

# **Institutional Strategic Planning Council**

**March 4, 2020**

**CSS-217 (1:00-3:00pm)**

## **Minutes**

Members Present: Kris Anderson, Greg Aycock, Melissa Bader (Faculty Co-Chair), Quinton Bemiller, Rex Beck, Michael Collins, Leona Crawford, Monica Esparza, Monica Green (Administrative Co-Chair), Vivian Harris, Dominique Hitchcock, Ruth Leal (Classified Professional Co-Chair), Sam Lee, Virgil Lee, Arezoo Marashi, Thalia Moore-Shearer (ASNC Rep.), Andy Robles, Sigrid Williams

Members Absent: Chris Poole

Guests Present: ACCJC Visiting Team Members: Kenneth Bearden, Dan Troy, Aaron McVean, Leticia Barajas. College guests: Natalie Aceves, Celia Brockenbrough Mark DeAsis, Daniela McCarson, Gustavo Ocegüera, Tenisha James, Valorie Piper, Sandra Popiden, Caitlin Welch, Gail Zwart

Call to Order: 1:03pm

### **Approval of Minutes:**

Approval of Minutes for February 19, 2020

MSC (Robles/Anderson)

Corrections: None.

Approved. 1 Abstention

### **Tri-Chair Report**

#### **I. Action Item:**

A. None

#### **II. Discussion Items**

A. 2019-2025 Strategic Plan Key Performance Indicators (Greg Aycock)  
Greg provided an overview of what we are measuring, the review period, and the rationale for baseline measures that we will use to see where we are and where we need to be. He noted that we have aligned with district and state metrics in most of the methodologies. Request to note where the data is coming from and the actual numbers for equity reports. This report will be presented each fall to assess the achievement of our EMP and SP.

B. FTES Distribution Plan (Sam Lee)  
Dr. Lee reviewed components of the FTES distribution plan highlighting the annual credit resident target FTES for 2018-2021. Question about what data informed the changes as the discipline data. The targets remain the same, and there will be many more in-depth conversations between the chairs and the division deans on how the targets are adjusted to meet student need. The document targets are not set in stone. Council

members discussed at length how the targets are set. Request that the notes be included (i.e. STEM math course offerings).

C. ISPC Membership agenda request from Academic Senate  
Faculty have 9 positions would like to have 11 faculty represented by each department. At large – can be used for LIB, CTE, Counseling, would like to use the at-large position as needed.

Suggested to take into consideration as we develop the strategic plan. When are we anticipating regrouping our participatory governance structure, we are hoping for fall, if not spring of 2021.

Faculty are concerned with having the right representation to be a part of the planning of the new strategic planning structures.

An ad-hoc task force was convened to further discuss the request: Monica Green, Quinton Bemiller, Virgil Lee, Melissa Bader, Kevin Fleming, Ruth Leal, and two additional classified professions (TBD).

D. Guided Pathways Scale of Adoption Assessment (Melissa Bader)  
Melissa provided a presentation of the scale of adoption at Norco College. See attached presentation.

### **III. Information Items**

A. ISPC Workday Strategic Planning Updates (Monica Green)  
Three documents working drafts, please keep talking about them and bring back suggestions.

B. General Obligation Bond Update (Monica Green)  
Still undecided, as of this morning the expected turnout rate is low, hoping that more mail in ballots are still to be counted. We anticipate an update on Friday evening.

### **IV. Good of the Order**

Next meeting March 18, 2020

Meeting adjourned: 3:03pm

Next meeting: March 18, 2020

Minutes submitted by Denise Terrazas

# EDUCATIONAL MASTER PLAN KPIs

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BASELINE MEASURES FOR STRATEGIC PLAN 2019-2025

ISPC MARCH 4, 2020

**NORCO**  
COLLEGE

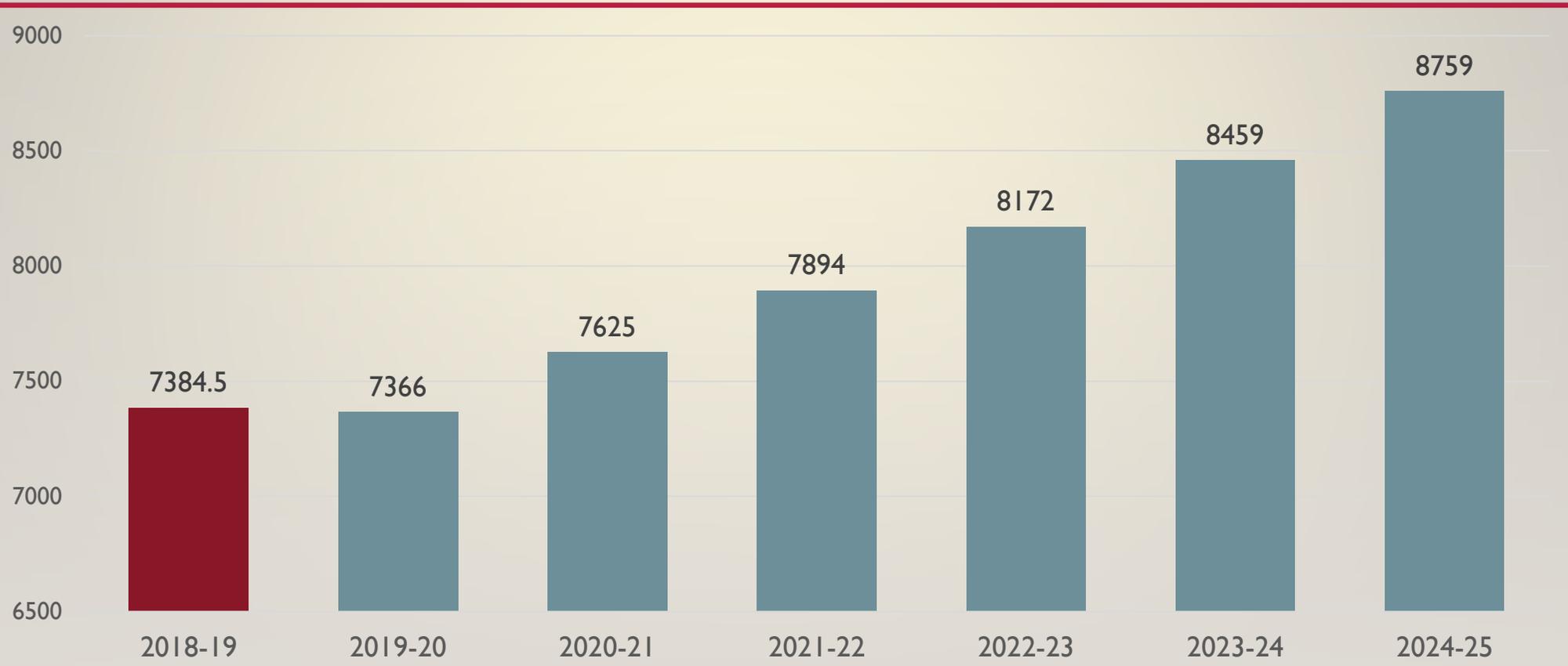


# 2030 GOAL I: ACCESS

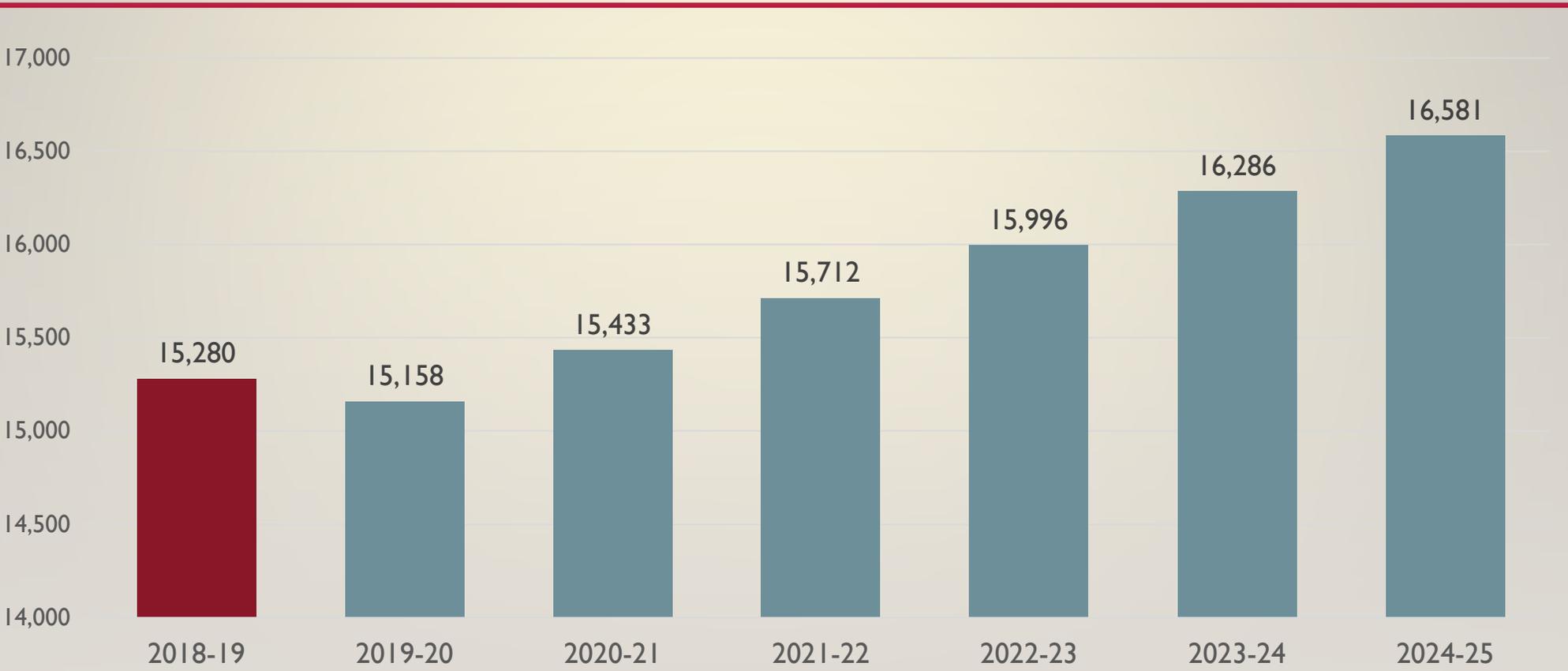
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EXPAND COLLEGE ACCESS BY INCREASING  
BOTH HEADCOUNT AND FTES

