

Norco College
Substantive Change Proposal
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Contents

STATEMENT OF PROPOSAL REVIEW AND APPROVAL	4
A. OVERVIEW OF SUBSTANTIVE CHANGE	5
1. DESCRIPTION OF PROPOSED CHANGE	5
2. RELATIONSHIP TO INSTITUTION’S STATED MISSION	5
3. RATIONALE FOR CHANGE AND REQUEST	6
B. DESCRIPTION OF THE PROCESS LEADING TO REQUEST FOR CHANGE	6
1. ASSESSMENT OF NEEDS AND RESOURCES	6
2. ANTICIPATED BENEFIT RESULTING FROM CHANGE	7
3. ANTICIPATED INSTITUTIONAL IMPACT	8
4. DESCRIPTION OF PLANNING AND PREPARATION FOR CHANGE	8
C. INSTITUTIONAL RESOURCES: FACULTY, ADMINISTRATION, AND SUPPORT	9
1. FACULTY AND STUDENT SUPPORT SERVICES	9
2. EQUIPMENT AND FACILITIES AVAILABILITY AND OVERSIGHT	11
3. FISCAL RESOURCES AND POTENTIAL IMPACT	16
D. ASSESSMENT AND MONITORING OF OUTCOMES AND INTENDED ACHIEVEMENT .	16
E. EVIDENCE OF MAINTENANCE OF ELIGIBILITY REQUIREMENTS	18
1. AUTHORITY	18
2. MISSION	18
3. GOVERNING BOARD	18
4. CHIEF EXECUTIVE OFFICER	19
5. ADMINISTRATIVE CAPACITY	19
6. OPERATIONAL STATUS	19
7. DEGREES	20
8. EDUCATIONAL PROGRAMS	20
9. ACADEMIC CREDIT	20
10. STUDENT LEARNING AND ACHIEVEMENT	20
11. GENERAL EDUCATION	21
12. ACADEMIC FREEDOM	21
13. FACULTY	22
14. STUDENT SERVICES	22
15. ADMISSIONS	22
16. INFORMATION AND LEARNING RESOURCES	23
17. FINANCIAL RESOURCES	23
18. FINANCIAL ACCOUNTABILITY	23
19. INSTITUTIONAL PLANNING AND EVALUATION	24
20. INTEGRITY IN COMMUNICATION WITH THE PUBLIC	24
21. RELATIONS WITH THE ACCREDITING COMMISSION	25
F. CERTIFICATION OF CONTINUED COMPLIANCE WITH THE STANDARDS FOR ACCREDITATION	26
STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS	26
STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES	26
STANDARD III: RESOURCES	28
STANDARD IV: LEADERSHIP AND GOVERNANCE	29

H. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES	
31	
POLICY ON DISTANCE EDUCATION AND ON CORRESPONDENCE EDUCATION	31
POLICY ON INSTITUTIONAL COMPLIANCE WITH TITLE IV	32
POLICY ON INSTITUTIONAL ADVERTISING, STUDENT RECRUITMENT, AND REPRESENTATION OF ACCREDITED STATUS	33
POLICY OF INSTITUTIONAL DEGREES AND CREDITS	33
POLICY ON INSTITUTIONAL INTEGRITY AND ETHICS	34
POLICY ON CONTRACTUAL RELATIONSHIPS WITH NON-REGIONALLY ACCREDITED ORGANIZATIONS	34
I. APPENDICES.....	36
EXHIBIT 1: INTERNATIONAL RECTIFIER CORPORATION AGREEMENT	37
EXHIBIT 2: RCCD BOARD OF TRUSTEES AGENDA ITEM VIII-B-1.....	41
EXHIBIT 3: MSJC COLLABORATION AGREEMENT	43
EXHIBIT 4: ORGANIZATIONAL CHART FOR THE PROGRAM	44
EXHIBIT 5: DIGITAL ELECTRONICS COURSES, CERTIFICATE, DEGREE DESCRIPTION.....	45
EXHIBIT 6: PROJECTED SEQUENCE OF COURSES AND SCHEDULE OF CLASSES	47
EXHIBIT 7: MAP TO OFF CAMPUS SITE (IBEW) AND NORCO COLLEGE LOCATION	47
EXHIBIT 8: OVERVIEW OF INTERNATIONAL RECTIFIER CORPORATION PARTNERSHIP	53
EXHIBIT 9: REPRESENTATIVE ASSESSMENT REPORT – ELE 23	54
EXHIBIT 10: NORCO COLLEGE NET TUTOR INFORMATION FLYER.....	60
EXHIBIT 11: INSTITUTIONAL STRATEGIC PLANNING COUNCIL (ISPC) MINUTES OF SEPTEMBER 2013	61

Statement of Proposal Review and Approval

The Norco College Substantive Change Proposal has been reviewed for accuracy and information by the District’s governance leadership. It was reviewed by the Riverside Community College District Board of Trustees on _____ .

Paul Parnell, President, Norco College

Virginia Blumenthal, President, RCCD Board of Trustees

A. Overview of Substantive Change

The purpose of this substantive change proposal is to request approval to transfer a current apprenticeship program for the Riverside/San Bernardino Joint Electrical Apprenticeship & Journeyman Training program from Palomar College (San Diego County) to Norco College (Riverside County). The class offerings would constitute 100 percent of the ten courses (35 units) needed to complete the Electricians Apprenticeship Program (NCE 656) at the site of a community labor organization, the International Brotherhood of Electrical Workers (IBEW). Local 440 & 477. The IBEW training centers will remain at 1405 Spruce Street, Suite G, Riverside, CA, and 1855 Business Center Drive in San Bernardino, CA. Currently students are required to commute to San Diego for these additional course offerings. Under this new arrangement, students will be able to complete Norco College general education requirements on campus enabling them to also earn a certificate or AS degree in Electrician Apprenticeship (NCE 656). The apprenticeship committee officially voted for the change at their board meeting on January 20, 2015.

1. Description of Proposed Change

Since its founding, Norco College has been committed to serving its community, developing skills and expertise in the workforce, and establishing partnerships that address educational and career goals. During the spring 2014 term, Norco College was contacted by the International Brotherhood of Electrical Workers Local 440 & 477, a labor organization, regarding transferring their current apprentice program from Palomar College to Norco College so as to provide their apprentices with training and a possible certificate and Associate of Science degree in Electrician Apprenticeship. While IBEW Local 440 is located in Riverside, CA they share a training center with Local 477 in San Bernardino. Norco College is the only community college in Inland Southern California offering a degree in Digital Electronics, and now Electrician, as well as Electrician Apprenticeship.

The transfer was prompted by the need for the Lead Educational Agency (LEA) to be in closer proximity to the IBEW training centers. Transferring this partnership to Norco College will allow their 400+ apprentices a shorter commute to complete degrees and certificates since most live in a closer proximity to Norco College than to Palomar College.

In designing and implementing the change, consideration was given to the location of the training center and Norco College and the natural move benefiting all participants, the strength of the local community, and individual apprentices.

2. Relationship to Institution's Stated Mission

Norco College (NC) is committed to serving its community and strengthening its workforce. This is underscored in the College's mission statement, "Norco College serves our students, our community and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees." The collaboration between NC in partnership with IBEW is in direct alignment with the College's mission. NC will offer career and technical education to the IBEW apprentices, thus providing convenient access to the certificate/degree in Electrician Apprenticeship. The established pathway will provide incumbent workers with the

opportunity to upgrade skills and complete a certificate and degree. It will also provide the College with an additional way to assess the workplace applicability and effectiveness of the Electrician Apprenticeship curriculum that could lead to future curricular revision and program improvement.

Norco College's Career and Technical Education mission is to offer the education and training necessary to lead individuals directly to employment, update the knowledge and skills of current workers, and/or lead to further academic growth at 4-year universities. Offering the existing curriculum offsite at the IBEW training center locations helps to meet the demands of "our students, our community, and its workforce." Collaborating with the District offices, and meeting the needs of industry, while at the same time addressing educational planning goals, are also a fundamental component of Norco College's operations and its vision of "creating opportunity to transform our students and community for the dynamic challenges of tomorrow." The program positively affects and is congruent with the College's strategic goals:

- Goal 1: Increase Student Achievement and Success
- Goal 3: Increase Student Access
- Goal 4: Create Effective Community Partnerships
- Goal 5: Strengthen Student Learning

3. Rationale for Change and Request

IBEW is a national labor organization with 725,000 members operating in all 50 states and Canada. They are responsible for supplying a trained workforce to deliver employees to work for companies that do electrical construction, power delivery, communications, and electrical service. The local move of the Lead Educational Agency (LEA) from Palomar College to Norco College places the training in the appropriate county and allows better access for apprentices in IBEW Local 440 & 477.

Since the IBEW apprentices enrolling in this program are already employed, the regional labor market data is not germane to the College's request to become the LEA. IBEW's request demonstrates the organization's commitment to the effectiveness and productivity of its apprentices and the trust and value it places on community college apprenticeship education and its faith in Norco College as a partner. Additionally, IBEW's desire to offer the program at its training center is another tangible indication of the direct workplace applicability of the College's Electrician Apprenticeship program and its value as a platform for increasing the skills in the region's incumbent workforce.

Finally, as previously stated, Norco College's participation is a direct reflection of its dedication to and adherence with the College's mission to serve its community and workforce by extending educational opportunities.

B. Description of the Process Leading to Request for Change

1. Assessment of Needs and Resources

Before entering into the formal agreement with IBEW, the Norco College administration reviewed the total cost of instruction including staff and resources needed to implement the program:

Staff: Instructional and support staff for the training sites will be provided by the IBEW which are in place currently performing those tasks. Related and Supplemental Instruction (RSI) funds received from the California Community College Chancellor's Office (CCCCO) will help fund a staff member to coordinate the paperwork and communications associated with this program.

Facility: International Brotherhood of Electrical Workers will house the training at its on-site training classroom and labs in Riverside and San Bernardino. These spaces have been made available exclusively for classroom instruction during the agreed-upon hours scheduled for the program. The location is ADA compliant, has the required instructional technology in place (computer, projector, audio), is well lit, and comfortably seats the apprentices.

Equipment: Equipment, books, and materials are supplied at the training center by IBEW for all apprentices.

Admissions and Enrollment: Norco College's Admissions and Records Office, with support from the District Business Systems Analyst, created a unique student flag and registration rules process for IBEW apprentice students so they can be individually identified and tracked within the Datatel administrative system. This will assist with future data management, assessments, and reporting student success associated with this program and will streamline the registration and enrollment of the IBEW apprentices who participate in the program. IBEW will report attendance to Norco College on a monthly basis which will then be reported to CCCCCO according to published timelines.

IBEW students will be enrolled in electrician apprenticeship classes based on an agreed upon schedule by using the standard management system, WebAdvisor. All students, including those taking classes at the training site, will be able to utilize the online schedule of classes, academic review functionality, forthcoming student portal and resources and documents posted to the college WebAdvisor page. When IBEW students complete their academic program of study, they will apply in WebAdvisor for both their Electrician Apprenticeship certificate and AS degree if the academic requirements are complete.

2. Anticipated Benefit resulting from Change

The agreement with IBEW will increase access to educational opportunity for the community's workforce while serving the customized business needs of a large labor organization within the Inland Southern California region. Upon successful completion, the projected results of this collaborative learning endeavor will be:

- Increased resident access to a community college education
- Increased completion of Electrician certificate/associate in science degrees
- Upgraded skills and expertise for IBEW apprentices and incumbent workers
- A strong, innovative public-private partnership forged with IBEW, their employees, and the regional community which can serve as a model for replication

- Reinvestment in the College's Electrician Apprenticeship program through an infusion of instructional equipment which benefits future and current STEM students

3. Anticipated Institutional Impact

The impact of the transfer of this program comes with Related and Supplemental Instruction (RSI) funds instead of FTES. RSI funds are reimbursed to the program sponsor at an hourly rate of \$5.64, minus Norco College costs. Norco College has negotiated a split of 85% to IBEW and 15% to Norco College. Fiscal infrastructure to receive and manage the RSI funds will be developed and implemented. This includes receiving funds from CCCCCO and distributing them to IBEW, as well as managing administrative costs at Norco College. RSI funds (approximately \$150,000, of which \$22,000 net to Norco annually). This amount will cover administrative costs incurred by the college including enrolling apprentices into the college, attending meetings, completing reporting documents as needed, and providing educational support.

With instruction occurring at an off-campus site, it will have no impact on facilities or equipment used for on-campus instruction. Parking and any concerns regarding campus congestion are completely eliminated.

4. Description of Planning and Preparation for Change

In the spring 2014 term, an initial meeting was held with representatives from IBEW and administrators from Norco College. Representatives from IBEW explained the need to increase the level of education of their workforce and their interest in providing an associate degree in electrician apprenticeship geographically within the Inland Empire. IBEW's intent and commitment included a willingness to work with Norco College with the condition that the instruction be scheduled to meet apprentice work schedules and be held at the existing training center locations. A preliminary plan was developed in which the Electrician Apprenticeship courses would be delivered by IBEW at the training center and awarded credit from Norco College. For students, this seamless and convenient plan of study at their site would provide an opportunity for earning the certificate or AS degree, if qualified, from Norco College as the designated award-granting institution.

