

# NORCO COLLEGE

Institutional Self Evaluation  
in Support of Reaffirmation of Accreditation  
2014



2001 Third Street  
Norco, CA 92860  
[www.norcocollege.edu](http://www.norcocollege.edu)



## **Riverside Community College District**

Cynthia E. Azari, Ed.D., Interim Chancellor

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Nathan Miller, Trustee, Area 1

Jared Snyder, Student Trustee

### **Norco College**

Paul Parnell, Ph.D., President

## Certification of Institutional Self Evaluation Report

December 10, 2013

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

From: Paul Parnell, President  
Norco College  
2001 Third Street  
Norco, CA 92860-2600

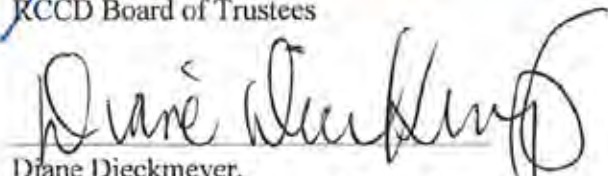
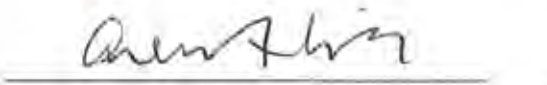
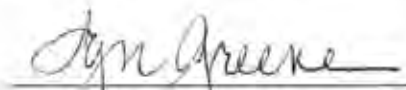

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signed



Paul Parnell, President  
Norco College

  
Virginia Blumenthal, President  
RCCD Board of Trustees  
Cynthia Azari, Interim Chancellor  
Riverside Community College District  
Diane Dieckmeyer,  
Vice President, Academic Affairs/ALO  
Co-Chair, Accreditation Steering Committee  
Arend Flick, Professor of English  
Co-Chair, Accreditation Steering Committee  
Lyn Greene, President  
Norco College Academic Senate  
Jocelyn Yow, President  
Norco College Associated Students  
Leona Crawford, Vice President  
California Schools Employees Association



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### Norco College: A Brief History

Norco College, one of three colleges in the Riverside Community College District, became the 112<sup>th</sup> and newest California Community College on January 29, 2010, when it was granted initial accreditation. Its history dates at least to the 1970s, when college classes were first regularly taught in the Norco-Corona area under the auspices of RCCD, and when Riverside Community College leaders first began to dream about a branch campus in the area. In many ways, however, its history is even older than that.

The land on which the College now stands was once home to semi-nomadic bands of Tongva Indians, some of whom built villages along the nearby Santa Ana River and may have gathered roots and nuts where the campus stands today. They must have come to the area for the resources that mattered most to desert people a thousand years ago: water, game, and edible plants. These were the people who greeted (and resisted) the Spanish, and whose land became part of the nearly 18,000-acre Rancho La Sierra (Sepulveda) in 1846, where their descendants probably worked for generations. For the next 50 years, through a succession of owners, this was open range, pasture land for the Rancho cattle and sheep.

In 1908, eight years before Riverside Junior College was founded, most of the Rancho was bought for a half million dollars by James W. Long, who formed the Orange Heights Water Company and began to subdivide it into small fruit and vegetable farms. In 1921, the 15-square-mile area that includes the site of the present-day campus was acquired by Rex Clark, who named it “Norco,” after his North Corona Land Company.

Like the Native Americans and Rancho owners before him, Clark was a dreamer. In 1923, according to Norco city historian Bill Wilkman, he placed an ad in the *Los Angeles Times* with the headline, “Norco, the Vale of Dreams Comes True.” In Jeffersonian fashion, he envisioned a place where urbanites could find refuge from civilization as small farmers. He laid out the streets of the city, ensuring that travel on horseback would be as easy for citizens as travel by car—a feature of “Horsetown U.S.A.” preserved even today. But three years later, he was distracted from realizing some of his dreams when he discovered a hot mineral spring about a mile from where the campus now stands. So he began to dream a new dream, and built a 700-acre “resort supreme” that included a 250,000-square-foot hotel, 60-acre lake, golf course, air field, and Olympic-sized pool. The resort opened in 1929 (shortly before the stock market crash) and was for a brief period a playground for film stars and famous athletes, before the economic downturn forced its closure in 1933. A day after the Pearl Harbor attack, it was bought by the U. S. Navy for use as a hospital.

Fifty years after the resort supreme closed, another visionary saw a new use for land that had once been the Tongva’s. In 1983, Wilfred Airey led his Riverside Community College Board of Trustees colleagues on a tour of the U.S. Navy property, part of which was still being used as a “Fleet Analysis Center.” They were looking for a potential site for a satellite campus to serve the growing populations of Corona, Norco, Eastvale, and western Riverside. On June 4, 1985, more than 141 acres were acquired for a dollar from the General Services Administration to build the College.

## Introduction

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A December 1986 *Los Angeles Times* article describes Riverside Community College administrator and head planner Mike Maas standing on the newly acquired land and seeing “lecture halls, ball fields, and business students.” He had, in other words, a new dream. The campus was expected to open in 1989, but funding and construction delays pushed the date to 1991. On March 13 of that year, two classrooms in the Student Services and Little Theatre buildings were ready for students, and 15 or so short-term classes in Economics, Philosophy, Public Speaking, and a handful of other traditional academic disciplines were held on campus that spring semester. (Approximately 100 other classes that began in January were taught in Norco-area high schools and a church, as they had been for years.) The formal opening of the full campus (with two more classrooms, Science and Technology and Humanities) took place in Fall 1991—coinciding with the 75<sup>th</sup> anniversary of Riverside Junior College.

The early years of Riverside Community College-Norco Campus were exciting ones. Funding constraints in the early 1990s impeded growth, but the campus enrolled over 3,000 students its first year and 5,000 within several years after that. (The head count for Fall 2013 at census was 9,819.) Two new buildings were completed in 1995, the aptly named Wilfred J. Airey Library and an Applied Technology Building. The dozen or so full-time faculty from that early period (seven of whom still teach at the College) considered themselves pioneers at an institution they felt they could help shape. There were so few of them that they could fit into a single semi-circular booth when they went to lunch together at a Hamner

Avenue restaurant, as they sometimes did. Students (several of whom went on to become professors at the College) shared in the excitement of being at a new campus that was always part construction zone. No one seemed to mind much the occasional attacks by swarms of flies (dubbed the Norco air force) from the nearby dairy farms. Those farms have since mostly given way to subdivisions, some of whose residents attend the College today.

From the beginning, Norco had been envisioned as an institution that would emphasize programs in technology, a counterpart to its sister campus Moreno Valley’s focus on the health care fields. Among its first structures were the Science and Technology Building, the Applied Technology Building, and the Center for Applied Competitive Technologies. In 2009, these buildings were supplemented with the Industrial Technology Building. CTE programs at Norco today with technology emphasis include Logistic Management, Commercial Music Performance, Engineering Technology, Digital Electronics, Game Design, Game Programming, and Game Audio. Several of these programs (e.g., Simulation and Gaming, Commercial Music Performance, Engineering Technology, and Supply Chain Technology) flourish in part because of support from a series of HSI grants totaling nearly 15 million dollars.

Over the past 22 years, the College has also developed a strong reputation for its programs in more traditional academic areas. In 2013, 238 students graduated with A.A. degrees in Social and Behavioral Sciences, 137 in Math and Science, 84 in Humanities, Philosophy,

and the Arts, 68 in Administration and Information Systems, and 38 in Communication, Media, and Languages. New Associate Degrees for Transfer are being added. All Norco College students have benefited in recent years by the opening of additional buildings: the West End Quadrangle classrooms (in 2007), the Center for Student Success (in 2010), and the Network Operations Center (in 2013). Other buildings have been refurbished or repurposed with the help of Measure C funds. A recently completed soccer complex with artificial turf realizes Maas's dream of "lecture halls, ball fields, and business students."

Old dreams—by people like Maas, Airey, Clark, and (one must imagine) the Tongva whose names have not come down to us—give way to new ones. Some of these newer dreams are captured in the strategic plans and facilities master plans that envision Norco College growth five, ten, and twenty years from now, and if realized, will result in a campus unrecognizable to those who only saw it in 1991. But most of these new dreams are dreamed every day by students who enroll at the College—by the young woman who wants to teach elementary school, the young man who sees himself helping to create computer games, the returning student who always wanted to learn Spanish or study art. Norco remains a vale of realizable dreams.

### **Major Developments since the Last Accreditation Visit**

- Revision of the College mission statement (I.A.)
- Significant modification to the strategic planning process (I.B.6.)
- Development and implementation of new Technology Strategic Plan (III.C.1.a.), Strategic Plan and Process (I.B.2.), and Facilities Master Plan (III.B.1.a.)
- A Title V and a Title III Hispanic Serving Institutions Grant; three Upward Bound Program Grants; and a National Science Foundation Supply Chain Technology Grant (II.B.3.a.)
- New programs in Career and Technical Education; new areas of emphasis majors; and new Associate Degree for Transfer Programs
- Completion of Norco Operations Center; and renovation of Science and Technology, Humanities, and Student Services Buildings
- Retirement of former president Brenda Davis, and the selection of Norco College's second president Paul Parnell
- Construction to refurbish an existing building into a STEM Center

### **Norco College: Name and Location of Off-Campus Site**

Norco College has partnered with Mt. San Jacinto College to provide a cohort of approximately 30 employees of International Rectifier (Fortune 100 semiconductor manufacturer) with a certificate in Digital Electronics. General Education courses will be completed at Mt. San Jacinto College while degree-specific electronics courses will be completed under the auspices of Norco College, in training rooms at the company site in Temecula. Associate of Arts Degrees in Digital Electronics will be conferred by Norco College.

### **Off-Campus Address**

International Rectifier Temecula  
41915 Business Park Dr.  
Temecula, CA 92590

### **Organization of the Self Evaluation Process**

Planning for the 2014 accreditation visit began almost immediately after the submission of the 2012 Midterm Report. In Spring 2012, Interim President Debbie DiThomas asked Diane Dieckmeyer (vice president, Academic Affairs and ALO) and Arend Flick (professor of English and assessment coordinator) to co-chair and select membership for the accreditation steering committee. Some 40 individuals—representing a cross-section of Norco College faculty, administration, staff, and students—were asked to join the committee, and an initial planning session was held on May 9, 2012. The committee decided that rather than appoint additional team

members for each of the standards, the work of producing the self evaluation would draw on the expertise of already-existing strategic planning committees and would provide frequent opportunities for all College constituents to give input. The steering committee produced initial drafts of the self evaluation in early Fall 2012, revised drafts in December 2012, and second revisions in early Fall 2013. The draft was sent out to all College stakeholders and some District personnel for review on September 9, 2013, with comments and suggestions received from a considerable number of individuals and committees in late September/early October, including particularly thoughtful feedback from the Associated Students of Norco College. Final edits were done in October 2013, with the faculty co-chair of the steering committee serving as editor. The completed self evaluation was reviewed and approved by the Institutional Strategic Planning Council, the Academic Senate, the Committee of the Whole, the Chancellor's Executive Cabinet, and the Board of Trustees in late Fall 2013. It represents the collaborative effort of the entire Norco College community.

## Introduction

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### Accreditation Timeline

<b>May 2012</b>	Steering Committee formed and meets
<b>Summer 2012</b>	Planning for accreditation retreat (preparation of agenda, materials, etc.)
<b>August 24, 2012</b>	Half-day planning retreat for steering committee
<b>December 2012</b>	First drafts of Self Evaluation sections submitted for review and editing
<b>Winter 2013</b>	Review and initial editing of Self Evaluation drafts
<b>February 2013</b>	Draft of Self Evaluation sent to Institutional Strategic Planning Council (ISPC)
<b>March 6, 2013</b>	ISPC review of draft
<b>May 2013</b>	Second drafts of Self Evaluation sections submitted for review and editing
	Deadline for initial submission of evidence
	Committee of the Whole (COTW) review of draft
<b>Summer 2013</b>	Review and editing of Self Evaluation draft
	Review of evidence
<b>August 29, 2013</b>	Steering committee reviews status of Self Evaluation and plans for final revisions (first Friday after start of classes)
<b>September 9, 2013</b>	Draft sent out to college for review
<b>September 12, 2013</b>	Student Senate, first reading
<b>September 16, 2013</b>	Academic Senate, first reading
<b>September 18, 2013</b>	ISPC, first reading
<b>October 16, 2013</b>	ISPC, second reading and formal vote of approval
<b>October 21, 2013</b>	Academic Senate, second reading and formal vote of approval
<b>October 22, 2013</b>	COTW, second reading and formal vote of approval
<b>November 20, 2013</b>	Submission of final draft of Self Evaluation to Chancellor's Executive Cabinet
<b>December 3, 2013</b>	Presentation to Board of Trustees
<b>December 10, 2013</b>	Board of Trustees approval
<b>December 13, 2013</b>	Self Evaluation submitted to ACCJC
<b>March 3-6, 2014</b>	Accreditation visit

# Introduction

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## Accreditation Steering Committee

Diane Dieckmeyer. . . . . Accreditation Liaison Officer and Committee Co-chair  
Arend Flick. . . . . Committee Co-chair and Editor

### Standard I: Institutional Mission and Effectiveness

*Dominique Hitchcock, Chair*

*Greg Aycock, Chair*

Mark Lewis

Gail Zwart

Nicole Ramirez

Briana Boykin

Marissa Edelman (student)

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### Standard II: Student Learning Programs and Services

#### A. Instructional Programs

*Sheryl Tschetter, Chair*

*Carol Farrar, Chair*

Jim Thomas

Kevin Fleming

Margarita Shirinian

Wendi Alcazar

Jonathan Truitt (student)

#### B. Student Support Services

*John Moore, Chair*

*Monica Green, Chair*

Hortencia Cuevas

Patti Brusca

Dimitrios Synodinos

Shaunna Winn (student)

#### C. Library and Learning

##### Support Services

*Vivian Harris, Chair*

*Damon Nance, Chair*

Melissa Bader

Maria Maness

Crystal Brode (student)

---

### Standard III. Resources

*Jan Muto, Chair*

*Beth Gomez, Chair*

Anthony Lombardo (student)

Thomas Truitt (student)

#### A. Human Resources

Hetal Petal

Koji Uesugi

Mark DeAsis

#### B. Physical Resources

Linda Wright

Phu Tran

Steve Monsanto

#### C. Technology Resources

John Coverdale

Dan Lambros

Ruth Leal

Jefferson Tiangco

#### D. Financial Resources

Beth Gomez

Tom Wagner

Linda Wright

---

### Standard IV. Leadership and Governance

*Sharon Crasnow, Chair*

*Gustavo Ocegueda, Chair*

*Natalie Aceves, Chair*

Lyn Greene

Sarah Burnett

Debra Creswell

Ryan McKee (student)

Anthony Lombardo (student)

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## Introduction

### Summary Data On Surrounding Areas- Labor Market, Demographic and Socio and Economic

#### Ethnic Breakdown of Cities Surrounding Norco College

	Corona		Eastvale		Norco		Riverside		Norco College Surrounding Area	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
White	58,087	38.1%	12,712	23.7%	15,275	56.4%	103,398	34.0%	189,472	35.3%
Black	8,333	5.5%	4,914	9.2%	1,858	6.9%	19,917	6.6%	35,022	6.5%
Hispanic	66,447	43.6%	21,445	40.0%	8,405	31.1%	148,953	49.0%	245,250	45.7%
Native American	422	0.3%	102	0.2%	150	0.6%	1,297	0.4%	1,971	0.4%
Asian/Pacific Islander	15,146	9.9%	12,926	24.1%	880	3.3%	22,953	7.6%	51,905	9.7%
Other	272	0.2%	110	0.2%	28	0.1%	617	0.2%	1,027	0.2%
Multiracial	3,667	2.4%	1,459	2.7%	467	1.7%	6,736	2.2%	12,329	2.3%
<b>Total</b>	<b>152,374</b>	<b>100.0%</b>	<b>53,668</b>	<b>100.0%</b>	<b>27,063</b>	<b>100.0%</b>	<b>303,871</b>	<b>100.0%</b>	<b>536,976</b>	<b>100.0%</b>

#### Comparison of Norco College Ethnic Categories and Surrounding Area

	Norco College 2012-13		*Norco College Surrounding Area	
	Count	Percent	Count	Percent
White	3,552	26.7%	189,472	35.3%
Black	944	7.1%	35,022	6.5%
Hispanic	6,818	51.3%	245,250	45.7%
Native American	41	0.3%	1,971	0.4%
Asian/Pacific Islander	1,135	8.5%	51,905	9.7%
Other	313	2.4%	1,027	0.2%
Multiracial	487	3.7%	12,329	2.3%
<b>Total</b>	<b>13,290</b>	<b>100.0%</b>	<b>536,976</b>	<b>100.0%</b>
*Norco College Surrounding Area taken from combined Census Data 2010 for Corona, Riverside, and Norco Cities				

## Introduction

<b>Surrounding Cities' Unemployment Rates (2007-2012)</b>						
Cities	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>
Corona	8.7%	10.1%	10.8%	9.9%	6.2%	4.4%
Norco	9.6%	11.1%	11.9%	10.9%	6.9%	4.9%
Riverside	11.9%	13.7%	14.6%	13.5%	8.6%	6.1%
Riverside County	11.8%	13.6%	14.5%	13.4%	8.5%	6.0%
California	10.4%	11.7%	12.4%	11.3%	7.2%	5.4%
United States	8.2%	8.9%	9.6%	9.3%	5.8%	4.6%

U.S. data are from Labor Force Statistics, <http://www.bis.gov/cps/cpsaat01.htm>. State and local data are from CALMIS Labor Market Information Data System from the California Employment Development Department--<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=131>.

<b>Poverty Status In The Past 12 Months 2007-2011 American Community Survey 5-Year Estimates</b>							
	Age		Sex		Hispanic/ White Comparison		Population
	18 to 64 years	65 years and over	Male	Female	Hispanic	White	Total
Corona	7.5%	8.1%	7.8%	10.1%	14.3%	4.9%	9.0%
Eastvale	2.9%	4.0%	2.4%	3.5%	3.1%	2.6%	3.0%
Norco	9.1%	6.2%	10.2%	8.9%	18.8%	6.8%	9.5%
Riverside	14.6%	8.7%	14.3%	17.3%	18.8%	10.1%	15.8%



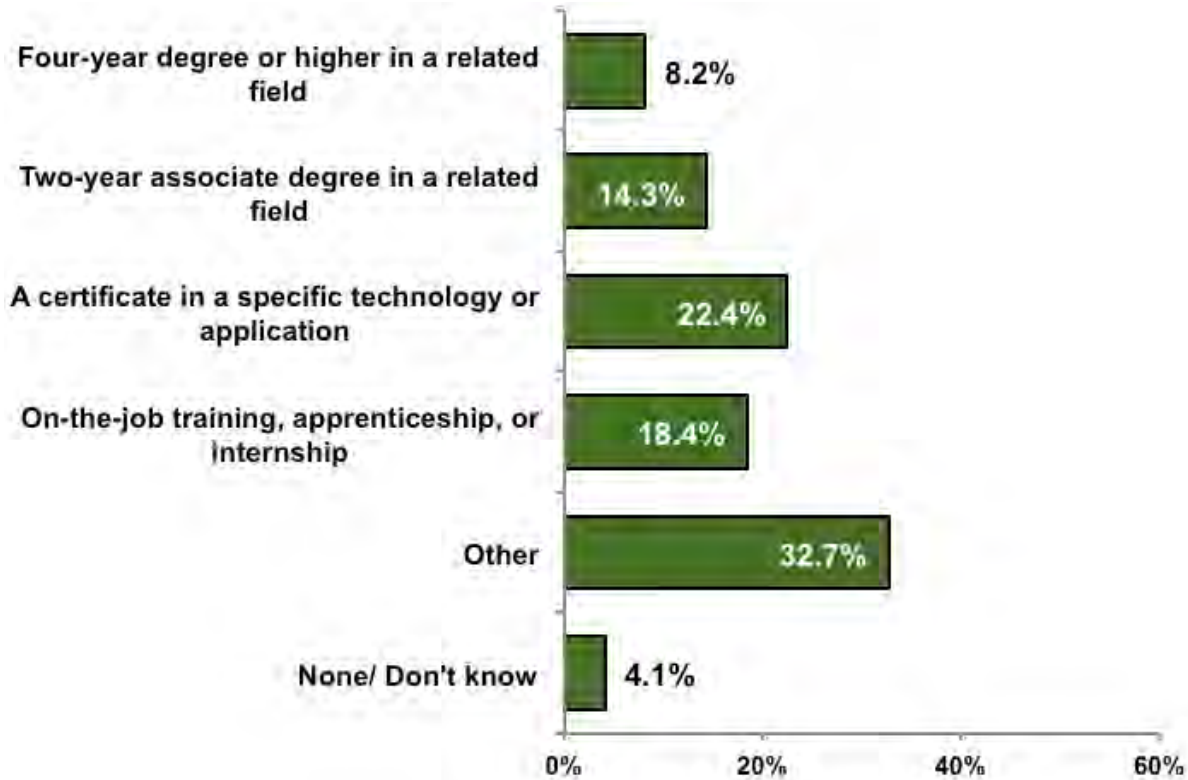
## Introduction

<b>Top 20 fastest growing occupations in Riverside, San Bernardino, Ontario areas-projected growth between 2010-2020</b>					
<b>Occupation</b>	<b>Estimated Employment</b>	<b>Projected Employment</b>	<b>Change</b>	<b>Percent Change</b>	<b>Growth Rate Percent</b>
Biomedical Engineers	130	220	90	69.2	5.4
Home Health Aides	5,000	7,690	2,690	53.8	4.4
Veterinary Technologists and Technicians	670	1,020	350	52.2	4.3
Marriage and Family Therapists	240	350	110	45.8	3.8
Market Research Analysts and Marketing Specialists*	1,850	2,650	800	43.2	3.7
Emergency Medical Technicians and Paramedics	1,820	2,610	790	43.4	3.7
Meeting, Convention, and Event Planners*	440	620	180	40.9	3.5
Helpers, Laborers, and Material-Moving Supervisors	2,750	3,860	1,110	40.4	3.4
Diagnostic Medical Sonographers	360	500	140	38.9	3.3
Personal Care Aides	22,760	31,530	8,770	38.5	3.3
Medical Equipment Repairers	400	550	150	37.5	3.2
Logisticians	700	960	260	37.1	3.2
Medical Scientists, Except Epidemiologists	880	1,210	330	37.5	3.2
Mental Health Counselors	840	1,130	290	34.5	3
Healthcare Social Workers	1,090	1,460	370	33.9	3
Database Administrators	590	790	200	33.9	3
Interpreters and Translators	620	830	210	33.9	3
Helpers, Carpenters	380	510	130	34.2	3
Service Station Attendants	1,290	1,740	450	34.9	3
Transportation and Material-Moving Supervisors	4,990	6,630	1,640	32.9	2.9

## Introduction

In May 2011, a survey was conducted of local employers and among questions asked was type of training/education level they needed. The following table summarizes their responses:

### Preferred Training and Education (Percentages among the 49 Respondents with at Least One of the 81 Key Occupations)



### DATA ON INCOMING AND ENROLLED STUDENTS

In order to clarify the following tables and charts, a definition of terms is necessary. Below is a list of tables/charts and/or terms in the order they are presented on the following pages with short definitions:

- **Incoming Students' Placement Into English, Reading, Math, and ESL:** all new fall semester students who took the ESL, English, and/or math placement test within the six months prior to the beginning of the fall term
- **Educational Goal:** the goal selected by the student when completing the application to the District. Students are not allowed to select "Undecided" as their goal.
- **Annual Headcount:** unduplicated number of students enrolled at any time within the summer through spring terms of an academic year.
- **Part-Time/Full-Time Unit Load:** full-time load is considered 12 units or above; part-time is anything below 12 units.
- **Success Rate:** percent of enrollments receiving a "C" grade or better or a "P" grade in a course with a Pass/No Pass grading system.
- **Retention Rate:** percent of enrollments receiving any valid grade, except a "W" (excludes military withdrawal).
- **Socioeconomic Status:** identified as students who received a Pell grant or BOG waiver A or B.
- **Instructional Method:**
  - Lecture: 100% of instruction is delivered face-to-face.
  - Hybrid: 50% or less of instruction is delivered online.
  - Online: 100% of instruction is delivered online.
- **Fall-to-Fall Persistence Rate:** the

percentage of students who enroll in fall term, then enroll in the subsequent spring term, and also enroll in the following fall term.

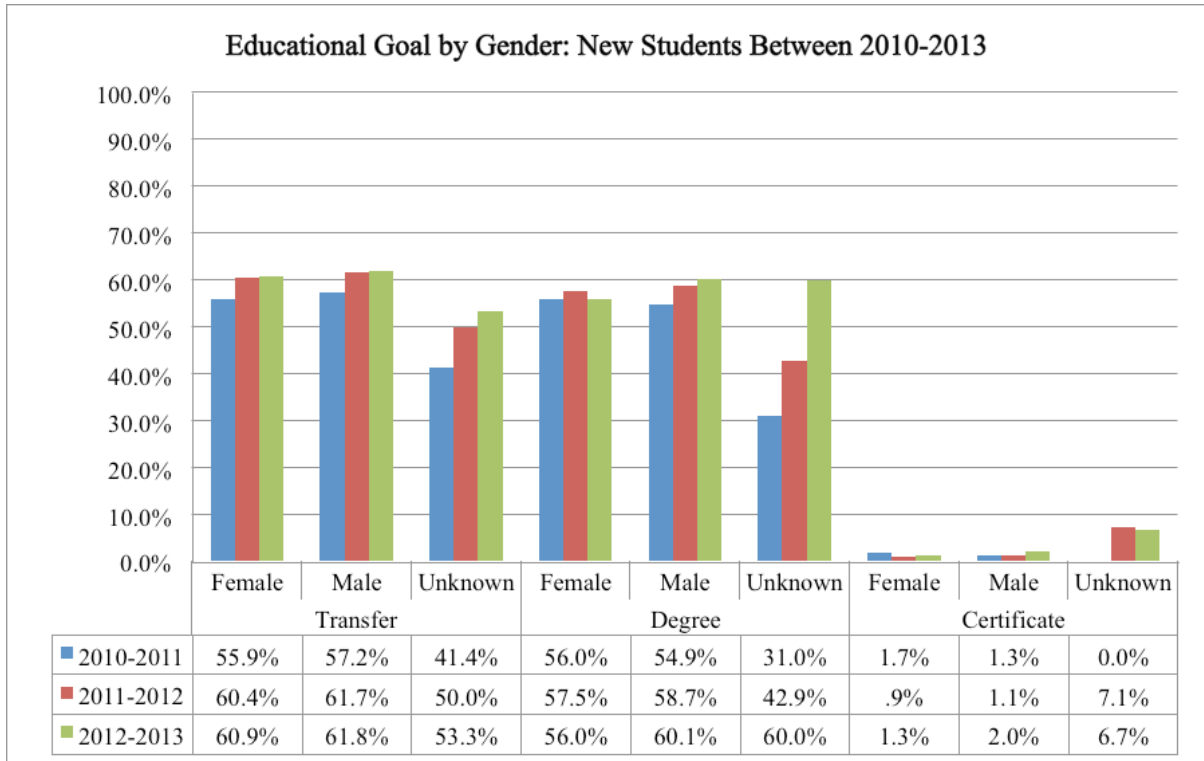
- **Progression Rate:** the percentage of students starting at various levels below transfer and successfully completing the transfer course in the English, reading, math, or ESL pipeline.
- **Completion Rate:** the percentage of new students who show "degree/certificate intent" (successfully complete six units and attempt an English or math course within three years) and who are granted a degree, certificate, and/or transfer to a four-year institution within six years.
- **Number of Degrees, Certificates, and Transfers:** these pie charts provide raw numbers for the 2007-08 six-year cohort in order to establish a context for the previous completion rate charts. The 2006-07 and 2005-06 cohorts did not vary significantly in numbers from 2007-08.

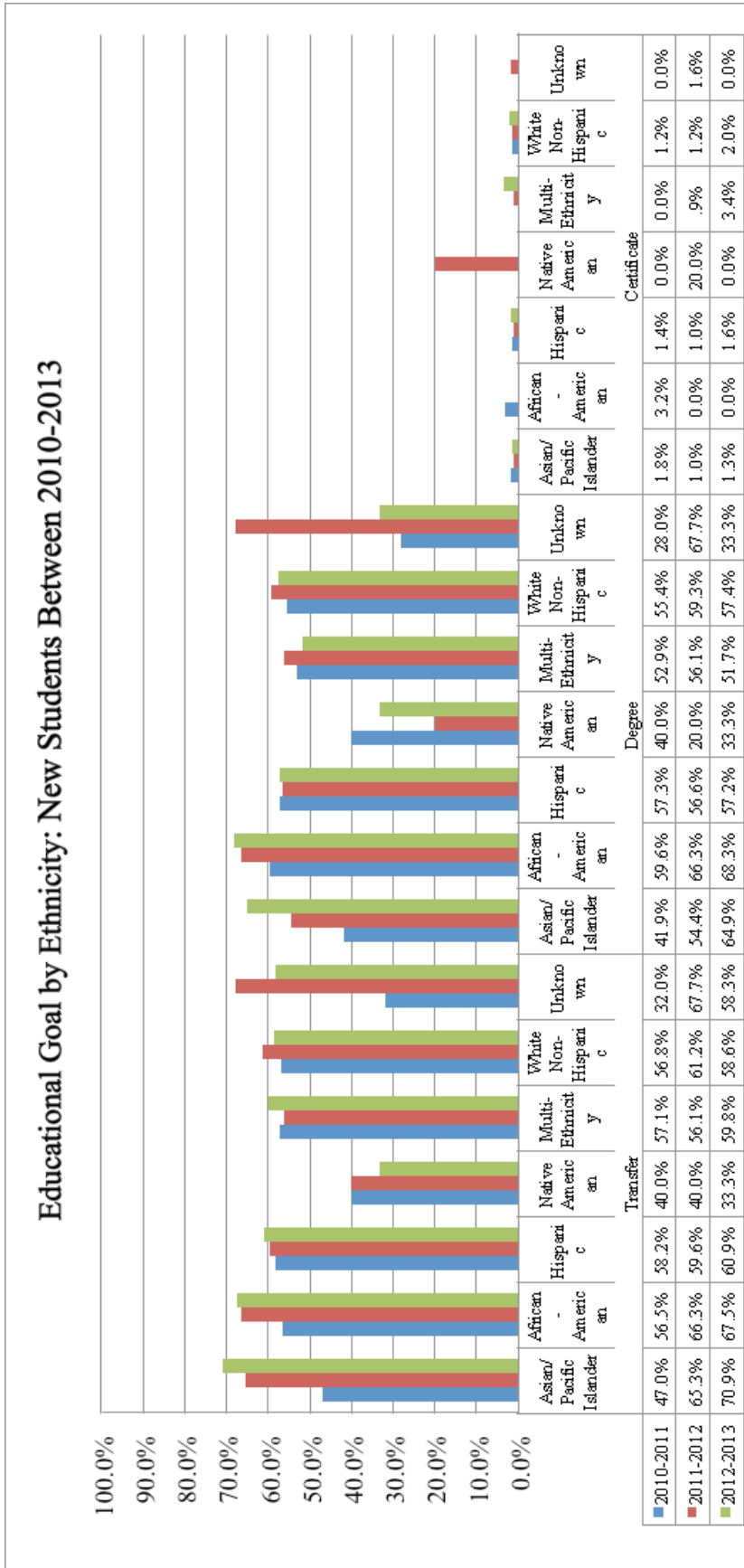
Whenever appropriate, tables were provided after charts in order to show the actual numbers that were used to calculate percentages. Trend data only went back three years since Norco College has only been an accredited college since 2010.

## Introduction

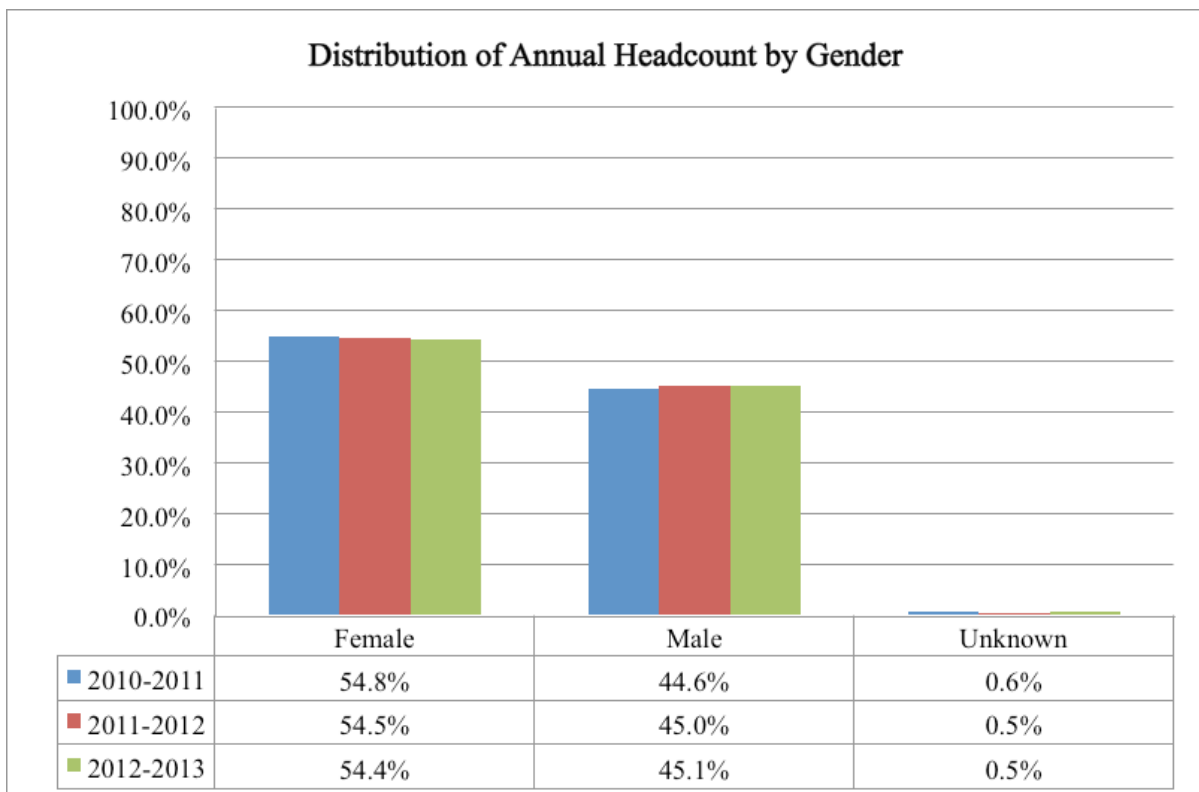
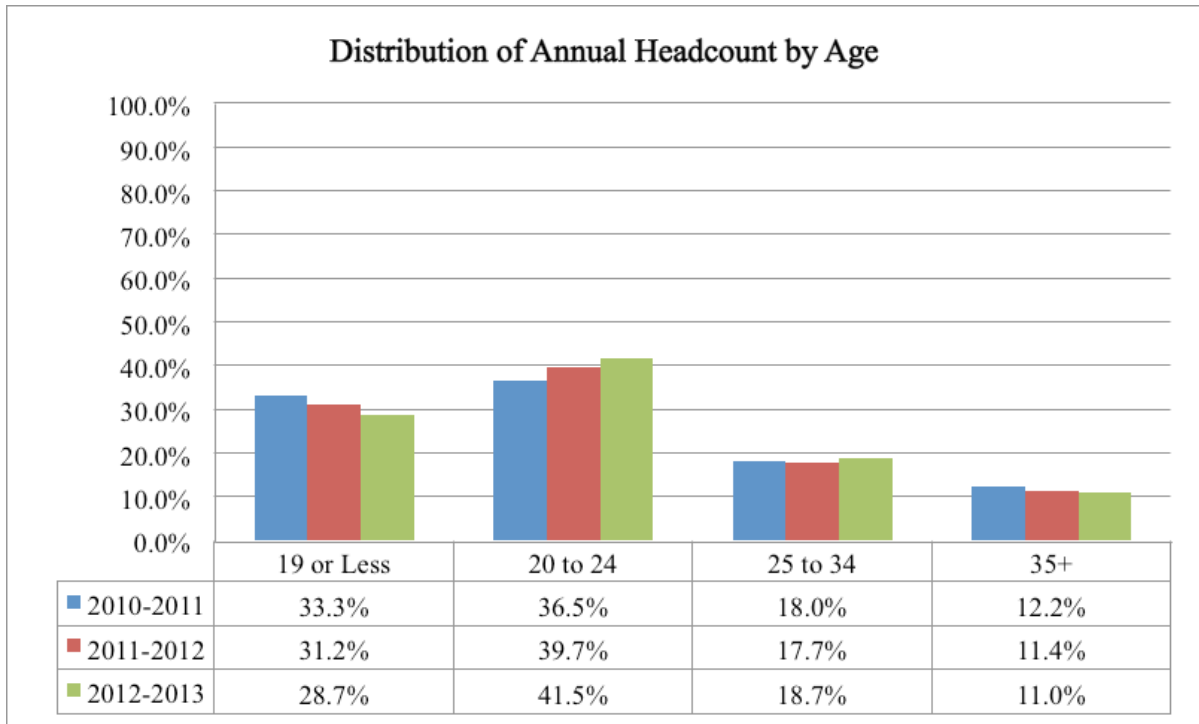
Incoming Students' Placement Into English, Reading, Math, and ESL						
	2010		2011		2012	
English	Number	Percent	Number	Percent	Number	Percent
English 60A W/ESL Recommendation	206	11.4%	170	11.9%	166	13.1%
English 60A	473	26.1%	345	24.2%	336	26.5%
English 60B	156	8.6%	138	9.7%	124	9.8%
English 50	577	31.9%	468	32.8%	393	31.0%
English 1A	399	22.0%	307	21.5%	250	19.7%
<b>Total:</b>	<b>1811</b>	<b>100.0%</b>	<b>1428</b>	<b>100.0%</b>	<b>1269</b>	<b>100.0%</b>
Reading	Number	Percent	Number	Percent	Number	Percent
Reading Skills 81	448	24.8%	318	22.3%	334	26.4%
Reading Skills 82	184	10.2%	143	10.0%	135	10.7%
Reading Skills 83	340	18.8%	292	20.4%	245	19.4%
Reading Competency	836	46.2%	675	47.3%	552	43.6%
<b>Total:</b>	<b>1808</b>	<b>100.0%</b>	<b>1428</b>	<b>100.0%</b>	<b>1266</b>	<b>100.0%</b>
Math	Number	Percent	Number	Percent	Number	Percent
Math 63	451	24.7%	340	23.5%	340	23.5%
Math 64	40	2.2%	34	2.4%	34	2.4%
Math 52	432	23.6%	324	22.4%	324	22.4%
Math 53, 35	803	43.9%	688	47.6%	688	47.6%
Math 4, 5, 11, 12, 25, 36	89	4.9%	56	3.9%	56	3.9%
Math 10	10	0.5%	2	0.1%	2	0.1%
Math 1A	4	0.2%	2	0.1%	2	0.1%
<b>Total:</b>	<b>1829</b>	<b>100.0%</b>	<b>1446</b>	<b>100.0%</b>	<b>1446</b>	<b>100.0%</b>
ESL	Number	Percent	Number	Percent	Number	Percent
ESL 51	4	8.5%	0	0.0%	3	9.1%
ESL 52	7	14.9%	6	11.5%	2	6.1%
ESL 53	10	21.3%	9	17.3%	9	27.3%
ESL 54	13	27.7%	13	25.0%	8	24.2%
ESL 55	13	27.7%	24	46.2%	11	33.3%
<b>Total:</b>	<b>47</b>	<b>100.0%</b>	<b>52</b>	<b>100.0%</b>	<b>33</b>	<b>100.0%</b>

# Introduction

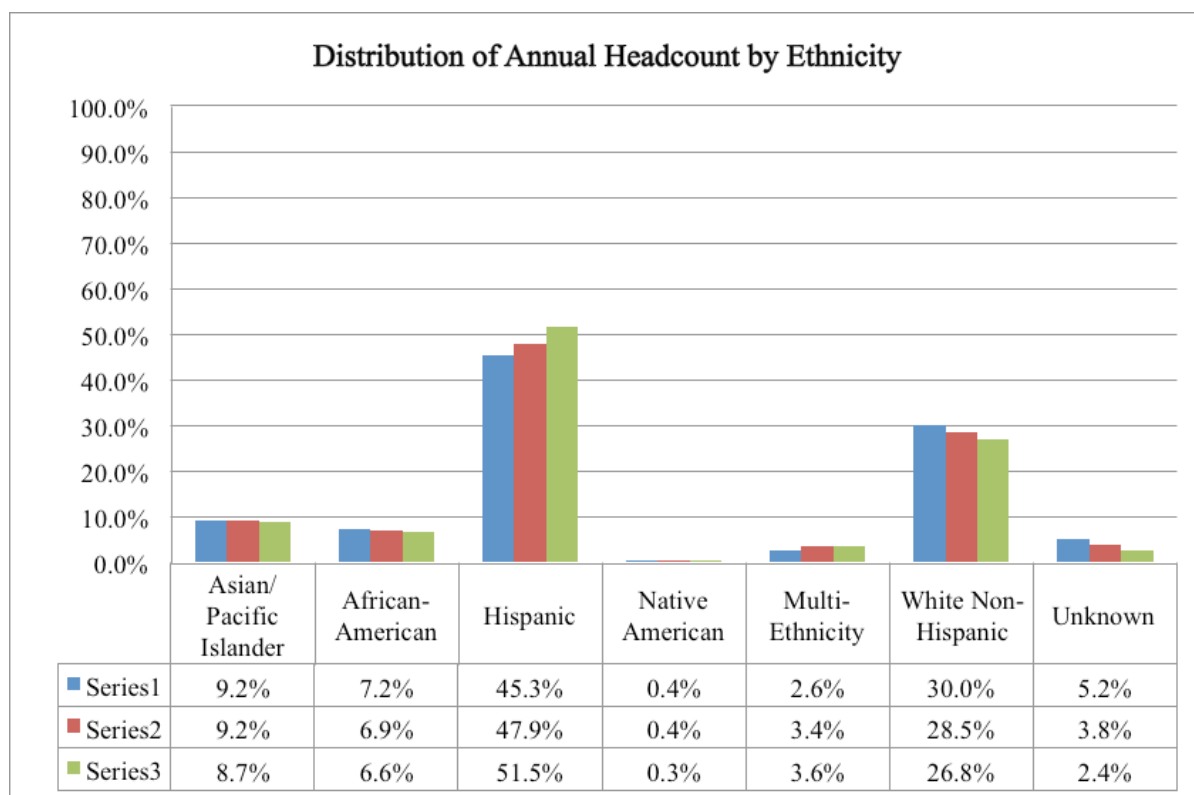




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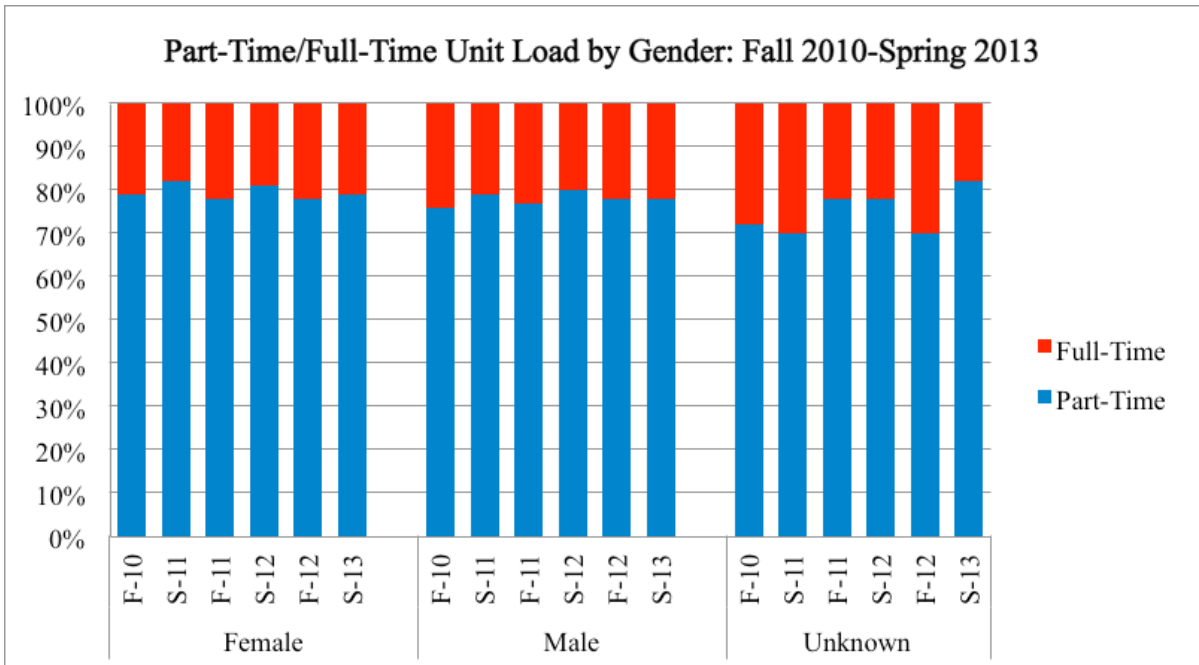
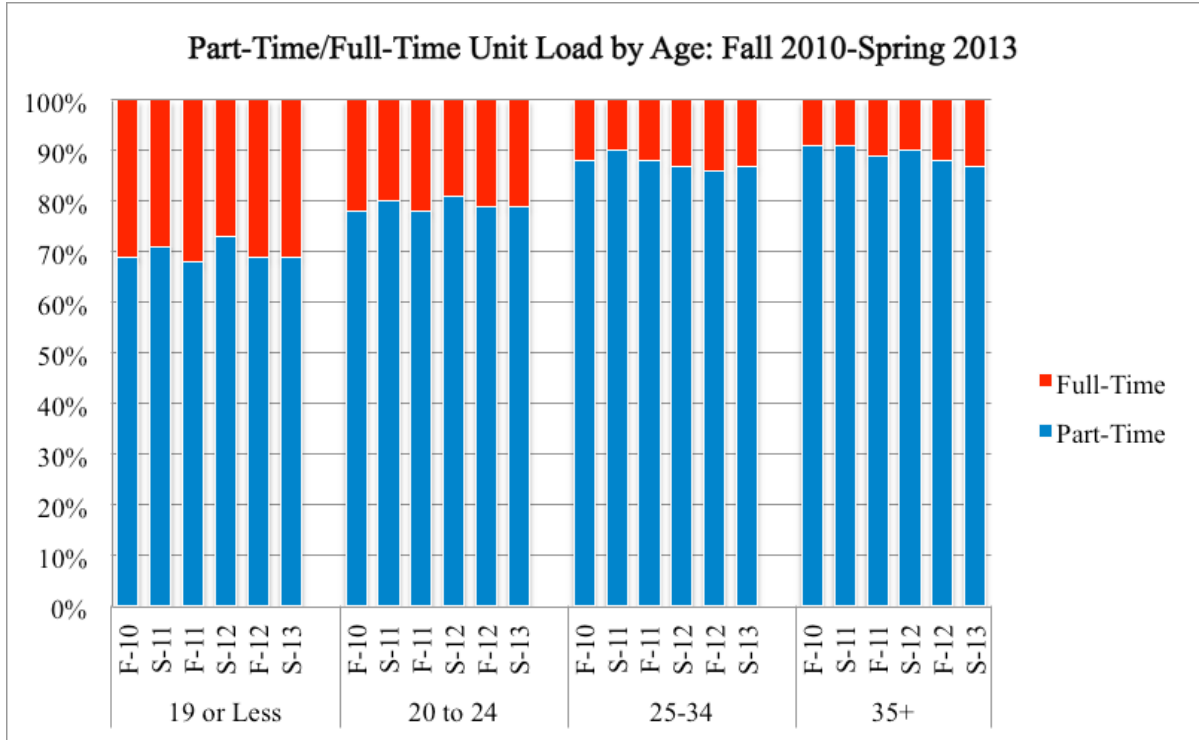
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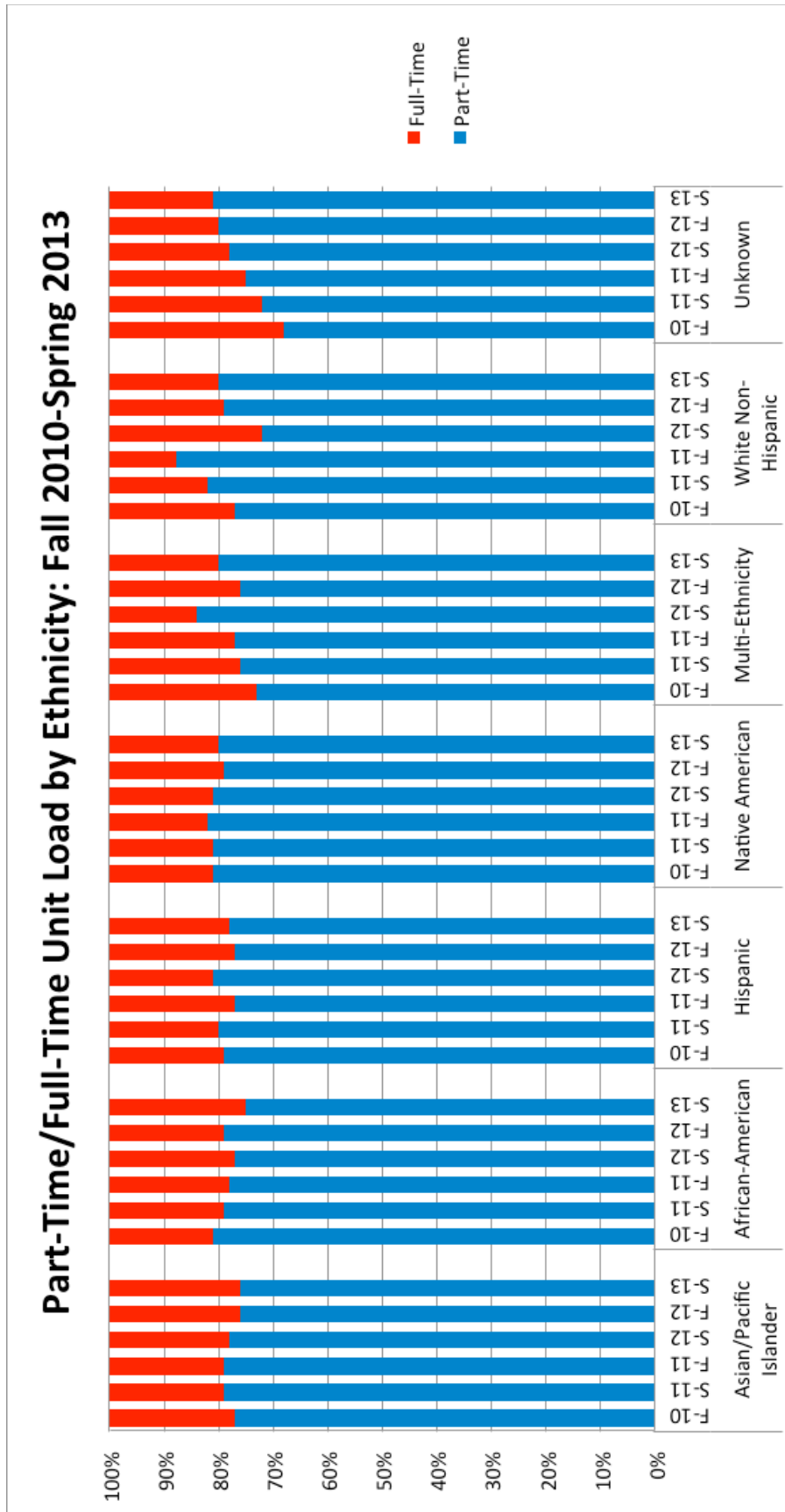
	<b>Annual 2010- 2011</b>	<b>Annual 2010- 2011</b>	<b>Annual 2011- 2012</b>	<b>Annual 2011- 2012</b>	<b>Annual 2012- 2013</b>	
	<b>Student Count</b>	<b>Student Count (%)</b>	<b>Student Count</b>	<b>Student Count (%)</b>	<b>Student Count</b>	<b>Student Count (%)</b>
<b>Norco College Total</b>	<b>14,942</b>	<b>100.00%</b>	<b>13,321</b>	<b>100.00%</b>	<b>12,664</b>	<b>100.00%</b>
<b>Age</b>						
19 or Less	4,971	33.3%	4,157	31.2%	3,638	28.7%
20 to 24	5,455	36.5%	5,293	39.7%	5,259	41.5%
25 to 34	2,687	18.0%	2,358	17.7%	2,369	18.7%
35+	1,829	12.2%	1,513	11.4%	1,398	11.0%
<b>Gender</b>						
Female	8,192	54.8%	7,260	54.5%	6,889	54.4%
Male	6,663	44.6%	5,999	45.0%	5,709	45.1%
Unknown	87	0.6%	62	0.5%	66	0.5%
<b>Ethnicity</b>						
Asian/Pacific Islander	1,369	9.2%	1,221	9.2%	1,101	8.7%
African-American	1,082	7.2%	921	6.9%	840	6.6%
Hispanic	6,775	45.3%	6,377	47.9%	6,523	51.5%
Native American	58	0.4%	49	0.4%	40	0.3%
Multi-Ethnicity	395	2.6%	451	3.4%	455	3.6%
White Non-Hispanic	4,483	30.0%	3,795	28.5%	3,398	26.8%
Unknown	780	5.2%	507	3.8%	307	2.4%