# KPI #1 (OBJECTIVE 1.1): GO FROM 7,366 TO 8,759 FTES

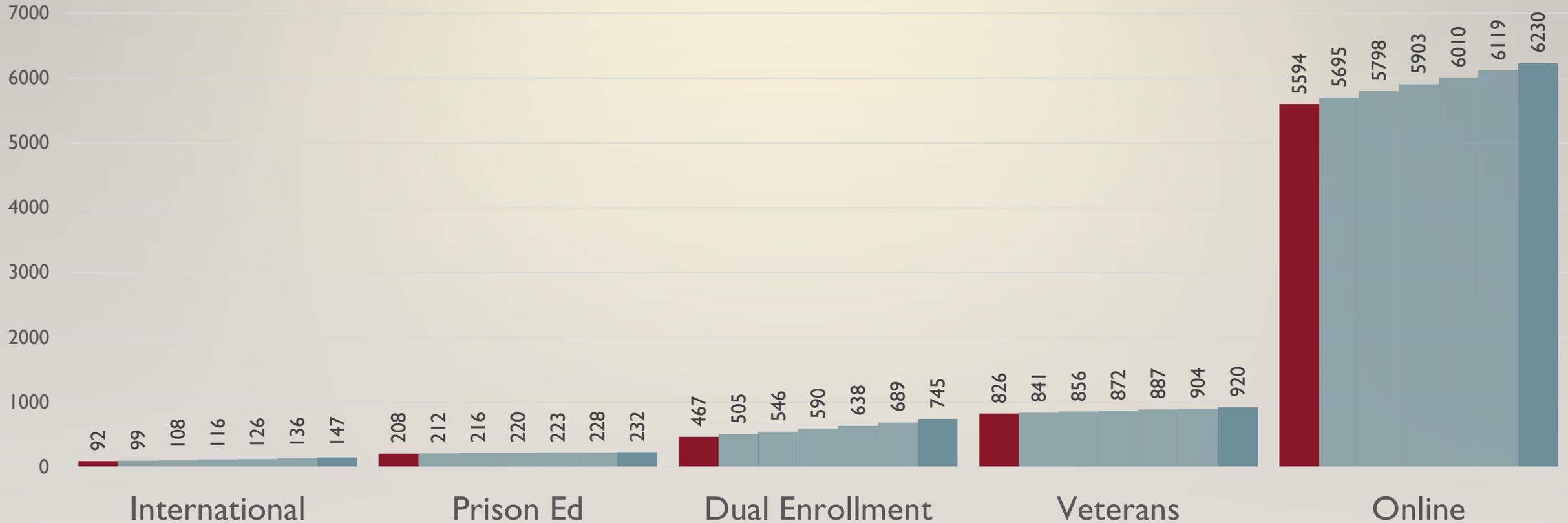


# KPI #2 (OBJECTIVE 1.2): GO FROM 14,624 HEADCOUNT TO 16,581 TOTAL HEADCOUNT



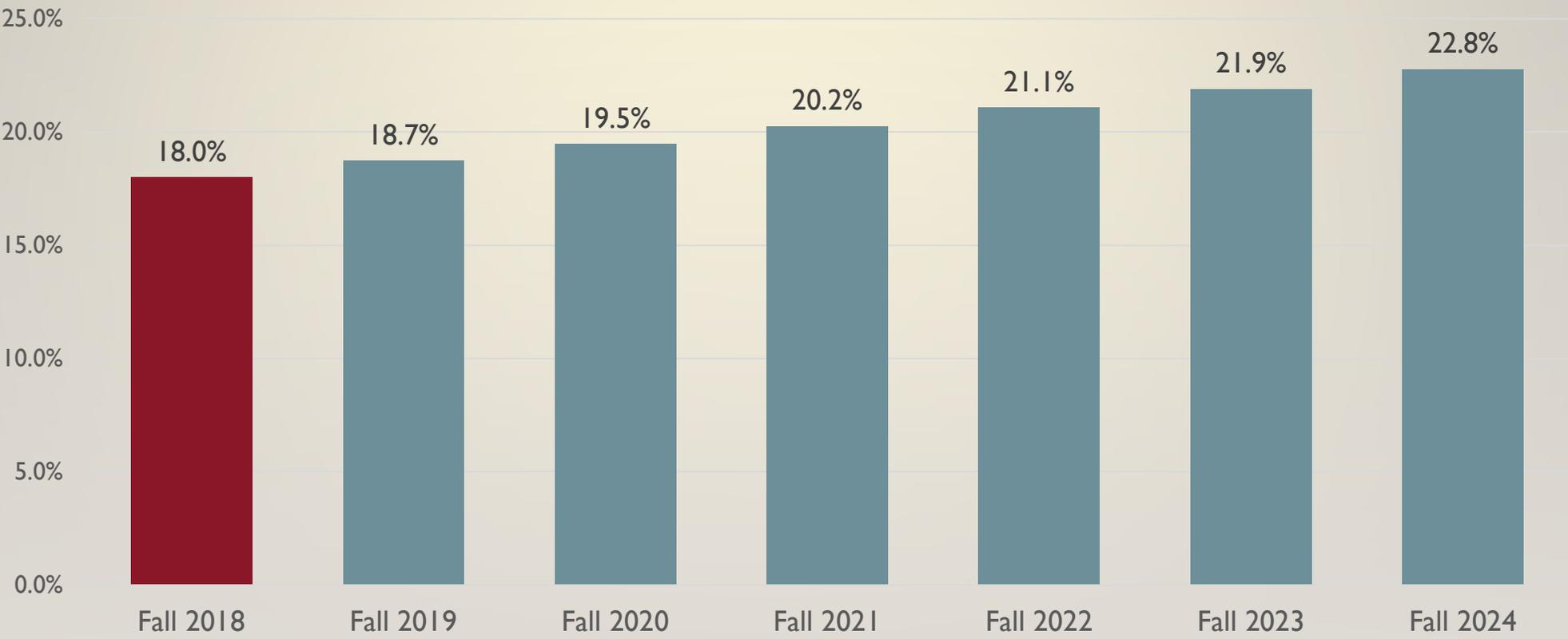
Source: CCCCCO Data Mart

# KPI-3 (OBJECTIVE 1.3): EXPAND ENROLLMENT WITH STRATEGIC GROUPS (INTERNATIONAL, PRISON EDUCATION PROGRAM, DUAL ENROLLMENT, VETERANS, ONLINE, ETC.)



Source: International and Veteran-CCCCO MIS, Prison Education and Dual Enrollment-Program Leaders, Online-CCCCO MIS and Enrollment Management Dashboard

