

Institutional Strategic Planning Council (ISPC)

May 20, 2015

1:00-3:00 (ST 107)

Attendees:

- **Attendees:**

Ruth Leal (Staff-Instructional Production Specialist*ISPC Chair*)

Melissa Bader (Faculty Rep to District EMTF *ISPC Chair*)

Diane Dieckmeyer (VP Academic Affairs*ISPC Chair*)

Beth Gomez (VP Business Services)

Barbara Moore (Transfer Faculty)

Natalie Aceves (Staff-Educational Advisor)

Peggy Campo (Academic Senate President)

David Mills (Basic Skills Faculty)

Jason Parks (Chair of Chairs – APC)

Diann Thursby (Staff-Account Services Clerk)

Greg Aycock (Dean of Institutional Effectiveness)

Jim Thomas (CTE Faculty)

Celia Brockenbrough (Library Faculty)

Ruth Jones-Santos (Staff-Administrative Assistant II)

Mark DeAsis (Dean of Admissions and Records)

Ana Molina (Staff-Administrative Assistant II)

John Coverdale (CTE & Grants Advisory Rep)

Monica Green (VP Student Services)

Ruth Smith (Recorder)

- **Absentees:**

Deborah Tompsett-Makin (At-Large)

Collin Pacillo (ASNC-President)

- **Guests:** Colleen Molko, Kevin Fleming, Paul Parnell, Carol Farrar

Approval of Minutes:

Approval of Minutes for May 6, 2015.

Motion by Jim Thomas, second by Diann Thursby to approve the minutes from the May 6, 2015 meeting. Motion approved.

I. Information Items:

A. Institutional Set Standards (Greg Aycock)

- Reviewed the institutional set standards reported on the ACCJC Annual Report for this year.
- Compared actual numbers with our institution set standards.

- Norco met or exceeded the targets for four of the 2015 ISS.
- Norco fell below seven of the ISS which triggered the college's procedural response.
- Next steps:
 - Identify possible causes
 - Generate plan of action
 - Consistently report out on process to the ISPC
 - Create summative report

B. Standing Committee Reports

➤ Academic Senate (Peggy Campo)

- Shared the Senate's mission and purpose.
- Briefly outlined what has been accomplished?
 - Participate in District Academic Senate meetings to coordinate faculty's academic across the colleges and in the district.
 - Participated in District Strategic Planning Council to serve in the district governance structures.
 - Participated in Board of Trustee committee and regular meetings voicing faculty academic issues.
 - See handout attached for additional accomplishments.
- Discussed a couple items that the Senate was not able to accomplish this year.
- Reviewed changes made to the Academic Senate during the year.
- Outlined assistance needed from the ISPC. The Senate would like a "flowchart" indicating what goes where and when. They would also like to see the strategic planning goals and objectives map to committees reviewed and revised.

C. Program Discontinuance (Kevin Fleming)

- Explained that it is always a good idea to review programs and update them when needed. (See attachments)
- Reviewed the steps followed in order to complete the discontinuance of the programs and updating to the catalog for 2015-2016.
- Shared that the Board Policy (AP 4021) that dictates the membership on the task force for discontinuance.
- Norco has 11 programs that were recommended for discontinuance. There are several CTE programs that will be replacing the discontinued programs.
- Provided three recommendations for the future to make the process faster and easier.

D. Concurrent Enrollment Pilot Program (Kevin Fleming)

- Concurrent enrollment has opened again. We are now able to strengthen our partnerships with CNUSD and Chaffey Joint Union High School District through a pilot CTE Pathway Initiative that will be starting in Fall 2015.
- Four specific CTE pathways have been identified that will be enrolling 15-20 high school students. These student will take one section each, per term. The four pathways are:

1. Audio Production: Game Audio
 2. Supply Chain Technology
 3. Game Art: Character Modeling
 4. Mobile Application Development
- Hope that these students will continue at Norco and this initiative will create a “bridge” for additional students to attend Norco College.
 - The CTE Pathway Initiative has been coordinated with Chaffey College.

E. May Budget Revise (Beth Gomez)

- May revise is very good news, but the colleges have not yet fully recovered from the bad times. Going in the right direction.
- Legislature has until June 15 to revise the May revise and present their version to the Governor.
- Briefly reviewed the revise adjustments (see PowerPoint attached).

F. Recommendation 1 – Complete Evaluation Procedures Conversation #8 (Diane Dieckmeyer)

- This item has been tabled until the next meeting.

G. Annual Report (Diane Dieckmeyer)

- Reviewed the ACCJC Annual Report prepared by Dr. Dieckmeyer and submitted every March.
- This is a collaboration of data/information from several different people.
- Report is posted on our website. (see attached)
- Discussion on our accreditation follow-up visit and numbers included in this annual report.

II. Open Hearing

- Dr. Parnell – shared that the Board of Trustee’s meeting was held at Norco last night. He said he enjoyed the bowling activity today that was held in order to recognize classified staff.
- The college is celebrating students now by holding a couple events every night.