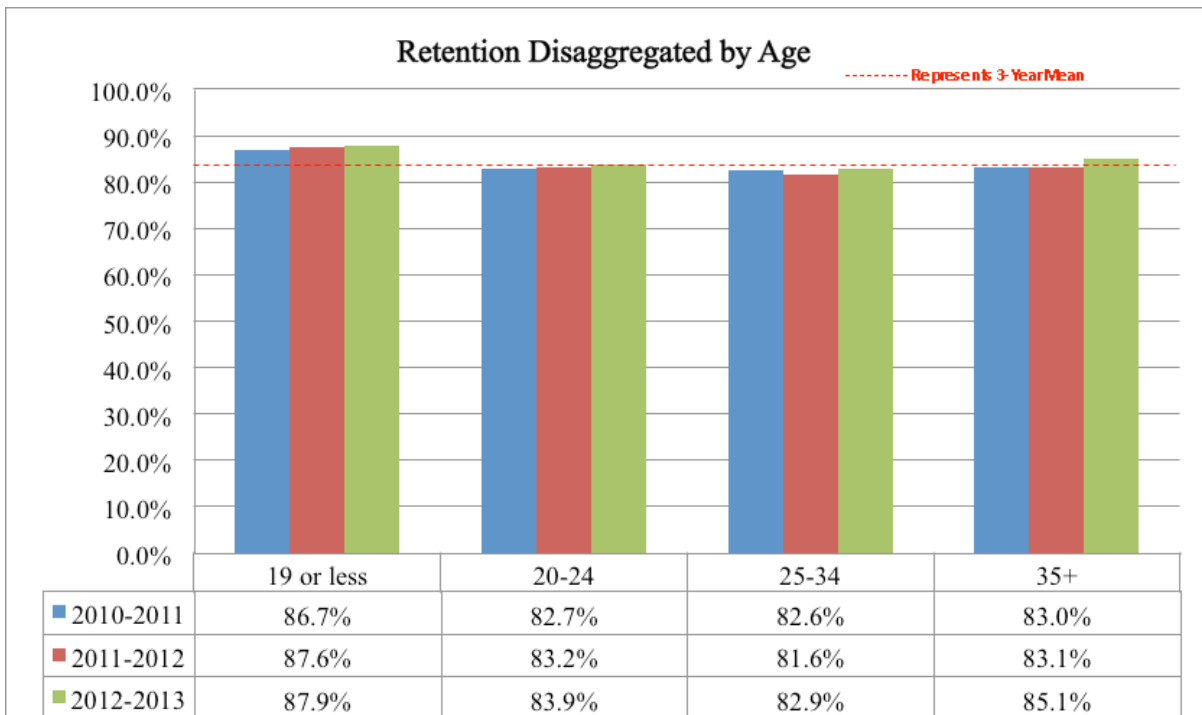
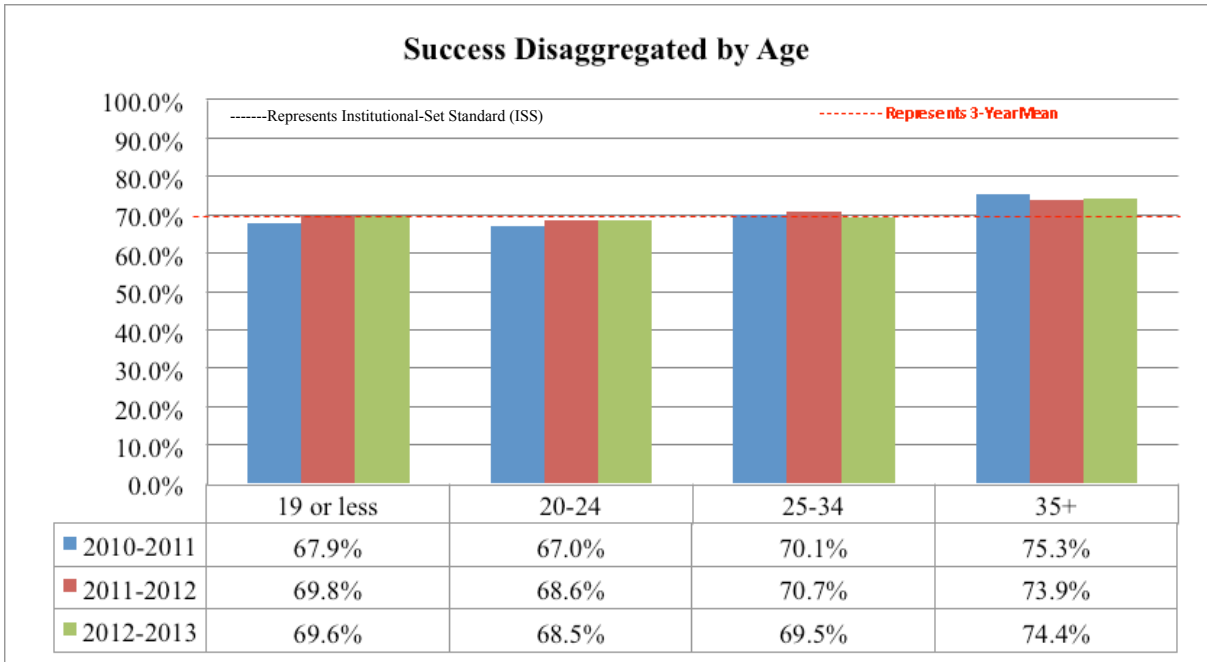
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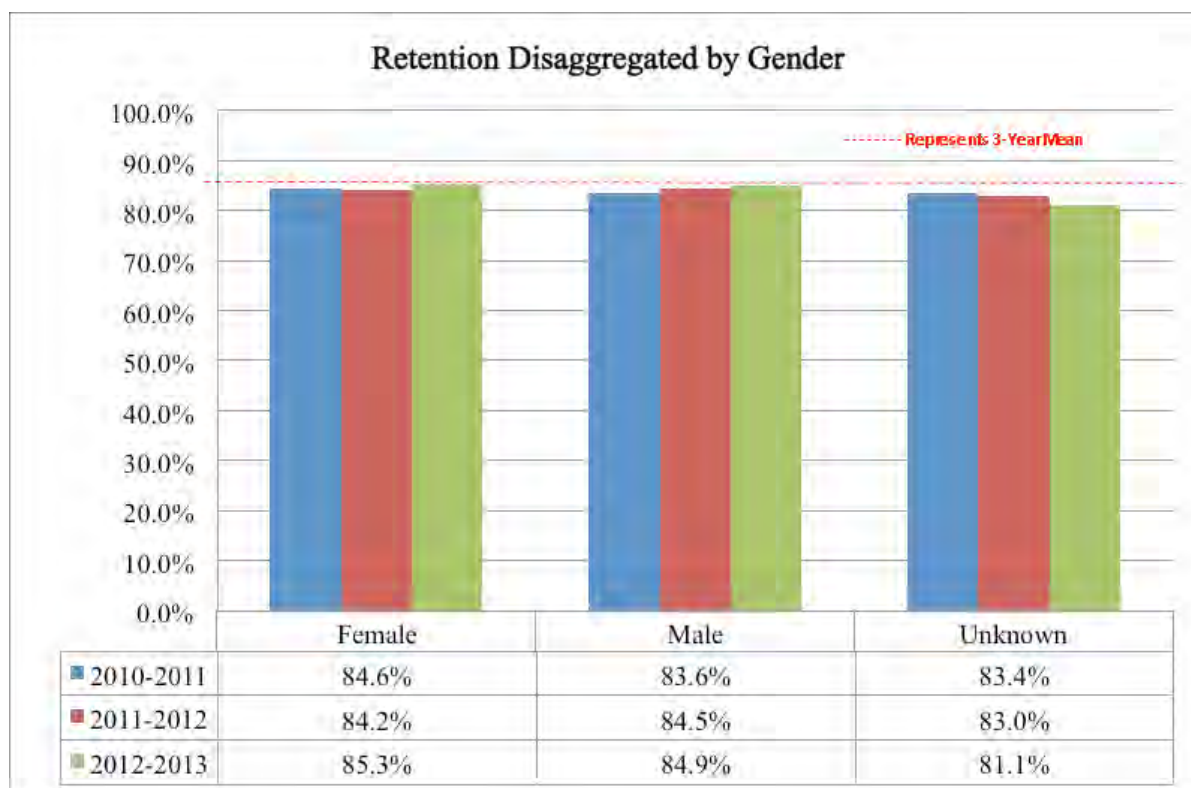
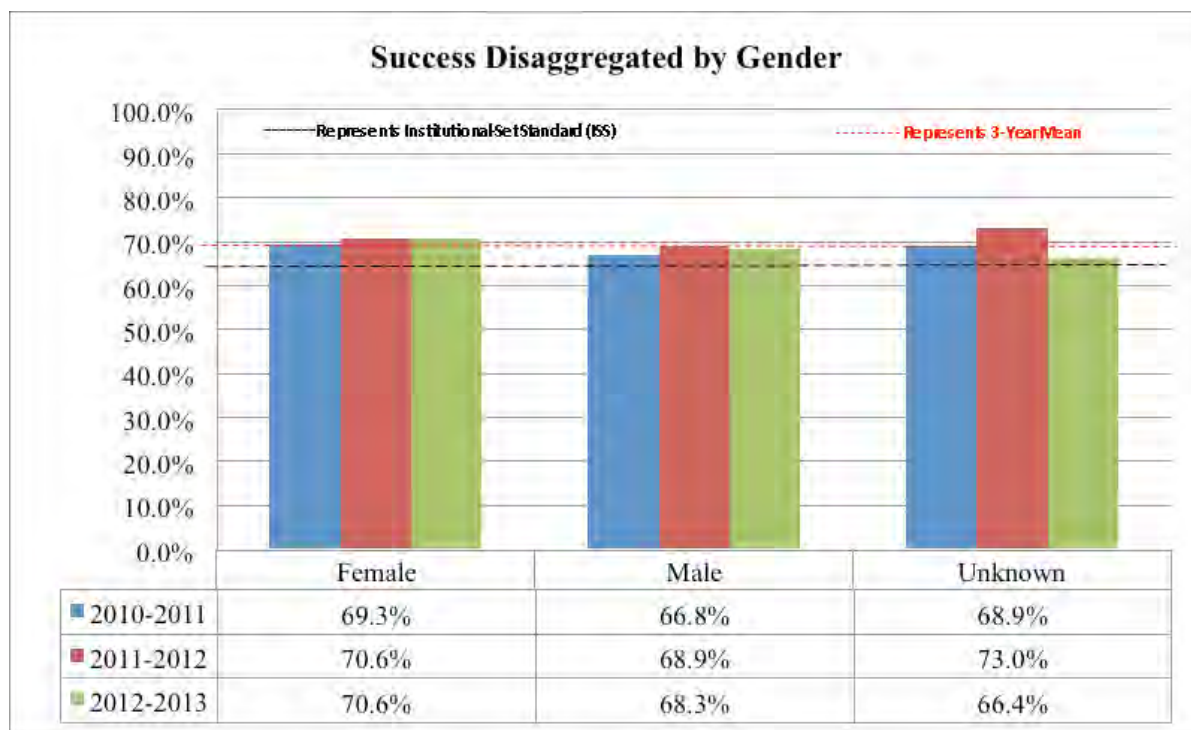
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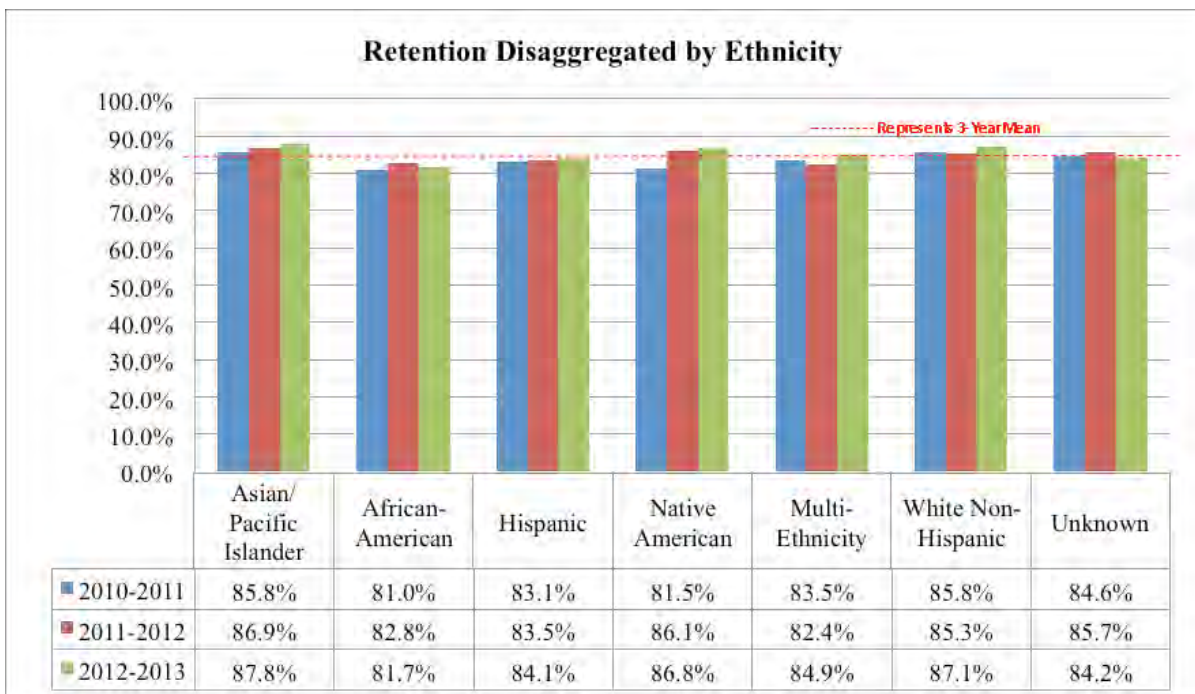
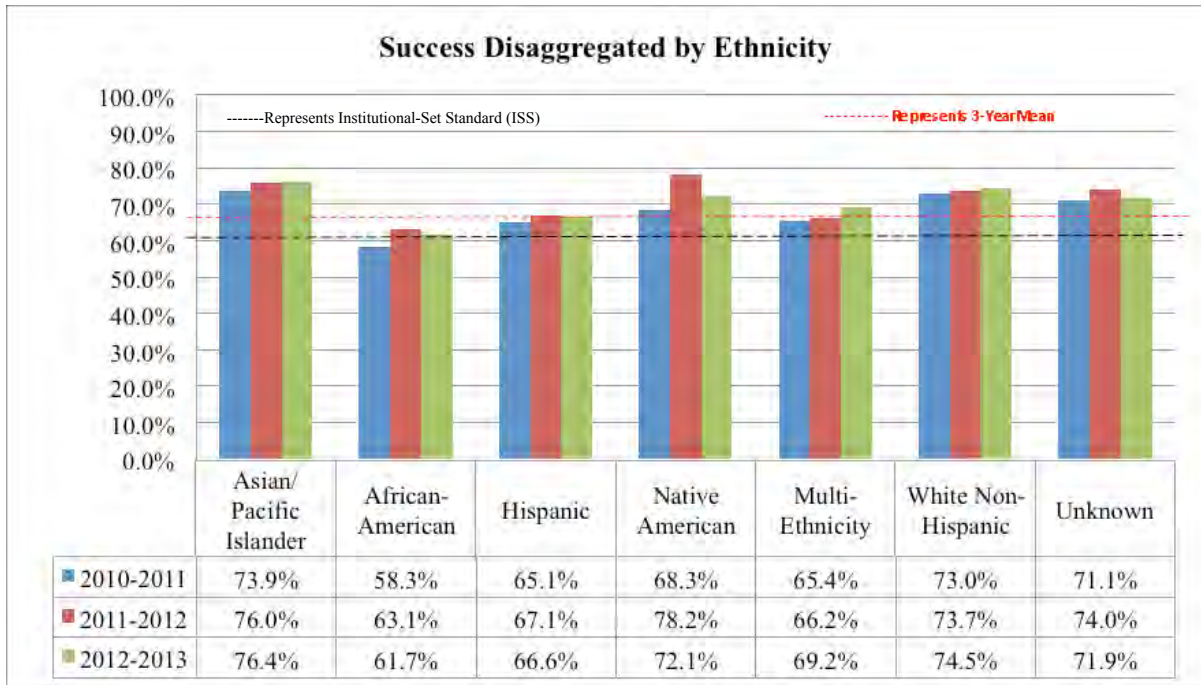
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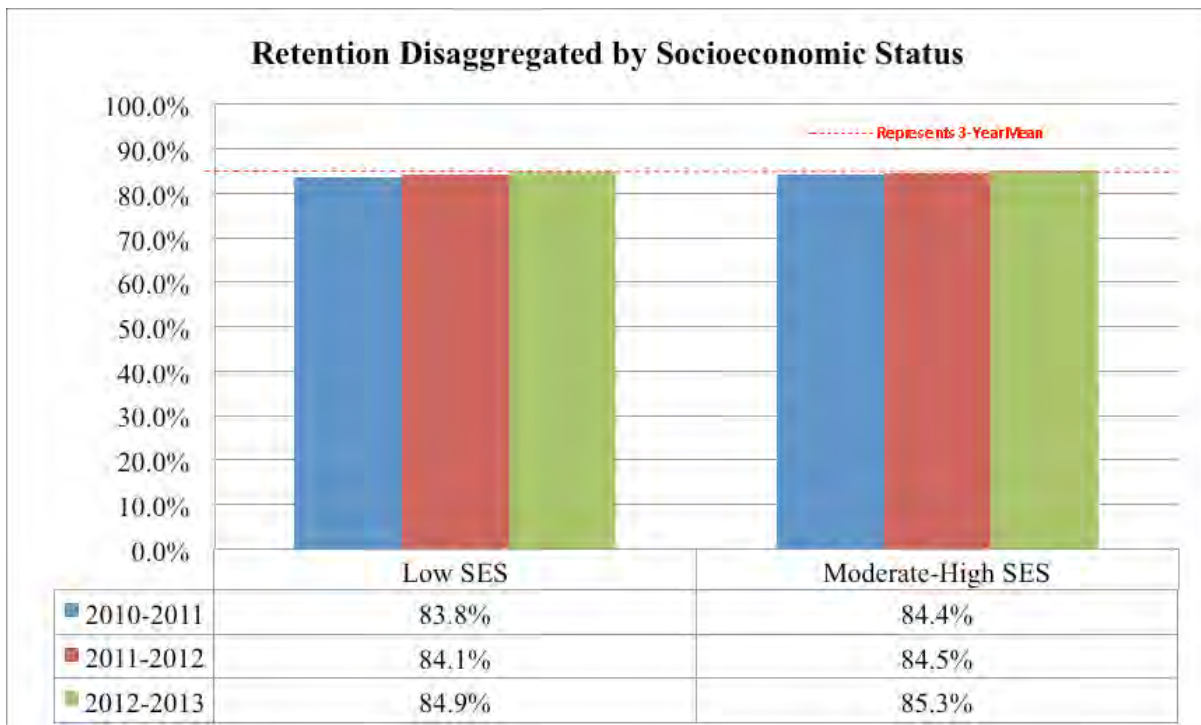
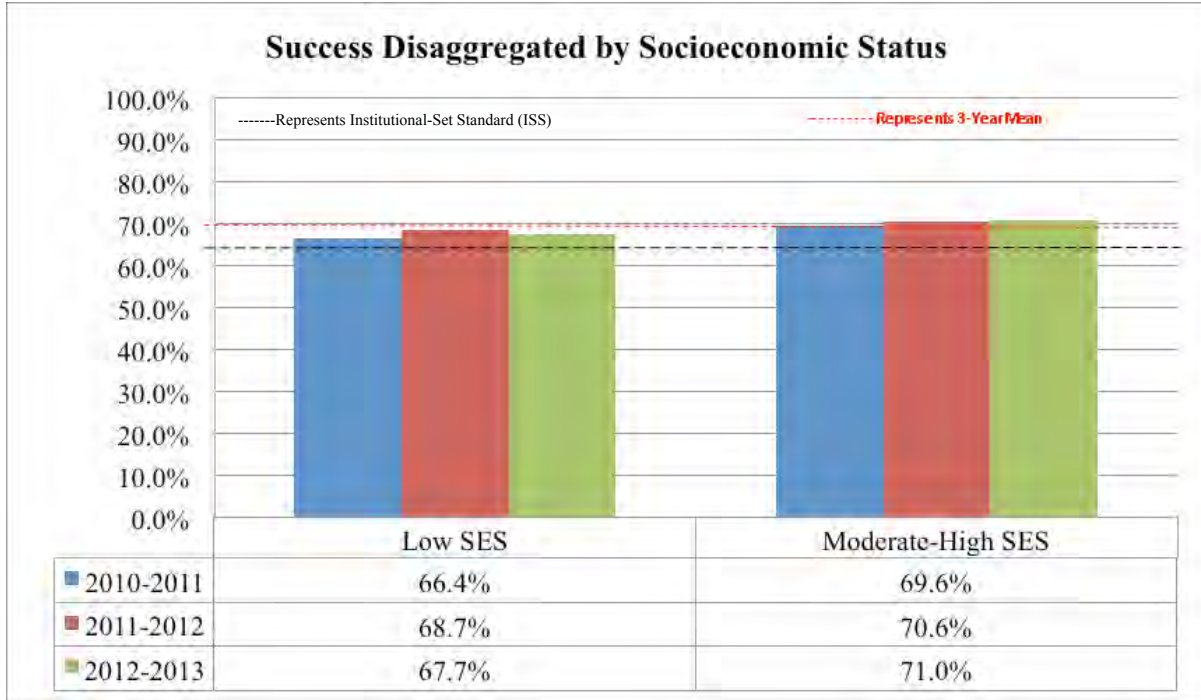
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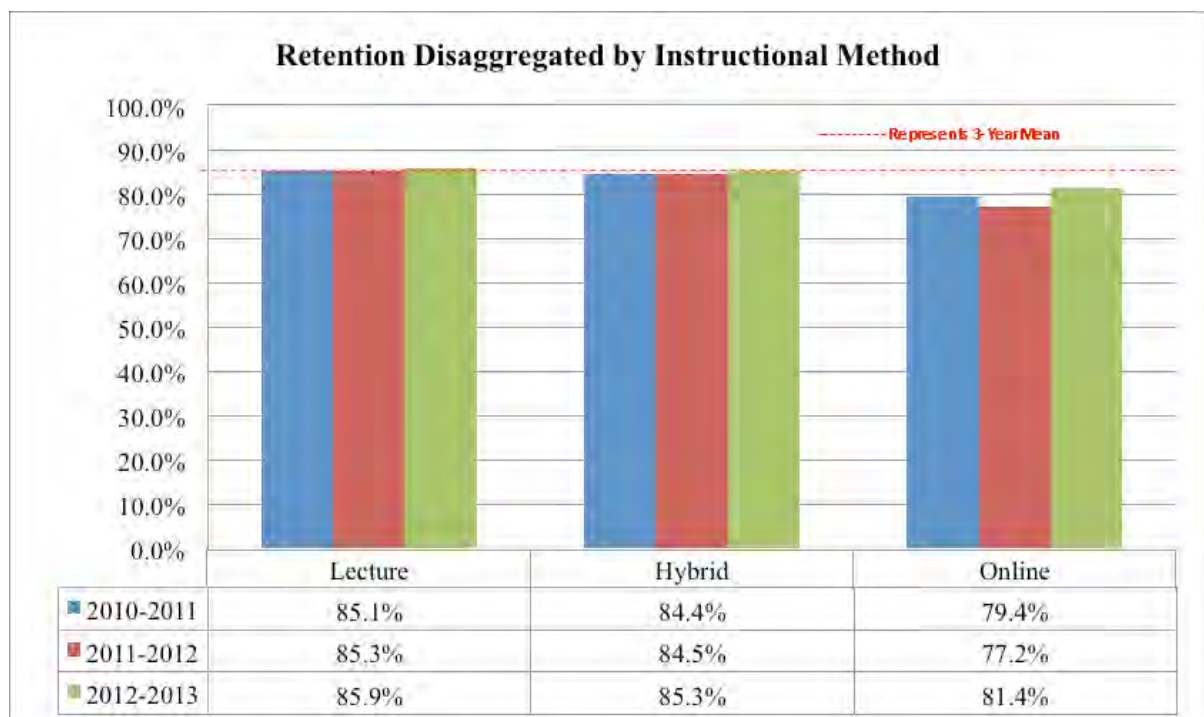
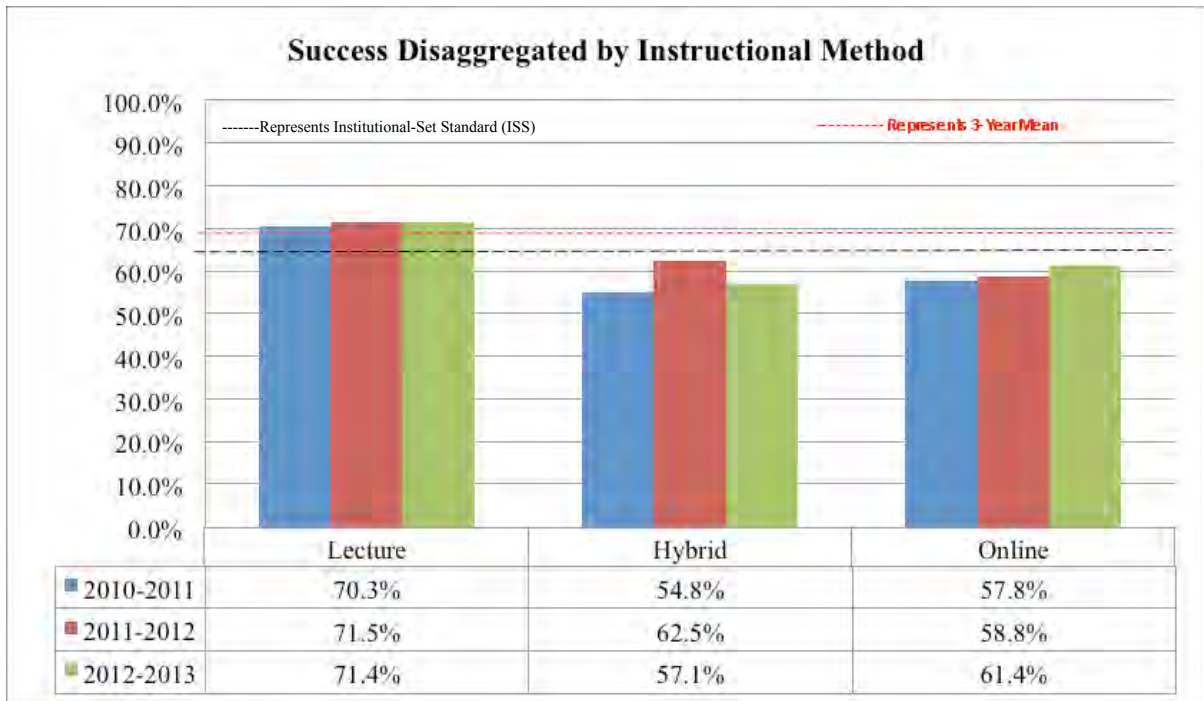
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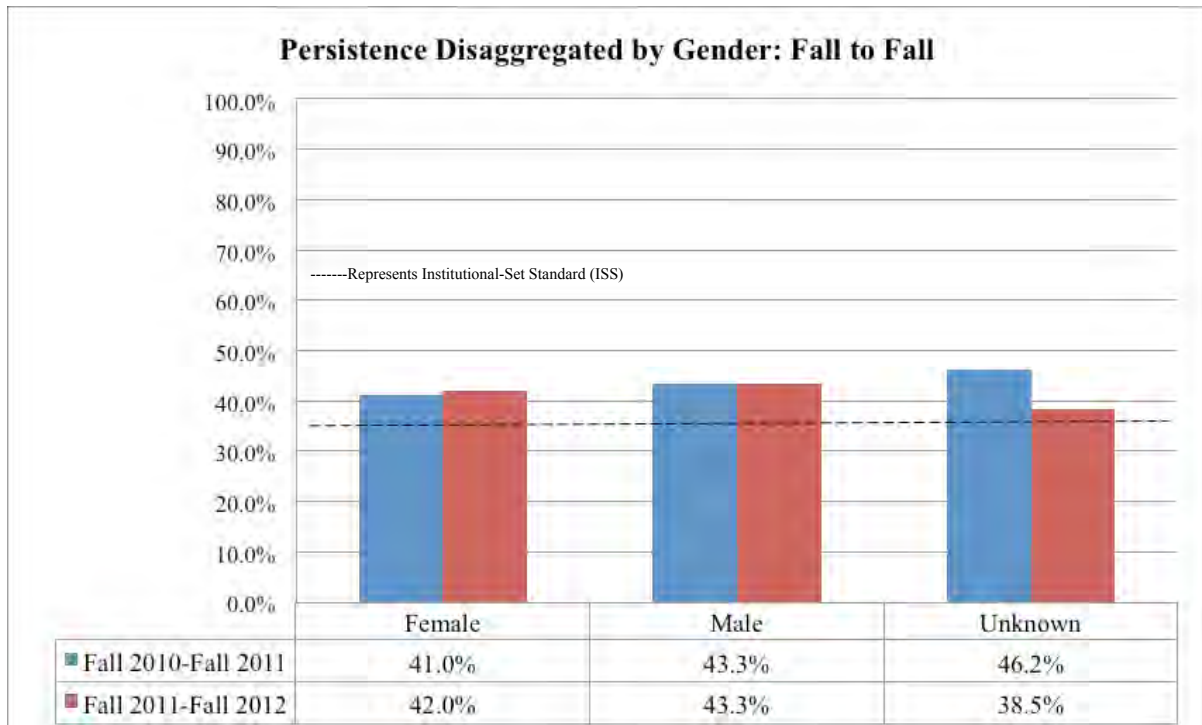
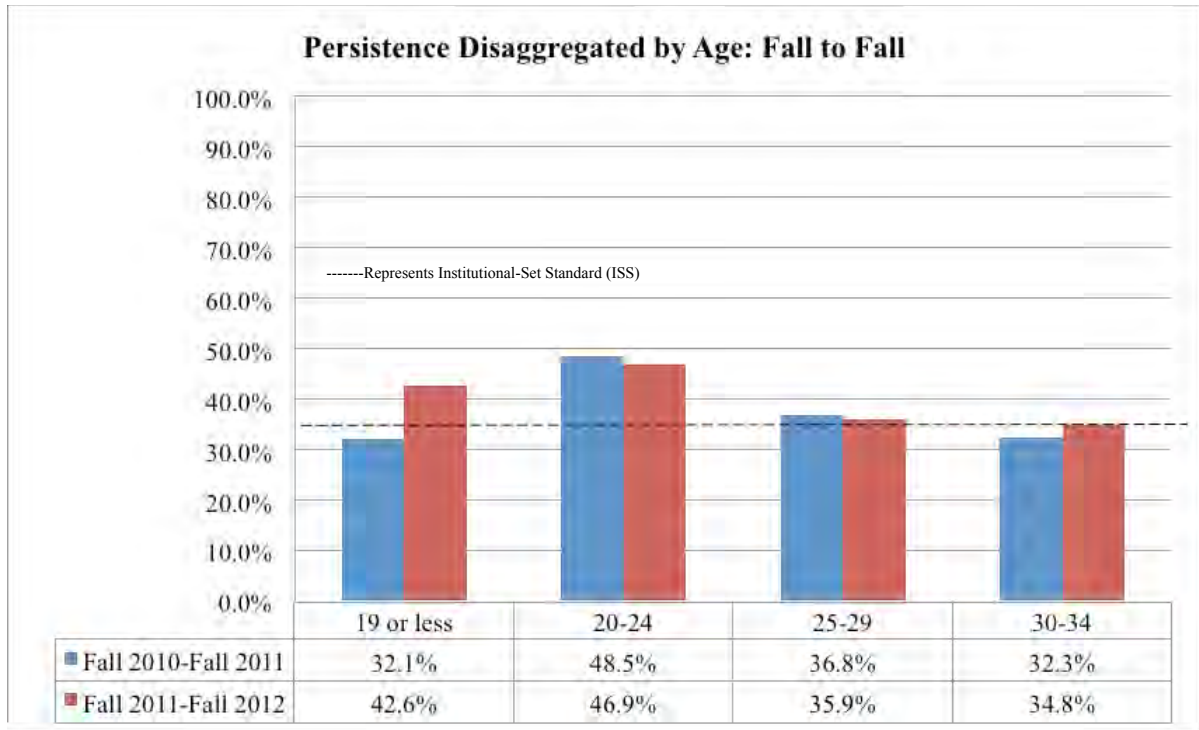
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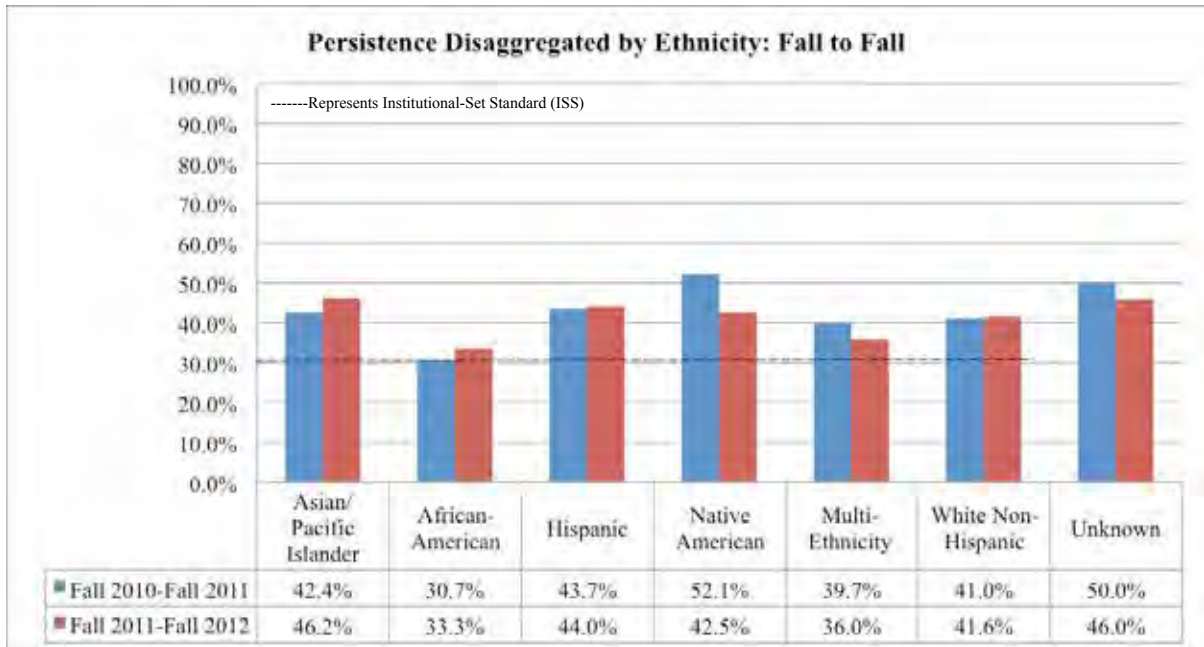


# Introduction





# Introduction



## Introduction

<b>English Progression Rate from # Levels Below Through Successful Completion of Transfer Level</b>									
	<b>3 levels</b>			<b>2 levels</b>			<b>1 level</b>		
<b>Gender</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>
Female	205	39	19%	178	55	31%	265	106	40%
Male	179	32	18%	141	39	28%	195	97	50%
Unknown	N/A	N/A	N/A	4	0	0%	9	5	56%
	<b>3 levels</b>			<b>2 levels</b>			<b>1 level</b>		
<b>Age</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>
19 or less	275	56	20%	192	64	33%	224	112	50%
20-24	67	8	12%	95	19	20%	162	68	42%
25-34	24	4	17%	26	8	31%	46	15	33%
35+	18	3	17%	10	3	30%	37	13	35%
	<b>3 levels</b>			<b>2 levels</b>			<b>1 level</b>		
<b>Ethnicity</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>
Asian/Pacific Islander	23	5	22%	27	9	33%	36	14	39%
African-American	32	4	13%	30	8	27%	19	7	37%
Hispanic	235	47	20%	158	43	27%	224	107	48%
Native American	N/A	N/A	N/A	1	1	100%	2	1	50%
Multi-Ethnicity	9	3	33%	7	2	29%	4	1	25%
White Non-Hispanic	74	9	12%	67	21	31%	119	43	36%
Unknown	11	3	27%	33	10	30%	65	29	45%

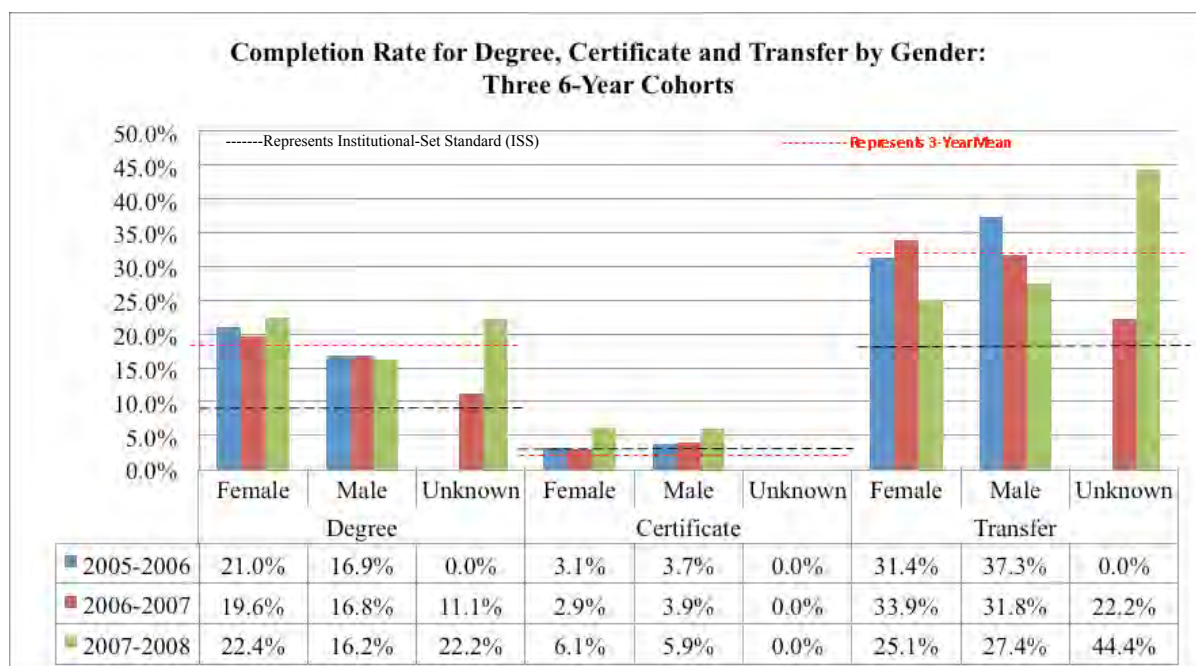
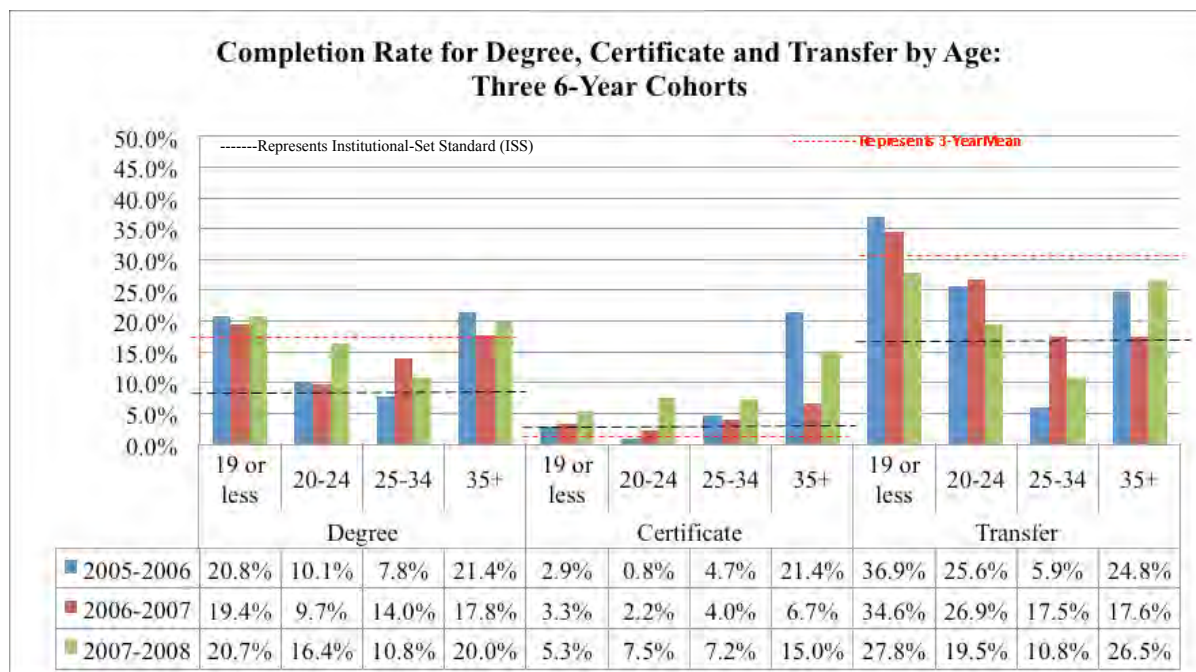
## Introduction

<b>Reading Progression Rate from # Levels Below Through Successful Completion of Transfer Level</b>									
	<b>3 levels</b>			<b>2 levels</b>			<b>1 level</b>		
<b>Gender</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>
Female	48	2	4%	69	7	10%	36	24	67%
Male	45	1	2%	49	6	12%	26	13	50%
Unknown	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0%
	<b>3 levels</b>			<b>2 levels</b>			<b>1 level</b>		
<b>Age</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>
19 or less	67	3	4%	70	7	10%	38	24	63%
20-24	19	0	0%	34	3	9%	17	6	35%
25-34	3	0	0%	10	1	10%	4	3	75%
35+	4	0	0%	4	2	50%	4	4	100%
	<b>3 levels</b>			<b>2 levels</b>			<b>1 level</b>		
<b>Ethnicity</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>	<b>Initial Cohort</b>	<b>Completers</b>	<b>Percent</b>
Asian/Pacific Islander	4	0	0%	11	1	9%	3	2	67%
African-American	3	0	0%	8	0	0%	2	2	100%
Hispanic	66	3	5%	66	5	8%	38	21	55%
Native American	N/A	N/A	N/A	1	0	0%	N/A	N/A	N/A
Multi-Ethnicity	3	0	0%	3	1	33%	4	3	75%
White Non-Hispanic	13	0	0%	23	6	26%	9	6	67%
Unknown	4	0	0%	6	0	0%	7	3	43%

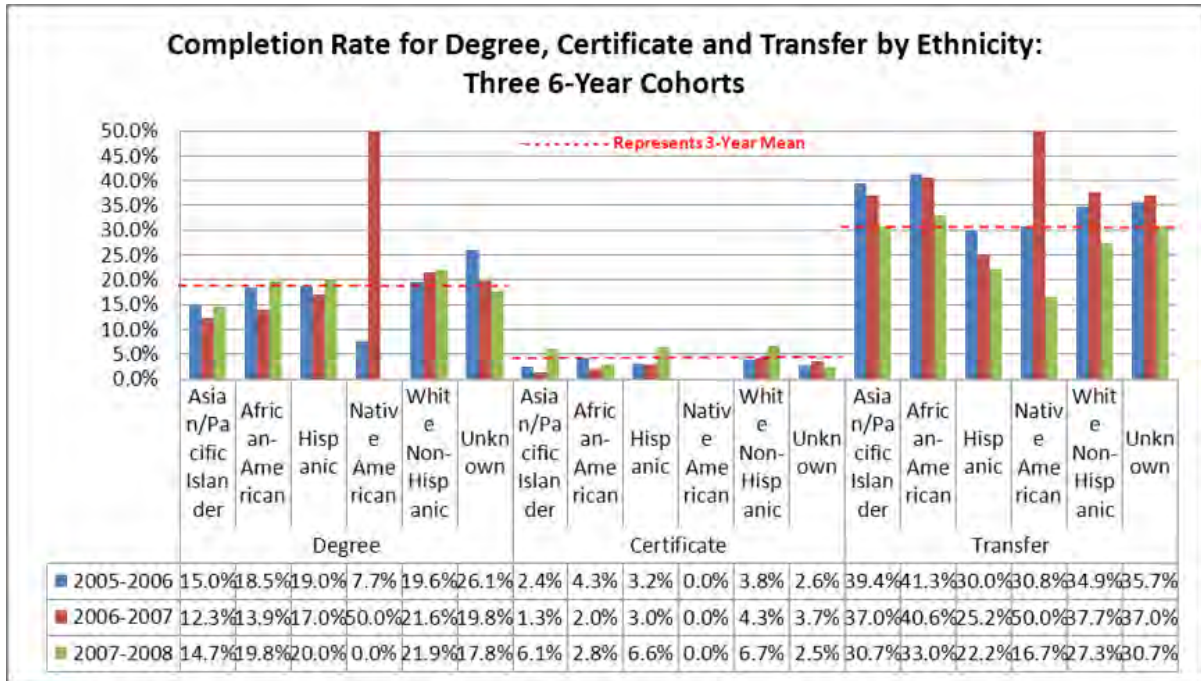
Math Progression Rate from # Levels Below Through Successful Completion of Transfer Level												
Gender	4 levels			3 levels			2 levels			1 level		
	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent
Female	192	12	6%	219	15	7%	406	74	18%	670	237	35%
Male	123	5	4%	143	15	10%	310	47	15%	537	191	36%
Unknown	1	0	0%	1	0	0%	6	0	0%	7	2	29%
Age	4 levels			3 levels			2 levels			1 level		
	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent
19 or less	177	11	6%	143	13	9%	320	66	21%	679	267	39%
20-24	74	3	4%	113	11	10%	213	23	11%	364	123	34%
25-34	43	3	7%	63	4	6%	107	16	15%	118	31	26%
35+	22	0	0%	44	2	5%	82	16	20%	53	15	28%
Ethnicity	4 levels			3 levels			2 levels			1 level		
	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent
Asian/Pacific Islander	17	3	18%	13	2	15%	33	13	39%	98	48	49%
African-American	30	1	3%	46	4	9%	45	4	9%	58	20	34%
Hispanic	190	10	5%	170	10	6%	332	50	15%	557	196	35%
Native American	1	0	0%	N/A	N/A	N/A	4	0	0%	8	2	25%
Multi-Ethnicity	7	1	14%	17	2	12%	15	0	0%	33	14	42%
White Non-Hispanic	67	2	3%	98	8	8%	243	41	17%	370	12	3%
Unknown	4	0	0%	19	4	21%	50	13	26%	90	29	32%

ESL Progression Rate from # Levels Below Through Successful Completion of Transfer Level																
Gender	6 levels			5 levels			4 levels			3 levels			2 levels			
	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	
Female	17	0	0%	14	0	0%	16	2	13%	14	1	7%	29	3	10%	
Male	5	0	0%	11	0	0%	8	0	0%	7	1	14%	21	1	5%	
Unknown	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0%	N/A	N/A	N/A	N/A	N/A	N/A	
Age	6 levels			5 levels			4 levels			3 levels			2 levels			
	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	
19 or less	7	0	0%	5	0	0%	4	0	0%	6	2	33%	15	0	0%	
20-24	4	0	0%	5	0	0%	4	0	0%	5	0	0%	13	2	15%	
25-34	6	0	0%	5	0	0%	6	2	33%	4	0	0%	9	0	0%	
35+	5	0	0%	10	0	0%	11	0	0%	4	0	0%	13	2	15%	
Ethnicity	6 levels			5 levels			4 levels			3 levels			2 levels			
	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	Initial Cohort	Completers	Percent	
Asian/Pacific Islander	3	0	0%	9	0	0%	7	1	14%	6	1	17%	9	1	11%	
African-American	1	0	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	1	100%	
Hispanic	9	0	0%	12	0	0%	12	0	0%	12	1	8%	37	2	5%	
Native American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0%	N/A	N/A	N/A	
Multi-Ethnicity	1	0	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
White Non-Hispanic	4	0	0%	3	0	0%	4	1	25%	2	0	0%	1	0	0%	
Unknown	4	0	0%	1	0	0%	2	0	0%	N/A	N/A	N/A	2	0	0%	

## Introduction



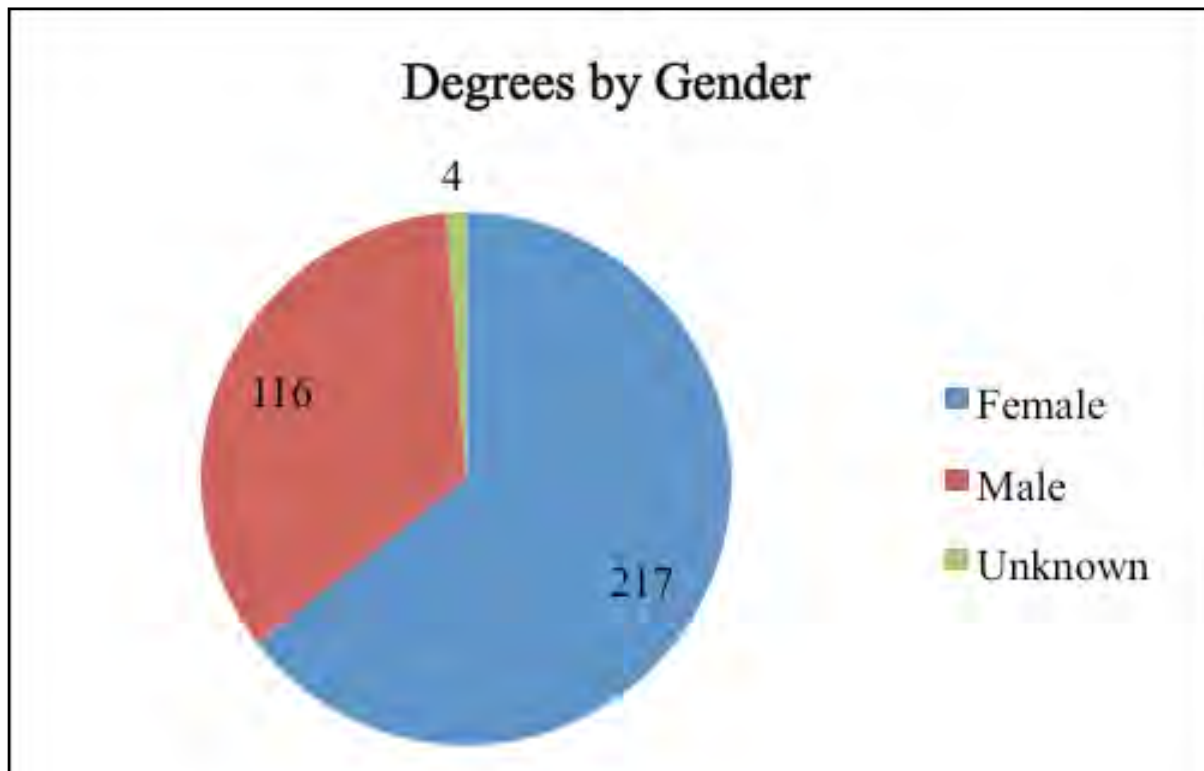
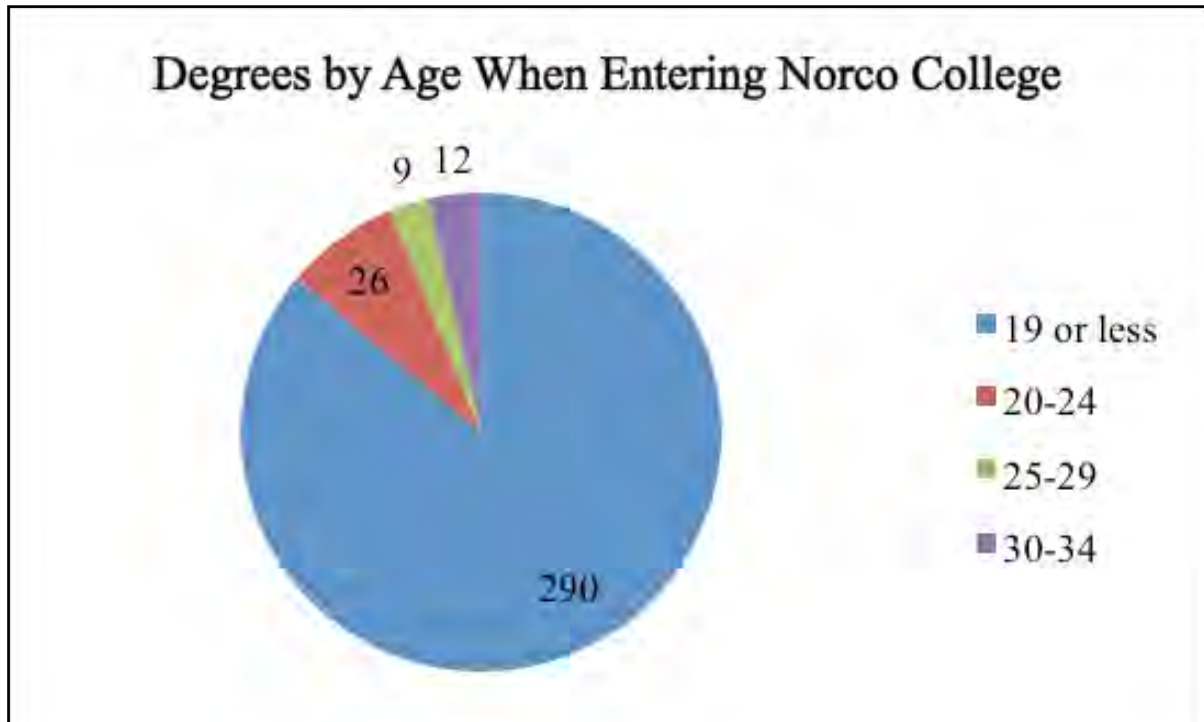
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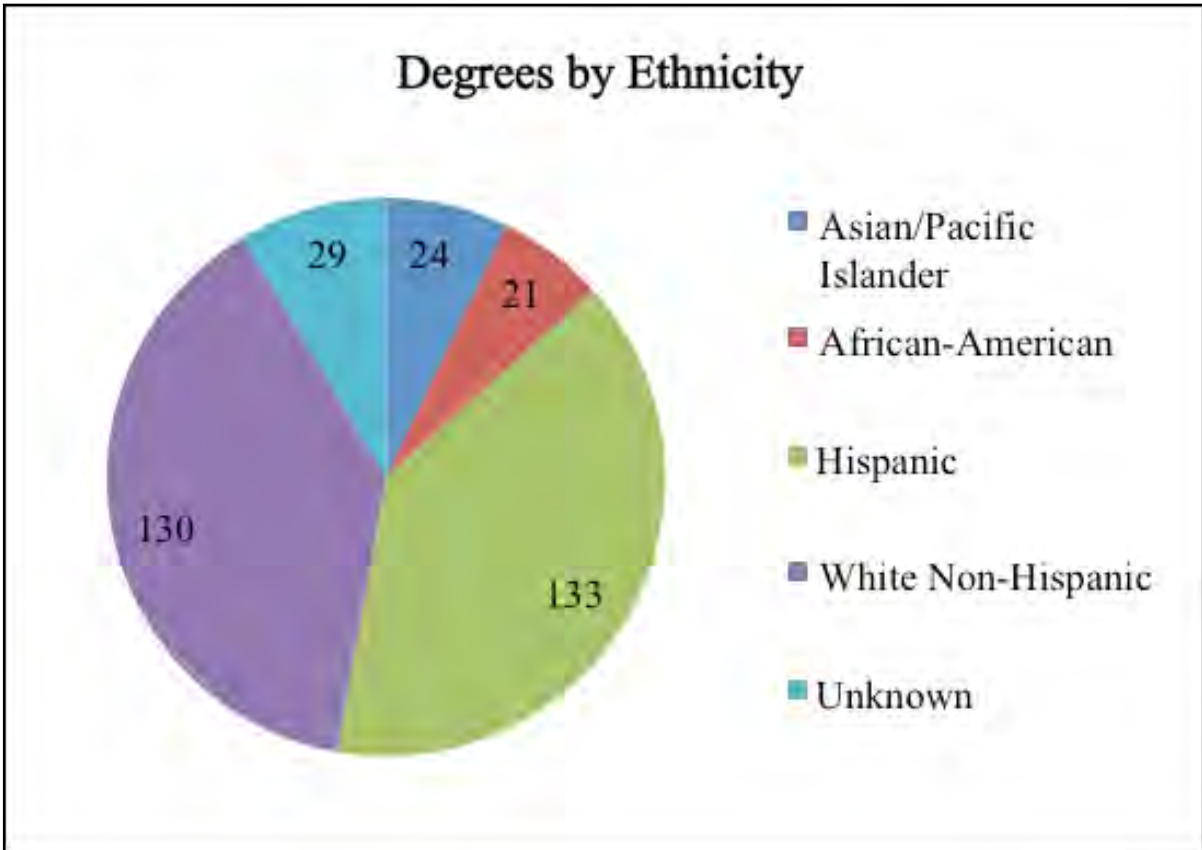
\*High Percentages in Native American subgroups are due to low student counts, cohort counts range from 4 to 13 students across the three 6-year cohorts.

## Introduction

### Number of Degrees Disaggregated by Age, Gender, and Ethnicity for 2007-08 Six-Year Cohort

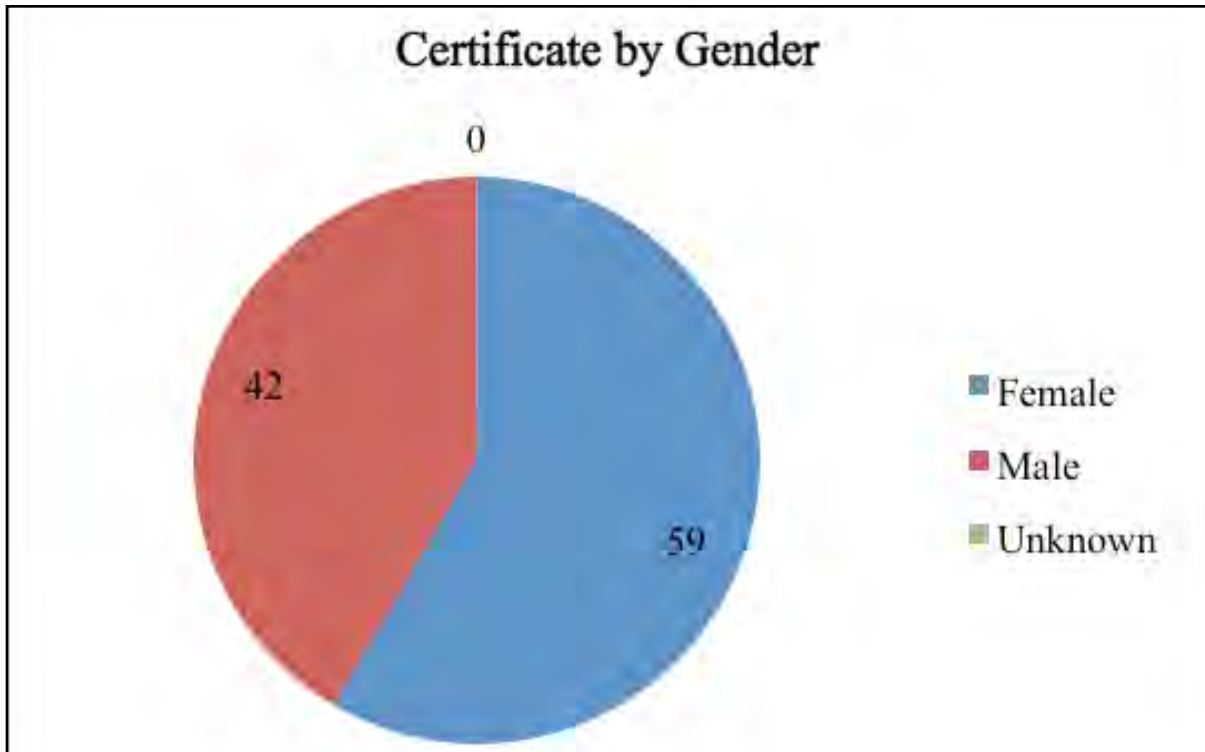
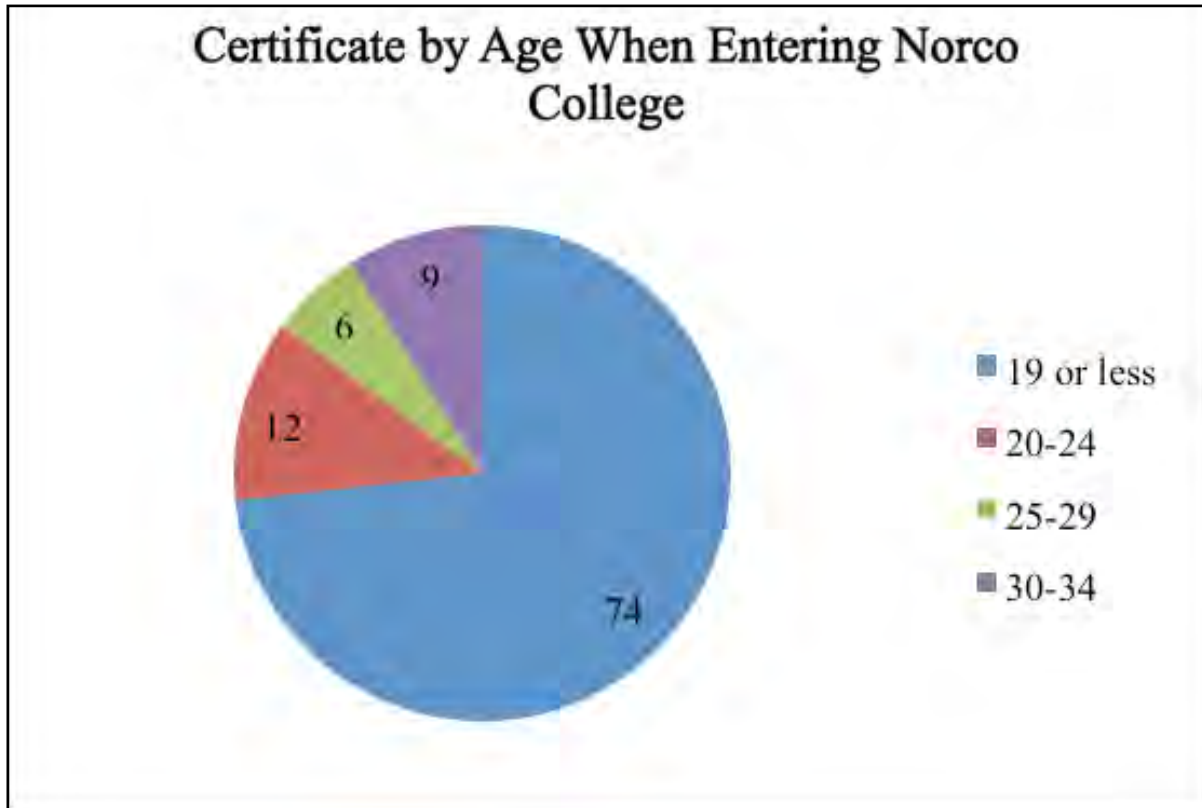


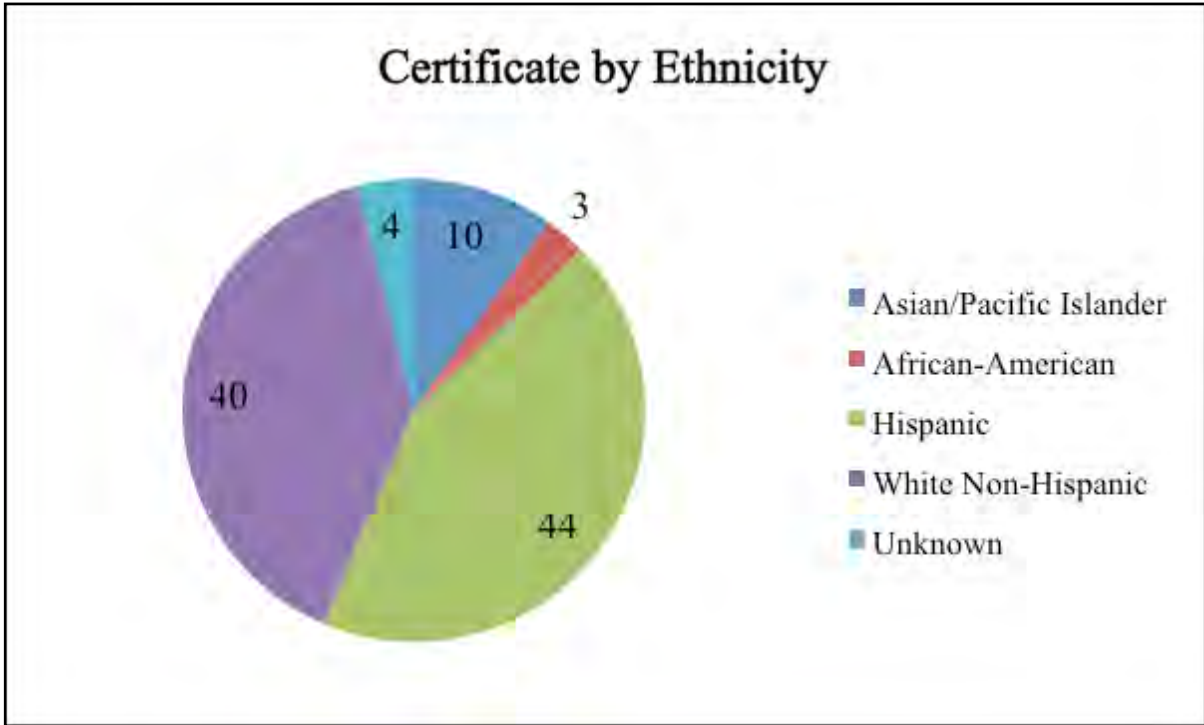




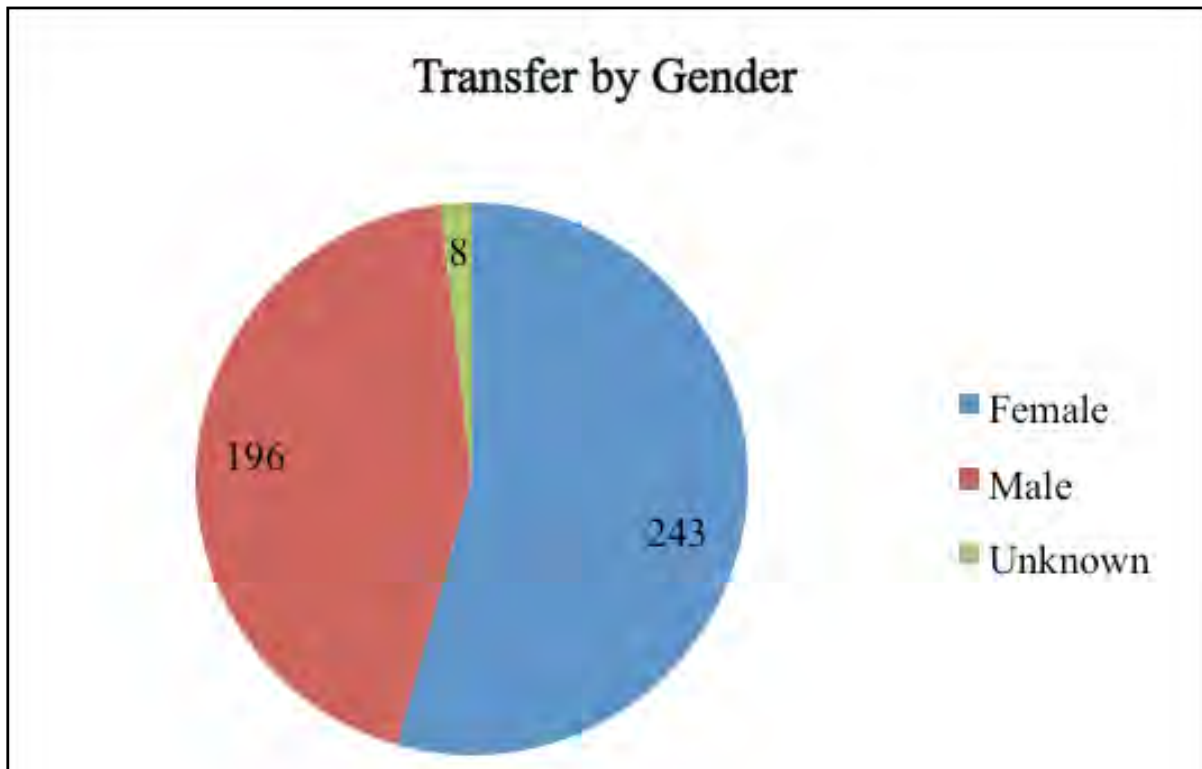
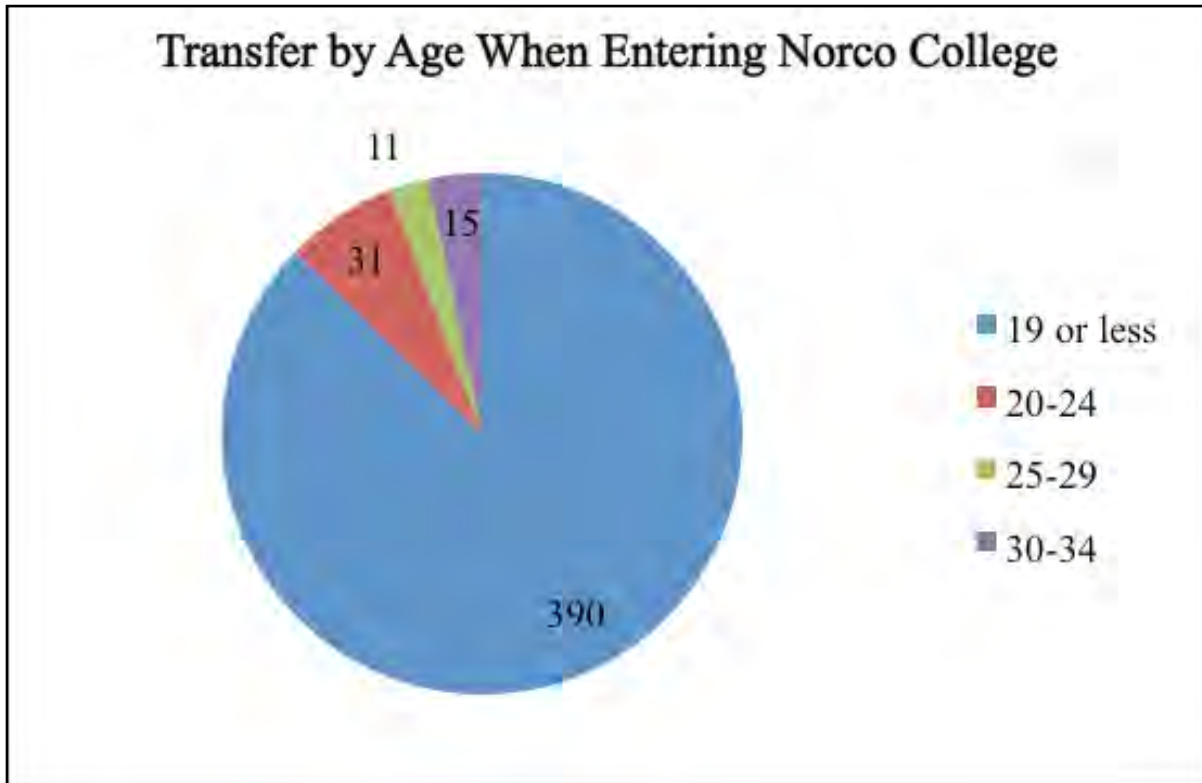
## Introduction

### Number of Certificates Disaggregated by Age, Gender, and Ethnicity for 2007-08 Six-Year Cohort



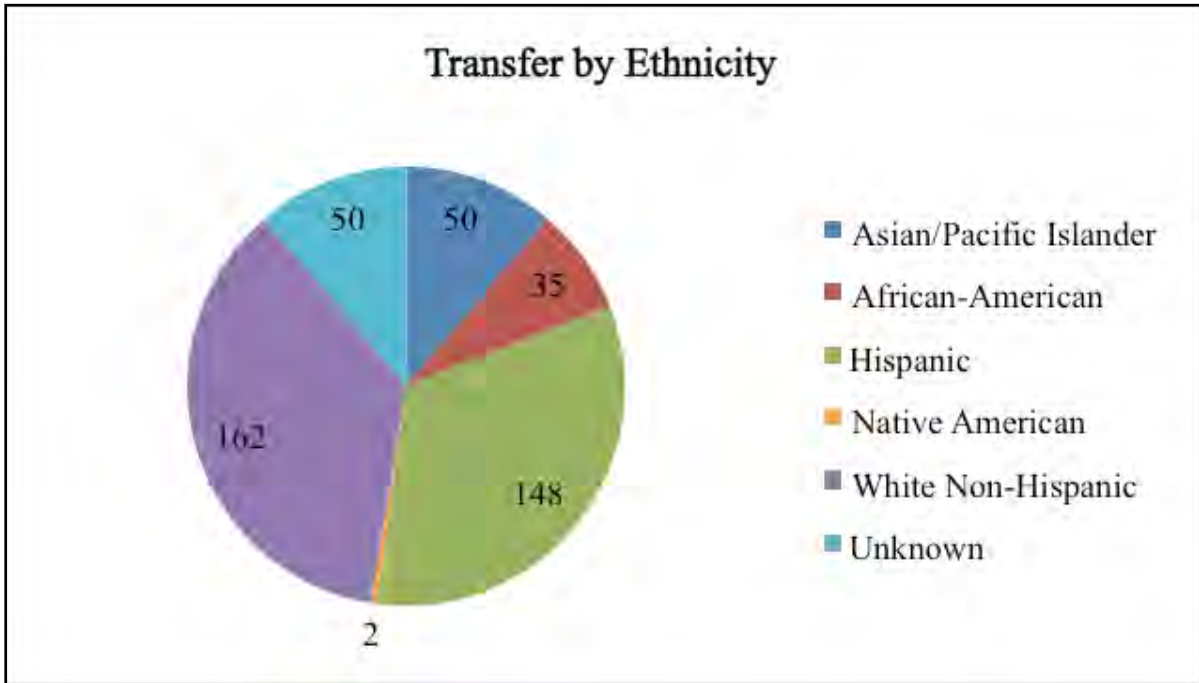


Number of Transfers to Four-Year Institutions Disaggregated by Age, Gender, and Ethnicity for 2007-08 Six-Year Cohort



## Introduction

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## Introduction

### DATA ON GRADUATES

Each year the District Office of Institutional Research conducts phone surveys to graduates of career and technical education (CTE) programs. The following data are the results for Norco College graduates in 2011 and 2012. Data are gathered on both employment and placement into a job that is aligned with the graduate's training.