# KPI #4 (OBJECTIVE 1.4): INCREASE CAPTURE RATES FROM FEEDER HIGH SCHOOLS BY 4% ANNUALLY



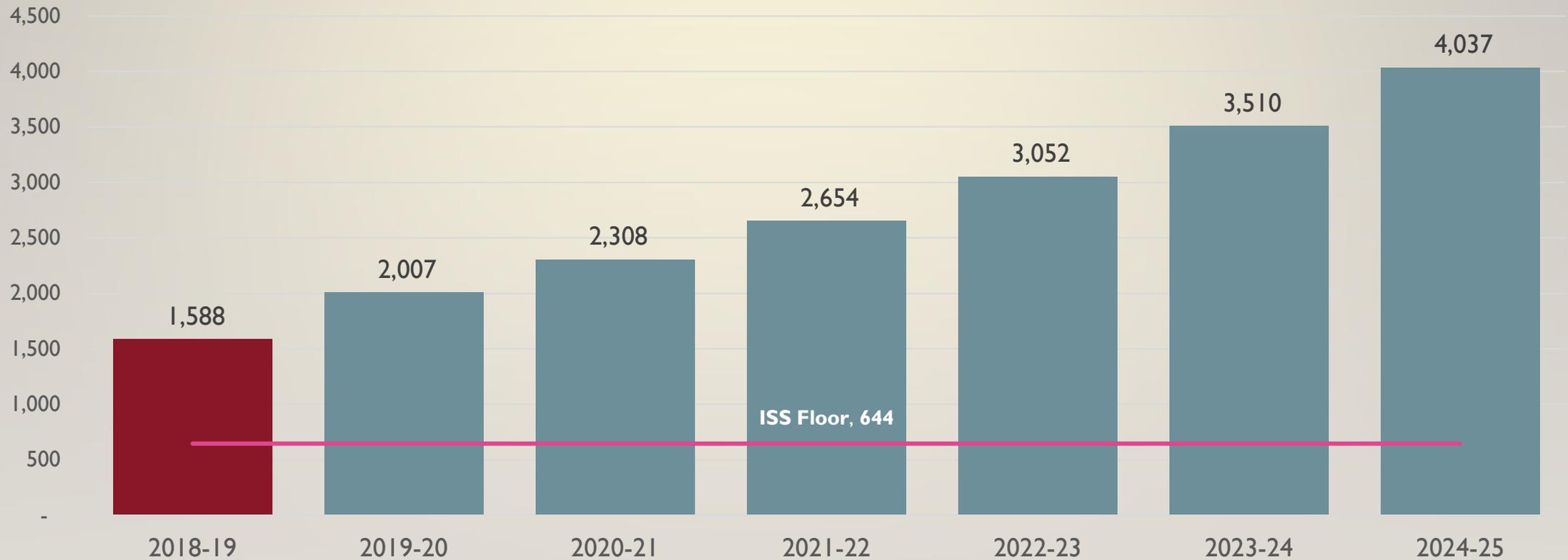
Source: CA School Dashboard and CCCCO MIS

# 2030 GOAL 2: SUCCESS

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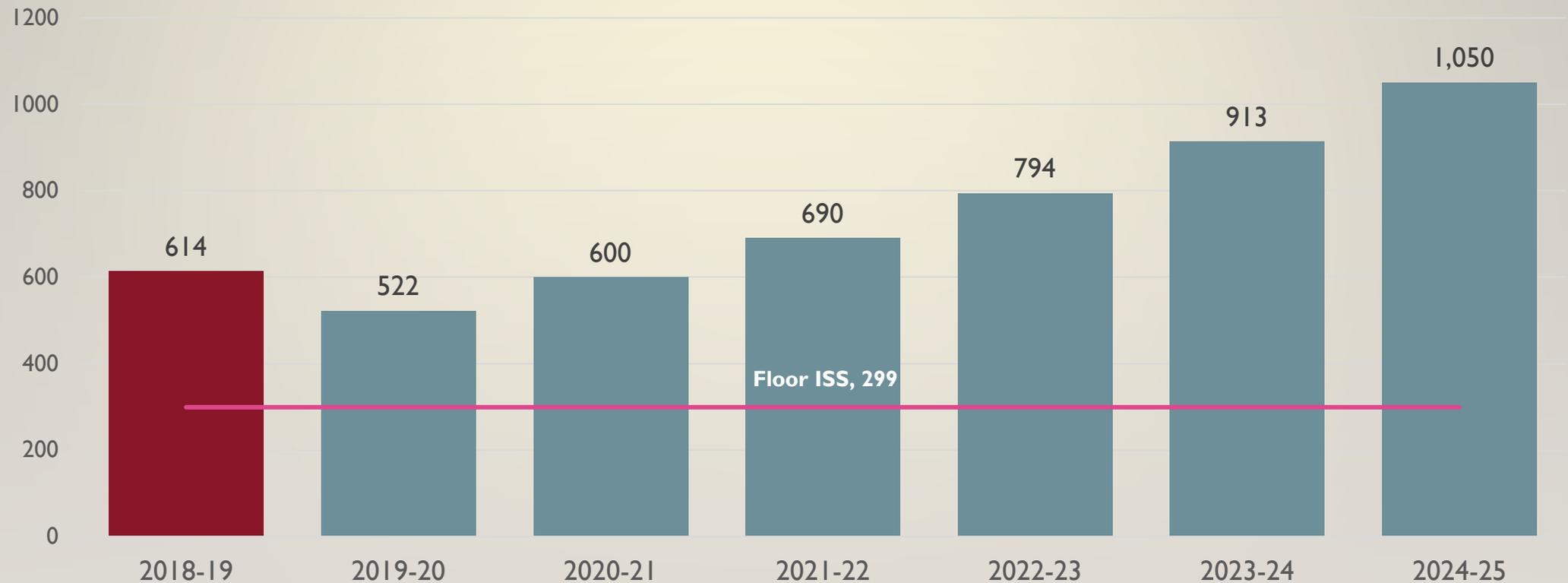
IMPLEMENT GUIDED PATHWAYS  
FRAMEWORK

# KPI #5 (OBJECTIVE 2.1): INCREASE NUMBER OF DEGREES COMPLETED BY 15% ANNUALLY

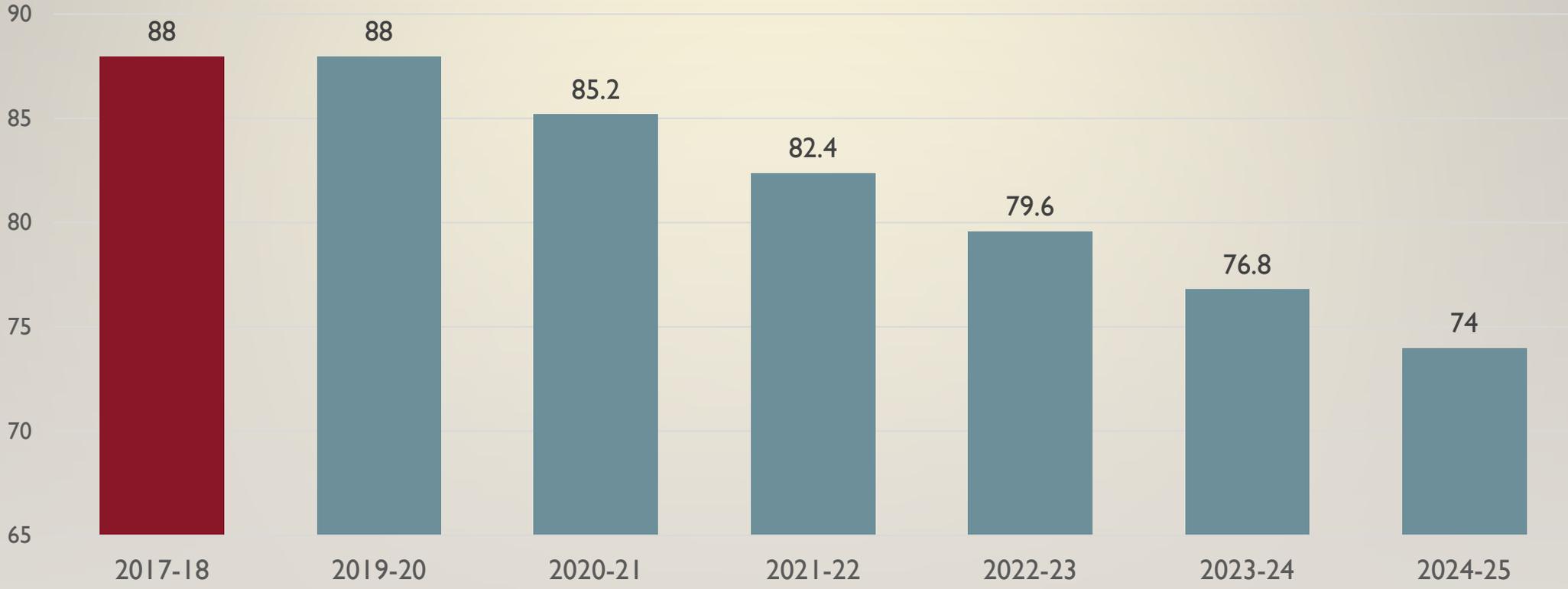


Source: CCCCO Data Mart with RCCD EMP projections

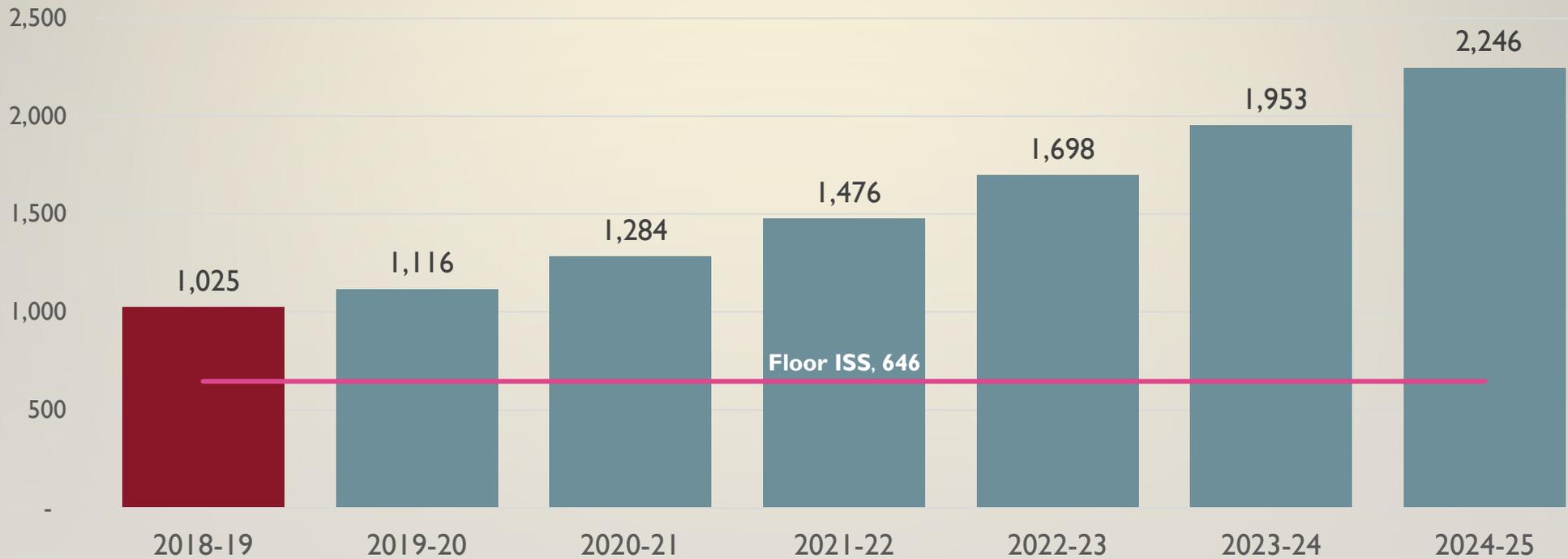
# KPI #6 (OBJECTIVE 2.2): INCREASE NUMBER OF CERTIFICATES COMPLETED BY 15% ANNUALLY



