



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

October 14, 2014

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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 2013-14 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 2013-14 academic year was devoted to the creation of action plans focused on activities over the successive four years that will move the institution toward achieving the goals as stated in the strategic plan. As of fall 2013, 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. A document was produced that mapped every objective of the strategic planning goals to one of the committees or councils (see Appendix A). These strategic planning bodies reviewed the mapping document and either approved their assignments or made revisions as necessary. The next step was the creation of action plans to address the goals and objectives within the strategic plan. Most of the committees were assigned between three and five objectives with the exception of the Student Success Committee which was assigned sixteen. The assignment of committees to objectives was for the purpose of oversight and guidance to those responsible for activities. In many instances the parties responsible for the activities were different than the overseeing committee. By the end of the spring 2014 semester, most of the committees/councils had submitted action plans for their goals and objectives (see Appendix B). At present, there still remains some action plans that are incomplete and they will need to be completed by early fall. These action plans will be essential over the next four years since they will guide institutional efforts toward achieving the educational master plan/strategic planning goals and objectives of Norco College.

Since the 2013-14 academic year was devoted to planning activities, coordinated efforts to achieve the goals were not as prevalent as they will be in 2014-15 and onward. However, there were some institutional-level interventions that may have had an impact on goal and objectives during 2013-14. One of those interventions was Summer Advantage. During the summer of 2013, 280 Corona-Norco Unified School District students participated in English or math workshops with the majority of participants receiving approval to advance one or more levels higher than indicated through the placement test. In addition, students were required to go through an extended in-person orientation day and were then given early registration. Eighty-nine percent of students who were in Summer Advantage enrolled in both English and math

courses during fall 2013. Summer Advantage is likely to have impacted several of the goals and objectives, and this will be highlighted in the specific summary at the end of each goal.

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

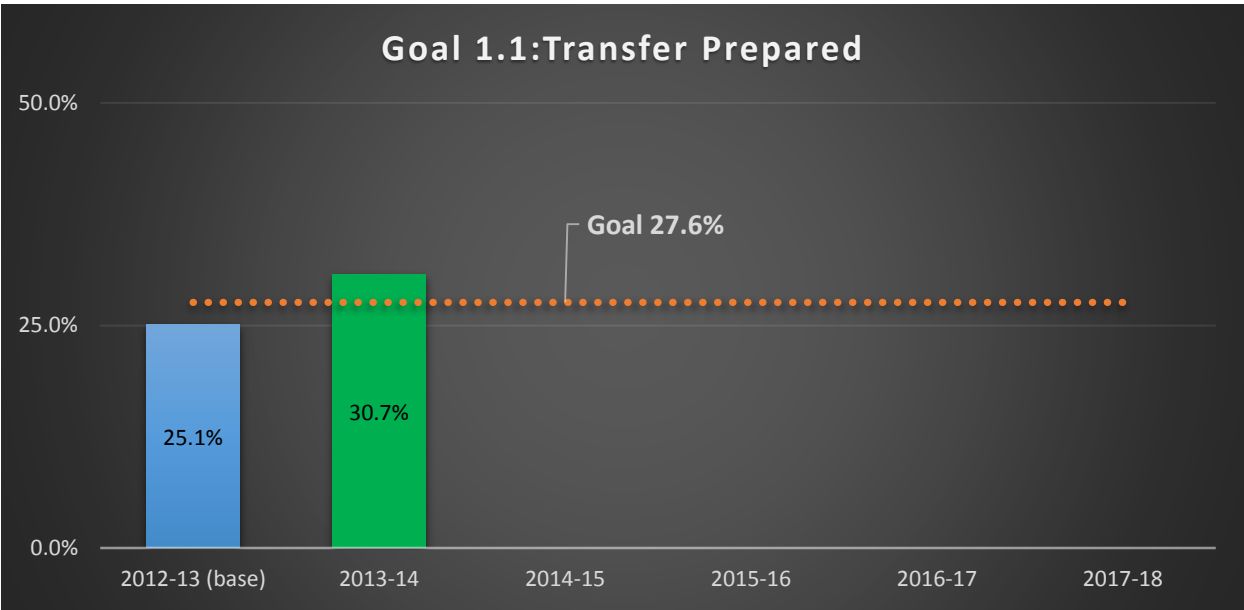
Yellow: Outcome for year is within 90% of 5-year target

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.

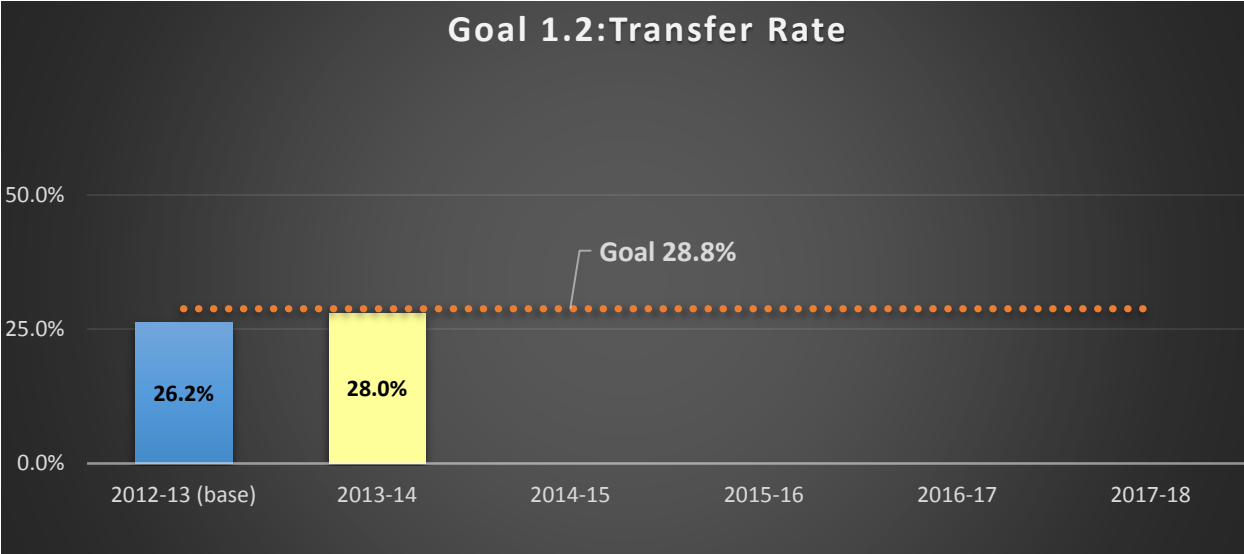
OBJECTIVE 1: IMPROVE TRANSFER PREPAREDNESS (COMPLETING 60 TRANSFERABLE UNITS WITH A 2.0 GPA OR HIGHER)

This objective is measured by first selecting a cohort of new students who began attending Norco College six years ago. The cohort of new students is then subjected to criteria known as “Intent to Complete”. New students who have an intent to complete must complete six units and attempted an English or math course within the first three years of the six-year time period. The 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 was identified, this became 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 was the percentage of SPAR students who completed 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.



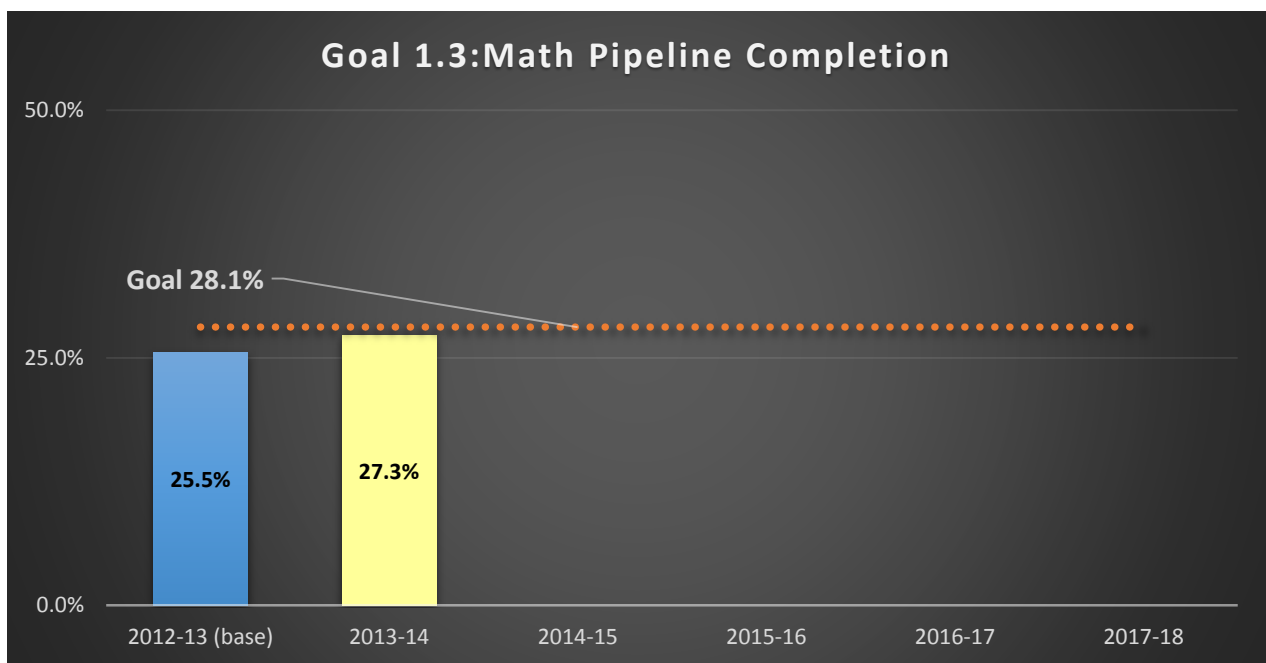
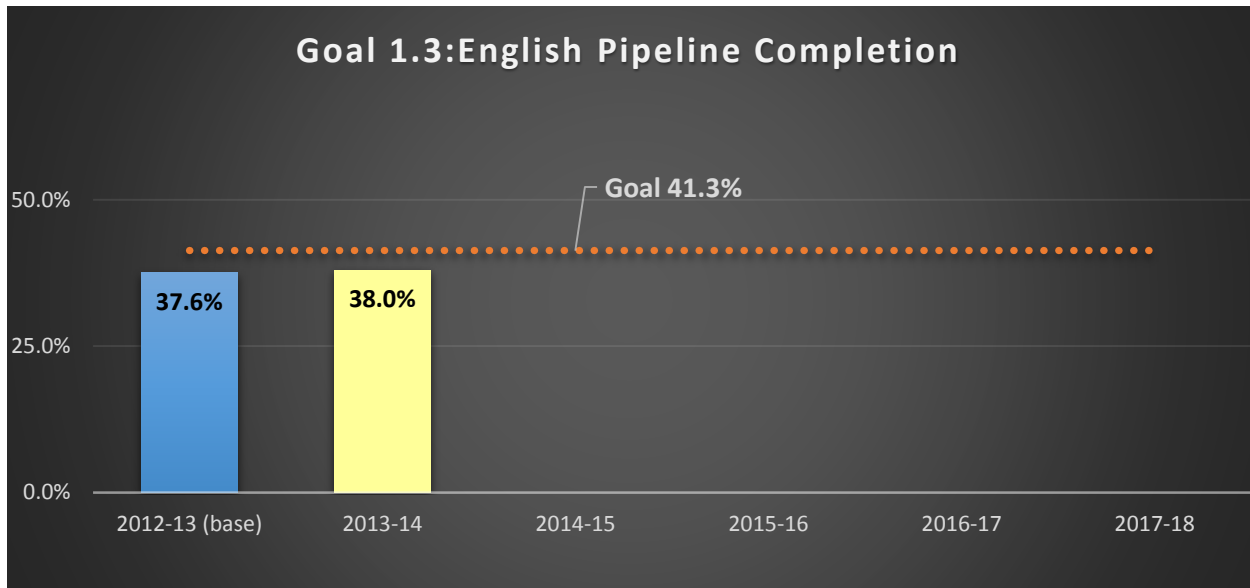
OBJECTIVE 2: IMPROVE TRANSFER RATE BY 10% OVER 5 YEARS

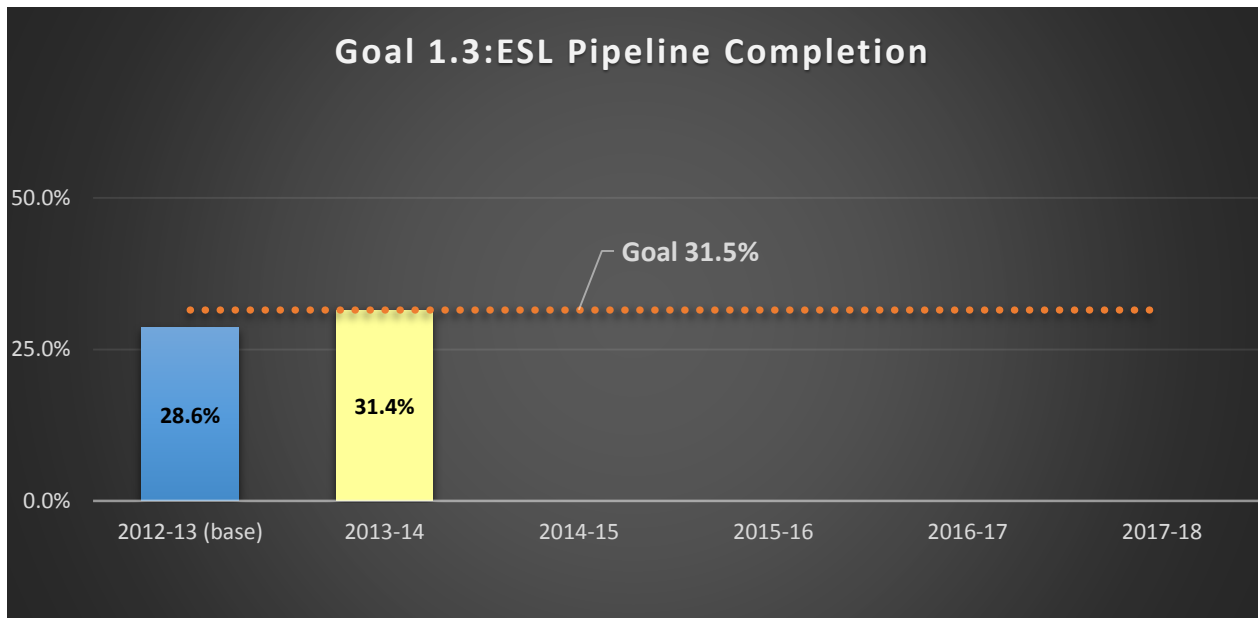
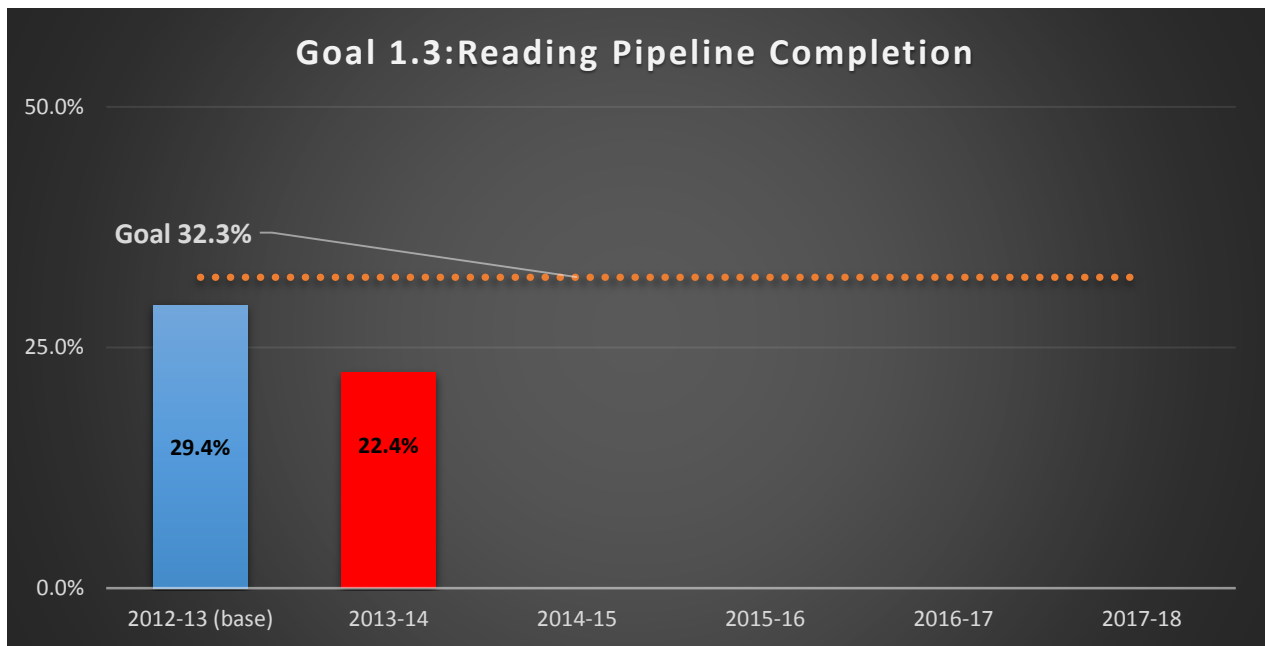
Transfer rate is determined by selecting a SPAR cohort and identifying the students that enrolled in any four-year institution within six years of beginning at Norco College. Enrollment at a four-year institution is identified by checking SPAR cohort students against the National Student Clearinghouse.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



