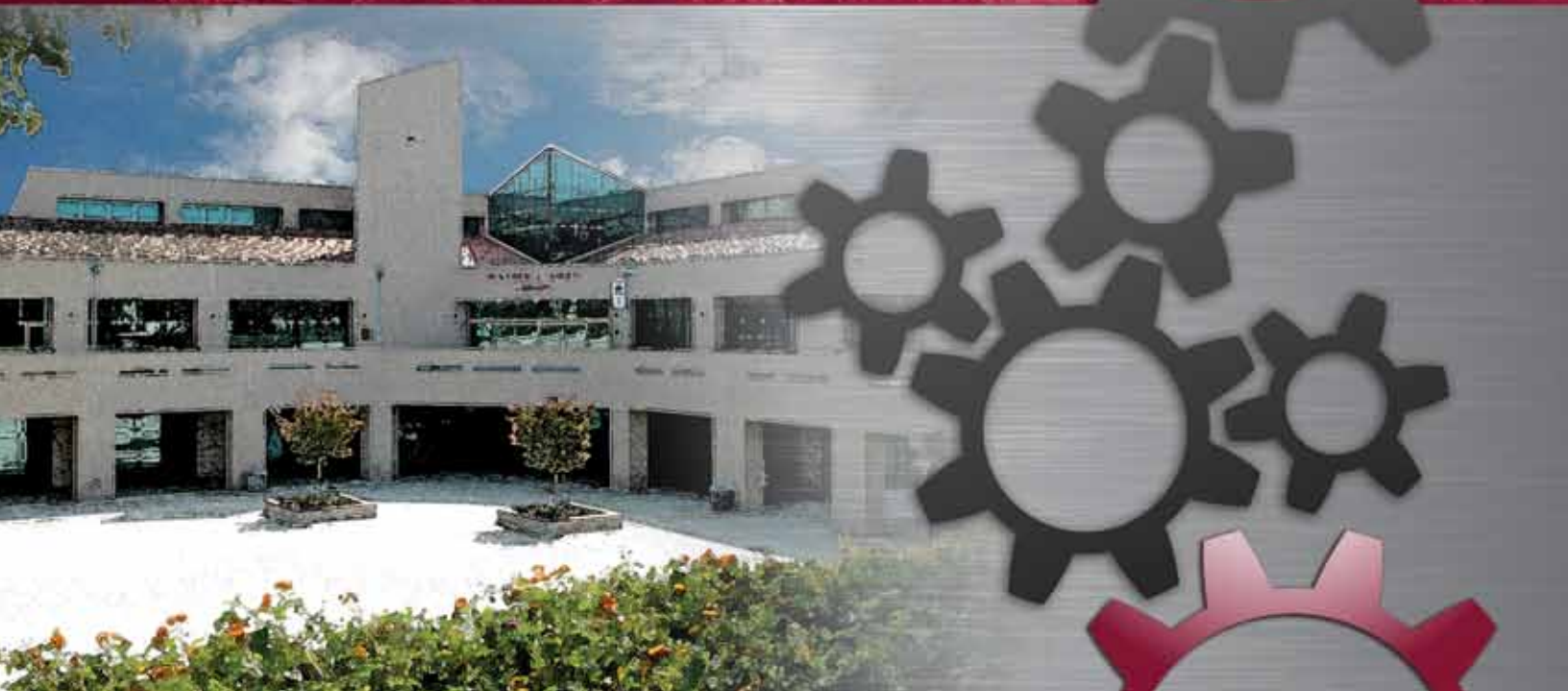




NORCO COLLEGE

STRATEGIC PLAN AND PROCESS



BOARD OF TRUSTEES

The Riverside Community College District is governed by a five member Board elected at large for four-year terms by the voters of Riverside Community College District.

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2008
2009
2010
2011
2012

NORCO COLLEGE

STRATEGIC PLAN AND PROCESS

PRESIDENT'S MESSAGE

I'm pleased to present the Norco College Strategic Plan and Process 2008-2012. The document is the result of an inclusive process that sought input for each component of the plan from a broad array of faculty, staff, students, administrators and community members over the past eight years. Dr. Carol Farrar's work has been invaluable in the completion of this publication and I appreciate her work.

The Strategic Plan reinforces the core commitments, mission and vision of Norco College. It contains goals dedicating us to improving student access, increasing student persistence and success, enhancing the quality of student life, and strengthening our programs and institutional effectiveness. The objectives lay out the milestones we must reach to achieve our goals. This is our roadmap.

For the full potential of this strategic planning document to be realized, all Norco College faculty, staff, offices, and programs must use the process and the plan to guide their work. I am fully committed to an ongoing inclusive planning process which will be critical to implementing these dynamic goals.

By working together and harnessing our intellectual capacity and abundant energy, I am confident we can achieve the promise of our shared vision.



Brenda Davis, EdD

President Norco College



EXECUTIVE SUMMARY

During the 2006-2007 academic year, Norco College (formerly the Norco Campus of Riverside Community College District), in preparation to become an independent college, developed an Educational Master Plan. In January 2008, the Educational Master Plan was formally adopted by the College. Environmental scans produced during the preparation of this document, along with annual data compiled by the Riverside Community College District Office of Institutional Research, provide a snapshot of the Norco College environment. The environmental scans also indicate for the College areas of strength and areas that present challenges and opportunities for improvement. These challenges and opportunities are addressed by the development of the Strategic Plan.

The production of the Educational Master Plan reflects the collaborative efforts of all stakeholders at Norco; with the Academic Planning Council (a standing committee of the Norco Academic Senate) and the Norco Strategic Planning Committee (a committee-of-the-whole, encompassing all faculty, staff, administrators and student leaders as members) serving as important advisory groups throughout the development of the document.

The Educational Master Plan crystallized key planning statements for Norco College: the Core Commitments, the Mission, and the Vision. These cornerstone elements lead to the development of specific Strategic Goals. Measurable Objectives were outlined and Strategies developed in order to achieve these Strategic Goals.

In addition, Norco College adopted procedures (the Strategic Planning Implementation Process and the Prioritization Process) to ensure that this institutional planning, program review, resource allocation, and decision-making processes are all fully integrated. These procedures guarantee meaningful evaluation of outcomes and processes, and the continued refinement of planning.

This document serves to detail the fundamental components that have and continue to define the Strategic Plan and Process at Norco College.

