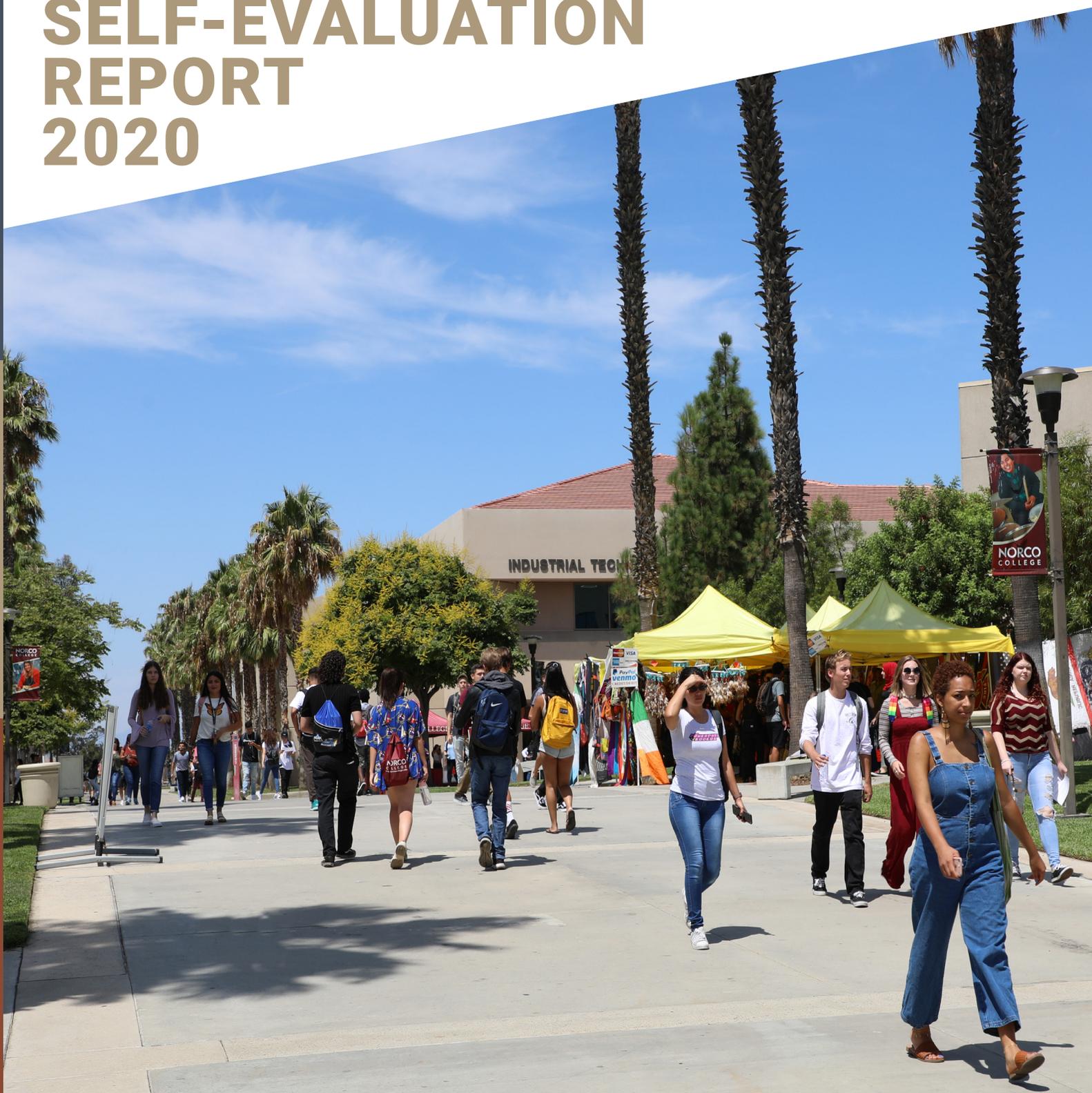


NORCO COLLEGE

INSTITUTIONAL SELF-EVALUATION REPORT 2020





Institutional Self-Evaluation Report

**In Support of an Application for
Reaffirmation of Accreditation**

Submitted by

Norco College
2001 Third Street
Norco, CA 92860

to

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

December 2019

Certification

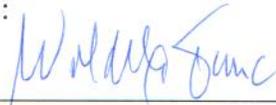
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Monica Green
Norco College
2001 Third Street
Norco, CA 92860

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

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



Dr. Wolde-Ab Isaac, Chancellor,
Riverside Community College District
Date 12/10/2019



Dr. Monica Green, Interim President,
Norco College
Date 12/10/2019



Mary Figueroa, President,
Riverside Community College District Board of Trustees
Date 12/10/2019



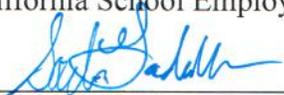
Dr. Samuel Lee, Vice President of Academic Affairs and ALO,
Norco College
Date 12/10/2019



Dr. Quinton Bemiller, President,
Norco College Academic Senate
Date 12/11/2019



Andy Aldasoro, Norco College Vice President,
California School Employees Association Chapter 535
Date 12/11/19



Sarah Gadalla, President,
Associated Students of Norco College
Date 12/12/19

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A. Introduction

College History

Initially opened in 1991 as a campus of Riverside Community College, Norco College was granted initial accreditation in 2010 to become the 112th California community college. One of three colleges in the Riverside Community College District (RCCD), Norco College serves the growing Riverside County communities of Jurupa Valley, Eastvale, Norco, La Sierra, Corona, Temescal Valley and the unincorporated areas along the Interstate 15 corridor, with a combined population of approximately 306,846 in 2017, projected to be 327,316 by 2022. The College was established on over 141 acres of former United States Navy property purchased in 1985 for one dollar from the General Services Administration by way of the United States Department of Education.

Two provosts led the College in its early years, one of whom became the College's first president. During her eighteen years at the helm of the campus (and later college), Dr. Brenda Davis oversaw the growth of the institution and awarding of initial accreditation.

Norco Campus Provosts

| | |
|----------------------|-----------|
| Marie Pepicello, PhD | 1991-1993 |
| Brenda Davis, EdD | 1993-2006 |

Norco College Presidents

| | |
|--------------------------------|-----------|
| Brenda Davis, EdD | 2006-2011 |
| Debbie DiThomas, EdD (interim) | 2011-2012 |
| Paul Parnell, PhD | 2012-2016 |
| Irving Hendrick, EdD (interim) | 2016 |
| Monica Green, EdD (interim) | 2016 |
| Bryan Reece, PhD | 2017-2019 |
| Monica Green, EdD (interim) | 2019 |

Initially envisioned as the “technology campus” of the District, Norco College now serves its community as a dynamic, comprehensive community college. The institution provides a full offering of academic opportunities, including online, hybrid, and traditional face-to-face classes. The College offers seven area-of-emphasis (AOE) associate degrees, with one each for IGETC, UC, and CSU patterns for a total of 21 ([INT-1](#)); 23 associate degrees for transfer (ADTs) ([INT-2](#)); 29 state-approved certificates; and 17 locally approved certificates ([INT-3](#)). Norco College is proud to be a Hispanic-Serving Institution.

From its first year, in which the then-Norco Campus enrolled over 3,000 students, Norco College has grown to serve about 14,500 students annually, with an unduplicated head count of 10,441 in fall 2018 ([INT-4](#)). The College awarded 1,588 associate degrees and 263 certificates in 2018-2019 ([INT-5](#)).

Since the last accreditation report in 2014, Norco College has experienced significant growth and a change in leadership. In fact, between January 2017 and July 2019, a complete transition brought new faces into all top leadership positions. Below is a list of recent leadership changes:

- Dr. Monica Green, interim president (beginning July 2019)
- Dr. Bryan Reece, president (January 2017 to June 2019)
- Dr. Samuel Lee, vice president of Academic Affairs (beginning June 2017)
- Dr. Michael Collins, vice president of Business Services (beginning July 2018)
- Dr. Kaneesha Tarrant, vice president of Student Services (beginning November 2018)
- Dr. Kevin Fleming, interim vice president of Strategic Development (beginning July 2018)

In addition to senior leadership changes, there have been changes at the dean and director level. To implement three new initiatives serving veterans, incarcerated students, and dual-enrolled high school students, three director positions were created and hired. Moreover, in spring 2018, the College reorganized based on a Guided Pathways framework. As a result, counselors, educational advisors, staff, and managers were aligned with the four newly created Schools (meta-majors) and the following new dean and director positions were added: dean of instruction (School of Arts and Humanities; School of Social and Behavioral Sciences); director, Disability Resource Center; and director, Business Services.

To serve its thriving community, the College finds itself immersed in a time of energetic planning and development. The new administration has taken up the baton of the Completion Initiative/Guided Pathways passed along from previous leaders and supported by active and involved faculty, staff, and managers. Those who have been here longest—including some who were faculty, staff, or students in the institution's early days as a campus, not yet a college—have served as institutional memory as well as dedicated team members in the College's efforts to provide the highest quality education for students.

Since the 2014 institutional self-evaluation report, the College has moved forward with several important initiatives to support student access, equity, and success.

Key Initiatives and Developments Since the Last Accreditation Visit

- **Revised Educational Master Plan, Strategic Plan, and Facilities Master Plan**
In 2019, the College revised its Educational Master Plan, and in 2019-2020 is in process of revising the Strategic Plan, both of which focus on three broad themes: Transforming Students; Transforming the College; and Transforming Our Region. The new Facilities Master Plan was developed in alignment with the Educational Master Plan. The Strategic Plan with governance and decision-making guide is expected to be approved in the 2019-2020 academic year.
- **Completion Initiative / Guided Pathways**
In 2015, Norco College put in place a holistic Completion Initiative to increase the number of students earning a degree or certificate. The initiative involves five interconnected components: meta-majors (called Schools), clear and directed pathways, faculty advising, linking college to career, and models of student care. Through a competitive process, Norco College was chosen as one of 20 California Community Colleges to participate in the California Guided Pathways Project beginning in 2017.

Norco College's Completion Initiative began the work that continues through Guided Pathways.

- **College Reorganization around the Schools**

In spring 2018, the College underwent an institutional reorganization. Academic areas have been reorganized around the four Schools for a Guided Pathways focus. The new institutional structure also is designed to help the College better meet the needs of its growing community.

- **Veterans Resource Center**

Norco College is proud to have been named by *Military Times* as one of the best colleges for veterans five years (2015, 2017, 2018, 2019, 2020) and to have received a bronze-level Military Friendly School award in 2018 as well as Military Friendly School designation for 2019-2020. In an effort to serve veterans with the same dedication they have shown in serving the country, the College is expanding its veterans program. One example is development of a military articulation platform to streamline the awarding of college credit for military training. In addition, construction on a new Veterans Resource Center building is expected to begin in 2020.

- **Prison Education Community Program**

Since fall 2017, Norco College has partnered with the California Rehabilitation Center (CRC) for the Prison Education Community program, which assists with college readiness, associate degree instruction, and career training on site. The next step is discussion of development of a college site at CRC.

- **Dual Enrollment**

Long a partner with John F. Kennedy Middle College High School, Norco College expanded its dual enrollment offerings following passage of Assembly Bill 288. The College began offering California College and Career Access Pathways (CCAP) courses in fall 2016, first at Eleanor Roosevelt High School, and has expanded the program to seven local high schools plus an online high school as of fall 2019.

Evidence List

- [INT-1 AOE-Catalog-2019-20](#)
- [INT-2 CSU-ADTsearch 1-3-19](#)
- [INT-3 COCI-NC-Programs-9-28-19](#)
- [INT-4 HeadCount-DataMart-10-2019](#)
- [INT-5 Awards-DataMart-10-2019](#)

Student Enrollment Data

First-Time College Students in Degree Programs

This table shows an unduplicated count of first-time college students in each degree program in each academic year. A student is counted if he or she was a first-time college student and was enrolled at Norco College in the given academic year. An * indicates degree programs that are offered within RCCD, but not at Norco College.

| Degree Program | 16-17 | 17-18 | 18-19 |
|---|--------------|--------------|--------------|
| Administration and Information Systems | 95 | 75 | 46 |
| Administration of Justice | 23 | 26 | 84 |
| Administration of Justice: Law Enforcement* | 0 | 1 | 1 |
| Air Conditioning and Refrigeration* | 3 | 13 | 2 |
| American Studies* | 2 | 0 | 2 |
| Anthropology | 10 | 6 | 4 |
| Applied Digital Media and Printing* | 2 | 0 | 3 |
| Architecture | 0 | 0 | 2 |
| Art History | 3 | 2 | 0 |
| Automotive Technology: Automotive Trim and Upholstery* | 0 | 2 | 0 |
| Automotive Technology: Electrical* | 1 | 0 | 0 |
| Automotive Technology: Ford Specialty* | 0 | 1 | 0 |
| Automotive Technology: Mechanical* | 5 | 7 | 6 |
| Automotive Collision Repair: Refinishing and Paint* | 0 | 0 | 1 |
| Biology | 50 | 101 | 89 |
| Business Administration | 74 | 139 | 145 |
| Business Administration: Accounting Concentration | 49 | 37 | 35 |
| Business Administration: Banking and Finance | 2 | 1 | 0 |
| Business Administration: General Business Concentration | 107 | 72 | 65 |
| Business Administration: Human Resources | 1 | 2 | 2 |
| Business Administration: Logistics Management Concentration | 10 | 7 | 10 |
| Business Administration: Management Concentration | 57 | 52 | 41 |
| Business Administration: Marketing | 20 | 0 | 3 |
| Business Administration: Real Estate Concentration | 23 | 17 | 20 |
| Business Administration: Real Estate Salesperson and Transaction | 0 | 0 | 2 |
| Business Administration: Registered Individual and Small Business Income Tax Preparer | 0 | 0 | 1 |
| Business Administration: Small Business Payroll Accounting | 0 | 0 | 1 |
| Chemistry | 7 | 7 | 6 |
| Communication Studies | 39 | 38 | 33 |
| Communication, Media, and Languages | 53 | 32 | 47 |
| Computer Applications and Office Technology: Business Information Worker | 0 | 0 | 1 |
| Computer Applications and Office Technology: Executive Office Management* | 0 | 2 | 0 |
| Computer Information Systems: C++ Programming | 0 | 0 | 1 |
| Computer Information Systems: Computer Applications | 10 | 2 | 1 |
| Computer Information Systems: Computer Networking | 0 | 0 | 2 |
| Computer Information Systems: Desktop Publishing | 0 | 0 | 1 |
| Computer Information Systems: Java Programming | 0 | 0 | 1 |
| Computer Information Systems: Mobile Application Development | 1 | 1 | 1 |

| | | | |
|---|-----|----|----|
| Computer Numerical Control Programming | 6 | 6 | 12 |
| Computer Programming | 51 | 42 | 27 |
| Computer Science | 52 | 45 | 41 |
| Construction Technology | 20 | 20 | 29 |
| Cosmetology* | 5 | 0 | 3 |
| Cosmetology: Cosmetology Business Admin-Management and Supervision* | 0 | 1 | 0 |
| Cosmetology: Entrepreneurial* | 0 | 0 | 1 |
| Culinary Arts* | 4 | 0 | 2 |
| Dental Hygienist* | 3 | 0 | 2 |
| Digital Electronics | 14 | 7 | 3 |
| Drafting Technology | 8 | 1 | 3 |
| Early Childhood Education | 129 | 89 | 91 |
| Early Childhood Intervention Assistant | 4 | 7 | 7 |
| Economics | 5 | 4 | 2 |
| Education Paraprofessional* | 2 | 4 | 0 |
| Electrician | 12 | 29 | 33 |
| Electrician Apprenticeship | 18 | 9 | 33 |
| Emergency Medical Services* | 0 | 6 | 2 |
| Engineering: Engineering Technician | 0 | 0 | 0 |
| Engineering: Engineering Technology | 7 | 1 | 3 |
| English | 54 | 57 | 63 |
| Entrepreneurship* | 0 | 0 | 5 |
| Facility Maintenance* | 0 | 0 | 2 |
| Film, Television and Video: Production Specialist* | 6 | 0 | 2 |
| Fine and Applied Arts | 71 | 62 | 72 |
| Fire Technology* | 0 | 1 | 0 |
| Fire Technology: Firefighter Academy* | 3 | 0 | 2 |
| Game Design | 30 | 45 | 26 |
| Game Development: Game Art | 0 | 0 | 0 |
| Game Development: Game Art-Character Modeling | 14 | 11 | 1 |
| Game Development: Game Art-3D Animation | 5 | 0 | 0 |
| Game Development: Game Art-Environments and Vehicles | 0 | 0 | 13 |
| Game Programming | 12 | 8 | 9 |
| Geography | 0 | 3 | 0 |
| Graphic Design | 19 | 20 | 20 |
| History | 10 | 33 | 19 |
| Human Services* | 0 | 7 | 4 |
| Humanities, Philosophy, and Arts | 73 | 47 | 27 |
| Industrial Automation | 12 | 4 | 18 |
| Journalism* | 0 | 0 | 1 |
| Kinesiology, Health, and Wellness | 194 | 93 | 77 |
| Kinesiology, Health, and Wellness: Athletic Training* | 5 | 7 | 0 |
| Kinesiology, Health, and Wellness: Coaching* | 0 | 2 | 0 |
| Kinesiology, Health, and Wellness: Fitness Professions* | 6 | 0 | 3 |

| | | | |
|---|--------------|--------------|--------------|
| Logistics Management | 3 | 4 | 5 |
| Manufacturing Technology: Automated Systems | 0 | 0 | 0 |
| Manufacturing Technology: Conventional Machine Operator | 0 | 0 | 14 |
| Math and Science | 351 | 314 | 411 |
| Mathematics | 15 | 24 | 19 |
| Medical Assisting: Admin/Clinical Medical Assisting* | 2 | 2 | 2 |
| Music | 9 | 0 | 6 |
| Music Industry Studies: Audio Production | 9 | 20 | 21 |
| Music Industry Studies: Performance | 12 | 16 | 29 |
| Nursing: Registered Nursing* | 24 | 20 | 35 |
| Nursing: Vocational Nursing* | 3 | 1 | 7 |
| Paralegal Studies* | 1 | 3 | 2 |
| Philosophy | 8 | 7 | 5 |
| Photography* | 6 | 1 | 1 |
| Physics | 11 | 11 | 4 |
| Political Science | 31 | 30 | 21 |
| Pre-Engineering | 58 | 73 | 59 |
| Psychology | 118 | 139 | 123 |
| Retail Management/WAFC | 1 | 0 | 1 |
| Sign Language Interpreting* | 3 | 0 | 1 |
| Social and Behavioral Studies | 378 | 301 | 173 |
| Sociology | 65 | 49 | 32 |
| Spanish | 14 | 11 | 9 |
| Studio Arts | 14 | 11 | 12 |
| Supply Chain Technology | 0 | 1 | 4 |
| Theatre Arts* | 0 | 0 | 3 |
| Welding Technology | 0 | 0 | 4 |
| Total | 2,637 | 2,352 | 2,320 |

Number of Degrees Earned

This table shows the number of associate degrees earned by each program in each academic year. The data are retrieved from the California Community Colleges Chancellor’s Office Data Mart.

| Program | 2016-17 | 2017-18 | 2018-19 |
|--|----------------|----------------|----------------|
| Accounting | 11 | 8 | 12 |
| Administration of Justice | 4 | 6 | 22 |
| Anthropology | 6 | 4 | 5 |
| Architecture and Architectural Technology | 0 | 1 | 0 |
| Art | 6 | 4 | 10 |
| Biological and Physical Sciences (and Mathematics) | 160 | 230 | 190 |
| Biology, General | 0 | 3 | 4 |
| Business Administration | 57 | 79 | 99 |
| Business and Commerce, General | 4 | 11 | 7 |
| Business Management | 7 | 5 | 4 |

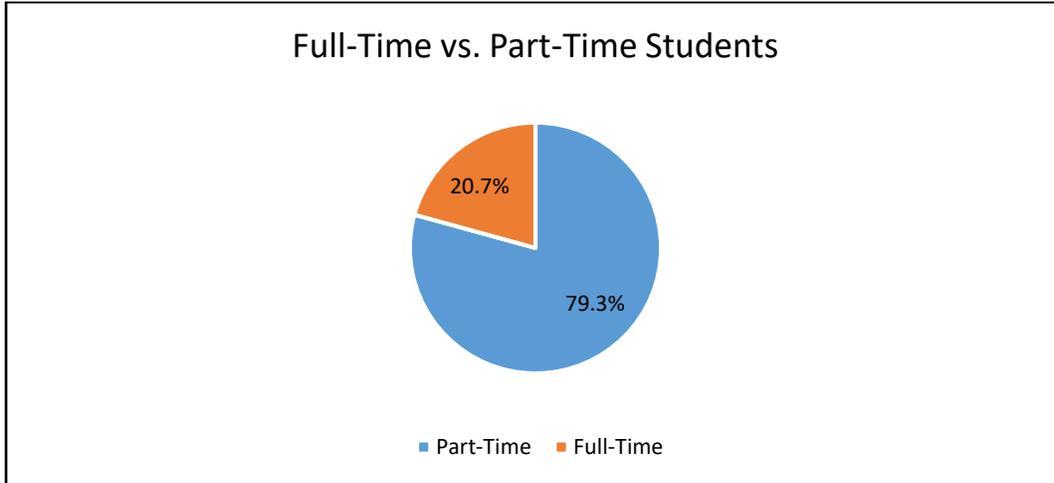
| | | | |
|---|--------------|--------------|--------------|
| Chemistry, General | 0 | 1 | 2 |
| Child Development/Early Care and Education | 22 | 20 | 19 |
| Children with Special Needs | 0 | 2 | 4 |
| Commercial Music | 2 | 4 | 2 |
| Computer Programming | 7 | 8 | 7 |
| Computer Science (Transfer) | 0 | 3 | 7 |
| Construction Inspection | 2 | 4 | 7 |
| Desktop Publishing | 0 | 0 | 1 |
| Drafting Technology | 4 | 7 | 12 |
| Electrical | 1 | 0 | 2 |
| Electronic Game Design | 11 | 10 | 13 |
| Electronics and Electric Technology | 4 | 7 | 2 |
| Engineering Tech, General (Requires Trigonometry) | 3 | 3 | 0 |
| Engineering, General (Requires Calculus) (Transfer) | 7 | 20 | 16 |
| English | 8 | 15 | 9 |
| History | 3 | 13 | 18 |
| Humanities and Fine Arts | 86 | 224 | 165 |
| Humanities and Social Sciences | 305 | 531 | 449 |
| Humanities | 13 | 37 | 24 |
| Liberal Arts and Sciences, General | 139 | 261 | 225 |
| Logistics and Materials Transportation | 9 | 10 | 10 |
| Machining and Machine Tools | 2 | 0 | 2 |
| Manufacturing and Industrial Technology | 2 | 4 | 7 |
| Marketing and Distribution | 1 | 0 | 0 |
| Mathematics, General | 11 | 26 | 28 |
| Multimedia | 4 | 7 | 4 |
| Philosophy | 0 | 3 | 3 |
| Physical Education | 21 | 44 | 31 |
| Physics, General | 8 | 15 | 17 |
| Political Science | 7 | 9 | 10 |
| Psychology, General | 46 | 52 | 58 |
| Real Estate | 0 | 2 | 4 |
| Sociology | 25 | 23 | 37 |
| Software Applications | 0 | 3 | 0 |
| Spanish | 14 | 5 | 14 |
| Speech Communication | 19 | 21 | 26 |
| Total | 1,041 | 1,745 | 1,588 |

Number of Certificates Earned

This table shows the number of state and locally approved certificates earned by each program in each academic year. The data are retrieved from the California Community Colleges Chancellor's Office Data Mart.

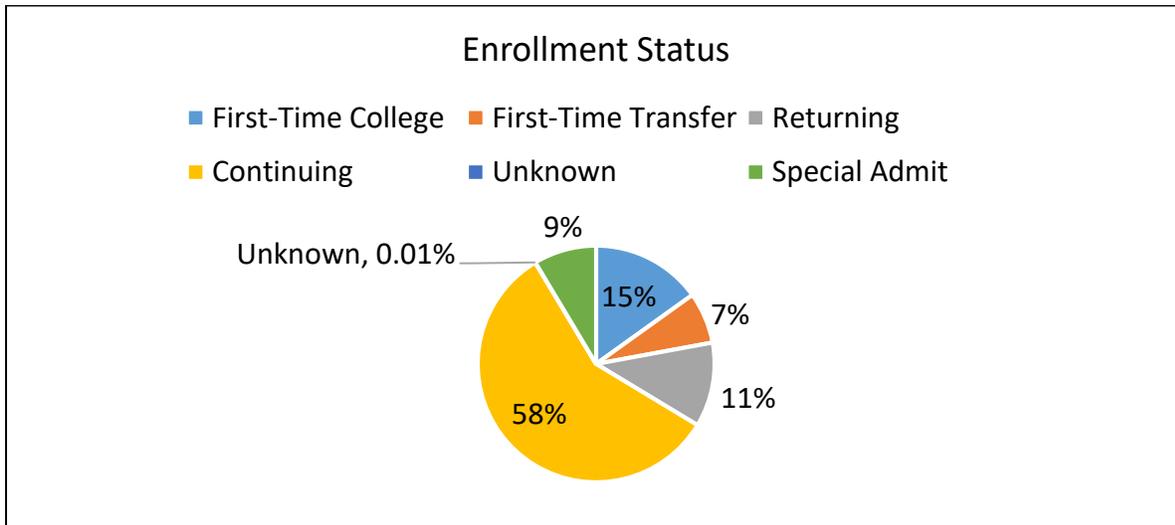
| Program | 2016-17 | 2017-18 | 2018-19 |
|---|----------------|----------------|----------------|
| Accounting | 22 | 35 | 67 |
| Administration of Justice | 3 | 1 | 0 |
| Architecture and Architectural Technology | 9 | 14 | 12 |
| Business and Commerce, General | 5 | 15 | 4 |
| Business Management | 8 | 4 | 6 |
| Child Development/Early Care and Education | 98 | 133 | 182 |
| Children with Special Needs | 0 | 2 | 7 |
| Commercial Music | 4 | 1 | 1 |
| Computer Programming | 18 | 20 | 21 |
| Construction Inspection | 8 | 8 | 23 |
| Desktop Publishing | 0 | 2 | 1 |
| Drafting Technology | 25 | 28 | 37 |
| Electrical | 44 | 24 | 106 |
| Electronic Game Design | 17 | 16 | 15 |
| Electronics and Electric Technology | 5 | 8 | 1 |
| Engineering Tech, General (Requires Trigonometry) | 1 | 1 | 0 |
| Forensics, Evidence, and Investigation | 1 | 2 | 9 |
| Infants and Toddlers | 0 | 0 | 1 |
| Logistics and Materials Transportation | 6 | 23 | 17 |
| Machining and Machine Tools | 7 | 4 | 10 |
| Manufacturing and Industrial Technology | 28 | 22 | 23 |
| Marketing and Distribution | 0 | 0 | 0 |
| Mechanical Drafting | 0 | 6 | 15 |
| Multimedia | 6 | 7 | 3 |
| Other Engineering and Related Industrial Technologies | 1 | 4 | 2 |
| Real Estate | 28 | 66 | 38 |
| Retail Store Operations and Management | 1 | 0 | 0 |
| Software Applications | 2 | 1 | 0 |
| Tax Studies | 1 | 6 | 13 |
| Transfer Studies | 8 | 1 | 0 |
| Total | 356 | 454 | 614 |

Full-Time versus Part-Time Students



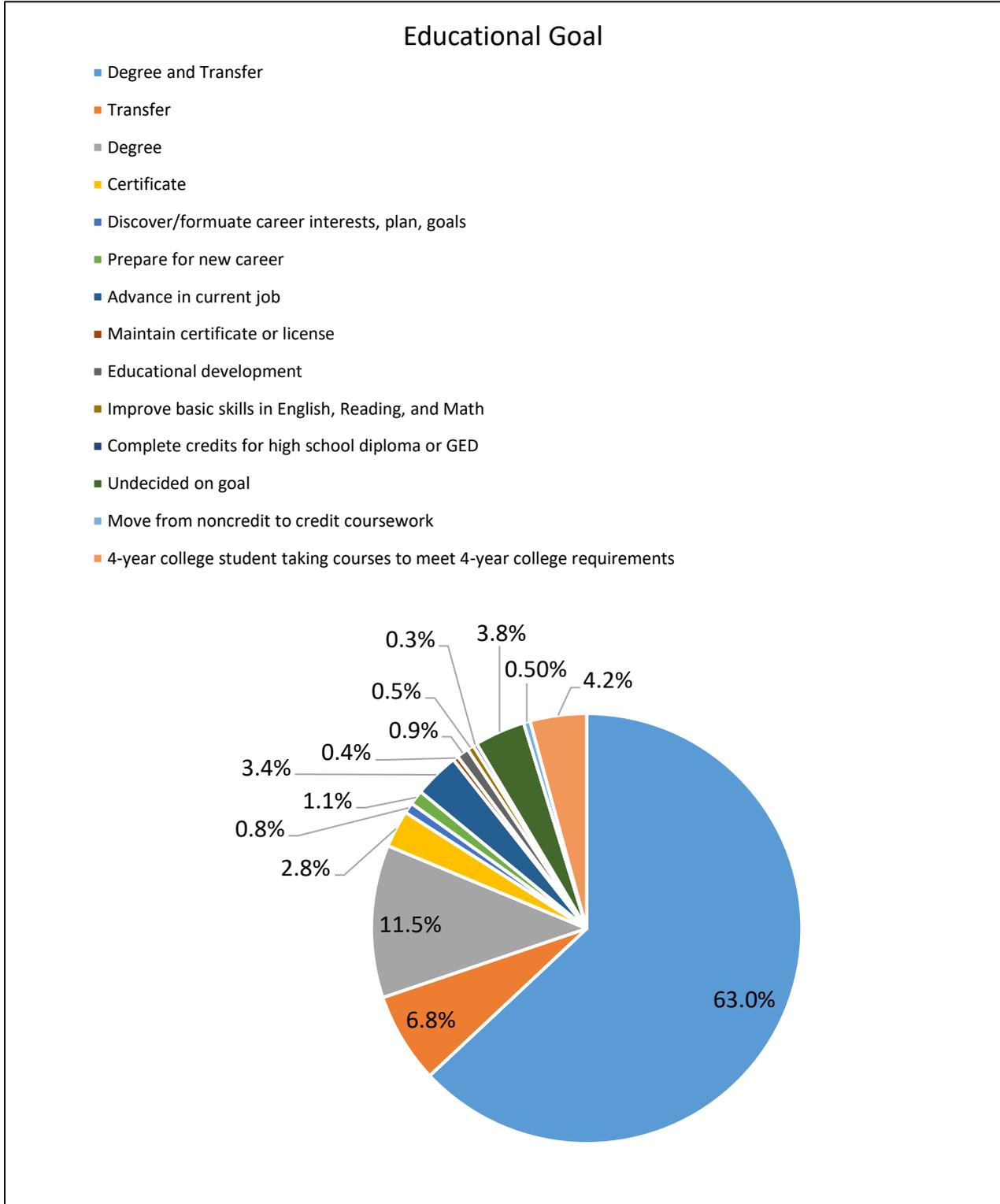
This chart displays the percentage of students in fall 2018 that were full time and part time. Full time is defined as 12 or more units attempted during the given term, and part time is defined as fewer than 12 units attempted during the given term. These data were pulled from Data Mart.

Enrollment Status



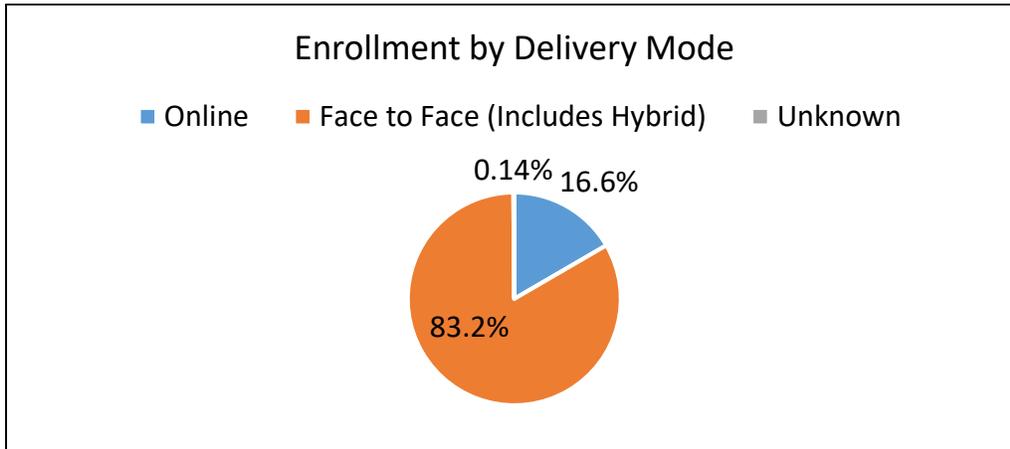
This chart displays the percentage of students by their enrollment status in fall 2018. First-time college students are students who are enrolled in current term and are attending college for the first time anywhere; first-time transfer students are students who are enrolled in current term, have attended college before but it is the first time they are attending Norco College; returning students are students who are enrolled in the current term and have previously attended Norco College, but have missed at least one major term (fall and/or spring); continuing students are students who are enrolled in the current term and enrolled in the previous term; special admit are students who are enrolled in K-12; unknown students are students who are uncollected, unreported, or unknown. Data were pulled from Data Mart.

Educational Goal



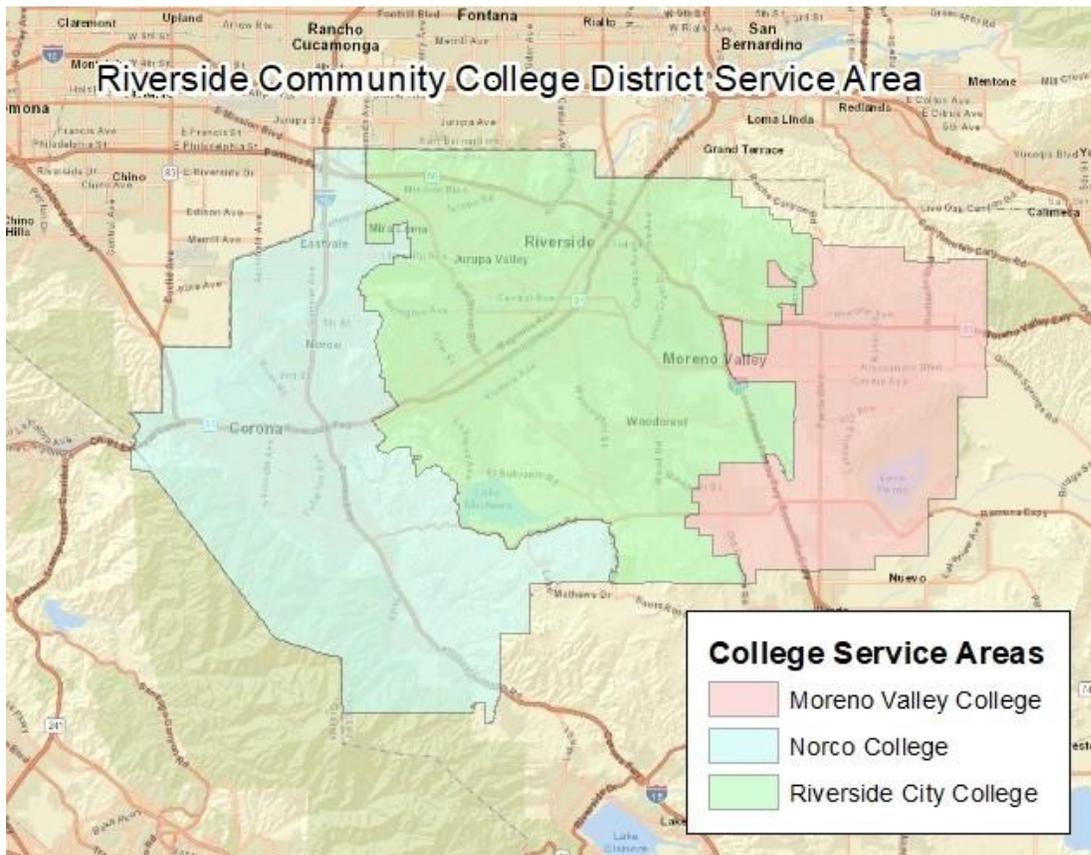
This chart displays the percentage of students by their stated educational goal in fall 2018. The data were pulled from MIS.

Delivery Mode



This chart displays the percentage of enrollments by teaching method during the 2018-2019 academic year. Teaching method was defined from the Enrollment Management Dashboard (EMD), and the number of enrollments was defined from MIS data. Online courses were defined as online in the EMD, and face-to-face consists of all other teaching methods, including hybrid. One course was in the MIS data but not in the EMD, and was therefore defined as unknown.

Labor Market Data

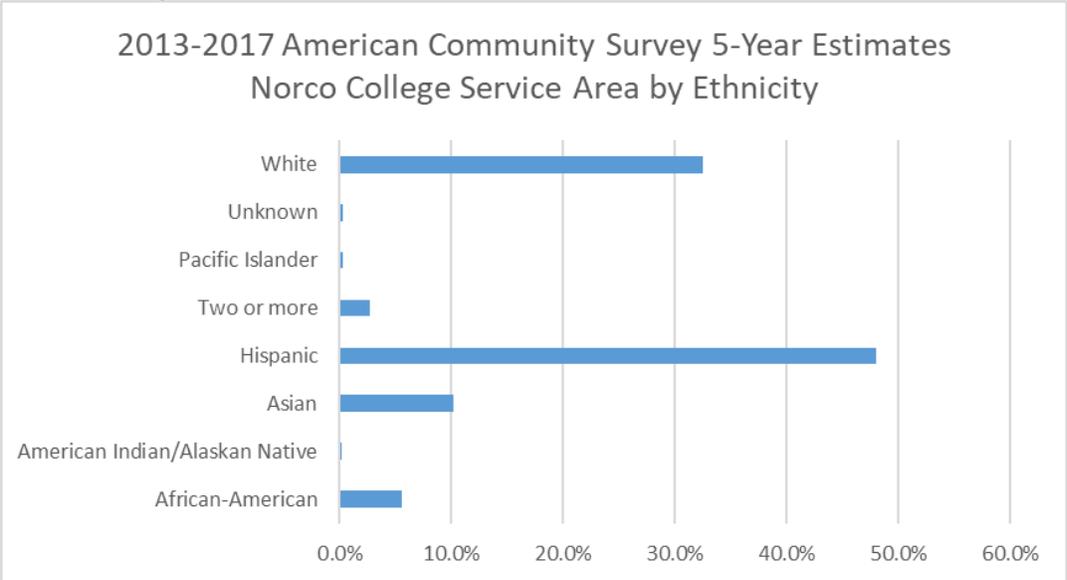


The Norco College service area consists of 306,846 individuals in 2017 and is projected to be 327,316 individuals by 2022, according to Esri population forecasts.

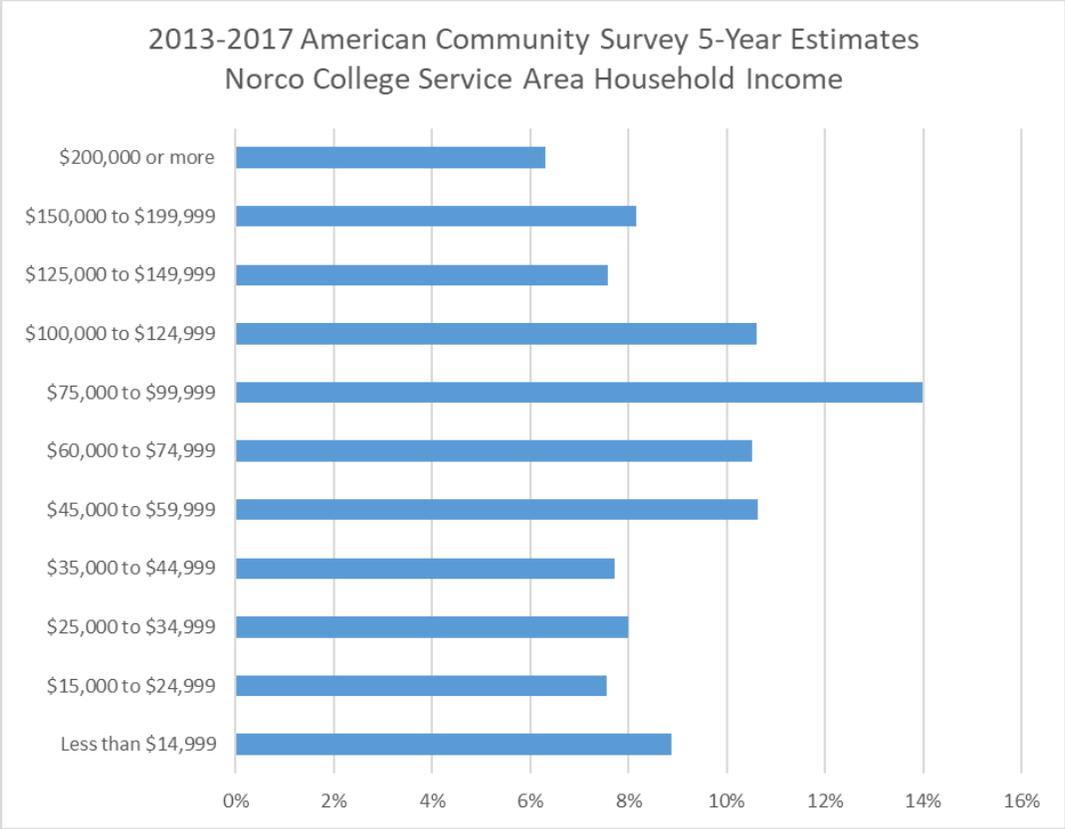
| Top Middle-Skill Occupations in the Inland Empire/Desert Region, 2018 | Annual Job Openings (2017-22) | Hourly Wage Range | Annual Average Wage |
|--|--------------------------------------|--------------------------|----------------------------|
| Heavy and Tractor-Trailer Truck Drivers | 3,935 | \$17.12 to \$26.82 | \$45,800 |
| Secretaries and Administrative Assistants, Except Legal, Medical, and Executive | 2,626 | \$13.79 to \$22.63 | \$38,300 |
| Customer Service Representatives | 2,514 | \$13.63 to \$21.95 | \$37,900 |
| Teacher Assistants | 2,349 | \$12.95 to \$18.69 | \$33,100 |
| Carpenters | 2,157 | \$13.99 to \$26.15 | \$44,800 |
| Registered Nurses | 2,153 | \$38.05 to \$54.90 | \$97,200 |
| Bookkeeping, Accounting, and Auditing Clerks | 1,889 | \$15.50 to \$23.54 | \$41,800 |
| First-Line Supervisors of Retail Sales Workers | 1,873 | \$13.07 to \$21.38 | \$38,500 |
| Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products | 1,835 | \$19.11 to \$38.41 | \$65,900 |
| First-Line Supervisors of Office and Administrative Support Workers | 1,655 | \$20.85 to \$31.89 | \$57,200 |

The data were obtained from the Center of Excellence for Labor Market Research.

Norco College Service Area



This chart displays the ethnicity breakdown within the Norco College service area. The data were obtained from the 2013-2017 American Community Survey 5-Year Estimates.



This chart displays the breakdown of household income in the Norco College service area. The data were obtained from the 2013-2017 American Community Survey 5-Year Estimates.

Student Demographic Data

The following tables compare the most recent year (2018-2019) to a historic year (either 2010-2011 or 2012-2013) to determine how the demography of Norco College has changed over time.

Ethnicity

Compares the percentage of students by ethnicity in 2010-2011 to 2018-2019. The data were pulled from Data Mart.

| Ethnicity | 2010-11 | 2018-19 | Difference |
|------------------|----------------|----------------|-------------------|
| African-American | 7.2% | 6.5% | -0.7% |
| Asian | 8.8% | 10.2% | 1.4% |
| Hispanic | 45.3% | 58.0% | 12.7% |
| Native American | 0.4% | 0.3% | -0.1% |
| Pacific Islander | 0.4% | 0.4% | 0% |
| White | 30.0% | 22.3% | -7.7% |
| Multi-ethnic | 2.6% | 1.7% | -0.9% |
| Unknown | 5.2% | 0.5% | -4.7% |

Age

Compares the percentage of students by age in 2010-2011 to 2018-2019. The data were pulled from Data Mart.

| Age | 2010-11 | 2018-19 | Difference |
|-------|---------|---------|------------|
| < 19 | 33.3% | 33.0% | -0.3% |
| 20-24 | 36.5% | 35.6% | -0.9% |
| 25-34 | 18.0% | 20.3% | 2.3% |
| 35+ | 12.2% | 11.1% | -1.1% |

Gender

Compares the percentage of students by gender in 2010-2011 to 2018-2019. The data were pulled from Data Mart.

| Gender | 2010-11 | 2018-19 | Difference |
|---------|---------|---------|------------|
| Female | 54.8% | 53.7% | -1.1% |
| Male | 44.6% | 45.5% | 0.9% |
| Unknown | 0.6% | 0.9% | 0.3% |

Socio-Economic Status

Compares the percentage of students considered low socio-economic status in 2010-2011 to 2018-2019. Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during the academic year. The data were pulled from MIS.

| Low SES | 2010-11 | 2018-19 | Difference |
|---------|---------|---------|------------|
| Yes | 50.1% | 51.9% | 1.8% |
| No | 49.9% | 48.1% | -1.8% |

Veteran Status

Compares the percentage of students by veteran status in 2012-2013 to 2018-2019. The data were obtained from the Norco College Veterans Resource Center.

| Veteran | 2012-13 | 2018-19 | Difference |
|---------|---------|---------|------------|
| Yes | 2.1% | 1.3% | -0.8% |
| No | 97.9% | 98.7% | 0.8% |

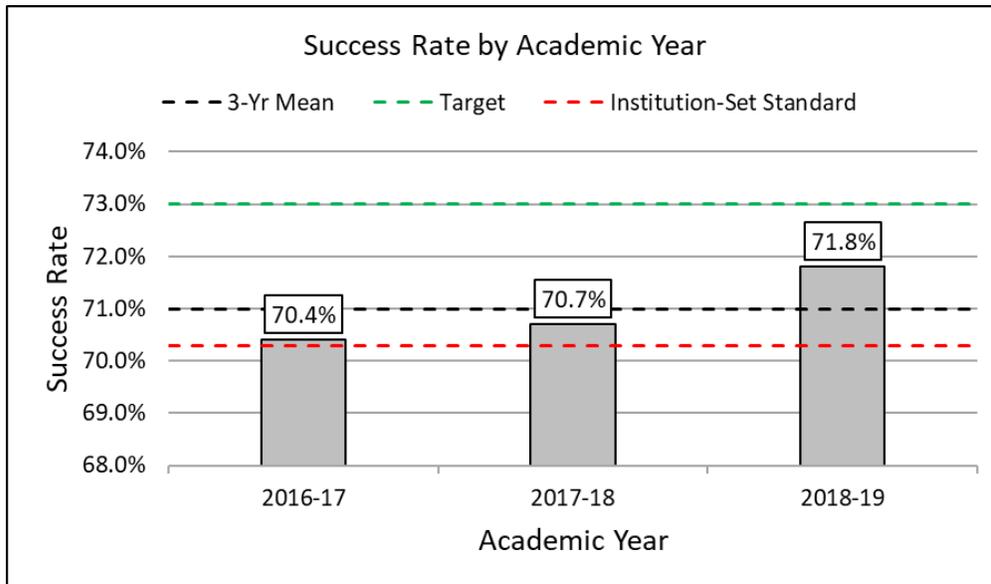
B. Presentation of Student Achievement Data and Institution-Set Standards

Success Rate

Success Rates were calculated as the percent of enrollments in the 2018-2019 academic year in which students received a grade of A, B, C, P, IA, IB, IC, or IPP. The three-year mean is 70.98 percent, the institution-set standard (ISS) is 70.3 percent, and the aspirational target is 73.0 percent. The methodology involved in setting the ISS is calculating the value of one-half a standard deviation below the five-year mean. The data were pulled from MIS.

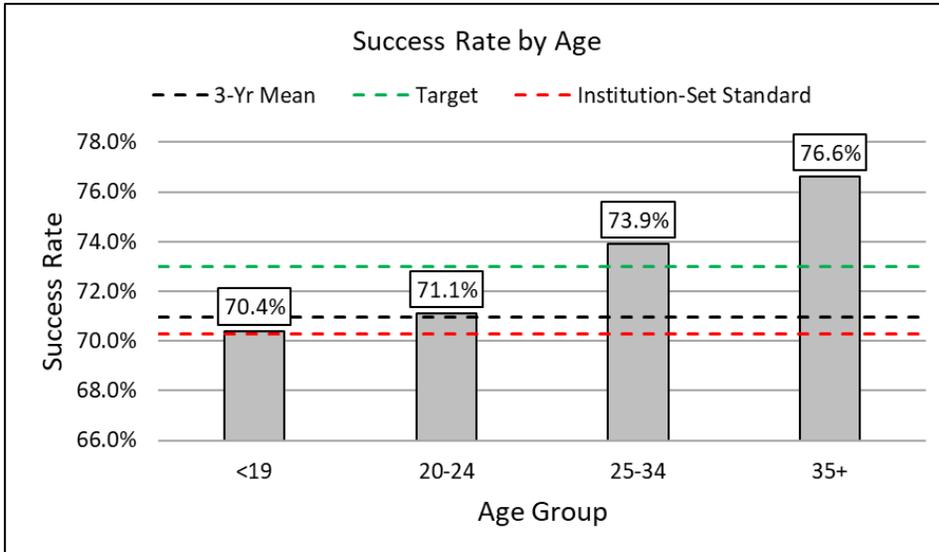
Success Rate by Academic Year

The overall Norco College success rates over the past three academic years are as follows: 2016-2017 (70.4%, n = 51,321), 2017-2018 (70.7%, n = 52,900) and 2018-2019 (71.8%, n = 54,848).



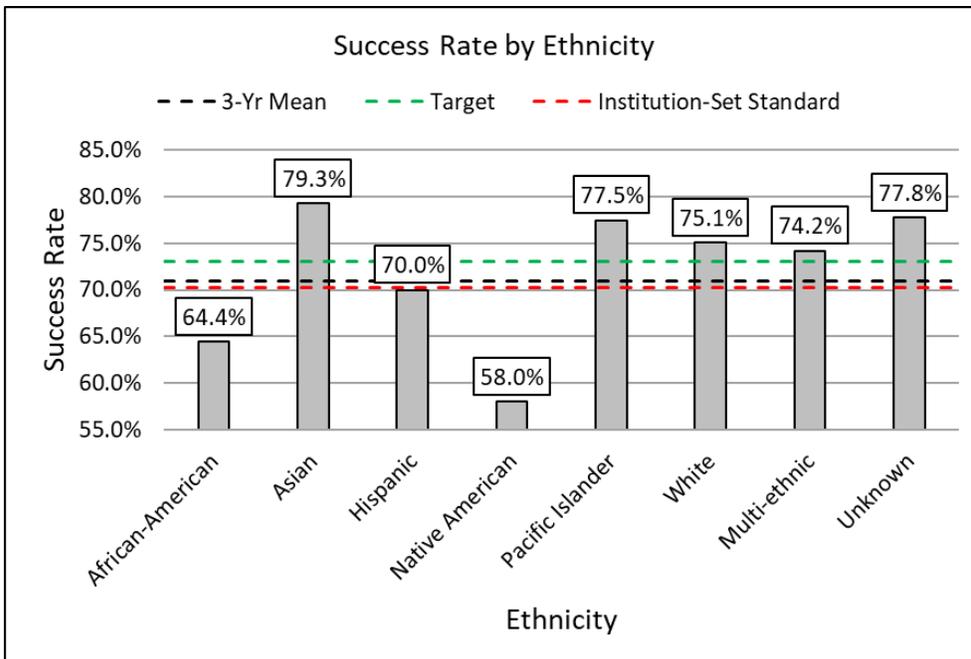
Success Rate by Age

The success rates disaggregated by age group ranked from highest to lowest are as follows: 35+ (76.6%, n = 4,889), 25-34 (73.9%, n = 9,102), 20-24 (71.1%, n = 20,170), and <19 (70.4%, n = 20,684).



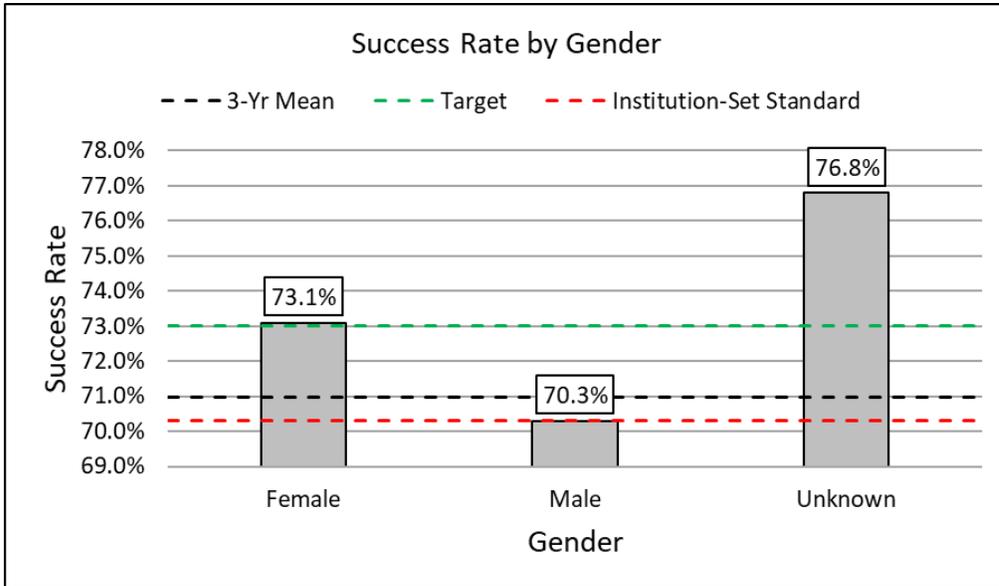
Success Rate by Ethnicity

The success rates disaggregated by ethnicity ranked from highest to lowest are as follows: Asian (79.3%, n = 5,582), unknown (77.8%, n = 243), Pacific Islander (77.5%, n = 218), white (75.0%, n = 12,452), multi-ethnic (74.2%, n = 814), Hispanic (70.0%, n = 31,865), African-American (64.4%, n = 3,512), and Native American (58.0%, n = 162).



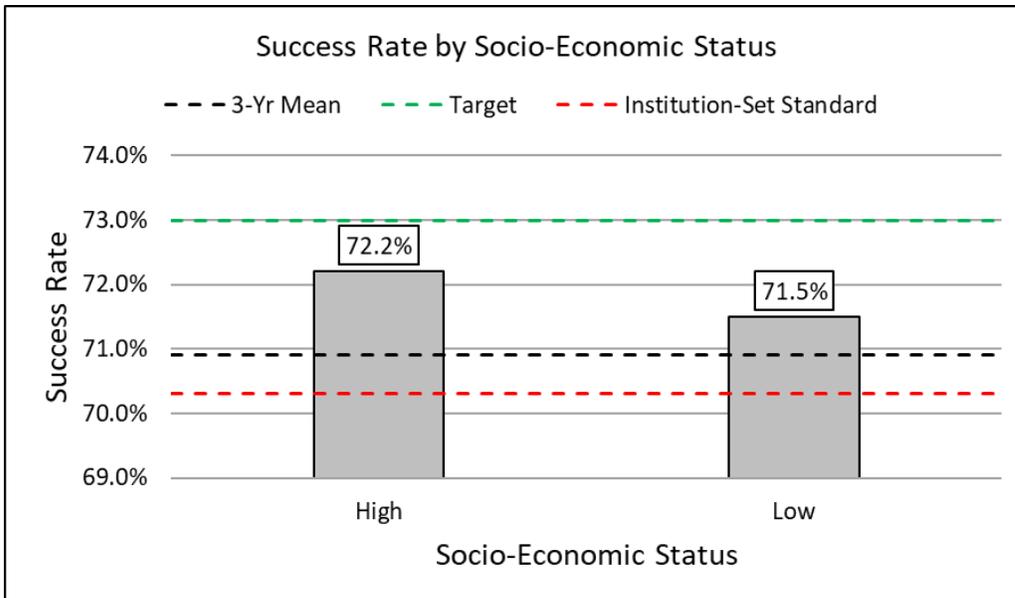
Success Rate by Gender

The success rates disaggregated by gender ranked from highest to lowest are as follows: unknown (76.8%, n = 495), female (73.1%, n = 28,699), and male (70.3%, n = 25,654).



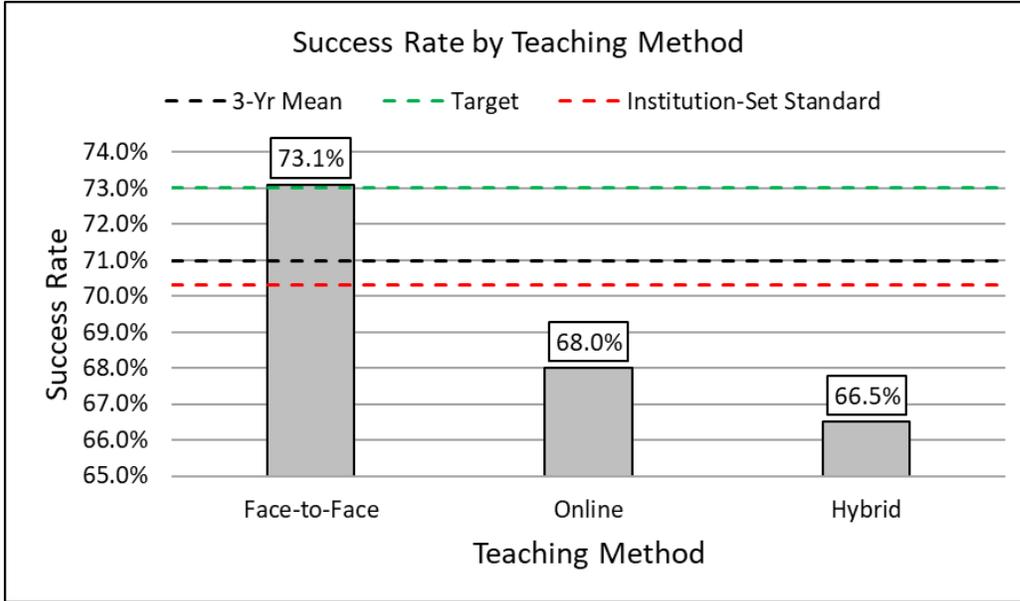
Success Rate by Socio-Economic Status

Students were deemed low socio-economic status if they received either the Pell Grant or Bog Waiver during the academic year. High socio-economic students have a success rate of 72.2% (n = 23,265), while low socio-economic students have a success rate of 71.5% (n = 31,583).



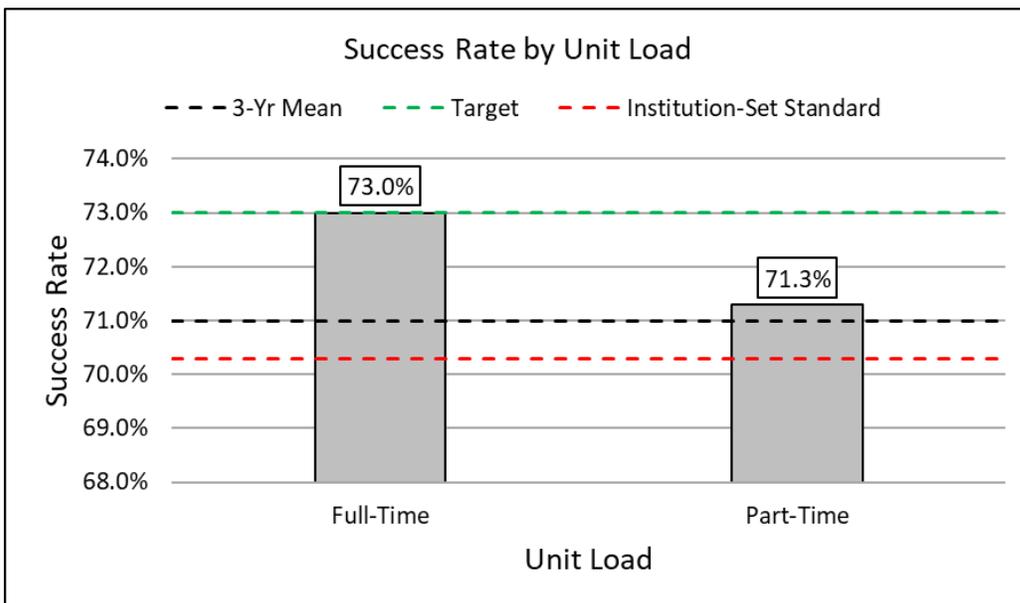
Success Rate by Teaching Method

The success rates disaggregated by teaching method ranked from highest to lowest are as follows: face-to-face (73.1%, n = 41,648), online (68.0%, n = 9,258), and hybrid (66.5%, n = 3,942).



Success Rate by Unit Load

A full-time student is defined as taking 12 or more units during a term, whereas a part-time student takes fewer than 12 units in a term. The success rates disaggregated by unit load ranked from highest to lowest are as follows: full time (73.0%, n = 15,805) and part time (71.3%, n = 39,043).

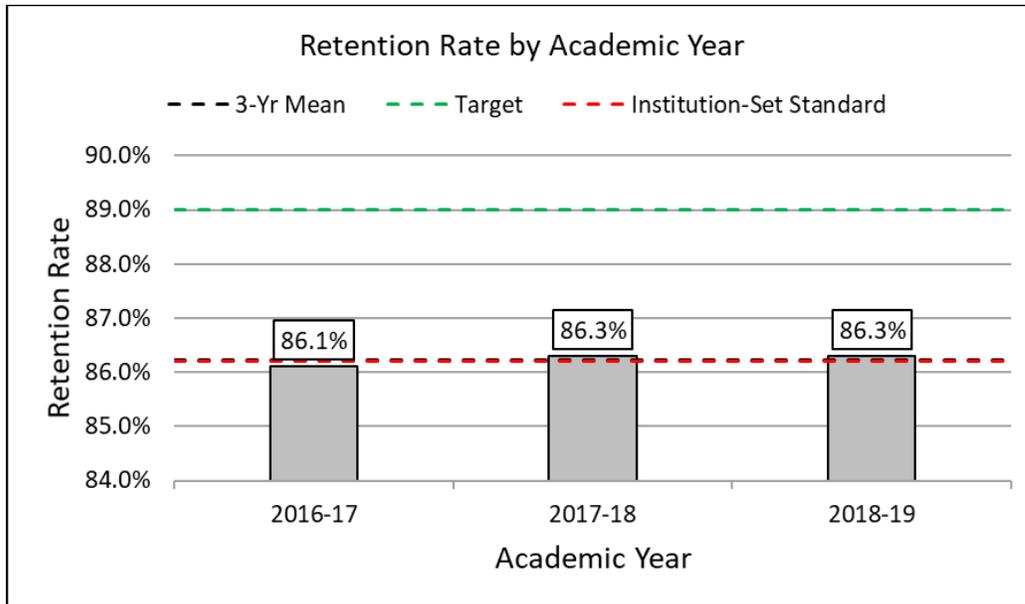


Retention Rate

Retention rates were calculated as the percent of enrollments in the 2018-2019 academic year in which students received a grade of A, B, C, D, F, P, NP, I*, or IPP. The three-year mean is 86.23 percent, the institution-set standard is 86.2 percent, and the aspirational goal is 89.0 percent. The data were pulled from MIS.

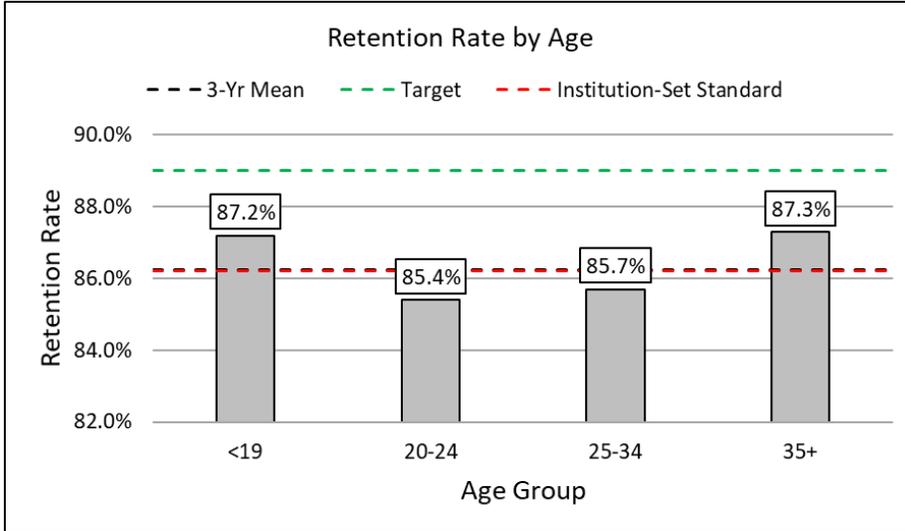
Retention Rate by Academic Year

The overall Norco College retention rates over the past three academic years are as follows: 2016-2017 (86.1%, n = 51,321), 2017-2018 (86.3%, n = 52,900) and 2018-2019 (86.3%, 54,848).



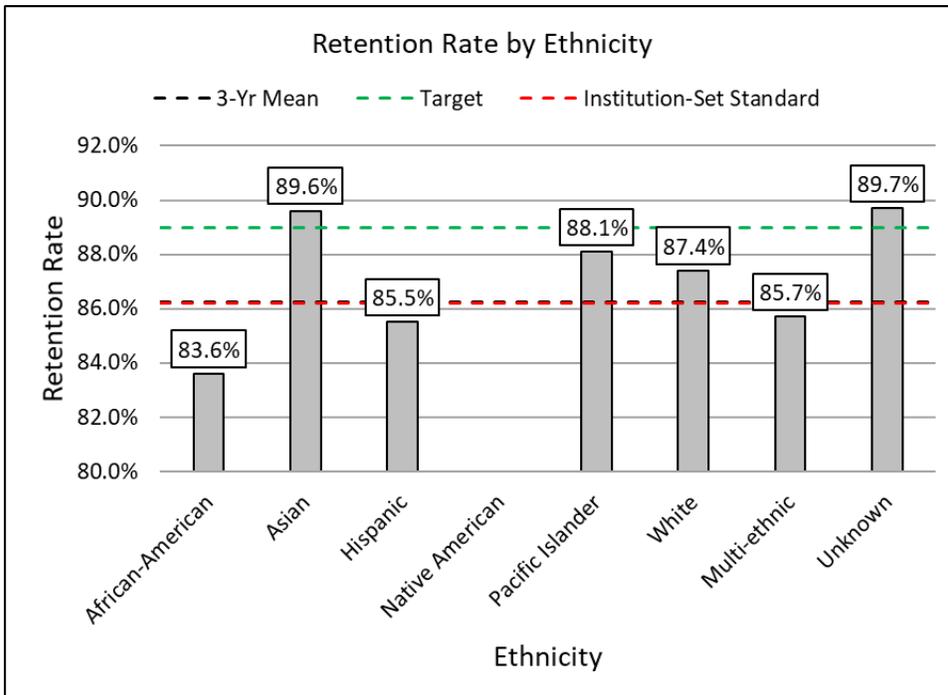
Retention Rate by Age

The retention rates disaggregated by age groups ranked from highest to lowest are as follows: 35+ (87.3%, n = 4,889), <19 (87.2%, n = 20,686), 25-34 (85.7%, n = 9,103), and 20-24 (85.4%, n = 20,170).



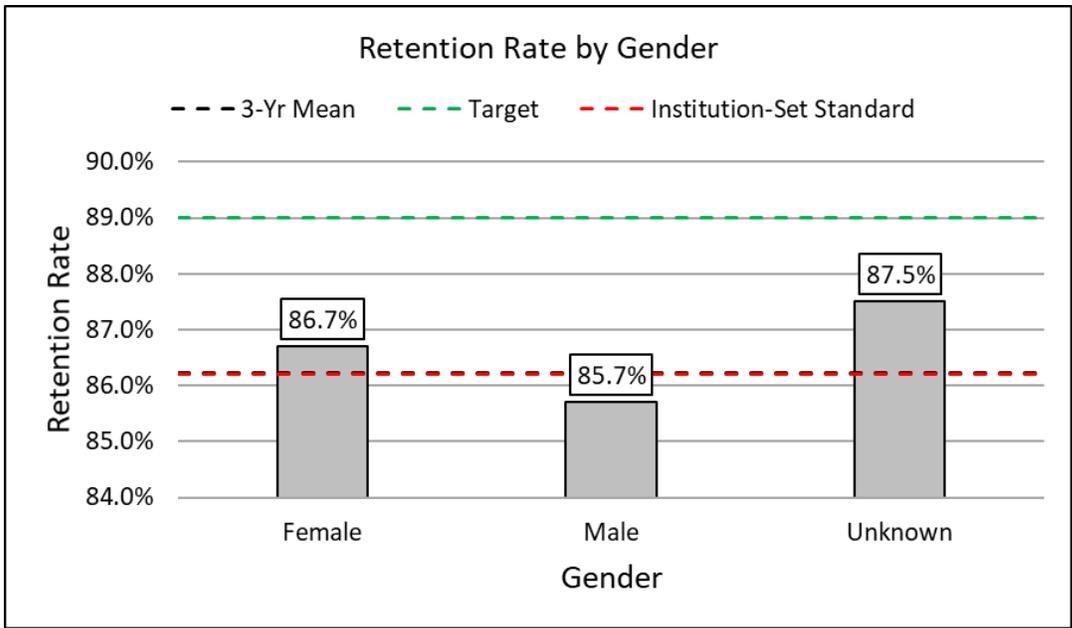
Retention Rate by Ethnicity

The retention rates disaggregated by ethnicity ranked from highest to lowest are as follows: unknown (89.7%, n = 243), Asian (89.6%, n = 5,582), Pacific Islander (88.1%, n = 218), white (87.4%, n = 12,452), multi-ethnic (85.7%, n = 814), Hispanic (85.5%, n = 31,865), African-American (83.6%, n = 3,512), and Native American (79.6%, n = 162).



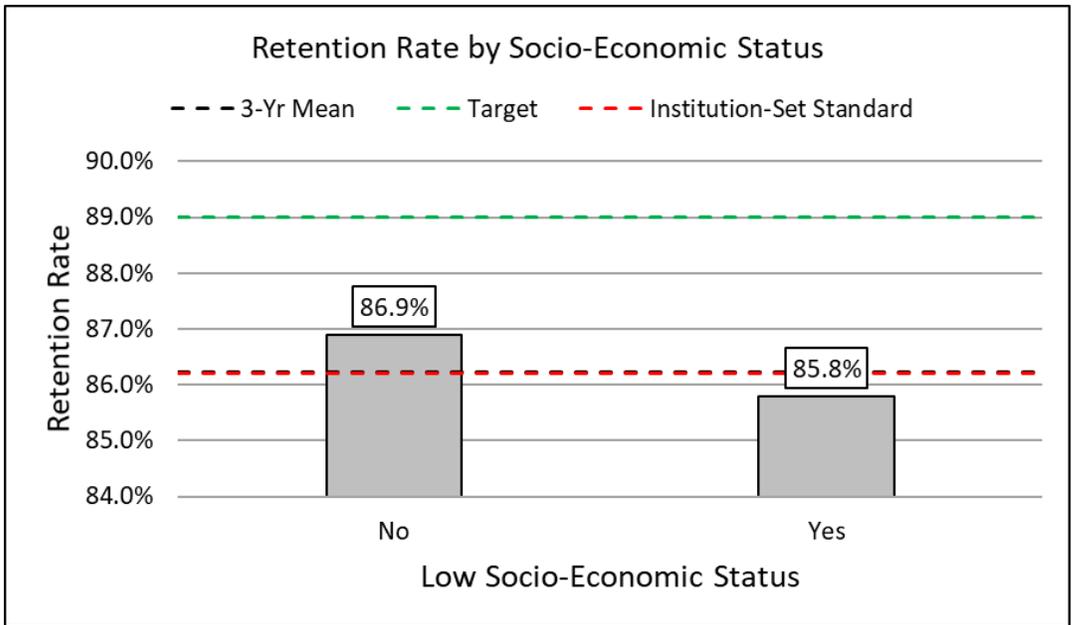
Retention Rate by Gender

The retention rates disaggregated by gender ranked from highest to lowest are as follows: unknown (87.5%, n = 495), female (86.7%, n = 28,699), and male (85.7%, n = 25,654).