Results of CTE Graduate Survey						
	2011 #	2011%	2012 #	2012%	Total	Total %
Employed (FT, PT, or Self-)	67	80%	43	62%	110	72%
Unemployed Seeking	13	15%	10	14%	23	15%
Unemployed Not Seeking	4	5%	16	23%	20	13%
<b>Total</b>	<b>84</b>	<b>100%</b>	<b>69</b>	<b>100%</b>	<b>153</b>	<b>100%</b>
Placement Rate (Employed that are working in a job related to their training)	50	75%	34	79%	84	76%

The most recent licensure/certification exam rates for appropriate programs at Norco College are as follows:

Program	CIP Code	Examination	Pass Rate
Commercial Music: Performance	10.02	Pro-Tools	78.13%
Automated Systems Technician	15.06	OSHA	76.00%
Computer-Aided Production Tech	48.05	OSHA	72.41%

The following table is a longitudinal presentation of the number of awards (degrees and certificates) granted by Norco College since it has been accredited. The awards are broken down by award type and underneath that are the areas as identified by TOP codes.

## Introduction

<b>California Community Colleges Chancellor's Office- Program Award Summary</b>		<b>Annual 2010-2011</b>	<b>Annual 2011-2012</b>	<b>Annual 2012-2013</b>
<b>Norco College Total</b>		<b>654</b>	<b>1,010</b>	<b>1,034</b>
Associate in Science for Transfer (A.S.-T) Degree Total				1
	Family and Consumer Sciences-13			1
Associate in Arts for Transfer (A.A.-T) Degree Total			2	15
	Humanities (Letters)-15		1	3
	Social Sciences-22		1	12
Associate of Science (A.S.) Degree Total		121	184	248
	Architecture and Related Technologies-02	7	6	8
	Business and Management-05	25	32	41
	Engineering and Industrial Technologies-09	21	17	24
	Family and Consumer Sciences-13	3	4	12
	Information Technology-07		5	7
	Interdisciplinary Studies-49	62	115	139
	Media and Communications-06		2	9
	Public and Protective Services-21	3	3	8
Associate of Arts (A.A.) Degree Total		278	428	459
	Education-08	16	24	12
	Fine and Applied Arts-10		1	
	Interdisciplinary Studies-49	262	403	447
Certificate requiring 30 to < 60 semester units Total		112	90	105
	Business and Management-05	21	22	40
	Engineering and Industrial Technologies-09	28	15	13
	Family and Consumer Sciences-13		8	16
	Fine and Applied Arts-10		1	
	Information Technology-07	2	3	2
	Interdisciplinary Studies-49	60	32	29
	Media and Communications-06	1	9	5
Certificate requiring 18 to < 30 semester units Total		32	39	39
	Architecture and Related Technologies-02	5	4	9
	Business and Management-05	12	17	9
	Engineering and Industrial Technologies-09	12	12	16
	Information Technology-07		2	1
	Media and Communications-06			1
	Public and Protective Services-21	3	4	3
Certificate requiring 6 to < 18 semester units Total		111	265	167
	Architecture and Related Technologies-02	29	32	11
	Business and Management-05			40
	Engineering and Industrial Technologies-09	33	68	42
	Family and Consumer Sciences-13	43	133	51
	Information Technology-07	4	21	15
	Media and Communications-06			2
	Public and Protective Services-21	2	11	6
Other Credit Award, < 6 semester units Total			2	
	Architecture and Related Technologies-02		2	

# Introduction

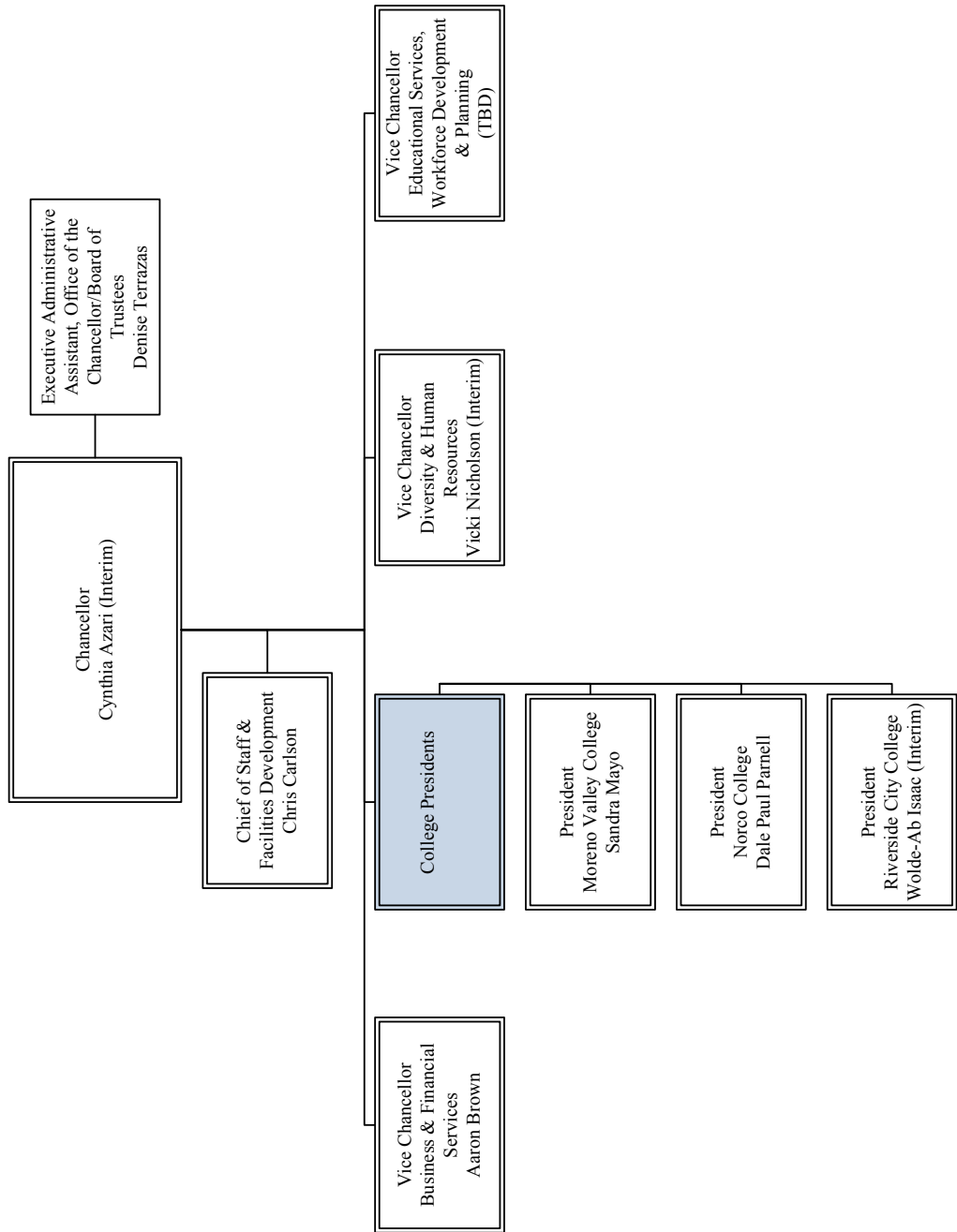
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## Organizational Charts and Function Map

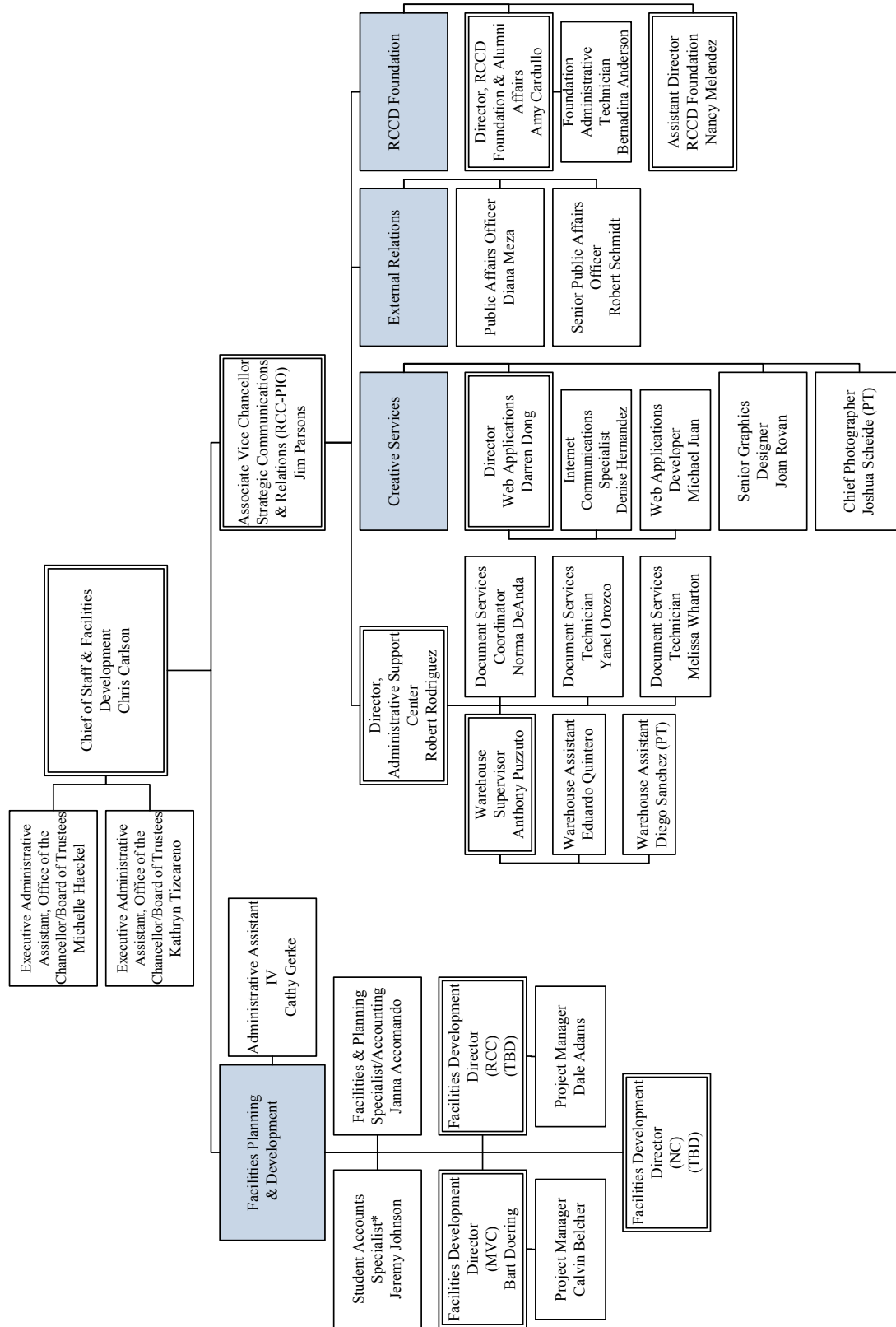


# Riverside Community College District Chancellor

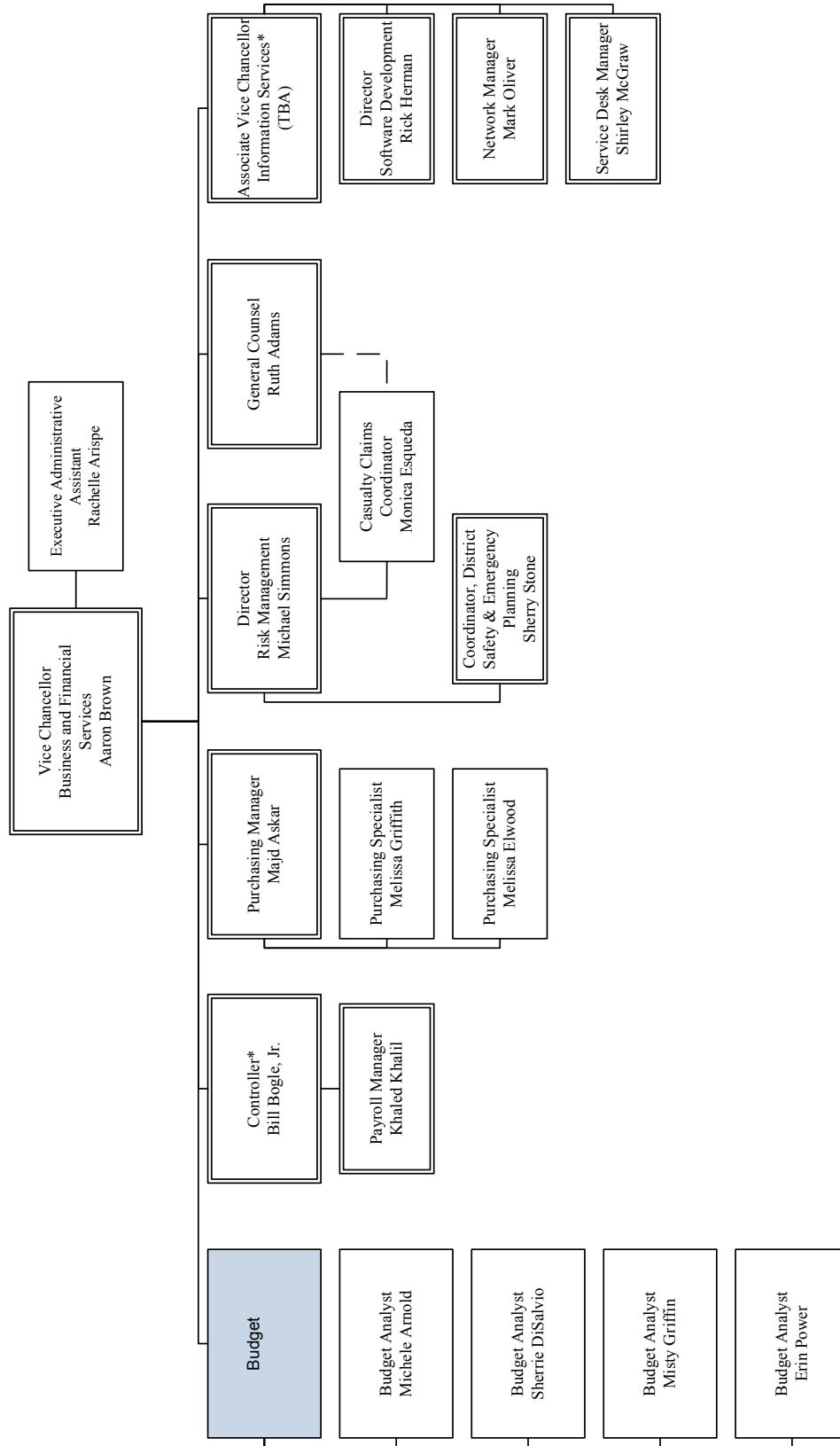


# Riverside Community College District

## Chief of Staff & Facilities Development

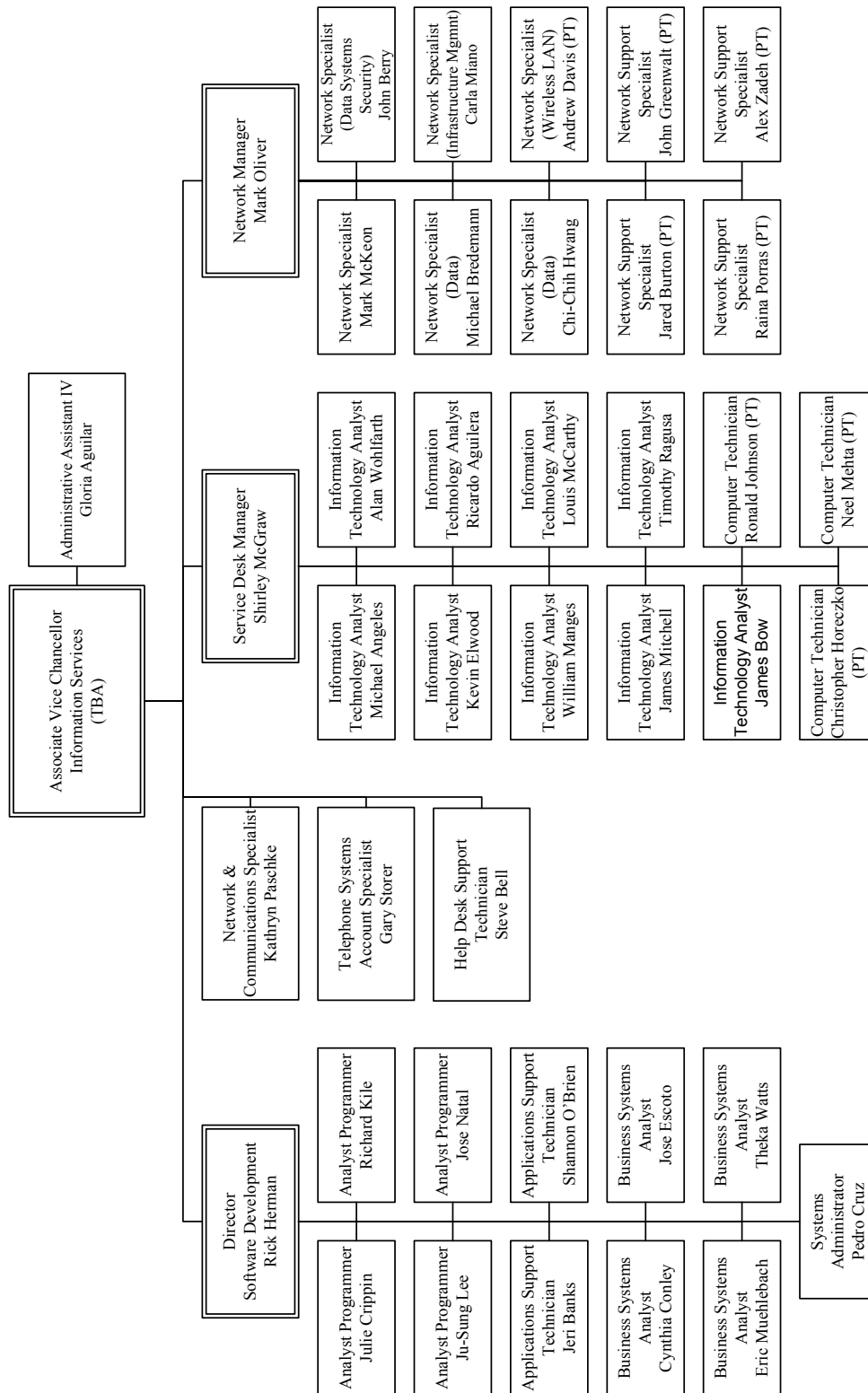


Riverside Community College District  
Business and Financial Services

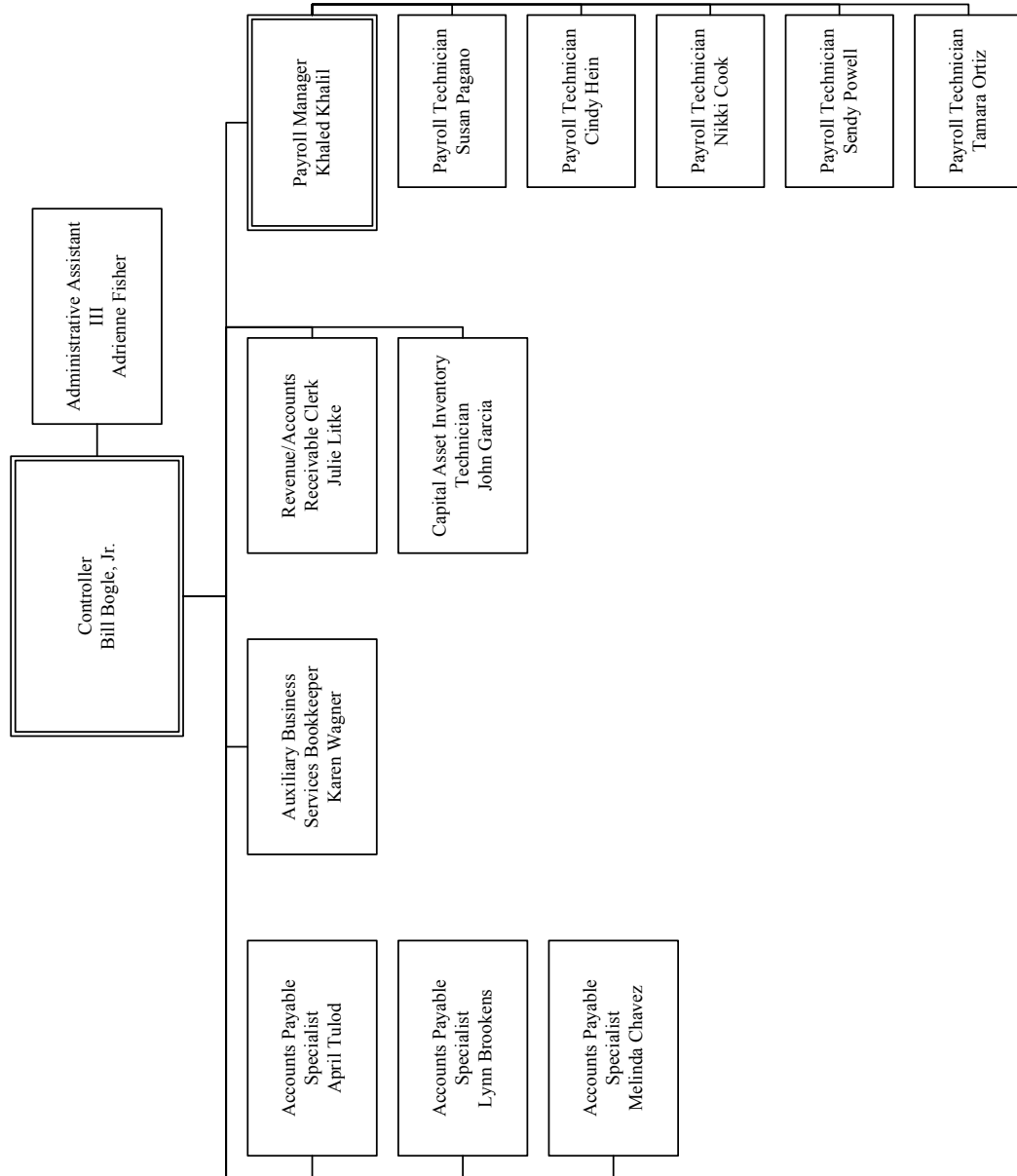


# Riverside Community College District

## Business and Financial Services – Information Services

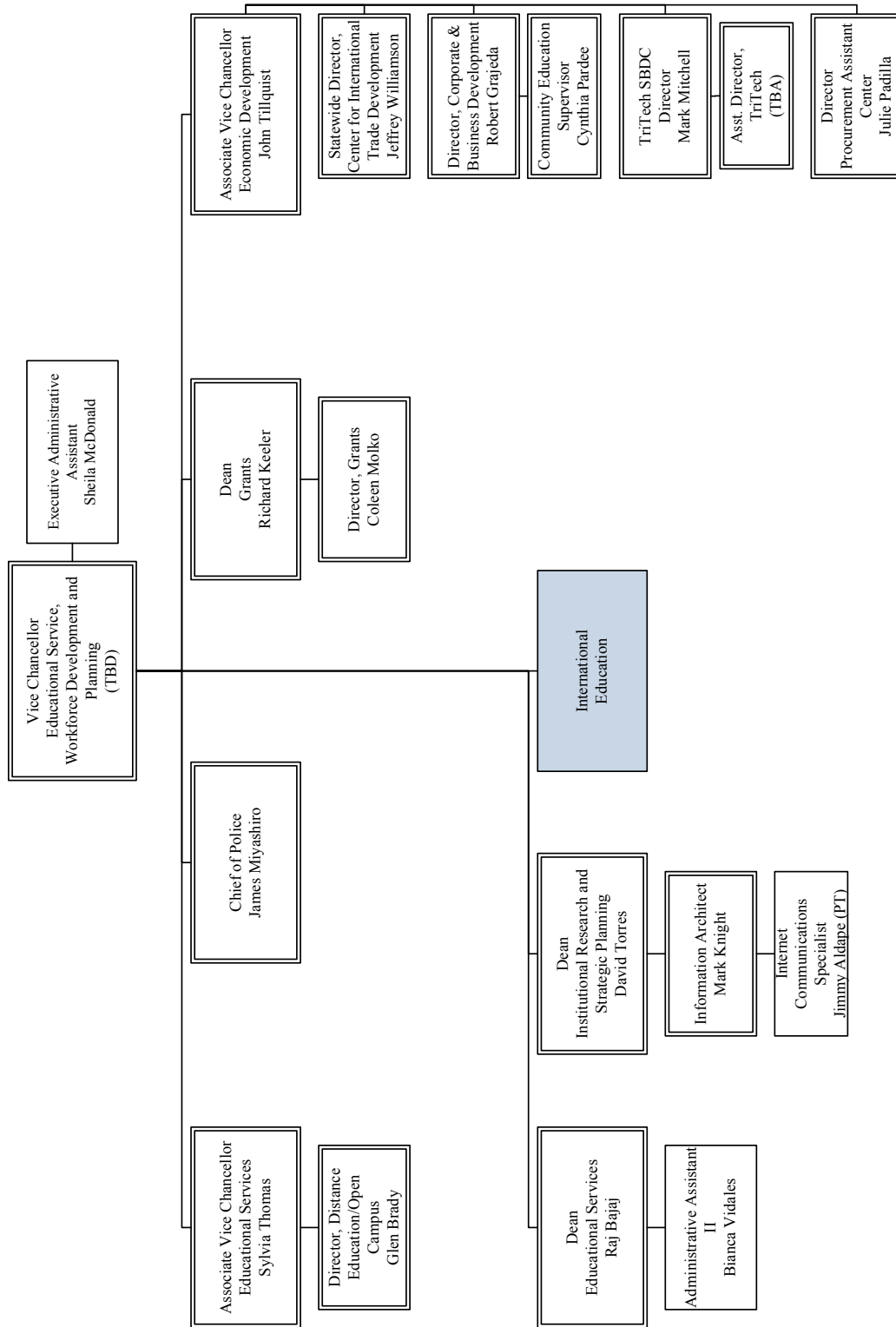


Riverside Community College District  
Business and Financial Services - Controller



# Organizational Charts and Function Map

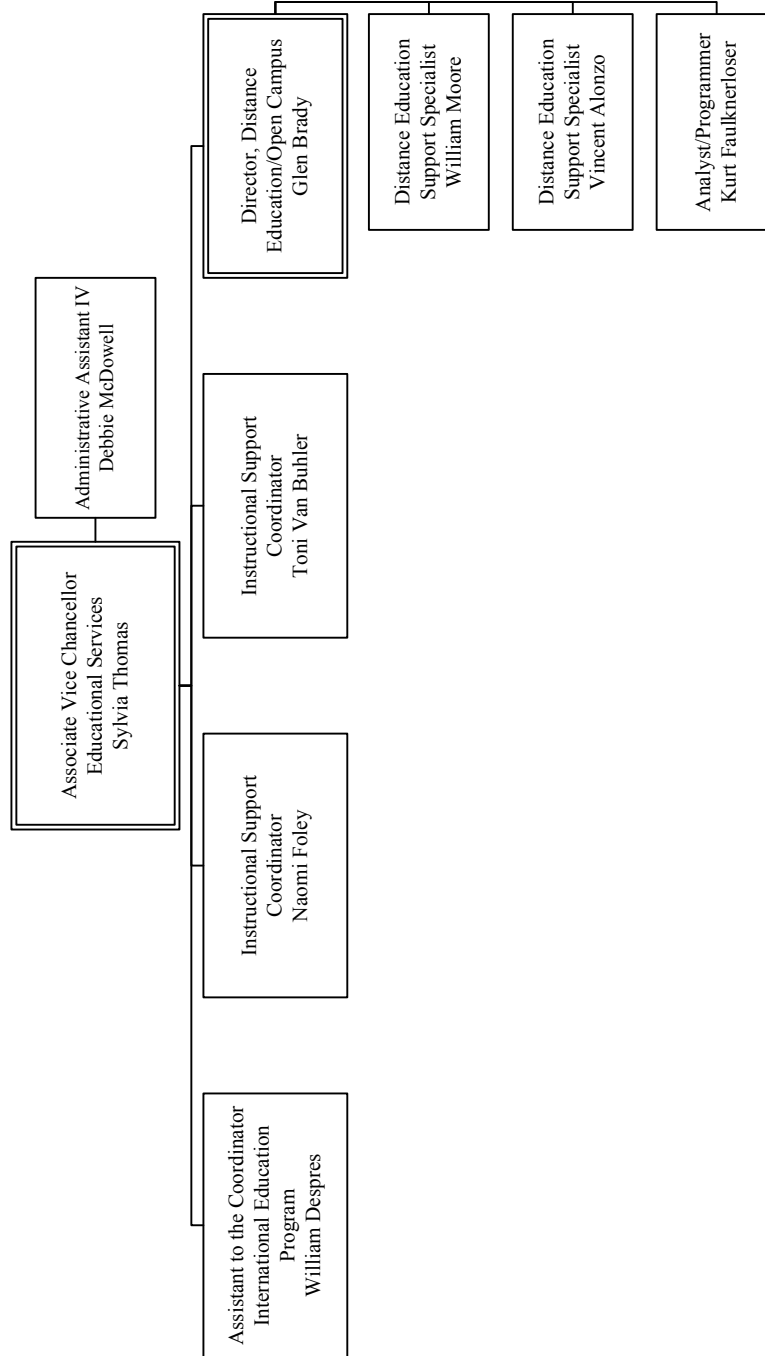
## Riverside Community College District Educational Services, Workforce Development & Planning



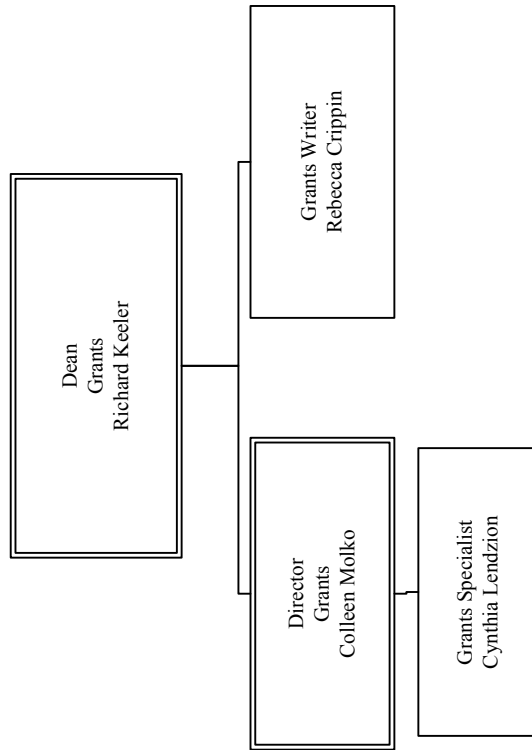


# Riverside Community College District

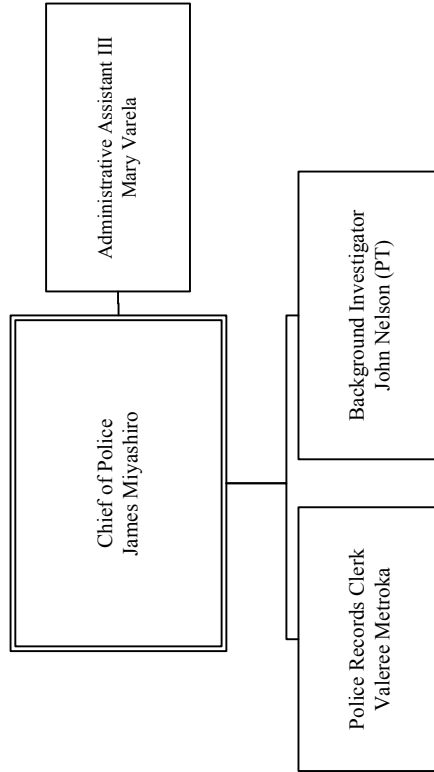
Educational Services, Workforce Development & Planning – Educational Services AVC



**Riverside Community College District**  
Educational Services, Workforce Development & Planning – Grants

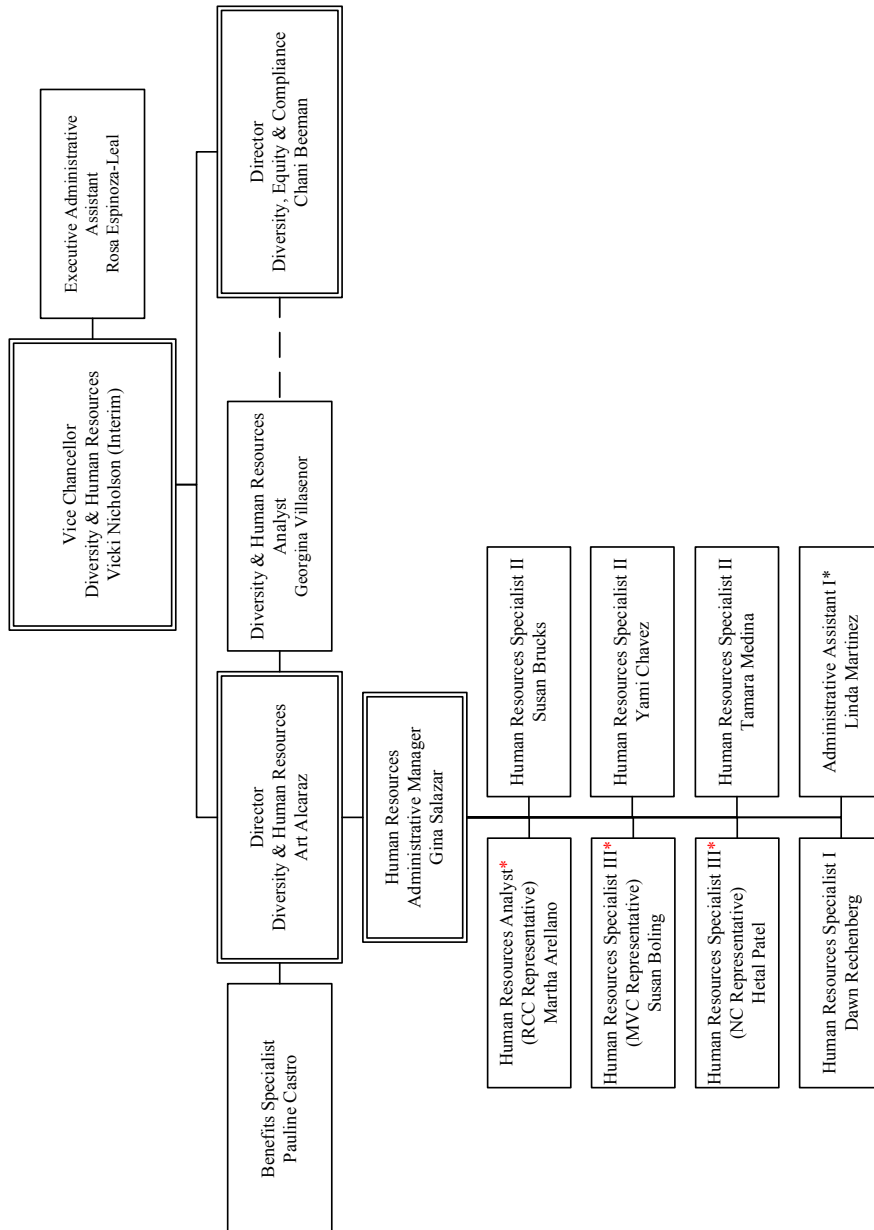


**Riverside Community College District**  
Educational Services, Workforce Development & Planning – Safety and Police



# Riverside Community College District

## Diversity & Human Resources

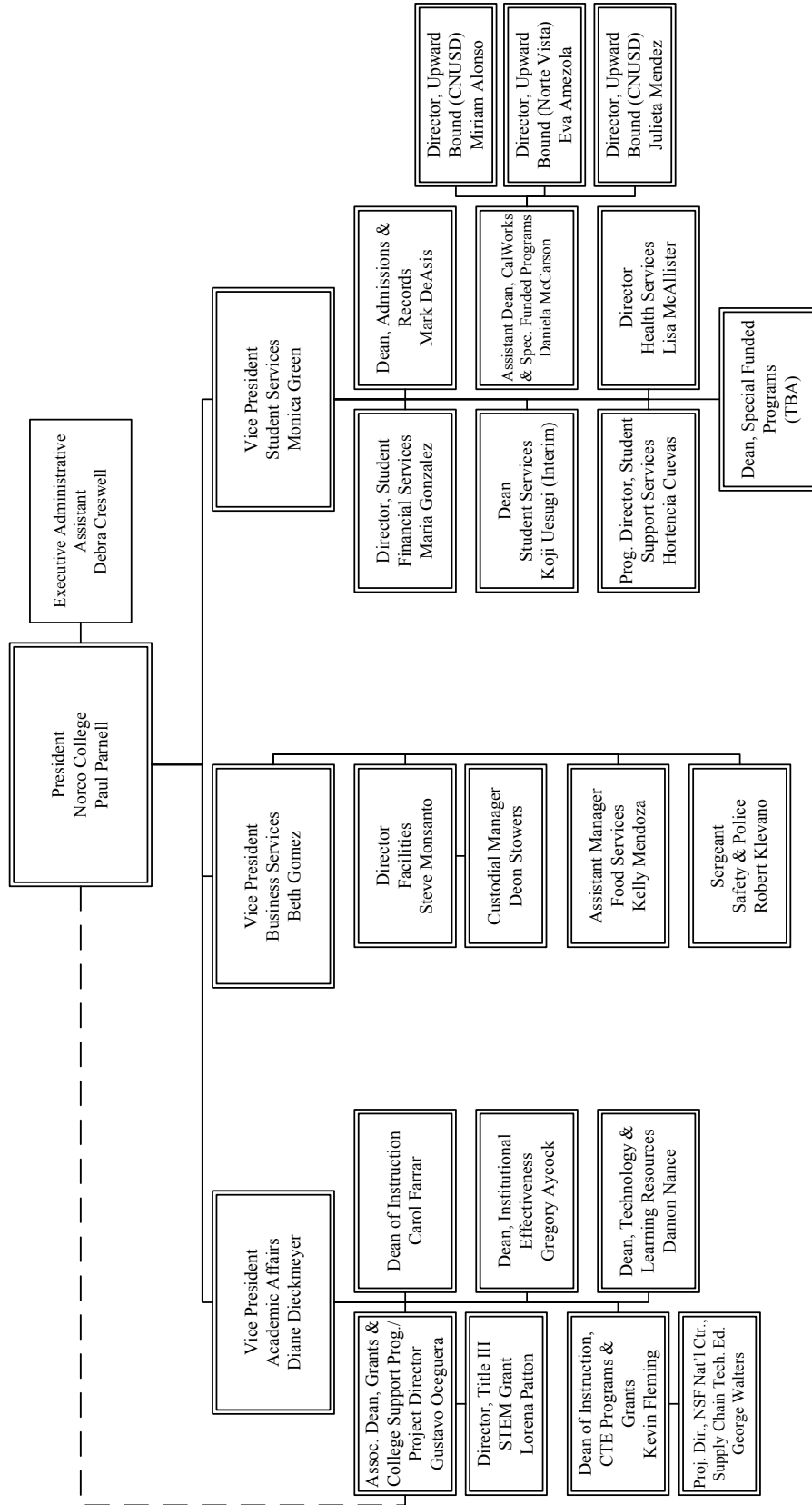


\*In College Liaison role, indirectly reports to the Vice President of Business Services. Also collaborates with the Director of Diversity, Equity & Compliance in matters involving discrimination and harassment.  
\*Temporary Re-Assignment

# Organizational Charts and Function Map

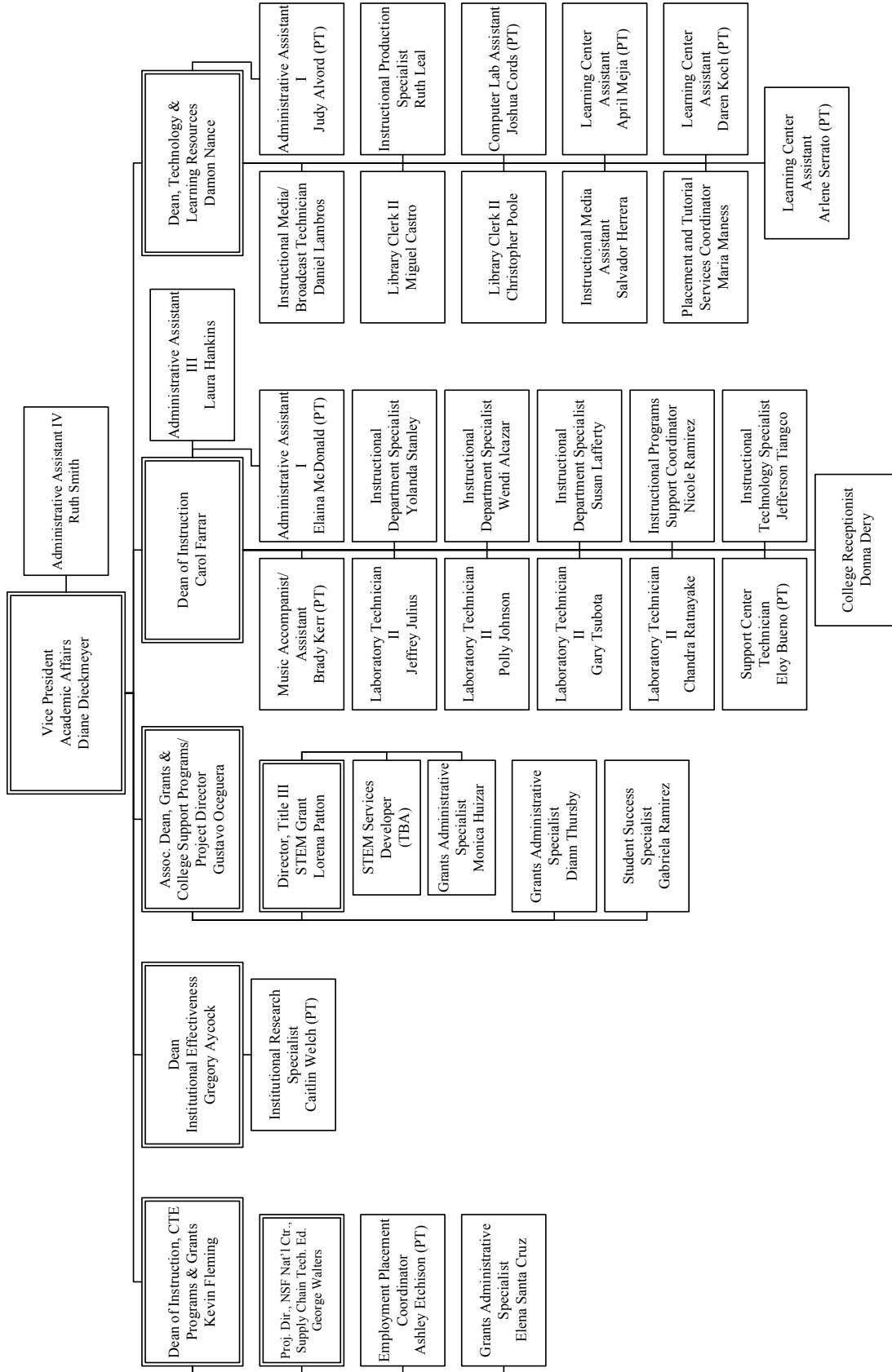
## Riverside Community College District

### Norco College - President



# Organizational Charts and Function Map

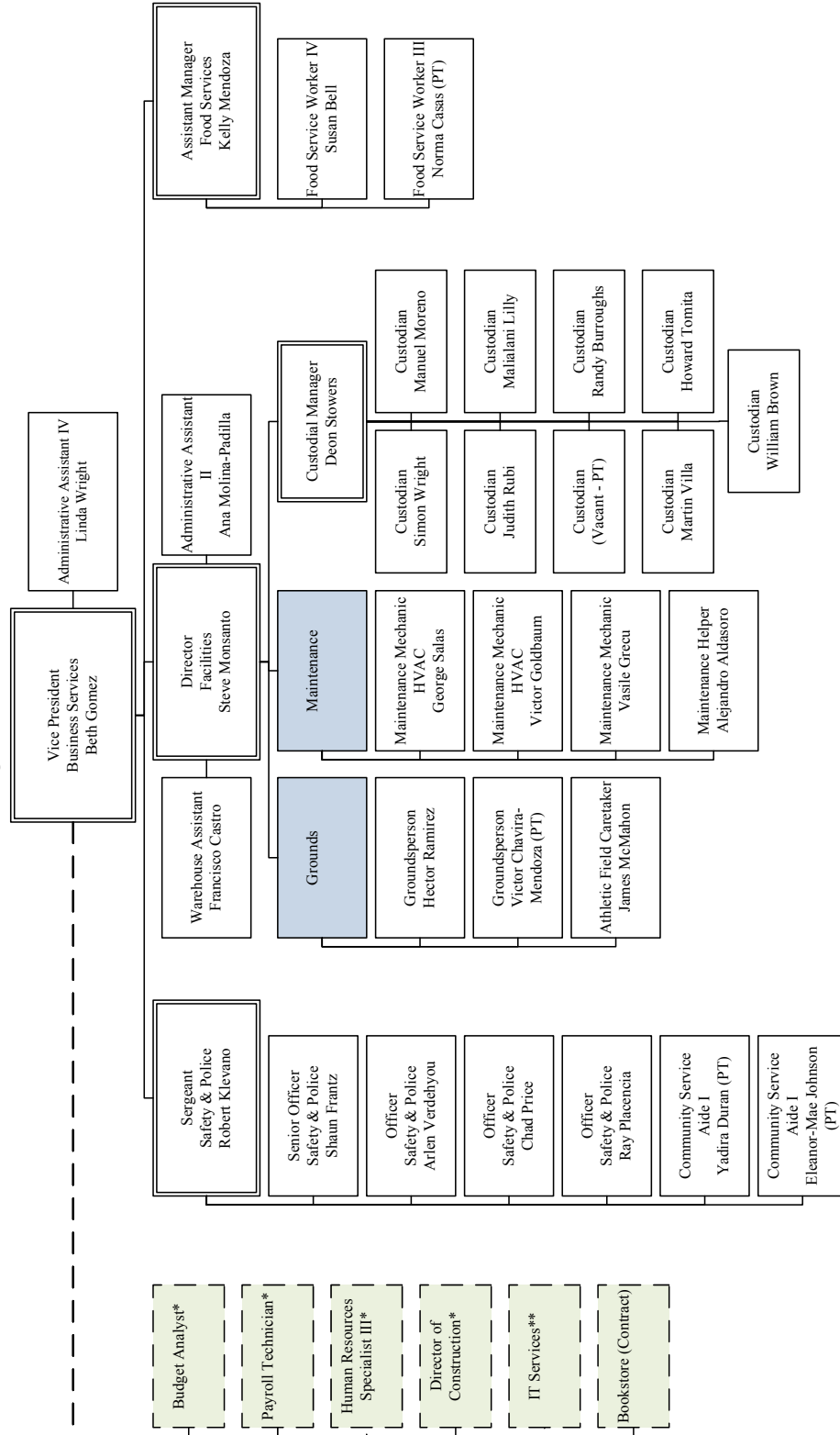
## Riverside Community College District Norco College – Academic Affairs



# Organizational Charts and Function Map

## Riverside Community College District

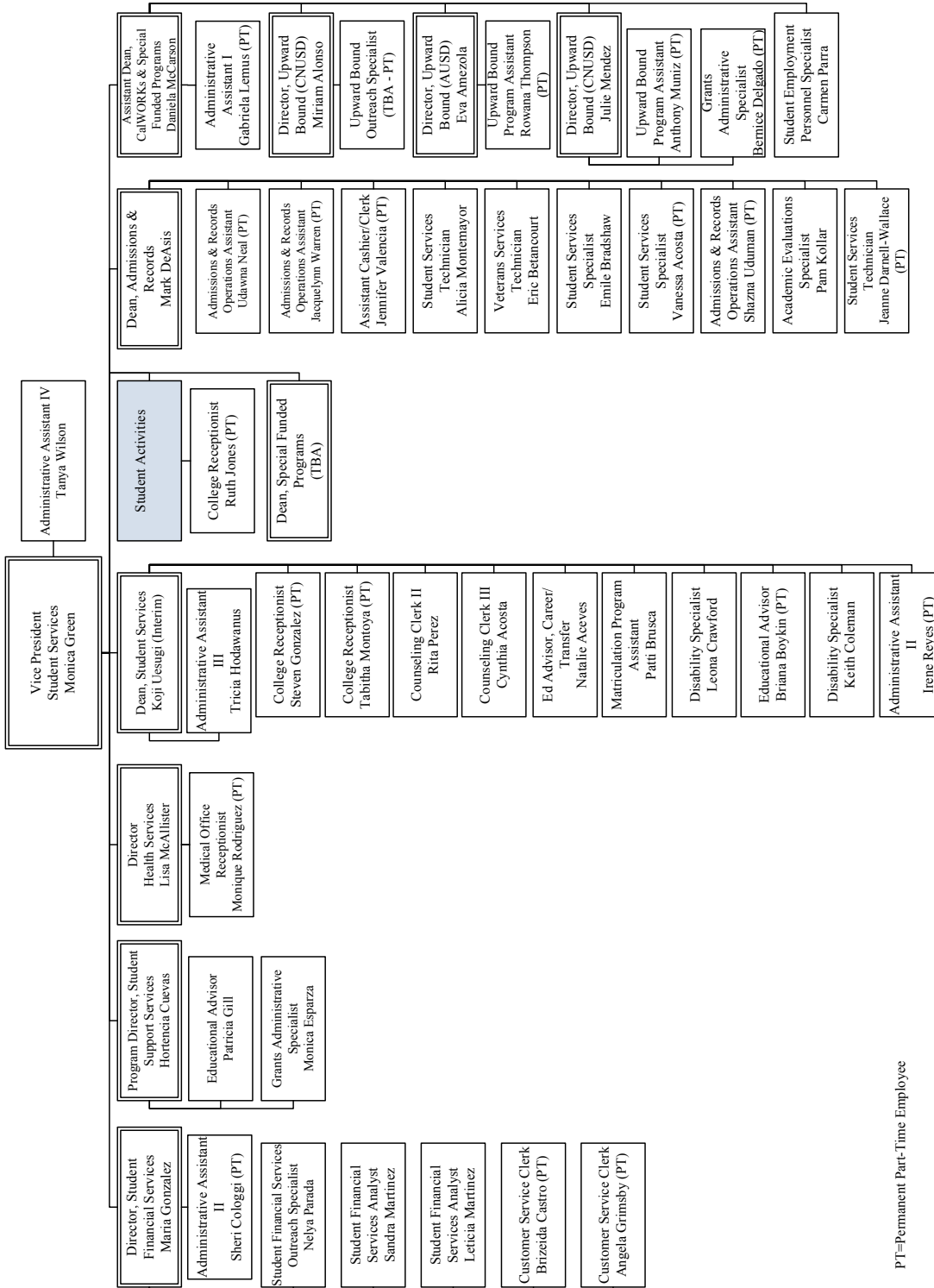
### Norco College – Business Services



\*Centralized service with a dedicated staff person to serve the Norco College.  
 \*\*Centralized service with two FT positions dedicated to and located at NC, along with PT positions.  
 PT=Permanent Part-Time Employee

# Organizational Charts and Function Map

## Riverside Community College District Norco College – Student Services



PT=Permanent Part-Time Employee

r10/15/13



## Organizational Charts and Function Map

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### The District/College Relationship

The relationship between the three RCCD colleges and the District Office is by nature multifaceted and continuously evolving. The transition from a single college, multi-campus district to a multi-college district has resulted in an ongoing assessment of operations and services and, when appropriate and necessary, a shift from centralized district-provided control and service to local college-provided oversight and responsibility. Following the Board's decision to seek approval to create a single district, three-college system, the District acted strategically to increase the capacity of the current and proposed colleges to enable and empower them to make decisions and be more directly accountable and responsive to their local communities.

In the past, the District directed all major processes, but since that time, the role of the District has shifted from being “primary” in terms of responsibility for the oversight of all major functions and operations to being “primary” for some and “secondary” for others. In some instances, the responsibility for carrying out a function or responsibility is “shared” by both the District and the colleges. Currently, district and college administrators and staff work collaboratively to achieve the District and colleges' missions. For example, while the District leads major bond programs and maintains close oversight and accountability of bond resources, the colleges establish and maintain their own facilities, master plans, and bond project priorities. Likewise, while the colleges are solely responsible for identifying and hiring new faculty, staff, and administrative positions, district staff

continues to monitor compliance with state hiring mandates and verification of candidate qualifications. This approach to the distribution of organizational responsibilities is illustrated in the RCCD Function Map which is intended to illustrate how the three colleges and the District manage the distribution of responsibilities. Issues such as economies of scale, seamless coordination of activities, legal compliance, and fiscal responsibility are all considered in assessing the distribution and delineation of functions and responsibility.