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

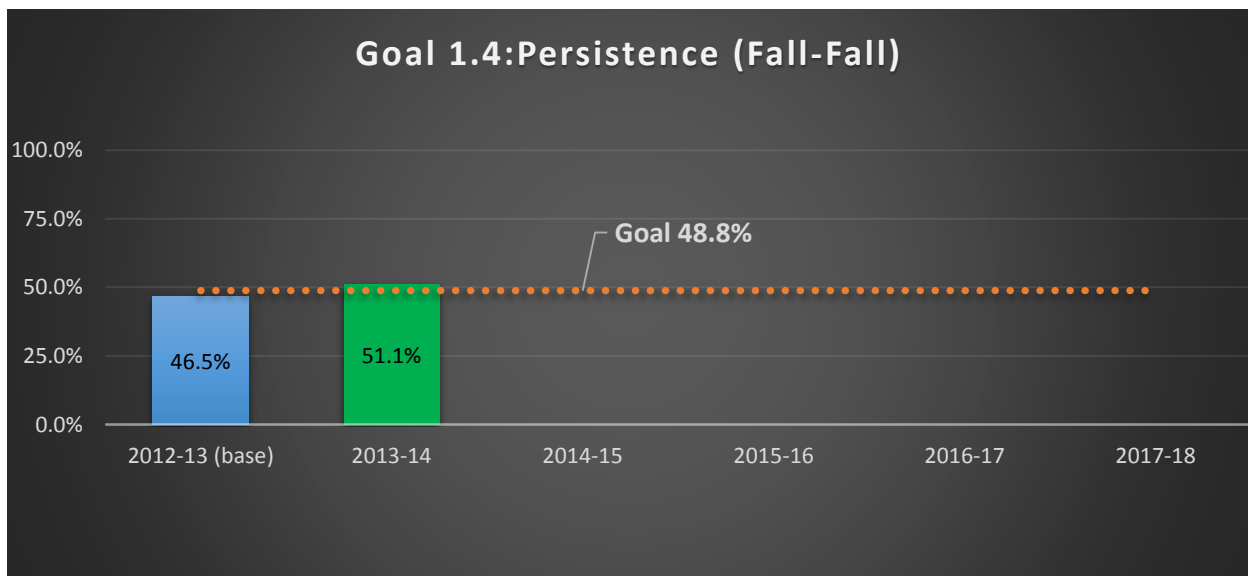
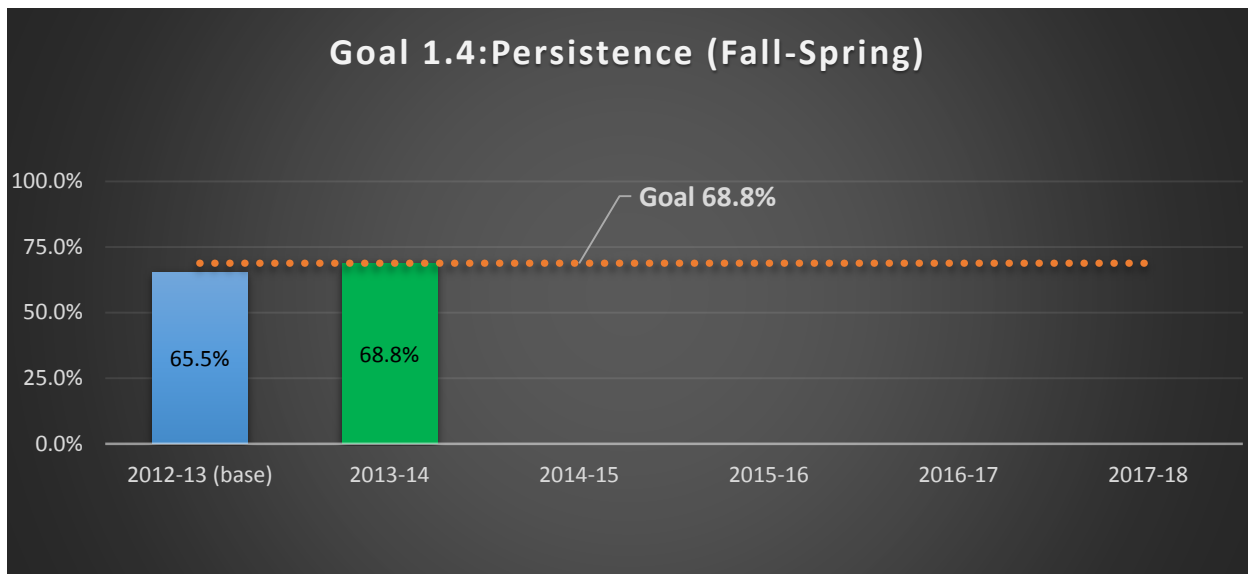
This objective was measured by identifying students who initiated the basic skills pipeline (i.e. began in a course that is below degree-level in the sequence) during an academic year. The percentage of students who then continued on and successfully completed the degree-level course with a “C” or better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





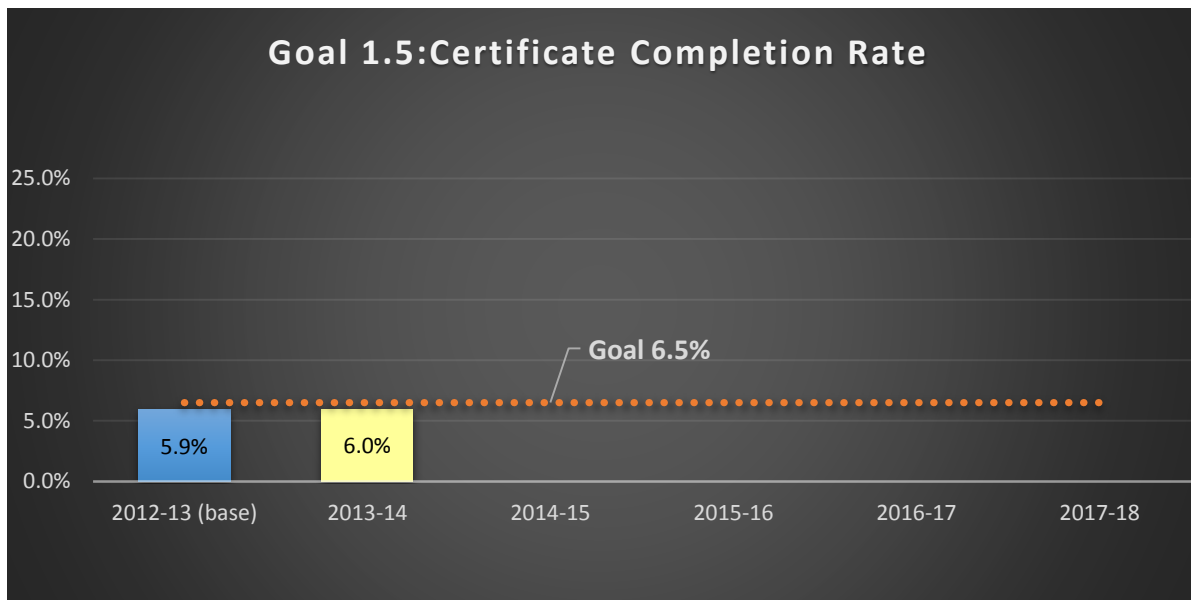
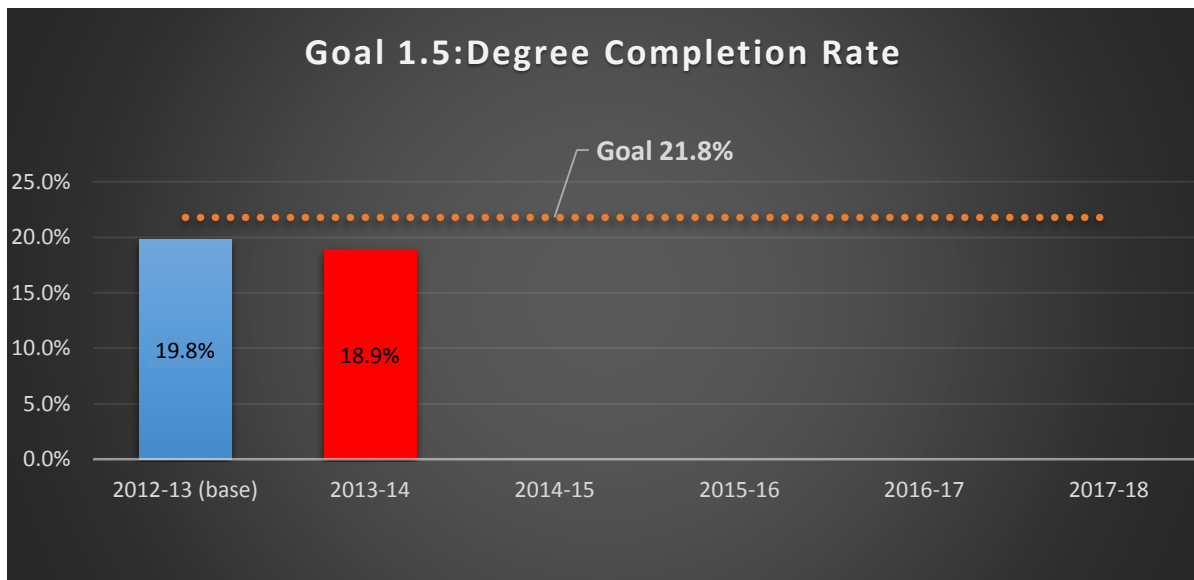
OBJECTIVE 4: IMPROVE PERSISTENCE RATES BY 5% OVER 5 YEARS (Fall-Spring; Fall-Fall)

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.



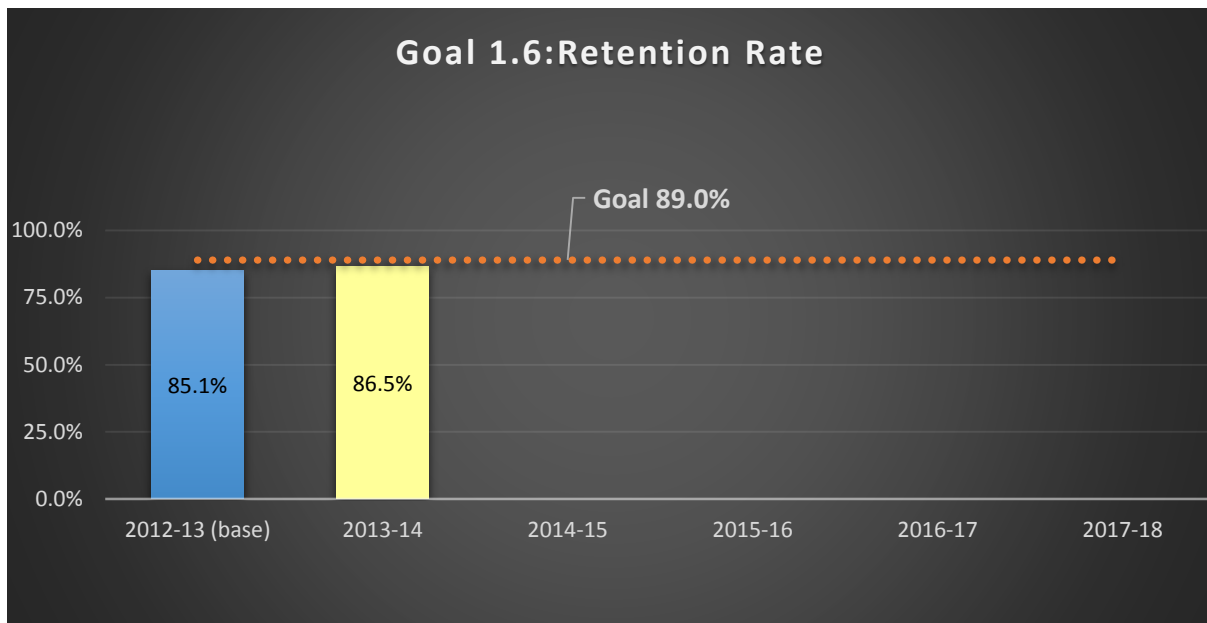
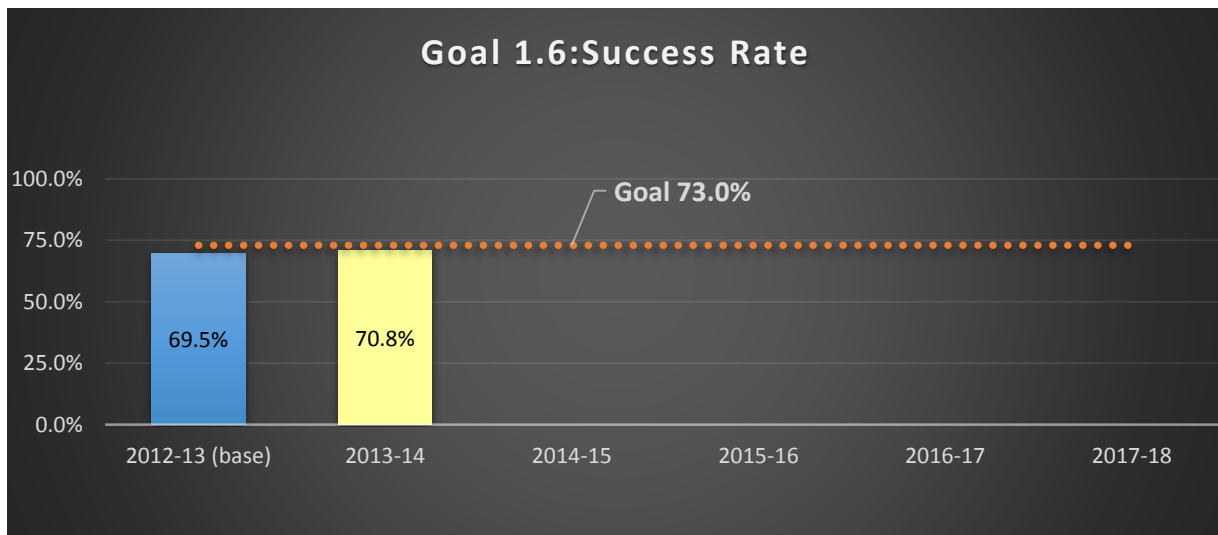
OBJECTIVE 5: INCREASE COMPLETION RATE OF DEGREES AND CERTIFICATES OVER 6 YEARS

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.



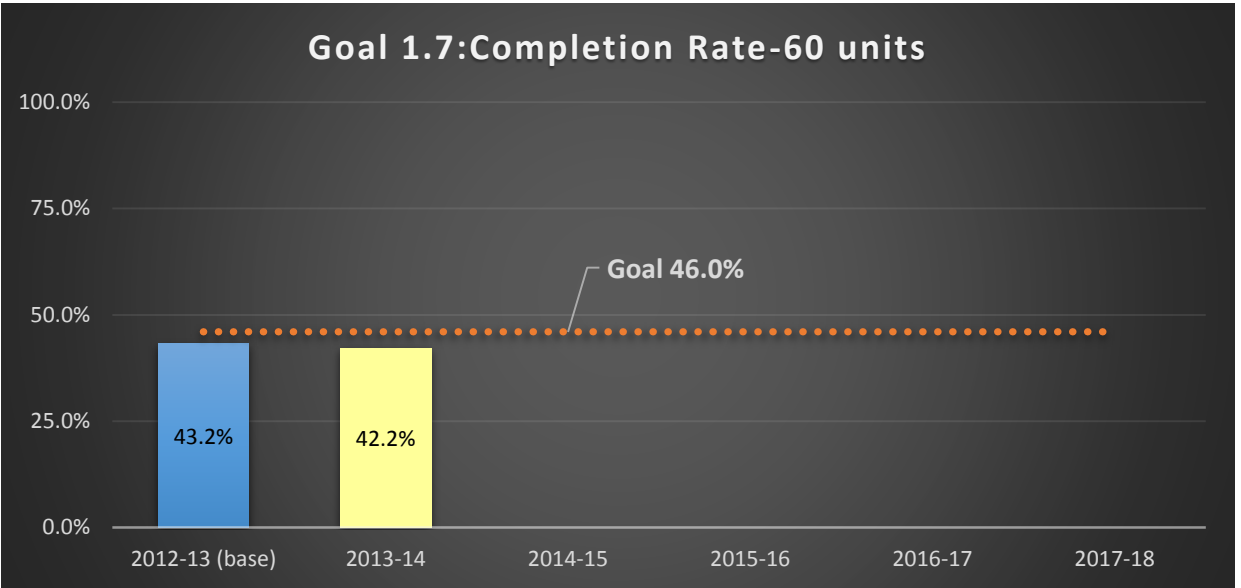
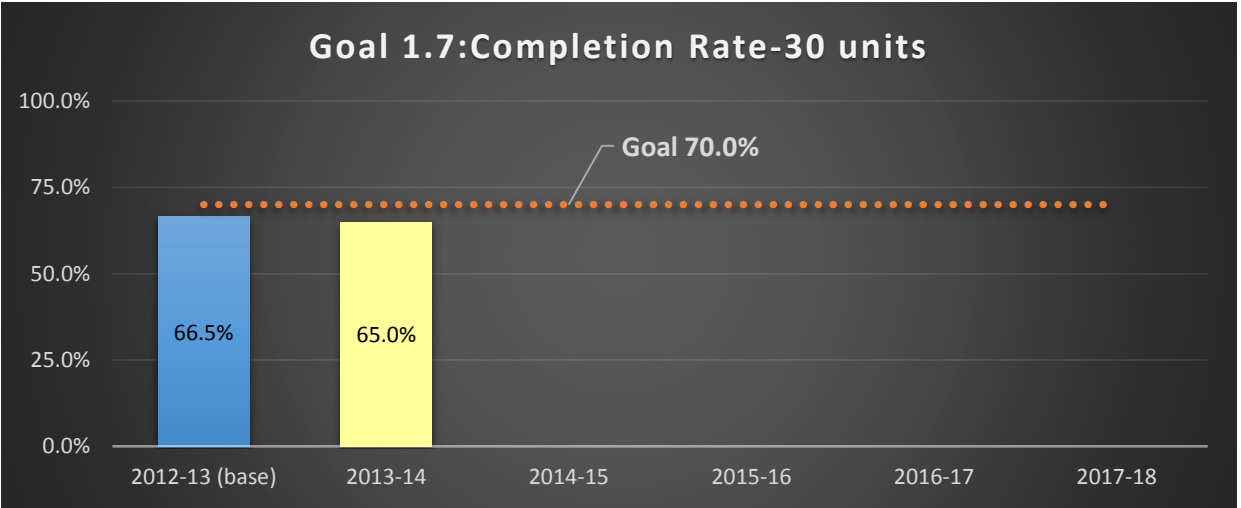
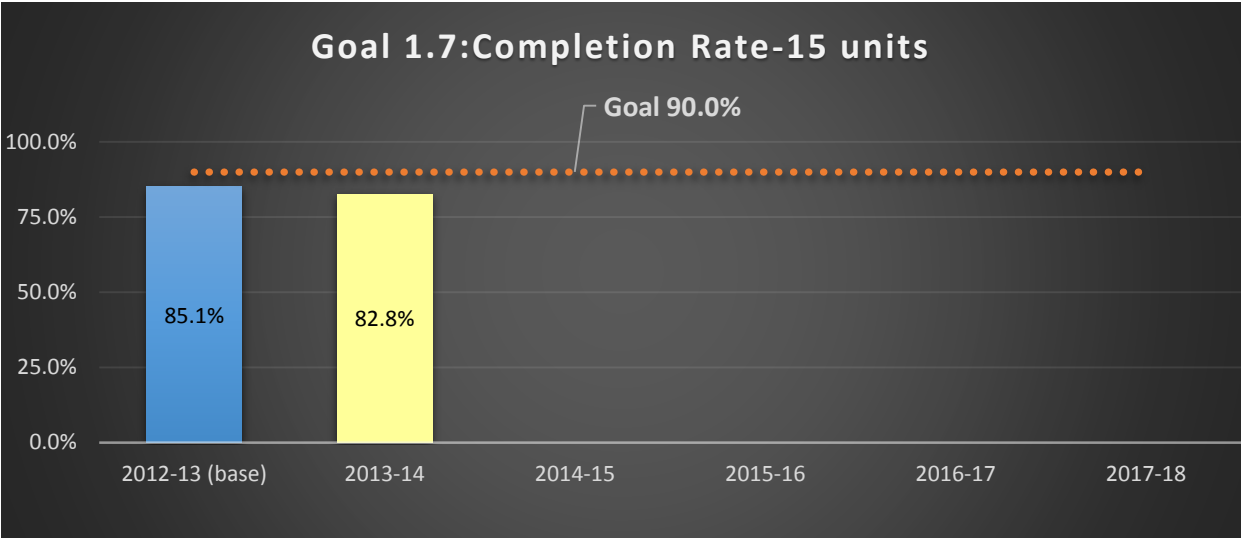
OBJECTIVE 6: INCREASE SUCCESS AND RETENTION RATES

Success is defined as the percentage of course enrollments (persisting past census) that receive an “A”, “B”, “C”, or “P” grade. 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.