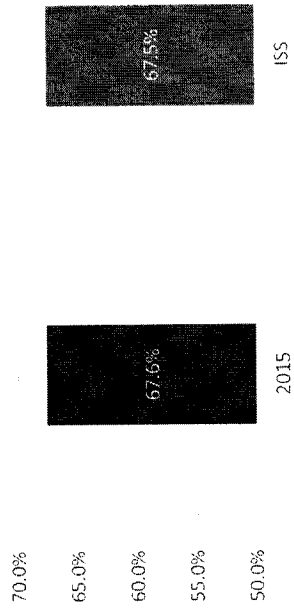
Adjourned – 2:55 pm

Institution-Set Standards 2015

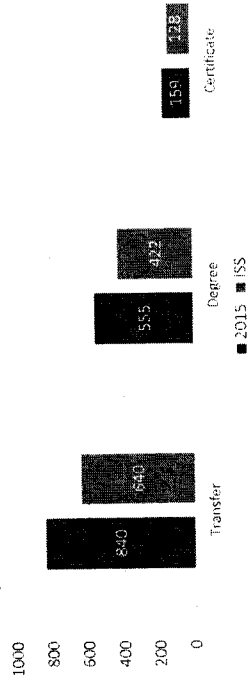
ISS Reported This Year

ISS-2015	Value
Successful Course Completion	67.5%
Transfer (Unduplicated # Students)	640
Completion of Degrees (Unduplicated # Students)	422
Completion of Certificates (Unduplicated # Students)	128
CTE Graduate Employment Rate	Varies

ISS-Successful Course Completion



ISS-Transfer, Degree & Certificate Completion



CTE Job Placement Rate

Program Area	ISS	Job Placement Rate
Architecture & Architectural Technology	56.3%	46.7%
Business and Commerce, General	61.9%	100%
Accounting	61.9%	63.0%
Business Management	61.9%	79.0%
Marketing & Distribution	61.9%	100%
Logistics & Materials Transportation	61.9%	71.4%
Real Estate	61.9%	40.5%
Digital Media	46.2%	42.1%

CTE Job Placement Rate

Program Area	ISS	Job Placement Rate
Computer Information Systems	37.0%	80.0%
Computer Software Development	37.0%	50.0%
Engineering Technology, General	59.2%	55.6%
Electronics & Electrical Technology	59.2%	50.0%
Drafting Technology	59.2%	64.3%
Manufacturing & Industrial Technology	59.2%	75.0%
Civil and Construction Management Technology	59.2%	50.0%
Child Development/Early Care and Education	53.1%	62.3%
Administration of Justice	48.7%	42.9%

Summary

- Four of our 2015 ISS were met or exceeded triggers
- CTE Job Placement
 - Ten CTE areas met or exceeded triggers
 - Seven CTE areas fell below the ISS—Triggering the Procedural Response
- Next Steps
 - ISPC co-chairs will convene a taskforce with appropriate constituency
 - Identify possible causes
 - Generate plan of action
 - Consistently report out on progress to ISPC
 - Create summative report

Norco Academic Senate Report to ISPC Spring 2015

NORCO ACADEMIC SENATE (NAS) MISSION

The Academic Senate operates pursuant to Title 5, Subchapter 2, Sections 53200 – 53206, California Education Code B. The Academic Senate shall concern itself with making recommendations to the College President and the District Chancellor and the District Academic Senate, and the College Vice President for Academic Affairs with respect to policy development and the implementation of matters in the following areas:

1. curriculum, including establishing prerequisites and placing courses within disciplines
2. degree and certificate requirements
3. grading policies
4. educational program development
5. standards or policies regarding student preparation and success
6. district and college governance structures, as related to faculty roles
7. faculty roles and involvements in accreditation processes, including self-study and annual reports
8. policies for faculty professional development activities
9. processes for program review
10. processes for institutional planning and budget development
- +1. other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

NAS PURPOSE

The purposes of the Academic Senate shall be (1) to participate in the formation of policies and procedures in academic and professional matters; (2) to coordinate communication from the Riverside Community College District Academic Senate and the Academic Senates of the Moreno Valley, and Riverside City Colleges; and (3) to facilitate communication between the administration, faculty, students, and the Board of Trustees in all matters relating to community college education.

STRATEGIC GOALS AND OBJECTIVES THAT APPLY TO THIS COMMITTEE

Twenty-nine of the forty-one objectives under our 7 strategic goals are either a direct responsibility of the NAS or of one of its subcommittees. So what have we done this year to address these goals and objectives?

- Participated in District Academic Senate meetings to coordinate faculty's academic activities across all the colleges in the district.
- Participated in Board of Trustees committee and regular meetings voicing faculty academic issues.
- Participated in District Strategic Planning Council meetings to serve in district governance structures.
- The Student Success Committee was voted to be an operational committee and is no longer a Senate committee
- Approved updated BPs and APs regarding Workplace Violence (BP/AP 3510); Standards of Student Conduct (BP5500); Admission & Concurrent Enrollment of High School and

Other Young Students (AP5011); Faculty Recruitment and Hiring (AP7120c);
Equivalency Policy (AP7211)

- Approved multiple course modifications, new courses, new certificates, degrees, and programs.
- Approved GE graduation requirements.
- Approved discontinuance of multiple courses and programs.
- Approved important college documents such as Accreditation Follow-up Report, Equity Plan, IEPI.
- Conducted discussions regarding multiple academic issues such as: bachelor's degrees, assessment of ILOs, PLOs, SLOs, matriculation, ways to improve student success, teaching and learning, etc.

What did we NOT do?

