

ACCREDITATION

Midterm Report



2024

ACCREDITATION MIDTERM REPORT

2024

Submitted by:

Norco College

2001 Third Street,

Norco, CA 92860

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

Date Submitted:

February 2024

Certification of the Accreditation Midterm Report

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

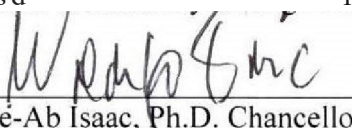
From: Dr. Monica Green, President
Norco College
2001 Third Street, Norco, CA 92860

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.



Jose Alcada, President, Board of Trustees
Riverside Community College District

2/1/24
Date



Woldemariam Isaac, Ph.D. Chancellor
Riverside Community College District


2/1/24
Date

Monterey Park College

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Norco College



Tenisha [redacted] Vice President, Planning and Development
Accreditation Officer, Norco College

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California School Employees Association Chapter
Aneesa Kashif, President
Associated Students of Norco College

2/1/24
Date

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Report Preparation

In February 2023, Norco College's Accreditation Liaison Officer (ALO) and Faculty Accreditation Co-Chair established the timeline and process for completing the Midterm Report. In March 2023, the ALO and the Faculty Accreditation Co-Chair reviewed the alignment of the college recommendation, improvement plans, and Quality Focus Essay Projects with the College's governance and planning structure. In addition to meeting with the various college committees and councils, including the Academic Senate and College Council, the Accreditation Co-Chairs identified and involved the faculty, staff, and administrators most closely associated with the areas to be addressed. The ALO also coordinated with the District Office to prepare a response and compile evidence associated with the District Recommendation. The groups and stakeholders who contributed to the completion of the report include the following:

| | |
|--------------------------------|---|
| District Recommendation 1: | Vice Chancellor, Educational Services and Strategic Planning General Counsel |
| College Recommendation 1: | Distance Education Committee Distance Education Faculty Coordinator Dean of Instruction- Arts, Humanities & Social Sciences Interim Dean of Instruction - STEM |
| Improvement Plan 1: | Dean of Institutional Effectiveness Interim Dean, Student Services |
| Improvement Plan 2: | Institutional Effectiveness and Governance Council Vice President, Planning and Development |
| Quality Focus Essay Project 1: | Faculty Professional Development Committee Faculty Development Coordinator Dean of Grants and Student Equity Initiatives Faculty Equity Coordinator |
| Quality Focus Essay Project 2: | Interim Dean, Student Service Vice President, Planning and Development Faculty Guided Pathways Lead |

The process and timeline for the development of the Midterm Report was introduced to the college community on December 8, 2022, as an agenda item for College Council. The College Council represents all constituent groups at Norco College. An accreditation update for the Midterm Report was also presented to the Academic Senate on December 5, 2022.

The accreditation co-chairs began collecting evidence and developing the report in collaboration with the individuals and groups associated with report sections beginning in March 2023. A full

draft of the Midterm Report was completed by August 2023 and was shared with the entire college community via email on August 31, 2023. To facilitate broad understanding, dialogue, and participation the report was presented as a first read at Academic Senate on September 11, 2023, and College Council on September 14, 2023.

A revised draft was distributed to the college community via email on September 21, 2023. The revised report was presented for a second read and approval at Academic Senate on October 2, 2023, and College Council on October 12, 2023.

The final draft was discussed at District Strategic Planning Council on October 20, 2023, and presented to the Chancellor's Cabinet on November 27, 2023. The Midterm Report was presented to the Board of Trustees Regular / Committee Meeting on January 9, 2024, and the Board of Trustees Regular Meeting on January 23, 2024.



Plans Arising from the Self-Evaluation Process

Improvement Plan 1

In the 2020 ISER, Norco College developed an improvement plan related to Standard II.A.7 to address the need for a more robust student needs assessment to better identify and meet students' needs for delivery modes, teaching methodologies, and learning support services. The College outlined a plan to 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 ([IP1-01](#)). The following chart describes how the College implemented this plan.

| Action | Progress | Outcome | Future Action | Evidence |
|---|---|--|--|--|
| Administered the Access to Technology Survey | District conducted the survey to assess student needs in response to migrating to a fully remote learning environment | 903 responses collected from Norco College students between 3/26/20 and 4/20/20; results were used to improve communication and online student services | | IP1-02 IP1-03 |
| Administered the California Community Colleges COVID-19 Student Impact Survey | District conducted the survey to all active student email accounts | 538 responses collected between 5/29/20 and 6/14/20; results were used to inform strategies for delivery modes and learning support services | | IP1-04 IP1-05 |
| Administered the Holistic Student Support Survey (HSSS) | College used the Achieving the Dream's Holistic Student Support Redesign Toolkit to develop the survey and embed it in the online student orientation | 1,562 responses collected between 3/1/21 and 8/22/21; analysis was completed by external evaluators; revisions made and 2.0 version launched 10/1/21; 3,875 responses collected between 10/1/21 and 6/7/23 (and are ongoing); results were | Develop a survey that can be administered at scale, not just to incoming students, but to continuing students on an ongoing, ad hoc basis as well; will require a move from the current manual process to an automated | IP1-06 IP1-07 IP1-08 IP1-09 IP1-10 IP1-11 |

| Action | Progress | Outcome | Future Action | Evidence |
|---|--|---|---|--|
| | | disaggregated and the data was used to revise/improve student services, support space utilization decisions, develop HSS surveys at our sister colleges, and as supporting data for grant applications | process using workflow and communication software (Power Automate); four of the five steps needed to launch the automated version have been completed with a plan to launch the at-scale version by 10/1/23 | |
| Analyzed Faculty Impact on Black Student Success | College provided an analysis of Black student success data disaggregated by faculty ethnicity based on the statewide Call to Action meeting in Spring 2020 | Data from 2,093 students enrolled between Fall 2017-Winter 2020; data analysis guided the development of a Faculty Impact Survey | | IP1-12 |
| Administered Faculty Impact Survey | College conducted the survey as a follow-up to the Faculty Impact on Black Student Success Study | Data from 59 faculty members collected in Fall 2022; results used to identify teaching best practices | Use findings to support faculty suggestions including faculty mentors, best practices handout, and future surveys during 2023-2024 | IP1-13 IP1-14 IP1-15 |
| Administered National Assessment of Collegiate Campus Climates (NACCC) Survey (Part 1 - Student Survey) | College conducted the NACCC student survey to understand the racial climate on campus | 368 responses collected from Norco College students in Fall 2020; results were used to develop and launch a Black Student Network as part of the Racial Justice Taskforce; the NACCC data, in combination with the Holistic Student | The results supported the launch of a Student Equity Inquiry Team focused on uncovering systemic barriers to student success for Black/African American students in onboarding and | IP1-16 IP1-17 IP1-18 IP1-19 IP1-20 IP1-21 |

