Norco College
Academic Planning Council Meeting
Dec 2, 2016
9:00-12:00 IT 218

Present: Melissa Bader, Quinton Bemiller, Peter Boelman, Dr. Alexis Gray, Kim Kamerin, Ana-Marie Olaerts, Dr. Jason Parks (co-chair), Patricia Worsham, Dr. Gail Zwart, Dr. Carol Farrar (co-chair)
Absent: Dr. Kevin Fleming, Mr. John Moore, Dr. Phu Tran
Visiting: Dr. Lorena Newsom and Mr. Andy Robles

1. **Welcome - Ice Breaker**
2. **Approve Minutes**
   Motion to approve minutes from November 4, 2016 | Zwart/Gray approved
3. **Information Items**
   A. New - Information
      i. Title III Stem Grant
         - Dr. Newson provided an overview of the Grant.
         - Reviewed HSI, Hispanic Serving Institution(s)
         - Explained the difference between Title V and Title III.
            a. Title V funding is geared more toward the development of Hispanic Serving Institutions and program development, for example our Title V gaming grant.
            b. Title III funding is geared toward Low income and all Minority Serving Colleges which may includes HSIs.
         - Explained the STEM Scholars Program
            a. October 1, we were awarded a $6 million STEM Grant
               i. Serve the under-represented populations, expand engineering pathways
         - Can we see how the students are doing in this program?
            a. Referred to Dr. Aycock, his department may have this information.
            b. Norco offers most required classes except for 3. One is currently in the development process and the other 2 need to be written.
      ii. Monthly FTEs Update
         - Farrar handed out and reviewed the current FTE report
            a. Reviewed Summer and Fall FTEs.
            b. 17 WIN has data, it is expected to increase until day 1.
            c. Norco is on track for 17WIN
         - Annual target we are under $2.7 million
         - Overall Norco is doing good.
         - Riverside could add more FTE for Spring, RCCD may be able to improve.
         - We need to explore ways for Norco to grow. Some offsite options currently be considered are:
            a. Dual Enrollment in Eastvale at Eleanor Roosevelt High School

b. The California Rehabilitation Center possibly offering an English course to the prisoners.
c. Increasing Online and Hybrid, but with this area, we have to keep the appropriate balance

B. Follow-up Items
   i. 17WIN scheduling update – No current problems with this schedule
   ii. 17SPR schedule update
      - There was some trouble with the initial PDF proof. They are going to try to run it again today. This new process is much more efficient.
      - Explained the impact of not having as much staffing done before the first teaching assignment download.
   iii. Break times, Passing Periods, and YOU
      - Farrar referenced CCCCO SSAM, she suggested to look at Attendance Accounting and FTEs. This helps explain the scheduling process.
         a. Breaks; Scheduling times, what to do and what not to do
         b. Norco uses the scheduling calculator in place of CCCCO SSAM
      - Reviewed how to schedule, why we schedule the way we do and the need to be as close to 100% as possible.
      - Breaks can combine 2 – 10 minute breaks to 20 minutes, but cannot use the break to start class later or shorten a class.
      - Communicate to your faculty if you would like items to be added and please email Dr. Farrar.
      - Reassign time needs to added to Part time faculty TA.
   iv. Review/discussion of APC strategic plans and goals
      - Parks distributed a handout and explained that APC Annually reviews the College Goals and Objectives
         a. Goal 3, Obj 5 – Increase Student Access
            i. This is mostly completed
               1. BEIT says there are problems, but are working to reduce
            ii. Overlapping repetitions have reduced significantly
            iii. Did students have to take classes at the other College to make graduation?
         b. Goal 4, Obj 2 – Create Effective Community Partnerships
            i. Primarily Dr. Fleming and the CTE area
               1. Zwart feels this area has and is being addressed, an example she gave was the Industry Standards Breakfast, had quite a few more people in attendance.
         c. Goal 4, Obj 4 – Create Effective Community Partnerships
            i. There was a suggestion to survey faculty
            ii. May meet objective with Strong Workforce but will have a gap year.
         d. Goal 6, Obj 1 – Demonstrate Effective Planning Processes
            i. APC has done a very good job of providing data

e. Goal 6, Obj 3 – Demonstrate Effective Planning Processes
    i. APC is already doing, two examples would be faculty and equipment ranking
- Parks will send out a template. He will also work on Bullet point summary and will have for first meeting 17 Spring.

v. Two year rotation – bring with you
- Parks PRT for Norco College, some areas have done completed.
- We need to make sure that the students know this is available to them
- CTE has plans but does not follow it.
- Quinton asked what can he offer, outside of the ADT, to makes sure the students that are transferring to an Art Institute meet their specific needs.
- Farrar said that if it's in our catalog it needs to be in the two year rotation.
- You can have your IDS send you the CSAR for the previous year by term.
- We are getting closer to better scheduling to the need of the students.

C.

The IDSs are scheduling, there are some room conflicts. Expect emails from DoI to resolve. Dr. Farrar does not expect you to answer over the weekend.