The Riverside Community College District (RCCD) Function Map is intended to illustrate how the three colleges and the District manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Function Map was developed and revised as the result of a collaborative process among the three colleges of the District—Riverside City, Norco, and Moreno Valley—and the Riverside Community College District office. A group, convened by the Associate Vice Chancellor of Education Services, which included the Chancellor and senior administrators from each of the colleges and the District met on October 17, 2012 and again in January 2013 to review and revise the current Function Map. A revised draft of the Function Map was shared with college and district constituencies during October, November and December 2012. When the district-wide group reconvened on January 10, 2013, it considered the input that had been received and based on further discussion, revised the Function

## Organizational Charts and Function Map

Map. The revision process helped further clarify areas of responsibilities and is an accurate depiction of the manner in which each of the functions is addressed.

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

P = Primary Responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).

S = Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).

SH = Shared Responsibility (the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function-district and college mission statements).

N/A = Responsibility Not Applicable (in cases where neither the District nor the College has such responsibility; for example, Standard II.A.8, concerning offering courses in foreign locations).



## Organizational Charts and Function Map

<b>Standard I: Institutional Mission and Effectiveness</b>		
<b>A. MISSION</b>		
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	<b>College</b>	<b>District</b>
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the Governing Board and published.	P	S
3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution’s mission is central to institutional planning and decision-making.	P	S
<b>B. IMPROVING INSTITUTIONAL EFFECTIVENESS</b>		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	<b>College</b>	<b>District</b>
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

## Organizational Charts and Function Map

<b>Standard II: Student Learning Programs and Services</b>		
<p><b>A. INSTRUCTIONAL PROGRAMS</b></p> <p>The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.</p>		
	<b>College</b>	<b>District</b>
2. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. When courses, certificates and degrees are shared by two or more of the District's colleges, the course SLOs and program PLOs are common, but the assessment of these outcomes may vary among individual faculty members.	P	S
3. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location. *Except for community education and study abroad which are coordinated at the District level.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S

## Organizational Charts and Function Map

b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. *The three colleges share a common core curriculum across the District; e.g., Eng 1A, His 7, Math 35, etc.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in on-going, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S

## Organizational Charts and Function Map

<p>b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</p>	P	S
<p>c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</p>	P	S
<p>4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</p>	P	S
<p>5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</p>	P	S
<p>6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.</p>	P	S
<p>a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</p>	P	S
<p>b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</p>	P	S

## Organizational Charts and Function Map

<p>c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and regularly reviews institutional policies, procedures, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services. *The three colleges share the same Board policies and procedures which are reviewed periodically. The colleges are responsible for the content of their catalogs, documents, and information disseminated to the public.</p>	P	S
<p>7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public Governing Board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.</p>	P	S
<p>a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</p>	P	S
<p>b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.</p>	P	S
<p>c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks. *Institutional Code of Professional Ethics is a District Board policy.</p>	SH	SH
<p>8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.</p>	N/A	N/A
<p><b>B. STUDENT SUPPORT SERVICES</b>  The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p>		

## Organizational Charts and Function Map

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General information b. Requirements c. Major policies affecting students d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. *The three colleges share an application and placement instruments; validation of the instruments occurs across the District.	S	P
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. *Each of the colleges is responsible for maintaining, storing, and managing their own records. The District manages one administrative system, Datatel, and maintains a secure backup of records and files.	P	S



## Organizational Charts and Function Map

<p>4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	P	S
<p><b>C. LIBRARY AND LEARNING SUPPORT SERVICES</b>            Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</p>		
	<b>College</b>	<b>District</b>
<p>1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</p>	P	S
<p>a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.</p>	P	S
<p>b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.</p>	P	S
<p>c. The institution provides students and personnel responsible for student learning programs and services with adequate access to the library and other learning support services, regardless of their location or means of delivery.</p>	P	S
<p>d. The institution provides effective maintenance and security for its library and other learning support services.</p>	P	S
<p>e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.</p>	P	S

## Organizational Charts and Function Map

<p>2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	P	S
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### Standard III: Resources

#### A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	P	S
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S

## Organizational Charts and Function Map

d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	S	P
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S
<b>B. PHYSICAL RESOURCES</b> Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		

## Organizational Charts and Function Map

	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	P	S
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	P	S
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	P	S
<b>C. TECHNOLOGY RESOURCES</b> Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH

## Organizational Charts and Function Map

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	P	S
<p><b>D. FINANCIAL RESOURCES</b></p> <p>Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning. Once the District receives its allocation from the state, the District and colleges engage in a collaborative process which utilizes the agreed-upon Budget Allocation Model (BAM) to allocate financial resources. Each college is then responsible for managing its own financial resources.</p>		
	<b>College</b>	<b>District</b>
1. The institution's mission and goals are the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	SH	SH
a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH

## Organizational Charts and Function Map

b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	P	S
c. Appropriate financial information is provided throughout the institution, in a timely manner.	S	P
d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	P	S
e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.	P	S
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	P	S
a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	P
c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P
d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.	S	P
e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	S	P
g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	S	P
h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	S	P

## Organizational Charts and Function Map

4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	P	S
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<b>Standard IV: Leadership and Governance</b>		
<b>A. DECISION-MAKING ROLES AND PROCESSES</b>		
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH

## Organizational Charts and Function Map

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S
<p><b>B. BOARD AND ADMINISTRATIVE ORGANIZATION</b>            In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.</p>		
	<b>College</b>	<b>District</b>
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the District/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in Board activities and decisions. Once the Board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	N/A	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.	N/A	P
e. The governing Board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.	N/A	P



## Organizational Charts and Function Map

f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	N/A	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	N/A	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH
j. The governing board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;</li> <li>• ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and</li> <li>• establishing procedures to evaluate overall institutional planning and implementation efforts.</li> </ul>	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S

## Organizational Charts and Function Map

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

Certificate of Compliance with  
Eligibility Requirements



# Certificate of Compliance with Eligibility Requirements

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## 1. Authority

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

Norco College, the 112<sup>th</sup> independent college of the California Community College system, is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges. Founded as a campus of the Riverside Community College system in 1991, it received initial accreditation as a separate college in 2010. It is authorized to operate as an educational institution and award degrees under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office.

## 2. Mission

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

The original mission statement for Norco campus was approved in 2006, revised in 2008, and revised a second time after the College was granted initial accreditation. It was approved by the Board of Trustees on August 21, 2012 (see *Board of Trustees, Minutes, August 21, 2012*). The mission statement defines the College's commitment to achieving student learning, noting that

it “encourage[s] an inclusive, innovative approach to learning” and “provide[s] foundational skills and pathways” to transfer, certificates, and degrees. The mission statement appears on the College website and in its catalog.

## 3. Governing Board

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

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

Norco College, one of three accredited colleges in the Riverside Community College District, has a publicly elected five-member Board of Trustees, joined by a non-voting student trustee, who governs all three colleges. Members are elected to four-year terms, which are staggered to ensure continuity. Board members have no employment or personal financial interests in the College and hold monthly

## Certificate of Compliance with Eligibility Requirements

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public meetings with notices and agendas that conform to the Brown Act. The Board has policies pertaining to ethics and conflict of interest; all are available online. The Board members approve the institution's budget and receive monthly financial reports as well as other formal financial and audit reports to ensure the fiscal integrity of the College. The Board also approves all curricula before the College offers any new courses, programs, or degree patterns. At its March 20, 2012 meeting, the Board decided to move from an at-large representation to an area representation and to continue with the five-member size.

#### **4. Chief Executive Officer**

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

The Norco College president is recommended for appointment by the District chancellor and approved by the Board of Trustees. The president reports directly to the chancellor, who is appointed by and reports to the Board of Trustees. The governing board has adopted Board Policy 2430, Delegation of Authority to Chancellor and College Presidents, to define and delineate the authority of the chancellor and the college presidents (see *Board of Trustees BP2430 Delegation of Authority to Chancellor and Presidents*). Neither the chancellor

nor the president serves as chair of the governing board. The College informs the Commission promptly when there is a change in executive leadership.

#### **5. Administrative Capacity**

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

Norco College has sufficient staff (24 management and 94 classified, as of Fall 2013), all with the necessary experience and qualifications, to provide appropriate administrative oversight necessary to support its mission and purpose. In addition to the president, the College has three vice presidents, eight deans, one associate dean, and one assistant dean who have authority over specific units within the College. The organizational charts demonstrate the specific areas of responsibility for each of the administrative staff. Administrative staff are hired after a rigorous selection process and evaluated on a regular basis.

#### **6. Operational Status**

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

Norco College has operated continuously since 1991, with 9,819 students as of Fall 2013 actively pursuing certificates and degrees as well as preparation for transfer to four-year institutions. In Spring 2013, the College awarded 712 degrees in 34 majors.

#### **7. Degrees**

*A substantial portion of the institution's educational offerings are programs*

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*that lead to degrees, and a significant proportion of its students are enrolled in them.*

To meet its stated mission, Norco College offers Associate of Arts and Associate of Science degrees and a variety of certificates. The 2013-14 Norco College Catalog offers a detailed list of Associate of Arts areas of emphasis (AOE), Associate Degree for Transfer areas, and Associate of Science CTE programs and certificates (see *College Catalog 2013-2014*). Most students graduate with degrees in one of seven AOE's or with certificates in one of 42 CTE programs, but the total number of degree patterns available and listed in the Fall 2013 catalog exceeds 75.

### **8. Educational Programs**

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

Norco College's principal degree programs are congruent with its mission, based on recognized higher education fields of study, of sufficient content and length, conducted at appropriate levels of quality and rigor. They also lead to identified learning outcomes. The degree programs meet California Code of Regulations and curriculum requirements and, when combined with general education, represent two years of full-time study. Course outlines of record in both credit and non-credit classes meet student learning outcomes. All academic

programs also have defined learning outcomes, and outcomes for both courses and programs are systematically assessed. The 2013-14 Norco College Catalog lists 42 AA/AS degrees, 28 state-approved career/technical certificates, and 14 locally approved certificates offered by the College (see *College Catalog 2013-2014*).

### **9. Academic Credit**

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

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

### **10. Student Learning and Achievement**

*The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.*

Board-approved institutional General Education Student Learning Outcomes (SLOs) have been published in the College Catalog since the 2007-08 academic year. Program-level SLOs have been defined for all Norco College AA/AS degrees, areas of emphasis, certificates, transfer-

## Certificate of Compliance with Eligibility Requirements

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model curricula, and career/technical programs. Course outlines of record contain appropriate course-level SLOs integrated with methods of instruction and evaluation; course SLOs are also linked to institutional General Education Student Learning Outcomes and to appropriate program-level outcomes through faculty-developed curriculum maps (see *Curriculum Maps*). All regularly taught courses at the College are assessed at least once every four years. Programs are assessed at least once every three years. The College has begun a program to assess one of its four general education outcomes every fall, making it possible to assess the complete program quadrennially.

### 11. General Education

*The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for the areas of study for general education.*

All degree programs require a minimum of 23 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The institution's

general education program is scrutinized for rigor and quality by the Academic Senate, the Student Success Committee, the Curriculum Committee, and through the C-ID course number system that ensures consistency of curriculum with the UC and CSU systems. The College has participated in a district wide effort to revise both the general education student learning outcomes and the program itself, to ensure greater curriculum alignment. Assessment of general education learning outcomes is ongoing and systematic.

### 12. Academic Freedom

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

Norco College supports academic freedom for both its faculty and students. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by Board Policy 4030 endorsing the American Association of University Professors (AAUP) Statement on Academic Freedom (see *Board of Trustees BP 4030 Academic Freedom*). The institution prides itself on offering an open, inquiring, yet respectful educational atmosphere, evidence of its commitment to intellectual freedom and independence of thought. The College publishes a statement on Academic Freedom in its catalog.

### 13. Faculty

*The institution has a substantial core*



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

In Fall 2013, Norco College employed 69 full-time faculty and 212 associate faculty. All faculty meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community College Faculty established in Title 5 of the California Code of Regulations. Nearly half hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the faculty Collective Bargaining Agreement, the Faculty Handbook, and established processes, including strategic planning and the improvement of instruction process. These responsibilities, entrusted primarily to full-time faculty, include participation in curriculum, in program review, in the development and assessment of student learning outcomes, and in the strategic planning processes.

### **14. Student Services**

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

Norco College's student services programs—ranging from online tutoring to support for veterans and foster youth—are comprehensive and robust. They support student learning and development within the context of the College mission, which identifies service to students as

its first priority. Students can access information, forms, and services through links provided on the College's website.

### **15. Admissions**

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

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

### **16. Information and Learning Resources**

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

Norco College provides access to sufficient print and electronic information and learning resources through its library, electronic databases, and programs to meet the educational needs of its students. The library has staff to assist students in the use of college resources. Internet access

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and online computer search capabilities are available without charge to students in the library, student support programs, and in computer labs. The College also makes free wireless connectivity available throughout the campus. The institution is committed to enhancing its learning resources, regardless of location or delivery method.

### **17. Financial Resources**

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

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

audits, various state reports, and Office of the Vice Chancellor of Business and Finance assure that the College remains financially stable.

### **18. Financial Accountability**

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

The Riverside Community College District undergoes and makes public an annual external audit for the District and its colleges by a contracted certified public accounting firm. The audit is conducted in accordance with the standards contained in the following audit guide: State and Local Governments, Government Auditing Standards, Circular A-133 Audits, and Not-For-Profit Entities (Foundations). In addition, the external auditing firm follows the following

## Certificate of Compliance with Eligibility Requirements

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standards: Circular A-133 for Single Audits, Government Auditing Standards (Yellow Book), U.S. Auditing Standards, and the Contracted District Audit Manual provided by the California Community College Chancellor's Office (see *District Financial Documents, Webpage*). The Board of Trustees reviews these annual audit reports regularly. Also, the District responds to the annual audit management letters to delineate the manner by which the District has addressed the auditor's concerns or recommendations. In addition, the Chancellor's Office for California Community Colleges monitors the District's financial stability and compliance with state regulations and codes through the annual 311 Report submitted in the fall of each year. The Riverside Community College District has demonstrated continued compliance with Title IV federal requirements. Copies of the District Budget and Audit Reports for the last few years are available online.

### **19. Institutional Planning and Evaluation**

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

Norco College has a comprehensive and

systematic institutional planning process, integrated with the District Strategic Plan and the College mission statement, to provide planning for the development of the College (see *Strategic Planning Process Flowchart*). It has integrated planning for academic personnel, learning resources, student services, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Annually generated Administrative, Student Services, and Instructional Program Review documents (made public through links on the College website), along with Educational, Facilities, and Technology master plans, drive institutional planning. All of these processes are periodically reviewed and (when necessary) modified to ensure they have as their primary focus the support of student learning (see *Strategic Planning Policy 2010-01*).

### **20. Integrity in Communication with the Public**

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

#### *General Information*

- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution.*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators*

## Certificate of Compliance with Eligibility Requirements

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*and Faculty*

- *Names of Governing Board Members*

*Requirements*

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

*Major Policies Affecting Students*

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

*Locations or Publications Where Other Policies May Be Found*

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

related to attending or withdrawing from the institution.

### **21. Relations with the Accrediting Commission**

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

Norco College has demonstrated its commitment to the eligibility requirements, accreditation standards, and policies of the Commission. Since the last Self Evaluation Report in 2009, the College has had an ongoing dialogue with the Commission and has complied with all Commission requests, directives, and decisions. The Riverside Community College District Board of Trustees provides assurance that Norco College adheres to Commission requirements, standards, and policies, describes the College in identical terms to all its accreditation agencies, communicates any changes in its accredited status, and discloses information required by the Commission to carry out its accrediting responsibilities. All disclosures by the College have been, and will continue to be, complete, accurate, and honest.

Certificate of Compliance with  
Commission Policies



### **Certification of Continued Institutional Compliance with Commission Policies**

#### **Policy on Distance Education and on Correspondence Education**

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

At Norco College, all courses offered in online or in hybrid formats presently exist as traditional face-to-face courses as well, having the same student learning outcomes. Assessment of student learning outcomes in distance education courses occurs according to the rotation for course assessment developed by the Office of Institutional Effectiveness. Faculty teaching distance education courses are evaluated regularly via the Improvement of Instruction process outlined in the bargaining agreement between the Faculty Association and the Riverside Community College District (see *CTA Collective Bargaining Agreement*, pp. 25-32).

Before a course is offered in distance education format, the course must

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

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

The Distance Education Committee (DEC), a standing committee of the Academic Senate, further supports excellence in teaching and learning in the online environment. The DEC works collaboratively with both the

## Certificate of Compliance with Commission Policies

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Professional Development Committee and the Technology Committee to ensure that distance education faculty have the necessary training and technology support for their courses.

### **Policy on Institutional Compliance with Title IV**

The institution has policies and procedures to ensure sound financial practices and financial stability. The District and College continually assess the availability of resources for the repayment of debt to ensure the fiscal stability of the institution. Norco College monitors and manages student loan default rates to ensure compliance with federal requirements. The College financial aid office reviews receipt, disbursement, and loan default rate to ensure compliance with federal regulations. Norco College's student loan default rate for the past two years was:

2010	10.9 percent (2 year official)
2011	10.0 percent (2 year draft)

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

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

*All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation*

*of accredited status. Responsible self-regulation requires rigorous attention to principle of good practice.*

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

### **Policy of Institutional Degrees and Credits**

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

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



## Certificate of Compliance with Commission Policies

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

All degrees and credits awarded at Norco College conform to commonly accepted practices in higher education and fulfill all Title 5, California Education Code, and the California Community College Accounting Manual requirement regarding credit hour and clock hours and certificate and associate degree requirements. The academic courses of study in the various degree and certificate programs have sufficient length, breadth, and content; the courses of study have appropriate levels of rigor and clear statements of student learning outcomes, and they undergo periodic assessment to ensure that students are achieving those outcomes. The College has articulation agreements with the California State University system and the University of California to ensure that the courses

meet the commonly accepted standards for transfer. Also, degrees and certificates that exceed 18 units have been reviewed and approved by the Chancellor's Office for California Community Colleges.

### **Policy on Institutional Integrity and Ethics**

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

Norco College and the Riverside Community College District make an effort to provide clear and accurate information to the public and all constituencies. The institution, both the College and the District, complete all annual reports to the Commission, to the Chancellor's Office for California Community Colleges, to the state and federal governments, and to any other body needing information about the College. These reports are available to the public, many on various College websites. The College Catalog, the Schedule of Classes, and various College and District websites provide information about the mission, the programs, admission requirements, available student services, fees and costs, financial aid programs, transcripts, transfer of credit, and refunds as well as its accreditation status. Board policies exist to assure integrity with academic honesty, hiring, conflict of interest, and due process protections and are regularly reviewed and available on the District websites. The Board of Trustees' Policy

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Manual includes policies for each of the areas identified in this Commission Policy on Integrity and Ethics, including the code of ethics for the Board of Trustees, administration, faculty, and students. It includes grievance and complaint procedures for all constituencies of the College, including procedures for confidential and anonymous submission of complaints.

### **Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

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

*If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/*

*system in its report to the Commission. The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities.*

Contractual agreements at Norco College consist of grants and awards, outside agency contracts for personal and professional services, construction contracts, consultant agreements, instructional service agreements, and contracts for information technology.

All contracts are submitted to College Business Services by the contracting division or department via a Contract Transmittal Form (CTF). The Vice President of Business Services reviews each contract to ensure that they are consistent with the College's mission and goals, as well as for fiscal impact, risk components, termination clauses, standards of conduct, and any language that may have potential exposure for the District. The District's in-house legal counsel reviews each contract to insure proper legal terms. Once that review is complete, the contract is sent to the College President for review and signature. Contracts that have a fiscal impact between fiscal years are input into the financial accounting system in the appropriate fiscal year so that an automatic encumbrance of financial resources takes place.

The President is delegated the authority to sign a contract as an enforceable obligation on behalf of the College. For services of \$83,400 or more, Board of Trustees approval must be obtained prior to implementation of contracted services. The services of independent contractors

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are considered temporary in nature and individual contractors must meet specific criteria.

Requests for instructional service agreements follow a contract process that must be approved by the Teaching and Learning Committee of the Board of Trustees. Contracts include terms of instruction as well as terms and conditions for cancellation and termination of the arrangement. Instructors must meet existing College hiring standards and must be approved by the Board of Trustees as well. Academic Affairs performs research to ensure that all programs meet the needs of state regulations for licensing. In the absence of state regulations, industry association standards are utilized. All contracts with outside entities go through a rigorous review and approval process (see *Board of Trustees BP 6340 Bids and Contracts*; *BP6345 Bids and Contracts under the UPCCAA*; *AP6352 Change Orders—Delegation of Authority*; *AP6365 Contracts—Accessibility of Information Technology*).

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### Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

#### District Recommendation 1

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

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

#### Response:

In Fall 2012, the District hired a consultant to guide the process of updating the Riverside Community College District Strategic Plan: 2008-12 and to develop the Riverside Community College District Centennial Strategic Plan: 2012-2016. Through an interactive process of dialogue and feedback, the 27-member District Strategic Planning Committee (DSPC) reviewed the District's vision, mission, and values statements and utilized the new External Environmental Scan to drive revisions. The consultant also guided the District Strategic Planning committee in a SWOTS (strength, weaknesses, opportunities,

threats, and strategies) analysis and in the integration of the strategic plans from the three colleges into the refreshed district plan. After extensive review and revision by the planning committees at the three colleges, the updated plan was adopted and approved by the Board of Trustees at its April 16, 2013 meeting (see *Board of Trustees, Minutes, April 16, 2013; Academic Senate, Minutes, November 5, 2012*). The Riverside Community College District Centennial Strategic Plan: 2012-2016 contains the following themes: Student Access; Student Learning and Success; Resource Stewardship; Community Collaboration; and Partnership (see *District Strategic Planning Committee, Minutes, April 5, 2013*).

The District Budget Advisory Council (DBAC) meets regularly and comprises representatives from the District office as well as all three colleges. The District defines and follows its guidelines and processes for financial planning and budget development with all constituencies through the DBAC. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. Significant improvements in the area of communication, and involvement of faculty and administrators in the budget development process have been implemented. The College community has access to information available on the website, information distributed through the email system, presentations during College committee and board meetings, and other various meetings. College administrators have the opportunity to move their budget to the appropriate expenditure category during the budget development process and inform College

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and District administration of increases due to grants, categorical and other revenue and expenditure increases and decreases.

The District Budget Advisory Council (DBAC) has been working with the Budget Allocation Model (BAM) first adopted in 2008 (see *Budget Allocation Model*). Budgets since that time have been developed using that model. The current model includes data about previous years' budgets and historical budgets, and an efficiency incentive using efficiency data. During the recent period of severe budget cuts, the DBAC recognized deficiencies in the Budget Allocation Model (for example, efficiency is not relevant when shrinking resources result in fewer class offerings).

In Fall 2012, the Chancellor requested that the DBAC thoroughly review the Budget Allocation Model (BAM) to ensure that allocation of District resources is integrated with strategic planning. Subsequently, the BAM was revised in Spring 2013 for use in developing the 2013-2014 budget.

In Fall 2013, the District named a work group, composed of members from the District and the three colleges, to develop operational definitions and specific measurable outcomes and targets for the refreshed plan.

This recommendation has been resolved.

### District Recommendation 2

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

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

### Response:

The District Budget Allocation Model (BAM) is open, transparent, and inclusive. The BAM was developed with District wide input through discussions in the District Budget Advisory Council (DBAC) and provided the foundation for the development of the budget which was approved by the Board of Trustees in October 2013 (see *Board of Trustees, Minutes, October 15, 2013*). To ensure transparency, the BAM principles as well as other financial documents are posted on the District website (see *Budget Allocation Model*). The College also maintains its commitment to transparency by making regular and thorough budget updates at its Committee of the Whole meetings (see *Committee of the Whole, Minutes, September 24, 2013*). The District and the College have continued to use the budget allocation process in its 2010-11, 2011-12, 2012-13, and 2013-14 budget development processes. Because the BAM mirrors the state funding model for the California Community Colleges, enrollment management planning drives the allocation of



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operational resources. Planning related to enrollment management is embedded within the organizational structures of both the District through DBAC and at the College. At the College, the Institutional Strategic Planning Council (ISPC) develops guiding principles for enrollment management while the Academic Planning Council (APC), a council of chairs, operationalizes the principles (see *Institutional Strategic Planning Council, Minutes, May 15, 2013*; *Academic Planning Council, Minutes, August 30, 2013*).

Through this intensive review, the BAM principles were updated as shown below (see *District Budget Advisory Council, Minutes, May 10, 2013*).

### **Budget Allocation Model Principles:**

1. Equilibrium in the operating budget. Structural balance is maintained through assurance that ongoing expenditures do not exceed ongoing revenues and that compliance with state and District reserve requirements is maintained.
2. The BAM recognizes that resource allocation is linked to District wide strategic planning.
3. The BAM provides for the equitable allocation of available resources to their three colleges and the District office, while ensuring compliance with statutory and regulatory requirements.
4. Enrollment management decisions drive the allocation of operational resources.
5. The BAM is simple, readily communicable and understood, and as easy to administer as possible.
6. The BAM is defined in measurable

terms to maintain objectivity and predictability so that the outcome is independently verifiable.

7. The BAM is driven by verifiable data.

This recommendation has been resolved.

### **District Recommendation 3**

*The teams recommend that college, campus, and District administrators and faculty delineate, document, and assess:*

- *The roles and responsibilities between and among the District's entities (Standard IVB.3; Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems);*
- *The roles and scope of authority of the CEOs at the District and college/campus levels (Standard IVA.2); and*
- *A feedback loop between and among the entities on key issues, such as planning, staffing priorities, etc. (Standards IVA.2, IVB.3, IVB.4, and IVB.6).*

### **Response:**

The relationship between the three colleges and the District is by nature multifaceted and continuously evolving. The transition from a single college, multi-campus district to a multi-college district has resulted in an ongoing assessment of operations and services and, when appropriate and necessary, a shift from centralized district-provided control and service to local college-provided oversight and responsibility.

In the past, the District directed all major processes, but the role of the District has now shifted from being

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“primary” in terms of responsibility for the oversight of all major functions and operations to being “primary” for some and “secondary” for others. In some instances, the responsibility for carrying out a function or responsibility is “shared” by both the District and the colleges. Currently, District and college administrators and staff work collaboratively to achieve the District and colleges’ missions. For example, while the District leads major bond programs and maintains close oversight and accountability of bond resources, the colleges establish and maintain their own facilities, master plans, and bond project priorities. Likewise, while the colleges are solely responsible for identifying and hiring new faculty, staff, and administrative positions, District staff continues to monitor compliance with state hiring mandates and verification of candidate qualifications. This approach to the distribution of organizational responsibilities is illustrated in the Riverside Community College District (RCCD) Function Map, which is intended to illustrate how the three colleges and the District manage the distribution of responsibilities (see *Function Map*). Issues such as economies of scale, seamless coordination of activities, legal compliance, and fiscal responsibility are all considered in assessing the distribution and delineation of functions and responsibility.

The RCCD Function Map identifies how the three colleges and the District manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Function Map was developed and revised as the result of a collaborative process among the three colleges of the District—Riverside City, Norco, and Moreno Valley—and the Riverside Community College District office. A group, convened by the Associate Vice Chancellor of Education Services, which included the Chancellor and senior administrators from each of the colleges and the District, met to review and revise the current Function Map. A revised draft of the Function Map was shared with College and District constituencies during October, November, and December 2012 (see *Institutional Strategic Planning Council, Minutes, February 20, 2013*). When the District wide group reconvened, it considered the input that had been received and based on further discussion, revised the Function Map. The revision process helped further clarify areas of responsibilities and is an accurate depiction of the manner in which each of the functions is addressed.

In 2010, the Board of Trustees adopted Resolution No. 55-09/10, Resolution of the Board of Trustees of Riverside Community College District Formalizing an Administrative Structure Transitioning Riverside Community College District into a Three Accredited College System to further the implementation of decentralization to a three college system (see *Board of Trustees Resolution 55-09/10*). At that time, the Board specifically implemented the decentralization of Student Services to operate independently at each college.

The role and responsibilities of the CEOs of the District is delineated in Board Policy 2430, Delegation of Authority to Chancellor and Presidents.

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Authority flows from the Board of Trustees through the Chancellor to the college presidents. Each college president is responsible for carrying out the District policies. Each college president's administrative organization shall be the established authority on campus. The college president is the final authority at the college level.

To facilitate a feedback loop, the Chancellor meets regularly with the college presidents both in individual meetings and as a group. In addition, the presidents are members of the Chancellor's Executive Cabinet which also includes the vice chancellors. The college president, in turn, communicates important updates with his vice presidents in weekly vice president meetings, and more broadly in monthly management staff meetings and during meetings of the Committee of the Whole.

This recommendation has been resolved.

### District Recommendation 4

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

#### Response:

Policies and procedures exist that specify personnel procedures for the selection of the Chancellor (see *Board of Trustees BP2431/AP2431, Chancellor Selection*). To ensure that the process is inclusive, participatory, and transparent,

representatives from various stakeholder groups serve on the 12-16 member screening committee for the chancellor selection. The District has also established procedures for the hiring and recruitment of all other personnel, which include input from various constituents (see *Board of Trustees BP7120/AP7120 Recruitment and Hiring*).

The District and the colleges have used the selection processes to hire a new chancellor and to hire the Norco College president in Fall 2011 (see *Board of Trustees, Minutes, January 24, 2012*).

This recommendation has been resolved.

### District Recommendation 5

*As recommended by the 2001 accreditation visiting team, the teams recommend that the Board of Trustees implement its recently approved process for self-evaluation (Standard IVB.1g).*

#### Response:

The Board is attentive to its responsibilities to the community and the District and recognizes the need to assess its performance annually. Therefore, each May, the Board conducts a self-evaluation of its performance that includes open, evidence-based institutional and community dialogue and a commitment to continuous improvement (see *Board of Trustees BP2745 Board Self-Evaluation*). This assessment is grounded in four key principles:

- Learner centeredness
- Continuous assessment
- Evidence-based assessment
- Commitment to act

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During the assessment process, the Board examines its performance and record organized around seven dimensions:

- Commitment to learners
- Constituency interface
- Community college system interface
- Economic/political system interface
- District policy leadership
- Management oversight
- Process guardianship

The process and its results aid the Board in performing its role as a governing body; it is not intended to evaluate the performance of an individual member, but instead, it acts as a means for gauging the effectiveness of the Board as a whole (see *Board of Trustees Self Evaluation, Webpage*).

This recommendation has been resolved.

### College 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).*

### Response:

This recommendation arose from the October 2009 Comprehensive Visit and was documented in the Commission's action letter of January 29, 2010 (see *ACCJC Letter Granting Initial Accreditation; January 2010*). In response to the recommendation, the College instituted the Policy and Procedures for Regular Evaluation of Integrated

Institutional Planning, Budgeting and Decision-Making Processes, also referred to as Strategic Planning Committee (SPC) Policy 2010-01. This policy details procedures that provide stakeholders with the opportunity to evaluate and continually improve the planning, resource allocation, and decision-making processes of the College, and requires that strategic planning, program review, and resource allocation be effectively linked. The procedures were integrated into the Strategic Planning Timeline and in Fall 2010 they were summarized and published in the *Norco College Strategic Plan and Process—2008-2012*.

During its follow-up visit in 2010, the visiting team concluded, "The campus has established an effective and ongoing comprehensive planning, evaluation, and resource allocation process, which involves campus stakeholders and one which is well communicated to constituency groups. The visiting team believes the College has addressed the recommendation and will continue to evaluate and improve its processes" (see *ACCJC Report of Follow-Up Visit Team to Norco College; November 2010*). Subsequently, in the Commission's letter of January 31, 2011, the College was found to have resolved this recommendation (see *ACCJC Action Letter on Follow-Up Report; January 2011*).

As noted in the 2012 Midterm Report, the College has since revised and reorganized its strategic planning processes and likewise updated SPC Policy 2010-01 (see *Institutional Strategic Planning Council, Minutes, December 7, 2011; Town Hall, Minutes, December 8, 2011*). During the December 8 meeting of the Town Hall, the name "Town Hall" was also changed to the Committee of the Whole (COTW).

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Most 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 was the addition of regular updates and reports to the COTW on overall budget development and decision-making processes occurring at the District and College. This revision 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.”

Currently, SPC Policy 2010-01 remains foundational to the College’s regular evaluation of integrated institutional planning, budgeting, and decision-making processes (see *Policy and Procedures for Regular Evaluation of Integrated Institutional Planning, Budgeting and Decision-making Processes*). A Strategic Planning Timeline serves as a tool for implementing the policy on a yearly basis (see *Strategic Planning Timeline*). Committees and councils college wide continue to participate in the implementation of the policy and pertinent information is distributed widely (see *Academic Senate, Minutes, December 3, 2012*).

An important component of SPC Policy 2010-01 is the evaluation of the effectiveness of the integration between planning and resource allocation. To this end, a survey is administered annually to the membership of the Committee of the Whole (see *Committee of the Whole Survey 2013*). The purpose of the survey is to determine the degree to which faculty and staff members consider

prioritization processes to be effective as a means of integrating program review, planning, and resource allocation, as well as the extent to which faculty and staff are participating in these processes. In 2013, a total of 63 people responded, representing 84 percent of the typical COTW attendees.

Results of the survey indicated that there was a high level of awareness of, participation in, and importance placed on the prioritization process resulting in allocation of resources. These percentages ranged from 83.8 to 98.3 with 83.8 specific to the question, “I participate in the processes by which Norco College ranks staffing and equipment needs.” Though this showed an increase from 75 percent in 2012, there was some indication that participation in the prioritization process was not as high as in other areas of planning. Since the ranking process occurs within the planning councils, one way in which the College responded to the survey findings was by implementing a Tri-Chair system which stipulates that planning councils (with the exception of the Academic Planning Council, a standing committee of the Senate) be chaired by a staff member, faculty, and administrator (see *Committee of the Whole, Minutes, May 28, 2013*). Previously, councils were sometimes co-chaired by a staff member and an administrator or in other cases co-chaired by a faculty member and an administrator. The Tri-Chair system not only ensures continuity but also provides opportunities for leadership from key constituency groups who participate in the planning and prioritization process for resource allocation.

As indicated in the Commission’s letter of January 31, 2011, Norco College

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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, the College has continued to effectively employ those processes to refine its strategic planning.

This recommendation has been resolved.

### **College 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).*

### **Response:**

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 Addendum (see *ACCJC Action Letter on Substantive Change Proposal; 2010*). In their follow-up visit in November 2010, the 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, student support services for distance education students, 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. As a result of the follow-up visit, the Commission found that Norco College had resolved Recommendations 1, 2 and 3 (see *ACCJC Action Letter on Substantive Change Proposal; December 2010*).

The 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.

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

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of electronic books totaling 25,000+, online counseling, and services related to admissions, academic advising, 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, and face-to-face. 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. In addition, Open Campus facilitates ongoing state authorization and student authentication procedures district wide (see *State Authorization Letter, 2013*)

In order to provide tutorial assistance to distance education students, the College has contracted with NetTutor Online Tutoring. NetTutor, through a direct link available in the Blackboard learning management system, enables students to enter a live NetTutor session where they are tutored one-on-one by a tutor who holds at least a bachelor's degree, though many hold master's and Ph.Ds. They may submit a question to the mail center and come back later for the tutor's response, or upload a paper and come back later for the tutor's feedback. College faculty reviewed student papers that had received NetTutor feedback and have endorsed the service. In order to facilitate student access to NetTutor services, the system has been integrated with Blackboard so that students click directly into it

without having to login again. NetTutor also offers a published faculty guide and regular webinar opportunities to help train faculty how to maximize the service to benefit their distance education students (see *NetTutor, Website; NetTutor Faculty Guide; NetTutor Webinar Invitation, Spring 2013*).

To further support planning for distance education, the College formed a Distance Education Committee (DEC), a standing committee of the Academic Senate (see *Distance Education Committee, Minutes, October 8, 2013*). The purpose statement of the DEC reads, "The Distance Education Committee develops guidelines for distance education courses and recommends to the Senate policies and procedures for distance education training of faculty and students. The Committee advises strategic planning committees on institutional needs and best practices for distance education." The DEC, Curriculum Committee, and the Academic Senate are currently collaborating to develop several documents pertaining to distance education: 1) Regulations for Regular, Effective/Substantive Contact for Distance Education: A reference sheet of state regulations and Commission policies for distance education faculty; 2) RCCD Guide for Best Practices: A document which provides suggestions for how faculty can meet the guidelines; and 3) Distance Education Certification Letter: A letter to be signed by distance education faculty in which they certify that they have been informed of the College's expectations for distance education, the notable best practices, and the resources available to assist them (see *Curriculum Committee, Minutes, October 8, 2013*).

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As indicated in the Commission's letter of January 31, 2011, Norco College has resolved Recommendation 2, demonstrating to the satisfaction of the Commission that the College has complied with the distance education policies for all programs, certificates or degrees where 50 percent or more of the requirements are delivered via distance learning. Since that time the College has continued to respond to the needs of distance education students and faculty.

This recommendation has been resolved.

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

Norco College has one primary location for its educational programs, including John F. Kennedy Middle College High School, which is located on the College's property. However, the District's Office of Economic Development and the College recently entered into a unique partnership with International Rectifier, a Fortune 100 semi-conductor manufacturer, located in Temecula, CA. International Rectifier seeks to provide a cohort of employees (approximately 30) a certificate in Digital Electronics to upgrade their technical ability and encourage both personal and professional advancement. General education courses are being completed at Mt. San Jacinto College, while the degree-specific electronics courses are being completed via Norco College at the company site in Temecula. Associate of arts degrees in Digital Electronics will be conferred by Norco College.

In developing the agreement, the College ensured that International Rectifier's corporate headquarters contain appropriate training classrooms that mirror the College's classrooms (desks,

chairs, Internet, projector, instructor's station, natural lighting, ADA compliant bathrooms, etc.). The College is providing appropriate support services such as student enrollment, transcript evaluations, and educational planning. In addition, courses are being provided in accordance with California Education Codes §78020-78023. Instructors are hired based on subject matter expertise and in accordance with California Education Code §78022(a), which states, "Faculty in all credit and noncredit contract education classes shall be selected and hired according to procedures existing in a community college district for the selection of instructors for credit classes." Faculty teaching electronics courses at International Rectifier are evaluated at their off-site location in accordance with the faculty contract. Approved course outlines of record are adhered to in order to ensure course quality, and program reviews include this aspect of the Digital Electronics program (see *Institutional Strategic Planning Council, Minutes, September 18, 2013*).

The Accrediting Commission for Community and Junior Colleges has been notified of this agreement and has requested a Substantive Change Proposal to be submitted for review at its March 6, 2014 meeting.

### **College Recommendation 3**

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



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### Response:

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). A 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. The College conducted this three-part validation process in Spring 2010, and results of the analysis were submitted in the ACCJC Follow-Up Report in October 2010.

In their follow-up visit in November 2010, the visiting team reviewed the results of

the validation process described above 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 was to be addressed in the future by aggregating data from all previous years in order to acquire larger groups (i.e., ethnic subgroups) and by identifying if there are trends occurring from multiple years of data.

Since the follow-up visit, the College has maintained its effort in implementing the same three-part process to validate all departmental (common) exams. Disproportionate impact (DI) analysis is accomplished by dividing the minority pass rate by the majority percent. If a ratio is less than 80 percent, then there is evidence of disproportionate impact. For example, if 30 of 100 majority member students are placed into the upper level course and only 20 of 100 minority member students are placed into the same course, then the placement rates are 30 and 20 percent, respectively. Taking the ratio of 20 to 30 gives a placement ratio of 67 which is below 80 percent, thus providing evidence that disproportionate impact has occurred. A 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.

The Norco College courses that use common finals are ESL 55, Spanish 1, and

## Responses to 2010 Recommendations

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Reading 81-83. Disproportionate impact analysis has been completed through 2012. This analysis was conducted through the Office of Institutional Effectiveness (formerly called the Office of Student Success) and led by the dean in that area. Disproportionate impact analysis is conducted on an annual basis and results of disproportionate impact are shared with all faculty involved in the study (see *Disproportionate Impact Reports 2010, 2011, 2012*). If disproportionate impact is identified, further investigation is conducted to determine whether the impact is due to tests or instructional practices. If it is due to practices, steps are taken to improve those practices. If the impact is due to tests, the tests are 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 are up to date. However, since a new common final was created for Spanish 1, that course is undergoing the cultural impact process for validation. At the time of writing this report, cultural impact studies are underway for Spanish 1 and results should be available by the time of the accreditation visit.

Mapping has been completed for ESL and Reading exams, and Spanish has created a SLO map for its new Spanish 1 final exam (see *Spanish 1 SLO Map*). In addition to the mapping process, faculty in these disciplines have been sent results from the disproportionate impact study and are encouraged to utilize the results

in order to improve student learning.

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 validates all departmental examinations for their effectiveness in measuring student learning and ensures that they minimize test bias. In order to fulfill its mission and continually improve institutional effectiveness, the 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.





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

#### **I.A. Institutional Mission**

Norco College is strongly committed to a mission that supports its core values; reflects student demographics, community needs, and academic goals; and expresses the College's identity within the District. The mission is also the basis for the College's strategic planning process. The recent revision of the mission was the result of widespread institutional dialogue and has been approved by the Board of Trustees. It is widely publicized: visible on campus as well as online.

The mission statement is reviewed (and if deemed necessary, revised) every five years under the leadership of the College's broad-based Institutional Strategic Planning Council. Committees recommend changes to the mission statement as needed.

The mission is central to the institution. Decisions are made keeping the mission in mind. The goals and objectives of the College are tied to the mission, which drives program review, new program development, and fiscal decision making.

#### **I.B. Improving Institutional Effectiveness**

Norco College sees dialogue as central to its mission and embeds it into its structures and processes. Shared governance committee meetings and those related to the strategic planning process are grounded in dialogue. Evidence of the pervasiveness of dialogue at Norco College is found in the Norco

Assessment Committee's rubrics, faculty hiring rubrics, Facilities Master Plan guiding principles, and the Annual Open Dialogue Sessions.

Norco College is committed to improving the effectiveness of the institution by adhering to an established planning model that reflects and supports the new mission statement and its stated purpose. Progress is measured and documented by monitoring the success in each of seven identified goals:

- Goal 1: Increase Student Achievement and success;
- Goal 2: Improve the Quality of Student Life;
- Goal 3: Increase Student Access;
- Goal 4: Create Effective Community Partnerships;
- Goal 5: Strengthen Student Learning;
- Goal 6: Demonstrate Effective Planning Processes; and
- Goal 7: Strengthen our Commitment to our Employees.

The College is proactive in promoting governance structures that not only incorporate faculty, classified staff, and administration but also encourages input from students and members of the community.

Norco College works to maintain the centrality of its goals in its long-term planning and its day-to-day decision making by maintaining a systemic cycle which makes use of quantitative and qualitative data. Progress toward goals is evaluated, presented, and re-evaluated annually. Goal progress is evaluated in multiple ways. Strategic planning committees align their statements of purpose with College goals and annually evaluate effectiveness. Goals

## Abstract of the Self Evaluation

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are integrated into the program review and strategic planning process, and they are integral in the work of outcomes assessment, curriculum and program development, and committee work.

By ensuring that institutional planning, unit/program review, and resource allocation are all fully integrated into the planning process, and by maintaining a strong culture of shared governance, the College continually improves institutional effectiveness. Additionally, in conjunction with its Grants Committee, the College's program review process works to ensure that necessary resources are allocated appropriately to best serve the needs of students and the greater community.

Matters of quality assurance are captured through several processes, including assessment of SLOs, data collection for the state Chancellor's Office (MIS and ARCC data), CCSSE, and a variety of in-house surveys. Internal communication of quality assurance to Norco College constituencies is robust and comprehensive. As a recently accredited institution, the College aspires to improve the ways in which it communicates these results to the public.

The effectiveness of planning and resource allocation processes is annually reviewed as stipulated in Strategic Planning Policy 2010. Each of the nine procedures in the policy produces evidence indicating a level of effectiveness and areas of potential improvement. Norco College assesses evaluation mechanisms (program review of instructional, student services and administrative units) through a two-fold process. First, both the Norco Assessment Committee (NAC) and Program Review Committee (PRC) evaluate program

review documents by scoring the appropriate portions of the document using an analytic rubric. In addition, standing committees, including NAC and PRC, are required to evaluate themselves which results in an annual report on their evaluation of effectiveness.

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

#### **II.A. Instructional Programs**

Norco College offers instructional programs that enable students to transfer to four-year universities, to enter directly into career and technical fields, and to complete remediation in developmental skills. The College offers seven interdisciplinary degree patterns in general academic fields of study; six discipline-specific degrees designed uniquely for direct transfer to CSUs; and certification in both the California State University General Education (CSUGE) and the Intersegment General Education Transfer Curriculum (IGETC) for transfer to CSU and UC campuses, respectively. The College also works to articulate coursework with four-year private universities. In addition, the College offers 14 locally approved certificates and 27 Associate Degree/State Approved Certificates patterns in support of Career and Technical Education. The College has been innovative in its approach to assisting students in progression through basic skills in English and in math, developing an effective summer intervention program and course acceleration pathways.

Identified program-level student outcomes are in place for all programs.

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The institution systematically assesses the currency and rigor of curriculum during the comprehensive program review process. The achievement of learning outcomes also is systematically assessed and reported as a part of the annual program review process in order to improve teaching and learning. General education student learning outcomes are in place and the College faculty have recently participated in a District wide effort to revise the general education program itself to align more closely with the outcomes.

The College has established processes assuring the timely and accurate dissemination of information to students via online resources and printed publications. The College Catalog not only contains clear information about courses, programs, and transfer policies but also details the purpose, content, requirements, and learning outcomes for each degree and certificate. In every course, students are provided with a course syllabus detailing specific student learning outcomes associated with the course as well as other critical information.

### **II.B. Student Support Services**

Norco College demonstrates a strong commitment to student success through its programs, services, and support for a diverse group of learners in a student-centered environment. In support of the institution's mission, Student Services works collaboratively as an active participant in student achievement and learning. Using an annual program review process, Student Services reviews data and determines how student services areas are serving the mission and, where needed,

makes changes and introduces initiatives to better support student progress and improve the academic experience. Program review with Student Services is an ongoing process that includes dialogue regarding authentic assessment measures, peer review, and the use of an assessment rubric. The annual program review allows each area to evaluate quantitative, student satisfaction, and climate survey data to assess outcomes in relation to student access, progress and learning, and student need.

Aligned with the College's Student Equity Plan, Student Services along with Instruction offers a diverse selection of services and programs to students to ensure equitable access to course, degree/certificate, and transfer completion, including students from underrepresented backgrounds. A wide range of student support programs and services that meet the diverse backgrounds of the student body is available. Through use of multiple modalities, the institution ensures equity in delivery of services for students and reviews these procedures annually.

Examples of the programs, services, and intervention practices available during the school year include the Puente and Talented Tenth programs. Both offer under-represented students the opportunity for counseling and mentoring as well as intensive English and writing instruction within the framework of a learning community focused on Latino and African American issues and themes, respectively. Other state-funded or federally-funded programs such as EOPS/CARE and TRiO assist students with establishing and adhering to a comprehensive educational plan with the intent of either graduation with an

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associate degree or transfer to a four-year college or university.

These programs, as well as many others, have received a substantial commitment of resources from the institution in an effort to recruit a diverse body of students able to benefit from the services offered. The College has also explored the possible institutionalization of certain service programs in an effort to provide greater access to all students. Norco College's support programs are interrelated and complement each other. They enhance the educational experience for all students and increase institutional effectiveness by meeting student needs.

### **II.C. Library and Learning Support Services**

The Wilfred J. Airey Library at Norco College is one of three academic libraries in a three-college District working in collaboration and sharing resources. During library hours, students, faculty, staff and community members may visit or telephone the library to obtain assistance from reference librarians, and/or utilize the print and physical resources held in the library facility. The library also offers over 50 electronic resource subscription databases, over 500,000 e-books, and a host of other electronic resources/guides through the library's website that provides on-campus and distance/mobile access to students, faculty, and staff. In addition, 24/7 live chat reference librarian assistance is available to students, faculty, and staff from any location where online access can be acquired.

The library's collection supports all the programs offered at Norco College, and the collection development process

for the library is highly interactive and collaborative. The library hosts the Read 2 Succeed @ Norco College reading program and Poetry Performance events biannually to foster student engagement and support the intellectual, cultural, and aesthetic elements of the institution. The Library Advisory Committee—made up of faculty, staff, administrative, and student representatives—acts as an ongoing institutional forum where all constituencies are able to dialog and provide input, recommendations, and follow-up regarding the quality, effectiveness, efficiency, and sufficiency of library and learning support services. Information competency is a significant element of teaching and learning across the curriculum at Norco College.

Learning support services at Norco College include the Instructional Media Center (IMC); the Learning Resource Center (LRC), which houses the Computer Information Systems (CIS) Lab, Game Lab, Tutorial Services, Math Express walk-in math tutoring service, and the Assessment Testing Center; and the Writing Lab. The IMC relocated to the state-of-the-art Norco Operations Center building in Spring 2013, which offers expanded and updated office, storage, and work space, along with a dedicated video production room. Norco College contracts with NetTutor to offer comprehensive online tutoring service to online and hybrid students.

Norco College undertakes active, ongoing evaluation of library and other learning support services in order to improve its services to students and substantiate the achievement of student learning outcomes. A positive correlation between reference librarian services and course outcomes



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is evidenced. Assessment instruments from the LRC, Tutorial Services, CIS and Writing labs indicate that a significant portion of our students find these services useful to their studies and a contributing factor to their overall success. Based on data provided in the Facilities Master Plan, a new library/learning center will be considered for construction in the next five to seven years.

### STANDARD III: RESOURCES

#### III.A. Human Resources

The College adheres to recruitment, interviewing, and hiring processes in accordance with District, state, and federal regulations. Members of hiring committees and department chairs receive training in diversity and equity hiring practices. Employees—faculty, staff, and management—are evaluated regularly, as specified in collective bargaining agreements and the Management Handbook.

The District Diversity and Human Resources (DHR) department houses all personnel files in a confidential environment. The College's record in employment equity is compiled by DHR and reviewed with the College President and Executive Cabinet.

Faculty embed and assess Student Learning Outcomes (SLO) in courses and programs, and are provided with a range of professional development activities directed at the improvement of student learning. Full-time and associate faculty understand the intrinsic value of outcomes assessment but are also directed to participate in it by the language of the collective bargaining agreement.

Associate faculty are provided a monetary incentive to attend assessment workshops and participate in the writing of assessment reports.

The campus climate is inclusive; active collaborative efforts—the professional development committee, Legacy (diversity committee), and ALLY program (LGBT support), to name a few—exemplify the College's collective belief in the significance of the participation, development, and worth of all members of the College community. The recently expanded Professional Development Committee (formerly the Faculty Development Committee) has designed training opportunities for 2013-2014 in a manner that made them more accessible to all employees: Flex Fridays, the third Friday of every full month of the fall and spring semesters, include a range of workshops advertised in advance to facilitate attendance.

Careful attention to the strategic planning process ensures shared governance as well as thoughtful consideration of personnel needs. In 2011, the College engaged in a comprehensive review of its shared governance processes and committees with the intent of streamlining and clarifying those practices. One noteworthy result was creation of the Committee of the Whole (COTW), which includes every employee and serves as the final recommending body to the President on college wide matters.

#### III.B. Physical Resources

Norco College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

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The College comprises 141 acres of land and over 20 buildings and structures that provide high-level instruction, technology, and comprehensive services for its approximately 10,000 students. Originally opening in 1991 as a satellite campus with 3,000 students, the College responded to the tremendous growth in the region with construction of permanent structures such as the Library, Applied Technology Building, and the Industrial Technology Building.

To further support the growing population of students, the Center for Student Success opened in 2010 to deliver student support services such as the Corral (food services) and storefront offices for EOPS and Disability Resource Center (DRC). In addition, the Library lower floor was redesigned to create the Learning Resource Center. Renovation of the Student Services Building took place to better accommodate delivery of support services for students in the areas of Student Financial Services, Cashier Services, Admissions and Records, and Veterans Services. In 2013, the Norco Operations Center opened, housing the Facilities department, information technology staff, the Instructional Media Center, emergency operations center, and warehousing activities for the College.

The College completed a Facilities Master Plan approved by the Board of Trustees in October 2013. The Facilities Master Plan outlines the physical resource needs that are driven by the demand for learning opportunities highlighted within the Educational Master Plan.

Norco College has the necessary elements in place to ensure the safety and sufficiency of its physical resources.

Continued commitment to building quality facilities, flexibility in building design, and a commitment to collaborative decision-making will enable the College to respond effectively to an economic future that is rarely easy to predict.

The College has developed the necessary policies, processes, and safeguards to ensure that all new and modernized facilities are effectively utilized and provide exceptional quality learning environments.

### III.C. Technology Resources

The College mission identifies its commitment to encouraging “an inclusive innovative approach to learning and the creative use of emerging technologies.” The College technology departments and staff provide technology training to students, faculty, staff, and administrators.

Opened in Spring 2013 after years of planning, the Norco Operations Center (NOC) consolidates all of the network servers on campus. The Instructional Media Center (IMC), Micro Computer Support Services, and the District Network staff—are housed in the NOC, enabling collaboration on projects and services.

The College’s Instructional Media Center (IMC) facilitates SLO achievement by providing support for instructional and academic activities. The IMC deals with acquisition of appropriate technology as well as its maintenance. Laptops are available for faculty to borrow; training in use of instructional media and assistance with technology research are available through the IMC.

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The Faculty Innovation Center (FiC) staff provides instructional technology support to faculty teaching in face-to-face, online, hybrid, or enhanced formats. The FiC offers individual, hands-on training on the latest tools and equipment used in the classrooms.

Norco College makes technology accessible to students in multiple areas, such as the open computer lab with both general and program-specific computer resources that are located in the Wilfred J. Airey Library and the instructional labs in the Learning Resource Center (LRC). Over 50 computers in the Library's open computer lab were recently upgraded as a result of the program review process.

District support services provide technology training to faculty and staff in information management systems such as Colleague, WebAdvisor, and Resource 25. Open Campus, the District's online learning department, oversees the Online Blackboard Academy consisting of six online modules, available 24/7, required of all faculty teaching web-enhanced, hybrid, and online courses.

The Technology Committee is guided by the Technology Strategic Plan that aligns strategic technology goals to the College's mission, vision, and core commitments. For assets shared across the multi-college District, technology planning is integrated with district wide institutional planning.

### III.D. Financial Resources

Norco College ensures there are sufficient financial resources to support student learning programs and services and to improve institutional effectiveness. The College distributes resources to support

the development, maintenance, and enhancement of programs and services. It plans and manages its finances with integrity and is financially stable.

The District's Unrestricted General Fund operating budget is \$150,365,498. Of this amount, \$23,946,149 is allocated to Norco College, which represents 16.91 percent of the District's overall budget. Approximately 65 percent of Norco College resources is allocated to instruction; 15 percent is allocated to student services; and 20 percent allocated to administration, which includes the president, business, maintenance and operations, food services, and police.

A District Budget Advisory Council was formed in 2007 in preparation for becoming a multi-college district. The council consists of District and College administrators, College faculty, and classified staff. Crucial stakeholders have been added to the Council since its inception and the Council maintains open budget fiscal communication and decision-making with all stakeholders and colleges. Through this Council the District formulates an annual budget. There is frequent communication from the District administration to the Board of Trustees and college constituents with regard to the state budget, the college budget, and how the College responds to the changing economy. All correspondence and presentations are posted to the Board of Trustees' webpage for reference and information.

The resource allocation process assures that requests for funding are reviewed and prioritized by the College prioritization process in which staffing, equipment, and technology resources are requested

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as part of each division's annual program review. From there they are reviewed and prioritized by the applicable shared governance planning council. Once prioritized, recommendations are made to the College Institutional Strategic Planning Council, and then forwarded onto the Committee of the Whole with final recommendations being forwarded to the President.

The College adopted a strategic planning process to link resource allocation and institutional planning. Systematic and data-driven program review for all areas of the institution has been successfully integrated into institutional planning and resource allocation processes as demonstrated through the prioritization allocation process. After the completion of each cycle, the process is evaluated and assessed, and the outcomes are communicated college wide by the President.

Transparency has been a key priority in ensuring the successful implementation of the prioritization of the resource allocation process. The College provides accessibility to data via the College website and research reports. Additionally, the College continues to engage all areas of the institution to participate meaningfully in shared governance.

### **STANDARD IV: LEADERSHIP AND GOVERNANCE**

#### **IV.A. Decision-Making Roles and Processes**

Although Norco College is a relatively new college, it already has an established culture of continuous improvement based on dialogue and self-evaluation.

Two activities and their results highlight this commitment to excellence: the reorganization of the College's governance structure resulting in improved integration of all constituencies in strategic planning and governance, and the development of the 2013-2018 Strategic Plan and Process. The reorganization of the College's committees clarified the process through which faculty, students, staff, and administrators are an integral part of institutional decision-making. The 2013-2018 Strategic Plan and Process grew out of the improved structure which facilitated dialogue. That plan reaffirms the College's commitment to excellence in student learning, success, and access; the development of community partnerships; and support for all employee groups. The process that produced the plan exemplifies those same values.

Faculty, administration, staff, and students all participate in the governance of the institution. Four standing committees of the Academic Senate play especially important roles in this regard: Curriculum Committee, Academic Planning Council, Distance Education Committee, and Student Success Committee. Academic administrators serve as co-chairs of each of these committees and communicate regularly with the Academic Senate.

The strategic planning process includes evaluation and feedback mechanisms through which the committees, councils, and the leadership of the College are accountable to all constituencies, thus demonstrating its internal integrity. These structures also support the ability of the institution to be accountable to external agencies, by supporting self-evaluation and self-monitoring and thus creating a framework that allows the institution to respond promptly to recommendations.

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### **IV.B. Board and Administrative Organization**

The Board of Trustees of the Riverside Community College District comprises five members, with each representing a designated geographical area of the District. Board policies clearly spell out the responsibilities of the Board and the roles of the various recommending bodies of the colleges in supporting the Board in fulfilling those responsibilities. The Board relies on the administration, academic senates, and faculty, staff, and students to provide direction in policy development and implementation. Except for unforeseeable emergency situations, the Board of Trustees does not take any action on matters until the appropriate constituent group or groups have been provided the opportunity to participate. The organizational structure and strategic planning process of the College clearly acknowledge the ultimate responsibility of the governing board for education quality, legal matters, and financial integrity.

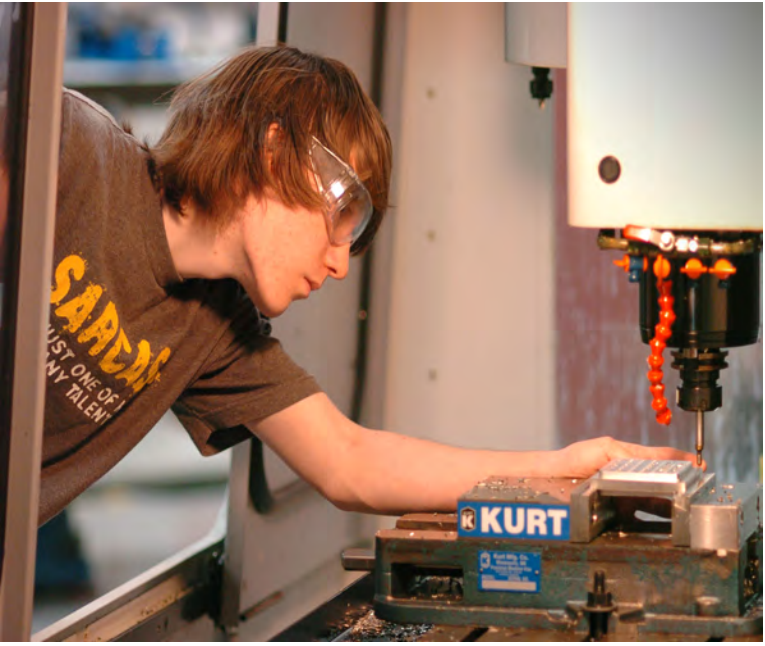
The policies adopted by the Board are consistent with the mission of the College and support the District's strategic themes: student access; student learning and success; resource stewardship; community collaboration and partnership; creativity and innovation; and system effectiveness. The Board engages in a yearly self-evaluation as required by board policy and publicizes the results at a subsequent regular Board meeting. New members of the Board are given an orientation and are also supported in attending Community College League of California information sessions on board duties and responsibilities. The Board has a code of ethics, including a policy for

dealing with violations, and is involved in and informed about the accreditation process.