| Action | Progress | Outcome | Future Action | Evidence |
|---|---|--|---|------------------------|
| | | Support Survey (HSSS) data, HOTEPA Equity Audit, and Student Equity Plan data demonstrated a need for early support and intervention for Black/African American students at Norco College | enrollment; Inquiry Teams will analyze data and provide recommendations in 2023-2024 | |
| Administered the Real College Survey 2023 | College participated in the #RealCollege survey to assess basic needs security among college students including the utilization of supports and barriers to the utilization of supports | 249 responses were collected from Norco College students in spring 2023; the results deepen the College's understanding of Black and Latinx student experience studies per the Student Equity Plan | The data will be incorporated into the College's work with the Holistic Student Support Survey (HSSS) and the partnership between the Engagement Center and Basic Needs | IP1-22 |

Improvement Plan 2

In the 2020 ISER, Norco College developed an improvement plan related to Standard IV.A. The College outlined a plan to 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. ([IP2-01](#)). The following chart describes how the College implemented this plan.

| Action | Progress | Outcome | Future Action | Evidence |
|---|--|--|--|--|
| Strategic Planning and Governance Manual (SPGM) developed | Approval of the Educational Master Plan goals and Objectives and Key Performance Indicators and alignment to committees and councils | SPGM drafted by a subgroup of ISPC. Feedback sought and implemented from all constituent groups. | Annual edits and enhancements made to the SPGM, in the form of amendments, through the Evaluation of the Planning & Decision-Making Process | IP2-02 IP2-03 |
| SPGM approved through college governance process, district, and Board of Trustees | Distributed and shared widely with college and district constituency groups, committees, and councils | Approval by ISPC, Academic Senate, Committee of the Whole, and RCCD Board of Trustees | IEGC engages the college and district in revising and re-approving the SPGM for the next five-year cycle beginning in the 2025-2026 year | IP2-04 IP2-05 IP2-06 |
| SPGM implemented | Reorganization of all governance entities into the full implementation of the SPGM structure beginning Fall 2021 | Constituent groups provided constituency appointments in the newly adopted SPGM structure | Annual assessment of governance structures: Survey of Effectiveness, Institutional Effectiveness and Planning Survey, and Key Performance Indicators Progress Report | IP2-07 |
| SPGM review | The Institutional Effectiveness & Governance Council began | The IEGC constituent co-chairs initiated the Evaluation of the | Every odd year in the spring, the annual review of SPGM and | IP2-08 IP2-09 |

| Action | Progress | Outcome | Future Action | Evidence |
|--------|---|--|--|----------|
| | review of the SPGM and college processes in Fall 2023 | Planning & Decision-Making Process as outlined in the SPGM (p.89), and an assessment of the Evaluation Procedures and Governance Structure and presented results of the Survey of Effectiveness to IEGC. | college governance procedures, including audit findings and recommended actions to the governing body to ensure continuous improvement | |

Institutional Reporting on Quality Improvements

A. Response to Recommendations for Improvement

Response to College Recommendation for Improvement

College Recommendation 1: *“In order to improve institutional effectiveness, the team recommends that the College strengthen its process for establishing, communicating, implementing, and assessing guidelines for regular and substantive interaction in distance education courses (II.A.2, Commission Policy on Distance Education and Correspondence Education).”*

Status Completed

Norco College has responded to the Commission’s recommendation by strengthening its process for establishing, communicating, implementing, and assessing guidelines for regular and substantive interaction in distance education courses. At the Distance Education Committee (DEC) meeting on May 14, 2023, members reflected on the College’s progress on this recommendation ([CR-01](#)).

On March 15, 2021, Riverside Community College District updated Administrative Procedure AP 2105: Distance Education (formerly AP 4105) to include guidelines for regular and substantive interaction in distance education course requirements and curriculum approval ([CR-02](#), [CR-03](#)). BP 2105 was subsequently revised and adopted by the Board of Trustees on April 18, 2023 and AP 2105 was updated and approved by the Board on January 23, 2024 to further clarify the guidelines for instructor contact in alignment with Title 5 changes ([CR-04](#)). Revisions to AP 2105 were broadly discussed at the Distance Education Committee, Academic Senate, and District Academic Senate meetings ([CR-05](#), [CR-06](#), [CR-07](#)). The corresponding RCCD Regular and Substantive Interaction Guidelines document was also updated to reflect the revisions to this administrative procedure and will be reviewed in 2023-2024 per its three-year review cycle ([CR-08](#)).

All faculty are required to acknowledge Recommended RCCD DE Best Practices when they approve their teaching assignments online. Faculty must indicate that they have read AP 2105: Distance Education, RCCD Regular and Substantive Interaction Guidelines, and Summary of Regulations for Regular and Effective/Substantive Contact for Distance Education ([CR-09](#), [CR-10](#)). The Distance Education Coordinator also communicates expectations for regular and substantive contact in distance education courses during First Friday meetings for new faculty and Flex Day presentations for all faculty ([CR-11](#), [CR-12](#)).

New faculty must meet the requirements for RCCD’s Online Teaching Certification which was approved by the District Academic Senate on May 24, 2021, and updated on October 3, 2022 ([CR-13](#), [CR-14](#)). Current faculty, previously certified through the RCCD Online Canvas Academy, who teach online at any of the colleges in the district must also complete the Online Teaching Certification every three academic years. The RCCD Course Design Camp includes training on regular and substantive contact in online courses ([CR-15](#)). Norco College is also in

the process of developing a Peer Online Course Review (POCR) process that will meet the online teaching certification requirement in the future.

Additional information on regular and substantive contact is included in distance education resources for faculty. The DE Instructor Resource shell is a course within Canvas that includes a “Boost Your RSI” page ([CR-16](#)). The OEI Course Design Rubric also contains content on regular and substantive contact and provides tips and templates for aligning with the guidelines ([CR-17](#)). In August 2020, District Distance Education began publishing a District DE Newsletter twice a month during fall and spring semesters, and once a month during winter and summer semesters. The newsletter provides updates and information on instructional tools and resources including tips for ensuring regular and substantive contact ([CR-18](#)).