# KPI #7 (OBJECTIVE 2.3): DECREASE AA DEGREE UNIT ACCUMULATION FROM 88 TO 74 TOTAL UNITS ON AVERAGE

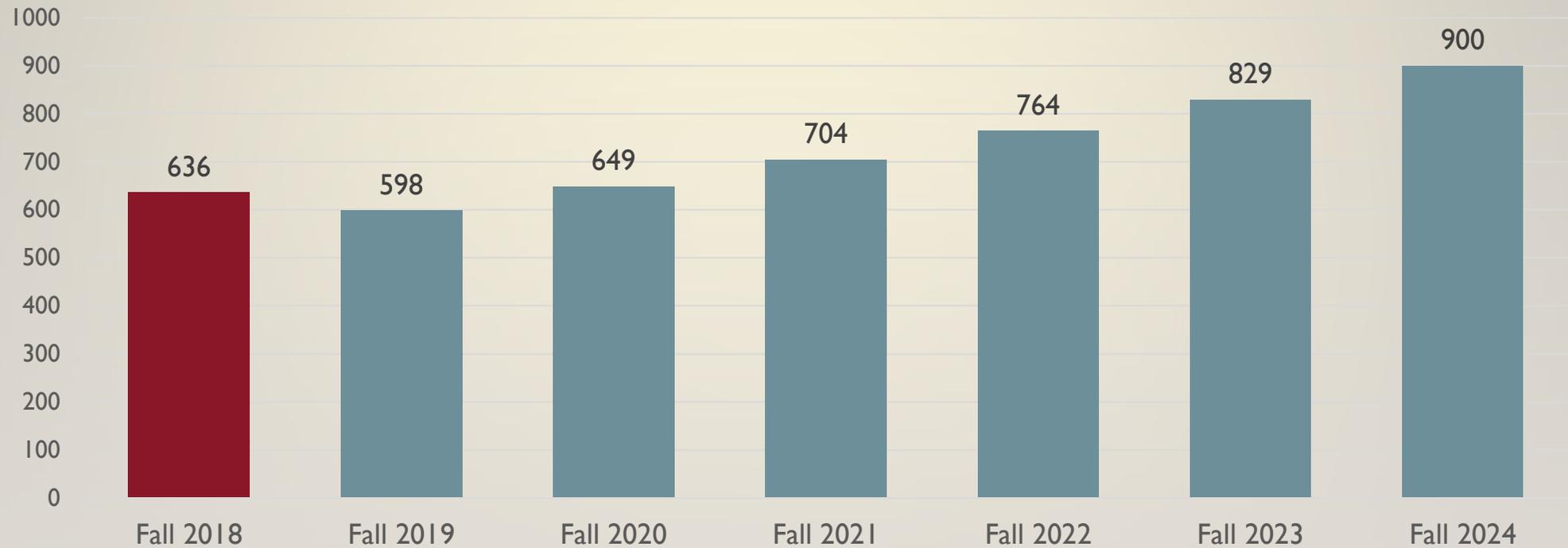


# KPI #8 (OBJECTIVE 2.4): INCREASE NUMBER OF TRANSFERS 15% ANNUALLY



# KPI #9 (OBJECTIVE 2.5): INCREASE THE NUMBER OF FIRST-TIME FULL-TIME ENROLLED STUDENTS FROM 508 TO 900

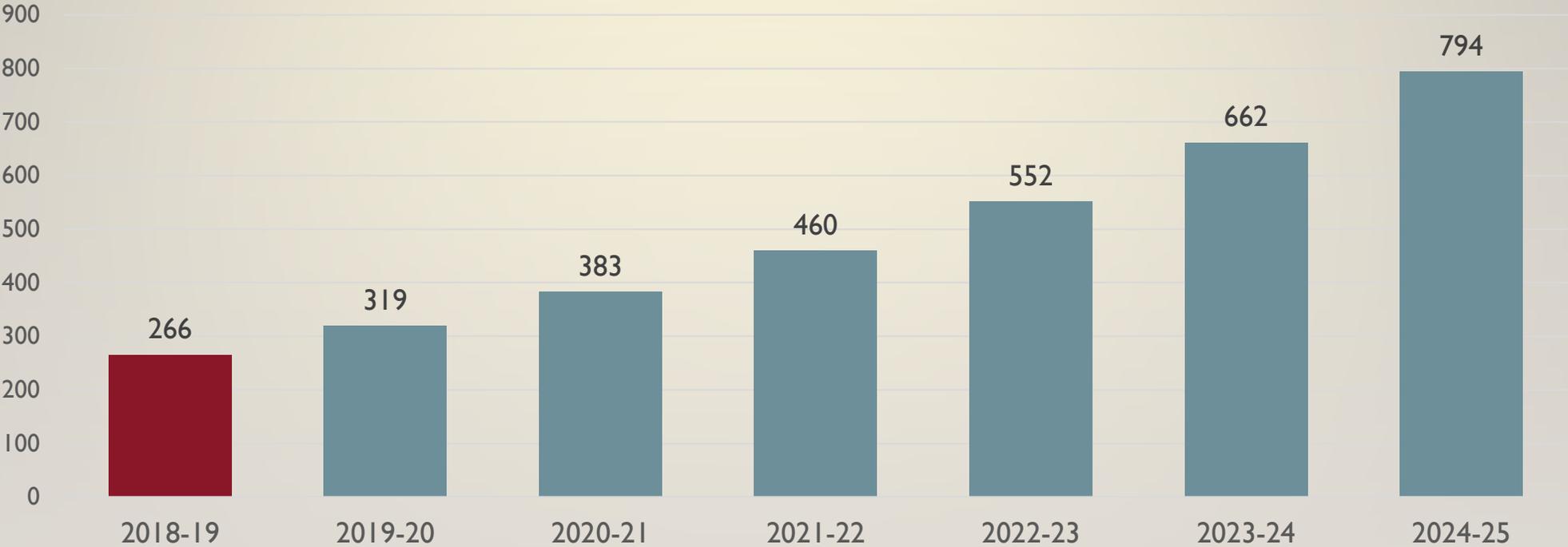
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# KPI #10 (OBJECTIVE 2.6): INCREASE PERCENT OF STUDENTS WHO RECEIVE FINANCIAL AID FROM 73% TO 81%



