NORCO COLLEGE

Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators"

November 14, 2017

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
Introduction

This report reviews progress made toward achieving the goals and objectives in the strategic plan 2013-18 (which are the same as the educational master plan goals) during the 2016-17 academic year. This report also meets the fourth evaluation procedure under Strategic Planning Policy 2010-01 for the purpose of regular evaluation of integrated planning, budgeting, and decision-making processes.

The 2016-17 academic year was devoted to the oversight of action plans focused on activities that will move the institution toward achieving the goals as stated in the strategic plan. As of fall 2016, there were nineteen strategic planning bodies including 14 committees, an academic senate, and four planning councils involved in long-range decision-making for the institution. Most of the strategic planning goals have been mapped to one of the committees or councils for oversight (see Appendix A). To maintain oversight and communication of the progress on achieving these strategic planning goals, each committee is required to report out on the progress of these goals to either the Academic Senate or the ISPC. The committees that provided written progress on the goals during 2016-17 are provided in Appendices B-E.

One of the purposes of this report is to provide a "dashboard" to quickly summarize progress made over the current year toward five-year targets. The following is the dashboard for 2016-17:

Goal 1	INCREASE STUDENT ACHIEVEMENT AND SUCCESS			Dashboard Indicator	Trend
Obj 1	SSC/AS	Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher)		🟢	↗
Obj 2	SSC	Improve transfer rate by 10% over 5 years		🟢	↗
Obj 3	SSC/AS	Increase the percentage of basic skills students who complete the basic skills pipeline-**English**		🟡	↗
		Increase the percentage of basic skills students who complete the basic skills pipeline-**Math**		🟢	↗
		Increase the percentage of basic skills students who complete the basic skills pipeline-**Reading**		🔴	↘
		Increase the percentage of basic skills students who complete the basic skills pipeline-**ESL**		🟢	↗
Obj 4	SSC	Improve persistence rates by 5% over 5 years **(Fall-Spring)**		🟢	↗
		Improve persistence rates by 5% over 5 years **(Fall-Fall)**		🟢	↗
Obj 5	SSC	Increase completion rate of degrees and certificates over 6 years-**Degree**		🟡	↗
		Increase completion rate of degrees and certificates over 6 years-**Certificate**		🔴	↘
Obj 6	SSC	Increase success and retention rates-**Success**		🟡	→

			Status	Trend
		Increase success and retention rates-**Retention**	Yellow	→
Obj 7	SSC	Increase percentage of students who complete 15 units, 30 units, 60 units-**15 Units**	Yellow	→
		Increase percentage of students who complete 15 units, 30 units, 60 units-**30 Units**	Yellow	→
		Increase percentage of students who complete 15 units, 30 units, 60 units-**60 Units**	Yellow	→
Obj 8	SSC/AS	Increase the percentage of students who begin addressing basic skills needs in their first year.	Green	↗
Obj 9	DE/AS	Decrease the success gap of students in online courses as compared to face-to-face instruction.	Yellow	↘
Obj 10	SSC	Course Completion-Asian	Green	→
		Course Completion-African American	Yellow	↗
		Course Completion-Hispanic	Yellow	→
		Course Completion-White	Green	→
		Degree Completion-Asian	Green	↗
		Degree Completion-African American	Red	↘
		Degree Completion-Hispanic	Yellow	↗
		Degree Completion-White	Red	↘
		Certificate Completion-Asian	Red	↘
		Certificate Completion-African American	Red	↗
		Certificate Completion-Hispanic	Red	↘
		Certificate Completion-White	Red	↘
		Transfer Rate-Asian	Green	↗
		Transfer Rate-African American	Red	↘
		Transfer Rate-Hispanic	Yellow	↗
		Transfer Rate-White	Green	↗

			Dashboard Indicator	Trend
Goal 2	**IMPROVE THE QUALITY OF STUDENT LIFE**			
Obj 1	SSC	Increase student engagement-**Active/Collaborative Learning**	🟡	→
		Increase student engagement-**Student Effort**	🟡	↗
		Increase student engagement-**Academic Challenge**	🟡	→
		Increase student engagement-**Faculty/Student Interaction**	🔴	→
		Increase student engagement-**Support for Learners**	🟡	→
Obj 2	ASNC	Increase frequency of student participation in co-curricular activities-Report Sometimes/Often on Frequency in Using Student Organizations	🔴	↘
		Increase frequency of student participation in co-curricular activities-Report spending any amount of hrs/wk in college-sponsored activities.	🟢	↗
Obj 3	SSPC	Increase student satisfaction and importance ratings for student support services - Satisfaction with Academic Advising	🟢	→
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Career Counseling	🟡	→
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Job Placement	🔴	↘
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Tutoring	🟡	↗
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Skill Labs	🟡	→
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Financial Aid	🟡	↗
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Computer Lab	🟢	→
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Transfer Assistance	🟡	→
		Increase student satisfaction and importance ratings for student support services - Satisfaction with Disabled Services	🔴	→
		Increase student satisfaction and importance ratings for student support services - Importance of Academic Advising	🟢	→
		Increase student satisfaction and importance ratings for student support services - Importance of Career Counseling	🟡	→

			Dashboard Indicator	Trend
		Increase student satisfaction and importance ratings for student support services - Importance of Job Placement	🔴	→
		Increase student satisfaction and importance ratings for student support services - Importance of Tutoring	🔴	→
		Increase student satisfaction and importance ratings for student support services - Importance of Skill Labs	🔴	→
		Increase student satisfaction and importance ratings for student support services - Importance of Financial Aid	🔴	→
		Increase student satisfaction and importance ratings for student support services - Importance of Computer Lab	🔴	↘
		Increase student satisfaction and importance ratings for student support services - Importance of Transfer Assistance	🟡	↗
		Increase student satisfaction and importance ratings for student support services - Importance of Disabled Services	🔴	↗
Obj 4	ASNC/Legacy	Increase the percentage of students who consider the college environment to be inclusive	🔴	↘
Obj 5	Legacy	Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics	🟢	↘
Obj 6	SSC/ASNC	Increase current students' awareness about college resources dedicated to student success	Not Quantitative	

Goal 3	**INCREASE STUDENT ACCESS**		**Dashboard Indicator**	**Trend**
Obj 1	SSC	Increase percentage of students who declare an educational goal.	🟡	↗
Obj 2	SSC	Increase percentage of new students who develop an educational plan.	🟡	→
Obj 3	SSC	Increase percentage of continuing students who develop an educational plan.	🔴	→
Obj 4	SSC	Ensure the distribution of our student population is reflective of the communities we serve-Black	🟡	
		Ensure the distribution of our student population is reflective of the communities we serve-Native American	🔴	
		Ensure the distribution of our student population is reflective of the communities we serve-Asian	🔴	
		Ensure the distribution of our student population is reflective of the communities we serve-Filipino	🟡	
		Ensure the distribution of our student population is reflective of the communities we serve-Hispanic	🟢	

			Dashboard Indicator	Trend
		Ensure the distribution of our student population is reflective of the communities we serve-Two or more	🔴	
		Ensure the distribution of our student population is reflective of the communities we serve-Pacific Islander	🟢	
		Ensure the distribution of our student population is reflective of the communities we serve-Unknown	🔴	
		Ensure the distribution of our student population is reflective of the communities we serve-White	🔴	
Obj 5	APC	Reduce scheduling conflicts that negatively impact student completion of degrees and programs.	No Target Outcome, No Activities	

			Dashboard Indicator	Trend
Goal 4		**CREATE EFFECTIVE COMMUNITY PARTNERSHIPS**		
Obj 1	SSC	Increase the number of students who participate in summer bridge programs or boot camps.	🔴	↗
Obj 2	APC	Increase the number of industry partners who participate in industry advisory council activities.	🟢	↗
Obj 3	ASNC	Increase the number of dollars available through scholarships for Norco College students.	🟢	↗
Obj 4	ASNC/ APC	Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.	No Target Outcome, No Activities	No Trend
Obj 5	NC-JFK WKGRP	Continue the success of Kennedy Partnership-number of enrolled students.	🟢	↗
		Continue the success of Kennedy Partnership-percent of students 2.5 GPA+.	🟡	↘
Obj 6	Pres Cab	Increase community partnerships.	No Target Outcome, No Activities	
Obj 7	Pres Cab	Increase institutional awareness of community partnerships.	No Target Outcome, No Activities	
Obj 8	GC	Increase external funding sources which support college programs and initiatives.	No Target Outcome, No Activities	↗

Goal 5	STRENGTHEN STUDENT LEARNING			Dashboard Indicator	Trend
Obj 1	PRC/SSPC	100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.		🔴	
Obj 2	NAC/SSPC	Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods-Instruction		🟢	→
		Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods-Student Services		🔴	→
Obj 3	NAC/SSPC	Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.		🔴	↗
Obj 4	NAC/DE	Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.		No Data Available	
Obj 5	PDC/TC	Increase the number of faculty development workshops focusing on pedagogy each academic year.		No Target Outcome	Baseline 2014-15

Goal 6	DEMONSTRATE EFFECTIVE PLANNING PROCESSES			Dashboard Indicator	Trend
Obj 1	APC/ISPC	Increase the use of data to enhance effective enrollment management strategies.		🟢	
Obj 2	ISPC	Systematically assess the effectiveness of strategic planning committees and councils.		🟢	Completed
Obj 3	APC/BFPC/ISPC/SSPC	Ensure that resource allocation is tied to planning.		🟢	Completed
Obj 4	TC	Institutionalize the current Technology Plan.		🟢	Completed
Obj 5	BFPC	Revise the Facilities Master Plan.		🟢	Completed

Goal 7	STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES				
Obj 1	PDC/TC	Provide professional development activities for all employees.		🟢	Completed
Obj 2	Legacy	Increase the percentage of employees who consider the college environment to be inclusive.		🟢	↗
Obj 3	Legacy	Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.		🟢	↘
Obj 4	Legacy /LAC	Increase participation in events and celebrations related to inclusiveness.		🟢	↘
Obj 5	Safety	Implement programs that support the safety, health, and wellness of our college community.		No Target Outcome, No Activities	

Goal 1-Increase Student Achievement and Success

The following charts represent a dashboard indicating progress made toward achieving each of the ten objectives comprising Goal 1 of the Educational Master Plan/Strategic Planning Goals. To aid in interpretation of each objective the 2013-14 year outcomes have been color coded with bar charts according to the following scheme:

Blue: Baseline year

Green: Outcome for year has met or exceeded 5-year target

Yellow: Outcome for year is within 90% of 5-year target

Red: Outcome for year is less than 90% of 5-year target

The following charts represent the dashboard indicators for the 10 objectives comprising Goal 1. A written summary of progress on all objectives will be provided at the end of the dashboard.

OBJECTIVE 1: IMPROVE TRANSFER PREPAREDNESS (COMPLETING 60 TRANSFERABLE UNITS WITH A 2.0 GPA OR HIGHER)

This objective is measured by first selecting a cohort of new students who began attending Norco College six years ago. This cohort of new students is then limited only to those that demonstrate "Intent to Complete. New students indicating intent to complete are those that complete six units and attempt an English or math course within the first three years of the six-year time period. This cohort, also known as the Student Progress and Attainment Rate (SPAR) Cohort, will be used for most objectives that require a period of time in which to complete (i.e. degree, certificate, transfer, etc.) Once the SPAR cohort is identified, this group of students becomes the denominator of the ratio for transfer preparedness rate, as well as degree completion, certificate completion, transfer rate; and 15-, 30-, and 60-unit completion rates. As indicated in the title above, transfer preparedness rate is the percentage of the SPAR cohort that completes 60 transferable units with a 2.0 GPA or higher. Since it was limited to transferable units, this rate did not include units from basic skills or non-transferable degree applicable courses.

Goal 1.1:Transfer Prepared

Goal 27.6%

	2012-13 (base)	2013-14	2014-15	2015-16	2016-17	2017-18
	25.1%	30.1%	25.9%	29.7%	33.6%	
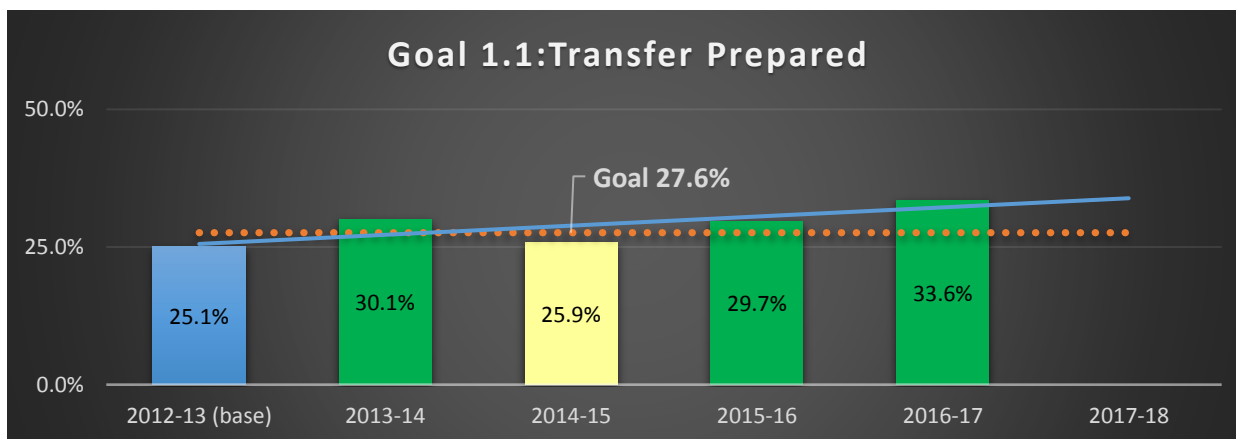
OBJECTIVE 2: IMPROVE TRANSFER RATE BY 10% OVER 5 YEARS

Transfer rate is determined by selecting a SPAR cohort and identifying the students that enrolled in any four-year institution within six years of beginning at Norco College. Enrollment at a four-year institution is identified by checking SPAR cohort students against the National Student Clearinghouse. Approximately 97% of institutions in higher education report enrollment to the National Student Clearinghouse.
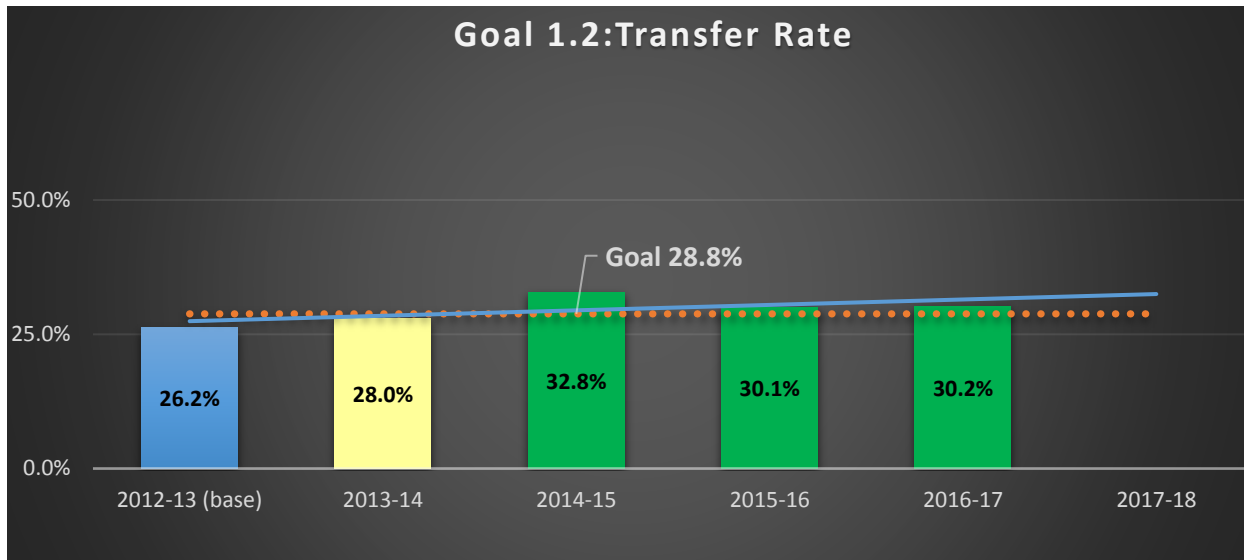
Goal 1.2:Transfer Rate

Year	Rate
2012-13 (base)	26.2%
2013-14	28.0%
2014-15	32.8%
2015-16	30.1%
2016-17	30.2%

Goal 28.8%

OBJECTIVE 3: INCREASE PERCENTAGE OF BASIC SKILLS STUDENTS WHO COMPLETE THE BASIC SKILLS PIPELINE BY SUPPORTING THE DEVELOPMENT OF ALTERNATIVES TO TRADITIONAL BASIC SKILLS CURRICULUM

This objective was measured by identifying students who initiated the basic skills pipeline (i.e. began in a course that is below degree-level in the sequence) during an academic year. The percentage of students who then continued on and successfully completed the degree-level course with a "C" or better within six years were considered to be pipeline completers.

