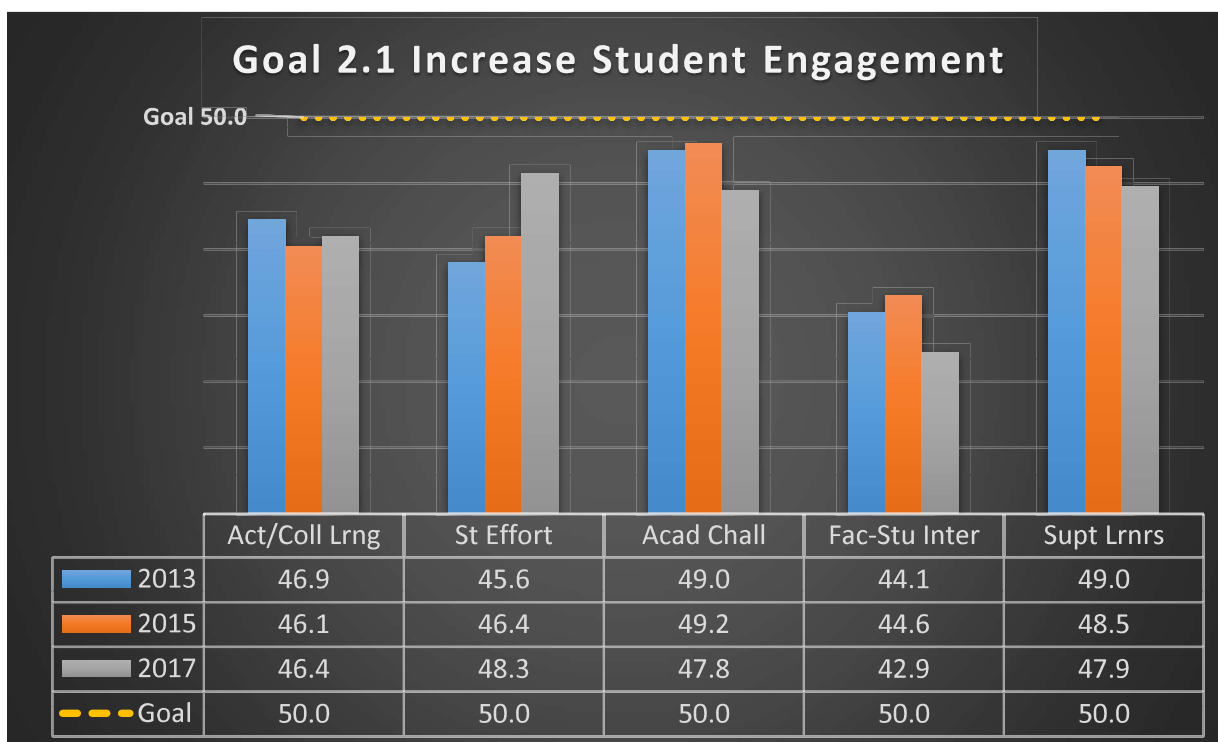


Goal 2-Improve the Quality of Student Life

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

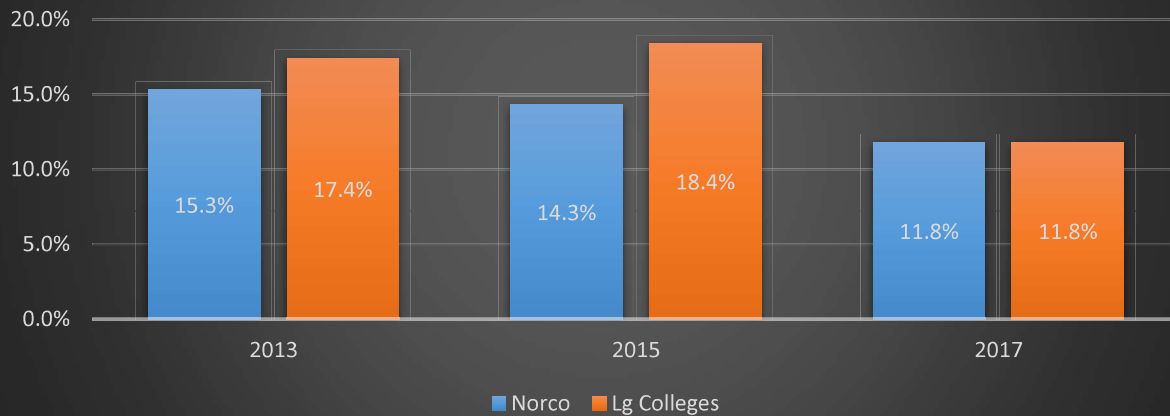
This objective measures student engagement through the five benchmark scores reported by the Community College Survey of Student Engagement (CCSSE). Benchmark scores are standardized scores with 50.0 representing the mean of the national sample for CCSSE.



