# Institutional Strategic Planning Council
# April 17, 2019
# ST 107 (1:00-3:00pm)
# Minutes

Members Present: Kris Anderson (Faculty Accreditation Co-chair), Greg Aycock, Melissa Bader (Faculty Co-Chair), Celia Brockenbrough, Peggy Campo, Michael Collins, Leona Crawford, Monica Esparza,  Ruth Leal (Staff Co-Chair), Mark Lewis, Barbara Moore, Chris Poole, Bryan Reece (Administrative Co-Chair), Mitzi Sloniger, Kaneesha Tarrant, Jim Thomas

Members Absent: Mark DeAsis, Kevin Fleming, Tenisha James, Daniel Landin, Sam Lee, Autumn Parra (ASNC Rep.) Jim Thomas

Guests Present: Marshall Fulbright

Call to Order:  1:07pm

**Approval of Minutes**:
Approval of Minutes for April 3, 2019
MSC (Campo /Sloniger)
Approved with corrections.  2 Abstentions

I.      **Action Item:**

**A.** Quality Focus Essay     (Kris Anderson)
MSC (Lewis /Campo)
Approved.

Implement Student Success Teams in the schools: The highlighted portions in the handout are the statistics and data we want prior to the implementation. This outlines the idea for the student success teams and the frameworks we are using to achieve these goals. The first phase is in process currently. This Plan will be rolled out with the Summer Advantage students as well as all other first time college students.  (Handout attached to minutes)

Implement Equity-Focused Professional Development Plan with a Teaching/ Learning Emphasis- Professional Development is a tool accepted for improving equity and student success. This plan is a key strategy towards the institutions goal of improving student learning and achievement.  This Plan centers on collecting the correct data. (Handout attached to minutes)

Questions/Comments
- Are we (faculty) following a specific group with this method? For example in the second year, faculty may be assigned 50 students within their major. Faculty that participate will receive a stipend and training. Faculty will be

trained on coaching strategies and emotions/copping associated with coaching students. We will focus on where we can coach to help the counselors focus on counseling. In the following years we will analyze and revise.

- How many student will we start with? About 1,500 new students the first year.
- We received this model at the Student Success conference from LA.
- Are we looking to increase Ed Advisers and Student Success Coaches? Yes, and No. Yes, we are always looking to increase. No, because students that fall under special programs have a Success Coach already. We think we can get this done with the people that we already have. Ed Advisers will have the people that are not already in special projects. This is a team approach to help staff from getting overwhelmed.
- Will we be assessing if we have enough staff after the first year to accomplish this plan? Yes.
- Success Coaches and Ed Advisers have been involved in the creation of the Communication Plan.
- This is a method of making sure that all of our new students are connected.
- How do you show success? Indicators including: Fewer number of students that have 0-6 units their first semester, completion of Math and English, are students more connected to the institution is some way, do students feel like they are valued by the institution, etc.
- Where does counseling fit in? Counseling is in flex because we have not figured out how they are going to do their case management model. The idea of this model is to take away some of the things counseling has been doing that is not counseling.
- This is the edited version of the full Communication Plan.
- Do you envision this requiring every Norco student to be a part of this? The Ed plan piece-Yes. Students should be receiving communication/messages. We are refining the communication to make it smarter and cleaner.   A SEP is the only required participation.
- Documenting success, are we going to look at other students as a control group? As of yet we do not have control group because all incoming new students will be participating. Suggestion for a control so we have compliable data. Implementation would ideally be the best time to have a control. Providing a control group could withhold services from a select group of students.
- What is the independent variable? The success team concept can be viewed as the independent variable. Only a handful of students currently have access to them through special funded programs. The idea is that all students should have access. The variable is that we have faculty, staff and administrators all working together to support students.
- What kind of a demand are we going to have on the system as we move forward? How will we sustain? Unfortunately, we don't have the money to "throw people at it". We are going to be using our best resources which is our existing workforce and focus on their area of expertise. In doing so we need to have a way to capture what is working to be able to implement it in our training.

- How are we going to assess and find out what can be our best practices? One of the frameworks that this is built on is research done by the RP group. We are taking their findings that included qualitative and quantitative analysis of student success including faculty and staff intervention with students and what students want in their institution as their success factors. We are using these as our model from a research perspective.
- Does the RP group show how they implemented this? Concerned about CTA. We have a couple of models that we are discussing with CTA. For example this would be voluntary, include training and include a stipend for faculty. We have a year figure this out.
- We are doing a statistical model. We are looking back 5 years at what we have been doing and what impact it has had including counseling, etc. So we have data to show what impacts student success.
- Discussion on the look and function ability of the chart in the essay. Suggestion to use a Gantt chart for easier understanding.
- Is participating in this Professional Development a requirement for staff? If this is voluntary-will it be required for staff the works directly with students? This is a portion of the plan that still needs to be worked on.
- On page two a measureable outcome is that participation will increase to 30% of staff. In order to even try and meet this increase managers will need to release the staff from not only their time but also their workload to attend this Professional Development.
- This includes Professional Development around inclusive language and training that is culturally sensitive.
- This is a project that we are proposing and is based on reasonable goals.
- Suggestion of an incentive for staff to participate.
- We have an equity gap that needs to close. There should be a sense of pressure for people to learn to close the gap and raise our skill level. Discussion on how to address faculty and staff to encourage participation in this Professional Development.

II.    **Committee Reports:**

A. Safety Committee
   Tabled for a future meeting

III.   **Informational Items:**

A. Big Us Plans Review     (Bryan Reece)
   Dr. Reece informed the committee of the upcoming voting schedule for the Educational Master Plan and the Facilities Master Plan. ISPC will be voting on May 15th.
   Dr. Reese also presented an overview of the Ed Master Plan focusing on Chapters 5 and 6. Chapter 5 lays out the first three Strategic Directions and the 13 Five year Goals under those directions including the objectives through 2024. Chapter 6 is the one year plan that is still unfinished. It talks about the activities we need to do

next year and the details for implementation. It is included because the Chancellor wants to see a projected Education Master a Plan, our goes out to 2030. He wants to see a five year Strategic Plan (Chapter 5) and a one year Implementation Plan (Chapter 6). ISPC will need to be responsible for the one year plan, year after year.

A few slides from a PowerPoint on Growth Projects for 2030 was presented (attached to the minutes). This included a projection of what the local population can grow to and where Norco College will need to be to accommodate the growth. We need to talk about community development, developments that impact the region, how to raise the college going rate in this area, etc.

All the notes from the 99 meetings have been included after Chapter 11 in the appendix so we can refer back to them as we create our second, third, and etc. year plans. Any comments, questions or additions can be emailed to Dr. Reece to be added to the document.

We have 3 Strategic directives and 13 goals. We plan to once a year to create a story that shows student transformation, college transformation and regional transformation.

Questions/ Comments
- What is the growth based on? It is based on a comprehensive colleges FTES per residence, specifically RCC and Santa Ana College.
- Can we collect LGBTQ data? The chancellor's office has begun to collect the data but it is only available to one contact at the college, may still be difficult to obtain accurate data.
- As part of the conversation we need to add the Inland Regional Consortium-IEDRC consists of 12 community colleges and serves as a regional framework to communicate, promote and plan CTE and educational development in the IE. Add to 2030 Goal 17 (Regional Organization) as one of the items to tract for evidence:  Inland Regional Guided Pathways Consortium.
- How many measurable metrics do we have in our current plan? 99 measurable metrics.
- Question about objectives 25-add capacity to student services and 26-add capacity to academic support services. Can you define 'add capacity' in this context? The simple definition is to make it larger so we can serve more students. This includes expanding people, resources, technology and all the things that we use to help serve students.
- How many goals did we have before? We had 7 goals and 99 objectives.
- When will the document hold still? Chapter 5 has not been edited in 3 weeks. We need to have a date that the document will no longer be changed or edited. On April 24th it will become a fixed document.  Revisions need to be submitted before the 24th. When each committee votes comments can be taken but not included in the document. When ISPC votes on the final document, the comments can be added at that time if we chose to do so.

