NORCO CAMPUS
Riverside Community College District

Institutional Self Study in Support of Initial Accreditation
Fall 2009

Submitted by:

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Riverside Community College District
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Submitted to:

The Accrediting Commission for
Community and Junior Colleges

Western Association of Schools
and Colleges

We offer our sincere thanks to the Norco Strategic Planning subcommittees, the Norco Accreditation Steering Committee, and the Norco Accreditation Team for all their hard work.

Additionally, we would like to especially thank the following:

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Dr. Carol Farrar, Ms. Daniela McCarson, and *Mr. David Mills* for putting this self study together into a coherent statement of who we are as a campus and a college community.

Riverside Community College District

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Norco Campus

Table of Contents

PREFACE I

CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT III
CERTIFICATION OF COMPLIANCE WITH ELIGIBILITY REQUIREMENTS NORCO CAMPUS V

INTRODUCTION 1

HISTORICAL HIGHLIGHTS OF THE NORCO CAMPUS 3
DISTRICT RESPONSE TO RECOMMENDATIONS OF THE 2007 VISITING TEAM 4
CAMPUS RESPONSE TO RECOMMENDATIONS OF THE 2007 VISITING TEAM 14
REPORT ON PLANNING AGENDA ITEMS FROM 2007 SELF STUDY 18
NORCO CAMPUS STRATEGIC INITIATIVES 2005 – 2010 38
GENERAL AND LONGITUDINAL DATA NORCO CAMPUS AND RCCD 45
ORGANIZATION CHARTS 67
DISTRICT-CAMPUS FUNCTION MAPS 79

ABSTRACT OF THE SELF STUDY 99

ORGANIZATION OF THE SELF STUDY 111

TIMELINE 113
ACCREDITATION COMMITTEES 115
OFF-SITE FACILITIES – NORCO CAMPUS 119

STANDARD I INSTITUTIONAL MISSION AND EFFECTIVENESS 121

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS, SUMMATIVE ESSAY 143

STANDARD II.A INSTRUCTIONAL PROGRAMS 147

STANDARD II.B STUDENT SUPPORT SERVICES 185

STANDARD II.C LIBRARY AND LEARNING SUPPORT SERVICES 209

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES, SUMMATIVE ESSAY 228

STANDARD III.A HUMAN RESOURCES 231

STANDARD III.B PHYSICAL RESOURCES 255

STANDARD III.C TECHNOLOGY RESOURCES 269

STANDARD III.D FINANCIAL RESOURCES 289

STANDARD III: RESOURCES, SUMMATIVE ESSAY **307**

STANDARD IV.A DECISION-MAKING ROLES AND PROCESSES **311**

STANDARD IV.B BOARD AND ADMINISTRATIVE ORGANIZATION **333**

STANDARD IV: LEADERSHIP AND GOVERNANCE, SUMMATIVE ESSAY **355**

APPENDICES **A-1**

COMPREHENSIVE LIST OF PLANNING AGENDAS **A-3**
COMPREHENSIVE LIST OF REFERENCES **A-6**
COMPREHENSIVE LIST OF EVIDENCE **A-7**
NORCO ACCREDITATION SURVEY FALL 2008 SUMMARY **A-28**
FULL-TIME FACULTY A-28
PART-TIME FACULTY A-31
STAFF A-34
STUDENTS A-37
LIST OF ACRONYMS **A-40**

Preface

Certification of the Institutional Self Study Report

Date: August 2009

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Norco Campus, Riverside Community College District

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the college community, and we believe the self-study report accurately reflects the nature and substance of this institution.

Virginia Blumenthal
President, Board of Trustees
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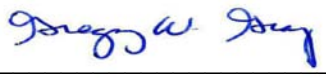

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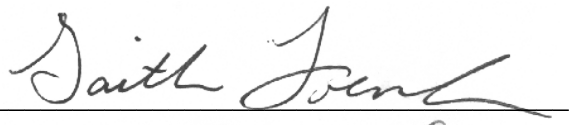

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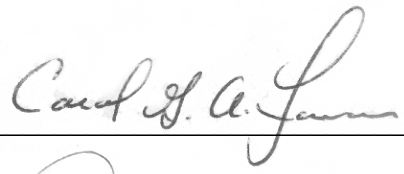

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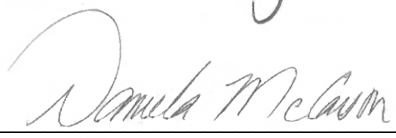

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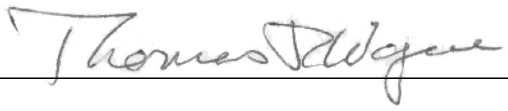

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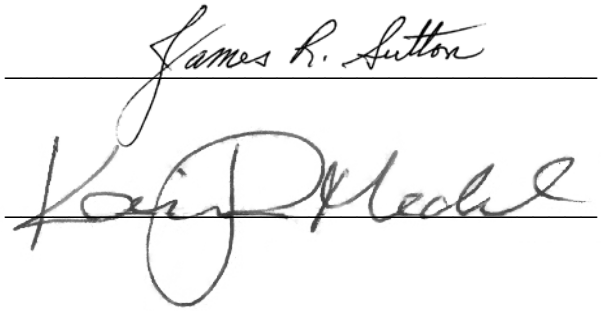


James Sutton
Member, Classified School Employees Association, Norco Campus

Karina Medel
President, Associated Students, Norco Campus

Certification of Compliance with Eligibility Requirements Norco Campus

Norco Campus affirms it is in compliance with the eligibility requirements for initial accreditation and certifies compliance with all eligibility requirements as part of the application for full college status sent to the State Chancellor's Office in May 2005.

1. Authority

Norco Campus is part of the Riverside Community College District. Riverside City College holds the current accreditation for all District campuses and educational centers. Riverside City College is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office.

2. Mission

On June 20, 2006, the RCCD Board of Trustees originally approved the Norco Campus mission statement. A revised Norco mission statement was approved on December 9, 2008 as follows:

Norco Campus provides educational programs, services, and learning environments for a diverse community. We equip our students with the skills to attain their goals in higher, career/technical, and continuing education; workforce development; and personal enrichment. To meet the evolving community needs, Norco Campus emphasizes the development of technological programs. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination, learning outcomes assessment, ongoing dialogue, planning, and improvement.

The Norco mission statement appears in published material including the RCCD Strategic Plan, the District catalog, *Faculty Survival Guide*, and the published *Schedule of Classes*. It also appears on the RCC-Norco website and is displayed on posters around the campus.

3. Governing Board

Norco Campus is one of three educational institutions in the Riverside Community College District. The district is governed by a publicly elected five-member Board of Trustees, joined by a non-voting student trustee. Members are elected for four-year terms, and these terms are staggered to ensure continuity. The Board members have no employment or personal financial interest in the institution. The Board holds monthly meetings open to the public with notices and agendas widely posted in advance.

4. Chief Executive Officer

The Norco Campus President is recommended for appointment by the District Chancellor and approved by the Board of Trustees. The President reports directly to the District Chancellor. The Chancellor is appointed by and reports to the Board of Trustees.

5. Administrative Capacity

Norco Campus administration is adequate in number, experience and qualifications to provide the appropriate administrative oversight necessary to support the new college's mission and purpose. In addition to the President, administrative appointments include Vice Presidents of Business and Educational Services; Deans of Instruction and Student Services; an Assistant Dean of Library and Learning Resources; Associate Deans of Student Success and Special Funded Programs; a Supervisor of Admissions and Records; a Director of the TRIO Program; and a Director of Plant Operations and Maintenance. A Norco Campus organizational chart is included in this report.

6. Operational Status

Norco Campus has been operational since it opened its doors in April 1991. Currently, there are over 10.000 students enrolled in classes, which are held six days a week. Many students are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions. A smaller proportion of students have other goals, including personal and/or academic skills development and career enrichment.

7. Degrees

To meet its stated mission, Norco Campus offers Associate of Arts and Associate of Science degrees and a variety of certificates, primarily in business, management, early childhood education and technology fields. The institution has over twenty-seven degree and/or certificate programs. The requirements for each of these programs can be completed entirely on the Norco Campus.

8. Educational Programs

Norco Campus's degree programs are congruent with the campus's mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. The degree programs meet California Code of Regulations and Title V curriculum requirements and, when combined with the general education component, represent two years of full-time academic work. Course outlines in both degree credit and non-degree credit courses meet predetermined student learning outcomes achieved through class content, assignments, and activities, and all course outlines are subject to periodic, rigorous program review. Norco also offers 51career/technical certificates.

9. Academic Credit

Norco Campus awards academic credit based on accepted practices of California community colleges under California Code of Regulations, Title V, Section 55002.5. Detailed information about academic credit is published in the college catalog.

10. Student Learning and Achievement

Board-approved institutional General Education Student Learning Outcomes (SLOs) have been published in the college catalog beginning with the 2007-2008 edition. Additionally, program-level Student Learning Outcomes have been adopted for all Norco career/technical programs and for the seven areas of emphasis offered by the district. Course outlines of record contain appropriate course-level SLOs integrated with methods of instruction and evaluation. Course-level SLOs are achieved and assessed by a variety of methods, and on the Norco Campus, instructors of all courses offered are actively engaged in SLO assessment. Coordinated by department and discipline faculty and by administrators, every course, regardless of its location and delivery system, must follow the course outline of record.

11. General Education

All degree programs require a minimum of 23 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The institution's general education program is scrutinized for rigor and quality by the Academic Senates, the Matriculation Council, and appropriate constituencies; the district will adhere to the newly approved requirements for math and writing effective at the state level for students entering in 2009.

12. Academic Freedom

Norco Campus supports academic freedom; faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by Board Policy 4030 endorsing the AAUP Statement on Academic Freedom. The institution prides itself on offering an open, inquiring, yet respectful and transparent educational experience, evidencing our commitment to intellectual freedom and independence of thought.

13. Faculty

Norco Campus has 69 full-time faculty and approximately 232 adjunct faculty. All faculty must meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community College Faculty established in California Code of Regulations, Title V. Many hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the faculty Collective Bargaining Agreement and the *Faculty Handbook*. These responsibilities are entrusted primarily to full-time faculty and include participation in curriculum, program review, the development of student learning outcomes, and assessment of student learning.

14. Student Services

Norco Campus prides itself on strong student services programs, providing a comprehensive array of services for all its students, as well as support services for those students requiring preparation for college-level work. Each department works to support the mission of the college and the academic success of our students.

15. Admissions

Norco Campus has adopted and adheres to admissions policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title V. Student admission supports the Norco mission statement and ensures that all students are appropriately qualified for the program and course offerings. Information about admissions requirements is available in the college catalog, the *Schedule of Classes*, and on the college website. Students are encouraged to apply online (paper applications are also accepted).

16. Information and Learning Resources

Norco Campus provides long- and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of students. The library is staffed to assist students in the use of campus resources. Internet access and online computer search capabilities are available without charge to students in the library, student support programs, and in computer labs. The institution is committed to enhancing its learning resources, regardless of location or delivery method.

17. Financial Resources

Norco Campus, through the Riverside Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The Norco Strategic Planning Council includes a Financial Resources Subcommittee charged with ensuring that financial resources needs are addressed in developing plans pertaining to educational programs, support services, and facilities needs.

18. Financial Accountability

The Riverside Community College District regularly undergoes and makes publicly available an annual external financial audit for the district and its educational centers by a contracted

certified public accountant. The audit is conducted in accordance with the standards contained in Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. The Vice President of Business Services supports appropriate and effective utilization of the Norco Campus budget.

19. Institutional Planning and Evaluation

Norco Campus has an established institutional strategic planning process and works with the Riverside Community College District to provide planning for the development of the campus, including integrating plans for academic personnel, learning resources, student services, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Through the work of the Norco Academic Planning Council, Administrative Planning Council, and the Student Services Planning Council along with the Norco Strategic Planning Committee and its four subcommittees, the campus is in a constant state of review and improvement. Annually generated Administrative, Student Services, and Academic Program Review documents, along with our Educational and Facilities master plans, drive institutional planning. The campus and district systematically evaluate how well and in what ways Norco is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness.

20. Public Information

The Riverside Community College District publishes a separate catalog for each of its three campuses and a schedule of classes that contains separate listings of classes offered on each campus. These documents, along with multiple district and campus websites and other appropriate publications, publicize accurate and current information about the institution that announces its mission and goals; admission requirements and procedures; academic calendar and program length; rules and regulations affecting students, programs and courses; degrees offered and degree/graduation requirements; costs and refund policies; available learning resources; grievance procedures; names and academic credentials of faculty and administrators, names of Board of Trustees members; and all other items relative to attending or withdrawing from the institution.

21. Relations with the Accrediting Commission

The Riverside Community College District Board of Trustees provides assurance that Norco Campus adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the campus in identical terms to all its accreditation agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. All disclosures by the institution will be complete, accurate and honest.

Introduction

Historical Highlights of the Norco Campus

The Norco Campus had its beginnings in the 1980s when the District recognized its obligation to meet the needs of Norco and Corona, rapidly growing communities located in the southwestern portion of Riverside Community College's service area.

In the mid-1980s, the District purchased a 141-acre parcel of land for *one dollar* from the U.S. government. After securing appropriate funds, a building plan was approved, and construction began on the new campus. With a ribbon-cutting ceremony held on March 13, 1991, the Norco Campus opened its doors in April 1991, offering a shortened spring semester. The event was timed to coincide with the 75th anniversary of the Riverside institution.

Phase II construction on Norco Campus began in 1993, with the Airey Library and Applied Technology buildings completed in 1995. The addition of portable buildings forming the West End Quad in fall of 2007 has served the campus well while more permanent structures are under construction.

Phase III construction is well underway. The Industrial Technology Building is near completion with an anticipated occupation date during the summer of 2009. The initial stages of our Athletics & Recreation facilities are also currently under construction with our soccer field scheduled for completion in time for the fall 09 soccer season. In addition, the construction of the Student Success Center and the Network Operations Center will begin soon with an anticipated completion date of September 2010.

The Educational Master Plan and Long-Range Facilities Master Plan for the Norco Campus detail the campus' plans for future development and expansion.

Norco began as a satellite campus with district-wide academic departments centralized at the Riverside City campus. In fall 1999, three academic departments housing our entire faculty were established, and Norco Campus assumed responsibility for its own schedule development. In fall 2004, the three-department structure expanded to four (4) departments. Today academic disciplines are divided among five (5) departments as established in fall 2005: Arts, Humanities, & World Languages; Business, Engineering, & Information Technology; Math & Sciences; Communication and Social & Behavioral Sciences.

Beginning with 3,088 students in April of 1991, enrollment rapidly increased at Norco Campus. By fall 1994, the enrollment headcount was 3,782 and by fall 2000, it was 6,681, a 77 percent increase. Enrollment in fall 2008 exceeded 10,000 students.

District Response to Recommendations of the 2007 Visiting Team

Since the October 2007 visit and the January 2008 issuance of the action letter from ACCJC, considerable progress has been made toward addressing the five District Recommendations that were made by the visiting team. The District's response to each of the visiting team recommendations is summarized briefly below.

District Recommendation 1: The teams recommend that the Board of Trustees and Chancellor develop and implement a district strategic plan that will:

- **Align with the district mission statement (Standards IA.1 and IIID.1);**
- **Provide a framework for the college's/campuses' strategic plans (Standard IB.4); and**
- **Drive the allocation of district resources for the college, campuses, and district office (Standard IIID.1; Eligibility Requirement 19). The need to connect budget and planning remains unfulfilled from the 2001 accrediting recommendations.**

Description:
On October 21, 2008, the Board of Trustees approved the Riverside Community College District Strategic Plan 2008-2012. The plan includes a revised mission statement, one that drives the District's strategic themes and that provides a template for each college's individual mission statements. The overarching themes and strategies in the plan offer a foundation for each college's strategic planning process and also clarify the District's role in the planning process. In addition, the District's Mission Statement confirms, as a general principle, the support role of the District Offices in the planning process. The themes and strategies in the adopted strategic plan, although not identical, parallel and complement the strategic planning initiatives of the California Community Colleges and the three colleges within the District.

The District Strategic Planning Committee, composed of voting members from various constituency groups and the co-chairs of each college's strategic planning committee, addresses planning issues that affect all three colleges.[1] The specific process for moving items or issues through the District's decision-making processes begins with the program review and strategic planning processes at the college level or with the program review of the District's administrative units. The Office of the Associate Vice Chancellor for Institutional Effectiveness provides the program review templates to the colleges and to the District Offices.[2] Each college has adopted individual strategic planning processes that link comprehensive program reviews (every four years) and annual program reviews to the allocation of resources at the colleges.[3] In 2007-2008 and again in 2008-2009, the administrative units at the District Offices completed their program reviews. Each unit submitted its program review to the appropriate Vice Chancellor, who prioritized the requests for the Chancellor to consider. The funding for these requests comes from the District Office allocation provided in the budget allocation process, recently adopted and used in 2008-2009 to allocate funds to the colleges and to the District Offices. The budget allocation process

[1] See the Operational Guidelines for the Riverside Community College District Strategic Planning Committee (revised and formally adopted February 27, 2009) for a complete list of voting members.
[2] See the program review templates provided by the Office of Institutional Effectiveness.
[3] See the flow charts for each college's strategic planning process in the Operational Guidelines for the Riverside Community College Strategic Planning Committee.

allows each segment of the District to distribute new financial resources using the strategic planning processes developed by each college and the District Offices.[4]

The District Strategic Planning Committee (DSPC) reviews and makes recommendations regarding the allocation of state capital outlay and local bond money, any requests not anticipated in original strategic plans, or programs that affect at least two campuses or the District. The DSPC analyzes the impact that new initiatives have on the existing programs and on budgets, planning, and policies. Once the DSPC makes its recommendation, the new college program is eligible for funding, which appears as a budget line item not previously allocated to the colleges.[5] Essentially, the District Strategic Planning Committee makes recommendations to the Chancellor, who ultimately makes his recommendation to the Board of Trustees on items or issues that affect all three colleges or the District offices.

The representatives from each college's strategic planning committee serve as the "feedback mechanism" between the college committees and the District Strategic Planning Committee. The agendas for the District Strategic Planning Committee meetings have a place for each college and the District to report their planning initiatives. The individual college representatives also report the activities and actions of the District Strategic Planning Committee to the college strategic planning committees. Again, each college has a place on its strategic planning committee agenda for this purpose.[6]

Evaluation:
With the formal adoption of the Riverside Community College District Strategic Plan and the implementation of the budget allocation process, the District has provided the framework for each college's mission and strategic planning process. The process clearly connects the planning with budget allocations at all levels of District operation. In fact, the budget allocation process reflects many of the District's strategic themes. It also offers incentives for enrollment efficiency and provides resources for new programmatic initiatives.[7] Moreover, the program review templates supplied by the District and the nature of data made available to various District constituencies have been modified as a result of the recommendations coming from the strategic planning committees at each college.[8]

In March 2009, the District Strategic Planning Committee adopted a process for the annual review of the District's Mission Statement. Moreover, the District's Strategic Plan includes strategies and specific outcome measures to assess the strategic themes identified in the plan. The Office of Institutional Effectiveness will provide a formal "Report Card" assessing the progress on these themes, which will be reported to the Board of Trustees in September 2009 and annually thereafter.[9] Because the data used to validate the progress of most of the District's strategic themes derive from the colleges' activities (in fact, the District folded the strategic initiatives of the

[4] See the Operational Guidelines for the Riverside Community College District Strategic Planning Committee for a complete overview of the operating procedures and function of the RCCDSPC and of the roles and processes of the campus committees and District Offices.
[5] See the District Budget 2008-2009 for the line items for new initiatives.
[6] Review the minutes the strategic planning committees of the District and the three colleges.
[7] See the Introduction to the Riverside Community College District Budget for 2008-2009 for an explanation of the budget allocation process used to provide resources to the colleges and District Offices.
[8] See the Riverside City College suggested changes to the program review templates as an example. The District Program Review Committee addresses the recommended revisions.
[9] At the time of this report, March 2009, the data for "Report Card" has not been collected. The Visiting Teams will have access to this report when they visit in October 2009.

three colleges into the District's plan), it is critical that each college continue to align its strategic initiatives with the District themes. At present only informal processes at the college level exist to align the District themes and the colleges' strategic planning initiatives. A more formal alignment will occur as the District and colleges assess their strategic planning outcomes.

Planning Agenda:

- District Strategic Planning Committee will review the District mission statement annually in the fall and forward its recommendation to the Board of Trustees. (Office of Institutional Effectiveness)
- District Strategic Planning Committee will annually review in fall the status of the outcome measures related to the District's Strategic Plan and reporting findings to the Board of Trustees. (Office of Institutional Effectiveness)
- District Strategic Planning Committee will meet and discuss the alignment of the District and college strategic plans annually in November. (Office of Institutional Effectiveness)

District Recommendation 2: The teams recommend that the district and college/campuses develop, implement, and assess a resource allocation model that

- **Is open, transparent, and inclusive (Standards IB and IVB.3c);**
- **Is widely disseminated and reviewed periodically for effectiveness (Standards IIID.2b and IIID.3);**
- **Is linked to the strategic plans at the district, college, and campus levels (Standards IA.1, IIID.1a-d, and IVB.3c).**

Description:
In September 2007, a District task force made up of the chief business officers from each college and the District along with representatives from various college constituencies and campuses developed a Budget Allocation Model (BAM) that the District adopted in fall 2008. The task force disseminated the proposed model with its various permutations throughout the District for comment and revision.[10] In fact, the model continues to be refined and modified as each college assesses its processes. To ensure continued assessment and review, the original task force has evolved into the District Budget Advisory Council (DBAC), formed in spring 2009, that meets regularly and addresses budget-related issues. In addition, this committee continually evaluates and revises the adopted BAM process to make it more effective. The results of this evaluation are reported to the various college and District strategic planning committees. The District used the model to allocate financial resources for the 2008-09 academic year, and the District budget (2008-09) outlines the rationale and provides the allocations to each District entity in the introductory material.[11]

Evaluation:
The budget allocation process, a model that continues to be improved as the District assesses its effectiveness, provides an open and transparent method for allocating resources. The process aligns closely with the strategic planning processes at both the District and college levels.

[10] See the Riverside Community College Budget Allocation Model Information—i.e., the membership, the minutes, including the various revisions of the model, and actions of the BAM committee.
[11] See the Introduction to the Riverside Community College District Budget 2008-09.

Discussion about the budget allocation process continues in several key areas. First, the unspent money at each college cycles back to the District's reserves at the end of each academic year and is re-allocated. The District Budget Advisory Council (formerly the BAM Task Force) has begun discussion about the possibility of "college" reserves and is evaluating a process by which colleges can retain positive budget variances in select expenditure categories.[12] Second, the DBAC continues to discuss the process used to budget "set-asides" and/or money for other District initiatives before the District allocates funds to the various District entities, including the three colleges.[13] Third, the District determines the number of new faculty positions for each college and allocates funds as part of the budget allocation process. While District and college oversight must occur to ensure compliance with the 50% law and with the full-time faculty obligations required by the state chancellor's office, at present the colleges, while they do have the ability to fund new positions from internal savings and cost-cutting measures, do not have the authority to fill those positions. For the 2008-2009 academic year, the District allocated new faculty positions to the colleges.[14] However, unfilled positions from retirement and resignations remain under the control of the colleges. Fourth, the amount of money allocated to District entities continues to be a concern. Once the District inserted the actual financial amounts allocated to the various District entities, over 30% of the unrestricted fund went to the District offices in 2007-2008. The District Budget Advisory Council and the Chancellor's cabinet discussed and reviewed the District's organizational structure and, as a result, reduced the amount to about 20% in 2008-2009 by further clarifying the District and college functions and by reallocating positions and offices to the colleges.

Because this process of separating District functions from college functions is ongoing, budget allocations continue to be revised.[15] It should be noted, however, that a significant part of the 20% allocated to the District supports operations at the colleges, for example, information technology services and human resources. Although the District continues discussion on these issues, the District in consultation with the colleges has implemented a budget allocation process that undergoes revision and modification within a basic philosophical framework. More important, it is a process that allows for, in an open and transparent manner, continued discussion of budget issues as they surface.

Planning Agenda:

- The District Budget Advisory Council will continue to assess the budget allocation process. (On-going, District, Office of Administration and Finance, College, Vice President of Business Services)

<u>District Recommendation 3:</u> The teams recommend that college, campus, and district administrators and faculty delineate, document, and assess:

- **The roles and responsibilities between and among the district's entities (Standard IVB.3; Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems);**

[12] See the minutes of DBAC for February and March, 2009.
[13] See Exhibit G of the Riverside Community College Budget 2008-2009 for details.
[14] See Exhibit G of the Riverside Community College Budget 2008-2009 for details.
[15] Review the Riverside Community College Function Map.

- **The roles and scope of authority of the CEOs at the district and college/campus levels (Standard IVA.2);**
- **A feedback loop between and among the entities on key issues, such as planning, staffing priorities, etc. (Standards IVA.2, IVB.3, IVB.4, and IVB.6).**

Description:
The District's organizational structure delineates the roles and responsibilities among the District entities. A review of the District's organizational charts elucidates the areas of responsibility and reporting lines in a clear and coherent manner.[16] In addition, each college has its own organizational chart that clarifies the areas of administrative responsibility. Each college has a president and vice presidents that have different titles at the colleges to administer the areas of business services, academic affairs, and student services. Moreover, each of the administrative positions in the District and those at the colleges has job descriptions. The job descriptions of the CEOs of the colleges and of the Chancellor underwent revisions before the District advertised for a college president at Riverside City College and for a Chancellor.[17] Both positions were filled in 2009. The organizational structure of each college differs slightly based on the specific needs of the college. The CEOs of each college have authority to manage their institutions, and they serve as members of the Chancellor's cabinet, which has bi-monthly meetings to discuss District and college issues and also serves to complete the feedback loop between the District and the colleges.

To ensure that the District clarifies the areas of responsibility for each entity, the academic affairs/education services vice presidents of each college and the academic affairs associate vice chancellors at the District office developed "Function Maps" that illustrate in detail the distribution of responsibility between and among the colleges and the District entities.[18] The maps show which entities have primary, secondary, and shared responsibilities. Assessment and feedback on how well the District entities provide service occur through annual Administrative Program reviews, which include assessments in the form of surveys of all District administrative units.[19]

Faculty, staff, and students participate in the decision-making process by serving on the strategic planning committees and other specific committees at the college level and on the District Strategic Planning Committee. (See responses to Recommendation 1 and Recommendation 2 for more information about how the feedback loops work in the areas of planning and budget allocation.) In addition, several District-wide committees exist in the areas such as curriculum, assessment, budget advisory, and program review. Each of these committees has clear charges. A complete list of District-wide committees as well as their charges and membership undergo annual updates.[20] The District Academic Senate addresses issues affecting all three colleges, and the students have likewise developed their own college and District governance processes.[21]

Evaluation:
The District and the individual colleges have delineated and clarified the roles and responsibilities among the District entities within each college. Moreover, the District continues to assess and to separate District functions from college functions. For example, the Open Campus Office, which

[16] See the District's and each college's organizational charts.
[17] See the job descriptions for the president of Riverside and for the Chancellor.
[18] Review the Riverside Community College District Function Map.
[19] See sample survey from administrative program reviews.
[20] See the Academic Senate web page for a complete list of committees, membership, and charges.
[21] See the various student government organizational charts.

was located on the Riverside City College Campus but provided the infrastructure for alternative delivery courses in the entire District, has relocated to a facility off the campus in close proximity to the District Office. The District Budget Advisory Council continues to review, assess, and improve the resource allocation process.[22] As the changes occur, each college assesses the impact of the changes on its internal processes. Moreover, each college has its own mechanism for assessing its internal processes.

As the District continues to decentralize some services (while maintaining centralized services in areas where it is appropriate and efficient) and as each entity undergoes additional cycles of program review and administrative unit assessment, the District and the colleges uncover new issues and concerns. The evolution of the campuses into colleges required change and reorganization, but is complete as each campus now operates as an independent college. As the multi-college district matures, discussions will continue to be collaborative and passionate. The administrative and instructional program reviews, both comprehensive and annual, provide an opportunity for the various college and District entities to have open discussion, to assess the relationship between District and college autonomy in an effort to maintain an optimum balance and effectiveness, and to propose changes through the strategic planning and committee processes now in place.

The effect of these changes and of clarifying the roles and responsibilities among the District entities has strengthened autonomy of the three colleges and has allowed a clearer understanding of the role of the District to provide support for the educational and student service activities at each college. In fall 2009, to ensure that the changes are effective, the Office of Institutional Effectiveness will send a survey to the employees of the District to assess their awareness of the lines of authority and their evaluation of the effectiveness of the functions and the lines of authority as delineated at the individual colleges and at the District offices. The results will be disseminated to District and college constituencies and will be used to inform future planning.

Planning Agenda:

- In fall 2009, the District will survey all employees to assess the effectiveness of the functions and the lines of authority as delineated at the individual colleges and at the District office. The results will be distributed to all District and college constituencies and will be used to inform future planning. (Office of Institutional Effectiveness)

<u>District Recommendation 4</u>: The teams recommend that the district clearly specify personnel selection procedures for district administrators including the position of chancellor. These selection processes must include input from the various college/campuses constituent groups (Standard IIIA.1, Standard IIIA.3, and IVB.1).

Description:
The District has developed "Administrative Procedures" (AP) to implement Board Policies that clearly specify personnel selection procedures for all categories of employees. All of the

[22] Even though a review of the minutes of the Budget Allocation Model Committee and the District Curriculum Committee indicate areas of disagreement, the minutes also demonstrate an open and transparent discussion to resolve those differences.

procedures include input from appropriate college/campus constituent groups. In fact, during the 2008-2009 academic year, as a result of wide-spread discussion among and between various District and college entities, the District refined and used the newly developed CEO selection procedures to hire a District Chancellor and a president at Riverside City College. In fall 2008, the Office of Diversity and Human Resources began the process of collecting and revising all hiring policies and labeling them with an appropriate Administrative Procedure number.[23] The processes for hiring the Chancellor and the CEOs of the colleges have separate Administrative Procedure numbers. Each of these procedures needed revision to reflect the changes necessary for a multi-college District. In spring 2009, all of these procedures went through the shared governance process to receive input from the appropriate District entities before the District adopted them. In addition, the Board of Trustees had previously adopted AP 3420: Nondiscrimination to honor its commitment to equal opportunity in educational programs, employment and access to institutional programs and activities.

Evaluation:
Prior to the 2008-2009 academic year, the District's hiring policies and procedures existed in various policies and documents. For example, the hiring processes for full-time tenure track faculty, for management (administrative) employees, and for classified employees were included in the regulations for Affirmative Action Policy #3099/4099. The temporary/one-year faculty hiring policy existed in an agreement with the Academic Senate, and the part-time faculty hiring procedure in the collective bargaining agreement. Also, no formal procedures existed for hiring CEOs in the District. Now all District recruitment and hiring procedures have been collected and formalized as part of official Board Policy and Administrative Procedures. These procedures now include a separate process for hiring administrative positions, the CEOs of the colleges, and the Chancellor. Moreover, the Board of Trustees adopted a formal process for the periodic review and assessment of all Board Policies/Administrative procedures (Board Policy/Administrative Procedure #2410).

Planning Agenda:

- None needed. Periodic reviews will be conducted to maintain optimum effectiveness. (Vice Chancellor Diversity and Human Resources)

<u>District Recommendation 5:</u> As recommended by the 2001 accreditation visiting team, the teams recommend that the board of trustees implement its recently approved process for self-evaluation (Standard IVB.1g)

Description:
On July 28, 2008, at a special Board of Trustees meeting, Dr. Narcisa Polonio, a consultant from the Association of Community College Trustees, led a follow-up discussion of the Board's self-assessment on April 26, 2008, which included a discussion of the Board's self-assessment tool.[24] The discussion at the July meeting built upon the Board's Special Planning Meeting of April 26th. At the June 11, 2008, Special Board Meeting, the Board met with Interim Chancellor Buysse and new Interim Chancellor Hendrick to discuss the goals and priorities for the Chancellor's Office. As

[23] See index of Board Policies and Administrative Procedures that specify the hiring procedures for all categories of employees in the District. Except for the position of Chancellor (AP 2431) and the position of President (AP 7121), all other procedures for recruitment and hiring fall under Board Policy/Administrative Procedure 7120.
[24] See the Board Self-Assessment Form.

a result of the April 26th and the June 11th discussions, at the July 28th meeting the Board directed Interim Chancellor Hendrick to address five (5) goals and priorities.[25] These goals, which closely align with the District's strategic themes and initiatives, result from the Board's self assessment. Also, in May 2009, the Board of Trustees again applied Board Policy 2745 to assess itself. Each member of the Board completed an anonymous self-assessment instrument.[26] Then, at a special Board meeting on May 19, 2009, Dr. Cindra Smith, who is recognized nationally for her expertise in governing boards and trustee development, facilitated a discussion of Board effectiveness based on the results of the self-assessment tool[27]. At the 16 June 2009 meeting, the Board reported plans and actions based on the results of its self-assessment.[28]

Evaluation:
The Board of Trustees implemented its self-assessment process in 2008, but no formal reporting of the results was conducted. However, during the Special Meetings of April 26, June 11, and July 28, 2008, the Board structured part of its discussion on one of the seven dimensions of Board effectiveness, Management Oversight, by assessing its relationship with the Interim Chancellor and focusing on the Chancellor's search. Given the issues facing the District in 2008, it was particularly relevant that the Board focused its attention on one dimension over the others and worked closely with the Interim Chancellor. Additionally, the specific goals and priorities given to the Interim Chancellor reflect other dimensions of the Board's self-assessment process. Moreover, the Board's willingness to listen to constituency groups and to modify its search process for the Chancellor (a clear example of the Board's self-assessment activities related to Constituency Interface and District Policy Leadership), resulted in a successful Chancellor search and in codifying the search process into Administrative Procedures 2431[29].

At its 19 May 2009 meeting, the Board again initiated its self-assessment process and reported the results of that process to the various entities in the District. The Board asked staff to collect material (topics and presentations) from its regular Board meeting agendas and from its committee meeting agendas that reflect the seven (7) dimensions of Board effectiveness outlined in Board Policy 2745[30]. Additionally, the calendars of Board members reflect their attention and commitment to several dimensions of their effectiveness including the Constituency Interface, Community College System Interface and Economic/Political System Interface. The President of the Board of Trustees summarized the way in which the Board has used these presentations and discussion topics along with sessions/meetings with leaders at the local, state, and federal levels to gain a sense of the Board's effectiveness and asked the members of the Board to complete a self-assessment survey, and to begin the self-assessment discussion in open session during the May 19, 2009, Special Board Meeting[31]. The results of this self-assessment process were then reported to the public and the institution at the June 16, 2009, Board meeting.[32]

[25] See the minutes of the Special Board of Trustees meeting of April 26, 2008, and of July 28, 2008, for the results of the planning meeting and a list of the goals for the Chancellor.
[26] See the Board self-assessment packet.
[27] See RCCD Board of Trustees Self Assessment Highlights
[28] See the minutes of the June 16, 2009, Board meeting.
[29] See AP 2431 – Chancellor Selection
[30] See BP 2745 – Board Self Evaluation
[31] See Agenda and Minutes for May 19, 2009 Special Board Meeting
[32] See Agenda and Minutes for June 16, 2009 Board

Planning Agenda:

- The self assessment of the Board of Trustees will become part of the Board's annual calendar. In May of each year, the Board of Trustees will conduct its self-evaluation and report the results, plans, and action, if any, in June. (Office of the Chancellor)

List of Supporting Documents and References*

- See the Riverside Community College District Strategic Plan 2008-2012.
- See the Operational Guidelines for the Riverside Community College District Strategic Planning Committee (revised and formally adopted February 27, 2009) for a complete list of voting members.
- See the program review templates provided by the Office of Institutional Effectiveness.
- See the flow charts for each college's strategic planning process in the Operational Guidelines for the Riverside Community College Strategic Planning Committee.
- See the Operational Guidelines for the Riverside Community College District Strategic Planning Committee for a complete overview of the operating procedures and function of the RCCDSPC and of the roles and processes of the campus committees and District Offices.
- See the District Budget 2008-2009 for the line items for new initiatives.
- Review the minutes the strategic planning committees of the District and the three colleges.
- See the Introduction to the Riverside Community College District Budget for 2008-2009 for an explanation of the budget allocation process used to provide resources to the colleges and District Offices.
- See the Riverside City College suggested changes to the program review templates as an example. The District Program Review Committee addresses the recommended revisions.
- At the time of this report, March 2009, the data for "Report Card" has not been collected. The Visiting Teams will have access to this report when they visit in October 2009.
- See the Riverside Community College Budget Allocation Model Information—i.e., the membership, the minutes, including the various revisions of the model, and actions of the BAM committee.
- See the Introduction to the Riverside Community College District Budget 2008-09.
- See the minutes of DBAC for February and March, 2009.
- See Exhibit G of the Riverside Community College Budget 2008-2009 for details.
- See Exhibit G of the Riverside Community College Budget 2008-2009 for details.
- Review the Riverside Community College Function Map.
- See the District's and each college's organizational charts.
- See the job descriptions for the president of Riverside and for the Chancellor.
- Review the Riverside Community College District Function Map.
- See sample survey from administrative program reviews.
- See the Academic Senate web page for a complete list of committees, membership, and charges.
- See the various student government organizational charts.
- Even though a review of the minutes of the Budget Allocation Model Committee and the District Curriculum Committee indicate areas of disagreement, the minutes also demonstrate an open and transparent discussion to resolve those differences.

- See index of Board Policies and Administrative Procedures that specify the hiring procedures for all categories of employees in the District. Except for the position of Chancellor (AP 2431) and the position of President (AP 7121), all other procedures for recruitment and hiring fall under Board Policy/Administrative Procedure 7120.
- See the Board Self-Assessment Form.
- See the minutes of the Special Board of Trustees meeting of April 26, 2008, and of July 28, 2008, for the results of the planning meeting and a list of the goals for the Chancellor.
- See the Board self-assessment packet.
- See RCCD Board of Trustees Self Assessment Highlights
- See the minutes of the June 16, 2009, Board meeting.
- See AP 2431 – Chancellor Selection
- See BP 2745 – Board Self Evaluation
- See Agenda and Minutes for May 19, 2009 Special Board Meeting
- See Agenda and Minutes for June 16, 2009 Board Meeting

**Copies of documents and evidence to support the foregoing narrative are available in the Team Room at all three colleges as well as at the District office.*

Campus Response to Recommendations of the 2007 Visiting Team

Since the October 2007 visit and the January 2008 issuance of the action letter from ACCJC, considerable progress has been made toward addressing the three Campus Recommendations that were made by the visiting team. Our response to each of the visiting team recommendations is summarized briefly below.

Campus Recommendation 1: The team recommends that the campus prepare for greater procedural and operational authority as an independent college. This should be demonstrated in several key aspects of student learning programs and services, leadership and governance. These include preparation for full authority of on-site administration, the development and approval of curriculum, and the process of planning and allocation (Standards I.B, II.A, II.B, IV.A).

At the time of the October 2007 visit, the visiting team determined that the campus lacked sufficient procedural and operational authority to operate effectively as an independent college. Circumstances leading to this determination included the fact that a) numerous operational units on the campus, particularly in student services, had reporting relationships to the district office rather than the campus on which they were located; b) curriculum development and approval processes were centralized at the district level with minimal autonomy accorded the campuses; c) planning and resource allocation processes, while well-defined at the campus level, were disconnected from decision-making taking place primarily at the district level; and d) the discretionary authority of the Norco Campus President with regard to budget allocations was severely constrained, both in terms of the amount of resources available and the ability of the President to shift funding from various accounts to better address campus priorities. Since that time, significant changes in operational procedures and processes have been made that effectively address each of these issues. These recent procedural modifications are discussed in detail below:

Reporting Relationships

With specific regard to student services functions, the vice presidents overseeing these areas at each campus attended a series of meetings with the Interim Vice Chancellor for Student Services during the summer of 2008 that resulted in recommendations to the Interim Chancellor concerning the locus of responsibility for various student services units. Among the changes in reporting relationships implemented or in the process of being implemented as a result of this effort are the following:

- DSPS, EOPS and Financial Aid staff located on the Norco Campus began reporting to the Norco Campus Dean of Student Services in January 2009. An Associate Dean for Special Funded Programs position was approved in fall 2008 and filled in spring 2009. This position is charged with overseeing the campus's DSPS, EOPS and CalWORKS programs and personnel. A Director of Financial Aid will be hired once the campus becomes accredited and federal funds become available to offset the cost of the position.
- The position of Director, Health Services for Norco Campus was approved in fall 2008 and hired in spring 2009. Health Services programs and personnel based at Norco now report to this Director, who, in turn, reports to the Norco Campus Dean of Student Services.
- Admissions and Records programs and personnel based at the Norco Campus now report to a campus-based Admissions and Records Supervisor, who, in turn, reports to Norco Campus's Dean of Student Services. An Associate Dean of Admissions who will be

responsible for A&R, outreach, and assessment will be added to the management team for the 2010-2011 academic year following successful accreditation of the campus.

- Food services on the Norco Campus will fall under the authority of the campus Vice President of Business Services on the completion of the new food-service facility located in the Student Success Center, scheduled to occur in fall 2010. At that time, a Director of Food Services will be added to the management team and will report to the Vice President of Business Services.
- Job-placement services provided on the Norco Campus were assigned to the campus Career/Transfer Center in fall 2008, and a student employment specialist was added to the Norco team to provide student-employment opportunities through CalWORKS, Student Financial Services, and general job placement.

Curriculum Development and Approval Processes
In fall 2008, the Riverside Community College District Academic Senate approved sweeping changes in its curriculum-approval procedures that granted significant discretionary authority to campus curriculum committees in approving courses and programs to be offered exclusively on their campuses. For curricula to be offered district-wide, the voting procedures of the District Curriculum Committee were revised to allocate one vote to each campus, thereby placing each campus on an equal footing with regard to district-wide curriculum matters. The Norco Campus Curriculum Committee, which met regularly during the 2007-2008 academic year, began approving campus-based curriculum under the new procedures in December 2008.

Planning and Resource Allocation Processes
In fall 2008, the Interim Chancellor's Executive Cabinet approved a new budget allocation model that had been developed by a task force comprised of chief business officers, faculty, students and classified employees from throughout the district. Under this model, placed immediately into effect for the 2008-2009 academic year, funds allocated to campuses are spent in accordance with priorities identified via the campus program review and resource allocation processes, thereby establishing a linkage between campus-level planning and the district budget allocation process.

Discretionary Authority of Campus President
In 2008-2009, contingency funds available to the Norco Campus President to address campus needs emerging over the course of the year increased from $40,000 to $185,000. Of even greater significance is the fact that the President was accorded increased discretion in allocating unspent funds from among different budget categories to better address campus priorities.

Thus, in a remarkably short period of time, Norco Campus, working in close collaboration with district administration, has prepared itself for greater procedural and operational authority as an independent college in accordance with the visiting team's recommendation. Numerous reporting relationships have been shifted to the campus level; key mid-level administrative positions have been added or are in the process of being added by the campus; curriculum-approval procedures have been revised to reconcile the district's commitment to the "one-district, one-curriculum" principle with the need for campus curriculum committees to exercise greater authority over curriculum proposals affecting their campuses; planning and resource allocation at the campus level has been effectively linked to district planning and budgeting procedures; and a greater degree of discretionary authority over campus budgets has been given to the Norco President. As a result of these significant changes, Norco Campus is far more fully equipped to function as an accredited college than was the case in 2007.

<u>Campus Recommendation 2:</u> The team recognizes that significant progress has occurred with Student Learning Outcomes. However the team recommends that the efforts be accelerated to expand recurrent cycles of authentic assessment and campus-wide dialogue on results (Standards I.B, II.A, II.B).

At the time of the 2007 accreditation visit, significant progress regarding the identification of course-level SLOs had been made by the district, an accomplishment that was recognized by the visiting team and is reflected in the wording of this recommendation. Since that time, Norco Campus has accelerated its efforts, with particular emphasis on the measurement of course-level SLOs. The position of Associate Dean of Student Success was added to the campus administrative team in September 2008. Among the duties assigned to this position was to assist faculty members in measuring their course-level SLOs. The campus established a target of conducting SLO measurements on 70 percent of all Norco course offerings during the fall '08 semester and 90 percent of all campus offerings in spring '09. The fall '08 target was met, and the spring '09 target was exceeded, with all but four class offerings undergoing assessment during that term. Beginning in the 2009-2010 academic year, campus faculty will accelerate the pace at which improvements to their courses will be made based on the results of their SLO assessments, thereby completing the cycle of outcomes identification, measurement, and course improvement, a cycle that will be repeated periodically once fully implemented.

Concerning program-level student learning outcomes, in spring 2009, the district and campus curriculum committees approved SLOs for each of the seven areas of emphasis that had been approved during the 2007-2008 academic year. At the Norco Campus, the Curriculum Committee approved program-level SLOs for all career/technical certificate and degree programs offered exclusively at the Norco Campus in April 2009. These SLOs appear in the 2009/10 Norco Campus Catalog. At the district level, work continues on integrating assessment of general education SLOs across the curriculum and identifying and measuring program-level SLOs for academic and career/technical degree and certificate programs offered by two or more RCCD campuses.

<u>Campus Recommendation 3:</u> The team recommends that strategic planning include the total cost of ownership for allocations, such as staffing, professional development, technology, and planning for all new facilities and capital projects, including long-range planning (Standards III.A.2,6;III.B.2.a;III,C.1.b,d; III.C.2;III.D.1a-d,3).

At the time of the October 2007 visitation, the total-cost-of-ownership (TCO) concept was in use for certain planning activities, such as capital development and new personnel appointments. However, use of TCO principles was fragmented and not considered a required element in all planning activities, including the program review process.

TCO principles are now embedded in the strategic planning and capital development processes. Instructional and non-instructional departments must now consider the total cost of an initiative regardless of the type of resource needed (e.g., personnel, equipment, supplies, services, or additional facilities). New position requests consider all costs associated with personnel, such as statutory benefits; employer-provided benefits, including health and welfare; professional development; office and other support space; and equipment requirements. Likewise, proposals to acquire new programs or expand existing programs must include all personnel-, equipment-, and facility-related resource requirements.

When initiating a new facility or facility-renovation project, the district requires its entities to consider all additional costs associated with the new space; the concept of "idea-to-occupancy" is holistic in nature and embedded in the budget allocation model labeled as "new facilities." The new-facilities component of the BAM provides an opportunity for entities to schedule all new costs associated with the acquisition of new or renovated space. Examples of such costs include but are not limited to instructional and non-instructional full- and/or part-time personnel; utility expense; supplies; services; instructional and non-instructional equipment, including technology infrastructure; and end-user hardware and software.

An equipment-acquisition-and-replacement plan was recently developed to recognize replacement cycles for instructional and non-instructional equipment and computer hardware and software. Equipment life cycles are determined by the normal, useful life of equipment as well as district-wide technology standards. Additionally, since new equipment requires ongoing support, the respective areas that provide such support are expected to conduct assessments to determine whether additional personnel are needed. This forecasting tool is extremely useful for such strategic planning purposes as resource development and financial planning, e.g., the Norco Campus Mid-Range Financial Plan.

This comprehensive approach to considering true total cost of ownership related to new facilities, programs, services and other initiatives not only complements the strategic planning and decision-making process, it has enhanced decision-making throughout the organization.

Report on Planning Agenda Items from 2007 Self Study

Addressed in this section are the Planning Agenda Items generated from the 2007 Self Study Report. During the spring semester of 2008, the items were tabulated and distributed to the appropriate Norco Strategic Planning subcommittees for review, evaluation, updating, and, where necessary, action.

Standard I: Institutional Mission & Effectiveness

IA – Institutional Mission Planning Agenda Items and Report

1. Continue to review and revise Norco's programs and services in response to changes in the community and following local assessments of student learning effectiveness (I.A.1).

The Norco Office of Educational Services, in collaboration with the instructional and student services deans and chairs and assistant chairs of Norco Academic Departments, has recently completed the 2009-2010 *Norco Campus Catalog*, which details the academic and vocational programs, certificates, and courses obtainable at the Norco Campus.

In addition, the Norco Campus has made significant progress in the area of assessment of student learning. Assessments of SLOs occurred in over 70 percent of all courses offered during the fall 2008 semester; the targeted assessment of 90 percent of spring 2009 offerings is on course to be met as well. Program-level SLOs have been developed for all Norco-based career/technical programs and approved by the Norco Curriculum Committee. Workshops continue to be offered through the Faculty Development Program on the Norco campus to enhance the understanding of assessment and to share successful examples across the campus. The Office of the Associate Dean of Student Success, established in fall 2008, has provided valuable assistance in assessment design and evaluation.

2. Continue to develop new programs and services to serve the needs of the identified student population, utilizing input from the Norco Academic Senate, the Norco Strategic Planning Committee (NSPC) and the District Office of Institutional Research (I.A.1).

The implementation of Student Success Track (a module for basic-skills students incorporating learning community scheduling concepts) and the work of both the Student Success committee and the Norco Honors Program have addressed the needs of Norco Campus students at all levels of academic preparedness. The recently approved Game Art certificate program has been successfully developed on the Norco campus. New courses and programs in commercial music are in the process of being developed, and the campus will offer its first commercial music course in the fall 2009 semester, at which time the campus will also unveil its new piano lab, vocal music rehearsal space, and recording studio.

3. Review and incorporate information from the new Environmental Scan (to be published in late 2007) in order to better serve the Norco Campus learning community (I.A.1).

Data from the RCCD Environmental Scan (July 2007) were incorporated into the Norco Educational Master Plan (adopted in January 2008) and the District Strategic Plan (adopted in September 2008) as well as the most recent academic, administrative, and student services program review documents. Of particular interest to the Norco Campus are the areas of anticipated growth both to the north (Eastvale) and to

the south (Dos Lagos/Lake Elsinore). Growth in these areas is expected to average 10 percent annually. The Educational Master Plan identifies the need for a South Corona Educational Center, and plans for this facility are proceeding in accordance with the timeline identified in the Master Plan.

4. Revise the method of distribution of the Norco mission statement to ensure a wider audience:

- **Include the statement in all print and electronic publications, reports, and flyers, including the latest course catalog.**
- **Display the statement in prominent locations on campus such as in the Admissions lobby and in campus display cases (I.A.2).**

Spearheaded by the Institutional Mission and Effectiveness Subcommittee, the Norco Strategic Planning Committee (NSPC) revised the Norco mission statement during fall 2008. The revised mission statement was approved by the Board of Trustees in December 2008. The mission statement is publicized in all major campus publications, appears on the campus website, and has been incorporated into the Norco-produced informational video that is often screened in the lobby of the admissions building. Framed copies of the campus mission statement were placed on display throughout the campus in March 2009.

I.B – Improving Institutional Effectiveness Planning Agenda Items and Report

1. Continue to ensure that all decision-making is a collaborative, dialogue-driven process that involves all Norco constituencies (I.B.1).

Decision-making regarding the prioritization staffing and equipment needs on the Norco Campus are accomplished via Academic, Administrative, and Student Services Planning Councils. The Administrative and Student Services Planning Councils are composed of administrators, staff, and faculty. The Academic Planning Council is co-chaired by a department chair and the Dean of Instruction and remains a standing committee of the Academic Senate. All council memberships, prioritization criteria, and council minutes are posted on the Norco website. All planning council recommendations are referred to the NSPC Co-Chairs Council for review and then on to the Norco Strategic Planning Committee. In late fall 2008, the Norco President convened an Emergency Budget Action Group comprised of faculty, staff, student and management representatives to provide consultation in formulating a campus response to the current state budget crisis.

2. Utilize specific campus-based parameters for data collection from the district Office of Institutional Research (I.B.3).

The district-wide Office of Institutional Research has formalized and streamlined a web-driven process for institutional data requests and feedback (http://academic.rcc.edu/ir). Campus-based data requests are available to all Norco constituents. Campus-based data regarding enrollment, demographics, instructional productivity and other parameters are compiled annually in the *RCCD Fact Book*. In addition to data and analysis provided at the district level, the campus-based Associate Dean of Student Success has played a critical role in the generation and evaluation of campus-specific research.

3. Explore means for effectively communicating information about institutional quality to the appropriate to the appropriate public constituencies (I.B.5).

Norco effectively communicates information to public constituencies about institutional quality through the *Fact Book*, the Norco

website (including information about academic departments and programs), Norco Campus governance and strategic planning), and, most recently, by establishing a presence on YouTube and MySpace. Also, the Norco Campus President and Vice-Presidents have disseminated information about institutional quality (data related to the Educational and Facilities Master Plan, student access to campus programs and services, and student-success information) at City Council, Economic Development Advisory Committee, Chamber of Commerce, and Norco Kiwanis meetings.

4. Continue to regularize processes and standards to aid in the evaluation of the effectiveness of the planning cycle for purposes of resource allocation (I.B.6).

The district and campuses have incorporated the Budget Allocation Model (BAM) to clarify and identify procedures for budget allocation. The BAM is to be reviewed and adjusted year to year. New program initiatives, enrollment growth, efficiency and budget savings are among the criteria addressed by the model. At the campus level, the current planning/resource allocation process has been in place for two years and was favorably evaluated via a survey of faculty and staff in spring 2009.

5. Continued monitoring and modification/improvement of evaluative processes listed above for instructional programs, student support, library, and learning support (I.B.7).

Over 70 percent of the courses offered at Norco during the fall 2008 semester and over 95 percent of spring 09 course offerings were actively engaged in assessment of SLOs. The campus is working to ensure that policies and practices are in place to ensure that campus goals are implemented and evaluated. Assessment practices in particular are being used to help with planning and resource-allocation decisions. Program review processes undergo a continuous cycle of evaluation and revision. Most recently, in 2008-2009, the processes by which student services' learning and service area outcomes are developed and measured were significantly upgraded.

6. Collaboration and communication with Norco Strategic Planning Council (I.B.7).

Minutes from the meetings of the Norco Strategic Planning Council, NSPC Co-Chairs Council, and NSPC subcommittees are posted on the Norco website. In addition, the Norco website also provides access to minutes from the Academic, Administrative, and Student Services Planning Council meetings as well as the meetings of the Norco Academic Senate.

7. Periodic review of the Norco Educational Master Plan in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus (I.B.7).

Criteria for prioritizing and allocating resources are reviewed and revised annually. The District Budget Allocation Model (BAM) is used to determine resource allocation needs, and the outcomes from BAM committee regarding current and future plans are then communicated to the campus community at NSPC meetings. During the fall 2008 semester, progress reports on Educational Master Plan goals and objectives were presented at monthly meetings of the NSPC.

Standard II: Student Learning Programs & Services

II.A – Instructional Programs Planning Agenda Items and Report

1. Utilize the results of Norco campus data studies to further define Norco enrollment and learner needs (II.A.1.a).

As a result of various data studies conducted at the Norco Campus, the Success Track scheduling module was developed. Also, the Vice President of Educational Services, assisted by the Associate Dean of Student Success, gathers data to assess and determine the needs of our students through enrollment management and institutional research. As a result of these analyses, the campus was able to accommodate enrollment growth in excess of 15 percent for the 2008-2009 academic year while keeping the total number of section offerings constant.

2. Continue developing and assessing the effectiveness of SLOs for all degrees, certificates, and programs (II.A.1.a).

Norco Campus continues to develop and assess the effectiveness of SLOs through workshops, specially designed forms, ongoing dialogue, and increased assessment activities through the District Assessment Committee (DAC). Seventy percent of all courses offered at Norco in fall 2008 conducted course-level SLO assessment; assessments were conducted in over 95 percent of Norco classes in spring 2009. Program-level SLOs for all Norco-based career/technical programs were developed and approved by the Norco Curriculum Committee in spring 2009. Norco faculty and instructional administrators contributed to the adoption of program SLOs for each of the district's seven areas of emphasis in spring 2009.

3. Continue to identify, monitor and test new technology which enhances or improves the quality of online or face-to-face instruction (II.A.1.b).

Regarding the use of new technology to improve the quality of face-to-face instruction, Norco recently made a $100,000 investment in new instructional presentation technology in Theatre 101 designed to promote improved instructional delivery in large lecture classes. All of the classrooms in the West End Quad are equipped with state-of-the-art instructional technology and are planning to do the same in the new Phase-III Industrial Technology building. Further, a $ 27,000 technology upgrade to an existing "smart classroom" was implemented in spring 2009. With regard to online instruction, workshops and technical support have been provided to train instructors in the use of streaming video and interactive webinar technology. Beginning in fall 2009, provision of this training was decentralized from the district office to the campuses, resulting in improved convenience and higher utilization for Norco faculty.

4. Continue to develop certificate- and degree program-level SLOs for those programs active on the Norco Campus (II.A.1.c).

Norco has developed SLOs for 100 percent of its courses and all of its campus-based certificate and degree programs. Course-level SLO measurements have been conducted for nearly all Norco class offerings, and improvements are being made to courses based on the results of these assessments. Systematic assessment of program-level SLOs for campus-based career/technical programs will commence in fall 2010 following publication of program-level SLOs in the 2010-2011 Norco course catalog.

5. Continue to develop assessment tools and procedures for programs and disciplines, and use the results of these assessments to make improvements to courses and programs (II.A.1.c).

Norco continues to employ varied assessment tools and procedures to assess student learning at the course, program, certificate, and degree level. New ways of assessing non-collaborative, single-course outcomes have been utilized as well as inquiry-process planning guides. In fall 2008, over 70

percent of the individual courses offered on the Norco Campus participated in assessment of SLOs followed by assessment of nearly 100 percent of class offerings in spring 2009. Methods of assessment currently employed include pre-test/post-test, portfolio assessment (both hard copy and electronic), audio/video analysis, scoring rubrics, and standardized-test score results for professional licensure.

6. Conduct additional SLOs- and assessment-activities training at the Norco Campus (II.A.1.c).

The first of multiple workshops focused on training faculty in assessment activities was conducted on March 18, 2008. Workshop offerings continued throughout the end of spring 2008 semester and into the fall semester. Additionally, the Associate Dean of Student Success has presented at NSPC and department meetings and continues to offer one-on-one training to full-time and part-time faculty. Furthermore, faculty development opportunities have been available with an emphasis on SLOs and assessments.

***7.* Continue to engage in intercampus dialogue geared toward aligning the district's curriculum review and approval processes with the multi-college district structure (II.A.2.a).**

A new electronic platform for curriculum approval (CurricUNET) has been adopted to streamline the process of developing new curriculum. The curriculum approval process itself has been significantly revised, allowing for independent development and approval of campus-specific curriculum. Norco recently completed the process for the state approval of a new two-year, 36-unit Game Art certificate comprised of CIS and Art classes. Norco has its own curriculum committee independent of the district functions and began formally approving campus-specific curriculum in fall 2008.

8. Continue to utilize faculty, program, and industry advisory expertise to develop assessment tools and procedures for certificate and degree programs at Norco Campus (II.A.2.b).

Input derived from advisory committees has played an essential role in the development of SLOs and assessment methods. For example, a portfolio-based method of assessing program SLOs in the campus's manufacturing certificate and degree programs was developed in response to suggestions from advisory committee members from the manufacturing industry.

9. Monitor the annual program review updates for disciplines and non-instructional programs. Use the information from these updates to improve programs and services for students at Norco Campus (II.A.2.e).

The annual program review documents submitted by Norco Campus contain specific assessment activities by discipline, program, certificate, and degree. The District Assessment Committee (DAC) receives these reports and ranks each of these entities separately, employing a five-level rubric incorporating accreditation standards from ACCJC. Upon the rubric's completion, DAC provides a report to the departments on each campus. At Norco, these rankings have been incorporated into the ranking criteria employed by the Academic Planning Council for the past two years. In addition to the annual program review updates, resource allocation at the Norco campus is driven by the comprehensive program review and assessment of disciplines, occupational certificate and degree programs, and student support programs. In particular, the Norco Strategic Planning Committee's staffing and equipment allocation recommendations are in large part based on this information.

10. Use data from the Office of Institutional Research and information provided by faculty, staff, and community advisory groups to further define and develop those new programs most needed by the communities served by the Norco Campus (II.A.2.e).

The Office of Institutional Research provided analysis of labor market data that was used in support of the recently approved degree and certificate programs in computer gaming. Similarly, support from this office will be enlisted in preparing new programmatic curricula in commercial music, the campus's most recently approved discipline.

11. Continue comprehensive program review and assessment of disciplines, occupational certificate and degree programs, and student support programs, and engage in annual program review updates to provide input into campus master planning (II.A.2.f).

Data and related needs assessment compiled in Norco Student Services Program Review documents formed the basis for the design of space in the recently approved Student Success Center. Information contained in annual instructional program reviews will play a significant role in designing secondary-effects projects for space to be vacated upon completion of the new Industrial Technology Building and Student Success Center.

12. Participate in, provide input, and revise district and campus-based program review and assessment processes and activities as needed (II.A.2.f).

On an ongoing basis, faculty and staff from Norco serve on district-wide committees to provide input into program review and assessment processes and activities. At this time, faculty chairs for both the DAC and district-wide Program Review Committee are Norco faculty. At the campus level, the student services program review process and content has undergone significant revision with an emphasis on strengthening the identification and assessment of student learning and service area outcomes.

13. Ensure that all program reviews submitted starting in fall 2007 contain at least one student learning outcome at the program level (II.A.2.f).

Beginning with submission of all annual program reviews and comprehensive program reviews in spring 2008, assessment plans will map course SLOs to general education SLOs, begin to map course SLOs to areas-of-emphases SLOs, specify assessment activities, and submitted to the DAC for feedback.

14. As Norco Campus develops academic degree programs in specific major areas (see Planning Agenda, Standard II.A.2.c), program-level SLOs will be concurrently developed (II.A.2.i).

With the implementation of the seven areas of emphasis (Humanities, Communication, Math & Science, Creative & Performing Arts, Social Sciences, Administration & Information Systems, and Wellness & Physical Education), Norco has participated in district-wide committees to develop specific outcomes for each of these areas; these program SLOs were approved by the campus and district curriculum committees in late spring 2009.

15. Devise and test various measurement techniques for current occupational programs and proposed academic degree programs, such as capstone courses, portfolio assessment, and the like (II.A.2.i).

A number of such techniques already exist and have been employed. Additional assessment techniques are being explored, one of which is the use of electronic portfolios. A member of the Norco Campus

English faculty was granted a sabbatical leave for fall 2008 for the express purpose of conducting research on electronic portfolios, and a pilot program involving the use of e-portfolios in a variety of class environments was conducted spring 2009 semester.

16. Ensure that all disciplines submitting program reviews beginning in fall 2007 include program-level SLOs (II.A.2.i).

All disciplines map course-based outcomes to programs and areas of emphasis, and, with the support of Norco's Associate Dean of Student Success, course-level assessments have been completed and program-level SLOs and measurement techniques have been devised.

17. Review General Education requirements; continue campus-wide dialogue and participate in district-wide dialogue regarding possible revision/update of the general education majors (II.A.3.a).

Norco faculty are chairing and participating in district-wide committees established through the academic senates to review and, as necessary, revise both general education SLOs and requirements and SLOs and requirements for the seven major areas of emphasis.

18. Conduct employer surveys to access the satisfaction of area employers with the performance of graduates of vocational degree and certificate programs (II.A.5).

Implementation of employer surveys will be held in abeyance until fall 2010, once the newly approved program-level SLOs for campus-based career/transfer programs have been published in the course catalog.

II.B – Student Support Services Planning Agenda Items and Report

1. Assess effectiveness of SLOs and SAOs developed for each service area within Student Services during the 2007-2008 academic year (II.B.1).

The effectiveness of SLOs and SAOs are assessed by the program lead(s) in each service area. Comparative data from fall to spring terms, during one of the two semesters, or on a year-to-year basis are utilized. The data are individually based within all of the individual student services departments. Beginning in January 2009, the new Dean of Student Services, with the support of the Associate Dean of Student Success, began working with student-services programs staff to revise their SLOs and SAOs with the goal of increasing the breadth and rigor of their assessments.

2. Discuss program modification and/or changes to SLOs based on these assessments (II.B.1).

Upon reviewing the current state of SLO and SAO assessments, the new Dean of Student Services embarked upon a process of improving student services outcomes assessment. Results of this strengthened approach to assessment are reflected in the 2009 Norco Student Services Program Review.

3. Continue to refine and implement procedures intended to reduce the time lag associated with evaluation processes (II.B.1).

The Evaluation Office has continued to refine and implement procedures to reduce the lag time associated with the evaluation process. The Evaluator has reduced the lag time from seven months to five months. In order to make a significant reduction in the lag time, two part-time hourly staff members were hired to assist the full-time Evaluator. Admissions & Records has requested a second full-time Evaluator position through the annual program review process. In fall

2008, the three campus vice presidents for student services and educational services, in collaboration with the Interim Vice Chancellor for Student Services and Operations, made a recommendation to centralize the district's evaluation processes and staff with the goal of achieving further improvements to the efficiency of the evaluation process. This recommendation was approved by the District Executive Cabinet and was implemented in July 2009.

4. Norco Academic Senate and Student Services will form a committee to recommend format, design, and appropriate information for inclusion in the 2008-2009 publication of a separate Norco catalog and schedule of classes (II.B.2).

Norco administrators have participated in a district-wide committee charged with determining when three separate college catalogs would be published. Based on this committee's recommendation, a decision was made to transition to three separate college catalogs in the 2009-2010 academic year. During 2008-2009, the Norco Dean of Instruction, in collaboration with the Norco Academic Planning Council (a standing committee of the Norco Academic Senate), worked to determine the courses and programs to be included in the Norco catalog. With additional input provided by the Vice President for Educational Services and the Dean of Student Services, the first Norco Campus catalog was completed and is scheduled for distribution in fall 2009.

5. Explore the development of a student satisfaction survey (II.B.3.a).

Although the district chose not to administer the CCSEQ survey in 2008, the Norco Campus, using an allocation from the President's contingency fund, administered the survey in late spring 2008, enabling the campus to review and analyze time-series data for 2004, 2006, and 2008. Analysis of this data provided valuable input that was employed in the design of the new Student Success Center scheduled to open in 2010. Additionally, the self-study team developed and administered a survey of students in fall 2008.

6. Continue to offer outreach opportunities to prospective Norco students (II.B.3.a).

Outreach Services continues to offer student-ambassador services to the local high schools on a weekly basis. Also, application workshops, RCC presentations, and assessment testing continues to be offered in the high schools each year in our efforts to expand awareness and enrollment opportunities.

7. Analyze trends of student participation in student activities and modify existing programs or create new activities programs to address identified student needs and interests (II.B.3.a).

The Student Activities Office is currently compiling all data from the events that transpired this academic year (including participation numbers, nature of events, demographics of participants, and frequency), and the Student Government is in the process of creating a survey that will concentrate on identifying students' likes, dislikes and desires in terms of activities and events on campus. Based on the outcome of the survey, the Student Activities Office will plan the next academic year's activities schedule. The survey is to be distributed and collected by the end of the last week of classes and before finals. The data will be analyzed during the last weeks of June 2009.

8. Continue to re-evaluate the campus environment and expand or modify programs and services as the campus enrollment grows and changes in order to provide an environment that enhances students' sense of responsibility as well as

their intellectual, personal, and aesthetic development (II.B.3.b).

To date, numerous recent improvements have been made to the campus environment, and additional improvements have been planned and designed based on analyses conducted under the auspices of the 2008 Educational Master Plan, the 2009 accreditation self study, and other campus planning initiatives. Improvements already implemented include the installation of exterior tables and seating throughout the campus, the purchase and installation of interior furniture on the ground floor of the Airey Library, the hanging of banners bearing the campus's "Mustang Pride" slogan, installation of a new artificial-surface soccer field, and improvements to campus signage and landscaping. Additional planned improvements include expanded space for student activities, socialization, and dining to be provided by the newly planned Student Success Center.

9. Continue to increase the number of students completing Student Educational Plans (SEPs) at Norco Campus (II.B.3.c).

In order to increase the number of students completing an SEP, the counselors have instituted a reminder system by which a postcard is sent out during the semester to remind students to make an appointment to see a counselor for an SEP. Since the implementation of the appointment-reminder system, the counseling department has had a significant increase among the number of freshmen students completing a two-year SEP. Continued progress in this regard is contingent upon the campus adding counseling and educational-advising staff. Toward this end, a full-time counselor position was funded and recruited for the 2009-2010 academic year.

10. Enhance data collection and review for the Norco Campus (II.B.4).

Data collection for the Norco Campus has been enhanced as a result of several initiatives:

- The Student Success Committee has been utilizing data pertaining to student utilization of supplementary instruction and other support services and the relationship of service utilization to student success rates.
- Department chairs and assistant chairs have been trained in the utilization of enrollment and productivity data provided by the District Institutional Research Office as an enrollment-management tool. Based in large part on the information gleaned from this data, enrollment and faculty productivity at Norco have increased by 34 percent over the past two and one-half years.
- Student services units at Norco have made greater use of data in preparation of their 2008 program reviews, strengthening the empirical basis upon which student learning outcomes and service area outcomes are assessed.

11. Measure all Student Services programs' SAOs and SLOs during the 2007-2008 academic year using stated assessment measures from Norco Student Services Program Review (II.B.4).

Baseline and benchmark measures were gathered and included in the 2007-2008 Student Services Program Review with the exception of Job Placement Services. These measures are being revised for 2008-2009 in an effort to enhance their breadth and rigor.

12. Implement program changes, as needed and appropriate, based on data derived from SLOs and SAOs assessment measures (II.B.4).

Implementation of changes within the Student Services Division is subject to approval by the Dean of Student Services. Proposed changes are supported with measurable data as evidenced by the established evaluation process occurring from fall to spring. One recent change implemented as a result of data assessment was the enlistment of federal work-study students in assisting incoming students during peak registration periods, resulting in a dramatic reduction in wait times in the counseling office in spring 2009.

II.C – Library & Learning Support Services Planning Agenda Items and Report

1. Under the leadership of the Assistant Dean of Library Services, continue efforts to enhance the currency of the materials collection, with the following goals for 2008-2009 (II.C.1.a):

- **At least 20 percent of the collection will consist of materials published after 2000.**
- **More than half of all volumes will have been selected by Norco faculty.**

In 2007-2008, the Norco Library received $40,000 for the purchase of new titles. Additional investment of a similar magnitude was made in 2008-2009. As of fall 2008, approximately 27 percent of the collection had been published after 2000, up from roughly 7 percent in 2007. In 2008-2009, 49 percent of the library materials purchased were faculty initiated, representing a significant increase from previous years. The five-year financial plan for the Norco Campus includes a permanent line item of $50,000 from the general fund for the acquisition of library books and materials, beginning in 2010-2011. By establishing ongoing support from the general fund for library book acquisition, the campus will have a stable source of library-materials funding, reducing its reliance on the state instructional capital block grant, which is subject to variation from year to year.

2. Redefine and strengthen the relationship between the Norco Library and the Norco Strategic Planning Council and the Norco Educational Master Plan (II.C.1.a).

Library faculty and administrators have taken an active role in Norco strategic planning. The Assistant Dean of Library/Learning Resources is a member of the Norco Administrative Planning Council and the Student Learning Programs and Services Subcommittee of the NSPC. Along with the Assistant Dean, library staff and faculty all serve as members of the NSPC. In addition, the faculty librarian is an active member of the Norco Academic Senate. Finally, the Assistant Dean of Library/Learning Resources and faculty librarian actively participated in the development of the Norco Educational Master Plan and Facilities Master Plan development process. As a result of these efforts, library objectives, needs, and learning outcomes are now more closely integrated with the campus's strategic planning and resource-allocation processes.

3. Explore resource and equipment needs for Norco Library relative to JFK High School student needs (II.C.1.a).

The Assistant Dean of Library/Learning Resources, on an as-needed basis, attends weekly meetings with JFK's principal and the Norco Dean of Instruction and maintains an ongoing dialogue with the JFK principal. In addition, JFK students' needs and issues are discussed as standing agenda items at Norco librarian and library staff meetings.

4. Continue to explore new technologies that may support student learning, such as RFID, podcasting, and online information competency/literacy training (II.C.1.a).

With the current size of the library and its collection, the use and implementation of an RFID system would not be cost-effective and would require a considerable initial investment. This technology will be considered in the future as the library and its collection grows.

Through the Dean of Instruction and Faculty Development, the current Instructional Support Specialist is working on implementing podcasting/screencasting technology throughout the campus. Faculty training in such podcasting applications as Camtasia is currently in development. In addition, through Open Campus, the Library I course (Information Competency) is offered online to RCC students.

5. As Norco attains college status, library policies, procedures and learning support services will be reviewed in order to assess when and how additional services need to be offered to students and faculty (II.C.1.b).

Under the leadership of the Assistant Dean of Library/Learning Resources, library policies, procedures, and learning support services are reviewed and assessed in collaboration with library faculty and staff on an ongoing basis, resulting in the addition of many new services and procedures including:

- fifty-three new student computers purchased in spring 2007
- six additional student computer workstations added to library in winter 2008
- the library's open hours extended
- the development of new library closing procedures
- a new reference desk computer purchased in spring 2008
- an additional student-system printer purchased in spring 2008
- the development of new deselection-process-and-guidelines procedures
- the development of new Library Skills Workshop procedures for students and faculty
- the restructure and reorganization of IMC offices and operations
- the adoption of new Library Skills Workshop procedures for students and faculty.

6. Norco Library faculty will explore the possibility of offering Library 1 (Information Competency) courses in a face-to-face format at JFK High School in the late afternoon (II.C.1.b).

Library I was offered on the Norco Campus in a face-to-face format in spring of 2009, and JFK students were recruited to enroll in Library I on the Norco campus. Twenty students enrolled in the initial offering of the course.

7. Develop a library orientation/update series of workshops for new and continuing faculty (II.C.1.b).

The library staff gives presentations at the new-faculty orientation sessions held each year. Library orientation sessions for continuing faculty are always available upon request.

8. Conduct assessment of tutorial services by 2007/08, comparing the success rates of students using the service with success rates of non-users (II.C.1.b).

Assessment of tutorial services has been conducted for the 2007-2008 academic year. The assessment revealed that 698 students participated in tutorial services for the 2007-2008 academic year. Each student utilized an average of five tutoring hours in the semester. Seventy-seven percent of the students who participated in tutorial services and completed the course passed the course with a C or higher. Also, the

persistence rate for students who participated in tutorial services was 91 percent. Overall, students participating in tutorial services succeeded and persisted at higher rates than the general student population.

9. Create and implement an effective faculty/staff needs survey of the Norco IMC (II.C.1.c).

An electronic survey is available and linked from IMC's website at (http://imc.rcc.edu), and a new and updated survey for Norco Campus's IMC is currently being developed by the Instructional Media/Broadcast Technician.

10. The Digital Learning Library at Riverside City College campus will maintain appropriate contracts (II.C.1.e).

The Digital Library continues to maintain the contracts for the library's Innovative Millennium software, which includes both catalog and circulation functions. The Digital Library also continues to maintain the contracts for the library's suite of electronic databases.

11. Norco library staff will continue to explore the utilization of new technologies that may require additional contracted services (II.C.1.e).

Since the previous accreditation visit, the library has procured and implemented new technologies, including Web Online Public Access Catalog (OPAC), Refresher Services from Innovative (utilized by Reference and Catalog), and the Millennium R-2007 Upgrade (utilized by Circulation). Both technologies were acquired with contractual agreements through the Digital Learning Library. The Norco Library, in conjunction with the Riverside and Moreno Valley libraries, is currently exploring the addition of such new technologies as federated search, Encore Web 2.0, and Spellchecker to our current electronic catalog (OPAC).

12. Explore the possibility of creating longer and more specific library orientation workshops, including advanced sessions which focus on a single online database, such as NoodleTools, or a single research area, such as literary criticism (II.C.2).

In addition to regularly scheduled workshops, the library offers subject-specific workshops upon request from faculty. Individual online database instruction is provided on an as-needed basis.

13. Develop and implement a comprehensive and campus-specific usage survey for the Norco Library (II.C.2).

A library-usage survey was developed and administered to faculty at the August 2008 faculty in-service day. The survey's results indicated a high degree of utilization and satisfaction with library and IMC services on the part of Norco faculty.

14. Develop a campus-specific survey pertaining to IMC equipment and services (II.C.2).

An electronic survey available linked from IMC's website (http://imc.rcc.edu) and an updated survey for Norco Campus's IMC are currently being developed by Norco's Instructional Media/Broadcast Technician.

15. Using data gathered from the *Fact Book* and Office of Institutional Research, explore the development of a Norco Learning Support Services Plan for WRC, computer and math labs, tutorial services, and DSP&S (II.C.2).

A conceptual plan for the Student Success Building's secondary effects, including the remodeling of the first floor of Airey Library to accommodate an integrated Learning Support Center, was passed by the Student

Learning Programs and Services Subcommittee on April 10, 2008 and by the NSPC on May 13, 2008 for proposed inclusion in the five-year District Capital Plan. The Associate Dean of Student Success, in her capacity as administrative co-chair of the Norco Student Success Committee, is working to develop a comprehensive plan for student support services at Norco.

16. Conduct assessment of math and CIS labs, the Writing and Reading Center, and the Tutorial Center based on identified student learning outcomes (II.C.2).

New curriculum has been developed and is in the process of review by the Norco Curriculum Committee for tutor training across the content areas. Tutors in Tutorial Services will need to complete the course concurrent with their first semester of employment so as to better establish guidelines and instructional practices for tutors. The Writing and Reading Center now conducts a student-satisfaction survey at the end of each semester. There are assessment items on the survey that assess the use of the center for supplemental activities set by instructors.

Standard III: Resources

III.A – Human Resources Planning Agenda Items and Report

1. Norco Campus will continue to provide workshops to faculty on incorporating student learning outcomes into integrated course outlines of record and on assessment techniques to measure the effectiveness of the discipline or program in achieving the stated SLOs (III.A.1.c).

The Norco Campus Faculty Development Coordinator, in concert with faculty members possessed of expertise on the subject, has facilitated the presentation of several workshops on SLO development and assessment. At one workshop, for example, seventeen faculty members from multiple disciplines discussed outcomes assessment and its relationship to improving student learning.

In addition to workshops, full-time faculty members have been working individually with part-time faculty to ensure implementation of assessment projects in all courses/sections. The Associate Dean for Student Success provides one-on-one technical assistance to full- and part-time faculty in developing, administering and analyzing course- and program-level SLO assessments.

2. Based on future needs for staffing at Norco Campus, the NSPC, NAPC, and administration will review the needs of its growing and changing student population in relation to future human resource needs (III.A.2).

Future staffing needs are first identified in the program review process. Administrative, Student Services, and Instructional Program Reviews each identify staffing needs in their respective areas and remain cognizant of our growing, changing student population when making recommendations. Norco Campus has developed a data-driven, transparent process to prioritize staffing needs. Staffing requests that originated in Administrative, Student Services, and Instructional Program Review documents are evaluated and ranked by their respective planning councils. The evaluation and ranking process in each planning council is driven by a set of collaboratively agreed upon and widely publicized criteria. The staffing priorities generated from the planning councils are forwarded to the Norco Strategic Planning Co-Chairs Council for review and evaluation. Recommendations are then presented for approval to the entire Norco Strategic Planning Committee, and approved staffing priority lists are then presented to the President of Norco Campus for final decision

and action. On the basis of this review, seven new faculty positions and seven classified staff positions were added for 2009/10.

3. Norco APC, SPC, and administrators will participate in the review and evaluation of a new district budget allocation model to be developed in 2007-2008 (III.A.2).

On May 8, 2008, the district convened a task force to develop a new District Budget Allocation Model (BAM). Norco Campus was represented by a member of the Academic Senate and the Vice President of Business Services. The model was presented to the Norco Resources Strategic Planning Subcommittee, the Norco SPC, and the Chancellor's Executive Committee for input. The model was presented to the Board of Trustees Resources Committee as an informational item on May 13, 2008.

4. Develop more on-campus orientation professional development activities for both staff and faculty (III.A.5.a).

During the 2007-2008 academic year, professional development activities for faculty and staff included 19 opportunities coordinated by the campus Faculty Development Coordinator. These activities were designed as workshops, presentations, discussions, and roundtable events and addressed a variety of topics of interest. One-on-one training in web design, streaming video, PowerPoint best practices, and other technologies was provided on campus by instructional support specialists. In addition, District Human Resources provided opportunities with a specified audience of faculty and/or staff on nine occasions.

5. Develop and disseminate written guidelines for NSPC for prioritizing human resources needs (III.A.6).

See discussion in Planning Agenda Item 2 above.

III.B – Physical Resources Planning Agenda Items and Report

1. Implement and evaluate processes and procedures for successful campus-based planning that is integrated with strategic planning (III.B.1.a).

On May 8, 2008, the district convened a task force to develop a new District Budget Allocation Model (BAM). Norco Campus was represented by a member of the Academic Senate and the Vice President of Business Services. The model was presented to the Norco Resources Strategic Planning Subcommittee, the Norco SPC, and the Chancellor's Executive Committee for input. The model was presented to the Board of Trustees Resources Committee as an informational item on May 13, 2008.

The Campus Master Plan and Educational Master Plan as presented to the Board of Trustees in February 2008 provide the framework for all facility development, including renovation as well as new construction projects. Instructional, Student Services, and Administrative Program Review provide subsequent information for consideration by the Norco SPC for Master Plan adjustments. The Norco SPC Resources Subcommittee is responsible on an ongoing basis to assess proposed projects and their relevance to the Campus Master Plan. Proposals for capital development and improvement endorsed by the NSPC are forwarded for further review to the District Strategic Planning Committee.

2. Collaborate with educational master planner (STRATUS) and architectural firm (MDA Johnson Favaro) to develop a Long-Range Educational and Facilities Master Plan for Norco Campus (III.B.1.a).

The Norco Campus Educational and Facilities Master Plans were developed through an inclusive, participatory process utilizing the campus's strategic planning committee structure. As indicated above, these plans were presented to the Board of Trustees in February 2008.

3. Using current and future facilities plans continue to build out the campus to meet student and staff requirements as enrollments and program offerings increase (III.B.1.a).

As part of its preparation of the annual Five-Year Capital Plan, which includes all state and/or locally funded projects, Norco Campus assesses its inventory of space via the FUSION system that is supported by the CCCCO. Multi-year scenarios are used to determine optimal strategies to request state funds. Based upon this assessment, and pursuant to the build-out scenario of the Facilities Master Plan, the Norco Strategic Planning Committee proposed adding a Center for Health, Wellness and Kinesiology to the Five-Year Capital Plan, as well as secondary-effects projects associated with completion of the Industrial Technology and Student Success Buildings. An architectural firm has been contracted to work with campus-based design teams in formulating plans for the secondary-effects projects, which are expected to be completed in 2010-2011 following the completion and occupancy of the two new buildings. An FPP prepared for the Center for Health, Wellness and Kinesiology was approved by the Board in June 2009 and will be submitted to the state for capital funding consideration. In March 2009, the District Strategic Planning Committee asked each campus to submit a comprehensive list of proposed future building projects for review and possible prioritization at the district level. Norco Campus submitted a complete list of all buildings and capital improvements included in its Facilities Master Plan for the years 2010-2030.

4. Establish a campus safety committee (III.B.1.b).

A task force comprised of DSPS and Maintenance & Operations staff, faculty, and administrators was established to develop and recommend the scope of responsibility for a Campus Safety Committee. The task force provided recommendations that resulted in the appointment by the Norco President of a standing committee on campus safety in March 2009.

5. Develop local protocols for safety/quality walks (III.B.1.b).

See Planning Agenda Item 4 above.

6. Continue to evaluate the effectiveness of the strategic planning process for informing facilities planning at the local level (III.B.2.a).

The Campus Master and Educational Master Plans as accepted by the Board of Trustees in February 2008 provide the framework for all facility development, including renovation as well as new construction projects. Instructional, Student Service, and Administrative Program Review will provide subsequent information for consideration by the Norco SPC for Master Plan revision. The Norco SPC Resources Subcommittee is responsible on an ongoing basis to assess proposed projects and their relevance to the Campus Master Plan. Periodic updates on the campus's progress in achieving its long-range planning goals and objectives are provided to NSPC.

***7.* Proceed with the development of a mid-range financial plan which includes cost estimates for required staffing, equipment, and services to support program development and/or maintenance of new capital facilities (III.B.2.a).**

The new Budget Allocation Model (BAM) includes a component to address additional resources needed to support the operation of new facilities; these resources are limited to the cost of utilities and Maintenance & Operations personnel. At the campus level, a five-year financial plan addressing staffing, equipment, and other financial-resource needs has been developed and shared with the President's Cabinet.

8. Work with the educational master planner (STRATUS) and architectural firm (MDA Johnson Favaro) to develop a Long Range Educational and Campus (Facilities) Master Plan for Norco Campus, ensuring that it is driven by, and integrated with, the NAMP (III.B.2.b).

A Norco Campus Educational Master Plan and Facility Master Plan was approved by the NSPC during the fall 2007 semester and presented to the Board of Trustees in February 2008.

III.C – Technology Resources Planning Agenda Items and Report

1. The Norco Technology Resources Subcommittee will continue to engage in dialogue about technology standards and processes in order to create a gridline for future technology upgrades and purchases (III.C.1.a).

District-wide technology standards have been developed, and the Campus Resources Subcommittee continues to meet on a regular basis to check the standards and processes in order to meet the needs for future technology.

2. Use the strategic planning process and the Technology Resources Subcommittee of the NSPC to draft a campus technology standards and processes document for the Norco Campus (III.C.1.b).

A draft of the District Technology Standards document was created in October 2007. This will guide the development of a Norco Campus Technology Standards and Processes document. At the time of this writing, the Norco Campus Technology Replacement Guidelines document is nearing completion.

3. Develop systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs (III.C.1.c and III.C.1.d).

Technology evaluation and replacement processes have been developed and are being integrated into a budget framework that includes Total Cost of Ownership for computers and AV equipment, labor, supplies, and repair.

III.D – Financial Resources Planning Agenda Items and Report

1. Implement the new budget allocation model for fiscal year 2008-2009 (III.D.1.a).

The district convened a Task Force to develop a new District Budget Allocation Model (BAM). Norco Campus is represented on the task force by a member of the Academic Senate and the Vice President of Business Services. The model was presented to the Norco Resources Subcommittee, Norco's SPC, and the Chancellor's Executive Committee for input. The model was presented to the Board of Trustees Resources Committee as an informational item on May 13, 2008. The BAM will provide a conceptual framework for annual district resource-allocation decisions; the process of expanding the model to encompass a multi-year time frame is currently underway.

2A. Norco Campus will continue to pursue partnerships and seek outside resources (III.D.1.b).

In the time since the writing of the 2007 self study, Norco has received a second five-year Title V grant. The CACT received an NSF grant. Also, the campus recently received a grant that entails a partnership between RCC-Norco and the Corona/Norco Unified School District to facilitate the transition of middle and high school students into college engineering programs. Plans are underway for submittal of a federal Title V grant for the next funding cycle, and several proposals were prepared and submitted in response to the federal economic stimulus bill passed by Congress in February 2009.

2B. Continue the transition to a campus-based budget allocation model by building the capacity of NSPC to evaluate and prioritize resource requests using program reviews and district/campus strategic initiatives (III.D.1.b).

During FY2006-2007, NCPC developed and implemented a prioritization process by which requests for new faculty and staff positions and equipment generated by departmental program reviews are ranked by planning councils (Academic, Student Services and Administrative). These rankings are then reviewed and approved by the Strategic Planning Co-Chairs Council and brought forward for review and approval by the NSPC. The lists of prioritized needs are then forwarded to the Norco President for consideration. This process, now in its third year of implementation, has proven to be an effective means of linking program review and resource allocation; in a survey of NSPC members conducted in March 2009, 100 percent of respondents indicated that "Norco's priorities ranking processes are a "very effective" (59.4 percent) or "somewhat effective" (40.6 percent) means of ensuring that resource allocation decisions are based on documented needs identified in program reviews. With implementation of the district budget allocation model in FY2008-2009, the priority lists developed through this process will be used as a guideline for decision-making related to the allocation of new financial resources accruing to Norco Campus.

3. Effectively participate in the development of new district budget allocation model (III.D.1.d).

See Planning Agenda Item 1 above.

4. Participate in the implementation of the new budget allocation and new mid-range financial models (III.D.2.a).

See Planning Agenda Item 1 above.

5. Work with district officials to streamline contract-approval processes (III.D.2.f).

During FY2007-2008, the District Office of Compliance, Contracts & Legal Services developed revised procedures that were endorsed by the campuses and the Chancellor's Executive Committee. Implementation of these procedures has served to reduce the amount of time and levels of bureaucracy associated with the contract-approval process.

6A. The Norco Campus Vice President of Business Services and the members of the Three Colleges Project will discuss, explore and implement, as needed, modifications and/or new administrative and financial procedures and policies (III.D.2.g).

The Three Colleges Project is underway, and certain financial and administrative procedures are reviewed and revised to reflect the impact of the transition to a three-college district. Moreover, the Board of Trustees continues to update board policies; this process included input from the Academic Senates of each campus as well as input from the colleges' communities and interested members of the project.

6B. Continue to identify budgetary priorities at Norco Campus and conduct periodic analysis to determine if the allocated resources are being utilized for the purposes identified during the budget development process (III.D.3).

In February 2009, the Norco President distributed a memorandum to the NSPC membership (i.e., the campus as a whole) summarizing expenditures that had been made during the 2008-2009 budget cycle to address staffing and equipment needs identified and prioritized through the campus program review and resource allocation process. A survey of faculty and staff participants at the March 2009 NSPC meeting indicated a high degree of participant satisfaction with the processes employed at the Norco Campus.

Standard IV: Leadership and Governance

IV.A – Decision-Making Roles and Processes Planning Agenda Items and Report

1. Continue to survey students, staff, and faculty to monitor what they do and do not know about how the governance process works (IV.A.1).

In spring 2007, surveys were created and distributed to students, faculty, and staff in order to assess knowledge of Norco Campus's strategic planning activities (Institutional Effectiveness; Student Learning Programs and Service; Resource Planning and Allocation; and Leadership and Governance Structures). The survey process was repeated in fall 2008, and survey results have been embedded throughout the body of this self-study document. Of particular note is the expansion of the survey population to include a significant number of part-time faculty members as well as a representative population of Norco students.

2. Improve orientation of new faculty to governance structures and avenues of participation for both full- and part-time faculty (IV.A.1).

District-wide orientation sessions for new full-time faculty are held annually, and both the Academic Senate and the CTA make presentations. At Norco Campus, all full-time faculty, including new faculty, are members of the Norco Strategic Planning Committee, an integral part of our established decision-making structure. New full-time faculty members' participation in governance decisions begins immediately, and they are mentored by experienced faculty throughout the process. Norco Campus's Dean of Instruction has established an annual fall orientation for part-time faculty.

3. Examine current policies and procedures and the relationship between district and campus-based institutional governance structures and propose new policies and procedures as appropriate (IV.A.2.a).

Current Norco policies and procedures regarding the prioritization of staff and equipment have been refined such that Administrative and Student Services Planning Councils now include members from administration, faculty, and staff. Recommendations about staffing and equipment in these areas now benefit from input by all responsible stakeholders. The Academic Planning Council remains a standing committee of the Norco Academic Senate.

The current Norco Strategic Planning Implementation Process continues to proceed along the lines developed in 2006-2007 with modifications considered and implemented on an annual basis. The relationship between the district-based and the Norco Campus-based governance structures has been reevaluated and new relationships defined in the latest version of our Functions Maps and governance charts

developed during fall 2008 and spring 2009.

4. Continue to evaluate the newly established procedures and governance committees responsible for recommending Norco-specific student learning programs and services (IV.A.2.b).

Evaluation of campus-governance committees and procedures occurs on an ongoing basis. Most recently, in fall 2008, the campus planning subcommittee structure was revised, reducing the number of subcommittees from nine to four in an effort to streamline a somewhat unwieldy subcommittee structure. Similarly, the membership of the Norco Curriculum Committee was expanded from five to nine in spring 2009 to provide more representatives of academic and career/technical disciplines.

5. Continue to formalize the relationships between the Norco Strategic Planning subcommittees, the NAPC, and the Norco Academic Senate and its standing committees (IV.A.2.b).

As part of the ongoing process of evaluation, the relationships between the Norco Strategic Planning subcommittees, the Norco Academic Planning Council, the Norco Academic Senate, and other campus planning councils and committees have been strengthened, with the Norco Academic Senate playing a greater role in the selection of representatives to the Administrative and Student Services planning councils and the nomination of members to serve on campus standing committees.

6. Develop an orientation to governance and a Norco Campus governance handbook to clarify the principles, organizational structure, and operating procedures of Norco constituency groups (IV.A.3).

The District Office of Institutional Effectiveness is developing a district-wide handbook which will address governance at all three campuses. An official Norco Campus governance handbook will be developed following the district's model. In the interim, Norco governance structures and procedures are being presented, discussed, evaluated, and revised as necessary through the strategic planning committees and in coordination with the Norco Academic Senate.

***7.* Establish formal processes for evaluating the newly created governance structures (IV.A.5).**

The Leadership and Governance Subcommittee has established an annual procedure to summarize and evaluate our governance structures and procedures. During the spring semester, in coordination with the Norco Academic Senate, the subcommittee reports the current status of our governance and decision-making structures to the SPC Co-Chairs Council. The report is then finalized and presented to the Norco SPC for review and comment. Feedback is forwarded to the Norco Academic Senate, which works in collaboration with the Academic Administration and Student Services to review and effect modification to structures and procedures as necessary.

IV.B – Board & Administrative Organization Planning Agenda Items and Report

1. Continue to review and revise the organizational charts and Functions Maps as the district moves to multi-college status and as new positions are developed at the campus level to accommodate the need for more administrative support (IV.B.3.a).

The Office of Diversity and Human Resources updated the district-wide organizational charts to reflect the changes adopted by the Chancellor's Cabinet. The district-wide Function Maps have been updated by the

Office of the Vice Chancellor of Academic Affairs, approved by the Chancellor's Cabinet, and distributed district-wide. Norco Strategic Planning subcommittees received those portions of Function Maps addressing issues relevant to the work of each subcommittee.

2. Develop an effective individual campus budget using the proposed budget allocation model which operates in concert with campus strategic planning (IV.B.3.c).

Norco Campus developed a Resource Allocation Process in 2006-2007. The District Budget Allocation Model (BAM) was completed in May 2008 and was implemented in the 2008/09 fiscal year.

3. Continue to evaluate the new strategic planning procedures and the effectiveness of the published strategic initiatives in meeting district and campus educational goals (IV.B.3.g).

A survey of NSPC members was conducted in March 2009 to obtain input from faculty, staff, and students concerning the efficacy of the campus's procedures for linking planning, program review and resource allocation. Based on the results of the survey, there appears to be a high degree of awareness of, participation in, and satisfaction with the current procedures, with 98.6 percent of the members indicating that they are aware of the processes by which RCC-Norco ranks staffing and equipment needs identified in program review, 91.4 percent indicating that they participate in these processes, and 100 percent rating the processes as "very effective" (59.4%) or "somewhat effective" (40.6%). Regarding campus Educational Master Plan goals and objectives, monthly reports were provided to NSPC during the fall 2008 semester in which the campus's progress toward meeting its planning benchmarks was evaluated and strategies for performance improvement were discussed.

Norco Campus Strategic Initiatives
2005 – 2010

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

The following strategies were developed at the Leadership Forum held at the Norco Campus on February 23-24, 2006. This forum was attended by over forty faculty, classified staff, and campus administrators.

The response below outlines the Riverside Community College District's Strategic Initiatives and details the Norco Campus plan to address these initiatives.

Goal #1: Increase Student Access.

We believe that although it is an integral part of the learning process, technology has reduced the power of human interaction in both instructional and student support areas. However, we agree that human interaction is critical in helping students to access our programs. Therefore, our first priority is to increase human relationships and interactions with our students in order to facilitate increased student access. We believe we need to have personnel available to assist students with enrollment; to facilitate this, we would like to have informational and welcome tables for first-time students on campus, thus offering a greater degree of visible and personalized assistance. In order to accomplish this effectively, we also believe we have a need to increase the number of bilingual counselors, to continue growing the various mentorship programs we have on campus (TRIO, Puente), and to have tutors available to interact with and assist our students.

Other suggested strategies for providing access include:

- Maintaining online tutorial accessibility throughout the semester (web-enhanced courses)
- Making online tutoring available to students who have to miss class for valid reasons on occasion (business department is currently offering portions of missed classes online)
- Ensuring accessibility for students with disabilities through increased services and physical access
- Increasing faculty contact beyond office hours by approaching and talking to students on campus, eating in the Corral, etc.
- Providing Tegrity-recorded lectures online for ill students or utilizing Camtasia, a program that will capture the lecture and what the teacher does on Powerpoint for later access
- Offering "designer" or "working professional" classes that start every four to five weeks and are designed to be taken one at a time (National University approach)
- Determining what we need to do to compete with the private market as 21st-century students become "shoppers" of education
- Offering industrial or ROP vocational/occupational education classes using community education and CR/NC options
- Providing one-on-one assistance for students enrolling via WebAdvisor
- Providing more assistance to ESL students with the registration process
- Utilizing more electronic, website, and poster advertising to inform students which classes are open/closed during registration periods; leaving more listings in A&R,

counseling and other campus areas where students congregate.

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 include:

- 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 apply experiential learning in order to waive certain required classes
- Mentoring of students by faculty and staff
- Investigation into students' reasons for leaving after one semester
- Follow-up on why students don't enroll after registration
- Restructuring of movement through developmental courses so students can progress faster
- Establishment of one-unit class modules to facilitate improvement in specific problem areas that hold students back from successful completion of a given course
- Alignment of schedule of courses so that students can transfer/add/drop classes in a "user-friendly" manner OR so that students can transfer/add/drop classes more easily
- Provision of more short-term classes
- Referral to late-start classes when a student evidences scheduling problems with work or other life issues. Late start classes should be scheduled by the college in a manner that would facilitate students' addition of classes by the second (8) week mark.

Goal #3: Increase Successful Course Completion.

The primary strategy to increase successful course completion is the addition of self-paced, open-entry/open-exit classes that allow students to complete their degrees at their own pace.

Other strategies include:

- Refer students to Tutorial Services.
- Revise the Early Alert Program—possibly as web-based—to facilitate increased usage.
- Make classes relevant and interesting; work with faculty to select readings that are engaging and applicable.
- Ensure course offerings are related to student interests and needs.
- Provide supplemental instruction in classes with high drop or failure rates.
- Grow more mentoring opportunities within the community to provide "real-life" experience and guidance.
- Support professional development geared toward ensuring student learning outcomes are measurable and attainable.
- Assist students to obtain Financial Aid loans, scholarships and grants; encourage faculty to promote financial aid information and opportunities in classes.
- 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 John F. Kennedy Middle College facility 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 Student Educational Plan (shorter when possible) so students know exactly what courses they need to take to obtain their degree and in what recommended order.

Other strategies include:

- Supplemental instruction in areas defined with high attrition
- Learning communities in developmental and GE classes
- Work ethics
- Basic skills
- Study skills workshops and classes specific to discipline
- Ensured course variety
- Open-Entry/Open-Exit Classes
- Early Alert—enhanced where possible
- Support of professional development geared toward changing 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
- Increased internship opportunities on and off 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 demonstrate students have attained the knowledge determined by faculty as essential.
Other strategies include:

- Revise course outlines in disciplines that have not yet undergone Program Review.
- Devise a system for creating outcomes that measures effectiveness.
- Ensure SLOs are on all course outlines of record.
- Work with faculty to put replace course objectives with SLOs 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 include:

- Increasing the number of student educational plans provided to <u>all</u> students, not just special or required populations
- Working with instructional faculty to reinforce their understanding of the

need for students to update their SEPs.
- Having students complete their major-declaration sheet in class
- Increasing marketing and public relations (e.g., working with Jim Parson's office, or performing more ambassadorial work within our community to encourage students to come to Norco Campus)
- Working with students to ensure they are taking the correct classes for their major
- Offering 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 include:

- Improve the quality of bookstore services.
- Ensure services are available to Weekend College students.
- Increase knowledge of and accessibility to campus programs and services (campus tours as part of orientation; introduction to library, labs, etc.).
- Improve technology in various areas of student access and persistence.
    - WebAdvisor
    - Financial Aid
- Provide and improve Financial Aid information
- Expand campus resources (Veterans Office, bursar's office, etc.)
- Survey of staff by faculty: What works, what doesn't, and what could be done differently?
- Survey of faculty by staff: What works, what doesn't, and what could be done differently?

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 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 include:

- 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 classes beginning yearly.
- Offer accelerated course/program sequences.
- Introduce self-paced open-entry/open-exit classes.

- Provide increased financial aid workshops and information—and perhaps the aid itself.
- Ensure course offerings' relevance to student needs and transfer requirements.
- Review course offerings 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), and more importantly, ensure needed certificate classes are offered at least every two years.
- Increase visibility at local CNUSD high schools.
- Work closely with Kennedy Middle College High School to make available appropriate course offerings.
- Provide online orientations/videos to assist students with enrollment and course planning.
- Offer supplemental instruction.
- Increase our current number of learning communities.
- Teach work ethics as part of course curriculum .
- Ensure that students progress through developmental course sequences.
- 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 his/her value at Norco Campus.
- Continue to offer special support to minority student groups.
- Assist students in feeling connected to the campus.
- Provide a video/lounge area.
- Establish the Student Center.
- Offer more challenging classes/courses in response to student interests, i.e., diverse discipline offerings, honors courses.
- Provide more online, electronic, and paper-based information showing what classes are open/closed during registration weeks.
- Schedule classes to meet student needs rather than our own.

Goal #9: Ensure the Hiring of Qualified Faculty.

Since a large percentage of our courses are offered by part-time faculty, it is critical that we acknowledge their important role and integrate them better into the Norco campus.

Other strategies include:

- Recruit qualified part-time faculty.
    - Retired people, AARP
    - Alumni Associates affiliated with universities
    - Graduate school students
- Fix our full-to-part-time ratio as much as possible; boost the full-time ratio so we use fewer part-timers (integrated planning for offices, etc.).
- Stop re-hiring our less qualified part-timers.
- Explore incentives for qualified and highly competent long-term part-timers.
- Collaborate more with part-timers for orientation to and training in Norco's student-centered philosophy.
- Provide one-on-one mentoring to both new and experienced part-timers.
- Work for better pay for adjuncts.

- Find or create workspaces on campus for part-timers.