**4. Committee Reports**

a. Academic Senate
    i. They are aware the internet is slow, to fix this the "pipeline" needs to be updated . They expect to have a band-aid in place for Spring.
    ii. Students have requested a safe space. It was suggested that we offer a workshop on civil discourse. We need to send a letter to the students confirming our support for them.
    iii. Dr. Regino is the head of Open Campus.
        1. Wanting to rebrand
        2. Moving toward hiring local presence for design
        3. They have to new hires coming in
        4. Piloting a new Open Campus program "Canvas". If interested in participating in this program, please contact Dr. Muto.

b. District Enrollment Management
    i. Nothing to report

c. ISPC
    i. BFPC has changed their make up, they now have 5 faculty and 5 staff, with a total of 21 people serving on the committee.
    ii. Asked APC to send out a "we're currently hiring" notification
    iii. Academic Affairs is establishing a work group to move pieces from BFPC to APC.
        1. We were asked to prioritize as a group and send one final list.

**5. Deans' Reports**

a. DoI – CTE
    i. Nothing to report.

b. DoI

1. Thank you on supporting the PT Evlautions

**6. Good of the order**

Dr. Farrar reminded everyone to not be on the computers while the committee was reviewing business. It was recommended that the committee only meet in OC 110 during the scheduling portion of the meeting.

Next meeting

Dec 2, 2016

Business Meeting 9:00am-1:00pm IT 218

CCC Major or Area of Emphasis: Engineering – Accepted by ICFW 3.31.2015

CSU Major or Majors: Engineering

Degree Type (*indicate one)*: AS

As there are different types of engineering, the Engineering FDRG has developed four different model curricula and each one feeds into one or more majors at the baccalaureate level. The four discipline clusters are:

1. Mechanical, Aerospace, and Manufacturing
2. Civil
3. Electrical
4. Computer and Software

Colleges that are able to offer more than one option may want to consider presenting a core of courses common to the different options.
The "Fundamentals Core" is indicated below.

**Fundamentals Core Courses for Engineering Major: 25 units**

| Course Title | C-ID Designation | | Norco Course |
|---|---|---|---|
| Introduction to Engineering (2) | ENGR 110 | | ?? |
| Calculus I (4) | MATH 210 or 211 | Area B4 | MAT-1A |
| Calculus II (4) | MATH 220 or 221 | | MAT-1B |
| Calculus III – Multivariable (4) | MATH 230 | | MAT-1C |
| Ordinary Differential Equations (3) | MATH 240 | | MAT-2 |
| Physics – Mechanics (4) [1] | PHYS 205 | Area B1 and B3 | PHY-4A |
| Physics – E&M (4) [1] | PHYS 210 | | PHY-4B |

**Required Engineering Courses:**

**A. Mech., Aero, Manuf. Track (21-22 units)**

| Course Title | C-ID Designation | Rationale | Norco Course |
|---|---|---|---|
| Chemistry – General Chem I ( 5) | CHEM 110 | | CHE-1A |
| Circuit Analysis (3) | ENGR 260 | | ENE-39 |
| Engineering Graphics (3) | ENGR 150 | | |
| Statics (3) | ENGR 130 | | |
| Materials Science and Engineering (4) | ENGR 140B or<br>ENGR 140 + ENGR 140L | | |
| Programming and Problem Solving in MATLAB (3)<br>Or<br>Introduction to Programming Concepts and Methodologies for Engineers (4) | ENGR 220<br><br>Or<br>ENGR 120 | | ENE-38 (pending) |

**B. Civil Track (21-22 units)**

| Course Title | C-ID Designation | Rationale | Norco Course |
|---|---|---|---|
| Chemistry – General Chem I ( 5) | CHEM 110 | | CHE-1A |
| Surveying (3)<br>Or<br>Circuit Analysis (3) | ENGR 180<br>Or<br>ENGR 260 | | ENE-39 |
| Engineering Graphics (3) | ENGR 150 | | |
| Statics (3) | ENGR 130 | | |
| Materials Science and Engineering (4) | ENGR 140B or<br>ENGR 140 + ENGR 140L | | |
| Programming and Problem Solving in MATLAB (3)<br>Or<br>Introduction to Programming Concepts and Methodologies for Engineers (4) | ENGR 220<br><br>Or<br>ENGR 120 | | ENE-38 (pending) |

**C. Electrical Track (13 units)**

| Course Title | C-ID Designation | Rationale | Norco Course |
|---|---|---|---|
| Chemistry – General Chem I ( 5) | CHEM 110 | | CHE-1A |
| Circuit Analysis (3) | ENGR 260 | | ENE-39 |
| Circuit Analysis Lab (1) | ENGR 260L | | ENE-39 |
| Introduction to Programming Concepts and Methodologies for Engineers (4) | ENGR 120 | | ENE-38 (pending) |

**D. Computer, Software Track (14 units)**

| Course Title | C-ID Designation | Rationale | Norco Course |
|---|---|---|---|
| Circuit Analysis (3) | ENGR 260 | | ENE-39 |
| Circuit Analysis Lab (1) | ENGR 260L | | ENE-39 |
| Introduction to Programming Concepts and Methodologies for Engineers (4) | ENGR 120 | | ENE-38 (pending) |
| Intermediate Programming and Data Structures (3) | COMP 132 | | CSC-17A |
| Discrete Structures (3) | COMP 152 | | CSC-7 |

**Notes:**

1 - Each of the following floating topics must be covered in C-IDs PHYS 205 and/or PHYS 210, otherwise it is recommended that students take PHYS 205, 210, and 215 and that colleges adjust units so that total units for the Fundamentals Core still fit within unit parameter indicated above:

1. Simple Harmonic Motion
2. Mechanical Waves
3. Properties of EM Waves
4. Fluids
5. Laws of Thermodynamics
    a. Heat Engines
    b. Kinetic Theory

## PRE-ENGINEERING

NAS763
(CSUGE) NAS764
(IGETC) NAS765

This program is designed to prepare students for a possible major in an Engineering related field. Possible university engineering majors include: Civil Engineering, Computer Engineering and Mechanical Engineering.

