



# MIDTERM REPORT



**NORCO**  
COLLEGE

Submitted to the  
Accrediting Commission for  
Community and Junior Colleges  
Western Association of Schools and Colleges  
March 2012



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## **STATEMENT OF MIDTERM PREPARATION**

In its meeting on January 6-8, 2010, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (WASC) acted to grant initial accreditation to the Norco Campus of Riverside Community College District, now Norco College. The Commission made three Recommendations and requested a Follow-Up Report on October 15, 2010 and a Follow-Up visit, which occurred on November 22, 2010. On January 11-13, 2011, the Commission reviewed the Follow-Up Report and the evaluation of the November 22, 2010 team visit and deemed the college to have resolved Recommendations 1, 2, and 3. The Commission further stated its expectation that at the time of Norco College's next comprehensive visit, the college should demonstrate the sustainability of its efforts.

Preparations for the writing of the Midterm Report began in February 2011 with the Strategic Planning Sub-Committees completing a review of the Educational Master Plan and Self Study planning agenda items. The Midterm Report Steering Committee was established, with the Chair of the Norco Assessment Committee (NAC) and Interim Vice President, Academic Affairs/ALO designated as co-chairs. The Steering Committee reflected broad representation from all aspects of the college community.

To ensure widespread participation, dialogue, and dissemination of information throughout the writing process, members of the Steering Committee used the existing strategic planning process to communicate with various college constituencies. The documents were disseminated for review and comment via the college email exchange; they were also discussed in shared governance committees, such as the Academic Senate and the Institutional Strategic Planning Council.

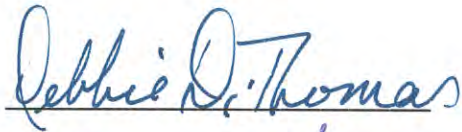
The Midterm Report was also reviewed by members of the college and district leadership and was accepted by the Riverside Community College District Board of Trustees on February 21, 2012.

Date: February 7, 2012

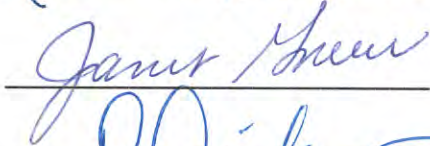
To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Norco College, Riverside Community College District

We certify that there was broad participation by the college community, and we believe this Midterm Report accurately reflects the nature and substance of this institution.



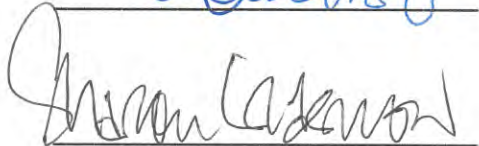
Debbie Di Thomas, Ed.D., Interim President  
Norco College



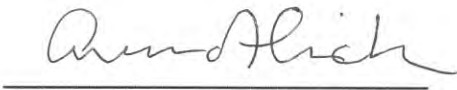
Janet Green, President, Board of Trustees  
Riverside Community College District



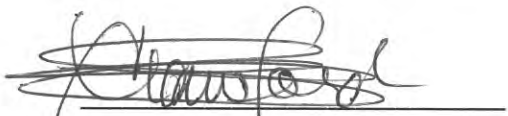
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Rebecca Choy, Student Representative, Institutional  
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## **RESPONSE TO 2009 VISITING TEAM RECOMMENDATIONS**

### **Recommendation 1**

*In order to increase institutional effectiveness, the team recommends the college establish and document a policy for the regular evaluation of its integrated institutional planning, budgeting, and decision-making processes and that the results be widely disseminated and used to improve the process. (I.B.3, 6, 7; III.B; IV.B.3.g)*

This recommendation arose from the October 2009 Comprehensive Visit and was documented in the Commission's action letter of January 29, 2010. In response, the college instituted the Norco Strategic Planning Committee (SPC) Policy 2010-01. Entitled "Policy and Procedures for Regular Evaluation of Integrated Institutional Planning, Budgeting and Decision-Making Processes," the SPC Policy 2010-01 details procedures that provide college stakeholders with the opportunity to evaluate and continually improve the planning, resource allocation, and decision-making processes of the college, and ensure that strategic planning, program review, and resource allocation are effectively linked. These procedures were integrated into the college's Strategic Planning Timeline and in Fall 2010 they were summarized and published in the Norco College Strategic Plan and Process—2008-2012. In the Commission's letter of January 31, 2011, the college was found to have resolved this recommendation.

Since that time, feedback obtained during the May 2011 Annual Open Dialogue Session identified a need for reorganization and improvement of the college's strategic planning processes. During the annual Strategic Planning Retreat on September 16, 2011, the Co-Chairs Council further discussed suggestions for a reorganization, which included the elimination of the strategic planning subcommittees and the Co-Chairs Council. The proposed changes were intended to address five key issues: 1) make better use of existing college committees to do the work of the institution without overlap and confusion from multiple committees addressing the same issues; 2) address the request by the Associated Students of Norco College (ASNC) to decrease the number of meetings required by faculty during College Hour in order to allow for more participation in student events/clubs; 3) increase opportunities for faculty to participate in workshops/trainings in program review and assessment; 4) increase the level of accountability for existing committees in regard to their responsibility to the ACCJC standards; and 5) ensure a purposeful focus on the mission of the institution.

The plan for reorganization called for the elimination of the subcommittees and Co-Chairs Council, replacing them with Academic Senate standing committees (including the Curriculum Committee, Program Review Committee, Student Success Committee, and Assessment Committee), and the Academic Planning Council. Additional committees included in the planned reorganization were the Grant Advisory Committee, Equity/Matriculation Committee, Library Advisory Committee, President's Cabinet, Technology Committee, and the Associated Students of Norco College (ASNC). In addition, the original Student Services Planning Council, Academic Planning Council, and Business and Facilities Planning Council (previously called the Administrative Planning Council) would remain in force.

One of the primary changes represented in the reorganization was the implementation of a new Institutional Strategic Planning Committee (ISPC). The ISPC would be the main coordinating body for all

strategic planning at Norco College. The council's members would represent all constituencies of the college and make recommendations to the college president, and other committees/councils, after receiving institution-wide input. The ISPC's purpose would be to ensure that all phases of planning and resource allocation at the college emanate from program review, have improvement of student learning as the highest priority, and are driven by the college mission and the educational master plan. Also, the Strategic Planning Committee Meeting or "Big Meeting" was briefly named the Town Hall meeting, though it was soon after renamed the Committee of the Whole (COTW). Like the Big Meeting before it, the Town Hall/ COTW would continue to be a "committee of the whole" in which all college stakeholders (faculty, staff, administration, student representatives) are members. The purpose of this meeting would be to give opportunity for the institution at large to have input, dialogue, and a voting presence to approve/disapprove matters affecting the entire college.

On September 27, 2011, the Norco College Strategic Planning Committee voted unanimously to accept the above recommendations to reorganize the Norco College Strategic Planning process and likewise approved the Guidelines for Membership on the ISPC. In addition to the reorganization of the strategic planning process, during the September 2011 SPC Retreat, the SPC Policy 2010-01 was also reviewed and suggestions for revisions were discussed. It was recommended that the revisions of the policy be brought forward for approval by the ISPC as well as the Town Hall. On December 6, 2011, the ISPC voted to approve the policy revisions. This was followed by a vote of approval by the Town Hall on December 8, 2011. During the December 8 meeting of the Town Hall, the name "Town Hall" was changed to the Committee of the Whole (COTW). Some of the policy revisions pertained to the time of year in which certain reports would be brought to the COTW. One of the more critical revisions of the policy included the addition of regular updates and reporting out to the COTW on overall budget development occurring at the district and college levels. The revisions stated, "Report of Resource Allocation – After the Board of Trustees approves the budget, a report will be made to The Committee of the Whole, informing them of budget allocations decisions which impact the college and district, and providing ample opportunity for institution-wide dialogue."

As indicated in the Commission's letter of January 31, 2011, Norco College has resolved Recommendation 1, demonstrating to the satisfaction of the Commission that the college has established policies and procedures for regular evaluation of the integrated institutional planning, budgeting, and decision-making processes, and that the results are widely disseminated and used to improve processes. Since that time Norco has continued to effectively employ those processes to refine its strategic planning.

This recommendation has been resolved.

## **Recommendation 2:**

*In order to comply with the ACCJC Distance Education policy, for all programs, certificates or degrees where 50 percent or more of the requirements are delivered via distance learning and may be completed at the Norco College, the team recommends submission of a substantive change proposal. (II.A.1b, d; II.B.1, B.2a; II.C.1, 2c)*

In response to this recommendation, Norco College submitted a Substantive Change Proposal in May 2010. In July 2010, the Commission requested (a) additional information about student success and retention data for distance education programs; (b) more information about counseling and advising student services online; and (c) more detail about human resources—the administration of distance education and staff development for faculty. Norco College subsequently submitted an Addendum to the Substantive Change Proposal in September 2010 which provided the requested information and data. In December 2010, the Commission acted to accept the Norco College Substantive Change Proposal.

In their follow-up visit in November 2010, the ACCJC visiting team evaluated the status of the college's distance education course offerings, including comparisons of face-to-face and distance education courses, program reviews which incorporated distance education, course syllabi, distance education assessment of SLOs, Section 508 compliance, ADA compliance, and human resource support of distance education, including professional development for faculty who teach online courses. In January, 2011, ACCJC found that Norco College had resolved Recommendation 2.

Currently, Norco College continues to ensure that strategies are in place to support a robust offering of distance education courses. Faculty mentors with special expertise and experience in teaching distance education provide ongoing support to faculty who are teaching online courses. A faculty-led workshop series in Blackboard 9.1 and critical thinking has been offered to provide intensive knowledge and skill support to online faculty. The faculty member leading this effort has also written a workbook chapter to accompany each workshop session.

The Norco College Student Success Committee (SSC) has made distance education one of its areas of primary focus this year. The SSC is reviewing comparison data of face-to-face success rates with those of the same courses being taught in an online format. The Dean of Student Success is also providing longitudinal data in order for the SSC to evaluate trends in success rates over time. As part of its focus on distance education, the SSC is also reviewing ACCJC standards and the ACCJC's *Guide to Evaluating Distance Education-Correspondence Education* in preparation for setting benchmarks for success in distance education as well as increasing strategies for integrating distance education needs within college planning.

Online student support services continue to be provided by the college to support distance education in the form of online library databases, online librarian support services, two online collections of electronic books totaling 25,000+, online counseling, and services related to financial aid, transfer, orientation, and assessment. Using the California Community Colleges Chancellor's Office self-assessment audit survey presented in the April 2011 Distance Education Report, Norco College regularly self-assesses the student services available via the Internet, telephone, or on campus. The infrastructure to facilitate delivery of online courses is a district function provided by Open Campus. Open Campus continues to provide technical support to faculty and the colleges, the learning management system (Blackboard 9.1), help desk support for online students, and Section 508 and ADA compliance support.

As a result of budgetary reductions, the college was unable to sustain the \$21,000 contract for 2011-12 with Smarthinking to provide online tutoring services; however, the college is investigating other means by which to resume these services, including recent grants and categorical funding sources which may provide support for online tutoring. In addition, the district recognizes the importance of providing support for

students in distance education courses and is exploring avenues for increasing online services district wide. In conclusion, the substantive change needs, as they relate to distance education, continue to be maintained.

### **Future Substantive Change Proposals:**

The ACCJC Substantive Change Manual (June 2011) notes that the addition of a new degree or career technical education certificate program that represents a significant departure from an institution's current programs (3.7.2 p. 10) constitutes sufficient cause for submitting a Substantive Change Proposal. Norco College is the recipient of four large federal grants, which promise to result in new curriculum and certificates in career technical fields. A \$2.8 million Title V—Hispanic Serving Institutions "El Portal a tu Futuro: Portal to Your Future" 5-Year Grant will expand its degree programs in Game Art, Game Design, Game Programming, and Game Audio. The \$3.8 million Title V—HSI "Habilidades Unidos" Trans-disciplinary Cooperation for Academic and Career Success" 5-Year Grant is a cooperative grant with California State University, San Bernardino, to establish 2+2 articulated programs in Commercial Music/Music Technology, Game Development/Motion Graphics, and Mobile Applications. The college was recently awarded a \$3.5 million National Science Foundation grant designating Norco College as a National Center for Supply Chain Technology. Norco College was awarded a \$4.3 million HSI-STEM grant in fall 2011 to create a rigorous, culturally responsive pre-engineering associate degree for direct transfer, along with four Career and Technical Education pre-engineering certificate/degree options. Increasing student success for Hispanic and disadvantaged learners will also be targeted through the adoption of the MESA (Mathematics, Engineering and Science Achievement) program and the creation of a centralized STEM Center.

Norco College faculty are presently writing new curriculum to support the numerous certificates in new and emerging fields associated with each of these grants. In accordance with ACCJC requirements, the college is preparing to communicate to the Commission a description of the anticipated effects of the new curriculum and certificates and will await guidance from the Commission as to how it should proceed in regard to future Substantive Change Proposals.

This recommendation has been resolved.

### **Recommendation 3:**

*In order to meet the standard, the team recommends that the college validate all departmental examinations for their effectiveness in measuring student learning and to ensure that they minimize test bias (II.A.2.g). (EV.3.A)*

In response to this recommendation, a three-part process was instituted to validate all departmental (common) exams: disproportionate impact, cultural impact, and student learning outcome (SLO) mapping. The methodology for disproportionate impact involves combining common final percentages for all sections of a course, and then disaggregating by ethnicity, age, and gender. If numbers are high enough, it is also recommended to disaggregate by disability type. However, usually there are not enough students



with disabilities in an individual course to conduct an analysis of this type. Disaggregated data are then subjected to analysis of variance (ANOVA) procedures for each of the demographic categories. ANOVA will identify if any of the demographic areas differ significantly from the other areas in common final percentage (e.g., for ethnicity, whether Asian, African-American, Hispanic, White, or Native American students were significantly higher or lower than each of the other ethnicities). Cultural impact study involves the use of focus groups to read through the departmental examinations and discuss the cultural impact of these examinations. Cultural impact is only conducted on newly created exams. SLO mapping is the identification of questions on the common final that assess the various student learning outcomes in the course. This three-part validation process was conducted in Spring 2010, and results of the analysis were submitted in the ACCJC Follow-Up Report submitted in October 2010.