In summer 2014, a follow up meeting was held at IBEW which included representatives from Norco College and IBEW. The group toured the facility to insure that proper equipment, technology and classroom space existed to meet Norco College's standards for delivering the program. The electrician apprenticeship curriculum was reviewed to confirm its alignment with IBEW's expectations and state requirements by the California Division of Apprenticeship Standards (DAS). A five-year schedule of course delivery was discussed and a draft schedule was created with tentative plans to begin offering classes in fall 2015.

The same representatives met again in August 2014, to finalize details for the fall 2015 implementation of the plan. Details related to the delivery of instruction and the first day of school were discussed, including the confirmation that textbooks, instructional equipment, and software were in place to begin classes. IBEW personnel were provided with information regarding available student resources related to enrollment, counseling, and special services in

general. During this same period, Norco College contacted the staff at Accrediting Commission for Community and Junior Colleges (ACCJC) to inquire as to the necessity of submitting a substantive change proposal. After thorough consultation with a staff member, it was decided that a substantive change proposal should be submitted to the Commission.

The partnership was vetted through the College's strategic planning process and embraced enthusiastically by the college community. Academic Affairs and Student Services departments met multiple times during the fall 2014 term to coordinate the proper communication and delivery of support services to IBEW apprentices. In addition, meetings were held with the Faculty Association (CTA) bargaining unit and the Riverside Community College District throughout the spring 2015 term to review the contract and ensure that appropriate protocols were being followed regarding the hiring of faculty and the program implementation. After a thorough review by District officials, the program was approved by the RCCD Board of Trustees on May 19, 2015.

C. Institutional Resources: Faculty, Administration, and Support

Norco College's Dean of Instruction of Career and Technical Education as well as the Employment Placement Coordinator are the lead employees for the program to be offered at IBEW. They are supported by the College President, Vice President of Academic Affairs, Dean of Admissions and Records, Dean of Instruction, Vice President of Student Services, the Office of Institutional Effectiveness, and the Riverside Community College District Office personnel. Numerous e-mails and meetings have occurred with the aforementioned, and staff members in all related departments, to plan and prepare for the delivery of developed apprentice courses at IBEW's training center including:

- Initial budget analysis and program development
- Transferability of Palomar College courses to Norco College
- Student transcript evaluation process
- Communication with the CCCCCO
- Curriculum alignment and approval from the CA Division of Apprentice Standards
- Curriculum development
- Student registration, tuition/fee charges/process
- Proper RSI/section coding and data management
- Communications with IBEW and Palomar College
- Information Systems coding, tracking, and reporting alignment
- Facility inspections
- Software and equipment identification for IBEW
- Meeting/communications with the CTA, District leadership, and Board of Trustees

In addition to the administration and staff functions mentioned above, the Norco College faculty have provided leadership in coordinating and implementing the logistics associated with delivering the program curriculum to the IBEW apprentices (students) at the existing training locations.

1. Faculty and Student Support Services

Faculty hiring: Instructors for the apprenticeship training are provided by IBEW and have already been teaching in the program through ACCJC accredited Palomar College, prior to the transfer to Norco College.

Professional Development: In strategic planning for this change, the Dean of Instruction for Career and Technical Education sought advice and best practices from the CCCCO, and other Career and Technical Education (CTE) Deans throughout California with similar programs. This research and informal mentorship assisted the College in appropriately planning to offer these apprenticeship courses via an off-campus location. Instructor orientation and training will include an overview of college and district operational policies as well as specific processes and required reporting (rosters, apprentice hours, attendance sheets, syllabus, etc.). The faculty member is also invited to workshops on outcomes assessment and the use of data for improved learning outcomes, and innovative teaching practices.

Student Services: In planning for this change, the Vice President of Academic Affairs, Vice President of Student Services, and Dean of Instruction for Career and Technical Education discussed the student services offered at the College to ensure that students taking classes at IBEW would have access to the same services. College literature, including the College's support services brochure, will be hand-delivered to both the faculty and apprentices at IBEW to ensure students had the full knowledge and awareness of all college services.

Counseling Services: As part of the Assessment, Orientation, Counseling (AOC) matriculation requirement, all new students view an online orientation hosted by the counseling department and complete an electronic one-semester student education plan (SEP) that is reviewed by an educational advisor. All students, both new and continuing, are able to meet with counselors in face-to-face appointments, and via express walk-in counseling; and online appointments are also available. During online appointments, counseling takes place in "chat" format through Blackboard (Bb 9.1). If a SEP is developed, the counselor shall email a PDF of the SEP to the apprentice.

Library Resources: The Wilfred J. Airey Library holds approximately 27,852 print volumes; over 500,000 e-books; 1,837 reserve textbooks; 95 hard copy periodical subscriptions; five daily newspaper subscriptions, and 627 DVDs/videos. For off-site use, the library offers over 50 electronic resource subscription databases for informational and research purposes that provide on-campus and distance/mobile access to students, faculty and staff. During all library open hours students, faculty, staff and community members may visit or telephone the library to obtain informational and research assistance from reference librarians who are library faculty members. The library also offers 24/7 live chat reference librarian assistance provided by a consortium of certificated academic librarians to students, faculty, and staff from any location where online access can be acquired. These librarians direct, guide and instruct students in the usage of the Norco College Library collection of electronic resources to meet their informational and research needs around the clock.

The library's website is accessible from any computer with Internet access (on or off campus). Books, ebooks, multimedia, and streaming video are available via the virtual library catalog. Norco College students, faculty, and staff can access library databases remotely with ID number and password. Online library research guides (LibGuides) are also available on the library

website. Library users can access the virtual research guides both on and off campus from any computer with internet access; no login is required. Faculty librarians can be reached via email at norcocollegelibrary@norcocollege.edu or phone at (951) 372-7115 during operating library hours.

Tutorial Services: Norco College has contracted with NetTutor Online Tutoring Service to provide tutorial assistance to distance education and off-site students who have Internet access. NetTutor enables students to enter a live NetTutor session (where they are tutored one-on-one), submit a question to the mail center, and come back later for the tutor's response, or upload a paper and come back later for the tutor's feedback. The tutors employed by NetTutor are subject matter experts in the fields they tutor and hold at least a Bachelor's Degree, although many hold Master's and PhD's and are trained in best practices, as well as learning theory. IBEW apprentices shall receive a customized, unique access code as well as a specific flyer to utilize NetTutor for all their classes.

Other Services: The institution offers a number of other services targeting the needs and learning styles of various student sub-populations including:

Disability Resource Center: The (DRC) provides support for students with disabilities and offers brown bag workshops for faculty to recognize the needs of this population.

Career and Job Placement Center: Even though the IBEW is a labor organization, the college Career and Job Placement Center will work with IBEW apprentices to further career exploration and employment opportunities. It 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 ePortfolios.

2. Equipment and Facilities Availability and Oversight

The safety of the students and instructor is maximized by the presence of a secure facility at the IBEW training center. Only IBEW members or invited guests are able to enter the facility. The facility is open to the general public but only if prior approval is obtained. In addition, the facility is an ADA compliant structure with proper lighting, ventilation, heating and cooling, bathroom facilities, and a break room with food preparation access. Equipment and materials for the training are supplied by the IBEW.

Primary IBEW Training Facility, San Bernardino, CA



IBEW Reception Area
IBEW Training/Classroom





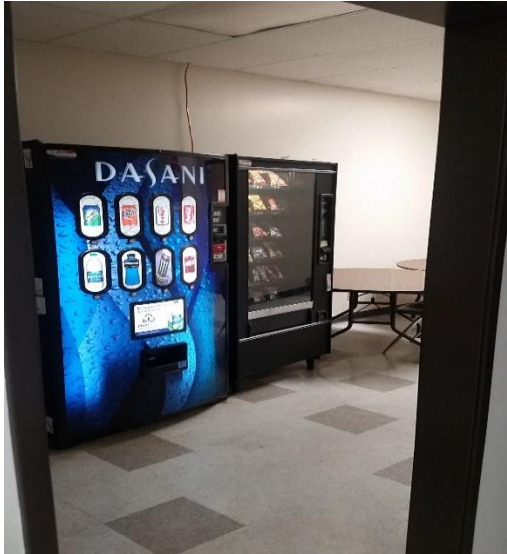
IBEW Student Computer Stations



IBEW Student Textbooks and Materials



IBEW Break/Study Lounge



IBEW Parking Lot



3. Fiscal Resources and Potential Impact

There is no negative impact to the institution’s resources, and only a small increase (approximately \$22,000) annually from RSI funds. The facility, equipment, and cost of instruction for offering the electrician apprenticeship courses are funded by RSI funds, allocated on the basis of student hours, reimbursed to IBEW.

<i>Course</i>	<i>Units</i>
ELE-400, Introduction to the Electrical Trades and Construction Safety	3.5
ELE-401, Introduction to Electrical Theory, Basic Math Concepts, and the National Electric Code	3.5
ELE-402, Advanced DC Circuit Concepts, Introduction to 3-Phase AC Circuits, Test Equipment, and National Electric Code	3.5
ELE-403, AC Circuit Concepts, Applied Electronics, and National Electric Code Applications	3.5
ELE-404, Digital Logic Circuits, Conductor Characteristics, Applications, and National Electric Code (NEC)	3.5
ELE-405, Electrician Blueprint Reading with Code Applications for National Electrical Code (NEC)	3.5
ELE-406, Grounding Systems, Advanced Blueprints and Specifications, Motor Design and Installation, and National Electric Code	3.5
ELE-407, Motor Control Principles, Generators and Power Supplies, with National Electric Code (NEC)	3.5
ELE-408, Transformer Theory, Leadership, Management, and Test Equipment	3.5
ELE-409, Electrician Specialty Systems	3.5
<i>Totals</i>	35

Additional program costs: The 15% administration services fee retained by Norco College shall be directed to administrative and staff expenses for coordinating the paperwork, records, and communications for the program.

D. Assessment and Monitoring of Outcomes and Intended Achievement

As an ongoing part of program review, disciplines are required to review courses and/or programs every four years in the comprehensive program review process to ensure currency and relevance of course content and to meet accreditation standards and Title 5 regulations. The Electrician Apprenticeship curriculum was created in 2014-15 and as a new academic program shall be annually reviewed during the program review process. All CTE programs, such as the electrician program, have defined program learning outcomes (PLOs). CTE program-level assessment is a particular focus of the College’s assessment effort since before 2009. All CTE programs, including Electrician Apprenticeship, have

completed a process of mapping and aligning course SLOs to PLOs. This mapping ensures that students have a clear path to achieving the required PLOs as they complete their program-related coursework.

CTE faculty are also engaged in assessing outcomes at the course and program-levels. SLOs and PLOs in the electrician apprenticeship program shall be assessed in alignment with a regular rotation, once every 4 years. The results of each assessment are to be analyzed, in accordance with a rubric, and submitted to the Norco College Assessment Committee. As members of Norco College's Assessment Committee, career and technical education faculty collaborate on the development of assessment instruments and the committee co-chairs provide individual technical assistance in developing and executing both indirect and direct assessment of course SLOs and program PLOs.

To assure adherence to the course outline of record, which includes course student learning outcomes, the scope of the faculty evaluation process includes adherence to the course outline of record. Norco College follows a prescribed routine cycles of evaluation. Proper evaluations for the Electrician Apprenticeship program will be conducted in alignment with state education code and labor code.

E. Evidence of Maintenance of Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Norco College is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges. Founded as a campus of the Riverside Community College system in 1991, it received initial accreditation as a separate college in 2010. It is authorized to operate as an educational institution and award degrees under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office.

2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines the institutional commitment to achieving student learning.

The original mission statement for Norco campus was approved in 2006, revised in 2008, and revised a second time after the College was granted initial accreditation. It was approved by the Board of Trustees on August 21, 2012. The mission statement defines the College's commitment to achieving student learning, noting that it "encourage[s] an inclusive, innovative approach to learning" and "provide[s] foundational skills and pathways" to transfer, certificates, and degrees. The mission statement appears on the college website and in its catalog. The NC partnership with IBEW will create a pathway by which apprentices can complete a Digital Electrician or Electrician degree and/or certificate, thereby supporting the College's mission to serve its community and workforce.

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Norco College, one of three accredited colleges in the Riverside Community College District, has a publicly elected five-member Board of Trustees, joined by a non-voting student trustee, who

governs all three colleges. Members are elected to four-year terms, which are staggered to ensure continuity. The board holds monthly meetings open to the public, with notices and agendas widely posted in advance. Board members have no employment or personal financial interests in the College and hold monthly public meetings with notices and agendas that conform to the Brown Act. The board has policies pertaining to ethics and conflict of interest; all are available online. The board members approve the institution's budget and receive monthly financial reports as well as other formal financial and audit reports to ensure the fiscal integrity of the College. The board also approves all curricula before the College offers any new courses, programs, or degree patterns. At its March 20, 2012 meeting, the board moved from an at-large representation to an area representation model but continued with the five-member size.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive office nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Norco College president is recommended for appointment by the District chancellor and approved by the Board of Trustees. The president reports directly to the chancellor, who is appointed by and reports to the Board of Trustees. The governing board has adopted Board Policy 2430, Delegation of Authority to Chancellor and College Presidents, to define and delineate the authority of the chancellor and the college presidents. Neither the chancellor nor the president serves as chair of the governing board. The College informs the Commission promptly when there is a change in executive leadership.

