

2016 Annual Report
Final Submission
03/30/2016

Norco College
2001 Third Street
Norco, CA 92860

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Diane Dieckmeyer
3.	Phone number of person preparing report:	951-372-7199
4.	E-mail of person preparing report:	diane.dieckmeyer@norcocollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.norcocollege.edu/academics/Documents/2015-16%20Catalog/Norco-College-Catalog-2015-2016-Section1.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.norcocollege.edu/about/president/Accreditation/Pages/index.aspx
6.	Total unduplicated headcount enrollment:	Fall 2015: 10,155 Fall 2014: 9,398 Fall 2013: 9,728
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	9,568
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,740
9.	Number of courses offered via distance education:	Fall 2015: 60 Fall 2014: 50 Fall 2013: 53
10.	Number of programs which may be completed via distance education:	14
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 2,419 Fall 2014: 2,290 Fall 2013: 2,415

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	67.9%									
14b.	Successful student course completion rate for the fall 2015 semester:	69.9%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>N/A</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>432</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>127</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	432	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	127
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	432									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	127									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	624									
16b.	Number of students who received a degree in the 2014-2015 academic year:	554									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	126									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	664									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,126									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No									
18b.	If yes, please identify them:	N/A									

19a.	Number of career-technical education (CTE) certificates and degrees:	28			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	6			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	n/a			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	17			
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	N/a			0 %	0 %
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	ARCHITECTURE AND ARCHITECTURAL TECHNOLOGY	0201	58.38 %	71.43 %	
	BUSINESS AND COMMERCE, GENERAL	0501	69.53 %	75 %	
	ACCOUNTING	0502	59.89 %	76.92 %	
	BUSINESS ADMINISTRATION	0505	77.99 %	92.31 %	
	BUSINESS MANAGEMENT	0506	59.79 %	85.71 %	
	MARKETING AND DISTRIBUTION	0509	61.81 %	100 %	
	LOGISTICS AND MATERIALS TRANSPORTATION	0510	50.17 %	54.55 %	
	REAL ESTATE	0511	53.03 %	78.79 %	
	DIGITAL MEDIA	0614	44 %	56.52 %	
	COMPUTER INFORMATION SYSTEMS	0702	62.42 %	60 %	
	COMPUTER SOFTWARE DEVELOPMENT	0707	44 %	61.11 %	
	ENGINEERING TECHNOLOGY, GENERAL	0924	59.91 %	76.92 %	
	ELECTRONICS AND ELECTRIC TECHNOLOGY	0934	44 %	71.43 %	
	DRAFTING TECHNOLOGY	0953	55.14 %	62.01 %	
	MANUFACTURING AND INDUSTRIAL TECHNOLOGY	0956	59.45 %	75 %	
	CIVIL AND CONSTRUCTION MANAGEMENT TECHNOLOGY	0957	62.17 %	80 %	

	COMMERCIAL MUSIC	1005	44 %	55.56 %
	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	1305	53.27 %	75 %
	ADMINISTRATION OF JUSTICE	2105	51.27 %	75 %
22.	Please list any other institution set standards at your college:			
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard
	N/A			
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <p>The academic senate, in conjunction with the strategic governance process, developed a response protocol to be followed in cases in which a program falls below the institution-set standard. The first implementation of the protocol occurred in fall 2015 at which time a task force was convened with the faculty in the associated programs as well as various other administrators and members of the senate. During the meeting, various issues were discussed such as possible reasons for the drop in job placement rates of a particular program as well as possible solutions. The response process was viewed favorably by faculty and was an example of integrated planning across areas.</p>			

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 368
	b.	Number of college courses with ongoing assessment of learning outcomes 327
	Auto-calculated field: percentage of total: 88.9	
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 46
	b.	Number of college programs with ongoing assessment of learning outcomes 35
	Auto-calculated field: percentage of total: 76.1	
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 20