Goal #10: Continue To Develop Special Programs.

These special programs might include:

- Night College (leading to associate degrees and certificates)
- Cohort classes and programs
- Engineering
- Computer Gaming College
- "Supper College"
- Fashion Design
- Transfer College
    - Transfer partnerships: CBU and DeVry
- Accelerated Readiness Program
    - Basic Skills Development
    - Survey Student needs
    - SEP →Promote package

Goal #11: Getting Students Here.

Other strategies include:

- Promote partnerships with local businesses.
    - Survey their needs.
    - Offer enrollment options.
- Engage in media advertising (various kinds).
- Partner with four-year institutions.
- Advertise course availability.

General and Longitudinal Data
Norco Campus and RCCD

Riverside County

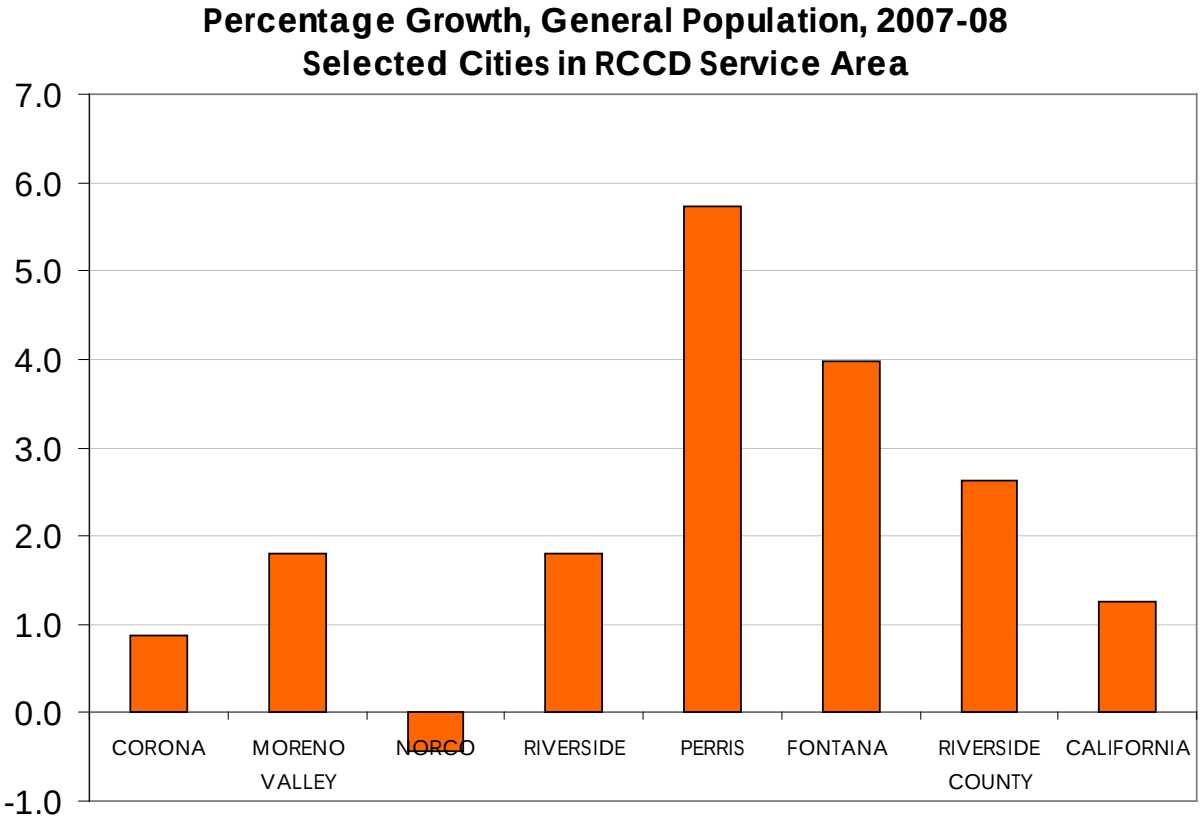
City Population Estimates With Annual Percent Change

2007 & 2008

City/County	Total Population 2007	2008	Percent Change
RIVERSIDE	2,034,840	2,088,322	2.6
BANNING	28,293	28,348	0.2
BEAUMONT	28,271	31,477	11.3
BLYTHE	22,636	21,695	-4.2
CALIMESA	7,420	7,536	1.6
CANYON LAKE	10,979	11,051	0.7
CATHEDRAL CITY	52,151	52,465	0.6
COACHELLA	38,515	40,517	5.2
CORONA	146,147	147,428	0.9
DESERT HOT SPRINGS	24,907	26,068	4.7
HEMET	73,299	74,185	1.2
INDIAN WELLS	4,945	5,025	1.6
INDIO	77,208	81,512	5.6
LAKE ELSINORE	47,669	49,807	4.5
LA QUINTA	41,125	42,958	4.5
MORENO VALLEY	180,603	183,860	1.8
MURRIETA	97,329	100,173	2.9
NORCO	27,375	27,255	-0.4
PALM DESERT	49,789	50,907	2.2
PALM SPRINGS	46,893	47,251	0.8
PERRIS	50,701	53,605	5.7
RANCHO MIRAGE	16,957	17,057	0.6
RIVERSIDE	291,611	296,842	1.8
SAN JACINTO	34,371	35,672	3.8
TEMECULA	98,009	101,057	3.1
BALANCE OF COUNTY	537,637	554,571	3.1
RIVERSIDE COUNTY	2,034,840	2,088,322	2.6

Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2007 and 2008*. Sacramento, California, March 2009.

RCCD Service Area
General Population - Selected Cities
2008

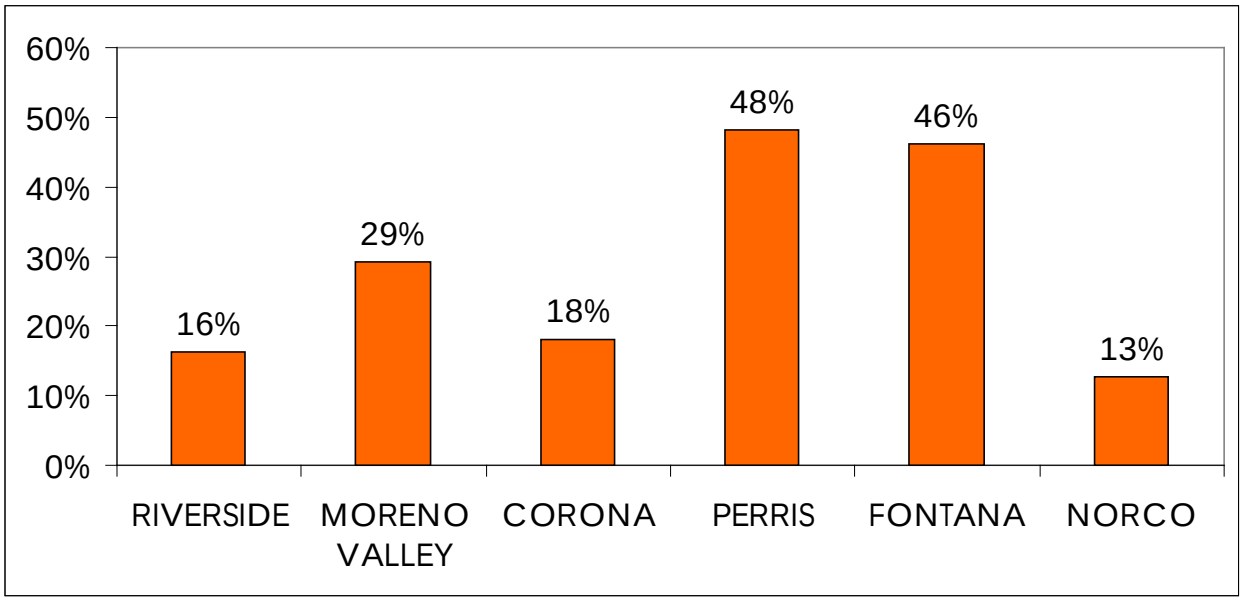


		Change from
	2007	2007-08
RIVERSIDE COUNTY	188,498	2.6
CORONA	147,428	0.9
MORENO VALLEY	183,860	1.8
NORCO	27,255	-0.4
RIVERSIDE	296,842	1.8
PERRIS	53,605	5.7
SAN BERNARDINO COUNTY	2,055,766	1.5
FONTANA	188,498	4.0

Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2007 and 2007*. Sacramento, California, May 2008.

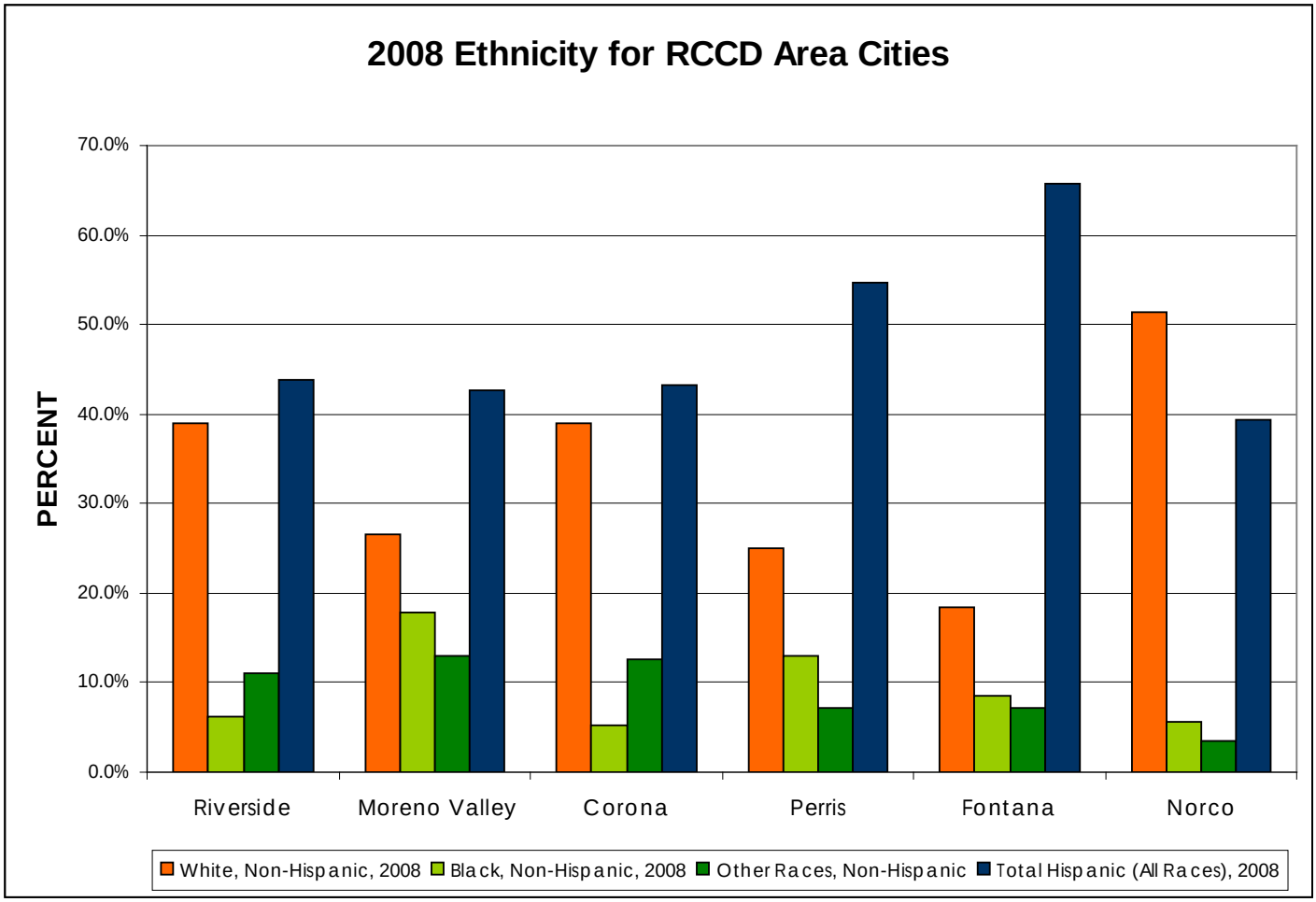
Riverside Community College District
RCCD Service Area
Population Changes for selected cities
2000-08

2000-08 Percentage Change in Population for RCCD Service Area Cities



Source: RCCD Institutional Research, 2008; State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2007 and 2008*. Sacramento, California, May 2008.

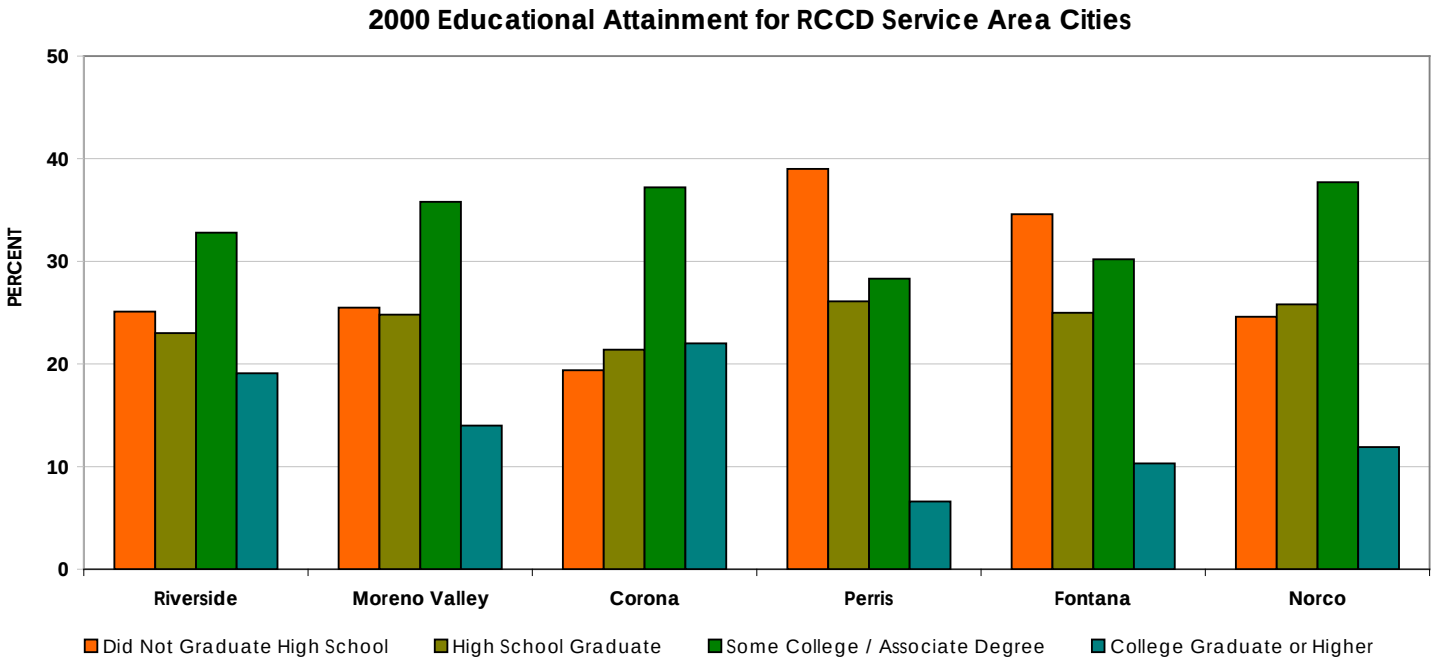
Riverside Community College District
RCCD Service Area
Ethnicity
2008



	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
White, Non-Hispanic, 2008	186,173	60,544	87,021	27,960	44,338	14,693
Black, Non-Hispanic, 2008	29,476	40,712	11,481	14,648	20,674	1,584
Other Races, Non-Hispanic	52,977	29,874	28,165	8,050	17,506	1,021
Total Hispanic (All Races), 2008	209,381	97,534	96,340	61,343	158,340	11,271
Total Population, 2008	478,007	228,664	223,007	112,001	240,858	28,569

Source: EMSI Fall Covered Employment – Fall 2008.

Riverside Community College District
RCCD Service Area
Educational Attainment
2000



(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Did Not Graduate High School	64,047	36,307	24,243	14,114	44,609	5,943
High School Graduate	58,688	35,310	26,743	9,445	32,232	6,233
Some College / Associate Degree	83,694	50,972	46,487	10,241	38,937	9,107
College Graduate or Higher	48,737	19,933	27,493	2,388	13,280	2,875
Total Population	255,166	142,523	124,966	36,189	129,058	24,157

Source: State of the Cities Data Systems (SOCDS), http://socds.huduser.org/index.html

RCCD Service Area

Feeder School Enrollments by district and grade levels,

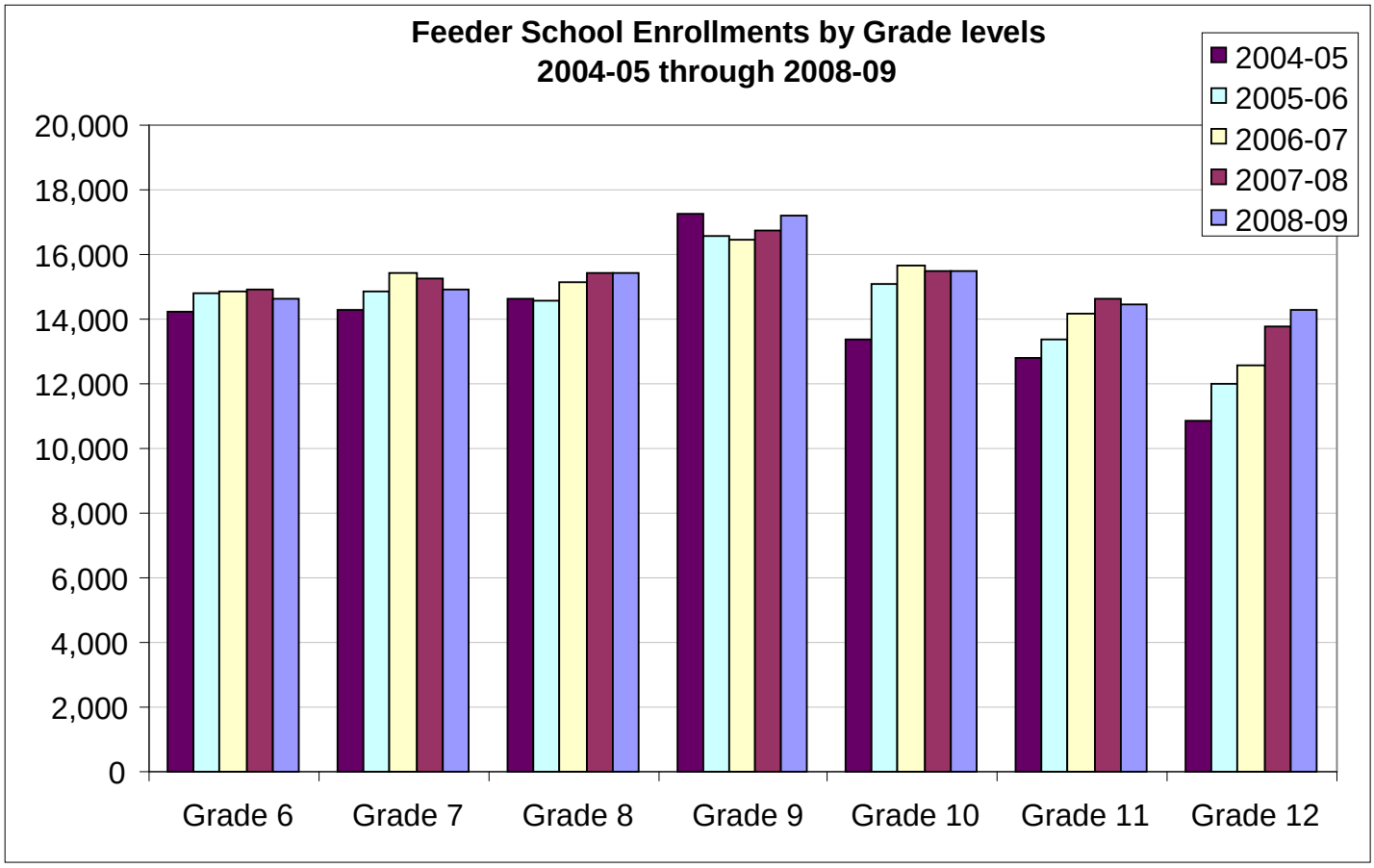
2004-05 through 2008-09

Feeder District		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Alvord	2008-09	1,508	1,520	1,611	2,216	1,464	1,204	1,040
Alvord	2007-08	1,506	1,605	1,601	2,156	1,484	1,211	1,000
Alvord	2006-07	1,590	1,601	1,625	2,119	1,545	1,167	905
Alvord	2005-06	1,564	1,625	1,542	1,910	1,201	1,265	1,302
Alvord	2004-05	1,650	1,548	1,671	1,754	1,142	1,437	1,152
		Grade 6	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Corona-Norco	2008-09	4,025	4,092	4,373	4,373	4,218	4,173	4,258
Corona-Norco	2007-08	4,020	4,105	4,149	4,140	4,101	4,101	4,038
Corona-Norco	2006-07	3,985	4,063	3,916	3,976	4,043	3,918	3,665
Corona-Norco	2005-06	3,833	3,719	3,724	3,892	3,842	3,597	3,266
Corona-Norco	2004-05	3,589	3,612	3,638	3,864	3,584	3,237	3,071
		Grade 6	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Jurupa	2008-09	1,565	1,566	1,627	1,706	1,679	1,543	1,517
Jurupa	2007-08	1,634	1,628	1,689	1,679	1,574	1,596	1,533
Jurupa	2006-07	1,613	1,724	1,660	1,568	1,654	1,669	1,372
Jurupa	2005-06	1,769	1,711	1,587	1,707	1,742	1,531	1,458
Jurupa	2004-05	1,735	1,638	1,708	1,765	1,581	1,561	1,322
		Grade 6	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Moreno Valley	2008-09	2,758	2,840	2,910	2,947	2,952	2,788	2,827
Moreno Valley	2007-08	2,878	2,956	2,993	3,000	2,952	2,878	2,794
Moreno Valley	2006-07	2,945	2,950	3,046	3,005	2,999	2,787	2,757
Moreno Valley	2005-06	2,891	3,007	2,922	3,272	3,121	2,837	2,246
Moreno Valley	2004-05	2,874	2,848	2,907	3,199	3,061	2,705	2,103
		Grade 6	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Riverside	2008-09	3,302	3,378	3,324	4,460	3,730	3,266	3,281
Riverside	2007-08	3,277	3,384	3,421	4,265	3,827	3,452	3,013
Riverside	2006-07	3,202	3,515	3,378	4,281	4,030	3,242	2,779
Riverside	2005-06	3,338	3,343	3,341	4,478	3,864	3,116	2,725
Riverside	2004-05	3,152	3,360	3,503	4,957	3,171	2,952	2,564
		Grade 6	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Val Verde	2008-09	1,488	1,502	1,566	1,521	1,446	1,463	1,382
Val Verde	2007-08	1,577	1,594	1,597	1,520	1,545	1,372	1,411
Val Verde	2006-07	1,539	1,589	1,510	1,535	1,385	1,365	1,120
Val Verde	2005-06	1,425	1,439	1,449	1,311	1,295	1,035	1,004
Val Verde	2004-05	1,245	1,284	1,216	1,697	837	923	635

Source: California Department of Education Data Quest web page; http://data1.cde.ca.gov/dataquest. Sacramento, California, May 2008.
RCCD feeder school districts include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

RCCD Service Area

Feeder School District Enrollments by grade levels, 2004-05 through 2008-09



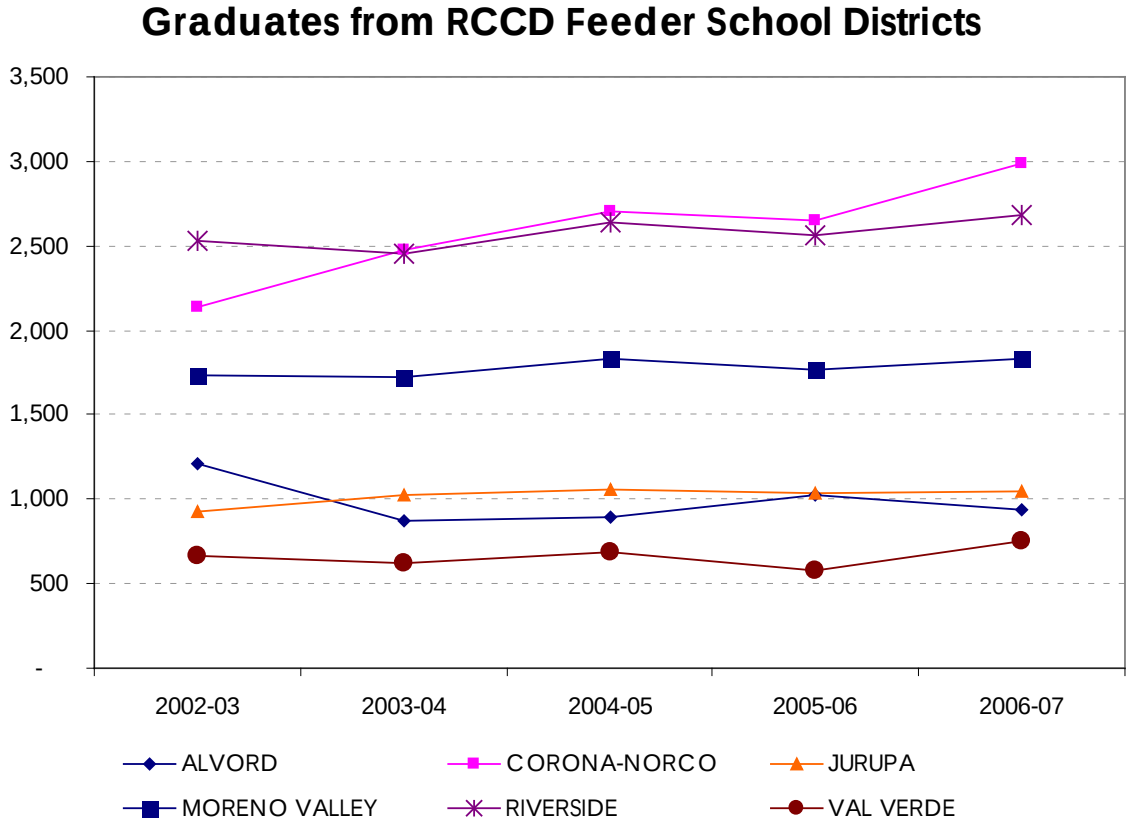
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District Totals	2008-09	14,646	14,898	15,411	17,223	15,489	14,437	14,305
District Totals	2007-08	14,892	15,272	15,450	16,760	15,483	14,610	13,789
District Totals	2006-07	14,874	15,442	15,135	16,484	15,656	14,148	12,598
District Totals	2005-06	14,820	14,844	14,565	16,570	15,065	13,381	12,001
District Totals	2004-05	14,245	14,290	14,643	17,236	13,376	12,815	10,847

Source: California Department of Education Data Quest web page; http://data1.cde.ca.gov/dataquest. Sacramento, California, March 2009.
RCCD feeder school districts include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

RCCD Service Area

RCCD Feeder High School District Graduates

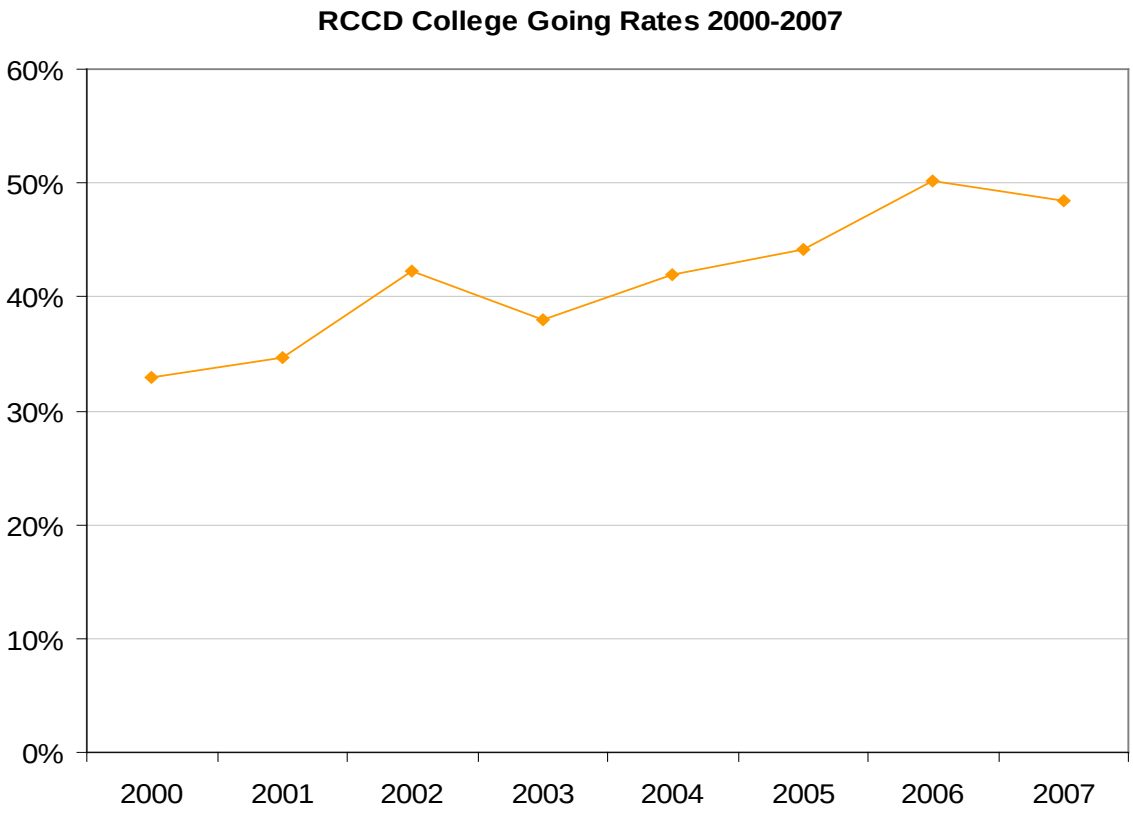
2002-03 through 2006-07



	2002-03	2003-04	2004-05	2005-06	2006-07	Change from 2002-03 to 2006-07
ALVORD	1,207	872	899	1,020	934	-23%
CORONA-NORCO	2,134	2,479	2,707	2,647	2,991	40%
JURUPA	923	1,029	1,055	1,034	1,044	13%
MORENO VALLEY	1,738	1,724	1,837	1,762	1,833	5%
RIVERSIDE	2,529	2,455	2,636	2,566	2,683	6%
VAL VERDE	664	618	685	578	752	13%
TOTAL	9,195	9,177	9,819	9,607	10,237	11%

Source: California Department of Education DataQuest webpage; http://data1.cde.ca.gov/dataquest

RCCD Service Area
College Going Rates for RCCD Feeder Districts, 2000-2007



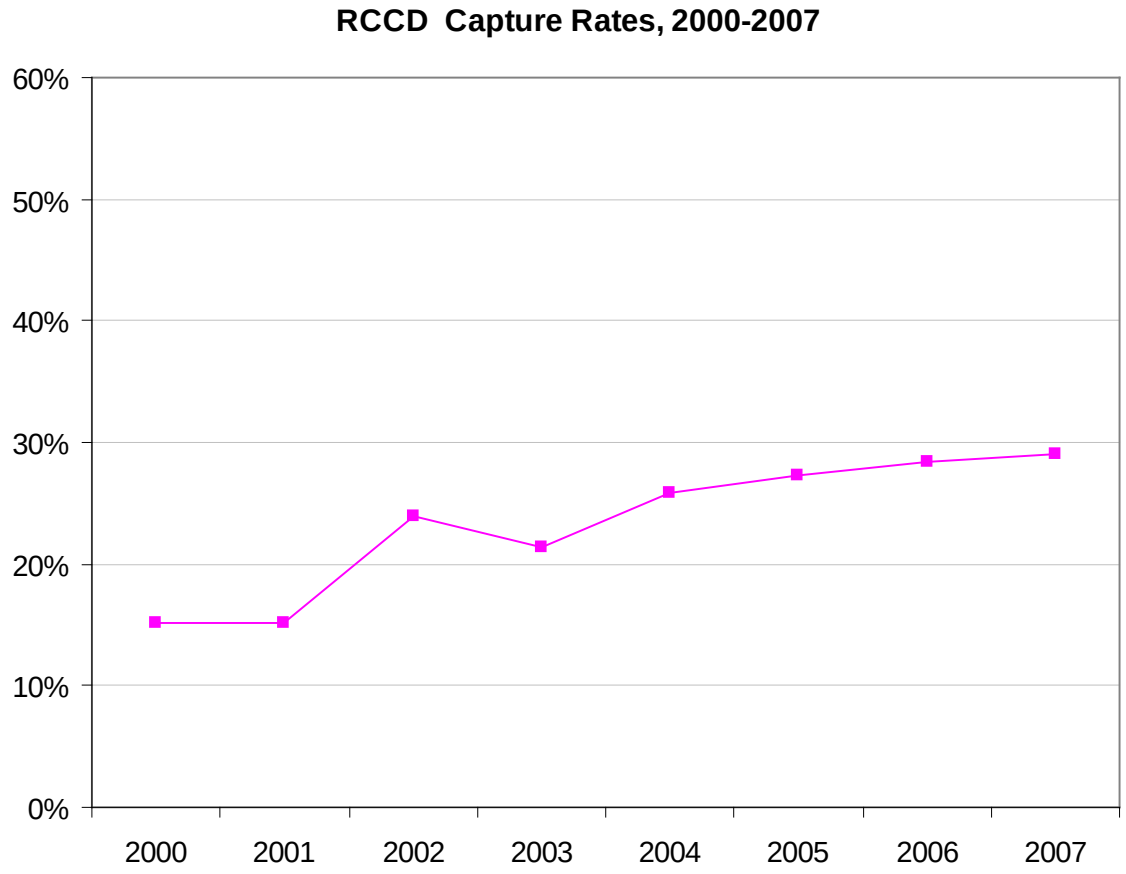
	College Going Rate
2000	32.9%
2001	34.7%
2002	42.2%
2003	37.9%
2004	42.0%
2005	44.2%
2006	50.2%
2007	48.4%

"College Going Rate" is the percent of recent high school graduates from our service area who are 19 years and under and attending ***any*** community college, California State University, or University of California Campus during the fall term for the first-time. High school districts in RCCD's service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

Source: California Postsecondary Education Commission webpage; http://www.cpec.ca.gov/.

RCCD Service Area

Capture Rates for RCCD Feeder Districts, 2000-2007



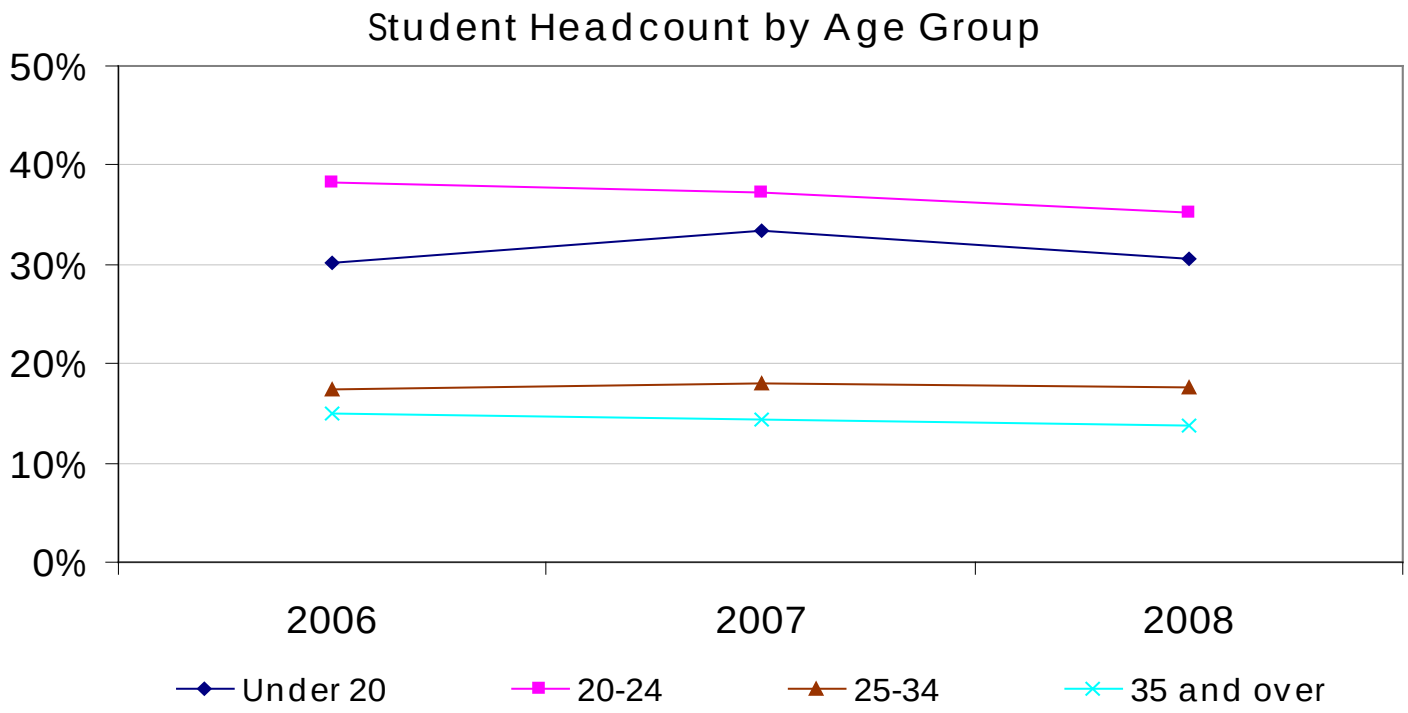
	Capture Rate
2000	15.2%
2001	15.2%
2002	24.0%
2003	21.4%
2004	25.9%
2005	27.3%
2006	28.4%
2007	29.1%

"Capture Rate" is the percent of recent high school graduates from our service area who are 19 years and under ***and*** attending Riverside Community College during the fall term for the first-time. High school districts in RCCD's service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

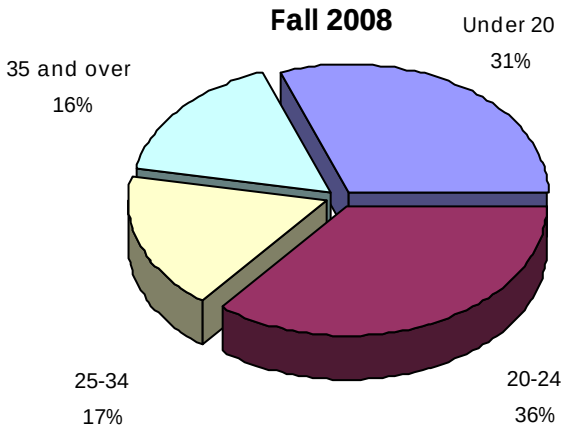
Norco Campus
Student Demographics

Age Groups

Fall 2006, 2007 & 2008



Age Groups	2006	2007	2008
Under 20	2,604	3,053	3,004
	30%	*33%*	*31%*
20-24	3,223	3,231	3,528
	37%	*35%*	*36%*
25-34	1,563	1,607	1,700
	18%	*18%*	*17%*
35 and over	1,250	1,269	1,612
	14%	*14%*	*16%*
Total	**8,640**	**9,160**	**9,844**
	100%	***100%***	***100%***

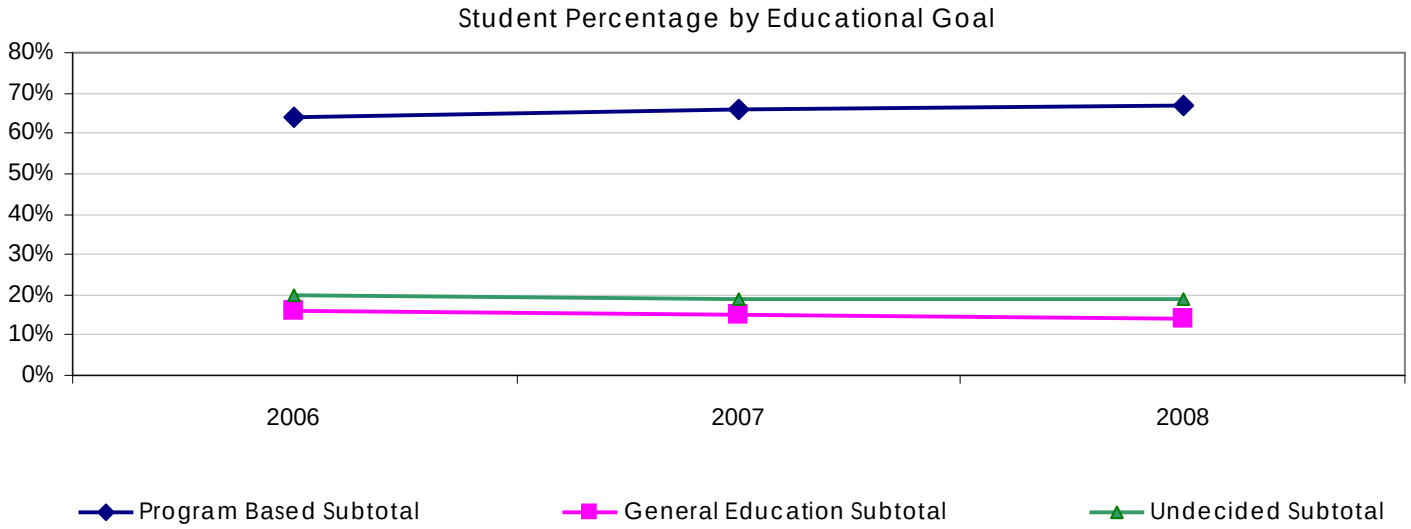


Source: RCCD Institutional Research, 2009.

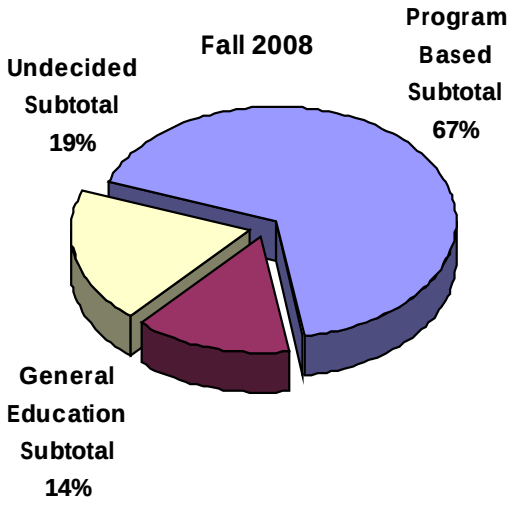
Norco Campus
Student Demographics

Educational Goal

Fall 2006, 2007 & 2008

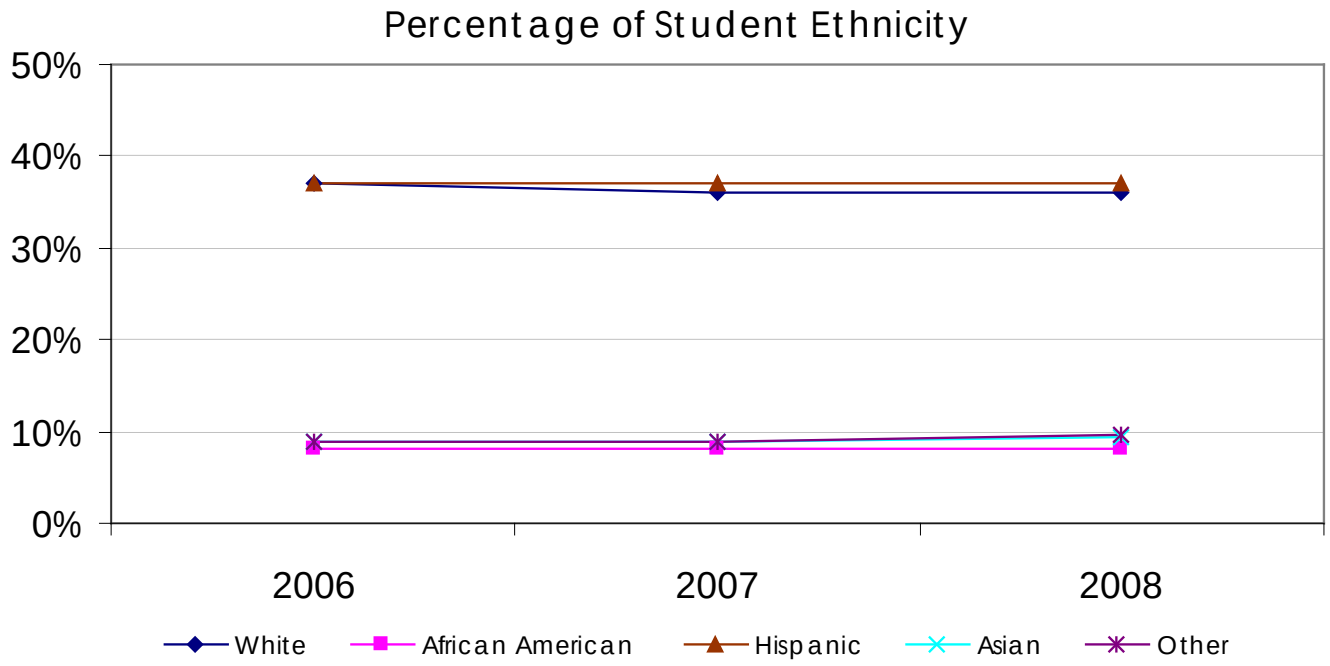


Educational Goal	2006	2007	2008
BA W/AA	3,571	3,918	4,217
BA W/O AA	958	1,046	1,061
AA W/O TRANSFER	626	672	692
2YR VOC DEG WO TRANS	232	208	170
2YR VOC CERT WO TRANS	163	175	195
4YR COLLEGE STUDENT			220
Program Based Subtotal	***5,550***	***6,019***	***6,555***
	64%	***66%***	***67%***
PLANNING IN PROGRESS	169	156	183
NEW CAREER PREP	304	331	322
UPDATE JOB SKILLS	241	217	229
MAINTAIN CERT OR LIC	83	92	86
ED DEVELOPMENT	228	266	271
IMPROVE BASIC SKILLS	122	148	133
COMPLETE HS CRED/GED	202	165	155
General Education Subtotal	***1,349***	***1,375***	***1,379***
	16%	***15%***	***14%***
UNDECIDED	1,673	1,644	1,731
UNCOLLECTED/UNREPORTED	68	125	179
Undecided Subtotal	***1,741***	***1,769***	***1,910***
	20%	***19%***	***19%***
Total	**8,640**	**9,163**	**9,844**

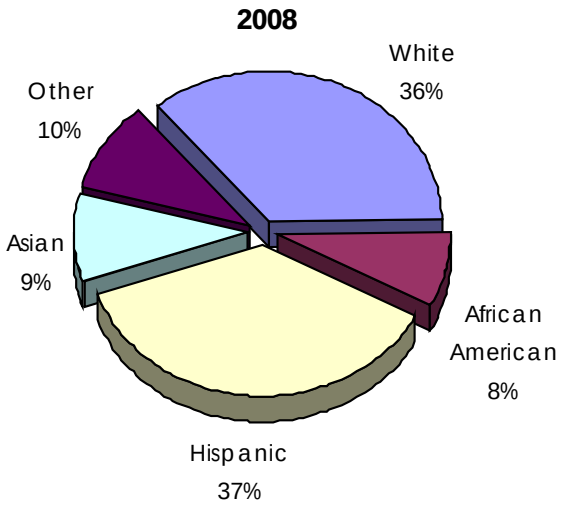


Source: RCCD Institutional Research, 2009.

Norco Campus
Student Demographics
Ethnicity
Fall 2006, 2007 & 2008



Ethnicity	2006	2007	2008
White	3,206	3,275	3,558
	37%	*36%*	*36%*
African American	726	746	745
	8%	*8%*	*8%*
Hispanic	3,179	3,434	3,649
	37%	*37%*	*37%*
Asian	792	863	936
	9%	*9%*	*10%*
Other	737	845	956
	9%	*9%*	*10%*
Total	**8,640**	**9,163**	**9,844**
	100%	***100%***	***100%***

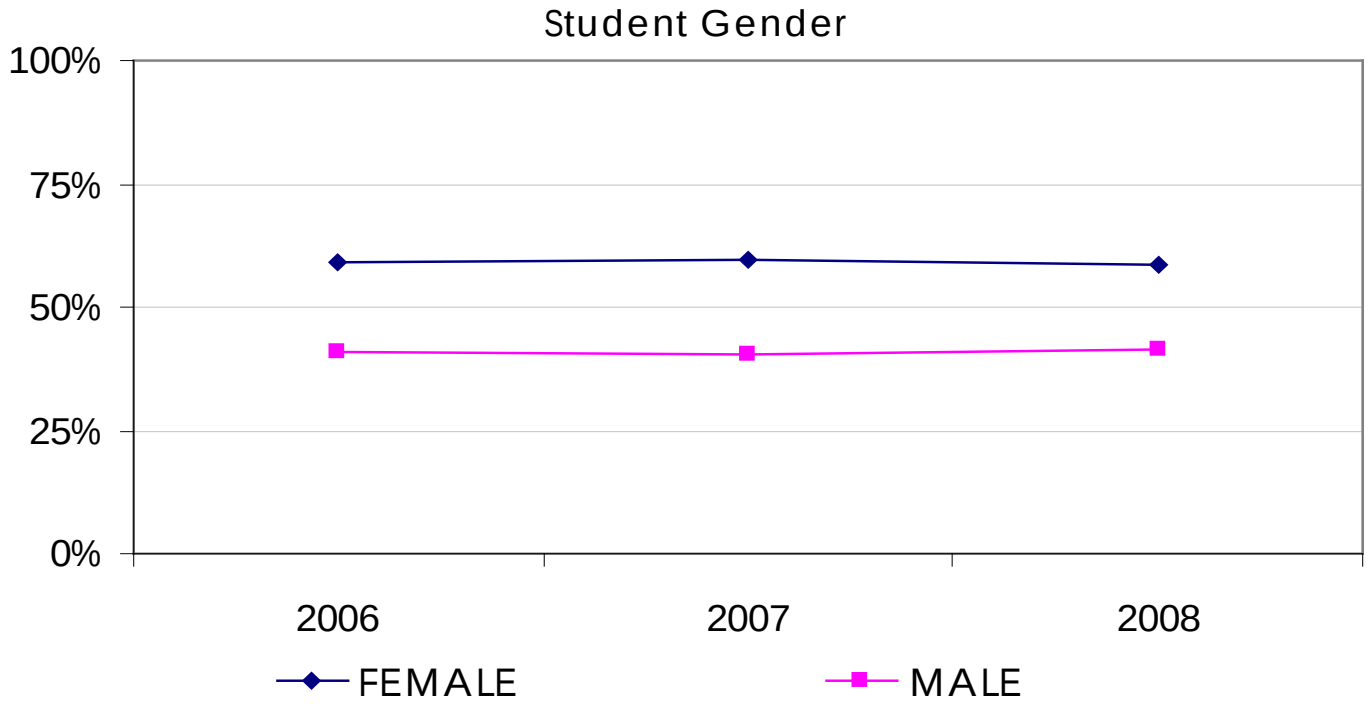


Source: RCCD Institutional Research, 2009.

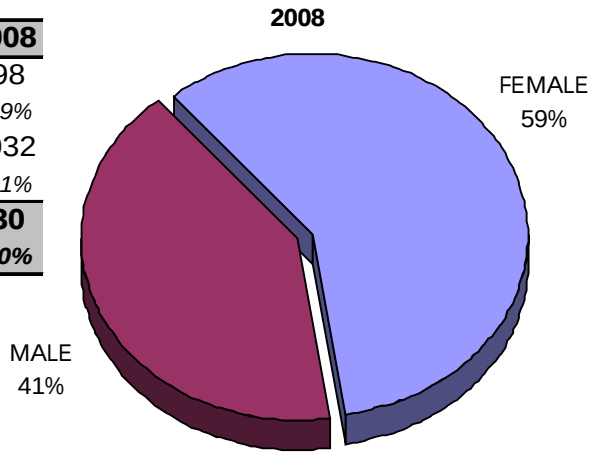
Norco Campus
Student Demographics

Gender

Fall 2006, 2007 & 2008



Gender	2006	2007	2008
FEMALE	5,069	5,420	5,698
	59%	*60%*	*59%*
MALE	3,530	3,674	4032
	41%	*40%*	*41%*
Total	**8,599**	**9,094**	**9,730**
	100%	***100%***	***100%***

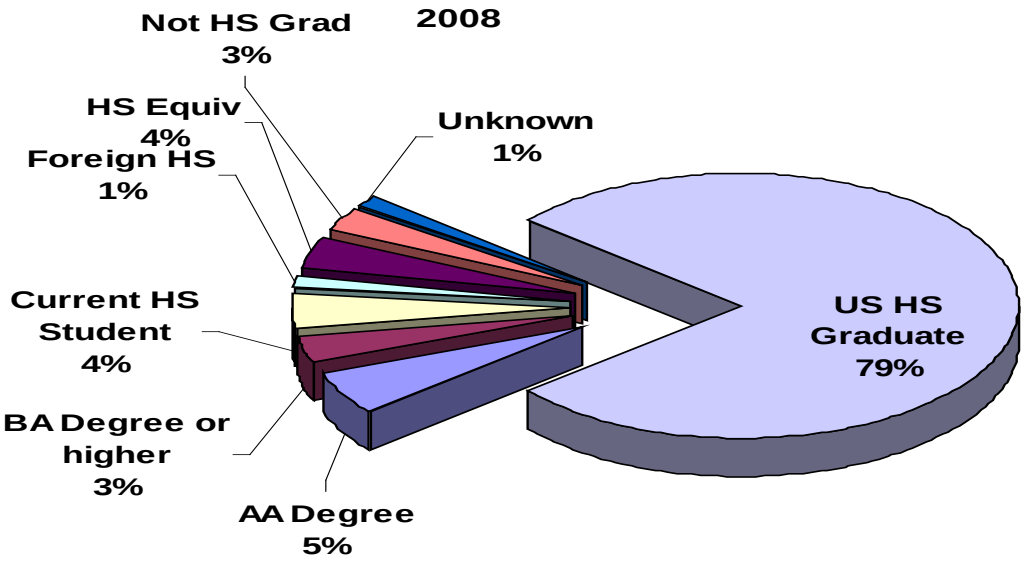


Source: RCCD Institutional Research, 2009.

Norco Campus
Student Demographics

Prior Education

Fall 2006, 2007 & 2008



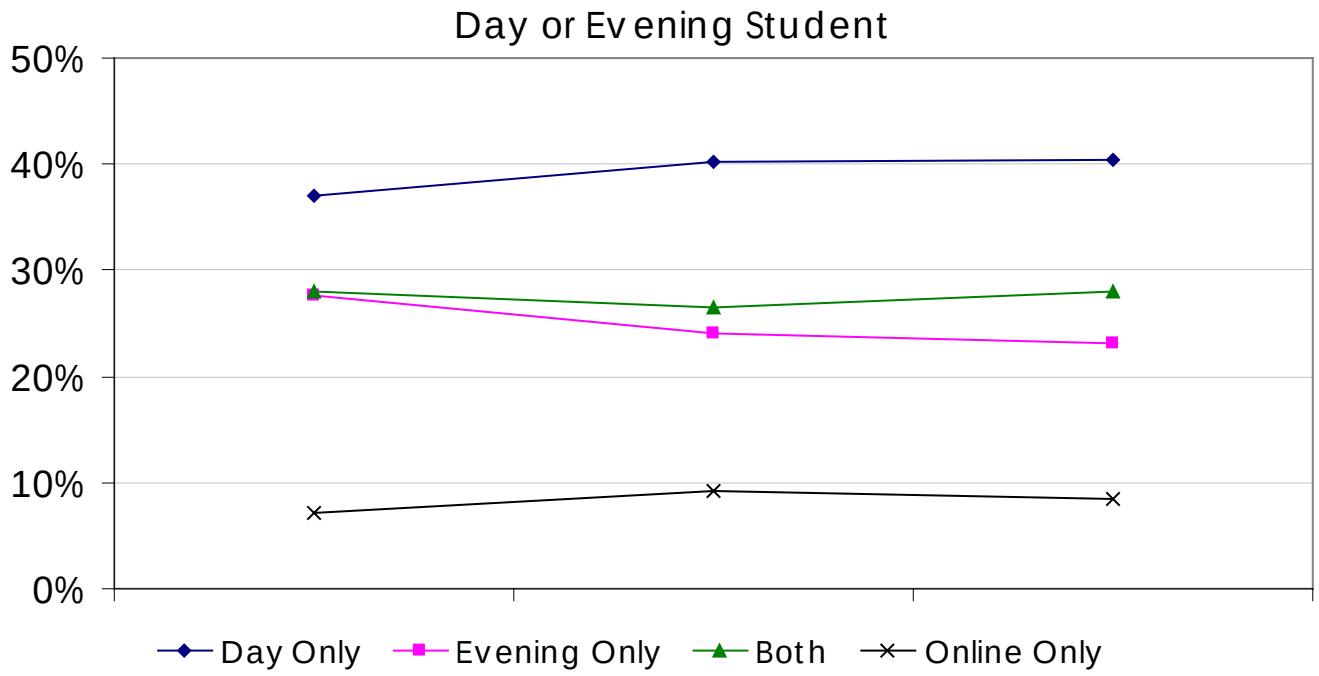
Prior Education	2006	2007	2008
AA Degree	286	271	517
	3%	*3%*	*5%*
BA Degree or higher	280	290	340
	3%	*3%*	*3%*
Concurrent HS Student	268	267	411
	3%	*3%*	*4%*
Foreign HS Graduate	171	157	131
	2%	*2%*	*1%*
HS Equiv, Prof Cert, etc	363	329	380
	4%	*4%*	*4%*
Not HS Grad	233	215	263
	3%	*2%*	*2%*
Unknown	7	18	134
	0%	*0%*	*1%*
US HS Graduate	7,033	7,616	7,668
	81%	*83%*	*79%*
Total	**8,641**	**9,163**	**9,844**
	100%	***100%***	***100%***

Source: RCCD Institutional Research, 2009.

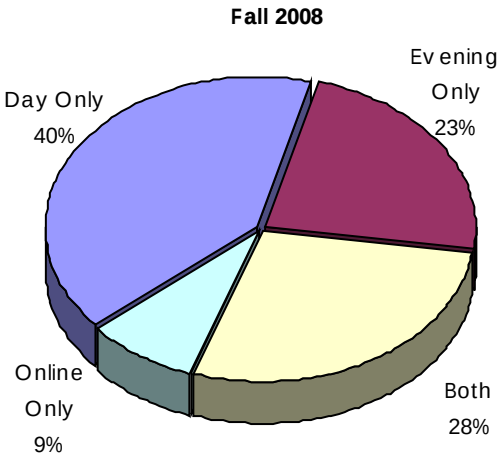
Norco Campus
Student Demographics

Day or Evening Student

Fall 2006, 2007 & 2008



Time of Day	2006	2007	2008
Day Only	3,197	3,681	3,976
	37%	*40%*	*40%*
Evening Only	2,393	2,200	2,268
	28%	*24%*	*23%*
Both	2,428	2,430	2,763
	28%	*27%*	*28%*
Online Only	623	852	837
	7%	*9%*	*9%*
Total	**8,641**	**9,163**	**9,844**
	100%	***100%***	***100%***

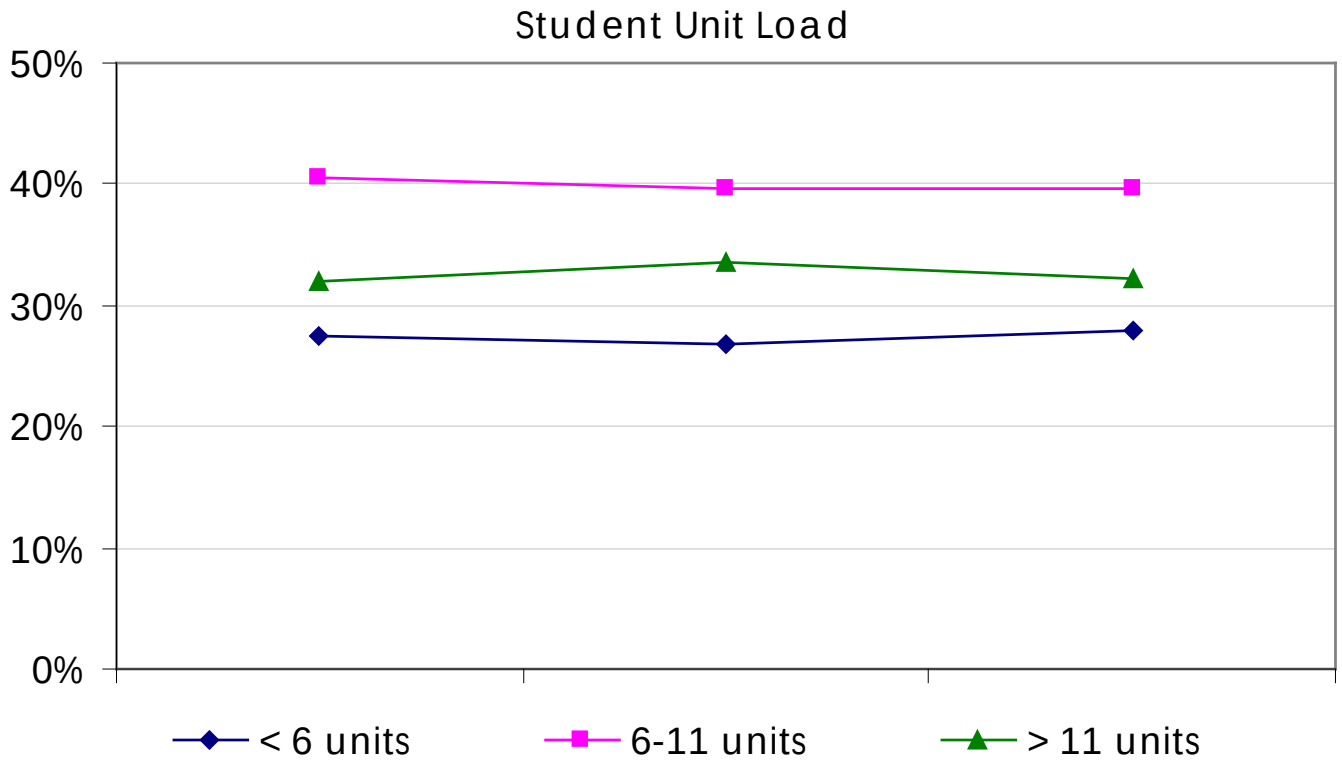


Source: RCCD Institutional Research, 2009.

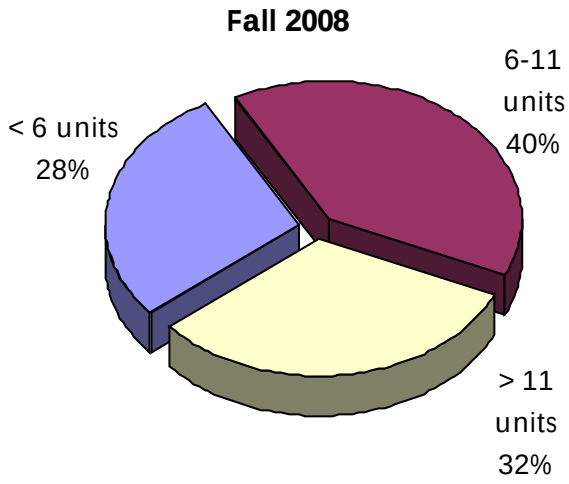
Norco Campus
Student Demographics

Student Unit Load

Fall 2006, 2007 & 2008



Student Load	2006	2007	2008
< 6 units	2,381	2,447	2,758
	28%	*27%*	*28%*
6-11 units	3,502	3,640	3,912
	41%	*40%*	*40%*
> 11 units	2,758	3,076	3,174
	32%	*34%*	*32%*
Total	**8,641**	**9,163**	**9,844**
	100%	***100%***	***100%***



Source: RCCD Institutional Research, 2009.

Norco Campus
Student Outcomes

Success Rates, All Disciplines

Fall 2008

Discipline	Success Rates	Success Rates	Discipline
Accounting	45.3%	70.3%	History
Administration of Justice	50.6%	65.3%	Humanities
American Sign Language	79.3%	56.9%	Japanese
Anatomy & Physiology	71.1%	61.5%	Journalism
Anthropology	55.1%	60.0%	Machine Shop Technology
Arabic	56.4%	81.9%	Management
Architecture	71.0%	61.7%	Manufacturing Technology
Art	73.3%	62.6%	Math
Biology	52.5%	58.2%	Microbiology
Business Administration	64.6%	58.6%	Music
Chemistry	74.2%	74.9%	Philosophy
Computer App. & Office Techn.	56.6%	78.8%	Physical Education
Computer Information Systems	59.0%	80.6%	Physical Science
Construction	86.4%	64.9%	Physics
Dance	81.8%	61.8%	Political Science
Early Childhood Studies	74.9%	61.3%	Psychology
Economics	67.5%	56.6%	Reading
Education	72.7%	76.6%	Real Estate
Electronics	64.8%	0.0%	Senior Continuing Education
Engineering	72.3%	65.7%	Sociology
English	70.7%	68.9%	Spanish
English as a Second Language	64.2%	73.6%	Speech
French	75.7%	58.2%	Theatre
Geography	70.2%	86.7%	Work Experience
Guidance	72.0%		
Health Sciences	66.6%	**66.5%**	**Grand Total**

Source: Internal RCCD MIS Data Repository. The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Norco Campus
Student Outcomes

Retention Rates, All Disciplines
Fall 2008

Discipline			Discipline
Accounting	77.1%	91.9%	Health Sciences
Administration of Justice	90.0%	85.6%	History
American Sign Language	90.2%	88.2%	Humanities
Anatomy & Physiology	83.7%	80.0%	Japanese
Anthropology	86.7%	84.6%	Journalism
Arabic	84.6%	90.0%	Machine Shop Technology
Architecture	75.0%	91.4%	Management
Art	85.2%	78.7%	Manufacturing Technology
Biology	76.9%	84.6%	Math
Business Administration	89.1%	66.4%	Microbiology
Chemistry	83.7%	85.1%	Music
Computer App. & Office Tech.	85.8%	89.6%	Philosophy
Computer Information Systems	87.5%	87.9%	Physical Education
Construction	95.3%	88.9%	Physical Science
Dance	90.3%	83.0%	Physics
Early Childhood Studies	90.6%	81.9%	Political Science
Economics	85.0%	81.6%	Psychology
Education	86.4%	85.9%	Reading
Electronics	85.2%	90.6%	Real Estate
Engineering	83.8%	0.0%	Senior Continuing Education
English	88.2%	87.7%	Sociology
English as a Second Language	89.8%	82.5%	Spanish
French	83.8%	89.3%	Speech
Geography	88.0%	85.2%	Theatre
Guidance	94.1%	93.3%	Work Experience

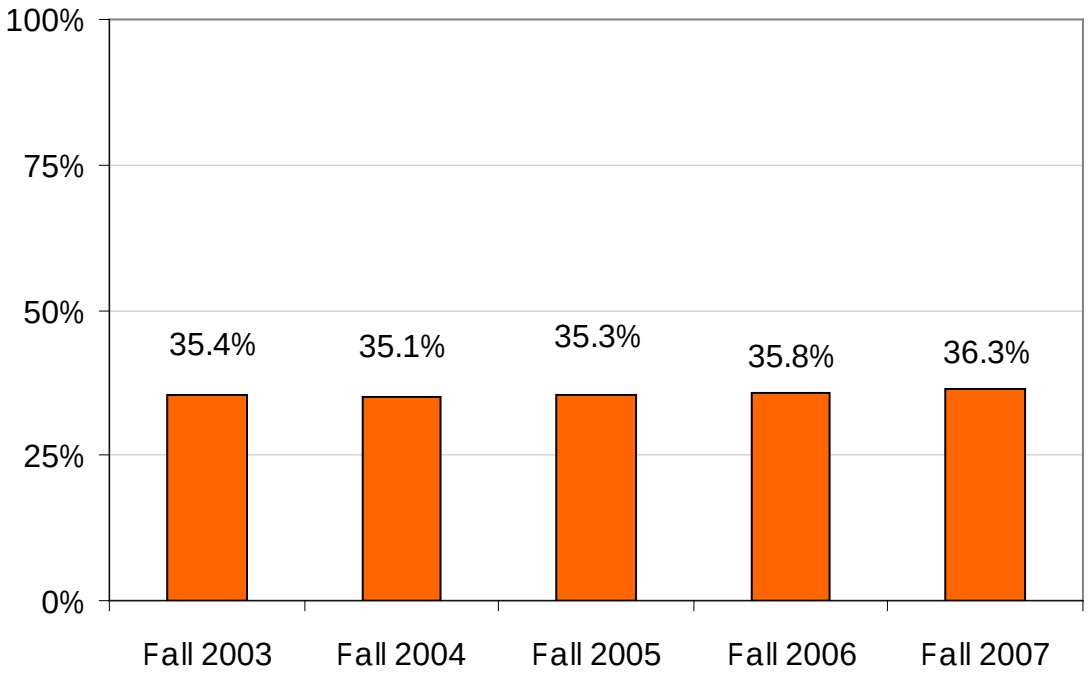
86.2% Grand Total

Source: Internal RCCD MIS Data Repository. The retention rate is calculated by dividing the numerator (enrollments with A, B, C, D, F, CR, NC, I) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Norco Campus
Student Outcomes

Fall-to-Fall Persistence Rates

Fall 2003 through 2007



	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	8,223	2,911	35.4%
Fall 2004	8,593	3,016	35.1%
Fall 2005	8,056	2,844	35.3%
Fall 2006	8,640	3,093	35.8%
Fall 2007	9,159	3,328	36.3%

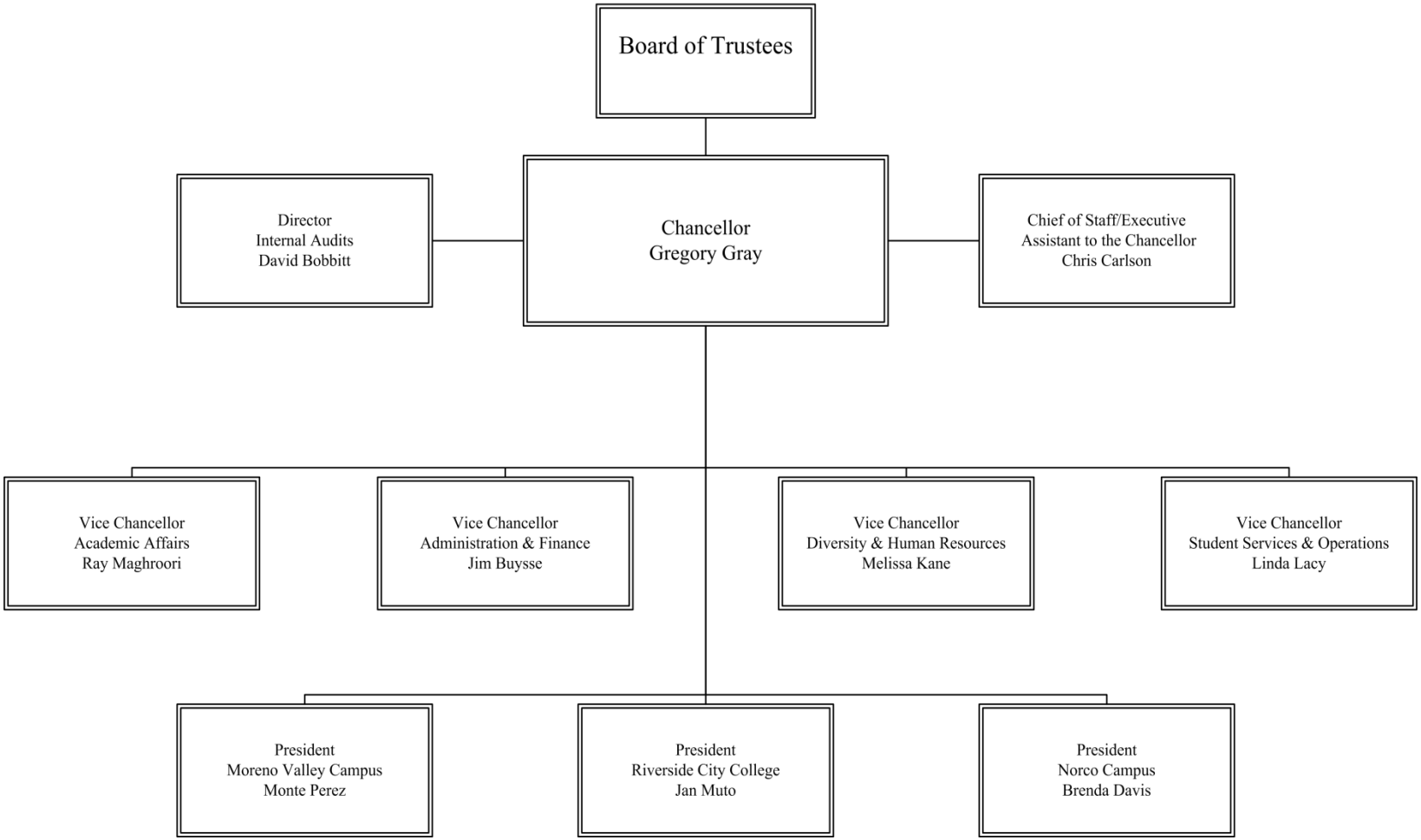
Fall to fall Persistence Rate for Norco is the percent of any students taking at least one course at the Norco Campus during a Fall semester and then subsequently taking at least one course at the Norco Campus in the following fall semester.

Source: RCCD Institutional Research, 2007.

Organization Charts

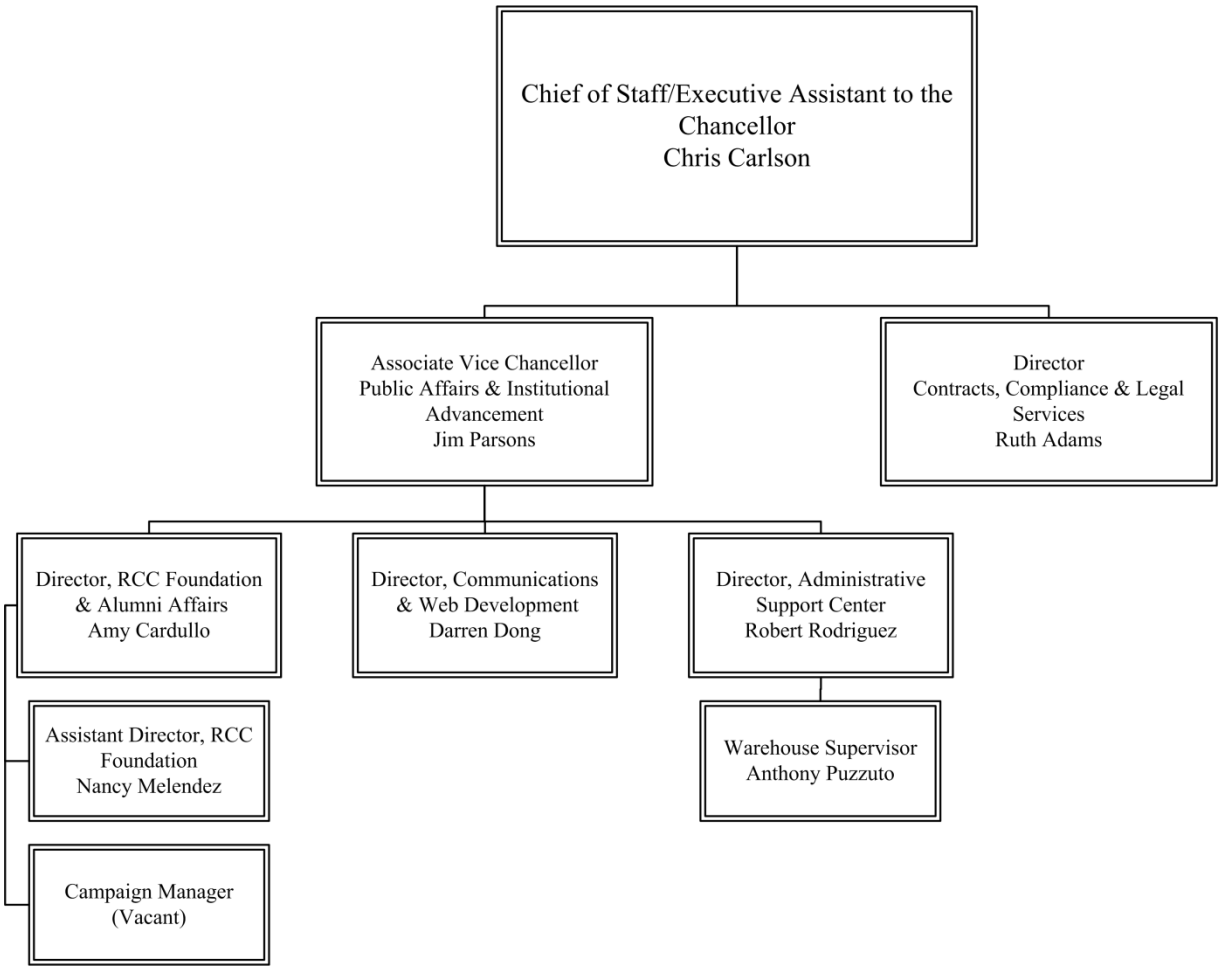
Riverside Community College District

Chancellor



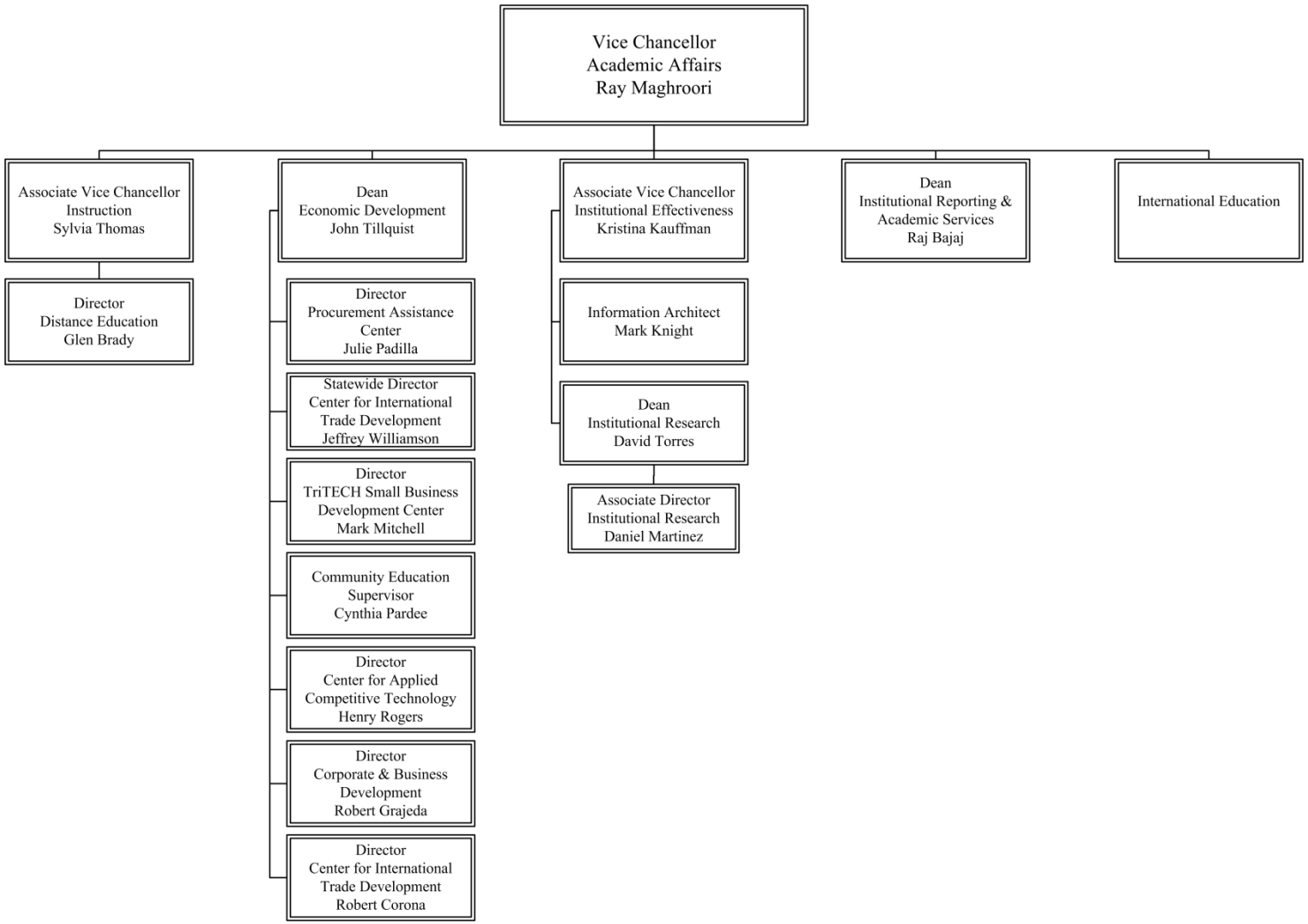
Riverside Community College District

Chief of Staff/Executive Assistant to the Chancellor



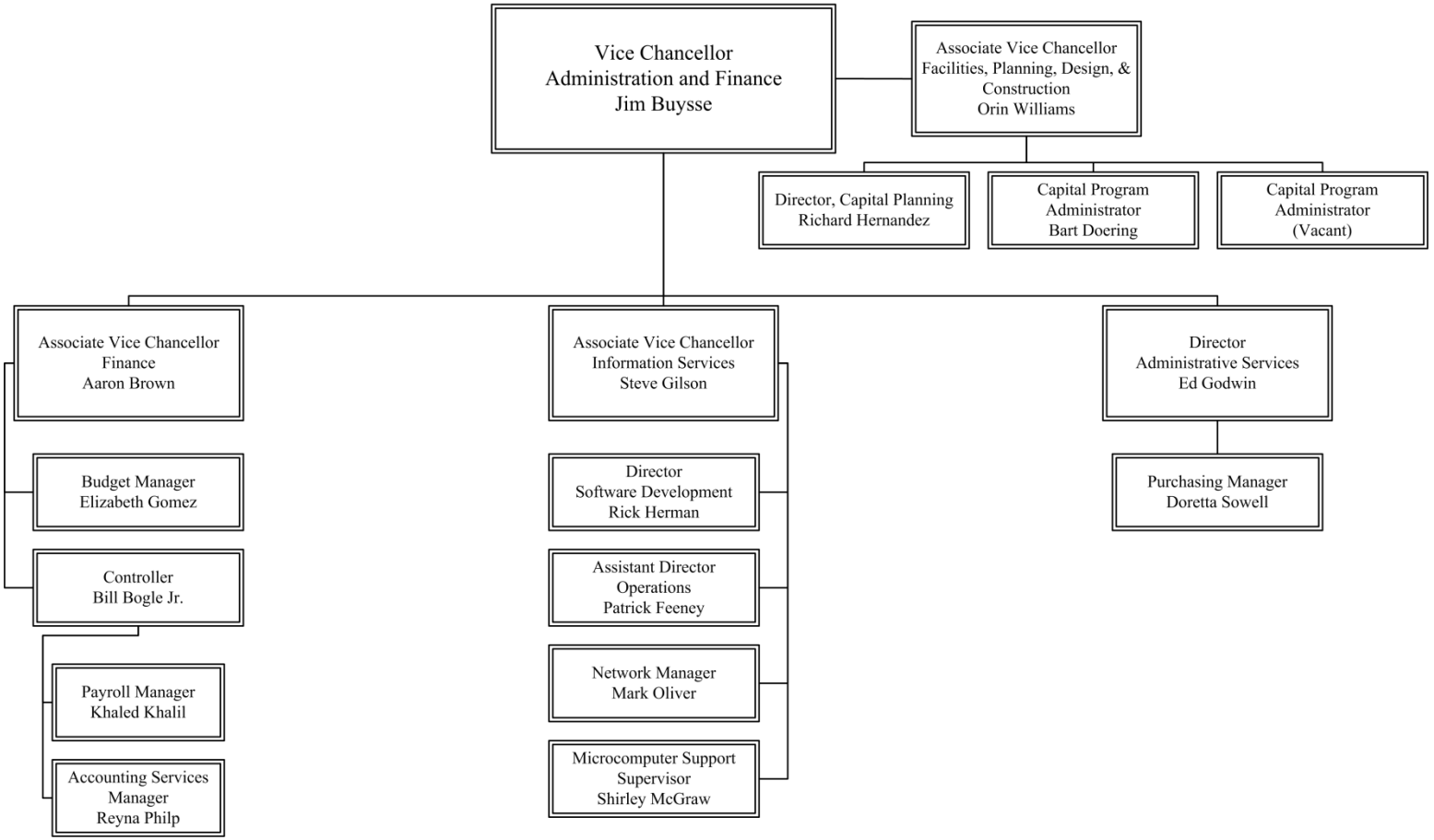
Riverside Community College District

Academic Affairs



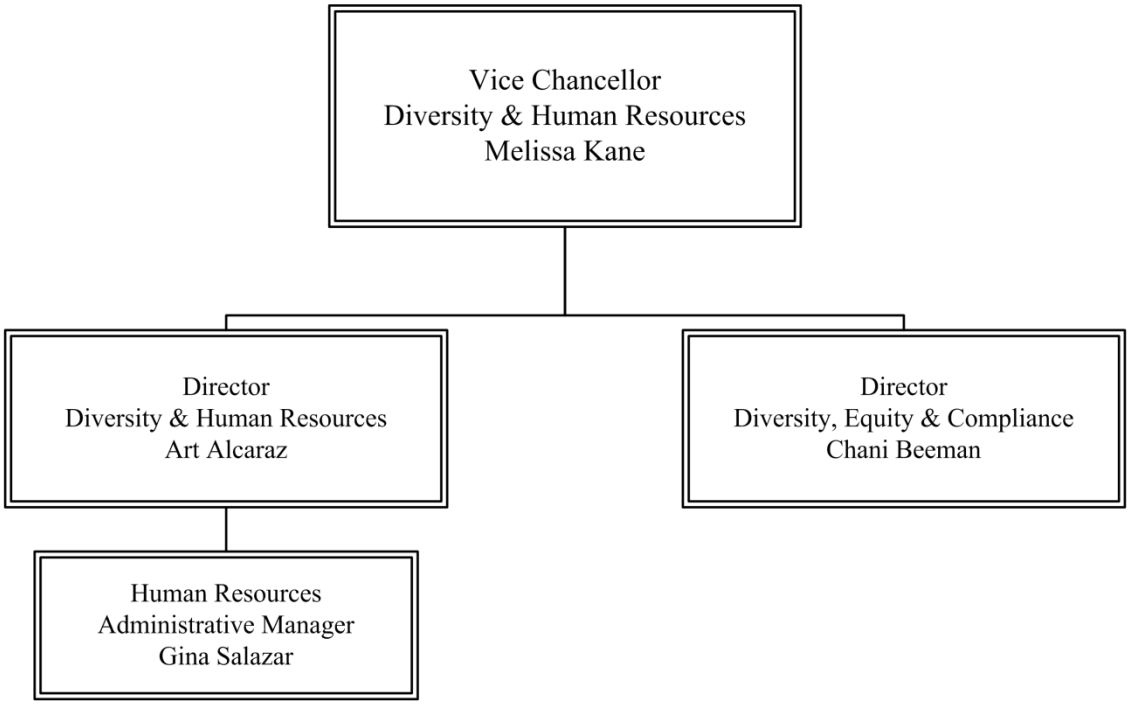
Riverside Community College District

Administration and Finance



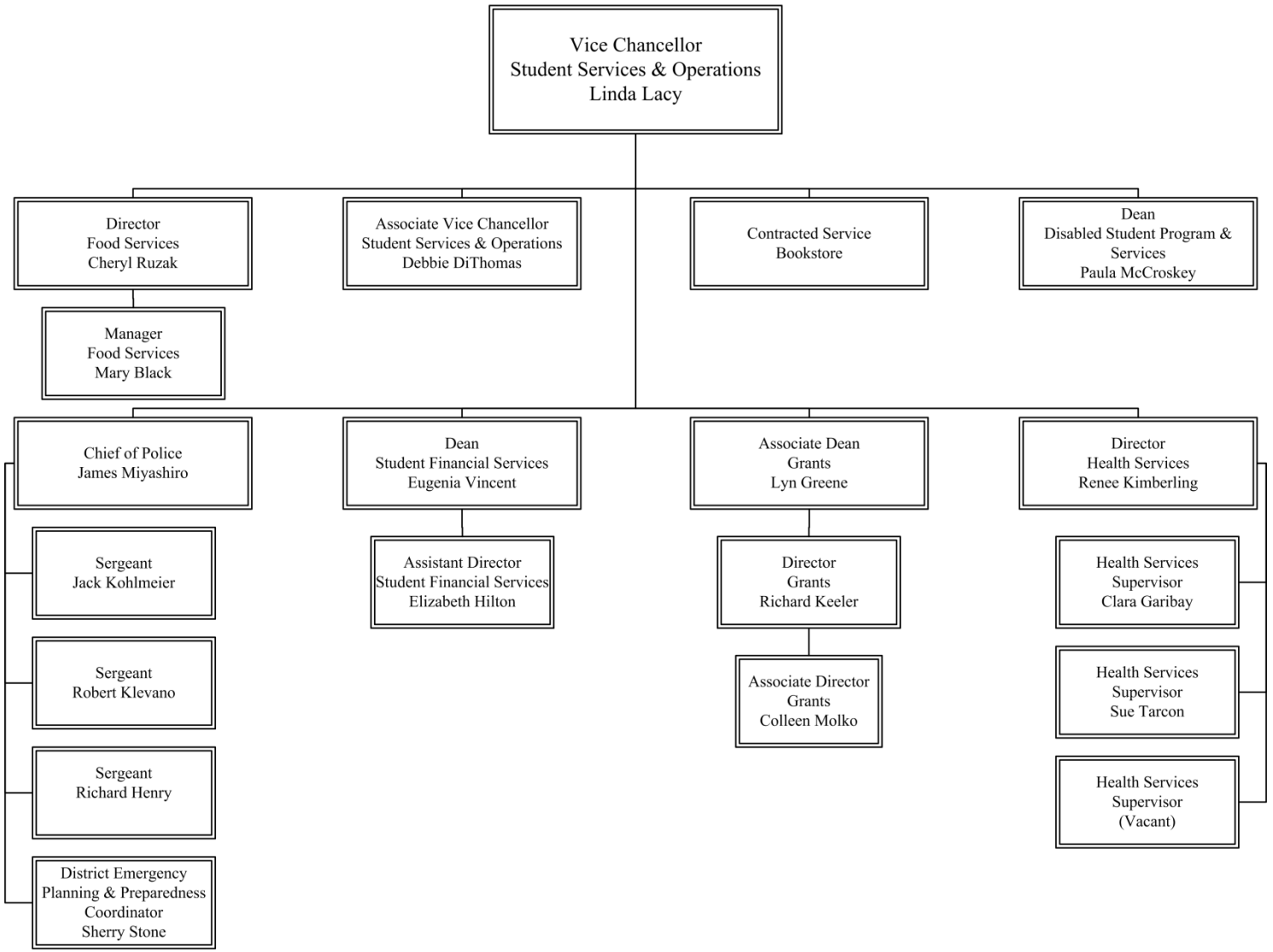
Riverside Community College District

Diversity and Human Resources



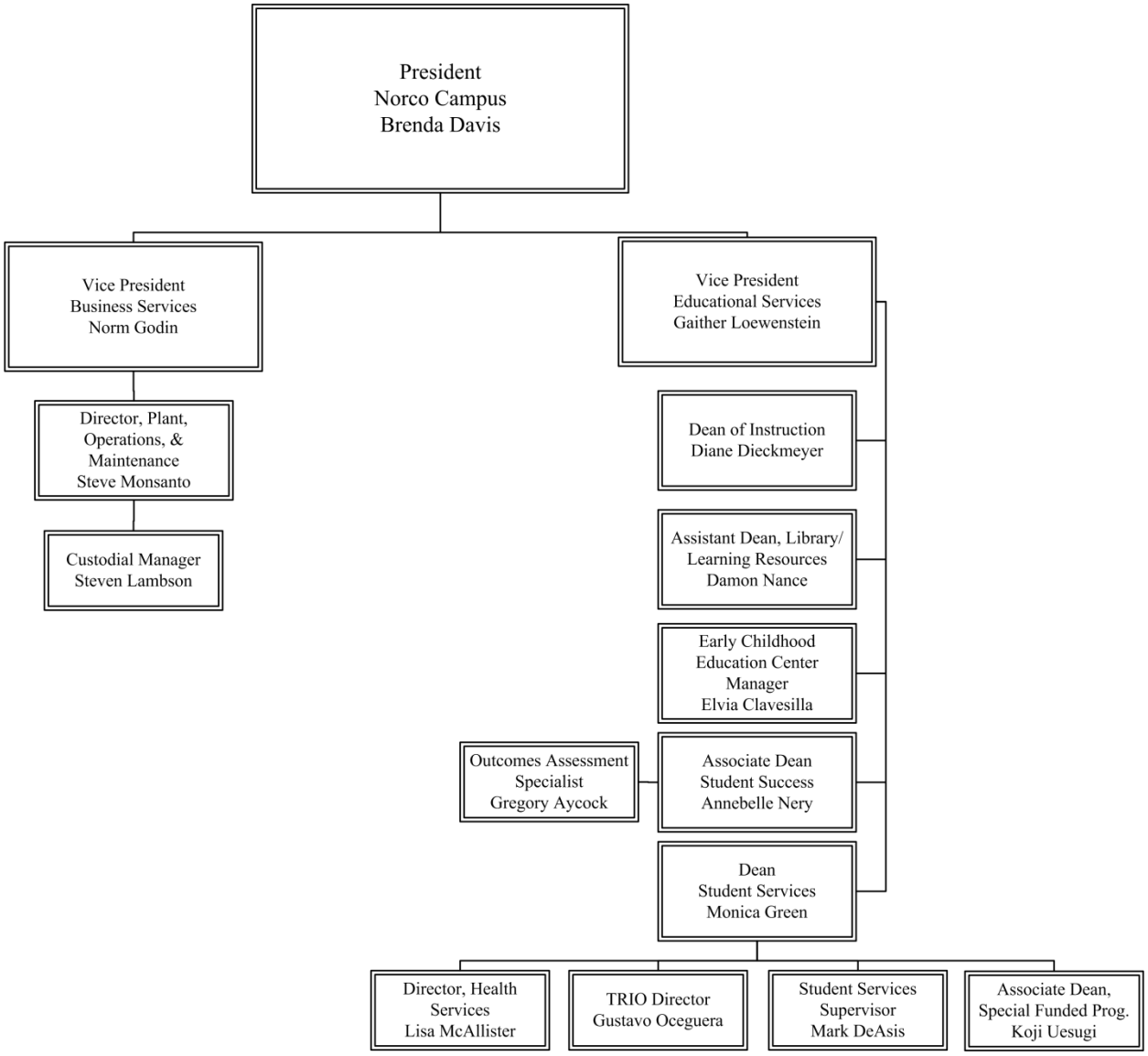
Riverside Community College District

Student Services & Operations



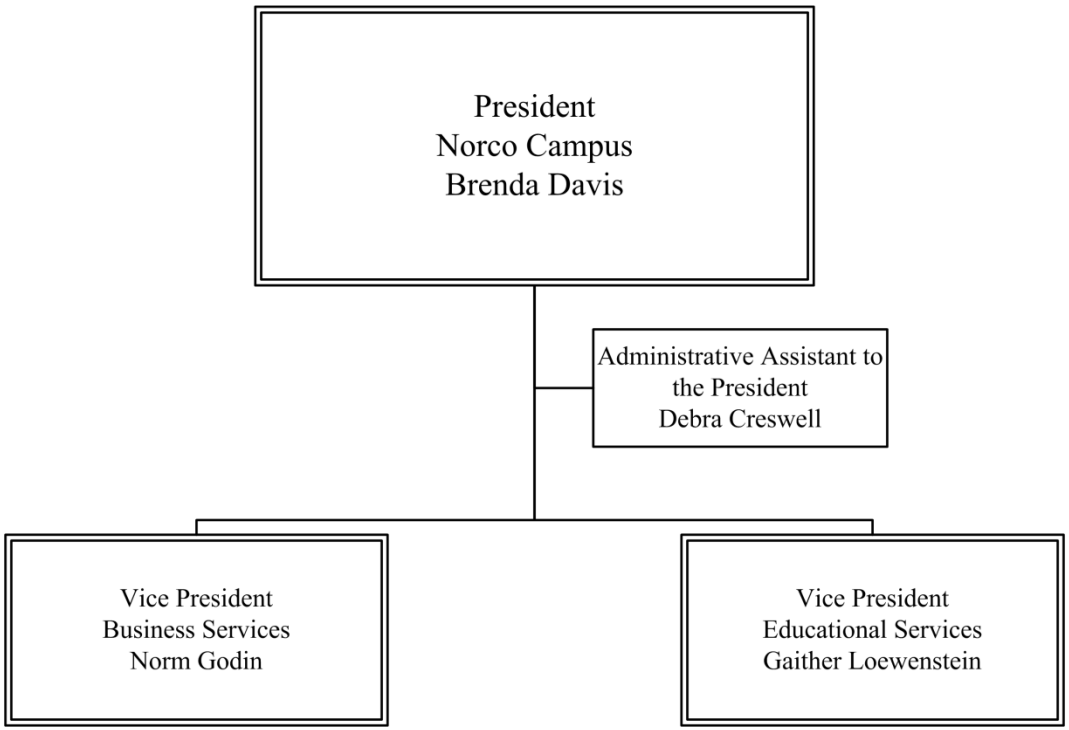
Riverside Community College District

Norco Campus



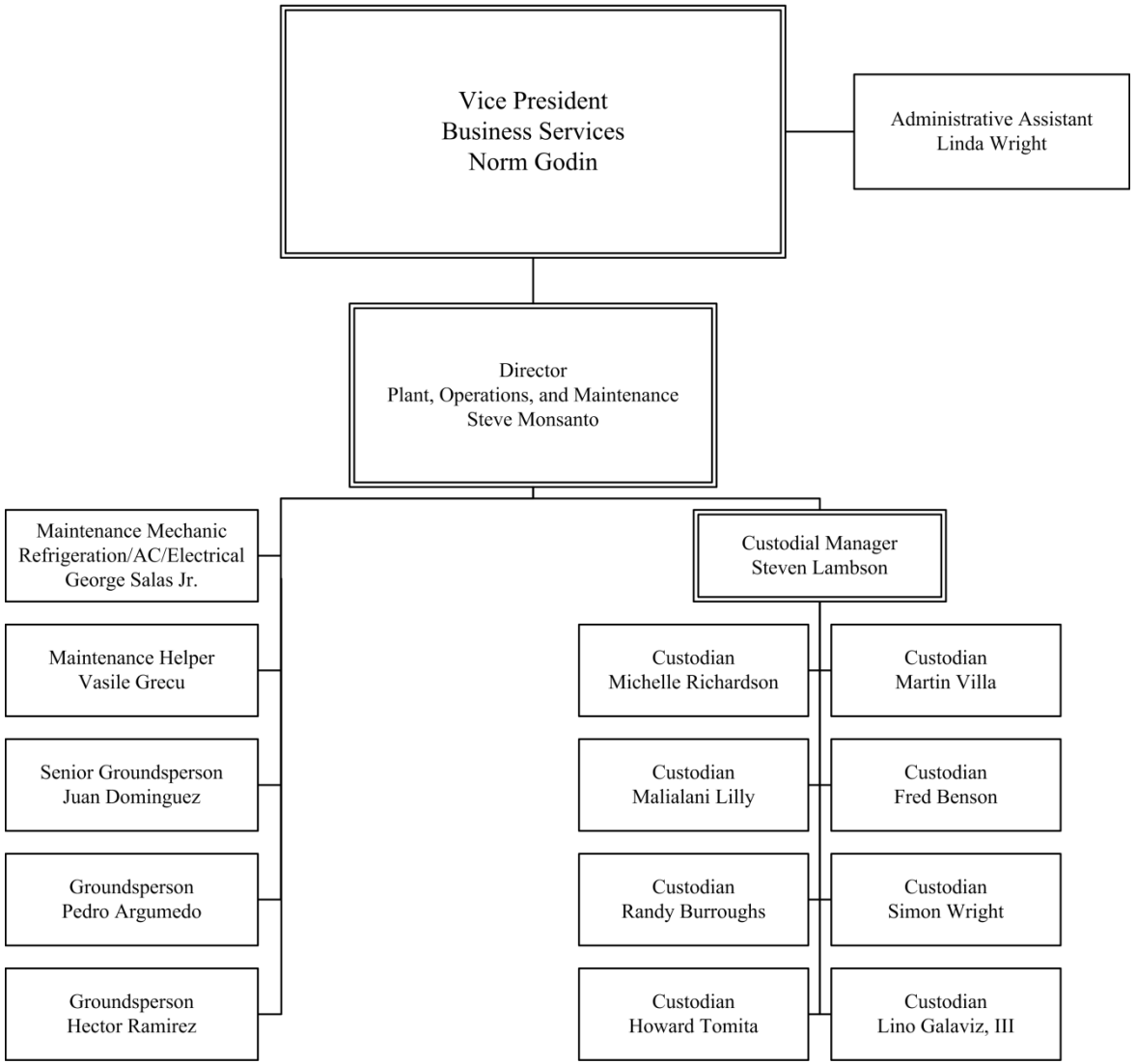
Riverside Community College District

Norco Campus - President's Office



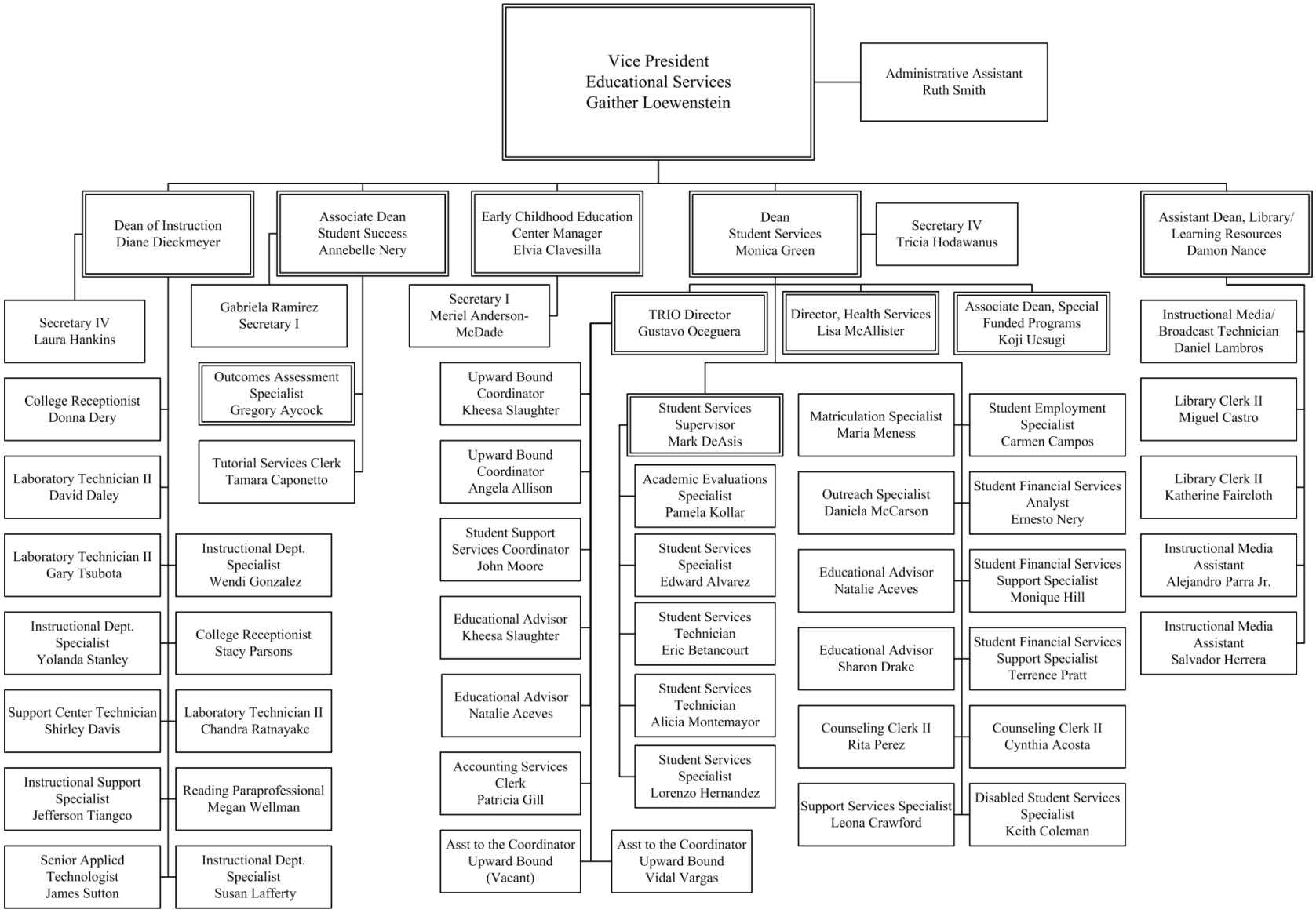
Riverside Community College District

Norco Campus - Business Services



Riverside Community College District

Norco Campus - Educational Services



District-Campus Function Maps

Riverside Community College District Function Map

The Riverside Community College District (RCCD) Function Map is intended to illustrate how the three colleges and the district manage the distribution of responsibility by function.