In their follow-up visit in November 2010, the ACCJC visiting team reviewed the results of the validation process and found that Norco College's effort was "thorough" regarding Recommendation 3, and that the recommendation had been resolved. There was some concern regarding the small subgroup sizes used in analysis of disproportionate impact. However, this will be addressed in the future by aggregating data from all previous years in order to acquire larger groups (i.e. ethnic subgroups) and to identify if there are trends occurring from multiple years of data.

At present, the courses at Norco that employ common finals are ESL 55, Spanish 1, and Reading 81. Math continues to embed common questions into final exams but does not utilize common finals. The math discipline at Norco College is in the midst of reexamining and updating the common questions that will be used on these exams. All math courses offering multiple sections will be using common questions embedded in the final exam. This means that every course from arithmetic to calculus will be involved. These math courses (and titles) are: 63 (Arithmetic), 64 (Pre-algebra), 65 (Arithmetic & Pre-algebra), 52 (Elementary Algebra), 35 (Intermediate Algebra), 53 (Geometry), 36 (Trigonometry), 10 (Pre-calculus), 11 (College Algebra), 12 (Statistics), 1A (Calculus I), and 1B (Calculus II). Once these common embedded questions have been established, they will be mapped to SLOs and results will be used to identify if students are effectively mastering the course outcomes. Spanish 1 has begun using a new textbook for the course as a result of SLO assessment. Due to this change, a new common final will need to be created, and all of the procedures to validate exams for effectiveness in measuring student learning and minimization of test bias will be implemented. Spanish 1 instructors, both full-time and adjunct, will be meeting to finalize the content of the final exam. Validation procedures will proceed afterward.

Disproportionate impact analysis was last completed in Spring semester 2010 and involved ESL, Spanish, and Reading. This analysis was conducted through the Office of Student Success and led by the dean in that area. Since the last disproportionate impact study, there has been a change in leadership for that office and a new dean was hired in June, 2011. There is no evidence that disproportionate impact analysis has been conducted since Spring 2010. However, the new dean is resuming this analysis with Fall 2011 exam finals for ESL, Spanish, and Reading. At present, he is coordinating with each of the lead faculty in those disciplines to collect finals and conduct the analysis by winter 2012. Disproportionate impact analysis will be conducted on an annual basis in the Winter term of each academic year thereafter. Results of disproportionate impact will be shared with all faculty involved in the study and will continue to guide future test practices for any disciplines utilizing common exams. Should disproportionate impact be identified, further investigation will be conducted to determine whether the impact is due to tests or

instructional practices. If it is due to practices, steps will be taken to improve said practices. If the impact is due to tests, the tests will be revised so as to mitigate disproportionate impact.

Cultural impact studies are conducted on newly created exams in order to determine if questions may have differential interpretations or may be less understood by different cultural groups. Since ESL and Reading have not changed their exams, cultural impact studies will not be necessary. However, since a new common final is being created for Spanish 1, it will need to undergo the cultural impact process for validation once the instrument is finalized.

Mapping has been completed for ESL and reading exams, but Spanish will be conducting a mapping activity for their new exam once it is finalized. In addition to the mapping process, all of these disciplines will be receiving results from this assessment activity and encouraged to utilize these results in order to improve student learning.

Norco College's mission begins by stating that it "provides educational programs, services, and learning environments for a diverse community." In order to fulfill its mission and continually improve institutional effectiveness, Norco College is committed to implementing these processes in order to maximize effectiveness in measuring student learning while minimizing test bias.

This recommendation has been resolved.

# **RESPONSE TO SELF-IDENTIFIED IMPROVEMENT PLANS**

## **STANDARD I – INSTITUTIONAL MISSION AND EFFECTIVENESS**

### **A.1**

<p><b>1. Continue to review and revise Norco’s programs and services in response to changes in the community and following local assessments of student learning effectiveness.</b></p>
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Norco College updates its catalog annually. Updates detail the academic and career technical programs, certificates, and courses obtainable at the college. The Norco College articulation officer coordinates articulation agreements with CSU’s and UC’s in order to facilitate student transfer.

In Spring 2010, a survey was conducted of local employers to identify regional labor market needs, which could in turn drive program revisions, additions, and deletions. In May 2010, the college hosted an Industry Summit to collect industry input and identify changes in the community. As a result of the summit and the survey, numerous CTE programs are currently being modified. Also, as a result of the summit and survey, the need for a part-time Employment Placement Coordinator was recognized as a means of increasing student internship opportunities. This position was filled in Fall 2011. A CTE faculty retreat, which focused on the alignment of course SLOs to PLOs, was held on February 25, 2011. On October 7, 2011, an additional CTE faculty retreat was devoted to the use of data-driven processes in program review.

Norco College has a faculty-driven assessment effort, led by the faculty assessment chair and co-chaired by the Dean of Student Success. The Norco Assessment Committee (NAC) was established as a standing committee of the Norco College Academic Senate in Fall, 2010, shortly after the campus became accredited as a separate college. (Assessment efforts in the district had been coordinated by a district-wide assessment committee between 2001 and 2010.) The NAC meets monthly and addresses efforts to authentically assess courses, programs, and services. Currently, a district-wide re-evaluation and revision of the general education learning outcomes is underway.

The passage of SB 1440 has led to Norco College adopting two new transfer model degrees in Sociology and Communications, with more in the planning stages. With the adoption of new transfer degrees, along with the existing transfer certifications, the need to better connect Transfer Center services with the Counseling Department was identified in the 2010-2011 student services program review. The relocation of the Career, Transfer, and Job Placement Center to the Center of Student Success in Fall 2010 created an unintended consequence of separating counseling and transfer services. In Summer 2011, student services responded to the need to align transfer services with counseling by moving the Transfer Center to the Counseling Department to increase collaboration and improve services to students.

Norco College’s Matriculation Advisory Committee (MAC) continues to drive refinements in the college’s Early Alert program. Over this last year, MAC discussions led to the addition of an Early

Alert follow-up report, enabling program leaders to provide appropriate interventions and guidance to at-risk students. The increased focus on and program enhancement to Early Alert resulted in over a three-fold increase in faculty participation over this last year.

In Summer 2010, Veterans Services at Norco College began to support academic success of Veterans and VA dependents by coordinating college and community resources. Norco's Veterans Task Force collaborated with the Veterans Club to identify the needs of student Veterans at Norco College. These results were used in the development of Norco College's flourishing Veterans Programs. From Summer 2010 through Spring 2011, recruitment, program structure, and support services resulted in 301 students being certified to receive services at Norco College. Eighty-six percent of Veterans were satisfied with the services available to them through Norco College's Veterans Services Office in the first year; 100% of the Veterans completed their VA certifications successfully from Norco College; and 82% submitted their Statement of Responsibility Form, which is needed to activate their educational benefits. Sixty-six of 367 Veterans attending Norco College in 10-11 elected to preserve their benefits until admission at a four-year institution. For the first time in Norco College's history, five student Veterans were honored with a red, white, and blue double cord after receiving a degree or certificate in the 2011 Commencement ceremony. As of Fall 2010, Norco College has staff and a physical location dedicated to providing service to Veterans as well as a space for Veterans to congregate and learn. Veterans participate in the Norco College's Intra-club Council, bringing a variety of events and speakers to the college community. Norco College was also awarded a five-year Federal Department of Education Grant that provides academic support and transfer services to disabled Veterans. The Student Support Services-RISE Trio Grant provides these services.

Norco College's Student Activities and Associated Students of Norco College (ASNC) serve as an informational clearinghouse for all campus activities and community services programs. ASNC maintains a 100% participation rate for involvement in all college governance and district-wide student government committees. ASNC invests in and supports an expanding college-wide recycling program aligned with the college's core commitment of environmental stewardship. Student Activities' leadership and collaboration in annual community events—such as the Harvest Festival and the Friends of Forensics Speech Meet for middle school students—are evidence of the college's commitment to civic engagement. In March 2011, Student Activities' annual partnership with the Friends of Forensics, Norco College's clubs and administration, and Kennedy Middle College High School resulted in an expansion of the speech meet for middle school students, designed to foster verbal communication skills and an appreciation for public speaking.

The institution has processes and procedures in place to ensure continued revision and updates to programs and services in response to the changing needs of the community.

**Status:** This item is completed.

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

Norco College has developed programs that meet the needs of various student populations. A Student Equity Plan is written and revised every five years with actionable items based on specific Norco student data and identified needs. The district Office of Institutional Research and the college's Dean of Student Success engage in research analysis in completing the district ARCC Report, Basic Skills Action Plan, the Matriculation Plan, and in supporting the ongoing assessment of SLOs. A robust Puente Program for Latino/a students and The Talented Tenth Program for African-American students provide counseling support, mentoring, and culturally relevant curricula to support existing Course Outlines of Record.

Recently, the Student Success Committee and Library Advisory Committee were made standing committees of the senate. As such, the senate has charged the Student Success committee to respond to issues impacting achievement of student learning. Currently, the Student Success Committee is reviewing success rates of online students in comparison to similar courses in face-to-face instruction.

The Norco Honors Program addresses the needs of students at higher levels of academic preparedness. Federal grants in the areas of Game Design, Multimedia, Mobile Applications, Commercial Music, STEM fields, and a National Science Foundation grant in supply chain technology support cutting-edge programs responding to the current needs of industry. Resulting from faculty input and an analysis of local and statewide completion data, a Certificate Acceleration Program was piloted to streamline program completion for Game Art students in Fall 2011.

In addition, the CIS discipline offered a series of workshops to students in Spring 2011, and a series of Career Preparation workshops was offered in Spring and Fall 2011. Given the changing digital world, multiple CTE programs have infused electronic portfolios into selected courses, enhancing the student experience and providing students with an additional venue to showcase their skills, knowledge, and learning outcomes.

Norco College continues to develop new programs and services to serve our diverse population. This is evident in the development of our student support programs designed to address special, at-risk student populations, such as:

- **Extended Opportunity Programs & Services (EOPS)/Cooperative Agencies Resources for Education (CARE)** Coinciding with Norco College's initial accreditation, the college submitted its first EOPS/CARE Program Plan for 2010-2011. EOPS/CARE students increased by 31% from 2009-2010 to 2010-2011 (from 263 students to 344 students), as did the services provided to students. Over this last year, EOPS/CARE organized and led an educational community-building activity entitled "EOPS/CARE Fall Event: Creating a Supportive Community"; created a Norco College EOPS/CARE Facebook page; doubled the

book voucher value; arranged for college tours to various universities throughout California (24 participants for San Diego tour and 20 participants for Northern California tour); provided educational survival kits for all students; held six study and life skills workshops; and formed a EOPS/CARE advisory board. Through the advisory board connections, EOPS/CARE partnered with Inspire Everyone Media Group to bring singer Stevie Wonder to Norco College to engage in a dialogue session with EOPS/CARE students. EOPS/CARE's first-year baseline success data showed that 72-76% of participants met with a counselor for at least two contacts in fall or spring and 81% of the EOPS/CARE students from the Fall 2010 cohort were in good standing (GPA 2.0 or above).

- **Talented Tenth (T3p)** In response to student equity data (2005) demonstrating low completion rates for African Americans, Norco College developed and continues to expand the Talented Tenth Program (T3p). T3p is based on W.E.B. DuBois's vision of an educated population of African Americans prepared to contribute to the citizenry, able to be successful in the workplace, and responsible in helping their community to succeed. The Talented Tenth program promotes academic success for all students, with a primary focus on African-American students at Norco College, through the program's learning community, club participation, and community outreach.
- **Rites to Thrive** Rites to Thrive is a pilot program intended to establish a community collaborative with African American ministries, community-based organizations, and industry partners. It brings youth within our local African American communities who have dropped out of high school or are in their final year of high school onto the college campus for six intensive sessions in order to help them discover their strengths and life purpose, and to envision college as an attainable goal. With an additional focus on career readiness, it also helps African American youth to be better prepared for future workforce opportunities.
- **CalWORKs** In 2010-2011, Norco College successfully developed a CalWORKs Program to serve and educate CalWORKs students and their families by providing education and career opportunities to promote self-sufficiency through educational attainment. In the program's first year, the students served in the program were nearly three times greater than expected. In 2010-2011, Norco College's CalWORKs Program served 90 students. In Spring 2011, Norco College hired an Assistant Dean of CalWORKs and Special Funded Programs to provide leadership in the areas of CalWORKs and Outreach. In the first year, CalWORKs students were provided with educational support, work-study opportunities, and intrusive case management to promote persistence. Eighty-five percent of Norco College's CalWORKs students were able to maintain program compliance with the county and 100% reported satisfaction with services received (33% response rate).
- **Former Foster Youth Initiative (FFYI)** Norco College is responding to the needs of its former foster youth. There are 160 foster youth identified in the Corona/Norco area; and, as of Fall 2011, 18 former foster youth are enrolled at Norco College. Norco College is expanding service to foster youth by designating a full-time permanent location for an emancipation coach, a system for providing priority registration for foster youth, and a team dedicated to providing a support structure to assist former foster youth in achieving their educational goals and reaching self-sufficiency.

In Fall 2011, Norco College approved a revised integrated strategic planning model which included the formation of an Equity/Matriculation committee. The purpose of the Equity/Matriculation Committee is to lead innovative campus initiatives, projects, and services to support student access, equity, and success.

The purpose and values that drive the Equity/Matriculation Committee are evident in the Norco College Student Equity Plan and Matriculation Plan. This diverse group works collaboratively, enabling Norco College's community of faculty and staff to ensure that all students who attend the institution have the opportunity to achieve their educational goals in an environment that values who they are, where they come from, and what they aspire to become.

**Status:** This item is completed.

## **A.2**

### **3. Review and, if necessary, revise the campus mission statement annually.**

The last official revision to the Norco Campus mission statement was in 2008, prior to the campus having achieved accreditation status. This Board-approved mission statement reflects a collaborative effort to express Norco's commitment to student learning and the community. The mission statement is posted throughout the campus and included in district and college publications. In the Fall 2011 Accreditation Survey, 87% of staff, 64% of associate faculty, and 95% of full-time faculty who completed the survey somewhat agreed or agreed strongly that they have read the college mission statement and understand it.

In Fall 2011, the Annual and Administrative Program Review Templates were revised to include the mission statement and goals of the Educational Master Plan. The Student Services Program Review Template includes a philosophy statement articulating how each area supports the mission of the college. Student Services Assessment Plans link each outcome with the college's strategic initiatives and department goals. In addition, a newly implemented Travel Guidelines and Procedures requires that all professional development requests include an explanation of how the activity supports the college mission. During a recent reorganization of the college strategic planning process, a new Institutional Strategic Planning Council (ISPC) was instituted. The purpose of the ISPC "is to ensure that all phases of planning and resource allocation at the college emanate from program review, have improvement of student learning as the highest priority, and are driven by the college mission and the educational master plan."

