

**Institutional Strategic Planning Council**  
**March 21, 2018**  
**ST 107 (1:00-3:00pm)**  
**Minutes**

Members Present: Kris Anderson (Faculty Accreditation co-chair), Melissa Bader (Faculty Chair), Celia Brockenbrough, Peggy Campo, Leona Crawford, Mark DeAsis, Monica Esparza, Monica Green, Ruth Leal (Staff Chair), Sam Lee, Mark Lewis, Barbara Moore, Chris Poole, Bryan Reece (Admin. Chair), Jim Reeves, Mitzi Sloniger

Guests Present: Maureen Sinclair, Damon Nance, Callie Howard, Gail Zwart,

Meeting Commenced: 1:05pm

**Approval of Minutes:**

Approval of Minutes for March 7, 2018

MSC (Anderson/Castillo)

Approved. With clarification, Section III.D. confirmed **20M**vs200M

Abstentions 3

**I. Action Item:**

MSC (Campo/Castillo)

A. Guided Pathways Workplan - Handout (Melissa Bader)

Melissa reviewed the executive summary and discussed next steps noting that plan has used the guided pathways prescribed format.

Comments/Questions:

Scaling for changes from the State are in progress. AB705 needs to be clarified, pending guidance from the State. Committee Discussed.

Approved. Abstentions 1

**II. Committee Reports**

A. Technology Committee – Handout (Ruth Leal)

Ruth gave a brief overview of the Technology Committee Report.

Comments/Questions:

- Please look into free access for students through Canvas.
- Report back to committee on how Lynda.com is funded.

**III. Information Items:**

Motion to move item B above item A on the agenda. (Lewis)

B. Norco College Mural (Quinton Bemiller)

Presented by Callie Howard, student

Art Club – 25<sup>th</sup> anniversary of the school art club is interested in a student mural, what is should be, and where. Would like staff feedback on location, students will present visual proposals. Will bring it back to another meeting.

Comments/Questions:

- Library
- Interior CSS Corral

A. Mission, Vision & Core Commitments - Handout (ISPC Co-Chairs)

The previous Mission revision process included a draft from ISPC, input from the college via a survey, revised draft, and vetted through shared governance committees for approvals with final to the BOT.

Dr. Reece gave an overview of what has taken place so far. The goal is to have a mission statement that we can remember; one we can all say and refer to on a regular basis, as well as one that reaches the goals ACCJC has set up.

Comments/Questions:

- ASNC Senate clarification on the length, a one sentence mission is not the goal.
- Proposed a more comfortable setting for a group to begin drafting a mission statement.
- Suggested beginning with the values, vision, and mission. Find the why, how, what.
- Difficult to encompass unity with so many individuals. This effort needs support to work efficiently, it matters that people identify with the mission statement and agree with it.
- Invitation to have a conversation to have buy-in from all levels, collect the general why's.
- Paper in the walls of the art gallery, have people write on it, an organic public survey.
- Resources to provide this group that includes input from the institution.
- The suggestions proposed were implemented in the last effort to revise the mission: a series of ISPC Meetings, poster board, had an opportunity to put their why, what, who.
- Ask the right questions. What were the questions.
  - Start with SWOT – look at what we do well
  - What do we do?
  - What will be become?
  - What do we stand for?
  - What are our shared foundational beliefs?
- Hearing that we are not happy with the mission statement but are happy with the process however 'the process' generates statement like the one we currently have.
- Proposed a subcommittee who meets, drafts statement and bring back to group.
  - Not committee down, input is important, include before rather than get things handed to them.
- Bring to COTW, asks for input for the subgroup. Speak to the group that their input is important.
- Students can go out and ask students, get a better response that way. Can collaborate with schools and ASNC.

- Timeframe – three big activities, mission vision values, SWOT/Scan, what do we want our goals and objectives to be. Spring: Mission Statement, Fall SWOT/Scan, Wrap up plan by December 2018.

Action Item:

- Will send an email out asking for volunteers for the subcommittee. Subcommittee will organize information collections to include COTW, will meet and produce a draft of 2-3 statements to choose from.
  - Will it be on the purview of the committee to include people who are not on the committee? Yes, if they can attend all conversation meetings.

C. High School Partnerships (Monica Green)

Dr. Green provided an update on the HS Partnerships Initiative. Using the JFK model for the CCAP agreement we have duplicated wrap around services and College classes at the high schools just for HS students. Starting at Eleanor Roosevelt HS, Norco HS, Centennial HS, Jurupa Valley HS, and La Sierra HS.

Comments/Questions:

- Are the pathways just CTE? Part of the pathways have GE in them.
- Corona and Santiago HS are coming up, it takes a lot of coordination, they have to meet certain standards.
- HS students are treated as college students when attending courses on campus, they must pay for books, parking, etc.
- FTES JFK students are generating 91 FTES today, our grant will expire in a couple of years, we need to get the funds to support in the general fund.

D. Institutional Reorganization & Advancement (Bryan Reece)  
Handouts.

Dr. Reece reviewed the latest version of the institutional reorganizational documents and gave an overview of where we are the process reminding the committee of the purpose and impact this will have for our students. There has been a lot of discussion and good feedback for suggested revisions.

Committee reviewed and discussed.

E. Accreditation Update (Kris Anderson)

Kris shared that we have been getting the word out about accreditation beginning last fall. An update will be provided to the Board Committees on April 3rd. Work has begun, the committees working on a gap analysis, and we are looking in purchasing software that will be beneficial to the process. Accreditation web page has been updated for 2020 with resources of committee co-chairs.

F. Strategic Plan Timeline & Update (ISPC Co-Chairs)

Will review the external scan completed by the District to determine gaps in what we have and what we need. This review will be followed by meetings with the consultant on next steps.

#### **IV. Good of the order**

- Call center data – 11K units after census, 372FTES 1.9M to the District for the call center.
- Hawk signal has no left turn for STEM also cannot turn right out of parking lot. Need training.

Meeting adjourned: 3:06PM

Next meeting: April 4, 2018

Minutes submitted by Denise Terrazas

# California Community Colleges Guided Pathways (CCC GP) Action Plan

## Norco College Executive Summary

### Introduction

The State of California's \$150 million one-time investment in the Guided Pathways framework has provided an opportunity to continue Norco College's Completion Initiative goals using Guided Pathways as a framework for college transformation. Norco College will receive support to clarify a five-year planning and implementation plan which redesigns Norco College to be more student-centered. Norco College completed and submitted the [California Community College Guided Pathways Self-Assessment Tool](#) (Self-Assessment). The Self-Assessment, the California Community Colleges Guided Pathways Action Plan, Timeline, and Allocation Summary (Work Plan) outline how Norco will advance its work for each of the 14 key elements of the Self-Assessment. Completion of these documents is needed to access available funding.