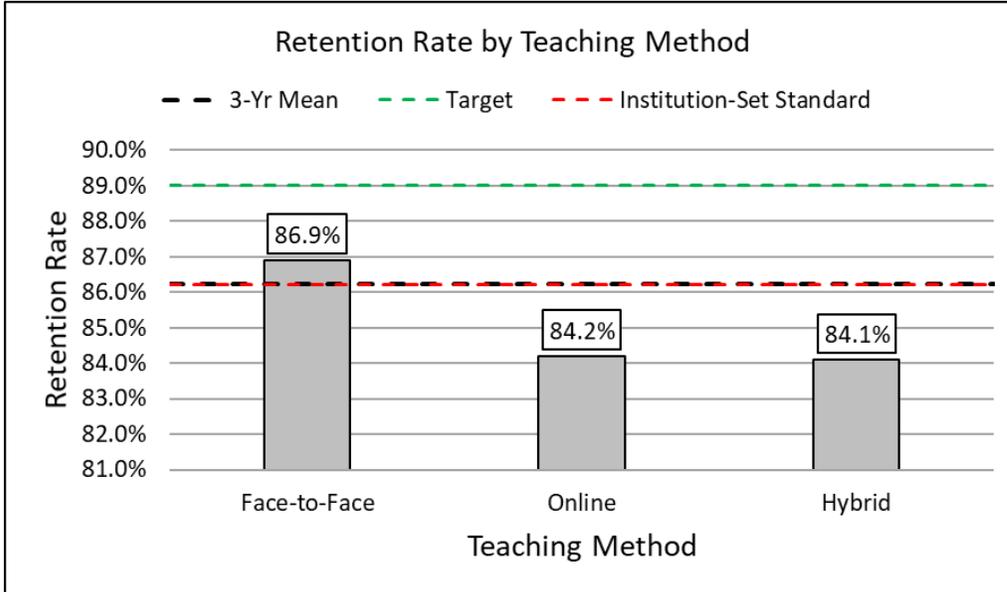
Retention Rate by Socio-Economic Status

Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during the academic year. The retention rates disaggregated by socio-economic status ranked from highest to lowest are as follows: high socio-economic status (86.9%, n = 23,265) and low socio-economic status (85.8%, n = 31,583).



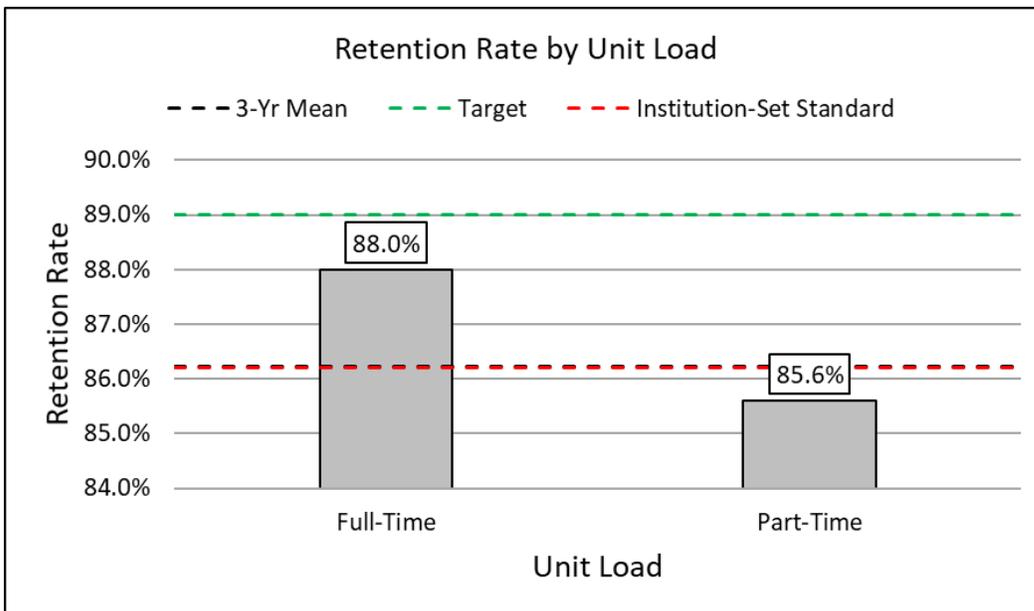
Retention Rate by Teaching Method

The retention rates disaggregated by teaching method ranked from highest to lowest are as follows: face-to-face (86.9%, n = 41,648), online (84.2%, n = 9,258), and hybrid (84.1%, n = 3,942).



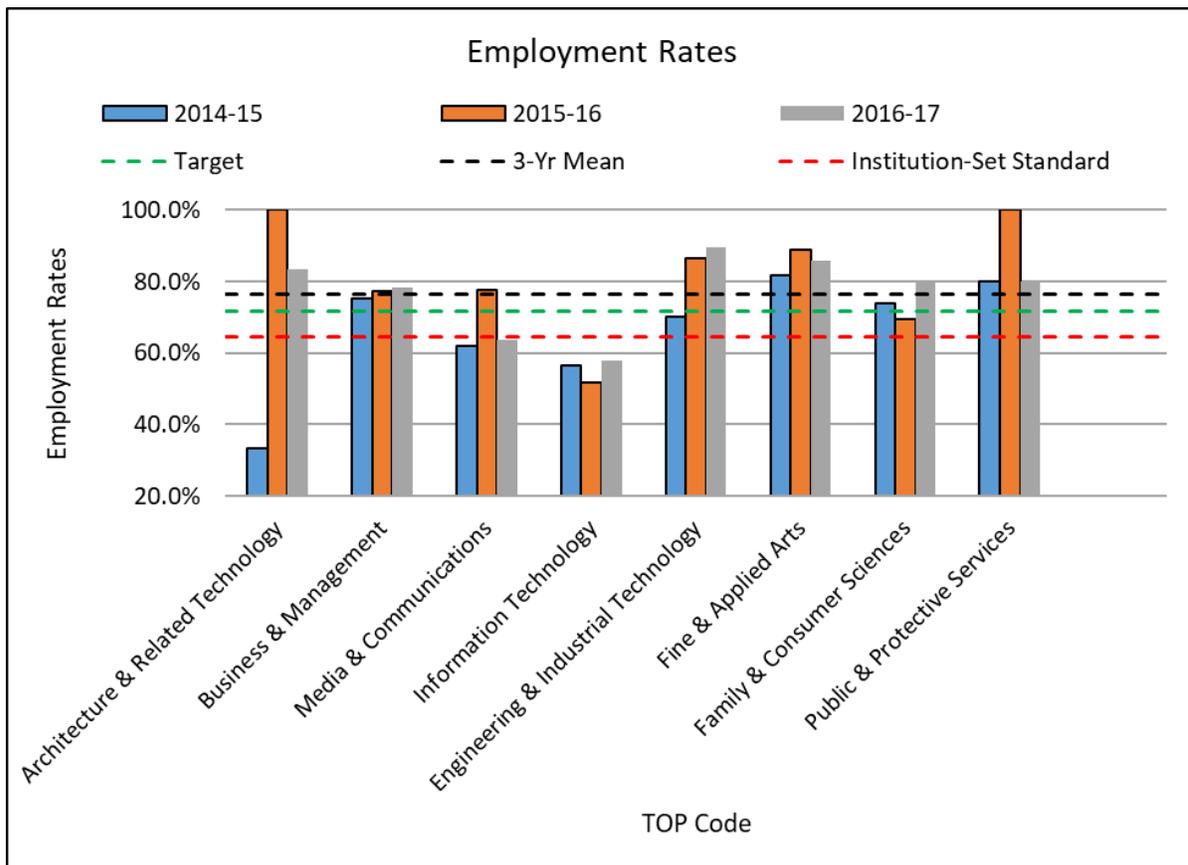
Retention Rate by Unit Load

A full-time student is defined as taking 12 or more units during a term, whereas a part-time student takes fewer than 12 units in a term. The retention rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (88.0%, n = 15,805) and part-time (85.6%, n = 39,043).



Employment

Employment rates are from the Perkins Indicator Reports from the Chancellor's Office. The aspirational target, the employment performance goal from the Chancellor's Office, is 71.56 percent. The institution-set standard is 63.6 percent, and the three-year mean is 76.6 percent.



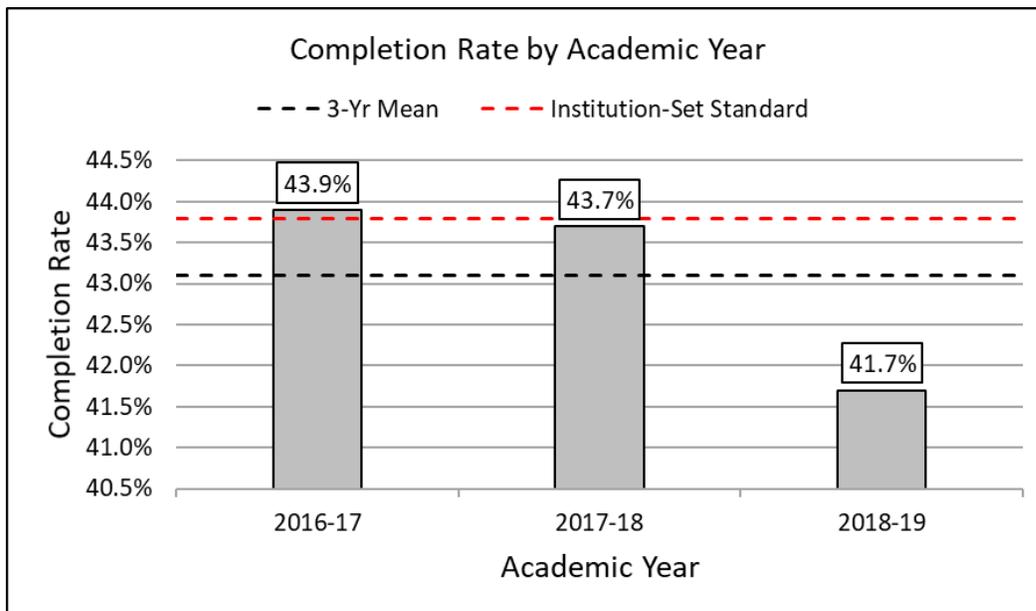
In the 2016-2017 year, the employment rates disaggregated by TOP code ranked from highest to lowest are as follows: engineering and industrial technology (89.6%, n = 134), fine and applied arts (85.7%, n = 7), architecture and related technology (83.3%, n = 6), family and consumer sciences (80.3%, n = 76), public and protective services (80.0%, n = 5), business and management (78.2%, n = 78), media and communications (63.6%, n = 33), and information technology (57.9%, n = 19). There are increasing employment rate trends in architecture and related technology, business and management, media and communications, engineering and industrial technology, fine and applied arts, and public and protective services, while information technology as well as family and consumer sciences have decreasing employment trends.

Completion Rate

The completion rate calculates the unduplicated number of students who earned a Chancellor's Office-approved certificate, associate degree, transferred to a four-year institution, and/or were transfer-prepared (60+ transferrable units earned with at least a 2.0 GPA) within six years. The initial cohort consists of first-time college students in fall 2012 who have a valid Social Security number, earned at least six units in their first three years of enrollment, and attempted a math or English course in the first three years. The three-year mean is 43.1 percent and the institution-set standard is 43.8 percent. The data were pulled from MIS.

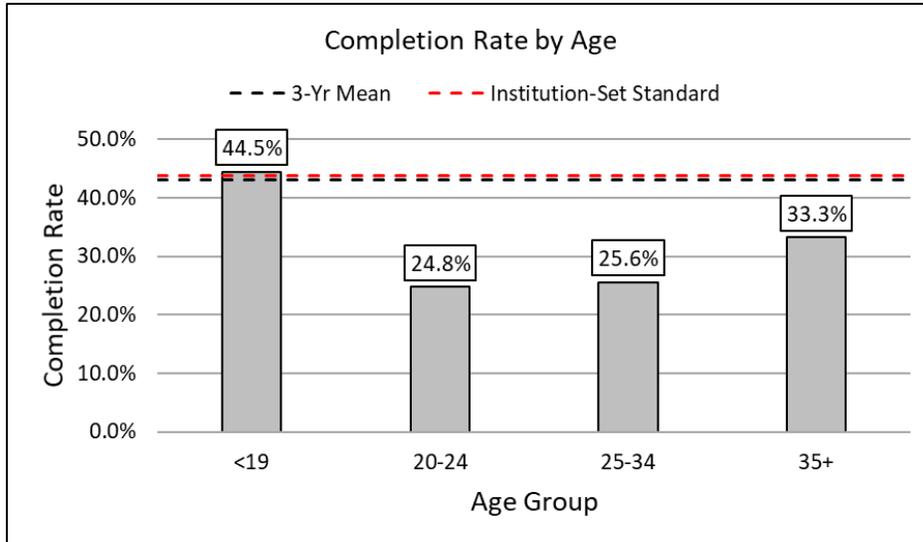
Completion Rate by Academic Year

The overall Norco College completion rates over the past three academic years are as follows: 2016-2017 (43.9%, n = 1,168), 2017-2018 (43.7%, n = 1,112), and 2018-2019 (41.7%, n = 1,125).



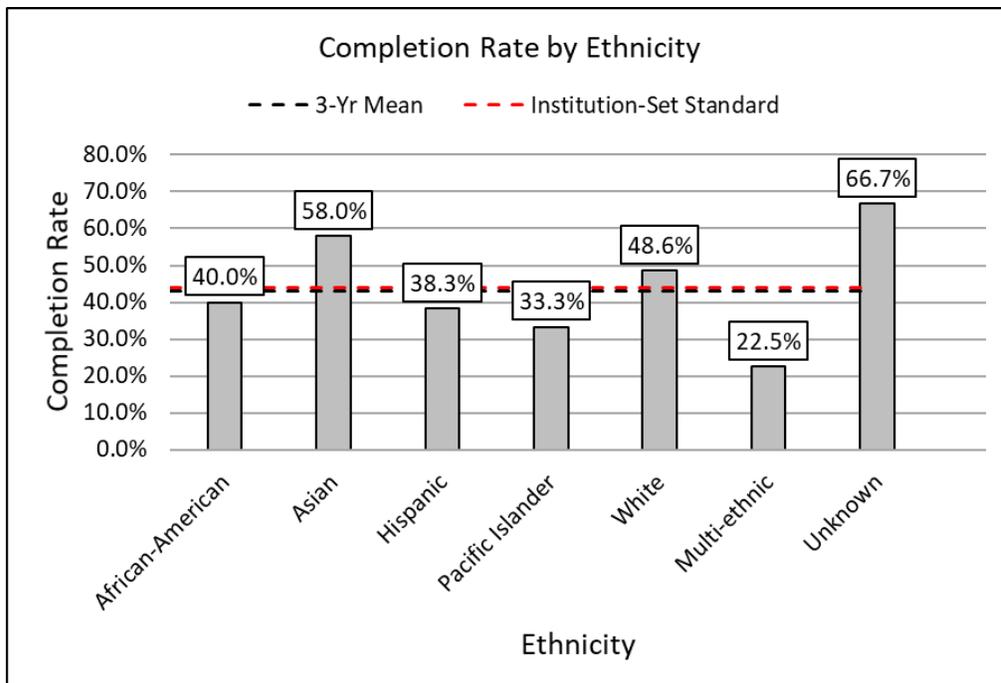
Completion Rate by Age

The completion rates disaggregated by age groups ranked from highest to lowest are as follows: <19 (44.5%, n = 956), 35+ (33.3%, n = 21), 25-34 (25.6%, n = 39), and 20-24 (24.8%, n = 109).



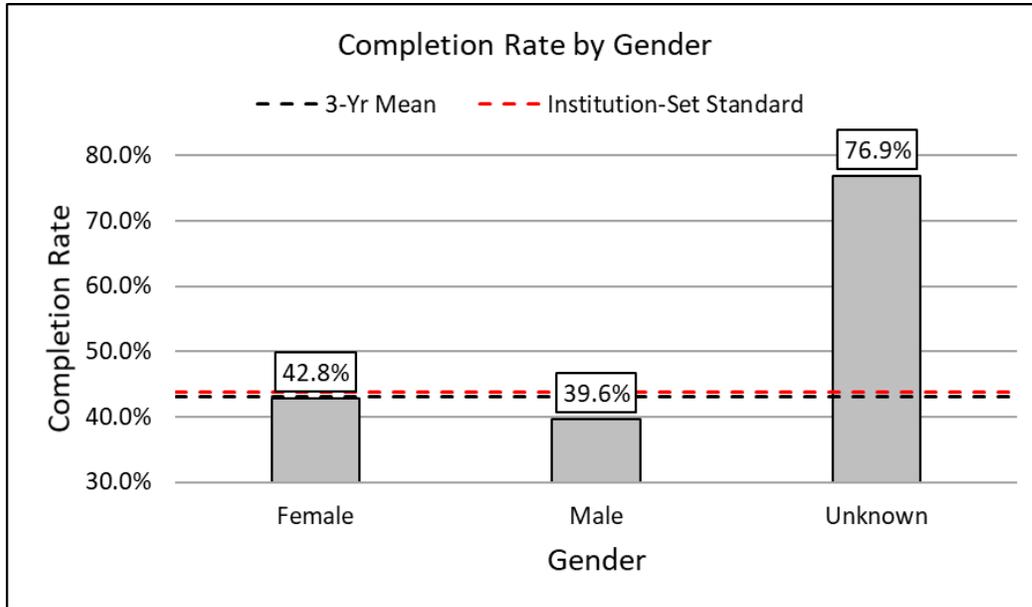
Completion Rate by Ethnicity

The completion rates disaggregated by ethnicity ranked from highest to lowest are as follows: unknown (66.7%, n = 3), Asian (58.0%, n = 88), white (48.6%, n = 245), African-American (40.0%, n = 65), Hispanic (38.3%, n = 681), Pacific Islander (33.3%, n = 3), and multi-ethnic (22.5%, n = 40).



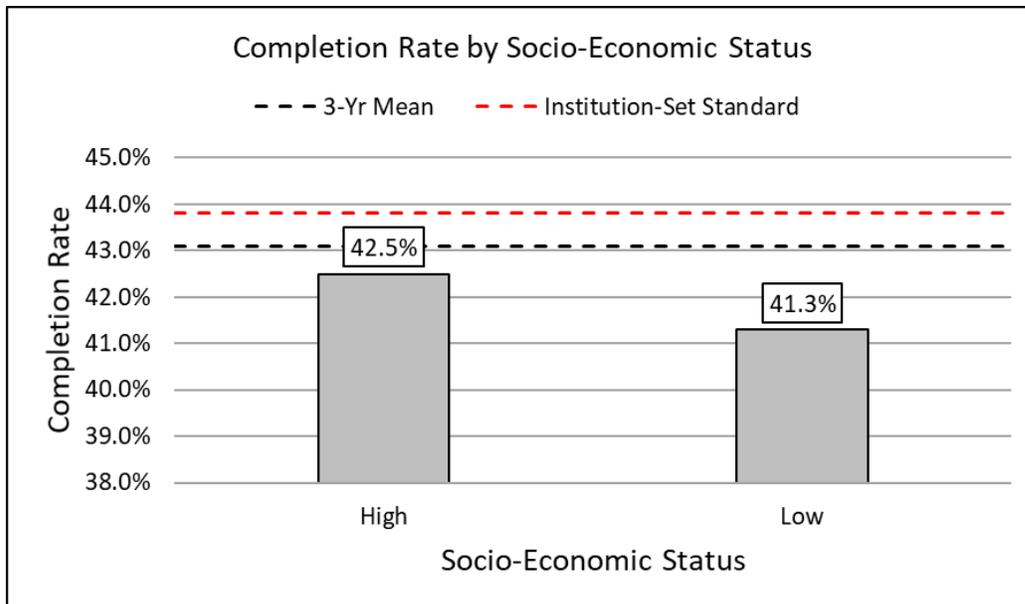
Completion Rate by Gender

The completion rates disaggregated by gender ranked from highest to lowest are as follows: unknown (76.9%, n = 13), female (42.8%, n = 577), and male (39.6%, n = 535).



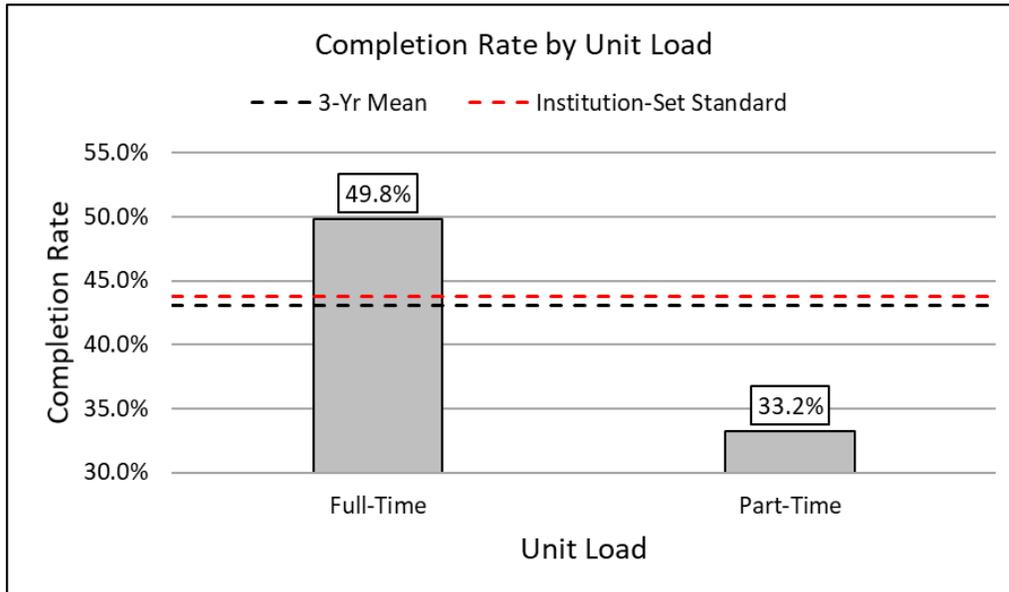
Completion Rate by Socio-Economic Status

Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during the academic year. The completion rates disaggregated by socio-economic status ranked from highest to lowest are as follows: high socio-economic status (42.5%, n = 341) and low socio-economic status (41.3%, n = 784).



Completion Rate by Unit Load

A full-time student is defined as taking 12 or more units during a term, whereas a part-time student takes fewer than 12 units in a term. The completion rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (49.8%, n = 576) and part-time (33.2%, n = 549).

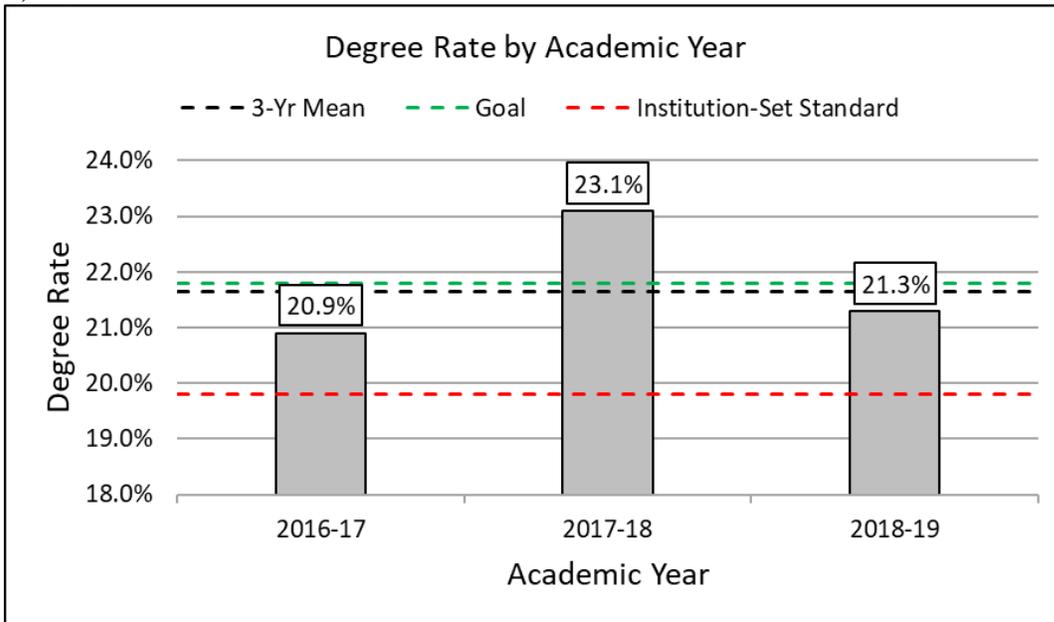


Degree Rate

Based on a Student Progress and Achievement Rate (SPAR) cohort, the three-year mean for degree rate is 21.65 percent, the institution-set standard is 19.8 percent, and the aspirational goal is 21.8 percent. The data were pulled from MIS.

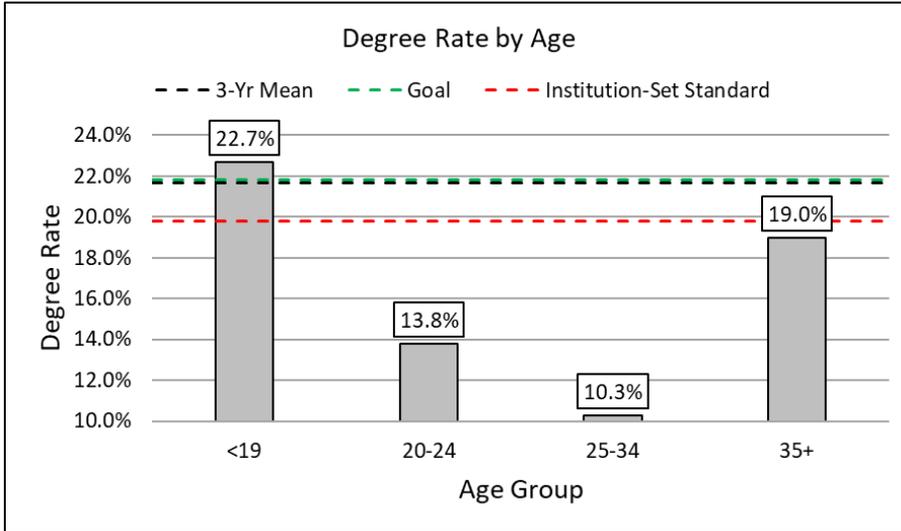
Degree Rate by Academic Year

The overall Norco College degree rates over the past three academic years are as follows: 2016-2017 (20.9%, n = 1,168), 2017-2018 (23.1%, n = 1,112), and 2018-2019 (21.3%, n = 1,125).



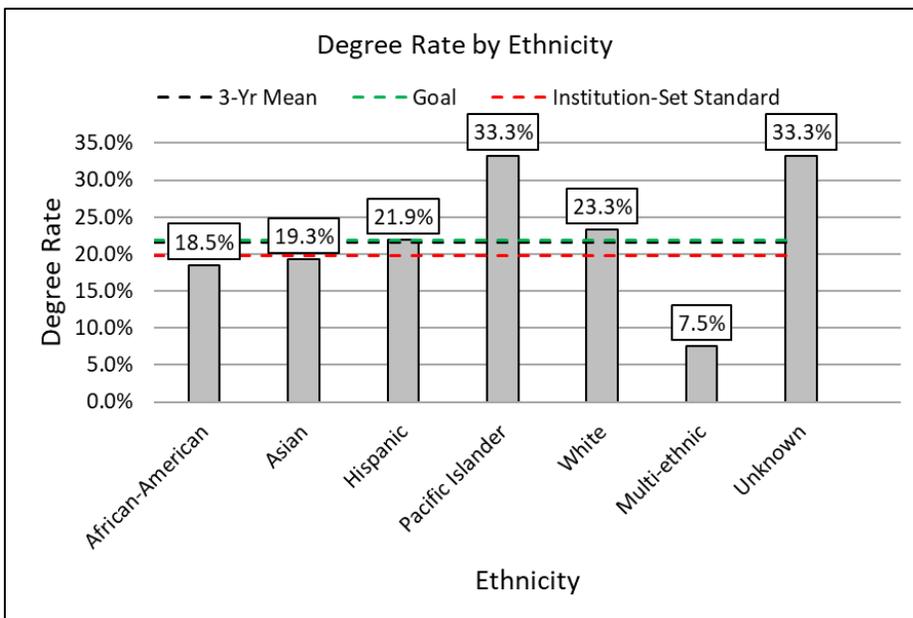
Degree Rate by Age

The age group a student is attributed to is based on the age of the student in his or her first term. The degree rates disaggregated by age ranked from highest to lowest are as follows: <19 (22.7%, n = 956), 35+ (19.0%, n = 21), 20-24 (13.8%, n = 109), and 25-34 (10.3%, n = 39).



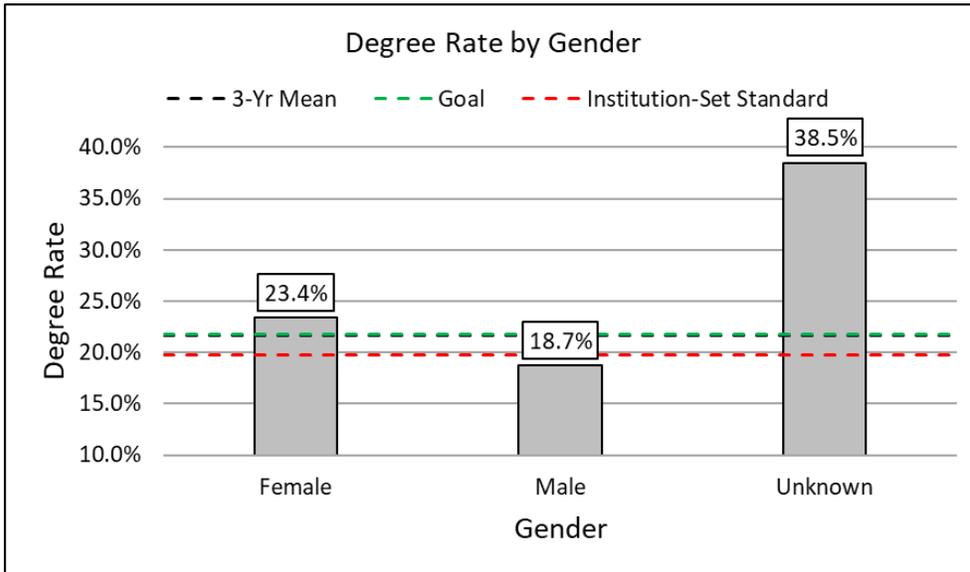
Degree Rate by Ethnicity

The degree rates disaggregated by ethnicity ranked from highest to lowest are as follows: Pacific Islander (33.3%, n = 3), unknown (33.3%, n = 3), white (23.3%, n = 245), Hispanic (21.9%, n = 681), Asian (19.3%, n = 88), African-American (18.5%, n = 65), and multi-ethnic (7.5%, n = 40). Pacific Islander and unknown have small sample sizes, so the results may not be accurately representative for that group.



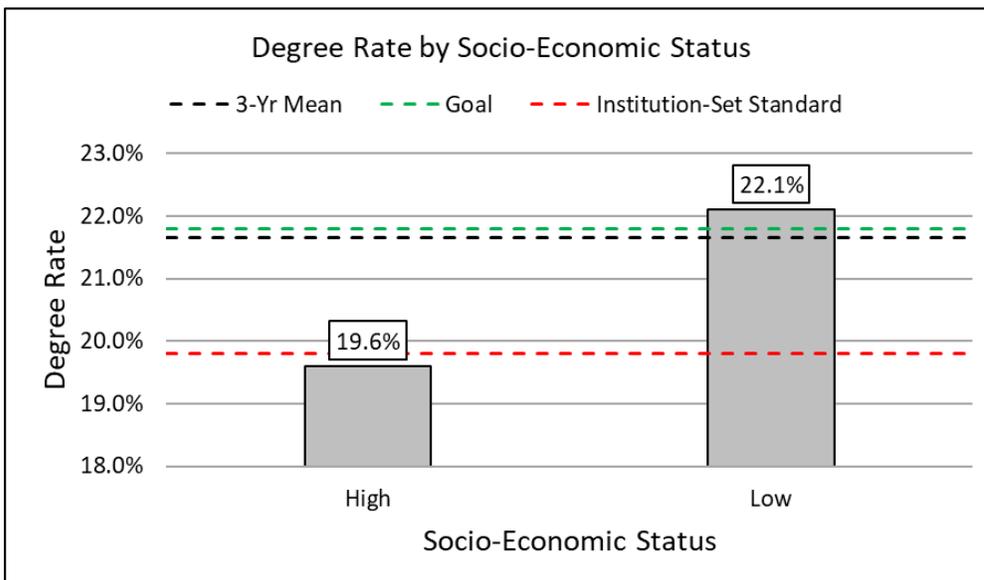
Degree Rate by Gender

The degree rates disaggregated by gender ranked from highest to lowest are as follows: unknown (38.5%, n = 13), female (23.4%, n = 577), and male (18.7%, n = 535). The unknown group has a small sample size, so the results may not be accurately representative for that group.



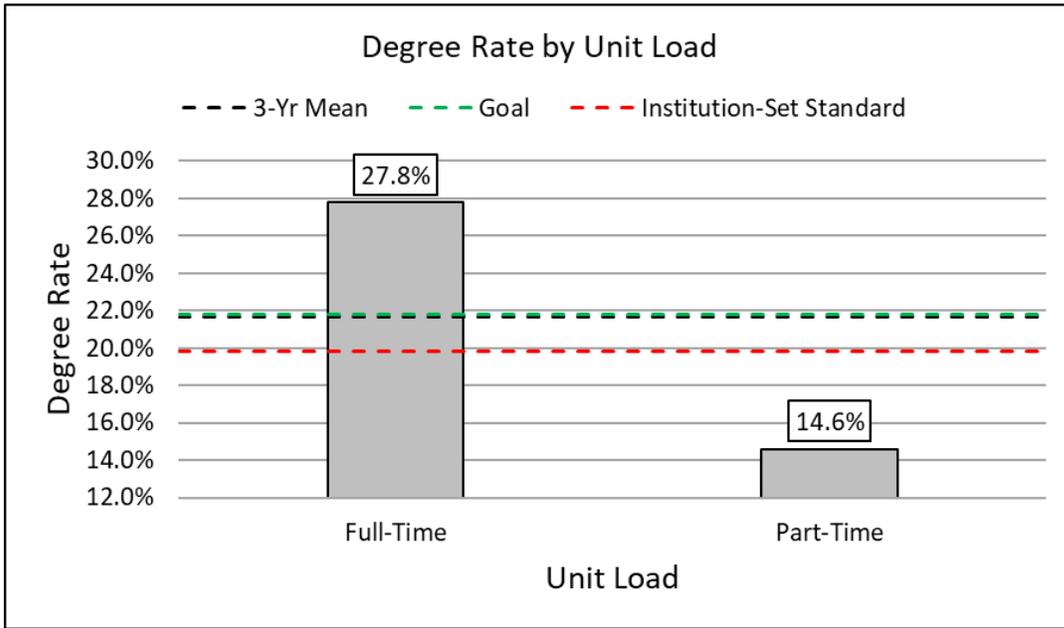
Degree Rate by Socio-Economic Status

Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during their first academic year. The degree rates disaggregated by socio-economic status ranked from highest to lowest are as follows: low socio-economic status (22.1%, n = 784) and high socio-economic status (19.6%, n = 341).



Degree Rate by Unit Load

A full-time student is defined as taking 12 or more units during his or her first term, whereas a part-time student takes fewer than 12 units in the first term. The degree rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (27.8%, n = 576) and part-time (14.6%, n = 549).

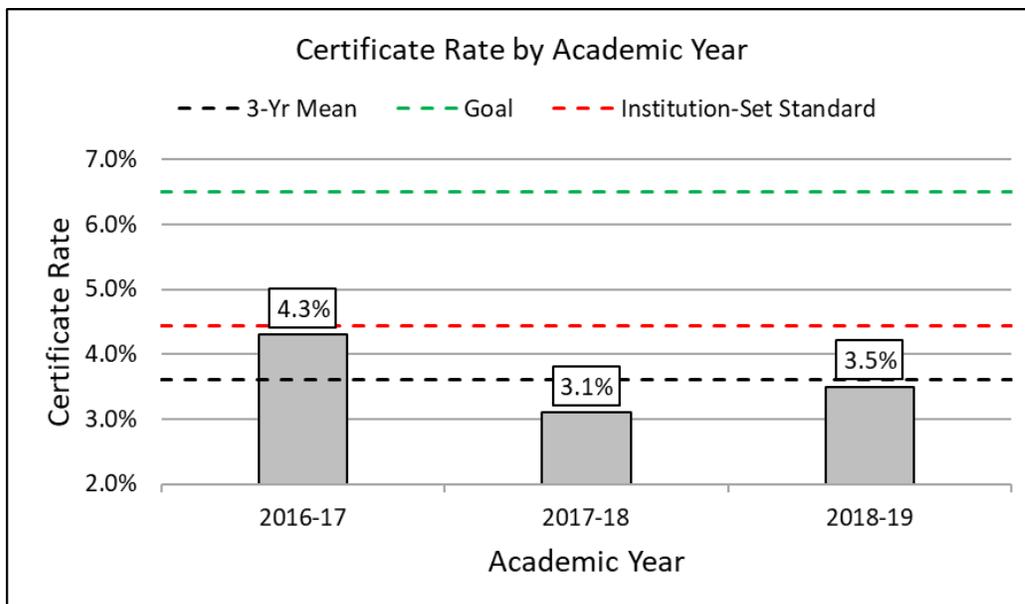


Certificate Rate

Based on a Student Progress and Achievement Rate (SPAR) cohort, the three-year mean for certificate rate is 3.61 percent, the institution-set standard is 4.4 percent, and the aspirational goal is 6.5 percent. The data were pulled from MIS.

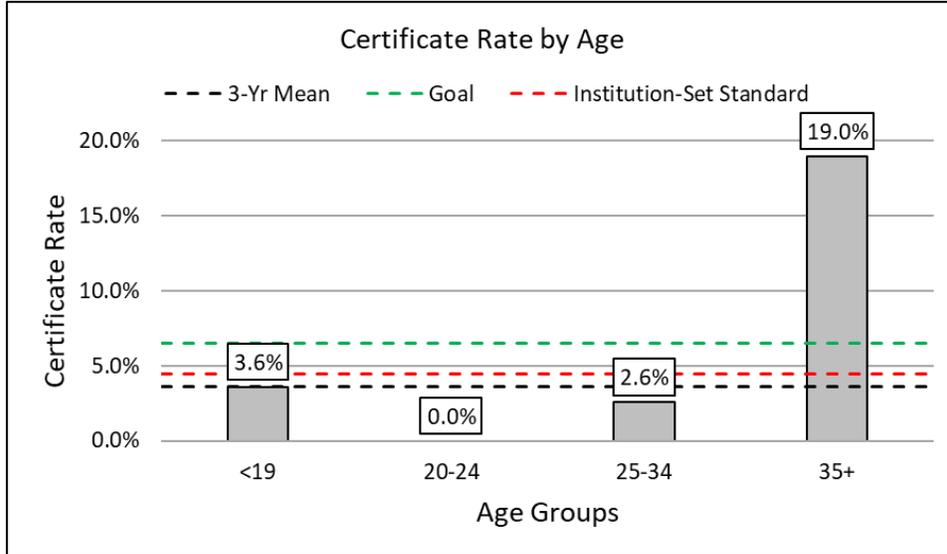
Certificate Rate by Academic Year

The overall Norco College certificate rates over the past three academic years are as follows: 2016-2017 (4.3%, n = 1,168), 2017-2018 (3.1%, n = 1,112), and 2018-2019 (3.5%, n = 1125).



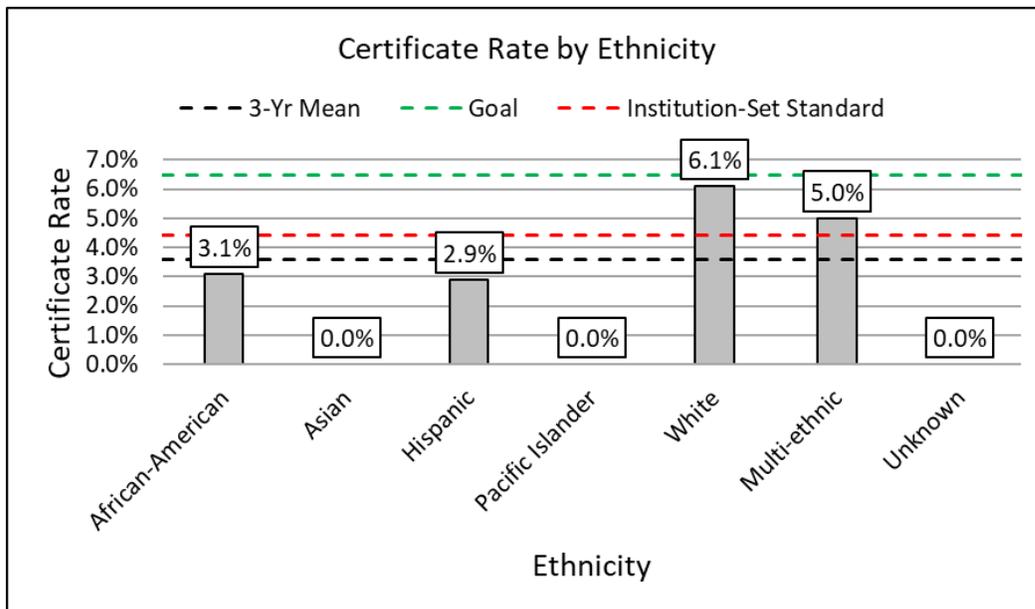
Certificate Rate by Age

Students are attributed to age groups based on the age of the student in his or her first term. The certificate rates disaggregated by age ranked from highest to lowest are as follows: 35+ (19.0%, n = 21), <19 (3.6%, n = 956), 25-34 (2.6%, n = 39), and 20-24 (0%, n = 109).



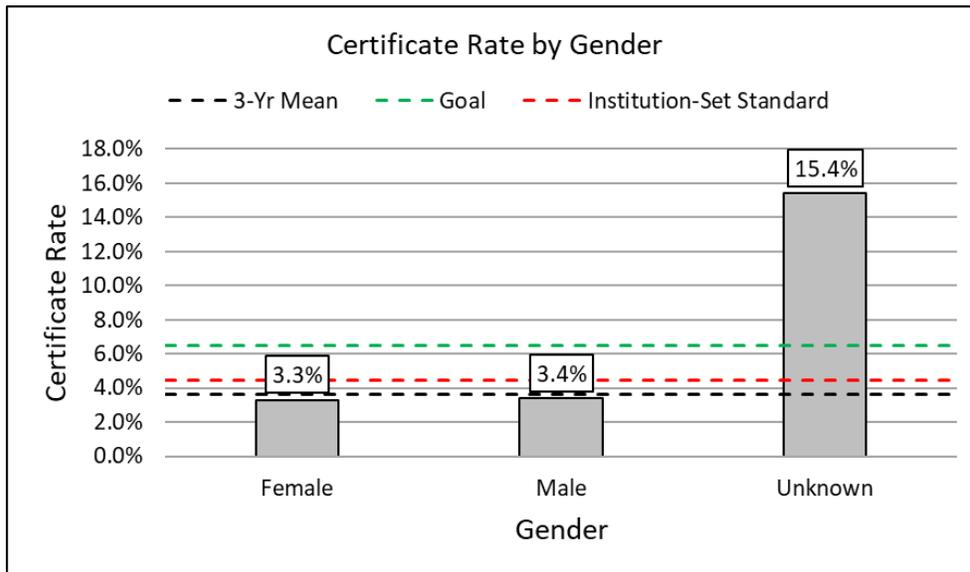
Certificate Rate by Ethnicity

The certificate rates disaggregated by ethnicity ranked from highest to lowest are as follows: white (6.1%, n = 245), multi-ethnic (5%, n = 40), African-American (3.1%, n = 65), Hispanic (2.9%, n = 681), Asian (0%, n = 88), unknown (0%, n = 3), and Pacific Islander (0%, n = 3). Pacific Islander and unknown have small sample sizes, so the results may not be accurately representative for that group.



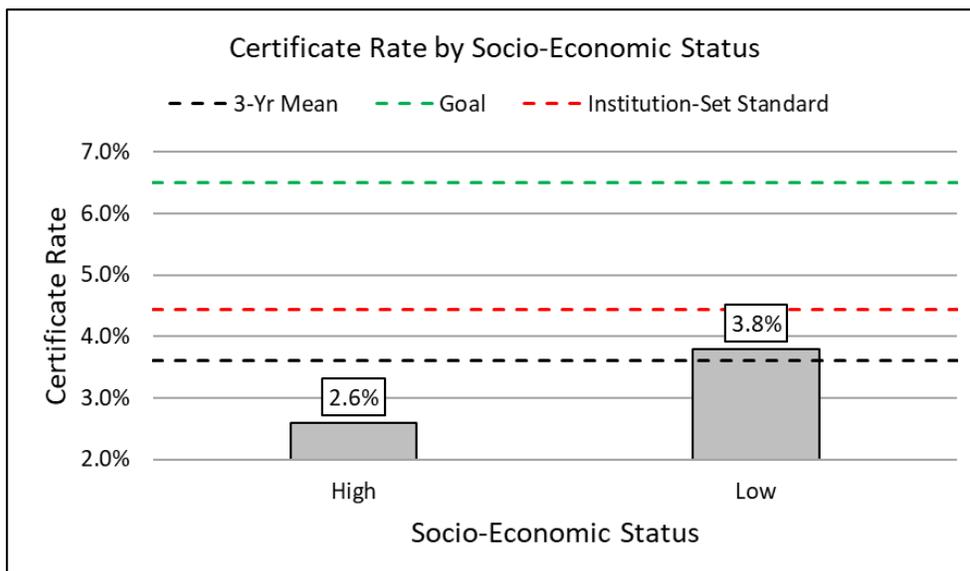
Certificate Rate by Gender

The certificate rates disaggregated by gender ranked from highest to lowest are as follows: unknown (15.4%, n = 13), male (3.4%, n = 535), and female (3.3%, n = 577). The unknown group has a small sample size, so the results may not be accurately representative for that group.



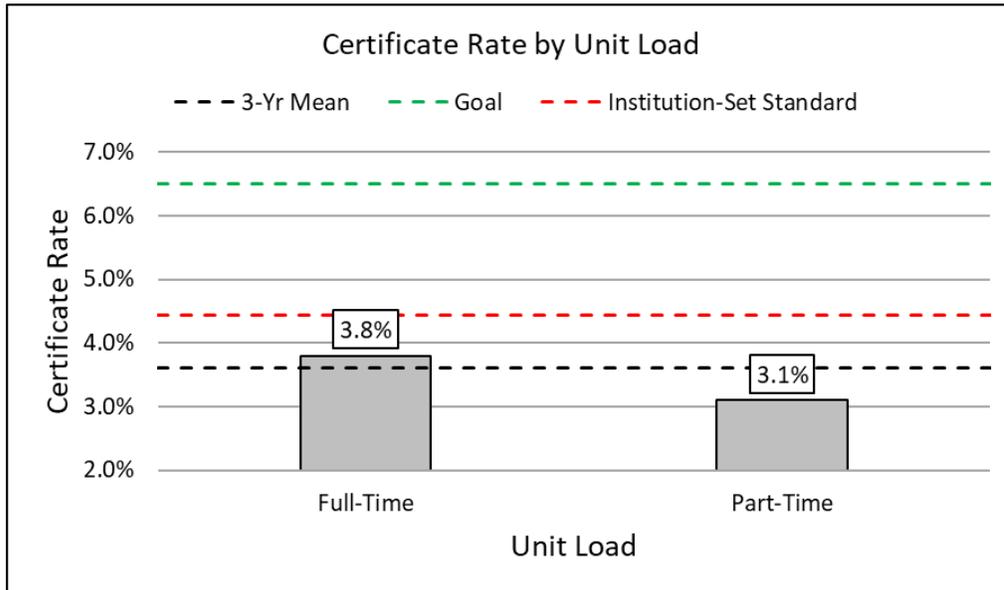
Certificate Rate by Socio-Economic Status

Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during their first academic year. The certificate rates disaggregated by socio-economic status ranked from highest to lowest are as follows: low socio-economic status (3.8%, n = 784), and high socio-economic status (2.6%, n = 341).



Certificate Rate by Unit Load

A full-time student is defined as taking 12 or more units during his or her first term, whereas a part-time student takes fewer than 12 units in the first term. The certificate rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (3.8%, n = 576), part-time (3.1%, n = 549).

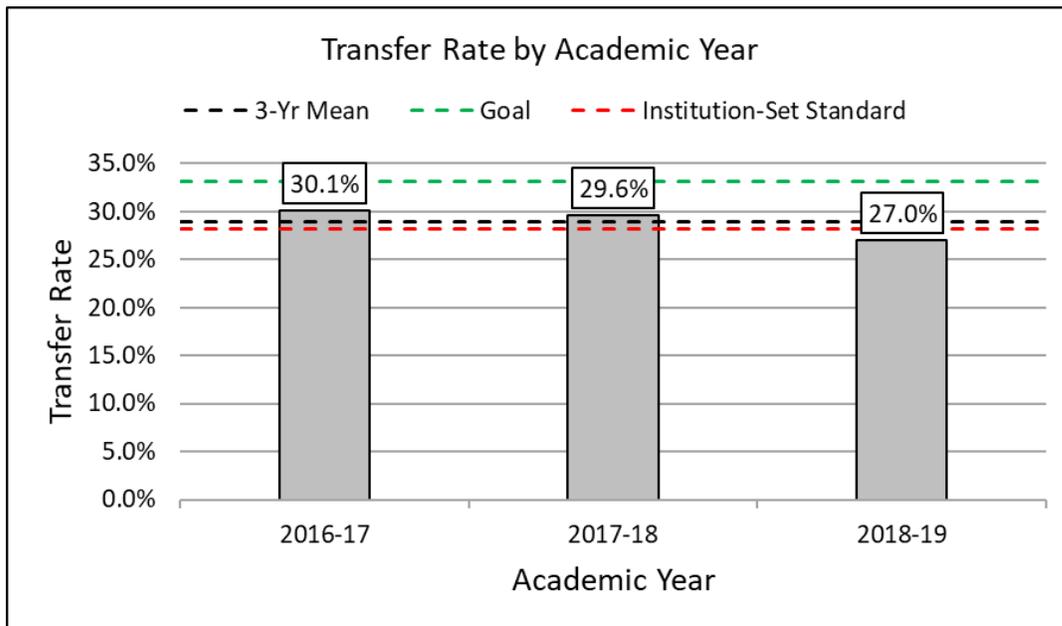


Transfer Rate

Information is based on a SPAR cohort. Therefore, the initial cohort consists of first-time college students in fall 2012 who have a valid Social Security number, earned at least six units in their first three years of enrollment, and attempted a math or English course in the first three years. The students have six years to transfer to a four-year institution. The three-year mean for transfer rate is 28.9 percent, the institution-set standard is 28.2 percent, and the aspirational goal is 33.1 percent. The data were pulled from MIS and National Student Clearinghouse.

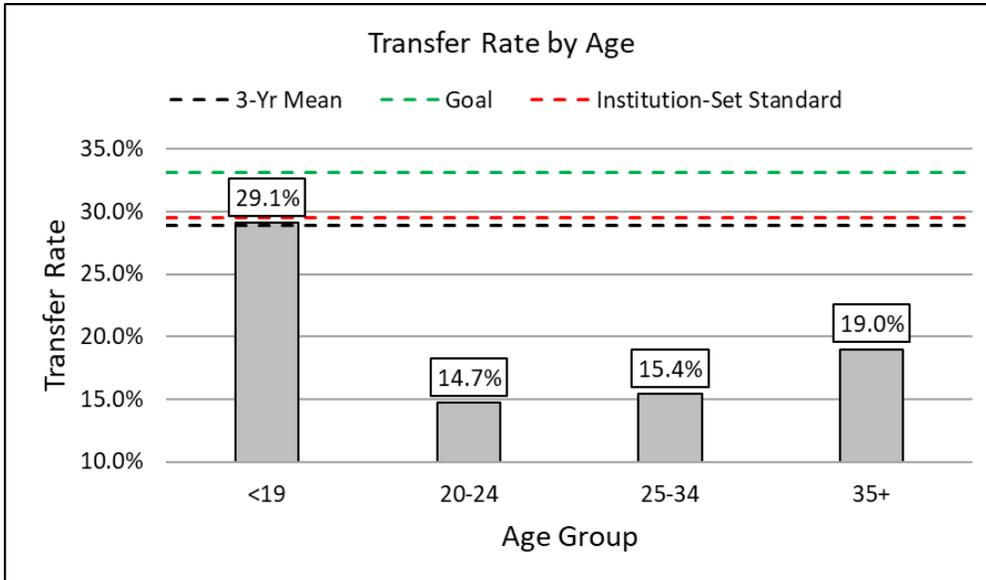
Transfer Rate by Academic Year

The overall Norco College transfer rates over the past three academic years are as follows: 2016-2017 (30.1%, n = 1,168). 2017-2018 (29.6%, n = 1,112) and 2018-2019 (27.0%, n = 1,125).



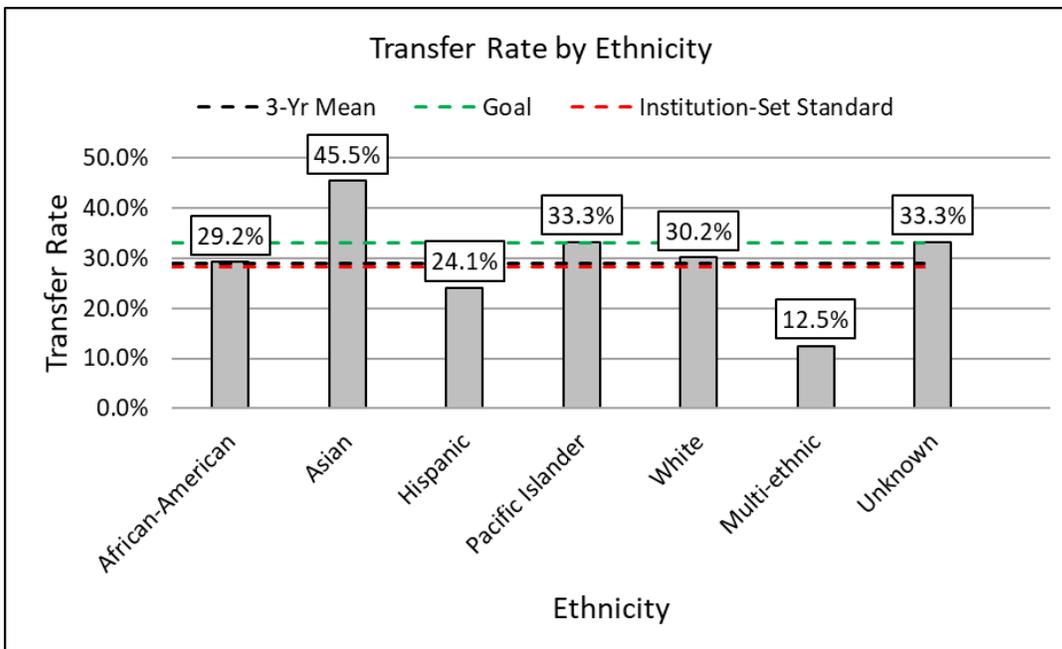
Transfer Rate by Age

The transfer rates disaggregated by age ranked from highest to lowest are as follows: <19 (29.1%, n = 956), 35+ (19.0%, n = 21), 25-34 (15.4%, n = 39), and 20-24 (14.7%, n =106).



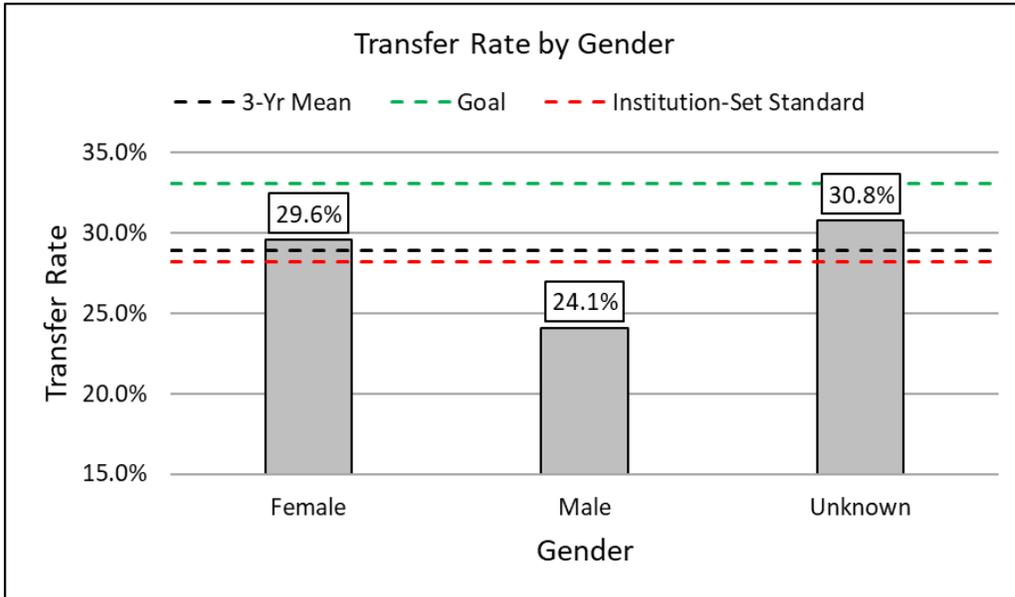
Transfer Rate by Ethnicity

The transfer rates disaggregated by ethnicity ranked from highest to lowest are as follows: Asian (45.5%, n = 88), Pacific Islander (33.3%, n = 3), unknown (33.3%, n = 3), white (30.2%, n = 245), African-American (29.2%, n = 65), Hispanic (24.1%, n = 681), and multi-ethnic (12.5%, n = 40). Pacific Islander and unknown have small sample sizes, so the results may not be accurately representative for that group.



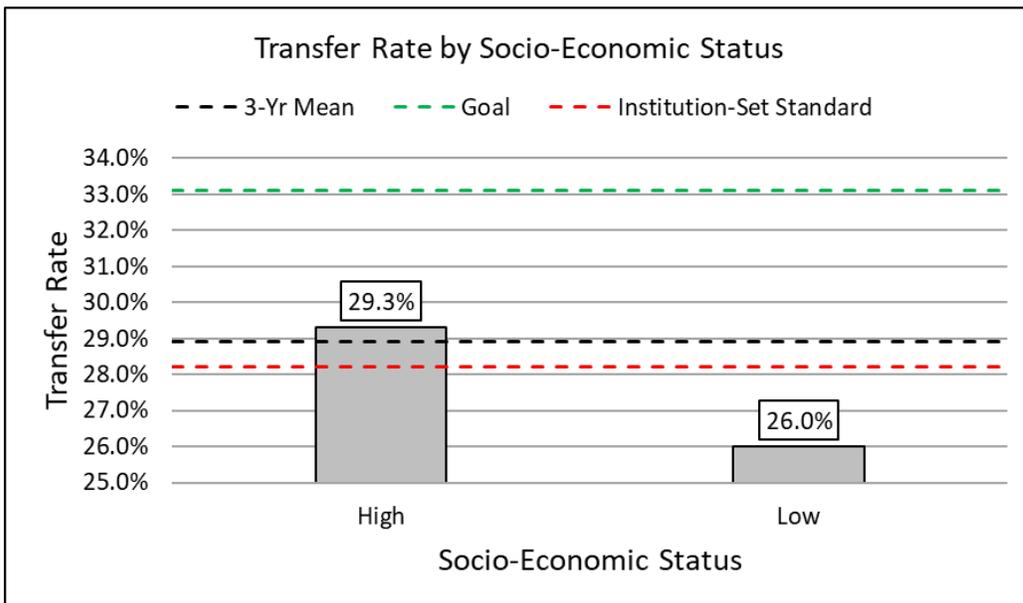
Transfer Rate by Gender

The transfer rates disaggregated by gender ranked from highest to lowest are as follows: unknown (30.8%, n = 13), female (29.6%, n = 577), and male (24.1%, n = 535). The unknown group has a small sample size, so the results may not be accurately representative for that group.



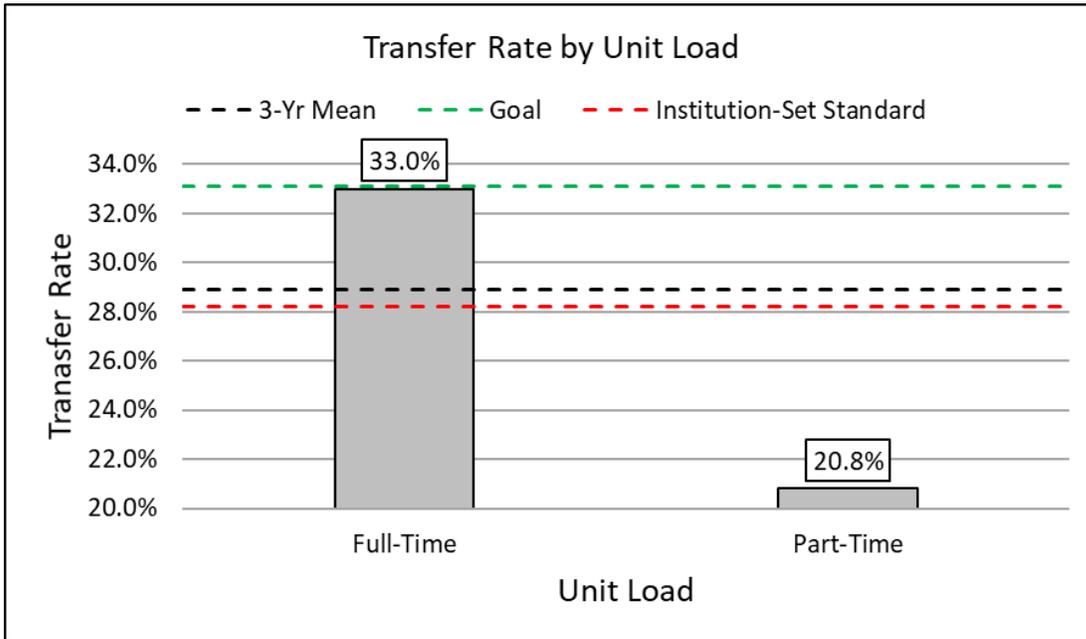
Transfer Rate by Socio-Economic Status

Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during their first academic year. The transfer rates disaggregated by socio-economic status ranked from highest to lowest are as follows: high socio-economic status (29.3%, n = 341) and low socio-economic status (26.0%, n = 784).



Transfer Rate by Unit Load

A full-time student is defined as taking 12 or more units during his or her first term, whereas a part-time student takes fewer than 12 units in the first term. The transfer rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (33.0%, n = 576) and part-time (20.8%, n = 549).

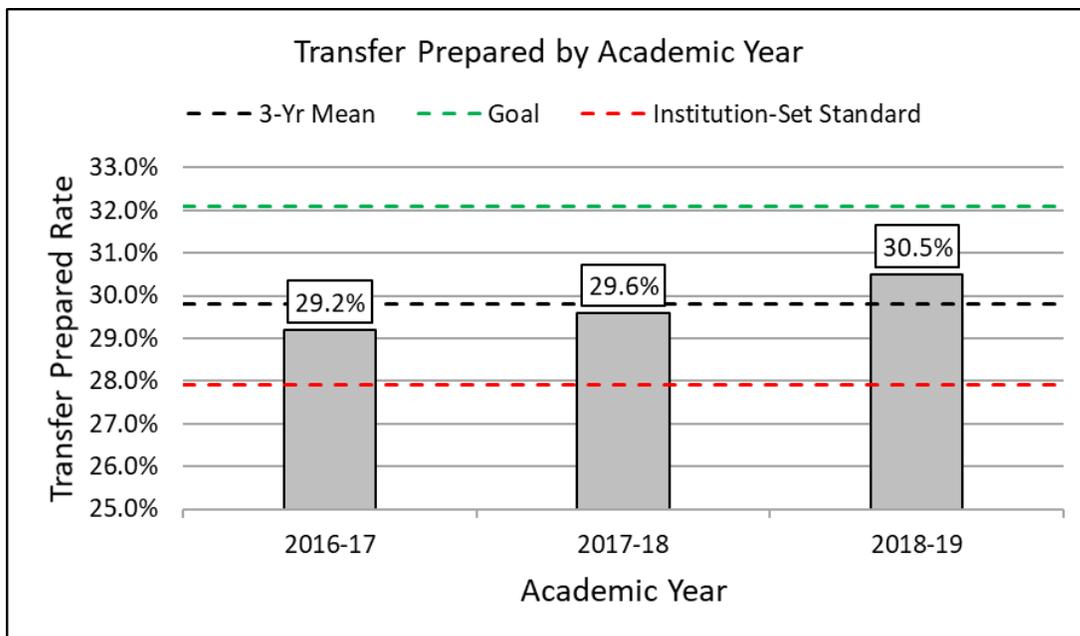


Transfer Prepared

A student is transfer prepared if he or she successfully completed 60+ UC/CSU transferrable units and has a GPA \geq 2.0. Based on a SPAR cohort, the three-year mean for transfer prepared rate is 29.8 percent, the institution-set standard is 29.5 percent, and the aspirational goal is 32.1 percent. The data were pulled from MIS.

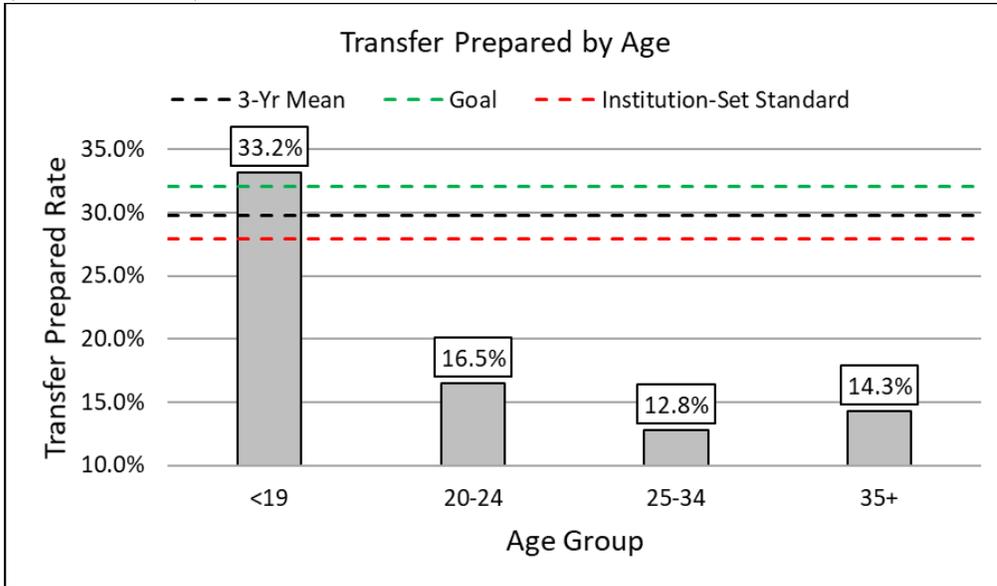
Transfer Prepared Rate by Academic Year

The overall Norco College transfer prepared rates over the past three academic years are as follows: 2016-2017 (29.2%, n = 1,168), 2017-2018 (29.6%, n = 1,112), and 2018-2019 (30.5%, n = 1,125).



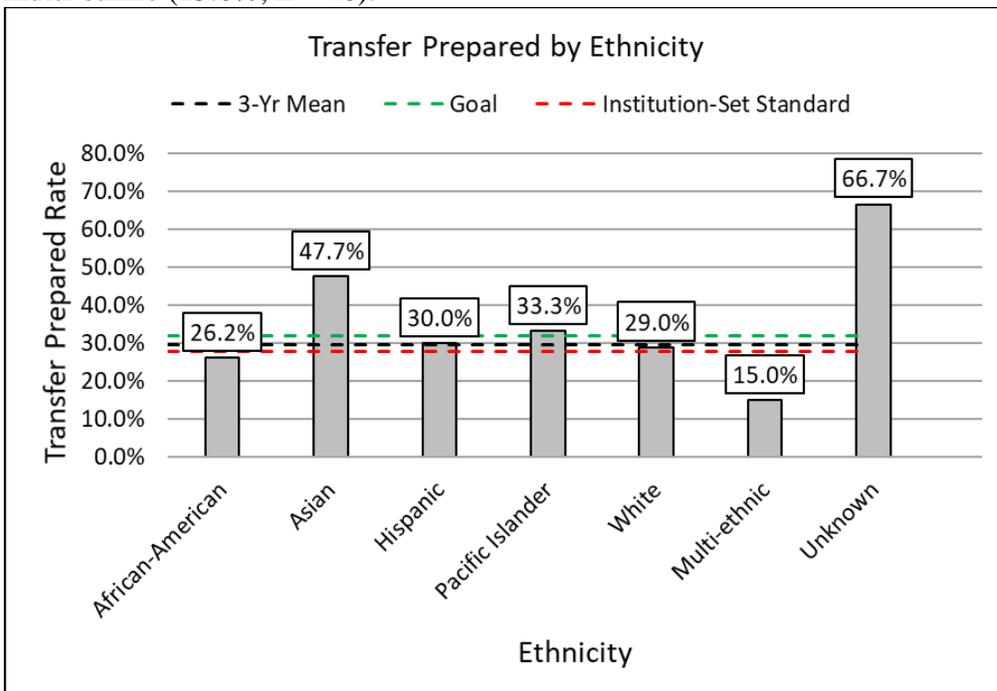
Transfer Prepared Rate by Age

The transfer prepared rates disaggregated by age ranked from highest to lowest are as follows: <19 (33.2%, n = 956), 20-24 (16.5%, n = 109, 35+ (14.3%, n = 21), and 25-34 (12.8%, n = 39).



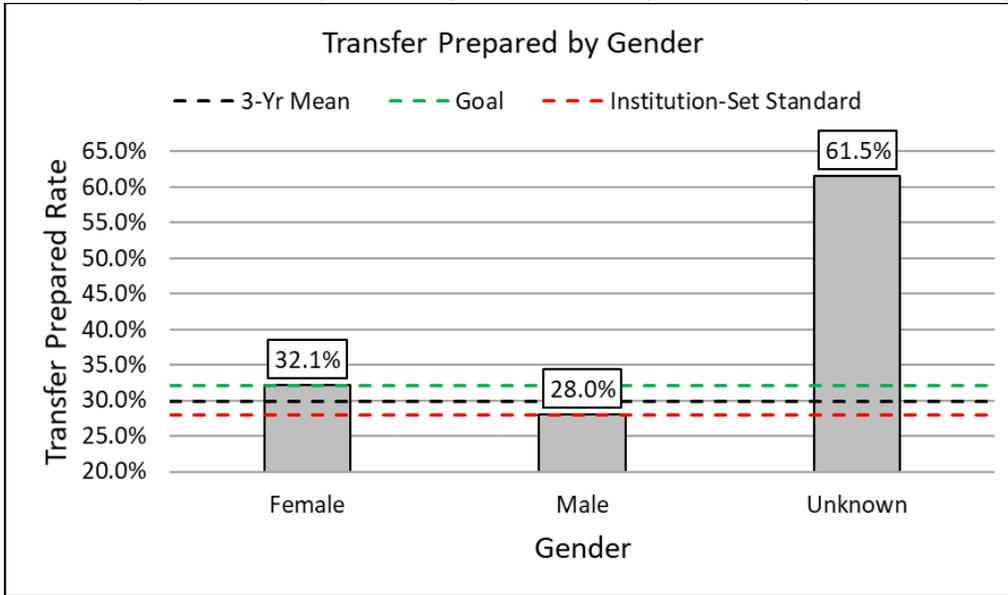
Transfer Prepared Rate by Ethnicity

The transfer prepared rates disaggregated by ethnicity ranked highest to lowest are as follows: unknown (66.7%, n = 3), Asian (47.7%, n = 88), Pacific Islander (33.3%, n = 3), Hispanic (30.0%, n = 681), white (29.0%, n = 245), African-American (26.2%, n = 65), and multi-ethnic (15.0%, n = 40).