	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	20
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:		http://www.norcocollege.edu/employees/faculty/Pages/Outcomes-Assessment.aspx
28.	Number of courses identified as part of the general education (GE) program:		194
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		91.8%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?		Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :		194
32.	Number of Institutional Student Learning Outcomes defined:		4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).		83.3%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:		100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>Norco College utilizes the diversity of students in program assessment by disaggregating program assessment by student groups. One example of this was in a recent General Education (GE) PLO assessment in which a large portion of students in the assessment were in the English 1A-Freshman Composition class. By comparing the English 1A students against the other students in the assessment project, it was determined that the English 1A students (i.e. college-level students) performed significantly higher than the other students. This was confirmation that students completing the GE program were attaining this GE PLO. Another example of institutional assessment involves the College's evaluation of the state of assessment itself. The evaluation involves members of the Norco Assessment Committee using a rubric to score each of the assessment sections of the annual program reviews. Once the scores are compiled, means are calculated in the following areas: loop-closing, improvement of learning, dialogue, and engagement in program assessment. 2014-15 was the first year that Norco College engaged in this form of assessment. The college anticipates continuing and refining this measure over the next several years.</p>		

<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>	
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>Course and program-level outcomes assessment are used in several ways at Norco College. The first is to inform change at the curricular level. During 2014-15, faculty identified the following curricular or pedagogical changes as occurring in response to their assessment results: in-class practice prior to assignment, emphasizing new content, increased group-based activities, use of study guide/overview/clear expectations, direct instruction on study skills, increased visual representation to support understanding and cultural differences, mini-quizzes, increased dialogue with part-time faculty, change of sequence in course materials, use of affective/emotional engagement, and new textbook adoption to support increased learning. In addition, assessment is tied directly to budget and resource allocation. Every year each discipline has to complete an Annual Program Review (APR). Inside of this review are specific sections that tie to assessment. Faculty are asked to consider what resources they can identify that would support their academic program to help improve student learning and success e.g., additional training in helping students with basic skills in writing. This information is then used to support any resource requests in the program review document. These are just some</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Communication strategies for sharing assessment result is varied. Faculty attended trainings, roundtables, and lab hours to try and learn how to access, to dialogue about assessments, and to learn how use the TracDat system. Individual faculty work within their departments to coordinate assessments across multiple programs, and in some cases a lead faculty in a large discipline collaborates and strategically plans an assessment that involves multiple people. A college-wide newsletter is distributed during the fall and spring terms which includes updates on assessment projects and processes. Also, the faculty coordinator makes regular updates on assessment to the academic senate. Of most importance, dialogues occur between peers, such as the with the yoga instructor who received a one-on-one training in TracDat from the faculty assessment coordinator. They spent an hour discussing a variety of topics that are all related to quality assessment: the ins and outs of how to use a scoring rubric for the assignment, how to conduct a follow-up or loop-closing assessment if necessary, and how to analyze the results of an assessment. But at the core of the conversation was the idea that assessment is fundamentally about how all of this will help her teach her students to become better yogis.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate</p>

	<p>how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Overall, in the past year assessment at the program level for the General Education outcomes has taken a significant step forward. With the shift towards a more inclusive planning process and group based analysis, the hope is that more faculty will take stronger ownership of the GE outcomes. In addition, by involving the whole Norco Assessment Committee (NAC) in the follow-up discussion the breadth of understanding and responsibility was spread away from just the Assessment Coordinator and the Dean of Institutional Effectiveness to members of every department on campus. This form of active engagement by the NAC and discipline members in designing, analyzing, and recommending future action on GE PLO assessment will continue this coming year.</p> </div>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Early Childhood Education conducted an initial direct assessment on two of the four PLOs. The discipline identified a specific area of concern in the Practicum course (EAR 30) - students were exhibiting inappropriate behaviors for teachers in ECE – a new, evidenced-based observation tool was created to ameliorate the issue. The tool was utilized to provide students with clear feedback on any behaviors that were identified as being unacceptable within the field of ECE. The report identifies specific concerns that were addressed, the ratio of students that met the expected criteria, interventions that occurred with students that fell below the expected criteria, and improvements that were made by the students as a result of being counseled. The Studio Art program is overseen by a single discipline member who conducted a comprehensive assessment of the program, including all PLOs. The assessment method incorporated the use of both direct and indirect assessment in the forms of class-based assignments and a student survey. Direct assessment was conducted across 10 different courses, the average scores in each course were placed into the SLO-PLO curriculum map to provide a clear visual representation of how students performed not only at the SLO level in the individual course, but also at the PLO level</p> </div>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 1 2013-2014: 1 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

Other Information

#	Question	Answer
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42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Infineon Technologies, formerly International Rectifier
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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