### Purpose

This Work Plan provides a template for each college to outline next steps to advance toward or maintain full scale adoption on each of 14 Self-Assessment elements. This Work Plan outlines a plan and realistic outcomes for the time period between spring 2018 and summer 2019. College Work Plans covering this first phase of planning and addresses only those areas with planned activities. Norco College may change as implementation efforts evolve, and we will note those changes in future planning reports. The guided pathway effort will take time to implement, and these documents will cover just the first phase of what will be at least five years of planning and activity in order to achieve full adoption.

### Overview

The Work Plan covers Phase I (spring 2018-summer 2019) of the California community colleges guided pathways and Norco College's efforts. The action plan template has three categories— inquiry, design, and implementation—1. **Cross Functional Inquiry** –Full Scale; 2. **Shared Metrics** –Full-Scale; 3. **Integrated Planning** –Scaling in Progress; 4. **Inclusive Decision-Making Structures** –Scaling in Progress; 5. **Intersegmental Alignment** –Early Adoption; 6. **Guided Major and Career Exploration** –Scaling in Progress; 7. **Improved Basic Skills** –Scaling in Progress; 8. **Clear Program Requirements** –Early Adoption; 9. **Proactive and Integrated Student Supports** –Scaling in Progress; 10. **Integrated Technology Infrastructure** –Scaling in Progress; 11. **Strategic Professional Development** –Early Adoption; 12. **Aligned Learning Outcomes** – Scaling in Progress; 13. **Assessing and Documenting Learning** – Scaling in Progress; 14. **Applied Learning Outcomes** –Scaling in Progress

Areas with *Full Scale* are implemented and require plans that are integrated into our regular planning and decision-making processes. *Scaling in Progress* areas have plans and are already moving in the direction of the Guided Pathways framework. Much of the work required for these areas was addressed in the first three years of the Completion Initiative and the groundwork was laid during that time. There are two areas in these which require additional funding: 9. **Proactive and Integrated Student Supports** 10. **Integrated Technology Infrastructure**. The state Guided Pathway funding from the first allocation. Additional support for 11. **Strategic Professional Development** is being addressed through attendance at Leading From the Middle Leadership Academy. Areas with *Early Adoption* indicate an exploratory approach where definite plans are still being investigated. This document represents the work plan for Norco College as it fully transitions from a Completion Initiative to an Integrated Student-Focused Guided Pathways institution.

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
<p><b>1. Cross Functional Inquiry</b> - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<ul style="list-style-type: none"> <li>• Full Scale</li> </ul>	<ol style="list-style-type: none"> <li>1. Finish School Trailheads (5)/ Finish ADT Pathways (18)/ Finish AOE Pathways (7)/ Finish CTE Pathways/ Finish UC Transfer Pathways</li> <li>2. Back of Pathways Sheets – Add co-curricular checklist with timeline/ Add disclaimer to all pathway sheets</li> <li>3. Identify milestone classes (each pathway/GELO)</li> <li>4. Faculty advising training/activities</li> <li>5. Develop Success Team for each School</li> <li>6. Develop marketing plan for GP</li> </ol>	<p>Completion Initiative (CI)/Guided Pathways Workgroup: five interconnected components, meta majors, guided pathways, faculty advisement, linking college work to careers, and developing models of student care. (Lead: Monica Green/Melissa Bader)</p>	<p>Comprehensive Pathways available and in use for students.</p>	<ul style="list-style-type: none"> <li>• Full Scale</li> </ul>

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<p><b>2. Shared Metrics</b> - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.</p>	<ul style="list-style-type: none"> <li>• Full Scale</li> </ul>	<p>Comply with CCCCO guided pathways program and California Guided Pathways program</p>	<p>Institutional Strategic Planning Council (ISPC): New EMP/Strategic Plan/Facilities Master Plan to begin in 2018-19. (Lead: Bryan Reece/Melissa Bader/Ruth Leal)</p>	<p>Integrated Equity, SSSP, BSI, Completion Initiative and Pathways work into one comprehensive Strategic Plan and Educational Master Plan.</p>	<ul style="list-style-type: none"> <li>• Full Scale</li> </ul>
<p><b>3. Integrated Planning</b> - College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> </ul>	<p>Full integration of guided pathways into the College's new educational master plan, comprehensive strategic plan, and revise facilities master plan around building clusters mapped to schools</p>	<p>Institutional Strategic Planning Council (ISPC): New EMP/Strategic Plan/Facilities Master Plan to begin in 2018-19. (Lead: Bryan Reece/Melissa Bader/Ruth Leal)</p>	<p>Completion of the College's EMP and strategic planning efforts (e.g. comprehensive strategic plan and facilities master plan) will incorporate guided pathways reform and metrics</p>	<ul style="list-style-type: none"> <li>• Full Scale</li> </ul>

**Design:** Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
<p><b>4. Inclusive Decision-Making Structures</b> - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.</p>	<ul style="list-style-type: none"> <li>Scaling in Progress</li> </ul>	<p>Full integration of guided pathways into the College's new educational master plan and comprehensive strategic plan.</p>	<p>Institutional Strategic Planning Council (ISPC): New EMP/Strategic Plan/Facilities Master Plan to begin in 2018-19. (Lead: Bryan Reece/Melissa Bader/Ruth Leal)</p>	<p>Completion of the College's EMP and strategic planning efforts (e.g. comprehensive strategic plan and facilities master plan) will incorporate guided pathways reform and metrics</p>	<ul style="list-style-type: none"> <li>Full Scale</li> </ul>