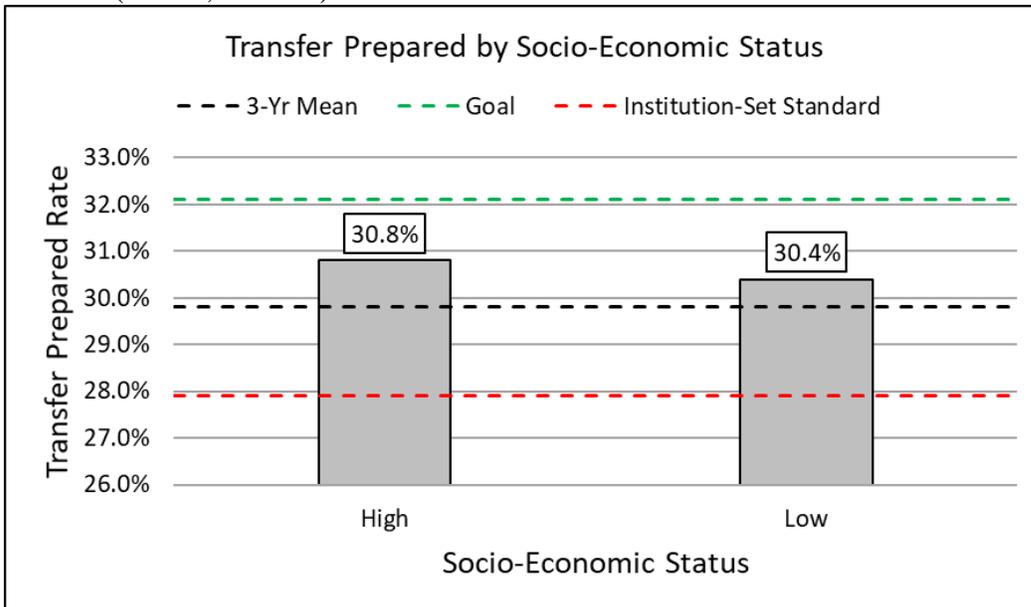
Transfer Prepared Rate by Gender

The transfer prepared rates disaggregated by gender ranked highest to lowest are as follows: unknown (61.5%, n = 13), female (32.1%, n = 577), and male (28.0%, n = 535).



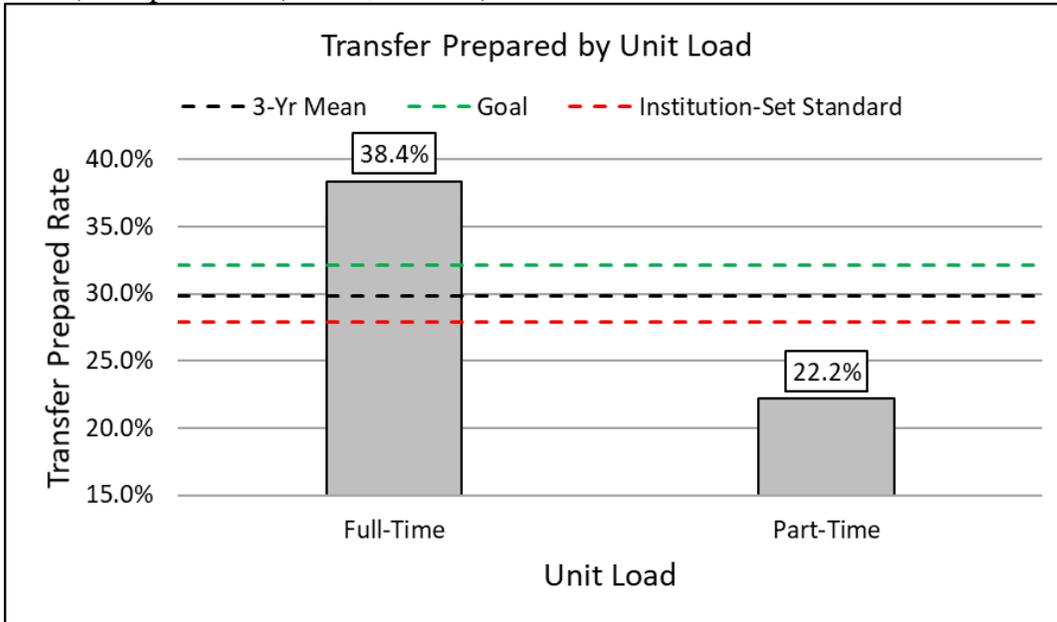
Transfer Prepared Rate by Socio-Economic Status

Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during their first academic year. The transfer prepared rates disaggregated by socio-economic status ranked from highest to lowest are as follows: high (30.8%, n = 341) and low (30.4%, n = 784).



Transfer Prepared Rate by Unit Load

A full-time student is defined as taking 12 or more units during his or her first term, whereas a part-time student takes fewer than 12 units in the first term. The transfer prepared rates disaggregated by unit load ranked from highest to lowest are as follows: full-time (38.4%, n = 576) and part-time (22.2%, n = 549).



C. Organization of the Self-Evaluation Process

Norco College embraces the concept of accreditation as a process of continuous quality improvement. The work and evaluation of college councils and committees follows the institution's strategic planning goals and objectives, through which the College strives to engage in best practices as identified in the Accreditation Standards.

Soon after submission of the Midterm Report in spring 2017, the College began planning for the upcoming institutional self-evaluation report (ISER). In fall 2017, a classified staff accreditation tri-chair, Ruth Leal, instructional production specialist, was added to the accreditation leadership team that included Dr. Greg Aycock, dean of Institutional Effectiveness and accreditation liaison officer, and Kris Anderson, professor of English and faculty accreditation co-chair. Dr. Samuel Lee, interim vice president of Academic Affairs, also joined the accreditation leadership team. To tap relevant expertise and valuable institutional memory, and to connect to applicable strategic planning councils, ten Standards Committees were established, each with an administrative, faculty, and classified staff tri-chair. Information about Accreditation 2020 was presented in fall 2017 at the Institutional Strategic Planning Council (ISPC), which receives periodic accreditation updates, and the Committee of the Whole. An Accreditation 2020 presentation was included in the spring 2018 Faculty Flex Day, and all three colleges in the District presented to the Board of Trustees on April 3, 2018.

Beginning in fall 2017 and continuing into spring 2018, each Standard Committee solicited participation from faculty, classified staff, and student body leaders who had interest and knowledge in the area of the Standard. By early spring 2018, each Standard committee began work on a gap analysis. Committee tri-chairs met once a month to discuss and guide work in progress. Following submission of committees' gap analyses in April, these documents were compiled and the combined analysis uploaded to the Accreditation 2020 SharePoint site. The accreditation leadership team then added comments and suggestions, focused especially on evidence, to help committees move toward the next step. Guided by the one-day ACCJC accreditation ISER training on May 2, 2018, and work on their gap analyses, committees began working on what was called a "drafty draft" or rough-rough draft. During the semester, the accreditation co-chairs presented on Accreditation 2020 to the Academic Senate and the Associated Students of Norco College (ASNC).

Over summer 2018, the college accreditation co-chairs combined committees' drafts into one document and began work on other elements of the report. With the hiring of a new district vice chancellor for Educational Services, sections of the ISER related to district processes were begun. On July 1, Dr. Lee was appointed to the permanent position of vice president of Academic Affairs and took on the role of accreditation liaison officer. As dean of Institutional Effectiveness and therefore closely involved with many aspects of the ISER, Dr. Aycock continued to participate in accreditation co-chair discussions.

At the fall 2018 Faculty Flex Day, accreditation co-chairs again presented an update, along with an activity focused on Standard IIA in an evidence-driven analysis. During fall, Standards Committees returned to their drafts for revision. On October 31, the College welcomed ACCJC Vice President Gohar Momjian, the Commission's liaison, for an on-campus accreditation

information and training session. The first hour of Vice President Momjian’s visit involved the entire College, after which each of the Standards Committees had an opportunity to meet individually with Ms. Momjian to go over their work in progress. In early December, Standards Committees uploaded revised drafts to the SharePoint site.

Winter session and spring semester 2019 involved further revision and development of Standards and front matter for the ISER. Because the College was undergoing revision of its Educational Master Plan in 2019, work on the Quality Focus Essay (QFE) was held until spring 2019 so that all planning could be effectively integrated. The College’s QFE was discussed in ISPC early in spring, and ISPC approved the two project concepts at a subsequent meeting in March. The QFE was also introduced in the Academic Senate. Faculty led the proposal development for both projects, with full drafts presented and approved by ISPC in April. On April 29, 2019, the full ISER draft was shared with the entire college community through “nor-all” email, and in May, the document proceeded through shared governance councils and committees for a first reading. Feedback was gathered, and further work was done to incorporate changes and revisions.

To ensure inclusiveness and broad participation, throughout the 2018-2019 academic year, the college accreditation co-chairs presented Accreditation 2020 information and updates at governance councils and committees, especially ISPC, and updates appeared in the Regular Update newsletter.

Following summer revisions and further evidence updates, in fall 2019 the revised draft of Norco College’s Accreditation 2020 ISER was again shared with college committees and distributed via “nor-all” email. Further updates were made. Accreditation co-chairs presented the document to the Academic Senate, ASNC, and college councils in September-October for final reading and approval. In addition, the District Strategic Planning Council reviewed the ISER on October 25, with comments subsequently incorporated into final revision. The Board of Trustees approved the College’s ISER on December 10, 2019.

Timeline for the Development of the Institutional Self-Evaluation Report (ISER)

- **Fall semester 2017:** Co-chairs and committees established
- **Spring 2018:** Standards Committees begin work. Gap analysis, evidence, and rough compilation for each standard.
 - April 6: Gap analysis due (before spring break)
 - May 2: ACCJC ISER training (Ontario)
 - June 30: Drafty draft due
- **Summer 2018:** Combine drafts and edit. Identify needed evidence and elements. Work on front matter.
 - By July 5: Begin discussions with the vice chancellor of Educational Services about district portions of ISER
 - By July 5: Standards drafty drafts merged into one document and uploaded to SharePoint
 - By July 26: Organize evidence using naming conventions

- By July 26: Front matter (including college history, ISER process, data sections, organizational charts and function maps, compliance with eligibility requirements) drafty-drafted and organized
- August 20: Drafty draft completed
- **Fall 2018**: Committees review/revise/update drafts. Continue to work on front matter. Further evidence gathering. ACCJC vice president and Norco College liaison, Gohar Momjian, visits the College.
 - August 24 (during morning session): Flex Day presentation—showing the drafty draft on SharePoint
 - September 21: Accreditation Standards committee meeting
 - October 31: On-campus ISER training with ACCJC Vice President Gohar Momjian, 12:30-4:30 p.m.
 - November 15-27: Individual Standards committee meetings with accreditation co-chairs
 - December 3: Standards committees' revised drafts due
- **Winter 2019**: Revise/edit ISER; update as needed. Continue to work on evidence.
- **Spring 2019**: QFE. Continue revisions and updates for ISER and evidence. Distribution of ISER for first readings and comments.
 - February: Begin Quality Focus Essay (QFE) process
 - Early March: ISPC and accreditation co-chairs align QFE to EMP, Strategic Plan, Statewide Vision for Success
 - By March 15: One-hour individual Standards Committee meetings
 - Early April: Draft of QFE
 - April 2: Deadline for Standards teams' drafts
 - April 29: Draft of QFE merged into full ISER draft and distributed to nor-all
 - May: Academic Senate, COTW, APC, BFPC, ISPC, ASNC, SSPC, Executive Cabinet—first read of ISER
- **Summer 2019**: Further revisions of ISER, including QFE. Updating data/evidence.
- **Fall 2019**: Final updates. Revised ISER distributed; second/final readings and approvals in Academic Senate, ASNC, and councils. Board of Trustees approval.
 - August 21: Flex presentations on ISER/accreditation
 - September 12: District meeting/training with ACCJC Vice President Gohar Momjian
 - September-October: Sharing of revised ISER with college committees and distribution via nor-all for further feedback
 - September-October: Second readings and approvals in Academic Senate, ASNC, and councils
 - October 25: Review by the District Strategic Planning Council
 - November: Submission to Chancellor's Cabinet
 - December 10: Board of Trustees approval of ISER
 - December (following Board approval): Complete signature page and upload final ISER to flash drive, with evidence. Send ISER flash drive to ACCJC.
- **Spring 2020**: Accreditation team visit, March 2-5

Accreditation Standard Committees

Samuel Lee, Accreditation Liaison Officer and Co-Chair

Kris Anderson, Faculty Co-Chair

Ruth Leal, Classified Staff Co-Chair

Greg Aycock, Institutional Research Representative

Charise Allingham, Evidence Coordinator

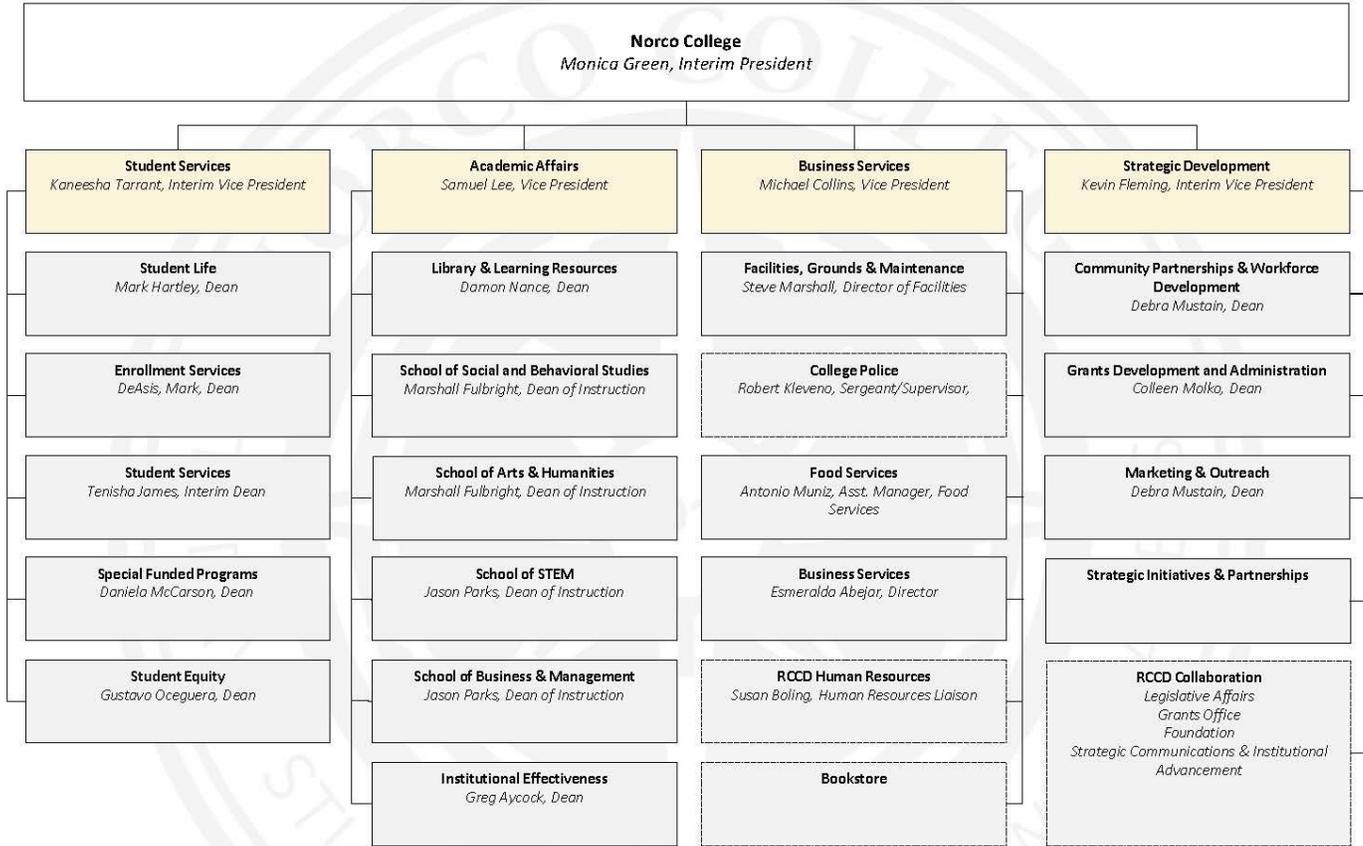
| Standard I | Standard II | Standard III | Standard IV |
|---|---|--|---|
| <p>A. Mission B. Assuring Academic Quality and Institutional Effectiveness C. Institutional Integrity</p> <p>Melissa Bader, Patti Brusca, Greg Aycock, Co-chairs</p> <p>Brandon Owashi Daniel Landin Lilia Garcia Laura Adams Barbara Moore Kimberly Bell Dan Reade Mical Peña (Student)</p> | <p>A. Instructional Programs</p> <p>Quinton Bemiller, Nicole Brown, Jason Parks, Co-chairs</p> <p>Brian Johnson Nick Franco Tami Comstock Caitlin Welch Jennifer Vasquez-Bonilla (Student, 2017-2018) Francisco Fernandez (Student, 2018-2019)</p> | <p>A. Human Resources</p> <p>Peter Boelman, Leona Crawford, Colleen Molko, Co-chairs</p> <p>Monica Gutierrez Tim Russell Teresa Friedrich Finnern Jeff Julius Hector Ramos (Student, 2017-2018) Tajza Chatman (Student, 2018-2019)</p> | <p>A. Decision-Making Roles and Processes</p> <p>Bob Prior, Patricia Gill, Gustavo Ocegueda, Co-chairs</p> <p>Patty Sanchez Bernice Delgado Patty Worsham Autumn Parra (Student)</p> |
| | <p>B. Library and Learning Support Services</p> <p>Nikki Capps, Chris Poole, Damon Nance, Co-chairs</p> <p>Celia Brockenbrough Miguel Castro Albert Jimenez Daren Koch Arezo Marashi</p> | <p>B. Physical Resources + D. Financial Resources</p> <p>Peggy Campo, Andy Aldasoro, Michael Collins, Co-chairs</p> <p>Rex Beck Misty Cheatham Christopher Castillo (Student, 2017-2018)</p> | <p>B. Chief Executive Officer</p> <p>Gail Zwart, Natalie Aceves, Kaneesha Tarrant, Co-chairs</p> <p>Sarah Burnett Tom Wagner Travonne Bell Isaac Nuñez (Student, 2017-2018)</p> |

| | | | |
|--|--|--|---|
| | <p>Sara Trujillo (Student, 2017-2018) Sarah Gadalla (Student, 2018-2019)</p> | <p>Francisco Fernandez (Student, 2018-2019)</p> | <p>Sarah Gadalla (Student, 2018-2019)</p> |
| | <p>C. Student Support Services</p> <p>John Moore, Vanessa Acosta, Mark DeAsis, Co-chairs</p> <p>Cyndi Gundersen Kaneesha Tarrant Tenisha James Daniela McCarson Marissa Iliscupidez Remelyn Ugalde (Student, 2017-2018) Shawn Schoen (Student, 2018-2019)</p> | <p>C. Technology Resources</p> <p>Janet Frewing, Dan Lambros, Debra Mustain Co-chairs</p> <p>Technology Committee Sergio Quiroz (Student, 2017-2018) Grisel Davila (Student, 2017-2018) Javier Ahedo (Student, 2018-2019)</p> | <p>C. Governing Board + D. Multi-College Districts or Systems</p> <p>Peggy Campo, Derek Sy, Kevin Fleming, Co-chairs</p> <p>Alexis Gray Bev Wimer Ruth Jones Maria Barragan (Student, 2017-2018) Summer Arias (Student, 2018-2019)</p> |

D. Organizational Information

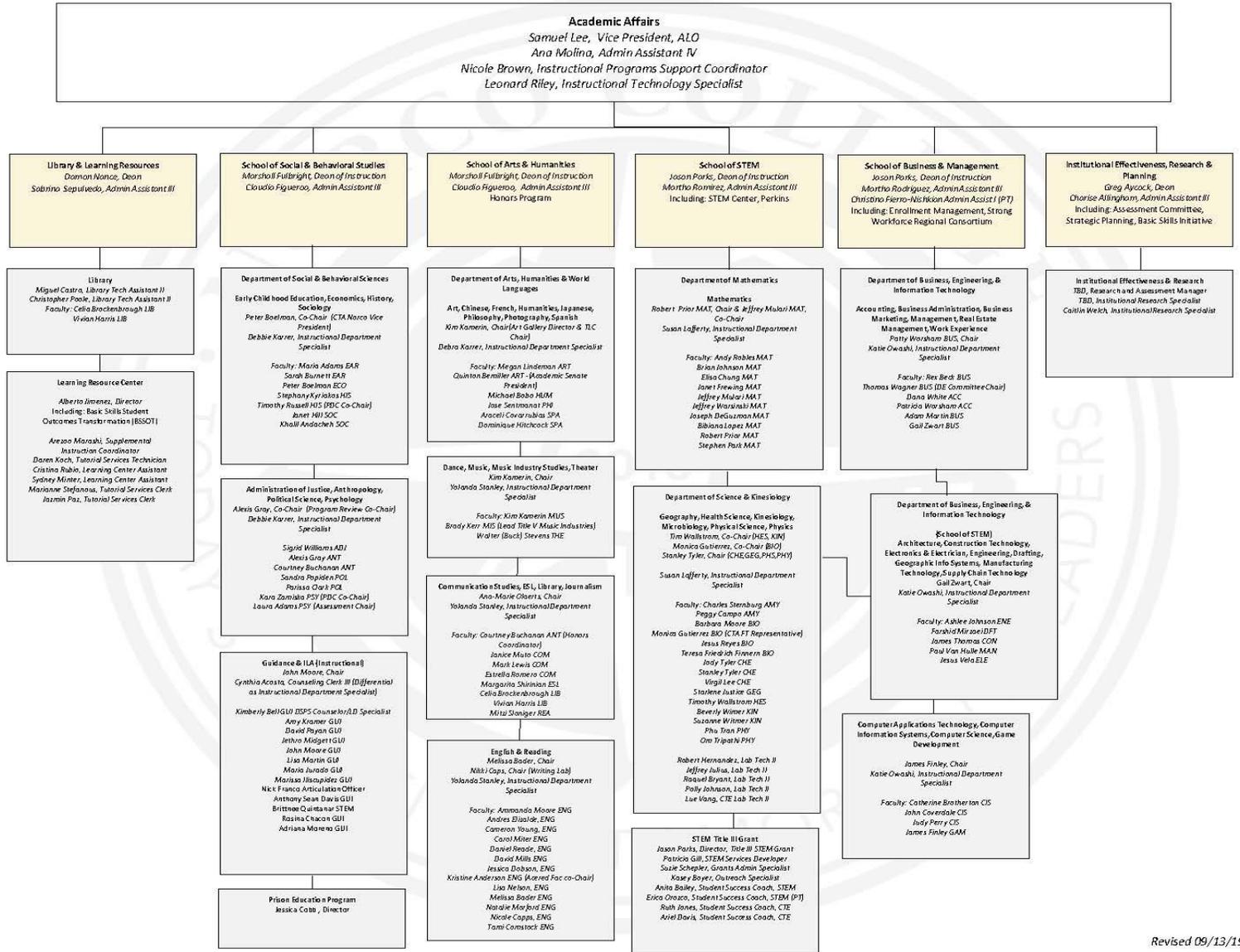
Organizational Charts

Office of the President

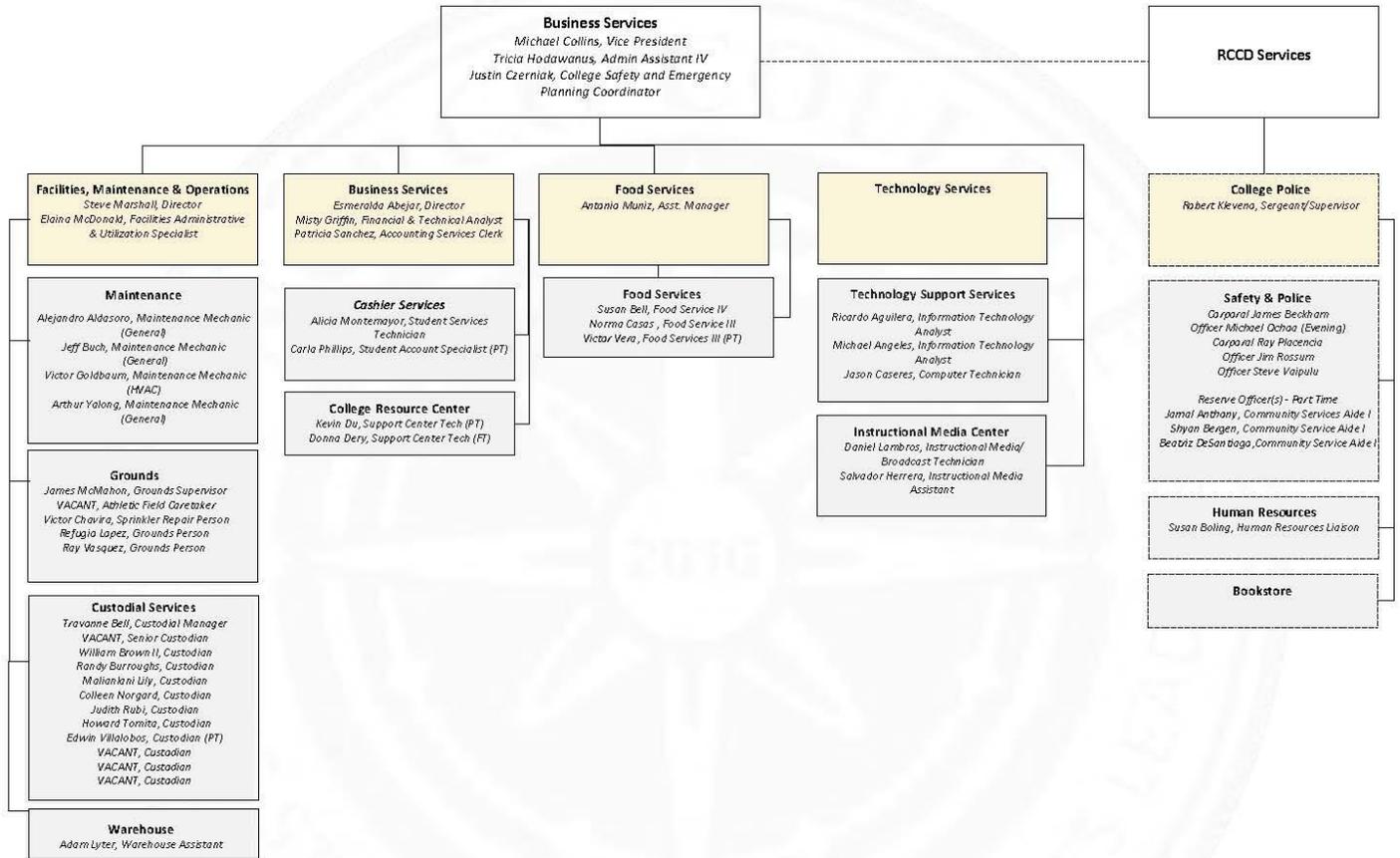


Revised 09/25/19

Academic Affairs

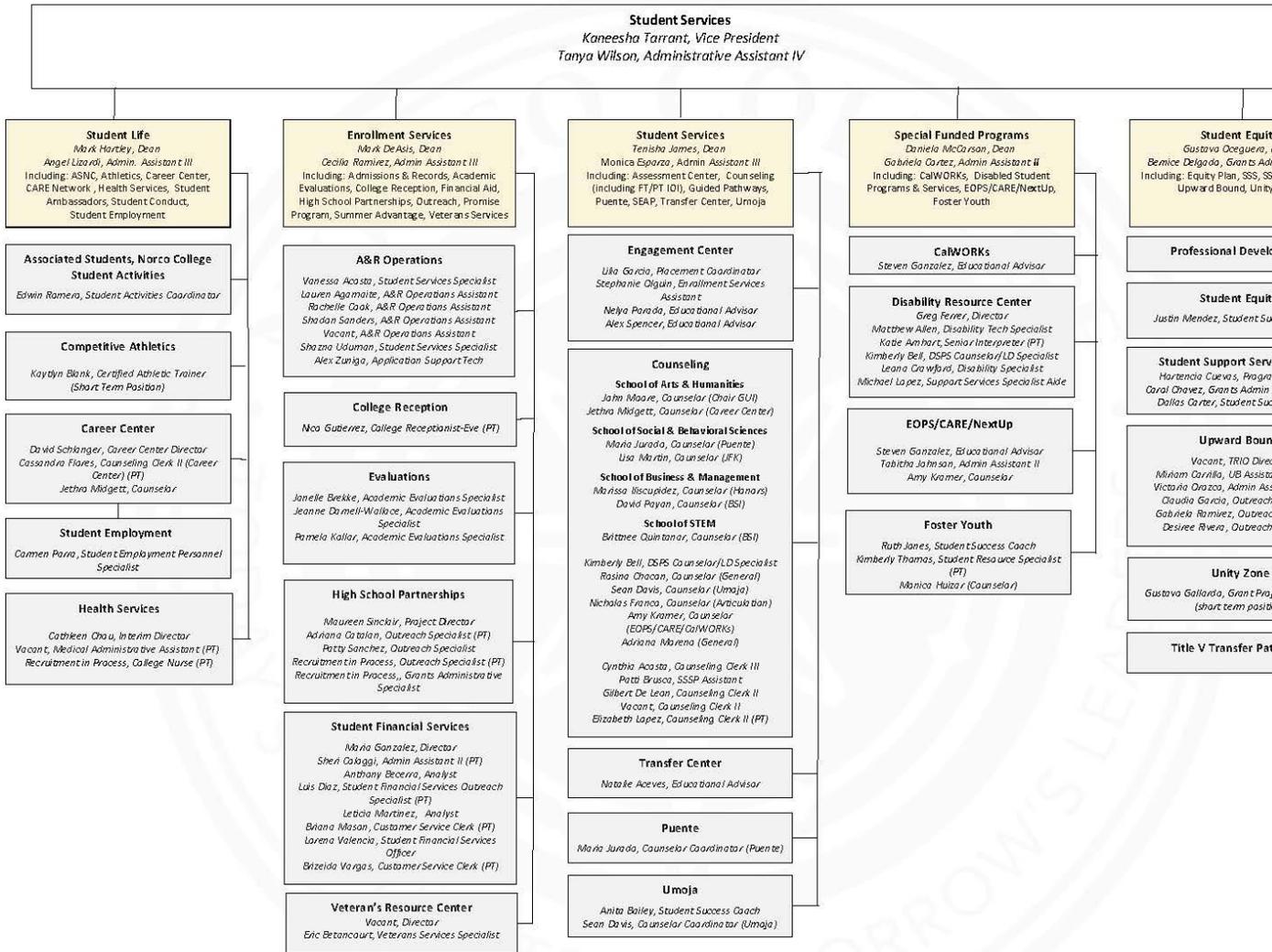


Business Services



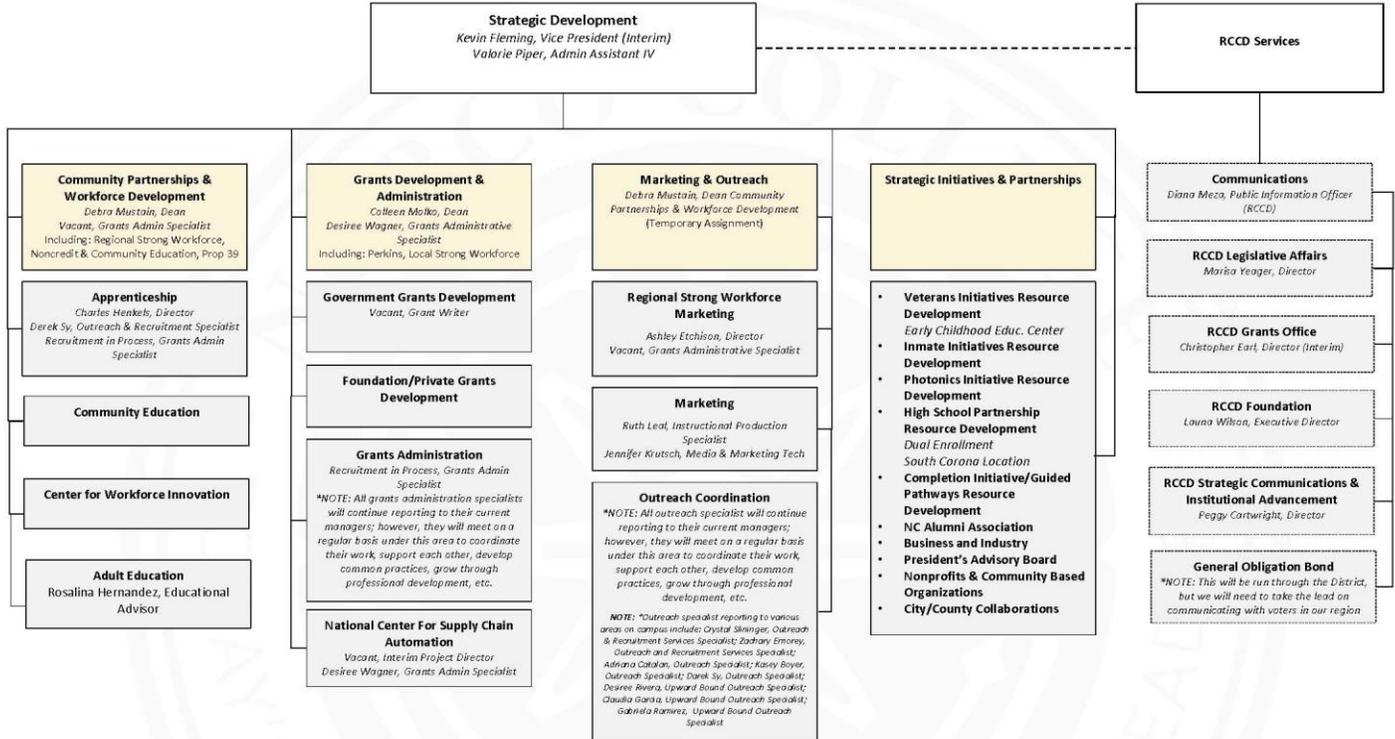
Revised 09/18/19

Student Services



COUNSELING NOTE: Counselors listed under Schools and reporting line not necessarily in the area served; Counselors cross listed in Academic Affairs under Guidance.

Strategic Development



Functional Maps

The Functional Maps, revised in spring 2019 with broad participation through the districtwide governance process, delineate and clarify the scope and roles of the three colleges and of the Riverside Community College District Office. After assessing the previous Functional Maps, the colleges and District Office identified the need for a more detailed approach to function mapping beyond simply indicating primary (P), secondary (S), and shared (SH) responsibilities. Two important purposes of the functional map revision were to collaboratively determine the appropriate level of support that flows from the District to the three colleges, and to increase alignment with the revised accreditation Standards. In addition to describing the responsibilities of the District Office in providing adequate resources to the colleges, the maps detail critical regulatory, advocacy, coordination, guidance, and leadership functions. The Functional Maps are living documents, and the District Taskforce will review and revise them as necessary each academic year.

[Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity](#)

[Standard II: Student Learning Programs and Support Services](#)

[Standard III: Resources](#)

[Standard IV: Leadership and Governance](#)

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary 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.

Accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges, Norco College is authorized to operate as a degree-granting post-secondary educational institution by the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Riverside Community College District ([ER1-01](#)). Founded as a campus of the Riverside Community College system in 1991, it received initial accreditation as a separate college in 2010 ([ER1-02](#)), with reaffirmation of accreditation in 2014 ([ER1-03](#)). The College is approved by the United States Department of Education to participate in federal student financial aid programs.

Norco College meets Eligibility Requirement 1.

Eligibility Requirement 2: Operational Status

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

The College has operated continuously as a post-secondary institution since 1991, with total unduplicated headcount of 10,441 in fall 2018; 9,973 in fall 2017; and 9,569 in fall 2016 ([ER2-01](#)). Student cohort enrollments in institutional degree programs appear in the [Student Enrollment Data](#) chart in the Introduction. In 2019, a total of 1,588 degrees were awarded, with 1,742 degrees awarded in 2018, and 1,041 degrees awarded in 2017. The state Chancellor's Office Data Mart ([ER2-02](#)) indicates unduplicated headcounts along with numbers of degrees and certificates awarded. The summer/fall 2019 Schedule of Classes ([ER2-03](#)) and current College Catalog ([ER2-04](#)) further show the College's continuing operational status.

Norco College meets Eligibility Requirement 2.

Eligibility Requirement 3: 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. At least one degree program must be of two academic years in length.

The College offers seven two-year area of emphasis (AOE) associate of arts and associate of science degrees, 23 associate degrees for transfer (ADTs), and 46 certificates (29 state-approved and 17 locally approved certificates) ([ER3-01](#)). Associate of arts and associate of science degrees require a minimum of 60 semester units, including general education courses, which can typically be completed in two years by a full-time student. Degree requirements are published in the College Catalog ([ER3-02](#)). In fall 2018, 10,441 students were enrolled in degree-applicable credit courses. Degrees awarded in 2018-2019 were

1,577, with 1,025 students transferring to four-year colleges or universities, and 614 certificates awarded ([ER3-03](#)). Data describing student enrollment in degree and certificate programs can be found in the [Student Enrollment Data](#) portion of Introduction section of this report.

Norco College meets Eligibility Requirement 3.

Eligibility Requirement 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 officer 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.

At the recommendation of the district chancellor, the Board of Trustees appoints the College president. As described in Board Policy and Administrative Procedure (BP/AP) 2430: Delegation of Authority to Chancellor and Presidents ([ER4-01](#)), the president reports directly to the chancellor, who is appointed by and reports to the Board of Trustees. The Board of Trustees delegates authority to carry out District policies, with the chancellor holding responsibility and authority at the district level, and the president holding responsibility and authority at the college level. Since July 1, 2019, Dr. Monica Green has served as interim president ([ER4-02](#)). The College informed the Commission upon change of the chief executive officer.

Norco College meets Eligibility Requirement 4.

Eligibility Requirement 5: 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. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Riverside Community College District (RCCD) undergoes an annual external audit for the District and its colleges by a contracted certified public accounting firm ([ER5-01](#)). The Board of Trustees reviews the annual district audit reports ([ER5-02](#)), which are made available to the public on the District's website ([ER5-03](#)). Financial aid audit information showing Title IV compliance is included in the audit. In addition to the audit, compliance with federal requirements can be found in the College's Annual Fiscal Report to the Commission ([ER5-04](#)).

Norco College meets Eligibility Requirement 5.

Evidence List

- [ER1-01 BP1100 RCCD](#)
- [ER1-02 ActionLetter 1-29-10](#)
- [ER1-03 ActionLetter 7-3-14](#)
- [ER2-01 HeadCount-DataMart-10-2019](#)

- [ER2-02_Awards-DataMart-10-2019](#)
- [ER2-03_ClassSchedule-FAL19](#)
- [ER2-04_NCCatalog_19-20](#)
- [ER3-01_Degrees-Certificates-FAL19](#)
- [ER3-02_GradReq-Catalog-2019-20](#)
- [ER3-03_DataMart-InternalData-10-2019](#)
- [ER4-01_BP2430-Authority](#)
- [ER4-02_BIO-DrGreen_8-28-19](#)
- [ER5-01_AuditReport_11-21-18](#)
- [ER5-02_RCCDBOT-minutes_12-4-18](#)
- [ER5-03_FinancialDocs-Webpage-2019](#)
- [ER5-04_ACCJCFiscalRept-2018](#)

F. Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Norco College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The College website provides an accreditation link on the homepage. As of December 2018, when the new website went live, this link is found under the About menu on the top of the homepage and also at the bottom of the homepage. On the previous website, this link was on the alphabetized menu found on the right side of the homepage. The accreditation main page provides links to previous self-evaluation processes and/or evidence libraries along with a Reports and Documents page with links to College accreditation reports, substantive change documents, and ACCJC letters and reports ([CR1](#)). Also housed on the Accreditation main page since January 7, 2019, is an announcement of the upcoming peer review team visit ([CR2](#)). In addition, announcement of the upcoming peer review team visit appeared in Regular Update newsletters beginning November 30, 2018 ([CR3](#)). The Board of Trustees publicly announced the upcoming accreditation team visit at its September 17, 2019, meeting ([CR4](#)).

The previous website (pre-December 2018) and the current website also provide a continuous link to ACCJC's Complaint Process page on the Complaint Procedures page ([CR5](#)). The Complaint Procedures page can be accessed through a link on the bottom of the college homepage. On the new website, as of January 7, 2019, the Third Party Comment link also has been made available on the main Accreditation page ([CR6](#)). The College commits to cooperating with the visiting peer review team to follow up and resolve any issues that may be raised by third-party comments.

For further information, see also [Standard I.C.12](#).

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The college institution-set standards (ISS), established through the strategic planning process, focus on the most common indicators of student achievement and learning, aligning with the mission. As explained in the Institution-Set Standards ACCJC Annual Report for 2018 ([CR7](#)), the five ISS are course completion (success), number of degrees awarded, number of certificates awarded, number of students who transferred to four-year colleges and universities, and job-placement rates for students completing certificate programs and CTE degrees. The methodology involved in setting the ISS is calculating the value of one-half a standard deviation below the

five-year mean. When values fall below the ISS for at least two years, a procedural response which addresses what will be done to raise outcomes in the area has been created by the Academic Senate and approved by the Institutional Strategic Planning Council (ISPC). The College also has established standards at the aspirational level as found in the Educational Master Plan/Strategic Plan (EMP/SP) Goals One and Two. Both ISS and progress on EMP/SP goals are shared at least once a year at ISPC, which includes representatives from across the campus. Further information can be found in [Standard I.B.3](#).

Instructional programs complete program reviews in which data on student achievement are central. Instructional and Student Services program reviews look at longitudinal trend analyses of student success, retention, completion of degrees, and numbers of students still in progress toward completion. Program reviews for all units assess each unit's strengths, weaknesses, planning, and resource allocation, which are aligned to the Educational Master Plan and Strategic Plan. Further information can be found in [Standard I.B.4](#) and [Standard I.B.9](#).

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Credit-hour assignments and degree program lengths are within the range of good practice in higher education. BP/AP 4100: Graduation Requirements for Degrees and Certificates identifies the minimum number of credits for a degree (60) or certificate (18) ([CR8](#)), and the College Catalog also describes this information ([CR9](#)). As evidenced by the District's Curriculum Handbook ([CR10](#)), the College is guided by the California Community Colleges' Program and Course Approval Handbook ([CR11](#)) for processes to develop courses and program curricula and, therefore, ensure credit hours and degree program lengths are reliable and accurate across classroom-based courses, laboratory classes, and distance education classes. BP/AP 4020: Program, Curriculum, and Course Development governs the development of curriculum at the District's colleges and defines a credit hour ([CR12](#)). The District's Curriculum webpage and the College Curriculum Committee / Supporting Documents webpage ([CR13](#)) provide important resources, including a link to a Course Unit Calculator. For more information, see [Standard II.A.5](#).

The enrollment fee for California state residents is set by state legislation. Nonresident tuition is established according to BP/AP 5020: Non Resident Tuition in accordance with applicable state guidelines and regulations ([CR14](#)). As explained in [Standard I.C.6](#), the College Catalog and college website inform students of tuition and fees.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

The College discloses transfer policies to students and to the public primarily in the College Catalog ([CR15](#)). The college website also provides information under Admissions and Records, specifically on the webpages for Evaluations and Graduation ([CR16](#)), Transcripts from Other Colleges ([CR17](#)), and Frequently Asked Questions ([CR18](#)). These policies contain information about the criteria used to accept credits for transfer. See also [Standard II.A.10](#).

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Standards for student learning in distance education courses are the same as those in face-to-face classes ([CR19](#)). Review and approval of new and existing distance education courses follows the curriculum approval procedures outlined in AP 4020: Program, Curriculum, and Course Development ([CR20](#)). The College follows the policies and procedures for classifying courses as distance education following AP 4105: Distance Education ([CR21](#)) (with a revision in process in 2019), which aligns to USDE definitions, and as described in the RCCD Curriculum Handbook ([CR22](#)). Links available on the College's Distance Education Committee webpage ([CR23](#)) and at the District's Distance Education page for faculty ([CR24](#)) provide further detail. AP 4105 also identifies distance education course approval and certification processes, which are detailed in the Curriculum Handbook ([CR25](#)). The College does not offer correspondence education courses.

RCCD faculty who elect to teach distance education courses are required to indicate they have read two documents addressing student contact: RCCD Guide to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact in Distance Education ([CR26](#)) and the Summary of Regulations for Regular and Substantive Contact ([CR27](#)), with current documents linked on the college Distance Education Committee webpage ([CR28](#)) as well as the District's Distance Education/Faculty webpage ([CR29](#)).

In order to best serve students, during 2018, RCCD transitioned to the Canvas learning management system from Blackboard. As of January 2019, all distance education classes in the District are taught using Canvas. As required by AP 4105, the College has appropriate means and consistently applies those means to verify the identity of a student who participates in a distance education course. All courses are hosted through Instructure, an educational technology company and developer of Canvas, and are administered through secure login, with information between the browser and website encrypted. In addition to this, there is password protection for each individual user account. Many faculty also use *Turnitin.com* anti-plagiarism software, which the District makes available to instructors.

The College ensures that the technology infrastructure is sufficient to maintain and sustain the distance education offerings through participation in the California Community Colleges Online Education Initiative (OEI). Instructure is responsible for the hosting and uptime of the entire OEI and participating colleges using Canvas. Other than Canvas, colleges in the District rely on Information Technology (IT) infrastructure that houses student and faculty data and, as described in the District's Strategic Technology Plan, maintains a secure environment for District's technology equipment and information ([CR30](#)).

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The College has clear policies and procedures for handling student complaints, as spelled out in district AP 5522: Student Grievance Process for Instruction and Grade Related Matters ([CR31](#)) and AP 5524: Student Grievance Process for Matters Other Than Instruction, Grades or

Discipline ([CR32](#)). These procedures and forms are available in the Student Information pages of the current College Catalog ([CR33](#)), as well as linked on the Complaint Procedures page of the College website ([CR34](#)) and at the bottom of the homepage along with a link to AP 5520: Student Discipline Procedures ([CR35](#)). These procedures also are spelled out in the Student Handbook ([CR36](#)).

Student complaint files are maintained in the Office of Instruction for complaints related to instruction or grade-related matters, in the Office of Student Life for complaints related to matters other than instruction or grades, except for complaints about discrimination or harassment which are maintained by Human Resources and Employee Relations. Files demonstrate implementation of the process as described in the administrative procedures. There are no cases in which analysis of the student complaint files identified an issue that may suggest noncompliance with any accreditation Standards.

The College's Complaint Procedures webpage also links to the District's webpage for Discrimination/Harassment Complaint Reporting ([CR37](#)), which includes forms and notices, as well as a link to the California Community Colleges Chancellor's Office Complaint Process Notice page ([CR38](#)). ACCJC's Complaint Process page ([CR39](#)) is linked on both the College's Complaint Procedures webpage ([CR40](#)) and the College's main Accreditation webpage ([CR41](#)).

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

The College provides accurate, current, and appropriately detailed information to students and the public about its programs, locations, and policies, in the College Catalog, which is easily accessible online from the Programs drop-down menu ([CR42](#)). To ensure accuracy, the Catalog is revised annually, through an extensive process involving district and college personnel. The timeline by which the Catalog and Addendum provide up-to-date information about curriculum and programs is outlined in the September 25, 2018, memorandum from the vice chancellor for Educational Services, titled Curriculum Review, Catalog, and Addendum Timelines, which is posted on the College's Curriculum Committee/Supporting Documents webpage ([CR43](#)). The college website also provides accurate, thorough, and current information about programs, locations, and policies to students and to the public ([CR44](#)).

Information concerning accredited status is found on the College's Accreditation main page ([CR45](#)), available one click away from the homepage via a link on the About drop-down menu and a link on the Resources list at the bottom of the page ([CR46](#)).

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The District's annual financial audit addresses Title IV components. As evidenced by the 2018 audit ([CR47](#)), the 2017 audit ([CR48](#)), and the 2016 audit ([CR49](#)), the District has shown compliance with requirements for federal programs. Audit results are reported annually and are presented to the Board of Trustees. Auditors have not reported any findings. Student loan default

rates are well within the acceptable range defined by USDE, as evidenced by the report from the National Student Loan Data System ([CR50](#)), which shows 10 percent or lower for the most recent three years of reporting. Evidence of compliance with Title IV regulations is also provided in [Eligibility Requirement 5](#), [Standard III.D.10](#), and [Standard III.D.15](#).

The College follows accreditation Standards in all contractual relationships to offer or receive educational, library, and student support services. Current contractual relationships are not of the kind that require a substantive change proposal. Further information can be found in [Standard III.D.16](#) and, for library and learning support services specifically, in [Standard II.B.4](#).

Evidence List

- [CR1 Accreditation-Webpage-2018](#)
- [CR2 Accreditation-Webpage-2019](#)
- [CR3 RegUpdate 11-30-18](#)
- [CR4 BOT-AccreditationVisit 9-17-19](#)
- [CR5 ComplaintProcedure-Webpages](#)
- [CR6 Accreditation-Webpage-2019](#)
- [CR7 ISS-Report-2018](#)
- [CR8 BP4100 GradRequirements](#)
- [CR9 UnitRequirement-Catalog-2019-20](#)
- [CR10 RCCD-CurriculumHB-2014](#)
- [CR11 CreditHrs-CCC-PCAH 6thEd-2019](#)
- [CR12 BP4020 CourseDev](#)
- [CR13 RCCDCurriculum-Webpage-2019](#)
- [CR14 BP5020 NonResTuition](#)
- [CR15 Transfer-Catalog-2019-20](#)
- [CR16 AR-EvalGrad-Webpage-2019](#)
- [CR17 AR-Transcripts-Webpage-2019](#)
- [CR18 FAQ 1-9-2018](#)
- [CR19 DE-Standards-Curriculumn-HB-2019](#)
- [CR20 BP4020 CourseDev](#)
- [CR21 AP4105 DE](#)
- [CR22 DE-Curriculumn-HB-2019](#)
- [CR23 NC-DE-SupportingDocs-Webpage-2019](#)
- [CR24 DEFaculty-Webpage-2019](#)
- [CR25 DE-Curriculumn-HB-2019](#)
- [CR26 DE-BestPractices 2013-Draft 2019](#)
- [CR27 DE-SumRegContact 2013-Draft 2019](#)
- [CR28 DE-SupportingDocs-Webpage-2019](#)
- [CR29 DEFaculty-Webpage-2019](#)
- [CR30 RCCD-TechnologyPlan-2019](#)
- [CR31 AP5522 StudentGrievance](#)
- [CR32 AP5524 StudentGrievance](#)
- [CR33 Complaint-Catalog-2019-20](#)

- [CR34_Complaint-Webpage-2019](#)
- [CR35_AP5520-StudentDiscipline](#)
- [CR36_Complaint-StudentHB-2019-20](#)
- [CR37_RCCDComplaintReport-Webpage-2019](#)
- [CR38_CCCCO-Complaint-Webpage-2019](#)
- [CR39_ACCJC-Complaint-Webpage-2019](#)
- [CR40_NC-Complaint-Webpage-2019](#)
- [CR41_Accreditation-Webpage-2019](#)
- [CR42_Programs-Webpage-2019](#)
- [CR43_DrMillsMemo_9-25-18](#)
- [CR44_A-ZDirectory-Webpage-2019](#)
- [CR45_Accreditation-Webpage-2019](#)
- [CR46_Links-to-Accreditation-Webpage-2019](#)
- [CR47_RCCD-Audit-2018](#)
- [CR48_RCCD-Audit-2017](#)
- [CR49_RCCD-Audit-2016](#)
- [CR50_NSDLS-defaults_10-10-19](#)

G. Institutional Analysis

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.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The College's mission statement, published on the website, clearly defines its purpose, population, types of degrees/credentials, and commitment to student learning and achievement ([1-01](#)). The College's mission is included in BP 1200: District Mission ([1-02](#)).

The purposes described in the mission statement that guided the College from 2012 to fall 2019 are to "provide foundational skills and pathways to transfer, career and technical education, certificates and degrees." This purpose statement encompasses the varied educational goals of students from skill development to pathways leading to certificates, degrees, and transfer. This purpose definition also shows the types of degrees and credentials offered. The intended population is broadly stated as "students"; however, the mission statement also assumes this population will have an impact on the community and workforce through their experience and training at the College. Finally, commitment to student learning and achievement is captured in the statement: "We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies."

The College's new mission statement, with expected adoption in fall 2019 along with the revised Educational Master Plan, also defines the purpose, population, types of degrees/credentials, and commitment to student learning and achievement:

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

The new mission describes purpose, saying the College “inspires a diverse student body by an inclusive innovative approach to learning,” is “a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships,” and “encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.” The mission identifies the student population as “diverse” with varied goals of seeking “transfer, professional, career and technical education, certificates, and degrees.” This population will have an impact on the community and workforce. The statement also shows the types of degrees and credentials offered. The College’s commitment to student learning and achievement is shown by active verbs such as “inspires a diverse student body” and “encourages self-empowerment.” The statement also indicates commitment to student learning and achievement through the College’s dedication “to transforming the lives of students, employees, and community.”

Analysis and Evaluation

The College’s mission statement describes the institution’s educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. While the new mission statement has not been in place long enough to be thoroughly assessed, the previous mission statement, which guided the institution from 2012 to 2019, was consistently assessed and, like the current mission, included the required components of the Standard.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The Educational Master Plan and Strategic Plan goals and objectives provide metrics for progress toward achieving the mission and are an excellent source of evidence supporting this Standard. The 2013-2018 Strategic Plan (extended to 2019) included seven goals comprised of 44 objectives, which have 99 metrics in the areas of student success, access, student life, community partnerships, student learning, planning processes, and commitment to employees (2-01). The data comprising the strategic goals are reviewed annually to determine progress in meeting five-year benchmarks. This review is required by the annual evaluation procedures for planning known as Policy 2010-01 (2-02). As of the latest review of progress, 69 out of the 99 metrics were at or above 90 percent of accomplishing five-year targets. These numbers represent approximately 70 percent goal completion or mission accomplishment (2-03). In addition, the College administers the Institutional Effectiveness and Planning Survey to the college at large on an annual basis. Institutional Effectiveness and Planning Survey results show that close to the majority of employees consider their perspective programs/services to have a strong impact on the college mission (2-04). Additionally, responses from employees to questions on achieving the mission and confidence in the direction the College is planning for the future were both above 87 percent in agreement. On the question regarding whether the mission statement guided institutional planning, 98 percent of employees indicated agreement (2-05). These data provide direct and

indirect assessment evidence that the institution uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting student needs.

One of the most dramatic examples of data guiding institutional priorities was through the impact of the Data Story (2-06). These data came from a cohort analysis of all incoming students in fall 2010. Several of the outcomes were compelling, but the most impactful was that only 9.8 percent of this cohort completed a degree or certificate in four years. These data ultimately resulted in the implementation of an institution-wide Completion Initiative, which ultimately became Guided Pathways.

Analysis and Evaluation

The College uses data to determine how effectively it is accomplishing its mission through the annual review of Educational Master Plan and Strategic Plan goals, which is an amalgam of Scorecard metrics and local metrics, and gathers constituency input on achievement of the mission through the Institutional Effectiveness and Planning Survey. In addition, through data gathered on cohorts in fall 2010, the institution has drastically reorganized itself around Guided Pathways and redirected priorities to better achieve its mission of student success. The new Educational Master Plan, to be completed in fall 2019, similarly reveals a fundamental reliance on mission-related data. Chapter 7 of the new Educational Master Plan aligns college goals with District Strategic Plan and statewide Vision for Success goals (2-07). Beginning with the 2019-2020 academic year, the College will assess its accomplishments for this Educational Master Plan using streamlined metrics aligned with the revised goals.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The College offers a comprehensive set of services and programs focused on meeting student needs as stated in the college mission. In the words of the mission, these services support the College's "inclusive, innovative approach to learning" and provide students with "pathways to transfer, career and technical education, certificates and degrees." These services are in the areas of enrollment/onboarding, student financial support, counseling and transfer, student support services, student life, and other services including safety, outreach to K-12, and library/learning support. The Student Handbook provides a listing of all services and resources available that will support student success and learning throughout each student's academic career (3-01).

The College provides a full array of degrees and certificate programs related to "pathways to transfer, career and technical education, certificates and degrees," as stated in the mission:

- 29 state-approved certificates and 17 locally approved certificates, focused on

- meeting the labor-market needs of the community;
- 7 area-of-emphasis (AOE) degrees for students interested in interdisciplinary studies;
- 23 associate degrees for transfer (ADTs) to support a smooth transfer experience into the CSU or UC system for students in pursuit of a bachelor's degree.

These degrees and certificates are detailed in the College Catalog ([3-02](#)).

The College's programs and services are aligned with its mission through several aspects of the integrated planning process as outlined in the Strategic Plan and Process and in the Facilities Master Plan documents ([3-03](#), [3-04](#)). To ensure alignment occurs in decision-making, planning, and resource allocation, all programs and services are required to show how their goals and resource requests align with the college mission and Educational Master Plan goals through the program review process, as shown in program review documents ([3-05](#), [3-06](#), [3-07](#)). Another process which addresses alignment of the mission with planning and decision-making is the seven-part evaluation procedure for planning and budgeting ([3-08](#)).

Analysis and Evaluation

As evidenced by college planning documents, the mission is foundational to programs and services offered, as well as to planning, resource allocation, and decision-making processes. The integrated planning process, including program review, uses the mission and institutional goals as a guide for resource allocation and strategic directions on an annual basis, and the seven evaluation procedures ensure that mission alignment in decision-making, resulting in resource allocation, remains core to the process.

Though all elements of the evaluation procedures pertain to alignment with the mission, three directly assess this topic: the Report of Effectiveness of the Academic Senate and Senate Standing Committees, the memorandum from the president to the College, and the Institutional Effectiveness and Planning Survey. The report, memo from the president, and survey address the connection of mission and student learning, and discuss methods for improvement.

The 2019 Educational Master Plan and the Strategic Plan (in development during the 2019-2020 academic year) are similarly aligned with the revised mission and will be used for planning and resource allocation moving forward.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The college mission statement 2012-2019 was approved by the Board of Trustees on August 21, 2012 ([4-01](#)) and is published on the college website ([4-02](#)). The mission is published in all official documents, including the Catalog ([4-03](#)). As further evidence of the effort to widely promote the mission, many of the strategic planning committees and councils, for

example, Committee of the Whole and the Institutional Strategic Planning Council (ISPC) ([4-04](#), [4-05](#)), publish the statement at the bottom of their agendas, and the mission statement appears on the Regular Update newsletter ([4-06](#)).

Formal review of the mission statement occurs every five years corresponding to the timeline for revision of the Strategic Plan, as documented in the Procedure for Review of the Mission Statement, approved by the Committee of the Whole in 2013 ([4-07](#)). The College used this process to revise its mission during the 2018-2019 academic year. The process began in spring 2018 with ISPC ([4-08](#)) and is completed with college approval of the Educational Master Plan ([4-09](#), [4-10](#)). The mission statement will go to the Board of Trustees for approval along with the revised Educational Master Plan in fall 2019. In addition to the formal review cycle, the mission is reviewed annually through the Academic Senate Survey of Effectiveness and the Institutional Effectiveness and Planning Survey, distributed to all Academic Senate standing committees and all strategic planning committees ([4-11](#), [4-12](#)). The specific question that assesses the mission is “How does the purpose of this committee align well with the College mission?” Committees report regularly to ISPC, and their reports include alignment with the mission. Examples include the Safety Committee’s report on May 1, 2019 ([4-13](#)) and the Technology Committee’s report on April 3, 2019 ([4-14](#)).

Analysis and Evaluation

The College’s mission has been approved by the governing board and is published widely. There is an existing procedure articulating that formal review of the mission will occur on a five-year basis, and the College followed this process for revision of the mission statement in 2018-2019. To provide annual input on the college mission, all committees are assessed on the mission and its alignment and relevancy to the committee’s purpose.

Conclusions on Standard I.A. Mission

The mission provides a focus for the College’s educational purposes, population, completion outcomes, and ongoing commitment to student learning and achievement. To maintain progress on how the institution is achieving these outcomes, the College reports on annual progress on institutional goals and data-direct institutional priorities. Programs and services align with the institutional mission through planning and analysis of data and program review. For the purpose of institutional improvement, the mission statement is reviewed every five years corresponding to the creation of the new Strategic Plan, most recently in 2018-2019. The mission is central to the College’s vision for its programs and students and guides its initiatives.

Evidence List

- [1-01 MissionValues 6-25-18](#)
- [1-02 BP-1200-Mission](#)
- [2-01 StrategicPlan 2013-18](#)
- [2-02 NC-Policy 2010-01](#)
- [2-03 EMPAnnualReport-2018](#)

- [2-04 IEP-Survey 18-19](#)
 - [2-05 IEP-Survey 18-19](#)
 - [2-06 Data Story-CI](#)
 - [2-07 EMP-IntergratdPlan-2030](#)
 - [3-01 Services-StudentHB-2018](#)
 - [3-02 NC-Deg-Cert-Catalog-2019](#)
 - [3-03 Mission-StrategicPlan 2013-18](#)
 - [3-04 Mission-NC-FMP-2013](#)
 - [3-05 PR-ANT-Goal Align-5-10-18](#)
 - [3-06 PR-PSY-Goal Align-5-9-18](#)
 - [3-07 PR-Start-Webpage-2019](#)
 - [3-08 NC-Policy 2010-01](#)
 - [4-01 BOT-Minutes 8-21-2012](#)
 - [4-02 Mission-Webpage-2019](#)
 - [4-03 Mission-Catalog-19-20](#)
 - [4-04 COTW-Agenda 11-7-19](#)
 - [4-05 ISPC-Agenda 10-17-18](#)
 - [4-06 RegularUpdate 4-19-19](#)
 - [4-07 Review-of-Mission 3-26-2013](#)
 - [4-08 ISPC-Minutes 3-7-18](#)
 - [4-09 ISPC-Minutes 5-15-19](#)
 - [4-10 Reece-EMP-email 5-23-19](#)
 - [4-11 NAS-Effectiveness-Survey-Layout-2019](#)
 - [4-12 IEP-Survey-Layout-2019](#)
 - [4-13 SafetyCommitteeReport-SPR19](#)
 - [4-14 TechCommitteeReport-SPR19](#)
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B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

As cited in the College's core commitments, the culture of The College is engrained with the values of collegiality, mutual respect, and integrity ([1-01](#)). These values have been expressed in a very healthy legacy of dialog on student outcomes through committees which have overseen areas such as student equity, strategic planning, institutional effectiveness, and student learning. To facilitate this dialog among constituency groups, within the strategic

planning councils and many college committees, there is a tri-chair structure including an administrator, a faculty member, and a classified staff member, as seen in the Business and Facilities Planning Council; the Student Services Planning Council; the Diversity, Equity, and Inclusion Committee; and the Grants Committee ([1-02](#)). To further deepen the dialog, most college committees include a student member so that the student voice will always be represented, as shown in spring 2019 membership lists for the Academic Senate, Library Advisory Committee, and Student Services Planning Council ([1-03](#)).

Regarding student equity, dialog has occurred through several committees. Initially, it was through the Student Success Committee, appearing in minutes from November 9, 2015, and May 23, 2016 ([1-04](#), [1-05](#)). An Equity Workgroup inclusive of various stakeholders was formed for implementation of the 2015-2018 Equity Plan ([1-06](#)). As part of development for the 2017-2019 Integrated Plan, an Equity Retreat was held on June 2, 2017, and included representatives from faculty, staff, and administration ([1-07](#), [1-08](#)). Equity plans were brought to college councils and the Academic Senate for dialog and approval through the governance process. To assist in implementation of the 2017-2019 Integrated Plan, the Legacy Committee was redeployed as the Diversity, Equity, and Inclusion Committee, which reinforced its strong focus on equity, as described on the committee's webpage ([1-09](#)) and in this committee's spring 2019 report to the Institutional Strategic Planning Council ([1-10](#)). Equity-focused dialog also permeates the work of the Teaching and Learning Committee, an example of which appears in a meeting of April 20, 2017 ([1-11](#)).

Dialog about institutional effectiveness (defined as improving the structures, processes, and outcomes of the College) has been robust and widespread across the College. Regarding the evaluation of planning processes outlined in Policy 2010-01 ([1-12](#)), at least six out of seven of the procedures entail a discussion of the findings and how the process or body being evaluated could be improved. A good example of dialog as well as an effective procedure for improving institutional effectiveness is found in the discussion surrounding the Report on Annual Evaluation Cycle during the ISPC Strategic Planning Retreat in December 2017 ([1-13](#)). Not only did ISPC discuss how to improve each of the processes involved in the annual evaluation procedures, but the discussion was also a higher-level meta-analysis of the procedures themselves, in essence, an assessment of the evaluation processes.

Student learning and achievement are fundamental topics for dialog at the College. Issues of student learning are discussed in standing committees of the Academic Senate. One primary example is in the Norco Assessment Committee (NAC), as shown on the committee's webpage ([1-14](#)). Since assessment of student learning is primary to the purpose of this committee, dialog around student learning abounds. One newly added agenda item which has increased dialog in NAC to an even greater degree is "assessment highlights." The purpose of this section is to highlight a topic of interest that is related to assessment but brings up a larger issue rather than dealing with only logistical tasks. An example can be found in the May 2018 discussion surrounding the Ensuring Learning pillar of the Guided Pathways model promoted by the state Chancellor's Office ([1-15](#)). Educational Master Plan/Strategic Plan goals and objectives have been assigned to various strategic planning committees, and these goals are discussed routinely by each committee ([1-16](#)). This discussion culminates in a

report to ISPC each semester on progress made on assigned objectives, such as reports found in the ISPC minutes of March 6, 2019 ([1-17](#)).

Analysis and Evaluation

As shown in committee and council minutes as well as college procedures, dialog and discussion are firmly integrated into the evaluation processes and committee structure of the institution. This is further evidenced through the tri-chair committee design and the inclusion of students on each of the strategic planning committees. Issues of student outcomes, student equity, academic quality, institutional effectiveness, and student learning and achievement receive robust dialog through committees and summits. As a feedback and accountability loop, each committee reports to ISPC each semester on progress made on Educational Master Plan/Strategic Plan goals.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Student learning outcomes (SLOs) are defined for each program at the College, as shown in the College Catalog and Nuventive, the program that houses assessment information ([2-01](#), [2-02](#)). To complete the curriculum process, each program and course outline of record must include learning outcomes. Evidence of this process can be seen in the Nuventive software reports showing all courses and programs with updated SLOs ([2-03](#), [2-04](#)). All courses and programs are on a six-year cycle of assessment, and appropriate disciplines are keeping assessment current, as shown on the SLO spreadsheet ([2-05](#)). This spreadsheet copy shows a snapshot of SLO assessment-in-progress as of November 2019; by spring 2020, the goal is for 100 percent of SLOs to be assessed. An electronic spreadsheet, updated continuously, is housed on the Assessment Committee's Faculty Toolbox webpage. The assessment cycle was approved by the Assessment Committee and requires that all course SLOs and program outcomes (PLOs) be assessed at least once during the assessment cycle ([2-06](#)). General Education Learning Outcomes (GELOs), which are also the College's institutional learning outcomes, are included as part of the six-year cycle since general education is considered a program. Assessment results for GELOs are included in the Annual Assessment Report linked on the Assessment Committee's Supporting Documents webpage ([2-07](#)).

Student services are regularly assessed and assessments are used for improvement. Evidence for assessment of these areas is found in the Student Services program review documents ([2-08](#)). Examples can be found in the spring 2018 program review for student employment ([2-09](#)) and the Career Center ([2-10](#)). Further information about Student Services assessments is found in [Standard II.C.1](#) and [Standard II.C.2](#).

The library and LRC also assess their services on a regular basis. Librarians complete program review and include assessment updates for the Library 1 course as well as goal-setting for the next three-year cycle ([2-11](#)). Academic support services also complete a program review, which includes the library and LRC service area assessments ([2-12](#)). In

addition, the library and LRC assess student learning through extensive data collection, surveys, and reports, and use these assessments as a basis for improvement, as described in [Standard II.B.3](#).

Analysis and Evaluation

College assessment documentation shows that student learning outcomes for programs (including general education) are on a six-year cycle, and disciplines are keeping assessment current. Student services and learning support also maintain a rigorous and frequent assessment of student outcomes and satisfaction. Library services are also assessed using both quantitative and qualitative measures.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College has set standards in student achievement at both aspirational and floor levels. These institution-set standards (ISS), which are based on metrics used in the USDE College Scorecard, focus improvement efforts and guide strategic planning. The aspirational standards are most clearly observed in the 2013-2018 (extended to 2019) Strategic Plan Goals One and Two and, as mentioned in [Standard I.A.2](#) and [Standard I.A.3](#), all of these goals were designed to be the operationalization of the mission, vision, and values. The goals and associated objectives that are most focused on student achievement are Goal One, Increase Student Achievement and Success, and Goal Two, Improve the Quality of Student Life ([3-01](#)).

For each of the goals and objectives, clear and measurable five-year aspirational benchmarks or standards have been set as a focus for institutional improvement. The College created an action plan indicating the committee leads for each objective, the baseline measure, and the target outcome ([3-02](#), [3-03](#)). As presented in [Standard I.A.2](#), progress toward these five-year standards is assessed each year. The Office of Institutional Effectiveness writes the Annual Progress Report on Educational Master Plan Goals, Objectives, and “Dashboard Indicators” ([3-04](#)), posts the report, and presents it to the constituencies outlined in the Policy and Procedures for Regular Evaluation of Integrated Institutional Planning, Budgeting and Decision-making Processes ([3-05](#)).

Floor standards, or the benchmark that indicates a need for significant intervention, are established each year for areas of student achievement and are posted on the Institutional Research website ([3-06](#)), as well as submitted in the Annual ACCJC Report ([3-07](#)). Floor ISS were considered and established after input from several sources including ISPC and recommendations from the Office of Institutional Effectiveness, as shown in ISPC minutes from April 3, 2019 ([3-08](#), [3-09](#)). From these discussions, it was decided that the floor ISS would be set at one-half standard deviation below the previous five-year mean. This methodology was adopted because it takes into account previous institutional history on the

metric in question, but since it is at one-half a standard deviation, downward trends in any metric will be seen promptly. If any of the metrics goes below the floor ISS for two years in a row, an institutional response is to be drafted by the Academic Senate to ameliorate this substandard performance, as shown in the Senate Recommendation Regarding Institutional Set Standards—Procedural Response ([3-10](#)).

Analysis and Evaluation

As documented by reports, minutes, and procedures, the College establishes institution-set standards (both floor and aspirational) for student achievement appropriate to its mission, monitors how well it is performing relative to these standards, and publishes this information. As of 2019, the College has aligned its standards with statewide Vision for Success and District Strategic Planning goals, as shown in Chapter 7 of the new Educational Master Plan, to be approved in fall 2019 ([3-11](#)).

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The use of data is integral to College institutional processes which, in turn, are focused on supporting student learning and achievement. All instructional, student services, and administrative units utilize program review as their primary tool for needs assessment, planning, and resource allocation, as shown in the Strategic Planning Cycle in the Strategic Plan, 2013-2018 (extended to 2019) ([4-01](#)) and the Joint Resource Allocation Prioritization Process from Program Review, revised fall 2019 ([4-02](#)). Data on student achievement are central to the program review process. As evidence of the centrality of data, program review documents show that units review longitudinal trend analyses of student success, retention, completion of degrees, and numbers of students still in progress toward completion. Examples can be found in the instructional program review for anthropology ([4-03](#)) and in the student services program review for SSS-Rise ([4-04](#)). In addition, instructional program reviews summarize student learning outcome data and use both SLO and achievement data to support resource requests, as illustrated by a 2018 anthropology program review request ([4-05](#)). This example is indicative of the data-informed culture at the College.

An example of data mobilizing and transforming the institution as a whole is the “9.8 Story” ([4-06](#)). Briefly, in 2015, a college team attended a High Impact Practices Institute and was shown that, of all students who walked through the door for the first time, only 9.8 percent of them received a degree or certificate within four years. When including transfer, the percentage went up to a little over 14 percent. For various reasons, completion rates in previous metrics had never included all first-time college students. When it was realized that only one in 10 students earned a degree or certificate within four years, the college community was inspired to act. A college completion summit and subsequent brown-bag meetings over the next two years resulted in the Completion Initiative, as documented in minutes for the Committee of the Whole and the ISPC ([4-07](#), [4-08](#), [4-09](#)). Implementation of this initiative included a collegewide reorganization around a Guided Pathways framework.

In July 2018, the College simplified and shortened the onboarding process and asked students to identify with one of four Schools (meta-majors): Arts and Humanities; Business and Management; Social and Behavioral Sciences; and Science, Technology, Engineering, and Math (STEM). The reorganization was based on research that showed significantly increased completion rates in colleges that help students identify early with a meta-major and a clear path of study in the first year. The purpose and process are described in a March 14, 2018, email from the president as well as the institutional reorganizational draft of April 23, 2018, both of which were distributed collegewide ([4-10](#), [4-11](#)).