Goal 1.3:English Pipeline Completion

Year	Rate
2012-13 (base)	37.6%
2013-14	38.0%
2014-15	38.4%
2015-16	39.1%
2016-17	40.5%

Goal 41.3%
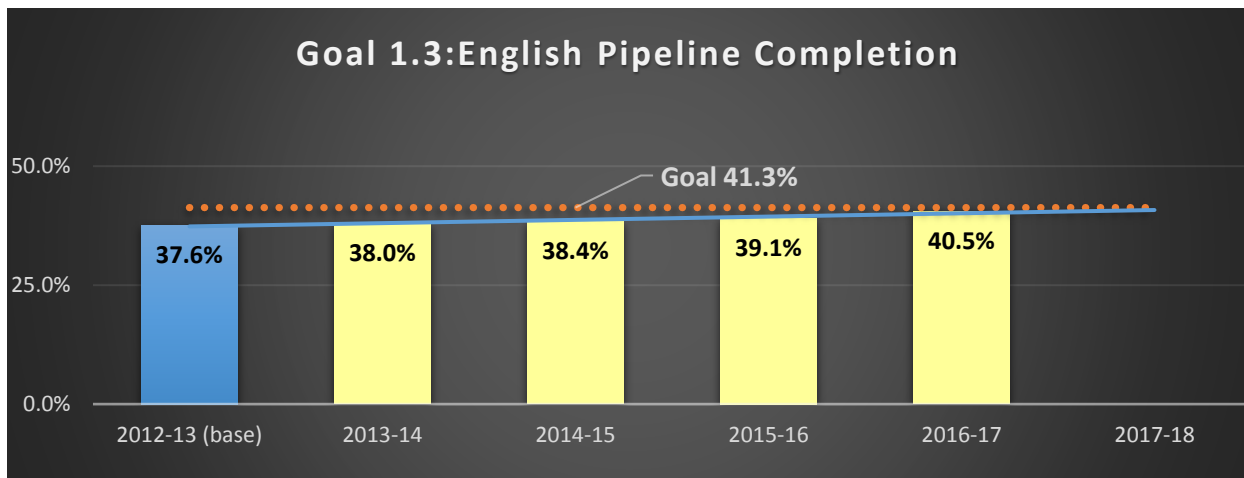
Goal 1.3:Math Pipeline Completion

Year	Value
2012-13 (base)	25.5%
2013-14	27.3%
2014-15	28.8%
2015-16	29.9%
2016-17	29.2%

Goal 28.1%

Goal 1.3:Reading Pipeline Completion

Year	Value
2012-13 (base)	29.4%
2013-14	22.4%
2014-15	25.0%
2015-16	24.7%
2016-17	21.5%

Goal 32.3%

Goal 1.3:ESL Pipeline Completion

Year	Value
2012-13 (base)	28.6%
2013-14	31.4%
2014-15	47.3%
2015-16	34.7%
2016-17	44.9%

Goal 31.5%
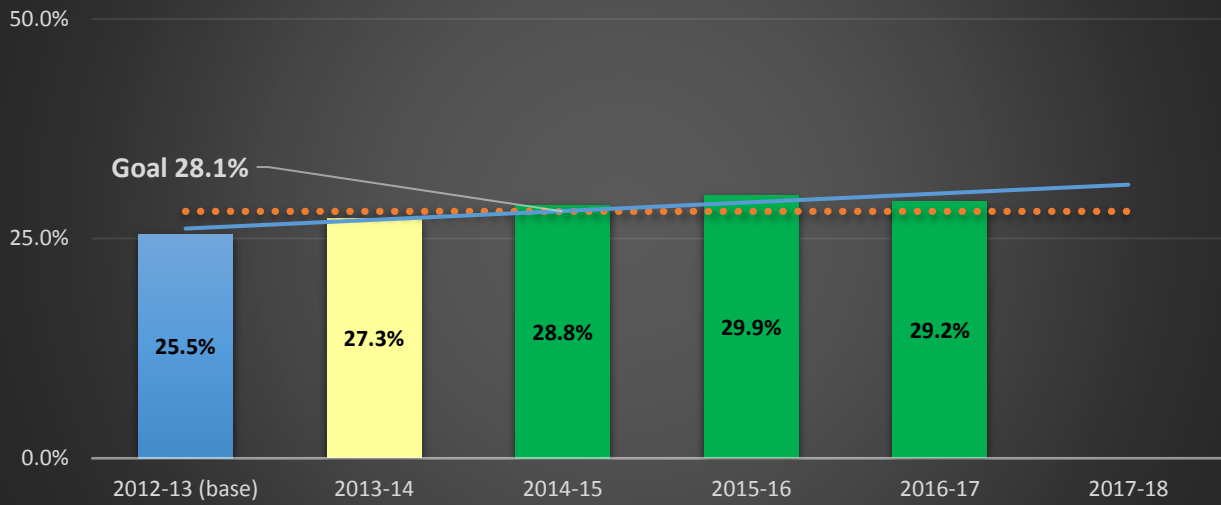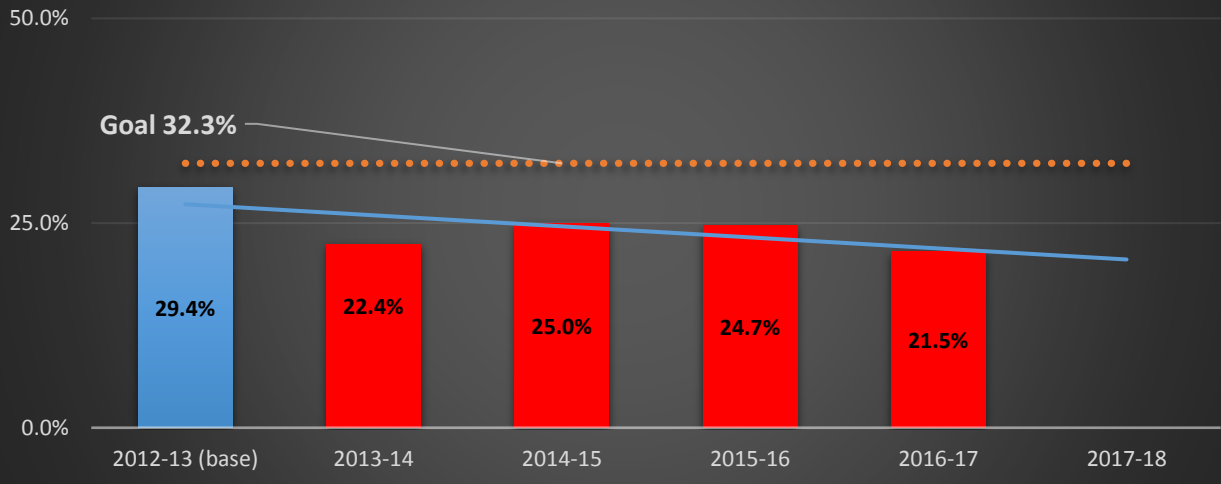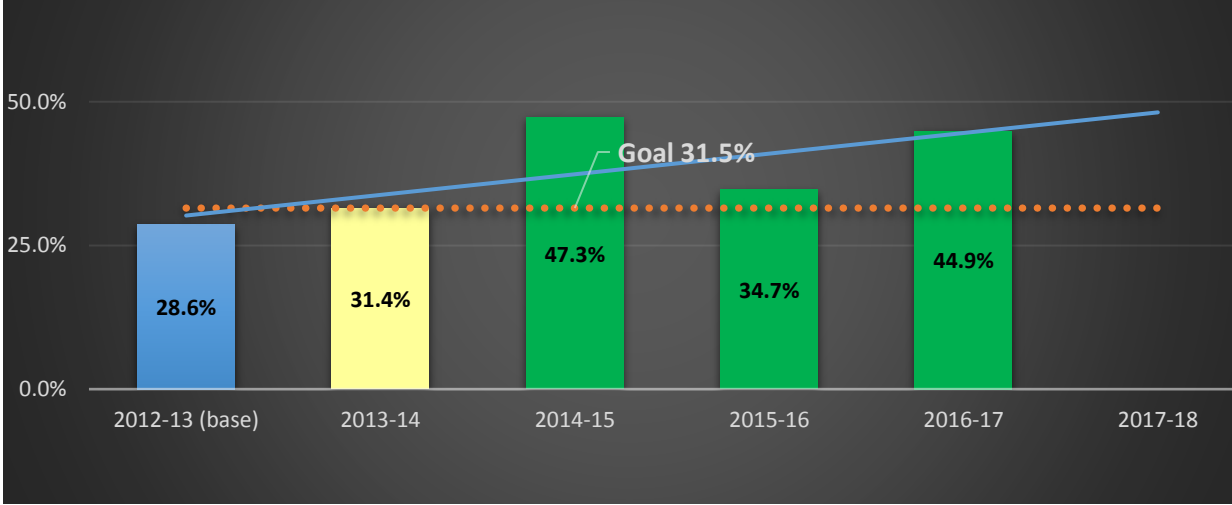
OBJECTIVE 4: IMPROVE PERSISTENCE RATES BY 5% OVER 5 YEARS (Fall-Spring; Fall-Fall)

Persistence is identified as the percentage of new students enrolling beyond census date in fall and also enrolling beyond census in the successive term(s). For Fall-Fall Persistence, students are required to enroll in the initial fall term, then next spring term and the following fall term to be counted as persistence. This follows the definition established by the California Community College Chancellor's office.

Goal 1.4:Persistence (Fall-Spring)

Goal 68.8%

2012-13 (base)	65.5%
2013-14	68.8%
2014-15	67.7%
2015-16	70.5%
2016-17	72.2%
2017-18	

Goal 1.4:Persistence (Fall-Fall)

Goal 48.8%

2012-13 (base)	46.5%
2013-14	51.1%
2014-15	50.0%
2015-16	53.4%
2016-17	53.0%
2017-18	
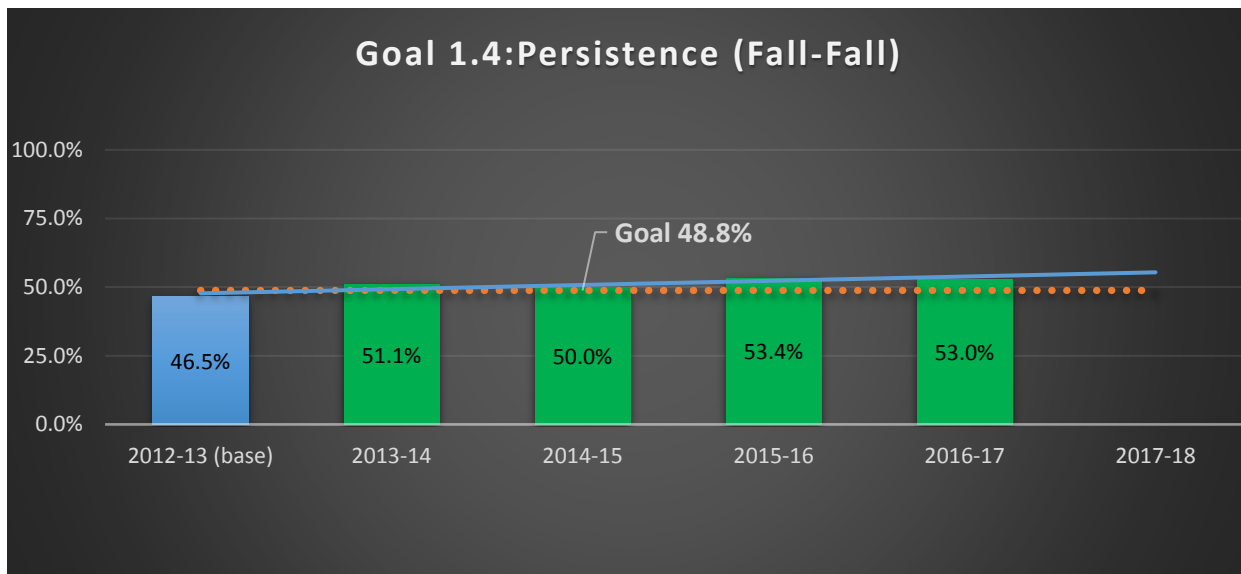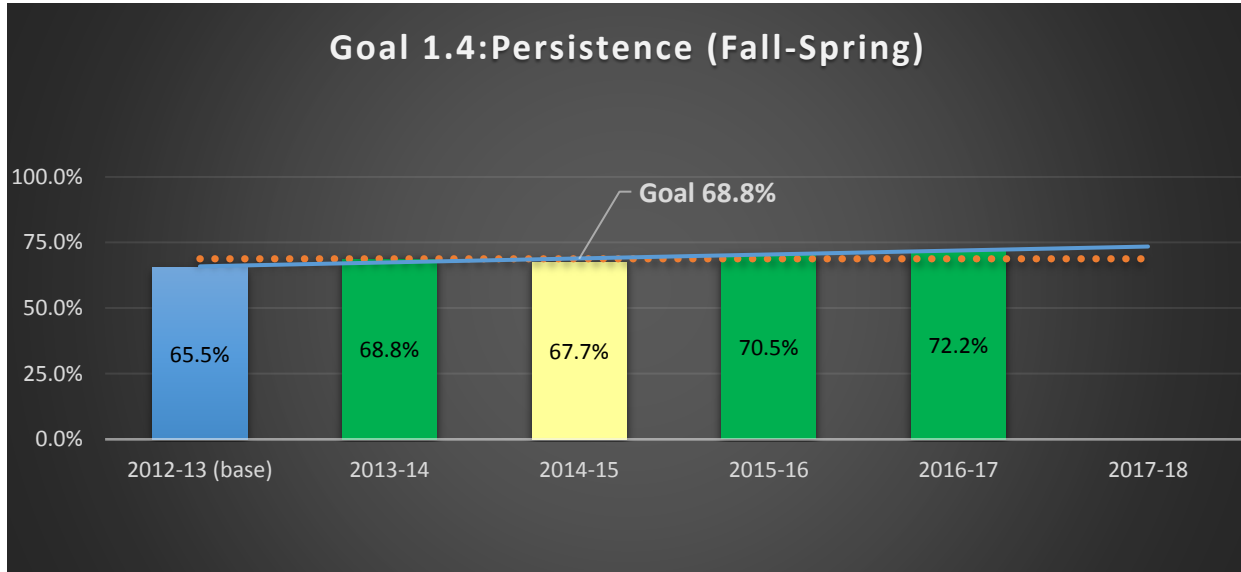
OBJECTIVE 5: INCREASE COMPLETION RATE OF DEGREES AND CERTIFICATES OVER 6 YEARS

Using the SPAR cohort, this objective follows new students starting in the fall semester for six years and identifies the percentage that complete an Associate of Arts or Associate of Science degree in any major for the degree completion rate. The certificate completion rate uses the same methodology as degree completion, but reports the percentage of students who complete a certificate of 18 units or higher in the six-year time period.

Goal 1.5:Degree Completion Rate

Goal 21.8%

Year	Rate
2012-13 (base)	19.8%
2013-14	18.9%
2014-15	21.1%
2015-16	19.7%
2016-17	20.6%
2017-18	

Goal 1.5:Certificate Completion Rate

Goal 6.5%

Year	Rate
2012-13 (base)	5.9%
2013-14	6.0%
2014-15	5.4%
2015-16	5.9%
2016-17	4.3%
2017-18	
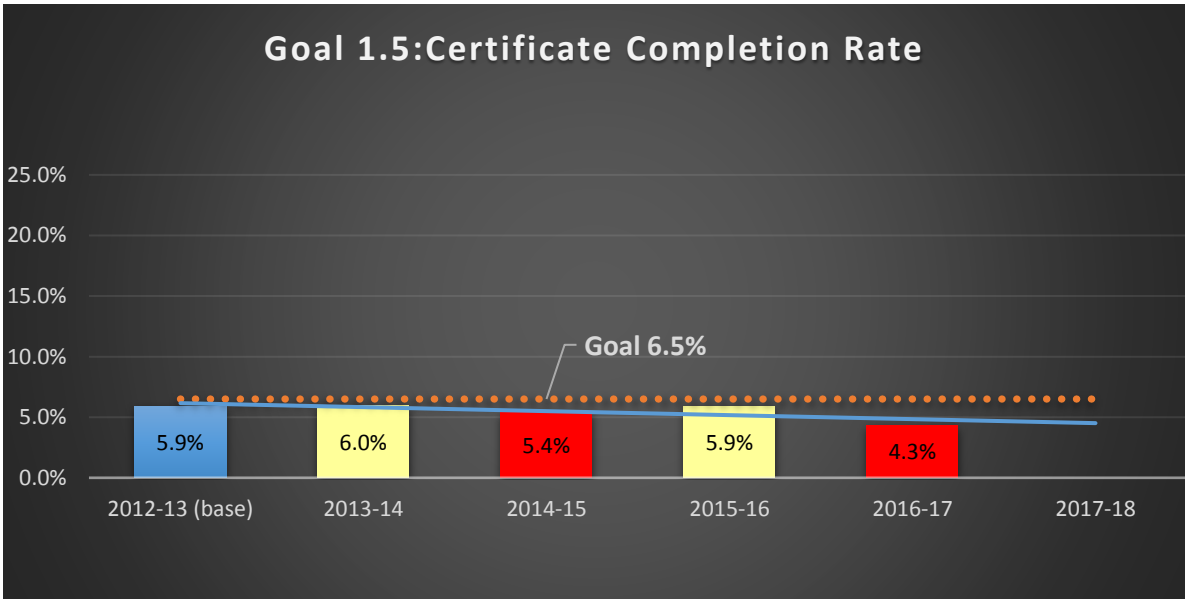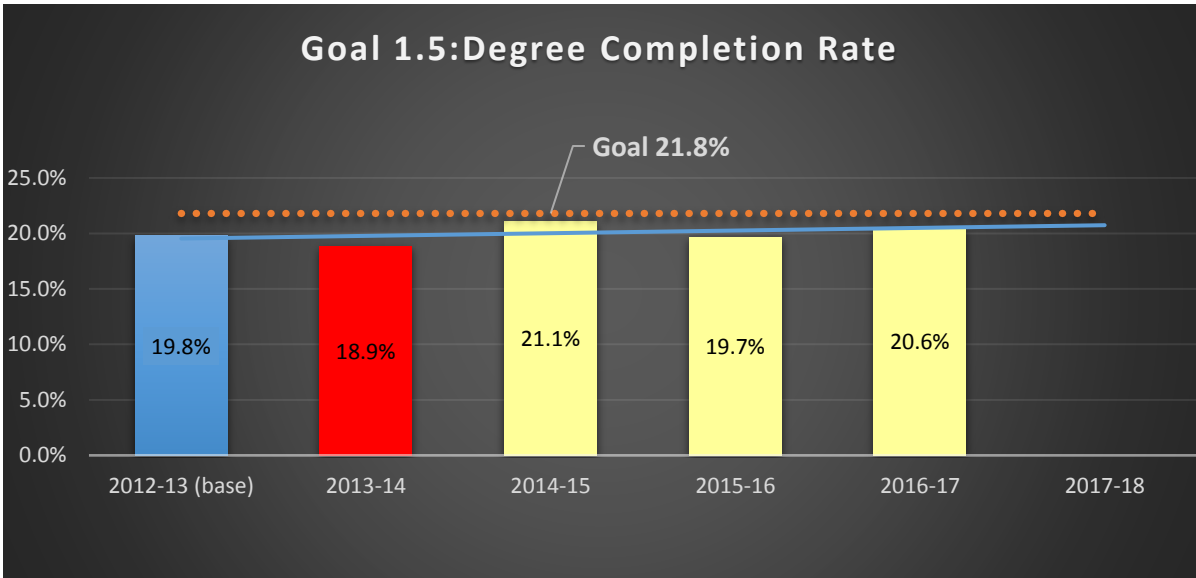
OBJECTIVE 6: INCREASE SUCCESS AND RETENTION RATES

Success is defined as the percentage of course enrollments (persisting past census) that receive a passing grade, i.e., "A", "B", "C", or "P". Retention is defined as the percentage of course enrollments (persisting past census) that do not receive a "W" grade. This objective reports annual rates which combine enrollments of all terms in an academic year to calculate success and retention.