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<p><b>5. Intersegmental Alignment</b> - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<ul style="list-style-type: none"> <li>• Early Adoption</li> </ul>	<ol style="list-style-type: none"> <li>1. Create Student Success teams for each School that will have an early transfer focus.</li> <li>2. Ensure pathways in CCAP agreements consider the School Trailheads and program pathways</li> <li>3. Create a robust industry advisory model</li> </ol>	<ol style="list-style-type: none"> <li>1. Completion Initiative/Guided Pathways (Lead: Tenisha James/John Moore)</li> <li>2. Completion Initiative/Guided Pathways (Lead: Melissa Bader)</li> <li>3. Regional Consortium/Strong Workforce (Lead: Debra Mustain/ Colleen Molko)</li> </ol>	<ol style="list-style-type: none"> <li>1. Double CSU/UC transfers.</li> <li>2. Ensure all CTE Pathways in future CCAP agreements consider the School Trailheads and program pathways. If there is deviation, ensure agreement with faculty/counseling leads.</li> <li>3. Industry input considered/ integrated into curriculum and program planning.</li> </ol>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> </ul>
<p><b>6. Guided Major and Career Exploration</b> - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> </ul>	<ol style="list-style-type: none"> <li>1. Streamline onboarding process</li> <li>2. Reduce program choices at Open CCC Apply (Incorporate Meta Majors/Schools)</li> <li>3. Add assessment questions to help with choosing major/career</li> <li>4. Assign every new student to a School</li> <li>5. Measure our progress with report on “Getting them on a Path”</li> </ol>	<ol style="list-style-type: none"> <li>1. Integrated Plan (Lead: Tenisha James)</li> <li>2. Integrated Plan (Lead: Mark DeAsis, on statewide board)</li> <li>3. Strong Workforce (Lead: David Schlanger)</li> <li>4. Completion Initiative/Guided Pathways (Lead: Monica Green)</li> <li>5. Completion Initiative/Guided Pathways (Lead: Greg Aycock)</li> <li>6. Summer Advantage</li> </ol>	<ol style="list-style-type: none"> <li>1. Less than 5% attrition rate between OAC steps to enrollment.</li> <li>2. Meta Majors option added to Open CCC apply.</li> <li>3. Student onboarding will include a career/ major assessment component</li> <li>4. All new students to receive School Welcome email</li> </ol>	<ul style="list-style-type: none"> <li>• Full Scale</li> </ul>

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		6. Summer Advantage focus on career exploration	Workgroup (Lead: Daniela McCarson/ Melissa Bader)	5. Annual report produced that includes “Getting them on a Path” component 6. Career exploration successfully embedded into SA 2018 and beyond	
7. <b>Improved Basic Skills</b> - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.	• Scaling in Progress	1. Clean up assessment report so students are able to interpret it better. 2. While MMAP fully implemented for all new students, need to establish MMAP alternative for dual enrollment students.	1. Integrated Plan (Lead: Tenisha James) 2. High School Partnership Initiatives (Lead: Monica Green/ Melissa Bader)	1. 90% or more students surveyed will be able to interpret the assessment report (authentic measure) 2. Established MMAP for dual enrollment	• Full Scale
8. <b>Clear Program Requirements</b> - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable	• Early Adoption	1. Place every new student on a “Trailhead Plan” (short term plan) 2. Place all 2 <sup>nd</sup> semester students on full pathway 3. Develop 3-year scheduling process	1. Completion Initiative/Guided Pathways (Lead: Monica Green) 2. Completion Initiative/ Guided Pathways (Lead: Tenisha James/John Moore) 3. Academic Planning Council (Lead: Sam Lee)	1. All new students advised of their Trailhead Plan. 2. 100% of all 2 <sup>nd</sup> semester students will have comprehensive SEP. 3. Norco College will	• Scaling in Progress

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<p>schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p>		<p>4. Reduce excess units “problem”</p>	<p>4. Completion Initiative/Guided Pathways (Lead: Monica Green)</p>	<p>have 3-year schedules in Colleague</p> <p>4. All School Student Success teams will employ a caseload strategy to ensure students stay on pathway)</p>	

**Implementation:** Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
<p><b>9. Proactive and Integrated Student Supports</b> - (Help Students Stay on the Path) College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<ul style="list-style-type: none"> <li>Scaling in Progress</li> </ul> <p>(NOTE: This is where we need GP Funding)</p>	<ol style="list-style-type: none"> <li>Make sure all students receive counseling (high touch)</li> <li>Establish a more robust transfer program</li> <li>Measure our progress with report on “Keeping them on their path”</li> <li>Measure our progress with report on “Getting them to finish their path”</li> </ol>	<ol style="list-style-type: none"> <li>Completion Initiative/Guided Pathways (Lead: Tenisha James/John Moore)</li> <li>Completion Initiative/Guided Pathways (Lead: Tenisha James/John Moore)</li> <li>Completion Initiative/Guided Pathways (Lead: Greg Aycock)</li> <li>Completion Initiative/Guided Pathways (Lead: Greg Aycock)</li> </ol>	<ol style="list-style-type: none"> <li>All School Student Success teams will report 100% advising of all students beyond initial onboarding</li> <li>All School Student Success teams will have a proactive, early transfer focus</li> <li>Annual report produced that includes “Keeping them on their path” component</li> <li>Annual report produced that includes “Getting them to finish their path” component</li> </ol>	<ul style="list-style-type: none"> <li>Full Scale</li> </ul>
<p><b>10. Integrated Technology Infrastructure</b> - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as</p>	<ul style="list-style-type: none"> <li>Scaling in Progress</li> </ul> <p>(NOTE: This is where we need GP Funding)</p>	<ol style="list-style-type: none"> <li>Start using EduNav for ed planning</li> <li>Automate early alert</li> <li>Adopt customer relationship management solution for caseload (e.g. Salesforce)</li> <li>Automate awarding of certificates and degrees</li> </ol>	<ol style="list-style-type: none"> <li>Completion Initiative/Guided Pathways (Lead: Tenisha James/John Moore)</li> <li>Completion Initiative/Guided Pathways (Lead: Tenisha James/John Moore)</li> <li>Completion Initiative/Guided Pathways (Lead: Tenisha James/John Moore)</li> </ol>	<ol style="list-style-type: none"> <li>18/19AY all first time students will be in EduNav</li> <li>All School Student Success Teams will employ early interventions</li> <li>All School Student Success Teams will employ caseload management solution</li> <li>Norco College will have a plan developed to</li> </ol>	<ul style="list-style-type: none"> <li>Full Scale</li> </ul>

**Implementation:** Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

<b>Key Elements of Self-Assessment (9-14)</b>	<b>Current Scale of Adoption</b>	Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.			Tenisha James/John Moore) 4. Strong Workforce/ Integrated Plan/ Completion Initiative/Guided Pathways (Lead: Gustavo Ocegueda)	automate awards	
11. <b>Strategic Professional Development</b> - (Help Students Stay on the Path; Ensure Students are Learning) Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	<ul style="list-style-type: none"> <li>• Early Adoption</li> </ul>	Teaching & Learning Committee (TLC) and Professional Development Committee (PDC) are working together in the Leading From the Middle Academy (LFM). Immediately, we are forming an LFM “home team”, which will consist of faculty, staff and students from all areas of the college. The LFM home team will report out to the Guided Pathways/Completion Initiative Work Group and will work closely with TLC and PDC. The LFM team’s mission is to align all professional development with Guided Pathways at Norco College.	Professional Development Committee (PDC); Teaching & Learning Committee (TLC); and Completion Initiative/ Guided Pathways Workgroup (Lead: Quinton Bemiller/Melissa Bader)	Professional development at Norco College will be fully aligned with Guided Pathways	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> </ul>