- Suggestion to incorporate a style guide for the language of the document especially the one year implementation plan.
- Chapter 6 is supposed to be how specifically we are going to move towards implementing the 5 year plan? Yes.
- What is the level of detail that the Chancellor is looking for? The Chancellor wants to see more specifics on how we are going to move towards the five year plan within the first year.
- Chapter 6-Suggestion to put language upfront about how these are preliminary ideas that can be changed or revised.
- Suggestion that any of the activities in Chapter 6 that pertain to a certain person or department need to be vetted by them to make sure the activities are attainable.
- Suggestion to ask the Chancellor if we can take Chapter 6 out and have it as a working document that the college provides on an annual basis.
- How will this play into our Program Review knowing that we are on a three year cycle? Theoretically the same way we do now. As you are requesting resource and doing your review you are talking about how you are addressing the goals.
- The crosswalk between all the plans is not evident, what we are planning must also include the Equity and Vision for Success Goals. This will be included in Chapter 7 that has not been written yet. We will also show how it ties to RCCD Plan, ACCJC, etc.
- All the chapters will be completed by April 24th.

B.   Prioritization Lists      (Tri-Chairs)
     Tabled for the next meeting
     Handout provided is a collaborative list for informational purposes.

C.   Accreditation Update     (Kris Anderson)
     The whole draft is scheduled to be sent out to the college on April 29th. The draft will be going through shared governance and committees in May for comments. We will be updating and organizing evidence over the summer.

D.  Committee of the Whole Meeting Topics   (Tri-Chairs)
    We need to adjust the COTW date to vote on the EMP and FMP because the board adjusted their date.

    April 23rd COTW- during college hour
    Agenda topics:
    Accreditation update
    Educational Master Plan
    Facilities Master Plan
    Mission Vision and Values

    May 15th Information session- immediately after ISPC

May 16<sup>th</sup> COTW-during college hour

<u>Questions/Comments</u>
- May 16<sup>th</sup> ISER info session. Voting on the EMP and reading of the ISER.
- College wide EMP ballot voting opens May 15<sup>th</sup> immediately after ISPC and concludes May 17<sup>th</sup> at 10am.
- Mission Vision and Values has a final draft in the EMP.

## IV.    **Good of the Order**


Meeting adjourned:    2:57pm

Next meeting:          May 1, 2019

Minutes submitted by Charise Allingham

**Quality Focus Essay Project Idea:**
**Implement Student Success Teams in the Schools**

**The anticipated impact of the project on student learning/student achievement involves multiple outcomes. School-based Student Success Teams will be charged with engaging and interacting with students in order to** increase student retention, increase on-path course selection, decrease drops after census, increase successful unit count completion, and increased student connection with institutional agents. These goals will be accomplished in a variety of ways with an integrated approach.

Norco College is using a combination of frameworks to achieve these goals - Guided Pathways,, RP Groups Six Factors of Student Success, Productive Persistence Theory, Equity Framework, and the Chancellor's Vision for Success metrics. The implementation of the Student Success Teams into the framework of the college is primary in achieving these goals. The initial step in the plan is the creation of the student arc and preliminary communication plans. The Success Navigator Curriculum will focus on the knowledge, skills, and attitudes that students need to be successful along the arc. This is an integrated effort with college student services and our guided pathways teams. Each Success Navigator team will utilize data and prescribed communication templates to provide proactive and responsive interventions and support to students from the moment they enter the college until they complete their educational goal. Success teams include, counselors, educational advisors, success coaches, faculty advisors and peer mentors. II.C.5, II.C.6

The first phase of the implementation plan began with redesigning our student onboarding process in the summer of 2018. Once students applied they were directed to take a placement survey, career assessment, and meet with their school-based Educational Advisor. At this meeting, students are given their trailhead (initial pathway coursework) for their school and their 1st semester SEP. Students also have the opportunity to make an appointment with a Faculty Counselor. This has resulted in an increase in SEP completion fall of 2018 from X in previous fall semesters to X.

Norco College will launch the Success Navigator curriculum for first-year students in Fall 2019. The work of the Educational Advisors and Success Coaches, which focuses on knowledge and skills, will be supplemented with a faculty toolkit to address attitudes and mindsets.. Using the Productive Persistence and Equity Frameworks, this plan has dual foci of staff facilitated communication on knowledge and skills and faculty facilitated communication on the Productive Persistence & Equity Framework aimed at an increase in student success [need to establish: % course success, retention, and/or persistence] Progress has already been made on the success curriculum with research-based input from Educational Advisors and Success Coaches. Faculty Counselors will assist in the identification of success benchmarks to guide the work of the staff curriculum and faculty focus on attitudes/mindset. Training related to coaching has been planned, specifically change management workshops for the Success Teams (focus on ADKAR framework)

- Noncognitive Development of Students (KSAB framework)
- Engaging Upset Students: The CLEAR framework
- Finding Core Values to Build Lasting Student Motivation
- Making Clear Actionable Requests
- Coaching Tools: GROW
- Coaching Through Email and Text
- The Four Pillars of Student Success (coaching students on academic probation)
- Coaching High Risk Students: Guiding Principles
- Developing Growth Mindset in Our Students

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- Clarifying a Desired Outcome
  - o Team related
    - Compassion Fatigue and Self-Care
    - Five Behaviors of a Healthy Team

- Training and/or mentoring of Ed Advisors on how to best manage the Student Ambassadors in their role on the Success Teams

Summer 2019 the project for the Guided Pathways Advisors will be to build out all the tools and resources (this will be done by the Ed Advisors), hope to have this done by early July. In Fall of 2019, Norco College will be opening two engagement centers for the schools, which is very exciting to have these spaces. The Educational Advisors will be located in these centers and the centers will be the hub for the schools (resources like Trailheads, a few computers, sitting space, place for faculty to share info, etc.). This implementation directly addresses pillar two and three. II.C.5, II.C.6

In Fall 2019, work will begin on the integrated faculty advising communication plans modeled after first-year plans. Students in their second or subsequent year will be placed with a faculty advisor by school and major. These advisors will work closely with the students to ensure there are staying on path and that the communication from the college is consistent with the framework for productive persistence. II.C.5, II.C.6.

This project will require coordination with the faculty union to define the role and scope of work for a faculty advisor, training on the communication/tracking platform (ADKAR framework, noncognitive Development, compassion fatigue, etc. as well as salesforce), as well as a budget to compensate the faculty advisors. In addition, the college will begin assessment of first-year communication plan with regard to the leading indicators (persistence, unit load and retention) as well as the affective goals of connection to the college and value of the learning. Student surveys and focus groups will be used for formative assessment of the communication plan and goals. We will make adjustments to communication plan based on feedback and assessment. The process for organization and automating personalized communication will be facilitated through the implementation of Salesforce AdvisorLink, which is a case management software.

