

**Agenda**  
**Institutional Strategic Planning Council**  
**March 4, 2020**  
**CSS-217 (1:00-3:00pm)**

**Approval of Minutes:**

Approval of Minutes for February 19, 2020

**Tri-Chair Report**

**I. Action Item**

A. None

**II. Discussion Items**

A. 2019-2025 Strategic Plan Key Performance Indicators (Greg Aycock)

B. FTES Distribution Plan (Sam Lee)

C. ISPC Membership agenda request from Academic Senate

D. Guided Pathways Scale of Adoption Assessment (Melissa Bader)

**III. Information Items:**

A. ISPC Workday Strategic Planning Updates (Monica Green)

B. General Obligation Bond Update (Monica Green)

**IV. Good of the order**

Next meeting March 18, 2020

**MISSION STATEMENT (Board Approved December 2019)**

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

**ISPC PURPOSE**

ISPC is the main coordinating body for all strategic planning at Norco College. The ISPC's purpose is to ensure that all phases of planning and resource allocation at the College emanate from program review, have improvement of student learning as the highest priority, and are driven by the College Mission and the Educational Master Plan.

**Institutional Strategic Planning Council**  
**February 19, 2020**  
**CSS-217 (1:00 - 3:00 pm)**  
**Minutes**

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

Members Absent: Dominique Hitchcock, Chris Poole, Sigrid Williams

Guests Present: Kevin Fleming, Marshall Fulbright, Gail Zwart

Call to Order: 1:10 pm

Motion to move Item III. A to the top of the agenda.  
MSC (Robles/Harris) Approved.

**Approval of Minutes:**

Approval of Minutes for December 4, 2019

MSC (Bemiller/Aycock)

Corrections: Ruth Leal amended to reflect lists provided digitally and hard copy from item I.C. fifth paragraph.

Approved. 4 Abstentions

**Tri-Chair Report**

None.

**I. Action Item:**

MSC (Bemiller/Robles)

Motion amended to approve provided that NC-ALL is maintained. Approved.

**A. List-Serve Proposal (2<sup>nd</sup> read)**

Kevin Fleming shared a revised proposal edited today to correct a typo. Pilot for district-wide implementation. Feedback have been incorporated from Feb. 10.

**Comments/Questions**

- Where did this concept originate from? Professional Development Committee recommendation last spring.
- The District is also working on a more organized solution at the same time
- Amendment 4D – asked NC-STAFF-DL to be changed to NC-CLASSIFIEDPRO-DL. Kevin made notes of the request however constituency names may not be a college choice.
- Suggestion to shorten Norco College to NC

- Names will be pre-populated to all appropriate lists
- Concern about removing a layer of communication and the ability to opt-out
  - Can send to all constituent groups
  - Brown Act questions raised
- Discussion on the merits of giving everyone the option to opt out/in

Kevin Fleming will update the council as to the implementation timeline. Updates to the proposal discussed at this meeting will be sent to the co-chairs for the minutes.

Approved.

## **II. Committee Reports**

A. None

## **III. Discussion Item:**

A. Accreditation Team Preparation (Sam Lee/Kris Anderson)

Kris referred council members to the ISER and the Quick Facts to Accreditation 2020 document. The documents prepared by the accreditation team are good resources to use in preparation for the visit. The accreditation co-chairs shared information on all of the resources available on the [website](#), and facts about the ISER. The discussion was opened to the panel for introductions and questions. Panelist include: Greg Aycock, Gail Zwart, Kevin Fleming, and Kaneesha Tarrant. Each panelist shared their experiences serving on a team under the new ACCJC procedures.

Questions for the panel and comments from panelists:

- Student Expectations
- Expectations for ISPC – recommend reading the quick reference guide.
- Data, how does it guide decision making, and how we are using the data to help improve student learning, and move the institution forward
- How do we verify the integrity of the information we share? What is the process?
- Yearly report out on the SP Goals.
- Within the four main standards there are 128 standards. What are the key themes that we see rising out?
  - Mission
  - Evaluation – how are we regularly evaluating our services, procedures (i.e. surveys, program review, student satisfaction survey data), and improvement based on evaluations
  - Integrated Planning – how does program review begin and end in resource allocation? How does it impact student learning? And do we know if it did in fact impact student learning?
  - Assessment – how are we doing and how are we using assessment findings to make changes
- DE – substantial contact with students