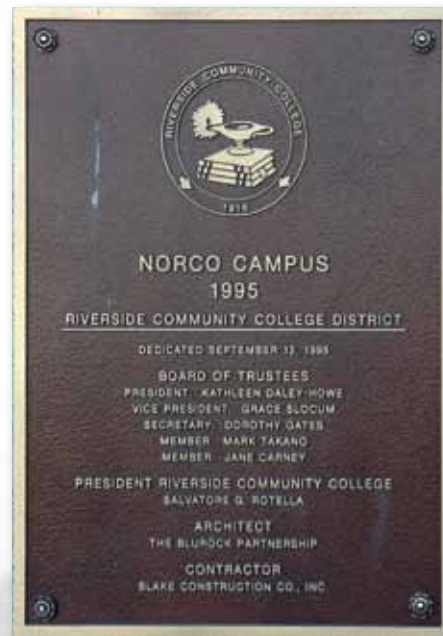




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I. INTRODUCTION

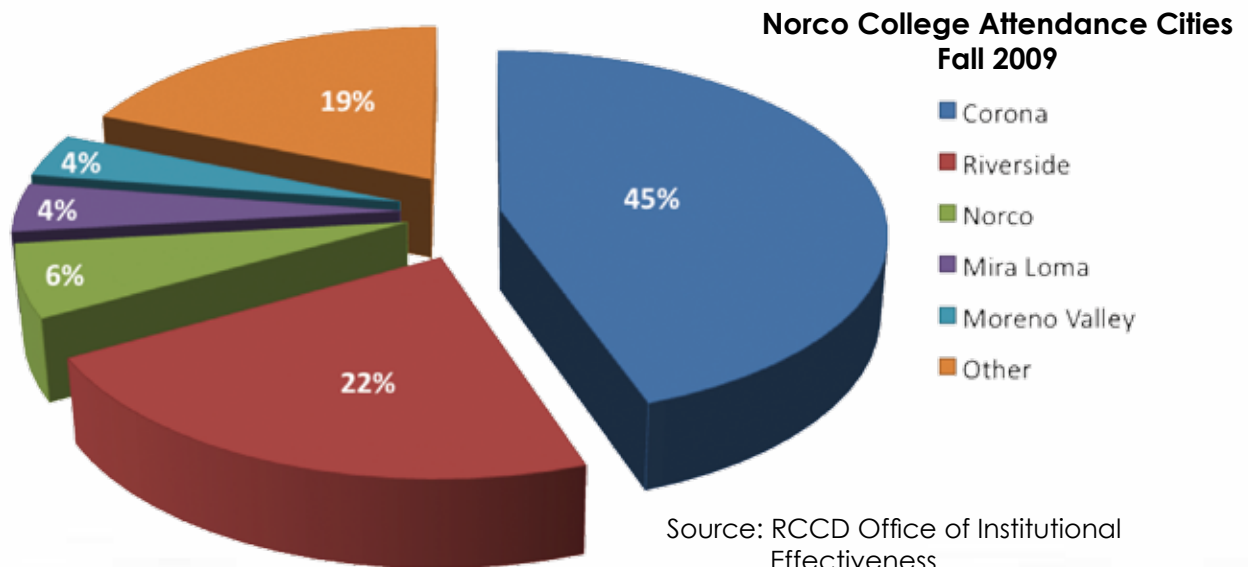
THE COLLEGE

Norco College is a two-year public institution of higher education, one of three colleges in the Riverside Community College District (RCCD). The Norco College campus is located approximately forty miles east of Los Angeles in the city of Norco, Riverside County, California. Established as a campus of the RCCD in 1991, Norco College was granted Initial Accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC¹) in January of 2010 and is the 112th independent college of the California Community College system.

Norco College is governed by the RCCD Board of Trustees, a five member Board elected at large for four-year terms by the voters of Riverside Community College District. The College offers 64 locally- or state-approved certificates and eight associate degree options².

THE STUDENTS

During the Fall of 2009, eighty-one percent (81%) of Norco College's approximately 10,000 students came from five communities in the greater Riverside County area³. The remaining 19% of the student population came from dozens of other inland communities at rates ranging from < 0.1% to 3% of the total student body.



During the same Fall 2009 semester, the largest proportion of our student population identified themselves as Hispanic (38%); followed by White (33%), Asian (9%) and African American (7%). Thirteen percent (13%) identified their ethnicity as "Other." Fifty-seven (57%) of these students were female and the majority (68%) were under twenty-four (24) years of age.

¹ACCJC is one of three commissions under the corporate entity known as the Western Association of Schools and Colleges (WASC). ACCJC accredits associate degree granting institutions.

²Norco College 2010-2011 Catalog.

³Data provided by the Office of the Associate Vice Chancellor of Institutional Effectiveness.

NORCO COLLEGE STUDENT PROFILE

Total Head Count 10,951



GENDER

- Female 57%
- Male 42%



AGE

- Under 20 34%
- 20 to 24 34%
- 25 to 34 17%
- 35 and over 16%



EDUCATIONAL GOALS

- Transfer 54%
- 2YR degree 10%
- Concurrent 4YR student 3%
- General Education 14%
- Undecided 18%



ETHNICITY

- African American 7%
- Asian 9%
- Hispanic 38%
- White 31%
- Other 13%



STUDENT UNIT LOAD

- < 6 units 28%
- 6 to 11 units 39%
- > 11 units 33%

Source: RCCD Office of Institutional Research. Credit and non-credit courses from Fall 2009.

PLAN FRAMEWORK

As illustrated in Figure 1, the Plan includes four elements:

CORE COMMITMENTS – The College's enduring set of values that will guide the implementation of the plan.

MISSION – The description of the unique nature of this institution.

VISION – The preferred future of the College.

STRATEGIC GOALS – Directions for change. The measurable objectives and specific strategies under each Strategic Goal provide indicators to measure the progress toward achieving our goals.

SHARED GOVERNANCE

Norco College has established governance structures that incorporate not only faculty, classified staff, and administration, but also allows for input from students and members of the community. The College established Administrative, Academic, and Student Services Planning Councils in order to prioritize requests for staffing and equipment generated annually from unit/program review documents. In addition, the Strategic Planning Committee, Co-Chairs Council, and Sub-committees, as well as the College Community Advisory Group, provide input to the decision-making processes of the College. The development of the Strategic Plan represents the collaboration of all stakeholders.

STRATEGIC PLANNING PROCESS

As a means of achieving Strategic Goals, the College adopted Strategic Planning Processes to ensure that institutional planning, unit/program review, and resource allocation are all fully integrated. These Processes, the Strategic Planning Implementation Process and the Norco College Prioritization Process, are incorporated into the Strategic Planning Cycle (see Section III).

Figure 1: Plan Framework



Goal 1: Increase student retention, persistence, and success

Goal 2: Improve the quality of student life

Goal 3: Increase student access

Goal 4: Enhance academic programs and the learning environment to meet student and community needs

Goal 5: Enhance institutional effectiveness

II. GUIDING FRAMEWORK

KEY PLANNING STATEMENTS

The key statements that drive every aspect of planning at Norco College are the College's Core Commitments, Mission Statement, and Vision Statement.

CORE COMMITMENTS are the most basic elements of an institution's plan — the “truths” held as “self-evident” that emanate from the fundamental traditions and values which guide not only an institution's plan, but its day-to-day decisions.

THE MISSION expresses what the College is; what it does; who it serves; how it is unique; and relative to other institutions.

THE VISION is a brief statement that describes the College's desired future state of being.



CORE COMMITMENTS

Norco College is dedicated to following a set of enduring Core Commitments that guide it through changing times and give rise to our Vision, Mission, and Strategic Goals.

MUTUAL RESPECT

Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions

COLLEGIALITY

Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated

INCLUSIVENESS

Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions

INTEGRITY

Maintaining an open, honest, and ethical environment

INNOVATION

Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community

QUALITY

Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff

ACCESS

Providing open admissions and comprehensive educational opportunities for all students

STUDENT SUCCESS

Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services

CIVIC ENGAGEMENT

Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco programs and services to the external community

ENVIRONMENTAL STEWARDSHIP

Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among students.



MISSION STATEMENT

Norco College provides educational programs, services, and learning environments for a diverse community. We equip our students with the knowledge and skills to attain their goals in higher, career/technical, and continuing education; workforce development; and personal enrichment. To meet the evolving community needs, Norco College emphasizes the development of technological programs. As a continuing process we listen to our community and respond to its needs while engaging in self-examination, learning outcomes assessment, ongoing dialogue, planning, and improvement.

