

Institutional Strategic Planning Council (ISPC)

RETREAT

April 27, 2012

2:00-5:30

Attendees:

- **Attendees:** Jason Rey, Jim Thomas, Gail Zwart, Diane Dieckmeyer, Greg Aycock, Monica Green, Mark Lewis, Celia Brockenbrough, Sharon Crasnow, Joe Eckstein, Jefferson Tiangco, Melissa Bader, Andy Aldasoro, Leona Crawford
- **Absentees:** Mark DeAsis, Rebecca Choy, Laurens Thurman
- **Guests:** Carol Farrar

Welcome: - Diane Dieckmeyer

- Dr. Dieckmeyer explained that the timeline for the completion of the project has been extended to November 2012. There was concern that the May 22 deadline did not allow enough time for a well written draft to be presented to the COTW. Dr. DiThomas has granted the extension to November. The approved document will go to the Board of Trustees in December. This will allow the college more time for review and comment/feedback.

I. Mission Statement:

A. Review Survey Results - Monica Green

Draft #1

“Norco College is a California Community College dedicated to the success and education of our students, community, and workforce. We are committed to access, diversity, and excellence for our students seeking transfer, career and technical education, and basic skills through innovative teaching, learning opportunities and emerging technologies.”

- The committee reviewed the results of the on-line survey.
- The comments were considered while composing a new draft of the Mission Statement.
- Standard I was also read, discussed and considered during the rewrite process.

Draft #2 (New)

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

II. Strategic Plan Goals/Objectives

A. Review Goals – Gail Zwart

- Gail reviewed the goals with the committee and split them into two work groups.
- The groups discussed and integrated SWOT and Norco's institutional priorities.

OPPORTUNITIES
1. Reinvent scheduling to better fit students' lives
2. Current conditions can help promote change and new ways of doing things
3. External K-12 (KMC and Districts), community (including Eastvale) and industry partnerships
4. Space to grow
5. Ability to change institutional policies to increase student success
6. Collaboration
7. Student passion-Student involvement @ state and local level
8. Existing and Future Grants, Alternative Revenue
9. Summer camps
10. Student success task force recommendations

Group #1

1. Reduce conflicts between disciplines to support completions and transfer for programs.
2. Improve transfer and completion by 25% in five years.
3. Establish partnerships with local districts - to reduce students in need of B.S. – to increase percent of Norco/Corona students at college.
4. Develop plan for enrollment growth (center/facility) when economy improves. (Measure: yes/no) by 2 years. Develop plan for library growth – 2015.
5. Use these processes – Student Success Task Force – 2:4 – Institute practices/intervention/incentives/opportunities to move (support) B.S. into programs more quickly. EAP in 2015, in 2 years.

Group #2

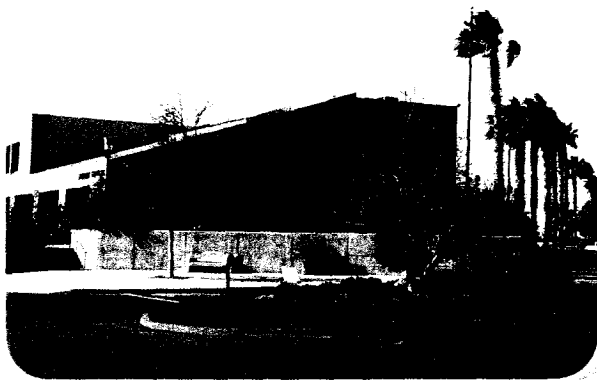
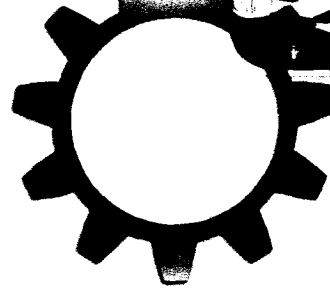
1. Create/implement a one year schedule. Collaborate – APC and ISPC. Institutionalize scheduling criteria. Include student needs. Develop a more formal process. Evaluate the process. Take into consideration the ingress/egress – coordinate with JFK.
2. Create/develop relationships with CNUSD. Unify efforts to create relationships with SSV, DRC, EAP, TRIO, etc.
3. Kennedy students = volunteer hours (mentoring)
4. Partnerships with the City of Norco – Nike
5. Make sure Norco College students that need bus passes are able to get them.
6. Academic Summer Camps.
7. Utilize the library mezzanine. External partnerships. Nike wing. Maximize current space.