- Resource allocation and grants allocation
- Process alignment and the continuous process improvement loop
- Is there something this process showed us that we needed to work on or things we do well?
  - Assessment Improvement
    - Assessment of SLOs has improved tremendously through college efforts
    - Also, and District has purchased managed services for Nuventive Improve
  - Resources prioritization/Program review
  - Districtwide participation to revise Curriculum Handbook and District-led revision of DE materials
  - EMP and work begun to clarify and document governance process
  - Mission revision
  - Integrated District support and better collaboration between colleges
  - Revised BAM
  - Guided Pathways

#### **IV. Information Items**

##### **A. Educational Master Plan Next Steps**

Monica Green provided the update. As we move into the spring semester we will be focusing on three key areas. The first is the KPIs, Greg is working on the baseline data for the 5 goals related to student transformation and their corresponding KPIs, and these will be shared at ISPC March 4. There is gap in tying program review goals to the new strategic planning goals and objectives, this is the second phase of the EMP. The third area is mapping out the SP goals and objectives to the work of our committees and operational groups.

##### **B. ISPC Workday Debrief**

It was a productive workday in contributing to the development of the strategic plan.

Melissa Bader conducted an exercise to walk through the resource allocation process. The council reviewed the Strategic Planning structure and made some changes to it. Monica shared a visual of the document, information flow from groups and vice versa, will add this and the document laying out the rationale and for revising our structure will be added to the minutes for today's meeting and shared with Academic Senate for their next meeting.

The next step in the process is to continue the conversation.

Ruth Leal shared with the council that although classified professionals were unable to attend the workday session they are working to provide feedback on the strategic planning structure.

Discussion on Standing Committees of the Academic Senate and their reporting structure. Further discussion will take place at Academic Senate.

C. Technology Plan 2019-2025

Michael Collins and the Technology Committee will collaborate on finalizing the Technology Plan at a future date to be determined.

V. **Good of the order**

- The question was raised about the process for adding items to the ISPC agenda.
  - The process for agenda items is to email the chairs by end of business day on the Wednesday before the ISPC meeting.

Meeting adjourned: 3:03 pm

Next meeting: March 4, 2020

Minutes submitted by Denise Terrazas

DRAFT

# Preview

## Details

### College

Norco College

### Assurances

#### Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

#### Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

## Contacts

### Project Director

**Tenisha James**

Student Services

[tenisha.james@norcollege.edu](mailto:tenisha.james@norcollege.edu)

(951) 372-7130

### Alternate Project Contact

**Melissa Bader**

Chair, Communications

[melissa.bader@norcollege.edu](mailto:melissa.bader@norcollege.edu)

(951) 372-7116

### Responsible Person

**Melissa Bader**

Chair, Communications

[melissa.bader@norcollege.edu](mailto:melissa.bader@norcollege.edu)

(951) 372-7116

## Approvers

### Chancellor/President

Monica Green

[monica.green@norcollege.edu](mailto:monica.green@norcollege.edu)

Approved by Monica Green

02/27/2020 04:21 PM PST

### Academic Senate President

Quinton Bemiller

[quinton.bemiller@norcollege.edu](mailto:quinton.bemiller@norcollege.edu)

Approved by Quinton Bemiller

02/26/2020 11:18 AM PST

## Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

### SSM Data Sharing

I agree with the SSM data sharing.

Yes

## Pillar 1. Clarify the Path

### Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in

**February 2019).****Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice**

Our programs and certificates are organized into meta-majors; however, career-focused goals are not included nor are they marketed

**Timeline for Progress to Date****Term and Year**

Not Entered

---

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Further develop career-based onboarding to meta-major exploration and informed pathway choice. Create interest categories to lead students into pathways.

**Term and Year**

Fall - 2020

**Term - Detail (optional)**

2020-2021 Academic Year

---

**Support**

Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Need a district wide solution to fully revamp onboarding

**Support Needed - Detail**

Technology support and operational assistance

**Type(s) of Support**

- On-campus/individual training



- Technology support
- Reporting/data

## Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

Developed College to Career resources by discipline.

## Timeline for Progress to Date

### Term and Year

Spring - 2019

---

## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

Develop pathways for transfer majors to top transfer institutions.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

---

## Support

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Making smooth transitions for students requires integration with a variety of UCs and CSUs with a variety of requirements.