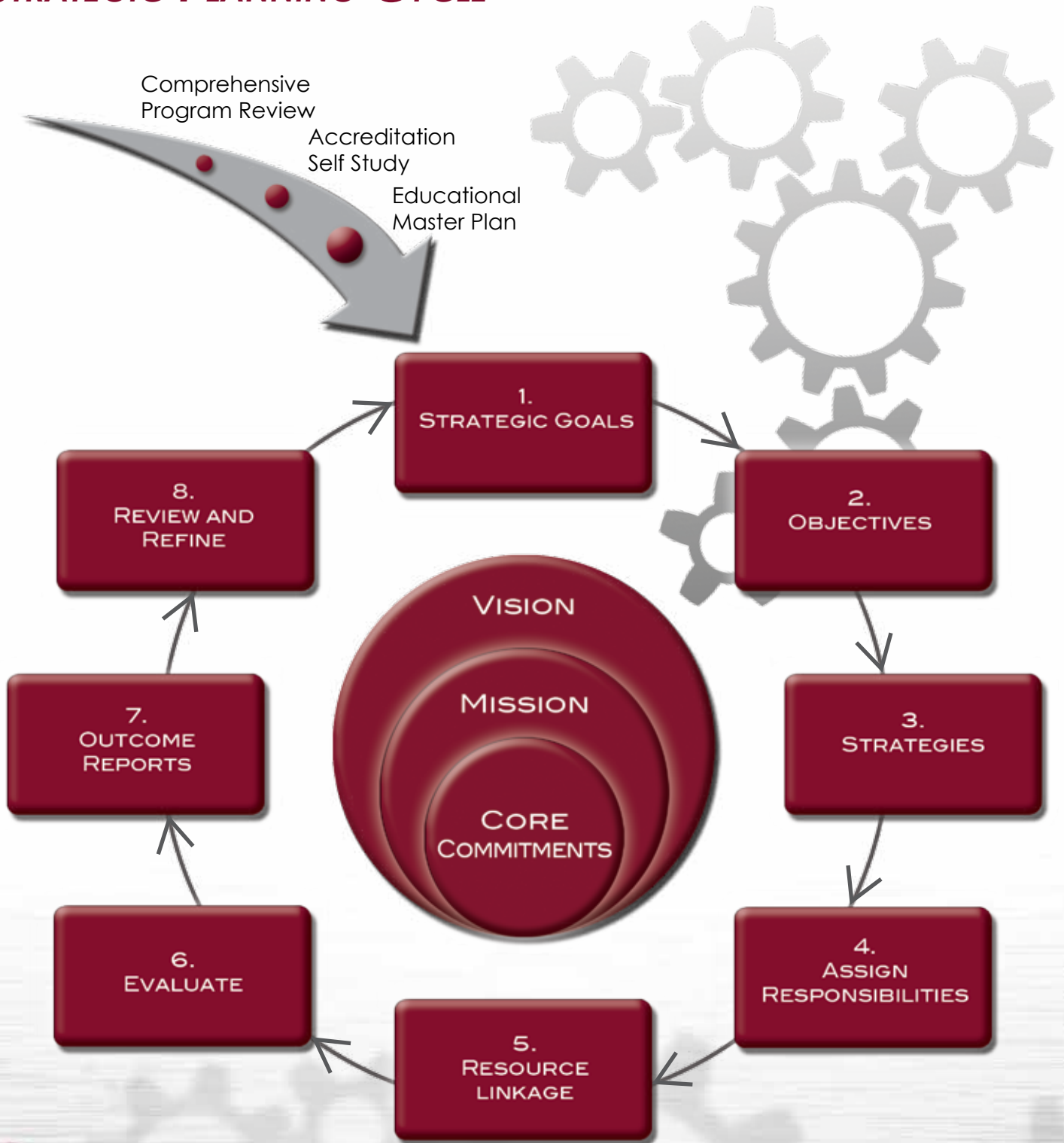


VISION STATEMENT

Norco College is a dynamic center for learning, student success, cultural enrichment, and community development and is an innovative leader in providing relevant, accessible, and affordable educational programs.

III. IMPLEMENTING THE PLAN

STRATEGIC PLANNING CYCLE



STEPS IN THE STRATEGIC PLANNING CYCLE

The College's Core Commitments, Mission, and Vision serve as the foundation of the Strategic Planning Process. The steps in the Strategic Planning Cycle arise from these key planning statements and are driven by the Educational Master Plan, Accreditation Self Study, and Program Review documents.

- 1. STRATEGIC GOALS** are the primary directions in which Norco College will proceed in order to reflect its core commitments and to realize its vision and mission.
- 2. OBJECTIVES** are measurable outcomes that move the institution toward realizing its goals. Because objectives are measurable, the raw numbers, percentages, and dates associated with them can also be used to create "dashboard indicators" and provide a quick measure of progress toward the College's desired ends.
- 3. STRATEGIES** are specific activities and initiatives that enable an institution to achieve its objectives. Long range strategies are derived from the Educational Master Plan, Accreditation Self Study, and Comprehensive and Annual Program Review documents.
- 4.** The Norco Strategic Planning Committee (NSPC) Co-Chairs Council **ASSIGNS RESPONSIBILITIES** for the oversight and execution of objectives and strategies to the appropriate NSPC sub-committee or when necessary to a specific campus leader(s). The Norco College Planning Councils establish criteria linking program review and the achievement of strategic goals to the prioritization of staffing and equipment needs. College shared governance processes are followed (see Norco College Prioritization Process and Strategic Planning Implementation Process) culminating in final recommendations that are determined by the College President. These are forwarded to the Chancellor.
- 5. RESOURCE LINKAGE** ensures the sustainability of the planning process and ability to accomplish strategies. Creating intentional linkages between resource allocation and planning demonstrates an institutional commitment to the process. Not all objectives and strategies require financial resources in order to be implemented. When financial resources are necessary, the Norco College President allocates resources based upon funding availability.
- 6.** Norco College **EVALUATES** not only its progress toward achieving objectives and strategies, but also the effectiveness of the strategic planning process itself. The former is completed by the appropriate NSPC subcommittee or responsible campus leader by means of measuring and assessing defined strategies and objectives (dashboard indicators). The latter is accomplished via surveys addressing the effectiveness of the process; these include the Annual Survey of Effectiveness of Planning Councils, the Annual Survey of Strategic Planning Committee Membership, the Bi-annual Accreditation Survey, and the Bi-annual Community College Survey of Student Engagement (CCSSE).
- 7. OUTCOME REPORTS** analyze progress and identify areas of accomplishment and areas where continuous improvement is necessary. These reports include the Annual Progress Report on the Educational Master Plan and the Annual Program Review documents. The Annual Memorandum from the College President to the NSPC provides feedback to the College.
- 8. REVIEW AND REFINE** completes the planning cycle and demonstrates an institutional commitment to act upon data and stakeholder feedback. At the Annual Open Dialogue Session strategies and objectives are refined. The Annual Evaluation Report updates the College.

STRATEGIC PLANNING IMPLEMENTATION PROCESS

The Norco Strategic Planning Committee Co-Chairs Council (NSPC Co-Chairs) identifies objectives, strategies, and planning items from the college and district planning documents; the Accreditation Self Study; and the Comprehensive and Annual Program Review documents. These are assigned to the appropriate Norco Strategic Planning sub-committee (NSP sub-committee), Norco College Planning Council, or a specific campus leader.

NORCO STRATEGIC PLANNING COMMITTEE CO-CHAIRS COUNCIL

STATEMENT OF PURPOSE

The Norco Strategic Planning Committee Co-Chairs Council serves as a coordinating body charged with integrating the efforts of the College's four strategic planning sub-committees. Comprised of the eight faculty and classified staff co-chairs of the strategic planning sub-committees, the Co-Chairs Council facilitates communication between participants in strategic planning processes and provides input regarding the setting of agendas for the Norco Strategic Planning Committee (NSPC). Typically, proposals that are initiated by one of the strategic planning sub-committees pass through the Co-Chairs Council for discussion, review and comment prior to their placement on the NSPC agenda.

MEMBERSHIP

The NSPC Co-Chairs Council is comprised of the faculty and classified staff co-chairs from each of the four strategic planning sub-committees.

LEADERSHIP

Faculty Co-Chair:

Vice President of the Academic Senate

Administrative Co-Chair:

Vice President of Academic Affairs



NORCO STRATEGIC PLANNING SUB-COMMITTEES

Assigned objectives and strategies are subject to oversight and evaluation by the Norco Strategic Planning sub-committees (NSP sub-committees).