Analysis and Evaluation

The College's institutional processes, program review being central, all utilize student achievement and learning outcomes data as a guide for institutional improvement, especially as connected to resource requests. Although these data have always been included in program reviews, an ongoing improvement effort focuses on a more seamless integration of assessment data into instructional program reviews. In preparation for the new program review cycle beginning in 2018, the College adopted Nuventive software precisely to enhance integration with assessment, as this is the same software used for assessment and the software was expected to strengthen integration. In the end, the new software did not connect assessment data in program review in the way we had expected, as assessment data were imported into the 2018 program review documents only as a pdf attachment. However, in their program reviews, faculty did comment on assessments over the previous three years, and they were provided an opportunity to record a summary of assessment activities. Also, the Assessment Committee produced its annual assessment report as usual. At the end of the first iteration of the new program review cycle, the College began evaluation and planning for improvement, as shown in minutes from the Assessment Committee in fall 2018 ([4-12](#), [4-13](#), [4-14](#)). To ensure a clearer connection for assessment and program review before the next program review cycle in 2021, plans in progress as of fall 2019 include the District's recent purchase of the software's managed services, regular meetings of Assessment Committee and Program Committee co-chairs with Nuventive beginning in November 2019, and review of other colleges' program reviews to view models and consider options.

A specific example of data-guided decision-making is found in the College's Completion Initiative, now Guided Pathways. This level of commitment to data is indicative of the data-guided culture at the College.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

To assess accomplishment of the college mission, all academic, student services, and administrative units engage in program review on a three-year cycle. Program review involves both long-term and annual planning. [Standards II.A.2](#), [II.A.7](#), [II.C.2](#), and [II.C.7](#) provide some examples of planning and improvements resulting from program reviews. [Standard I.A.3](#) shows that, as part of the planning process, units are asked to show how goals and resource allocation requests support the Educational Master Plan goals, thereby explicitly linking each unit's requests and proposals to the stated goals of the College's mission. In fact, the program review template begins with presentation of the college mission and vision ([5-01](#), [5-02](#), [5-03](#)). Program review documents from any of the College's units provide solid evidence of this connection. For example, unit goals in the 2018 program reviews for psychology, the Assessment Center, and College Police show how an instructional, student services, and administrative unit completes the program review template by providing links to strategic planning goals and objectives ([5-04](#), [5-05](#), [5-06](#)). Also, the resource requests for the psychology instructional unit show how these requests are mapped to strategic planning goals and objectives ([5-07](#)).

Additionally, as described in [Standard I.B.7](#), the College as a whole evaluates its progress through various surveys and data presentations, including the Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators," the Institutional Effectiveness and Planning Survey, the Community College Survey of Student Engagement (CCSSE), and the Student Success Scorecard ([5-08](#), [5-09](#), [5-10](#), [5-11](#)).

Instructional faculty assess student learning outcomes (SLOs) and student achievement and record assessments in Nuventive assessment software, as shown in a screenshot of assessments for game development (GAM) courses ([5-12](#)). The Norco Assessment Committee (NAC) oversees policy and practices related to assessment of SLOs, as described on its webpage ([5-13](#)). NAC provides numerous resources to support the collection and analysis of SLO data, including online guides, such as the SLO Assessment Guidelines ([5-14](#)), and in-person assessment workshops conducted by NAC members, such as the weekly assessment drop-in hour ([5-15](#)). NAC also produces an Annual Assessment Report that summarizes the state of assessment at the College ([5-16](#)). Additionally, student achievement is evaluated at the college level as part of publications, including Institution-Set Standards and the Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators" ([5-17](#), [5-18](#)).

The Office of Institutional Effectiveness provides data disaggregated by program type and mode of delivery for all faculty conducting course assessments and instructional program review. This information is available on the Institutional Research webpage ([5-19](#)), and data can be accessed by discipline through use of a pull-down menu. Faculty are presented with success and retention rates for face-to-face, hybrid, and online modalities and use this data as part of course and program evaluation. An example is found in the 2018 program review for political science ([5-20](#), [5-21](#)).

Analysis and Evaluation

Documents and reports show that the College engages in regular program review as well as assessment of SLOs and student achievement. Findings from program reviews are used for improvements and are accessible to multiple stakeholders within the College through the College's website. In fact, with the College's new three-year cycle for program review, begun in spring 2018, there was 100 percent submission of program reviews from units at the College. Program review data are disaggregated by program type and mode of delivery.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Student learning outcomes data can be disaggregated by subpopulations of students via Nuventive. Because large sample sizes are required for meaningful outcomes, disaggregated analysis is usually accomplished at the program level with general education learning outcomes (GELOs) and on larger programs such as the area of emphasis (AOE) degree, as shown in a GELO summary and a Communications, Media, and Languages AOE PLO assessment summary from spring 2018 ([6-01](#), [6-02](#)). The process for assessing these programs is by selecting faculty who are teaching courses that map to the GELO or AOE program learning outcomes (PLO). These faculty are then sent rosters of their classes on which they score students on a rubric. Faculty choose the appropriate artifact in their class that maps to the GELO or AOE. After all faculty have evaluated their students on the rubric, the scores are automatically uploaded to Nuventive. Since the roster includes student ID numbers, the Office of Institutional Effectiveness performs analysis with disaggregation by student subpopulations. Faculty leads are then sent these data and a dialog session is conducted by the NAC, as shown in workshop notes from November 28, 2018 ([6-03](#)).

Individual academic departments and student services units disaggregate and examine achievement data (both student and institutional) for subpopulations of students. The Office of Institutional Effectiveness makes this information available online ([6-04](#)). The institution regularly evaluates student success and student services using disaggregated data, including in the Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators" and the Integrated Plan, 2017-2019 ([6-05](#), [6-06](#)).

In responses to this analysis, the College has implemented strategies to address equity gaps, primarily via the Guided Pathways/Completion Initiative, as this significant restructuring of the College was, in part, motivated by performance gaps identified in student success data, as described in [Standard I.B.4](#). Reforms include the restructuring of academic units into meta-majors or Schools, the development of guided pathways, including "trailheads," for all majors, and the development of stronger student support mechanisms, as shown in the Guided Pathways Self-Assessment ([6-07](#)). As Guided Pathways is fully implemented, the College will regularly evaluate success in these reforms during the annual cycle of evaluation

and assessment. In addition to Guided Pathways, the College engages in planning and assessment of equity programs via the Student Equity Plan ([6-08](#)).

In the 2018-2019 academic year, the College initiated additional data-driven measures to provide greater focus on and support for student equity. For example, in fall 2018, a retreat for recently hired faculty focused on equity-minded teaching, as reported in the Regular Update newsletter ([6-09](#)). In spring 2019, faculty who had attended training at the Center for Urban Education at USC led workshops on equity-minded teaching, and guest speakers visited the College for a series of equity presentations in May, reported in the Regular Update as well ([6-10](#), [6-11](#)). Also in spring 2019, a Professional Development Plan was put in place as the result of a team who participated in the RP Group's Leading from the Middle program. This plan includes a number of activities related to dissemination of disaggregated data as well as initiatives to employ data in the service of greater equity ([6-12](#)).

Analysis and Evaluation

The institution as a whole regularly uses disaggregated data in its decision-making processes. In response to equity gaps identified by disaggregated data, the College has, through Guided Pathways/Completion Initiative, significantly revised its structures and procedures to better meet the needs of disadvantaged communities. In addition, through initiatives such as equity-minded workshops and the new Professional Development Plan, more work is in process to support the use of disaggregated data to continually monitor for performance gaps and implement strategies to mitigate those gaps. The College engages in ongoing assessment of these efforts.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College regularly evaluates its policies and practices through review of strategic goals and objectives as well as surveys.

Two main institutional evaluation reports are the Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators" and the Report on the Annual Evaluation Cycle. The Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators" reports on evaluation of the College's policies and practices, how policies and practices are affecting student success, and whether the College's goals are being met ([7-01](#)). Also, as described in [Standard I.B.1](#), the College employs the Policy and Procedures for Regular Evaluation of Integrated Planning, Budgeting and Decision-Making Processes ([7-02](#)). The Report on the Annual Evaluation Cycle presents the activities during the academic year that fulfilled the procedures and ensured regular evaluation of the established decision-making structure ([7-03](#)).

In alignment with the 2013-2018 Strategic Plan (extended to 2019), the College set up action plans for each of the planning goals and objectives, assigning committees responsibility for specific objectives and activities (7-04). Committees' annual reports to ISPC include actions implemented to progress in meeting college goals and objectives, as exemplified in the Academic Senate's spring 2018 report (7-05).

In addition, the Institutional Effectiveness and Planning Survey, sent to staff, faculty, and administrators, is a self-evaluation to determine whether the College is achieving the goals, as stated in its mission statement, through its current policies and practices (7-06).

The process of completing instructional, student services, and administrative program review also provides an opportunity to review policies and practices. As described in program review documents, program reviews are conducted on a triannual basis and include analysis of changes within the unit as well as new resource needs as part of the College's strategic planning process (7-07, 7-08, 7-09). In addition, the Program Review Committee regularly evaluates program review processes. For example, in April 2019, the committee reviewed a first draft of a document titled Resource Allocations Process through Program Review (7-10), a discussion that continued into the fall 2019 committee meetings, as shown by the agenda for the September meeting (7-11, 7-12, 7-13).

Analysis and Evaluation

The College takes several steps to evaluate its policies and practices—in particular, reports on Educational Master Plan strategic goals and objectives as well as surveys and utilization of the program review process—to assure that procedures and practices effectively support continuous quality improvement and accomplishment of the mission.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

In order to ensure that employees and students understand assessment and evaluation results as well as the institution's strengths, weaknesses, and priorities, the College presents information through several venues. For example, program review dashboards are posted on the Institutional Research website (8-01). These interactive dashboards enable the user to filter across various parameters (for example, year, discipline, ethnicity) to evaluate course efficiency and student success rates by student service program, among other metrics. In addition, the College publishes evaluation reports on the Institutional Research webpage (8-02). These reports include the annual Institutional Effectiveness and Planning Survey, which evaluates the governance processes, and the Annual Progress Report on Educational Master Plan, Goals, Objectives, and "Dashboard Indicators." Institutional Research reports are discussed with ISPC, as shown in minutes of November 7, 2018 (8-03), and may also be presented at Committee of the Whole, as indicated in minutes from December 7, 2017 (8-04).

NAC communicates the results of learning assessments. To ensure accessibility, assessment reports are available on the Assessment Committee webpage (8-05). Faculty from all Academic Departments sit on the Assessment Committee (8-06), and these faculty are charged with reporting out to their academic departments. In addition, the Assessment Committee reports to the Academic Senate, as shown in minutes from December 3, 2018 (8-07). Ongoing trainings include First Fridays orientation sessions for new full-time faculty, such as the assessment presentation in fall 2018 (8-08), as well as assessment workshops throughout the academic year, as exemplified by a September 6, 2019 “nor-all” email from the faculty assessment coordinator (8-09). Assessment activities also are shared with the College via “nor-all” email, as in the June 7, 2019, email from the faculty assessment coordinator (8-10). Other opportunities for communicating with the college community include Flex Day activities, as exemplified in the spring 2019 schedule (8-11).

Beginning November 2017, the Regular Update newsletter, organized around college strategic goals, has provided information to the campus. In particular, regular features, often titled Communicating Quality, provide updates about assessment and evaluation activities. The newsletter is distributed via the “nor-all” email listserv every two weeks during the fall and spring semesters (less frequently during winter and summer) and archived on the president’s webpage (8-12). An example can be found in a GELO assessment report on page 5 of the December 14, 2018, Regular Update (8-13), and a Communicating Quality item on the one-year completion rate of transfer-level English and math appears on page 8 of the April 19, 2019 issue (8-14).

The College’s early participation in Guided Pathways exemplifies its utilization of shared knowledge and understanding of institutional strengths and weaknesses to set institutional priorities for improvement of student learning and achievement, as shown in the Guided Pathways Action Plan of spring 2018 (8-15).

Analysis and Evaluation

Reports and other communications show that the College broadly communicates to stakeholders about its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. Discussions in college councils and committees ensure this shared understanding. An example of a resulting priority is the Completion Initiative, now Guided Pathways, as described in [Standard I.A.2](#). Another example is seen in development of the new Educational Master Plan, to be completed in fall 2019, informed by SWOT analyses for each of three strategic directions: Student Transformation, Regional Transformation, and College Transformation (8-16).

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The Strategic Plan and Process combines program review, key planning processes, and resource allocation to provide institutional goals spanning multiple years. As documented in the Strategic Plan 2013-2018 (extended to 2019), steps in the comprehensive planning cycle arise from the College's mission, vision, and values, and are driven by institutional goals and evaluations (9-01). This process enables the College to evaluate its progress towards achieving its mission and provides a transparent platform of targets and goals.

To accomplish its mission and improve institutional effectiveness and academic quality, the College conducts program review on a regular basis, as described in [Standard I.B.5](#). Beginning in the 2017-2018 academic year, the College implemented a three-year cycle, with optional annual updates primarily for resource requests, as shown in the Program Review Timeline (9-02) and the flowcharts for instructional, administrative, and student services program review (9-03). The combination of the instructional, student services, and administrative program reviews engages all major units of the College to assess each program's strengths, weaknesses, planning, and resource allocation. As explained in [Standard I.A.3](#), each unit aligns its goals with strategic planning goals. Program review also requires units to state the program's personnel, equipment, technological, and facility needs and anticipated costs for the next two or three years. Each unit is required to state the justification for the need and how it aligns with the Educational Master Plan, as explained in [Standard I.A.3](#) and shown in the program review resource requests for counseling (student services), the deans of instruction/instruction program review (administrative), and anthropology (instructional) (9-04, 9-05, 9-06). Units are also expected to list any long-term needs that are anticipated to cost more than \$20,000, as shown in a request for an early childhood education center/lab school in the 2018 program review (9-07). Program review enables the College to have short- and long-term budget and resource allocation planning. Examples of improvements based on program review can be found in the 2018 program review for counseling, which discusses findings related to students' use of career exploration resources (9-08), and in the 2018 program review for anthropology, which reflects on the impacts of resources received as well as curriculum changes as a result of assessment (9-09).

Analysis and Evaluation

The College's Strategic Plan and Process has supported broad-based, systematic evaluation and planning through integration of program review, institutional planning, and resource allocation into a comprehensive document that aims to achieve the College's mission and improve institutional effectiveness and academic quality. The Strategic Plan is being revised in 2019-2020 in alignment with the new Educational Master Plan. Additionally, in 2019-2020 the Program Review Committee is developing a Program Review Process document to record how the College's continuous improvement process begins with program review, how program review informs decision-making and the resource allocation process, and how program review serves as the basis for strategic planning at the College.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Academic quality and institutional effectiveness are core themes at the College, as demonstrated through robust and pervasive dialog regarding student achievement and student learning outcomes. SLOs have been defined and are on a cycle of assessment which provides feedback to instructional and student support services. SLOs and student achievement data are part of program review and integral to the assessment of mission accomplishment. In order for the College to continuously improve, institution-set standards are set at both floor and aspirational levels, and these data are used to organize institutional processes. In order to identify potential gaps at a more granular level, SLO and achievement data are disaggregated by student subgroups. In addition, policies and procedures related to services, resource allocation, and governance processes are assessed on an annual basis. Planning processes and resource allocation decisions, both current processes and those undergoing revision in 2019, are based on program review, and results of all processes, including student learning and achievement, are communicated broadly to the College at large and to the local community.

Evidence List

- [1-01_Core-Commitments-Webpage-2019](#)
- [1-02_Tri-Chair-Evidence-2019](#)
- [1-03_StudentRep-2019](#)
- [1-04_SSC-Minutes_11-9-15](#)
- [1-05_SSC-Minutes_5-23-16](#)
- [1-06_EquityPlan-p16-2015-18](#)
- [1-07_PlanningRetreat_6-2-17](#)
- [1-08_IntegratedPlan-Agenda_6-2-17](#)
- [1-09_DEI-Webpage-2019](#)
- [1-10_DEI-Report-ISPC-SPR19](#)
- [1-11_TLC-Minutes_4-20-17](#)
- [1-12_NC-Policy-2010-01](#)
- [1-13_ISPC-Minutes_12-8-17](#)
- [1-14_NAC-Webpage-2019](#)
- [1-15_NAC-Minutes_5-24-2018](#)
- [1-16_SP-Goals-Committees-Map-2013-18](#)
- [1-17_ISPC-Minutes-3-6-19](#)
- [2-01_PLOs-Catalog-2019-20](#)
- [2-02_All-PLOs-Nuventive-2019](#)
- [2-03_SLO-PSY-Nuventive-2019](#)
- [2-04_PLO-PSY-Nuventive-2019](#)
- [2-05_SLO-Spreadsheet-2019](#)
- [2-06_NAC-Minutes_3-22-18](#)
- [2-07_GELO-AssessmentReport-2017-18](#)
- [2-08_SS-PeerReviewAssessment-SPR18](#)
- [2-09_SS-PR-Report-StudentEmp-SPR18](#)
- [2-10_SS-PR-Report-CareerCenter-SPR18](#)
- [2-11_LIB-Goals-Asses-PR-2018](#)

- 2-12_AcademicSS-PR-2018
- 3-01_SP-Goals-2012
- 3-02_ActionPlan-Goal1_2013-18
- 3-03_ActionPlan-Goal2_2013-18
- 3-04_NC-ReportEMPGoals-2018
- 3-05_NC-Policy-2010-01
- 3-06_ISS-Report-2018
- 3-07_NC-ACCJCReport-2019
- 3-08_ISPC-Minutes_4-3-19
- 3-09_ISS-PPT-ISPC_4-3-19
- 3-10_ISS-Procedural-Response-2017
- 3-11_EMP-IntergratdPlan-2030
- 4-01_Cycle-StratigicPlan-2013-18
- 4-02_ResourceAllocationProcess-9-18-19
- 4-03_ANT-PR-Data-Analysis-2018
- 4-04_SSS-RISE-PR-2017-18
- 4-05_INST-ANT-PR-Report-Spr18
- 4-06_DataStory-CI-2015
- 4-07_COTW_Minutes_5-24-16
- 4-08_ISPC-Minutes_9-7-16
- 4-09_COTW-Minutes_3-23-17
- 4-10_ReeceReOrgEmail_3-14-18
- 4-11_NCReOrg-Chart_4-23-18
- 4-12_NAC-Minutes_4-26-18
- 4-13_NAC-Minutes_9-12-18
- 4-14_NAC-Minutes_10-10-18
- 5-01_INST-PR-Template-2019
- 5-02_StudentS-PR-Template-2019
- 5-03_AdminS-PR-Template-2019
- 5-04_PSY-PR-Report-2018
- 5-05_ASSE_CTR-PR-Report-2018
- 5-06_CollegePolice-PR-Report-2018
- 5-07_PSY-PR-ResourceRequest-2018
- 5-08_EMPAnnualReport-2018
- 5-09_IEP-Survey-2018
- 5-10_CCSSE-NC-2019
- 5-11_SSScorecard-2018
- 5-12_Nuventive-GAM-2019
- 5-13_NAC-Webpage-2019
- 5-14_SLO_Assessment_Guidelines-2015
- 5-15_Email-AssessmentDropIn-2019
- 5-16_AssessmentReport-2017-18
- 5-17_NC-ISS-Report-2018
- 5-18_EMPAnnualReport-2018

- 5-19_IR-Data-Webpage-2019
- 5-20_POL-PR-Metrics-2018
- 5-21_PLO-SuccessDashboard-IR-2019
- 6-01_GELO_SDGA-Summary-SPR18
- 6-02_AOE_CML-PLO-3-Summary-SPR18
- 6-03_PLO-GELO_WS_Notes_11-28-18
- 6-04-IE-Data-Dashboards-Website-2019
- 6-05_DissagDataEMPReport-2018
- 6-06_IntegratedPlan-2017-19
- 6-07_GP-SelfAssessment-2017
- 6-08_Student-Equity-Plan-2015-18
- 6-09_RegularUpdate_11-16-18
- 6-10_RegularUpdate_3-8-2019
- 6-11_RegularUpdate_5-17-2019
- 6-12_Data-PD-Plan-2019
- 7-01_Evaluation-EMP-Report-2018
- 7-02_NC-Policy-2010-01
- 7-03_AnnEvalReportP-2017-18
- 7-04_ActionPlan-Goals1-7_2013-18
- 7-05_NAS-AnnualReport-ISPC_6-6-18
- 7-06_IEP-Survey-pg1-2018
- 7-07_INST-PR-Template-2019
- 7-08_StudentS-PR-Template-2019
- 7-09_AdminS-PR-Template-2019
- 7-10_PRC-Minutes_4-25-19
- 7-11_PRC-Agenda-9-26-19
- 7-12_PR-Timeline_10-14-19
- 7-13_PR-Flowcharts-2019
- 8-01_IR-Dashboard-Webpages-2019
- 8-02_IR-Webpage-Reports-2019
- 8-03_ISPC-Minutes_11-7-2018
- 8-04_COTW-Minutes_12-7-17
- 8-05_NAC-SupDoc-Webpage-2019
- 8-06_NAC-FacultyMembers-2019
- 8-07_NAS-Minutes_12-3-18
- 8-08_FirstFirdays-10-5-19
- 8-09_Workshops-Email-9-6-19
- 8-10_Assessment-Email-SPR19
- 8-11_FLEX-Agenda-SPR19
- 8-12_RegUpdate-Webpage-2019
- 8-13_RegUpdate_12-14-18
- 8-14_RegUpdate_4-19-19
- 8-15_GP-ActionPlan-SPR18
- 8-16_SWOT-NC-EMP-DRAFT-2019

- [9-01_PlanningCycle-SP-2013-18](#)
 - [9-02_PR-Timeline_10-14-19](#)
 - [9-03_PR-Flowcharts-2019](#)
 - [9-04_Counseling-Resource-PR-2018](#)
 - [9-05_DOI-Instruction-PR-2018](#)
 - [9-06_ANT-PR-2108](#)
 - [9-07_ECE-Resource-PR-2018](#)
 - [9-08_Counseling-Improvement-PR-2018](#)
 - [9-09_ANT-Improvement-PR-2018](#)
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C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College assures the clarity, accuracy, and integrity of information provided through the College Catalog; on the website, social media, and the computer application Grad Guru; and other publications regarding the mission statement, learning outcomes, educational programs, and student support services.

The Catalog ([1-01](#)) is available on the website. The College follows a regular review cycle coordinated by the District Office of Educational Services, as indicated in the district vice chancellor's memo on Curriculum Review, Catalog and Timelines of September 25, 2018 ([1-02](#)). Districtwide policies in the Catalog are reviewed and edited by the District Office of Educational Services. For college-specific elements, the College's instructional programs support coordinator annually coordinates the Catalog review, which is conducted by area managers, to ensure clarity, accuracy, and integrity related to the mission and information on student support services, learning outcomes, and the accredited status of the College. Ultimate responsibility for college elements of the Catalog resides in the Office of Academic Affairs and, for district elements, in the Office of Educational Services.

Class schedules are provided through WebAdvisor, the primary portal for students to access this information ([1-03](#)). WebAdvisor pulls directly from Colleague (the District's student information system), the most authoritative version of schedule data, which ensures that schedule data is accurate. In addition, the College publishes the class schedule for students via the College's webpage in an even more user-friendly format ([1-04](#)), accessible through a Class Search button on the college homepage as well as through a Class Search link on the website A-Z Directory. This schedule is based on data extracted from Colleague on a daily

basis. Also, a pdf of the current term's class schedule ([1-05](#)) is available on the Class Schedule/Academic Calendar webpage ([1-06](#)), accessible through a link on the bottom of the homepage. This schedule is compiled by district Information Technology, Creative Services, and Educational Services from the course schedule provided by the College.

Course-level student learning outcomes (SLOs) are clearly and accurately communicated. SLOs are identified on course syllabi shells available to faculty for all courses taught at the College ([1-07](#)), for example, the syllabus shell for Accounting 1A ([1-08](#)). The Academic Senate created the standardized syllabus shell to provide integrity of information and consistency as well as maintain clear communication of SLOs and important college information to students. The Academic Senate, working with the deans of instruction, is monitoring the syllabi and the shells, as shown in senate meeting minutes from spring 2019 ([1-09](#), [1-10](#)). Currently updating the syllabus shells is a manual process done through the Office of Institutional Effectiveness, but as noted in Academic Senate minutes from April 15, 2019, the College is moving to an electronic system and expects it will be in place by spring 2020. The electronic system will pull updates and information from CurriQunet. Faculty submit their syllabi for all courses to the electronic college repository, as directed in the Faculty Guide ([1-11](#)). Syllabi are reviewed and evaluated through the regular improvement of instruction evaluation for faculty, a process that includes faculty colleagues and the dean of instruction ([1-12](#)). Additionally, student learning outcomes are made public through course outlines of record, the content of which is overseen by the Curriculum Committee and which are available through the public portal of CurriQunet, as shown in accessing the course outline for Accounting 1A ([1-13](#)). Program learning outcomes, which the Curriculum Committee also oversees, are identified in the Catalog ([1-14](#)).

The College provides clear and accurate feedback to the community about student achievement through a variety of reports, all of which are accessible on the College's website, as described in [Standard I.B.8](#). In addition, an overview of the College's progress on strategic planning goals, including those related to student achievement, is found in The Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators" ([1-15](#)), which provides information on completion and student achievement facilitated by the College's Institutional Research department.

Pages on the website ([1-16](#)) are updated by the instructional technology specialist as requested by departments or offices at the College. Accuracy and currency of website information available to students, personnel, and the public is ensured at the department or unit level before the request is sent to the instructional technology specialist. In addition, beginning in December 2018, live and online training was provided to faculty and support staff, as approved by managers, who want to update department or unit webpages ([1-17](#)). The College's Facebook page ([1-18](#)), Twitter ([1-19](#)), and Instagram ([1-20](#)) are coordinated by the instructional production specialist who updates these media through requests and information directly from college departments or offices (for example, Student Services announcing extended hours during registration). These departments or offices are responsible for ensuring accurate and current information is provided. The College continues to improve its communication systems, as demonstrated by the recent implementation of GradGuru ([1-21](#)) for student information, also overseen by the instructional production specialist.

The accreditation status of Norco College is clearly and accurately communicated via the webpage ([1-22](#)), which is accessible within one click from the College’s homepage ([1-23](#)), and in the College Catalog ([1-24](#)). These multiple placements allow for accreditation information to be easily available to the public, demonstrating that the College has integrity in its operations. The accreditation liaison officer, assisted by the faculty accreditation co-chair, is responsible for the clarity, accuracy, and integrity of this accreditation information.

Analysis and Evaluation

The College has clear lines of responsibility and review processes in place to assure the clarity, accuracy, and integrity of information provided to students, personnel, and the public related to its mission statement, learning outcomes, educational programs, student support services, and the accreditation status in online and print sources, including the college website and catalog.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

Evidence of Meeting the Standard

The College provides an online Catalog ([2-01](#)) with precise, accurate, and current information on all facts, requirements, policies, and procedures, as demonstrated by page numbers associated with the required information in the table below:

| | |
|--|-----------|
| 1. General Information | |
| Official Name, Address, Telephone Number, and Website Address of the Institution | vii, 217 |
| Educational Mission | 2 |
| Representation of Accredited Status with ACCJC, and with Programmatic Accreditors if Any | 3-4 |
| Course, Program, and Degree Offerings | 90-206 |
| Student Learning Outcomes for Programs and Degrees | 99-120 |
| Academic Calendar and Program Length | X, 3, 4 |
| Academic Freedom Statement | 3 |
| Available Student Financial Aid | 18-21 |
| Available Learning Resources | 23, 35-36 |
| Names and Degrees of Administrators and Faculty | 209-214 |
| Names of Governing Board Members | ii |
| 2. Requirements | |
| Admissions | 4-6 |
| Student Tuition, Fees, and Other Financial Obligations | 8-10 |

| | |
|---|----------------------|
| Degrees, Certificates, Graduation and Transfer | 40-47, 65-84, 88-120 |
| 3. Major Policies and Procedures Affecting Students | |
| Academic Regulations, Including Academic Honesty | 14, 25-30 |
| Nondiscrimination | 227-231 |
| Acceptance and Transfer of Credits | 4, 6, 10, 14, |
| Transcripts | 10 |
| Grievance and Complaint Procedures | 30-34 |
| Sexual Harassment | 227-231 |
| Refund of Fees | 10 |
| 4. Locations or Publications Where Other Policies May Be Found | 227-231 |

The Catalog, easily accessible one click from the College homepage ([2-02](#)), is developed, edited, published, and reviewed annually, with curriculum additions and revisions published in the online Catalog Addendum, as shown on the list of previous years' catalogs ([2-03](#)). This review process is designed to ensure accuracy and currency and is the responsibility of the vice president of Academic Affairs in close collaboration with Student Services and the deans of instruction. The College adheres to a timeline from the District Office to ensure that the Catalog receives updates and includes timely and accurate information for the College and RCCD ([2-04](#)).

Analysis and Evaluation

The institution provides an easily accessible College Catalog with precise, accurate, and current information, addressing all facts, requirements, policies, and procedures as required. The Catalog is developed, reviewed, and published on a clear timeline to ensure accuracy.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College documents assessment of student learning and evaluation of student achievement and communicates findings on the college website and in reports to the Board of Trustees.

Program review documents are available on the college website and are accessible to the public ([3-01](#)). In addition, the Program Review Committee communicates with disciplines and individual faculty via a SharePoint site ([3-02](#)). As detailed in [Standard I.B.1](#), faculty assess SLOs at the course level, and substantial dialog around assessment occurs collegewide. Nuventive is the College repository for the work of assessment, and this data is

used to extract information for reports that are available on the Assessment Committee website ([3-03](#)) and accessible to the public, as described in [Standard I.B.8](#).

The College collects data on degree and certificate completion rates, student transfer rates, and student demographics, and publishes the data on the publicly accessible college website in the annual Progress Report on the Strategic Planning/Educational Master Plan Goals, Objectives and “Dashboard Indicators” ([3-04](#)), and updated data is available on the Institutional Research website ([3-05](#)). The Career and Technical Education homepage provides a link to gainful employment information for each of its programs ([3-06](#)), which is accessible to current and prospective students and the public.

ISPC oversees the Institution-Set Standards based on regular review of data, as discussed in [Standard I.B.3](#), and receives annual presentations of data ([3-07](#)) to assess institutional progress towards its goals.

The College regularly presents reports on matters of academic quality to the Board of Trustees, such as the reports on Guided Pathways implementation ([3-08](#), [3-09](#)) and alignment with the Vision for Success ([3-10](#), [3-11](#)). These presentations occur during open meetings and are recorded in minutes publicly accessible on the Board of Trustees webpage ([3-12](#)).

Analysis and Evaluation

Through student learning assessment, program review, and other institutional research, the College collects data on student achievement and student learning and makes determinations regarding their meaning. The institution communicates these matters of academic quality to appropriate constituencies, including current and prospective students and the public, primarily via the college website.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The College Catalog, available on the college website, describes each degree and certificate of study and the courses required to earn them ([4-01](#)). The introductory statement for each curricular pattern describes the skills a student will acquire. Course requirements and program learning outcomes are listed for each certificate and degree pattern, including course sequence where applicable. Courses are described in terms of content, number of units, prerequisites and corequisites, and potential for transferability.

Webpages for the four Schools—Arts and Humanities; Business and Management; Science, Technology, Engineering, and Math (STEM); and Social and Behavioral Sciences—also include information about degree patterns within related disciplines on pages titled Pathways and Programs ([4-02](#)).

Analysis and Evaluation

The College clearly describes its certificates and degrees, including program learning outcomes, in the Catalog, which is available online. Program descriptions include course sequence, units, and prerequisites.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The college mission drives policies and procedures that are regularly reviewed through established processes. As described in [Standard I.B.1](#), Strategic Planning Policy 2010-01, Policy and Procedures for Regular Evaluation of Integrated Institutional Planning, Budgeting, and Decision-Making Processes ([5-01](#)) outlines the review cycle for policies and procedures. The policy states its purpose this way: “to ensure that the evaluation procedures are implemented in a systematic and consistent manner and in accordance with shared governance processes.” The Academic Senate is an important participant in these processes. The senate’s constitution reads, “The Academic Senate shall concern itself with making recommendations to the College President and the District Chancellor and the District Academic Senate, and the College Vice President for Academic Affairs with respect to policy development and the implementation of matters. . .” ([5-02](#)). [Standard I.B.7](#) further discusses the College’s evaluation of policies and practices through reviews, reports, and surveys. Review and publication of the mission statement are described in [Standard I.A.4](#).

[Standard I.C.1](#) describes processes for review of college publications, including the Catalog and website.

Analysis and Evaluation

The institution regularly reviews College policies and procedures, primarily through Policy 2010-01. Through departmental processes and responsibility, the College also regularly reviews publications.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Through a number of publications, the College accurately informs current and prospective students of the total cost of education.

BP/AP 5030: Student Fees ([6-01](#)) states that all student fees will be printed in the Catalog, class schedule, and on the website. The enrollment fees (including resident, out-of-country

nonresident surcharge, health services fee, parking permit fee with information for recipients of the Community College Promise Grant [CCPG]) are listed on the College webpage, as evidenced by the list posted for the 2019-2020 academic year (6-02). Fees also are listed in the Schedule of Classes (6-03), including materials fees applicable for specific courses, Art 20 and Art 24 (6-04). The Catalog also provides information about fees (6-05) and lists materials fees for courses that require them (6-06).

The College bookstore informs students of the fees for textbooks and other supplies through its website (6-07). Faculty can submit textbook orders to the bookstore a number of ways: by ordering through the bookstore's online adoption tool, via email to the bookstore manager, or in person at the bookstore, as shown in an email to faculty from the bookstore manager (6-08). In addition, the bookstore manager sends emails to faculty, like the one linked here, and to deans for collection of accurate and complete information.

Analysis and Evaluation

The institution accurately informs current and prospective students about the total cost of education. The College identifies tuition, fees, and estimated costs on the website and in other publications. The bookstore's website provides information about costs of textbooks and supplies for students.

7. To assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

BP 4030: Academic Freedom (7-01) states, "Academic Freedom, in its teaching aspect, is fundamental to the protection of the right of the teacher in teaching and the student's right in learning." Per BP 4030, faculty have the right to deliver course material in their own professional manner. Further, the policy speaks to the responsibility of faculty, who "should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."

The College publicizes BP 4030 in the Catalog (7-02). The board policy is housed on the Board Policies webpage of the district website (7-03).

Analysis and Evaluation

The College uses and publishes the board policy on academic freedom. College publications are available on the college website, and the board policy is available on the district website.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College informs students of the academic honesty policy in the Catalog ([8-01](#)). This section defines cheating and plagiarism and provides students with examples of academic dishonesty. BP 5500: Standards of Student Conduct ([8-02](#)) includes some (not all) types of dishonest behavior that are not tolerated. BP 5500 defines forms of dishonesty including, but not limited to, plagiarism (defined as presenting another person's spoken or written language, ideas, artistic works, or thoughts, as if they were one's own); cheating (defined as the use of information not authorized by the instructor for the purpose of obtaining a grade); furnishing false information to the District for purposes such as admission, enrollment, financial assistance, athletic eligibility, transfer, or alteration of official documents; forging, altering, or misusing district or college documents, keys (including electronic key cards), or other identification instruments; attempting to bribe, threaten, or extort a faculty member or other employee for a better grade; buying or selling authorization codes for course registration. This policy also is linked on the Standards of Student Conduct webpage ([8-03](#)) and appears in the Student Handbook ([8-04](#)).

The Catalog, Standards of Student Conduct webpage, and the Student Handbook also state the consequences of academic dishonesty as tied to the Student Code of Conduct. AP 5520: Student Discipline Procedures ([8-05](#)), explains the student discipline process and provides students with due process in adjudicating cases related to academic honesty. Additionally, the Student Conduct webpage provides a link to information about actions a faculty member may take in response to a student's academic dishonesty, which is also linked in the Catalog ([8-06](#)). Continuous efforts are in place to assist faculty in clearly communicating to their students about cheating and plagiarism, including the syllabus shell ([8-07](#)), which has standard plagiarism language for face-to-face as well as distance education courses.

As required by AP 4105: Distance Education ([8-08](#)), the College has appropriate means and consistently applies those means to verify the identity of a student who participates in a distance education course. All courses are hosted through Instructure, an educational technology company and developer of Canvas, and are administered through secure login, with information between the browser and website encrypted. In addition, there is password protection for each individual user account.

BP/AP 5030: Institutional Code of Professional Ethics ([8-09](#)) provides the board policy and administrative procedure to promote honesty, responsibility, and integrity of all employees as well as students. Board policies and administrative procedures regarding employee discipline and dismissal include the consequences of dishonesty for faculty ([8-10](#)), classified employees ([8-11](#)), and managers ([8-12](#)).

Analysis and Evaluation

The College publishes and follows district policies that promote honesty, responsibility, and academic integrity, applicable to student behavior, academic honesty, and the consequences of dishonesty. Policies as well as guidelines are found in a variety of places: the College Catalog, the Student Handbook, college and district websites, and syllabus shells.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

BP 4030: Academic Freedom ([9-01](#)) not only guarantees “the protection of the right of the teacher in teaching” but also says, “As scholars and educational officers, they [faculty] should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.” The College supports academic freedom and includes a statement on academic freedom with a reference to BP 4030 in the Catalog ([9-02](#)). This shows a clear expectation that faculty will use their own professional judgment to provide information fairly and objectively.

Analysis and Evaluation

The institution follows the board policy on academic freedom, which also describes faculty responsibility. Information on Academic Freedom is published in the College Catalog. In addition, in 2019-2020, the Academic Senate is developing a new, current Ethics Statement ([9-03](#)).

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

The College, while not a religious institution that seeks to instill specific beliefs, has Core Commitments that include mutual respect, collegiality, inclusiveness, and integrity ([10-01](#)). The Student Handbook and the college website provide guidance regarding the student code of conduct ([10-02](#), [10-03](#)). In addition, as described in [Standard I.C.8](#), [Standard I.C.9](#), and [Standard III.A.13](#), the conduct of faculty, staff, and managers is guided by board policies.

Analysis and Evaluation

Expectations of conduct at the College are provided in publications as well as in the College's Core Commitments.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

The College does not operate in foreign locations.

Analysis and Evaluation

None required

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College has met and continues to meet all Accrediting Commission for Community and Junior Colleges (ACCJC) requirements to maintain its accreditation status and meets all deadlines, such as that for its annual reports, as shown on the Reports and Documents page of the College's Accreditation webpages ([12-01](#)). In addition, procedures for continuous institutional improvement in alignment with accreditation Standards infuse the College's strategic planning and evaluation, as discussed in [Standard 1.B.3](#) and [Standard I.B.9](#).

The Accreditation webpage ([12-02](#)), which is available for college employee and public viewing with one click from either the bottom of the homepage or from the pull-down About menu at the top of the homepage ([12-03](#)), contains accreditation reports and documents, including action letters from ACCJC and substantive change proposals ([12-04](#)), as well as current accreditation activities, such as a timeline for the ISER and links to Standards Committees and supporting documents ([12-05](#)). Also housed on the Accreditation main page is an announcement of the upcoming peer review team visit as well as a Third Party Comment link ([12-06](#)). Furthermore, the Complaint Procedures page, accessed from the bottom of the College's homepage, provides a link to report complaints to ACCJC ([12-07](#)). The Board of Trustees meeting of September 17, 2019, also provided notification of the upcoming accreditation team visit ([12-08](#)).

The College commits to cooperate with the visiting peer review team and to follow up to resolve any issues that may be raised.

Analysis and Evaluation

As shown by evidence on the Accreditation website, the College complies with all ACCJC requirements. Furthermore, procedures for continuous institutional improvement are evident in the new Educational Master Plan, Strategic Plan, and decision-making processes to be approved in the 2019-2020 academic year.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College clearly communicates its accredited status to the College community and the public in a timely manner through its website, as described in [Standard I.C.12](#). The College is in compliance with all ACCJC requirements, as evidenced by the Commission's action letters ([13-01](#)). The College publicizes its accreditation status in the Catalog ([13-02](#)) and on the website ([13-03](#)).

The College advocates and demonstrates honesty and integrity through clear and accurate communications, such as those described in [Standards I.C.1](#), [I.C.2](#), and [I.C.3](#) regarding information made available to the public. The College also complies with federal and state mandates, as well as regulations from the California Community College Chancellor's Office, for example, through submission of the College's goals in alignment with the statewide Vision for Success ([13-04](#)).

Analysis and Evaluation

The College's webpages show that the institution advocates for and demonstrates honesty and integrity in its relationships with external agencies and ACCJC.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The College's Strategic Plan 2013-2018 (extended to 2019) ([14-01](#)) and newly revised Educational Master Plan, to be approved in fall 2019, include the institutional mission, vision, and values, and demonstrate that delivering high quality education is paramount to

other objectives. This commitment is further evidenced by BP/AP 2710: Conflict of Interest (14-02). As a public California community college, Norco College does not have investors, does not respond to a parent organization, and does not have external interests to whom it must respond when considering the quality of its programs, student achievement, and student learning.

Analysis and Evaluation

The College, a public institution, demonstrates in the Educational Master Plan and Strategic Plan its commitment to delivering a high-quality education first and foremost.

Conclusions on Standard I.C. Institutional Integrity

As an institution committed to delivering a high-quality education to its students, Norco College continually assesses and updates publications, including the Catalog and website, and communicates with clarity, accuracy, and integrity to students, employees, and the community. In addition, the College regularly assesses and updates policies, procedures, and publications to ensure accuracy and coherence. The College adheres to board policy and administrative procedures regarding academic freedom and responsibility, promoting honesty, responsibility, and academic integrity.

Evidence List

- [1-01_NCCatalog-19-20](#)
- [1-02_District-TL-Memo-9-25-18](#)
- [1-03_ClassSchedule-WebAdviser-FAL19](#)
- [1-04_ClassScheduleAval-Webpage-FAL19](#)
- [1-05_NC-ClassSchedule-2019](#)
- [1-06_ClassSchedule-Webpage-FAL19](#)
- [1-07_SyllabusShell-Webpage-2019](#)
- [1-08_Syllabus-ACC-1A-2019](#)
- [1-09_NAS-Minutes-2-25-19](#)
- [1-10_NAS-Minutes-4-15-19](#)
- [1-11_SyllabusRepository-FacultyGuide-2019](#)
- [1-12_IoI-SLOs-CTAagreement](#)
- [1-13_COR-Public-2019](#)
- [1-14_PLOs-Catalog-2019-20](#)
- [1-15_NC-ReportEMPGoals-2018](#)
- [1-16_NC-Home-Website-2019](#)
- [1-17_SharePointTraining-Email 4-12-19](#)
- [1-18_NC-Facebook-2019](#)
- [1-19_NC-Twitter-2019](#)
- [1-20_NC-Instagram-7-17-19](#)
- [1-21_GradGuru-7-16-19](#)

- [1-22_Accreditation-Webpage-2019](#)
- [1-23_Accreditation-OneClick-2019](#)
- [1-24_Accreditation_Catalog-2019](#)
- [2-01_NCCatalog-19-20](#)
- [2-02_Catalog-Oneclick-2019](#)
- [2-03_ArchivedCatalogs-2019](#)
- [2-04_District-TL-Memo-9-25-18](#)
- [3-01_PublicPR-Data-2019](#)
- [3-02_PR-SharePoint-2019](#)
- [3-03_NAC-SupDoc-Webpage-2019](#)
- [3-04_NC-ReportEMPGoals-2018](#)
- [3-05_IR-Dashboards-Webpage-2019](#)
- [3-06_NC-CTE-Webpage-2019](#)
- [3-07_ISPC-Minutes-9-19-18](#)
- [3-08_RCCD-BOT-Minutes-5-1-2018](#)
- [3-09_BOT-GP-Presentation-5-1-2018](#)
- [3-10_RCCD-BOT-Minutes-5-7-2019](#)
- [3-11_BOT-LGA-VS-Presentation-5-21-19](#)
- [3-12_RCCD-BOT-Minutes-Webpage-2019](#)
- [4-01-CertDegrees-Catalog-2019-20](#)
- [4-02_WS-PathwaysPrograms-2019](#)
- [5-01_NC-Policy-2010-01](#)
- [5-02_NAS-Constitution-2016](#)
- [6-01_BP-AP5030-StudentFees](#)
- [6-02_EnrollmentFees-Webpage-19-20](#)
- [6-03_Fees-ClassSchedule-2019](#)
- [6-04_MaterialFees-Catalog-19-20](#)
- [6-05_Fees-Catalog-19-20](#)
- [6-06_MaterialFees-Catalog-19-20](#)
- [6-07_NC-Bookstore-Website-2019](#)
- [6-08_Bookstore-Email-2019](#)
- [7-01_BP4030-AcademicFreedom](#)
- [7-02_AcademicFreedom-Catalog-19-20](#)
- [7-03_RCCD-BP-Webpage-2019](#)
- [8-01_AcademicHonesty-Catalog-19-20](#)
- [8-02_BP5500-StudentConduct](#)
- [8-03_StudentConduct-Webpage-2019](#)
- [8-04_StudentConduct-StudentHB-19-20](#)
- [8-05_BP5520-StudentCode](#)
- [8-06_AcademicDishonesty-Website-2019](#)
- [8-07_AcademicIntegrity-SyllabusShell-2019](#)
- [8-08_AP4105-DE](#)
- [8-09_BP-AP3050-CodeProEthics](#)
- [8-10_BP-AP7360-DisciplineAcademic](#)

- [8-11_BP-AP7365-DisciplineClassified](#)
- [8-12_BP-AP7368-DisciplineMgmt](#)
- [9-01_BP4030-AcademicFreedom](#)
- [9-02_AcademicFreedom-Catalog-19-20](#)
- [9-03_NAS-Agenda_9-16-19](#)
- [10-01_CoreCommit-Webpage-2019](#)
- [10-02_StudentConduct-StudentHB-19-20](#)
- [10-03_StudentConduct-Webpage-2019](#)
- [12-01_Accreditation-Report-Webpage-2019](#)
- [12-02_Accreditation-Webpage-2019](#)
- [12-03_Accreditation-Oneclick-2019](#)
- [12-04_Accreditation-Report-Webpage-2019](#)
- [12-05_AccreditationTimeline-Webpage-2019](#)
- [12-06_Accreditation-Webpage-2019](#)
- [12-07_Accreditation-Complaint-2019](#)
- [12-08_BOT-Agenda-TeamVisit-9-17-19](#)
- [13-01_Accreditation-Report-Webpage-2019](#)
- [13-02_Accreditation-Catalog-19-20](#)
- [13-03_Accreditation-Webpage-2019](#)
- [13-04_VFS-Alignment_4-3-19](#)
- [14-01_GuidingFramework-SP-2013-18](#)
- [14-02_BP-AP2710-ConflictInterest](#)

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

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The Catalog provides program descriptions of the College's seven interdisciplinary area of emphasis (AOE) programs, in which students earn AA or AS degrees (1-01), and 23 discipline-specific associate degree for transfer (ADT) programs (1-02). In addition, the College offers 17 locally approved certificates in career and technical education (CTE) and 29 associate degrees/state approved certificate patterns in career and technical fields (1-03). These descriptions include program learning outcomes. AOE's, ADT's, and certificates align with the College's mission of preparing students for transfer as well as career and technical education (1-04). Disciplines evaluate the alignment of the discipline offerings to the college mission statement as part of the program review process (1-05).

To ensure that programs are appropriate to higher education, regardless of location or means of delivery, each new degree or certificate originates with faculty who are discipline experts and therefore most qualified to determine courses needed for appropriate mastery at the degree or certificate level, as shown in the program approval process (1-06). The Program Development Process, which is being revised in fall 2019, is included as part of the program approval process in the revised Curriculum Handbook. The New or Revised Program Development Process (1-07), adopted in 2011 and referenced in BP/AP 4020: Program, Curriculum, and Course Development (1-08), appeared in the 2014 Curriculum Handbook. The process ensures that programs are evaluated to ensure alignment with the mission, the presence of measurable program level outcomes, and the ability of the institution to support the new program (1-09). To ensure that career and technical programs lead to employment, the process requires that proposals for CTE certificates also provide evidence of need (1-10). Successful CTE program proposals must also document the support of the specific local CTE

advisory committee and regional consortium, as explained in the RCCD Curriculum Handbook ([1-11](#)).

Tables of [Student Enrollment Data](#) showing awarding of degrees and certificates, found in the Introduction of this self-evaluation report, show that students earn program degrees and certificates at the College. [Presentation of Student Achievement Data and Institution-Set Standards](#), also found in the Introduction, shows that students succeed in attaining student learning outcomes (SLOs) and achieve degrees, certificates, employment, or transfer.

Analysis and Evaluation

As shown in the College Catalog, instructional programs, regardless of location or means of delivery, are offered consistent with the mission and lead to student attainment of identified learning outcomes. The institution's program development and curriculum processes ensure that programs are appropriate to higher education and result in student attainment of degrees, certificates, employment, or transfer.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

The District's Curriculum Handbook specifies the rigorous curriculum development, approval, and modification process followed by the College to ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Curriculum development is faculty driven ([2-01](#)), and a workflow process indicates the participation of faculty disciplines and departments, library, articulation officer, the vice president of Academic Affairs, college and district curriculum committees, and the Board of Trustees ([2-02](#)). The same process is followed for courses and programs. All course outlines of record (CORs) that are developed or modified through this process include course descriptions, student learning outcomes, and course content at the appropriate level, whether precollegiate or transfer level, as shown in the CORs for Psychology 9 and for Math 35 ([2-03](#), [2-04](#)). All faculty, both full time and part time, adhere to SLOs, course content, and methods of instruction presented in the CORs, as indicated in the Improvement of Instruction evaluation process found in the Faculty Association contract and described in [Standard III.A.5 \(2-05\)](#).

Distance education courses also follow the curriculum development, approval, and modification processes in the Curriculum Handbook ([2-06](#)). The handbook provides important materials such as regulations and best practices for achieving substantive and

regular interaction with students ([2-07](#)), as well as a thorough process for adding distance education mode of delivery to a course outline ([2-08](#)).

As shown in the Program Review Committee minutes of March 23, 2017, instructional program review, as of 2017, is conducted by discipline faculty every three years, with optional annual updates that focus on resource requests and updated goals ([2-09](#)). A history of instructional program reviews (including the annual process prior to 2017), available on the Instructional Program Review webpage, shows that program review processes are consistently followed. Links to program review documents are available on this page ([2-10](#)).

Through the program review process, faculty review their discipline curriculum. An example can be seen in the 2018 instructional program reviews for world languages ([2-11](#)) and administration of justice ([2-12](#)). In addition, faculty conduct regular review of student achievement data that informs curriculum revisions, pedagogical improvement, and support services, as shown in the review and update section of the 2018 program review for early childhood education ([2-13](#)). Assessments of student learning outcomes and the subsequent faculty responses are maintained in the Nuventive database ([2-14](#)).

Results of program review are used in planning. For example, math and English faculty identified the need for a math lab/center and a writing support center; both disciplines included these data-supported needs in their program review documents ([2-15](#), [2-16](#)). Math faculty also discussed their proposal with college administrators, and English faculty submitted a written proposal ([2-17](#)). In response, as an interim step, the College expanded services for math and English students in the Learning Resources Center. [Standard II.B.1](#) describes these additional services, which included expanding tutoring services to the STEM Center, as shown on the Math and Science Success Center Tutoring page ([2-18](#)).

Analysis and Evaluation

Through the processes for curriculum development and approval, program review, and assessment, faculty regularly ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty use these processes to continuously improve instructional courses and programs, ensuring program currency, improving teaching and learning strategies, and promoting student success. In fact, at the start of the current three-year program review cycle in 2017-2018, the College experienced 100 percent of all units submitting their program reviews. Program review, as a procedure at the College, undergoes continuous review and revision for improvement to support program and discipline needs. As part of these improvement efforts, in spring 2019 the Program Review Committee began developing an updated document describing the program review process ([2-19](#)), and the discussion continued into fall 2019, with introduction of descriptive templates ([2-20](#)).

For distance education (DE), in alignment with the new Curriculum Handbook, a Distance Education Workgroup is working on a document for use in the DE course approval process.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

All course outlines of record, housed in CurriQunet ([3-01](#)), include SLOs that are to be assessed, as exemplified in [Standard I.C.1](#). The Catalog identifies program learning outcomes for degrees and certificates ([3-02](#)).

The Norco Assessment Committee (NAC) developed and periodically modifies a six-year assessment cycle, called the Rotation Plan for Outcomes Assessment, showing regular assessment of learning outcomes for courses, programs, certificates, and degrees ([3-03](#)). This plan includes timelines. Department chairs, as part of their duties outlined in the CTA-RCCD contract, provide oversight of assessment efforts in their departments ([3-04](#)). NAC provides an annual Assessment Report that tracks assessments within the cycle ([3-05](#)).

A Student Learning Outcomes Report, developed by NAC, provides a template to guide faculty in assessing course and program learning outcomes ([3-06](#)). Assessment methods, or instruments, are listed on the report to provide options for faculty. Written instructions regarding the expectation of learning outcomes assessment are found in the Faculty Guide under discussions of assessment and syllabi ([3-07](#)).

Syllabi for all courses, regardless of method of delivery, must include established SLOs, as explained in the Faculty Guide ([3-08](#)). To ensure that correct SLOs appear on each syllabus, in 2015 the College began providing syllabus shells for all courses with SLOs preloaded, as described in [Standard I.C.1](#). These are available on a webpage linked to the Faculty page of the website ([3-09](#)). The syllabus shells webpage also is linked in the Faculty Guide ([3-10](#)). The Faculty Guide instructs faculty to distribute syllabi to all students ([3-11](#)). In addition, all faculty submit syllabi each semester to the Course Syllabi Repository, as directed in the Faculty Guide ([3-12](#)).

Analysis and Evaluation

As evidenced by curriculum and assessment documents, the College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees. Institutional procedures for assessment ensure that course outlines and syllabi include learning outcomes. Syllabi are distributed to students in every class.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College's pre-collegiate curriculum is clearly identified in the disciplines of English, English as a second language, interdisciplinary studies, mathematics, and reading, as non-degree credit. The Catalog indicates which courses are not applicable toward a degree, called "non-degree credit" courses (4-01). Course outlines of record also indicate whether a course is degree applicable or non-degree credit by notation at the top in the course description section (4-02). As evidence that pre-collegiate-level courses support college-level curriculum, entry-level skills for transfer-level courses directly align with learning outcomes for basic skills courses that prepare students for college-level work (4-03). With the introduction of AB 705, English and math disciplines have restructured their curriculum to offer corequisites for transfer-level courses instead of requiring prerequisite basic skills courses. The current course sequencing in these disciplines reflects the reduction of pre-collegiate curriculum in favor of corequisite courses. Course sequencing is clearly described in the Catalog, the Student Handbook, and the Schedule of Classes (4-04). To further support students in acquiring the knowledge and skills needed for college-level courses, the Learning Resource Center provides a number of resources and services, including tutoring, the Math and Science Success Center, the Writing Support Center, and supplemental instruction, which are detailed in [Standard II.B.1](#).

The Curriculum Handbook describes how courses, including pre-collegiate and corequisite courses, are designed and delivered by faculty who are discipline experts. Content of proposed course outlines is reviewed and approved through the process (4-05).

The College has developed noncredit courses for career development and, in some cases, for college preparation. These courses, all numbered in the 800s, must also go through the curriculum development and approval process and are clearly described in the Catalog and Addendum (4-06).

Analysis and Evaluation

As shown in Catalog descriptions, course outlines of record, and the class schedule, the College clearly differentiates pre-collegiate level curriculum from college level. The sequencing of courses allows students to advance and succeed, with course sequencing and placement now following AB 705 requirements.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The district curriculum process, as defined in the Curriculum Handbook, demonstrates how the College's degrees and programs adhere to practices common to American higher

education (5-01), including adhering to Title 5 and Academic Senate of California Community Colleges guidelines (5-02). This process is overseen by the Curriculum Committee, a subcommittee of the Academic Senate (5-03). As identified in [Standard II.A.2](#), faculty, as subject-matter experts, drive the curriculum process. In developing and revising courses and programs, faculty utilize criteria in the Curriculum Handbook to ensure appropriate length, breadth, depth, and rigor, as well as appropriate course sequencing, time to completion, and synthesis of learning. These criteria rely on California Title 5 regulations, the California Community Colleges Course and Program Review Handbook (5-04), and publications from the Academic Senate of California Community Colleges (5-05), with respect for faculty expertise (5-06). The College’s curriculum process is guided by RCCD board policies and administrative procedures. BP/AP 4020: Program, Curriculum, and Course Development states, “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency” (5-07). AP 4100: Graduation Requirements for Degrees and Certificates stipulates that a student must complete a minimum of 60 semester credits, including general education courses, to earn an associate degree (5-08). A full-time student can typically complete 60 semester units in two years.

The Catalog clearly describes degree and program requirements, including the number of semester credits required for completion (5-09).

Analysis and Evaluation

The College follows a curriculum process—with established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program—that adheres to practices common to American higher education. Board administrative procedure establishes the completion of a minimum of 60 semester units for an associate degree.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College follows a collaborative, data-driven approach to building the course schedule within the Academic Planning Council (APC), which is comprised of academic department chairs (6-01) and the deans of instruction. The deans of instruction facilitate the process working with department chairs to ensure a student-centered course schedule, as shown in the APC minutes of October 18, 2018 (6-02). The department chairs work with two-year rotations of courses developed by discipline faculty for each degree and certificate in their area, as shown in the 2017-2019 rotation (6-03), ensuring that course offerings are available for students to complete their program of study.

APC uses a course scheduling grid. The current grid was revised in fall 2018 and fully implemented in spring 2019 (6-04). The revised grid was built to create an environment in which students can take multiple courses during popular time periods, for example, Tuesday

and Thursday mornings, without class overlap. The revised grid came about beginning in summer of 2018, when the deans of instruction worked with the dean of Student Services to evaluate the schedule of classes using the College's newly created Guided Pathways trailheads (6-05). The purpose was to determine students' ability to take courses recommended to them in their first year in a manner consistent with an often-busy community college student's life. As a result of this evaluation, the deans facilitated a two-day Guided Pathways Alignment Scheduling Retreat for APC, September 13-14, 2018, as described in the dean of instruction's email to department chairs (6-06) and the retreat agenda (6-07). As shown on the agenda, at this retreat deans and department chairs looked at guiding principles to focus on students' completion. The department chairs then mapped the fall 2018 schedule to time frame "zones," recognizing opportunities to make courses, especially general education courses, more available during each time zone. The retreat discussion included review of data, such as course fill rates and wait list counts (6-08). At the APC retreat, department chairs and deans focused on creating greater access for students through the process of Guided Pathways-centered schedule-building.

Analysis and Evaluation

As evidenced by processes developed and followed by the deans and APC, the College actively works to build a course schedule that allows students to complete their degree or certificate within a period of time consistent with established expectations in higher education, which is approximately one year for certificate programs and two years for associate degrees for a full-time student. In fall 2019, the deans of instruction plan to evaluate the effectiveness of the revised scheduling grid by using data to determine whether enrollment per student was increased based on students' ability to take more classes in their available time zones.

Additionally, in 2019, responding to the needs expressed in several program reviews, the College applied for and was approved for a Program Resource Team (PRT) to focus on implementing a scheduling platform that allows chairs and deans to create detailed class schedules well in advance of the Colleague (Datatel) schedule rollover. The goal is to allow the College to build planned schedules semesters and years in advance. The long-term vision includes connecting the planned schedule to EduNav so that students can reserve their entire program of study (pathway) before they take their first class at the College, encouraging students to complete in fewer terms while informing schedulers well in advance of course changes needed to accommodate efficient completion and student demand.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College utilizes strategies to understand students' needs and seeks strategies to respond to those needs.

A particular example showing receptivity to students' needs is the College's being one of the early adopters of the statewide Multiple Measures Assessment Project (MMAP). This move was based in part on experience with the College's award-winning Summer Advantage program. In this program, students participated in a one-week faculty-facilitated workshop, at the end of which they took a test or wrote an essay that was used to reassess their placement into English or math (7-01). Recognizing that many Summer Advantage students were placing one to three levels higher than with the standard placement mechanism (utilizing a standardized test), in spring 2016 the College decided to become one of the MMAP pilot institutions. As a result, even before AB 705, the College was building learning support services, such as supplemental instruction (SI) and tutoring, in order to meet students' demonstrated needs, as shown in [Standard II.B.1](#). With the implementation of AB 705, library and learning resources have been further enhanced and expanded, as explained in the 2018-2019 End-of-the-Year Memo (7-02).

Another method used to assess and address students' needs is through program review. Instructional program reviews disaggregate data by mode of delivery, as indicated in the program review template for success and retention (7-03). Instructional units provide observations and analysis in which they discuss trends or significant changes in data. For instance, in the business administration, management, and marketing program review (spring 2018), an increase in retention in hybrid courses is followed by a plan to look closer at the reasons for this trend (7-04), and the psychology discipline's program review (spring 2018) includes a thorough discussion of increases in retention and success in distance education courses, with an emphasis on hybrid (7-05).

In addition, the College uses surveys to understand students' needs. Every two years, the College facilitates the Community College Survey of Student Engagement (CCSSE) (7-06). Although this survey addresses engagement, the College looks at CCSSE to see how students are participating in their education and which services are being used, and considers students' ratings of the services' importance to them. Among ways the CCSSE outcomes are reported is the Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators" within discussion of Goal 2: Improve the Quality of Student Life (7-07). In 2019, the College, through the District, participated in a student DE survey administered by the state Chancellor's Office and is awaiting information from that survey.

In order to meet the diverse and changing needs of students, the College offers face-to-face, web-enhanced, hybrid, and online delivery of its courses. All courses and programs, including those for distance education (DE), fall under BP/AP 4020: Program, Curriculum, and Course Development (7-08). AP 4105: Distance Education stipulates that "Distance education courses shall be approved under the same conditions and criteria as all other courses," requires that DE courses include "regular effective contact between instructor and students," and identifies other requirements (7-09).

To support effective use of delivery modes and teaching methodologies, the College utilizes a Faculty Guide, available online. The Faculty Guide includes practical information about student assessment (7-10), methods of instruction (7-11), available resources such as the Faculty Development Center (7-12), and other guidelines to support faculty in the face-to-

face or online environment. Furthermore, the College is committed to equity in success for all students, as evidenced by plans in the College’s 2019-2022 Student Equity Plan (7-13) and equity-in-pedagogy workshops, such as those scheduled for fall 2019 (7-14). Furthermore, equity is a focus of the Professional Development Plan, outlined in the [Quality Focus Essay](#).

The DE Checklist for Hybrid and Online Courses is a valuable resource for faculty in support of equity in success for all students (7-15), as is the RCCD Guide to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact in Distance Education (7-16), both of which are linked to the college Distance Education Committee / Supporting Documents page (7-17). As its webpage explains, the Distance Education Committee “develops guidelines for distance education courses and recommends to the Senate policies and procedures for distance education training of faculty and students” as well as “advises strategic planning committees on institutional needs and best practices for distance education” (7-18). The District employs an instructional designer and an educational technologies trainer who offer daily workshops and/or drop-in support for faculty on the college campus as well as online sessions, as indicated in the summer 2019 Canvas and distance education training and support schedule for the College (7-19).

The College also seeks to meet the needs of students in the community by expanding access to higher education. Building on its years of successful partnership with John F. Kennedy Middle College High School, in fall 2017 the College began offering Dual Enrollment courses to high school students on their campuses. The End-of-the-Year Memo explains that, as of 2018-2019, Norco College classes were being offered at nine high schools, with over 1,000 high school Dual Enrollment students served. Also, in 2017-2018 the College began offering classes in the California Rehabilitation Center. In the 2018-2019 academic year, 34 class sections were offered in the Prison Education Community program—more than double the 14 sections offered the previous year (7-20).

Learning support services are available for students in the Learning Resource Center. These resources are available to assist the diverse and changing needs of the College’s students, including students taking DE courses, as detailed in [Standard II.B.1](#).

Analysis and Evaluation

In response to its understanding of students’ diverse needs and learning styles, and in alignment with district policies and procedures, the College supports the effective use of a variety of delivery modes and teaching methodologies. Protocols, practices, and professional support, in addition to program review, show that the College plans and improves delivery, teaching methodologies, and learning services in support of equity in student success. As part of this effort, in 2019, the District was in process of revising a number of DE documents: AP 4105 (7-21), Guide to Best Practices (7-22), Summary of Regulations (7-23), and in spring 2020 will be revising the Online Canvas Academy syllabus for faculty training. In addition, in fall 2019, the District ran a pilot of an online DE orientation for students, Quest for Success, with 1,075 students involved (7-24, 7-25, 7-26), and the District has formed an Accessibility Team to develop a plan to ensure all Canvas courses are accessible. In fall 2019, the District Office of Distance Education produced a report on DE retention and

success, which will be a topic for the College's DE Committee this academic year (7-27). To further support students, Canvas course shells now include a link to *Wellness Central* (7-28), a resource available to all students—including videos and links to other resources—that emphasizes student wellness in six dimensions: physical, mental, financial, spiritual, academic, and emotional. In fall 2019, the District also is developing a distance education manual which will set the tone for the Norco College DE Plan, expected to be in development soon after the District manual is completed.

Although the College meets the Standard and utilizes strategies to identify and address students' needs, a more robust student needs assessment is an area for further improvement. To that end, an Improvement Plan for student needs assessment has been drafted, and as of spring 2020, the College will be in process of implementing the plan.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

According to a memo from the state Chancellor's Office, "Some college courses outside of English or quantitative reasoning/mathematics may use instruments as part of a challenge process (for instance, chemistry or some languages). However, these instruments are not intended for placement but for measuring the completion of foundational competencies" (8-01). The College uses two such challenge tests: in Spanish and in chemistry.

The Spanish test is used to assess a student's readiness for Spanish coursework (8-02). RCCD validated the cutoff scores suggested by the exam's publisher by calibrating the cutoff scores to correlate with a combination of curriculum, staff, and typical incoming student ability during fall 2018. The scores were used to establish the cutoff scores for student readiness for the next highest course, which corresponded with the publisher's suggestions. The calibration process is reevaluated over time to account for changes in incoming students, teaching staff, and curriculum (8-03). After enrolling in or having successfully completed a Spanish course, the student may apply for credit for a lower level course. Students must submit a form to the Admissions Office two weeks prior to the end of the semester and pay non-refundable fees. When a student completes a higher-level course with a "C" or better and the dean of Admissions and Records approves the granting of credit, the student will be given credit (not a grade) for a lower-level course. Maximum credit is one class per term. Students may receive credit in one course per term for a total unit amount not to exceed 15 units (8-04).

The California Chemistry Diagnostic Test (Form 1997) is a paper and pencil test that is used to determine students' preparedness for Chemistry 1A, as described on the college website (8-05). The Chemistry 1A course has a math prerequisite. The test has been used in the District since 2005. Chemistry faculty at Riverside City College, a sister college in the District, reviewed the test in the 2018-2019 academic year and determined it to be an

appropriate indicator of preparedness for Chemistry 1A with respect to lecture material. The cut-off point seemed appropriate.

Analysis and Evaluation

As evidenced by processes, the College validates the effectiveness of diagnostic tests. The calibration process addresses reliability and a reduction in test bias. These are the only department-wide course/program examination used at the College.

Moving forward, in fall 2019 the District drafted a plan to work with discipline faculty and the colleges to ensure content and cut score validity for the chemistry diagnostic test. Chemistry faculty will review the content and cut score of the test every three years to see if it is still an appropriate instrument to measure students' prior learning in order to enroll in Chemistry 1A. The district and college offices of Institutional Effectiveness will work on statistical validation.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Board policies and administrative procedures guide the awarding of course credit, degrees and certificates. BP/AP 4020: Program, Curriculum, and Course Development (9-01) defines a credit hour to align with federal financial aid requirements, which indicates consistency with generally accepted norms in higher education. AP/AP 4100: Graduation Requirements for Degrees and Certificates (9-02) provides district policy for the awarding of degrees and certificates based on students' demonstrated competence in general education and learning in their program of study. BP/AP 4230: Grading and Academic Record Symbols (9-03) explains the meaning of grades. This information about the grading system also appears in the College Catalog (9-04).

All course outlines of record (CORs) must include student learning outcomes (SLOs) as part of the curriculum process, described in the Curriculum Handbook (9-05). CORs include methods of instruction and methods of evaluation, which the curriculum process requires to align with SLOs (9-06). [Standard I.B.2](#) discusses faculty assessment of their courses to ensure students are meeting SLOs.

All programs and certificates have explicit program learning outcomes (PLOs), periodically reviewed and, as necessary, revised by faculty workgroups (9-07), and all PLOs are listed in the College Catalog (9-08). Assessment of SLOs and PLOs in Nuventive shows the use of faculty assignments for direct learning outcomes assessment, for example as shown in SLO 3 of Psychology 9: Developmental Psychology (9-09). Course SLOs are mapped to PLOs, as

shown in Nuventive ([9-10](#)). In addition, courses and programs include general education learning outcomes (GELOs), which are described in [Standard II.A.11](#).

To ensure that the achievement of stated learning outcomes is the basis for awarding course credit as well as degrees and certificates, assessment follows a six-year cycle, including SLO assessment at the course level, PLO assessment, and GELO assessment ([9-11](#)).

Analysis and Evaluation

Curriculum development as well as in the work of SLO and PLO assessment, in alignment with district policies, demonstrate that the College awards course credit, degrees, and certificates based on student attainment of learning outcomes. The College does not offer courses based on clock hours.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The Catalog describes and communicates the process of accepting courses from other institutions in the sections titled Official Evaluation of Credit Completed at Other Schools ([10-01](#)) and Academic Coursework Taken at Other Colleges and Universities ([10-02](#)). The process requires a student to meet with a counselor once the outside transcripts have been received in order to fill out a request form for official evaluation. A member of the Office of Evaluations evaluates incoming transcripts to ensure expected learning outcomes are comparable to those offered at the College. The Office of Evaluations consults with the articulation officer, discipline faculty, and department chairs for guidelines and consults when questions arise.

The Office of Evaluations also uses the Course Identification Numbering System (C-ID) website, which provides a common course numbering system to assure that a course with the same C-ID descriptor will articulate throughout the California Community College system, as described in the Catalog ([10-03](#)). The College currently has 215 C-ID approvals ([10-04](#)). The College submits new courses to C-ID or submits courses for new C-ID descriptors each year and updates the C-ID designations annually in the Catalog course descriptions.

Special credit policies such as Advanced Placement (AP), Credit for College-Level Examination Program (CLEP), International Baccalaureate (IB), military credit, credit by exam, and credit for extra-institutional learning are also described in the Catalog ([10-05](#)). Each year the District articulation officers update the AP, CLEP, and IB charts. When there are new or significantly modified exams, these are sent to district discipline faculty to determine subject and general education credit. In addition, RCCD colleges have articulation

agreements with partnering high school districts which provide a method by which college credit is awarded for successful completion of equivalent high school and/or regional occupational programs (ROP) coursework, as described in the Catalog (10-06). This articulation reduces the need for students to repeat coursework in college and facilitates the transition from secondary to post-secondary education.

As stated in AP 4100: Graduation Requirements for Degrees and Certificates (10-07), RCCD students pursuing an associate degree who hold a bachelor's degree from a regionally accredited United States institution are exempt from general education requirements.

Articulation of courses and programs is the foundation of "pathways to transfer" in the College's mission statement (10-08). An entire section in the Catalog focuses on transfer requirements to CSU, UC, and private colleges and universities (10-09). Each year the Catalog includes updated CSU general education and intersegmental general education transfer curriculum (IGETC)-approved course lists (10-10) and ADT requirements designed for transfer to the CSU system (10-11). The Catalog also explains *assist.org*, an online student-transfer information system which shows how courses completed at a California community college can be applied when transferred to a UC or CSU campus, and explains the C-ID system (10-12). Furthermore, each course description in the Catalog indicates whether the course is transferable to CSU or UC and whether it is approved for a C-ID designation (10-13). For example, history courses listed in the Course Descriptions section of the Catalog show CSU and UC transferability for all, and C-ID designation for History 1, 2, 6, 6H, 7, and 7H (10-14). The College's articulation officer, a voting member on the Curriculum Committee as required by committee by-laws (10-15, 10-16), updates articulation agreements annually and ensures that these updates appear in the Catalog and on *assist.org*.