It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

It was produced as the result of a collaborative process among the three colleges of the district—Riverside City, Norco, and Moreno Valley—and the Riverside Community College District office. It was first drafted by the Associate Vice Chancellor-Institutional Effectiveness and Associate Vice Chancellor-Instruction and sent for feedback to the members of the district and campuses. After consultation and revision, it was given to the Chancellor's Cabinet for review and approval. It was returned to the district Accreditation Coordination Committee for final approval before its inclusion in the colleges' self-study drafts.

The revision process helped clarify some areas in the standards and also revealed the differing perspectives on a few of these responsibilities. The places where this is a concern have been identified in the self studies and, where needed, recommendations are included in the planning agenda.

The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function that may include design, development, implementation, and successful integration.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function that may include feedback, technical assistance, input, and communication to assist with successful integration.

SH = Shared Responsibility: Pertains primarily to functions for which responsibility is shared, either by the faculties of the three District colleges/campuses (in the case of curriculum) or by the college/campus and the District Office (in the case of human resources, technology services and financial management).

N/A = Responsibility Not Applicable: In cases where neither the district nor the college has such responsibility, for example, Standard II.A.8, concerning offering courses in foreign locations.

Standard I: Institutional Mission and Effectiveness

A. MISSION The institution has a statement of mission that defines the institution's broad educational purposes.		
	College	**District**
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	P	S
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S

B. IMPROVING INSTITUTIONAL EFFECTIVENESS The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	**District**
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	SH	SH
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	SH	SH
The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S

	College	District
High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	SH	SH
The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies	P	S
If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	N/A	N/A
The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	SH	SH
An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	SH	SH
A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	SH	SH

	College	District
A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical, and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	SH	SH
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	SH	SH
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S
The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of degree requirements; the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs and statements and regularly reviews institutional policies, procedures, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	SH	SH

	College	District
7. In order to assure the academic integrity of the teaching/learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	SH	SH
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

Standard II: Student Learning Programs and Services

B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information b. Requirements c. Major Policies Affecting Students d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
The institution provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.	P	S
The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	SH	SH
The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Standard II: Student Learning Programs and Services

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning-technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

	College	District
1. The institution supports the quality of its instructional programs, providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services regardless of their location or means of delivery.	P	S
The institution provides effective maintenance and security for its library and other learning support services.	P	S
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	N/A	N/A
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Standard III: Resources

A. HUMAN RESOURCES The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.		
	College	**District**
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH
Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	P	S
Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
The institution upholds a written code of professional ethics for all of its personnel.	P	S
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S

	College	District
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
The institution regularly assesses its record in employment equity and diversity consistent with its mission.	S	P
The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development consistent with the institutional mission and based on identified teaching and learning needs.	P	S
The institution plans professional development activities to meet the needs of its personnel.	P	S
With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S

Standard III: Resources

B. PHYSICAL RESOURCES Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.	**College**	**District**
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services regardless of location or means of delivery.	P	S
The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures	P	S
The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security and a healthful learning and working environment.	P	S
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	P	S

Standard III: Resources

C. TECHNOLOGY RESOURCES Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.	**College**	**District**
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems.	P	S
Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
The institution provides quality training in the effective application of its information technology to students and	SH	SH
The institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	P	S

Standard III: Resources

D. FINANCIAL RESOURCES Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.		
	College	**District**
1. The institution relies upon its mission and goals as the foundation for financial planning.	P	S
Financial planning is integrated with and supports all institutional planning.	P	S
Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.	P	S
When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.	S	P
Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
Appropriate financial information is provided throughout the institution.	SH	SH
The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	S	P
The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH

	College	District
All financial resources, including those from auxiliary activities, fund-raising efforts and grants are used with integrity in a manner consistent with the mission and goals of the institution.	P	S
Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	P	S
The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH

Standard IV: Leadership and Governance

A. DECISION-MAKING ROLES AND PROCESSES The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
	College	**District**
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

Standard IV: Leadership and Governance

B. BOARD AND ADMINISTRATIVE ORGANIZATION In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		
	College	**District**
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	N/A	P
The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	N/A	P
The governing board has a program for board development and new-member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	N/A	P
The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	N/A	P
The governing board is informed about and involved in the accreditation process.	P	S

	College	District
The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others, consistent with their responsibilities, as appropriate.	P	S
The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high-quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.	P	S
The president assures the implementation of statutes, regulations, and governing-board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
The president effectively controls budget and expenditures.	P	S
The president works and communicates effectively with the communities served by the institution.	P	S

	College	District
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
The district/system provides effective services that support the colleges in their missions and functions.	S	P
The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
The district/system effectively controls its expenditures.	S	P
The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Abstract of the Self Study

ABSTRACT OF THE SELF STUDY

STANDARD I: Institutional Mission & Effectiveness

Norco Campus demonstrates a strong commitment to achievement of student learning by providing a full range of programs and services aligned with its mission statement.

The institution's mission guides planning and decision-making through the Norco Strategic Planning Committee (NSPC); the Norco Academic, Administrative, and Student Services Planning Councils (NAPC, NAdPC, and SSPC); and the Norco Academic Senate. The campus mission statement and the district/campus strategic initiatives are aligned through comprehensive four-year program reviews. Data provided by annual program reviews assist faculty and administration in prioritizing resource allocation and determining progress towards achieving student learning outcomes.

Norco's Planning Councils, the NSPC and its subcommittees are part of an established campus-wide process for collegial, self-reflective dialogue about student learning. These groups represent the collaboration of the Norco Academic Senate, administration, staff, and students. Together they work to develop campus goals and a clearly written Educational Master Plan. Quantitative and qualitative data are used to evaluate the effectiveness of planning processes for achieving student learning.

Norco Campus participates in the development of district-wide student achievement goals, including General Education SLOs, through the involvement of faculty on the District Assessment Committee (DAC). The District Strategic Initiatives for 2005-2010 delineate measurable goals to improve institutional effectiveness. Norco's response to these strategic initiatives is the result of dialogue directed toward strategies for meeting these goals in terms of the students and communities served by Norco.

STANDARD IIA: Instructional Programs

Norco Campus has a strong commitment to high-quality instructional programs in recognized and emerging fields of study. Academic disciplines, student services programs, and administrative units at Norco participate in and comply with all program review, student learning outcomes development, and assessment procedures.

The campus meets the minimum standards of awarding degrees and certificates based on the norms of higher education as well as approved district and program-based student learning outcomes. Norco Campus has a full range of course offerings that support the capability to be a productive individual and life-long learner. The district's General Education SLOs address the desired higher education skills of oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. General Education SLOs also address those goals of higher education directed toward producing graduates with the ability to act on ethical principles, to respect other cultures and styles of communication, to understand the impact of history and the arts, and to become productive and responsible citizens at all levels of society.

Norco Campus has made significant progress in generating and using data to meet its mission goals of maintaining an effective,

learner-centered institution responsive to student needs. Increasingly, Norco Campus makes use of demographic information to identify and analyze enrollment trends and learning needs for the communities it serves.

Since 2002, faculty and student support services staff have been fully engaged in implementing assessment as a means of enhancing student learning, including assessment of General Education SLOs. The campus follows procedures established by the District Assessment, District Program Review, and Norco Campus Curriculum committees to develop and measure student learning outcomes in transfer disciplines, occupational programs, student services programs, and non-instructional units. Norco relies on faculty expertise and the assistance of advisory committees as appropriate to identify competency levels and student learning outcomes for both transfer and vocational courses and programs.

Almost all of the course outlines district-wide now contain appropriate, integrated student learning outcomes. Academic disciplines have established SLOs for a majority of their programs. At Norco, all occupational programs have developed SLOs for their certificate/degree patterns, and most have begun the processes of assessing them. General Education SLOs have been approved at the district level. Individual disciplines have begun to align course-level and program-level SLOs with the General Education SLOs.

Norco Campus is committed to making education available and accessible to all of its students and the communities it serves. To facilitate this goal, the campus offers a variety of instructional delivery modes compatible with established curriculum and program objectives and attuned to demonstrable/ expressed student needs. Among these offerings are online, hybrid, and web-enhanced courses supported by Open Campus.

Standards and guidelines for curriculum development are clear and purposeful. All courses, certificates, and programs are clearly defined; graduation and licensure requirements are disseminated to the public using multiple means. The curriculum, program review and assessment processes ensure a recursive review of all SLOs and course outlines of record, modes of delivery, and methods of instruction.

Systematic evaluation and course- and campus-based assessment processes support integrated academic planning through the Norco Academic Planning Council and the Norco Strategic Planning Committee. The Norco Curriculum Committee, established by the Norco Academic Senate in October of 2006, began independent review and approval of local curriculum in fall 2007.

Norco Campus, in cooperation with RCCD, has developed a series of transfer degree programs in specific Areas of Emphasis in order to: (1) address rigor and sequencing issues; (2) encourage retention, persistence, and completion rates; and (3) ensure that students earn a degree with a "disciplined focus" as mandated by Title V and the State Chancellor's Office.

Norco faculty members explore and provide effective modes of delivery and teaching methodologies that promote student success. Faculty members maintain and improve their teaching skills through attendance at workshops and conferences on new pedagogical approaches and instructional methods and techniques.

The institution assures that clear and accurate information about educational courses and programs and transfer policies is available to all students through the district catalog and other publications. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the district's officially approved

course outline. Norco Campus is currently publishing a separate catalog for the 2009-2010 academic year that will provide clear evidence of Norco's institutional commitment to provide appropriate programs and services to the communities it serves.

The Board of Trustees' code of ethics and academic freedom policies, as well as the faculty "Ethics Statement," emphasizes the commitment of the district and Norco Campus to the integrity of the teaching/learning process and to the free pursuit and dissemination of knowledge. Students are informed of the district's policies on academic honesty and the consequences of dishonesty in the *Student Handbook* and on individual course syllabi given to each student in all classes.

STANDARD IIB: Student Support Services

Norco Campus maintains programs and services that support and enhance understanding and appreciation of diversity. The institution researches, identifies, and evaluates the learning support needs of its student population through a wide range of program surveys as well as district and local data-collection methods.

Norco Campus is committed to increasing and expanding access to all targeted student populations through the continuous improvement of its support services. Since the previous accreditation self-study, Norco Campus administrators, staff, and faculty have utilized district institutional research data to successfully identify the specific needs of Norco students. The campus has consistently increased its commitment to provide appropriate, comprehensive and reliable support to its students regardless of location or method of delivery.

Student services programs have been successful in their efforts to provide services and resources that effectively contribute to students' personal and academic growth. Support programs at Norco Campus are interrelated and complement each other in order to enhance the educational experience and maintain a supportive learning environment. Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) have been developed as part of the program review process.

Student Services utilizes information and data from program reviews and Student Satisfaction Surveys (CCESQ) to maintain a high quality of services and identify areas in need of improvement within various student services programs. Student learning needs are also supported through the use of technology and online services integrated into the admissions and records, matriculation, and counseling processes.

The comprehensive district Student Services Program Review process has resulted in the formulation of SLOs, SAOs, and assessment measures for all programs under the umbrella of Student Support Services. Thus, an effective structure has been put into place for the evaluation of the adequacy of student services in meeting student needs, and significant progress has been made in meeting the standard.

STANDARD IIC: Library and Learning Support Services

The Wilfred J. Airey Library at Norco Campus is one of three campus libraries sharing resources with the other RCCD libraries. Until recently, the district had a fully centralized library system; the Digital Library/Learning Resource Center on the Riverside City College campus acted as host to the Airey Library on the Norco Campus.

Beginning February 1, 2007, administrative oversight of the Airey Library was assigned to the Norco Campus, and a newly hired Assistant Dean of Library Services assumed responsibility for the Norco library.

The library and learning support services at Norco provide adequate access to students, staff, and faculty on campus. Norco librarians and discipline faculty acquire materials to support student learning and meet the mission of the campus. Library faculty members continually assess the effectiveness of the current collection by evaluating whether the current materials are of sufficient relevancy and currency to meet the students' research needs. Because the three campus libraries share resources, learners have access to the entire circulating collection, regardless of where an item is housed, through intercampus loan service.

Norco Library and staff are dedicated to providing services, materials, training, and educational programs to all students and faculty regardless of location, special need, or type of program. This includes John F. Kennedy Middle College High School, developmental, and DSPS students.

Information competency-skills training is also provided formally in scheduled workshops and online courses and informally through library tours and other one-on-one assistance. Workshops and the online Library 1 course cover a variety of topics, including the use of electronic resources (scholarly journals, newspaper and magazine articles), remote access of electronic resources, and general research skills (exploring databases, use of citations, Noodle Tools, and advanced internet searches).

The Instructional Media Center (IMC) has temporarily expanded its operational space and resources to meet increasing work orders and equipment maintenance and repair requests. IMC has implemented a district-wide faculty survey which could provide useful information for implementing improvements and changes in services.

In addition to the IMC, learning support services at Norco Campus include the Writing and Reading Center, Math and CIS labs, and Tutorial Services. Utilization data for these labs and for Tutorial Services at Norco are currently being collected and evaluated by the campus Outcomes Assessment Specialist. Some student success rates have been analyzed for the math lab and Tutorial Center; analysis of success rates for students enrolled in English practicum courses (one-on-one assistance in the Writing and Reading Center) is scheduled for analysis in summer/fall 2007. Using this data, Norco Campus learning support programs will adapt their services to better meet student needs and improve institutional effectiveness.

Norco Campus undertakes active, ongoing evaluation of library and other learning support services in order to improve its services to students and substantiate the achievement of student learning outcomes. Assessment instruments indicate that a significant portion of our students find the library resources and services useful to their studies. Also, the alignment of student learning outcomes for library patrons with the ACRL guidelines and other assessment best practices recommendations is being used to increase institutional effectiveness in meeting student needs.
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STANDARD IIIA: Human Resources

Working with the district Office of Diversity and Human Resources, Norco Campus strives to select the best-qualified academic and classified personnel in accordance with state and district hiring policies and procedures in

order to achieve the highest levels of student learning and institutional effectiveness.

Oversight of hiring procedures remains a district-level function; Norco works in concert with Human Resources to ensure that all hires are a good fit with institutional and campus goals. The campus follows a fair and equitable hiring process established through district policy, and all personnel have the qualifications required in specific job descriptions and/or meet minimum qualifications to provide, support, and maintain the educational programs and services of the college.

All faculty are evaluated regularly and systematically; evaluation includes assessment of subject mastery, preparation for teaching, classroom instructional methods and techniques, coaching/counseling skills, and campus/district involvement. Faculty are also expected to teach to the course outline of record and have SLOs in their syllabi that are consistent with the SLOs in CORs. For staff, evaluation includes a review of performance in order to identify outstanding performance, areas needing improvement, and/or documentation of unsatisfactory performance. Management is also evaluated to encourage improvement in carrying out designated functions, duties and responsibilities using the criteria and processes prescribed in the district's Management Job Performance Evaluation document.

Faculty engage in a variety of opportunities for professional development through FLEX Day activities and workshops, conferences, salary reclassification opportunities via professional growth activities, sabbatical leave awards, and individual professional development activities. New full-time faculty orientation and training includes face-to-face workshops and online instruction through 4faculty.org. Each new faculty member is also mentored by arrangement with the campus Coordinator of Faculty Development. Part-time faculty are encouraged to attend welcome meetings, professional development workshops organized by full-time faculty in their discipline, regular faculty development workshops on campus, and online pedagogical resources on 4faculty.org.

Norco Campus provides appropriate support for classified personnel through staff development opportunities including informational meetings, district workshops, professional organization workshops and seminars, professional organization conferences, community education, and online workshops.

Norco Campus follows procedures which fully integrate human resource planning with institutional planning. The Norco Educational Master Plan provides the guidelines, and the inclusive processes for prioritizing ensure transparency and dialogue about both the process and the appropriateness of the prioritization in relation to strategic planning more broadly. Each of the planning councils (Academic, Administrative, and Student Services) and the NSPC have engaged in evaluation of the processes as they have been used over the last two years, and changes have been made in the ranking criteria as a result of those discussions.

STANDARD IIIB: Physical Resources

Planning processes are in place to ensure effective utilization and continuing quality of physical resources at Norco Campus in order to support its programs and services. As part of the ongoing process of facilities planning, each campus academic and non-instructional unit identifies its resource needs by means of comprehensive program reviews conducted on a systematic four-year cycle as well as annual program updates. Department chairs communicate resource requests to the Norco Academic Planning

Council (NAPC). Using the information provided by the NAPC, the Physical Resources Subcommittee of the Norco Strategic Planning Committee (NSPC) identifies facilities needs for each department and makes recommendations to the NSPC at large, which in turn forwards its recommendations to the Norco President. These needs are integrated within the Norco Educational Master Plan. The district's Facilities Planning, Design, and Construction Office then have primary responsibility for oversight and coordination of the planning of all major capital outlay projects.

The current system of identifying and communicating physical resource needs through discipline and non-instructional program reviews and annual campus-based program updates, with collaboration by the Physical Resources Subcommittee, and of integrating these processes into the Norco AMP, is a strong model for physical resource decision-making driven by program needs. The strategic planning processes integrate planning and institutional goals more effectively.

STANDARD IIIC: Technology Resources

Norco Campus provides appropriate technology support to faculty for research and course development, to students for learning activities, and to staff and administration for the performance of their job duties. Academic Information Architecture, Information Services, Open Campus, IMC, Library Technology, Learning Support Services, Public Relations, and Facilities departments provide a wide variety of services and support to maintain and enhance the operation and effectiveness of the campus.

Norco Campus makes appropriate technology training available to all students, faculty, and staff who need assistance and support. The campus focuses on providing effective and quality training to students who use technology in their courses or research work, including an array of services to students with special needs.

Norco Campus undertakes strategic planning for technology resources in order to support, develop, maintain, and enhance campus programs and services. The Technology Resources Subcommittee of the Norco SPC, using information from discipline program reviews and departmental budget requests, prioritizes the recommendations for purchase of equipment in order to ensure equitable distribution and utilization of technology resources. Allocation of technology resources is made by administrative decision after incorporation of input from faculty, campus technical specialists, and data from end-users on an as-needed basis, subject to district budget allocation fund availability.

Technology planning and decision-making take place at many levels within the campus and the district to ensure that the proper technology resources are available for the Norco Campus. Strategic planning ensures that all requests for additional equipment or software are equitably researched and analyzed.

STANDARD IIID: Financial Resources

Within the Norco Educational Master Plan (NAMP), each department provides a plan for future growth and development as well as a list of staffing, equipment, facilities planning, and budget requests. Review and prioritization of these requests derives from departmental funding requests based upon

instructional and non-instructional program reviews.

The Norco Strategic Planning Committee (NSPC) and its Financial Resources Subcommittee work with the Norco Academic Planning Council (NAPC), the Norco Administrative Planning Council (NAdPC), and the Student Services Planning Council to review each area's program review documents and prioritize current and future financial needs annually. Norco Campus follows all guidelines and processes for financial planning and budget development, allowing all campus constituencies to participate in the processes. These constituencies review and discuss the funding needs of the campus and make recommendations to appropriate administrators.

Through monthly financial reports distributed to department chairs, student-services managers, and instructional managers; dialogue and budgetary recommendations from the Financial Resources Subcommittee of the SPC; and prioritized input from program review documents, Norco Campus makes every effort to establish funding priorities to help all parties achieve their educational and financial goals.

In making short-range financial plans, the district and Norco Campus take into account long-range financial priorities in order to assure the financial stability of the institution. Plans for payment of liabilities and future obligations are clearly identified in annual district budget reports and planning documents.

The district's annual budget, finances and expenditures are audited yearly by external auditors. Audit finding responses are prepared by the responsible administrator at either the district or campus level. The responses are included in the issued audit report.

The district has evaluative processes in place for allocation and use of financial resources at its college and educational centers. Norco Campus also systematically assesses the effective use of financial resources and uses the results of its evaluation as the basis for improvement. The Norco Strategic Planning Committee and its Financial Resources Subcommittee make recommendations for changes in the fiscal process by using the input from departments and annual program review updates. The Vice President of Business Services and Norco Campus administration also make recommendations for fiscal-process modifications based on their evaluations of the effectiveness of current processes. Through all these means, financial resources are integrated with institutional planning.

STANDARD IV: Decision-Making Roles and Processes

A defining measure of Norco Campus leadership is the active participatory role that faculty, administration, staff, and students play in the Academic Senate, the Norco Strategic Planning Committee and its four subcommittees, the Norco Academic Planning Council, the Norco Administrative Planning Council, the Norco Student Services Planning Council, and the Associated Students of Norco Campus. Faculty and staff, assisted by administrators as appropriate, establish agenda items, conduct meetings, make recommendations to district and Norco President, and initiate and implement local and district procedures and policies in order to improve student learning and enhance institutional effectiveness. The Norco student body has an active and growing student government and organized student clubs.

Through a variety of systematic participatory processes, Norco leadership has created an environment for empowerment, innovation, shared governance, and institutional excellence. The commitment of the administration to keep all constituents involved in the decision-making processes through the various councils, committees, and organizations ensures effective dialogue, planning, and implementation to meet the central Norco mission goal of improved student learning.

In addition to the established district governance structures, Norco Campus has established specific strategic planning subcommittees and other practices to address all areas of governance. Interactions within and among the various governance structures at Norco Campus—the Norco Strategic Planning Committee, the NSPC Co-Chairs Council, and the NSPC subcommittees; the Norco Academic Planning Council, the Norco Administrative Planning Council, the Norco Student Services Planning Council; the Academic Senate and its committees; and the Associated Students Norco Campus—involve all constituency groups on the Norco Campus.

The Board of Trustees of Riverside Community District (RCCD) has developed clear policies and practices to ensure institutional effectiveness and the quality of student learning and to protect the district from undue influence or pressure. Primary goals of the district are to respond to the educational needs of an ever-changing community, to provide programs and services that reflect academic excellence, and to ensure that the district's three campuses promote open access and celebrate the diversity both of its students and staff as well as the community. Board policies are sufficient to assure consistency with the district's mission and goal. Board policies are reviewed periodically and updated and/or revised as necessary.

The Board of Trustees delegates to the Chancellor the task of providing leadership for planning, setting priorities, managing resources, ensuring compliance with state statutes and regulations, and implementing all Board policies. In turn, the Chancellor delegates the authority for administration and operation of Norco Campus to the Norco President.

The President has overall responsibility to establish collegial processes; to set values, goals, and priorities for the Norco Campus; and to communicate those values, goals, and priorities to all constituencies on the campus. The president communicates with the Board of Trustees by attending all Board of Trustees meetings and standing Board committee meetings. She coordinates with the District Chancellor by attending and participating in Chancellor's Cabinet, District Executive Committee, and District Strategic Planning Committee meetings.

The President actively participates in campus governance processes and provides guidance for instruction, establishing procedures that help the campus to function at a high level of effectiveness and efficiency. She places a strong emphasis on continuous college-wide dialogue related to the values, goals, and progress of Norco Campus in achieving its mission, in meeting student learning outcomes, and in continually striving to improve institutional effectiveness.

Dialogue is ongoing at the campus and district levels concerning governance roles and decision-making processes, and the district-campus strategic planning process, based on a learner-centered curriculum model, facilitates both dialogue and ongoing evaluation of governance policies, processes, and procedures.

Organization of the Self Study

Timeline

2007 ACCREDITATION VISIT RESULTS

Winter 2008	Granted Candidacy for Accreditation
Spring 2008	Campus/District groups convene to address commission recommendations
Summer 2008	Co-chairs prepare/annotate the self-study document

RESEARCH AND REWRITING OF STANDARDS

Fall 2008

August	Presentation and discussion of needed revisions at campus FLEX day
September	Review/discussion/revision of the standards
October	Evidence material collected/updated Updated accreditation website uploaded
November	Subcommittees finalize standard revisions Revised drafts of each standard submitted
December	Review/discuss revised drafts of each standard Co-chairs compile standard reports into the new Self Study

Winter 2009

January	Evidence continues to be collected/confirmed First draft of the Self Study is edited

COMPLETION OF FINAL DRAFT, SELF STUDY

Spring 2009

March	Update Self Study as necessary to include Program Review findings
April	Presentation and discussion of Self Study final draft at a campus retreat
May	Submission of final draft to District Executive Cabinet Final draft prepared for publication
June	Board of Trustees Approval of Self Study Final collection of evidence

Summer 2009

July	Evidence is finalized Self Study sent to printing/publication
August	Self Study submitted to Accreditation Commission

ACCREDITATION TEAM VISITATION

Fall 2009

October	Accreditation Visitation

Accreditation Committees

Accreditation Team

Gaither Loewenstein, Ph.D., Accreditation Liaison / Vice President, Educational Services
Carol Farrar, Ph.D., Co-Chair/Associate Professor, Psychology
Daniela McCarson, Co-Chair/Outreach Specialist
David Mills, Editor/Assistant Professor, English
James Sutton, Evidence Coordinator/Senior Applied Technician

Steering Committee

Brenda Davis, Ed.D.	President, Norco Campus	Carol Farrar, Ph.D.	Associate Professor, Psychology
Gaither Loewenstein, Ph.D.	Vice President, Educational Services	Daniela McCarson	Outreach Specialist
Norm Godin	Vice President, Business Services	David Mills	Assistant Professor, English
Diane Dieckmeyer, E.d.D.	Dean, Instruction	Thomas Wagner, J.D.	Associate Professor, Business Administration
Monica Green, Ph.D.	Dean, Student Services	Annebelle Nery	Associate Dean, Student Success

Standards Writing Teams

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

Sarah Burnett, Co-Chair	Instructor, Early Childhood Studies	Wendi Alcazar, Co-Chair	Instructional Department Specialist
Gregory Aycock	Outcomes/Assessment Specialist	Arend Flick, Ph.D.	District Assessment Coordinator, Associate Professor, English
Monica Guitierrez, Ph.D.	Assistant Professor, Biology	David Mills	Assistant Professor, English
Barbara Moore, Ph.D.	Instructor, Biology	Lisa Nelson, Ph.D.	Instructor, English
Todd Wales	Associate Professor, Drafting	Lauren Clark	Secretary, Center for Applied Competitive Technologies
Yolanda Stanley	Instructional Department Specialist	Timothy Wallstrom, Ph.D.	Associate Professor, Physical Education
Gabriela Ramirez	Secretary, Title V	Leah Pierce	Instructor, Mathematics

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

Melissa Bader, Co-Chair	Assistant Professor, English	Mark DeAsis, Co-Chair	Supervisor, Student Services
Daniela McCarson	Outreach Specialist	Jimmie Hill	Associate Professor, Counseling
Tamara Caponetto	Clerk, Tutorial Services	Celia Brockenbrough	Associate Professor, Library Services
Rex Beck	Associate Professor, Business Administration	Andres Elizalde	Instructor, English
Janet Frewing	Assistant Professor, Mathematics	Teresa Friedrich-Finnern, Ph.D.	Instructor, Biology
Heather Gonzalez	Instructor, English	Carol Miter	Associate Professor, English
Robert Prior	Associate Professor, Mathematics	Mitzi Sloniger	Associate Professor, Reading
Cynthia Acosta	Clerk, Counseling Department	Huda Aljord	Instructor, Arabic

Dominique Hitchcock, Ph.D.	Associate Professor, Spanish	Pamela Kollar	Academic Evaluation Specialist
Maria Maness	Matriculation Specialist	Gustavo Oceguera	Director, TRIO Programs
David Payan	Associate Professor, Counseling	Ernesto Nery	Analyst, Student Financial Services
Dimitrios Synodinos	Instructor, Coordinator of Student Activities	Michael Angeles	Microcomputer Support Specialist, Information Services
Miguel Casto	Clerk, Library Services	Katherine Faircloth	Clerk, Library Services
Damon Nance	Assistant Dean, Library/Learning Resources	Ana-Marie Olaerts	Instructor, Speech Communication
Judy Perhamus	Associate Professor, Computer Information Systems	Lorenzo Hernandez	Student Services Specialist, Admissions & Records
Margarita Shirinian	Instructor, English as a Second Language	Deborah Smith	Associate Professor, Mathematics
Sheryl Tschetter	Associate Professor, English	Rosina Chacon	Associate Professor, Counseling
Leslie Chaks	Instructor, Counseling/Learning Disabilities Specialist	Angie Allison	Coordinator, Upward Bound/TRIO
Edward Alvarez	Student Services Specialist, Admissions & Records	Adriene Blayton	Supervisor, Health Services
Keith Coleman	Disabled Student Programs & Services Specialist	Shaun Frantz	Senior Officer, Safety & Police
Patricia Gill	Accounting Clerk, TRIO	Monique Hill	Support Specialist, Student Financial Services
Daniel Lambros	Instructional Media/Broadcast Technician	Alice Montemayor	Student Services Technician, Admissions & Records
Rita Perez	Clerk, Counseling Department	Ray Placencia	Officer, Safety & Police
Phyllis Scott	Coordinator, Title V	Rita Somers	Reading Paraprofessional
Terrence Pratt	Support Specialist, Student Financial Services	Vidal Vargas	Educational Advisor, Upward Bound/TRIO
Natalie Aceves	Educational Advisor, Career, Transfer & Job Placement	Monica Green, Ed.D.	Dean, Student Services
Annebelle Nery	Associate Dean, Student Success		

STANDARD III: RESOURCES

Alexis Gray, Co-Chair	Instructor, Anthropology	Debra Creswell, Co-Chair	Administrative Assistant, President's Office
James Thomas, D.P.A.	Assistant Professor, Construction Technology	Siobhan Freitas, Ph.D.	Associate Professor, Chemistry
Steven Monsanto	Director, Plant/Operations & Maintenance	Charles Sternberg, Ph.D.	Associate Professor, Anatomy & Physiology
Peter Boelman-Lopez	Associate Professor, Economics	Eric Betancourt	Student Services Specialist, Admissions & Records
Elisa Chung	Associate Professor, Mathematics	Michael Cluff	Associate Professor, English
Joseph DeGuzman	Assistant Professor, Mathematics	Carlos Garcia	Associate Professor, Drafting
Tricia Hodawanus	Secretary, Office of the	Leona Crawford	Support Services Specialist,

	Dean of Student Services		Disabled Student Services
Norm Godin	Vice President, Business Services	Mark Lewis	Assistant Professor, Speech Communication
James Morrison	Associate Professor, Biology	Chad Price	Officer, Safety & Police
Chandra Ratnayake	Laboratory Technician, Science & Technology	Walter Stevens	Associate Professor, Theater Arts
Phu Tran, Ph.D.	Instructor, Physics	Paul VanHulle	Instructor, Manufacturing Technology
Beverly Wimer	Associate Professor, Physical Education	Linda Wright	Administrative Assistant, Business Services Office
Dina Humble	Associate Professor, Music	Catherine Brotherton	Associate Professor, Computer Information Systems
John Coverdale	Associate Professor, Computer Information Systems	Sharon Drake	Educational Advisor, Assessment Center
Steven Gilson	Associate Vice Chancellor, Information Services (District)	Brian Johnson	Assistant Professor, Mathematics
Stephany Kyriakos, Ph.D.	Associate Professor, History	Henry Rogers	Director, Center for Applied Competitive Technologies
Khalil Andracheh, Ph.D	Assistant Professor, Sociology	Andy Robles	Associate Professor, Mathematics
Donna Dery	Receptionist, Office of the Dean of Instruction	Laurie Hankins	Secretary, Office of the Dean of Instruction
Fernando Salcedo, Ph.D.	Associate Professor, Spanish	Patricia Worsham	Assistant Professor, Business Administration
Sharon Crasnow, Ph.D.	Associate Professor, Philosophy	Joe Eckstein	Associate Professor, Geography
Pedro Argumedo	Facilities	Susan Bell	Food Services
Fred Benson	Facilities	Randy Burroughs	Facilities
Norma Casas	Food Services	David Daley	Laboratory Technician, Natural Sciences
Juan Dominguez	Facilities	Victor Grecu	Maintenance
Ted Gregory	Microcomputer Support Specialist, Information Services	Malia Lilly	Facilities
Jessie Morales	Facilities	Hector Ramirez	Facilities
George Salas	Maintenance	Howard Tomita	Facilities
Gary Tsubota	Laboratory Technician, Mathematics & Sciences	Rebecca Marsh	Instructor, English
Cynthia Alcantar	Support Staff, TRIO Programs	Jefferson Tiangco	Instructional Support Specialist

STANDARD IV: LEADERSHIP AND GOVERNANCE

Jason Rey, Co-Chair	Assistant Professor, Mathematics	Susan Lafferty, Co-Chair	Instructional Department Specialist
Carol Farrar, Ph.D.	Associate Professor, Psychology	James Sutton	Senior Applied Technician, Center for Applied Competitive Technologies
Gerald Cordier	Assistant Professor, Drafting	Diana Dieckmeyer, Ed.D.	Dean of Instruction
Karin Skiba	Associate Professor, Art	Deborah Tompsett-Makin, Ph.D.	Associate Professor, Political Science
Thomas Wagner, J.D.	Associate Professor, Real	Gail Zwart, D.P.A.	Assistant Professor, Business

	Estate/Business Administration		Administration
Bonnie Pavlis, Ph.D.	Associate Professor, Humanities	Daniel Vega	Instructor, Counseling
Shirley Davis	Support Center Technician, Office of the Dean of Instruction	Ruth Smith	Administrative Assistant, Vice President of Educational Services Office
John Moore	Educational Advisor, TRIO	Kheesa Slaughter	Coordinator, Upward Bound/TRIO
Peggy Campo	Instructor, Anatomy & Physiology		

Off-Site Facilities – Norco Campus

Norco Campus utilizes limited off-campus sites (see list below), the majority of which are high school sites where Guidance courses are offered on-site to high school students in anticipation of further attendance at RCC-Norco. The exception is the JFK Middle College High School on campus land leased to the Corona-Norco Unified School District. Late-afternoon and evening classes are scheduled at that site in many disciplines. The remaining sites help facilitate our Physical Education offerings.

- **BRUNSWICK CLASSIC LANES**
  1800 Hamner Avenue
  Corona, CA 92860
  Classes Taught: Bowling

- **CENTENNIAL HIGH SCHOOL**
  1820 Rimpau Avenue
  Corona, CA 92881
  Classes Taught: Guidance

- **CORONA HIGH SCHOOL**
  1150 W. Tenth Street
  Corona CA, 92882
  Classes Taught: Guidance

- **ELEANOR ROOSEVELT HIGH SCHOOL**
  7447 Cleveland Avenue
  Corona, CA 92880
  Classes Taught: Guidance

- **HIDDEN VALLEY COLF COURSE**
  10 Clubhouse Drive
  Norco, CA 92860
  Classes Taught: Golf

- **JOHN F. KENNEDY MIDDLE COLLEGE HIGH SCHOOL**
  1951 Third Street
  Norco, CA 92860
  Classes Taught: All Disciplines

- **NORCO HIGH SCHOOL**
  2065 Temescal Avenue
  Norco, CA 92860
  Classes Taught: Guidance

- **SANTIAGO HIGH SCHOOL**
  1395 Foothill Parkway
  Corona, CA 92881
  Classes Taught: Guidance

Standard I
Institutional Mission and Effectiveness

Standard I: Institutional Mission & Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A: Institutional Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purpose, its character, and its student population.

Statement of Mission. The Norco mission statement, originally approved in 2006 and revised on December 9, 2008 by the RCCD Board of Trustees, clearly defines the broad educational goals of Norco Campus. This statement is the result of dialogue and collaborative effort and reflects a strong commitment to student learning, to educational quality, and to the community.

The Norco Campus mission statement is as follows:

> Norco Campus provides educational programs, services, and learning environments for a diverse community. We equip our students with the knowledge and skills to attain their goals in higher, career/technical, and continuing education; workforce development; and personal enrichment. To meet the evolving community needs, Norco Campus emphasizes the development of technological programs. As a continuing process we listen to our community and respond to its needs while engaging in self-examination, learning outcomes assessment, ongoing dialogue, planning, and improvement.

Descriptive Summary

In the spring of 2004, Riverside Community College District developed an ongoing and systematic strategic planning process in which the mission is central to planning and decision-making. This process uses both quantitative and qualitative data for decision-making and links program review, assessment, and academic planning with strategic planning.

The alignment of educational programs with the mission of both the campus and the district is assured initially through the locally-initiated program-approval process (I.A-1) with the oversight of the local Academic Senate, the Norco Strategic Planning Committee, the Norco Campus Curriculum Committee, and the District Curriculum Committee. Ongoing evaluation is assured through the comprehensive program review process. As instructional programs, student services programs, and administrative units prepare their program reviews, they review the environmental scan and other relevant demographic, labor market, and institutional data in order to determine the suitability of programs for the learner populations, their needs, and the missions of the district and the campus.

The Norco Campus mission statement reflects a range of educational programs and services at Norco Campus that meet the needs of a diverse community of student learners, both full and part time: those seeking career education through technical certificates and programs, those interested in basic skills remediation or personal development, and those seeking transfer opportunities.

Norco's student population is younger than the population average for community colleges across California. Sixty-eight percent of Norco Campus students are under 25. Sixty percent are female, and 83 percent of the students are high school graduates. The proportion of whites to Hispanics is nearly equal (36 percent to 37 percent respectively) while a similar balance exists between Asians and African Americans (9 percent and 8 percent respectively) (I.A-2).

Facts from Environmental Scan of RCCD (July 2007) relevant to Norco Campus:

An annual growth rate of two percent is expected in Riverside County; however, growth in Corona is expected to slow dramatically while growth in Norco is expected to remain stable. Areas of exploding growth include Eastvale (north of Norco) and south of Interstate 15 near Dos Lagos, El Cerrito, and Lake Elsinore. Growth in these areas will average about 10 percent annually, and these areas will continue to contribute to the Norco Campus population. As these areas will continue to increase in population, the need for a South Campus is evident.

Demographics of Riverside County mirror Norco's student population in age distribution, ethnicity, and sex. The county's ethnic breakdown is 34 percent white, 45 percent Hispanic, 10 percent African American, and 7 percent Asian. Forty-two percent of the population is under 24 years old, and 42 percent of the population is in the age range of 25-54 years old. The 15-24 age group will continue to grow annually at five percent. The ratio of males to females is equal at 50 percent each.

Norco Campus strives to meet the diverse needs of this varied and dynamic student body by offering students an expansive and comprehensive range of learning opportunities. These include:

- AA/AS degree programs
- transfer opportunities
- certificate programs
- Title V programs (learning communities, supplemental instruction, technology-enhanced instruction, Fast-Track English, summer math intervention)
- Puente program, Talented Tenth, TRIO
- basic skills courses
- English as a Second Language (ESL)
- Weekend College
- afternoon, evening, and short-term (Fast Track) courses
- John F. Kennedy Middle College High School (I.A-3)
- face-to-face, online, and hybrid learning opportunities.

Norco Campus also offers a variety of student support services including:

- Writing and Reading Center
- Math lab
- Computer lab
- library services, including information competency workshops and tutorials
- tutoring in most major subject areas
- counseling for entering and continuing students
- Child Development Center (both Head Start and district-operated centers are available on the Norco Campus)
- programs and services for disabled students (DSP&S)

- technology assistance and software, such as Tegrity, podcasting, and wireless campus access.

Self Evaluation

The standard is met. Norco Campus provides a full range of programs and services to meet the needs of a diverse community of student learners. These programs and services are aligned with the new Norco mission statement, with the overall district mission, and with the character of the institution. The number of established and planned academic and vocational programs offered at Norco has increased significantly since 2001, and Student Services has expanded the variety of learning communities and technology-enhanced services available to meet student needs.

Now that Norco Campus has emerged as a separate institution, attention is being paid to the differences between the learner populations of the Norco-Corona area and the learner populations of the other regions served by the district. Additional factors include the demographic composition and industrial base of the community served by Norco Campus, which is evolving rapidly and which is being placed into consideration in planning for future student needs. These issues are addressed in detail in the campus Educational Master Plan.

Planning Agenda

- Continue to review and revise Norco's programs and services in response to changes in the community and following local assessments of student learning effectiveness.
- Continue to develop new programs and services to serve the needs of the identified student population, utilizing input from the Norco Academic Senate, the Norco Strategic Planning Committee (NSPC) and the District Office of Institutional Research.

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

The Riverside Community College District Board of Trustees approved the Norco Campus mission statement on December 9, 2008. The recently revised mission statement is published in the Norco Educational Master Plan (I.A-4), in all major campus publications such as the catalogue and schedules, and on the Norco Campus website (I.A-5). Further, the mission statement is prominently posted throughout the campus. As was our initial mission statement[33], all proposed future changes and revisions to the mission statement will be approved by the Board of Trustees according to our Norco Strategic Planning Implementation Process (I.A-6).

Self Evaluation

The standard is met. In fall 2008, Norco again revised its mission statement. This revision has been approved by the Board of Trustees. This revision has passed through the same steps as the one it replaced. It was originated in the Institutional Mission and Effectiveness Subcommittee, taken to the APC

[33] The previous Norco Campus mission statement was approved by the RCCD Board of Trustees on June 20, 2006. The statement was created through the processes of collaborative dialogue and self-governance detailed in the Norco Strategic Planning Implementation Process. An initial draft created by the NSPC subcommittee for Institutional Mission and Effectiveness was (1) emailed to all identified subcommittee members for feedback, modification, and approval; (2) reviewed, revised, and approved by the Norco Strategic Planning Committee Co-chairs Council and again by the Norco Strategic Planning Committee; (3) brought before the Norco Campus President for approval and ultimately to the RCCD Executive Committee, which sent it back to Norco for revision. After moving through the revision process, the mission statement returned to the Chancellor's Executive Committee in early June 2006. The Chancellor's Executive Committee gave its final approval and sent the mission statement forward to the Board of Trustees, which approved it on June 20, 2006.

and the SPC, and brought to the RCCD Strategic Planning Committee and Executive Cabinet. The commitment and initiative shown by faculty and staff on the Norco Strategic Planning Committee in revising the mission statement are strong evidence of a collaborative, dialogue-driven, learner-centered model for institutional planning.

Norco Campus had written a previous mission statement in 2003 that was not published at that time since the institution was an educational center. From 2003-2006, Norco operated under a single district mission statement. The 2006 campus mission statement and the newly revised, Board-approved mission statement now clearly reflect a collaborative effort to express Norco's commitment to student learning and the community. The revised mission statement has been posted throughout the campus and has been included in district and campus publications.

Planning Agenda

None

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

Following the decision of the Board of Trustees in March 2002 to move to a three-college system, the responsibility for developing, reviewing, and revising a learner-centered mission statement fell to each of the campuses. Early in 2003, in response to this recommendation, Norco Campus administration developed its first mission statement. After achieving initial eligibility for college status, the institution engaged in ongoing, collaborative dialogue during spring 2006 to ensure that a new mission statement was drafted that accurately represents Norco Campus's goals and those of its students and communities. The Strategic Planning Implementation process was used, and the Institutional Mission and Effectiveness Subcommittee initiated work on the mission statement. After many draft revisions and considerable discussion, the new document was approved by the subcommittee, reviewed and approved by the Norco Strategic Planning Committee Co-chairs Council followed by the Norco Strategic Planning Committee (NSPC), and sent to the Norco Campus President for final campus approval. Following campus-level approval, the new document proceeded through the district-level approval process and then on to the Board of Trustees, which approved a revised mission statement and an institutional motto on June 20, 2006[1] (I.A-7). Initiated by the Institutional Mission and Effectiveness Subcommittee in fall 2008, the 2006 mission statement was again revised through the identical process outlined above and has been approved by the Board of Trustees (I.A-8, I.A-9, I.A-10, I.A-11).

Self Evaluation

The standard is met. Norco Campus utilized its governance structure, the NSPC, its subcommittee on Institutional Mission and Effectiveness, and the NAPC when developing its recent revision of its 2006 mission statement. Developing a clear mission statement aligned with Norco's purpose, character, and student population involved considerable ongoing, collaborative dialogue by faculty, staff, students and administrators who are now satisfied that the resulting statement accurately represents Norco's mission and goals. Surveys conducted in fall 2008 found that 82 percent of full-time faculty, 76.9 percent of part-time faculty, and 82.6 percent of classified staff have read the Norco mission statement and understand it (I.A-12, I.A-13, I.A-14).

Planning Agenda

- Review and, if necessary, revise the campus mission statement annually.

I.A.4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The strategic planning process begins with comprehensive and annual program reviews that require an alignment of learning programs, student services, and planning with the mission of the college (I.A-6). The NAPC and NSPC initially undertake planning and recommend actions based in part on the above-mentioned program review information. Each of the four strategic planning subcommittees is aware of the mission statement; their planning and decision-making are designed to be driven by the campus mission and goals. Similarly, new programs developed on the Norco Campus align with the institution's mission and strategic goals as expressed in the Norco Educational Master Plan. Additional information contributing to institutional planning and decision-making at Norco includes data provided by the District's Office of Institutional Research, information gleaned from the most recent Environmental Scan, ongoing direction from the district, and information provided by Norco administration. Thus, all strategic planning units at Norco interact with and respond to the mission of the institution.

Self Evaluation

The standard is met. Norco faculty, staff, students, and administrators are committed to providing quality programs to a diverse and growing student population.

A process is in place to ensure that the institution's mission will be central to planning and decision-making. Continued input and dialogue are required at department, discipline, NAPC, and NSPC meetings and will inform future planning and decision-making processes at Norco Campus. In the fall 2008 accreditation survey, 70.5 percent of full-time faculty, 64.1 percent of part-time faculty, and 65.2 percent of classified staff "agree" or "strongly agree" that "Norco's mission statement guides institutional planning" (I.A-12, I.A-13, I.A-14).

The NSPC, working in conjunction with the administration and the Norco Academic Senate, is committed to clarifying the strategic planning process. In addition, based on six years of experience with program review, in 2007-2008 a clear and concise process with standardized documents was created by the District Program Review committee to facilitate the program review process in both instruction and student services. Also, an annual campus-based update was established for all disciplines and non-instructional units that have undertaken comprehensive program review in order to make any information relevant to resource allocation, hiring, and facilities utilization available in a timely manner. In short, Norco's strategic planning structure is in place and is aligned with the Norco Campus mission; its various constituencies are in the process of using it effectively.

Planning Agenda

None

List of References

I.A-1	*Locally Initiated Program Approval Process*
I.A-2	*Fact Book 2008,* Student Demographics, pp. 28-32
I.A-3	JFK Middle College High School: http://www.cnusd.k12.ca.us/jfk/
I.A-4	Norco Educational Master Plan
I.A-5	Norco Campus website: http://rcc.edu/norco
I.A-6	Norco Strategic Planning Implementation Process
I.A-7	Board minutes approving Norco mission statement (2006)
I.A-8	NSPC subcommittee (Institutional Mission & Effectiveness) minutes approving Norco mission statement (2008)
I.A-9	NSPC Co-chairs Council minutes approving Norco mission statement (2008)
I-A-10	NSPC minutes approving Norco mission statement (2008)
I.A-11	Board minutes approving Norco mission statement (2008)
I.A-12	Report: 2008 Full-time Faculty Accreditation Survey
I.A-13	Report: 2008 Part-time Faculty Accreditation Survey
I.A-14	Report: 2008 Staff Accreditation Survey

Standard I.B: Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measure that learning assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Norco Campus has several avenues through which a collegial dialogue about improvement of student learning and institutional processes takes place. Through regularly scheduled meetings of the Norco Academic Senate, the Norco Academic Planning Council (NAPC), and the Norco Strategic Planning Committee (NSPC) as well as the various departments within student services, the campus demonstrates a strong commitment to improving student learning and institutional processes (I.B-1, I.B-2, I.B-3). In particular, the Institutional Mission & Effectiveness Subcommittee of the NSPC ensures dialogue about improvement of student learning.

The NAPC and NSPC:

- Discuss information received from district planning offices; instructional, administrative, and student services program reviews; and campus departments
- Assess the Norco Educational Master Plan in light of the information received
- Recommend improvements to campus-based programs and services upon reception of appropriate input from one

or more of four specifically designed subcommittees of the NSPC.

The use of program reviews by the NAPC for the development of the Norco Educational Master Plan assures continuing dialogue about not only student learning but the institutional processes necessary for improvement of student learning to be achieved.

Recognizing the need to fully integrate dialogue about SLOs into planning processes, the Norco Academic Senate instituted a Norco Curriculum Committee in fall 2006 and formalized the Norco Curriculum Committee bylaws in fall 2007 (I.B-4). In spring 2008 this committee began active engagement in dialogue about student learning and institutional processes, also providing vital communication between the Norco Academic Senate and the district-level Curriculum Committee (I.B-5a, I.B-5b). In addition, through its representatives the Norco Academic Senate provides strong leadership to and receives standing reports from the district Program Review and Assessment Committees. These committees engage in dialogue about student learning and institutional processes (I.B-6a, I.B-6b).

In addition to these established forums, the district Associate Vice Chancellor of Institutional Effectiveness and the campus Faculty Development Coordinator have sponsored a regular series of workshops on developing and assessing SLOs led by outside consultants and by members of the District Assessment Committee in conjunction with the Office of Institutional Research (I.B-7). These workshops have provided the opportunity for informal self-reflective dialogue throughout the college community. The workshops have also raised awareness of the value of assessment to the improvement of student learning and clarified the importance of clear SLOs in communicating Norco's mission and goals to students and faculty alike.

With the information disseminated from the workshops and assistance for assessment from Norco's Office of Student Success, cycles of assessment have been completed in a majority of instructional disciplines and student service programs. Faculty and staff are currently in the process of discussing assessment results and implementing changes to continue the cycles of assessment.

In making institutional decisions, all members of the campus community may participate in shared governance. In fall 2004, the various governance bodies (NAPC, Academic Senate, NSPC, and Norco administration) examined the processes that were currently being used and found (1) that they were not clear, and (2) that some constituencies did not feel included in these processes.

As a result of the dialogue about this issue, the NSPC devised and approved a revised process of decision-making on the Norco Campus. The process strives to ensure that all constituents on campus have a chance to share their ideas and provide input into improvement of student learning and institutional processes at Norco. The process is initiated by any member of the campus bringing a concern or suggestion to one of the four strategic planning subcommittees. The subcommittees were realigned this academic year from nine subcommittees to four in order to streamline the process and provide greater opportunity for committee members to work together on issues that may overlap. The four subcommittees represent and incorporate all aspects of student learning and institutional processes at Norco Campus and align with the Standards identified in the accreditation self study:

- Standard I. Institutional Mission and Effectiveness
- Standard II. Student Learning Programs and Services
- Standard III. Resources
- Standard IV. Leadership and Governance.

These subcommittees have specific areas of focus, and it is within these Strategic Planning subcommittees that the process of decision-making starts (I.B-8a, I.B-8b, I.B-8c, I.B-8d, I.B-8e):

- Standard I. Institutional Mission and Effectiveness
- Standard II. Student Learning Programs and Services
  - Instructional Programs
  - Student Support Services
  - Library and Learning Support Services
- Standard III. Resources
  - Human Resources
  - Physical Resources
  - Technology Resources
  - Financial Resources
- Standard IV. Leadership and Governance
  - Decision-making Roles and Processes
  - Board and Administrative Organization.

Besides the strategic planning processes described above, ongoing dialogue is a prominent feature at meetings and retreats held regularly throughout the academic year at all levels of the institution, including:

- all-faculty meetings
- discipline meetings
- staff meetings (Admissions, Counseling, Student Services, Library)
- President's Cabinet meetings (Norco President, campus vice presidents, deans, assistant and associate deans)
- Occupational Education meetings and retreats
- FLEX Day retreats
- Norco Strategic Planning website. (I.B-9a, I.B-9b, I.B-9c, I.B-9d, I.B-9e, I.B-9f, I.B-9g)

Norco all-faculty meetings provide opportunities for dialogue across disciplines and departments on campus-based matters. Department meetings serve as a forum for planning, staffing, and scheduling as well as for discussion of specific pedagogical and institutional issues concerning all department members. District-wide discipline meetings promoting dialogue among discipline members from different campuses are held at least twice a semester; these assure integrity of student learning outcomes for each discipline as identified by program review and encourage the development, assessment, and revision of course SLOs when necessary (I.B-9b). Bi-annual Campus FLEX Day meetings provide a further opportunity for all faculty to assess their progress in meeting student needs according to the mission of the institution (I.B-9f). Another more informal means through which dialogue takes place is through information shared on the Norco Campus Strategic Planning website, which facilitates ongoing and continuous updates and information regarding institutional processes (I.B-9g). All NSPC subcommittee minutes are posted on this website.

Dialogue and debate within these bodies, composed of administrators, faculty, staff, and students, results in action items brought to the Norco Planning Councils (I.B-10a, I.B-10b, I.B-10c) and NSPC (I.B-9g) for further discussion. Through the process of shared decision-making, Norco Campus has demonstrated its commitment to involving all constituencies in improving the effectiveness of the institution (I.B-11, I.B-12).

Self Evaluation

The standard is met. The Norco Planning Councils and the NSPC and its subcommittees provide a campus-wide forum for collegial, self-reflective dialogue about student learning, and mechanisms are in place for changing institutional processes as a result of quantitative and qualitative information provided to these planning groups by various local and district constituencies.

Meetings of admissions, counseling, student services and library staff; administrators; and occupational advisory groups comprised of faculty and industry leaders provide further essential avenues for continuing input concerning student and institutional needs. Overall, 93.3 percent of full-time faculty, 81.8 percent of part-time faculty, and 78.3 percent of classified staff surveyed in fall 2008 "agreed" or "strongly agreed" that "Norco is committed to continuous improvements of the student learning process"(I.B-13, I.B-14, I.B-15).

The process of dialogue between departments on campus and the larger planning bodies (NAPC and NSPC with its four subcommittees) has improved significantly as the campus has developed a sense of the functions of these bodies in relation to the Norco Educational Master Plan, the Norco Academic Senate's areas of shared governance, and the Learner-Centered Curriculum Model, which drives district decision-making.

The very nature of dialogue is that it is continuous, so Norco Campus is constantly delineating and refining the methods and processes for implementing effective changes on campus. The Norco Campus further recognizes that authentic dialogue requires time for ongoing feedback and reflection.

Planning Agenda

- Continue to ensure that all decision-making is a collaborative, dialogue-driven process that involves all Norco Campus constituencies.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

At every level of the campus and throughout the district, goals are set to improve the effectiveness of the institution. For disciplines, student services, and administrative units, program review exists to ensure that student learning outcomes (SLOs) are being implemented and met, a mission and vision for the discipline or non-instructional unit is being determined, and a strategic plan for improving the learning experiences of the students and the growth of the discipline is in place. Discipline faculty participate in program review and identify a common vision and goals for their instructional disciplines as well as goals shared in common with student support services. Program reviews, in turn, shape the articulation of goals and objectives for the departments in which the disciplines are housed. The Norco Educational Master Plan, expressing the goals and objectives of the Norco Campus, is then produced by the NAPC, which is comprised of the department chairs with input from the administration via the Dean of Instruction and the Vice President of Educational Services (I.B-16). Periodic updates on each of the goals and objectives enumerated in the Educational Master Plan are provided at monthly meetings of the Norco Strategic Planning Committee.

The District Assessment Committee (DAC) recommended General Education SLOs to the Academic Senate and the Board of Trustees, which approved them at its December 2006 meeting (I.B-17). These SLOs guide educational planning geared toward meeting the goals and institutional mission of the district and its three campuses. These General Education SLOs were developed over the course of several years, spearheaded by the DAC but with feedback

from most discipline members in all areas of general education along with the Norco and District Academic Senates. Campus and district committees are also engaging in dialogue to develop direct measures of SLOs.[34] The CCSEQ served as an indirect measure of the General Education Student Learning Outcomes. The 2008 findings of the CCSEQ measured different components of all six general education student learning outcomes. In using the data from the 2008 CCSEQ, summative scores for Quality of Effort (QE) dimensions were created for the following areas:

- Art
- Music and Theater
- Career/Occupational Skills
- Computer
- Course Learning
- Faculty
- Library
- Science
- Student Acquaintances
- Writing

A range of possible QE scores was calculated; higher scores are more positive. In all nine dimensions, the midpoint score was at the higher end, indicating that students participate in the different areas, including course learning. The findings of the CCSEQ are consistently presented at the Norco Strategic Planning committee for discussion and possible modifications to facilitate student learning.

In fall 2006, the district also developed eight strategic initiatives that set the following goals (I.B-19):

- Increase student access
- Increase course retention
- Increase successful course completion
- Increase student persistence
- Improve student learning outcomes
- Increase the number of awards, certificates, and transfers
- Improve the quality of the student experience
- Develop a comprehensive enrollment-management program.

Norco responded to these initiatives with strategies for achieving these goals (I.B-20). These were developed at a Leadership Forum held on the Norco Campus on February 23-24, 2006 (I.B-21) and revised by NSPC in spring 2007. This earlier forum was attended by over forty faculty, classified staff and campus administrators. Three additional goals were adopted at that time:

- Ensure the hiring of qualified faculty
- Continue to develop special programs
- Increase outreach and student enrollment at the Norco Campus.

The district incorporated its strategic initiatives into a revised District Strategic Plan for 2008-2012 that was approved by the Board in fall 2008. Several of the district strategic initiatives have been incorporated into the criteria employed by campus planning committees to prioritize resource needs identified in program review.

At the campus level, each of the strategic planning subcommittees provides input into the campus's goals for facilities, staffing, and equipment laid out in the Norco Educational Master Plan. Timelines for achievement are then created, and objectives for meeting the goals are delineated. All members of the institution receive information about these goals via distribution of reports, minutes, and other documents in hard-copy form or via campus intranet. Information is shared at faculty meetings, discipline meetings, and

[34] The CCSEQ has been used thrice, at the end of the 2004, 2006 and 2008 academic years as an indirect measure. The DAC also developed a survey that specifically asks about General Education SLOs; it was administered at graduation rehearsal in 2006, 2007 and 2008 (I.B-18a, I.B-18b, I.B-18c).

focus-group sessions and on internet-based sites, such as the Campus Strategic Planning webpage, which posts all minutes from the Strategic Planning Committee and subcommittee meetings (I.B-9g). In short, institutional goals are clearly articulated so that all bodies at the college can work toward and measure their achievement.

At the college, department, and discipline levels, goals and processes for achievement and assessment/measurement of SLOs are set out through the program review process established for disciplines as well as all non-instructional units, including student services and library. Annual program review updates supply departments with data and information on the staffing, facilities, and program needs of disciplines. Assessment plans have been the subject of considerable focus in 2008-2009 and are now in place for all disciplines; these assessments have already yielded measurable results and led to instructional improvements in several disciplines, including ESL, English, humanities, philosophy, and mathematics.

Self Evaluation

The standard is met. Through the Educational Master Plan, the strategic planning process, and the program review process, the campus sets goals to improve its effectiveness consistent with its stated purposes. Each discipline, department, and non-instructional unit articulates its goals and objectives in measurable terms and has begun a campus-wide discussion of the degree to which they are being achieved. Campus-based career and technical disciplines have developed SLOs for their degree/certificate programs, and specific assessment studies have begun in career and technical disciplines. Significant progress has also occurred at the district level in articulating goals and objectives system-wide.

The District Assessment Committee (DAC) has developed district-wide student achievement goals in the form of its General Education SLOs (I.B-17). As a positive result, the General Education SLOs have enabled those who work in disciplines with general education/transfer courses to evaluate their course and program SLOs in relation to the General Education SLOs. The CCSEQ has been used three times—at the end of the 2004, 2006 and 2008 academic years—as an indirect measure of students' achievement of general education outcomes upon graduation or transfer (I.B-22, I.B-23). The most current CCSEQ (2008) was distributed at the Norco Campus only. The results of these surveys have been compared across all three years and presented consistently at the Norco Strategic Planning committee. The findings from this survey have provided student feedback in regard to the effectiveness of student learning and the utilization of student services in facilitating that learning. The DAC developed an instrument (I.B-18a, I.B-18b, I.B-18c) that surveyed student self-reported learning gains in the General Education competencies, administering the survey to nearly 1000 RCCD graduates in June 2006, 2007, and 2008. The survey revealed that students believe they are making significant gains in most of the General Education learning outcome areas, with over 70 percent reporting significant gains in several outcomes, including those related to information competency, quantitative reasoning, and appreciation of aesthetics. The results of the 2004 and 2006 CCSEQ surveys were presented to Norco faculty and staff by the District Office of Institutional Research in spring 2007; 2008 survey results were presented to the campus Strategic Planning Committee in fall 2008 (I.B-24), and the findings have led to further dialogue concerning improvement of institutional effectiveness.

The publication of *District Strategic Initiatives 2005-2010* and subsequent approval of the *District Strategic Plan, 2008-2012* constituted major steps toward articulating

measurable goals to improve institutional effectiveness (I.B-25). Norco Campus, in its response to the strategic initiatives, was able to initiate campus-wide dialogue about strategies for meeting these goals as they applied to the students and communities served by Norco; as part of the local "testing" process for these strategies, the campus has developed additional goals of its own within the Norco Campus Educational Master Plan that continue to support district strategic initiatives (I.B-16, I.B-25).

Since fall 2005, the Norco Strategic Planning Committee and Academic, Student Services, and Administrative Planning Councils have worked more closely with each other and with the Norco Academic Senate and campus departments to articulate campus goals geared toward successful implementation of the Educational Master Plan. Faculty appointments to the Student Services and Administrative Planning Councils are now made by the Norco Academic Senate, further strengthening the relationship between these entities. The institution is thus thoroughly engaged in developing goals and implementing strategies for achieving them.

Planning Agenda

None

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

As stated in Standard I.B.2, the district has implemented a series of strategic initiatives designed to focus on several measurable outcomes in order to improve institutional effectiveness, and Norco Campus has responded to these initiatives by focusing on local implementation of these strategies in a manner that incorporates the authority and autonomy of Norco's onsite administration, faculty, staff, and students. Campus-based implementation of the *District Strategic Plan, 2008-2012* is currently underway.

A systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation is in place at Norco Campus. The Norco Administrative Planning Council, Norco Student Services Planning Council, along with the NSPC, Academic Senate, and administration, work together to set goals for the institution. One of the primary means of achieving this is through the use of the instructional and non-instructional (Student Services and Administrative) unit program review processes that have been implemented district-wide. These processes are designed to be data driven and to provide the information necessary for the setting of institutional goals. The program review process is itself cyclical and drives planning and resource allocation.

Quantitative evaluation of institutional effectiveness is reported through many avenues and made available through the efforts of the Offices of Institutional Research and Institutional Reporting at RCCD.

On a weekly basis, headcount reports and other data are produced and made available through a state-maintained website. These data provide an accurate snapshot of student demographics for timely decision-making at district and campus levels (I.B-27). Institutional Reporting submits required data to the California Chancellor's

Management Information Services (MIS) office annually and per term for variables including demographics, enrollment, course, financial aid, and degree and certificate awards. The data are summarized on the "Data Mart" link in an adaptable, query-based format available through the Chancellor's Office website (I.B-28). The data are also distributed to all department chairs.

The Integrated Postsecondary Educational Data System (IPEDS) requires RCCD to submit data involving institutional characteristics, employee information, financial aid, and student outcomes (I.B-27, I.B-28). These data are compiled by the National Center for Educational Statistics (NCES) and provide a database that can be used to compare peer institutions for benchmarking purposes (I.B-28).

In addition to these formal data-collection processes, the Office of Institutional Research provides data to departments, disciplines and programs at all three campuses. One of the most common requests for data involves the need for disciplines involved in program review to show outcomes over four- or five-year reporting periods. Retention and persistence rates, successful completion/ transfer/graduation rates, demographic data (age, gender, number of units taken, ethnicity, etc.), and other data are collected per course and by campus (I.B-29). The data are compiled annually and distributed in the *Fact Book* published by the district Office of Institutional Effectiveness. Apart from the data referenced above, other data for the Norco Campus were collected in conjunction with the Title V Hispanic-Serving Institutions U.S. Department of Education grant program. Although the Title V grant is now completed, a summary report of data summarizing all major projects is available for future reference (I.B-30). The Outcomes Assessment Specialist, currently funded through Title V, collects data on low-income, at-risk, and Hispanic students exposed to innovative teaching methods and/or support services interventions. These interventions were implemented for students involved in basic skills English, reading, and math courses. At present, a new Title V Cooperative grant between UC-Riverside, Norco Campus, and Moreno Valley Campus is funding the Outcomes Assessment Specialist position. The focus of the grant at Norco will be innovative practices in English as a Second Language (ESL) and math. This grant will end September 30, 2011.

Staff reviews, tenure-track faculty reviews, and part-time faculty reviews also provide quantitative information on the quality of instruction being provided as well as qualitative feedback from students and peers on the effectiveness of the instruction (I.B-31, I.B-32, I.B-33).

A Norco Campus Technology Survey conducted in spring 2006 provided quantitative and qualitative data from faculty and staff regarding the types of technology and equipment available and needed for campus classrooms, offices, and labs (I.B-34a). The data have been analyzed and will be incorporated into the Norco Technology Plan (I.B-34b). Norco-specific data resulting from a district-wide analysis of enrollment trends for African-Americans (Diversity Scorecard) has led to the development of the Talented Tenth program designed to support and encourage successful completion and transfer rates for African-American students on Norco Campus (I.B-35, I.B-36).

Self Evaluation

The standard is met. The mechanisms for collecting and reporting both quantitative and qualitative data are in place.

As stated in the descriptive summary, a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation is in place

at Norco Campus and is clearly defined. The NAPC, NSPC, Academic Senate, and Administration work together to set goals for the institution. One of the primary means of achieving this is through the use of the instructional and non-instructional unit program review process. That process is designed to be data driven and to provide the information necessary for the setting of institutional goals.

The strategic planning process will continue to improve and mature as the district transitions to three separate colleges. It is expected that in the coming years, the district and campus will develop new processes and modify existing ones in institutional effectiveness, which will enhance ongoing and systematic cycles of evaluation, integrated planning, resource allocation, and implementation.

Planning Agenda

- Utilize specific, campus-based parameters for data collection from the district Office of Institutional Research.[35]

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

As discussed in Standards I.B.1 and I.B.2, Norco Campus encourages input from all constituencies by offering participation throughout the Strategic Planning (I.B-11) and the Prioritization (I.B-12) Processes. All constituents—full- and part-time faculty, students, staff, administrators—are encouraged to participate in a variety of committees; department and discipline meetings; NSPC and NAPC subcommittees meetings; Norco Planning Councils; and Associated Students meetings. Full-time faculty members participate on at least one committee as a part of their contract, and many faculty members at Norco are active in three or more committees (I.B-37). Active participation by all constituents at each level of the organization structure is encouraged and welcomed. In fact, one unique attribute of Norco's Strategic Planning Committee is that it is a *committee of the whole* in which all faculty, staff, administrators, and students are invited to participate. Thus, the planning process at Norco Campus is clearly broad-based, offering opportunities for input by faculty, staff, administrators, and students at several levels of the planning/decision-making process.

Recommendations for resource allocations to accommodate the needs of the campus evolve through dialogue and prioritization by the NAPC, the Norco Student Services Planning Council (NSSPC), and the Norco Administrative Planning Council (AdPC) with review from the NSPC Co-chairs Council, the NSPC, and final approval from the Norco President (I.B-10a, I.B-10b, I.B-10c, I.B-9g, I.B-12). The annual campus-based program review updates from disciplines and non-instructional units provide the information upon which budget decisions are made. Detailed resource allocation is guided in part

[35] Projected data parameters to be utilized:
- Persistence/success rates for developmental courses and course sequences
- Persistence/success rates for transfer and occupational courses
- Workforce development data: placement and retention rates of graduates, employer satisfaction
- Transfer and graduation rates
- General Education successful-completion rates (students with 40+ transferable units)
- Number of certificates awarded
- Data on full-time/part-time faculty ratio
- Status of special program development
- Data on effectiveness of student services and campus-based strategies for getting students to the campus.

by the overall goals identified in the Educational Master Plan for each department (see Standard III.D for a detailed description of the relationship of budget-to-resource allocation at the district and campus levels).

Resource planning for facilities, staffing, and equipment needs is also included in the four-year, cyclical, comprehensive instructional program review process as well as the annual program review updates. Individual disciplines, occupational programs, and non-instructional units (e.g., Student Services, Library and Learning Resources, Administrative units) complete program reviews in order to determine the resources needed to improve, enhance, or advance the discipline, program, or non-instructional unit. Discipline and departmental program reviews are used as a basis for campus planning and resource allocation.

Program review leads to improvement of institutional effectiveness by identifying ways to update and improve instruction in the case of disciplines, or by identifying student support needs linked to programmatic and strategic objectives in the case of student services and administrative unit program reviews. The widespread participation of all important decision-making and advisory units at Norco Campus is designed to maximize institutional effectiveness.

Self Evaluation

The standard is met. The Norco planning process is broad-based and includes input from all interested constituencies. Ninety-five percent of full-time faculty members and 59 percent of classified staff surveyed in fall 2008 indicated that they "actively participate in shared governance through membership on the Norco Strategic Planning Committee." Eighty-four and a half percent of full-time faculty, 69.5 percent of classified staff and 39.1 percent of part-time faculty "agree" or "strongly agree" that they "understand the purpose and role of the Norco Strategic Planning Committee," providing further evidence of broad-based participation in campus planning (I.B-13, I.B-14, I.B-15).

Ongoing improvement of communication between the Strategic Planning subcommittees is imperative if the process for resource allocation is going to continue to work smoothly and cohesively. Norco Campus is continually refining its decision-making processes to ensure that all necessary Strategic Planning subcommittees are consulted before specific resource allocation occurs. Strong communication and input during the process of resource allocation will lead to improvements in institutional effectiveness.

Planning Agenda

None

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Norco Campus communicates matters of quality assurance to the state and federal agencies through the RCCD Offices of Institutional Research and Institutional Reporting (for details, please see I.B.3 and footnote 4). The district also provides additional reports to high schools, other colleges and universities, workforce and business partners, and the community at large as well as to its own faculty, staff, and students. Specific information collected includes the following:

- Data on enrollment, number of graduates with AA degrees, number of students transferring to four-year institutions, students graduating with specific certificates, and headcount/ enrollment statistics

- Data from student surveys of faculty teaching effectiveness
- Surveys taken from students regarding class scheduling preferences and quality of student experience
- Comprehensive program reviews that contain reports on outcomes assessment projects undertaken by disciplines. (I.B-38)

The RCCD Office of Institutional Research provides institutional data and analysis for program review and other purposes. The Office of Institutional Reporting (responsible for state and federal data reporting and enrollment management analysis) provides IPEDS data as well as other mandated assessment reports (e.g., VTEA administration and FERPA compliance) to the federal government on a systematic basis (I.B-28).

Besides complying with external quality-assurance mandates, the Office of Institutional Research and Office of Institutional Reporting provide assessment data to instructional disciplines and non-instructional units undergoing program review. The *Fact Book,* published annually, reports on various assessment-related trends affecting the campuses and the district and also provides detailed demographic and economic information about the communities and students that are the concern of each of the district's three campuses (I.B-29).

In order to make data more accessible to faculty as well as provide easier access to college-specific data, the district has developed an Institutional Data and Research website that is regularly updated and made available to its constituents (I.B-39). All research projects are posted to the site. RCCD supports the use of data in all of its major decision-making processes.

Norco Campus has now completed the fifth year (2007-2008) of a five-year Title V grant. The Title V Outcomes Assessment Specialist has submitted a data-summary report of all major projects conducted during the grant for general reference and public access (I.B-40). The Title V office at Norco also provided demographic and outcomes data for its Annual Performance Reports, which involved some campus-based research and reporting. In addition, the Outcomes Assessment Specialist provided baseline data and other specific outcomes information for the Basic Skills Initiative as a special project (I.B-41).

As previously discussed, Riverside Community College District has active committees devoted to program review and outcomes assessment that direct instructional disciplines and programs, student support services, and other administrative units in their efforts to generate assessment data to improve teaching and learning. It has also defined and begun to assess some system-wide SLOs, particularly General Education outcomes (see Standards I.B.1 and II.A.3).

Self Evaluation

The standard is met. Norco Campus is making increased use of data from institutional research and other sources in an effort to document its successes and share the results with its constituents.

Planning Agenda

- Explore means for effectively communicating information about institutional quality to the appropriate public constituencies.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

On the Norco Campus, faculty, staff and administrators regularly review and modify (1) the Norco Educational Master Plan; (2) the resource allocation needs of individual disciplines, departments and programs through annual program review updates; (3) facilities and other ongoing projects under the purview of campus strategic planning; and (4) processes by which plans are developed and revised and resources are allocated. These regular activities operate in a cyclical fashion relative to each other.

The Educational Master Plan is developed with input from department chairs using information from the instructional and student support service program reviews. District-wide comprehensive instructional program reviews, conducted on a systematic four-year cycle, and annual student services and administrative unit program reviews, conducted at the campus level, provide an opportunity for individual disciplines, student services programs, and administrative units to assess their resource needs. Annual instructional program review updates establish a direct linkage between planning and resource allocation. The Norco Educational Master Plan provides an avenue through which department members can share the needs of their disciplines (e.g., financial, staffing, equipment, or other resource needs) as these have been defined through the annual program review update process.[36] The departmental contributions to the plan, in turn, generate recommendations and suggestions that drive the revision of the Norco Educational Master Plan.

Facilities and other ongoing Norco Campus projects are regularly reviewed and modified in response to changing demographic data, budget allocation modifications, and state and local bills and measures that modify or add to the Norco facilities funding base (I.B-42). At the district level, the Offices of Institutional Research and Institutional Reporting prepare specifically mandated state and federal data reports annually; allocation of resources for all campuses is driven in part by this cyclical reporting of data as well as by program review data.

On an annual basis, the Student Services Planning Council, the Academic Planning Council, and the Administrative Planning Council meet to rank the requests for resources that have been identified in program reviews. The criteria employed by these planning councils in ranking identified needs are reviewed and revised annually. These criteria include objects set forth in district and campus strategic plans as well as service area and student learning outcomes.

The priority lists developed by the Academic, Student Services and Administrative Councils are forwarded to the Norco Strategic Planning Committee through the Co-Chairs Council and are acted upon by NSPC in the form of a recommendation to the President regarding how resources should be allocated over the next fiscal year. The President takes these priorities into consideration in making resource allocation decisions and provides feedback to NSPC concerning the extent to which these decisions reflect the recommendations of the committee (I.B-12). In a March 2009 survey of 70 NSPC members, 98.6 percent of the respondents indicated that they are aware of the processes by which the campus ranks staffing and equipment needs identified in program review, 91.4 percent indicated that they participate in these processes, and 100 percent expressed the opinion that Norco's priorities ranking processes are a "very

[36] In order to increase the effectiveness of planning and resource allocation, beginning in spring 2007 a campus-based annual program review update has been conducted by discipline members on each campus. This adjustment was driven by the need for more timely information in order to develop the Educational Master Plan and better allocate resources on each campus.

effective" (59.4%) or "somewhat effective" (40.6%) means of ensuring that resource-allocation decisions are based on documented needs identified in program reviews. There appears, therefore, to be an extremely high degree of faculty and staff participation in and satisfaction with campus planning, program review, and resource allocation processes (I.B-43).

In 2007-2008, the NSPC reviewed and assessed its subcommittee structure and reduced the number of subcommittees from nine to four in an effort to streamline planning processes and maximize constituent participation. This is perhaps the clearest example of the campus's commitment to reviewing and modifying its planning and resource allocation processes on a regular basis.

Self Evaluation

The standard is met. Regular review and modification of the Norco Educational Master Plan, discipline and department resource allocation requests derived from the annual program review updates, and Strategic Planning Committee review and modification of facilities and other campus-based projects are positive steps in the direction of cyclical and systematic review of resource allocation processes.

Planning Agenda

None

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Systematic reviews and assessment of the effectiveness of the evaluation processes for instructional programs, student support services programs, and administrative units are conducted through the following mechanisms:

- program review reports from all these units (I.B-44a, I.B-44b, I.B-44c)
- District Assessment Committee review of assessment plans for instructional disciplines and non-instructional units (I.B-45)
- Program Review Committee annual review and revision of the program review processes (I.B-46)

All of these mechanisms include a component of systematic self-evaluation of their effectiveness in improving programs and services. Aside from participation in district program review and assessment committees (both have been chaired by Norco faculty members for the past several years), the campus has strengthened its own capacity for evaluation and assessment through the office of the Associate Dean for Student Success, the Student Success Committee, and the Campus Curriculum Committee.

Self Evaluation

The standard is met. Program reviews are designed to evaluate the effectiveness of instructional programs, student support services, library, and learning resources. Similarly, the program review and assessment processes themselves have been modified and revised over the past five years in an attempt to make them more responsive to the district and institutional missions to promote student learning and increase institutional effectiveness. Norco campus's department, staff, and student needs are identified in the individual and collective program reviews and are ranked in the Academic Planning Council, Student

Services Planning Council, and Administrative Planning Council. The district and the campuses have incorporated the Budget Allocation Model (BAM) to clarify and identify procedures for budget allocation. The BAM is to be reviewed and adjusted year to year. New program initiatives, enrollment growth, efficiency, and budget savings are examples of what will be evaluated. The BAM is designed to be transparent and flexible in meeting the needs of the Norco Campus.

Evaluations of program review and district assessment procedures have resulted in changes to these processes as well as changes to instructional and non-instructional unit program reviews. Ultimately, Norco has taken district models and has modified them to meet Norco's needs in order to prepare for greater procedural and operational authority as an independent college.

Planning Agenda

- Periodic review of Norco's Educational Master Plan in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus.

List of References

I.B-1 Minutes: Norco Strategic Planning Committee, sample
I.B-2 Minutes: Norco Academic Planning Council, sample
I.B-3 Meeting Schedule: Norco Campus governance committees
I.B-4 Minutes, March 3, 2008 meeting, Norco Academic Senate
I.B-5a Minutes Norco Curriculum Committee, sample
I.B-5b Website: Norco Curriculum Committee: http://academic.rcc.edu/academicsenate/norco_curriculum.jsp
I.B-6a Minutes Norco Academic Senate, sample
I.B-6b Website: Norco Academic Senate: http://academic.rcc.edu/academicsenate/norco.jsp
I.B-7 Sample announcements of SLOs workshops, district and Norco
I.B-8a Statements of Purpose for the NSPC subcommittees
I.B-8b Website: NSPC subcommittee: Institutional Mission and Effectiveness: http://academic.rcc.edu/norco/spc/std1_index.jsp
I.B-8c Website: NSPC subcommittee: Student Learning Programs and Services: http://academic.rcc.edu/norco/spc/std2_index.jsp
I.B-8d Website: NSPC subcommittee: Resources: http://academic.rcc.edu/norco/spc/std3_index.jsp
I.B-8e Website: NSPC subcommittee: Leadership and Governance: http://academic.rcc.edu/norco/spc/std4_index.jsp
I.B-9a Minutes: Norco Faculty Meeting, sample
I.B-9b Minutes: Discipline meetings, sample
I.B-9c Minutes: Staff meetings, sample
I.B-9d Minutes: President's Cabinet meetings, sample
I.B-9e Minutes: Occupational Education meetings, sample
I.B-9f Flyers / Agendas from FLEX Day retreats
I.B-9g Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/index.jsp
I.B-10a Website: Norco Academic Planning Council: http://academic.rcc.edu/norco/apc/

I.B-10b	Website: Norco Administrative Planning Council: http://academic.rcc.edu/norco/adpc/
I.b-10c	Website: Norco Student Services Planning Council: http://academic.rcc.edu/norco/sspc/
I.B-11	Norco Strategic Planning Implementation Process
I.B-12	Norco Prioritization Process
I.B-13	Report: 2008 Full-time Faculty Accreditation Survey
I.B-14	Report: 2008 Part-time Faculty Accreditation Survey
I.B-15	Report: 2008 Staff Accreditation Survey
I.B-16	Norco Educational Master Plan
I.B-17	Board Minutes December 2006: Approval of General Education SLOs
I.B-18a	DAC Student Survey 2006
I.B-18b	DAC Student Survey 2007
I.b-18c	DAC Student Survey 2008
I.B-19	*Fact Book 2008*: "RCCD Strategic Initiatives 2005-2010," pp. 42-47
I.B-20	*Fact Book 2008*: "Norco Response to Strategic Initiatives," pp. 57-62
I.B-21	Minutes and agenda: Norco Leadership Forum
I.B-22	CCSEQ, 2004 and 2006
I.B-23	CCSEQ, 2008
I.B-24	Minutes: NSPC fall 2008 meeting: presentation of CCSEQ 2008 data
I.B-25	District Strategic Planning Process: 2008-2012
I.B-26	Norco Educational Master Plan
I.B-27	Student Demographic Data: CA CC Chancellor's Office: http://www.cccco.edu/
I.B-28	Annual Data Mart report, http://www.cccco.edu/
I.B-29	*Fact Book 2008*
I.B-30	Title V Report, 2006-2007 (Hispanic-Serving Institutions USDE Grant)
I.B-31	Sample staff performance review form
I.B-32	Sample full-time faculty improvement of instruction form
I.B-33	Sample part-time faculty evaluation form
I.B-34a	Norco Technology Survey 2006
I.B-34b	Norco Technology Plan
I.B-35	*Fact Book 2008*: Norco Student Demographics, pp. 30
I.B-36	Talented Tenth brochure
I.B-37	Website: Academic Senate/Norco Faculty Committee Assignments: http://academic.rcc.edu/academicsenate/norco_committee.jsp
I.B-38	Comprehensive Program Review, samples
I.B-39	Office of Institutional Data & Research: http://academic.rcc.edu/ir/index.html
I.B-40	Title V Major Projects Summary Report
I.B-41	Data: Title V Basic Skills Initiative
I.B-42	Bond Measure C
I.B.43	Survey: Staffing and Equipment Prioritization Process
I.B-44a	Program Review, Instructional Programs, sample
I.B-44b	Program Review, Student Support Services, sample
I.B-44c	Program Review, Administrative Units, sample
I.B-45	Website: District Assessment Committee: http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm
I.B-46	Website: District Program Review Committee: http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm

Standard I: Institutional Mission and Effectiveness, Summative Essay

Institutional mission and effectiveness are at the core of the educational journey. An institution's quality is dependent not so much on external measures as on its clear sense of why it exists and where it is going. The ultimate goal of any educational enterprise is genuine student learning, and the college's mission should reflect this goal and an awareness that increased student learning goes in tandem with increased institutional effectiveness.

Institutional Commitment

The Norco mission statement reflects our strong commitment as educators to the achievement of this ultimate goal of student learning. The mission states in practical terms Norco Campus's intention to "provide educational programs, services, and learning environments for a diverse community" of learners. The use of all the institution's resources to help students meet specific academic, personal, and career/technical goals is also woven into the mission statement. The mission looks inward to the achievement of student learning outcomes and outward to the needs and interests of the business and civic community served by Norco Campus.

The primary focus of Standard I is an insitutional commitment to helping students reach their personal and professional goals. The Standard I self-study analysis strongly demonstrates that Norco Campus has established programs and services aligned with its mission and student population. A demonstration of Norco's commitment to helping our learners achieve their goals is exemplified by the solicitation of all campus constituencies (administrators, faculty, staff, and students) in shaping the newly revised mission statement. The active participation of staff in shared governance and on strategic planning and decision-making committees and councils reflects Norco's commitment to the educational process.

Evaluation, Planning and Improvement

Norco Campus has formulated specific planning processes and created a structure whereby the mission of the institution is central to decision-making. The Strategic Planning Committee and its four specifically designed subcommittees connected to various aspects of institutional planning and resource allocation; the President's Cabinet; the Norco Academic, Student Services, and Administrative Planning Councils; and the Academic Senate guide the development and implementation of the Educational Master Plan. Long-range planning for educational trends, technology, and facilities growth are additional aspects of planning to which Norco Campus is committed in order to meet the stated institutional mission of "self examination [...], planning and improvement." Specific means of evaluating and assessing institutional mission and effectiveness range from quantitative, data-driven external and internal measures to qualitative assessment of the learning experience through instructional and non-instructional program review and the development and measurement of student learning outcomes at all levels of the institution.

Student Learning Outcomes

Institutional commitment to "learning outcomes assessment" is articulated in the Norco Campus mission statement and embedded in the strategic planning processes. The long-range goal is to improve Norco's effectiveness using measurable objectives that are linked to student learning outcomes through program review for disciplines, student services programs, and administrative units. Assessment of stated learning outcomes is well underway and forms the basis of a

systematic cycle of evaluation, integrated planning, resource allocation, and re-evaluation. At the district level, General Education SLOs inform decision-making and planning; at the campus level, these same SLOs are reflected in program development and resource analysis. At the discipline level, the faculty has engaged in extensive review and revision of course outlines of record, including in each course outline specifically designed SLOs that are integrated with the student learning outcomes for the discipline as a whole.

Departments are responsible for integrating the student learning outcomes within discipline program reviews into the Educational Master Plan. Student services programs provide institutional support to the academic disciplines by focusing attention on SLOs and SAOs. Career and Technical certificate/degree programs are developing program-based student learning outcomes that will reflect stated SLOs in the course outlines of record and meet the goals embedded in the Norco institutional mission.

Organization

Organizational structures at Norco Campus are designed to enhance the campus mission. District and local strategic planning committees are structured on the basis of a curriculum-centered planning model and a learner-centered curriculum framework. All interested constituencies—faculty, classified and confidential staff, students, administrators, and community members—participate in strategic planning, working together for the improvement of the institution. With program review as the foundation of strategic planning, academic disciplines, student support programs, and administrative units have made a commitment to developing learning outcomes for their programs that are grounded in objective principles of assessment and responsive to identified staffing, facilities, and equipment needs geared toward achieving the stated outcomes. Responding to the District Strategic Plan with specific local initiatives, all departments and disciplines, student support services, and strategic planning groups at Norco Campus are working to increase student access, retention, and persistence; successful course completion; certificate/degree and transfer awards; and, in general, to improve the quality of the students' educational experience. Norco Campus demonstrates through these means a conscious institutional commitment to produce and support student learning by organizing its key processes in such a manner as to meet its stated goals.

Dialogue

Dialogue is at the heart of the Norco Campus's mission to "listen to our community and respond to its needs while engaging in self-examination, learning outcomes assessment, ongoing dialogue, planning, and improvement." Realizing that the institution's mission is central to planning and decision-making, the campus engages in a continuous process of collegial, self-reflective dialogue about how to improve student learning and organizational processes. Formal structures for district- and campus-wide dialogue include councils, committees, retreats, and forums of the disciplines, departments, student services offices, Senate, and President's Cabinet. Informal dialogue takes place daily in a variety of settings, ranging from workshops, e-mails, and collegiate luncheons to campus locations—labs, classrooms, offices, and hallways—throughout the campus. Formal mechanisms for dialogue with community stakeholders, including the President's Community Advisory Group and the District's Measure C Bond Oversight Committee, augmented by informal dialogue facilitated by campus representatives' active participation in local chambers of commerce, service organizations, and local government initiatives, ensures that the community remains an active participant in institutional dialogue affecting student learning. A positive

atmosphere and congenial working environment are the best evidence of Norco's effectiveness in engaging in an honest and truthful "campus conversation" driven by commitment to student learning.

Institutional Integrity

Norco Campus has endeavored to meet the needs of its community with integrity and honesty in all its operations. Its mission statement is carefully designed to present an easily understood message of accessibility and welcome to the diverse student and community groups it serves. The publication of a separate catalog and schedule of classes for Norco Campus is an important step forward in Norco's commitment to represent itself to its stakeholders in an accessible and transparent fashion. The integrity and honesty of Norco Campus are demonstrated in ongoing processes of dialogue and planning in which the mission is integral to decision-making and progress in achieving student learning outcomes. Through the self-study experience, the campus has grown to realize, more than ever before, its integrity and deep-rooted commitment to students and their educational journeys.

Standard II.A
Instructional Programs

Standard II: Student Learning Programs & Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A: Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

The mission statement of Norco Campus states, "[We] equip our students with the knowledge and skills to attain their goals in higher, career/technical, and continuing education, workforce development, and personal enrichment (II.A.1-1).[37] Norco Campus has also dedicated itself to upholding the Riverside Community College District's mission to work "in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves" (II.A.1-2). The mission statement of Norco, while consistent with the mission of the district as a whole, emphasizes the needs of the Corona-Norco area in which the college is located. For example, the area served by Norco Campus continues to grow and attract jobs in manufacturing and logistics, and programs have been developed to meet that need. In

[37] The Norco Campus Mission Statement is as follows: *Norco Campus provides educational programs, services, and learning environments for a diverse community. We equip our students with the knowledge and skills to attain their goals in higher, career/technical, and continuing education; workforce development; and personal enrichment. To meet the evolving community needs, Norco Campus emphasizes the development of technological programs. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination, learning outcomes assessment, ongoing dialogue, planning, and improvement.*

addition, engineering, robotics, construction, logistics, computer gaming, and computer art courses supplement our technology programs while our STEM Partnership with the University of California-Riverside and the recently enacted Dual Admissions Program with California State University-San Bernardino help our students to achieve their goals in higher education.

Our faculty and administrators work closely with the district's Offices of Institutional Research and Institutional Effectiveness to identify student learning needs and assess progress in meeting stated student learning outcomes. The district issues a number of documents that measure demographics, diversity, and community economic trends within the Norco Campus service area and provides guidelines and standardized reporting mechanisms for both instructional and non-instructional unit reports. These include:

- *RCCD Fact Book 2008* (II.A.1-3)
- Environmental scans (2002 and 2007) (II.A.1-4a, II.A.1-4b)
- Office of Economic Development publications (OED) (II.A.1-7)
- *Program Review Background and Guidelines* for discipline and non-instructional units. (II.A.1-6a, II.A.1-6b, II.A.1-6c)

Details on campus persistence, transfer rates, retention, and other measures are available in the *RCCD Fact Book*; quantitative data for individual disciplines and non-instructional units is supplied by the Offices of Institutional Research and Institutional Reporting; further data about the community served by Norco Campus is provided by the environmental scans and the publications of the OED. All this information is evaluated within the instructional comprehensive program review documents generated once every four years by each discipline district-wide. In addition, to ensure that campus-based needs are evaluated and met in a timely manner, an Annual Program Review updates the status and needs unique to each campus discipline (II.A.1-7). Data and evaluations from the annual program review documents drive the Norco Educational Master Plan and resource allocation (II.A.1-8, II.A.1-9).

In particular, data regarding student persistence, retention, grades, numbers of degrees and certificates conferred, and graduation and transfer rates are carefully reviewed and analyzed in order to (1) identify new educational needs and demographic trends in the student communities served by Norco Campus, and (2) maintain planning that is flexible and responsive to the learning needs of the Norco student population.

To assess progress toward achieving student learning outcomes, Norco Campus representatives work closely with district governing bodies to ensure that a majority of courses now have clearly stated, integrated student learning outcomes (SLOs) (II.A.1-10). Norco disciplines have begun, or are actively working on, continuing assessment projects with the assistance and support of the new Assistant Dean of Student Success. A pilot project to assess the Critical Thinking outcome was completed during summer 2008 (II.A.1-11a); a second project to align course SLOs to General Education SLOs was completed during summer 2008 as well (II.A.1-11b). Results of these two projects are forthcoming. Both projects were undertaken and completed by Norco faculty and a Norco institutional researcher. All of these efforts have helped Norco Campus modify and conduct its programs to meet identified student needs.

As evidence of progress toward meeting the needs of the identified student community since 2001, the number of degrees awarded to Norco students has increased from 338 degrees and 39 certificates in 2001-2002 to 557 A.A./A.S. degrees and 261 state and local certificates in 2007-2008 (II.A.1-3).

Norco Campus offers over 27 degree and/or certificate programs for which coursework can be taken completely on the Norco campus (II.A.1-3, II.A.1-12).

One primary means by which Norco Campus identifies student educational needs and assesses progress towards achieving student learning outcomes is through program review. The main features of program review that identify student educational needs and drive the collection of data include the following:

- Academic planning at the campus level undertaken by means of annual campus review reports for each discipline, student services program, and/or administrative unit; these annual reviews serve as the tools through which Norco campus entities evaluate their effectiveness in improving student learning. (II.A.1-13a, II.A.1-13b, II.A.1-14a, II.A.1-14b, II.A.1-15)
- A review of data (supplied by Office of Institutional Research) relevant to each discipline or unit
- Review and revision of discipline course outlines of record (CORs), including review and/or development of SLOs for those courses
- A campus-specific plan for assessing course SLOs as well as evaluating and acting upon the results of any assessment projects that have already been completed. (II.A.1-16)
- Campus-wide and discipline-wide dialogue on SLOs, data interpretation, and assessment and their relationship to student learning.[38] (II.A.1-17)

In brief, the process of identifying student needs begins with comprehensive program review undertaken every four years supplemented by a campus-based annual component that evaluates processes and programs while linking resource needs to campus structures and student learning; the annual process is paralleled in the Student Services and Administrative units with strategic planning and resource allocation occurring through the following reporting and advisory bodies (II.A.1-9, II.A.1-18):

- Norco Campus Academic Planning Council (NAPC) (II.A.1-19a)
- Norco Campus Administrative Planning Council (NAdPC) (II.A.1-19b)
- Norco Campus Student Services Planning Council (NSSPC) (II.A.1-19c)
- Norco Campus Strategic Planning subcommittees (II.A.1-19d, II.A.1-19e, II.A.1-19f, II.A.1-19g)
- Norco Campus Strategic Planning Committee Co-chairs Council (II.A.1-19h)
- Norco Campus Strategic Planning Committee (NSPC). (II.A.1-19i)

Norco established the Strategic Planning Committee (NSPC) in fall 2005. It is a committee of the whole; all of the campus's faculty, staff, administration, and students are NSPC members. Each faculty and staff member, along with student representatives, is assigned by the Norco President, in consultation with the Academic Senate President, to one of the following four subcommittees with specific responsibilities to ensure dialogue and self-reflective consideration of all major decisions related to the improvement of student learning at Norco:

- Institutional Mission & Effectiveness
- Student Learning Programs & Services
- Resources

[38] Assessment results are reported to the District Office of Institutional Effectiveness and are made publicly available on the DAC website. These results are used to maintain and revise the common district-wide curriculum as needed and to respond to data supplied by the district and administration regarding FTEs, student retention, and success rates within disciplines and issues of broader concern consonant with effective scheduling and program management across all three campuses in the district.

- Leadership & Governance.

Other systematic processes and procedures used at Norco Campus to ensure that all programs, disciplines, and courses are assessed for currency, teaching and learning strategies, and student learning outcomes include the following:

- Norco Educational Master Plan (EMP) (II.A.1-8)
- District Matriculation Plan (II.A.1-20)
- Community College Student Effectiveness Questionnaire (CCSEQ, administered in 2004, 2006, and 2008) (II.A.1-21a, II.A.1-21b)
- Open Campus online course student surveys (II.A.1-22)
- Student Learning Outcomes and assessment training undertaken by the district Office of Institutional Effectiveness (II.A.1-23), the District Assessment Committee, the Campus Faculty Development Coordinator, and the Associate Dean for Student Success.

The Norco Educational Master Plan is generated in collaboration with campus departments, which analyze program review reports. Departments then develop and prioritize goals for class scheduling, facilities, equipment, and staffing based on their assessment of program and department needs within the context of institutional effectiveness in meeting student learning goals. Comprehensive quantitative data provided by the district is then integrated into the planning processes conducted by each discipline, department, and program (II.A.1-8).

The Norco Campus Matriculation Plan, published in October 2008, outlines the major service area outcomes and general goals for maximizing community-college access to all categories of students during the admissions, orientation, assessment and counseling, and follow-up stages of the matriculation process (II.A.1-20). The various student support services programs involved in this process coordinate their services and receive training in methods of enhancing student learning and access. Staff and counselors involved in matriculation services at Norco Campus rely on a variety of research measures to accomplish their goal of meeting student educational needs, including:

- Use of longitudinal databases to track entering student cohorts throughout their educational experience
- Reliability and validation research to maintain valid placement cut-off scores
- Publication of a Student Success Report that contains critical data on the district's student body, including but not limited to retention rates, persistence rates, withdrawal data, and grade-point averages. Information is aggregated by various classification categories, such as campus location, division, full- or part-time status, day/evening status, first-generation status, matriculation status, matriculation-services usage, basic skills enrollment, and various educational goals as well as the demographic variables of ethnicity, gender, age, and disability.
- Evaluation of impact of matriculation on basic skills, including the number of students recommended into basic skills courses, the completion and success rates of students enrolled in basic skills, and the progress of students from basic skills courses to associate degree-applicable courses
- Research and reporting to local high schools regarding recent high school graduates' aggregate performance information, including placement, retention, persistence, and grade-point average
- Assessment of retention and persistence rates.

Community College Student Effectiveness Questionnaire (CCSEQ): This survey was administered in 2004 and re-administered in 2006 and 2008. It rates students' satisfaction with their overall experience at RCC-Norco, the campus environment, faculty, staff, and campus safety (II.A.1-21a, II.A.1-21b). The CCSEQ provides some indirect measures of whether or not students are meeting stated General Education SLOs. It is a first step towards the assessment of district-wide General Education SLOs.

Open Campus Online Course Student Survey (2005): This survey was designed to ensure that distance-learning courses meet the needs of students (II.A.1-22). Results of the survey indicate a high interest in taking online courses. Significant data revealed that:

- More than half of the students surveyed had taken a previous online course
- Forty-eight percent had one or more children at home
- Sixty-six percent work 25+ hours per week
- Only half of the students would have been able to take the course if it was only offered face to face
- More than 2/3 plan to transfer to a four-year institution
- Eighty-five percent would consider taking another RCC online class in future.

Norco administrators, staff, and faculty have been identifying emerging student needs through multiple measures and self-evaluation to ensure that, regardless of what learning modality is used, students are being given the best opportunity for quality education; to meet that goal, "as a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement" (Norco mission statement IIA.1-1).

Self-Evaluation

The standard is met. Since the last accreditation visit, Norco Campus administrators and faculty have utilized district and campus data from the research studies and surveys described above as well as information provided in program reviews to (1) identify emerging student needs, (2) use assessment results to make improvements in SLOs and pedagogy in several disciplines, (3) assess the institution's progress toward addressing those needs, and (4) make more informed decisions about the varied courses and programs the college should offer to its students.

For example, increased student learning was measured district-wide in 20 of 25 areas between the 2004 and 2006 surveys; at Norco, gains were measured in 21 of 25 areas (II.A.1-21a). The gains were statistically significant in four areas: understanding art, music and theatre; understanding mathematical concepts; understanding science and technology; and putting ideas together. Norco Campus showed favorable results with regard to following areas:

- acquiring skills for a specific job
- interest in political and economic events
- seeing the importance of history
- arts and communication
- perspectives on the world.

The Open Campus Online Survey results indicate a strong need for and interest in the online instructional-delivery mode by a serious working-adult population that is seeking bachelor's degrees in the near future.

Closer analysis of demographic information that affects enrollments and learning needs for the Norco-Corona area will enable Norco Campus to define itself more clearly as a distinct entity within the district. Recent

dialogue with Norco faculty and disciplines undergoing program review also indicates a need for additional regional and campus-driven data studies.