Norco College has advocated for expanded support to enhance communication about distance education guidelines. In 2021, the District hired an Assistant Director, Instructional Design to support faculty at all three colleges in the district. Norco faculty can consult with the Assistant Director of Instructional Design or a dedicated on-site Course Developer to brainstorm regular and substantive interaction strategies for their online courses ([CR-19](#)).

Response to District Recommendation for Improvement

District Recommendation 1: *“In order to improve institutional effectiveness, the District should fully implement its cyclical review of Board policies. (IV.C.7)”*

The review of board policies is comprehensive and ongoing. During summer 2022, a workgroup consisting of the Academic Senate Presidents, Curriculum Committee Chairs, Articulation Officers, Vice Presidents of Academic Affairs, Associate Vice Chancellor of Educational Services and Institutional Effectiveness, Vice Chancellor of Educational Services and Strategic Planning, and General Counsel performed a detailed review and update of Academic Affairs Board Policies. As a follow-up to the summer work, during the academic year 2022-2023, the District Academic Standards Committee, in close consultation with the Academic Senate, developed new policies for independent study and honorary/honorary posthumous degrees. During the fall semester of 2022, updates from the summer were shared with impacted constituency groups through participatory governance bodies. These included the Student District Consultation Council, Academic Senates, Faculty Association, and CSEA ([DR-01](#), [DR-02](#)). RCCD General Counsel presented the updated policies at college and district Academic Senates, District Strategic Planning Council, Chancellor’s Cabinet, and Board of Trustees meetings.

As a result, since the last accreditation review in 2020, the District has completed its review and/or revision of Board Policies for all of Chapter 1 pertaining to the Board of Trustees, generally, and consisting of 47 Board Policies ([DR-03](#)); 33 out of 43 Ch. 2 Board Policies consisting of academic affairs ([DR-04](#)); all of Ch. 3 pertaining to student services and consisting of 38 Board Policies ([DR-05](#)); all of Ch. 4 pertaining to institutional advancement and consisting of 5 Board Policies ([DR-06](#)). Additionally, Ch. 5 (Business and Financial Services) and Ch. 6 (Human Resources) Board Policies totaling 83 Board Policies are currently under review and revision. They are anticipated to be completed by 2025.

The District has drafted a cyclical review plan ensuring that all Board Policies and Administrative Procedures will go through a five-year cycle of review. The review plan provides that the following timeline will be followed:

Year 1: Chapters 1 (District/Board) and 4 (Institutional Advancement) – 52 BPs and 35 APs

Year 2: Chapter 2 (Academic Affairs) – 37 BPs and 41 APs

Year 3: Chapter 3 (Student Services) – 38 BPs and 45 APs

Year 4: Chapter 5 (Business and Financial Services) – 39 BPs and 58 APs

Year 5: Chapter 6 (Human Resources) – 44 BPs and 76 APs

The review plan will vary depending on the Chapter being reviewed and the constituent groups involved in the review. Generally, the review of Board Policies and Administrative Procedures will be initiated by General Counsel who will advise as to the current state of the BP/APs and recommend any legal revisions based on a legal review of the change in statutory or regulatory law. Thereafter, the review will continue to the applicable constituent groups directly affected by the chapter being reviewed. For example, Chapter 2 BP/APs deal with academic affairs and will be reviewed by the Academic Senates of each college and their various sub-committees (e.g. Curriculum, Guided Pathways, and Distance Education) ([DR-07](#)). Chapter 3 BP/APs deal with student services and were reviewed by the Associated Student groups at each college ([DR-08](#)). Chapter 6 BP/APs deal with Human Resources and will be reviewed by the exclusive bargaining representatives for all employees. It is understood and anticipated that various BP/APs will have overlapping interests that require multi-level review by various constituent groups. For example, Chapter 3 BP/APs while being reviewed by the Associated Students groups will also have significant overlap with academic and professional matters overseen by the Academic Senates of each college. Accordingly, multi-disciplinary workgroups are utilized to ensure appropriate representation while managing efficient processes for review.

In the June 2020 Letter Reaffirming Accreditation, the Commission added Standard III.A.13 to District Recommendation 1 ([DR-09](#)).

Standard III.A.13: *“The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.”*

As noted in the Peer Review Team Report, the District has in place Board Policies and Administrative Procedures that govern professional and ethical conduct. Current BP/AP 1800 (formerly BP/AP 3050) sets out the ethical and professional expectations of all employees (faculty, classified professionals, and management) as well as students ([DR-10](#)). The consequences for violation of these policies is tied to and limited by the provisions of the Education Code regarding discipline of employees. Education Code Section 87666 limits the discipline and dismissal of faculty to the grounds set forth in Section 87732. Accordingly, the grounds for discipline set forth in District BP/APs and negotiated by the District and faculty bargaining groups limits the grounds for discipline to those solely set forth in Section 87732. Notably, Section 87732(f) provides for discipline of faculty for “persistent violation of, or refusal to obey,...reasonable regulations...by the governing board of the community college district employing [the faculty member].” Similarly, the Board Policies for discipline and dismissal of classified professionals recognize that grounds for discipline are set forth in the Education Code and collective bargaining agreement and/or employee handbooks. For example,

the classified professional collective bargaining agreement identifies “willful or persistent violation of the Education Code or policies of the Board of Trustees” as grounds for discipline ([DR-11](#)). This would include BP/AP 1800 professional ethics and any violations of the provisions of that BP/AP ([DR-12](#)).

The District does not have a practice of including language in BP/APs that remind employees that violation of the BP/AP could lead to discipline. To do so, would require the inclusion of similar language in every BP/AP so as to not erode the already existing language in the Education Code (Section 87732) and collective bargaining agreements (CSEA Art. XXX.B.1.c.) that holds employees accountable and subject to discipline or dismissal for violation of any BP/AP ([DR-13](#), [DR-14](#)). The District does not seek to emphasize the consequences of violation of one BP/AP or any other BP/AP. Accordingly, a violation of any BP/AP subjects employees to discipline; no BP/AP is held as inherently more risky or discipline-worthy than any other BP/AP.