In the subsequent semesters, the success teams will continue to increase student contacts [measurement to be determined], contacts will decrease number of students who drop courses or do not complete due to misinformation or lack of information, continue to increase number of students who have SEPs by _____%, and increase unit load by ___%. All of these data indicators will require a close relationship and access to clear appropriate data from our Institutional research. I.B.1, II.C.2, II.C.5, II.C.6

Academic year 2020-2021 will be the full implementation of the Success Teams with both first-year Success Navigators (Educational Advisors and Success Coaches) and Faculty Advisors based on schools. Goals in those areas will focus on continue to increase student contacts for students in all years of their college experience. Pillars two and three with getting students on the path and keeping them on that path help focus on their academic and career goals. Additional indicators will include an increase number of students who have SEPs by _____%. Increase unit load by ___% in their second or subsequent year, and a decrease number of students who drop courses or do not complete in their second or subsequent year

| Project Activity | Measurable outcome | Responsible parties | Resources needed | Timeline | Related Standards and SP Goals and Objectives |
|---|---|---|---|---|---|
| Creation of the arc and preliminary communication plans Salesforce pilot (?) | Formation of the arc and communication plan | Dean of Student Services Guided Pathways team Success Navigator teams | Time Money Communication System (Salesforce) Reimbursement for faculty | Spring 2019 | II.C.5, II.C.6 Goal 2 (Guided Pathways) / Obj. 4 (Implement GP model), Obj. 5 (Improve completion); Goal 12 (Operations and Planning) / Obj. 48 (Technology-enhanced systems for student life-cycle) |
| First implementation of communication plan with Success Navigators for first-year students | Increase enrollments by ___% Increase student connection to the college [measurement to be established] | Ed advisors Dean of Student Services | Time Salesforce training Ability to track interactions | Summer-fall 2019 | II.C.5, II.C.6 Goal 2 (Guided Pathways) / Obj. 4 (Implement GP model), Obj. 5 (Improve completion); Goal 12 (Operations and Planning) / Obj. 48 (Technology-enhanced systems for student life-cycle) |
| Collaborative work with CTA on faculty roles as navigators | Increase number of faculty who can use advisor link | CTA reps Faculty leadership | | Fall 2019 | II.C.5, II.C.6 Goal 2 (Guided Pathways) / Obj. 4 (Implement GP model), Obj. 5 (Improve completion); |

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|---|---|---|---|---|---|
| Recruitment and training for faculty | Increase number of faculty who can use advisor link | Faculty trainers | | Fall 2019 | II.C.5, II.C.6 Goal 2 (Guided Pathways) / Obj. 4 (Implement GP model), Obj. 5 (Improve completion); Goal 4 (Professional Development) / Obj. 8 (Professional development) |
| Communication plans modeled after first-year plans | Increase student success [need to establish: % course success, retention, and/or persistence] | Faculty trainers | | Fall 2019 | II.C.5, II.C.6 Goal 2 (Guided Pathways) / Obj. 4 (Implement GP model), Obj. 5 (Improve completion); Goal 12 (Operations and Planning) / Obj. 48 (Technology-enhanced systems for student life-cycle) |
| Assessment of first-year communication plan<br><br>Assess data on retention, SEP completion, unit count, and connection to the college. Make adjustments to communication plan based on feedback and assessment. | Continue to increase student contacts [measurement to be determined]<br><br>Decrease number of students who drop courses or do not complete<br><br>Increase number of | IR support Guided Pathways team Success teams | Data Time for analysis | 2019-2020 | I.B.1, II.C.2, II.C.5, II.C.6 Goal 2 (Guided Pathways) / Obj. 4 (Implement GP model), Obj. 5 (Improve completion); Goal 9 (Effectiveness, Planning, and Governance) / Obj. 28 (Make program, student, and effectiveness |

| | students who have SEPs by ____%. Increase unit load by ___%.<br><br>Increase number of full-time faculty. | | | | data available, usable, clear) |
|---|---|---|---|---|---|
| Implement Faculty Advisors based on schools | | Faculty advisors | Funding | 2020-2021 | II.C.5, II.C.6 Goal 2 (Guided Pathways) / Obj. 4 (Implement GP model), Obj. 5 (Improve completion) |

## Quality Focus Essay Project:
## Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis

**Project name/title:** Implement equity-focused professional development plan with a teaching/learning emphasis

### Student learning/achievement data leading to identifying need/project

Professional development is widely accepted as a valuable tool to improving equity and student success. The College is committed to these goals. For equity, data gathered for the College's 2019 Equity Plan shows disproportionately impacted groups in terms of retention, success in English and math courses in the first year, vision goal attainment (that is, earning a certificate or degree), and transfer. These data show the College's areas for improvement. The inspiration to emphasize teaching and learning toward improving student success and retention stems from the College's collective response in 2015 to a startling statistic showing that, of all incoming students in fall 2010, only 9.8% completed a degree or certificate over four years. This initiated the institution's Completion Initiative, which became Guided Pathways at the College. Implementation of an equity-focused professional development plan with a teaching/learning emphasis is a key strategy toward improving student learning and achievement.

### Anticipated impact of the project on student learning/student achievement

Implementation of the equity-focused professional development with a teaching/learning emphasis will contribute to meeting the College's Educational Master Plan (EMP) goals and five-year strategic planning objectives as well as aligning with the statewide Vision for Success. Specifically, this project will participate in closing student equity gaps (EMP Goal 3), eliminating disproportionate success (2024 Objective 7). In addition, the project will participate in helping the College reach toward its aspirational targets of increasing student success to 73 percent, student retention to 89 percent, six-year degree completion to 21.8 percent, six-year certificate completion to 6.5 percent, and six-years-to-transfer rate to 28.8 percent.

| Project Activity | Measurable outcome | Responsible parties | Resources needed | Timeline | Related Standards |
|---|---|---|---|---|---|
| Offer faculty-led professional development workshops on equity in teaching (Flex credit approved). | Initially: participation rates / goal of 20 % FT and 10% PT of faculty by end of spring 2020 | Marshall Fulbright Jessica Dobson Dan Reade Courtney Buchanan Starlene Justice Patty Worsham Janet Hill Barbara Moore Quinton Bemiller | PDC approval (done) Funding for equity conferences Faculty time to prepare and lead workshops Access to data (IR office) | Spring 2019 + ongoing | II.A.7, II.A.16, III.A.14 EMP Goal 3 (Equity) / Obj. 7 (Eliminate disproportionate success); Goal 4 (Professional Development) |
| | Long-term goal = participants in faculty training decrease equity gaps as compared to their baseline aggregated data | | | | |

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| Establish Professional Development Council for Professional Development Council or strengthen the Professional Development Committee as a part of strategic planning. | Either (1) creation of a Professional Development Council or (2) strengthen the Professional Development Committee as a planning group | PD Committee/Council (which includes PD, TLC, CSEA, administration) PD Coordinator College Governance Councils, especially ISPC | Dedicated PD coordinator Annual budget for work of the committee/council | 2019-2020 | II.A.16, III.A.14 EMP Goal 4 (Professional Development) |
| Develop or augment staff-focused training exploring the impact of student social and socioeconomic factors on students' educational decision-making. | Training schedule established. Participation numbers over a three-year period will increase to 30% of staff. | PD Council/Committee PD Coordinator Management team | CSEA & management team (support/assistance) Possibly personnel support to cover positions while staff are in training Identify or create staff-focused programs Institutional Research (data) | 2021-2025 | I.B.1, I.B.6, II.A.7, II.A.16, III.A.14 EMP Goal 3 (Equity) / Obj. 7 (Eliminate disproportionate success); EMP Goal 4 (Professional Development) |
| Implement an equity-centered program to provide disaggregated data to staff and faculty and identify potential coaches to expand the program. | Program description created. Possible web portal through which staff and faculty can access personalized disaggregated data established and overseen. Participation of 20% FT and 10% PT faculty and 20% of staff over a three-year period. Long-term goal = participants in faculty training decrease equity gaps as compared to their baseline aggregated data | CUE participants PD Council/Committee PD Coordinator | Institutional Research (for data and assessment) Technology specialists (for web portal) Funding/support for coaches | 2022-2026 | I.B.1, I.B.6, II.A.7, II.A.16, III.A.14 EMP Goal 3 (Equity) / Obj. 7 (Eliminate disproportionate success); EMP Goal 4 (Professional Development); Goal 9 (Effectiveness, Planning, Governance) / Obj. 28 (Make data available, usable, clear) |