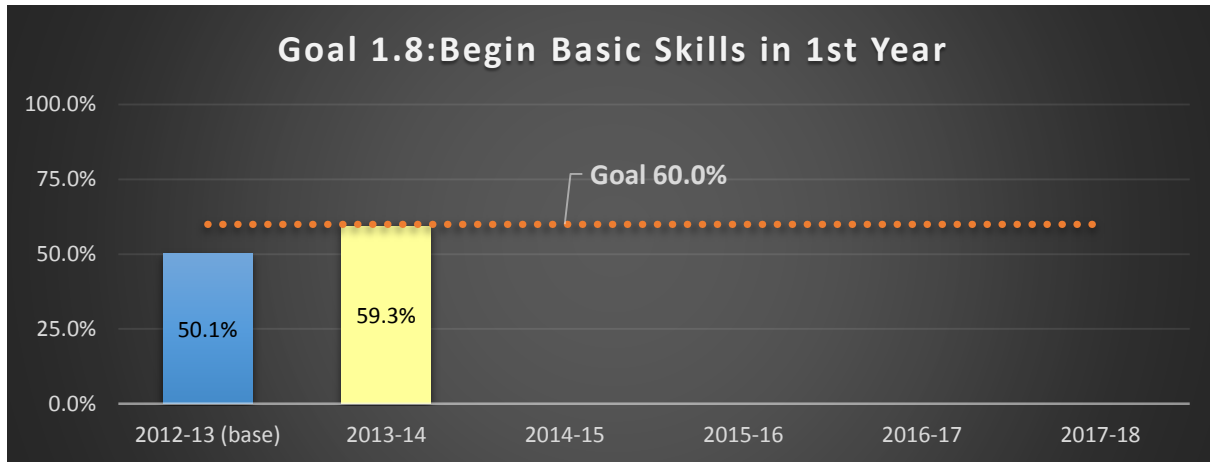
OBJECTIVE 7: INCREASE PERCENTAGE OF STUDENTS WHO COMPLETE 15 UNITS, 30 UNITS, 60 UNITS

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”, or “P” grades.



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.

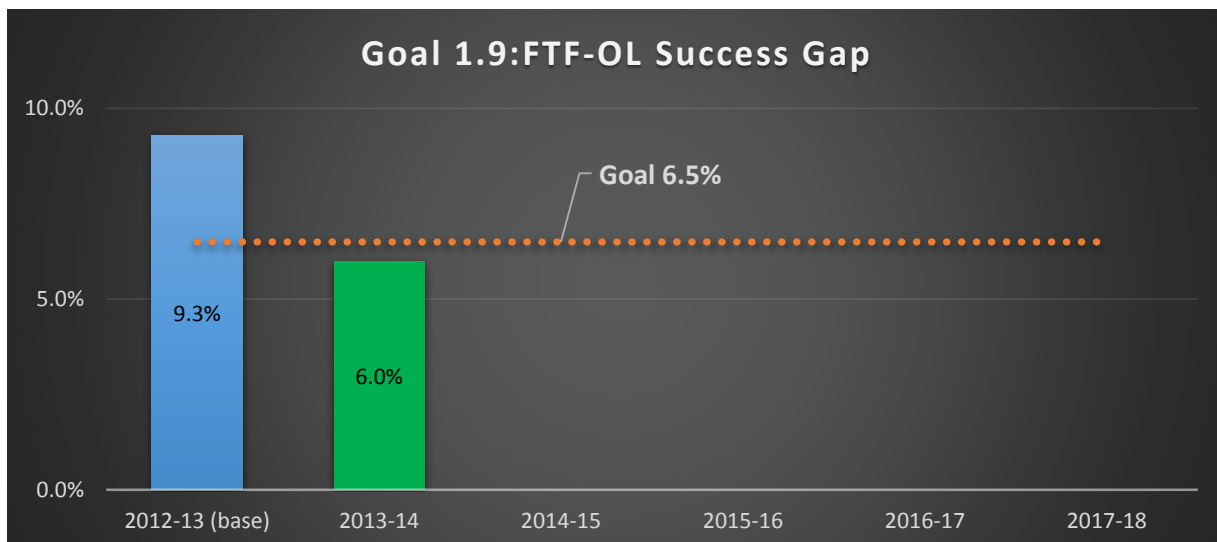


OBJECTIVE 9: DECREASE THE SUCCESS GAP OF STUDENTS IN ONLINE COURSES AS COMPARED TO FACE-TO-FACE INSTRUCTION

The success gap is defined as:

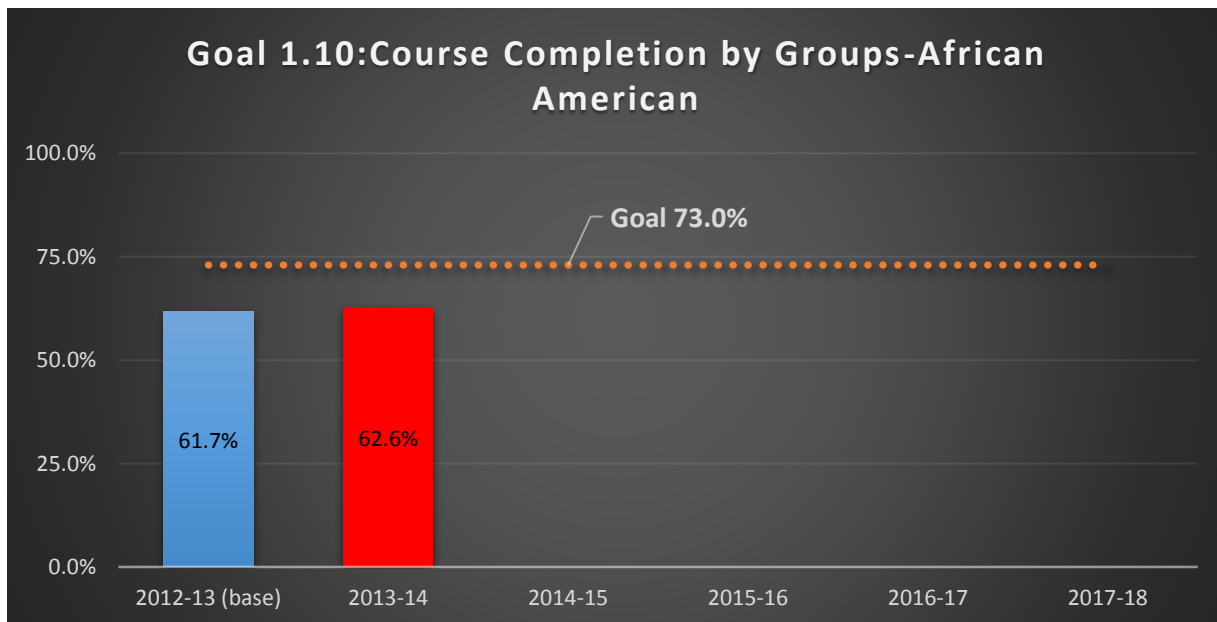
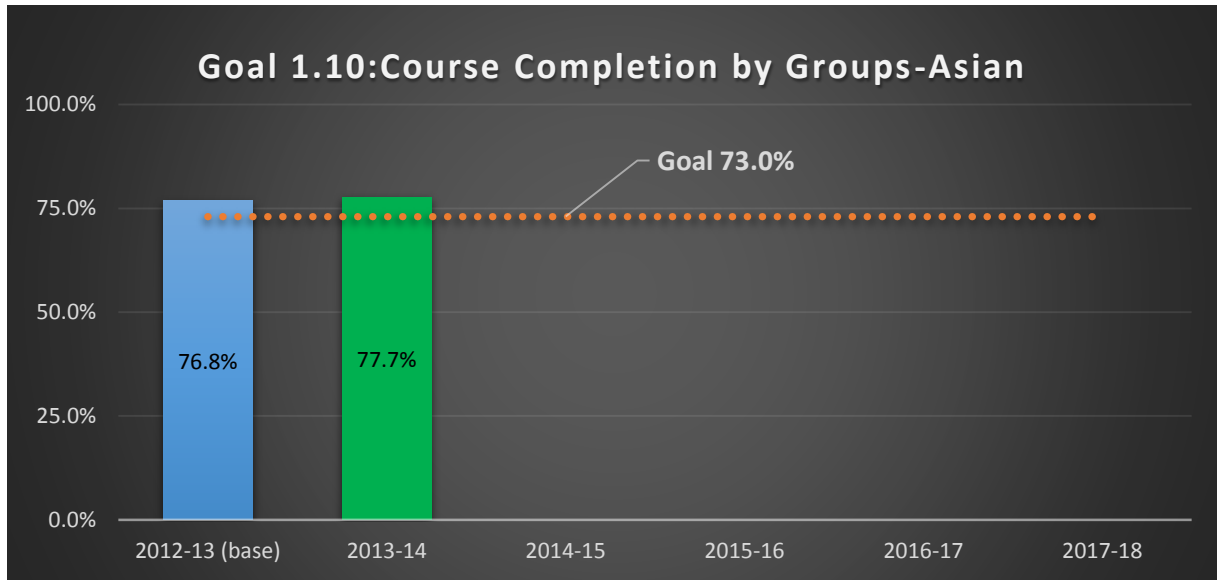
Success Rate for Face-to-Face Courses – Success Rate for Online Courses

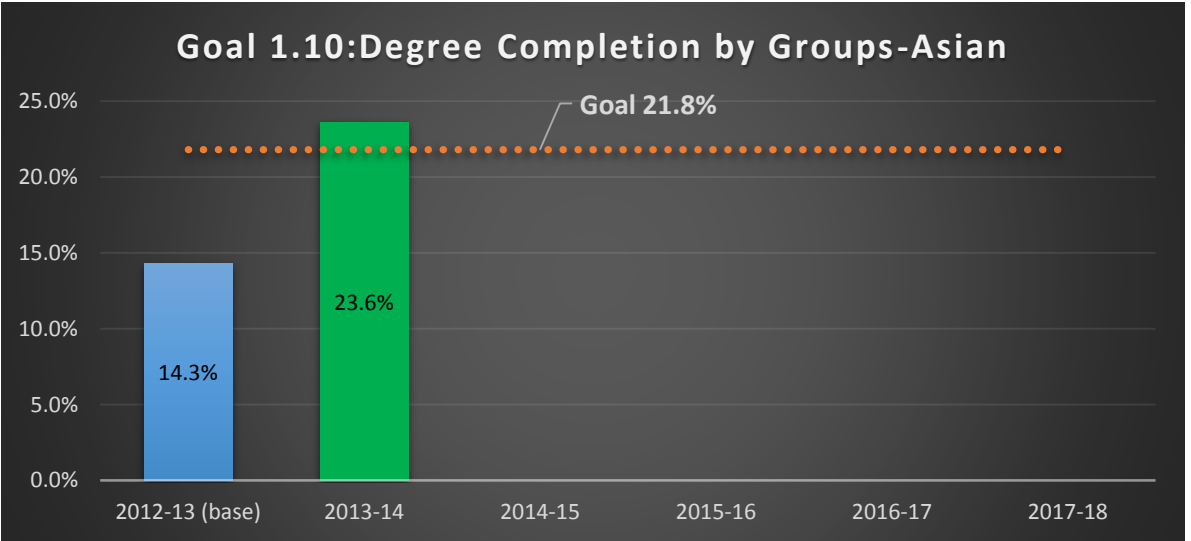
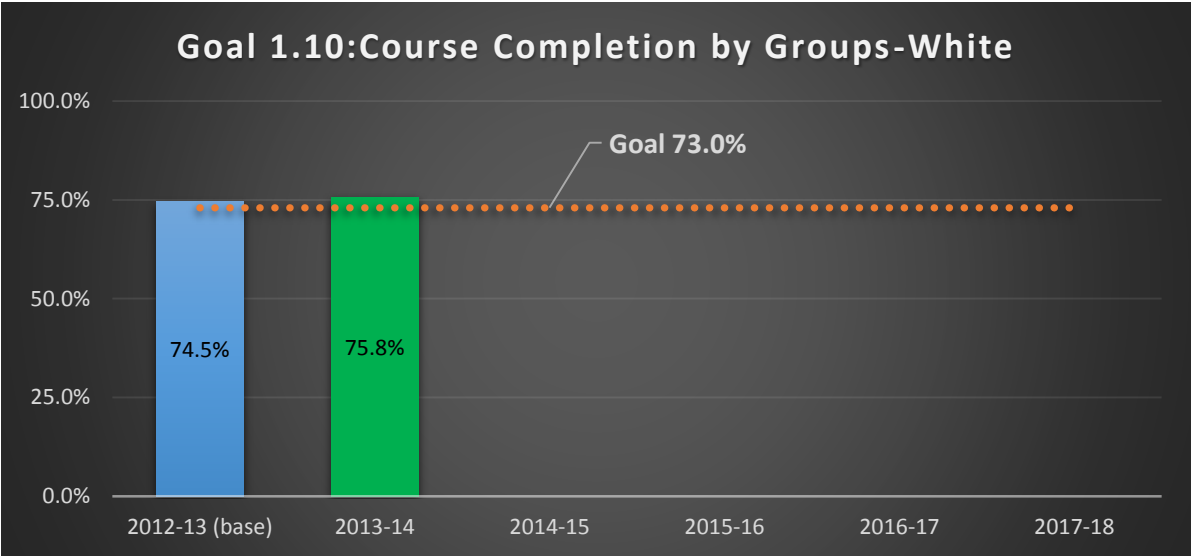
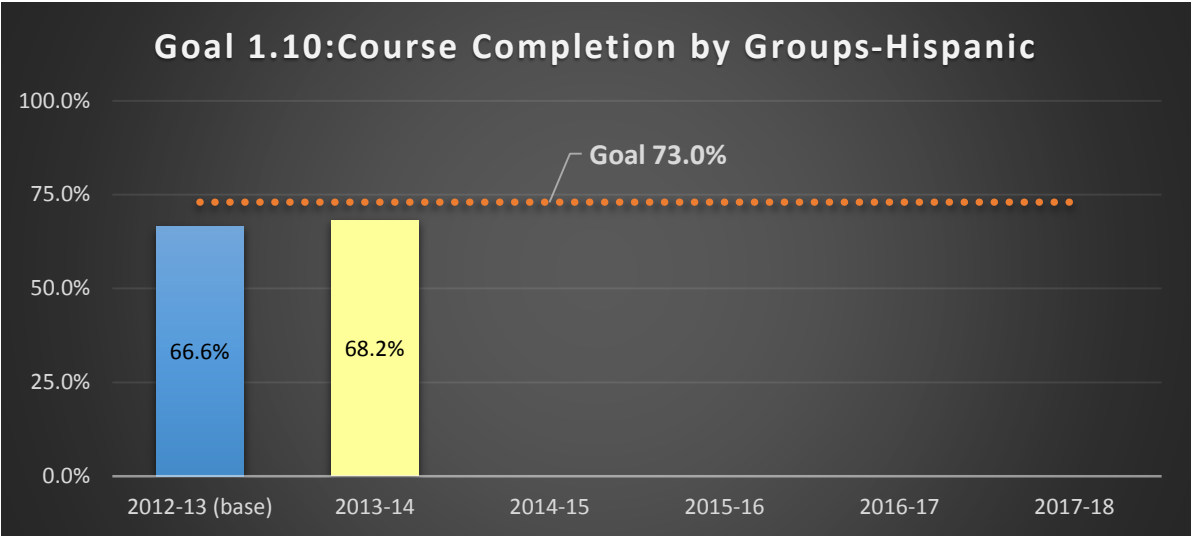
For this objective the target is to lessen the percentage (gap) with the assumption that is best accomplished by raising the online course success rate (rather than lowering the face-to-face success rate).

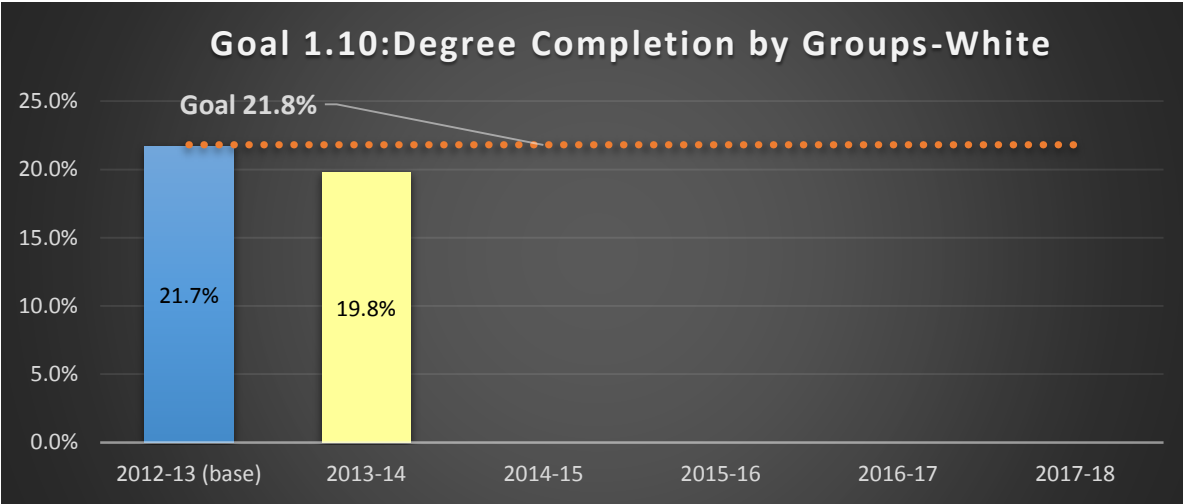
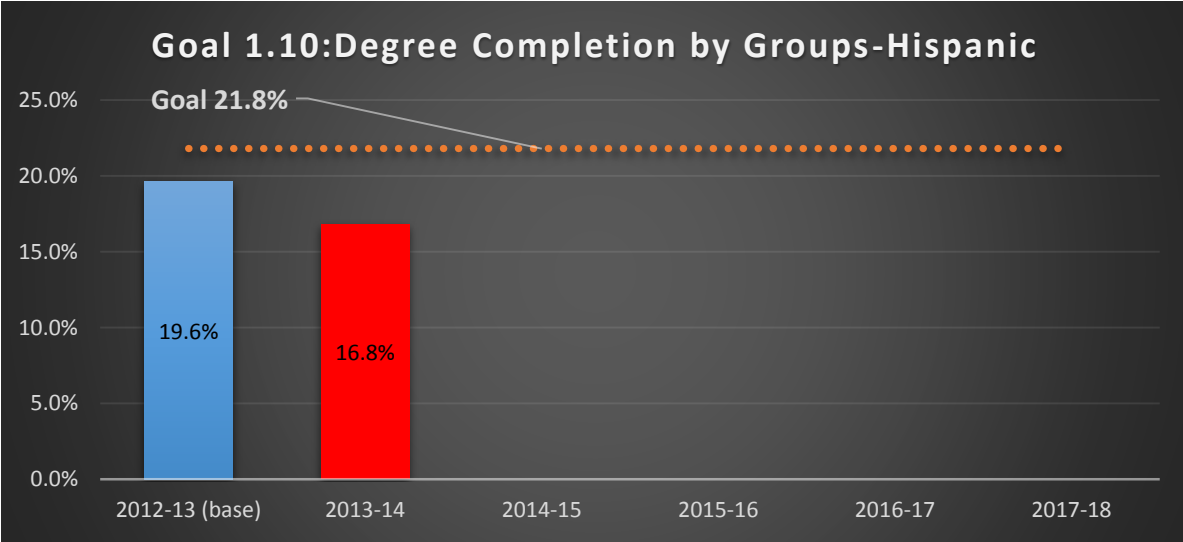
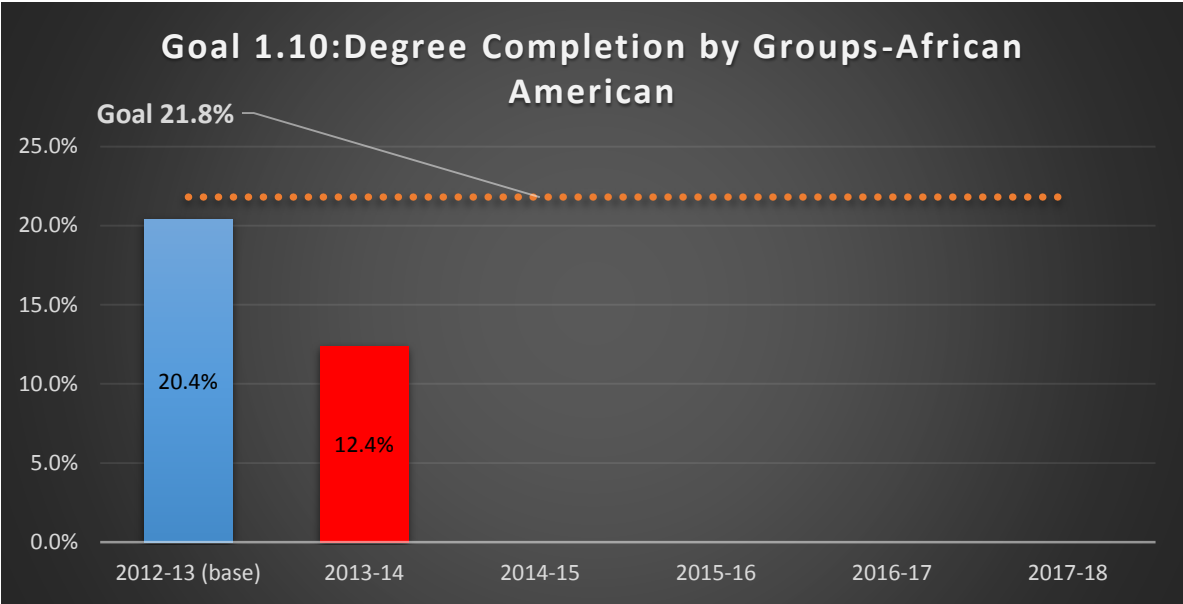