Goal 1.6:Success Rate

Goal 73.0%

Year	Success Rate
2012-13 (base)	69.5%
2013-14	70.8%
2014-15	69.6%
2015-16	71.9%
2016-17	70.7%
2017-18	

Goal 1.6:Retention Rate

Goal 89.0%

Year	Retention Rate
2012-13 (base)	85.1%
2013-14	86.5%
2014-15	86.0%
2015-16	86.8%
2016-17	86.3%
2017-18	
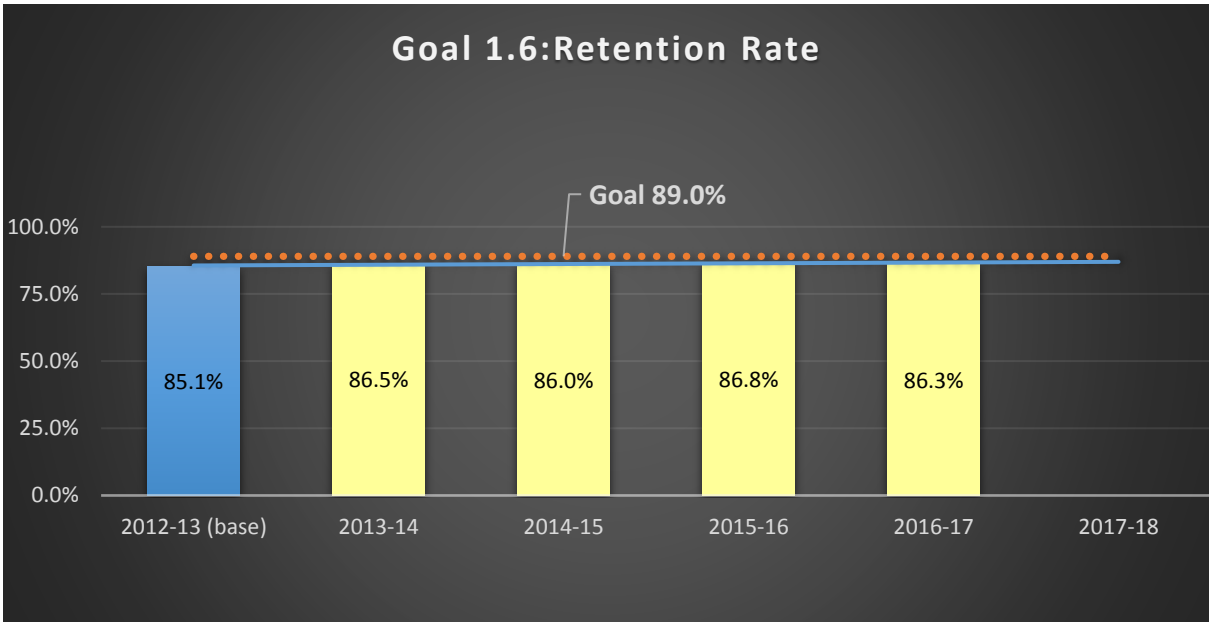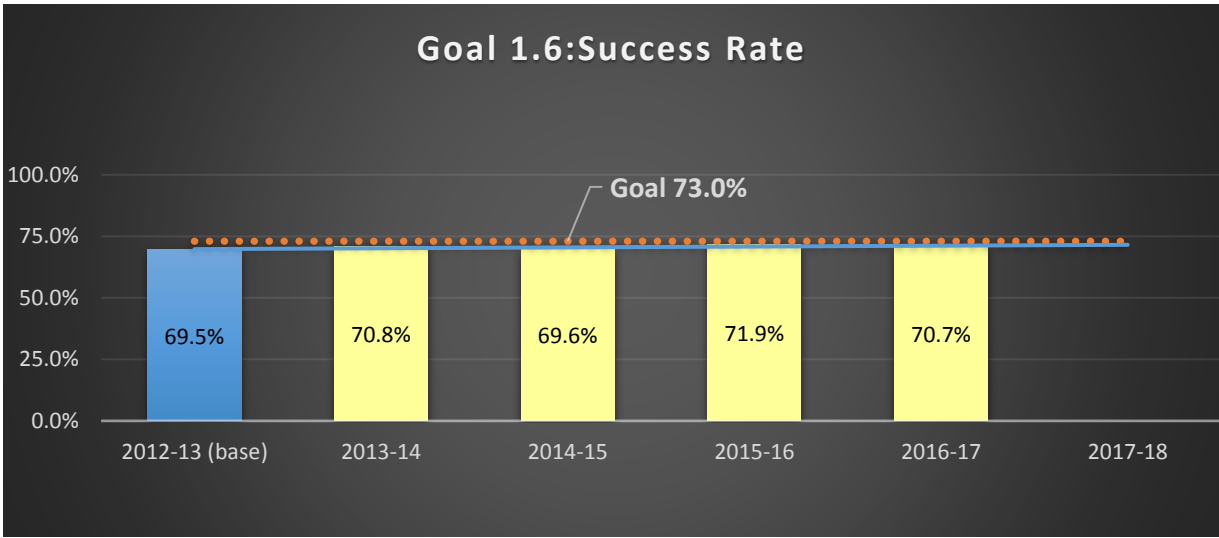
OBJECTIVE 7: INCREASE PERCENTAGE OF STUDENTS WHO COMPLETE 15 UNITS, 30 UNITS, 60 UNITS

Using SPAR cohort methodology, new students are tracked for six years and the percentage completing 15 units, 30 units, and 60 units are reported for these measures. There are no restrictions on the type of course for these units (basic skills, CTE, non-degree applicable, etc.) and a completed course is considered any enrollment with a "A", "B", "C", "D" or "P" grades.

Goal 1.7:Completion Rate-15 units

Year	Rate
2012-13 (base)	85.1%
2013-14	82.8%
2014-15	82.9%
2015-16	82.8%
2016-17	81.4%

Goal 90.0%
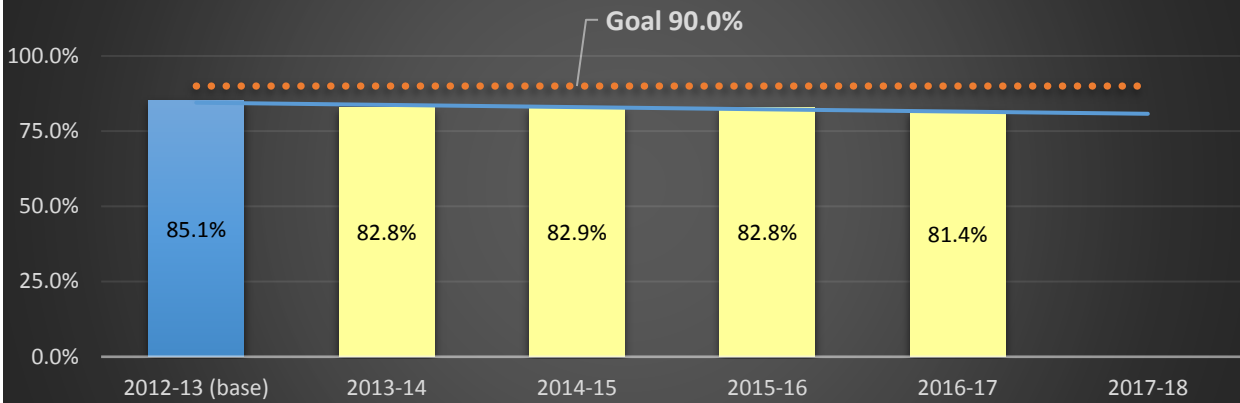
Goal 1.7:Completion Rate-30 units

Year	Rate
2012-13 (base)	66.5%
2013-14	65.0%
2014-15	61.9%
2015-16	64.1%
2016-17	63.5%

Goal 70.0%

Goal 1.7:Completion Rate-60 units

Year	Rate
2012-13 (base)	43.2%
2013-14	42.2%
2014-15	38.6%
2015-16	40.8%
2016-17	43.6%

Goal 46.0%
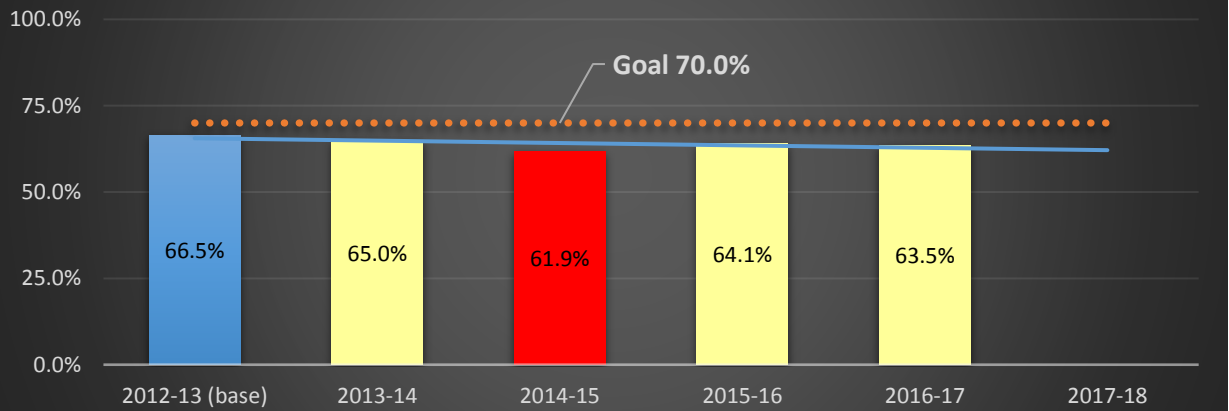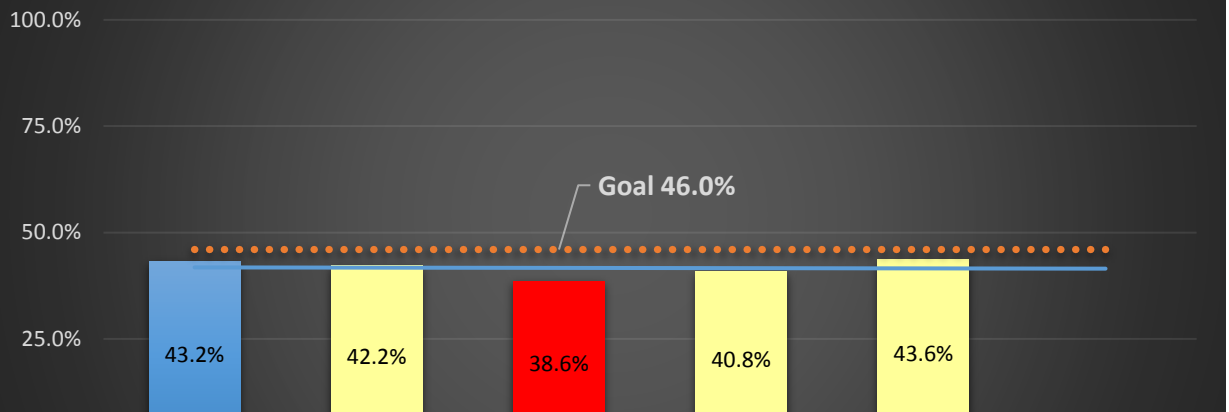
OBJECTIVE 8: INCREASE PERCENTAGE OF STUDENTS WHO BEGIN ADDRESSING BASIC SKILLS NEEDS IN THEIR FIRST YEAR

This objective focuses on all new students in fall semester who placed into basic skills courses and then identifies if they enrolled in a basic skills course during that academic year.

Goal 1.8:Begin Basic Skills in 1st Year

Goal 60.0%

Year	Value
2012-13 (base)	50.1%
2013-14	59.3%
2014-15	68.3%
2015-16	65.2%
2016-17	73.4%
2017-18	
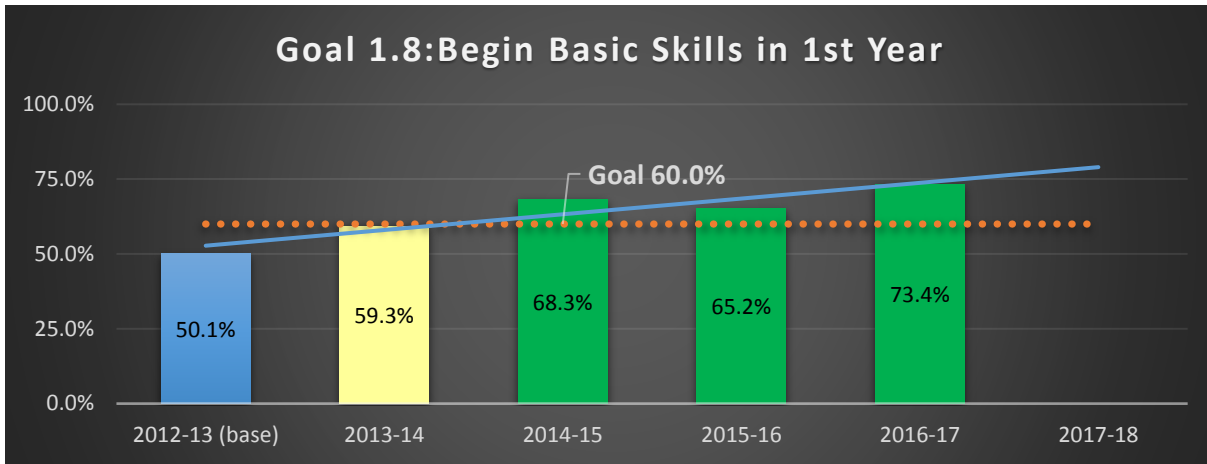
OBJECTIVE 9: DECREASE THE SUCCESS GAP OF STUDENTS IN ONLINE COURSES AS COMPARED TO FACE-TO-FACE INSTRUCTION

The success gap is defined as:

Success Rate for Face-to-Face Courses – Success Rate for Online Courses

For this objective the target is to lessen the percentage (gap) with the assumption that is best accomplished by raising the online course success rate (rather than lowering the face-to-face success rate).

Goal 1.9:FTF-OL Success Gap

Goal 6.5%

Year	Value
2012-13 (base)	9.3%
2013-14	6.0%
2014-15	5.7%
2015-16	8.4%
2016-17	6.8%
2017-18	
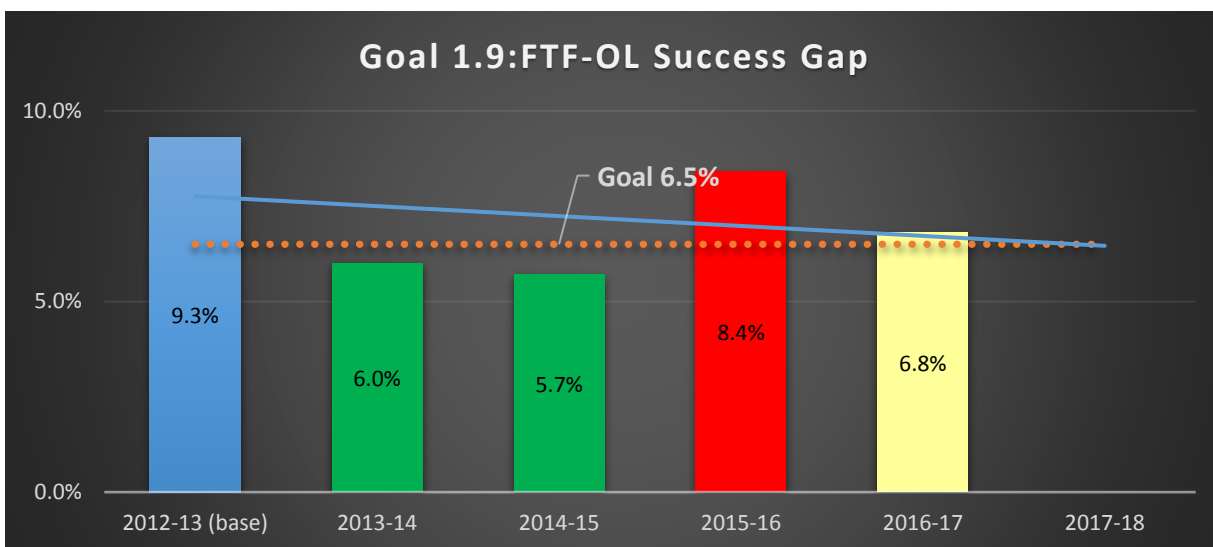
OBJECTIVE 10: INCREASE COURSE COMPLETION, CERTIFICATE AND DEGREE COMPLETION, AND TRANSFER RATES OF UNDERREPRESENTED STUDENTS

This objective uses the same definitions as Objectives 5 & 6, but disaggregates the outcomes by the four largest ethnic student groups: Asian, African-American, Hispanic, and White.

Goal 1.10:Course Completion by Groups-Asian

Year	Value
2012-13 (base)	76.8%
2013-14	77.7%
2014-15	76.8%
2015-16	79.8%
2016-17	77.8%

Goal 73.0%

Goal 1.10:Course Completion by Groups-African American

Year	Value
2012-13 (base)	61.7%
2013-14	62.6%
2014-15	62.0%
2015-16	67.0%
2016-17	66.6%

Goal 73.0%

Goal 1.10:Course Completion by Groups-Hispanic

| | 2012-13 (base) | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
Goal 73.0%
66.6% | 68.2% | 67.3% | 69.6% | 68.3%

Goal 1.10:Course Completion by Groups-White

Goal 73.0%
74.5% | 75.8% | 74.4% | 75.5% | 74.8%

Goal 1.10:Degree Completion by Groups-Asian

Goal 21.8%
14.3% | 23.6% | 21.5% | 20.5% | 27.5%

Goal 1.10: Degree Completion by Groups-African American

Goal 21.8%

2012-13 (base)	2013-14	2014-15	2015-16	2016-17	2017-18
20.4%	12.4%	16.9%	11.0%	15.3%	

Goal 1.10: Degree Completion by Groups-Hispanic

Goal 21.8%

2012-13 (base)	2013-14	2014-15	2015-16	2016-17	2017-18
19.6%	16.8%	17.5%	20.2%	21.5%	

Goal 1.10: Degree Completion by Groups-White

Goal 21.8%

2012-13 (base)	2013-14	2014-15	2015-16	2016-17	2017-18
21.7%	19.8%	20.6%	20.4%	18.3%	
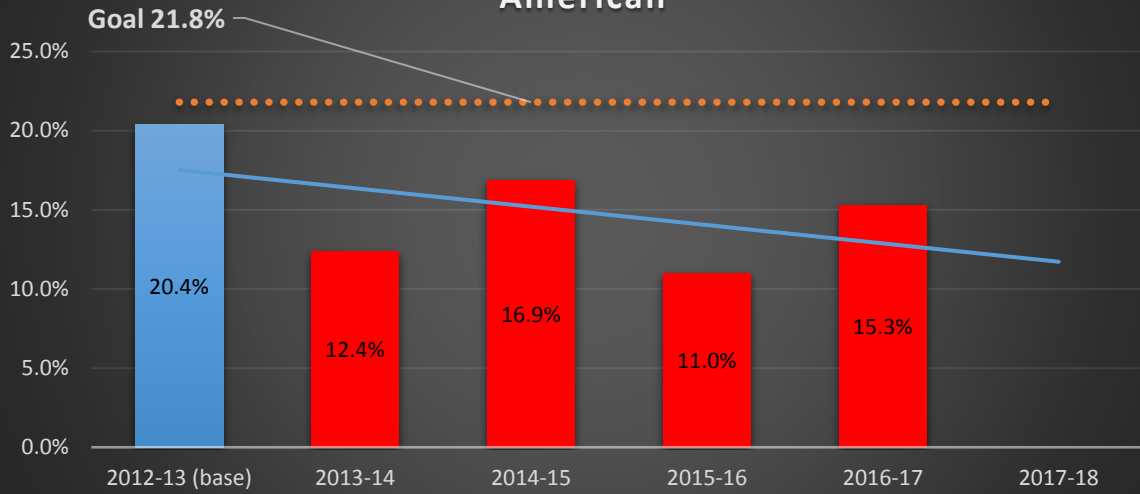
Goal 1.10:Certificate Completion by Groups-Asian