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Norco College has sufficient staff (24 management, 94 classified), all with the necessary experience and qualifications, to provide appropriate administrative oversight necessary to support its mission and purpose. In addition to the president, the College has three vice presidents, eight deans, one associate dean, and one assistant dean who have authority over specific units within the College. The organizational structure demonstrates the specific areas of responsibility for each of the administrative staff as of the writing of this proposal.

Administrative staff are hired after a rigorous selection process and evaluated on a regular basis.

6. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Norco College has operated continuously since 1991, with over 10,000 students in 2014-15 actively pursuing certificates and degrees as well as preparation for transfer to four-year institutions. In 2013- 2014, the College awarded 1,148 certificates and degrees within 35 TOP codes to 638 unduplicated students.

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

To meet its stated mission, Norco College offers Associate of Arts and Associate of Science degrees and a variety of certificates. The 2014-2015 Norco College catalog offers a detailed list of associate of arts areas of emphasis (AOE), Associate Degree for Transfer areas, and associate of science areas of emphasis, CTE programs and certificates. Most students graduate with degrees in one of seven AOE's or with certificates in one of 42 CTE programs, but the total number of degree patterns available and listed in the fall 2014-2015 catalog exceeds 50. IBEW apprentices will complete 100 percent of the 35 units required for the Electrician Apprenticeship Program, and will be well-positioned to continue with their general education degree requirements if they so desire.

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Norco College's principal degree programs are congruent with its mission, based on recognized higher education fields of study, of sufficient content and length, conducted at appropriate levels of quality and rigor, and lead to identified learning outcomes. The degree programs meet California Code of Regulations and curriculum requirements and, when combined with general education, represent two years of full-time study. Course outlines of record in both credit and non-credit classes meet student learning outcomes. All academic programs also have defined learning outcomes, and outcomes for both courses and programs are systematically assessed. As listed in the 2015 ACCJC Annual Report, Norco College currently offers 56 different programs including 2-year degrees and certificates.

9. Academic Credit

The institution awards academic credit based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Norco College awards academic credit based on accepted practices of California community colleges under the California Code of Regulations, Title 5 §55002.5. Detailed information about academic credit is published annually in the college catalog.

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it

demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Board-approved institutional General Education Student Learning Outcomes (SLOs) have been published in the college catalog since the 2007-2008 academic year. Program-level SLOs have been defined for all Norco College AA/AS degrees, areas of emphasis, certificates, transfer-model curricula, and career/technical programs. Course outlines of record contain appropriate course-level SLOs integrated with methods of instruction and evaluation; course SLOs are also linked to institutional General Education Student Learning Outcomes and to appropriate program-level outcomes through faculty-developed curriculum maps. All regularly taught courses at the College are assessed at least once every four years. Programs are assessed at least once every three years. The College has begun a program to assess one of its four general education outcomes every fall, making it possible to assess the complete program every four years.

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for the areas of study for 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 Senate, the Student Success Committee, the Curriculum Committee; and by the articulation of its courses with other institutions of higher education, especially the University of California and the California State University. The College has participated in a District wide effort to revise both the general education student learning outcomes and the program itself, to ensure greater curriculum alignment. Assessment of general education learning outcomes is ongoing and systematic.

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

Norco College supports academic freedom for both its faculty and students. 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 American Association of University Professors (AAUP) Statement on Academic Freedom. The institution prides itself on offering an open,

inquiring, yet respectful educational atmosphere, evidence of its commitment to intellectual freedom and independence of thought. The College publishes a statement on Academic Freedom in its catalog.

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution’s education programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Norco College employs 72 full-time faculty and approximately 190 associate faculty. All faculty meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community College Faculty established in Title 5 of the California Code of Regulations. Faculty teaching in the IBEW program meet the minimum qualifications for apprenticeship faculty. Nearly half hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the faculty Collective Bargaining Agreement, the Faculty Handbook, and established processes, including strategic planning and the improvement of instruction process. These responsibilities, entrusted primarily to full-time faculty, include participation in curriculum, in program review, in the development and assessment of student learning outcomes, and in the strategic planning processes. Riverside Community College District faculty maintain the first right of refusal to teach in the Electrician Apprenticeship Program.

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Norco College’s student services programs—ranging from online tutoring to support for Veterans and foster youth—are comprehensive and robust. They support student learning and development within the context of the college mission, which identifies service to students as its first priority. Students can access information, forms, and services through links provided on the College’s home page. IBEW apprentices will have access to college materials as well as face-to-face and online counseling and orientation appointments.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students for its programs.

Norco College has adopted and adheres to admissions policies consistent with its mission as a public California community college and in compliance with Title 5 of the California Code of Regulations. Student admission policy supports the Norco College mission statement and helps to ensure that students are appropriately qualified for the program and course offerings. Information about admissions requirements is available in the college catalog, in the schedule of classes, and on the college website. Students take placement tests in reading, math, ESL, and English as a prerequisite for admission into the appropriate level in those disciplines.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Norco College provides access to sufficient print and electronic information and learning resources through its library, electronic databases, and programs to meet the educational needs of its students. The library has staff to assist students in the use of college 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 College also makes free wireless connectivity available throughout the campus. The institution is committed to enhancing its learning resources, regardless of location or delivery method. IBEW apprentices will have access to the College library materials on-site as well as via the Internet for use of ebooks, multimedia, streaming video and the virtual library catalog system.

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Norco College, through the Riverside Community College District, receives and documents the funding base from the Chancellor's Office for California Community Colleges. The Riverside Community College District allocates funding, using the process outlined in the District's budget allocation model, to the three colleges in the district and to the district administrative offices. The District's and the College's mission statements, program review processes, and strategic planning processes serve as the basis for allocating the district's and the College's resources. The budget and planning processes support a comprehensive set of learning programs and services, all aimed to improve institutional effectiveness. The District's annual budget is publicly adopted by the Board of Trustees and funds the College's student learning programs and services. Under the direction of the president, the vice president for Business Services oversees appropriate and effective utilization of the College's annual budget. The planning process, institutional audits, various state reports, and Office of the Vice Chancellor of Business and Finance assure that the College remains financially stable.

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the

eligibility application process. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Riverside Community College District undergoes and makes public an annual external audit for the district and its colleges by a contracted certified public accounting firm. The Board of Trustees reviews these annual audit reports regularly. Also, the District responds to the annual audit management letters to delineate the manner by which the District has addressed the auditor's concerns or recommendations. In addition, the Chancellor's Office for California Community Colleges monitors the District's financial stability and compliance with state regulations and codes through the annual 311 Report submitted in the fall of each year. The Riverside Community College District has demonstrated continued compliance with Title IV federal requirements. Copies of the district budget and audit reports for the last few years are available online.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning resource allocation, implementation, and re-evaluation.

Norco College has a comprehensive and systematic institutional planning process, integrated with the District Strategic Plan and the college mission statement, to provide planning for the development of the College. It has integrated planning for academic personnel, learning resources, student services, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Annually generated Administrative, Student Services, and Instructional Program Review documents (made public through links on the college webpage), along with Educational, Facilities, and Technology master plans, drive institutional planning. All of these processes are periodically reviewed and (when necessary) modified to ensure they have as their primary focus the support of student learning.

20. Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following (34 C.F.R § 668.41-43; §668.71-75):

General Information

- **Official Name, Address (es), Telephone Number(s), and Website Address of the Institution.**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**

- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

Requirements

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

Locations or Publications Where Other Policies may be found.

Norco College publishes a catalog and addendum annually and a schedule of classes four times a year (one for each academic term) that contain separate listings of classes offered on each college and off-campus centers. The schedule of classes is available electronically, and limited copies of the catalog are available in hard copy. These documents, along with multiple district and college websites and other appropriate publications, provide accurate and current information about the institution that announces its mission and goals, its admission requirements and procedures, its academic calendar and program length, its rules and regulations, its cost and refund policies, its learning resources, its financial aid centers, its grievance procedures and other policies affecting students, the names and academic credentials of its faculty and administrators, the names of the Board of Trustee members, and all other items related to attending or withdrawing from the institution.

21. Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation (34 C.F.R §668 - misrepresentation).

Norco College has demonstrated its commitment to the eligibility requirements, accreditation standards, and policies of the Commission. Since the last Self Evaluation Report and reaffirmation of accreditation in 2014, the College has had an ongoing dialogue with the

Commission and has complied with all Commission requests, directives, and decisions. The Riverside Community College District Board of Trustees provides assurance that Norco College adheres to Commission requirements, standards, and policies, describes the College in identical terms to all its accreditation agencies, communicates any changes in its accredited status, and discloses information required by the Commission to carry out its accrediting responsibilities. All disclosures by the College have been, and will continue to be, complete, accurate, and honest.

F. CERTIFICATION OF CONTINUED COMPLIANCE WITH THE STANDARDS FOR ACCREDITATION

Norco College meets or exceeds all of the standards of accreditation. The College's last comprehensive evaluation and visit was in Spring 2014. In July 2014, the Accrediting Commission of Colleges and Junior Colleges (ACCJC) took action to accept Norco College's Self-Evaluation and took action to reaffirm accreditation with a Follow-Up Report to be submitted by October 2015. Presently, the College is completing its Follow-Up Evaluation in preparation for a visit by Commission representatives. Accreditation standards will not be impacted by the proposed change.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

In alignment with the college's mission, the proposed substantive change underscores the College's commitment to serve its community, to develop workforce expertise through the development and enhancement of skills, and to collaborate with educational institutions and to establish community partnerships. The partnership with IBEW established in this initiative is in direct alignment with the College's mission to serve students, the community, and the workforce by providing educational opportunities. Offering a pathway for students to complete the Electricians Apprenticeship program, certificate and degree at an off-campus site strongly supports the College's mission. The proposed substantive change enhances the College's ability to address its mission of providing educational opportunities and developing the community's workforce.

Courses included in this apprenticeship program meet the college's academic quality and institutional effectiveness standards having been fully vetted and approved through the college's curriculum approval process, established student learning outcomes, and documented program learning outcomes.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its

educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

The College assures the quality of the courses to be offered at the IBEW site to have the same rigor, content, and quality as the courses it offers at the college. Regardless of location, the courses and programs of study are approved by the College's Curriculum Committee and are taught with adherence to the established and approved course outlines of record. All courses are taught with the most appropriate pedagogy and methodology with respect to the course outline of record and the use of state-of-the-art instructional and discipline/course-specific technology. More specific details have already been included in the equipment and facilities sections of this Substantive Change Proposal.

The proposed substantive change represents the College's intent to address the needs of community college students. Offering the courses at the apprentices training center is a way of increasing access and extending educational opportunities to students who might not otherwise be able to participate in the Electricians Apprenticeship Program, certificate or degree program offered at the College. Completing the program at their training site, allows these apprentices to complete an educational goal while enhancing their workplace skills.

The Electricians Apprenticeship Program courses and certificate or degree program have established student and program learning outcomes. As noted earlier in this document, the instructors shall participate in an orientation that includes information on outcomes assessment and the use of data for improved learning outcomes. The College has established a culture of assessment and the assessment of program level outcomes for career and technical programs has been an emphasis of the College's assessment efforts since 2009. The digital electronics faculty have already completed a process of mapping and aligning course SLOs to PLOs in alignment with the State of California division of Apprenticeship Standards. One course in the program shall be assessed every semester.

Additionally, as part of the on-going assessment effort, student progress, course completion, success, and retention in the program will be monitored. Data will be collected and analyzed and used to inform the future effectiveness of the course delivery, instruction, and program relevance.

B. Library and Learning Support Services

More than a dozen online databases are available for the use of Norco College students who, like most contemporary community college students, conduct the majority of their course-related research online and appreciate the flexibility of on-demand access to library and learning resources. Additionally, ebooks, multimedia, and streaming video are accessible through the virtual library catalog. The availability of online library resources as well as counseling and tutorial services enables the students in this program to access services on an as-needed basis. There is, therefore, a strong congruence between the substantive change proposed for delivery of

the Electricians Apprenticeship program or the certificate/degree program at the IBEW worksite and the manner in which library and learning support services are provided by Norco College.

C. Student Support Services

Student support services at Norco College are being increasingly made available in a variety of formats which include face-to-face and online. The registration process is now exclusively conducted through a web-process, Web Advisor. Student advisement, book sales, and tutorial support are all available on campus as well as online. Counselors have also begun to meet with students one-on-one to complete educational plans starting in December 2013. The availability of online student support services complements and enhances the offering of the Electricians Apprenticeship Program to students who will be enrolled at the IBEW site. As noted in this document's narrative, information on available student support services shall be provided to students, for example, Net Tutor. Additional resources and links to support are available on the College's website.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

Norco College has sufficient human resources to support the proposed substantive change. The Riverside Community College District Office will support the transfer of this program. The sequence of courses and scheduling of classes for the Electricians Apprenticeship program will first be offered to fulltime faculty of the Riverside Community College District. Remaining classes be delivered by the existing instructors provided by IBEW which eliminates any human resources impact to the College. The College's administration, specifically the Vice President of Academic Affairs and Dean of Instruction, Career and Technical Education and the program's department chair and electronics faculty have provided leadership in establishing and implementing the transfer. An orientation will be provided for the Electrician Apprenticeship program instructors by the faculty department chair including assessment efforts and a review of the official course outline of record. Every detail has been planned to ensure that the instruction being delivered at the IBEW training center will be equal to that offered at the College. An organization structure for the program is provided in the Appendix.