III. Closing:

Adjourned – 5:30

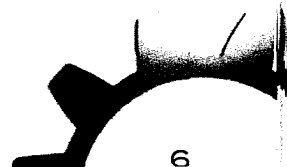
MISSION STATEMENT

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.



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).



Mission Survey Results

April 2012

"Norco College is a California Community College dedicated to the success and education of our students, community, and workforce. We are committed to access, diversity, and excellence for our students seeking transfer, career and technical education, and basic skills through innovative teaching, learning opportunities and emerging technologies."

1. Does this statement define Norco College's broad education purpose?

Yes – 32

Comments:

- Do we really need to say that we are "a California Community College?" Better to leave it out.
- Yes, but I think it is a false statement. The statement includes a reference to "personal enrichment." I think we have cut away most courses/programs that are not necessary for specific transfer or career goals. Hence, we have eliminated the concept of taking course for the soul purpose of personal enrichment.
- I think we should remove "California Community College" from the statement. It reads better without it. "Norco College is dedicated....."
- A huge improvement over the old statement. Nice work!
- instad of "excellence" it should read "success"
- However, in light of all of the current discussion on basic skills is it premature to rewrite the Mission Statement to include this so strongly?

No – 4

Comments:

- Our reacent actions do not indicate that we are at all committed to ACCESS. Nor are we doing much to acomidate our students seeking to transer.
- This tells the reader about aour dedication and commitment, but doesn't identify a purpose--Why are we dedicated and committed to these things. It's missing the "so what" aspect to a mission statement.
- How can we possibly be committed to students' "success" when that definition varies for each and every student? Such generalized statements detract from the intent. If they are attending classes...they are "students" not "community, and workforce." It seems we're committed to run-on sentences.
- I think the term basic skills is a diservice to the majority of our students (more than 90% of our student population) and instructors who teach these courses. Basic skills implies

that reading and writing are somehow basic. This is a disservice to the students who struggle in these courses, and to instructors who teach more than "basic skills." We really teach life skills. Meaning we teach the whole student. Developmental education would be the more appropriate term.

2. Does this statement define our intended student population?

Yes -29

Comments:

- Generally..."for a diverse community"
- with edits mentioned above (attending class=student)
- It defines student needs to be met but is vague by using the term diversity
- Defines our population groups without being overly verbose or overly detailed.
- May be change "our students" to "any student"???
- It doesn't include community in the sense of personal enrichment or education for the sake of learning something new. I don't know if that is a priority for THIS college, but I think it part of what community colleges should do. (even if we can't afford it right now!)

No -7

Comments:

- Many of our students which cannot be fit into any of the vague categories that are mentioned in the mission statement are people returning to better their present position in the job market and lifelong learners of the community.
- Does "diverse" student population include students? What about basic skills students? Norco College cut ALL basic skills courses for summer of '12. What's next?
- It says we are serving students who are seeking transfer, CTE, and basic skills--we should also include degree since that's something we offer.
- it just says "our students"
- We need a greater commitment to the 90% of our student population who enrolls in developmental math, writing and reading courses. Developmental education is not a marginal activity at this and most community colleges in the state. Although it would be hard to tell from this mission statement.

3. Does this statement demonstrate to the reader our commitment to achieving student learning?

Yes – 30

Comments:

- But I don't know if we actually do this... "As a continuing process we listen to our community and respond to its needs "...and if we do, how?"
- But I don't think we "achieve" student learning. I like that it states that we provide learning opportunities, but the achievement of learning can only be something the student does.
- Sort of.