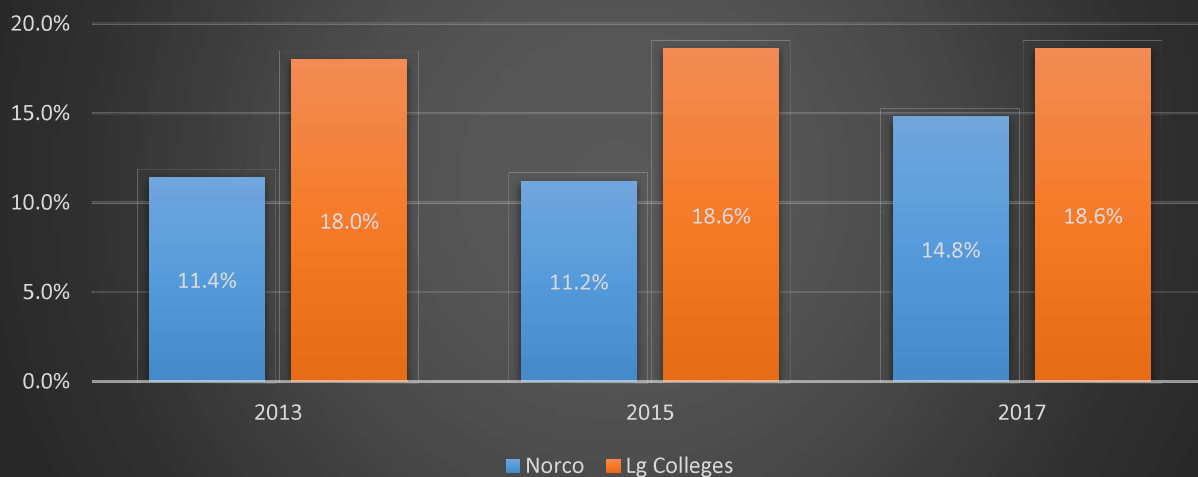
OBJECTIVE 2: INCREASE FREQUENCY OF STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES

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



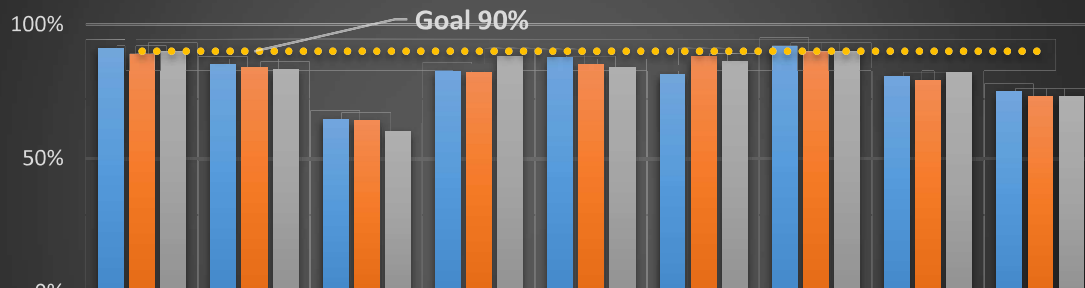
Goal 2.2 Reported Spending Any Amount of Hrs/Wk in College-Sponsored Activities