Other sources for information about transfer are the Student Handbook and the College's Transfer Center webpage. The Student Handbook includes a page titled Your Guide to Success which maps students' journey to an associate degree and/or transfer (10-17) and a page devoted to the Associate Degree for Transfer (ADT) (10-18). On the Transfer Center/Transfer Requirements webpage, students can find links to advising sheets listing course requirements for CSU GE, IGETC, and all of the ADTs (10-19). The Transfer Center website also provides links to *assist.org* and transfer agreements with private colleges and universities for students' reference (10-20). In addition, a detailed checklist for students planning to transfer is available on the Transfer Center website (10-21).

Analysis and Evaluation

Primarily in the Catalog, the College makes available to students clearly stated transfer-of-credit policies. Through the work of the Office of Evaluations, the College certifies that the expected learning outcomes of transferred courses are comparable to the College's own courses. The College has developed, implemented, and regularly evaluates articulation agreements with other institutions.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The College sees its general education learning outcomes (GELOs) as tantamount to institutional learning outcomes and as a proxy for the UC/CSU intersegmental general education learning outcomes. The Catalog explains the College's Philosophy of the Associate Degree, which includes general education learning outcomes to develop "the ability to think and to communicate clearly and effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding" as well as outcomes related to in-depth knowledge in a subject area ([11-01](#)). The Catalog identifies program learning outcomes for all degrees and certificates ([11-02](#)). Course outlines of record (CORs) include one or more GELOs along with course-specific learning outcomes, as shown in English 1B and Communication Studies 1 CORs ([11-03](#)).

In the assessment process, student learning outcomes (SLOs), which are linked to GELOs, are mapped to program learning outcomes (PLOs) ([11-04](#)). Assessment results for each of the GELOs are included in the Annual Assessment Report on the assessment website ([11-05](#)).

Analysis and Evaluation

As shown in the Catalog and in the learning outcomes mapping on Nuventive, the College has adopted general education and program-specific learning outcomes, including those for communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. These learning outcomes are regularly assessed, as described further in [Standard I.B.2](#).

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

In alignment with BP/AP 4025: Philosophy and Criteria for Associate Degree and General Education ([12-01](#)), the College's general education (GE) philosophy is described in the Graduation Requirements section of the Catalog ([12-02](#)). Each degree program requires a student to complete either the RCCD GE program, CSU GE, or IGETC ([12-03](#)). Any course in the District's GE pattern will have at least one student learning outcome linked to a GE learning outcome. For example, Math 5: Calculus for Business and Life Science, includes the general education critical thinking learning outcome among the student learning outcomes for the course ([12-04](#)).

Courses meeting CSU general education requirements or IGETC are detailed in the Catalog ([12-05](#)). The Catalog also provides educational templates that include all required courses for a degree ([12-06](#)), associate degrees for transfer ([12-07](#)), and curricular patterns ([12-08](#)). Lists of courses that will fulfill CSU general education and IGETC requirements also are available on the College's Transfer Center/Transfer Requirements webpage ([12-09](#)).

If a discipline feels that one of its courses belongs in the GE pattern, it follows the GE Course Inclusion Process, as outlined in the Curriculum Handbook, beginning with a faculty member, then discipline and department approval. The course then goes to the Technical Review Committee for curriculum; then to the college and district curriculum committees, which review the course to see if it is appropriate for general education; and then must be approved by two of the three colleges in the District ([12-10](#)).

The Office of Institutional Effectiveness, in partnership with the Assessment Committee, compiles an Annual Assessment Report ([12-11](#)). These reports are linked on the Assessment Committee's Supporting Documents webpage ([12-12](#)). In addition, general education assessment and findings are summarized in the Annual Assessment Report, which contains reports from 2006 to the present ([12-13](#)).

Analysis and Evaluation

As described in the Catalog, the College requires a component of general education for all degree programs. Faculty expertise drives the inclusion of courses in the general education curriculum through the processes practiced by the Curriculum Committee, based on student learning outcomes and competencies appropriate to the degree level. As described in the Catalog, the four RCCD general learning outcomes—critical thinking, information competency and technology literacy, communication, and self-development and global awareness—prepare students for responsible participation in civil society, provide skills for lifelong learning, and lead to broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and

competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All associate degree and certificate programs, as shown in the Catalog, include required courses that focus on an area of inquiry ([13-01](#)) or an area-of-emphasis interdisciplinary core ([13-02](#)). Each new degree or certificate originates with faculty who are discipline experts, who are most qualified to determine courses needed for appropriate mastery at the degree or certificate level, as shown in the curriculum process ([13-03](#)). As described in [Standard II.A.9](#), course learning outcomes are mapped to program learning outcomes and are assessed, and these outcomes are the basis for awarding credits that lead to degrees and certificates.

Analysis and Evaluation

Through its curriculum- and program-development process, the College ensures its degree programs provide focused study in an area of inquiry or an established interdisciplinary core and that courses as well as certificate and degree programs are based on student learning outcomes and competencies that include mastery of key theories and practices at the appropriate level.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

As required by the curriculum process, career and technical education programs are designed and maintained with industry and businesses ([14-01](#)) to provide students with the skills and knowledge required for employment, licensure, and/or improvement of current levels of education and required skill competencies. To accomplish this, the college administration and faculty host or attend regional industry advisory meetings with representatives from industry, business, and the community, as listed on the college website ([14-02](#)). A major topic of discussion at these advisory meetings concerns the extent to which the curriculum meets the workforce needs of the respective industries. Advisory members also give input regarding the applied, academic, technical, and basic skills that enhance a student's ability to be successful in the workplace, as exemplified in March 21, 2019, minutes for the Game Development Advisory Committee ([14-03](#)) and the May 23, 2019, program for the Inland Empire Economic Partnership (IEEP) Regional Advisory and Industry Skills Panel ([14-04](#)). An active goal of such advisory groups is to identify competency levels and to recommend student learning outcomes for the career and technical courses, certificates, and degree programs under their review. The Logistics Management program is recognized as meeting the requirements for certification by the Association of Supply Chain Management ([14-05](#)).

As part of the LAUNCH apprenticeship network (Local Apprenticeships Uniting a Network of Colleges and High Schools) ([14-06](#)), the College also supports local apprenticeship

programs registered with the State of California Department of Industrial Relations' Division of Apprenticeship Standards by providing the related technical education to electrician apprentices and developing new registered apprenticeship pathways in the advanced manufacturing industry ([14-07](#)). These work-based learning programs are approved by the State of California Department of Industrial Relations ([14-08](#)). All apprenticeship students work and earn in their industry as they develop advanced technical skills in lab and classroom settings. This immersion in industry ensures currency and competency in the field of employment. Apprenticeship completers earn an industry-recognized journeyman certificate.

SLOs for career-technical classes and PLOs for programs are assessed as described in [Standard I.B.2](#). Gainful employment information is available for CTE programs through links on the CTE webpage ([14-09](#)), as shown in examples from two programs ([14-10](#), [14-11](#)).

Analysis and Evaluation

Through the curriculum and assessment processes, industry advisory committees, and—for apprenticeship programs—through alignment with State of California Division of Apprenticeship Standards, the College ensures that graduates completing CTE certificates and degrees demonstrate current technical and professional competencies that meet employment and other applicable standards and preparation for external licensure and certification.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The College follows AP 4021: Program Viability and Discontinuance, which identifies conditions that may lead to consideration of program discontinuance as well as the procedure ([15-01](#)). AP 4021 states that “the discontinuance procedure will allow currently enrolled students to complete their Program(s) of study in accordance with the rights of students as stipulated in the college catalog.”

In 2017, the College discontinued two programs in alignment with AP 4021:

1. Mobile Application Development (NCE725/NAS725/NAS725B/NAS725C)
2. Early Childhood Education Infant and Toddler Specialization (NCE681)

The College followed procedure:

- Convened a Program Discontinuance Taskforce ([15-02](#)), where the determination to recommend discontinuance was made.
- Informed the public of the College's intention to discontinue ([15-03](#))
- Convened a closed meeting of the taskforce where the determination to discontinue was made ([15-04](#)).

- Established a teach-out plan to allow any students enrolled in the programs to complete with a minimum of disruption and duly informed students of the plan ([15-05](#)).

Most recently the College eliminated Full Stack Web Development, a program that was created but never enrolled any students. Because this unique single-course program never had enrollment and never became fully viable, the College could not follow all the steps of the procedure ([15-06](#)).

Analysis and Evaluation

When programs are eliminated, the College follows district procedure, making appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

As described on the Program Review Committee's webpage, program review is conducted on a regular basis "to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning" ([16-01](#)). As described in [Standard I.B.5](#), the Office of Institutional Effectiveness provides data disaggregated by program type and mode of delivery to all faculty conducting course assessments and instructional program review. These data allow units to evaluate the quality and currency of all instructional programs regardless of delivery mode or location.

[Standard II.A.2](#) explains how faculty exercise collective ownership in utilizing program review to continuously improve instructional courses and programs. Program reviews follow a three-year process; faculty conduct triennial instructional program review by academic discipline with optional annual updates ([16-02](#)). In 2017-2018, this process replaced the previous three-year cycle during which the timeline for comprehensive program reviews was staggered among the disciplines, with annual program reviews submitted in the intervening years. An archive of instructional program reviews since 2015, available on the Instructional Program Review webpage ([16-03](#)), shows that program review is a regular process.

Program assessment, course-level assessment, and general education learning outcomes assessment are also part of the process of regularly evaluating and improving the quality and currency of instructional courses and programs. An example of continuous improvements

through assessments and program review can be found in the 2018 program review for anthropology, which reflects on the impacts of resources received as well as curriculum changes as a result of assessment (16-04). [Standard II.A.2](#) explains that assessment for course-level outcomes (SLOs) and systematic program learning outcome (PLO) assessment occur every six years; every SLO for every course and PLO for every program has an initial assessment and closes the loop within six years (16-05).

For program review, units must plan systematic updates to their curriculum/programs and submit modifications (major/minor) to the Curriculum Committee at least every six years, which is described in [Standard II.A.2](#). As described in [Standard II.A.1](#), all new programs and classes are vetted by the Curriculum Committee through a faculty-directed process, both at the college and district levels. Major modifications also must be approved through the curriculum process, which is detailed in the Curriculum Handbook (16-06).

As a result of program review and assessment, faculty in a discipline submit modifications to curriculum, which are vetted by the college and district curriculum committees. This response is shown in the example of the Curriculum/COR Review report for English in the 2018 program review document (16-07), which reflect faculty members' collaboration to assure relevancy, appropriateness, and currency of courses and programs. Instructional units also present goals in their program reviews, based on the unit evaluation. Planning for the future as well as changes and improvements in programs as a result of assessment and program evaluations can be seen, for example, in the 2018 program review for psychology (16-08). Institutional changes and improvements that have occurred as a result of program reviews are discussed in [Standard II.A.2](#).

At this time, the College does not offer continuing or community education courses or programs.

Analysis and Evaluation

Through program review, curriculum, and assessment, the College regularly evaluates and improves the quality and currency of all instructional programs, regardless of delivery mode or location. Although the College meets the Standard, further work is in progress to strengthen the program review process in the ongoing work of continuous improvement. In spring 2019 the Program Review Committee began developing an updated document describing the program review process (16-09), and the discussion continued into fall 2019, with introduction of descriptive templates (16-10). Stronger clarification of the connections between program review and institutional planning will be a key goal of the 2019-2020 strategic plan and governance process development. These processes show how the College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Conclusions on Standard II.A. Instructional Programs

Program review and the curriculum and assessment processes support continuous quality improvement in all of the College’s instructional programs, regardless of location or means of delivery, including pre-collegiate and college-level curriculum. As part of continuous improvement, in the strategic planning and governance assessment and development in 2019-2020, the College is taking a fresh look at the program review and planning process. The faculty-led curriculum process ensures that instructional programs are offered in fields of study consistent with the mission and appropriate to higher education, and that all degree programs include a component of general education. To support this important process, the Curriculum Handbook was revised in 2019. In addition to curriculum, assessment ensures that courses and degrees are the culmination of student attainment of identified student outcomes.

Improvement Plan

| Standard | Description of Change / Improvement | Expected Outcome(s) | Timeline | College Leads | Integration into College’s Ongoing Evaluation and Planning Processes |
|-----------------|---|--|--|---|--|
| Standard II.A.7 | The College will adopt a campus climate/student needs assessment survey that addresses delivery modes, teaching methodologies, and learning support services in support of equity for all students. | <ol style="list-style-type: none"> Survey instrument adopted Report of campus climate/student needs assessment distributed. Deans of instruction will work with APC, and the dean of library and learning resources will work with LRC, to review and respond to survey results. | <ol style="list-style-type: none"> fall 2019 spring 2020 | Dean of institutional effectiveness, dean of equity, dean of student services, deans of instruction, and dean of library and learning resources | <p>Student needs assessment will become part of enrollment management process and will inform professional development.</p> <p>Campus climate survey items will be used to assess elements such as inclusivity, safety, and other aspects of climate from students’ perspective.</p> |

Evidence List

- [1-01_AOE-Catalog-19-20](#)
- [1-02_ADT-Catalog-19-20](#)
- [1-03_CTE-Cetificates-Catalog-19-20](#)
- [1-04_NC-Mission-Webpage-2019](#)

- [1-05_Mission-PR-INST-2018](#)
- [1-06_ProgramAppProcess-CurriculumHB_2019](#)
- [1-07_ProDevProcess-2011](#)
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- [1-11_CTE-CurriculumHB-2019](#)
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- [2-02_CurriculumDev-CurriculumHB_2019](#)
- [2-03_COR-PSY9_12-11-18](#)
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- [2-10_INST-PR-Webpage-2019](#)
- [2-11_INST-PR-WOR-COR-Review-2018](#)
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- [2-18_MathScienceCtr-Webpage-2019](#)
- [2-19_PRC-Minutes_4-25-2019](#)
- [2-20_PR-Timeline-Flowcharts-2019](#)
- [3-01_Faculty-CurriQunet-Webpages-2019](#)
- [3-02_PLOs-Catalog-19-20](#)
- [3-03_LO-RotationPlan-2018](#)
- [3-04_DepartmentChair-CTA-Contract_2015-18](#)
- [3-05_AssessmentReport-17-18](#)
- [3-06_LO-ReportForm-2019](#)
- [3-07_Assessment-FacultyGuide-2019](#)
- [3-08_SyllabusSLO-FacultyGuide-2019](#)
- [3-09_SyllabusShell-Webpage-2019](#)
- [3-10_SyllabusLink-FacultyGuide-2019](#)
- [3-11_SyllabusDistribute-FacultyGuide-2019](#)
- [3-12_SyllabusRepository-FacultyGuide-2019](#)
- [4-01_NonDegCredit-Catalog-19-20](#)
- [4-02_NonDegCredit-COR-2019](#)
- [4-03_BS-CollegeLevel-COR-2014-18](#)
- [4-04_MovingThroughME-2019](#)
- [4-05-PreCol-CoReq-CurriculumHB-2019](#)

- [4-06_NonCredit-Catalog-2019-20](#)
- [5-01_HigherED-CurriculumHB_2019](#)
- [5-02_AS-Title5-CurriculumHB_2019](#)
- [5-03_CurriculumCommitte-Webpage-2019](#)
- [5-04_PRO-COR-ApprovalHB-2019](#)
- [5-05_ASCCC-Curriculum-2019](#)
- [5-06_FacultyRole-CurriculumHB_2019](#)
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- [5-08_AP4100-GradReq](#)
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- [6-04_NC-ScheduleGrid-10-1-18](#)
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B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence of Meeting the Standard

Library

As shown in the Wilfred J. Airey Library's mission statement, the institution supports student learning and achievement: "As the heart of the academic experience at Norco College, the Wilfred J. Airey Library provides informational leadership, instruction, access to technology, and learning resources supporting: the mission of the college; the development of lifelong information competency skills; and the overall success of the learning community" ([1-01](#)).

In alignment with BP/AP 4040: Library and Learning Support Services ([1-02](#)), the library offers a comprehensive collection of resources and services to support student learning and achievement. As well as providing academic support for face-to-face and distance education students, the library supports the John F. Kennedy Middle College High School, Prison Education Community program, and high school Dual Enrollment students. Information is available on the library's extensive website ([1-03](#)), and library resources are identified in the Catalog ([1-04](#)), the Student Handbook ([1-05](#)), and the Faculty Guide ([1-06](#)).

Resources include over 40 subscription research databases containing full-text articles from scholarly journals, newspapers and magazines, specialized encyclopedias, statistics, images and more ([1-07](#)). Through the library's webpages, all e-books, databases, and electronic reference guides are available at all times remotely to support distance education students, as well as all college students, faculty, and staff, as shown by links available on the homepage ([1-08](#)). In addition, a link to the library's 24/7 Access resources page is embedded in all college Canvas course shells used for distance education and web-enhanced courses ([1-09](#)). Full access to the library's complete collection of electronic subscription research databases has been provided to both librarians at the California Rehabilitation Center to support the academic needs of those taking classes in the Prison Education Community program. Also, the library offers a program-specific research request form for instructors in the program that enables them to request articles and other electronic resources from the library for their students who are not allowed internet access ([1-10](#), [1-11](#)).

On-campus library resources as of spring 2019 included seven study rooms for individual or group study, 70 internet-accessible computer workstations with updated disability resource center (DRC) adaptive software installed, and a dedicated study area. In fall 2019, student workspace was remodeled and, in addition to the 70 computers, 36 laptops have become available for checkout. Over 650 reserve textbooks and other materials are available to students for two-hour use in the library. These and other library-provided academic support services are detailed on the What We Have webpage ([1-12](#)).

Examples of significant resources and services that guide and provide training for library users include a number of resources found on the library's Research and Help webpage ([1-13](#)). Links to helpful webpages are found on this page for such topics as Searching for Articles (multiple pages, including What Is a Database? and Keywords), as well as using the library catalog and finding books ([1-14](#), [1-15](#)). Available 24/7 resources also include around-the-clock chat reference/research assistance with a LIVE Librarian ([1-16](#)). The library's main webpage offers quick answers to the questions such as "How Do I Borrow a Book?" and "How Do I Access Norco College Library Materials Off Campus?" in conversation windows that open when a cursor scrolls over the question ([1-17](#)). Furthermore, the library holds a weekly series of one-hour Library Skills Workshops during each term of the academic year which provide hands-on instruction to students about key library services and resources to teach them how to locate books using the library's online catalog, find articles using the library's electronic resources, and select sources to create citations in MLA or APA format ([1-18](#)). In the 2018-2019 academic year, the library held 34 Library Skills Workshops for 392 total students ([1-19](#)). In addition, the library offers Library 1: Introduction to Information Literacy, a one-unit course which is UC and CSU transferable, to further instruct students on effective library use, research, and the ethical use of information ([1-20](#)). For new faculty, an orientation prior to the fall semester includes the library as part of the campus tour ([1-21](#)). The library and Learning Resource Center (LRC) also presented during the spring 2019 faculty Flex Day on February 8, distributing materials about services available to students, and at the beginning of the spring 2019 semester, librarians attended Writing Lab sections to introduce services to students enrolled in composition courses ([1-22](#)).

During the 2017-2018 academic year, the library door count was 307,746. Library computer workstation usage recorded 71,051 logins/45,721 hours. Library study rooms were checked out 11,469 times for two-hour sessions, and 18,076 library reserve textbooks were checked out ([1-23](#)). Over 64 percent of the approximately 800 student respondents to a spring 2018 library survey agreed or strongly agreed that the library's collection of books and databases is sufficient in quality, currency, depth, and variety to support their research needs ([1-24](#)). A faculty survey in fall 2018 shows that over 65 percent of faculty respondents had used or were currently using library services to support their courses, and a majority said they were aware of the library's one-on-one assistance to help students with research assignments. A majority of faculty respondents also found the library's website to be easy to navigate and useful ([1-25](#)). Evaluation of the library's technology resources is included in technology surveys, as explained in [Standard III.C.2](#). The Library Advisory Committee, which includes faculty, staff, and student representatives, looks at instructional program reviews for requested library resources, as shown in minutes from a fall 2017 meeting ([1-26](#)). Based on increasing enrollments, library usage, and overall need, the College has plans to consider a

new library/learning resource center for construction within the next five to seven years, as shown in the College's 2013 Facilities Master Plan and the RCCD 5-Year Construction Plan, 2021-2025 ([1-27](#), [1-28](#)).

In addition to resources, the library sponsors a number of events to enhance student engagement, learning, success and achievement. Among these are Read 2 Succeed readings/discussions and collegewide read/author appearances ([1-29](#)), once-a-semester Poetry Performances ([1-30](#)), and Celebrate Books and Libraries ([1-31](#)).

Learning Resource Center

As stated on its homepage, the Learning Resource Center (LRC) supports student learning and achievement through Tutorial Services ([1-32](#)); Math and Science Success Center ([1-33](#)); Writing Support Center ([1-34](#)); Supplemental Instruction ([1-35](#)); 36 ADA compliant, open-access computers that provide the usual software used for college coursework; and study spaces ([1-36](#)). To ensure quality, the LRC hosts four department-wide annual in-service trainings for all LRC staff, tutors, and SI leaders, as shown in two agendas from spring and fall 2018 and a flyer for an in-service featuring a guest speaker ([1-37](#)).

In fall 2018, a total of 1,787 tutoring appointments were recorded ([1-38](#)), representing 2,023 contact hours from appointments along with 8,613 contact hours for drop-in tutoring ([1-39](#)). Records for that term show tutoring in 19 subjects from accounting and anatomy and physiology to psychology and Spanish ([1-40](#)). The Tutorial Services webpage describes this academic support program, which is based on a peer-tutoring model ([1-41](#)). By-appointment tutoring is available in an array of disciplines, as shown on a general tutoring schedule for fall 2018 ([1-42](#)), and appointments can be made online using a link on the Tutorial Services webpage ([1-43](#)). Writing Support Center and Math and Science Success Center tutoring also is available on a walk-in basis ([1-44](#)). As explained on the Tutorial Services homepage, online tutoring service is available to all online and hybrid course students free of charge through a link to NetTutor located in each Canvas course, as shown on the menu for an English 1A course ([1-45](#)). The College also is in the process of developing a plan for tutoring support for students at California Rehabilitation Center who are enrolled in the College's Prison Education Community program. The College intends to provide peer tutoring and learning lab hours for incarcerated students; however, this plan will take time to develop because of prison requirements regarding supervision of inmates, supervision of personnel, and space.

Evidence of the college Tutorial Services' currency and depth can be found in its receiving International Tutor Training Program Certification (ITTPC). The program acquired initial ITTPC on June 29, 2017, and was re-certified on September 8, 2018, for a three-year period by the College Reading and Learning Association (CRLA) ([1-46](#)). As explained on the Faculty Resources webpage and the How Do I Become a Tutor webpage, tutors are selected based on faculty recommendation for the respective courses that the student would like to tutor ([1-47](#)). In addition, prospective tutors are required to complete a one-unit tutor training course ([1-48](#)), Interdisciplinary Learning Assistance 1 (ILA-1), taught by a qualified faculty

member (1-49). Writing tutors are required to complete a discipline-specific, two-unit tutor training course, English 4: Writing Tutor Training (1-50).

The Supplemental Instruction (SI) program, as explained on its webpage, “is designed to improve the student’s academic success in traditionally difficult courses” (1-51). A list of these courses appears on SI schedules (1-52) and in the SI Data Report (1-53). SI sessions are peer-facilitated and are available to all students enrolled in the SI-supported course (1-54). As shown on the SI webpage, linked Faculty Resources page, and further explained in a recruitment email sent to faculty, SI leaders are well-trained students who are deployed to specific classes and instructors (1-55). They are recommended by faculty and, as stipulated on the SI leader application, they receive approximately 16 hours of training (1-56) from the SI coordinator who is a certified SI supervisor through the International Center for Supplemental Instruction at the University of Missouri-Kansas City (1-57). In addition, in spring 2019, the SI program received full program certification from the International Center for Supplemental Instruction, an indication of the quality of the College’s program (1-58).

In order to ensure that SI leaders are adequately trained, they are required to complete a two-day SI training and six hours of LRC in-service before the start of each semester, as well as monthly trainings throughout the semester (1-59). In addition, the SI leader’s training manual provides an overview of the connections between the SI leaders, students, and the class instructor (1-60). The SI coordinator receives feedback from students (1-61) and faculty (1-62), as reported in the SI Data Report. SI leader feedback has been gathered from surveys following SI training (1-63) and informally throughout the semesters. A more formalized system of SI leader surveys is in the works to begin fall 2019, as shown in the end-of-term survey instrument (1-64). Insight from surveys and other feedback is utilized to strengthen the SI program and collaboration with tutorial services. For example, based on SI leader feedback, SI sessions were moved to the LRC from the STEM Center, where the SI program shares space with tutorial services. After this move, the average attendance of students in SI-supported courses increased from 27 percent in fall 2016 (1-65) to 41 percent in fall 2018 (1-66). In addition to survey results, SI data is collected in the SI Data Report that includes data from fall 2015 through spring 2018 and the most recent report for fall 2018, which document that the SI program supports student success (1-67, 1-68).

Extensive information about services available in the LRC, including tutoring and supplemental instruction, can be found in the Catalog (1-69) and the Faculty Guide (1-70). Information about the LRC and tutoring also is available in the Student Handbook (1-71). Though it had been conducting in-class presentations for a number of academic terms, in spring 2019 the LRC increased outreach through formalizing an In-Class Presentation Request Form, introduced in a campus-wide email sent during the first week of the semester (1-72). In spring 2019, the LRC distributed an email newsletter “to inform the Norco College community about the array of academic support services our students receive” (1-73).

Analysis and Evaluation

The College’s library and learning services support student learning and achievement by providing physical and online materials and resources to both traditional on-campus and online students and to those responsible for student learning and services. Through outreach,

assessments, and training, the College ensures and strives to continuously improve services' sufficiency, currency, depth, and variety. In support of continuous quality improvement, district library faculty have revised and updated BP/AP 4040 ([1-74](#)) to be more reflective of current library services. The revised policy and procedure were proceeding through the shared governance process in fall 2019.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Educational resources in the Airey Library are selected to support student learning. As detailed in the Library Collection Development Procedure, collection development is based upon fund availability, instructional program review requests, the curriculum adoption process, Library Advisory Committee input and recommendations, and individual faculty requests made as part of the ongoing collaborative process ([2-01](#)). Examples of the procedure in action can be seen in recent library adoptions of materials, books, and a database, based on faculty requests ([2-02](#)). The procedure also provides prioritization for collection development. Program review requests for library and LRC materials and resources are supported by this process, and reports from program reviews are made at the Library Advisory Committee meetings, as noted in the minutes of November 8, 2016; November 14, 2017; and May 14, 2019 ([2-03](#), [2-04](#), [2-05](#)).

Faculty librarians are tasked with the primary responsibility of the selection and overall maintenance of the library collection. Librarians make informed material selection decisions based on standard professional review sources, evaluation of collection composition and usage statistics, professional expertise, and continual informal interaction with students and faculty in the library environment. Librarians also base material selection decisions on their participation in a wide variety of strategic planning committees, such as the Institutional Strategic Planning Council (ISPC), the Professional Growth and Sabbatical Leave Committee, the Academic Senate, and the Curriculum Committee, as well as the Communications Department and other academic and student engagement activities offered on campus ([2-06](#), [2-07](#)). Other instructional faculty, students, staff, and community members are also encouraged to make recommendations for additions to the library collection which are considered for possible inclusion, as shown by examples above. To facilitate this process, faculty are encouraged to come to the library to review the collection in their discipline-specific areas and make recommendations for book purchase as a result, as shown in Library Advisory Committee minutes of October 9, 2018 ([2-08](#)). To encourage increased faculty involvement in recommendation and selection of library materials, the Professional Development Committee approved Flex credit for faculty members who formally spend time reviewing the library collection in their discipline subject areas, following the library's Collection Review Guidelines and Process ([2-09](#), [2-10](#)). In addition, the library's website features a dedicated link which allows anyone to recommend a purchase ([2-11](#)), and a link appears on the library's For Faculty page as well ([2-12](#)). As detailed in [Standard III.C.3](#),

technology resources in the library and LRC follow collegewide procedures for technology replacement, repair, or maintenance.

A librarian is required to serve as a member of the Curriculum Committee, as indicated in the committee's by-laws (2-13). The responsibility of the member librarian is to examine and evaluate the library collection and verify that resources are sufficient to meet the needs of any new course or program. The librarian signs off on new courses and programs through the CurriQunet online curriculum management system, as shown in these images of recent curriculum (2-14). When new courses or programs are going through the process of development, the librarian on the Curriculum Committee receives email notifications and the examination of the collection begins. If the collection is not sufficient to support the proposed course or program, resources are then ordered to provide adequate coverage. For example, to support a new guidance course in spring 2019, Guidance 845: College Readiness, the library ordered a copy of *The Fiske Guide to Colleges 2019* (2-15, 2-16).

Supplemental materials are made available to students in the LRC, which are provided by and vetted through the discipline-specific faculty members. These supplemental materials include textbooks, scientific and graphing calculators, practice tests made available by instructors, Wacom tablets, instructional handouts, study skills and strategies pamphlets, and even anatomy bones. For example, an email thread from January 2018 shows the LRC director working with a faculty member in English in the process of developing further writing support for students in the LRC (2-17). Digital resources are also made available as links at the bottom on the Math and Science Success Center and Writing Support Center webpages (2-18). This digital content is created and selected by the appropriate faculty members.

As shown in its statement of purpose, the Library Advisory Committee—made up of faculty, staff, student, and administrative representatives (2-19)—is a strategic planning committee and a standing committee of the Academic Senate whose purpose is planning and continuous improvement of the library and LRC, in support of the College's mission (2-20). The Library Advisory Committee routinely reviews and discusses library and LRC assessment measures and surveys, as shown in minutes from April 2018 (2-21).

Analysis and Evaluation

Guided by the Library Collection Review Guidelines and Process, which employs the expertise of faculty, including librarians, as well as other learning support professionals, the institution selects and maintains educational equipment and materials to support student learning and the College's mission. The LRC also works with faculty to select additional resources to use in tutoring and to make available on webpages. Library and LRC technology resources are maintained as part of a collegewide process.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Based on evaluation data gathered over several academic years that suggest higher success and retention rates for students who utilized the face-to-face reference librarian assistance available in the library, and for students who attended Library Skills Instruction Workshops ([3-01](#), [3-02](#)), the library has worked to increase student awareness about the availability of face-to-face reference librarian assistance, Library Skills Instruction Workshops, and the 24/7 online reference service. In 2016, 362 students accessed the online 24/7 reference service ([3-03](#)), and in 2017, 406 students accessed the service ([3-04](#)). In 2018, 523 students accessed the online 24/7 reference service ([3-05](#)). Through outreach efforts such as those described in [Standard II.B.1](#), including presentations at faculty Flex Day and library information presentations to students during Writing Lab orientations, the College hopes to stimulate increased use of these library-offered services and resources, and therefore improve student success and retention rates. In addition, library faculty assess the Library 1 course, as shown in the assessment report of the 2018 program review ([3-06](#)). This report includes improvements made on the basis of the assessment. As noted on the COR for Library 1, each of the course SLOs is matched with one or more GELOs ([3-07](#)).

An example of an evaluation measure is the spring 2018 student survey about the quantity, currency, depth, and variety of the library collection and resources ([3-08](#)). Over 800 students participated in the assessment. According to the results, 64 percent of respondents agreed or strongly agreed that the library's collection of books and databases is sufficient in quantity, currency, depth, and variety to support their research needs. Survey results also indicate that most students view the library's physical space as adequate (72 percent), consider the library a welcoming space for students (88 percent), and regard the library staff as helpful (77 percent). In addition, a focus group of students took place in spring 2018 to gather further information on how the library can meet students' needs ([3-09](#)). Further evidence that the library strives to serve students' needs can be found in the College's response to student requests for more library hours. Based on student requests, early in spring 2019, the library extended hours on Fridays to 4:00 p.m. and added Saturday hours ([3-10](#)). Also, in spring and summer 2019, the library redesigned the learning area for students and implemented other upgrades based on student and faculty survey responses ([3-11](#)).

A fall 2018 faculty survey showed that most respondents were at least somewhat familiar with library services that are available to faculty, and a majority indicated that they found the library website to be easy to navigate and useful. More than a third indicated they are very familiar with availability of one-on-one research assignment help for students in the library, and over 61 percent indicated they are at least somewhat familiar with the availability of this assistance; almost 60 percent have referred students to the library for this service. Over 78 percent of respondents indicated they are aware of the library workshops, and many have referred students to these workshops ([3-12](#)).

Similarly, the LRC regularly collects data for the purpose of meeting students' needs and implements changes to increase equitable accessibility. Surveys are given on a regular basis to provide students an anonymous platform to communicate concerns and suggestions for

improvement. Also, reports track data such as head count, flow, and student demographics, as shown in the LRC Overall Contact Hours report as of April 15, 2019 (3-13). As described in the Regular Update newsletter of June 27, 2019, the LRC was recently remodeled in order to serve students better (3-14). These changes were based on usage statistics and feedback from surveys.

Tutors are evaluated on student-provided qualitative data. Surveys are continually offered to tutees on a regular basis following tutoring sessions, as shown in results over a four-month period from November 21, 2018, through February 23, 2019 (3-15). Tutors are provided this student feedback as part of the evaluation process to assist self-reflection and improve on their individual performance. Also as part of the evaluation process, the tutorial services technician provides tutors with recommendations which are reflective of session observations and employee performance (3-16, 3-17). The Office of Institutional Effectiveness works with the tutorial services technician to evaluate the effectiveness of tutoring on student success. Annual analyses have shown that tutorial services have a significant effect on student success, and results are continually used as a basis for improvement (3-18).

One of the SI program's greatest strengths is its data collection. The data have continually demonstrated that students who voluntarily participate in SI succeed at higher rates than their non-SI counterparts (3-19). In fact, the SI program utilizes student success rate data in order to target those courses most in need of support (3-20). To qualify for SI support, a course must have a success rate of less than 70 percent and/or a high withdrawal rate of greater than 20 percent and be highly impacted. As explained in [Standard II.B.1](#), each semester the SI program assesses its effectiveness through surveys, evaluations (by both students and instructors), and observation reports. The SI program collects data about student attendance hours and shows the relationship between student attendance and course retention and success.

Analysis and Evaluation

Surveys, evaluations, and reports are used to assess the library's and LRC's use, access, and effect on student learning. These evaluations, which include input from students, faculty, and staff, indicate that the library collection, resources, and services are judged as adequate. Moreover, these evaluations have led to improvements in meeting students' needs and enhancing achievement of student learning outcomes. Effective analysis and reporting of the data collected has enabled the growth of programs such as SI and tutoring.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard

The library contracts with electronic databases to provide resources and services to the college community. The bulk of the library's databases to date have been contracted through the Community College Library Consortium, as shown in renewal invoices (4-01), though some databases have been contracted separately, such as databases through the American Chemical Society (4-02) and Mary Ann Liebert, Inc., Publishers (4-03). The library assesses the amount of use to determine the effectiveness of databases (4-04, 4-05). Full-time and part-time librarians and the library director discuss the reports. In January 2019, the College signed a participation agreement for the California Community Colleges (CCC) Chancellor's Office and the CCC Technology Center's new cloud-based library services platform (4-06). In addition, the District contracts for pay-for-print services for libraries and learning centers for all District colleges through Advanced Copy (4-07).

The College has contracted with NetTutor Online Tutoring Service since 2013 to provide tutorial assistance to distance education students, as shown on recent invoices (4-08). NetTutor is available to students through a direct link embedded in the Canvas learning management system, as shown in this menu from a spring 2019 English 1A course (4-09). Instructors who have reviewed student papers that received NetTutor feedback have provided informal responses to endorse the service. The College reviews usage statistics for NetTutor (4-10) on a regular basis to ensure the service is adequate and effective. In addition, a spring 2019 NetTutor student survey, agendized for review by the Library Advisory Committee and the Distance Education Committee in fall (4-11, 4-12), indicates that the majority of students who have used the online tutoring services are satisfied or very satisfied, though many students do not yet know that these services are available (4-13).

For use of the databases and NetTutor, secure login and password protection for each individual user assures security. Maintenance and reliability are covered through contracts with NetTutor and databases, including the new library services platform.

Analysis and Evaluation

Services provided through formal contractual agreements provide valuable and effective support of learning. The College regularly evaluates these resources to ensure their continued usefulness and effectiveness. For example, to address the NetTutor survey finding that many students do not know about the online tutoring services, the College plans a number of actions in fall 2019 including announcements on webpages and other college media, and incorporating information about NetTutor into Canvas training for faculty.

Conclusions on Standard II.B. Library and Learning Support Services

The College's library and Learning Resource Center (LRC) are well-aligned with the institution's mission and provide substantial resources and services to support student learning and achievement. The Wilfred J. Airey Library provides sufficient, current materials and

resources with depth and variety both virtually and in its housed collections. Trainings and assessments are continual and ensure that the library is functioning as needed for faculty, students, and the campus community at large. Educational equipment and materials in the library are frequently evaluated by discipline experts, ensuring student learning support and alignment with the mission of the College. Similarly, the LRC offers resources to support educational programs, and personnel participate in regular in-service training to ensure quality. LRC professionals regularly work with faculty to maintain and update tutorial services, supplemental instruction practices, learning support centers, web pages, and learning technology. Gathering input from faculty, staff, and students on a regular basis via surveys and evaluations has made it possible to assess the effectiveness of the library and learning support services and has inspired positive improvements that support faculty and aid in the achievement of student learning outcomes.

Evidence List

- [1-01 NC-LIB-Mission-Webpage-2019](#)
- [1-02 BPAP4040-Library](#)
- [1-03 NC-Library-Webpage-2019](#)
- [1-04 NC-Library-Catalog-19-20](#)
- [1-05 Library-StudentHB-19-20](#)
- [1-06 Library-FacultyGuide-19-20](#)
- [1-07 NC-LIB-AtoZ-Webpage-2019](#)
- [1-08 NC-Library-Homepage-2019](#)
- [1-09 NC-LIB 24-7Access-Webpage-2019](#)
- [1-10 ResearchRequestForm-2019](#)
- [1-11 E-mail-ResearchRequestForm 8-29-18](#)
- [1-12 LIB-WhatWeHave-Webpage-2019](#)
- [1-13 LIB-ResearchHelp-Webpage-2019](#)
- [1-14 LibArticleHelp-Webpage-2019](#)
- [1-15 LIB-FindBooks-Webpage-2019](#)
- [1-16 Library-24-7Access-Webpage-2019](#)
- [1-17 NC-Library-Homepage-2019](#)
- [1-18 LibraryWorkshops-Webpage-2019](#)
- [1-19 Library-WkshopSch-SPR19](#)
- [1-20 COR-LIB1-1-20-15](#)
- [1-21 NewFacOrientation-FAL18](#)
- [1-22 Lab-LibOrientations-SPR19](#)
- [1-23 LibraryUsageEmails 3-2019](#)
- [1-24 Library-StudentSurvey-SRP18](#)
- [1-25 Library-FacultySurvey-FAL18](#)
- [1-26 LAC-Minutes 11-14-17](#)
- [1-27 Library-FMP-2013](#)
- [1-28 RCCD5YrConstPlan-2021-25](#)
- [1-29 Read2Succeed-Webpage-SPR19](#)
- [1-30 LibEvents-Poetry-Webpage-2019](#)

- [1-31 LibEvents-CelebrateBooks-Webpage-2019](#)
- [1-32 LRC-Tutoring-Webpage-2019](#)
- [1-33 LRC-MathSC-Webpage-SPR19](#)
- [1-34 LRC-WritingSC-Website-FAL19](#)
- [1-35 LRC-SI-Webpage-2019](#)
- [1-36 LRC-Webpage-2019](#)
- [1-37 LRC-InSevice-2018](#)
- [1-38 Tutorial-AppData-FAL18](#)
- [1-39 TutoringContactHours-FAL18](#)
- [1-40 TutoringContactHours-FAL18](#)
- [1-41 LRC-TutorHiring-Webpage-2019](#)
- [1-42 LRC-GeneralTutoring-Webpage-2019](#)
- [1-43 TutoringAppt-Webpage-2019](#)
- [1-44 LRC-MathWritingSC-Webpage-2019](#)
- [1-45 Canvas-Screenshot-SPR19](#)
- [1-46 CRLA-Certification 10-19-18](#)
- [1-47 LRC-Faculty-Tutors-Webpage-2019](#)
- [1-48 LRC-TutorHiring-Webpage-2019](#)
- [1-49 COR-ILA1 1-24-12](#)
- [1-50 COR-ENG4-TutorReq-2019](#)
- [1-51 LRC-SI-Webpage-2019](#)
- [1-52 SI Schedules 2016-19](#)
- [1-53 SI-DataReport-SPR19](#)
- [1-54 LRC-SI-Webpage-2019](#)
- [1-55 SI-Leaders-Info-2019](#)
- [1-56 LRC-SI-TutorApplication-2019](#)
- [1-57 SI-Supervisor-Certificate 9-13-17](#)
- [1-58 SI-Certification-UMKC-2019-22](#)
- [1-59 SI-TrainingAgenda-SPR19](#)
- [1-60 SI-TrainingManual-SPR19](#)
- [1-61 SI-Student-Survey-SPR18](#)
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- [1-65 SI-Data-Fall15-SPR18](#)
- [1-66 SI-Summary-Report-FAL18](#)
- [1-67 SI-Data-Collection](#)
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- [1-69 LRC-SI-Catalog-19-20](#)
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- [1-71 LRC-StudentHB-19-20](#)
- [1-72 LRC-Outreach-SPR19](#)
- [1-73 LRC-Newsletter-SPR19](#)
- [1-74 BPAP4040-Library-Revision](#)

- [2-01 LibCollectDevProcedure 9-10-19](#)
- [2-02 LibFacultyRequest-E-mails](#)
- [2-03 LAC-Minutes 11-8-16](#)
- [2-04 LAC-Minutes 11-14-17](#)
- [2-05 LAC-Minutes 5-14-19](#)
- [2-06 Committee-Member-Librarian](#)
- [2-07 LibCollectDevProcedure 9-10-19](#)
- [2-08 LAC-Minutes 10-9-18](#)
- [2-09 PDC-Minutes 5-8-18](#)
- [2-10 CollectionReviewProcess 11-2012](#)
- [2-11 LIB-MaterialReqForm-Webpage-2019](#)
- [2-12 FacultySuggestBook-Webpage-2019](#)
- [2-13 CurriculumC ByLaws-Membership](#)
- [2-14 LibCurriculumApproval](#)
- [2-15 LibCurriculumProcess-Gui845](#)
- [2-16 LibResourceOrder-Gui845](#)
- [2-17 LRC-FacEmail-Resources-2018](#)
- [2-18 LRC-SuccessCtrsResouces-Webpage-2019](#)
- [2-19 LAC-Members-Webpage-2019](#)
- [2-20 LAC-Webpage-2019](#)
- [2-21 LAC-Minutes 4-24-18](#)
- [3-01 LIB-RefDesk-Workshops-FAL15](#)
- [3-02 LIB-RefDesk-Workshops-FAL16-SPR18](#)
- [3-03 LIBChatStatistics-2016](#)
- [3-04 LIBChatStatistics-2017](#)
- [3-05 LIBChatStatistics-2018](#)
- [3-06 LIB-Assessment-PR-2018](#)
- [3-07 LIB1-COR-GELO 6-20-17](#)
- [3-08 LIBSurvey-SPR18](#)
- [3-09 LIBStudentFocusGroup-SPR18](#)
- [3-10 LIBExtenededHoursEmails-2019](#)
- [3-11 LIBRemodel-RegUpdate 6-27-19](#)
- [3-12 LIBFacSurvey-FAL18](#)
- [3-13 LRC-ContactHours 4-15-19](#)
- [3-14 LRC Remodel-Spr2019](#)
- [3-15 TutoringSurvey 2018-19](#)
- [3-16 LRC-TutorObservationForm](#)
- [3-17 LRC-TutorEvaluationForm](#)
- [3-18 TutorialComparison-2013-18](#)
- [3-19 SI-Data-Report](#)
- [3-20 SI-Report-Data-EligibleCourses](#)
- [4-01 CCL-renewal-2018-19](#)
- [4-02 AmerChemSociety-Invoice-2019-20](#)
- [4-03 MaryAnnLiebert-Invoice-2018-19](#)

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 - [4-05_GALE-Database-2018](#)
 - [4-06_CCCCO-LibService-2019-20](#)
 - [4-07_AdvanceCopyContract-2017-18](#)
 - [4-08_NetTutor_Oct-Dec2018](#)
 - [4-09_NetTutor-CanvasScreenshot](#)
 - [4-10_NetTutor-Usage-2016-19](#)
 - [4-11_LAC-Agenda_9-10-19](#)
 - [4-12_DEC-Agenda_9-18-19](#)
 - [4-13_NetTutorSurvey-SPR19](#)
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C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Consistent with the college mission, the Student Services division is committed to empowering students by enhancing personal and educational achievements through comprehensive programs and services. As described in [Standard I.B.2](#) and [Standard I.B.5](#), the College regularly evaluates the quality of support services through the program review process ([1-01](#)) and produces data-driven recommendations to increase the effectiveness of student services programs regardless of location or means of delivery. Through the program review process, each program evaluates goals, reviews assessments, and provides improvement recommendations as needed. Student Services goals and outcomes are mapped to one or more strategic goals of the College, showing alignment with the mission. For example, the Assessing Outcomes sections of 2018-2019 Student Services program reviews for counseling, Admissions and Records, as well as JFK/Dual Enrollment show the evaluation of quality of services for in-person, online, and off-site locations respectively ([1-02](#), [1-03](#), [1-04](#)). These examples indicate use of technology to reach students regardless of location or means of delivery. Off-site counseling also is provided to students in the Prison Education Community at the California Rehabilitation Center. As the Prison Education Community is a new program with a director appointed in late spring 2018, this program is expected to complete program review in the next cycle, 2020-2021.

Student Services utilizes student/customer satisfaction surveys as the primary means of assessing the quality and identifying areas of improvement of programs, services, and activities. For example, in spring 2019, based on improvement recommendations in the Admissions and Records program review, Student Services introduced an online chat feature to help students with enrollment and onboarding ([1-05](#)). Also, based on the student

satisfaction survey for the online orientation, Student Services did not change the online orientation for 2018-2019 (1-06) but will look at revising the orientation in 2019-2020 based on students' requests for more information in some areas, such as athletics. Student Services also utilizes student satisfaction surveys for projects such as Summer Advantage, a key onboarding program (1-07), which is evaluated annually (1-08).

In addition to the program review process, the evaluation of services delivered in all locations and modalities can be seen through the College's participation in external survey tools such as the biennial Community College Survey of Student Engagement (CCSSE), which provides further information to help in evaluating student support services (1-09), and the 2017-2018 California Community Colleges Chancellor's Office Distance Education Survey (1-10), which assists in evaluating services available to distance education students.

Analysis and Evaluation

Student Services regularly evaluates the quality of services, regardless of location or means of delivery, by utilizing program review data and outcomes, student surveys, and other reports to ensure continuous improvement. In addition to participating in the revised triennial program review process beginning in 2017-2018, all Student Services units conducted a 2018-2019 program review update for closing the loop and updating information. Moving forward, Student Services will continue alignment with instructional and administrative program review on the three-year cycle.

With the expansion of distance education courses and services at off-site locations, Student Services continues to expand online services and will need to ensure delivery of these services, disaggregated by mode of delivery, in upcoming program reviews. This will be addressed in revising the template for the 2021 triennial program review and through annual updates.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The Student Services division regularly conducts assessments in each service area included in program review documents. As evidenced by the template used for the 2018-2019 annual program review, each department is required to incorporate three assessments in a combination of learning or area outcomes (2-01). These assessments are developed, reviewed, and analyzed by each department to determine quality of services, identify improvement, and highlight accomplishments. Improvement plans are provided for each assessment, as shown in the 2018-2019 program review for Student Life (2-02). Furthermore, Student Services program review assessments map to institutional goals and objectives related to student success and course completion, as shown in the 2018 program review for EOPS (2-03). Puente and Umoja are equity programs and learning communities that provide

instructional courses and counseling efforts that highlight direct connection between learning and student support services ([2-04](#), [2-05](#)). Student support services data are disaggregated for special programs and services and are reviewed and compared to the general college population to gauge effectiveness of services based on success and retention. These data are available on the Institutional Research webpage ([2-06](#)). Programs and services use this data to have a better understanding of the student population being served, as seen in the 2019 EOPS program review ([2-07](#)).

Student Services uses outcomes assessment to continuously improve programs and services. In fact, program reviews require improvement recommendations as part of analysis ([2-08](#)). The 2017-2018 program review for the Assessment Center demonstrates the continuous improvement of the assessment process for the College's feeder high schools ([2-09](#)). For example, in spring 2016 only 199 high school students completed the assessment test at their high school. In spring 2017 the number of high school students assessed increased to 432. The increase is a result of college personnel working closely with high school counselors and staff to improve offerings of assessment tests at the high schools.

Analysis and Evaluation

Through the implementation and continuous evaluation of data reports as evidenced in program reviews, the College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Assessment data in program reviews is used to improve student support programs and services.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The Student Information section of the Catalog provides detailed information about the availability of student support services and how to access these services, regardless of service location or delivery method ([3-01](#)).

To assure equitable access to all students regardless of location or mode of delivery, applications for admissions, enrollment, registration, and financial aid are available both online and in person. These services are available through various methods including the following:

- CCCApply ([3-02](#))
- EduNav ([3-03](#))
- Online student orientation ([3-04](#))
- Counseling services: in person and online ([3-05](#), [3-06](#))
- MyPortal ([3-07](#))
- Canvas (and previously available on BlackBoard) ([3-08](#))

- WebAdvisor ([3-09](#)).
- FAFSA ([3-10](#))

As identified in [Section II.C.1](#), services are also provided to students at off-site locations in the Dual Enrollment and Prison Education programs. In addition, district distance education students can now access *Wellness Central* through a link embedded in all Canvas shells ([3-11](#)). This is a resource addressing multiple areas of student wellness, including videos and links to additional resources.

Students with disabilities are eligible to register with the Disability Resource Center (DRC) ([3-12](#)). DRC services include counseling, priority registration, and other approved accommodations and services for eligible students. In order to qualify for services, a student must provide verification of a disability. Reasonable academic adjustments are determined through an interactive process with the student and DRC staff and faculty.

Analysis and Evaluation

By providing both online and in-person student services, the College assures equitable access to all of its students, including those at off-site locations. Currently, the College is working to further address equitable access through newly expanded online counseling, implementation of EduNav, and other services such as Live Chat on the website.

4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

As shown on the webpages for the Associated Students of Norco College (ASNC), including the clubs and organizations page and the Athletics webpage, the College supports and encourages students to participate in activities that contribute to the social and cultural dimensions of their educational experience ([4-01](#), [4-02](#), and [4-03](#)). More than 25 student clubs and organizations, as listed in the Student Handbook and shown on the 2018-2019 Club Contact List, along with three athletic teams—expanded to four teams for fall 2019—linked to the Athletics homepage, offer students opportunities to be involved on campus ([4-04](#), [4-05](#), [4-06](#)). Students participate in on-campus and off-campus events, activities, field trips, competitions, and charitable community service, as shown in the current ASNC budget ([4-07](#)). The Norco College Athletics Department Strategic Plan: 2018-2023 identifies the program’s direct connection to the institution’s mission and contribution to the educational experience of students, including its focus on Guided Pathways ([4-08](#)). The plan’s Executive Summary elaborates on these statements: “Student success is the main goal for everything done at Norco College; Athletics is no different,” and, “As we move toward Guided Pathways for student success, Athletics is a tool to enforce this process.”

Board policies and administrative procedures establish sound educational policy and standards of integrity by which co-curricular and athletics programs are conducted, including BP/AP 5400: Associated Students Organization; BP/AP 5410: Associated Students Elections; AP/AP 5420: Associated Students Finance; and BP/AP 5700: Athletics ([4-09](#), [4-10](#), [4-11](#), [4-12](#)). These policies and procedures are supported by Athletics handbooks and constitutions, including the College's Department of Athletics Policies and Procedures Manual ([4-13](#)) and handbooks and guidelines from professional associations to which the College belongs ([4-14](#), [4-15](#)). On July 1, 2019, the College joined the newly formed Inland Empire Athletic Conference ([4-16](#)); previously the College was a member of the Orange Empire Conference ([4-17](#)).

Student clubs and organizations also follow sound educational policy and standards of integrity. They align with the college mission by “providing educational opportunities, celebrating diversity, and promoting collaboration” ([4-18](#)). Individual clubs are not reviewed within the program review process; however, student clubs must follow the established club charter protocol, which includes several standards to maintain integrity, for example, number of student members, faculty advisor, and a constitution ([4-19](#), [4-20](#)). The Charter Form notes that student clubs and organizations must register every fall and spring semester in order to be officially recognized by the College, thus ensuring student clubs and organizations are following established policies and remain viable. Financial reports of clubs, organizations, and college athletics show the institution's oversight. All clubs have trust accounts with the District, where they deposit any money through fund-raising or donations, and from which they pay for what the clubs need. For example, a budget requisition form for the Gender Sexuality Awareness Club shows approvals needed to utilize club funds: club advisor, club treasurer, coordinator of student activities, and dean of Student Life ([4-21](#)). This then goes to the District for accounting and processing, and the charge is posted to the club's trust account ([4-22](#)). Additionally, co-curricular programming is included as part of the assessment plan in the Student Life program review ([4-23](#)). For instance, in 2018-2019, the objective was to increase the number of co-curricular opportunities for students.

As described throughout Standard II.C, Student Services program reviews provide student learning outcome (SLO) and/or service area outcome (SAO) assessments that map to the College's institutional goals and objectives, showing alignment with the mission. Program reviews conducted by Student Life and Athletics regularly evaluate the quality and effectiveness of these programs, as shown in the triennial reviews conducted in spring 2018 ([4-24](#), [4-25](#)). An example of the programs' support of students' educational experiences can be found in the 2018 Athletics program review, which includes a goal established to require study hall hours within the LRC ([4-26](#)). Furthermore, an objective in the Student Life 2019 program review focuses on the GPA of student leaders and student success rates ([4-27](#)).

Analysis and Evaluation

Through policies, procedures, and evaluations by the Office of Student Life and the Athletics program, as well as the Athletics Department Strategic Plan, the College ensures that co-curricular and athletics programs fit the institution's mission and contribute to students' educational experience. Similarly, policies and procedures, including the club charter system,

show that the institution holds responsibility for programs and ensures that programs are conducted with integrity.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides quality counseling and academic advising to its students. As of the 2018-2019 academic year, there are 12 full-time counselors and 18 part-time counselors. In addition to general counseling, the College provides counseling in the Career Center, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), CalWorks, the Disability Resource Center (DRC), the Honors Program, John F. Kennedy Middle College High School program, the Puente program, STEM, Summer Advantage program, the Transfer Center, TRiO programs, Umoja, and the Veterans Resource Center (VRC) ([5-01](#)). Counselors also instruct guidance courses, as described in the Catalog and on the Guidance webpage, which are available to the general student population and students who participate in First Year Experience, Umoja, and Puente, as well as off-site for special programs such as the Prison Education Community program and the Dual Enrollment Program ([5-02](#), [5-03](#)). With the implementation of Guided Pathways, counselor leads are assigned to the four Schools—the School of Arts and Humanities; the School of Business and Management; the School of Science, Technology, Engineering and Math; and the School of Social and Behavioral Sciences—as shown on the [organizational chart for Student Services](#) in the front of this report. Designated Schools-based counselors are part of a structure that integrates learning and student support, with the goal of Student Success Teams consisting of an educational advisor, counselor, and instructional faculty to guide students along their pathways in a case-management structure.

As explained on the webpage Steps to Admission for New Students ([5-04](#)), first-time college students are required to complete orientation and counseling in the form of an abbreviated student educational plan prior to registering for courses ([5-05](#), [5-06](#)). Students access orientation through WebAdvisor. As a California community college, Norco College is following a new assessment process in alignment with AB 705 ([5-07](#)). Students conclude the matriculation process by meeting with an educational advisor and receiving an abbreviated student educational plan in person ([5-08](#)) along with a trailhead for their school ([5-09](#)).

Educational advisors encourage students to complete their comprehensive student education plan (SEP) after completing 15 units. SEPs can be completed with counselors during an appointment or during drop-in counseling throughout the year. Currently the College is in the process of implementing EduNav, an electronic student education plan ([5-10](#)), as described further in [Standard II.C.6](#). For students who are undecided on career goal or major, the Career Center counselor and director provide support. Many follow-up services are available

to assist with the career exploration process, such as career-planning fill-in pdf worksheets ([5-11](#)), workshops ([5-12](#)), and online tools ([5-13](#)).

With student success in mind, the Counseling Department provides follow-up services for at-risk students. Services have included classroom visits to basic skills and co-requisite English and math courses as well as ESL and reading ([5-14](#), [5-15](#)). Currently, services include individual student follow-up, follow-up/check in with probation students, and academic standing reports run after fall and spring semester ([5-16](#)), notification to students that are not in good standing ([5-17](#)), the online readmit workshop required for students who are dismissed ([5-18](#)), follow-up for early alert students who come in for counseling, and student success workshops for all students ([5-19](#)).

To ensure that students receive timely, useful, and accurate information, counselors regularly attend conferences and trainings for professional development. Some examples of these conferences include CSU/UC Counselor Conference, UC Ensuring Transfer Success Conference, RP Group: Strengthening Student Success Conference, Umoja Conference, Puente Summit, Articulation Conference/Regional Meeting, A2Mend, Academic Senate Plenary, and CAPED, as exemplified by recent travel requests ([5-20](#)). Counselors meet twice a month to keep up to date on academic requirements for graduation and transfer, college and district policies, procedures, and initiatives, as well as to share best practices within counseling and guidance instruction, as shown in minutes from September 5, 2018, and February 20, 2019, and semester meeting dates listed at the end of each set of minutes ([5-21](#)).

Training is provided for all counselors once a semester but is especially encouraged for new part-time counselors ([5-22](#), [5-23](#)), who are trained on academic requirements, college/district procedures, and technology used in counseling sessions. Educational advisors also attend professional development training and counselor training, as exemplified in educational advisors' participation in recent off-site training conferences ([5-24](#)).

The Counseling Department evaluates how effectively and efficiently it serves students through program reviews of student services. In program review, SLOs and SAOs are assessed ([5-25](#)). Also as part of this process, counseling looks at the number of students served and often discusses how the department can more efficiently serve students. Examples of new procedures that have resulted from department discussions include an increase in drop-in counseling, evening counseling services to 6:00 p.m. Monday through Thursday, and opening online counseling to all students ([5-26](#)).

Analysis and Evaluation

The College provides counseling and academic advising programs to support student development and success in the Guided Pathways framework, as evidenced by the organizational structure of counselors and educational advisors assigned to the Schools and support programs. Furthermore, as evidenced by the onboarding process inclusive of orientation and advising, the College provides counseling as well as academic and career advising to its diverse population of students to orient students to the requirements of their programs of study. Through ongoing faculty and staff training and assessment and evaluation of services, the College strives to ensure that students are provided accurate information and

extensive support to assist them in meeting their academic goals. Furthermore, in support of Guided Pathways efforts, the College will be implementing a faculty advising model for each of the four Schools in the 2019-2020 academic year, part of implementation of Student Success Teams that is described in the [Quality Focus Essay](#).

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The College, consistent with its mission statement and core commitments ([6-01](#)), provides access to educational opportunities available to all members of the community. Admissions policies are specified in BP/AP 5010: Admissions ([6-02](#)), and are found in a wide range of publications including the College Catalog ([6-03](#)), class schedule ([6-04](#)), and the Admissions and Records page of the college website ([6-05](#)). The admissions process begins with the completion of the statewide student application, CCCApply, which collects information of prospective students ([6-06](#)). Through the application process, students indicate their desired academic goals (whether completion of a degree or certificate) and appropriate program of study, in addition to listing any biographical information or historical information of previously attended institutions. Enrollment steps and policies are also clearly communicated to students via a welcome email immediately sent after a student has submitted a college application ([6-07](#)). Mandatory orientation and counseling for first time colleges students, as explained in [Standard II.C.5](#), are outlined in the welcome email as part of the enrollment process. The email also presents pertinent information for enrollment, including student ID number, email, and registration.

As a result of high school partnerships, Dual Enrollment programs—such as the California College and Career Access Pathways (CCAP) including the middle college program, and high school concurrent enrollment—have separate admissions policies to ensure seamless transition to college courses ([6-08](#), [6-09](#), [6-10](#)).

To support students' completion of their educational goals, the College began the conversation of developing a Guided Pathways model in 2015. The development of Schools in fall 2018 further supports the direction of students to clear pathways for completion ([6-11](#)). Organized around pathways and programs, the four Schools—the School of Arts and Humanities; the School of Social and Behavioral Sciences; the School of Business and Management; and the School of Science, Technology, Engineering and Mathematics—provide a structure to help advise students toward completion of degrees, certificates, and transfer. Each School's webpage includes links to pathways and programs (including pathways trailheads tailored to the Schools) and programs of study ([6-12](#), [6-13](#), [6-14](#), [6-15](#)).

In order to direct students on clear pathways to completion, the College utilizes counselors, educational advisors, and technology. Counseling faculty assist students with identification of potential career goals aligned to the four Schools and completion of student educational

plans, with the assistance of Schools' trailheads for first-semester students (6-16). In addition to counseling faculty, classified educational advisors provide assistance to students from matriculation through the first year of college (6-17). Records are maintained in the student information system (Colleague), which also blocks registration for students who do not complete each step of the matriculation process. In the 2017-2018 academic year, the College transitioned to an in-person advising model for the abbreviated student education plan (SEP) as stated in [Standard II.C.5](#). Prior to 2017-2018, the abbreviated SEP was initiated through WebAdvisor. This initiation triggered an email to an educational advisor who would generate the abbreviated SEP and notify the student (6-18).

As part of RCCD, the College has begun utilizing EduNav, a degree-planning educational tool to help students navigate their educational path through graduation. EduNav helps students plan and register based on their individualized guided pathway with an intuitive system (6-19). EduNav has, in its system, 29 associate degrees for transfer, using both CSU and IGETC general education patterns, which has led 6,941 students through registration and planning between May 6 and June 4, 2019, with 5,314 students registering for summer and fall 2019, and an average student rating of 3.25 stars on a scale of one to five (6-20). This has been a combined effort between instructional faculty leads, counseling faculty, administration, and the District.

Analysis and Evaluation

The College adheres to district admissions policies consistent with the college mission while providing appropriate guidance for students to complete appropriate educational goals. The College's commitment to Guided Pathways is further supported by introduction of EduNav and the institution's organization into Schools, which serve to define and support advising students on clear pathways to complete degrees, certificates, and transfer goals. Dedicated space for Student Engagement Centers, with anticipated opening in fall 2019, will also support students on their pathways to completion.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The College uses the California community college-system adopted CCCApply, which is administered by the California Community College State Chancellor's Office, to facilitate the admissions process (7-01).

An example of the College's evaluation processes for admissions and placement is found in the adoption of the Multiple Measures Assessment Project (MMAP). As described in [Standard II.A.7](#), Norco College was an early adopter of MMAP for placement, and evaluation of this method was captured in a 2016 report (7-02). Since the implementation of AB 705, the onboarding process eliminated assessment testing for math and English and replaced it with self-reported data located on the admission application (7-03, 7-04). Continuing students completed a placement survey in WebAdvisor. A tally of assessment

surveys were distributed to discipline faculty and managers on a regular basis ramping up to the fall 2019 semester, as shown in an email from the District in May 2019 ([7-05](#)).

Following the requirements of AB 705, the College no longer issues placement tests for English and math. Currently, the College provides a placement test in ESL ([7-06](#)). The Proficiency Test in English as a Second Language (PTESL), designed for non-native English speakers, is a timed paper/pencil test which provides placement into unit credit-bearing ESL courses. The test measures a student's knowledge of the English language, readiness to take college-level classes, and features Multiple Measures. This test has had state Chancellor's Office approval for over 20 years. ESL faculty have also developed a computerized version of the PTESL (CPTESL). In 2017, the CPTESL received probational approval and completed the required studies: Content Validity Study, Cultural Bias Study, and Initial Cut-Score ([7-07](#), [7-08](#), [7-09](#)). With the implementation of AB 705, the process for improving the computerized version of the PTESL is ongoing and pending the recommendations of AB 705 ESL Advisory Board.

ESL faculty are aware of AB 705's requirement to initially identify students who would benefit from ESL and effectively inform them of their right to take appropriate ESL courses rather than be automatically placed into English 1A. To that end, the discipline is in the process of determining CCCApply survey questions ([7-10](#)); if applicants select ESL as one of the Programs and Services on the Needs and Interests page of RCCD's admission application or answer "yes" to two identifying questions on the supplemental page of the application, they will receive an email regarding ESL services. Moving forward, the district ESL discipline is creating a guided self-placement (GSP) instrument for use in fall 2020 when new course outlines of record are in place ([7-11](#)). The GSP will ask students to answer approximately 10 questions regarding language and academic background, persistence, and use of language skills. The GSP instrument will provide reading and writing samples reflecting course-level work and ask students which they are most comfortable with. Until more specific direction from the state Chancellor's Office becomes available, the discipline will continue offering the PTESL in addition to the GSP instrument.

Program reviews for Admissions and Records ([7-12](#), [7-13](#)) and for the Assessment Center ([7-14](#), [7-15](#)) show evaluations of admissions and placement practices, as well as improvement recommendations for SAO assessments.

Analysis and Evaluation

The College relies on the admissions application tool administered by the state Chancellor's Office. The College fully implemented AB 705 in math and English in fall 2019, and once the Student Engagement Centers for the College's four Schools open in fall 2019, the Assessment Center functions will move to the Engagement Centers. The College's evaluation of admissions and placement tools, especially through the program review process, are periodic and demonstrate effectiveness. The College will work with discipline faculty districtwide on the validation process for ESL placement.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Admissions and Records and Student Financial Services offices follow district policy on retention and destruction of student records. The College publishes and follows established policies for release of student records and adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act ([8-01](#)), California Education Code sections 76220 and 76232, and Title 5 of the California Code of Regulations.

The College maintains all student records in accordance with BP/AP 3310: Records Retention and Destruction ([8-02](#)), which outlines procedures to assure the retention and destruction of all District records, including student records, in compliance with Title 5. The Admissions and Records Office has a secured records retention room where most student admissions and financial information is stored until documents are scanned and the allowable time has passed before documents can be destroyed, as established in administrative procedures. The College securely stores information in paper format, in Colleague (student information system), and in OnBase (document imaging software). Electronic student records are backed up by district Information Technology to remain in compliance with FERPA regulations. Supervisors monitor document imaging practices and review confidentiality policies with new and current employees in accordance with AP 3720: Computer and Network Use, which includes the District's acceptable use policy ([8-03](#)). As explained in this policy and procedure, all users of district technology equipment must review and acknowledge their understanding of this policy and other job-appropriate information technology security standards on an annual basis. Staff also complete electronic training every year regarding their responsibility and understanding of handling sensitive student information and records through the Common Origination and Disbursement and WEB Grants sites ([8-04](#), [8-05](#)).

The rights of students with respect to their educational records are spelled out in the College Catalog under the section regarding the Family Educational Rights and Privacy Act ([8-06](#)), on the college website though a link at the bottom of the homepage ([8-07](#)), and in the Student Financial Services Consumer Guide ([8-08](#)). The policy on release of student records—outlined in AP 5040: Student Records, Directory Information, and Privacy—is available in the Catalog and on the website ([8-09](#), [8-10](#)).

Analysis and Evaluation

As demonstrated in policies, procedures, and protocols, the College maintains records permanently, securely, and confidentially in accordance with laws and regulations pertaining to record-keeping and release of student records. FERPA regulations and policies are provided to students and published in the Catalog and on the website.

Conclusions on Standard II.C. Student Support Services

Through the implementation and continuous evaluation of data reports, especially as evidenced in program reviews, the College regularly evaluates the quality of student support services to ensure equitable access to services supporting student learning, regardless of location or means of delivery, with the goal of continuous improvement. The College identifies and assesses outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Counseling and advising orient students and support student development, and student records are maintained in accordance with board policy and all laws and regulations. Student support services are consistent with the college mission.

Evidence List

- [1-01 SS-PR-Webpage-2019](#)
- [1-02 Counseling-PR-2018-19](#)
- [1-03 AdmissionRecords-PR-2018-19](#)
- [1-04 Dual-Enrollment-PR-2018-19](#)
- [1-05 ExpandOnlineService-PPT-2019](#)
- [1-06 Orientation-Webpage-2019](#)
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- [2-01 SS-PR-Template-2018-19](#)
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- [4-23_StudentLife-PR-2018-19](#)
- [4-24_StudentLife-PR-SLO-A-2018](#)
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- [4-26_Athletics-PR-Goal-2018](#)
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- [7-13 PR-SS-AdmissionsRecords-2019](#)
- [7-14 PR-SS-AssessmentCtr-2018](#)

- [7-15_PR-SS-AssessmentCtr-2019](#)
- [8-01_USDE-FERPA-Website](#)
- [8-02_BP-AP3310-RecordRetention-Destruction](#)
- [8-03_BP-AP3720-Comp-Network-Use](#)
- [8-04_USDE-COD-PrivacyAct](#)
- [8-05_FedStudentAid-Training-7-2019](#)
- [8-06_FERPA-Catalog-2019-20](#)
- [8-07_FERPA-Webpage-2019](#)
- [8-08_FERPA-SFS-ConsumerGuide-2019-20](#)
- [8-09_ST-RecordRelease-Catalog-2019-20](#)
- [8-10_ST-RecordRelease-Form-Websites-2019](#)

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

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The College employs qualified academic and classified personnel in accordance with state requirements and district hiring board policies and administrative procedures, including BP/AP 7120: Recruitment and Hiring (1-01). All districtwide human resources functions are administered from the District Office of Human Resources and Employee Relations. Administrative procedures are in place to identify the recruitment and hiring procedure for each category of employee, including the persons responsible and screening tools: faculty (1-02), classified and confidential staff (1-03), and management staff (1-04). Applicants are screened according to the job descriptions, which include state-mandated minimum qualifications as well as specifically required and preferred qualifications, as shown by Human Resources and Employee Relations screening documents (1-05). The administrative procedure for part-time faculty hiring and the intent to hire form for associate (part-time and substitute) faculty show that faculty are screened for minimum qualifications (1-06).

The administrative procedures explain that positions are advertised in standard publications and websites, including the district website, and possibly other venues depending on the position, to encourage a broad applicant pool (1-07). The administrative procedures also ensure that all job descriptions address the needs of the College and of the discipline, thus ensuring that job descriptions are directly related to the institutional mission (1-08).

The criteria and procedures for hiring academic employees are established and implemented in accordance with the minimum qualifications prescribed for their positions by the Board of Governors, as shown in AP 7211: Minimum Qualifications, and Equivalencies (1-09). Faculty job announcements and job descriptions clearly indicate a requirement of discipline expertise and effective teaching abilities, as exemplified in full-time math faculty job announcement for 2018 (1-10) as well as the part-time math faculty job posting (1-11). Job

announcements for full-time faculty positions also indicate a requirement for institutional service, such as participation in committee work, curriculum and program development, and student activities. A memorandum to applicants regarding foreign degree/transcript evaluation explains that equivalency of degrees from institutions outside the United States must be verified by a certified service that evaluates foreign credentials; this evaluation is the responsibility of the applicant ([1-12](#)).

For classified and confidential staff, as well as management staff, job announcements and job descriptions clearly indicate requirements for appropriate education, training, and experience. Examples include recent job announcements for an instructional department specialist ([1-13](#)) and the vice president of Academic Affairs ([1-14](#)).

Analysis and Evaluation

Through administrative procedures in alignment with board policies, the College employs personnel who are qualified by appropriate education, training, and experience. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated in job descriptions, which directly relate to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

The District has drafted a workforce succession plan to ensure the District maintains adequate staffing levels of highly qualified individuals ([1-15](#)). The workforce succession plan is designed to minimize disruption to programs, services, and operations and promote retention of institutional knowledge.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The procedures for full-time faculty recruitment and hiring, in AP 7120c ([2-01](#)) and Human Resources and Employee Relations Full-Time Tenure Track Faculty Recruitment Process ([2-02](#)), and for part-time faculty recruitment and hiring in AP 7120d ([2-03](#)), ensure that faculty selected for hire have adequate and appropriate knowledge of their subject matter. As described by AP 7211: Minimum Qualifications, and Equivalency ([2-04](#)), academic employees possess the minimum qualifications prescribed for their positions by the Board of Governors in the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook, published by the California Community Colleges Chancellor's Office ([2-05](#)). The process for full-time faculty hiring indicates that transcripts are verified by human resources at the time of hiring ([2-06](#)). All job descriptions posted by the District for both full- and part-time faculty include state-mandated minimum qualifications as well as specifically required and preferred qualifications. This is evident, for

example, in the 2016 full-time math faculty job posting ([2-07](#)), the 2018 full-time math faculty job posting ([2-08](#)), and the part-time math faculty job posting ([2-09](#)). Current job announcements for faculty, written by subject matter experts, directly relate to the college mission and students served through, for instance, the Commitment to Diversity statement, basic function, and professional responsibilities ([2-10](#), [2-11](#)). Faculty job responsibilities include curriculum oversight and student learning outcomes assessment.