No – 7

Comments:

- The Phrase Student learning is never used in the present formulation of the mission statement. If that is what we want to emphasize, perhaps we should say it.
- While it says "we are committed" and "dedicated" the statement doesn't connect "access", or "diversity", to student learning per se. But I don't think this needs fixing. Isn't student learning implied in "dedication" to education and "innovative teaching?" I think so. "Demonstrate" (from the question) implies evidence that proves something - I don't think a mission statement is the place for proving anything - it is the place for claiming why we exist.
- I think it focuses on "needs" and "outcomes"
- But it does "describe our intent" to teaching. We have no control over "learning."
- The only reference to student learning (as opposed to student success) is in the word "education" in the first sentence. (Perhaps "excellence" later too.) I would recommend making this more explicit.

4. Does this statement demonstrate the uniqueness of Norco College?

Yes – 16

Comments:

- technology is mentioned

No – 20

Comments:

- If we compare our statement to other community colleges there is nothing special about our claimed goals. Nothing stands out in it. There is nothing that is eye catching or stands out about it.
- Not really. But it clearly communicates the Community College Mission and puts our name to it. This should be enough. This is another reason there is no need to state "a California Community College."
- I think we need to explain something about Norco College uniqueness.
- At least not the uniqueness of the area.
- I think we need to include some words that capture the personality of Norco--perhaps "independent", "collegial" or something else that captures the Norco spirit
- Uh.....we're a lot like other community colleges.
- It could be a mission statement for any community college.
- This could be said of many colleges.
- It is very generic. We could replace "Norco" in the draft statement with any other college and it would fit. It is not unique, but our campus is, focused on special technology programs not found elsewhere in the district.
- Norco is proud and unique.
- I don't see anything specific to NC in the statement or defining in it.
- It's hard to do that in a mission statement.
- The uniqueness of NC is in the extra care, nurturing and commitment to providing the best even in the worse economic setting. Although this Mission Statement is all encompassing, it is a little cold and neutral.
- The statement is fine, but I don't think it necessarily demonstrates anything unique about Norco College. It sounds like most other community colleges.

5. Is there something missing from this statement?

Yes -15

Comments:

- Yes, the fact, in spite of our neighbors to the north, we are not a militaristic association. Perhaps we might consider changing our "Mission" to a Purpose. The aggressive overtones of a mission do make a difference, if only subconsciously.
- Need clarity re: What's "access?" What are "learning opportunities?" The first sentence sounds like Norco College is dedicated to their own "workforce." Don't you mean the workforce of the community we serve? and "Basic Skills" should be omitted (not from what we do, of course, just from the mission)
- See all of the above.
- This statement tries to do too much, and because of that, communicates less! Back to the drawing board!
- I like the old one better.

- What makes Norco special is our commitment to collegiality and the relationships we forge with students to encourage their personal and professional goals. I don't know how to fit that in a mission statement, though.
- It could be any Community College, anywhere in the US.
- I think we have a greater commitment to environmentalism than the average college. The Board has included it in the broader goals for the district, and this College has recycling and environmental stewardship as a part of its culture. (which might also help us to be unique.
- what makes us different from any other community college?
- A few other suggestions: 1. We need the serial comma before "and emerging technologies." 2. The problem with referring only to "innovative" teaching is that it seems to preclude the possibility that "traditional" teaching can't in some instances work. "Innovation" is not always better. The emphasis should fall on "effective" teaching. 3. Grammatically, I don't understand how the final "through" phrase connects to the rest of the sentence. We probably mean that we are committed to ACHIEVING certain things THROUGH THE USE of certain things, but the references to WHOM we want to achieve these things FOR separates the parts of the sentence in a way that prevents it from being fully intelligible. I think this final sentence just about has to be broken into a couple or three separate sentences.
- doesn't address students who aren't transfer and not tech ed (e.g., those who want lower-division courses for individual growth or who seek and associate's degree for workforce readiness)
- same as above.
- It appears a little dry. See comment for question 4.
- To further the Norco College mission, strategic goals and initiatives, the institution will strive to provide access to the college for all students; advance excellence through the development of community leadership, business partnerships and financial support; and promote cultural activities to enrich the college and the community.