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

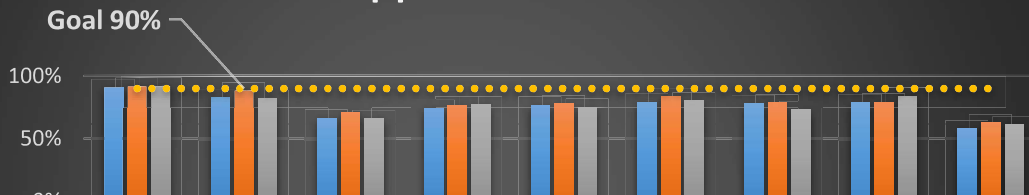
Satisfaction and importance ratings were taken directly from CCSSE results of the Norco College sample. Students were asked to rate the following student support services: academic advising, career counseling, job placement, tutoring, skill labs financial aid, computer lab, transfer assistance, and services 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



	Acad Adv	Career Cns	Job Plc	Tutoring	Skill Labs	Fin Aid	Cmptr Lab	Trans Asst	Svcs Disabled
2013	91%	85%	65%	83%	88%	81%	92%	81%	75%
2015	89%	84%	64%	82%	85%	88%	90%	79%	73%
2017	90%	83%	60%	88%	84%	86%	90%	82%	73%
Goal	90%	90%	90%	90%	90%	90%	90%	90%	90%

Goal 2.3 Importance Ratings for Student Support Services

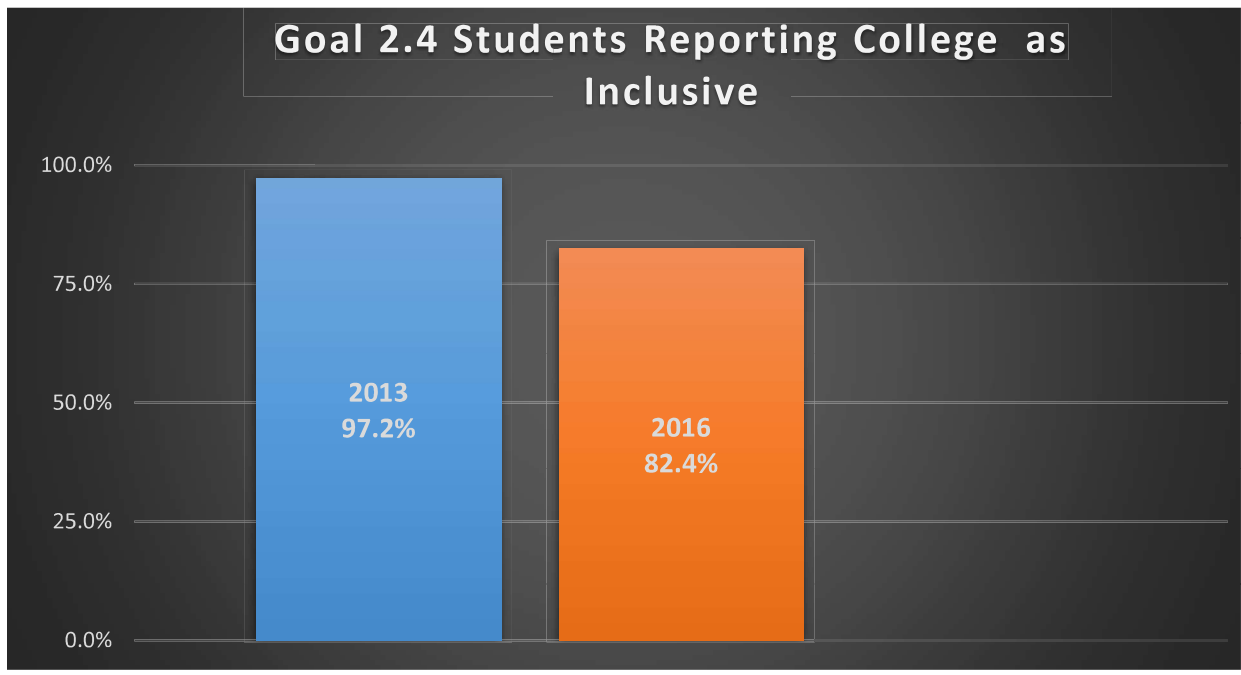


	Acad Adv	Career Cns	Job Plc	Tutoring	Skill Labs	Fin Aid	Cmptr Lab	Trans Asst	Svcs Disabled
2013	91%	83%	66%	74%	77%	79%	78%	79%	58%
2015	92%	88%	71%	77%	78%	84%	79%	79%	63%
2017	92%	82%	66%	77%	75%	80%	73%	84%	61%
Goal	90%	90%	90%	90%	90%	90%	90%	90%	90%