Norco Campus has made significant progress in generating and using data to meet its mission of maintaining an effective, learner-centered institution responsive to student needs. Seventy-one percent of full-time and part-time faculty members surveyed in fall 2008 "agree" or "strongly agree" that "Norco assesses student learning outcomes for its courses, degrees and/or programs" (II.A.1-24, II.A.1-25). The percentage of faculty members agreeing with the statement that "Norco uses the results of its SLO assessments to make improvements" increased from 49 percent to 70 percent between 2007 and 2008, indicative of dramatic progress with regard to this measure of institutional effectiveness. Though SLOs have not yet been developed for all degrees and certificates, the vast majority of disciplines and programs have developed and begun to assess their SLOs. Furthermore, district-wide General Education SLOs have been approved by the Board of Trustees. Development of SLOs and assessment of their effectiveness in improving student learning are ongoing processes to which the institution remains committed.

Planning Agenda

- Conduct additional analysis of campus, community, and regional educational needs and utilize the results of these studies to further refine the mix of programs and services offered.
- Continue refining and assessing the effectiveness of SLOs for all courses, degrees, certificates, and programs.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Instruction at Norco Campus reflects an institutional commitment to stated curricular objectives and to the current and future learning needs of its students. Norco employs multiple means of delivery and time formats to accommodate the diverse needs and proficiencies of the population it serves (II.A.1-26). Traditional classes are not limited to lecture but include a variety of media-based enhancements, modes of delivery, pedagogical approaches, and instructional methods and techniques. These include laboratory activities and projects, portfolio preparation, oral and dramatic presentations, team teaching, faculty office hours, tutoring, and many more.

In addition, distance education has become a highly desirable means of course delivery to meet current student educational needs at Norco. The increased traffic along the I-91 and I-15 corridors adjacent to the campus has created a demand for alternatives to traditional on-campus instruction, making our limited weekend offerings and online modes of delivery increasingly popular. A variety of distance education formats is offered at Norco and throughout the district through Open Campus including:

- Web-enhanced, hybrid and online courses (II.A.1-27)
- Recorded audio-video lectures and PowerPoint presentations (II.A.1-28)
- Real-time online lectures, virtual office hours, and review sessions utilizing the California Educational Technology Collaborative's cccconfer project (II.A.1-29a, II.A.1-29b)
- Podcasting (mp3) lectures and presentations (audio and video) through contract with iTunesU (II.A.1-30)

- e-Portfolios are in current use at Norco as part of a pilot project led by a Norco faculty member (II.A.1-31). Student e-portfolios encourage personal reflection and self-assessment, help develop critical thinking and other metacognitive skills, and strengthen information and technical literacy. Besides their role in learning enhancement, e-portfolios contribute to student retention in the programs in which they are used, and they can function as virtual resumes by employers and transfer institutions.

Web-enhanced classes provide supplementary learning resources and course document distribution; **hybrid courses** combine face-to-face delivery with distance instruction for enhancement of instruction and increased distribution of class resources; and **online courses** are often presented in a multimedia instructional format which allows for increased student participation and flexibility. **Camtasia software** allows instructors to create streaming audio and video as well as integration of online chalkboards and PowerPoint presentations. Once created, videos are made accessible to students via links to our Norco Online Presentation Library maintained at screencast.com (II.A.1-28).

Ccconfer resources provide a platform for real-time online interaction with students. Utilized for PowerPoint-aided lecture presentations, virtual office hours, and review sessions, the interactions can be archived for repeated student access throughout the semester (II.A.1-29b). A recent year-long contract with Apple, Inc. for multi-modal delivery of online course material through **mp3-format podcasting** and iTunesU has provided a new and student-friendly means of instruction for working students and those on the go. All of these modes of delivery are intended to create meaningful points of contact for the student and instructor and to meet current and future educational needs.

Norco employs a variety of scheduling options for students as well (II.A.1-26). In addition to the usual selection of classes offered from 7 a.m. to 10 p.m. in the traditional 16-week semester format, Norco offers **Late Start** (14-week) and **Fast Track** (8-week) classes as alternatives for students needing to round out a class schedule or those wanting a faster-paced class. **Success Track** scheduling (II.A.1-32), implemented in fall 2007, offers a variety of classes to fit busy students' lifestyles and learning styles. Additional **one-unit workshop classes** for basic skills and ESL students provide developmental instruction in study skills and/or target specific areas of academic need. **Weekend College** provides a condensed program of courses offered only on Friday evening and/or all day Saturday. While recent budgetary concerns have necessitated a reduction in the number of Weekend College offerings, we strive to continue to offer high-demand general-education courses and courses necessary for our career/technical certificates. This mode of delivery is especially popular with students who have full-time jobs or work schedules incompatible with traditional weekday-hour schedules.

Recent and current **Title V grants** as well as unique Norco Campus **Learning Communities** provide additional support and opportunities for our students. A five-year Title V grant completed in October of 2008, provided enhanced technical support for faculty in math and English; enabling the successful development and improvement of web-enhanced, hybrid, and online basic skills course in these areas (II.A.1-33a). In addition, the grant enabled the establishment of the Graphing Calculator Loan Program which helps to provide the necessary tools for success to our at-risk students (II.A.1-33b). Our current Title V grant is a cooperative endeavor between the Norco Campus, the University of California at Riverside (UCR), and our colleagues on the RCC-Moreno Valley

Campus. Administered by the RCC-Moreno Valley, the grant is dedicated to curriculum and faculty development projects in ESL and Math with the goal of increased student retention, success, and persistence in these disciplines. UCR provides faculty development colloquia for our instructors through their California Community College Collaborative (II.A.1-33c).

Learning communities on the Norco Campus include specialized educational opportunities, such as the Puente program, the Talented Tenth program, and TRIO programs such as Upward Bound and the Student Support Services (SSS) Program. These programs offer linked courses, peer-mentoring opportunities, guidance, faculty mentoring, and financial support through various district funding sources. These programs are closely monitored to ensure increased retention/completion rates and to expand opportunities for targeted student populations to be able to transfer to four-year colleges and universities (II.A.1-34a, II.A.1-34b, II.A.1-35).

As part of Norco Campus's effort to offer a comprehensive array of opportunities for our students, the **Norco Honors Program** was reinstated in spring 2009 (II.A.1-36a, II.A.1-36b). During this semester, the Norco Honors Program gained membership in the Honors Transfer Council of California and the UCLA Transfer Alliance Program (II.A.1-37). These memberships afford our students such enhanced transfer considerations as priority admission, housing priority, and scholarship opportunities to a variety of public and private four-year institutions. In addition to the classroom experience, Norco Honors students are offered the opportunity to participate in scholarly conferences and district-wide and locally organized excursions (II.A.1-38a, II.A.1-38b).

In addition to Norco's numerous programs and services providing a variety of modes of delivery to serve student needs, **individualized instruction** is available through the following programs:

- Tutorial Services
- Computer lab
- Math lab
- Writing and Reading Center
- Foreign Language lab
- Disabled Student Services & Lab

These areas provide one-on-one instruction with instructors and peer tutors, small-group instruction for students, and an atmosphere conducive to intellectual exploration. They are on-site, popular with students and faculty, and accessible to students at a variety of times. Disabled Student Services also utilizes lab facilities to provide alternative modes of testing for learning-disabled students. In addition, practicum classes are available in the computer, math, and writing labs for additional assistance (II.A.1-39a, II.A.1-39b, II.A.1-40, II.A.1-41a, II.A.1-41b, II.A.1-42a, II.A.1-42b, II.A.1-43).

Finally, the district **Study Abroad Program** provides unique opportunities for students wishing to learn about foreign cultures while earning academic transfer credit. Our well established full-semester study-abroad opportunities include the fall semester in Florence, Italy (fall 2009 will be our nineteenth year in Florence) and the spring semester in Oxford, England (spring 2010 will be our fifteenth year in Oxford). The Study Abroad program has offered full semester courses in economics, geography, political science, history, art, English, and humanities. With careful planning, participation in the Study Abroad program can be accomplished with no or minimal impact on a student's time-line toward graduation. In addition, two-week summer programs offer a single-unit course while experiencing various international cultures. Participants in the 2009 summer program traveled to Turkey while taking a single-unit course in humanities. Previous summer

programs have been offered in Paris, France; Salamanca, Spain; and Sendai, Japan (II.A.1-44).

Self-Evaluation

The standard is met. Norco Campus is committed to making education available and accessible to all of its students and the communities it serves. To facilitate this goal, the campus offers a variety of modes of instruction and delivery compatible with established curriculum and program objectives and attuned to demonstrable and/or expressed student needs. Eighty-nine percent of full-time and 78.5 percent of part-time faculty surveyed in fall 2008 agreed that "Norco encourages the use of different teaching methodologies as a response to learning styles of students" (II.A.1-24, II.A.1-25). As technological innovations continue to present new challenges and enhanced modes of instructional delivery, Norco faculty and staff will continue to examine—and adopt when appropriate—a variety of electronic media to improve the student learning experience.

Planning Agenda

- Continue to identify, monitor, and test new technology that enhances or improves the quality of online or face-to-face instruction.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Disciplines and non-instructional units at Norco participate in comprehensive program review with the other members of their discipline or program across the district. During program review, SLOs are identified for disciplines and non-instructional programs through a process of collegial dialogue and close, critical examination of curriculum and student support services needs. Course- and classroom-based assessment strategies have been explored, and assessment projects are underway or completed, resulting in changes in pedagogy, curriculum, or SLOs (II.A.1-45, II.A.1-46). Student Learning Outcomes for district-wide Areas of Emphasis and the certificate-level degrees have recently been developed and approved (II.A.1-47). In addition, program-level SLOs for Norco specific programs have also been developed and approved (II.A.1-48).

Norco Campus works continuously to encourage and evaluate assessment efforts at multiple levels and to use the results of assessment efforts to improve teaching and learning at Norco. Norco Campus participates in district-wide assessment dialogues and projects through the District Assessment Committee (DAC). The campus also engages in localized workshops and activities focusing on improving teaching and learning through course-based assessment (II.A.1-17).

At the outset of the 2008-2009 academic year, the Norco Campus established an objective of conducting assessments of course-level SLOs in 70 percent of all class offerings by the end of the fall 2008 semester and 90 percent of classes by spring 2009. To support the fulfillment of this objective, technical assistance from the Associate Dean of Student Success was made available to both full- and part-time faculty. The both fall 2008 and spring 2009 targets were exceeded and by the 2009-2010 academic year, significant improvements to course content and methods of instruction will have been made based on the results of these SLO assessments (II.A.1-49).

The DAC, in dialogue with the Academic Senate, the Program Review Committee, and the District Curriculum Committee, has

established General Education SLOs that are aligned with Title V requirements for higher-education coursework and communicate clear expectations for students receiving degrees and/or certificates.[39] Indirect measures of these SLOs include the CCSEQ, administered every other year since 2006 (II.A.1-21a, II.A.1-21b), and an additional district questionnaire that focused on the Gen-Ed SLOs administered in June 2006 (II.A.1-50). Two pilot projects focusing on General Education outcomes were completed in summer 2008. One project assessed the correlation between critical thinking (one of seven Gen-Ed outcomes) to units earned at RCCD. The second project aligned course-based SLOs to General Education SLOs. Both projects were directed by Norco faculty (II.A.1-11a, II.A.1-11b).

RCCD and its campuses have been working over the past six years on the establishment of student learning outcomes at the institutional, program, and course level. Measures of progress include the following:

- General Education SLOs have been established that apply to the district and its campuses as a whole; after much dialogue and collaboration with administrators, faculty, staff, and student groups, the District Assessment Committee (DAC) recommended these Gen-Ed SLOs to the Academic Senate and the Board of Trustees, which approved them at its December 2006 meeting. (II.A.1-51)
- Individual disciplines have begun an SLO "audit" in which they discuss the alignment of their SLOs with Gen-Ed SLOs.
- Specific SLOs for disciplines or programs as a whole have been established for all of the instructional disciplines and student support units that have completed program review.
- By fall 2008, course outlines of record for all courses in the district had been updated to include integrated SLOs. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.
- By summer 2007, over 35 disciplines had completed some portion of the assessment projects they had proposed in their Program Review Self-Studies. (II.A.1-16)
- Twenty disciplines reported that they had made changes to curriculum, instructional methods, delivery methods, or SLOs as a result of assessment. (II.A.1-45)
- In fall 2005, as part of an initial effort to assess the linkage between disciplines and General Education SLOs, disciplines completed a matrix in which they aligned their transfer courses with the General Education SLOs where appropriate. (II.A.1-52)
- In summer 2008, a pilot project assessing critical thinking (one of seven general education SLOs) was completed. (II.A.1-11a)
- In summer 2008, a project aligning course-based SLOs to General Education SLOs was completed. (II.A.1-11b)
- District-wide, 62 percent of the disciplines (34 of 55) have identified program-level SLOs; at the campus level, all career/technical programs offered exclusively at Norco have identified program-level SLOs, and most have begun the process of measuring them. (II.A.1-48)

As noted above, program review incorporates specific assessment tasks to help disciplines determine the effectiveness of

[39] The general education SLOs for academic and vocational degree programs within the district were approved by the Board of Trustees in December 2006 (Report II-D, December 12, 2006) for final approval and inclusion in the catalog.

stated SLOs in particular courses. In fall 2006, the Norco Curriculum Committee was recognized as a standing committee of the Norco Academic Senate and tasked with the curriculum approval process on the Norco Campus. Working in cooperation with the other campus-based curriculum committees and with the District Curriculum Committee, a workflow for curriculum development has been produced that includes development of appropriate SLOs at the course and program level. The Norco Curriculum Committee, along with the District Curriculum Committee and the Riverside and Moreno Valley curriculum committees, has worked to create a template for all course outlines of record to reflect applicable General Education SLOs and to ensure clear description of course-level SLOs (II.A.1-53). Norco utilizes via web-based curriculum software (CurricUNET) that provides a template for continuous SLO and General Education outcomes alignment throughout the curriculum development process. As disciplines complete program review, all new and revised CORs must incorporate updated SLOs and identify applicable Gen-Ed SLOs (II.A.1-53, II.A.1-10).

Certificates are also reviewed by the curriculum committee for adherence to discipline and state requirements, and in spring 2007, the curriculum committee began to review certificate programs for clearly stated student learning outcomes. Faculty and management have also responded to identified educational objectives by formulating strategic planning initiatives at the district level and responding to those initiatives at each campus (II.A.1-36, II.A.1-37).

Assessment and SLOs at Norco Campus

With the establishment of the Norco Curriculum Committee, the administrative support of the new office of Student Success, and the ongoing work of Norco faculty as active members on the District PRC, the DAC, and the District Curriculum Committee, the Norco Campus has taken the lead in encouraging its discipline faculty to engage in program review, to create and revise integrated course outlines of record incorporating the new SLOs, and to develop course- and classroom-based assessment projects. Assessment, program review, and SLOs-based activities at Norco include:

- Course- and classroom-based assessment projects at Norco Campus (English, humanities, ESL, math, and library)
- Deep involvement of Norco faculty in the district's Program Review and Assessment Committees (Co-chairs on both committees are from Norco.)
- Development by a Norco faculty member of the *Course Outline of Record Guide* to facilitate writing integrated course outlines of record incorporating appropriate SLOs
- Strong, active membership of the faculty co-chair of the Norco Curriculum Committee in the District Curriculum Committee
- Active involvement of Norco faculty in providing in-service training on the writing of clear SLOs and integrated course outlines at both campus and district level
- Primary involvement of Norco faculty in assessment training and assistance to disciplines in writing and implementing assessment projects at both campus and district level
- Writing of SLOs for instructional units at Norco Campus, including departments and Norco-based occupational programs
- Development of Norco's mission statement and discussion of its relationship to the district's Gen-Ed SLOs
- Participation of Norco faculty in workshops to develop Gen-Ed SLOs for the district (fall 2003).

Self-Evaluation

Dramatic progress has been made toward meeting this standard. Disciplines and certificate programs at Norco participate in and comply with all program review, curriculum revision, and assessment procedures established by the district and approved by the academic senates and appropriate decision-making bodies. Computer information sciences and business administration disciplines are working on a model SLOs framework for certificates and degrees offered by their disciplines. Student learning outcomes have been developed for a majority of degree and certificate programs in the district and for all career/technical programs offered exclusively at Norco.

Since fall 2006, the district's Associate Vice Chancellor of Occupational Education has been working with occupational education faculty on the formulation of program-level SLOs and the establishment of meaningful assessment tools. With the decentralization of career/technical program oversight to the campuses in 2008, this function is now performed by the Dean of Instruction and Vice President for Educational Services. The survey results cited in section I.A.1.a above, indicating that the proportion of faculty agreeing that "Norco uses the results of its SLO assessments to make improvements" increased by 40 percent between 2007 and 2008, provides dramatic evidence of the magnitude of the campus's recent improvement in regards to compliance with this standard.

Planning Agenda

- Continue to measure student achievement of program-level SLOs for those programs active on the Norco Campus.
- Continue to develop assessment tools and procedures for programs and disciplines and use the results of these assessments to make improvements to courses and programs, with the goal of conducting SLO assessments in 100 percent of course offerings by 2009-2010.
- Conduct additional assessment-activities and SLOs training at the Norco Campus.

List of References

II.A.1-1	Norco Campus mission statement
II.A.1-2	RCCD mission statement, *RCCD College Catalog*
II.A.1-3	*RCCD Fact Book 2008*
II.A.1-4a	Environmental Scan, 2002
II.A.1-4b	Environmental Scan, 2007
II.A.1-5	Office of Economic Development Publications
II.A.1-6a	*Comprehensive Instructional Program Review Background and Guidelines*
II.A.1-6b	*Campus Administrative Program Review Background and Guidelines*
II.A.1-6c	*Student Services Program Review Background and Guidelines*
II.A.1-7	Instructional Annual Program Review Template, sample
II.A.1-8	Norco Educational Master Plan
II.A.1-9	Norco Campus Prioritization Process
II.A.1-10	Website: CurricuNet: http://www.curricunet.com/RCCD/
II.A.1-11a	Assessment Project: Critical Thinking
II.A.1-11b	Assessment Project: Alignment of Course SLOs with General Education SLOs
II.A.1-12	*Schedule of Classes*, fall 2008
II.A.1-13a	Annual Instructional Program Review, sample

II.A.1-13b	Website: Annual Instructional Program Review Reports: http://www.rccdfaculty.net/pages/Annual%20Program%20Review%202008/2008_Annual_PR_index.htm
II.A.1-14a	Campus Administrative Unit Program Review 2008, sample
II.A.1-14b	Website: Administrative Unit Program Review Documents: http://www.rccdfaculty.net/pages/Administrative_Program_Review_2008/administrative_reports_2008.html
II.A.1-15	Student Services Program Review 2008
II.A.1-16	Norco Assessment Project Summary; Office of Associate Dean of Student Success
II.A.1-17	SLO Workshop Flyers/announcements fall-spring 2008
II.A.1-18	Norco Campus Strategic Planning Implementation Process
II.A.1-19a	Statement of Purpose: Norco Academic Planning Council (NAPC)
II.A.1-19b	Statement of Purpose: Norco Administrative Planning Council (NAdPC)
II.A.1-19c	Statement of Purpose: Norco Student Services Planning Council (NSSPC)
II.A.1-19d	Statement of Purpose: Norco Strategic Planning subcommittee: Institutional Mission and Effectiveness
II.A.1-19e	Statement of Purpose: Norco Strategic Planning subcommittee: Student Learning Programs and Services
II.A.1-19f	Statement of Purpose: Norco Strategic Planning subcommittee: Resources
II.A.1-19g	Statement of Purpose: Norco Strategic Planning subcommittee: Leadership and Governance
II.A.1-19h	Statement of Purpose: Norco Strategic Planning Committee Co-chairs Council
II.A.1-19i	Statement of Purpose: Norco Strategic Planning Committee (NSPC)
II.A.1-20	District Matriculation Plan
II.A.1-21a	CCSEQ, 2004 and 2006
II.A.1-21b	CCSEQ, 2008
II.A.1-22	Open Campus Student Survey
II.A.1-23	Norco Leadership Forum: Feb. 23-24, 2006; SLO workshops agenda and notes
II.A.1-24	Report: 2008 Full-time Faculty Accreditation Survey
II.A.1-25	Report: 2008 Part-time Faculty Accreditation Survey
II.A.1-26	*Schedule of Classes*, fall 2008, pp 97 - 129
II.A.1-27	Website: Open Campus: http://www.opencampus.com
II.A.1-28	Website: Norco Campus online presentation library: http://www.screencast.com/users/RCCNorco
II.A.1-29a	Website: California Educational Technology Collaborative: http://www.cccetc.org/projects/confer.php
II.A.1-29b	Website: CCCConfer: http://www.cccconfer.org/
II.A.1-30	Contract with iTunesU and Apple for mp3 lecture distribution (October 2006 Board book)
II.A.1-31	Website: e-Portfolio, example
II.A.1-32	Success Track schedule, sample
II.A.1-33a	*Schedule of Classes*, spring 2009; highlight web-enhanced, hybrid, and online basic skills courses in English and math
II.A.1-33b	Flyer: Graphing Calculator Loan Program
II.A.1-33c	Title V grant: UCR California Community College Collaborative colloquia
II.A.1-34a	Pamphlet/report: Puente Program
II.A.1-34b	Pamphlet/report: Talented Tenth Program
II.A.1-35	Pamphlet/report: TRIO Programs
II.A.1-36a	Website: Norco Honors Program: http://academic.rcc.edu/norco/honors/index.jsp

II.A.1-36b Norco Honors Program Brochure
II.A.1-37 Website: Norco Honors Program transfer agreements: http://academic.rcc.edu/norco/honors/transfer.jsp
II.A.1-38a Flyer: RCCD Honors Program excursion, sample
II.A.1-38b Flyer: Norco Honors Program excursion, sample
II.A.1-39a Flyer: Norco Campus Tutorial Services
II.A.1-39b Report: Norco Campus Tutorial Service Usage
II.A.1-40 Report: Norco Campus AccuTrack usage reports (WRC usage reports)
II.A.1-41a Flyer: Norco Campus math lab
II.A.1-41b Report: Norco Campus math lab usage
II.A.1-42a Flyer: Norco Campus CIS lab
II.A.1-42b Report: Norco Campus CIS lab usage
II.A.1-43 Report: Norco language lab positive-attendance, fall 2008
II.A.1-44a Study Abroad brochure(s) and flyers
II.A.1-44b Website: Study Abroad Program: http://www.rcc.edu/services/studyAbroad/index.cfm
II.A.1-45 "RCCD Outcomes Assessment Committee History"
II.A.1-46 Sample assessment projects (English, math, ESL)
II.A.1-47 SLOs for Areas of Emphasis and certificate degrees
II.A.1-48 SLOs for Norco-specific certificate degrees/programs
II.A.1-49 Norco Assessment Project Summary; Office of Associate Dean of Student Success
II.A.1-50 District Assessment Committee Student Survey, 2006
II.A.1-51 Board Minutes December 2006: Approval of General Education SLOs
II.A.1-52 General Education SLO/Course Alignment Matrix
II.A.1-53 *COR Guide:* District Curriculum Committee
II.A.1-54 "District Strategic Initiatives, 2005-2010," *Fact Book, 2008*
II.A.1-55 "Norco Response to District Strategic Initiatives," *Fact Book, 2008*

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

The quality and improvement of courses and programs at Norco Campus depends upon the collaboration of faculty members with members of their discipline throughout the district as well as coordination of the Norco Curriculum Committee with the District Curriculum Committee; the District Program Review and Assessment Committees; the district and Norco Academic Senates; the Dean of Instruction and Vice President of Educational Services; the Vice Chancellor of Academic Affairs; the Office of Institutional Effectiveness; and the district articulation officer. Career and Technical Education programs also require the input of the Dean

of Instruction, who oversees Career and Technical Education at Norco and various industry advisory committees (II.A.2-1).

The design and identification of learning outcomes for programs and courses is undertaken by discipline faculty in the course of the regular review of curriculum and course outlines that takes place both as part of and supplemental to the program review process. The curriculum committee uses the following documents as part of its procedure for approving and evaluating these courses and programs:

- California Community Colleges' *Program and Course Approval Handbook*, CCC Chancellor's Office (II.A.2-2)
- Riverside Community College District's *Curriculum Handbook*. This document summarizes state and local guidelines, utilizing college and district surveys, statistics, observations, and demographic information to ensure that the district's courses, degree, and certificate programs meet or exceed state and local descriptions and regulations. (II.A.2-3)
- State Academic Senate documents specifying best practices for courses and programs as well as policies for pre-requisites, co-requisites, advisories, and limitations on enrollment (II.A.2-4, II.A.2-5)
- Curriculum Committee's *Course Outline of Record Guide* (II.A.2-6, II.A.2-7)
- CurricUNET templates (II.A.2-8)
- The district's *Locally Developed Program Approval Process* for occupational programs (II.A.2-9)
- Title V of California Education Code
- ACCJC's Distance Learning Manual (II.A.2.10).

As of the end of the 2007-2008 academic year, student learning outcomes had been identified for all Riverside Community College District courses. In addition, to ensure continued quality and review of both new and existing courses and programs, particularly in pre-collegiate and developmental course areas, Norco Campus relies on the following:

- Faculty commentary on new curriculum across all campuses in the district, promoting a district-wide common curriculum
- Regularly scheduled departmental and discipline meetings related to course offerings
- Use of persistence and retention data to evaluate programs and courses in developmental areas
- Workshops, FLEX activities, institutes, and dialogue dedicated to curriculum issues
- Regularly scheduled four-year comprehensive program reviews for academic and career/technical disciplines, student support programs, and administrative units.

These standards and procedures are applied to all course offerings, regardless of the time of scheduling, format, location, type of course (contract or regular, degree credit or non-degree credit), level (remedial, pre-collegiate, transfer), or mode and length of delivery. Finally, each committee or decision-making body associated with the design, implementation, and assessment of courses and programs at an appropriate level of quality is faculty driven, thus assuring the central role of faculty in the creation and monitoring of instructional courses and programs.

Self-Evaluation

The standard is met. In fall 2006, creation of campus-based curriculum committees wase

approved. These committees address local curriculum issues. The Norco Academic Senate and the District Academic Senate approved a curriculum plan and process for the campus and the district in November 2008. The new curriculum-approval procedures allow for intercampus collaboration on courses and programs common to multiple campuses while accommodating campus autonomy for programs and courses unique to a particular campus, thereby reconciling the district's "one-district, one-curriculum" philosophy with the need for greater campus autonomy in curriculum matters (II.A.2-7).

Norco Campus has developed processes and procedures for its local curriculum committee. Beginning in the fall 2008 semester, the Norco Curriculum Committee began approving campus-specific courses and program offerings. During spring 2009, the committee began reviewing and approving program SLOs for career/technical certificates and degrees offered exclusively by the campus. Norco administrators and faculty have participated actively in the deliberations and decisions of the local curriculum committee and intend to attend and participate in the state Curriculum Institute.

Planning Agenda

None

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

As detailed previously in Standard II.A.1.c., Norco Campus participates actively in a faculty-driven program review process that incorporates the clear formulation and measurement of student learning outcomes. Norco faculty members also have a strong presence on the District Assessment Committee, which has trained faculty in developing an assessment plan for disciplines and programs.

Regular assessment of student progress in achieving identified SLOs and regular reporting of disciplines' and non-instructional units' use of assessment to make improvements to their pedagogy, courses, and programs have been incorporated into the program review process in the form of discipline- and student services-based assessment plans. In addition, Norco Campus administers district-approved competency-level assessments in English, ESL, math, and foreign languages that are established, approved, and regularly reviewed by faculty.

Besides assisting on various district and local committees responsible for monitoring the quality and rigor of general education courses and transfer degrees, the campus is also committed to promoting career/technical education programs under the guidance of faculty experts and industry advisory groups. Programs in this area include manufacturing technology, logistics management, construction technology, computer applications technology, computer information systems, real estate, engineering technology, and machine-shop technology. Career- and technical-course, certificate and degree proposals are subject to all of the same standards and procedures for the development and assessment of student learning outcomes as general and transfer courses and degrees (II.A.2-9).

Advisory committees established for vocational programs include representation from both full- and part-time faculty in the respective discipline as well as community/business members currently working in related fields. These committees meet annually or more often as needed. A major topic of discussion at these advisory meetings concerns the extent to which the curriculum meets the workforce needs of the respective industries. Advisory members also give input regarding basic skills needs that enhance a student's ability to be successful in the workplace (II.A.2-1). An active goal of such advisory groups is to identify competency levels and to recommend student learning outcomes for the career/technical courses, certificates and degree programs under their review (see Standard II.A.2.b).

The district's Office of Institutional Research is working with campus-based career/technical educational administrators to develop an instrument to measure employers' perceptions of occupational education students and/or graduates. This measure will be used to gather performance data relative to Norco Campus's certificate- or degree-receiving students in the workplace. The results will be shared with the career/technical education disciplines and be used to inform program changes and improvements.

Self-Evaluation

The standard is met. Norco Campus follows procedures established by the District Assessment, Program Review, and Curriculum Committees to develop and measure student learning outcomes in both transfer and career and technical programs. Norco relies on faculty expertise and the recommendations of advisory committees as appropriate to identify competency levels and student learning outcomes for courses, certificates, and programs. Student learning outcomes have been developed for all courses and campus-based career/technical programs. Assessment tools are being developed and implemented by faculty with the support of the district's Assessment Coordinator and campus-based administrators of career/technical programs.

Planning Agenda

- Design and conduct surveys of employers in an effort to determine their level of satisfaction with graduates of career/technical education programs.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Norco Campus offers a curriculum which is appropriate in breadth, depth, and rigor for an institution of higher learning. Courses and programs are created by faculty and monitored for adequate quality and rigor by the Norco Curriculum Committee comprised of faculty with administrators acting in advisory roles. The Curriculum Committee works with the District Curriculum Committee, Program Review, and Assessment committees in assisting departments and disciplines to facilitate up-to-date, accurate, integrated course outlines of record. The curriculum committee closely monitors the necessity for advisory, co-requisite, and/or pre-requisite coursework to increase opportunities for success by building students' cumulative knowledge appropriately. The Norco Curriculum Committee meets bi-weekly throughout the academic year.

All district curricula meet the following standards:

- Appropriateness to mission

- Demonstrable need (student demand, industry/job-market needs, etc.)
- Quality—each program is designed so that successfully completing the program requirements enables students to fulfill the program goals and objectives. Courses and programs are integrated, with courses designed to effectively meet reasonable learning outcomes and the goals and objectives of the programs for which they are required.
- Feasibility—Norco Campus has the resources necessary to maintain the program and/or the resources needed to offer the course at the level of quality described in the course outline.
- Compliance as appropriate with all laws and regulations.

Completion of programs in a timely fashion and synthesis of learning are assured in the case of academic or transfer curricula by the general education degree curriculum, guided by the General Education SLOs established district-wide and approved by the Board in spring 2006. Department chairs and assistant chairs work with the Dean of Instruction to schedule courses in a manner that assures students opportunities for timely completion of their programs. Time to completion and synthesis of learning are an integral part of career and technical education certificates and programs and monitored by faculty, administrators, and industry advisory groups.

Self-Evaluation

The standard is met. The faculty is committed to providing high-quality, rigorous instruction, and curriculum for their students. Standards and guidelines for curriculum development are clear and purposeful. All courses, certificates, and programs are clearly defined, and the requirements are disseminated to the public using multiple means. The curriculum process and the program review procedures are designed to facilitate systematic review of course outlines of record. The faculty engages in continuous dialogue concerning the feasibility of developing additional transfer degree and career/technical programs.

Planning Agenda

None

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The faculty recognizes that students who attend Norco are diverse in many ways and have a variety of learning styles and needs. Significant differences among student groups are evidenced in the range of age groups among students, the mix of students who are high achievers and students for whom learning is a struggle, and the students' varied work schedules and often heavy family responsibilities. Students come to Norco with widely varying levels of technical and academic knowledge, experience, and preparation for success in college coursework. As such, most faculty understand the importance of utilizing multiple delivery modes and teaching methods to meet these divergent student needs and learning styles. (Please see response to Standard II.A.1.b. for details about delivery modes.)

Regarding teaching methodologies, neither traditional nor distance-education classes are limited to lecture but include a variety of media-based enhancements, pedagogical approaches, and instructional methods and techniques. These include online discussion boards, synchronous chats, laboratory activities and projects, standard and eportfolio preparation, oral and dramatic

presentations, team teaching, faculty office hours, supplemental instruction, and one-on-one tutoring, among others. Discussions about student needs and learning styles occur in a variety of ways, including through local and district-organized FLEX workshops. Learning modules dealing with pedagogical methods and techniques are available for instructors online through 4faculty.org (II.A.2-11). Recognition of the growing number of community college students entering college with pre-collegiate reading, writing and math skills prompted the campus to establish the Student Success Committee in fall 2007, which has developed and is implementing a comprehensive strategy for addressing the needs of these students by coordinating activities supported by the Basic Skills Initiative, Title V, and other institutional initiatives. Chaired by the Associate Dean for Student Success and comprised of faculty and staff (from both instruction and student services) and students, the mission of the committee is to "increase the proportion of RCC-Norco students who achieve their educational goals by increasing the rate of success in basic skills courses and reducing the attrition rate of students prior to goal attainment."

Self-Evaluation

The standard is met. Norco Campus is committed to providing and exploring effective modes of delivery and teaching methodologies that promote student success.

The faculty maintains and improves their teaching skills through workshops and conferences that present new pedagogical approaches and instructional methods and techniques. Training for online faculty is provided by Open Campus, which has assigned a trainer to the Norco Campus on a regular basis. Staff, administrators, and faculty participate in frequent workshops, retreats, and FLEX activities to keep current with instructional trends. Faculty conduct formal and informal assessments to evaluate the effectiveness of various modes of delivery and instruction and to ensure that student learning outcomes are being met.

Planning Agenda

None

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

As discussed in Standards II.A.2.a and II.A.2.c, the continuing evaluation and revision of all courses and programs through comprehensive and systematic program review is an essential part of Norco's commitment to providing a quality academic environment. The State Academic Senate has recognized that "the principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily to further their own growth, and to identify weak performance and assist programs in achieving needed improvement" (II.A.2-12).

As a consequence, the comprehensive instructional program review process, conducted on a regular four-year cycle, addresses systematically each discipline's courses and pedagogy and other developments related to the future of the discipline across the district. (Career/technical programs are reviewed on a two-year cycle.) Through this process, faculty engage in an ongoing analysis of the relevance and appropriateness of courses in their respective disciplines and make needed improvements to learning outcomes based on defined assessment projects (II.A.2-13). The new annual program review update process

asks each discipline or program to address its resource needs (staffing, facilities, equipment) at each campus and to provide an update on outcomes assessment activities undertaken in the preceding year (II.A.2-14).

In order to implement ongoing, systematic review of programs and courses district-wide, the District Program Review Committee focuses on comprehensive, regular program review by defined units in the district on a four-year rotating cycle with, as mentioned above, annual campus-based updates (II.A.2-13, II.A.2-14). The purpose of the District Program Review Committee is threefold:

- To provide training and guidance for those disciplines undergoing program review
- To review instructional program reviews and make recommendations for acceptance or revision of these studies
- To continue to evaluate and, when necessary, make recommendations for revisions to the comprehensive program review process and the role of the District Program Review Committee.

The District Assessment Committee (DAC) augments the efforts of the District Program Review Committee by providing ratings of each discipline on a five-point scale (employing a rubric similar to that developed by ACCJC) with regard to the degree to which the discipline has identified and measured student learning outcomes and made improvements to courses and programs based on their SLO assessments. At the Norco Campus, these ratings have been incorporated into the criteria used by planning committees in ranking resource needs identified in annual program reviews. (Further evidence of ongoing systematic review of courses and programs is detailed in Standard II.A.1.c and in Standard II.A.2.f below.)

Self-Evaluation

The standard is met. An extraordinary amount of progress has been made over the past six years at the district and campus levels in developing means for evaluation of courses and programs on a systematic basis in order to determine their currency, relevance, and appropriateness to current and future student needs.

Planning Agenda

- Continue to monitor the annual program review updates for disciplines and non-instructional programs. Use the information from these updates to improve programs and services for students.
- Continue to use data from the Office of Institutional Research and information provided by faculty, staff, and community advisory groups to further define and develop those new programs most needed by the communities served by the Norco Campus.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to constituencies.

Descriptive Summary

As discussed above in Standards II.A.2.a-c and II.A.2.e, the continuing evaluation and revision of all courses and programs is conducted through program review and integrated implementation of the Educational Master Plan with the participation of the curriculum committee, discipline faculty,

student support services faculty and staff, and administration.

The district and its campuses have made considerable progress over the past six years in the establishment of student learning outcomes at the district and course level. In particular:

- General Education SLOs have been established for the district and colleges as a whole; these were approved by the Board of Trustees in December 2006 and are printed in the RCCD catalog and will be included in the Norco Campus catalog (first edition anticipated fall 2009). (II.A.2-15a, II.A.2-15b)
- Individual disciplines have begun an SLO "audit" in which they discuss the alignment of their SLOs with Gen-Ed SLOs.
- District-wide, 62 percent of the disciplines (34 of 55) have identified program-level SLOs; at the campus level, all career/technical programs offered exclusively at Norco have identified program-level SLOs, and most have begun the process of measuring them.
- Student support units have developed program-level SLOs and SAOs (service area outcomes) and assessment plans as part of program review.
- By fall 2008, course outlines of record for all courses in the district had been updated to include integrated SLOs. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.
- In fall 2008, assessments of course-level SLOs were conducted in 70 percent of all Norco class offerings; by spring 2009, assessments had been conducted in over 95 percent of campus classes. (II.A.2-16)
- Several campus faculty members report that they have made changes to curriculum, instructional methods, modes of delivery, or SLOs as a result of assessment; additional changes are expected to occur upon completion of the 2008-2009 assessment cycle.

Many career/technical programs are required by external licensing bodies to adhere to, assess, and meet specified learning outcomes, and in these cases, the SLOs, assessment, and improvement instruments already exist.

Ongoing, systematic evaluation and integrated planning are achieved at the district and campus levels through the program review and assessment processes. These processes assure curricular currency and a systematic cycle of measurement of the effectiveness of student learning outcomes as well as improvement where warranted.

Progress in meeting individual program goals is based on active faculty participation in program development, definition and measurement of SLOs, and assessment activities listed above and in Standard II.A.1.c. Program and student success data are described in materials distributed to the public through a variety of methods that include reports to the State Chancellor's Office, publications on district and campus websites, memos, meeting minutes, and other documents distributed to interested constituencies.

Self-Evaluation

The standard is substantially met. Systematic evaluation and course- and campus-based assessment processes support integrated academic planning. Significant progress has also been made toward addressing the development of SLOs. Specifically, all course outlines district-wide now contain

appropriate, integrated student learning outcomes, and SLOs have been adopted for the seven areas of emphasis leading to associate degrees. Each of Norco's career/technical education programs has developed SLOs for its certificate/degree patterns. Finally, General Education SLOs have been approved at the district level, and the District Assessment Committee has begun the process of establishing a linkage between these larger SLOs and (1) transfer degree courses; and (2) degree and certificate programs at the colleges.

Beginning with the round of instructional program reviews initiated in 2007-2008, clearly stated program-level SLOs are required as part of the comprehensive review process.

Planning Agenda

- Continue comprehensive program review and assessment of disciplines, career/transfer certificate and degree programs, and student support programs and engage in annual program review updates to provide input into campus master planning.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Three Norco disciplines—English as a Second Language (ESL), Reading, and Spanish—utilize departmental examinations as one means of measuring student learning.

The ESL discipline designed a common final exam for its highest-level course in grammar and writing, consisting of a writing prompt and a grammar test, and administered it over a three-semester period from spring 2005 through fall 2006 (II.A.2-17). The ESL exam compares student scores to instructor expectations regarding a student's proficiency in the subject. It also compares the pass rate on the test to students' acquisition of the skills outlined in specific SLOs on the course outline of record. Based on feedback from the instructors and the results of the first administration of the exam, additional time was given for the writing section, an additional set of essay prompts was developed, and the grammar section was shortened to allow more time for the written portion. The second evaluation session revealed that although the pass rate was still low on the test, it more accurately reflected the students' acquisition of the skills outlined in the student learning outcomes that were being tested. The ongoing administration of this common exam will provide further validation of the exam's effectiveness in measure student learning.

Similarly, in 2004, the Reading discipline designed a common final exam for Reading 81, 82, and 83 (although the common final for Reading 83 was later discontinued) (II.A.2-18). The exam questions were developed based on the SLOs as stated in the Integrated Course Outlines of Record for each course. All full- and part-time faculty are required to administer the common exams although they are not required to include the scores in their semester grades. The reading discipline regularly conducts items analyses at the close of each semester, engaging in lengthy dialogue regarding student performance and instructional methodology. District-wide, students have consistently demonstrated competency on the common final in Reading 81 and Reading 82 classes though a pattern of deficiencies emerged in questions pertaining to higher-order thinking skills. After reviewing the results for the Reading 82 common final, the discipline also identified a need to add more questions on connotation and controlling ideas as well as figurative language.

The discipline discontinued its use of the Reading 83 common final after multiple semesters in which data consistently indicated that the construction of the test itself was unreliable and invalid and that the test questions were pitched at the 16th-grade level.

The Reading discipline also engaged in a study with Institutional Research that revealed that the Accuplacer cut-scores used for placement into reading classes were excessively high. It made this determination by comparing the scores that students averaged on the Accuplacer upon completion of its courses with the cut-scores that had placed them into the course. The discipline found that although students' scores improved significantly after having successfully completed Reading 83, the average score was still lower than that required for entry into its classes. As a result of this new information, the discipline opted to lower its cut-scores in Reading 83.

In a recent validation study of the new placement cut-scores conducted by Matriculation and Institutional Research, over 90 percent of faculty and students who were asked whether students were properly placed in their current reading courses believed that the placement was accurate (II.A.2-19).

As a means of assessing student success in Spanish, instructors devised a common final exam for Spanish 1 and administered it to a representative group administered over three semesters from spring 2005 to fall 2006 (II.A.2-20). Faculty members met to determine which questions might be appropriate to assess the learning outcomes listed on the Spanish 1 course outline of record. Questions for this exam were culled from test banks to create a carefully structured, five-part exam designed to coordinate with the SLOs required for successful completion of the entry-level Spanish 1 course. Results of the first administration indicated a need for increased pre-reading activities, reading comprehension instruction, and individualized writing practice.

All ESL instructors met to compose the writing prompt and grammar questions; all Spanish faculty were likewise involved in development of the Spanish 1 test bank questions. In both disciplines, every effort was made to minimize cultural bias in the development of test questions. A conscious effort was made by the disciplines to ensure that faculty developing test questions represented diverse cultural backgrounds. Moreover, some ESL and Spanish faculty have attended workshops on the topic of cultural diversity and, specifically, how to eliminate cultural bias from test questions. Both disciplines have reported that when a test question is discovered to have a cultural bias, the question is either removed or modified. All ESL and most common Spanish 1 exams are included in the grading process and are therefore included in the awarding of course credit.

In addition, external licensing exams play a comparable role for many vocational programs at the district level, such as nursing and cosmetology; at Norco Campus, external licensing or certification exams in real estate, construction technology, and computer information science provide comparable means of assessing learning effectiveness and minimizing cultural bias.

Self-Evaluation

The standard is met.

Planning Agenda

None

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units

of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Norco Campus adheres to the requirements set forth by Title V and the State Chancellor's Office as well as to the standards established by the district and local academic senates and any articulation agreements with other community colleges and institutions to which students transfer. These regulations and standards clearly provide guidance in creating a curriculum that is appropriate in breadth, depth, and rigor for an institution of higher learning and that meets generally accepted standards for higher education. Norco Campus faculty strives to produce course content congruent with the goal of assisting students to accomplish approved course SLOs.

Students are evaluated for mastery of SLOs and awarded credit based on achievement of stated learning outcomes. Grades/credits received by students indicate achievement of learning outcomes by means of rubrics and/or outcomes published in instructor syllabi. The outcomes in the syllabi are required to be consistent with the SLOs for the CORs. All transfer courses have articulated agreements with surrounding four-year public and private colleges and universities; many non-transfer courses also meet criteria applicable for credit towards an A.A./A.S. degree. Developmental courses also include critical-thinking skills and meet state and local criteria for appropriateness to mission, need, quality, feasibility, and compliance with local and state regulations.

Self-Evaluation

The standard is met.

Planning Agenda

None

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

Norco Campus awards degrees and certificates upon completion of coursework in specific general education, occupational/vocational programs, and/or CSU-IGETC transfer areas (II.A.2-21, II.A.2-22). Courses in approved certificate and degree programs contain specific learning outcomes established by each discipline and approved/reviewed by the Curriculum Committee. Once developed and approved, these outcomes are communicated clearly to students through discipline rubrics or listed outcomes published in instructor syllabi. Program and major requirements are clearly listed in the campus catalog, on fliers in the admissions office and counselors' offices, and on the district and campus websites. Disciplines and occupational programs are currently aligning specific program and course SLOs to the General Education SLOs proposed for all degrees granted in the district.

Self-Evaluation

The standard is met. The college meets the minimum standards of awarding degrees and certificates based on the norms of higher education as well as approved district and program-based student learning outcomes. Significant progress has been made with regard to developing and measuring SLOs for career/technical and transfer programs and degrees. As stated in Standard II.A.2.b above, a majority of course outlines district-wide now contain appropriate, integrated student learning outcomes, and academic disciplines are working to establish general

SLOs for their programs. Career and technical education programs have developed learning outcomes for their certificate/degree patterns. Finally, General Education SLOs have been approved at the district level; program learning outcomes for areas of emphasis have been approved, and the District Assessment Committee has begun the process of establishing a linkage between these larger SLOs and (1) transfer degree courses; and (2) degree and certificate programs at the colleges.

Planning Agenda

None

List of References

II.A.2-1	Minutes: Norco Advisory Committee, sample
II.A.2-2	*CCC Program and Course Approval Handbook*, California Community College Chancellor's Office
II.A.2-3	*RCCD Curriculum Handbook*
II.A.2-4	State Senate Policy on Prerequisites
II.A.2-5	"Best Practices": State Academic Senate Publication
II.A.2-6	*COR Guide:* District Curriculum Committee
II.A.2-7	Minutes: Norco Academic Senate: Approval of Curriculum Process
II.A.2-8	Website: CurricuNet: http://www.curricunet.com/RCCD/
II.A.2-9	*Guide to Locally Developed Program Approval Process* for occupational programs
II.A.2-10	Distance Learning Manual: ACCJC
II.A.2-11	Website: 4faculty.org: http://4faculty.org/
II.A.2-12	"*Program Review: Developing a Faculty-Driven Process*": State Academic Senate Publication, spring 1996
II.A.2-13	*Comprehensive Instructional Program Review Background and Guidelines*
II.A.2-14	Instructional Annual Program Review Template, sample
II.A.2-15a	*RCCD College Catalog*: General Education SLOs
II.A.2-15b	*Norco Campus Catalog*: General Education SLOs
II.A.2-16	Norco Assessment Project Summary; Office of Associate Dean of Student Success
II.A.2-17	Common Final Exam: ESL-55
II.A.2-18	Common Final Exam: REA-81
II.A.2-19	Report: Reading Placement Accuracy
II.A.2-20	Common Final Exam: SPA-1
II.A.2-21	*RCCD College Catalog*: Associate Degree Graduation Requirements, pp. 33-44
II.A.2-22	*RCCD College Catalog*: Requirements for College Transfer, pp. 45-50

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in general education curriculum by examining the stated learning outcomes for the course.

II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the

humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

The District has addressed comprehensive learning outcomes for students completing general education degrees and transfer majors by developing General Education SLOs that address the major areas of knowledge referred to in this standard. Students completing A.A./A.S. degrees at Norco Campus and within the district are required to take courses that incorporate the humanities and fine arts and the natural and social sciences (II.A.3-1, II.A.3-2).

General education requirements in the district and at Norco Campus reflect the conviction that those who receive degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by various disciplines. General education prepares the college student to comprehend and contribute to the modern world; to understand our regional, national, and international cultural diversity as well as our shared cultural heritage; to reinforce an awareness of self as well as others; and to instill an ongoing intellectual curiosity and commitment to learning. The subject matter of general education courses is designed to be general, broad, and introductory rather than specialized, narrow, or advanced. General education courses form a pattern of learning experiences designed to provide educational opportunities.

RCCD introduces students to a breadth of study via a minimum of 23 semester units taken from a selection of courses in Natural Sciences (3 units), the Social and Behavioral Sciences (6 units), the Humanities (3 units), and Language and Rationality (10 units). To comply with Title V requirements, the district and Norco Campus have identified student learning outcomes in seven areas of emphasis. These areas include: Administration and Information Systems; Communication, Media, and Languages; Fine and Applied Arts; Humanities, Philosophy, and Arts; Math and Sciences; Physical Education, Health, and Wellness; and Social and Behavioral Sciences.

All courses included in the areas of emphasis and the general education requirements are approved by the local and district curriculum committees (II.A.3-2, II.A.3-3). Introductory-level courses cover fundamental theories and methodologies of a given area of focus and introduce students to related subspecialties. Course-based outcomes identified as meeting general education requirements have been aligned to general education outcomes as an initial step in ensuring assessment of courses to general education.

Self-Evaluation

The standard is met. The District and Norco Campus have developed General Education SLOs and have aligned these to specific course-based outcomes. Outcomes for seven areas of emphasis have been identified and are being implemented. Assessment of curricular patterns is ongoing.

Planning Agenda

- Review general education requirements, continue campus-wide dialogue, and participate in district-wide dialogue regarding possible revision/update of the General Education majors.

II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including the following: A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the

ability to acquire knowledge through a variety of means.

Descriptive Summary

The district's recently reviewed and modified General Education SLOs (see Standard II.A.3.a above), adopted by the campus and incorporated in its mission statement, address those goals of higher education directed toward producing graduates with the ability to be productive in society and to continue the learning process throughout their lifetimes (II.A.3-1). In brief, the district's General Education SLOs include:

1. **Critical Thinking** (including problem-solving, argumentation, evaluation of rival hypotheses, generalizing appropriately, identification of assumptions and biases)
2. **Information Skills** (including computer literacy and effective location and use of information)
3. **Communication Skills** (including the ability to write, read, listen, and speak effectively)
4. **Breadth of Knowledge** (including the understanding of the basic content and modes of inquiry of the major knowledge fields, the use of the symbols and vocabulary of mathematics, the ability to respond to and evaluate artistic expression)
5. **Application of Knowledge** (including life-long learning, the ability to set goals for personal and professional development, the ability to transfer academic and technical skills to the workplace)
6. **Global Awareness** (including the demonstration of teamwork skills, understanding of diversity and of alternate viewpoints, appreciation for civic responsibility). (II.A.3-1, II.A.3-4)

Requirements for an associate degree include successful completion of coursework in reading, writing, and mathematics as well as completion of coursework in oral communication, critical thinking, and scientific/quantitative reasoning. Students are required to take a minimum of three units of English composition and three units of communication and analytical thinking. (II.A.3-2). These requirements in analytical thinking, which include training in qualitative and quantitative reasoning, lay the groundwork for students to be able to acquire future knowledge from a variety of sources throughout their lifetimes.

The district and campus have identified student learning outcomes in seven areas of emphasis. These areas include: Administration and Information Systems; Communication, Media, and Languages; Fine and Applied Arts; Humanities, Philosophy, and Arts; Math and Sciences; Physical Education, Health, and Wellness; and Social and Behavioral Studies.

Self-Evaluation

The standard is met. The district has a full range of course offerings in all areas specified by the standard, including information competency and computer literacy. Additionally, the General Education SLOs address all elements of the standard (II.A.3-1, II.A.3-2).

Planning Agenda

None

II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

As summarized in Standards II.A.3.a and II.A.3.b above, the District's recently reviewed and modified General Education SLOs and the outcomes for the seven areas of emphasis have been adopted by Norco Campus and incorporated in its mission statement. Together they address those goals of higher education directed toward producing graduates with an ability to act on ethical principles, to respect other cultures and styles of communication, to understand the impact of history and the arts, and to become productive and responsible citizens at all levels of human society. Norco Campus provides courses in all these areas that satisfy General Education SLOs as well as vocational and transfer degree requirements. Specifically, requirements for the associate degree include a minimum of three units from a cultural-breadth category that includes ethnic studies, humanities, world religions, and international perspectives (II.A.3-2).

Self-Evaluation

The standard is met.

Planning Agenda

None

List of References

II.A.3-1	*RCCD College Catalog*: General Education SLOs
II.A.3-2	*RCCD College Catalog*: Associate Degree Graduation Requirements, pp. 33-44
II.A.3-3	*RCCD Curriculum Handbook*
II.A.3-4	"Report on RCCD Outcomes Assessment History" (DAC)

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

As published in the 2008-2009 RCCD catalog, the general education requirements for the associate degree include 24 semester units spread over six general academic areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health Education, and Self-Development (II.A.4-1).

To major in a particular area of emphasis, students must successfully complete a minimum of 18 units distributed across identified courses in the disciplines included in that area.

All students seeking an associate degree from RCC-Norco must complete a minimum of 60 units. All degree programs include a focused study in at least one area of inquiry that encompasses a minimum of 18-21 units of study in a vocational or established interdisciplinary major area of the student's choice, plus a minimum of 23 semester units of General Education courses (II.A.4-1).

The degree requirements are listed in the catalog. The general education component of each degree program is clearly defined and specifies all courses that meet the general education requirements by academic department and course number.

Five hundred and fifty-seven Associate of Arts and Associate of Science degree awards and 261 local and state certificates were granted by the district to Norco

Campus students during the 2007-2008 academic year (II.A.4-2). An overview of the academic degrees a student may be awarded upon graduation includes the following:

Programs of study offered at Norco Campus:

Certificate/A.S. Degree Programs:

- Accounting (General Business)
- Administration of Justice/Law Enforcement
- Architecture
- Art-Commercial
- Automated Systems (Mfg. Tech.)
- Business Administration
- Computer Applications
- Computer Programming
- Construction Technology
- Drafting Technology
- Early Childhood Education
- Electronics Computer Systems
- Electronics Technology
- Engineering Aide
- Engineering Software Applications
- Engineering Technology
- Human Resources
- Logistics Management
- Management (General Business)
- Marketing
- Mechatronics (Manufacturing Technology)
- Office Administration
- Real Estate

A.A. Degree Programs:

- Administration and Information Systems Communication, Media, and Languages
- Fine and Applied Arts
- Humanities, Philosophy, and Arts
- Math and Sciences
- Physical Education, Health, and Wellness
- Social and Behavioral Sciences

Self-Evaluation

The standard is met.

Planning Agenda

None

List of References

II.A.4-1 *RCCD College Catalog*
II.A.4-2 *RCCD Fact Book, 2008*

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

In accord with the Norco Campus mission statement, the institution provides a comprehensive curriculum, including career education and technical certificate programs. Norco's mission emphasizes the industrial and business needs of the areas served by the campus, which show continued growth in jobs in the manufacturing, engineering, and logistics fields.

RCC-Norco offers 51 career/technical certificate and 29 degree programs

designed for comprehensive educational experience and/or possible transfer to four-year colleges and universities (see list in II.A.4 above). Career/technical programs are designed with industry and businesses to provide students with the skills and knowledge required for employment, licensure, and/or improvement of current levels of education and required skill competencies (II.A.5-1, II.A.5-2).

As a result, career/technical curriculum is revised biennially and regularly as part of program review to reflect current skills needed in each vocational program. Each career/technical education program has an advisory committee that discusses essential employment skills and changes in curriculum (II.A.5-1). Because the objective of the career/technical certificate programs is immediate employment in a specialized area, certificate programs typically include only those courses that have a direct bearing on specialized occupational competency. Professional/technical competency is demonstrated through grades earned, mastery of program-level student learning outcomes, ability to transfer course units to institutions of higher education, employment statistics, and student-satisfaction surveys (II.A.5-3). Another method of ensuring proficiency in the certificate program is that only courses in which the student earns a C grade or better are acceptable for completion of these programs.

The district's Office of Institutional Research is planning to work with the campus-based career/technical faculty and administrators to develop an instrument to measure employers' perceptions of occupational education students and/or graduates. This measure will be used to gather performance data relative to Norco Campus's certificate- or degree-receiving students in the workplace. The results will be shared with the occupational education disciplines and be used to inform program changes and improvements. The Career/Transfer Center has been charged with developing a mechanism for tracking job placement of campus graduates.

Self-Evaluation

The standard is met.

Planning Agenda

- Conduct employer surveys to assess the satisfaction of area employers with the performance of graduates of certificate and career/technical degree programs.
- Develop mechanisms for tracking job placement of program graduates.

List of References

II.A.5-1	Minutes: Norco Advisory Committee, sample
II.A.5-2	*Schedule of Classes*, fall 2008: Career and Technical Certificates and Degrees, pp 224
II.A.5-3	CCSEQ, 2008

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students

receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Transfer-of-credit policies are explained in the college catalog, which details the policies of the district regarding granting of credit from other institutions and includes advanced placement with credit, career advancement placement with credit, credit by examination, the College-Level Examination Program (CLEP), and the granting of credit for military service (II.A.6-1). Questions dealing with the equivalency of courses from other institutions are addressed by the Admissions and Records evaluator and by the appropriate discipline faculty (II.A.6-2). The Curriculum Committee requires proof of research on transferability of courses and the correspondence of SLOs to California State University and/or University of California institutions for all new coursework as well as any course revisions and/or updates. Information regarding transfer to four-year institutions is provided in the college catalog and in information fliers and other handouts distributed by Counseling and Student Services (II.A.6-3, II.A.6-4, II.A.6-5).

Norco Campus awards degrees and certificates through Riverside Community College District upon completion of required work. Each course has specific learning outcomes established by the discipline and approved/reviewed by the curriculum committee. When these courses are accepted for articulation purposes by the receiving institutions, the district is assured of comparable learning outcomes. All faculty members list on their class syllabi student learning outcomes derived from the current course outline of record (II.A.6-6, II.A.6-7, II.A.6-8).

For articulation of courses to four-year colleges and other institutions, the District follows established articulation agreements utilizing Title V and State Academic Senate guidelines for transfer curricula (II.A.6-9). These guidelines clearly provide guidance in creating a curriculum which is appropriate for an institution of higher learning. Credit and transfer information is clearly made available to students in the district catalog; on fliers in the Admissions, counselors' and Student Services offices; and on the district and campus websites (II.A.6-3, II.A.6-4, II.A.6-5, II.A.6-10, II.A.6-11).

Self-Evaluation

The standard is met.

Planning Agenda

None

II.A.6.b. When programs are eliminated or programs requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Norco Campus follows generally accepted procedures for addressing the needs of students and faculty in programs that are eliminated or substantially changed. The Board of Trustees adopted a policy on program discontinuance in April, 2008.

Self-Evaluation

The standard is met.

Planning Agenda

None

II.A.6.c. The institution represents itself clearly, accurately and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Norco Campus utilizes multiple methods of ensuring that enrolled students, prospective students, the public, and college personnel receive clear and accurate information, including:

- The Norco Campus catalog
- Class schedules
- District and Norco Campus websites
- Individual course syllabi
- Brochures, flyers, and summary reports.

The district maintains a catalog that is updated every year. Beginning in the 2009-2010 academic year, separate catalogs will be published for each of the three district campuses. The college publishes four schedules of classes each academic year: fall, winter intersession, spring, and summer. Each department works closely with faculty and the offices of the Dean of Instruction, the Vice President of Educational Services, and the Dean of Student Services, with input from the Associate Vice Chancellors of Academic Affairs and Institutional Effectiveness at the district level, to present current and accurate information to all interested constituencies (II.A.6-10, II.A.6-11, II.A.6-12, II.A.6-13a, II.A.6-13b, II.A.6-13c, II.A.6-13d, II.A.6-13e).

Due diligence has been exercised to ensure that the district/campus catalogs and schedules of classes are clear and accurate regarding policies, standards, articulation paths, and agreements. The campus/district website contains all information found in the catalog and in the schedules of classes and is updated as necessary during the year. Electronic representations of the institution's publications are updated by the district or local webmasters with input from individual faculty; department, discipline, senate or curriculum representatives; or college/district IT personnel.

At the beginning of each semester, all faculty members are required to submit a copy of the course syllabus for each class taught. Current-term course syllabi are housed in the office of the Dean of Instruction (II.A.6-7, II.A.6-8).

Brochures and flyers are developed by individual faculty, programs, and student services to provide specific information regarding programs and/or services. The Norco Outreach Department produces a packet of information about the college for distribution to local high schools and the public (II.A.6-14). All materials are reviewed annually for accuracy and clarity.

Working in cooperation with the district Public Information Office, Norco Campus makes available to its constituents and the

community information about its mission, programs, and services. Reports and information items that provide accurate and timely information about the college include general-services flyers and outreach brochures.

Self-Evaluation

The standard is met. Of students surveyed in fall 2008, 75.8 percent "agree" or "strongly agree" that "Norco provides clear and accurate information about courses, programs, degrees and certificates to its students;" 80.5 percent of students surveyed agree that "[t]he college website is a source of accurate, helpful information" (II.A.6-15).

Planning Agenda

None

List of References

II.A.6-1	*RCCD College Catalog 2008-2009*: Grading System, pp 40-44
II.A.6-2	Admissions & Records: statement on granting of equivalent credit (challenge-process form)
II.A.6-3	*RCCD College Catalog 2008-2009*: Requirements for College Transfer, pp. 45-50
II.A.6-4	Counseling/Student services: sample flyers and information handouts about transfer
II.A.6-5	Counseling: general-transfer information flyer
II.A.6-6	Website: CurricuNet: http://www.curricunet.com/RCCD/
II.A.6-7	Sample Syllabus with listed student learning outcomes
II.A.6-8	Norco Campus Syllabi Collection Grid; Office of the Dean of Instruction
II.A.6-9	Website: California Community College State Academic Senate/Articulation agreements: http://www.asccc.org
II.A.6-10	Website: RCCD Academic Programs information: http://www.rcc.edu/programs/index.cfm
II.A.6-11	Website: RCC-Norco Academic Programs information: http://academic.rcc.edu/norco/index.jsp
II.A.6-12	*RCCD College Catalog 2008-2009*
II.A.6-13a	*Schedule of Classes*, fall 2008
II.A.6-13b	*Schedule of Classes*, winter 2009
II.A.6-13c	*Schedule of Classes*, spring 2009
II.A.6-13d	*Schedule of Classes*, summer 2009
II.A.6-13e	Website: RCCD Schedules: http://www.rcc.edu/schedules/index.cfm
II.A.6-14	Norco Community Outreach packet
II.A.6-15	Report: 2008 Student Accreditation Survey

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs and worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

A specific statement concerned with academic integrity of the teaching/learning process and RCCD's institutional commitment to the free pursuit and dissemination of knowledge can be found in the *Faculty Handbook*'s "Ethics Statement" (Appendix J, Faculty Academic Senate). This statement is a senate resolution (adopted in 2002 and approved by the Board of Trustees) to accept the California State Academic Senate's adoption of the Professional Ethics Statement of the American Association of University Professors (AAUP) for faculty (II.A.7-1).

Matters dealing with objectivity in faculty presentation of information are dealt with through the Norco Academic Senate and in the context of department and discipline dialogue (II.A.7-2).

Through new-faculty orientation meetings and regular FLEX workshops for all full- and part-time faculty, Norco Campus demonstrates a commitment to communicating an awareness of the distinction between personal and professional views within a discipline. Faculty is at all times encouraged by discipline and department colleagues and through the regular improvement of instruction process to present data and information fairly and objectively.

Self-Evaluation

The standard is met.

Planning Agenda

None

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

Students and faculty at Norco Campus are informed of the district's policies on academic honesty and the consequences of dishonesty in the *RCCD Student Handbook* and on individual course syllabi given to each student in all classes during the first week of each semester (II.A.7-3, II.A.7-4). Issues of academic honesty and the consequences of dishonesty are also specified in Board Policy and its corresponding Administrative Procedures (II.A.7-5, II.A.7-6).

Self-Evaluation

The standard is met.

Planning Agenda

None

II.A.7.c. Institutions that require conformity to specific codes of conduct for staff, faculty, administrators, or students, or seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

As a public institution, RCC Norco imposes no specific beliefs or worldviews on its faculty, staff, administrators, or students, nor does it seek to instill such beliefs or worldviews.

Self-Evaluation

The standard is not applicable.

Planning Agenda

None

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

The college has long-standing study abroad programs in Florence and Oxford as well as more occasional programs in Japan, Central America, Paris, and Eastern Europe. Faculty teaching in these programs are the college faculty and the students enrolled in these programs are regular college students. Thus this standard does not apply.

Self-Evaluation

The standard does not apply.

Planning Agenda

None

List of References

II.A.7-1	*Faculty Handbook*, "Code of Ethics"
II.A.7-2	District Academic Senate Academic Standards Committee—meeting minutes
II.A.7-3	*RCCD Student Handbook*
II.A.7-4	Sample course syllabus with statement on academic honesty/consequences of dishonesty
II.A.7-5	Board Policy # 5500: "Standards of Student Conduct"
II.A.7-6	Board Procedure #5520: "Student Discipline"

Standard II.B
Student Support Services

Standard II.B Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Norco Campus incorporates a seamless matriculation process by providing student access to online and onsite support services. The availability of resources is designed to enhance learning, matriculation, and retention—integral parts of Norco's mission statement. Continuous reevaluation of Student Services' programs through quantifiable data and assessments enhance student access, progress, and learning as well as the success of its service areas. Student Services utilizes a variety of research-driven, decision-making processes, including regular self-evaluations through the utilization of student surveys and annual Program Review updates. Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs) resulting from this ongoing review are developed, maintained, and updated on a consistent basis (II.B.1-1). Student Services utilizes information and data from program reviews to maintain high-quality services within its various student services programs. Student-learning needs are also supported through the use of technology and online services integrated into the admissions and records, matriculation, and counseling processes.

The admissions process is a vital step towards successful student matriculation. Admissions and Records is responsible for student applications, registration, fees, issuance of transcripts, evaluations, degree and certificate applications, graduation checks, veterans' services, student transcripts, faculty records, and records retention. To assist faculty, staff, and administrators, Admissions and Records procedures and timelines are updated regularly and distributed campus-wide prior to each term (II.B.1-2).

In order to stay current and provide an enhanced learning environment for students, Admissions and Records is moving towards a paperless office. Specifically:

- Students can apply and register online and conduct other business on the RCC website.
- Faculty records are now submitted almost entirely online, including census, early alert, final grade, attendance, and positive-attendance rosters. This gives students the ability to access grades as soon as they are submitted.

When a student submits an application for admission to Norco Campus, the Admissions and Records staff ensures proper application uploading processes for accuracy of relevant information to the college's student

database, assigns a student identification number, and attempts a determination of the student's educational objectives.[40]

When a student submits high school, college/university, or military transcripts, a campus Academic Evaluation Specialist evaluates course prerequisites for courses completed successfully at another institution. In addition, an Academic Evaluator certifies completion of IGETC and CSU breadth requirements and processes applications for degrees and certificates. Veterans Services provides students with documentation for all VA requirements, certifies students with the VA in order to receive funding for approved classes, and arranges enrollment in the Army ROTC through a cooperative arrangement sponsored by the Claremont Colleges and the Army. The Norco Campus Veterans Task Force has been formed to make recommendations for implementation after the campus obtains rights as a certifying campus with Veterans' Affairs. Training of counselors and classified employees is underway in anticipation of this development.

As part of Norco's matriculation process, first-time college freshmen must participate in assessment, orientation, and counseling if they declare one of the following academic goals:

- To pursue an Associate of Arts or Science degree
- To transfer to a four-year institution
- To enroll in math, reading, writing or ESL courses
- To register for courses within certain certification programs.[41]

Once the student completes the assessment process in English, reading and math, counseling faculty provide group orientations that lead to the development of a one-semester Student Educational Plan (SEP) (II.B.1-3). Counselors interpret test results and make recommendations for a one-semester SEP that supports individual and institutional learning objectives. Further, students are encouraged to meet individually with counselors to develop their two-year Student Educational Plan and identify personal and career objectives. Counselors refer individual students to the following support services as needed:

- Career/Transfer/Job Placement Center
- Disabled Student Programs & Services (DSP&S)
- Educational Opportunity Programs & Services (EOPS/CARE)
- Head Start Childcare Services
- Health Services
- Puente Program
- Student Financial Services
- Talented Tenth Program (T3p)
- Student Support Services
- Tutorial Services
- Writing/Reading/Math Centers

In order to ensure the quality of services provided to students, Student Support Services and counseling faculty systematically collect and review data to ensure the effectiveness of student support services through:

- Student persistence and success rates (II.B.1-4)

[40] The district offers an online application in English and Spanish; paper applications are also available. All applicants receive a letter in the mail with their student ID number, student rcc.edu email address, and information about assessment, orientation, and registration. Students applying online (80 percent of all applicants) receive an e-mail response with information about the college.

[41] Students who have completed 60 or more units, who have graduated from an accredited US college or university, or those who plan to enroll in five units or fewer, are exempt from this process. Undecided students, who comprise over 30 percent of first-time attending students, must attend college orientation sessions and are strongly encouraged to develop a Student Educational Plan (SEP).

- Monitoring of retention and transfer rates (II.B.1-4)
- Student Services Satisfaction Surveys (II.B.1-5a, II.B.1-5b)
- Certificates awarded (II.B.1-4)
- A.A./A.S. degrees awarded (II.B.1-4)
- Weekend College Surveys. (II.B.1-6)

When areas for improvement are identified, Norco College utilizes the following forums to make recommendations:

- Department meetings (Student Services, Counseling, Admissions & Records, Financial Aid)
- Committee meetings (Student Equity, Talented Tenth Program, TRIO, and Student Success)
- Campus- and district-level Veterans Task Force
- Strategic Planning Committee and its Teaching and Learning Subcommittee
- District Assessment Committee
- District meetings (Student Financial Services, DSP&S, EOP&S, Admissions & Records)
- District-wide Student Services Vice Presidents meetings.

In the student services area, administrators, faculty, and staff have developed a comprehensive series of student support services district-wide. Carefully designed student plans and a regular cycle of program review have been implemented to ensure that the quality of student support at each campus enhances student learning and supports the Norco and District missions. These include:

- Norco Matriculation Plan (II.B.1-7)
- Student Equity Plan (II.B.1-8)
- Program reviews for Student Support Services and Counseling (II.B.1-1, II.B.1-9)
- Student Services SLOs and SAOs. (II.B.1-1)

In addition, Student Services relies upon Norco's Educational Master Plan, the Technology Standards, and the District Strategic Plan for guidance in developing and enhancing student learning and student support services. Student Services at Norco also carefully reviews studies conducted and analyzed by the district's Office of Institutional Research and Reporting and Norco's Associate Dean of Student Success.

To assist in evaluating its services and programs, a comprehensive annual student services program review process is continuously implemented. The annual program review process provides a comprehensive evaluation of services to reinforce the relationship between student services, its service population, and the elements of the mission statement related to student learning, progress, and retention.

In addition to using program reviews to enhance the educational experience, student services personnel interact and maintain an ongoing dialogue with district constituencies in order to enhance effectiveness and the delivery of specific services that are offered as part of RCCD Student Services functions. Such services include Disabled Student Services, Student Financial Services, Educational Opportunity Programs and Services, International Student Services, and Veterans Student Services.

Self-Evaluation

The standard is met. Norco Student Services programs have been successful in their efforts to provide services and resources that successfully contribute to students' personal and academic growth. Student services programs at Norco Campus are interrelated and complement each other in order to enhance the educational experience and maintain a supportive learning environment. The institution is successfully pursuing appropriate research and utilizing standardized measurement tools to assess

and improve the effectiveness of its student learning programs and services through its annual program review process.

Recent data on matriculation and persistence indicate that our matriculated students are more likely to continue enrolling in future terms at the institution than students who do not complete the matriculation process.[42] All student service areas are expected to develop and assess their student learning outcomes (SLOs) and/or service area outcomes (SAOs) as part of their annual program review process.

Planning Agenda

- All student services areas will demonstrate complete, ongoing cycles of assessment by 2010-2011.

[42] A report on matriculation and persistence of first-time college students conducted from fall 2001 to fall 2004 indicated that first-time freshmen persist at a higher rate as a result of their participation in the following three student services areas: Assessment, Orientation, and Counseling (also known as AOC). In a follow-up study of fall 2005 and fall 2006, students receiving assessment and Student Educational Plans were more likely to persist to the following spring semester.

List of References

II.B.1-1	Student Services Program Review 2008
II.B.1-2	Admissions & Records timeline, spring 2008, sample
II.B.1-3	One-semester Student Educational Plan form
II.B.1-4	*RCCD Fact Book,* 2008
II.B.1-5a	Student Service Satisfaction Surveys
II.B.1-5b	CCSEQ, 2008
II.B.1-6	Weekend College survey
II.B.1-7	Norco Matriculation Plan
II.B.1-8	RCCD Student Equity Plan
II.B.1-9	Annual Instructional Program Review: Counseling

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Descriptive Summary

Through the 2008-2009 academic year, the district provided a comprehensive catalog for its constituents with precise, accurate, and current general information about the district services; requirements for matriculating students; policies that affect students; and information on degrees, certificates and transfer requirements. Separate catalogs for Riverside City College and the Norco and Moreno Valley campuses are being published for the 2009-2010 academic year. Campus-specific information, including lists of faculty and administrators; the campus mission statement, along with the district mission statement; designation of the campus location(s) for each of the district's curricular programs/certificates; and a listing of all courses offered on the campus, are included in the *2009-2010 Norco Campus Catalog* (II.B.2-1).

II.B.2.a. General Information

- Official name(s), address(es), telephone number(s), and website address of the institution
- Names of members, Board of Trustees
- Names and titles of administrators
- Mission Statement, Goals, Vision, and Values
- Course, program, and degree offerings
- Academic calendar
- Student financial aid
- Veterans Assistance
- Food services and health centers
- Learning resources
- Names and degrees of faculty
- Campus locations
- Essential student information in Spanish
- Student information for counseling, athletics, disabled-student services, clubs and organizations, transfer services, honors program, and job-placement services
- Special student services (workforce preparation, TRIO programs, EOPS, tutorial services)

II.B.2.b. Requirements

- Admissions and registration of students
- Limitations on enrollment

- Matriculation
- Student fees and other financial obligations
- Degrees, certificates, graduation requirements
- Transfer requirements & programs
- Acceptance of transfer credits
- Policies on prerequisites, co-requisites, and advisories
- Grading system

II.B.2.c. Major Policies Affecting Students

- FERPA information
- Academic regulations: standards of conduct and scholarship
- Nondiscrimination
- Grievance and complaint procedures
- Sexual harassment
- Refund of fees
- Academic honesty
- Academic freedom

The *Norco Campus Catalog* is available to all students online and for purchase at the campus bookstore. All faculty, counselors, and administrators are provided with copies of the catalog as well as all campus libraries, the public library, and local high school counselors. Copies of the catalog can also be accessed at the Norco Campus Counseling and Transfer Centers. The catalog is fully searchable on line and accessible through the district website and the RCC Norco Campus webpage (II.B.2-2a, II.B.2-2b).

II.B.2.d. Locations or Publications Where Other Policies May be Found

District publications, including the course schedule and/or the *Student Handbook*, complement the college catalog and contain campus-specific information as well as such basic information as admissions forms, matriculation and registration, financial aid, student services, campus maps, and major policies affecting students (II.B.2-3a, II.B.2-3b, II.B.2-3c, II.B.2-3d, II.B.2-4). Both are free to students and the community and incorporate a variety of additional information including:

- Distance Education (Open Campus)
- Weekend College
- Learning Communities
- ESL support services and testing
- Military credit
- Campus resources
- Time management tips
- Academic success tips
- Tutorial Services information
- Student Conduct Code and related disciplinary and grievance procedures.

The district *Student Handbook* is available in the Counseling and Student Services departments. It is also provided during orientations and guidance courses. The course schedule, *Norco Campus Catalog,* and district *Student Handbook* are available online and are fully searchable via the district and campus websites. Norco Student Services hours are clearly posted online. Students can also find schedules of classes in Admissions and Records, the college bookstore, the campus and local public libraries, and at local high schools. The course schedule is mailed before every academic session to continuing students and to selected constituencies and public agencies within the campus service area.

Self-Evaluation

The standard is met. The campus provides a catalog that includes information about programs, courses, and services available at the Norco Campus. This information is precise and accurate. Norco's Academic and Student Services divisions will continue to participate in formulating recommendations regarding the format, design, and

appropriate information for inclusion in the *Norco Campus Catalog*, *Schedule of Classes*, and all district-wide publications.

Planning Agenda

None

List of References

II.B.2-1	*Norco Campus Catalog 2009-2010*
II.B.2-2a	Website: RCCD Schedules / link to *Norco Campus Catalog 2009-2010*: http://www.rcc.edu/schedules/index.cfm
II.B.2-2b	Website: RCC Norco / link to *Norco Campus Catalog 2009-2010*: http://rcc.edu/norco/index.cfm
II.B.2-3a	*Schedule of Classes*, summer 2008
II.B.2-3b	*Schedule of Classes*, fall 2008
II.B.2-3c	*Schedule of Classes*, winter 2009
II.B.2-3d	*Schedule of Classes*, spring 2009
II.B.2-4	*RCCD Student Handbook*

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

Student Services administrators, faculty, and staff at Norco Campus rely, in part, on data provided by the Office of Institutional Research and Reporting to identify emerging learning support needs of students and to develop or modify plans to meet those needs. In addition to these basic data and research studies, a range of measurement tools is utilized in order to effectively serve the diverse needs of the student population that includes:

- Program review data from Counseling and Student Services program reviews (II.B.1-1, II.B.1-9)
- Matriculation Plan data and information (II.B.1-7)
- Online services data (admissions application, Web Advisor registration, schedules of classes, college catalog, etc.) (II.B.3-1)
- Student surveys (II.B.1-5a, II.B.1-5b, II.B.1-6)
- Assessment (placement) results for English, Reading, Mathematics, and ESL
- Outreach activities (II.B.3-2)
- Diversity Scorecard and Student Equity data (II.B.3-3)
- Term enrollment and headcount figures
- Student demand for services, including counseling appointments, tutoring, EOPS appointments, student inquiries, job-placement services usage, Health Center appointments, DSPS applications and services usage, transfer rates, and financial aid appointments.

In addition, a variety of appropriate, reliable student services has been established to ensure equitable access to all

students in the Norco service area. These include:

- Guidance 45 (Introduction to College) at feeder high schools (II.B.3-4)
- Student Educational Plan (SEP) (II.B.3-5a, II.B.3-5b)
- Early Alert to notify students who are in need of academic intervention (II.B.3-6)
- Bilingual workshops and handouts (II.B.3-7)
- Specialized ESL testing and orientation sessions (II.B.3-8)
- Student financial services orientations and workshops offering assistance in completing the FAFSA, the Board of Governor's Fee Waiver (BOGFW), and Cal Grant forms (II.B.3-9)
- Scholarships and scholarship workshops (II.B.3-10a, II.B.3-10b)
- Categorical programs, such as EOPS/ CARE , DSP&S, Title V, and TRIO (II.B.3-11a, II.B.3-11b)
- Student Equity Plan programs (II.B.1-8)
- Talented Tenth program (II.B.3-12)
- Classroom visitations to inform students of support services (II.B.3-13)
- Information tables on campus staffed by student support services staff or departments (II.B.3-14)
- Transfer days and information tables on campus staffed by representatives of local transfer institutions. (II.B.3-15, II.B.3-16)

In response to student demand, the campus has increased its efforts to reach out to the community and target specific student populations more effectively. Outreach staff participates in quarterly meetings with high school counselors as well as ELAC meetings at the high schools designed to increase support for students with limited English language skills (II.B.3-17a, II.B.3-17b). Services provided for high schools include:

- On-site visitations through the Student Ambassador Program (II.B.3-18)
- Participation in college fairs at the high schools (II.B.3-19)
- High School Visitation Days for seniors (II.B.3-20)
- English Language Learner Day for limited-English-speaking high school students (II.B.3-21)
- Day of the Mustang for students who completed Guidance 45: Introduction to College or the assessment test in high school (II.B.3-22)
- Talented Tenth Program providing additional support to entering African-American students (II.B.3-23)
- Participation in monthly workshops held at the Corona Public Library designed to provide information to parolees about Norco College programs and services (PACT).

These types of programs ensure that new Norco Campus students receive appropriate and equitable access to higher education and student learning support.

Within the last few years, a full range of online services has been employed to enhance comprehensive access for current and prospective students. Students are now able to utilize the following web services regardless of location:

- Admissions application
- Assessment testing information and monthly calendars
- Schedule of classes including dates and times of classes across the district, final exams schedule, policies affecting students, and financial aid information and campus maps
- Norco library (LAMP) online periodicals, books, and streaming video

- Staff/faculty directory
- Distance education information and courses (Open Campus)
- Online probation and re-admit workshops accomplished online.

Currently enrolled students are able to access an array of online services through Web Advisor; they can:

- Add or drop classes
- Pay fees
- Obtain financial aid fee waivers
- Request official transcripts
- Print out unofficial transcripts
- Check grades
- Search for classes
- Browse class schedules
- Complete online skills workshop
- Link to student email.

In addition, as discussed in Standard II.B.1, the Norco Admissions and Records office performs degree audits, transcript evaluations, processing of graduation applications, and record reporting.

The following student support services guarantee equitable access to all students:

- **Career/Transfer/Job Placement Center:** The Career/Transfer/Job Placement Center is responsible for assisting students with career, employment, and transfer opportunities and works in conjunction with a variety of other student services offices to enhance students' academic, professional, and personal experiences. Services include access and training in the use of such online career programs as EUREKA and ASSIST (II.B.3-24, II.B.3-25). The Center is also responsible for administering workshops, visitations by university representatives, and job-placement agencies.

- **Disabled Student Programs & Services (DSP&S):** DSP&S is dedicated to providing equal access and reasonable accommodations for disabled students to all educational and programmatic opportunities at Norco Campus (II.B.3-11a). DSP&S encourages, supports, and empowers students with disabilities to attain their educational goals by providing accessible, reliable, appropriate, and comprehensive services to students with qualifying, documented disabilities. The DSP&S program began at the Norco Campus in 1991; during the 2007-2008 academic year, the Norco DSP&S program served 338 students.

- **Educational Opportunity Programs & Services (EOPS/CARE):** As a state-funded program, EOPS/CARE is designed to facilitate the success of financially and educationally disadvantaged students (II.B.3-11b, II.B.3-26). The program focuses on recruitment, matriculation, retention, and student success. Services include registration assistance, EOPS mandatory orientations, academic counseling, book services, tutoring, and transfer information. The Cooperative Agencies Resources for Education (CARE) program is an extension of EOPS for those single parents/heads of households receiving TANF/CalWORKS cash aid for themselves and/or their dependent children, at least one of whom must be under the age of 14. Services provided include bus passes and parking permits, books and supplies, and child-care assistance. In 2006-2007, the Norco Campus EOPS/CARE program had a combined enrollment of 143 students (II.B.3-27). EOPS/CARE enrollment growth was stagnant from June '07 to July '08, increasing to only 146

students. Beginning in fall 2008, responsibility for Norco's EOPS program was shifted from the district to the campus, and plans were put in place to add an Associate Dean of Special Funded Programs with the goal of increasing EOPS enrollments in advance of the college's accreditation. Under campus leadership, EOPS enrollments alone have increased to 177 with 10 additional completed applications awaiting review as of March 2009. The campus has established a goal of 400 EOPS students by the end of the fall 2009 semester.

- **Health and Wellness Services:** Health Services, an educational program focusing on health and the prevention of disease, contributes to student wellness, providing care and assistance when illness and injury interferes with a student's academic and personal success (II.B.3-28). During the 2007-2008 academic year, health services at the Norco Campus served 568 students.

- **Outreach:** Outreach Services partners with local community organizations, businesses, and high schools to educate, promote, and encourage prospective students, including students with limited English. Through these partnerships, students are able to better understand the college process, and they have an opportunity to access valuable resources related to degrees, certificates, and transfer opportunities (II.B.3-29, II.B.3-30, II.B.3-31, II.B.3-32).

- **Puente Program:** Puente, a statewide program funded jointly by the University of California and the California Community Colleges, offers under-represented students opportunities for counseling, mentoring, and intensive writing within the framework of a learning community focused on Latino issues and themes. The current Puente program was implemented at Norco in September 2001 and has served approximately 240 students in their efforts to transfer to four-year colleges and universities, to graduate with a college degree, and to return to their communities as mentors and professionals (II.B.3-33a, II.B.3-33b).

- **Student Financial Services:** The goal of Financial Services is to assist all financially needy students to reach their educational goals by providing financial programs for higher education (II.B.3-34). The office provides assistance through literature, the student financial services website, on- and off-campus outreach activities, workshops in both English and Spanish, and individual appointments for students and families. In 2007-2008, a total of 4705 Norco students received financial aid awards totaling over 7.3 million dollars.

- **The Talented Tenth Program (T3p):** T3p is based on W.E.B. DuBois' vision of an educated population of African-Americans prepared to contribute to the citizenry, able to be successful in the workplace, and responsible for helping their community to succeed. The purpose of the program is to promote academic success for all students with a primary focus on African-American students at Norco Campus. The goal of the program is to help students reach their educational and career goals (II.B.3-12). Fifty-four students were served by the Talented Tenth Program in 2007-2008.

- **Title V:** Title V is a federally funded grant under Title V of the Higher Education Act of 1965. Norco Campus currently has been awarded a Title V Cooperative Grant that provides the opportunity to research and develop projects that improve quality of education and reflect on community colleges as learning environments by means of building strong collaborative partnerships. The main goals of this grant include the following: assist faculty in improving understanding of students and learning, reorganize and strengthen the curriculum in English as a Second Language and Mathematics to better address the needs of the targeted population, and increase the numbers of students who pursue careers in teaching at community colleges by providing an internship program.

- **TRIO Programs:** TRIO grant programs at the Norco Campus consist of Upward Bound (UB) and Student Support Services (SSS) (II.B.3-35, II.B.3-36a, II.B.3-36b, II.B.3-37). TRIO programs provide fundamental support to participants who have demonstrated strong academic potential in their preparation for higher education. In its efforts to increase the number of first-generation and low-income students who obtain a postsecondary education, TRIO offers academic guidance and support designed to prepare and motivate students for success in higher education.

- **Upward Bound:** Upward Bound provides fundamental academic support and guidance to high school participants in their preparation for college entrance. The program provides services to participants to help them succeed in their pre-college performance and ultimately in their post-secondary pursuits. Participants must be from low-income families in which neither parent holds a bachelor's degree. Eligible students must be enrolled in a high school within the Corona-Norco Unified School District. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. During the 2007-2008 academic year, the Norco Upward Bound program served 105 high school participants. Corona-Norco USD's Upward Bound Program served 65 participants, and the Norte Vista Program served 50.

- **The SSS Program:** The SSS program (Student Support Services) is Norco campus-based and very different from Upward Bound. SSS offers qualifying college students a strong academic support system and learning community that will help them achieve their educational goals to graduate from Norco Campus and/or to transfer to a four-year college or university. SSS is committed to increasing student academic retention and improving graduation and transfer rates of students through financial assistance and academic and educational counseling (II.B.3-37). In the 2007-2008 academic year, 171 students received services through the Norco SSS Program.

- **Tutorial Services:** Tutorial Services provides support outside of the classroom through the use of peer tutors (II.B.3-38a). This program is committed to providing a learning-enhanced environment that fosters academic confidence and success, intellectual and personal

development, student retention, career planning, and leadership opportunities. During the 2007-2008 academic year, Tutorial Services at Norco served approximately 952 students in a variety of subject areas (II.B.3-38b).

- **Student Activities/Associated Students of Norco Campus (ASNC):** The Student Activities Office is charged with the development and implementation of co-curricular programs. In collaboration with the Associated Students of Norco Campus (ASNC). Student Activities is providing students with leadership and personal mentorship through participation in meetings, workshops, and co-curricular activities. Student Activities provides opportunities for student involvement in the following areas:

    - Clubs and organizations (II.B.3-39)
    - Student government (ASNC) (II.B.3-40, II.B.3-41a, II.B.3-41b)
    - Cultural activities (II.B.3-42)
    - Guest speakers
    - Entertainment and recreation
    - Community service
    - Volunteer services.

Students involved in campus life enhance their college experience and develop lasting friendships as well as academic and professional skills. The Associated Students of Norco Campus (ASNC) provides students with the opportunity to become involved in campus- and state-wide committees and councils as student representatives. Students can also join one of the 16 active student clubs and organizations on campus (II.B.3-39).

Self Evaluation

The standard is met. Norco Campus administrators, staff, and faculty utilize district institutional research data to successfully identify the specific needs of the Norco student populations. The campus has consistently increased its commitment to provide appropriate, comprehensive, reliable support to its students regardless of location or method of delivery. Overall, 72.6 percent of students surveyed in fall 2008 "agree" or "strongly agree" that "[v]arious Norco student support services (counseling, library, tutorial services, etc.) are open enough hours and days of the week to allow [them] adequate assistance for [their] educational needs" (II.B.3-43).

Norco Campus Student Services is committed to increasing and expanding access to all targeted student populations through the continuous improvement of its support services. Various plans are underway to accomplish this, including:

- Working closely with the Public Relations Office to establish relationships with local community stakeholders beyond high schools
- Implementing the campus plan for adding intercollegiate sports and athletic opportunities to the Norco Campus
- Decentralization of various student services functions, including matriculation, EOPS, DSPS, Health Services, Student Financial Services, Food Services, and Job Placement, from district oversight to direct supervision by Norco Campus administrators.

Planning Agenda

- Submit final project proposal for Center for Health, Wellness and Kinesiology to provide facilities for expansion of athletic programs.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Norco Campus strives to provide a positive environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students. Norco utilizes information obtained from student satisfaction surveys, matriculation data, program reviews, and the Student Equity Plan in order to evaluate the quality of the college environment. Student Services encourages all constituencies to engage in a continuing dialogue regarding the relationship between services and the learning environment at Norco through the following forums:

- Norco Strategic Planning Committee (NSPC) and subcommittees
- Norco Academic Planning Council (NAPC)
- Curriculum committees
- Student Services' program review process
- Assessment plans developed with the assistance of the District Assessment Committee and the Norco Campus Associate Dean for Student Success
- Student Equity Committee
- Associated Students Norco Campus meetings and activities.

Besides these formal means of engaging in dialogue about providing a positive learning environment, Norco Campus promotes individual intellectual and personal development through peer mentoring, counseling, transfer, and job fairs. In addition, Norco programs such as Title V, Puente, TRIO, Talented Tenth Program (T3p), and the Norco Honors Program further contribute to the development of an enhanced learning environment. Norco staff members involved in these programs strive to provide students with opportunities to explore their personal and career potential outside of the classroom as well as to develop skills needed to succeed in the community and the workforce.

Norco Student Activities supports and maintains events, programs, and activities designed to encourage personal and civic responsibility and co-curricular involvement as well as academic and personal success. In brief, Norco Student Activities, in collaboration with the Associated Students, provides and sustains an environment that encourages personal and civic responsibility through the following means:

- Eleven shared-governance committees and subcommittees with student participation
- Regular Student Senate meetings that promote dialogue and contribute to the strategic planning process of the campus
- Student representation at the state level
- Student activities and workshops that promote leadership and personal growth
- Student participation at regular and committee meetings of the Board of Trustees.

These activities encourage students to implement theories regarding personal and social or civic responsibility learned in the classroom and to develop skills that can be transferred successfully into their professional, personal, and community endeavors.

The Associated Students of Norco Campus (ASNC) further promotes civic responsibility through the implementation of leadership workshops and retreats. ASNC offers opportunities for students to enhance their

academic and personal experiences; these include:

- Cross-cultural events (II.B.3-44)
- Health fairs (II.B.3-45)
- Leadership workshops (II.B.3-46)
- Participation with faculty and staff in Norco Strategic Planning and Accreditation Committees. (II.B.3-47a, II.B.3-47b, II.B.3-47c, II.B.3-47d)

Finally, Norco Campus offers a variety of cultural and aesthetic activities, encouraging students to participate in these events as part of their aesthetic and personal development:

- Frequent cultural events during College Hour (Tuesdays and Thursdays at 2:00), including:
  - Hispanic and Black History Month activities (II.B.3-48, II.B.3-49)
  - Cinco de Mayo celebrations
  - Musical presentations (II.B.3-50)
  - Guest Speakers (II.B.3-44)
  - Entertainment events (II.B.3-42)
- Plays and performances offered by the Theatre Arts program (II.B.3-51)
- Guest lecturers, including Convocation and Commencement speakers (II.B.3-52, II.B.3-53)
- Music Performances by Music @ Norco. (II.B.3-54)

Self Evaluation

- The standard is met. Norco Campus provides a variety of activities, events, workshops, and services that create an environment of civic and social responsibility for its student population. New activities are being developed every year that enrich students' personal development and adapt to their changing needs and interests. For example, the Student Activities department is in the process of developing an academic course that offers campus leaders an opportunity to participate in a leadership course designed to enhance their civic and personal development while providing them with a vehicle to market their skills. The Talented Tenth Program is also quite active in devising new cultural presentations for African-American students and the college community as a whole. Norco Campus has a culture that continually uses data and dialogue to expand and/or modify programs and services as the campus enrollment grows and changes in order to provide an environment that enhances students' sense of responsibility as well as their intellectual, personal, and aesthetic development. In a fall 2008 survey of students, 61.1 percent of the respondents "agree" or "strongly agree" that "Norco supports various co-curricular activities that foster the intellectual, ethical and personal development of all of its students" (II.B.3-43).

Planning Agenda

- Provide expanded meeting and workspace with the opening of the Student Success Center in fall 2010.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

As part of Riverside Community College District, Norco maintains a full, self-contained counseling and student support program. The district-wide Counseling comprehensive program review and annual campus Counseling and Student Services program review are among the means by which

counseling and academic advising design, maintain, and evaluate their programs' effectiveness in supporting student development and success.

The 2007-2008 Student Services program review document delineates clear student learning outcomes (SLOs) and service area outcomes (SAOs) for Counseling and other academic advising programs, including professional development and ongoing education of counselors in the use of technology to improve student success (II.B.1-1). The program review also reports the results of self-evaluation in terms of adequacy of staffing, student-contact hours, and feedback from Student Satisfaction Surveys. Information specific to the Norco Campus is broken out and used in assessing the need for additional counselors, the evaluation of numbers of students served, and the degree of success in serving students. In 2006-2007, after reviewing matriculation data indicating that students completing a full two-year Student Educational Plan (SEP) have a significantly greater probability of academically success than those who do not have a plan, the Counseling discipline devised a strategy to increase the number of first-year students completing SEPs. A "yellow-card" system was created, targeting first-time freshmen going through orientation.[43] When students received the card at their homes reminding them to schedule an academic appointment, there was a very positive response. As a result of the yellow-card system, the number of students seen by appointment increased by 10 percent from 2006 to 2007. The number of students seen by an academic counselor in fall 2008 who completed a Student Educational Plan (SEP) increased by 11.6 over the fall 2007 total.

[43] The "yellow-card" system is an appointment card that students fill out during their mandatory orientation session, which includes their mailing address. At the end of the orientation, the cards are collected and then counseling staff sends the cards to students' homes, reminding them that it is time to schedule their educational appointments.

The annual campus-based program review update has facilitated planning that is more closely tied to campus and student needs (II.B.1-9). For instance, the 2007-2008 program review indicated that the ratio of counselors to students at Norco was 1: 2,491, providing evidence and support for approval of the recruitment of additional counseling staff for the campus in fall 2009.

All counselors and staff in the Counseling department and Student Support Services offices are carefully recruited and selected and meet all the necessary minimum requirements for their positions. They are regularly evaluated through peer, administrative, and student evaluations (II.B.3-55, II.B.3-56). Once highly qualified personnel are hired and trained, Norco Campus provides numerous opportunities for the Counseling faculty and staff to improve and upgrade their skills and knowledge. Such opportunities include:

- Norco Counseling Discipline meetings and workshops (II.B.3-57)
- Attendance at UC and CSU local and regional academic counseling conferences (II.B.3-58)
- College-sponsored staff-development training and workshops, including 4faculty.org modules for counselors. (II.B.3-59)

Self-Evaluation

The standard is met. Norco Campus maintains satisfactory academic advisement programs to support student development and success while planning for future expansion of counseling personnel to accommodate projected enrollment growth. In fall 2008, 66.7 percent of students surveyed agreed that "[s]tudents receive adequate academic advising at Norco Campus" (II.B.3-43). As a result of campus-specific planning, it is anticipated that the increase in Norco students completing SEPs

will result in significant increases in term-to-term persistence in the coming years. The addition of more counseling staff will necessitate increased office space and technology to support these services. Counseling will continue to employ methods designed to increase the number of students completing Student Educational Plans (SEPs) at the Norco Campus.

Planning Agenda

- Pursue additional counseling staff to reduce the campus's student-to-counselor ratio.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

The student body is reflective of the community it serves. Fall 2007 data on Norco student demographics indicate the following ethnic and gender composition for the campus:

- Female students - 59%
- Male students - 40%
- White - 34%
- Hispanic - 37%
- African-American - 8%
- Asian - 10%
- Other - 2%

In terms of ethnicity, the Norco Campus's demographics closely mirror the demographics of the community it serves. For example, there are a large percentage of Hispanic students who speak English as a Second Language. The campus also serves international, disabled, veteran, and re-entry students. With regard to gender, Norco Campus, like many other community colleges across the nation over the past decade, has a majority of female students. In addition, 68% of the student body is under 25 years of age.

In response to this demographic data, Norco offers a wide variety of programs and activities that respond to these indicators as well as promote and contribute to student understanding and appreciation of diversity. These include:

- Educational Opportunity Programs and Services (EOPS) (II.B.3-11b, II.B.3-26)
- Disabled Student Programs and Services (DSP&S) (II.B.3-11a)
- Puente Program (II.B.3-33a, II.B.3-33b)
- Talented Tenth Program (T3p) (II.B.3-23)
- Student government (ASB)
- Celebrations of diversity through campus activities during state or federally designated months (Hispanic Heritage; Asian-Pacific Heritage; African-American Heritage; Veterans' Month; Women's History) (II.B.3-42)
- Multicultural Advisory Council Events (II.B.3-42)
- ASNC-Sponsored Community Service activities (Breast Cancer Walk; Thanksgiving Food Drive; Toy Drive) (II.B.3-42)
- Campus clubs and organizations reflecting social, cultural, religious, and ethnic diversity:
  - ♦ Le Club France
  - ♦ Anthropology Club
  - ♦ Latinos Promoting Education and Culture (LPEC)
  - ♦ Puente Club
  - ♦ Advocating for Children and Society (ACES)
  - ♦ T3p/AAL (African-American Leaders)

- Mustangs for Christ
- Alpha Gamma Sigma (AGS)
- Choir Club
- Food Not Bombs
- Green Institute of Village Empowerment (GIVE)
- Student Game Creation
- Norco Voice
- Students in Free Enterprise (SIFE)
- Towards Reestablishing Unity, Strength, and Tranquility (TRUST)
- Entrepreneur Club.

Norco Campus clubs and organizations uphold the district and campus goals of enhancing diversity at every possible level including religion, ethnicity, age, disability, and gender. The effectiveness of these diversity programs is continually monitored through examination of college demographics, student-satisfaction surveys, and measurement of student attendance at cultural events and learning opportunities.

Self-Evaluation

The standard is met. Norco College maintains programs and services that support and enhance understanding and appreciation of diversity. Seventy percent of students surveyed in fall 2008 agreed that "Norco Campus provides courses and services that enhance understanding and appreciation of different points of view, different ethnic groups, etc." The institution researches, identifies and evaluates the learning support needs of its student population through a wide range of program surveys as well as district and local data collection methods.

Planning Agenda

None

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
Descriptive Summary

The district's Office of Matriculation establishes and maintains data for the evaluation of matriculation services, including placement instruments (II.B.3-60). The district's Office of Institutional Research assists faculty and administration with the analysis of these data and the application of research findings.

In accordance with state regulations on matriculation, Norco utilizes placement instruments from a list approved by the California Community College State Chancellor's Office. The district has adopted Accuplacer as its primary placement instrument for appropriately measuring student competency in computational and language skills. This approved instrument is utilized because it minimizes cultural or linguistic biases, produces valid and reliable outcomes, and successfully identifies the academic needs of students (II.B.3-61).

The Norco Campus admission process, described in Standard II.B.1, is the primary vehicle by which students are referred to placement testing. The testing is then administered by the Assessment Center staff on the Norco Campus. Ongoing validation of placement tests (math, English, reading and ESL) and minimization of disproportionate impact are conducted on a regular three-year cycle (II.B.3-62). The most recent revalidation studies were conducted in spring 2006 for the math discipline, in fall 2006 for ESL, and in fall 2007 for reading and English.

Self-Evaluation

The standard is met.

Planning Agenda

None

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

RCCD Board Policies #7060 (Retention and Destruction of Records), #5040, and Regulation 7045 address the policy and procedures for the storage, confidentiality, and release of student records. This policy is in accordance with Sections #54614-54630 of Title V of California Education Code and other applicable provisions of state and federal law (II.B.3-63a, II.B.3-63b, II.B.3-63c).

Academic records at Norco are complete and secure. Hard copies are housed on-site in locked file cabinets in Admissions and Records and shredded after three years' time, but all records are scanned and kept indefinitely in digital form. Per Title V regulations, Admissions and Records has a procedure for record retention that addresses the scanning and archiving of Class I records and the scanning, archiving, and shredding of Class III records. Grades, census, and positive-attendance rosters are put on CDs with backups. System records are put on CDs and stored in a fireproof box in the Admissions & Records vault. These records are traded out every two weeks to be sure the information stored is up to date.

Norco Campus's Admissions & Records office performs the following functions:

- Processing of all student transcript and enrollment verification requests
- Managing retention of all Class I, II, and III education records, including imaging and storage
- Assisting the district in management of archiving of admissions records and backup documentation
- Overseeing scanning, imaging, and organization of educational records
- Maintaining auditable admissions, registration, attendance, and transcript files. (II.B.1-1)

The Admissions & Records supervisor at Norco coordinates the inspection of student records as defined by the Family Educational Rights and Privacy Act (FERPA). FERPA guidelines (per Board Policy #6070 and Regulation 7045) are published in the *Schedule of Classes* and in the college catalog (II.B.3-64).