Goal 1.10:Certificate Completion by Groups-African American
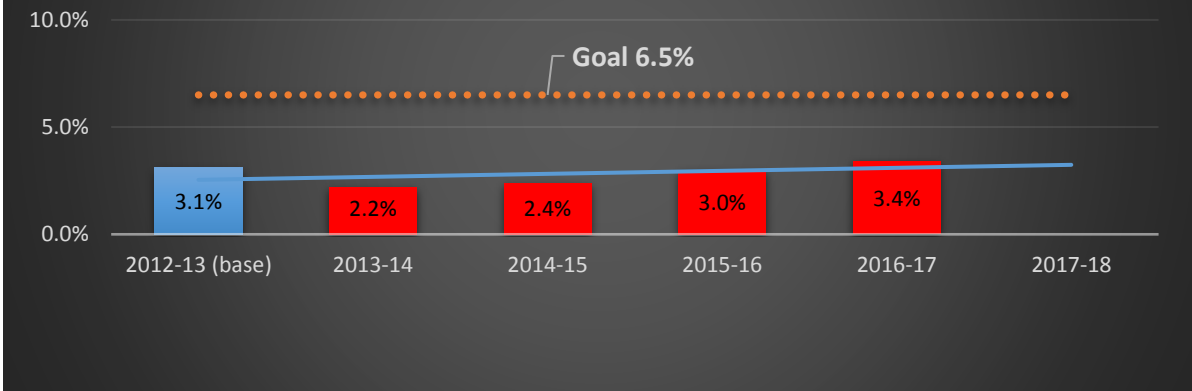
Goal 1.10:Certificate Completion by Groups-Hispanic

Goal 1.10:Certificate Completion by Groups-White

Goal 6.5%

- 2012-13 (base): 6.7%
- 2013-14: 6.8%
- 2014-15: 4.6%
- 2015-16: 7.4%
- 2016-17: 4.7%
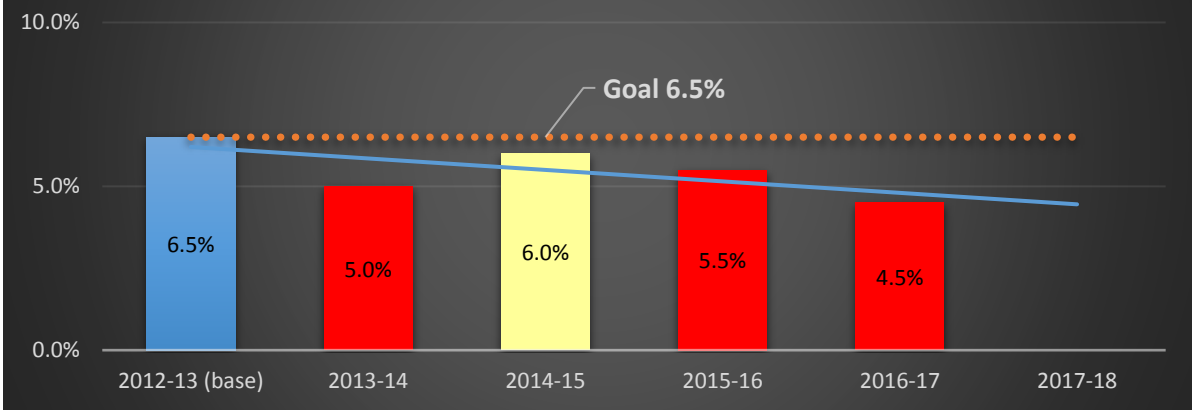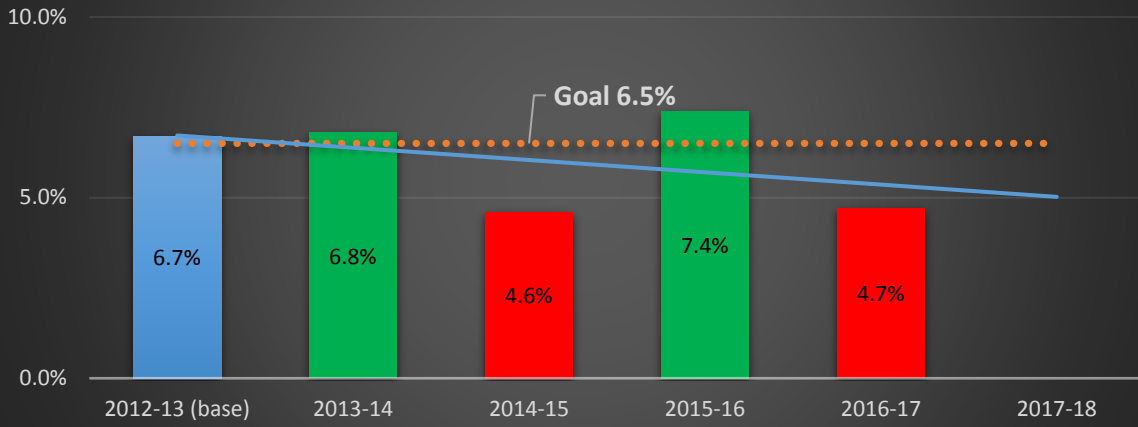
Goal 1.10:Transfer Rate by Groups-Asian

Goal 28.8%

- 2012-13 (base): 32.5%
- 2013-14: 35.8%
- 2014-15: 48.9%
- 2015-16: 50.0%
- 2016-17: 52.7%
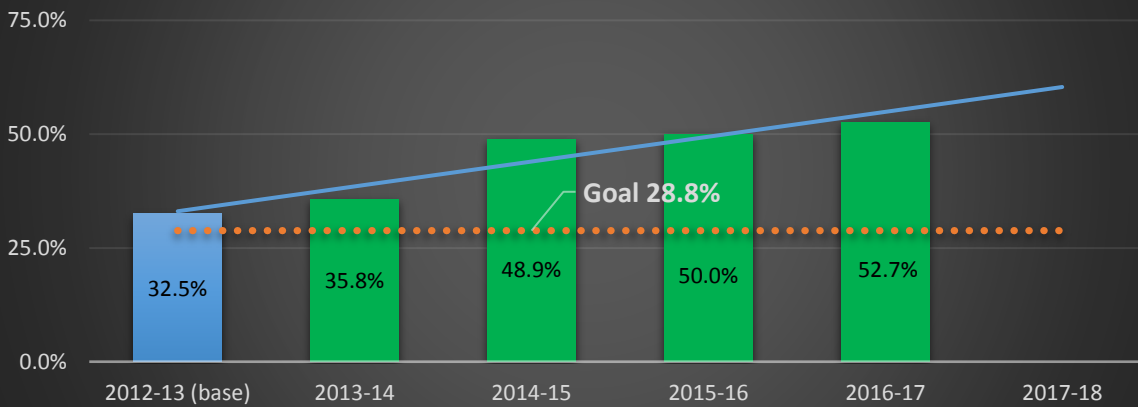
Goal 1.10:Transfer Rate by Groups-African American

Goal 28.8%

- 2012-13 (base): 32.7%
- 2013-14: 28.1%
- 2014-15: 43.4%
- 2015-16: 25.0%
- 2016-17: 22.0%

Goal 1.10:Transfer Rate by Groups-Hispanic

Goal 28.8%

2012-13 (base)	2013-14	2014-15	2015-16	2016-17	2017-18
21.5%	25.0%	23.8%	24.5%	26.8%	

Goal 1.10:Transfer Rate by Groups-White

Goal 28.8%

2012-13 (base)	2013-14	2014-15	2015-16	2016-17	2017-18
27.6%	29.0%	34.8%	34.2%	31.6%	
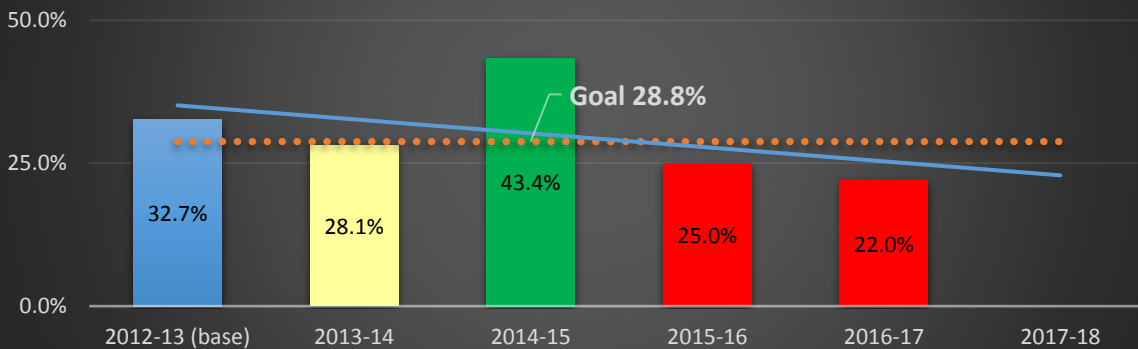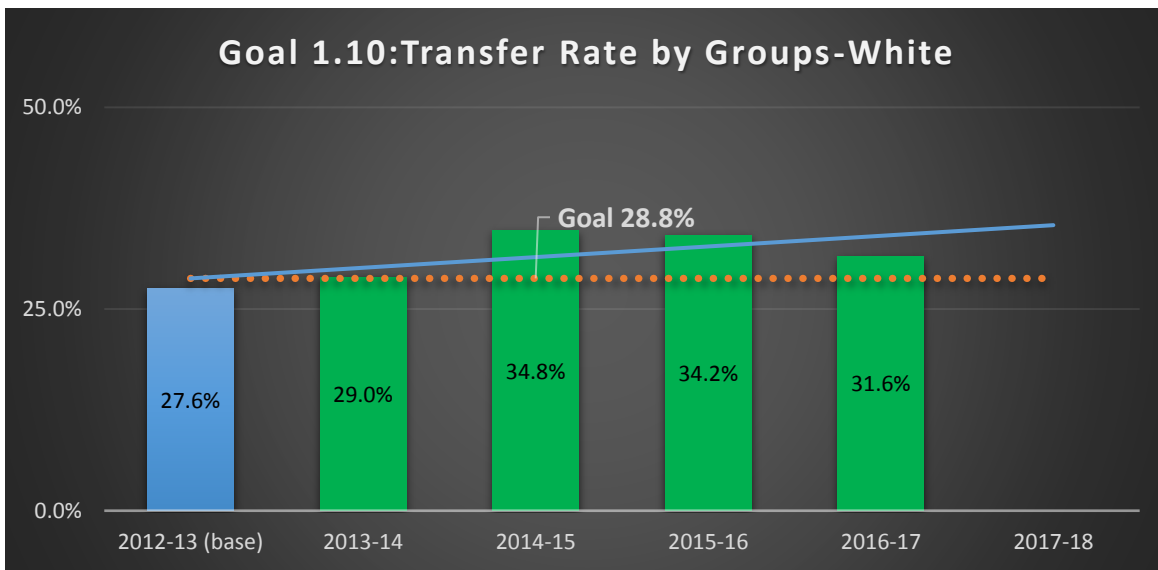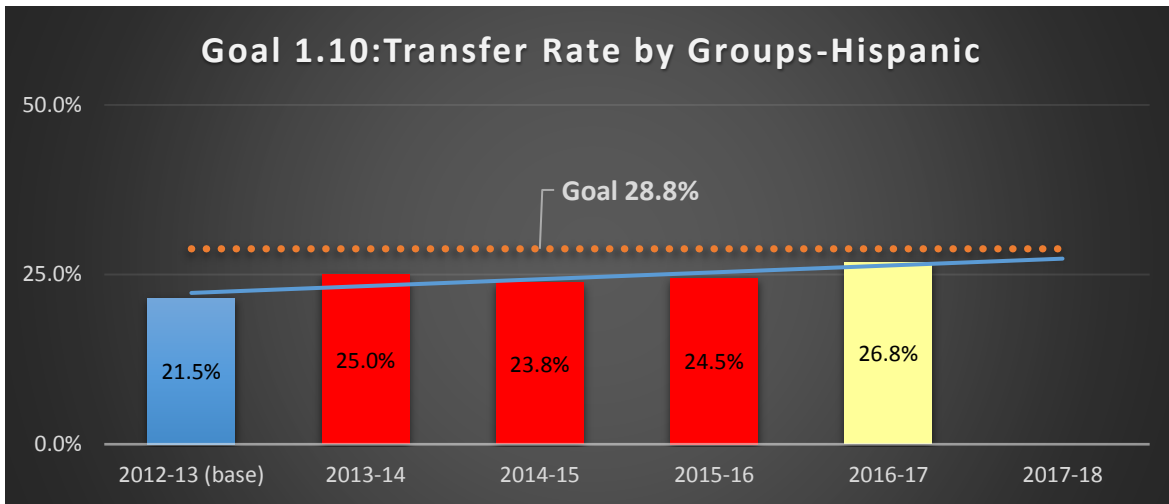
SUMMARY ON PROGRESS-GOAL 1

There are 33 metrics that comprise Goal 1. Of these, 14 have already met the five-year goal, 12 are within 90% of meeting the five-year goal, and 7 are less than 90% of meeting the five-year goal. Since there are now five years' of data including the base year, trend lines (in blue) show a visual indication of the data patterns during this strategic planning timeframe. Upon review of the data, metrics that have made the greatest gains in progress were Objectives 1(Transfer Prepared), 3 (ESL Pipeline Completion), 7 (Completion Rate-60 units), 8 (Begin Basic Skills in 1st year), and 10 (Course Completion-African American, Degree Completion-Asian & Hispanic, Transfer Rate-Asian, Hispanic & White). There have also been some noticeable decreases in a few of the metrics for Goal 1. Most notably, Objectives 3 (Reading Pipeline Completion), 5 (Certificate Completion Rate) and 10 (Degree Completion-African American & White, Certificate Completion-All groups and Transfer Rate-African American) showed downward trends, with all metrics moving or staying below 90% of target, the red zone. Reasons for these downward trend are not readily apparent. However, many of these outcomes were based on six-year cohorts and events (e.g. economic downturn, reduction in class offerings, etc.) occurring during that timeframe can affect student persistence and completion. The positive trends evident in the increase in the percentage of students who began taking basic skills courses in their first

year (Objective 8) is most likely due to the impact of the Summer Advantage program and effective enrollment management.

Goal 2-Improve the Quality of Student Life

OBJECTIVE 1: INCREASE STUDENT ENGAGEMENT

This objective measures student engagement through the five benchmark scores reported by the Community College Survey of Student Engagement (CCSSE). Benchmark scores are standardized scores with 50.0 representing the mean of the national sample for CCSSE.

Goal 2.1 Increase Student Engagement

Goal 50.0

	Act/Coll Lrng	St Effort	Acad Chall	Fac-Stu Inter	Supt Lrnrs
2013	46.9	45.6	49.0	44.1	49.0
2015	46.1	46.4	49.2	44.6	48.5
2017	46.4	48.3	47.8	42.9	47.9
Goal	50.0	50.0	50.0	50.0	50.0
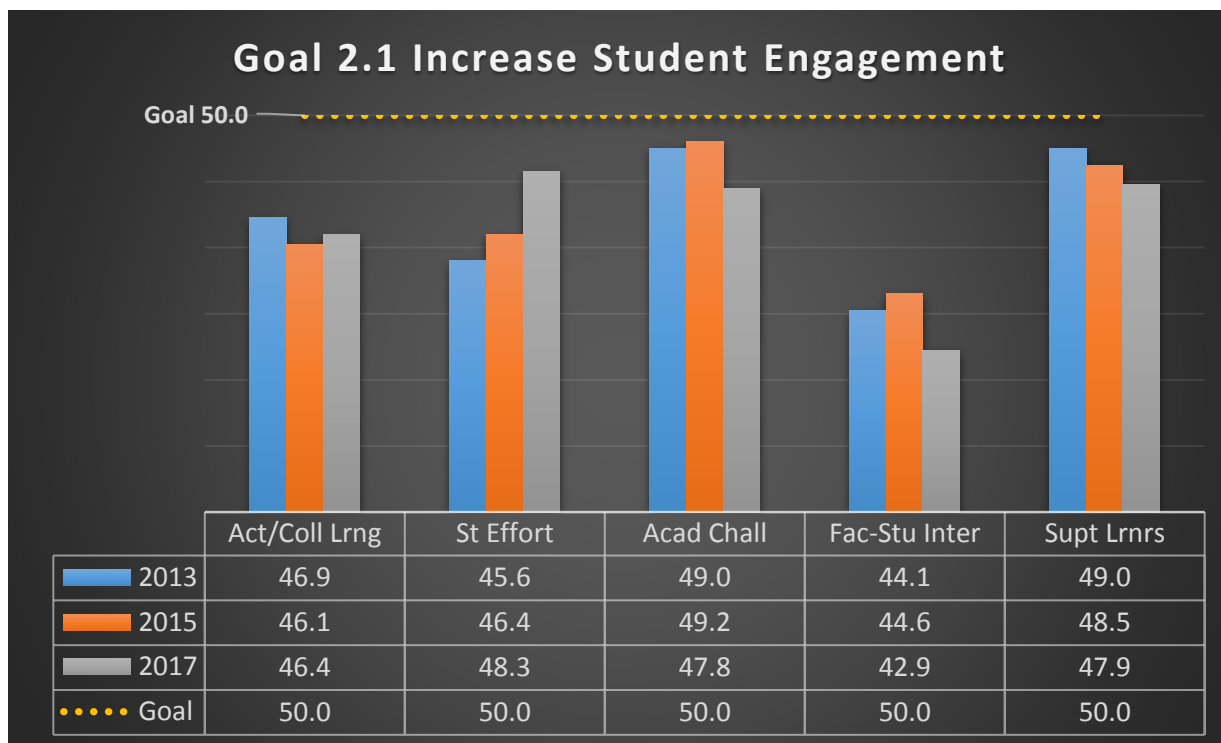
OBJECTIVE 2: INCREASE FREQUENCY OF STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES

This objective was measured by using two items from the CCSSE pertaining to student participation in co-curricular activities. The CCSSE instrument changed formats on the item assessing objective 2 for Using Student Organizations and incorporated frequency ranges (i.e., Never, 1 time, 2-4 times, 5 or more times) rather than the "Rarely/Never" to "Often" categories. There continued to be four response options on revised 2017 version which allowed fairly easy alignment to the previous 2015 version. In the 2017 CCSSE, the Student Organization item considered aligned with "Sometimes" or "Often" if the student selected "2-4 times" or "5 or more times". The second measurement was the percentage of students who reported any amount of hours/week spent on college-sponsored activities.