INSTITUTIONAL MISSION & EFFECTIVENESS SUB-COMMITTEE

Statement of Purpose

The Institutional Mission and Effectiveness Sub-committee is charged with demonstrating Norco College's commitment to a mission that emphasizes achievement of student learning. The key responsibilities of the sub-committee include periodic review of the campus mission statement, and the fostering of an ongoing and systematic cycle of evaluation, planning and assessment geared toward improving the effectiveness by which the mission is accomplished.

STUDENT LEARNING PROGRAMS & SERVICES SUB-COMMITTEE

Statement of Purpose

The NSPC Sub-committee of Student Learning Programs and Services strives to formulate, revise, recommend and implement campus educational programs and services to support the educational master plan.

MEMBERSHIP

The NSPC Sub-committees are comprised of interested members of the college faculty, staff, administration, and students.

LEADERSHIP

A faculty member and a classified staff member serve as sub-committee co-chairs.

RESOURCES SUB-COMMITTEE

Statement of Purpose

The Resources Sub-committee ensures the systematic evaluation of campus-based strategic initiatives with regard to their financial, physical, human, and technological resource implications, and also interfaces with District-level units and personnel for ongoing continuity between District policies and those of the College.

LEADERSHIP & GOVERNANCE SUB-COMMITTEE

Statement of Purpose

The Leadership and Governance Sub-committee provides a forum for discussion and action geared toward ensuring that campus governance structures and processes support student learning programs and services, while acknowledging the designated responsibilities of the Board of Trustees, Chancellor, and Campus President. The sub-committee is committed to facilitating ethical and effective leadership as the campus endeavors to achieve its mission, goals and objectives.





NORCO STRATEGIC PLANNING COMMITTEE

Proposals, evaluations, and reports initiated by the strategic planning sub-committees, the Norco Planning Councils, or specific campus leaders are brought to the NSPC Co-Chairs Council for discussion, review and revision prior to placement on the Norco Strategic Planning Committee agenda.

STATEMENT OF PURPOSE

The Norco College Strategic Planning Committee (NSPC) provides all campus constituencies with an opportunity to participate in the formulation of recommendations pertaining to long-range campus planning and resource allocation. Recommendations proposed by the NSPC are sent to the College President for final decision. Functioning as a committee-of-the-whole, NSPC is charged with formulation, adoption and revision of campus educational and facilities master plans. NSPC also reviews proposals for educational programs and facilities and prioritizes resource needs identified in instructional, student services, and administrative program reviews. In performing these functions, NSPC endeavors to ensure that the campus pursues initiatives in accordance with the goals and objectives set forth in campus and district master plans.

MEMBERSHIP

The NSPC is a committee-of-the-whole. All faculty, staff, and administrative personnel are members of this committee along with officially designated representatives of the College's student governing body (Associated Students of Norco College). In addition, Norco College students are encouraged and welcome to attend meetings of this committee.

LEADERSHIP

Faculty Co-Chair:

Vice President of the Academic Senate

Administrative Co-Chair:

Vice President of Academic Affairs

NORCO COLLEGE COMMUNITY ADVISORY GROUP

External input is provided to the College President by the Norco College Community Advisory Group. This connection also serves to keep the community apprised of the state of the College.

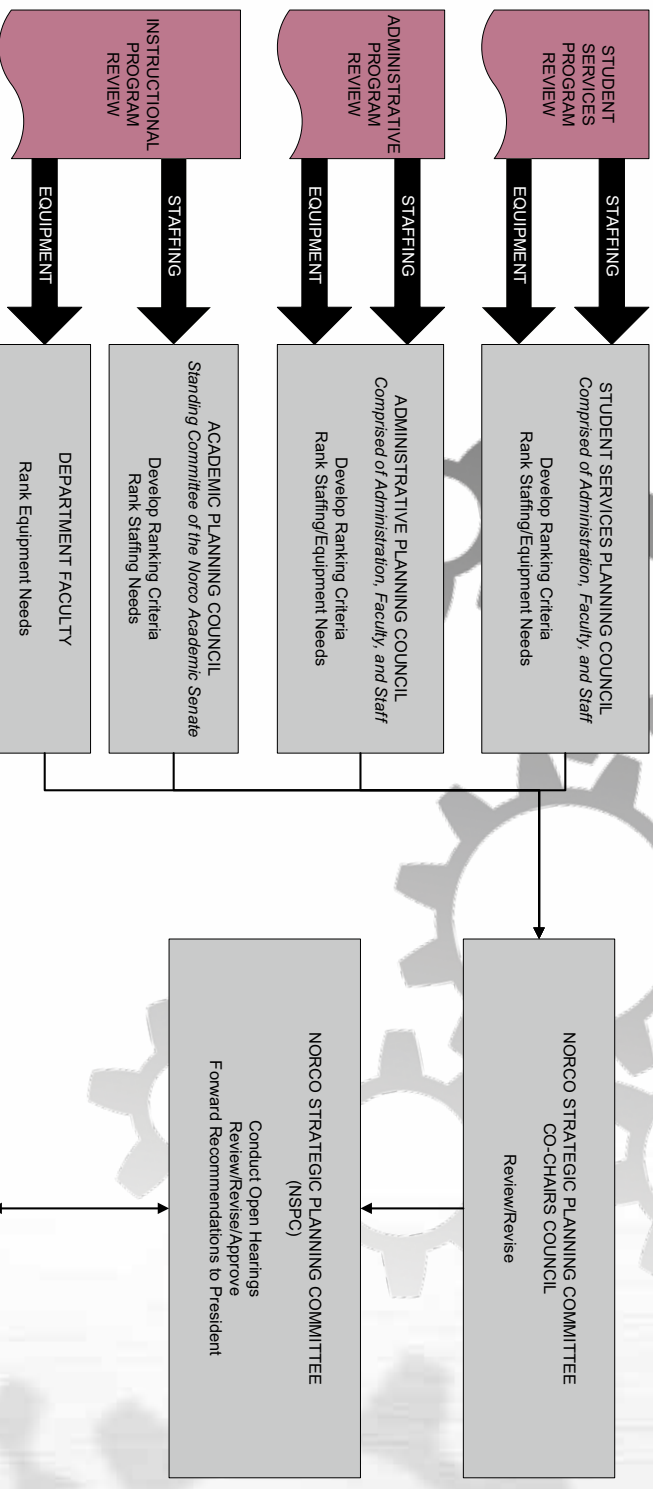
STATEMENT OF PURPOSE

The Norco College Community Advisory Group was established to serve as a community based interest group designed to advise and assist Norco College in developing outreach projects and activities that mutually meet the needs of the College and the cities of Eastvale, Norco, and Corona for broader based linkages, involvement and participation.

MEMBERSHIP

The Norco College Community Advisory Group includes representatives from the communities of Eastvale, Norco, and Corona in business and municipal leadership. Norco College students and District and College personnel also are members. The group reflects the diversity of the Eastvale/Norco/Corona communities and student body.

Norco College Prioritization Process



2006-07/adopted

NORCO COLLEGE PRIORITIZATION PROCESS

Norco College has developed a process to deal with the annual updates in staffing and equipment requests that impact long-term strategic planning.

The prioritization of staffing and equipment needs is accomplished on an annual basis utilizing three Planning Councils: the Academic Planning Council, the Student Services Planning Council, and the Administrative Planning Council.

Staffing and equipment needs are identified in the Annual Program Review documents. Each Planning Council develops a set of criteria for ranking requested staff and equipment. These criteria serve to link resource allocation to the program review process and to the goals of strategic planning (see examples in Appendix A-C).

Prioritized lists developed by the Planning Councils are brought to the NSPC Co-Chairs Council for discussion, review and revision before being forwarded to the Norco Strategic Planning Committee for open hearing.