During the Fall 2011 Strategic Planning Co-Chairs Retreat, the college mission statement was reviewed and discussed. The co-chairs recommended that the mission statement be reviewed more formally by the ISPC on a yearly basis. During Fall, 2011, the newly formed ISPC began a review of the college mission statement. It will continue the review during the Spring 2012 term, eventually forwarding a recommendation for revision to the Committee of the Whole.

**Status:** This item is completed.

## B.1

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

Collegial dialogue, inclusive of faculty, staff, students and administrators, is reflected in the membership of Norco College's strategic planning committee structures as well as in all shared governance structures. The strategic planning process underwent reorganization in Fall 2011. The process for undergoing reorganization was inclusive of the entire institution and ensured ample time and opportunity for open dialogue, questions, and suggestions. The proposal for reorganization was discussed by the Enrollment Management Task Force (EMTF), a committee of faculty, staff, students, and administrators. As part of the reorganization, the EMTF was integrated into the Institutional Strategic Planning Council (ISPC), the college's primary strategic planning body; the reorganization plan was also reviewed by the Academic Senate, and by the Strategic Planning Co-Chairs Council. The plan was distributed to the entire institution via the Nor-all email exchange, and on September 27, 2011, it was ultimately approved in a unanimous vote of the Strategic Planning Committee "Big Meeting," a meeting of the entire institution. The Strategic Planning Committee renamed its "Big Meeting" the "Committee of the Whole," but it continues to be a forum for which the entire institution may review items that affect all constituents. Items are brought to the Committee of the Whole as either information items or action items, which require approval. In a recent Accreditation Survey, 48% of staff and 95% of full-time faculty who completed the survey agreed that they "participate in shared governance in the Norco Strategic Planning Committee." The college is hopeful that the reorganization of the strategic planning process will increase staff's sense of participation in shared governance.

Collaborative decision-making and inclusive dialogue occurs in the Curriculum Committee, Program Review Committee, Assessment Committee, the Matriculation Committee, and the planning councils, as well as in department meetings, which are held monthly and serve as a means to discuss issues such as planning, scheduling, program review, and assessment. Most disciplines hold district-wide meetings regularly to discuss curricular and programmatic issues such as course revisions, assessment of student learning outcomes, and comprehensive program review. FLEX Day meetings, held biannually, provide updates on the budget, building projects, student services, and instructional issues. A State of the College Address is held in the fall as an opportunity for the president to share information and set the tone for the goals of the year. In addition, the president delivers a memorandum near the end of each spring term to explain the budgetary decisions that have been made in response to program reviews and other college needs. This memorandum serves to close the feedback loop to all college constituents at Norco College. Industry Advisory Councils, a president's Advisory Council, and a president's Community Advisory Group serve to provide the community with opportunities to give input, which in turn informs college programs and decisions.

**Status:** This item is completed.



**5. Utilize specific, campus-based parameters for data collection from the district Office of Institutional Research.**

This item was intended to address the lack of clarity as to the data-collection tasks that would fall to the college and those that would be under the purview of the district. The subject of research needs and parameters for collecting data from the district office was discussed at a meeting on September 21, 2011 between the District Dean of Institutional Research and the Norco College Dean of Student Success. In this meeting the following decisions were made:

- Cyclical requests that involve MIS/Referential data will continue to be handled by district IR. These would include: program review data—instructional and student services (furnished each term), ARCC (except for the narrative response which comes from the college), CCSSE, and Equity Report (only the parts that require MIS data).
- Norco-specific data projects will continue to be handled by the office of the Dean of Student Success. These projects will include support for the assessment of SLOs, the Student Equity Report (the pilot projects or interventions that are designed to influence MIS data), and other Norco College-focused studies (e.g. accreditation surveys that the college has created, Educational Master Plan goals generated by the college, survey studies, the educational master plan dashboard indicators, etc.).
- A Human Subjects Review Committee was established at the college, comprised of faculty and led by the Dean of Student Success. Research requests are evaluated on an individual basis by this committee to determine whether they are realistic, ethical, or involve risk to study participants.

**Status:** This item is completed.

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

Norco College communicates matters of quality assurance to state and federal agencies through the Riverside Community College District (RCCD) Offices of Institutional Research and Institutional Reporting. The RCCD Office of Institutional Research provides institutional data and analysis for program review and other purposes. The Office of Institutional Reporting (responsible for state and federal data reporting and enrollment management analysis) provides IPEDS data as well as other mandated assessment reports (e.g., VTEA administration and FERPA compliance) to the federal government on a systematic basis.

Specific institutional information that is collected and disseminated by the college and/or district includes the following:

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

Data from student surveys of faculty teaching effectiveness;

Student surveys regarding class-scheduling preferences, strategic planning, and quality of student experience;

Community College Survey of Student Engagement (CCSSE) data;

Annual Instructional, Administrative, and Comprehensive program reviews that contain reports on outcomes assessment projects undertaken by disciplines;

Student Equity Plan data;

Gainful Employment data, posted on the Norco College website;

Fact Book data, published annually by the Office of Institutional Reporting, reports on various enrollment, economic, and demographic-related trends affecting the college and the district;

Norco-specific research studies related to student success efforts, SLO assessment, and Student Equity; and,

Grant-related demographic and outcomes data involving college-based research and reporting for its Annual Performance Report.

**Status:** This item is completed.

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

In Spring 2011, the college underwent a review of the Educational Master Plan (EMP) via the strategic planning subcommittees. Using a template as a guide, the subcommittees reviewed the mission, vision, core commitments, and goals, as well as the performance indicators, in order to determine continued relevance, identify necessary revisions, and affirm the EMP content. Those suggestions will be reflected in an update of the Strategic Plan to be completed in Spring 2012.

District-wide comprehensive instructional program reviews, conducted on a four-year cycle, and college-wide annual student services, instructional, and administrative unit program reviews, provide an opportunity for individual disciplines, student services programs, and administrative units to assess their resource needs. Annual instructional, administrative, and student services program reviews establish a direct linkage between planning and resource allocation. In Fall 2011, the Annual Instructional and Administrative Program Review Templates were revised to include the mission statement and goals of the Educational Master Plan. This revision requires resource requests to be linked to the support of a specific goal in the EMP. Mapping resource requests to the goals of the EMP in a manner that is embedded within the program review process further ensures that resource allocations are linked to planning and assessment.

The purpose statement of the Institutional Strategic Planning Committee (ISPC) indicates that it is intended to “ensure that all phases of planning and resource allocation at the college emanate from program review, have improvement of student learning as the highest priority, and are driven by the college mission and the educational master plan.” In addition, Strategic Planning Policy 2010-01 was revised to ensure regular updates and reporting out at the Committee of the Whole on overall budget development and allocation occurring at the district and college levels.

Annually, the Student Services Planning Council, the Academic Planning Council, and the Business and Facilities Planning Council (previously called the Administrative Planning Council) rank the requests for resources that have been identified in program reviews. The criteria employed by these planning councils in ranking identified needs are reviewed and revised every year. These criteria include objects set forth in district and college strategic plans as well as service area and student learning outcomes. Since the district generally rolls over the college’s budgets from the previous year, the requests found in program review documents are for items that are not covered in the general budget.

The prioritization lists developed by the Academic, Student Services and Business and Facilities Councils are forwarded to the ISPC through the strategic planning process and are acted upon by the ISPC in the form of a recommendation to the president regarding how resources should be allocated over the next fiscal year, including FTES allocations and any additional resources that become available. The ISPC also makes recommendations regarding institutional priorities which must be considered during times of budgetary shortfall. The president takes these priorities into consideration in making resource allocation decisions and provides feedback to the institution concerning the extent to which these decisions reflect the recommendations of the committee and support the Educational Master Plan and overall mission of the college.

**Status:** This item is completed.

## **STANDARD II – STUDENT LEARNING PROGRAMS AND SERVICES**

### **A.1.**

**8. Conduct additional analysis of campus, community, and regional educational needs and utilize the results of these studies to further refine the mix of programs and services offered.**

In Spring 2010 and 2011, the Community College Survey of Student Engagement (CCSSE) was administered to 1120 and 960 students, respectively, in randomly selected classes. The CCSSE reports on five benchmarks in comparison to the national sample and these results were shared with the president and executive cabinet members. CCSSE data were also shared with faculty in a flex workshop and during a campus-wide Strategic Planning Committee meeting. In addition, an employer survey and an industry summit were conducted during 2010 in which community and regional needs were assessed and input was received regarding the needs of industry.

The college will continue to administer the CCSSE every two years as a means of determining ongoing needs and areas that reflect improvement. College programs will continue to rely on input from industry experts provided from future industry summits and employer surveys. In addition, a president's Advisory Council and a president's Community Advisory Group serve to provide the college with input, which in turn informs college programs and decisions.

**Status:** This item is completed.

**9. Continue refining and assessing the effectiveness of SLOs for all courses, degrees, certificates, and programs.**

Under the leadership of the Dean of Student Success, Norco College developed and implemented a plan to assess every course taught at the college between 2008 and 2010. The goal was to collect and use assessment data every semester for every section of every course. Some disciplines that had a history of assessing courses collaboratively with their counterparts at Riverside and Moreno Valley (e.g., Reading, ESL, World Languages) continued to do so, but for the most part, individual instructors assessed course SLOs in their own sections during this period, typically using either learning gains surveys or pre / post testing methods. This approach to assessment had several advantages: it generated a lot of data, accustomed faculty to the work of assessment, and permitted the college to claim, fairly, that all its courses had been assessed. But it did not lead to easily identifiable areas of curricular, programmatic, or pedagogical improvement, probably because it required little in the way of collaboration. And attempting to assess every section each semester left little time for considering what to do with the data generated. Accordingly, when the Norco College assessment committee was formed in Fall, 2010, it determined to shift the focus away from section-based to course-based (and program-level) assessment and to encourage faculty to assess courses on a rotating basis so that they would have more time to consider and learn from the results. The shift in emphasis has led to more examples of collaborative assessment methods that can be, and have been, used for improvement. Many of these projects are detailed in the annual program review documents required of all disciplines.

An example is the English discipline's project to assess three General Education outcomes in its transfer-level course, English 1A, in Spring 2011. (English 1A is the only course that meets the written communications GE areas for transfer and AA degrees at RCCD, so it serves as a quasi-capstone course for the program. The GE outcomes also map clearly to course SLOs.) Sample late-term essays were gathered from each of the 14 sections of the course, and they were read against an analytic rubric by a group of eight full-time and four part-time English instructors in June, 2011. The results suggested that only half of the English 1A students demonstrated competency in critical thinking and information competency. It was apparent as well that the problem had more to do with pedagogy than with student performance: the essay topics assigned by many English instructors did not (in the judgment of their peers) call for critical thinking or information competency. To try to meliorate these problems, the English discipline instituted a new mentoring program that assigns a course lead person to each composition course (and thus to the associate

faculty who teach it). Full- and part-time English faculty also met on September 9, 2011 to discuss course objectives, review sample assignments, and plan future meetings. The discipline is developing an English composition program handbook containing FAQs for each course, sample syllabi and assignments, etc. It plans another assessment of English 1A in spring 2012 to see if success rates improve as a result of these actions.

Efforts to assess programs and general education are addressed elsewhere in this document. To sum up, though: Norco College, led by its assessment committee, routinely refines its assessment methods and has already modified, in significant ways, the college's approach to assessment in an effort to ensure that meaningful assessment loops are being completed. Though the work of assessment is ongoing, processes and procedures are in place which will ensure continued effective assessment of courses, degrees, certificates, and programs.

**Status:** This item is completed.

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

In Fall 2010, an outside consultant (PlanNet) conducted a district-wide, comprehensive IT Audit, which included institutional technology at Norco College. The review included physical infrastructure, voice and data networks, enterprise applications, audiovisual and instructional media, and other aspects of the District's technology assets. In their report, dated January 28, 2011, PlanNet identified strengths and weaknesses related to technology assets and procedures, and provided a "roadmap . . . intended to encompass technology purchases as well as sustainable design to ensure that the technology can be well supported going forward from an operational perspective." That roadmap featured extensive, prioritized recommendations for the District, including in the following areas specific to Norco College:

- Main Equipment Rooms
- Telecom Equipment Rooms
- Campus Communication

The Board of Trustees approved \$4,850,683 for replacement of end-of-life network hardware at the November 15, 2011 Board meeting. This allocation will replace all end-of-life network equipment at Norco College. The college's 2009 Technology Plan is currently due for revision and a task force has been established by the president to complete this work by the end of Spring 2012. This effort will be led by a grant-funded consultant. Also, in response to the college's growing desire to provide increased leadership in facilitating its own technology needs, a new Technology Committee, led by the Dean of Technology and Learning Resources, was launched as part of the strategic planning reorganization.

In the past year, a new management learning system was adopted by the district (Blackboard 9.1). In addition to making use of district support from Open Campus, the college has held a series of Norco-based workshops to support faculty in that transition, led by a trained faculty mentor. Since Summer 2010, faculty have been slowly transitioning to Blackboard 9.1, with the transition completed in Spring 2012.

In addition, funded through a Title V grant, faculty in Career Technical Education (CTE) fields are in the process of implementing eportfolios in many of their programs. Eportfolios are being used to enhance student job placement and as a repository for work that employers will potentially be able view. CTE faculty are also developing a way to measure PLOs through the use of eportfolios.

**Status:** This item is in process.

<p><b>11. Continue to measure student achievement of program-level SLOs for those programs active on the Norco Campus.</b></p>
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When the district began systematic efforts to assess student learning outcomes in 2001, it decided to focus on classrooms and courses, primarily as a way of ensuring that all faculty would learn the value and methodology of assessment. RCCD also wanted to ensure that assessment loops were completed: that is, that data about student learning were not simply generated but used for improvement. The district, and therefore Norco College, has therefore come somewhat belatedly to program-level assessment. As of Fall, 2011, all CTE programs and all A.A. / A. S majors have defined program learning outcomes (PLOs). CTE program-level assessment has been a particular focus of the college's assessment effort since 2010. All CTE programs have completed a process of mapping and aligning its course SLOs to its PLOs. In addition, the college participates in a district effort to have students who complete CTE programs evaluate the extent to which they believe they have achieved the PLOs for the course. CTE faculty are also engaged in various methods to assess program-level outcomes directly. One example is through the use of electronic portfolios (eportfolios), which have been required of gaming students and recommended for all business students partly as a way of demonstrating their program-level competencies.