Goal 2.2 Reported "Sometimes" or "Often" on Frequency in Using Student Organizations

Year	Norco	Lg Colleges
2013	15.3%	17.4%
2015	14.3%	18.4%
2017	11.8%	11.8%

Goal 2.2 Reported Spending Any Amount of Hrs/Wk in College-Sponsored Activities

Year	Norco	Lg Colleges
2013	11.4%	18.0%
2015	11.2%	18.6%
2017	14.8%	18.6%
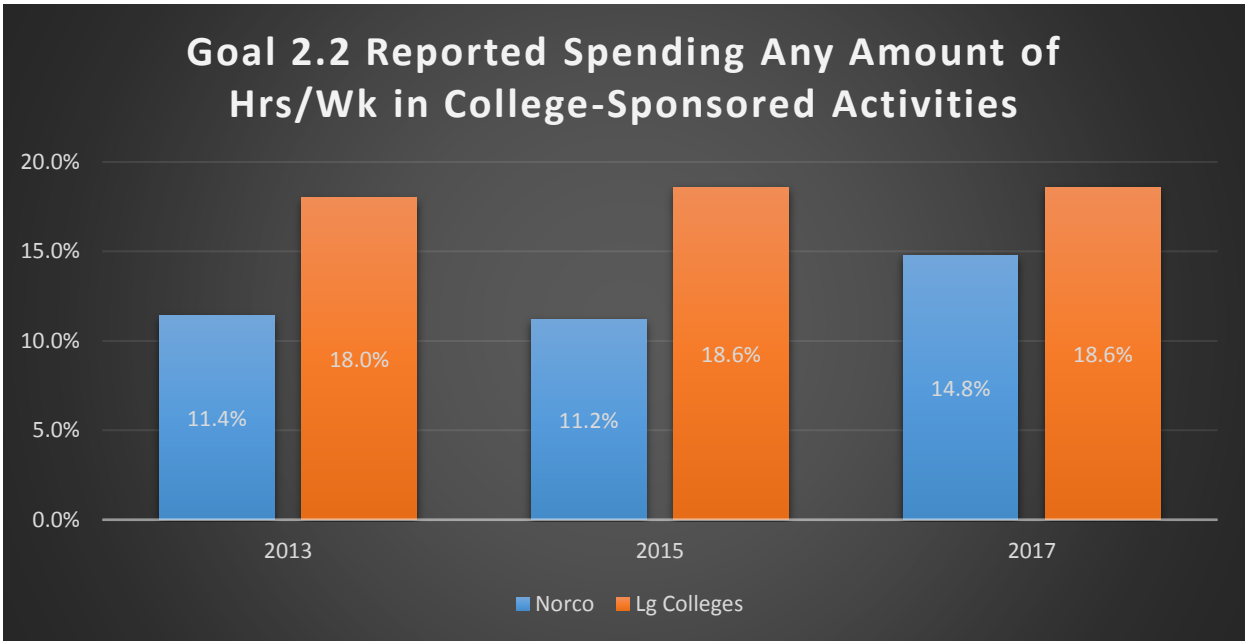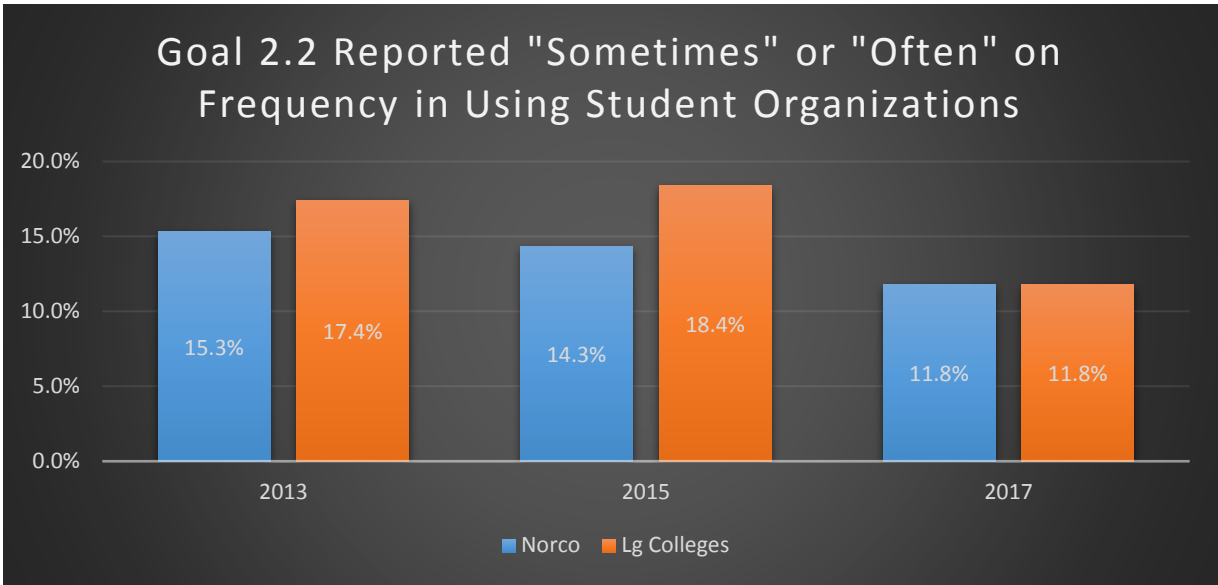
OBJECTIVE 3: INCREASE STUDENT SATISFACTION AND IMPORTANCE RATINGS FOR STUDENT SUPPORT SERVICES

Satisfaction and importance ratings were taken directly from CCSSE results of the Norco College sample. Students were asked to rate the following student support services: academic advising, career counseling, job placement, tutoring, skill labs financial aid, computer lab, transfer assistance, and services for the disabled. The four-point rating scale for student satisfaction ranged from "Not Applicable" (presumably from non-use) to "Very". The three-point rating scale for importance ranged from "Not at all" to "Very". Percentages for each of the following charts include students who reported "Somewhat" or "Very" on the questions for this objective.

Goal 2.3 Satisfaction Ratings for Student Support Services

Goal 90%

	Acad Adv	Career Cns	Job Plc	Tutoring	Skill Labs	Fin Aid	Cmptr Lab	Trans Asst	Svcs Disabled
2013	91%	85%	65%	83%	88%	81%	92%	81%	75%
2015	89%	84%	64%	82%	85%	88%	90%	79%	73%
2017	90%	83%	60%	88%	84%	86%	90%	82%	73%
Goal	90%	90%	90%	90%	90%	90%	90%	90%	90%
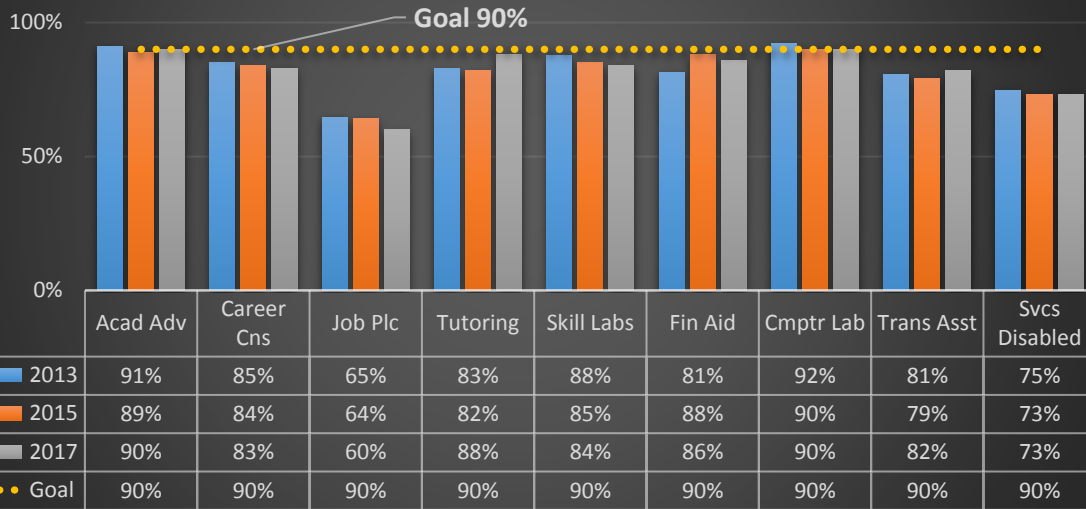
Goal 2.3 Importance Ratings for Student Support Services

Goal 90%

	Acad Adv	Career Cns	Job Plc	Tutoring	Skill Labs	Fin Aid	Cmptr Lab	Trans Asst	Svcs Disabled
2013	91%	83%	66%	74%	77%	79%	78%	79%	58%
2015	92%	88%	71%	77%	78%	84%	79%	79%	63%
2017	92%	82%	66%	77%	75%	80%	73%	84%	61%
Goal	90%	90%	90%	90%	90%	90%	90%	90%	90%
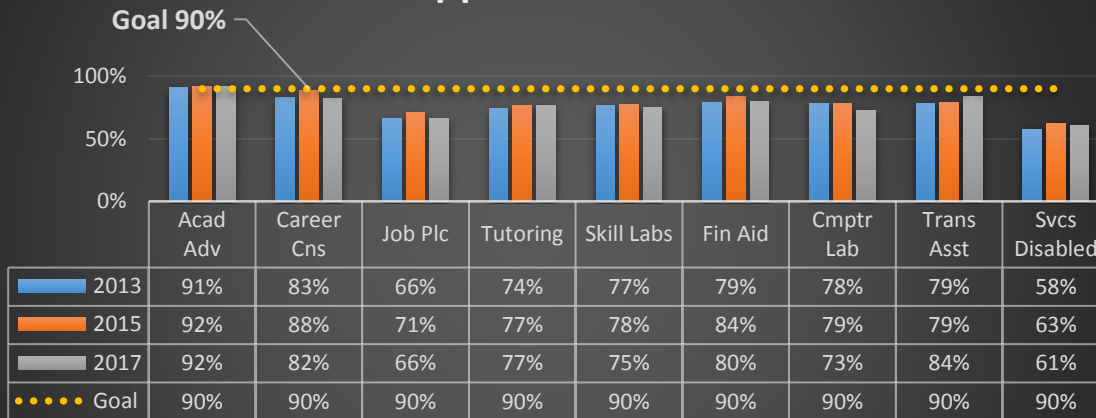
OBJECTIVE 4: INCREASE THE PERCENTAGE OF STUDENTS WHO CONSIDER THE COLLEGE ENVIRONMENT TO BE INCLUSIVE

The percentage for 2016 was derived from a new Campus Climate Survey from a third party vendor. The survey allowed up to three individual college questions to be included. The percentage shown in the chart below was an average of two questions asking students to report how accepted they felt by instructors or employees, and the other question asked how accepted they felt by other students. The 2013 measure was an aggregate of six different questions on a previous Campus Climate Survey. The difference in instrument and

questions may account for some of the difference between measures/years in the chart below. This metric was not calculated in 2017 and will not be recalculated another climate survey is administered to students.

Goal 2.4 Students Reporting College as Inclusive

Year	Percentage
2013	97.2%
2016	82.4%
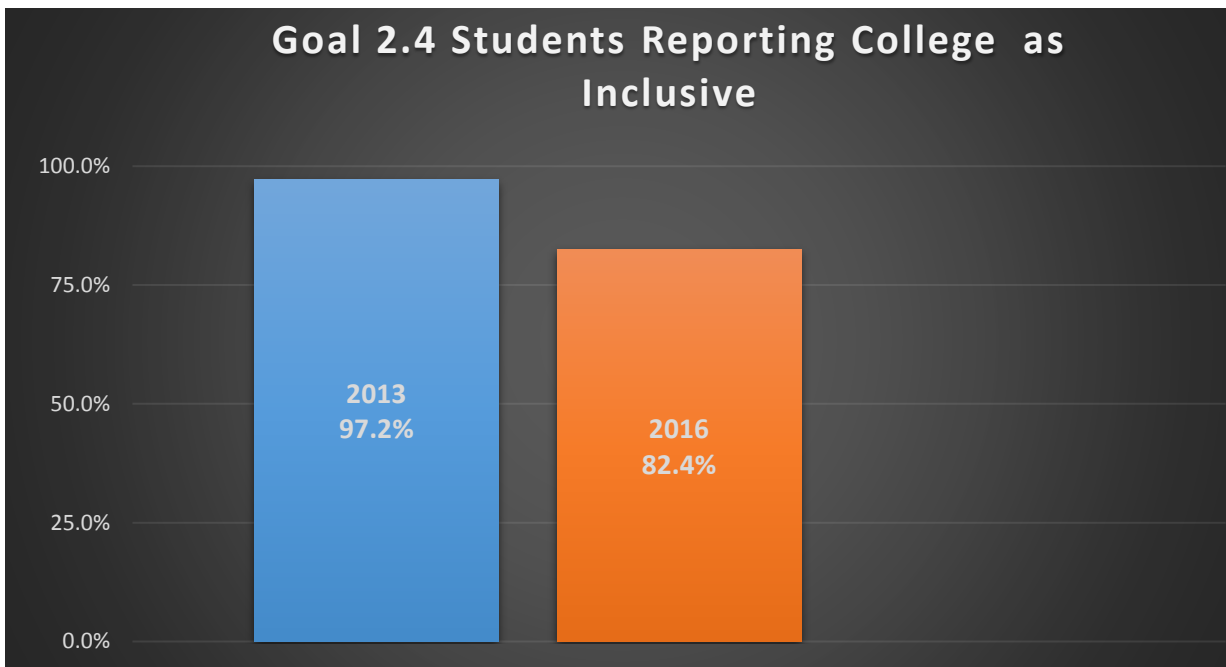
OBJECTIVE 5: DECREASE THE PERCENTAGE OF STUDENTS WHO EXPERIENCE UNFAIR TREATMENT BASED ON DIVERSITY-RELATED CHARACTERISTICS

As mentioned in Objective 4 above, this measurement was one of three individual college questions included in a third-party campus climate survey. The percentage for 2016 is taken from one question which asked if since the beginning of the current school year, students had experienced unfair treatment at the college. The rating scale ranged from "Never (0 times)" to "Frequently (more than 4 times)", and the percentage reported for this objective was based on students reporting anything other than "Never". This metric was not calculated in 2017 and will not be recalculated until another student climate survey is conducted.

Goal 2.5 Reported Experiencing Unfair Treatment (Witnessing)

Year	Percentage
2013	42.7%
2016	27.8%
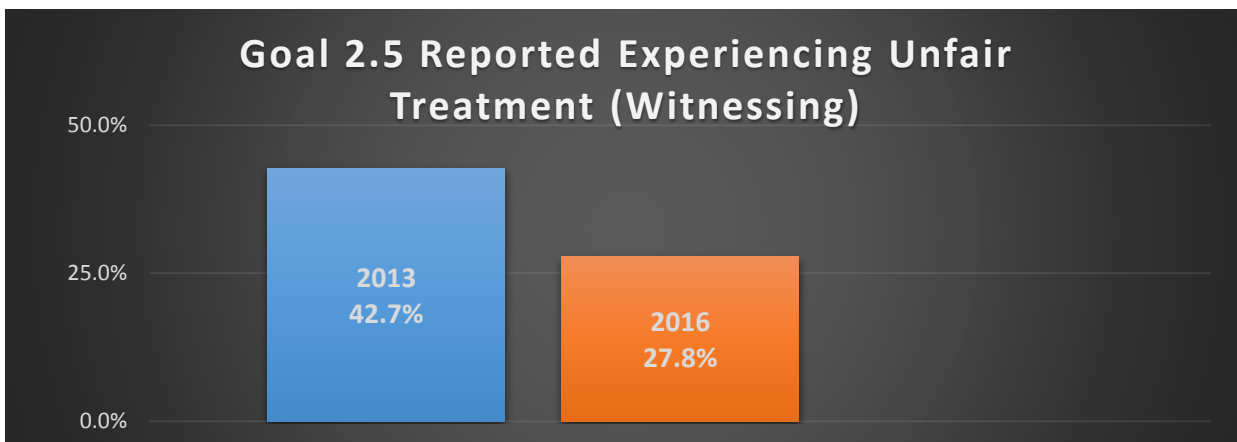
OBJECTIVE 6: INCREASE CURRENT STUDENTS' AWARENESS ABOUT COLLEGE RESOURCES DEDICATED TO STUDENT SUCCESS

This objective was reported to be measured through qualitative means via a report focusing on the use of college hour (see Goal 2 Action Plan in Appendix B). To date, neither the overseeing committee nor the responsible parties have produced the report.

SUMMARY ON PROGRESS-GOAL 2

Most of the objectives in Goal 2 were measured through the Community College Survey of Student Engagement (CCSSE) which was administered during spring 2017. None of the CCSSE benchmarks (Objective 1) have met the 5-year goal and three benchmarks (Academic Challenge, Faculty-Student Interaction, and Support for Learners) have seen decreases from 2015. The Student Effort benchmark has seen a steady increase from 2013 to 2017 and is approaching the 50% target.

As mentioned above, the responses were changed on the item assessing percentage of students who use student organization sometimes/often to reflect a numerical frequency. Although we do see a steady decrease in participation in student organizations from 2013 to 2017, the gap that existed between Norco College and large colleges has disappeared in the current year. This may indicate a systematic perception difference between what "Often" means between Norco College students and students in other large colleges until the item became quantified. As for the other CCSSE item comprising this objective, the percentage of students who spent any time at college-sponsored activities increased by over 32% from 2015 to 2017 (while the percentage of students at large college remained constant).

In Objective 3, we see small changes in Student Satisfaction Ratings for Support Services for 2017 compared to previous years in all metrics except for Job Placement and Tutoring. While students seemed to express less satisfaction with Job Placement (4% decreases from 2015, also lowest rating of all metrics), there was a 6% increase in student satisfaction over Tutoring from 2015. The Importance Ratings for Student Support Services remained largely unchanged from 2013 through 2017, with students continuing to heavily prioritize academic advisement which very likely is reflective of counseling services. Fortunately, the satisfaction rating for Academic Advisement has also remained high (the only importance metric to meet goal), suggesting that the support services are meeting the students' demands in this area.

Objectives 4 and 5 were not assessed during the 2016-17 academic year, and Objective 6 has not been addressed yet by the overseeing committee.

Goal 3-Increase Student Access

OBJECTIVE 1: INCREASE PERCENTAGE OF STUDENTS WHO DELCARE AN EDUCATIONAL GOAL

Prior to 2014-15, to declare an educational goal, students had to complete a student educational plan with a counselor that contained an identified educational goal. This was how a student had an informed educational

goal and was captured as the SM01 data element. In 2014-15, the Student Success (SS) data elements replaced the matriculation (SM) data elements. In the transition, there was not an exact equivalent within the SS data to the SM01 data element. However, since SM01 was directly tied to the creation of a comprehensive educational plan, analyzing the total number of students who completed a comprehensive educational plan (SS09) would be a close approximate measure to the former SM01 data element. The only shortcoming with SS09 is that it only reflects educational plans created in a specific term. To capture an accurate measure of educational goals declared by all students, comprehensive educational plan development was gathered over a period of three years. The percentage listed below is that of students enrolled during fall 2016 and reflects educational plan development occurring during 2014-15, 2015-16 or 2016-17.

