

Norco's Proposed Strategic Initiatives

2005-2010

A Response to the "RCCD Strategic Plan 2005-2010"

The following strategies were developed at

Goal #2: Increase Course Retention

Our primary strategy for retention involves the scheduling of classes and allowing students to select a “track of study.” Students would select a discipline of interest and would then be assured a seat in subsequent semester classes within the discipline. Students would be encouraged to persist as this cohort model would assure degree completion within a predetermined time.

Other ideas:

- Tegrity lectures for students who are likely to drop due to absence
- alignment of course offerings with general education requirements
- re-evaluation of matriculation to use experiential learning to waive certain required classes
- mentoring of students by faculty and staff
- determine why students are leaving after one semester
- Follow up on why students don't enroll after registration.
- restructure movement through basic skills

- review course offering timelines
- If a student is enrolled in a prerequisite course, assure a seat in the subsequent class with priority registration or earlier cohort registration
- provide online orientation videos accessible on the Norco main webpage
- Expand course offerings through the usage of Kennedy and other community collaborations.

Goal #4: Student Persistence

Students need a planned road map for degree completion. Counselors will work with instructional faculty to ensure all declared majors will have a six-semester Educational Plan (shorter when possible) so students know exactly what courses they need to take to attain their degree and in a recommended order.

Other strategies:

- supplemental instruction in areas defined with high attrition
- learning communities in basic skills and GE classes
- work ethics
- basic skills
- study skills workshops and classes specific to discipline
- ensure course variety
- Open Entry/Exit Classes
- Early Alert – enhance where possible
- change teaching strategies to offer alternative learning experiences
- make each student feel important
 - student connection to campus
 - video/lounge area etc.
 - Student Center
- modern training/teaching aids
- Increase internships on and off the campus to provide students with exposure to business and industry.

Goal #5: Improve Student Learning Outcomes

Faculty need training and exposure to various assessment techniques that will demonstrate students have attained the knowledge determined by faculty as essential.

Other strategies:

- revise course outlines in disciplines that have not yet undergone Program Review
- devise a system for creating outcomes that measure effectiveness
- ensure SLOs are on all course outlines of record.
- work with faculty to put SLOs, not course objectives, on their syllabi so that SLOs replace course objectives

Goal #6: Increase the Number of Awards, Certificates, and Transfers

We need more faculty who are willing to assume responsibility for the development of articulation agreements with four-year colleges and partner with local feeder high schools for the creation of transferable course offerings. By working with four-year colleges to understand their freshman and sophomore level courses, Norco faculty could develop course outlines of record that would facilitate an increased number of transferable course offerings.

Other strategies:

- increase the number of student educational plans provided to all students, not just special or required populations.
- work with instructional faculty to reinforce their understanding of the need for an updated educational plan
- have students complete their major declaration sheet in class.
- increased marketing and public relations (work with Jim Parson's office, do more ambassador work within our community to encourage students to come to Norco)
- work with students to ensure they are taking the correct classes for their major
- offer more counseling and faculty mentoring assistance to "undeclared" students

Goal #7: Improve the Quality of the Student Experience

Our initial strategy is to work with Research and Development to create two surveys that would be administered to students each fall. The first would measure the effectiveness and quality of their classroom experience; the second would measure their satisfaction with student services.

Other strategies:

- improve quality of bookstore services
- ensure services are available to Weekend students.
- increase knowledge of and accessibility to campus programs and services (campus tours as part of orientation: library, labs.)
- survey of staff by faculty: what works, what doesn't, what could be done differently
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- improve technology in various areas of student access and persistence:
 - Web Advisor
 - Financial Aid
- expand campus resources (Veteran's Office, bursar's office etc.)

Goal #8: Develop a Comprehensive Enrollment Management Program

In October 2005, the Dean of Instruction offered a workshop on the development of a comprehensive enrollment management plan that was open to all faculty and staff. After the workshop, a copy of the Powerpoint presentation was sent to all faculty and staff in

order to encourage interest by personnel who understand the need for and benefit of this type of plan.

Through the discussion at the Leadership Forum, it was decided that our primary focus should be increased offerings in our high demand classes (English, math and science). The scheduling of such classes should be a priority. We will determine high demand classes and make them a priority as we determine what classes to offer in a late start format.

Other strategies:

- research/compare new campus programs (certificate/degree)
- develop more learning communities/cohorts
- adopt an Enrollment Projection Model - i.e. English from one semester to next.
- offer consecutive enrollment/ priority registration
- establish a specific sequence of cohort (model) classes beginning yearly
- offer accelerated course/program sequences
- introduce Open Entry/Exit Classes (self-paced)
- provide increased financial aid workshops? Information? Or the aid itself?
- ensure course offerings are relevant to student needs and transfer requirements
- review course offering timeline to ensure required courses are offered at least every two years
- work with students to provide course substitution for certificate completion if needed classes are not offered as necessary – more importantly ensure needed certificate classes are offered at least every two years
- increase visibility at local CNUUSD high schools
- Work closely with Kennedy High to offer appropriate course offerings
- Provide online orientations/videos to assist students with enrollment and course planning
- offer supplemental instruction
- increase the current number of learning communities
- teach work ethics as part of course curriculum
- assure students can progress through the basic skills courses
- develop comprehensive educational plans for all degree/certificate seeking students
- increase the number of open entry/open exit classes
- look at diverse pedagogy and andragogy (teaching theory for adult students)
- provide training on adult learning theory
- make each student feel important by acknowledging their value at the Norco campus
- continue to offer special s

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