With the non-CTE majors, Norco College is instituting a new procedure effective Spring 2012 to ask students upon application for a degree to evaluate the extent to which they believe they have achieved the learning outcomes for the program. Other approaches to program-level assessment are being considered for implementation by the Norco Assessment Committee.

**Status:** This item is in process.

**12. Continue to develop assessment tools and procedures for programs and disciplines and use the results of these assessments to make improvements to courses and programs with the goal of conducting SLO assessments in 100 percent of course offerings by 2009-2010.**

While some of these plans have been addressed elsewhere, the specific goal of having all courses assessed has been reached. In order to achieve the goal, the college directed individual faculty to generate assessment data about each of their course sections during this period. These data were submitted to the Office of Student Success, which assisted in the process of coding and analyzing data in some instances. But for a variety of reasons, this model of section-based assessment has been replaced by a new approach to course-level assessment that encourages faculty to generate and interpret their own data about courses (not simply sections) in a collaborative manner, and to stretch out assessment cycles beyond a single semester so that more time can be used to analyze data and see how to use them for improvement.

**Status:** This item is completed.

**13. Conduct additional assessment-activities and SLOs training at the Norco Campus.**

In the period between Fall 2009 and Spring 2011, the Norco College faculty development coordinator scheduled a number of workshops devoted to outcomes assessment. In 2009 – 2010, while the college was working to ensure every instructor developed and implemented a section-focused assessment project each semester, the district assessment coordinator and the Dean of Student Success held workshops on the use of self-reported learning gains surveys, pre/post testing, and other section-based assessment techniques. In 2010 – 2011, the focus of the college shifted to collaborative, course-focused assessment techniques, and workshops on these assessment methods were also scheduled. A central focus of faculty development in the past year has been general education, particularly efforts to close the assessment loop on such General Education (GE) outcomes as written expression and critical thinking. District and college efforts to assess GE have pointed to deficiencies in these two outcomes in particular; both have been targeted in various ways in flex workshops conducted by faculty members.

As noted elsewhere, program-level assessment training for CTE faculty has been ongoing, with particular attention paid to it at CTE retreats in February and October, 2011.

The Norco Assessment Committee has concluded that, after 11 years of workshops, presentations, breakout sessions, and PowerPoint lectures devoted to outcomes assessment, training is now conducted best in smaller group settings, often with one or two faculty members in a particular discipline or program working with the Dean of Student Success and the Norco College Assessment

Coordinator. In September-October 2011 alone, upwards of 20 such sessions took place. This approach to training will continue in the future.

**Status:** This item is completed.

## **A.2.**

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

In the 2011 revision of the “Riverside Community College District New or Revised Program Development Process,” the Office of Institutional Research is designated as having the responsibility to provide data on labor market needs and trends when a new CTE program is in the first phase of development. In addition, the faculty originator of an academic program is required to assemble information on comparable programs at other community colleges or the CSU or UC campuses, focusing on lower division requirements. Also, community advisory groups are required by the state chancellor’s office as part of the CTE program development process. Basically their purpose is to provide advice and recommendations for curriculum, career guidance and placement, facilities and funding, and staffing.

Recent examples of use of data from community advisory groups and local industry are the CTE employer survey project and the industry summit, both held during Spring 2011. The CTE employer survey was conducted for two weeks during March 2011 via phone interviews. Interviews were conducted with 85 employers, who talked about the challenges and best practices for finding qualified job candidates, the importance of new skills and technologies, and their sense of emerging occupations. The industry summit was conducted on May 6, 2011, when Norco College faculty and local industry leaders came together to discuss specific questions regarding the industry, future trends, and workforce preparedness.

Numerous procedures and methods have been established for seeking employer and industry input. These procedures will continue to be implemented with new and existing career technical programs.

**Status:** This item is completed.

**15. Continue to monitor the annual program review updates for disciplines and non-instructional programs. Use the information from these updates to improve programs and services for students.**

District-wide comprehensive program review at the discipline level has continued, with annual program review updates done at each college. Norco College has a well-defined process in which information from annual program reviews is used by its three councils—Academic Planning



Council, Business and Facilities Planning Council, and Student Services Planning Council—to rank faculty, staff, and equipment requests for the various programs at the college. These lists, which drive college-wide decisions made in the allocation of resources, are forwarded to the Institutional Strategic Planning Council and the Committee of the Whole for approval before being forwarded to the president.

To ensure that units responsible for annual program review are able to complete a useful document, the Program Review and Assessment Committees work jointly to hold trainings throughout the year.

In Spring 2010, the District Program Review Committee revised the Annual Program Review (APR) template and each college adapted the template to that college's planning process needs. Norco College restored to the APR template a series of questions having to do with the discipline's work in assessing learning outcomes. The Norco Academic Senate approved the revised Norco template in Spring 2010 for use in the academic year 2010-2011. At the same time, the district Program Review Committee was working on a recommendation for a transition to a college-based program review committee. This plan was presented to the Norco Senate in Fall 2010. As a result of the transition plan, the Norco Program Review Committee was formed as a standing committee of the Norco Academic Senate in Spring 2011 and held its first meeting that same term.

During 2011, the assessment committee, academic senate, program review committee, and vice-presidents for student services and academic affairs worked on revising the annual program review template and designed rubrics for evaluating program reviews documents which will become effective for use in the 2011-2012 academic year. The primary goals for the revision were to provide a clearer link to the Norco Educational Master Plan and to support the use of program reviews in the college's strategic planning process. The revised template was adopted by the Academic Senate in Fall 2011 and will be used for the 2011-2012 academic year.

All changes in the APR template have been driven by the continued monitoring of the process and dialogue about its effectiveness.

The newly established Norco Program Review committee includes Norco members from the District Program review committee. In Fall 2011, the committee has been focused on establishing a rubric and procedure for ensuring that APRs can be used to inform decisions about programs in a way that improves student learning. The charge for creating such a rubric grew out of discussions in the summer and fall of 2011 as an ad hoc Program Review Emergency Committee reviewed the previous year's APRs and saw room for improvement. On the recommendation of that committee, and in consultation with the Program Review Committee, the academic senate approved a new timeline for program review that will provide programs to submit, revise, and re-submit their documents after they have been reviewed by the Norco Program Review and Assessment committees.

**Status:** This item is in process.

**16. Continue to use data from the Office of Institutional Research and information provided by faculty, staff, and community advisory groups to further define and develop those new programs most needed by the communities served by the Norco Campus.**

In addition to what was stated in section 14, the college also relied heavily on data provided by the Office of Institutional Research and input from community and industry advisory groups in writing three recently awarded federal grants in career technical fields. A \$2.8 million Title V—Hispanic Serving Institutions "El Portal a tu Futuro: Portal to Your Future" 5-Year Grant will expand the college's degree programs in Game Art, Game Design, Game Programming, and Game Audio. The \$3.8 million Title V—HSI "Habilidades Unidos" Trans-disciplinary Cooperation for Academic and Career Success" 5-Year Grant is a cooperative grant with California State University, San Bernardino, to establish 2+2 articulated programs in New Media Digital Art, Commercial Music/Music Technology, Game Development/Motion Graphics, and Mobile Applications. Lastly, the college was recently awarded a \$3.5 million National Science Foundation grant designating Norco College as a National Center for Supply Chain Technology

**Status:** This item is completed.

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

For degree programs, during the academic years 2009-2010 and 2010-2011, comprehensive program review and assessment across the disciplines has continued. After the accreditation of the Norco campus as a separate college and the decentralization of the Assessment and Program Review Committees, the District Academic Senate recommended that the District Program Review Committee explore focusing on a college-based annual program review, with periodic comprehensive updates in which curriculum is coordinated in order to preserve the Board of Trustees (BOT) mandate to maintain a common core curriculum, district-wide.

All comprehensive program reviews include evidence of district-wide dialogue on curriculum, but for 2010-2011, all comprehensive program reviews that involved Norco College programs also include a separate element that addresses program review issues specific to the college. The District Institutional Research office has continued to provide data to the disciplines involved in program review. Assessment support has come from both the office of the Dean of Student Success and District Institutional Research.

In addition to each discipline's program review, the Associate Dean, Career & Technical Education does an administrative program review for the CTE area in general (including Employment Placement), just as all Administrative Units do. All Program Reviews are posted on the Internet.

Following each annual program review cycle, the Student Services Planning Council (SSPC) conducts a debrief session to gather feedback from the participants to enhance the student services program review template, assessment plan matrix, and prioritization process. All 16 Student Services areas are required to complete annual program reviews. In response to SSPC participant feedback, enhancements were made to the program review template. Student Services Program Reviews now contain three sections: (1) Area Overview; (2) Assessing Outcomes; and (3) Needs Assessment. The *Area Overview* includes the area's mission, philosophy statement, summary, strengths, and students served. The *Assessing Outcomes* section includes: (1) a snapshot of the prior year's objectives and assessment plan along with a description of how the area used its outcome data for programmatic modifications; (2) the current year's objectives and assessment plan; and (3) a detailed description of the assessment plan findings, data analysis, and improvement recommendations. The *Needs Assessment* section includes current staffing levels, a five-year staffing profile with projected staffing needs, improvement areas, and staffing and resource needs tables. As the documents are finalized, the program reviews are posted on the intranet on the Norco Student Services Planning Council webpage within the 10-11 Program Review Documents folder. During the September 2011 SSPC meeting, the council members voted (8-1) to revise the SSPC ranking criteria.

Dialogue on assessment and program review takes place at monthly Student Services staff meetings. Staff meetings feature program outcome spotlight sessions to share Annual Student Services program review and outcomes assessment. The collective feedback from regular staff meetings is used to implement changes for continuous improvement of programs and services in addition to ensuring proficiency is met for assessing outcomes by 2012. Robust processes exist to ensure that assessment will continue to be integrated into annual program reviews across all areas of the institution.

**Status:** This item is completed.

### A.3.

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

In Spring, 2011, the District Academic Senate formed a General Education (GE) Workgroup, with representation from every college, to review the General Education SLOs, which had been first developed and approved in 2006. The existing GE outcomes defined six broad competency areas for GE, with 25 sub-competencies within those areas. After working to assess the outcomes since the Board of Trustees approved them in 2006, it became apparent that some of the sub-competencies overlapped with each other, others were not assessable, and the list of outcomes as a whole was too cumbersome. The Workgroup has tentatively reduced the GE outcomes to four broad areas of learning: critical thinking (which will include information competency), communication, range of knowledge, and global awareness/personal development. The

Workgroup expects to have a draft of the new list of outcomes ready for senate and board approval during the Spring 2012 term.

Through various assessment measures conducted on the GE program in recent years, including mapping course SLOs to GE SLOs, the college discovered that the present course distribution list for general education does not ensure that all Riverside Community College District (RCCD) students completing the program achieve every outcome. The Workgroup is therefore planning to make recommendations to the District Academic Senate about modifications in the GE program itself. One possibility is to move away from a traditional course distribution list altogether, with course requirements and electives instead aligned more clearly with the outcomes themselves. Additional course requirements (where there are presently only electives) in such areas as speech communications, computer / information science, etc. are also possible. The task of modifying the existing GE program and outcomes will also be taking into account ACCJC and Title 5 standards regarding general education, as well as the CSU and UC GE expectations, the latter to ensure that students completing the RCCD GE program do not have to take courses that do not count toward possible CSU or UC requirements. Workgroup activities are regularly discussed in Norco Assessment Committee meetings and reflected in its minutes.

**Status:** This item is in process.

## **A.5.**

<p><b>19. Conduct employer surveys to assess the satisfaction of area employers with the performance of graduates of certificate and career/technical degree programs.</b></p>
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Eighty-five Norco area firms participated in an executive interview to assess the satisfaction of area employers with the performance of graduates of certificate and career/technical degree programs. Interviews were conducted by telephone from March 14 through 29, 2011 and averaged 20 minutes in length. To be eligible to participate, firms had to be located in the Norco area, have at least five employees at their location, and be in one of the 16 industries identified by Norco College as best served by their CTE program offerings. Firms called and invited to participate in the study were chosen at random from a database of 5,208 employers meeting these criteria. The goal was to complete five interviews per industry. With the exception of the web development (two interviews) and desktop publishing (four interviews) industries, a minimum of five interviews were completed among each of the other 14 industries (85 total interviews were conducted). Prior to administering the telephone surveys, the interview questions were reviewed and improved using suggestions from the college's Student Success office, the Title V office, RCCD's Institutional Research, and RCCD's Office of Economic Development. The preliminary Top Lines as well as the final results were shared with those same entities.

This assessment resulted in a more recent snapshot of the local employers in the area, their demographics, projected hiring needs, etc. It confirmed slow but consistent hiring projections among local firms. Of pertinent note is the lack of online recruitment aids used by local employers

(such as newspapers, Monster.com, or LinkedIn). The overwhelming majority of local employers hire based upon networking, referrals, and the connection of friends. Over 42 percent of employers reported at least some difficulty finding qualified applicants despite record unemployment in the region. Forty-three percent of these firms with difficulty finding qualified, well-trained job applicants reported that the obstacles were related to applicants lacking experience, skills, knowledge, or qualifications. This presents a strong opportunity for Norco College to provide a valuable service to its local employer base, by providing targeted skill training based on employers' needs.

Nearly two-thirds of the respondents (62 percent) were aware that the Riverside Community College District had recently split into three separate colleges. However, just less than ten percent of firms had ever partnered or worked with a California Community College.

**Status:** This item is completed.

## **20. Develop mechanisms for tracking job placement of program graduates.**

Norco College partnered with Moreno Valley College and Riverside City College to administer a telephone survey to recent Career and Technical Education program completers (certificate and degree) to track the job placement status with the CTE education they received. Funded by a Carl Perkins mini-grant, RCCD's Institutional Research department conducted 670 telephone interviews during the months of February and April 2011 (a total of 729 interviews were conducted, but only 670 answered all questions). Students who graduated from RCCD with an award or certificate in a Career-Technical Education field in the previous three years were included in the sample. Results from this statistically significant sample showed that most respondents (66%) in the sample were currently employed full-time. Only 4% of the sample reported they were unemployed and not seeking employment. Additionally, almost three out of four respondents (73%) reported being employed in a job related to their degree. This collaborative approach to tracking job placement of college graduates was successful and will continue to be implemented in the future using Perkins funds.