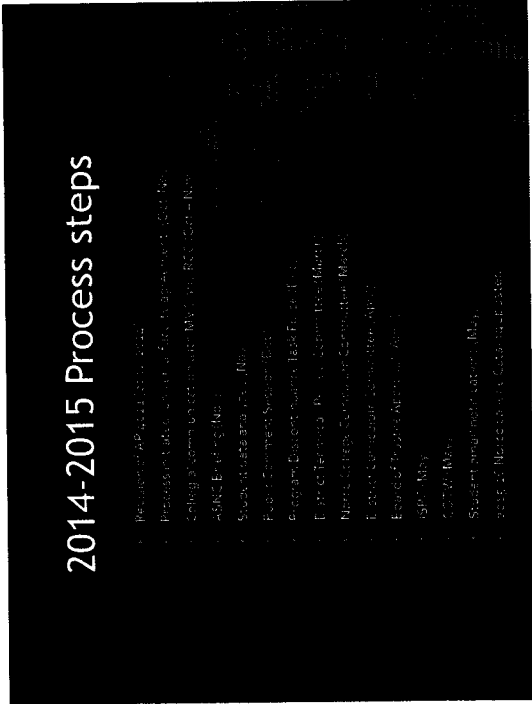
- Create a Teaching and Learning Workgroup, to promote teaching excellence.
- Complete the Annual Survey of Effectiveness of Academic Senate and Senate Standing Committees in the desired timeframe.

CHANGES

- Student Success committee was removed as a standing committee of the NAS.
- Leadership changes occurred within the NAS and some of its subcommittees this year.

ASSISTANCE NEEDED FROM ISPC

- Would appreciate a flowchart delineating what goes where, and when.
- Strategic planning goals and objectives map to committees should be reviewed and revised.



NORCO COLLEGE

Program Viability and Discontinuance Task Force membership

December 5, 2014
(Per AP-402)

This combined committee represents 4 Task Forces with overlapping membership to review 11 academic programs during the Fall 2014 term:

- Regular faculty members who teach at least one course per academic year in the Program: Carl Zantz, Carls Garcia, Tony Perez, Gerald Conner, John Coville, Cathy Brothwell
- The Department Chair overseeing the Program: Patty Wynsamm, Paul Vaitilakis, James Finley, Peter Bolchini
- The Dean of Instruction/Superioring the Program: Keith Feeding
- A representative of the Research and Planning (Institutional Effectiveness) Office: Calvin Wood
- A representative of Counseling who does not teach in the Program: LeShia Dumbajet
- A representative of the local (college) Academic Senate who does not teach in the Program: Lynn Swenson/John Wagner/Leah-Bea Walsh
- A representative of the local (college) Program Review Committee who does not teach in the Program: Alicia Crawford/John Zandt
- A representative of the local (college) Curriculum Committee who does not teach in the Program: Eric Bock/Karen Parrinello
- The Vice President of Academic Affairs, or designee, shall chair the Task Force as a non-voting member
- The Vice-Chancellor, Educational Services, or designee, will also serve on this Task Force as a non-voting member: Ethel Huelskamp

Student Data Sample

Totals for selected number of years (2007-2014) per year.

College	Major	Year	Number of students	Number of students who did not teach	Number of students who did not teach in the AP-C courses
College of Science, Health and Human Services	Mechanical Engineering	2007	10	10	10
		2008	10	10	10
		2009	10	10	10
		2010	10	10	10
College of Science, Health and Human Services	Mechanical Engineering	2011	10	10	10
		2012	10	10	10
		2013	10	10	10
		2014	10	10	10

Public Session



Meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting.

Friday, December 5, 2014
11:30 am - 12:00 pm
IT-218

Administrative Services
 Financial Services
 Information Technology
 Student Services
 Community Outreach
 Health Services
 Workforce Education

Minutes

NORCO COLLEGE
Program Review Committee
December 2, 2014

Members: Dr. Dean DeChavez, Dr. James Dunning, Dr. Joseph Green, Dr. Jack L. Gray, Dr. Michael J. Conroy, Dr. Carlos F. Ramirez, Dr. Barbara C. Thompson, Dr. Douglas A. Gray
 Meeting called at 11:46 AM. Dr. DeChavez is the designated Chair and will lead the meeting. Dr. Dunning is the designated Vice-Chair and will lead the meeting. Dr. Green is the designated Secretary and will lead the meeting. Dr. Gray is the designated Treasurer and will lead the meeting. Dr. Ramirez is the designated Chair and will lead the meeting. Dr. Thompson is the designated Vice-Chair and will lead the meeting. Dr. Conroy is the designated Secretary and will lead the meeting. Dr. Ramirez is the designated Treasurer and will lead the meeting.

A. Review of the 2014 Program Viability and Discontinuance
 The Review Committee (RC) met on December 2, 2014, to review the 2014 Program Viability and Discontinuance report. The RC reviewed the report and discussed the findings. The RC recommended that the following programs be discontinued: [List of programs]. The RC also recommended that the following programs be reviewed: [List of programs].

B. Role of the Task Force
 The Review Committee (RC) met on December 2, 2014, to discuss the role of the Task Force. The RC discussed the role of the Task Force and recommended that the following actions be taken: [List of actions].

C. Public Comment Session Summary
 The Review Committee (RC) met on December 2, 2014, to discuss the public comment session. The RC discussed the public comment session and recommended that the following actions be taken: [List of actions].