**Support Needed - Detail**

Communication avenues with Universities and clear links into their pathways.

**Type(s) of Support**

- Connections with other Guided Pathways teams
- Other

**Practice C**

**Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.**

**Scale of Adoption at Our College**

Not systematic

**Progress to Date****Progress to Date Implementing Practice**

Newly launched website December 14, 2018 with uploaded trailheads and pathways organized by schools; however, the site is difficult to navigate and trailheads/pathways are not interactive.

**Timeline for Progress to Date****Term and Year**

Not Entered

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Currently updating trailheads and pathways as well as continued improvements to the website in Winter/Spring 2020.

**Term and Year**

Spring - 2020

**Term - Detail (optional)**

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Need to bring a student focus group together to beta-test website and provide feedback.

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

---

**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Integrating with scheduling software to provide updates without revising and editing each time a pathway gets updated.

**Support Needed - Detail**

Integrated technology solutions and analytical data that helps determine usage.

**Type(s) of Support**

- On-campus/individual training
- Technology support
- Reporting/data

**Practice D**

**Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.**

**Scale of Adoption at Our College**

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

ADTs and certificates mapped for students – prescribed pathways

Pathways and information accessible on the newly launched website

Trailheads established and published

Student Success teams identified

EduNav launched with first cohort Fall 2018

## Timeline for Progress to Date

### Term and Year

Fall - 2019

---

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Assign administrative ownership of pathways and trailheads (Keeper of the Pathways)

Add smart rules for pathways and elective courses on EduNav

Fully implement EduNav

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

---

## Support

No support requested

## Practice E

**Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).**

#### Scale of Adoption at Our College

At scale

#### Progress to Date

##### Progress to Date Implementing Practice

SLAM math sequence for liberal arts majors and BSTEM math sequence for math and business majors

#### Timeline for Progress to Date

##### Term and Year

Fall - 2019

---

#### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Placement results will show appropriate math course (SLAM or BSTEM) by program of study. Currently, students receive both placements. Requires district level support to accomplish.

##### Term and Year

Fall - 2021

##### Term - Detail (optional)

Not Entered

---

#### Support

Check this box if support is needed to advance this work

##### Challenge or barrier you are running into.

District wide placement process

##### Support Needed - Detail

Need technological and administrative support to change placement process

##### Type(s) of Support

- Technology support

## Pillar 2. Get on the Path

### Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

#### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

Summer bridge program (Summer Advantage) for incoming students, with a focus on career exploration

Embedded optional True Colors career assessment into onboarding process

EduNav implementation (online educational planning tool) includes providing all students with a semester by semester educational plan with linked career information

### Timeline for Progress to Date

#### Term and Year

Fall - 2019

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Redesign onboarding process with a focus on career assessment

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Implement career based counseling approach, accessible to all students (requires training for FT and PT counselors and advisors)

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Collaborate with Institutional Effectiveness to analyze disaggregated data on minoritized student pipeline into living wage jobs

**Term and Year**

Fall - 2022

**Term - Detail (optional)**

Not Entered

---

**Support**

No support requested

**Practice B**

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

**Scale of Adoption at Our College**

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

Co-requisite supports classes are offered in transfer level English and Math courses

Supplemental Instruction provided in lowest performing courses

## Timeline for Progress to Date

### Term and Year

Not Entered

---

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Analyze the disaggregated data to determine if the co-requisite support courses are beneficial to students

Strengthen the Communities of Practice for English and Math to address issues of pedagogy and non-cognitive supports in the classroom

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

---

#### Next Steps Toward Implementing Practice at Scale

Establish Communities of Practice for each of the schools

Identify the gateway courses for major program areas across all academic departments/disciplines

### Term and Year

Fall - 2023

### Term - Detail (optional)

Not Entered

---



**Next Steps Toward Implementing Practice at Scale**

Identify how to scale up College Success Strategies so all students benefit

**Term and Year**

Summer - 2023

**Term - Detail (optional)**

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Identify the gateway courses for major program areas across all academic departments/disciplines

**Term and Year**

Winter - 2021

**Term - Detail (optional)**

Not Entered

---

**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Up to date data on where students are in their program.

**Support Needed - Detail**

Technology solution for data that is easy to use and accessible.