Self-Evaluation

The standard is met.

Planning Agenda

None

List of References

II.B.3-1	Online Services Data
II.B.3-2	Flyers/ Announcements: Outreach Activities
II.B.3-3	Diversity Scorecard
II.B.3-4	*Schedule of Classes*, spring 2009: Norco Campus GUI-45 classes
II.B.3-5a	One-semester Student Educational Plan form
II.B.3-5b	Two-year Student Educational Plan form
II.B.3-6	Early Alert information packet

II.B.3-7 Bilingual Workshop announcement
II.B.3-8 Flyer/Announcement: One Stop ESL testing /orientation
II.B.3-9 Flyer/Announcement: Student Financial Services Orientation/Workshop
II.B.3-10a Brochure: Scholarship Announcements
II.B.3-10b Flyer: Scholarship Workshop
II.B.3-11a Brochure: DSP & S
II.B.3-11b Brochure: EOPS
II.B.3-12 Brochure: Talented Tenth Program (T3p)
II.B.3-13 Agenda: Counselor Classroom visit
II.B.3-14 Information Table Handouts
II.B.3-15 Flyer: Career/Transfer/Job Placement Center
II.B.3-16 Calendar: "University Representatives on Campus"
II.B.3-17a Minutes / Agenda: Quarterly RCC Counselor HS Counselor Meetings
II.B.3-17b Minutes / Agenda: ELAC Meetings
II.B.3-18 Student Ambassador Program on-site visit
II.B.3-19 Flyer: RCC participation at HS College Fair
II.B.3-20 Agenda: High School Senior Visitation Day
II.B.3-21 Brochure: English Language Learner Day
II.B.3-22 Flyer: Day of the Mustang
II.B.3-23 Brochure: Talented Tenth Program (T3p)
II.B.3-24 Website: Eureka: www.eureka.org
II.B.3-25 Website: ASSIST: www.assist.org
II.B.3-26 EOPS Application packet
II.B.3-27 Student Services Program Review 2007
II.B.3-28 Brochure: Health and Wellness
II.B.3-29 Brochure: "Getting Started"
II.B.3-30 Agenda: High School Senior Visitation Day
II.B.3-31 Agenda: English Language Learner Senior Day
II.B.3-32 Agenda: Disabled Resource Senior Day
II.B.3-33a Flyer: Puente Program
II.B.3-33b Puente Program Application
II.B.3-34 RCCD Student Financial Services newsletters
II.B.3-35 Brochure: TRIO Program
II.B.3-36a Brochure: Upward Bound
II.B.3-36b Upward Bound grant and objectives
II.B.3-37 Brochure: Norco Student Support Services (SSS) Program
II.B.3-38a Flyer: Tutorial Services
II.B.3-38b Tutorial Services usage data, 2007-2008
II.B.3-39 List of Norco Campus student clubs
II.B.3-40 Associated Students Norco Campus budget
II.B.3-41a Associated Students Norco Campus Constitution
II.B.3-41b Minutes / Agendas: Associated Student Norco Campus Senate, sample
II.B.3-42 Calendar: Annual Scheduled Cultural Activities
II.B.3-43 Report: 2008 Student Accreditation Survey
II.B.3-44 Flyer: Cross Cultural Event Fall 2008
II.B.3-45 Brochure: Health and safety fairs
II.B.3-46 Brochure: Leadership seminars
II.B.3-47a Membership list: NSPC subcommittee: Institutional Mission and Effectiveness 2008-2009

II.B.3-47b Membership list: NSPC subcommittee: Student Learning Programs and Services 2008-2009
II.B.3-47c Membership list: NSPC subcommittee: Resources 2008-20009
II.B.3-47d Membership list: NSPC subcommittee: Leadership and Governance 2008 - 2009
II.B.3-48 Flyer: Hispanic Heritage Month
II.B.3-49 Flyer: Black History Month
II.B.3-50 Flyer: Musical Presentations
II.B.3-51 Flyers: Norco Theatre Arts season
II.B.3-52 Brochure: Convocation Fall 2008
II.B.3-53 Brochure: Commencement Spring 2009
II.B.3-54 Flyers: Music @ Norco productions
II.B.3-55 Counseling Department student evaluation survey form
II.B.3-56 Support Services staff evaluation survey form
II.B.3-57 Minutes / Agenda: Norco Counseling Discipline Meetings, sample
II.B.3-58 Brochure: Counseling Conferences for UC and CSU, sample
II.B.3-59 Website: 4Faculty.org: http://4faculty.org
II.B.3-60 District Matriculation Plan
II.B.3-61 Website: Accuplacer data; http://www.accuplacer.org/
II.B.3-62 Revalidation results for math, ESL, reading (Matriculation Office)
II.B.3-63a Board Policy #7060
II.B.3-63b Board Policy #6070
II.B.3-63c Regulation 7045
II.B.3-64 Website: FERPA regulation, http://www.rcc.edu/ferpa

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II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement

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Descriptive Summary

Norco Campus Student Support Services departments and programs rely on a variety of methods and resources to assist in the systematic and regular review of program effectiveness. In particular, student services evaluates its ability to meet identified student needs through the use of its annual campus program review process, monthly student services meetings with the Dean, and data collected and analyzed by the Offices of Institutional Research and Reporting and the Norco Campus Associate Dean of Student Success. This information includes reports on enrollment trends, student characteristics, persistence and retention rates (II.B.4-1), student satisfaction surveys of programs and services, assessment studies, placement instrument validations, and degree certificate and university transfer rates.

Through Norco Campus's Student Services program review, each department annually evaluates its mission, quality of services, need/demand for services, and objectives (II.B.1-1). Norco Student Services has participated in this annual program review process for the past three years. During that time, department leaders have developed and continue to implement:

- Development of SLOs and service area outcomes (SAOs) for their areas (21 departments)

- Implementation of interventions to address the SLOs
- Implementation of assessment processes to evaluate the effectiveness of the SLO interventions
- Utilization of assessment results to make informed decisions about improvement of student support programs and services.

Each department is responsible for maintaining and updating its own SLOs and SAOs and utilizing them to identify strengths and areas of improvement in their respective areas. Each department has developed approximately five objectives tied with one or more outcome measures for assessment (II.B.4-2). Several improvements to student services programs have been made in response to the initial round of SLO and SAO assessments. For example, noting long lines and slow response times for students waiting to be served in person, Admissions and Records established an SAO to increase utilization of online enrollment services by promoting improved student knowledge of how to use them. The assessment criterion focused on the percentage of students using WebAdvisor to enroll. Beginning in summer 2008 and continuing into fall 2008, student workers were hired to approach students in line during peak registration periods and offer to demonstrate the use of WebAdvisor. Subsequent utilization of WebAdvisor increased from 88.5 percent in summer 2007 to 91 percent in summer 2008 and from 80.4 percent in fall 2007 to 84percent in fall 2008. When the Student Outreach program fell slightly short of its SLO measurement target of increasing fall enrollment via participation in the Day of the Mustang program by five percent in fall 2008, the program was modified to increase follow-up interventions between the Day of Mustang event and the opening of fall registration. These examples are indicative of the use of SLOs and SAOs by Norco Student Services programs as a basis for making improvements to service delivery.

In addition to program review, the Dean of Student Services facilitates monthly meetings during which each department provides updates and feedback on their respective service areas. At these meetings, administered by various departments either on a semester basis or annually, Student Services staff members generate ideas and provide input contributing to the improvement of services (II.B.4-2). The feedback obtained is analyzed and evaluated by the Norco Campus Dean of Student Services, who reports findings and suggestions to student support services personnel during departmental meetings.

In addition, staff and supervisors are subject to regular performance evaluations conducted by the Dean of Student Services and appropriate authorities at the district level. Finally, counselors, educational advisors, classified hourly employees, and faculty members attend workshops and conferences in order to participate in professional development and contribute to the achievement of stated student learning outcomes (see Standard II.B.3.c).

Self-Evaluation

The standard is met. The annual Student Services program review completed in 2008-2009 has resulted in the formulation of SLOs and SAOs and assessment measures for all Student Services programs. An effective structure has been put into place for the evaluation of the performance of Student Services in meeting student needs. Evidence has been collected and analyzed to assess the outcomes of most of the 21 Student Services programs and services and the results used to improve Norco's support services to students (IIB.1-1). Student Services has laid the foundation for developing a culture of continuous improvement based upon outcomes assessment.

Student Services will continue to measure program and service outcomes on a continuous cycle and provide evidence of such through the annual student services program review process.

Planning Agenda

- Continue to make improvements to Student Services programs based on the results of student learning and service area outcome assessments.

List of References

II.B.4-1 *RCC Fact Book 2008*
II.B.4-2 Student Services Program Review 2008

Standard II.C
Library and Learning Support Services

Standard II.C: Library & Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The Wilfred J. Airey Library, located on the Norco Campus of the Riverside Community College District (RCCD), is one of three libraries sharing resources with the other RCCD libraries.[44] Until recently, the district had a fully centralized library system; the Digital Library/Learning Resource Center on the Riverside City College campus acted as host to the Airey Library on the Norco Campus. Beginning on February 1, 2007, administrative oversight of the Airey Library was assigned to the Norco Campus, and an Assistant Dean of Library Services assumed immediate oversight responsibility.

The Airey Library is housed on the second floor of the library building and covers 8,914 assignable square feet with seating for 172 patrons. The library currently offers three study rooms that double as tutorial rooms, meeting rooms, and rooms for individual or group study. There is also a testing room for Disabled Students Programs & Services (DSP&S). Library skills-instruction workshops are scheduled in classrooms equipped with computer labs or held on library computer stations during periods of lesser peak usage, such as weekends. In addition, there is a circulation office, a technical processing room, the Assistant Dean's office, and a librarian's office. Five additional rooms are occupied by the Instructional Media Center (IMC). Adaptive equipment and software are available to assist disabled students in the learning process. Ramps and elevators provide access to the library and learning centers as well as to all buildings, classrooms, and offices on campus (II.C.1-1).

The Assistant Dean of Library Services, one full-time librarian, three part-time librarians, two full-time clerks, one part-time clerk, and a minimum of five student workers currently

[44] The Wilfred J. Airey Library opened on March 13, 1991 and was dedicated in honor of former RCC Board Trustee Wilfred J. Airey on September 16, 1992. In early 1996, the library moved to a new 9,687 square foot facility which originally had seating for 186 and included eight study rooms; the Instructional Media Center (IMC) now operates from three of these rooms.

comprise the Norco library staff. The majority of library operations function under the administration of the Vice President of Educational Services, Norco; cataloguing, acquisitions, and resource processing are handled at the library on the Riverside City College campus in close collaboration with Norco's library staff (II.C.1-2).

As of October 2008, the Wilfred J. Airey Library held 31,422 volumes; 9289 e-books, which are shared between all three RCCD campuses; 106 hard-copy periodical subscriptions; 9 newspaper subscriptions, and 419 DVDs and videos. There are 58 computer workstations with Internet access. The library has one adaptive-technology workstation used exclusively by patrons with visual, auditory, or mobility difficulties. All computer workstations are enabled with Microsoft Office (Word, Excel, Access, PowerPoint,), streaming media, CD/DVD, height-adjustable monitors with easy access to audio ports and USB ports, and hard-drive access. Four terminals are designated for online-catalog (LAMP) use only, and there are two workstations designated for community-access usage. The library has 3 VHS players and monitors and one DVD player and monitor. Also located in the library are two coin-operated black-and-white photocopiers, two coin-operated black-and-white print stations, a coin-operated color printer/copier, a CCTV for enlarging print materials, and a drafting table for interaction between other learning support services, instructional faculty and staff to meet the needs of students.

Instructional Media Center. IMC provides the following production services:

- Video
- Audio
- Graphics
- Digital imaging
- Scanning
- Digital photography
- PowerPoint presentations.

The expansion of enrollments, faculty, and facilities at the Norco Campus has led to a dramatic increase in the number of work orders received by Norco's IMC. In 2003, IMC received 520 work orders; in 2006, work orders increased 430 percent to 2,765. In 2007, work orders increased another 88 percent to 5,187 (II.C.1-3a, II.C.1-3b).

In addition to these resources, Norco students are provided access to two district library websites: the online library resource, LAMP and the district IMC (II.C.1-4, II.C.1-5). LAMP is an online resource for all students in the district that includes:

- The online catalog containing the bibliographic records of all library materials, including hardcopy and electronic books, periodicals, and media
- 6,230 e-books, 303 streaming-media titles, and electronic-course reserve materials (available district-wide online)
- Electronic resources via 46 district-wide library subscription databases that contain citations, abstracts, and full texts of articles from magazines, journals, newspapers, and reference resources
- Tutorials and guides to finding and using information
- General information about library resources and services. (II.C.1-2, II.C.1-4)

The IMC website provides 24/7 access to information regarding: (1) KRCC, Riverside City College's television station; (2) audio-visual equipment available at RCC campus; (3) production, satellite down-linking, and videoconferencing information; and (4) procedures and forms for requesting IMC equipment and services (II.C.1-5).

The Wilfred J. Airey Library's collection supports all the programs offered at Norco Campus (II.C.1-6a, II.C.1-6b). Collection

development is based upon fund availability and, as mentioned above, cataloguing, acquisitions, and resource-processing functions are performed at the Digital Library/Learning Resource Center on the Riverside City College in close collaboration with Norco's library staff.

The Norco Campus Educational Master Plan is used to plan and describe the vision, goals, and needs of library services, including staffing, technology, and acquisition of resources. Planning for the Norco library is part of the Norco Campus Strategic Planning process. Materials for the Norco library are selected with Norco discipline faculty input in accordance with collection-development policy guidelines and are processed by the Riverside City College Library (II.C.1-7).

The Association of College and Research Libraries (ACRL) provides recommendations for the assessment of library service outcomes which are either content or context based. Content-based outcomes are related to library materials, facilities, and equipment. The library's current content-based outcomes are provided in the form of traditional library output data, which is used internally for tracking trends in the use of library services and the growth of collections and submitted annually to various library agencies and organizations.

To ensure that materials and services available through the library meet the needs of the students and their respective assignments, library faculty and staff are in regular contact with faculty members to supply library materials of appropriate currency, depth, and variety on a regular basis (II.C.1-8). The following interactions between library faculty and discipline faculty assist in this process:

- The faculty librarian attends Norco department meetings to receive discipline faculty input and recommendations.
- The faculty librarian has membership on the Norco Academic Senate and attends the twice-monthly meetings.
- Discipline faculty members place materials on reserve at the library for student use.
- The Norco Campus librarian is a non-voting member of the Norco Curriculum Committee and attends meetings twice a month (II.C.1-9).
- The district uses CurricuNet. The librarian is electronically notified when new courses are proposed, and library resources are verified and/or purchased to support new courses. (II.C.1-10)

In addition, Norco library faculty consult professional and popular review sources, add new materials to the collection and deselect others, contribute to the collection inventory for the library, and collect circulation and visitor statistics (II.C.1-2). Other assessment tools used to determine that library services are adequate to meet student needs include an annual library-user satisfaction survey and course assessment of the Library 1 course SLOs (II.C.1-11).

Self-Evaluation

The standard is met. Norco library faculty and discipline faculty acquire materials that support student learning and meet the mission of the Norco Campus. Library faculty members continually assess the effectiveness of the current collection by evaluating whether the current materials are of sufficient relevancy and currency to meet students' research needs. For example, in 2007-2008, 1708 new titles were added to the Airey Library. Books are selected by librarians in consultation with faculty based on their assessment of the curriculum needs of the campus.

Based on a fall 2006 analysis of the collection and the degree of faculty participation in its accrual, the campus has

begun implementing a strategic initiative geared toward improving the currency of book holdings and strengthening the degree of faculty participation in library-book acquisition. To address this initiative, the Vice President of Educational Services allocated the entire library budget ($40,000) to the purchase of books and related materials by faculty. As a result, in January 2007, requisitions were submitted for over 600 new books, all of which were selected by Norco faculty members. In addition, the Assistant Dean of Library/Learning Resources and library faculty have focused on the collection-development process in the following areas:

- In spring of 2008, the library purchased faculty-requested new and updated titles totaling $20,000.
- In fall of 2008, the library received $15,000 from Title V funding to purchase additional titles, specifically in the areas of ESL and English Language Learners (ELL).
- Also in the fall of 2008, the library purchased $20,000 of faculty-requested new and updated titles.
- As of October 9, 2008, Norco had a total book and eBook collection of 31,422 titles. Of this total, 40 percent was published in 2000 or later.
- A collaborative deselection process between faculty and librarians has been instituted, and an access database is maintained of deselected items. (II.C.1-12a)
- The Communications Department assigned faculty members to deselect their discipline areas (English, Reading, Speech, Journalism, ESL and Library Science).
- At the library's request, individual faculty members, have come into the library to deselect their discipline areas (II.C.1-12b, II.C.1-12c, II.C.1-12d).
- Collection is monitored by publication date to ensure that materials are continuously updated and deselected.
- The library faculty continues to work with departments to deselect materials in their disciplines. The librarian is currently working with the following disciplines: architecture, engineering, manufacturing, and electronics.
- The Norco faculty recommends titles on an ongoing basis. Individual faculty lists are continuously maintained in *Books in Print* (*BIP*).
- An online form for 24/7 recommendation of purchases is located on the library's website at http://lamp.rcc.edu:2082/acquire.
- Faculty Book & Video Request Forms are placed on Norco full- and part-time faculty listservs when funds are available.
- Faculty requests are accepted individually by placing in the librarians' or library's mailboxes.
- Faculty requests are accepted in person, by phone, and by email.
- Individual faculty request lists are continuously maintained in *BIP*.
- An Access database containing faculty requests on order or received is maintained.

The success of the above measures is reflected in significant improvements in faculty survey results between 2007 and 2008 as summarized below (II.C.1-13a, II.C.1-13b):

- The percentage of faculty agreeing that the "library's support for instructional programs contributes to student learning outcomes" increased from 61.8 percent to 84.4 percent.
- The percentage of faculty agreeing that the "library collection has enough breadth to meet the needs of

my students" increased from 32.7 percent to 48.9 percent.

- The percentage of faculty agreeing that "[i]n general, the library is sufficiently responsive to faculty input" increased from 61.9 percent to 82.3 percent.

According to the Norco Faculty Survey of Library and IMC Services administered in fall 2008, over 68 percent of the survey participants indicated that the Assistant Dean and library faculty are proactive in addressing the instructional needs of Norco students and faculty (II.C.1-14).

By taking a more systematic approach to library acquisitions, Norco Campus will continue to enhance the currency of the Airey Library collection and strengthen the critical role of faculty members in selecting library materials.

The Airey Library is small relative to the growing size of the student body, and plans are underway for additional physical space, books, learning resources, equipment, and personnel to meet educational program and student learning needs at RCC Norco. The Norco Campus Educational Master Plan calls for additional space to be made available for library uses within the existing library by 2010 and maintains that a new library should be considered for construction in 2014-2018.

In fall 2006, the John F. Kennedy Middle College High School opened on the Norco Campus. The opening enrollment was 600 students, and the facility is intended to accommodate an eventual capacity of 1000 students. The high school was designed without a library, and the arrangement between the Corona-Norco Unified School District and RCCD calls for shared usage of the Wilfred J. Airey Library facility and services.

In October 2008, a formal written agreement was drafted that details the provision of shared usage between Norco Campus Library and the students and faculty of JFK Middle College High School. The agreement specifies the continued participation of the Assistant Dean of Library/Learning Resources in JFK-RCC business and planning meetings, the discussion of JFK student and faculty needs and issues as standing agenda items at Norco Library staff meetings and librarian's meetings, and ongoing dialog between the Assistant Dean-Library/Learning Resources and the JFK principal. These collaborative efforts have yielded plans to provide specialized library tours for JFK faculty/departments and the development of a JFK-student library volunteer program (II.C.1-15).

The three RCCD campus libraries share resources. Each library has its own website (http://library.rcc.edu/norco/). Due to budgetary factors, administration of the online library catalog, materials cataloging and processing, and licensing for online databases remain shared. These functions will be transferred to the campuses as funds become available. The three campus libraries continue to share resources through intercampus loan service so that learners have access to the entire circulating collection regardless of where an item is housed.

Online databases are selected to support the curriculum of the district based upon input from library and discipline faculty across all three campuses. It is anticipated that Norco will independently select and fund its online databases after receiving college status (II.C.1-16a-b).

Technological innovation requires a strong leadership and financial commitment from the district and Norco Campus, not just for the infrastructure but for software licensing, copyright compliance, maintenance, and training of personnel. In order to facilitate

independence of the Norco Library from the library at Riverside City College, Assistant Dean-Library Services positions were created in fall 2006; the Assistant Dean of Library Services at Norco began work in the spring of 2007.

In terms of equipment needs, in 2007 the library replaced all of its outdated student computers with 59 new state-of-the-art models and upgraded all library staff workstations as well. In addition, the library server was relocated to a location allowing more adequate temperature-control capability. Eventually, additional servers must be acquired to expand the library's bandwidth capabilities and to allow greater access to online services by students, staff, and faculty. The planned Norco Operations Center (NOC), part of the construction plan approved by Measure C, will soon alleviate problems of bandwidth, access, and appropriate facilities to house the servers locally (II.C.1-17). The construction of the NOC is projected to be completed sometime in 2011. In the meantime, the library continues to evaluate and explore new technologies that may support and expand student learning, such as RFID, podcasting, and technology-management software.

While the discipline of Library Science spans all three campuses in the district, it is anticipated that the Norco library will assume more responsibilities when Norco achieves individual college status. In order to enhance the Norco mission, the ultimate purpose of Airey Library is to support the curriculum by providing learners with a wider range of undergraduate resource materials, computer facilities, and, through the IMC, support for faculty multimedia/ instructional technology needs.

Planning Agenda

None

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library orientation and instruction are ongoing during all semesters and sessions. Reference service is available during open hours and is conducted at the reference desk or provided as one-to-one service with students at a library workstation. Librarians conduct scheduled library-skills instruction workshops via individual student sign-ups during the day, evening, and weekend hours in order to accommodate different student schedules (II.C.1-18). In-class library instruction is available upon instructor request. Library 1 (Information Competency) credit courses are available for Norco students in an online format via the Riverside City College campus. In spring 2009, Norco offered a face-to-face, web-enhanced Library 1 (Information Competency) credit course for the first time (II.C.1-19a, II.C.1-19b, II.C.1-19c).

Through these instructional means, students are taught the basics of information competency, including how to conduct searches in the online library catalog and the use of electronic resources. The General Education Outcomes listed below reflect the objectives of library orientation, reference services, workshops, and courses. Achievement of these outcomes enables students to develop skills in information competency:

- Determining and articulating information needs
- Finding information using a variety of resources
- Describing and applying scholarly criteria for the critical evaluation of information

- Using information effectively to accomplish a specific academic purpose
- Identifying and summarizing ethical and social issues related to information and its use. (II.C.1-2, II.C.1-20)

To assess the effectiveness of library skills-instruction workshops as well as information-competency instruction in the Library 1 course, the library uses several means (II.C.1-2):

- A student survey (a "start-of-course" and "end-of-course" information-competency assessment test) (II.C.1-21)
- "One-minute-paper" assessments
- Library Skills-Instruction Workshop tests
- Self-reflection journals
- Library faculty observation and commentary on student participation and work.

Assessment instruments indicate that students are responding well to the library services offered at Norco. According to survey responses from the Library User Satisfaction Survey of spring 2008, 86 percent of students indicated that the reference/faculty librarian exceeded or met their expectations in being knowledgeable and able to their questions clearly. Eighty percent of students indicated that their ability to obtain the book(s)/information they were seeking at the library exceeded or met their expectations. Consequently, there is some evidence to suggest that library resources and services are contributing to the achievement of student learning and Gen-Ed outcomes.

Learning Support Services

Tutorial Services, the Math lab, the CIS (computer) lab, and the Writing and Reading Center (WRC) offer a variety of services to enhance student skills in information competency that, in turn, meet General Education SLOs at the district level as well as fulfill the Norco mission to "equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education" (II.C.1-2).

Tutorial Services. Tutorial Services is a learning-support program based on a peer-tutoring model. As of fall 2008, Tutorial Services falls under the direction of the Associate Dean of Student Success. The Associate Dean oversees the entire Learning Resource Center, which encompasses all learning labs as well as Tutorial Services. The tutorial staff works toward creating innovative means to help support and unite students with both faculty and student services. Three hours of tutoring per subject, per week are available to all students enrolled in a Norco or district course with additional time provided for those enrolled in special programs, such as EOPS and TRIO (II.C.1-22). Tutorial appointments are made through the Tutorial Services office; students and tutors utilize study rooms within the Airey Library. Currently, more than 25 tutors staff the Tutorial Services center.

Tutorial Services, in collaboration with a Title V Cooperative grant, has set up tutors for students and tutorial assistance for instructors and students in ESL courses. Although Tutorial Services works in collaboration with the Title V Co-op grant, it does not rely solely on grant funds. With the Associate Dean of Student Success in place, Tutorial Services has been able to secure support from the general fund. Additionally, under an innovative program funded out of the office of the Associate Dean of Student Success, Tutorial Services has provided tutors in the Math Lab focusing on basic skills math courses (II.C.1-23a, II.C.1-23b, II.C.1-23c). Instructors are also given the opportunity to request tutor participation in the classroom.

Math Lab. The Norco Campus's mathematics lab has been in operation since 2004. It is staffed by a coordinator and several trained student tutors who are available to help

students understand course material from their mathematics classes (II.C.1-24). The lab serves students enrolled in any mathematics class, providing the following instructional support services:

- Individual and group study areas
- Tutoring by instructors or instructional assistants/student tutors
- Supplementary support material such as videos and tutorial software
- Workshops on selected topics in math
- Regular problem-solving sessions with instructors or trained tutors
- Calculator loan program
- Test and quiz proctoring (II.C.1-24)

The Math Lab is equipped with graphing calculators, computers and computer software, whiteboards, protractors, compasses, and drawing triangles. Textbooks, solutions manuals, and instructional and class videos can also be checked out and used on-site.

CIS Computer Lab. The Norco CIS Computer Lab is a resource for any student enrolled in a lab practicum or computer information science class. The lab is equipped with more than 60 desktop computers providing internet access; word processing, spreadsheet, database, and web design capability; and specialty programs designed to support specific courses, such as geography, video gaming, and math and computer programming. The lab provides training and ongoing support in the use of many computer applications and is designed to work hand-in-hand with college computer classes. Lab instructors are on duty at all times, and student lab aides are available for assistance during peak times.[45] Also, trained tutors are scheduled to meet with students in the lab to provide individualized assistance with specific assignments or questions. Limited drop-in assistance is provided for students not enrolled in computer labs or practica (II.C.1-25).

Writing and Reading Center (WRC). The Writing and Reading Center at Norco is located in the library building and offers required supplemental instruction for students enrolled in English matriculation courses, ESL 54 and 55, and Reading 83. Tutoring and instructor assistance for writing and grammar are available to all Norco students; however, access to computers and their software is limited to students enrolled in the above classes or in writing practicum classes (English 96 and 97) (II.C.1-26, II.C.1-27).

The WRC is staffed by full- and part-time faculty from the English, ESL, and reading disciplines; by trained student tutors in English; and by a computer aide. Services offered by the WRC include:

- Tutoring and faculty assistance for English and ESL composition students, both walk-in and by appointment
- Print resources, including textbooks, handbooks, dictionaries, graded reading materials, ESL resource materials, and over 100 handouts focusing on specific writing problems, punctuation, and grammar
- Access to 32 desktop computers and two printers as well as a computer and scanner suitable for disabled-student use, tables for group work or individual study, and a service desk
- Access to word processing, grammar websites, ESL grammar software, reading instruction, Internet, and Library (LAMP) resources. (II.C.1-26, II.C.1-27)

Hours of operation and a description of services for the Wilfred Airey Library and for each learning services center are posted on the doors of each center and on the college website.

[45] New CIS curriculum changes, which went into effect in summer 2006, embedded 18 lab hours into most CIS classes. In anticipation of the resulting increased utilization of the CIS lab, additional lab aides were hired and trained for spring and summer 2006.

Self-Evaluation

The standard is met. Information competency-skills training is provided formally in scheduled workshops and online courses and informally through library tours and other one-on-one assistance. Workshops and/or online courses cover a variety of topics, including the use of electronic resources (scholarly journals, newspaper, and magazine articles), remote access of electronic resources, and general research skills (exploring databases, use of citations, Noodle Tools, and advanced internet searches).

A variety of learning-support services labs and tutorial services provide both individual and group assistance with classroom assignments through planned and drop-in tutoring. Upon completion of the Student Success Center in fall 2010, plans call for all learning support labs to be relocated to an integrated learning resource center located on the ground floor of the library.

Library Skills-Instruction Workshops are conducted during all sessions. One-on-one library skills training sessions for faculty members are also available upon request. Until the hiring of additional library staff, alternative ways of updating new and continuing faculty are being explored, such as the development of a standardized PowerPoint presentation to be given before each session. Norco library faculty offered the Library 1 (Information Competency) credit course in a face-to-face format for the first time at the Norco Campus in spring 2009. JFK Middle College High School students were encouraged to enroll in Library 1 on the Norco Campus. As Norco attains college status, library policies, procedures, and learning support services will be continually reviewed in order to assess when and how additional services need to be offered to students and faculty.

Planning Agenda

- Convene design team and prepare building layout for integrated student learning support center to be located on the ground floor of the library building.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services providing adequate access to the library and other learning support services regardless of their location or means of delivery.

Descriptive Summary

RCC-Norco Library and staff are dedicated to providing services, materials, training, and educational programs to all students and faculty regardless of location, special need, or type of program. This includes John F. Kennedy High School, developmental, and DSP&S students.

For disabled students, special services provided by the IMC and Disabled Student Services include access to closed-captioned videos that meet Section 508 of the Rehabilitation Act and special computer stations and equipment for the disabled (II.C.1-28, II.C.1-29, II.C.1-30). A testing center featuring adaptive technology is located in the library. The WRC (Writing and Reading Center) provides lower-level reading materials for English as a Second Language (ESL) and developmental reading students, and the library offers customized instruction for ESL and basic skills students.

As stated in Standard II.C.1.a., the District has a centralized library acquisitions system. While all acquisitions, cataloging, and resource-processing functions are handled at the Riverside City College's Digital Library, students, faculty, and staff have access to the entire circulating collection of the three campus libraries—regardless of where an

item is housed—through intercampus library loan. Faculty members also are extended interlibrary loan privileges. Materials borrowed from Riverside City College are delivered to Norco via the inter-campus mail system. Norco students may use the Digital Library and the services provided at Riverside City College. Additionally, the library home page (LAMP) for the district can be accessed from the Norco Campus home page. The single online catalog (LAMP) allows students, faculty, staff, and community to research the entire district library collection. On the other hand, reference and reserve materials serve unique purposes at each of the campus libraries and, therefore, do not circulate.

From the library's 59 workstations or from any computer on campus having Internet access, students, faculty, staff, and community borrowers have access to the library's website, LAMP (II.C.1-4). From the LAMP website, the library's online catalog can be searched as well as 54 subscription databases. Remote access to these databases is available 24/7 to students, faculty, and staff with ID number and password. A systems printer allows printing from any of the 59 library workstations using a print card that is purchased from one of the card machines located in the library or the computer lab.

The circulation department carries out all aspects of the circulation of library materials, the shelving of the collection, and the ongoing maintenance of the circulation database records. The circulation department ensures prompt and courteous service to all students, staff, faculty, and community borrowers.

Hours of Operation. During the fall and spring semesters, the library is open at the following times:

Monday–Thursday	7:30 a.m.—8: 00 p.m.
Friday	7:30 a.m.—1:00 p.m.
Saturday	8:00 a.m.—4: 00 p.m.

Hours for the winter intersession are:

Monday-Thursday	7:30 a.m.—4:00 p.m.
Saturday	Noon—4:00 p.m.
Fridays	Closed

Hours for summer session are:

Monday-Thursday	8:00 a.m.—8:00 p.m.
Saturday	Noon—4:00 p.m.
Fridays	Closed

During regular library hours, students may visit the library or telephone library faculty members for research assistance (II.C.1-31).

ACRL provides recommendations for the assessment of library service outcomes which are either content or context based. Content-based outcomes are related to library materials, facilities and equipment (also discussed in Standard II.C.1.a above). Context-based outcomes are linked to the student patron's experience with the library in terms of interactions with staff, the comfort of the facilities, and the convenience of use. Assessment of these context-based outcomes occurs in the form of questions and statements appearing on suggestion-box forms, library surveys, questions embedded in course assignments for Library 1, and one-minute papers. The data collected from content- and context-based tools are used for the improvement of services that enhance student learning at Norco.

Door count, circulation of materials, directional questions, and requests for help with computers and other machines have all increased proportionately to the increase in FTE enrollment on the Norco Campus, indicating that, overall, access to the Norco Library and learning support services is adequate to meet campus growth and student learning needs (II.C.1-2). In 2007-2008, the Assistant Dean of Library/Learning Resources reviewed the frequency, availability, and efficiency of Library Skills-Instruction Workshops

scheduling. As a result, the overall number of workshops offered was reduced in order to maximize efficiency and provide more flexibility for in-class workshops. The availability and frequency of workshops is reviewed annually at the end of the academic year and based accordingly on the analysis of recent workshop attendance statistics and availability of library staffing (II.C.1-32).

Norco Library Use Statistics: 2006-2008

Parameter	2006-2007	2007-2008
Door Count	102,413	109,580
Circulation of Materials	11,489	13,913
Directional Questions	1,167	1,763
Reference Questions	2,869	3,692
Machine Assistance	1,401	2,224
Orientation Lectures / Workshops	143	87

Instructional Media Center (IMC). Throughout the campus's daily hours of operation, classroom support is available for basic set-up and maintenance of media equipment for instructor presentations, video conferencing, satellite downlinks, and media-equipment maintenance and inventory control. IMC services include delivery of audio-visual equipment to classrooms, video and audio productions, repair and service of all technological equipment on the campus, installation of new audio-visual equipment, upgrades, special audio set-ups, testing, inventory, training, recommendation of new audio-visual equipment, PowerPoint production and training, and technical support to staff, faculty, and students.

Norco IMC hours of operation are as follows:

Monday-Thursday	7:00 a.m.—8:00 p.m.
Friday	7:00 a.m.—4:00 p.m.
Saturday	7:30 a.m.—4:00 p.m.

CIS (Computer) Lab

In the fall and spring semesters, the CIS Lab is open Monday through Friday from 8:00 a.m. to 8:30 p.m. During the winter and summer sessions, the hours are reduced somewhat, and hours vary slightly from semester to semester.

Math Lab

The Math Lab hours vary from semester to semester. Generally, the lab is open from 8:00 a.m. to 6:00 p.m. Monday through Thursday with shorter hours on Fridays. The schedule is posted on the Norco Mathematics webpage.

Writing and Reading Center (WRC)

The WRC is open from 8:00 a.m. to 6:30 p.m., Monday through Thursday; Friday from 10:00 p.m. to 2:00 p.m.; and Saturday from 10:00 p.m. to 2:00 p.m., with shorter hours during winter and summer intercessions.

Self-Evaluation

The standard is met. The library and learning support services at Norco provide adequate access to students, staff, and faculty on campus.

IMC has expanded its operational space and resources to meet increasing work orders and equipment maintenance and repair requests. Further expansion is necessary amid projected increases in demand for service. Norco faculty members have expressed the need for increased promptness and efficiency of IMC services in

order to meet growing instructional demands. As a result, the Norco Strategic Planning Committee identified hiring another full-time staff member for the IMC as a top priority based on a fall 2008 recommendation of the Administrative Planning Council. Consequently, a second full-time IMC technician was added in spring 2009.

Additionally, there are plans to relocate the IMC to a larger and more contiguous area within the future Norco Operations Center building.

Planning Agenda

- Expand space available for library services with the relocation of IMC to the Norco Operations Center.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The Airey Library provides adequate security for its facilities and materials. At the library entrance, 3M Security gates monitor materials taken from the library; Gaylord magnetic strips protect print and non-print media and non-magnetic pieces of equipment. Fire-safety measures are in effect for the library, and fire extinguishers are available in staff and public areas. Emergency exits are accessible to all patrons and staff and clearly marked; evacuation plans are prominently displayed. No security cameras have been required to date.

Consistent with the campus's total-cost-of-ownership approach to equipment acquisition, the printers and copy machines in the library are on maintenance contracts, enabling parts, hardware, and software to be replaced without additional charge. Similarly, the library, Tutorial Services Center, DSP&S, and computerized labs all have maintenance agreements for electronic equipment at these facilities (II.C.1-33). Norco Information Services technicians maintain student and staff computers (hardware and software) and update all the software and security packages. The IMC is responsible for maintaining, installing, and upgrading audio-visual equipment (see Descriptive Summary). Multimedia equipment in the library, including televisions, DVD players, and VCRs, is secured to tabletops to prevent theft.

Campus police are contacted immediately if there is any vandalism or attempted misuse of library or learning support facilities equipment and/or furnishings (II.C.1-34, II.C.1-35).

The Writing and Reading Center has an alarmed entrance with a card passkey system; students obtain their cards after registration in appropriate English and ESL classes. Students log into a central terminal to verify registration in a valid lab class. Students show ID to take tests and to check out books and reference materials. The lab is locked by instructors upon closing, and staff members monitor students entering and leaving the lab. The computer and math labs share lab space and have similar alarm setups and card passkey procedures. Students show their ID to take tests and to check out books, calculators, headphones, and transcription machines. No video cameras are used to document activity in the lab spaces.

The Instructional Media Center (IMC) has a routine equipment maintenance schedule. Each semester, the IMC:

- provides preventive maintenance on all related classroom media equipment
- evaluates and repairs any equipment needing maintenance

- assists faculty and staff with the acquisition of new media equipment and technology for the classroom
- recommends equipment based on need and establishes equipment specifications and budget
- generates requisitions for the purchase of media equipment
- coordinates equipment installation including any necessary wiring, (excluding electrical) and assists with installation when required
- trains faculty and staff on proper use of the equipment when equipment has been installed. (II.C.1-36)

IMC media equipment is subject to rigorous security procedures. All equipment is inventoried and barcoded. The list is updated as new equipment is purchased and regularly sent to District Inventory Control, with a copy kept in the Norco IMC office. Permanent classroom equipment is protected by security cables and locks or alarms. Mobile equipment is picked up by evening staff and locked in a storage room with limited key access.

Self-Evaluation

The standard is met. The campus provides effective maintenance and security for its library and other learning support services. Maintenance agreements are a regular part of all electronic equipment purchases. Campus police respond quickly when called in an emergency.

Planning Agenda

None

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

All contracted services utilized by the Norco library and the evaluation of these services are coordinated by the Digital Learning Library at Riverside City College. The Digital Library at Riverside has formal agreements with other academic institutions for interlibrary loan services offered to RCCD faculty.

Self-Evaluation

The standard is met. Norco Campus Library, through the Digital Library at Riverside City College, maintains fully automated circulation and cataloging systems. The library catalog is online, providing access to books and audiovisual materials. Online subscription databases provide access to articles, statistical information, and reference sources such as dictionaries, encyclopedias, and citation guides. Inter-library loan is available. All services are available to faculty and students on and off campus by accessing the library's LAMP website. The Digital Learning Library at Riverside City College Campus will maintain appropriate shared contracts. The Airey Library will maintain appropriate contracts that are not shared. Norco library staff continues to explore the utilization of new technologies that may require additional contracted services in the future.

Planning Agenda

None

List of References

II.C.1-1	DSP&S Usage Reports
II.C.1-2	Library and Learning Resources Program Review, fall 2008
II.C.1-3a	IMC Service Statistics Charts, 2006-2007
II.C.1-3b	IMC Service Statistics Charts, 2007-2008
II.C.1-4	Website: LAMP: http://library.rcc.edu/
II.C.1-5	Website: District Instructional Media Center: http://imc.rcc.edu
II.C.1-6a	Website: Norco Collection Documents: http://library.rcc.edu/norco/
II.C.1-6b	Norco Collection statistical data reports
II.C.1-7	RCCD Library Acquisitions Policy
II.C.1-8	Sample e-mail messages from faculty to library staff at Norco
II.C.1-9	Norco Academic Senate Curriculum Committee By-Laws
II.C.1-10	Website: CurricuNet: http://www.curricunet.com/RCCD/
II.C.1-11	Wilfred J. Airey Library User Satisfaction Survey
II.C.1-12a	Deselection Guidelines and Process
II.C.1-12b	Faculty/Discipline Deselection Request list
II.C.1-12c	sample e-mail communication regarding Deselection Process
II.C.1-12d	Deselection lists provided to faculty
II.C.1-13a	Report: 2007 Full-time Faculty Accreditation Survey
II.C.1-13b	Report: 2008 Full-time Faculty Accreditation Survey
II.C.1-14	Norco Faculty Survey of Library and IMC Services, fall 2008
II.C.1-15	Agreement of Shared Library Usage
II.C.1-16a	List of electronic resources, Wilfred J. Airey Library
II.C.1-16b	Website: Wilfred J. Airey Library electronic resources: http://library.rcc.edu/norco/eresources.htm
II.C.1-17	Proposal for Construction of Network Operations Center, Norco (*RCCD Fact Book*)
II.C.1-18	Norco Library Workshop attendance sheets, sample
II.C.1-19a	Sign-up sheets for Library Workshops, sample
II.C.1-19b	Request forms for in-class Library Orientations
II.C.1-19c	*Schedule of Classes*, spring 2009, LIB-1 course listing
II.C.1-20	SLOs form LIB-1 Course Outline of Record (COR)
II.C.1-21	Norco Library Student Survey
II.C.1-22	Tutorial Services student usage report, sample
II.C.1-23a	Title V grant
II.C.1-23b	Title V annual report
II.C.1-23c	Title V monthly report, sample
II.C.1-24	Math lab usage report (positive attendance), sample
II.C.1-25	CIS lab usage report (positive attendance), sample
II.C.1-26	AccuTrack usage reports
II.C.1-27	Reading and Writing Center survey
II.C.1-28	IMC special equipment list: video recordings for the hearing impaired
II.C.1-29	Section 508, Rehabilitation Act
II.C.1-30	List: Assistive computer technologies available in DSP&S Center
II.C.1-31	Norco Library usage chart
II.C.1-32	Wilfred J. Airey Library Norco Campus Library Skills Instruction Workshop Availability, 2008-2009
II.C.1-33	Sample maintenance agreements; computers and software, Norco Campus
II.C.1-34	Security plans: library and labs

II.C.1-35 Sample material loss/theft reports: Norco Campus police
II.C.1-36 RCCD Digital Library/Learning Resource Center: IMC Purpose and Responsibilities

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II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Norco Campus undertakes active, ongoing evaluation of library and other learning support services in order to improve its services to students and substantiate the achievement of student learning outcomes. In terms of the ACRL's recommended context-based outcomes, a number of evaluative tools are used by Norco library and learning support to assure that the institution is meeting its mission to improve student learning. These include:

- Library student surveys, faculty surveys, "one-minute-paper" assessments, and Library Skills-Instruction Workshop tests (II.C.2-1)
- ACCUTRAK (provides Writing and Reading Center utilization data)
- Utilization data provided by the Office of Institutional Research for the math and computer labs, Tutorial Services and DSP&S, and the library under review by the Norco Campus Outcomes Assessment specialist (II.C.2-2a, II.C.2-2b, II.C.2-2c, II.C.2-2d)
- Library program review data. (II.C.2-1)

Analysis of the data collected from these tools is used for the improvement of services. This response indicates that library resources and services are contributing to the achievement of student learning outcomes not just for the library but across all disciplines (II.C.2-1).

Through the Library 1 (Information Competency) online course, it is expected that students will achieve the following general outcomes:

- Determining and articulating their information needs
- Locating, evaluating, and using information effectively
- Identifying and summarizing ethical and social issues related to information and its use. (II.C.2-1)

Librarians have reviewed the course outline of record for Library 1 and revised the student learning outcomes to achieve a closer alignment with those suggested by the Association of College and Research Libraries (ACRL). Assessment of these learning outcomes in the course is conducted through a "start-of-course/end-of-course" survey, course-embedded assignments, self-reflection journal entries, and instructor observation. Assessment tests show that students are responding well both to the course content and to the library instructors' strong commitment to helping students succeed. Library 1 instructors are planning to further enhance the effectiveness of the course in meeting student needs by aligning it more closely to the Bay Area Community Colleges Information Competency Assessment Project (II.C.2-3).

The data suggests the need for the development of a more comprehensive assessment plan using a new template for student learning outcomes that focuses on

"planning, assessment, review, improvement" (II.C.2-4). Results of two trial assessments of learning outcomes have stimulated library faculty discussion about new ways to approach student learning. Tutorial Services, CIS lab, Writing and Reading Center, and Math are in the process of assessing their student area outcomes, which support the Student Learning Outcomes of the Learning Resource Center.

Self-Evaluation

The standard is met. The Norco one-minute-paper assessments and the online LAMP website satisfaction survey have provided useful feedback regarding the achievement of student learning outcomes for Norco Library and students. Also, the alignment of student learning outcomes for library patrons with the ACRL guidelines and other assessment best-practices recommendations is a positive step in the direction of serving student learning needs.

Recognizing that the CCSEQ survey document does not provide enough information about meeting student learning needs in the library and computerized labs at Norco Campus, the campus included questions pertaining to these matters in a fall 2008 survey of students. Sixty-four percent of the respondents agreed that "Norco Library's collection, such as books, magazines and media resources, is adequate to meet my educational needs." Seventy-two percent agreed that "[i]n general, computer equipment and support on Norco Campus are adequate to meet my educational needs" (II.C.2-5).

The RCCD Library program review indicates a higher-percentage increase at Norco Campus than the other two campuses in door count, circulation of materials, requests for machine help, and library skills workshops (see Standard II.C.1.c. above). These statistics point to the need for additional library faculty and staff (II.C.2-1).

The Norco course outline of record workshop data results (II.C.2-4) also indicated the need for more library skills-instruction workshops. In addition, longer workshops are indicated, including advanced sessions that focus on a single online database tool, such as Noodle Tools, or a single research area, such as literary criticism. To meet these needs, the library offered one session that focused on the Noodle Tools online database in spring 2008 and two more in fall 2008 with plans to continue this in the future. Workshop offerings have been given more flexibility and, in addition to regularly scheduled workshops, the library offers subject-specific workshops upon request from faculty. Single online database instruction is also provided on an as-needed basis.

Utilization data for the Writing and Reading Center, Math and CIS labs, and Tutorial Services at Norco is currently being collected and evaluated by the Office of the Associate Dean of Student Success in order to assess patterns and frequency of usage of those facilities. Earlier analyses of student success rates have been conducted for the Writing and Reading center and Tutorial Center by the campus Outcomes Assessment Specialist; findings indicate that students who attend 10 or more lab hours in the Writing and Reading center perform significantly better in their concurrent English course. Findings also indicate that students and classes participating in tutor assistance perform better than students and classes not participating. Based on these findings, the Writing and Reading center will continue to monitor students' lab hours to determine average use and follow up on the significance of the 10-hour mark. Based on these findings as well, Tutorial Services is offering tutor assistance on a larger scale.

In assessing the effectiveness of the collaboration between the Tutorial Center and the Math Lab, the most recent analysis of student success data from spring 2006

indicates that math students who enroll in Math 96 or 97 (supplemental lab courses through which students receive one-on-one assistance in the Math Lab) have significantly higher rates of success than students enrolled in a math course who do not take Math 96/97.

There is a planned effort to consolidate the instructional support services under the auspices of a Learning Resource Center, which will include the Math and CIS labs, the Writing and Reading Center, and the Tutorial Center. The Associate Dean of Student Success has been charged with assessing the extent to which each of the campus's learning support services contributes to the achievement of student learning outcomes.

Statistics provided by the IMC indicate a major increase in requests for its equipment and services (see Standard II.C.1). When compared with the statistics from 2006-2007, the IMC showed an increase of 88 percent in the number of multimedia service requests in 2007-2008. According to the Norco Faculty Survey of Library and IMC Services administered in fall 2008, over 68 percent of the faculty surveyed indicated they had requested assistance from the IMC, and over 73 percent indicated that the IMC staff members are competent and knowledgeable in their areas of responsibility. In addition, over 68 percent of faculty surveyed indicated that IMC staff members are prompt, courteous, and helpful (II.C.2-6).

Planning Agenda

- Continue to facilitate the development of a Norco Learning Resource Center for WRC, computer and math labs, and Tutorial Center.
- Conduct assessment of Math and CIS labs, Writing and Reading Center, and Tutorial Center based on identified student learning outcomes.

List of References

II.C.2-1	Library and Learning Resources Program Review, fall 2008
II.C.2-2a	Utilization data for CIS lab, sample,
II.C.2-2b	Utilization data for math lab, sample
II.C.2-2c	Utilization data for WRC labs, sample
II.C.2-2d	Utilization data for DSP&S and Tutorial Center services, sample
II.C.2-3	"Executive Summary." *Bay Area Community Colleges Information Competency Project*. Ed. Bonnie Gratch-Lindaur et al. 9 Feb. 2004.
II.C.2-4	Badway, Norena. "Learning About How Students Learn." RCCD Course Outline of Record Workshop. Marriot Hotel, 11 Jan. 2006.
II.C.2-5	Wilfred J. Airey Library User Satisfaction Survey
II.C.2-6	Norco Faculty Survey of Library and IMC Services, fall 2008

Standard II: Student Learning Programs and Services, Summative Essay

If a college is the vehicle through which the educational journey takes place, instructional and support services personnel are the working parts of that vehicle. Instructors are guides and co-designers of the journey, teaching the language, behavior, and lay of the land while counselors, librarians, and student services personnel provide necessary maps and directions.

Institutional Commitment

Standard II emphasizes institutional commitment to providing a high-quality, comprehensive curriculum congruent with the campus mission. The Norco Campus mission guides the development of programs specifically designed to serve the needs of the Corona-Norco area, such as construction, logistics and manufacturing. The institution relies on demographic information and data obtained through institutional research to ensure correct identification of those needs. Instructional units, student services, and library/learning-support services at Norco Campus reflect a commitment to stated curricular objectives. Strategic planning is driven by comprehensive and systematic program review, which ensures the high quality of the academic environment and the alignment of programs with the mission of the college. Resource-allocation decisions are strongly linked to the strategic planning and program review processes.

Through multiple means of instructional delivery, along with student and learning services sensitive to the diverse needs of the community, Norco Campus aims to guide students on an educational path from admissions to the successful completion of their educational goals. Collaboration of faculty, counselors, librarians, tutors, and other support staff is guided by assessment of learner outcomes and the revision of processes when necessary to fully support institutional commitment to enhanced student learning.

Evaluation, Planning, and Improvement

An ongoing and systematic cycle of evaluation, integrated planning, resource distribution, implementation, and re-evaluation is clearly demonstrated in all three aspects of student learning programs and services at Norco Campus. Transfer and career/technical programs undertake comprehensive program review every four years; annual program review updates from these two areas provide information for prioritization of resource requests made through departments; the Norco Academic, Student Services, and Administrative Planning Councils; and, ultimately, by the Norco Strategic Planning Committee. Student support services and library/learning support services programs also conduct regular program review and participate in the planning, resource distribution, and evaluation processes of Norco Campus and the district.

Student Learning Outcomes

Student learning outcomes are the central theme of Standard II. As part of comprehensive program review, all instructional, student services, and library/learning support programs develop SLOs and/or service area outcomes (SAOs) and submit plans for their assessment. Results of assessment are reported as part of annual program review update and thus serve as a means of consciously evaluating the effectiveness of Norco's efforts to support and enhance student learning. Faculty members at Norco Campus have taken the lead in creating a culture of assessment through active involvement in the District Assessment and Program Review Committees. The district has adopted General Education SLOs, and all three areas of instructional services and

support are working to create and align individual program SLOs with General Education SLOs for the institution. Many Career and Technical certificate/degree programs, including all of those offered exclusively at the Norco Campus, have developed and begun to measure SLOs. Measurement of course SLOs occurs at a nearly universal level at Norco, with assessments having been conducted in 70 percent of all courses offered in the fall 2008 semester and a target of 90 percent having been established for spring 2009.

Student Support Services evaluates its ability to meet student needs through an annual internal program review process. SLOs and SAOs and their assessment are incorporated into this review process, and program improvements based on these assessments are underway. The campus also undertakes active, ongoing evaluation of library and other leaning support services in order to improve its services and to measure achievement of SLOs. Many of these evaluative processes are district-wide, but Norco Campus librarians have also instituted a campus-based assessment of library skills instruction.

Institutional commitment to SLOs consistent with the campus mission, ongoing assessment and evaluation of these outcomes, and active dialogue about pedagogy and student learning ensure an environment of enhanced learning and improved institutional effectiveness central to this standard.

Organization

Organizational structures at Norco Campus support inclusive, informed, intentional efforts to define student learning, to provide programs that support learning, and to evaluate how well learning is occurring. The Norco Academic, Student Services and Administrative Planning Councils; Academic Senate; Campus Curriculum Committee; and Strategic Planning Committee and its subcommittees are the organizational means through which the institution, guided by the District Curriculum, Program Review, and Assessment committees, accomplishes its mission.

The District Curriculum Committee requires that all course outlines contain clearly stated student learning outcomes integrated with methods of instruction and evaluation and that all district CORs possess updated SLOs in response to these requirements. The Campus Curriculum Committee has overseen the establishment of program SLOs for Norco-based career/technical certificates and degrees. Faculty members are required to distribute syllabi to students that contain clearly stated student learning outcomes consistent with those on the CORs. The District Program Review Committee oversees instructional program reviews to ensure that SLOs are incorporated into all four-year comprehensive reviews. The District Assessment Committee (DAC) reviews assessment plans to ensure that SLOs are used to evaluate and make improvements. Through comprehensive program reviews and annual program updates, the strategic planning subcommittees of the Norco SPC align SLOs with requests for staff, facilities, equipment, and financial resources and prioritize recommendations in order to support student learning and improve institutional effectiveness.

Dialogue

Norco Campus engages in ongoing and purposeful dialogue about the improvement of instructional programs, student services, and library/learning support programs. The Norco Strategic Planning Committee is inclusive, giving faculty, staff, students, and administrators at the Norco Campus an opportunity to participate in reflection and a collegial exchange of information about student achievement, student learning, and the effectiveness of the institution's policies,

processes, and structure. Informed, purposeful dialogue in the NSPC, the Academic Planning Council, the Academic Senate, and Norco Curriculum Committee as well as comparable discussions in the President's Cabinet and the Administrative and Student Services Planning Councils increasingly guides resource allocation, planning, and institutional change. As understanding of SLOs and valid measures of assessment has improved, dialogue about student learning has increasingly depended on reliable quantitative and qualitative data.

Student Support Services encourages all its programs and departments to engage in continuing dialogue about their relationship to the educational process at Norco Campus through participation in the Norco Strategic Planning Committee, Student Success Committee, Student Services Planning Council, and Associated Students of Norco Campus (ASNC). Norco Student Activities, in collaboration with ASNC, supports and maintains events, programs, and activities that encourage student interaction and participation. Airey Library staff and Norco Campus learning support services personnel participate in the NSPC, the Academic Senate, and ongoing departmental discussions related to achievement of learning outcomes related to the campus mission and goals. Through Student Activities, the ASNC, and active participation in all shared-governance committees, the campus also provides many ways for students to listen and respond to each other and the Norco campus community and to engage in self-reflective dialogue and decision-making.

Institutional Integrity

Institutional integrity is the basis of the cycle of evaluation, planning, improvement, and re-evaluation of instructional and student support services that has been established at the Norco Campus. These processes bear witness to the institution's commitment to accountability and the desire for the campus to present itself honestly to its stakeholders. Information about courses, admissions, class schedules, instructional programs, and support services is reviewed frequently to ensure that it is accurate and timely. All publications are reviewed for appropriateness and suitability. The Academic Senate's Ethics Statement supports the integrity of the teaching/learning process, and faculty members distinguish between personal conviction and professionally accepted views in their disciplines.

Student Activities collaborates with ASNC to sustain an environment of personal and civic responsibility. Students are expected to adhere to standards of academic honesty and are informed of these standards in the *Student Handbook* and in course syllabi. The campus acknowledges and respects the diversity of its student population and its community; a wide variety of programs and activities promote and contribute to student understanding and appreciation of diversity. In all these ways, Norco demonstrates the strong institutional integrity that fuels the institution's mission and goals and guides the student's educational journey.

Standard III.A
Human Resources

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Norco Campus employs qualified academic and classified personnel in accordance with state and district hiring policies and procedures to ensure that physical, technical, and financial resources are appropriately and ethically utilized to achieve the highest levels of student learning and institutional effectiveness.

The campus follows the guidelines established by district policy as well as the Board of Trustees-approved hiring policies for classified, confidential, academic, and managerial employees (III.A.1-1a, III.A.1-1b, III.A.1-1c, III.A.1-1d). This ensures a district-wide fair and equitable process and that all personnel have the qualifications required in specific job descriptions and/or meet minimum qualifications to provide, support, and maintain the educational programs and services of the college.

The Office of Diversity and Human Resources oversees the hiring processes for all district personnel, ensuring that established hiring procedures are administered fairly and equitably. The formation of hiring search committees is an established process in which

appropriate constituencies participate. These procedures are outlined in Board policy (III.A.1-1a, III.A.1-1b, III.A.1-1c, III.A.1-1d) and in faculty, staff, and management handbooks (III.A.1-2, III.A.1-3, III.A.1-4).

Job descriptions include state-mandated minimum qualifications as well as specifically required and preferred qualifications (III.A.1-5). The descriptions are reviewed by the discipline and/or department head requesting the position; the search committee; the district Director of Diversity, Equity and Compliance; and the Director of Diversity and Human Resources. Diversity and Human Resources is responsible for ensuring that applicants meet the state-mandated minimum qualifications, including verification of degree from an accredited institution.

To ensure that new requests for full-time faculty positions are properly prioritized, the following policies and procedures have been established:

- Each department determines its hiring needs by (1) consulting with discipline faculty in the department; (2) utilizing identified staffing-needs information provided in campus-based annual program review requests; (3) taking into consideration the campus and educational master plans. (III.A.1-6)
- Full-time faculty position requests are prioritized by the Norco Academic Planning Council (NAPC), a standing committee of the Norco Academic Senate (III.A.1-7). Ranking decisions are made using annually evaluated Weighted Ranking Criteria. (III.A.1-8)
- The prioritized list is forwarded to the Norco Strategic Planning Committee Co-chairs Council (III.A.1-9) and then to the Norco Strategic Planning Committee (NSPC) (III.A.1-10) for review and revision at each level. (III.A.1-11)
- Once approved by the NSPC, the list is forwarded to the President of the campus. (III.A.1-12, III.A.1-13)
- The President reviews the final recommendations for new faculty. Upon being notified of funding availability, the President forwards to the district Vice Chancellor of Academic Affairs a list of recommended positions to be hired for the subsequent academic year. The President provides feedback in writing to the NSPC about any changes made to the hiring prioritization list.

In accordance with the faculty hiring policies of the RCCD Diversity and Human Resources Office, vacancy notices for all positions contain state minimum qualifications and educational requirements, lists of duties and responsibilities for the position, expected workload, and criteria indicating potential to contribute to the mission of the institution (III.A.1-14).

Positions are advertised via mailed announcements, internal e-mail notifications with links to the public Human Resources website for RCCD, major newspapers and discipline-specific journals, the Community College Registry, and online employment-opportunity websites. The Director of Diversity, Equity, and Compliance consults with discipline members to ensure that the venues are appropriate to ensure the diversity of applicant pools. At the Norco Campus, care is taken to ensure that the range of venues is sufficient to facilitate a diverse pool of applicants (III.A.1-15, III.A.1-16a, III.A.1-16b).

High integrity and performance of faculty are ensured by adherence to the following requirements:

- All candidates must meet the qualifications listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges adopted by the Board of

Governors of the California Community Colleges. (III.A.1-17)

- Before the application review and selection processes begin, the composition of the applicant pool is analyzed to ensure that the goals established in the District Equal Opportunity Plan are met and that members of monitored groups are not adversely impacted. (III.A.1-18)
- An equivalency committee appointed in accordance with the district equivalency process determines equivalency if requested by the search committee or by the Office of Diversity and Human Resources. (III.A.1-19)
- Tenured faculty both within and outside the discipline are represented in all steps of the selection process.
- Academic job announcements, initial paper screening criteria, interview questions, and other criteria deemed necessary by the committee are reviewed and approved by the Office of Diversity and Human Resources before job announcements are publicly disseminated.

Full-time-faculty hiring involves the following additional requirements for search committee members:

- Search committee members reflect the diversity, range of interests, philosophies, and programs in the department and/or discipline.
- Composition of search committee members is consistent with federal and state guidelines on race/ethnicity and gender.
- Diversity and equity training is provided for faculty involved in the hiring process by Diversity, Equity and Compliance and Human Resources. (III.A.1-20)

Selection of qualified full-time faculty involves:

- Degree and reference checks completed by the campus chief instructional officer or designee
- Interviews of finalists conducted by the President of the college/campus and the Vice President of Educational Services (III.A.1-21)
- Determination of degree equivalency for foreign degrees if applicable. A certified, translated copy of a candidate degree is required, with foreign credentials evaluated by a certified evaluation service. (III.A.1-22)

High integrity and performance of managers and classified staff are ensured by adhering to the following procedures and requirements:

- Position descriptions and educational and experience requirements exist for all positions. (III.A.1-23, III.A.1-24, III.A.1-25)
- All new employees must meet qualifications stated in job descriptions.
- The Administrative Planning Council (III.A.1-26) develops a prioritized list of classified and administrative requests for new positions.
- The prioritized list is forwarded to the Norco Strategic Planning Committee Co-chairs Council (III.A.1-9) and then to the Norco Strategic Planning Committee (NSPC) (III.A.1-10) for review and revision at each level.
- Once approved by the NSPC, the list is forwarded to the President of the campus. (III.A.1-11, III.A.1-12, III.A.1-27)
- The President reviews the final recommendations for new faculty. Upon being notified of funding availability, the President forwards to the district Vice Chancellor of Academic Affairs a list of recommended positions to be hired for the subsequent academic year. The President provides feedback in writing to the NSPC about any changes made to the hiring prioritization list.

Assurance of the selection of qualified full-time classified, confidential, and administrative personnel is obtained through:

- Formal applications, review, and interview processes through which decisions are made based on established job qualifications
- Classified and administrative job descriptions approved by the Director of Diversity, Equity and Compliance, with criteria, qualifications, and procedures for selection of personnel clearly and publicly stated in job descriptions/announcements (III.A.1-23, III.A.1-24, III.A.1-25)
- Reference checks conducted by the human resources specialist or hiring manager.

Self-Evaluation

The standard is met. Working with the Office of Diversity and Human Resources, Norco Campus strives to select the best-qualified instructors for full-time faculty positions in terms of their knowledge of subject matter, teaching effectiveness, and ability to contribute to the mission of the institution. Oversight of hiring procedures will remain a district-level function administered through the district Diversity and Human Resources Office. Norco works in concert with this body to ensure all hires are linked to institutional and campus goals as identified in the Norco Educational Master Plan and annual unit program reviews.

Planning Agenda

None

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Norco Campus adheres to district-established written policies and procedures for evaluating all faculty, administrators, and classified employees on a regular and timely basis. The specific formal process used varies depending on the employee group and is governed by general board policy (III.A.1-28).

For all personnel, the evaluation process uses performance indicators linked to institutional effectiveness and improvement. All criteria are accessible in written form (both electronic and hard copy), and employees are encouraged to familiarize themselves with their responsibilities, the expectations of their positions, the evaluation processes and timeline, and the appropriate evaluation forms. The evaluation process is used to identify strengths and special qualities of the person being evaluated and to define areas where it is determined that improvement might be beneficial. For all personnel, if employees receive a less-than-satisfactory rating, a remediation process is implemented.

Faculty

The faculty tenure review process was re-organized in 2002 and again in 2008 and is detailed in the 2007-2010 collective-bargaining agreement; this document provides specific evaluation procedures (III.A.1-29). For all faculty, evaluation includes assessment of subject mastery, preparation for teaching, classroom instructional methods, coaching/counseling

skills, participation in student learning outcome assessment, and other campus and district involvement (III.A.1-30a-d, III.A.1-32a-e, III.A.1-33).

To properly assess performance, the purposes and frequency of faculty evaluations are broken out by category of hire:

- For regular tenured faculty, the purpose of evaluation is to strengthen the faculty member's instructional skills and professional contributions. Evaluations occur once every three years. (III.A.1-29, III.A.1-30a-d, III.A.1-31)
- For contract faculty (non-tenured), the purpose of evaluation is to make a recommendation regarding the contract faculty member's continued service to the district. The committee also assists the contract faculty member in meeting and fulfilling the job-responsibility criteria set forth in the job announcement under which the contract faculty member was appointed. Using these criteria, the committee establishes a scope and process for the evaluation and the manner in which the faculty member will receive assistance. Evaluation occurs during the first semester of employment and in the fall semester of each of the following three years. (III.A.1-29, III.A.1-31, III.A.1-32a-e)
- For part-time faculty, the purpose of evaluation is to assess professional performance, to provide advice as needed in professional areas, and to ensure that the faculty member is teaching the course in a manner consistent with the official course outline of record and with the standards of the discipline. Evaluation occurs during the first term of hire (winter and summer included), once each year for the two years following and at least once every three years thereafter. (III.A.1-29, III.A.1-31, III.A.1-33)

Classified/Confidential Staff

For all staff, evaluation includes a review of performance in order to identify outstanding performance, areas needing improvement, and/or documentation of unsatisfactory performance.

- Classified staff employees receive a written evaluation at least once each year; the evaluation is conducted by the employee's immediate supervisor and includes a self-evaluation of performance. (III.A.1-34)
- Probationary employees receive written evaluations at the end of the second month and each third month thereafter during the probationary period. (III.A.1-34)

Management

Board policies and administrative regulations specify the procedure for management evaluations and documentation. The purpose for evaluation of management is to encourage improvement in carrying out functions, duties, and responsibilities within the criteria and processes prescribed in the district's Management Job Performance Evaluation document (III.A.1-35a).

Procedures for evaluation include:

- Assessment of administrators' effectiveness including performance standards, leadership/supervision skills, motivation skills, professional performance, interpersonal skills, knowledge base, contributions to the campus/ community, and professional development (III.A.1-35a)
- Evaluations supplied by peers, employees and/or manager evaluations, and a self-evaluation from the administrator (III.A.1-35b, III.A.1-35c)
- A timeline to ensure consistency and equity in the implementation of the management evaluation process.

- Newly appointed managers must be evaluated each year for the first two years in the position.
- Subsequent to the first two years, managers must be evaluated at least once per three-year period. (III.A.1-36)
- The Office of Diversity and Human Resources sends evaluation forms to supervisors at the stated intervals.

The bargaining-unit agreements for both faculty and classified employees specify the purpose and frequency of evaluation using standardized evaluation criteria. The agreements also specify the manner in which actions may be taken after the evaluations are formally conducted and documented.

Self-Evaluation

The standard is met. Written criteria exist for evaluating all personnel, including evaluation of performance of assigned duties as well as participation in institutional responsibilities and other activities appropriate to their assignments. Processes are in place to provide evidence that all scheduled evaluations are completed.

Diversity and Human Resources tracks the status of all evaluations in the Datatel system. Supervisors and their managers receive a succession of "delinquent" letters when staff evaluations are not completed in a timely manner. Also, the Vice Chancellor of Diversity and Human Resources reports to Chancellor's Executive Cabinet members on a monthly basis all managers and supervisors who have incomplete staff evaluations. An annual report summarizing delinquent management evaluations is also provided to Executive Cabinet. These reports are used by presidents and vice chancellors to communicate with their managers.

Planning Agenda

None

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Norco Campus and the district have implemented student learning outcomes within the general education curriculum and all disciplines and course outlines of record. General Education SLOs (GESLOs) have been established for the district as a whole; after much dialogue and collaboration with administrators, faculty, staff and student groups, the District Assessment Committee (DAC) recommended the Gen-Ed SLOs to the Academic Senate and the Board of Trustees, which approved them at its December 2006 meeting (III.A.1-37). In summer 2008, SLOs for all courses that meet general education requirements were aligned with General Education SLOs. The alignment was distributed to all disciplines throughout the district, and there is ongoing dialogue about GESLOs based on these results (III.A1-38).

Through the process of four-year comprehensive academic program review and annual campus-based program updates, faculty in more than 50 occupational and academic disciplines across the district are engaging in ongoing assessment projects at the course (discipline) and classroom (campus) level.

As a result of the program review process, all CORs have appropriate SLOs with related methods of instruction and methods of evaluation designed to assess student progress towards achieving stated student learning outcomes. All program reviews include a ranking of where the discipline is in achieving an ongoing assessment cycle (III.A.1-39, III.A.1-40). The central document

used to evaluate instructor effectiveness in producing stated SLOs is the discipline course outline of record.

In evaluating instructors' syllabi, self-evaluation reports (in the case of regular or contract faculty) and student evaluation surveys and classroom observation reports are examined by the chair of the department and by full-time faculty peers with discipline and assessment expertise, thus ensuring that the course outline is being adhered to (III.A.1-30b, III.A.1-31, III.A.1-32b, III.A.1-33). All instructors' syllabi are reviewed to ensure that they contain clear student learning outcomes for that course as stated in the Board-approved course outline of record. The review process is conducted following steps outlined in the faculty contract (III.A.1-29).

The final step in evaluation of a faculty member includes a dialogue that reviews the documents and their link to the official course outline of record (III.A.1-30b, III.A.1-32b, III.A.1-33). In addition, all faculty members participate in assessment of SLOs through their discipline's program review, which includes an assessment plan. The contract was revised for 2007-2010 to specify that "participation in student learning outcomes assessment processes" be incorporated as a criterion to be considered as part of the faculty evaluation process (III.A.1-29).

Norco student support services programs also undertake comprehensive non-instructional program review and identify SLOs and service area outcomes (SAOs). Assessment measures have been developed for all programs within the student support services framework in order to evaluate staff and program effectiveness in producing the stated learning outcomes (III.A.2-34, III.A.1-41, III.A.1-42).

Self-Evaluation

The standard is met. Faculty and others responsible for determining student learning outcomes and means of assessing student progress in achieving them have incorporated participation in assessment of SLOS into their evaluation processes. Achievement of SLOs is part of the contractually defined evaluation process in four ways:

- SLOs are incorporated in course outlines of record.
- District policy requires faculty syllabi to contain SLOs consistent with those in the course outlines.
- All full- and part-time faculty syllabi undergo mandatory review to ensure that appropriate SLOs are incorporated.
- "[P]articipation in student learning outcomes assessment processes" is explicitly incorporated in the faculty contract.

Norco Campus continues to provide workshops to faculty on incorporating student learning outcomes into integrated course outlines of record and on assessment techniques to measure the effectiveness of the discipline or program in achieving the stated SLOs (III.A.1-43). Technical assistance in designing and implementing SLO assessments is provided to faculty and staff by the Associate Dean of Student Success.

Planning Agenda

None

III.A.1.d. The institution upholds a written code of professional ethics for all its personnel.
Descriptive Summary

The Riverside Community College District (RCCD) has a number of policies and procedures that dictate appropriate conduct

for its employees and foster an atmosphere of respect and trust throughout the district. These include:

- District Board Policies #2715 ("Code of Ethics/Standards"), #3050 ("Institutional Code of Ethics"), #4030 ("Academic Freedom") and #5500 ("Standards of Student Conduct") (III.A.1-44a, III.A.1-44b, III.A.1-44c, III.A.1-44d)
- Board Policies #7310 ("Nepotism") and #3430 ("Prohibition of Sexual Harassment and Retaliation") provide clarity and guidance for faculty professional conduct with regard to equal opportunity and diversity, employment of relatives, duties and responsibilities of faculty, unlawful discrimination, and sexual harassment. (III.A.1-1d, III.A.1-45)
- Board Policy #2712 ("Conflict of Interest Code") requires Board members and designated employees to disclose economic interests and disqualify themselves from decisions that result in conflict of interests. (III.A.1-46)
- Board Policies #3410 ("Nondiscrimination") and #3430 (Prohibition of Harassment / Retaliation) also provide guidance with professional conduct regarding diversity and equal opportunity, employment of relatives, duties and responsibilities of staff, sexual harassment, and unlawful discrimination. (III.A.1-1c, III.A.1-45)
- The RCCD District Academic Senate "Ethics Statement" is a Senate resolution (adopted in 2002 and approved by the Board of Trustees) to accept the California State Academic Senate's adoption of the Professional Ethics Statement of the American Association of University Professors (AAUP) for faculty. (III.A.1-47)
- The *Faculty Handbook* addresses instructors' responsibilities in classrooms and laboratories, incorporating such specific guidelines as the California Education Code and the California Code for Title V. (III.A.1-48)
- Board Policies #2715 ("Code of Ethics/Standards of Practice") and #3050 ("Institutional Code of Ethics") articulate standards of administrative behavior and conduct. These are also published in the *Management Handbook*. (III.A.1-44a, III.A.1-44b, III.A.1-49)

The Diversity and Human Resources Office disseminates information to all employees pertaining to the district's sexual harassment and unlawful discrimination policies and describes the procedure for filing complaints. District policies and procedures may also be found in the district catalog, the new Norco Campus catalog, and *Student Handbook* (III.A.1-50, III.A.1-51, III.A.1-52).

Self-Evaluation

The standard is met. Norco Campus and RCCD uphold a written code of professional ethics for all personnel as directed by Board policies and ethics codes.

Planning Agenda

None

List of References

III.A.1-1a	Board Policy #7120: "Recruitment and Hiring"
III.A.1-1b	Board Policy # 7100: "Commitment to Diversity"
III.A.1-1c	Board Policy # 3410: "Non-discrimination"
III.A.1-1d	Board Policy # 7310: "Nepotism"
III.A.1-2	*Faculty Handbook*
III.A.1-3	*Classified/Confidential Staff Handbook*
III.A.1-4	*Management Handbook*
III.A.1-5	Sample job descriptions
III.A.1-6	Sample Annual Program Reviews: discussion of staffing needs
III.A.1-7	Website: Norco Academic Planning Council: http://academic.rcc.edu/norco/apc/index.jsp
III.A.1-8	Weighting of Ranking Criteria for Faculty Positions, 2008-2009
III.A.1-9	Website: Norco Strategic Planning Co-chairs Council: http://academic.rcc.edu/norco/spc/co-chair_index.jsp
III.A.1-10	Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/index.jsp
III.A.1-11	Minutes: Norco Strategic Planning Committee: approval of prioritized staffing requests
III.A.1-12	Norco Campus Prioritization Process
III.A.1-13	Faculty Hiring Priority List 2008-2009
III.A.1-14	Job Announcement, sample
III.A.1-15	Sample newspaper job announcement
III.A.1-16a	Sample job announcement: Job Fair
III.A.1-16b	Sample job announcement: Community College Registry
III.A.1-17	"Minimum Qualifications for Faculty and Administrators in California Community Colleges"
III.A.1-18	District Equal Employment Opportunity Plan
III.A.1-19	Sample equivalency documents
III.A.1-20	Flyer/Notice: Office of Diversity, Equity, and Compliance: EEO and Interview Protocol Workshop
III.A.1-21	Sample notification template for final interview (final-cut committee)
III.A.1-22	Policy: translation of transcripts for degree equivalency; list of certified translation services in Los Angeles
III.A.1-23	Sample position description for administrator
III.A.1-24	Sample position description for classified staff
III.A.1-25	Sample position description for confidential classified staff
III.A.1-26	Website: Norco Administrative Planning Council: http://academic.rcc.edu/norco/adpc/index.jsp
III.A.1-27	Staff Hiring Priority List 2008-2009
III.A.1-28	Board Policy #7150: "Employee Evaluations"
III.A.1-29	CTA contract 2007-2010, pp. 25-32
III.A.1-30a	Improvement of Instruction Forms for tenured faculty: Spring Meeting
III.A.1-30b	Improvement of Instruction Forms for tenured faculty: Scope and Process Summary
III.A.1-30c	Improvement of Instruction Forms for tenured faculty: Peer Review Committee Worksheet
III.A.1-30d	Improvement of Instruction Forms for tenured faculty: Peer Review Committee (cover sheet)

III.A.1-31 Evaluation Forms for all faculty: Sample student evaluation form
III.A.1-32a Improvement of Instruction & Tenure Review Forms for contract (untenured) faculty: Fall Meeting
III.A.1-32b Improvement of Instruction & Tenure Review Forms for contract (untenured) faculty: Scope and Process Summary
III.A.1-32c Improvement of Instruction & Tenure Review Forms for contract (untenured) faculty: Peer Review Committee Worksheet
III.A.1-32d Improvement of Instruction & Tenure Review Forms for contract (untenured) faculty: Peer Review Committee Cover Sheet
III.A.1-32e Improvement of Instruction & Tenure Review Forms for contract (untenured) faculty: Spring Follow-up Committee Report (cover sheet)
III.A.1-33 Part-Time Faculty Evaluation documents
III.A.1-34 CSEA Agreement, pp. 29-30: detailing evaluation process
III.A.1-35a RCCD Management Performance Evaluation Document
III.A.1-35b Manager Evaluation form
III.A.1-35c Peer Evaluation form, managers
III.A.1-36 *Management Handbook,* pp. 23-24
III.A.1-37 Board Minutes December 2006: Approval of General Education SLOs
III.A.1-38 Course alignment with General Education SLO
III.A.1-39 *Comprehensive Instructional Program Review Background and Guidelines*
III.A.1-40 Program Review Status by Discipline http://www.rccdfaculty.net/pages/PR_status.htm
III.A.1-41 Student Services Program Review 2008
III.A.1-42 "Summary of general objectives, SLOs and SAOs and Assessment measures for Student Support Services areas"
III.A.1-43 Flyer: SLO/Assessment Workshop
III.A.1-44a Board Policy #2715: "Code of Ethics Standards of Practice"
III.A.1-44b Board Policy #3050: "Institutional Code of Professional Ethics"
III.A.1-44c Board Policy #4030: "Academic Freedom"
III.A.1-44d Board Policy #5500: "Standards of Student Conduct"
III.A.1-45 Board Policy #3430: "Prohibition of Sexual Harassment and Retaliation"
III.A.1-46 Board Policy #2712: "Conflict of Interest Code"
III.A.1-47 Academic Senate Ethics Statement/resolution
III.A.1-48 *Faculty Handbook*, "Academic Policies and Procedures"
III.A.1-49 *Management Handbook*, pp. 10-11
III.A.1-50 *RCCD College Catalog 2008-2009*: District Sexual Harassment & Unlawful Discrimination Policies and Complaint Procedures
III.A.1-51 *Norco Campus Catalog 2009-2010*: District Sexual Harassment & Unlawful Discrimination Policies and Complaint Procedures
III.A.1-52 *Student Handbook*: District Sexual Harassment & Unlawful Discrimination Policies and Complaint Procedures

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

As a multi-campus community college district, RCCD is continually developing, evaluating, and improving the processes that govern resource distribution. The Norco and Moreno Valley campuses have experienced rapid student growth over the past five years. Utilizing the results from program review, the campus has refined its procedures for adding qualified full-time faculty.

Faculty Staffing

To meet student needs, Norco Campus has added new staff and contract faculty positions through the district's budget allocation process.

From 2001-2006, 20 full-time faculty positions and 26.54 part-time faculty FTEF were added to the staff of Norco Campus. Twelve new full-time faculty members joined the staff in the fall of 2005, and eight faculty were added in the fall of 2006 (for a total of 66 full-time faculty); three were added in fall 2008, and four more positions have been recruited and hired for fall 2009 (III.A.2-1a, III.A.2-1b, III.A.2-1c, III.A.2-1d, III.A.2-1e). These positions will bring the total number of full-time Norco Campus faculty members to 75.

Staff and Administrators

Since fall 2001, Norco Campus has added new support staff and administrative positions. In particular, the campus:

- Appointed a President for the campus (fall 2005)
- Added two vice presidents and two deans (fall 2006)
- Hired an Assistant Dean for Library Services (spring 2007)
- Hired an Associate Dean for Student Success (fall 2008)
- Approved and funded a custodial manager, instructional media assistant, custodian, and lab technician (fall 2008)
- Approved and funded an Associated Dean for Special Funded Programs (hired and began work in summer 2009)
- Created two new IDS positions
- Hired two additional IMC technicians
- Added one full-time science lab technician and increased a second lab technician to full-time
- Hired additional staff for Tutorial Services and Student Services.

Each of these new staff members and administrators was selected based on his/her appropriate knowledge and experience and his/her ability to support Norco's mission and educational goals. Currently, there is sufficient administrative support on Norco Campus.

As of fall 2008, Norco Campus employed the following personnel:

- 5 full-time counselors (including one DSP&S counselor)
- 5 part-time counselors (including one EOPS counselor)
- 69 full-time faculty
- 235 part-time faculty
- 1 full-time librarian and 1 full-time library assistant dean
- 3 part-time librarians
- 54 full-time classified staff
- 8 part-time permanent classified staff

- 15 administrators, supervisors and managers.

Self-Evaluation

The standard is met. Norco Campus has a sufficient number of faculty, staff, and administrators to assure support for Norco's mission and goals.

The Norco campus selected consultants through a participatory process to assist with the development of a long-range Educational Master Plan (III.A.2-2). The district engaged a consultant to conduct an environmental scan of the demographics and potential student population served by Norco Campus, which would provide an indication of potential future human resource needs for the campus (III.A.2-3). The Educational Master Plan was based on original research conducted for the project as well as other data, such as the external environmental scan, demographic data, and the like. It was presented to the Board of Trustees in January 2008 (III.A.2-4).

Planning Agenda

- Norco Campus, the NSPC, NAPC, and administration will continue to review the needs of the campus's growing and changing student population in order to best determine the campus's future staffing needs.

List of References

III.A.2-1a	Brochure: Job Description, Faculty Hire, 2008-2009: Art/ New Media/ Gaming
III.A.2-1b	Brochure: Job Description, Faculty Hire, 2008-2009: Chemistry
III.A.2-1c	Brochure: Job Description, Faculty Hire, 2008-2009: U. S. History
III.A.2-1d	Brochure: Job Description, Faculty Hire, 2008-2009: English
III.A.2-1e	Brochure: Job Description, Faculty Hire, 2008-2009: Counselor
III.A.2-2	Agreement: "Long-Range Educational Program, Growth and Capital Plans"
III.A.2-3	Charles McIntyre & Associates: 2007 Scan of Conditions External to RCCD
III.A.2-4	Minutes: Board of Trustees Meeting, January 2008, presentation of Norco Educational Master Plan

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Procedures ensuring fairness in all employment categories are governed by district policy and procedures; the California Education Code and Title V; bargaining-unit contracts; and state, federal, and local labor laws. These policies are found in Board Policy Chapter VII—Human Resources. Education Code Section 87359 and Title V Section 53430 regulations specify minimum qualifications for faculty and administrative hiring. Board of Trustees Policies #7160 ("Professional Development"); #3410 ("Non-discrimination"); #3115 ("Drug-Free Workplace"); #3230 ("Smoking"); #7310 ("Nepotism"); and Chapter VII—Human Resources—cover a variety of fairness-in-hiring regulations including nepotism; unlawful discrimination; equal employment

opportunity; local, state and federal codes and regulations; leaves of absence including sick leaves and jury duty; smoking and drug-free workplace concerns; salaries, employee classification, and bargaining agreements; and professional growth; insurance and group benefits. In May 2007, the Board approved three new policies that take the place of several policies in current sections III & IV (III.A.3-1, III.A.3-2a, III.A.3-2b, III.A.3-2c, III.A.3-2d, III.A.3-2e, III.A.3-2f, III.A.3-3). All board policies are available on the district website under Board of Trustees.

The Office of Diversity and Human Resources oversees these policies and procedures. New or modified policies, procedures, and/or laws are communicated by disseminating the information to employees through institutional mailings and workshops and training upon appointment, in Board of Trustees minutes, via the Human Resources website, and by communicating to the Academic Senate and bargaining units of the district.

Norco Campus adheres to the employment practices established by the district, which are described in the Board Policy Manual and available on the district website (III.A.3-4). Oversight by college administrators and the district Diversity and Human Resources Office staff ensures that employees follow established policies and protocols.

Self-Evaluation

The standard is met. Norco Campus adheres to written policies ensuring fairness in all employment procedures as designed and developed by the district and administered by its Office of Diversity and Human Resources.

Planning Agenda

None

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

District records are maintained for classified and academic personnel in the district's Office of Diversity and Human Resources in secure areas containing locked file cabinets that are available only to authorized employees and appropriate administrative staff. Records are maintained and protected in accordance with California Education Code Section 87031 (rights of employees to access personnel files), U.S. Government Labor Code Section 1198.5 (guaranteeing privacy of personnel files), and Civil Code Section 1798.24 (limiting disclosure of personnel information by agencies). Medical records are kept separate from the employee's personnel file and are also secured in a locked file cabinet.

All employees have the right to review their personnel file upon request (California Education Code 87031). All files must be reviewed in the presence of Human Resources staff to maintain security and confidentiality.

Self-Evaluation

The standard is met. Norco Campus relies on the district's Office of Diversity and Human Resources for security and confidentiality of all employee personnel files. Per district policy, Norco Campus provides for security and confidentiality of personnel records by sending all confidential personnel related materials directly to the district's Office of Diversity and Human Resources. At the district Systems Office, each employee has proper access to his/her own personnel records.

Planning Agenda None

List of References

III.A.3-1	Board Policy #6100: "Delegation of Authority"
III.A.3-2a	Board Policy #7160: "Professional Growth"
III.A.3-2b	Board Policy #3410: "Non-discrimination"
III.A.3-2c	Board Policy #3115: "Drug-Free Workplace"
III.A.3-2d	Board Policy #3230: "Smoking/Non-Smoking"
III.A.3-2e	Board Policy #7310: "Nepotism"
III.A.3-2f	Board Policy #3430: "Prohibition of Harassment and Retaliation"
III.A.3-3	Board Policies: Chapter 7 "Human Resources"
III.A.3-4	Website: Board Policy Manual: http://www.rcc.edu/administration/board/policies.cfm?new

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Norco Campus demonstrates its commitment to equity and diversity by offering to its classified and academic employees a range of training and professional development opportunities via district and campus activities including:

- Sexual harassment avoidance and reporting training (III.A.4-1)
- Equal Employment Opportunity and interview protocols training (III.A.4-2)
- Technology training (III.A.4-3)
- New faculty orientation training (III.A.4-4a, III.A.4-4b)
- FLEX workshops on diversity and equity issues
- Leadership training workshops and online modules (III.A.4-5)
- Management training on employment and personnel issues
- District procedure for reporting and processing discrimination, harassment, and retaliation complaints (III.A.4-6)
- Title V technology training for under-represented and at-risk student populations (III.A.4-7)
- Norco Campus Diversity Committee.

A district-trained human resources Equal Employment Opportunity (EEO) representative is present on all hiring committees for managers, faculty, and staff to ensure that members of the committee understand and follow EEO guidelines mandated by law and district policy.

The faculty, classified-, and confidential-staff handbooks contain the complete text of Board policies on equal employment opportunity, staff diversity, employee selection, unlawful discrimination, and sexual harassment (III.A.4-8, III.A.4-9, III.A.4-10).

Self-Evaluation

The standard is met. Norco Campus supports appropriate district equity and diversity policies and offers sufficient programs and

training to serve its diverse personnel and student body.

Planning Agenda

None

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

Norco Campus and the district's Office of Institutional Research maintain and evaluate records describing the diversity of Norco employees and student body. Institutional Research publishes an annual *Fact Book* in which the diversity of students and faculty is reported for each campus (III.A.4-11a, III.A.4-11b, III.A.4-11c). Diversity of all units throughout the district is reported to the state as required.

Norco Campus has shown its commitment to, understanding of, and concern for issues of equity and diversity by:

- Subscribing to, advocating and demonstrating integrity in the treatment of its employees
- Promoting a supportive work environment
- Fostering collaboration and improved levels of communication
- Promoting healthy working conditions
- Forming a Student Equity/Campus Diversity Committee.

Self-Evaluation

The standard is met. The district Offices of Institutional Research and Reporting regularly assess Norco Campus's employment equity and diversity to enable the campus to determine its congruency with the Norco mission. In a survey conducted in fall 2008, 75.5 percent of full-time faculty, 65.1 percent of part-time faculty, and 69.5 percent of classified staff "agreed" or "strongly agreed" with the statement that the "district's policies and practices demonstrate appropriate concern for issues of equity and diversity" (III.A.4-12, III.A.4-13).

Planning Agenda

None

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

Norco Campus and the district maintain integrity in the treatment of personnel and students by adherence to a number of regulatory policies and laws, including union contracts; the State Education Code and Title V; district personnel policies and practices; and federal, state, and local labor laws. RCCD has established procedures and guidelines to enable it to hire highly qualified individuals who will respond effectively and sensitively to the educational needs of students of diverse racial, ethnic, cultural, socioeconomic and educational backgrounds, sexual orientations, or disabilities.

In addition, RCCD has an Equal Opportunity Plan that addresses district-wide policies on equal employment and educational opportunities. Compliance with these policies is the responsibility of the district's Diversity and Human Resources Office, which disseminates information to all students and employees regarding policies and procedures pertaining to sexual harassment, unlawful discrimination, and other matters relating to the integrity of the institution. The district demonstrates its concern for the integrity of the students, faculty, staff, and administrators by providing board policies

that protect their respective rights. These policies are enumerated in the Board Policy Manual and in Standard III.A.1.d above (III.A.4-14a, III.A.4-14b, III.A.4-14c, III.A.4-14d, III.A.4-14e, III.A.4-15).

Self-Evaluation

The standard is met.

Planning Agenda

None

List of References

III.A.4-1	Flyer/Announcement: Sexual Harassment Avoidance Training Workshop
III.A.4-2	Flyer/Announcement: Diversity Training for Hiring Committees Workshop
III.A.4-3	Website: Norco Online Technology Training Tutorials: http://www.screencast.com/t/yLZidtOufP
III.A.4-4a	Flyer/ Announcement: New faculty orientation, Norco Campus
III.A.4-4b	Flyer/ Announcement: New faculty orientation, district
III.A.4-5	Website: online training modules: www.4faculty.org
III.A.4-6	EEO Information, Office of Diversity, Equity, and Compliance and Diversity and Human Resources
III.A.4-7	Sample faculty training workshops Title V workshops/projects
III.A.4-8	*Faculty Handbook*
III.A.4-9	*Classified Staff Handbook*
III.A.4-10	*Confidential Staff Handbook*
III.A.4-11a	*Fact Book 2008*
III.A.4-11b	*Fact Book 2009*
III.A.4-11c	Website: Institutional Reporting/Academic Services, link to Fact Books http://www.rcc.edu/administration/academicaffairs/reporting.cfm
III.A.4-12	Report: 2008 Full-time Faculty Accreditation Survey
III.A.4-13	Report: 2008 Part-time Faculty Accreditation Survey
III.A.4-14a	Board Policy #7120: "Recruitment and Hiring"
III.A.4-14b	Board Policy # 3410: "Nondiscrimination"
III.A.4-14c	Board Policy #3430: "Prohibition of Harassment and Retaliation"
III.A.4-14d	Board Policy # 7100: "Commitment to Diversity"
III.A.4-14e	Board Policy # 7310: "Nepotism"
III.A.4-15	Board Policies: Chapter 7 "Human Resources"

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Based on the mission of Norco Campus, Board Policy #7160 ("Professional Development"), the pedagogical-training needs of the faculty, and the skills-training needs of support staff, professional-growth opportunities are offered on a regular basis to faculty, staff, and administrators.

Faculty are provided varied opportunities for professional development through FLEX day activities/workshops, conferences/ conventions, salary reclassification opportunities via professional growth activities, sabbatical leave awards,[46] and individual professional development activities designed and planned through collaboration by faculty and administration. All faculty development activities are conducted with the assistance of the Norco Coordinator of Faculty Development and by the District Office of Institutional Effectiveness.

Each activity is planned to meet one of the following criteria:

- Improvement of teaching
- Maintenance of current academic and technical knowledge and skills
- In-service training for vocational education and employment preparation programs
- Retraining to meet changing institutional needs
- Intersegmental exchange programs
- Development of innovations in instructional and administrative technique and program effectiveness
- Computer and technological proficiency programs
- Courses and training implementing affirmative action and upward-mobility programs
- Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including but not necessarily limited to programs designed to develop self-esteem.

New full-time faculty orientation and training also includes face-to-face workshops and online instruction through 4faculty.org (III.A.5-1a, III.A.5-1b). Each new faculty member is mentored by arrangement with the campus Coordinator of Faculty Development. Part-time faculty are encouraged to attend welcome meetings, professional development workshops organized by full-time faculty in their discipline, regular faculty development workshops on campus, and online pedagogical resources on 4faculty.org (III.A.5-1b, III.A.5-2).

More than fifty different types of workshops are offered to faculty each year. These include discipline-specific training and ongoing collegiate dialogue, technology training, workshops on assessment and student learning outcomes, broad campus discussions of teaching and learning, Back-to-College days, and FLEX days (III.A.5-2, III.A.5-3a, III.A.5-3b, III.A.5-3c).

Technology training workshops are offered by campus faculty and technical support staff on an ad hoc basis and by the district through Open Campus and the Faculty Innovation Center. Faculty development activities and policies are communicated to faculty through the annual mailing to faculty homes, e-mail announcements and reminders, the FLEXtrack website, and the Online Faculty Handbook (III.A.5-4a, III.A.5-4b III.A.5-4c).

In addition, Norco Campus provides appropriate support for classified personnel through staff development opportunities including informational meetings, district workshops, professional organization workshops and seminars, professional organization conferences, community education, and online workshops (III.A.5-5). All activities are designed to assist staff in

[46] Professional-growth credit may be earned through approved activities, including workshops, publication, independent study, and course work. Sabbatical leave policies are governed by the agreement between the District and the bargaining unit. The contract allows faculty to pursue course work, independent study or research, and such other activities as creative endeavors and curriculum development during their sabbatical.

maintaining and improving their knowledge and skills in the technical aspects of their job responsibilities. Moreover, Campus Maintenance and Operations provides continued training for its staff. Most recently, the grounds staff participated in two off-site seminars dealing with turf and athletic-field maintenance. The custodial staff also participated in a seminar on cleaning techniques for public buildings.

Requests for compensatory funds for attending development activities are managed by a classified and confidential Staff Development Committee comprised of five to seven classified and confidential employees representing various employee groups; the Vice Chancellor of Diversity and Human Resources (or a designee) chairs the committee.

The district also makes a variety of professional development programs available to staff and administrators, including workshops and programs on the following topics:

- Disability, discrimination, family and medical leave, workers' compensation, and retirement plans
- Legal issues regarding hiring in community colleges
- Administration of overlapping laws regarding disability retirement
- Performance management evaluations for community college districts
- Progressive discipline.

Self-Evaluation

The standard is met. FLEX Day activities and staff development activities are consistent with the institutional mission and based on identified teaching and learning needs. The district offers a variety of opportunities that meet the needs of its personnel. Sixty-nine percent of full-time faculty, 57.5 percent of part-time faculty, and 65 percent of classified staff surveyed in fall 2008 agreed that "Norco Campus provides sufficient opportunities for professional development."

Opportunities for staff development have been readily available through the Classified and Confidential Staff Development Program under the auspices of the District Office of Diversity and Human Resources. The program's greatest success has been in providing funding for individuals seeking professional enrichment.

Planning Agenda

None

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Participants in professional development activities evaluate the content and presentation of each activity at the conclusion of the respective program. All attendees, including administrators, department chairs, faculty, and staff are asked to rate their satisfaction pertaining to FLEX instructional development, professional and personal development activities, conferences, workshops, and the like. The evaluation forms also provide space for suggestions and/or recommendations (III.A.5-6).

The Office of Institutional Effectiveness assesses activities scheduled by the district to determine future needs and ways to improve professional development activities (III.A.5-7). The Norco campus Faculty Development Coordinator assesses the effectiveness of each campus professional development workshop.

Self-Evaluation

The standard is met. The district and Norco Campus provide faculty and staff who participate in professional development activities with sufficient opportunities to evaluate professional development events, and the district's Office of Institutional Effectiveness uses the results of these evaluations as a basis for continuous improvement of the professional development process.

FLEX requirements for faculty are contractually limited to 18 hours per academic year, some of which are reserved for discipline meetings. Currently, formal evaluative tools and informal requests serve as a means of assessing attendees' satisfaction and for determining future events.

Planning Agenda

None

List of References

III.A.5-1a	Announcement: New faculty orientation/training workshops
III.A.5-1b	Website: online training modules: www.4faculty.org
III.A.5-2	Flyer: Faculty Development Workshop, sample
III.A.5-3a	Website: Norco Online Technology Training Tutorials: http://www.screencast.com/t/yLZidtOufP
III.A.5-3b	Flyer: SLO / Assessment Workshop, sample
III.A.5-3c	Agenda: FLEX Day activities, sample
III.A.5-4a	Annual FLEX Day mailing, sample
III.A.5-4b	Website: FLEXtrack: http://www.flextrack.org/
III.A.5-4c	Website: Online Faculty Handbook: http://www.rccdfaculty.net/handbook/
III.A.5-5	Sample staff development opportunities, including district workshops, professional organization workshops and seminars, professional organization conferences, community education, and online workshops.
III.A.5-6	Sample evaluation forms: FLEX and workshop activities
III.A.5-7	Sample assessment: Office of Institutional Effectiveness

III.A.6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement

Descriptive Summary

Annually, the Chancellor asks each campus for its personnel requests. These requests are evaluated and prioritized at the campus level to meet state requirements and fulfill the mission of the District and the individual campus. At Norco Campus, the information submitted to the Chancellor by the Campus President is compiled from the initial requests made in the Instructional, Student Services, and Administrative Annual Program Review documents. With input from the Norco Academic Senate, the requests are prioritized by the Academic, Student Services, and Administrative Planning Councils, respectively. The staffing requests are revised and approved through the Strategic Planning Co-chairs Council and the Strategic Planning Committee according to the procedure set forth in the RCC Norco Prioritization Process (III.A.6-1a, III.A.6-1b,

III.A.6-1c, III.A.6-1d, III.A.6-1e, III.A.6-2; see Standard III.A.1.a. for a detailed explanation of the process). Local campus human resources planning is thus integrated with campus and district planning procedures through the district-wide strategic planning process (III.A.6-3a, III.A.6-3b).

Hiring policies and search processes are managed by the district's Office of Diversity and Human Resources. Norco Campus has procedures by which it systematically assesses the effective use of its human resources. The annual program review and comprehensive four-year program reviews for instructional and non-instructional programs identify human-resource needs. After these are identified at the discipline and program level, they are prioritized by each unit and forwarded to the appropriate campus planning council to be prioritized. The Student Services Planning Council prioritizes human resources needs for its areas; the Administrative Planning Council prioritizes needs for its areas; and the Norco Academic Planning Council, a standing committee of the Norco Academic Senate, prioritizes faculty positions. All three councils look at the needs on a campus-wide basis and in accordance with the Educational Master Plan (III.A.6-4), and each agrees upon a set of ranking criteria tied to campus and district strategic objectives (III.A.6-5a, III.A.6-5b, III.A.6-5c). The prioritized requests for staffing are forwarded to the Norco Strategic Planning Co-Chairs Council and then to the general body of the NSPC for campus-wide discussion, review, and approval. Finally, the NSPC forwards its hiring recommendations to the President further action. The President reviews the position requests and forwards recommendations for recruitment and hiring to the district on the basis of available funding in a given budget year (III.A.6-2).

Additionally, information provided by District Strategic Planning results, Board Strategic Initiatives, and department/discipline program reviews is used to develop the mid-range financial planning model that includes a five-year human resource plan (III.A.6-6). Positions identified in the human resource plan are either ones identified in the respective program review or are listed due to established standards, i.e., Maintenance and Operations Standards that help to identify human resource requirements related to new facilities (III.A.6-7).

The President's Cabinet is responsible for providing oversight for the annual review and update of the mid-range financial plan.

Self-Evaluation

The standard is met. Norco Campus follows procedures that fully integrate human resource planning with institutional planning. The Norco Educational Master Plan provides the guidelines and the inclusive processes for establishing priorities and ensuring transparency and dialogue about both the process and the appropriateness of the prioritization in relation to strategic planning more broadly. Each of the planning councils and the NSPC have engaged in evaluation of the processes as they have been used over the last two years, and changes have been made in the ranking criteria as a result of those discussions (III.A.6-5a, III.A.6-5b, III.A.6-5c, III.A.6-8a, III.A.6-8b). Perhaps most importantly, once a determination of funding availability has been made through the district budget allocation model, the Campus President has sole discretion, based on input from campus stakeholders, to decide upon faculty and staff positions to be added. Strong evidence of recent progress in linking staffing decisions to institutional planning is provided by the results of the fall 2008 campus accreditation survey in which the number of faculty respondents agreeing that "Norco links staffing decisions to its strategic planning committees" increased to 75.5 percent from 40 percent in the 2007 survey.