**Implementation:** Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
<p><b>12. Aligned Learning Outcomes</b> - (Ensure Students are Learning) Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students’ success in subsequent educational, employment, and career goals.</p>	<ul style="list-style-type: none"> <li>Scaling in Progress</li> </ul>	<ol style="list-style-type: none"> <li>Professional development on how to think about program learning outcomes and skill competency development</li> <li>Syllabus Shell modification to consider School-focus, program learning outcomes, and employment competencies</li> </ol>	<ol style="list-style-type: none"> <li>Professional Development Committee (PDC); Teaching &amp; Learning Committee (TLC) (Lead: Quinton Bemiller/ Melissa Bader)</li> <li>Academic Senate (Lead: Quinton Bemiller/ Melissa Bader)</li> <li>Assessment Committee (Lead: Greg Aycock/Laura Adams)</li> </ol>	<ol style="list-style-type: none"> <li>Regular, targeted professional development around program learning outcomes and skill competency development</li> <li>All programs have defined learning outcomes along with skill competencies.</li> </ol>	<ul style="list-style-type: none"> <li>Scaling in Progress</li> </ul>
<p><b>13. Assessing and Documenting Learning</b> - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning</p>	<ul style="list-style-type: none"> <li>Scaling in Progress</li> </ul>	<ol style="list-style-type: none"> <li>Measure our progress with report on “Learning” by program, school and college; GE success progress report; Analyze course taking patterns of successful degree earners (60 – 75 degree units) in ADT’s, AOE’s, etc.; Report on ethnic makeup of 5 top degree leading to high income jobs and 5 top leading to</li> </ol>	<ol style="list-style-type: none"> <li>Assessment Committee (Lead: Greg Aycock/Laura Adams)</li> <li>Teaching &amp; Learning Committee (Lead: Quinton Bemiller)</li> <li>Academic Planning Council (Lead: Melissa Bader)</li> </ol>	<ol style="list-style-type: none"> <li>Annual report to Academic Senate</li> <li>Annual report to Academic Senate</li> <li>Expand skill analysis to other disciplines</li> </ol>	<ul style="list-style-type: none"> <li>Scaling in Progress</li> </ul>

**Implementation:** Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.		low income jobs. 2. Development of learning scale to ensure learning is occurring; visual activities of how learning looks. 3. Entry and exit skill analysis in selected disciplines (e.g. English started in 17FAL).			
<b>14. Applied Learning Outcomes</b> - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	<ul style="list-style-type: none"> <li>Scaling in Progress</li> </ul>	1. Professional development on how to better blend certificates in educational pathways 2. Expanded opportunities for students in work experience and apprenticeships	1. Professional Development Committee (PDC); Teaching & Learning Committee (TLC) (Lead: Quinton Bemiller/ Melissa Bader)  2. Strong Workforce/ Integrated Plan/ Completion Initiative/Guided Pathways (Lead: Gustavo Ocegueda)	1. Professional development around certificate blending in pathways 2. Opportunities for students in work experience and apprenticeships available in every pathway	<ul style="list-style-type: none"> <li>Scaling in Progress</li> </ul>

## CCC GP Implementation Timeline

Please complete the following GANTT chart to **indicate the timeframe during which you would anticipate incorporating each of the 14 key elements** included in the CCC GP Self-Assessment **into your plan**. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use **blue** for Inquiry, **green** for Design, and **orange** for Implementation elements.

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
<b>Inquiry (1-3)</b>				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
<b>Design (4-8)</b>				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
<b>Implementation (9-14)</b>				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				
11. Strategic professional development				
12. Aligned learning outcomes				
13. Assessing and documenting learning opportunities				
14. Applied learning opportunities				

## CCC GP Key Performance Indicators

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.					
Key Performance Indicators	Current KPI Data (Autofill from Launchboard)	Spring 2018- Summer 2019	Fall 2019- Summer 2020	Fall 2020- Summer 2021	Fall 2021-Summer 2022
<b>PARTICIPATION</b>					
Number of students		To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one					
Average number of degree-applicable credits attempted in year one					
Full-time students					
Persisted from term one to term two					
College-level course success rate					
<b>TRANSFERRABLE MATH &amp; ENGLISH COMPLETION</b>					
Successfully completed transfer-level math in year one					
Successfully completed transfer-level English in year one					
Successfully completed both transfer-level English and math in year one					
<b>FIRST TERM MOMENTUM</b>					
Successfully earned 6+ college credits in first term					
Successfully earned 12+ college credits in first term					
Successfully earned 15+ college credits in first term					
Attempted 15+ college credits in first term					

### CCC GP Guided Pathways Allocations

Please <b>estimate the anticipated percentage of the CCC GP allocation to be used</b> for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.				
Sample Categories	\$ (Prefilled from allocation formula)			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	Anticipated %	Anticipated amount (auto populate based on % noted)	Actual %	Actual amount
<b>Personnel or Release Time</b>				
Educational Advisor	50%			
Faculty Resign Time	18%			
<b>Professional Development</b>				
Faculty Professional Development	10%			
Staff Professional Development	10%			
<b>Software</b>				
Supplement EduNav	12%			
<b>Other</b>				
<b>TOTAL</b>	100%			

**Required per EC Section 88922 (c)**

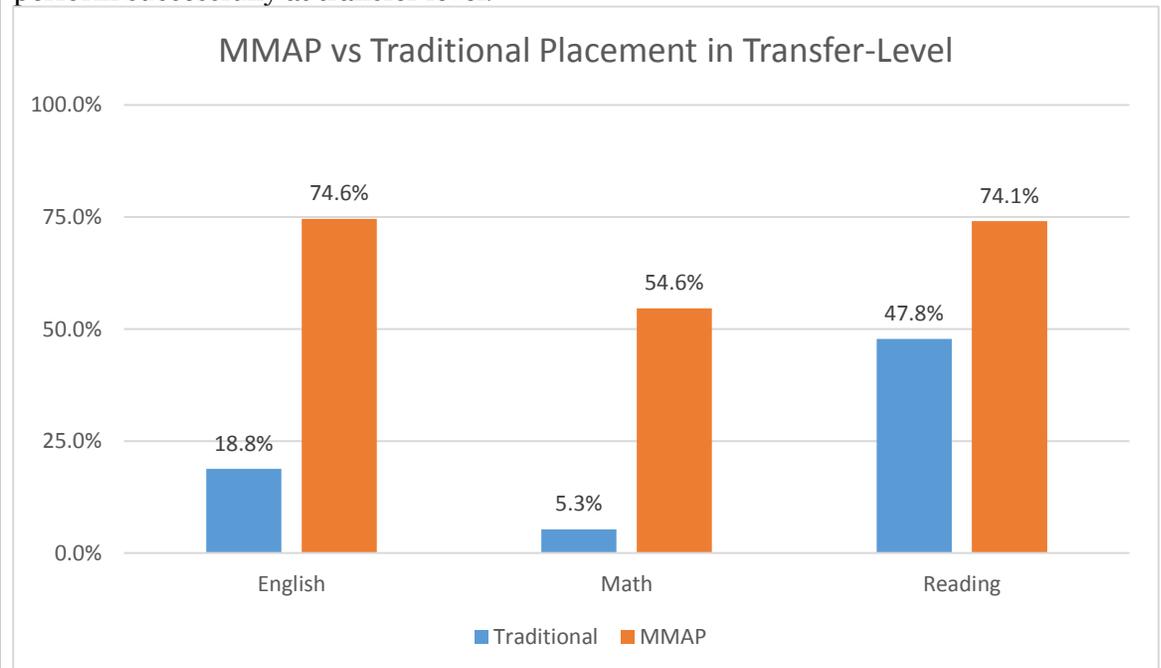
**Briefly describe the college's efforts on the following issue:**