**Program Learning Outcomes**
Upon successful completion of this program, students should be able to:

- Demonstrate the standard methods of mathematical analysis including trigonometry and analytic geometry, differential and integral calculus, and the solutions to differential equations.
- Demonstrate a working knowledge of the theories and principles of physics.
- Conduct experiments and analyze and interpret data collected.

| Required Courses (24-26 units) | | Units |
|---|---|---|
| MAT-1A | Calculus I | 4 |
| MAT-1B | Calculus II | 4 |
| PHY-4A | Mechanics | 4 |
| Choose one of the following: | | |
| PHY-4B or . | Electricity and Magnetism | 4 |
| PHY-4C | Heat, Light and Waves | 4 |
| Electives | Choose from the list below | 8-10 |

| Elective Courses (8-10 units) | | |
|---|---|---|
| CHE-1A | General Chemistry, I | 5 |
| CHE-1B | General Chemistry, II | 5 |
| MAT-1C | Calculus III | 4 |
| PHY-4B | Electricity and Magnetism (if not used above) | 4 |
| PHY-4C | Heat, Light and Waves (if not used above) | 4 |

**Associate of Science Degree**
The Associate of Science Degree in Pre-Engineering will be awarded upon completion of the degree requirements including Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) or RCCD General Education requirements, as well as other graduation requirements as described in the college catalog.

## ENGINEERING TECHNOLOGY

**PRE-ENGINEERING (N)** NAS763
(CSUGE) NAS764
(IGETC) NAS765

This program is designed to prepare students for a possible major in an Engineering related field. Possible university engineering majors include: Civil Engineering, Computer Engineering and Mechanical Engineering.

**Program Learning Outcomes**
Upon successful completion of this program, students should be able to:

- Demonstrate the standard methods of mathematical analysis including trigonometry and analytic geometry, differential and integral calculus, and the solutions to differential equations.
- Demonstrate a working knowledge of the theories and principles of physics.
- Conduct experiments and analyze and interpret data collected.

| Required Courses (24-26 units) | | Units |
|---|---|---|
| MAT-1A | Calculus I | 4 |
| MAT-1B | Calculus II | 4 |
| PHY-4A | Mechanics | 4 |
| Choose one of the following: | | |
| PHY-4B or | Electricity and Magnetism | 4 |
| PHY-4C | Heat, Light and Waves | 4 |
| Electives | Choose from the list below | 8-10 |

| Elective Courses (8-10 units) | | |
|---|---|---|
| CHE-1A | General Chemistry, I | 5 |
| CHE-1B | General Chemistry, II | 5 |
| MAT-1C | Calculus III | 4 |
| PHY-4B | Electricity and Magnetism (if not used above) | 4 |
| PHY-4C | Heat, Light and Waves (if not used above) | 4 |

**Associate of Science Degree**
The Associate of Science Degree in Pre-Engineering will be awarded upon completion of the degree requirements including Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) or RCCD General Education requirements, as well as other graduation requirements as described in the college catalog.

*The following certificate may lead to employment competency, but does not lead to an Associate of Science Degree:*

**ENGINEERING GRAPHICS (N)** NCE796

**Certificate Program**
**Program Learning Outcomes**
Students will demonstrate proficiency sufficient to apply for and obtain entry-level employment in the field of engineering by completing a portfolio, which may include sketches, Computer Aided Drafting (CAD), 3-D models, and rapid prototyping.

| Required Courses (9 units) | | Units |
|---|---|---|
| ENE-21 | Drafting | 3 |
| ENE-22 | Engineering Drawing | 3 |
| ENE-30 | Computer-Aided Drafting (CAD) | 3 |

**3D MECHANICAL DRAFTING (N)** NCE863
This certificate includes courses intended to help students qualify for an entry level CAD operator/drafter or help someone, already in industry, to update their skills. Students can expect an entry level position as a CAD operator, mechanical drafter, engineering assistant and engineering technician.