Goal 3.1 Percentage of Students Declaring an Ed Goal

	2012-13 (base)	2013-14	2014-15	2015-16	2016-17	2017-18
	36.4%	39.2%	38.0%	55.3%	41.2%	

Goal (5% increase each year), 44.2%
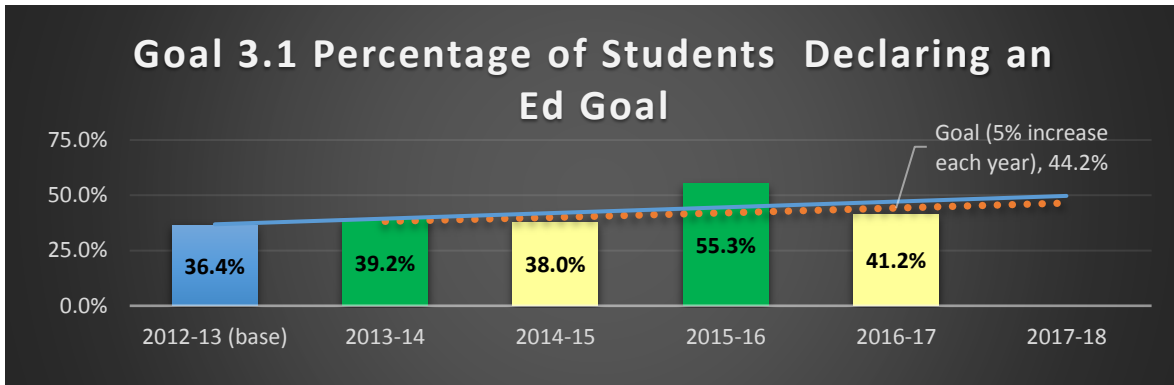
OBJECTIVE 2: INCREASE PERCENTAGE OF NEW STUDENTS WHO DEVELOP AN EDUCATIONAL PLAN

This objective analyzed the percentage of new students that developed a comprehensive (longer than one term) educational plan with a counselor during the academic year. To be counted, students would have been identified as new to college any time during the academic year. An important change to the data collection process pertaining to Objectives 2 & 3 occurred during 2014-15. This change involved the transition to a completely new set of data elements (SS) as explained in Objective 1. A change in the SS data elements from previous data is that they identify whether an abbreviated or comprehensive educational plan was developed. The percentages in the following two objectives identify what percentage of specified students developed a comprehensive educational plan any time during the academic year. The chart below shows educational plan development over the past 5 years.
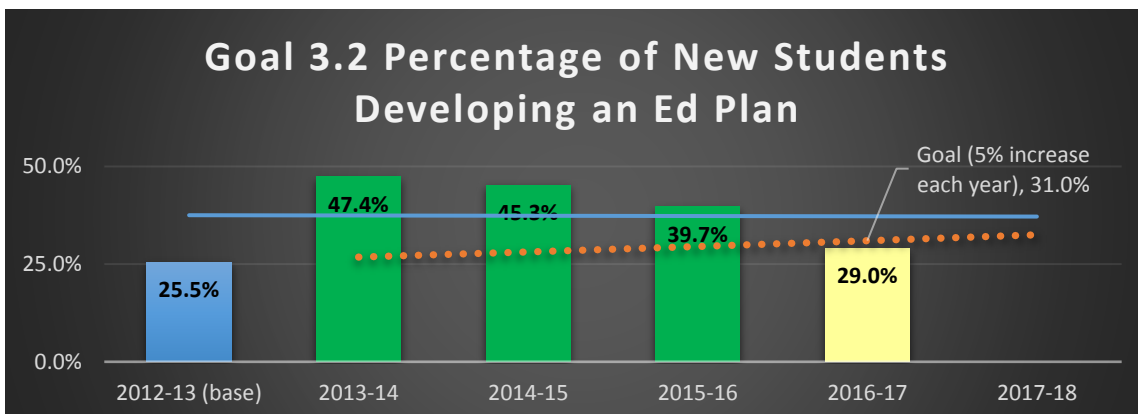
Goal 3.2 Percentage of New Students Developing an Ed Plan

	2012-13 (base)	2013-14	2014-15	2015-16	2016-17	2017-18
	25.5%	47.4%	45.3%	39.7%	29.0%	

Goal (5% increase each year), 31.0%

OBJECTIVE 3: INCREASE PERCENTAGE OF CONTINUING STUDENTS WHO DEVELOP AN EDUCATIONAL PLAN

This objective follows the same methodology as Objective 2, but identifies educational plans developed by continuing students. The chart below shows educational plan development over the past three years for students who were classified as continuing throughout the time they were enrolled during the academic year.

Goal 3.3 Percentage of Continuing Students Developing an Ed Plan

Year	Percentage
2012-13 (base)	23.8%
2013-14	27.5%
2014-15	19.8%
2015-16	28.7%
2016-17	22.8%

Goal (5% increase each year), 28.9%
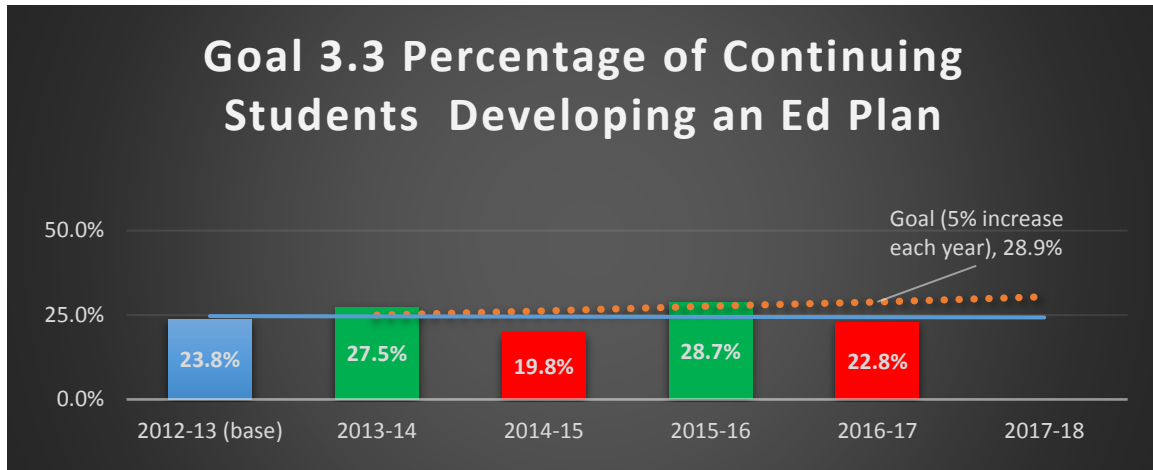
OBJECTIVE 4: ENSURE THE DISTRIBUTION OF OUR STUDENT POPULATION IS REFLECTIVE OF THE COMMUNITIES WE SERVE

The comparison between student population and service area was measured by disaggregating the annual student headcount by ethnicity, and then comparing that distribution to the most recent ethnic distribution provided by census (American Community Survey 5-Year Estimates 2010-14). The service area for this objective was defined as the cities of Norco, Corona, Eastvale, and Riverside. For the strategic planning goals no target was set for what a "reflective distribution" might be. However, following the convention of this strategic plan, student populations within 90% or greater of the service area were considered at an acceptable level to be representative.

Goal 3.4 Distribution of Student Population vs. Service Area

	Black	Native American	Asian	Filipino	Hispanic	Two or more	Pacific Islander	Unknown	White
Norco College	5.9%	0.3%	6.6%	2.3%	58.2%	2.4%	0.3%	0.4%	23.6%
Service Area	5.6%	0.4%	7.6%	2.4%	47.0%	2.9%	0.3%	0.2%	33.6%
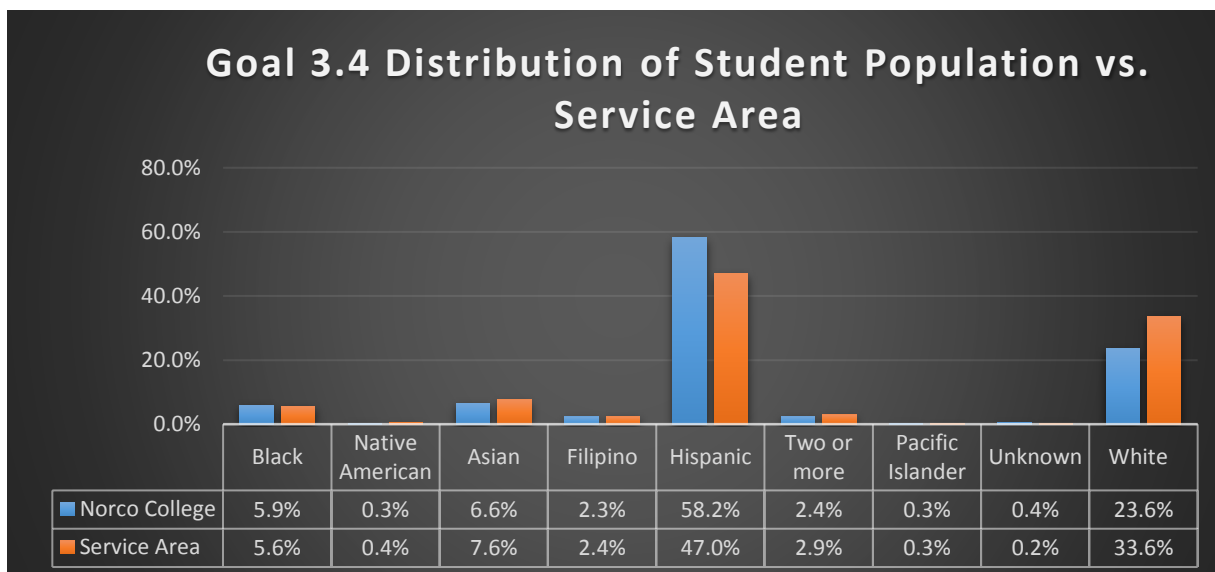
OBJECTIVE 5: REDUCE SCHEDULING CONFLICTS THAT NEGATIVELY IMPACT STUDENT COMPLETION OF DEGREES AND PROGRAMS

No activities or target outcomes were submitted to address this objective. This will be addressed in next year's report after an action plan is submitted.

SUMMARY ON PROGRESS-GOAL 3

Following a strong year for Objectives 1 (Declaring Educational Goal), 2 (Educational Plan Development-New Students), and 3 (Education Plan Development-Continuing Students) in 2015-16, we see a sharp drop-off in all three objectives. Objectives 1 and 2 remain within 90% of the goal; however, objective 3 has fallen below 90% of the goal. As mentioned above, some of this might have to do with the transition from the matriculation (SM) to student success (SS) data elements, but programmatic interpretations for why this occurred will remain with the student services personnel involved. Although Objective 2 has been above the goal in three of the past five years, it has constantly declined over the past four years. The increasingly large reduction in percentage from one year to the next, may indicate an area of concern. Objective 4 indicated that Norco College reflected the service area (Corona, Norco, Eastvale, and Riverside) quite closely. The greatest differences were in Hispanic students who were attending in greater percentages than the service area, and white students that attended in lower percentages than the service area. No update was available on Objective 5.

Goal 4-Create Effective Community Partnerships

OBJECTIVE 1: INCREASE THE NUMBER OF STUDENTS WHO PARTICIPATE IN SUMMER BRIDGE PROGRAMS OR BOOT CAMPS

Summer bridge or boot camp programs were defined as any activities spanning multiple days, operating during the summer, and focused on preparing potential fall enrollees for a successful educational experience at Norco College. At this point, the only program fitting that definition is Summer Advantage. So the numbers on the chart below are only for participation in Summer Advantage.

Number of Students in Summer Bridge/Boot Camps.

Year	Students
2012-13 (base)	145
2013-14	280
2014-15	499
2015-16	520
2016-17	457
2017-18	(Goal 600)
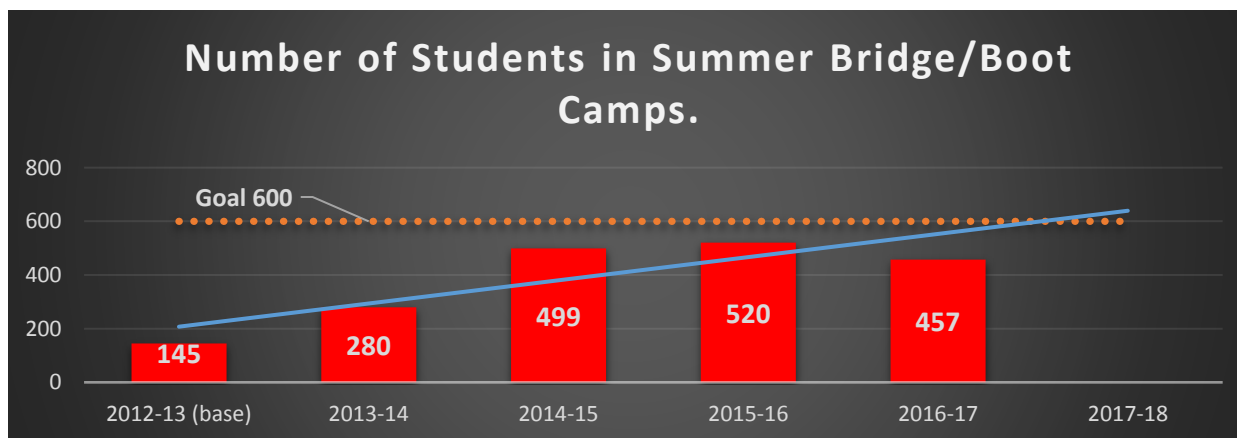
OBJECTIVE 2: INCREASE THE NUMBER OF INDUSTRY PARTNERS WHO PARTICIPATE IN INDUSTRY ADVISORY COUNCIL ACTIVITIES

This objective is captured by annual headcount of industry partners participating in the Industry Breakfast event. The numbers for the chart below were provided by the office of the Dean of Instruction, CTE.

Number of Industry Partners in Advisory Councils
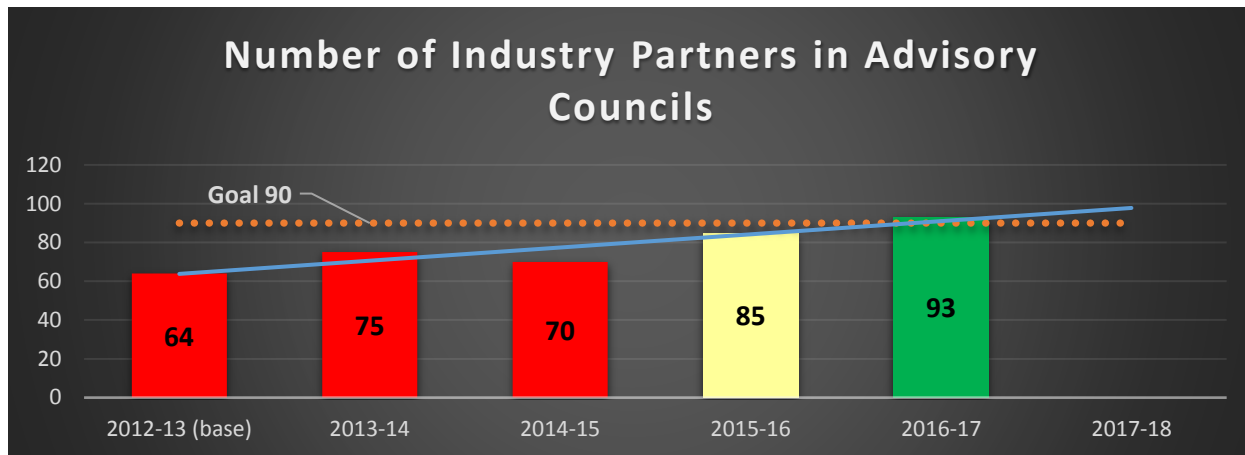
OBJECTIVE 3: INCREASE THE NUMBER OF DOLLARS AVAILABLE THROUGH SCHOLARSHIPS FOR NORCO COLLEGE STUDENTS

These dollar amounts were derived directly from the Financial Aid office at Riverside City College. Since no action plan was submitted for this objective, neither activities nor target outcome levels have been established.

Scholarship $ Awarded to Norco Students
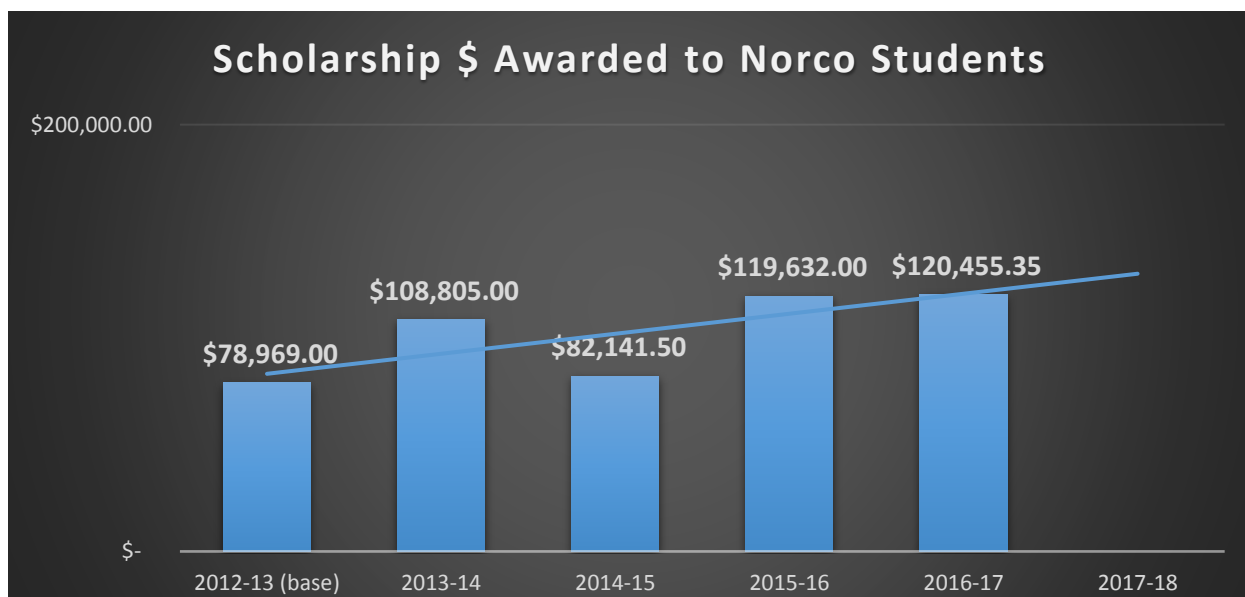
OBJECTIVE 4: INCREASE INSTITUTIONAL AWARENESS OF PARTNERSHIPS, INTERNSHIPS, AND JOB OPPORTUNITIES ESTABLISHED WITH BUSINESS AND INDUSTRY

To date, no action plan including activities, baseline measures or target outcomes has been submitted to address this objective. Once an action plan is submitted, progress will be able to be monitored.