B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

1. Student Learning Outcomes (Standard II.B.2)

“The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”

At the Norco Assessment Committee meeting on April 5, 2023, members reflected on the College’s progress in the area of student learning outcomes ([6B1-01](#)).

What are the strengths of the process that help the college to improve teaching and learning?

Norco College has embraced an assessment process that leverages technology, collaboration, and communities of practice to help the college improve teaching and learning.

On December 5, 2022, Norco College Academic Senate voted to adopt a new, streamlined process for faculty to assess student learning outcomes and service area outcomes ([6B1-02](#)). A Leading From the Middle Team developed and piloted the new process that institutionalizes the practice of using SLO and SAO data disaggregated by race/ethnicity, gender, and age to support pedagogy improvement, decision-making, and resource allocation ([6B1-03](#), [6B1-04](#), [6B1-05](#)). The new process integrates the College’s learning management system and assessment/planning system, so that assessment results entered in Canvas Gradebook can be automatically surfaced in Nuventive dashboards ([6B1-06](#)). These dashboards are integrated into the College’s program review process through a series of questions about observations related to the assessment data ([6B1-07](#)). The new process automates the collection of assessment results and eliminates repetitive data entry which helps sustain the focus on using assessment data to improve teaching and learning ([6B1-08](#)).

Norco College fosters a culture of collaboration and organizational learning which is exemplified through its assessment process. The Norco Assessment Committee has increased the connection of instruction to student services and academic support through meetings, training, and the inclusion of learning support staff on assessment project teams ([6B1-09](#), [6B1-10](#), [6B1-11](#)). As a result, Student Services and the library have developed and refined their service area outcomes to align with teaching and learning ([6B1-12](#)). The College’s communities of practice support the assessment process and promote innovation in teaching through a group examination of best practices. Social and Behavioral Sciences faculty started assessing in Canvas as early adopters and provided valuable feedback to the Leading From the Middle Team that developed the new assessment process ([6B1-13](#)). The Leading From the Middle Team piloted the new process with a group of faculty who provided feedback on training, offered support to faculty during implementation, and presented on assessment/teaching best practices ([6B1-14](#), [6B1-15](#)).

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

Following the implementation of the new assessment process, the College is moving to Assessment Phase 2, which will focus on increasing the discussion about disaggregated data in Nuventive dashboards ([6B1-16](#)). The revision of assessment prompts in program review will be revised to align with the new assessment data dashboards ([6B1-17](#), [6B1-18](#), [6B1-19](#)). The increased automation of assessment data collection provides the College with the opportunity to review and update assessment expectations and goals to increase overall participation in the assessment process. By providing training in a variety of formats including how-to videos, instructional guides, on the website and in-person/remote workshops the College is working to increase stakeholders' capacity to interpret, analyze, and use disaggregated assessment data to improve teaching and learning, especially as it relates to equity ([6B1-20](#)). The transition to the new process is encouraging more conversations at the discipline-level about assessment methodology for courses and programs to improve the integrity and validity of assessment data. The discussion of assessment has also been amplified in student services and learning support services, and these areas have come to understand that continuous improvement requires continuous assessment. Student Services has deepened its understanding of student learning outcomes (SLOs) and service area outcomes (SAOs) and is now replacing its current outcomes with quality of service outcomes (QSOs) based on the Strategic, Sustained, Integrated, Proactive, and Personalized Support (SSIPP) framework aligned with Guided Pathways ([6B1-21](#), [6B1-22](#)).

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

Overall, the College has improved assessment by streamlining the assessment process through automation and the integration of disparate technology platforms ([6B1-23](#)). The College started to report assessment results using the new process in Spring 2023 and will begin to use the disaggregated data to make improvements starting in 2023-2024. Several disciplines have made coordinated improvements based on outcomes assessment data. The math discipline has adopted an “ungrading” approach to improve student learning in select math courses by using formative assessment to ensure that students understand discrete math skills and concepts on assignments and exams ([6B1-24](#)). English has also made improvements to English 1A based on the collection and review of student learning outcomes data as part of a standardized assessment project ([6B1-25](#)). The Library developed a service area outcome for library events and is using a survey to assess its Read 2 Succeed: Author Appearance every semester ([6B1-26](#)). The survey data has informed improvements to the Read 2 Succeed program including book suggestions and increased collaboration with departments and schools ([6B1-27](#)). Lastly, in collaboration with the Office of Institutional Effectiveness, the Learning Resource Center (LRC) is now collecting and analyzing data related to the impact of tutoring and other LRC services on student success ([6B1-28](#)).

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

When faculty moved all instruction online to Canvas during the COVID-19 pandemic, assessment fell behind for several disciplines. However, the College is now taking advantage of the widespread use of Canvas to implement more technologically advanced and efficient ways of

reporting outcomes data using the new assessment process. The Norco Assessment Committee provides training, workshops, instructional videos, and guides to instruct faculty on the new assessment process (6B1-29). Another area the College has targeted for improvement is the level of participation of part-time faculty in assessment. The Norco College Assessment Committee has been encouraging outreach to part-time faculty to increase their engagement in assessment through conversations at department meetings, discussion at Academic Senate meetings, and targeted trainings (6B1-30). The College has also streamlined the process for part-time faculty to receive compensation for their assessment activities to increase the number of courses assessed (6B1-31). To ensure that disciplines are staying on track with their assessments, the Norco Assessment Committee is asking for assessment schedules for all courses from disciplines (6B1-32). Moreover, to align with the next comprehensive program review, the College is trying to get as much assessment data entered using the new process as possible. Norco College's program review process is on a six-year cycle and the College is striving to get 100% of assessment data entered by Spring 2027 (6B1-33).

2. Institution-Set Standards (Standard I.B.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.”

The Institutional Effectiveness and Governance Council (IEGC) and Academic Senate are the primary college entities that monitor Institution-Set Standards (ISS) (6B2-01). In fall, the Dean of Institutional Effectiveness presents the ISS to IEGC and Academic Senate from the most recent ACCJC Annual Report (6B2-02). At this time, the Annual Outcome, ISS Floor, and ISS Stretch goals are shared, and any metrics that fall below the ISS floor are highlighted (6B2-03).

Has the college met its floor standards?