No – 20

Comments:

- The first sentence is perfect! The second has all the right information, but to me sounds a bit jumbled when you say it out loud.
- too generic
- I really really love how short and to the point this is...we don't need a long boring mission statement like everyone else. That is why we are unique!
- I really like the addition of "California Community College"

General Comments

- I'm doing this on a short break. I'll need time to answer this with more thought. sorry.

Goal 1: Increase student retention, persistence, and success

1. RCC Norco Campus will reduce its first-semester attrition rate from 48% to 42% in three years; and to 38% in five years;

Year 1-Fall 06 to Spring 07 Attrition: 40.3%

Year 2-Fall 07 to Spring 08 Attrition: 39.5%

Year 3-Fall 08 to Spring 09 Attrition: 33.3%

Year 4-Fall 09 to Spring 10 Attrition: 39.1%

*Attrition rate is based on first time college students enrolled in fall semester.

2. RCC Norco Campus will reduce its first-year attrition rate from 64% to 58% in three years; and to 52% in five years;

Year 1-Fall 06 to Fall 07 Attrition: 53.7%

Year 2-Fall 07 to Fall 08 Attrition: 53.2%

Year 3-Fall 08 to Fall 09 Attrition: 50.8%

Year 4-Fall 09 to Fall 10 Attrition: 52.9%

*Attrition rate is based on first time college students enrolled in fall semester.

3. RCC Norco Campus 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.

Fall 06- SEP Completion Rate: 2.2% (122 out of 5,393 students)

Fall 07- SEP Completion Rate: 19.6% (979 out of 4985 students)

Fall 08- SEP Completion Rate: 25.9% (1,765 out of 6812 students)

Fall 09- SEP Completion Rate: 36.6% (2,811 out of 7671 students)

Fall 10- SEP Completion Rate: 40.4% (3110 out of 7695 students)

* This is the rate for all enrolled students who declared an educational goal of degree or transfer. In Fall 07, the State Chancellor's Office implemented modifications to MIS reporting procedure that impacted how SEPs and Informed Educational Goal were reported.

Goal 2: Improve the quality of student life

In spring 2010 Norco College discontinued the use of the CCSEQ and adopted the Community College Survey of Student Engagement (CCSSE). In an effort to continue the longitudinal study of student life that began with the CCSEQ, questions pertaining to the objectives below were included in a supplemental survey along with the CCSSE. Objectives 2 & 3 were covered by the CCSSE and objectives 1, & 4-6 were addressed in the supplemental survey.

1. RCC Norco Campus will increase the number of students who report spending more than 6 hours per week on campus (as reported on the CCSEQ) from 13.6% to 20% by 2010 and to 25% by 2012;

18.1% of students responding to the supplemental survey reported spending more than 6 hours per week on campus outside of class time.

2. RCC Norco Campus 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;

29.2% of students responding to the CCSSE reported some participation in student organizations

3. RCC Norco Campus 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;

18.2% of students responding to the CCSSE reported some participation in an event sponsored by a student organization.

Possible explanation of decrease: the question on the CCSSE was phrased in terms of how many hours in a typical week do you participate in...The CCSEQ asked how often in the current school year did you participate in... This difference in phrasing may account for the lower percentage since a respondent who rarely participates in one of these events may mark 'None' in terms of a typical week, but may mark 'Occasionally' in terms of the current school year.

4. RCC Norco Campus 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;

38% of students responding to the supplemental survey reported talking about, attending or participating in activities related to arts, music or theatre.

5. RCC Norco Campus 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;

24.2% of students responding to the supplemental survey reported some participation in athletic activities or events on campus.