B. Physical Resources

The IBEW training center and designated instructional space was visited by college administration, faculty and staff to ensure that it meets college standards for course delivery. The classroom, located in Training Center is ADA compliant, seats thirty students, and is equipped with the required instructional technology. Other instructional equipment items, such as laptops, electrician panels, and wiring are all being supplied by IBEW to support the instructional program at no cost to Norco College.

C. Technology Resources

The instructional technology required to implement the proposed substantive change is available and in place. All technical needs for instruction are being provided by IBEW with no cost to Norco College.

D. Financial Resources

The proposed substantive change request is a state allowed apprenticeship program offset by state RSI funding. The cost of instruction including the faculty member's compensation, instructional space, and student fees are all being paid by IBEW as part of the contractual agreement between the College and IBEW. The budget analysis for the delivery of the courses is noted elsewhere herein.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

Norco College has established and implemented policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The establishment of a partnership with IBEW has been planned with the full concurrence and knowledge of the College's shared governance and planning groups. Multiple planning meetings were held prior to entering into the agreement to offer the Electricians Apprenticeship Program, certificate/degree at the IBEW training center. Consideration was given to the best interests of the apprentice population as well as the potential impact to the College. Only after it was clearly established that the proposed offering of the program at the off-campus site was determined to be in direct alignment with the College's mission did the planning for implementation begin in earnest. A thorough assessment of needs and resources was conducted. The partnership has been fully vetted through the College's strategic planning process and has been enthusiastically received by the college community.

B. Chief Executive Officer

Norco College's chief executive officer (CEO), Dr. Paul Parnell, has primary responsibility for the quality of the institution. He provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Dr. Parnell delegates authority to administrators and others consistent with their responsibilities, as appropriate, and guides institutional improvement of the teaching and learning environment at Norco College. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

C. Governing Board

Riverside Community College District has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board of Trustees adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system. It is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. Moreover, our Board of Trustees publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures, and acts in a manner consistent with its policies and bylaws

D. Multi-College Districts or Systems

Riverside Community College District's CEO, Chancellor Michael Burke, provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district and assures support for the effective operation of the colleges. Working with the colleges, Chancellor Burke establishes clearly defined roles, authority and responsibility between the colleges and the district/system. This proposal has received all of the necessary internal and external approvals including the approval of the College's Academic Senate and Institutional Strategic Planning Committee (ISPC), the District's Board of Trustees, and the contractual agreement with IBEW. The proposed change aligns with the College's mission, as well as the district's mission, to raise the skill level and expertise of the community's workforce and provides increased access and opportunities for students to complete their educational goals.

H. Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

At Norco College all courses offered in the online or in the hybrid format presently exist as traditional face-to-face having the same student learning outcomes as the face-to-face offerings. Assessment of student learning outcomes in distance education courses occurs according to the rotation for course assessment developed by the College's Office of Institutional Effectiveness. Faculty teaching distance education courses are evaluated regularly via the Improvement of Instruction process outlined in the bargaining agreement between the Faculty Association and the Riverside Community College District.

Before a course is offered in distance education format, the course must undergo an additional curriculum approval process. The details of this process, outlined in the College's CurricUNET website in the section "How to Build a DE Course Proposal," includes approval by the discipline faculty and by other college departments, including the library, and Disabled Student Resources. The faculty proposing the course must explain the details of the course management, including how the course supports regular and substantive interaction between faculty and students and offer a rationale for teaching the course in the distance education format.

As is the case with all other curriculum, distance education course development falls under the purview of the Curriculum Committee at both the local and district levels. Faculty who teach in an online-based course must complete the Online Blackboard Academy, which consists of six online modules that must be completed within a month. The Open Campus Office has also created over 100 online tutorials for faculty and has implemented a faculty peer mentoring program in which two to three faculty at each college serve as mentors to support distance education faculty. The College also uses a secure log-in and password procedure to verify each student's identification.

The Distance Education Committee (DEC), a standing committee of the Academic Senate, further supports excellence in teaching and learning in the online environment. The DEC works collaboratively with both the Professional Development Committee and the Technology Committee to ensure that distance education faculty have the necessary training and technology support for their courses.

Policy on Institutional Compliance with Title IV

The institution has policies and procedures to ensure sound financial practices and financial stability. The District and College continually assess the availability of resources for the repayment of debt to ensure the fiscal stability of the institution.

Norco College monitors and manages student loan default rates to ensure compliance with federal requirements. The College’s financial aid office reviews receipt, disbursement, and loan default rate to ensure compliance with federal regulations. Norco College’s student loan default rate for the past three years was:

Select	Fiscal Year	Rate Type	Numerator	Denominator	Rate	Process Date
	2012	3YR DRAFT	154	1012	15.2	01/24/2015
	2011	2YR OFFICIAL	102	1013	10	07/27/2013
	2011	2YR DRAFT	102	1017	10	02/23/2013
	2011	3YR OFFICIAL	124	786	15.7	12/23/2014
	2011	3YR DRAFT	201	1332	15	01/11/2014
	2010	2YR OFFICIAL	51	464	10.9	08/04/2012
	2011	2YR DRAFT	55	468	11.7	02/11/2012
	2011	3YR OFFICIAL	76	459	16.5	07/28/2013
	2011	3YR DRAFT	79	462	17	02/24/2013
	2009	2YR OFFICIAL	0	0	0	07/30/2011
	2011	3YR OFFICIAL	48	327	14.6	08/08/2012
	2011	3YR DRAFT	52	326	15.9	02/12/2012

The College has contracted with a vendor to assist in managing its default rate. It is providing outreach to students in the form of information on repayment options. In addition, financial aid staff are monitoring periodic information for students who are in the repayment process and who may be in danger of default.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principle of good practice.

Because Norco College is an open enrollment institution, it does not actively recruit students, although it has outreach efforts that include visits to local high schools and assisting students in navigating the process of enrollment and matriculation. The college catalog, various web pages, and the schedule of classes accurately and clearly identify all conditions for transfer of course credits, conditions for acceptance of course credits, requirements for course completion and licensure examinations, degree and certificate completion requirements, a list of full-time faculty members and their degrees, and all entrance requirements in addition to all other items listed in the Commission Policy. Also, it accurately represents its accredited status in the college catalog and on the college website.

Policy of Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectation and it must apply the policies and procedures consistently to its courses and programs.

At the time of an educational quality and institutional effectiveness review (formerly comprehensive review), the Commission will review the institution's policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will as part of this review assess whether the institution implements the clock-to-credit hour conversion formula. The Commission will make a reasonable determination of whether the institution's assignment of credit hour conforms to commonly accepted practice in higher education using sampling and other methods. If, following the review, the Commission finds systematic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution it must take appropriate action and promptly notify the U.S. Department of Education (34 C.F.R. § 602.24 (f) (1), (2); §668.8 (l) (1).)

All degrees and credits awarded at Norco College conform to commonly accepted practices in higher education and fulfill all Title 5, California Education Code, and the California Community College Accounting Manual requirement regarding credit hour and clock hours and certificate and associate

degree requirements. The academic courses of study in the various degree and certificate programs have sufficient length, breadth, and content; the courses of study have appropriate levels of rigor and clear statements of student learning outcomes and undergo periodic assessment to ensure that students are achieving those outcomes. The College has articulation agreements with the California State University system and the University of California to ensure that the courses meet the commonly accepted standards for transfer. Also, degrees and certificates that exceed 18 units have been reviewed and approved by the Chancellor's Office for California Community Colleges.

Policy on Institutional Integrity and Ethics

Accredited institutions, or individuals acting on their behalf, must exhibit integrity and subscribe to and advocate high ethical standards in the management of its affairs and all of its activities dealing with students, faculty, and staff, its governing board, external agencies and organizations, including the Commission, and the general public.

Norco College and the Riverside Community College District make an effort to provide clear and accurate information to the public and all constituencies. The institution, both the college and the district, complete all annual reports to the Commission, to the Chancellor's Office for California Community College, to the state and federal governments, and to any other body needing information about the College. These reports are available to the public, many of which are available on the various websites. The college catalog, the schedule of classes, and various college and district websites provide information about the mission, the programs, admission requirements, available student services, fees and costs, financial aid programs, transcripts, transfer of credit, and refunds as well as its accredited status. Board policies exist to assure integrity with academic honesty, hiring, conflict of interest, and due process protections and are regularly reviewed and available on the district websites. The Board of Trustees Policy Manual includes policies for each of the areas identified in this Commission Policy on Integrity and Ethics, including the code of ethics for the Board of Trustees, administration, faculty, and students. It includes grievance and complaint procedures for all constituencies of the college, including procedures for confidential and anonymous submission of complaints.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, educational quality and institutional effectiveness review, follow-up and special reports, all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible the applicant, candidate, or accredited institution for compliance with

Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission. The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities.

Contractual agreements at Norco College consist of grants and awards, outside agency contracts for personal and professional services, construction contracts, consultant agreements, instructional service agreements, and contracts for information technology. All contracts are submitted to College Business Services by the contracting division or department via a Contract Transmittal Form (CTF). The Vice President of Business Services reviews each contract to ensure that it is consistent with the College's mission and goals, as well as for fiscal impact, risk component, termination clauses, standards of conduct, and any language that may have potential exposure for the District. The District's in-house legal counsel reviews each contract to insure proper legal terms. Once that review is complete, the contract is sent to the college president for review and signature. Contracts that have a fiscal impact between fiscal years are input into the financial accounting system in the appropriate fiscal year so that an automatic encumbrance of financial resources takes place.

The president is delegated the authority to sign a contract as an enforceable obligation on behalf of the college. For services of \$86,000 or more, Board of Trustees approval must be obtained prior to implementation of contracted services. The services of independent contractors are considered temporary in nature and individual contractors must meet specific criteria.

Requests for instructional service agreements follow a contract process that must be approved by Teaching and Learning Committee of the Board of Trustees. Contracts include terms of instruction as well as terms and conditions for cancellation and termination of the arrangement. Instructors must meet existing college hiring standards and must be approved by the Board of Trustees as well. Academic Affairs performs research to ensure that all programs meet the needs of state regulations for licensing. In the absence of state regulations, industry association standards are utilized. All contracts with outside entities go through a rigorous review and approval process (Board Policy 6340, 6345)

I. Appendices

- Exhibit 1: IBEW Agreement
- Exhibit 2: RCCD Board of Trustees Agenda Item
- Exhibit 3: Letter from Norco College to Palomar College
- Exhibit 4: Program Organizational Chart
- Exhibit 5: Electricians Apprenticeship, Certificate, Degree Description
- Exhibit 6: Projected Sequence of Courses and Schedule of Classes
- Exhibit 7: Map to off campus site (IBEW) and Norco College Location
- Exhibit 8: Jan 2015 College Leadership Update on IBEW Agreement
- Exhibit 9: Representative Assessment Report – ELE 23
- Exhibit 10: Norco College Net Tutor Information Flyer
- Exhibit 11: Record of Institutional Approvals
- Exhibit 12: Letter from IBEW to CA State Chancellor’s Office to Transfer LEA
- Exhibit 13: Letter from IBEW to Palomar College to Transfer LEA
- Exhibit 14: CA Chancellor’s Office Policies related to Apprenticeship Programs

Exhibit 1: IBEW Agreement

AGREEMENT FOR APPRENTICESHIP TRAINING PROGRAM

THIS AGREEMENT is made and entered into the 1st day of July, 2015 by and between Riverside Community College District on behalf of Norco College, a public entity, hereinafter referred to as the "DISTRICT" and Riverside County Educational and Training Trust Fund, hereinafter referred to as "SPONSOR"

WITNESSETH:

THIS AGREEMENT, the parties hereby agree to the following:

1. BASIS OF AGREEMENT

Pursuant to the provisions of Section 3074 of the Labor Code of the State of California, the DISTRICT and Program SPONSOR shall provide a program of related and supplemental instruction for apprentices enrolled in the DISTRICT'S Electrician Apprentice Program. This Agreement is entered into pursuant to the provisions of the DISTRICT, the aforesaid Labor Code Section and in accordance with the requirements of subdivision (d) of Section 3078 of the Labor Code.

2. MINIMUM HOURS OF INSTRUCTION

Program SPONSOR shall provide supervision of sites and other services. Each apprentice shall receive a minimum of 900 hours of instruction during the apprentice program as specified herein. SPONSOR may make changes in minimum number of hours of instruction subject to approval by the DISTRICT.

3. RESPONSIBILITY FOR RELATED AND SUPPLEMENTAL INSTRUCTION

The DISTRICT is responsible for the development of curriculum for instruction, and the administration and supervision of related and supplemental instruction for apprentices, coordination of instruction with job experiences, and in cooperation with the SPONSOR, the selection and the training of teachers. The DISTRICT shall provide such coordinators as are required to implement and maintain the program as specified herein. District agrees to maintain curriculum that aligns seamlessly with the previous LEA.