Planning Agenda None

List of References

III.A.6-1a	Website: Norco Academic Planning Council: http://academic.rcc.edu/norco/apc/
III.A.6-1b	Website: Norco Student Services Planning Council: http://academic.rcc.edu/norco/sspc/
III.A.6-1c	Website: Norco Administrative Planning Council: http://academic.rcc.edu/norco/adpc/
III.A.6-1d	Website: Norco Strategic Planning Co-chairs Council: http://academic.rcc.edu/norco/spc/co-chair_index.jsp
III.A.6-1e	Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/index.jsp
III.A.6-2	Norco Campus Prioritization Process
III.A.6-3a	*Strategic Planning Process, 2001-2006*
III.A.6-3b	*District Strategic Plan 2008-2012*
III.A.6-4	Norco Educational Master Plan
III.A.6-5a	Weighting of Ranking Criteria for Faculty Positions, 2008-2009
III.A.6-5b	Weighting of Ranking Criteria for Student Services, 2008-2009
III.A.6-5c	Weighting of Ranking Criteria Administrative requests, 2008-2009
III.A.6-6	Mid-range financial planning model, including a five-year human resource plan
III.A.6-7	Sample positions identified in the human resource plan
III.A.6-8a	Weighting of Ranking Criteria for Faculty Positions, 2007-2008
III.A.6-8b	Weighting of Ranking Criteria Administrative requests, 2007-2008
III.A.6-9a	Report: 2008 Full-time Faculty Accreditation Survey
III.A.6-9b	Report: 2007 Full-time Faculty Accreditation Survey

Standard III.B
Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Norco Campus opened in 1991 as an educational center and satellite campus of the Riverside Community College District. The district's original plans for the campus called for facilities to be constructed in five phases. Phase I of the building plan was completed in 1991, not long after the campus opened. Phase II of the initial build-out plan has been completed. Phase III, which includes revisions due to increased cost of materials, was approved by the state of California in 2006 and will be completed in June 2009 (III.B.1-1, III.B.1-2). The planning of Phase I, Phase II, and Phase III proceeded in conjunction with input from the Site Committee,[47] comprised of faculty and staff with guidance from the district's Facility Planning, Design, and Construction Department.[48]

The most recent state-funded building project, Phase III, was designed to alleviate some of the critical need for space by providing (with the aid of Measure C funding) an Industrial Technology building (in response to the needs of the growing manufacturing program). The Industrial Technology building[49] will include lecture halls, labs, and faculty offices. Additional projects include a chemical-storage building, athletic fields and storage facilities, Student Success Center building, and an Operations Center[50] (III.B.1-3). The Student Success Center will contain a cafeteria, student-government offices, and work space for instructional support functions; the Operations Center will house the campus's Network Operations Center, Maintenance and Operations, and Technology Support functions such as the Micro-computer Support Group and Instructional Media Center (III.B.1-4). A secondary-effects project associated with occupancy of the Industrial Technology and Student Success buildings is being designed to provide an integrated space for our various learning labs, an additional chemistry and biology lab, upgrade of the physics lab, creation of an

[47] This committee has now evolved into the Norco Strategic Planning Committee (NSPC).

[48] Originally, the campus was to be constructed in five phases; this evolved into an eight-phase build-out plan designed to give the campus more opportunities to obtain state funding. The current Facilities Master Plan and the Long-Range Educational Master Plan were accepted and approved by the District Board of Trustees in 2001.

[49] The architects for Phase III are tBP/Architecture; construction managers for the tech building are Pro-West Constructors, Inc.

[50] The 2001 Facilities Master Plan included the Industrial Tech building in Phase III; funding for the Student Success Center and the OC comes from Measure C, while the chemical-storage building is provided for by earmarked state funds.

art gallery, and additional space for health services and administrative support.

In February 2007, the Norco Strategic Planning Committee approved six new modular classrooms plus one restroom building; this facility, known as the West End Quad, opened in the fall 2007 semester and provides vital "swing space" to ensure the continuation and growth of instructional services while the aforementioned building projects are underway.[51] The West End Quad includes:

- Two large lecture rooms (capacity 75-100)
- A physical education activity center with fitness equipment
- Office space for faculty
- A restroom facility
- Space for a Construction Programs demonstration project.

Implementation of this project has extricated the campus from costly and inefficient leasing arrangements and has accommodated enrollment growth in the period leading up to the fall 2009 opening of the Phase III Industrial Technology building.

The Norco Campus Educational Master Plan, augmented by annual program reviews, is the primary means by which departments and programs:

- Evaluate, modify and prioritize their physical-resources needs.
- Request facilities and physical equipment, including physical plant changes, additions, and modifications. (III.B.1-5)

The Educational and Facilities Master Plans, presented to the Board of Trustees in January 2008, sets forth mid-term and long-range programmatic objectives, accompanied by a plan for future build-out of the Norco Campus. Future planned projects include a Center for Health, Wellness, and Kinesiology; Performing and Visual Arts Center; and Science, Liberal Arts and career/technical classroom buildings. The next projects scheduled for implementation are the South Corona Educational Center and the Wellness Center. It is anticipated that a combination of state and local bond funding will be required for these projects.

As part of the ongoing process of facilities planning, each instructional and non-instructional department on campus identifies its resource needs (people, facilities, equipment, supplies, services) by means of comprehensive program reviews conducted on a systematic four-year cycle as well as annual program updates. Department chairs communicate resource requests to the Norco Academic Planning Council (NAPC). Utilizing information from the Educational Master Plan, comprehensive program reviews, annual program review updates, and other sources and guided by Norco's institutional goals, the Norco Strategic Planning Committee (NSPC) identifies and prioritizes facility needs, then forwards its recommendations to the Campus President (III.B.1-6). These needs have been aggregated in the form of the Norco Educational and Facilities Master Plans.

Additionally, information provided by District Strategic Planning results, Board Strategic Initiatives and department and discipline program reviews is used to develop the mid-range financial planning model that includes a five-year equipment-acquisition-and-replacement plan (III.B.1-7). Equipment identified in the acquisition-and-replacement plan has been identified in the respective program review or provided in conjunction with new or renovated facilities (TCO) (III.B.1-8).

[51] The project was given final budgetary approval by the Board of Trustees in March 2007.

The President's Cabinet is responsible for providing oversight for the annual review and update of the mid-range financial plan. The President and her Cabinet then communicate physical resource needs to the appropriate committees at the district level, particularly to the District Strategic Planning Committee. Through this strategic planning process, all constituencies have input into capital planning, design, and construction for new and updated facilities that support Norco Campus programs and services.

The strategic facilities planning process described above has been implemented for the Student Success Center building approved by the Board of Trustees in fall 2006 (funded by Measure C) (III.B.1-9). A Student Success Center design team composed of faculty, staff, administrators, and students worked with the architectural team to design a center that will meet current and future needs (III.B.1-10). The Student Success Center building will include a large and comprehensive dining room and areas for student study and social interaction and will accommodate student-service programs (including Associated Students) and other service programs that promote student retention (III.B.1-2). The center will also contain multipurpose meeting rooms, including at least one large meeting area for all-faculty meetings and Board of Trustees meetings, which have typically been held in the administrative building foyer because no other space was available.

Regarding the Phase III Industrial Technology building which was completed in June, 2009, faculty members were involved in formulating the original building plans years ago and have continued to participate as these plans have been modified and refined.

At this time, classrooms on the Norco Campus are well utilized during the morning, afternoon, and evening hours, Monday through Thursday; in the mornings on Friday; and during daytime hours on Saturday[52] (III.B.1-11a, III.B.1-11b). With the steady increase in student population and additional classroom space provided by the opening of the JFK Middle College High School adjacent to Norco Campus, more classes are being scheduled in the afternoons and evenings Monday through Thursday.

In addition to the West End Quad installed in fall 2007, three modular buildings currently provide one classroom (one portable) and office space (two portables) for Norco faculty members. Courses being offered at off-site locations have been dramatically reduced with the completion of the West End Quad and are now limited primarily to specialty classes, such as golf and bowling. A number of evening classes have been offered at JFK Middle College High School, located on the Norco Campus, since its opening in fall 2006. These classes are expected to be curtailed once the Industrial Technology Building opens.

Since 2001, Norco Campus has:

- Added a number of modular buildings which are used for classrooms, faculty offices, and administrative space. (III.B.1-12)
- Added sections of courses at a variety of off-campus locations and scaled these offerings back once on-campus facilities became available. (III.B.1-13)
- Added over 22 classes in afternoons and evenings through the partnership with JFK High School. (III.B.1-14)
- Constructed and later upgraded facilities by remodeling the Early Childhood Education Center using funds from Measure C, a local bond measure, and other funds. Remodeling included:
  - features that support study of childhood education and socialization

[52] Weekend College is being held on a six- to eight-week class schedule throughout the academic year.

    - installation of tile flooring in restrooms
    - a surveillance system for safety purposes
    - an acoustical and sound system in the classrooms
    - installation of concrete pathways around the playground. (III.B.1-15a, III.B.1-15b)
- Installed a "floating floor" in the Multipurpose/Activities building to support student safety and quality of instruction.
- Resurfaced the existing parking lots and completed a new parking lot adjacent to the JFK Middle College High School in the summer of 2006.
- Completion of the Phase III Industrial Technology Building and finalized planning and pre-construction work for the Student Success Building.
- Completed construction of an artificial surface soccer facility to accommodate men's and women's intercollegiate soccer, scheduled to begin in 2010.

The District's Office of Facilities Planning has initiated the NORESCO EMS Project, a plan to make Norco Campus lighting and energy systems more efficient and environmentally friendly. The project includes a variety of activities, from changing to more energy-efficient light bulbs in classrooms and offices to upgrading existing air conditioning and heating systems. The internal light fixture (occupancy sensors) and external light pole replacement program is completed. The second phase of the project, dealing with management of the energy conservation system, was completed in 2008 (III.B.1-16).

The Norco Campus now has 11 permanent buildings, including the Child Development Center and the physical plant, with three additional permanent buildings under construction or in the design phase. Also, there are nine modular buildings, a dramatically upgraded artificial-surface soccer field, and parking for approximately 1618 vehicles.

Self-Evaluation

The standard is met. Planning processes are in place to assure effective utilization and continuing quality of facilities at Norco Campus in order to support its programs and services. The addition of new portables, the impending opening of new permanent structures, and the construction of the JFK Middle College High School, providing additional classroom space in late afternoons and evenings, have enabled the campus to meet some of the needs of its ever-growing student population and evolving programs and services. Although it has historically been a struggle to find sufficient space, the campus is moving rapidly toward providing appropriately equipped facilities to accommodate its current and projected future student population.

Phase III of the campus build-out plan received funding from the state of California, and the new buildings will alleviate much of the campus's classroom and office space needs. In addition, as previously discussed in the Descriptive Summary, adoption of the Educational and Facilities Master Plans will allow the campus to better anticipate future needs as the institution continues to grow. As evidenced by the high rate of utilization of the West End Quad and the campus's overall fill rate of approximately 98 percent in 2008-2009, Norco has been and continues to be in rapid-growth mode.

Since the October 2007 ACCJC site visit, the relationship between district and campus facilities and planning processes has been dramatically clarified and improved. The district has adopted a strategic plan, and the District Strategic Planning Committee is playing a more active role in review and approval of campus facilities projects. Progress has been made toward prioritizing

capital expenditures on a district-wide basis, with campuses given greater discretionary autonomy in designing and prioritizing their own projects.

Planning Agenda

- Continue to implement and evaluate processes and procedures for successful campus-based planning that is integrated with district strategic planning.
- Continue to implement the Educational and Facilities Master Plans for the Norco Campus.
- Continue to build out the campus to meet student and staff requirements as enrollments increase and program offerings evolve.

III.B.1.b. The institution assures that the physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Norco Campus facilities personnel meet regularly to address issues of proper access and safety at all locations where programs, services, and courses are offered. Facilities personnel also ensure that security issues are addressed and coordinated with College Safety and Police. In terms of strategic planning, the Resources Subcommittee of the Norco SPC also meets on a regular basis to ensure alignment with emerging academic and service needs and requirements with emerging facilities. In summary, their responsibility is to present solutions that lead to a more healthful learning and working environment (III.B.1-17a, III.B.1-17b, III.B.1-18).

Through a process of dialogue with her Cabinet and appropriate campus constituencies, including the NSPC and its Resources Subcommittee, the Norco Campus President reviews the existing facilities both on- and off-campus to identify room use and effective utilization of all buildings and grounds. This information is summarized and sent to the district, where it is compiled into a district facilities-utilization report, which is forwarded to the state Chancellor's office (III.B.1-19, III.B.1-20).

By means of shared operations at the district and campus levels (see also Standard III.B.2.b.), Norco Campus assures safety, security, and access to its facilities, specifically utilizing the following means:

- All blueprints and designs for new buildings (credit-course facilities) are submitted to the Division of the State Architect (DSA), which provides oversight for the design and construction for all California K-12 schools and community colleges (III.B.1-21a, III.B.1-21b). New buildings and major remodeling of on-campus buildings are designed to meet all applicable state and local codes.
- A work-order system (Footprints) for all routine maintenance requests exists to support any campus employee who requests repairs or replacements. This information is logged electronically (III.B.1-22).
- The Director of Plant Operations and Maintenance keeps a scheduled maintenance list developed in conjunction with the district. The list ensures that roofs, heating and cooling systems, fire-suppression systems, and similar safety equipment are replaced or upgraded in a timely manner. (III.B.1-23)
- Facilities undergo regular inspection through on-campus quality-control and safety walks performed by the Norco Campus Director of Plant Operations and

Maintenance and members of the Campus Safety Committee[53] (III.B.1-24).
    - Any problems found during quality walks are logged electronically using Footprints (suspended since 2005). (III.B.1-22)
    - Safety-hazards problems receive the highest priority in terms of finances and response time.
- Disabled Student Programs and Services (DSP&S) assists faculty and staff in ensuring that each classroom has the appropriate physical and technical equipment (e.g., tape recorders, Braille readers/writers), furniture, and personnel (e.g., sign translator for the deaf) to support participation and learning for all students needing assistance in the varied educational environments existing on campus.[54] (III.B.1-25a)
- In February 2009 the District entered into an agreement with PSOMAS to provide design and engineering services for accessibility survey and to prepare a District-wide ADA Transition Plan to enhance compliance with Title II of the Americans with Disabilities Act; Title 24 2007 California building code; and the Division of the State Architect Accessibility Plan Review Guidelines (III.B.1-25b).
- College-credit classes held at off-campus sites must meet the standards of the Field Act.
- Emergency information is posted in public locations throughout campus buildings and bulletin boards and at all off-site locations so that staff and students know what to do in the event of an emergency, such as earthquake or fire.
- Blue-light safety/emergency systems are installed throughout the campus so that staff and/or students may alert police to any potential problems on campus.
- At the Norco Campus, remodeling of the Early Childhood Education Center included improvement of safety features (surveillance system). In addition, a "floating floor" was installed in the Multipurpose Activities Building to support student safety and quality of instruction; activities classes had been previously conducted on a concrete floor. (III.B.1-26)

The buildings from Phases I and II of Norco's build-out, constructed in 1991, are now covered under the Deferred/Scheduled Maintenance Plan with the State of California. The institution's Scheduled Maintenance Plan includes upgrades to such building features as roofs, automatic doors, carpet, interior and exterior paint, and restrooms (III.B.1-23).

Sworn district police officers assigned to the campus provide professional services and safety assistance to students, faculty, and staff. Though campus assignments and schedules of police officers are decided at the district level, biweekly briefings are provided to campus-based managers, and the Norco Campus has a College Safety and Police office and participates in the district-wide, 24-hour, central dispatch system. Off-site locations are served by the nearest police department via the 911 emergency systems.

Credit classes are also housed off-campus in public and privately owned buildings that meet most of the same stringent local and state codes as the on-campus site. However, owners of off-site locations are responsible for their maintenance and security.

[53] The District Facilities Planning Office used to be in charge of this process and generated a list of safety, infrastructure, environmental, and grounds concerns that were prioritized and acted upon (III.B.1-24). The list included repairs and/or replacement items. This responsibility was decentralized to the campuses in 2007.

[54] In the spring of 2009, using Measure C funds, the district began a second comprehensive review of all facilities for compliance with ADA regulations in accordance with state mandates. The development of a comprehensive ADA transition is underway.

Suitability of off-site locations is evaluated by the Dean of Instruction and/or the Vice President of Educational Services, who also implements and oversees off-site contracts. Currently, the Dean or Vice President asks department chairs to provide instructor feedback regarding the sufficiency and adequacy of off-site locations. When specific facilities improvements are recommended by faculty or students, corrections are made, as feasible. As previously stated, course offerings off-site have been dramatically reduced.

Self-Evaluation

The standard is met. District and Norco Campus procedures and policies are in place to assure access, safety, security, and a healthful learning and working environment. Of full-time faculty respondents to the fall 2008 accreditation survey, 86.7 percent, joined by 91 percent of part-time faculty and 69.6 percent of classified staff, agreed or strongly agreed that "[o]verall, the campus buildings provide a safe and healthy environment in which to work and learn."

The Director of Plant Operations and Maintenance at the Norco Campus has established and maintained effective procedures to ensure that the selection, maintenance, inventory, and replacement of faulty and/or needed facilities equipment are accomplished in a regular manner that supports the programs and services of Norco's students and staff.

The current maintenance and custodial staffs work diligently to ensure that the buildings are kept safe and clean and that all extra-curricular activities are provided with the facilities and equipment needed on the Norco Campus. Campus roads and parking lots are well lit and maintained and provide secure passage for all drivers and pedestrians. In addition, a city bus comes onto the campus during the day for students needing public transportation.

The Director of Plant Operations and Maintenance, in conjunction with the Campus Safety Committee, conducts routine local walks to identify unsafe conditions, including potential ADA violations. Procedures for reporting results and implementing corrective action are standardized.

Planning Agenda

None

List of References

III.B.1-1 Phase II Facilities Master Plan, Norco
III.B.1-2 Phase III Facilities Master Plan, Norco
III.B.1-3 RCCD Five-Year Capital Construction Plan (Norco Campus), 2009-2015
III.B.1-4 Minutes, Technology Subcommittee meeting: spring 2005
III.B.1-5 Norco Educational Master Plan
III.B.1-6 Norco Campus Strategic Planning Implementation Process
III.B.1-7 Mid-range Financial Plan, including a five-year equipment acquisition/replacement plan
III.B.1-8 Equipment identified by the Mid-range Financial Plan
III.B.1-9 Board of Trustees minutes: approval of Measure C funding for Student Support Building at Norco
III.B.1-10 Agenda: Student Support Services Center Task Force Meeting, sample
III.B.1-11a *Schedule of Classes*, fall 2008
III.B.1-11b *Schedule of Classes*, spring 2009

III.B.1-12 District modular projects and budget approvals, Board report VI-C-2, March 20, 2007
III.B.1-13 Off-site Locations 2006-2007
III.B.1-14 Copy, JFK partnership agreement
III.B.1-15a Early Childhood Education Centers upgrades and retrofit, Moreno Valley and Norco Campuses, Board report VI-B-2, November 21, 2006
III.B.1-15b purchase order #63608, October 18, 2005: All Sports Flooring, Junkers Clip Systems Floating Floor in Norco Activity Center
III.B.1-16 Report: NORESCO EMC (environmental) Project
III.B.1-17a Minutes: Physical Resources Workgroup, Resources NSPC subcommittee, sample
III.B.1-17b Website: Resources Subcommittee Minutes & Documents: http://academic.rcc.edu/norco/spc/std3_docs.jsp
III.B.1-18 Duties of Physical Resources Workgroup
III.B.1-19 Norco Facilities Utilization Report
III.B.1-20 District Facilities Utilization Report
III.B.1-21a Website: Division of the State Architect: http://www.dsa.dgs.ca.gov/default.htm
III.B.1-21b Report: submitted to the Division of the State Architect, sample
III.B.1-22 Sample Footprints work order—2008-2009, Norco Campus
III.B.1-23 Scheduled Maintenance Plan
III.B.1-24 Sample Safety-Quality Control Walk List
III.B.1-25a DSP&S facilities request for classrooms or DSP&S Center
III.B.1-25b Board of Trustees Report, February 24, 2009
III.B.1-26 Contract for floating floor in Multipurpose Building
III.B.1-27 Report: 2008 Full-time Faculty Accreditation Survey

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III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

In June 2008, the RCCD Board of Trustees approved a Five-Year Capital Construction Plan 2009-2015 (III.B.2-1). This document indirectly links district physical-plant development with Norco Campus's educational goals and its local capital planning process. The local capital planning process is driven in turn by the Educational Master Plan (see discussion in Standard III.B.1.a above) and the District/Campus Facilities Master Plans. Based on the facilities, equipment, and staffing requests provided by instructional, student services, and administrative units, the Facilities Master Plan provides a direct link between facilities and the campus's educational goals.

Capital projects needed to support specific program/discipline goals are initiated at the discipline level through annual and comprehensive program review, evaluated by the appropriate department, and forwarded to the Resources Subcommittee and/or the NSPC for final recommendation to the Norco President and her Cabinet, who convey the Norco project requests to the District Strategic Planning Committee (DSPC). Upon a favorable recommendation by the DSPC, the item is forwarded to the

Chancellor for consideration and presentation for action by the Board of Trustees (III.B.2-2).

Certain projects that preceded the establishment of local approval processes followed a different process. Recent capital projects falling into this category include the John F. Kennedy Middle College High School and the chemical-storage building (III.B.2-3, III.B.2-4a, III.B.2-4b, III.B.2-4c). These projects were required in order to either comply with state and/or federal regulations, assure reliable delivery of district operations, or represent a district-based initiative.

As part of its capital development process, the district must complete an initial project proposal and final project proposal for state funded projects, which are delivered to the State Chancellor's office for review and approval (III.B.2-5a, III.B.2-5b). All proposals must include operating costs, including utility-cost estimates and classified-staff requirements.

The district formula for determining "total cost of ownership" includes such items as:

- Capital investment
- Operating costs
- Short- and long-term requirements of facility or equipment
- Debt service, if any
- Ownership of equipment or facility vs. renting or leasing
- Useful life and salvage value
- Scheduled or deferred maintenance.

In spring 2007, the district created a Maintenance and Operations Task Force. The task force presented its findings to the Vice Chancellor for Administration and Finance in October 2008. The findings included recommendations in the following areas:

- Building-maintenance standards
- Maintenance and operations staffing-level benchmarks based on factors such as assignable and gross square footage
- Training and development of maintenance and operations staff.

Self-Evaluation

The standard is met. Norco's long-range capital plans support campus improvement goals and reflect district projections of the total cost of ownership of new facilities and equipment.

The district has procedures in place to work with Norco Campus to assure that the institutional goals are supported. The institution has improved strategic facilities planning by developing a mid-range financial model that earmarks operational resources using the base budget and the new budget allocation model (see Standard III.D.2.a.). The budget allocation model is designed to assure maintenance of district assets, achievement of safety benchmarks, and appropriate support for instructional or student services whenever new capital facilities are constructed.

Planning Agenda

- Continue to evaluate the effectiveness of the strategic planning process for informing facilities planning at the local level.
- Proceed with the implementation of a mid-range financial plan that includes cost estimates for required staffing, equipment, and services to support program development and/or maintenance of new capital facilities.

III.B.2.b. Physical-resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and

uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The District's Facilities Planning, Design, and Construction Office maintains the primary responsibility for oversight and coordination of the planning of all major capital-outlay projects. At the campus level, the Norco Strategic Planning Committee (NSPC), particularly the Resources Subcommittee, engages in dialogue to assure that all constituencies' needs are taken into consideration.[55] Strategic planning is informed by the Norco Educational and Facilities Master Plans, which were developed with input from faculty, staff, department chairs, and administrators using discipline and student services program reviews. The Facilities Master Plan document ties physical resources needs directly to student learning. In this way, planning, building, maintenance, replacement, and upgrades support programs and services at Norco Campus.

Initially, each campus academic or non-instructional unit identifies its resource needs by means of comprehensive discipline, student services, or administrative-unit program reviews. Instructional program reviews are conducted on a systematic, four-year cycle supplemented by annual program updates. Administrative and student services program reviews are conducted annually. The process of facilities planning is as follows:

- Department chairs communicate academic-resource requests to the Norco Academic Planning Council (NAPC).
- The NAPC prioritizes facilities needs for each department and make recommendations to the Norco Strategic Planning Committee (NSPC).
- For non-instructional programs and units, requests are sent to the NSPC through the Student Services and Administrative Planning Councils.
- The NSPC forwards its recommendations to the Norco President.
- The President and her Cabinet then communicate physical resources requests to the appropriate committees at the district level, particularly to the District Strategic Planning Committee.

An example of the effectiveness of the strategic planning process is the Student Success Center building project. All campus constituents voted unanimously for this building, and it is the first major project to be developed through the district and local strategic planning processes. This building is now part of the Five-Year Capital Construction Plan, and construction began in late spring 2009.

The district conducts assessment of the effective use of physical resources in several ways. The Facilities Planning, Design, and Construction Office conducts an annual review and assessment of the effective use of each campus's facilities (III.B.2-6). This review process:

- is based on state-mandated compliances in areas such as AQMD regulations, elevator permits and usage, compressors, and back-flow devices;
- includes assessment of work orders; classroom effectiveness; utility usage including gas, electric, water, and waste disposal; and district vehicle maintenance, repair and gasoline consumption;
- provides a means by which to evaluate and monitor existing space; and

[55] From early in Norco's history, facilities needs and design decisions have been informed through dialogue. The Norco Site Committee, the precursor of the NSPC, had committee membership that included faculty, administrators, staff, and student representation. The tradition established there has been carried into the new strategic planning structure.

- applies its findings to project future allocated funds to be used for operations, supplies, and utilities.

The campus receives facilities funding, equipment funding, and scheduled maintenance via state block grants, Measure C, state construction, and general unrestricted funds (III.B.2-7).

At the campus level, the director of Plant Operations and Maintenance conducts facilities assessment by preparing room utilization reports (III.B.2-8).[56] Faculty members also perform informal facilities and physical equipment assessment through observation and report back to their department chairs. Department chairs assess and prioritize campus-wide facilities requests made via discipline program reviews and annual program review updates and then communicate these facilities requests to the Resources Subcommittee of the Norco SPC.

Evaluation of facilities is thus integrated into the planning process and the Norco Educational Master Plan through program review (as discussed above), department requests, independent facilities assessments by the director of Plant Operations and Maintenance, and reports from the Norco SPC and Resources Subcommittee.

Self-Evaluation

The standard is met. The current system of identifying and communicating physical-resource needs through comprehensive discipline and non-instructional program reviews and annual campus-based program review updates, with collaboration by the Resources Subcommittee, and of integrating these processes into the Norco Educational and Facilities Master Plans, is a strong model for physical resource decision-making driven by program needs.

The strategic planning processes appear to be working to integrate planning and institutional goals more effectively as evidenced by the development of the Student Success Center. The Physical Resources Subcommittee of the Norco SPC actively investigated the need for a Student Success Center, and all campus constituencies have engaged in discussion and dialogue about its concept and design. It is evident that effective dialogue throughout the strategic planning process has resulted in clearer communication among all appropriate constituencies, leading to more effective resource integration and elimination of redundancy.

Planning Agenda

Continue to implement the Norco Campus Educational and Facilities Master Plans.

[56] As of spring 2009, Norco Campus had a classroom utilization ratio of 98 percent, up from 77 percent in spring 2007 (III.B.2-9).

List of References

III.B.2-1	RCCD Five-Year Capital Construction Plan (Norco Campus), 2009-2015
III.B.2-2	*Strategic Planning Process, 2001-2006*
III.B.2-3	District/Norco project proposals for JFK Middle College High School
III.B.2-4a	*RCCD Fact Book 2007*: District/Norco project proposal: Network Operations Center, pp. 435-436
III.B.2-4b	*RCCD Fact Book 2007*: District/Norco project proposal: Warehouse, pp. 433-434
III.B.2-4c	*RCCD Fact Book 2007*: District/Norco Project Priority Order, pp. 374-375
III.B.2-5a	District Initial Project Proposal, sample
III.B.2-5b	Final Project Proposal, sample
III.B.2-6	Facilities program review, sample
III.B.2-7	RCCD block grant, sample
III.B.2-8	Report: Norco Campus Room Utilization, spring 2009
III.B.2-9	Report: Norco Campus Room Utilization, spring 2007

Standard III.C
Technology Resources

Standard III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Norco Campus manages its technology services and support through the following district-level departments:

- **Academic Information Architecture and Web Services:** Academic web-server management, systems management, accessibility standards, web policies, practices, and procedures related to faculty, academic and instructional program websites (III.C.1-1)

- **Information Services (IS):** Computer, network and information technology including administrative systems (DATATEL/Colleague software suite), data center operations, district help desk, microcomputer support, network administration, and telephony (III.C.1-2)

- **Open Campus:** Responsible for technology-mediated instruction and faculty technology training including distance and online class software (III.C.1-1). Technology training is currently a district-supplied service through the Office of Institutional Effectiveness.

- **Instructional Media Center (IMC):** Instructional media support, including audio, video, video-conferencing, and classroom projection systems (III.C.1-3, III.C.1-4, III.C.1-5, III.C.1-6a, III.C.1-6b, III.C.1-6c)

- **Library Technology:** District-wide online library catalog, streaming media materials, e-books, online periodicals, videotapes, microfilm, and assistive media technologies (III.C.1-7)

- **Learning Support Services:** Includes Disabled Student Services, Computer (CIS) lab, Math lab, Writing and Reading Center (III.C.1-8)

- **Public Relations:** Provides and maintains website infrastructure for the district and campuses, including online catalog, schedules of classes, and other online college publications (III.C.1-3)

- **Facilities:** Workstation fixtures and furnishings, centralized systems for power, environmental control, fire suppression, and assistive facilities for disabled students. (III.C.1-1)

Open Campus, Academic Information Architecture, and Public Relations are entirely district functions. Information Systems, Learning Support Services, and Facilities have one or more full-time staff at the Norco Campus.

Norco's Airey Library faculty and staff, including Instructional Media Center (IMC) staff, report to the Norco Campus Assistant Dean of Library and Learning Resources.

- Norco Campus has three full-time and several part-time IMC employees. The second and third full-time IMC technicians were hired in spring 2009.
- Norco Campus has a full-time Instructional Support Specialist (ISS) (reporting directly to the Norco Dean of Instruction) responsible for training faculty and staff as needed on an ad hoc basis, by appointment, or through FLEX workshops. This specialist serves on the Technology Resources Subcommittee of the Strategic Planning Committee (SPC) to assist Norco in improving current technical operations, planning for future technological needs, and enhancing communication to create more effective student learning and teaching opportunities. The ISS maintains data on Norco's software licenses obtained for instructional computers and notifies academic departments of potential upgrade opportunities. In addition, the ISS maintains the Norco Campus content of the district website as well as all pages for Norco's academic departments.
- Front-line microcomputer support to the Norco Campus user community (students, staff, faculty, and administration) is provided primarily by two full-time members of the Information Services Microcomputer Support group assigned to the Norco Campus. These staff members work under the direction of the District's Information Services Office and are responsible for handling work orders generated through the IS Help Desk as well as the ongoing maintenance and upgrades of desktop hardware and software for both administrative and academic computing. This Norco-based IS team interacts with the campus's Instructional Media Center (IMC) and instructional departments to ensure a useful and appropriate link at the campus. The on-site team interfaces with other IS district staff to ensure district and campus hardware and software standards are met.

Network Administration and Telephone Groups are located in district offices on the Riverside City College campus; staffs in the operations centers at that location provide remote monitoring and routine management of the networking infrastructure and PBX/VoIP phone system. Technicians and engineers are dispatched to the Norco Campus as needed for on-site maintenance or troubleshooting; the microcomputer support specialist provides assistance in conducting initial on-site diagnostics. Both the District Help Desk and the Administrative Systems group support the Norco Campus community from their respective locations at the Riverside City College.

Academic Information Architecture and Web Services provides the following services from its district office:

- District-wide assistance to academic departments and programs and individual faculty in the development of websites, and providing of input related to e-learning strategies
- Oversight of system-management tasks, including data backup, preventive maintenance, internal structure, security, and performance monitoring
- Management of academic web-servers including the assignment of server space and creation of individual system accounts

- Web policies, practices, and procedures related to faculty, academic, and instructional program websites. (III.C.1-2)

The **Information Services Group** (IS), which has administrative oversight of the district-wide information infrastructure and its supporting components, provides computer hardware, software, and network support to the Norco Campus.[57] The IS Group is organized into the following service and support areas:

- Administrative Systems (DATATEL/ Colleague software suite)
- Data Center Operations
- District Help Desk
- Microcomputer Support
- Network Administration
- Telephone Group. (III.C.1-1)

The **District Help Desk**, as mentioned above, operates from a central location on the Riverside City College campus. Its purpose is to provide a centralized system for addressing incoming help-desk requests and distributing work assignments as appropriate, including:

- Desktop support
- Laptop support
- Open Campus requests from faculty
- Network support
- E-mail support
- Campus lab support
- WebAdvisor
- Wireless access. (III.C.1-1)

Open Campus is responsible for all non-instructional aspects of online and distance education at the campus and district levels, including:

- Online, hybrid and web-enhanced course set-up and maintenance; upgrades and training; and backup and implementation in conjunction with the host provider (Blackboard v.6.0)
- Online support training including use of web page publishing software, streaming media software, and peripherals via one-on-one training; FLEX workshops; and Hybrid Academy
- Maintenance of servers and software licenses for online-related instruction. (III.C.1-2)

Open Campus offers Hybrid Academies at the Norco campus every four months. A trainer is on-site every week.

Open Campus also provides support for many other software applications, such as Excel, PowerPoint, Camtasia, and a wide variety of software applications that support the instructor in and out of the classroom.

Open Campus, in conjunction with the Academic Senate, is reviewing alternative course-management systems for possible consideration when the current vendor contract ends. This review process includes instructors and administrators from throughout the district.

The **Instructional Media Center's** primary purpose is to provide instructional media support to academic programs. IMC supports audio-visual equipment in classrooms as well as videoconferencing services. Primary areas of responsibility include:

- Audio-visual equipment delivery to classrooms and conference/meeting rooms
- VIP media requests
- Service and repair of media equipment
- Video conferencing
- Satellite downlinks
- Streaming media

[57] The Microcomputer Support Specialist is permanently assigned to the Norco Campus. Other functions are handled at the district IS location.

- Assistance with new equipment acquisition, installation, and training of faculty/staff. (III.C.1-4)

IMC provides technical assistance and media production services in the following formats: video, audio, graphics and animation, digital imaging, scanning, digital photography, and PowerPoint presentations. IMC services are also available on a fee basis for special programs, which are supported and/or sponsored by the campus in cooperation with city, county, civic and community agencies. These resources can be reserved through the IMC website (III.C.1-6a, III.C.1-6b, III.C.1-6c).

Library Technology. Adaptive equipment and software are available to assist disabled students in the learning process. The printers and copy machines in the library are on maintenance contracts that enable parts, hardware, and software to be replaced without additional charge. Norco IS technicians maintain student and staff computers (hardware and software) and update all the software and security packages. Multimedia equipment in the library, including televisions, DVD players, and VCRs, is secured to tabletops to prevent theft.

In addition to these major technological resources, Norco students are provided access to two district library websites: LAMP (http://library.rcc.edu) and the IMC (http://imc.rcc.edu). LAMP, an online resource for all students in the district, includes the district online catalog, e-books and streaming-media titles, electronic-course reserve materials, district-wide subscription databases, tutorials, and library guides. Details of equipment, materials and support services for the library are discussed in Standard II.C (III.C.1-2, III.C.1-7).

Learning Support Services. Norco Campus maintains several classroom laboratories equipped with appropriate and sufficient hardware and software designed to enhance the operation and effectiveness of the institution. These include three CAD computer classroom/labs; three CIS computer classroom/labs; one lab each for math, art, language media, assessment/testing, chemistry and biology; and a general-purpose computer classroom. Mobile computer equipment is also available: a mobile physics lab and Apple wireless computer cart for physics, two Gateway classroom laptop carts, and a mobile electronics lab.

The IS staff at Norco Campus makes every effort to protect the software and equipment on its computer systems. Computer workstations are installed with the most updated software available; administrative, staff, and faculty computers are configured to download the most updated versions of Sophos anti-virus and registry-protection software to avoid time-consuming repairs. All academic computers in classrooms that are linked to the Internet also contain anti-virus software. District Information Services provides centralized security and intrusion detection, anti-spam filtering, and network monitoring to insure a reliable, secure network environment (III.C.1-9).

In 2008, the Technology Resources Subcommittee of the Norco Strategic Planning Committee (NSPC) adopted district-level standards that addresses the ongoing need for providing enhanced facilities, hardware and software to meet teaching and learning needs, campus-wide communications, research, and campus operations (III.C.1-10a, III.C.1-10b). The purpose of these documents is to provide guidelines for the ongoing analysis and prioritization of hardware, software, services, and facilities needs anticipated by Norco Campus departments and programs.

In fall 2008, the Resources Subcommittee surveyed faculty, administrators, and staff to determine their immediate technology needs (III.C.1-11, III.C.1-12). The results of this

survey will be used to prioritize technology needs and assist in anticipating future technology upgrades (III.C.1-13).

Self-Evaluation

The standard is met. Norco Campus provides appropriate support to faculty for research and course development and/or maintenance, to students for learning activities, and to staff and administration for the performance of their job duties. Academic Information Architecture, Information Services, Open Campus, IMC, Library Technology, Learning Support Services, Public Relations, and Facilities departments provide a wide variety of services and support to maintain and enhance the operation and effectiveness of the campus.

Technology surveys conducted in fall 2005 indicate that 64 percent of staff, faculty, and administrators agree that Norco Campus is providing adequate technology; 87 percent of faculty members believe that the software provided meets their needs inside and outside of the classroom. Some staff suggested various types of hardware that would improve or enhance teaching (III.C.1-13). More recently, 72.8 percent of faculty and 64.8 percent of classified staff surveyed in fall 2008 agreed that "in [their offices], the equipment, software and network connections used to support teaching are adequate and well maintained." Sixty-nine percent of full-time and 62 percent of part-time faculty agreed that "in [the] classroom, the equipment, software and network connections used to support teaching are adequate and well maintained' (III.C.1-14, III.C.1-15, III.C.1-16).

With regard to computers for faculty, a recent accreditation survey conducted in March 2007 indicated that 82 percent of respondents agree that the computer equipment in their offices is adequate. In March 2007, 73 percent of faculty agreed that the software and network connections in their classrooms are adequate. Nevertheless, in the face of continual technological change, keeping up with student and faculty needs is an ongoing challenge.

In 2008, Norco campus IS staff surveyed faculty, staff and administrators to determine equipment user-performance requirements. The data gleaned from this survey are being employed to classify users by intensity of use for the purpose of establishing appropriate replacement cycles for each user group.

Planning Agenda

- The Norco Technology Resources Subcommittee will continue to engage in dialogue about technology standards and processes in order to maintain a guideline for future technology upgrades and purchases.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The district and Norco Campus provide quality in-house training in technology and its applications to faculty and staff on a regular basis. Norco's administration and Instructional Support Services (ISS) staff are committed to the provision of ongoing quality training through FLEX activities and other staff development opportunities as needed throughout the year. When new software is introduced to facilitate fiscal, purchasing, enrollment, classroom management, or any other district/campus process, district experts in Information Services implement a thorough training plan for the campus staff (III.C.1-17).

Faculty members receive training as requested when new software or equipment is installed as well as through ongoing and FLEX Day workshops (III.C.1-18). At the district level, online instructors receive extensive training and support through the Open Campus Faculty Innovation Center[58] (III.C.1-18). Beginning in fall 2008, the services provided by the District Faculty Innovation Center were decentralized; training is now provided by district staff on the Norco Campus. Finally, although the district's Open Campus Office is responsible for training faculty in basic use of the Blackboard platform and hybrid/online course management, training in supplemental tools (such as podcasting) is available at Norco from Instructional Support Services staff (III.C.1-19). Additional training in methods and techniques for effective online teaching is provided by faculty with appropriate experience and expertise.

The district also provides training for all employees on system-wide technology upgrades (III.C.1-17). The Help Desk supports faculty and staff by forwarding requests for in-person or on-site assistance to Norco ISS staff. Instructor training in the use of WebAdvisor, the district's online enrollment management site, is ongoing through regularly scheduled sessions on Norco Campus or one-on-one sessions with a district applications support specialist. Other district services provided locally on the Norco Campus include:

- IMC equipment training/support for faculty and staff
- Application support staff training in Datatel, Resource 25, and a variety of student and record management applications
- Workshops for faculty on compliance of online and traditional course material with Section 508 of the Federal Rehabilitation Act and with ADA requirements
- Faculty training and assistance with Blackboard provided by an Educational Technology Specialist from Open Campus who works at Norco one day a week (or additionally as scheduled) during the academic year. Also, the Open Campus's Hybrid Academy (required training for faulty prior to teaching online classes) is offered at Norco every semester. At campus-wide Norco faculty meetings, faculty members in science, math, social science, humanities, and many other fields have shown examples of their online courses or of how they use new software in their classroom.

In spring 2006, a Norco faculty member created an *Online Faculty Handbook* that was promoted and endorsed by the Norco Faculty Senate. This handbook offers useful technical advice for online instructors and also describes best practices for online course design (III.C.1-20). The *Online Faculty Handbook* has been widely distributed to Norco Campus faculty and shared with district deans, the District Vice Chancellor, and the Board of Trustees (III.C.1-21).

The Norco Instructional Support Specialist (ISS) and outside vendors demonstrate the use of new software and hardware at faculty and staff meetings or through one-on-one training. Norco's ISS provides training in podcasting and screen capture for instructors to enhance their online and face-to-face course content and delivery (III.C.1-16). For general staff and faculty needs, Norco instructional support staff provide training as requested in Adobe, Microsoft

[58] Open Campus trains faculty to use the Web CT course-management system through mandatory attendance at a one-day Hybrid/Online Academy. These academies are offered on a regular basis throughout the year. In addition, the Innovation Center schedules regular workshops and one-on-one appointments to train faculty in the use of Office and Adobe products/software suites, open source software, streaming-media technologies (audio, video, and iTunes/mp3 services) and software, CD/DVD editing, Dreamweaver, Gradebook, and the like.

Windows and Office applications, webpage technology and development, podcasting, graphics, electronic grade books, classroom management systems, hardware, scanning, OCR recognition, WebAdvisor, and database and spreadsheet development.

Quality training in the application of information technology is also available to Norco students to meet a variety of learning needs, specifically:

- The Norco Math discipline has developed a video tutorial for students enrolled in online math courses. (III.C.1-22)
- Weekly library orientations and workshops instruct students about district policies on appropriate internet use, remote access procedures for electronic resources, and conducting research using electronic databases and websites, including instruction in the use of citation and essay-writing tools available online. (III.C.1-23)
- The Transfer Center in the Student Services department provides training in a variety of software to support students' career and educational goals.
- The Writing and Reading Center (WRC), Computer (CIS) and Math labs, and language lab provide students with basic training in Microsoft Office and internet software to assist them in completing their course work successfully.

The district Disabled Students Programs and Services (DSP&S) unit modifies teaching materials for use with disabled students and assists with campus-wide communication and college-wide events, such as convocation and graduation. DSP&S conducts ongoing assessment of needs related to specialized technology and works in collaboration with the district and its campuses to ensure ADA access compliance. DSP&S provides the following adaptive technology assistance to Norco Campus students and staff:

- A district DSP&S specialist visits the campus weekly to train students on adaptive software and hardware. The specialist also provides student lab assistants and training on adaptive software/hardware for Norco faculty onsite as needed.
- With assistance from DSP&S through Open Campus, instructors may create Section 508-compliant web pages using Dreamweaver and Frontpage, perform webpage accessibility verification with ACCVerify/Repair, and receive training in mp3 creation using TextAloud.
- Students with print disabilities receive e-text access training on WYNN and ReadPlease.
- Students with mobility impairments are trained in the use of Dragon Naturally Speaking.
- Visually impaired students receive screen-reader training using JAWS and OpenBook; those with low vision impairment are instructed in the use of ZoomText (III.C.1-24).

Site licenses have been purchased for the core assistive software programs detailed above, and computer stations equipped with these specialized programs are available in the library, the CIS/Math lab, the Writing and Reading Center, the language lab, the Student Assessment Center, and the DSP&S Center.

Self-Evaluation

The standard is met. Norco Campus makes appropriate technology training available to all students, faculty, and staff who need assistance and support. The campus has the goal of providing effective and quality training to students who use technology in their courses or research work, including an array of services to students with special needs.

The results of a 2005 Norco Student Computer Skills Survey conducted by faculty in the BEIT department suggested that students were interested in further training in how to use wireless internet communications on campus. This issue has been resolved (III.C.1-13). The faculty and staff technology surveys indicated that while most faculty and staff are satisfied with the quality of the technology training provided, there is a need for a broader range of technology training on site at the Norco Campus.

Currently, technology training at Norco is limited by lack of space; this need is being addressed by the inclusion of a Faculty Innovation Center in the Student Success Center scheduled to open in fall 2010 (III.C.1-23).

Planning Agenda

None

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

RCCD Information Services and Norco Campus work closely together to meet the technological needs of the campus through a variety of funding sources. As a team, they strive to maintain high-quality technology services at Norco, upgrading and replacing infrastructure and equipment to meet student, staff, and faculty needs and the campus's technology mission.

In fall 2008, having previously recognized the need for an overall Norco technology standards-and-processes document, the Resources Subcommittee of the NSPC adopted standards documents developed by District Information Services: 1) District Technology Standards; and 2) Information Services Manual of Policies, Procedures and Standards (III.D).[59]

Together, these documents guide Norco's SPC and Business Services in the planning and prioritization of technology upgrades to ensure continued parity with other district campuses and to maintain and enhance student learning and campus services.

The District Technology Standards document provides specifications for maintaining networking and telecommunications infrastructure, which link all classrooms and work areas throughout the district, as well as process specifications for the planning and acquisition of infrastructure in new facilities.

The Information Services Manual of Policies, Procedures and Standards (III.D) is updated annually by District Information Services; it establishes uniform guidelines for the procurement, installation, maintenance, and disposal of district-owned computer equipment as well as software selection, delivery, and installation procedures.

These district-standards guidelines are currently in use and enable Norco's Information Services staff to work efficiently with IS staff throughout the district to maintain existing technology and deploy future replacements and upgrades designed to ensure continued interoperability with the district as a whole.

Funding for technology replacement is received from allocations the campus receives from the district (e.g., instructional and non-instructional equipment allocations), and the amount of these allocations is based on the total funding received by the district. Campus allocation is based on a three-year, weighted average of campus FTES. Total-cost-of-ownership principles are employed in

[59] From the Information Services Manual of Policies, Procedures, and Standards, Division III, Section D

the allocation of funds for new technology and technology upgrades.

To assist Business Services in long-range planning for future upgrades, Information Services staff compiled an inventory of microcomputer hardware. In fall 2008, the Resources Subcommittee of the NSPC conducted a survey of all Norco faculty and staff to assess the software and hardware required to perform computing tasks according to job function.

The results of hardware inventory and faculty/staff surveys, along with information provided by department/discipline program reviews, enabled Norco Business Services to develop a mid-range financial model that includes a five-year technology acquisition-and-replacement plan (III.C.1-25). New construction and facility renovation projects include the cost of equipment needed to support the occupants of the newly constructed or renovated space.

The President's Cabinet is responsible for providing oversight for the annual review and update of the mid-range financial plan.

District Responsibilities and Infrastructure Planning

Information Services' Network Administration office provides all necessary components for a district-wide, Cisco-based Gigabit Ethernet. This new district-based network equipment has provided increased bandwidth and a more reliable infrastructure. Campus internet service is provided by CENIC, a statewide ISP for educational institutions. Other services include:

- Network services to all district offices and off-site locations
- Free wireless Internet service to any registered student, staff, or faculty member at each campus
- Centralized security and intrusion detection, anti-spam filtering, and network monitoring to insure a reliable, secure network environment
- Daily backup of critical system data and non-critical data every other day (district standard operating procedure)
- Planning, implementation and maintenance of appropriate solutions for email, storage area networks (SANS), and servers in support of academic and administrative needs. (III.C.1-1)

The Network Administration office, with the Norco Strategic Planning subcommittees, will begin the planning process in spring 2009 for the network operation center on Norco Campus. This NOC will consolidate servers on the campus. At present, Norco Campus has a DS3 Internet connection to Riverside City College Campus that is the main portal to the internet.

Information Services' Administrative Systems office is responsible for the implementation and support of the district-wide Datatel administrative system suite (Colleague and Benefactor) and related software packages.[60] Currently, the district supports and maintains licensing on the entire suite of Datatel modules (Student, Financial Aid, Finance, Advancement and Human Resources). The institution upgraded to Version 18 of the software in January 2008 (III.C.1-1).

The Telephone Group is also district based and administered through Information Services. It maintains a centralized telephone system for the entire district. Currently, this is an NEC hybrid PBX capable of supporting the legacy digital system as

[60] Colleague is a comprehensive academic management system used by Admissions and Records, Student Financial Services, Academics, Student Accounts, Matriculation, Alumni Foundation and other groups to facilitate the record-keeping and reporting of student, faculty, and staff activity and transactions in campus and district daily operations.

well as Voice-over-Internet Protocol (VoIP) deployment. As new buildings are constructed or remodeled within the district, VoIP will be utilized, decreasing wiring and management costs. Telephone Group is also responsible for the planning, construction, and maintenance of the district's cable plant and related technology infrastructure. Recently, to help facilitate long-range cable and network planning, Information Services initiated a comprehensive review of all existing cable plant and conduit pathways. This information will be used in planning for each campus to ensure adequate infrastructure for future campus building phases (III.C.1-1, III.C.1-26).

Norco Technology Infrastructure and Planning

Most classrooms on the Norco Campus are equipped with a TV, a DVD/VCR-combination unit, flip charts, and an overhead projector. Classrooms are also equipped with ceiling-mounted data projectors that are integrated into an instructor console comprised of a portable computer cart with monitor and speakers. Computers and related peripherals have been replaced for classified staff as needed through non-instructional department funding; software has been replaced on a regular basis to meet district upgrades and institutional needs. All Norco faculty offices are equipped with a computer (desktop or laptop) loaded with appropriate and updated software, a printer, a telephone, and a variety of peripherals based on discipline needs and departmental requests.

As part of its mission to emphasize technology programs, Norco Campus has acquired a considerably upgraded and enhanced technology infrastructure over the past five years:

2000-2002

- Norco Campus used a one-time allocation of funds to purchase new Dell computers (approximately 400 replacement workstations) for staff and faculty offices and student areas (library, DSP&S, Tutorial and Assessment Centers).
- Upgrade of eight administrative computers with 18" LCD monitors; purchase of 15" LCD monitors for Student Services' front-counter workstations; acquisition of 20 new computers for the Student Assessment Center
- Purchase of 25 computers for a student general-use computer technology classroom; replacement of 36 computers/student workstations in the Drafting lab; 32 replacement computer workstations with upgraded software for the CAD lab/student classroom; purchase of 37 LCD displays for technology classroom
- Purchase of Apple Wireless Notebook cart with 16 iBook laptops for physics classes

2003-2004

- New servers (6) for the CISCO network upgrade (installed in 2006); additional administrative workstations; high-speed scanner (Counseling); new printers (Student Services); new staff workstations (Transfer Center); widescreen laptops for engineering instructors
- Replacement workstations (70) for CIS, WRC, and CAD/CIS labs; 34 LCD monitors for general-purpose computer classroom
- Seven new all-in-one "profile" workstations for Airey Library; 16 laptop computers for TRIO/Upward Bound student use/checkout

- iBook wireless cart with 20 iBook laptops and new Gateway mobile lab cart with 17 laptop computers for BEIT department courses and programs

2005-2006

- Replacement of administrative computers (12); widescreen laptops for administration and IS personnel; three tablet PCs for administration; printers for Student Services; server for library; new SATA storage system
- Replacement computers for engineering program and CIS computer lab (95); 3D scanner for manufacturing program; three Apple MacBook laptops for instructional use; 13 computers for library; 70+ replacement student computers in classrooms
- Mobile lab received 30 Gateway laptops for faculty use; 60 replacement faculty computers and printers.

2006-2007

Technical support was provided via two allocations: One was for instructional equipment, and the second was a Career/Technical allocation.

- Replacement computers for BEIT classroom (35); Zbrush software; Adobe software upgrade; 30 computer monitors for a business classroom; memory modules; graphics adapters
- Replacement computers for the Writing and Reading Center (36)
- Basic skills allocation for purchase of 6 (OHP) projection units for classrooms in the JFK Middle College High School building
- Replacement computers for the Airey Library (53)

2007 -2008

- Replacement computers for Information Technology Lab, CIS, and Music instructors (35)
- Laptop computer and wireless microphone for Speech
- Two laptop computers and two projection units and carts for use at the JFK Middle College High School
- Replacement of Design Plotter for Engineering
- Replacement printer for Drafting Lab

2008 -2009

- Replacement server for Engineering
- Replacement Projector for classroom ST 202
- AV Presentation Equipment Upgrade for Smart Room ATEC 114

Norco Campus's technology staff carries out regular computer maintenance, upgrade, and replacement tasks. Other duties include installation of hardware and software and user support. IT staff also perform troubleshooting and are responsible for warranty issues.

The Norco Campus's capital asset inventory is maintained by the district's Inventory Control Department (III.C.1-1). Technical equipment is identified by unique asset tags that are recorded in a district database in the Inventory Control office.

To provide detailed specifications for Norco's network infrastructure and other critical technology components, the Resources Subcommittee of the NSPC adopted the aforementioned District Technology Standards. This document was developed in fall 2007 for the district by Information Services and will be maintained and

updated at the district level. These specifications and procedures were utilized in the design, planning, and construction of the new Industrial Technology Building currently under construction as well as the planning of the new Student Success Center scheduled to open in 2010.

To provide specific guidelines for workstation computers, the Technology Subcommittee of the NSPC adopted the aforementioned "Information Services Manual of Policies, Procedures and Standards (III.D)." This document further defines the annual process for reviewing aged computers, either at midlife or end-of-life cycle, to identify computers eligible for upgrade or replacement. The outcome of this annual review is then utilized in budgetary planning in current or upcoming fiscal year.

To obtain specific data on computing requirements of employees, the Resources Subcommittee conducted a "Common Computing Tasks" survey of all faculty and staff in 2008. This survey obtained information on the computing tasks performed on a regular basis, associated with the name and job title of each employee. The information from this survey, in association with the aforementioned District Technology Standards and Information Services Manual of Policies, Procedures and Standards (III.D), will provide data to Business Services for future budget allocation as well as the means to evaluate and prioritize upgrades according to specific hardware and job functions.

Self Evaluation

The standard is met. It is the philosophy of Norco administration and an integral part of the Norco Campus mission that classrooms where technology is taught or used should maintain current hardware and software to stay up to date with the learning needs of Norco students. Norco has made every effort to replace and upgrade its technology infrastructure regularly, and a majority of its equipment is less than three years old. Of equal importance are the steps that have been taken to add new instructional technology to the campus, including an integrated instructional media platform for the Theatre 101 lecture hall (fall 2007), two new 85-seat "smart classrooms" in the Industrial Technology building (fall 2009), and a state-of-the-art Board Room/seminar facility in the Student Success Building (fall 2010).

The adoption of a district technology standards-and-processes document provides a systematic means of replacing and upgrading hardware and software at the Norco Campus.

Planning Agenda

- Maintain systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs.
- Continue to employ total-cost-of-ownership principles to decisions pertaining to technology acquisition.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

Descriptive Summary

Standard III.C.1.c has made clear the upgrading and purchase of technology resources over the past five years in order to support the development, maintenance, and enhancement of Norco Campus programs and services to meet student learning needs.

Although the final step in allocating funding for technology resources is necessarily an administrative decision, in the past two years the Norco campus has provided a better-defined and longer-range approach to

incorporating input from faculty, academic departments, and campus technical specialists as well as data from end-users.

Information for future technology needs is included in annual departmental program reviews. Through the program review process, faculty members identify the future technology upgrades needed to maintain or enhance educational effectiveness. These program review requests are reviewed and ranked by department chairs through their participation in the Academic Planning Council. The resulting prioritized requests are forwarded to the Vice President of Educational Services who then consults with department chairs relative to technology acquisition and/or replacement. In the event of competing departmental budget requests, budgetary priorities are guided by the ranking of the APC to ensure equitable distribution and utilization of technology resources.

To provide additional data to forecast the need to upgrade or replace existing technology (including administrative computing requirements), the Technology Resources Subcommittee of the Norco SPC conducted the "Common Computing Tasks" survey described in Standard III.C.1.c. The survey data will enable Business Services to identify the needs of different user groups, for example, those who require hardware upgrades on a three-year cycle or those who require upgrades every five years. With this information, Business Services is able to anticipate the need to either replace aging hardware or redeploy machines to users with less demanding work requirements to achieve optimum return on investment.

Finally, Norco's Vice President of Business Services has responsibility for the development and maintenance of a Total Cost of Ownership (TCO) analysis. Developed in consultation with IS staff and the Norco ISS, the TCO document will ensure that deployment maintenance costs are factored into future budget planning for existing and new technology.

Maintaining a secure technical infrastructure for Norco Campus is assured in multiple ways, as described in Standards III.C.1.a. and III.C.1.c above. This includes physical protection of Norco technology resources' robust firewall and anti-virus software protection and maintenance of Internet and network linkages on all Norco computers, regularly scheduled remote systems maintenance, and responsible district and campus-based operational support staff. Additionally, a number of district Information Services and Norco-based IS and technology resources support the maintenance and enhancement of campus programs and services:

- Intercampus connectivity from Riverside to Norco operates via T-3 lines, with additional redundant T-1 connectivity wired through the Moreno Valley campus for failover purposes. (III.C.1-1)
- Norco's IS technicians are part of the Microcomputer Support group of the district Information Services division. They respond to Norco Campus-specific needs and provide on-site assistance to the Network Services group for network and web-specific troubleshooting.
- All Microsoft and academic software used at Norco is up to date.
- The on-site Instructional Media Center (IMC) staff provides faculty instructional media support, including audio, video, video-conferencing, and classroom projection systems. IMC instructional media services supporting maintenance and enhancement of Norco technology resources also include:
    - **Service and Repair**. Includes a routine equipment maintenance schedule. Prior to the beginning of each semester, preventive maintenance on all IMC-related classroom media equipment.

Evaluation and repair of any equipment needing service.

- **Equipment Acquisition.** Assistance for faculty and staff with acquisition of new media equipment and media technology for the classroom. Equipment recommendations based on need, equipment specifications, and budget.
- **Installation and Training.** Equipment installation, including any necessary wiring, and training of faculty and staff on proper use of the equipment (III.C.1-4)

- The planned Network Operations Center to be built at Norco Campus will consolidate servers at one campus location.

The technology infrastructure (network) at Norco Campus is the responsibility of the district. Information Services identifies the major technological goals and direction of the district including assessment of budgetary funding needs to maintain current technology and acquire new, state-of–the-art hardware and software (III.C.1-26). At the campus level, the IS staff implements decisions with input and support from campus administration. In addition, the IMC continually monitors the development of new instructional media and equipment and takes responsibility for integrating emerging technology into the instructional environment it supports.

The district's Information Services Office purchases Microsoft Windows operating system and Microsoft Office suite licenses for all district and campus computers. When possible, the district uses FCCC for purchases of software licenses. In addition, the FCCC has created a program for students and staff to purchase personal copies of software for work-related use at a reduced rate; Dell and Apple offer discounts on their products to staff via the web (III.C.1-27).

The district's commitment to distance learning is accommodated through the use of the Blackboard course management system and other web-based learning platforms. As explained in detail in Standard III.C.1.a., Open Campus is responsible for technology-mediated instruction and faculty technology training across the district.

Open Campus supports the district infrastructure, allowing for delivery of technology-mediated classes. Effective distribution and utilization of distance education technology resources involves:

- **Servers.** Currently, Open Campus accommodates a production Blackboard server hosted in Canada by Web CT, a Web CT development server located on the Riverside City College campus, and a streaming media server hosted in Los Angeles.
- **Application Service Providers.** Open Campus licenses Turnitin.com, a leading online anti-plagiarism software service for all instructors throughout the district.
- **SIS Integration.** Open Campus obtains information on term deadlines, courses, instructors, and students from Datatel, reformats it, and imports it into WebCT.
- **Reporting.** Open Campus provides reports for district administration, the State Chancellor's office, national organizations, and other constituencies.
- **Software.** Open Campus licenses assessment software (Respondus, StudyMate), and ToolBook) used to create computer-based instructional programs for online-course development. (III.C.1-28)

Priorities for maintaining, upgrading, and purchasing new software are dependent on campus-based discipline annual program review updates provided to the departments, which in turn identify goals and communicate technology resource requests to the Norco Academic Planning Council

(NAPC), the Resources Subcommittee, and the NSPC.

Self-Evaluation

The standard is met. Norco Campus uses and distributes technology resources to support, develop, maintain, and enhance campus programs and services. Norco Campus and the district remain reasonably up to date technologically.

In recent years, the use of instructional technology and the Internet has become an essential tool for all disciplines. More faculty and students regularly utilize technology than ever before; thus, faculty, staff, and students have a direct interest in the decision-making process for technology resources allocation.
As a result, the Norco Campus is making a conscious transition from earlier informal processes to a formalized, long-range planning process for the acquisition of technology resources.

Planning Agenda

- Continue to perform annual review of technology evaluation and replacement processes and protocols to meet institutional technology needs and develop further the Five Year Equipment Acquisition and Replacement Plan.

List of References

III.C.1-1	Administration and Finance Functions Maps
III.C.1-2	Academic Affairs Functions Map
III.C.1-3	Chancellor's Office Functions Map
III.C.1-4	IMC Norco Purpose and Responsibilities
III.C.1-5	IMC Production Processes
III.C.1-6a	Website: District IMC: http://imc.rcc.edu
III.C.1-6b	Website: Norco IMC: http://imc.rcc.edu/norco/norco.htm
III.C.1-6c	Norco IMC Operation Chart
III.C.1-7	Library Program Review
III.C.1-8	Website: High Tech DSP&S Services: www.rcc.edu/services/dsps/hightech.cfm
III.C.1-9	Information Services report
III.C.1-10a	Draft Norco Technology Plan
III.C.1-10b	Minutes: Technology Subcommittee
III.C.1-11	Norco Faculty Technology Survey
III.C.1-12	Norco Staff/Administration Technology Survey
III.C.1-13	Report on results of Norco Inland Empire Computer Skills Survey
III.C.1-14	Report: 2008 Full-time Faculty Accreditation Survey
III.C.1-15	Report: 2008 Part-time Faculty Accreditation Survey
III.C.1-16	Report: 2008 Staff Accreditation Survey
III.C.1-17	E-mail notices and flyers announcing training for Resource 25 and Datatel
III.C.1-18	Flyers announcing WebAdvisor training for FT and PT faculty
III.C.1-19	E-mail announcements: training workshops in podcasting
III.C.1-20	Website: Online Faculty Handbook: http://www.rccdfaculty.net/handbook/
III.C.1-21	Board minutes, Oct-Nov. subcommittee meeting, introduction of *Online Faculty Handbook*
III.C.1-22	Math video tutorial for online Beginning Algebra (Math 52)
III.C.1-23	Library program review
III.C.1-24	DSP&S list: adaptive equipment and software

III.C.1-25 Mid-range Financial Plan, including a five-year technology acquisition/replacement plan
III.C.1-26 Norco Campus Center Telecommunications Survey
III.C.1-27 Website: FCCC Software Licenses Purchase: http://www.collegebuys.org
III.C.1-28 Open Campus Information Sheet

III.C.1. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the result of evaluation as the basis for improvement.

Descriptive Summary

Technology planning and evaluation of resources are the responsibility of both the district and the individual campuses. Norco Campus faculty and staff members participate in long-range planning through the program review process. Department chairs assess the resulting program review requests in the Academic Planning Council. Similarly, program reviews generated by administrative units and student services departments are prioritized by the Administrative Planning Council and the Student Services Planning Council. These priority lists are then voted on by the campus-wide Strategic Planning Committee for recommendation to administration. Business Services receives the outcome of this process and combines it with data gathered by Information Services and the Norco Technology Resources Subcommittee to anticipate the funding required for future technology acquisition and maintenance.

Adoption of the district's "Technology Standards" and "Information Services Manual of Policies, Procedures and Standards" (as described in Standard III.C.1.c) ensures that the Norco Campus is able to avail itself of the services of district IS personnel and maintain parity and interoperability with other district sites.

District Information Services maintains the "Technology Standards" and "Information Services Manual of Policies, Procedures and Standards" to ensure conformity to current industry standards and the effective use of technology for the maintenance and enhancement of Norco Campus programs and service.

In short, as the Norco Campus has grown and the effective use of technology has become crucial to properly serving students in all disciplines, faculty, staff, and administration have collaborated to develop a process to systematically review, assess, and modify systems and processes to ensure the effective use of technology resources.

District-based entities (Academic Information Architecture, Information Services and its sub-divisions, Open Campus, and Public Relations) provide leadership and assistance to campuses in planning their resources. Hence, the process of requesting, planning, acquiring, and maintaining new technology for Norco Campus is supported throughout at the district level, but the planning and prioritization of technology acquisition is initiated at Norco Campus with opportunities for input from all affected parties.

For general institutional technology needs assessment, Norco Campus follows a variety of established procedures:

- In purchasing new technology to meet administrative computing requirements, the Norco administration is guided by end-user input and the appropriate

support department within the district's Information Services group.

- Hardware purchases for the Norco Library are approved and specified by the Norco Campus Assistant Dean of Library and Learning Resources, the library faculty, and staff.
- In the case of career/technical programs, technology requests included in the departmental program review process incorporate the input of industry advisory committees when appropriate.
- Large purchases, such as projects which are significant enough to require competitive bidding, may involve the oversight and support of the Purchasing Office (district), the Administration and Finance office, and the guidance of a number of district-wide committees—formerly the District Technology Equity and Access Committee and now the District Strategic Planning Committee.

Small academic purchasing decisions may originate with a request from faculty if they can be approved by the department and funded through departmental budget. For larger academic computing expenditures, either individual faculty members or an instructional discipline may initiate a request for new equipment or upgrades to be included in departmental program review. Such a request will typically be specified with the assistance of ISS staff.[61] These requests are reviewed and prioritized in departmental meetings during program review, then forwarded to the Norco Academic Planning Council. The APC then provides its recommendation to campus administration, including the Vice President of Educational Services.

Once approved, new technology proposals are reviewed by the district Information Services group or the Instructional Media Center at the Digital Library. For hardware purchases, the district staff develops detailed technical specifications and pricing that are used to acquire the requested technology (through competitive bidding if appropriate) through the district Information Services Group and district Purchasing office.

Through the process of informed recommendations and decision-making at the campus and district levels, technology planning is integrated with institutional planning at Norco Campus.

Self Evaluation

The standard is met. Technology planning and decision-making take place at many levels within the campus and the district to ensure that the proper technology resources are available for the Norco Campus. A system has been developed to ensure that all requests for additional equipment or software are researched and analyzed.

Planning Agenda

None

[61] Initially, the annual program review update process evaluates whether technology needs are being met for individual disciplines and programs. A more comprehensive evaluation takes place through the four-year program reviews conducted by instructional and non-instructional units at the district and campus level. The recommendations from these program reviews and updates are communicated by discipline faculty to the departments.

Standard III.D
Financial Resources

Standard III.D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

The FY2008-2009 General Unrestricted Fund Adopted Budget for the district and Norco Campus were $149,962,582 and $21,804,675 respectively (III.D.1-1). The purpose of the General Unrestricted Fund is to recognize budget and expenditures needed to support the educational mission of the Norco Campus. Specifically, this fund provides budget for permanent and temporary personnel, related fixed costs and fringe benefits, supplies, and services.

In addition, Norco Campus receives annual categorical allocations provided by the state with certain allocations matched by district funds. The total categorical support for the Norco Campus in FY2008-2009 was $1,448,887. Categorical funds are used to support the following programs/functions:

- Academic Senate
- Apprenticeship
- Basic Skills
- CARE
- Career Technical Education
- Child Care Centers
- Cost of State Mandates
- Disabled Student Programs and Services
- Economic Development
- EOPS
- Equal Employment Opportunity
- Foster Care Education Program
- Fund for Student Success
- Matriculation
- Nursing
- Part-Time Faculty Compensation
- Part-Time Faculty Health Insurance
- Part-Time Faculty Office Hours
- Physical Plant and Instructional Support
- Special Services for CalWORKS Recipients
- Student Financial Aid Administration
- Telecommunications/Technology Services
- Transfer Education and Articulation.

In FY2008-2009, additional one-time funds were provided to support Physical Plant and Instructional Support, Career Technical Education, and Mandate Reimbursement.

The continuity of annual State Apportionment via the Unrestricted General Fund and Categorical funding typically provides sufficient budget needed by the campus to appropriately support its educational mission, including institutional improvements (III.D.1-2a, III.D.1-2b).

While a significant portion of the budget is needed to support long-term commitments of personnel and contractual obligations, sufficient discretionary funds are provided for new initiatives or to enhance existing programs/functions. The Norco Campus

Strategic Planning Committee has developed a very inclusive and comprehensive approach for resource allocation (III.D.1-3, III.D.1-4).

All members of the campus community (instructional and non-instructional units) are expected to participate in departmentally based annual program reviews (III.D.1-5a, III.D.1-5b, III.D.1-6a, III.D.1-6b, III.D.1-7). Program reviews are an opportunity for departments/disciplines to articulate program/functional area opportunities, challenges, expectations, and resource requirements. Specifically, information obtained by the review of program needs in relation to student learning and service area outcomes is employed to formulate short- and longer-term institutional plans. This planning may result in resource requests that can include personnel, supplies, services, equipment, facility renovation, and planning for new construction. Requests for resources as identified in program reviews are reviewed by the respective planning council, e.g., the Academic Planning Council (instructional program reviews), Student Services Planning Council (student service departments/functions), and Administrative Planning Council (administrative and instructional support departments/functions) (III.D.1-8a, III.D.1-8b, III.D.1-8c). Each planning council provides resource prioritization recommendations to the Co-Chairs Council of the Norco Strategic Planning Committee (III.D.1-9). The Co-Chairs Council is comprised of the faculty and classified staff co-chairs of the Resources, Leadership & Governance, Institutional Mission & Effectiveness, and Student Learning Programs & Services Subcommittees. Co-chairs may bring specific recommendations as received by the planning councils to the respective Strategic Planning Committees. The Co-Chairs Council is expected to provide resource requests (as prioritized by the department/discipline, planning council and Co-Chair Council) to the Norco Strategic Planning Committee for further review and recommendation to the Norco President (III.D.1-10). The President relies on her Cabinet for input to conclude the resource allocation process that is used to allocate those resources that are provided annually (III.D.1-4).

While it is everyone's responsibility to be familiar with and support the Board's Strategic Initiatives, the Norco Strategic Planning Committee and Norco Administration have primary responsibility to insure that local planning complements the District Strategic Plan (III.D.1-11).

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The Norco mission statement, originally approved in 2006, revised by the NSPC during the fall 2008 semester, and approved on December 9, 2008 by the RCCD Board of Trustees, clearly defines the broad educational goals of Norco Campus. This statement is the result of dialogue and collaborative effort and reflects a strong commitment to student learning, to educational quality, and to the community.

The Norco Campus mission statement is as follows:

> Norco Campus provides educational programs, services, and learning environments for a diverse community. We equip our students with the knowledge and skills to attain their goals in higher, career/technical, and continuing education; workforce development; and personal enrichment. To meet the evolving community needs, Norco Campus emphasizes the development of technological programs. As a continuing process we listen to our

community and respond to its needs while engaging in self-examination, learning outcomes assessment, ongoing dialogue, planning, and improvement.

As part of the program review process, teaching disciplines and departments, along with instructional support, student service, and administrative departments, review each year department-based goals, campus goals based in part on the Long-Range Educational and Facilities Master Plans, and district Strategic Initiatives to insure that resources provided the complement of desired outcomes. The goals identified in the program review process may be achieved in a single year or over multiple years. Most areas have a combination of both short- and longer-term goals (III.D.1-5a, III.D.1-6a, III.D.1-7).

The district's Budget Allocation Model (BAM) includes components that reflect the need to secure funds for annual and longer-term requirements. While amounts may change over time or to reflect immediate need, the state has a consistent approach for the funding of community colleges. To address short-term variances, the district endeavors to maintain a reserve balance that is greater than the five-percent reserve required by law. The Budget Allocation Model is designed to provide resources for specific needs, such as the cost to operate new facilities, costs associated with continuing or expanding instructional programs, costs associated with multi-year collective-bargaining agreements, and expected increases in fixed costs and such employee benefit plans as medical insurance. These components of the BAM link well to both campus-based and district-based planning (III.D.1-12).

The District Budget Advisory Council (DBAC) is responsible for the ongoing assessment of the BAM to determine its effectiveness in supporting both short- and long-term financial planning (III.D.1-13).

In recent years, campus-based planning has resulted in allocations of resources that in turn support the achievement of specific Campus goals. Examples include:

- **Acquisition of the West End Quad (WEQ):** The WEQ consists of seven modular buildings: five classrooms, including a fitness center, faculty office building, and restroom facility. The primary purposes of the WEQ were to provide high-quality teaching space that was needed to retreat from expensive, undesirable off-campus classroom locations and enhance enrollment needed to maintain facility utilization in advance of the opening of the new Industrial Technology Building (summer 2009). Both goals have been met.

- **New Administrative Positions:** In recent years, several new administrative positions were approved and recruited to assist the President in the operation of the campus with particular focus on becoming an independent college within the district.
    - FY2006-2007: Vice President of Educational Services & Vice President Business Services
    - FY2007-2008: Assistant Dean, Library; Associate Dean of Student Success
    - FY2008-2009: Associate Dean of Special Funded Programs

  Each of these positions was identified as among the highest campus priorities as a result of the planning process and continue to support specific campus and district goals.
- **New Faculty Positions:**

- FY2008/09: three full-time faculty positions
- FY2009/10: four full-time faculty positions

Each of the faculty positions were identified to be high priority to address specific discipline needs that were identified during the program review process and, in general, will improve the campus's (and district's) full-to-part-time-faculty ratio.

- **New Classified Positions:**
  - Custodial Manager
  - Custodian
  - Instructional Media Technician (2)
  - Science Lab Technician (one new full-time, one increase from .75 to 1.0 FTE)

The Board of Trustees is provided with periodic updates on the Strategic Planning Process at each of the campuses as well as the district. Such updates describe the linkages to resource prioritization and allocation (III.D.1-14).

Self-Evaluation

The standard is met. The district budget allocation model, along with categorical funds, provide reasonable expectation that sufficient and consistent resources needed to carry out the educational mission of Norco Campus, including the enhancement of programs and implementation of new initiatives, will be provided. Resource allocation prioritization and decisions are campus based, inclusive, comprehensive, and driven by departmental/discipline priorities identified via the Program Review Process. The NSPC and campus Administration utilize the Long-Range Educational and Facility Master Plans when identifying and supporting institutional priorities for resource allocation. The dramatic progress that Norco Campus has made in this regard since the 2007 accreditation visit is evidenced by the fact that 64.4 percent of faculty members surveyed in fall 2008 agree that "[c]ampus budget priorities are determined by systematic planning" compared with 41.9 percent who agreed with this statement in the 2007 survey. Similarly, 75.6 percent of faculty members (up from 63.8 percent in 2007) now agree that "Norco Campus uses resources wisely and fairly" (III.D.1-15, III.D.1-16).

Planning Agenda

- Continue to assess the Norco Campus planning process to ensure that measurement of outcomes reflect stated goals and are impacted positively by resource allocation.
- Continue to assess the effectiveness of the District Budget Allocation Model with respect to the provision of resources needed to support campus goals.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The Norco Strategic Planning Committee (NSPC) is kept informed of annual budget allocations. Specifically, the President provides regular feedback to the NSPC that includes affirmation of resource commitment and an explanation if resource commitments differ significantly from the financial plan/resource prioritization recommended by the NSPC (III.D.1-17a, III.D.1-17b, III.D.1-17c).

An annual Mid-Range Financial Planning Model for human and equipment resources inclusive of total-cost-of-ownership (TCO) obligations, developed in part by

information provided by annual program reviews, is provided to the President's Cabinet for oversight of an annual update and presentation to the NSPC. The model includes cost information relative to personnel, supplies, utility costs, instructional and non-instructional technology, and equipment needs related to new or expanded programs and new or renovated facilities (III.D.1-18).

A monthly financial report (MFR) that provides detailed budgetary and expenditure information is distributed to the departments, academic, student services, and instructional managers by the Vice President of Business Services (III.D.1-19). The MFR provides expenditure data in all funds—e.g., operating, restricted, and capital. Additionally, a quarterly report that summarizes major object classifications along with prior-year data is provided to the Campus Senior Administration. Variances of expenditures to budget are reviewed and discussed, and, if needed, corrective action is taken.

The provision of additional classrooms and faculty offices, new full-time faculty positions, and administrative positions that support student outcomes assessment and student retention are indicative of the Norco Campus's commitment to high-quality student learning.

Self-Evaluation

The standard is met. A five-year financial plan is utilized to cost out long-term goals and match such with anticipated resource allocations. Monthly and quarterly financial reports are provided to department chairs, managers, and administrators. Decisions are made to support and assist academic disciplines and student service functions in the attainment of their respective goals.

Planning Agenda

- Continue to assess the effectiveness of the District Budget Allocation Model with respect to the provision of resources needed to support campus goals.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The highest priority of the BAM is to make resource allocation recommendations to support long-term commitments, such as permanent full- and part-time positions, fixed costs and employee benefits, supplies, services, and contractual obligations. Additionally, the district maintains or exceeds the five-percent-reserve requirement. The BAM also recognizes the need to fund the cost to support new facilities, new program development, and program renewal or expansion. Further, the district includes in the capital cost of new facilities budget designated for instructional and non-instructional equipment. A campus-based Five-Year Financial Plan inclusive of total-cost-of-ownership factors enables the campus to cost out future goals and, to the extent possible, seek resources needed to support those goals. The plan is updated annually to recognize budgetary constraints and changes in institutional priorities. (III.D.1-20).

With respect to long-term liabilities, including medical and statutory benefits, the district estimates annual costs and such is given priority funding in the BAM.

Medical Insurance:
The district contracts with Kaiser Permanente, Health Net, and the RCCD plan to provide employee medical benefits.

Dental Insurance:
Delta insurance coverage for employees and dependents is provided by the district.

Life Insurance:
The district provides a $50,000 life insurance policy by a carrier designated by the district.

The campus and district consider the cost of district-provided and statutory benefits when calculating the total cost of ownership (TCO) in planning activities and resource allocation.

Self-Evaluation

The standard is met. Institutional planning drives annual resource allocation and mid-range financial planning. The district and Norco Campus take into account long-range financial priorities in order to assure the financial stability of the institution. Plans for payment of liabilities and future obligations are clearly identified in annual district budget reports and planning documents.

Planning Agenda

None

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The financial planning and budget development process and appropriate control mechanisms at both the district and campus levels is in accord with Board Policies #7080 ("Budget Development: Fund Balance Target"), #6200 ("Budget Preparation"), and #6300 ("Fiscal Management"). The detailed process is as follows:

- Upon announcement of the Governor's Budget Proposal, the District Office of Administration and Finance prepares district-wide budget scenarios based upon the Budget Allocation Model. If circumstances dictate, updated scenarios may be provided for review and comment to all district stakeholders during the state's budget development and approval process.
- A "Tentative Budget" is presented to the Board of Trustees for review and action during its June meeting. The Tentative Budget is essentially approval of a continuation budget (III.D.1-22).
- After the state legislature and governor approve a final state budget, the District Office of Finance & Administration prepares a draft budget based on need and previously received comments by district stakeholders and presents such to the Chancellor's Executive Cabinet for review and endorsement prior to review by the Resources Committee of the Board of Trustees and, ultimately, final adoption by the Board.
- The adopted budget is public information and is shared with the district's stakeholders through a variety of methods (e.g., printed and electronic documents).

Self-Evaluation

The standard is met. The district and Norco Campus follow all guidelines and processes for financial planning and budget development, allowing all campus constituents to participate in the processes. All information, whether it be budget

scenarios or tentative/final budget adoption,
is shared with all who are interested.

Planning Agenda None

List of References

III.D.1-1	Budget, adopted FY2008-2009
III.D.1-2a	Norco Educational Master Plan
III.D.1-2b	Norco Facilities Master Plan
III.D.1-3	Norco Campus Strategic Planning Implementation Process
III.D.1-4	Norco Campus Prioritization Process
III.D.1-5a	Annual Instructional Program Review, sample
III.D.1-5b	Website: Annual Instructional Program Review Reports: http://www.rccdfaculty.net/pages/Annual%20Program%20Review%202008/2008_Annual_PR_index.htm
III.D.1-6a	Campus Administrative Unit Program Review 2008, sample
III.D.1-6b	Website: Administrative Unit Program Review Documents: http://www.rccdfaculty.net/pages/Administrative_Program_Review_2008/administrative_reports_2008.html
III.D.1-7	Student Services Program Review 2008
III.D.1-8a	Website: Norco Academic Planning Council: http://academic.rcc.edu/norco/apc/
III.D.1-8b	Website: Norco Student Services Planning Council: http://academic.rcc.edu/norco/sspc/
III.D.1-8c	Website: Norco Administrative Planning Council: http://academic.rcc.edu/norco/adpc/
III.D.1-9	Website: Norco Strategic Planning Co-Chairs Council: http://academic.rcc.edu/norco/spc/co-chair_index.jsp
III.D.1-10	Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/index.jsp
III.D.1-11	*District Strategic Plan 2008-2012*
III.D.1-12	District Budget Allocation Model
III.D.1-13	Minutes: District Budget Advisory Council, sample
III.D.1-14	Minutes: Board of Trustees Meeting, presentation of Norco Campus Strategic Planning Process
III.D.1-15	Report: 2008 Full-time Faculty Accreditation Survey
III.D.1-16	Report: 2007 Full-time Faculty Accreditation Survey
III.D.1-17a	Memo: President Davis to the NSPC, 12/08/07
III.D.1-17b	Memo: President Davis to the NSPC, 05/05/08
III.D.1-17c	Memo: President Davis to the NSPC, 02/26/09
III.D.1-18	Mid-range Financial Plan
III.D.1-19	Monthly Financial Report, sample
III.D.1-20	Norco Campus Five-Year Financial Plan, 2009-2015
III.D.1-21a	Board Policy #7080: "Budget Development: Fund Balance Target"
III.D.1-21b	Board Policy #6200: "Budget Preparation"
III.D.1-21c	Board Policy #6300: "Fiscal Management"
III.D.1-22	Fiscal year 2009-2010 Tentative Budget Development Schedule

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The district's financial statements are audited each year in accordance with U.S. Generally Accepted Auditing Standards and OMB Circular A-133. The district received an unqualified report for the year ended June 30, 2008 (III.D.2-1). Responses to audit findings are prepared by the appropriate district and/or campus administrator and are included in the Auditor's report. The district responded to the following audit finding:

- **2008-1 finding:** Ineligible CalWORKS recipients were provided services. However, no questionable costs were determined. Without proper controls in place, unauthorized program costs and services provided to ineligible recipients could be reimbursed by the state program. In response to this finding, the district has changed its procedures to prevent ineligible individuals from receiving reimbursement.

Additionally, a review of previous audit findings was conducted to determine the current status. The auditors verified that the district implemented the recommendations for each of the three 2007 audit findings.

The District Foundation's financial statements are audited each year in accordance with accounting principles generally accepted in the United States of America. It was determined that the financial statements present fairly, in all material respects, the financial position of Riverside Community College District Foundation as of June 30, 2008 and 2007 (III.D.2-2).

The District's Proposition 39 General Obligation Bond Funded Capital Outlay Projects financial statements are audited each year in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Governmental Auditing Standards* issued by the Comptroller General of the United States. It was determined that the financial statements present fairly, in all material respects, the financial position and results of operations for the General Obligation Bond Funded Capital Outlay Projects of the Riverside Community College District as of June 30, 2008 (III.D.2-3).

Each of the referenced external audits provide assurance to the district's stakeholders that the expenditures as stated in the respective financial statement support the institution's mission and, in the case of the capital projects, specific capital-development goals.

Audit reports are submitted to federal, state, and local oversight agencies and to the Board of Trustees based on predetermined timelines.

In May 2008, the Board of Trustees accepted a revised Budget Allocation Model that was developed by the Budget

Allocation Model Task Force, comprised of the CBO, classified staff, and faculty representatives from each campus as well as district-wide student representatives. The BAM TF also included the Interim Vice Chancellor and Interim Associate Vice Chancellor for Finance and Administration (III.D.2-4).

The revised BAM recognizes several important elements:

- The transition from a single-college district with two major centers to a three-college district
- A more decentralized and independent operating environment
- Campus planning (strategic and operational) processes.

The BAM is designed to ensure continuing funding of base budgets by location as well as the five-percent Contingency Reserve as required. Remaining revenue—Total Available Resources (TAF)—is distributed as follows:

- Inter-/intrafund transfers
- New district/college programs and initiatives
- Operating cost for new facilities
- New positions/part-time-faculty growth.

Remaining revenues, known as the Allocation Increment (AI), will be used to fund:

- Base budget adjustments (bargaining-unit increases)
- Increased costs associated with health-and-welfare benefits
- Position reclassifications
- Board election costs
- Small College Factor for the Norco and Moreno Valley Campuses
- Enrollment Efficiency Incentive
- Base budget increase for District Office and District Support Services
- FTES growth allocation to the campuses.

The District Budget Advisory Council (DBAC) will continue to meet regularly to assess and evaluate the revised BAM and to consider the following issues (III.D.2-5):

- Review/analysis of Base Expenditure Budgets
- Development of discipline WSCH:FTEF standards
- Student Success Incentive
- New-position funding allocation methodology
- Treatment of budget savings
- Base Budget adjustments
- On-Line Education FTES allocation
- Other incentives/disincentives.

The implementation of the revised BAM first occurred during FY2008-2009. As a result, the campus received three new faculty positions and one administrative position; all positions were provided with permanent budget and addressed the highest need as identified by the Norco Campus planning process.

The Campus addressed other high-priority items as identified by the Norco Campus planning process by reallocating the existing base budget. This reallocation resulted in the creation of a full-time permanent clerical position at the Campus Early Childhood Education Center and budget augmentations for part-time librarians and counselors.

In addition to the high-priority funding elements specifically identified in the BAM, the campus is provided the following allocations based on a three-year weighted average of FTES:

- Instructional equipment
- Non-instructional equipment
- Minor Renovation & Repair Fund
- Scheduled-Maintenance Fund

The instructional and non-instructional allocations are distributed to campus departments based on the priorities as established and approved by the Norco Campus planning process (III.D.2-6). The Minor Renovation and Repair and Scheduled Maintenance funds are used to address projects as identified in the deferred-maintenance five-year plan and any unforeseen event.

It is clear that campus-based planning as influenced by the Board's Strategic Initiatives defines how available resources will be deployed to support the institution's mission and goals.

Self-Evaluation

The standard is met. External audits are conducted in accordance with the appropriate standards, and all audit findings are reviewed, responded to, and made available to the district's stakeholders and presented to the Board of Trustees for acceptance. This external review provides assurance that district expenditures are in accordance with applicable policy and support the institution's mission.

The Budget Allocation Model is designed to complement the planning process of each campus and district office. The BAM provides restricted and unrestricted allocations that are specifically created to address campus priorities as identified by the campus planning process and reflect campus and district goals and objectives.

Planning Agenda

- Continued participation by campus personnel to further develop the BAM and assess its effectiveness with respect to the planning process.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Appropriate financial information is provided online. A printed copy of the district's budget is placed in the library at each campus, and it is a public document. Administrative officers at each campus receive information on budget accounts. The Norco Campus Vice President of Business Services provides a quarterly summary report to the President and Vice President that includes a detailed variance report for certain types of expenditures—e.g., part-time teaching or contingency funds—that warrant specific review (III.D.2-7). In addition, each department receives a monthly financial report that highlights budgetary issues or items needing specific action.

Moreover, department chairs and managers can access real-time budget and expenditure data and related information via Galaxy budget and financial system software. Budget information can also be obtained from the Campus Business Office or District Administration & Finance Office by request.

Self-Evaluation

This standard is met. Responding to the fall 2008 accreditation survey, 68.9 percent of faculty and 60.8 percent of staff "agreed" or "strongly agreed" that "[a]ppropriate and timely budgetary information is provided regularly throughout Norco Campus" (III.D.2-8a, III.D.2-8b, III.D.2-9).

Planning Agenda

None

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The primary sources of RCCD funding are through general apportionment and funds from categorical programs. Through the Administration and Finance Office, the district provides regular reports that communicate cash flow requirements. (III.D.2-10).

Board policy also mandates the maintenance of a minimum five-percent general operating reserve in the district's budget (III.D.2-21b). To ensure that this is maintained, the five-percent reserve is the first item budgeted each year. Any general funds not spent are placed in the district's ending balance at the end of the fiscal year. Using the district's budget allocation model, these funds are redistributed and/or re-allocated the following year (III.D.2-11).

At the district level, an administrative contingency account is established each year to provide for unbudgeted needs (III.D.2-12). The district maintains sufficient reserves to address unforeseen needs. The unrestricted reserve for the past three years was as follows:

- June 30, 2008: $18,049,419
- June 30, 2007: $12,638,845
- June 30, 2006: $12,344,738

RCCD has maintained sufficient insurance coverage that covers property and liability, workers' compensation, and vehicle insurance. To comply with board policy, the district has a Risk Management Office to ensure that its risk management program meets all legal requirements and provides protection against loss, damage, or liability in accordance with California Education Code #72506 and any other applicable state codes (III.D.2-13a, III.D.2-13b, III.D.2-13c).

Property and Liability Insurance:
The district is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. During fiscal year ending June 30, 2008, the district contracted with the Alliance of Schools for Cooperative Insurance Programs Joint Powers Authority for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in the past year.

Workers' Compensation:
For fiscal year 2007-2008, the district participated in the Schools Excess Liability Fund Joint Powers Authority (JPA), an insurance purchasing pool.

The district is self-insured for the first $350,000 of each compensation claim. The intent of the JPA is to achieve the benefit of a reduced premium for the district by virtue of its grouping and representation with other participants in the JPA. The workers' compensation experience of the participating districts is calculated as one experience, and a common premium rate is applied to all districts in the JPA. Each participant pays its workers' compensation premium based on its individual rate. Total savings are then calculated, and each participant's individual performance is compared to the overall saving. A participant will then either receive money from or be required to contribute to the "equity-pooling fund." This "equity pooling" arrangement ensures that each participant shares equally in the overall performance of the JPA. Participation in the JPA is limited to K-12 and community college districts that can meet the JPA's selection criteria.

The district maintains appropriate reserves to adequately address these longer-term financial commitments (III.D.2-1).

Self-Evaluation

The standard is met. The District Administration and Finance Office has been conservative in its approach, keeping the district financially sound and meeting all obligations without reducing the number of programs or faculty. The Board's policy objective is a budgeted ending balance equal to "at least five percent of total available funds."

With respect to contingency funds, the Norco Campus budget was augmented by $180,000 in the form of contingency to address any unmet or unexpected financial needs for fiscal year 2008-2009 (III.D.2-14). Other possible sources include the district contingency and the reallocation of unspent budget balances. The district will consider alternative methods for contingency funding at the campus level in the development of the new Budget Allocation Model.

Planning Agenda

None

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

Oversight of RCCD's finances includes the following processes:

- The Board of Trustees Resources Committee meets regularly to review the budget status and information prepared by the district's Financial Services department. (III.D.2-10)
- Board Policy #2200 requires that the Board of Trustees ensure an annual audit of all funds. RCCD's internal auditor also provides oversight in all areas of compliance. The district's external independent auditors provide financial and programmatic oversight during the annual audit. (III.D.2-1, III.D.2-15)
- The district Grants & Contracts Office provides oversight for all financial compliance related to grants. (III.D.2-16a, III.D.2-16b)
- The independent Citizens' Bond Oversight Committee makes sure that the funds from Measure C bonds are spent in accordance with projects and programs outlined in the election ballot. (III.D.2-17, III.D.2-3)
- Student Financial Services oversees student financial aid with the district's Auxiliary Business Services Office providing accounting support. (III.D.2-1)
- Foundation funds are managed by an executive director and an Executive & Finance Committee with the assistance of the district's Auxiliary Business Services Department performing the accounting role. The foundation, as a separate, not-for-profit 501(C)(3) organization, is audited each year. (III.D.2-2)
- Administrators contracting for goods and services have oversight over outside contracts to ensure that the contract obligation is met. The Administration & Finance Office, specifically Purchasing and Accounts Payable, provides an additional level of oversight for these contractual obligations.
- In general, the Administration & Finance Office maintains overall budget oversight of finances for grants and financial aid, performs an accounting function for the financial activity of auxiliary organizations such as ASRCC and the RCCD Foundation and, also, accounts for the district's fixed assets.

The district is obligated by regulation to maintain cash and investments with the Riverside County Treasurer.

Self-Evaluation

The standard is met.

Planning Agenda

None

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

The district performs a fiscal oversight function of all grants, externally funded programs, and auxiliary functions. Board Policies #6200 ("Budget Preparation") and #6300 ("Fiscal Management") regulate district and college use of funding (III.D.2-18a, III.D.2-18b). The district conducts regular audits of practices to determine if there are any deviations from standard procedures (III.D.2-1).

Norco Campus strives to link all resources, including discretionary funds, fundraising events, and grant funds, to the mission statement and to the campus goals described in the Norco Educational Master Plan. Through the auspices of the district, RCCD Foundation and federal-grant funds are earmarked for projects on the Norco Campus.

Self-Evaluation

The standard is met. Norco Campus, through district oversight of auxiliary funds, fund-raising efforts, and grants utilizes resources with integrity to meet the mission and goals of the institution.

Planning Agenda

None

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Most contractual agreements are initiated and managed at the campus level. They also are typically reviewed at the district level and are approved by the Board of Trustees. Norco Campus therefore depends on the administrative and legal resources and actions of the district in this regard. As previously explained in Standard III.D.2.d, the District Administration & Finance Office, in coordination with Norco Campus, manages all major accounting functions and provides all state and federal reporting.

RCCD has established a series of internal controls and procedures for the use of external contractual agreements (III.D.2-19a, III.D.2-19b). Evidence of oversight of these contracts is found in the district financial audit, referenced in Standard III.D.2.d above.

Contracts with outside vendors require board approval. The district has a contract expert who reviews proposed contracts and provides assistance to the college during negotiations. A district auditor conducts reviews of practices and ensures they are in conformance with board policies and administrative regulations. The Board ensures strict adherence to all contracts governed by federal and state codes and regulations. All contractors must meet the insurance specifications required by the district administrative services policy.

Self-Evaluation

The standard is met. Norco Campus participates in district-approved contractual agreements that range from provision of professional service contracts, software agreements, and the leasing of equipment and hardware to the leasing of off-site instructional spaces. Norco Campus is actively engaged in the recommendation of consultants to the Board of Trustees. Rigorous guidelines are established to ensure that the best bid is obtained and that the campus is protected from contractor negligence or incompetence (III.D.2-1, III.D.2-20).

Planning Agenda

None

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

The district evaluates its financial management processes through a variety of means:

First, as part of obtaining reasonable assurance about whether the district financial statements are free of material misstatement, the auditors perform tests of the district's compliance with certain provisions of laws, regulations, contracts, and grants; noncompliance could have a direct and material effect on the determination of financial statement amounts. Results of such tests are disclosed in the auditor's report.

Second, the District's Internal Auditor performs tests and examinations of procedures to determine compliance with district policy, procedure, and Title V. Similar to the external audit process, the IA will seek a management response to findings and provide a current status report related to each finding. The IA's reports are submitted to the Board of Trustees for review and acceptance.

Third, the District Budget Advisory Council engages in continuous assessment of the model to determine its effectiveness in the short- and longer-term planning processes.

Fourth, campus CBOs serve on the district's "Magnificent Seven" group; this group is charged with, among other things, the assessment of current financial practices/procedures to determine if such are effective and efficient. This group is led by the Vice Chancellor of Administration and Finance.

Self-Evaluation

The standard is met. The district has evaluative processes in place for allocation and use of financial resources at its college and educational centers.

Planning Agenda

None

List of References

III.D.2-1 District Audit Report, 2007-2008
III.D.2-2 District Foundation Audit Report, 2007-2008
III.D.2-3 District General Obligation Bond Projects Audit Report, 2007-2008
III.D.2-4 District Budget Allocation Model (revised May 2008)
III.D.2-5 Minutes: District Budget Advisory Council, sample
III.D.2-6 Norco Campus Prioritization Process

III.D.2-7	Report: Quarterly Summary Report from Vice President of Business Affairs to Norco Campus President
III.D.2-8a	Report: 2008 Full-time Faculty Accreditation Survey
III.D.2-8b	Report: 2008 Part-time Faculty Accreditation Survey
III.D.2-9	Report: 2008 Staff Accreditation Survey
III.D.2-10	RCC District Finance Report, sample
III.D.2-11	FY 2008-2009 Adopted Budget
III.D.2-12	District Administrative Contingency Account
III.D.2-13a	Website: California Department of Education, Laws & Codes: http://www.cde.ca.gov/re/lr/cl/
III.D.2-13b	Website: California Education Code: http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20
III.D.2-13c	CA Education Code, Section 72500-72508: http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=72001-73000&file=72500-72508
III.D.2-14	President's contingency budget showing $40,000 allocation
III.D.2-15	Board Policy #2200: "Board Duties, Responsibilities and Privileges"
III.D.2-16a	Chancellor's Office organizational chart
III.D.2-16b	Chancellor's Office Functions Map
III.D.2-17	Measure C and Citizens' Bond Oversight Committee
III.D.2-18a	Board policy #6200: "Budget Preparation"
III.D.2-18a	Board policy #6300: "Fiscal Management"
III.D.2-19a	Internal controls and procedures for external contractual agreements
III.D.2-19b	Board Policy Chapter 6: "Business & Fiscal Affairs"
III.D.2-20	RCCD Finance and Audit. Report No.: VI-D-3, 10/17/06

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The evaluation of financial resources is the responsibility of the district and the individual campuses. Board policy regulates the effective use of financial resources. Evaluative processes are in place at the district level to systematically review, assess and modify systems and processes to ensure the effective use of financial resources.[62]

At the individual campus level, there are a series of processes and reviews to assess and modify systems to ensure the effective use of financial resources. Initially, the annual program review update process evaluates whether fiscal needs are being met for individual disciplines and programs. These evaluations are also evident in the comprehensive program reviews conducted by instructional and non-instructional units at the district and campus level. Any process changes recommended are communicated in turn to the departments and, through the departments, to the Norco Academic Planning Council and to the Norco Strategic Planning Committee. The Norco Academic

[62] There are several mechanisms that oversee the use of financial resources in the district. The Finance and Audit Committee of the Board of Trustees receives financial information from administrators and auditors. These committees hear reports, ask questions, and approve reports or recommend changes. The District Administration and Finance Office also provide input and oversight. The independent Citizens' Bond Oversight Committee sure that the funds from Measure C bonds are spent in accordance with projects and programs outlined in the election ballot.

Senate may also provide leadership in recommending evaluation of fiscal matters or process changes. These groups may request changes to the process or evaluation of financial resources through the Financial Resources Subcommittee of the NSPC, or directly to Norco Campus management.

The creation of a new business office on the Norco Campus, along with the hiring of a Vice President of Business Services, has assisted the Financial Resources Subcommittee of the NSPC and Norco Campus Administration in assessing the effective use of financial resources and using the results of the evaluation as the basis for improvement.

Self-Evaluation

The standard is met. The district and the campuses have processes in place to systematically assess the effective use of financial resources and to use the results of any evaluation as the basis for improvement. On the Norco Campus, the Norco Strategic Planning Committee and its Financial Resources Subcommittee make recommendations for changes to the process or evaluate fiscal needs utilizing input from departments and annual program review updates. The Vice President of Business Services and the Norco Campus Administration also make recommendations for fiscal process modifications based on their evaluations of the effectiveness of current processes.

The President provides an annual report to the NSPC that summarizes newly approved positions and equipment acquisitions. Deviations from the prioritized list as received by the NSPC are explained.

Planning Agenda

- Continue to identify budgetary priorities at Norco Campus and conduct periodic analysis to determine whether the allocated resources are being utilized for the purposes identified during the budget development process.

Standard III: Resources, Summative Essay

While the institution is the vehicle for the educational journey, and instructional and support staff represent the guidance and map through which the journey is accomplished, resources serve as the infrastructure to facilitate students' educational plans. This framework, consisting of human, physical, technical, and financial resources, supports the various educational pathways provided by Norco Campus.

INSTITUTIONAL COMMITMENT

Norco Campus demonstrates its commitment to providing the resources necessary to offer high-quality education to its students through an integrated resource allocation process that supports the institution's mission statement and reflects student needs. As part of this commitment to support students, Norco has instituted strategic planning processes that ensure representation by all stakeholders and solicit participation campus-wide. Using data provided by Institutional Research, each Instructional, Student Services, and Administrative unit assesses its human, physical, technical, and financial resource needs using the program review process. To ensure appropriate allocation, staffing and equipment needs are prioritized by the Norco Academic Planning Council, the Norco Administrative Planning Council, and the Student Services Planning Council in their respective areas. The latter two councils count staff, administrative, and Norco Academic Senate representation among their voting members; the Norco Academic Planning Council, as a standing committee of the Norco Academic Senate, has only faculty voting members with administrative and staff input and support. Prioritized needs are then forwarded to the Norco Strategic Planning Committee Co-Chairs Council for review and revision before a final hearing before the Norco Strategic Planning Committee (NSPC). Recommendations from the NSPC are forwarded to the Norco President for final decision.

These deliberative bodies set criteria for prioritization annually to reflect the current campus needs and institutional goals. Criteria have included satisfactory articulation and assessment of student learning and service area outcomes. Additional criteria may require that requests for resources to be linked to educational programs and student-success initiatives. These processes reflect institutional commitment to quality education.

EVALUATION, PLANNING AND IMPROVEMENT

Evaluation, planning and improvement are the themes most closely linked to Standard III. Formal planning and evaluation are integral to Norco's ongoing systematic and reflective campus-wide strategic planning process. A core element of this process concerns policies and procedures related to allocation of human, physical, technical, and financial resources to support quality educational programs.

The district has developed clear policies and procedures governing the employment, retention, evaluation, and professional development of its personnel. Norco Campus works closely with the district's Office of Diversity and Human Resources to ensure appropriate understanding of and concern for issues of equity and diversity, and the campus regularly assesses its effectiveness in this area consistent with its mission. Hiring processes for each employee category are aligned with institutional planning and budget cycles. In addition, Norco has made a concerted effort to maintain the highest levels of commitment to academic excellence as well as to diversity and equity in its hiring procedures.

Norco Campus has integrated facilities planning into its institutional planning process, resulting in a strategic approach to prioritizing the physical resource needs of its students, faculty, and staff. In response to rapid growth, portable buildings have been installed on campus, creating the West End Quad to accommodate growth and prepare the campus for the fall 2009 occupation of the new Industrial Technology Building. The new Student Success Center is scheduled to open in fall 2010, and other additions include the completion of the soccer field and the Network Operations Center. Our Long-Range Educational and Campus Facilities Master Plans are integral to our facilities planning.