# KPI #11 (OBJECTIVE 2.7): INCREASE NUMBER OF STUDENTS WHO COMPLETE TRANSFER LEVEL MATH AND ENGLISH BY 20% PER YEAR



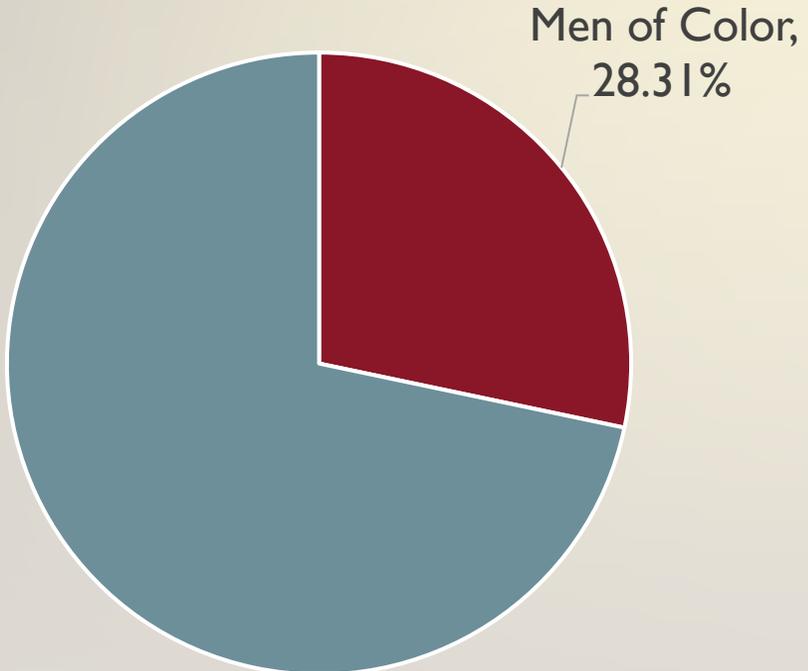
# 2030 GOAL 3: EQUITY

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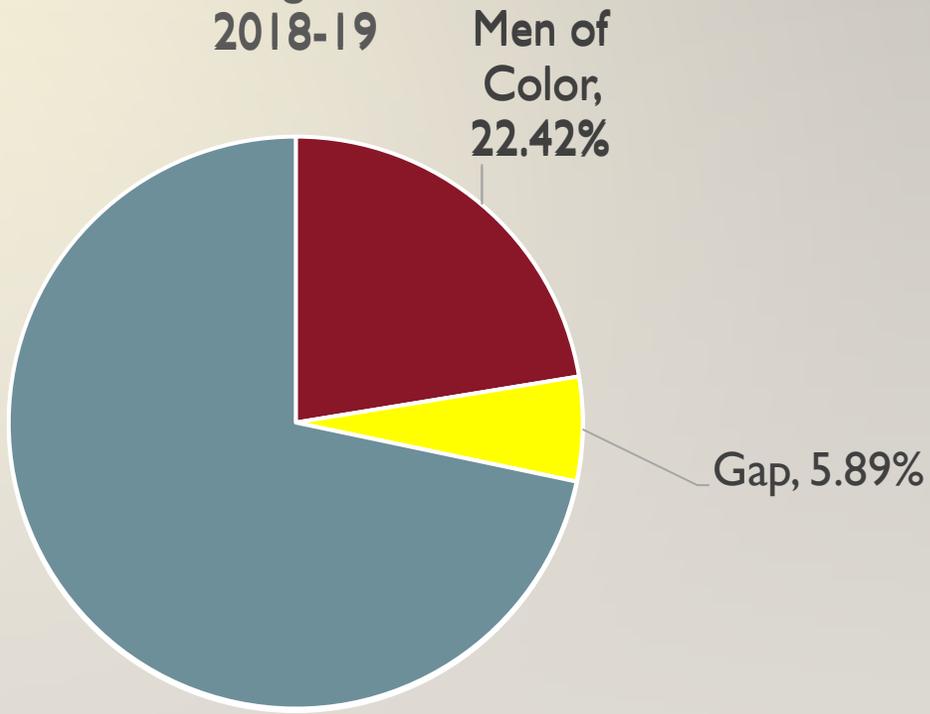
CLOSE ALL STUDENT EQUITY GAPS

# EQUITY GAP –MOC DEGREE COMPLETION

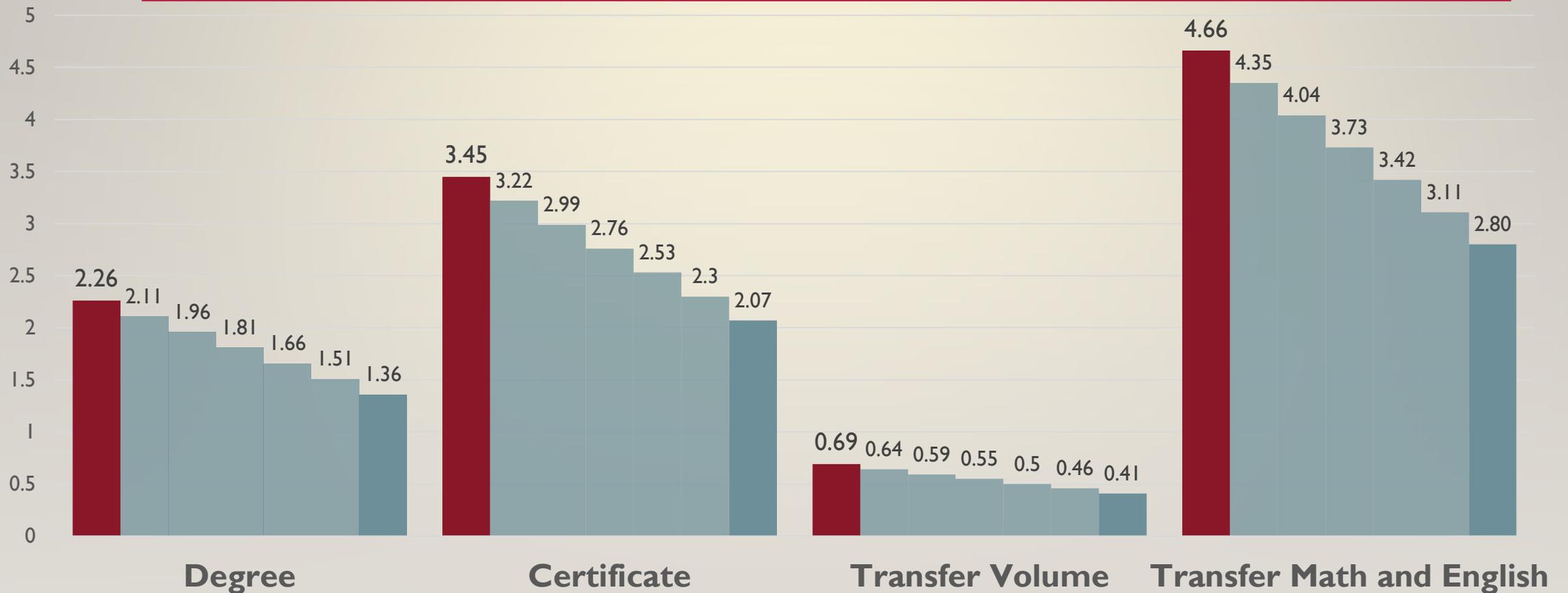
Headcount 2018-19



Degree 2018-19

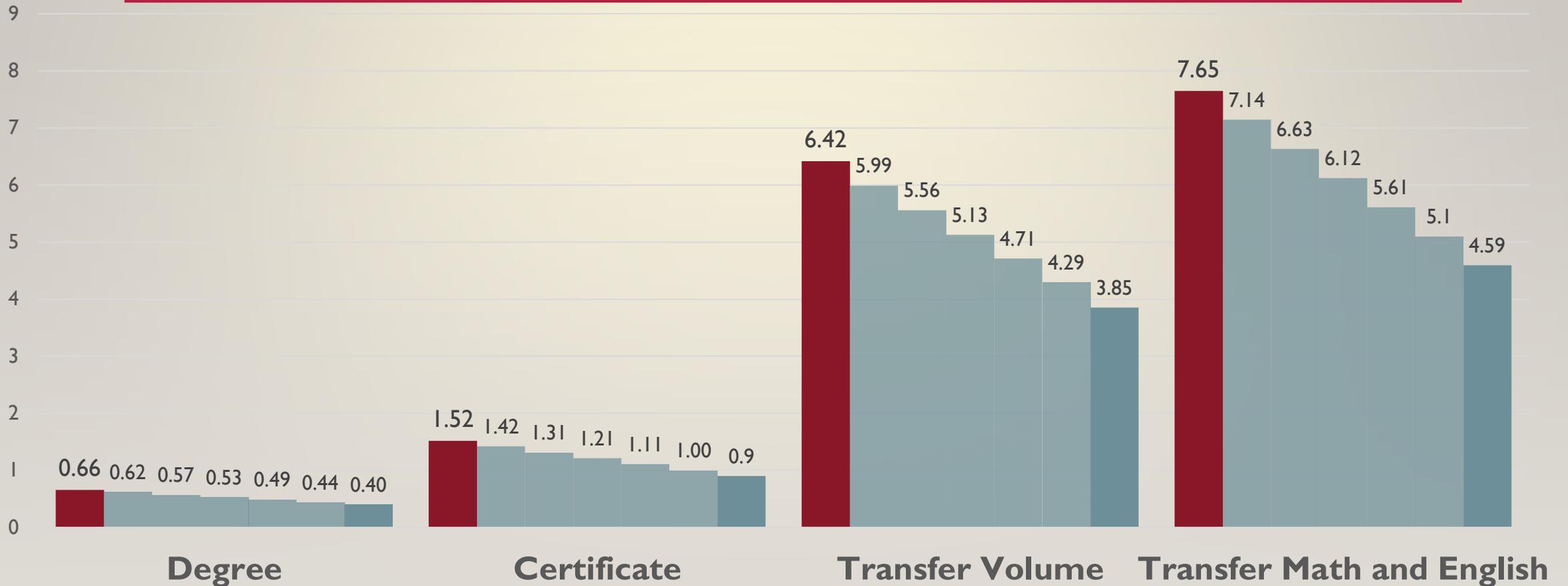


# KPI #12 (OBJECTIVE 3.1): REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%



Source: Follows KPIs 5, 6, 8 and 11

# KPI #13 (OBJECTIVE 3.2): REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%.



# KPI #14 (OBJECTIVE 3.3): REDUCE THE EQUITY GAP FOR MEN OF COLOR BY 40%.

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KPI #15 OBJECTIVE 3.4:  
REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS  
BY 40%.

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- Data coming soon!

