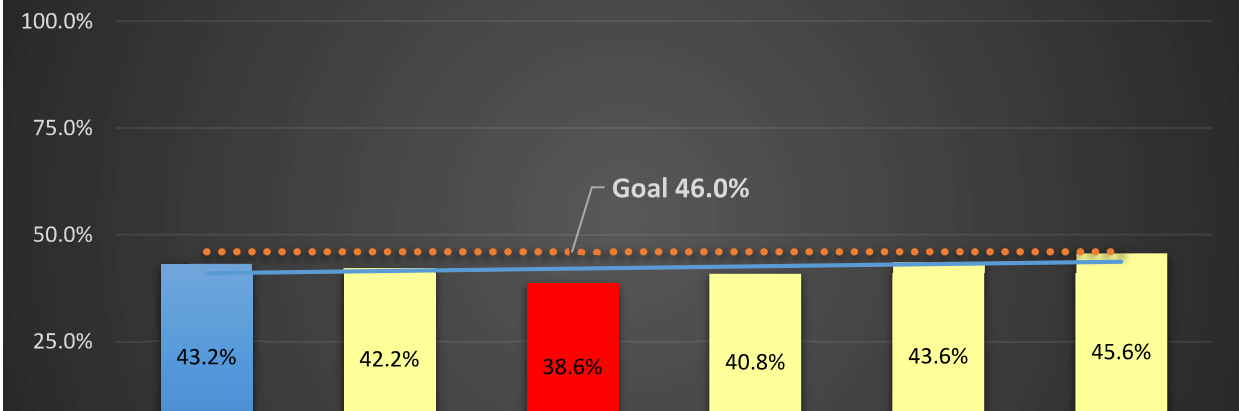
### Goal 1.7:Completion Rate-15 units



### Goal 1.7:Completion Rate-30 units

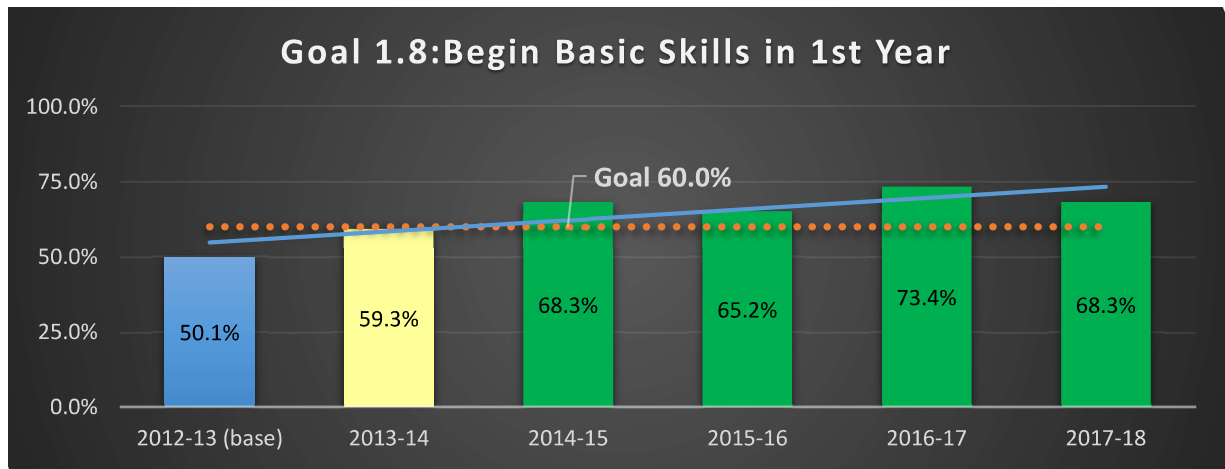


### Goal 1.7:Completion Rate-60 units



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

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

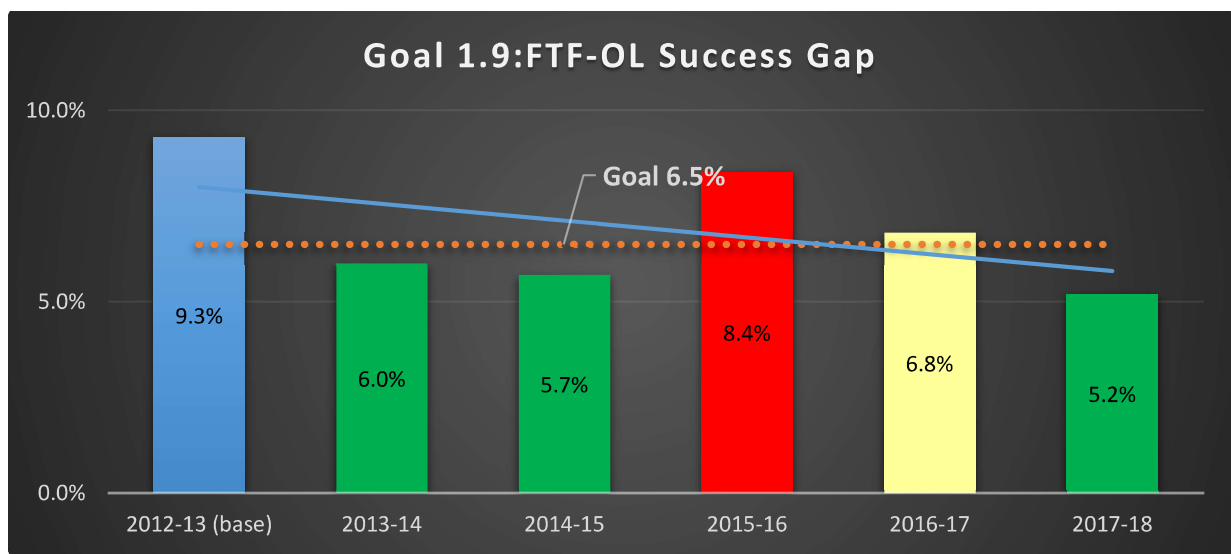


**OBJECTIVE 9: DECREASE THE SUCCESS GAP OF STUDENTS IN ONLINE COURSES AS COMPARED TO FACE-TO-FACE INSTRUCTION**

The success gap is defined as:

$$\text{Success Rate for Face-to-Face Courses} - \text{Success Rate for Online Courses}$$

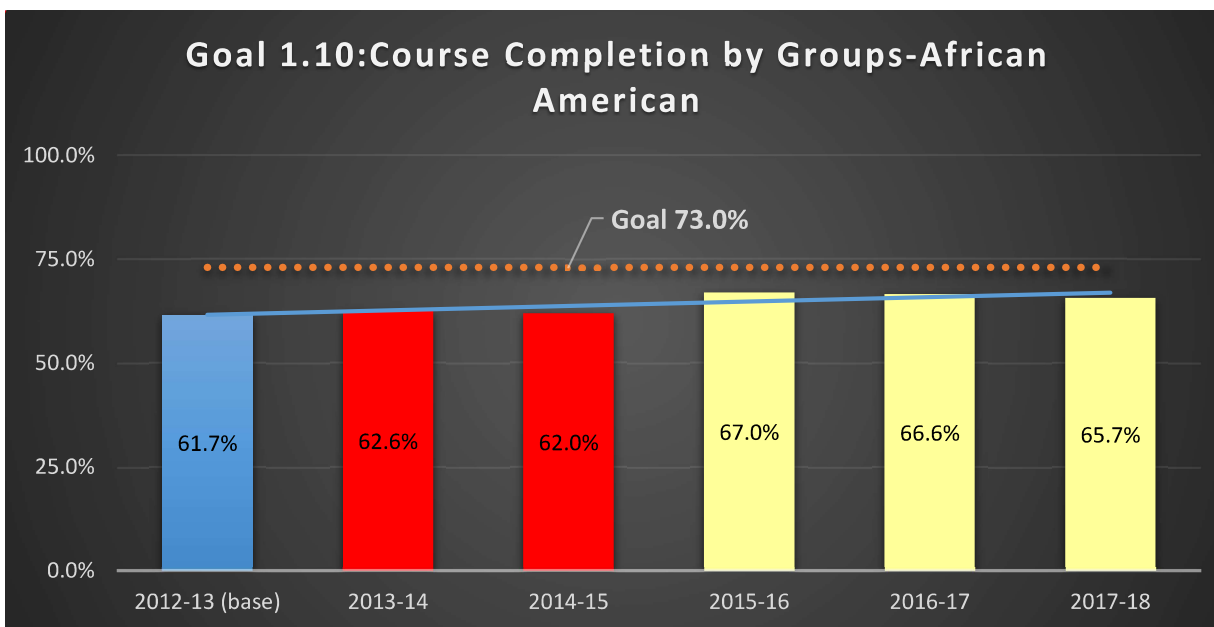
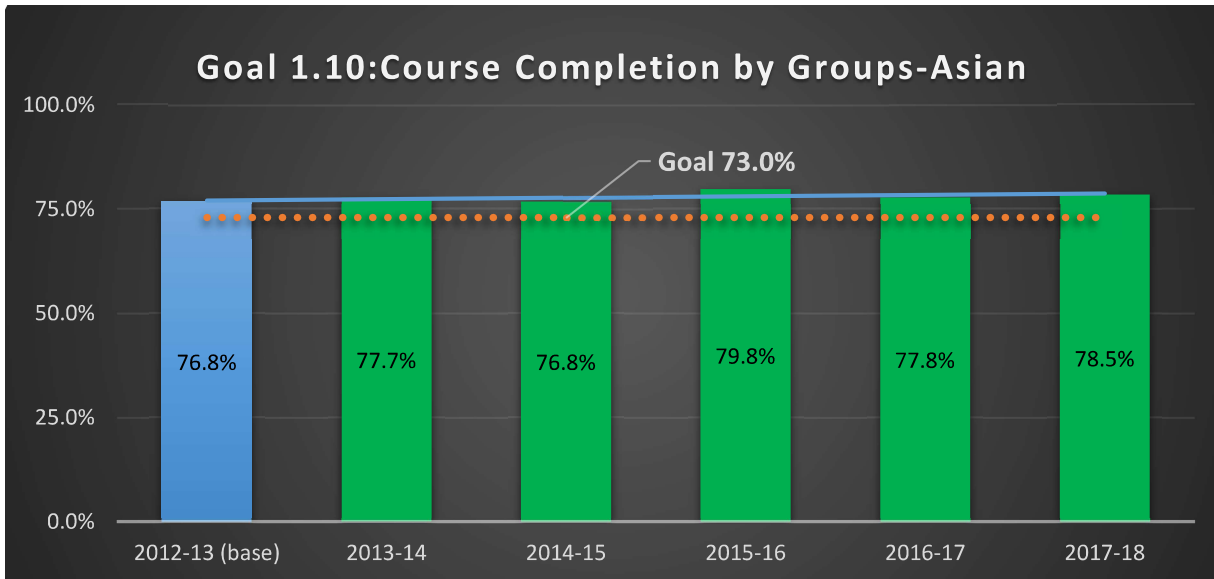
For this objective the target is to lessen the percentage (gap) with the assumption that is best accomplished by raising the online course success rate (rather than lowering the face-to-face success rate).



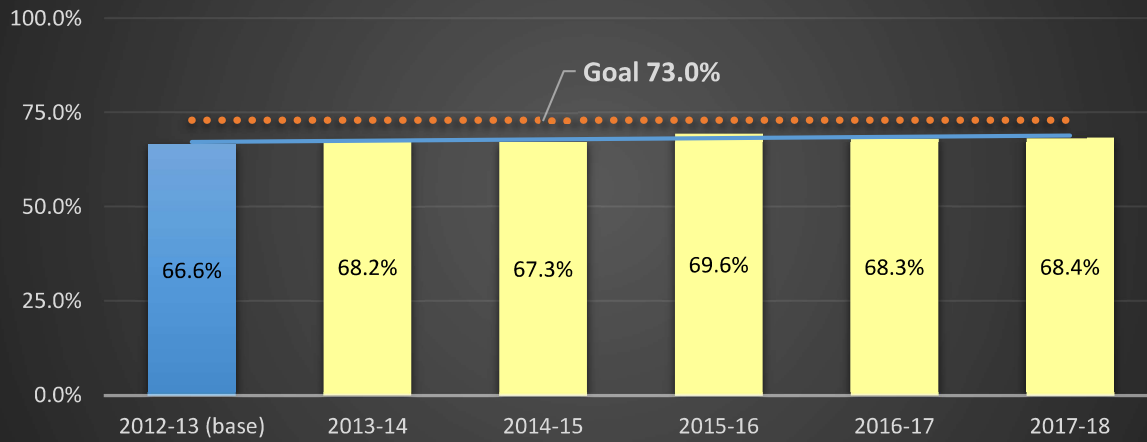


**OBJECTIVE 10: INCREASE COURSE COMPLETION, CERTIFICATE AND DEGREE COMPLETION, AND TRANSFER RATES OF UNDERREPRESENTED STUDENTS**

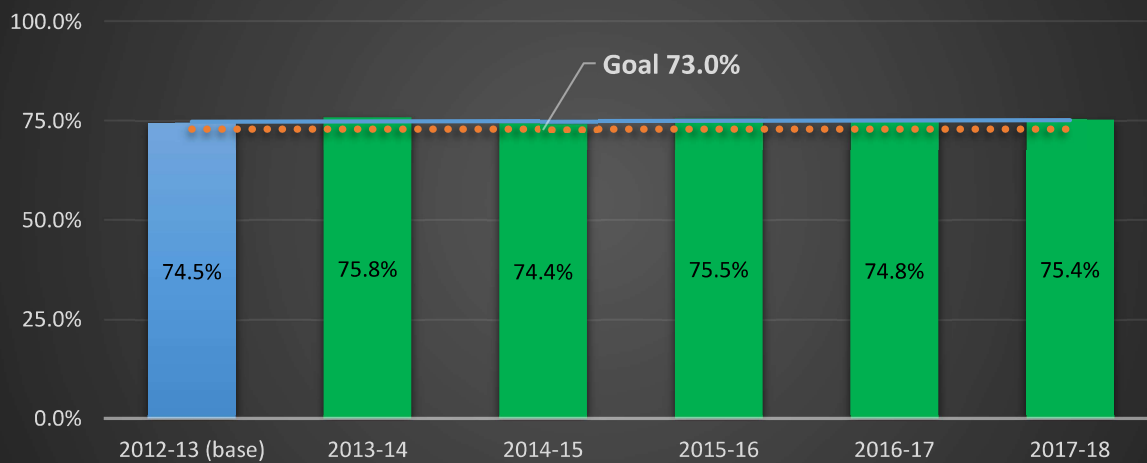
This objective uses the same definitions as Objectives 5 & 6, but disaggregates the outcomes by the four largest ethnic student groups: Asian, African-American, Hispanic, and White.