Norco College has stayed above the floor standards consistently in course completion, degrees awarded, and certificates awarded (6B2-04). In transfer and job placement rates, there was mostly excellent performance with a few exceptions. Transfer this past year triggered the need for an institutional response since transfer numbers had remained below the floor standards for two consecutive years (6B2-05). In job placement rates, Accounting, Business Administration, and Real Estate have fallen below floor standards and will need an institutional response during 2023-24 (6B2-06).

Has the college achieved its stretch (aspirational) goals?

Except for the metrics mentioned above that have fallen below floor standards, most other ISS metrics have approached the stretch goals by being within 5%-10% of the aspirational value (6B2-07).

What initiative(s) is the college undertaking to improve its outcomes?

In 2020-21, KPI Workgroups were formed to address institutional interventions that could be taken to improve each of the 15 KPIs identified in the Educational Master Plan ([6B2-08](#)). These KPIs overlap with the majority of ISS metrics. In addition, the college has instituted an Equity & Data Coach initiative and data coaches have been assigned to support data literacy for each of the KPIs/ISS Workgroups ([6B2-09](#)).

How does the college inform its constituents of this information?

As indicated above, the Dean of Institutional Effectiveness informs IEGC and Academic Senate of the ISS areas each fall semester. When there is a drop below the ISS Floor for two consecutive years, there is a procedural response that involves communication with College Council and also convening a taskforce to address this below-floor trend ([6B2-10](#)).



C. Report on the Outcomes of the Quality Focus Projects

Quality Focus Essay Project 1: Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis

One of the key strategies that Norco College has used to improve student learning and achievement is the implementation of an equity-focused professional development plan. Norco College's implementation of Guided Pathways and the desire to improve equitable student success and completion was the impetus for this intentional focus on teaching and learning.

In 2018, a Leading From the Middle (LFM) team began examining how professional development activities and structures could be aligned with the College's implementation of Guided Pathways, the Educational Master Plan, and the Student Equity Plan. The LFM team developed the Professional Development Plan for Norco College in Support of Guided Pathways ([QFE1-01](#)). The plan included professional development recommendations focused on equity-minded practices including a full-time professional development coordinator, disaggregated data and training, systems and tools for learning outcomes assessment, culturally responsive assessment practices, equity-based pedagogy training and support, training on the four pillars of Guided Pathways, training for faculty and staff advising, and updates to professional development websites ([QFE1-02](#)).

The Professional Development Plan led to the formation of a Professional Development Coordinating Network (PDCN) through an agreement between the Office of the President, Academic Senate, Management and Leadership Association (MLA) and California Schools Employee Association (CSEA), Chapter 535, to collaborate on the process and planned outcomes for strategic professional development activities during the academic year ([QFE1-03](#)).

Coordinated professional development activities at Norco College have centered around Guided Pathways, the Five Principles for Equity by Design, and the Student Support (Re)defined Framework. Equity-focused presentations are given during Faculty Flex Days ([QFE1-04](#)). In 2020, the College hired the RP Group to provide a Guided Pathways and equity training based on the Six Factors for Success Framework to explore the impact of social and socioeconomic factors on students' educational decision-making ([QFE1-05](#)). In 2023, Norco College held a two-day Achieving Equity in Guided Pathways Summit for all college employees with guest speaker, Rob Johnstone. The title of the keynote speech was "Optimizing the Student Experience Through an Equity-Based Guided Pathways Framework: New Directions and Getting the Work Done." Attendees engaged in sessions focused on Pathway Updates, Strategic Enrollment Management, Student Engagement, and Equitable Assessment. Summit participants discussed insights and ideas for advancing educational equity at the college ([QFE1-06](#)).

Norco College also provides opportunities for all college constituency groups to participate in the Center for Organizational Responsibility and Advancement (CORA) certificate training programs including Black Minds Matter, Teaching Men of Color in the Community College, and Racial-microaggressions ([QFE1-07](#)). Norco College has participated in training provided by the University of Southern California Center for Urban Education (USC CUE) and has continued its

engagement in monthly workshops following the merger of CUE with the USC Race and Equity Center. Since 2021, the College has participated in workshops provided through the California Community College Equity Leadership Alliance ([QFE1-08](#)).

Norco College held an Open Forum on June 5, 2020, and created a Racial Justice Taskforce (RJTF) in response to the Black Lives Matter movement and the California State Chancellor's June 2020 Call to Action ([QFE1-09](#)). One of the RJTF's areas of focus is professional development ([QFE1-10](#)). The RJTF has recommended professional development activities aimed at addressing implicit bias and cultural competency and has created a Black Student Network Program that includes training for staff ([QFE1-11](#)). Four project teams were formed to structure the taskforce's activities and planned outcomes ([QFE1-12](#)).

The RJTF's focus on professional development led to the development of a series of community events that celebrate Norco College's mosaic of students. Beginning in Fall 2021, the College has been highlighting different populations through self-recorded videos that invite students to share who they are in their own voice. These videos are shared with all faculty, classified professionals, and managers who participate in facilitated conversations about how they can best support student well-being and success ([QFE1-13](#), [QFE1-14](#)).

Based on recommendations from the RJTF, Norco College invited Hotep Consultants to conduct an Equity Audit of practices, policies, and procedures to uncover barriers to student success specifically as it relates to the impact on historically minoritized students ([QFE1-15](#)). The College has aligned the equity audit recommendations with strategic goals and councils to ensure institutional improvement ([QFE1-16](#)). While the audit found that Norco College had a strategic approach to professional development in terms of content and topics to guide faculty on equity-minded practices, 17% of staff believed that there was not a shared understanding of what equity means at the College ([QFE1-17](#)). As a result, Norco College has adopted definitions of equity and diversity proposed by the State Chancellor's Office ([QFE1-18](#)). In addition, Norco College has included language related to faculty requirements for equity-related professional development in the 2021-2024 Faculty Association Agreement ([QFE1-19](#)).

Finally, the College has formed inquiry teams as recommended in the Norco College Student Equity Plan 2022-2025. In 2022-2023 the teams will assess and evaluate practices, policies, and culture that may be contributing to equity gaps, and make recommendations to close equity gaps. In 2023-2024 the College will pilot the recommendations, collect quantitative and qualitative data, evaluate the efficacy of interventions, and adjust as necessary. In 2024-2025 Norco College will implement changes, collect data, evaluate efficacy, and fine-tune interventions with a goal of reducing equity gaps by 40% ([QFE1-20](#), [QFE1-21](#)).