**Type(s) of Support**

- On-campus/individual training
- Technology support
- Reporting/data

**Practice C**

**Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).**

#### Scale of Adoption at Our College

Planning to scale

#### Progress to Date

##### Progress to Date Implementing Practice

BSTEM (business, science, technology, engineering, and math) and SLAM (social liberal arts majors) pathways have been developed and were implemented

Co-requisite model for all transfer level math courses

All students placed directly into transfer level math

#### Timeline for Progress to Date

##### Term and Year

Fall - 2019

---

#### Next Steps

##### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Need to strengthen the Math Community of Practice to address pedagogy and mindset (faculty and students)

Analyze the disaggregated data to determine if the co-requisite model supports student success in math

##### Term and Year

Fall - 2021

##### Term - Detail (optional)

Not Entered

---

##### Next Steps Toward Implementing Practice at Scale

Equity training/professional development

**Term and Year**

Fall - 2020

**Term - Detail (optional)**

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Considering the creation of a Math Lab

**Term and Year**

Fall - 2023

**Term - Detail (optional)**

Not Entered

---

**Support**

No support requested

**Practice D**

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

**Scale of Adoption at Our College**

Scaling in progress

**Progress to Date****Progress to Date Implementing Practice**

All students placed directly in transfer level English

Co-requisite model for underprepared students with embedded counseling support/interventions

**Timeline for Progress to Date**

**Term and Year**Fall - 2018

---

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Supplemental instruction in all co-requisite courses

**Term and Year**

Summer - 2021

**Term - Detail (optional)**Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Strengthen Community of Practice

Diversify English faculty department

**Term and Year**

Spring - 2020

**Term - Detail (optional)**Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Teaching Men of Color training for all English faculty

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Diversify English faculty department

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

---

**Support**

No support requested

**Practice E**

**Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.**

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice**

Special programs have increasing financial support to provide wrap-around services to poorly prepared students

Face-to-face advising in the onboarding process seeks to connect poorly prepared students with resources and support during matriculation process

Launched an Engagement Center in the Fall 2019 as a First Stop Shop resource center for new students.

Launch the Unity Zone center that supports the LGBTQ+ and undocumented student populations.

**Timeline for Progress to Date****Term and Year**

Not Entered

---

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Implementation of a Needs Assessment in onboarding process to identify and proactively support poorly prepared students that maps directly to appropriate programs and services

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

---

## Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

Need greater access to adjust CCCApply

#### Support Needed - Detail

The CCCApply process does not support onboarding our students via Guided Pathways principles

#### Type(s) of Support

- Technology support

## Practice F

**The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.**

#### Scale of Adoption at Our College

Scaling in progress

#### Progress to Date

**Progress to Date Implementing Practice**

Case Management system implemented at the JFK Middle College

Dual Enrollment (CCAP) and Crest Program expansion that created pathways for students via courses as opposed to stand alone courses in 12 regional unified school districts

### Timeline for Progress to Date

#### Term and Year

Fall - 2018

---

### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Expanded core offerings at the HS sites and clear pathways for AA program completion

#### Term and Year

Fall - 2022

#### Term - Detail (optional)

Not Entered

---

### Support

No support requested

## Pillar 3. Stay on the Path

### Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

EduNav launch in Fall 2018 allows advisors to monitor progress towards program completion

Development of an advising curriculum and counseling milestones to identify successful benchmarks for students

## Timeline for Progress to Date

### Term and Year

Not Entered

---

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Desperate need for a software solution to monitor student progress and automate student communication and interventions. District is currently in the process of transitioning to a new ERP and exploring options for case management and student data.

### Term and Year

Fall - 2023

### Term - Detail (optional)

Not Entered

---

## Support

Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

State level support is needed for case management software/systems to support pillar 2 and 3 work as there are not enough advisors and counselors to keep students on path. It appears this is an area that most, if not all, colleges are struggling with.

### Support Needed - Detail

Support is needed in terms of infrastructure at the IT level for such an endeavor, which also necessitates fiscal resources to support the implementation of this type of software. Additionally, it



would be helpful to have fully vetted options for case management software.