6. RCC Norco Campus 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;

28.5% of students responding to the supplemental survey reported some participation in off-campus activities related to college.

Goal #3: Increase student access

1. RCC Norco Campus will achieve an enrollment growth target of 3.8% annually until 2024 and then 3% thereafter until 2038.

Year	Unduplicated Headcount	% Growth
2006-07	13837	
2007-08	14525	5.0%
2008-09	16384	12.8%
2009-10	16627	1.5%

*Annual includes all terms in the academic year (summer, fall, winter, spring)

2. RCC Norco Campus will work toward achieving and maintaining the racial/ethnic distribution of faculty, staff, and students that is representative of the population of the Riverside Community College District service area.

Ethnicity	Norco Faculty*	Norco Students**	Norco/Corona/Riverside Area***
White	65.9%	31.1%	38.3%
Black	4.7%	6.8%	6.5%
Hispanic	16.3%	44.0%	45.9%
Native American	0.0%	0.5%	0.4%
Asian/Pac Is	10.5%	8.9%	6.6%
Other/Unknown	0.0%	6.4%	0.3%
Multiracial	2.7%	2.4%	2.0%

*Based on fall 10 fact book referential files

**From Data Mart

***Based on 2009 ACS data

3. RCC Norco Campus will maintain its current student-faculty ratio.

2007-08 faculty/student ratio – 1:24

2008-09 faculty/student ratio – 1:27

2009-10 faculty/student ratio – 1:37

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

1. Eighty percent of the programs at RCC Norco Campus will be self sufficient — with students being able to complete them by taking courses only at the Norco campus — in 3 years; and 100% will be self-sufficient in 5 years.

	Self-Sufficient	Not Self-Sufficient
Certificates	13/24	11/24
AA/AS Degree	20/30	10/30
Total %	61%	39%

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.