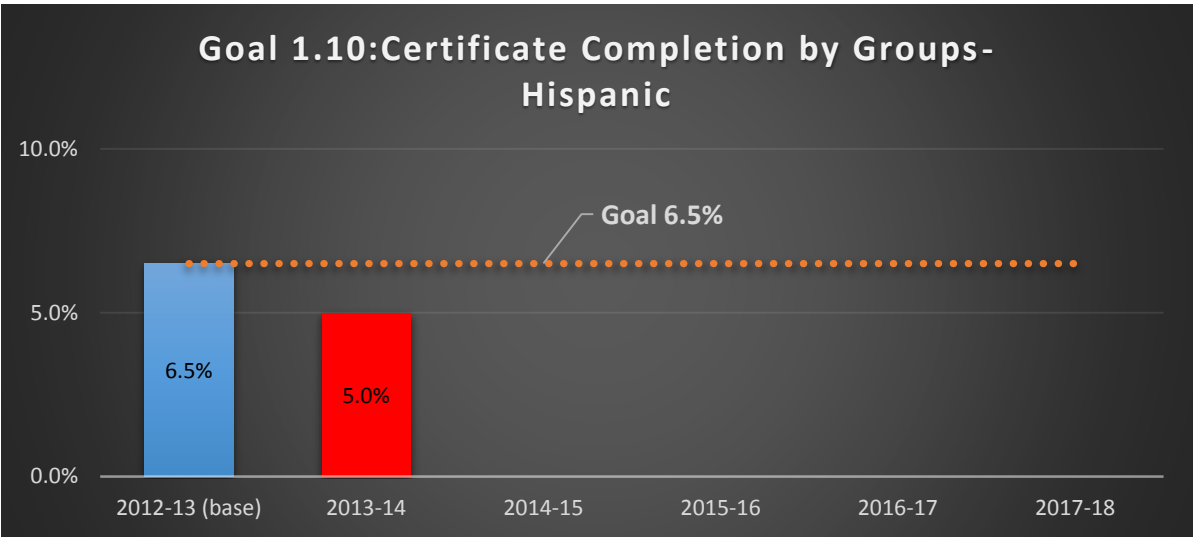
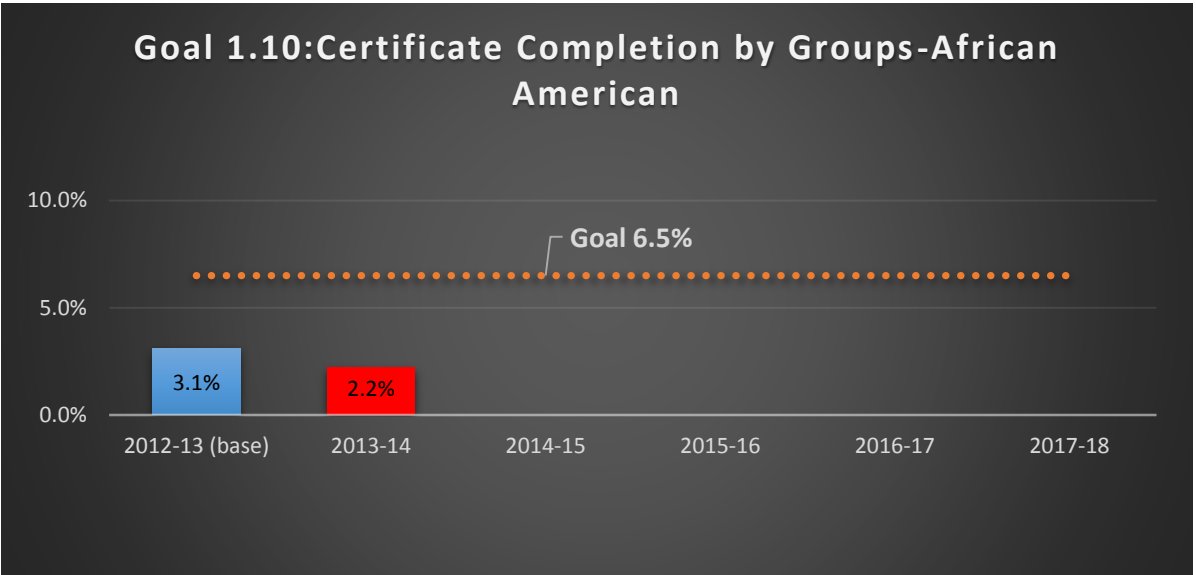
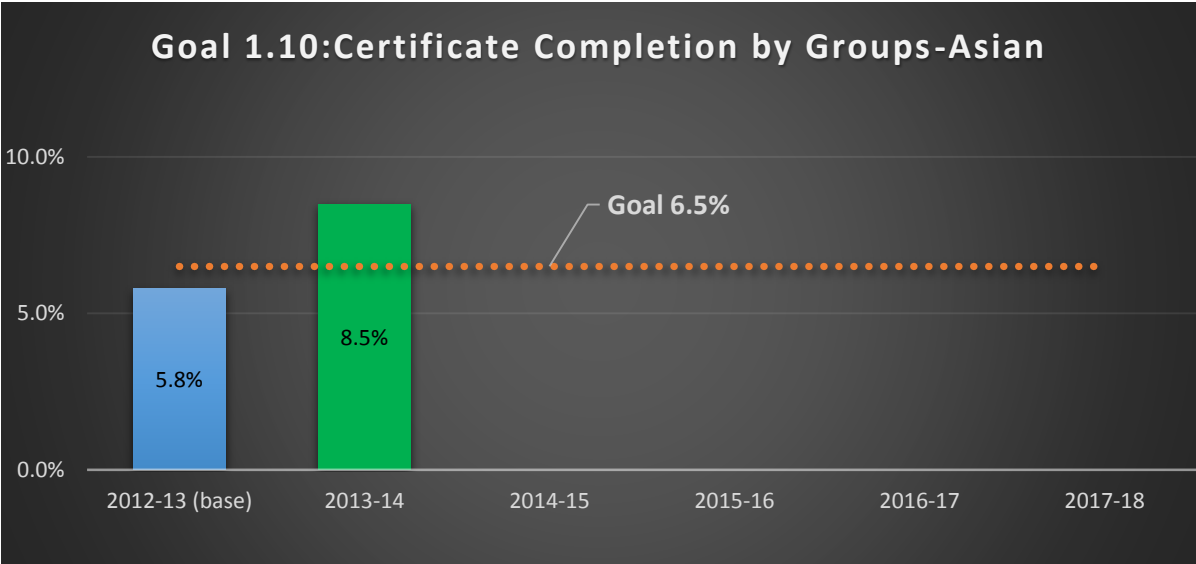
OBJECTIVE 10: INCREASE COURSE COMPLETION, CERTIFICATE AND DEGREE COMPLETION, AND TRANSFER RATES OF UNDERREPRESENTED STUDENTS

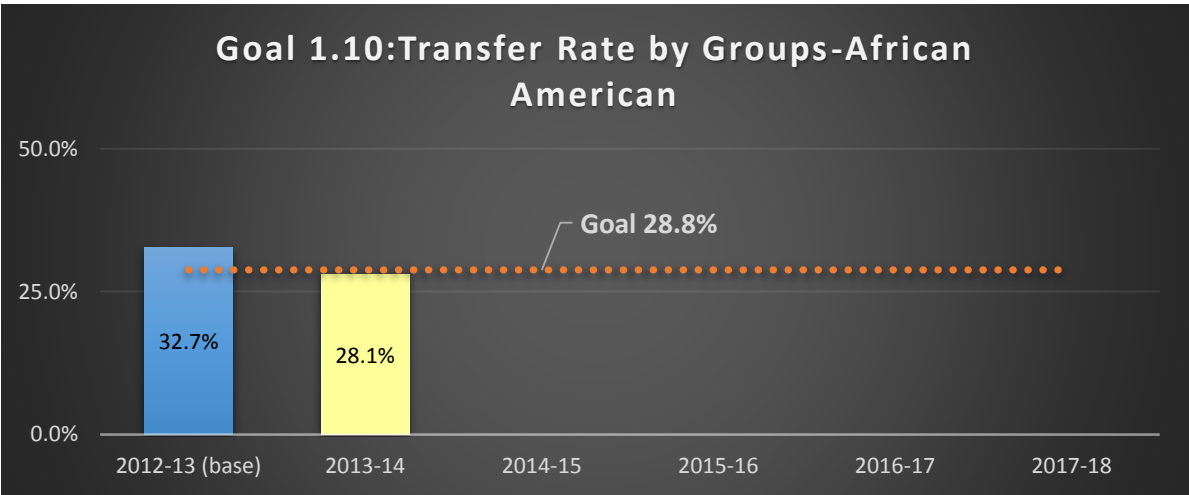
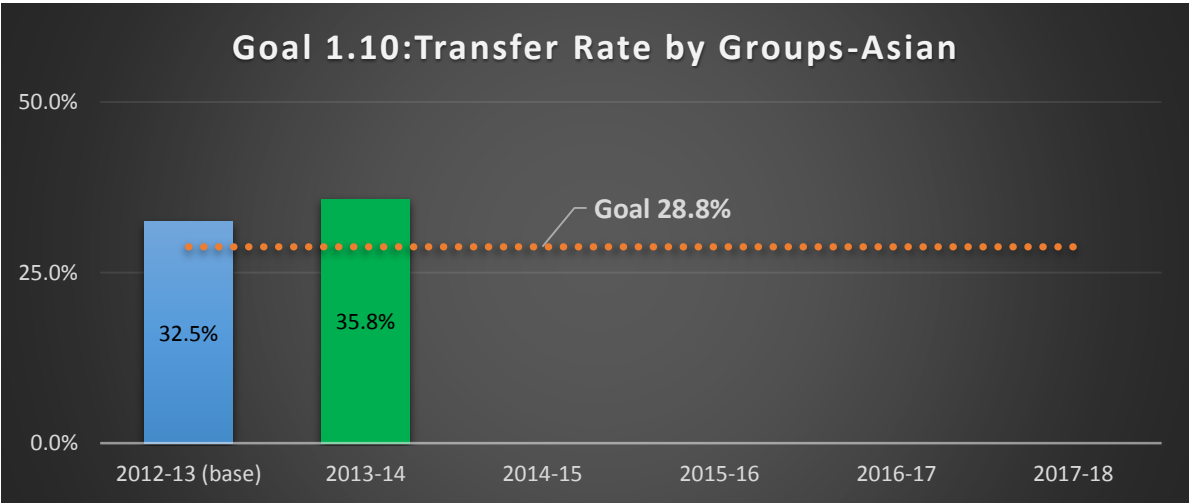
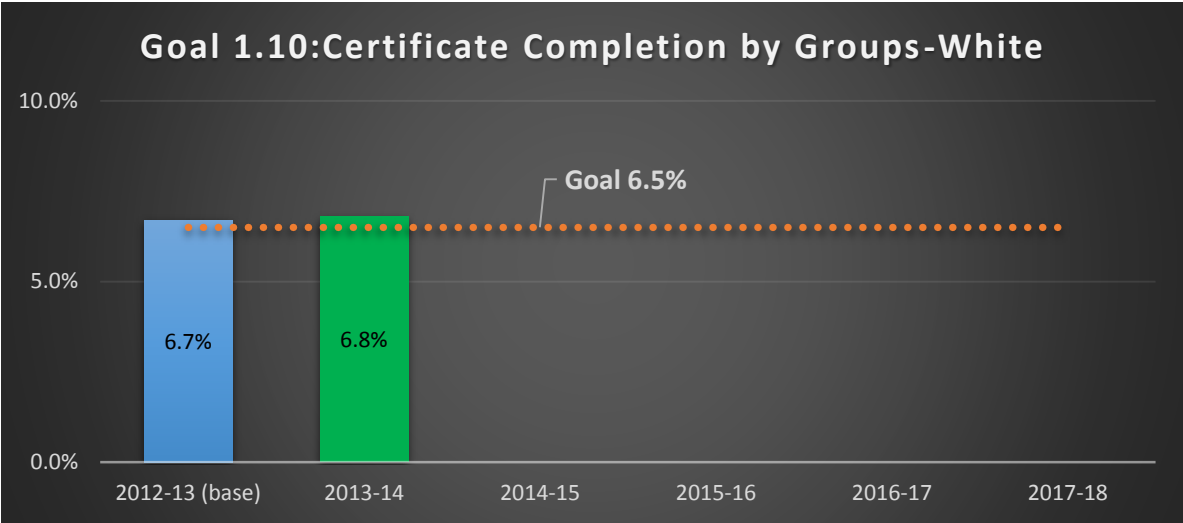
This objective uses the same definitions as Objectives 5 & 6, but disaggregates the outcomes by the four largest ethnic student groups: Asian, African-American, Hispanic, and White.

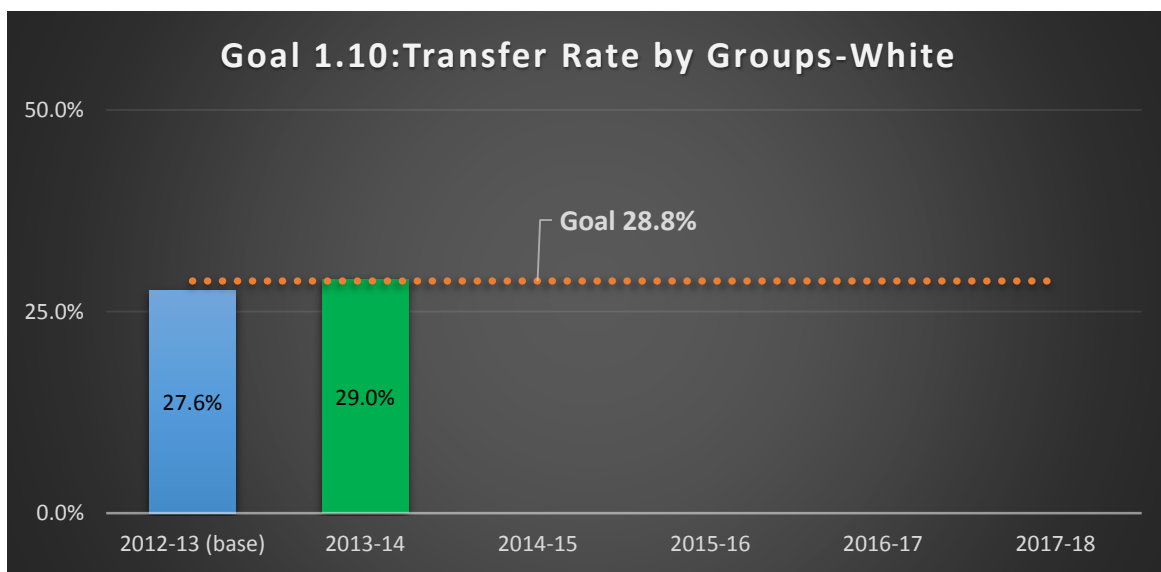
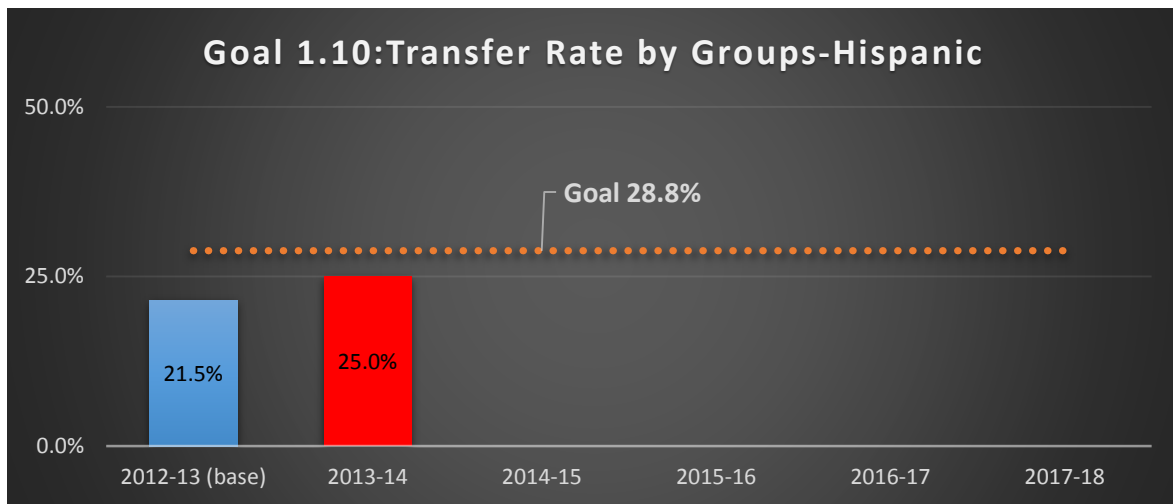












SUMMARY ON PROGRESS-GOAL 1

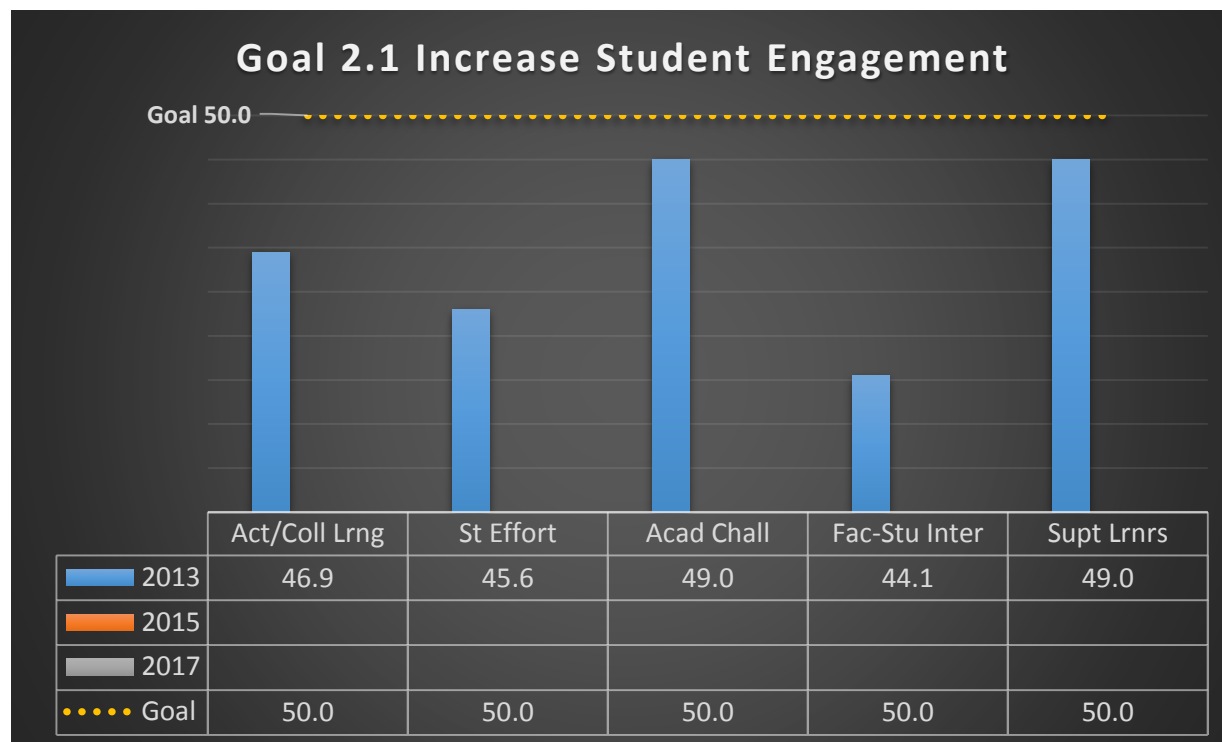
Overall, progress from baseline measures in most objectives is quite good. Objectives 1 (Transfer-Prepared), 4 (Persistence), and 9 (FTF-OL Success Gap) have already hit 5-year target levels in Year One. Reasons for these high levels of achievement are not clear at this point for all objectives. The increase in transfer preparedness and persistence rates will need to be reviewed by the Student Success Committee after another year to see if these high-level performance rates continue. A representative from the distance education committee indicated the decrease in the gap between FTF and OL success may have been due to a new policy requiring OL faculty to sign a best practices form during 2013-14. This may have resulted in changes in behavior, by both faculty and students, which could have contributed to an increase in OL success.