Analysis and Evaluation

Through administrative procedures, the College has established and follows a consistent process to verify that faculty have adequate and appropriate knowledge of the subject matter. Job descriptions directly relate to the College's mission and include appropriate factors of qualification as well as responsibility for curriculum and assessment.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Through its hiring process, the College ensures the employment of qualified academic and classified personnel in accordance with state and district policies and procedures. District administrative procedures identify the recruitment and hiring process for each category of employee, including administrators ([3-01](#)) and classified and confidential staff ([3-02](#)). Procedures show that, prior to each recruitment, position descriptions and/or job postings are reviewed by the designated department/program/unit, hiring authority, and human resources. Appropriate qualifications are evident in the 2018 job description for the administrative position of vice president of Academic Affairs ([3-03](#)), and for the job announcement and job description for the hiring of an classified instructional departmental specialist, as well as the job description for a confidential executive administrative assistant ([3-04](#), [3-05](#), [3-06](#)).

Analysis and Evaluation

The College follows established district procedures by which it ensures that administrators and other employees possess qualifications necessary to sustain institutional effectiveness and academic quality.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Administrative procedures for the recruitment and hiring for each category of employee, including faculty, classified and confidential staff, and management, include steps for

verifying the qualifications of applicants and newly hired personnel ([4-01](#), [4-02](#), [4-03](#), [4-04](#), [4-05](#)). Human Resources and Employee Relations Full-Time Tenure Faculty Recruitment procedures indicate the determination of the screening committee regarding applicants' qualifications or need for equivalency ([4-06](#)) and specifies that official transcripts and verifications of experience are part of the new-hire paperwork for full-time faculty ([4-07](#)). The College Catalog displays the faculty and administrators and their respective degrees from accredited or evaluated institutions ([4-08](#)).

The equivalency process follows AP 7211: Minimum Qualifications, and Equivalencies ([4-09](#)) and is described on the human resources document and forms used by the equivalency committee ([4-10](#)). As explained in a memorandum to applicants regarding foreign degree/transcript evaluation, equivalency of degrees from institutions outside the United States must be verified by a certified service that evaluates foreign credentials; this evaluation is the responsibility of the applicant ([4-11](#)).

Analysis and Evaluation

By following administrative procedures as facilitated by Human Resources and Employee Relations, the College ensures that degrees held by faculty, administrators, and other employees are from accredited U.S. institutions or, when applicable, that degrees from non-U.S. institutions are verified for equivalency.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The intervals, criteria, and evaluation processes are set forth by BP/AP 7150: Employee Evaluations ([5-01](#)), collective bargaining agreements, and employee handbooks. The Human Resources and Employee Relations office is responsible for tracking and sending timely performance evaluations notifications for all applicable district employees in alignment with established timelines.

Faculty

As stipulated in AP 7150 ([5-02](#)), the College follows written criteria for evaluating faculty found in the improvement of instruction and tenure review process outlined in Article XI: Improvement of Instruction and Tenure Review in the collective bargaining agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA ([5-03](#)), with further clarification for contract faculty found in a memorandum of understanding dated January 25, 2016 ([5-04](#)), and for categorically funded faculty in a memorandum of understanding dated November 2, 2017 ([5-05](#)). As demonstrated in the name of the process and the opening

statement, faculty evaluation “for the purposes of continuous improvement is foundational to the life of teaching and learning.” Procedures for evaluating full-time (regular and contract faculty) and part-time (hourly) faculty are spelled out in the agreement, including timelines and persons responsible. The deans of instruction employ district forms and checklists for this process ([5-06](#), [5-07](#), [5-08](#)).

For contract non-tenured faculty (temporary full-time, categorically funded, and tenure-track), an evaluation committee is formed and meets during the first six weeks of employment. Every contract faculty member is evaluated formally during the first semester of employment and in the fall semester of each of the following three years ([5-09](#)). On the full-time faculty evaluation list from the human resources office, these faculty are identified as “N” (non-tenured, tenure-track) or “O” (“other,” meaning temporary or categorical) ([5-10](#)). For tenure-track faculty, following each of the contract faculty member’s evaluations, the evaluation committee recommends to the college president renewal or non-renewal of the faculty member’s contract. If non-renewal is selected, the College follows contract language for termination. At the end of the fall of the third or fourth year, the committee makes a recommendation to the administration for the faculty member’s tenure.

Regular (tenured) faculty are evaluated once every three years in the spring semester. On the full-time faculty evaluation list from the human resources office, these faculty are identified with a “T” ([5-11](#)). The 2017 memorandum of understanding explains the frequency of the process for categorically funded faculty, which matches that of full-time contract faculty (employed for one through three years) and regular faculty (having served the District four or more full years). Part-time faculty are evaluated their first term of employment and once a year for the next two years; subsequently, they are evaluated once every three years ([5-12](#)). However, some part-time faculty evaluations that appear past due may reflect the instructors’ not having a recent teaching assignment, as part-time faculty remain in the part-time pool for two years.

Faculty receive a copy of the evaluation upon the conclusion of the evaluation process. If a faculty member disagrees with the evaluation, he or she can submit a written rebuttal. The Agreement between RCCD and CCA/CTA/NEA and the Contract Faculty Evaluation MOU clearly state the process to be followed if a faculty member receives a “need for improvement” ([5-13](#)). In human resources records, a follow-up will show as the next evaluation due. Therefore, records of actions taken will show up within the report on evaluations due and completed, ensuring that follow-ups are formal, timely, and documented. Records of faculty Improvement of Instruction evaluations, cited above, show that the process is in place.

Classified and Confidential

Also identified in AP 7150 ([5-14](#)), classified and confidential employee evaluations are conducted in accordance with Article XII, titled “Performance Evaluation,” of the Agreement between RCCD and RCCD Employees, Chapter 535, an affiliate of the California School Employees Association ([5-15](#)). The agreement also establishes a timeline for evaluations, which is followed by human resources ([5-16](#)). The performance of a confidential employee is

reviewed and evaluated as also described in the Confidential-Classified Employees Handbook (5-17). The performance evaluation for a classified employee is also described in the Personnel Handbook for Classified Employees (5-18). As stated in the CSEA Agreement, classified and confidential staff employees receive a written evaluation at least once each year, using the Classified/Confidential Employee Evaluation form (5-19). Probationary employees receive written evaluations at the end of the second month and each third month thereafter during the probationary period. Evaluations for newly hired, probationary classified employees utilize the Performance Evaluation for Classified Probationary Employees form (5-20). Promoted employees receive written evaluations at the end of the second and fifth months in their new positions. Evaluations for promoted probationary classified employees utilize the Performance Evaluation for Classified Promotional Employees form (5-21). The supervisor discusses the evaluation with the employee and provides the employee with a copy at that time. If the employee receives a rating of “improvement needed” or “unsatisfactory,” the supervisor will include an explanation of the reason(s) for such markings and provide written expectations for ways to improve performance. In this case, as required by Article XII of the CSEA Agreement, “Expectations shall be outlined and discussed with the employee to give opportunity for improvement.” The employee may submit comments or a rebuttal statement regarding the evaluation if the employee believes the evaluation is incorrect.

Administrators/Management

As established by AP 7150 (5-22), management evaluations are conducted following the guidelines in the Management Handbook (5-23, 5-24). The RCCD Management Leadership Association’s Management Evaluation Process webpage details procedures as well as timelines and persons responsible. Forms for management evaluations can be found linked on the Management Evaluation Process page (5-25). Human resources records of evaluations due provide evidence that the process is followed (5-26). During the management employee probationary period of nine months, supervisors receive a notice to provide employees with performance feedback at the second, fifth, and eighth month of employment via the Performance Evaluation for Probationary Employees form (5-27). Permanent and contract management employees are evaluated annually in years one and two, and comprehensive evaluations completed every three years (5-28). The criteria included in the Management Evaluation Process measures employee performance in six distinct competency areas. Unscheduled evaluations may be conducted at the discretion of the immediate supervisor, subject to the approval of the president or designee. As the process shows, the College and District employ a formal evaluation process that is systematic, timely, and objective; recognizes management strengths; and is designed to address deficiencies and improve management performance when necessary. Human resources employee evaluations records indicate a follow-up as the next evaluation due, ensuring that evaluations and follow-ups are formal, timely, and documented.

Analysis and Evaluation

Following district policy and procedure, the College has evaluation processes in place to accurately measure the effectiveness of personnel and lead to improvement of job performance. Procedures ensure formal, timely, and documented follow-up actions. Records

show that the College evaluates all personnel on a regular basis. Specifically, of full-time faculty, 98 of 100 are up to date, for an on-time rate of 98 percent. Of part-time faculty, 115 of 134 are up to date, for an on-time rate of approximately 86 percent. For classified professionals, as of September 24, 2019 (the date that data were pulled), 105 of 128 are up to date, for an on-time rate of 82 percent. Management evaluations are 100 percent up to date.

6. Deleted by the Commission
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

RCCD has policies and procedures in place to ensure that there are an appropriate number of full-time and part-time faculty, and that the faculty needs are identified and addressed, as detailed in [Standard III.A.1](#) and [Standard III.A.2](#). AP 7120c, Full-Time Faculty Recruitment and Hiring, outlines a procedure to identify and prioritize the hiring of full-time faculty ([7-01](#)). AP 7120d Part-Time Faculty Recruitment and Hiring ([7-02](#)) outlines a procedure to identify and address part-time faculty needs.

Through its strategic planning process, the College has a procedure whereby it identifies, prioritizes, and addresses full-time faculty hiring needs. Norco College Strategic Plan and Process 2013-2018 (extended to 2019) ([7-03](#)) and the Joint Resource Allocation Process, approved by the Institutional Strategic Planning Council (ISPC) in fall 2019 ([7-04](#)), indicate the faculty prioritization process. These needs are identified by departments and justified in the College's instructional program review process ([7-05](#), [7-06](#)), prioritized in the Academic Planning Council (APC) ([7-07](#), [7-08](#)) and submitted to ISPC for review ([7-09](#), [7-10](#), [7-11](#)).

The number of full-time faculty hires is determined by the District based on analysis of the faculty obligation number (FON) as determined by the state Chancellor's Office ([7-12](#)) and based on funding from the state and the District's budget allocation model (BAM), which is described in [Standard III.D.1](#). Meeting the FON indicates that the District's colleges have adequate numbers of full-time to part-time faculty. As an example, in December 2018, the chancellor and the vice chancellor of Educational Services and Strategic Planning released a letter regarding the number of full-time faculty hires for 2019-2020 broken down by college ([7-13](#)).

As evidenced by AP 7120d, there is also a procedure in place with regard to the recruitment and hiring of part-time faculty to support quality educational programs at the College: "Each department will determine subject area needs for additional part-time faculty and communicate such needs to the Department Chair." The department chair then requests from human resources access to the current applicant pool for the required discipline ([7-14](#)).

Data reports of student-to-faculty and student-to-counselor ratios ([7-15](#), [7-16](#)) further show that the College maintains a sufficient number of qualified faculty to fulfill faculty responsibilities essential to the quality of educational programs and services.

Analysis and Evaluation

Adhering to administrative policies and following its strategic planning and prioritization process, the College follows a clear procedure to identify, prioritize, and hire the requisite number of qualified full-time and part-time faculty to achieve its mission and purposes. Additionally, the District is currently reviewing the annual distribution of full-time faculty hires among the colleges as part of the BAM revision, discussed in [Standard III.D.1](#).

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The College provides in-person orientation for part-time faculty hosted by the department chair, as identified in Department Chair Duties, responsibility E, in the Faculty Association Agreement ([8-01](#)). Each department chair has a different routine for part-time faculty orientation, dependent on the needs of the department and discipline, regarding such variables as labs and equipment. In addition, the Faculty Guide, available online at the college website, provides an overview of the institution for all faculty, both full time and part time, as well as guidelines and information about important processes ([8-02](#)).

The Agreement between RCCD and CCA/CTA/NEA also specifies that part-time faculty can be compensated up to three hours annually to take part in professional development opportunities. Also, part-time faculty may apply for an additional three hours of compensation annually for participation in discipline-directed assessment training, course-level assessment, and/or program-level assessment projects ([8-03](#)). Furthermore, part-time faculty are invited to Flex days, such as those prior to each semester, with “Hire Me” workshops specifically designed for part-time faculty who are interested in applying for full-time employment ([8-04](#)). Part-time professional development documents indicate participation in these programs ([8-05](#), [8-06](#)). As detailed in [Standard III.A.14](#), the institution provides all personnel with appropriate opportunities for continued professional development, consistent with institutional mission and based on identified teaching and learning needs.

Part-time faculty also engage in key academic processes. All faculty are invited to attend college council and committee meetings, as evidenced by agenda distributions to the non-all listserv ([8-07](#)). As shown in Article III, Section 6, of the Norco Academic Senate Bylaws, a part-time faculty representative is elected to participate on the Academic Senate ([8-08](#)) and, as evidenced by Article VIII of the Riverside Community College District Faculty

Association Bylaws, a part-time representative is an elected member of the Faculty Association Executive Board (8-09).

As stipulated in the Agreement between RCCD and the District Faculty Association CCA/CTA/NEA, and as detailed in [Standard III.A.5](#), part-time faculty are evaluated regularly based on their subject matter mastery, preparation for teaching, and classroom instructional methods, and they are supported in conducting student learning outcomes assessment and other professional development (8-10).

Analysis and Evaluation

The College has policies and practices that provide for the orientation, oversight, evaluation, and professional development of part-time faculty.

Academic departments are responsible for providing orientations for part-time faculty in their disciplines. In addition, to strengthen this practice, during 2019-2020, the College is in process of initiating an online orientation, hosted on Canvas, for associate (part-time) faculty. The deans of instruction have worked with department chairs to develop a more thorough and consistent orientation for associate faculty. The orientation is designed to address three areas: (1) an orientation to the College, (2) an overview of the College's major initiatives and how the classroom helps to advance them, and (3) a discussion of pedagogy and teaching strategies. This online orientation is coupled with the longstanding procedure of department orientation for part-time faculty.

Through professional development, along with roles in shared governance, part-time faculty are provided opportunities for integration into the life of the institution and participation in key academic processes.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

To ensure that the College has sufficient staff with appropriate qualifications to support the institution, the College's strategic planning processes integrate unit/program review and resource allocation. Unit program reviews may include requests for more staff. For example, in fall 2017, the Business Services/Facilities/Grounds program review requested a grounds person and a sprinkler repair person (9-01). Following the process detailed in the Strategic Plan and Process 2013-2018 (extended to 2019) (9-02), the recommendation was then taken to one of the three prioritization bodies: 1) Academic Affairs Prioritization Committee for instructional programs; 2) Student Services Planning Council (SSPC) for student services programs; or 3) Business and Facilities Planning Council (BFPC) for administrative units. The recommendations of all three groups are then forwarded to the Institutional Strategic Planning Council (ISPC). ISPC presents final recommendations to the president, who serves as the final decision-maker for the College. For example, in fall 2017, ISPC recommended a

prioritization of 15 staff positions following this process (9-03). Two staff positions that appear on this list—sprinkler repair person (item 1) and grounds person (item 10)—are examples of how the position requests begin at the program review level move through the prioritization to, in this case, the Business and Facilities Planning Council (9-04). In fall 2019, the Joint Resource Allocation Process was clarified (9-05).

In addition to positions arising from program reviews, classified positions may result from other initiatives. For example, during the institutional reorganization in 2018—an example of college planning through shared governance, as described in [Standard IV.A.6](#)—the College added new positions to support the revised structure. Three of these were an instructional department specialist, an administrative assistant to support the Guided Pathways-focused Schools structure, and an administrative assistant to support the new Strategic Development Unit (9-06). Current [organizational charts](#) show these positions in place.

BP/AP 7120b: Classified and Classified-Confidential Recruitment and Hiring (9-07) establishes procedures to ensure the hiring of staff with appropriate qualifications to support the operations of the institution. These procedures are detailed in [Standard III.A.1](#) and [Standard III.A.3](#). College [organizational charts](#) show the roles and numbers of staff members in support positions.

Analysis and Evaluation

Through its prioritization and hiring processes, the College maintains a sufficient number of staff with appropriate qualifications to support the operations of the institution. As part of continuous quality improvement, the College will assess these processes during development of the new Strategic Plan and governance process in 2019-2020.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

As shown in [organizational charts](#), the College maintains a sufficient number of administrators to provide leadership and ensure services to support the institution’s mission and purposes. In the Institutional Effectiveness and Planning Survey for 2018-2019, 82 percent of all respondents either agreed or strongly agreed that the College had a sufficient number of administrators to provide effective leadership (10-01).

The resource allocation process begins with program reviews. As with staff requests, the need for additional administrators is represented in instructional, student services, or administrative unit program reviews. Requests are ranked by the Academic Affairs Prioritization Committee, Student Services Planning Council, or Business and Facilities Planning Council before proceeding to ISPC. This process is detailed in the Strategic Plan and Process 2013-2018 (extended to 2019) (10-02) with revisions and clarifications in the Joint Resource Allocation Process, approved by ISPC in fall 2019 (10-03).

In addition to positions arising from program reviews, hiring may result from grants and other initiatives, as shown in the list grants-funded positions ([10-04](#)). Grants follow procedures and governance processes presented in [Standard III.D.10](#). An example of a management hire to support an initiative approved through the planning process ([10-05](#), [10-06](#)), but not through program review, is the director of the prison education program. Also, as with new staff hires discussed in [Standard III.A.9](#), new manager positions also emerged in support of institutional reorganization in 2018. One of these was a vice president for the new Strategic Development unit ([10-07](#)).

AP 7120a: Academic and Classified and Administrators Recruitment and Hiring ([10-08](#)), establishes procedures to ensure the hiring of administrators with appropriate preparation and expertise, as described in [Standard III.A.1](#) and [Standard III.A.3](#).

Analysis and Evaluation

Following administrative procedure and college processes, the College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services. This is reflected in employees' perceptions. To continue focusing on quality and improvement, the College will review and assess these processes during development of the new Strategic Plan and governance process in 2019-2020.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The District's written personnel policies and procedures, listing relevant board policies and administrative procedures, are publicly available on the Human Resources and Employee Relations Board Policies webpage ([11-01](#)), and the human resources' Working for RCCD webpage provides links to bargaining unit contracts ([11-02](#)). Board policies and procedures also are publicly available on the RCCD Board of Trustees Policy Manual webpage ([11-03](#)).

All employees receive a list and copy of board policies and other documents that relate to being an employee. Each employee signs a memo, identical to the example for certificated employees, indicating receipt of these policies and procedures ([11-04](#)). Orientations also provide employees with this information, for example, the new employee orientation for staff and managers on April 12, 2019 ([11-05](#)), and First Fridays for new faculty, during which subjects such as improvement of instruction evaluations, technology use, and diversity are addressed, as shown in First Friday agendas for November 3, 2017, September 7, 2018, and October 5, 2018 ([11-06](#)).

The District's Equal Employment Opportunity Plan, described in [Standard III.A.12](#), addresses complaints related to recruitment and selection processes ([11-07](#)). The District has

not received any formal complaints within the past three years; however, the District has informally resolved some complaints related to allegations of inconsistent application of recruitment processes. Confidential recruitment files store information regarding these instances.

Individuals who file complaints alleging unlawful discrimination, harassment, or retaliation must meet a minimum threshold as outlined in AP 3435: Handling Complaints of Unlawful Discrimination, Harassment or Retaliation (11-08) for a formal administrative investigation to take place. The District maintains secure files related to all such complaints and any associated documentation of remediation.

Additionally, an individual may file a whistleblower complaint alleging improper governmental activity that may cross over into personnel matters, as outlined in BP/AP 7700: Whistleblower Protection (11-09). Whistleblower complaints are received and resolved by the vice chancellor of Human Resources and Employee Relations. The vice chancellor maintains documentation related to the resolution and remediation of these complaints in a confidential, secure file.

Moreover, Human Resources and Employee Relations administrators meet monthly with union leadership, where employee concerns and issues are discussed and mitigated. College presidents also hold regular meetings with union leadership where they have an opportunity to discuss and mitigate issues and concerns.

The California Community College Chancellor's Office has the responsibility to ensure that all districts adhere to the minimum conditions, which entitles community college districts to state aid (11-10). The state Chancellor's Office would notify the District of any complaints received that allege failure to follow personnel policy and procedure. The District then has the responsibility to remedy any allegations found to have merit. For at least the last three years, the College has not received any such complaint via the state Chancellor's Office.

Analysis and Evaluation

Through District Human Resources and Employee Relations, the College establishes, publishes, and adheres to written personnel policies and procedures that are accessible, fair, and equitably and consistently administered. In addition, to further support consistent and equitable administration of personnel policies and procedures, especially related to potential employee complaints, the District is introducing Maxient case management software, allowing individuals to complete a web-based form related to complaints of unlawful discrimination, harassment and relation; alleged violations of the Equal Employment Opportunity Plan; and allegations of improper governmental activity.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

District personnel policies that support diversity and equity include employment process procedures BP/AP 3410: Non Discrimination ([12-01](#)); BP/AP 3420: Equal Employment Opportunity ([12-02](#)) along with the RCCD Equal Opportunity Employment Plan, 2017-2020 ([12-03](#)); AP 3445: Handling Accommodations for Persons with Disabilities for Non Classroom-Related Activities ([12-04](#)); AP 3447: Reasonable Accommodation Process for Employment ([12-05](#)); and BP 7100: Commitment to Diversity ([12-06](#)). The District office that leads this effort is the Office of Diversity, Equity and Compliance (DEC). The director of DEC collaborates with the College to offer a number of professional development opportunities that include diversity-related workshops and training ([12-07](#)). As required by board policies for recruitment and hiring ([12-08](#)), the District office also facilitates Equal Employment Opportunity training throughout the year to ensure personnel have the proper training to participate on search committees used to screen and interview applicants for employment opportunities at the College ([12-09](#), [12-10](#)). The RCCD Equal Opportunity Employment Plan designates the district employee or employees who have delegated responsibility and authority for implementing the plan and assuring compliance with its requirements, as addressed in Component 4 of the plan, Delegation of Authority ([12-11](#)). The Office of Human Resources and Employee Relations provides and coordinates trainings and workshops designed to facilitate understanding and awareness of diversity and inclusion in work and learning environments, including trainings required by law, such as Assembly Bill 1825 Sexual Harassment: Training and Education ([12-12](#)), requiring two hours of training and education for supervisory employees once every two years.

The District tracks and evaluates its record on employment and diversity and equity, as shown in the RCCD Equal Opportunity Employment Plan ([12-13](#)) and the Equal Employment Opportunity Update: Workforce and Applicant Data, FY 2015-2016—2017-2018 ([12-14](#)). The District plan also provides methods for addressing any underrepresentation identified ([12-15](#)) and a process of developing and implementing strategies to demonstrate ongoing institutional commitment to diversity and equal employment opportunity ([12-16](#)). Districtwide equal employment opportunity achievements in the recent update report include a number of Norco College initiatives ([12-17](#)).

In addition, the college mission (2012-2019) and core commitments speak directly to the institution's values of diversity and equity with phrases such as “celebrating diversity” (in the mission statement) as well as core commitments of “mutual respect,” “collegiality,” and “inclusiveness” ([12-18](#)). [Standard I.A.1](#) presents the revised mission statement, to be adopted in fall 2019 with approval of the Educational Master Plan, which similarly recognizes and values the College's “diverse student body” and “an inclusive . . . approach to learning.”

Collegewide diversity-related activities are primarily led by the Diversity, Equity, and Inclusion Committee (formerly the Legacy Committee). This committee—composed of faculty, staff, administrators, and students—is responsible for organizing and facilitating campus events and activities that raise awareness of and promote respect for diversity among members of the college community ([12-19](#)). For example, the College hosted a Day of Inclusiveness which included information booths, a chalk art competition, and live music by student artists ([12-20](#)). The work of the Diversity, Equity, and Inclusion Committee is

evident in reports presented to ISPC ([12-21](#); [12-22](#)). The College also promotes diversity awareness through Read 2 Succeed @ Norco College, which highlights literary works by various authors that address social and historical issues relevant to the College's diverse community ([12-23](#)), and art exhibits at the College Art Gallery ([12-24](#)). Faculty Flex credit is provided for many of these events.

In addition to district-level compliance, the College has further pursued employment equity by sending several members of the administration, staff, and faculty to the University of Southern California (USC) Center for Urban Education (CUE) Equity in Hiring at Community Colleges training in June 2018 and March 2019, as reported in the Regular Update newsletter on April 6, 2018 ([12-25](#)), and March 22, 2019 ([12-26](#)). This training has resulted in changes in job descriptions, as shown in the "before" (2017) and "after" (2018) job descriptions for English faculty ([12-27](#)) and the development of a spring 2018 faculty workshop on Equity in Hiring ([12-28](#)). A pilot run of rubrics for evaluating equity-minded components of applications and for the interview process was tested with one hiring committee in spring 2018 for the position of assistant professor of biology/anatomy and physiology ([12-29](#), [12-30](#)). A follow-up evaluation on use of the initial screening rubric revealed that diverse groups of candidates had been eliminated; therefore, the rubric was revised to weigh items differently for the spring 2019 hiring in the same discipline ([12-31](#)). For the interview rubric, some questions were changed to clarify expectations ([12-32](#)).

Analysis and Evaluation

Through District policies and procedures in addition to campus-based initiatives, the College provides appropriate programs, practices, and services to support its diverse personnel. District Human Resources and Employee Relations provides and coordinates trainings and workshops to facilitate understanding and awareness of diversity and inclusion in work and learning environments. The 2018 Senate Bill 1343: Employers Sexual Harassment Training Requirements ([12-33](#)) expanded required sexual harassment prevention training to include all employees by January 1, 2020. Accordingly, the District will provide sexual harassment prevention training to all employee groups beginning in 2019 and every two years thereafter.

Regular District human resources reports as well as committee reports evaluate the effectiveness of programs and services to ensure that personnel are treated fairly. The District Human Resources and Employee Relations /Diversity, Equity and Compliance office has collected employment equity data to monitor and improve the equity and diversity for its employees. These reports are comprehensive to ensure the institution's employment equity and diversity are consistent with its mission.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The District has a written code of professional ethics for all employees and the members of its Board of Trustees, BP/AP 3050: Institutional Code of Professional Ethics ([13-01](#)) and BP/AP 2715: Code of Ethics/Standards of Practice ([13-02](#)).

In addition, a number of policies and procedures dictate professional ethics of specific types for employees to foster an atmosphere of respect and trust throughout the District. BP 7310: Nepotism ([13-03](#)) and BP/AP 3430: Prohibition of Sexual Harassment and Retaliation ([13-04](#)) provide clarity and guidance for employee professional conduct with regard to equal opportunity and diversity, employment of relatives, duties and responsibilities of faculty, unlawful discrimination, and sexual harassment. BP/AP 2712: Conflict of Interest Code ([13-05](#)), requires board members and designated employees to disclose economic interests and disqualify themselves from decisions that result in conflicts of interest. BP/AP 3410: Nondiscrimination ([13-06](#)) also provides guidance with professional conduct regarding diversity and equal opportunity. District policies include procedures for ethics violations. BP/AP 7360: Discipline and Dismissal, Academic Employees ([13-07](#)) and BP/AP 7365: Discipline and Dismissal—Classified Employees ([13-08](#)) address procedures for employee violations.

Furthermore, the College's Faculty Guide ([13-09](#)) addresses instructors' responsibilities in classrooms and laboratories, incorporating such specific guidelines as the California Education Code and the California Code for Title V.

Analysis and Evaluation

The College follows district policies and procedures that uphold a written code of professional ethics for all personnel along with stipulating consequences for violation.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

RCCD has designated that faculty are obligated to complete 24 hours of Flex time during the course of an academic year, but has not issued a Flex requirement for classified staff ([14-01](#)). The Professional Development Committee (PDC), a standing committee of the Academic Senate, plans and supports professional development training at the College, addressing topics related to pedagogy, technology, and learning needs ([14-02](#)). As shown by sign-in lists for professional development activities, PDC is committed to creating and supporting training that benefits faculty and staff alike ([14-03](#)). A professional development plan developed by the College's Leading from the Middle team in 2018-2019 provides further ideas for integrating more professional development for staff ([14-04](#)).

Staff and faculty assist the College in identifying professional development needs through forms available on PDC's webpage: Suggestion for an Activity and Request to Present ([14-05](#)). As shown in schedules of professional development opportunities at the College, PDC plans and hosts official Flex Day activities, three full days in the fall and one day in the spring (for a total of 24 hours) ([14-06](#)), and sanctions and supports other emergent training opportunities throughout the academic year, as seen in recent PDC minutes showing approved Flex activities ([14-07](#)). Additionally, for those faculty who prefer to meet their Flex requirements through individual Flex activities, an approval process is in place that includes the department chairs, the PDC chair, and the dean of instruction. The RCCD Flex Policy outlines what is required as supporting evidence for verification of individual Flex training, such as sign-in sheets or ticket stubs ([14-08](#)). Evaluation surveys follow Flex days and assist in measuring the impact of activities on the improvement of teaching and learning ([14-09](#)). The PDC evaluates the training offered on official Flex days and reviews the response of attendees in order to improve future training and better serve the needs of the College. An example of the kind of information gleaned from Flex evaluations can be found in PDC minutes for October 11, 2016, and September 12, 2017, with discussion also noted in minutes of September 11, 2018 ([14-10](#), [14-11](#), [14-12](#)).

District-coordinated professional growth is available for classified and confidential staff, faculty, and administrators in alignment with BP 7160: Professional Growth and AP 7160: Professional Growth—Classified, Confidential and Management ([14-13](#)). Programs for confidential and classified employees, designed to further develop and improve job skills and knowledge, are described on the human resources Training and Development webpage ([14-14](#)). As explained under the Professional Growth Program heading on this page, the Professional Growth Committee for classified and confidential employees approves Requests for Course Approval for Professional Growth ([14-15](#)). This program includes a monetary incentive. The Professional Growth Committee consists of four members: one classified representative from each college and one confidential representative, facilitated by a district employee. Human resources sends an email about this classified/confidential employees' professional growth opportunity before the start of each semester ([14-16](#)). Also described on the Training and Development webpage are the Staff Development Program, for which confidential and classified staff are eligible to request funds, and the University Partnership Program for faculty (both full time and part time), administrators, classified and confidential staff. For faculty, the districtwide Professional Growth and Sabbatical Leave Committee ([14-17](#)) supports professional development for the purposes of reclassification on the salary schedule and sabbatical leaves in alignment with AP 7160a: Professional Growth—Full Time Faculty—Salary Advancement and Sabbatical Leave ([14-18](#)).

Analysis and Evaluation

The College provides a variety of professional development opportunities throughout each academic year to enhance teaching and learning and best support personnel in meeting the mission of the institution. Through participant evaluations and discussion in PDC, the College evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Although the College meets the Standard, in the goal of continuous quality improvement, a [Quality Focus Essay](#) project has been developed to guide implementation of equity-focused professional development with a teaching/learning focus.

- 15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The security and confidentiality of personnel files is ensured by the District's Human Resources and Employee Relations department. All personnel files are secured from unauthorized access either in physically locked cabinets or electronically encrypted in a cloud-based data management system under the supervision of the vice chancellor of Human Resources and Employee Relations.

Employees have the right to inspect their own personnel records pursuant to Section 1198.5 of the Labor Code ([15-01](#)), Education code 87031 ([15-02](#)), and the bargaining unit agreements. Per the Agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA, Article XII ([15-03](#)), the Agreement between RCCD and the RCCD CSEA Chapter 535, Article XIII ([15-04](#)), and in the RCCD Management Handbook ([15-05](#)), personnel files will be available for inspection during regular office hours each day the human resources office is open for business. Access to personnel files is governed by procedures in AP 7145: Personnel Files ([15-06](#)).

Analysis and Evaluation

The College, through the District's Human Resources and Employee Relations department, provides for the security and confidentiality of personnel records, as governed by administrative procedure. Employees have access to their personnel records in accordance with laws, regulations, and bargaining unit agreements.

Conclusions on Standard III.A. Human Resources

Through policies and procedures, some of which are administered at the District level, the College effectively invests its human resources to achieve its mission and to improve academic quality and institutional effectiveness. The College demonstrates organized and effective processes and practices in all aspects of its relationship with its employees, beginning with hiring and continuing on with professional development and job performance evaluations, all with a focus on continuous improvement in support of student success.

Evidence List

- [1-01 BP-AP7120 Recruit-Hiring](#)
- [1-02 AP7120c-d-e-Faculty-Hiring](#)

- [1-03 AP7120b-Staff-Hiring](#)
- [1-04 AP7120a-Mngt-Hiring](#)
- [1-05 HR-ScreeningDoc-2018](#)
- [1-06 AP7120d IntentToHireDoc](#)
- [1-07 AP7120abcde-JobPosting](#)
- [1-08 AP7120abcde-JobCriteria](#)
- [1-09 AP7211 MinQualifications](#)
- [1-10 JD-FTMathFaculty-2018](#)
- [1-11 JD-PTMathFaculty-2018](#)
- [1-12 HR-ForeignEvalMemo](#)
- [1-13 JD-Classified-2019](#)
- [1-14 JD-Management-2018](#)
- [1-15 RCCD-Succession-PlanDraft 2019](#)
- [2-01 AP7120c FT-FacultyHiring](#)
- [2-02 HR-FT-RecruitmentProcess](#)
- [2-03 AP7120d PT-FacultyHiring](#)
- [2-04 AP7211-MinQualifications](#)
- [2-05 CCC-MinQualHB-Faculty 2017](#)
- [2-06 HR-FT-Recruitment-TranscriptVerify](#)
- [2-07 JD-FTMathFaculty-2016](#)
- [2-08 JD-FTMathFaculty-2018](#)
- [2-09 JD-PTMathFaculty-2018](#)
- [2-10 JD-FTMathFaculty-2016](#)
- [2-11 JD-FTMathFaculty-2018](#)
- [3-01 AP7120a Admin-Hiring](#)
- [3-02 AP7120b Staff-Hiring](#)
- [3-03 JD-VPAcademicAffairs 2018](#)
- [3-04 JD-Classified-IDS-2019](#)
- [3-05 Classified-IDS-JobNotice 2019](#)
- [3-06 JD-Confidential-ExeAA-2013](#)
- [4-01 AP7120a-HiringSteps-Mgmt](#)
- [4-02 AP7120b-HiringSteps-Classified](#)
- [4-03 AP7120c-HiringSteps-FT-Faculty](#)
- [4-04 AP7120d-HiringSteps-PT-Faculty](#)
- [4-05 AP7120e-HiringSteps-Temp-Faculty](#)
- [4-06 FT-FacultyRecruitProcedure-Pg4](#)
- [4-07 FT-FacultyRecruitProcedure-Pg5-8](#)
- [4-08 Faculty-Mgmt-Degrees-2019-20](#)
- [4-09 AP7211-6-16-15](#)
- [4-10 HR-EquivalencyForms](#)
- [4-11 HR-ForeignTransEvalMemo-8-2017](#)
- [5-01 BP-AP7150-8-17-15](#)
- [5-02 AP7150-Faculty](#)
- [5-03 CTA-ArticleXI 2018-21](#)

- [5-04 MOU-RCCDFA 1-25-16](#)
- [5-05 MOU-RCCD-Frequency-11-2-17](#)
- [5-06 RgFaculty-ContractualProcess](#)
- [5-07 ConFaculty-ContractualProcess](#)
- [5-08 AssoFacultyEvaluation- 2017](#)
- [5-09 Faculty-IOI-Reviews](#)
- [5-10 FT-PT-Faculty-Eval-Lists-9-26-19](#)
- [5-11 FTFaculty-Eval-Lists-9-26-19](#)
- [5-12 PT-Faculty-Eval-Lists-9-26-19](#)
- [5-13 CTA-Contract-NeedImprovement-2015-21](#)
- [5-14 AP7150-Confidential-Classified](#)
- [5-15 RCCD-CSEAAgreement-ArtXII-2015](#)
- [5-16 Classified-Evals-List 9-24-19](#)
- [5-17 ConfidentialHB-PreformEval](#)
- [5-18 ClassifiedHB-PerformEval](#)
- [5-19 ClassifiedEvalForm](#)
- [5-20 ProbationaryPerformEval-Classified](#)
- [5-21 PromotionalPerformEval-Classified](#)
- [5-22 AP7150-Management](#)
- [5-23 MgmtHB-PerformEval-2016](#)
- [5-24 HR-MgmtEvalGuidelines](#)
- [5-25 RCCD-MgmtEval-Website-2019](#)
- [5-26 Managment-Eval-Lists 9-26-19](#)
- [5-27 ProbationaryPreformEval-Mgmt](#)
- [5-28 MgmtPreformEvalForm-7-1-15](#)
- [7-01 AP7120c-FT-Faculty](#)
- [7-02 AP7120d-PT-Faculty](#)
- [7-03 StrategicPlan-pg14-2013-19](#)
- [7-04 ResourceAllocationProcess-9-18-19](#)
- [7-05 PR-English-FacultyRequest-2018](#)
- [7-06 PR-Guidance-FacultyRequest-2018](#)
- [7-07 APC-FacultyPrioritization 11-9-18](#)
- [7-08 APC-FacultyRanking-2016-17](#)
- [7-09 ISPC-Minutes 5-1-19](#)
- [7-10 ISPC-Minutes-11-29-17](#)
- [7-11 ISPC-Minutes 11-16-16](#)
- [7-12 Guide-FT-Obligation 11-2018](#)
- [7-13 District Letter-FT-Faculty-12-3-19](#)
- [7-14 AP7120d-PT-Faculty](#)
- [7-15 Faculty-to-Student-Ratio-2014-18](#)
- [7-16 Counseling-to-Student-Ratio-2016-17](#)
- [8-01 DeptChair-FacAssocAgreement](#)
- [8-02 FacultyGuide-Webpage-2019](#)
- [8-03 PT-FlexTime-FacAssocAgreement](#)

- [8-04_FlexAgendaFAL19-SPR19-FAL18](#)
- [8-05_PT-Faculty-FLEX-signIn](#)
- [8-06_PT-FlexTime-Form-10-20-17](#)
- [8-07_PDC-BFPC-Notice-Agenda-Emails](#)
- [8-08_PTSenator-NAS-Bylaws](#)
- [8-09_PT-Rep-CTA-Bylaws](#)
- [8-10_PT-Evaluation-CTA-Agreement-2015-21](#)
- [9-01_Facilities-Grounds-PR-2017](#)
- [9-02_StrategicPlanningProcess-13-18](#)
- [9-03_ISPC-Minutes-11-29-17](#)
- [9-04_BuisnessServicesPrioritization-2017](#)
- [9-05_ResourceAllocationProcess-9-18-19](#)
- [9-06_ReOrg-DraftCharts_4-23-18](#)
- [9-07_AP7120b-Classified](#)
- [10-01_IEPlanningSurvey-18-19](#)
- [10-02_Prioritization-NCStrategicPlan-13-18](#)
- [10-03_ResourceAllocationProcess-9-18-19](#)
- [10-04_Grant-Funded-Positions-2018-19](#)
- [10-05_ISPC-Minutes_5-17-17](#)
- [10-06_COTW-Minutes-5-18-17](#)
- [10-07_ReOrg-DraftCharts_4-23-18](#)
- [10-08_AP7120a-Management](#)
- [11-01_RCCD-HR-BoardPolicy-Webpage-2019](#)
- [11-02_WorkingForRCCD-Webpage-2019](#)
- [11-03_RCCD-BoardPolicies-Webpage-2019](#)
- [11-04_HRMemo-RecieptIPolicies-2019](#)
- [11-05_NewEmployeeOrientation-Agenda-4-12-19](#)
- [11-06_FirstFridays-Agendas-2017-18](#)
- [11-07_EqualEmployOppPlan-2017-20](#)
- [11-08_AP3435-HandlingComplaints](#)
- [11-09_BP-AP7700-Whistleblower](#)
- [11-10_MinCondComplaints-CCCCO](#)
- [12-01_BP-AP3410-NonDiscrimination](#)
- [12-02_BP-AP3420-EqualEmployOpp](#)
- [12-03_RCCDEqualEmpOppPlan-2017-20](#)
- [12-04_AP3445-ADA-NonClassroom](#)
- [12-05_AP3447-AccomidationsEmployment](#)
- [12-06_BP7100-Diversity](#)
- [12-07_RCCD_DiversityEquity-Webpage-2019](#)
- [12-08_7120abce-EEOTraining](#)
- [12-09_EEOTraining-EEOPlan-2017-20](#)
- [12-10_EEOTraining-YouTube-2019](#)
- [12-11_DelegationofAuthority-EEOPlan-2017-20](#)
- [12-12_CA-AB1825-SexHarrassTraining](#)

- [12-13_RCCD-EEOplan-2017-20](#)
- [12-14_RCCD-EEO-Update-FY15-16_17-18](#)
- [12-15_Underrepresented-EEOPlan-2017-20](#)
- [12-16_PlanStrategies-EEOPlan-2017-20](#)
- [12-17_Achievements-EEOPlan-2017-20](#)
- [12-18_Mission-Webpage-2019](#)
- [12-19_DEI-Committee-Webpage-2019](#)
- [12-20-DEI-Minutes-3-23-18-DayInclusiveness](#)
- [12-21_ISPC-Minutes-6-6-18](#)
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- [12-23_Read2Succeed-Webpage-2019](#)
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- [12-25_RegularUpdate-4-6-18](#)
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- [12-27_EquityUpdatedJobDescription-2017-2018](#)
- [12-28_PD-Proposal-EquityinHiring-2-23-18](#)
- [12-29_HR-ScreeningRubric-2018](#)
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- [12-31_HR-ScreeningRubric-2019](#)
- [12-32_HR-Interview-rubric-2019](#)
- [12-33_CA-SenateBill1343](#)
- [13-01_BP-AP3050-Ethics](#)
- [13-02_BP-AP2715-BOT-Ethics](#)
- [13-03_BP7310-Nepotism](#)
- [13-04_BP-AP3430-Harassment](#)
- [13-05_BP-AP2712-Conflict-Interest](#)
- [13-06_BP-AP3410-Non-Discrimination](#)
- [13-07_BP-AP7360-DisciplineAcademic](#)
- [13-08_BP-AP7365-DisciplineClassified](#)
- [13-09_CEC-TitleV-FacultyGuide-19-20](#)
- [14-01_RCCD-FLEX-Webpage-2019](#)
- [14-02_ProfessionalDev-Webpage-2019](#)
- [14-03_PD-Activities-signIn](#)
- [14-04_LFM-PD-Plan_1-15-19](#)
- [14-05_PDC-SupportDocs-Webpage-2019](#)
- [14-06_FLEX-FAL18-SPR19-FAL19](#)
- [14-07_PDC-Minutes11-13-18_2-12-19](#)
- [14-08_FLEX-Policy](#)
- [14-09_FLEX-Evaluations-SPR18-FAL18-SPR19](#)
- [14-10_PDC-Minutes_10-11-16](#)
- [14-11_PDC-Minutes_9-12-17](#)
- [14-12_PDC-Minutes_9-11-18](#)
- [14-13_BP-AP7160-ProGrowth](#)
- [14-14_HR-TrainingDevelopment-Webpage](#)

- [14-15_ProGrowthCourse-form-9-19-12](#)
 - [14-16_ProGrowth-Classified-Email-FAL19](#)
 - [14-17_ProGrowth-Sabbatical-Webpage-2019](#)
 - [14-18_AP7160a-ProGrowth-Sabbatical](#)
 - [15-01_CALaborCode-Section1198.5](#)
 - [15-02_CAEDCode-Section87031](#)
 - [15-03_CTA-Agreement-XII-2015-18](#)
 - [15-04_CSEA-Agreement-XIII-2015-18](#)
 - [15-05_ManagmentHB](#)
 - [15-06_AP7145-PersonnelFiles](#)
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B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

In order to assure safe and sufficient resources, the College identifies and addresses issues dealing with access, safety, security, and a healthful learning and working environment on a continuing basis.

The Facilities, Maintenance, and Operations department implements scheduled maintenance and inspection of College facilities and equipment, including security checks. The Facilities Condition Assessment (FCA) report of 2017 ([1-01](#)) is part of an integrated planning process to identify building needs, taking into account relevant fire, seismic, and environmental health requirements as well as life-cycle status in order to guide resource allocation. The FCA report provides a reliable third-party assessment used by the District in state-scheduled maintenance planning and allocation, which are integrated into the state Chancellor’s Office-supported FUSION database for tracking purposes. The Business and Facilities Planning Council (BFPC) is the shared governance group that receives information and provides feedback on major facilities improvements and other facility-related matters, as shown in meeting agendas, such as the agenda for May 14, 2019 ([1-02](#)). In addition, a 2018 Safety Questionnaire of the college community qualitatively supports the safety on campus ([1-03](#)). For example, of respondents, over 91 percent said they felt safe outside, alone on campus during the day (44.57 percent strongly agree and 46.74 percent agree), a majority felt safe on campus outside alone at night (over 66 percent: 18.48 percent strongly agree, 47.83 percent agree), and approximately 87 percent agreed with the statement, “I feel safe here at Norco College” (35.87 strongly agree, and 51.09 agree) ([1-04](#)).

The College regularly evaluates its physical resources to ensure they support a safe and effective educational and work environment. To do so, the College uses FUSION Space Inventory to track the square footage and building efficiency of physical resources to support the academic mission ([1-05](#)). As explained in [Standard III.B.2](#), this procedure informed the development of the current Facilities Master Plan, which articulates how the College envisions its facilities evolving over the next fifteen years.

The College safety and emergency planning coordinator, a member of the district Safety and Security Council, communicates recommended safety policy and procedure changes for the purpose of adoption and implementation. Safety inspection reports are performed by the safety coordinator and the District's Joint Powers Authority (JPA) ([1-06](#)), as shown in the October 2018 report ([1-07](#)). The coordinator addresses recommendations from the JPA, identifying the issues in the Footprints work order system and processing the issues as work orders to be undertaken, as shown in work orders based on the Safety Assessment of October 26, 2018 ([1-08](#), [1-09](#)). The coordinator regularly consults with the Disability Resource Center (DRC) and College Police and supports the College in providing safe egress and regress travel access to all facilities, both informally and formally, as shown in scheduled DRC walks for August 2018 and June 2019 ([1-10](#)). The safety and emergency planning coordinator also chairs the Norco College Safety Committee. The committee, as shown in its statement of purpose ([1-11](#)), addresses facility deficiencies and safety concerns. An example is found in the committee discussion and action regarding the crosswalk and intersection near the STEM building ([1-12](#), [1-13](#)). An example of follow-up is found in Business and Facilities Planning Council meeting in February 2019, during which the safety coordinator reported on installation of HAWK signage ([1-14](#)). The Safety Committee, a college governance committee composed of classified staff, faculty, and administrators ([1-15](#)), supports the development and maintenance of a healthy and safe learning environment, assisting the College to identify and address safety concerns and compliance.

To further support safety in the learning and working environment, Facilities, Maintenance, and Operations staff participate in on-the-job safety training, as shown on the Target Solutions Report of completed trainings in 2018 ([1-16](#)). Periodically, the district Risk Management Department, with input from JPA, reviews and updates the District's Injury and Illness Prevention Program ([1-17](#)) to follow best practices to ensure health and safety of the work environment.

Personnel and students can report facility safety hazards to district Risk Management or the college safety manager 24 hours a day, seven days a week, using the electronic work order form found on the college Safety and Emergency Planning webpage ([1-18](#)). These reports are investigated by the director of Facilities, Maintenance, and Operations, and remediation of unsafe or damaged facilities is coordinated with the district Risk Management Department depending on situation. For routine college maintenance and custodial services, departments also submit work requests using the Footprints program via the College webpage, which allows users to track safety issues and emergency repair work, as illustrated in an example from a work order in February 2019 ([1-19](#)).

Analysis and Evaluation

Through planning and procedures, the College effectively evaluates and manages physical resources to ensure sufficiency as well as access, safety, security, and a healthful learning and working environment. Internal and external assessments and evaluations are used for continuous improvement of facilities. Personnel and students have access to a process for reporting safety or other problems with facilities at the College. The College uses the Injury and Illness Prevention Program to ensure that it regularly inspects facilities, repairs all unsafe or access-related deficiencies in a timely way, and provides reports to district Risk Management and college safety and emergency coordinators.

As identified in the new Facilities Master Plan ([1-20](#)), the College shows a deficiency of space in certain academic disciplines and general student study space, and library and learning resources. Planning based on the Facilities Master Plan is focused on addressing these needs. The Facilities Master Plan is staged to address the space deficiencies in the short term and the long term and ensure comprehensive college development.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services to achieve its mission.

Evidence of Meeting the Standard

Guided by the college mission, the 2019 Educational Master Plan informed the development of the updated 2019 Facilities Master Plan ([2-01](#)). This long-range facilities plan is the result of an extensive, collaborative process that included significant participation of the College faculty, staff, students, administration, as well as the community at large, as shown in scheduled meetings during its development ([2-02](#)) and the development process ([2-03](#)).

To ensure that the needs of programs and services are considered when planning facility needs, the College relies on the three-year program review cycle and program review resource request process, as described in [Standard I.B.5](#) and [Standard I.B.9](#), to provide areas, divisions, and departments the opportunity to identify equipment needs, corresponding maintenance requirements, and needed improvements to meet their intended outcomes and the College's mission. [Standard I.A.3](#) shows how resource requests are directly tied to the College's mission and goals in program reviews. College planning councils evaluate requests from program reviews in their area, and each establishes a prioritized list of needs and projects, as shown in the Joint Resource Allocation Prioritization Process approved by ISPC on September 18, 2019 ([2-04](#)). While the annual resource allocation request process, described in [Standard III.D.1](#), is used to ensure that program and service needs (such as facilities, equipment, and technology) are met, unexpected and emergency funding needs are handled by area vice presidents, who have reserve budget lines set aside for such needs to preserve instructional continuity.

The Five-Year Construction Plan, which the College and District review and update annually, is based on the Educational Master Plan and Facilities Master Plan, as shown in College project proposals for 2021-2025(2-05). The College prioritizes facility needs in the five-year plan based on departmental program reviews. In addition to long-range planning for facilities, when opportunity funding becomes available for projects, such as state funding for the Veteran’s Resource Center project, adjustments are made to project prioritization while still following the path laid out in the Facilities Master Plan (2-06).

Analysis and Evaluation

The College takes into consideration all programmatic and educational needs and develops the Facilities Master Plan to support the Educational Master Plan. The facilities planning and resource allocation process ensures that building maintenance, upgrades, and replacements of physical resources, including facilities, equipment, land, and other assets, are informed by inclusive participation and fosters effective utilization and supports continuous quality improvement of programs and services to achieve the college mission. Guided by the Facilities Master Plan, the combined efforts of college planning and implementation effectively meet the needs of students, faculty, and staff.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The College regularly assesses the use of facilities through usage data, evaluations, and surveys to ensure the maintenance and safety of all campus buildings, as shown in daily custodial emailed reports (3-01), results from maintenance and operation surveys (3-02), facilities condition assessment (3-03), and 25-Live (3-04). Critical to this success are the monthly reports generated by the Footprints maintenance work order system (3-05). The College also evaluates effectiveness of its physical resources by utilizing the facility reports in the FUSION database, which provides efficiency reporting and cap load ratios (3-06).

Assessments of facilities condition influence scheduled maintenance planning for physical facilities. For example, information from 25-Live drives decisions related to room utilization and function. In 2019, analysis of ST 107 and ST 108 was conducted to determine the feasibility of changing the function and utilization of the conference room and classroom into Student Engagement Centers. As another example, recent reroofing of the library was driven by facilities assessment. FUSION reports are used to develop the District’s Five-Year Construction Plan (3-07), which is submitted annually to the California Community College Chancellor’s Office.

Analysis and Evaluation

The College evaluates its physical resource needs utilizing multiple methods, and uses the results of these assessments to improve facilities or equipment in a systematic way.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The 2019-2030 Facilities Master Plan (FMP) ([4-01](#)) was driven by development of the new Educational Master Plan, following strategic planning goals. Through integrated planning, long-range capital plans support institutional improvement goals and are linked to college planning. To assess the effectiveness of long-range planning in advancing improvement goals, the College does a full space analysis when creating the FMP ([4-02](#)) and uses information about growth areas to meet enrollment and program demands in the future.

Per BP/AP 6600: Capital Construction ([4-03](#)), the College, in conjunction with the District, considers needs identified in educational plans regarding future academic and student services programs and the effects of such programs on construction needs. The Five-Year Construction Plan ([4-04](#)) is updated and reviewed annually by the Board of Trustees and the California Community College Chancellor's Office. The plan is submitted in accordance with the California Community Colleges Facilities Planning Manual ([4-05](#)).

Implementation of college facility plans depends on funding sources. As funding becomes available, the College follows the designated order of priority to implement projects, as shown in budgets for capital projects in the Five-Year Construction Plan ([4-06](#)) and those supported by the Measure C bond ([4-07](#)). However, a project may be a result of a direct state appropriation aimed at serving a specific regional need in a timely manner. An example is the Veterans Resource Center project, for which funding was allocated in the 2017-2018 State Budget Act, led by a state assembly member in an effort to support military veterans' attainment of higher education at Norco College ([4-08](#)).

The College uses an integrated strategy that considers building processes, plans, and equipment required to plan for total ownership costs of College facilities. The Total Cost of Ownership (TCO) spreadsheet is available on the Business Services webpage ([4-09](#), [4-10](#)). District facilities planning professionals account for total cost of ownership of new building construction in collaboration with the architect. Examples can be found in the initial project proposal (IPP) for the Library and Learning Resource Center ([4-11](#)) and the final project proposal (FPP) for the Center for Human Performance and Kinesiology ([4-12](#)).

Analysis and Evaluation

The College's Facilities Master Plan and the Five-Year Construction Plan align with goals in the new Educational Master Plan, developed during 2019, and show that long-range capital plans support institutional improvement goals. These plans reflect projections of the total cost of ownership of new facilities and equipment.

Conclusions on Standard III.B. Physical Resources

The College has various plans and procedures in place to effectively evaluate and manage physical resources and to ensure access, safety, security, and a healthful learning and working environment. Internal and external assessments and evaluations are used as a basis for continuous improvement of facilities. The College's inclusive processes for planning, acquisition or building, maintenance, and upgrading or replacing physical resources, including facilities, equipment, land, and other assets, ensure effective utilization and the continuing quality necessary to support programs and services, meet the needs of students, faculty, and staff, and achieve the college mission. The College's Facilities Master Plan and the District's Five-Year Construction Plan show that long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership.

Evidence List

- [1-01 FCA-FCI-Report](#)
- [1-02 BFPC-Agenda 5-14-19](#)
- [1-03 SafetySurvey-2018](#)
- [1-04 SafetySurvey-SpecificQn-2018](#)
- [1-05 Fusion-SpaceInventory-2019](#)
- [1-06 CalSchools-JPA-Website-2019](#)
- [1-07 JPA-Report 10-26-18](#)
- [1-08 RCCD-CSRMSafetyRecomnds 11-26-18](#)
- [1-09 SafetyWorkOrders-2018](#)
- [1-10 DRC-Walks 6-18-19](#)
- [1-11 SafetyCommittee-Webpage-2019](#)
- [1-12 Safety-Minutes 9-12-18](#)
- [1-13 Safety-Minutes 11-14-18](#)
- [1-14 BFPC-Minutes 2-12-19](#)
- [1-15 SafetyMembership-Webpage-2019](#)
- [1-16 TargetSolutionsReport 3-11-19](#)
- [1-17 RCCD-IIPP-2018](#)
- [1-18 SafetyPlanning-Webpage-2019](#)
- [1-19 Exp-Footprint-Workorder](#)
- [1-20 FMP-SpaceNeeds-2018](#)
- [2-01 FMP-BOT 6-21-19](#)
- [2-02 FMP-Meetings-2019](#)
- [2-03 FMP-ProjectSchedule](#)
- [2-04 ResourceAllocationProcess 9-18-19](#)
- [2-05 FUSION-Proposal-2021-25](#)
- [2-06 CA-Budget-2017-18](#)
- [3-01 Custodial-Daily-Reports](#)
- [3-02 LIB-ATEC-Asbestos-Surveys 2017 2019](#)
- [3-03 AssessmentConditionReport-2019](#)

- [3-04_UsageReport-25Live_10-14-19](#)
 - [3-05_FootPrints-WO-Report_10-7-19](#)
 - [3-06_CapLoadRatio-Fusion-5yrConPlan-2019-23](#)
 - [3-07_FUSION-FYCP-2021-25_6-2019](#)
 - [4-01_FMP-BOT_6-21-19](#)
 - [4-02_FMP-SpaceNeeds-2018](#)
 - [4-03_BP-AP6600-CapitalConstruction](#)
 - [4-04_FUSION-FYCP-2021-25_6-2019](#)
 - [4-05_BOT-Agenda-5yrPlan_6-11-19](#)
 - [4-06_RCCDProjectPriority-FYCP-2021-25](#)
 - [4-07_MeasureC-PPT](#)
 - [4-08_CA-Budget-2017-18](#)
 - [4-09_BusinessServices-Webpage-2019](#)
 - [4-10_TotalCostEstimator-2018-19](#)
 - [4-11_LLRC-ProjectProposal-2021-22](#)
 - [4-12_KIN-ProjectProposal-2020-21](#)
-

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Technology Support Services (TSS), the Instructional Media Center (IMC) ([1-01](#)), and the Technology Committee ([1-02](#)), a shared governance committee, work together to provide technology services and resources to enhance and support teaching and learning for students, faculty, staff, and administrators. TSS collaborates with the district Information Technology (IT) department ([1-03](#)) to ensure a reliable technology infrastructure to support the College.

The College identifies and measures its technology needs to support operational and educational functions through program reviews, the Technology Strategic Plan, and the annual technology surveys. The College integrates technology and college planning through its strategic planning model ([1-04](#)) and the Technology Committee. The committee, comprised of faculty, staff, students, and administrators ([1-05](#), [1-06](#)), keeps abreast of technology needs and is responsible for providing technology plans, policies, and procedures as well as prioritizing allocation of resources ([1-07](#)). Two Technology Committee members serve on the District’s Information Technology Strategy Council (ITSC) that prioritizes technology needs and resources for the District ([1-08](#)).

As described in the Technology Principles and Guidelines, the program review process serves to identify various types of technology needs across campus, in every department, to support student learning and services as well as operational needs (1-09). Technology requests from program reviews are submitted to the Technology Committee for prioritization. As part of program review, the requestor completes the Planning Council Program Review Requests for Technology Committee, which provides data such as the asset tag number to determine age and lifecycle, programmatic needs questions, and total cost of ownership information, as shown in planning councils' program review requests for Technology Committee Review (1-10, 1-11). The committee evaluates requests for resource allocation based on the initial cost as well as the operating costs of a technology item, how well the item fits the needs of the unit and the College, how fully it meets industry standards, and how competitive it is in the educational marketplace. This is the technology Total Cost of Ownership model (1-12) outlined in the Technology Principles and Guidelines, which is aligned to the college mission and Strategic Plan (1-13). Following the Technology Principles and Guidelines, the Technology Committee prioritizes technology requests from across campus, forwards these to the College's Institutional Strategic Planning Council (ISPC) for approval, and then sends a recommendation to the president (1-14, 1-15).

The 2013-2016 Norco College Technology Strategic Plan, 2017-2018 Addendum, and 2019 Addendum II, approved by ISPC on November 30, 2018, describe the integration of technology with collegewide planning and decision-making in support of student learning and success (1-16, 1-17, 1-18). The Technology Strategic Plan is a living document that is reviewed annually by the Technology Committee and updated accordingly (1-19). The plan's goals were reviewed in spring 2019 and include training and support, technology resources for students, staff, and faculty, and assessing the technology needs of the college (1-20).

The College evaluates the effectiveness of its technology primarily from information provided on its annual Technology Survey, which is conducted each spring. The survey provides an assessment of technology services and support for faculty (1-21), staff (1-22), and students (1-23) and helps the Technology Committee determine the needs of the College in terms of hardware and software. The Technology Committee evaluates results of the annual Technology Survey (1-24), and the data are used for decision-making and improvement of technology resources, services, and emerging technology for students, faculty, and staff (1-25). An example of this is the need for additional technical support identified by the 2017 Technology Survey (1-26, 1-27, 1-28). To provide additional support for the college, a full-time computer support technician was hired in spring 2018 to replace a position that had previously been part time (1-29). This position came through the program review and prioritization process, as shown in ISPC minutes of November 29, 2017 (1-30).

Analysis and Evaluation

Through program reviews, the Technology Strategic Plan, and annual technology surveys, the College determines adequacy of technology services, professional support, facilities, hardware, and software to support the institution's academic programs, teaching and learning, support services, and operational functions. These services, support, facilities, hardware, and software are provided through a collaboration of the College's Technology Support Services, Instructional Media Center, and the Technology Committee.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The College's Technology Strategic Plan provides a procedure to systematically plan, acquire, maintain, and upgrade or replace technology infrastructure and equipment to meet the needs of the College and support its mission, operations, programs, and services ([2-01](#)). The College's technology needs are aligned with the District through ITSC, as identified in [Standard III.C.1](#).

As outlined in the Technology Principles and Guidelines, sections VIII and IX, the College plans for the replacement or upgrade of equipment with a refresh plan that calls for a staggered replacement of the computer inventory across the campus, including classrooms as well as classroom multimedia upgrades ([2-02](#)). The College completed two phases of the plan ([2-03](#)) and conducted an updated inventory of all computer hardware ([2-04](#)) in order to update the refresh plan cycle for phase three ([2-05](#)). The Technology Committee, in collaboration with Technology Support Services, maintains this inventory of all computer software and hardware in order to plan strategically for refresh/replacement of technology resources.

As detailed in [Standard III.C.1](#), technology needs and resources are identified on unit program reviews and on the annual Technology Survey, which are reviewed by the Technology Committee as a basis for decision-making. This process is designed to facilitate sound resource allocation decisions in support of the college mission, operations, programs, and services, and is evaluated annually by the Technology Committee. In spring 2019, the Technology Committee revised its rubric for evaluating technology requests, continuing with the criteria of age and program needs but modifying questions and values of the rubric ([2-06](#)).

To ensure technology infrastructure, quality, and capacity are adequate, the College assesses technology resources and user satisfaction by surveying faculty, staff, and students with the annual Technology Survey, as described in [Standard III.C.1](#), in alignment with the Technology Strategic Plan ([2-07](#)). For example, in spring 2017, data reflected the need to upgrade computers in the library, and in fall 2017 the Technology Committee recommended an upgrade for 50 library computers for student access; this recommendation was funded ([2-08](#), [2-09](#)).

Results of the 2019 Technology Survey indicate that a majority of students and employees believe the College replaces and maintains technological equipment to ensure that program/unit needs are met, and that the College ensures that any technology support it provides is designed to meet the needs of the learning, teaching, support services, and operational systems ([2-10](#), [2-11](#), [2-12](#)). The Technology Committee shares the results of the

survey with ISPC as part of its biannual report ([2-13](#)) and with the College via the Technology Committee webpage ([2-14](#)).

The management, maintenance, and operation of the College's technological infrastructure and equipment are handled through the RCCD Information Technology (IT) department, as described on the Information Technology's district webpage ([2-15](#)). IT is organized to support the development, improvement, and maintenance of IT systems including software applications, networks, and internet for Norco College. IT oversees security and safety of the districtwide technology infrastructure and supporting components through monitoring, firewall, and security software on all computers to ensure a safe, reliable, and accessible network at the colleges, as described in the District's Strategic Technology Plan ([2-16](#)). The RCCD Strategic Technology Plan, updated spring 2019, provides for reliability, disaster recovery, privacy, and security ([2-17](#)).

The College ensures that the technology infrastructure is sufficient to maintain and sustain distance education offerings through participation in the California Community Colleges Online Education Initiative (OEI) ([2-18](#)). Instructure is responsible for the hosting and uptime of the entire OEI and participating colleges using Canvas.

Analysis and Evaluation

The College follows processes stated in the Technology Principles and Guidelines to ensure replacement and upgrading of technology in support of the mission, operations, programs, and services. In the interest of continuous improvement, the Technology Committee began revision of the Technology Strategic Plan in fall 2018 and expects to have the plan completed and approved during the 2019-2020 academic year. District IT follows procedures in the RCCD Technology Strategic Plan, revised in spring 2019, to oversee technology infrastructure.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

College Technology Support Services (TSS) collaborates with district IT to ensure a reliable, safe, and secure technology infrastructure to enhance and support courses, programs, and services at all locations. The Technology Committee, through its representation on ITSC, relays the College's needs for infrastructure, maintenance, safety, and security ([3-01](#)). District IT provides a disaster recovery plan ([3-02](#)) and also includes a continuity plan in the RCCD Technology Strategic Plan ([3-03](#)).

TSS computer support staff and IMC staff provide technical support for faculty, staff, and administration. As described on the unit's webpages ([3-04](#)), these departments provide tutorials, technical assistance, installations, repairs, and maintenance of technology hardware and software on campus and in support of remote operations off campus. These include

provision of and support for a variety of desktop and laptop computers, printers, tablets, and multimedia services, including multiple visual displays on campus.

TSS and IT collaborate with Help Desk Services offered at the District ([3-05](#)), which works with TSS to complete technology repair requests and troubleshooting services. This system is based on a dedicated phone and email system (helpdesk@rccd.edu) and a response system that provides technical assistance through district or college staff. The ServiceDesk (formerly Footprints) work order is the software system used to develop, organize, and assign IT-based work orders to the College ([3-06](#)).

Analysis and Evaluation

As evidenced by each unit's roles and established systems, the College continuously collaborates and coordinates with District IT to monitor and address support for reliable access, safety, and security of the technological infrastructure and equipment at all locations where courses are offered.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College surveys staff, students, and faculty to determine training needs and offers technology training both face-to-face and online to support technology programs and systems that are used in the classroom and in the office ([4-01](#)).

To enhance instruction and support in the effective use of technology, the College purchased a LyndaCampus subscription in 2014. Since then, as reported on the Lynda.com Recommendation 2019 ([4-02](#)), usage by students has grown to over 3,300 current student users with 82 staff and 114 faculty using Lynda.com for professional development to meet their needs for skills training. As of May 1, 2019, over 300 courses were viewed, including training for Adobe Photoshop, Excel 2013, Word 2013, and more. The Technology Committee conducts an annual Lynda User Satisfaction Survey and finds that results show strong satisfaction rates on the usefulness, convenience, and quality of the courses in Lynda.com ([4-03](#)).

Technology training is a feature of the biannual professional development workshops for staff. On January 25, 2019, about 35 staff participated in a workshop on the GoRCCD Portal ([4-04](#)), e-forms, and the website at the Winter Staff Development Day, and an Office 365 workshop was provided to faculty at the spring Flex Day on February 8, 2019 ([4-05](#)). IMC offers hands-on technology training for faculty on audiovisual equipment in the classroom ([4-06](#)).

In the transition from Blackboard to the Canvas learning management system for distance education, the College began offering weekly face-to-face and virtual Canvas workshop

training sessions for faculty in fall 2017 (4-07). These workshops focus on the basics of Canvas modules, pages, assignments, discussions, quizzes, gradebook, profiles, inbox messaging, section 508/ADA accessibility guidelines, and other important features in addition to online educational best practices, as explained in the district chancellor's reminder email of spring 2019 (4-08). In addition, open office hours, open lab time, and one-on-one training meetings are available weekly (4-09). Canvas training appears as an option in faculty Flex Days, such as the spring 2019 three-hour, one-session faculty Flex training conducted to allow participants to earn district distance education certification to teach online courses (4-10).

Based on the results of the 2019 Technology Survey, employees received training in the use of technology and technology systems to effectively carry out work responsibilities, including supporting student learning (4-11). Feedback from spring 2019 Flex Day training showed faculty felt the training in Office 365 was useful and would like additional workshops (4-12).

Analysis and Evaluation

Records of employee use of Lynda.com and attendance at in-person training sessions show that employees are taking advantage of technology training opportunities. The College assesses the need for technology training primarily through surveys and evaluations, which have been effective in identifying opportunities as well as providing evaluations to ensure programs are appropriate and effective.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

BP/AP 3720: Computer and Network Use (5-01) outlines the use of technology in teaching and learning processes and includes the computer network use form that all District employees sign when they are hired (5-02). The Student Handbook and the Catalog identify conformity to the District's Computer and Network Use policy and procedure as expectations of student conduct (5-03, 5-04). The Writing Lab, a supplement to composition classes at the College, requires students to sign an acceptable use agreement each semester (5-05).

In addition, in alignment with AP 3725: Establishing and Maintaining Web Page Accessibility (5-06), the College follows Section 508 of the Americans with Disabilities Act (ADA) that determines technology practices for disability-related compliance for the website, as well as AP 3445: Handling Accommodations for Persons with Disabilities for Non Classroom-Related Activities (5-07), for media, programs, and other technology resources. All board policies and administrative procedures are available on the publicly accessible district webpage. The Online Teaching Training Certification provides training to all online faculty in the appropriate use of technology (5-08).

Analysis and Evaluation

The College follows District policies and procedures for the appropriate use of technology in the teaching and learning process. These policies are publicized in College documents available to faculty, staff, and students.

Conclusions on Standard III.C. Technology Resources

Through policies and procedures, the College ensures effective use of technology resources to achieve its mission. Collaboration among Technology Support Services, the Instructional Media Center, the Technology Committee, and District IT is integral to these processes. Program reviews, the College's and the District's Technology Strategic Plans, and technology surveys are methods used to identify, measure, and assess technology needs, services, and support.