The inclusion of high school grades into the assessment/placement process

Describe here

During spring 2017, MMAP was fully implemented for all incoming students. Although this appears to be full-scale adoption, due to the newness of this method one-year outcomes have not been gathered and so Scaling in Progress is our current phase of adoption.

MMAP is relatively new but there have been encouraging outcomes for placement and course success to date. At present, MMAP has shown phenomenal impact in shortening the time it takes for students to successfully transition to transfer-level English and math. In the chart below, transfer-level placement is compared between MMAP and traditional placement. As can be seen by comparing the blue and orange bars, the ratio of students that place at transfer-level in English, math and reading have increased dramatically, sometimes as much as ten times the percentage of traditional methods. Also, in an analysis of student subgroups, all groups experienced this dramatic elevation into transfer-level courses. Finally, in following students into the courses taken immediately after placement, no significant difference was found in student success rates when comparing MMAP students to those placed by traditional means. This is great news since it indicates that MMAP is not placing students higher than their ability to perform successfully at transfer level.



**Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):**

Describe here

Professional development on how to think about program learning outcomes, skill competency development, and basic skills pedagogy given the impact MMAP has had on the population that now is placed into these courses.

Thank you for working on developing core metrics for the system.

# TECHNOLOGY COMMITTEE REPORT

## SPRING 2018

### COMMITTEE STATEMENT OF PURPOSE

*The Norco College Technology Committee provides recommendations for the strategic direction, implementation and sustainability of technology resources throughout the college to support student learning programs and services and improve institutional effectiveness consistent with the college's mission.*

### STRATEGIC GOALS AND OBJECTIVES:

#### **GOAL 1: MAKE TECHNOLOGY A PRIORITY AT NORCO COLLEGE THROUGH TRAINING & SUPPORT FOR FACULTY, STAFF, AND STUDENTS**

##### **Technology Training**

- The committee held a technology workshop during the Spring Staff Development Day on 25 Live and over 30 classified staff participated.
- Approximately 3,377 students use Lynda.com and the committee is conducting a satisfaction survey for the users.
- Canvas training has been conducted in the Professional Development Center for faculty.

#### **GOAL 6: CREATE TECHNOLOGY USE AND STRUCTURE MODELS AND INCORPORATE BEST PRACTICES IN OUR USE OF TECHNOLOGY COLLEGE-WIDE**

##### **Technology Resources**

- The committee is working with Technology Support Services to provide an updated inventory for labs, classroom podium computers, conference rooms, and office computer equipment.
- Based on the Refresh Plan in the *Replacement of Technology Infrastructure and Equipment Plan*, the committee makes an annual recommendation of approximately 25% of the computer inventory to be refreshed. Two refresh cycles took place in 2015 and 2016. After conducting a survey with users, it was determined in late fall/early winter that there were some users who had not received their computers. TSS has been informed and the committee was ensured that these installations would take place. An adjusted third cycle was prioritized as high in the 2017 program review cycle and the committee is waiting for notification of items being funded from the Technology Requests Prioritization Lists.
- The committee is working on Part II of the adjusted third refresh cycle replacement of computers to be placed in the upcoming program review as well as the labs.

#### **GOAL 7: RESPOND TO THE TECHNOLOGY NEEDS OF THE NORCO COLLEGE COMMUNITY**

##### **Annual Technology Survey**

- The committee reviewed the survey questions and updated a few to reflect changes in technology
- The Annual Technology Survey will go out to the college community before spring break this year to conclude earlier in May.
- The survey continues to be the basis to assess technology resources and the results are used for recommendations and prioritization of technology resources to support student learning.

#### ACCREDITATION:

- Standard IIIC – Technology Resources
  - Standard Committee is the Technology Committee
  - GAP Analysis
  - Continue to work on tasks set forth in Accreditation

#### HOW DOES THE COMMITTEE ALIGN WITH NORCO'S COLLEGE MISSION?

- The committee provides educational opportunities for faculty, staff, and students through Lynda.com online technology training and face to face technology workshops.
- The committee continues to research and discuss the creative application of emerging technologies for the college.
- The committee systematically assesses technology resources and uses the results of evaluation as the basis of recommendations for technology to support student learning.

#### 2017-2018 COMMITTEE MEMBERS:

Grisel Davila, ASNC student  
 Sergio Quiroz, ASNC student  
 Cathy Brotherton  
 Janet Frewing  
 Daniel Lambros  
 Vanessa Acosta  
 Leonard Riley

James Finley  
 Kim Kameran  
 Debra Mustain  
 Mitzi Sloniger  
 Daren Koch  
 Ruth Leal (Co-Chair)  
 Damon Nance (Co-Chair)

**Mission Statement Activity**  
Handout for ISPC Discussion

**1.0 Original Email from Bryan Reece**

Norco College Family,

I have a short, possibly fun, maybe impossible request. ISPC is working on our new strategic plan. This will require us to revisit our mission statement. Can you provide us with some suggestions in one sentence? I am looking for a "mission sentence" that explains who we are, what we do, and why we do it. It should inspire us. It must avoid the higher ed trap of an unmemorable mission paragraph. Go with your gut. We need ideas.

A few examples:

- Possible Health: Possible is a nonprofit healthcare company that delivers high-quality, low-cost healthcare to the poor.
- Google: Organize the world's information and make it universally accessible and useful.
- Life is Good: To spread the power of optimism.
- sweetgreen: To inspire healthier communities by connecting people to real food.
- Patagonia: Build the best product, cause no unnecessary harm, use business to inspire and implement solutions to the environmental crisis.
- American Express: We work hard every day to make American Express the world's most respected service brand.
- Honest Tea: ... to create and promote great-tasting, healthy, organic beverages.
- Facebook: Bring the world closer together.

