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2014 Annual Report
Final Submission
03/27/2014

Norco College
2001 Third Street
Norco, CA 92860

General Information

| # | Question | Answer |
|-----|--|---|
| 1. | Confirm logged into the correct institution's report | Confirmed |
| 2. | Name of individual preparing report: | Dr. Diane Dieckmeyer |
| 3. | Phone number of person preparing report: | 951-372-7199 |
| 4. | E-mail of person preparing report: | diane.dieckmeyer@norcollege.edu |
| 5a. | Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC: | http://norcollege.edu/academics/Documents/2013-14%20Catalog/Section%20I_General%20Information%202013-2014.pdf |
| 5b. | Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC: | http://norcollege.edu/about/president/Accreditation/Pages/index.aspx |
| 6. | Total unduplicated headcount enrollment: | Fall 2013: 9,728 Fall 2012: 9,723 Fall 2011: 10,133 |
| 7. | Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013: | 9,238 |
| 8. | Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013: | 1,846 |
| 9. | Number of courses offered via distance education: | Fall 2013: 53 Fall 2012: 50 Fall 2011: 48 |
| 10. | Number of programs offered via distance education: | 0 |

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| 11. | Total unduplicated headcount enrollment in all types of Distance Education: | Fall 2013: 2,415 Fall 2012: 2,535 Fall 2011: 2,545 |
| 12. | Total unduplicated headcount enrollment in all types of Correspondence Education: | Fall 2013: 0 Fall 2012: 0 Fall 2011: 0 |
| 13. | Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree? | Yes |

Student Achievement Data

| # | Question | Answer | | | | | | | | | |
|------|---|--------|----|--|---|----|--|------|----|--|-----|
| 14a. | What is your Institution-set standard for successful student course completion? | 64.4% | | | | | | | | | |
| 14b. | Successful student course completion rate for the fall 2013 semester: | 69.6% | | | | | | | | | |
| 15. | <p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>0</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>10.5</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>5.6</td> </tr> </table> | | a. | If you have an institution-set standard for student completion of degrees and certificates combined, what is it? | 0 | b. | If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? | 10.5 | c. | If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? | 5.6 |
| a. | If you have an institution-set standard for student completion of degrees and certificates combined, what is it? | 0 | | | | | | | | | |
| b. | If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? | 10.5 | | | | | | | | | |
| c. | If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? | 5.6 | | | | | | | | | |
| 16a. | Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year: | 584 | | | | | | | | | |
| 16b. | Number of students who received a degree in the 2012-2013 academic year: | 525 | | | | | | | | | |
| 16c. | Number of students who received a certificate in the 2012-2013 academic year: | 131 | | | | | | | | | |
| 17a. | If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it? | 18 | | | | | | | | | |

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| 17b. | Number of students who transferred to 4-year colleges/universities in 2012-2013: | 440 | | | |
| 18a. | Does the college have any certificate programs which are not career-technical education (CTE) certificates? | No | | | |
| 18b. | If yes, please identify them: | N/A | | | |
| 19a. | Number of career-technical education (CTE) certificates and degrees: | 34 | | | |
| 19b. | Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification: | 0 | | | |
| 19c. | Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates: | 0 | | | |
| 19d. | Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates: | 17 | | | |
| 20. | 2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study: | | | | |
| | | CIP Code 4 digits (##.##) | Examination | Institution set standard | Pass Rate |
| | N/A | | | 0 % | 0 % |
| 21. | 2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees: | | | | |
| | | CIP Code 4 digits (##.##) | Institution set standard | Job Placement Rate | |
| | Architecture & Architectural Technology | 04.09 | 61.3 % | 90.91 % | |
| | Business and Commerce, General | 52.01 | 61.3 % | 66.67 % | |
| | Accounting | 52.03 | 61.3 % | 70 % | |
| | Business Management | 52.02 | 61.3 % | 100 % | |
| | Marketing & Distribution | 52.18 | 61.3 % | 66.67 % | |
| | Logistics & Materials Transportation | 52.02 | 61.3 % | 50 % | |
| | Real Estate | 52.15 | 61.3 % | 100 % | |
| | Digital Media | 09.07 | 61.3 % | 0 % | |
| | Computer Information Systems | 11.01 | 61.3 % | 0 % | |
| | Engineering Technology, General | 15.00 | 61.3 % | 79.17 % | |
| | Electronics & Electrical Technology | 47.01 | 61.3 % | 100 % | |
| | Computer Software Development | 11.02 | 61.3 % | 100 % | |
| Drafting Technology | 15.13 | 61.3 % | 71.43 % | | |
| Manufacturing & Industrial Technology | 15.06 | 61.3 % | 100 % | | |