Objectives 3 (Reading Pipeline Completion), 5 (Degree Completion Rate), and 10 (Course, Degree, Certificate & Transfer Rates-African American and Hispanic) were less than 90% of the target level. In most of the above objectives, the 2013-14 outcomes decreased from the baseline measures. This may indicate a need to apply extra energy and attention toward reversing these trends over the next four years. The remaining objectives were within 90% of target levels and seem to be on track for achieving target outcomes in four years. Based on the earliness in the strategic plan time period, it is difficult to begin forming judgments on progress toward achieving these or any of the remaining goals and objectives. Given the variance that is inevitable in any measurement, there may be downward or upward movement in the next academic year (2014-15) given how long it takes to begin to “move the needle” on institutional indicators. However, if the proposed activities on the action plans are effective there should be an overall trend of improvement over the next four-year period.

Goal 2-Improve the Quality of Student Life

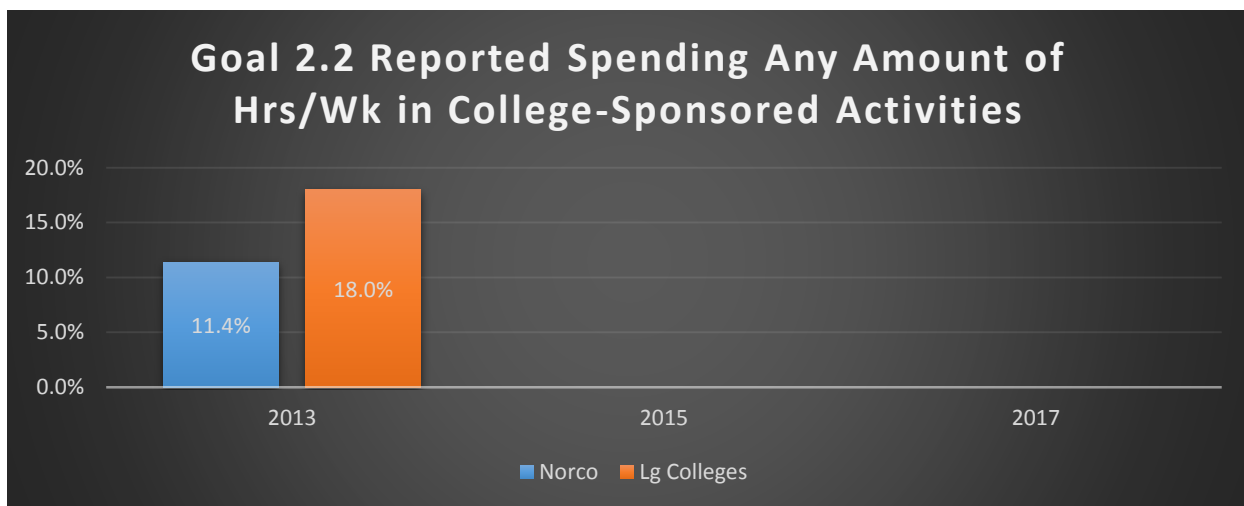
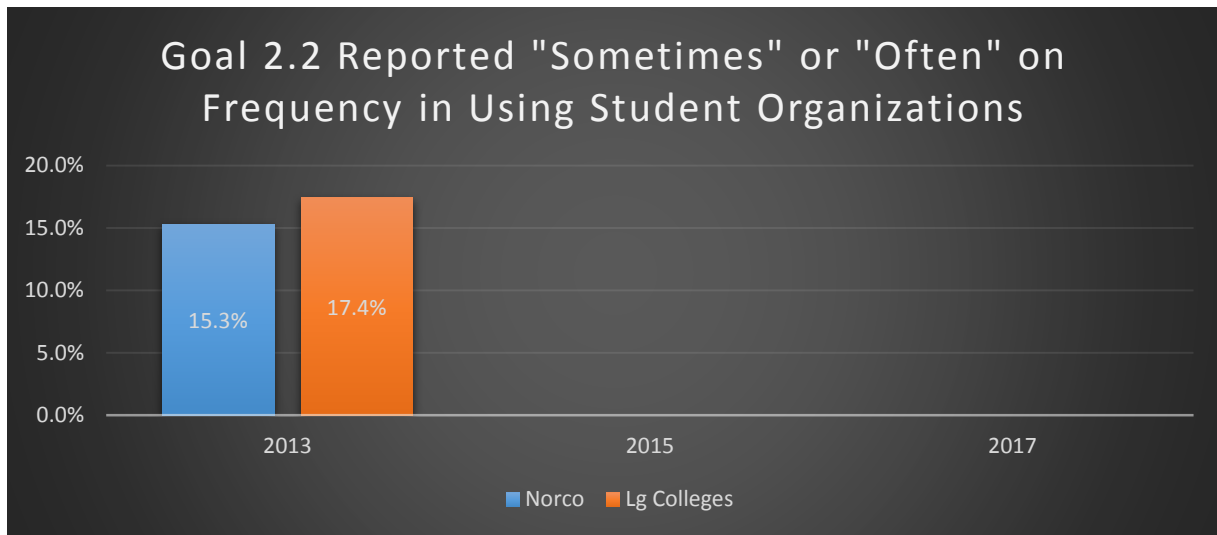
OBJECTIVE 1: INCREASE STUDENT ENGAGEMENT

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.



OBJECTIVE 2: INCREASE FREQUENCY OF STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES

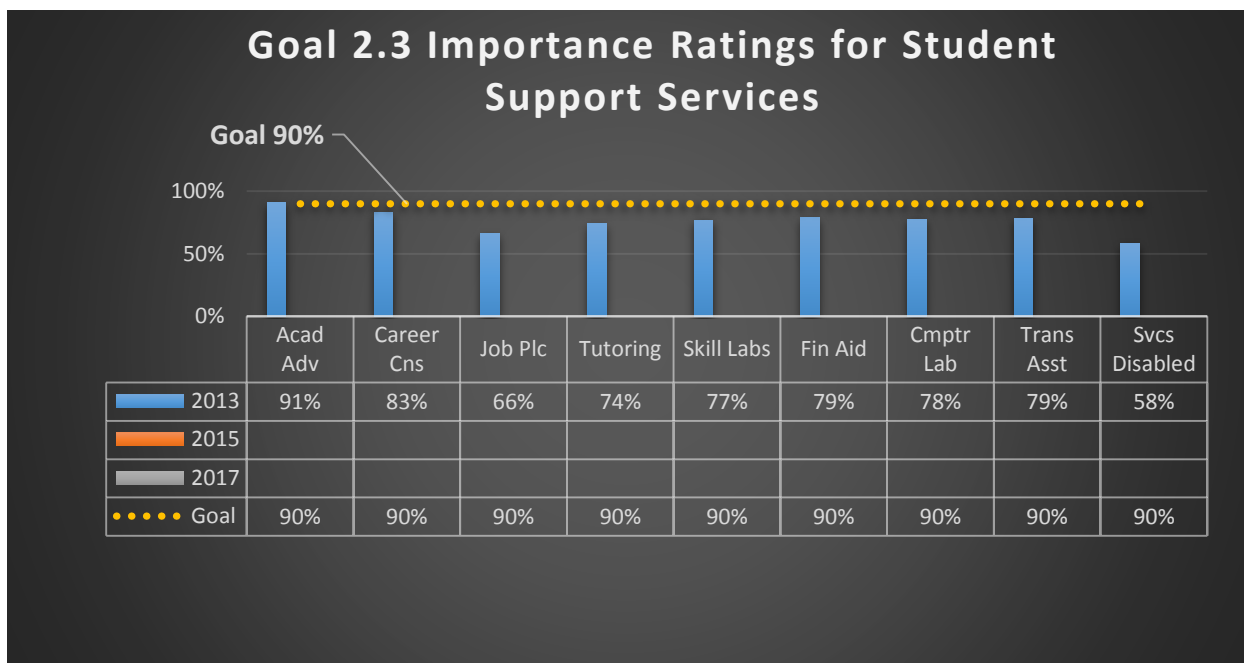
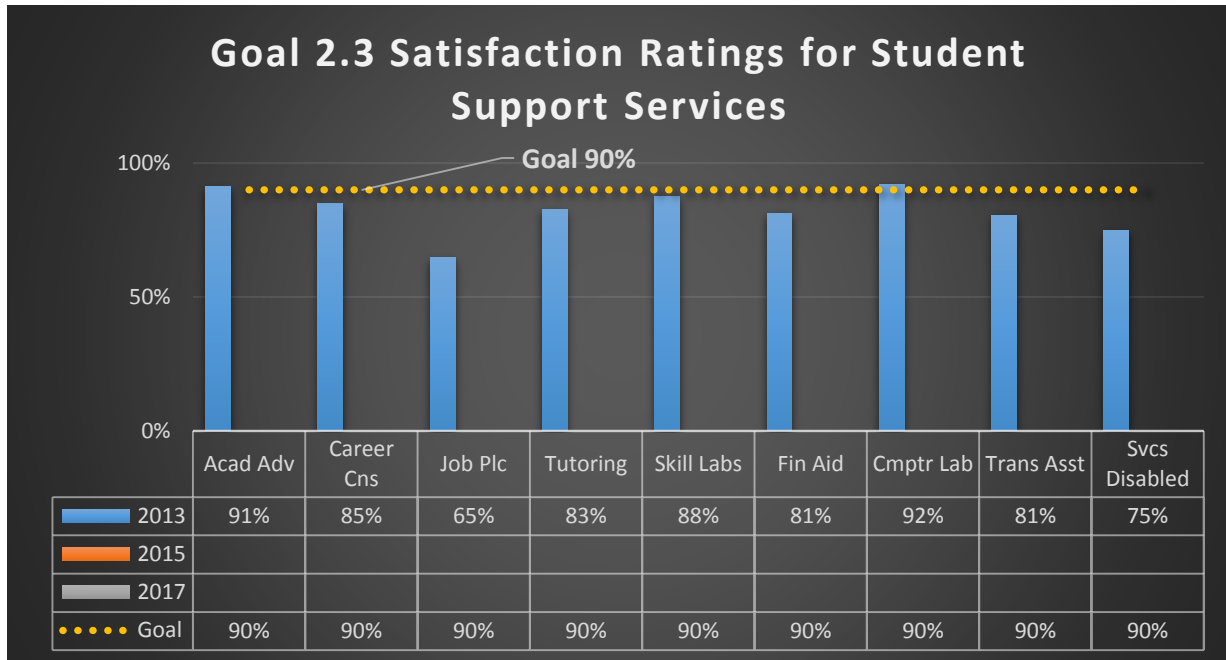
This objective was measured by using two items from the CCSSE pertaining to student participation in co-curricular activities. The first measurement shows the percentage of students in the Norco College CCSSE sample who reported “Sometimes” or “Often” on frequency of participating in student organizations. The second measurement was the percentage of students who reported any amount of hours/week spent on college-sponsored activities.



OBJECTIVE 3: INCREASE STUDENT SATISFACTION AND IMPORTANCE RATINGS FOR STUDENT SUPPORT SERVICES

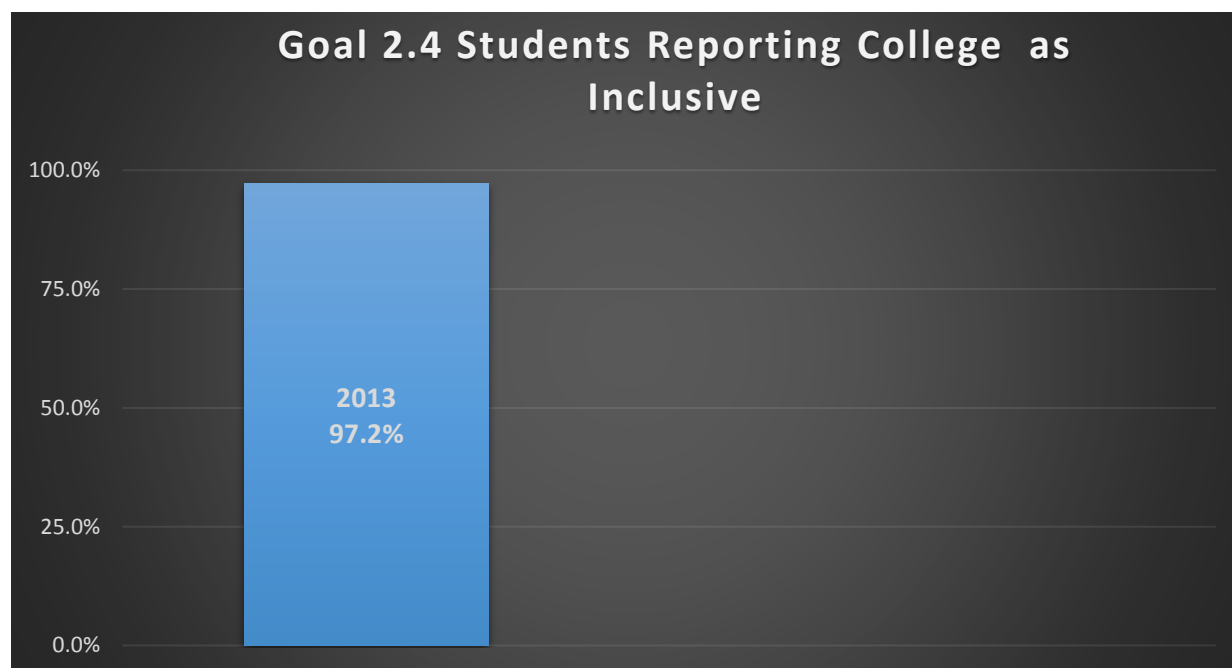
Satisfaction and importance ratings were taken directly from CCSSE results of the Norco College sample. Students were asked to rate the following student support services: academic advising,

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.



OBJECTIVE 4: INCREASE THE PERCENTAGE OF STUDENTS WHO CONSIDER THE COLLEGE ENVIRONMENT TO BE INCLUSIVE

This percentage is an aggregate of six different questions on the Campus Climate Survey which asked students to rate the college on their perceptions of diversity in employees; acceptance by instructors, students, and staff; personal respect in reference to 11 different diversity categories, and level of welcomeness of college environment regarding 12 different diversity categories. All six questions had a six-point rating scale ranging from “Strongly Agree” to “Strongly Disagree” and the reported percentage of college inclusiveness was based on students who responded “Slightly Agree” to “Strongly Agree” to the six questions.



OBJECTIVE 5: DECREASE THE PERCENTAGE OF STUDENTS WHO EXPERIENCE UNFAIR TREATMENT BASED ON DIVERSITY-RELATED CHARACTERISTICS

This percentage is taken from one question on the Campus Climate Survey which asked if in the past 12 months, students had witnessed other individuals being treated unfairly based on 11 different categories of diversity. The rating scale ranged from “Never (0 times)” to “Frequently (more than 4 times)”, and the percentage reported was based on students reporting anything other than “Never” on any of the 11 categories. Although this question doesn’t ask the respondent if they have ever experienced unfair treatment, it captures unfair treatment that is observed. On a positive note, this type of question is more likely to capture whether unfair treatment is occurring. However, due to the possibility that more than one student may

observe treatment that they deem unfair (especially in a classroom situation), the wording of this survey item may over-report unfair treatment.



OBJECTIVE 6: INCREASE CURRENT STUDENTS' AWARENESS ABOUT COLLEGE RESOURCES DEDICATED TO STUDENT SUCCESS

This objective will be measured through qualitative means via a report focusing on the use of college hour (see Goal 2 Action Plan in Appendix B). This should commence during the 2014-15 academic year.

SUMMARY ON PROGRESS-GOAL 2

Most of the objectives in Goal 2 were measured through the Community College Survey of Student Engagement (CCSSE) and the student campus climate survey. Both of these surveys are administered on a biennial basis. The baseline measurement for CCSSE was taken from the 2013 administration and CCSSE will be administered again in spring 2015 and spring 2017. The campus climate survey for students was administered in spring 2013 and should be conducted again during 2015.