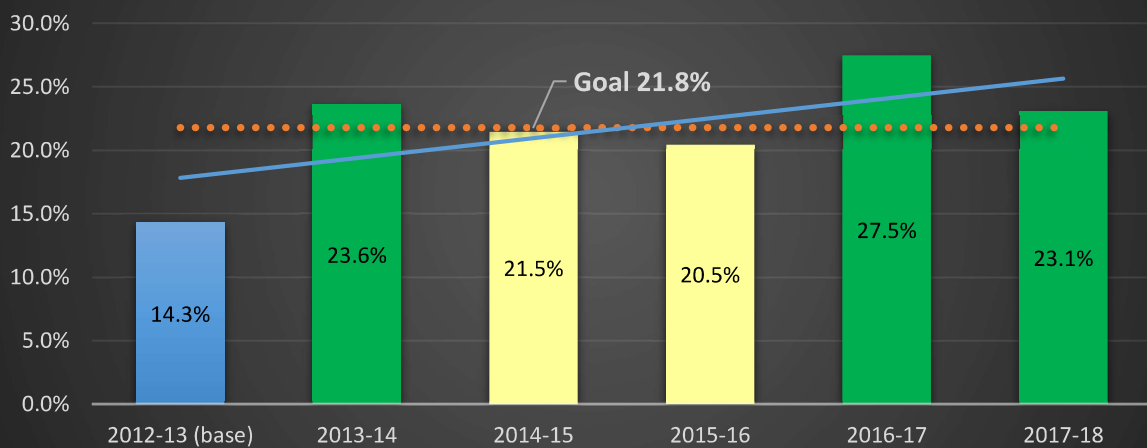
### Goal 1.10: Course Completion by Groups-Hispanic



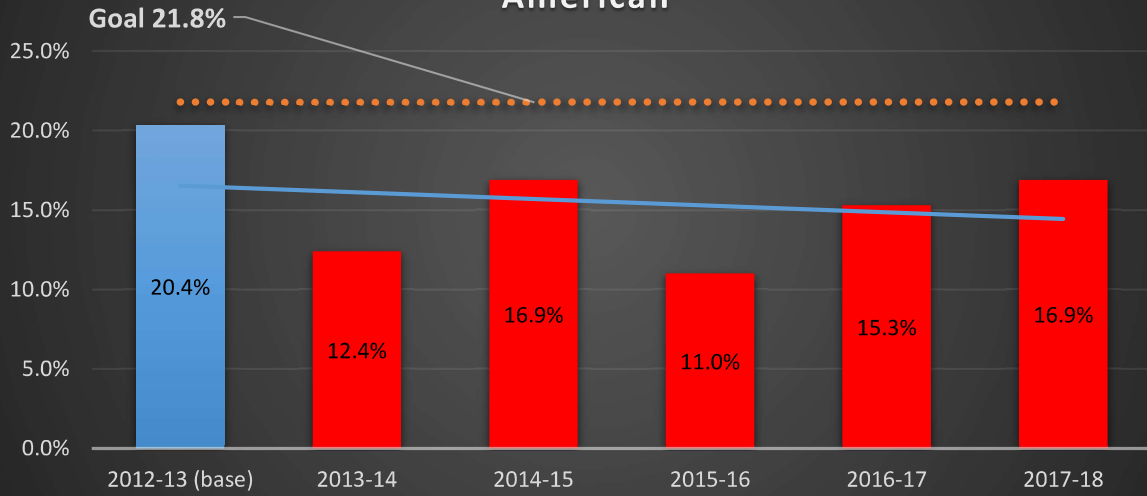
### Goal 1.10: Course Completion by Groups-White



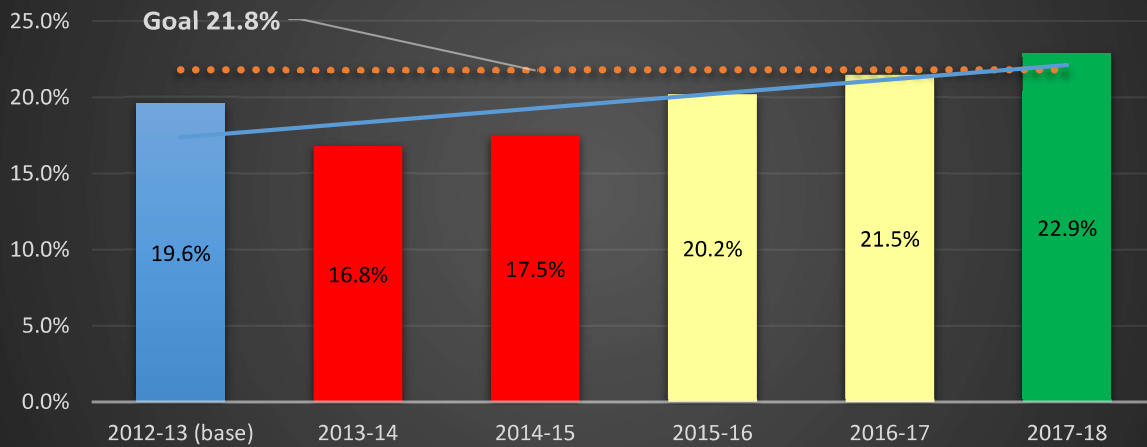
### Goal 1.10: Degree Completion by Groups-Asian



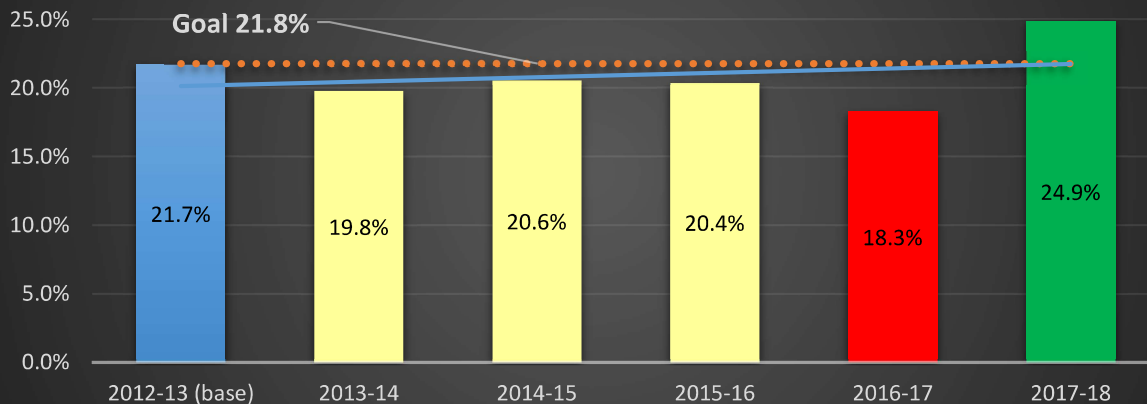
### Goal 1.10: Degree Completion by Groups-African American



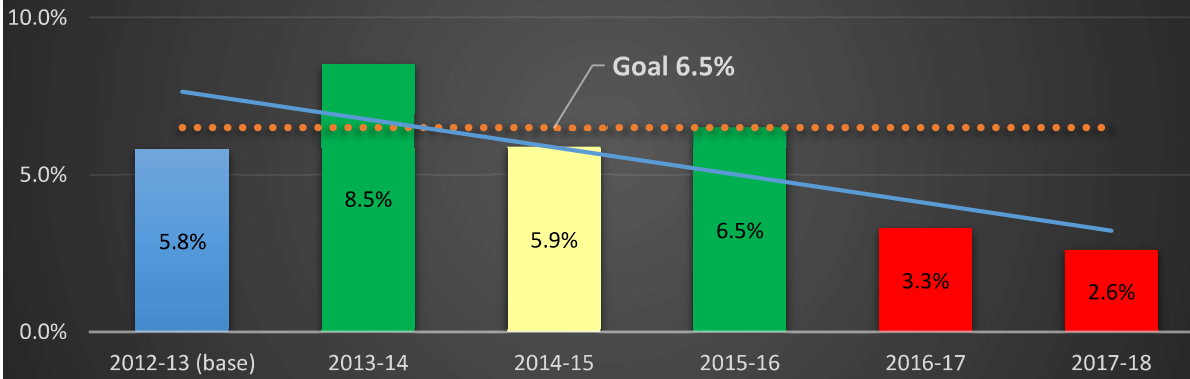
### Goal 1.10: Degree Completion by Groups-Hispanic



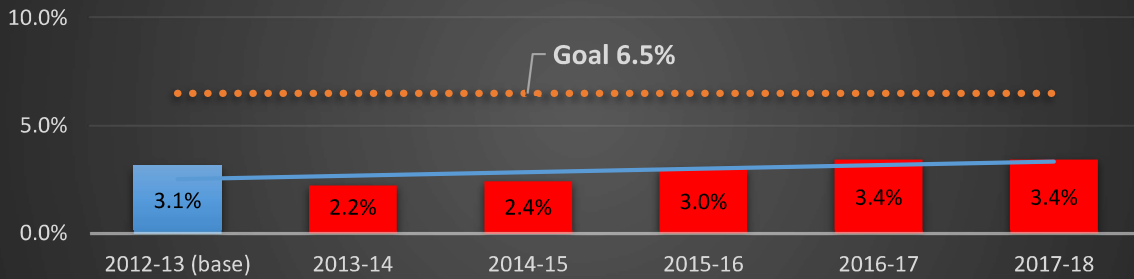
### Goal 1.10: Degree Completion by Groups-White



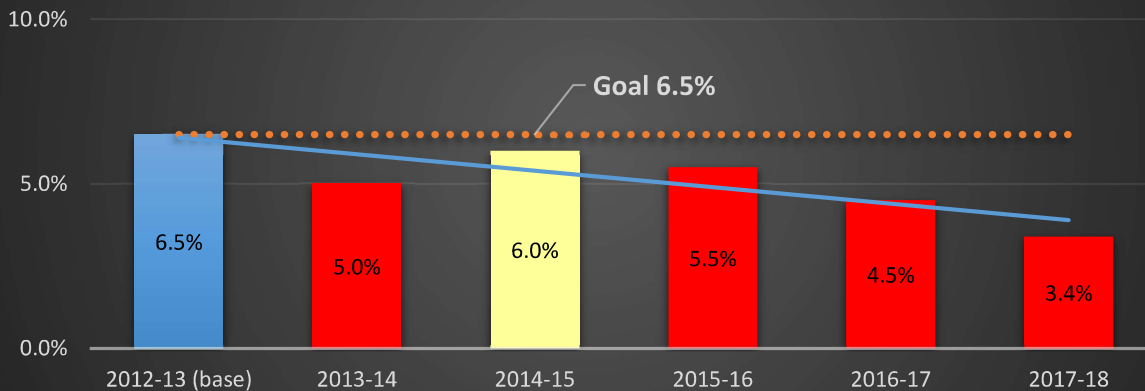
### Goal 1.10:Certificate Completion by Groups-Asian