| Action | Evidence/Measure | Responsible | Resources | Timeline | Alignment |
|---|---|---|---|---|---|
| Develop and implement training for data coaches identified in disaggregated data pilot program. | Data-coach training schedule and participation list. Coaches' training schedules. Participation of sufficient number of faculty and staff in training to meet demand based on faculty and staff surveys and identified needs. | PD Council/Committee PD Coordinator | Institutional Research (for data and assessment) CUE participants | 2021-2025 | II.A.16, III.A.14 EMP Goal 3 (Equity) / Obj. 7 (Eliminate disproportionate success); EMP Goal 4 (Professional Development); Goal 9 (Effectiveness, Planning, Governance) / Obj. 28 (Make data available, usable, clear) |
| Implement equity-based training for first time faculty as part of First Fridays. | Schedule of First Fridays showing training. Assessments and surveys of first-time faculty to determine effectiveness, satisfaction, and suggestions for further training. Revised training descriptions in subsequent years based on assessments and survey results. | PD Council/Committee PD Coordinator | Institutional Research (for data and assessment) | 2019-2021 | II.A.7, II.A.16, III.A.14 EMP Goal 3 (Equity) / Obj. 7 (Eliminate disproportionate success); EMP Goal 4 (Professional Development); Goal 9 (Effectiveness, Planning, Governance) / Obj. 28 (Make data available, usable, clear) |
| Increase accessibility of and opportunities for professional development of part-time faculty members, especially professional development focused on equity and pedagogy. | Schedule of professional development activities for part-time faculty showing new offerings and 10% participation over a four-year period. Increase in student success and retention rates, with goal of 40 percent reduction in achievement gaps among traditionally underrepresented student groups (in alignment with | PD Council/Committee PD Coordinator | Financial support for PT faculty participation Possibly CTA (if increase in PD development hours requested) Institutional Research (for data and assessment) Technology support for online training | 2021-2026 | II.A.7, II.A.16, III.A.8, III.A.14 EMP Goal 3 (Equity) / Obj. 7 (Eliminate disproportionate success); EMP Goal 4 (Professional Development); Goal 9 (Effectiveness, Planning, Governance) / Obj. 28 (Make data available, usable, clear) |

| | Vision for Success), over a five-year period. | | | | |
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| | Long-term goal = participants in faculty training decrease equity gaps and increase student retention and success as compared to their baseline aggregated data | | | | |
| Explore/establish associate faculty mentoring program | Proposal for associate faculty mentoring program (2021). | PD Council/Committee PD Coordinator Department chairs | Financial support for PT faculty participation | 2021-2026 | II.A.7, II.A.16, III.A.8, III.A.14 EMP Goal 4 (Professional Development) |
| | Establish a baseline of associate faculty in the mentoring program by 2023. | | Support of FT faculty | | |
| Implement Flex activities focused on activities' alignment with four pillars of Guided Pathways. | Schedules of Flex activities showing focus on four pillars of Guided Pathways, showing revisions based on assessments and surveys over the years. | PD Council/Committee PD Coordinator | Institutional Research (for data and assessment) | 2021-2024 | I.B.1, II.A.7, II.A.16, III.A.8, III.A.14 EMP Goal 2 (Guided Pathways) / Obj. 4 (Implement GP model) / Obj. 5 (Improve completion); EMP Goal 4 (Professional Development); Goal 9 (Effectiveness, Planning, Governance) / Obj. 28 (Make data available, usable, clear) |
| | Assessments and surveys to determine effectiveness, satisfaction, and suggestions for further GP-aligned activities. Surveys showing increased understanding of GP. | | | | |
| | Participation of 70% of faculty in GP-focused Flex activities over a three-year period. | | | | |
| | Increase in student success and retention rates toward 73 percent | | | | |

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| | success rate goal over a three-year period. | | | | II.A.7, II.A.16, III.A.8, III.A.14 |
| Develop online Flex training activities for associate and full-time faculty. | Online Flex activities available to associate and full-time faculty (2023).<br><br>Establish a baseline of associate and full-time faculty in online Flex activity in first year. Between online and face-to-face PD, increase FT participation in Flex activities to 60% and PT to 15%.<br><br>Increase in student success and retention rates toward, or exceeding, 73 percent success rate goal over a four-year period.<br><br>Long-term goal = participants in faculty training decrease equity gaps and increase student retention and success rates as compared to their baseline aggregated data | PD Council/Committee PD Coordinator | Learning management system (LMS) support<br><br>Technology specialists<br><br>Institutional Research (for data and assessment)<br><br>Financial support for PT faculty participation | 2023-2027 | EMP Goal 3 (Equity) / Obj. 7 (Eliminate disproportionate success); EMP Goal 4 (Professional Development); Goal 9 (Effectiveness, Planning, Governance) / Obj. 28 (Make data available, usable, clear; EMP Goal 12 (Operations and Planning) / Obj. 44 (Improve employee operational systems) |

## Chapter 5: 5-Year Strategic Plan (2019-2024)

This section summarizes the narrative from Strategic Directions 1, 2 and 3, organizing the content into goals through 2030 and objectives through 2024.

**Strategic Priority 1: Student Transformation**

2030 Goal 1:    (Access) Expand college access by doubling current headcount and FTES.

|  | 2024 Ojective 1: | Reach 78%[21] of our 2030 comprehensive college goal for FTES; Go from approximately 7,300 to approximately 9,900 funded FTES |
|---|---|---|
|  | 2024 Ojective 2: | Develop intuitive and efficient onboarding processes |
|  | 2024 Ojective 3: | Expand enrollment with strategic groups |

2030 Goal 2:    (Guided Pathways) Improve 4-year completion rates by flipping the "20/80 to 80/20."

|  | 2024 Ojective 4: | Implement Guided Pathways model |
|---|---|---|
|  | 2024 Ojective 5: | Improve completion metrics |

2030 Goal 3:    (Equity) Close all student equity gaps[22].

|  | 2024 Ojective 6: | Eliminate disproportionate access |
|---|---|---|
|  | 2024 Ojective 7: | Eliminate disproportionate success |

2030 Goal 4:    (Professional Development) Implement PD around GP and equity framework; foster a culture of ongoing improvement.

|  | 2024 Ojective 8: | Launch professional development program/infrastructure |
|---|---|---|
|  | 2024 Ojective 9: | Develop certification programs for core constituent groups around equity/GP framework |

**Strategic Priority 2: Regional Transformation**

2030 Goal 5:    (Regional Organization) Help establish a distinct regional identity and organization.

|  | 2024 Ojective 10: | Develop regional outreach and recruitment systems |
|---|---|---|
|  | 2024 Ojective 11: | Help develop regional identity, collaboration, and organization |

2030 Goal 6:    (Workforce and Economic Development) Reduce working poverty and the skills gap

|  | 2024 Ojective 12: | Expand access to registered apprenticeships, work experience classes, and work-based learning opportunities. |
|---|---|---|
|  | 2024 Ojective 13: | Establish the Center for Workforce Innovation |
|  | 2024 Ojective 14: | Participate in organization of regional logistics development |
|  | 2024 Ojective 15: | Stimulate economic and academic development through photonics education and partnerships[23] |