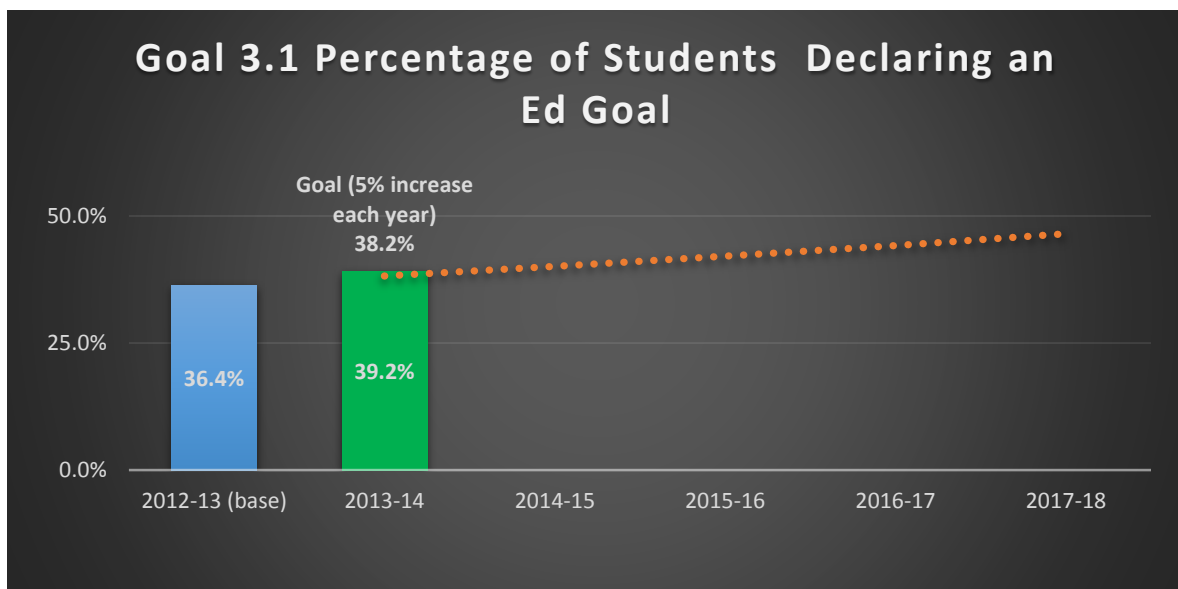
As of 2013, Objectives 1-3 indicate a need for improvement based on the CCSSE survey. All benchmark scores in Objective 1 are below the national average (50.0 standard score), and three of them are considerably lower (Active & Collaborative Learning, Student Effort, and Faculty-Student Interaction). Participation in co-curricular activities and satisfaction/importance ratings comprising Objectives 2 & 3 were consistently low in comparison to other colleges or target outcomes. Two exceptions were the importance ratings of academic advising and career counseling with the former exceeding target levels (90%) and the latter falling within 90% of target. Neither Objective 4 nor 5 had target outcome levels, but Objective 4 indicated that the college was inclusive at a 97.2% agreement level. This was

assessed through an average of 28 different responses to prompts on the campus climate survey (see Goal 2 Action plan baseline measure). Objective 5 as measured in the campus climate survey indicated that 42.7% of student had experienced (i.e. witnessed) unfair treatment at the college. This was measured by students who indicated they had ever witnessed unfair treatment within the previous year on the basis of 11 diversity-related characteristics. There may be some concern for over-reporting on this item as discussed in the section on Objective 5. Objective 6 has not been addressed yet as it involves qualitative inquiry into how students utilize college hour.

Goal 3-Increase Student Access

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

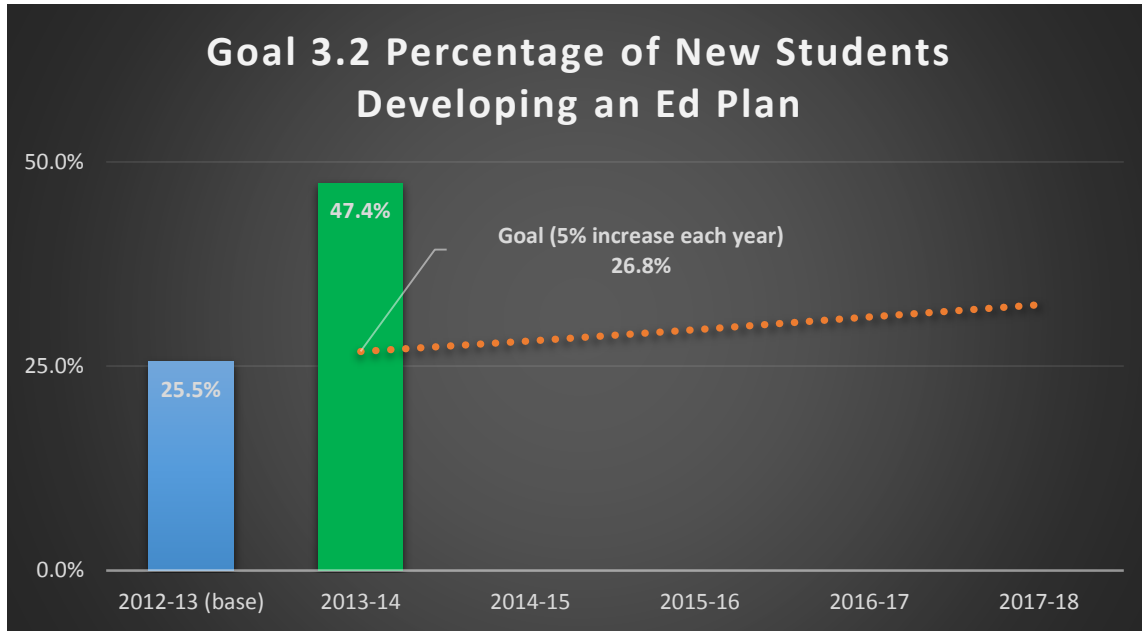
To qualify as declaring an educational goal, students must complete a student educational plan with a counselor that contains an identified educational goal. This is considered an informed educational goal and is part of the MIS data entered as the SM01 data element. The percentage listed below is that of all students enrolled during the 2013-14 academic year and may reflect educational goals declared prior to or during 2013-14.



OBJECTIVE 2: INCREASE PERCENTAGE OF NEW STUDENTS WHO DEVELOP AN EDUCATIONAL PLAN

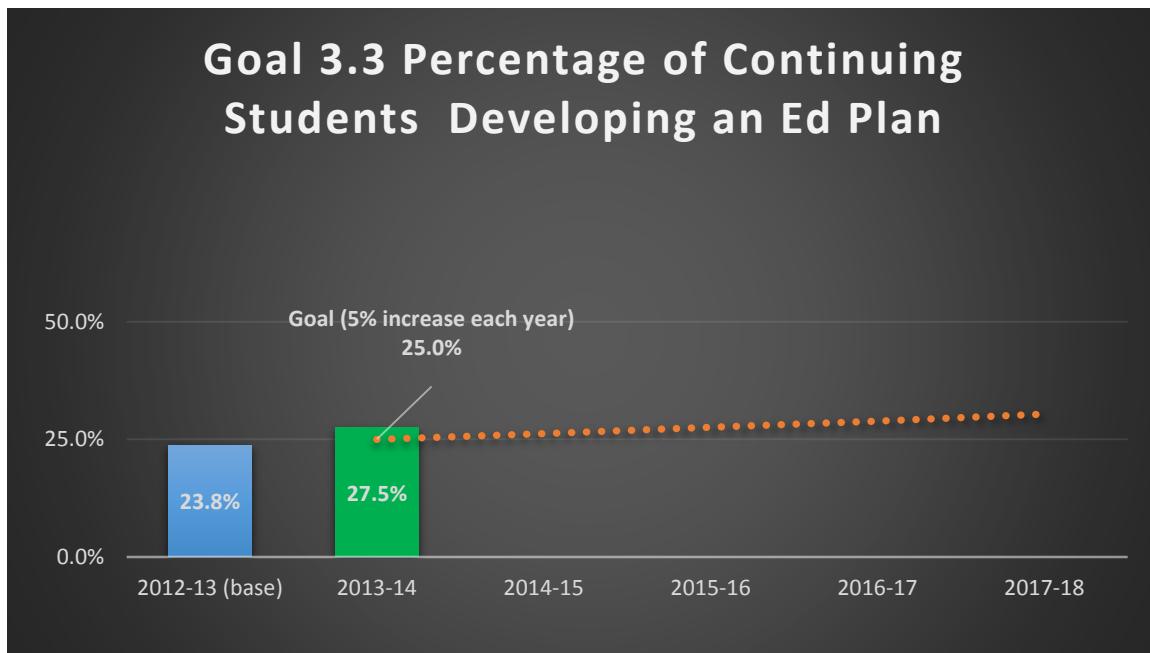
This objective analyzed the percentage of new students that developed a comprehensive (longer than one term) educational plan with a counselor during the academic year. To be

counted, students would have been identified as new to college any time during the academic year.



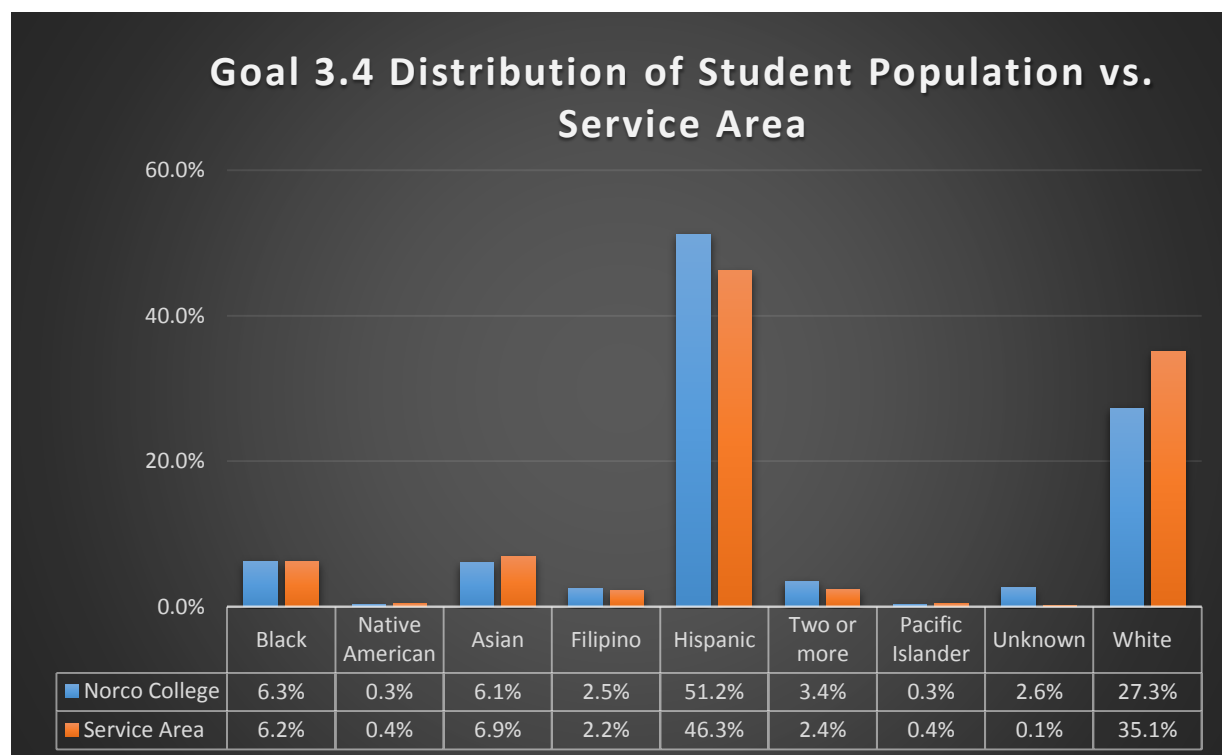
OBJECTIVE 3: INCREASE PERCENTAGE OF CONTINUING STUDENTS WHO DEVELOP AN EDUCATIONAL PLAN

This objective follows the same methodology as Objective 2, but identifies educational plans developed by continuing students.



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 3-Year Estimates 2010-12). 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, the equity plan offers the target of all student populations being within 0.80 of census.



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

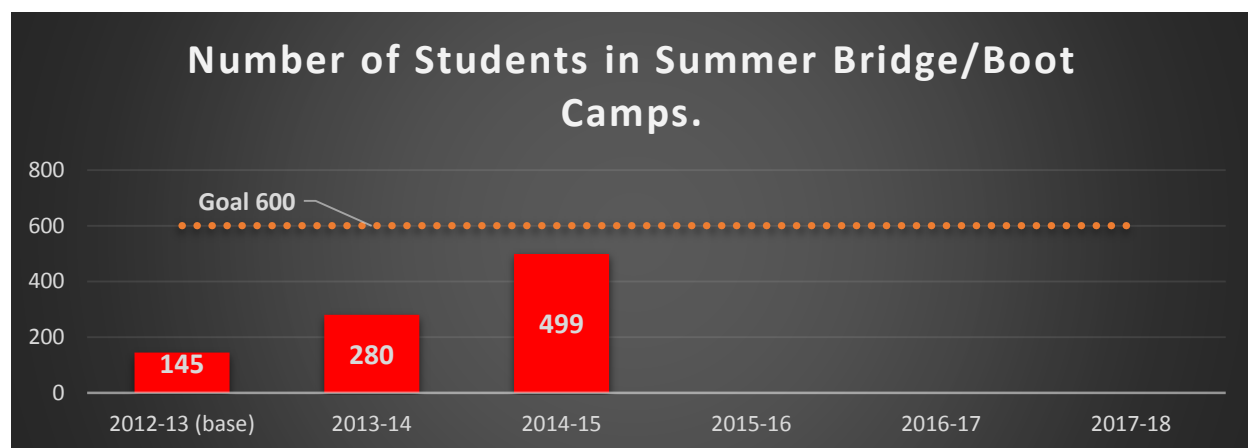
Objectives 1-3 showed excellent progress from the baseline year by exceeding 5-year target outcome measures in Year One. The percentage of new students developing educational plans

(Objective 3) was phenomenal because it more than doubled the baseline and target in only one year. The reason for these stellar levels of performance is certainly due in large part to the Summer Advantage Program that requires participants to complete an educational plan. During summer 2013, 280 students participated in the program whereas in summer 2012, only 135 participated. In addition to this, there were also changes in counseling staffing during 2013-14 which may have increased productivity. However, the larger increase in educational plans for new students in comparison to continuing students points quite clearly to the impact of Summer Advantage on this outcome. 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

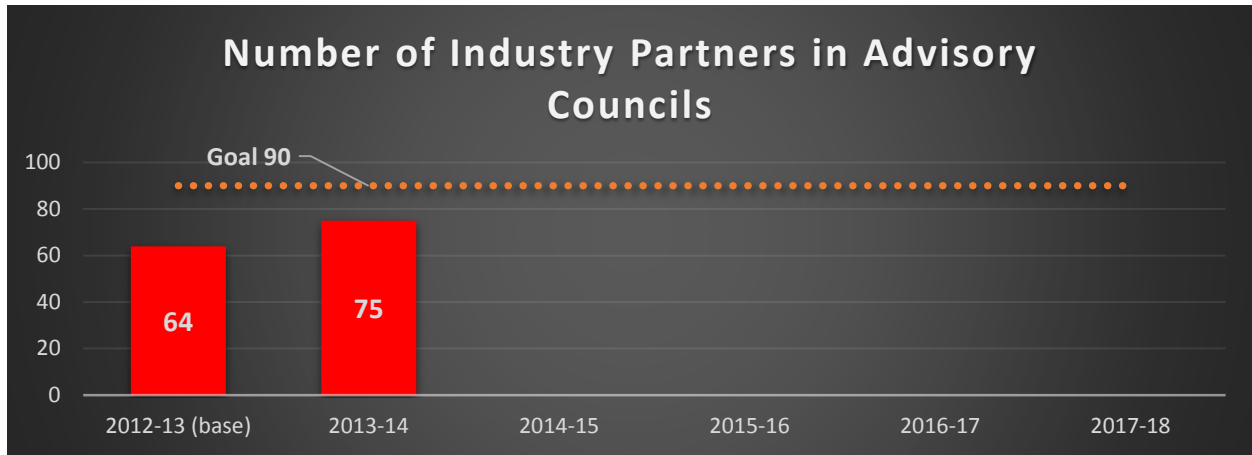
OBJECTIVE 1: INCREASE THE NUMBER OF STUDENTS WHO PARTICIPATE IN SUMMER BRIDGE PROGRAMS OR BOOT CAMPS

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.



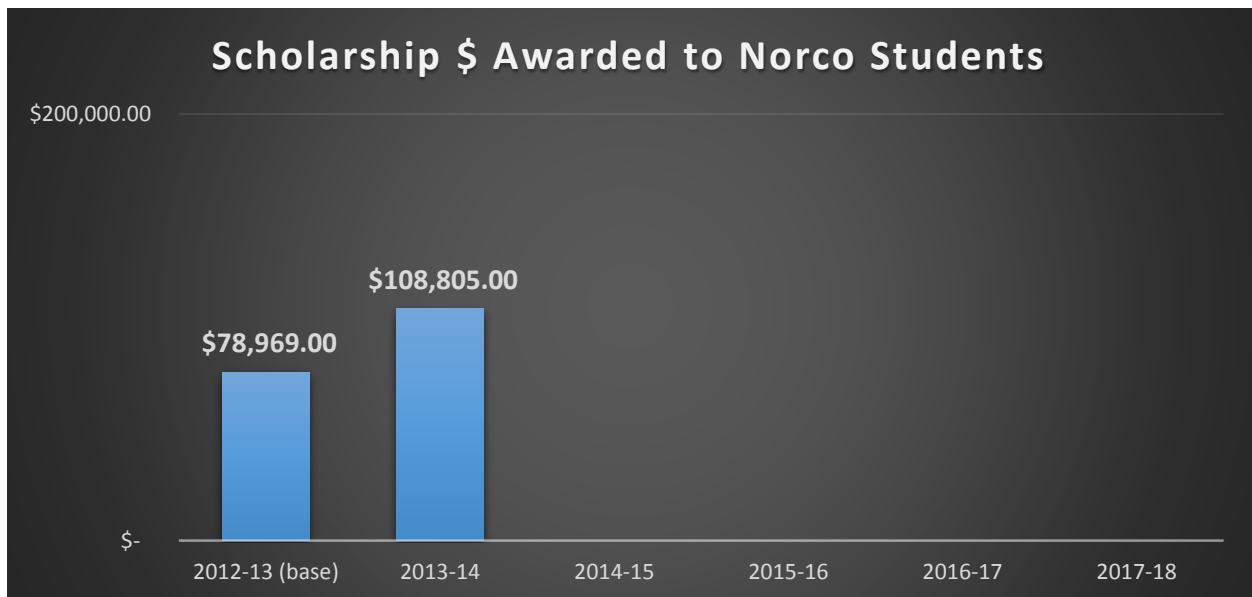
OBJECTIVE 2: INCREASE THE NUMBER OF INDUSTRY PARTNERS WHO PARTICIPATE IN INDUSTRY ADVISORY COUNCIL ACTIVITIES

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. However, no action plan was provided by the committee overseeing this objective for the next four years of the strategic plan.



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 were established for the remaining four years.

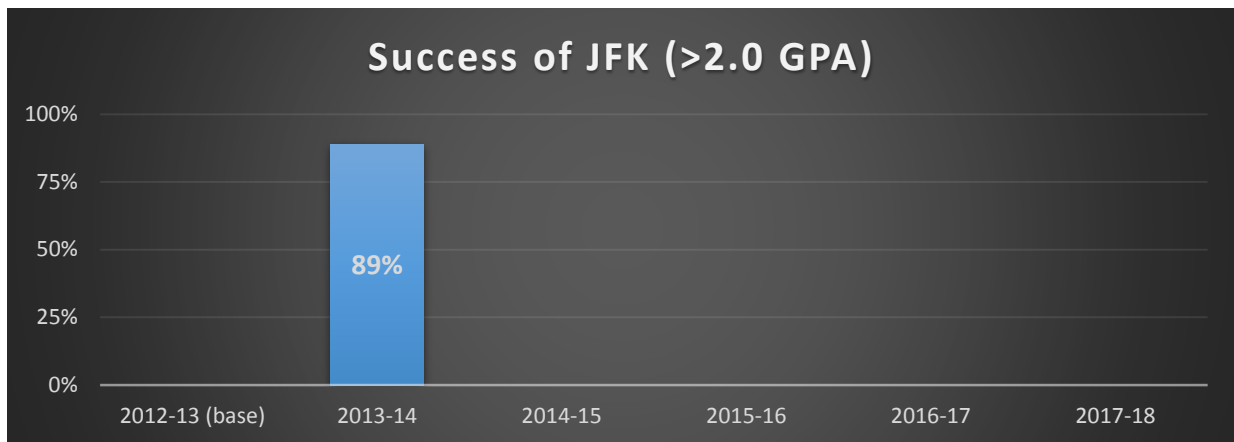


OBJECTIVE 4: INCREASE INSTITUTIONAL AWARENESS OF PARTNERSHIPS, INTERNSHIPS, AND JOB OPPORTUNITIES ESTABLISHED WITH BUSINESS AND INDUSTRY

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 cumulative grade-point average of 2.0 or above. 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

No baseline measures or target outcomes were submitted with the action plan for this objective. Follow up on these measures to include baseline and target outcome during the following academic year.