31. Program Discontinuation	New CLE Program(s) Added to Replacement
Administration of Justice - certificate and diploma	Administrative Justice ADT (to be phased)
Architecture	None. Retaining Architectural Graphics cert.
Business Administration with Human Resources Concentration	Entrepreneurship
Civil Engineering Technician	3D Mechanical Drafting
Computer Applications	Speed-rite CNC courses
Electronics Technology	Digital Electronics
Engineering Technology	Reengineering "Green Space Investigation"
Investigative Assistant certificate	Computer Core Game Arts & Animation Game Arts: Character Modeling Game Arts: Character Modeling Audio Production (Game Audio emphasis) Game Design
Simulation & Gaming	Mobile Application Development
Web Master - Web Designer	
Web Master - Web Developer	

Student Email Sample

Administrative Services:
 This meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting.

Program Change:
 Meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting.

What will be held in the public session?
 The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting.

What will be the purpose of the meeting?
 The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting.

What will be the agenda for the meeting?
 The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting.

What will be the outcome of the meeting?
 The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting.

What will be the next steps?
 The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting.

What will be the contact information?
 The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting. The meeting will be held in the public session of the Board meeting.

Future Recommendations

- Communication to Associate Faculty sooner in the process
- Program viability & discontinuance is not institutionally coupled to any other institutionalized process. A best practice in CA is to include Program Viability & Discontinuance metrics into the Program Review process. The Program Review rubric can then serve as a catalyst for a distinctly separate program viability & discontinuance process. This would help to better connect the college's program review, assessment, academic planning, and program viability & discontinuance efforts. It would also create a process for struggling programs/disciplines to be properly supported.
- AF Local defines the Task Force membership. It currently does not include a student representative. I recommend AF Local be revised to include a student representative to serve on the Task Force

**Norco College Program Discontinuance Update
May 2015**

Norco College convened a Program Discontinuance Task Force in alignment with our district Administrative Procedure 4021 (Program Viability and Discontinuance) to discuss the discontinuation of 11 certificate/degree programs. All faculty members in these disciplines unanimously supported this action as documented in their department meeting minutes.

A Public Comment session was held on December 5th from 11:30 am – 12:30 pm for students and members of the community. Following that public session, a closed Task Force meeting was held in alignment with our Board Policy to determine what courses in each program still need to be offered, if any, to allow students to complete their program of study already underway.

All the academic disciplines affected (ADJ, GAM, ARE, BUS, ENE, CAT, CIS, ELE) are being retained and classes will continue to be offered, just in different compositions. Many of the programs brought forward for review have already been replaced by recently created academic programs which contain similar/transferrable knowledge and skills. See table below. In collaboration with our business and community partners, Norco College believes in constantly reviewing and revising our Career & Technical Education (CTE) program offerings to ensure they remain viable, relevant, and cutting-edge.

The Board of Trustees approved the discontinuance of these programs at their April 17, 2015 meeting. They will be removed from the 2015-16 Catalog.

E-mails are being sent to students this month informing them of future course offerings as part of our “teach out” strategy so they can complete their program of study, as well as neighboring colleges where they can take additional courses in these areas.

Administration of Justice certificate and degree	Administrative Justice ADT (in process)
Architecture	None. Retaining Architectural Graphics cert.
Business Administration with Human Resources Concentration	Entrepreneurship
Civil Engineering Technician	3D Mechanical Drafting
Computer Applications	Stand-alone CAT courses
Electronics Technology	Digital Electronics
Engineering Technology	Green Technician
Investigative Assistant certificate	Resurrecting “Crime Scene Investigation”
Simulation & Gaming	Game Art Core Game Art: 3D Animation Game Art: Environments & Vehicles Game Art: Character Modeling Audio Production (Game Audio emphasis) Game Design
Web Master-Web Designer	Mobile Application Development
Web Master-Web Developer	

Architecture students,

This email is being sent to students at Norco College that have completed 2 or more Architecture (ARE) classes to inform you of some important program changes.

Program changes:

Starting next academic year, Norco College will be discontinuing our 27 unit Architecture certificate as well as our 60 unit Architecture AS degree. We will still be offering the 9 unit Architectural Graphics certificate as well as selected ARE courses that transfer to local 4-year universities.

What will be offered in the future?:

To help students in the middle of the program, and to assist you in your program planning, we will still offer ARE-24 and ARE-26 in Fall 2015; ARE-25 and ARE-35 in Spring 2016; and ARE-24 and ARE-36 in Fall 2016. After that, we will only offer ARE-24, ARE-36, and ARE-35 on a rotating basis. Additional ARE courses may be offered that transfer to local universities, or that count as general education requirements. Architecture classes can also be taken at other regional community colleges and transferred to Norco College to complete your program of study. Local colleges offering Architecture courses include: Citrus College, Chaffey College, Fullerton College, Mt. San Antonio College, and San Bernardino Valley College.

Where can I go if I need help with educational planning?

To discuss associate degree and certificate requirements, and to establish or revise your student educational plan, please make an appointment with a counselor. Counseling appointments are made online by going to norcocollege.edu then clicking on "Counseling" and then clicking on "Make an Appointment". The Counseling Office is located on the second floor of the Student Success building.