# KPI #16 (OBJECTIVE 3.5): REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%.



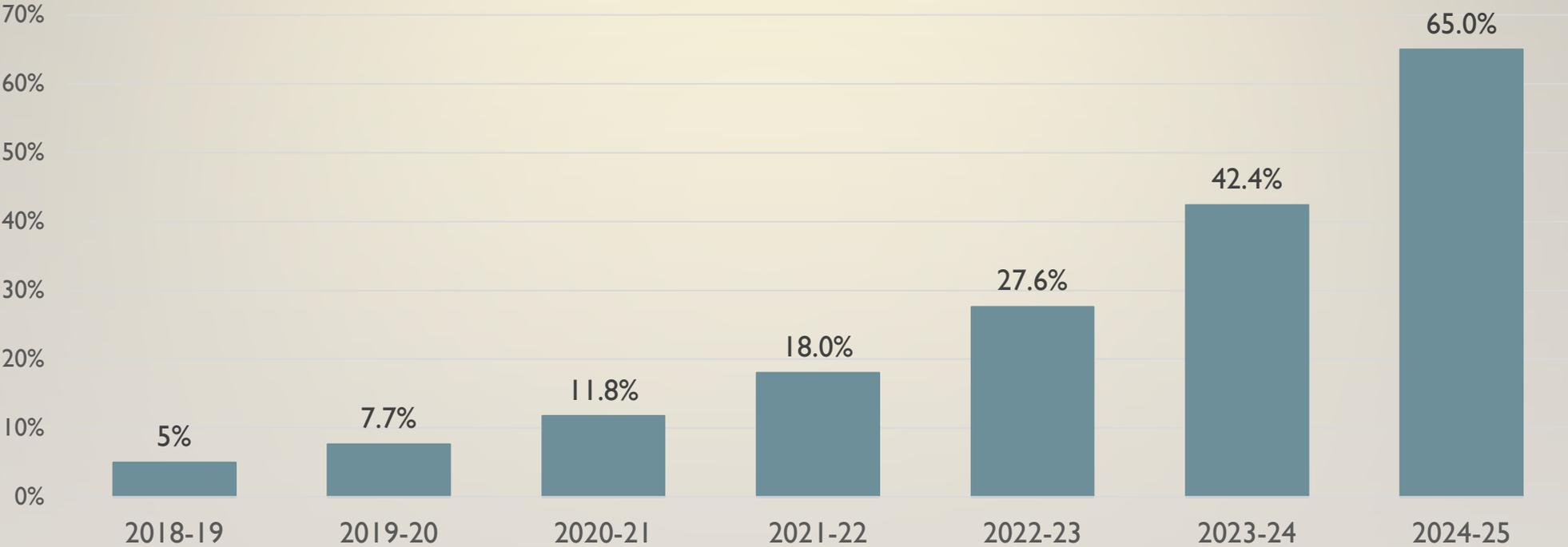
# 2030 GOAL 4: PROFESSIONAL DEVELOPMENT

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IMPLEMENT PROFESSIONAL DEVELOPMENT AROUND GUIDED PATHWAYS AND EQUITY FRAMEWORK; FOSTER A CULTURE OF ONGOING IMPROVEMENT

# KPI #17 (OBJECTIVE 4.1): INCREASE PERCENTAGE OF EMPLOYEES WHO COMPLETE GUIDED PATHWAYS TRAINING FROM 5% TO 65% (305 OUT OF 472 EMPLOYEES

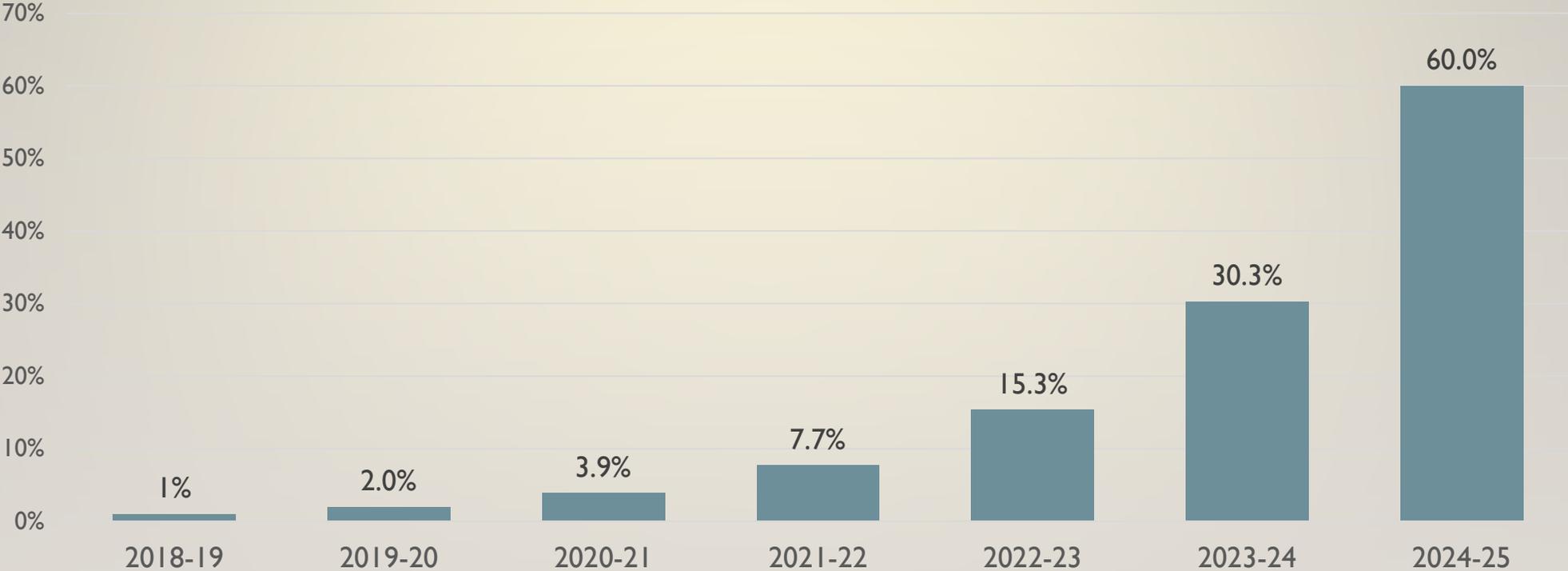
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Source: Professional Development Coordinator

# KPI #18 (OBJECTIVE 4.2): INCREASE PERCENTAGE OF EMPLOYEES WHO COMPLETE RACIAL MICROAGGRESSIONS CERTIFICATE FROM 1% TO 60% (285 OUT OF 472 EMPLOYEES)

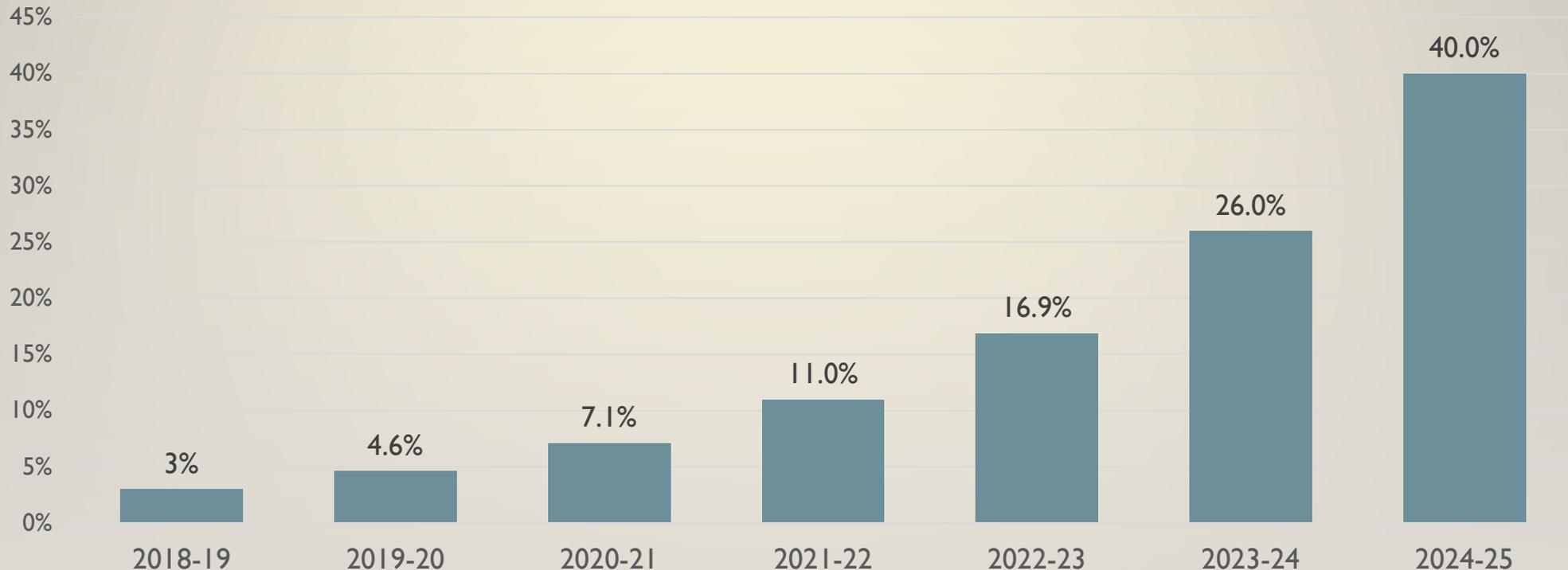
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Source: Professional Development Coordinator