**Status:** This item is completed.

### **B.1.**

## **21. All student services areas will demonstrate complete, ongoing cycles of assessment by 2010-2011.**

Student Services participates in ongoing cycles of assessment. In 16 student services areas, 71 outcomes were measured in 2010-2011. All Student Services areas (100%) achieved the goal of measuring at least three outcomes in 2010-2011. Fifteen of our 16 areas, or 94%, had one or more

Student/Staff Learning Outcome (SLO). Overall, among 16 service areas, there were 19 general Service Area Outcomes (SAO's), 11 satisfaction surveys (SAO's), 16 SLO's using direct learning measurement, 11 SLO's using indirect learning measurements, and 14 SLO's using student success measures (retention/persistence/GPA/good academic standing/etc.). The following is a breakdown by service area.

NSSV Department	SAO		SLO			SLO Y/N
	General	Satisfaction Survey	Indirect	Direct	Student Success Measure	
Admissions & Records	2		2	1		Y
Assessment Center		3	1	1		Y
CalWORKs	1	2			1	Y
Career/Transfer/Job Placement	2	2		1		Y
Counseling	2				1	Y
DRC	1	1	1	2		Y
EOPS/CARE		1	1	2	2	Y
Health Services			1	2		Y
Matriculation	1			2		Y
Outreach	2	1	1			Y
Puente Program			1		5	Y
Student Activities			1	3		Y
Student Employment	3					N
Student Financial Services	3		1			Y
TRiO Programs (UB/SSS)	1			2	5	Y
Veterans	1	1	1			Y
TOTALS-71outcomes/16area	19	11	11	16	14	94%

Student Services' two primary assessment objectives for 2011-2012 are to achieve proficiency and/or sustainable continuous quality improvement in all areas and, where appropriate, change indirect learning outcomes to direct learning outcomes. Indirect learning measures are applicable in driving programmatic decisions for some areas of student services programs as students' perceptions of their learning and/or understanding of a process or service are important. Ongoing cycles of assessment are integrated meaningfully throughout Student Services.

**Status:** This item is completed.

### **B.3.**

**22. Submit final project proposal for Center for Health, Wellness and Kinesiology to provide facilities for expansion of athletic programs.**

The California Community College Chancellor's Office requires each Community College District to submit annually a Five-Year Capital Construction Plan, proposed Initial Project Proposals (IPPs), and Final Project Proposals (FPPs) for review and consideration, once each District's Board of Trustees has considered and approved the plans and proposals. On June 21, 2011, Norco College and the district provided for the Board's review and approval the RCCD 2013-2017 Five-Year Capital Construction Plan, including the Norco College Center for Human Performance and Kinesiology (Phase I), the Visual and Performing Arts Center, and the Center for Human Performance and Kinesiology (Phase II). However, since then the state has placed a moratorium on FPPs, and thus the hiring of an architectural firm to complete the Final Project Proposal of the Visual and Performing Arts Center has been put on hold.

**Status:** This item is completed.

**23. Provide expanded meeting and workspace with the opening of the Student Success Center in fall 2010.**

In September 2010, Norco College unveiled its new Center for Student Success (CSS), located adjacent to the college library and amphitheater.

The building—with store-front offices including an expanded Career and Job Placement Center, Disabled Resource Center (DRC), Extended Opportunities Programs and Services (EOPS), Outreach and CalWORKs Department—has become the center of activity for Norco College. A balcony loft provides additional student gathering space as well as a viewing area for the four-paneled plasma screen that features educational, sports, and entertainment programming.

Other features of the building include a state-of-the-art Faculty Innovation Center, conference facilities, and a formal digitally-equipped seminar room seating 120 guests for Board of Trustees meetings, workshops, and other gatherings. The addition of this space has mitigated the

temporary loss of workspace and meeting spaces due to the secondary effects project that involves remodeling the first five campus buildings.

**Status:** This item is completed.

**24. Pursue additional counseling staff to reduce the campus's student-to-counselor ratio.**

During Fall 2010, the counseling department functioned with three full-time counselors while the college had an enrollment of about 10,000 students. In Fall 2010, funding was approved for the hiring of two replacement full-time counseling positions. One replacement was for a counselor who retired in June 2010; the other was for a counselor who was placed on permanent medical leave effective April 2009. The two replacement counselors began in Spring 2011. Typically, counselors have assignments in which part of their time is devoted to general counseling and the remainder to a specialized program. For example, one counselor is assigned at .50 for the Puente program, one counselor is assigned .20 for articulation, one counselor is assigned .20 for instruction, one counselor is assigned .25 for instruction and advisement for the T3P Program, and one counselor is assigned .12 for assistant chair duties.

Additional permanent part-time counseling staff was also added as replacements for eliminated part-time hourly positions. Two permanent part-time receptionist positions now add support to the already existing two permanent counseling clerk positions.

In addition to general counseling available through Norco Counseling, specific student populations receive counseling services through varied grant-funded and state-mandated programs. The Disability Resource Center (DRC/DSPS) employs a full-time counseling position. Since 2010-2011, EOPS/CARE, Student Support Services (SSS), and Student Support Services Realizing Individual Success through Education (SSS-RISE) programs have also employed adjunct counselors, permanent part-time educational advisors, and clerks to provide academic and supportive services to students.

While the student-to-counselor ratio is less than optimal, this staffing need is addressed in Student Service's integrated strategic planning process. Staffing needs in all areas are addressed in one or more planning councils. Counseling faculty positions are ranked along with all other faculty positions in the Academic Planning Council. Non-faculty counseling and educational advising staffing needs are ranked in the Student Services Planning Council. As a result of these institutional processes, this planning agenda item has been sufficiently addressed.

**Status:** This item is completed.



#### **B.4.**

**25. Continue to make improvements to Student Services programs based on the results of student learning and service area outcome assessments.**

Review of the Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) components related to Student Services is a continual process. The Student Service Planning Council evaluates established outcome assessments annually and based on this review makes recommendations for improvements for the following academic year. All Student Services areas evaluate prior year's assessment plans and are asked to describe for each SLO and SAO the way in which they used outcome data for programmatic modifications. This evaluation is found on the template and in each area's program review under Section II.1 in "Assessing Outcomes: Report on 2009-2010 Assessment Plan and Objectives for Student Services Area."

**Status:** This item is completed.

#### **C.1**

**26. Convene design team and prepare building layout for integrated student learning support center to be located on the ground floor of the library building.**

A design team consisting of various Learning Resource Center (LRC) stakeholders was convened during 2009. Among these were reading, English, foreign language, and CIS faculty as well as the lab coordinators, tutorial staff and administrators whose offices were designated to be moved to the new facility. Stakeholders reviewed plans and gave input regarding the location of work stations, furniture, and technology needs. The LRC opened as planned in Fall 2011, staffed with two Learning Center Assistants, a Computer Lab Aide, Tutorial Services Technician, and an Assessment Specialist. In addition, faculty Lab coordinators and English, math, and CIS instructors are on duty throughout the hours of operation. Currently, lab coordinators and LRC staff continue to meet to discuss the layout of work stations, technology, and best practices for using the space. A recent LRC Retreat resulted in a plan for increasing the number of computer work stations in the space and addressed needed changes in the assigned areas of use for the English and math disciplines

**Status:** This item is completed.

**27. Expand space available for library services with the relocation of IMC to the Norco Operations Center.**

The relocation of the Instructional Media Center from the library to the Norco Operations Center will restore four rooms to the library for their originally intended purpose as student study space. Currently, the college's Measure C monies are being analyzed to determine the available funds for the project. The project has been slightly delayed; however, the Board of Trustees will award the bids during the Spring 2012 term.

**Status:** This item is in process.

**C.2.**

**28. Continue to facilitate the development of a Norco Learning Resource Center for WRC, computer and math labs, and Tutorial Center.**

In Fall 2011, the Learning Resource Center (LRC) successfully opened, replacing the Writing Reading Center, the Math Lab, and the Computer Information Systems Lab. The LRC faculty Lab Coordinators, Dean of Instruction, Vice President of Academic Affairs, and Dean of Technology and Learning Resources have met regularly to discuss LRC space utilization and to refine procedures for its use. A workshop was held for the CI Track software used to log student lab hours in the LRC. An LRC Retreat focusing on strategies to maximize student usage of the lab and clarify expectations of tutors, staff, and lab instructors was also held on October 7, 2011 from 2-5 pm. As the LRC becomes a familiar aspect of the college, issues related to its operation, assessment, and best practices will continue to be a focus specifically of the Dean of Technology and Learning Resources, as well as the Dean of Instruction, Vice President of Academic Affairs, and the faculty Lab Coordinators.

**Status:** This item is completed.

**29. Conduct assessment of math and CIS labs, Writing and Reading Center, and Tutorial Center based on identified student learning outcomes.**

Because of the recent relocation of the math and CIS Labs, Writing and Reading Center, and Tutorial Services to the new Learning Resource Center (LRC), as well as the recent hiring of a new Dean of Student Success, the assessment of the learning labs and Tutorial Services has not taken place at the time of this writing. However, the newly appointed Dean of Student Success, the Dean of Technology and Learning Resources, and the LRC coordinators are collaborating to develop and implement a plan to assess learning in the LRC.

**Status:** This item is in process.

## STANDARD III - RESOURCES

### A.2.

**30. Human Resources Norco Campus, the NSPC, NAPC, and administration will continue to review the needs of the campus's growing and changing student population in order to best determine the campus's future staffing needs.**

Annual instructional, student services, and administrative program reviews identify college staffing needs. Staffing requests are ranked and prioritized by one of three planning councils—Students Services, Business and Facilities, and Academic—based upon established criteria that are relevant to and developed by the respective councils. Staff are among the members of the Business and Facilities Planning Council as well as the Student Services Planning Council and participate in the ranking of staffing requests. Staff also participate in other shared governance committees college-wide, such as the Committee of the Whole, the Institutional Strategic Planning Council, the Technology Committee, and the Grants Advisory Committee. The President and Vice President of Student Services hold standing meetings with CSEA representatives in order to ensure that the needs of staff are responded to in a timely manner. Staff retreats, which include all staff within the institution, are held at the close of the Fall and Spring terms. Workshops and training opportunities are open to all staff members and they are encouraged to attend as their work schedules permit.

The district Office of Institutional Reporting produces an annual Fact Book identifying the demographics of students in the college's service area as well as the demographics of its faculty and staff. Posted on the district website, the data reveal the diversity of faculty and staff and are referred to by faculty who are participating in hiring committees. In Fall 2010, the district office of Diversity and Human Resources (DHR) assigned a Human Resource Specialist to each of the three colleges. The Human Resource Specialist is at the college two days a week and is available to respond to employee questions, guide hiring practices, and facilitate effective employee evaluation processes. DHR has also established an Equity Monitors Program which trains staff, faculty, and administrators in recognizing implicit bias and cognitive errors that may limit diversity in hiring. Once trained, the Equity Monitors serve on hiring committees to ensure that "due consideration of diversity" is maintained.

The DHR office also maintains an Equal Employment Opportunity Advisory (EEOA) Committee at each college. The EEOA committee assists in promoting an understanding of nondiscriminatory and equal opportunity policies and procedures. The committee may recommend events, trainings, or other activities that promote equal opportunity, nondiscrimination, retention of employees, and diversity. The EEOA is also the body that reviews the internal in-house promotion to interim appointments.

In addition, Norco Legacy, Norco College’s diversity committee, was developed in response to the 2009 District Diversity Initiative, with individuals from all areas of the institution. The Diversity Initiative established processes at both the campus and district levels for the planning, program development, and communication necessary to ensure a commitment to diversity. Each April, Norco College participates in a Diversity Awareness Campaign designed to stimulate thought and discussion around diversity-related issues. Each semester, Norco Legacy hosts numerous teaching and learning events, exploring topics related to race, socioeconomic class, gender and sexual orientation, disability, and religion.

**Status:** This item is completed.

## **B.1.**

<p><b>31. Continue to implement and evaluate processes and procedures for successful campus-based planning that is integrated with district strategic planning.</b></p>
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The Norco College Business and Facilities Planning Council assesses proposed facilities projects and their relevance to the Educational Master Plan and Long Range Facilities Master Plan. Proposals for capital development improvements endorsed by the ISPC and the Committee of the Whole (COTW) are forwarded for further review to the District Strategic Planning Committee. Annual surveys are used to evaluate the success of the planning process and procedures. These instruments include the annual “Survey of Effectiveness of the Planning Councils: Academic Planning Council, Administrative Planning Council and Student Services Planning Council,” and are conducted in November each year. Additionally the Survey of the Strategic Planning Committee membership is administered at the final COTW meeting to determine members’ degree of satisfaction with planning, processes, and procedures. The results are analyzed and shared with the COTW membership in a later meeting.

District and college strategic planning are integrated via the District Strategic Planning Committee (DSPC). The DSPC membership is composed of representatives from each of the colleges and includes in its membership the college academic senate presidents and co-chairs of the college strategic planning committees. College initiatives that may have impact on district resources are vetted by the DSPC to ensure that resources are allocated fairly district-wide, and that college planning aligns with the overall mission of the district.

**Status:** This item is completed.

### **32. Continue to implement the Educational and Facilities Master Plans for the Norco Campus.**

The Industrial Technology Building was completed in August 2009, adding an Environmental Science classroom, Advanced CAD labs, Advanced Drafting, Gaming labs, and numerous smart classrooms. The Center for Student Success opened in 2010. With a fully equipped kitchen and food service facility, open seating for students, and offices for EOPS, the Disabled Resource Center, CalWORKs, Outreach, Career and Job Placement Center, a Faculty Innovation Center, Student Employment Services, and a state-of-the-art conference center, this facility provides service and learning opportunities for students, staff, and faculty.

Recently, the college concluded Phase I of its secondary effects projects, which included the redesign of the lower floor of the library building into an integrated Learning Resource Center (LRC). The LRC provides a one-stop-shop for tutoring assistance, assessment/placement services, and a learning lab facility with computer stations and study carrels for group work. In addition to the LRC, a new foreign language lab, long-term storage for library materials, and a new Health Services office were included in the building project. Phase II renovations also included repurposing the old Corral (a food service facility) to become a new College Resource Center and mailroom area.