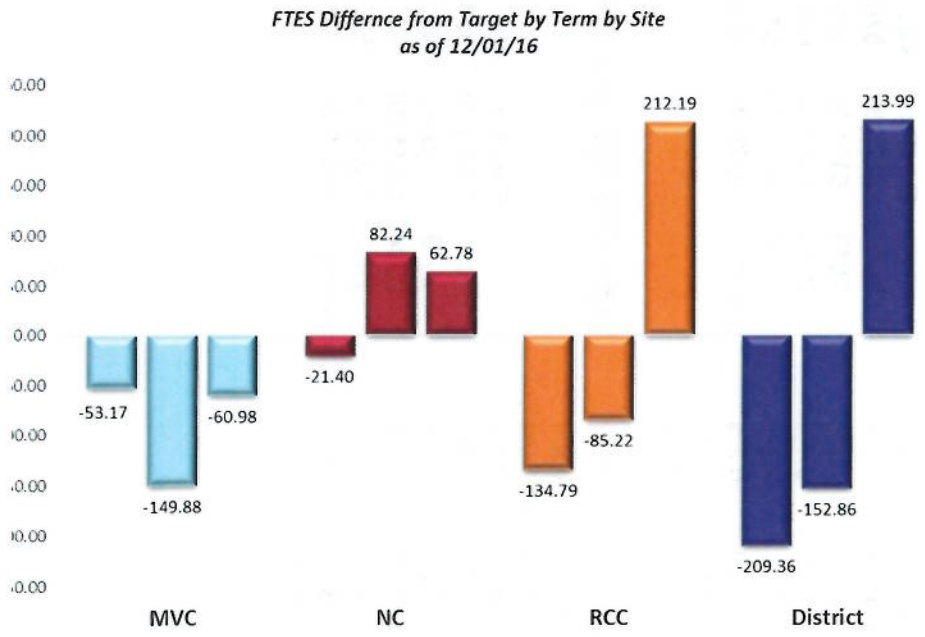
**Certificate Program**
**Program Learning Outcomes**
Upon successful completion of this program, students should be able to:

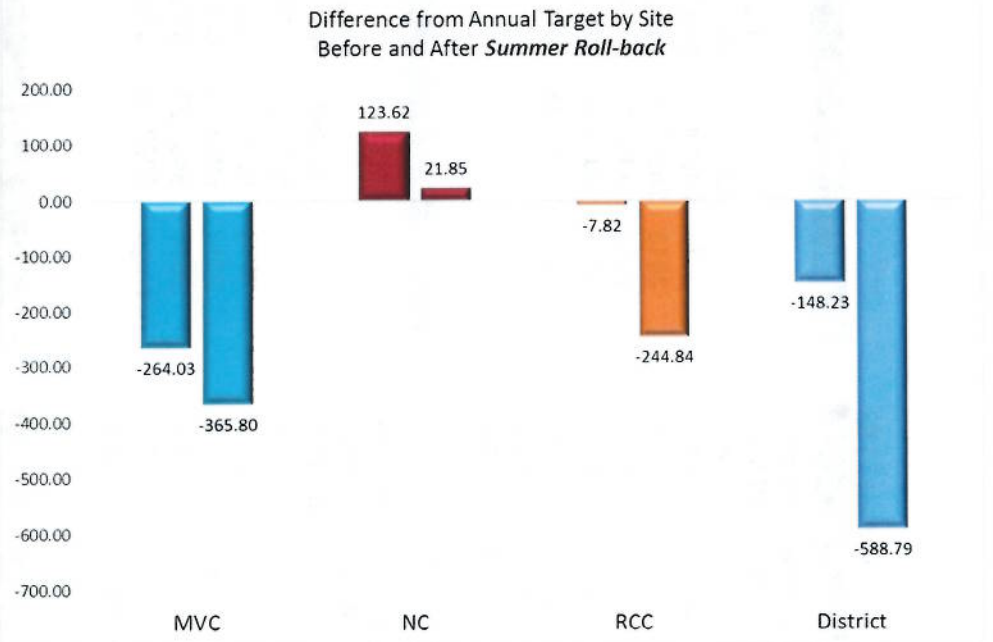
- Demonstrate an understanding of 3D mechanical modeling so as to be able to capture design intent in a 3D model.
- Map out the most efficient path in 3D model creation.
- Reverse engineer existing parts and recreate them as 3D computer models.

| Required Courses (9 units) | | Units |
|---|---|---|
| ENE-21 | Drafting | 3 |
| ENE-42 | SolidWorks I | 3 |
| ENE-42B | SolidWorks II | 3 |

| Credit FTES by Term 2016-2017 (EMD) \|December 1, 2016 \| Thursday of Week 14 | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Site | Target 16SUM | EMD enrolled 16SUM | summer bridge | Est* 16SUM+ | **16SUM Diff** | Target 16FAL | EMD enrolled 16FAL | fall bridge | Est* FAL16+ | **16FAL Diff** | Target 17WIN | Est 17WIN | **17WIN Diff** | Target 17SPR | PLANNED Annual Target | Estimated Annual | BEFORE Rollback Annual Diff to-date | BEFORE Rollback Percent Diff Percent | Rollback from 16-17 to 15-16 | AFTER Rollback Annual Diff to-date | AFTER Rollback Percent Diff Percent |
| MVC | 650.00 | 552.29 | 44.54 | 596.83 | **-53.17** | 2926.00 | 2726.97 | 49.15 | 2776.12 | **-149.88** | 550.00 | 489.02 | **-60.98** | 2707.00 | 6833.00 | 6568.97 | **-264.03** | -3.9% | -101.77 | -365.80 | -5.4% |
| NC | 508.69 | 487.29 | | 487.29 | **-21.40** | 2993.34 | 3075.58 | | 3075.58 | **82.24** | 500.23 | 563.01 | **62.78** | 2830.46 | 6832.72 | 6956.34 | **123.62** | 1.8% | -101.77 | 21.85 | 0.3% |
| RCC | 1432.21 | 1252.42 | 45.00 | 1297.42 | **-134.79** | 6842.78 | 6757.56 | | 6757.56 | **-85.22** | 1139.94 | 1352.13 | **212.19** | 6524.51 | 15939.44 | 15931.62 | **-7.82** | 0.0% | -237.02 | -244.84 | -1.5% |
| District | 2590.90 | 2292.00 | | 2381.54 | **-209.36** | 12762.12 | 12560.11 | | 12609.26 | **-152.86** | 2190.17 | 2404.16 | **213.99** | 12061.97 | 29605.16 | 29456.93 | **-148.23** | -0.5% | -440.56 | -588.79 | -2.0% |