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| | Civil and Construction Management Technology | 46.04 | 61.3 % | 80 % |
| | Child Development/Early Care and Education | 19.07 | 61.3 % | 50 % |
| | Administration of Justice | 43.01 | 61.3 % | 100 % |
| 22. | Please list any other institution set standards at your college: | | | |
| | Criteria Measured (i.e. persistence, starting salary, etc.) | Definition | | Institution set standard |
| | Course Persistence | Percentage of students who do not receive a W in the course. | | 73.1 |
| 23. | Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words). | | | |
| | Norco College identified five Institution Set Standards (ISS) for 2013. The process for establishing the ISS began by selecting the most common institutional indicators for student achievement and learning, and identifying a reliable methodology for determining each one. The ISS were then vetted through the strategic planning process. This began with a vigorous review and discussion by the Institutional Strategic Planning Council (ISPC). After two readings and some modification the ISS received approval from ISPC on May 1, 2013. Then the ISS were reviewed by the Committee of the Whole (COTW), and received approval on May 28, 2013. At present the ISS are being integrated into institutional data on enrolled students and graduates as evidenced on Norco's Institutional Research Website (http://www.norcocollege.edu/about/academic-affairs/Pages/Research.aspx). | | | |

Student Learning Outcomes and Assessment

| # | Question | Answer | |
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| 24. | Courses | | |
| | a. | Total number of college courses: | 434 |
| | b. | Number of college courses with ongoing assessment of learning outcomes | 434 |
| | Auto-calculated field: percentage of total: | | 100 |
| 25. | Courses | | |
| | a. | Total number of college programs (all certificates and degrees, and other programs as defined by college): | 62 |
| | b. | Number of college programs with ongoing assessment of learning outcomes | 62 |
| | Auto-calculated field: percentage of total: | | 100 |

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| 26. | Courses | | |
| | a. | Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): | 21 |
| | b. | Number of student and learning support activities with ongoing assessment of learning outcomes: | 19 |
| | Auto-calculated field: percentage of total: | | 90.5 |
| 27. | URL(s) from the college website where prospective students can find SLO assessment results for programs: | http://norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx | |
| 28. | Number of courses identified as part of the GE program: | 216 | |
| 29. | Percent of GE courses with ongoing assessment of GE learning outcomes: | 100% | |
| 30. | Do your institution's GE outcomes include all areas identified in the Accreditation Standards? | Yes | |
| 31. | Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes: | 100 | |
| 32. | Number of Institutional Student Learning Outcomes defined: | 4 | |
| 33. | Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities). | 75% | |
| 34. | Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes: | 100% | |
| 35. | <p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>Norco College regards its GE learning outcomes and Institutional learning outcomes as one and the same. We have administered a learning gains survey to graduating students for the past five years in order to compile longitudinal data about how well students believe they are achieving these outcomes; analysis of these data have led to proposals for change in the GE program itself to ensure all outcomes are being met. (The College also rewrote its ILOs in response to these data, greatly simplifying them from an earlier version.) Our four ILOs are on a four-year cycle of direct assessment, one ILO per year, with data collected in fall from a variety of classes for analysis in spring. In fall, 2013, the College assessed its “global awareness / personal self-development” ILO by asking instructors in seven large-enrollment classes to evaluate late-term student assignments for evidence of outcome achievement. (As a general procedure, the College assesses its programs by identifying “quasi-capstone” courses and assessing program-level outcomes there.) We publicize our ILOs in various ways, such as posters and calendars with the</p> | | |