Currently, the college is in the midst of Phase II of its secondary effects project. The Student Services Building is closed and its occupants have been temporarily relocated. Offices for Admissions and Records, Cashier services, counseling, transfer, matriculation, veterans, and financial aid, as well as administrative offices for the vice presidents of Business and Facilities, academic affairs, and the president are all being renovated. Included in Phase II construction in the Science and Technology building is the creation of an art gallery, fully equipped for exhibitions in digital media as well as traditional fine arts. Music practice rooms, a new microbiology laboratory, and remodeled anatomy and biology laboratories will provide expansion of commercial music programs and increased science offerings in conjunction with the college's recently awarded \$4.3 million HSI STEM grant. The grant is designed to facilitate a rigorous, culturally responsive pre-engineering associate degree for direct transfer, along with four Career & Technical Education pre-engineering certificate/degree options.

In the spring, the final phase of projects will begin with the Humanities building being equipped with a new organic chemistry laboratory and remodeled physics and chemistry laboratories.

**Status:** This item is completed.

**33. Continue to build out the campus to meet student and staff requirements as enrollments increase and program offerings evolve.**

The Final Project Proposal (FPP) for the Visual and Performing Arts Center has been delayed due to the state's moratorium on FPP's. Therefore, the District has put a hold on the process of hiring an architectural firm to complete the Final Project Proposal of the Visual and Performing Arts Center. The Center for Human Performance and Kinesiology (Phase II) remains on the Five-Year Construction Plan as part of the campus build-out.

**Status:** This item is in process.

**B.2.**

**34. Continue to evaluate the effectiveness of the strategic planning process for informing facilities planning at the local level.**

As part of its strategic planning processes and procedures, Norco College regularly administers an institution-wide Accreditation Survey to evaluate perceptions of planning processes, which include program review, assessment, resource allocation, and the use of physical spaces. The Academic Planning Council, Student Services Planning Council, and Business and Facilities Planning Council each uses its own specific rubric for ranking and prioritizing program review requests, including facilities, staffing, and equipment and technology requests. A Business and Facilities Planning Council and a newly established Technology Committee also ensure that facilities and technology-related matters are vetted through strategic planning. Though strategic planning is an ongoing activity of the institution, the procedures identified above are in place to evaluate the strategic planning process itself in order to ensure that it continues to effectively meet future needs.

**Status:** This item is completed.

**35. Proceed with the implementation of a mid-range financial plan that includes cost estimates for required staffing, equipment, and services to support program development and/or maintenance of new capital facilities.**

This planning agenda item was relevant at the time of its writing. It was written during the period when the college was applying for initial accreditation and it needed to address the needs of the campus as it was emerging into a college. At that time, the campus was demonstrating that it could make financial plans which satisfactorily addressed its own staffing, equipment, and program needs. Since the time of its writing, the campus has been granted initial accreditation and for the first time in 2009-10 submitted an Annual Fiscal Report to the ACCJC. It will continue to submit this annual report in the future. In addition, at the time of this writing, the college developed a Total Cost of Ownership plan to address financial planning.

Currently, staffing, equipment, service, and facilities needs are addressed via the program review process and the planning councils. The Institutional Strategic Planning Council (ISPC) is further tasked with leading the effort for prioritizing programs and services that are core to the mission of the college with an understanding of the impact on resources of those programs and services. The ISPC recently conducted a S.W.O.T. analysis to identify strengths, weaknesses, opportunities, and threats to the college. It also conducted an exercise to prioritize institutional functions. Though this exercise began in the ISPC, it was carried on throughout the institution, and was also implemented in the Committee of the Whole (COTW). The college has a process for identifying core and less primary programs and services, and is well positioned for the Vice President, Business and Facilities to develop mid-range financial plans which are vetted by the Executive Cabinet of the president.

**Status:** This item is completed.

**36. Continue to implement the Norco Campus Educational and Facilities Master Plan.**

The College Educational and Facilities Master Plans continue to be implemented, as evidenced by completed and continuing building projects as well as the robust strategic planning processes referenced in previous agenda items. In addition, during Spring 2011, subcommittees began the process of reviewing and suggesting revisions to the Educational Master Plan. That process is continuing in the ISPC and Business and Facilities Planning Council throughout 2011-2012. During Spring 2011 term, the existing strategic planning sub-committees began reviewing the Educational Master Plan, using a template to guide their input. Subcommittees reviewed the core commitments, mission, value statements, key predictors of success, and institutional goals. In Fall 2011, the work continued with a reorganization of the strategic planning process, and a review of the college's strategic planning document, in light of the feedback provided by the subcommittees in the previous term. The work of revising and updating the strategic plan will be completed by June 30, 2012.

**Status:** This item is in process.

**C.1.**

**37. The Norco Technology Resources Subcommittee will continue to engage in dialogue about technology standards and processes in order to maintain a guideline for future technology upgrades and purchases.**

At the time of this writing, technology needs were addressed through a Technology Resources Subcommittee; however, in order to provide heightened leadership and a renewed focus on specific technology needs, a Technology Committee was formed as part of the recent strategic planning reorganization. Co-chaired by the Dean of Technology and Learning Resources, and a

staff member, the Technology Committee will provide “recommendations for the strategic direction and implementation of technology resources used to support student learning programs and services to improve institutional effectiveness.” This committee will ensure that the ACCJC standards, as they pertain to technology resources, continue to be addressed on a systematic basis.

In addition, a Technology Task Force has been established by the president to revise and update the 2009 college Technology Plan. The revision of the Technology Plan will be done simultaneously with the revision of the strategic plan, with an expected completion time of June 2012.

**Status:** This item is completed.

**38. Maintain systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs.**

A district technology audit was completed and presented to the Board of Trustees in January, 2011, reviewing all aspects of technology, including network infrastructure, wireless capability, network security, voice systems, Datatel, WebAdvisor, Open Campus, Galaxy, SharePoint, Resource 25, and a host of other technology-related support systems. The audit identified a need for the college to expand the Network Operations Center (NOC), which according to the Master Plan is an essential component for further growth and expansion. Although the timeline for completing the NOC has been extended, the bid process should be completed by February 2012. The audit also noted that networking equipment district-wide is at or beyond its useful life.

In response to the audit findings, the Board of Trustees approved \$4,850,683 for replacement of end-of-life network hardware at the November 15, 2011 Board meeting. This allocation will replace all end-of-life network equipment at Norco College. Also, in the interest of Norco College better meeting its own technology needs, a new Technology Committee, led by the Dean of Technology and Learning Resources, was formed.

**Status:** This item is in process.

**39. Continue to employ total-cost-of-ownership principles to decisions pertaining to technology acquisition.**

Total cost of ownership (TOC) includes software, electrical, floor space, maintenance, and support, among other things. TOC is the cost of acquiring and operating a system, including amortized replacement costs. At the time this item was written, it was believed that certain technology-related services would become decentralized to the colleges and therefore planning for associated costs would be a college responsibility. However, the offices of Microcomputer Support Services and Information Services have remained district functions. Strong collaboration between the



college and the district ensures that the college's technology needs are fully communicated. Thus, applying total-cost-of-ownership principles is done in collaboration with the district. For example, the district has designated bond funds to address the needs for updating the college's technology infrastructure. These needs were established with college input via the IT Audit. In addition, the college will continue to facilitate its own long-term technology planning via a new Technology Committee, which will integrate technology planning into the overall strategic planning process.

**Status:** This item is completed.

**40. Continue to perform annual review of technology evaluation and replacement processes and protocols to meet institutional technology needs.**

Technology resource needs are identified in program review documents (completed by all college units), which in turn are included in the ranking and prioritization process, part of the fabric of the college strategic planning process. Technology needs are also indicated in strategic planning surveys. The Fall 2011 Accreditation Survey reported that 70% of full-time faculty who responded answered "somewhat agreed" or "strongly agreed" to the statement, "In my *classroom*, the equipment, software and network connections used to support teaching are adequate and well maintained." In a similar question, 85% of full-time faculty who responded and 78% of staff who responded answered "somewhat agreed" or "strongly agreed" that "In my *office*, the equipment, software and network connections used to support teaching are adequate and well maintained." To the question "Norco College provides technology development and training for faculty and staff on a regular basis," 90% of full-time faculty who responded answered, "somewhat agree" or "strongly agree." Of the staff who responded to the same question, 78% "somewhat agreed" or "strongly agreed."

This item is completed as a result of the implementation of a college Technology Committee, the revision of the college 2009 Technology Plan to be completed in June 2012, and the institutionalized program review processes and surveys for identifying needs and soliciting college-wide feedback on technology needs.

**Status:** This item is completed.

**D.1.**

**41. Continue to assess the Norco Campus planning process to ensure that measurement of outcomes reflect stated goals and are impacted positively by resource allocation.**

Norco College has faculty-driven assessment and program review efforts which integrate resource allocation and planning.

Norco College's Matriculation Advisory Committee (MAC) continues to drive refinements in the college's Early Alert program. Over this last year, MAC discussions led to the addition of an Early

Alert follow-up report that enables program leaders to provide appropriate interventions and guidance to at-risk students. The increased focus on and program enhancement to Early Alert resulted in over a three-fold increase in faculty participation over this last year.

Veterans Services at Norco College support academic success of Veterans and VA dependents by coordinating college and community resources. Norco's Veterans Task Force collaborated with the Veterans Club to identify the needs of student Veterans at Norco College. These results were used in the development of Norco College's flourishing Veterans Programs. From Summer 2010 through Spring 2011, recruitment, program structure, and support services resulted in 301 students being certified to receive services at Norco College.

In Spring 2011, the college underwent a thorough review of the Educational Master Plan (EMP) via the strategic planning subcommittees. Using a template as a guide, the subcommittees reviewed the mission, vision, core commitments, and goals, as well as the performance indicators, in order to determine continued relevance, identify necessary revisions, and affirm the EMP content. Those suggestions will be reflected in an update of the Strategic Plan to be completed in Spring 2012. District-wide comprehensive instructional program reviews, conducted on a four-year cycle, and college-wide annual student services, instructional, and administrative unit program reviews provide an opportunity for individual disciplines, student services programs, and administrative units to assess their resource needs. Annual instructional, administrative and student services program reviews establish a direct linkage between planning and resource allocation. In Fall 2011, the Annual Instructional and Administrative Program Review Templates were revised to include the mission statement and goals of the Educational Master Plan. This revision requires resource requests to be linked to the support of a specific goal in the EMP. Mapping resource requests to the goals of the EMP in a manner that is embedded within the program review process further ensures that resource allocations are linked to planning and assessment. In addition, a recently implemented process called "Travel Guidelines and Procedures" requires that all professional development requests include an explanation of how the activity will support the college mission and/or the EMP.

A new Institutional Strategic Planning Council (ISPC) was created to "ensure that all phases of planning and resource allocation at the college emanate from program review, have improvement of student learning as the highest priority, and are driven by the college mission and the educational master plan."

**Status:** This item is completed.

**42. Continue to assess the effectiveness of the District Budget Allocation Model with respect to the provision of resources needed to support campus goals.**

The Budget Allocation Model (BAM) is being used as intended, as a way to allocate financial resources. This was demonstrated in 2009-10 when the BAM was used to allocate \$12.7 million in budget reductions to the colleges and district office. Solutions to identified budget problems, however, do not always lend themselves to allocation using the BAM. The District Budget Advisory

Committee has recognized the need to revisit the Budget Allocation Model and is working on a new recommendation for the Budget Allocation Model during the coming year.

**Status:** This item is in process.

## **D.2.**

**43. Continued participation by campus personnel to further develop the BAM and assess its effectiveness with respect to the planning process.**

Norco college faculty, administrators, staff, and students serve on the District Budget Advisory Committee (DBAC) that reviews the Budget Allocation Model. As evaluation and recommendations for revisions occur, Norco College will continue to be represented in the discussions. DBAC, chaired by the Vice Chancellor of Administration and Finance, meets monthly. In January 2011, the DBAC discussed the assessment of the BAM and its components, for example using a funding formula versus an allocation model. Typically DBAC meetings include an update on the state budget and a district perspective on the budget that includes enrollment management, categorical funding, productivity, and full-time student equivalents (FTES).

**Status:** This item is in process.

## **D.3.**

**44. Continue to identify budgetary priorities at Norco Campus and conduct periodic analysis to determine whether the allocated resources are being utilized for the purposes identified during the budget development process.**

The budget development process is a district function which includes input from the colleges in venues such as the District Budget Advisory Committee as well as the executive level of the Chancellor's cabinet. At the local level, the college has processes in place to ensure that resources are allocated based on college-wide input and are aligned with the college's mission, core commitments, Educational Master Plan, and strategic plan. These processes include program review and the ranking of resource requests by planning councils. Each planning council participates in the budget prioritization of staff, equipment, technology, facilities, professional development, and other needs identified in the prior year's program review documents. This prioritization guides budget decisions for the current year.

The Institutional Strategic Planning Committee's primary focus is to ensure that resources are allocated according to the college mission. The president's annual memo, sent to the college-at-large, explains the resource decisions that are made across the institution each year. Norco College managers continually monitor expenditures in their areas to ensure they are being utilized for the purposes identified.

In addition to these existing processes, the college continues to refine and improve its analyses of resource allocations. For example, in Fall 2011, the Strategic Planning Policy 2010-01 was revised to ensure regular updates and reporting out at the Committee of the Whole on overall budget developments occurring at the district and college levels.

An Accreditation Survey is given annually. The Fall 2011 Accreditation Survey indicated that 56% of staff and 73% of full-time faculty respondents answered “somewhat agreed” or “strongly agreed” that campus budget priorities are determined by systematic planning.

**Status:** This item is complete.

## **STANDARD IV – LEADERSHIP AND GOVERNANCE**

### **A.1.**

**45. Continue to survey students, staff, and faculty to monitor what they do and do not know about how the governance process works.**

In Fall 2011, an Accreditation Survey was administered electronically to faculty, staff, and students. Various aspects of the governance process at Norco College were assessed, such as the roles and effectiveness of the academic senate, academic planning council, strategic planning committee, and president’s office. In general, FT faculty showed the greatest knowledge of governance, followed by staff, then PT faculty, and finally students.