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[21] Academic Affairs at NC estimated annual growth targets and found that we will be at 78% by 2024.
[22] Meets Vision for Success Goal 5: Cut achievement gaps by 40% by 21/22 and fully close achievement gaps by 26/27.
[23] Pending feasibility study and RCCD Board approval

2024 Ojective 16:

2030 Goal 7:  (Community Development) Host initiatives that impact regional development.

| | |
|---|---|
| 2024 Ojective 17: | Raise college going rate in region to SD, LA and Orange county levels and expand high school partnerships |
| 2024 Ojective 18: | Improve regional veterans services and support |
| 2024 Ojective 19: | Reduce recidivism through inmate education |
| 2024 Ojective 20: | Stimulate regional arts development |

**Strategic Priority 3: College Transformation**

2030 Goal 8:  (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

| | |
|---|---|
| 2024 Ojective 21: | Develop comprehensive breadth of academic programs |
| 2024 Ojective 22: | Develop CTE programs and industry credential related to regional needs |
| 2024 Ojective 23: | Develop and implement plan for non-credit and non-credit enhanced programming |
| 2024 Ojective 24: | Develop and implement plan for expanded athletics offerings |
| 2024 Ojective 25: | Add capacity to existing disciplines that have been consistently growing since 2010 |
| 2024 Ojective 26: | Add capacity to student services |
| 2024 Ojective 27: | Add capacity to academic support services |

2030 Goal 9:  (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

| | |
|---|---|
| 2024 Ojective 28: | Make program, student, and effectiveness (including assessment) data available, usable, and clear so that it will make critical data visible in real time. |
| 2024 Ojective 29: | Develop integrated planning processes that includes all college plans, accreditation self-study, and alignment with district and statewide plans so that decision making and resource allocation is made on the basis of the college mission and plans. |
| 2024 Ojective 30: | Develop, evaluate, and monitor our governance and decision-making processes so that decision making and resource allocation is made on the basis of the college mission and plans and involve all constituent groups as appropriate. |

2030 Goal 10:  (Workforce) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

| | |
|---|---|
| 2024 Ojective 31: | Reach 78% of our 2030 comprehensive college goal for FTEE; Go from approximately 348 to approximately 470 fulltime equivalent employees |
| 2024 Ojective 32: | Achieve and maintain "Great College to Work For" status across all categories |
| 2024 Ojective 33: | Develop more diverse and culturally competent workforce across all employee groups |

2030 Goal 11: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.

| | |
|---|---|
| 2024 Ojective 34: | Reach 78% of our 2030 comprehensive college goal for assignable square footage; Go from approximately 169,000 to approximately 314,000 assignable square footage. |
| 2024 Ojective 35: | Develop and maintain Facilities Master Plan |
| 2024 Ojective 36: | Build out funded projects |
| 2024 Ojective 37: | Build sustainable and safe college campus |
| 2024 Ojective 38: | Develop housing solutions for target groups |
| 2024 Ojective 39: | Develop short-term and long-term plans for four schools' buildings/areas |
| 2024 Ojective 40: | Add transitional facilities for temporary needs |
| 2024 Ojective 41: | Enhance transportation infrastructure |
| 2024 Ojective 42: | Develop and implement plans for off-campus facilities |

2030 Goal 12: (Operations and Planning) Implement professional, intuitive, and technology-enhanced systems, integrated planning processes, and information

| | |
|---|---|
| 2024 Ojective 43: | Develop intuitive, compresses and technology-enhanced systems for the entire student life cycle ("from recruitment to alumni") |
| 2024 Ojective 44: | Improve employee operational systems |

2030 Goal 13: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

| | |
|---|---|
| 2024 Ojective 45: | Reach 78% of our 2030 comprehensive college goal for general fund; Go from approximately $40.7M to approximately $60.4M in general fund annual dollars. |
| 2024 Ojective 46: | Implement more professional budgeting systems |
| 2024 Ojective 47: | Coordinate with RCCD to establish a BAM that allocates funding more equitably by resident population |
| 2024 Ojective 48: | Expand non-general fund sources |
| 2024 Ojective 49: | Collaborate with RCCD to secure state/federal legislation in support of strategic goals |
| 2024 Ojective 50: | Launch a Norco College auxiliary for revenue generating projects and programs |
| 2024 Ojective 51: | Develop public-private partnerships to support strategic goals (especially facilities) |

**Chapter 6: One-Year Implementation Plan (2019-20)**

This section summarizes the narrative from Strategic Directions 1, 2 and 3, organizing the content into goals through 2030 and objectives through 2024.

**Strategic Priority 1: Student Transformation**

2030 Goal 1:    (Access) Expand college access by doubling current headcount and FTES.

2024 Ojective 1:  Reach 78%[24] of our 2030 comprehensive college goal for FTES; Go from approximately 7,300 to approximately 9,900 funded FTES

| 2019-2020 Activities | Lead/Group |
|---|---|
| a. TBD | |
| b. TBD | |
| c. TBD | |

2024 Ojective 2:  Develop intuitive and efficient onboarding processes

| 2019-2020 Activities | Lead/Group |
|---|---|
| a. Implement acceptance letter and batch enrollment for CNUSD, AUSD and JVUSD seniors | |
| b. Consider replacing CCC Apply with something easier to use | |
| c. Compress the process after CCC Apply through registration process to 1 hour | |
| d. Partner with CNUSD, AUSD, and JVUSD to ensure 100% of seniors complete career exploration and pathway preference | |
| e. Partner with CNUSD, AUSD, and JVUSD to offer dual enrollment and bridge programs to meet all popular pathway preferences | |

2024 Ojective 3:  Expand enrollment with strategic groups

| 2019-2020 Activities | Lead/Group |
|---|---|
| a. Expand college going rates at service area high schools to LA, OC and SD rates | |
| b. Expand instruction at CRC to include 500 FTES per year | |
| c. Expand the veteran student population to 2,000 head count | |
| d. Expand the Foster Care student population to 200 | |
| e. Expand the non-traditional student population to ??? | |
| f. Expand the international student population to ??? | |
| g. Expand online student enrollment to ??? | |
| h. Apprenticeship | |

2030 Goal 2:    (Guided Pathways) Improve 4-year completion rates by flipping the "20/80 to 80/20."

2024 Ojective 4:  Implement Guided Pathways model

| 2019-2020 Activities | Lead/Group |
|---|---|
| a. Continue making culture shift: 1) from students being ready for college to college being ready for students; 2) from faculty-driven schedules to student-driven schedules; 3) from some students seeking resources/people to resources/people seeking all students; 4) from PD | |

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[24] Academic Affairs at NC estimated annual growth targets and found that we will be at 78% by 2024.

for personal development to PD for student success; 5) from anonymous students to known students, etc.

b. Publish 100% of pathways on college website, consolidate splintered pathways, make them one link deep on website, have them updated with real-time data, tie them to career and transfer information (format similar to Jackson College MI, ASU, Bakersfield College)

c. Develop ADTs for all available majors

d. Place every student on an EduNav pathway by registration for Spring 2020 informed by early career/major exploration

e. Install AdvisorLink (integrated with Canvass and EduNav) by fall 2019

f. Start case management counseling for all students and all staff; Use AdvisorLink. Adopt intrusion model with regular contact, including socializing agents in narrative and at least 5:1 ratio on affirming to critical comments.

g. Eliminate excess curriculum from all pathways by Fall 2019

h. Build schedules so all AA degree pathways can be completed in 2 years. Start with spring 2020 schedule

i. Implement strategy to expand schedule flexibility so students can find all courses they need at NC (e.g., increase # of hybrid courses). Start by spring 2020

j. Increase percentage of FT students from ?? to ??. (0 to 60 in 4.0 campaign)

k. Develop NC live dash at individual student level, program level, school level and college level by KPIs (e.g., Indian River College format for individual level)

l. Invest in the Faculty-Student relationship: Eliminate "extra" stuff from faculty members lives. Add resources into faculty members lives. Raise relationship expectations. Develop office solution for PT faculty

m. Drop AOE AA degrees and start phasing out programs that do not lead to living wage jobs

2024 Ojective 5: Improve completion metrics

| 2019-2020 Activities | Lead/Group |
|---|---|
| a. Expand CSU, UC and private university transfer rates to ???[25] | |
| b. Improve completion rate to ??[26] | |
| c. Improve employment rate for CTE students[27] | |

2030 Goal 3: (Equity) Close all student equity gaps[28].

2024 Ojective 6: Eliminate disproportionate access

| 2019-2020 Activities | Lead/Group |
|---|---|
| a. Conduct new access study by Spring 2019 | |
| b. Increase Veterans enrollment (See enrollment goals under Goal 1, | |

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[25] Meets Vision for Success Goal 2: Increase by 35% annual transfers to a UC or CSU by 21/22.