What was the process for deciding this?:

This past fall, the Associated Students of Norco College as well as a number of our strategic planning committees discussed the potential discontinuation of 11 Career & Technical Education (CTE) certificate/degree programs – most of which are being replaced by other CTE programs. Norco College hosted a Public Hearing to discuss these programs, and then convened a Program Discontinuance Task Force in alignment with our district Administrative Procedure 4021 (Program Viability and Discontinuance). All fulltime faculty members in these disciplines unanimously support this action, and the Riverside Community College district Board of Trustees approved the discontinuation of these programs during their April 2015 Board meeting.

All of us at Norco College wish you the very best in your future educational and career endeavors. Please feel free to contact us with any questions you may have.

Carlos Garcia
Faculty Lead, Architecture & Engineering

David Payan
Counselor

Dr. Kevin Fleming
Dean of Instruction, Career & Technical Education

CTE Pathway Initiative: Career Readiness through Education and Strategic Training (CREST)

Norco College will be partnering with both Corona-Norco Unified School District (CNUSD), and Chaffey Joint Union High School District (CJUHSD) in a pilot CTE Pathway Initiative starting Fall 2105. Utilizing concurrent enrollment, we will be enrolling 15-20 high school students into 4 specific CTE pathway programs comprised of one section each, per term: 1) Audio Production: Game Audio, 2) Supply Chain Technology, 3) Game Art: Character Modeling, and 4) Mobile Application Development. We will schedule identified classes to begin after their school day; students will take one college class per term during their junior and senior years.

CNUSD and CJUHSD are excited to build true career pathways into Norco College and are in full support of this collaborative initiative. Each district will be hosting information sessions for sophomore students/parents at their district site this spring, which we will attend, to explain the multi-year pathway program and the associated fees (Health fee, books, parking, and Student Services). Their districts plan to make this a very elite, special process and plan to require an application for students to be eligible. This initiative will provide high school students with career-relevant skills, a pathway toward industry certifications, a college transcript early, and motivation to continue their education beyond high school.

Our CTE faculty are fully onboard; they see immense value in starting the pipeline of instruction early, helping to fill some of our low-enrolled classes, and developing a systemic pathway into Norco College in these emerging technology program areas. James Finley even said that the JFK students are consistently some of the most focused and diligent he has in his classes; and he welcomes a sprinkling of additional dedicated HS students into CTE classes. Moreover, both our academic affairs and student services divisions are working in tandem to ensure all the logistics and processes are properly in place. Note that all of this is perfectly aligned, and in preparation of, a successful \$12.8 Million grant award of the CA Career Pathways Trust grant (fingers still crossed).

My office will remain the point contact for both high school districts on this project and I'll coordinate the logistics between all our departments internally.


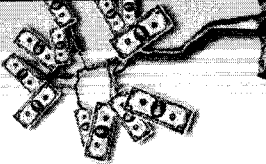
Kevin J., Fleming, Ph.D.
Dean of Instruction, CTE

4-20-2015

Budget Update

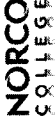
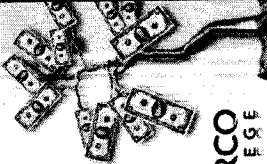
Institutional Strategic Planning Council
May 20, 2015

*Beth Gomez, Vice President
 Business Services*

Release of the Governor's FY2015-16 May Revise is good news...


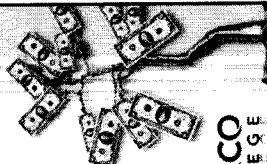
However, the colleges have not yet fully recovered from the bad times. We have not completely restored access and college operational budgets are still approximately \$750 million below where we were (including inflation).

ISPC_May 20, 2015

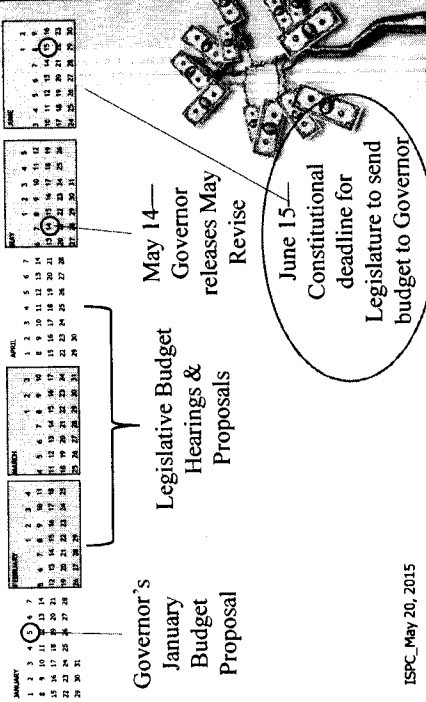
Topics - Agenda

- Timeline
- May Revise Adjustments
- Overview of Budget Proposals
- Things to "Keep in Mind"...


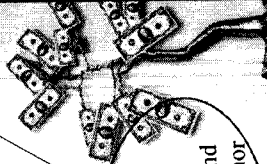
ISPC_May 20, 2015

State Budget Process



The diagram shows a timeline from January to June. Key events include:

- January:** Governor's Budget Proposal
- February:** Legislative Budget Hearings & Proposals
- May 14:** Governor releases May Revise
- June 15:** Constitutional deadline for Legislature to send budget to Governor

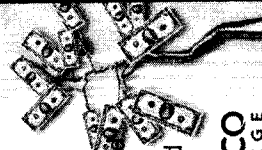
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May Revise adjustments

- **\$49.7 million to increase access** from 2 percent to 3 percent (\$156.5M total for 2015-16).
- **A decrease of \$31.3 million to COLA** from 1.58% to 1.02%
- **\$75 million to support an increase in full-time faculty hiring.** Funding would be allocated per FTES, but districts with relatively low proportions of full-time faculty would be required to hire more than districts with relatively high proportions of full-time faculty.