**Status:** This item is completed.

**46. Improve orientation of new faculty to governance structures.**

At the first FLEX day of each academic year, the Academic Senate President or designee has presented an overview of shared governance to all faculty, new faculty, and associate faculty at each of their orientations. The presentation includes information about the basis of senate powers in Educational Code and Title 5, the specific role that the Norco Academic Senate plays both in relation to other college governance bodies and in the district, and an invitation to participate in shared governance through standing committees of the Academic Senate and other committees. In addition, the faculty development coordinator schedules full-day orientation meetings for new full-time faculty and two-hour orientation sessions for associate faculty just before the start of Fall Semester that include an overview of governance structures given by the Academic Senate President and others.

**Status:** This item is completed.

**47. Continue to explore avenues of participation for both full- and associate faculty.**

Beginning in Fall 2009, the Board of Trustees committee structure was changed to include senate representation from each college on all committees. Committee members are appointed by the Senate President and confirmed by the Academic Senate. In 2008, the Norco Academic Senate formed a part-time committee and included a part-time committee report on its agenda. At that time, two associate faculty were serving on the senate. Since that time, part-time participation on the senate has been limited. The representatives frequently cannot make the meetings.

In Fall 2009, an associate faculty member answered a call for Norco faculty representatives to the District Academic Standards committee. At that point the Norco Academic Senate confirmed that associate faculty could represent Norco faculty on such committees. Since that time, Academic Standards has had two representatives from Norco—one full-time faculty member and one associate faculty member.

**Status:** This item is in process.

**A.2.**

**48. Evaluate recent changes in policies and procedures with regard to the relationship between district and campus-based institutional governance structures and propose new policies and procedures as appropriate.**

The District Academic Senate and the individual college senates have continued to evaluate policies and procedures under the new three-college structure. There have been changes to several board policies as a result of this. Most changes are relatively small (e.g., changes of wording so that where the Academic Senate is referred to, policies now make reference to Academic Senates). While most of these changes were made prior to 2009, as the Senate reviews Board Policies it continues to find the need for these small changes. More substantial changes in policies—such as a new Board Policy 4000, Academic Rank—have also been written to properly reflect college autonomy. This policy was revised in 2008 and again in 2011.

Academic Senate standing committees have also been restructured in order to increase opportunities for participation at the local college level. For example, the District Assessment Committee's work is now carried out at each college. At Norco, the Norco Assessment Committee was formed in late Spring 2010 and has been operating as a standing committee of the Norco Academic Senate since that time. In Spring 2011, the same decentralization took place with the Program Review Committee. The District Academic Senate periodically reviews and consults with its local senates to consider which functions should stay at the district level. Currently, only the Professional Growth and Sabbatical Leave Committee and the Academic Standards Committee are solely District Committees. While all other committees have a District umbrella committee consisting of the three chairs of the local committees (Curriculum, Assessment Program Review),

the primary work in these areas is carried out by the college committees and then coordinated through the District Committees when necessary. The District Academic Senate continues to review the effectiveness of its standing committees in conjunction with the local committees where relevant.

A complete review of both the Norco Senate and the District Senate constitutions and by-laws is scheduled for Spring 2012.

**Status:** This item is completed.

**49. Continue to evaluate the recently established procedures and committees responsible for recommending Norco-specific student learning programs and services.**

The college has a number of ways of evaluating the procedures and committees related to student learning programs and services. Strategic Planning Policy 2010-01 outlines the means by which each of the planning councils, and the institution at large, evaluates its procedures. In addition, the college Program Review Committee and Norco Assessment Committee have each developed a rubric to evaluate and provide feedback on annual program reviews and assessment plans. In the Fall 2011 Accreditation Survey, of full-time faculty who responded, 78% “somewhat agreed” or “strongly agreed” with the statement, “Norco Academic Master Plan goals are regularly assessed and results shared with campus constituencies.” Of the staff who responded, 44% responded similarly to the same question; however, 35% of the respondents indicated “no opinion.”

**Status:** This item is completed.

**A.3.**

**50. Develop an orientation to governance and a Norco campus-governance handbook to clarify the principles, organizational structure, and operating procedures of Norco constituency groups.**

Faculty leadership and initiative for improvement of programs and services necessitates an understanding of institutional decision-making structures and processes. To improve faculty understanding of institutional decision-making and processes, the former Standard IV subcommittee on Leadership and Governance prepared the first draft of a Governance Handbook for faculty and staff as a tool for orienting faculty to governance structures. This handbook is a fluid document that will change as governance structures and processes evolve to support student learning needs. Though the need for a handbook was later reconsidered, in Fall 2009 copies of the college’s strategic planning process were made available to all faculty and explained in the fall FLEX meeting, the Strategic Planning Council meeting, and the Faculty Meeting.

In Fall 2011, changes were made to the planning process to streamline the committee structure and more clearly articulate the alignment between the planning process, the Senate committees

responsible for various aspects of the process (Curriculum, Assessment, Program Review, Students Success, and Library), the Senate, and accreditation. The new organizational structure was presented to the Strategic Planning Committee and dialogue took place to ensure that everyone understood the new structure and how the college's processes would fit into that new structure. In late September 2011, the new organization structure was adopted.

**Status:** This item is completed.

## **A.5.**

<p><b>51. Continue to implement formal processes for evaluating campus organizational, governance, and decision-making structures and processes.</b></p>
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Annually, the Student Services Planning Council, the Academic Planning Council, and the Business and Facilities Planning Council rank the requests for resources that have been identified in program reviews. The criteria employed by these planning councils in ranking identified needs are reviewed every year and revised if necessary. These criteria include objectives set forth in district and college strategic plans as well as service area and student learning outcomes.

In addition, Strategic Planning Policy 2010-01 requires that annually, the strategic planning, program review, and resource allocation processes of Norco College will be evaluated in an effort to ensure that:

- Planning, program review, and resource allocation are effectively linked;
- Decisions regarding the allocation of resources are driven by goals and objectives identified in the College Educational Master Plan, programmatic initiatives enumerated in annual program review documents, and evidence of effectiveness in achieving course-, program-, and institutional-level student learning outcomes; and
- The concerns of stakeholders (students, faculty, staff, administrators and the communities served by the college) are ascertained on a regular basis and continually incorporated into the college's planning, resource allocation, and decision-making processes.

The policy further establishes the following procedures for evaluating strategic planning:

1. An Annual Survey of Effectiveness will be administered to the Planning Councils: Academic Planning Council, Administrative Planning Council (now Business and Facilities) and Student Services Planning Council;
2. An Annual Progress Report on the Educational Master Plan Goals, Objectives and "Dashboard Indicators" will be presented to the Strategic Planning "Big Meeting"—now called Committee of the Whole.
3. An Accreditation Survey of the entire Strategic Planning Committee Membership will be administered each Fall.
4. An Annual Open Dialogue Session will be held at the end of the Spring term, and an executive summary of the session will be widely disseminated to the institution.

5. A memorandum from the College President to Norco Strategic Planning Committee Membership will be published towards the end of the academic year, identifying which of the faculty and staff positions identified in the previous year's program reviews, and prioritized by the Strategic Planning Committee, will be recommended for funding.

Due to increasing budgetary instability within the state, the policy was revised slightly during Spring 2011 to adjust the timeframe within which the president would send out a memorandum to the institution closing the loop on resource allocations. Rather than sending the memorandum out in March, the policy revision, which was approved during the strategic planning "Big Meeting," stated that it would be sent out "towards the end of the academic year." During the Fall 2011 SPC Retreat, the Dean of Student Success recommended further revisions to clarify the analysis portion of the Open Dialogue session. The policy changes associated with budgetary evaluation also included the addition of regular updates and reporting out at the Committee of the Whole (COTW) on overall budget development occurring at the district and college levels. The suggested revisions were approved by the ISPC in Fall 2011, and were subsequently approved college-wide during the Fall 2011 COTW meeting.

**Status:** This item is completed.

## **B.2.**

### **52. Add/fill new staff support positions as budget allows.**

During 2010-2011, the college filled a number of staff positions, including an Instructional Production Specialist, Employment Placement Coordinator, two Grants Administrative Specialists, a part-time Microcomputer Support Specialist, a part-time Administrative Assistant, and an Instructional Programs Support Coordinator. In addition, the college gained a Library Clerk, a Financial Services Analyst, and a Matriculation Specialist through the reallocation of district resources. Though processes exist for identifying staffing needs at the college level, the district is currently experiencing a hiring freeze as a result of the ongoing state and national financial crisis. Grant funds provide avenues for some increased staffing which can be tied directly to grant outcomes. The program review process provides a structure for identifying and responding to college staffing needs. Staffing requests are ranked and prioritized by one of three planning councils (Students Services, Business and Facilities, and Academic) based upon established criteria that are relevant to and developed by the respective councils. Staff are among the members of the Business and Facilities Planning Council, and they participate in the ranking of staffing requests.

**Status:** This item is completed.



**53. Continue the process of decentralizing student support functions from the district to the campus.**

As of July 2010, Riverside Community College District decentralized student services. This decentralization included the elimination of district student services administrative positions and the creation of a Norco College Vice President of Student Services (VPSS). Each of the three colleges within the district maintains a VPSS responsible for coordinating nearly all of the student services functions at the college level. Student Services areas requiring coordination among the college VPSS include six areas: Admissions, Athletics, Disabled Students Programs and Services, Matriculation, Student Financial Services, and Student Government. Each of the three district VPSS is responsible for two program areas requiring coordination. The VPSS responsible for coordination of Student Activities resides at the same college as the Student Trustee. Each academic year, one of the two program areas shifts to another VPSS for coordination purposes. In 2010-2011, the Norco College VPSS assumed responsibility for coordinating Admissions and Matriculation. In 2011-2012, the Norco College VPSS is responsible for coordinating Disabled Students Programs & Services/Disability Resource Center and Matriculation.

**Status:** This item is completed.

**B.3.**

**54. Continue to review and revise the organizational charts and Functions Maps as the district moves to multi-college status and as new positions are developed at the campus level to accommodate the need for more administrative support.**

As a result of the loss of employees due to a Golden Handshake and the inability to fill positions due to the statewide fiscal crisis, in Summer, 2011, the President's Cabinet reviewed and revised the college organizational charts to provide continued services with decreased staffing. For example, the inability to backfill the Dean of Student Services position resulted in Matriculation and Assessment transitioning to the Director of Enrollment Services. CalWORKs and Outreach began reporting to the Associate Dean of Special Funded Programs, and Transfer shifted to the Vice President of Student Services. Other examples of changes included Upward Bound shifting to the responsibility of the Associate Dean of College Grants and Programs, and the college receptionists and Support Center Technician moving under the Dean of Instruction's office.

District/Campus Function Maps will be reviewed by the President's Cabinet as well as the institution at large during the Fall 2012 term.

**Status:** This item is in process.

**55. Continue to implement an effective campus budget using the proposed budget allocation model, which operates in concert with campus strategic planning.**

The District Budget Advisory Committee has recognized deficiencies in the Budget Allocation Model in addressing massive cuts and is working on a new recommendation for the Budget Allocation Model during the coming year. At the college level, the Business and Facilities Planning Council (BFPC) examines budget recommendations and resource allocations that impact the entire institution. The BFPC then makes recommendations to the Institutional Planning Council (ISPC), which considers the implications of such recommendations as they pertain to strategic planning, student learning, and alignment to the overall mission of the college. The ISPC is the primary decision-making body which makes budgetary recommendations to the president. Though the college's processes are established for budget allocation, the District Budget Advisory Committee will continue the work of revising their procedures in the upcoming year.

**Status:** This item is in process.

**56. Continue to evaluate the new strategic planning processes and the effectiveness of the published district and local initiatives in meeting district and campus educational goals.**

As mentioned in item 31, the Norco College Business and Facilities Planning Council is tasked with assessing proposed projects and their relevance to the Educational Master Plan and Long Range Facilities Master Plan. Proposals for capital development improvements endorsed by the Norco ISPC are forwarded for further review to the District SPC. Annual surveys are used to evaluate the success of the planning process and procedures. These instruments include the annual "Survey of Effectiveness of the Planning Councils: Academic Planning Council, Administrative Planning Council and Student Services Planning Council," conducted in November each year. Additionally the Survey of the Strategic Planning Committee membership is also administered at the final Committee of the Whole (COTW) meeting to determine members' degree of satisfaction with planning, processes, and procedures. The results are analyzed and shared with the Institutional Strategic Planning Council and the COTW membership in a later meeting.

District and college strategic planning is integrated via the District Strategic Planning Committee (DSPC). The DSPC membership is composed of representatives from each of the colleges and includes in its membership the college academic senate presidents and co-chairs of the college strategic planning committees. College initiatives that may have impact on district resources are vetted by the DSPC to ensure that resources are allocated fairly, district-wide, and that college planning aligns with the overall mission of the district.