**DATA SOURCE: EMD**




**IMPORTANT Notes and Definitions**

- Current estimates of FTES are based upon "enrolled" FTES
- Per EMD definitions, **Enrolled FTES** =
  "Actual **Resident** FTES at the point in time when [the report] was refreshed" – *according to RB, this is in error. Enrolled FTES includes non-resident FTES, which will be removed in order to report Resident FTES for apportionment.*
  "Full-time equivalent students based on actual enrollment. Census sections will use actual enrollment up until census day for that section, and then use census enrollment for the remainder of the term. Positive Attendance sections will use actual enrollment throughout the duration of the section based on the date the report is run."
- Estimating 90% for Positive Attendance and actual report updates during the term
- Not adjusted for TBA non-compliance
- Not completely adjusted for any impact of BCTC (which may be an additional 100 to 150+ FTES added to MVC total – recovered annually from Summer and Fall "bridge" academies)

Source: EMD

Difference between Enrolled and Final Resident FTES

District

| | Enrolled | Final Res | difference Final Res - Enrolled | Percent diff from enrolled |
|---|---|---|---|---|
| 2010 | 29682.44 | 29061.08 | -621.36 | -2.1% |
| 2011 | 26471.34 | 25858.84 | -612.50 | -2.3% |
| 2012 | 24928.17 | 24803.54 | -124.63 | -0.5% |
| 2013 | 26587.26 | 26746.46 | 159.20 | 0.6% |
| 2014 | 27412.08 | 27502.35 | 90.27 | 0.3% |
| 2015 | 28438.44 | 28012.13 | -426.31 | -1.5% |
| Average | 27253.29 | 26997.40 | -255.89 | -0.9% |

District

| | Enrolled | Final Res | difference Final Res - Enrolled | Percent diff from enrolled |
|---|---|---|---|---|
| 2012 | 24928.17 | 24803.54 | -124.63 | -0.5% |
| 2013 | 26587.26 | 26746.46 | 159.20 | 0.6% |
| 2014 | 27412.08 | 27502.35 | 90.27 | 0.3% |
| 2015 | 28438.44 | 28012.13 | -426.31 | -1.5% |
| Average | 26841.49 | 26766.12 | -75.37 | -0.3% |

MVC

| | Enrolled | Final Res | difference Final Res - Enrolled | Percent diff from enrolled |
|---|---|---|---|---|
| 2010 | 6730.50 | 6742.89 | 12.39 | 0.2% |
| 2011 | 5883.40 | 5919.85 | 36.45 | 0.6% |
| 2012 | 5531.07 | 5701.71 | 170.64 | 3.1% |
| 2013 | 6076.00 | 6249.30 | 173.30 | 2.9% |
| 2014 | 6264.06 | 6452.21 | 188.15 | 3.0% |
| 2015 | 6497.52 | 6312.86 | -184.66 | -2.8% |
| Average | 6163.76 | 6229.80 | 66.05 | 1.1% |

MVC

| | Enrolled | Final Res | difference Final Res - Enrolled | Percent diff from enrolled |
|---|---|---|---|---|
| 2012 | 5531.07 | 5701.71 | 170.64 | 3.1% |
| 2013 | 6076.00 | 6249.30 | 173.30 | 2.9% |
| 2014 | 6264.06 | 6452.21 | 188.15 | 3.0% |
| 2015 | 6497.52 | 6312.86 | -184.66 | -2.8% |
| Average | 6092.16 | 6179.02 | 86.86 | 1.4% |

NC

| | Enrolled | Final Res | difference Final Res - Enrolled | Percent diff from enrolled |
|---|---|---|---|---|
| 2010 | 6854.20 | 6753.67 | -100.53 | -1.5% |
| 2011 | 6063.38 | 5926.74 | -136.64 | -2.3% |
| 2012 | 5773.37 | 5765.24 | -8.13 | -0.1% |
| 2013 | 6191.84 | 6191.95 | 0.11 | 0.0% |
| 2014 | 6351.54 | 6337.54 | -14.00 | -0.2% |
| 2015 | 6640.20 | 6617.11 | -23.09 | -0.3% |
| Average | 6312.42 | 6265.38 | -47.05 | -0.7% |

NC

| | Enrolled | Final Res | difference Final Res - Enrolled | Percent diff from enrolled |
|---|---|---|---|---|
| 2012 | 5773.37 | 5765.24 | -8.13 | -0.1% |
| 2013 | 6191.84 | 6191.95 | 0.11 | 0.0% |
| 2014 | 6351.54 | 6337.54 | -14.00 | -0.2% |
| 2015 | 6640.20 | 6617.11 | -23.09 | -0.3% |
| Average | 6239.24 | 6227.96 | -11.28 | -0.2% |