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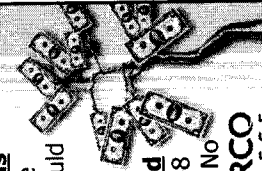


May Revise adjustments (cont'd.)

- **\$141.7 million increase in base allocation,** bringing the proposed total to \$266.7 million for the 2015-16 fiscal year.
- **\$274.7 million in additional one-time funds for State Mandate Block Grant,** bringing the proposed total to \$626 million. These funds would be distributed on a per-FTE basis.
- **\$148 million for deferred maintenance and instructional equipment.** Of this amount, \$48 million is attributable to the current fiscal year. No local match is required.

ISPC_May 20, 2015

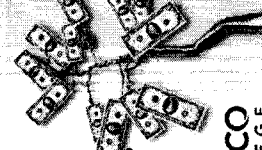
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May Revise adjustments (cont'd.)

- **\$60 million in one-time funds for the Basic Skills and Student Outcomes Transformation Program.**
- **\$15 million increase for Student Equity Plan funding,** bringing the total proposed increase to \$115 million for the 2015-16 fiscal year.
- **\$15 million increase for the Institutional Effectiveness Partnership Initiative.** Of this amount, \$3 million will go toward technical assistance and the remaining \$12 million is for the development and dissemination of effective practices.

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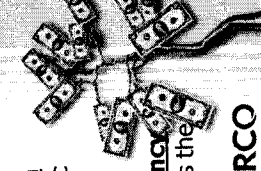


May Revise adjustments (cont'd.)

- **\$2.5 million to fund the COLA for the EOPS, DSPS, CalWORKs, and the Childcare Tax Bailout programs.**
- **\$2 million in one-time funds for a pilot program to foster collaboration between colleges and CSU campuses** relating to basic skills instruction for incoming CSU students.
- **A decrease of \$825,000 in energy efficiency funding** (Proposition 39, 2012). This reduces the amount available in 2015-16 to \$38.7 million.

ISPC_May 20, 2015

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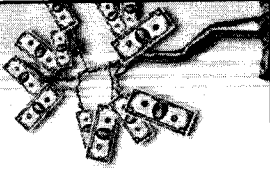


May Revise adjustments (cont'd.)

- **\$25 million increase in Proposition 98 funds for the Awards in Innovation in Higher Education.** This would bring the proposed total funding to \$50 million for the 2015-16 fiscal year.

- **Adult education** - forthcoming trailer bill will propose various modifications, perhaps most notably the **elimination of the allocation boards that were proposed in January.** Each consortium will instead be required to propose a transparent governance structure for joint approval by the Superintendent of Public Instruction and by the Chancellor. It will **no longer be required that each consortium have a fiscal agent**, allowing for direct funding of member agencies if so desired. More information to follow.

NORCO COLLEGE



ISPC, May 20, 2015

Account	2015-16 Budget	2015-16 Budget Proposed	2015-16 Budget Proposed
Operating Expenses	1,000,000	1,000,000	1,000,000
Salaries	1,000,000	1,000,000	1,000,000
Travel	100,000	100,000	100,000
Printing	50,000	50,000	50,000
Telephone	50,000	50,000	50,000
Utilities	50,000	50,000	50,000
Supplies	50,000	50,000	50,000
Insurance	50,000	50,000	50,000
Depreciation	50,000	50,000	50,000
Interest	50,000	50,000	50,000
Retirement	50,000	50,000	50,000
Health Insurance	50,000	50,000	50,000
Life Insurance	50,000	50,000	50,000
Professional Fees	50,000	50,000	50,000
Contractual	50,000	50,000	50,000
Capital Expenses	50,000	50,000	50,000
Construction	50,000	50,000	50,000
Equipment	50,000	50,000	50,000
Debt Service	50,000	50,000	50,000
Other	50,000	50,000	50,000
Total	1,000,000	1,000,000	1,000,000

ISPC, May 20, 2015

FY 2015-16 Governor's Budget Proposal

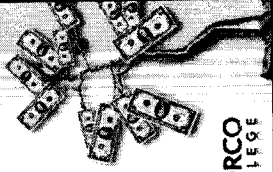
(In Millions)

	January Budget Proposal	May Revise
Unrestricted Proposition 98	\$ 106.9 (2%)	\$ 125.0 (2%)
Access (2%) / 2.5%	\$ 2.2 (1.98%)	\$ 2.2 (1.58%)
Equals 664 Credit FTES	\$ 104.7 (2%)	\$ 122.8 (2%)
Base Allocation Increase	\$ 2.9 (2.7%)	\$ 2.9 (2.3%)
Unrestricted One-Time	\$ 2.9 (2.7%)	\$ 2.9 (2.3%)
Revenue	\$ 251.5 (23.2%)	\$ 251.5 (23.2%)
Surplus/Deficit	\$ 147.6 (13.6%)	\$ 147.6 (13.6%)