**Status:** This item is completed.

## **EVIDENCE**

**Evidence supporting Norco College’s response to ACCJC recommendations and the college’s plans for self-improvement is either web-based (hyperlinks direct readers to appropriate sites on the Internet) or digitalized and burned onto an accompanying CD-ROM. Unless an item of evidence contains a hyperlink, please look for it in the appropriate folder on the CD.**

### **Recommendation 1**

- R1.1 [Norco College Strategic Planning Policy 2010-01](#)
- R1.2 [Norco College Strategic Plan and Process—2008-2012](#)
- R1.3 May 2011 Annual Open Dialogue Session
- R1.4 Minutes of annual Strategic Planning retreat (September 16, 2011)
- R1.5 Minutes of Strategic Planning Committee meeting (September 27, 2011)
- R1.6 Minutes and agenda of Institutional Strategic Planning meeting (December 6, 2011)
- R1.7 Minutes of Town Hall (December 8, 2011)
- R1.8 Purpose statement of Institutional Strategic Planning Committee
- R2.8 STEM grant award letter

### **Recommendation 2**

- R2.1 [ACCJC Action Letter, 2010](#)
- R2.2 [ACCJC Action Letter, 2011](#)
- R2.3 Evidence of workshops on distance education
- R2.4 Minutes of Student Success Committee devoted to distance education
- R2.5 Grant award letter for Title V grant “El Portal a tu Futuro”
- R2.6 Grant award letter for Title V grant “Habilidades Unidos”
- R2.7 Grant award letter for NSF grant “National Center of Excellence for Logistics and Supply Chain Technology Education”

### **Recommendation 3**

- R3.1 Disproportionate impact analysis: Spanish 1
- R3.2 Disproportionate impact analysis: Spanish 2
- R3.3 Disproportionate impact analysis: ESL 55

R3.4 Disproportionate impact analysis: Reading 81

R3.5 Agenda from Mathematics discipline meeting (April 4, 2011)

### **Self-Improvement Plan 1**

1.1 [Norco College catalog](#)

1.2a Articulation agreement with CSU

1.2b Articulation agreement with UC

1.3 Spring 2010 survey of local employers by Associate Dean, Career & Technical Education

1.4 CTE Industry Summit (May, 2010)

1.5a CTE faculty retreat (February 25, 2011)

1.5b CTE faculty retreat (October 7, 2011)

1.6 [Norco Assessment Committee](#)

1.7 Evidence of creation of workgroup on general education

1.8 Norco College Student Services Program Review, 2010-11

1.9 [Norco College Matriculation Advisory Committee minutes, 2010-11](#)

1.10 Admission and Records brochure on Veterans Services at Norco College

1.11 [Associated Students of Norco College](#)

1.12 Early Alert Update (Spring, 2012)

### **Self-Improvement Plan 2**

2.1 [Norco College Student Equity Plan](#)

2.2 [Norco College Matriculation Plan](#)

2.3 Puente program brochure

2.4 T3p program brochure

2.5a Student Success Committee minutes (November 28, 2011)

2.5b Norco Honors Program

2.6a Grant award letter for Title V grant “El Portal a tu Futuro”

2.6b Grant award letter for Title V grant “Habilidades Unidos”

2.6c STEM grant award letter

- 2.7 National Science Foundation grant (August 2011)
- 2.8 CIS workshops to students (Spring 2011 – Fall, 2011)
- 2.9 EOPS/CARE program plan
- 2.10 Rites to Thrive flyer and application
- 2.11 CalWORKs
- 2.12 Former Foster Youth Initiative (FFYI)
- 2.13 [Revised integrated strategic planning model](#) (Fall, 2011)
- 2.14 [ARCC Report](#)
- 2.15 Norco College Basic Skills plan

### **Self-Improvement Plan 3**

- 3.1 Institutional Strategic Planning Council minutes (November 2, 2011)
- 3.2 Institutional Strategic Planning Council minutes (November 16, 2011)
- 3.3 Academic Senate minutes (September 19, 2011)
- 3.4 Norco College Professional Development Travel / Conference Request Guidelines & Application
- 3.5 Institutional Strategic Planning Council membership guidelines
- 3.6 Strategic Planning Committee Retreat Agenda (Fall, 2011)
- 3.7 Revised Annual Program Review Template

### **Self-Improvement Plan 4**

- 4.1 Strategic Planning Councils membership lists
- 4.2 Strategic Planning Council minutes (September 13, 2011)
- 4.3 Enrollment Management Taskforce minutes (August 23, 2011)
- 4.4 [Academic Senate minutes \(September 19, 2011\)](#)
- 4.5a 2011 Accreditation Survey: Staff
- 4.5b 2011 Accreditation Survey: Faculty
- 4.6 Flex Day agenda 2010
- 4.7 Flex Day agenda 2011
- 4.8 State of the College Address 2010

- 4.9 State of the College Address 2011
- 4.10 President's memo on budgetary decisions (Spring, 2011)
- 4.11 President's Advisory Council
- 4.12 CTE Community Advisory Group
- 4.13 President's Community Advisory Group

**Self-Improvement Plan 5:**

- 5.1 Email, NC Dean of Student Success to RCCD Dean of Institutional Research (September 21, 2011)
- 5.2 Norco College Human Subjects Review Committee

**Self-Improvement Plan 6:**

- 6.1 [RCCD Institutional Research website](#)
- 6.2 [Gainful Employment](#)

**Self-Improvement Plan 7:**

- 7.1 Minutes of Institutional Strategic Planning Council meeting (December 6, 2011)
- 7.2 Minutes of Norco College Town Hall (December 8, 2011)
- 7.3 Educational Master Plan review template
- 7.4 RCCD [Program Review website](#)
- 7.5 Norco College Professional Development Travel / Conference Request Guidelines & Application
- 7.6 Institutional Strategic Planning Committee membership guidelines
- 7.7 Revision of Strategic Planning Committee Policy 2010-01
- 7.8 Ranking lists and criteria of [Academic Planning Council](#), [Administrative Planning Council](#), and [Student Services Planning Council](#)

**Self-Improvement Plan 8:**

- 8.1 Executive Summary 2010 re CCSSE
- 8.2 Executive Summary 2011 re CCSSE
- 8.3 Flex workshop on CCSSE data
- 8.4 2010 CCSSE presentation to Norco College faculty

- 8.5 CCSSE presentation at Strategic Planning Committee meeting (March 22, 2011)
- 8.6 Spring 2010 survey of local employers by Associate Dean, Career & Technical Education
- 8.7 CTE Industry Summit (May, 2010)
- 8.8 President's Advisory Council
- 8.9 President's Community Advisory Group

**Self-Improvement Plan 9:**

- 9.1a Report on NC course assessment, 2008
- 9.1b Report on NC course assessment, 2009
- 9.2 Norco Assessment Committee minutes (see especially [October 12, 2010](#) and [November 16, 2010](#)).
- 9.3 [English 1A Assessment Report \(Spring, 2011\)](#)

**Self-Improvement Plan 10:**

- 10.1 [RCCD PlanNet audit](#)
- 10.2 [RCCD Board of Trustees Minutes \(November 15, 2011\)](#)
- 10.3 Faculty development workshops devoted to Blackboard 9.1
- 10.4 CTE eportfolio implementation: CIS
- 10.5 CTE eportfolio implementation: Engineering
- 10.6 CTE eportfolio implementation: Accounting
- 10.7 Formation of Technology Committee

**Self-Improvement Plan 11:**

- 11.1 CTE retreat agenda (February 25, 2011)
- 11.2 CTE retreat agenda (October 11, 2011)

**Self-Improvement Plan 12:**

- 12.1 [Norco College Assessment Report: 2010-11](#)

**Self-Improvement Plan 13:**

- 13.1 Faculty development workshops on outcomes assessment
- 13.2 Faculty development workshops on critical thinking
- 13.3 Faculty development workshops on academic writing

**Self-Improvement Plan 14:**

- 14.1 “RCCD New or Revised Program Development Process” (2011 revision)
- 14.2 CTE Advisory Committee Handbook
- 14.3 CTE Employer Survey Report (Spring, 2011)
- 14.4 CTE Industry Summit Report

**Self-Improvement Plan 15:**

- 15.1 Flex day agenda (Fall, 2011)
- 15.2 Emergency program review committee meetings (Summer, 2011)
- 15.3 Emails showing use of program review information to improve programs and services
- 15.4 Program Review Committee rubric
- 15.5 Assessment Committee rubric

**Self-Improvement Plan 16:**

- 16.1 “RCCD New or Revised Program Development Process” (2011 revision)
- 16.2 CTE Advisory Committee Handbook
- 16.3 Norco College CTE Employer Survey (Spring, 2011)
- 16.4 CTE Industry Summit Report
- 16.5 Grant award letter for Title V grant “El Portal a tu Futuro”
- 16.6 Grant award letter for Title V grant “Co-op”

**Self-Improvement Plan 17:**

- 17.1 [RCCD Program Review website](#)
- 17.2 Student Services “Inventory of Service Delivery for Students”

**Self-Improvement Plan 18:**

- 18.1 RCCD Academic Senate minutes (March 14, 2011)
- 18.2 [Norco College Assessment Committee minutes \(see 2011\)](#)

**Self-Improvement Plan 19:**

- 19.1 Norco College CTE Employer Survey (Spring, 2011)

**Self-Improvement Plan 20:**



20.1 Telephone survey of CTE graduates

**Self-Improvement Plan 21:**

21.1 [Norco College Student Services Program Review documents](#)

**Self-Improvement Plan 22:**

22.1 RCCD 2013-17 Five-Year Capital Construction Plan

**Self-Improvement Plan 23:**

No evidence required

**Self-Improvement Plan 24:**

24.1 EOPS brochure

24.2 SSS-RISE brochure

**Self-Improvement Plan 25:**

25.1 Norco Student Services Planning Council—NSSV Program Review Template 10-11 Final Revision (January, 2011) (Also includes “Assessing Outcomes: Report on 2009-10 Assessment Plan and Objectives for Student Services Area”)

**Self-Improvement Plan 26:**

26.1 “Progress Report and Next Meeting on Secondary Effects Projects”

26.2 Norco College Learning Resource Center Plan

26.3 Learning Resource Center Retreat Agenda

**Self-Improvement Plan 27:**

27.1 Library Support Services Workgroup Minutes (November 9, 2010)

27.2 Board of Trustees item on the Norco Operations Center

**Self-Improvement Plan 28:**

28.1 Email re “Learning Resource Coordinators Meeting”

28.2 Email re “Meeting Tomorrow”

28.3 Email re “Training Possibilities on CI Track”

28.4 Email re “LRC Retreat”

28.5 Email re “Attend LRC Issues Retreat?”

**Self-Improvement Plan 29:**

No evidence required

**Self-Improvement Plan 30:**

- 30.1a Prioritization rubric 2010-11: Student Services
- 30.1b Prioritization rubric 2010-11: Instructional
- 30.1c Prioritization rubric 2010-11: Business and Facilities
- 30.2a 2011 Accreditation Survey: Staff
- 30.2b 2011 Accreditation Survey: Faculty
- 30.3 [RCCD Institutional Research 2011 Fact Book](#)
- 30.4 EEOA Committee
- 30.5 Legacy Committee minutes (June 22, 2010)
- 30.6 Legacy Committee minutes (April 29, 2011)
- 30.7 Norco Legacy schedule of events (Spring, 2011)

**Self-Improvement Plan 31:**

- 31.1 Annual Survey of Effectiveness of the Planning Councils
- 31.2 Survey of the Strategic Planning Committee membership
- 31.3 [District Strategic Planning Committee](#)

**Self-Improvement Plan 32:**

No evidence required

**Self-Improvement Plan 33:**

- 33.1 Project proposal for Center for Human Performance and Kinesiology
- 33.2 Visual and Performing Arts Center: Initial Project Proposal

**Self-Improvement Plan 34:**

- 34.1a 2011 Accreditation Survey: Staff
- 34.1b 2011 Accreditation Survey: Faculty
- 34.2a Prioritization rubric 2010-11: Student Services
- 34.2b Prioritization rubric 2010-11: Instructional
- 34.2c Prioritization rubric 2010-11: Business and Facilities

**Self-Improvement Plan 35:**

- 35.1 Institutional Strategic Planning Council minutes (October 5, 2011)
- 35.2 Town Hall minutes (November 22, 2011)
- 35.3 Prioritization List of Institutional Functions
- 35.4 ACCJC Annual Fiscal Report 2010-11

**Self-Improvement Plan 36:**

- 36.1 Strategic Planning Council minutes (February 17, 2011)
- 36.2 Template for review of Educational Master Plan

**Self-Improvement Plan 37:**

- 37.1 2009 Norco College Technology Plan
- 37.2 Formation of Technology Committee

**Self-Improvement Plan 38:**

- 38.1 [RCCD technology audit \(February, 2011\)](#)
- 38.2 [RCCD Board of Trustees minutes \(November 15, 2011\)](#)
- 38.3 Formation of Technology Committee

**Self-Improvement Plan 39:**

- 39.1 [RCCD technology audit \(February, 2011\)](#)
- 39.2 [RCCD Board of Trustees minutes \(February 22, 2011\) re technology audit](#)
- 39.3 [RCCD Board of Trustees minutes \(November 15, 2011\)](#)

**Self-Improvement Plan 40:**

- 40.1a 2011 Accreditation Survey: Staff
- 40.1b 2011 Accreditation Survey: Faculty
- 40.2 Faculty Innovation Center workshops on technology

**Self-Improvement Plan 41:**

- 41.1 [Norco College Assessment Committee website](#)
- 41.2 [Norco College Matriculation Advisory Committee website](#)
- 41.3 Admission and Records brochure on Veterans Services at Norco College

- 41.4 Educational Master Plan review template
- 41.5 [Program Review templates](#)
- 41.6 Academic Senate minutes (September 19, 2011)
- 41.7 Norco College Professional Development Travel / Conference Request Guidelines & Application
- 41.8 Institutional Strategic Planning Committee membership guidelines

**Self-Improvement Plan 42:**

- 42.1 RCCD Budget Advisory Committee meeting minutes (February 11, 2011)

**Self-Improvement Plan 43:**

- 43.1 RCCD Budget Advisory Committee meeting minutes (February 11, 2011)

**Self-Improvement Plan 44:**

- 44.1 Institutional Strategic Planning Committee minutes (December 7, 2011)
- 44.2a 2011 Accreditation Survey: Staff
- 44.2b 2011 Accreditation Survey: Faculty

**Self-Improvement Plan 45:**

- 45.1a 2011 Accreditation Survey: Staff
- 45.1b 2011 Accreditation Survey: Faculty

**Self-Improvement Plan 46:**

- 46.1 Norco College Flex Day agenda
- 46.2 Norco College New Faculty Orientation agenda

**Self-Improvement Plan 47:**

No evidence necessary

**Self-Improvement Plan 48:**

- 48.1 [RCCD Board of Trustees policy 4000](#)

**Self-Improvement Plan 49:**

- 49.1 Norco College Strategic Planning Committee Policy 2010-01
- 49.2 Program Review Committee rubric
- 49.3 Assessment Committee rubric

49.4a 2011 Accreditation Survey: Staff

49.4b 2011 Accreditation Survey: Faculty

**Self-Improvement Plan 50:**

50.1 Governance handbook (draft)

**Self-Improvement Plan 51:**

51.1 Norco College Strategic Planning Committee Policy 2010-01

51.2 Town Hall minutes (November 22, 2011)

51.3 Institutional Strategic Planning Committee Retreat minutes (September 16, 2011)

**Self-Improvement Plan 52:**

No evidence required

**Self-Improvement Plan 53:**

53.1 Email from RCCD Chancellor detailing decentralization of student support functions (Spring, 2010)

**Self-Improvement Plan 54:**

54.1 President's Cabinet minutes (July 27, 2011)

**Self-Improvement Plan 55:**

55.1 RCCD Budget Advisory Committee meeting minutes (February 11, 2011)

**Self-Improvement Plan 56:**

56.1 Annual Survey of Effectiveness of the Planning Councils

56.2 Survey of the Strategic Planning Committee membership

56.3 Strategic Planning Co-Chairs Council minutes (March 17, 2011)

56.4 Strategic Planning Council minutes (February 22, 2011)

56.5 Institutional Planning Council minutes, draft (February 15, 2012)