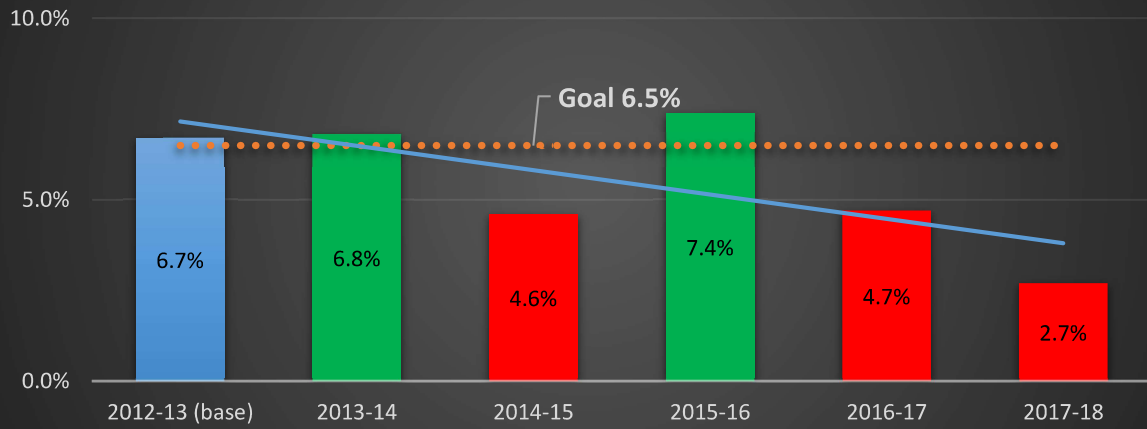
### Goal 1.10:Certificate Completion by Groups-African American



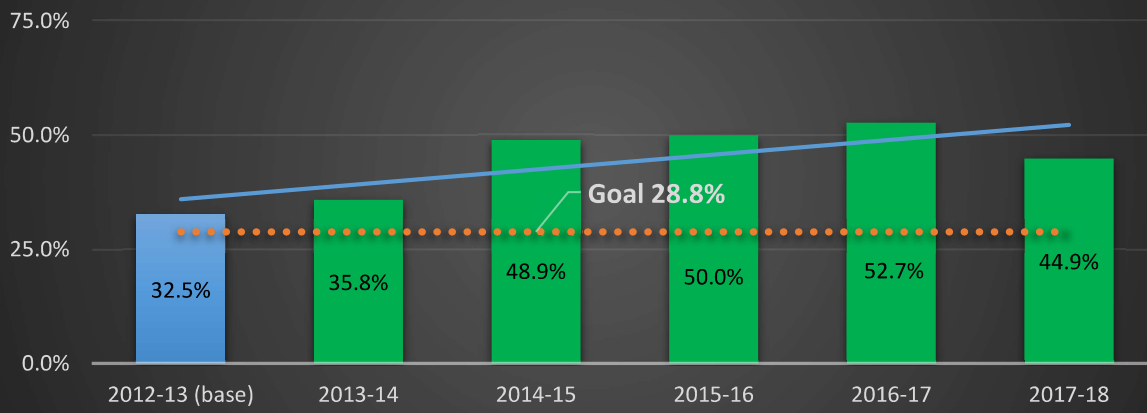
### Goal 1.10:Certificate Completion by Groups-Hispanic



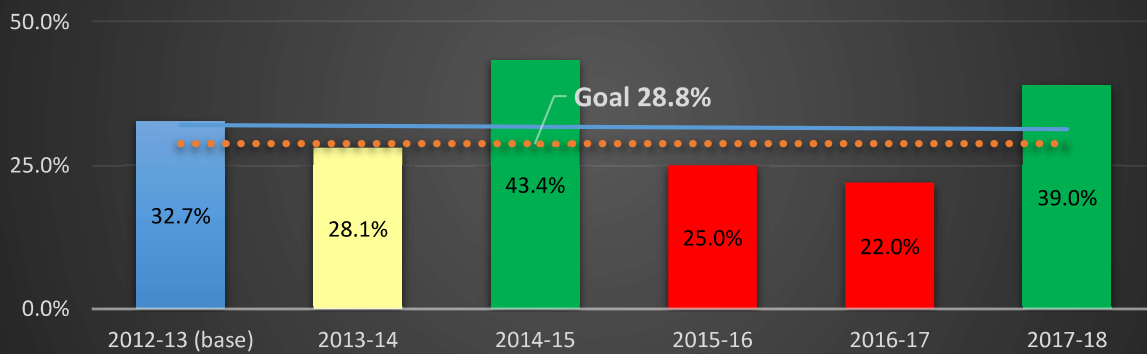
### Goal 1.10: Certificate Completion by Groups-White

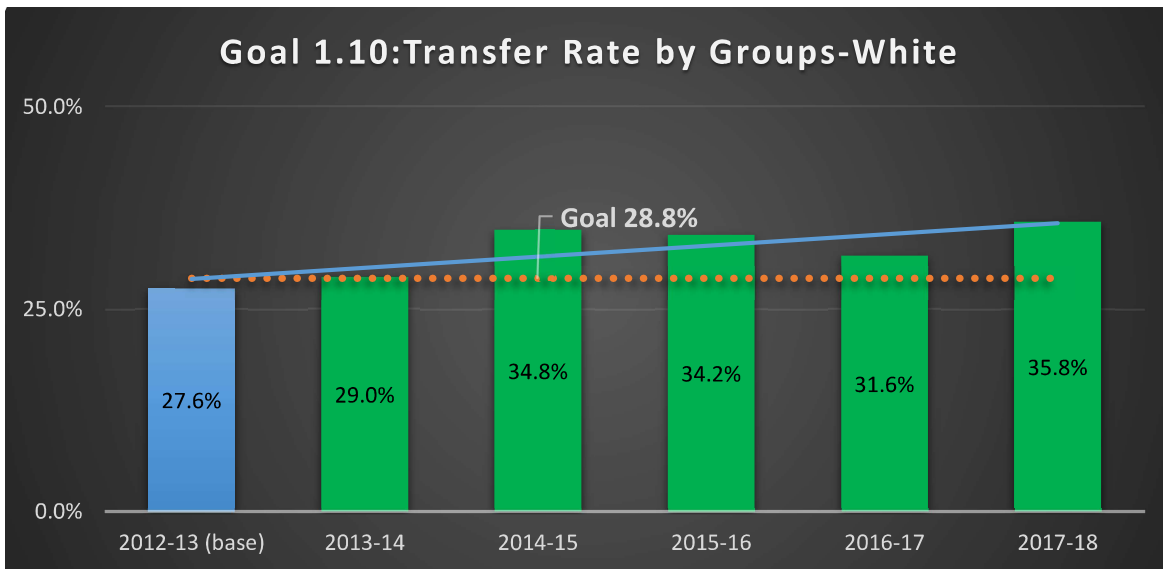
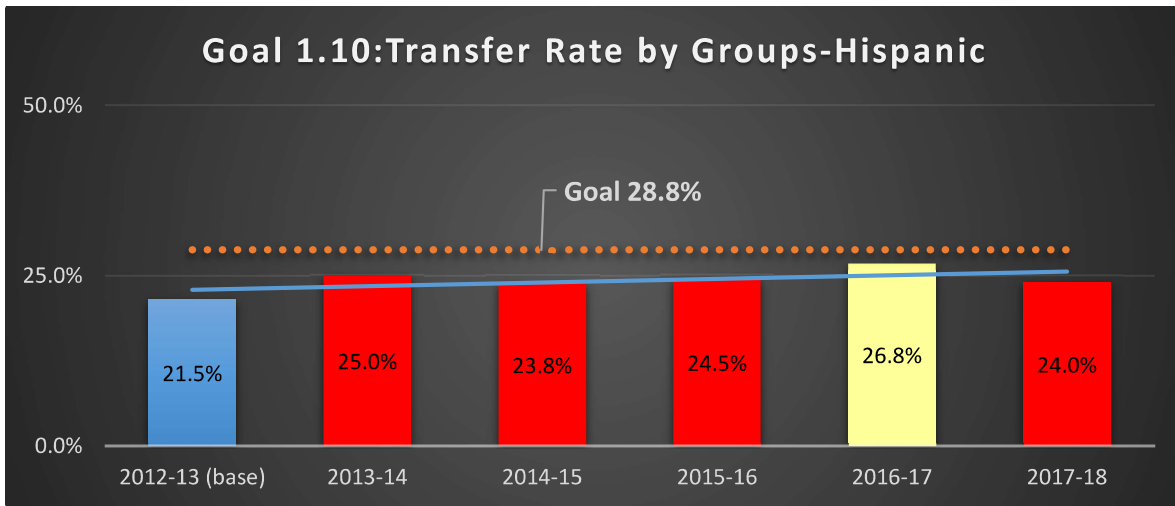


### Goal 1.10: Transfer Rate by Groups-Asian



### Goal 1.10: Transfer Rate by Groups-African American





## SUMMARY ON PROGRESS-GOAL 1

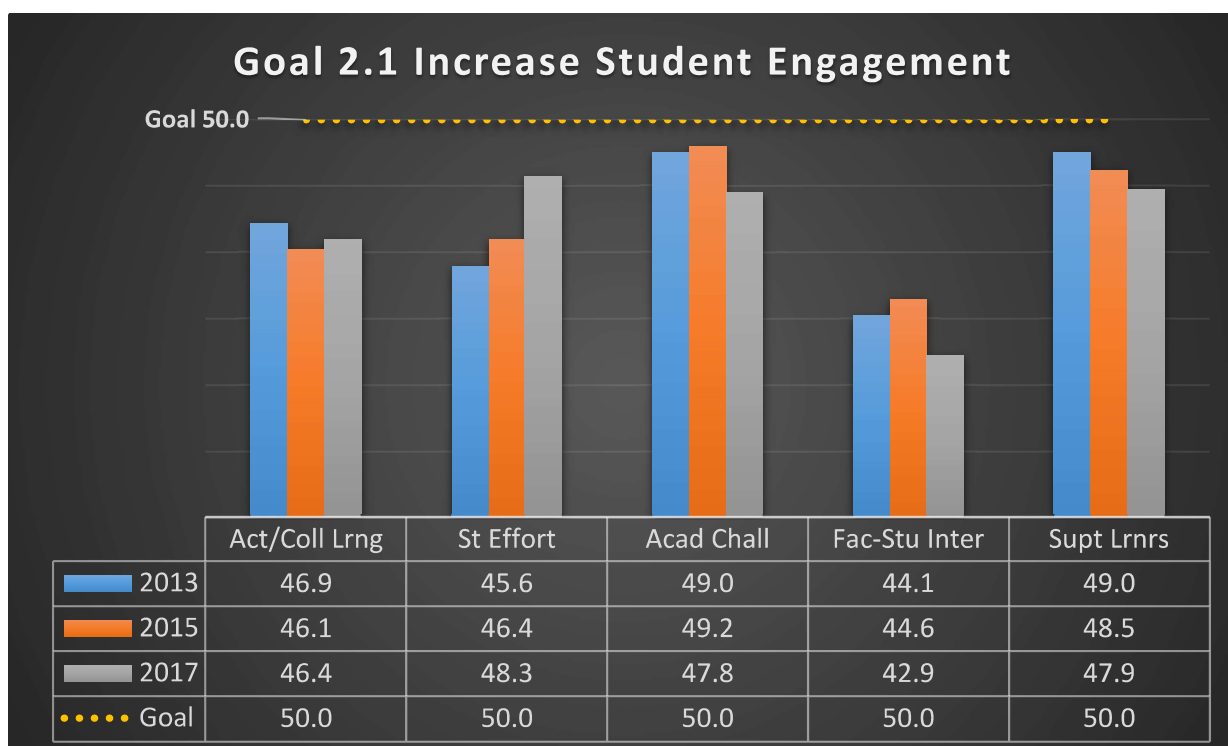
There are 33 metrics that comprise Goal 1. Of these, 18 have already met the five-year goal, 7 are within 90% of meeting the five-year goal, and 8 are less than 90% of meeting the five-year goal. With six years of data including the base year, trend lines (in blue) show a visual indication of the data patterns during the entire strategic planning timeframe. Upon review of the data, metrics that have made the greatest improvements in progress were Objectives 3 (ESL & Math Pipeline Completion), 8 (Begin Basic Skills in 1<sup>st</sup> year), 9 (Decrease Online/Face-to-Face Success Gap) and 10 (Degree Completion-Asian & Hispanic, Transfer Rate-Asian & White). There have also been some noticeable decreases in a few of the metrics for Goal 1. Most notably, Objectives 3 (Reading Pipeline Completion), 5 (Certificate Completion Rate) and 10 (Certificate Completion-Asian, Hispanic & White) showed downward trends, with all metrics moving or staying below 90% of target, the red zone.

## Goal 2-Improve the Quality of Student Life

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

### **OBJECTIVE 1: INCREASE STUDENT ENGAGEMENT**

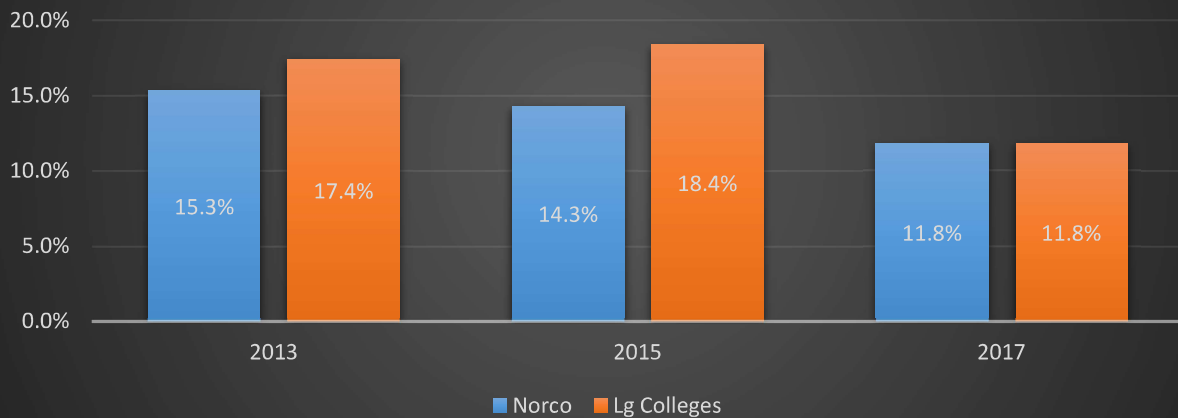
This objective measures student engagement through the five benchmark scores reported by the Community College Survey of Student Engagement (CCSSE). Benchmark scores are standardized scores with 50.0 representing the mean of the national sample for CCSSE.