Our current mission statement:

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Thanks,

Dr. Reece

**2.0 Follow Up Email from Kris Anderson**

Hi All,

As we discuss the college's mission statement, we'll want to take into consideration the accreditation requirements for a mission statement:

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (Accreditation Standard I.A.1)

These components might encourage further brainstorming about our identity and purpose!

Best,  
Kris

### **3.0 Suggestions Received from College Community**

- Norco College – Your Community College for a Better Tomorrow
- Norco College: where all students can imagine, manifest and realize their dreams(or futures?) for themselves, their families, their community and beyond.
- We transform our community, region, state, nation, world through higher education and job training—one student at a time.
- Norco College: turning dreams into futures.
- Norco College: a community of compassion, rigor and inclusion, helping students realize their dreams since 1991.
- Norco College is a community of higher education professionals whose purpose is to enlighten, guide, encourage, and support you on your educational journey.
- We use education to fight for marginalized people
- We shape the future by placing our students into the world
- We transform our community, region, state, nation, world through higher education—one student at a time.
- Using the tools of education, we transform the lives of our students, colleagues and community.
- We transform students' lives
- Dreams become reality
- Bringing the world together through emerging and innovative educational programs.
- Educating tomorrow's leaders through innovation, technology, and togetherness.
- Giving students hope for a better tomorrow.
- Facing the challenges of today's world with education.
- Where students begin their journey to a better tomorrow.
- Where dreams begin their journey.
- To foster empathetic and critical thinking humans for the workforce and community.
- Knowledge + empathy + critical thinking = a stronger community (good neighbors)
- Building a stronger community through higher education

#### 4.0 Article on Mission Statements (Inside Higher Ed)

## Saying More With Less

Submitted by Kevin Kiley on June 20, 2011 - 3:00am

Mission statements, despite being referenced as the philosophical essences of their respective institutions, don't get much respect on college campuses.

Often wordy and cumbersome, they don't get the airtime or T-shirt placement enjoyed by new advertising slogans or the classic Latin motto. Everybody in Cambridge knows "Veritas," but you'd be hard-pressed to find a sweatshirt with the [220-word statement](#) <sup>[1]</sup> that starts with "Harvard College adheres to the purposes for which the Charter of 1650 was granted." Instead, mission statements tend to get shunted off to a corner of the website, only to be brought out when it's time for strategic planning.

But University of Rochester Provost Ralph W. Kuncel wanted something else in 2009 when he began the process of creating the first universitywide mission statement in Rochester's almost 160-year history. He wanted something creative that would stick in people's minds, that they would think about every day at work. What he ended up with in May after a long vetting process was a 10-word statement that he thinks encapsulates everything the university stands for: "Learn, Discover, Heal, Create — And Make the World Ever Better." [It has its own t-shirt now](#) <sup>[2]</sup>.

"A mission statement isn't about what you do day to day, and it's not a vision statement about the hopes for the institution," Kuncel said. "It's an authentic way of saying what's important about an institution. An explanation of what you do and why you do it."

Mission statements tend to be discussed more in the corporate world than in higher education, but Kuncel's effort to highlight Rochester's mantra raises questions about the role such declarations could or should play at colleges and universities. A strong mission statement, proponents say, has the potential to help set a university on a new course, solidify an institution's identity, or help faculty members, students, and others buy in to a university's goals.

It also raises questions about the best format for them. Ten words is significantly shorter than most college and university mission statements. Some of the pithiest, typically belonging to small liberal arts or community colleges, hover around 40 words. But for many diverse research universities, statements tend to extend into hundreds of words, multiple paragraphs, and bulleted lists. Should these be pared down to single sentences?

Christopher K. Bart, a business professor at McMaster University and an [authority on mission statements](#) <sup>[3]</sup>, said such declarations are crucial for communicating to stakeholders what the role of the organization should be and to what it aspires. He has worked with a few universities to craft statements, including [McMaster University](#) <sup>[4]</sup> and [Mount Saint Vincent University](#) <sup>[5]</sup>. "They are supposed to be the cornerstone of any strategic plan," he said. "They answer an organization's most fundamental question, which is 'Why do we exist?' "

For for-profit companies, the answer tends to be to make money, Bart said. But companies have expanded past that point to consider developing satisfied customers, which tend to be a result of satisfied employees. Statements, then, are an opportunity to get employee buy-in on a company or organization's goal, to get all involved passionate about why they're doing what they do.

Bart said the ideal statement for all organizations is between 40 and 70 words, and clearly articulates the organization's desire to satisfy the needs of various stakeholders using aspirational and superlative terms. For the university, those stakeholders would include faculty, students, alumni, donors, administrators, and the community. "The definition I use is that a mission statement should describe the relationship an organization needs to create, build, and maintain with critical stakeholders," he said.

One can easily find numerous examples of declarations that fall outside Bart's parameters. The City University of New York's Borough of Manhattan Community College has a [338-word statement](#) [6]. The University of Wisconsin at Madison's [mission](#) [7] stretches to 425 words. And the University of Texas system's multifaceted, bulleted [statement](#) [8] tops out at 478 words.

Going long isn't always a bad tactic. Borough of Manhattan, Wisconsin, and Texas are large institutions with many goals and diverse stakeholders. Some companies have been very successful with long statements. Johnson & Johnson's [308-word credo](#) [9] is known for the fact that most employees can remember it. "To have a long one, you have to take on the responsibility to ensure that those words have meaning and value and are remembered by stakeholders, that they're not just words on a piece of paper," Bart said. What matters, he said, is that people integrate the statement into what they do on a daily basis.

There are upsides and downsides to brevity. A short statement can be ubiquitous, which can help it become ingrained in the university's day-to-day action. It can be placed on t-shirts, stationery, and other university documents. But that brevity also makes specific goals, definitions, and means impossible, leaving room for interpretation, misunderstanding, and debate. Bart is not a fan of short mission statements. He said they're often gimmicky -- more like advertising slogans than anything else.

Kuncl embraces the ambiguity that brevity creates. Because Rochester serves so many roles, he said, no mission statement could ever spell out everything. But terms such as "learn" and "heal" let stakeholders read into the mission the various responsibilities of the university. The ambiguity also stimulates discussion, which is part of the university's mission.

The university did not set out to craft a long statement, Kuncl said, and he wanted something creative. So instead of convening a committee of representatives from every corner of the university, he sought out the "most creative" individuals he could find. He asked for recommendations and compiled a list of 14 individuals with campus ties who were frequently referenced.