**Type(s) of Support**

- On-campus/individual training
- Technology support

**Practice B**

**Students can easily see how far they have come and what they need to do to complete their program.**

**Scale of Adoption at Our College**

Scaling in progress

**Progress to Date****Progress to Date Implementing Practice**

EduNav is available to all students at Norco (online educational plan, that is semester by semester and interactive)

**Timeline for Progress to Date****Term and Year**

Winter - 2019

---

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Full scale training for all counselors and advisors so EduNav becomes the only method for education planning. Currently using the old system and EduNav simultaneously, which means that all students are not using EduNav to monitor their progress.

**Term and Year**

Summer - 2020

**Term - Detail (optional)**

Not Entered

## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

District level support via compensating part time counselors to attend EduNav training.

### Support Needed - Detail

Fiscal resources

### Type(s) of Support

- On-campus/individual training

## Practice C

**Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.**

### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice

Probation/dismissal process for at risk students that requires meeting with a counselor to provide resources and support

Early Alert process; however, very low utilization by faculty

### Timeline for Progress to Date

#### Term and Year

Not Entered

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Need to gain access to timely student data and predictive analytics to build supports for at risk students, and subsequently create formal policies and plans to intervene. District is in the process of

building new data dashboards for IR to hopefully provide the necessary data.

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Revamp Early Alert process

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

---

**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Currently do not have access to predictive analytic data on student success or current student data in actionable format

**Support Needed - Detail**

Need access to a data dashboard and systems for automated alerts

**Type(s) of Support**

- Technology support
- Reporting/data

**Practice D**

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another

## more viable path to credentials and a career.

### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice

Occurring via 1-1 counseling appointments

### Timeline for Progress to Date

#### Term and Year

Not Entered

---

### Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Need to create options and pathways that counselors and advisors can utilize for limited-access programs.

#### Term and Year

Fall - 2022

#### Term - Detail (optional)

Not Entered

---

### Support

No support requested

### Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

#### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

Chairs provide 2 year rotations for any ADT & CTE degrees/certificates

Chairs minimize course overlap and schedule based on student preferred patterns (MW or TTh stackable)

Heavier course scheduling at peak times

Scheduling Time Grid used for all course offerings

## Timeline for Progress to Date

### Term and Year

Not Entered

---

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Leverage EduNav reporting on enrollment management analytics to refine the schedule based on student need

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

---

#### Next Steps Toward Implementing Practice at Scale

Implement schedule building system decoupled from Colleague that can generate two-year scheduling

### Term and Year

Fall - 2023

### Term - Detail (optional)

Not Entered

## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

District support for schedule building technology solution

### Support Needed - Detail

Technology solution for two-year schedule building

### Type(s) of Support

- On-campus/individual training
- Technology support

## Pillar 4. Ensuring Learning

### Practice A

**Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.**

#### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice

Courses outcomes are aligned to program learning outcomes

CTE programs aligned with program learning outcomes

19 ADTs approved and have PLOs

Many AA/AS degrees do not align with further education

### Timeline for Progress to Date

#### Term and Year

Not Entered

---

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Adoption of TrakDat – Easier to view course to program learning outcomes relationship

#### Term and Year

Spring - 2021

#### Term - Detail (optional)

Not Entered

---

#### Next Steps Toward Implementing Practice at Scale

Philosophical shift that students are in programs not just courses – much discussion needs to take place – Completion Initiative will contribute to this shift but we are years away from adopting at scale

#### Term and Year

Fall - 2022

#### Term - Detail (optional)

Not Entered

---

#### Next Steps Toward Implementing Practice at Scale

Integration of Assessment objectives, Program Review and Pathway creation/revision

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

---

## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

integrating software solutions: assessment/program review and EduNav with curriculum and website (programs maps)

### Support Needed - Detail

technology solutions

### Type(s) of Support

- Technology support

## Practice B

**Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).**

### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice

General education learning outcomes address the essential practices, courses are aligned to GELOs, and we regularly and systematically assess GELOs

### Timeline for Progress to Date

#### Term and Year

Not Entered

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Need to utilize GELO's to ensure that essential practices are embedded in elective coursework



**Term and Year**

Fall - 2023

**Term - Detail (optional)**

Not Entered

---

**Support**

No support requested

**Practice C**

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

**Scale of Adoption at Our College**

Not systematic

**Progress to Date****Progress to Date Implementing Practice**

CTE programs – scaling in progress

Non-CTE programs – not systematic

District wide study abroad

Career Center development in progress – dedicated career counselor, director (fall 2017 hire)