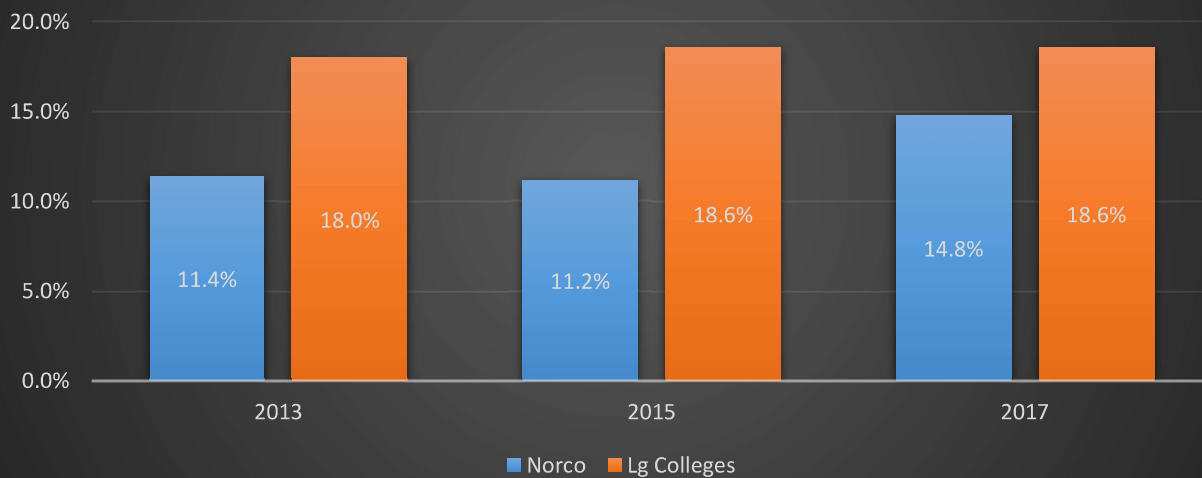
### **OBJECTIVE 2: INCREASE FREQUENCY OF STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES**

This objective was measured by using two items from the CCSSE pertaining to student participation in co-curricular activities. The CCSSE instrument changed formats on the item assessing objective 2 for Using Student Organizations and incorporated frequency ranges (i.e., Never, 1 time, 2-4 times, 5 or more times) rather than the “Rarely/Never” to “Often” categories. There continued to be four response options on revised 2017 version which allowed fairly easy alignment to the previous 2015 version. In the 2017 CCSSE, the Student Organization item considered aligned with “Sometimes” or “Often” if the student selected “2-4 times” or “5 or more times”. The second measurement was the percentage of students who reported any amount of hours/week spent on college-sponsored activities.

### Goal 2.2 Reported "Sometimes" or "Often" on Frequency in Using Student Organizations



### Goal 2.2 Reported Spending Any Amount of Hrs/Wk in College-Sponsored Activities

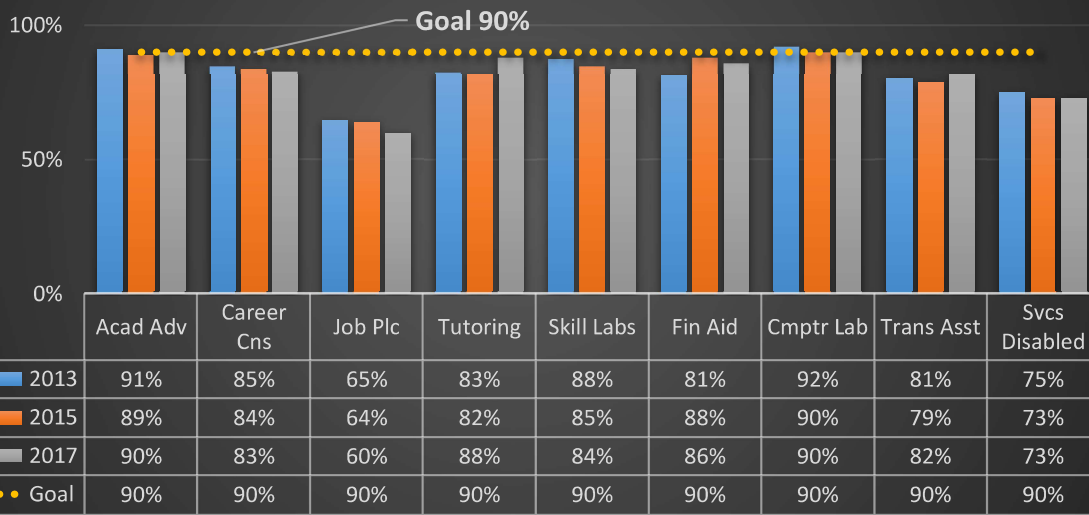


### **OBJECTIVE 3: INCREASE STUDENT SATISFACTION AND IMPORTANCE RATINGS FOR STUDENT SUPPORT SERVICES**

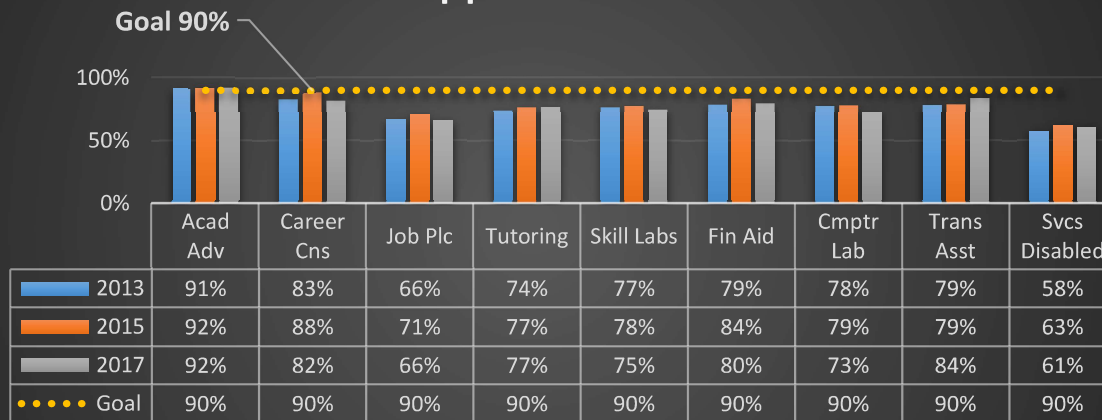
Satisfaction and importance ratings were taken directly from CCSSE results of the Norco College sample. Students were asked to rate the following student support services: academic advising, career counseling, job placement, tutoring, skill labs financial aid, computer lab, transfer assistance, and services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



## Goal 2.3 Satisfaction Ratings for Student Support Services



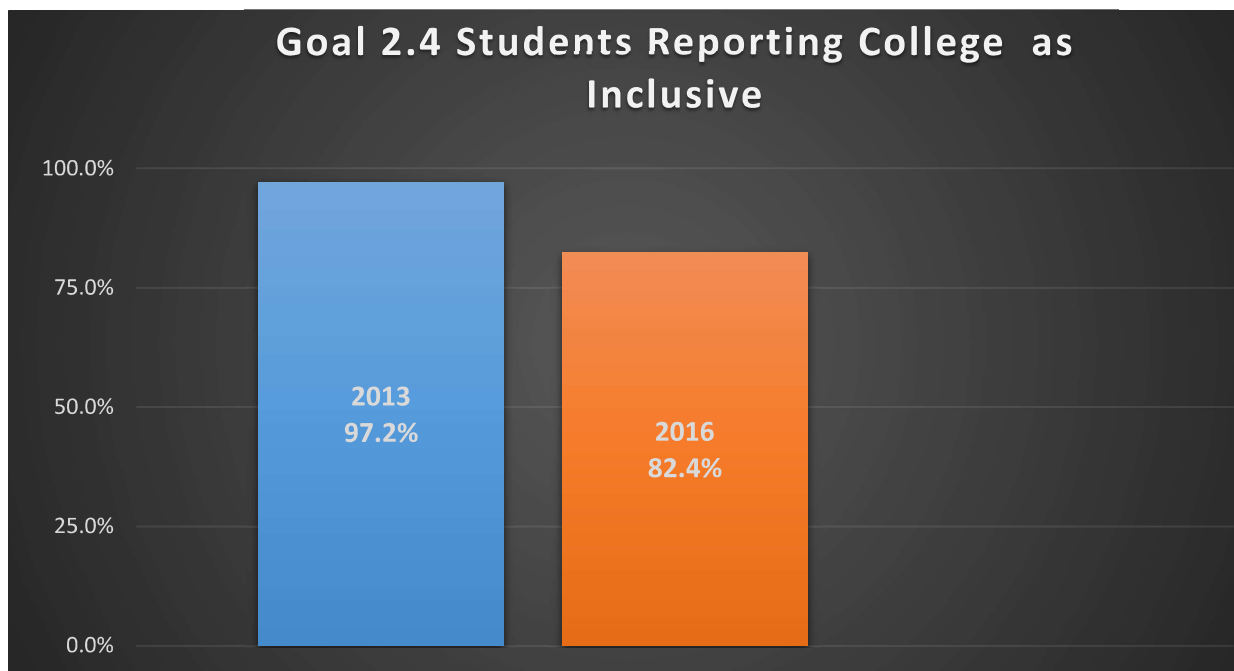
## Goal 2.3 Importance Ratings for Student Support Services



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

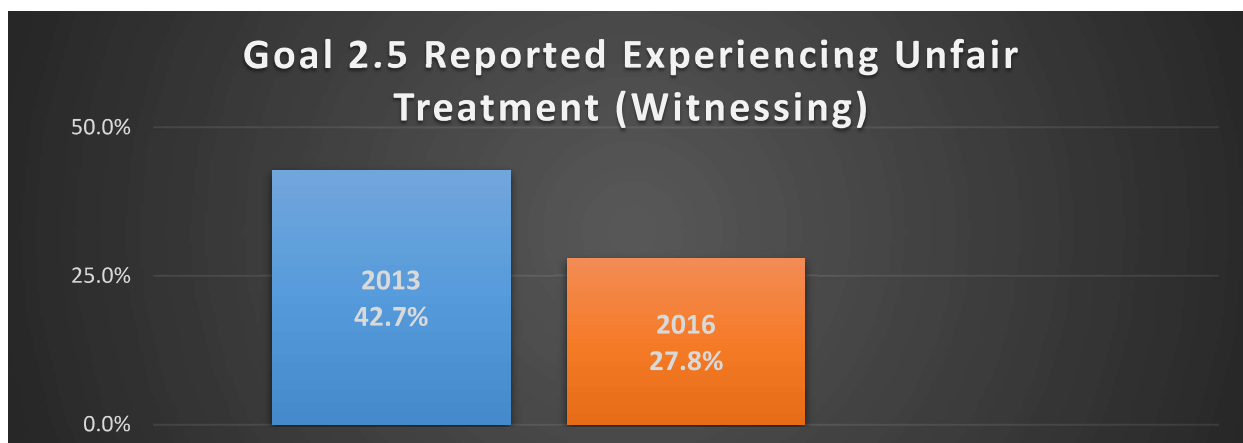
The percentage for 2016 was derived from a new Campus Climate Survey from a third party vendor. The survey allowed up to three individual college questions to be included. The percentage shown in the chart below was an average of two questions asking students to report how accepted they felt by instructors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

questions may account for some of the difference between measures/years in the chart below. This metric was not calculated in 2017 and will not be recalculated another climate survey is administered to students.



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

As mentioned in Objective 4 above, this measurement was one of three individual college questions included in a third-party campus climate survey. The percentage for 2016 is taken from one question which asked if since the beginning of the current school year, students had experienced unfair treatment at the college. The rating scale ranged from “Never (0 times)” to “Frequently (more than 4 times)”, and the percentage reported for this objective was based on students reporting anything other than “Never”. This metric was not calculated in 2017 and will not be recalculated until another student climate survey is conducted.