[26] Meets Vision for Success Goal 1: Increase by 20% annual associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 21/22. Also meets Vision for Success Goal 3: Decrease associate degree units 87 average total units to 79 by 21/22.

[27] Meets Vision for Success Goal 4: Exit CTE students who report being employed in their field of study from 69% to 76% by 21/22.

[28] Meets Vision for Success Goal 5: Cut achievement gaps by 40% by 21/22 and fully close achievement gaps by 26/27.

Objective 3)

c.   [Add all major activities from Equity Plan]

2024 Ojective  7:  Eliminate disproportionate success

| 2019-2020 Activities | Lead/Group |
| --- | --- |
| a.   Conduct new disproportionate success analysis by Spring 2019<br>b.   Increase relative success rate for African American students to ??<br>c.   Increase relative success rate for Hispanic students to ??<br>d.   Increase relative success rate men of color to ??<br>e.   Increase relative success rate for Foster Care students to ??<br>f.   [Add all major activities from Equity Plan] | |

2030 Goal  4:   (Professional Development) Implement PD around GP and equity framework; foster a culture of ongoing improvement.

2024 Ojective  8:  Launch professional development program/infrastructure

| 2019-2020 Activities | Lead/Group |
| --- | --- |
| a.   Figure out how to combine all PD under one umbrella that also recognizes the independence of A-Senate PD as specified in 10+1<br>b.   Assign manager to work on PD at 50% or more by Spring 2019<br>c.   Identify/braid/coordinate PD related budgets for program funding by Summer 2019<br>d.   Re-establish PD space<br>e.   Develop PD mission, vision, plan, etc.<br>f.   Organize/coordinate all existing PD, assess for effectiveness and modify as needed (e.g., New Employee Orientation) | |

2024 Ojective  9:  Develop certification programs for core constituent groups around equity/GP framework

| 2019-2020 Activities | Lead/Group |
| --- | --- |
| a.   Develop certification for teaching excellence and launch training<br>b.   Develop certification for service excellence and launch training<br>c.   Develop certification for leadership excellence and launch training | |

**Strategic Priority 2: Regional Transformation**

2030 Goal  5:   (Regional Organization) Help establish a distinct regional identity and organization.

2024 Ojective  10: Develop regional outreach and recruitment systems

| 2019-2020 Activities | Lead/Group |
| --- | --- |
| a.   Continuous website improvement and build it out by Spring 2020<br>b.   Develop marketing strategy/plan and begin implementation by Spring 2019<br>c.   Expand President's Advisory Board to include representation from all regions in service area by Fall 2019.<br>d.   Launch Alumni Association by Summer 2019<br>e.   Build comprehensive database of civic leaders from region by Fall 2019<br>f.   Implement SalesForce communications with regional leaders by Summer 2020. | |

2024 Ojective  11: Help develop regional identity, collaboration, and organization

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Settle on strategy for regional organization (EDC?, Arts Council? "Monday Morning Group"? etc.)
b. Convene regional Chambers of Commerce; establish strategy by Spring 2020
c. Complete implementation of NC Marketing/Communication Strategy by Spring 2020

**2030 Goal 6:** (Workforce and Economic Development) Reduce working poverty and the skills gap

**2024 Ojective 12:** Expand access to registered apprenticeships, work experience classes, and work-based learning opportunities.

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Establish system for Work Experience that engages more students throughout their educational pathway. Increase enrollments in Work Experience classes.
b. Develop a systemic approach to onboarding apprentices across multiple sectors
c. Connect work-based learning experiences to guided pathways ensuring that all students have access to work-based learning experiences related to their identified school and career goals
d. Increase headcount of registered apprenticeship students
e. Engage the campus community in addressing the needs of apprentices in the current system construct to generate efficient and effective systems to support apprentice program completion
f. Provide a centralized structure for students and employers to access work-based learning information and opportunities

**2024 Ojective 13:** Establish the Center for Workforce Innovation

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Provide information via newsletters and programming on the emerging world of work and the economy NC students are preparing to enter (forecasting reports, cycles of earning and learning)
b. Expand access to locally in-demand industry credentials and third-party certifications
c. Provide educational opportunities for employers in support of business expansion, diversification and redirection to meet current and future market demands
d. Serve regional employers and workforce development by providing training to upskill existing and displaced workers
e. Co-locate services by California Division of Apprenticeship Standards
f. Provide access to coursework in noncredit and community education at the Center for Workforce Innovation
g. Host annual Apprenticeship conference/summit

**2024 Ojective 14:** Participate in organization of regional logistics development

| 2019-2020 Activities | Lead/G |
|---|---|

a. Convene World Logistics Center, Georgia Tech, UCR, Distribution Management Association, and regional industry leaders for strategic planning sessions/dialog by Fall 2019
b. Parter with UCR Center for Social Innovation as a participant in current IEGO efforts and

emerging efforts through Inland California Rising

c. Continue to develop partnerships with postsecondary institutions to provide transfer opportunities for students in logistics

d. Provide regional leadership on development of systems of workforce development in industrial automation, logistics

2024 Ojective  15: Stimulate economic and academic development through photonics education and partnerships[29]

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Complete feasibility study by Spring 2019
b. Establish shared governance or advisory committee that meets on a monthly basis by Fall 2019 and keep network abreast of developments with monthly communications
c. Develop Salesforce driven database of all related civic leaders and regular communications to entire network by Summer 2020
d. Maintain active resource development portfolio including grants, gifts, and apportionments. Specifically track NSF funding sources.
e. Develop CTE related curriculum and certificate
f. In partnership with the District, submit legislative proposal for 1) pilot project with UCR and Navy Base (include program director funding), and 2) ONR plus-up for phase 1 program development.

**2030 Goal  7:** (Community Development) Host mature initiatives that impact regional development.

2024 Ojective  16: Raise college going rate in region to SD, LA and Orange county levels and expand high school partnerships

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Achieve FTES/enrollment targets discussed in Goal 1 Objective 3
b. Consolidate all HS activities under one college office/manager by Spring 2019
c. Establish shared governance or advisory committee that meets on a monthly basis by Fall 2019 and keep network abreast of developments with monthly communications
d. Develop Salesforce driven database of all related civic leaders and regular communications to entire network by Summer 2020
e. Establish CCAP program with every high school in CNUSD, AUSD, and JVUSD by Summer 2020
f. Expand JFK Middle College program
g. Explore middle college program in Temescal Valley
h. Launch partnership program with Orange County School for the Arts (OCSA)
i. Develop plan for international high school partnerships
j. Maintain active resource development portfolio including grants, gifts, and apportionments.
k. Explore partnership program with The Young Americans (Corona)
l. In partnership with the District, submit legislative proposal to establish ongoing dual enrollment funding per partnership.