Evidence List

- [1-01 TSS-IMC-Webpages-2019](#)
- [1-02 TC-Webpage-2019](#)
- [1-03 RCCD-InfoServices-Webpage-2019](#)
- [1-04 StrategicPP 5-16-18](#)
- [1-05 TC-RolesResponsibilities](#)
- [1-06 TC-Membership-Webpage-2019](#)
- [1-07 TechPlan-RPP-2013-16](#)
- [1-08 RCCD-InfoServices-Webpage-2019](#)
- [1-09 TC-Principles-Guidelines 12-13-17](#)
- [1-10 SSPC-PR-TC-Prioritization-2018](#)
- [1-11 BFPC-PR-TC-Prioritization-2018](#)
- [1-12 Tech-TCO](#)
- [1-13 TC-Principles-Guidelines 12-13-17](#)
- [1-14 TC-Guidelines 12-13-17](#)
- [1-15 ISPC-Minutes 2-21-18](#)
- [1-16 TechPlan-2013-16](#)
- [1-17 TechPlanAddendum 12-7-16](#)
- [1-18 ISPC-Minutes 11-30-18](#)
- [1-19 TC-Minutes 11-8-18](#)
- [1-20 TC-Minutes 5-16-19](#)
- [1-21 TechSurvey-Faculty-2019](#)
- [1-22 TechSurvey-Staff-2019](#)
- [1-23 TechSurvey-Student-2019](#)
- [1-24 TC-Agenda 9-19-19](#)
- [1-25 TC-Minutes 9-20-18](#)
- [1-26 TechSurvey-Staff-2017](#)
- [1-27 TechSurvey-Faculty-2017](#)
- [1-28-TC-Minutes-12-13-17](#)

- [1-29 BOT-HRER-Hire_5-15-18](#)
- [1-30 ISPC-Minutes_11-29-17](#)
- [2-01 Mission-TechPlan-2013-16](#)
- [2-02 VIII-IX-PrinGuide_12-13-17](#)
- [2-03 TC-Minutes-5-18-17](#)
- [2-04 TC-ComputerRefreshPlans-2019](#)
- [2-05 TC-Minutes_5-16-19](#)
- [2-06 TC-Minutes_5-16-19](#)
- [2-07 Goal7-TechPlan-2013-16](#)
- [2-08 TC-Minutes_12-13-17](#)
- [2-09 TC-Minutes_4-19-18](#)
- [2-10 TechSurvey-Faculty-2019](#)
- [2-11 TechSurvey-Staff-2019](#)
- [2-12 TechSurvey-Student-2019](#)
- [2-13 ISPC-Minutes_10-17-18_10-2-19](#)
- [2-14 SuptDocs-TC-Webpage-2019](#)
- [2-15 RCCD-InfoServices-Webpage-2019](#)
- [2-16 Security-RCCD-TechPlan-SPR19](#)
- [2-17 RCCD-Strategic-Tech-Plan-SPR19](#)
- [2-18 OEI-DE-Webpage-2019](#)
- [3-01 RCCD-InfoServices-Webpage-2019](#)
- [3-02 RCCD-IT-DisasterRecovery](#)
- [3-03 RCCD-StrategicTechPlan-2019](#)
- [3-04 TechSuptServices-Webpages-2019](#)
- [3-05 HelpDesk-TSS-Webpage-2019](#)
- [3-06 ServiceDesk-2019](#)
- [4-01 WorkshopQ-TCSurveys-2019](#)
- [4-02 LyndaComRenew-2019](#)
- [4-03 Lynda-Survey-2018](#)
- [4-04 TC-Minutes-2-21-19](#)
- [4-05 SpringFlex-2019](#)
- [4-06 Services-IMC-Webpage-2019](#)
- [4-07 Training-Canvas-DE-Webpage-2019](#)
- [4-08 Canvas-Training-Email_5-15-19](#)
- [4-09 Canvas-Support-Sechedule-2019](#)
- [4-10 SpringFlex-2019](#)
- [4-11 TechSurveys-Workshops-2019](#)
- [4-12 FLEX-Evaluations-SPR19](#)
- [5-01 BP-AP-3720-ComNetUse](#)
- [5-02 ComNetUseAgreement_6-1-09](#)
- [5-03 ComNetUse-StudentHB-2019-20](#)
- [5-04 ComNetUse-Catalog-2019-20](#)
- [5-05 WLab-AcceptUse-SPR19](#)
- [5-06 AP3725-WebPageAccessibility](#)

- [5-07_AP3445-AccomDisabilities](#)
 - [5-08_RCCD-DE-Webpage-2019](#)
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D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Norco College is part of the three-college district with centralized financial services. A district budget allocation model (BAM) is used to allocate general fund unrestricted resources to the colleges. Previously, the BAM was based on a full-time equivalent student (FTES) model to reflect how resources were allocated to the colleges from the state under SB361 ([1-01](#)), modified to take into consideration the costs associated with the unique instructional programs and organizational structures at each college ([1-02](#)). The individual FTES rates per college were then applied against the target FTES for each college. In 2018-2019, the colleges and District Office made substantive changes to the BAM in the transition to the new statewide Student-Centered Funding Formula (SCFF) ([1-03](#)) and, more importantly, to a model that is centered around the core principles of fairness, equity, and transparency. The District Budget Allocation Committee (DBAC) developed a new model based on these principles ([1-04](#)) defined as follows:

- Fair—Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.
- Equitable—Resources will be distributed in a manner that adequately supports the full array of programs offered at each college while ensuring compliance with statutory and regulatory requirements: efficient and strategic use of resources is expected, and inefficiencies will not be subsidized or supported.
- Transparent—Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups and that it is simple, easy to administer and communicate as possible.

Because the primary portion of the SCFF is based on FTES (70 percent), the revised BAM was developed with FTES as the primary allocation basis, using the concept of “FTES as currency” whereby each FTES generated has a value that can be assigned based on a standard or “exchange rate” for each instructional program or discipline. In general, the

BAM uses exchange rates to allocate resources to the colleges. For example, a nursing program exchange rate will be different than a political science program exchange rate due to different cost structures. Ultimately, the College will develop a similar methodology to allocate within the disciplines at the College. The Board of Trustees adopted phase one implementation of the BAM in June 2019 (1-05). As noted in the BAM document, DBAC agreed that phase one implementation will not result in budget modifications to the colleges in 2019-2020 to allow for development of the exchange rates per discipline and for the other components of the BAM to continue being assessed and developed.

Through the planning, budget development, and resource allocation process, the College ensures sufficient resources to support existing instructional programs and support services. The College has consistently ended the fiscal year with a healthy balance, as shown in the Three Year Ending Balance Report (1-06), which has supported the District's strong ending balance and contingency funding. The District complies with the state's 50 percent law (1-07). In addition to the unrestricted general fund, the College receives restricted funds for federal grants; state-funded categorical programs; and local income such as material fees, parking, and Health Center revenue; significant state and federal grant funding; local auxiliary-related commission revenue; Associated Students of Norco College and RCCD Foundation revenue. In recent years, the College has placed increased focus on revenue generation from successful grants, a method which has increased available resources. The College's restricted and unrestricted general fund budget for the 2018-2019 fiscal year totaled \$76,376,315 (1-08). The District's budget for all total available funds was \$427,637,410 (1-09).

As described in the Joint Resource Allocation Prioritization Process (1-10), resource allocation requests connected to program review are first prioritized by departments, then by vice presidents' areas. The constituent-based college planning councils receive the local prioritized requests for funding, along with how the requests are in support and connected to the needs expressed through the program review processes and the strategic plan. The resource allocation requests are categorized into areas of need, including facilities, technology, equipment, personnel, and other institutional needs (1-11).

In compliance with the California Community College Chancellor's Office criteria for fiscal health, the District has established a minimum prudent balance of 5 percent of unrestricted general funds compared to expenditures from those funds (1-12). Beyond this prudent reserve, the District has sequestered additional funds in fiscal year 2018-2019 as a hedge against the increasing fixed costs anticipated in coming years (1-13).

Analysis and Evaluation

The College has sound financial planning practices. The budget allocation model as well as district and college budgets show that college finances are managed conservatively to ensure that students' needs are met on both a short and a long-term basis. The resource allocation process guides use of college funds to support educational improvement and innovation. In preparation for the development of a new Strategic Plan in 2019-2020, the Institutional Strategic Planning Council (ISPC) revised the Resource Request Procedure to further clarify and refine the process and incorporate an annual timeline to guide the process (1-14). The

College has a sufficient funding base and financial plans to support programs and services and improve institutional effectiveness.

As part of continuous improvement, during the 2019-2020 academic year, DBAC expects to perform the following for implementation in the districtwide 2020-2021 budget: 1) develop discipline exchange rates; 2) provide a factor for comprehensive college progress; 3) consider factoring in the equity and student success components of the SCFF; 4) develop treatment of District Office costs; 5) provide for scaling of Guided Pathways; and 6) ensure alignment of resource allocation with strategic objectives.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The mission is the basis for all financial planning and decision-making at the College. As described in [Standard I.A.3](#), the College's strategic planning process begins with review and revision of the mission statement, which forms the foundation from which strategic goals, objectives, and action steps are developed. Planning on the level of academic and student services programs and administrative units also begins with the college mission, also identified in [Standard I.A.3](#), and funding requests and allocation requests must include a justification that demonstrates an alignment between the strategic planning goal and a specific program review objective. Each department and unit develops objectives to attain this mission through the program review process.

The budget development and planning processes of the College ensure that financial resources address college plans. As directed in the Strategic Plan and Process 2013-2018 (extended to 2019) and the revised Strategic Planning Process (May 2018) ([2-01](#), [2-02](#)), the process of planning and the integration of plans are institutionalized within the college culture. Financial decisions related to program review and resource allocation requests proceed through the shared governance process prior to recommendations being presented to president's Executive Cabinet and, ultimately, to the president to approve funding in alignment with budget priorities while ensuring these priorities can be accomplished within a balanced budget. The College's Business and Facilities Planning Council's (BFPC's) Statement of Purpose, found on the council's agenda ([2-03](#)), and ISPC's statement of purpose, found on the webpage ([2-04](#)), describe these councils' key roles in this process.

The strategic planning cycle, documented in the Strategic Plan ([2-05](#)), shows that program reviews are central for both short- and long-term planning and are the baseline documents for programs and units to outline resource needs. As detailed in [Standard I.B.9](#), program reviews are conducted every three years by all divisions of the College, with optional annual updates primarily for changes in resource requests. As presented in [Standard III.D.1](#), resource allocation requests from program reviews reference the relevant sections of the College's

Strategic Plan. After resource requests are extracted from program reviews, managers, staff, and/or faculty in each functional area preliminarily prioritize the list, which is then reviewed by the area vice president, after which the list is sent to the college planning councils for recommendation, as shown in the Program Review Resource Request spreadsheet (2-06). This process is documented in the updated Joint Resource Allocation Prioritization Process document approved by ISPC (2-07). After input from the planning councils, a consolidated list is brought together for review by the ISPC, which validates the planning council process and forwards priority recommendations to the college president (2-08).

The College and District receive information about the institution's fiscal planning and links to institutional planning in a number of ways. At the college level, information is disseminated through email, such as the June 2019 nor-all listserv email from the vice president of Business Services with an update on the state budget (2-09). Quarterly budget reports are provided to BFPC and to ISPC, as noted in minutes of September 2019 and April 2019 (2-10, 2-11). In addition, as part of the District Strategic Planning Council (DSPC), the College participates in districtwide planning, as described in [Standard III.D.1](#). The vice chancellor of Business and Financial Services provides regular reports to DSPC related to budget planning. In alignment with BP 6100: Delegation of Authority (Business and Fiscal Affairs), "The Chancellor in consultation with the Vice Chancellor, Business and Financial Services, shall make appropriate periodic reports to the Board and shall keep the Board of Trustees fully advised regarding the financial status of the District" (2-12), as further described in [Standard IV.C.5](#).

Analysis and Evaluation

Through the shared governance processes, documented in the college Strategic Plan and other planning documents, financial planning is linked to institutional planning to make decisions that best utilize college resources. Primarily through Business Services communications, appropriate financial information is disseminated throughout the institution in a timely manner. In addition, to further support institutional financial planning, during the 2019-2020 academic year, Business Services is in process of developing a comprehensive planning and budget manual.

In 2019, the College has been reviewing and revising the resource allocation process, and as an outgrowth of that, the College is augmenting budgets to account for operational requests commonly found in program review. A draft Resource Allocation Process document has been in discussion at ISPC in spring and fall 2019 (2-13, 2-14).

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The Board of Trustees has adopted budget development principles and practices that are designed to maintain the financial integrity of the District and the colleges. These principles

and practices are codified as BP 6200: Budget Preparation ([3-01](#)), which establishes guiding principles for preparation of each year's adopted budget within the District; BP 6250: Budget Management ([3-02](#)); BP 6300: Fiscal Management ([3-03](#)); BP/AP 6307: Debt Issuance and Management ([3-04](#)); and BP 6320: Investments ([3-05](#)).

Both the District and College follow clearly defined policies, guidelines, and processes for financial planning and budget development, as described in [Standard III.D.1](#) and [Standard III.D.2](#). DBAC is a governance council that serves as the primary advisor on fiscal and budget matters to DSPC. DBAC provides a collaborative forum for the exchange of information necessary to inform strategic decisions regarding budget and fiscal policies, procedures, planning, budget development, and resource allocations within the District ([3-06](#)). As shown in the membership list, DBAC consists of district and college administrators, faculty, classified staff, and a student representative. The District Enrollment Management Committee (DEMC), a standing shared governance committee ([3-07](#)), serves as the primary advisor on enrollment-related matters to DSPC. Through DEMC, the College and the District work together to determine FTES calculations which influence income projections, and the College and District consult prior to submission of FS320 reports to ensure FTES are reflected accurately.

At the college level, BFPC reviews and monitors resources and expenditures, and makes recommendations to the Executive Cabinet related to discretionary budget availability and requests via the program review process. BFPC members include classified staff, managers, faculty, and a student representative ([3-08](#)), and committee meetings are open to the campus. The college shared governance processes, as described in [Standard III.D.2](#), ensure that data-based requests for funding are supported by alignment with the College's mission, Educational Master Plan, and five-year strategic planning goals and objectives.

[Standard III.D.2](#) describes regular communication processes used to disseminate financial planning and budget development to college constituents. In addition, Business Services archives annual college budget presentations on its webpage ([3-09](#)). [Standard IV.A.6](#) also discusses college processes for documenting and widely communicating decision-making, which includes decisions related to planning and resource allocation.

Analysis and Evaluation

College processes for financial planning and budget development are clearly defined and widely communicated through board policies and administrative procedures, DBAC, and the College's budget development and resource allocation processes, which include shared governance bodies. Each of the district and college councils, committees, and processes include wide constituency group representation. Council information, including notes and handouts, are available on the publicly accessible college and district websites.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

To ensure effective planning, shared governance councils, such as DBAC and DSPC, meet regularly throughout the fiscal year to discuss the budget, the process, and distribution of available funding, as explained in Standards [III.D.1](#) and [III.D.2](#). The budget is developed using reasonable assumptions based on available information, COLA, growth, negotiated contract increases, and recurring and one-time funding commitments, as evidenced by the Unrestricted General Fund Resource 1000 Summary ([4-01](#)) and Budget Development Calendar ([4-02](#)). During this same budget process, the departments at the College make adjustments to discretionary accounts as appropriate, so long as the adjustments don't increase the overall adopted budget.

Monthly budget performance monitoring takes place at the College and is reported to the Executive Cabinet ([4-03](#)). Quarterly Budget Performance Reports are produced and reported to Executive Cabinet as well as BFPC ([4-04](#)) and ISPC ([4-05](#)). The College develops year-end balance projections ([4-06](#)) in March in order to undertake proper and reasonable institutional financial planning. These reviews of current and past fiscal results allow for planning for current and future fiscal needs.

Analysis and Evaluation

As demonstrated in college and district reports and processes, information about available funds is provided to planners and decision makers throughout the planning and budgeting process, and this access results in planning that reflects realistic assessments of financial resource availability. The District's overall budget and the College's resource allocation process ensure that institutional plans are funded with available resources and that institutional planning is conducted in accordance with a realistic assessment of available funds. Continuous monitoring of available financial resources is undertaken and reported to the institution at regular intervals.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College uses an accounting software program called Galaxy, managed by the Riverside County Office of Education, to account for budgets and expend resources. Budgets use an account code structure which allows the accounting system to direct transactions to those responsible for the accounts related to specific transactions. College purchase requisitions are created electronically via Galaxy with the district purchasing team producing purchase orders. Purchase requisitions go through an automated approval process, and those approval requirements are built into the system based on account code structure (the classification of

the expenditure and origin of the budget), as shown in an example for a recent purchase ([5-01](#)). Control mechanisms are in place to ensure that requisitions cannot be submitted unless sufficient resources are available. For example, all requisitions using restricted funding sources, such as instructional fee-based supplies, are routed to a funding source manager to ensure they are appropriate. Users have access to the Galaxy financial system and can develop real-time reports if needed.

Both the District and the College have controls in place that assure effective oversight of all financial matters, as described throughout Standard III.D. This includes grants, in alignment with BP/AP 3280: Grants ([5-02](#)), which describes established procedures “to inform the Board of grant activity and to govern the approval, application, processing, and implementation of grants.” Once the grant has been authorized, the College works with district Fiscal and Business Services to prepare a budget amendment, which is submitted to the Board for approval, as with any augmentation to the District’s budget, as shown in the Board of Trustees agenda for August 20, 2019 ([5-03](#)). Once the budget is authorized, budget balances are entered into the Galaxy system. As part of the purchasing process, all requisitions are scrutinized and approved by appropriate grant project staff and administrators as well as college Business Services. In this process, in conjunction with a representative from the Grants Office, the grant project staff monitor fund expenditures to make certain that they are in compliance with the terms and conditions of the grant and other relevant accounting standard, as shown on form EJF ([5-04](#)). Regular reporting is completed in accordance with grant specifications.

District and college procedures also ensure sufficient budget information, including fiscal condition, and financial planning in both content and timing to support sound financial management, as described in [Standards III.D.1](#), [III.D.2](#), and [III.D.3](#).

The annual external financial audit ([5-05](#)) process verifies the credibility of the internal control structure. As part of the audit process, the adopted budget (expenditure plan) is compared to actual expenditures to identify any variance. The College is required to explain significant variances to the auditors to determine if funds were expended on educational programs and activities as originally planned. As presented in [Standard III.D.7](#), over the past six years, independent auditors have issued an unmodified opinion for the District’s financial audits with no audit findings or questioned costs.

Analysis and Evaluation

The internal control structures in place at the College and the District demonstrate effective control mechanisms and ensure information for sound financial decision-making is dependable and timely. As supported by audit findings, financial management practices are aligned with generally accepted accounting principles, auditing guidelines, and federal guidelines.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

An audit of the District's financial statements and supplementary information, including reports on compliance, is conducted in the fall of every year, as identified in [Standard III.D.5](#). An independent certified public accounting firm performs this audit. As part of the audit process, the adopted budget (expenditure plan) is compared to actual expenditures to identify variances. The College and the District are required to explain variances of any significance to the auditors to determine if funds were expended on the educational programs and activities as originally planned and intended. The Board of Trustees Resources Committee is charged with monitoring the audit process and reviewing the final audits, as shown in the committee minutes from December 4 and board minutes of December 11, 2018 ([6-01](#), [6-02](#)). Auditors have issued unmodified opinions for financial audits in all recent years, with no findings or questioned costs.

Other financial reports also demonstrate the integrity of the financial management practices at the College. These reports, regularly presented to the Board of Trustees and linked on the district Business and Financial Services webpage ([6-03](#)), include the CCFS-311 Report ([6-04](#)), the CCFS-311Q Report ([6-05](#)), and the CCFS-323 Report ([6-06](#)) submitted each year to the California Community Colleges' Board of Governors.

The district and college budget allocation model and resource allocation processes, described in [Standard III.D.1](#) and [Standard III.D.2](#), ensure that the budget supports student learning programs and services.

Analysis and Evaluation

The College's financial management system and processes have a high degree of credibility as demonstrated in the District's budget allocation model, regular and transparent budget performance reporting, and district financial audit reports.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

As described in [Standard III.D.6](#), an audit of the District's financial statements and supplementary information, including reports on compliance, is conducted annually by an independent certified public accounting firm. The Board regularly receives reports regarding the district budgets, fiscal conditions, financial planning, and audit results, as exemplified in the Board of Trustees meeting minutes of May 21, 2019 ([7-01](#)). The Board of Trustees Resources Committee is charged with monitoring the audit process and reviewing the final audits. All board agendas, attachments, and minutes are publicly available on the district website.

Over the past six years, independent auditors have issued an unmodified opinion for the District's financial audits with no audit findings or questioned costs. As described in [Standard III.D.6](#), these audits are presented to the Board of Trustees and posted on the Business and Financial Services publicly accessible webpage.

As described in [Standards III.D.2](#) and [III.D.3](#), information about budget and fiscal conditions is provided throughout the College.

Analysis and Evaluation

Information about audit results is provided collegewide and districtwide on a regular basis. The District resolves all audit findings in a timely fashion.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The District contracts with an accounting firm to perform annual audits of all funds of the District including special, categorical and grant funds, and the local general obligation bond (Measure C) expenditures, as described in [Standard III.D.6](#). The auditors prepare the statements and findings to provide the District feedback on its processes. Also included in the audit are findings and recommendations for improving any identified internal control weaknesses, if any, in which case recommendations and corrective action responses to audit findings include the timeframe projected for implementation of corrective action. The auditors conduct exit interviews to discuss all findings and weaknesses, if any, and areas for improvement.

An example of review of internal controls toward improvement is the development of AP 6301: Fiscal Management—Cash Equivalent Aid ([8-01](#)) in 2018 in response to qualitative data and feedback related to handling gift cards and cash equivalent at the colleges. While this was not an audit finding, regular communication between the colleges and the district controller enabled a team approach to implementing a valuable internal control.

The College also assesses and ensures sound internal fiscal controls through the approval functions of the financial software program Galaxy, described in [Standard III.D.5](#) and [Standard III.D.10](#). To continue dialog and subject-matter training on strong internal controls, both district and college Business Services provide regular end-user training related to purchasing procedures, accounts payable information ([8-02](#)), chart of accounts and overall budget guidelines and processes ([8-03](#)).

Internal controls and assessments of those controls also are in place for grants. For example, every two years, an internal equipment audit is conducted for the Perkins Grant ([8-04](#), [8-05](#)). In addition, an RCCD Perkins Budget Revision Request Form is utilized to ensure program/grant alignment. For federal grants, a third-party external evaluator is built into the budget. Also, in accordance with the College's Grant Reporting Guidelines: Time and Effort

Reports, employees paid through a federal grant fill out a time and effort report which the supervisor signs (8-06). An example of an improvement in recent years is the current Time and Effort Certification Form, which requires more detailed reporting (8-07).

Analysis and Evaluation

The College's financial and internal control systems are regularly evaluated and assessed through the external financial audit process. While repeated audits have found district and college financial and internal control systems to be sound, staff regularly assess and refine processes.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The College, in conjunction with the District, maintains sufficient cash flow and reserves to sustain financial stability, as shown in the CCFS-311 Annual Financial and Budget Report (9-01). Long-term financing for capital outlay projects has been achieved in the form of general obligation bonds, as reported in the Measure C—Capital Program Executive Summary (CPES) report (9-02). The capital outlay fund has a substantial cash balance committed to specific capital projects.

A 5 percent reserve level has been established as prudent by the California Community College Chancellor's Office, as reflected in BP 6200: Budget Preparation, which specifies the minimum reserve level (9-03). The District has met the prudent reserve threshold and, in recent years, exceeded the prudent reserve, specifically in the 2018-2019 budget year with a significant funded reserve beyond the 5 percent board-required reserve.

District reserve levels for the prior three fiscal years were as follows:

- 2016-17 Ending Balance \$43,121,096
 - 2017-18 Ending Balance \$45,299,449
 - 2018-19 Ending Balance \$53,709,257
- (9-04)

The College participates in Joint Powers Authorities (JPAs) for its property, liability, and workers' compensation activities (9-05). Additionally, the District maintains a self-insurance fund to provide for safety management and uninsured losses. The District's self-insurance fund (fund code 61) is maintained as a reserve against uninsured loss and safety loss control (9-06). The District maintains an irrevocable trust for its other post-employment benefits (OPEB) obligation, retiree health benefits (9-07).

Analysis and Evaluation

The College maintains healthy ending balances, and the District’s unrestricted fiscal reserves are well in excess of 5 percent in accordance with District policy. Through prudent reserves, the District has appropriately planned for both anticipated and unforeseen circumstances, and has strong funded reserves to provide fiscal stability in the event of unforeseen circumstances or conditions.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

As described in [Standard III.D.5](#), the College’s financial software program, Galaxy, is used to account for budgets and expend resources. This system assists the College in providing effective oversight of its finances as all expenditures are input, tracked, and approved through this system.

Student Financial Services determines eligibility and enters the awards into Colleague. These awards are then disbursed through Bank Mobile as described in the fall 2019 Student Financial Services Newsletter ([10-01](#)). Drawdowns are made by an assigned staff member in the district Business Services department. Federal funds are requested via G5 three days prior to a disbursement. All disbursements follow a set annual schedule, which is posted to the college website ([10-02](#)). Financial aid reconciles to federal and state data systems after each disbursement and monthly per fund type. Business Services reconciles the general ledger with federal and state accounting systems (COD and G5) after each disbursement and monthly, per fund type.

The College complies with all federal and state business services regulations, including those outlined in the Blue Book, and participates in the District’s annual financial audit ([10-03](#)) with results reported to the Department of Education by the auditor and through the EZ audit program. Financial Aid is housed in a separate account for each college per source (federal, state, institutional).

Board policies and administrative procedures ensure that grants align with district and college strategic priorities during the proposal development process. These are BP/AP 3280: Grants ([10-04](#)), AP 3281: Grants—Federally Funded Guidelines ([10-05](#)), AP 3282: Grants—Time and Effort Reporting for Federally Funded Grants ([10-06](#)), AP 3283: Grants—Cost Transfers ([10-07](#)), AP 3284: Grants—Participant Support Costs ([10-08](#)), AP 3285: Grants—Implementation ([10-09](#)), and AP 3286: Grants—Subaward Monitoring ([10-10](#)).

The College follows the district grants process, as illustrated in the Grant Development Flowchart ([10-11](#)). The purpose of the College’s standing Grants Committee ([10-12](#)) is to review proposals to assure mission alignment and to identify fiscal and human resources required to implement grants, including sustainability and specific grant commitments, as demonstrated on the Grant Proposal Information Form, exemplified by the Project PACES

proposal form (10-13). The committee, which reports to ISPC, as shown in minutes of March 20, 2019 (10-14), also serves as a liaison between the College and the district Grants Office.

As discussed also in [Standard III.D.5](#), the District and the College have various controls in place that assure effective oversight of financial matters for grants, externally funded programs, and contracts. Grants funding also is covered in the RCCD annual audit, which is described in [Standard III.D.5](#) and [Standard III.D.7](#).

Financial oversight of the RCCD Foundation (10-15) is governed by the Master Agreement between RCCD and the Foundation (10-16). The RCCD Foundation is a separate 501(C)3 nonprofit corporation with its own board of directors, articles of incorporation, and bylaws. RCCD performs the accounting function on behalf of Foundation, whereby all checks are written and recorded and all deposits are made to the Foundation's bank in accordance with internal control procedures in the Colleague system, based on information submitted by the Foundation's executive director and assistant director within parameters set by the Foundation Board of Directors. RCCD also performs a treasury function on behalf of the Foundation, whereby funds are transferred to and from the Foundation's investment and operating bank accounts. The investment accounts are maintained in accordance with the Foundation's investment policy. RCCD prepares a monthly Financial Activity and Highlights report for presentation to the Foundation's Finance Committee (10-17). An independent auditor conducts an annual report for the RCCD Foundation (10-18) and has provided an unmodified opinion, the highest level auditors can provide, in recent reports.

All contracts are reviewed by the District's general counsel and executed by the vice chancellor of Business and Financial Services. Per BP/AP 6100: Delegation of Authority to the Chancellor (10-19) and BP/AP 6340: Bids and Contracts (10-20), the vice chancellor is given authority to approve contracts. The vice chancellor submits a report to the Board on a monthly basis listing all contracts that have been approved for board ratification (10-21).

Analysis and Evaluation

In alignment with board policies and administrative procedures, the College and the District exercise effective oversight of finances. Systems are in place to provide checks and balances. The District received from the auditors unmodified reports on compliance with no findings related to federal Title IV regulation compliance.

In fall 2019, a districtwide Grants Pre-and Post-Award Task Force consisting of district and college-level representatives is reviewing policies, procedures, and systems related to pre-award and post-award grant activities. The Task Force anticipates recommending changes to board policy and procedures to continue improving services that increase the efficiency and effectiveness of the District's and colleges' grants efforts.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

As described throughout Standard III.D, during college budget planning, the relationship between ongoing revenue and ongoing expenditure has always been carefully considered. One place this is evident is in monthly financial reports ([11-01](#), [11-02](#)). This ensures both short-term and long-term financial solvency, and as a result, the College has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional plans, as evidenced by the College's contingency and "carry-over" funded reserves ([11-03](#)).

The district budget presents a direct relationship between financial plans, which are established to meet the District Strategic Plan, and resource availability; and the college budget, in turn, is aligned to the district and college strategic plans. The budget is regularly monitored through periodic financial transfers and reports, as exemplified in board meeting agendas of May 21 and June 11, 2019 ([11-04](#), [11-05](#)). The District Office has oversight responsibility to ensure that debt payments for general obligation bonds (Measure C) are made from the Bond Interest and Redemption Fund with local property tax collections, as shown in the CPES report ([11-06](#)). The District performs multi-year budget projection scenarios for the general unrestricted fund, and the annual budget provides a multi-million-dollar set-aside for increases in post-employment benefits, retirement plan obligations, and load-banking obligations ([11-07](#)).

The adopted budget includes assessments based on payroll to fund the self-insurance funds for liability and workers' compensation premiums, as described in [Standard III.D.9](#). The District is a member of several Joint Powers Authorities (JPAs) and pays annual premiums for its property, liability, health, and worker's compensation coverage ([11-08](#)).

As explained in [Standard III.D.9](#), the District has established an unrestricted general fund contingency in excess of 5 percent, and the College maintains an additional contingency within its Fund 11 operating budget, which was \$3.5 million in 2018-2019 ([11-09](#)). In addition, the District has planned for the long-term financial obligation associated with retiree health benefits by establishing an irrevocable trust with CalPERS ([11-10](#)) and contributes at least \$250,000 annually towards this obligation ([11-11](#)).

Analysis and Evaluation

Both the District and the College manage finances conservatively and allocate resources in a fiscally prudent and responsible manner to ensure needs are met on both a short-term and long-term basis. Because of conservative long-range fiscal planning, the College is able to

develop a balanced budget with a sufficient contingency each year, and District reserves remain sufficient.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

As required by the Governmental Accounting Standards Board (GASB) Statement 45 Prior to June 30, 2017 and GASB Statement 75 after July 1, 2017, the District annually reports post-employment benefit liability ([12-01](#)). The District provides post-retirement/employment health care benefits for employees in accordance with BP/AP 7380: Retiree Health Benefits ([12-02](#)). For fiscal year 2017-2018, the District contributed \$6,209,619 to the plan, of which \$3,585,234 was used for current premiums and \$2,624,385 was additional contributions used to fund the OPEB Trust ([12-03](#)). The last actuarial valuation was on June 30, 2018, and an annual actuarial update was on June 30, 2019. The net OPEB obligation for the past two years, ending June 30, was (1) \$43,453,968 in 2018 and (2) \$43,140,724 in 2019 ([12-04](#)).

The District implemented an irrevocable trust for its OPEB obligation in spring 2016, and the District conducts an actuarial study on at least a biannual basis with an update every other year ([12-05](#)). The District, which contributes the legally-mandated employer rates for employee retirement systems, has also been impacted by employer rates for the state pension liabilities that resulted in increases to the California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS). The most recent audit states at June 30, 2018, RCCD's proportionate share of net pension liability was \$120.28 million for CalSTRS and \$75.19 million for CalPERS, for a total net pension liability of \$195.47 million ([12-06](#)). The most recent actuarial study for post-retirement benefits on June 30, 2018, estimated the amount that should be accumulated under GASB No. 75 at \$43.45 million and recognized \$4.52 million as employer OPEB expense ([12-07](#)).

Analysis and Evaluation

The District identifies, plans, and allocates resources for payment of liabilities and future obligations, including OPEB. The District provides for the amount approved by the Board for funding the annual OPEB obligation.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

In March 2004, the voters passed a local general obligation bond (Measure C) under Proposition 39 with an authorization of \$350 million ([13-01](#)). Proposition 39 requires annual financial and performance audits and establishment of a Citizen's Bond Oversight Committee ([13-02](#)). In connection with the bond authorization, the Board of Trustees committed to not exceeding a tax rate of \$18 per \$100,000 of assessed valuation for individual taxpayers ([13-03](#)). The district business unit works with the Riverside County superintendent of schools and the Riverside County Treasurer's Office and external bond financial consultants to establish property tax rates at or below the Board tax rate commitment, but at rates sufficient to generate adequate property tax collections to make annual debt service payments on the outstanding bonds ([13-04](#)).

Analysis and Evaluation

Property taxes are secured for repayment of bond issued debt. Annually, the District calculates the property tax rates to ensure the repayment of outstanding local bond debt.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

As described in [Standard III.D.5](#) and [Standard III.D.10](#), the College and District use grant and Foundation funds with integrity. College procedures outlined in those Standards are in place to ensure that grant funding receives appropriate authorization from the Board of Trustees, that grant budgets and expenditures are aligned with grant funding, and that grant expenses are approved by appropriate persons to ensure that expenses charged to grants are reasonable, necessary, allowable, and allocable. The institution utilizes effective financial management systems, specifically Galaxy, as explained in [Standard III.D.5](#) and Nova (a statewide system for grants) ([14-01](#)).

Use of the Galaxy system provides for regular reviews and monitoring of expenditures pertaining to grants, awards, and contractual agreements by program staff, and the business office at both the college and district level ensure that the expenditures are consistent with the funding agency's mandates and the College's mission and goals ([14-02](#)).

Analysis and Evaluation

College and district procedures ensure that financial resources of the District and College are used with integrity and in a manner consistent with their goals and that funding from external sources, such as the RCCD Foundation, grants, and state categorical and federal funds, are all used according to their intended purpose.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The College monitors and manages student loan default rates through a management services firm, which monitors all student loan borrowers who are in repayment. As of July 1, 2019, this firm is Attigo Default Management Services ([15-01](#)). This comprehensive solution includes data management and targeted outreach for the biggest impact in the shortest time: communications at grace, forbearance, and deferment-end, throughout delinquency, and default rehabilitation. An inbound/outbound call center with expert counseling helps students more easily manage student loan repayment. The Attigo team also acts as a borrower advocate in calls with services and collection agencies, guiding the student through the process.

Student loan default rates are well within the acceptable range defined by USDE, as evidenced by the report from the National Student Loan Data System ([15-02](#)), which shows 10 percent or lower for the most recent three years of reporting.

The District's annual financial audit demonstrates that the College complies with Title IV components, as evidenced by the 2018 audit ([15-03](#)), the 2017 audit ([15-04](#)), and the 2016 audit ([15-05](#)). Auditors have not reported any findings.

Analysis and Evaluation

Utilizing the services of a management firm, the College monitors and manages student loan default rates, which are well within federal guidelines. Audits, which report no findings, demonstrate that the College complies with federal requirements, including Title IV.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements with outside entities are governed by BP/AP 6340: Bids and Contracts ([16-01](#)) to ensure that they are consistent with the mission and strategic goals of the College. Contractual agreements at the 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. As

stipulated in the RCCD Internal Procedures for Processing Grants ([16-02](#)), all contracts are submitted for review to the District’s general counsel, who identifies issues with regard to risk, termination, standards of conduct, and potential exposure for the District, thereby ensuring that all contractual legalities are met. Any requirements or suggestions for change are provided by the general counsel to the contracting department. Any recommended changes are sent back to the originator of the contract to work with the contracting agency to make any necessary changes. Once a contract is in final form, the contracting division or department then submits it to college Business Services via a Contract Transmittal Form (CTF). The vice president of Business Services reviews each contract for alignment consistent with the College’s mission and goals, and for fiscal or operational impact. If the contract is under the appropriate dollar threshold, pursuant to the public contract code and board policy, it is sent to the college president for review and signature, and then to the district business office for inclusion on the board agenda for approval. If the contract is over the dollar threshold, it is routed to the district business office where it is reviewed for budget sufficiency and regulatory compliance and signed by the district vice chancellor of Business and Financial Services. Finally, the contract is included on the board agenda for contract approval.

Additional steps for grants are explained in [Standard III.D.10](#).

Analysis and Evaluation

In alignment with Public Contract Codes and board policy, the District and the College have long-standing policies and procedures to ensure that decisions to procure goods and services follow sound financial practices. Agreements with external agencies are consistent with the College’s mission and goals.

Conclusions on Standard III.D. Financial Resources

The BAM, district and college budgets, and the resource allocation process show that College finances are managed conservatively to ensure students’ needs are met. These processes undergo assessment and revision. Through the shared governance processes, financial planning is linked to institutional planning in support of the college mission. The College has a sufficient funding base and financial plans to support programs and services and improve institutional effectiveness. In alignment with board policies and administrative procedures, the College and the District exercise effective oversight of finances. Systems are in place to provide checks and balances, and financial information is disseminated throughout the institution in a timely manner. Furthermore, in alignment with Public Contract Codes and board policy, the District and the College have long-standing policies and procedures to ensure that decisions to procure goods and services follow sound financial practices. Because of conservative long-range fiscal planning, the College is able to develop a balanced budget with a sufficient contingency each year, and District reserves remain sufficient. In like manner, the District identifies, plans, and allocates resources for payment of liabilities and future obligations, including OPEB. Utilizing the services of a management firm, the College monitors and manages student loan default rates, which are well

within federal guidelines. Audits, which report no findings, demonstrate that the College complies with federal requirements, including Title IV.

Evidence List

- [1-01 CA-SB-361-CC-Funding](#)
- [1-02 RCCD-BAM-2017-18](#)
- [1-03 CCCCCO-SCFF-Webpage-2019](#)
- [1-04 RCCD-BAM-2018-19](#)
- [1-05 BOT-Minutes 6-11-19](#)
- [1-06 3yr-BalanceReport-2017-19](#)
- [1-07 50Percent-AuditReport 12-11-18](#)
- [1-08 AdoptedBudget-2017-18](#)
- [1-09 Budget-Exhibit K-2018-19](#)
- [1-10 ResourceAllocationProcess-9-18-19](#)
- [1-11 ResourceRequest-PR 9-23-19](#)
- [1-12 Budget-Reserve-2018-19](#)
- [1-13 Budget Set-aside 9-17-18](#)
- [1-14 ISPC-Minutes 9-18-19](#)
- [2-01 Process-StrategicPlan-2013-18](#)
- [2-02 StrategicPP 5-16-18](#)
- [2-03 BFPC-Agenda 9-10-19](#)
- [2-04 ISPC-Webpage-2019](#)
- [2-05 Cycle-StrategicPlan-2013-18](#)
- [2-06 ResourceRequest 9-23-19](#)
- [2-07 ResourceAllocationProcess 9-18-19](#)
- [2-08 ISPC-Minutes 5-12-19](#)
- [2-09 StateBudgetUpdate-email 7-8-19](#)
- [2-10 BFPC-Minutes 9-10-19](#)
- [2-11 ISPC-Minutes 4-3-19](#)
- [2-12 BP-AP6100-DelegationAuthority](#)
- [2-13 ISPC-Minutes 3-6-19](#)
- [2-14 ISPC-Minutes 9-18-19](#)
- [3-01 BP6200-BudgetPreparation](#)
- [3-02 BP6250-BudgetManagement](#)
- [3-03 BP6300-FiscalManagement](#)
- [3-04 BP6307-DebtIssuance](#)
- [3-05 BP6320-Investments](#)
- [3-06 RCCD-DBAC-Webpage-2019](#)
- [3-07 DEMC-Membership-Webpage-2019](#)
- [3-08 BFPC-Membership-Webpage-2019](#)
- [3-09 AnnualBudget-Webpage-2019](#)
- [4-01 Resource1000-9-17-18](#)
- [4-02 BudgetDevCalendar-2019-20](#)
- [4-03 IncomeExpensesMnRprt 1-1-19](#)

- [4-04_BFPC-Minutes_4-2-19](#)
- [4-05_ISPC-Minutes_4-3-19](#)
- [4-06_BFPC-MarchBudgetProjts-2018-19](#)
- [5-01_Req-Budget-Galaxy-10-10-19](#)
- [5-02_BP-AP3280-Grants](#)
- [5-03_BOT-Agenda_8-20-19](#)
- [5-04_ExpenJustForm-Grants](#)
- [5-05_BOT-Agenda_12-11-18](#)
- [6-01_BOT-Agenda-12-4-18](#)
- [6-02_BOT-Agenda_12-11-18](#)
- [6-03_BUS-FinancialDocs-Webpage-2019](#)
- [6-04_CCFS-311-Report-2017-18](#)
- [6-05_CCFS-311Q-Report-2017-18](#)
- [6-06_CCFS-323-Report-2017-18](#)
- [7-01_BOT-Minutes-5-21-19](#)
- [8-01_AP-6301-FiscalMgmt](#)
- [8-02_Galaxy-PPT_1-31-19](#)
- [8-03_NC_BudgetBasics-PPT](#)
- [8-04_Grant-Rprt-guidelines-FAL11](#)
- [8-05_PerkinsEqpmntInventory-2012](#)
- [8-06_Grant-TimeEffort-Guidlines](#)
- [8-07_TimeEffort-Forms-2012_2019](#)
- [9-01_CCFS-311-Report-2018-19](#)
- [9-02_BOT-Minutes_5-21-19](#)
- [9-03_BP6200-BudgetPreparation](#)
- [9-04_3yr-BalanceReport-2017-19](#)
- [9-05_JPA-Webpage-2019](#)
- [9-06_RCCD-Fund61-2018-19](#)
- [9-07_OPEB-IrrevocableTrust-6-30-19](#)
- [10-01_FinancialAid-News-FAL19](#)
- [10-02_FinSrvs-Disbursement-WP-2019](#)
- [10-03_FinancialAid-Audit-2017-18](#)
- [10-04_BP-AP3280-Grants](#)
- [10-05_AP3281-Grants-FedFund-Guidelines](#)
- [10-06_AP3282-Grants-TimeEffort](#)
- [10-07_AP3283-Grants-CostsTransfers](#)
- [10-08_AP3284-Grants-ParticipantSupCosts](#)
- [10-09_AP3285-Grants-Implementation](#)
- [10-10_AP3286-Grants-SubawardMonitoring](#)
- [10-11_RCCD-Grant-Flowchart](#)
- [10-12_GrantsCommittee-Webpage-2019](#)
- [10-13_Grants-Proposal-PACES](#)
- [10-14_ISPC-Minutes-3-20-19](#)
- [10-15_RCCD-Foundation-Webpage-2019](#)

- [10-16_Agreement-RCCD-Foundation](#)
- [10-17_RCCDF-Financial-Report_2018-19](#)
- [10-18_RCCDF-AuditReport-2018](#)
- [10-19_6100-DelegationAuthority](#)
- [10-20_BP-AP6340-BidsContracts](#)
- [10-21_BOT-Agenda-8-20-19](#)
- [11-01_IncomeExpensesMnRprt_1-1-19](#)
- [11-02_RCCD-MonthlyFinancials-2018](#)
- [11-03_HoldingAccountReport-9-10-19](#)
- [11-04_BOT-Agenda-5-21-19](#)
- [11-05_BOT-Agenda-6-11-19](#)
- [11-06_BOT-Minutes-5-21-19](#)
- [11-07_Budget_Set-aside_9-17-18](#)
- [11-08_CertificateInsurance_7-1-19](#)
- [11-09_HoldingAccountReport-9-10-19](#)
- [11-10_OPEB-Agreement](#)
- [11-11_OPEBFundingPlan-2015](#)
- [12-01_GASB-75-Report_2018-19](#)
- [12-02_BP7380-RetireeHealthBenefits](#)
- [12-03_RCCD-RetireeHB-Contributions](#)
- [12-04_Net-OPEB-Obligation](#)
- [12-05_RCCD-OPEB-Trust](#)
- [12-06_RCCD-AuditReport-CalSTRS-PERS](#)
- [12-07_GASB-75Report-2018-19](#)
- [13-01_MeasureC_FAQ-Webpage-2019](#)
- [13-02_CBOC-Webpage-2019](#)
- [13-03_VI-C-2-Report_9-21-10](#)
- [13-04_VI-C-2-Report_9-21-10](#)
- [14-01-NOVA_FinancialSystem](#)
- [14-02_GrantBudgetApproval-Galaxy-2019](#)
- [15-01_Attigo-Webpage-2019](#)
- [15-02_NSDLS-defaults_10-10-19](#)
- [15-03_RCCD-Audit-2018](#)
- [15-04_RCCD-Audit-2017](#)
- [15-05_RCCD-Audit-2016](#)
- [16-01_BP-AP6340-BidsContracts](#)
- [16-02_RCCD-ContractForm](#)

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

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

College leadership works collaboratively with all stakeholders and governance structures to achieve and maintain institutional excellence. Governance committees and councils are representative of faculty, staff, students, and in some cases, members of the community ([1-01](#)). As shown in lists of committee participants, the voting membership of standing committees and planning councils is comprised of administrators, faculty, staff, and student representatives. An example is the Diversity, Equity and Inclusion Committee, whose membership includes broad representation and participation, including tri-chairs ([1-02](#)). The tri-chair representation also is evident on the Institutional Strategic Planning Council, the Business and Facilities Planning Council, and the Student Services Planning Council ([1-03](#)).

As illustrated in the Norco College Strategic Plan and Process 2013-2018 (extended to 2019) and in the revised Strategic Planning Process (May 2018) ([1-04](#), [1-05](#)), new initiatives and improvements to existing practices are typically initiated by committees and supported by institutional leaders. The governance process is inclusive and ensures that all proposals are vetted with stakeholders. The process also ensures that proposals are aligned with the College's strategic goals in order to achieve effective planning and implementation.

The Institutional Strategic Planning Council (ISPC) is the main coordinating body for all strategic planning and implementation. ISPC's Procedure for Participation in Decision-Making Process ([1-06](#)) articulates how administrators, faculty, staff, and students may bring ideas for improvement to standing committees of the Academic Senate or planning councils. Standing committees of the Academic Senate take action on proposals and make

recommendations to senate, and other college committees make recommendations to ISPC, as illustrated by the Norco College Strategic Planning Process ([1-07](#)).

Proposals initiated by institutional leaders are widely discussed before they are implemented. An example of this is the president's fall Flex Days presentation on new and ongoing strategic initiatives to faculty, staff, and managers. The president provides a status report on each initiative and outlines the process by which stakeholders may participate in shaping each initiative ([1-08](#)). This discussion was continued in college governance committees throughout the academic year, as shown in selected meeting minutes from ISPC, the Business and Facilities Planning Council (BFPC), and Academic Senate ([1-09](#)). The Regular Update newsletter, distributed via email and posted on the president's webpage, summarizes and communicates activities aligned with the strategic goals ([1-10](#)).

The College's Completion Initiative is an example of a collegewide effort initiated and led by faculty, staff, administrators, and students and supported by institutional leadership. At the Completion Initiative Summit in summer 2015, attendees reviewed 2010-2014 cohort data of first-time students which revealed that only 9.8 percent completed a degree or certificate in four years. African Americans, African American males, Hispanics, part-time students, and older students were the lowest performing across all metrics. At the summit, faculty, staff, administrators, and students discussed how to address such low completion rates and persistent equity gaps. Attendees reviewed national reports on promising practices to improve student success and developed the Completion Initiative, which is comprised of five interconnected components: meta-majors, guided pathways, faculty advisement, linking college to careers, and developing models of student care ([1-11](#)). The Academic Senate and ISPC endorsed the initiative and began implementation, as described in the winter 2018 presentation for the Completion Initiative 2.0 ([1-12](#)). This work helped the College secure a grant in 2016 from the California Futures Foundation to further develop meta-majors (called Schools) ([1-13](#)). This work paved the way for the College to be selected as one of 20 community colleges to participate in the 2017 California Guided Pathways project ([1-14](#)).

One reason that Norco College was named a *Chronicle of Higher Education* Great College to Work For in 2018 was its high score in the category of Collaborate Governance. Faculty reported feeling appropriately involved in decisions related to academic programs ([1-15](#)). Colleges selected for this designation collected statements from their respective institutions.

Analysis and Evaluation

As shown in both formal and informal practices, Norco College's leaders support participative processes to create an open environment that allows and encourages all constituents to bring forward ideas for improvement, regardless of rank. The processes currently in place ensure effective planning and implementation that reflect the recommendations of the full college community as supported by its leaders. In addition, following completion of the new Educational Master Plan in fall 2019, in 2019-2020 the College is undergoing revision of the Strategic Plan, which includes assessment of the governance process and decision-making procedures, as identified in an Improvement Plan for this Standard.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College relies on BP/AP 2510: Participation in Local Decision Making ([2-01](#)) for guidance on procedures that facilitate input from constituents in the decision-making process. The policy also establishes procedures to facilitate constituent involvement in shared governance at the college and district level. To adhere to BP/AP 2510, the College has established a robust and transparent Strategic Planning Process ([2-02](#)) that illustrates the shared governance structure. It also illustrates how the flow of ideas and decision-making begin at the standing committee level and eventually flow to the District, when applicable. To describe this process, ISPC developed Guiding Principles for Strategic Planning Committees ([2-03](#)), which provides direction to the Academic Senate, college councils, and committees on how to conduct business and describes the way constituents may participate in the decision-making process. The document also describes the committees' and councils' level of authority and general operating procedures.

BP/AP 2510 also delineates the role that students have in shared governance. The policy states, "The Associated Students shall be given an opportunity to participate . . . in the development of District and college policies and procedures that have a significant effect on students." The policy also describes how recommendations made by students should be handled and the process for selecting students to serve on decision-making committees and task forces ([2-04](#)). ISPC's Guiding Principles document includes specific language about students' rights and their roles in the governance process ([2-05](#)). It states, "Students will be represented on all committees unless mutually agreed upon by the committee and ASNC [Associated Students of Norco College]."

ISPC's document named Procedure for Participation in Decision-Making Processes ([2-06](#)) clearly delineates the manner in which individuals bring forward ideas from their constituencies and work together in planning to provide input into institutional governance. The procedure is posted on the Strategic Planning Documents webpage ([2-07](#)). The procedure encourages individuals to solicit input from community entities, community organizations, advisory groups, and educational entities when deemed necessary. The procedure further states how individuals may bring items directly to the ISPC.

Analysis and Evaluation

The College follows board policies and administrative procedures which authorize participation of faculty, staff, administrators, and students in decision-making processes. The institution also follows written policies, principles, and procedures that delineate student participation, the way individuals bring forward ideas, and the way constituents work

together to bring ideas to fruition. During the 2019-2020 strategic planning process, the College will address the need to assess, revise as needed, and document decision-making processes, as documented in an Improvement Plan at the end of this Standard.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The District supports faculty governance in academic matters, as stated in BP 4005: Academic Senate(s) (3-01), which describes the role and purview of faculty senates in the District to make recommendations on academic and professional matters, known as “10+1,” as described California Education Code (3-02) and California Title 5 (3-03). Through BP/AP 3250: Institutional Planning (3-04), the District empowers the College to utilize academic planning councils and college strategic planning committees, including the Academic Senate, to develop, review, update, and implement plans. Further evidence of substantive and clearly defined roles in institutional governance is demonstrated in BP/AP 2510: Participation in Local Decision-Making (3-05).

Faculty and administration each have a collective voice through council and committee membership and co-chairing responsibilities as demonstrated by these planning council memberships:

- Institutional Strategic Planning Council (ISPC): Fully one-third of ISPC membership is faculty, including the faculty co-chair, and one-third of ISPC membership is administration, including the administrative co-chair (3-06).
- Academic Planning Council (APC): A committee of department chairs, this council is co-chaired by academic deans and the faculty "chair of chairs" (3-07).
- Business and Facilities Planning Council (BFPC): Three faculty members serve on this committee, including the faculty co-chair (3-08).
- Student Services Planning Council (SSPC): Three faculty serve on this committee, including the faculty co-chair (3-09).

An example of faculty and administrators agreeing on their roles can be found in the APC minutes of October 12, 2018, related to class scheduling (3-10).

Analysis and Evaluation

Board policy determines how college faculty and administrators collaborate on setting policy and decision-making processes, giving each a substantial voice in institutional policies, planning, and budget, and the College endorses that policy through including faculty in decision-making leadership positions in institutional policies, planning, and budgeting.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

BP 4020: Program, Curriculum, and Course Development ([4-01](#)) describes responsibility for curriculum, which includes “appropriate involvement of the faculty and Academic Senate in all processes.”

As described in [Standard II.A.1](#) and [Standard II.A.2](#), the College has well-defined faculty-driven structures for development of curriculum and student learning programs, as well as reviewing and updating course content, under the purview of the Curriculum Committee, which is a committee of the Academic Senate ([4-02](#)). The Curriculum Handbook details the curriculum process, including the role of the college Curriculum Committee in relation to the district Curriculum Committee ([4-03](#)). The vice president of Academic Affairs co-chairs the college Curriculum Committee ([4-04](#)), and as identified in AP 4020, the district vice chancellor of Educational Services has the primary responsibility for overseeing district curriculum. Though the three district colleges have shared curricula, some courses may be unique to one college.

[Standard II.B.2](#) provides additional detail on the roles and responsibilities of faculty in library and learning resource services.

Analysis and Evaluation

Existing policies, procedures, and shared governance structures at the College specify faculty and administrators’ responsibility and authority for making recommendations about curriculum and student learning programs and services. In addition, as part of an evaluation of policies and procedures to ensure practices are functioning effectively, in 2019 the College participated in a districtwide revision of the Curriculum Handbook, a process evident in college Curriculum Committee minutes of September 10, 2019 ([4-05](#)).

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making alignment, with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

BP/AP 3250: Institutional Planning ([5-01](#)) mandates that institutional planning processes be “broad-based, comprehensive, systematic, and integrated” into all aspects of decision-making within the District. The Board of Trustees has the ultimate decision-making responsibility for adopting policies necessary for the efficient operation of the College and consistent with law as defined by BP 2410: Policy and Administrative Procedure ([5-02](#)). The role of the Board of Trustees is described in detail in [Standard IVC](#).

[Standard IV.A.2](#) and [IV.A.3](#) describe the College’s decision-making processes, which include administration, faculty, staff, and students, and are demonstrated in the Strategic Planning Process flowchart, revised in May 2018 ([5-03](#)). Decisions and procedures often start at committees, which have particular expertise and responsibility, such as the Curriculum Committee and the Technology Committee, and are shared both laterally, to other relevant committees, and upwardly, to one of the planning councils, the Academic Senate, or directly to ISPC. If sent to a planning council or the Academic Senate, the policy is affirmed and sent to ISPC and then to the college president. If necessary, the item is brought to Committee of the Whole (COTW) for approval and then the president relates the policy to the District through the District Strategic Planning Council (DSPC) and the chancellor, and, ultimately, to the Board. The Committee of the Whole Guiding Principles document exemplifies this process ([5-04](#)). The Associated Students of Norco College (ASNC) is its own deliberative body and provides direct input to ISPC ([5-05](#)). As described in [Standard IV.A.2](#), ASNC members also serve as student representatives on collegewide councils and committees. It is not uncommon for the ASNC representative to share a perspective on how a policy might affect students ([5-06](#)). If a planning, process, or other institutional change is initiated at the council level, such as at ISPC, then representatives of the council confer with constituent committees by presenting the change and requesting approval, as indicated in the initiation of a smoking policy change in fall 2016 ([5-07](#)).

In 2018, the Norco College Classified Senate was activated after a years-long hiatus. CSEA Chapter 535, recognized by the RCCD Board of Trustees as the exclusive representative of classified professionals, has the right on behalf of classified professionals in shared governance matters. The Classified Senate is currently not recognized as the shared governance group appointed by CSEA Chapter 535 at the College. However, it is the goal of the College and CSEA Chapter 535 that the Classified Senate become the body in which staff participation in shared governance is formalized. CSEA Chapter 535 recognizes and authorizes the Norco College Classified Senate through a memorandum of understanding, as an affiliate organization, to provide a collective voice for classified professionals in the shared governance process, representatives on councils and committees, and constituent feedback. While the process of recognizing the Classified Senate is expected to be solidified in the months to come, the College continues to involve classified professionals in shared governance through the tri-chair system and through representation on councils and committees.

[Standard IV.A.1](#) identifies the College’s common practice of three chairs for collegewide committees—one administrator, one faculty, and one classified staff—and committee membership includes additional representatives from other constituencies. Committees that are more central to faculty or staff have two chairs: one administrative and one faculty/staff, such as the administrative and faculty co-chairs for the Assessment Committee ([5-08](#)) and the administrative and staff co-chairs for the Technology Committee ([5-09](#)).

Analysis and Evaluation

The College involves all constituencies in the decision-making process to ensure that various perspectives and interests help shape institutional improvements. The flow chart and the process work effectively; it is not a fast process, but it is continual and allows ample time for discussion and measured decision-making. In addition, as part of revision of the Strategic Plan, the flow chart and process are being updated in the 2019-2020 academic year.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The Strategic Planning Process (revised 2018) ([6-01](#)) illustrates how ideas, improvements, and initiatives are brought forth and discussed in the appropriate committees and councils and sent through the college governance process until they reach the president. To communicate ideas, improvements, and initiatives to be discussed, all committees and councils and the Academic Senate distribute agendas via email to the college community. Agendas clearly indicate action items, accompanied by supporting documents and information items. An example is the May 23, 2018, agenda for the Grants Committee ([6-02](#)). Committee and council decisions are documented in minutes. An example can be found in ISPC minutes of May 16, 2018, showing approval of the institutional reorganization ([6-03](#)). For transparency, agendas, minutes, and corresponding attachments are posted on each committee's webpage on a regular basis, as shown on this webpage for ISPC ([6-04](#)).

As described in [Standard IV.A.2](#), ASNC appoints at least one student to serve on each council and committee. Student representatives communicate issues and actions discussed in committees and council meetings to the student body at their weekly ASNC meetings ([6-05](#)). All reports are documented in minutes and posted on the ASNC website ([6-06](#)).

To encourage participation in the governance process, college leadership uses email to inform the college community about major initiatives being considered, the decision-making process, and the timeline, as shown in the president's email of April 23, 2018, which provides an update on the institutional reorganization taking place ([6-07](#)). College leadership also communicates resource allocation decisions via email on an annual basis ([6-08](#)). As described in [Standard I.B.7](#), the Office of Institutional Effectiveness produces reports, including accomplishments of Educational Master Plan goals and objectives, which are shared at ISPC and posted to the college website. Additionally, strategic actions and decisions associated with strategic goals are communicated via the Regular Update newsletter distributed by email to the college listserv every other week during the semester and once a month during intersessions, and archived on the college website ([6-09](#)). The Regular Update provides information about progress on College goals and objectives. It also provides information about major plans being developed such as the Educational Master Plan. For example, the March 8, 2019, Regular Update provides news about the development of the 2030 Educational Master Plan under the heading Strategic Planning ([6-10](#)). The

newsletter issue also provides a schedule of public meetings for faculty, staff, and students to provide feedback.

Analysis and Evaluation

Decisions and resulting actions from the College's shared governance processes are communicated regularly in multiple ways, including email, and made available for stakeholders and the public on the college website.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The revised Policy and Procedures for Regular Evaluation of Integrated Institutional Planning, Budgeting and Decision-making Processes, Policy 2010-01 ([7-01](#)), outlines the process and cycle used to evaluate leadership roles and decision-making policies and procedures. The policy also outlines the methods used to evaluate the effectiveness of the evaluation cycle. The College widely communicates results of its evaluation cycle and the actions taken through reports linked on the publicly accessible Institutional Effectiveness / Evaluation Process webpage ([7-02](#)). Evaluation reports are also presented at various meetings, such as the Annual Progress Report and Annual Evaluation Report presented to ISPC by the dean of Institutional Effectiveness in November 2018 ([7-03](#)) and the end-of-year memorandum regarding planning and resource prioritization distributed via email to all employees ([7-04](#)).

One part of this evaluation process, the Institutional Effectiveness and Planning Survey (IEPS) ([7-05](#)), is typically disseminated in May to all staff, faculty, and managers. The survey assesses understanding of and satisfaction with planning, program review, resource allocation, and decision-making processes, and the extent to which these processes are effectively integrated. The survey also assesses employees' satisfaction with human and physical resources, campus climate, and resource allocation. Whereas the IEPS evaluates the planning process, the Survey of Effectiveness of the Planning Councils ([7-06](#)) looks at the effectiveness of college councils in the decision-making process. This is a ten-question survey focused on issues related to assessment, decision-making processes, the prioritization of resource requests from program review, and linkages between decision making and strategic planning. Additionally, the Academic Senate and Senate Standing Committees Survey of Effectiveness ([7-07](#)) is sent to committee co-chairs, and they forward the survey to their respective members. The co-chairs receive a summary of their results and place the topic on their group's meeting agenda for committee members to self-reflect and discuss, as shown in this example from the Distance Education Committee ([7-08](#)). Chairs of the Academic Senate, college committees, and councils review and discuss survey results with their members in regularly scheduled meetings, as shown in the April 17, 2019, minutes of the Distance Education Committee ([7-09](#)), and chairs develop plans of action to address areas

of improvement. The Office of Institutional Effectiveness compiles all evidence of the Regular Evaluation of Integrated Institutional Planning, Budgeting and Decision-making Processes in the Report of the Annual Evaluation Cycle ([7-10](#)).

In addition to the use of surveys, the College schedules Annual Open Dialogue sessions ([7-11](#)) to allow faculty, staff, administrators, and students to discuss topics of their choosing. The sessions provide an opportunity to bring up questions, concerns, and ideas with no set agenda, as evidenced in a report from the June 6, 2018, session ([7-12](#)). ISPC reviews topics raised in Open Dialogue, and council co-chairs incorporate topics as agenda items throughout the year. For example, in fall 2019, ISPC identified a need to review the resource prioritization process ([7-13](#)), and minutes of March 2019 show this discussion in progress ([7-14](#)).

In addition, the Annual Progress Report on Educational Master Plan Goals, Objectives, and “Dashboard Indicators,” described in [Standard I.B.3](#), shows use of data for improvements from year to year, including charting progress on Goal 6: Demonstrate Effective Planning Processes ([7-15](#)).

Analysis and Evaluation

The College follows policies and procedures for annual evaluation of the institution’s governance structure, decision-making policies, procedures, and processes to ensure their integrity and effectiveness. The results of evaluation processes are widely communicated to all constituents via committee meetings and minutes, emails, reports, and postings on the College’s website for public viewing.

Conclusions on Standard IV.A. Decision-Making Roles and Processes

College decision-making roles and processes are evident and robust. Through established policies, procedures, and practices, the College demonstrates its commitment to promoting student success, sustaining academic quality, integrity, and fiscal stability. Staff, faculty, administrators, and students have clearly defined leadership roles in the decision-making process that are focused on promoting collaboration for the improvement and support of academic programs and services. Great emphasis is placed on the annual evaluation cycle, and results of evaluations are used to make continuous institutional improvements. The strategic planning process clearly delineates and recognizes the roles that committees, councils, and constituent groups have in the decision-making process, while acknowledging the formal responsibilities of the president and the Board of Trustees. In the 2019-2020 academic year, the College is developing an updated Strategic Plan, and will assess its governance and workflow processes and procedures, as indicated in the Improvement Plan below. Board policies and administrative procedures also delineate the District’s and the College’s roles in leadership and governance, as well as policies for allocation of resources.

Improvement Plan

| Standard | Description of Change / Improvement | Expected Outcome(s) | Timeline | College Leads | Integration into College's Ongoing Evaluation and Planning Processes |
|----------------------------------|---|---|---|---|---|
| IV.A (especially IV.A.6, IV.A.7) | As part of developing the updated Strategic Plan, through the governance process, the College will assess, revise as needed, and document governance and workflow processes and procedures, integrating and aligning with District council and committee structure, processes, and procedures, as applicable. | <p>1. Governance processes assessed. Document developed, distributed, and shared widely. Implementation of processes and procedures.</p> <p>2. Ongoing training plan developed and implemented for new council and committee members.</p> | <p>1. fall 2019-spring 2020</p> <p>2. spring 2020-ongoing</p> | President's Cabinet with faculty, staff, and student leadership | <p>Governance processes and procedures will be implemented into the structure of the College.</p> <p>Governance processes will be assessed through annual assessments:</p> <ul style="list-style-type: none"> --Committee and council surveys --Planning surveys --Annual progress reports |

Evidence List

- [1-01 Committees-Webpage-2019](#)
- [1-02 DEI-TriChair-Webpage-2019](#)
- [1-03 TriChair-Webpages-2019](#)
- [1-04 Process-StrategicPlan-2013-18](#)
- [1-05 StrategicPP-5-16-18](#)
- [1-06 ProcedureParticipation-SPR13](#)
- [1-07 StrategicPP-5-16-18](#)
- [1-08 FLEX-Presentaion-8-24-18](#)
- [1-09 ISPC-NAS-Minutes JFK-DualEnrol](#)
- [1-10 JFK-DE-RegularUpdate-10-19-18](#)
- [1-11 GuidedPathwaysWG-Webpage-2019](#)
- [1-12 CI-2.0-Summit-PPT 2-2-18](#)

- [1-13 CI-CFF-Proposal-10-2016](#)
- [1-14 CAGuidedPathways-Website-2019](#)
- [1-15 GCTWF-ChronicleHEd-2018](#)
- [2-01 BP-AP2510-ParticipationDecisionMaking](#)
- [2-02 StrategicPP-5-16-18](#)
- [2-03 GuidingPrinciplesSP-3-26-13](#)
- [2-04 BP-AP2510-Students](#)
- [2-05 GuidingPrinciplesSP-Students-3-26-13](#)
- [2-06 ProcedureParticipation-SPR13](#)
- [2-07 SP-PlanningDocs-Webpage-2019](#)
- [3-01 BP4005-AcademicSenate](#)
- [3-02 NAS-ED Code](#)
- [3-03 AcademicSenate-Title5](#)
- [3-04 BP AP3250-InstitutionalPlanning](#)
- [3-05 BPAP2510-LocalDecisionMaking](#)
- [3-06 ISPC-Membership-Webpage-2019](#)
- [3-07 APC-Membership-Webpage-2019](#)
- [3-08 BFPC-Membership-Wepage-2019](#)
- [3-09 SSPC-Membership-Webpage-2019](#)
- [3-10 APC-Minutes-10-12-18](#)
- [4-01 BP-AP4020-CurriculumDev](#)
- [4-02 CurriculumCommittee-2019](#)
- [4-03 RCCDCurriculumHB-2019](#)
- [4-04 Curriculum-Membership-2019](#)
- [4-05 CurriculumCommittee-Minutes-9-10-19](#)
- [5-01 BP AP3250-InstitutionalPlanning](#)
- [5-02 BP-AP2410-Policy-AdminProcedure](#)
- [5-03 StrategicPP-5-16-18](#)
- [5-04 COTW-GuidingPrinciples-2016](#)
- [5-05 ASNC-Webpage-2019](#)
- [5-06 StudentPerspective-NAC-LAC](#)
- [5-07 ISPC-smoking 9-21-16](#)
- [5-08 NAC-Co-Chairs-Webpage-2019](#)
- [5-09 Technology-Co-Chairs-Webpage-2019](#)
- [6-01 StrategicPP-5-16-18](#)
- [6-02 Grants-Agenda-5-23-18](#)
- [6-03 ISPC-Minutes-5-16-18](#)
- [6-04 ISPC-Archived-Webpage-2019](#)
- [6-05 ASNC-Minutes-3-14-19](#)
- [6-06 ASNC-Archived-Webpage-2019](#)
- [6-07-NOR-ALL-4-23-18](#)
- [6-08 EndofYearMemo-2019](#)
- [6-09 RegularUpdate-Webpage-2019](#)
- [6-10 RegularUpdate-3-8-18](#)

- [7-01_NC-Policy2010-01-FAL16](#)
 - [7-02_EvaluationProcessSP-Webpage-2019](#)
 - [7-03_ISPC-Minutes-11-7-18](#)
 - [7-04_EndofYearMemo-2019](#)
 - [7-05_IEandPlanningSurvey-2019](#)
 - [7-06_PlanningCouncilsSurveys-2019](#)
 - [7-07_NAS-Survey-Committees-2019](#)
 - [7-08_DEC-Agenda-4-17-19](#)
 - [7-09_DEC-Minutes-4-17-19](#)
 - [7-10_AnnualEvaluationReport-2017-18](#)
 - [7-11_PlanningDoc-Webpage-2019](#)
 - [7-12_ISPC-OpenDialogue-2018](#)
 - [7-13_ISPC-Minutes_9-5-18](#)
 - [7-14_ISPC-Minutes_3-6-19](#)
 - [7-15_ProgressReportGoals-EMP-9-13-18](#)
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B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Consistent with BP/AP 2430: Delegation of Authority to Chancellor and Presidents ([1-01](#)), the president has the primary responsibility for the quality of the College, as is demonstrated in the job description for the position ([1-02](#), [1-03](#)), which states the chief executive officer's responsibilities in the areas of leadership, governance, and advocacy; instruction and student services; human resources; and planning, administration, and resource management.

The president leads planning efforts, ensuring that all processes and decisions are based on data and aligned to the college mission and strategic initiatives. The president serves as the administrative co-chair of the Institutional Strategic Planning Council (ISPC) along with faculty and classified professional co-chairs ([1-04](#)). The membership of the council is prescribed to ensure representation across the College ([1-05](#)). The main coordination for all strategic planning at the College rests in ISPC, which includes representatives from Business and Facilities Planning Council, Student Services Planning Council, the Academic Planning Council, the Academic Senate, and the Associated Students of Norco College. ISPC's webpage explains that the three main goals of this council are to assure that planning and resource allocation tie to program review, to reinforce student learning as the highest priority, and to ensure that the direction of the College is driven by the institutional mission and

Educational Master Plan (1-06). As a co-chair of ISPC, the president provides leadership in the various functions of the College, including planning, budgeting, and assessing institutional effectiveness.

Under the president's leadership, in spring 2018 the College underwent a reorganization to support its Schools structure in moving towards a Guided Pathways institution. From the beginning, the main motivation, as described in the president's emails throughout the process of reorganization—such as those from March 14, March 22, and May 23, 2018—has been to facilitate improvement of student achievement (1-07, 1-08, 1-09). After nearly forty iterations of the functional organizational chart, the College unanimously approved its first functional reorganization around four Schools and Guided Pathways. Current college organizational charts, found in the [Organizational Information](#) section of this self-evaluation report, show the realization of these efforts. In addition, the president has been instrumental in development of the new Educational Master Plan and related strategic initiatives approved by the campus community. As with the institutional reorganization, the president has provided leadership in the vision and planning that led in 2019 to a new Educational Master Plan and Facilities Master Plan, and has continued those efforts toward development of the Strategic Plan, as indicated in the deliberation process for the Educational Master Plan and Facilities Master Plan and ISPC minutes of October 16, 2019 (1-10).

The president, with the assistance of the College's human resources liaison, ensures the integrity of the hiring processes. As described in administrative procedures for hiring of administrative personnel, classified personnel, and full-time faculty, the president approves recruitments in the online hiring tracking system (1-11). Also, in accordance with AP7120c: Full-Time Faculty Recruitment and Hiring, the president, in conjunction with the Academic Senate, reviews and recommends the hiring of new and replacement full-time faculty positions (1-12). Finally, full-time faculty interviews occur on the college campus with the president or designee along with prescribed hiring committee members. Upon the recommendation of the committee, the president selects the candidate best suited for the position. The president led a team that participated in the Center for Urban Education (CUE) equity conferences in 2017, which supports professional development in equity and exemplifies a commitment to improving the hiring process (1-13). Faculty and staff serving on hiring committees were asked to re-envision the way in which applicants are screened for their commitment to supporting issues of equity and diversity on the campus. This resulted in significant changes to the college application and the tone of hiring practices around this issue, as shown in a revised faculty job description (1-14). A further example of the president's involvement in developing personnel can be found in presentations at beginning-of-the-semester Flex Days, which are noted in [Standard IV.A.1](#).

The president communicates regularly with the College through attendance at council and committee meetings, standing meetings, and by email. As evident in the president's spring 2019 and fall 2019 calendar, weekly meetings are scheduled with the Executive Cabinet (1-15). Also shown in the spring 2019 calendar are monthly meetings with leadership in the Academic Senate, California Teachers Association (CTA), California School Employees Association (CSEA), and ISPC co-chairs; in 2018-2019, the president held these informational and communication meetings during development of the Educational Master

Plan and other planning discussions. In addition, to ensure timely and open communication in keeping college personnel abreast of progress made on strategic initiatives, the president initiated the Regular Update, an electronic newsletter, beginning in November 2017. The Regular Update is distributed to the college community every two weeks during the fall and spring semesters and once a month during intersessions ([1-16](#)). All Regular Update newsletters are archived on the college website ([1-17](#)) and, as of spring 2019, include the mission statement.

Analysis and Evaluation

The president has evidenced leadership through active engagement in the College's integrated strategic planning process, employee hiring, and professional development. The president is ultimately responsible for the institution's decision-making and takes recommendations from strategic planning councils along with taking input from the senate and bargaining unit representatives. The president provides leadership to set the strategic priorities of the institution. The president regularly communicates with the College to ensure transparency and understanding of the importance of a culture of evidence and a focus on student learning.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The president effectively plans an administrative structure, organized and staffed to reflect the unique mission and vision of Norco College as outlined in BP/AP 2430: Delegation of Authority to Chancellor and Presidents ([2-01](#)). In the role of primary lead for the institution, the president is empowered to hire and assign job duties and responsibilities that ensure that the College employs and maintains qualified and competent administrators, faculty, and staff, as explained in [Standard IV.B.1](#). The president also delegates responsibilities to administrators and others in a manner that is consistent with their job responsibilities, as exemplified in the job description for the vice president of academic affairs ([2-02](#)). As shown in the College's [Organizational Charts](#), the president oversees an executive team consisting of the vice president of Academic Affairs, vice president of Business Services, vice president of Strategic Development, and vice president of Student Services. The organizational charts and managerial functions clearly set forth the authority of each executive and manager at the College. The president evaluates administrators on an annual basis per BP/AP 7150: Employee Evaluations ([2-03](#)). Cabinet members meet during standard weekly meetings where the strategic directions of the institution are discussed and reinforced, as evidenced by the president's calendar ([2-04](#)).