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

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

## SUMMARY ON PROGRESS-GOAL 2

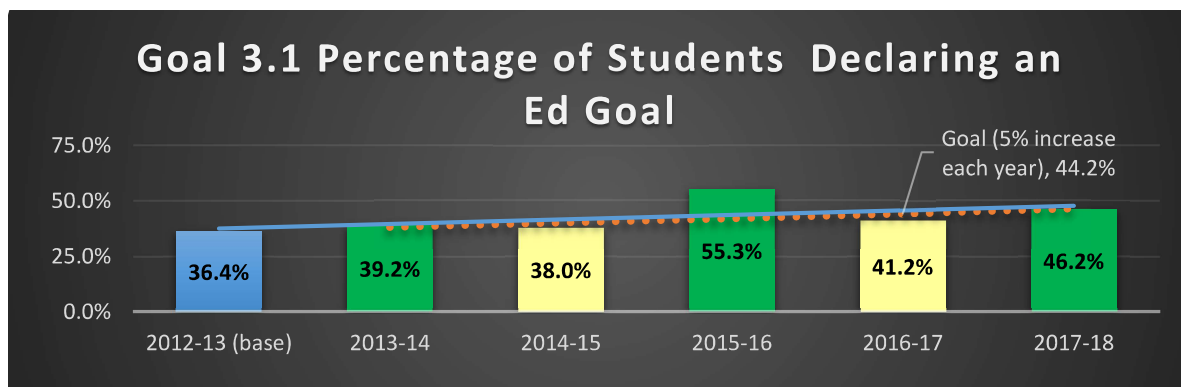
Objectives 1-3 were measured through the Community College Survey of Student Engagement (CCSSE), which was administered during spring 2017 and remain unchanged since the last report.

Objectives 4 and 5 were not assessed during the 2017-18 academic year, and Objective 6 has not been addressed yet by the overseeing committee.

## Goal 3-Increase Student Access

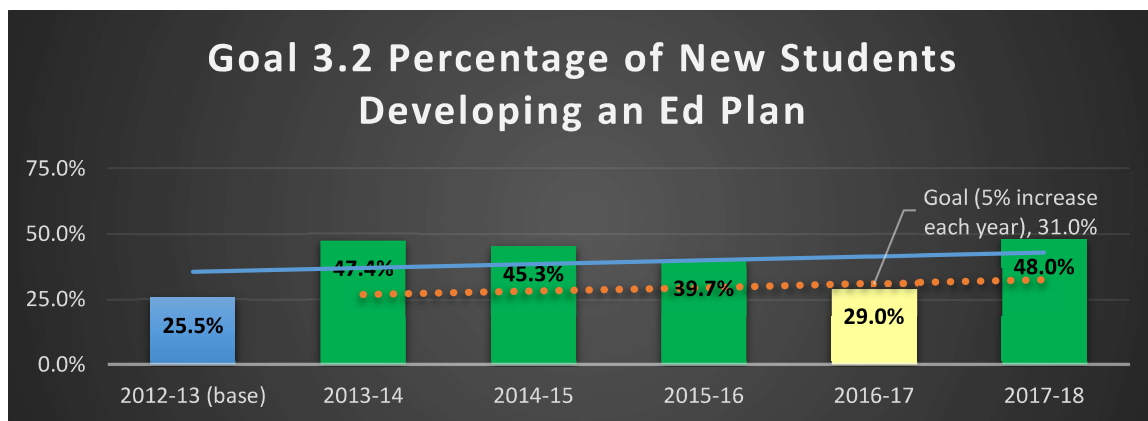
### OBJECTIVE 1: INCREASE PERCENTAGE OF STUDENTS WHO DELCARE AN EDUCATIONAL GOAL

Prior to 2014-15, to declare an educational goal, students had to complete a student educational plan with a counselor that contained an identified educational goal. This was how a student had an informed educational goal and was captured as the SM01 data element. In 2014-15, the Student Success (SS) data elements replaced the matriculation (SM) data elements. In the transition, there was not an exact equivalent within the SS data to the SM01 data element. However, since SM01 was directly tied to the creation of a comprehensive educational plan, analyzing the total number of students who completed a comprehensive educational plan (SS09) would be a close approximate measure to the former SM01 data element. The only shortcoming with SS09 is that it only reflects educational plans created in a specific term. To capture an accurate measure of educational goals declared by all students, comprehensive educational plan development was gathered over a period of three years. The percentage listed below is that of students enrolled during fall 2017 and reflects educational plan development occurring during 2015-16, 2016-17 or 2017-18.



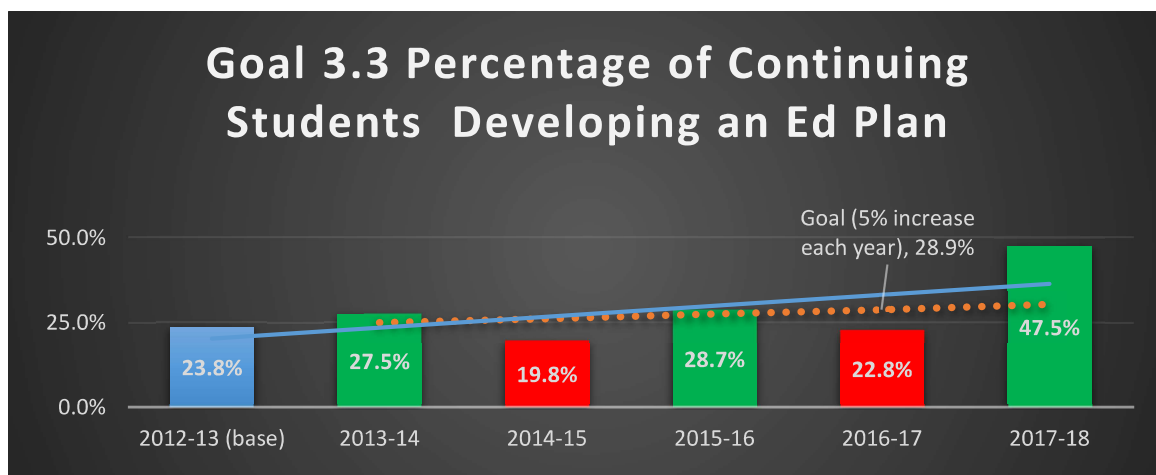
### OBJECTIVE 2: INCREASE PERCENTAGE OF NEW STUDENTS WHO DEVELOP AN EDUCATIONAL PLAN

This objective analyzed the percentage of new students that developed a comprehensive (longer than one term) educational plan with a counselor during the academic year. To be counted, students would have been identified as new to college any time during the academic year. An important change to the data collection process pertaining to Objectives 2 & 3 occurred during 2014-15. This change involved the transition to a completely new set of data elements (SS) as explained in Objective 1. A change in the SS data elements from previous data is that they identify whether an abbreviated or comprehensive educational plan was developed. The percentages in the following two objectives identify what percentage of specified students developed a comprehensive educational plan any time during the academic year. The chart below shows educational plan development over the past 6 years.



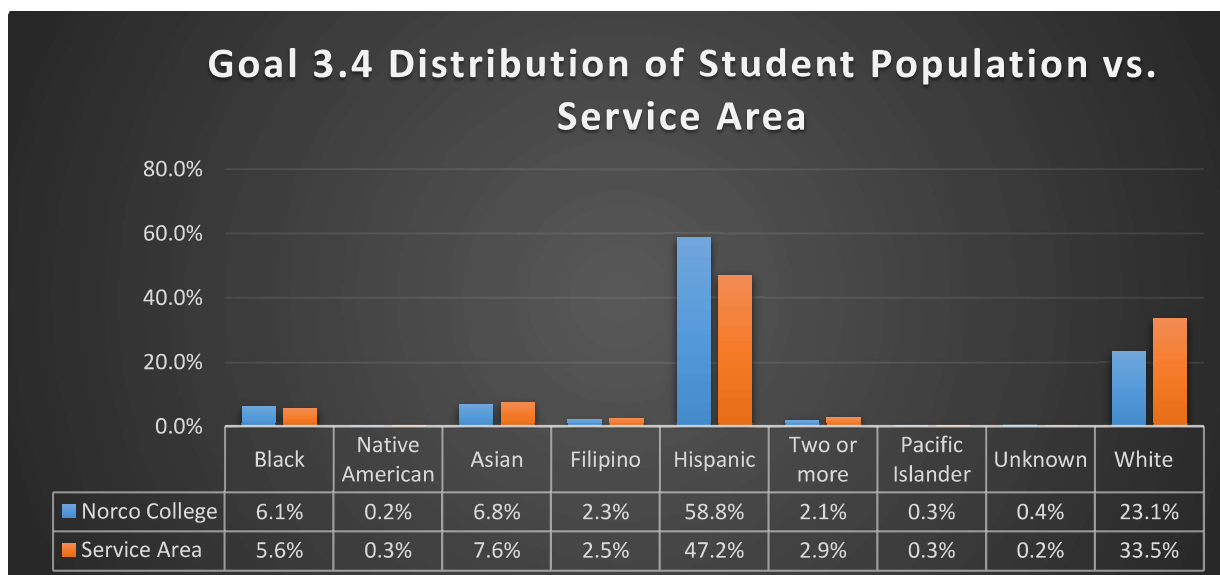
**OBJECTIVE 3: INCREASE PERCENTAGE OF CONTINUING STUDENTS WHO DEVELOP AN EDUCATIONAL PLAN**

This objective follows the same methodology as Objective 2, but identifies educational plans developed by continuing students. The chart below shows educational plan development over the past three years for students who were classified as continuing throughout the time they were enrolled during the academic year.



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

The comparison between student population and service area was measured by disaggregating the annual student headcount by ethnicity, and then comparing that distribution to the most recent ethnic distribution provided by census (American Community Survey 5-Year Estimates 2012-16). The service area for this objective was defined as the cities of Norco, Corona, Eastvale, and Riverside. For the strategic planning goals no target was set for what a “reflective distribution” might be. However, following the convention of this strategic plan, student populations within 90% or greater of the service area were considered at an acceptable level to be representative.



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

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

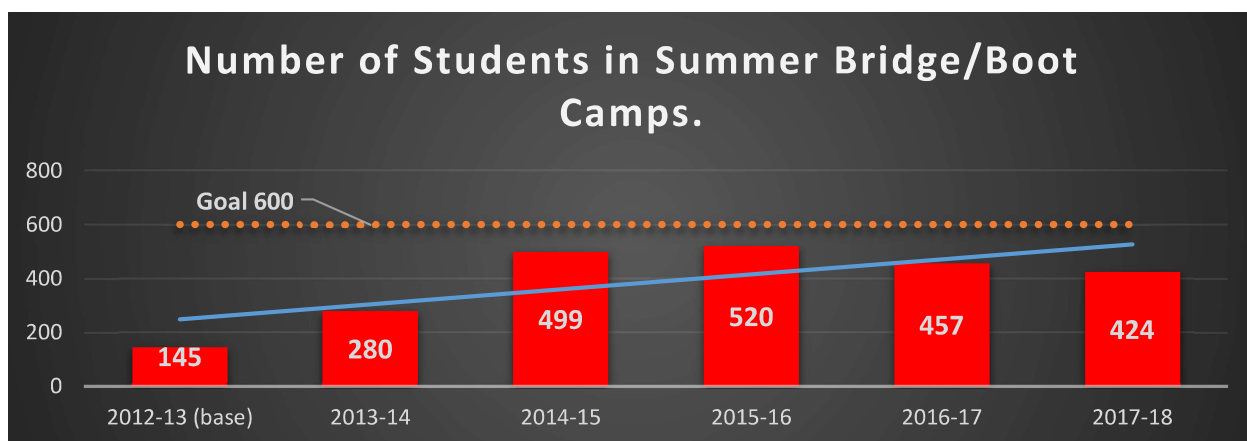
**SUMMARY ON PROGRESS-GOAL 3**

Following a year of major decreases for Objectives 1 (Declaring Educational Goal), 2 (Educational Plan Development-New Students), and 3 (Education Plan Development-Continuing Students) in 2016-17, we witnessed a strong rebound in all three objectives with all metrics meeting five-year goals. Objective 4 indicated that Norco College reflected the service area (Corona, Norco, Eastvale, and Riverside) quite closely. The greatest differences were in Hispanic students who were attending in greater percentages than the service area, and white students who attended in lower percentages than the service area. No update was available on Objective 5.