OBJECTIVE 5: CONTINUE THE SUCCESS OF KENNEDY PARTNERSHIP

Success for this objective was defined as maintaining a grade-point average of 2.5 or above during the academic year. In addition, monitoring the number of enrolled JFK students each year was suggested on the action plan for this objective. JFK High School students are identified through a flag in Datatel which identifies them as such whether they are presently attending or graduated from John F. Kennedy High School.
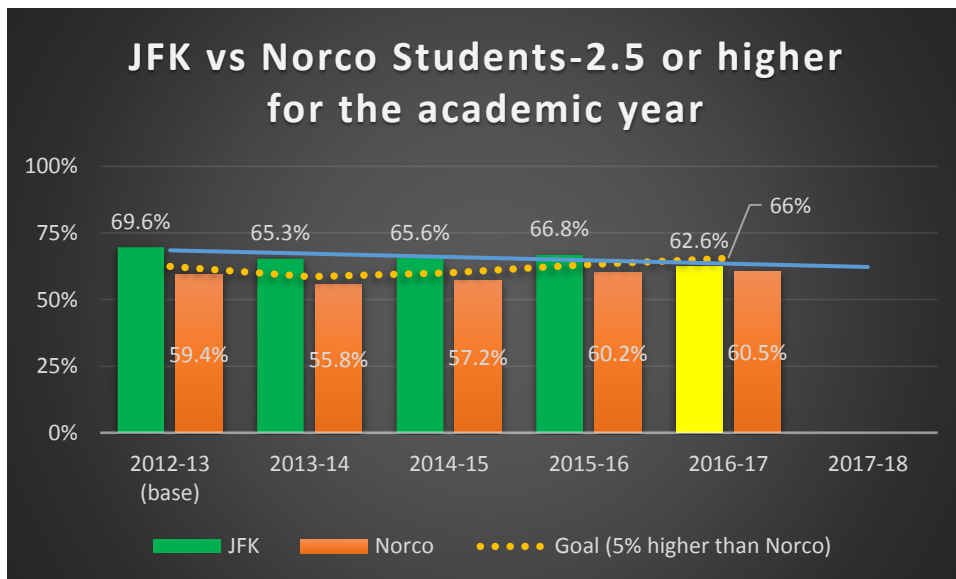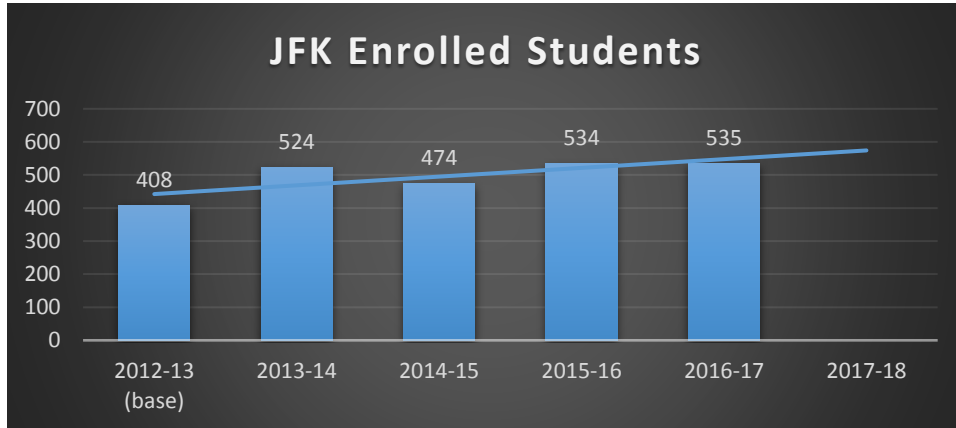
OBJECTIVE 6: INCREASE COMMUNITY PARTNERSHIPS

To date, no action plan including activities, baseline measures or target outcomes has been submitted to address this objective. Once an action plan is submitted, progress will be able to be monitored.

OBJECTIVE 7: INCREASE INSTITUTIONAL AWARENESS OF COMMUNITY PARTNERSHIPS

To date, no action plan including activities, baseline measures or target outcomes has been submitted to address this objective. Once an action plan is submitted, progress will be able to be monitored.

OBJECTIVE 8: INCREASE EXTERNAL FUNDING SOURCES WHICH SUPPORT COLLEGE PROGRAMS AND INITIATIVES

During 2016-17, Norco College received six new sources of external funding totaling over six million dollars. The external funding sources include: Title V: Here to Career, Center for Supply Chain Automation, Pathway to Basic Skills Completion, CTE Pathways for Foster Youth, College Futures and California Apprenticeship Initiative.

SUMMARY ON PROGRESS-GOAL 4

Objective 1 (Participation in Summer Bridge/Boot Camps) is beginning to show signs that participation is flagging with a 12% drop from the high year in 2015-16. Given that this objective is measured by attendance in the Summer Advantage programs it is not likely that a goal of 600 will be met unless other initiatives or programs contribute to these attendance numbers. As the data indicate in Objective 2 (Increase Industry Partners), the institution is engaging in activities that are increasing participation with industry partners and resulted in achieving the five-year goal. Objective 3 data show year-to-year variability, however the trendline indicates there has been an overall increase in scholarship money available to students over the past four years. Objectives 4, 6, and 7 have no action plan at this point so reporting progress toward meeting targets is not possible. Objective 5 metrics showed higher achievement for JFK students as indicated by the comparison between JFK and all other students with 2.5 GPA at Norco College. However, up until the present year JFK has exceeded the target of performing 5% higher than other students, but in 2016-17 fell below the target. With six new external funding sources secured in 2016-17 which continues a long standing trend from year to year at Norco College, Objective 8 appears to have been met. The status of Goal 4 is positive overall, with good progress over the past three years for most of the objectives that have data available.

Goal 5-Strengthen Student Learning

OBJECTIVE 1: 100% OF UNITS (DISCIPLINES, STUDENT SUPPORT SERVICE AREAS, ADMINISTRATIVE UNITS) WILL CONDUCT SYSTEMATIC PROGRAM REVIEWS

Out of 42 viable instructional disciplines, 37 (88%) of all instructional programs, student support services areas, and administrative units have conducted systematic program reviews during the 2016-17 academic year.

OBJECTIVE 2: INCREASE THE PERCENTAGE OF STUDENT LEARNING AND SERVICE AREA OUTCOMES ASSESSMENTS THAT UTILIZE AUTHENTIC METHODS

Percent of SLO/SAO Authentic Assessment

	2012-13 (base)	2013-14	2014-15	2015-16	2016-17	2017-18
SSV	84.0%	95.0%	90.9%	100.0%	81.0%	
Instruction	100.0%	100.0%	100.0%	100.0%	100.0%	
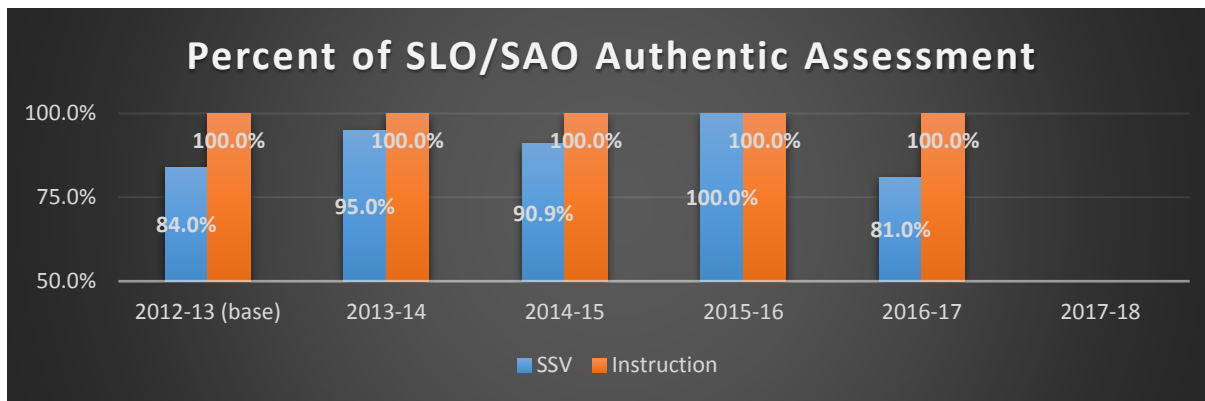
Authentic methods are considered any assessment technique that uses direct assessment methods. Direct assessment means that student work, artifacts, and/or behavior are being reviewed when generating data on whether a student, class, or program is achieving competency in an SLO or SAO.

OBJECTIVE 3: INCREASE THE PERCENTAGE OF PROGRAMS THAT CONDUCT PROGRAM LEVEL OUTCOMES ASSESSMENT THAT CLOSES THE LOOP

The assessment loop consists of gathering data on outcomes (SLOs, SAOs, AUOs), determining if the results are satisfactory by meeting a benchmark (or goal) for achievement; and if they are not, making changes in the program (and reassessing) at a later time to see if they make a difference in student learning until reaching the benchmark. Closing the loop in instruction consists of meeting the benchmark set by discipline faculty for the course. During 2016-17 there were 42 programs of study in which students could receive state-approved certificates or associate degrees. In addition to these programs, the general education pattern for the associate degree is considered a separate program that must be included in the program count. In 2016-17 a six-year cycle of instructional program assessment was approved by the Norco Assessment Committee. In fall of that year, a large-scale program assessment project was initiated. At the close of 2016-17, Norco College had assessed 41 out of the 42 programs. Due to this effort, the ratio of loop-closing for instructional programs increased to 19/43 (44.2%). This percentage represents more than triple the rate of the previous year (13.3%). Two other areas where program assessment occurs are in administrative units and student services which together have 32 programs. In both student services and administrative unit assessment, closing the loop is defined as meeting the specific targets set in program review within the academic year. In student services, 20 out of 20 programs closed the loop. In administrative units, 9 out of 12 closed the loop. In total, 48/75 programs (64%) closed the loop. The following chart shows the percentage of all engaged in loop closing activities over the past

Percentage of Programs Closing Loop in Assessment

Goal 80.0%

- 2012-13 (base): 30.0%
- 2013-14: 35.6%
- 2014-15: 41.6%
- 2015-16: 40.5%
- 2016-17: 64.0%
- 2017-18
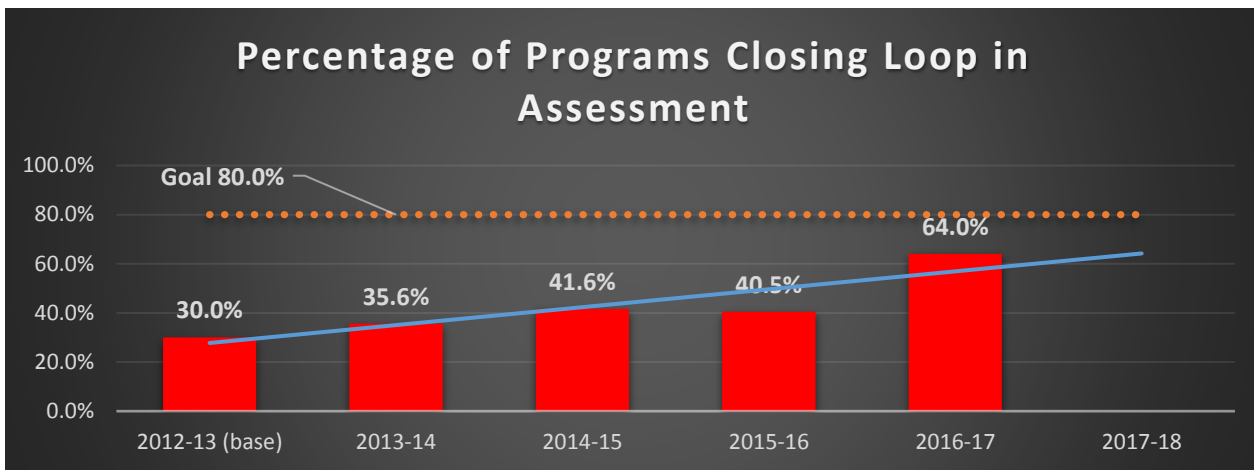
OBJECTIVE 4: INCREASE ASSESSMENT OF STUDENT LEARNING IN ONLINE COURSES TO ENSURE THAT IT IS CONSISTENT WITH STUDENT LEARNING IN FACE-TO-FACE COURSES

This objective does not lend to being a "dashboard indicator" since up to this point there has been no coordinated course assessment of online and face-to-face modalities. Ideally, this would also involve measuring learning in online and face-to-face courses with the same instructor, but as mentioned this hasn't taken place yet.

OBJECTIVE 5: INCREASE THE NUMBER OF FACULTY DEVELOPMENT WORKSHOPS FOCUSING ON PEDAGOGY EACH ACADEMIC YEAR

No baseline measures or target outcomes were submitted with the action plan for this objective. However, activities for Objective 5 identified that Lynda.com was a resource for faculty development of pedagogy. Fifty-three full-time faculty logged 145 hours, and 59 part-time faculty logged 120 hours in Lynda.com workshops. In addition, a concerted effort was made to focus on teaching and learning in the Spring Flex Week activities. There were two days of various workshops and anywhere between 10-30 faculty were in attendance at these activities.

SUMMARY ON PROGRESS-GOAL 5

Objectives 1 & 2 have dropped since last year and are not within 90% of five-year target outcomes as they have been for the previous five years. Over the past four years, Norco College has required that all assessment in instructional programs be authentic. Student services and administrative unit program reviews are now requiring the same. Norco College has begun to focus assessment efforts on closing the loop in program assessment over the next two years, so Objective 3 should see significant increases during that time. To date, there have been no baseline measures for Objectives 4 & 5, however the appropriate committees have made plans for addressing these areas and have begun implementing activities to show increases over the next three years.

Goal 6-Demonstrate Effective Planning Processes

OBJECTIVE 1: INCREASE THE USE OF DATA TO ENHANCE EFFECTIVE ENROLLMENT MANAGEMENT STRATEGIES

Per the action plan for this objective, representatives from APC and ISPC will use both qualitative and quantitative measures to assess this objective. The qualitative measures may take the form of a written summary on the use of data in enrollment management during the academic year. As for the quantitative measure, the accuracy with which Norco College meets its FTES targets for each academic year will capture this objective quantitatively. The following chart shows the actual FTES in comparison to the annual targets for each year. It is known throughout the district that Norco College is the best college within the district at enrollment management as demonstrated by the virtually equivalent numbers between actual FTES and the goal each year.

Actual FTES compared to Annual Target

Year	FTES	Goal
2012-13 (base)	5759	5862
2013-14	6190	5862
2014-15	6338	6363
2015-16	6653	6607
2016-17	6833	6897
2017-18		
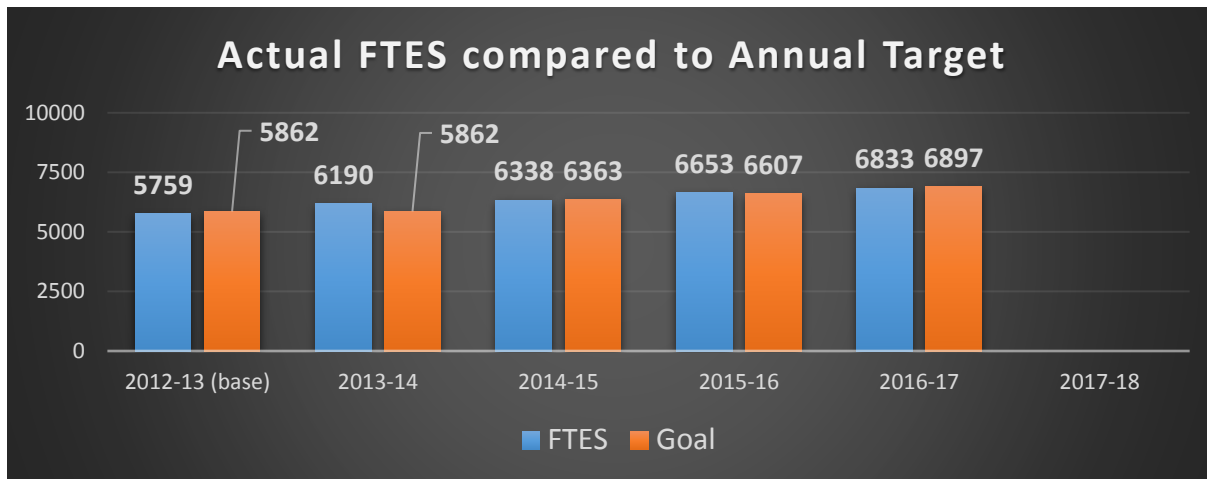
OBJECTIVE 2: SYSTEMATICALLY ASSESS THE EFFECTIVENESS OF STRATEGIC PLANNING COMMITTEES AND COUNCILS

This is partially addressed in the Norco College Strategic Planning Policy 2010-01 (SP 2010-01), systematic assessment of the strategic planning committees and councils has been occurring on a regular basis. Procedures 1 and 2 of SP 2010-01 require assessment of the planning councils, and academic senate and its standing committees. For 2016-17, evidence of these assessments of effectiveness and proof that this objective was met can be found at the following links:

Planning Councils Survey
Academic Senate/Standing Committees
Strategic Planning Committees (not affiliated with Academic Senate)

OBJECTIVE 3: ENSURE THAT RESOURCE ALLOCATION IS TIED TO PLANNING

Per the action plan for this objective, ensuring that resource allocation is tied to planning will be accomplished by each of the planning councils reviewing their planning rubrics each academic year in the spring semester. The review of these rubrics was to be captured in meeting minutes commencing with the 2016-17 academic year. The following meeting minutes captured the review of rubrics and indicate that this objective was met:

Academic Planning Council
Business & Facilities Planning Council *Note minutes on prioritization subgroup*
Student Services Planning Council

OBJECTIVE 4: INSTITUTIONALIZE THE CURRENT TECHNOLOGY PLAN

According to the action plan for this objective, institutionalization of the technology plan will occur between 2013 and 2016. Activities and projects which support this objective are Lynda.com, an annual technology survey, and collaborative efforts with other college committees and councils. Completing all of the goals within the Technology Plan by 2016 was identified as the indicator for success on this objective.

OBJECTIVE 5: REVISE THE FACILITIES MASTER PLAN

As identified in the action plan for Goal 6, the facilities master plan has already been revised as of October 2013 and therefore this objective is met. This master plan does not have a specific end date and is structured with facilities expansion planned in phases. Due to unknown factors such as state bond release dates and amounts, the completion dates of the phases of the Facilities Master Plan is not determined.

SUMMARY ON PROGRESS-GOAL 6

Most of the objectives in this goal do not lend themselves to being "dashboard indicators" since they address measurements of processes. Although a dashboard indicator was displayed for Objective 1, the precision of accuracy was a result of the use of data both quantitative and qualitative forms. The focus of Objective 2 was its systematic nature. As indicated by SP 2010-01 and multiple reports on committees/councils efforts in assessment of effectiveness, the evidence should support systematic assessment of these strategic planning bodies. Objectives 3 & 4 are ongoing in nature, and Objective 5 was met in fall 2013.