ACADEMIC PLANNING COUNCIL

Statement of Purpose

The Academic Planning Council (APC) is a standing committee of the Academic Senate, comprised of faculty chairs, co-chairs, and assistant chairs. The APC serves in an advisory capacity to campus administrators on matters concerning faculty hiring, budget planning, capital expenditures, course scheduling and staffing, and program development.

STUDENT SERVICES PLANNING COUNCIL

Statement of Purpose

Guided by the college mission, the Student Services Planning Council is a representative group of student services professionals that produces data-driven recommendations to increase the effectiveness of student services programs. The primary task of the Student Services Planning Council is to provide guidance to administrative decision makers by developing criteria for ranking staffing and equipment requests generated through program reviews and to rank the requests in accordance with the adopted criteria.

ADMINISTRATIVE PLANNING COUNCIL

Statement of Purpose

The Administrative Planning Council provides support and recommendations to the Norco Campus Strategic Planning Committee on matters relative to resource allocation for classified positions and equipment requested by administrative departments through the Program Review Process. The members of the Council include faculty, classified staff, and management employees.



RESOURCE LINKAGE

Prioritized lists, proposals, evaluations, and reports approved by the Norco Strategic Planning Committee are forwarded to the College President for final decisions, resource allocation, and action. The College President makes final decisions regarding requests and recommendations received from the Norco Strategic Planning Committee. The College President determines final priorities and plans resource allocation guided by the College's core commitments, mission, and vision with full consideration given to the College's strategic goals. The recommendations of the President are then forwarded to the Chancellor or appropriate District committee. The decision making at the level of the Planning Councils, the Strategic Planning committees, and the Office of the College President ensures the linkage of resource allocation to strategic planning and program review.

EVALUATE, REPORT, REVIEW AND REFINE

Formal feedback on actions taken by the President is provided to the NSPC in the form of an Annual Memo from the College President to the committee. This communicate formally explains rationale for the College President's decisions and actions. The decision making process is thereby made transparent.

Evaluation and feedback regarding the process itself occurs:

- on an annual basis by means of the
 - Survey of the Strategic Planning Committee Membership
 - Survey of Effectiveness of Planning Councils
- and on a longer-range bi-annual basis by means of the
 - Accreditation Survey (obtaining feedback from faculty, staff, and students regarding the College's success at achieving Accreditation standards)
 - The Community College Survey of Student Engagement (CCSSE) (obtaining feedback from students and faculty regarding student engagement, campus climate, and satisfaction)

The Annual Open Dialogue Session serves as a venue to assess our specific strategies and objectives and to and refine and revise them as appropriate.

Content Analysis of the Open Dialogue Session and the follow-up Annual Evaluation Report offer formal feedback and is provided to the NSPC and campus community.

STRATEGIC PLANNING TIMELINE



EARLY FALL

- Annual Evaluation Report
- Planning Councils prioritize staffing and equipment requests
- Bi-annual Accreditation Survey



LATE FALL

- Annual Survey of Effectiveness of Planning Councils
- Annual Grant Status Report



EARLY SPRING

- Memorandum from College President to NSPC
- Instructional Program Reviews submitted for consideration in coming year
- Bi-annual Community College Survey of Student Engagement (CCSSE)



LATE SPRING

- Annual Progress Report on the Educational Master Plan
- Survey of Strategic Planning Committee Membership
- Annual Open Dialogue Session



SUMMER

- Content Analysis & Data Reporting of Open Dialogue
- Administrative and Student Services Program Reviews submitted for consideration in the coming year

IV. STRATEGIC GOALS AND OBJECTIVES

NORCO COLLEGE'S FIVE OVERARCHING GOALS ARE:

Goal 1: Increase student retention, persistence, and success

Goal 2: Improve the quality of student life

Goal 3: Increase student access

Goal 4: Enhance academic programs and the learning environment to meet student and community needs

Goal 5: Enhance institutional effectiveness

These strategic goals, while not identical to, complement the Riverside Community College District's Strategic Themes adopted October 2008.

Following a description of each **Goal**, the related measurable **Objectives** are delineated. The extensive list of specific **Strategies** developed to enable Norco College to achieve these goals and objectives can be found in the Norco College Educational Master Plan (January 2008).



GOAL 1

INCREASE STUDENT RETENTION, PERSISTENCE, AND SUCCESS

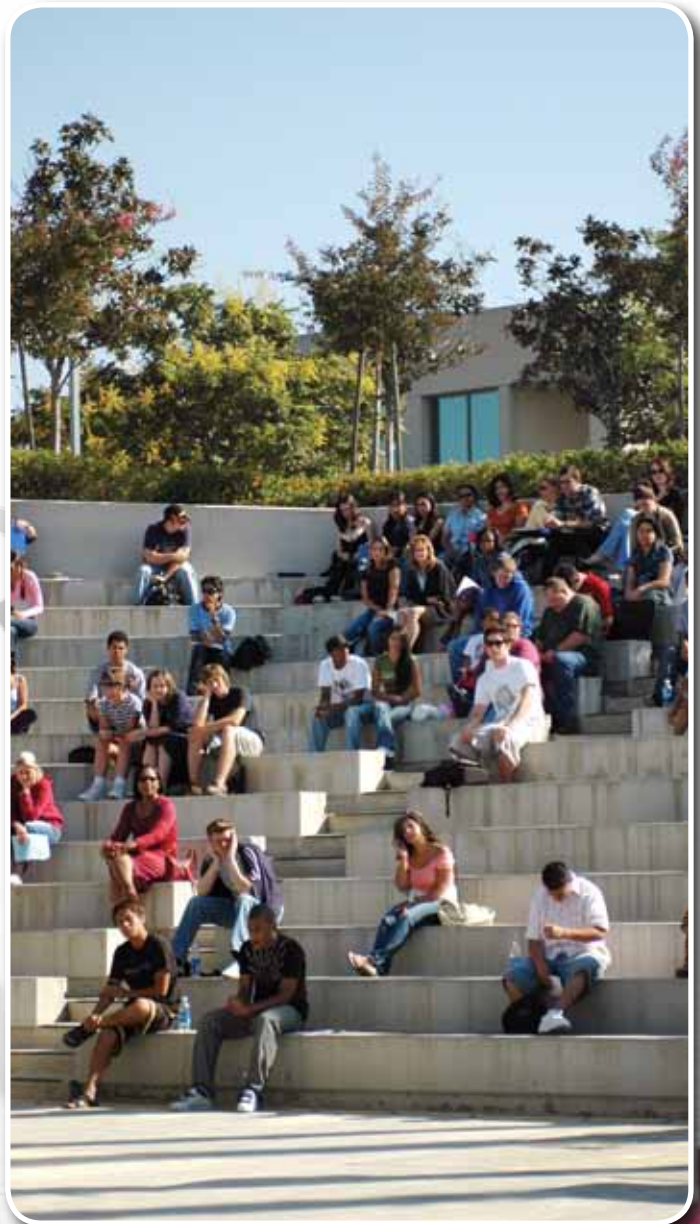
Student success is a major core commitment of Norco College and a significant part of its vision and mission. While it can be defined in different ways, all definitions of student success include persistence and graduation.

There exists a great opportunity to focus energy and resources on helping students to persist and achieve their desired educational goals and to make Norco College a leader in student success.

Research shows that students who complete a Student Educational Plan (SEP) persist in greater numbers than those who do not have a plan.

OBJECTIVES

1. Norco College will reduce its first-semester attrition rate from 48% to 42% in three years; and to 38% in five years.
2. Norco College will reduce its first-year attrition rate from 64% to 58% in three years; and to 52% in five years.
3. Norco College will increase the percentage of students who declare degree and/or transfer as their educational goal that complete a Student Educational Plan (SEP) to 25% in three years and 50% in five years.