**Goal 4-Create Effective Community Partnerships**

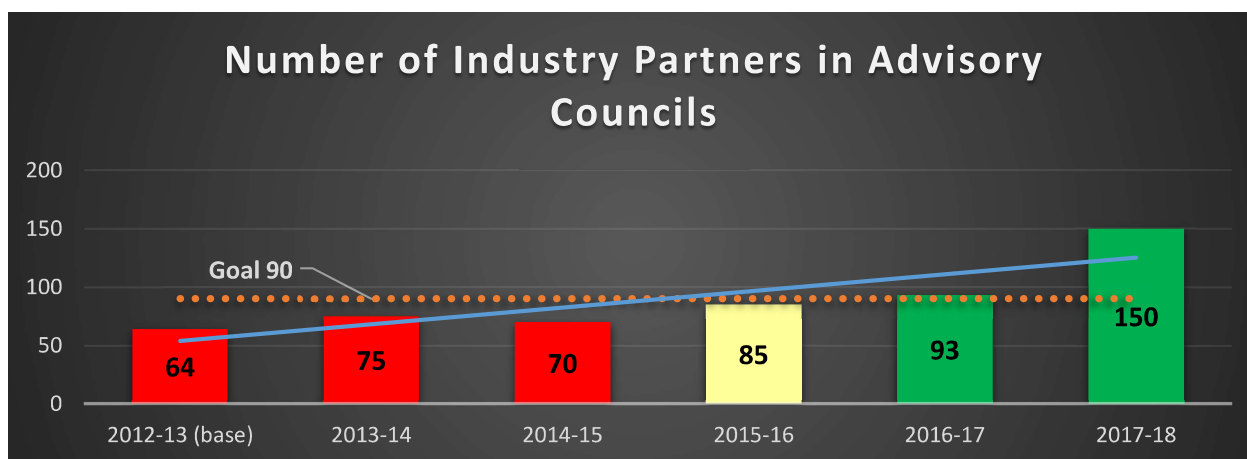
**OBJECTIVE 1: INCREASE THE NUMBER OF STUDENTS WHO PARTICIPATE IN SUMMER BRIDGE PROGRAMS OR BOOT CAMPS**

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



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

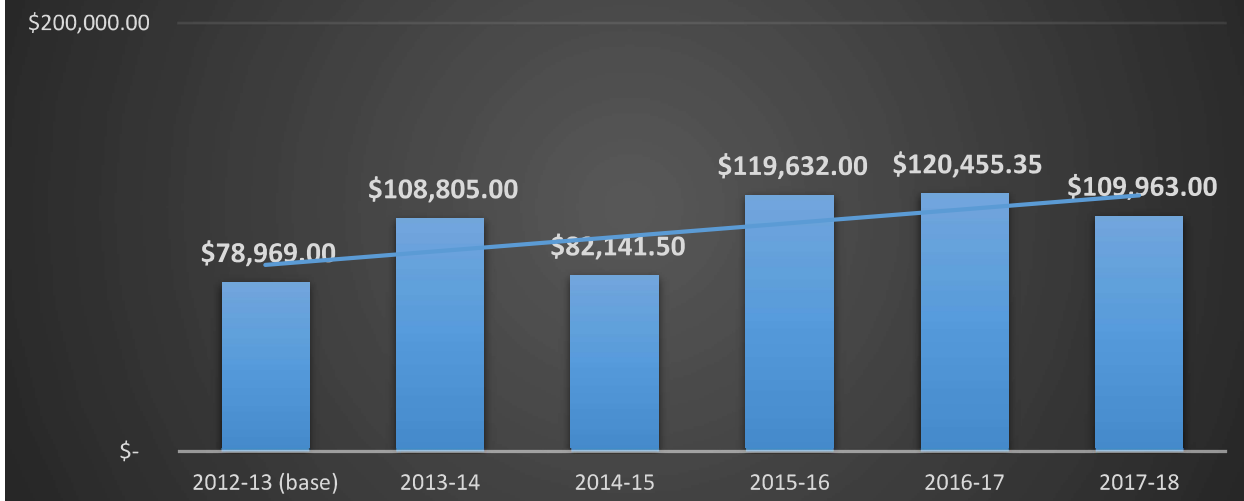
This objective is captured by annual headcount of industry partners participating in the Industry Breakfast event and advisory groups. The numbers for the chart below were provided by the Office of Strategic Development.



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

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

## Scholarship \$ Awarded to Norco Students



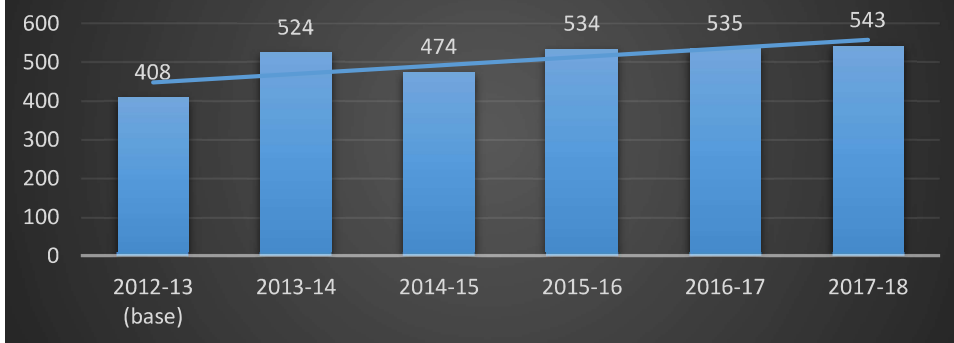
### **OBJECTIVE 4: INCREASE INSTITUTIONAL AWARENESS OF PARTNERSHIPS, INTERNSHIPS, AND JOB OPPORTUNITIES ESTABLISHED WITH BUSINESS AND INDUSTRY**

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

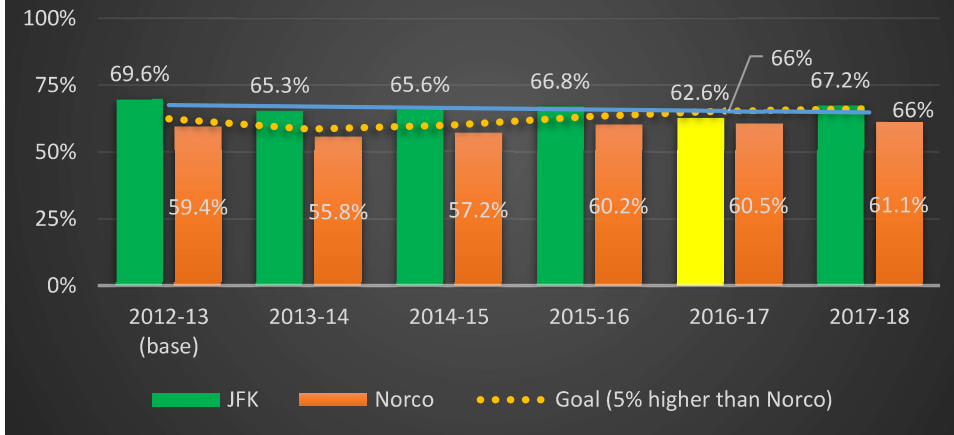
### **OBJECTIVE 5: CONTINUE THE SUCCESS OF KENNEDY PARTNERSHIP**

Success for this objective was defined as maintaining a grade-point average of 2.5 or above during the academic year. In addition, monitoring the number of enrolled JFK students each year was suggested on the action plan for this objective. JFK High School students are identified through a flag in Datatel which identifies them as such whether they are presently attending or graduated from John F. Kennedy High School.

## JFK Enrolled Students



## JFK vs Norco Students-2.5 or higher for the academic year



### OBJECTIVE 6: INCREASE COMMUNITY PARTNERSHIPS

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

### OBJECTIVE 7: INCREASE INSTITUTIONAL AWARENESS OF COMMUNITY PARTNERSHIPS

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

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

Funding Source	Amount
Additional Perkins allocation - instructional equipment (CACT-2 AV upgrade)	\$13,824.57
Additional Perkins allocation - instructional equipment (IT-125 AV upgrade)	\$22,895.32
Additional Perkins allocation - instructional equipment (IT-127 AV upgrade)	\$31,838.54
Certiport sponsorship from City of Corona	\$5,000.00
NSF - Apprenticeship grant	\$595,695.00
CCC Mental Health Services Grant	\$106,515.00
New Start Foster Youth Resource Center Grant	\$267,590.00
Six Legs, Endless Possibilities: Training the Next Generation of Agricultural Scientists	\$57,429.00



Local SWP Rounds 2 and 3	\$1,424,086.00
Regional SWP projects Rounds 2 and 3	\$1,733,046.00
Regional SWP Marketing Initiative (Round 1 increase)	\$233,433.00
Dart Foundation	\$95,000.00
\$5M Appropriation for Norco College Early Childhood Education Center - Assemblywoman Cervantes	\$5,000,000.00
\$1M appropriation for Norco College Workforce Training Center - Assemblywoman Cervantes	\$1,000,000.00
Veterans Resource Center Grant Funds	\$100,000.00
College Promise Grant	\$278,571.00
CAYFES (Foster Youth) Grant	\$397,000.00
\$2M appropriation for Norco College Veterans Resource Center - Assemblywoman Cervantes	\$2,000,000.00
Perkins 2018-19	\$408,995.00
<b>Total</b>	<b>\$13,770,918.43</b>

#### SUMMARY ON PROGRESS-GOAL 4

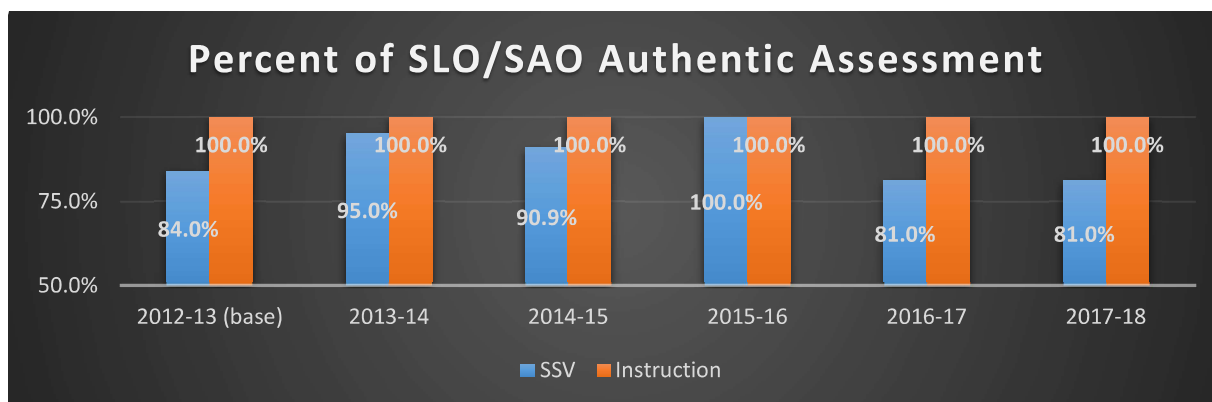
Objective 1 (Participation in Summer Bridge/Boot Camps) is showing signs that participation is flagging with an 18% drop from the high year in 2015-16. Given that this objective is measured by attendance in the Summer Advantage programs it is not likely that a goal of 600 will be met unless other initiatives or programs contribute to these attendance numbers. As the data indicate in Objective 2 (Increase Industry Partners), the institution is continuing to engage in activities that are increasing participation with industry partners and resulting in exceeding the five-year goal. Objective 3 data show year-to-year variability, however the trendline indicates there has been an overall increase in scholarship money available to students over the past six years. Objectives 4, 6, and 7 have no action plan at this point so reporting progress toward meeting targets is not possible. Objective 5 metrics showed higher achievement for JFK students as indicated by the comparison between JFK and all other students with 2.5 GPA at Norco College. In the present year JFK has returned to exceeded the target of performing 5% higher than other students. With 20 sources of external funding totaling over 13 million dollars, Objective 8 has been met. The status of Goal 4 is positive overall, with good progress over the past six years for most of the objectives that have data available.

# Goal 5-Strengthen Student Learning

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

During 2017-18, program review underwent some significant changes by digitizing the entire process through the Nuventive platform, and changing the cycle from yearly to every three years. Although this change has had some challenges, 100% of all instructional programs, student support services areas, and administrative units conducted systematic program reviews during the 2017-18 academic year meeting the 5-year goal for the first time.

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

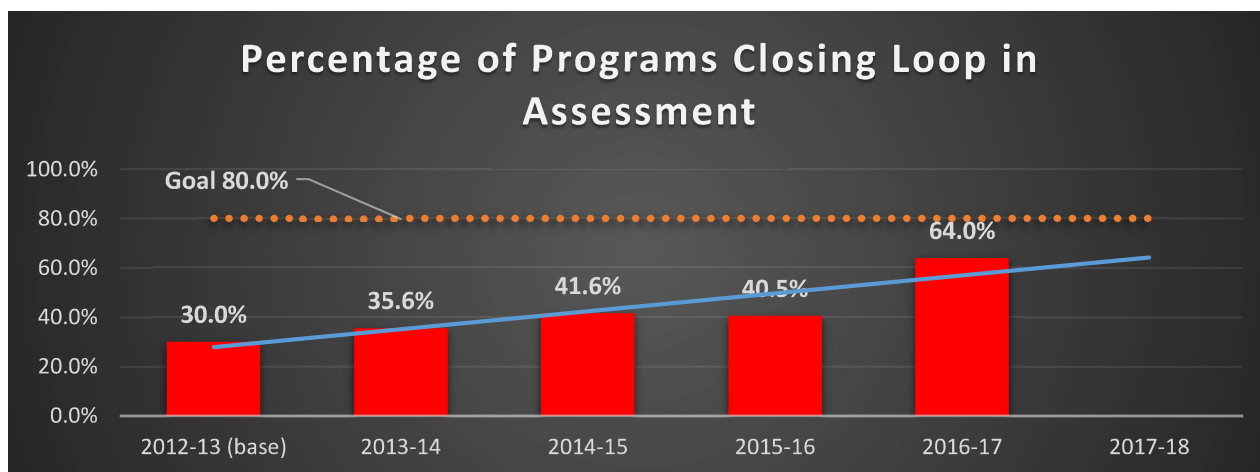


Authentic methods are any assessment technique that uses direct assessment methods. Direct assessment involves the use of student work, artifacts, and/or behavior as the source of data on whether a student, class, or program is achieving competency in an SLO or SAO. Student Services was directed to roll over all of their assessment from the previous year to 2017-18 due to the change in platform. This resulted in exactly the same outcomes for the last two years.