# KPI #19 (OBJECTIVE 4.3): INCREASE PERCENTAGE OF FACULTY WHO COMPLETE TEACHING MEN OF COLOR IN THE COMMUNITY COLLEGE CERTIFICATE FROM 3% TO 40% (125 OUT OF 315 FACULTY)

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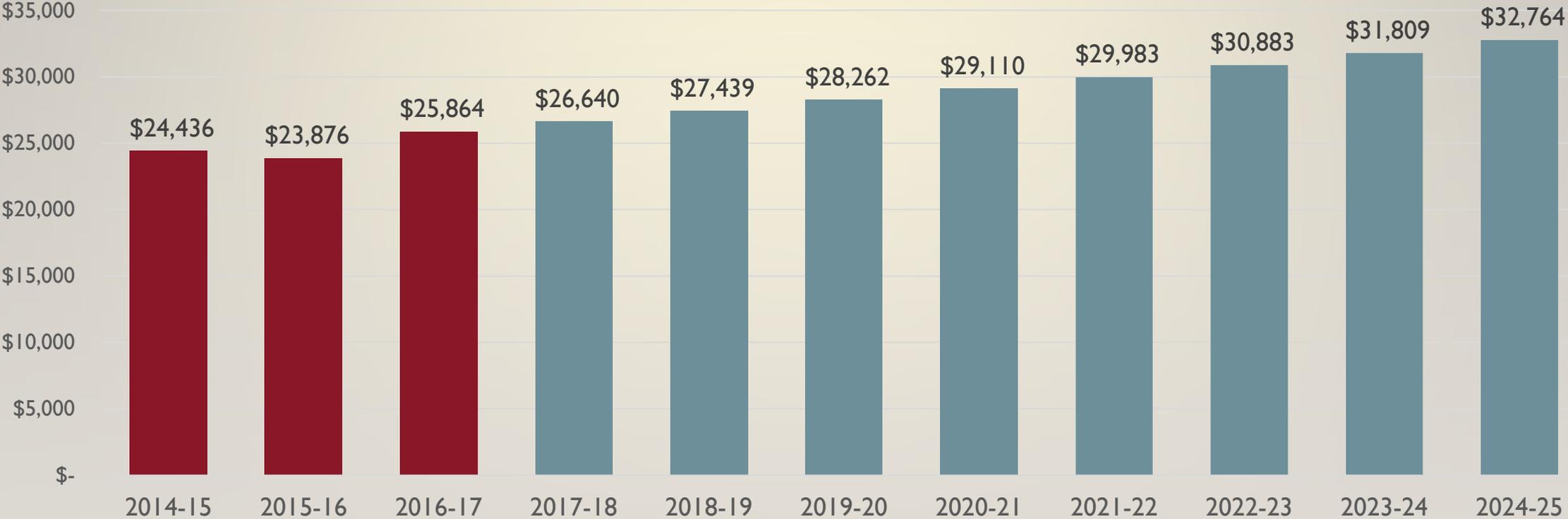
Source: Professional Development Coordinator

# 2030 GOAL 5: WORKFORCE AND ECONOMIC DEVELOPMENT

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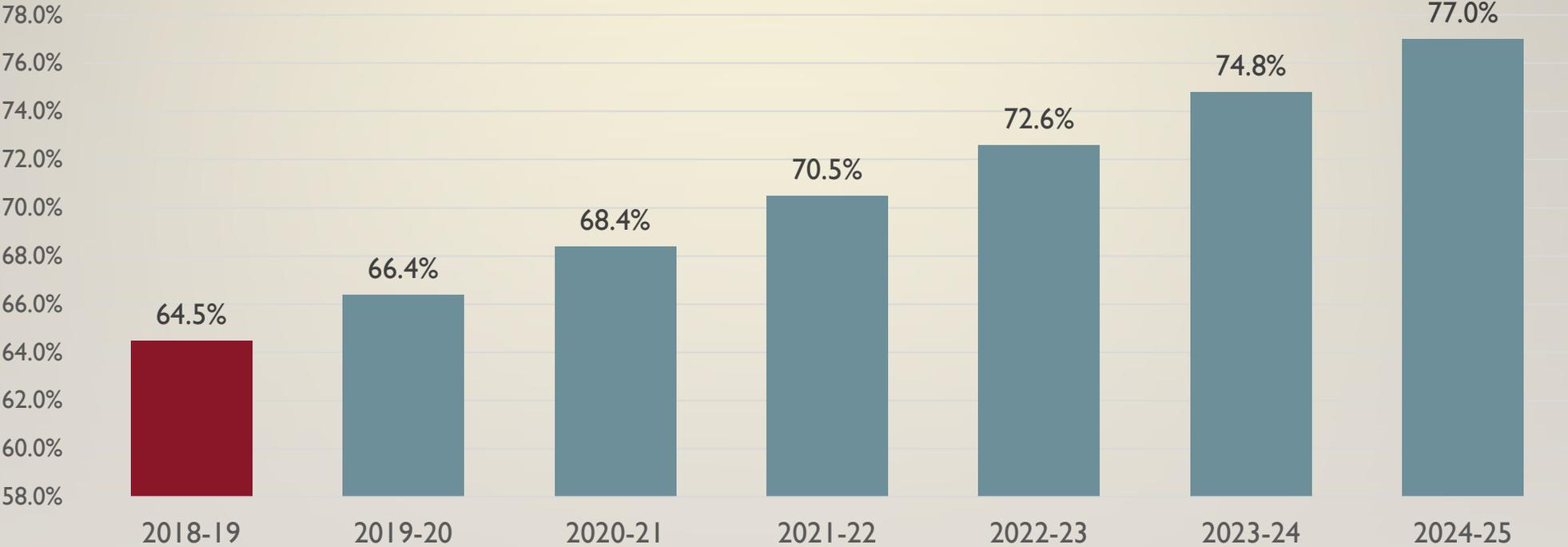
REDUCE WORKING POVERTY AND THE SKILLS GAP

# KPI #20 (OBJECTIVE 5.1): INCREASE THE MEDIAN ANNUAL EARNINGS OF ALL STUDENTS



Source: Student Success Metrics Dashboard

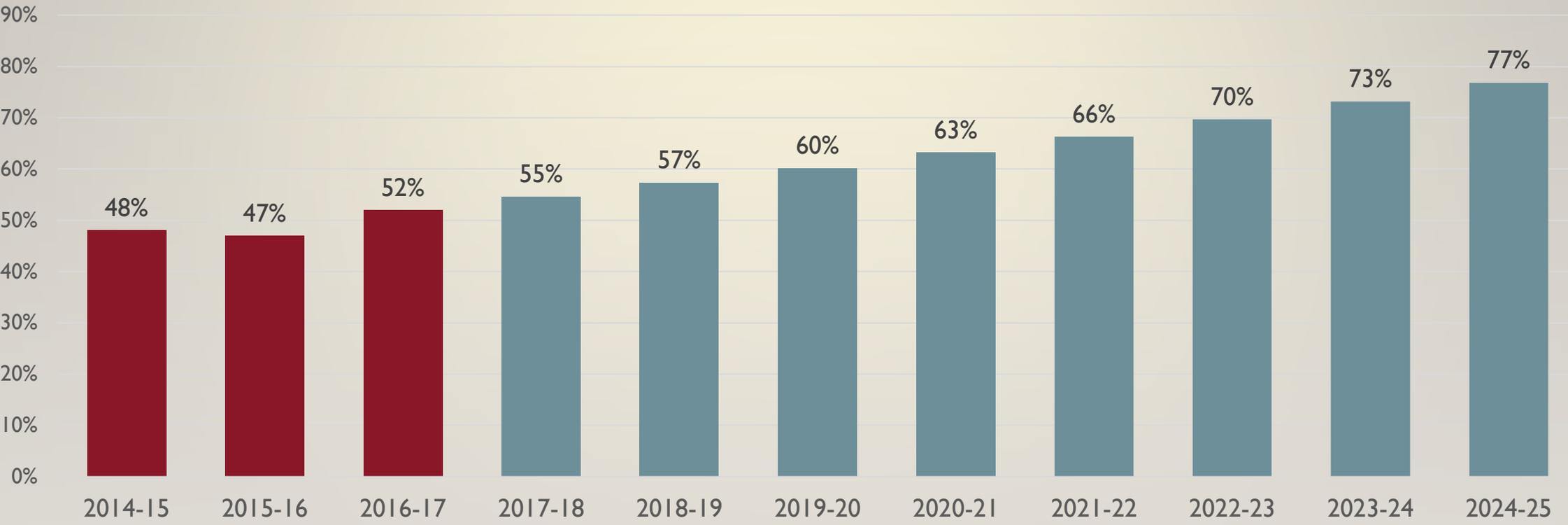
# KPI #21 (OBJECTIVE 5.2): INCREASE PERCENT OF CTE STUDENTS EMPLOYED IN THEIR FIELD OF STUDY BY 3% ANNUALLY



Source: CTE Outcomes Survey

# KPI #22 (OBJECTIVE 5.3): INCREASE PERCENT OF ALL STUDENTS WHO ATTAIN A LIVABLE WAGE BY 5% ANNUALLY

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# NEXT STEPS

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- 22 KPIs to be assessed and reported annually each fall
- We have been intentional to report these KPIs in alignment with district goals, SSM, VfS, ISS
- Questions?