FY 2015-16 Governor's Budget Proposal

(In Millions)

	January Budget Proposal	May Revise
Student Success and Student Equity	\$ 200.0	\$ 215.0
Deferred Maint./Instructional Equip.	\$ 30.6	\$ 30.7
Adult Education	\$ 500.0	\$ 500.0
Apprenticeship	\$ 29.1	\$ 29.1
Apprenticeship Deferral Retirement	\$ 94.5	\$ 94.5
Basic Skills and Student Outcomes Transformation Program	\$ 60.0	\$ 60.0
COLA for EOPS, DSPS, CalWORKS & Childcare Tax Bailout Programs	\$ 2.5	\$ 2.5
Innovation Awards	\$ 50.0	\$ 50.0

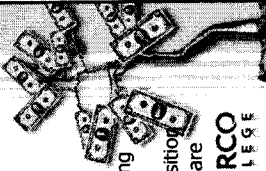


Questions



ISPC_May 20, 2015

NORCO
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Things to keep in mind. . .

- Despite the surge in revenues, the Governor remains fiscally prudent and is quick to point out that the budget outlook in future years is far from optimistic. For instance, 2015-16 budget year will be the last full year of revenues from Proposition 30, with the sales tax portion expiring at the end of 2016.
- The May Revision is the Governor's proposal, and the Legislature is still tasked to present their version of an approved budget to the Governor by June 15th.
- College budgets will face additional stresses in the coming years, as PERS and STRS obligations are scheduled to increase rapidly and the state faces the sunset of Proposition 30 revenues. We will need to plan carefully now so we are prepared to meet the challenges ahead.

ISPC_May 20, 2015

NORCO
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52015_ISPC Budget Update

League's May Revise Budget Update Chart
As of May 14, 2015

Item (amounts in 000s)	2014-15 Enacted	2015-16 January Proposed	2015-16 May Revise Proposed
Ongoing Funds			
Cost of Living Adjustment (Apportionment)	0.85%	\$92,400 (1.58%)	\$61,000 (1.02%)
Enrollment Growth (Apportionment)	2.75%	\$106,900 (2%)	\$156,500 (3%)
Student Success and Support Program (SSSP)	\$199,183	\$299,183	\$299,183
SSSP - Equity	\$70,000	\$170,000	\$185,000*
Career Development College Preparation (CDCP) Rate Equalization	No Augmentation	\$49,000	\$49,000
Apprenticeship Programs	No Augmentation	\$29,100	\$29,100
Operating Costs	No Augmentation	\$125,000	\$266,700
Full-Time Faculty	No Augmentation	No Augmentation	\$75,000
Basic Skills Partnership Pilot Program	No Augmentation	No Augmentation	\$2,000
Institutional Effectiveness	No Augmentation	No Augmentation	\$15,000**
Categorical Program COLA	No Augmentation	No Augmentation	\$2,500
One-Time Funds			
Career Technical Education	\$50,000	\$48,000	\$48,000
Mandate Backlog	\$49,500	\$353,300	\$627,800
Deferred Maintenance & Instructional Equipment	\$148,000	No Augmentation	\$148,000***
Basic Skills & Student Outcomes Transformation Program	No Augmentation	No Augmentation	\$60,000
Remaining Deferrals	\$600,000	\$94,500	\$94,500
Innovation Awards	\$50,000	\$25,000 (CSU Only)	\$50,000
Other			
Prop 39	\$37,500	\$39,600	\$38,700
Adult Education	\$25,000	\$500,000	\$500,000
CTE Incentive Grant (CCPT)	\$250,000	\$250,000	\$250,000
General Fund Proposition 98 Adjustments			
Local Property Tax			-\$156,100
Student Enrollment Fee			\$7,400

* With a set-aside amount to implement SB 1023 for foster youth in EOPS

** With \$12 million for professional development and to implement educational practices such as SB 1391 for inmate education

*** No match requirement



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

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**2015 Annual Report
Final Submission
03/27/2015**

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:	Diane Dieckmeyer
3.	Phone number of person preparing report:	951-372-7199
4.	E-mail of person preparing report:	diane.dieckmeyer@norcocollege.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://norcocollege.edu/academics/Documents/2014-15%20Catalog/Section%20I%20General%20Information.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://norcocollege.edu/about/president/Accreditation/Pages/index.aspx
6.	Total unduplicated headcount enrollment:	Fall 2014: 9,398 Fall 2013: 9,728 Fall 2012: 9,726
7.	Total unduplicated headcount enrollment in	8,861

	degree applicable credit courses for fall 2014:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,747
9.	Number of courses offered via distance education:	Fall 2014: 50 Fall 2013: 53 Fall 2012: 52
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 2,290 Fall 2013: 2,415 Fall 2012: 2,536
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	67.5%
14b.	Successful student course completion rate for the fall 2014 semester:	67.6%
	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.	