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| | ILOs displayed at variou |
| <p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p> | |
| 36. | <p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>Course SLOs have been aligned with program and GE SLOs for all Norco College programs. Curriculum maps have been produced and instructors have been encouraged to perform gaps analyses that have led to proposals for modifying, eliminating, or adding additional PLOs, or adding/eliminating courses from the programs, to ensure proper alignment of course SLOs to PLOs. The College has just completed a two-year effort to modify its previous GE outcomes in response to achievement data and suggest modification of the program itself. A district-wide taskforce has recommended, the addition of a required communications studies course to the program and is encouraging further discussion of the merits of adding a required computer literacy course to the program. Similar assessment projects undertaken for the College’s seven “areas of emphasis” majors, in which over 80% of graduating students receive degrees. CTE and ADT programs are completing an initial round of assessment that should also lead to changes in PLOs, course SLOs, and course requirements. All instructional programs at the College are expected to review alignment of courses and course SLOs to PLOs are part of a systematic, ongoing assessment process.</p> |
| 37. | <p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Assessment is coordinated by the Norco Assessment Committee (NAC), which comprises faculty, administrators, staff, and student representatives. Reports from each instructional department (and from student services) about assessment activities and future assessment plans for each discipline in the department. NAC members also report out to their departments at department meetings on college-wide assessment activities and initiatives. Assessment activities and results are also reported at senate and strategic planning meetings, including the monthly “committee of the whole” meetings of the entire college. The College disseminates assessment results more widely by completing annual assessment reports (which appear on a website dedicated to assessment activity), holding workshops dedicated to assessment techniques and results, and surveying faculty, staff, and students. Academic units have “borrowed” assessment techniques from other units as a result of these communication processes and employed those techniques to benefit student learning in the borrowing unit.</p> |
| 38. | <p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation,</p> |

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| | and institutional effectiveness (1,250 character limit, approximately 250 words). |
| | <p>Assessment reports at the course and program level are filed with the Dean of Institutional Effectiveness and are included in annual instructional program review documents. Instructors of single-section courses address their assessment reports to the next instructor who might teach the course, who can then use the earlier report for pedagogical guidance and to complete assessment loops. Assessment reports on interdisciplinary programs and GE are completed by the Assessment Coordinator, who is also the faculty co-chair of the assessment committee (NAC). Instructional units submit drafts of their program reviews each March, and the assessment component of the review is evaluated and scored, using an analytic rubric, by members of NAC. Units have an opportunity to revise their APRs and resubmit them in May, when they are scored again. Scoring involves evaluation of the quality and scope of its assessment work in the previous year, level of dialogue with respect to outcomes assessment, efforts to close assessment loops, etc. Scores are then forward to the Academic Planning Council and used as a central criterion for ranking resource requests for the upcoming year.</p> |
| 39. | <p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Digital Game Design - The instructor developed a rubric to analyze a written assessment requiring critical analysis and application of game design knowledge. She discovered that a number of students struggled with the difference between analyzing and describing the game; some also had trouble with grammar and punctuation. After modifying her teaching, she says, "I am seeing a significant increase in the ability to discuss and critically analyze a game design. I attribute this to the repeated discussions of game design critiques, including writing their own critiques, and to the prerequisite game design class which provides a solid foundational in game design principles." Language and Culture- Employing formative assessment, the instructor discovered early in the class that students were having difficulty with critical thinking and reading. "As a result," she says, "I changed the emphasis from reading material with lecture as a supplement to dividing each work day into three parts, review of the reading, interpretation of the material and then review of the previous work day using worksheets that targeted the main points. Supplemental power points were removed from Black Board to encourage participation."</p> |

Substantive Change Items

| # | Question | Answer |
|------|---|---|
| 40. | Number of submitted substantive change requests: | 2012-13: 0 2011-12: 0 2010-11: 1 |
| 41a. | Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply) | Change in sites offering 50% or more of a program, certificate, or degree |
| 41b. | Explain the change(s) for which you will be submitting a substantive change proposal: | The college submitted a substantive change proposal in January, 2014 and received approval in March, 2014 |

Other Information

| # | Question | Answer |
|------|--|---|
| 42a. | Identify site additions and deletions since the submission of the 2013 Annual Report: | N/A |
| 42b. | List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered: | International Rectifier. 41915 Business Park Drive, Temecula, Ca. 92590 |
| 43. | List all of the institution's instructional sites out of state and outside the United States: | N/A |

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

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