**Timeline for Progress to Date****Term and Year**

Not Entered

---

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Institutional sponsored activities embedded into coursework

**Term and Year**

Fall - 2024

**Term - Detail (optional)**

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Career Center partnering with program leads to create apprenticeship, work experience, and internship opportunities

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

---

**Support**

No support requested

**Practice D**

**Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.**

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice**

Embedded into the institution's program review process

Ongoing SLO assessment part of process

### Timeline for Progress to Date

#### Term and Year

Not Entered

---

### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Integrating program review into Nuventive Improve this year will enhance the current practice

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

---

### Support

No support requested

## Practice E

**Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.**

#### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

Common vocabulary in place

Established Teaching & Learning Committee, which sponsored a PD team in LFM

Strengthened Professional Development Committee and assigned annual budget to support ongoing PD

Example: DE success low, institution supported faculty for training, incorporated into upcoming FLEX – need to expand to other areas

Adopted Nuventive Improve in 17FAL

Developed LFM team created professional development plan around a GP framework and with an equity lens

## Timeline for Progress to Date

### Term and Year

Fall - 2018

---

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Move to new platform of Nuventive Improve and integrate assessment and Program review functionality

### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

---

#### Next Steps Toward Implementing Practice at Scale

Developing relationship with outcomes and professional development

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Linking TLC and PDC efforts

**Term and Year**

Spring - 2020

**Term - Detail (optional)**

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Address programmatic needs through professional development and TLC

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

---

**Support**

No support requested

**Practice F**

**The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.**

**Scale of Adoption at Our College**

Not systematic

**Progress to Date****Progress to Date Implementing Practice**

In Art, music, and some CTE areas

Attempted to implement ePortfolios unsuccessfully

Rephrase – The college helps students document their learning for themselves, employers, and universities through areas beyond their transcripts...

Every student needs – resume, package presentation, identified transferable skills, LinkedIn account, etc.

### **Timeline for Progress to Date**

#### **Term and Year**

Not Entered

---

### **Next Steps**

#### **Timeline for Next Steps**

##### **Next Steps Toward Implementing Practice at Scale**

Valid in some areas – art, music, architecture, etc.

Where needed, we need ensure we have the tools in place to offer students

Need more information to understand the value of this across other areas

#### **Term and Year**

Fall - 2022

#### **Term - Detail (optional)**

Not Entered

---

##### **Next Steps Toward Implementing Practice at Scale**

Explore LinkedIn as a possible alternative to ePortfolio system

#### **Term and Year**

Fall - 2024

#### **Term - Detail (optional)**

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Need more extensive discussion around how GE-SLOs align with employment skills and then helping students to make connection between learning in the classroom and how it applies to the workforce

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

**Support**

No support requested

**Practice G**

**The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.**

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice**

CCSSE 2013 disaggregated by ethnicity – African American students – employee/faculty training related to African American males

Distance education professional development based on data

Councils/committees report out annually on their activity, how it is related to our strategic plan, and what ISPC can do to assist the council/committee (professional development)

**Timeline for Progress to Date****Term and Year**

Not Entered

**Next Steps****Timeline for Next Steps**

**Next Steps Toward Implementing Practice at Scale**

Build a professional development plan around the CCSSE 2017 outcomes and 2017 Integrated Plan

**Term and Year**

Spring - 2020

**Term - Detail (optional)**

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Annually committees/councils reaffirm their action plans in relation to the college's strategic plan – add what professional development do we need to make headway on the plan

2018 New Strategic Plan development

**Term and Year**

Fall - 2022

**Term - Detail (optional)**

Not Entered

---

**Next Steps Toward Implementing Practice at Scale**

Organize professional development in a centralized structure - currently PD rests in a variety of councils/committees, college departments, and district

**Term and Year**

Fall - 2020

**Term - Detail (optional)**

Not Entered

---

**Support**

No support requested



# Student Engagement & Support

## Student Engagement: Implementation

**In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)**

- Student survey(s)
- Student focus groups

### Engagement Efforts - Details

Efforts have included student participation and focus groups for the creation/launching of our Engagement Centers

Collecting, analyzing and using student surveys/voice in the program review process to inform program plans, services, and supports

Utilizing of the CCSSE survey to inform Guided Pathways workgroup efforts

Students do not currently serve on the GP workgroup; however, we have a Student Liaison Administrator on the workgroup who communicates via updates and feedback with our student government to inform our efforts

We will be coordinating the implementation of a campus climate survey for the next academic year (20-21)

### Course Alignment

The Deans of Instruction continue to work with department chairs to refine course offerings to ensure that the courses student's need are being offered and we are ensuring a 2 year rotation of required courses for program completion. This work will be continued in the 20-21 year.