The President serves as the chief executive officer of Norco College. The President is responsible for the effective operation of the College under board policy and local, state, and federal regulation. He or she carries out these duties through working with a team of administrators and within the governance policies outlined in the 2013-2018 Strategic Plan and Process. In addition, the President is the primary liaison with the community, working with community leaders to build and sustain an educational institution that meets community needs.

## Abstract of the Self Evaluation

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# Standard I: Institutional Mission and Effectiveness

## I.A: Mission

### **Institutional Mission and Effectiveness**

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

### **I.A. Mission**

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

### **I.A. Descriptive Summary**

The Norco College mission defines the College's specific educational purpose within the Riverside Community College District. Norco College's diverse student population and the institution's commitment to learning are outlined in the mission statement and core values. The Norco College mission statement, revised in April 2012 and approved by the Board of Trustees on August 21, 2012 (see *Board of Trustees, Minutes, August 21, 2012*), is as follows:

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways

to transfer, career and technical education, certificates and degrees.

The Commission was notified of the revision to the 2008 mission in 2013 (see *ACCJC Emails Regarding Mission Statement 2013*).

Norco College's mission statement is consistent with the College's core values:

- **Mutual Respect.** Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions
- **Collegiality.** Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated
- **Inclusiveness.** Embracing diversity in all its forms—global as well as local—and creating a supportive climate that encourages a variety of perspectives and opinions
- **Integrity.** Maintaining an open, honest, and ethical environment
- **Innovation.** Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community
- **Quality.** Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff
- **Access.** Providing open admissions and comprehensive educational opportunities for all students
- **Student Success.** Being an institution that places high value on the academic and personal success of students in

# Standard I: Institutional Mission and Effectiveness

## I.A: Mission

and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services

- **Civic Engagement.** Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco programs and services to the external community
- **Environmental Stewardship.** Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among students.

The mission statement expresses that the College is committed to student learning and student success. It outlines various educational paths and goals that reflect the College's diverse student population and its community's workforce needs. In agreement with Norco College's core values, the mission outlines the College's commitment to a culture based on respect, inclusiveness, collegiality, and integrity.

Norco College draws its students the following cities and areas (per 2010 census data, expressed as percentages):

Corona: 35  
Riverside: 22  
Other: 17  
Eastvale: 10  
Norco: 6  
Mira Loma: 4  
Moreno Valley: 3  
Lake Elsinore: 3

Gender distribution is 54.4 percent female to 45.1 percent male (0.5 percent unknown).

Student age is distributed as follows

20 to 24: 41.5  
Under 20: 28.7  
25 to 34: 18.7  
35 and over: 11.1

Ethnicity percentages are as follows:

Hispanic: 51.5  
White: 26.8  
Asian: 8.7  
African American: 6.6  
Two or more races: 3.6  
Other: 2.4

*(Gender, age, and ethnicity distribution from the Chancellor's Office Datamart—2012-2013 Annual Headcount)*

The Norco College mission is aligned with the various demographic components of its student population. The statement acknowledges diversity as an element of the College's identity, and in an inclusive and positive way.

The mission statement's core is to serve the College's diverse student population and ensure student success: the statement is the driving force behind the planning process, whether it involves academic programs, services, staffing, or allocation of resources.

The mission's commitment to providing opportunities to a diverse student population is evident in the work of programs such as CalWORKs, Disability Resource Center (DRC), Extended Opportunity Programs and Services (EOPS/CARE), Student Support Services (SSS/RISE), Honors, John F. Kennedy Middle College High School, Puente,

# Standard I: Institutional Mission and Effectiveness

## I.A: Mission

Talented Tenth (T3P), Upward Bound, and Study Abroad.

Norco College uses many processes to foster a college-wide commitment to student learning, many of which are detailed in later sections of this Self Evaluation. The Office of the Dean of Institutional Effectiveness and the Norco Assessment Committee support assessment projects and research on student engagement and learning. Student learning is assessed through a systematic and ongoing schedule at various levels, including course and program, general education, CTE, and Administrative Units. The College also demonstrates its commitment to learning through its curriculum review and approval process, through its improvement of instruction process, and through such programs as Read 2 Succeed and the Athena Leadership program (see *News Article: Wartime Camp Detainee Wakatsuki Houston to Speak at Norco College*).

Norco College administered the CCSSE survey (Community College Survey of Student Engagement) in 2010, 2011, and 2013 (see *CCSSE Key Findings Report 2010, 2011, 2013*). The survey provides data on student involvement in the learning process as well as institutional practices that support student learning.

In sum, the Norco College mission statement makes explicit the College's commitment to student learning as well as defining its "broad educational purposes" and intended student population.

### I.A. Self Evaluation

The standard is met. Norco College has a mission statement that captures the

College's unique identity and student population within RCCD, as well as its commitment to learning. The College is confident that the mission is the driving force behind its planning model and that College constituents' decisions are made in connection with the mission's core values. The College also understands that the mission should be periodically reviewed so that it continues to reflect changing student needs. The College believes in the importance of program review and assessment in ensuring student learning, student success, and appropriate resource allocation, as well as fostering dialogue and collegiality. All of these processes and behaviors are driven by the mission.

### I.A. Actionable Improvement Plan

None

#### I.A.1.

**The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

#### I.A.1. Descriptive Summary

Norco College's mission expresses the College's commitment to serving its diverse student population by providing opportunities for student learning and student success. Since Norco College's foundational identity within the Riverside Community College District has been that of an institution focusing on technology, its mission emphasizes innovation and emerging technologies in such fields as Commercial Music, Game Audio, Gaming and Simulation, and Mobile Application Development. But as the mission statement also makes clear, the

# Standard I: Institutional Mission and Effectiveness

## I.A: Mission

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College serves other needs for its diverse student population, including basic skills education, general education, and various associate degrees for transfer.

The Norco College's revised mission statement was approved on August 21, 2012, by the RCCD Board of Trustees (see *Board of Trustees, Minutes, August 21, 2012*). The previous mission statement had been approved in December 2008. The revision of the Strategic Plan 2008-2012 led to writing a new mission statement that expressed more precisely the College's educational purposes. The Norco College mission statement is the result of college wide dialogue. In Spring 2012, the Institutional Strategic Planning Council (ISPC) was tasked with reviewing the 2008 mission statement (see *Institutional Strategic Planning Council, Minutes, March 21, 2012*) and made Norco Academic Senate aware of their assignment (see *Academic Senate, Minutes, April 16, 2012*). The ISPC conducted a SWOT analysis that led to the first draft of a revised mission statement. Faculty, staff, and students were invited to provide feedback and input on this first draft via Survey Monkey (see *Mission Statement Survey Email, April 5, 2012*). Survey results were taken into consideration as ISPC convened for a retreat in April 2012 (see *Institutional Strategic Planning Council, Minutes, April 27, 2012*). Based on the college wide input received, ISPC provided a second draft of the mission statement, which was sent for review to the Norco Academic Senate (see *Academic Senate, Minutes, May 21, 2012*) and was approved. The mission statement was presented to faculty, staff, and student representatives at the Committee of the Whole (COTW) meeting in May 2012 (see *Committee of*

*the Whole, Minutes, May 22, 2012*) where it was approved. Finally, the mission statement was presented to the Board of Trustees on July 2012 (see *Board of Trustees, Minutes, August 21, 2012*), where it was approved.

Norco College's commitment to student learning and student success is also evident in its strategic planning processes. Planning councils evaluate their effectiveness in aligning their work to the mission of the College as well as the effectiveness of the prioritization process for resource allocation. The Annual Progress Report on the Educational Master Plan, prepared by the Dean of Institutional Effectiveness, updates the College on how successful the institution has been in reaching goals in improving student learning, achievement, and success. The academic year concludes with the Annual Open Dialogue Session where student learning and the needs of the College's students are major topics (see *Open Dialogue Session 2011, 2012, 2013*).

The College conducts ongoing research, evaluation, and assessment that support its mission and core values. Research results and data are accessible by all and are the basis of self-assessment and future planning. Each year, the District's Office of Institutional Reporting and Academic Services and the Office of Institutional Research publish an update of the Norco College Fact Book (see *Fact Book, Webpage*). The Fact Book provides college wide data on student placement, retention and success rates, as well as FTES by discipline and employee demographics. These data, included in annual program review documents, are examined and reflected upon by faculty and staff in order to identify areas where

# Standard I: Institutional Mission and Effectiveness

## I.A: Mission

improvement is necessary and to provide future direction. The mission statement remains the driving force behind data collection and the use made of data.

The College conducts ongoing direct assessment not only of course SLOs and general education learning outcomes, but also of programs and services. The Office of the Dean of Institutional Effectiveness conducts an annual survey in which graduating students report on the extent to which they believe they have learned at Norco College (see *Annual Assessment Report 2012-2013*). Assessment of institutional effectiveness is ongoing and pervasive throughout the institution.

Assessments of institutional effectiveness are also undertaken under the aegis of Student Services. As Student Services conducts ongoing assessment of the student population, it is able to enhance and establish services and programs that support students in their diverse needs and academic paths. The Student Services' mission statement echoes the College's mission:

*Student Services are programs designed to help you be successful in college. Our Student Services professionals are committed to empowering college students by enhancing personal and educational achievements through our comprehensive programs and services. Student Services is dedicated to educating, serving, supporting, and promoting student success for a diverse community of learners in a student-centered environment.*

Services include Enrollment Services, which recently improved access and support for veterans. Student Financial

Services provides workshops and advice as well as scholarships. The ATHENA Leadership Academy uses key principles of leadership to strengthen student success and facilitate civic responsibility. Counseling, supported by both instruction and Student Services, accompanies students through walk-in, individual face-to-face and online appointments, as well as workshops and group sessions. The Transfer Center provides ongoing information on deadlines, university representative visits, and transfer requirements, and holds workshops and Transfer Fairs. The role of Student Support Services is essentially driven by the commitment to student success outlined in the College's mission. Programs such as EOPS/CARE, Disability Resource Center (DRC), CalWORKS, SSS, and Academic Special Programs (Talented Tenth, Puente, Honors, Rites to Thrive) support many students by giving them priority registration, counseling, book vouchers, child care assistance, mentorship, and service opportunities on campus and in the community.

### I.A.1. Self Evaluation

The standard is met. Norco College continues to provide a full range of programs and services to respond to the needs of its diverse population. These programs and services are aligned with the College's mission statement, and with the character of the institution. In response to changing legislation and evolving industry needs, associate degrees for transfer and career technical education programs have increased in number at Norco College. The College has also expanded its ability to meet the needs of students outside of the classroom through technology-enhanced services.

# Standard I: Institutional Mission and Effectiveness

## I.A: Mission

### I.A.1. Actionable Improvement Plan

None

### I.A.2.

**The mission statement is approved by the governing board and published.**

### I.A.2. Descriptive Summary

The first Norco College mission statement was approved in December 2008 by the Board of Trustees. The revised mission statement was presented to faculty, staff, and student representatives at the Committee of the Whole (COTW) meeting in May 22, 2012 (see *Committee of the Whole, Minutes, May 22, 2012*), where it was approved. The mission was then presented to the Board of Trustees (see *Board of Trustees, Minutes, August 21, 2012*), where it was approved. The mission is published on the Norco College website and in all major College publications, including the catalog and schedule of classes. All proposed future changes and revisions will be approved by the Board of Trustees according to the Norco College strategic planning process.

### I.A.2. Self Evaluation

The standard is met. The College mission statement has been revised and approved in accordance with Board Policy 1200 District Mission.

### I.A.3. Actionable Improvement Plan

None

### I.A.3.

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

### I.A.3. Descriptive Summary

In April 2012, the Institutional Strategic Planning Council (ISPC), as the primary strategic planning body of the College, began a review and revision of the mission and vision statement as part of its work in updating the Strategic Plan (see *Institutional Strategic Planning Council, Minutes, April 4, 2012*). The ISPC comprises the President of Academic Senate, chair of chairs, Vice President of Academic Affairs, Vice President of Student Services, Vice President of Business Services, Dean of Institutional Effectiveness, two CTE faculty, faculty representative of the District Enrollment Management Task Force, one Basic Skills faculty, one Library faculty, ASNC representative, five staff members, and one transfer faculty member. The ISPC conducted a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) of the College which was used to assess the 2008 mission statement. The review and analysis led to a revision of the mission and vision statements. The outcome of several meetings was a new mission statement that was distributed via email/Survey Monkey to the College at large for comment (see *Mission Statement Survey Results; April 2012*). The mission statement was then sent for first reading to the COTW (see *Committee of the Whole, Minutes, May 3, 2012*). Comments generated by college constituents were then reflected upon by the ISPC and a slightly revised version was presented to

# Standard I: Institutional Mission and Effectiveness

## I.A: Mission

the COTW for second reading and a vote of approval (see *Committee of the Whole, Minutes, May 22, 2012*). The RCCD Board of Trustees approved the revised mission statement at the August 2012 meeting (see *Board of Trustees, Minutes, August 21, 2012*).

Norco College has established a process of reviewing the mission statement every five years (see *Mission Statement Review Procedure*). Review of the mission statement is first completed by the ISPC, then vetted via email to the college community and the standing strategic planning committees. Feedback is brought back to the ISPC to determine if any changes or revisions are necessary. After approval by the ISPC, the mission statement is either reaffirmed or revisions are approved by the COTW before being sent forward to the President, the District Strategic Planning Committee, and the Board of Trustees.

### I.A.3. Self Evaluation

The standard is met. The most recent effort to revise the mission was effective because all College constituents were involved and encouraged to provide ideas through committee meetings, exchange of emails, college wide surveys, and COTW readings. More generally, the College now has a regular mission-review process in place that is broadly participatory, involving administrators, faculty, staff, and students. The August 2012 minutes of the Board of Trustees (see *Board of Trustees, Minutes, August 21, 2012*) show the adoption and approval of the most recent mission statement. The ISPC administered a self-evaluation survey in which 100 percent of the respondents answered that they agreed or strongly

agreed with the statement, “The work of the ISPC is well aligned with the mission of the college” (see *Institutional Strategic Planning Council Survey 2013*).

### I.A.3. Actionable Improvement Plan

None

### I.A.4.

**The institution’s mission is central to institutional planning and decision making.**

### I.A.4. Descriptive Summary

Norco College’s mission statement drives institutional planning and informs decisions made at the College. Institutional planning, led by the Institutional Strategic Planning Council (ISPC), provides recommendations to the President to ensure that planning is aligned with the mission, vision, and goals of the institution.

The program review process is at the core of the College’s institutional planning, aligning learning programs, student services, planning, and resource allocation with the mission of the College (see *Annual Instructional Program Review Template 2013*). Through the program review process, every unit of the College is asked to link its goals, functions, resource requests, and assessments to the College mission and strategic goals. Through a rigorous prioritization process, the Student Services Planning Council, Business and Facilities Planning Council, and Academic Planning Council rank resource requests and recommend actions to the ISPC based on the information in program reviews (see *Academic Planning Council, Faculty Prioritization Ranking*

# Standard I: Institutional Mission and Effectiveness

## I.A: Mission

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*Criteria; Student Services Prioritization Ranking Process; Business and Facilities Planning Council Resource Ranking Criteria*). The Program Review Committee also responds to program reviews by reading them in their draft and final draft versions, and scoring them against a rubric in order to provide feedback to each unit.

*Minutes, May 28, 2013*).

### I.A.4. Actionable Improvement Plan

None

Similarly, new degrees and programs are reviewed by the ISPC in order to ensure alignment to the College mission and Strategic Plan.

### I.A.4. Self Evaluation

The standard is met. The College's mission is central to institutional planning and decision making, as evidenced by its strategic planning and resource allocation processes. A striking example of the linkage between mission, goals, and decision making is the Annual Program Review process, which ensures that all planning and resource allocation is driven by the College mission (see *Annual Instructional Program Review Template 2013*). For example, in keeping with its commitment to student learning and the "creative use of emerging technologies," the institution recognized that a more technology-driven data management system was needed to support the assessment of student learning. Through program review, a request was made for an assessment-tracking system, which was ranked #2 during the prioritization and ranking process. As a result of the high priority the institution places on student learning, and through the implementation of the program review process, the President allocated resources to respond to this need, which was endorsed by the COTW (see *Committee of the Whole*,



# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

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

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

### I.B.1. Descriptive Summary

Norco College maintains dialogue that is ongoing, collegial, and self-reflective. Dialogue is embedded into processes used in meetings central to the strategic planning of the College, such as shared governance committees, department and discipline meetings, staff meetings, public forums and District Board meetings (see *Strategic Plan and Process 2013-2018*, p. 30, item 7; *Strategic Planning Policy 2010-01*). Most of the college wide dialogue occurs in the strategic planning and shared governance processes and is an integral part of decision making. Professional development events, staff and faculty retreats, and college wide events related to diversity or guest authors

provide more informal opportunities for dialogue about student learning. For example, a recent staff retreat focused on the RP Group's report Student Support (Re)defined (see *Spring Staff Retreat Agenda, 2013*). Dialogue is present and pervasive in the fabric of Norco College culture.

Norco College maintains dialogue about the continuous improvement of student learning. Student learning is central to the mission of the College (see *Mission and Core Values*) and dialogue in support of student learning has been pervasive throughout the institution. The newly revised Facilities Master Plan identifies a commitment to student learning as one of the guiding principles for facilities planning (see *Facilities Master Plan 2013*); dialogue on student learning also occurs in the Curriculum Committee and Academic Planning Council as these committees grapple with the impact of legislative changes related to repeatability, course repetitions, and prerequisites.

Reforms related to the Student Success Act and the Transfer Achievement Act have spurred intensive dialogue within the Academic Senate and college wide about the learning needs of students who are completing degrees and certificates as well as the learning support services needed from counselors and other Student Services departments (see *Student Success Committee, Minutes, March 25, 2013*). One way in which the College ensures widespread dialogue is through the Annual Open Dialogue Session, held towards the end of each academic year. Embedded within the College's planning processes, the Open Dialogue Session is open to all members of the college community and has no formal agenda

# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

(see *Strategic Planning Policy 2010-01*).

### I.B.1. Self Evaluation

The standard is met. Norco College has a culture of collegiality and civility. A critical aspect of that culture is the degree to which dialogue about student learning has become foundational to College planning and processes. Shared governance committees, where the primary instances of dialogue occur, comprise representatives from all campus constituencies, including students. The College has also embedded a concern for student learning into every aspect of planning. Evidence of this is found in the assessment rubrics used by the Norco Assessment Committee, the rubric by which faculty hires are ranked – used by the Academic Planning Council, the guiding principles of the Facilities Master Plan, and the Open Dialogue Session, which is part of the planning process (see *Assessment Rubric; Academic Planning Council Prioritization Ranking Criteria; Facilities Master Plan 2013; Open Dialogue Session 2011, 2012, 2013*).

### I.B.1. Actionable Improvement Plan

None

### I.B.2.

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

### I.B.2. Descriptive Summary

At every level of the College and throughout the District, goals are established to improve effectiveness. The goals found in the Educational Master Plan, bulleted below, represent the overall goals of the institution. During the recent revision of the Strategic Plan, data collected from the SWOT analysis were used to affirm the existing goals but also led to the addition of goals six and seven. The revised goals and objectives were developed by the Institutional Strategic Planning Council (ISPC) and approved by the Committee of the Whole (COTW) (see *Committee of the Whole, Minutes, October 30, 2012*). In addition, the newly revised and updated Strategic Plan 2013-2018 was approved by the Board of Trustees in February 2013 (see *Board of Trustees, Minutes, February 19, 2013*). The College evaluates and reports annually on the progress made on its strategic goals in order to improve its effectiveness.

The College supports its mission through its commitment to seven identified strategic goals:

- Goal 1: Increase Student Achievement and Success
- Goal 2: Improve the Quality of Student Life
- Goal 3: Increase Student Access
- Goal 4: Create Effective Community Partnerships
- Goal 5: Strengthen Student Learning
- Goal 6: Demonstrate Effective Planning Processes
- Goal 7: Strengthen our Commitment to our Employees

The strategic goals are published on the website and within the Strategic Plan and

# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

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Process 2013-2018 document, which has been distributed widely throughout the College. The strategic goals and objectives are implemented by way of the College committee structure. Committees and councils are responsible for supporting the specific goals and objectives which pertain to the work of their committee. On a rotating basis each committee makes a report to the ISPC in order to update progress in implementing its goals and its continued alignment with the mission of the College (see *Institutional Strategic Planning Council, Minutes, May 1, 2013*). In the fall of each academic year, an annual Evaluation of Effectiveness report is presented to the COTW to demonstrate the College's progress towards achieving its goals (see *Annual Evaluation Report 2012-2013; Committee of the Whole, Minutes, October 22, 2013*).

In addition to the strategic goals and objectives, the College also has a newly revised Technology Strategic Plan which identifies goals that are specific to its technology needs (see *Technology Strategic Plan, 2013-2016*). The Technology Plan was developed jointly by the Technology Task Force and the Technology Committee and was ultimately approved by the COTW (see *Committee of the Whole, Minutes, March 26, 2013*).

At the unit level, the program review process ensures that faculty, staff, and administrators set goals that align with the college mission and strategic goals. Through program review, disciplines and administrative units identify student learning outcomes and service area outcomes which are being assessed, and they determine resource needs linked to the goals and mission of the

College. Norco College also relies on the following data for setting priorities: persistence, success and retention rates; rates on completion of basic skills pipeline courses; success gaps between online and traditional instruction; student engagement data from the CCSSE; survey data related to diversity awareness and campus climate; percentages of students declaring educational goals and educational plans; students/staff/faculty/survey data from industry partners and the community; and learning assessment data.

The College is committed to achieving its goals, and it provides opportunities for discussion in its COTW meetings with all faculty staff, administrators, and student representatives invited to participate. The COTW provides all College stakeholders with the opportunity to have input, dialogue, and a voting presence. COTW meetings enable members to vote and voice their degree of satisfaction with College planning, program review, resource allocation, and decision-making processes as well as offer their perceptions regarding the degree to which these processes are effectively linked.

Norco College uses many processes to foster a college wide commitment to understanding and implementing established goals. The College reports on the progress towards achieving goals in a variety of ways: assessment reports, Committee of the Whole minutes, an Annual Evaluation report, survey data, newsletters, the Fact Book, the Norco College Midterm Report, and Institutional Strategic Planning Council minutes.

# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

### I.B.2. Self Evaluation

The standard is met. Norco College has a prioritization process in place that integrates assessment with planning and resource allocation, one that the College evaluates every year to improve on effectiveness and set goals. Norco College outlines its goals in numerous places (e.g., website, College schedule of classes, and College catalog) and documents, including the program review process (see *Institutional Strategic Planning Council, Webpage*).

The ISPC is the main coordinating body for all strategic planning at Norco College. The ISPC's purpose 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.

Norco College has established governance structures that incorporate input from not only faculty, classified staff, and administration but also students and members of the community. The College Administrative, Academic, and Student Services Planning Councils prioritize requests for staffing and equipment generated annually from unit program review documents. In addition, the Institutional Strategic Planning Council, Academic Planning Council (made up of department chairs and co-chairs), and the President's Community Advisory Group provide input for the decision making processes. The development of the recent Strategic Plan represented the collaboration of all stakeholders.

The College has made its goals and

processes clear and transparent to employees and faculty through various communications and has provided opportunities for dialogue in COTW and Senate meetings. All the current planning endeavors are working well.

Norco College implements its goals through increasing student achievement and success while improving the quality of student life, increasing student access, creating effective community partnerships, strengthening student learning, demonstrating effective planning processes, and strengthening commitment to employees.

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

It is also clear that the College assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data. Data from the 2013 Accreditation Survey

# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

indicate that over 90 percent of faculty, management, and staff respondents agree that the College is “committed to continuous improvements of the student learning process” and over 80 percent agree that the mission statement “guides institutional planning.” Well over 90 percent say they have “read the Mission Statement and understand it.” More than two-thirds say that they understand the Educational Master Plan goals, that these goals are assessed regularly, and that the results are shared with campus constituencies (see *Accreditation Survey 2013*).

The College has amassed a great deal of evidence over the past two decades that has supported its claims for the achievement of college, unit, and department goals. This ranges from the completion of building projects and the design of a compressed calendar to campus wide wireless accessibility and the creation of the Center for Student Success building.

### I.B.2. Actionable Improvement Plan

None

### I.B.3.

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

### I.B.3 Descriptive Summary

As indicated in Standard I.B.2., the

College sets the goals for the institution. Progress toward achieving these goals is presented annually to the inclusive strategic planning body called the Committee of the Whole (COTW) (see *Strategic Plan and Process 2013-2018 [p. 19]*) and documented in the evaluation report of educational master plan/strategic plan goals (see *Educational Master Plan Goals Presentation 2012*). The information in this report is based on quantitative and qualitative data. The Institutional Strategic Planning Council (ISPC) annually reviews and re-evaluates the goals of the College, assessing their fit with the institutional mission (see *Institutional Strategic Planning Council, Webpage*).

The College evaluates progress toward its goals in multiple ways, such as collecting and analyzing data related to success, retention, and persistence rates; job placement rates; course completion rates; ARCC data; and CCSSE data. In addition, committees that support strategic planning align their mission with the goals of the College, and they evaluate their own effectiveness annually to ensure that their work effectively supports the College mission and fulfills its stated purpose (see *Student Success Committee, Webpage*). Institutional goals have been integrated into the Program Review process and the Strategic Planning process. In 2012, the Program Review template was revised so that each discipline now demonstrates the alignment of its plans and resource requests with the goals and mission of the College (see *Annual Instructional Program Review Template, 2013*). The degree to which the instructional units’ goals and resource requests align to the mission and strategic goals of the College is evaluated by the Program Review

# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

Committee with the use of a rubric. This ensures that goals are integrated into planning at the unit level (see *Program Review Committee, Webpage; Academic Planning Council, Faculty Prioritization Ranking 2012-2013; Academic Planning Council, Faculty Prioritization Ranking Criteria*). Further, College goals are implemented through outcomes assessment (see *Annual Assessment Report 2012-2013*), curriculum and program development (see *Curriculum Committee, Webpage*), the activity and institutional systems of staff work units (see *Administrative Unit Program Review, Webpage; Student Services Program Review, Webpage*), and the work carried out by the College's various committees (see *College Committees, Webpage*).

Resource allocation is determined using program review requests from all work units (faculty disciplines, staff) whose alignment with institutional goals and mission acts as the fundamental criterion by which needs are ranked and budgets are constructed (see *Administrative Unit Program Review, Webpage; Student Services Program Review, Webpage; Annual Instructional Program Review, Webpage*). Allocation recommendations are made by the Academic, Business and Facilities, and Student Services Planning Councils to inform final decisions made by the President of the College. This process has served as a framework by which (given the recent budget crisis) often difficult decisions have been made about what will and will not receive funding (see *Academic Planning Council, Faculty Prioritization Ranking 2012-2013; Academic Planning Council, Faculty Prioritization Ranking Criteria; Student Services Prioritization Ranking Process*). As a result, hard choices

have been made within an agreed-upon prioritization rooted in the goals and mission of the institution.

### I.B.3. Self Evaluation

The standard is met. The current process is a systematic cycle. The institution's familiarity with the process and purpose of the cycle has increased and has thus facilitated greater participation and effectiveness in aligning institutional activity with institutional goals. Methods to measure and improve progress towards goals are established within the shared governance structure and program review process.

### I.B.3. Actionable Improvement Plan

None

### I.B.4.

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

### I.B.4. Descriptive Summary

Evidence that the College's planning process is broad-based lies in the Strategic Planning and Prioritization Processes. The Norco College Strategic Planning process of 2008-2012 was implemented as the means for achieving the College's strategic goals and for ensuring that institutional planning, program review, and resource allocation were all fully integrated as part of the planning process. These processes are incorporated into the Strategic Planning Cycle, which

## Standard I: Institutional Mission and Effectiveness

### I.B: Improving Institutional Effectiveness

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ensures that all constituencies—students, administrators, full- and part-time faculty, and full- and part-time staff—are involved in the College’s planning procedure. These processes also ensure that the College’s mission and goals are both understood and met by all College departments/programs. The newly developed five-year strategic plan for 2013-18 is also the product of broad, college wide dialogue (see *Strategic Plan and Process 2008-12; Strategic Plan and Processes 2013-18*).

In response to Recommendation 1 of the October 2009 Comprehensive Visit, the College instituted Strategic Planning Committee (SPC) Policy 2010-01 to “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” (see *Midterm Report, March 2012, p. 5*). This process eliminated the preexisting accreditation subcommittees and Co-Chairs Council, and reallocated their responsibilities to the Academic Senate standing committees and strategic planning committees, while the original Student Services Planning Council, Academic Planning Council, and Business and Facilities Planning Council (previously called the Administrative Planning Council) retained their responsibilities in the resource allocation process. These changes also led to the implementation of a new Institutional Strategic Planning Council (ISPC), which was established as “the main coordinating body for all strategic planning at Norco College” (see *Midterm Report, March 2012, pp. 5-6*). The recommendations to reorganize the

Strategic Planning process were approved on September 27, 2011 by the Strategic Planning Committee (SPC) (see *Strategic Planning Committee, Minutes, September 27, 2011*).

The changes mentioned above resulted in a broad-based prioritization process that allows input from each department to be communicated to the office of the President for institutional decision making. Beginning with the program review process, an inventory of requested resources for each department/unit is established (see *Strategic Planning Process Flowchart*). The resource requests for student services, instruction, and administration are prioritized by the following councils: Student Services Planning Council (SSPC), the Business and Facilities Planning Council (BFPC), and the Academic Planning Council (APC). Each department of the College assesses and develops goals specific to its needs and submits them to its respective planning council for evaluation. Each council comprises administration, faculty, staff, and at least one student representative. As program reviews from each department undergo evaluation, departmental needs (staffing, equipment, technology, and other resources) are ranked and then forwarded to the Institutional Strategic Planning Council (ISPC) for approval (see *Strategic Planning, Webpage*).

On October 5, 2011, the College held its first Institutional Strategic Planning Council (ISPC) meeting, empowering ISPC to serve as the main coordinating body for all strategic planning. Its purpose is to ensure that all phases of planning and resource allocation at the College emanate from program review,

# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

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have improvement of student learning as the highest priority, and are driven by the College mission and educational master plan (see *ISPC Webpage*). Together, ISPC members, who collectively represent all College constituencies, make recommendations to the President after receiving institution wide input. The Academic Senate makes some of the faculty appointments for ISPC (others are ex officio). Classified staff appointments for ISPC are made in consultation with the CSEA and supervisors of classified staff. To ensure the committee's stability, ISPC members rotate after serving two-year terms (see *Institutional Strategic Planning Council, Webpage; Institutional Strategic Planning Council, Minutes, October 5, 2011*).

After receiving input from institution wide stakeholders at hearings open to all College constituencies, the ISPC presents information to the Committee of the Whole (COTW; formerly the "Town Hall Meeting"), which was renamed on December 8, 2011 and established to provide:

"all college stakeholders with the opportunity to have input, dialogue, and a voting presence to approve/disapprove matters affecting the entire college" (see *Committee of the Whole, Webpage; Town Hall, Minutes, December 8, 2013; Midterm Report, March 2012, p. 5*).

Once the information has been reviewed by the COTW, all final planning recommendations are forwarded to the President, who provides feedback to the ISPC as needed. When decisions or recommendations have District impact to resources or facilities, they are forwarded by the President to the Chancellor for

consideration and approval by the District Strategic Planning Committee and/or the Board of Trustees. For example, the President took the Facilities Master Plan to the District Strategic Planning Committee (DSPC) for thorough review and approval (see *District Strategic Planning Committee, Minutes, April 5, 2013*).

The College's strategic planning process parallels the prioritization process in that it allows the planning councils and other College committees to implement planning and advocate for resources specific to the College's broad-based needs. Information from these committees is sent accordingly to the Academic Senate, ISPC, or COTW. After these committees/councils deliberate on the planning/resource items presented, information regarding planning and resources is sent to the President, who approves/denies the requests in light of the rationales provided and available funding (see *Strategic Planning, Website*).

Evidence that the College's planning process allows opportunities for input by appropriate constituencies is shown in each step of the Strategic Planning and Prioritization processes and also demonstrates the College's commitment to shared governance. One example of the College's emphasis on shared governance is the creation of the COTW, comprising all College stakeholders. At the COTW meetings, everyone (faculty, classified staff, administrators, and student representatives) is given the opportunity to have input, engage in dialogue, and vote on matters affecting the entire College. Invitations to participate on college wide committees and in the program review process are regularly emailed directly



# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

to administration, faculty, classified staff, and students (see *Committee of the Whole, Webpage*). For example, in 2012, when Norco College faced a \$700,000 budget reduction, the ISPC, via its prioritizing and planning procedures, was largely responsible for ensuring that resources were planned for and allocated appropriately (see *Institutional Strategic Planning Council, Minutes, February 15, 2012 through 21 March 21, 2012*).

Another example of the effectiveness of broad-based planning involves the work of the FTES subcommittee. The FTES subcommittee, which was developed as an extension of the ISPC, created specific enrollment management guidelines which, among other things, prioritizes associate degrees for transfer, pipeline courses, and an agreed upon ratio for basic skill, transfer and career technical education courses. Currently, the enrollment management guidelines are operationalized by department chairs as they develop course schedules in a manner which meets the annual FTES target (see *Institutional Strategic Planning Council, Minutes, February 15 and March 7, 2012*).

The College identifies and follows strategies to increase its capacity to serve students and the community by seeking alternative means for securing resources. A main vehicle for doing so is the Grants Committee. The purpose of this committee is to identify and review potential grant opportunities and recommend which grants align with the mission and strategic plan of the College. All of the aforementioned processes for program review, allocation of resources, and institutional strategic planning lead to the improvement of institutional effectiveness.

### I.B.4. Self Evaluation

The standard is met. The Norco College planning process is broad based and includes input from a diverse array of constituencies.

### I.B.4. Actionable Improvement Plan

None

### I.B.5.

**The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

### I.B.5. Descriptive Summary

The College uses documented assessment results to communicate quality assurance to appropriate constituencies through various channels. Course assessment results are summarized through reports which are presented in each discipline's annual and comprehensive program review documents. These are made available to the public through the College website (see *Program Review, Website*). Annual program review documents are scored by the Norco Assessment Committee (NAC) through the use of a rubric (see *Assessment Rubric*) and these results are used to prioritize instructional requests through the Academic Planning Council (APC). In the most recent resource allocation cycle, assessment results were given a maximum of 20 points (out of 100 total) in scoring resource requests. In addition, assessment results for the institution are summarized annually in the Annual Assessment Report (see *Annual Assessment Report 2012-2013*). This report is reviewed and approved by the NAC, then presented to

# Standard I: Institutional Mission and Effectiveness

## I.B: Improving Institutional Effectiveness

the Academic Senate for its approval. It is then made available for public review on the assessment website (see *Assessment Committee, Webpage*).

Documented institutional assessment data is also used to communicate quality assurance to appropriate audiences. The College submits MIS data to the District data warehouse, and these data are then submitted to the California Community College State Chancellor's Office (CCCCO). MIS data include elements regarding student characteristics, enrollment, special programs (including EOPS, Disability Resource Center, CalWORKs, and Student Success and Support Programs), employee/faculty data, financial aid, and awards (degree/certificate completion). MIS data are used for several levels of quality reporting processes. Most of these data are available to the public through the self-serve CCCCCO Data Mart at <http://datamart.cccco.edu/Default.aspx>. The Integrated Postsecondary Educational Data System (IPEDS) and National Student Clearinghouse are repositories which also use these data through availability of reports on institutional characteristics, completions, enrollment, transfer, and graduation rates. At the state level, one of the most common uses of MIS data for quality assurance purposes is the Accountability Reporting for Community Colleges (ARCC) report. ARCC data are gathered annually and provide institutional outcomes assessment in the following areas (see *ARCC 2012 Report*):

- Student Progress and Achievement Rate
- Percent of Students Who Earned at Least 30 Units
- Persistence Rate: Fall to Fall
- Annual Successful Course Completion

Rate for Credit Vocational Courses

- Annual Successful Course Completion Rate for Credit Basic Skills Courses
- Improvement Rates for ESL and Credit Basic Skills Courses
- Career Development and College Preparation (CDCP) Progress and Achievement Rate
- Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)
- Age of Students at Enrollment
- Gender of Students
- Ethnicity of Students (Annual)
- Qualitative Self-Assessment

Since Norco College was first accredited as an independent college in 2010-11, ARCC indicators are available only from that point forward. ARCC data are presented annually at the Board of Trustees meeting (see *Board of Trustees, Minutes, October 16, 2012*) and are posted for public viewing at the CCCCCO ARCC website (see *ARCC Webpage*).

The College also participates biennially in the Community College Survey of Student Engagement (CCSSE). The Office of Institutional Effectiveness coordinates the administration and data collection of the CCSSE Survey. CCSSE was administered most recently in 2010, 2011 and 2013. CCSSE results are shared in committees and professional development workshops, and they have been made available on the College's institutional research website (see *Institutional Research, Webpage*). Since CCSSE procedures ensure the classes surveyed are representative of the College, these data have been used for variables that are not routinely captured through MIS data. Examples include work hours per week,

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study hours devoted to each course, hours devoted to care of dependents, frequency of asking questions in class, meeting with instructors outside of class, and a vast amount of other variables that are very helpful in understanding the whole student.

Another area of institutional assessment is the annual review of progress on the educational master plan goals (i.e., strategic planning goals). Each year, at a Committee of the Whole (COTW) meeting during the fall semester, the Dean of Institutional Effectiveness makes a presentation regarding progress made during the previous academic year toward each of the goals. This information is then posted to the Norco College Research Website (see *Institutional Research, Webpage*).

### I.B.5. Self Evaluation

The standard is met. The College uses several sources of assessment results to communicate matters of quality assurance to appropriate constituencies. These results are communicated to internal audiences and made available to external audiences through various methods in order to assure an ongoing and continual quality assessment.

### I.B.5. Actionable Improvement Plan

None

### I.B.6.

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

### I.B.6. Descriptive Summary

Norco College has taken deliberate measures to assure the effectiveness of planning and resource allocation processes. One of the most critical ways in which effective planning intersects with resource allocation is through enrollment management. In the case of enrollment management, the College has demonstrated that strategic planning grounded in data ensures that the learning needs of students are met. Within the ISPC is an FTES subcommittee which develops and recommends to the ISPC guidelines for the distribution of FTES across disciplines. In Spring 2013, the FTES subcommittee revised its “Guiding Principles for Enrollment Management” and submitted them for approval to the ISPC (see *Institutional Strategic Planning Council, Minutes, May 15, 2013*). The “Guiding Principles” prioritize the elimination of bottlenecks in course availability that prevent students from completing their educational goals; they support the success and persistence rates of CTE, transfer, and basic skills students; and they require that attention be given to the course Category Weight Score as a way of quantifying needed courses during the scheduling process. As a result of its excellence in developing a strategic approach to enrollment management, the College was invited by the District Academic Cabinet to do a presentation on

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its multifaceted approach to enrollment management (see *Strategic Enrollment Management; May 2013*).

Other means by which the College assures the effectiveness of planning and resource allocation are outlined in Strategic Planning Committee (SPC) Policy 2010-01, which was revised in December 2011. The policy statement is as follows:

On an annual basis, 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 College employs a number of surveys, reports, and dialogue sessions annually to gather and reflect on information about the effectiveness of its planning and resource allocation processes:

### **1. Annual Survey of Effectiveness of the Planning Councils: Academic**

### **Planning Council, Business and Facilities Planning Council, and Student Services Planning Council:**

At the end of November of each academic year, participating members of each planning council are surveyed to determine their degree of satisfaction with committee-level planning, program review, resource allocation, and decision making processes. Members evaluate the criteria used in allocating resources and offer their perceptions regarding the degree to which these processes are effective and linked at the planning council level (see *Planning Councils Survey, 2011; 2012*).

### **2. Annual Survey of Effectiveness of Academic Senate and Senate Standing Committees:**

In October of each academic year, each standing committee and the Academic Senate participate separately in dialogue sessions to evaluate the effectiveness of their planning and decision making processes during the previous year. The Academic Senate receives an executive summary from each standing committee for review and discussion at the last Academic Senate meeting in November. The Academic Senate makes recommendations to and receives recommendations from each of the standing committees based on the results of the evaluation and discussion.

### **3. Memorandum from College President to Norco College:**

By the end of each academic year (or as soon thereafter as budget recommendations and decisions for the subsequent academic year have been made), the College President submits a memorandum

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to the COTW membership that identifies which of the faculty and staff positions identified in previous year's program review and prioritized by the Planning Councils will be recommended for funding. In instances in which the President's decisions do not correspond to the recommendations of the Planning Councils, a detailed rationale for the divergence is provided (see *President's Memorandum on Program Review Resource Allocations for 2012-2013*).

4. **Annual Progress Report on Educational Master Plan Goals, Objectives and "Dashboard Indicators":** This report, prepared by the College Office of Institutional Effectiveness, is presented at a Committee of the Whole meeting during the beginning of the fall term of each academic year (see *Educational Master Plan Goals Presentation 2011 and 12*).
5. **Survey of Committee of the Whole Membership:** At the final Committee of the Whole meeting of each academic year, the membership (which constitutes faculty, staff, students, and administrators) is surveyed to determine their degree of satisfaction with college planning, program review, resource allocation and decision making processes as well as their perceptions regarding the degree to which these processes are effectively linked (see *Committee of the Whole Survey 2011, 2012, 2013*).
6. **Report of Resource Allocation:** After the Board of Trustees approves the budget, a report is made to the Committee of the Whole membership, informing them of

budget allocations decisions which impact the College and District, and providing ample opportunity for institution-wide dialogue (see *Committee of the Whole, Minutes, September 24, 2013*).

7. **Annual Open Dialogue Session:** This session, conducted toward the end of each academic year in late May or early June, provides all Norco College stakeholders with an opportunity for discussion concerning the extent to which planning, program review, resource allocation and decision making processes contribute to the achievement of course-, program- and institutional-level student learning outcomes. Content of the open dialogue session is captured through minutes and a summary report is written. The open dialogue summary report is presented in a Committee of the Whole meeting of the following fall term (see *Open Dialogue Session 2011, 2012, 2013*).
8. **Annual Evaluation Report:** This report, prepared by the Office of Institutional Effectiveness, is transmitted to the Committee of the Whole membership during the fall semester of each academic year, at which time the Committee membership is invited to make suggestions for improving the process. Any recommended revisions to the procedures and processes, if approved by the College President, are incorporated into the next year's cycle (see *Annual Evaluation Report 2012-2013*).

Institutional research is also evaluated regularly. In the 2011 administration of the Biennial Accreditation Survey,

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questions were added regarding institutional research and the use of data by faculty, staff, and administration (see *Institutional Research, Webpage*). Survey questions investigated respondents' use, understanding, and comfort level with data that is provided from the College's Office of Institutional Effectiveness and the District Office of Institutional Research. In the 2013 Accreditation Survey, 72 percent of faculty and staff respondents said they agreed or strongly agreed with the statement, "I feel comfortable using data," and 67 percent said they agreed or strongly agreed with the statement, "I understand the data I receive from the Norco office of Institutional Effectiveness" (see *Accreditation Survey 2013*).

#### I.B.6. Self Evaluation

The standard is met. The College assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying all parts of the cycle, including institutional and other research efforts. Through the implementation of the eight procedures that comprise SPC Policy 2010-01 revised in 2011, a comprehensive process has been implemented to evaluate processes surrounding resource allocation and decision making for the institution. Finally, through survey analysis, research efforts are also being evaluated for effectiveness.

#### I.B.6. Actionable Improvement Plan

None

#### I.B.7.

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

#### I.B.7. Descriptive Summary

The College systematically reviews the effectiveness of its evaluation mechanisms in a number of ways. Evidence about the effectiveness of programs and services is primarily obtained through the program review process. All instructional programs (i.e., disciplines), student support services, and administrative units (including library) submit program reviews annually (see *Program Review, Website*). Programs and services are required to summarize trends, changes, resource needs, and all assessment activities for the previous academic year. Instructional program reviews are subjected to a dual evaluation process. The Norco Assessment Committee (NAC) evaluates the assessment portion of all instructional annual program reviews against a rubric (see *Assessment Rubric*). NAC evaluators go through a one-hour norming session to establish inter-rater reliability. Each program review is then evaluated by two NAC members working independently of each other. If rubric scores in each category are more than one point different from each other, the members either confer about their score and re-evaluate, or another rater is brought into the evaluation. The overall score is derived from the mean of the five rubric category scores: method, level of assessment, use of data for improvement, dialogue, and reporting. NAC reviews initial drafts and provides extensive

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quantitative and qualitative feedback for improvement of the assessment portion of the program review. Faculty are then given approximately a two-month period to improve and resubmit their assessment for re-evaluation. For a summary of initial and final rubric scores on annual program review assessment, see *Summary of Rubric Scores*. The second evaluation of program reviews is done by the Program Review Committee, also against a rubric (see *Program Review Rubric*). This evaluation excludes the assessment portion of the document and focuses on elements such as completeness, accuracy, alignment with the Educational Master Plan goals and College mission, and evidence submitted in support of requests. As is the case with the NAC, faculty receive an overall score based on their draft document and are given the opportunity to resubmit an improved program review document.

Standing committees of the Academic Senate are required per SPC Policy 2010-01 (see above) to undergo an annual evaluation of their effectiveness. This can be done through discussion, surveys, or other means, but it must result in dialogue within the committee and recommendations for improvement that are captured through an executive summary (see *Senate Overview of Standing Committees Assessment of Senate*). The executive summary is then shared with the Academic Senate, which makes recommendations to each of the standing committees. In addition to this internal evaluation, the biennial Accreditation Survey elicits feedback from all faculty, staff, administration, and students on their perceptions on the effectiveness of program review, shared governance, and resource allocation (see

*Accreditation Survey 2013*).

Similarly, the administrative unit and student service program reviews also undergo a two-round peer review process of evaluation. Under the leadership of the vice presidents of Academic Affairs, Student Services, and Business Services, administrative and student service program reviews are first reviewed and responded to by the fellow administrators within their unit. Though no formal rubric or scoring mechanism currently exists, the peer administrators give feedback pertaining to the assessment, linkage to the Educational Master Plan goals and College mission, and perceived trends of the unit. The second round of review is led by the College President. The College President randomly distributes the administrative program reviews to the three vice presidents and himself for review and evaluation. This process culminates with a meeting between the President and vice presidents in which the program reviews are discussed and feedback is gathered to return to each manager for future improvement (see *Academic Affairs Deans Retreat Agenda, August 5, 2013*).

### I.B.7 Self Evaluation

This standard is met. The College has established multiple evaluation mechanisms through a systematic review of effectiveness in improving programs, student support services, and library and other learning support services. These mechanisms are assessed for their effectiveness in improving programs and services, also in multiple ways. It is clear that programs and services are part of processes focused on continuous quality improvement; and it is clear these

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processes are subject to evaluation and a focus on increased effectiveness as well.

**I.B.7 Actionable Improvement Plan**

None







## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

#### **Student Learning Programs and Services**

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

#### **II.A. Instructional Programs**

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

#### **II.A.1.**

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

#### **II.A.1. Descriptive Summary**

The College offers seven interdisciplinary Area of Emphasis (AOE) programs

in which students can receive A.A. or A.S. degrees and a growing number of discipline-specific Associate Degree for Transfer (ADT) programs. The former prepare students for transfer in general academic fields of study, while the latter prepares students for transfer to the CSUs in specific areas of academic study. The Area of Emphasis programs can lead to an associate in arts degree, an associate in science degree, or certification in California State University General Education (CSUGE) or in Intersegment General Education Transfer Curriculum (IGETC). The Associate Degrees for Transfer in specific fields of study establish common degree requirements that provide pathways to institutions in the CSU system. In addition, the College offers 14 locally approved certificates in Career and Technical Education (CTE) and 27 Associate Degrees/State Approved Certificate patterns in Career and Technical fields (see *College Catalog 2013-2014*). The College ensures that all disciplines and programs align to its mission. All disciplines evaluate the alignment of the discipline offerings to the College mission statement as part of the annual Program Review process (see *Annual Instructional Program Review Template 2013*) and every four years during the Comprehensive Program Review process (see *Comprehensive Instructional Program Review Template, p. 3*).

Newly proposed programs are developed following the New or Revised Program Development Process, adopted in 2011 and referenced in Administrative Policy 4020 Program, Curriculum, and Course Development. This process requires that programs be reviewed by the College's Academic Planning Council

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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(APC), Academic Senate, Curriculum Committee, and Institutional Strategic Planning Council (ISPC). Programs are evaluated to ensure alignment with the College mission, the presence of measurable Program Level Outcomes, and the ability of the institution to support the new program. Career and Technical programs must also provide evidence of need in the form of current and regionally specific labor market or economic data. Successful CTE program proposals must also document the support of the specific local CTE advisory board and regional consortium. In response to this process, in Fall 2012 several newly proposed programs were approved, while others were tabled for future consideration (see *Institutional Strategic Planning Council, Minutes, December 5, 2012*). Programs must be approved by the Academic Senate and by the College President prior to adoption by the College (see *Program Development Process; Curriculum Approval Process, Appendix H*)

To ensure rigor and appropriate scholarship, articulation for all general education courses is sought with both private and public four-year institutions, including institutions that are part of both the UC and CSU systems (see *ASSIST.org*). In addition, the College actively participates in the California state wide Course Identification (C-ID) Numbering System project (see *C-ID Website*). The project, a joint effort between faculty at California community colleges and at California State Universities, coordinates the development of new courses (the alignment of existing ones) to best meet the expectations of the universities. As C-ID course descriptors are developed, Norco College faculty work in collaboration with the College's

articulation officer to determine if alignment to these descriptors is in the best interest of students and to ensure the College's transfer curriculum meets the most current expectations of its transfer partners. This ensures that the College curriculum is reviewed and updated for appropriate quality.

CTE disciplines review courses and programs regularly to ensure that the programs prepare students according to industry standards. CTE disciplines establish advisory boards consisting of local industry partners and are also part of regional consortiums. Advisory boards work with CTE faculty to offer expert advice and input for curriculum development. Annual Industry Summits allow discipline faculty and advisory board members the opportunity for dialogue and feedback regarding the currency and relevancy of courses and programs at the College (see *Industry Summit Agenda 2011 and 2012*). In addition, Perkins-funded programs must conduct reviews every two years.

Curriculum is also more broadly examined during the quadrennial District wide comprehensive program review process (see *Comprehensive Instructional Program Review Template*). This process requires careful evaluation of programs and courses to ensure quality and effectiveness. The comprehensive program review process requires discipline faculty to complete a thorough review of all course outlines of record, student learning outcomes, and, if relevant, program-level SLOs. As a part of this process, dialogue takes place at the College and throughout the District, often resulting in curricular changes, updates to recommended texts, and new courses

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

or programs. Comprehensive program reviews are vetted thoroughly by the College Program Review Committee. The comprehensive program review process, in combination with the annual program review process, provides a means by which faculty can identify the short-term and long-term needs of their disciplines and/or programs (see *Comprehensive Instructional Program Review Template*, p. 3).

#### II.A.1. Self Evaluation

The standard is met. Norco College offers high-quality instructional programs consistent with the mission of the institution. The programs lead to degrees, certificates, employment, or transfer to four-year institutions. Identified program-level student outcomes are in place for all programs. The institution has processes established to systematically assess the currency and rigor of curriculum and the achievement of learning outcomes in order to improve teaching and learning.

#### II.A.1. Actionable Improvement Plan

None

##### II.A.1.a.

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

#### II.A.1.a. Descriptive Summary

Norco College's Office of Institutional Effectiveness, along with the District Office of Institutional Research, conducts research and analysis to inform the institution of the educational preparation, diversity, and demographics of its students. The Norco College Fact Book, produced by the District Office of Institutional Research, provides details about the demographics of the student population. Persistence rates, transfer rates, retention rates, and other measures are also made available (see *Fact Book, Webpage*). In addition, demographic data, completion data, and data about student population describing the need for and completion of basic skills courses are collected and reported as part of the statewide ARCC program (see *Accountability Reporting for the Community Colleges 2012 Report*). This report contains performance indicators for the College and allows comparison with comparable colleges statewide. The College is not yet able to take full advantage of comparisons and longitudinal data since it only began tracking college-specific data when it was first accredited in 2010.

Data from the Norco Assessment Center are also available to inform College entities regarding the preparedness of incoming students in math, English, and reading. Over the years these data have indicated that many incoming students are underprepared in these subjects. Concerns about this under-preparedness have resulted in several iterations of summer/ intercession bridge-type programs to assist underprepared students, including the 2004-2008 Math Intervention Program, the 2011 Step Ahead Program, the 2012 Summer Advantage Program, and the

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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most recent 2013 Summer Advantage. (A 2014 Summer Advantage is being planned.) The creation and evolution of such programs demonstrate the College's use of data to improve student outcomes.

The Math Intervention Program identified students who initially placed into the lowest-level math. These students participated in a math refresher workshop during the summer or winter intersession, were allowed to retake the math placement test, and were tracked through their developmental math sequence. Not only did these students in general advance a level or two in the developmental sequence, but they also succeeded at a level comparable to students testing directly into that level of math. Longitudinally, students who participated in this intervention completed the developmental sequence at a considerably higher rate (51 percent) than students who did not participate (13 percent) (see *Math Intervention Data*).

The 2011 Step Ahead program attempted a similar intervention; however the program focused primarily on guidance about careers, the transfer process, and the completion of a student education plan. Short refresher workshops in English and in math were also provided (see *Student Success Committee, Minutes, March 26, 2012*). Following the intervention, students were allowed to retake their placement tests and enroll based upon the new placement. Even though some students placed into higher levels of English or math, these Step Ahead students had lower success rates than the non-Step Ahead peers in both math and English. The data suggested that the Step Ahead program did not adequately prepare students for success in math

and English. Given the previous success of academic-focused intervention, the College worked to improve its efforts and to revise the content of the intervention to focus more on academic preparedness and improvement of success in and progress through the developmental pathways in both English and math (see *Student Success Committee, Minutes, April 2, 2012*).

Simultaneously, intentional enrollment management planning for the 2012-2013 academic year revealed the need to reduce the number of sections offered during the 2012 summer intersession.

The Institutional Strategic Planning Council (ISPC), with input from its FTES subcommittee, adopted guidelines not only for general scheduling purposes but also specifically for the Summer 2012 intersession (see *Institutional Strategic Planning Council, Minutes, April 4, 2012*). These guidelines provided for the scheduling of primarily transfer-level and CTE courses to allow students to complete degrees and programs. The incoming students in need of developmental coursework were to benefit from a new summer intervention program called the Summer Advantage Program 2012, a new intervention based on outcome data from previous efforts.

The Summer Advantage Program 2012 was the result of coordination between the Student Success Committee and the Offices of Student Services, Institutional Effectiveness, and Academic Affairs. Data from the Office of Institutional Effectiveness allowed for evaluation of the preparation of students specifically from the College's feeder high school district, the Corona-Norco Unified School

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### II.A: Instructional Programs

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District (CNUSD). These data confirmed that while CNUSD graduates generally placed higher than the average incoming Norco College student in English and in math according to the College's assessment/placement instrument, these students still tested below transfer level in both English (78.6 percent of CNUSD graduates) and in math (94 percent of CNUSD graduates) (see *Corona Norco Unified School District Graduates, Data 2010-2011*). Instructional administrators worked directly with the English and math faculty to develop academic workshops for the summer program. The Office of Student Services worked with the counseling faculty to develop the guidance options for the program. The Student Success Committee provided feedback and support as the workshops developed, and integrated the efforts into a unified program. The goal of this intervention was to rely on faculty recommendations to better place incoming students in the appropriate level of English and math to maximize student success and to minimize time spent in remediation. Students were allowed to participate in either an academic workshop or in a guidance workshop. Students participating in an academic workshop were placed by the instructor into the appropriate level of either English or math. A total of 179 students participated in the 2012 Summer Advantage Program. Of the 40 students participating in the math workshops, 71 percent advanced one or more levels in math. Of the 31 students participating in the English workshops, 83.9 percent advanced one or more levels in English. The Office of Institutional Effectiveness tracked the success of these students in subsequent math and English courses during the year following the intervention (see *Summer Advantage 2012 Data*).

Though this was a small data set, the results were promising. Students who participated in English workshops had a success rate in their subsequent course of 71.4 percent; students who participated in math workshops had a success rate in their subsequent course of 79.4 percent.

The structure and content of Summer Advantage 2013 (see *Summer Advantage Program, Brochure*) was modified based upon feedback from the 2012 Summer program leaders (see *Summer Advantage Program Minutes, October 26, 2012*), along with input from collaborations with CNUSD and California State University colleagues regarding remediation in English and math (see *EAP and Beyond Retreat, Agenda, Fall 2012*). This effort again involved collaboration of multiple College entities and committees, spearheaded by the Student Success Committee and the newly established Summer Advantage subcommittee. Several modifications were made to the 2013 program:

1. The academic workshops in math and English developed more directive placement criteria so that students in each workshop were similarly prepared;
2. Participating faculty received orientation to the program design and goals; and
3. Students who tested below college-level were required to participate in an academic workshop in either English or math rather than selecting an option of their choice (possibly non-academic), as was the case in the previous year. In addition, all participating CNUSD students, regardless of level of academic preparedness, were given a day of formal orientation to the College

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### II.A: Instructional Programs

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provided by Student Services and Counseling.

With the development of a program website (see *Summer Advantage Program, Website*), the direct outreach to all CNUSD high schools, and an increase in the number of students served from 71 in the 2012 program to 268 in the 2013 program, the program has become institutionalized. The participating students continue to be tracked and data about student success, retention, and progress through developmental pathways are used to inform decisions as the program continues.

#### ***Transfer Pathways***

The Academic Planning Council (APC), a council of department chairs, developed a scheduling grid that minimizes the overlap of class meeting times. The grid maximizes the opportunities for students to enroll in courses without creating scheduling conflicts (see *Schedule Grid—Primary Term; Schedule Grid—Winter 2014*). In addition, the ISPC, with input from the FTES subcommittee (now the Enrollment Management subcommittee), established and reaffirmed the Guiding Principles for Enrollment Management (see *Institutional Planning Council, Minutes, October 17, 2012*). These principles are operationalized by the APC during schedule development to ensure the appropriate distribution of transfer-level courses for the anticipated student population. Recently, the application of these principles has resulted in the redistribution of existing resources (i.e., more sections) in the form of additional transfer-level English and Speech Communication across several terms.

#### ***Career and Technical Pathways***

The CTE disciplines each have unique sets of courses associated with their degree programs. All CTE disciplines have developed a two-year rotation of courses that when completed, lead to a degree or certificate (see *Suggested Semester Sequence in Game Art: Character Modeling*). Students can obtain this information through the Counseling Services and on the College's website. In several of the emerging CTE programs, a learning community model has been developed: the Community for Academic Progress (C.A.P.) program. The C.A.P. program is designed to allow enrollment in grouped courses that share common themes in Simulation and Gaming, Pre-Engineering, or Commercial Music: Performance. Successful completion of the courses in the C.A.P. program guarantees students a pathway to the completion of degrees and certificates in these areas within two years. After two pilots of the program, the College has taken a hiatus from implementing the C.A.P. program during the 2013-14 academic year to further evaluate its structure. Although 69 students were interested in participating, their involvement was diffused across eight different program options creating numerous lowly-enrolled sections. Students can obtain information about the C.A.P. program through the Norco College Counseling Services and on the College's website (see *Community for Academic Progress Program*).