4. FACILITIES FOR THE PROGRAM

The DISTRICT and the Program SPONSOR have determined that the program shall be held off campus as authorized by Section 3074 of the Labor Code. Program SPONSOR shall provide facilities appropriate for the conduct of the programs at 1855 Business Center Drive, San Bernardino, CA 92408. This facility shall at all times be safely maintained and shall comply with the California Public Safety Building Codes. Program SPONSOR shall provide and maintain adequate workspace for each apprentice participating in the program. Program SPONSOR shall also provide appropriate classroom facilities, parking, equipment, and all utilities. The DISTRICT may provide facilities for the Program. If

the DISTRICT provides facilities, the costs associated with providing such facilities will be deducted from the amount payable to Program SPONSOR as specified in Paragraph 10 herein.

5. INSTRUCTIONAL

Program SPONSOR shall be solely responsible for salaries, benefits (including workers' compensation), and any other insurance required by law for instructors/coordinators. The instructors/coordinators shall be employees of the Program SPONSOR.

The DISTRICT is responsible to ensure all instructors are eligible in accordance with California Education Code 8155c.

Program SPONSOR shall provide all instructional materials, including but not limited to text and reference books and shall also provide the services of members of Program SPONSOR'S staff for the purpose of introducing the apprentices enrolled in the program to the functions of the Program SPONSOR'S operations as they relate to the program. The cost of providing the specified instructional materials shall be included in the amount to be paid per clock hour of teaching time as set forth hereunder. No additional payments will be made by the DISTRICT for instructional materials provided by the Program.

6. ATTENDANCE AND ACHIEVEMENT REPORTING

The DISTRICT is responsible for maintaining records on each clock hour of teaching time provided to apprentices enrolled in the program as specified herein. The DISTRICT shall prepare and submit such reports to the Chancellor's Office of California Community Colleges, as are required for the purpose of calculating allowances for the program. Program SPONSOR shall assist the DISTRICT in the preparation and maintenance of reports on attendance and student achievement. Such reports shall be maintained for a period of three (3) years after the expiration of this Agreement.

7. HOLD HARMLESS

Program SPONSOR shall, to the fullest extent permitted by law, indemnify and save the state, the DISTRICT, its officers, agents and employees from any and all loss, cost, expense, claims of liability for injury to, or death of any person, or damage to any property arising out of or in connection with the performance and operation of the terms of this Agreement caused by the negligence, willful misconduct or violation of law by SPONSOR. DISTRICT shall, to the fullest extent permitted by law, indemnify and save Program SPONSOR, its trustees, agents and employees from any and all loss, cost, expense, claims or liability for injury to, or death of any person, or damage to any property arising out of or in connection with the performance and operation of the terms of this Agreement caused by the negligence, willful misconduct or violation of law by DISTRICT.

8. INSURANCE REQUIREMENTS

Program SPONSOR shall take out and maintain during the life of this Agreement such public liability and property damage insurance as will protect the DISTRICT, its officers, agents and employees from any and all claims and liability for death, injury, and loss of property. Insurance shall be in the minimum amount of one million dollars combined single limit (CSL). The policy shall be written by a reliable insurance carrier authorized to do such business in the State of California and shall name the

DISTRICT as an additional insured. Program SPONSOR shall provide the Business & Contract Services office with a certificate of insurance prior to the execution of this Agreement. Certificates of insurance shall be directed to the attention of Business & Contract Services.

9. WORKERS COMPENSATION

Program SPONSOR shall obtain and maintain, at the expenses of Program SPONSOR, all workers' compensation insurance required by law for employees in the operation of the program. Program SPONSOR shall report such apprentices to the DISTRICT prior to the first time the apprentices are added to the program SPONSOR'S payroll and shall also report the date the apprentices are terminated from the payroll. SPONSOR shall provide proof of workers' compensation to the DISTRICT prior to the effective date of this agreement.

10. PAYMENTS

The DISTRICT shall pay Program SPONSOR an amount equal to eighty-five percent (85%) of the amount specified as state aid in Section 8152 of the Education Code of the State of California for each clock hour of teaching time per apprentice, less any deficit which may be imposed during each year this Agreement is in effect and less any amounts paid by the DISTRICT for the provision of classroom instructors, including workers' compensation insurance, and less any amounts paid by the DISTRICT for the acquisition, maintenance, and servicing of facilities for the program. SPONSOR will provide names, addresses, and clock hours of attendance for each apprentice listed on the DISTRICT school attendance form. Payments shall be made, based on the total hours of attendance reported during the first period and adjusted annual period. Payment for any amounts owed to Program SPONSOR, pursuant to Program SPONSOR agreement, will be paid within 45 days of the end of each apportionment period.

11. RESPONSIBILITY FOR EXCESS COSTS

In accordance with the provisions of Section 3074 of the Labor Code, Program SPONSOR is responsible for all excess costs incurred by the DISTRICT exceeding state apportionment's and local revenue earned by the attendance of apprentices and such costs shall be payable by the Program SPONSOR upon receipt of a claim accompanied by appropriate supporting documentation.

12. LIMITATION OF DISTRICT RESPONSIBILITY FOR PAYMENT

The DISTRICT'S obligation hereunder is payable only and solely from funds appropriated for the purpose of this Agreement and is contingent upon the establishment of an appropriations specified in Education Code Section 8152 for each fiscal year this Agreement is in effect. The DISTRICT has no obligation or any services, which may have been provided by Program SPONSOR hereunder if such funds are not appropriated and allocated for use by the DISTRICT for the purpose of this program. The DISTRICT shall notify Program SPONSOR of any such non-allocation at the earliest possible date.

13. ASSESSMENT AND IN-SERVICE

Quality instruction is a joint responsibility of the Program SPONSOR and the DISTRICT. The qualifications, materials and expertise in the SPONSOR'S field shall be the prime responsibility of the SPONSOR. The DISTRICT has the prime responsibility for the classroom climate and skills,

techniques, and strategies for assisting students in their learning. The Program SPONSOR and DISTRICT have auxiliary responsibilities in the prime areas.

Appropriate in-service sessions will be conducted by each party with cooperative observation and assessment.

14. INFORMATION AS TO AVAILABILITY OF PROGRAMS

Pursuant to the provisions of Section 3074.1 of the Labor Code, the DISTRICT and Program SPONSOR shall provide students with information as to the availability of apprenticeship programs. Program SPONSOR shall comply with the provisions of the State of California Plan for Equal Opportunity in Apprenticeship.

The term of the agreement shall be for the period beginning July 1, 2015 through June 30, 2016. The agreement may be amended by written mutual consent of the parties and may be terminated by either party provided that either party issues a written notification to the other party prior to May 1st, of the current agreement year. The cancellation will become effective on June 30th of the current agreement year.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed as indicated below:

RIVERSIDE COMMUNITY COLLEGE DISTRICT
ON BEHALF OF NORCO COLLEGE

Paul Parnell
Signature

Dr. Paul Parnell
President, Norco College

3/26/15
Date

RIVERSIDE COUNTY EDUCATIONAL AND
TRAINING TRUST FUND

Regina
Director Chairman, Riverside Committee

3-6-15
Date

[Signature]
Secretary, Riverside Committee

3-6-15
Date

Chairman, San Bernardino

Date

Secretary, Riverside Committee

Exhibit 2: RCCD Board of Trustees Agenda Item (VIII-B-1)

e-board >
Agenda Item
Agenda Item

Agenda Item (VIII-B-1)

Meeting	5/19/2015 - Regular
Agenda Item	Committee - Teaching and Learning (VIII-B-1)
Subject	Proposed Curricular Changes
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees approve the proposed curricular changes for inclusion in the college catalog and in the schedule of class offerings.

Background Narrative:

Presented for the Board's review and approval are proposed curricular changes for new stand-alone courses, and two new state/locally approved degrees and certificates. These items were first part of the proposed curricular changes in April 2015, but were withdrawn at the committee meeting, to permit clarification and additional information.

The needed information was reviewed with the various constituencies, and the proposed curricular changes are now being brought forward with a recommendation for approval.

Prepared By: Michael Reiner, Vice Chancellor, Educational Services
Sylvia Thomas, Associate Vice Chancellor Ed Services
Naomi Foley, Instructional Support Coordinator

Attachments:

[Proposed Curricular Changes_May 2015_backup_051215.pdf](#)

Course	Title	Location
1. New Stand Alone Courses:		
These courses will be part of an electrician apprenticeship program offered in partnership with the International Brotherhood of Electrical Workers, Local 440 & 447 enabling residents to become journeyman electricians:		
ELE-400	Introduction to the Electrical Trades and Construction Safety	N
ELE-401	Introduction to Electrical Theory, Basic Math Concepts, and the National Electric Code	N
ELE-402	Advanced DC Circuit Concepts, Introduction to 3-Phase AC Circuits, Test Equipment, and National Electric Code Applications	N
ELE-403	AC Circuit Concepts, Applied Electronics, and National Electric Code Applications	N
ELE-404	Digital Logic Circuits, Conductor Characteristics, Applications, and National Electric Code (NEC)	N
ELE-405	Electrician Blueprint Reading with Code Applications for National Electrical Code (NEC)	N
ELE-406	Grounding Systems, Advanced Blueprints and Specifications, Motor Design and Installation, and National Electric Code	N
ELE-407	Motor Control Principles, Generators and Power Supplies, with National Electric Code (NEC)	N
ELE-408	Transformer Theory, Leadership, Management, and Test Equipment	N
ELE-409	Electrician Specialty Systems	N
2. New State /Locally Approved Degrees and Certificate:		
	Associate of Science/Certificate in Electrician	N
	Associate of Science/Certificate in Electrician Apprenticeship	N

Exhibit 3: Letter from Norco College to Palomar College



Office of the President

March 16, 2015

Berta Cuaron, Assistant Superintendent/Vice President
Instructional Services
Palomar College
1140 W. Mission Road
San Marcos, CA 92609

Dear Dr. Cuaron:

This letter is to notify Palomar College that Norco College will be assuming the role of Local Education Agency (LEA) to the Southern Sierras Chapter, N.E.C.A. Educational and Training Trust and the Riverside County Educational and Training Trust Fund International Brotherhood of Electrical Workers (IBEW) Locals 440 and 477 apprenticeships program.

The following steps have taken place to ensure a seamless transfer for IBEW apprentices:

- The Electrician Apprenticeship curriculum has been created and approved through the Norco College curriculum process and the Regional Consortia. Once approved by the California Community Colleges Chancellors Office, it will be in place for a July 1st start date.
- Current IBEW instructors will be processed through the Riverside Community College District according to California Code of Regulations, Title 5 section on minimum qualifications for Apprenticeship instructors.
- Norco College is working with the CCCCO to ensure hours are reported according to the timeline and RSI funds are properly collected and distributed.
- Norco College has set a process in place to ensure IBEW apprentices will receive full support from the college, including designating a liaison to monitor and coordinate all activities.

Norco College is looking forward to serving the apprentices of the International Brotherhood of Electrical Workers.

Sincerely,

A handwritten signature in blue ink that reads "Dr. Paul Parnell".