Technology resources on Norco Campus are kept up to date in order to support and enhance student learning. As part of ongoing evaluation, planning, and improvement integrated into campus-wide strategic planning, the Technology Resource Subcommittee was instrumental in determining the appropriate allocation of capital expenditures for technology, designing a plan that allowed upgrades for computers where appropriate and replacing computers where necessary. Accordingly, most Norco classrooms are now equipped with recently upgraded multi-media equipment; computer-based labs and other engineering, manufacturing, business, and dedicated computer classrooms have recently replaced hardware and software. The input from this subcommittee has been vital to maintaining the quality of hardware and software on campus and demonstrates the efficiency of the evaluation and planning processes at the Norco Campus.

The Norco Educational Master Plan reflects the mission and goals of the Norco Campus. As one of the primary elements for financial planning at both district and campus levels, the NEMP is reviewed and updated regularly. Institutional planning is linked closely to financial planning at both district and campus levels, and planning decisions are connected to the district strategic initiatives that focus on improvements in student learning and institutional effectiveness. The Vice President of Business Services will make a significant contribution to the design of a new district budget allocation model. The Financial Resources Subcommittee of the Norco Strategic Planning Committee is the cornerstone for integrating financial planning with campus-wide strategic planning for resource allocation.

STUDENT LEARNING OUTCOMES

Essential to the comprehensive and annual program review process is the establishment and assessment of student learning outcomes at the course, program, certificate, and degree levels. Resource allocation is based explicitly on annual program updates, with instructional, student services, and administrative unit SLOs included among the ranking criteria. At Norco Campus, each discipline generates an academic annual program review document that details the assessment of educational needs and projection of future growth. These resource needs are prioritized by the Norco Academic Planning Council using specific criteria. Central to these criteria is the requirement that a discipline has established student learning outcomes, assessed these outcomes, revised course outlines of record, and used the results of assessment to improve pedagogy. Student learning outcomes and assessment are directly linked to resource allocation, underlining the significance Norco Campus places on student learning outcomes.

ORGANIZATION

Norco Campus has developed an organizational infrastructure that affords it the capacity to make campus-based decisions and participate fully in district decision-making in a shared-

governance environment that provides meaningful opportunities for participation by all stakeholders.

With regard to processes, the means by which institutional needs are identified and prioritized and resources are allocated to address these needs have been clarified and enhanced. While the campus remains proportionately small in relation to overall district enrollment, faculty, staff, and administrators from the Norco Campus play an increasingly influential role in district decision-making.

DIALOGUE

Hand in hand with collegial shared governance at Norco Campus is ongoing, self-reflective dialogue centered on student learning. All constituents are invited to participate in all levels of planning, evaluation, and improvement, and this has been increased through the process of developing the accreditation self study document. As institutional strategic planning becomes more delineated, campus constituents continue to dialogue in determining future needs and resources. The dialogue occurs at all levels of the planning model and covers multiple issues both simple and complex. The processes and policies of the institution are transparent and accessible to all stakeholders.

INSTITUTIONAL INTEGRITY

The theme of integrity runs consistently throughout Norco's policies and practice, particularly when hiring, evaluating, and helping to develop campus stakeholders who facilitate student learning. Following guidelines established by state and district policy, Norco works with the district Office of Diversity and Human Resources to recruit and hire candidates who meet minimum qualifications and who will be ethical and appropriate in utilizing physical, technical, and financial resources. Great care is taken from the initial step in the hiring process to continued evaluation and professional development for all employees. When forming hiring committees, Norco strives to include appropriate constituencies, to ensure participation by tenured faculty where appropriate, and to reflect the diversity and range of interests of the department or discipline doing the hiring. Norco consistently strives to select the most highly qualified candidates who can contribute to the climate of high performance and integrity inherent at Norco Campus.

Financial integrity is vital for institutional integrity, and Norco's financial plan, allocation of financial resources, and financial-management system are indicative of the high integrity required by the institution. Currently, financial integrity is reviewed as the district's annual budget, finances, and expenditures are audited yearly by external auditors. These audit reports are submitted to federal, state and local oversight agencies and to the district Board of Trustees. To further support continued appropriate resource allocation, the District Budget Advisory Council continues to meet regularly to assess and evaluate the revised budget allocation model and continue to adjust the model as we move to a multi-college district.

Standard IV.A
Decision-Making Roles and Processes

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve

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IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Norco Campus was established in 1991 as one of two educational centers in the Riverside Community Campus District. Administrative and faculty leaders have created an environment promoting autonomy, creativity of thought, and marked excellence among Norco staff, faculty, and students and across all institutional domains. The faculty, staff, students, and administrators who laid the academic groundwork during Norco Campus's early years did so in a spirit of commitment and collaboration, laying a strong foundation for the collegiality that exists today and has become one of Norco's hallmarks. Although the campus has grown considerably since its early days, it maintains its unique sense of individuality, its friendly small-town atmosphere, and its commitment to serving the needs of its student population.

Norco has established systematic governance traditions that promote and assure inclusion in decision-making processes at all levels. Institutional leaders ensure that faculty, staff, students, and administrators communicate openly and freely on a regular basis by providing appropriate forums in which to do so. These include shared-governance structures, the Norco Strategic Planning Committee and its four subcommittees, faculty and staff meetings, and campus retreats. All constituents are encouraged to voice ideas and concerns that contribute to planning and decision-making (see also Standards I.A.4 and I.B.1-4). As the campus has grown and prepared to take on independent-college status, those traditions have been formalized. There are a variety of means through which all constituencies participate, including:

- **Norco Academic Senate.** In May 2005, Norco Campus finalized the establishment of a separate academic senate, electing officers, writing its own bylaws, and electing

department representatives[63] (IV.A.1-1). The Senate is the primary means through which faculty participate in shared governance. By-laws developed by the Norco Academic Senate and the District Senate specify the relationship between these two bodies and facilitate self-governance while at the same time maintaining appropriate lines of communication to address both local and district academic issues (IV.A.1-2a). Norco Academic Senate members meet twice a month to discuss issues of current interest to faculty at Norco Campus. (IV.A.1-2b)

- **Norco Campus Curriculum Committee.** The Norco Academic Senate instituted the Norco Curriculum Committee in fall 2006 and established the Norco Curriculum Committee bylaws in fall 2007 (IV.A.1-3a). In spring 2008 this committee met to formalize the curriculum approval process and define the roles of the campus-based Curriculum Committees and the District Curriculum committee. The Norco Curriculum Committee formally began reviewing and approving curriculum during the fall 2008 semester (IV.A.1-3b)

- **Norco Academic Planning Council (NAMP).** This council is comprised of faculty chairs, co-chairs, and assistant chairs who serve in an advisory capacity to administrators on matters concerning faculty hiring, budget planning and preparation, capital expenditures, program development, and the number and type of course/section offerings (IV.A.1-4a, IV.A.1-4b, IV.A.1-4c). The monthly meetings are planned and facilitated by an elected Faculty Chair and the Dean of Instruction. Individual department chairs also meet whenever necessary with the College President, the Vice President of Educations Services, and the Dean of Instruction.

- **Norco Strategic Planning Committee (NSPC).** Faculty, staff, administrators, and students have the opportunity to participate actively in effective discussion, planning, and implementation for Norco Campus through the Strategic Planning Committee (IV.A.1-5). Operating as a committee-of-the-whole, this campus-based body has a critical role in communicating local campus concerns to district administrators through the District Strategic Planning Committee (IV.A.1-6a, IV.A.1-6b). The structure and functioning of NSPC embodies the spirit of this standard by allowing all campus stakeholders, regardless of rank or title, an equal say in campus-planning matters. (IV.A.1-7, IV.A.1-8)

- There are four NSPC subcommittees that deal with all aspects of campus operations (IV.A.1-9):

[63] Until fall 2005, Riverside Community College District faculty members were members of one academic senate made up of a representative from each department in the district's three campuses. That senate had standing committees that focused on such specific areas as curriculum, professional growth and sabbatical leave, and academic standards. In spring 2005, the RCCD faculty voted to adopt a new District Academic Senate constitution that, in anticipation of the creation of two new colleges, provided for each campus to establish its own academic senate, with the three presidents of those campus senates comprising a District Academic Senate. Also, since May of 2004, the Norco Academic Senate has met monthly during the spring and fall semesters, and its officers have met regularly with the Norco Provost/President. Bylaws were established in 2004, modified in 2005-2006 and again in 2008-2009.

- Institutional Mission and Effectiveness (IV.A.1-10a)
- Student Learning Programs and Services (IV.A.1-10b)
- Resources (IV.A.1-10c)
- Leadership and Governance. (IV.A.1-10d)

Decisions on campus operations generated in the subcommittees are forwarded to the Strategic Planning Co-chairs Council (SPCCC) for review and revision. Items are then forwarded to the entire NSPC for an open hearing, and recommendations are forwarded to the Norco Campus President (IV.A.1-7, IV.A.1-8).

- The **Strategic Planning Co-Chairs Council.** The Council is comprised of the faculty and staff co-chairs of the four subcommittees above, the Vice President of Educational Services, and the Vice President of the Academic Senate (IV.A.1-11). As described previously, SPCCC recommendations are forwarded to the NSPC for open hearing and approval. (IV.A.1-7, IV.A.1-8)

- **Norco Educational and Facilities Master Plans.** The primary instruments for long-range campus planning, these provide the foundation and direction by which mission-driven and student-centered decision-making is maintained. The Educational Master Plan provides a summary of the academic characteristics, objectives, short- and long-term goals, and resource needs of the academic departments across the campus. It details the needs of departments in terms of resources and personnel, the progress made towards accomplishing department-specific goals, and the steps necessary to continue moving forward in the future. (IV.A.1-12)

- **Program Review and Assessment.** Program review and assessment, the cornerstone of academic planning, is used by academic disciplines to improve student learning outcomes through curriculum and instructional improvement (IV.A.1-13a, IV.A.1-13b). Norco faculty and administrators serve as members of the District Program Review (IV.A.1-14) and District Assessment Committees (IV.A.1-15), which meet monthly throughout the academic year.

- **John F. Kennedy Advisory Council.** Comprised of Norco and John F. Kennedy High School faculty, counselors and administrators, this group has met monthly since spring 2002 to discuss issues and make decisions pertaining to the relationship between Norco Campus and JFK student policies in areas such as admissions, curriculum, and matriculation.[64] (IV.A.1-16)

- **District Matriculation Advisory Council.** Comprised of faculty, counselors, and Student Services staff, the MAC meets on a regular basis to write and implement matriculation standards and procedures. (IV.A.1-17)

- **CTA and CSEA (District).** Faculty and staff members meet weekly to discuss bargaining and contractual

[64] John F. Kennedy Middle College High School, built in 2005-2006 and opened in fall semester 2006 with an initial enrollment of 600 students, is located on Norco Campus property adjacent to the college campus buildings. JFK High School is part of the Norco-Corona Unified School District. As a middle college high school, its focus is reflective of the "middle college" concept. The high school campus was constructed as part of an agreement between RCCD, the Norco Campus president, and Norco-Corona Unified School District.

issues. (IV.A.1-18a, IV.A.1-18b, IV.A.1-19a, IV.A.1-19b)

- **Associated Students of Norco Campus (ASNC)**. The Associated Students of Norco Campus, established as part of the District Associated Students (ASRCCD), wrote its own by-laws in spring 2001and amended them in fall 2006. In Spring 2009 ASRCCD adopted a new constitution allowing campus level student governance to be independent. That same semester ASNC adopted their first constitution as an independent campus. It was ratified by the student body and will go into effect on July 1, 2009. ASNC hold regular student senate, executive board, and Inter-Club Council meetings. (IV.A.1-20a, IV.A.1-20b)

By encouraging broad-based participation in the above-listed entities, Norco Campus fosters an environment in which faculty, students, staff, and administrators play a significant role in institutional decision-making. In the course of these activities, the centrality of the district's strategic planning processes and initiatives is emphasized, with particular concern for improving student learning and fostering student success.

Self-Evaluation

The standard is met. Through a variety of systematic participatory processes, Norco leadership has created an environment for empowerment, innovation, and institutional excellence. The commitment of the Administration to keep all constituents involved in the decision-making processes through the various councils, committees, and organizations ensures effective dialogue, planning, and implementation to meet the central Norco mission goal of improved student learning.

The history and formation of Norco's academic departments is a pertinent example of faculty-driven policies and evidence of leadership within the institution. In 1995-1996, Norco faculty met and developed an organizational structure for new campus-based academic departments in lieu of the district-wide departments in place at that time. These changes and suggestions, agreed upon through local Norco faculty and administrative dialogue and approved later through contract negotiations, were ultimately adopted by the district (IV.A.1-12, IV.A.1-21).

The Norco student body has an active and growing student government and numerous organized student clubs. While it is sometimes difficult to gain student participation in campus-wide government structures, nonetheless, the opportunity is available to students. Norco faculty and administration are constantly seeking to increase student participation, as evidenced by the student participation in two of the NSPC subcommittees during the 2008-2009 academic year (IV.A.1-22a, IV.A.1-22b). Students were also in attendance at several NSPC meetings (IV.A.1-23).

Norco Campus leaders have been exceedingly supportive in encouraging faculty and staff to take initiative in establishing governance bodies and providing programs and services at Norco that support student learning and improve institutional effectiveness. Significant leadership roles have been assumed by campus faculty and staff as the result of the willingness of all who work at Norco Campus to maintain an atmosphere of collegiality and empowerment. Specific examples of faculty empowerment and initiative fully supported by Norco Administration include:

- **District Program Review and Assessment Committees.** A Norco faculty member co-chairs each of these committees. (IV.A.1-24, IV.A.1-25)

- **Norco Faculty Development Committee.** A Norco faculty member has significant reassigned time to assist in faculty development, FLEX, and workshop activities. (IV.A.1-26)
- **District Academic Senate.** During the 2009-2010 academic year, a Norco faculty member will serve as President of both the District and Norco Campus Academic Senate. (IV.A.1-27a, IV.A.1-27b)
- **CTA.** Leadership roles are held by Norco faculty in the district bargaining unit: a Norco faculty member served as President of the CTA from 2006-2008. (IV.A.1-28)
- **Writing and development of the district program review template for instructional disciplines.** Norco faculty were lead authors of the document. (IV.A.1-29)
- **Writing and development of the District Assessment Report.** A Norco faculty member is the lead author and researcher. (IV.A.1-30)
- **General Education SLOs.** A Norco faculty member, as the lead author of district-wide Gen-Ed SLOs, provided extensive input into and contribution to their development. (IV.A.1-31a, IV.A.1-31b, IV.A.1-32)
- **Templates for integrated course outlines of record.** These templates incorporate General Education and discipline-specific SLOs; a Norco faculty member led the development of a new curriculum template and wrote the *Guide to Course Outlines of Record*. (IV.A.1-33)
- ***Handbook for Online Instructors.*** Conducting workshops and writing a handbook to guide faculty through the process of developing distance education courses, a Norco faculty member pioneered faculty-to-faculty assistance workshops and wrote the *Handbook for Online Instructors* distributed district-wide. (IV.A.1-34)

Staff and student empowerment and initiative are fully supported by Norco Administration. Specific examples of staff and student involvement include:

- Classified-staff serving as co-chairs of Strategic Planning subcommittees
- Advising the Academic Planning Council on budgetary prioritization issues for capital expenditures and implementing Schedule 25 course scheduling software to facilitate the job of scheduling classes for faculty
- Contributions by staff of significant information and writings included in this self-study document, including creating and maintaining the campus discussion board forum for planning and accreditation
- Development by veteran staff members of department information packets for faculty new hires
- Significant student contributions to all stages of development of the Norco mission statement as well as providing information and feedback on the self study
- Participation of students on the Norco and District Strategic Planning Committees
- Campus-wide dialogue workshop held on February 8, 2007.

In an effort to enhance the efficacy of faculty and staff participation in institutional governance, the campus is working toward strengthening the processes by which new faculty and staff members are introduced to its shared governance structure and processes. Existing orientation programs for first-year faculty and staff members are being revised to incorporate more thorough and concise information concerning the campus's committee structure and the expected role of faculty and staff members in institutional governance.

Results of a recent survey of full-time faculty at Norco Campus indicate that a significant majority consider themselves participants in the governance structures of Norco Campus and the district; nearly three-fourths of all faculty surveyed in 2008 consider the strategic planning structures in place to be effective (up from 44.5 percent in 2007), and over 90 percent have feelings of inclusion in these processes.[65] These survey results suggest that even though new faculty would like more information early in their employment, they are quickly learning about shared governance through participation. Part-time faculty members surveyed tend to have significantly lower levels of understanding of campus governance structures, although responses to the 2008 survey showed improvement from the low-30 percent to the mid-40 percent range in this regard.

Planning Agenda

- Continue to survey students, staff, and faculty to monitor what they do and do not know about how the governance process works.
- Improve orientation of new faculty to governance structures and
- Continue to explore avenues of participation for both full- and part-time faculty.

[65] Ninety-five percent of Norco faculty surveyed in 2008 (up from 87 percent in 2007) indicate that they participate in shared governance through membership on the Norco Strategic Planning Committee; an additional 42 percent (up from 29 percent in 2007) participate in the Academic Senate.

List of References

IV.A.1-1	Minutes: Norco Academic Senate, establishing NAS as an independent entity
IV.A.1-2a	Norco Academic Senate By-Laws
IV.A.1-2a	Website: Norco Academic Senate: http://academic.rcc.edu/academicsenate/norco.jsp
IV.A.1-3a	Minutes, March 3, 2008 meeting, Norco Academic Senate
IV.A.1-3b	Website: Norco Curriculum Committee: http://academic.rcc.edu/academicsenate/norco_curriculum.jsp
IV.A.1-4a	Minutes: Norco Academic Planning Council
IV.A.1-4b	Member Roster: NAPC, spring 2009
IV.A.1-4c	Website: Norco Academic Planning Council: http://academic.rcc.edu/norco/apc/
IV.A.1-5	Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/index.jsp
IV.A.1-6a	*Strategic Planning Process, 2001-2006* (district document outlining the process and its history/development)
IV.A.1-6b	*District Strategic Plan 2008-2012*
IV.A.1-7	Norco Campus Strategic Planning Implementation Process
IV.A.1-8	Norco Campus Prioritization Process
IV.A.1-9	Statements of Purpose for the NSPC subcommittees
IV.A.1-10a	Website: NSPC subcommittee: Institutional Mission and Effectiveness: http://academic.rcc.edu/norco/spc/std1_index.jsp
IV.A.1-10b	Website: NSPC subcommittee: Student Learning Programs and Services: http://academic.rcc.edu/norco/spc/std2_index.jsp
IV.A.1-10c	Website: NSPC subcommittee: Resources: http://academic.rcc.edu/norco/spc/std3_index.jsp
IV.A.1-10d	Website: NSPC subcommittee: Leadership and Governance: http://academic.rcc.edu/norco/spc/std4_index.jsp
IV.A.1-11	Website: Norco Strategic Planning Co-chairs Council: http://academic.rcc.edu/norco/spc/co-chair_index.jsp
IV.A.1-12	Norco Educational Master Plan
IV.A.1-13a	Annual Instructional Program Review, sample
IV.A.1-13b	Website: Annual Instructional Program Review Reports: http://www.rccdfaculty.net/pages/Annual%20Program%20Review%202008/2008_Annual_PR_index.htm
IV.A.1-14	Website: District Program Review Committee: http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm
IV.A.1-15	Website: District Assessment Committee: http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm
IV.A.1-16	Minutes, JFK High School Advisory Council, sample
IV.A.1-17	Minutes, Matriculation Advisory Council, sample
IV.A.1-18a	Contract, CTA, 2007-2010
IV.A.1-18b	Minutes, CTA meeting, sample
IV.A.1-19a	Contract, CSEA
IV.A.1-19b	Minutes, CSEA meeting, sample
IV.A.1-20a	Minutes: ASNC, sample

IV.A.1-20b Constitution: Associated Students of Norco Campus, ratified Spring 2009
IV.A.1-21 Minutes: establishing departmental structure
IV.A.1-22a Website: Members NSPC subcommittee: Institutional Mission and Effectiveness: http://academic.rcc.edu/norco/spc/std1.jsp
IV.A.1-22b Website: Members NSPC subcommittee: Leadership and Governance: http://academic.rcc.edu/norco/spc/std4.jsp
IV.A.1-23 Minutes: NSPC meeting, illustrating student attendance
IV.A.1-24 Membership list showing name of co-chair, District Program Review Committee
IV.A.1-25 Membership list showing name of co-chair, District Assessment Committee
IV.A.1-26 Position and duties of Faculty Development Coordinator, Norco Campus
IV.A.1-27a Announcement: election of Sharon Crasnow as President of the Norco Academic Senate 2009-2010
IV.A.1-27b Norco Campus President serves as District Academic Senate President 2009-2010
IV.A.1-28 CTA Minutes of election of Karin Skiba as President of bargaining unit
IV.A.1-29 *Instructional Program Review: Comprehensive (Background & Guidelines)*
IV.A.1-30 District Assessment Report showing name of author
IV.A.1-31a Norco faculty-administration workshop, fall 2005;
IV.A.1-31b Reading and dialogue on Gen-Ed SLOs developed by coordinator of District Assessment Committee
IV.A.1-32 DAC Minutes showing adoption of Gen-Ed SLOs
IV.A.1-33 *COR Guide*, Curriculum Committee
IV.A.1-34 *Handbook for Online Faculty*

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

In 2004-2005, the district developed a Strategic Planning Process that was designed to ensure that faculty, staff, and administrators have a clear and substantive role in governance and a voice in policies, planning, and budget. These principles and planning processes, as modified by the Board's adoption of the District Strategic Plan, 2008-2012, formally address academic, administrative, and facilities planning in a structured and integrated system (IV.A.2-1a, IV.A.2-1b). This framework outlines a flow of communication and dialogue between all constituencies at the district and local levels to ensure that all interests are well represented in all of the governing bodies and committees of the institution.

All meetings of councils, committees, and other planning groups are held on a regular basis, have a published agenda, and are open to the community. The various roles and duties of Norco institutional decision-making bodies are detailed above in Standard IV.A.1.

In addition, board policy sets out its own role in institutional planning and establishes the roles of the Academic Senate, classified staff, administration, and associated student government in collegial governance (IV.A.2-2a, IV.A.2-2b, IV.A.2-2c). The language delineating these roles assures that students, staff, and faculty have effective participation in developing recommendations to the Board of Trustees (IV.A.2-3).

With his/her counterparts from the Riverside City College and the Moreno Valley Campus, the President of the Norco Academic Senate serves on the District Academic Senate. The body meets monthly with the Chancellor, the Vice-Chancellor for Academic Affairs, other campus academic senate officers, and chairs of the District Academic Senate standing committees. The Senate President also meets monthly with the Chancellor, his Cabinet, and the President of CTA at the District's Board Book Review and again with the Chancellor for a separate, informal Academic Senate discussion group. Also, the Norco Senate President is a member of the Board of Trustees subcommittees and attends all Board of Trustee meetings except those held in closed session, reporting activities and decisions back to the local Norco Academic Senate.

The Vice President of the Norco Academic Senate serves as the co-chair of both the Norco Strategic Planning committee and the Norco SPC Co-chairs Council. Co-Chairs serve as voting members of the District Strategic Planning Committee, the Board of Trustees Planning Subcommittee, and the district Budget Allocation Model Committee, reporting activities and decisions of those committees back to the Norco Academic Senate and the Norco SPC. The Norco Academic Senate VP also conducts elections for the faculty chair of the Norco Academic Planning Council and acts as interim chair of that council in the absence of an elected faculty chair.

The officers of the Norco Academic Senate meet regularly with the President of Norco Campus and her executive staff and report on the discussions to the Norco Academic Senate.

Members of the Norco Academic Senate attend regular meetings of the District Curriculum, Program Review, Assessment, Academic Standards, and Professional Growth & Sabbatical Leave Committees, reporting decisions and information back to the faculty at Norco Campus. In addition, four Norco Academic Senate standing committees have been established (IV.A.2-4a, IV.A.2-4b):

- Norco Curriculum Committee
- Academic Standards and Publications Committee
- Program Review and Assessment Committee
- Norco Academic Planning Council.

Besides their campus roles serving on a variety of Norco planning and governance committees and councils (see Standard IV.A.1), Norco administrators sit on district standing committees (including the District Strategic Planning Committee), participate on ad hoc committees, and serve on district task forces. Further delineation of district vs. campus administrative roles is laid out in the Academic Affairs and Governance Functions Maps found in the Introduction to this self study (IV.A.2-5).

The district clearly defines the role of classified staff in Board Policy #2220; specifically in Administrative Policy #2220, which states that classified staff will have one representative appointed to each board committee (IV.A.2-6a). Board Policy #2510 ("Participation in Local Decision-Making") states that "[s]taff shall be provided with opportunities to participate in the formulation and development of District and college policies and procedures, and in those

processes for jointly developing recommendations for action by the Board, that the Board reasonably determines, in consultation with staff, have, or will have, a significant affect on staff. The opinions and recommendations of the staff will be given every reasonable consideration (IV.A.2-6b). A staff representative sits on the Board of Trustees standing committees, District Strategic Planning Committees, and the District Prerequisite Advisory Committee (IV.A.2-7, IV.A.2-8, IV.A.2-9, IV.A.2-10). On the Norco Campus, classified staff are active members of the Strategic Planning Committee and the NSPC Co-chairs Council (IV.A.2-11a, IV.A.2-11b), each of the NSPC sub-committees (IV.A.2-12a, IV.A.2-12b, IV.A.2-12c, IV.A.2-12d), and the Administrative and Student Service Planning Councils (IV.A.2-13a, IV.A.2-13b). Classified staff members also serve on campus-wide committees when their expertise is needed or when a particular committee deals with a shared-governance issue.

Students provide input into institutional decisions through student government, the ASNC constitution, and board policy (IV.A.2-14a, IV.A.2-14bOn January 19, 1993, the Board of Trustees accepted and approved a student shared-governance proposal in which the Board of Trustees recognizes the designated Student Trustee as the authority for defining student participatory governance procedures (IV.A.2-16). Student government is responsible for representing the social, political, fiscal, and educational concerns of Norco students. Student representatives serve on the Board's four standing committees (Governance, Planning, Resources, Teaching & Learning); serve on the District Strategic Planning Committee, along with the faculty Academic Senate; and participate on district-wide committees that affect student interests (IV.A.2-17). At the campus level, student participation tends to vary from year to year, depending on the inclination of the students to participate. During 2008-2009, there has been an active cadre of student participants who have regularly attended and actively contributed to virtually all campus committee meetings, including the NSPC and two of the NSPC subcommittees (IV.A.2-18, IV.A.2-19a, IV.A.2-19b). Norco Campus welcomes such participation and provides a climate in which students feel free to voice their concerns.

Self-Evaluation

The standard is met. Written board policies and district documents exist that clearly specify the manner in which administrators, faculty, staff, and students will bring forward ideas and work together to bring about their implementation. The District Strategic Planning Process is well established and continues to mature. Norco Academic Senate has been functioning for several years and demonstrates a well-established voice in Norco strategic planning and decision making. The Norco Associated Students have been established. Faculty and staff are active at all levels of district and Norco planning and decision-making, and frequent, substantive, and regular communications have been established between the Chancellor, the Chancellor's Cabinet, and the Norco President with the officers of the Norco Academic Senate. There has been a marked shift toward decentralization of decision-making authority to the campuses, and the Norco Campus has established effective organizational mechanisms through which to exercise its broadened responsibility and authority.

District administrators also contribute significantly to institutional governance. Not only do administrators (both academic and classified) serve on district committees, task forces, strategic planning committees, accreditation standard committees, etc., they serve as resource personnel for standing committees, often coordinating meetings and providing background and supporting materials. In many cases, district

administrators and faculty share committee leadership responsibilities.

The Norco Academic Senate has made considerable progress in defining the relationship between district and campus senates. Most recently, there has been a significant revision and refinement of curriculum committee by-laws and procedures, granting campus curriculum committees greater discretion and autonomy in the review and approval of courses and programs offered on their campuses by altering voting rules to enhance the representative influence of faculty at Norco and Moreno Valley. Under the new procedures, each campus is provided one vote on district curriculum matters, and courses and programs offered solely by an individual campus fall completely within the discretion of campus curriculum committees. In this manner, the district and its campuses have managed to balance the imperative to grant greater decision-making authority to the campuses with the need to maintain the "one-district, one-curriculum" concept for the benefit of RCCD students.

Recommendations from District Academic Senate standing committees are generally followed by the administration and acted upon by the Board of Trustees. As Norco Campus moves to full college status, its own Academic Senate committees (Curriculum, Academic Standards & Publication, Program Review & Assessment, and Academic Planning Council) have begun to take the lead in shared-governance responsibilities and in representing local senate and college interests at the district level.

The Board of Trustees recognizes the student government as the appropriate organization to select student representatives to serve on district committees, task forces, or other governance groups "that have or will have a significant effect on students" (IV.A.2-6a; IV.A.2-15a, IV.A.2-15b). Each shared governance committee at Norco welcomes and strongly encourages student participation.

Planning Agenda

- Evaluate recent changes in policies and procedures with regard to the relationship between district and campus-based institutional governance structures and propose new policies and procedures as appropriate.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Faculty recommendations regarding student learning programs and services primarily arise through the following groups:

- Norco Academic Senate and its standing committees, including the Norco Curriculum Committee and the Norco Academic Planning Council
- Norco Strategic Planning Committee and its four subcommittees (Mission & Effectiveness, Teaching and Learning, Resources, and Governance)[66]
- Student Services and Administrative Planning Councils for non-instructional resource-allocation matters.

[66] All department chairs, co-chairs and assistant chairs participate in the Academic Planning Council. Two elected representatives from each academic department serve on the Norco Curriculum Committee. Two representatives from each department plus Academic Senate committee chairs comprise the voting membership of the Norco Academic Senate.

These bodies provide an effective means for faculty participation in all issues related to student learning programs and services at Norco Campus.

Administrators attend both district and local Curriculum Committee meetings and Academic Senate meetings to facilitate communication about issues related to student programs and services.[67] Administrators also work with faculty and staff on strategic planning subcommittees and on the Academic Planning Council. The Vice President for Educational Services co-chairs the curriculum and strategic planning committees with a member of the faculty.

As detailed in Standard IV.A.1, the district Program Review and Assessment Committees include several active faculty participants from the Norco Campus who are appointed by the Campus Academic Senate. These faculty-driven committees have had primary responsibility for working with service areas and faculty in all disciplines to facilitate the development of appropriate student learning outcomes at the district, program, discipline, and course levels as well as a more effective program review process in order to assess the effectiveness of stated SLOs in improving student learning. Both district and Norco administrators also serve on these committees.

The four strategic planning subcommittees of the Norco SPC review and make recommendations on many aspects of campus planning and operations; the Student Learning and Services subcommittee is specifically set up to make recommendations on new programs and services at the campus (IV.A.2-20).

The written procedures delineating faculty roles and responsibilities for student learning programs appear in the district and Norco academic senate constitutions and by-laws, the *Curriculum Committee Handbook*, the new program development process, the *Program Review Committee Handbook*, and the District Strategic Plan (IV.A.2-1b, IV.A.2-21a-b, IV.A.2-22a, IV.A.2-22b, IV.A.2-23, IV.A.2-24).

Self-Evaluation

The standard is met. As a relatively small institution in its early years, Norco staff and faculty were able to make recommendations about student learning programs and services by participating on district committees and by utilizing informal systems of governance. To prepare to operate effectively as a larger, independent institution, Norco has formalized its academic senate and strategic planning activities to assure direct faculty access to district management structures and to strengthen local governance over programs and services through monthly faculty meetings, department meetings, NAPC meetings, and Norco Strategic Planning Committee meetings.

The growing effectiveness of these recently implemented processes is evidenced by results of the 2008 faculty survey in which 73.6 percent agreed that the "Norco Strategic Planning Committee is effective in making recommendations with respect to facilities, budget planning and policies" (up from 44.5 percent in 2007); 60.5 percent agreed that "NSPC is an effective channel for staff ideas regarding institutional decision-making" (versus 53.5 percent in

[67] Until spring 2005, Norco administrators and faculty attended District Academic Senate meetings, and Norco faculty made recommendations about learning programs and services as part of the single, district-wide Senate. The same delineation of functions and roles applied to faculty recommendations about academic programs and courses, which were accomplished through a single, district-wide Curriculum Committee. Until fall 2007, when the Norco Curriculum Committee began independent deliberations on programs created solely for Norco Campus, the institution relied on the District Curriculum Committee for recommendations about all programs, degrees, and certificates.

2007); and 64.1 percent agreed that the "Norco Academic Senate is effective in making recommendations to management and the governing board regarding the 11 areas of shared governance" (compared with 51.9 percent in 2007) (IV.A.2-25, IV.A.2-26).

The current focus of the Norco Academic Senate is to strengthen its subcommittees in order to ensure that faculty ideas and concerns about student learning programs and services are raised through appropriate governance processes. The Norco Curriculum Committee, established in 2007, is charged with oversight and development of programs and courses specific to Norco Campus as well as supporting the Board Policy mandating a district-wide curriculum to ensure students can freely move between the campuses. Operating under new procedures, the Curriculum Committee began adopting new courses for Norco Campus in the fall 2008 semester.

Planning Agenda

- Continue to evaluate the recently established procedures and committees responsible for recommending Norco-specific student learning programs and services.

List of References

IV.A.2-1a *Strategic Planning Process, 2001-2006*
IV.A.2-1b *District Strategic Plan 2008-2012*
IV.A.2-2a Board Policies #4005: "Academic Senates"
IV.A.2-2b Board Policies #7260: "Classified Supervisors and Managers"
IV.A.2-2c Board Policies #6120: "Organization of the Associated Student Body"
IV.A.2-3 CA Academic Senate/Title V document(s) listing 11 areas of shared governance
IV.A.2-4a Minutes: Norco Senate Meeting October 2006, establishing NAS standing committees
IV.A.2-4b Minutes: Norco Senate Meeting November 2006, establishing NAS standing committees
IV.A.2-5 RCCD District-Campus Functions Maps
IV.A.2-6a Board Policy: #2220: "Committees of the Board"/ Administrative Policy: #2220: "Committees of the Board"
IV.A.2-6b Board Policy: #2510: "Participation in Local Decision Making"
IV.A.2-7 Agenda: Board of Trustees Standing Committee, Norco staff representation
IV.A.2-8 Membership List: District Budget Advisory Committee, Norco staff representation
IV.A.2-9 Membership List: District Strategic Planning Committee, Norco staff representation
IV.A.2-10 Membership List: District Prerequisite Advisory Committee, Norco staff representation
IV.A.2-11a Website: "Members" NSPC, "committee-of-the-whole" http://academic.rcc.edu/norco/spc/
IV.A.2-11b Website: Members NSP Co-chairs Council: http://academic.rcc.edu/norco/spc/co-chair.jsp
IV.A.2-12a Website: Members NSPC subcommittee: Institutional Mission and Effectiveness: http://academic.rcc.edu/norco/spc/std1.jsp
IV.A.2-12b Website: Members NSPC subcommittee: Student Learning Programs & Services: http://academic.rcc.edu/norco/spc/std2.jsp
IV.A.2-12c Website: Members NSPC subcommittee: Resources: http://academic.rcc.edu/norco/spc/std3.jsp

IV.A.2-12d Website: Members NSPC subcommittee: Leadership and Governance: http://academic.rcc.edu/norco/spc/std4.jsp
IV.A.2-13a Website: Members Administrative Planning Council: http://academic.rcc.edu/norco/adpc/members.jsp
IV.A.2-13b Website: Members Student Services Planning Council: http://academic.rcc.edu/norco/sspc/members.jsp
IV.A.2-14a Associated Students Norco Campus Constitution
IV.A.2-14b Associated Students Norco Campus By-Laws
IV.A.2-15a Board Policy #2015: "Student Trustee"
IV.A.2-15b Board Policy #6010: "District Student Senate"
IV.A.2-16 Student Shared Governance Proposal
IV.A.2-17 Board Subcommittee meetings showing student attendance/participation
IV.A.2-18 Minutes: NSPC meeting, demonstrating student attendance
IV.A.2-19a Website: Members NSPC subcommittee: Institutional Mission and Effectiveness: http://academic.rcc.edu/norco/spc/std1.jsp
IV.A.2-19b Website: Members NSPC subcommittee: Leadership and Governance: http://academic.rcc.edu/norco/spc/std4.jsp
IV.A.2-20 Norco Campus Strategic Planning Implementation Process
IV.A.2-21a District Academic Senate Constitution
IV.A.2-21b District Academic Senate By-Laws
IV.A.2-22a Norco Academic Senate Constitution
IV.A.2-22b Norco Academic Senate By-Laws
IV.A.2-23 District Curriculum Committee Handbook
IV.A.2-24 *Locally-Developed New and/or Substantially Changed Program Approval Process*
IV.A.2-25 Report: 2007 Full-time Faculty Accreditation Survey
IV.A.2-26 Report: 2008 Full-time Faculty Accreditation Survey

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IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

In 2005-2006, after three years of planning and dialogue by representatives from all constituency groups in the district, RCCD began major revisions to the organizational structure at the district level as a response to the 2001 accreditation team's recommendations and in anticipation of the transition to a three-college district. Further structural and procedural refinements were implemented following the 2007 ACCJC self study and visit, based on its resulting recommendations. The district organizational-structure charts and Functions Maps (see "Introduction to Self Study") outline a flow of communication and decision-making between all constituency groups: the Board of Trustees, district and local administrators, faculty, staff, and students.

The Board of Trustees has established four standing committees composed of representatives from each constituency group, ensuring that each group is provided the opportunity to participate effectively in district governance (IV.A.3-1a, IV.A.3-1b, IV.A.3-1c, IV.A.3-1d). Meetings of the Board of Trustees and the standing committees are

held on a monthly basis, have published agendas, and are open to the community to allow for public comment.

The Norco Campus established major revisions to its organizational structure in anticipation of a move toward college status within the district. The position of Provost was redefined to that of Campus President, and the positions of Vice President of Educational Services and Vice President of Business Services were added to the organizational structure. More recently, mid-level positions have been added, including Associate Deans for Student Success and Special Funded Programs and a custodial manager. The flow of communication between the administrative constituents and staff is now well defined, and the campus has expanded its capacity to take on responsibilities delegated from the district to the campuses (IV.A.3-2).

Norco Campus has established specific strategic planning subcommittees and other structures and practices to address all areas of governance. Standards IV.A.1 and IV.A.2 above give a detailed explanation of the various governance structures of Norco Campus as well as the processes that have been developed to ensure effective communication, forums for dialogue, and collegial governance among the Norco Campus constituents.

Briefly, the Norco Strategic Planning Committee (NSPC), the Strategic Planning Co-Chairs Council (composed of co-chairs from each subcommittee), and the four NSPC subcommittees are composed of members from the Norco Campus administration, faculty, staff, and students. These committees meet on a regularly basis, have published agendas, and are open to the college community. All meetings have published minutes posted to the Norco Campus website (IV.A.3-3, IV.A.3-4, IV.A.3-5a, IV.A.3-5b, IV.A.3-5c, IV.A.3-5d).

In addition, Norco Campus has established the Norco Academic Planning Council (NAPC), a committee of the Academic Senate, to address issues pertinent to growth and development on the campus. Topics of direct interest to the governance of Norco Campus have included faculty hiring recommendations, class scheduling, budgetary recommendations, enrollment-management issues, and the development of the Educational and Facilities Master Plans. The NAPC membership comprises elected chairs, co-chairs, and assistant chairs representing each department on the Norco Campus. The Dean of Instruction, the Vice President of Educational Services, and the faculty chair of the Academic Senate NAPC committee serve as the NAPC facilitators. The NAPC meets on a monthly basis throughout the fall and spring semesters; meetings have published agendas, are open to the college community, and have published minutes available online (IV.A.3-6).

In addition to the formal mechanisms for collegial communication described above, the campus is attempting to foster dialogue throughout the organization by other means. A campus-wide workshop devoted to dialogue was held in February 2007. This session was designed to impact techniques for promoting open dialogue in both formal and informal settings and to provide participants with opportunities for engaging in campus-related dialogue in a follow-up FLEX session in which Norco faculty used the techniques learned to discuss the six accreditation themes. The techniques imparted to faculty and staff through these professional development activities have been especial useful in light of the campus's commitment to broad-based participation in institutional decision-making.

As detailed in Standard IV.A.1, the Norco Academic Senate, the Associated Students of Norco Campus, and other campus-wide committees and councils meet regularly to discuss and take action on issues of

importance to the institution. All dialogue within and between the various governance groups at Norco Campus is designed to facilitate improved student learning and enhance the effectiveness of the institution.

Self-Evaluation

The standard is met. Interactions within and among the various governance structures at Norco Campus—the Norco Strategic Planning Committee, NSPC Co-Chairs Council and subcommittees, the Norco Academic Planning Council, the Academic Senate and its subcommittees, and the Associated Students Norco Campus—involve all constituency groups on the Norco Campus. It is the responsibility of these committees and councils to gather information, deliberate, report, and formulate recommendations regarding policies and procedures, budget recommendations, and resource allocation.

In addition, the positions of the academic department chairs (who comprise the Norco Academic Planning Council), the officers of the Norco Academic Senate, and students have been incorporated into the Norco Campus organizational structure (IV.A.3-2). The relationship and lines of communication and responsibility between Norco Campus faculty, staff, and administrators and officials at the district level—the Chancellor and Vice Chancellors and the Board of Trustees—have been substantially refined and clarified to improve the flow of communication and expand the scope of responsibility and authority to the campuses.

There is a need for an orientation to governance and/or a governance handbook to explain the principles, organizational structure, operating procedures, and membership of the various Norco Campus constituency groups. Agendas and minutes from the Norco Academic Planning Council meetings are available online.

Planning Agenda

- Develop an orientation to governance and a Norco campus-governance handbook to clarify the principles, organizational structure, and operating procedures of Norco constituency groups.

List of References

IV.A.3-1a	Membership List: Board of Trustees standing committee: Teaching and Learning
IV.A.3-1b	Membership List: Board of Trustees standing committee: Resources
IV.A.3-1c	Membership List: Board of Trustees standing committee: Planning
IV.A.3-1d	Membership List: Board of Trustees standing committee: Governance
IV.A.3-2	Norco Organizational Chart
IV.A.3-3	Website: Minutes, Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/minutes.jsp
IV.A.3-4	Website: Minutes, NSP Co-chairs Council: http://academic.rcc.edu/norco/spc/co-chair_docs.jsp
IV.A.3-5a	Website: Minutes, NSPC subcommittee: Institutional Mission and Effectiveness: http://academic.rcc.edu/norco/spc/std1_docs.jsp
IV.A.3-5b	Website: Minutes, NSPC subcommittee: Student Learning Programs & Services: http://academic.rcc.edu/norco/spc/std2_docs.jsp
IV.A.3-5c	Website: Minutes, NSPC subcommittee: Resources: http://academic.rcc.edu/norco/spc/std3_docs.jsp
IV.A.3-5d	Website: Minutes, NSPC subcommittee: Leadership and Governance: http://academic.rcc.edu/norco/spc/std4_docs.jsp

IV.A.3-6 Website: Minutes, Norco Academic Planning Council: http://academic.rcc.edu/norco/apc/docs.jsp

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Norco Campus fully understands the importance of honesty and integrity in its relationships with external agencies and is committed to compliance with the letter and the spirit of the accreditation standards, policies, and guidelines and the Commission's requirements for public disclosure, self-study, and team visits.

It was the Accreditation Steering Committee's task, as agreed upon by the Norco Academic Senate and the Administration, to ensure that the self-study process included all of the college's constituent groups; fostered an open, supportive environment for input; and met the Commission's requirements for public disclosure, inclusive self-study, and review of previous recommendations.

Representatives of all the constituents of Norco Campus (students, faculty, staff, and administration) have taken an active and conscientious role in preparing the current self study. Carefully adhering to Commission guidelines for the self study, the Norco Campus Steering Committee, under the guidance of the President, the Vice President of Educational Services, and the Dean of Instruction, has provided the leadership to collect evidence about the current status of the Norco Campus, assess which areas need improvement, and develop a planning agenda for the future. Every effort has been made to comply with all Accrediting Commission standards, policies, and guidelines as well as the requirements for public disclosure. Furthermore, Norco Campus, as part of Riverside Community College District, has met and/or exceeded all of the recommendations made by the previous (2007) accreditation visiting team (IV.A.4-1).

In spring 2008, planning for the self study began with the establishment of the Norco Campus Accreditation Steering Committee comprised of selected faculty, staff, and administrators. The Norco Campus Accreditation Team was a small subset of the aforementioned committee tasked exclusively with coordinating the writing of the 2009 self-study report. The four Strategic Planning subcommittees were charged with writing the segments of the self study corresponding to their areas of interest. Relevant ACCJC documents were collected and disseminated in preparation for the writing task, which began in late spring 2008 and continued in earnest during fall 2008. Involved faculty and staff received training in the scope and compass of the self-study document during a day-long workshop in August 2008.

The dialogue, preliminary drafts, and evidence collection processes, once begun, continued through fall 2008, with the four subcommittees meeting on a regular basis to discuss the process and share ideas and concerns. The Campus Accreditation Team co-chairs facilitated meetings between the district and the writing groups on the Norco Campus during fall 2008 (IV.A.4-2). During spring 2009, the self-study document was

edited with input from the Steering Committee members. The Steering Committee co-chairs met in the spring with the NSPC Co-chairs Council to allow them the opportunity to review revisions made to the document and to present or to share any modifications related to the self study. In April 2009, the document was presented to all stakeholders and approved by the Strategic Planning Committee (IV.A.4-3a, IV.A.4-3b). Through this process, the campus community was able to provide input, varying views, and opinions, which were then incorporated into the self-study documents, ensuring that all voices were represented.

Materials pertinent to the self study were posted on the campus's Strategic Planning web page (IV.A.4-4).

The timeline, committee composition, process, and procedures for implementing and completing the self study were conveyed to the Vice Chancellor's office on a regular basis by the Steering Committee co-chairs, the self-study editors, the Vice President of Educational Services, and the Dean of Instruction of Norco Campus. District administrators were provided an opportunity to review and comment on the draft document in March 2009 (IV.A.4-5). In addition, information was posted on the campus's accreditation web pages (IV.A.4-6). The Board of Trustees approved the final written edition of the self study in late spring 2008.

Self-Evaluation

The standard is met. The district has established a process to ensure that all constituencies have access and input into accreditation documents via the Norco and district Accreditation websites and through frequent campus meetings and draft reviews (IV.A.4-6). When completed, the 2009 self-study report presented to the Commission and the public a vital, serious, and accurate report of the status of Norco Campus and its plans for future improvements related to the accreditation standards. Norco Campus has done its best to demonstrate honesty and integrity in its relationship with the district, external agencies, and the Accrediting Commission.

Planning Agenda

None

List of References

IV.A.4-1	2007 ACCJC Accreditation Team Recommendations for Riverside City College District
IV.A.4-2	Website: Norco—District Conferences, Schedule: http://academic.rcc.edu/norco/accreditation/conference.jsp
IV.A.4-3a	Minutes: NSPC Co-Chairs Council, approval of the 2009 Self Study
IV.A.4-3b	Minutes: Norco Strategic Planning Committee, approval of the 2009 Self Study
IV.A.4-4	Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/
IV.A.4-5	e-mail correspondence between Norco and District administration, opportunity for District review and comment of the Self Study
IV.A.4-6	Website: Norco Accreditation 2009: http://academic.rcc.edu/norco/accreditation/

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The

institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

As previously noted in Standard IV.A.3, in 2005-2006 RCCD began major revisions to its organizational structure at the district level in anticipation of the transition to a multi-college district. The current district organizational structure (see District Organizational Charts, Introduction) outlines the flow of communication between all constituency groups from the Board of Trustees and district officials to Norco Campus administrators, faculty, staff, and students.

Standing committees of the Board are composed of representatives from each constituency group, ensuring all parties the opportunity to participate effectively in RCCD governance. Likewise, standing committees and councils at the campus level ensure participation by administrators, faculty, staff, and students in decision-making related to improvement of student learning and services.

In 2005-2006, after much formal and informal dialogue by all campus constituencies directed towards evaluation of the effectiveness of existing governance structures on a rapidly growing campus, Norco Campus made major revisions to its own organizational structure in anticipation of a move toward college status within the district.

Specifically, the position of Provost was redefined to that of President, and positions of Vice President—Educational Services and Vice President—Business Services were added to the organizational structure. In spring 2007, Norco Campus gained an Assistant Dean of Library and Learning Support Services. An Associate Dean of Student Success was added in fall 2008 to assist faculty and staff in assessing student learning outcomes and provide coordination of learning support services. An Associate Dean for Special Funded Programs was added in late spring 2009 to provide oversight of student services functions being decentralized from the district to the campuses. Overall, the flow of communication between the administration and staff/faculty is increasingly well defined and supportive of campus and community needs (IV.A.5-1). Moreover, the campus now exercises significantly greater authority over staff and functions located on the campus. Specifically, financial aid, DSPS, EOPS, and admissions and records staff now report directly to campus-based managers; at the time of the 2007 self-study, these entities reported to district-based administrators.

All of these administrative changes, as well as the formation of a fully functioning Norco Academic Senate and Curriculum Committee, the institution of strategic planning subcommittees, and the creation of the Norco Academic Planning Council, were made in response to perceived needs with regard to:

- having strong executive leadership at the Norco Campus
- addressing a shortage of administrators specifically responsible for Norco, particularly in the areas of Educational and Business Services
- strengthening independent shared governance bodies
- increasing faculty, staff, and student participation in shared governance.

With its enhanced organizational and decision-making structures now having been in place for several years, the campus has begun to evaluate its effectiveness. In March 2009, 70 members of the Norco Strategic

Planning Committee were surveyed in reference to their assessment of campus processes linking planning, program review and resource allocation. In regard to awareness of these processes, 77 percent of respondents indicated that they are "very much" aware and 21 percent were "somewhat" aware of them. Ninety-one percent indicated that they participate in these processes; 70 percent "very much" agreed that "administrators at Norco give consideration to the priority lists approved by the Strategic Planning Committee in making resource allocations," with 26 percent "somewhat" in agreement. Overall, 59 percent rated Norco's priorities ranking processes as "very effective," and all remaining respondents rated them as "somewhat" effective (IV.A-5-2). These findings are supported by previously cited faculty, staff, and student responses to the 2007 and 2008 accreditation surveys and are indicative of high levels of participation in and support for the decision-making practices in place at the Norco Campus.

Self-Evaluation

The standard is met.

Planning Agenda

- Continue to implement formal processes for evaluating campus organizational, governance, and decision-making structures and processes.

List of References

IV.A.5-1 Norco Campus Organizational Chart
IV.A.5-2 Survey: Faculty and Staff Regarding Campus Priorities Ranking Processes (3/09)

Standard IV.B
Board and Administrative Organization

Standard IV.B: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The governing board of Riverside Community College District (RCCD) is the Board of Trustees, which is composed of five local residents elected at large for four-year terms. Any registered voter living in the Riverside Community College District can vote during a trustee election, which is held in November at the same time as general and local elections. The district ensures the continuity of board membership and provides for staggered terms of office: Two members take office on the first Friday in December in one even-numbered year and three members the next succeeding, even-numbered year. The district has a written policy to fill any vacancies that might occur (IV.B.1-1). A student-elected trustee represents the interests of students at all three campuses in the district (IV.B.1-2). The student trustee, although empowered to ask questions and to discuss all matters, may not vote or participate in closed meetings of the Board.

The Board of Trustees is governed by a set of bylaws set forth in the Board Policy Manual that mandate how, when, where and in what manner the Board shall govern the district (IV.B.1-3).

Board policies that deal directly with the organization and conduct of the Board include:

2015 Student Trustee
2100 Board Elections
2200 Board Duties, Responsibilities and Privileges
2220 Committees of the Board
2310 Regular Meeting of the Board
2315 Closed Sessions
2410 Policy and Administrative Procedure
2740 Board Education
2745 Board Self-Evaluation
2715 Code of Ethics/Standards of Practice
3050 Institutional Code of Ethics

It is the policy of RCCD that Board members have no employment or personal financial interest in the institution.

The Board is an independent policy-making body that relies primarily on the administration and the Academic Senates to provide direction in policy development and implementation. In an effort to provide a venue for presentations and discussion about topics pertinent to the governance of the

district, the Board has established four standing committees comprised of representatives from various college constituencies serving with two Board members. Each committee is a venue for the discussion, review, and deliberation of issues related to effective governance of the college (IV.B.1-4):

- **Governance Committee:** State and local governance matters, mission, institutional effectiveness, jurisdictional issues
- **Planning Committee**: Strategies, goals and objectives; evaluation of institutional progress in meeting strategic planning goals; long-range planning for all resources needs; facilities-related projects
- **Resources Committee:** Issues related to human, financial, physical, and technology resources; staff development and training; facilities planning and construction; information technology; capital outlay
- **Teaching and Learning Committee:** Academic affairs, student services, program review, staff development, student access and diversity, and related legislative matters.

Regular Board of Trustees meetings take place on the third Tuesday of the month; standing committee meetings are held on the second Tuesday of the month (IV.B.1-5).[68] Each Board agenda provides for public presentation and for staff reports as appropriate. All general and standing Board committee meetings are open to the public,[69] and Board policy requires the keeping and preserving of minutes of all board meetings. These minutes are kept in hard copy in the Chancellor's Office and on the RCCD website. The Board, as a group, takes action only when there is a majority decision of its members.[70]

Statements reflecting expectations for institutional integrity and effectiveness of student learning programs are found in the vision, mission statements, and goals of the Board of Trustees (IV.B.1-6).

Self-Evaluation

The standard is met. The Board of Trustees of Riverside Community District (RCCD) has developed clear policies and administrative procedures to ensure institutional effectiveness and the quality of student learning and to protect the district from undue influence or pressure (IV.B.1-3).

Planning Agenda

None

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The mission of the Riverside Community College District is both comprehensive and specific:

The Riverside Community College District is an accessible, comprehensive community college committed to providing an affordable post-secondary education, including student services and community services, to a diverse student body. The

[68] Board meetings are rotated monthly between the Riverside, Moreno Valley, and Norco campuses, reflecting the board's recognition that the district serves all three communities.

[69] The Board also meets in closed session to discuss personnel and litigation issues.

[70] No vote is taken at standing committee meetings, and an item can be withdrawn from the Board agenda before the Board committee meeting if further clarification is required.

District provides transfer programs paralleling the first two years of university offerings, pre-professional, career preparation, and occupational and technical programs leading to the associate of arts degree, the associate of science degree, and a variety of certificates. In the tradition of general education, the liberal arts and sciences and the occupational and technical programs and courses prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides pre-collegiate, tutorial, and supplemental instruction for under-prepared students. The District works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves. The District serves Western Riverside County from three interrelated campuses in the cities of Riverside, Norco and Corona, and Moreno Valley.

The Norco Campus mission statement was initially adopted in 2006 and was revised in fall 2008 to read as follows:

> Norco Campus provides educational programs, services, and learning environments for a diverse community. We equip our students with the knowledge and skills to attain their goals in higher, career/technical, and continuing education; workforce development; and personal enrichment. To meet the evolving community needs Norco Campus emphasizes the development of technological programs. As a continuing process we listen to our community and respond to its needs while engaging in self-examination, learning outcomes assessment, ongoing dialogue, planning, and improvement.

Primary goals of the district are to respond to the educational needs of an ever-changing community, to provide programs and services that reflect academic excellence, and to ensure that the district's three campuses promote open access and celebrate the diversity both of its students and staff as well as the community.

These goals are accomplished through its three campuses, Riverside City, Norco, and Moreno Valley, which provide comprehensive programs and services in:

- Lower division transfer curricula
- Occupational and technical curricula
- Community and contract education
- Basic skills development
- Economic development and workforce preparation.

To ensure the quality, integrity, and improvement of the district's student learning programs and services, the Board of Trustees reviews and approves all district educational programs; reviews and approves the budget as well as all district expenditures at its monthly meetings; and relies on the Chancellor, district administrators, the three campus presidents, and their administrations to ensure that institutional practices reflect both board-approved policies and the mission statements of each campus (IV.B.1-6, IV.B.1-7, IV.B.1-8).[71]

Board of Trustees policies outline the process for program and curriculum development and articulation as well as the philosophy and criteria for associate degrees throughout the district (IV.B.1-9). The curriculum process

[71] Before approving any major item, including new or revised curriculum, the budget or budgetary revisions, and/or institutional practices, the Board of Trustees discusses the item in the appropriate Board standing committee meeting. As stated in Standard IV.B.1.a, these committee meetings allow for participation and discussion and for Board members to listen to differing points of view before an item comes to the Board for final approval at its regular meeting.

agreement with the Academic Senate establishes the relationship between Board policy and shared governance in the areas of curriculum and program development (IV.B.1-10).

In addition, the Board has established a series of Board policies to govern support services to students (IV.B.1-11a, IV.B.1-11b, IV.B.1-11c, IV.B.1-11d, IV.B.1-11e, IV.B.1-11f, IV.B.1-11g, IV.B.1-11h, IV.B.1-11i, IV.B.1-11j, IV.B.1-11k, IV.B.1-11l, IV.B.1-11m, IV.B.1-11n, IV.B.1-11o).

Self-Evaluation

The standard is met. Board policies are sufficient to assure consistency with the district's mission and goals. Board policies are reviewed periodically and revised as necessary.

Planning Agenda

None

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees receives regular reports and presentations concerning the status of various educational programs, strategic planning, fiscal planning, and formal budgets. These reports are part of the agenda packet prepared for each board meeting (IV.B.1-12a, IV.B.1-12b). The reports are presented in public meetings and via written reports within the Board agendas given to trustee members on a monthly basis. Suggestions for improvement, if necessary, are discussed by the Board in its standing subcommittees (see Standard IV.A.1.a. above) and at regular Board of Trustee meetings and are communicated to the proper campus administrator(s).

Legal matters of the district are discussed in both open and closed sessions of the Board. When necessary and appropriate, the Board consults with legal counsel to ensure the integrity of legal decisions. Specific statutory issues such as, but not limited to, real estate transactions; employee discipline, dismissal or release; potential or actual litigation; and labor negotiations are discussed in closed-session meetings. The intent to hold a closed session is always announced in the Board agenda, and when action is taken on an item discussed in closed session, the action must be reported out in open session (IV.B.1-8).

The Board ensures the fiscal integrity of the district through commission and review of an annual audit by an independent audit firm and a minimum requirement of a five-percent reserve (IV.B.1-13). The Board approves the yearly budget and monitors expenditures via the Board of Trustees Board Packet, which includes a list of requisitions paid on a monthly basis (IV.B.1-14).

Self-Evaluation

The standard is met. The governing board demonstrates its responsibility for educational quality, legal matters, and financial integrity.

Planning Agenda

None

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Board of Trustees is governed by a set of policies that specify the Board's size, duties, responsibilities, structure, and operating procedures. These policies are listed in Standard IV.B.1.a above and included in the district's Board Policy Manual (IV.B.1-15). This manual is available to the college community and district residents on the RCCD website and in paper form in the President's and Chancellor's offices. The Board policies are updated as necessary based on information supplied by the Community College League of California (IV.B.1-16, IV.B.1-17).

Self-Evaluation

The standard is met.

Planning Agenda

None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

As stated previously, the Board of Trustees operates under Board Policies Section 1 (district) and Section 2 (Board of Trustees), which include bylaws of the board in accordance with related state education and administration codes. Minutes and resolutions of the RCCD Board of Trustees reflect that it consistently acts according to its policies and bylaws.

Board policies are reviewed periodically during Board retreats and scheduled Board of Trustees meetings to ensure they conform to current legislation (IV.B.1-8). In order to accommodate the transition to a multi-college district and to ensure compliance with mandated evaluation and revision of policies and practices, a major update of board policies and procedures was begun in 2006-2007 (IV.B.1-18). Dates of Board policy revisions are located on the RCCD website as well as in the individual policy. Board policies are available to the public on the RCCD website (IV.B-1-19).

An update of major sections of board policies and procedures was initiated during 2006-2007, including board, general institutional, and district policies; academic affairs; student services; academic senate; human resources; and business and fiscal affairs. New policies/procedures sections include:

- Section 1 – District
- Section 2 – Board of Trustees
- Section 3 – General Institution
- Section 4 – Academic Affairs
- Section 5 – Student Services
- Section 6 – Business & Fiscal Affairs
- Section 7 – Human Resources.

It is anticipated that all policies will have been written and/or revised and approved by the Board of Trustees by spring 2009. From that point, policies and procedures will be updated twice yearly based on advisory information provided by the CCLC.

Self-Evaluation

The standard is met.

Planning Agenda

None

IV.B.1.f. The governing board has a program for development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Under the direction of the Chancellor, the district conducts an orientation session for all candidates running for the office of the Board of Trustees. The orientation includes a brief history of the district, an overview of the budget, an overview of Academic Affairs and Student Services units, an overview of strategic planning and development initiatives, a profile of the district demographics, the role of the Academic Senate, the role of the bargaining units, the role of the trustees, and time for questions. The presidents of the three campuses, appropriate vice presidents, vice chancellors and other members of the Chancellor's Cabinet, the District Academic Senate president, and the presidents of the bargaining units conduct the orientation, which includes a tour of the district.

Also, Board members receive information about and attend sessions on Board duties and responsibilities sponsored by the California Community College League in Sacramento every year at the end of January. Board members also attend such sessions as those sponsored by the California Community College League or the Center for Effective Governance (IV.B.1-16, IV.B.1-17). The Association of Governing Boards (AGB) also conducts conferences and produces written materials for board development (IV.B.1-20). In addition to attendance at a wide variety of state and national trustee conferences, Board members also attend Board Planning Retreats held on an annual basis (IV.B.1-21). These activities provide an update on programs and services at all campuses and the budgetary status of the district.

As noted previously (see Standard IV.B.1.a.), the district ensures the continuity of board membership and provides for staggered terms of office: two members take office on the first Friday in December in one even-numbered year, and three members the next succeeding even-numbered year. The district also has a written policy to fill any vacancies that might occur (IV.B.1-1).

Self-Evaluation

The standard is met.

Planning Agenda

None

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Board Policy #2745 ("Board Self-Evaluation") clearly defines processes for self-evaluation of members of the board (IV.B.1-22). The policy provides for an annual self-assessment process to both consider its effectiveness and model its commitment to continuous improvement. Dialogue will be structured around the Board's effectiveness with regard to:

- Commitment to learners
- Constituency interface
- Community college system interface
- Economic/political system interface
- District policy leadership
- Management oversight
- Process guardianship.

In August 2008, the Board of Trustees conducted its annual self-evaluation at a day-long retreat. Emerging from this meeting was a set of agreed-upon priorities for the coming year (IV.B.1-23). Additionally, the Board regularly calendars the various dialogue/assessment topics on their Board of

Trustees agenda for open-ended discussion (IV.B.1-8).

Self-Evaluation

The standard is met. Board Policy #2745 clearly defines a self-assessment process for the Board of Trustees. The Board does discuss the above dimensions of governing-board effectiveness in the context of issues and concerns raised during committee and general meetings. Self-assessment discussions have occurred on a yearly basis at the spring Board Retreat.

Planning Agenda

None

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The Riverside Community College Board of Trustees maintains Board Policy #2715 ("Code of Ethics/Standards of Practice"), which specifically defines appropriate motives and actions of the Board of Trustees and provides a process for dealing with behavior in violation of the policy (IV.B.1-24). The Board also maintains Board Policy #2712 ("Conflict of Interest Code") pursuant to the requirements of the Political Reform Act of 1974, Government Code §81000. This code sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the Code, and the list of disclosure categories, specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all board members fill out a Statement of Economic Interest (California Fair Political Practices Commission 1999/2000 Form 700) that is kept on file in the Human Resources office.

Self-Evaluation

The standard is met.

Planning Agenda

None

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Since the inception of the current accreditation self-study process at Riverside Community College District (RCCD), the Board of Trustees has been kept abreast of the accrediting process through periodic reports at board meetings given by the Chancellor, the Vice Chancellor of Academic Affairs, the presidents of the campuses, the campus accreditation co-chairs, and the President of the District Academic Senate.

The Board has shown its commitment to conduct a thorough and accurate self study with wide involvement of all constituencies through its allocation of funds for this purpose (IV.B.1-8). The final draft of the Norco self study had the approval of the Board of Trustees before the report was sent to the Accrediting Commission.

Self-Evaluation

The standard is met.

Planning Agenda

None

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Board Policy #2431 ("Chancellor Selection") states that "in the case of a chancellor vacancy, the board will establish a process to fill the vacancy (IV.B.1-25a). The process will be fair and open and will comply with relevant regulations." Board Policy #2430 ("Delegation of Authority to the Chancellor") defines the duties and responsibilities of the Chancellor (IV.B.1-25b). The Board conducts annual evaluations of the Chancellor as specified in Board Policy #2435 ("Evaluation of Chancellor"); these evaluations are conducted in closed session. In turn, the Chancellor evaluates the college presidents once every three years—or sooner as needed—according to established policy, using the Management Performance Evaluation Process (IV.B.1-8, IV.B.1-26, IV.B.1-27). When a vacancy exists at the President's level, the Chancellor directs a search, oversees the selection process, evaluates the recommendations of the search committee, and may authorize site visits for candidates at the final interview level. The Chancellor presents the final candidate to the Board for approval.

The first District Chancellor, appointed in 2002, informed the trustees of his intent to retire in July, 2006. After two unsuccessful searches, a permanent Chancellor was hired in late spring 2009.

Self-Evaluation

The standard is met.

Planning Agenda

None

List of References

IV.B.1-1	Board Policy #2110: "Vacancies on the Board"
IV.B.1-2	Board Policy #2015: "Student Trustee"
IV.B.1-3	Board Policy #2200: "Board Duties, Responsibilities and Privileges"
IV.B.1-4	Board Policy #2220: "Committees of the Board"
IV.B.1-5	Calendar: Scheduled Board of Trustee meetings: http://www.rcc.edu/administration/board/
IV.B.1-6	Board Policy #1200: "Riverside Community College District Policy"
IV.B.1-7	Sample Board Agenda
IV.B.1-8	Memo: Board of Trustees Effectiveness
IV.B.1-9	Board Policy #4050: "Articulation"
IV.B.1-10	Curriculum Process Agreement
IV.B.1-11a	Board Policy #5010: "Admissions"
IV.B.1-11b	Board Policy #5011: "Admission and Concurrent Enrollment of High School and Other Young Students"
IV.B.1-11c	Board Policy #5012: "International Students"

IV.B.1-11d Board Policy #5013: "Students in the Military"
IV.B.1-11e Board Policy #5015: "Residence Determination"
IV.B.1-11f Board Policy #5020: "Non-Resident Tuition"
IV.B.1-11g Board Policy #5030: Student Fee"
IV.B.1-11h Board Policy #5031: "Instructional Materials Fees"
IV.B.1-11i Board Policy #5035: "Withholding of Student Records"
IV.B.1-11j Board Policy #5040: "Student Records: Challenging Content and Access Log"
IV.B.1-11k Board Policy #5050: "Matriculation"
IV.B.1-11l Board Policy #5052: "Enrollment/Registration Priorities"
IV.B.1-11m Board Policy #5055: "Enrollment Priorities"
IV.B.1-11n Board Policy #5056: "Registration Priorities"
IV.B.1-11o Board Policy #5075: "Course Adds and Drops"
IV.B.1-12a Agenda: Board of Trustees, sample
IV.B.1-12b Minutes: Board of Trustees, sample
IV.B.1-13 District Annual Independent Audit Report
IV.B.1-14 Board of Trustees Board Packet, includes list of monthly requisitions
IV.B.1-15 Board Policy Manual
IV.B.1-16 Website: Community College League of California: http://www.ccleague.org
IV.B.1-17 Website: Center for Effective Governance website: http://www.acct.org/governance/
IV.B.1-18 Minutes: Board of Trustees, agreement with legal consultant to revise policies
IV.B.1-19 Website: Board of Trustees: Policy Manual: http://www.rcc.edu/administration/board/policies.cfm?new
IV.B.1-20 Website: Association of Governing Boards: http://www.agb.org/
IV.B.1-21 Agenda: Annual Board Planning Retreat, sample
IV.B.1-22 Board Policy #2745: "Board Self-Evaluation"
IV.B.1-23 Minutes: Board of Trustees Retreat, Board priorities
IV.B.1-24 Board Policy #2715: "Code of Ethics Standards of Practice"
IV.B.1-25a Board Policy #2431: "Chancellor Selection"
IV.B.1-25b Board Policy #2430: "Delegation of Authority to Chancellor and Presidents"
IV.B.1-26 Board Policy #2435: "Evaluation of Chancellor"
IV.B.1-27 Management Performance Evaluation Process document

IV.B.2. The president has primary responsibility for the quality of the instruction he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The President serves as the chief executive officer of the Norco Campus, reporting to the District Chancellor and advising the Board of Trustees on all matters related to the administration of the Norco Campus. The

President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President of the Norco Campus has expanded the size of her administration, most recently with the addition of Associate Deans of Student Success and Special Funded Programs. The President has improved the institution's ability to provide appropriate services that reflect its mission and increased growth. She assigns responsibility to her team of administrators and managers consistent with their assigned responsibilities (IV.B.2-1).

The President has overall responsibility to establish collegial processes; to set values, goals, and priorities for the Norco Campus; and to communicate those values, goals, and priorities to all constituencies on the campus. She also is responsible for effectively controlling the budget and expenditures and for working with the community that the Norco Campus serves. Since the 2007 site visit, the budgetary authority of the Norco President has been expanded by allowing greater discretion in the reallocation of budgeted funds and increasing the size of contingency funds available to address campus needs.

The President communicates with the Board of Trustees by attending all of the Board of Trustees meetings and standing subcommittee meetings. She coordinates with the District Chancellor by attending and participating in the Chancellor's Cabinet and the District Strategic Planning Committee meetings.

Self-Evaluation

The standard is met. Over the past sixteen years, the President, previously acting as the Norco Campus provost, successfully transformed the Norco Campus from a satellite educational center of the Riverside City College campus to a well-functioning, stand-alone institution. Under her leadership, RCC-Norco has improved in efficiency while growing enrollment to beyond 10,000 students. Her leadership in this effort was recognized in April 2006 when she was recommended by the District Chancellor and appointed by the Board of Trustees to the office of President of Norco Campus.

Planning Agenda

None

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The President consistently strives to maintain collegiality in all the decision-making processes that occur campus-wide. She does this by meeting with the Norco Strategic Planning Committee, with individual department chairs and faculty by appointment, and by meeting monthly with the officers of the Norco Academic Senate (IV.B.2-2). In addition, the President meets with vice presidents and deans on a bi-weekly basis to ensure that the college is meeting the needs of students through scheduled efficient utilization that supports maximum generation of state funding (IV.B.2-3a, IV.B.2-3b). Additionally, she

meets with Academic Senate and bargaining unit representatives to keep in touch with faculty contractual and shared-governance concerns.

In recent years, the President has overseen the establishment of the Administrative Planning Council (AdPC) and the Student Services Planning Council (SSPC). She has also helped to crystallize the functions of the previously established Academic Planning Council (APC). These councils play a vital role in the process of prioritization of staffing and equipment (IV.B.2-4). The President has worked to ensure the transparency of the prioritization process, in part with her interactions with the NSPC and her wholehearted support for the development of Norco governance web pages (IV.B.2-5).

The President regularly examines, supports, and pursues the use of external and internal research focused on improvement of student learning and institutional effectiveness. This is evidenced by her requests for and utilization of data from the Offices of Institutional Research and Reporting, labor and market-research statistics for the communities served by Norco Campus, general community demographic data, and other academic research related to higher education. This data is used by the President and all constituencies at Norco to ensure reliable evaluation of campus systems and procedures and appropriate institutional planning. The fall 2008 addition of an Associate Dean of Student Success, initiated by the Norco Campus President, has dramatically strengthened the campus's in-house capacity with regard to data generation and analysis, enabling the campus to accelerate its efforts and enhance its effectives at student learning outcomes measurement.

The Norco President works closely with facilities personnel both at the site and district level along with business service personnel, the vice presidents, and the Dean of Instruction to ensure appropriate resource allocations necessary to achieving optimum student learning outcomes are made. The President engages in dialogue and collaborative problem-solving with faculty and staff leaders to ensure coordination between academic and resource planning and procedures. Finally, the President meets with community groups periodically to ensure community needs are identified and integrated into resource planning (IV.B.2-6). Processes and procedures by which the President evaluates overall institutional planning and implementation efforts include a systematic cycle of instructional and non-instructional program review, the regular collection of external and internal data, consultation and dialogue with staff and faculty, and regular review and revision of Norco Campus's mission and goals.

As a result of the President's on-campus leadership, the Norco Campus has the reputation of having a collegial staff and faculty while providing high-level student-learning opportunities with a comparatively small but effective administrative staff. Finally, she supports the collegial campus atmosphere by keeping an open-door policy for faculty, staff, and students.

Self-Evaluation

The standard is met. The President actively participates in the collegial governance processes and provides guidance for instruction and establishing procedures that make the college function at a high level of effectiveness and efficiency. Staff and Faculty Accreditation Surveys conducted in fall 2008 demonstrated that 87 percent of the staff and 75 percent of full-time faculty agree that the President provides effective leadership for the Norco Campus (IV.B.2-7a, IV.B.2-7b).

Planning Agenda

- Add/fill new staff support positions as budget allows.
- Continue the process of decentralizing student support functions from the district to the campus.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The President has the overall responsibility of knowing and understanding all statutes, regulations, and board policies; of assuring their consistency with institutional mission and policies; and of communicating to Norco Campus staff, faculty, administrators, and students all important and pertinent regulatory information. The President is also responsible for guiding the Norco Campus in accordance with the institutional mission and policies. The President keeps copies of all pertinent statutes, regulations, and board policies in her office and makes them available to all staff and faculty members. The Norco President is a regular participant in the Chancellor's Cabinet and Board of Trustee meetings and attends District Strategic Planning meetings on a monthly basis. She attends other meetings at the district level as needed to ensure that the college is in compliance with statewide and district mandates regarding budgets, policies, procedures, and actions.

Self-Evaluation

The standard is met. The President meets regularly with the Board of Trustees and the District Chancellor and maintains up-to-date knowledge of board policies, procedures, and regulations. She places a strong emphasis on continuous college-wide dialogue related to the values, goals, and progress of Norco Campus in achieving its mission, in meeting student learning outcomes, and in continually striving to improve institutional effectiveness.

Planning Agenda

None

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The President is responsible for

- obtaining an adequate budget to allow the Norco Campus to meet its mission
- appropriately allocating the budget
- educating management, staff, and faculty in how to properly spend and account for expenditures
- overseeing the expenditure of funds.

The President obtains budget projections from all segments of the Norco Campus through her direct reports and analyzes requests and needs to determine how best to organize the budget to meet the Norco Campus mission. The President participates in district-level discussions to coordinate the allocation of funding among the campuses and interacts with the Vice-Chancellor of Administration and Finance to ensure appropriate implementation of funding.

The President also works closely with the Norco Vice President of Business Services to ensure successful planning and effective representation of Norco Campus needs at the district level. The President meets regularly with the Vice President of Business Services and other vice presidents, Academic Senate representatives, and NSPC representatives to discuss budget needs and determine how to best allocate the college's limited funds. Additionally, she holds

meetings for all faculty and staff as needed to communicate budgetary information and to request input on final recommendations for use of funds.

Utilizing her expanded budgetary discretion, the President has taken action to reallocate unspent funds among different budget categories and apply funds from her contingency to better address campus needs over the course of the academic year. With the emergence of the state budget crisis in 2008-2009, the President convened an Emergency Budget Advisory Group comprised of faculty, staff and student representatives to identify areas of potential budget savings for the campus.

Self-Evaluation

The standard is met.

Planning Agenda

None

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The President is responsible for coordinating with the community to ensure that the Norco Campus is meeting its mission. She is also tasked with reaching out to the community to ensure that local constituencies understand the value of the Norco Campus and the accessibility of its learning opportunities. The President is the most high-profile employee at the Norco Campus and is often the first person contacted with concerns coming from the community.

The President maintains contact with various local and business leaders who provide her with input into how the college can continue to best serve the community. The President also maintains a community advisory group that meets periodically throughout the year to discuss issues related to the Norco Campus and student needs.

In addition, the President is involved in several community organizations, including the I-15 Corridor Improvement Project Stakeholder Advisory Committee; several Chambers of Commerce; and service groups, including Rotary Club, the African-American Historical Society, and Today's Youth (IV.B.2-8). She is frequently asked to speak at various organizations and clubs concerning higher education in general and the Norco Campus in particular. She is an excellent representative and symbol of the Norco Campus.

The President is well known throughout the Eastvale-Norco-Corona service area for both her commitment to the community and her advocacy of the value of the Norco Campus and its learning opportunities. Her work with the cities of Norco and Corona, the Norco Chamber of Commerce, and the Corona Hispanic Chamber of Commerce has provided the campus with the opportunity to participate in local issues and concerns and the community with the opportunity to influence and participate fully in the affairs of the campus. These efforts have resulted in new programs (i.e., logistics and construction management) and classes for the Norco Campus that meet specific local needs and the corresponding participation of community leaders as advisors and speakers on the Norco Campus.

Self-Evaluation

The standard is met. By maintaining multiple connections with community leaders and participating in various organizations in the Norco Campus service area, the President effectively works with and communicates with the communities served by the institution.

Planning Agenda

None

List of References

IV.B.2-1	Norco Organizational Chart
IV.B.2-2	Minutes: President's attendance at NSPC
IV.B.2-3a	Agenda: President's Cabinet Meeting, sample
IV.B.2-3b	Minutes: President's Cabinet Meeting, sample
IV.B.2-4	Norco Campus Prioritization Process
IV.B.2-5	Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/
IV.B.2-6	Meeting minutes with local community advisory group(s)
IV.B.2-7a	Report: 2008 Full-time Faculty Accreditation Survey
IV.B.2-7b	Report: 2008 Staff Accreditation Survey
IV.B.2-8	Campus President, "Record of Community Activities"

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

A series of district/college organizational charts was prepared and presented to the Board of Trustees in fall 2008 showing newly established and defined roles of authority and responsibility and identifying new positions (IV.B.3-1). These new organizational charts continue the work of decentralizing operational responsibilities that began in fall 2006. Responding to its changing role as facilitator of district strategic planning and management processes, and to delineate more clearly its own operational responsibilities and functions from those belonging to the campuses, most district administrative offices were moved to a separate location in Riverside in fall of 2006, away from their former location at the Riverside City College campus.

As part of this substantial effort to delineate district and campus functions, roles, and responsibilities, the district began the development of a series of "function maps" in fall 2006. As part of the regular evaluation and assessment of our processes, the function maps were updated and modified in fall 2008. These function maps show, in matrix format, the district and college responsibilities in the following areas:

- **Function 1:** Institutional Mission and Effectiveness
- **Function 2:** Student Learning Programs and Services
- **Function 3:** Resources
- **Function 4:** Leadership & Governance.

The Functions Maps were submitted to the Chancellor's Executive Cabinet in fall 2008 and were sent to the Board of Trustees for approval (IV.B.3-2). They comprise the roadmap that distinguishes the

responsibilities and functions of the district and the campuses in order to assist in clearer delineation of their respective roles and duties and to contribute to planning for the transition to a multi-college district.

Self-Evaluation

The standard is met. The district's updated organizational charts and newly created Functions Maps clearly define the operational responsibilities of all district constituencies in an easy-to-read and understand format.

Planning Agenda

- Continue to review and revise the organizational charts and Functions Maps as the district moves to multi-college status and as new positions are developed at the campus level to accommodate the need for more administrative support.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The Riverside Community College District provides essential and effective services for all three campuses. Varying degrees of support are provided in each area depending on the needs and requests of the campus as well as resources available. The following is a list of services that the district provides directly to the three campuses, including the Norco Campus:

District Functions

- Accounting, Payroll & Accounts Payable
- Community education services
- Economic development programs
- Human resources
- Information services
- Institutional reporting
- Online class set-up, delivery, and technical assistance (Open Campus)
- Phone and network services
- Purchasing
- Warehousing, inventory control, and delivery
- Workforce development. (IV.B.3-2)

The district also shares responsibility with Norco Campus for other services:

District/Campus Shared Functions

- Admissions and records archiving and recordkeeping
- Technical support
- Facility planning, design, and construction
- Institutional research
- Strategic planning (The district is responsible for district plans, the campus for its own strategic planning.)

The implementation of effective services by the district supported the growing campuses in their missions and functions while Norco and Moreno Valley were still educational centers. At this juncture, the district is engaged in decentralizing responsibility and authority for numerous services to the campus. Entities that have already been decentralized from the district to Norco include admissions and records, IMC, job placement and library services. Units that are in the process of being decentralized, awaiting accreditation for completion of decentralization, include financial aid, EOPS, DSPS, health care and veteran's services. At this juncture, nearly all functions and personnel at the Norco Campus, with the exception of police services, food service and information services, now report directly to campus-based managers, representing a marked departure from the reporting relationships that existed at the time of the 2007 self study.

Self-Evaluation

The standard is met. RCCD provides adequate services to support the three campuses in their missions and functions as currently laid out in the district-campus Functions Maps.

Planning Agenda

None

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

The Budget Allocation Model adopted in fall 2008 and the granting of greater discretionary authority over campus-based funds to the President has improved the ability of the campus to support its operations effectively. Once the current budget crisis has subsided, these newly enacted mechanisms will enable Norco Campus to function with an adequate resource base (IV.B.3-3a). In general, funding is based on the budget (actual operating costs) of the preceding year although the Budget Allocation Model, once fully funded, will provide resources for newly emerging needs (IV.B.3-3b).

There are a number of support functions critical to the mission and goals of Norco Campus whose operations, personnel, and budgets remain at the district level. For the most part, locating services such as human resources, financial oversight and management, institutional research, and the RCCD Foundation at the district level makes sense from the perspective of cost effectiveness and avoidance of duplication and overlap. In other instances, functions that were previously overseen at the district level have been decentralized or are in the process of being decentralized to the campuses.

With respect to budget allocations, the district was in a transition phase during the 2006-2007 academic year. Specifically, campus administrators became more involved in the determination of specific, clearly identified campus and district allocation amounts for certain categorical funding needs. Also, district administrators placed greater emphasis on the prioritization requests of the various planning and decision-making bodies (the NSPC, Financial Resources Subcommittee, and NAPC) at the campus level. In fall 2006, the Norco Campus took over administration of the part-time faculty (variable) budget and certain discretionary costs (instructional and non-instructional equipment, basic skills, and supplemental budget items), a change in procedure from the past. This decentralization process was accelerated in the 2008-2009 academic year and is expected to continue upon successful accreditation of the Norco and Moreno Valley campuses.

With regard to capital expenditures, using funds from the Measure C bond measure, the board requested and received a list of desired projects from all three campuses with input from the district offices, conducting a public survey beforehand to determine what the community determined as important (IV.B.3-4, IV.B.3-5). Based on this list, the district allocated a share to Norco Campus. The planned projects at Norco Campus resulting from Measure C funding include an Early Childhood Education Center building upgrade, a Student Success Center, a Network Operations Center/maintenance and operations warehouse, a technology upgrade for staff and faculty offices, and portable offices for faculty. More recently, the District Strategic Planning Committee has begun to play a more active role in the prioritization of capital projects proposed by the various campuses.

Self-Evaluation

This standard is met. With regard to budget allocation and use of financial resources in the district, the starting point for the new budget each year is the Revised Budget from April 30th of the prior year. In order to ensure appropriate allocation and use of financial resources as the district moves to a multi-college model, the district recently initiated the Three Colleges Project, coordinated by the college business officers and district finance and administrative associate vice chancellors, to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district. Another significant accomplishment in this regard is the adoption and implementation of the Budget Allocation Model (see Standards III.D.1.a. and III.D.2.a).

Planning Agenda

- Continue to implement an effective campus budget using the proposed budget allocation model, which operates in concert with campus strategic planning.

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

Board policy charges the Chancellor with directing the staff in the development of a budget under the direction of the Board of Trustees, which is responsible for establishing the guidelines (IV.B.3-7).

Audits for the last three years have found that the systems used by the district have been satisfactory and have successfully controlled expenditures although budgeting has been especially challenging during the past few years (IV.B.3-8, IV.B.3-9). The district has in place both an effective budget development process and a budget control process.

The financial planning and decision-making systems at RCCD and Norco Campus are as follows:

- Board of Trustees
- District Budget Advisory Council (formerly the Budget Allocation Model Task Force) charged with developing the BAM and reviewing/refining the model on an ongoing basis
- Submission of budget and budget adjustment requests by campus and district leadership.

The district maintains a budget-control process to ensure that expenditures fall within the adopted budget or board-approved revisions. This budget-control process consists of:

- a financial accounting system (provides budgetary control and accountability)
- a budget-control department (performs due diligence procedures on every financial transaction)
- an accounting department (ensures that financial transactions are appropriate and accounted for before funds are disbursed)
- a position-control system (ensures that all full-time positions are approved and budgeted)
- a purchasing department (ensures that policies, procedures and purchasing regulations are adhered to)
- a purchase-and-expenditure approval-and-authorization process (provides appropriate internal controls and ensures that expenditures conform to district policies and procedures)
- Board of Trustees oversight on approval/ratification of purchases, contracts and hiring decisions.

Self-Evaluation

The standard is met. The district has always maintained a reserve in excess of five percent and has never had its reserve funds fall below this level.

Planning Agenda

None

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The Board of Trustees delegates to the Chancellor the task of providing leadership for planning, setting priorities, managing resources, ensuring compliance with state statutes and regulations, and implementing all Board policies. In turn, the Chancellor delegates the authority for administration and operation of Norco Campus to the Norco President. To ensure that these responsibilities are carried out efficiently and effectively, Executive Cabinet meetings are held weekly to discuss matters of importance to the district and the campuses. Chancellor's Cabinet meetings are also held bi-weekly. The Norco Campus President meets regularly with the Chancellor as needed to communicate and advise on matters of importance.

Self-Evaluation

The standard is met. The Chancellor has given responsibility and authority to the Norco President to implement the district's policies in a manner that is appropriate for the local campus and community without interference in day-to-day management decisions. Likewise, the Norco Campus President is held accountable for the budget, operation, and management of the campus.

Planning Agenda

None

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

Information flows among the campuses via the following mechanisms:

- Monthly Board of Trustees meetings that include:
  - Chancellor's report
  - Campus President reports
  - Student report
  - Academic Senate report
- Board of Trustee subcommittee reports
- Board of Trustee agendas posted on rcc.edu website
- Email notification to all faculty and staff
- Minutes of all Board meetings posted on the rcc.edu website with web link e-mailed to all faculty and staff
- Weekly Chancellor's Executive Cabinet meetings
- Individual program presentations at Board meetings. (IV.B.3-10a, IV.B.3-10b)

Additionally, in another recent development undertaken to facilitate the transition to a multi-college district, the monthly Board of Trustees meetings are rotated between all three campuses throughout the year. Members of the Board often visit the campuses to meet with faculty, students, and

staff and attend campus events and presentations (IV.B.3-11).

Self-Evaluation

The standard is met.

Planning Agenda

None

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Procedures for evaluating decision-making processes as part of ongoing strategic planning were set forth by the district in 2005 (IV.B.3-12). As part of strategic planning, the District SPC developed and agreed upon Strategic Initiatives for 2005-2010 (IV.B.3-13). The Strategic Planning Committee for each campus has responded to and interpreted those initiatives as they pertain to the campus and district missions (IV.B.3-14).

The strategic initiatives identify goals for the district and campuses for 2010; progress toward these goals is tracked and reported to all relevant constituencies. In addition, the firm of Charles McIntyre was hired in October 2006 to conduct a major environmental scan of the district to further inform its planning processes.[72] Each campus has also hired consultants to assist in the development of integrated Long-Range Educational Master Plans. In September, 2008, the Board of Trustees adopted a District Strategic Plan, which will become the basis of future campus/district planning (IV.B.3-15).

Self-Evaluation

The standard is met. There is continuing dialogue concerning governance and governance structures, and there are now processes in place to facilitate that dialogue and ongoing evaluation.

The new organizational charts and Functions Maps will also assist the district in defining roles and responsibilities, governance processes, and decision-making systems (IV.B.3-2).

Planning Agenda

- Continue to evaluate the new strategic planning processes and the effectiveness of the published district and local strategic initiatives in meeting district and campus educational goals.

[72] This same firm conducted a scan in 2001 which was used in discipline program review in order to match educational goals for disciplines to the constituencies served.

List of References

IV.B.3-1 District Organizational Charts
IV.B.3-2 District Functions Maps
IV.B.3-3a Norco Campus budget, 2008-2009
IV.B.3-3b District Budget Allocation Model (revised May 2008)
IV.B.3-4 Measure C projects by campus (list)
IV.B.3-5 Member list: Measure C Community Watch Group
IV.B.3-7 Board Policy #2430: "Delegation of Authority to the Chancellor"
IV.B.3-8 District Audit Report, 2007-2008
IV.B.3-9 District General Obligation Bond Projects Audit Report, 2007-2008
IV.B.3-10a Agenda: Board of Trustees Meeting, recent sample
IV.B.3-10b Minutes: Board of Trustees Meeting, recent sample
IV.B.3-11 Calendar of locations for Board of Trustees Meetings, spring 2008
IV.B.3-12 "Strategic Planning Process, 2001-2006" (pamphlet)
IV.B.3-13 *RCCD Strategic Initiatives 2005-2010, Fact Book 2008,* pp. 43-47
IV.B.3-14 Norco Campus Response to Strategic Initiatives, *Fact Book 208,* pp.57-62
IV.B.3-15 District Strategic Plan, *2008-2012*

Standard IV: Leadership and Governance, Summative Essay

Decision-making roles and processes drive an institution; purposeful management of student learning and institutional effectiveness requires a clear vision and the determination to take responsibility for creating and directing the processes fundamental to the educational enterprise. Board members, administrators, faculty, and staff acknowledge the designated responsibilities of each member of the institution, demonstrating ethical and effective leadership for the sake of continuous improvement of district and campus processes.

Institutional Commitment

All constituencies involved in the processes of decision-making at Norco Campus are actively committed to providing a high-quality education congruent with the campus mission and goals. The active participation of staff in shared governance and on strategic planning and decision-making committees and councils reflects Norco's commitment to the educational process. Norco's president and administrators have created a positive environment for empowerment of staff, faculty, and students by encouraging strong participation in the various strategic planning groups which help to drive the mission of Norco Campus. In turn, faculty, staff, and students demonstrate their commitment to the improvement of the institution by actively and creatively contributing to the governance of the campus. Evidence of institutional commitment is shown not only through the active contributions of all constituencies, but also through clear and openly published delineations of the rights and responsibilities of faculty, staff, and management and the use of established processes working together collegially for the good of the institution.

Evaluation, Planning and Improvement

Norco Campus has embraced specific decision-making processes through which faculty, staff, students, and administrators govern the institution and work for the improvement of student learning. The Strategic Planning Committee and its four subcommittees specifically designed to deal with all aspects of institutional planning, along with the President's Cabinet; the Norco Academic, Student Services and Administrative Planning Councils; and the Academic Senate, guide the implementation of the Educational Master Plan. Through the process of shared governance and participation on these committees and councils, faculty members have a substantial voice in institutional policies, planning, and budget relating to their areas of expertise. Particular responsibility for learning programs and curriculum resides with the faculty and is demonstrated through membership on the District Curriculum, Program Review and Assessment Committees and the Norco Campus Curriculum Committee. The President and her Cabinet provide strong leadership in the budgetary, resource allocation, and planning arenas and make recommendations about student learning programs and services. The leadership processes at Norco Campus are regularly evaluated in order to assure their integrity and effectiveness. As a case in point, the number of strategic planning subcommittees was reduced from nine to four in an effort to improve the effectiveness of institutional planning. In general, decision-making, planning, and evaluation are directed toward student learning and institutional improvement.

Student Learning Outcomes

Bearing the ultimate responsibility for educational quality, the Governing Board supports institutional development of course-, degree-, program-, and campus-level student learning outcomes. The Norco President and other institutional leadership groups are responsible for guiding and supporting collegial processes leading to improvement of teaching and learning. The development and refinement of student learning outcomes are supported by the strategic planning model that is at the core of the governance structure of Norco Campus and Riverside

Community College District. Campus administrative support for student learning outcomes assessment has been enhanced with the addition of an Associate Dean of Student Success to the management team.

General Education SLOs at the district level are communicated to faculty and staff through participatory, dialogue-based processes of comprehensive program review and assessment in a cycle of evaluation, improvement, and re-evaluation directed toward the goal of enhancing student learning. Faculty leadership on the Norco Strategic Planning Committee and its subcommittees, the Norco Academic Planning Council, the Academic Senate, and the Norco Curriculum Committee illustrates the role and processes of campus governance in promoting student learning outcomes.

The good of the institution is based on commonly agreed-upon goals of enhanced student learning and improved institutional effectiveness; all constituencies at Norco Campus—administrators, students, staff, and faculty—are unified in meeting this goal.

Organization

Organization is the key theme related to governance and decision-making processes at an institution. Governance processes at Norco Campus are consciously and deliberately directed toward full participation of all stakeholders in the institution. Through the Norco Strategic Planning Committee, the Norco Academic Planning Council, the Academic Senate, the President's Cabinet, and Associated Students of Norco Campus, all constituencies are involved in developing, discussing, evaluating, revising, and re-evaluating institutional mission, goals, and SLOs for the sake of supporting student learning.

The President oversees the administrative structure and serves as the chief executive officer of the Norco Campus, reporting to the District Chancellor and advising the Board of Trustees on all matters related to the administration of the Norco Campus. The President also shapes values, goals, and priorities for the Norco Campus and communicates them to all constituencies on the campus. Norco Campus administrators serve on the President's Cabinet and Administrative Planning Council and participate either directly or in a supporting role in other governance processes on campus and in the district.

Norco has a shared-governance process that promotes inclusion in decision-making at all levels. Institutional leaders ensure that faculty, staff, students, and administrators communicate openly and freely on a regular basis. The various organizational structures in which faculty, staff, students, and administrators participate provide appropriate forums in which to do so. Articulation between and among these various components is evaluated and revised when necessary.

The Chancellor serves as a liaison between the Norco Campus and the governing board. The District Assessment Committee supports the efforts of the campuses in coordinating student learning outcomes for a shared district curriculum through its efforts in helping disciplines define SLOs and in taking the lead in developing General Education SLOs. The District Academic Senate and the Campus Curriculum Committee provide oversight for shared curriculum and resolve curricular issues. Fundamental to all organizational structures at Norco Campus and in the district is the commitment to support student learning, improve institutional effectiveness, and ensure that resource allocation is tied to these goals.

Dialogue

The Norco Campus mission statement summarizes the campus commitment to dialogue as follows: "As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement."

Shared governance at the Norco Campus supports the participation of all members of the campus in a process of self-reflection and conversational exchange about student achievement, student learning, and SLOs assessment and the effectiveness of policies, processes, and organization. The leadership of the campus has supported dialogue through a variety of means, including a dialogue workshop in February 2007, a vibrant campus culture of open communication and collegiality, and ongoing support of governance processes that are inclusive of all constituencies. The President consults with faculty and engages in dialogue with the community as part of the process of ensuring that the educational goals and mission of the Norco Campus are being achieved and that the campus serves the needs of its identified student population.

Strategic planning processes associated with the transition to a three-college district provide evidence of the importance of meaningful dialogue to the institution. All campus constituencies have similarly participated in formal and informal discussions as part of an intensive examination of the effectiveness of participatory governance mechanisms on the rapidly growing Norco Campus.

The Board of Trustees also engages in self-evaluation that includes reflective dialogue, further indicating the extent to which all the parts contribute to the whole: an institution committed to ongoing review and self-reflection with the goal of institutional improvement.

Institutional Integrity

Norco Campus demonstrates institutional integrity in its leadership and governance roles and processes in a variety of ways. Established policies embody the Board of Trustees' and chief administrators' commitment to guiding educational quality with consistency and integrity. The Campus President is dedicated to providing a model of leadership for the Norco Campus through a clearly defined process of planning, organizing, budgeting, and assessment of institutional effectiveness.

The Board of Trustees and Chancellor similarly fulfill their primary responsibilities for educational quality, legal matters, and financial integrity of the district and its campuses. Commitment to the appropriate governance of the district includes published evaluation processes for assessing and monitoring the performance of board members, the Chancellor, the Norco Campus President, and management personnel.

Transparency and inclusiveness of district and campus strategic planning processes, decision-making which takes place through the Strategic Planning Committee and other governance entities, written processes governing institutional procedures in the institution, and fiscal responsibility are strong evidence of Norco's unflinching commitment to honesty, truthfulness, and institutional integrity.

Appendices

Comprehensive List of Planning Agendas

Planning Agenda – Institutional Mission

- Continue to review and revise Norco's programs and services in response to changes in the community and following local assessments of student learning effectiveness (I.A.1).
- Continue to develop new programs and services to serve the needs of the identified student population, utilizing input from the Norco Academic Senate, the Norco Strategic Planning Committee (NSPC) and the District Office of Institutional Research (1.A.1).
- Review and, if necessary, revise the campus mission statement annually (I.A.2).

Planning Agenda – Improving Institutional Effectiveness

- Continue to ensure that all decision-making is a collaborative, dialogue-driven process that involves all Norco Campus constituencies (I.B.1).
- Utilize specific, campus-based parameters for data collection from the district Office of Institutional Research (I.B.3).
- Explore means for effectively communicating information about institutional quality to the appropriate public constituencies (I.B.5).
- Periodic review of Norco's Educational Master Plan in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus (I.B.7).

Planning Agenda – Instructional Programs

- Conduct additional analysis of campus, community, and regional educational needs and utilize the results of these studies to further refine the mix of programs and services offered (II.A.1.a).
- Continue refining and assessing the effectiveness of SLOs for all courses, degrees, certificates, and programs (II.A.1.a).
- Continue to identify, monitor, and test new technology that enhances or improves the quality of online or face-to-face instruction (II.A.1.b).
- Continue to measure student achievement of program-level SLOs for those programs active on the Norco Campus (II.A.1.c).
- Continue to develop assessment tools and procedures for programs and disciplines and use the results of these assessments to make improvements to courses and programs with the goal of conducting SLO assessments in 100 percent of course offerings by 2009-2010 (II.A.1.c).
- Conduct additional assessment-activities and SLOs training at the Norco Campus (II.A.1.c).
- Design and conduct surveys of employers in an effort to determine their level of satisfaction with graduates of career/technical education programs (II.A.2.b).
- Continue to monitor the annual program review updates for disciplines and non-instructional programs. Use the information from these updates to improve programs and services for students (II.A.2.e).
- Continue to use data from the Office of Institutional Research and information provided by faculty, staff, and community advisory groups to further define and develop those new programs most needed by the communities served by the Norco Campus (II.A.2.e).

- Continue comprehensive program review and assessment of disciplines, career/transfer certificate and degree programs, and student support programs and engage in annual program review updates to provide input into campus master planning II.A.2.f).
- Review general education requirements, continue campus-wide dialogue, and participate in district-wide dialogue regarding possible revision/update of the General Education majors (II.A.3.a).
- Conduct employer surveys to assess the satisfaction of area employers with the performance of graduates of certificate and career/technical degree programs (II.A.5).
- Develop mechanisms for tracking job placement of program graduates (II.A.5).

Planning Agenda – Student Support Services

- All student services areas will demonstrate complete, ongoing cycles of assessment by 2010-2011 (II.B.1).
- Submit final project proposal for Center for Health, Wellness and Kinesiology to provide facilities for expansion of athletic programs (II.B.3.a).
- Provide expanded meeting and workspace with the opening of the Student Success Center in fall 2010 (II.B.3.b).
- Pursue additional counseling staff to reduce the campus's student-to-counselor ratio (II.B.3.c).
- Continue to make improvements to Student Services programs based on the results of student learning and service area outcome assessments (II.B.4).

Planning Agenda – Library and Learning Support Services

- Convene design team and prepare building layout for integrated student learning support center to be located on the ground floor of the library building (II.C.1.b).
- Expand space available for library services with the relocation of IMC to the Norco Operations Center (II.C.1.c).
- Continue to facilitate the development of a Norco Learning Resource Center for WRC, computer and math labs, and Tutorial Center (II.C.2).
- Conduct assessment of math and CIS labs, Writing and Reading Center, and Tutorial Center based on identified student learning outcomes (II.C.2).

Planning Agenda – Human Resources

- Norco Campus, the NSPC, NAPC, and administration will continue to review the needs of the campus's growing and changing student population in order to best determine the campus's future staffing needs (III.A.2).

Planning Agenda – Physical Resources

- Continue to implement and evaluate processes and procedures for successful campus-based planning that is integrated with district strategic planning (III.B.1.a).
- Continue to implement the Educational and Facilities Master Plans for the Norco Campus (III.B.1.a).

- Continue to build out the campus to meet student and staff requirements as enrollments increase and program offerings evolve (III.B.1.a).
- Continue to evaluate the effectiveness of the strategic planning process for informing facilities planning at the local level (III.B.2.b).
- Proceed with the implementation of a mid-range financial plan that includes cost estimates for required staffing, equipment, and services to support program development and/or maintenance of new capital facilities (III.B.2.b).
- Continue to implement the Norco Campus Educational and Facilities Master Plan (III.B.2.c).

Planning Agenda – Technology Resources

- The Norco Technology Resources Subcommittee will continue to engage in dialogue about technology standards and processes in order to maintain a guideline for future technology upgrades and purchases (III.C.1.a).
- Maintain systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs (III.C.1.c).
- Continue to employ total-cost-of-ownership principles to decisions pertaining to technology acquisition (III.C.1.c).
- Continue to perform annual review of technology evaluation and replacement processes and protocols to meet institutional technology needs (III.C.1.d).

Planning Agenda – Financial Resources

- Continue to assess the Norco Campus planning process to ensure that measurement of outcomes reflect stated goals and are impacted positively by resource allocation (III.D.1.a).
- Continue to assess the effectiveness of the District Budget Allocation Model with respect to the provision of resources needed to support campus goals (III.D.1.a, III.D.1.b).
- Continued participation by campus personnel to further develop the BAM and assess its effectiveness with respect to the planning process (III.D.2.a).
- Continue to identify budgetary priorities at Norco Campus and conduct periodic analysis to determine whether the allocated resources are being utilized for the purposes identified during the budget development process (III.D.3).