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

The assessment loop consists of gathering data on outcomes (SLOs, SAOs, AUOs), determining if the results have satisfactorily met a benchmark (or goal) for achievement; and if not, making changes in the program (and reassessing) at a later time to see if they make a difference in student learning until reaching the benchmark. During 2017-18 there were 52 programs of study in which students could receive state-approved certificates or associate degrees. In addition to these programs, the general education pattern for the associate degree is considered a separate program that must be included in the program count. At the close of 2017-18, the ratio of loop-closing for instructional programs was 19/53 (35.8%). This percentage decreased slightly compared to the rate of the previous year because 10 new programs were added. Two other areas where program assessment occurs are in administrative units and student services which together have 32 programs. In both

student services and administrative unit assessment, closing the loop is defined as meeting the specific targets set in program review within the academic year. It is clear that most of the assessment activity in student services and administrative units is captured in program review. However, in 2017-18, a new approach was adopted for program review and all assessment began a new cycle since all program reviews went onto the same 3-year cycle. Since the follow up to the current cycle won't be until 2021, no loop closing activity for either student services or administrative units will be available until then. Since this skews the data for 2017-18, no loop closing data will be displayed in the chart below for that year.



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

This objective does not lend to being a “dashboard indicator” since up to this point there has been no coordinated course assessment of online and face-to-face modalities. Ideally, this would also involve measuring learning in online and face-to-face courses with the same instructor, but as mentioned this hasn't taken place yet.

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

No baseline measures or target outcomes were submitted with the action plan for this objective. However, activities for Objective 5 identified that Lynda.com was a resource for faculty development of pedagogy. Fifty-three full-time faculty logged 145 hours, and 59 part-time faculty logged 120 hours in Lynda.com workshops. In addition, a concerted effort was made to focus on teaching and learning in the Spring Flex Week activities. There were two days of various workshops and anywhere between 10-30 faculty were in attendance at these activities.

**SUMMARY ON PROGRESS-GOAL 5**

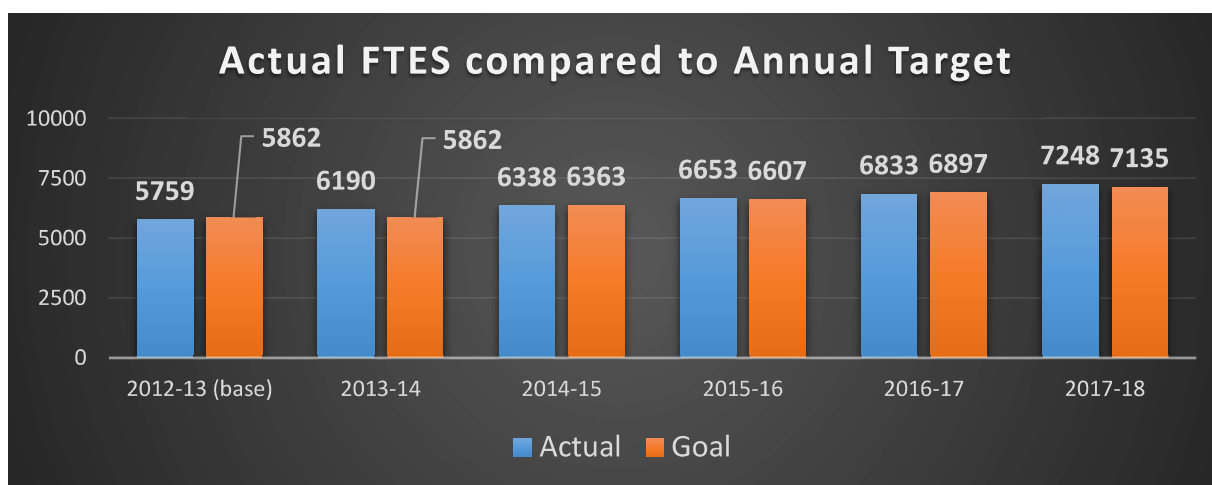
Objective 1 hit the five-year target for the first time in the strategic planning period during 2017. However due to some glitches encountered while adopting a new Program Review platform and a change from yearly

review to a three-year cycle in program review, data for Objectives 2 & 3 were not available for 2017-18. To date, there have been no baseline measures for Objectives 4 & 5.

## Goal 6-Demonstrate Effective Planning Processes

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

Per the action plan for this objective, representatives from APC and ISPC will use both qualitative and quantitative measures to assess this objective. The qualitative measures may take the form of a written summary on the use of data in enrollment management during the academic year. As for the quantitative measure, the accuracy with which Norco College meets its FTES targets for each academic year will capture this objective quantitatively. The following chart shows the actual FTES in comparison to the annual targets for each year. It is known throughout the district that Norco College is the best college at enrollment management as demonstrated by the virtually equivalent numbers between actual FTES and the goal each year.



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

This is addressed in the Norco College Strategic Planning Policy 2010-01 (SP 2010-01), and systematic assessment of the strategic planning committees and councils has been occurring on a regular basis. Procedures 1 and 2 of SP 2010-01 require assessment of the planning councils, and academic senate and its standing committees. For 2017-18, evidence of these assessments of effectiveness and proof that this objective was met can be found at the following links:

[Planning Councils Survey](#)

[Academic Senate/Standing Committees](#)

[Strategic Planning Committees \(not affiliated with Academic Senate\)](#)

### **OBJECTIVE 3: ENSURE THAT RESOURCE ALLOCATION IS TIED TO PLANNING**

Per the action plan for this objective, ensuring that resource allocation is tied to planning will be accomplished by each of the planning councils reviewing their planning rubrics each academic year in the spring semester. The review of these rubrics was to be captured in meeting minutes commencing with the 2016-17 academic year. The following meeting minutes captured the review of rubrics and indicate that this objective was met:

Academic Planning Council

Business & Facilities Planning Council *Note minutes on prioritization subgroup*

Student Services Planning Council

### **OBJECTIVE 4: INSTITUTIONALIZE THE CURRENT TECHNOLOGY PLAN**

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

### **OBJECTIVE 5: REVISE THE FACILITIES MASTER PLAN**

As identified in the action plan for Goal 6, the facilities master plan that was to be in effect during the 2013-18 strategic plan has already been revised as of October 2013 and therefore this objective is met. This master plan does not have a specific end date, however plans exist for a new facilities master plan to be written by the end of 2018-19

### **SUMMARY ON PROGRESS-GOAL 6**

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

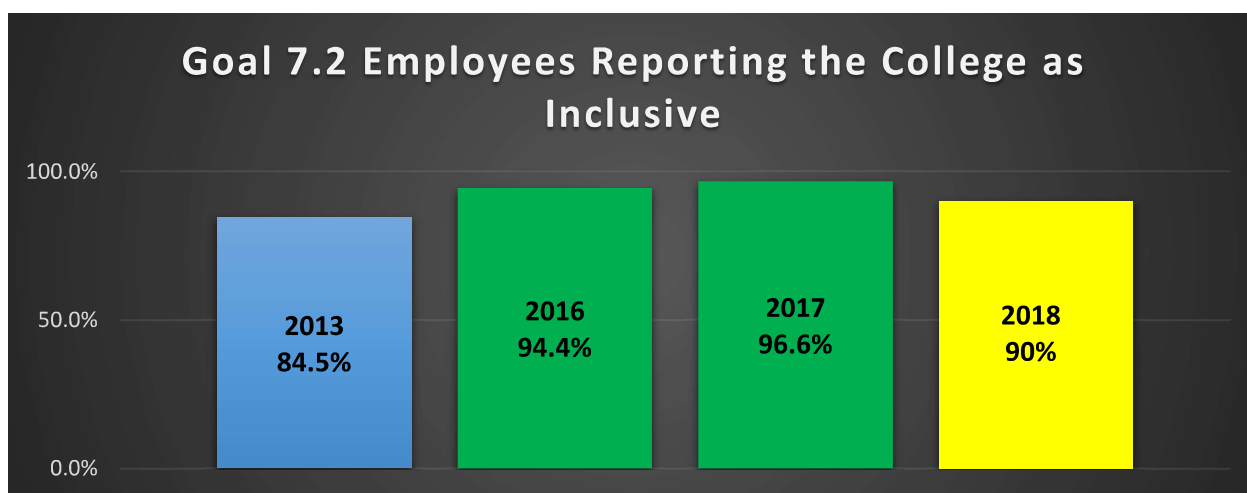
# Goal 7-Strengthen Our Commitment to Our Employees

## **OBJECTIVE 1: PROVIDE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR ALL EMPLOYEES**

This objective was met when the Faculty Development Committee changed its name to the Professional Development Committee which indicated the widening of professional development activities to all employees. At this point, Professional Development is composed of the typical Flex workshops, a very wide selection of professional development through Lynda.com, and Classified Staff Development Day which occurs in both fall and spring semesters. Due to these efforts reaching all employee constituency groups, this objective is complete

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

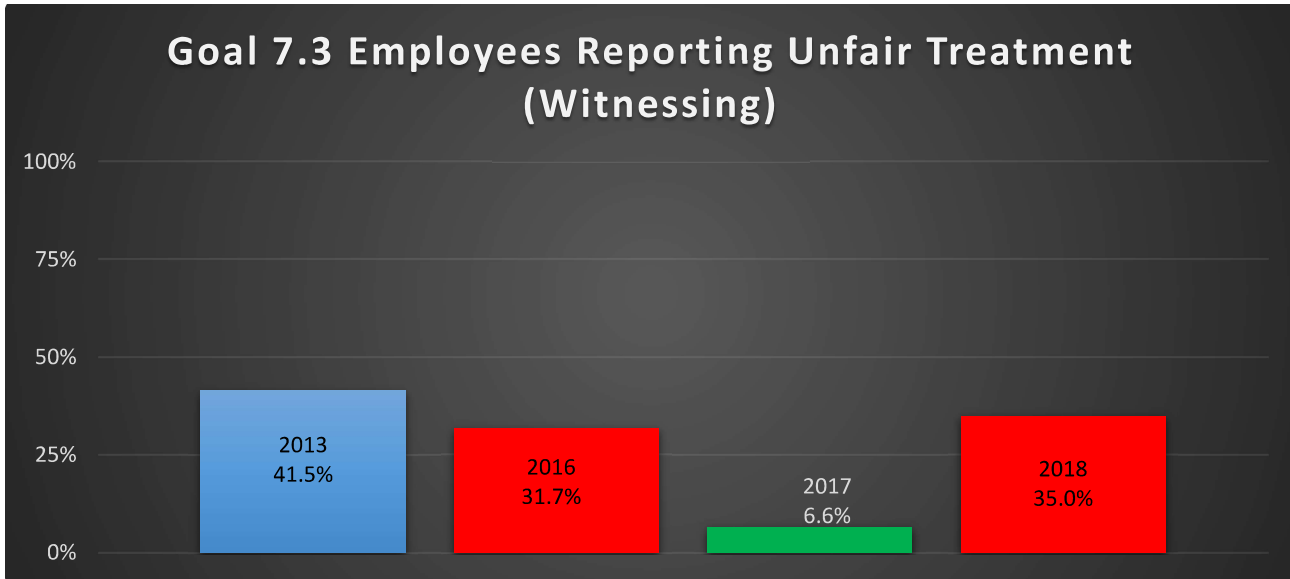
This objective is presently measured via the Institutional Planning and Effectiveness (IEP) Survey which was initiated in 2016. Prior to 2016, this objective was measured through a campus climate survey. Two survey items captured this objective by assessing feelings of being accepted by faculty/staff and also by students. The results of these two survey items showed that 90% of survey respondents rated Norco College to possess an inclusive environment. This was modest decrease from the previous year, but given that the last three years are in the ninety percentiles, this is quite laudable. Although recent years are a larger increase over 2013, this difference may be partly due to the measurement coming from a different instrument for that year. The graph below represents data from the four years measuring this objective.