Degrees/Certificates:	10.0%
Transfer:	59.4%
Personal Development:	30.6%

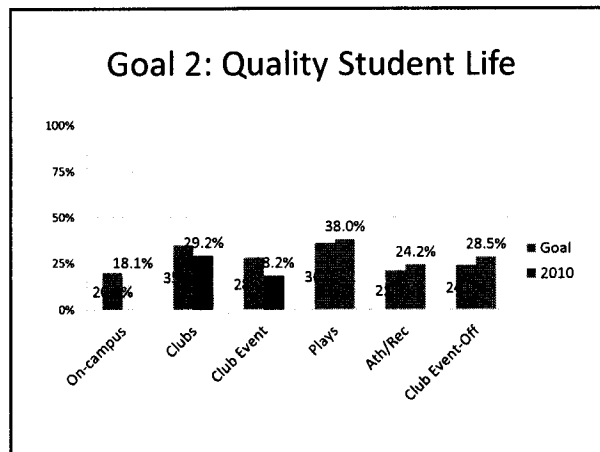
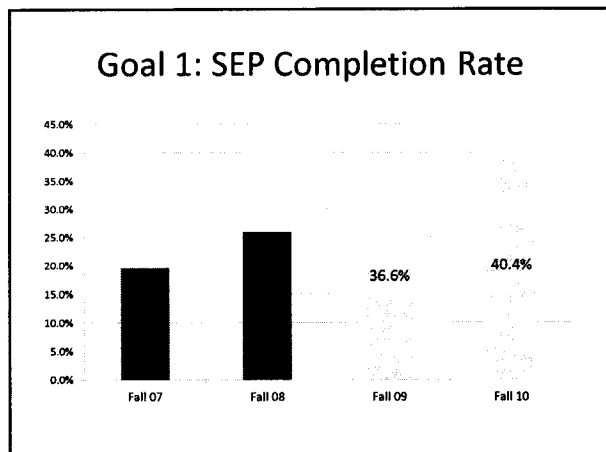
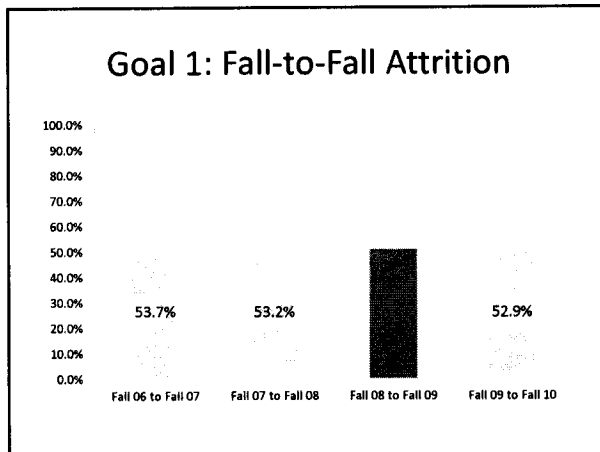
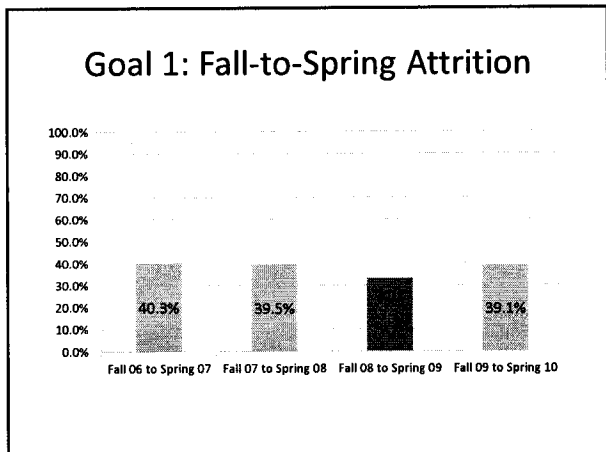
3. RCC Norco Campus will place the enhancement of its library as a top priority. By 2012, 20% of the collection will be made up of materials published after 2000, and 50% of the volumes will have been selected by Norco faculty. Additional space shall be made available within the existing library for library uses by 2010. A new library should be considered for construction in 2014 to 2018.

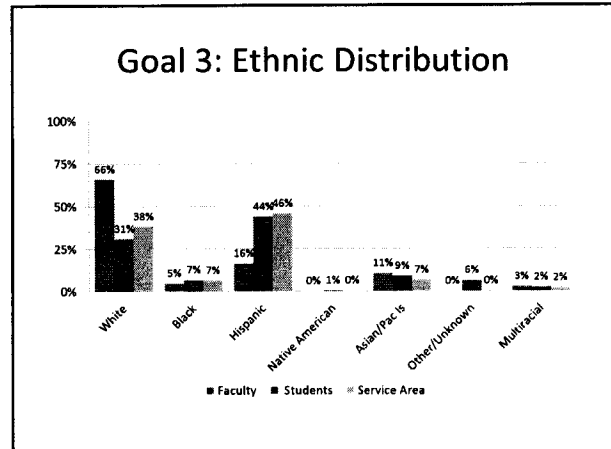
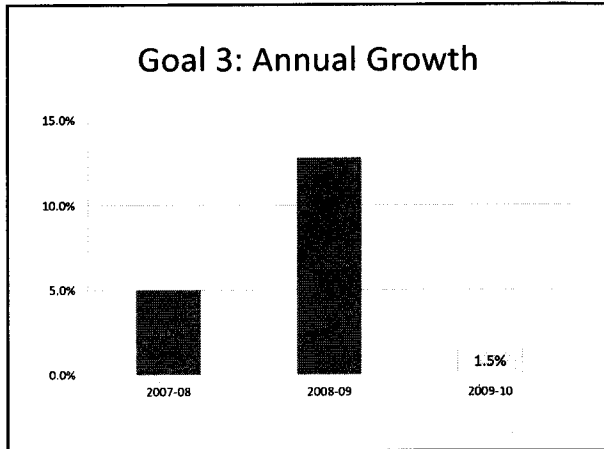
In 2010, 59% of the collection will be made up of materials published after 2000, and 36% of the volumes will have been selected by Norco faculty.