Planning Agenda – Decision-Making Roles and Processes

- Continue to survey students, staff, and faculty to monitor what they do and do not know about how the governance process works (IV.A.1).
- Improve orientation of new faculty to governance structures and—(IV.A.1)
- Continue to explore avenues of participation for both full- and part-time faculty (IV.A.1).
- Evaluate recent changes in policies and procedures with regard to the relationship between district and campus-based institutional governance structures and propose new policies and procedures as appropriate (IV.A.2.a).
- Continue to evaluate the recently established procedures and committees responsible for recommending Norco-specific student learning programs and services (IV.A.2.b).

- Develop an orientation to governance and a Norco campus-governance handbook to clarify the principles, organizational structure, and operating procedures of Norco constituency groups (IV.A.3).
- Continue to implement formal processes for evaluating campus organizational, governance, and decision-making structures and processes (IV.A.5).

Planning Agenda – Board & Administrative Organization

- Add/fill new staff support positions as budget allows (IV.B.2.b).
- Continue the process of decentralizing student support functions from the district to the campus (IV.B.2.b).
- Continue to review and revise the organizational charts and Functions Maps as the district moves to multi-college status and as new positions are developed at the campus level to accommodate the need for more administrative support (IV.B.3.a).
- Continue to implement an effective campus budget using the proposed budget allocation model, which operates in concert with campus strategic planning (IV.B.3.c).
- Continue to evaluate the new strategic planning processes and the effectiveness of the published district and local initiatives in meeting district and campus educational goals (IV.B.3.g).

Comprehensive List of References

Documents

RCCD Fact Book
RCCD College Catalog
Norco Campus College Catalog
Schedule of Classes (recent semesters)
Student Handbook
Faculty Handbook
Staff Handbook
Management Handbook
CTA Contract
CSEA Contract

Websites

RCC District

RCC District Homepage: http://www.rcc.edu/district/index.cfm
Institutional Effectiveness: http://www.rcc.edu/administration/academicaffairs/effectiveness/index.cfm
Strategic Planning: http://www.rcc.edu/administration/academicaffairs/effectiveness/planning.cfm
Institutional Data & Research: http://academic.rcc.edu/ir/reporting.html

Norco Campus

Norco Campus Homepage: http://www.rcc.edu/norco/index.cfm
Norco Accreditation: http://academic.rcc.edu/norco/accreditation/
Norco Strategic Planning: http://academic.rcc.edu/norco/spc/
Norco Academic Senate: http://academic.rcc.edu/academicsenate/norco.jsp

Comprehensive List of Evidence

Standard I.A

I.A-1	*Locally Initiated Program Approval Process*
I.A-2	*RCCD Fact Book 2008*, Student Demographics, pp. 28-32
I.A-3	JFK Middle College High School: http://www.cnusd.k12.ca.us/jfk/
I.A-4	Norco Educational Master Plan
I.A-5	Norco Campus website: http://rcc.edu/norco
I.A-6	Norco Campus Strategic Planning Implementation Process
I.A-7	Board minutes approving Norco mission statement (2006)
I.A-8	NSPC subcommittee (Institutional Mission & Effectiveness) minutes approving Norco mission statement (2008)
I.A-9	NSPC Co-chairs Council minutes approving Norco mission statement (2008)
I-A-10	NSPC minutes approving Norco mission statement (2008)
I.A-11	Board minutes approving Norco mission statement (2008)
I.A-12	Report: 2008 Full-time Faculty Accreditation Survey
I.A-13	Report: 2008 Part-time Faculty Accreditation Survey
I.A-14	Report: 2008 Staff Accreditation Survey

Standard I.B

I.B-1	Minutes: Norco Strategic Planning Committee, sample
I.B-2	Minutes: Norco Academic Planning Council, sample
I.B-3	Meeting Schedule: Norco Campus governance committees
I.B-4	Minutes, March 3, 2008 meeting, Norco Academic Senate
I.B-5a	Minutes: Norco Curriculum Committee, sample
I.B-5b	Website: Norco Curriculum Committee: http://academic.rcc.edu/academicsenate/norco_curriculum.jsp
I.B-6a	Minutes: Norco Academic Senate, sample
I.B-6b	Website: Norco Academic Senate: http://academic.rcc.edu/academicsenate/norco.jsp
I.B-7	Sample announcements of SLOs workshops, district and Norco
I.B-8a	Statements of Purpose for the NSPC subcommittees
I.B-8b	Website: NSPC subcommittee: Institutional Mission and Effectiveness: http://academic.rcc.edu/norco/spc/std1_index.jsp
I.B-8c	Website: NSPC subcommittee: Student Learning Programs and Services: http://academic.rcc.edu/norco/spc/std2_index.jsp
I.B-8d	Website: NSPC subcommittee: Resources: http://academic.rcc.edu/norco/spc/std3_index.jsp
I.B-8e	Website: NSPC subcommittee: Leadership and Governance: http://academic.rcc.edu/norco/spc/std4_index.jsp
I.B-9a	Minutes: Norco Faculty Meeting, sample
I.B-9b	Minutes: Discipline meetings, sample
I.B-9c	Minutes: Staff meetings, sample
I.B-9d	Minutes: President's Cabinet meetings, sample
I.B-9e	Minutes: Occupational Education meetings, sample
I.B-9f	Flyers/Agendas from FLEX Day retreats
I.B-9g	Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/index.jsp

I.B-10a	Website: Norco Academic Planning Council: http://academic.rcc.edu/norco/apc/
I.B-10b	Website: Norco Administrative Planning Council: http://academic.rcc.edu/norco/adpc/
I.b-10c	Website: Norco Student Services Planning Council: http://academic.rcc.edu/norco/sspc/
I.B-11	Norco Campus Strategic Planning Implementation Process
I.B-12	Norco Campus Prioritization Process
I.B-13	Report: 2008 Full-time Faculty Accreditation Survey
I.B-14	Report: 2008 Part-time Faculty Accreditation Survey
I.B-15	Report: 2008 Staff Accreditation Survey
I.B-16	Norco Educational Master Plan
I.B-17	Board Minutes December 2006: Approval of General Education SLOs
I.B-18a	DAC Student Survey 2006
I.B-18b	DAC Student Survey 2007
I.b-18c	DAC Student Survey 2008
I.B-19	*RCCD Fact Book 2008*: "RCCD Strategic Initiatives 2005-2010," pp. 42-47
I.B-20	*RCCD Fact Book 2008*: "Norco Response to Strategic Initiatives," pp. 57-62
I.B-21	Minutes and agenda: Norco Leadership Forum
I.B-22	CCSEQ, 2004 and 2006
I.B-23	CCSEQ, 2008
I.B-24	Minutes: NSPC fall 2008 meeting: presentation of CCSEQ 2008 data
I.B-25	District Strategic Planning Process: 2008–2012
I.B-26	Norco Educational Master Plan
I.B-27	Student Demographic Data: CA CC Chancellor's Office: www.cccco.edu
I.B-28	Annual Data Mart report: www.cccco.edu
I.B-29	*Fact Book 2008*
I.B-30	Title V Report, 2006-2007 (Hispanic-Serving Institutions USDE Grant)
I.B-31	Sample staff performance review form
I.B-32	Sample full-time faculty improvement of instruction form
I.B-33	Sample part-time faculty evaluation form
I.B-34a	Norco Technology Survey 2006
I.B-34b	Norco Technology Plan
I.B-35	*Fact Book 2008*: Norco Student Demographics, pp. 30
I.B-36	Talented Tenth brochure
I.B-37	Website: Academic Senate/Norco Faculty Committee Assignments: http://academic.rcc.edu/academicsenate/norco_committee.jsp
I.B-38	Comprehensive Program Review, samples
I.B-39	Office of Institutional Data & Research: http://academic.rcc.edu/ir/index.html
I.B-40	Title V Major Projects Summary Report
I.B-41	Data: Title V Basic Skills Initiative
I.B-42	Bond Measure C
I.B.43	Survey: Staffing and Equipment Prioritization Process
I.B-44a	Program Review, Instructional Programs, sample
I.B-44b	Program Review, Student Support Services, sample
I.B-44c	Program Review, Administrative Units, sample
I.B-45	Website: District Assessment Committee: http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm

I.B-46 Website: District Program Review Committee: http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm

Standard II.A

II.A.1-1 Norco Campus mission statement
II.A.1-2 RCCD mission statement, *RCCD College Catalog*
II.A.1-3 *RCCD Fact Book 2008*
II.A.1-4a Environmental Scan, 2002
II.A.1-4b Environmental Scan, 2007
II.A.1-5 Office of Economic Development Publications
II.A.1-6a *Comprehensive Instructional Program Review Background and Guidelines*
II.A.1-6b *Campus Administrative Program Review Background and Guidelines*
II.A.1-6c *Student Services Program Review Background and Guidelines*
II.A.1-7 Instructional Annual Program Review Template, sample
II.A.1-8 Norco Educational Master Plan
II.A.1-9 Norco Campus Prioritization Process
II.A.1-10 Website: CurricuNet: http://www.curricunet.com/RCCD/
II.A.1-11a Assessment Project: Critical Thinking
II.A.1-11b Assessment Project: Alignment of Course SLOs with General Education SLOs
II.A.1-12 *Schedule of Classes*, fall 2008
II.A.1-13a Annual Instructional Program Review, sample
II.A.1-13b Website: Annual Instructional Program Review Reports: http://www.rccdfaculty.net/pages/Annual%20Program%20Review%202008/2008_Annual_PR_index.htm
II.A.1-14a Campus Administrative Unit Program Review 2008, sample
II.A.1-14b Website: Administrative Unit Program Review Documents: http://www.rccdfaculty.net/pages/Administrative_Program_Review_2008/administrative_reports_2008.html
II.A.1-15 Student Services Program Review 2008
II.A.1-16 Norco Assessment Project Summary; Office of Associate Dean of Student Success
II.A.1-17 SLO Workshop Flyers/announcements fall 2008 to spring 2008
II.A.1-18 Norco Campus Strategic Planning Implementation Process
II.A.1-19a Statement of Purpose: Norco Academic Planning Council (NAPC)
II.A.1-19b Statement of Purpose: Norco Administrative Planning Council (NAdPC)
II.A.1-19c Statement of Purpose: Norco Student Services Planning Council (NSSPC)
II.A.1-19d Statement of Purpose: Norco Strategic Planning subcommittee: Institutional Mission and Effectiveness
II.A.1-19e Statement of Purpose: Norco Strategic Planning subcommittee: Student Learning Programs and Services
II.A.1-19f Statement of Purpose: Norco Strategic Planning subcommittee: Resources
II.A.1-19g Statement of Purpose: Norco Strategic Planning subcommittee: Leadership and Governance
II.A.1-19h Statement of Purpose: Norco Strategic Planning Committee Co-Chairs Council
II.A.1-19i Statement of Purpose: Norco Strategic Planning Committee (NSPC)
II.A.1-20 District Matriculation Plan
II.A.1-21a CCSEQ, 2004 and 2006
II.A.1-21b CCSEQ, 2008
II.A.1-22 Open Campus Student Survey
II.A.1-23 Norco Leadership Forum: Feb. 23-24, 2006; SLO workshops agenda and notes

II.A.1-24 Report: 2008 Full-time Faculty Accreditation Survey
II.A.1-25 Report: 2008 Part-time Faculty Accreditation Survey
II.A.1-26 *Schedule of Classes*, fall 2008, pp. 97-129
II.A.1-27 Website: Open Campus: http://www.opencampus.com
II.A.1-28 Website: Norco Campus online presentation library: http://www.screencast.com/users/RCCNorco
II.A.1-29a Website: California Educational Technology Collaborative: http://www.cccetc.org/projects/confer.php
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II.A.1-30 Contract with iTunesU and Apple for mp3 lecture distribution (October 2006 Board book)
II.A.1-31 Website: e-Portfolio, example
II.A.1-32 Success Track schedule, sample
II.A.1-33a *Schedule of Classes*, spring 2009; highlight web-enhanced, hybrid, and online basic skills courses in English and math
II.A.1-33b Flyer: Graphing Calculator Loan Program
II.A.1-33c Title V grant: UCR California Community College Collaborative colloquia
II.A.1-34a Pamphlet/report: Puente Program
II.A.1-34b Pamphlet/report: Talented Tenth Program
II.A.1-35 Pamphlet/report: TRIO Programs
II.A.1-36a Website: Norco Honors Program: http://academic.rcc.edu/norco/honors/index.jsp
II.A.1-36b Norco Honors Program Brochure
II.A.1-37 Website: Norco Honors Program transfer agreements: http://academic.rcc.edu/norco/honors/transfer.jsp
II.A.1-38a Flyer: RCCD Honors Program excursion, sample
II.A.1-38b Flyer: Norco Honors Program excursion, sample
II.A.1-39a Flyer: Norco Campus Tutorial Services
II.A.1-39b Report: Norco Campus Tutorial Service Usage
II.A.1-40 Report: Norco Campus AccuTrack usage reports (WRC usage reports)
II.A.1-41a Flyer: Norco Campus math lab
II.A.1-41b Report: Norco Campus math lab usage
II.A.1-42a Flyer: Norco Campus CIS lab
II.A.1-42b Report: Norco Campus CIS lab usage
II.A.1-43 Report: Norco language lab positive-attendance, fall 2008
II.A.1-44a Study Abroad brochure(s) and flyers
II.A.1-44b Website: Study Abroad Program: http://www.rcc.edu/services/studyAbroad/index.cfm
II.A.1-45 "RCCD Outcomes Assessment Committee History"
II.A.1-46 Sample assessment projects (English, math, ESL)
II.A.1-47 SLOs for Areas of Emphasis and certificate degrees
II.A.1-48 SLOs for Norco-specific certificate degrees/programs
II.A.1-49 Norco Assessment Project Summary; Office of Associate Dean of Student Success
II.A.1-50 District Assessment Committee Student Survey, 2006
II.A.1-51 Board Minutes December 2006: Approval of General Education SLOs
II.A.1-52 General Education SLO/Course-Alignment Matrix
II.A.1-53 *COR Guide:* District Curriculum Committee
II.A.1-54 "District Strategic Initiatives, 2005-2010," *Fact Book, 2008*
II.A.1-55 "Norco Response to District Strategic Initiatives," *Fact Book, 2008*
II.A.2-1 Minutes: Norco Advisory Committee, sample

II.A.2-2	*CCC Program and Course Approval Handbook*, California Community College Chancellor's Office
II.A.2-3	*RCCD Curriculum Handbook*
II.A.2-4	State Senate Policy on Prerequisites
II.A.2-5	"Best Practices": State Academic Senate Publication
II.A.2-6	*COR Guide:* District Curriculum Committee
II.A.2-7	Minutes: Norco Academic Senate: Approval of Curriculum Process
II.A.2-8	Website: CurricuNet: http://www.curricunet.com/RCCD/
II.A.2-9	*Guide to Locally Developed Program Approval Process* for occupational programs
II.A.2-10	Distance Learning Manual: ACCJC
II.A.2-11	Website: 4faculty.org: http://4faculty.org/
II.A.2-12	"*Program Review: Developing a Faculty-Driven Process*": State Academic Senate Publication, spring 1996
II.A.2-13	*Comprehensive Instructional Program Review Background and Guidelines*
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II.A.2-15b	*Norco Campus Catalog 2009-2010*: General Education SLOs
II.A.2-16	Norco Assessment Project Summary; Office of Associate Dean of Student Success
II.A.2-17	Common Final Exam: ESL-55
II.A.2-18	Common Final Exam: REA-81
II.A.2-19	Report: Reading Placement Accuracy
II.A.2-20	Common Final Exam: SPA-1
II.A.2-21	*RCCD College Catalog 2008-2009*: Associate Degree Graduation Requirements, pp. 33-44
II.A.2-22	*RCCD College Catalog 2008-2009*: Requirements for College Transfer, pp. 45-50
II.A.3-1	*RCCD College Catalog 2008-2009*: General Education SLOs
II.A.3-2	*RCCD College Catalog 2008-2009*: Associate Degree Graduation Requirements, pp. 33-44
II.A.3-3	*RCCD Curriculum Handbook*
II.A.3-4	"Report on RCCD Outcomes Assessment History" (DAC)
II.A.4-1	*RCCD College Catalog 2008-2009*: Associate Degree Graduation Requirements, pp. 33-44
II.A.4-2	*RCCD Fact Book, 2008*
II.A.5-1	Minutes: Norco Advisory Committee, sample
II.A.5-2	*Schedule of Classes*, fall 2008: Career and Technical Certificates and Degrees, pp 224
II.A.5-3	CCSEQ, 2008
II.A.6-1	*RCCD College Catalog 2008-2009*: Grading System, pp. 40-44
II.A.6-2	Admissions & Records: statement on granting of equivalent credit (challenge-process form)
II.A.6-3	*RCCD College Catalog 2008-2009*: Requirements for College Transfer, pp. 45-50
II.A.6-4	Counseling/Student services: sample flyers and information handouts about transfer
II.A.6-5	Counseling: general-transfer information flyer
II.A.6-6	Website: CurricuNet: http://www.curricunet.com/RCCD/
II.A.6-7	Sample Syllabus with listed student learning outcomes
II.A.6-8	Norco Campus Syllabi Collection Grid; Office of the Dean of Instruction
II.A.6-9	Website: California Community College State Academic Senate/Articulation agreements: http://www.asccc.org

II.A.6-10 Website: RCCD Academic Programs information: http://www.rcc.edu/programs/index.cfm
II.A.6-11 Website: RCC-Norco Academic Programs information: http://academic.rcc.edu/norco/index.jsp
II.A.6-12 *RCCD College Catalog 2008-2009*
II.A.6-13a *Schedule of Classes*, summer 2008
II.A.6-13b *Schedule of Classes*, fall 2008
II.A.6-13c *Schedule of Classes*, winter 2009
II.A.6-13d *Schedule of Classes*, spring 2009
II.A.6-13e Website: RCCD Schedules: http://www.rcc.edu/schedules/index.cfm
II.A.6-14 Norco Community Outreach packet
II.A.6-15 Report: 2008 Student Accreditation Survey
II.A.7-1 *Faculty Handbook*, "Code of Ethics"
II.A.7-2 District Academic Senate Academic Standards Committee–meeting minutes
II.A.7-3 *RCCD Student Handbook*
II.A.7-4 Sample course syllabus with statement on academic honesty/consequences of dishonesty
II.A.7-5 Board Policy # 5500: "Standards of Student Conduct"
II.A.7-6 Board Policy #5520: "Student Discipline Procedures"

Standard II.B

II.B.1-1 Student Services Program Review 2008
II.B.1-2 Admissions & Records timeline, spring 2008, sample
II.B.1-3 One-semester Student Educational Plan form
II.B.1-4 *RCCD Fact Book,* 2008
II.B.1-5a Student Service Satisfaction Surveys
II.B.1-5b CCSEQ, 2008
II.B.1-6 Weekend College survey
II.B.1-7 Norco Matriculation Plan
II.B.1-8 RCCD Student Equity Plan
II.B.1-9 Annual Instructional Program Review: Counseling
II.B.2-1 *Norco Campus Catalog 2009-2010*
II.B.2-2a Website: RCCD Schedules/link to *Norco Campus Catalog 2009-2010*: http://www.rcc.edu/schedules/index.cfm
II.B.2-2b Website: RCC Norco / link to *Norco Campus Catalog 2009-2010*: http://www.rcc.edu/norco/index.cfm
II.B.2-3a *Schedule of Classes*, summer 2008
II.B.2-3b *Schedule of Classes*, fall 2008
II.B.2-3c *Schedule of Classes*, winter 2009
II.B.2-3d *Schedule of Classes*, spring 2009
II.B.2-4 *RCCD Student Handbook*
II.B.3-1 Online Services Data
II.B.3-2 Flyers/ Announcements: Outreach Activities
II.B.3-3 Diversity Scorecard
II.B.3-4 *Schedule of Classes*, spring 2009: Norco Campus GUI-45 classes
II.B.3-5a One-semester Student Educational Plan form
II.B.3-5b Two-year Student Educational Plan form
II.B.3-6 Early Alert information packet
II.B.3-7 Bilingual Workshop announcement

II.B.3-8 Flyer/Announcement: One Stop ESL testing /orientation
II.B.3-9 Flyer/Announcement: Student Financial Services Orientation/Workshop
II.B.3-10a Brochure: Scholarship Announcements
II.B.3-10b Flyer: Scholarship Workshop
II.B.3-11a Brochure: DSP & S
II.B.3-11b Brochure: EOPS
II.B.3-12 Brochure: Talented Tenth Program (T3p)
II.B.3-13 Agenda: Counselor Classroom visit
II.B.3-14 Information Table Handouts
II.B.3-15 Flyer: Career/Transfer/Job Placement Center
II.B.3-16 Calendar: "University Representatives on Campus"
II.B.3-17a Minutes / Agenda: Quarterly RCC Counselor HS Counselor Meetings
II.B.3-17b Minutes / Agenda: ELAC Meetings
II.B.3-18 Student Ambassador Program on-site visit
II.B.3-19 Flyer: RCC participation at HS College Fair
II.B.3-20 Agenda: High School Senior Visitation Day
II.B.3-21 Brochure: English Language Learner Day
II.B.3-22 Flyer: Day of the Mustang
II.B.3-23 Brochure: Talented Tenth Program (T3p)
II.B.3-24 Website: Eureka: www.eureka.org
II.B.3-25 Website: ASSIST: www.assist.org
II.B.3-26 EOPS Application packet
II.B.3-27 Student Services Program Review 2007
II.B.3-28 Brochure: Health and Wellness
II.B.3-29 Brochure: "Getting Started"
II.B.3-30 Agenda: High School Senior Visitation Day
II.B.3-31 Agenda: English Language Learner Senior Day
II.B.3-32 Agenda: Disabled Resource Senior Day
II.B.3-33a Flyer: Puente Program
II.B.3-33b Puente Program Application
II.B.3-34 RCCD Student Financial Services newsletters
II.B.3-35 Brochure: TRIO Program
II.B.3-36a Brochure: Upward Bound
II.B.3-36b Upward Bound grant and objectives
II.B.3-37 Brochure: Norco Student Support Services (SSS) Program
II.B.3-38a Flyer: Tutorial Services
II.B.3-38b Tutorial Services usage data, 2007-2008
II.B.3-39 List of Norco Campus student clubs
II.B.3-40 Associated Students Norco Campus budget
II.B.3-41a Associated Students Norco Campus Constitution
II.B.3-41b Minutes/Agendas: Associated Student Norco Campus Senate, sample
II.B.3-42 Calendar: Annual Scheduled Cultural Activities
II.B.3-43 Report: 2008 Student Accreditation Survey
II.B.3-44 Flyer: Cross-Cultural Event fall 2008
II.B.3-45 Brochure: Health and safety fairs
II.B.3-46 Brochure: Leadership seminars
II.B.3-47a Membership list: NSPC subcommittee: Institutional Mission and Effectiveness 2008-2009

II.B.3-47b Membership list: NSPC subcommittee: Student Learning Programs and Services 2008-2009
II.B.3-47c Membership list: NSPC subcommittee: Resources 2008-20009
II.B.3-47d Membership list: NSPC subcommittee: Leadership and Governance 2008-2009
II.B.3-48 Flyer: Hispanic Heritage Month
II.B.3-49 Flyer: Black History Month
II.B.3-50 Flyer: Musical Presentations
II.B.3-51 Flyers: Norco Theater Arts season
II.B.3-52 Brochure: Convocation fall 2008
II.B.3-53 Brochure: Commencement spring 2009
II.B.3-54 Flyers: Music @ Norco productions
II.B.3-55 Counseling Department student evaluation survey form
II.B.3-56 Support Services staff evaluation survey form
II.B.3-57 Minutes/Agenda: Norco Counseling Discipline Meetings, sample
II.B.3-58 Brochure: Counseling Conferences for UC and CSU, sample
II.B.3-59 Website: 4Facutly.org: http://www.4faculty.org
II.B.3-60 District Matriculation Plan
II.B.3-61 Website: Accuplacer data; http://www.accuplacer.org
II.B.3-62 Revalidation results for math, ESL, reading (Matriculation Office)
II.B.3-63a Board Policy #7060: "Retention/Destruction of Records"
II.B.3-63b Board Policy #5040: "Student Records, Directory Information and Privacy"
II.B.3-63c Board Policy #7045: "Fees for Preparation of Personal Information"
II.B.3-64 Website: FERPA regulation, http://www.rcc.edu/ferpa
II.B.4-1 *RCCD Fact Book 2008*
II.B.4-2 Student Services Program Review 2008

Standard II.C

II.C.1-1 DSP&S Usage Reports
II.C.1-2 Library and Learning Resources Program Review, fall 2008
II.C.1-3a IMC Service Statistics Charts, 2006-2007
II.C.1-3b IMC Service Statistics Charts, 2007-2008
II.C.1-4 Website: LAMP: http://library.rcc.edu
II.C.1-5 Website: District Instructional Media Center: http://imc.rcc.edu
II.C.1-6a Website: Norco Collection Documents: http://library.rcc.edu/norco.htm
II.C.1-6b Norco Collection statistical data reports
II.C.1-7 RCCD Library Acquisitions Policy
II.C.1-8 Sample e-mail messages from faculty to library staff at Norco
II.C.1-9 Norco Academic Senate Curriculum Committee By-Laws
II.C.1-10 Website: CurricuNet: http://www.curricunet.com/RCCD/
II.C.1-11 Wilfred J. Airey Library User Satisfaction Survey
II.C.1-12a Deselection Guidelines and Process
II.C.1-12b Faculty Discipline Deselection Request list
II.C.1-12c sample e-mail communication regarding Deselection Process
II.C.1-12d Deselection lists provided to faculty
II.C.1-13a Report: 2007 Full-time Faculty Accreditation Survey
II.C.1-13b Report: 2008 Full-time Faculty Accreditation Survey
II.C.1-14 Norco Faculty Survey of Library and IMC Services, fall 2008
II.C.1-15 Agreement of Shared Library Usage
II.C.1-16a List of electronic resources, Wilfred J. Airey Library

II.C.1-16b Website: Wilfred J. Airey Library electronic resources: http://library.rcc.edu/norco/eresources.htm#periodical
II.C.1-17 Proposal for Construction of Network Operations Center, Norco (*RCCD Fact Book*)
II.C.1-18 Norco Library Workshop attendance sheets, sample
II.C.1-19a Sign-up sheets for Library Workshops, sample
II.C.1-19b Request forms for in-class Library Orientations
II.C.1-19c *Schedule of Classes*, spring 2009, LIB-1 course listing
II.C.1-20 SLOs form LIB-1 Course Outline of Record (COR)
II.C.1-21 Norco Library Student Survey
II.C.1-22 Tutorial Services student usage report, sample
II.C.1-23a Title V grant
II.C.1-23b Title V annual report
II.C.1-23c Title V monthly report, sample
II.C.1-24 Math lab usage report (positive attendance), sample
II.C.1-25 CIS lab usage report (positive attendance), sample
II.C.1-26 AccuTrack usage reports
II.C.1-27 Reading and Writing Center survey
II.C.1-28 IMC special equipment list: video recordings for the hearing impaired
II.C.1-29 Section 508, Rehabilitation Act
II.C.1-30 List: Assistive computer technologies available in DSP&S Center
II.C.1-31 Norco Library usage chart
II.C.1-32 Wilfred J. Airey Library Norco Campus Library Skills Instruction Workshop Availability, 2008-2009
II.C.1-33 Sample maintenance agreements; computers and software, Norco Campus
II.C.1-34 Security plans: library and labs
II.C.1-35 Sample material loss/theft reports: Norco Campus police
II.C.1-36 RCCD Digital Library/Learning Resource Center: IMC Purpose and Responsibilities
II.C.2-1 Library and Learning Resources Program Review, fall 2008
II.C.2-2a Utilization data for CIS lab, sample,
II.C.2-2b Utilization data for math lab, sample
II.C.2-2c Utilization data for WRC labs, sample
II.C.2-2d Utilization data for DSP&S and Tutorial Center services, sample
II.C.2-3 "Executive Summary." *Bay Area Community Colleges Information Competency Project*. Ed. Bonnie Gratch-Lindaur et al. 9 Feb. 2004.
II.C.2-4 Badway, Norena. "Learning About How Students Learn." RCCD Course Outline of Record Workshop. Marriot Hotel, 11 Jan. 2006.
II.C.2-5 Wilfred J. Airey Library User Satisfaction Survey
II.C.2-6 Norco Faculty Survey of Library and IMC Services, fall 2008

Standard III.A

III.A.1-1a Board Policy #7120: "Recruitment and Hiring"
III.A.1-1b Board Policy # 7100: "Commitment to Diversity"
III.A.1-1c Board Policy # 3410: "Non-discrimination"
III.A.1-1d Board Policy # 7310: "Nepotism"
III.A.1-2 *Faculty Handbook*
III.A.1-3 *Classified/Confidential Staff Handbook*
III.A.1-4 *Management Handbook*
III.A.1-5 Sample job descriptions
III.A.1-6 Sample Annual Program Reviews: discussion of staffing needs

III.A.1-7	Website: Norco Academic Planning Council: http://academic.rcc.edu/norco/apc/index.jsp
III.A.1-8	Weighting of Ranking Criteria for Faculty Positions, 2008-2009
III.A.1-9	Website: Norco Strategic Planning Co-Chairs Council: http://academic.rcc.edu/norco/spc/co-chair_index.jsp
III.A.1-10	Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/index.jsp
III.A.1-11	Minutes: Norco Strategic Planning Committee: approval of prioritized staffing requests
III.A.1-12	Norco Campus Prioritization Process
III.A.1-13	Faculty Hiring Priority List 2008-2009
III.A.1-14	Job Announcement, sample
III.A.1-15	Sample newspaper job announcement
III.A.1-16a	Sample job announcement: Job Fair
III.A.1-16b	Sample job announcement: Community College Registry
III.A.1-17	"Minimum Qualifications for Faculty and Administrators in California Community Colleges"
III.A.1-18	District Equal Employment Opportunity Plan
III.A.1-19	Sample equivalency documents
III.A.1-20	Flyer/Notice: Office of Diversity, Equity, and Compliance: EEO and Interview Protocol Workshop
III.A.1-21	Sample notification template for final interview (final-cut committee)
III.A.1-22	Policy: translation of transcripts for degree equivalency; list of certified translation services in Los Angeles
III.A.1-23	Sample position description for administrator
III.A.1-24	Sample position description for classified staff
III.A.1-25	Sample position description for confidential classified staff
III.A.1-26	Website: Norco Administrative Planning Council: http://academic.rcc.edu/norco/adpc/index.jsp
III.A.1-27	Staff Hiring Priority List 2008-2009
III.A.1-28	Board Policy #7150: "Employee Evaluations"
III.A.1-29	CTA contract 2007-2010, pp. 25-32
III.A.1-30a	Improvement of Instruction Forms for tenured faculty: Spring Meeting
III.A.1-30b	Improvement of Instruction Forms for tenured faculty: Scope and Process Summary
III.A.1-30c	Improvement of Instruction Forms for tenured faculty: Peer Review Committee Worksheet
III.A.1-30d	Improvement of Instruction Forms for tenured faculty: Peer Review Committee (cover sheet)
III.A.1-31	Evaluation Forms for all faculty: Sample student evaluation form
III.A.1-32a	Improvement of Instruction & Tenure Review Forms for contract (untenured) faculty: Fall Meeting
III.A.1-32b	Improvement of Instruction & Tenure Review Forms for contract (untenured) faculty: Scope and Process Summary
III.A.1-32c	Improvement of Instruction & Tenure Review Forms for contract (untenured) faculty: Peer Review Committee Worksheet
III.A.1-32d	Improvement of Instruction & Tenure Review Forms for contract (untenured) faculty: Peer Review Committee Cover Sheet
III.A.1-32e	Improvement of Instruction & Tenure Review Forms for contract (untenured) faculty: Spring Follow-up Committee Report (cover sheet)

III.A.1-33	Part-time faculty Evaluation documents
III.A.1-34	CSEA Agreement, pp. 29-30: detailing evaluation process
III.A.1-35a	RCCD Management Performance Evaluation Document
III.A.1-35b	Manager Evaluation form
III.A.1-35c	Peer Evaluation form, managers
III.A.1-36	*Management Handbook,* pp. 23-24
III.A.1-37	Board Minutes December 2006: Approval of General Education SLOs
III.A.1-38	Course alignment with General Education SLO
III.A.1-39	*Comprehensive Instructional Program Review Background and Guidelines*
III.A.1-40	Program Review Status by Discipline http://www.rccdfaculty.net/pages/PR_status.htm
III.A.1-41	Student Services Program Review 2008
III.A.1-42	"Summary of general objectives, SLOs and SAOs and Assessment measures for Student Support Services areas"
III.A.1-43	Flyer: SLO/Assessment Workshop
III.A.1-44a	Board Policy #2715: "Code of Ethics Standards of Practice"
III.A.1-44b	Board Policy #3050: "Institutional Code of Professional Ethics"
III.A.1-44c	Board Policy #4030: "Academic Freedom"
III.A.1-44d	Board Policy #5500: "Standards of Student Conduct"
III.A.1-45	Board Policy #3430: "Prohibition of Sexual Harassment and Retaliation"
III.A.1-46	Board Policy #2712: "Conflict of Interest Code"
III.A.1-47	Academic Senate Ethics Statement/resolution
III.A.1-48	*Faculty Handbook*, "Academic Policies and Procedures"
III.A.1-49	*Management Handbook*, pp. 10-11
III.A.1-50	*RCCD College Catalog 2008-2009*: District Sexual Harassment & Unlawful Discrimination Policies and Complaint Procedures
III.A.1-51	*Norco Campus Catalog 2009-2010*: District Sexual Harassment & Unlawful Discrimination Policies and Complaint Procedures
III.A.1-52	*Student Handbook*: District Sexual Harassment & Unlawful Discrimination Policies and Complaint Procedures
III.A.2-1a	Brochure: Job Description, Faculty Hire, 2008-2009: Art/ New Media/ Gaming
III.A.2-1b	Brochure: Job Description, Faculty Hire, 2008-2009: Chemistry
III.A.2-1c	Brochure: Job Description, Faculty Hire, 2008-2009: U. S. History
III.A.2-1d	Brochure: Job Description, Faculty Hire, 2008-2009: English
III.A.2-1e	Brochure: Job Description, Faculty Hire, 2008-2009: Counselor
III.A.2-2	Agreement: "Long-Range Educational Program, Growth and Capital Plans"
III.A.2-3	Charles McIntyre & Associates: 2007 Scan of Conditions External to RCCD
III.A.2-4	Minutes: Board of Trustees Meeting, January 2008, presentation of Norco Educational Master Plan
III.A.3-1	Board Policy #6100: "Delegation of Authority"
III.A.3-2a	Board Policy #7160: "Professional Growth"
III.A.3-2b	Board Policy #3410: "Non-discrimination"
III.A.3-2c	Board Policy #3115: "Drug-Free Workplace"
III.A.3-2d	Board Policy #3230: "Smoking/Non-Smoking"
III.A.3-2e	Board Policy #7310: "Nepotism"
III.A.3-2f	Board Policy #3430: "Prohibition of Harassment and Retaliation"
III.A.3-3	Board Policies: Chapter 7 "Human Resources"
III.A.3-4	Website: Board Policy Manual: http://www.rcc.edu/administration/board/policies.cfm?new

III.A.4-1 Flyer/Announcement: Sexual Harassment Avoidance Training Workshop
III.A.4-2 Flyer/Announcement: Diversity Training for Hiring Committees Workshop
III.A.4-3 Website: Norco Online Technology Training Tutorials: http://www.screencast.com/t/yLZidtOufP
III.A.4-4a Flyer/ Announcement: New faculty orientation, Norco Campus
III.A.4-4b Flyer/ Announcement: New faculty orientation, district
III.A.4-5 Website: online training modules: www.4faculty.org
III.A.4-6 EEO Information, Office of Diversity, Equity, and Compliance and Diversity and Human Resources
III.A.4-7 Sample faculty training workshops: Title V workshops/projects
III.A.4-8 *Faculty Handbook*
III.A.4-9 *Classified Staff Handbook*
III.A.4-10 *Confidential Staff Handbook*
III.A.4-11a *Fact Book 2008*
III.A.4-11b *Fact Book 2009*
III.A.4-11c Website: Institutional Reporting / Academic Services, link to Fact Books http://www.rcc.edu/administration/academicaffairs/reporting.cfm
III.A.4-12 Report: 2008 Full-time Faculty Accreditation Survey
III.A.4-13 Report: 2008 Part-time Faculty Accreditation Survey
III.A.4-14a Board Policy #7120: "Recruitment and Hiring"
III.A.4-14b Board Policy # 3410: "Non-discrimination"
III.A.4-14c Board Policy #3430: "Prohibition of Harassment and Retaliation"
III.A.4-14d Board Policy # 7100: "Commitment to Diversity"
III.A.4-14e Board Policy # 7310: "Nepotism"
III.A.4-15 Board Policies: Chapter 7 "Human Resources"
III.A.5-1a Announcement: New-faculty orientation/training workshops
III.A.5-1b Website: online training modules: www.4faculty.org
III.A.5-2 Flyer: Faculty Development Workshop, sample
III.A.5-3a Website: Norco Online Technology Training Tutorials: http://www.screencast.com/t/yLZidtOufP
III.A.5-3b Flyer: SLO/Assessment Workshop, sample
III.A.5-3c Agenda: FLEX Day activities, sample
III.A.5-4a Annual FLEX Day mailing, sample
III.A.5-4b Website: FLEXtrack: http://www.flextrack.org/
III.A.5-4c Website: Online Faculty Handbook: http://www.rccdfaculty.net/handbook/
III.A.5-5 Sample staff development opportunities, including district workshops, professional organization workshops and seminars, professional organization conferences, community education, and online workshops.
III.A.5-6 Sample evaluation forms: FLEX and workshop activities
III.A.5-7 Sample assessment: Office of Institutional Effectiveness
III.A.6-1a Website: Norco Academic Planning Council: http://academic.rcc.edu/norco/apc/
III.A.6-1b Website: Norco Student Services Planning Council: http://academic.rcc.edu/norco/sspc/
III.A.6-1c Website: Norco Administrative Planning Council: http://academic.rcc.edu/norco/adpc/
III.A.6-1d Website: Norco Strategic Planning Co-Chairs Council: http://academic.rcc.edu/norco/spc/co-chair_index.jsp

III.A.6-1e Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/index.jsp
III.A.6-2 Norco Campus Prioritization Process
III.A.6-3a *Strategic Planning Process, 2001-2006*
III.A.6-3b *District Strategic Plan 2008-2012*
III.A.6-4 Norco Educational Master Plan
III.A.6-5a Weighting of Ranking Criteria for Faculty Positions, 2008-2009
III.A.6-5b Weighting of Ranking Criteria for Student Services, 2008-2009
III.A.6-5c Weighting of Ranking Criteria Administrative requests, 2008-2009
III.A.6-6 Mid-range Financial Plan, including a five-year human resource plan
III.A.6-7 Positions identified by the Mid-Range Financial Plan
III.A.6-8a Weighting of Ranking Criteria for Faculty Positions, 2007-2008
III.A.6-8b Weighting of Ranking Criteria Administrative requests, 2007-2008
III.A.6-9a Report: 2008 Full-time Faculty Accreditation Survey
III.A.6-9b Report: 2007 Full-time Faculty Accreditation Survey

Standard III.B

III.B.1-1 Phase II Facilities Master Plan, Norco
III.B.1-2 Phase III Facilities Master Plan, Norco
III.B.1-3 RCCD Five-Year Capital Construction Plan (Norco Campus), 2009-2015
III.B.1-4 Minutes, Technology Subcommittee meeting: spring 2005
III.B.1-5 Norco Educational Master Plan
III.B.1-6 Norco Campus Strategic Planning Implementation Process
III.B.1-7 Mid-range Financial Plan, including a five-year equipment acquisition/replacement plan
III.B.1-8 Equipment identified by the Mid-Range Financial Plan
III.B.1-9 Board of Trustees minutes: approval of Measure C funding for Student Support Building at Norco
III.B.1-10 Agenda: Student Support Services Center Task Force Meeting, sample
III.B.1-11a *Schedule of Classes*, fall 2008
III.B.1-11b *Schedule of Classes*, spring 2009
III.B.1-12 District modular projects and budget approvals, Board report VI-C-2, March 20, 2007
III.B.1-13 Off-site Locations 2006-2007
III.B.1-14 Copy, JFK partnership agreement
III.B.1-15a Early Childhood Education Centers upgrades and retrofit, Moreno Valley and Norco Campuses, Board report VI-B-2, November 21, 2006
III.B.1-15b purchase order #63608, October 18, 2005: All Sports Flooring, Junkers Clip Systems Floating Floor in Norco Activity Center
III.B.1-16 Report: NORESCO EMC (environmental) Project
III.B.1-17a Minutes: Physical Resources Workgroup, Resources NSPC subcommittee, sample
III.B.1-17b Website: Resources Subcommittee Minutes & Documents: http://academic.rcc.edu/norco/spc/std3_docs.jsp
III.B.1-18 Duties of Physical Resources Workgroup
III.B.1-19 Norco Facilities Utilization Report
III.B.1-20 District Facilities Utilization Report
III.B.1-21a Website: Division of the State Architect: http://www.dsa.dgs.ca.gov/default.htm
III.B.1-21b Report: submitted to the Division of the State Architect, sample
III.B.1-22 Sample Footprints work order—2008-2009, Norco Campus

III.B.1-23 Scheduled Maintenance Plan
III.B.1-24 Sample Safety Quality Control Walk List
III.B.1-25a DSP&S facilities request for classrooms or DSP&S Center
III.B.1-25b Board of Trustees Report, February 24, 2009
III.B.1-26 Contract for floating floor in Multipurpose Building
III.B.1-27 Report: 2008 Full-time Faculty Accreditation Survey
III.B.2-1 RCCD Five-Year Capital Construction Plan (Norco Campus), 2009-2015
III.B.2-2 *Strategic Planning Process, 2001-2006*
III.B.2-3 District/Norco project proposals for JFK Middle College High School
III.B.2-4a *RCCD Fact Book 2007*: District/Norco project proposal: Network Operations Center, pp. 435-436
III.B.2-4b *RCCD Fact Book 2007*: District/Norco project proposal: Warehouse, pp. 433-434
III.B.2-4c *RCCD Fact Book 2007*: District/Norco Project Priority Order, pp. 374-375
III.B.2-5a District Initial Project Proposal, sample
III.B.2-5b Final Project Proposal, sample
III.B.2-6 Facilities program review, sample
III.B.2-7 RCCD block grant, sample
III.B.2-8 Report: Norco Campus Room Utilization, spring 2009
III.B.2-9 Report: Norco Campus Room Utilization, spring 2007

Standard III.C

III.C.1-1 Administration and Finance Functions Maps
III.C.1-2 Academic Affairs Functions Map
III.C.1-3 Chancellor's Office Functions Map
III.C.1-4 IMC Norco Purpose and Responsibilities
III.C.1-5 IMC Production Processes
III.C.1-6a Website: District IMC: http://imc.rcc.edu
III.C.1-6b Website: Norco IMC: http://imc.rcc.edu/norco/norco.htm
III.C.1-6c Norco IMC Operation Chart
III.C.1-7 Library Program Review
III.C.1-8 Website: High Tech DSP&S Services: www.rcc.edu/services/dsps/hightech.cfm
III.C.1-9 Information Services report
III.C.1-10a Draft Norco Technology Plan
III.C.1-10b Minutes: Technology Subcommittee
III.C.1-11 Norco Faculty Technology Survey
III.C.1-12 Norco Staff/Administration Technology Survey
III.C.1-13 Report on results of Norco Inland Empire Computer Skills Survey
III.C.1-14 Report: 2008 Full-time Faculty Accreditation Survey
III.C.1-15 Report: 2008 Part-time Faculty Accreditation Survey
III.C.1-16 Report: 2008 Staff Accreditation Survey
III.C.1-17 E-mail notices and flyers announcing training for Resource 25 and Datatel
III.C.1-18 Flyers announcing WebAdvisor training for FT and PT faculty
III.C.1-19 E-mail announcements: training workshops in podcasting
III.C.1-20 Website: Online Faculty Handbook: http://www.rccdfaculty.net/handbook/
III.C.1-21 Board minutes, Oct-Nov. subcommittee meeting, introduction of *Online Faculty Handbook*
III.C.1-22 Math video tutorial for online Beginning Algebra (Math 52)
III.C.1-23 Library program review
III.C.1-24 DSP&S list: adaptive equipment and software

III.C.1-25 Mid-range Financial Plan, including a five-year technology acquisition/replacement plan
III.C.1-26 Norco Campus Center Telecommunications Survey
III.C.1-27 Website: FCCC Software Licenses Purchase: http://www.collegebuys.org
III.C.1-28 Open Campus Information Sheet

Standard III.D

III.D.1-1 Budget, adopted FY2008-2009
III.D.1-2a Norco Educational Master Plan
III.D.1-2b Norco Facilities Master Plan
III.D.1-3 Norco Campus Strategic Planning Implementation Process
III.D.1-4 Norco Campus Prioritization Process
III.D.1-5a Annual Instructional Program Review, sample
III.D.1-5b Website: Annual Instructional Program Review Reports: http://www.rccdfaculty.net/pages/Annual%20Program%20Review%202008/2008_Annual_PR_index.htm
III.D.1-6a Campus Administrative Unit Program Review 2008, sample
III.D.1-6b Website: Administrative Unit Program Review Documents: http://www.rccdfaculty.net/pages/Administrative_Program_Review_2008/administrative_reports_2008.html
III.D.1-7 Student Services Program Review 2008
III.D.1-8a Website: Norco Academic Planning Council: http://academic.rcc.edu/norco/apc/
III.D.1-8b Website: Norco Student Services Planning Council: http://academic.rcc.edu/norco/sspc/
III.D.1-8c Website: Norco Administrative Planning Council: http://academic.rcc.edu/norco/adpc/
III.D.1-9 Website: Norco Strategic Planning Co-Chairs Council: http://academic.rcc.edu/norco/spc/co-chair_index.jsp
III.D.1-10 Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/index.jsp
III.D.1-11 *District Strategic Plan 2008-2012*
III.D.1-12 District Budget Allocation Model
III.D.1-13 Minutes: District Budget Advisory Council, sample
III.D.1-14 Minutes: Board of Trustees Meeting, presentation of Norco Campus Strategic Planning Process
III.D.1-15 Report: 2008 Full-time Faculty Accreditation Survey
III.D.1-16 Report: 2007 Full-time Faculty Accreditation Survey
III.D.1-17a Memo: President Davis to the NSPC, 12/08/07
III.D.1-17b Memo: President Davis to the NSPC, 05/05/08
III.D.1-17c Memo: President Davis to the NSPC, 02/26/09
III.D.1-18 Mid-range Financial Plan
III.D.1-19 Monthly Financial Report, sample
III.D.1-20 Norco Campus Five-Year Financial Plan, 2009-2015
III.D.1-21a Board Policy #7080: "Budget Development: Fund Balance Target"
III.D.1-21b Board Policy #6200: "Budget Preparation"
III.D.1-21c Board Policy #6300: "Fiscal Management"
III.D.1-22 Fiscal year 2009-2010 Tentative Budget Development Schedule
III.D.1-23 Norco Campus Quarterly Financial Summary Report

III.D.2-1 District Audit Report, 2007-2008
III.D.2-2 District Foundation Audit Report, 2007-2008
III.D.2-3 District General Obligation Bond Projects Audit Report, 2007-2008
III.D.2-4 District Budget Allocation Model (revised May 2008)
III.D.2-5 Minutes: District Budget Advisory Council, sample
III.D.2-6 Norco Campus Prioritization Process
III.D.2-7 Report: Quarterly Summary Report from Vice President of Business Affairs to Norco Campus President
III.D.2-8a Report: 2008 Full-time Faculty Accreditation Survey
III.D.2-8b Report: 2008 Part-time Faculty Accreditation Survey
III.D.2-9 Report: 2008 Staff Accreditation Survey
III.D.2-10 RCC District Finance Report, sample
III.D.2-11 FY 2008-2009 Adopted Budget
III.D.2-12 District Administrative Contingency Account
III.D.2-13a Website: California Department of Education, Laws & Codes: http://www.cde.ca.gov/re/lr/cl/
III.D.2-13b Website: California Education Code: http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20
III.D.2-13c CA Education Code, Section 72500-72508: http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=72001-73000&file=72500-72508
III.D.2-14 President's contingency budget showing $40,000 allocation
III.D.2-15 Board Policy #2200: "Board Duties, Responsibilities and Privileges"
III.D.2-16a Chancellor's Office organizational chart
III.D.2-16b Chancellor's Office Functions Map
III.D.2-17 Measure C and Citizens' Bond Oversight Committee
III.D.2-18a Board policy #6200: "Budget Preparation"
III.D.2-18a Board policy #6300: "Fiscal Management"
III.D.2-19a Internal controls and procedures for external contractual agreements
III.D.2-19b Board Policy Chapter 6: "Business & Fiscal Affairs"
III.D.2-20 RCCD Finance and Audit. Report No.: VI-D-3, 10/17/06

Standard IV.A

IV.A.1-1 Minutes: Norco Academic Senate, establishing NAS as an independent entity
IV.A.1-2a Norco Academic Senate By-Laws
IV.A.1-2a Website: Norco Academic Senate: http://academic.rcc.edu/academicsenate/norco.jsp
IV.A.1-3a Minutes, March 3, 2008 meeting, Norco Academic Senate
IV.A.1-3b Website: Norco Curriculum Committee: http://academic.rcc.edu/academicsenate/norco_curriculum.jsp
IV.A.1-4a Minutes: Norco Academic Planning Council
IV.A.1-4b Member Roster: NAPC, spring 2009
IV.A.1-4c Website: Norco Academic Planning Council: http://academic.rcc.edu/norco/apc/
IV.A.1-5 Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/index.jsp
IV.A.1-6a *Strategic Planning Process, 2001-2006* (district document outlining the process and its history/development)
IV.A.1-6b *District Strategic Plan 2008-2012*
IV.A.1-7 Norco Campus Strategic Planning Implementation Process

IV.A.1-8	Norco Campus Prioritization Process
IV.A.1-9	Statements of Purpose for the NSPC subcommittees
IV.A.1-10a	Website: NSPC subcommittee: Institutional Mission and Effectiveness: http://academic.rcc.edu/norco/spc/std1_index.jsp
IV.A.1-10b	Website: NSPC subcommittee: Student Learning Programs and Services: http://academic.rcc.edu/norco/spc/std2_index.jsp
IV.A.1-10c	Website: NSPC subcommittee: Resources: http://academic.rcc.edu/norco/spc/std3_index.jsp
IV.A.1-10d	Website: NSPC subcommittee: Leadership and Governance: http://academic.rcc.edu/norco/spc/std4_index.jsp
IV.A.1-11	Website: Norco Strategic Planning Co-Chairs Council: http://academic.rcc.edu/norco/spc/co-chair_index.jsp
IV.A.1-12	Norco Educational Master Plan
IV.A.1-13a	Annual Instructional Program Review, sample
IV.A.1-13b	Website: Annual Instructional Program Review Reports: http://www.rccdfaculty.net/pages/Annual%20Program%20Review%202008/2008_Annual_PR_index.htm
IV.A.1-14	Website: District Program Review Committee: http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm
IV.A.1-15	Website: District Assessment Committee: http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm
IV.A.1-16	Minutes, JFK High School Advisory Council, sample
IV.A.1-17	Minutes, Matriculation Advisory Council, sample
IV.A.1-18a	Contract, CTA, 2007-2010
IV.A.1-18b	Minutes, CTA meeting, sample
IV.A.1-19a	Contract, CSEA
IV.A.1-19b	Minutes, CSEA meeting, sample
IV.A.1-20a	Minutes: ASNC, sample
IV.A.1-20b	Constitution: Associated Students of Norco Campus, ratified Spring 2009
IV.A.1-21	Minutes: establishing departmental structure
IV.A.1-22a	Website: Members NSPC subcommittee: Institutional Mission and Effectiveness: http://academic.rcc.edu/norco/spc/std1.jsp
IV.A.1-22b	Website: Members NSPC subcommittee: Leadership and Governance: http://academic.rcc.edu/norco/spc/std4.jsp
IV.A.1-23	Minutes: NSPC meeting, demonstrating student attendance
IV.A.1-24	Membership list showing name of co-chair, District Program Review Committee
IV.A.1-25	Membership list showing name of co-chair, District Assessment Committee
IV.A.1-26	Position and duties of Faculty Development Coordinator, Norco Campus
IV.A.1-27a	Announcement: election of Sharon Crasnow as President of the Norco Academic Senate 2009-2010
IV.A.1-27b	Norco Campus President serves as District Academic Senate President 2009-2010
IV.A.1-28	CTA Minutes of election of Karin Skiba as President of bargaining unit
IV.A.1-29	*Instructional Program Review: Comprehensive (Background & Guidelines)*
IV.A.1-30	District Assessment Report showing name of author
IV.A.1-31a	Norco faculty/administration workshop, fall 2005;
IV.A.1-31b	Reading and dialogue on Gen-Ed SLOs developed by coordinator of District Assessment Committee
IV.A.1-32	DAC Minutes showing adoption of Gen-Ed SLOs

IV.A.1-33 *COR Guide*, Curriculum Committee
IV.A.1-34 *Handbook for Online Faculty*
IV.A.2-1a *Strategic Planning Process, 2001-2006*
IV.A.2-1b *District Strategic Plan, 2008-2012*
IV.A.2-2a Board Policies #4005: "Academic Senates"
IV.A.2-2b Board Policies #7260: "Classified Supervisors and Managers"
IV.A.2-2c Board Policies #6120: "Organization of the Associated Student Body"
IV.A.2-3 CA Academic Senate/Title V document(s) listing 11 areas of shared governance
IV.A.2-4a Minutes: Norco Senate Meeting October 2006, establishing NAS standing committees
IV.A.2-4b Minutes: Norco Senate Meeting November 2006, establishing NAS standing committees
IV.A.2-5 RCCD District-Campus Functions Maps
IV.A.2-6a Board Policy: #2220: "Committees of the Board"/ Administrative Policy: #2220: "Committees of the Board"
IV.A.2-6b Board Policy: #2510: "Participation in Local Decision-Making"
IV.A.2-7 Agenda: Board of Trustees Standing Committee, Norco staff representation
IV.A.2-8 Membership List: District Budget Advisory Committee, Norco staff representation
IV.A.2-9 Membership List: District Strategic Planning Committee, Norco staff representation
IV.A.2-10 Membership List: District Prerequisite Advisory Committee, Norco staff representation
IV.A.2-11a Website: "Members" NSPC, "committee-of-the-whole" http://academic.rcc.edu/norco/spc/
IV.A.2-11b Website: Members NSP Co-Chairs Council: http://academic.rcc.edu/norco/spc/co-chair.jsp
IV.A.2-12a Website: Members NSPC subcommittee: Institutional Mission and Effectiveness: http://academic.rcc.edu/norco/spc/std1.jsp
IV.A.2-12b Website: Members NSPC subcommittee: Student Learning Programs & Services: http://academic.rcc.edu/norco/spc/std2.jsp
IV.A.2-12c Website: Members NSPC subcommittee: Resources: http://academic.rcc.edu/norco/spc/std3.jsp
IV.A.2-12d Website: Members NSPC subcommittee: Leadership and Governance: http://academic.rcc.edu/norco/spc/std4.jsp
IV.A.2-13a Website: Members Administrative Planning Council: http://academic.rcc.edu/norco/adpc/members.jsp
IV.A.2-13b Website: Members Student Services Planning Council: http://academic.rcc.edu/norco/sspc/members.jsp
IV.A.2-14a Associated Students Norco Campus Constitution
IV.A.2-14b Associated Students Norco Campus By-Laws
IV.A.2-15a Board Policy #2015: "Student Trustee"
IV.A.2-15b Board Policy #6010: "District Student Senate"
IV.A.2-16 Student Shared Governance Proposal
IV.A.2-17 Board Subcommittee meetings showing student attendance/participation
IV.A.2-18 Minutes: NSPC meeting, demonstrating student attendance
IV.A.2-19a Website: Members NSPC subcommittee: Institutional Mission and Effectiveness: http://academic.rcc.edu/norco/spc/std1.jsp
IV.A.2-19b Website: Members NSPC subcommittee: Leadership and Governance: http://academic.rcc.edu/norco/spc/std4.jsp
IV.A.2-20 Norco Campus Strategic Planning Implementation Process

IV.A.2-21a District Academic Senate Constitution
IV.A.2-21b District Academic Senate By-Laws
IV.A.2-22a Norco Academic Senate Constitution
IV.A.2-22b Norco Academic Senate By-Laws
IV.A.2-23 District Curriculum Committee Handbook
IV.A.2-24 *Locally-Developed New and/or Substantially Changed Program Approval Process*
IV.A.2-25 Report: 2007 Full-time Faculty Accreditation Survey
IV.A.2-26 Report: 2008 Full-time Faculty Accreditation Survey

IV.A.3-1a Membership List: Board of Trustees standing committee: Teaching and Learning
IV.A.3-1b Membership List: Board of Trustees standing committee: Resources
IV.A.3-1c Membership List: Board of Trustees standing committee: Planning
IV.A.3-1d Membership List: Board of Trustees standing committee: Governance
IV.A.3-2 Norco Organizational Chart
IV.A.3-3 Website: Minutes, Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/minutes.jsp
IV.A.3-4 Website: Minutes, NSP Co-Chairs Council: http://academic.rcc.edu/norco/spc/co-chair_docs.jsp
IV.A.3-5a Website: Minutes, NSPC subcommittee: Institutional Mission and Effectiveness: http://academic.rcc.edu/norco/spc/std1_docs.jsp
IV.A.3-5b Website: Minutes, NSPC subcommittee: Student Learning Programs & Services: http://academic.rcc.edu/norco/spc/std2_docs.jsp
IV.A.3-5c Website: Minutes, NSPC subcommittee: Resources: http://academic.rcc.edu/norco/spc/std3_docs.jsp
IV.A.3-5d Website: Minutes, NSPC subcommittee: Leadership and Governance: http://academic.rcc.edu/norco/spc/std4_docs.jsp
IV.A.3-6 Website: Minutes, Norco Academic Planning Council: http://academic.rcc.edu/norco/apc/docs.jsp
IV.A.4-1 2007 ACCJC Accreditation Team Recommendations for Riverside City College District
IV.A.4-2 Website: Norco–District Conferences, Schedule: http://academic.rcc.edu/norco/accreditation/conference.jsp
IV.A.4-3a Minutes: NSPC Co-chairs Council, approval of the 2009 Self Study
IV.A.4-3b Minutes: Norco Strategic Planning Committee, approval of the 2009 Self Study
IV.A.4-4 Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/
IV.A.4-5 e-mail correspondence between Norco and District administration, opportunity for District review and comment of the Self Study
IV.A.4-6 Website: Norco Accreditation 2009: http://academic.rcc.edu/norco/accreditation/
IV.A.5-1 Norco Campus Organizational Chart
IV.A.5-2 Survey: Faculty and Staff Regarding Campus Priorities Ranking Processes (3/09)

Standard IV.B

IV.B.1-1 Board Policy #2110: "Vacancies on the Board"
IV.B.1-2 Board Policy #2015: "Student Trustee"
IV.B.1-3 Board Policy #2200: "Board Duties, Responsibilities and Privileges"
IV.B.1-4 Board Policy #2220: "Committees of the Board"

IV.B.1-5	Calendar: Scheduled Board of Trustee meetings: http://www.rcc.edu/administration/board/
IV.B.1-6	Board Policy #1200: "Riverside Community College District Policy"
IV.B.1-7	Sample Board Agenda
IV.B.1-8	Memo: Board of Trustees Effectiveness
IV.B.1-9	Board Policy #4050: "Articulation"
IV.B.1-10	Curriculum Process Agreement
IV.B.1-11a	Board Policy #5010: "Admissions"
IV.B.1-11b	Board Policy #5011: "Admission and Concurrent Enrollment of High School and Other Young Students"
IV.B.1-11c	Board Policy #5012: "International Students"
IV.B.1-11d	Board Policy #5013: "Students in the Military"
IV.B.1-11e	Board Policy #5015: "Residence Determination"
IV.B.1-11f	Board Policy #5020: "Non-Resident Tuition"
IV.B.1-11g	Board Policy #5030: Student Fee"
IV.B.1-11h	Board Policy #5031: "Instructional Materials Fees"
IV.B.1-11i	Board Policy #5035: "Withholding of Student Records"
IV.B.1-11j	Board Policy #5040: "Student Records: Challenging Content and Access Log"
IV.B.1-11k	Board Policy #5050: "Matriculation"
IV.B.1-11l	Board Policy #5052: "Enrollment/Registration Priorities"
IV.B.1-11m	Board Policy #5055: "Enrollment Priorities"
IV.B.1-11n	Board Policy #5056: "Registration Priorities"
IV.B.1-11o	Board Policy #5075: "Course Adds and Drops"
IV.B.1-12a	Agenda: Board of Trustees, sample
IV.B.1-12b	Minutes: Board of Trustees, sample
IV.B.1-13	District Annual Independent Audit Report
IV.B.1-14	Board of Trustees Board Packet, includes list of monthly requisitions
IV.B.1-15	Board Policy Manual
IV.B.1-16	Website: Community College League of California: http://www.ccleague.org
IV.B.1-17	Website: Center for Effective Governance website: http://www.acct.org/governance/
IV.B.1-18	Minutes: Board of Trustees, agreement with legal consultant to revise policies
IV.B.1-19	Website: Board of Trustees: Policy Manual: http://www.rcc.edu/administration/board/policies.cfm?new
IV.B.1-20	Website: Association of Governing Boards: http://www.agb.org/
IV.B.1-21	Agenda: Annual Board Planning Retreat, sample
IV.B.1-22	Board Policy #2745: "Board Self-Evaluation"
IV.B.1-23	Minutes: Board of Trustees Retreat, Board priorities
IV.B.1-24	Board Policy #2715: "Code of Ethics Standards of Practice"
IV.B.1-25a	Board Policy #2431: "Chancellor Selection"
IV.B.1-25b	Board Policy #2430: "Delegation of Authority to Chancellor and Presidents"
IV.B.1-26	Board Policy #2435: "Evaluation of Chancellor"
IV.B.1-27	Management Performance Evaluation Process document
IV.B.2-1	Norco Organizational Chart
IV.B.2-2	Minutes: President's attendance at NSPC
IV.B.2-3a	Agenda: President's Cabinet Meeting, sample
IV.B.2-3b	Minutes: President's Cabinet Meeting, sample
IV.B.2-4	Norco Campus Prioritization Process

IV.B.2-5	Website: Norco Strategic Planning Committee: http://academic.rcc.edu/norco/spc/
IV.B.2-6	Meeting minutes with local community advisory group(s)
IV.B.2-7a	Report: 2008 Full-time Faculty Accreditation Survey
IV.B.2-7b	Report: 2008 Staff Accreditation Survey
IV.B.2-8	Campus President, "Record of Community Activities"
IV.B.3-1	District Organizational Charts
IV.B.3-2	District Functions Maps
IV.B.3-3a	Norco Campus budget, 2008-2009
IV.B.3-3b	District Budget Allocation Model (revised May 2008)
IV.B.3-4	Measure C projects by campus (list)
IV.B.3-5	Member list: Measure C Community Watch Group
IV.B.3-7	Board Policy #2430 "Delegation of Authority to the Chancellor"
IV.B.3-8	District Audit Report, 2007-2008
IV.B.3-9	District General Obligation Bond Projects Audit Report, 2007-2008
IV.B.3-10a	Agenda: Board of Trustees Meeting, recent sample
IV.B.3-10b	Minutes: Board of Trustees Meeting, recent sample
IV.B.3-11	Calendar of locations for Board of Trustees Meetings, spring 2008
IV.B.3-12	*Strategic Planning Process, 2001-2006* (pamphlet)
IV.B.3-13	*RCCD Strategic Initiatives 2005-2010, Fact Book 2008,* pp. 43-47
IV.B.3-14	Norco Campus Response to Strategic Initiatives, *Fact Book 208,* pp.57-62
IV.B.3-15	District Strategic Plan, *2008-2012*

Norco Accreditation Survey Fall 2008 Summary

Full-Time Faculty

n = 45

A	B	C	D	E
Strongly Disagree	Somewhat Disagree	No Opinion / Don't Know	Somewhat Agree	Strongly Agree

Accreditation Standard I: Improving Institutional Effectiveness					
7. I have read the Norco Mission Statement and understand it.	A 9%	B 7%	C 2%	D 21%	E 61%
8. Norco's Mission Statement guides institutional planning.	A 0%	B 13.6%	C 16%	D 45.5%	E 25%
9. Norco is committed to continuous improvements of the student learning process.	A 0%	B 2.3%	C 4.5%	D 27.3%	E 66%
10. I have read the Norco Academic Master Plan and understand its goals.	A 2.3%	B 4.5%	C 6.8%	D 43.2%	E 43.2%
11. Norco Academic Master Plan goals are regularly assessed and results shared with campus constituencies.	A 2.2%	B 11.1%	C 15.6%	D 35.6%	E 35.6%
12. I understand the purpose and role of the Norco Academic Planning Council.	A 2.2%	B 6.7%	C 15.6%	D 35.6%	E 40%
13. I understand the purpose and role of the Norco Strategic Planning Committee.	A 2.2%	B 6.7%	C 6.7%	D 37.8%	E 46.7%
14. Institutional planning decisions are based on research data.	A 4.4%	B 8.9%	C 20%	D 42.2%	E 24.4%
15. Institutional planning decisions are based on personal opinion(s)/agenda(s).	A 8.9%	B 22.2%	C 17.8%	D 40%	E 11.1%
16. The information from the Office of Institutional Research (Fact Book, web site, and planning and research reports) is helpful in getting the information I need.	A 6.7%	B 13.3%	C 20%	D 40%	E 20%
Accreditation Standard II: Student Learning Programs and Services					
17. Faculty present information fairly and objectively to students and others.	A 2.2%	B 0%	C 13.3%	D 37.8%	E 46.7%
18. College staff present information fairly and objectively to students and others.	A 2.2%	B 0%	C 17.8%	D 35.6%	E 44.4%
19. Academic freedom is upheld by Norco Campus.	A 2.2%	B 2.2%	C 8.9%	D 35.6%	E 51.1%
20. Norco encourages the use of different teaching methodologies as a response to learning styles of students.	A 0%	B 4.4%	C 6.7%	D 33.3%	E 55.6%
21. Norco assesses student learning outcomes for its courses, degrees, and/or programs.	A 2.2%	B 15.6%	C 11.1%	D 35.6%	E 35.6%
22. Norco uses the results of its SLOs assessments to make improvements.	A 4.4%	B 17.8%	C 8.9%	D 42.2%	E 26.7%
23. Norco relies on the faculty (and advisory committees when applicable) to determine competency levels and measurable student learning outcomes.	A 2.2%	B 2.2%	C 4.4%	D 33.3%	E 57.8%
24. Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.	A 2.2%	B 8.9%	C 6.7%	D 46.7%	E 35.6%
25. Student support services make significant contributions to student success (e.g., retention, transfers).	A 2.2%	B 4.4%	C 13.3%	D 28.9%	E 51.1%
26. Information on all of the programs available to students at Norco should be listed in a Norco college catalog.	A 2.2%	B 0%	C 4.4%	D 13.3%	E 80%

27. Norco Campus evaluates the learning support needs of its students based upon learner outcomes in order to provide services and programs to address those needs.	A 2.2%	B 4.4%	C 35.6%	D 37.8%	E 20%
28. Counselors and instructors communicate to make sure that students receive accurate information about courses and programs.	A 6.7%	B 8.9%	C 11.1%	D 46.7%	E 26.7%
29. The library's support for instructional programs contributes to student learning outcomes.	A 2.2%	B 0%	C 13.3%	D 53.3%	E 31.1%
30. The library collection has enough breadth to meet the needs of my students.	A 8.9%	B 17.8%	C 24.4%	D 26.7%	E 22.2%
31. In general, the library is sufficiently responsive to faculty input.	A 4.4%	B 4.4%	C 8.9%	D 35.6%	E 46.7%
32. Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.	A 4.4%	B 6.7%	C 13.3%	D 44.4%	E 31.1%
33. On-campus labs (Writing/Reading Center, math lab, computer lab) provided by Norco Campus support the attainment of student learning outcomes.	A 8.9%	B 2.2%	C 8.9%	D 26.7%	E 53.3%
34. Tutoring services provided by Norco Campus support the attainment of student learning outcomes.	A 4.4%	B 6.7%	C 15.6%	D 33.3%	E 40%
35. Norco Campus provides technology development and training for faculty and staff on a regular basis.	A 13.3%	B 15.6%	C 11.1%	D 26.7%	E 33.3%
Accreditation Standard III: Resources					
36. There are sufficient numbers of qualified faculty to support college programs.	A 20%	B 26.7%	C 13.3%	D 22.2%	E 17.8%
37. There are sufficient numbers of qualified staff to support college services.	A 22.2%	B 33.3%	C 15.6%	D 20%	E 8.9%
38. Personnel search and selection processes are fair to all applicants.	A 6.7%	B 2.2%	C 13.3%	D 33.3%	E 44.4%
39. Search and selection processes are likely to result in hiring personnel who will effectively advance the mission of Norco Campus.	A 2.2%	B 8.9%	C 8.9%	D 35.6%	E 44.4%
40. Evaluation processes are effective in improving the quality of job performance of staff.	A 4.4%	B 8.9%	C 24.4%	D 44.4%	E 17.8%
41. Evaluation processes are effective in improving the quality of job performance of faculty.	A 8.9%	B 17.8%	C 8.9%	D 48.9%	E 15.6%
42. Evaluation processes are effective in improving the quality of job performance of administrators/managers.	A 2.2%	B 8.9%	C 46.7%	D 24.4%	E 17.8%
43. Norco Campus provides sufficient opportunities for professional development.	A 6.7%	B 17.8%	C 6.7%	D 37.8%	E 31.1%
44. The District's policies and practices demonstrate appropriate concern for issues of equity and diversity.	A 2.2%	B 2.2%	C 20%	D 42.2%	E 33.3%
45. Norco links staffing decisions to its strategic planning committees.	A 0%	B 4.4%	C 20%	D 33.3%	E 42.2%
46. The campus has adequate physical accommodations for people with disabilities.	A 0%	B 11.1%	C 20%	D 35.6%	E 33.3%
47. I feel safe on campus during the day.	A 2.2%	B 0%	C 0%	D 24.4%	E 73.3%
48. I feel safe on campus at night.	A 6.7%	B 20%	C 8.9%	D 31.1%	E 33.3%
49. Overall, the campus buildings provide a safe and healthy environment in which to work and learn. *[On the back of the answer key, please list examples of any campus facility that is <u>not</u> a safe and/or healthy environment.]*	A 2.2%	B 4.4%	C 6.7%	D 35.6%	E 51.1%
50. Overall, the campus landscaped areas are attractive and safe. *[On the back of the answer key, please list any examples of landscaped areas that are <u>not</u> safe or attractive, other than temporary construction activities.]*	A 8.9%	B 13.3%	C 11.1%	D 35.6%	E 31.1%

51. In my office, the equipment, software and network connections used to support teaching are adequate and well maintained.	A 6.8%	B 9.1%	C 11.4%	D 27.3%	E 45.5%
52. In my classroom, the equipment, software and network connections used to support teaching are adequate and well maintained.	A 4.4%	B 17.8%	C 8.9%	D 31.1%	E 37.8%
53. The instructional equipment supplied by the IMC and used to support teaching in my classroom(s) is adequate and well maintained.	A 2.2%	B 11.1%	C 13.3%	D 42.2%	E 31.1%
54. IMC responds to service requests with adequate speed.	A 2.2%	B 2.2%	C 11.1%	D 40%	E 44.4%
55. Computing Services responds to service requests with adequate speed.	A 0%	B 8.9%	C 17.8%	D 22.2%	E 51.1%
56. Faculty are sufficiently involved in the selection of educational equipment.	A 0%	B 8.9%	C 26.7%	D 31.1%	E 33.3%
57. Campus budget priorities are determined by systematic planning.	A 4.4%	B 8.9%	C 22.2%	D 33.3%	E 31.1%
58. Norco attempts to meet the needs of programs and services based on the availability of financial resources.	A 0%	B 6.7%	C 15.6%	D 44.4%	E 33.3%
59. Appropriate and timely budgetary information is provided regularly throughout Norco Campus.	A 4.4%	B 8.9%	C 17.8%	D 42.2%	E 26.7%
60. Norco Campus uses resources wisely and fairly.	A 2.2%	B 6.7%	C 15.6%	D 48.9%	E 26.7%
Accreditation Standard IV: Leadership & Governance					
61. The Norco Academic Senate is effective in making recommendations to management and the governing Board regarding the 11 areas of shared governance.	A 0%	B 2.6%	C 33.3%	D 28.2%	E 35.9%
62. The Norco Academic Planning Council (NAPC) is effective in making recommendations with respect to scheduling and academic planning.	A 0%	B 2.7%	C 29.7%	D 35.1%	E 32.4%
63. The Norco Strategic Planning Committee (NSPC) is effective in making recommendations with respect to facilities, budget planning, and policies.	A 0%	B 5.3%	C 21.1%	D 44.7%	E 28.9%
64. The Norco Strategic Planning Committee (NSPC) is an effective channel for staff ideas regarding institutional decision-making.	A 0%	B 15.8%	C 23.7%	D 31.6%	E 28.9%
65. The CTA is effective in making recommendations regarding compensation and workload issues.	A 2.6%	B 5.3%	C 7.9%	D 50%	E 34.2%
66. The CTA effectively communicates decisions and discussions taking place with regard to contract-related issues.	A 7.9%	B 0%	C 10.5%	D 47.4%	E 34.2%
67. The Student Senate has a defined role in institutional governance.	A 0%	B 7.9%	C 34.2%	D 31.6%	E 26.3%
68. Governing Board policies support the quality, integrity and effectiveness of student learning programs and services.	A 0%	B 5.3%	C 39.5%	D 31.6%	E 23.7%
69. The Norco Campus President provides effective leadership for Norco.	A 8.3%	B 5.6%	C 11.1%	D 36.1%	E 38.9%
70. I actively participate in shared governance through membership on the Norco Strategic Planning Committee. A = YES; B = NO	A 94.6%		B 5.4%		
71. I actively participate in shared governance through membership on the Norco Academic Planning Council. A = YES; B = NO	A 61.%		B 38.9%		
72. I actively participate in shared governance through membership on the Norco Academic Senate. A = YES; B = NO	A 41.7%		B 58.3%		
73. I actively participate in shared governance through membership on the District Assessment and/or Program Review Committee. A = YES; B = NO	A 54.1%		B 45.9%		

Part-Time Faculty

n = 66

A	B	C	D	E
Strongly Disagree	Somewhat Disagree	No Opinion / Don't Know	Somewhat Agree	Strongly Agree

Accreditation Standard I: Improving Institutional Effectiveness					
7. I have read the Norco Mission Statement and understand it.	A 9.2%	B 3.1%	C 10.8%	D 21.5%	E 55.4%
8. Norco's Mission Statement guides institutional planning.	A 3.1%	B 1.6%	C 31.3%	D 32.8%	E 31.3%
9. Norco is committed to continuous improvements of the student learning process.	A 1.5%	B 4.5%	C 12.1%	D 27.3%	E 54.5%
10. I have read the Norco Academic Master Plan and understand its goals.	A 13.8%	B 9.2%	C 40%	D 15.4%	E 21.5%
11. Norco Academic Master Plan goals are regularly assessed and results shared with campus constituencies.	A 3.1%	B 3.1%	C 49.2%	D 24.6%	E 20%
12. I understand the purpose and role of the Norco Academic Planning Council.	A 7.7%	B 7.7%	C 43.1%	D 27.7%	E 13.8%
13. I understand the purpose and role of the Norco Strategic Planning Committee.	A 7.8%	B 6.3%	C 46.9%	D 25%	E 14.1%
14. Institutional planning decisions are based on research data.	A 0%	B 6.2%	C 47.7%	D 26.2%	E 20%
15. Institutional planning decisions are based on personal opinion(s)/agenda(s).	A 6.2%	B 10.8%	C 52.3%	D 20%	E 10.8%
16. The information from the Office of Institutional Research (Fact Book, web site, planning and research reports) is helpful in getting the information I need.	A 1.6%	B 10.9%	C 39.1%	D 23.4%	E 25%
Accreditation Standard II: Student Learning Programs and Services					
17. Faculty present information fairly and objectively to students and others.	A 1.6%	B 0%	C 12.5%	D 35.9%	E 50%
18. College staff present information fairly and objectively to students and others.	A 0%	B 3%	C 15.2%	D 27.3%	E 54.5%
19. Academic freedom is upheld by Norco Campus.	A 3%	B 0%	C 16.7%	D 31.8%	E 48.5%
20. Norco encourages the use of different teaching methodologies as a response to learning styles of students.	A 1.5%	B 1.5%	C 18.5%	D 26.2%	E 52.3%
21. Norco assesses student learning outcomes for its courses, degrees, and/or programs.	A 3%	B 3%	C 22.7%	D 31.8%	E 39.4%
22. Norco uses the results of its SLOs assessments to make improvements.	A 3%	B 1.5%	C 30.3%	D 30.3%	E 34.8%
23. Norco relies on the faculty (and advisory committees when applicable) to determine competency levels and measurable student learning outcomes.	A 1.5%	B 0%	C 27.3%	D 31.8%	E 39.4%
24. Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.	A 1.5%	B 1.5%	C 9.1%	D 30.3%	E 57.6%
25. Student support services make significant contributions to student success (e.g., retention, transfers).	A 1.5%	B 1.5%	C 27.3%	D 31.8%	E 37.9%
26. Information on all of the programs available to students at Norco should be listed in a Norco college catalog.	A 1.5%	B 0%	C 9.1%	D 19.7%	E 69.7%

27. Norco Campus evaluates the learning support needs of its students based upon learner outcomes in order to provide services and programs to address those needs.	A 1.5%	B 1.5%	C 34.8%	D 31.8%	E 30.3%
28. Counselors and instructors communicate to make sure that students receive accurate information about courses and programs.	A 3.1%	B 7.7%	C 32.3%	D 26.2%	E 30.8%
29. The library's support for instructional programs contributes to student learning outcomes.	A 0%	B 1.5%	C 37.9%	D 22.7%	E 37.9%
30. The library collection has enough breadth to meet the needs of my students.	A 4.5%	B 10.6%	C 36.4%	D 28.8%	E 19.7%
31. In general, the library is sufficiently responsive to faculty input.	A 0%	B 4.5%	C 45.5%	D 25.8%	E 24.2%
32. Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.	A 0%	B 6.1%	C 30.3%	D 37.9%	E 25.8%
33. On-campus labs (Writing/Reading Center, math lab, computer lab) provided by Norco Campus support the attainment of student learning outcomes.	A 1.5%	B 1.5%	C 21.2%	D 30.3%	E 45.5%
34. Tutoring services provided by Norco Campus support the attainment of student learning outcomes.	A 0%	B 4.5%	C 22.7%	D 31.8%	E 40.9%
35. Norco Campus provides technology development and training for faculty and staff on a regular basis.	A 3%	B 4.5%	C 36.4%	D 25.8%	E 30.3%
Accreditation Standard III: Resources					
36. There are sufficient numbers of qualified faculty to support college programs.	A 7.6%	B 7.6%	C 39.4%	D 8.8%	E 16.7%
37. There are sufficient numbers of qualified staff to support college services.	A 1.5%	B 9.1%	C 34.8%	D 4.8%	E 19.7%
38. Personnel search and selection processes are fair to all applicants.	A 0%	B 9.2%	C 46.2%	D 3.1%	E 21.5%
39. Search and selection processes are likely to result in hiring personnel who will effectively advance the mission of Norco Campus.	A 0%	B 4.6%	C 44.6%	D 0.8%	E 20%
40. Evaluation processes are effective in improving the quality of job performance of staff.	A 1.5%	B 6.2%	C 36.9%	D 27.7%	E 27.7%
41. Evaluation processes are effective in improving the quality of job performance of faculty.	A 1.5%	B 6.1%	C 25.8%	D 34.8%	E 31.8%
42. Evaluation processes are effective in improving the quality of job performance of administrators/managers.	A 1.5%	B 6.1%	C 51.5%	D 19.7%	E 21.2%
43. Norco Campus provides sufficient opportunities for professional development.	A 3%	B 6.1%	C 33.3%	D 34.8%	E 22.7%
44. The District's policies and practices demonstrate appropriate concern for issues of equity and diversity.	A 0%	B 4.5%	C 30.3%	D 40.9%	E 24.2%
45. Norco links staffing decisions to its strategic planning committees.	A 0%	B 1.5%	C 68.2%	D 15.2%	E 15.2%
46. The campus has adequate physical accommodations for people with disabilities.	A 0%	B 1.5%	C 24.2%	D 34.8%	E 39.4%
47. I feel safe on campus during the day.	A 1.5%	B 0%	C 7.6%	D 25.8%	E 65.2%
48. I feel safe on campus at night.	A 0%	B 4.5%	C 19.7%	D 33.3%	E 42.4%
49. Overall, the campus buildings provide a safe and healthy environment in which to work and learn. *[On the back of the answer key, please list examples of any campus facility that is <u>not</u> a safe and/or healthy environment.]*	A 1.5%	B 1.5%	C 6.1%	D 36.4%	E 54.5%

50. Overall, the campus landscaped areas are attractive and safe. *[On the back of the answer key, please list any examples of landscaped areas that are <u>not</u> safe or attractive, other than temporary construction activities.]*	A 1.5%	B 6.1%	C 6.1%	D 36.4%	E 50%
51. In my office, the equipment, software and network connections used to support teaching are adequate and well maintained.	A 6.3%	B 6.3%	C 64.1%	D 12.5%	E 10.9%
52. In my classroom, the equipment, software and network connections used to support teaching are adequate and well maintained.	A 9.2%	B 9.2%	C 20%	D 38.5%	E 23.1%
53. The instructional equipment supplied by the IMC and used to support teaching in my classroom(s) is adequate and well maintained.	A 4.6%	B 7.7%	C 23.1%	D 36.9%	E 27.7%
54. IMC responds to service requests with adequate speed.	A 3.1%	B 3.1%	C 35.4%	D 24.6%	E 33.8%
55. Computing Services responds to service requests with adequate speed.	A 1.5%	B 1.5%	C 41.5%	D 27.7%	E 27.7%
56. Faculty are sufficiently involved in the selection of educational equipment.	A 3.1%	B 4.6%	C 61.5%	D 16.9%	E 13.8%
57. Campus budget priorities are determined by systematic planning.	A 0%	B 3.1%	C 73.8%	D 10.8%	E 12.3%
58. Norco attempts to meet the needs of programs and services based on the availability of financial resources.	A 1.5%	B 0%	C 56.9%	D 20%	E 21.5%
59. Appropriate and timely budgetary information is provided regularly throughout Norco Campus.	A 3.1%	B 1.5%	C 61.5%	D 13.8%	E 20%
60. Norco Campus uses resources wisely and fairly.	A 1.5%	B 4.6%	C 47.7%	D 26.2%	E 20%
Accreditation Standard IV: Leadership & Governance					
61. The Norco Academic Senate is effective in making recommendations to management and the governing Board regarding the 11 areas of shared governance.	A 0%	B 0%	C 76.3%	D 11.9%	E 11.9%
62. The Norco Academic Planning Council (NAPC) is effective in making recommendations with respect to scheduling and academic planning.	A 0%	B 0%	C 72.9%	D 13.6%	E 13.6%
63. The Norco Strategic Planning Committee (NSPC) is effective in making recommendations with respect to facilities, budget planning, and policies.	A 0%	B 0%	C 72.9%	D 13.6%	E 13.6%
64. The Norco Strategic Planning Committee (NSPC) is an effective channel for staff ideas regarding institutional decision-making.	A 0%	B 0%	C 74.6%	D 11.9%	E 13.6%
65. The CTA is effective in making recommendations regarding compensation and workload issues.	A 0%	B 5.1%	C 44.1%	D 32.2%	E 18.6%
66. The CTA effectively communicates decisions and discussions taking place with regard to contract-related issues.	A 0%	B 5.1%	C 44.1%	D 27.1%	E 23.7%
67. The Student Senate has a defined role in institutional governance.	A 0%	B 0%	C 67.8%	D 13.6%	E 18.6%
68. Governing Board policies support the quality, integrity and effectiveness of student learning programs and services.	A 0%	B 1.7%	C 55.9%	D 22%	E 20.3%
69. The Norco Campus President provides effective leadership for Norco.	A 1.7%	B 3.4%	C 34.5%	D 20.7%	E 39.7%

Staff

n = 21

A	B	C	D	E
Strongly Disagree	Somewhat Disagree	No Opinion / Don't Know	Somewhat Agree	Strongly Agree

Accreditation Standard I: Improving Institutional Effectiveness					
7. I have read the Norco Mission Statement and understand it.	A 0%	B 4.3%	C 13%	D 26.1%	E 56.5%
8. Norco's Mission Statement guides institutional planning.	A 0%	B 13%	C 21.7%	D 34.8%	E 30.4%
9. Norco is committed to continuous improvements of the student learning process.	A 0%	B 17.4%	C 4.3%	D 8.7%	E 69.6%
10. I have read the Norco Academic Master Plan and understand its goals.	A 8.7%	B 13%	C 34.8%	D 30.4%	E 13%
11. Norco Academic Master Plan goals are regularly assessed and results shared with campus constituencies.	A 8.7%	B 13%	C 1.7%	D 30.4%	E 26.1%
12. I understand the purpose and role of the Norco Academic Planning Council.	A 17.4%	B 4.3%	C 21.7%	D 30.4%	E 26.1%
13. I understand the purpose and role of the Norco Strategic Planning Committee.	A 0%	B 0%	C 30.4%	D 30.4%	E 39.1%
14. Institutional planning decisions are based on research data.	A 8.7%	B 8.7%	C 21.7%	D 34.8%	E 26.1%
15. Institutional planning decisions are based on personal opinion(s)/agenda(s).	A 13%	B 17.4%	C 30.4%	D 17.4%	E 21.7%
16. The information from the Office of Institutional Research (Fact Book, web site, planning and research reports) is helpful in getting the information I need.	A 8.7%	B 8.7%	C 52.2%	D 21.7%	E 8.7%
Accreditation Standard II: Student Learning Programs and Services					
17. Faculty present information fairly and objectively to students and others.	A 4.3%	B 0%	C 34.8%	D 52.2%	E 8.7%
18. College staff present information fairly and objectively to students and others.	A 4.3%	B 8.7%	C 0%	D 69.6%	E 17.4%
19. Academic freedom is upheld by Norco Campus.	A 4.3%	B 4.3%	C 26.1%	D 26.1%	E 39.1%
20. Norco assesses student learning outcomes for its courses and programs.	A 4.3%	B 4.3%	C 26.1%	D 26.1%	E 39.1%
21. Norco uses the results of its SLOs assessments to make improvements.	A 0%	B 26.1%	C 13%	D 30.4%	E 30.4%
22. Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.	A 4.3%	B 4.3%	C 8.7%	D 47.8%	E 34.8%
23. Student support services make significant contributions to student success (e.g. retention, transfers).	A 0%	B 8.7%	C 0%	D 21.7%	E 69.6%
24. Information on all of the programs available to students at Norco should be listed in a Norco college catalog.	A 0%	B 4.3%	C 17.4%	D 8.7%	E 69.6%
25. Norco Campus evaluates the learning support needs of its students based upon learner outcomes in order to provide services and programs to address those needs.	A 4.3%	B 17.4%	C 26.1%	D 26.1%	E 26.1%

26. Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.	A 0%	B 13%	C 4.3%	D 52.2%	E 30.4%
27. On-campus labs (Writing/Reading Center, math lab, computer lab) provided by Norco Campus support the attainment of student learning outcomes.	A 0%	B 8.7%	C 17.4%	D 39.1%	E 34.8%
28. Tutoring services provided by Norco Campus support the attainment of student learning outcomes.	A 0%	B 0%	C 17.4%	D 39.1%	E 43.5%
29. Norco Campus provides technology development and training for faculty and staff on a regular basis.	A 13%	B 21.7%	C 8.7%	D 39.1%	E 17.4%
Accreditation Standard III: Resources					
30. There are sufficient numbers of qualified faculty to support college programs.	A 21.7%	B 4.3%	C 30.4%	D 30.4%	E 13%
31. There are sufficient numbers of qualified staff to support college services.	A 30.4%	B 21.7%	C 8.7%	D 26.1%	E 13%
32. Personnel search and selection processes are fair to all applicants.	A 13%	B 26.1%	C 13%	D 34.8%	E 13%
33. Search and selection processes are likely to result in hiring personnel who will effectively advance the mission of Norco Campus.	A 4.3%	B 30.4%	C 8.7%	D 39.1%	E 17.4%
34. Evaluation processes are effective in improving the quality of job performance of staff.	A 21.7%	B 21.7%	C 4.3%	D 43.5%	E 8.7%
35. Evaluation processes are effective in improving the quality of job performance of faculty.	A 4.3%	B 8.7%	C 52.2%	D 30.4%	E 4.3%
36. Evaluation processes are effective in improving the quality of job performance of administrators/managers.	A 13%	B 13%	C 30.4%	D 43.5%	E 0%
37. Norco Campus provides sufficient opportunities for professional development.	A 13%	B 0%	C 21.7%	D 39.1%	E 26.1%
38. The District's policies and practices demonstrate appropriate concern for issues of equity and diversity.	A 8.7%	B 4.3%	C 17.4%	D 47.8%	E 21.7%
39. Norco links staffing decisions to its strategic planning committees.	A 17.4%	B 0%	C 30.4%	D 30.4%	E 21.7%
40. The campus has adequate physical accommodations for people with disabilities.	A 4.3%	B 8.7%	C 8.7%	D 39.1%	E 39.1%
41. I feel safe on campus during the day.	A 0%	B 13%	C 0%	D 26.1%	E 60.9%
42. I feel safe on campus at night.	A 17.4%	B 4.3%	C 17.4%	D 30.4%	E 30.4%
43. Overall, the campus buildings provide a safe and healthy environment in which to work and learn. *[On the back of the answer key, please list examples of any campus facility that is <u>not</u> a safe and/or healthy environment.]*	A 4.3%	B 13%	C 13.%	D 34.8%	E 34.8%
44. Overall, the campus landscaped areas are attractive and safe. *[On the back of the answer key, please list any examples of landscaped areas that are <u>not</u> safe or attractive, other than temporary construction activities.]*	A 0%	B 21.7%	C 0%	D 34.8%	E 43.5%
45. In my office, the equipment, software and network connections used to support teaching are adequate and well maintained.	A 8.7%	B 4.3%	C 21.7%	D 34.8%	E 30.4%
46. Computing Services responds to service requests with adequate speed.	A 4.3%	B 4.3%	C 8.7%	D 34.8%	E 47.8%
47. Campus budget priorities are determined by systematic planning.	A 8.7%	B 8.7%	C 39.1%	D 26.1%	E 17.4%
48. Norco attempts to meet the needs of programs and services based on the availability of financial resources.	A 0%	B 4.3%	C 21.7%	D 60.9%	E 13%
49. Appropriate and timely budgetary information is provided regularly throughout Norco Campus.	A 13%	B 8.7%	C 17.4%	D 47.8%	E 13%

50. Norco Campus uses resources wisely and fairly.	A 8.7%	B 26.1%	C 8.7%	D 34.8%	E 21.7%
Accreditation Standard IV: Leadership & Governance					
51. The Norco Academic Planning Council (NAPC) is effective in making recommendations with respect to scheduling and academic planning.	A 0%	B 4.3%	C 65.2%	D 21.7%	E 8.7%
52. The Norco Strategic Planning Committee (NSPC) is effective in making recommendations with respect to facilities, budget planning, and policies.	A 4.3%	B 4.3%	C 43.5%	D 26.1%	E 21.7%
53. The Norco Strategic Planning Committee (NSPC) is an effective channel for staff ideas regarding institutional decision-making.	A 8.7%	B 4.3%	C 34.8%	D 30.4%	E 21.7%
54. The CSEA is effective in making recommendations regarding compensation and workload issues.	A 4.3%	B 4.3%	C 17.4%	D 47.8%	E 26.1%
55. The CSEA effectively communicates decisions and discussions taking place with regard to contract-related issues.	A 8.7%	B 4.3%	C 13%	D 34.8%	E 39.1%
56. The Student Senate has a defined role in institutional governance.	A 4.3%	B 4.3%	C 60.9%	D 13%	E 17.4%
57. Governing Board policies support the quality, integrity and effectiveness of student learning programs and services.	A 0%	B 4.3%	C 47.8%	D 26.1%	E 21.7%
58. The Norco Campus President provides effective leadership for Norco.	A 4.3%	B 0%	C 8.7%	D 30.4%	E 56.5%
59. I actively participate in shared governance through membership on the Norco Strategic Planning Committee. A = YES; B = NO	A 59.1%		B 40.9%		

Norco Accreditation Survey Fall 2008 Summary

Students

n = 333

A	B	C	D	E
Strongly Disagree	Somewhat Disagree	No Opinion / Don't Know	Somewhat Agree	Strongly Agree

Accreditation Standard I: Improving Institutional Effectiveness					
1. Norco's college publications (class schedule, student handbook, catalog, etc.) provide current and accurate information.	A 5.8%	B 4.2%	C 7.6%	D 28.5%	E 53.9%
2. In general, instructional methods at Norco are compatible with my learning needs.	A 3.9%	B 7.9%	C 8.5%	D 40.5%	E 39.3%
3. I know where to find information concerning students' rights and responsibilities.	A 7.9%	B 10.3%	C 22.4%	D 26.7%	E 32.7%
4. I know where to find information concerning Norco student services, student government, etc.	A 6.9%	B 7.6%	C 15.7%	D 26.3%	E 43.5%
5. Norco Campus clearly states and publicizes the role of students in institutional governance.	A 5.4%	B 9.9%	C 36.1%	D 25.6%	E 22.9%
Accreditation Standard II: Student Learning Programs and Services					
6. In general, Norco faculty members attempt to be fair and objective in their presentation of course materials.	A 4.2%	B 6.9%	C 7.5%	D 38.6%	E 42.8%
7. In general, my instructors seem to know about current issues in their field of expertise.	A 3.9%	B 3.3%	C 6.6%	D 25.3%	E 60.8%
8. In general, my instructors clearly define how I will be graded.	A 4.5%	B 4.5%	C 4.8%	D 29.9%	E 56.2%
9. The course syllabi I receive clearly specify the subject matter to be covered in a class and the skills or knowledge to be acquired by students.	A 5.4%	B 6%	C 2.4%	D 26.5%	E 59.6%
10. The quality of instruction I receive in most of my classes is excellent.	A 2.7%	B 8.2%	C 6.4%	D 43.3%	E 39.3%
11. Faculty are fair and unbiased in their treatment of individual students.	A 4.5%	B 8.4%	C 10.5%	D 30.3%	E 46.2%
12. Faculty are usually available after class and during office hours.	A 4.5%	B 4.8%	C 14.8%	D 28.2%	E 47.6%
13. Norco faculty foster an open environment for student-teacher discussion of ideas related to course content.	A 3.9%	B 4.2%	C 15.5%	D 31.8%	E 44.5%
14. College office staff present information fairly and objectively to students and others.	A 3.6%	B 4.8%	C 16%	D 33.7%	E 41.9%
15. Academic freedom is upheld by Norco Campus.	A 4.5%	B 3.9%	C 18.7%	D 30.2%	E 42.6%
16. Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.	A 4.2%	B 7.6%	C 12.4%	D 30.3%	E 45.5%
17. Policies and procedures regarding registration and course selection are clear and well publicized.	A 4.2%	B 9%	C 7.5%	D 30.7%	E 48.5%
18. The college website (rcc.edu) is a source of accurate, helpful information.	A 6%	B 6.3%	C 7.2%	D 29.1%	E 51.4%
19. The online process for applying to the college is easy to use.	A 4.5%	B 6.3%	C 8.4%	D 23.1%	E 57.7%
20. The online process for registering for classes (WebAdvisor) is easy to use.	A 4.8%	B 5.1%	C 5.4%	D 27.9%	E 56.8%

21. Information on all of the programs available to students at Norco should be listed in a Norco college catalog.	A 4.8%	B 3.9%	C 11.5%	D 17.2%	E 62.5%
22. I am aware that there is a code which governs expectations regarding student conduct (sexual harassment, cheating, etc.).	A 4.8%	B 2.7%	C 13.6%	D 22%	E 56.9%
23. There are consequences for unethical behavior among students.	A 4.8%	B 3%	C 19.3%	D 23.8%	E 49.1%
24. General education courses are offered in sufficient numbers and at various times for me to complete my program or area of interest within a reasonable period of time.	A 7.3%	B 17.6%	C 11.9%	D 33.1%	E 30.1%
25. Courses in my "major" are offered in sufficient numbers and at various times for me to complete my program or area of interest within a reasonable period of time.	A 11.3%	B 17.4%	C 15.2%	D 33.8%	E 22.3%
26. In general, classes are scheduled at times that are convenient for me.	A 7.6%	B 14.6%	C 9.1%	D 38.6%	E 30.1%
27. Various Norco student support services (counseling, library, tutorial services, etc.) are open enough hours and days of the week to allow me adequate assistance for my educational needs.	A 4.3%	B 10%	C 13.1%	D 33.7%	E 38.9%
28. Norco Campus provides courses and services that enhance understanding and appreciation of different points of view, different ethnic groups, etc.	A 3.4%	B 3.7%	C 22.6%	D 33.5%	E 36.9%
29. The Norco Library's collection, such as books, magazines, and media resources, is adequate to meet my educational needs.	A 4.5%	B 9.1%	C 22.4%	D 30.3%	E 33.6%
30. Disabled Student Services effectively assists disabled students with classes, tests, etc.	A 3%	B 2.1%	C 40.1%	D 18.8%	E 35.9%
31. The campus labs (writing center, computer lab, math lab) have helpful faculty and staff ready to assist students in using the computers in order to do their assignments.	A 4.5%	B 4.5%	C 20%	D 30.3%	E 40.6%
32. The computer labs at Norco are open enough hours and days of the week to allow adequate access for my educational needs.	A 3.9%	B 6.4%	C 19.4%	D 32.1%	E 38.2%
33. Students receive adequate academic advising at Norco Campus.	A 4.9%	B 11%	C 17.4%	D 32.6%	E 34.1%
34. The counseling staff assists students in understanding courses, degrees, majors, and educational plans.	A 7%	B 12.1%	C 13.6%	D 29.7%	E 37.6%
35. My counselor is knowledgeable about the transfer requirements of other schools.	A 7.3%	B 9.1%	C 18%	D 22.6%	E 43%
36. I am aware of the various financial aid opportunities available to me at Norco Campus.	A 7%	B 7.9%	C 21.2%	D 30.9%	E 33%
37. There are convenient ways of paying my school bill.	A 4.3%	B 5.2%	C 15.5%	D 31.9%	E 43.2%
38. Tutoring services provided by Norco Campus provide effective assistance to students needing additional help with classes.	A 2.5%	B 5.2%	C 27.9%	D 26.7%	E 37.7%
39. Norco supports various co-curricular activities that foster the intellectual, ethical, and personal development of all of its students.	A 3.3%	B 5.2%	C 30.4%	D 26.4%	E 34.7%
40. I am able to experience intellectual growth and personal development here.	A 4.6%	B 5.2%	C 11%	D 35.7%	E 43.6%
41. Students feel welcome on this campus.	A 3.9%	B 4.8%	C 10.9%	D 33.9%	E 46.4%
Accreditation Standard III: Resources					
42. In general, the classrooms at Norco are large enough to comfortably accommodate all students enrolled in a given course.	A 6.1%	B 10.6%	C 11.5%	D 36.7%	E 35.2%

43. In the courses which require a lab, the equipment provided is adequate to meet the needs of the course.	A 4.6%	B 2.7%	C 29%	D 25.9%	E 37.8%
44. In general, computer equipment and support on Norco campus are adequate to meet my educational needs.	A 4%	B 4%	C 14.9%	D 32.2%	E 45%
45. The Norco campus has adequate physical accommodations for people with disabilities.	A 3%	B 3.6%	C 34.3%	D 21.6%	E 37.4%
46. The lighting at Norco Campus is adequately provided at appropriate times.	A 4.9%	B 7.9%	C 13.4%	D 31.9%	E 41.9%
47. I feel safe on this campus during the day.	A 2.7%	B 2.1%	C 8.8%	D 23.8%	E 62.5%
48. I feel safe on this campus at night.	A 5.8%	B 8.5%	C 20.1%	D 28.6%	E 37.1%
49. Campus restrooms are clean and sanitary.	A 3%	B 8.2%	C 8.5%	D 36.2%	E 44.1%
50. Overall, the Norco campus buildings provide a safe and healthy environment in which to work and learn. *[On the back of the answer key, please list examples of any campus facility that is <u>not</u> a safe and/or healthy environment.]*	A 2.4%	B 3.1%	C 8.6%	D 32.4%	E 53.5%
51. Overall, the Norco campus landscaped areas are attractive and safe. *[On the back of the answer key, please list any examples of landscaped areas that are <u>not</u> safe or attractive, other than temporary construction activities.]*	A 5.6%	B 7.5%	C 10.7%	D 28.2%	E 48%
Accreditation Standard IV: Leadership & Governance					
52. The Student Senate has a defined role in Campus governance.	A 5.4%	B 6.9%	C 50.2%	D 14.5%	E 23%
53. Opportunities to participate in college governance are readily available.	A 5.6%	B 8.3%	C 46.2%	D 13.9%	E 25.9%

List of Acronyms

AOC – Assessment/Orientation/Counseling

ASNC – Associated Students of Norco Campus

BAM – Budget Allocation Model

CalWORKs – California Work Opportunity and Responsibility to Kids

CCSEQ – Community College Student Experiences Questionnaire

COR – Course Outline of Record

DAC – District Assessment Committee

DBAC – District Budget Advisory Council

DSPC – District Strategic Planning Council

ELL – English Language Learner

IGETC – Intersegmental General Education Transfer Curriculum

IMC – Instructional Media Center

IPEDS – Integrated Postsecondary Educational Data System

IS – Information Services

NAPC – Norco Academic Planning Council

NAdPC – Norco Administrative Planning Council

NAMP – Norco Educational Master Plan

NSPC – Norco Strategic Planning Committee

NSSPC – Norco Student Services Planning Council

OIR – Office of Institutional Research

SLO – Student Learning Outcome

SAO – Service Area Outcome

Title V – Hispanic Servicing Institutions (US Department of Education)

TANF – Temporary Assistance for Needy Families