#### ***Developmental Pathways***

In response to data indicating that too few students were moving successfully through the basic skills English program into and through transfer-level English, English faculty created an accelerated course designed to take students through



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### II.A: Instructional Programs

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the lowest three levels of remedial English in a single semester (see *Course Outline of Record, ENG-80*). Students entering the College in need of the lowest level of remediation can complete the developmental sequence in one semester and begin college-level English during their second semester. In addition, the College and the local middle college high school (John F. Kennedy College High School) have developed a memorandum of understanding with input from math faculty at each institution that encourages effective progress through pre-collegiate math (see *Memorandum of Understanding, Math*). The Guiding Principles of Enrollment Management, moreover, include direction to maintain the distribution of resources (FTES allocation) in the area of developmental pathways. That is, the proportion of the FTES allocated to courses that are below college level is to remain the same as the offerings expand or contract. The APC has implemented that directive during schedule development, ensuring that, as much as possible, students have access to needed developmental courses. Lastly, the College is committed to continuing the Summer Advantage intervention and is awaiting Fall 2013 course completion data to further assess its effectiveness.

#### ***Program-Level Student Learning***

Research is also used by the College to determine the extent to which students achieve program-level learning outcomes, including those for General Education (GE SLOs) and for CTE and transfer-level programs (PLOs). Introduction of TracDat software in Spring 2014 and its expanded use during Fall 2014 should greatly streamline and simplify these assessment projects (see *Annual Assessment Report 2012-2013*).

#### ***General Education Student Learning Outcomes***

The GE SLOs are detailed in the College Catalog (see *College Catalog 2013-2014, p. 34*). The GE SLOs are shared among all colleges in the District; all students obtaining an A.A. or A.S. must complete a 22-unit general education requirement that supports these learning outcomes. The GE SLOs were revised and approved by the Academic Senates of each college in the District in Spring 2012 and adopted by the RCCD Board of Trustees in September 2012 (see *Board of Trustees, Minutes, September 18, 2012; Board Policy and Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education*). In Fall 2013, the College continued ongoing assessment of GE SLOs and developed a plan to address assessment of the remaining GE-SLOs in successive fall semesters (see *Annual Assessment Report 2012-2013*).

#### ***AOE and ADT Student Learning Outcomes***

The College offers seven Area of Emphasis (AOE) degree patterns:

- Administration and Information Systems (A.A.)
- Communication, Media, and Languages (A.A.)
- Fine and Applied Arts (A.A.)
- Humanities, Philosophy, and Arts (A.A.)
- Kinesiology, Health and Wellness (A.A.)
- Social and Behavioral Studies (A.A.)
- Math and Science (A.S.)

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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The AOE program requirements and program learning outcomes (PLOs) are clearly stated in the Norco College Catalog (see *College Catalog 2013-2014*, pp. 35-39). In Fall 2012, Norco College faculty representing the major areas of study at the College formed a workgroup to map course-level SLOs to the AOE Program Learning Outcomes. This alignment project, facilitated by the Office of Institutional Effectiveness and the faculty chair of the Norco Assessment Committee, was completed in Spring 2013 and culminated in data collection about learning at the program level during the Spring 2013 semester. Instructor-reported achievements of program learning outcomes for specific students were collected. In addition, students graduating from these AOE programs have been surveyed about the extent to which they believe they have achieved the PLOs for the program. These data are analyzed in a program-level assessment report produced in Fall 2013 (see *Areas of Emphasis Assessment Report, 2013*).

In addition to the AOE programs, the College also offers (as of Spring 2014) six Associate Degree for Transfer Programs in specific areas of study, with several more in various states of completion:

- Communication Studies
- Early Childhood Education
- English
- Sociology
- Spanish
- Studio Arts

The program requirements and program learning outcomes (PLOs) are clearly stated in the Norco College

Catalog (see *College Catalog 2013-2014*, pp. 52-55). A pilot program-level assessment project for these programs will begin in Spring 2014.

#### **CTE Program Student Learning Outcomes**

The Career and Technical Education programs have also mapped course SLOs to PLOs and will have completed a cycle of program-level assessment by the end of 2013 in all but the most newly established programs.

The Office of Institutional Effectiveness conducts ongoing research on student preparedness and learning. This research, along with a more detailed discussion of Norco College placement mechanisms, can be found in II.B.

#### **II.A.1.a. Self Evaluation**

The standard is met. The results of research are used to inform the College of student learning as well as to drive programs and policies which address student learning needs. Data are also used to determine the extent to which students are achieving stated program learning outcomes. Program Level Outcomes for the seven Areas of Emphasis degree programs, the six Associate Degree for Transfer patterns, the General Education Student Learning Outcomes, and the Career and Technical programs offered at the College have been identified. Alignment of course-level student learning outcomes to program-level outcomes in all of these programs is completed. The College is actively assessing PLOs for these programs and has developed a systematic schedule of assessment for all Program Level Outcomes.

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

#### II.A.1.a. Actionable Improvement Plan

None

#### II.A.1.b.

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

#### II.A.1.b. Descriptive Summary

Instruction at Norco College reflects an institutional commitment to stated curricular objectives and to the current and future learning needs of its students. The College employs multiple means of delivery and time formats to accommodate the diverse needs and proficiencies of the population it serves (see *Schedule of Classes, Webpage*).

The College offers traditional face-to-face instruction with sections scheduled to minimize overlapping start- and end-times, and maximize student access to courses. For each course, the official Course Outlines of Record contain descriptions of learning outcomes and examples of assignments, projects, portfolio preparation, presentations, and laboratory work. Many of these classes are supported by a web-enhanced component.

Distance education has also become a common means of course delivery to meet current student educational needs. The College supports two types of distance education: online and hybrid instruction. Hybrid courses use both the online and face-to-face environments to provide instructional time. The Curriculum Committee reviews and approves the use

of distance education methodologies. Only courses with such approval may be offered using either method of distance education instruction.

In Fall 2012, the Norco Academic Senate established a Distance Education Committee as a standing committee. The Committee develops guidelines for distance education courses and recommends to the Senate policies and procedures for distance education training of faculty and students. The Distance Education Committee (DEC) is developing a Distance Education Plan for the College and is currently establishing a best practices document to assist faculty in maintaining effective and substantive contact with students in the online environment (see *Distance Education Committee, Minutes, May 1, 2013; May 15, 2013*).

With support of the District Open Campus department, the Professional Development Committee, and the Distance Education Committee, faculty receive training and support in online pedagogy. Open Campus provides updates to the online learning platform so that the technology remains current.

Open Campus and the College's Office of Institutional Effectiveness report success rates, retention rates, and other statistics regarding distance education students. The reports are evaluated by several College committees, including the Student Success Committee and the Distance Education Committee. Faculty who teach online have the opportunity to analyze the success and retention rates of their online students in comparison to those in their face-to-face courses, which then informs their planning goals (see for

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example *Annual Instructional Program Review: Philosophy, 2013*). In addition, a report from the Office of Institutional Effectiveness identified “choosing online instruction to accommodate a work schedule” as an inverse predictor of online grade point average (see *Distance Education Survey Report—2012*). Other variables—including hours worked per week, marital status, number of children at home, academic load, and other reasons for enrolling in an online course—failed to reliably predict online GPA. As a result of these findings, the Student Success Committee made several recommendations about informing students of the study results (see *Student Success Committee, Minutes, October 8, 2012*).

Learning communities include specialized educational opportunities, such as the Puente program, the Talented Tenth Program (T3p), STEM, Honors, and TRiO programs like Student Support Services (SSS) and the SSS RISE (Realizing Individual Success through Education) Program, and the Career and Technical Education’s C.A.P. programs. These programs offer one or more of the following to promote student success: linked courses, peer-mentoring opportunities, guidance courses, faculty mentoring, and financial support through various District funding sources. The programs are closely monitored to support increased retention/completion rates and to expand opportunities for targeted student populations to be able to transfer to four-year colleges and universities.

#### II.A.1.b. Self Evaluation

The standard is met. The College offers courses utilizing a variety of

effective delivery systems and modes of instruction. Mechanisms are in place to make certain that these are compatible with the objectives of the curriculum and the needs of students.

#### II.A.1.b. Actionable Improvement Plan

None

#### II.A.1.c

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

#### II.A.1.c. Descriptive Summary

The College has established student learning outcomes for all courses, programs, certificates, and degrees.

#### *Course-Level Student Learning Outcomes*

College faculty are responsible for identifying and assessing student learning outcomes (SLOs) for all courses. Every course offered at the College lists SLOs in the Course Outline of Record (COR); newly proposed courses must have approved SLOs as part of the curriculum approval process. All approved CORs can be accessed online through CurricUNET (see *CurricUNET, Website*). Course-level SLOs are regularly reviewed and updated during the annual and the comprehensive Program Review processes, and whenever course-assessment projects suggest the necessity of revision. SLOs also appear in every course syllabus, which are received by students at the beginning of every term and archived in a syllabus repository accessible through a shared

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administrative drive.

Faculty receive support and feedback about course-level assessment from the Norco Assessment Committee and from the Office of Institutional Effectiveness. Each semester, the Office of Institutional Effectiveness identifies specific courses required to undergo course-level assessment as a way of ensuring that every active course is assessed at least once every four years. Assessment results are reported in the Annual Program Review documents and evaluated by the Norco Assessment Committee (NAC) using a faculty-developed rubric to gauge the extent to which the discipline has participated in effective and authentic assessment (see *Assessment Rubric*). All Norco College courses have been assessed or are on a regular cycle of assessment with the quality of the assessment work at or approaching proficiency level (see *Annual Assessment Report 2012-2013*).

Many disciplines report improvements or instructional modifications resulting from assessment projects. For example, when assessment revealed inadequacies in the adopted textbook, a new textbook was adopted for use in the entry level Spanish course (Spanish 1). Follow-up assessment indicated that the new textbook improved student SLO achievement rates (see *Annual Assessment Report 2011-2012*; *Annual Instructional Program Review, World Languages—2012*). Assessment in chemistry has revealed a problem in students' ability to distinguish between ionic and covalent compounds; the difficulty follows students through the chemistry course sequence. Faculty have collaborated to develop new laboratory assignments and worksheets and in the latest iteration of assessment have

committed to allow for additional time and more consistent intentional review of the distinction (see *Annual Program Review, Chemistry—2012*). Assessment projects in the history discipline focused on its high-enrollment American History course, with the full-time instructor working with all associate faculty to complete a cycle of direct assessment. While finding that most students were very good at distinguishing between a primary and a secondary source, and most could interpret arguments internal to the document, many students still “had problems understanding the historical background or setting of the document, including events that led up to the document.” They report that they plan to further analyze results, review data with associate faculty, and discuss ideas to help students improve their understanding of the historical background of a document (see *Annual Instructional Program Review, History—2012*). Examples of course-level assessments yielding improvement in teaching and learning are becoming commonplace at the College (see *Annual Assessment Report 2012-2013*).

#### ***Program-Level Assessment***

Assessment of the Program-level Learning Outcomes (PLOs) of General Education, Areas of Emphasis (AOEs) degrees, Associate Degrees for Transfer, and Career and Technical Education programs is the responsibility of faculty and coordinated through the Norco Assessment Committee in close collaboration with the Office of Institutional Effectiveness.

#### ***General Education Assessment***

The process by which GE SLOs have been defined and revised at the

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District level is described in II.A.1.a. Even as GE-SLOs were being revised, the College continued efforts at meaningful assessment. One such example is the English discipline's year-long (Spring 2011 to Spring 2012) project to assess three GE SLOs in its English 1A course (the only general education course required of all degree-seeking Norco College students and thus a quasi-capstone course for the GE program): written expression, information competency, and critical thinking (outcomes that remain as three of the four revised GE SLOs: GE SLO 1, 2, and 3). Sample end-of-term essays were collected from all sections of the College's freshman composition courses and read against a faculty-developed analytic rubric. Low levels of student achievement in 2011 in critical thinking and information competency led to a number of interventions, including the development of a course handbook detailing the expectations of the discipline with regard to faculty teaching the composition course and the establishment of a course leader from the ranks of the full-time faculty to act in an advisory role for associate faculty. Sample essays assessed against the same rubric in Spring 2012 showed general improvement in written communication and in information competency. A lesser effect was observed in critical thinking; the discipline is currently in discussion to formulate plans to improve outcomes in this area as well (see *Assessment Report, English 1A—2012*). The Communication Studies discipline also assessed critical thinking (GE SLO 1) in Fall 2012 (see *Annual Instructional Program Review,*

*Communication Studies—2012*) and both Political Science and History courses are being assessed in terms of the global awareness outcome, part of GE SLO 4 (see *Annual Instructional Program Review, Political Science, 2012; Annual Instructional Program Review, History—2012*). In Fall 2013 the College established and began to implement a plan to address assessment of the remaining GE SLOs in successive fall semesters. Data were collected from a number of Fall 2013 courses to enable the College to assess its Self Development and Global Awareness outcome.

Another effort to improve learning in the GE program in the District involved a gaps-analysis of the existing GE curriculum in the context of the revised GE SLOs, undertaken by a district wide workgroup formed under the auspices of the District Academic Senate. The workgroup met monthly from 2011 to 2013, initially to revise and simplify the GE SLOs, later to make recommendations about changes in the GE curriculum itself to ensure that all students completing the program would be able to achieve all of the learning outcomes (see *General Education Workgroup; Minutes*).

#### ***AOE, ADT, and CTE Assessment***

As noted in II.A.1.a., the College offers seven Area of Emphasis (AOE) degree patterns. The AOE program requirements and program learning outcomes (PLOs) are clearly stated in the Norco College Catalog (see *College Catalog 2013-2014, pp. 35-39*). Indirect assessment of the College's AOE's began in Spring 2012 (see *Annual Assessment Report 2011-*

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2012); an ambitious effort to assess these majors directly was undertaken in 2013 (see *Area of Emphasis Assessment Report, 2013*). The new ADT patterns will be assessed for the first time in Spring 2014 (curriculum maps for these majors have been completed) and in successive spring semesters thereafter.

Most Career and Technical Education (CTE) programs will have completed a cycle of program-level assessment and the results submitted to the Norco Assessment Committee by the end of 2013 (see *Program Level Outcomes Assessment Report, Marketing; Spring, 2013*). All faculty within CTE programs have mapped and aligned course SLOs to PLOs. Some CTE programs (e.g., Marketing) have completed a cycle of program-level assessment. Five Marketing faculty (both full time and part time) proctored a single case study to over a hundred students in various sections. These faculty then reviewed and discussed the results, identifying areas of improvements in both the construction of the PLO as well as modifications needed to specific course pedagogy to increase students' PLO achievement (see *Program Level Outcomes Assessment Report, Marketing—Spring, 2013*). Other faculty have developed a capstone course at the end of a program to assess PLOs. For example, a number of College Simulation and Gaming certificates/degrees culminate in a single course (GAM-79, Game Studio Production) which brings together students from game art, game programming, game audio, and game design to work collaboratively

on a single gaming project. The initial offering of this course was in Spring 2013; assessment results are expected in Spring 2014.

#### II.A.1.c. Self Evaluation

The standard is met. The College identifies student learning outcomes for courses, programs, certificates, and degrees. The College assesses student achievement of those outcomes and uses assessment results to make improvements to instruction and student learning. The College has worked diligently to ensure that all disciplines engage in direct, authentic assessment of courses and programs, leading to improvement. As is typical throughout the California Community College system, however, some Norco College faculty have embraced outcomes assessment more fully than others. In recent years, the number of faculty who have resisted assessment or engaged in it only perfunctorily has significantly diminished, in part due to the efforts of the Norco Assessment Committee to simplify the process and emphasize its value and utility. The purchase and implementation of an assessment data management system, TracDat, should further increase the degree of rigor in the College's course- and program- level assessment.

#### II.A.1.c. Actionable Improvement Plan

None

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#### II.A.2.

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

#### II.A.2. Descriptive Summary

As a result of a shared district wide core curriculum, the Norco Curriculum Committee (NCC), in collaboration with the District Curriculum Committee (DCC), functions to facilitate consistency in the quality of curriculum development and to ensure that all courses meet Title 5 state regulations. The NCC, a subcommittee of the Norco Academic Senate, has two primary purposes: to review and approve new curriculum, including new courses, course modifications, new programs and program modifications, and distance education offerings; and to review and approve the curriculum approval process. The College Curriculum Committee is the sole approving body for Norco College-only curriculum. For District shared curriculum, it has one vote in the District Curriculum Committee. The NCC is also responsible for keeping abreast of state-mandated curriculum changes and reporting those changes to faculty. Committee members report on curriculum at their department meetings and solicit suggestions and recommendations when needed (see *Curriculum Committee, Webpage—Statement of Purpose*).

The NCC, working with the DCC, assures that course outlines of record contain all of the required elements and that the descriptive narratives, content outline, methods of evaluation, and learning outcomes are integrated. Per California State Title 5 regulation (Section 55206), courses intended for electronic or other modes of distance delivery must undergo a separate course approval process. This ensures accessibility for those with disabilities as required by Federal law (the 1998 Section 508 amendment to the Rehabilitation Act of 1973) and also addresses both the loss of face-to-face instruction from and the inclusion of substantive and regular contact in the course (see *Distance Education Approval Process*). All courses at the College, including those offered online, are assessed by the discipline in which they are taught. A review of all course-level learning outcomes assessment can be found in section II.A.1.c.

Recently, through the District's Office of Economic Development, the College entered into a unique partnership with International Rectifier, a Fortune 100 semi-conductor manufacturer, located in Temecula, CA. International Rectifier has over 500 employees and seeks to provide a cohort of employees (approximately 30) a certificate in Digital Electronics to upgrade their technical ability and encourage both personal and professional advancement. General education courses will be completed at Mt. San Jacinto College, while the degree-specific Electronics courses will be completed via Norco College at the company site in Temecula. Associate of arts degrees in Digital Electronics will be conferred by Norco College. International Rectifier's corporate headquarters contains multiple



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training rooms that mirror college classrooms (desks, chairs, Internet, projector, instructor's station, natural lighting, ADA compliant bathrooms, etc.). All courses are being provided in accordance with California Education Code §78020-78023. Instructors are hired based on subject matter expertise and in accordance with California Education Code §78022(a) which states, "Faculty in all credit and noncredit contract education classes shall be selected and hired according to procedures existing in a community college district for the selection of instructors for credit classes."

The Accrediting Commission for Community and Junior Colleges has been notified of this agreement and has requested a Substantive Change proposal to be submitted for review at its March 6, 2014 meeting.

International Education/Study Abroad, which is centralized by the District, provides unique opportunities for students wishing to learn about foreign cultures while earning academic transfer credit. This well-established full-semester program offers a variety of courses in disciplines such as economics, geography, political science, art, history, English, philosophy, and humanities. Faculty from all three colleges within the District may apply to teach in the program. Likewise, students from all three colleges may apply to participate (see *Board Policy and Administrative Procedure 4026 Philosophy and Criteria for International Students*).

Though the College does not have a community education program, the District offers a diverse selection of workshops, seminars, activities, and

events designed for cultural enrichment, personal and professional development, and recreational enjoyment. These services are accessed through the Community Education Office, a self-supporting entity within the District that is not funded by taxpayer dollars (see *Community Education, Website*).

#### II.A.2. Self Evaluation

The standard is not met. The College is in the process of completing a Substantive Change Proposal for submission to the Commission. However, institutional policies and procedures, such as comprehensive program review, annual program review, and the curriculum approval process assure that all courses and programs offered by the College are evaluated regularly for quality, rigor, and relevancy. Modifications and improvements to courses and programs are conducted according to Board policy and are implemented via the shared governance committee system.

#### II.A.2. Actionable Improvement Plan

The College will complete a Substantive Change Proposal and submit it for approval to the Accrediting Commission for Community and Junior Colleges.

##### II.A.2.a.

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

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#### II.A.2.a. Descriptive Summary

Curriculum is driven by faculty experts and the District disciplines participate to varying degrees depending on whether it is district wide curriculum or College curriculum. As an ongoing part of comprehensive program review, disciplines are required to review appropriateness of a course or program every four years to ensure that accreditation standards and California State Title 5 regulations are met. Changes to curriculum as well as new courses are voted on by the departments once the discipline has finalized its discussion. Requiring a vote by the departments provides an additional opportunity for thoughtful dialogue and consideration. Curriculum is then forwarded for technical review to verify local, state, and federal requirements are met. Among other components, this includes the review of student learning outcomes (SLOs) to ensure that they are well integrated with the methods of instruction and evaluation employed in the proposed course (see *Curriculum, How to Write a Course Outline of Record*). After passing the technical review, the curriculum item is put to a vote through the College's Curriculum Committee; then, if passed, it moves to the District Curriculum Committee (DCC). The DCC resolves any conflicts among colleges; this governing body is also charged with the integrity of curriculum district wide (see *Curriculum Approval Process*). After the curriculum item has been reviewed by the DCC, or approved if the curriculum is shared, it is forwarded to the RCCD Board of Trustees for approval and then on to the state for approval.

Per California Title 5 Section 55206

Separate Course Approval regulations on Distance Education, courses intended for electronic or other modes of distance delivery must undergo a separate course approval process. In the case of a career and technical education program, the Dean of Instruction, Career and Technical Education ensures the appropriate occupational advisory committee has reviewed the proposal and evaluated the relevance of the course content to the industry standard (see *Curriculum Approval Process*). Newly proposed or substantially revised programs undergo four phases of development designed to ensure broad faculty participation in the advancement of sound educational programs (see *Program Development Process*).

In 2000, Riverside Community College District created a district wide assessment committee that included full-time faculty members from Norco College. During the time this committee existed (2000-2010), two faculty members from the College co-chaired the committee with the District Vice Chancellor of Institutional Effectiveness. Along with the Program Review Committee, the two committees collaborated to ensure quality and improvement in the evaluation of courses and programs. In 2010, responsibility for outcomes assessment was shifted from the District to the colleges. At this time, the Norco Assessment Committee (NAC) was created as a standing committee of the Norco Academic Senate (NAS) (see *Academic Senate, Webpage*) and is currently chaired by a faculty member (who had served earlier as District faculty coordinator of assessment) and the College's Dean of Institutional Effectiveness, the College institutional researcher. As a college-

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based committee, it works closely with the Norco Program Review Committee in much the same manner as the two District bodies worked earlier. Until the creation of NAC, outcomes assessment at Norco had focused primarily on course-based assessment through pre/post tests and student self-reported learning gains surveys (see *Annual Assessment Report 2010-2011*). Since the creation of NAC, faculty at the College assess courses using more direct and authentic methods, and program-level assessment (including assessment of general education) methods have been developed and implemented.

NAC membership includes representation from all instructional departments as well as administrative leaders. The Committee meets monthly (see *Assessment Committee, Webpage*). Its primary task has been to formulate and help implement outcomes assessment policy for the College, with particular emphasis on the gathering of evidence about student learning to facilitate improvement (see *Annual Assessment Reports; Status Report on SLO Implementation, 2013*). As a result of department representation on the Committee, monthly department meetings include assessment discussions, led by their NAC representative (see *Communications Department, Minutes, February 19, 2013*). Learning outcomes have been identified for all levels of the institution and these continue to be assessed and revised, most recently with the revision of general education outcomes (see *Board of Trustees, Minutes, September 18, 2012*). Additionally, curriculum alignment between course and program learning outcomes has been completed, and as a result of assessment projects, the assessment “loop” has been closed in many disciplines (see *Annual*

*Assessment Reports 2011-2012 and 2012-2013*).

Outcomes assessment is fully integrated into the annual program review process. One of the ties with program review occurs when NAC reviews and scores the assessment portion of annual program review reports to ensure continuing assessment of the quality and improvement of courses and programs at the College (see *Assessment Rubric*). In addition, NAC provides appropriate support and training to faculty and staff as they undertake assessment projects. These efforts are documented and included in long-range planning and resource allocation requests (see *President’s Memorandum on Program Review Resource Allocation for 2012-2013*). Outcomes assessment is embedded in multiple institutional processes and assessment reports are reviewed by the Institutional Strategic Planning Council (ISPC) and the Academic Senate (see *Institutional Strategic Planning Council, Webpage—Statement of Purpose*).

Outcomes Assessment is a faculty driven process at the College, with support from appropriate classified staff and administrators. Student Learning Outcomes (SLOs) are determined by faculty in the disciplines, usually working collaboratively across the District as a result of its shared curriculum. Course SLOs are often revised as part of the comprehensive program review process, which requires that disciplines update their course outlines of record. While common core curriculum issues fall under the purview of district wide faculty, outcomes assessment is undertaken locally. As discipline experts, faculty work with NAC to identify and create

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assessment processes relevant to their goals to improve student learning. Many disciplines have also engaged in program and/or general education assessments (see *Assessment Report, English 1A; 2012*).

#### II.A.2.a. Self Evaluation

The standard is met. The College follows established procedures in the development of courses and programs. In the years since its last Self Evaluation, the College has expanded its efforts to evaluate courses and programs through systematic assessment of all levels of learning outcomes: courses, programs, services, and general education. In Fall 2012, general education outcomes were revised and approved as a result of ongoing assessment activities. Driven by faculty and the work of NAC, assessment continues to be a priority at all levels of the institution, and assessment is embedded in the College's program review process, planning, and resource allocation requests. The College can also point to many examples of assessment results that have led to improvement in teaching and learning (see *Annual Assessment Report 2012-2013*).

#### II.A.2.a. Actionable Improvement Plan

None

#### II.A.2.b.

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

#### II.A.2.b. Descriptive Summary

As detailed previously in Standard II.A.1.c., Norco College participates actively in a faculty-driven program review process that incorporates the clear formulation and measurement of student learning outcomes (see *Program Review Webpage*). As a standing committee of the Academic Senate, the Norco Assessment Committee helps to formulate policy on outcomes assessment for the College and assists faculty and staff in developing and implementing their assessment projects. It also evaluates the quality of these projects and makes suggestions for improvement.

Regular assessment of student progress in achieving identified SLOs and regular reporting of disciplines' and non-instructional units' use of assessment to make improvements to their pedagogy, courses, and programs have been incorporated into the program review process.

Norco College is also committed to promoting career and technical education (CTE) programs under the guidance of faculty experts and industry advisory groups. Over 40 CTE programs are offered in such areas as multimedia and gaming, engineering and design, electronics, construction technology, early childhood education, logistics and supply chain technology, business administration, manufacturing, and computer information systems (see *Norco College Catalog 2013-2014*). CTE course, certificate, and degree proposals are subject to all of the same standards and procedures for the development and assessment of student learning outcomes as general and transfer courses and degrees. District

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wide CTE faculty retreats have focused on course and program assessment as well as mapping course SLOs to PLOs. A CTE faculty retreat that focused on the alignment of course SLOs to PLOs was held on February 25, 2011 (see *CTE Retreat Agenda, February 2011*). An additional CTE faculty retreat held on October 7, 2011 was devoted to the use of data-driven processes in program review (see *CTE Retreat Agenda, October 2011*). Most recently, the assessment coordinators at the three colleges did a table talk on best practices in CTE PLO assessment at a retreat on November 2, 2012 (see *CTE Retreat Agenda, November 2012*).

All CTE programs and all ADT 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 course SLOs to PLOs (see *Curriculum Maps*). This mapping ensures students have a clear path to achieve the required 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 (explained further in II.A.2.f). 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 (see *Business Eportfolio Examples 2012*).

Industry advisory committees established for CTE programs are facilitated annually

by the College's CTE administration and discussions are led by full-time and/or part-time faculty in each respective discipline. Industry representatives as well as community/business members currently working in related fields serve on each program's Advisory Board. All industry advisory committees meet annually each spring at a half-day breakfast and working advisory meeting (see *Industry Summit Agenda 2011*; *Industry Summit Agenda 2012*; *Industry Advisory Breakfast 2013*). A major topic of discussion at these advisory meetings concerns the extent to which the curriculum meets the workforce needs of the respective industries. Advisory members also give input regarding the applied, academic, technical, and basic skills needs that enhance a student's ability to be successful in the workplace (see *Industry Summit Minutes 2012*). An active goal of such advisory groups is to identify competency levels and to recommend student learning outcomes for the career and technical courses, certificates, and degree programs under their review.

In addition to the annual Industry Summit, in Spring 2010 a survey was conducted of local employers to identify regional labor market needs, which could in turn drive CTE program revisions, additions, and deletions. 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 (see *CTE Employer Survey Results 2011*). As a result of the recent industry advisory meetings and

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the CTE survey, numerous CTE courses and programs have been modified in the past three years. 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. The College will replicate the CTE employer survey every five years.

As members of Norco College's Assessment Committee, CTE faculty work to develop SLO assessment instruments and the Committee co-chairs provide individual technical assistance in developing and executing both indirect and direct assessment of course SLOs and PLOs (see *Program Review Committee, Webpage*).

#### II.A.2.b. Self Evaluation

The standard is met. Norco College relies on faculty expertise and the assistance of advisory committees where and when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The College follows procedures established by the Assessment, Program Review, and Curriculum Committees to develop and measure student learning outcomes in both transfer and CTE programs. Faculty expertise and the recommendations of industry advisory committees are relied upon as appropriate to identify competency levels and student learning outcomes for courses, certificates, and programs in CTE fields. Student learning outcomes have been developed for all courses and program level outcomes for all career and technical programs.

Assessment tools have been developed and implemented by faculty with the support of the College's Assessment Committee.

#### II.A.2.b. Actionable Improvement Plan

None

#### II.A.2.c.

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

#### II.A.2.c. Descriptive Summary

The College ensures high quality instruction through a variety of means. It supports rigorous hiring practices, with careful attention to minimum qualifications or equivalencies for faculty. When hiring faculty, the College works with the Office of Human Resources, and it requires the participation of College faculty from the discipline on the hiring committee. During the hiring process, the hiring committee may require in-class teaching demonstrations to evaluate the teaching strengths of a candidate. Associate faculty are hired with similar attention to minimum requirements, usually involving at least two full-time faculty members in the interviewing process. New faculty hires, whether tenure-track or part-time, are evaluated in the classroom during their first semester to ensure high-quality instruction.

New tenure-track faculty are required to attend a mandatory orientation to assist them in acclimating to the College's environment (see *New Faculty Orientation Agenda 2013*). Additionally,

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the improvement of instruction process for all tenure-track (contract) faculty is ongoing for the first four years of probationary employment followed by continued evaluation every three years after the attainment of tenure. In this process, all facets of instruction are evaluated, including performance in any online or hybrid delivery modes. The improvement of instruction process requires feedback on classroom performance to help instructors improve teaching effectiveness. For online instruction, peer reviewers and administrators are given access to a faculty member's online courses and are allowed to view classroom chats, read postings, see graded assignments, and review the lecture material, making the evaluation of distance education comparable to that of face-to-face instruction. The Faculty Agreement (2007-2012) states the primary purpose for evaluation is "to assess the performance of the College faculty, with emphasis on the strengthening of instruction" (see *CTA Collective Bargaining Agreement*, p. 25). In combination, the Faculty Agreement (see *CTA Collective Bargaining Agreement, Article XI, section 1, item b*) and the documents that drive the scope and process of instructional improvement identify teaching expectations for contract faculty. The evaluation process for full-time faculty involves:

- Observations of all classes;
- Establishment of tentative professional growth goals;
- Student surveys of all classes;
- Evidence of participation in campus governance;
- Evidence of subject-matter proficiency; and
- Evidence of participation in student learning outcomes assessment

processes (see *CTA Collective Bargaining Agreement*, p. 27; *Improvement of Instruction Scope and Process Document*)

As a required element of the improvement of instruction process for tenure-track (contract) faculty, committee members must write narratives that support their overall evaluation of the contract member's instructional ability. This provides the opportunity for open and frank discussion leading to continued high quality of instruction.

The CTA Collective Bargaining Agreement includes similar standards for associate faculty (see *CTA Collective Bargaining Agreement*, p. 31). Article XI, section 3, of the Agreement indicates that "The scope and process for the review [of associate faculty] shall include classroom observation, student surveys of all classes, review of faculty syllabi as a mandatory component during the faculty evaluation and a Department Chair's report. The review shall be directly related to the [associate] faculty member's performance." As with tenure-track (contract) faculty, the evaluation of part-time (associate) faculty results in a discussion with the faculty member focused on continuing quality instruction.

All faculty are encouraged to attend workshops presented by the Professional Development Committee (PDC), a standing committee of the Norco Academic Senate (NAS). These workshops focus on a variety of issues, including improving instruction, understanding outcomes assessment and program review, distance education pedagogy, and improving student engagement and learning (see *Professional Development, Webpage*).

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Additionally, disciplines that have a significant number of associate faculty have taken steps to informally mentor these faculty. A recent example is the English discipline, which has established course leaders so that associate faculty can more readily understand and implement the expectations of the discipline in regard to instruction and assessment. As a result, dialogue has increased around common challenges. In Fall 2012, the faculty (tenured and associate) teaching English 1A collaborated to develop a common essay assignment that has resulted in ongoing discussions regarding the creation of writing assignments, grading student essays, and assessing critical thinking (see *English 1A Common Essay Assessment Report, 2012*). In Fall 2013, the Professional Development Committee also instituted a system for assigning each newly hired full-time instructor to an experienced mentor.

The College supports faculty who teach distance learning courses and has recently created a Distance Education Committee (DEC) as a standing committee of the Academic Senate (see *Academic Senate, Minutes, November 21, 2011; April 16, 2012*). The DEC coordinates with Open Campus, the District distance education office, to ensure training of faculty in the distance education environment. In addition, four faculty members have been identified as mentors for reviewing, updating, and creating distance education sites through Blackboard, the District's learning management system. Besides recent workshops on distance education, such as *What's a MOOC?* (April 30, 2013), workshops were facilitated by the PDC in Fall 2011 on online teaching; topics included the following (see *Professional Development Webpage*):

- Home Page and Course Menu
- Email, Discussions, Assignments
- Grading and Tests
- Grades and Grade Center
- Bells and Whistles

As a result of the district wide shared curriculum, discipline faculty work with each other throughout the District to maintain rigorous course outlines to comply with articulation standards required by the UCs and CSUs, external accrediting bodies, or other standards within the discipline. Through CurricUNET, the College ensures that all faculty members have access to official course outlines of record and receive updates of any potential changes to the courses relevant to their discipline. Once disciplines have developed content for appropriate prerequisites, co-requisites, and advisories, the content review is conducted at the department level on each campus to ensure courses are taught with an appropriate level of rigor, and exit and entry skills are consistently taught. To ensure equity in this district-driven process, each college has one vote in all curricular matters where voting is required.

Curricular issues related to appropriate depth and rigor of courses are addressed by the Norco Curriculum Committee (NCC), a standing committee of the Academic Senate. The NCC works collaboratively with the District Curriculum Committee, the Program Review Committee (PRC), and the Norco Assessment Committee (NAC) in assisting disciplines and departments to maintain up-to-date, accurate, and integrated course outlines of record. The NCC also closely monitors requirements for advisory, co-requisite, and/or prerequisite coursework.



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Courses and programs are integrated, with courses designed to effectively meet reasonable learning outcomes and students' educational goals. College department chairs and assistant chairs work with the Deans of Instruction to schedule courses in a manner that assures students opportunities for timely completion of their programs. Time to completion and synthesis of learning are an integral part of career and technical education certificates and programs and monitored by faculty, administrators, and industry advisory groups.

The Comprehensive Program Review and the Annual Program Review processes ensure rigor and relevance for the College's varied programs and courses. In the Comprehensive Program Review, completed every four years, discipline experts are charged with reviewing all course outlines of record, student learning outcomes, and program level learning outcomes to ensure quality. Faculty are also currently working to acquire C-ID numbers for their courses as another way of assuring quality.

Time to completion is measured in many ways. Norco College offers students clear and concise pathways to their articulated goals. To this end, faculty have worked collaboratively with feeder high school districts to streamline access to impacted first-year courses such as freshman English composition. Another result of this collaboration is the creation and implementation of Summer Advantage, a program that helps those incoming students who need a refresher course in math or English. Many students completing the program are able to skip one or more levels of basic skills English as a result. Another way that

discipline experts are attempting to clear the pathway to success is through the development of accelerated courses. For example, English 80, introduced in 2012, compacts three semesters of basic skills English courses into one semester. Students who pass this six unit course go directly into Freshman Composition (see *Course Outline of Record, ENG-80*).

#### II.A.2.c. Self Evaluation

The standard is met. Faculty are actively engaged in dialogue and involved in processes that help to deliver high quality, rigorous instruction and curriculum for students. The curriculum process and the program review procedures are designed to facilitate systematic review of course outlines of record. All courses, certificates, and programs are clearly defined, and the requirements are disseminated to the public in the College Catalog and elsewhere. CCSSE data from 2013 indicate that eight of ten students see their instructors as "available, helpful, sympathetic"—a reasonable proxy for instruction of high quality (see *CCSSE Key Findings Report 2013*). In the 2013 Accreditation Survey, 372 out of 420 student respondents (89 percent) agreed that "instructional methods at Norco are compatible with my learning needs" (see *Accreditation Survey 2013*).

#### II.A.2.c. Actionable Improvement Plan

None

#### II.A.2.d.

**The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

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#### II.A.2.d. Descriptive Summary

Faculty recognize that students who attend the College have a variety of learning styles and needs. The College offers multiple delivery modes, so students are provided the opportunity to decide which is best suited to them. Open Campus, the District office for distance education, requires faculty to complete the Riverside Community College District (RCCD) Online Blackboard Academy, eight hours of professional development training in Blackboard (which also includes information on ADA compliance [Title 508], ACCJC DE standards, and Title 5 citations on regular and effective contact and separate curriculum approval), before being approved to teach in an online or hybrid delivery mode.

To supplement this training, the Professional Development Committee (PDC) has offered five face-to-face workshops where faculty skills are built cumulatively. Written documents containing step-by-step instructions from these workshops are found on the PDC website (see *Professional Development, Webpage*). The College has also identified four Blackboard 9.1-trained faculty mentors to assist faculty in the development and implementation of online educational sites (see *Open Campus Faculty Resources, Webpage*).

To help students determine if online delivery is appropriate for them, Open Campus provides a sample class and multiple resources so they can make an informed decision (see *Open Campus Online Course, Webpage*). Students and faculty working in online delivery modes are supported by the help resources listed on the Open Campus website as well as a

24/7 toll free helpline.

The Distance Education Committee (DEC) was formed in Spring 2012 as a standing committee of the Academic Senate. The DEC develops local guidelines for distance education courses and recommends to the Senate policies and procedures for distance education training of faculty and students. Working in conjunction with the Technology and Program Review Committees, the Senate, and the Institutional Strategic Planning Council, the DEC addresses issues related to online pedagogy, faculty training, and technology needs for online faculty, as well as resource allocation related to the planning needs for distance education (see *Annual Instructional Program Review Template 2013*).

Neither traditional nor distance education classes are limited to lecture; both include a variety of media-based enhancements, pedagogical approaches, and instructional methods and techniques. These vary from course to course but can include online discussion boards, synchronous chats, laboratory activities and projects, standard and eportfolio preparation, oral and dramatic presentations, team teaching, faculty office hours, supplemental instruction, and one-on-one or group tutoring.

Discussions about student needs and learning styles occur in a variety of ways, including College- and District-organized FLEX workshops (see *Professional Development, Webpage; Back to College Days E-blast, Fall 2013*). Recognition of the growing number of community college students entering college underprepared in reading, writing, and/or mathematics prompted the College to

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establish the Student Success Committee in Fall 2007 in order to address the needs of these students by coordinating activities supported by the Basic Skills Initiative, grants, and other institutional initiatives. Comprised of faculty, staff, and students, the Committee is designed, according to its mission statement, to:

*“effect change within the College and the classroom regarding matters of student success, in its myriad forms, for the purpose of supporting students in achieving their stated educational goals. The charge of the Student Success Committee is to discuss, research, and make recommendations on matters that directly affect student achievement. This charge includes, but is not limited to, analyzing and evaluating the implementation, effectiveness, and sustainability of college wide student success initiatives as well as funded pilot programs, such as those provided for in Title V grants; and providing advice, consultation, and recommendations to the Academic Senate and Administration.”*

In Spring 2013, the Student Success Committee merged with the Equity and Matriculation Committee partially in response to the Student Success Act (see *Committee of the Whole, Minutes, May 28, 2013*).

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

- **Disability Resource Center (DRC)** provides support for students with disabilities and offers “brown bag” lunchtime workshops for faculty to recognize the needs of this population. Faculty are made aware

of instructional methods to support a wide range of students, including those with particular disabilities (see *Disability Resource Center, Website; Disability Resource Center Workshop Announcement*).

- **Tutorial Services** offers individual and group tutoring, providing the College with another way in which to meet the learning needs of students. A new course, Integrated Learning 1, Tutoring Training, is taught by a tenured faculty member, and has been implemented as a requirement for peer tutors to ensure quality of tutoring. In addition, online tutoring through the use of Net Tutor is available to students in online and hybrid courses at no extra cost to the student (see *Tutorial Services, Webpage*).
- **Learning Communities** (Math summer bridge, English summer bridge, Puente, Talented Tenth (T3p), and EOPS) offer a unique instructional strategy designed to address the learning and social psychological need of students. These courses, taught by faculty from various disciplines, provide a common learning experience that celebrates cultural significance (see *Summer Advantage Program, Website; Puente Program, Webpage; Talented Tenth Program (T3p), Webpage; Extended Opportunity Programs and Services (EOPS/CARE), Website*).
- **Honors Program** offers courses that focus on advanced critical thinking skills in seminar style learning environments. It also provides opportunities for student-based research presentations at local and state conferences. Faculty who teach in the Honors Program are committed to providing students with opportunities

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for academic inquiry in specific areas of interest. Taking a deeper look at the ideas fostered in their curriculum prepares students for the challenging academic environment they will find at transfer institutions (see *Honors Program, Website*).

- **Service Learning** provides faculty a means by which to integrate their course curriculum with relevant life experiences in order to improve students' reflective thinking and civic responsibility. Service learning initiatives allow students to contextualize learning while serving the community. The service learning experience is brought back to the classroom to inform the academic dialogue and the quest for knowledge (see *Service Learning, Webpage*).
- **An Accelerated Basic Skills Course** responds to the Student Success Act, 2012. The English discipline at Norco College, in collaboration with other District discipline faculty, developed and implemented a new course that collapses three semesters of basic skills classes into one semester. The accelerated course, English 80, "Accelerated Preparation for English Composition (ENG-1A)," offers intensive instruction in the academic reading, reasoning, and writing expected in transfer and associate degree courses. Students read college-level texts and write a minimum of 10,000 words (see *Course Outline of Record, ENG-80*). This course, while only in its second semester of being offered, appears to benefit those students who, for a variety of reasons, can work at an accelerated pace to reactivate skills that they need for college-level work. Successful completers of English

80 are being tracked through later coursework in English to determine how effective the course is and allow for improvement.

Students are made aware of many of these programs via the College's website, the Student Handbook, and the annual brochure of the College's Academic Opportunities and Special Funded Programs (see *Student Handbook 2013-2014; Academic Opportunities and Special Funded Programs, Brochure*) The handbook and brochure are distributed at welcome booths during the first week of academic terms and otherwise available in the Counseling Department, Student Activities, the Assessment Center, and other campus locations.

#### II.A.2.d. Self Evaluation

The standard is met. In keeping with its mission, the College uses culturally relevant and innovative approaches to learning as well as emerging technologies to meet the learning needs of a diverse student population. A variety of mechanisms exist to support faculty in the classroom, such as professional development opportunities, distance education resources, and learning support services for students.

#### II.A.2.d. Actionable Improvement Plan

None

#### II.A.2.e.

**The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

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#### II.A.2.e. Descriptive Summary

Student Learning Outcome (SLO) assessment is required of every academic department, instructional program, and student services and support department. Assessment of student learning outcomes and performance forms the foundation for demonstrating the integrity of programs and services, guides curriculum development, and ensures that all resources—including instructional space, technology, and support staff—are adequate. The establishment and assessment of learning outcomes are documented systematically through program review (see *Annual Instructional Program Review, Webpage*). Student Services departments and administrative units also actively engage in the program review process. Program review reveals how well each department is meeting its goals, assessing outcomes, and making measurable progress. Evidence for program evaluation is available from the Fact Book, success and retention data, the ARCC Report, the Student Equity Plan, and CCSSE results, as well as numerous other institutional assessments (see *Institutional Research, Webpage*).

The continuing evaluation and revision of all courses and programs through systematic program review are an essential part of the College's commitment to providing a quality academic environment. Program review processes enable each discipline and department as well as administrative units to develop planning guidelines, especially regarding means of improvement in service delivery and increasing student success. Additionally, analyses provide recommendations for staffing and identify resource allocations needed (see *II.A.2.a*).

Curriculum review is part of the Comprehensive Program Review process conducted every four years. It involves discipline experts from all three colleges since core curriculum is shared by all colleges in the District. Curriculum is reviewed collaboratively to ensure that courses and programs meet standards of relevancy, currency, and appropriateness (see *Comprehensive Instructional Program Review Template, p. 3*). Program review documents are reviewed by the College Program Review Committee (PRC), the planning councils, and the Institutional Strategic Planning Council (ISPC). The committees and councils ensure accuracy, timeliness, and thoroughness, and some are involved in prioritizing resource allocation requests. The ISPC uses the reviewed documents in institutional planning as well as resource allocation (see *Comprehensive Program Review Background and Guidelines, work chart, p. 4*).

The Comprehensive Program Review also provides discipline experts the opportunity to analyze data to determine enrollment, efficiency, student success, and student retention in all courses and programs. In addition, this document requires careful scrutiny of all curricular matters—including course outlines of record, SLOs, and PLOs—if necessary. This ensures relevance and currency in curriculum for the discipline. Additionally, the Comprehensive Program Review includes analysis of the discipline's collaborative relationships and any outreach activities. One of the most important aspects of this document is long-term resource planning.

In support of courses and programs, the Annual Program Review process drives

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a robust resource allocation process at the College (see *Prioritization Process*). The annual program reviews from student services, administration, and instructional units are vetted through the planning councils appropriate to that branch of the institution. Once the prioritization of resource requests has been agreed upon by each council, the prioritized requests are forwarded to the Institutional Strategic Planning Council for review and approval. This body reviews and approves the requests and forwards them to the entire College at the Committee of the Whole meeting where recommendations are made to the President. The last step in the process is the President's approval and required feedback to the College at large if any changes are made to earlier recommendations (see *President's Memorandum on Program Review Resource Allocation for 2012-2013; Strategic Plan and Process 2013-2018, p. 31*).

The College has also intensified its efforts to assess programs in the past year and expects to complete initial cycles of assessment for all but the most recently developed programs by the end of Fall 2013. A comparison between 2010 and 2012 degrees awarded should also enable the College to target specific large-enrolling programs for more vigorous direct assessment efforts. The College embarked on a vigorous pilot project involving direct assessment of every Area of Emphasis degree in Fall 2012 (see *Area of Emphasis Assessment Report, 2013*).

All CTE disciplines have mapped course SLOs to program-level SLOs (some reports being in the process of modifying existing PLOs); all have developed plans to assess PLOs directly using one or more methods, including capstone

courses, electronic portfolios, or course assessment (see *SLO and Aligned PLO Assessment Project Outline, Early Childhood Education, Fall 2013*). An initial cycle of program-level assessment projects for all CTE programs (except the most newly created ones) will have been completed by the end of 2013.

In Spring 2012, the College surveyed students for the first time as they registered for graduation to determine what their perceptions of learning were in the programs from which they earned degrees or certificates. This has provided baseline information for each program and directed program leaders to particular outcomes where learning may be deficient (see *Annual Assessment Report 2011-2012*).

Program review processes drive institutional planning at many levels. In a recent administrative unit program review, a review of planning documents revealed no mechanism for integrating distance education into the planning process for resource allocation. Since distance education is an integral aspect of the College's course offerings, it was necessary to address this gap via the strategic planning and shared governance process. As a result, the Annual Program Review template was revised in a collaborative effort between the Distance Education and Program Review Committees. The program review process now integrates planning by linking the needs of distance education not only to the goals of the Educational Master Plan but also to resource allocation. It also requires faculty to analyze and compare the success and retention rates of face-to-face and online students (see *Administrative Unit Program Review, Academic Affairs, 2012; Program Review*

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*Committee, Minutes, May 24, 2012; Annual Instructional Program Review: Template, 2013).*

#### II.A.2.e. Self Evaluation

The standard is met. The comprehensive program review process has been an effective mechanism for ensuring that courses and programs are systematically reviewed for relevance, appropriateness, and currency. The annual program reviews required of all disciplines at the College have been similarly effective as a reporting mechanism on the assessment of course and program learning outcomes. Under the leadership of the Norco Assessment Committee and the Office of Institutional Effectiveness, disciplines are provided guidance as to which courses must be assessed each semester, so that in theory no active course at the College goes for more than four years without being assessed. (Large enrollment classes and ones where more immediate follow-up projects are undertaken to close assessment loops are assessed more frequently.) The College is confident that its course assessment work is exemplary, in part because of how fully it is integrated into institutional planning and how frequently it has led to improvement. The College has also made significant strides in recent years to systematize its program-level assessment efforts. At least one cycle of authentic program-level of assessment will have been completed for all fully established programs, including general education, by the end of 2013, and programmatic evaluation results are increasingly integral to institutional planning. Overall, the College has institutionalized course and program assessment on its path towards continuous quality improvement.

#### II.A.2.e. Actionable Improvement Plan

None

#### II.A.2.f.

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

#### II.A.2.f. Descriptive Summary

The College has assessed SLOs for courses, certificates, programs, and degrees since the district wide assessment committee was established in 2000. More recently, with the creation of the Norco College Assessment Committee (NAC), work on outcomes assessment has continued to broaden from what was originally a course-based focus. Systematic assessment efforts to evaluate student learning and integrate assessment results into institutional planning are embedded in the program review processes. Projects range from closing the loop in course-based assessment to the assessment of general education outcomes on critical thinking and information competency over a two-year period.

The College has established a robust planning and decision-making process which includes the Academic Senate, its standing committees, and a number of other standing committees and councils, each with its own unique membership and purpose. Representation within

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committees and councils includes faculty, staff, administrators, and students who make significant contributions based on their particular areas of expertise and knowledge. Resource allocation decisions are vetted through the Academic Planning Council, the Student Services Planning Council, and the Business and Facilities Planning Council. In addition, input is solicited from a variety of community sources, such as career and technical advisory groups, the Corona Norco Unified School District, local Chambers of Commerce, Kiwanis and Rotary clubs, the Norconian Foundation, and the President's Community Advisory Group. Norco College's strategic plan and strategic planning process represents collaboration of all College stakeholders (see *Strategic Plan and Process 2013-2018*).

The Business and Facilities Planning Council, Academic Planning Council, and Student Services Planning Council provide direction for long-term planning needs, operational needs, and special initiatives in their respective areas. In addition, the resource requests generated through the program review process are systematically prioritized annually within these councils. Each council ranks staffing, equipment, and technology requests through the use of criteria developed by that particular council (see *Academic Planning Council, Faculty Prioritization Ranking Criteria; Business and Facilities Planning Council, Staff Positions Prioritization Ranking; Student Services Prioritization Ranking Process*). Prioritized lists are then submitted for approval to the Institutional Strategic Planning Council, followed by the Committee of the Whole (COTW), which ultimately forwards the ranked lists to the

President as a recommendation. Based on the Board of Trustees' approval of the budget, the President determines final priorities and plans resource allocation guided by the core commitments, mission, and vision, with full consideration given to the College's strategic goals.

Formal feedback on resource allocation decisions made by the President is provided to the institution in the form of an annual memo from the President to the entire college community. This communique formally explains the rationale for the President's decisions regarding resources and ensures a transparent decision-making process (see *President's Memorandum on Program Review Resource Allocations for 2012-2013*). Evaluation and feedback regarding the process itself occurs annually by means of the Survey of the Committee of the Whole, the Evaluation of Effectiveness of the Planning Councils, and on a longer-range biennial basis by means of a Norco College Accreditation Survey (through which feedback is obtained from faculty, staff, and students regarding the College's success at achieving accreditation standards); and the Community College Survey of Student Engagement (CCSSE) (through which feedback is obtained from students and faculty regarding student engagement, campus climate, and satisfaction) (see *Accreditation Report 2013; CCSSE Key Findings Report 2013*). The Annual Open Dialogue Session serves as a venue to qualitatively assess specific strategies and objectives and to refine and revise them as appropriate (see *Open Dialogue Session 2011, 2012, 2013*). Synthesis of the Open Dialogue Session and the follow-up Annual Report on Evaluation of Effectiveness offer formal feedback and are provided to the



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COTW and campus community (see *Strategic Plan and Process 2013-2018*).

#### II.A.2.f. Self Evaluation

The standard is met. The College can offer compelling evidence that it understands and embraces the concept of ongoing planning. While the Institutional Strategic Planning Council (ISPC) is most centrally charged with planning duties, all members of the College community, including staff and students, are active participants in planning processes through their involvement in such activities as program review, Senate committee work, and Committee of the Whole meetings. The planning process itself has been developed and is periodically reviewed by these same bodies. Planning is also very much data-driven, and data should be even more critical to the planning process as it becomes more plentiful through the work of the Office of Institutional Effectiveness. Assessment data and CCSSE data are two examples of evidence areas that have had a direct effect on planning.

#### II.A.2.f. Actionable Improvement Plan

None

#### II.A.2.g.

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

#### II.A.2.g. Descriptive Summary

A three-part process has been used to validate all departmental (common) exams: disproportionate impact, cultural impact, and student learning

outcome mapping. The methodology for disproportionate impact (DI) 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. DI analysis is accomplished by dividing the minority pass rate by the majority percent. If a ratio is *less than* 80 percent, then there is evidence of disproportionate impact. For example, if 30 of 100 majority member students are placed into the upper-level course and only 20 of 100 minority member students are placed into the same course, then the placement rates are 30 and 20 percent, respectively. Taking the ratio of 20 to 30 gives a placement ratio of 67 which is below 80 percent, thus providing evidence that disproportionate impact has occurred. 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.

The courses that use common finals are ESL-55, Spanish 1, and Reading 81-83. Disproportionate impact analysis has been completed through 2012. This analysis was conducted through the Office of Institutional Effectiveness and led by the dean in that area. Disproportionate impact analysis is conducted annually and results of disproportionate impact are shared with all faculty involved in the

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study. Should disproportionate impact be identified (at this point, there still aren't high enough numbers to determine this for most categories), further investigation is conducted to determine whether the impact is due to tests or instructional practices. If it is due to practices, steps are taken to improve those practices. If the impact is due to tests, the tests are revised so as to mitigate disproportionate impact.

Cultural impact studies are conducted on newly created common exams in order to determine if questions may have differential interpretations or may be less well 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, and Spanish has created a SLO map for their new Spanish 1 final exam (see *Spanish 1 SLO Map*). In addition to the mapping process, all of these disciplines will be receiving results from this assessment activity and be encouraged to utilize these results in order to improve student learning.

Norco College's mission begins by stating that it "serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration." In order to fulfill its mission and continually improve institutional effectiveness, the College is committed to implementing these processes in order to maximize effectiveness in measuring student

learning while minimizing test bias. On a regular basis, the Dean of Institutional Effectiveness ensures that validation is current by regularly connecting with faculty involved in common finals.

#### II.A.2.g. Self Evaluation

The standard is met. The College has procedures in place for ensuring that departmental examinations remain unbiased and are valid measures of student learning.

#### II.A.2.g. Actionable Improvement Plan

None

#### II.A.2.h.

**The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

#### II.A.2.h. Descriptive Summary

Norco College adheres to the requirements set forth in California State regulations (Title 5) and the State Chancellor's Office as well as to the standards established by the Academic Senate and any articulation agreements with other community colleges and institutions. These regulations and standards provide clear guidance in creating curriculum that is appropriate in breadth, depth, and rigor for an institution of higher learning. Faculty produce course content congruent with the goal of assisting students to achieve approved SLOs. For a more complete discussion of the College's work in reviewing and assessing general

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education outcomes see II.A.2.i (see *General Education Workgroup, Website*). Instructors are encouraged to align SLO achievement with the grading process as much as possible, to ensure that no students are given credit for classes in which they fail to achieve the stated learning outcomes for those classes. Review of syllabi in improvement of instruction processes, with particular examination of the formulas by which instructors compute final grades and the weight they give to various requirements, is an ongoing part of this process.

#### II.A.2.h. Self Evaluation

The standard is met. The relationship between course grades and the achievement of student learning outcomes is evidenced by the exemplary work being done by faculty in the assessment of SLOs. The College places particular emphasis on the need for instructors to ensure that students who receive credit for a class are those who have demonstrated achievement of the learning outcomes of the class.

#### II.A.2.h. Actionable Improvement Plan

None

#### II.A.2.i.

**The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

#### II.A.2.i. Descriptive Summary

The College has made a number of efforts to ensure that achievement of programmatic learning outcomes is the basis for awarding degrees and

certificates. All programs and certificates have explicit learning outcomes, periodically reviewed and (as necessary) revised by faculty workgroups, and made explicit in the College Catalog. Mapping of course SLOs to PLOs has been completed for all programs, and gaps analyses are currently underway or completed as part of program assessment projects. Curriculum alignment matrices have been completed (see *Curriculum Maps*) and will be migrated to TracDat once that software has been fully implemented. Program assessment cycles will have been completed for all but the most newly created programs by the end of 2013, which will also help target problem areas in teaching and learning. The College focuses on general education and ADT assessment in fall semesters and CTE and AOE assessment in spring, with the expectation that every program at the College will be assessed at least once every four years on a regular rotation. A four-year cycle of course assessment also supports this effort to ensure that students who receive degrees and certificates have demonstrated competency in the program's learning outcomes.

With respect to general education, as has been noted elsewhere in this Self Evaluation, the GE SLOs were first established in the District in 2006 and then revised and simplified in 2012. (The College sees its GE SLOs as tantamount to institutional SLOs and as a proxy for the UC/CSU intersegmental general education learning outcomes.) All courses in the GE program have been mapped to the original GE outcomes. Since the new outcomes are a simplification and condensation of the earlier outcomes, the College considers that the original mapping still applies, but it does require

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new and revised courses that seek GE status to map to the new outcomes. Efforts to assess the GE outcomes have also been described elsewhere but are vigorous and ongoing. The College has also led a District effort to revise the GE program itself to ensure that students completing the program will have fully achieved its outcomes. A workgroup charged by the District Academic Senate to review the GE outcomes and program met monthly from 2011-13 before issuing its recommendations for revision to the program (see *General Education Workgroup, Website*). Those recommendations include making a speech communication class required rather than optional; requiring students to satisfy a health science/personal development requirement which had formerly been separate from the GE program; and several other major changes in the distribution areas of the program. (This is a significant example of assessment results driving institutional improvement, since this work began as a result of evidence collected from graduating student self-reported learning gains that suggested that they had not all met the learning outcomes for the GE program to the desired extent.) The workgroup spent most of the first year considering general education from a theoretical perspective, reviewing GE programs at other colleges and universities, discussing (and often debating) what foundational skills and knowledge areas college graduates should acquire as part of their general education. Its recommendations will be forwarded to the Academic Senates and Curriculum Committees by the end of Fall 2013 for their consideration.

#### II.A.2.i. Self Evaluation

The standard is met. The assessment and program review processes in place at the College ensure that dialogue is pervasive and ongoing about program-level outcomes and that assessment of student achievement of those outcomes is rigorous and authentic. All new programs must have defined program learning outcomes (and completed course SLO-PLO matrices) as a condition of approval. Annual program review documents and separate assessment reports on Area of Emphasis and GE assessment projects provide evidence that the College is vigilant in its effort to ensure that degrees and certificates awarded by the College have meaning.

#### II.A.2.i. Actionable Improvement Plan

None

#### II.A.3

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

#### II.A.3. Descriptive Summary

A RCCD General Education philosophy statement is incorporated in the College Catalog along with the General Education Student Learning Outcomes (GE SLOs): “The RCCD General Education program prepares students to be able to demonstrate

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an understanding of how knowledge is discovered and constructed in the natural sciences, the social and behavioral sciences, the humanities, and language and rationality. Students will understand the methods of inquiry that underlie the search for knowledge in these fields.”

A comprehensive outline of the required learning areas and a listing of courses that satisfy the requirements for each area are also listed. Faculty have primary responsibility for evaluating breadth, depth, and rigor of courses recommended for the General Education Curriculum and for providing rationales for each course they propose. The Curriculum Committee reviews and recommends submission for approval to satisfy General Education requirements for the California State University (CSU) and University of California (UC) General Education systems. Approval qualifies the course for local General Education status.