Paul Parnell, PhD
President

Exhibit 4: Organizational Chart for the Program

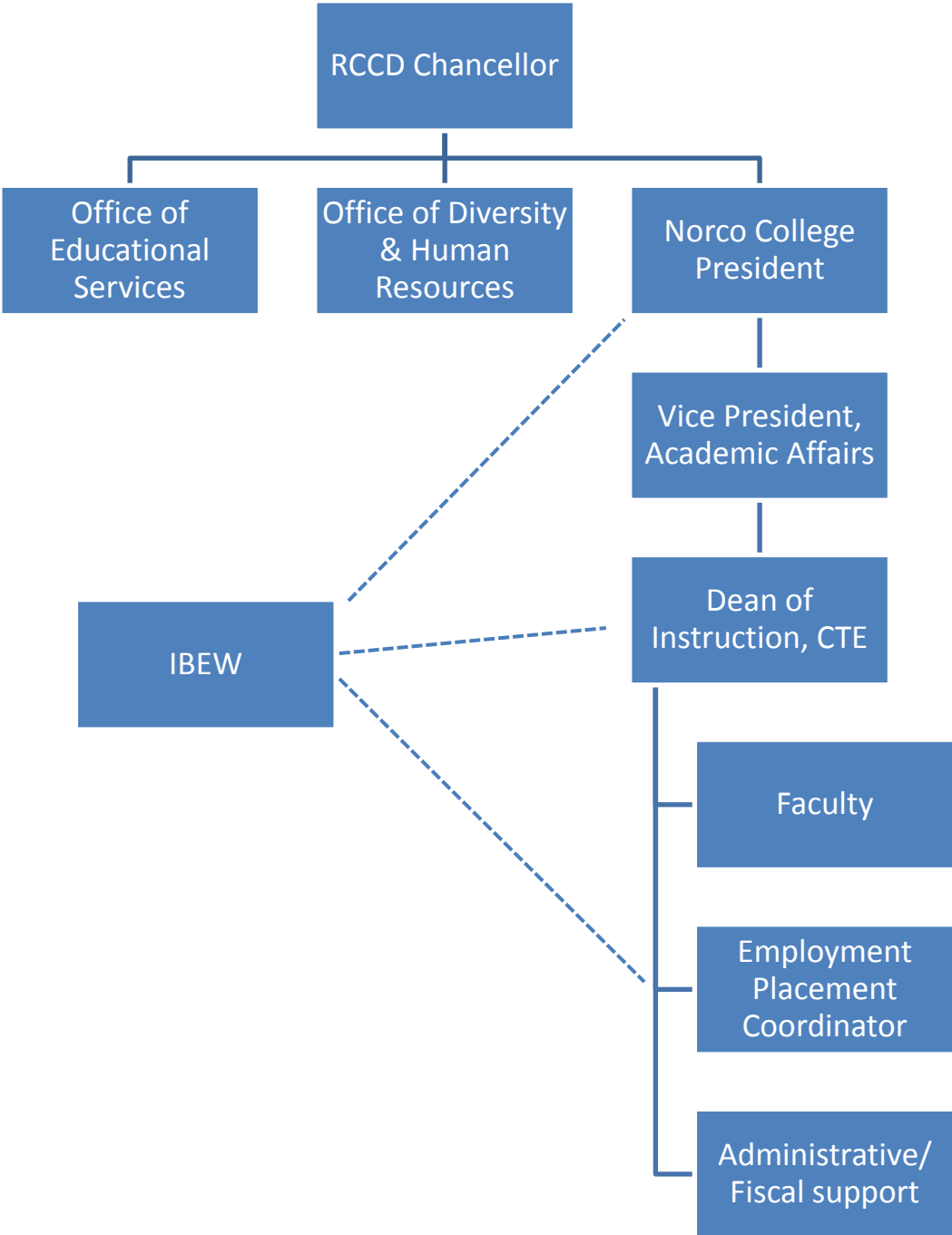


Exhibit 5: Electricians Apprenticeship, Certificate, Degree Description

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROGRAM OUTLINE of RECORD**

College: R___ M___ N_X

Electrician Apprenticeship

TOPs: 0952.20

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

This is a five-year apprenticeship program. Applications for Riverside/San Bernardino/ Mono/Inyo counties should apply to the Riverside and San Bernardino Joint Electrical Apprenticeship Training. Committees, 1855 Business Center Drive, San Bernardino, CA 92408. Telephone: (909) 890-1703.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Apply a working knowledge of math formulas and complex solution methods related to the electrical trades, along with blueprint symbols and drawings of wiring diagrams with common schematic symbols, including troubleshooting of common system faults, detection and repair, while properly applying OSHA construction site safety standards to all practices.
2. Properly apply all pertinent National Electric Code (NEC) to all workplace practices involving DC, AC single & poly-phase systems, utilizing proper grounding, bonding, lightning protection, wire sizing, conduit fill, overload protection, layout, connections, installations, troubleshooting, fault isolation, repairs or modifications.
3. Demonstrate appropriate leadership and expertise in applying special control and monitoring functions related to layout, installation, testing, and troubleshooting of digital and analog systems involving such ancillary equipment as CATV, CCTV, telephone circuits, Programmable Logic Controllers (PLCs), sensors, actuators, low-voltage and high-voltage, transformation, interfacing, hardware, setup, and programming services needed to comply with all NFPA-70E (NEC) and OSHA regulations for safety and fitness.

Required Courses (35 units)

Course	Title	Units
ELE 400	Introduction to the Electrical Trades and Construction Safety	3.5
ELE 401	Introduction to Electrical Theory, Basic Math Concepts, and the National Electric Code	3.5
ELE 402	Advanced DC Circuit Concepts, Introduction to 3-Phase AC Circuits, Test Equipment, and National Electric Code	3.5
ELE 403	AC Circuit Concepts, Applied Electronics, and National Electric Code Applications	3.5
ELE 404	Digital Logic Circuits, Conductor Characteristics, Applications, and National Electric Code (NEC)	3.5
ELE 405	Electrician Blueprint Reading with Code Applications for National Electrical Code (NEC)	3.5
ELE 406	Grounding Systems, Advanced Blueprints and Specifications, Motor Design and Installation, and National Electric Code	3.5
ELE 407	Motor Control Principles, Generators and Power Supplies, with National Electric Code (NEC)	3.5

Norco College: Substantive Change Proposal

ELE 408	Transformer Theory, Leadership, Management, and Test Equipment	3.5
ELE 409	Electrician Specialty Systems	3.5
Total		35

Associate of Science Degree

The Associate of Science Degree in Electrician will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

Exhibit 6: Projected Sequence of Courses and Schedule of Classes

ELE 400 Introduction to the Electrical Trades and Construction Safety

Lecture Hours: 45
Lab Hours: 54
Units: 3.50

COURSE DESCRIPTION

Prerequisite: None.

Focusing on electrical trades, students will examine safety issues surrounding construction job-sites and installation of electrical systems. Includes OSHA 10 Construction certification training, identification of job-site hazards, safe work practices and personal protective equipment for various construction site hazards. Care for breathing and cardiac emergencies along with basic first aid and automatic external defibrillator (AED) training for use on both adults and children. Substance abuse will be addressed. Basic math operations will be reviewed and reinforced. 45 hours lecture and 54 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

Electrician training includes construction job-site OSHA safety, first aid and CPR with AED, safe work practices, hazard identification, personal protective equipment, substance abuse, and math review for electrical trade workers.

ELE 401 Introduction to Electrical Theory, Basic Math Concepts, and the National Electric Code

Lecture Hours: 45
Lab Hours: 54
Units: 3.50

COURSE DESCRIPTION

Prerequisite: None.

Provides an introduction to algebraic and trigonometric concepts and application of their principles to solve basic electrical equations and layout conduit bends. Teaches the student to apply basic electrical theory to predict circuit behavior. Basic conduit bending techniques will be developed. The National Electrical Code will be introduced. 45 hours lecture and 54 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

Introduction to math concepts and application of their principles to solve basic electrical equations and layout conduit bends. Teaches the student to apply basic electrical theory to predict circuit behavior. Basic conduit bending techniques will be developed. The National Electric Code will be introduced.

ELE 402 Advanced DC Circuit Concepts, Introduction to 3-Phase AC Circuits, Test Equipment, and National Electric Code Applications

Lecture Hours: 45
Lab Hours: 54
Units: 3.50

COURSE DESCRIPTION

Prerequisite: None.

Electrician circuit analysis techniques, series, parallel, and combination DC circuits, test equipment, National Electric Code (NEC), and elementary 3-Phase AC circuits will be introduced. 45 hours lecture and 54 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

Circuit analysis techniques, series, parallel, and combination DC circuits, test equipment, National Electric Code (NEC), and basic 3-Phase AC circuits

ELE 403 AC Circuit Concepts, Applied Electronics, and National Electric Code Applications

Lecture Hours: 45
Lab Hours: 54
Units: 3.50

COURSE DESCRIPTION

Prerequisite: None.

Electrician AC theory including an exploration of inductance and capacitance and the effect of their combined reactants on AC circuits along with the application of electronic concepts and components. 45 hours lecture and 54 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

Electrician AC theory including inductance, capacitance, reactance, and impedance in AC circuits, with applications of electronic concepts and components.

ELE 404 Digital Logic Circuits, Conductor Characteristics, Applications, and National Electric Code (NEC)

Lecture Hours: 45

Lab Hours: 54
Units: 3.50

COURSE DESCRIPTION

Prerequisite: None.

Digital logic concepts and their real-world application. Electrician identification, selection, and installation of electrical conductors in accordance with National Electrical Code (NEC). 45 hours lecture and 54 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

Digital logic concepts and real-world application. Electrician identification, selection, and installation of electrical conductors in accordance with National Electrical Code (NEC)

ELE 405 Electrician Blueprint Reading with Code Applications for National Electrical Code (NEC)

Lecture Hours: 45
Lab Hours: 54
Units: 3.50

COURSE DESCRIPTION

Prerequisite: None.

Electrician studies of blueprints and specifications. Application of the National Electric Code will cover current protection, panel-boards, and lighting systems. 45 hours lecture and 54 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

Electrician studies of blueprints and specifications. Application of the National Electric Code will cover current protection, panel-boards, and lighting systems.

ELE 406 Grounding Systems, Advanced Blueprints and Specifications, Motor Design and Installation, and National Electric Code

Lecture Hours: 45
Lab Hours: 54
Units: 3.50

COURSE DESCRIPTION

Prerequisite: None.

Advanced concepts for blueprints and specifications. Study of motor design and application and National Electric Code concepts. 45 hours lecture and 54 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

Advanced blueprint reading and specifications; Study of motor design, applications, with National Electric Code concepts.

ELE 407 Motor Control Principles, Generators and Power Supplies, with National Electric Code (NEC)

Lecture Hours: 45
Lab Hours: 54
Units: 3.50

COURSE DESCRIPTION

Prerequisite: None.

Techniques for controlling AC and DC motors; students examine conventional and cutting-edge technologies for power generation. 45 hours lecture and 54 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

Controlling AC and DC motors, including conventional and cutting-edge technologies for power generation.

ELE 408 Transformer Theory, Leadership, Management, and Test Equipment

Lecture Hours: 45
Lab Hours: 54
Units: 3.50

COURSE DESCRIPTION

Prerequisite: None.

Explores electrician theory and field application of transformers, test equipment, including management and leadership principles for supervisors, along with special equipment for security systems for the grid. 45 hours lecture and 54 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

Electrician theory and the fielding of transformers, test equipment; includes management and leadership principles for supervisors, along with special equipment for grid security systems.

ELE 409 Electrician Specialty Systems

Lecture Hours: 45
Lab Hours: 54
Units: 3.50

COURSE DESCRIPTION

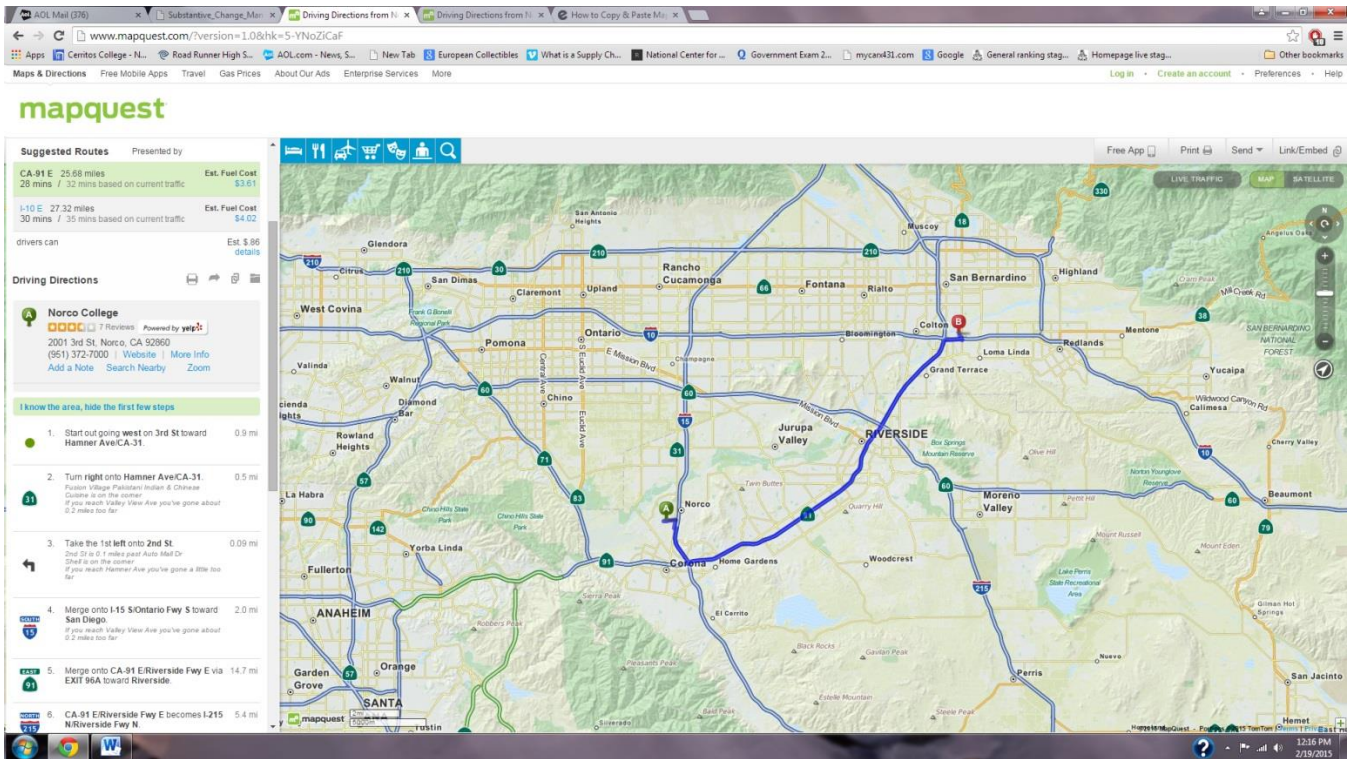
Prerequisite: None.