Norco College has seen some improvement in student success and completion data. The College's 2016-2020 Data Story shows that of all incoming students in fall 2016, 13.8 percent completed a degree or certificate in four years compared to 9.8 percent in fall 2010. African American students' earned awards in four years increased from 5.1 percent to 13.8 percent, while Hispanic student completion increased from 9.5 percent to 12 percent ([QFE1-22](#), [QFE1-23](#)). According to the University of California, Norco College's Umoja Program is one of the Top 10 California Community Colleges with the highest transfer rates to UC ([QFE1-24](#)).

Quality Focus Essay Project 2: Implement Student Success Teams in the Schools

Norco College redesigned the onboarding process as a critical improvement to advance progress in the implementation of school-based student success teams. The student onboarding experience, from application to enrollment, was revamped to include a new Holistic Student Support Survey (HSSS) to address early outcomes in student enrollment and retention ([QFE2-01](#)). The college redeployed staff in the formerly identified Placement Center and established two school-based engagement centers to provide targeted support to new, first-time college students via a guided onboarding experience.

Engagement center staff utilized the student reported needs from the HSSS to provide proactive, personalized, and timely interventions and support to new, first-time college students. As a result of the onboarding redesign and implementation of the HSSS new, first-time students at Norco College experienced increased rates of persistence and unit completion compared to their district counterparts. Norco College HSSS students persisted from Fall 2021 to Spring 2022 at 67.2%, compared to their Riverside Community College District (RCCD) counterparts at 63.4% without an embedded HSSS. Furthermore, new, first-time Norco College students successfully completed their coursework at 81.4% in Summer 2021, 70.8% in Fall 2021, and 75.0% in Winter 2022. Their RCCD counterparts completed their coursework at a rate of 76.6% in Summer 2021, 62.7% in Fall 2021, and 71.0% in Winter 2022. ([QFE2-02](#), [QFE2-03](#)).

Recent efforts to implement student success teams include the recent school reorganization of academic departments and disciplines into eight Career and Academic Pathways (CAP) plus Counseling, the reorganization of academic and student support divisions, the development of a Library Guided Pathways Plan, and the restructuring of advising and counseling to onboard students directly in CAPs ([QFE2-04](#), [QFE2-05](#), [QFE2-06](#)). Furthermore, Norco College approved the establishment of a monthly CAP Hour to promote student engagement with faculty and school-based Counseling faculty and advisors ([QFE2-07](#)). Next steps include the expansion of the HSSS as an ongoing tool to connect continuing students to critical supports and services, and the implementation of school-based counseling, advisor lead assignments, and CAP Hour activities.



| Action | Progress | Outcome | Future Action | Evidence |
|---|---|---|---|---|
| <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 College until they complete their educational goal</p> | <p>RP Group retreat with Advisors and Coaches to initiate the student journey arc. The Deans of Equity and Student Services led advisors and coaches in the development of an Advising Curriculum to establish critical communication milestones.</p> <p>The RCCD Office did not approve the adoption of the Salesforce technology.</p> | <p>Advising Curriculum was established and distributed to advisors and coaches across the campus.</p> <p>Faculty Counseling creation of a Counseling Milestone Curriculum to inform and support the Advising Curriculum</p> | <p>The timeline and communication topics established in the Advising Curriculum will be incorporated into the work of Student Success Teams. The intention is to reach out to students at each phase of the student journey – connection, entry, progress, and completion/transition.</p> <p>Educational Advisors will work with a team of Peer Advisors to disseminate communications.</p> | <p>QFE2-08</p> <p>QFE2-09</p> <p>QFE2-10</p> <p>QFE2-11</p> |
| <p>First implementation of communication plan with success navigators for first-year students</p> | <p>The Engagement Center began offering one-on-one appointments and registration workshops for new students.</p> <p>The college launched a revised online orientation that</p> | <p>First-year, new college students to Norco received personalized contacts connecting them to services and supports identified through the HSSS beginning in Winter 2021.</p> | <p>The Holistic Student Support Survey (HSSS) will be updated with benefits-focused support program language as suggested by the Hotep Equity Audit.</p> | <p>QFE2-12</p> <p>QFE2-13</p> |

| Action | Progress | Outcome | Future Action | Evidence |
|---|--|---|---|---|
| | included a Holistic Student Support Survey (HSSS). Engagement Center Staff created communication templates for first-year students using survey results. | | Automation programming and workflow software will be used to expand this student needs assessment and response service beyond the onboarding process. | |
| Collaborative work with CTA on faculty roles as navigators Recruitment and training for faculty | Collaboration between the Guided Pathways lead and the CTA to establish faculty positions to support student success team development | Creation of an Instructional, Equity, and Counseling Faculty Guided Pathways Coordinator positions with dedicated reassign time with CTA approval as well as Project Teams for short term faculty participation | Implementation of Career and Academic Pathway department meetings and CAP Hour event programming to engage faculty as career navigators. Opportunities for professional development as faculty navigators at the Equity in GP Summit in Fall 2023 | QFE2-14 QFE2-15 QFE2-16 |
| Communication plans modeled after first-year plans | First-year non-exempt student needs are assessed during orientation in the areas of career development, financial education, student support needs, campus | Each first-year non-exempt student receives a custom support plan based on their responses to the Holistic Student Support Survey (HSSS). | Holistic Student Support Survey questions are scanned regularly and updated as services or contact people change. | QFE2-17 |

| Action | Progress | Outcome | Future Action | Evidence |
|--|--|---|---|---|
| | connections, and academic planning. | Department contacts are also notified weekly of students with needs or interests related to their program so they can proactively reach out. | Automation programming and workflow software will be used to expand this student needs assessment and response service beyond the onboarding process. | |
| 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 | The Claremont Evaluation Center was commissioned through the Title V “PACES” Grant to evaluate the first iteration of the Holistic Student Support Survey (HSSS) instrument. | A Holistic Student Support Survey Report was submitted in September 2021 proposing uses of the HSSS, a summary of the first 1,562 responses, and proposed improvements to the HSSS. | A new iteration of the HSSS was launched in October 2021 based on recommendations from the report. In August 2022, a follow-up data analysis disaggregated the initial report data to reveal an additional depth of data to be used in program planning. | QFE2-18 QFE2-19 QFE2-20 |
| Full implementation of success teams with both first-year success navigators (educational advisors and success coaches) and faculty advisors | Using Phase Two Advisory’s Student Success Team implementation guide as a model, teams were designed according to a networked single | In Spring 2023, Student Success Teams were proposed that would include a faculty team (involving counseling faculty, discipline faculty, and | In Fall 2023, Student Success Teams will begin to meet and plan student engagement activities based on research-based momentum strategies. | QFE2-21 |