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Scale of Adoption Self-Assessment 2020

# Presentation to the ISPC – Norco College

March 4, 2020

GP Leads: Tenisha James, Melissa Bader, Quinton Bemiller, John Moore

**NORCO**  
COLLEGE



## Focus

- Scale of Adoption Self Assessment Overview
- Focus on Success (Re)defined Framework
- Guided Pathways Implementation Plans with embedded equity considerations
- Beyond the Scale of Adoption

# California Community College Guided Pathways

- \$135 million allocated to California community colleges in April 2018 to implement Guided Pathways
- Each college submitted a scale of adoption self-assessment (SOAA) and plan
- GP20 Participation 2017-2019
- First SOAA submitted in fall 2017
- SOAA includes essential Guided Pathways practices along with an assessment scale
- Current SOAA due March 1, 2020
- SOAA process had engaged faculty, staff, and administrators from colleges and district office.



# Key Elements of Guided Pathways

**Programs that are fully mapped out and aligned** with further education and career advancement while also providing structured or guided exploration for undecided students.



**Proactive academic and career advising** from the start through completion and/or transfer, with assigned point of contact at each stage.



**Early alert systems** aligned with interventions and resources to help students stay on the pathway, persist, and progress.



**Redesigning and integrating basic skills/developmental education classes** to accelerate students to college-level classes.



**Structured onboarding process** including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get to the right start in college.



**Instructional support and co-curricular activities** aligned with classroom learning and career interests.

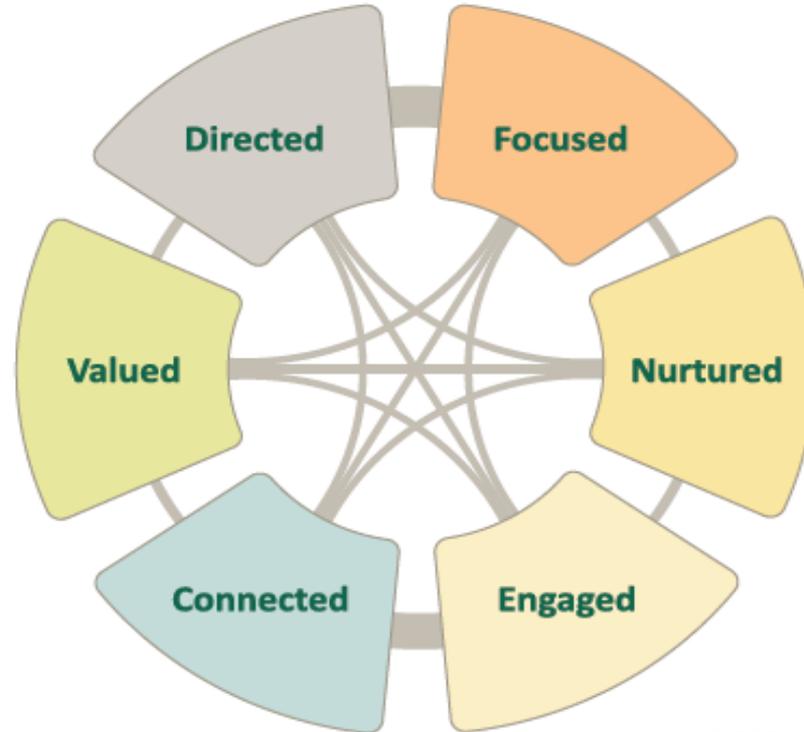




# Student Success (Re)defined

## Six Success Factors

- ▶ **Directed** — students have a goal and know how to achieve it
- ▶ **Focused** — students stay on track, keeping their eyes on the prize
- ▶ **Nurtured** — students feel somebody wants and helps them to succeed
- ▶ **Engaged** — students actively participate in class and extracurriculars
- ▶ **Connected** — students feel like they are part of the college community
- ▶ **Valued** — students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated





# Mapping Pathways to Student End Goals- PILLAR ONE

## NORCO COLLEGE

**Pillar 1: Programs are organized, well designed, presented on college website, programs are mapped to milestones and critical courses of study, and math is aligned.**

### **HIGHLIGHTS:**

-Connect career-based onboarding to meta-major exploration and informed pathway choice for new students

-EduNav – prioritization of elective coursework by discipline and integration of smart rules for pathways

### **NEXT STEPS:**

**-Use student focus groups, along with institutional disaggregated data, to evaluate student engagement and make necessary improvements to student engagement, equity practices, and inclusion.**

### **Success (Re)Defined Themes**

Colleges need to foster student motivation.

Colleges must teach students how to succeed in the postsecondary environment.

Colleges need to structure support to ensure all six success factors are addressed.



# Helping Students to Chose and Enter a Program Pathway- PILLAR TWO

## NORCO COLLEGE

**Pillar II: Career exploration, choosing a pathway, supporting gateway courses, supporting math and English, and improving high school to college transition.**

### **HIGHLIGHTS:**

- EduNav Program Map implementation for all ADTs and AOE degrees
- BSTEM and SLAM co-requisite course implementation Fall 2019 for best placement for students in transfer-level math
- Opening of two schools-based Engagement Centers

### **NEXT STEPS:**

**-Career based onboarding and career milestones will provide a foundation for all students, next steps will include how to raise career expectations for minoritized students**

### **Success (Re)Defined Themes**

Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.

Everyone has a role to play in supporting student achievement, but faculty must take the lead.



## Keeping Students on Path- PILLAR THREE

### NORCO COLLEGE

**Pillar III: Monitoring student progress and interventions, milestone completion, providing student with viable career options, intentional student centered course scheduling.**

#### **HIGHLIGHTS:**

- Department chairs and deans collaborate to provide two-year rotations and offerings for all degrees and certificate
- Developing advising curriculum, counseling milestones, faculty toolkit development as part of Success Team progress

#### **NEXT STEPS:**

- Continue equity minded training and culturally relevant advising practices and professional development to our general advisors working directly with minoritized students and implementing Student Success Teams**

#### **Success (Re)Defined Themes**

Colleges need to foster student motivation.

Colleges must teach students how to succeed in the postsecondary environment.

Colleges need to structure support to ensure all six success factors are addressed.



# Ensuring Students are Learning- PILLAR FOUR

## NORCO COLLEGE

Pillar IV: Each program has Program Learning Outcomes that are linked to education and career outcomes, instruction engages students in active and applied learning, students are provided with experiential learning opportunities embedded in their coursework, faculty/programs assess student mastery of learning outcomes, learning outcome results are used to improve teaching and learning.

### HIGHLIGHTS:

-Utilized PLO, GELO and career skills rubric to identify and input elective options into ADT pathways and implement in EduNav smart rules

-Career Center development in progress: dedicated career counselor, director

### NEXT STEPS:

**-Implement Professional Development (PD) and Teaching and Learning Committee PD plan created at LFM for the college that focuses on equity and the guided pathways framework.**

### Success (Re)Defined Themes

Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.

Everyone has a role to play in supporting student achievement, but faculty must take the lead.



## Success Story

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**Challenge:** The English discipline struggled with students not completing transfer level English in a timely manner. Norco College had implemented two strategies to increase student access to transfer-level English: Summer Advantage placement and English 80 (accelerated basic skills class). Both measures had success, but student access and affective barriers limited overall systems change. Students still placed into lower levels and began with that stigma.

Norco College became an MMAP pilot college and began placing students directly into transfer-level English Fall 2017. We began a comprehensive assessment for all students in the first two weeks of all English 1A courses to determine student placement accuracy. We used a common essay prompt and read sample essays using a rubric created from the entry-level objectives for the course. We had three distinct groups upon initial assessment: matriculated students from basic skills courses, first-time college students (MMAP) and Summer Advantage (hand placed after an eight-day refresher). Fall 2018 our first group of students with support courses were implemented.



# Outcomes



- **Fall 2017 Outcomes:** Students placed directly into transfer-level English performed higher than all groups except students who previously had placed into transfer-level English using Accuplacer. Students placed "by hand" using the summer intervention performed equally to students placed from matriculation.

- **Fall 2018 Outcomes:** Students who took the co-requisite support course had a success rate of 59.3% compared to an overall success rate of 61.5%.

Although this is a drop historically in success, the total completion number went from 594 (Fall 2016) to 909 (Fall 2018).

- In addition we saw an increase in first-time student access from 295 (Fall 2016) to 762 (Fall 2018). The success rate for these students was 60.4%.

Students of color in the support course had a success rate of 57.8%. Student of color overall success rate was 58.4%. Access for students of color increased 117% (black or African American) and 75% (Hispanic/Latino).



## Collaboration Districtwide

RCCD Guided Pathways Taskforce

AB705 Workgroups

Guided Pathways 5-year plans (District Educational Services Plan)

EDUNAV

Spring 2020

Case Management & Onboarding Workgroups



# Beyond the Scale of Adoption

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- Inland Empire/Desert Region Guided Pathways Consortium
- Regional Coordinators
- Leading From the Middle
- Securing funding for additional resources (Title V, College Futures Foundation)
- GP 20
- IEPI PRT Visits





# Guided Pathways and the Norco Way...



Continued Focus on Student Success through Data Driven integrated planning, assessment and program review.

Application to Cohort II of GP 20.

Leading From the Middle project focused on Faculty Advisement.

Integrated Guided Pathways into Strategic Organization.



## Scale of Adoption Self-Assessment 2020

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**Questions?**