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[29] Pending feasibility study and RCCD Board approval

2024 Ojective  17:Stimulate/build engineering pathway from middle school to major engineering universities/schools with focus on women, students of color, and low income students

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Establish shared governance or advisory committee that meets on a monthly basis by Fall 2019 and keep network abreast of developments with monthly communications
b. Develop Salesforce driven database of all related civic leaders and regular communications to entire network by Summer 2020
c. Build initial framework of engineering pathway: middle school recruitment, HS programs at JFK and other HS, NC curriculum, NSWC internships, and initial university partners.
d. Maintain active resource development portfolio including grants, gifts, and apportionments.
e. In partnership with the District and CNUSD, submit legislative proposal to build regional maker-space with classrooms for engineering pathway and public private partnership (e.g., WeWork)

2024 Ojective  18:Improve regional veterans services and support

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Achieve FTES/enrollment targets discussed in Goal 1 Objective 3
b. Open up new VRC by Spring 2020
c. Establish shared governance or advisory committee that meets on a monthly basis by Fall 2019 and keep network abreast of developments with monthly communications
d. Develop Salesforce driven database of all related civic leaders and regular communications to entire network by Summer 2020
e. Start using MAP for major recruitment at NC around engineering related fields by spring 2019
f. Initiate pilot program from MAP across RCCD and participating IECCs by fall 2019
g. Meet with State Chancellor to develop California roll-out plan, bring on partner with scalable technology resources (e.g., Google), build plan for back end margin, maintain ownership through NC auxiliary
h. Maintain active resource development portfolio including grants, gifts, and apportionments.
i. In partnership with the District, submit legislative proposal for access to national DD214 and JST databases.
j. Have housing RFP on the street by spring 2020

2024 Ojective  19:Reduce recidivism through inmate education

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Achieve FTES/enrollment targets discussed in Goal 1 Objective 3
b. Establish shared governance or advisory committee that meets on a monthly basis by Fall 2019 and keep network abreast of developments with monthly communications
c. Develop Salesforce driven database of all related civic leaders and regular communications to entire network by Summer 2020
d. Maintain active resource development portfolio including grants, gifts,

and apportionments.

 e. In partnership with the District, submit legislative proposal for educational program expansion including facilities development (e.g., Corpsmen's Quarters building).

2024 Ojective  20:Stimulate regional arts development

| 2019-2020 Activities | Lead/Group |
|---|---|

 a. Develop regional plan for performing arts center
 b. Explore partnerships with The Young Americas, OCSA, Corona Symphony, and Fender Rocks at the Y.
 c.

## Strategic Priority 3: College Transformation

2030 Goal  8: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

2024 Ojective  21:Develop comprehensive breadth of academic programs

| 2019-2020 Activities | Lead/Group |
|---|---|

 a. Prioritize creation of new programs with Academic Senate and determine faculty authors of programs and process for development
 b. Work with Facilities to design and plan temporary Village space to accommodate current and new programs. Space to include classrooms, labs, faculty offices, student sticky spaces, school centers
 c. Develop 5-Year budget plans to build out and institutionalize initiative programs such as: Veterans, Dual Enrollment, Next Phase, Apprenticeship, Guided Pathways, Learning Resource Center, Engineering Pathways.

2024 Ojective  22:Develop CTE programs and industry credential related to regional needs

| 2019-2020 Activities | Lead/Group |
|---|---|

 a. Program
 b. Program
 c. Program
 d. Etc.

2024 Ojective  23:Develop and implement plan for non-credit and non-credit enhance programming

| 2019-2020 Activities | Lead/Group |
|---|---|

 e. Program
 f. Program
 g. Program
 h. Etc.

2024 Ojective  24:Develop and implement plan for expanded athletics offerings

| 2019-2020 Activities | Lead/Group |
|---|---|

 a.
 b.
 c.

2024 Ojective 25:Add capacity to existing disciplines that have been consistently growing since
2010

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Gaming
b. Electricity
c. Physics
d. Chemistry
e. Guidance
f. Communications
g. Early Childhood Education
h. GEG
i. English as a Second Language
j. History
k. Biology
l. Music
m. Spanish (and other foreign languages)
n. English
o. Administration of Justice
p.
q.
r.

2024 Ojective 26:Add capacity to student services

| 2019-2020 Activities | Lead/Group |
|---|---|

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.
k.
l.
m.

2024 Ojective 27:Add capacity to academic support services

| 2019-2020 Activities | Lead/Group |
|---|---|

a.
b.
c.
d.
e.
f.
g.

2030 Goal 9: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

2024 Ojective 28: Make program, student, and effectiveness (including assessment) data available, usable, and clear so that it will make critical data visible in real time.

| 2019-2020 Activities | Lead/Group |
| --- | --- |
| a. | |
| b. | |
| c. | |

2024 Ojective 29: Develop integrated planning processes that includes all college plans, accreditation self-study, and alignment with district and statewide plans so that decision making and resource allocation is made on the basis of the college mission and plans.

| 2019-2020 Activities | Lead/Group |
| --- | --- |
| a. | |
| b. | |
| c. | |

2024 Ojective 30: Develop, evaluate, and monitor our governance and decision-making processes so that decision making and resource allocation is made on the basis of the college mission and plans and involve all constituent groups as appropriate.

| 2019-2020 Activities | Lead/Group |
| --- | --- |
| a. | |
| b. | |
| c. | |

2030 Goal 10: (Workforce) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

2024 Ojective 31: Reach 78% of our 2030 comprehensive college goal for FTEE; Go from approximately 348 to approximately 470 fulltime equivalent employees

| 2019-2020 Activities | Lead/Group |
| --- | --- |
| a. | |
| b. | |
| c. | |

2024 Ojective 32: Achieve and maintain "Great College to Work For" status across all categories

| 2019-2020 Activities | Lead/Group |
| --- | --- |
| a. Job Satisfaction | |
| b. Teaching Environment | |
| c. Professional Development | |
| d. Compensation/Benefits/Work-Life Balance | |
| e. Facilities | |
| f. Policies | |
| g. Resources and Efficiencies | |
| h. Shared Governance | |
| i. Pride | |

j.   Supervisors/Department Chairs
k.   Senior Leadership
l.   Faculty, Administration and Staff Relations
m.   Collaboration
n.   Fairness
o.   Respect and Appreciation

2024 Ojective  33: Develop more diverse and culturally competent workforce across all employee groups

| 2019-2020 Activities | Lead/Group |
| --- | --- |

a.   Classified
b.   Faculty
c.   Manager

2030 Goal  11:   (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.

2024 Ojective  34: Reach 78% of our 2030 comprehensive college goal for assignable square footage; Go from approximately 169,000 to approximately 314,000 assignable square footage.

| 2019-2020 Activities | Lead/Group |
| --- | --- |

a.
b.
c.
d.
e.

2024 Ojective  35: Develop and maintain Facilities Master Plan

| 2019-2020 Activities | Lead/Group |
| --- | --- |

a.   Develop design principal "sticky campus (vibrant, mixed-use campus)
b.   Develop design principal for aesthetic that speaks to equity/multiple cultures
c.   Develop design principal around guided pathway and schools
d.   Develop design principal for sustainability
e.   Design/define build-out vision
f.   Consider renaming buildings with more intuitive names
g.   Implement way-finding

2024 Ojective  36: Build out funded projects

| 2019-2020 Activities | Lead/Group |
| --- | --- |

a.   VRC Building
b.   ECE Building
c.   Amphitheater
d.   CSS 217

2024 Ojective  37: Build sustainable and safe college campus

| 2019-2020 Activities | Lead/Group |
| --- | --- |

a.   Solar
b.   Charging for electric cars
c.   Card access for all buildings?