Goal 7-Strengthen Our Commitment to Our Employees

OBJECTIVE 1: PROVIDE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR ALL EMPLOYEES

This objective was met when the Faculty Development Committee changed its name to the Professional Development Committee due to widening of its offering of activities to all employees. At this point, Professional Development is composed of the typical Flex workshops, a very wide selection of professional

development through Lynda.com, and Classified Development Day which occurs in both fall and spring semesters. Due to these efforts reaching all employee constituency groups, this objective is complete

OBJECTIVE 2: INCREASE THE PERCENTAGE OF EMPLOYEES WHO CONSIDER THE COLLEGE ENVIRONMENT TO BE INCLUSIVE

This objective is presently measured via the Institutional Planning and Effectiveness (IEP) Survey which was initiated in 2016. Prior to 2016, this objective was measured through a campus climate survey. Two survey items captured this objective by assessing feelings of being accepted by faculty/staff and also by students. The results of these two survey items showed that 96.6% of survey respondents rated Norco College to possess an inclusive environment. This was modest increase from the previous from the previous year, but given that both years are in the mid- to high-ninety percent this is quite laudable. Although both of these years are a larger increase over 2013, this difference may be partly due to the measurement coming from a different instrument for that year. The graph below represents data from the three years measuring this objective.

Goal 7.2 Employees Reporting the College as Inclusive

2013 84.5%	2016 94.4%	2017 96.6%
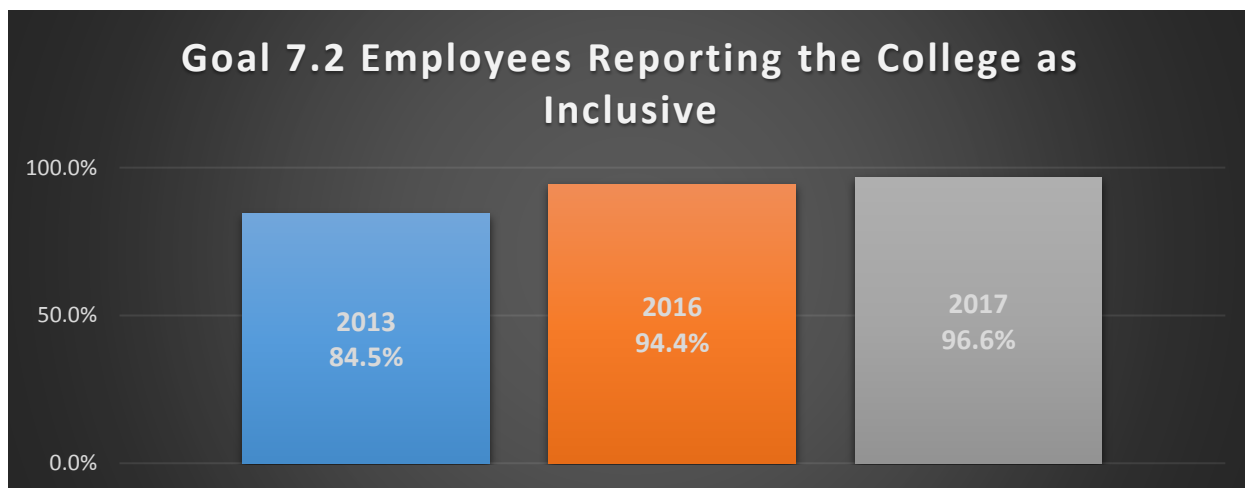
OBJECTIVE 3: DECREASE THE PERCENTAGE OF EMPLOYEES WHO EXPERIENCE UNFAIR TREATMENT BASED ON DIVERSITY-RELATED CHARACTERISTICS

Question 8 on the IEP Survey assesses Strategic Planning Goal 7.3. In 2016, there was no way to assess whether unfair treatment was due to diversity related characteristics or not. In 2017, a follow up question was posed to any employee reporting unfair treatment to assess if they perceived it due to diversity-related characteristics. This probably explains the majority of the huge decrease from 2016 to 2017. Additionally, the 2013 assessment was taken from a climate survey as described in Goal 7.2.

Goal 7.3 Employees Reporting Unfair Treatment

- 2013 — 41.5%
- 2016 — 31.7%
- 2017 — 6.6%
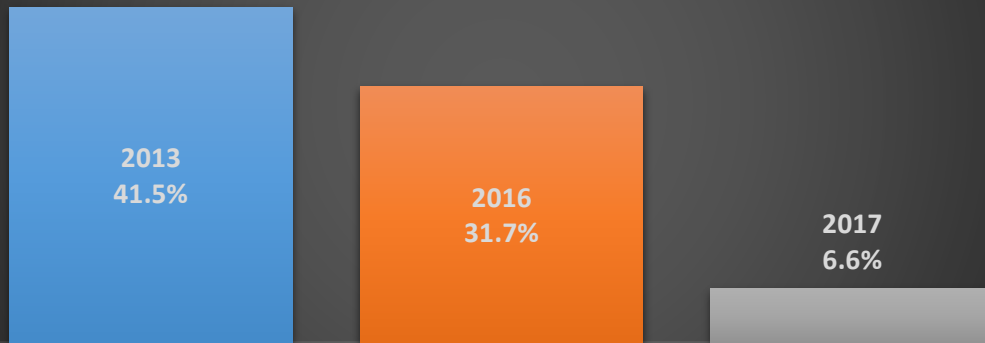
OBJECTIVE 4: INCREASE PARTICIPATION IN EVENTS AND CELEBRATIONS RELATED TO INCLUSIVENESS

During 2016-17, events related to inclusiveness were the Day of Inclusiveness, Read 2 Succeed which focused on a common college book, poetry readings, and events celebrating books. Many faculty, staff, and students attended the book discussions, student panels, and author workshops. As displayed in the graph below on employee participation, the events and celebrations related to inclusiveness have continued to maintain high attendance during the present year.

Goal 7.4 Employee Participation in Inclusiveness Events
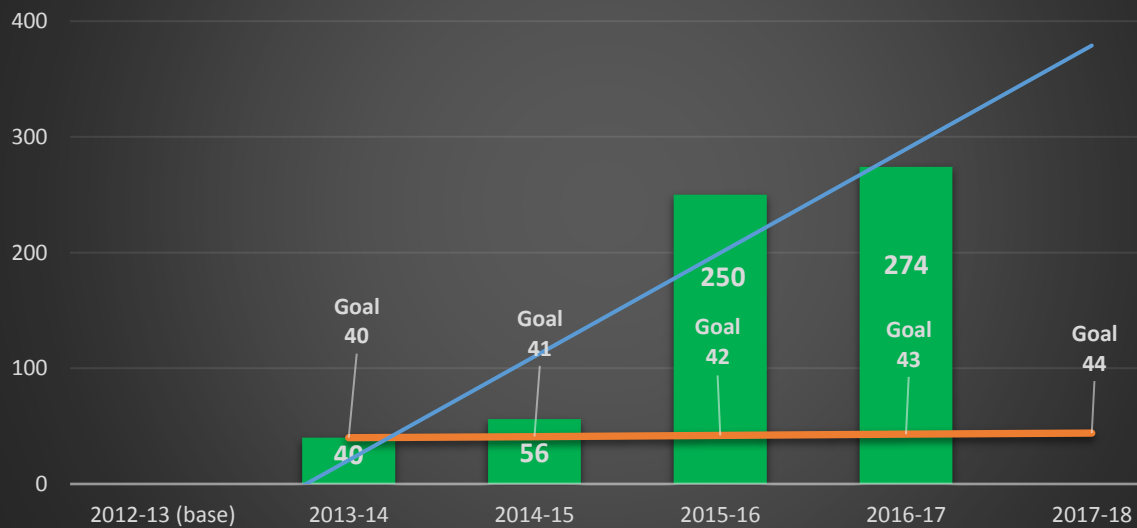
Year	Participation	Goal
2012-13 (base)		
2013-14	40	40
2014-15	56	41
2015-16	250	42
2016-17	274	43
2017-18		44

OBJECTIVE 5: IMPLEMENT PROGRAMS THAT SUPPORT THE SAFETY, HEALTH, AND WELLNESS OF OUR COLLEGE COMMUNITY

To date, no action plan including activities, baseline measures or target outcomes has been submitted to address this objective. However, in the report to ISPC (See Appendix B), the safety committee identified the following programs/interventions that support safety, health, and wellness in the college community:

- Take Back the Night (Domestic Abuse Awareness)
- Health fairs
- Ongoing active shooter trainings
- Evacuation drills of buildings
- Implementation of RAVE completed (Guardian app)
- Implemented Stop the Bleed trainings

SUMMARY OF PROGRESS-GOAL 7

Due to a change in the scope of the Professional Development Committee, Objective 1 has been accomplished by offering workshops and trainings to all employees and not only faculty. Objectives 2 & 3 are employee measures of inclusiveness and unfairness experienced at the college. The Institutional Effectiveness and Planning Survey was the source of questions addressing these measures. From the previous measures in 2013 and 2016, there was a noticeable increase in inclusiveness ratings, as well as a decrease in reported unfair treatment. This may be due in part to the change in instruments between the years. However, there was a large increase in attendance at inclusiveness events during 2015-16 and has continued through 2016-17. This may be due to an infusion of equity funds for these type of events. Objective 5 didn't have an action plan submitted, however activities are continuing in the 2016-17 academic year to ensure the safety of the college community is maintained.

Conclusion

Due to the oversight and work of committees overseeing the 44 objectives, progress toward and achievement of five-year target levels has continued to progress over the previous years. It should be noted that of the 44 objectives within the 6 goals, there are actually 99 metrics required to measure all of the objectives in the strategic planning goals. This is because several objectives have multiple measurements within a single objective (e.g., Goal 1-Objective 10 contains 16 separate measurements). This makes assessing whether an objective is complete somewhat vague since some metrics within the objective may have exceeded targets, whereas other metrics may not. The following list is the objectives that have met meeting target levels (if there were multiple metrics they are noted):

Goal 1.1 Improve Transfer Preparedness (completes 60 transferable units with 2.0 GPA or higher)
Goal 1.2 Improve Transfer Rate (Overall, and including Asian & White subgroups)
Goal 1.3 Increase Basic Skills Pipeline Completion (Math & ESL)

Goal 1.4 Improve persistence rates by 5% over 5 years (Fall-Spring & Fall-Fall)

Goal 1.8 Increase % of Students Beginning Basic Skills in 1st Year

Goal 2.3 Increase Satisfaction and Importance Ratings for Student Support Services (Academic Advising & Computer Lab)

Goal 2.5 Decrease percentage of students who experience unfair treatment

Goal 4.2 Increase the number of industry partners who participate in industry advisory council activities

Goal 4.3 Increase the number of dollars available through scholarships for Norco College students.

Goal 5.2 Increase the percentage of assessments that utilize authentic methods

Goal 6.2 Systematically assess the effectiveness of strategic planning committees and councils

Goal 6.3 Ensure that resource allocation is tied to planning

Goal 6.4 Institutional the current Technology Plan

Goal 6.5 Revise the Facilities Master Plan

Goal 7.1 Provide professional development activities for all employees

Goal 7.2 Increase the percentage of employees who consider the college environment to be inclusive

Goal 7.3 Decrease percentage of employees who experience unfair treatment

Goal 7.4 Employee Participation in Inclusiveness Events

On the other end of the spectrum are the objectives that appear not to be progressing adequately toward five-year outcome levels. In fact, these eight objectives indicated concerning changes (usually a decrease) from the previous year in most cases. The objectives were the following:

Goal 1.3 Increase percentage of basic skills students who complete the reading pipeline

Goal 1.5 Increase certificate completion rate

Goal 1.10 Degree Completion (African American & White) Certificate Completion (All Groups) and Transfer (African American)

Goal 2.1 Increase Student Engagement

Goal 3.3 Increase the percentage of continuing students who develop an educational plan

Goal 4.1 Increase the number of students who participate in summer bridge programs or boot camps

Goal 5.1 100% of units will conduct systematic program reviews

Goal 5.3 Increase percentage of programs that conduct program level outcomes assessment-close loop (though vastly improved over previous year)

As mentioned above, the above list of objectives includes duplicates. However, if looking at an unduplicated list of metrics the completion is as follows:

Metrics Met	32	32.3%
Metrics at 90% of target or higher	28	28.3%
Metrics less than 90% of target	30	30.3%
Not Applicable	9	9.1%
Total	99	100%

The 32 metrics that are met are those that either have exceeded the five-year target or completed a goal that was not quantitative. The 28 metrics that are at 90% or higher, are the quantitative goals that are within attainment by 2017-18, the last year of the current strategic plan. Metrics that are less than 90% of target still may be able to make the five-year goal, but the probability is lower. Those that are considered "Not Applicable" are metrics that have never been calculated because no target was set and no activities were reported. If the metrics that have hit target are combined with those that are within 90%, this is defined as the strategic planning goals progress rate overall. Sixty out of 99 metrics fall within this range which is a 61% progress rate for 2016-17. If the 9 not applicable metrics are excluded, that leaves approximately 30 metrics that are in need of attention next year.

Recent programs, initiatives, and other institutional interventions have begun to focus on contributing to the attainment of the strategic planning goals. A noteworthy new institutional endeavor to mention, in addition to ongoing programs such as the Summer Advantage, SSSP, and Equity, is The Completion Initiative. This initiative has a five-themed approach to increasing completion outcomes at Norco College and they are:

- Meta Majors (AKA Schools)
- Clear and Directed Pathways
- Faculty Advising
- Connecting College to Career
- Models of Student Care

Some of these themes are still in development, but faculty advising and schools received a soft launch in fall 2017. This initiative represents one of the most comprehensive institutional interventions to increase outcomes at Norco College to date. Related to the goals reviewed in this report, the Completion Initiative is expected to have significant impact in several or perhaps most of these objectives. Given the full implementation is expected during fall 2018-19, the timing is perfect as it will be the end of the present strategic planning time period and the impact of the Completion Initiative can be captured in the goals of the new strategic plan.

Appendix A-Committee Map to Goals

Goal 1			INCREASE STUDENT ACHIEVEMENT AND SUCCESS
	Obj 1	SSC/AS	Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
	Obj 2	SSC	Improve transfer rate by 10% over 5 years.
	Obj 3	SSC/AS	Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
	Obj 4	SSC	Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
	Obj 5	SSC	Increase completion rate of degrees and certificates over 6 years.
	Obj 6	SSC	Increase success and retention rates.
	Obj 7	SSC	Increase percentage of students who complete 15 units, 30 units, 60 units.
	Obj 8	SSC/AS	Increase the percentage of students who begin addressing basic skills needs in their first year.
	Obj 9	DE/AS	Decrease the success gap of students in online courses as compared to face-to-face instruction.
	Obj 10	SSC	Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.
Goal 2			IMPROVE THE QUALITY OF STUDENT LIFE
	Obj 1	SSC	Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
	Obj 2	ASNC	Increase frequency of student participation in co-curricular activities.
	Obj 3	SSPC	Increase student satisfaction and importance ratings for student support services.
	Obj 4	ASNC/Legacy	Increase the percentage of students who consider the college environment to be inclusive.
	Obj 5	Legacy	Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
	Obj 6	SSC/ASNC	Increase current students' awareness about college resources dedicated to student success.
Goal 3			INCREASE STUDENT ACCESS
	Obj 1	SSC	Increase percentage of students who declare an educational goal.
	Obj 2	SSC	Increase percentage of new students who develop an educational plan.
	Obj 3	SSC	Increase percentage of continuing students who develop an educational plan.
	Obj 4	SSC	Ensure the distribution of our student population is reflective of the communities we serve.
	Obj 5	APC	Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4	**CREATE EFFECTIVE COMMUNITY PARTNERSHIPS**		
	Obj 1	SSC	Increase the number of students who participate in summer bridge programs or boot camps.
	Obj 2	APC	Increase the number of industry partners who participate in industry advisory council activities.
	Obj 3	ASNC	Increase the number of dollars available through scholarships for Norco College students.
	Obj 4	ASNC/APC	Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
	Obj 5	NC-JFK WKGRP	Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
	Obj 6	Pres Cab	Increase community partnerships.
	Obj 7	Pres Cab	Increase institutional awareness of community partnerships.
	Obj 8	GC	Increase external funding sources which support college programs and initiatives.
Goal 5	**STRENGTHEN STUDENT LEARNING**		
	Obj 1	PRC/SSPC	100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
	Obj 2	NAC/SSPC	Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
	Obj 3	NAC/SSPC	Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
	Obj 4	NAC/DE	Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
	Obj 5	PDC/TC	Increase the number of faculty development workshops focusing on pedagogy each academic year.
Goal 6	**DEMONSTRATE EFFECTIVE PLANNING PROCESSES**		
	Obj 1	APC/ISPC	Increase the use of data to enhance effective enrollment management strategies.
	Obj 2	ISPC	Systematically assess the effectiveness of strategic planning committees and councils.
	Obj 3	APC/BFPC / ISPC/SSPC	Ensure that resource allocation is tied to planning.
	Obj 4	TC	Institutionalize the current Technology Plan.
	Obj 5	BFPC	Revise the Facilities Master Plan.

Appendix B-Safety Committee Report

II. <u>Committee Reports</u>
    A. Safety Committee-see handout

Action Plan for **Goal 7: Strengthen our Commitment to our Employees** and its objective **5: Implement programs that support the safety, health, and wellness of our community** were reviewed and discussed:
- Objective 5 is the responsibility of the Safety Committee.

Action Plans:
- Implement programs that give students, staff, and faculty a better awareness of health promotion, (TBTN, Health Fairs, classroom presentations, breast cancer awareness, etc.)
- Develop and implement ongoing active shooter trainings.
  - panel held in August on Faculty flex day with an expanded panel done in March. Received great response and feedback.
- Increase our evacuation drills of buildings along with training our building and \ floor captain on their roles.
  - Fully operational EOC (BCFC trainings put online
  - Recruitment in progress for Emergency Safety Coordinator, FT position)
- Continue monthly safety walks to keep our campus free of potential hazards.
- Implementation of RAVE completed. Promote the Guardian app(registered over 100 people during Welcome Day.)
- Increase emergency preparedness efforts
  - Continuing to build our emergency supplies every year.
  - Installed 4 AEDs on campus with a 5th on order.
  - Implemented Stop the Bleed trainings. Ordered tourniquets and stop the bleed kits to be placed next to AEDs with plans to order more for all emergency bags.
- Develop "soft target" exercises to increase and master internal procedures.
  - Establishing connections with Riverside County Sherriff, San Bernardino PD, and FBI for exercises and full scale events.

Discussion:
- What assistance does the Safety Committee need from the ISPC?
  - Support for more training and evacuations
- How do we get the message out to staff, faculty and administrators that even though they may feel uncomfortable or untrained to serve in this capacity, they ARE emergency responders?
  - Consider starting a campaign to get folks CERT trained so they feel more comfortable doing it. Maybe get a team from the college. Consider bringing CERT training here during summer? Investigate ways to make it as convenient as possible.

- Students feel unsure of where to go in an emergency. How can we change that?
  - Every room has an emergency directional signs.

- Do we have drills in the evening?

   ○ No but we are looking into it. Unplanned drills are facilitated by the evening admin and campus police.

- Are students safe to leave after a drill?
  ○ Once they are accounted for they are free to leave. If we have a big enough emergency the exits may not be open. Get students to a safe location and wait. Look at what is happening. We need a forum to have these questions answered.

- Connect with the Professional Development Committee for all fall activities. Please do it well in advance.

- Lisa will send a copy of the Safety Committee Report to Greg Aycock