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

Question 8 on the IEP Survey assesses Strategic Planning Goal 7.3. In 2016, there was no way to assess whether unfair treatment was due to diversity related characteristics or not. In the last two years, a follow up question was posed to any employee reporting unfair treatment to assess if they perceived it due to diversity-

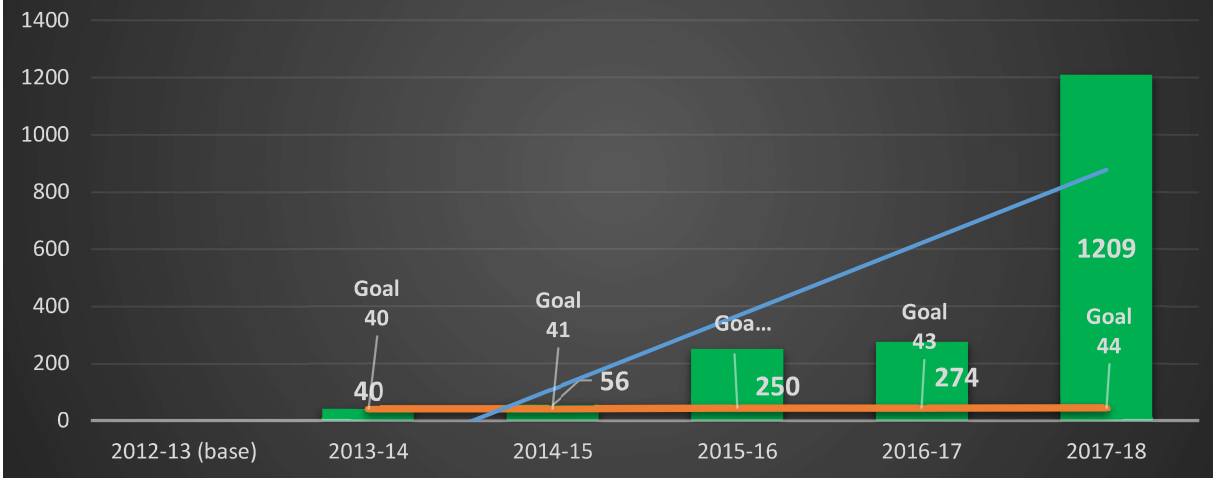
related characteristics. The increase from 2017 to 2018 is quite large and warrants further inquiry. Similar to Objective 2, the 2013 assessment was taken from the same climate survey as described in Goal 7.2 narrative above.



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

During 2017-18, events related to inclusiveness were the Day of Inclusiveness, Read 2 Succeed which focused on a common college book, poetry readings, and events celebrating books. Many faculty, staff, and students attended the book discussions, student panels, and author workshops. As displayed in the graph below on employee participation, the events and celebrations related to inclusiveness have continued to maintain high attendance during the present year.

## Goal 7.4 Employee Participation in Inclusiveness Events



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

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

- First Aid/CPR and AED classes
- Health fairs
- Ongoing active shooter trainings
- Disaster preparedness / Safety Fair
- Implementation of RAVE completed (Guardian app)
- Implemented Stop the Bleed trainings
- Safety Boards
- Community Emergency Response Team (CERT) training and program

### SUMMARY OF PROGRESS-GOAL 7

Due to a change in the scope of the Professional Development Committee, Objective 1 has been accomplished by offering workshops and trainings to all employees and not only faculty. Objectives 2 & 3 are employee measures of inclusiveness and unfairness experienced at the college. The Institutional Effectiveness and Planning Survey was the source of questions addressing these measures. From the previous measures in 2016 and 2017, there was a slight decrease in inclusiveness ratings, as well as a significant increase in reported unfair treatment. However, there was also a large increase in attendance at inclusiveness events during 2017-18. These disparate outcomes regarding diversity and inclusiveness are hard to interpret, but the increase in



attendance may partly be due to an infusion of equity funds for these type of events. Objective 5 didn't have an action plan submitted, however activities are continuing in the 2017-18 academic year to ensure the safety of the college community is maintained.

## Conclusion

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Due to the oversight and work of committees overseeing the 44 objectives, progress toward and achievement of five-year target levels has continued to progress over the previous years. It should be noted that of the 44 objectives within the 6 goals, there are actually 99 metrics required to measure all of the objectives in the strategic planning goals. This is because several objectives have multiple measurements within a single objective (e.g., Goal 1-Objective 10 contains 16 separate measurements). This makes assessing whether an objective is complete somewhat vague since some metrics within the objective may have exceeded targets, whereas other metrics may not. The following list is the objectives that have met five-year target levels (if there were multiple metrics they are noted):

Goal 1.1 Improve Transfer Preparedness (completes 60 transferable units with 2.0 GPA or higher)

Goal 1.2 Improve Transfer Rate (Overall, and including Asian & White subgroups)

Goal 1.3 Increase Basic Skills Pipeline Completion (English, Math & ESL)

Goal 1.4 Improve persistence rates by 5% over 5 years (Fall-Spring & Fall-Fall)

Goal 1.5 Increase completion rate of degrees & certificates over 6 years (Degree only)

Goal 1.8 Increase % of Students Beginning Basic Skills in 1<sup>st</sup> Year

Goal 1.9 Decrease the success gap of students in online courses as compared to face-to-face instruction

Goal 1.10 Increase course completion, certificate/degree completion, and transfer rates of underrepresented students (Course-Asian & White, Degree Completion-Asian, Hispanic, White; Transfer Rate-Asian, African-American, White)

Goal 2.2 Increase frequency of student participation in co-curricular activities (Hrs/wk in college-sponsored activities)

Goal 2.3 Increase Satisfaction and Importance Ratings for Student Support Services (Satisfaction-Academic Advising & Computer Lab; Importance-Academic Advising)

Goal 2.5 Decrease percentage of students who experience unfair treatment

Goal 3.1 Increase percentage of students who declare an educational goal

Goal 3.2 Increase percentage of new students who develop an educational plan

Goal 3.3 Increase percentage of continuing students who develop an educational plan

Goal 3.4 Ensure the distribution of our student population is reflective of the communities we serve (Black, Hispanic)

Goal 4.2 Increase the number of industry partners who participate in industry advisory council activities

Goal 4.5 Continue the success of Kennedy Partnership

Goal 5.2 Increase the percentage of assessments that utilize authentic methods

Goal 6.1 Increase the use of data to enhance effective enrollment management strategies

Goal 6.2 Systematically assess the effectiveness of strategic planning committees and councils

- Goal 6.3 Ensure that resource allocation is tied to planning
- Goal 6.4 Institutional the current Technology Plan
- Goal 6.5 Revise the Facilities Master Plan
- Goal 7.1 Provide professional development activities for all employees
- Goal 7.2 Increase the percentage of employees who consider the college environment to be inclusive
- Goal 7.3 Decrease percentage of employees who experience unfair treatment
- Goal 7.4 Employee Participation in Inclusiveness Events

On the other end of the spectrum are the objectives that did not achieve five-year targets. To be classified as such, metrics were less than 90% of meeting targets. Those objectives were the following:

- Goal 1.3 Increase percentage of basic skills students who complete the reading pipeline
- Goal 1.5 Increase certificate completion rate
- Goal 1.10 Degree Completion (African American) Certificate Completion (All Groups) and Transfer (Hispanic)
- Goal 2.1 Increase Student Engagement (Faculty-Student Interaction)
- Goal 2.2 Increase frequency of student participation in co-curricular activities (Report Sometimes/Often in using student organizations)
- Goal 2.3 Increase student satisfaction and importance ratings for student support services (Satisfaction-Job Placement & Disabled Services, Importance-Job Placement, Disabled Services, Skills Labs, Financial Aid, Transfer Assistance)
- Goal 3.3 Increase the percentage of continuing students who develop an educational plan
- Goal 3.4 Ensure distribution of student population is reflective of communities we serve (Asian, Two or more races)
- Goal 4.1 Increase the number of students who participate in summer bridge programs or boot camps
- Goal 5.2 Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods-Student Services
- Goal 5.3 Increase percentage of programs that conduct program level outcomes assessment-close loop

As mentioned above, the above list of objectives includes duplicates. However, if looking at an unduplicated list of metrics the completion is as follows:

Metrics Met	45	45.5%
Metrics at 90% of target or higher	21	21.2%
Metrics less than 90% of target	24	24.2%
Not Applicable	9	9.1%
Total	99	100%

The 45 metrics that are met are those that either have exceeded the five-year target or completed a goal that was not quantitative. The 21 metrics at 90% or higher, were the quantitative goals that were close to attainment. Metrics less than 90% of target clearly did not attain target levels set during the strategic

planning timeframe. Those that are considered “Not Applicable” are metrics that have never been calculated because no target was set and no activities were reported. If the metrics that have hit target are combined with those that are within 90%, this is defined as the strategic planning goals progress rate overall. Sixty-six out of 99 metrics fall within this range which is a 67% progress rate for 2013-18 strategic planning goals.

Recent programs, initiatives, and other institutional interventions have begun to focus on contributing to the attainment of the strategic planning goals. A noteworthy new institutional endeavor to mention, in addition to ongoing programs such as the Summer Advantage, SSSP, and Equity, is The Completion Initiative/Guided Pathways. This initiative has a five-themed approach to increasing completion outcomes at Norco College and they are:

- Meta Majors (AKA Schools)
- Clear and Directed Pathways
- Faculty Advising
- Connecting College to Career
- Models of Student Care

Some of these themes are still in development, but faculty advising and schools received a soft launch in fall 2017. This initiative represents one of the most comprehensive institutional interventions to increase outcomes at Norco College to date. Related to the goals reviewed in this report, Completion Initiative/Guided Pathways is expected to have significant impact in several or perhaps most of these objectives. Given the full implementation is expected during fall 2018-19, the timing is perfect as it is the end of the present strategic planning time period and the impact of Completion Initiative/Guided Pathways can be captured in the goals of the new strategic plan.

## Appendix A-Committee Map to Goals

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

<b>Goal 4 CREATE EFFECTIVE COMMUNITY PARTNERSHIPS</b>		
Obj 1	SSC	Increase the number of students who participate in summer bridge programs or boot camps.
Obj 2	APC	Increase the number of industry partners who participate in industry advisory council activities.
Obj 3	ASNC	Increase the number of dollars available through scholarships for Norco College students.
Obj 4	ASNC/APC	Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
Obj 5	NC-JFK WKGRP	Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
Obj 6	Pres Cab	Increase community partnerships.
Obj 7	Pres Cab	Increase institutional awareness of community partnerships.
Obj 8	GC	Increase external funding sources which support college programs and initiatives.
<b>Goal 5 STRENGTHEN STUDENT LEARNING</b>		
Obj 1	PRC/SSPC	100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
Obj 2	NAC/SSPC	Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
Obj 3	NAC/SSPC	Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
Obj 4	NAC/DE	Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
Obj 5	PDC/TC	Increase the number of faculty development workshops focusing on pedagogy each academic year.
<b>Goal 6 DEMONSTRATE EFFECTIVE PLANNING PROCESSES</b>		
Obj 1	APC/ISPC	Increase the use of data to enhance effective enrollment management strategies.
Obj 2	ISPC	Systematically assess the effectiveness of strategic planning committees and councils.
Obj 3	APC/BFPC/ ISPC/SSPC	Ensure that resource allocation is tied to planning.
Obj 4	TC	Institutionalize the current Technology Plan.
Obj 5	BFPC	Revise the Facilities Master Plan.

# Appendix B-Safety Committee Report

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## SAFETY COMMITTEE REPORT

Fall 2017

### COMMITTEE STATEMENT OF PURPOSE

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

### STRATEGIC GOAL AND OBJECTIVE THAT APPLIES TO THIS COMMITTEE:

#### **GOAL 7: STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES**

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

- Objective Five is the responsibility of the Safety Committee. The Safety Committee supports this objective by implementing programs designed to educate our students, faculty and staff about health and safety issues on and around Norco College

### STRATEGIC GOALS AND OBJECTIVES:

- 1. Increase communication to the students, faculty and staff about safety on and around the college.**
  - Campus-wide emails and alerts
  - Posters, signs, brochures, and flyers
  - Safety boards
  - Promote the use of the RAVE/Guardian and other apps
- 2. Host more training and events at Norco College that will be available to students, faculty, staff and the local community.**
  - First Aid/CPR and AED classes
  - Stop the Bleed
  - Health Fairs
  - Cancer, and other awareness events
  - Disaster preparedness / Safety Fair
  - The Great Shakeout
- 3. Rebrand and redesign the Building Captain program, building our community network of trained individuals that can take a leadership role during a crisis.**
  - Community Emergency Response Team (CERT) training and program
  - Evacuation drills and table top exercises
  - NIMS, SEMS, ICS structure and training roles and responsibilities
  - A fully operational EOC
  - Continue to build our emergency supplies and train individuals how to use them

**4. Expand campus assessments and safety walks, to address a number of different areas including physical safety, OSHA and fire code compliance.**

- Promote 3 minute rule for AEDs
- Identify first-aid kits, fire extinguisher and other items their locations and understand how they work.
- ADA and fire code egress and other issues

**5. Promote a safety-minded culture.**

- See something
- Say Something
- Do Something

**HOW DOES THE COMMITTEE ALIGN WITH NORCO COLLEGE MISSION?**

- Safety Committee serves our students, faculty, staff and our community, by providing educational opportunities such as active shooter, earthquake and emergency preparedness, and CERT Training.
- The Safety Committee aligns with the innovative approach to learning using technology as we continue with the RAVE system, emergency mass notifications, and continue to promote the Guardian app.
- We promote a safety-minded culture.
- Increasing our emergency supply inventory and activation of emergency operations center (EOC)
- EOC has ramped up efforts to include emergency generator operability, satellite technology, AV equipment, and IT
- Purchase / lease additional AED's to cover the college via the 3 minute rule.

**ASSISTANCE NEEDED FROM ISPC:**

- Assistance is needed from ISPC in the form of increased support and the funding of a safety committee budget to support some of the initiatives listed above and the ability to address some of the many health and safety issues that come up in the committee throughout the year.