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

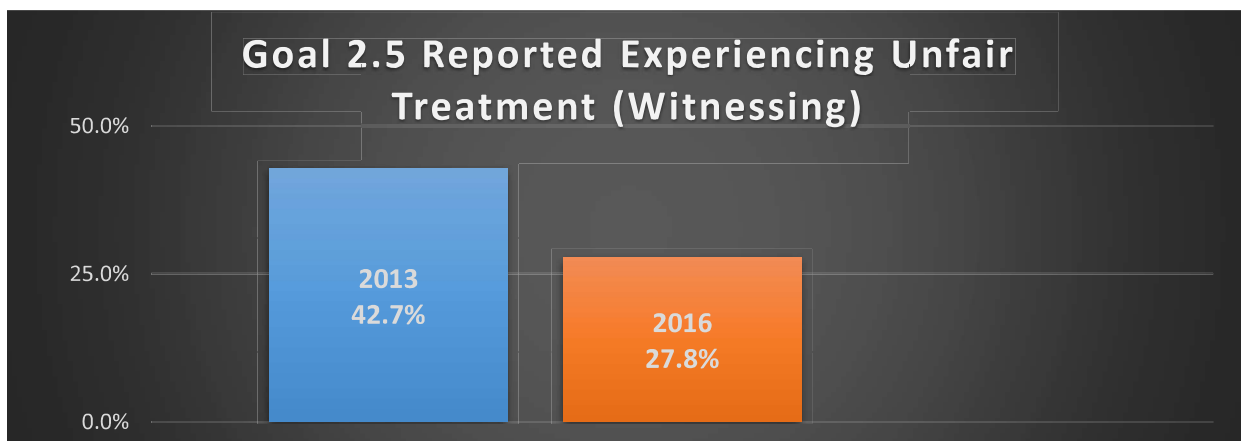
The percentage for 2016 was derived from a new Campus Climate Survey from a third party vendor. The survey allowed up to three individual college questions to be included. The percentage shown in the chart below was an average of two questions asking students to report how accepted they felt by instructors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

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

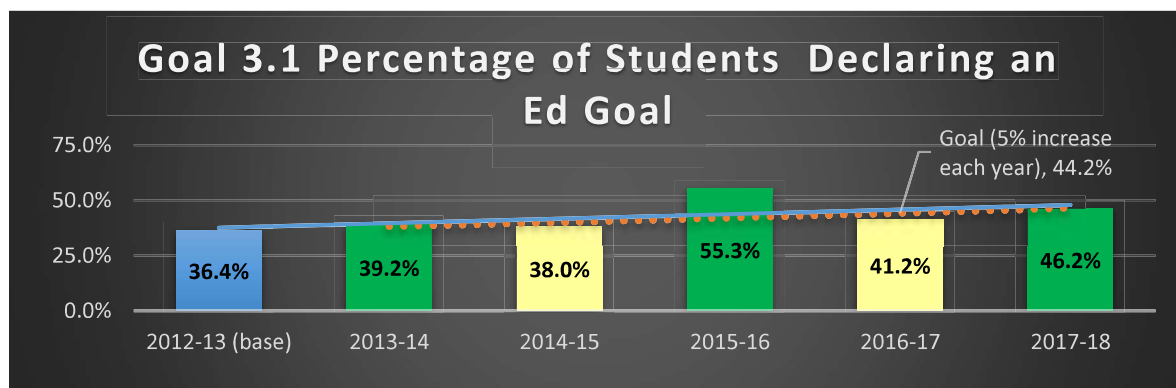
Objectives 1-3 were measured through the Community College Survey of Student Engagement (CCSSE), which was administered during spring 2017 and remain unchanged since the last report.

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