| Action | Progress | Outcome | Future Action | Evidence |
|---|--|---|---|---|
| | point of contact model. | library faculty) and a staff team (involving an Ed Advisor, Administrative Assistant, and Peer Advisors) working collaboratively. | These activities will be assessed closely to identify and replicate best practices. | |
| Implement faculty advisors based on schools | School Reorganization Proposal and CAP Hour as approved structure for Faculty Advising as an Institutional Service until there is district-wide agreement on formalized role of faculty within schools | The college community approved the reorganization of departments into Career and Academic Pathways with a three (3) Dean division, the establishment of a CAP Hour for faculty advising and student engagement, and the development of a Librarian Plan to support faculty and student engagement. CAP Hour officially approved for 1 st Thursdays each term during college hour (12:50pm-1:50pm). | CAP Hour event programming led by faculty with support from Engagement Center staff. Development of a toolkit for faculty and student engagement. Engagement Center school-based activity programming for faculty engagement. | QFE2-22 QFE2-23 QFE2-24 |

| Action | Progress | Outcome | Future Action | Evidence |
|--------------------------------------|--|--|--|-------------------------|
| Continued assessment and improvement | <p>Early outcomes data was compared to the sister colleges in the district to examine effects of the HSSS on average percent of units completed per term, fall-to-spring term persistence, single term persistence.</p> <p>KPI Progress Presentations agendaized and calendared at the council/committee level</p> | The college community receives annual updates regarding progress related to Access (Goal 1) and Guided Pathways (Goal 2) within our formal governance structures, which includes equity data coaches, operational leads, and the Office of Institutional Effectiveness | In 2024, a follow-up examination of the initial HSSS participant cohort will be conducted to examine longer term outcomes, including completion rates, transfer rates, total units to degree completion, and excess unit accumulation. | QFE2-25 |



D. Fiscal Reporting

Norco College's most recent Annual Fiscal Report is provided below. The College is meeting all fiscal goals and Financial Aid default rates are within acceptable rates for community colleges. Norco College is not on enhanced fiscal monitoring. The annual report includes new financial streams added since the last institutional self-evaluation, including HEERF funding.

Evidence

ACCJC 2021 Annual Fiscal Report ([FR-1](#))



Evidence

Report Preparation

Plans Arising from the Self Evaluation Process

- [IP1-01 NC-ISER-20-p122](#)
- [IP1-02 NC-AccessTech-IG-20](#)
- [IP1-03 NC-AccessTech-Report-20](#)
- [IP1-04 CCC-CovidStuImpact-IG-20](#)
- [IP1-05 CCC-CovidStuImpact-PPT-20](#)
- [IP1-06 HSSS-Guide-21](#)
- [IP1-07 HSSS-Report-FAL21](#)
- [IP1-08 HSSS-IG-FAL21](#)
- [IP1-09 HSSS-SurveyAnalysis-FAL21](#)
- [IP1-10 HSSS-Findings-FAL22](#)
- [IP1-11 HSSS-SurveyUpdates-SPR23](#)
- [IP1-12 NC-FacultyImpact-BSS-FAL20](#)
- [IP1-13 BSS-Jamboard-22](#)
- [IP1-14 FacultyImpactSurvey-FAL22](#)
- [IP1-15 NC-FacultyImpact-BSS-SPR23](#)
- [IP1-16 NC-NACCC-2020](#)
- [IP1-17 AS-Minutes-210517](#)
- [IP1-18 BS-SS-NetworksWP-2023](#)
- [IP1-19 AS-Minutes-221205](#)
- [IP1-20 SEP-InquiryTeams](#)
- [IP1-21 SEP-InquiryAgenda](#)
- [IP1-22 NC-RealCollege-2023](#)
- [IP2-01 NC-ISER-p218](#)
- [IP2-02 NC-SPGM-2025](#)
- [IP2-03 NC-SPGM-Timeline-2025](#)
- [IP2-04-COTW-Minutes-210311](#)
- [IP2-05 RCCD-DSPC-Minutes-210319](#)
- [IP2-06 RCCD-BOT-Minutes-210420](#)
- [IP2-07 Council-Membership-FAL21](#)
- [IP2-08 EvalProcess-2021](#)
- [IP2-09 IEGC-Minutes-231026](#)

Response to Recommendations for Improvement

- [CR-01 DEC-Minutes-230511](#)
- [CR-02 RCCD-AP4105-DE-Archived](#)
- [CR-03 RCCD-AP2105-2021](#)

- [CR-04 RCCD-BP-AP2105](#)
- [CR-05 DEC-Minutes-230309](#)
- [CR-06 AS-Minutes-201116](#)
- [CR-07 AS-Minutes-SPR23](#)
- [CR-08 RCCD-RSI-Guidelines](#)
- [CR-09 TA-RSI-Acknowledgement-2023](#)
- [CR-10 DE-Regulations-231212](#)
- [CR-11 DE-RSI-FF-2023](#)
- [CR-12 FLEX-DE-FAL23](#)
- [CR-13 DAS-Minutes-210524](#)
- [CR-14 OnlineTeachingCert-WP-231129](#)
- [CR-15 RSI-Canvas-CourseDesignCamp-pages](#)
- [CR-16 BoostYourRSI-Canvas](#)
- [CR-17 OEI-RubricOverview-Canvas](#)
- [CR-18 RCCD-DE-Newsletter-2023](#)
- [CR-19 CourseDevelopers-2021](#)
- [DR-01 NAS-BP-Review-221003](#)
- [DR-02 RCCDAS-BP-Review-221024](#)
- [DR-03 RCCD-BPAP-Chapter1-2023](#)
- [DR-04 RCCD-BPAP-Chapter2-2023](#)
- [DR-05 RCCD-BPAP-Chapter3-2023](#)
- [DR-06 RCCD-BPAP-Chapter4-2023](#)
- [DR-07 DR-07 NAS-BPAP-Chapter3-2022](#)
- [DR-08 ASNC-Chapter3Review-230421](#)
- [DR-09 ACCJC-Letter-2020](#)
- [DR-10 RDDC-BPAP1800-220920](#)
- [DR-11 CSEA-Agreement-21-24](#)
- [DR-12 RDDC-BPAP1800-220920](#)
- [DR-13 EDCo87732](#)
- [DR-14 CSEA ArticleXXX](#)