RCC

| | Enrolled | Final Res | difference Final Res - Enrolled | Percent diff from enrolled |
|---|---|---|---|---|
| 2010 | 16097.74 | 15564.52 | -533.22 | -3.3% |
| 2011 | 14524.56 | 14012.25 | -512.31 | -3.5% |
| 2012 | 13623.73 | 13336.59 | -287.14 | -2.1% |
| 2013 | 14319.42 | 14305.21 | -14.21 | -0.1% |
| 2014 | 14796.48 | 14712.60 | -83.88 | -0.6% |
| 2015 | 15300.72 | 15082.16 | -218.56 | -1.4% |
| Average | 14777.11 | 14502.22 | -274.89 | -1.9% |

RCC

| | Enrolled | Final Res | difference Final Res - Enrolled | Percent diff from enrolled |
|---|---|---|---|---|
| 2012 | 13623.73 | 13336.59 | -287.14 | -2.1% |
| 2013 | 14319.42 | 14305.21 | -14.21 | -0.1% |
| 2014 | 14796.48 | 14712.60 | -83.88 | -0.6% |
| 2015 | 15300.72 | 15082.16 | -218.56 | -1.4% |
| Average | 14510.09 | 14359.14 | -150.95 | -1.0% |

NORCO COLLEGE

Department Chair worksheet
Teaching Assignment Checklist

As you communicate with colleagues about their proposed Teaching Assignment for the term, please consider the following.

With the Faculty member

| | |
|---|---|
| | Confirm<br>___ course and sections number<br>___ term dates<br>___ days & meeting times<br>___ amount of break time required for section & break policies<br>___ tentative room assignment |
| | Confirm payroll code<br>___For fulltime faculty (D1 or D9) – consult<br>___For associate faculty – remember to assign reassign time |
| | Confirm Method of Instruction<br>___ Lecture<br>___ Face to Face only<br>___ Web-Enhanced<br>___ Faculty site (WordPress) - Default<br>___ Blackboard (training required) – must OPT-IN<br>___ Distance Education (Blackboard only \| training required)<br>___ Hybrid<br>___ Fully online |
| | Forward to faculty member<br>___ Academic calendar or link<br>___ Instructions about submitting book order<br>___ Norco College Finals schedule |

Provide CSAR rollover with modifications made in red to IDS.

Additional resources for Norco College Department Chairs can be found at:
http://norcocollege.edu/employees/faculty/Pages/Department-Chair-Resources.aspx

### 3. Contact Hours Computation Table

| Class Meeting Time | Clock Time Hrs : Mins | Example Start/End Time | Contact Hours | # of 10 Min. Breaks | Comments |
|---|---|---|---|---|---|
| 50 Minutes | 00:50 | 8:00 - 8:50 | 1.0 | NA | 1 CH |
| | | | | | |
| 65 Minutes | 01:05 | 8:00 - 9:05 | 1.3 | NA | 1 CH + 15-minute PCH |
| 70 Minutes | 01:10 | 8:00 - 9:10 | 1.4 | NA | 1 CH + 20-minute PCH |
| 75 Minutes | 01:15 | 8:00 - 9:15 | 1.5 | NA | 1 CH + 25-minute PCH |
| 80 Minutes | 01:20 | 8:00 - 9:20 | 1.6 | NA | 1 CH + 30-minute PCH |
| 85 Minutes | 01:25 | 8:00 - 9:25 | 1.7 | NA | 1 CH + 35-minute PCH |
| 90 Minutes | 01:30 | 8:00 - 9:30 | 1.8 | NA | 1 CH + 40-minute PCH |
| 95 Minutes | 01:35 | 8:00 - 9:35* | 1.9 | NA | 1 CH + 45-minute PCH |
| | | | | | |
| 110 Minutes | 01:50 | 8:00 - 9:50 | 2.0 | 1 | 2 full CH |
| | | | | | |
| 125 Minutes | 02:05 | 8:00 - 10:05 | 2.3 | 1 | 2 CH + 15-minute PCH |
| 130 Minutes | 02:10 | 8:00 - 10:10 | 2.4 | 1 | 2 CH + 20-minute PCH |
| 135 Minutes | 02:15 | 8:00 - 10:15 | 2.5 | 1 | 2 CH + 25-minute PCH |
| 140 Minutes | 02:20 | 8:00 - 10:20 | 2.6 | 1 | 2 CH + 30-minute PCH |
| 145 Minutes | 02:25 | 8:00 - 10:25 | 2.7 | 1 | 2 CH + 35-minute PCH |
| 150 Minutes | 02:30 | 8:00 - 10:30 | 2.8 | 1 | 2 CH + 40-minute PCH |
| 155 Minutes | 02:35 | 8:00 - 10:35* | 2.9 | 1 | 2 CH + 45-minute PCH |
| | | | | | |
| 170 Minutes | 02:50 | 8:00 - 10:50 | 3.0 | 2 | 3 full CH |
| | | | | | |
| 185 Minutes | 03:05 | 8:00 - 11:05 | 3.3 | 2 | 3 CH + 15-minute PCH |
| 190 Minutes | 03:10 | 8:00 - 11:10 | 3.4 | 2 | 3 CH + 20-minute PCH |
| 195 Minutes | 03:15 | 8:00 - 11:15 | 3.5 | 2 | 3 CH + 25-minute PCH |
| 200 Minutes | 03:20 | 8:00 - 11:20 | 3.6 | 2 | 3 CH + 30-minute PCH |
| 205 Minutes | 03:25 | 8:00 - 11:25 | 3.7 | 2 | 3 CH + 35-minute PCH |
| 210 Minutes | 03:30 | 8:00 - 11:30 | 3.8 | 2 | 3 CH + 40-minute PCH |
| 215 Minutes | 03:35 | 8:00 - 11:35* | 3.9 | 2 | 3 CH + 45-minute PCH |