Our online education plan software, EduNav, is working to provide enrollment management data to plan courses based on the semester by semester plans in the system, so the appropriate courses are offered when they are needed.

Additionally, we just completed a Course Elective Prioritization project to update our EduNav plans and Pathway maps to give students the electives that are most meaningful for their program of study.

## Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
<a href="#">Norco CCRC SOAA CCC February 2019 DUE APRIL 30 2019 (2).pdf</a>	Self-Assessment	2/13/2020, 11:27:33 AM	N/A

## Success Story

### Success Story

#### Title

English Completion- Implementation of AB 705

#### Follow-up Contact Persons(s)

Name	Title	Email	Phone
Melissa Bader	Chair, Communications	melissa.bader@norco.edu	(951) 892-7116

#### Challenge

The English discipline struggled with students not completing transfer level English in a timely manner. Overall completion for students in the lower levels of English lagged. Even one level below was problematic. 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.

#### Success Story

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).

## Vision for Success Goals

- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- Decrease the average number of units accumulated by California Community College students earning associate degrees
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

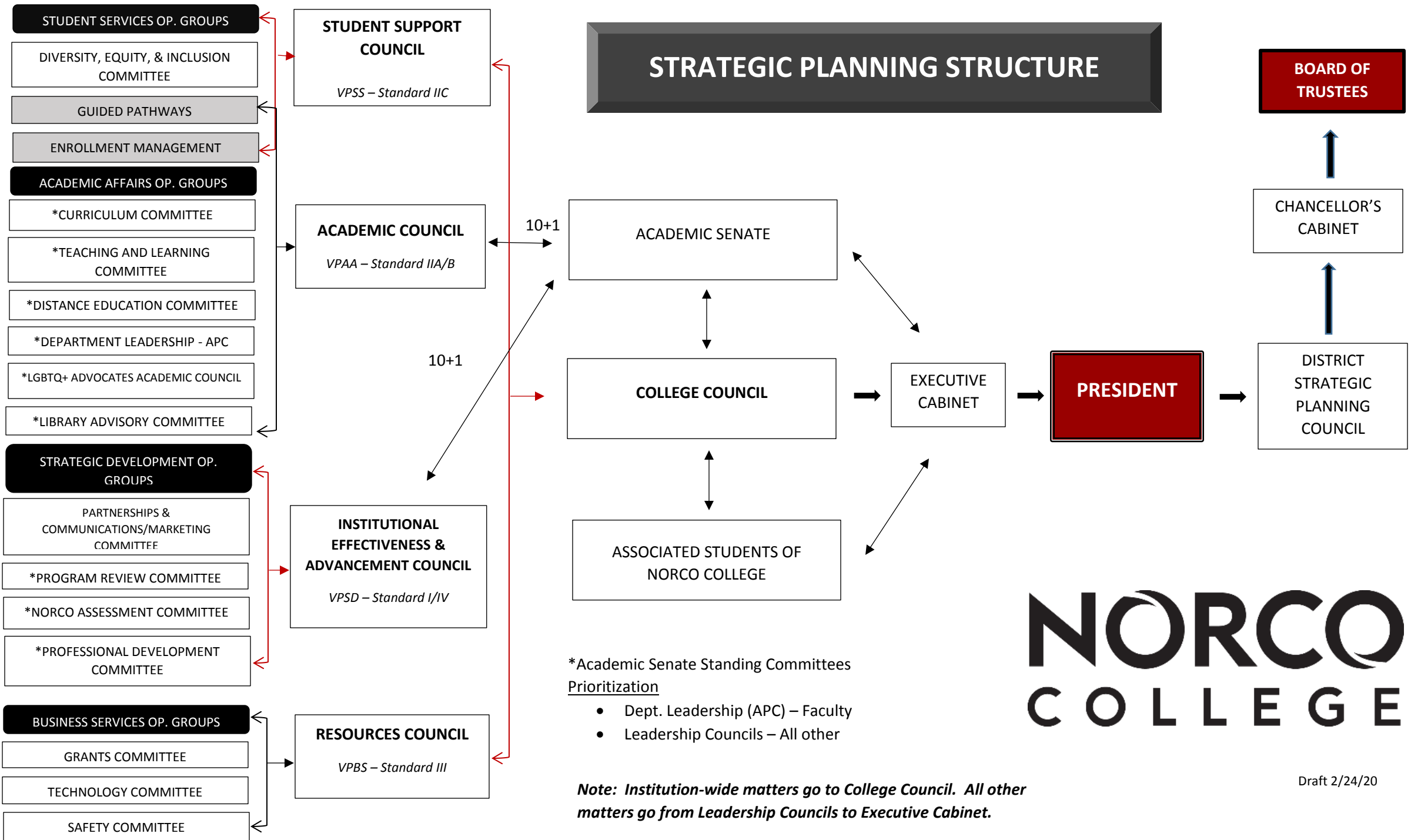


California  
Community  
Colleges

NOVA  
PLAN. INVEST. TRACK.

2020 © California Community Colleges

NOVA Site Version: [4.13.16](#)



## **Strategic Planning Structure Development**

**Winter 2020**

### **WHY: Why do we need a revised strategic planning structure?**

- Norco College has a new Educational Master Plan
- Norco College has outgrown its existing 2013-2018 strategic planning structure
- Wider participation needed from growing constituency body
- Greater diffusion of decision-making bodies needed (i.e. ISPC inefficient)
- Committee alignment with decision-making leadership councils
- Refined leadership council integration with the operational areas of institution
- Alignment with district strategic planning structure