He brought those 14 individuals together at his house for dinner and asked them to come up with the first draft of the statement. When he returned to the room, he was pleasantly surprised when they presented him with an 11-word mission. The statement was parsed by various campus groups to get the final 10-word statement.

Michigan Technological University is another institution that took the short path. About 10 years ago officials adopted the mission statement "We prepare students to create the future." The statement is intended to convey several things about the university, including that it is teaching- and student-focused, and that it focuses on scientific, technical, engineering, and math fields, as well as innovation.

"When it's short, people can remember it and focus on it," said President Glenn D. Mroz. "On a daily basis, they can think, 'Am I really doing something to create the future?' " He said that in a survey 86 percent of faculty members said they had read the whole statement.

When the university reconsidered its [strategic plan](#) <sup>[10]</sup> in 2009, administrators sought brevity there as well, keeping the document to two pages. Mroz said he wants to make sure that individuals are constantly thinking about the university's core objectives, and keeping them simple helps with that.

**Source URL:** [https://www.insidehighered.com/news/2011/06/20/colleges\\_pare\\_down\\_mission\\_statements\\_to\\_stand\\_out?width=775&height=500&iframe=true](https://www.insidehighered.com/news/2011/06/20/colleges_pare_down_mission_statements_to_stand_out?width=775&height=500&iframe=true)

**Links:**

[1] <http://www.harvard.edu/siteguide/faqs/faq110.php>

[2] [http://www.rochester.edu/news/photos/hi\\_res/hi771.jpg](http://www.rochester.edu/news/photos/hi_res/hi771.jpg)

[3] <http://corporatemissionsinc.com/>

[4] [http://www.mcmaster.ca/univsec/reports\\_lists/mission.cfm](http://www.mcmaster.ca/univsec/reports_lists/mission.cfm)

[5] <http://www.msvu.ca/en/home/programsdepartments/undergradprograms/default.aspx>

[6] [http://www.bmcc.cuny.edu/about\\_bmcc/page.jsp?pid=1076&n=Mission%20Statement%20and%20Goals](http://www.bmcc.cuny.edu/about_bmcc/page.jsp?pid=1076&n=Mission%20Statement%20and%20Goals)

[7] <http://www.wisc.edu/about/leadership/mission.php>

[8] <http://www.utsystem.edu/osm/mission.htm>

[9] <http://www.jnj.com/connect/about-jnj/jnj-credo/>

[10] <http://www.mtu.edu/stratplan/>

# **Institutional Reorganization**

Deliberation Calendar

Updated March 21, 2018

## **Why are we doing this?**

Nearly every student comes to Norco College with one of three goals in mind—complete a certificate, AA degree, or achieve transfer readiness. Dr. Aycock recently completed a study of our students and found that given four years to complete these goals, approximately 15% of our students are successful while approximately 85% do not complete their goals. If you parse the students demographically, the completion rates are even more stark for historically underserved students. We need to flip these numbers. We should have something more like 85% finding success with 15% struggling.

This problem is not exclusive to Norco College; it is reflected throughout the community college system. But it is a problem all of us find unacceptable. We want to change this completion rate **DRAMATICALLY**. To do this, we need to make bold changes, in a collaborative manner, with a sense of urgency. Fine tuning our current approach will not have the results we hope to see. With numbers like this, we cannot shoot for small or incremental changes. More specifically, we need to aim for reform in two critical areas.

First, we need to structure academic affairs and student services around guided pathways. We need to reorganize the way academic affairs is structured (e.g., schools) and we need to make significant changes to the way student services are delivered. These changes need to be made in accordance with a guided pathways framework. There is significant data and real examples substantiating this model and its impact on student success.

Second, we need to create an advancement office/capacity to generate the additional resources the college needs. We do not have enough people or space to offer the quantity and quality of services/programs we all desire. To address this we need to coordinate marketing, outreach, government affairs, grant writing, strategic initiatives, media relations, fundraising, and more under a coordinated umbrella often referred to as the Office of Advancement at other colleges and universities.

With these fundamental changes, we believe we can dramatically improve the number of students who find success at Norco College.

## **How will we deliberate on this?**

The institutional reorganization is very important to the success of our students and the development of the College. To “get it right”, we are working through a series of conversations. Please participate in any of these conversations that fit into your schedule.

Date	Meeting	Notes
December 8, 2017	ISPC Fall Retreat	President presented idea of organizing Academic Affairs and Students Services around schools. Group discussed. General consensus to proceed with reorganization.
January 10, 2018	Management Meeting	President presented need to organize around guided pathways. Group discussed.
January 26, 2018	Staff Development Day	President presented need to reorganize academic affairs around guided pathways and need to establish advancement capacity/office. Group discussed.
February 9, 2018	Spring FLEX	President presented need to reorganize academic affairs around guided pathways and need to establish advancement capacity/office. Group discussed.
March 2 9:00-10:00am IT-218	Academic Reorg Workgroup	VPAA presented first proposal to workgroup. Group discussed. Provided recommended changes.
March 6, 2018	VP Meeting	President and VPs met to review all recommended changes to date. Changes to plans were considered/incorporated.
March 12 10:00-11:00am ST-107	Advancement Workgroup	VPBS discussed advancement and adjusted plan.
March 13, 2018	Business & Facilities Planning Council (BFPC)	3 VPs met with BFPC to discuss the plans around academic affairs, student services and advancement. Group offered recommended improvements.
March 14, 2018	Management Meeting	President and 3 VPs presented reorganization. Managers discussed and offered improvements.
March 14, 2018	VP Meeting	President and VPs met to review all recommended changes to date. Changes to plans we considered/incorporated.
Friday, March 16, 2018 9:00am-12:00pm IT-210	Academic Planning Council (APC)	3 VPs met with APC to discuss the plans around academic affairs, student services and advancement. Group offered recommended improvements.
Friday, March 16 1:00-2:00pm CSS-219	Institutional Reorganization Workgroup	VPSS and VPAA met with workgroup to discuss the plans around academic affairs, student services and advancement. More emphasis was given to academic affairs and student services. Group offered recommended improvements.
Monday, March 19 10-11:00am ST-107	Advancement Workgroup	