Examines specialty electrical systems commonly found in building construction. Includes fire alarm systems, closed-circuit television (CCTV) systems, telephone systems, cable television (CATV & MATV) systems, local area networks (LANs), fiber optic data systems, heating and air conditioning control systems, and lightning protection systems. 45 hours lecture and 54 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

Specialty electrical systems common to building construction. Includes fire alarm, closed-circuit television (CCTV), telephone, cable television (CATV & MATV), local area networks (LANs), fiber-optic data, HVAC control, and lightning protection systems.

Exhibit 7: Map to off campus site (IBEW) and Norco College Location



<http://mapq.st/1EYfneU>

Exhibit 8: Jan 2015 College Leadership Update on IBEW Agreement

Apprenticeship Training Agreement between Norco College & IBEW Jan 2015 update

BACKGROUND

The Riverside/San Bernardino Joint Electrical Apprenticeship & Journeyman Training Committee voted on January 20th to officially switch the Lead Education Agency (LEA) from Palomar College (San Diego County) to Norco College (Riverside County).

The transfer was prompted by the need for the LEA to be in closer proximity to the IBEW training centers (located in the cities of San Bernardino and Riverside). Moving to Norco College will allow their 400 apprentices to continue their education and possibly complete Associates of Science degrees without having to commute to San Diego. The proximity of Norco College is closer to the homes of most IBEW apprentices and allows for increased educational access/opportunities.

COORDINATION

The State Chancellors Office's Division of Workforce and Economic Development (Policy Alignment and Outreach Unit's Apprenticeship & Electrician Certification Programs) is aware of the transfer and supports it. We are working closely with them to ensure the process will be complete for a July 1, 2015 start date. The CCCCO process includes official notification of intent to transfer from IBEW, course approval, and official approval from the State Chancellors office.

New Electrician courses have been written and approved to provide a seamless transfer for apprentices to Norco College. We will accept equivalency for all current apprentices with Palomar units.

Using AB86 we are able to temporarily transfer an employee's time and effort to coordinate the transfer and complete necessary logistical activities now until June 30th.

FUNDING

With the transfer of this program also comes Related and Supplemental Instruction (RSI) funds instead of FTES. RSI funds are reimbursed to the program sponsor at an hourly rate of \$5.04, minus Norco College costs. We have negotiated a split of 85% to IBEW and 15% to Norco College - the same split currently in place at Palomar College.

A fiscal infrastructure to receive and manage the RSI funds will need to be put in place. This includes receiving funds from the CCCCO and distributing them to IBEW, as well as managing administrative costs at Norco College.

IBEW will report attendance to Norco College on a monthly basis, we will then report these hours to the CCCCO according to published timelines. These RSI funds (approximately \$150k gross, of which \$22k net to Norco annually) will help cover the administrative costs incurred by the college including reporting hours, enrolling apprentices into the college, attending meetings, completing other reporting documents as necessary, and providing educational support.

LOOKING AHEAD

This transfer will allow Norco College to register with the Registered Apprenticeship-College Consortium (RACC). This consortium will create a national network of colleges and Registered Apprenticeship sponsors. We are also working to create a similar Apprenticeship program with numerous local manufacturers.

Exhibit 9: Representative Assessment Report – ELE 23

Norco College Course Assessment Report

Course: _____

Instructor: _____

Semester: _____

Is this the initial assessment or follow-up (closing the loop)? Initial Follow-up

1. Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success? Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.
2. **If this is an initial assessment**, what are some suggestions for improving learning in the course the next time it's taught? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?
3. **If this is a follow-up (closing the loop)**, did the changes that were made to the course result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?
4. What suggestions, if any, do you have for modifying the course outline of record and/or the SLOs for the course?

**NORCO COLLEGE, RCCD
ELECTRONICS 23—Devices and Circuits
SLO-part of Mid-Term EXAM**

These are the mandatory ELE-23 STUDENT LEARNING OBJECTIVES (SLOs): On completion of the course, **all successful students will be able to:**

1. Describe the physical nature and electrical characteristics of materials that are classified as semiconductors.
 2. Explain the operation and biasing requirements of diodes, bipolar transistors, field effect transistors, thyristors, and optoelectronic devices.
 3. Discuss the construction and uses of analog and digital integrated circuits.
 4. Discuss the three basic types of transistor amplifier configurations, describe their operation, and compare the characteristics of each.
 5. Identify and explain the operation of power supplies and their circuitry.
 6. Explain the basic principles of operation of both sinusoidal and non-sinusoidal oscillators.
-

Occupational classes are competency-based. Electronics classes are meant to prepare you for an occupation, where you must be competent to keep your job. In order to pass this class, a student must be able to do **all** of the above things (SLOs), to at least a minimum level of competency, as judged, using the instructor's rubric, from your answers to the following tasks and questions:

- A) Please write a legible narrative essay that gives an overview of the manufacturing processes used to make a PN-Junction Diode, using the specific terms and phrases that were written on the whiteboard during our preparatory lecture sessions. In this essay, state the purpose of doping of a semiconductor material, and how it works to alter the conductivity of the semiconductor material. Continue your explanation until the doped crystal is fabricated into a PN-Junction Diode, encapsulated into a package with axial leads, ready to be mounted on a through-hole printed circuit board.
- B) Legibly discuss the biasing requirements (forward and reverse) of a germanium, PN-Junction Diode, and explain how conductivity of the device is affected in these biasing modes. How does each biasing mode affect the depletion zone, to allow, or to disallow conduction? Also, correlate the words Cathode and Anode with the electrical schematic of a diode, and the P-type and N-type materials inside, with respect to an externally applied voltage source (and polarity). Use sketches to demonstrate each type of biasing, and label them clearly.
- C) Discuss the biasing requirements of a silicon, NPN transistor, with respect to the emitter, base and collector regions, and the depletion zones (that naturally occur at each junction without biasing). Use sketches to help clarify how a transistor amplifies current, as you discuss the current-gain specification, called Beta.
- D) What qualifies a device to be considered an Opto-Electronic component?
- E) Describe the operation of a red LED, along with its characteristics in forward and reverse bias.

- F) Explain the operation of a Photo-Transistor.
- G) What are the names of each of the wires on a JFET? And, for an N-channel JFET, discuss how biasing affects its operation, when placed in series with a load resistor.
- H) What is the difference between the operational characteristics of an Analog versus a Digital I.C. (Integrated Circuit), relative to saturated or linear modes of operation?
- I) Briefly discuss the manufacturing of integrated circuits (this overview does not need to tell of tiny details, such as chemicals used, or temperatures, for instance).
- J) Explain how an SCR latches ON, and what it takes to turn it OFF again. Use sketches to help clarify these sequences.
- K) For linear, non-saturated operation, what is the normal biasing requirement of a Bipolar Junction Transistor (BJT, emitter to base, and base to collector junctions)? Use any sketches that may help to clarify your answers.
- L) What are the three types of BJT amplifier configurations, by name? Also, draw a schematic symbol of each configuration that clearly shows each having one input, one output and one common connection. Also for each one, briefly characterize it, by current gain, voltage gain, and impedance characteristics (input to output).
- M) Draw a block-diagram and a schematic of a typical, low-cost, power adapter (AC to DC power supply), name each of the needed components and describe the function of each section of this Half-Wave Rectified, non-voltage regulated supply, with moderate ripple voltage. Also, describe how each and every component helps to accomplish the overall job of this low-cost power supply.
- N) Draw a block-diagram and a schematic of a typical, higher-quality, power adapter (AC to DC power supply), name each of the needed components and describe the function of each section of this Full-Wave Rectified (non-center-tapped), zener controlled, voltage regulated supply, without significant ripple voltage. Also, describe how each and every component helps to accomplish the overall job of this higher-quality power supply.
- O) What is the purpose of an oscillator, in general (what does it do)? What are the necessary parts of an oscillator (discussing a block diagram you will draw)?
- P) What is the difference between a sinusoidal oscillator and a non-sinusoidal oscillator, and upon what portion of the amplification curve does each operate?
- Q) Using sketches and words, explain the proper biasing of a JFET for normal, linear operation, including special information on signal modulation of the current between source and drain.

If you have performed competently, then you will receive a letter-grade that is proportional to total, accumulated points that you have earned in lecture and lab sections. If you lack anything, above, then you will receive more opportunities to prove your competency before, and including, the final exam. All successful students will have demonstrated competency in each required area by the final day (when grades are submitted). Some areas require multiple measures of demonstration, due to compound language written into the Course Outline of Record, for each SLO. SLO assessment items A through Q, above, assess each part of each SLO, entirely.

SLO Assessment Results & Milestones Met for ELE-23 Students								9th UPDATE today, on 12-15-12		
SLO Question/Answer Letters & Correlation to Written SLOs in Catalog									There is a Pass/Fail (a)	
SLO # & Item Maps to ==>	1:a;b &	1:b &			1:b				Additional time was giv	
SLO # & Item Maps to ==>		2:a;b;c&1b	2:a;b;d	2:a;g	2:a;b;c;g	2:a;b;g	2:a;b;e	3:b;c;d	3:a;c;d	2:a;b;f
Completing Student Index Nos.:	A	B	C	D	E	F	G	H	I	J
1	4	3	2	2	2	3	2	2	3	3
2	3	3	4	2	2	3	2	3	3	2
3	3	3	2	4	2	3	3	4	3	2
4	2	2	2	2	2	2	2	2	2	3
5	3	3	2	2	3	2	3	3	2	4
6	4	3	4	3	3	2	3	3	4	4
7	3	3	3	2	2	3	3	2	3	2
8	4	4	4	3	2	2	3	2	3	2
9	2	2	2	2	2	3	2	2	3	2
10	4	4	3	4	4	2	3	3	2	3
11	2	2	2	2	2	4	2	2	2	3
12	2	2	2	2	2	2	2	3	2	2
13	3	4	4	2	2	3	3	2	2	3
14	4	2	2	2	2	2	2	2	2	2
15	3	2	3	2	2	3	3	2	3	2
16	3	2	2	2	2	2	2	2	2	3
17	4	2	2	4	4	2	2	2	3	3
Average of all MT deltas==>										
Only students with ALL SLOs :		above a rubric score of 1 can pass this class.				The Rubric allows up to 2 points for maximum comple				
Competency Measurements:		A score of 0 on any item will earn an F for the course. Multiple indicators of an SLO, above a 1, may be average								
STUDENT LEARNING OBJECTIVES (SLOs-): On completion of the course, students will be able to:										
1. Describe the <u>physical (a) nature</u> and <u>electrical characteristics</u> of materials that are classified as (c) <u>semiconductors</u> .										
2. Explain the <u>operation</u> and <u>biasing</u> requirements of <u>diodes</u> , <u>bipolar transistors</u> , <u>field effect transistors</u> , <u>thyristors</u> , and <u>optoelectronic c</u>										
3. Discuss the <u>construction</u> and <u>uses</u> of <u>analog</u> and <u>digital</u> integrated circuits. (3a-d)										
4. Discuss the three basic types of transistor amplifier configurations, describe their operation, and compare the characteristics of each										
5. <u>Identify</u> and <u>explain</u> the <u>operation</u> of <u>power supplies</u> and their circuitry [(a) half-wave; (b) full-wave]. (5, all eme										
6. Explain the <u>basic principles</u> of operation of both <u>sinusoidal</u> and <u>non-sinusoidal</u> oscillators. (6a-c)										

1st Charted at Mid-Term Exam on 11/13/2012											
or nothing) SLO Mid-Term, and a graded portion. Grades only assigned after all SLOs passed.											(add 77pts)
en for students to remediate their work, up until grades were due.								SLO part	MT-Graded	up-biased	
2:a;b;d	4:all	5:a	5:b	6:a	6:b,c	2:e	of MT:	Portion	MT-Graded		
K	L	M	N	O	P	Q	SUM	SLO AVG	Delta-Score	Score	
4	4	4	4	2	2	2	48	3	2	79	
2	2	2	3	2	2	3	43	2.6875	2	79	
4	3	3	2	2	2	4	49	3.0625	0	77	
2	2	3	2	2	2	2	36	2.25	44	121	
2	2	2	3	4	2	3	45	2.8125	5	82	
3	4	4	3	3	4	2	56	3.5	-38	39	
2	3	2	2	3	4	3	45	2.8125	11	88	
2	2	4	4	3	3	2	49	3.0625	26	103	
3	4	2	4	2	2	4	43	2.6875	-29	48	
4	3	3	4	2	2	3	53	3.3125	19	96	
2	3	3	3	2	2	2	40	2.5	-45	32	
3	2	2	2	2	2	3	37	2.3125	23	100	
2	2	2	3	3	2	2	44	2.75	15	92	
2	4	2	4	2	4	3	43	2.6875	25	102	
3	3	2	3	2	2	3	43	2.6875	37	114	
2	2	2	2	2	2	3	37	2.3125	-69	8	
2	3	2	3	2	4	3	47	2.9375	35	112	
									63	140	
ness & up to 2 points for maximum correctness/appropriateness of each answer (added).											
d. An Average Score of 1 may earn a D at the highest. Only 2, or better, may earn above a D.											
(1a-c)											
The Mid-Term gave 1 point for a correct answer; nothing for											
evidences. (2a-g) no-try; subtracted 2 points for an incorrect answer.											
(There was severe guessing penalty, per MT instructions)											
(4 all together)											
ments of Power Supplies, in a &b) The Final Exam will be 50 questions, graded without a penalty											
for guessing.											