GOAL 2

IMPROVE THE QUALITY OF STUDENT LIFE

Research indicates that the more students are engaged with their college campus, the greater their success and satisfaction.

OBJECTIVES

1. Norco College will increase the number of students who report spending more than six hours per week on campus (as reported on the CCSEQ*) from 13.6% to 20% by 2010 and to 25% by 2012.
2. Norco College will increase attendance at student club or organization meetings (as reported on the CCSEQ) from 29.1% to 35% by 2010 and to 40% by 2012.
3. Norco College will increase the rate of participation in a campus project or event sponsored by a student organization or club (as reported on the CCSEQ) from 22.1% to 28% by 2010 and to 34% by 2012.
4. Norco College will increase the rate of attendance at school plays, dances, concerts, and theatre productions (as reported on the CCSEQ) from 31.3% to 36% by 2010 and to 41% by 2012.
5. Norco College will increase the rate of participation in athletics and recreation (as reported on the CCSEQ) from 16.2% to 21% by 2010 and to 26% by 2012.
6. Norco College will increase the rate of participation in a student group or club-sponsored project or event off-campus (as reported on the CCSEQ) from 18.6% to 24% by 2010 and to 29% by 2012.



* Note: The CCSEQ instrument was replaced in Spring 2010 with the more encompassing Community College Survey of Student Engagement (CCSSE). Care was taken to incorporate items from the CCSEQ into the new CCSSE instrument in order to preserve the longitudinal data.

GOAL 3

INCREASE STUDENT ACCESS

Providing access to all who wish to pursue post-secondary education is a key element of Norco College's core commitments, vision, and mission. Hence, increasing student access is an essential and welcomed goal of the Campus.

Access is measured in many ways, including the number of students enrolled — an indicator of the number of students availing themselves of higher education — and the racial/ethnic composition of the College.

Another piece of the access puzzle for Norco College is physical access to the campus and its services. While many students take courses online or commute to campus using public transportation, many more students drive to campus from communities near and far. As the population in Riverside County grows, commuting from location to location, particularly during peak times, will continue to get more and more difficult and inevitably impact Norco College enrollment and student satisfaction.

Another factor affecting student access to educational opportunities is student-faculty ratio.

Maintaining an adequate student-faculty ratio means the maximum number of students able to take the courses they need to complete their program of study.

OBJECTIVES

1. Norco College will achieve an enrollment growth target of 3.8% annually until 2024 and then 3% thereafter until 2038.
2. Norco College will work toward achieving and maintaining the racial/ethnic distribution of faculty, staff, and students that is representative of the population of [its] Riverside Community College District service area.
3. Norco College will expand access to its programs and services both on the Norco campus as well as in the south Corona area. Toward this end, the College will establish a south Corona educational center by 2013 and enroll 1,000 FTES at the center by 2018.
4. Norco College will work with the city of Norco to approve and construct a roadway providing southerly ingress and egress to the Norco campus.
5. Norco College will maintain its current student-faculty ratio.

GOAL 4

ENHANCE ACADEMIC PROGRAMS AND THE LEARNING ENVIRONMENT TO MEET STUDENT AND COMMUNITY NEEDS

The goal of Norco College is to be an independent, comprehensive community college with a special focus on design and technology. Its independent status requires that the campus offer an ample number of courses with sufficient frequency for Norco students to be able to complete their programs at Norco College without having to take courses at another college. The comprehensive status also requires that the curriculum have sufficient breadth to accommodate students' interests across a broad array of academic disciplines.

OBJECTIVES:

1. Eighty percent (80%) of the programs at Norco College will be self sufficient — with students being able to complete them by taking courses only at Norco College — in three years; and 100% will be self-sufficient in five years.
2. Norco will make steady progress — through adding courses in current programs, through carefully adding additional programs, through more aggressive marketing, and through having more students complete Student Educational Plans — in closing the gap between its current student profile, as defined by students' educational goals, and the 40%-40%-20% distribution (transfer-career/technical-personal enrichment).
3. By 2012, 20% of the library collection will be made up of materials published after 2000, and 50% of the volumes will have been selected by Norco faculty.
4. Program-level SLOs will be identified for 100% of Norco programs by 2009.
5. One hundred percent (100%) of Norco College academic programs will be reviewed in three years, and ongoing program reviews will be conducted each academic year.



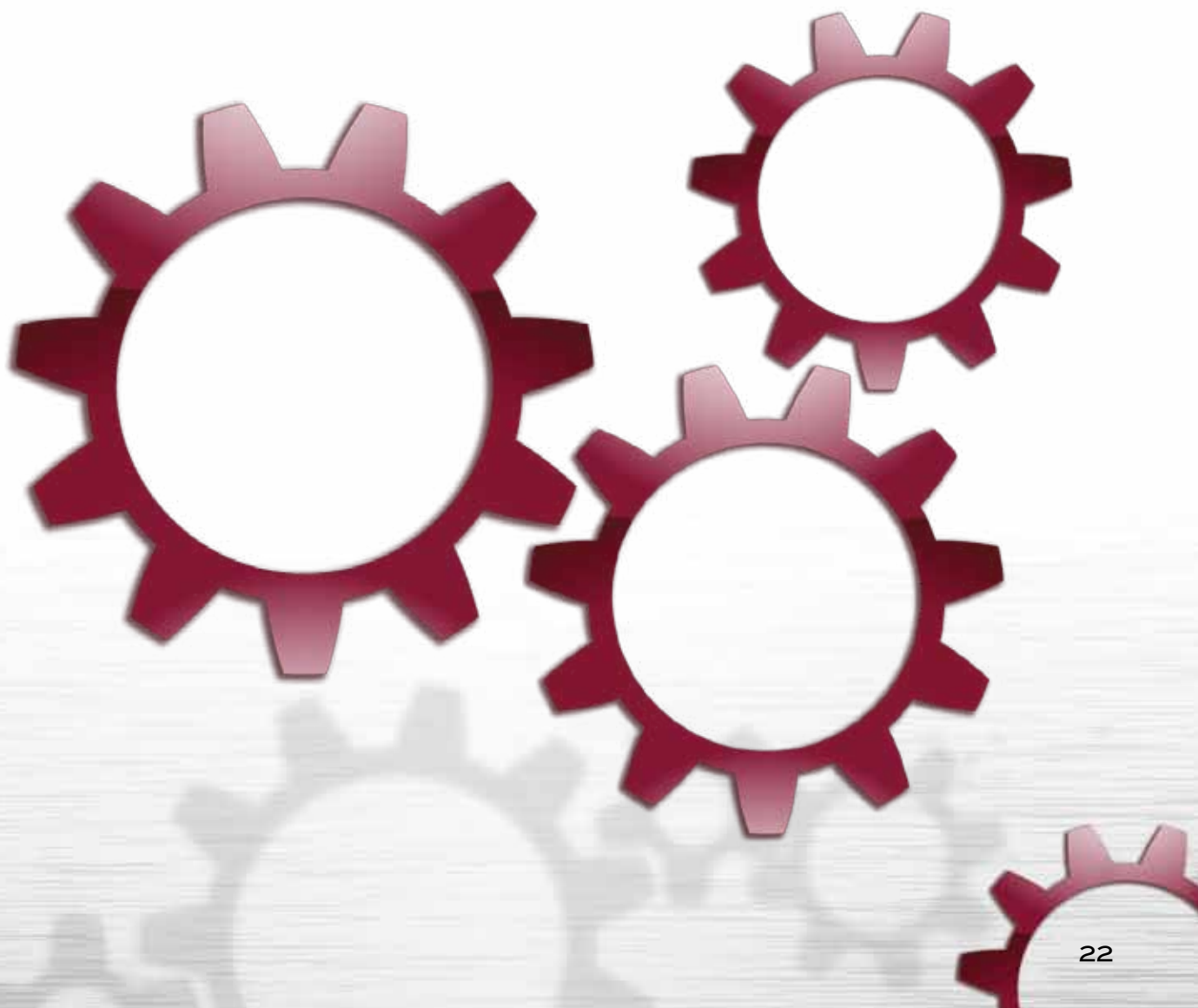
GOAL 5

ENHANCE INSTITUTIONAL EFFECTIVENESS

Currently, Norco College is closely tied to the Riverside Community College District, including such basic elements as its website, catalog, and schedule of classes. Its public image and marketing effort are closely tied to the District, as are most of its protocols and procedures.