2024 Ojective  38: Develop housing solutions for target groups

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Veterans
b. Foster Care
c. International Students
d. Employees
e. Incubator Housing
f. Housing insecure students (35% of CA community college students)

2024 Ojective  39: Develop short-term and long-term plans for four schools' buildings/areas

| 2019-2020 Activities | Lead/Group |
|---|---|

a. STEM: Bring together collection of initiatives including embedded student services/GPs, photonics, NSWC partnership, women and students of color in engineering, engineering maker space, emerging engineer/maker program/housing, incubator, technology transfer, photonics museum/display, etc.
b. Social and Behavioral Sciences: Bring together collection of initiatives including embedded student services/GPs, Center for Social Justice? [other?]
c. Arts and Humanities: Bring together collection of initiatives including embedded student services/GPs OSCA, Corona Symphony, Norconian Hotel, regional performing arts center, Young Americans, arts maker space, emerging artist program/housing, artist in resident, etc.
d. Business and Management: Bring together collection of initiatives including embedded student services/GPs, [other?]

2024 Ojective  40: Add transitional facilities for temporary needs

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Village Space (instructional space, student meeting areas, FT/PT Offices

2024 Ojective  41: Enhance transportation infrastructure

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Second (or more) access road
b. Repair parking lots
c. Parking structure
d. On-campus transit

2024 Ojective  42: Develop and implement plans for off-campus facilities

| 2019-2020 Activities | Lead/Group |
|---|---|

a. CRC/Ingall's Hall
b. Norconian Hotel
c. Armory
d. Eastvale City Hall
e. South Corona/Temescal Valley Campus
f. Job Development Center
g. Norco Campus Business Park

2030 Goal  12: (Operations and Planning) Implement professional, intuitive, and technology-enhanced systems, integrated planning processes, and information

2024 Ojective  43:Develop intuitive, compresses and technology-enhanced systems for the entire student life cycle ("from recruitment to alumni")

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Define steps in the student life-cycle
b. Develop institutional license/approach for Salesforce
c. Develop a breakout brand for Norco College that builds the brand foundation for all messaging and visuals.
d. Establish marketing and digital media strategies (incorporate Vision Point findings and tiers)
e. Create employee toolkits and trainings
f. Collaborate with Safety Coordinator and finish Crisis Communications plan
g. Use Sprout Social platform for social media
h. Continue to use Meltwater to track College news – helps with environmental scanning
i. Develop a process for community event sponsorship requests
j. Develop a plan for internal and external communications
k. Continue presentation tours with our cities, chambers, and service organizations
l. Create event planning guide for special events – groundbreakings, grand openings, major announcements, etc. Work with President's office.
m. Optimize NC website
n. Increase capacity in forthcoming ERP to support CRM (Salesforce) system integration

2024 Ojective  44: Improve employee operational systems

| 2019-2020 Activities | Lead/Group |
|---|---|

a.
b.
c.

2030 Goal  13:  (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

2024 Ojective  45:Reach 78% of our 2030 comprehensive college goal for general fund; Go from approximately $40.7M to approximately $60.4M in general fund annual dollars.

| 2019-2020 Activities | Lead/Group |
|---|---|

a.
b.
c.

2024 Ojective  46:Implement more professional budgeting systems

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Develop a more comprehensive budget development process
b. Develop budget principles for the budget year- established early in the budget development process
c. Develop a comprehensive planning and budget calendar- brings together AA/SS/BS

d. Understand the total universe of grant funded positions, grant expiration, how it impacts the organizational- put together a current dashboard for the leadership/BFPC/ISPC to review.
e. Review and assess performance of the budget process more completely
f. Develop and offer more training on budget training and monitoring for different teams
g. Establish monthly cashflow analysis and quarterly budget performance report for dept./division
h. Produce training on galaxy , budget reporting and analysis
i. Develop a comprehensive budget manual with critical information and processes- train on it, use it as a desk reference for managers and classified team members
j. Improve the timing and prioritization process in the RAR process
k. Develop budget principles for the budget year- established early in the budget development process
l. Develop a comprehensive planning and budget calendar- brings together AA/SS/BS
m. Understand the total universe of grant funded positions, grant expiration, how it impacts the organizational- put together a current dashboard for the leadership/BFPC/ISPC to review.
n. Review and assess performance of the budget process more completely
o. Develop and offer more training on budget training and monitoring for different teams
p. Establish monthly cashflow analysis and quarterly budget performance report for dept./division
q. Produce training on galaxy , budget reporting and analysis
r. Develop a comprehensive budget manual with critical information and processes- train on it, use it as a desk reference for managers and classified team members
s. Improve the timing and prioritization process in the RAR process

2024 Ojective 47:Coordinate with RCCD to establish a BAM that allocates funding more equitably by resident population

| 2019-2020 Activities | Lead/Group |
|---|---|
| a. | |
| b. | |
| c. | |

2024 Ojective 48:Expand non-general fund sources

| 2019-2020 Activities | Lead/Group |
|---|---|
| a. Establish a carryover fund | |
| b. Apply for a minimum of $7.5M in grants that align with Norco College's strategic plan and demonstrate a success rate of 20% or greater | |
| c. Establish a Norco Alumni Association | |
| d. Collaborate with RCCD Leadership to secure a minimum of $5M in federal appropriations funding for Norco College strategic plan initiatives | |

e. Integrate NC donor database with RCCD Foundation database
f. Collaborate with RCCD Foundation to secure additional private gifts and donations. Recruit a minimum of 10 members for the establishment of a Presidential Visionaries Circle: a group of brilliant individuals who are highly respected in their field of expertise to serve as a think-tank for the advancement of Norco College, who are willing to donate time and other resources to the college
g. Collaborate with RCCD to secure general obligation bond

**2024 Ojective 49:** Collaborate with RCCD to secure state/federal legislation in support of strategic goals

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Facilitate effective communication with regional elected officials to ensure awareness of NC issues and opportunities
b. Actively engage in the RCCD Legislative Agenda

**2024 Ojective 50:** Launch a Norco College auxiliary for revenue generating projects and programs

| 2019-2020 Activities | Lead/Group |
|---|---|

a. Increase understanding, and communicate opportunities, in alignment with RCCD Board Policy
b. Monitor potential engagement opportunities with maturing initiatives and public-private partnerships

**2024 Ojective 51:** Develop public-private partnerships to support strategic goals (especially facilities)

| 2019-2020 Activities | Lead/Group |
|---|---|

a.
b.
c.

# GROWING NC TO COMPREHENSIVE

| | NC 17-18 | NC 29-30 | % Change |
|---|---|---|---|
| Residents in Service Area | 306,846 | 376,047 | 22.6% |
| 3.4 FTES per 100 Residents | 7,248 | 12,786 | 76.4% |
| 0.16 FTEE per 100 Residents | 348 | 602 | 73.0% |
| 1.08 ASF per Resident | 168,870 | 402,370 | 138.3% |
| $203 GF per Resident | $40,771,189 | $77,465,682 | 90.0% |

# 3 STRATEGIC DIRECTIONS; 13 GOALS

| Student Transformation | Regional Transformation | College Transformation |
|---|---|---|
| Access | Regional Organization | Programs |
| Success | Workforce/Economic Dev | Effectiveness/Planning/Gov |
| Equity | Community Development | Workplace/Employees |
| Professional Development | | Facilities |
| | | Operations |
| | | Resources |