| Class Meeting Time | Clock Time Hrs : Mins | Example Start/End Time | Contact Hours | # of 10 Min. Breaks | Comments |
|---|---|---|---|---|---|
| 230 Minutes | 03:50 | 8:00 - 11:50 | 4.0 | 3 | 4 full class hours |
| | | | | | |
| 245 Minutes | 04:05 | 8:00 - 12:05 | 4.3 | 3 | 4 CH + 15-minute PCH |
| 250 Minutes | 04:10 | 8:00 - 12:10 | 4.4 | 3 | 4 CH + 20-minute PCH |
| 255 Minutes | 04:15 | 8:00 - 12:15 | 4.5 | 3 | 4 CH + 25-minute PCH |
| 260 Minutes | 04:20 | 8:00 - 12:20 | 4.6 | 3 | 4 CH + 30-minute PCH |
| 265 Minutes | 04:25 | 8:00 - 12:25 | 4.7 | 3 | 4 CH + 35-minute PCH |
| 270 Minutes | 04:30 | 8:00 - 12:30 | 4.8 | 3 | 4 CH + 40-minute PCH |
| 275 Minutes | 04:35 | 8:00 - 12:35* | 4.9 | 3 | 4 CH + 45-minute PCH |
| | | | | | |
| 290 Minutes | 04:50 | 8:00 - 12:50 | 5.0 | 4 | 5 full CH |
| | | | | | |
| 305 Minutes | 05:05 | 8:00 - 1:05 | 5.3 | 4 | 5 CH + 15-minute PCH |
| 310 Minutes | 05:10 | 8:00 - 1:10 | 5.4 | 4 | 5 CH + 20-minute PCH |
| 315 Minutes | 05:15 | 8:00 - 1:15 | 5.5 | 4 | 5 CH + 25-minute PCH |
| 320 Minutes | 05:20 | 8:00 - 1:20 | 5.6 | 4 | 5 CH + 30-minute PCH |
| 325 Minutes | 05:25 | 8:00 - 1:25 | 5.7 | 4 | 5 CH + 35-minute PCH |
| 330 Minutes | 05:30 | 8:00 - 1:30 | 5.8 | 4 | 5 CH + 40-minute PCH |
| 335 Minutes | 05:35 | 8:00 - 1:35* | 5.9 | 4 | 5 CH + 45-minute PCH |
| | | | | | |
| 350 Minutes | 05:50 | 8:00 - 1:50 | 6.0 | 5 | 6 full CH |
| | | | | | |
| 365 Minutes | 06:05 | 8:00 - 2:05 | 6.3 | 5 | 6 CH + 15-minute PCH |
| 370 Minutes | 06:10 | 8:00 - 2:10 | 6.4 | 5 | 6 CH + 20-minute PCH |
| 375 Minutes | 06:15 | 8:00 - 2:15 | 6.5 | 5 | 6 CH + 25-minute PCH |
| 380 Minutes | 06:20 | 8:00 - 2:20 | 6.6 | 5 | 6 CH + 30-minute PCH |
| 385 Minutes | 06:25 | 8:00 - 2:25 | 6.7 | 5 | 6 CH + 35-minute PCH |
| 390 Minutes | 06:30 | 8:00 - 2:30 | 6.8 | 5 | 6 CH + 40-minute PCH |
| 395 Minutes | 06:35 | 8:00 - 2:35* | 6.9 | 5 | 6 CH + 45-minute PCH |

CH = *Class Hour*. *PCH = Partial Class Hour*. See Definitions.

*Note:* Individual class schedules must be based on five-minute increments for starting and ending times (e.g., 8:00 a.m. to 9:25 a.m. or 8:00 a.m. to 11:10 a.m.).

* A partial class hour cannot exceed 45 minutes. Instruction after a 45-minute partial class hour period would require a 10-minute break in the previous clock hour. As a result, classes should be scheduled only for the time lengths listed in the table (or extension). See definitions of *Passing Time/Break* and *Partial Class Hour*.