Date	Meeting	Notes
Monday, March 19, 2018 1:30-3:30pm ST-107	Academic Senate	
Tuesday, March 20, 2018 1:30-3:00pm CSS-219	Student Services Planning Council (SSPC)	
Wednesday, March 21, 2018 1:00-3:00pm ST-107	Institutional Strategic Planning Council (ISPC)	
Wednesday, March 21, 2018 3:00-5:00pm Pres Office	VP Meeting	
Thursday, March 22, 2018	Campus-wide release of comprehensive institutional reorg plan (Draft 1). Sending out via Nor-All	
Monday, March 26 10:00-11:00am OC-102	Advancement Workgroup	
Thursday, March 29 12:50-1:50PM THTR-101	College Hour: Institutional Reorganization Conversation	
Monday, April 2 3:00-4:00pm OC-102	Advancement Workgroup	
Tuesday, April 3 12:50-1:50PM THTR-101	College Hour: Institutional Reorganization Conversation	
Wednesday, April 4 1:00-3:00pm ST-107	Institutional Strategic Planning Council (ISPC)	
Wednesday, April 4 3:00-5:00pm Pres Office	VP Meeting	
Thursday, April 5 12:50-1:50pm CSS-217	Committee of the Whole (COTW)	
Friday, April 6 8:00-9:00am CSS-219	Institutional Reorganization Workgroup	
Friday, April 6 9:00am – 12:00pm ST-107	Academic Planning Council (APC) * Make recommendation to ISPC	
Wednesday, April 11 1:30-3:30pm ST-107	Management Meeting	
Monday, April 16 10:00-11:00am ST-107	Advancement Workgroup	
Monday, April 16 1:30-3:30pm ST-107	Academic Senate * Make recommendation to ISPC	
Tuesday, April 17 11:15am-12:45pm ST-107 <i>*rescheduled from April 3</i>	Business & Facilities Planning Council (BFPC) * Make recommendation to ISPC	

Date	Meeting	Notes
Wednesday, April 18 1:00-3:00pm ST-107	Institutional Strategic Planning Council (ISPC)	
Tuesday, April 24 2:00-4:00pm CSS-217	Associated Students Norco College	
Wednesday, April 25 1:30-3:00pm ST-107	Student Services Planning Council (SSPC) *Make recommendation to ISPC	
Wednesday, May 2 1:00-3:00pm ST-107	Institutional Strategic Planning Council (ISPC) *Make recommendation to COTW/Dr. Reece	
Tuesday, May 8 2:00-4:00pm CSS217	Associated Students Norco College	
Wednesday, May 9 1:30-3:30pm ST-107	Management Meeting	
Friday, May 11 9:00am – 12:00pm ST-107	Academic Planning Council (APC)	
Thursday, May 17 12:50-1:50pm CSS-217	Committee of the Whole (COTW) *Make final recommendation to Dr. Reece	
<b>Updated: 3/21/18</b>		

**Norco College Institutional Reorganization Draft 03-21-2018**

DOMAIN	MGR	Discipline Description
Bryan Reece, President	Fleming, Kevin	College External Relations, Marketing, Outreach
		College Strategic Initiatives
		Website
		Strong Workforce Regional Marketing
		Veterans Initiative
		Photonics Initiative
		Perkins (Administration)
	Leal, Ruth	Classified Staff Senate
	Molko, Colleen	National Center For Supply Chain Automation
		Strong Workforce (Local)
		STEM Grant Administration
		Grants Development & Administration

Monica Green, Vice President Student Services  Including: Completion Initiative and Guided Pathways; Student Financial Aid Services; Student Services Planning Council	DeAsis, Mark	Dual Enrollment Initiative
		College Receptionist
		Admissions and Records
		JFK Middle College HS
		Evaluations
		Enrollment Management A&R
		Concurrent Enrollment
		Veteran's Resource Center
	CREST Grant	
	Hartley, Mark	Competitive Athletics
		Associated Students of Norco College
		Health Services
		Student Conduct
		Career Center
		Student Employment/Ambassadors
		Student Activities
		CARE Network
	James, Tenisha	Puente
		Umoja
		Disability Resource Center
		Transfer Center
		Assessment Center
		Counseling/Counseling IOI (FT/PT)
	Student Success and Support Program	
	McCarson, Daniela	CalWORKS
		Summer Advantage
		TRIO Programs
		AEBG Educational Advisement
	Oceguera, Gustavo	Foster Youth
		Integrated Plan (SSSP, BSI, Equity)
		EOPS/CARE
		First Year Experience
		Student Equity
	Title V Transfer Pathways	

		Unity Zone	
<p>Samuel Lee, Interim Vice President Academic Affairs</p> <p>Including: Academic Planning Counsel; Catalog; Curriculum; Schedule Development; Universal Design</p>	Aycock, Greg	Institutional Effectiveness and Research	
		Accreditation	
		Assessment Committee	
		Planning	
		Basic Skills Initiative	
		Campo, Peggy	Academic Senate
		Fulbright, Marshall	Administration of Justice
			Anthropology
			Art
			Communication Studies
			Dance
			Early Childhood Education
			Economics
			English
			English as a Second Language
			French
			Guidance
			History
			Humanities
			Interdisciplinary Studies (Tutor Training)
			Japanese
			Library
			Music
			Music Industry Studies
			Philosophy
			Photography
			Political Science
			Psychology
			Reading
			Sociology
			Spanish
	Theater		
	Art Gallery		
	Program Review Committee		
	Professional Development Committee		
	Next Phase Initiative Academic		
	Title V Music Industries		
	Mustain, Debra	Accelerated Career Education	
		Apprenticeship Program	
		Noncredit Programs	
		Community Education Programs	
		Contract Programs	
		Strong Workforce (Regional)	
		Next Phase Initiative CTE	
		Proposition 39	
	Adult Education Block Grant		
	Nance, Damon	Library	
		Learning Resource Center	
		Basic Skills Student Outcomes Transformation	

		Distance Education
		Online Educational Resources
		Professional Development Center
<p>Samuel Lee, Interim Vice President Academic Affairs</p> <p>Including: Academic Planning Counsel; Catalog; Curriculum; Schedule Development; Universal Design</p>	Parks, Jason	Accounting
		Anatomy & Physiology
		Architecture
		Biology
		Business Administration
		Business Marketing
		Chemistry
		Computer Applications
		Computer Information Systems & Computer Science
		Computer Science
		Construction Technology
		Electronics & Electrician
		Engineering
		Game Development
		Geography
		Health Science
		Kinesiology
		Management
		Manufacturing Technology
		Mathematics
		Microbiology
		Physical Science
		Physics
		Real Estate Management
		Supply Chain Technology
		Work Experience
		Honors
		Instructional Admin Support (PT IOI)
		STEM Academic Program and Center
		Strong Workforce Regional Consortium (CTE)
Enrollment Management Instruction		
Perkins (Academic)		

James Reeves, Interim Vice President Business Services Including: Finance and Administration; Business and Facilities Planning Council; College Resource Center; Cashier/Student Accounts; College Safety and Emergency Preparedness	Barrios, Odili	Food Services
	Henry, Richard	College Police
	Sierra, Javier	Facilities and Grounds
		Warehouse
	TBA	Instructional Media
		Technology Service Center