OBJECTIVES

1. Norco College will develop and activate an independent website by the beginning of the fall 2008 enrollment period.
2. Norco College will publish its own College catalog by September 2009.
3. Norco College will create a marketing plan by September 2009.



V. REFERENCES

Annual Progress Report on Educational Master Plan Goals, Objectives and "Dashboard Indicators,"
May 2010

Institutional Self Study in Support of Initial Accreditation, Norco Campus, Riverside Community College District, Fall 2009

Norco College 2010-2011 Catalog

Norco College Strategic Planning Committee | Policy 2010-01
Policy and Procedures for Regular Evaluation of Integrated Institutional Planning, Budgeting and Decision-making Processes, April 2010

Norco Prioritization Process, 2006

Norco Strategic Planning Implementation Process, 2006

Riverside Community College Norco Campus *Educational Master Plan, January 2008*

Riverside Community College District, *District Profile, 2010-2011*

WEBSITES

Norco Strategic Planning Committee
<http://academic.rcc.edu/norco/spc/>

NSPC subcommittee: Institutional Mission and Effectiveness
http://academic.rcc.edu/norco/spc/std1_index.jsp

NSPC subcommittee: Student Learning Programs and Services
http://academic.rcc.edu/norco/spc/std2_index.jsp

NSPC subcommittee: Resources
http://academic.rcc.edu/norco/spc/std3_index.jsp

NSPC subcommittee: Leadership and Governance
http://academic.rcc.edu/norco/spc/std4_index.jsp

Norco Strategic Planning Co-Chairs Council
http://academic.rcc.edu/norco/spc/co-chair_index.jsp

Norco Academic Planning Council
<http://academic.rcc.edu/norco/apc/>

Norco Student Services Planning Council
<http://academic.rcc.edu/norco/sspc/>

Norco Administrative Planning Council:
<http://academic.rcc.edu/norco/adpc/>

VI. ACKNOWLEDGMENTS

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VII. APPENDICES

APPENDIX A: WEIGHTING CRITERIA FOR ACADEMIC POSITIONS

WEIGHTING OF RANKING CRITERIA FOR FACULTY POSITIONS
RCCD – NORCO CAMPUS
ADOPTED BY ACADEMIC PLANNING COUNCIL, 9/16/09

Criterion	Description	Points
Enrollment Optimization	Potential for new position to contribute to enrollment growth as evidenced by high ratio of WSCH:FTEF or other documentation.	20
Student Persistence	Potential for new position to contribute to increased term-to-term persistence, as evidenced by high current persistence rates (or proxy measures, such as student success rates) in discipline or potential for improvement in persistence associated with adding a full-time position. Also applicable to positions in counseling, basic skills, and support services.	20
Increased Student Success	Potential for new position to contribute to increased student success as evidenced by high student success rates in discipline or the potential for a new faculty position to contribute to higher success rates.	20
Student Learning Outcomes	Maximum points awarded to disciplines (service areas) that have both identified SLOs and begun to measure their achievement. Mid-range points awarded to those that have defined SLOs but have not yet begun to measure them. Zero points to disciplines and service areas that either have not defined SLOs or have not turned in program reviews.	10
Improved Quality of Student Experience	A somewhat subjective criterion designed to address disciplines and service areas for which quantitative data pertaining to above criteria are not readily available. Points awarded based on the extent to which requesting unit has demonstrated that adding the position requested will enhance the quality of the student experience at Norco.	10
Current Full-time Staffing	Extent to which department or service area depends upon part-time positions to deliver services. Maximum points awarded for disciplines with no full-timers; near maximum points awarded for those with only one FT position currently.	20

APPENDIX B: WEIGHTING CRITERIA FOR STUDENT SERVICES POSITIONS

WEIGHTING OF RANKING CRITERIA FOR STUDENT SERVICES RCCD – NORCO CAMPUS ADOPTED BY STUDENT SERVICES PLANNING COUNCIL, 7/20/09

Criterion	Description	Points
Student Access	Potential for new position to contribute to enrollment growth.	10
Improved Quality of Student Experience	A somewhat subjective criterion designed to address disciplines and service areas for which quantitative data pertaining to above criteria are not readily available. Points awarded based on the extent to which requesting unit has demonstrated that adding the position requested will enhance the quality of the student experience at Norco.	10
Student Persistence	Potential for new resources to contribute to increased term-to-term persistence, as evidenced by high current persistence rates (or proxy measures, such as student success rates).	20
Student Learning Outcomes	Maximum points awarded to departments that have both identified SLOs/SAOs and begun to measure their achievement. Mid-range points awarded to those that have defined SLOs/SAOs but not yet begun to measure them. Zero points to a department that either has not defined SLOs/SAOs or has not turned in program reviews.	20
Increased Student Success	Potential for new position or resources to contribute to programs geared towards increasing student successful course completion.	20
Awards and Certificates and transfer	Points allocated based on the potential for additional resources to contribute to programs geared to improving the number of awards, certificates, and transfers.	10
Collaboration within student services and academics	The extent in which resources will increase the potential for collaborative efforts between departments within the student services division as well as academic disciplines.	10
Bonus Criteria		
Current Full-time Staffing	Extent to which department or service area depends upon part-time positions to deliver services. Maximum points awarded for disciplines with no full-timers; near maximum points awarded for those with only one FT position currently.	10

APPENDIX C: WEIGHTING CRITERIA FOR ADMINISTRATIVE POSITIONS

WEIGHTING OF RANKING CRITERIA FOR ALL RESOURCE REQUESTS RCCD - NORCO CAMPUS ADOPTED BY ADMINISTRATIVE PLANNING COUNCIL, 10/6/09

Criterion	Description	Points
Service Area Outcomes	The potential for the resource requested to address specific service area outcomes / dashboard indicators, etc. Requestor should provide data to substantiate the need for the resource request and a specific service area outcome. 20 points = High Relevance; 0 points = No Relevance	20
Campus Safety	The potential for the resource requested to address specific or general campus safety issues. The requestor should provide specific information relative to the particular safety issue and how the resource requested will mitigate the same. 25 points = High Relevance; 0 points = No Relevance	25
Regulatory Compliance/ Industry & District Standards	The potential for the resource requested to address regulatory compliance issues and Industry and/or District Standards. The requestor should provide specific information relative to the particular compliance issue and how the resource request will mitigate the same. 35 points = High Relevance; 0 points = No Relevance	35
Promotes Long Range Campus/District Plans *	The potential for the resource requested to promote specific Campus and/or District Strategic Initiatives. The requestor should provide specific information on the particular strategic initiative and how the resource requested will address such. 20 points = High Relevance; 0 points = No Relevance	20

* Educational Master Plan; Facilities Master Plan; District Strategic Vision, Values, Themes

APPENDIX D: NORCO STRATEGIC PLANNING COMMITTEE POLICY 2010-01

POLICY & PROCEDURES FOR REGULAR EVALUATION OF INTEGRATED INSTITUTIONAL PLANNING, BUDGETING AND DECISION-MAKING PROCESSES

BACKGROUND

Since the 2006/07 academic year, Norco College (formerly the Norco Campus of the Riverside Community College District) has had procedures in place for full integration of its institutional planning, program review, resource allocation and decision-making processes. The purpose of this policy is to codify these procedures in order to ensure that they are regularly evaluated through the established College decision-making structure.