Reflection on Improving Institutional Performance: Student Learning Outcomes

- [6B1-01 NAC-Minutes-230405](#)
- [6B1-02 NAS-Minutes-221205](#)
- [6B1-03 LFM-Charge-2021-22](#)
- [6B1-04 LFM-ActionPlanReport](#)
- [6B1-05 LFM-PilotStudy-Agenda-SUM22](#)
- [6B1-06 BOT-LFM-PPT-032123](#)
- [6B1-07 Nuventive-Screenshot-231020](#)
- [6B1-08 LFM-Team-Charter-2021](#)
- [6B1-09 SS-Outcome-WS-2022](#)

- [6B1-10_SS-Assessment-2021](#)
- [6B1-11_SS-Outcomes-2022](#)
- [6B1-12_LIB-SS-Outcomes](#)
- [6B1-13_LFM-Notes-211207](#)
- [6B1-14_LFM-Notes-SUM22](#)
- [6B1-15_GUI-Equity-Asses-SPR23](#)
- [6B1-16_Assessment-Phase2](#)
- [6B1-17_PRC-Minutes-230323](#)
- [6B1-18_NAC-Minutes-230510](#)
- [6B1-19_Nuventive-Screenshot-2310206](#)
- [6B1-20_NAC-Data-Resources-WP](#)
- [6B1-21_SSIPP-SS-Assessment](#)
- [6B1-22_NAC-Minutes-230913](#)
- [6B1-23_NC-52Thrive-PPT-231321](#)
- [6B1-24_MathAssessmentExample-2023](#)
- [6B1-25_ENG1A-Assessment](#)
- [6B1-26_R2S-SurveyQuestions-FAL22](#)
- [6B1-27_R2S-SurveyResults-FAL22](#)
- [6B1-28_LRC-Data-20-22](#)
- [6B1-29_NAC-OutcomeResources-WS](#)
- [6B1-30_PT-Faculty-Training](#)
- [6B1-31_Compensation-Process](#)
- [6B1-32_NAC-Minutes-230913](#)
- [6B1-33_AssessmentReport-20-21](#)

Reflection on Improving Institutional Performance: Institution Set Standards

- [6B2-01_ISS-Response-2021](#)
- [6B2-02_ISS-Response-PPTs-21-22](#)
- [6B2-03_ISS-Response-PPTs-22-23](#)
- [6B2-04-ISS-Reports-20-23](#)
- [6B2-05-ISS-Transfer-22-23](#)
- [6B2-06-ISS-ACC-BUS-RLE-22-23](#)
- [6B2-07_NC-ISS-2023](#)
- [6B2-08_KPI-ResponsibleGroups-2021](#)
- [6B2-09_NC-DataCoach-Webpage](#)
- [6B2-10_ISS-Response-2021](#)

Quality Focus Essay Project 1: Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis

- [QFE1-01_LFM-Plan190115](#)
- [QFE1-02_SEP-2019-22](#)

- [QFE1-03_PDCN-Charter-2022-2023](#)
- [QFE1-04_GP-FLEX-FAL22](#)
- [QFE1-05_CROS-RP-GP-2020](#)
- [QFE1-06_EquitySummit-2023](#)
- [QFE1-07_CORA-Training](#)
- [QFE1-08_Equity-Alliance-WS](#)
- [QFE1-09_RJTF-OpenForum-200605](#)
- [QFE1-10_RJTF-Charter-2022](#)
- [QFE1-11_BC-BSN-SPR23](#)
- [QFE1-12_RJTF-ProjectTeamCharters](#)
- [QFE1-13_MosaicEvents-21-22](#)
- [QFE1-14_5toThrive-BOT-2022](#)
- [QFE1-15_NC-EquityAudit-2022](#)
- [QFE1-16_EquityAudit-Alignment-2022](#)
- [QFE1-17_Equity-Audit-CPROS](#)
- [QFE1-18_DEIA-GlossaryTerms-2023](#)
- [QFE1-19_CTE-FA-Equity-21-24](#)
- [QFE1-20_SEP-InquiryTeams-2022-25](#)
- [QFE1-21_InquiryTeam-Info-Members](#)
- [QFE1-22_NC-DataStory-2010](#)
- [QFE1-23_NC-DataStory-2017](#)
- [QFE1-24_UmojaUC-Partnership-WIN23](#)

Quality Focus Essay Project 2: Implement Student Success Teams in the Schools

- [QFE2-01_HSSS-updated-SPR23](#)
- [QFE2-02_NC-HSSS-Results-220830](#)
- [QFE2-03_FirstTimeStudentData-HSSS](#)
- [QFE2-04_SchoolReorgProposal-SPR23](#)
- [QFE2-05_LibraryGP-Plan-22-24](#)
- [QFE2-06_SSC-Minutes230525](#)
- [QFE2-07_NC-CAPhour](#)
- [QFE2-08_NC-RP-GP-Retreat-2019](#)
- [QFE2-09_NC-RP-GP-Agenda-2019](#)
- [QFE2-10_AdvisingCurriculum200313](#)
- [QFE2-11_CounselingCurriculum](#)
- [QFE2-12_CommunicationPlan](#)
- [QFE2-13_StudentSuccessChecklist](#)
- [QFE2-14-ASMinutes230828](#)
- [QFE2-15_NC-CAPhour](#)
- [QFE2-16_EquitySummit-2023](#)
- [QFE2-17_HSSS-updated-SPR23](#)

- [QFE2-18_HSSS-Report-210927](#)
- [QFE2-19_HSSS-IG-FAL21](#)
- [QFE2-20_HSSS-Follow-Up-220830](#)
- [QFE2-21_SuccessTeamsImplementation-FAL23](#)
- [QFE2-22_SchoolReorg-Approval-SPR23](#)
- [QFE2-23_NC-CAPhour](#)
- [QFE2-24_LibraryGP-Plan-22-24](#)
- [QFE2-25_KPI-Presentation-FAL23](#)

Fiscal Reporting

- [FR-1_ACCJC-NC-Fiscal Report-21](#)



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