# Calculating Class Hours (Student Contact Hours)

## 1. Definitions

a. *Class Hour:* The "class hour" is the basic unit of attendance for computing full-time equivalent student(FTES). It is a period of not less than 50 minutes of scheduled instruction and/or examination. There can be only one "class hour" in each "clock hour," except as provided for multiple class-hour classes. A class scheduled for less than a single 50-minute period is not eligible for apportionment. For purposes of computing full-time equivalent student (FTES), a class hour is commonly referred to as a "contact hour" or "Student Contact Hour" (SCH).

b. *Clock Hour* : A "clock hour" is a 60-minute time frame, which may begin at any time, for example, 8:00 to 9:00, 8:10 to 9:10, 8:20 to 9:20.

c. *Passing Time/Break* : Each clock hour is composed of one 50-minute class hour segment and a 10-minute segment referred to as "passing time," "break," etc.. No additional attendance may be claimed for this 10-minute segment, except as provided for a "multiple hour class." (See e. below) Note: The 10-minute break time permitted in each clock hour may not be accumulated during a multiple hour class to be taken at the end of the class and be counted for FTES apportionment.

d. *Partial Class Hour* : A "partial class hour" is that fractional part of a class hour in a class scheduled for more than one clock hour, starting from and including the 51st minute of the last full clock hour. For example, continuous instruction from 8:00 - 9:35 would have a 45-minute partial class hour (8:51-9:35). 45 minutes is the longest possible partial class hour. Instruction after a 45-minute partial class period hour would require a 10-minute break in the previous clock hour.

e. *Multiple Hour Class* :

1. A multiple hour class is any period of instruction scheduled continuously for more than one clock hour.

2. In multiple hour class scheduling, each 50 minutes exclusive of breaks (formal or informal) is a class/contact hour. However, the fractional part of a class hour beyond the last full clock hour may be counted for apportionment, starting from and including the 51st minute of the last full clock hour.

3. The divisor for this fractional part of a class shall be 50.

4. There shall be no class break in the last full clock hour or the partial class hour.

5. The sum of class hours cannot exceed the total number of elapsed clock hours for which the class is scheduled. For this rule, "clock hours" is interpreted to mean the total whole number (an integer) of clock hours, each being a 60-minute time frame. For example, if you have a class scheduled from 8:00 to 11:25, the resulting class hours (contact hours) would be 3.7 (see example 2.d below) and are within the maximum number of class hours for the 4 "clock hour" period of 8:00 to 12:00.

## 2. Examples for Calculating Student Contact Hours (SCH)

**a. Single Hour Class Meeting**
Class scheduled from 8:00 to 8:50 (no break)

| | | |
|---|---|---|
| 8:00 - 8:50 | 1.0 SCH | 1 class hour in 1 clock hour = 1 SCH |
| Total | 1.0 SCH | |

**b. Multiple Hour Class Meeting**
Class scheduled from 8:00 to 9:15 (no break)

| | | |
|---|---|---|
| 8:00 - 8:50 | 1.0 SCH | 50 Instructional Minutes = 1 SCH |
| 8:50 - 9:15 | 0.5 SCH | 25 Instructinal Minutes / 50 = .5 SCH |
| Total | 1.5 SCH | |

**c. Multiple Hour Class Meeting**
Class scheduled from 8:00 to 10:05 (one 10 minute break)

| | | |
|---|---|---|
| 8:00 - 9:00 | 1.0 SCH | 50 Instructional Minutes plus 10 min break = 1.0 SCH |
| 9:00 - 9:50 | 1.0 SCH | 50 Instructional Minutes = 1.0 SCH |
| 9:50 - 10:05 | 0.3 SCH | 15 Instructional Minutes / 50 = 0.3 SCH |
| Total | 2.3 SCH | |

**d. Multiple Hour Class Meeting**
Class scheduled from 8:00 to 11:25 (two 10 minute breaks)

| | | |
|---|---|---|
| 8:00 - 9:00 | 1.0 SCH | 50 Instructional Minutes plus 10 min break = 1.0 SCH |
| 9:00 - 10:00 | 1.0 SCH | 50 Instructional Minutes plus 10 min break = 1.0 SCH |
| 10:00 - 10:50 | 1.0 SCH | 50 Instructional Minutes = 1.0 SCH |
| 10:50 - 11:25 | 0.7 SCH | 35 Instructional Minutes / 50 = 0.7 SCH |
| Total | 3.7 SCH | |

# COMMITTEE ASSIGNMENTS TO STRATEGIC PLANNING GOALS AND OBJECTIVES - 2013-2018

**Goal 1** **INCREASE STUDENT ACHIEVEMENT AND SUCCESS**

| | | |
|---|---|---|
| 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. |

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

| | | |
|---|---|---|
| Obj 1 | SSC/PDC | 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. |

**Goal 3** **INCREASE STUDENT ACCESS**

| | | |
|---|---|---|
| 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. |

# COMMITTEE ASSIGNMENTS TO STRATEGIC PLANNING GOALS AND OBJECTIVES - 2013-2018

**Goal 4** **CREATE EFFECTIVE COMMUNITY PARTNERSHIPS**

| | | |
|---|---|---|
| Obj 1 | GC/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. |

**Goal 5** **STRENGTHEN STUDENT LEARNING**

| | | |
|---|---|---|
| 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. |

**Goal 6** **DEMONSTRATE EFFECTIVE PLANNING PROCESSES**

| | | |
|---|---|---|
| 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. |

**Goal 7** **STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES**

| | | |
|---|---|---|
| Obj 1 | PDC/TC | Provide professional development activities for all employees. |
| 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. |