Exhibit 10: Norco College Net Tutor Information Flyer



The flyer features the Norco College logo in red and white on the left, and the NetTutor logo in white on a red background on the right. A central grey banner reads "FREE ONLINE TUTORING FOR NORCO STUDENTS". Below this, a photograph of a smiling woman with a laptop is partially visible. Text describes the service as comprehensive and free, available for all courses. It highlights that tutors are highly trained experts in the course. A call to action asks, "We're ready to help. What are you waiting for?". A large section for "IBEW Apprentices" offers special access to NetTutor. A "How to Get Started?" section lists three steps: getting login info from an instructor, logging onto www.NetTutor.com, and selecting the course. To the right of these steps are labels for "Name:", "Login:", and "Password:". A footer at the bottom provides information about Link-Systems International, Inc. (LSI) and its history since 1995.

NORCO COLLEGE

NetTutor[®]
Online Tutoring Service

FREE ONLINE TUTORING FOR NORCO STUDENTS

NetTutor is a comprehensive online tutoring service for all courses. This free service is available to assist you with homework and studying.

All of the NetTutor tutors are highly trained experts in the course that you are taking.

We're ready to help. What are you waiting for?

IBEW Apprentices receive special access to NetTutor!

How to Get Started?

1. Get your personalized login name and password to NetTutor from your instructor
2. Log onto www.NetTutor.com
3. Select the course

Name:
Login:
Password:

NetTutor is a service of Link-Systems International, Inc. (www.link-systems.com). LSI has been serving the academic community since 1995 as an eLearning services and technology company dedicated to student success.

Exhibit 11: Record of Institutional Approvals



As is our institutional culture, the Electrician Apprenticeship certificate/degree program went through all the College's strategic planning committees and approval channels publically and transparently as outlined in our District Curriculum Approval Handbook.

Some key dates include:

- Business, Engineering, & Information Technology Department: Oct 21, 2014 & Nov 18, 2014
- Academic Planning Council: Nov 14, 2014
- Institutional Strategic Planning Council (with published agenda to the nor-all email list serve): Nov 19, 2014
- Norco College Academic Senate for first read (with published agenda to the nor-all email list serve): Dec 1, 2014
- Inland Empire/Desert Regional Consortium: December 8, 2014 (first read) and March 2, 2015 (second read), with published agendas to the regional CTE email list serve.
- RCCD Technical Review Committee: Feb 19, 2015
- Norco College Curriculum Committee (with published agenda to the nor-all email list serve): Feb 24, 2015
- RCCD Curriculum Committee: March 5, 2015
- Norco College Academic Senate for second read (with published agenda to the nor-all email list serve): March 16, 2015
- Riverside Community College District Board of Trustees Committee Meeting: May 5, 2015
- Riverside Community College District Board of Trustees Regular Meeting: May 19, 2015

All agendas and minutes are available at www.norcollege.edu or www.rccd.edu

Exhibit 12: Letter from IBEW to CA State Chancellor’s Office to Transfer LEA

	<p>Sponsored by Southern Sierras Chapter National Electrical Contractors Association, Inc. and International Brotherhood of Electrical Workers LOCAL UNIONS 440 477</p>	
APPRENTICESHIP		<i>The Lifeline of the Electrical Industry</i>

March 3, 2015

John Dunn


Chancellor’s Office, California Community Colleges Division of Workforce and Economic Development
Policy Alignment and Outreach Unit Apprenticeship & Electrician Certification Programs
1102 Q Street, Sacramento, CA 95811

Dear Mr. Dunn;

The purpose of this letter is to notify your office of the intention of the Riverside and San Bernardino Electrical Apprenticeship Program to change our Local Educational Agency from Palomar College in San Marcos, CA to the Riverside Community College District at Norco College in Norco, CA.

We feel that this change would benefit our students by having a more geographically favorable location to attend classes to pursue advanced degrees. Thank you for your time and consideration in this matter.

Sincerely,


Richard Purper

RIVERSIDE-SAN BERNARDINO ELECTRICAL JOINT APPRENTICESHIP & TRAINING COMMITTEE
Richard C. Purper, *Training Director*
1855 Business Center Drive • San Bernardino, CA 92408 • Telephone (909) 890-1703 • Fax (909) 890-1746

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Exhibit 13: Letter from IBEW to Palomar College to Transfer LEA

	Sponsored by Southern Sierras Chapter National Electrical Contractors Association, Inc. and International Brotherhood of Electrical Workers LOCAL UNIONS 440 477	
APPRENTICESHIP		<i>The Lifeline of the Electrical Industry</i>

February 25, 2015

Mollie Smith
Director, Occupational and Non-Credit Programs
Palomar College
San Marcos

Dear Ms. Smith:

It is with regret that I inform you that the Riverside/ San Bernardino Joint Electrical Journeyman and Apprenticeship Program will be severing our relationship with Palomar College as our Local Educational Agency and aligning with Norco College. We have valued our relationship with Palomar College and the excellent services you have provided but we need for our students to have a campus that is more geographically favorable for their future educational goals.

Thank you for your time and consideration in this matter. If you have any questions please call me at 909-890-1703.

Sincerely,



Richard Purper
Training Director

RIVERSIDE-SAN BERNARDINO ELECTRICAL JOINT APPRENTICESHIP & TRAINING COMMITTEE
Richard C. Purper, *Training Director*
1855 Business Center Drive • San Bernardino, CA 92408 • Telephone (909) 890-1703 • Fax (909) 890-1746

IBEW-NECA 909 24

Exhibit 14: CA Chancellor's Office Policies related to Apprenticeship Programs

Common administrative practices and treatment of costs, as well as other policies as related to Apprenticeship programs

With the signing of the 2013-14 Budget Act by Governor Brown, the Related and Supplemental Instruction (RSI) funds administered by the California Department of Education (CDE) were shifted to the California Community College Chancellors Office (CCCCO) in order to streamline the RSI allocation, distribution and oversight process. Changes to the Ed Code language were finalized and included a new provision, 8155 (b) and 79149 (b) that stated:

(b) By March 14, 2014, the Chancellor of the California Community Colleges and the Division of Apprenticeship Standards of the Department of Industrial Relations, with equal participation by local educational agencies and community college apprenticeship administrators, shall develop common administrative practices and treatment of costs and services, as well as other policies related to apprenticeship programs. Any policies developed pursuant to this subdivision shall become operative upon approval by the California Apprenticeship Council.

Definitions:

- LEA – Local Education Agency is a school district, or a county office of education.
- CCC – California Community College
- CCCCCO – California Community College Chancellors Office
- CDE – California Department of Education
- CTE – Career Technical Education
- RSI – Related and Supplemental Instruction
- DAS – Division of Apprenticeship Standards
- Program Sponsor or Program – as defined by DAS, the apprenticeship program sponsor
- LMI – Labor Market Information

To ensure proper oversight of funding for Related and Supplemental Instruction and to increase Apprenticeship participation as a career option:

LEAs and CCCs should:

- Attend apprenticeship committee meetings at least once per year per program sponsor
- Attend CAC meetings at least once per year.
- Invite Programs to participate on LEA and CCC CTE advisory committees to increase awareness of apprenticeship.
- Ensure that all RSI hours are accurately collected from program sponsors and reported to the CCCCCO on regular apportionment timelines.
- Complete other reporting documents on time as requested by CCCCCO.
- Provide other educational support and training to the program sponsor as requested.

Program Sponsors should:

- Report attendance to their LEA or CCC on a regular (monthly preferred) basis, to ensure that LEAs are able to consistently meet CCCCCO reporting deadlines.
- Ensure that sign in sheets and/or electronic attendance procedures are in place and auditable.
- Invite LEAs to attend apprenticeship Committee meetings, graduations and other events as an educational partner.
- Provide access to professional development opportunities for instructors to improve their classroom instruction.

LEA/CCC and Program Sponsors, working together, should:

- Ensure that a consistent instructor evaluation process is in place and followed.
- Ensure that a professional development process is in place and followed to improve instructor teaching skills.
- Leverage resources to increase apprentice completion rates.
- Complete annual reporting documents as requested by the CCCCCO in a timely manner.
- Periodically review and update apprenticeship curriculum.

The CCCCCO should:

- Provide training, guidance and support to all LEAs, CCCs and Program sponsors as needed, especially as it relates to RSI attendance collection and reporting procedures
- Annually collect data related to apprenticeship completion rates.
- Conduct bi-annual meetings, (two North, two South), for all LEAs, CCCs, and Program sponsors to ensure consistent monitoring of program sponsors and RSI funding statewide
- Review LEAs, CCC and program sponsors using the Annual review Document
- Provide Labor Market Information (LMI) data to all apprenticeship stakeholders to assist in identifying new and emerging apprenticeship opportunities statewide.
- Support curriculum upgrade efforts by participating LEAs, CCCs, and Program sponsors as requested.
- Act as a central repository of “Best Practices” related to education and training of Apprentices.
- Provide training and support to LEAs and CCCs new to apprenticeship.

The DAS should:

- Continue to promote, at appropriate venues, the development of new programs in non-traditional areas/crafts.
- Support LEA and CCC attendance review processes when appropriate.
- Provide technical assistance to LEAs and CCCs who are looking to develop new apprenticeship and/or pre-apprenticeship programs.
- Work with CCCCCO to provide completion data for Apprentices to enable all LEAs and CCCs to receive credit for Apprentices who graduate/complete/journey out.

The CCCCCO and DAS should, in partnership:

- Create a process by which a program sponsor can, without undue disruption to classroom instruction, move to a different LEA or CCC
- (1) Program sponsors and LEAs should work diligently to maintain a good working relationship so that transfers are unusual events.
 - (2) Program sponsors may be denied transfer of RSI funds if CCCCCO, with input from DAS, determine there is sufficient evidence to deny the transfer; i.e. a history of low completion rates, non-compliance with regulatory duties, or other factors.
 - (3) Program sponsors, CCCs and LEAs should not expect funds to be transferred or made available without substantial advance written notice being given to the CCCCCO, by all concerned parties.
 - (4) All transfers, if approved, should take place on July 1 so as to coordinate with the States fiscal cycle
 - (5) If funds are requested to be moved from a college to a K12 affiliated LEA, or from a K-12 to a college, written notice signed by the affected LEA's/CCC and the program sponsor must be received by the CCCCCO by September 1 so that, if approved, a Budget Change Proposal can be submitted and the Department of Finance can make the changes effective July 1 of the next fiscal year. (10 months later). Failure to meet this deadline may cause the transfer request to be automatically disapproved or delayed.

- (6) If funds are requested to be moved between CCCs or between LEAs, written notice signed by the affected LEAs/CCC and the program sponsor should be received by CCCCCO by February 1, for July 1 transfer.
 - (7) If a Program sponsor wishes to move to another LEA or CCC but not transfer funds, the DAS will be responsible for the approval of a new LEA.
- Create recommendations by which increases in future RSI funding are allocated to established programs, regardless of LEA affiliation, based on quality of instruction, employer contributions, LMI data, completion rates and other criteria
- (1) Should additional funding become available that results in a return to pre 2008 funding levels for RSI, apprenticeship programs may receive an increase in RSI funding based on their current needs. If an apprenticeship program has shown an inability to properly account for the RSI funds that they have been receiving, LMI data indicates a decrease in jobs in that craft and/or has a low completion rate, increases may be denied after consultation between the DAS, LEA and CCCCCO. The intention is to increase RSI funding for established programs which (a) show a need; (b) properly account for their RSI reimbursement; and (c) have a high completion rate for apprentices, including passing rates on state required exams.
- Create recommendations by which increases in future RSI funding are allocated to new programs, based on LMI data, employer contributions, expected completion rates and other criteria
- (1) When additional funding becomes available, beyond 2008 levels, the CCCCCO and DAS will work together to determine where funding should be distributed.
- Promote Apprenticeship to high schools, community colleges, and other appropriate venues as a legitimate and rigorous post-secondary educational option and career pathways.

Treatment of Costs and Services

With the limited resources available to provide RSI funding to current apprenticeship programs, much emphasis has been placed on the varying percentages charged by LEAs to provide the services that the state has asked them to provide. Each LEA provides different levels of support, depending on the very specific nature of their relationship with the program sponsor.

For example, some LEAs provide the classroom space, materials and pay for the instructor salary, which may equal the total amount of RSI funding that is currently allocated to that particular program sponsor. Other LEAs provide instructor evaluation support, review curriculum, and attend most committee meetings but the instruction takes place at the sponsor facility. LEAs may also work with the program sponsor to provide college credit and/or certificates of completion to apprentices, which could increase the administrative costs.

Essentially, each partnership between an LEA and a program sponsor has very specific requirements, spelled out in their contract agreements. The overall goal then is to outline the minimum expectations for both parties and provide guidance as to what a "reasonable" administrative cost structure might be. If a college is willing to provide additional support, that is a negotiable cost to be agreed upon by the two parties.

Taking all of these items into account, it seems that a "reasonable" percentage for an LEA to charge the program sponsor would range from 10% to 20%, total. Mandating an exact minimum amount (or maximum) would not take into consideration the wide range of local situations and relationships.