The president plays a lead role in planning, overseeing, and evaluating the administrative structure. As detailed in [Standard IV.B.1](#), in order to align the organizational structure with new initiatives and programs that support the College's vision and mission, the president launched a major institutional reorganization in spring 2018. In addition to aligning the

organization to the development of four Schools in support of Guided Pathways, the reorganization led to the creation of a new Strategic Development division, responsible for garnering outside resources, both private and public, in order to assist students in being more successful. Included in the new division are the new positions of vice president of Strategic Development and dean of grants development and administration. The new organizational structure ensures collaboration with respective District units (Grants, Strategic Communications, Economic Development, and the RCCD Foundation) and is reflective of the community and students that the College serves.

Analysis and Evaluation

Consistent with board policy, the president builds, oversees, and evaluates the administrative structure of the College to ensure maximum productivity and efficiency. As demonstrated in the recent institutional reorganization and in the current organizational charts, the president evaluates the structure of the College to ensure that it is agile in maintaining quality.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring the college sets institutional performance standards for student achievement;
 - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
 - ensuring that the allocation of resources supports and improves learning and achievement; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The College's president has established collegial processes within the structure of the institution to set institutional values, goals, and priorities. This structure includes planning councils, college committees, and committees of the Academic Senate, as outlined in the strategic planning process, revised in May 2018 ([3-01](#)). As shown in the Strategic Plan 2013-2018 (extended to 2019), the strategic planning cycle is driven by program reviews, accreditation standards, and the Educational Master Plan ([3-02](#)). Importantly, in the role of administrative co-chair of ISPC, the president facilitates evidence-based planning, setting of goals and standards, resource allocation to support student learning and achievement, and institutional assessment in support of the college mission, which are the purview of this council, as explained in [Standard IV.B.1](#).

As illustrated by the president's role on ISPC, the annual memo on resource allocation ([3-03](#)), and guidance in the development of the new Educational Master Plan and Facilities Master Plan, as discussed in [Standard IV.B.1](#), the president is actively involved in the

College's planning and resource allocation processes. The setting of priorities and goals occurs through these collegial, participatory processes.

The president delegates the Office of Institutional Effectiveness to develop institution-set standards (ISS) to measure program and institutional performance, as shown on the webpage listing ISS reports (3-04). As presented in [Standard I.B.3](#), these standards are based on analyses of prior institutional performance and collegial dialog within shared governance councils. Planning and evaluation rely on high quality research and analysis, as described in [Standard I.B.1](#).

Since the fall of 2017, the president has been key in guiding institutional improvements through active participation as a team member of the California Guided Pathways project. The president ensures project actions are carried out through the shared governance process. The involvement of executive leadership supports substantial gains in implementing a guided pathways framework, as documented in the college's annual Guided Pathways Action Plan, Timeline, and Allocation Summary (3-05).

Analysis and Evaluation

As evidenced by established policies and procedures, the president guides institutional improvement of the teaching and learning environment. The president oversees a clear shared governance and planning structure that considers outcomes regarding student learning based on high quality research and analysis of external and internal conditions. Importantly, the president oversees the institution's vision, mission, and beliefs that highlight student learning and achievement, including development of the college Educational Master Plan during 2019 and the Strategic Plan in 2019-2020.

As described in the Analysis and Evaluation section of [Standard IV.D.4](#), it became evident in the 2019 master planning process that College and District leadership roles were not well aligned. This led to differing expectations concerning the future direction of the College. To address process and governance gaps, the College is working closely with District leadership and councils to better align with current procedures and roles to ensure effective and timely operations.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

BP/AP 3200: Accreditation (4-01) identifies the role of the college president in appointing, with the Academic Senate president, an accreditation self-study chair. The self-study process involves the creation of Standards committees to guide campus-wide involvement of administrators, faculty, classified professionals, and students, as seen in the list of committees for Norco College's Accreditation 2020 provided in the [Organization of](#)

[the Self-Evaluation Process](#) section of this report. The president has been involved in this effort from the beginning, as shown in emails to new accreditation Standards committee co-chairs in November 2017 and in opening remarks on March 2, 2018, at the Accreditation Standards Committees meeting ([4-02](#), [4-03](#)). In addition, in fall 2019, the president met with the college accreditation co-chair team on a regular basis ([4-04](#)).

As described in [Standard IV.B.2](#), the president holds weekly meetings with the Executive Cabinet to ensure that the objectives for the College are clearly defined, to identify the conditions under which these objectives can reasonably be achieved, and to then ensure this vision is disseminated collegewide via the members of the Executive Cabinet to their constituencies.

Analysis and Evaluation

The president, in conjunction with faculty, staff, and administrative leaders, encourages and supports full participation of the college community in the accreditation process and continuous quality improvement. The president takes full responsibility for ensuring that the Executive Cabinet and campus leadership are accountable for complying with eligibility requirements, accreditation Standards, and Commission policies.

5. 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.

Evidence of Meeting the Standard

BP/AP 2430: Delegation of Authority of Chancellors and Presidents states that the college president “is responsible for carrying out the district policies” and is the “final authority at the college level” ([5-01](#)). The president’s role in implementation of statutes, regulations, and governing board policies is outlined in the job description, which is discussed in [Standard IV.B.1](#). The president holds the Executive Cabinet accountable for their areas of responsibility, as outlined in the [Organizational Charts](#), to ensure that college practices align with the college mission and with district policies and procedures. The president also produces monthly public reports to the Board of Trustees ([5-02](#)) that address key college issues, including legal and policy updates.

The president delegates the work of budget and expenditures to the vice president of Business Services, and ISPC ensures that resource allocations are based on collegewide strategic planning efforts, as presented in [Standard IV.B.3](#). AP 6100: Delegation of Authority (Business and Fiscal Affairs) describes the parameters of the president’s authority for grant applications and contracts ([5-03](#)).

The president assures that institutional practices are consistent with the college mission and polices, including effective control of budget and expenditures, as described in [Standard I.A.3](#), [Standard III.D.2](#), and [Standard IV.B.1](#).

Analysis and Evaluation

In alignment with board policy and the requirements of the job description, the president assures implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with college mission and policies, including effective control of budget and expenditures. This occurs, in part, through organizational responsibilities as presented in college organizational charts.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The president communicates regularly with external stakeholders through attendance and presentations at local city council, school board, and community meetings. Through these efforts, the president ensures that local constituencies understand the value of Norco College and the accessibility of its learning opportunities. The president is responsible for coordinating with the community to ensure that the College is meeting its mission, as evidenced by the CEO's calendar of community engagement from January 2017 to January 2019 ([6-01](#), [6-02](#)) and also in fall 2019 ([6-03](#)).

The president ensures the community, public, and civic leaders are informed of the strategic priorities and progress of the college. One example is found in the annual Dinner with the President event each spring ([6-04](#), [6-05](#)), which helps inform the community of the College's strategic priorities, the progress in meeting priorities, and ways the community can contribute. The president cultivates relationships with educational partners in preschool through 12th grade and local universities, as shown in the January 2019 presentation to the Corona-Norco Unified School District Board of Trustees ([6-06](#)), joint board meetings with local school districts ([6-07](#)), and a February 15, 2018, Transfer Pathways meeting between RCCD and California State University, San Bernardino, which was attended by college presidents in the District ([6-08](#)). Similarly, the president cultivates relationships with local chambers of commerce, such as presentations to the Corona Chamber of Commerce in October 2017 and to the Norco Chamber of Commerce in September 2018 ([6-09](#), [6-10](#)); and with business, philanthropic, and government entities, as shown in presentations to the City of Corona in August 2018 and to the City of Eastvale in September 2018 ([6-11](#), [6-12](#)). The president also meets regularly with the College's neighbors, including the California Rehabilitation Center and the Naval Warfare Assessment Center, leaders from which attended the President's Dinner in 2019 ([6-13](#)). The president actively engages the community in decision-making for matters that impact the College. As an example, the president assembled an ad-hoc traffic committee and hosted a series of community forums to establish a consensus on an alternative road solution for the College ([6-14](#)). Establishing a secondary entrance is a longstanding priority for the College, and this is one example of the way the president effectively communicates with the community and involves them in the decision-making process. In addition, the president currently serves on community boards, such as the Corona Historic Preservation Society and Soroptimist International of Corona. The president also speaks at community events. For example, in October 2017, the president

presented to the Norco/Eastvale Rotary, and in August 2018 the president spoke at the Circle City Rotary ([6-15](#), [6-16](#)). The president also is involved with local legislators in an effort to move college strategic initiatives forward, as is evidenced by two million dollars appropriated to the College for the Veterans Resource Center and veterans articulation, and another five million dollars for an early childhood education center, as well as a million dollars for a workforce development center ([6-17](#), [6-18](#)).

The president hosts monthly President Advisory Board (PAB) meetings that include civic leaders, educators, nonprofit executives, and business owners ([6-19](#)).

Analysis and Evaluation

By maintaining multiple connections with community leaders and participating in various organizations in the College's service area, the president effectively communicates with communities served by the institution. The president's work in the service area has provided the College with the opportunity to participate in and contribute to the discussion of local issues and has provided the community with the opportunity to influence and participate fully in the affairs of the College.

Conclusions on Standard IV.B. CEO

Consistent with district and college policies and procedures, the college president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president has demonstrated leadership in providing an organized administrative structure that is focused on the maximizing productivity and efficiency and an overall institutional commitment to the teaching and learning environment. Furthermore, the president ensures the College meets or exceeds the eligibility standards for accreditation requirements. The president sustains an effective working relationship with the communities served by the institution and maintains regular communication with the internal and external community.

Evidence List

- [1-01 BP-AP2430-DelegationAuthority](#)
- [1-02 JD-President-2009](#)
- [1-03 NC-PresidentSearchProspectus-2019](#)
- [1-04-ISPC-Chairs-Webpage-2019](#)
- [1-05 ISPC-Membership-Webpage-2019](#)
- [1-06 ISPC-Webpage-2019](#)
- [1-07 ReeceReorgEmail-8-14-18](#)
- [1-08 ReeceReorgEmail-3-22-18](#)
- [1-09 ReeceReorgEmail-5-23-18](#)
- [1-10 EMP FMP ISPC-Minute 11-16-19](#)

- [1-11 AP7120abc](#)
- [1-12 AP7120c-Faculty](#)
- [1-13 CUE-Equity-Travels-2017_2018](#)
- [1-14 FacultyJDChanges-Equity-4-25-18](#)
- [1-15 PresCalendar-2019](#)
- [1-16 RegularUpdate-9-6-19](#)
- [1-17 RegularUpdate-Webpage-2019](#)
- [2-01 BP-AP2430-DelegationAuthority](#)
- [2-02 JD-VP-AA 2-15-18](#)
- [2-03 BP-AP7150-EmployEvaluations](#)
- [2-04 PresCalendars-2019](#)
- [3-01 StrategicPP-5-16-18](#)
- [3-02 Process-StrategicPlan-2013-18](#)
- [3-03 EndofYearMemo-2019](#)
- [3-04 IR-Webpage-2019](#)
- [3-05 GP-ActionPlan-SPR18](#)
- [4-01 BP-AP3200-Accreditation](#)
- [4-02 Accreditation-Email 11-8-17](#)
- [4-03 Accreditation2020-Minutes 3-2-18](#)
- [4-04 PresAccreditation-Meetings-FAL19](#)
- [5-01 BP-AP-DelegationAuthority](#)
- [5-02 BOT-Minutes 8-20-19](#)
- [5-03 BP-AP-DelegationAuthority-BFA](#)
- [6-01 ComminuityOutreach-Events](#)
- [6-02 PresCalendar-SPR19](#)
- [6-03 PresCalendar-FAL19](#)
- [6-04 DinnerPres-PPT-2018](#)
- [6-05 DinnerPres-2019](#)
- [6-06 CNUSD-BOT-PPT 1-22-19](#)
- [6-07 BOT-CNUSD-Minutes 10-10-17](#)
- [6-08 CSUSB-TransferPathways 2-15-18](#)
- [6-09 NC-CoronaChamber-PPT 10-13-17](#)
- [6-10 NC-NorcoChamber-PPT 9-19-18](#)
- [6-11 NC-CoronaCouncil-PPT 8-1-18](#)
- [6-12 NC-EastvaleCouncil-PPT 6-12-18](#)
- [6-13 DinnerPresident-Photos-2019](#)
- [6-14 AdHoc-TrafficCommittee-2017](#)
- [6-15 NC-Norco-EastvaleRotary-PPT 10-5-17](#)
- [6-16 NC-CoronaRotary-PPT 8-8-18](#)
- [6-17 CA-Budget-Vets-2017-18](#)
- [6-18 PR-Cervantes-Vets 4-3-19](#)
- [6-19 NC-PAB-Summary-2019](#)

C. Governing Board

1. The institution 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. (ER 7)

Evidence of Meeting the Standard

The five-member Board of Trustees, elected by the citizens of the Riverside Community College District (RCCD), governs in accordance with the authority granted and duties defined in Education Code Section 70902 ([1-01](#)).

The Board has a number of policies within its Policy Manual on the Board of Trustees webpage ([1-02](#)) that specifically address the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board has the ultimate decision-making responsibility for adopting policies necessary for the efficient operation of the College and consistent with law as defined by Board Policy (BP) 2410: Policy and Administrative Procedure (AP) ([1-03](#)). For instance, the Board recognizes and approves the District and college missions in BP 1200: District Mission ([1-04](#)), and the Board shows its responsibility to quality improvement in BP/AP 3225: Institutional Effectiveness ([1-05](#)). BP 2430: Delegation of Authority to Chancellor and Presidents defines the Board's authority and the Board's delegation of authority to the CEO to administer policies and execute Board action ([1-06](#)). BP 2510: Participation in Local Decision Making defines the authority and responsibilities of the Board, which has ultimate decision-making authority in areas designated by state and federal law ([1-07](#)). In addition, BP/AP 2200: Committees of the Board outlines the duties and responsibilities of the Board ([1-08](#)).

Analysis and Evaluation

Board of Trustees policies delineate the Board's accountability for academic quality, integrity, the effectiveness of learning programs and services, and financial stability. BP/AP 3225 identifies the Board's commitment to quality improvement, and BP 1200 demonstrates support of the institutions' missions. BP/AP 2410: Policy and Administrative Procedure identifies periodic review and continual evaluation for board policies and administrative procedures ([1-09](#)). Based on the chancellor's evaluation of the board policies and administrative procedures in 2018-2019, the District and Board undertook the process of revising and renumbering the board policies to be more functional and to provide more clarity. One goal has been to better align BPs and APs ([1-10](#)).

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees acts as a whole and legally can function only as a group to represent the communities served by the District. BP 2200: Board Duties, Responsibilities, and Privileges delineates the duties and responsibilities of the Board. One of the provisions in this policy explicitly states that the Board can only “act as a whole to represent the communities served by the District” (2-01). The student trustee, who serves a one-year term, does not vote and does not participate in closed sessions but is empowered to ask questions and to discuss issues before the Board. The Board follows the Brown Act (2-02), which prohibits board members from conducting district business outside recognized and announced board meetings. Some actions, which are listed in BP 2330: Quorum and Voting, require a two-thirds majority vote of the Board (2-03). Also, BP 2720: Communications among Board Members prohibits board members from communicating with one another in any form outside of regular board meetings “to discuss, deliberate, or take action on any item of [district] business” (2-04).

Analysis and Evaluation

Board policies state that the trustees act as a collective unit in support of any decision that is made. While individual board members represent their own geographical areas, the Board as a whole supports Board decisions regardless of individual viewpoints. Members vote unanimously on nearly all items presented for approval, including the hiring of administrative personnel, as shown in certified minutes from January 15 and May 21, 2019 (2-05).

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

BP/AP 2431: Chancellor Selection (3-01) specifies that the process will be “inclusive, transparent, and participatory.” Representatives from each of the District’s constituency groups participate in the selection (3-02). The Board adhered to this policy in selecting the current chancellor, as shown in a District memo of September 25, 2017 that describes the beginning of the search (3-03) and Board of Trustees minutes of November 21, 2017, at the end of the search process (3-04).

BP/AP 2435: Evaluation of Chancellor (3-05) provides the framework for the chancellor’s evaluation. This evaluation takes place annually and complies with the terms of the chancellor’s employment contract. BP 2435 stipulates that the evaluation process is “jointly agreed to by the Board of Trustees and the Chancellor.” Annually during closed sessions held during the May and June Board meetings, the chancellor reviews his or her accomplishments of the previous year’s agreed-upon objectives and submits objectives for the upcoming year (3-06). In turn, the chancellor receives a written response/evaluation from the trustees through an attorney representing the District. The evaluation of the chancellor becomes part of the chancellor’s personnel file which is maintained by the office of Human Resources and Employee Relations (3-07).

BP/AP 7121: President Recruitment and Hiring (3-08) specifies the procedure for the selection of a college president. Similar to the selection of a chancellor, the policy specifies the committee composition, the screening and interview procedures, public forums, selection of finalists, and the negotiation and appointment of the president. The Board has followed this process in hiring two college presidents within the last three years, as evidenced by initiation of the current search process for the president of Norco College (3-09). BP 7155: Evaluation of President (3-10) states that “the Chancellor shall establish a procedure for the annual evaluation of each College President.”

Analysis and Evaluation

The Board has used its selection processes, outlined in board policies, to hire the chancellor and college presidents. The timelines and documents of the most recent selection processes for the chancellor and college president demonstrate that the Board adheres to and honors its selection policies. In accordance with board policy, the Board annually evaluates the chancellor, and the results of the evaluations exist in Board agendas and minutes. The chancellor establishes the procedure for the annual evaluation of the presidents, and the evaluations are placed in the appropriate personnel files.

4. The governing board 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. (ER 7)

Evidence of Meeting the Standard

Several board policies offer evidence that the District meets this standard. BP 2200 requires board members to serve as advocates for the District in the community (4-01). To reflect the public’s interests, trustees must reside in the specific trustee area within the District’s boundaries and are elected only by the voters who reside in the same Trustee Area, as indicated in the Trustee Areas Map and a list of current Board of Trustees members with the areas they represent (4-02). BP 2010: Board Membership offers prohibitions against member employment in the District or on other boards within the district boundaries (4-03). This prohibition helps to maintain the independence of board members. BP 2716: Political Activity restricts board members from using district funds to advocate for specific political activities (4-04). BP 2710: Conflict of Interest and 2712: Conflict of Interest Code outline the responsibility of board members to maintain certain standards of conduct (4-05, 4-06). BP 2715: Code of Ethics/Standards of Practice requires board members to allow public input into deliberations and to ensure the highest quality of education (4-07).

Analysis and Evaluation

Composition of the governing board reflects public interest in the institution. Board policies regarding board membership, conflict of interest, codes of ethics, and standards of practice demonstrate that the Board’s duty is to act in the interest of the students’ educational welfare and to advocate for and protect the institution from undue influence or political pressure.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Trustees has approved an institutional mission identified in BP 1200: District Mission ([5-01](#)), and has developed mission-directed policies such as BP 2200: Board Duties, Responsibilities and Privileges ([5-02](#)) that states, “The primary function of the Board of Trustees is to make policy,” and lists areas of responsibility including fiscal integrity, educational programs and services, and “quality institutional planning and evaluation.” The Board of Trustees has ultimate responsibility in these areas.

During regular retreats the Board reflects on its policy-making role and reviews previous board goals, student success data, priorities, and goal alignment to the District Strategic Plan. Minutes from the March 9, 2019 special meeting list the topics included in the chancellor’s report to the trustees on student learning programs and the resources that support them ([5-03](#)).

The Board ensures the quality of educational programs and services by approving the colleges’ local goal alignment with Vision for Success ([5-04](#)), monitoring progress on Guided Pathways implementation ([5-05](#)), and approving curriculum ([5-06](#)). The Board assumes responsibility for financial integrity and stability through oversight that includes annual review and adoption of the budget for the District ([5-07](#)) and approval of the revised budget allocation model (BAM), most recently on June 11, 2019 ([5-08](#)).

Analysis and Evaluation

Board policies establish the District and college missions and describe the Board’s roles and responsibilities for all aspects of educational quality, legal matters, and financial integrity and stability. Meeting minutes demonstrate that the Board of Trustees regularly reviews and updates its goals and priorities based on updates provided by the colleges on student success data and strategic initiatives. The Board’s goals align to the District Strategic Plan (DSP) and board responsibilities. In fall 2019, the Board is in process of updating alignment in light of approval of the DSP and the Board Self-Assessment in October 2019. The Board takes responsibility for the educational success of the students by providing stable and necessary resources to support student access and achievement.

6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

BP 2410: Policy and Administrative Procedure (6-01) states, “Copies of all policies and administrative procedures shall be readily available to district employees through the Chancellor’s Office, the office of the General Counsel, each College President’s office, or the District’s web site.” In accordance with this policy, the District regularly publishes on its website (6-02) all board policies and administrative procedures along with certified minutes and audio recordings of board meetings. The published policies cover the Board’s size, duties, responsibilities, structure and operating procedures.

BP 2010: Board Membership (6-03) states, “Board of Trustees shall consist of five members elected by the qualified voters of the District,” and it outlines the structure of the Board, specifying procedures associated with each officer role. BP 2200: Board Duties, Responsibilities and Privileges (6-04) itemizes the specific duties and responsibilities of the Board, and the primary duties are also summarized on the introductory page of the Board’s website (6-05).

BP 2310: Regular Meetings of the Board (6-06) and BP 2320: Special, Emergency, and Adjourned Meetings (6-07) delineate timing requirements and operating procedures for regular and special meetings that comply with Brown Act provisions. BP 2345: Participation at Board Meetings (6-08) describes the parliamentary procedure followed and requirements for addressing the Board.

Analysis and Evaluation

Board policies specify the makeup, duties and responsibilities, and operating procedures of the Board, and processes are transparent and available to the public. The Board of Trustees’ publicly accessible webpages on the district website include links to all board agendas and administrative actions.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

Board of Trustees agendas and minutes, available on the RCCD website (7-01), demonstrate that the Board acts in a manner consistent with its policies. For example, the agenda and minutes from the regular board meeting of April 16, 2019 (7-02) explain items for information, discussion, and action, and show board members fulfilling their responsibilities in accordance with policies.

BP 2410: Policy and Administrative Procedure (7-03) outlines the parameters for adopting and revising board policies and administrative procedures. The most recent revision date for each board policy and administrative procedure is identified at the end of the document (7-

[04](#)). Board policies and administrative procedures undergo periodic review and revision. Most recently, in fall 2018, the chancellor instructed the vice chancellors to review all board policies and administrative procedures that impact their areas and to assess and to recommend any changes to these policies. He has also charged the District's legal counsel to review board policies and administrative procedures for any changes recommended by the Community College League of California. In fact, at its February 2019 Governance Committee meeting ([7-05](#)), the Board reviewed a recommendation from the chancellor to revise the architecture (reordering and renumbering of board policies and administrative procedures) of some board policies to make them more functional and to provide more clarity. In addition, the District has developed a Board Policy Tracker, a spreadsheet that provides links to the specific policies and their revision/review dates ([7-06](#)). This tool allows district administration and the Board to determine the status of each policy and will also allow the District to adjust its policies and administrative procedures to the new state funding model, which includes a performance-based component, as well as align its policies with the new Guided Pathways framework.

Analysis and Evaluation

As evidenced by meeting agendas and minutes, the Board of Trustees acts in a manner consistent with its policies and bylaws. In addition, the Board regularly assesses and revises policies following established procedure, ensuring the policies' effectiveness in fulfilling the mission. In light of AB 705, moving to multi-term registration, and other initiatives, the District has completed detailed review and revision for some board policies, is currently in process with other policies and procedures, and has moved toward following a regular schedule for review and revisions.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board of Trustees regularly reviews key indicators of student learning and achievement as well as institutional plans for improving academic quality. On May 16, 2017, the Board of Trustees approved the 2017-2018 Institutional Effectiveness Framework of Indicators for each college "to measure on-going conditions; and the District's goals for Fiscal Viability and Programmatic compliance" ([8-01](#)). The District Office of Institutional Research presents the findings of the Student Success Scorecard to the Board on an annual basis ([8-02](#)). In May 2019, the Board reviewed and approved the colleges' local goal alignment with the statewide Vision for Success ([8-03](#)). Additionally, the Board approves each college's educational master plan (EMP), as will occur with Norco Colleges new EMP in fall 2019, and approves each college's strategic plan ([8-04](#)), which includes key institutional performance indicators, metrics, and targets ([8-05](#)). Each college's EMP embeds strategic planning objectives ([8-06](#)), as will also be evident in Norco College's EMP, to be completed in fall 2019.

Analysis and Evaluation

The Board of Trustees regularly reviews student success indicators and institutional plans to improve the academic quality of each college. The state chancellor's office Vision for Success emphasizes the colleges' alignment of local goals with system-wide goals. The Board has an engaged and nuanced understanding of how the colleges are moving in a direction consistent with state-wide priorities aimed at improving student learning and achievement.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The District uses a combination of methods to ensure that it fulfills BP 2740: Board Education ([9-01](#)) which describes the commitment to “ongoing development as a Board” and indicates that the Board of Trustees will “engage in study sessions and provide access to reading materials,” and, as the budget permits, “support conference attendance or other activities that foster Board member education.”

At its annual retreat, the Board receives both self-development training and information to help it establish its goals and targets, as shown in the minutes from the March 9, 2019 board retreat ([9-02](#)). Trustees regularly receive information about California Community Colleges and state matters from the Community College League and representatives from various district and college constituencies. Occasionally members attend conferences in Washington, D.C., and a delegation from the Board annually attends the Community College League of California and the Association of Community College Trustees legislative conferences. The Board regularly sends representatives, especially new members, to the California Community College Trustees orientation, held annually in Sacramento.

BP 2100: Board Elections ([9-03](#)) is the mechanism for providing for continuity of board membership and staggered terms of office. It specifies that a trustee's term of office is four years, with elections every two years to stagger terms of office “so that, as nearly as practical, one half of the board members shall be elected at each Board member election.” Eligibility requirements, dates of elections, and methods of dealing with vacancies are set forth in BP 2110: Vacancies on the Board ([9-04](#)), which includes requirements related to ample and timely publicity, interviews, selection by majority vote, and appointment.

Analysis and Evaluation

Board policies require ongoing training and development, provide for continuity of membership, and for staggered terms of office. To meet this requirement, members of the Board regularly attend conferences and participate in board development activities. Likewise, the policies for elections are followed each term.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

BP 2745: Board Self-Evaluation ([10-01](#)) describes the process for board self-evaluation. BP 2745 establishes the Board of Trustees' "commitment to assessing its own performance as a Board in order to identify its strengths and areas it may improve its functioning." The board self-evaluation process is grounded in the principles of learner centeredness, continuous assessment, evidence-based assessment, and commitment to act. To model its commitment to continuous improvement, the Board conducts the self-evaluation annually each May. The self-assessment tool, form, highlights, and goals and objectives are posted on the Board Self Evaluation page of the RCCD website ([10-02](#)).

Analysis and Evaluation

BP 2745 outlines the board self-evaluation process and describes the key principles and dimensions of effectiveness that guide this regular assessment. The Board has followed BP 2745 each year through 2017 and published the results on the district website; however, because the Board hired a new chancellor, who is restructuring board committees and modifying the board self-assessment rubric, the Board did not conduct its May 2018 or May 2019 self-assessment. With the new student performance-based apportionment metrics and the new requirements for the Board to be more directly involved in student achievement goals and targets, the Board has modified its assessment instrument to include student success, work force, and equity targets as part of its annual self-evaluation. The Board also added a section to assess its "full participation in board training" that goes beyond its assessment of receiving information from various state and federal agencies. The Board self-evaluation was administered by the Association of Community College Trustees (ACCT) on September 17, 2019. Trustees subsequently reviewed the results of the self-assessment to identify potential areas for improvement, and to establish goals and priorities for the coming year ([10-03](#)).

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and 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. (ER 7)

Evidence of Meeting the Standard

BP 2715: Code of Ethics Standards of Practice ([11-01](#)) defines appropriate standards of ethical conduct and practices. BP 2715 also sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all Board of Trustees members fill out a Statement of Economic Interest ([11-02](#)) to verify that members' disclosed interests do not interfere with their duty to operate in an impartial, integrous manner. Although board members adhere to the code, in the event that one does not, BP 2715 provides a process for managing behavior deemed in violation of the policy.

The Board of Trustees maintains BP 2710: Conflict of Interest ([11-03](#)) and BP 2712: Conflict of Interest Code ([11-04](#)), pursuant to the requirements of the Political Reform Act of 1974, Government Code Section 81000. The Political Reform Act of 1974, California's conflict of interest law for public officials, requires certain designated public officials at all levels of government to disclose publicly their private economic interests and requires all public officials to disqualify themselves from participating in decisions in which they have a financial interest. Board members' interests are disclosed and reveal that no board member has any personal interest in the institution.

Analysis and Evaluation

The Board has sufficient safeguards in its policies and disclosure requirements to ethically secure and ensure the academic and fiscal integrity of the District and the colleges. Board member disclosure statements are stored at the chancellor's office and are available to the public upon request.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

BP/AP 2430: Delegation of Authority to Chancellor and Presidents ([12-01](#)) indicates that the Board of Trustees appoints the chancellor and delegates to the chancellor the "executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action." The chancellor is empowered by the Board to delegate powers and responsibilities. BP/AP 2430 also delineates the duties and responsibilities of the college presidents.

The chancellor provides regular reports at every Board of Trustees meeting, including information on institutional performance, as shown in recent minutes for April and August 2019 ([12-02](#), [12-03](#)). In addition, at Board retreats, the chancellor reports on district goals ([12-04](#)).

The Board has empowered the chancellor to administer its policies and procedures and holds the chancellor accountable through its annual evaluation, as described in [Standard IV.C.3](#).

Analysis and Evaluation

The Board delegates to the chancellor full responsibility and authority for the operation of the District in administering board policies and procedures. The Board holds the chancellor accountable through regular reports at board meetings as well as the annual evaluation.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

BP/AP 3200: Accreditation ([13-01](#)) outlines the process by which the Board is informed and involved in the accreditation process.

Since the last accreditation cycle, when the Board approved the institutional self-evaluations for each of the colleges ([13-02](#)), the Board has accepted the follow-up and midterm reports and accreditation responses for the District ([13-03](#)) ([13-04](#)). The Board also accepted Norco College's substantive change proposal ([13-05](#)). At the beginning of preparation for the next accreditation cycle, the three colleges and the District Office made a presentation to the Board in which trustees received a comprehensive update on the 2020 accreditation requirements, changes, timelines, and responsibilities of the Board. The update included a link to the Roles and Responsibilities of Governing Boards in Accreditation ([13-06](#)). Another update from the colleges took place at the September 3, 2019, board meeting ([13-07](#)). On September 12, 2019, board members participated in an accreditation workshop ([13-08](#)), which provided specific training on their roles in the accreditation process. The Board will approve the institutional self-evaluation report for each college in December 2019 before the colleges' reports are submitted to the Commission.

Through its role as a policy-making body to assure the academic quality, integrity, and effectiveness of the district colleges' student learning programs and services as well as the financial stability of the institutions, detailed in [Standard IV.C.1](#), the Board shows its commitment to the colleges' efforts to improve and excel. One of the survey questions in the board self-evaluation process asks trustees to rate the Board's involvement in the accreditation process ([13-09](#)).

Analysis and Evaluation

The Board has received ongoing updates on the accreditation status and processes from each of the three colleges and from the District Office. It has received training about the Board's roles and responsibilities in the accreditation process, including a fall 2019 accreditation workshop for board members arranged by the chancellor. Further, the Board, through its role as a policy-making body, continually supports the colleges' efforts in continuous quality improvement.

Conclusions on Standard IV.C. Governing Board

The RCCD Board of Trustees is an independent policy-making body that reflects the public interest through direct election of trustees. The Board develops and maintains policies and administrative procedures that identify its authority and responsibility to assure the academic quality, integrity, and effectiveness for student learning programs and services and the financial stability of the District and its colleges. The Board acts in a manner consistent with its policies. Policies and procedures also address the Board's acting as a collective entity as well as its selection and evaluation of the chancellor. The Board is committed to reviewing and revising its policies, and the chancellor has directed the vice chancellors to conduct a thorough and comprehensive review of all policies and administrative procedures. The Board recognizes that the recent legislative changes require it to have more direct oversight of student success and equity by establishing and approving district concrete student-success goals and targets and acknowledges that these targets have a direct fiscal impact on the institution. The Board also understands, and is responding to the requirement, that some of its policies will require significant revision to align with the legislative directives and that its self-assessment instrument requires revision that better reflects the Board's changing oversight responsibilities.

Evidence List

- [1-01_CA-EDCode-70902-3-19-19](#)
- [1-02_RCCD-BP-Manual-Webpage-2019](#)
- [1-03_BP-AP2410-Policy-AdminProcedure](#)
- [1-04_BP-AP1200-Mission](#)
- [1-05_BP-AP3225-IE](#)
- [1-06_BP-AP2430-ChancellorPresident](#)
- [1-07_BP-AP2510-PartLocalDecisionMaking](#)
- [1-08_BP-AP2220-CommitteesBoard](#)
- [1-09_BP-AP2410-BP-AP-Review](#)
- [1-10_BOT-Minutes-2-19-19](#)
- [2-01_BP-AP2200-BoardDuties](#)
- [2-02_CACodes-54950-54963](#)
- [2-03_BP-AP2200-QuorumVoting](#)
- [2-04_BP2720-ComBM](#)

- [2-05 BOT-Minutes 1-15 5-21-19](#)
- [3-01 BP-AP2431-ChancellorSelect](#)
- [3-02 SearchCommitteeMatrix](#)
- [3-03 Dist-Memo-9-25-17](#)
- [3-04 BOT-Minutes 11-21-17](#)
- [3-05 BP-AP2435-EvalChancellor](#)
- [3-06 BOT-Minutes-6-4-2019](#)
- [3-07 BOT-Minutes-3-9-19](#)
- [3-08 BP-AP7121-PresRecruitment](#)
- [3-09 PresidentSearch-2019](#)
- [3-10 BP7155-EvalPresident](#)
- [4-01 BP2200-BoardDuties](#)
- [4-02 TrusteesMap-Areas-Webpage-2019](#)
- [4-03 BP2010-BoardMembership](#)
- [4-04 BP2716-PoliticalActivity](#)
- [4-05 BP2710-ConflictInterest](#)
- [4-06 BP2712-ConflictIntCode](#)
- [4-07 BP2715-CodeEthics-Standards](#)
- [5-01 BP-1200-Mission](#)
- [5-02 BP-2200-BoardDuties](#)
- [5-03 BOT-Minutes 3-9-19](#)
- [5-04 BOT-Minutes-5-21-19-PPT](#)
- [5-05 BOT-Agenda-PPT-5-1-2018](#)
- [5-06 BOT-Minutes 4-16-2019](#)
- [5-07 BOT-Minutes 9-17-18](#)
- [5-08 BOT-Minutes 6-11-19](#)
- [6-01 BP-AP2410-PolicyProcedure](#)
- [6-02 BOT-Webpage-2019](#)
- [6-03 BP2010 BoardMembership](#)
- [6-04 BP2200 BoardDuties](#)
- [6-05 BOT-Homepage-2019](#)
- [6-06 BP-AP2310 RegularMeetings](#)
- [6-07 BP2320-SpecialMeetings](#)
- [6-08 BP-AP2345 Participation](#)
- [7-01 BOT-Webpage-2019](#)
- [7-02 BOT-Agenda-Minutes 4-16-19](#)
- [7-03 BP-2410-PolicyProcedure](#)
- [7-04 BP-AP4000-RevisionDate](#)
- [7-05 BOT-Minutes-2-5-19](#)
- [7-06 BP-Tracker-2019-20](#)
- [8-01 BOT-Minutes-PPT 5-16-17](#)
- [8-02 BOT-Minutes-PPT-3-5-19](#)
- [8-03 BOT-Minutes-PPT-5-21-19](#)
- [8-04 BOT-Minutes-PPT 2-19-13](#)

- [8-05_NCStrategicPlan-2013-18](#)
 - [8-06_EMP_GoalsObjectives-2008](#)
 - [9-01_BP2740_BoardEducation](#)
 - [9-02_BOT-Minutes-3-9-19](#)
 - [9-03_BP-AP2100_BoardElections](#)
 - [9-04_BP2110-BoardVacancies](#)
 - [10-01_BP2745-BoardSelf-Eval](#)
 - [10-02_BOT-SelfEvaluation-Webpage-2019](#)
 - [10-03_BOT-Agenda_10-1-19](#)
 - [11-01_BP2715-CodeEthics](#)
 - [11-02_EconomicInterestForm](#)
 - [11-03_BP2710-ConflictInterest](#)
 - [11-04_BP2712-ConflictIntCode](#)
 - [12-01_BP-AP2430-ChancellorPresident](#)
 - [12-02_BOT-Minutes_4-16-19](#)
 - [12-03_BOT-Minutes_8-20-19](#)
 - [12-04_BOT-Minutes_3-9-19](#)
 - [13-01_BP-AP3200-Accreditation](#)
 - [13-02_BOT-Minutes_12-10-13](#)
 - [13-03_BOT-Minutes-6-16-19](#)
 - [13-04_BOT-Minutes_2-21-17](#)
 - [13-05_BOT-Minutes_1-21-14](#)
 - [13-06_BOT-Minutes-4-3-18](#)
 - [13-07_BOT-Agenda-PPT_9-3-19](#)
 - [13-08_BOT-Agenda-9-2-19](#)
 - [13-09_BOT-2017-self-asses-form](#)
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D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

BP 1100: The Riverside Community College District (RCCD) ([1-01](#)) defines the-District as the three colleges. The chancellor is the CEO of the District and provides leadership in setting and communicating expectations of educational excellence and integrity through Chancellor’s Forums, Flex Day presentations, and meetings with various councils, committees, and task forces ([1-02](#), [1-03](#)). The chancellor assures support for the effective

operation of the colleges through centralized district services in human resources, information technology, business and finance, educational services, and distance education (1-04). Even though some services are centralized at the District Office, staff members are assigned to each of the colleges in areas such as human resources and distance education. Financial Services are centralized, but the District and the colleges work collaboratively on financial matters through the presidents and vice presidents at the colleges (1-05).

BP 2430: Delegation of Authority to Chancellor and Presidents describes the responsibilities of the chancellor and states, “Authority flows from the Board of Trustees through the Chancellor to the College Presidents” (1-06). Per BP 3100: Organizational Structure, “The Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District” (1-07). The RCCD Functional Maps delineate and clarify the responsibilities and functions of the district/system with those of the colleges (1-08). Furthermore, roles and responsibilities for decision-making in district and college governance—inclusive of faculty, staff, and students—are defined in BP 2510: Participation in Local Decision Making (1-09).

Analysis and Evaluation

The chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District through regularly-scheduled District and college meetings. Various board policies delineate roles and responsibilities between the District and the colleges, and an ongoing dialog about services occurs among the District Office and colleges on a regular basis. The revision process for the RCCD Functional Maps provided an opportunity for rich conversations about responsibilities and services; the functional maps are a living document that will be updated as the system evolves.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The RCCD Functional Maps, revised in spring 2019, clearly define, document, and communicate roles and responsibilities among the colleges and District Office (2-01). The revised functional maps offer a platform for collaboration and improving efficiency across the District.

To ensure that the colleges receive effective and adequate resources to support their institutional missions and functions, and in alignment with the accreditation Standards, RCCD evaluates services provided by the District Office through the program review and planning process and through surveys, such as the spring 2018 strengths, weaknesses,

opportunities, and threats (SWOT) survey (2-02). The revised program review and five-year planning model for the District Office provides for alignment with district strategic planning goals and for a more service-oriented approach to District Office planning (2-03). District Office functions of human resources, information technology, business and finance, educational services, and distance education submit program reviews (2-04). As the District developed its Strategic Plan 2019-2024 and five-year program review and planning process, some units completed abbreviated reviews, in particular to ensure resource allocation in areas where time-sensitive changes were needed (2-05).

In addition, these district areas work with the colleges on their institutional self-evaluation reports, as evidenced by District accreditation meetings of January 22, 2019, and May 14, 2019 (2-06). Additional feedback on level of services is provided through Chancellor's Cabinet discussions, meetings of the college presidents and chancellor, vice chancellors' meetings, districtwide vice presidents' meetings, and other venues.

Analysis and Evaluation

Since the last revision to the RCCD Functional Maps in January 2013, the District and three colleges have evolved from institutions in the process of becoming a multi-college district to a fully-fledged multi-college district with three independently accredited colleges. The revised functional maps outline this more mature relationship between the District and three colleges. Two important purposes of the functional map revision were to collaboratively determine the appropriate level of support from the District to the three colleges now that the colleges are independent, and to align with the revised accreditation standards.

When constituents responded to the SWOT survey item, "The District Office effectively meets the diverse needs of the students at all three colleges," the score was 3.33 on a scale of 1-strongly disagree to 5-strongly agree. The score on "The District Office does a good job of advancing its mission" was 3.23. The score on "The District Office efficiently uses its resources" was 3.04. On a rating of district services, including legal, business, grants, risk management, facilities, public affairs, human resources, and fundraising, all scored between a 2 and 3 on a scale of 1-poor to 4-excellent. Based on these perceptions, while none of the services was rated as poor, there are clearly areas in which services can be improved. The results were discussed in the District Strategic Planning Council so that managers can address any concerns in their planning processes (2-07).

The District Office has been building a revised model for program review and planning and expects to have drafts of program reviews for all vice chancellors' areas by spring 2020.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

Board policies detail district fiscal policies, including budget management to support

effective operations and sustainability of the colleges and District as well as the chancellor's authority and responsibility for effective control of expenditures.

BP 6300: Fiscal Management ([3-01](#)) refers to procedures for maintaining financial books and records, including stipulations that "Fiscal objectives, procedures, and constraints are communicated to the Board of Trustees and employees" as well as "The management information systems provide timely, accurate, and reliable fiscal information." In alignment with this policy, the Board of Trustees receives a monthly financial report comparing prior year actual financial activity, adopted and revised budget information, and current year-to-date financial activity for each District fund. The Board receives a monthly Capital Program Executive Summary report showing Measure C project commitments, quarterly CCFS-311Qs and the annual CCFS-311 financial and budget information required by the state Chancellor's Office, and the annual Tentative and Final Budget documents, as shown in recent agenda items for presentations about the District's budget as well as the state budget ([3-02](#), [3-03](#), [3-04](#)). Demonstrating that the District reviews and controls system-wide expenditures, the most recent independent auditor reports for the District, Measure C, and Foundation express unqualified opinions on the financial statements, internal controls, and federal and state compliance as applicable for the fiscal year ending June 30, 2018 ([3-05](#), [3-06](#), [3-07](#)). The auditor reported no finding or questioned costs associated with each of their audits.

In accordance with BP/AP 6100: Delegation of Authority ([3-08](#)), the chancellor ensures effective control of expenditures through delegated authority, oversight, and consultation with districtwide committees. One such committee, with representation from the District Office and the three colleges including faculty, students, staff, and management, is the District Budget Advisory Council (DBAC) ([3-09](#)). This district council has developed the first phase of the Budget Allocation Model (BAM) to allocate unrestricted general operating funds in a fair, equitable, and transparent manner ([3-10](#)). DBAC continues its work through fall 2019 on the second phase of the BAM, which is to develop FTES exchange rates, among other BAM components, for the allocation of resources in fiscal year 2020-2021, as shown in [Standard III.D.1](#). For planning purposes, DBAC also receives regular updates on the status of the state budget development process, and districtwide budget planning efforts, as shown in itemized materials and documents presented at DBAC meetings ([3-11](#)).

Another districtwide committee is the District Enrollment Management Committee (DEMC) ([3-12](#)), with responsibility for decisions concerning effective enrollment management. With the advent of the new California Student Centered Funding Formula, which changes the apportionment distribution model at the state level from one driven almost exclusively by FTES to one that incorporates student equity and success metrics, the DEMC has modified its membership to include college representatives from financial aid and other student services areas. In addition, DEMC now discusses financial aid processes and procedures, and student success goals and metrics ([3-13](#)).

The District Strategic Planning Council (DSPC) is another districtwide committee that is responsible for the development and coordination of district strategic planning ([3-14](#)). DSPC and the three collegewide strategic planning committees develop, recommend, and maintain the strategic plan to ensure it is aligned with the goals, vision, and processes for the

District. The committee makes recommendations about district procedures and practices where they relate to strategic planning and long-term budgeting (3-15). DSPC addresses issues pertaining to long-range planning and resource allocation.

Analysis and Evaluation

Policies and procedures, including participation of representatives from the three district colleges, support adequate allocation and reallocation of resources for effective operations to meet the needs and priorities of the colleges and to sustain the District. As part of recent review and revision of the budget allocation model, DBAC recommended substantial changes to the phase one BAM revision project for implementation in fiscal year 2019-2020, including ongoing work relative to development of FTES exchange rates, among other revisions, for phase two implementation in fiscal year 2020-2021. Audit reports indicate that the District reviews and controls system-wide expenditures.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.

Evidence of Meeting the Standard

BP/AP 2430: Delegation of Authority to Chancellor and Presidents evidences delegation of responsibility and authority to the chancellor and college presidents (4-01). BP/AP 2430 states that the Board of Trustees delegates to the chancellor the executive responsibility for providing leadership for the District, carrying out district programs, administering policies, executing decisions of the Board, and ensuring compliance with state and federal regulations and statutes. In turn, the chancellor delegates authority for the administration and operation of the colleges to the presidents. Delegation of authority to the presidents flows through the Board and the chancellor. Other board policies identify areas of delegation of authority without interference to the College presidents. BP/AP 6100: Delegation of Authority (4-02) stipulates that the college presidents retain certain authority for business procedures. For example, “For contracts on their campus on public works projects, (excluding maintenance), the President may enter into and sign contracts less than \$125,000. Anything over that amount must go through the competitive bidding process.” BP/AP 7110: Delegation of Authority relates to college presidents’ authority in matters of human resources (4-03).

Section [IV.B of RCCD Functional Maps](#) delineates the roles of the chancellor and presidents.

Analysis and Evaluation

The roles and responsibilities of the chancellor and the presidents are defined. Through delegation of authority expressed in BP/AP 2430 and BP/AP 7110, a system exists that enables the chancellor and the presidents to perform their duties and carry out the responsibility for oversight and decision-making at the District and college levels. Through a systematic and documented evaluation process, employees, and specifically the chancellor and presidents, are held accountable for effectively carrying out their responsibilities.

Through the College's development of its vision, role, and master planning in 2019, it became evident that the college and district structures were not well aligned. This led to differing expectations concerning the future direction of the College. As one example, the Educational Master Plan required approval by the District Strategic Planning Council before being forwarded to the Board of Trustees. In previous years, educational master plans were shared with District Strategic Planning Council as information items only. To address process and governance gaps such as this, the College is working closely with District leadership and councils to better align with current procedures and roles to ensure effective and timely operations.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

District planning and evaluation are integrated with college planning and evaluation through the District Strategic Plan (5-01). All college and district goals are aligned with the California Community Colleges Chancellor's Office Vision for Success (5-02). The District Strategic Planning Council (DSPC), which includes representation from the three colleges and the District Office (5-03), convened in May 2017 to revise the District Strategic Plan and planning process. Six teams were formed: A) Plan Review and Assessment Team, B) Scan and Analysis Team, C) SWOT Analysis Team, D) Mission/Vision/Values and Strategic Themes Team, E) Organization Structures and Processes Team, and F) Writing Team.

During late spring 2017, Team A assessed the existing District Strategic Plan (5-04). During the 2017-2018 academic year, Team B prepared an environmental scan with an internal scan focused on student metrics, human resources, technology, facilities, and budget along with an external scan focused on population, education, and economic characteristics and trends, workforce/employment characteristics, state budget and legislative issues, and regional workforce analyses (5-05). During spring 2018, Team C developed a SWOT survey and analyses (5-06). Analyses relied not only on the SWOT survey but also on the external scan to identify potential opportunities and threats. During summer 2018, Team D drafted a district mission statement, vision, values, goals and objectives (5-07). During late summer and fall 2018, Team E began to re-envision the district council and committee structure to better align with the colleges' structures (5-08). Team F drafted the Riverside Community College District Strategic Plan 2019-2024, which was approved by the Board of Trustees at its October 15, 2019, meeting (5-09).

As part of the district strategic planning process, each department in the District Office completes a program review and plan on a five-year cycle. District Office's plans address the goals and targets in the District Strategic Plan 2019-2024 and align with the colleges' strategic plans (5-10).

Analysis and Evaluation

As Team D completed its tasks, careful consideration was given to the alignment among the colleges' and District's mission, vision, values, and goals within a Guided Pathways framework for strategic planning. In particular, the colleges' and District's goals are clearly aligned. For example, the District's strategic goal of student success, "The District will provide clear pathways and support for achieving certificates, degrees, and transfer," is evidenced in Moreno Valley College's goal: Student Learning, Success, and Completion ([5-11](#)), Norco College's goal: Increase Student Achievement and Success ([5-12](#)), and Riverside City College's goal: Student Success ([5-13](#)).

The colleges and District evaluate student learning and achievement through the review of the Student Success Scorecard Metrics ([5-14](#)) and revised Student Success Metrics ([5-15](#)). During development of the District Strategic Plan, baseline metrics were developed for each goal and expanded to include analyses on Guided Pathways and Dual Enrollment ([5-16](#)).

The RCCD Strategic Plan 2019-2024 provides an overarching framework for the alignment of the colleges' and District Office's plans. The RCCD Strategic Plan, using historical data and past three years' average change, sets minimum annual standards for objectives in access, success, and equity ([5-17](#)). The colleges' strategic planning targets will meet or exceed these targets, just as the RCCD targets meet or exceed the statewide Vision for Success targets. This alignment will be supported through the colleges' work, as they refresh their strategic plans and as the plans are monitored, assessed, and evaluated annually. Norco College's Educational Master Plan, completed in fall 2019, provides a chapter on Planning Integration showing alignment with the District Strategic Plan along with other college plans and Vision for Success goals ([5-18](#)).

RCCD utilizes program review and assessment processes to measure institutional effectiveness.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

BP/AP 3250: Institutional Planning ([6-01](#)) describes a bi-directional flow of information to facilitate effective decision making. It states that after college plans proceed through college academic planning councils and strategic planning committees, the plans are submitted, as appropriate, to district councils to consider and make recommendations. Planning recommendations for districtwide initiatives may also originate at district planning councils.

As addressed in BP/AP 3250, an important mechanism for sharing planning information among the three colleges and District Office is through the collaborative council/committee processes, which include DSPC ([6-02](#)), District Academic Senate (DAS) ([6-03](#)), and District Curriculum Committee (DCC) ([6-04](#)), with broad representation from all three colleges. Councils and committees meet on a regular basis, often monthly, to ensure timeliness of information-sharing. Meeting minutes reveal communication between the District and the

colleges to aid in decision-making. References to time constraints are common, reflecting an awareness of timely communication, as are examples of collegial dialog and recommendations, showing a focus on ensuring accuracy and completeness (6-05, 6-06, 6-07). Meeting minutes from councils and committees are shared and available on the district website, as demonstrated by minutes pages from DSPC, DAS, and DCC (6-08, 6-09, 6-10).

Another important mechanism for communication is administrative groups, such as the Chancellor's Cabinet, vice presidents of Academic Affairs meetings, and vice presidents of Student Services meetings. The Chancellor's Cabinet and Board of Trustees, as shown in minutes from May 21, 2019 (6-11), meet bimonthly to ensure timely, accurate, and complete information for decision-making. The chancellor holds monthly forums at each college, welcoming staff and students as well as faculty and managers to communicate information on strategic planning, Guided Pathways, organizational structure, and budget (6-12). The chancellor holds office hours before or after every forum to meet personally with college personnel on a drop-in basis. Anecdotal response to these forums has been very positive.

Finally, a number of work groups and task forces meet to communicate about issues affecting operations for areas such as AB 705 (6-13), Early Enrollment (6-14), and Course Capacities (6-15). These groups have broad representation to provide reporting to and from the respective audiences.

Analysis and Evaluation

The processes for sustaining timely and accurate information among the District and colleges are multiple. The processes are periodically examined to determine if changes are needed for improved communication. For example, utilizing the analyses of District Strategic Plan Development Team E, the council structure for the District was revised to align with the goals of the District Strategic Plan and to align more closely with the colleges' council structure through shared membership (6-16).

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

During spring 2017, the District Strategic Plan Development Team A—Plan Review and Assessment Team developed an assessment of the RCCD Strategic Plan 2013-2016 (7-01). This assessment focused on the composition of the 2013-2016 plan development team, plan development process, alignment with college plans, implementation, and outcomes. The recommendations, all of which were implemented to improve the districtwide planning process, included the following:

- Clearly define the District and the District Office

- Continue work on the Function Maps
- Clarify the district strategic planning process and role(s) of DSPC
- Inventory and align districtwide committees within the planning processes
- Write District Strategic Plan as an overarching framework for the alignment of the colleges' and District Office's plans
- Create District Office Plan [vice chancellors' plans] which develops District Office strategies that are more directly in support of the colleges' goals
- For goals, indicate responsible parties, timeline, resources needed, measures, and targets; to the degree possible, utilize measures and targets of the colleges and include cost analyses when reporting data
- Assess, evaluate, and monitor the strategic plan; hold an annual DSPC retreat

In addition, in fall 2017 Team A assessed the BAM and provided a recommended charge for the BAM revision ([7-02](#)). In its February 23, 2018 meeting ([7-03](#)), DSPC charged the District Budget Allocation Committee (DBAC) with the BAM revision.

During spring and fall 2018, the Function Map Task Force reviewed and provided a major revision to the previous functional maps to clarify District Office and college roles and responsibilities ([7-04](#)). The central principle guiding the recent functional mapping work was that the colleges, along with the District Office, are the District. The District Office, as a distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Thus, the District Strategic Plan provides an overarching framework for the plans of 1) the District Office, 2) Moreno Valley College, 3) Norco College, and 4) Riverside City College. Similarly, the District Office plan delineates how the District will foster and support goals of student access, success, and equity along with strategies for resource development and stewardship, system effectiveness, and partnerships.

College goals have been aligned with district goals as well as with the state Chancellor's Office Vision for Success goals ([7-05](#)). The district chancellor has communicated the results of the assessments and evaluations, along with the revised District Strategic Plan and process, in open forums and strategic planning retreats ([7-06](#), [7-07](#)).

As detailed in [Standard IV.D.5](#), during fall 2018, the District Office assessed its program review and planning process to better align with districtwide strategic planning goals and targets and to develop five-year plans to better support the colleges in achieving goals for student achievement and learning.

Analysis and Evaluation

Team A's recommendations for the new plan and planning process focused on strengthening the regular evaluation process on college role delineations, governance, and decision-making processes to assist the colleges in meeting their goals of improving access, success, and equity. The assessment and revisions to the District Office strategic planning process have resulted in better-defined goals to support the colleges, and results are widely communicated. In addition, alignment of the colleges' and District's goals with the statewide Vision for

Success goals has fostered a planning environment with a greater clarity of purpose and better means of monitoring, assessing and evaluating progress.

Conclusions on Standard IV.D. Multi-College Districts or Systems

Board policy establishes the roles of the district chancellor in setting and communicating expectations of educational excellence and integrity, as well as the authority and responsibility between the colleges and the District, and delegation of responsibility and authority to college presidents. The central principle guiding district strategic planning and recent functional mapping work is that the District Office and the colleges together comprise the District. The District Office, as a distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Policies and practices have been established for communication among colleges and the District to support effective operations and decision-making. District program reviews and plans regularly evaluate district services. Resources are allocated through, in particular, a recently revised budget allocation model, in which business services vice presidents from all three colleges participated to ensure that needs and priorities of the colleges were represented.

Evidence List

- [1-01 BP1100-RCCD](#)
- [1-02 ChancellorForum-2018-19](#)
- [1-03 ChancellorFLEX-PPT-FAL18](#)
- [1-04 RCCD-OrgCharts-2019](#)
- [1-05 ChiefFinacialOfficers-OrgCharts-2019](#)
- [1-06 BP-2430-Deleg-Authority-Chanc-CEO](#)
- [1-07 BP-3100-OrgStructure](#)
- [1-08 StandardIV-FunctionMap](#)
- [1-09 BP-AP2510-Participation](#)
- [2-01 RCCD-FunctionMaps-SPR19](#)
- [2-02 SWOT-Analysis-2018](#)
- [2-03 RCCD-PR-Process-2019](#)
- [2-04 FlowCharts-PR-2019](#)
- [2-05 RCCD-DE-IT-PR-2019](#)
- [2-06 RCCD-Accreditation-Agendas-2019](#)
- [2-07 SWOT-Survey-2017](#)
- [3-01 BP-6300 FiscalMgmt](#)
- [3-02 BOT-Agenda-PPT 9-4-18](#)
- [3-03 BOT-Agenda-PPT 2-5-19](#)
- [3-04 BOT-Agenda-PPT 6-4-19](#)
- [3-05 BOT-Agenda-Audit 12-4-18](#)
- [3-06 BOT-Agenda-MeasureCAudit 12-4-18](#)
- [3-07 BOT-Agenda-FoundationAudit 12-4-18](#)
- [3-08 BP-AP6100-DelegationAuthority](#)

- [3-09_DBAC-Membership-Webpage-2019](#)
- [3-10_BAM-PPT-17-18Budget_6-4-19](#)
- [3-11_DBAC-SupDocs-Webpage-2019](#)
- [3-12_DEMC-Membership-Webpage-2019](#)
- [3-13_DEMC-Minutes_5-16-19](#)
- [3-14_DSPC-Membership-Webpage-2019](#)
- [3-15_DSPC-Minutes_5-17-19](#)
- [4-01_BP-AP2430_Deleg-Authority-Chanc-CEO](#)
- [4-02_BP-AP6100_DelegationAuthority](#)
- [4-03_BP-AP7110-DelegationAuthority](#)
- [5-01_RCCD_StrategicPlan-2019-24](#)
- [5-02_LGA-VFS-PPT_5-7-19](#)
- [5-03_DSPC-Teams](#)
- [5-04_RCCD_StrategicPlan-2013-16](#)
- [5-05_TeamB-EnvironmentalScan](#)
- [5-06_TeamC-SWOT-Analysis](#)
- [5-07_TeamD-MissVisValuesGoalObj](#)
- [5-08_TeamE-RCCD-CommitteeStructure](#)
- [5-09_BOT-Agenda_10-15-19](#)
- [5-10_PR-Cycle-RCCDStrategicPlan-2019-24](#)
- [5-11_MVC-StrategicPlan-2015-2018](#)
- [5-12_NCStrategicPlan-Process-2013-18](#)
- [5-13_RCC-Strategic-Plan-2015-20](#)
- [5-14_RCCD-SSS-2017](#)
- [5-15_RCCD-SSS-2018](#)
- [5-16_RCCD_StrategicPlan-2019-24](#)
- [5-17_DSP-Strategies-KPI_2019-24](#)
- [5-18_EMP-IntergratdPlan-2030](#)
- [6-01_BP-3250-InstitutionalPlanning](#)
- [6-02_DSPC-Membership-Webpage-2019](#)
- [6-03_NAS-Membership-Webpage-2019](#)
- [6-04_DCC-Minutes_4-2-19](#)
- [6-05_DSPC-Minutes_4-19-19](#)
- [6-06_DAS-Minutes_4-22-19](#)
- [6-07_DCM-Minutes-5-7-19](#)
- [6-08_DSPC-Minutes-Webpage-2019](#)
- [6-09_DAS-Minutes-Webpage-2019](#)
- [6-10_DCC-Minutes-Webpage-2019](#)
- [6-11_BOT-Minutes_5-21-19](#)
- [6-12_ChancellorForum-2018-19](#)
- [6-13_AB705-Taskforce-2019](#)
- [6-14_EarlyEnroll-Taskforce-2019](#)
- [6-15_CourseCaps-Taskforce-2019](#)
- [6-16_RCCD-CommitteeStructure](#)

- [7-01_TeamA-RCCD-SPAssessment](#)
- [7-02_TeamA-BAM-assessment-2017](#)
- [7-03_DSPC-Minutes-2-23-18](#)
- [7-04_FMTF-Minutes-Meetings-2018](#)
- [7-05_LGA-VFS-PPT_5-7-19](#)
- [7-06_FLEX-PPT-FAL18](#)
- [7-07_PI-Measures-PPT_9-24-19](#)

H. Quality Focus Essay

Project 1: Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis

Student learning/achievement data leading to identifying need/project

Professional development is widely accepted as a valuable tool to improving equity and student success and is addressed in *Redesigning America's Community Colleges* (Bailey, Jaggars, and Jenkins, 2015, p. 158) (1-01). The College is committed to these equity and student success goals. For equity, data gathered for the College's 2019 Equity Plan (1-02) as well as data supporting previous equity plans (1-03) show disproportionately impacted groups in terms of retention, success in English and math courses in the first year, vision goal attainment (that is, earning a certificate or degree), and transfer, which match data in the [Student Achievement Data](#) section of this self-evaluation report. These data show the College's areas for improvement. The inspiration to emphasize teaching and learning toward improving student success and retention stems from the College's collective response in 2015 to a startling statistic showing that, of all incoming students in fall 2010, only 9.8 percent completed a degree or certificate over four years. This initiated the institution's Completion Initiative, which became Guided Pathways at the College (1-04). Implementation of an equity-focused professional development plan with a teaching/learning emphasis is a key strategy toward the institution's goal of improving student learning and achievement.

Anticipated impact of the project on student learning/student achievement

Implementation of the equity-focused professional development with a teaching/learning emphasis will contribute to meeting the College's Educational Master Plan (EMP) goals and five-year strategic planning objectives as well as aligning with the statewide Vision for Success. Specifically, this project will participate in eliminating disproportionate success, represented in 2025 Objectives 3.1-3.5 of EMP 2030 Goal 3, "Close all student equity gaps." In addition, the project will participate in helping the College reach toward its aspirational targets of increasing student course completion to 73 percent, student retention to 89 percent, six-year degree completion to 21.8 percent, six-year certificate completion to 6.5 percent, and six-years-to-transfer rate to 28.8 percent.

| Project Activity | Measurable Outcome | Responsible Parties | Resources Needed | Time-line |
|---|--|--|---|-------------------------|
| Offer faculty-led professional development workshops on equity in teaching (Flex credit approved) | <ul style="list-style-type: none"> •Initially: participation rates / goal of 20 percent full-time (FT) and 10 percent part-time (PT) faculty by end of spring 2020 •Long-term goal: participants in faculty training decrease equity gaps as compared to | <ul style="list-style-type: none"> •Leading from the Middle and Center for Urban Education (CUE) participants | <ul style="list-style-type: none"> •Professional Development (PD) Committee approval (done) •Funding for equity conferences | spring 2019 and ongoing |

| | | | | |
|---|--|---|--|-----------|
| | their baseline aggregated data | | <ul style="list-style-type: none"> •Faculty time to prepare and lead workshops •Access to data (Institutional Research) | |
| Develop or augment staff-focused training to explore the impact of social and socioeconomic factors on students' educational decision-making | <ul style="list-style-type: none"> •Training schedule established •Participation numbers over a three-year period will increase to 30 percent of staff | <ul style="list-style-type: none"> •PD Council/Committee •PD Coordinator •Management team | <ul style="list-style-type: none"> •CSEA and management team (support/assistance) •Possibly personnel support to cover positions while staff are in training •Institutional Research (data) | 2021-2025 |
| <p>Implement an equity-centered program to provide disaggregated data to staff and faculty and identify potential coaches to expand the program</p> <p>Develop and implement training for data coaches identified in disaggregated data pilot program</p> | <ul style="list-style-type: none"> •Program description created •Possible web portal through which staff and faculty can access personalized disaggregated data established and overseen •Data-coach training schedule and participation list. Coaches' training schedules •Participation of sufficient number of faculty and staff in training to meet demand based on faculty and staff surveys and identified needs •Participation of 20 percent FT and 10 percent PT faculty and 20 percent of staff over a three-year period •Long-term goal: participants in faculty | <ul style="list-style-type: none"> •CUE participants •PD Council/Committee •PD Coordinator | <ul style="list-style-type: none"> •Institutional Research (for data and assessment) •CUE participants •Technology specialists (for web portal) •Funding/support for coaches | 2022-2026 |

| | | | | |
|---|--|--|--|-----------|
| | training decrease equity gaps as compared to their baseline aggregated data | | | |
| Implement equity-based training for first time faculty as part of First Fridays | <ul style="list-style-type: none"> •Schedule of First Fridays showing training •Assessments and surveys of first-time faculty to determine effectiveness, satisfaction, and suggestions for further training •Revised training descriptions in subsequent years based on assessments and surveys | <ul style="list-style-type: none"> •PD Council/Committee •PD Coordinator | <ul style="list-style-type: none"> •Institutional Research (for data and assessment) | 2019-2021 |
| <p>Increase accessibility of and opportunities for professional development of part-time faculty members, especially professional development focused on equity and pedagogy</p> <p>Develop online professional development/ Flex training activities for associate and full-time faculty</p> | <ul style="list-style-type: none"> •Schedule of professional development activities for part-time faculty showing new offerings and 10% participation over a four-year period •Establish a baseline of associate and full-time faculty in online PD activity in first year (2023) •Between online and face-to-face PD, increase FT participation in Flex activities to 60 percent and PT to 15 percent •Increase in student success and retention rates, with goal of 40 percent reduction in achievement gaps among traditionally underrepresented student groups (in alignment with Vision | <ul style="list-style-type: none"> •PD Council/Committee •PD Coordinator | <ul style="list-style-type: none"> •Financial support for PT faculty participation •Possibly CTA (if increase in professional development hours requested) •Institutional Research (for data and assessment) •Technology support for online training <ul style="list-style-type: none"> •Learning management system (LMS) support •Technology specialists | 2021-2027 |

| | | | | |
|---|---|--|---|------------------|
| | <p>for Success), over a five-year period</p> <ul style="list-style-type: none"> •Long-term goal: participants in faculty training decrease equity gaps and increase student retention and success as compared to their baseline aggregated data •Increase in student success and retention rates toward, or exceeding, 73 percent success rate goal over a four-year period | | | |
| <p>Implement Flex activities focused on activities' alignment with four pillars of Guided Pathways (GP)</p> | <ul style="list-style-type: none"> •Schedules of Flex activities showing focus on four pillars of GP and revisions based on assessments and surveys over the years •Assessments and surveys to determine effectiveness, satisfaction, and suggestions for further GP-aligned activities. Surveys showing increased understanding of GP •Participation of 70 percent of faculty in GP-focused Flex activities over a three-year period •Increase in student success and retention rates toward 73 percent success rate goal over a three-year period | <ul style="list-style-type: none"> •PD Council/Committee •PD Coordinator | <ul style="list-style-type: none"> •Institutional Research (for data and assessment) | <p>2021-2024</p> |

Project 2: Implement Student Success Teams in the Schools

Student learning/achievement data leading to identifying need/project

The concept of four Schools at Norco College emerged from the Completion Initiative, begun in 2015 (2-01), which became Guided Pathways at the College, as described in [Standard I.A.2](#). One of the five interconnected components that comprised the Completion Initiative was meta-majors, now known as Schools. [Student Achievement Data](#) in this self-evaluation report indicate an ongoing need to continue developing the initiatives first envisioned in 2015. As part of the ongoing development of Guided Pathways, Schools-based student success teams will be charged with engaging and interacting with students to increase student retention, increase on-path course selection, decrease drops after census, increase successful unit count completion, and increase student connection with institutional agents, and thus increase student learning and achievement. These goals will be accomplished in a variety of ways with an integrated approach.

Anticipated impact of the project on student learning/student achievement

Implementation of the student success teams in the four Schools will contribute to meeting the College’s Educational Master Plan (EMP) goals and five-year strategic planning objectives as well as aligning with the statewide Vision for Success. In particular, this project will participate in EMP Goal 2, “Implement Guided Pathways framework,” for example, by increasing degrees, certificates, and transfers (2025 Objectives 2.1, 2.2, and 2.4), and decreasing AA degree-unit accumulation from 88 to 74 on average (2025 Objective 2.3). In addition, the project will participate in helping the College reach toward its aspirational targets of increasing student course completion to 73 percent, student retention to 89 percent, six-year degree completion to 21.8 percent, six-year certificate completion to 6.5 percent, and six-years-to-transfer rate to 28.8 percent.

Anticipated outcomes include decrease in the number of students who drop courses or do not complete due to misinformation or lack of information, continued increase in the number of students who have student educational plans (SEPs) by 10 percent annually, increase in student unit load by 30 percent annually (toward full time), and a decrease in the number of students who drop courses or do not complete in their second or subsequent year.

| Project Activity | Measurable Outcome | Responsible Parties | Resources Needed | Timeline |
|---|--|---|---|------------------|
| <p>Creation of the arc and preliminary communication plans</p> <p>Salesforce pilot to provide proactive and responsive interventions and support to students from the moment they enter the</p> | <ul style="list-style-type: none"> ●Formation of the arc and communication plan | <ul style="list-style-type: none"> ●Dean of Student Services ●Guided Pathways team ●Success navigator teams (counselors, educational advisors, success coaches, faculty) | <ul style="list-style-type: none"> ●Personnel time/funding ●Communication system (Salesforce) ●Reimbursement for faculty | <p>fall 2019</p> |

| | | | | |
|--|---|--|---|-------------|
| College until they complete their educational goal | | advisors, peer mentors) | | |
| First implementation of communication plan with success navigators for first-year students | <ul style="list-style-type: none"> •Increase unit load enrollments by 10 percent •Increase student connection to the college by 20 percent more students participating in workshops | <ul style="list-style-type: none"> •Educational advisors •Success coaches •Dean of student services •Success teams | <ul style="list-style-type: none"> • •Personnel time/funding • •Salesforce training •Ability to track interactions • •Engagement Centers (to open fall 2019) | fall 2019 |
| Collaborative work with CTA on faculty roles as navigators Recruitment and training for faculty | <ul style="list-style-type: none"> •Increase number of faculty who can use Advisor Link by 10 percent | <ul style="list-style-type: none"> •CTA reps •Faculty leadership •Faculty trainers •Success teams | <ul style="list-style-type: none"> • •Faculty collaboration •CTA agreement • •Personnel time/funding • •Professional development for coaching and best practices | spring 2020 |
| Communication plans modeled after first-year plans | <ul style="list-style-type: none"> •Increase student success 5 percent overall by end of spring 2021 | <ul style="list-style-type: none"> •Faculty trainers •Success teams | <ul style="list-style-type: none"> • •Personnel time/funding •Communication system (Salesforce) •Feedback from success teams regarding best strategies from initial implementation | 2020-2021 |
| Assessment of first-year communication plan Assess data on retention, SEP completion, unit count, and connection to the college. Make adjustments to communication plan based on feedback and assessment. | <ul style="list-style-type: none"> •Continue to increase student contacts by 20 percent of first-time students •Decrease number of students who complete six or fewer units by 10 percent •Increase number of students who | <ul style="list-style-type: none"> •Institutional Research support •Guided Pathways team •Success teams | <ul style="list-style-type: none"> •Data/ Institutional Research •Participants' time for analysis | 2020-2021 |

| | | | | |
|---|---|---|---|------------------|
| | <p>have SEPs by 10 percent</p> <ul style="list-style-type: none"> •Increase unit load by 30 percent | | | |
| <p>Full implementation of success teams with both first-year success navigators (educational advisors and success coaches) and faculty advisors</p> | <ul style="list-style-type: none"> •Increase contacts for students in all years of their college experience •Increase number of students who have SEPs by 10 percent •Increase unit load by 30 percent in students' second or subsequent year •Decrease number of students who drop courses or do not complete in their second or subsequent year by 10 percent | <ul style="list-style-type: none"> •Success teams | <ul style="list-style-type: none"> •Data/ Institutional Research •Communication plans | <p>2021-2022</p> |
| <p>Implement faculty advisors based on schools</p> | <ul style="list-style-type: none"> •Increased student participation in school activities by 20 percent •Increased completion and graduation/ transfer rates in alignment with Vision for Success goal | <ul style="list-style-type: none"> •Faculty advisors •Success teams | <ul style="list-style-type: none"> •Funding •Communication plans •Professional development for faculty •Software for tracking communication | <p>2020-2024</p> |
| <p>Continued assessment and improvement</p> | <ul style="list-style-type: none"> •Higher number of participating students by 20 percent •Increase in lagging indicators (success rates, retention rates, completion rates, and degree rates) | <ul style="list-style-type: none"> •Success teams •Faculty success teams •Academic Affairs and Student Services administration | <ul style="list-style-type: none"> •Funding for assessment/ retreat for collaboration •Data for assessment | <p>2020-2024</p> |



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