SUMMARY ON PROGRESS-GOAL 4

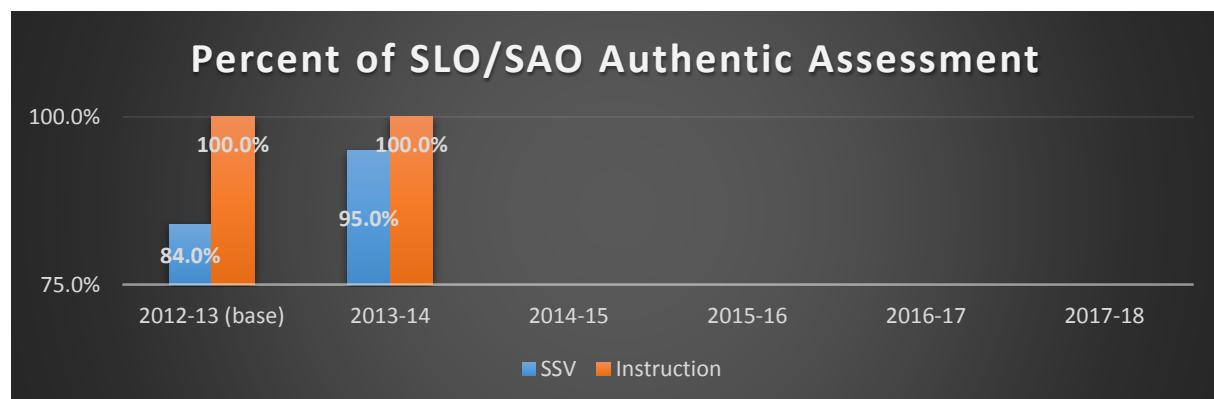
Objectives 1 & 2 are showing encouraging increases over the baseline year. Even though the dashboard indicators for these objectives are red (less than 90% of target), if progress continues, target levels will be achieved before 2017-18. However, Objective 2 does not have an action plan so potential activities for maintaining these numbers are not specified. Objectives 3 & 4 have not been addressed because no action plan was submitted. Objective 5 indicated very good success for JFK students as indicated by a 2.0 GPA, though no target outcome was established. Objectives 6 & 7 did not have action plans submitted, and Objective 8 did not have an action plan submitted with baseline or target outcomes. Overall, Goal 4 shows some of the least planning in terms of action plan development.

Goal 5-Strengthen Student Learning

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

100% of all disciplines, student support services areas, and administrative units have conducted systematic program reviews during the 2012-13 (baseline) and 2013-14 academic years.

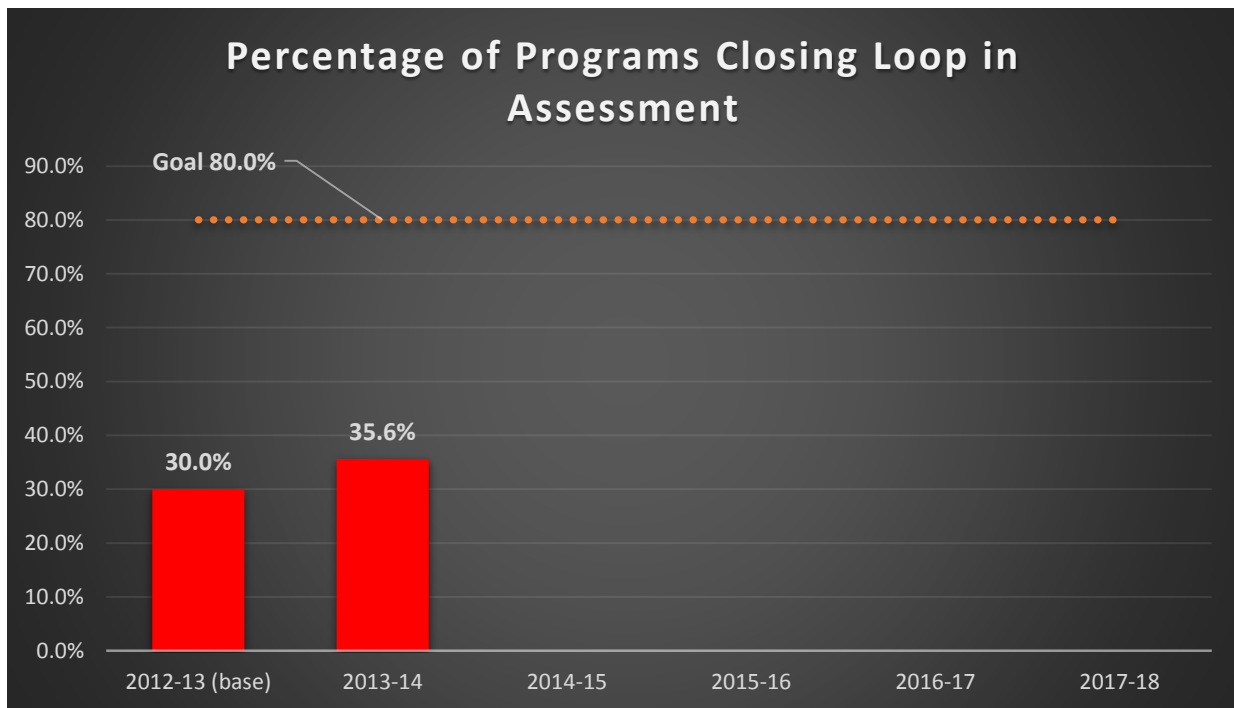
OBJECTIVE 2: INCREASE THE PERCENTAGE OF STUDENT LEARNING AND SERVICE AREA OUTCOMES ASSESSMENTS THAT UTILIZE AUTHENTIC METHODS



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

During 2013-14 there were 54 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 also considered a separate program since there

are learning outcomes that must be assessed for this program. A three- or four-year cycle of instructional program assessment was initiated in 2013-14 which coincidentally was the first year of the strategic plan. Since Norco College is only in the first year of the instructional program assessment cycle the percentage of programs closing the loop was understandably low (6.5%). However, since this percentage will be cumulative over the next four years, it will obviously increase substantially throughout the remainder of the strategic planning period. Two other areas where program assessment occurs are in administrative units and student services which together have 35 programs. Since administrative and student services programs are very different from instructional programs, closing the loop is defined as meeting the specific administrative unit outcome (AUO) or student area outcome (SAO) targets within the academic year. The following chart shows the percentage of all programs engaged in loop closing activities during the 2013-14 academic year.



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. There is a plan that will be coordinated by the Norco Assessment Committee and the Distance Education Committee to improve outcomes for this objective (see Goal 5 Action Plan in Appendix B).

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. Follow up on these measures will include baseline and target outcomes during the following academic year.

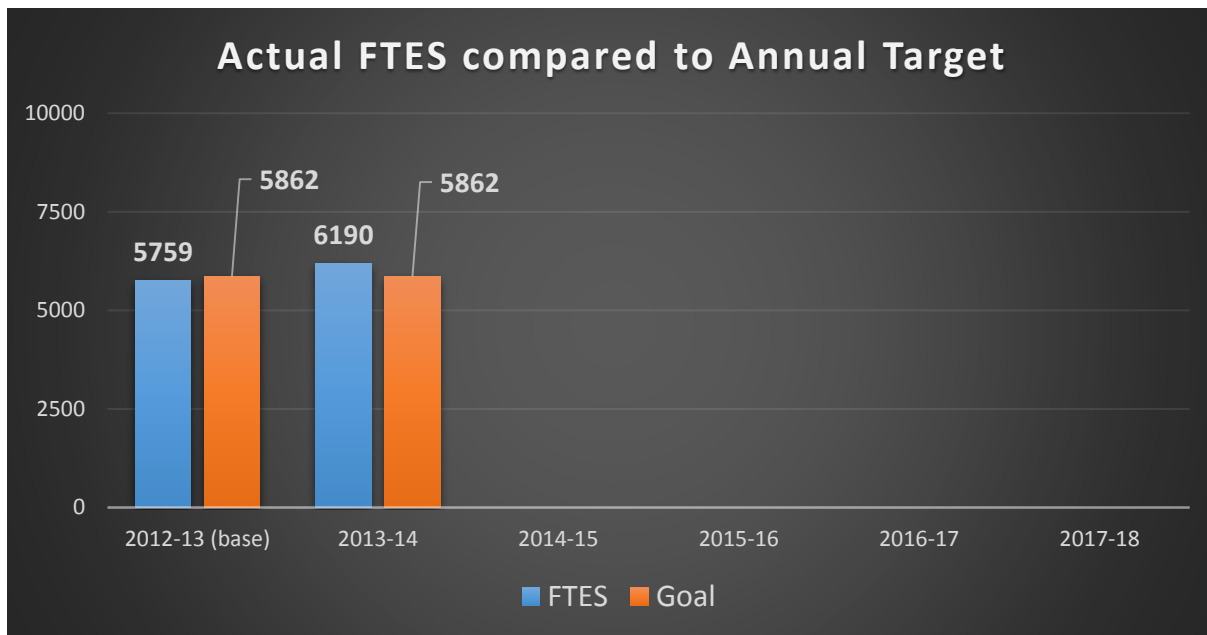
SUMMARY ON PROGRESS-GOAL 5

Objectives 1 & 2 are at or within 90% of five-year target outcomes. This is due to an institutional culture that values program review as part of the resource allocation process. Over the past four years, Norco College has required that all assessment in instructional programs be authentic. Student services is now requiring the same. Norco College has begun to focus assessment efforts on closing the loop in program assessment over the next four 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 in the next four 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. Since 2013-14 was a planning year, no summary exists at this point. It is assumed that this will commence with the 2014-15 academic year. As for the quantitative measure, the accuracy with which Norco College meets its FTES targets for the academic year will capture this objective quantitatively. The following chart shows the actual FTES in comparison to the annual targets for each year.



OBJECTIVE 2: SYSTEMATICALLY ASSESS THE EFFECTIVENESS OF STRATEGIC PLANNING COMMITTEES AND COUNCILS

As this is specifically 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, 2, and 5 of SP 2010-01 require assessment of the planning councils, academic senate and its standing committees, and committee of the whole to be performed annually. For more information on these assessments of effectiveness during 2013-14, use the following links:

Planning Councils Survey: <http://www.norcollege.edu/about/academic-affairs/Documents/SS-Research/Planning%20Councils%20Survey%20Summary-2013-14.pdf>
 Academic Senate/Standing Committees: <http://www.norcollege.edu/about/academic-affairs/Documents/SS-Research/AS%20Standing%20Committee%20Evaluation%20of%20Effectiveness%202013-14.pdf>
 Committee of the Whole: <http://www.norcollege.edu/about/academic-affairs/Documents/SS-Research/COTW%20Survey%20Summary-2014.pdf>

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 will be captured in the meeting minutes. This procedure will commence in the 2014-15 academic year.

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. This plan does not have a specific end date. It is structured in such a way, that the future of Norco College facilities expansion has been planned in phases. Due to unknown factors such as state bond release dates and amounts, the length of the Facilities Master Plan is to be 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. Objectives 1 & 2 have been thoroughly assessed during the 2012-13 and 2013-14 academic years. Although a dashboard indicator was displayed for Objective 1, the measurement was mostly an example of how use of data is taking 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 will be reported during the 2014-15 academic year, and Objective 5 was met in fall 2013.

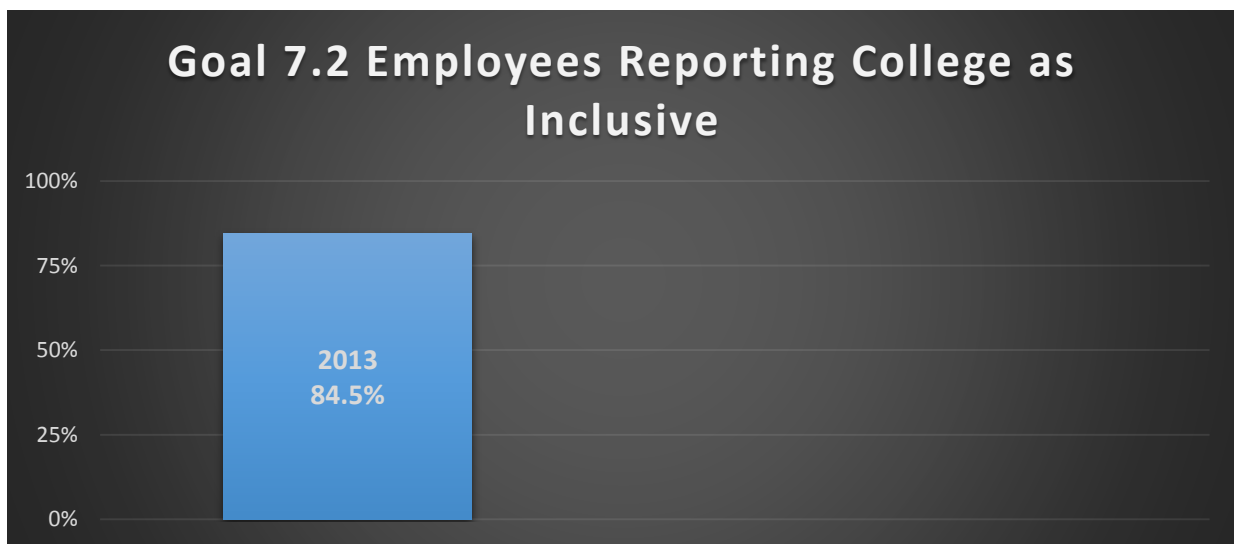
Goal 7-Strengthen Our Commitment to Our Employees

OBJECTIVE 1: PROVIDE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR ALL EMPLOYEES

This objective was met in large part when the Faculty Development Committee changed its name to the Professional Development Committee due to a widening of its scope to include activities for all employees. During 2012-13, 55 workshops were offered and in 2013-14, 67 workshops were offered. Also, during 2013-14 Lynda.com was purchased as a means to increase competency for all employees in technological knowledge. Since this is an online repository of technology training, it is hoped that with increased access will come increased participation in these professional development activities. Lynda.com will provide usage statistics beginning in the 2014-15 academic year since Fall 14 is when it was officially launched.

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

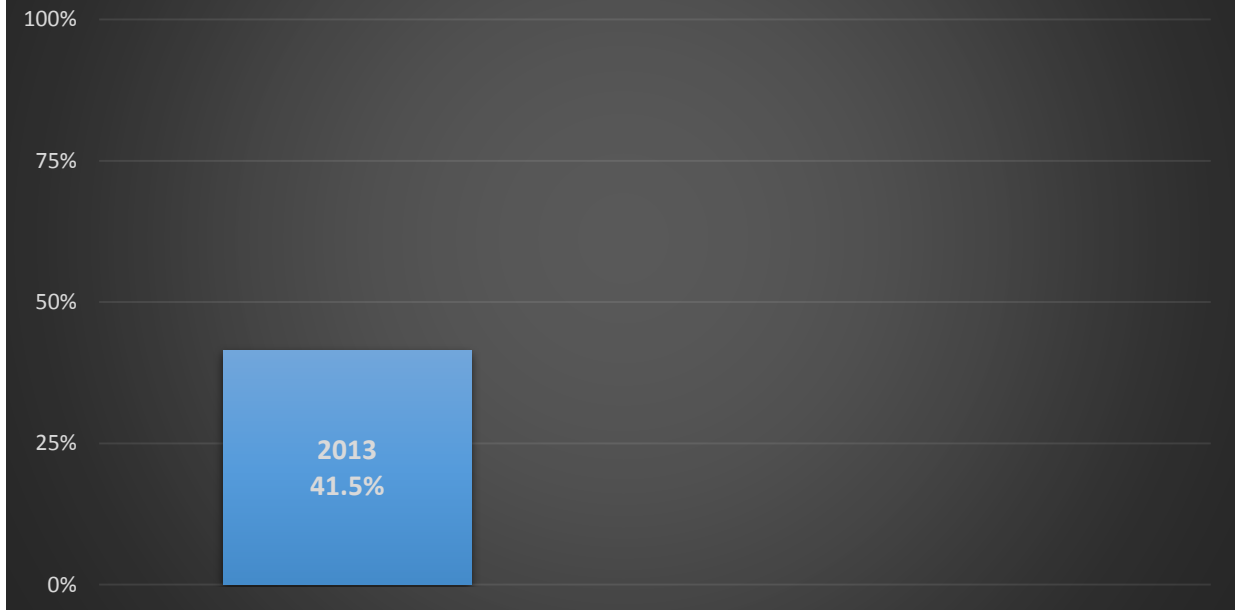
For purposes of comparison, this objective was measured with the same questions on the employee version of the campus climate survey that were used to measure to equivalent objective for students (Goal 2.4-Percentage of Students Reporting the College Environment as Inclusive).



OBJECTIVE 3: DECREASE THE PERCENTAGE OF EMPLOYEES WHO EXPERIENCE UNFAIR TREATMENT BASED ON DIVERSITY-RELATED CHARACTERISTICS

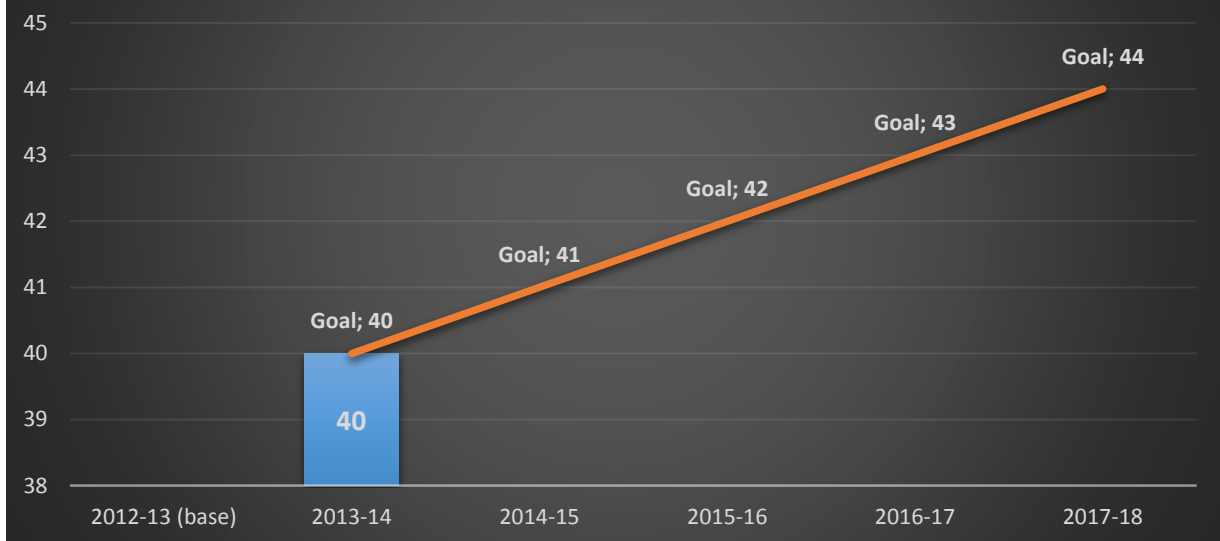
Similar to Objective 2, this metric was derived using the same questions on the employee campus climate survey as used in deriving the student measure.