POLICY STATEMENT

On an annual basis, the strategic planning, program review and resource allocation processes of Norco College will be evaluated in an effort to ensure that:

- ✓ Planning, program review and resource allocation are effectively linked;
- ✓ Decisions regarding the allocation of resources are driven by goals and objectives identified in the College Educational Master Plan, programmatic initiatives enumerated in annual program review documents, and evidence of effectiveness in achieving course-, program- and institutional-level student learning outcomes; and
- ✓ The concerns of stakeholders (students, faculty, staff, administrators, and the communities served by the College) are ascertained on a regular basis and continually incorporated into the College's planning, resource allocation and decision-making processes.

EVALUATION PROCEDURES

Evaluation of Norco College's strategic planning, program review, resource allocation and decision-making process shall be comprised of an annual cycle that includes the following elements:

1. Annual Survey of Effectiveness of the Planning Councils: Academic Planning Council, Administrative Planning Council, and Student Services Planning Council – At the end of November of each academic year, participating members of each planning council will be surveyed to determine their degree of satisfaction with committee level planning, program review, resource allocation and decision-making processes; annually evaluate the criteria used; and their perceptions regarding the degree to which these processes are effective and linked at the planning council level.

2. Memorandum from College President to Norco Strategic Planning Committee Membership – In March of each academic year (or as soon thereafter as budget recommendations and decisions for the subsequent academic year have been made) the College President will submit a memorandum to the Committee membership that identifies which of the faculty and staff positions identified in previous year program review and prioritized by the Strategic Planning Committee will be recommended for funding. In instances in which the President's decisions do not correspond to the recommendations of the Strategic Planning Committee a detailed rationale for the divergence will be provided.
3. Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators" – This report, to be prepared by the College Office of Student Success, shall be presented at the final Strategic Planning Committee meeting of each academic year.
4. Survey of Strategic Planning Committee Membership – Also at the final Strategic Planning Committee meeting of each academic year the membership of the Committee (which constitutes a "committee of the whole," with all faculty, staff, students, and administrators invited to participate) will be surveyed to determine their degree of satisfaction with College planning, program review, resource allocation and decision-making processes as well as their perceptions regarding the degree to which these processes are effectively linked.
5. Annual Open Dialogue Session – This session, to be conducted toward the end of each academic year in late May or early June, will provide all Norco College stakeholders with an opportunity for open dialogue concerning the extent to which College planning, program review, resource allocation and decision-making processes contribute to the achievement of course-, program- and institutional-level student learning outcomes. As a method of evaluation, content analysis will be applied and a data report will be created in the summer quarter of the academic year.
6. Annual Evaluation Report – This report, to be prepared by the Office of Student Success, will be transmitted to the Norco Strategic Planning Committee membership at the first meeting of each academic year, at which time the Committee membership will be invited to make suggestions for improving the process. Any recommended revisions to the procedures and processes, if approved by the College President, will be incorporated into the next year's cycle.



Adopted by the Norco Strategic Planning Co-Chairs Council: April 6, 2010

APPENDIX E: ANNUAL MEMORANDUM FROM THE COLLEGE PRESIDENT TO NSPC

May 21, 2010

Memo To: Norco College Strategic Planning Committee
From: Dr. Brenda Davis, President
Subject: Update on Resource Allocation Decisions for 10/11

Each year at this time, pursuant to Norco College's procedures for linking program review, planning and resource allocation, I provide the membership of our Strategic Planning Committee with an update on decisions that have been made to date in relation to the staffing and equipment priorities approved by NSPC. Because of the uncertainties surrounding this year's and next year's budgets, many of the decisions regarding the allocation of resources to meet prioritized College needs have been placed on hold. Nonetheless, in keeping with the timeline associated with our decision-making processes, I am providing you with an update on the decisions that have been made to date as well as the priorities I will be pursuing over the next several weeks as the budget prognosis for 2010/11 becomes clearer.

STAFFING PRIORITIES

FACULTY POSITIONS – At this juncture, the College has yet to be informed concerning the number of new faculty positions (if any) we will be allocated by the District for 2010/11. In all likelihood it could be several months before a definitive answer is forthcoming in this regard. As most of you are aware, the District offered a “golden handshake” to the faculty that could result in some budgetary savings, a portion of which may be allocated toward new faculty positions at the constituent colleges. While it is likely that many, if not most, of the positions vacated as a result of the golden handshake will be frozen in an effort to offset the projected District budget deficit of \$ 7–10 million, it is also possible that our campus could be allocated new faculty positions as a result of this initiative. In the event that this occurs, my intention will be to fill full-time positions in English (ranked #3 by NSPC) and counseling (ranked #5). My rationale for this choice is that our English faculty agreed to a one-year temporary position for 2009/10 in deference to the need for a digital art instructor, last year's #1 NSPC priority. It is my hope that this temporary English position can be converted to a tenure-track position for 2010/11. With regard to counseling, although we filled a full-time, tenure-track counseling position from last year's priority list in 2009/10, our counseling faculty has essentially remained at 2008/09 levels due to the long-term health-related absence of one of our five full-time counselors, leaving us with an effective ratio of one counselor per 2,750 students, well below the state guideline of one per 1,000 students. Moreover, our part-time counseling budget has been decimated by reductions to categorical program budgets that have historically funded most of the College's adjunct counselors. Consequently, although I concur with NSPC regarding the importance of securing faculty positions in health science (#1 ranked by NSPC), history (#2), and psychology (#4), I have come to regard English and counseling as the top College priorities for new faculty positions at this time. Of course, depending upon which faculty members our College loses to the golden handshake, these priorities are subject to revision.

STUDENT SERVICES POSITIONS – At this juncture, no new student services positions have been added from this year's prioritized list approved by NSPC. The application support technician (#1 on the list) remains our top priority and my intention is to fill this position when funds become available. We simply cannot function very effectively as a college without this position, which provides a vital interface between our admissions and records and financial aid staff and Datatel. Concerning the second- and third-ranked positions in student services (financial aid and admissions and records administrators), the need for these positions has been addressed by Chancellor Gray's district reorganization plan, released this month. Should additional resources become available for student services positions as the budget process for 2010/11 unfolds, my intention at this time is to proceed in accordance with the staffing priorities identified by NSPC.

ADMINISTRATIVE POSITIONS – The first and third positions on the prioritized list of administrative positions approved by NSPC (food service manager and food service worker IV) are expected to be filled upon the opening of the new Student Success Center, as the budget for this facility includes funds necessary to staff the new building. These positions are to be funded from the restricted food services account and will not therefore affect the general fund. The position of Associate Dean of Career Technical Education (#4 on the NSPC priority list) has been filled. Funds for this position have been successfully obtained from the College's recently approved Title V grant. The second-ranked position on NSPC's list (administrative assistant for maintenance and operations), while still unfunded at this time, remains my top priority unfunded administrative support position and I am confident that once final budget decisions have been made for 2010/11 we will be able to support this crucial position.

PRIORITIZED EQUIPMENT NEEDS

As most of you are aware, the traditional source of instructional and non-instructional equipment money at California community colleges, block grants from the state, have not been funded for the past two years, thus dramatically curtailing the amount of investment we can make in new equipment. This year, we have held back a small amount of general fund dollars in contingency accounts that have now been allocated toward high priority equipment needs that were identified on the prioritized lists that were submitted by our instructional and non-instructional departments. Although these amounts are small, we are endeavoring to address our highest priority equipment needs to the greatest feasible extent.

In conclusion, while these are, indeed, trying times for our College from a budgetary perspective, the processes by which we identify and prioritize our staffing and equipment needs remain critically important to our institution. Thank you for your continued participation in and support for these processes.







NORCO COLLEGE

2001 Third Street
Norco, CA 92860-2600
(951) 372-7000

www.rcc.edu/norco

September 2010