15.	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A		
	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?	422		
	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?	128		
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:		638		
16b.	Number of students who received a degree in the 2013-2014 academic year:		555		
16c.	Number of students who received a certificate in the 2013-2014 academic year:		159		
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?		640		
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:		840		
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:		35		
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:		6		
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:		n/a		
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 %
	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	56.3 %	46.7 %	
	Business and Commerce, General	52.01	61.9 %	100 %	
	Accounting	52.03	61.9 %	63 %	
	Business Management	52.02	61.9 %	79 %	
	Marketing & Distribution	52.18	61.9 %	100 %	

21.	Logistics & Materials Transportation	52.02	61.9 %	71.4 %
	Real Estate	52.15	61.9 %	40.5 %
	Digital Media	09.07	46.2 %	42.1 %
	Computer Information Systems	11.01	37 %	80 %
	Computer Software Development	11.02	37 %	50 %
	Engineering Technology, General	15.00	59.2 %	55.6 %
	Electronics & Electrical Technology	47.01	59.2 %	50 %
	Drafting Technology	15.13	59.2 %	64.3 %
	Manufacturing & Industrial Technology	15.06	59.2 %	75 %
	Civil and Construction Management Technology	46.04	59.2 %	50 %
	Child Development/Early Care and Education	19.07	53.1 %	62.3 %
	Administration of Justice	43.01	48.7 %	42.9 %
22.	Please list any other institution set standards at your college:			
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	
	n/a			
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).			
	As a result of feedback received from the recent comprehensive accreditation visit, the College revisited the methodology of the ISS to determine whether they were set too low. In doing so, we reviewed numerous other colleges' ISS and calculated our own ISS using the three most common methodologies we found in the field. These results were discussed via our shared governance process, which led to a revision of our methodology.			

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	419
	b. Number of college courses with ongoing assessment of learning outcomes	292
	Auto-calculated field: percentage of total:	
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	56
	b. Number of college programs with ongoing assessment of learning outcomes	27
	Auto-calculated field: percentage of total:	
26.	Courses	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	20
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	20

		Auto-calculated field: percentage of total: 100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://norcocollege.edu/employees/faculty/Pages/Outcomes-Assessment.aspx
28.	Number of courses identified as part of the general education (GE) program:	230
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	68.3%
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:	230
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).	70%
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> <div style="border: 1px solid black; padding: 5px;"> <p>In fall, 2013, the College assessed its "global awareness / personal self-development" PLO, and in the fall of 2014 the English and Philosophy disciplines conducted GE PLO assessments in their courses regarding the students "information and technology competency". This spring, meetings were held with participants in both PLO assessments to review the data and to discuss next steps in the cycle of assessment. The meetings generated active dialogue between GE and CTE faculty, administrators, and students. What emerged from these initial "debriefings" is the need for a broader, college wide conversation regarding the role of the GE outcomes. The Academic Senate has been approached regarding the need to discuss how faculty in general interpret their role in integrating the PLO into the course curriculum, whether there should be separate ILOs and GE PLOs so that CTE is included in the ILOs. A retreat is planned for the fall 2015 and this will be part of the agenda.</p> </div>	
<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>		

<p>36.</p>	<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>Norco College is currently in the process of transitioning to an on-line assessment tool known as TracDat. TracDat is fundamentally a storage and tracking device for SLOs, PLOs, and ILOs. Faculty, staff, and administrators can clearly see the alignment and relationship between the individual SLOs to the single course; from the single course to the PLOs, and from the discipline SLOs to additional programs. TracDat provides faculty, staff, and administrators with the ability to clearly share, dialogue about, and update attempts to improve student learning at the course and program level.</p>
<p>37.</p>	<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 continues to be coordinated by the Norco Assessment Committee (NAC), and the practice of instructional departments reporting out on assessment activities and future assessment plans for each discipline in the department continues as a regular feature in the agenda. 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. TracDat will also provide an additional tool by which assessment results of methodology will be able to be shared with the faculty.</p>
<p>38.</p>	<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, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>In the past, completed assessment reports at the course and program level were filed with the Dean of Institutional Effectiveness, but are slowly transitioning over to TracDat this spring. Going forward instructors will be able to view completed assessments from a prior section of any course in their discipline via the TracDat system. Assessment reports on interdisciplinary programs and GE have traditionally been completed by the Assessment Coordinator (AC), but starting this spring a stronger emphasis is being placed on collaboration with the faculty involved in the assessment. They will be asked to assist with data analysis, and in the generation of the final report. Any "next steps" or loop-closing will be identified by the participating members, not just the AC. Results of the SLO assessments will be shared in department meetings. Results of the PLO assessments will be discussed with all faculty or necessary parties at the institutional level.</p>
<p>39.</p>	<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>Early Childhood Education - The ECE discipline conducted numerous assessments over a number of courses and identified an overarching lack of reading comprehension in the participating students. The SLO assessments highlighted the need for students to engage in more activities in the classroom that facilitated their ability to decode the assignment requirements, or to break-down what the questions were asking. The assessments also indicated a need for significantly more in-class practicing and manipulating ideas that would ultimately end up on a comprehensive assignment. Overall, graphic organizers, group based learning, modelling formatting of documents or PowerPoint slides was shown to increase students competency on the assignments that were involved in the SLO assessments. This assessment resulted in a budget item request in the Annual Program Review for ECE in 2015; for the full time faculty to participate in the Reading Apprenticeship training offered by WestED. In this situation the completion of SLO assessment was used to drive budget</p>

allocation in an attempt to increase student learning in the future.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 1 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Location and/or Geographic Area Served Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Electrician Apprenticeship Program; Possibly a DE related proposal

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	Institutional Rectifier program for which we completed a Substantive Change Report.
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	International Rectifier Corporation
43.	List all of the institutions 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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