Goal 7.3 Employees Reporting Unfair Treatment (Witnessing)



OBJECTIVE 4: INCREASE PARTICIPATION IN EVENTS AND CELEBRATIONS RELATED TO INCLUSIVENESS

Goal 7.4 Employee Participation in Inclusiveness Events



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. Once an action plan is submitted, progress will be able to be monitored.

SUMMARY OF PROGRESS-GOAL 7

Due to a change in the scope of the Professional Development Committee, the essence of Objective 1 has been accomplished by offering workshops and trainings to all employees and not only faculty. Numbers of workshops offered in the academic year will continue to be reported each year, however this objective is considered complete at this point. Objectives 2 & 3 are employee measures of inclusiveness and unfairness experienced at the college. Similar objectives for students are found in Goal 2.4 and 2.5. In comparison, students appear to experience Norco College as more inclusive than employees of the college. In experiencing unfairness (by witnessing it occur toward others in the last year), both employees and students had similar levels of experience with unfairness at 41.5% and 42.7%, respectively. This was measured by including respondents who answered anything but never to the following prompt: *In the past 12 months at my college, I have witnessed other employees being treated unfairly based on their:* (11 different categories listed including race, gender, age, etc.). Objective 4 progress is not ascertainable since there is only one measure available at this point. It appears that attendance at inclusiveness events is adequate at present. Objective 5 didn't have any action plan submitted. Once the action plan is available, progress on the objective will be monitored.

Conclusion

There are a total of 44 objectives comprising the seven goals for the 2013-18 Strategic Plan. During the 2013-14 academic year, various committees and councils were charged with creating action plans for their assigned objectives. At this point, 36 action plans have been submitted and follow up on the eight tardy plans is under way. By next year's report all action plans should be submitted. During 2014-15, all committees will be required to report to ISPC on activities in progress or completed that should impact the objectives for which they are responsible.

The 2013-14 academic year represented the first year of the time period for the strategic plan. Since it is early in this five-year time period, and the current year was devoted to planning activities, current year progress toward five-year target levels was understandably modest.

Given that, it is laudable that seven objectives have already met five-year targets in the first year. These objectives were the following:

Goal 1.1 Improve transfer preparedness

Goal 1.4 Improve persistence rates by 5% over 5 years (fall-spring; fall-fall)

Goal 1.9 Decrease the success gap of students in online courses as compared to face-to-face instruction

Goal 3.1 Increase percentage of students who declare an educational goal

Goal 3.2 Increase percentage of new students who develop an educational plan

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

Goal 3.4 Ensure the distribution of our student population is reflective of the communities we serve

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 objectives indicated noticeable decreases from the baseline year in most cases. These objectives were the following:

Goal 1.3 Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum (Reading)

Goal 1.5 Increase completion rate of degrees and certificates over 6 years

Goal 1.10 Increase course completion, certificate and degree completion, and transfer rates of underrepresented students (African American and Hispanic)

Again, it should be kept in mind that no institutional efforts have been focused on these problematic objectives yet. So, whether this trend continues after institutional interventions have been implemented will be discovered in the next four years. The remaining objectives appear to be within range of achieving five-year targets if activities on action plans are implemented in a timely manner.

Overall, progress in the first year is quite positive, especially given the 2013-14 academic year was focused on planning. The seven objectives where we are already meeting five-year target levels are probably due in large part to the impact of the Summer Advantage program. Although these objectives have made target levels, they will continue to be monitored to ensure performance remains at these high levels. The three objectives that were not on progress to meet 5-year target levels appear to be closely aligned to objectives and goals in the equity plan which will be implemented during the 2014-15 academic year. It is encouraging to note extra attention will be devoted to these objectives from both strategic planning committees and equity personnel. The remaining objectives should be adequately addressed

during the remaining four years of the strategic plan through institution efforts overseen by the various strategic planning committees. The concerted efforts of all overseeing committees, and the coordinated efforts of state mandates such as Equity and Student Support Services Programs funding should result in improved institutional effectiveness as captured through these seven goals and 44 objectives.

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.
Goal 7 STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES		
Obj 1	PDC/TC	Provide professional development activities for all employees.
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.

Appendix B-Goal Action Plans

GOAL 1: INCREASE STUDENT ACHIEVEMENT AND SUCCESS

GOAL OBJECTIVES			COMMITTEE(S) LEADING	BASELINE MEASURE	TARGET OUTCOME
Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).			SSC/AS	25.1%	27.6%
Objective 2: Improve transfer rate by 10% over 5 years.			SSC	26.2%	28.8%
Objective 3: Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.			SSC/AS	37.6%-ENG, 25.5%-MAT, 29.4%-REA, 28.6%-ESL	41.3%-ENG, 28.1%-MAT, 32.3%-REA, 31.5%-ESL
Objective 4: Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).			SSC	F-F 46.5%, F-S 65.5%	F-F 48.8%, F-S 68.8%
Objective 5: Increase completion rate of degrees and certificates over 6 years.			SSC	Degree: 19.8%, Cert: 5.9%	Degree: 21.8%, Cert: 6.5%
Objective 6: Increase success and retention rates.			SSC	S-69.5%, R-85.1%	S-73%, R-89%
Objective 7: Increase percentage of students who complete 15 units, 30 units, 60 units.			SSC	15 u-85.1%, 30 u- 66.5%, 60 u-43.2%	15 u-90%, 30 u- 70%, 60 u-46%
Objective 8: Increase the percentage of students who begin addressing basic skills needs in their first year.			SSC/AS	50.1%	60%
Objective 9: Decrease the success gap of students in online courses as compared to face-to-face instruction.			DE/AS	FTF=70.5, DE=61.2% Gap=9.3%	Gap=6.5%
Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.			SSC	See SP Goals Report	See SP Goals Report
Activities	Method(s) of Measurement	Overseeing Committee	Timeline	Responsible Offices/Parties	Objective(s) Addressed
Identify and contact students with 30 transferable units	IS Report	SSC	Fall/Spring	Counseling	1, 2, 5, 7, 10
Summer Advantage	SA Annual Reports	SSC	Spring	Summer Advantage Workgroup	3, 4, 5, 6, 8
Increase guidance prior to assessment test by modifying the order of Orientation/ Assessment/Counseling	Orientation Module	SSC	Spring 2016	Counseling	3, 8

Address success rate within acceleration courses (ENG80 & MAT65) by providing additional academic student support	MIS Data	SSC	Ongoing	English & Math disciplines/ tutoring	3, 6, 8
EAP – data analysis and possible institutionalization	MIS Data	SSC	Annually	Institutional Research	3, 8
In coordination with the Technology Committee, DEC will evaluate the use of the introductory video for online classes.	Success rate	DEC	2018	DEC, TC, Office of IE	9
Increase student training with student access to online system learning videos	Success rate	DEC	2018	DEC, TC, Office of IE	9
Improve transfer preparedness through the increase of ADT's: assignment APC	Counting	Academic Senate	One year	APC	#1
Request a report out of Student Services of "Curriculum" presented in Summer Advantage.	Report	Academic Senate	Fall 2014	Summer Advantage Work-group	#3; #8
Flex Activities to assist faculty with online/hybrid instruction with best practices	Attendance at flex	Academic Senate	Ongoing	DE/PDC	#9
Facilitate faculty learning opportunities focused on helping students with basic skills needs	Attendance at activities (flex)	Academic Senate	Ongoing	PDC	#8

GOAL 2: IMPROVE THE QUALITY OF STUDENT LIFE

GOAL OBJECTIVES	COMMITTEE (S) LEADING	BASELINE MEASURE*	TARGET OUTCOME
Objective 1: Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).	SSC	CCSSE Data: A/C L-46.9, SE-45.6, AC-46.6, SFI-44.1, SL-49	50.0 for all benchmarks
Objective 2: Increase frequency of student participation in co-curricular activities.	ASNC	Qualitative research presented in report	College hour definition
Objective 3: Increase student satisfaction and importance ratings for student support services.	SSPC	Accreditation Survey, #3 – page 5 (92.7%), #5 – page 3, Q2 (84.8%), 16 (98.4%)	Ensure that the baseline measures are at or above 90%.
Objective 4: Increase the percentage of students who consider the college environment to be inclusive.	ASNC/Legacy	97.2%	
Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.	Legacy	42.7%	
Objective 6: Increase current students' awareness about college resources dedicated to student success.	SSC/ASNC	Qualitative research presented in report	College hour definition

Activities	Method(s) of Measurement	Overseeing Committee	Timeline	Responsible Offices/Parties	Objective(s) Addressed
Culturally-relevant professional development training to understand our student population	Number of attendees and offerings per year	SSC	Fall/Spring – Ongoing	PDC	1
Increase community events and workshops on campus	Number of events & workshops	SSC	Ongoing	ASNC/PDC/Legacy	1
Focus on ways to encourage/require fulltime enrollment	Report	SSC	Annual	SSC	1
Scheduling – early bird, afternoon, evening tracks	Release of scheduling resources	SSC	Fall/Spring	DOI	1
Research what “college hour” has become... establish what it should be (Policy change) – goal to keep students on campus (good, affordable food helps)	Report	SSC	Fall 2015	DOI/ Dean of Student Life (Academic Senate/ASNC)	1, 6
Develop customer service training		SSPC			3
Annual customer service training (include student workers, staff, faculty)		SSPC			3
Train-the-trainer on Resource Referrals		SSPC			3
Develop a generalized student services satisfaction survey		SSPC			3
Establish unisex/single-stall restroom(s) on campus.		Legacy		BFPC via ASNC	4, 5
Create a “Best Practices” list of inclusiveness activities/actions		Legacy			4, 5
Ask all faculty Allies to display their buttons, placards and info on syllabus, email signature		Legacy			4, 5
Develop an annual “inclusion” event that addresses student to student interactions.		Legacy			5
Create and post information about discrimination/harassment		Legacy			5

GOAL 3: INCREASE STUDENT ACCESS

GOAL OBJECTIVES	COMMITTEE(S) LEADING	BASELINE MEASURE	TARGET OUTCOME
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Objective 1: Increase percentage of students who declare an educational goal.			SSC	36.4%	5% increase per year
Objective 2: Increase percentage of new students who develop an educational plan.			SSC	25.5%	5% increase per year
Objective 3: Increase percentage of continuing students who develop an educational plan.			SSC	23.8%	5% increase per year
Objective 4: Ensure the distribution of our student population is reflective of the communities we serve.			SSC	Data Available	All populations at or above .80 of census distribution
Objective 5: Reduce scheduling conflicts that negatively impact student completion of degrees and programs.			APC	18 annually	
Activities	Method(s) of Measurement	Overseeing Committee	Timeline	Responsible Offices/Parties	Objective(s) Addressed
SEP Classroom Outreach (aka "SEP Marathon)	See objectives; annual program review	SSC	Fall 2014 start	Counseling	1, 2, 3
SEP Workshops for students	See objectives; annual program review	SSC	Fall 2014 start	Counseling	1, 2, 3
Group Counseling in classrooms (SEP development)	See objectives; annual program review	SSC	Fall 2014 start	Counseling	1, 2, 3
Expanded Online Counseling (Preptalk)	See objectives; annual program review	SSC	Fall 2014 start	Counseling	1, 2, 3
Monitor distribution of student population served annually	Student Success Committee minutes/ Annual Student Equity report update	SSC	Annually	Student Success Committee/ Student Equity	4
Move to requiring SEP's for students in student support and extracurricular programs	Procedural development	SSC	Spring 2016	Counseling	1, 2, 3

GOAL 4: CREATE EFFECTIVE COMMUNITY PARTNERSHIPS

GOAL OBJECTIVES	COMMITTEE(S) LEADING	BASELINE MEASURE	TARGET OUTCOME
Objective 1: Increase the number of students who participate in summer bridge programs or boot camps.	SSC	280 (Summer Advantage)	600

Objective 2: Increase the number of industry partners who participate in industry advisory council activities.			APC		
Objective 3: Increase the number of dollars available through scholarships for Norco College students.			ASNC		
Objective 4: Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.			ASNC/APC		
Objective 5: Continue the success of Kennedy Partnership.			NC-JFK WKGRP (SSPC)	89% maintain a 2.0 or greater gpa (fall 2013)	Increase 5% each year
Objective 6: Increase community partnerships.			Pres. Cab		
Objective 7: Increase institutional awareness of community partnerships.			Pres. Cab		
Objective 8: Increase external funding sources which support college programs and initiatives.			GC		
Activities	Method(s) of Measurement	Overseeing Committee	Timeline	Responsible Offices/Parties	Objective(s) Addressed
A&R Conference – annually in the spring		SSPC			5
Orientation – annually in the fall		SSPC			5
Report every semester on JFK Student Success data to SSPC		SSPC			5
Promote grant opportunities that become available.	Number of announcements sent to nor-all.	Grants	8/2014 – 6/2015	GCSP/ Grants & College Support Programs Office	8
Seek out grant opportunities that directly benefit college programs and initiatives.	Number of proposals prepared and submitted during the academic year.	Grants	8/2014-6/2015	GCSP/ Grants & College Support Programs Office	8
Increase knowledge about the grant development process through professional development.	Number of grant development workshops offered.	Grants	9/2014-6/2015	GCSP/ Grants & College Support Programs Office	8
Summer Advantage	Summer Advantage Reports	SSC	Annual	Summer Advantage Workgroup	1

GOAL 5: STRENGTHEN STUDENT LEARNING

GOAL OBJECTIVES		COMMITTEE(S) LEADING		BASELINE MEASURE	TARGET OUTCOME
Objective 1: 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.		PRC/SSPC		100%	100%
Objective 2: Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.		NAC/SSPC		Annual Assessment Summary 12-13 (74%)	90% in 5 years
Objective 3: Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.		NAC/SSPC		Annual Assessment Summary 12-13 (3.47)	3.8 by 2018
Objective 4: Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.		NAC/DE		n/a	100%
Objective 5: Increase the number of faculty development workshops focusing on pedagogy each academic year.		PDC/TC			
Activities	Method(s) of Measurement	Overseeing Committee	Timeline	Responsible Offices/Parties	Objective(s) Addressed
Fall peer review in SSPC		SSPC			1, 2, 3
Establish annually the program review timeline		SSPC			1
Annual report to PRC and NAC		SSPC			1, 2
Complete annual SSV Assessment Summary		SSPC			1, 2, 3
DE committee will send a reminder to the Assessment Committee to inform faculty to assess online courses both online and hybrid.	Faculty participation and number of online and hybrid courses assessed	DE	2015	NAC, DEC, Office of IE	4
Work with the Technology Committee to produce a video to inform faculty how to do TracDat for assessment	Completion of video	DE	2015-2016	Technology Committee, DEC	4
Is to increase the amount workshops focused on pedagogy, as well as strategically schedule these opportunities during a time and day that will work well for the majority of our faculty (e.g., Spring Flex Day)	Offer an end of year survey so that we may examine the level of satisfaction with	PDC	2014-15	PDC	5

	our PDC offerings.				
Lynda.com Blackboard Training Tutorials	Vendor Provided Statistics	TC	Fall-Spring 2015	TC	5
Blackboard for Faculty Workshop	Attendance Statistics	TC	Fall 2014	TC	5
Welcome Video for Faculty Workshop	Attendance Statistics	TC	Fall 2014	TC	5
Offer an end of year survey so that we may examine the level of satisfaction with our PDC offerings.	Survey Results	PDC		PD	5

GOAL 6: DEMONSTRATE EFFECTIVE PLANNING PROCESSES

GOAL OBJECTIVES		COMMITTEE(S) LEADING	BASELINE MEASURE	TARGET OUTCOME	
Objective 1: Increase the use of data to enhance effective enrollment management strategies.		APC/ISPC	Qualitative	n/a	
Objective 2: Systematically assess the effectiveness of strategic planning committees and councils.		ISPC			
Objective 3: Ensure that resource allocation is tied to planning		APC/BFPC/ISPC/SSPC	(Use annual council survey results)	n/a	
Objective 4: Institutionalize the current Technology Plan.		TC	Plan adopted Spring 2013	Complete goals by Spring 2016	
Objective 5: Revise the Facilities Master Plan.		BFPC	Done	Done	
Activities	Method(s) of Measurement	Overseeing Committee	Timeline	Responsible Offices/Parties	Objective(s) Addressed
SSPC Annual Resource Allocation Report		SSPC			3
SSPC Annual Review of Resource Allocation Process		SSPC			3
Lynda.com approved through Strategic Planning Process	Funded for one year	TC	2014/2015	TC	Objective 4
Annual Technology Survey	Data gathered from Survey	TC	Annually	TC	Objective 4

Collaboration with Strategic Planning Committees/Councils	Ongoing collaboration/ meeting minutes	TC	Ongoing	TC	Objective 4
Annual Survey of Effectiveness	Survey	ISPC	Annually	ISPC/DIE	Objective 2
Meeting FTES targets	FTES percentage	ISPC	Annually	DOI/APC/VPAA	Objective 1
Review Planning Rubrics of Councils	Minutes	ISPC	Annually (spring)	ISPC	Objective 3

GOAL 7: STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES

GOAL OBJECTIVES	COMMITTEE(S) LEADING	BASELINE MEASURE	TARGET OUTCOME
Objective 1: Provide professional development activities for all employees.	PDC/TC	Regular Workshops provided	Ongoing
Objective 2: Increase the percentage of employees who consider the college environment to be inclusive.	Legacy	p.136, Q3, 7, 9-11 p.138, Q19 p.139, Q23 p.140, Q39	
Objective 3: Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.	Legacy	p.137, Q16 p.138, Q18 (disaggregate age, gender, religion, disability sexual orientation) p.138, Q20&21	
Objective 4: Increase participation in events and celebrations related to inclusiveness.	Legacy/LAC	p.139, Q32, 33 Avg. 25 faculty & 15 staff at Read 2 Succeed & Poetry Performance events	+ 2% annually

Objective 5: Implement programs that support the safety, health, and wellness of our college community.			Safety		
Activities	Method(s) of Measurement	Overseeing Committee	Timeline	Responsible Offices/Parties	Objective(s) Addressed
Lynda.com Technology Training Tutorials	Vendor Provided Statistics	TC	Fall-Spring 2015	TC	Objective 1
“Technology and You” Workshops	Attendance Statistics	TC	Ongoing	TC	Objective 1
Bring more awareness of the Professional Development workshops, as well as allow better planning for attending these workshops.	Offer an end of year survey so that we may examine the level of satisfaction with our PDC offerings for all employees.	PDC	2014-15	PDC	Objective 1
Section on NC web site that reflects the diversity of the college		Legacy			2
Promotional information shared and book giveaways at FLEX and Professional Development workshops/events	Perform at a minimum of 1 faculty FLEX event and 1 staff development event during fall & spring semesters	LAC	Fall & Spring semesters	LAC/Library	Objective 4
Send separate e-mails to staff and to faculty to personally invite them to the events	Surveys issued to staff and faculty	LAC	Fall & Spring semesters	LAC/Library	Objective 4
T-shirt or Button booth at inclusion event that allows people to publicly identify their diversity. “I bet you didn’t know I....” and displayed in offices after event.		Legacy			
Promote survey participation for resurvey in 2015. Clickers during the Committee of the Whole meeting.		Legacy			