- To empower and trust work to be done efficiently within the appropriate group(s)
- To improve efficiency and to reduce the overall number of meetings

### **WHAT: What is different?**

- Alignment of committees with leadership councils
- All councils meet during college hour allowing for greater participation
- All four leadership councils meet at the same time monthly (propose 4<sup>th</sup> Thursday)
- College Council meets during college hour (propose 2<sup>nd</sup> Thursday)

### **HOW: How does the revised strategic planning structure align with district?**

- Norco's College Council meets one day prior to DSPC document submission; one week prior to DSPC (3<sup>rd</sup> Friday)
- District Student Access & Success/Guided Pathways Council align with Norco's Student Support and Academic leadership councils
- District's Equity Council aligns with Norco's Student Support Leadership Council
- District Resources Council aligns with Norco's Resources Leadership Council
- District Institutional Effectiveness & Planning and Advancement Partnership & Communication councils align with Norco's Institutional Effectiveness & Advancement Leadership Council

## Committee Approval Flow Exercise

	Committee	Council	College Council	Academic Senate	Executive Cabinet/ President	DSPC	Chancellor's Cabinet	Board of Trustees
<b>Technology Plan</b>	A	Resources A	I	I	✓			
<b>Mission Statement</b>		IE & Adv A	A	A	✓	✓	✓	✓
<b>Educational Master Plan</b>		All A	A	A	✓	✓	✓	✓
<b>Student Equity Plan</b>	A	Student Support A	I	I	✓	✓	✓	✓
<b>Strategic Plan</b>		All A	A	A	✓	✓	✓	✓
<b>Distance Education Plan</b>	A	Academic A	I	A	✓			
<b>New Academic Program Development</b>	A	Academic A	I	A	✓	✓	✓	✓
<b>Program Review Prioritization Lists</b>		All A	I	I	✓			
<b>ISER</b>		All A	A	A	✓	✓	✓	✓
<b>Guided Pathways</b>		Student Support/ Academic A	I	I	✓			
<b>Monument</b>	A	Resources A		I	✓			
<b>New Building Design (VRC)</b>		Resources A		I	✓			
<b>Art Murals on Buildings</b>		Resources A		I	✓			
<b>Veterans Parking</b>	A	Resources A	A	I	✓			
<b>Annual College Budget Priorities</b>		Resources A	A	I				
<b>Grants</b>	A	Resources		I	✓			

		A						
<b>HR, personnel, hiring</b>					✓			✓
<b>Safety updates, concerns, immediate issues</b>				I	✓			

A = Recommend Approval

I = Information

✓ = Review/Planning Progression