4. Program-level SLOs will be identified for 100% of Norco programs by 2009.
5. One hundred percent of RCC Norco Campus academic programs will be reviewed in 3 years, and ongoing program reviews will be conducted each academic year.

Goal 5: Enhance institutional effectiveness

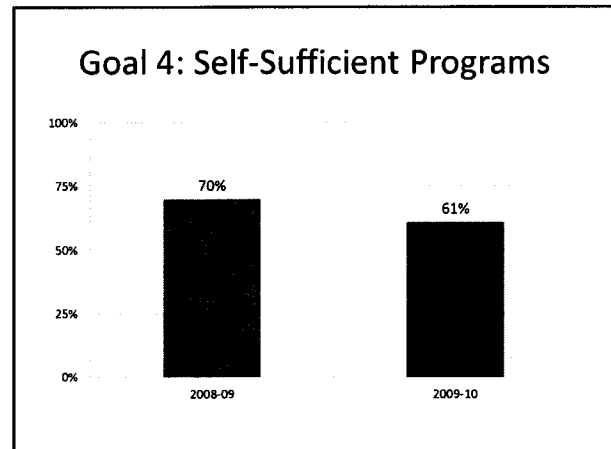
1. RCC Norco Campus will develop and activate an independent website by the beginning of the fall 2008 enrollment period.
2. RCC Norco Campus will publish its own College catalog by September 2009.
3. RCC Norco Campus will create a marketing plan by September 2009.





Goal 3: Faculty-Student Ratio

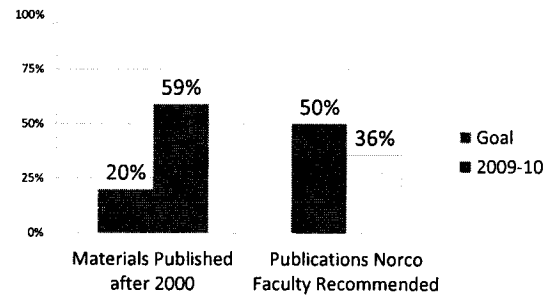
2007-08	1:24
2008-09	1:27
2009-10	1:37



Goal 4: Goal Distribution

Degrees/Certs	11%	10%
Transfer	57%	59%
Personal Dev	32%	31%

Goal 4: Library



Objectives Accomplished

- Goal 4
 - Program-level SLOs will be identified for 100% of Norco programs by 2009.
 - One hundred percent of RCC Norco Campus academic programs will be reviewed in 3 years, and ongoing program reviews will be conducted each academic year.
- Goal 5-Enhance Institutional Effectiveness--Done!
 - RCC Norco Campus will develop and activate an independent website by the beginning of the fall 2008 enrollment period.
 - RCC Norco Campus will publish its own College catalog by September 2009.
 - RCC Norco Campus will create a marketing plan by September 2009.

Identified to Integrate into Goals and Objectives

OPPORTUNITIES
Reinvent scheduling to better fit students' lives
Current conditions can help promote change and new ways of doing things
External K-12 (KMC and Districts), community (including Eastvale) and industry partnerships
Space to grow
Ability to change institutional policies to increase student success
Collaboration
Student passion-Student involvement @ state and local level
Existing and Future Grants, Alternative Revenue
Summer camps
Student success task force recommendations

Identified to Integrate into Goals and Objectives

WEAKNESSES
Technological infrastructure
Student success rate (graduation)
Accessibility to technology (Wifi to outsiders)
Lack of permanent leadership (admin)
Transfer rate
Over worked staff, faculty and administrators
Lack of secondary entrance if we wish to grow as a college
New strategic planning process/Integration of processes
Long curriculum process
Lack of space in library
Lack of college strategic enrollment
CTE certificate completions-inaccurate data-students deterred
The program review process
Internal communication to all constituencies