GE SLOs are statements that define the knowledge, the skills, and the perspectives acquired by students who satisfy the College’s general education requirements. Originally developed in 2006, the District GE SLOs were revised five years later because the original list of outcomes contained some that were unclear or difficult to assess. A workgroup created by the District Academic Senate began the revision process of the GE SLOs in Spring 2011 and took a proposed revision statement to each of the college Senates and assessment committees in Spring 2012, where they were discussed and approved (see *Academic Senate, Minutes, May 21, 2012*). The District’s revised General Education SLOs are as follows:

**1. Critical Thinking:** Students will be able to demonstrate higher order thinking skills about issues,

problems, and explanations, for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

**2. Information Competency and Technology Literacy:** Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

**3. Communication:** Students will be able to communicate effectively in diverse situations using various forms of communication. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

**4. Self-Development and Global Awareness:** Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.

The GE SLOs were approved by the Board of Trustees on September 18, 2012 (see *Board of Trustees, Minutes, September 18, 2012*).

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### II.A: Instructional Programs

#### II.A.3. Self Evaluation

The standard is met. The College has devoted a significant amount of time in recent years to a consideration of its general education program, spearheading a district-wide effort to revise not only the GE SLOs but also the GE program itself. Significant changes in the program, based on a carefully considered and broadly discussed philosophy of what general education should be, have been proposed and should be implemented, in some form, within the next year. This district-wide effort has also involved reconsideration of what courses are truly fit for inclusion in a “general” education program and which are more appropriate to more specialized education in majors (see *General Education Workgroup Minutes*).

#### II.A.3. Actionable Improvement Plan

None

##### II.A.3.a.

**General education has comprehensive learning outcomes for the students who complete it, including the following:**

**An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

##### II.A.3.a. Descriptive Summary

The revised GE SLOs for the Riverside Community College District indicate that students who complete the program will be “able to demonstrate an understanding of how knowledge is discovered and constructed in the natural sciences,

the social and behavioral sciences, the humanities...” The GE SLOs also say that students “will understand the methods of inquiry that underlie the search for knowledge in these fields.” In developing this statement over a nearly two-year period, the GE workgroup wanted to emphasize that general education involves more than a cafeteria-style selection of a course or two in each of the major knowledge fields, with no coherent unity of purpose. It wanted instead to emphasize that what should be gained from this coursework is an understanding of what it means to think like a social scientist, a natural scientist, a humanist. The workgroup felt that this shift in emphasis represented a significantly different—and better—way of conceiving of general education than had been the case with the old outcomes, and indeed the old program.

At present, the District GE program requires students to take a minimum of three units in the natural sciences, six in the social and behavioral sciences, three in humanities, and 10 in language and rationality. As has been mentioned in II.A.3., changes have been recommended to the program, but the number of units (22) needed to satisfy this distribution requirement is unlikely to change. A number of stipulations, however, are being recommended for a course to count as part of the distribution requirement, and once enacted, they should lead to the modification of many course SLOs and the elimination of some courses from the program—not because they are not good courses but because they do not emphasize, in a sufficiently introductory way, how knowledge is understood and constructed in the field.

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### II.A: Instructional Programs

#### II.A.3.a. Self Evaluation

The standard is met. Norco College has a GE SLO statement that is consistent with the standard; it assesses the courses that map this outcome. It has only recently begun the process of developing a process for systematic review of the program itself (and the courses that make up the program), with modification when necessary to ensure that all students continue to achieve these outcomes. However, the College does not regard that as a deficiency so much as an opportunity, exciting in many of its implications, to periodically rethink its programmatic course patterns, course SLOs, and pedagogies to ensure that students get as profound and deep a learning experience as possible.

#### II.A.3.a. Actionable Improvement Plan

None

#### II.A.3.b.

**A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

#### II.A.3.b. Descriptive Summary

The revised District GE SLOs aggregate the major areas of general education into four broad competencies, three of which map directly to the language of this standard: “Critical Thinking,” “Information Competency and Technology Literacy,” and “Communication.” The GE SLOs define

critical thinking as “higher order thinking skills” that involve problem-solving, hypothesis-testing, argumentation, and logic. This corresponds to the reference in the standard to “critical analysis/logical thinking.” Virtually all colleges and universities declare that their students acquire or improve critical thinking skills as a result of exposure to their GE programs, but Norco College can point to a concerted effort to evaluate the extent to which its graduates actually do demonstrate these skills (see *Critical Thinking Assessment Report 2008; Assessment Report, English 1A, 2011 and 2012; Annual Assessment Report 2012-2013*). The College has also worked to improve the teaching of critical thinking through departmental discussions of critical thinking, faculty development workshops, etc. The Information Competency and Technology Literacy SLO combines computer-related skills with information skills and indicates that students will be able to locate, evaluate, and use information from sources effectively—what the standard refers to as “the ability to acquire knowledge through a variety of means.” This outcome has also been assessed through both direct and indirect means. Finally, the Communication GE outcome combines written, oral, and quantitative literacy together in ways the College finds logical.

The present GE program requires students to take 10 units in “Language and Rationality,” with a heavy emphasis on written expression and analytical thinking. As noted earlier, the GE workgroup has recommended the addition of a required course in oral communication to the program, to ensure that students’ speaking skills keep pace with their written ones. The workgroup also seriously debated the

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

addition of a required computer literacy course, but decided in the end that it would make more sense to advocate for the teaching of more information competency (as well as critical thinking, quantitative literacy, and global awareness/civic engagement) throughout the curriculum. Direct and indirect assessments of Norco College students suggest that the program is generally producing graduates who can think, write, compute, and manage information effectively (see *Annual Assessment Reports 2010-11, 2011-12, 2012-13*).

#### II.A.3.b. Self Evaluation

The standard is met. The College has a general education program with comprehensive learning outcomes in communication skills, information competency, scientific and quantitative reasoning, and critical thinking. Recent CCSSE data indicate that 69.7 percent of respondents say that their experience at Norco College helped them acquire a broad general education “quite a bit” or “very much”; 61.4 percent said it helped them quite a bit or very much to “write clearly and effectively.” (Another 25.4 percent said their College experience helped them “some” to become better writers.) More than seven out of ten students reported that their Norco College experience helped them “quite a bit” or “very much” in thinking critically and analytically—a higher percentage than that of the 2013 peer group (see *CCSSE Item Frequencies 2013*). The College is also engaged in robust processes to assess student achievement in these areas to improve teaching and learning. Critical thinking remains perhaps the greatest challenge, in part because the meaning of the concept itself is subject

to so much debate and misunderstanding. A 2008 study of critical thinking in the District, led by Norco College, revealed that faculty disagree about what critical thinking means and sometimes believe they are teaching it when they are only asking for rote memorization or low-level description or narration from students (see *Critical Thinking Assessment Report 2008*). Deficiencies in critical thinking scores in recent English 1A assessments seem partly to be a function of deficiencies in the assignments students were asked to address—in some instances, they simply didn’t require students to think critically (see *Assessment Report, English 1A, 2012*). Similarly, the communications studies faculty recently discovered in an assessment project that the three full-time faculty members had very different understandings of what constituted effective communication, even when they were using the same rubric. Clearly, though, the fact that the College has been in vigorous discussion of some of the most contested terms in higher education is significant. It should help move the GE outcomes from the status of mere slogan to something truly measurable and hence achievable.

#### II.A.3.b. Actionable Improvement Plan

None

#### II.A.3.c.

**A recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**



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### II.A: Instructional Programs

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#### II.A.3.c. Descriptive Summary

The revised GE SLOs for the College have “Self-Development and Global Awareness” as one of the four core learning outcomes for the program. The Global Awareness element of the SLO employs the language of the standard verbatim: “an understanding of what it means to be an ethical human being and effective citizen,” defined primarily as cultural awareness and respect. The coursework in the GE program through which students achieve this outcome comes especially from the humanities and social sciences, the vast majority of whose courses have SLOs that map to this outcome. Many social science courses in particular have assessed this outcome at the course level, and the College is conducting a Fall 2013 project evaluating the extent to which students in the program actually achieve it.

The civic engagement outcome at the College is also achieved by many students through their involvement in co-curricular activities. They show their willingness to assume social, civic, and political responsibility by their involvement in a number of activities that benefit the College and community. For example, the Associated Students of Norco College were actively involved in Proposition 30, the measure which would temporarily raise California state tax rates to fund education. During this campaign, students demonstrated pride in their college and served as vocal and active representatives to the community. They also encouraged voter registration.

Several cultural celebrations take place on an annual basis highlighting cultural diversity. The College has a wide range of diverse student organizations such as

the Anthropology Club, Black Student Alliance, Gender Sexuality Awareness Club, Green Health Club, Latinos Promoting Education and Culture, Muslim Student Association, Mustangs for Christ, Puente Program, Veterans Club, and The Talented Tenth Program, among others. These organizations promote the value of cultural awareness and help bring diverse groups of students together. The organizations consistently work together on various activities and have supported each other’s events throughout the academic year (see *Associated Students of Norco Website*).

The Disability Resource Center (DRC) works with campus leaders (students, staff, faculty, and administrators) to conduct “brown bag” lunchtime series to discuss topics such as disability etiquette, adaptive technology, diversity equity and compliance and has created a useful handbook to assist faculty in meeting the needs of students with disabilities (see *Disability Resource Center, Website; Disability Resource Center Workshop Announcement*). DRC informative sessions are also conducted during Faculty Flex Day programs. DRC is also invited by individual faculty members to speak about their services during class time.

The Equity/Matriculation Committee, which recently merged with the Student Success Committee, serves as a continuous monitor of the College’s progress in providing student equity. The Student Equity Plan serves as a road map in making improvements for diverse groups of students on campus (see *Student Equity Plan, March 2010*). The goal is to measure any appreciable, positive changes in student success for disaggregated groups of students

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### II.A: Instructional Programs

(ethnicity, disability, age) as well as to provide direction and suggestions to the College on ways to improve access and success for students in meeting their educational goals.

#### II.A.3.c. Self Evaluation

The standard is met. The College provides students with many opportunities, both inside and outside of the classroom, to learn about and demonstrate their knowledge of what it means to be an ethical human being and effective citizen. A learning gains survey administered to College graduates shows that the vast majority believed they had made moderate or significant gains at the College in their “awareness of diversity” and their understanding of “alternative viewpoints” (see *Annual Assessment Report 2011-12; Appendix C*). CCSSE data from 2013 indicate that more than half of the respondents said that they often or very often “had serious conversations with students of a different race or ethnicity other than [their] own,” better than the 2013 peer group. CCSSE data also suggest that the College does better than its peer group in “encouraging contact among students from different economic, social, and racial or ethnic backgrounds” (see *CCSSE Item Frequencies 2013*).

#### II.A.3.c. Actionable Improvement Plan

None

#### II.A.4.

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

#### II.A.4. Descriptive Summary

The College offers a number of well-developed degree programs. Seven Area of Emphasis degree programs are broadly designed and interdisciplinary, requiring students in most cases to choose a minimum of two courses from a minimum of three areas of study. They include Associates of Arts degrees in Administration and Information Systems (68 degrees awarded in 2013); Communications, Media, and Languages (38); Fine and Applied Arts (10); Humanities, Philosophy, and Arts (84); Kinesiology, Health and Wellness (12); and Social and Behavioral Sciences (238); as well as an associate of sciences degree in Math and Sciences (137).

The College also offers six Associate Degrees for Transfer programs in specific fields of study (as of Fall 2013), with six more under development. These degrees articulate to institutions in the California State University system and prepare students for transfer in specific areas of academic study. In addition, the College offers 14 locally approved certificates in Career and Technical fields and 30 Associate Degrees/State Approved Certificate patterns in Career and Technical fields (see *College Catalog 2013-2014*).

#### II.A.4. Self Evaluation

The standard is met. Each of the College’s degree programs includes at least one area of focused study or an established interdisciplinary core.

#### II.A.4. Actionable Improvement Plan

None

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### II.A: Instructional Programs

#### II.A.5.

**Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

#### II.A.5. Descriptive Summary

In accord with the College mission, the institution provides a comprehensive curriculum, including career and technical education programs. The mission emphasizes the use of emerging technologies, many of which are present in the College's career and technical certificate and degree programs.

Norco College offers 44 career/technical certificates and 30 degree programs designed for comprehensive educational experience and/or possible transfer to four-year colleges and universities (see *College Catalog 2013-14*). Career and technical education programs are designed with industry and businesses to provide students with the skills and knowledge required for employment, licensure, and/or improvement of current levels of education and required skill competencies (referenced fully in II.A.2.b).

The following CTE courses/programs prepare their students for external examinations recognized by their industry or required for employment:

- Business Administration: Logistics Management Concentration
- Business Administration: Real Estate Salesperson and Transaction
- Introduction to Pro Tools (MUC-3)
- Intermediate Pro Tools: 110 (MUC-4)

- Logistics Management
- Certified SolidWorks Associate (Engineering 42 and 42b)
- Multiple manufacturing programs include the Occupational Safety and Health Administration (OSHA) certification
- California Child Development permit (ECE certificate)

Regardless of industry certification alignment, all CTE curriculum is revised regularly as part of program review to reflect current skills needed in each occupational program. Industry advisory committees established for the College's CTE programs are facilitated annually by its CTE administration and discussions are led by full-time and/or part-time faculty in each respective discipline. Industry representatives as well as community/business members currently working in related fields serve on each program's Advisory Board. All industry advisory committees meet annually each spring at a half-day breakfast and working meeting entitled the Norco College Industry Summit (see *Industry Summit Agenda 2011; 2012; 2013*). A major topic of discussion at these advisory meetings concerns the extent to which the curriculum meets the workforce needs of the respective industries. Advisory members also give input regarding the applied, academic, technical, and basic skills needs that enhance a student's ability to be successful in the workplace (see *Industry Summit Minutes 2012; 2013*). An active goal of such advisory groups is to identify competency levels and to recommend student learning outcomes for the career and technical courses, certificates, and degree programs under their review.

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### II.A: Instructional Programs

Because the primary objective of the career and technical certificate programs is immediate employment in a specialized area, certificate programs typically include only those courses that have a direct bearing on specialized occupational competency. Thus, the College offers 14 programs that are under 18 units and defined as “locally approved.” Professional/technical competency is demonstrated through grades earned, mastery of program-level student learning outcomes, ability to transfer course units to institutions of higher education, employment statistics, Perkins Core Indicator data, and student follow-up surveys. Another method of ensuring proficiency in the CTE certificate programs is that only courses in which the student earns a C grade or better are acceptable for completion of these programs.

The District’s Office of Institutional Research has worked with the campus-based CTE faculty and administrators to develop an instrument to measure student’s technical and professional employment competencies as well as their perceptions of the occupational education they received. CTE student graduates completing programs during 2009-2011 were interviewed via telephone during the Spring 2012 term, resulting in 545 completed interviews. From among those interviewed, 75 percent of respondents were currently employed (6 percent were still in school or retired, and 7 percent were unemployed and not seeking employment), 96 percent of respondents affirmed that they improved their job-related skills, and 94 percent cited their RCCD education and training as helping them to compete with others in their field. The majority of RCCD career and

technical education program completers reported improvements in their current job situation, a new job, or a better job as a result of attending a RCCD CTE program. Also, open-ended comments were overwhelmingly positive (see *Career and Technical Education 2012 Graduate Follow-Up Survey Presentation*).

#### II.A.5. Self Evaluation

The standard is met. Survey results from CTE program completers are overwhelmingly positive, with respondents citing their technical and professional ability in the workplace. Few programs have access to in-depth results of their third party examinations. As a result, CTE programs rarely use third party examinations to assess SLOs.

#### II.A.5. Actionable Improvement Plan

None

#### II.A.6.

**The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.**

#### II.A.6. Descriptive Summary

The College assures that information about programs is clearly and accurately

## Standard II: Student Learning Programs and Services

### II.A: Instructional Programs

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reflected in the College Catalog. Clarity of description is assured during program development as new programs or modifications or additions to existing programs move through the curriculum approval process, which involves required approval of the College Curriculum Committee and the District Technical Review and Curriculum Committees. Accuracy is assured during the annual update of the College Catalog. This annual project is under the direction of the Office of the Dean of Instruction in close collaboration with key college wide departments and with the support of District administration and staff. Information about the recent state-approved additions and modifications to the College's programs is updated by District staff. The updates are reviewed for accuracy by college-level stakeholders, including deans of instruction, the faculty chair of the Curriculum Committee, and the College's articulation officer.

All courses and programs must identify student learning outcomes and/or program level outcomes during the curriculum approval process. SLOs are regularly reviewed and updated during the annual and the comprehensive program review processes.

The Norco Faculty Guide provides guidance to faculty regarding the inclusion of key elements in their course syllabi (see *Faculty Guide, Fall 2013*). Among those elements is the inclusion and clear identification of the Student Learning Outcomes for the course. Syllabi from every course taught at the College are collected and archived every term by the Office of the Dean of Instruction. The syllabus repository is accessible through a shared administrative file. In addition,

syllabus review is a component of every regularly scheduled full-time and part-time faculty evaluation.

To assure adherence to the course outline of record, which includes course objectives and student learning outcomes, the College has established routine cycles of evaluation for both full-time and part-time instructors. Peer, administrative, and student evaluation of instruction is part of this Improvement of Instruction process. The scope of the evaluation includes adherence to the course outline of record.

#### II.A.6. Self Evaluation

The standard is met. The College has established processes to assure that accurate information about College programs is published on the College website and in program-specific brochures and publications as well as in the College Catalog and received by students in the course syllabus. In addition, processes are also in place to assure adherence to the course objectives and learning outcomes in all sections.

#### II.A.6. Actionable Improvement Plan

None

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### II.A: Instructional Programs

#### II.A.6.a.

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

#### II.A.6.a. Descriptive Summary

Transfer-of-credit policies are explained in the College Catalog, which details policies regarding granting of credit from other institutions and includes advanced placement with credit, career advancement placement with credit, credit by examination, the College-Level Examination Program (CLEP), and the granting of credit for military service (see *College Catalog 2013-2014*). Questions dealing with the equivalency of courses from other institutions are addressed by the Admissions and Records evaluator and by the appropriate discipline faculty (see *Board of Trustees BP4235/AP 4235 Credit by Exam*).

As curriculum is developed or existing curriculum is modified, it must move through the College's curriculum approval process. The College's Articulation Officer is a member of the Curriculum Committee and also maintains lines of communication with the District's Office of Education Services to be informed as new courses receive required state approval. As curriculum is approved, the

Articulation Officer works to develop articulation agreements for courses, especially with local California State Universities and University of California campuses. In addition, a number of articulation agreements exist between Norco College and private universities, all of which are posted on the College website (see *Transfer Center, Website; Transfer Center: Private Colleges, Webpage; Articulation Agreement, University of Redlands*). External institutions work closely with the offices of Student Services and Academic Affairs to develop articulation agreements that fairly and effectively meet the needs of students. Articulation agreements are ultimately approved by the College President (see *Articulation Agreement, University of Redlands*).

#### II.A.6.a. Self Evaluation

The standard is met. The College clearly states transfer-of-credit policies in the College Catalog and information is readily available from the Admissions and Records office and on the College website (see *Admissions and Records: Frequently Asked Questions, Webpage*). The College develops and implements articulation agreements between institutions where a pattern of student enrollment between institutions is identified.

#### II.A.6.a. Actionable Improvement Plan

None

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#### II.A.6.b.

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

#### II.A.6.b. Descriptive Summary

A District Board policy and administrative procedure exists which clearly delineates the process for program discontinuance (see *Board of Trustees BP4021 Program Discontinuance*). Should a program be discontinued, students are afforded catalog rights. Students who enrolled in a year prior to the year in which a program is discontinued, and have maintained continuous enrollment, have the option of either meeting the current requirements or those which were in effect at the time that their continuous enrollment began. Catalog rights apply to students for programs in which they have been continuously enrolled during spring and fall semesters (see *College Catalog 2013-2014, pp. 39-40*). Students have the option of fulfilling the requirements of either the current catalog year or the catalog requirements for the year they entered the College. If a program is discontinued or significantly changed or a course in a program is no longer available, affected students are identified by the Dean of Institutional Effectiveness and contacted by email. Counselors are also notified of any programmatic changes so that they and the program faculty can assist the students, identify a substitute course, and/or authorize a variance for a course substitution. If a discontinued course is currently active and offered at Riverside City or Moreno Valley colleges, students

are encouraged to take advantage of these offerings within the District. For example, in 2012 the College condensed many Electronics program offerings into one new program entitled “Digital Electronics.” Students needing to take selected classes to finish their certificate program were identified by their course-taking behavior. Those selected classes were offered one final time to allow the identified students to complete their certificate program (see *ELE Students Courses Completed 11-2011*). Currently, AP 4021 is under review by the Senate and may be revised.

Courses which undergo deletion or exclusion are removed from all affected majors and certificates, and all references to the inactivated course are removed from the College Catalog as part of the approval process by the Board of Trustees (see *Board of Trustees, Minutes, December 11, 2012 and May 21, 2013*). Department and discipline minutes are requested in support for removal of the course. The course and program histories reside in the District Educational Services office.

#### II.A.6.b. Self Evaluation

The standard is met. The College has an approved administrative procedure to ensure all necessary and appropriate steps are taken when courses and programs are discontinued. When programs are eliminated or program requirements are significantly changed, the College makes arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

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#### II.A.6.b. Actionable Improvement Plan

None

#### II.A.6.c.

**The institution represents itself clearly, accurately and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

#### II.A.6.c. Descriptive Summary

The College conducts regular reviews of its policies and practices regarding publications to ensure accuracy. The annual publication of the College Catalog involves review of content at the District and by key College level entities to ensure accuracy.

The electronic representation of the institution is reviewed twice during the academic year; once prior to the summer/fall terms and again prior to the winter/spring terms. This project is under the direction of the Office of the Dean of Instruction in close collaboration with the operational managers college wide. Under the direction of the Vice President, Academic Affairs, online content is reviewed and updated regularly, including hours of operation, contact information, links, and other information.

The College provides information compiled by the State Chancellor's Office regarding student achievement. The recent implementation of the state

Scorecard provided a standardized means for the public to easily locate institutional data from the College website, though Norco College does not yet have college-specific data as a function of its initial accreditation in 2010. Additional information such as the ARCC Report and the Norco College Fact Book is available online through the College's Office of Institutional Effectiveness.

#### II.A.6.c. Self Evaluation

The standard is met. The College conducts regular review of its policies and practices regarding publications and electronic representation of the institution in order to ensure accuracy and integrity.

#### II.A.6.c. Actionable Improvement Plan

None

#### II.A.7.

**In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

#### II.A.7. Descriptive Summary

Academic freedom is "fundamental for the protection of the right of the teacher in teaching and of the student's freedom in learning" (see *Board of Trustees BP 4030 Academic Freedom*). As a valued and protected aspect of the academic environment, policies pertaining to



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academic freedom are publicized in the College Catalog and on the website (see *College Catalog, 2013-14, p. 3*). The Schedule of Classes, Catalog, and Student Handbook publicize policies addressing academic honesty.

#### II.A.7. Self Evaluation

The standard is met. Existing Board policies assure clarity regarding the College's commitment to academic integrity, academic freedom, and academic honesty.

#### II.A.7. Actionable Improvement Plan

None

##### II.A.7.a.

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

##### II.A.7.a. Descriptive Summary

In 2002, the Board of Trustees approved a Senate resolution to accept the California State Academic Senate's adoption of the Professional Ethics Statement of the American Association of University Professors for faculty (AAUP). Additionally, the Board of Trustees established the:

- "Institutional Code of Professional Ethics" policy on May 15, 2007
- "Academic Freedom" policy on May 15, 2007
- "Intellectual Property and Copyright" policy on April 13, 2009

The Academic Senate, working in conjunction and in dialogue with the departments and disciplines, deals with

academic integrity in the teaching/learning process. The process and institutional commitment to the free pursuit and dissemination of knowledge is clearly stated in the Faculty Handbook (see *Faculty Handbook*). Methods of implementing this standard include the use of new faculty orientations, FLEX workshops throughout the year for faculty, and instruction on maintaining academic integrity in syllabi.

#### II.A.7.a. Self Evaluation

The standard is met. Board of Trustees polices, working in conjunction with the instructor evaluation process and discussions about professional integrity in workshops and meetings have ensured that faculty distinguish between personal conviction and professionally accepted views.

#### II.A.7.a. Actionable Improvement Plan

None

##### II.A.7.b.

**The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

##### II.A.7.b. Descriptive Summary

Norco College through the RCCD Board of Trustees has established a policy concerning student academic honesty (see *Board of Trustees BP 5500 Standards of Student Conduct*). The policy can also be found in the College Catalog along with the consequences for dishonesty, which faculty may use voluntarily to report academically dishonest students to the appropriate administrator (see

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*College Catalog 2013-2014, pp. 12, 23*). In addition, in Spring 2012, the District Academic Senate approved guidelines for the enforcement of academic honesty (see *Academic Dishonesty Reporting Form*). The Fall 2013 Norco College Faculty Guide states that the syllabus for each course must have a statement about the Academic Honesty Policy (see *Faculty Guide, Fall 2013*).

The procedure for addressing violations of academic honesty has been vetted and discussed recently relative to the District Academic Senate procedure noted above (see *District Academic Senate, Minutes, May 30, 2012*).

#### II.A.7.b. Self Evaluation

The standard is met. The College Catalog highlights the most recent policies regarding academic honesty.

#### II.A.7.b. Actionable Improvement Plan

None

**II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

#### II.A.7.c. Descriptive Summary

As a public institution, Norco College imposes no specific beliefs or worldviews on its faculty, staff, administrators, or students, nor does it seek to instill specific beliefs or worldviews.

#### II.A.7.c. Self Evaluation

The standard is met.

#### II.A.7.c. Actionable Improvement Plan

None

**II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

#### II.A.8. Descriptive Summary

The College has a long-standing study abroad program in collaboration with the other colleges in the District (see *Study Abroad, Website*). Most recently, Norco College students, along with students from elsewhere in the District, had the opportunity to study in Florence, Italy (see *Study Abroad Flyer, Fall 2013*). Faculty teaching in these Study Abroad programs are RCCD faculty and the students enrolled in these programs are regular college students. Thus, no curricula are offered to students who are other than U.S. nationals.

#### II.A.8. Self Evaluation

The standard is met.

#### II.A.8. Actionable Improvement Plan

None

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

#### **II.B. Student Support Services**

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

#### **II.B. Descriptive Summary**

The College Catalog contains guidelines for admission into the College. Steps to apply and specific application periods based on student types are available for the general public. The College follows an open enrollment policy and works to ensure that prospective students understand the nature of its courses and programs before enrolling in them.

In response to proposed legislative changes, in Spring 2012 an Enrollment Priorities ad hoc committee worked collaboratively district wide to change the District's Administrative Procedures for enrollment priorities from favoring continuing students, based on accrual of course units, to one that provides greater access to students in good academic standing; those making progress towards a certificate, degree, transfer, or career advancement objective; and first-time college students participating early in assessment, orientation, and counseling

(see *Board of Trustees BP5055 Enrollment/Registration Priorities; AP5055 Enrollment Priorities; AP5056 Registration Priorities*).

Discussions about access, progress, learning, and success occur most frequently in the Student Success (SSC) and Equity/Matriculation (EMAC) Committees, which recently merged to become one committee called the Student Success Committee. For example, as a result of having administrators who were serving on workgroups at the state level, EMAC discussed changes to the language of Title 5 related to common assessments, and services to veterans and foster youth (see *Equity/Matriculation Committee, Minutes, November 1, 2012*). In another example, the SSC discussed models for increasing students' persistence and success through English and Math (see *Student Success Committee, Minutes, April 23, 2012*). Because the memberships of these committees represent instruction as well as Student Services and also include student representatives, the decisions and initiatives which they implement are designed to support students' progress at every step of their academic experience.

#### **II.B. Self Evaluation**

The standard is met. Enrollment priorities were recently revised in response to statewide changes stemming from the Student Success Act of 2012. Dialogue on student access, progress and learning occur regularly within the College's shared governance structure.

#### **II.B. Actionable Improvement Plan**

None

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

#### II.B.1.

**The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

#### II.B.1. Descriptive Summary

Norco College's mission is "to serve our students, our community and its workforce by providing educational opportunities, celebrating diversity and promoting collaboration" (see *Mission and Core Commitments*). Consistent with this mission, Student Services is dedicated to educating, serving, supporting, and promoting student success for a diverse community of learners in a student-centered environment (see *Student Services Mission Statement*). Through the annual program review process, all student services areas identify in their philosophy statements how their area serves the mission of the institution.

Student services at Norco College are offered both on campus and via technology. On-campus student services are available five days a week, including one evening. Additionally most service areas offer support through phone, Internet, and email (see *Inventory of Service Delivery for Students*). Annual review of the Inventory of Service Delivery for Students in the Student Services Planning Council ensures a self-assessment process with the goal of continual improvement in how the College delivers services and provides information to students through multiple modalities. The Inventory provides a snapshot of what services and information means are available for

students to access and identifies their availability either in person or online, such as transcripts, eportfolios, schedule of classes, and placement testing. In addition, the Inventory identifies multiple access points in the dissemination of information, such as on a static web page, interactive web page, automated (SARS and text) message, social media, letters, or telephone.

On campus, student services are located in four different structures, each within close proximity to the others:

- **Student Services Building:** Admission and Records; Cashier's Office; Counseling Services (including Puente and Talented Tenth/T3p); Dean of Student Services; Student Financial Services; Transfer Center; TRiO Student Support Services; Vice President Student Services; Veterans Services
- **Center for Student Success:** CalWORKs; Career and Job Placement Center; Cooperative Agencies Resources for Education (CARE); Disability Resource Center (DRC); Extended Opportunity Programs and Services (EOPS); Foster Youth Support Services (FYSS); Outreach; Student Employment
- **Library/Learning Resource Center:** Health Services; Placement Testing; Tutorial Services
- **Portable A:** Upward Bound Centennial High School; Upward Bound Corona High School; Upward Bound Norte Vista High School

The availability and variety of services offered are designed to strengthen student learning, increase student access and achievement, improve quality of student life, and create effective community

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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partnerships—integral parts of Norco College’s Strategic Plan (see *Strategic Plan and Process 2013-2018*).

Continuous reevaluation of Student Services’ programs through analysis of quantitative data and assessment enhances student access, progress, and learning; it also helps maintain high-quality programs and services. Student Services uses a variety of research-driven processes, including regular self-evaluations through student surveys and annual program reviews, to ensure the quality of its services. Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs) resulting from this ongoing review are developed, maintained, and updated regularly (see *Student Services Program Reviews*).

All Student Services areas are required to complete annual program reviews. Student Services Program Reviews contain three sections:

1. Area Overview
2. Assessing Outcomes
3. Needs Assessment

The *Area Overview* includes the area’s mission, philosophy statement, summary, strengths, and students served. The *Assessing Outcomes* section includes:

- a snapshot of the prior year’s objectives and assessment plan along with a description of how the area used their outcome data for programmatic modifications (i.e., “Closing the Loop”)
- the current year’s objectives and assessment plan
- 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 Internet (see *Student Services Program Review*).

In addition to the program reviews in all service areas, Student Services completes an administrative unit program review. Through collaborative efforts within the management team, the administrative unit program review is developed. The administrative team specifies major goals and objectives, major functions, an outcomes-based assessment plan, and a needs analysis (see *Student Services Program Review*).

An integral part of the program review process is the comparative assessment of on-campus vs. online delivery of services, especially in the area of Counseling. Counseling has made many services available online for students, such as scheduling appointments (ESARS), Academic Review, online appointment for Distance Education students, and orientation videos. As an example of the comparative assessment, the Counseling department noted a difference in the show rate between face-to-face counseling appointments (77.86 percent in 2011-2012) and online counseling appointments (31.8 percent in Spring 2012). The data suggested the need to investigate factors contributing to this difference (see *Student Services Program Review, Counseling 2011-12*). In Fall 2012, the Counseling department added additional staff contact prior to online appointments and this doubled the online counseling show rate (from

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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31.8 percent to 71 percent) (see *Student Services Program Review Counseling 2011-12*). Results from this investigation should lead to the increased use of online counseling services.

Since Norco College began reporting MIS data as an independent college in Fall 2010, Student Services has obtained program review data reports for special student support programs. These reports provide student services areas with the following data: student demographics (gender, ethnicity, and age); success rates (student grades); and term-to-term persistence rates (fall to spring, spring to fall, and fall to fall). The data sets are used to examine particular trends and service needs of these student groups with the intention of increasing access, retention, persistence, and student success.

In addition to using program reviews to enhance educational experience, Student Services personnel interact and maintain an ongoing dialogue about student access, learning, and success with College constituencies both informally and through established forums such as:

- Advisory and committee meetings (Grants Advisory Committee, EOPS/CARE Advisory Committee, Foster Youth Success Committee, Norco Legacy, Norco Assessment Committee, Program Review Committee, Student Success Committee, Talented Tenth Program, and TRiO)
- Associated Students of Norco College (ASNC–Student Government)
- Department meetings (Student Services, Counseling, Admissions and Records, Financial Aid, academic departments)
- Planning councils (Academic

Planning Council, Business and Facilities Planning Council, Committee of the Whole, Institutional Strategic Planning Council, Student Services Planning Council).

Membership in these forums includes students, faculty, staff, and administrators. Community members are also invited to participate in some meetings. The focus of these forums is to maintain a supportive learning environment, enhance the educational experience, and contribute to students' personal and academic growth. Members regularly review pertinent data, participate in open dialogue, and recommend revisions to improve existing programs and services or develop new programs and initiatives to address unmet student needs.

An example of this is the development of a student access initiative resulting from an analysis of data. In 2011-2012, budget cuts resulted in limited College course access to local high school graduates. To address this issue, Norco College students, staff, faculty, and administrators worked collaboratively with Corona-Norco Unified School District (CNUSD) personnel to develop the Summer Advantage program. This program provides recent CNUSD graduates an opportunity for a successful high school transition to college. The program consists of academic workshops (for students scoring below college level in math and/or English) and an extended orientation, developed and presented by Counseling faculty and other Norco College personnel. This early college experience guarantees completers early registration, an appropriate English course in their first year, and the opportunity to develop a comprehensive educational

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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plan with a counselor. Students who complete the academic workshops, developed and taught by Norco College faculty, can advance one or more levels in math or English (see *Summer Advantage Program, Website*).

In addition to College collaboration efforts, many student services are enhanced through district wide involvement. Examples of this need for District collaboration are a) when new legislation is enacted, such as the Student Success Act of 2012; b) when services require District coordination, such as revisions to the student system (Colleague) which affect all colleges; and c) when changes to Board Policy or Administrative Procedures are proposed. Student Services personnel participate in the following standing as well as ad hoc District meetings:

- Admissions and Records
- Core Operations Advisory Team
- District Strategic Planning Committee
- District Student Coordinating Council
- Informational Services
- Student Activities Coordinators
- Student Financial Services
- Student Services Vice Presidents

In response to proposed legislative changes, in Spring 2012, an Enrollment Priorities ad hoc committee worked collaboratively district wide to change the District's Administrative Procedures for enrollment priorities from favoring continuing students, based on accrual of course units, to one that provides greater access to students in good academic standing (those making progress towards a certificate, degree, transfer, or career advancement objective); and first-time college students participating early in assessment, orientation, and counseling

(see *Board of Trustees BP5055 Enrollment/Registration Priorities; AP5055 Enrollment Priorities; AP5056 Registration Priorities*).

In addition to ad hoc groups that address specific needs, areas collaborate to develop initiatives addressing specific areas of concern at the College. For instance, in 2011-2012, College program leaders, faculty, and community members came together to address the need for greater access and student success for African American students. In Winter 2012, Norco College launched the Rites to Thrive Program, inviting prospective and current college students to an intensive six-week learning community focused on self-development and educational/career development (see *Rites to Thrive Flyer 2012*).

#### II.B.1. Self Evaluation

The standard is met. Norco College assures the quality of its student support services and demonstrates that these services, regardless of location or means of delivery, support student learning, and enhance achievement of the mission of the institution. Students are supported in achieving their personal and academic goals through many departments and programs in Student Services. These programs are regularly evaluated through a number of measures, including authentic assessment, course and program completion, student satisfaction surveys, and anecdotal observations. Nearly 80 percent of the 357 student respondents in a recent survey agreed that "Norco student support services...are open enough hours of the week to allow me adequate assistance for my educational needs" (see *Accreditation Survey 2013*).

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

#### II.B.1. Actionable Improvement Plan

None

#### II.B.2.

**The institution provides a catalog for its constituencies with precise, accurate, and current information.**

#### II.B.2. Descriptive Summary

The Norco College Catalog is divided into eight major sections (General Information, Student Information, Graduation Requirements, Requirements for College Transfer, Curricular Patterns, Course Descriptions, Faculty, and District). The rules, regulations, policies, fees, courses of study, and academic requirements that appear in the catalog are updated and current as of the time of its publication. Although every effort is made to ensure accuracy of the information in the catalog, students and others who use it are encouraged to consult with a counselor, dean, department chair or program director for additions, deletions or changes.

The College Catalog is revised and updated annually through the collaborative efforts of staff, faculty, and administrators. It is finalized and approved by the Board of Trustees before the end of every spring semester in preparation for the upcoming academic year. A Catalog Addendum was published for the first time in 2012-2013 to include recent state-approved degrees. Catalogs and addendums can be found on the College website (see *College Catalog Addendum 2012-2013*).

Various departments, including the library and special programs, provide physical copies for students to use as

reference. Computers with Internet access are available throughout the campus, which may be used to review the catalog. In addition to the catalog, pertinent information may be found in other College publications, including the Schedule of Classes and the Student Handbook, both of which are also available on the College website.

#### II.B.2. Self Evaluation

The standard is met. The College provides its constituencies with a catalog that is updated each year for accuracy. A mid-year addendum is published to include recently approved state degrees. Students can access the catalog online or in person at various offices across campus.

#### II.B.2. Actionable Improvement Plan

None

#### II.B.2.a.

**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

##### **General Information:**

- **Official Name, Address(es), Telephone number(s), and Website Address of the institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Name and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**



## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

#### II.B.2.a. Descriptive Summary

The Norco College Catalog includes the following information (noted by location): (see *College Catalog 2013-2014*):

- Official name, address, and telephone number(s) are listed after the President's Message, which includes other colleges and educational sites belonging to Riverside Community College District (RCCD). Website address is listed after the President's Message.
- Educational mission and program length are included in Section I.
- Course, program, and degree offerings are listed in Sections IV through VI.
- Academic calendar is included in the initial pages before Section I.
- Academic freedom statement is included in Section I.
- Available student financial aid is included in Section II with other special programs and services.
- Available learning resources are listed in Section II.
- Name and degrees of administrators and faculty are listed in Section VII.
- Names of governing board members are listed on the inside front cover.

#### II.B.2.a. Self Evaluation

The standard is met. The catalog contains all necessary information about Norco College and is available online and in paper copy. A systematic review of every aspect of the catalog ensures accuracy and currency in each catalog publication.

#### II.B.2.a. Actionable Improvement Plan

None

#### II.B.2.b.

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

##### Requirements:

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

#### II.B.2.b. Descriptive Summary

The catalog provides guidelines and procedures pertaining to the following areas (see *Norco College Catalog*):

##### *Admissions*

The catalog contains guidelines for admission into Norco College. Steps to apply and specific application periods based on student types are available for the general public. Once the application is initiated, students are also guided through a series of email notifications leading up to the course enrollment or waitlist options. Admissions information is included in the initial page of Section I of the General Information.

The College administers the guidelines indicated in various Board Policies and Administrative Procedures (see *Board of Trustees BP3410/AP3410 Nondiscrimination; BP5010/AP5010 Admissions; BP5011/AP5011 Admission and Concurrent Enrollment of High School and Other Young Students; BP5052/AP5052 Open Enrollment*).

##### *Student Fees and Other Financial Obligations*

Student fee types are detailed in the

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

College Catalog and exact term-based cost of fees are included in the Schedule of Classes and the College website (see *Schedule of Classes, Webpage; Norco College, Website*). Enrollment and health fees are mandated and additional enrollment fees are determined based on residency classifications. Other service-related fees such as Student Services, transcript requests, enrollment verifications, and parking are optional and fee charges for optional services may be adjusted and published when applicable. Information pertaining to fees and other charges are included in the General Information of Section I in the catalog.

Norco College administers the guidelines indicated in various Board Policies and Administrative Procedures (see *Board of Trustees BP5030/AP5030 Student Fees; BP5020/AP5020 Non-Resident Tuition; BP5031/AP5031 Instructional Materials Fees; BP4630/AP4630 CTE Program Customer Fees; BP6750 Parking Fees*).

#### ***Degree, Certificate, Graduation, and Transfer***

Approved degree curricular patterns, including state and locally approved certificates, are referenced in the catalog. The complete course and unit requirements for degrees and certificates are listed with a brief program description and detailed with program learning outcomes. Curricular patterns are included in Section V of the catalog. Information related to graduation requirements includes course and unit completion requirements, evaluation of previous course credits, and grade point

average (GPA). College unit residency is listed in Section III. Transfer patterns are listed and detailed under the IGETC and CSU GE Certification requirements in Section IV of the catalog. While degree, certificate, graduation and transfer information is clearly described in the catalog, information pertaining to these areas is also available at the College website and on campus.

Norco College administers the guidelines indicated in various Board Policies and Administrative Procedures (see *Board of Trustees BP4100/AP4100 Graduation Requirements for Degrees and Certificates; BP4102 Career and Technical Programs; BP4025/AP4025 Philosophy and Criteria for Associate Degree and General Education; BP4020/AP4020 Program, Curriculum, and Course Development*).

#### **II.B.2.b. Self Evaluation**

The standard is met. The Norco College Catalog provides precise, accurate, and current information for its constituencies pertaining to admissions; student fees; other financial obligations; and degree, certificate, graduation, and transfer requirements. The College works collaboratively and effectively to provide updated information in the catalog and other publications used throughout the College departments.

#### **II.B.2.b. Actionable Improvement Plan**

None

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

#### II.B.2.c.

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

**Major Policies Affecting Students:**

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

#### II.B.2.c. Descriptive Summary

The catalog provides precise, accurate, and current information concerning the major policies listed above (see *College Catalog, 2013-2014*). BP/AP 2410 outlines the process the District follows to adopt, revise, or amend Policies of the Board of Trustees and/or Administrative Procedures that have been developed to implement the Board Policies. Changes to Board Policies require a majority vote of the Board of Trustees, while revisions to Administrative Procedures are under the purview of the Chancellor.

Any administrator or District constituency (CTA, CSEA, Student Senate, Academic Senate, etc.) may submit a request for a new policy/procedure or change to any existing policy or procedure to the office of the General Counsel. The office of the General Counsel:

- makes sure that the item does not violate any state or federal laws, regulations, or codes;
- discusses the item with the requesting party and the appropriate vice chancellor; and
- ensures that all appropriate District

constituencies have had input on the content and have approved the item, and brings the item to the Chancellor's Executive Cabinet for review and approval.

Once the Executive Cabinet has given approval, if the item pertains to a Board Policy, it is placed on the agenda for the next scheduled regular Board of Trustees meeting for first reading. If the item pertains to an Administrative Procedure, the document is finalized and distributed to the District and to the Board of Trustees (see *Board of Trustees BP2410/AP2410 Policy and Administrative Procedure*).

The Board of Trustees recognizes the Student District Consultation Council (SDCC) as the organization representing the students. The SDCC's primary function is to ensure that all necessary information and issues dealing with the formation and development of District Policies and Administrative Procedures "that have, or will have, a significant effect on students" are communicated to all three College Associated Students Organizations for further consideration, input, and/or action (see *Board of Trustees BP2410/AP2410 Policy and Administrative Procedure*).

The General Counsel forwards drafts of such Board Policies and Administrative Procedures to the Student Trustee, who disseminates the drafts to the SDCC, as well as the colleges' Associated Students Organizations, for input. The Student Trustee forwards the SDCC's final recommendations to the General Counsel. Revised drafts are placed on the Chancellor's Executive Cabinet agenda for discussion.

For an Administrative Procedure, if

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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the Executive Cabinet agrees with the SDCC's recommended changes, the changes are made to the Administrative Procedure and go forward for approval by Executive Cabinet. If it does not agree, further discussion takes place between the General Counsel and the SDCC and Student Trustee. Every reasonable consideration is made to accommodate the SDCC recommendations on matters significantly affecting students before Executive Cabinet gives final approval on Administrative Procedures.

For a Board Policy on the matters listed above, the same process for Administrative Procedures is followed. However, in the event that agreement cannot be reached among General Counsel, Executive Cabinet, and SDCC/ Student Trustee, changes recommended by SDCC, as well as those of Executive Cabinet, if any, are included on the draft Board Policy and brought forward to the Board of Trustees for consideration. The recommendations of SDCC are given "every reasonable consideration" before the Board of Trustees acts on a policy (see *Board of Trustees BP5405 District Student Consultation Council*).

#### ***Academic Regulations, including Academic Honesty***

As indicated in the College Catalog under the title "Academic Honesty," academic honesty is a core value of the Riverside Community College District. Faculty, students, and administrators all share the responsibility for maintaining an environment marked by academic integrity (see *College Catalog 2013-2014*). Board Policy 5500, "Standards of Student Conduct," defines cheating and plagiarism and delineates the penalties

for violating the standards of student conduct. These standards are published in the College Catalog, as well as in the Schedule of Classes, the Student Handbook, and the Faculty Handbook. In addition, faculty members are encouraged to include the definitions and penalties for non-adherence to the accepted code of conduct in their course syllabi (see *Board of Trustees BP5500 Standards of Student Conduct*).

#### ***Nondiscrimination***

BP/AP 3410 "Nondiscrimination" clearly outlines the District's zero tolerance for any type of discrimination and its commitment to equal employment opportunities. Nondiscrimination statements are presented in the College Catalog, the Schedule of Classes, and the Student Handbook.

#### ***Acceptance of Transfer Credits***

Board Policy and Administrative Procedure 4050 on "Articulation" delineates the acceptance of transfer credit from "secondary education institutions and baccalaureate institutions" (see *Board of Trustees BP4050 Articulation*). The process for students to receive credit for courses completed at other institutions is published in the College Catalog under the heading "Official Evaluation of Credit Completed at Other Schools" (see *College Catalog 2013-2014*).

#### ***Grievance and Complaint Procedures***

Board Policy and Administrative Procedure 3410 "Nondiscrimination" outlines the process a student must follow to file a complaint based on discrimination, harassment, or access. A

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

complete copy of the District's complaint procedure, Administrative Procedure 3435, can be found at the District's Diversity and Human Resources office, on the District's website, and in each of the libraries on all three campuses (see *Board of Trustees BP3410/AP3410 Nondiscrimination; AP3435 Handling Complaints of Unlawful Discrimination, Harassment, or Retaliation*).

#### ***Sexual Harassment***

Board Policy and Administrative Procedure 3430 "Prohibition of Harassment and Retaliation" clearly states the District's zero tolerance policy against any form of harassment or retaliation. It also encourages any student or employee who believes that he or she has been harassed or retaliated against to immediately report such incidents. Administrative Procedure 3435 "Handling Complaints of Unlawful Discrimination or Harassment" outlines the procedures to follow to report such incidents. A copy of the procedure is available online, in each college library, and in all administrative offices in the District. Supervisors are required to report all incidents of harassment and retaliation that come to their attention (see *Board of Trustees BP3430/AP3430 Prohibition of Harassment and Retaliation; AP3435 Handling Complaints of Unlawful Discrimination, Harassment, or Retaliation*).

#### ***Refund of Fees***

Board Policy and Administrative Procedure 5030 "Student Fees" clearly establishes the process and timeline based on state-mandated regulations for the refunding of student fees. Fee refund information is available in the schedule

of classes and through the student's WebAdvisor account on a course-by-course basis.

#### **II.B.2.c. Self Evaluation**

The standard is met. The College ensures that major policies affecting students are precise and accurate. Following a Board-approved process, which requires input of students, all major policies affecting students are reviewed and updated regularly.

#### **II.B.2.c. Actionable Improvement Plan**

None

#### **II.B.2.d.**

**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning locations or publications where other policies may be found.**

#### **II.B.2.d. Descriptive Summary**

College publications, including the Schedule of Classes, the Student Handbook, and the College and District websites, complement the College Catalog and contain information such as procedures related to admissions, registration, matriculation, financial aid, student support services, student activities, and other major policies affecting students. As an example, the Student Activities office is responsible for policies and procedures related to student clubs and organizations and their events, field trips, and activities. All of this information is available via the Associated Students of Norco College (ASNC) website (see *Associated Students of Norco College, Website*).

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

The Schedule of Classes, College Catalog, and Student Handbook are available online and are fully searchable via the College website. Every student receives a welcome email after applying to the College. This email refers students to the Norco College Website for resources mentioned above as well as the student code of conduct, and procedures for filing a complaint (see *Board of Trustees AP5520 Student Discipline Procedures*; *AP5522 Student Grievance Process for Instruction and Grade Related Matters*). In addition, television screens located in the Center for Student Success and the Admissions and Records lobby provide students with information about the student code of conduct and references to other resources. During the first week of classes of each full term, ASNC hosts “College Information Booths” to ensure that students have access to timely and accurate information and resources. Norco Student Services hours of operation are also clearly posted on the College website (see *Norco College, Website*; *Associated Students of Norco College Website*). Student Handbooks are distributed to students at the “College Information Booths” and in various departments across the campus.

During the 2011-2012 school year, Norco College personnel participated in a District effort to revise the College website. The updated website is organized to provide information and access to online services to potential and current students, faculty, staff, and the community in an intuitive format. The website is maintained and updated by College personnel.

Recently, the Student District Consultation Council (SDCC) approved revisions to AP 5524 Student Grievance Process for

Matters other than Instruction, Grades or Discipline. The District Executive Cabinet will review the changes at an upcoming meeting before forwarding them for approval to the Board of Trustees.

#### II.B.2.d. Self Evaluation

The standard is not met. The College Catalog contains information about many other locations and publications where College policies may be found—including the College website, the Student Handbook, the Schedule of Classes—and these additional sources of information are reviewed and updated regularly. While significant work has been done on the student grievance process, the AP is not yet finalized and a system for recording complaints and grievances is not yet complete.

#### II.B.2.d. Actionable Improvement Plan

The College will develop a system for maintaining records of student complaint/grievances.

#### II.B.3.

**The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

#### II.B.3. Descriptive Summary

Norco College uses data to determine the student equity needs of existing and potential students. In Spring 2013, the College administered its first student diversity climate survey (see *Student Diversity Climate Survey*) to gather data not previously collected through other survey methods. The results of

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

the student diversity climate survey, along with ongoing student engagement surveys (CCSSE) and assessment data from a cross section of the College, are used to help Norco College improve its commitment to increasing and expanding access to all targeted student populations through the continuous improvement of its support services. Survey results are analyzed and shared widely with the strategic planning constituency groups. The Student Success Committee, the Distance Education Committee, and special-funded programs also play a critical role in this effort.

Student equity data are collected and analyzed, and actions are taken to support the access and academic achievement goals of students. In addition to reviewing the annual student persistence, retention, and success data, the College relies on its Student Equity Plan (see *Student Equity Plan, March 2010*) to ensure equitable access and course, degree/certificate, and transfer completion of all students, especially those from underrepresented backgrounds. The following are data collection mechanisms the College uses to shape its policies and practices to ensure equitable access for all students:

- Student Success and Support Program Plan (formerly Matriculation Plan) and Student Equity Plan
- Online data collection (from admissions application, WebAdvisor, student course-taking patterns, registration, CCSSE, Accreditation Surveys, student diversity climate survey, etc.)
- Outreach activities
- Student placement results for English, Reading, Mathematics, and ESL
- Student Services program review data
- Term enrollment and headcount figures.

The College provides a full range of comprehensive online student support services to meet the needs of students.

#### II.B.3. Self Evaluation

The standard is met. The College uses a wide range of data to determine the needs of its students in order to provide appropriate services and programs to meet those needs.

#### II.B.3. Actionable Improvement Plan

None

##### II.B.3.a.

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

##### II.B.3.a. Descriptive Summary

Mandatory assessment, orientation, and counseling (AOC) for all first-time students is an essential student success practice for students and service areas. Counseling uses the results of this initial, mandatory process as a foundation for academic advising. For instance, when students assess at the lowest levels of English, counselors may follow up with additional questions to determine if students should complete the Placement Test for English as a Second Language (PTESL). The College's special programs, including EOPS and Disability Resource Center (DRC), utilize information from AOC when reviewing student admission to these programs. EOPS reviews applicants' assessment scores for non-college placement in English, math, and reading to determine eligibility for

## Standard II: Student Learning Programs and Services

### II.B: Student Support Services

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the academic disadvantage criteria. The student's one-semester education plan, which is a part of the orientation and counseling process, is also used during the intake process to assist with course registration. DRC staff also use the assessment scores to review students' strengths/weaknesses in specific courses to determine appropriate accommodations based on their educational limitations.

Norco College has one primary location for its educational programs, including John F. Kennedy Middle College High School, which is located on the College's property. However, as noted in II.A.2., the District's Office of Economic Development and the College recently entered into a unique partnership with International Rectifier, a Fortune 100 semi-conductor manufacturer, located in Temecula, CA. International Rectifier seeks to provide a cohort of employees (approximately 30) a certificate in Digital Electronics to upgrade their technical ability and encourage both personal and professional advancement. General education courses are completed at Mt. San Jacinto College, while the degree-specific Electronics courses are completed via Norco College at the company site in Temecula. Associate of arts degrees in Digital Electronics will be conferred by Norco College. In developing the agreement, the College ensured that International Rectifier's corporate headquarters contain appropriate training classrooms that mirror the College's classrooms (desks, chairs, Internet, projector, instructor's station, natural lighting, ADA compliant bathrooms, etc.). In addition, courses are being provided in accordance with California Education Codes §78020-78023. Instructors are hired based on subject matter expertise and

in accordance with California Education Code §78022(a) which states, "Faculty in all credit and noncredit contract education classes shall be selected and hired according to procedures existing in a community college district for the selection of instructors for credit classes." Faculty teaching electronics courses at International Rectifier are evaluated at their off-site location in accordance with the faculty contract. Approved course outlines of record are adhered to in order to ensure course quality, and program reviews include this aspect of the Digital Electronics program. The Accrediting Commission for Community and Junior Colleges has been notified of this agreement and has requested a Substantive Change proposal to be submitted for review at its March 6, 2014 meeting.

At multiple milestones throughout the student's journey, the College assesses his or her needs either through self-reported measures or through the student's interactions with the professional staff of the College. Examples of this are:

- admissions application questions regarding needs for services;
- mandatory assessment, orientation, and counseling for all first-time students;
- early alert process; and
- counseling interventions.

Through its program review process and the annual review of the "Inventory of Service Delivery for Students," Norco College Student Services ensures equity and continuous improvement in the delivery of services to students through multiple modalities (see *Student Services Program Review, Webpage; Inventory of Service Delivery for Students*).



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The College offers a wide range of student support programs and services that meet the diverse backgrounds of the student body. The following programs, services, and intervention practices are available throughout the year:

- Career and Job Placement Center
- Categorical programs, such as the Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE), Disability Resource Center (DRC), California Work Opportunity, and Responsibility to Kids (CalWORKs)
- Federally funded grant programs, such as Title V, STEM and TRiO programs
- Counseling Department
- Early Alert academic intervention process
- Foster Youth Support Services
- Honors Program
- Information booths on campus staffed by student support services staff or departments
- Puente Program
- Specialized ESL testing and orientation sessions
- Student Employment Services
- Student Financial Services
- Student Health Services
- The Talented Tenth Program (T3p)
- Transfer Center
- Veterans Services

In addition to state and federally funded special programs, such as EOPS/CARE, DRC, CalWORKs, SSS, Puente, and Student Financial Services, many campus-based initiatives are committed to promoting access and success for the College's diverse student population. They include the Summer Advantage Program, Rites to Thrive, supplemental

instruction, and course articulation/alignment efforts.

The following are data collection mechanisms the College uses to shape its policies and practices to ensure equitable access for all students:

- Matriculation Plan and Student Equity Plan
- Online data collection (from admissions application, WebAdvisor, student course-taking patterns, registration, CCSSE, student diversity climate survey, etc.)
- Outreach activities
- Student placement results for English, Reading, Mathematics, and ESL
- Student Services program review data
- Term enrollment and headcount figures.

Despite challenges in offering sufficient courses as a result of the recent state and national fiscal crises, the College has continued targeted outreach efforts, particularly with Corona-Norco Unified School District (CNUSD) and community organizations to ensure access for local students. Enrollment priorities have been revised to allow first-time students to enroll early, and a formula to appropriately distribute courses to meet student needs has been developed and implemented. The College's Outreach office facilitates informational meetings for participating high school counselors and college tours for high school seniors, and sends student ambassadors to local high schools for one-on-one student guidance. The College also works collaboratively across different departments to host distinct programs to meet the needs of incoming and potential students. These services include:

- College Expo (District wide)

## Standard II: Student Learning Programs and Services

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- Financial Aid Awareness Day and presentations
- Foster Youth College Bound Day
- High School Visitation Days for seniors
- On-site Student Ambassador Program
- Participation in college fairs at the high schools
- Rites to Thrive
- Summer Advantage Program

These programs ensure that new Norco College students receive appropriate and equitable access to higher education and student learning support. A full range of online services are offered to enhance comprehensive access for current and prospective students. Students are able to utilize the following web services regardless of location:

- Admissions application
- Distance education information and courses (Open Campus)
- Financial Aid information (including scholarship and FAFSA)
- Initial counseling contact (one semester plan and orientation)
- Norco library
- Online counseling for distance education students
- Online probation and re-admit workshops
- Placement testing information, monthly calendars, and appointment setting
- Schedule of classes including dates and times of classes across the District, final exams schedule, policies affecting students, and campus maps
- Staff/faculty directory
- Currently enrolled students are able to access an array of online services through WebAdvisor. They can:
  - Add or drop classes
  - Check grades

- Complete online skills workshop
- Link to student email
- Pay fees
- Purchase parking passes
- Request official transcripts
- Print out unofficial transcripts
- Search for classes

The following student support services offer equitable access to all students:

- **CalWORKs:** The Norco College California Work Opportunity and Responsibility for Kids (CalWORKs) program works in collaboration with the Department of Public Social Services to assist eligible students with their education, training, and job skills. Temporary Assistance for Needy Families (TANF) cash aid recipients who have minor children and who attend or plan to attend Norco College may be eligible to receive special support services. Norco's CalWORKs support services include priority registration, job search, resumé assistance, resource referrals, and academic counseling. CalWORKs served 150 students in 2012-13 (see *Student Services Program Review, CalWORKS 2012-2013*).
- **Career and Job Placement Center:** The Career and Job Placement Center is responsible for assisting students with career exploration and employment opportunities. It works in conjunction with a variety of other Student Services offices to enhance students' academic, professional, and personal experiences. Services include access and training in the use of such online career programs as EUREKA and Career Coach. The Center also collaborates with the Career and Technical Education

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(CTE) department to co-host the bi-annual Career and Job Fair and job preparation workshops, in addition to posting current jobs in the surrounding area (see *Student Services Program Review, Career and Job Placement 2012-2013*).

- **Disability Resource Center (DRC):** The DRC is dedicated to providing equal access and reasonable accommodations for disabled students to all educational and programmatic opportunities at Norco College. The DRC encourages, supports, and empowers students with disabilities to attain their educational goals by providing accessible, reliable, appropriate, and comprehensive services to students with qualifying, documented disabilities. The DRC began serving students at Norco College in 1991; during the 2012-13 academic year, the DRC served 596 students (see *Student Services Program Review, DRC 2012-2013*).
- **Educational Opportunity Programs and Services (EOPS/CARE):** As a state-funded program, EOPS/CARE is designed to facilitate the success of financially and educationally disadvantaged students. The program focuses on recruitment, matriculation, retention, and student success. Services include registration assistance, EOPS mandatory orientations, academic counseling, book services, over and above tutoring, academic and personal development workshops, and transfer assistance. The Cooperative Agencies Resources for Education (CARE) program is an extension of EOPS for those single parents/heads of households receiving TANF/CalWORKs cash aid for themselves and/or their dependent

children, at least one of whom must be 13 years old and younger. Services provided include bus passes and parking permits, books and supplies, and child care assistance. In 2012-13, the Norco College EOPS/CARE program had a combined enrollment of 308 students (see *Student Services Program Review, EOPS-CARE 2012-2013*).

- **Foster Youth Support Services:** Foster Youth Support Services is designed to promote higher education and encourage success for students from foster care who face academic, economic, and personal challenges. One-on-one assistance, mentorship, and guidance are provided to help students overcome their obstacles to achieve their educational goals. Key services for eligible students include priority registration, life skills and career exploration workshops, assistance with financial aid, and referrals to support services and employment opportunities (see *Foster Youth Support Service, Website*).
- **Honors Program:** The (district wide) Honors Program comprises student scholars and faculty who share a passion for learning. By participating in the Honors experience, students not only explore academic subjects in great depth but also have opportunities to socialize while joining their fellow Honors students at exhibits, performances, and concerts. The program enables students to attend (and present at) scholarly conferences and informational conferences (see *Honors Program, Website*).
- **Outreach:** Outreach services partners with local community organizations, businesses, and high schools to educate, promote, and encourage

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prospective students, including students with limited English. Through these partnerships, students are able to better understand the college process, and they have an opportunity to access valuable resources related to degrees, certificates, and transfer opportunities (see *Student Services Program Review, Outreach 2012-2013*).

- **Puente Program:** Puente, a statewide program funded jointly by the University of California and the California Community Colleges, offers under-represented students opportunities for counseling, mentoring, and intensive writing within the framework of a learning community focused on Latino issues and themes. The current Puente program was implemented at Norco in September 2001 and has served approximately 459 students in their efforts to transfer to four-year colleges and universities, to graduate with a college degree, and to return to their communities as mentors and professionals (see *Student Services Program Review, Puente 2012-2013*).
- **Science, Technology, Engineering and Mathematics Program (STEM):** The STEM Program at Norco College provides an orientation course, a summer bridge experience, and academic excellence workshops for students who intend to major in one of the STEM fields. Participants are able to work with industry advisors and faculty who have a particular interest in their personal growth and development (see *STEM, Website*).
- **Student Activities/Associated Students of Norco College (ASNC):** Student Activities, in collaboration with ASNC and student organizations,

is dedicated to providing students with resources and opportunities to develop leadership skills through participation in student government and co-curricular programs. In 2012-2013, Norco College student activities sponsored 321 events and served over 5,400 students. ASNC also provides students with the opportunity to become involved in campus- and state-wide committees and councils as student representatives (see *Student Services Program Review, Student Activities 2012-2013*).

- **Student Financial Services:** Student Financial Services (SFS) is responsible for the administration of student financial assistance programs governed under Title IV. The majority of student financial assistance funds are intended to assist low and middle income families through fee waivers, grants, loans, student employment, and scholarships. Norco College became eligible to participate in Title IV funding for the 2011-2012 academic year and has successfully completed the second year of ensuring all student financial assistance funds were distributed to students in accordance with federal, state, and institutional policy, procedures and guidelines. It has also disbursed these funds in a timely manner so that financial aid applicants are able to secure needed financial assistance to successfully complete their educational goal at the College. Beginning in 2011-2012, the disbursement of student financial aid funds was automated. Students can now receive their disbursements electronically through the use of a debit card. A total of 91 percent of the District student financial aid population successfully completed

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the debit card application. SFS offers financial aid services, workshops offering assistance in completing the FAFSA, DREAM Act, the Board of Governor's Fee Waiver (BOGFW), and Cal Grant forms to enhance and encourage student recruitment and retention. In 2012-13, a total of 11,536 student awards were determined for a total awarded amount of \$23,566,220 (see *Student Services Program Review, Student Financial Services 2012-13*). A part-time financial aid counselor is available to advise students with academic planning and offer guidance on satisfactory academic progress so students may gain a better understanding of their financial aid eligibility status. The financial aid counselor works with the general counselors in providing comprehensive academic, financial, and social support. In-person and online student scholarships are also facilitated through SFS and available for students. In 2011-12, the number of scholarship applications increased by 135 percent as a result of promoting the application process through scholarship workshops and outreach (see *Student Services Program Review, Student Financial Services 2011-12; 2012-2013*). With continued efforts, the scholarship applications increased by 82 percent for 2012-13.

- **Student Health Services:** Health Services uses clinic- and education-based programs to provide reasonably priced healthcare, assists a diverse student population to achieve and maintain optimum physical and psychological health, and enhances retention and satisfaction with the College experience (see *Student*

*Services Program Review, Health Services 2012-2013 Program Review*). Services offered through Health Services include:

- Community referrals
- First aid and emergency care
- Free over-the-counter medications and condoms
- Immunizations and TB testing
- Low-cost physical exams for RCCD program requirements
- Women's health screening
- Men's health screening
- Personal counseling
- Physician/Nurse Practitioner diagnosis and treatment
- Substance abuse information and counseling
- **Talented Tenth Program (T3p):** T3p is based on W.E.B. DuBois' vision of an educated population of African Americans prepared to contribute to the citizenry, able to be successful in the workplace, and be responsible for helping their community to succeed. The purpose of the program is to promote academic success for all students with a primary focus on African American students at Norco College. Through the linkage of academic, social, and cultural offerings, T3p promotes student success and leadership development. T3p students participate in paired courses, receive counseling, and participate in personal development activities. The goal of the program is to help students reach their educational and career goals. In 2012-13, 94 students were served by T3p (see *Student Services Program Review, Talented Tenth 2012-2013*).
- **Title V:** Norco College currently operates two Title V grants (*Portal to Your Future and Habilidades Unidos:*

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*Transdisciplinary Cooperation for Educational and Career Success*).

**Portal to Your Future** focuses on the development of comprehensive Simulation and Gaming programs in Game Design and Game Programming. Focusing on Hispanic and low-income residents, this five year, \$2.8 million grant also infuses computer simulations into CTE programs and implements electronic portfolios across multiple programs to increase student success. **Habilidades Unidos: Transdisciplinary Cooperation for Educational and Career Success** is a collaboration with Cal State University, San Bernardino. This five year, \$3.8 million grant is enabling the creation of 2+2 articulated programs in Commercial Music, Motion Graphics, Game Art, Game Audio, and Mobile Application Development so that students can complete a bachelor degree in four years. This grant also supports a number of student success initiatives and transfer counseling assistance (see *Title V Grant: Portal to Your Future, Webpage*).

- **Title III STEM:** Norco College also operates a Title III STEM grant (Un Sendero Luminoso: A Bright Pathway to STEM Success). This five year, \$4.3 million federal grant is enabling the College to develop a new Pre-Engineering program and to revise four existing programs (Digital Electronics, Architecture, Engineering Technology, and Construction Technology), each resulting in articulation agreements and 2+2 pathways to local universities. The grant is also supporting the creation of a STEM Center to facilitate student success in science and technology

fields, a STEM Scholars Program modeled after the statewide MESA student support program, a summer bridge component, and transfer counseling assistance (see *Title III Grant: A Bright Pathway to STEM Success, Webpage*).

- **Transfer Center:** Transfer Center staff members assist students by reviewing college costs; staying current with transfer application deadlines, requirements, and student responsibilities; and facilitating transfer advisement appointments with university admissions counselors. During transfer advisement appointments, admissions counselors from visiting universities review individual transfer requirements for each student they see. Transfer fairs and workshops provide students opportunities to explore numerous university options, including information about general education, majors offered, competitive GPAs, impacted or selective majors, and features about what makes their campuses unique (see *Student Services Program Review, Transfer Center 2012-2013*).
- **TRiO Programs:** TRiO grant programs at Norco College consist of two Student Support Services (SSS) programs and three Upward Bound (UB) programs. TRiO programs provide fundamental support to participants who have demonstrated strong academic potential in their preparation for higher education. In its efforts to increase the number of first-generation and low-income students who obtain a postsecondary education, TRiO offers academic guidance and support designed to prepare and motivate students for

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success in higher education.

- **SSS Program:** Student Support Services (SSS) offers qualifying low-income/first-generation college students a strong academic support system and learning community that help them achieve their educational goals to graduate from Norco College and transfer to a four-year college or university. SSS and SSS-RISE (Realizing Individual Success through Education), which is geared towards students with disabilities, are committed to increasing student academic retention and improving graduation and transfer rates of students through financial assistance and academic and educational counseling. In the 2012-13 academic year, 260 students received services through the two SSS programs (see *Student Services Program Review, Student Support Services (2012-2013); RISE 2012-13*).
- **Upward Bound:** Upward Bound provides fundamental academic support and guidance to high school participants in their preparation for college entrance. The program provides services to participants to help them succeed in their precollege performance and ultimately in their postsecondary pursuits. Participants must be from low-income families or from families in which neither parent holds a bachelor's degree. Eligible students must be enrolled at Corona, Centennial, or Norte Vista High School. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. During

the 2011-12 academic year, the Norco College Upward Bound programs served 204 high school participants (see *Student Services Program Reviews, Upward Bound Centennial High School, Corona High School, Norte Vista High School 2012-13*).

- **Tutorial Services:** Tutorial Services provides support outside of the classroom through the use of peer tutors. This program provides a learning enhanced environment that fosters academic confidence and success, intellectual and personal development, student retention, career planning, and leadership opportunities. During the 2012-13 academic year, Tutorial Services at Norco served approximately 1,001 students in a variety of subject areas (see *Library/Learning Resources 2012-2013 Program Review*).
- **Online Tutoring Services:** The College has contracted with NetTutor to provide tutorial support services to its distance education students. NetTutor tutors are subject matter experts in the fields they tutor and hold at least a bachelor's degree, although many hold master's and PhDs. They are trained in best practices as well as learning theory, and are able to provide a customized tutoring experience to help students succeed (see *Tutorial Services, Webpage*).
- **Veterans Services:** Norco College welcomes veterans, reservists, and dependents of veterans. Veterans Services assists veterans in securing their Veterans Educational Benefits so they can start pursuing a new career, develop existing or new skills, or simply resuming their education. Counselors help eligible students

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select an appropriate program of study, which is required by the VA, and help chart their progress in completing their goals. Veterans are eligible for priority registration for four years after being discharged from active duty. Since beginning its services in 2010, Veterans Services has certified over 550 students (see *Student Services Program Review, Veterans Services 2012-2013*).

#### II.B.3.a. Self Evaluation

The standard is met. The College offers an extensive array of services and programs that support the needs of students in face-to-face, online, and off-site environments.

#### II.B.3.a. Actionable Improvement Plan

None

#### II.B.3.b.

**The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

#### II.B.3.b Descriptive Summary

Activities provided through institutional initiatives and the Student Activities office lead to the development of personal and civic responsibility, as well as intellectual, aesthetic, and personal development for Norco College students.

Norco College Student Activities, in collaboration with the Associated Students of Norco College (ASNC), promotes personal and civic responsibility by encouraging students to become knowledgeable about local and statewide

current events, especially those which specifically impact them as students. Examples of these opportunities are:

- Fourteen college wide shared governance committees with student participation
- Regular Student Senate and Inter Club Council (ICC) meetings that foster dialogue and collaboration between students, staff, and administrators assisting in the strategic planning of the institution
- Student representation at the regional and state levels, such as California Community College Student Affairs Association (CCCSAA) and General Assembly
- Student participation at regular and committee meetings of the Board of Trustees
- Student participation in statewide leadership conferences and training workshops
- The ASNC drafts and releases resolutions addressing college, region, and statewide education and community issues
- Discussing/voting on statewide student resolutions at the Student Senate of California Community College General Assembly
- The “Highway of Responsibility,” which educates students on upcoming elections and ballot measures
- Hosting candidate forums for local elections
- March in March: A statewide student rally at the state capital
- Voter registration drives.

After learning about the benefits of water conservation, student clubs such as the Green Health Club, Alpha Gamma Sigma, and ASNC joined efforts to support the College’s water conservation



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garden, in order to promote awareness of sustainable practices. The same groups are responsible for a student-led recycling program. The Green Health Club also sponsors many efforts related to ecology, the environment, and healthy living. Events include Earth Week, farmers markets, movie screening, and discussions on environmental documentaries such as *Food, Inc.*, and *Blue Gold*, which educate the campus community about environmentally friendly products and practices.

Service learning opportunities also contribute to an environment that promotes personal and civic responsibility. An interdisciplinary service learning project, “Norco: A Community Retrospective,” included an oral history project designed for Linguistic Anthropology students and an art project designed for students in an art course. Students went out into the community of Norco and recorded oral histories of 23 residents and founders of the city. These histories were then represented in trifold design pieces by students taking Art and Design courses and were presented to community members as well as at a poster conference during the following semester (see *Service Learning Presentation*).

Personal and civic responsibility is further encouraged through course offerings in such fields as political science, health science, and guidance (see *College Catalog, 2013-2014*). Additionally, students have easy access to the state’s voter registration website via their student WebAdvisor account.

A number of programs at the College help to foster students’ civic engagement. For example, TRiO Student Support Program

students were part of a fundraising campaign in which all of the proceeds were donated to build an orphanage in Haiti. One student delivered the money to Haitian officials while she stayed in the country for several weeks to help build homes.

Norco College is one of the first community colleges to offer the internationally acclaimed ATHENA Leadership Academy. The Academy curriculum uses eight key principles of leadership to enhance, strengthen, and provide a foundation for students to become confident, aware, and engaged citizens, facilitating academic success, civic responsibility, and the opportunity for achieving career goals. This Academy began in Fall 2012 with 11 students successfully completing the program and receiving certification. The topics covered during this Academy are:

- Conflict resolution
- Ethical decision making
- Gender based approaches to leadership
- Leadership traits

The Student Success Committee (SSC) has been a driving force in promoting dialogue on what constitutes a learning environment that promotes personal and intellectual development (see *Student Success Committee, Minutes, March 25, 2013*). The SSC is planning a Student Success Summit in Fall 2014 and is conducting a pilot for implementing a model for success coaches, which will support underprepared students in basic skills classes. In addition, college wide forums, speakers, and presenters also provide many opportunities for students, staff, and faculty to increase their knowledge of local and global

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issues impacting economies, politics, and society (see *Library Advisory Committee, Minutes, April 30, 2013*).

Norco College promotes individual, intellectual, and personal development through participation in college wide committees (e.g., Legacy), involvement in campus wide initiatives (e.g., Recycling), and transfer, health, and career fairs. Norco programs such as EOPS/CARE, Rites to Thrive, Puente, TRiO (SSS, Upward Bound), the Talented Tenth Program (T3p), and Norco Honors/Scholars further contribute to an enhanced learning environment. Staff members and student leaders involved in these programs strive to provide students with opportunities to explore their personal and professional potential outside the classroom, as well as to develop skills needed to succeed in the community and the workforce.

ASNC and Student Activities collaborate each year, offering fall and spring leadership workshops, and summer leadership training retreats in which students acquire technical knowledge (e.g., Roberts Rules of Order and the ASNC Constitution and Bylaws) as well as study and discuss college wide concerns, from recycling to the cost of textbooks. In 2011, a total of 20 student leaders participated. Of these, 15 students showed increased understanding of activities procedures and policies (75 percent rate of proficiency). In 2012, 43 out of 50 total participants showed improved proficiency in recognizing commonly used terminology and procedures of Norco College shared governance (86 percent completion rate) (see *Student Services 2012-13 Program Review*).

Topics include:

- Effective communication skills
- Event planning
- Principles of leadership
- Region and state community college politics
- Shared governance
- Teamwork
- Time management

A variety of cultural and aesthetic activities, encouraging students to participate as part of their academic and personal development, include:

- Cinco De Mayo celebrations
- Earth Day/Week
- Educational forums and movie screenings
- Entertainment events
- Gaming tournaments and expos
- Guest speakers and performers
- Harvest Festival
- Hispanic Heritage Month, Women's History Month, Asian Pacific Heritage Month, Black History Month events
- Lecture series
- Music and choir performances
- Speech meets
- Veterans' Day celebrations

The Legacy Committee promotes college wide dialogue on diversity-related issues through guest speakers, lectures, and movie screenings on topics such as:

- Disability Awareness
- Gender and Sexual Orientation
- Generational Differences
- Mental Health Awareness
- Religion and Spirituality

Likewise, the Norco College ALLY program, in partnership with the GSA (Gender and Sexuality Awareness) club, fosters a safe community for gay, lesbian, and transgender students. An ALLY

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is a visible member of the Riverside Community College District community (staff, faculty, or student) who is willing to provide a safe haven and an empathetic ear to anyone concerned with sexual orientation or gender identity issues. GSA sponsored a celebration for “National Coming Out Day.”

The Library offers a series of events that promote and increase personal, intellectual, and aesthetic development, such as:

- Guest lecturers
- Guest presenters
- Poetry performances
- Read 2 Succeed events

The Art Gallery hosts several events throughout the year that support a culturally rich learning environment through exposure to traditional as well as electronic art media (see *Art Gallery, Website*). Norco students of Art and Design are featured in an annual exhibit during spring semester (see *Art Gallery Flyer: Students of Art and Design*). Themed exhibits have included:

- “Beginnings” photo exhibit, highlighting history of the community of Norco
- “Creación Artística” featuring Latino/a artists
- “Material Transformation”
- “A Visible Mark — Contemporary Drawing”
- “Women in Art and Animation” (see *News Articles: Norco College Opens Art Gallery; Art Gallery Flyer: Creación Artística; Art Gallery Flyer: Women in Art and Animation*)

The Muslim Student Association (MSA) facilitates forums and events on the Muslim religion such as “Islam 101”

and National Hijab Day, where female students volunteer to experience what it is like to wear a hijab. The Associated Students Leadership has also fostered civic engagement by encouraging student philanthropy by participating in events such as:

- Angel Tree gift-giving event
- Adopt-A-Family
- Blood and bone marrow drives
- Breast Cancer Walk
- Diabetes Walk
- Food and clothing drives
- Harvest Festival event
- Middle/Intermediate School Speech Meet
- Operation Paperback
- Volunteering at settlement houses, food banks and soup kitchens

AGS (Alpha Gamma Sigma) Honors Society sponsored several special events such as Mental Health Awareness Month, the Closeline Project for domestic abuse awareness, and Adopt-A-Family.

#### II.B.3.b. Self Evaluation

The standard is met. The College is committed to creating and maintaining an environment that encourages personal and intellectual growth, global awareness, and civic responsibility. Discussions and planning meetings are held with various campus constituencies to ensure the establishment of a learning environment that helps students develop in these areas. In the recent accreditation survey, 309 out of 349 student respondents (nearly 90 percent) agreed that they are “able to experience intellectual growth and personal development” at the College (see *Accreditation Survey 2013*).

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#### II.B.3.b. Actionable Improvement Plan

None

#### II.B.3.c.

**The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

#### II.B.3.c. Descriptive Summary

Norco College provides full counseling services to all students through the Counseling department. Counselors are faculty who also provide advisement through instructional guidance courses. Educational advisors (classified staff) provide access to academic resources and additional advisement for the general student population through various programs and specialized departments. Special student populations have access to adjunct counselors and educational advisors through their respective programs. Programs that may have additional counseling support services for special student populations and/or specialized academic areas include EOPS/CARE, Transfer Center, Federal TRiO programs (SSS, Upward Bound), Disability Resource Center (DRC), Veterans Services, STEM, Puente, Talented Tenth Program (T3p), and Student Financial Services. Certain special programs provide counseling services by referring their students to general counseling or by the use of reassigned time and general counselors. All aspects of counseling, including the special programs listed above, evaluate their services annually. For example, a Transfer Questionnaire given to Puente

and Talented Tenth students revealed that after meeting with a counselor, 92.1 percent of the students felt they had a greater understanding of what is required to meet their educational goal. Likewise, the persistence rate of students who had at least one counseling appointment (Fall 2011 to Spring 2012) was 73.8 percent. The persistence rate of the general student population (Fall 2011 to Spring 2012) at Norco was 66.8 percent (see *Student Services Program Review, Counseling, 2011-12*). Another example of how counseling enhances student development and success is the measure of student learning during the 2012 Summer Advantage Program. Over 80 percent of the participating students demonstrated understanding of available College resources (see *Student Services Program Review, Counseling, 2012-13*).

Student Educational Plans (SEP) have become increasingly important to the overall student experience. Student athletes are required to have a SEP on file as part of their academic plan and to ensure courses needed are part of the NCAA full-time enrollment requirement. Certain programs require that a student have an SEP as part of enrollment or access to program benefits. These programs include:

- CalWORKs
- Disability Resource Center
- EOPS/CARE
- Puente Program
- Science, Technology, Engineering and Mathematics (STEM)
- Student Financial Services
- Talented Tenth program (T3p)
- Transfer Center
- TRiO Programs(SSS/SSS RISE)

The Disability Resource Center (DRC)

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employs a full-time dedicated counselor to assist their students. Other programs rely on adjunct or general counselors to assist their students with educational planning. Other students are directed to general counseling by faculty for a SEP. New students to the College are encouraged to develop a SEP after completing the matriculation process.

**General Counseling:** General Counseling supports the academic goals of the College through consultation and collaboration with faculty, staff, and campus organizations. The Counseling department offers comprehensive guidance courses and counseling services reflective of Norco College's diverse population and evolving student needs.

As part of the Assessment, Orientation, Counseling matriculation requirement, all new students view an online orientation hosted by the Counseling department and complete an electronic one-semester education plan that is reviewed by an educational advisor. All students, both new and continuing, are able to meet with counselors in face-to-face appointments, and via express walk-in counseling. Students make face-to-face counseling appointments online at the College website via the E-SARS Appointment grid. Online appointments are available for students who are enrolled in a distance education course. Counseling takes place in "chat" format through Blackboard. If a SEP is developed, the counselor emails a PDF of the SEP to the student. Students can also see counselors on a walk-in basis to address quick concerns or questions. Walk-in counseling hours are advertised each semester.

In addition to counseling, counselors

teach guidance courses that cover topics such as career exploration, study skills, transfer readiness, and self-development. The following guidance courses are taught at Norco College: Guidance 45-Introduction to College, Guidance 46-Introduction to the Transfer Process, Guidance 47-Career Exploration and Life Planning, and Guidance 48-College Success Strategies (see *College Catalog 2013-2014*).

Counselors and educational advisors also conduct workshops on various topics, such as Graduation Requirements and the Importance of the SEP, UC Transfer Admission Guarantee, CSU Application Workshops, and UC Application Workshops (see *Transfer Center, Webpage*). An events tab at the webpage lists all workshops.

Counselors and educational advisors engage in professional development opportunities to stay abreast of transfer policies, instructional methods, and educational technology. They attend annual CSU and UC Counselor Conferences, UC Ensuring Transfer Success Conferences, CA Community College Student Affairs Association Conferences, College/Campus Specific Counselor Trainings, Umoja Conferences, Career Counseling training/Conferences, Articulation Conferences, UCLA Transfer Alliance Program Meetings, and A2MEND – African American Male Education Network and Development Summit.

New part-time counselors hired to teach guidance courses are encouraged to meet with a full-time counselor regarding the course record of outline, course syllabus, and teaching resources. During

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the winter term 2012, a retreat was held with members of the general counseling group to discuss best practices and dialogue regarding course assessments and learning outcomes. In Fall 2012, a webpage was created to house various guidance resources, such as activities, lesson plans, and links for guidance course instructors. In the spring term 2013, a counseling retreat was held to review a new counselor manual for all full-time and part-time counselors as well as train for Student Educational Plans, guidance instruction best practices, special program updates, and program review (see *Counselors' Retreat Minutes; April 23, 2013*).

All counselors are required to meet the necessary minimum qualifications for their positions. Once hired, counselors are required to be evaluated as defined in their collective bargaining agreement. Full-time counselors are required to participate in faculty development activities.

All full-time counselors participate in shared governance. There is counseling representation in the following committees: Academic Planning Council; Curriculum, Technology, Student Services Planning Council; Student Success; the Summer Advantage Planning Committee; and the Scholarship Committee. Counselors also serve as advisors to student organizations, such as Puente, Honors, and T3p.

The Counseling department meets bimonthly during the fall and spring semesters to discuss college updates, transfer updates, shared governance updates, and areas of concern that may affect students (see *Counseling*

*Department Minutes, September 23, 2013*). In addition to meeting, the Counseling department holds a yearly Counselor Retreat Day to discuss updates from the Articulation Officer, updates from the Evaluations department, Program Review/Assessment, and other issues that may affect students.

**Online Counseling:** In 2011, the Counseling department piloted Online Q and A. Students who participated in the pilot were able to ask quick general questions (similar to express counseling). Counselors were able to answer questions in a chat format and use desktop sharing features to assist students. Online Counseling appointment show rates have been low. The average show rate for online counseling appointments in Spring 2011 and Fall 2011 was 28.5 percent. Prior to Spring 2012, students made their counseling appointment and received a reminder (via email and SARS call). Counseling implemented a new online counseling appointment process in Spring 2012. The Spring 2012 Online Counseling show rate was 31.8 percent. Counselors discussed this concern with other faculty who teach online and this trend seems to mirror what is occurring in online classes. In Fall 2012, the Counseling department added additional staff contact prior to online appointments and this doubled the online counseling show rate (from 31.8 percent to 71 percent) (see *Student Services Program Review, Counseling 2012-13*).

Norco College supports an Early Alert process every fall and spring semester. The goal of Early Alert is for faculty to identify students who are showing early signs of academic difficulty and then notify these students of services available

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to them to help with their academic success. Early Alert rosters are available following the submission of the census roster through 37.5 percent of the session (i.e., third week for eight-week session; sixth week for 16-week session). Early Alert was piloted in Spring 2002 with the Life Sciences and Math departments and was implemented for all disciplines beginning Fall 2002. Historically, the percentage of faculty participation ranged from 47 percent to 55 percent when using paper rosters. In Spring 2007, the College began to use WebAdvisor to process early alert forms and faculty participation dropped dramatically to 14.2 percent district wide. Norco College participation rates in Spring 2012 and Fall 2012 increased to 31.74 percent and 27.46 percent, respectively. Students receive an Early Alert email notification within 24 hours of identification. Student Services program leaders may follow up with students to provide targeted intervention with the goal of improving student success.

#### II.B.3.c. Self Evaluation

The standard is met. The Counseling department Program Review is a primary means by which counseling and academic advisements are evaluated. The program's design, maintenance, and effectiveness are consistently assessed, with the key goal being to better support student development and success. Counselors complete a Counseling Program Review for Student Services as well as an Instructional Program Review for Guidance courses.

#### II.B.3.c. Actionable Improvement Plan

None

#### II.B.3.d.

**The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

#### II.B.3.d. Descriptive Summary

The College demonstrates its commitment to support and enhance student understanding and appreciation of diversity through its design and maintenance of various programs, services, events, and activities. The College is committed to the appreciation of diversity and the encouragement of an understanding and appreciation of multiculturalism.

Evidence of this commitment is found in various aspects of the College community, including:

- Student Activities
- Library Events
- College Wide Programs
- College Curriculum
- College Committees

**Student Activities:** Norco College has active student clubs and organizations that reflect the College's commitment to diversity (see *Student Handbook 2013-2014*; *College Catalog 2013-2014*; *Associated Students of Norco College, Website*):

- Black Student Alliance (BSA)
- Fitness at Norco Club (FAN)
- Green Health Club
- Gender and Sexuality Alliance Club (GSA)
- Latinos Promoting Education and Culture (LPEC)
- Muslim Student Association (MSA)
- Mustangs for Christ

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- Puente
- Talented Tenth Program (T3p)

Additionally, the Student Activities office and ASNC routinely host events that promote understanding of diversity:

- Angel Tree gift-giving
- Blood drives
- Bone Marrow Donor Registry drives
- Campus wide student elections
- Celebration of diversity through campus (Asian Pacific Heritage; Black History Month; Hispanic Heritage)
- Club Rush
- Constitution Day
- Earth Day
- Educational forums
- Fall/Spring Advocacy Conference
- Fall/Spring Leadership Conferences
- Harvest Festival
- Mock Apartheid Wall
- Multi-cultural Events
- Spring Carnival
- Water garden planting

**Library Events:** Norco College hosts a series of events that further promote understanding and appreciation of diversity, such as:

- Guest speakers and presenters
- Poetry readings
- Read 2 Succeed @ Norco College

A Fall 2013 Read 2 Succeed event was a visit from Dave Pelzer, author of *A Child Called It*, on November 21, 2013 (see *Library Advisory Committee, Minutes, April 30, 2013*).

#### **College Wide Programs:**

- In partnership with community leaders, Norco College has developed and implemented Rites to Thrive, an African American student success

program designed to help current and potential college students discover their purpose and develop a road map for higher education.

- The Norco College Art Gallery provides an opportunity to understand and appreciate diversity through a display of fine art, photography, and graphics in showings such as:
  - “Creación Artística,” featured the work of professional, contemporary Latino/a artists (see *Art Gallery Flyer: Creación Artística*)
  - “Beginnings,” featured historical photos (circa 1920s-1960s) of the city of Norco (see *News Article: Norco College Opens Art Gallery*)
  - “Women in Art and Animation,” featured digital compositions, paintings and drawings by prominent female artists (see *Art Gallery Flyer: Women in Art and Animation*)
- Norco College also has a robust ALLY Program (see *ALLY Webpage*). Ally is a program designed to educate, inform, and offer support to the College gay, lesbian, transgender, and bisexual community. The Ally program has offered educational training for faculty, staff, and administrators who would like to become an Ally to this specific population. The program is now offering training to members who wish to become facilitators for training workshops. Ally works closely with Gender Sexuality Awareness (GSA), a student club devoted to issues of gender and sexuality awareness.

**College Curriculum:** A number of courses directly address issues related to diversity and identity in the general education student learning outcome titled “Self Development and Global



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Awareness.” Courses that map this outcome enable students to demonstrate “an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.” Under the leadership of the Norco Assessment Committee, this general education learning outcome is being assessed during Fall 2013.

**College Committees:** Norco Legacy is the College’s diversity committee (see *Legacy Committee, Webpage*). Its membership comprises students, staff, faculty, and administrators from all areas of the College. Norco Legacy hosts theme-specific events, film screenings, facilitated discussions, and presentations to encourage the development of improved understanding and appreciation for diversity. Specific themes are selected each semester with accompanying events to encourage diversity understanding. The committee also coordinates a campus wide campaign during Diversity Awareness Month (April). Norco Legacy actively seeks evaluation of their events by encouraging written feedback from all who are in attendance. The feedback is solicited immediately following specific events, allowing attendees to anonymously answer preselected questions and/or freely comment via written questionnaire. The committee then reviews feedback in an attempt to continuously improve the implementation and quality of their events.

#### II.B.3.d. Self Evaluation

The standard is met. Norco College’s shared governance system, events, clubs, and organizations uphold the goals of enhancing diversity at every possible level,

including religion, ethnicity, generational differences, disability, and gender. The effectiveness of these diversity programs is continually monitored through surveys and measurement of student attendance at cultural events and learning opportunities. In the recent accreditation survey, 278 of 339 student respondents (over 80 percent) indicated that their “Norco College experience has helped [them] become more aware of diversity and various cultural viewpoints” (see *Accreditation Survey 2013*).

#### II.B.3.d. Actionable Improvement Plan

None

#### II.B.3.e.

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

#### II.B.3.e. Descriptive Summary

As an open-access institution, Norco College does not have an admissions test. Students are admitted based on the minimum eligibility guidelines established by the state. The College subscribes to the state online application, which is updated regularly.

Instruments approved by the California Community College Chancellor’s Office are used for student placement into English, English as a Second Language (ESL), mathematics, and reading. While the individual test publishers are responsible for content validity and test bias, the College has a regular process for validating cut scores and disproportionate impact.

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Though matriculation regulations require re-validation to occur every six years, the College chooses to do so every three years, with one or two placement subjects studied each fall. This study involves asking both faculty and students how accurately the students were placed into courses. There must be at least a 75 percent agreement between instructor and student responses to show validity of cut scores. Furthermore, disproportionate impact is monitored for various course placement levels and demographic groups. Disciplines then work with Institutional Research and the Assessment Center leaders to examine the data and act accordingly if cut scores need adjustment.

Students are also asked questions to assess their perceptions of the quality, integrity, and student-centeredness of the placement process and facility. The Assessment Center staff and their supervisors use the results to measure efficacy and validity of practices.

Representatives of the District English, Reading, and Math disciplines most recently met to perform content validation for their placement exams in Spring 2013. The group developed and implemented discipline-specific techniques for validating the content of their exams. The data showed that the Accuplacer test is aligned with curriculum in Math and English, but suggested that Accuplacer is not well suited for the Reading curriculum (see *Content Validation Preliminary Findings, September 2013*). The disciplines are in the process of considering implications and, if warranted, alternatives.

#### II.B.3.e. Self Evaluation

The standard is met. Results of the most recent cut score validation reports in English, English as a Second Language, and Reading demonstrated faculty and student agreement in proper placement (see *Cut Score Validation Documents*). The cut score validation report for mathematics demonstrated faculty agreement of proper placement; however, the student agreement was slightly below the 75 percent agreement threshold (72.9 percent). The report recommendation for mathematics was to move the math validation study from spring to the fall semester to increase study participation. This demonstrates the effectiveness of the processes by which the College validates its placement instruments. Content validation of assessment instruments is also systemic at the institution.

#### II.B.3.e. Actionable Improvement Plan

None

#### II.B.3.f.

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

#### II.B.3.f. Descriptive Summary

The institution maintains policies to ensure all student records are preserved in a permanent and confidential manner with appropriate backup of all files. Norco College's student database, Colleague, is the primary location where student

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records are maintained. Access to the student system is granted to appropriate College personnel with varied access and authorization rights to student records.

Electronic records, including information gathered from the online admission application, are imported to the student database daily. Student transactions that are completed in the student online services site, WebAdvisor, are securely maintained electronically and monitored continuously. These records are secured in a network security system that includes a firewall and an intrusion detection system that prevent outsiders from accessing student records.

Physical student records are entered into the student database, stored, and eventually scanned through the College's optical scanning and imaging systems. These records are assigned a classification level of 1, 2, or 3 and appropriately stored or destroyed upon reaching the established record maintenance timeframe. Optical scanning and imaging systems are widely used throughout the College. The use of imaging systems allows documents to be made available through the student database system.

The records storage room, located in the Admissions and Records office, provides a secure location for all transcripts, enrollment verification papers, completed forms, student requests, and appeals. Access to the records storage room is limited to area managers who secure the room and ensure it is locked at the end of each business day.

Other confidential student records containing academic, financial, disability, and health-related matters are maintained

in electronic and/or hardcopy formats in secure locations within various offices at the institution. These offices include Student Financial Services, Health Services, Disability Resources Center, EOPS/CARE, CalWORKs, SSS and SSS-RISE, and instructional offices.

Student records are maintained confidentially and released within the guidelines of the federal regulations established by the Family Educational Rights and Privacy Act (FERPA), as well as the Health Insurance Portability and Accountability Act (HIPAA). Student records are released pursuant to a judicial order, a release signed by the student, or a lawfully issued subpoena. Subpoenas and other requests for student records are served at the office of the General Counsel and then forwarded to appropriate departments with required student information. The General Counsel of the Riverside Community College District completes the necessary transaction pertaining to subpoenas and other requests for records.

Norco College administers the guidelines indicated in various Board Policies and Administrative Procedures (see *Board of Trustees BP3300/AP3300 Public Records Requests and Subpoenas; BP3310/AP3310 Records Retention and Destruction; BP3720/AP3720 Computer and Network Use; BP4231/AP4231 Grade Changes; BP5035/AP5035 Withholding of Student Records; BP5045/AP5045 Student Records: Challenging Content and Access Log*).

#### II.B.3.f. Self Evaluation

The standard is met. The College secures all student records permanently and

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confidentially, with appropriate backup of all files in physical and/or electronic records. Established policies pertaining to records management and release of student records are administered institutionally through the guidelines established by the District. These policies are adequately and accurately publicized in Board and Administrative Policies located on the District website.

#### II.B.3.f. Actionable Improvement Plan

None

#### II.B.4.

**The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

#### II.B.4. Descriptive Summary

Student Services approaches program review as a continuous, ongoing process. Since 2006, Norco College has actively engaged in a campus-based program review process in Student Services. Prior to 2006, the Norco campus participated in district wide student services program review.

All Student Services areas are required to complete annual program reviews. Student Services Program Reviews 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 their outcome data for programmatic modifications (i.e., "Closing the Loop"); (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 Student Services Program Review webpage.

At the beginning of each academic year, Student Services staff members receive a program review timeline outlining tasks, deadlines, and persons responsible. In the fall, each Student Services area submits assessment plan proposals that are then reviewed by and discussed with an administrator. Beginning in 2012, a peer review process was implemented to enhance the establishment of an annual assessment plan. Before the end of fall, Student Services area assessment plans are finalized and many areas assess their outcomes. In early spring, areas submit their *Area Overview* section and by late spring the *Needs Assessment* section is due. In mid-June, areas submit their entire program review document. Each area document goes through an administrative and peer review process; detailed feedback is provided; and area leaders are given an opportunity to revise their documents prior to the start of the Student Services Planning Council's prioritization process. The entire program review process is reviewed and revised

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annually by the Student Services Planning Council. In addition to each area program review, Student Services completes an Administrative Unit Program Review outlining program review objectives for all areas as well specifying major goals and objectives, major functions, an outcomes assessment plan, and a need analysis.

Program review is part of an ongoing dialogue within Student Services staff meetings, department meetings, and Council meetings. Student Services approaches program review and outcomes assessment as a developmental process whereby every year improvements are made. As an example, Student Services established a goal of moving from indirect learning outcomes to direct learning outcomes or authentic assessments. In 2011-2012, Student Services made improvements in moving from indirect (e.g., self-reported perception) to direct learning outcomes (e.g., demonstrated ability/knowledge, student success measure). In 2010-2011, 30 direct learning outcomes (including student success measures) accounted for 42 percent of the outcomes (30 SLO's/71 outcomes). In 2011-2012, 52 direct learning outcomes (including student success measures) accounted for 57 percent of the outcomes (52 SLO's/91 outcomes) (see *Student Services Program Review Outcomes and Assessment Annual Summary 2011-2012*).

In 2011-2012, 91 outcomes were measured in 18 student services areas. All Student Services areas (100 percent) achieved the goal of measuring at least three outcomes with at least one outcome being a Student/Staff Learning Outcome (SLO). Overall, among 18 service areas,

there were nine general Service Area Outcomes (SAOs), nine satisfaction surveys, 29 SLOs using direct learning measurement, 21 SLOs using indirect learning measurements, and 23 SLOs using student success measures (retention/persistence/GPA/academic standing/etc.). Authentic assessment, with a focus of quality over quantity, is underway in the development of a scoring rubric for area outcomes and SLOs; revising the program review template to demonstrate specific examples where each area closed the loop in assessing their outcomes; and establishing a peer review process with goals of engaging in rich dialogue among different service areas, an exchange of best practices, and creating another way in which areas collaborate and contribute to improve services to students.

In 2012-2013, the Student Services area goals were to measure three outcomes, two of which demonstrate authentic assessment. Of the 19 Student Service areas, 68 percent (13) achieved all of the objectives while only 18 percent (3) of the student service areas did not measure any authentic assessment. All of the Student Services areas completed closing the loop statement in assessing their outcomes, establishing best practices, and collaborating in the improvement of student services. As an example, Admissions and Records evaluated data received from the 2011-2012 academic year regarding students in the JKF Middle College High School to determine their knowledge of enrollment limitations and the use of WebAdvisor. Based upon their review, the Admissions and Records Conference (ARC) was piloted in Spring 2013 to provide information to the JKF population. The pilot results indicated that 87.5 percent of the participating

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students were knowledgeable of the enrollment limitations and 90 percent stated that WebAdvisor was easy to locate on the Norco College website. Further research showed that 94.8 percent of the participants in the ARC enrolled in at least one class using WebAdvisor (see *Student Services Program Review, Admissions and Records, 2012-13.*)

#### II.B.4. Self Evaluation

The standard is met. Robust in scope and rigor, the Student Services program review process provides a means by which to evaluate programs and services systematically and effectively. The Student Services Planning Council reviews and refines its process annually. Student learning is assessed in each of the Student Services areas and results of the outcomes assessments are used to improve services (see *Student Services Planning Council, Minutes, September 19, 2011.*)

#### II.B.4. Actionable Improvement Plan

None



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### II.C: Library and Learning Support Services

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#### **II.C. Library and Learning Support Services**

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

#### **II.C.1.**

**The institution supports the quality of instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth and variety to facilitate educational offerings regardless of location or means of delivery.**

#### **II.C.1.a.**

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

#### **II.C.1.a. Descriptive Summary**

##### ***Library Services***

As one of three academic libraries in the District, the Wilfred J. Airey Library works in collaboration and shares resources with the libraries of Moreno Valley College and Riverside City College. The library opened at Norco Campus in 1991, and was officially dedicated in honor of former RCC Board of Trustee Wilfred J. Airey in 1992. In 1996 the library moved to its current location on the second floor of a new library building. It offers 8,914 assignable square feet and seating for approximately 174 patrons.

The library mission statement, revised Fall 2012, states:

As the heart of the academic experience at Norco College, the Wilfred J. Airey Library provides informational leadership, instruction, access to technology, and learning resources supporting the mission of the College; the development of lifelong information competency skills; and the overall success of the learning community.

The library contains seven study rooms for individual or group study; a four computer workstation area with adaptive software and equipment dedicated specifically to Disability Resource Center (DRC) program students; 58 Internet accessible student computer workstations with DRC adaptive software (upgraded Fall 2012); one adaptive-technology workstation specifically designed and reserved for patrons with visual, auditory, or mobility difficulties (upgraded Fall 2012); two collaborative learning stations; four pay-per-print black and white photocopiers;

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### II.C: Library and Learning Support Services

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two pay-per-print print release stations that also offer color photocopying service; a large dedicated study area; dean's office; two librarian offices, circulation office; a technical processing/storage/break room, circulation desk, reference instruction desk, and library book collection stacks. Ramps and elevators provide access to the library and Learning Resource Center (LRC) as well as to all buildings, classrooms, and offices on campus.

The Library staff is made up of the Dean of Technology and Learning Resources, one administrative assistant, two full-time faculty librarians, three part-time librarians, two full-time library clerks, an average of two to three John F. Kennedy Middle College High School (JFK) work experience students who serve as student library assistant interns, and approximately fifteen student employees. The Dean of Technology and Learning Resources oversees the library, Instructional Media Center (IMC), the LRC, Tutorial Services, and the Placement Center, which are collectively referred to as the Library/Learning Resources department, and reports to the Vice President of Academic Affairs. As such, the Library/Learning Resources department is part of the academic and instructional organizational structure at Norco College.

As of Fall 2013, the Wilfred J. Airey Library held 27,852 print volumes; over 500,000 e-books; 1,837 reserve textbooks; 95 hard copy periodical subscriptions; five daily newspaper subscriptions, and 627 DVDs/videos. The library offers over 50 electronic resource subscription databases for informational and research purposes that provide on-campus and distance/mobile access to

students, faculty and staff.

During all library open hours (see *II.C.1.c.*), students, faculty, staff and community members may visit or telephone the library to obtain informational and research assistance from reference librarians who are also library faculty members. The library also offers 24/7 live chat reference librarian assistance provided by a consortium of certificated academic librarians to students, faculty, and staff from any online-accessible location. These librarians guide students in the use of the library collection of electronic resources to meet their informational and research needs around the clock. In 2011, 69 students accessed the online 24/7 reference service (see *Questionpoint Online Reference 2011-2012*). In 2012, 165 students accessed the online 24/7 reference service (see *Questionpoint Online Reference 2012-2013*).

Based on assessment data gathered over two academic years that suggest higher success and retention rates for students who utilized the face-to-face reference librarian assistance available in the library, an assessment instrument in the form of a survey was developed to inform students of these data and about the availability of the 24/7 online reference service. By surveying the students concerning their awareness of the success and retention findings associated with library reference services and whether or not they will now utilize those services (including the 24/7 reference service), the College hopes to stimulate increased use of library-offered reference services, and therefore improve student success and retention rates (see *Reference Services Assessment Survey Spring 2013*).



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### II.C: Library and Learning Support Services

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The Airey Library's collection supports all the programs offered at the College. Collection development is based upon fund availability, instructional program review requests, the College's curriculum adoption process, Library Advisory Committee input/recommendations, and individual faculty requests made as part of the ongoing collaborative Library Collection Review Process (see *Library Collection Review Guidelines and Process*) in which the library encourages faculty to actively participate. Faculty librarians are tasked with the primary responsibility of the selection and overall maintenance of the library collection. Librarians make informed material selection decisions based on standard professional review sources, evaluation of collection composition and usage statistics, professional expertise, and continual interaction with students and faculty in the library environment, as well as through participation in a wide variety of strategic planning committees and other academic and student engagement activities offered on campus (see *Library Collection Development Policy*). Other instructional faculty, students, staff, and community members are also encouraged to make recommendations for additions to the library collection at any time which are formally documented and systematically considered for possible inclusion. To facilitate this process, librarians send periodic emails to all faculty requesting recommendations for materials to be purchased for the library collection. In addition, the library's website features a dedicated link which allows anyone to recommend a purchase at their convenience.

A librarian is required to serve as a member of the Norco College Curriculum

Committee. The responsibility of the member librarian is to examine and evaluate the library collection and verify that resources are sufficient to meet the needs of any new course or program. The librarian must sign off on new courses and programs through the CurriUNET online curriculum management system. When new courses or programs are going through the process of development, the librarian on the Curriculum Committee receives email notifications and the examination of the collection begins. If the collection is not sufficient to support the proposed course or program, resources are then ordered to provide adequate coverage.

In Spring 2013, faculty were surveyed about the quantity, quality, depth, and variety of the library collection (see *Library Collection Assessment Survey, Spring 2013*). Faculty members from 15 disciplines participated in the assessment. According to the results, most faculty members believe that the library's collection is varied and contains essential titles for their particular disciplines/subject areas. Survey results also indicate that faculty see the titles as sufficient to meet the needs of students and judge the coverage as thorough and complete. Based on these data, the library collection is judged as adequate.

Goal four, objective three of the College Educational Master Plan, Strategic Planning Goals for 2008-2012, states, "RCC Norco Campus will place the enhancement of its library as a top priority. By 2012, 20 percent of the collection will be made up of materials published after 2000, and 50 percent of the volumes will have been selected by Norco faculty." The library, which was at 15 percent

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### II.C: Library and Learning Support Services

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of collection materials published after 2000 in 2006, far exceeded the overall objective of 20 percent, reaching a total of 66 percent by 2012 through concentrated effort. In 2006, only 2 percent of volumes in the library had been selected by faculty. Substantial improvement was made in this respect and the percentage of faculty-selected materials increased to 31 percent by 2012 (see *Educational Master Plan/ Strategic Planning Goals Review of Results 2008-2012*). To continue to strive toward the original objective of 50 percent faculty-selected volumes, the Library Advisory Committee recommended that faculty FLEX credit be made available to faculty members who formally spend time reviewing the library collection in their discipline subject areas. The Academic Planning Council approved two hours of FLEX credit opportunity per academic year based on the guidelines presented in the Library Collection Review Process, which actively solicits hands-on faculty input regarding the quantity, quality, depth, and variety of the library collection, as well as informed suggestions by discipline faculty for selection and removal of materials (see *Library Collection Review Guidelines and Process*).

The Library Advisory Committee is a strategic planning committee and a standing committee of the Academic Senate. The Library Advisory Committee statement of purpose, adopted Fall 2011, states:

The purpose of the Library Advisory Committee is to offer counsel and advice on library services and library information resources. The Committee also has as its purview the learning support services provided by the Instructional Media Center

(IMC), the Learning Resources Center (Tutorial Services, including Math Express walk-in math tutoring; CIS Lab; and Game Lab), and Writing Lab.

In addition to the recommendation of FLEX credit opportunity for the review of the collection by discipline faculty, the Library Advisory Committee has recommended such significant actions for the support of student success as the Statement of Restoration of Library Study Room Space, which was unanimously approved by the Business Facilities Planning Council (BFPC) in Fall 2012 (see *Statement of Restoration of Library Study Room Space*). Along with the approval of the statement, the BFPC offered the support of facility project funds to restore the library study rooms to appropriate condition so they could be available for student use by Fall 2013. Library Advisory Committee discussion led to the idea to develop a survey of faculty regarding the quantity, quality, depth, and variety of the library collection. Library and LRC assessment measures and surveys are routinely reviewed and discussed by the Library Advisory Committee. The Committee also reviews and discusses instructional program review requests for library resources. The Committee—made up of faculty, staff, and student and administrative representatives—functions as an active and collaborative support mechanism to foster strategic planning, student success, and sustained continuous improvement of library, IMC and LRC services, as well as overall institutional success. The Committee directly addresses the requirements of accreditation standard II.C. by acting as an ongoing institutional forum where all constituencies are able to dialogue and

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### II.C: Library and Learning Support Services

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provide educated input, recommendations, and follow-up regarding the quality, effectiveness, efficiency, appropriateness, and sufficiency of library and learning support services.

As of Fall 2013, Norco College had approximately 9,600 enrolled students. During September 2013, library door counts reported that there were 32,169 visits to the library, 3,542 reserve items were checked out, and library computers were accessed 7,862 times. Based on data provided by the architectural consulting firm assisting with the development of the Facilities Master Plan, a new library/learning resource center will be considered for construction in the next five to seven years. The Facilities Master Plan locates the new library/learning resource center building in the northeast corner of parking lot A as a gateway structure to the College. Preliminary ideas/suggestions for the facility include incorporating the bookstore and a coffee shop into the building, as well as a possible joint-use library project with Corona-Norco Unified School District and/or Riverside County Library System (Norco Public Library).

In order to provide increased opportunities for student engagement and promotion of library services, the library developed and biannually hosts the Read 2 Succeed (see *Read 2 Succeed Flyer: Hunger of Memory*) and Poetry Performance programs (see *Poetry Performance Flyer November 2012*). Read 2 Succeed @ Norco College is an opportunity for students, faculty, staff, community, etc. to read a book in common, get together to discuss it, and, if possible, bring the author to speak on campus. The Read 2 Succeed program also offers facilitated book discussions,

media/film clip viewings, and author presentations/book signings.

The Poetry Performance, a biannual library event, is facilitated by English faculty and provides a place for Norco students, faculty, staff, and community to read and hear original poetry and/or classic works.

#### ***Instructional Media Center (IMC)***

The IMC is responsible for the provision and maintenance of audio/visual technology; instruction in audio/visual technology operation; instructional media design consultation and implementation; and video production services.

The mission of the IMC is as follows:

The Norco College Instructional Media Center (IMC) serves the needs of the College community by providing innovative audiovisual technology and resources, along with instructional support and professional multimedia services that enhance student success and the educational mission of Norco College.

The IMC offers the following instructional media services to faculty and staff:

- Equipment tutorials and training
- Consultation for implementation of class-room A/V technology
- P/A and A/V setups
- Video and audio recording and editing
- Graphics: video presentations
- Document scanning
- Digital imaging
- Technical assistance
- VHS to DVD conversions
- Audio cassette to CD conversions
- Vinyl conversions
- Digital signage

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- New technology research
- Coordination of equipment installation
- Equipment maintenance
- Video conferences
- Teleconferences
- Laptop cart classroom delivery and setup
- Laptop checkout for instructional use
- Digital photography

The IMC website provides faculty and staff with 24/7 access to information regarding IMC services, procedures, operational hours, and online forms for requesting IMC equipment and services (see *Instructional Media Center, Website*). During the 2012-2013 academic year, the IMC assisted faculty and staff with 10,978 service requests (see *IMC Service Statistics 2012-2013*).

In Fall 2012, the IMC launched a new ongoing survey of faculty, located prominently on the home page of the IMC website; 76 percent of respondents indicated they had used IMC services more than three times in the past twelve months and 92 percent of respondents indicated they were very satisfied or satisfied with IMC services. In addition, free text comments/feedback collected from the survey were overwhelmingly positive (see *Instructional Media Center Survey*).

#### ***Learning Resource Center (LRC)***

The Learning Resource Center (LRC) is an academic support center located in the bottom floor of the library building. It houses the Computer Information Systems (CIS) Simulation and Gaming (GAM) laboratory, Tutorial Services, the Math Express walk-in math tutoring

service, and the Assessment Testing Center.

The LRC statement of purpose is as follows:

The purpose of the Norco College Learning Resource Center (LRC) is to facilitate academic support services through instructional labs and tutorial support in various academic areas.

#### ***CIS and GAM Laboratory***

The CIS and GAM Lab is a resource for any student enrolled in a Computer Information Science and/or Simulation and Gaming class which requires the completion of lab hours. The lab is equipped with desktop computers providing Internet access; word processing, spreadsheet, database, and web design capability; and specialty software programs designed to support specific courses, such as accounting, video gaming, math, and computer programming. The lab provides training and ongoing support in the use of many computer applications and is designed to work hand-in-hand with college computer and gaming classes. Qualified instructors are on duty at all times, and student lab aides are available for assistance during peak times. Trained tutors are also scheduled to meet with students in the lab to provide individualized assistance with specific assignments or questions. Additionally, limited drop-in assistance is provided for students not enrolled in computer labs.

#### ***Writing Laboratory***

The writing lab is an interactive, supportive environment where students enrolled in an English composition course

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or specific ESL courses can improve their thinking and writing skills. Direct faculty-to-student interaction occurs between the students enrolled in a specific time period and the faculty member in charge of the lab for that period. All lab activities are developed by the instructors of record for the lecture portions of the courses to ensure that the activities completed in the writing lab support the learning outcomes established in the lecture classroom. Because the writing lab is a TBA lab classroom governed by state regulations, only those students scheduled to attend the lab during a specific time may receive services to improve writing and thinking skills from the English faculty member on duty at that time. Students who do not have access to the writing lab because they are not enrolled in an English/ESL course may engage in one-on-one tutoring conferences with trained peer writing tutors via tutorial services in the LRC.

Originally, the Writing Lab was housed within the LRC. However, a dialogue including Writing Lab, and Game Lab and CIS Lab coordinators and faculty began in mid-Spring 2013 with the goal of improving overall learning support services for students. English discipline program review documents for 2011 and 2012 expressed the need for a dedicated space in the LRC for workshops (see *Annual Instructional Program Review, English 2011, p.8*; *Annual Instructional Program Review, English 2012, p. 15*). The English discipline program review for 2013 specified the need for a dedicated space for the Writing Center, as well as for workshops (see *Annual Instructional Program Review, English 2013, p.30*). The GAM (Simulation and Game Development) program review for 2013 stated, “The Game Lab, IT 108, is

impacted with frequent wait lists due to the growth of the programs. The College is looking at options for additional space for the Game Lab but has not yet decided on a solution” (see *Annual Instructional Program Review, Simulation and Game Development 2013, p. 6*). The CIS program review document for 2013 discussed the concerted efforts to improve the LRC environment by emphasizing an academic atmosphere, as well as implementing a number of physical changes to the LRC space itself, and concluded with the need for continued improvement in these areas (see *Annual Instructional Program Review Computer Information Systems 2013, pp. 7-8*).

In response to the concerns expressed in these program reviews, the Writing and Game labs were relocated to address the above stated needs of the English, CIS and Game disciplines. The relocation was implemented during the summer of 2013, resulting in the least possible impact on students and instruction. As a result, the Writing Lab (supporting matriculated English classes and upper ESL classes) was relocated to IT 121; a quieter, more structured and dedicated space for students to read, think, and write. The new space fully complies with the state regulations on TBA labs, and provides a significant increase in faculty to student interaction. The Game Lab, in turn, was relocated to the LRC from IT 108, providing additional space and a more comparable relationship and partnership with CIS, thus strengthening and improving the overall LRC academic environment and opportunities for student learning success.

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#### *Tutorial Services*

Tutorial Services is a learning-support program, based on a peer-tutoring model, designed to provide individual and group peer tutoring in a wide array of disciplines. Faculty are encouraged to complete and submit a recommendation form for each prospective tutor they endorse for tutoring (see *Tutorial Services Faculty Recommendation Form*). If eligible, these faculty-selected tutors are hired through the Student Employment Services department and are required to complete a mandatory one-unit tutor training course taught by a qualified faculty member. Tutors are able to offer interested students three hours of tutoring per subject per week, and are available to all students enrolled in a Norco College course, with additional time provided for those enrolled in special programs, such as EOPS and Student Support Services (SSS). Students who have been successful in a particular subject or discipline or demonstrate a particular skill and are interested in becoming tutors must:

1. Complete the course they wish to tutor with a grade of B or better OR have completed the course from an accredited institution with a grade of B or better.
2. Be recommended by a faculty member who is familiar with their ability.
3. Be enrolled in at least six units (or three units during the summer session)
4. Have a 2.5 or higher GPA from a previous semester.
5. Complete ILA-1 Tutor Training course.

ILA-1 (first offered in Fall 2012) is an introduction to tutoring, with an emphasis

on tutoring strategies, learning styles, problem solving, and working with diverse student populations. As a non-degree course, it offers a broad perspective for peer tutors in all subjects except English composition, who are trained separately. It focuses on interpersonal communication techniques, group dynamics, and non-intrusive tutoring skills (see *Course Outline of Record, ILA-1*). Tutors are required to take the class during their first semester of tutoring, which allows for the potential tutor to apply the learning from the class in real-life tutoring sessions. If a tutor cannot take the class at that time, faculty can request a one semester delay. However, peer tutors must take and pass ILA-1 no later than one semester after they begin tutoring. Tutorial appointments are made through Tutorial Services; students and tutors utilize assigned cubicles in the Learning Resource Center to conduct tutorial sessions. In 2012-2013, Tutorial Services served approximately 1,001 students in a variety of subject areas. In Fall 2012, students who received tutoring through Tutorial Services were surveyed regarding their satisfaction; 95 percent of the respondents rated the quality of the tutoring session they received as exceptional or nearly exceptional; 93 percent rated their overall tutorial experience as exceptional or nearly exceptional (see *Tutorial Survey Results, Fall 2012*).

The only exception to the requirement for taking and passing ILA-1 are writing tutors. Writing tutors are required to take and pass English 4, Writing Tutor Training, a degree credit course designed to prepare students to become peer writing tutors. To be eligible for English 4, prospective tutors must have passed English 1A, Freshman Composition.

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English 4 offers specific tutoring techniques, group discussions, and role play, as well as observation of tutoring sessions. The course helps students acquire non-intrusive tutoring skills that avoid “appropriating the text” of the tutee. Other topics include practicing tutoring writing, interpersonal communication techniques, cross-cultural writing, group dynamics, and computer programs that assist writers (*see Course Outline of Record, ENG-4*).

Tutorial Services, in collaboration with Student Employment and Student Financial Services, identifies tutorial funding through the Federal Work Study Program. Currently, Tutorial Services funds tutors through Federal Work Study; special funded grants such as Perkins, SSS, EOPS, and Basic Skills; and general funds. Based on availability, instructors are provided the opportunity to request Class Assisted Tutoring (CAT). A CAT tutor is assigned to work with a specific class for the semester. This differs from Supplemental Instruction (SI) because class-assisted tutors do not instruct.

The College also offers Supplemental Instruction (SI) to students. SI is an academic assistance program designed to increase student performance and retention. Traditionally, SI targets difficult courses with high D, W, F rates also known as “high-risk” courses. The SI model offers regularly scheduled, out-of-class review sessions facilitated by an SI Leader in which students compare notes, discuss reading, develop organizational skills, and take mock exams. Students learn how to integrate course content and study skills while working together. SI sessions are open to all students in the course, but are not required. In

Fall 2012, a total of 16 sections from five disciplines (Math, CIS, Gaming, Business, and Accounting) employed supplemental instruction. As a result of changes in staff responsibilities, in Spring 2013, SI was offered in only seven sections of Accounting, Business, and English; however, the College is currently preparing to increase its availability of SI services through its Title III STEM grant.

In Fall 2012, Tutorial Services implemented Math Express, a walk-in area for students requiring math assistance. This area is staffed by trained math tutors who have been previously approved by math instructors and serve students enrolled in any mathematics class, providing support through individual or group tutoring.

Norco College has contracted with NetTutor Online Tutoring Service to provide tutorial assistance to distance education students. NetTutor, through a direct link available in the Blackboard learning management system, enables students to enter a live NetTutor session (where they are tutored one-on-one), submit a question to the mail center, and come back later for the tutor’s response, or upload a paper and come back later for the tutor’s feedback. Tutors do not give out answers, but emphasize the Socratic Method to solve problems. Norco College instructors who have reviewed student papers that had NetTutor feedback have endorsed the service. When tutors have access to course materials, they customize tutoring to align with what and how the student is taught in class. In order to facilitate student access to NetTutor services, the system has been integrated with Blackboard so that students click directly into it without having to login again.

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NetTutor tutors are subject matter experts in the fields they tutor and hold at least a bachelor's degree, although many hold master's and PhDs. They all have extensive teaching or tutoring experience in the American education system and must take a rigorous subject-area exam to show that they are qualified for a tutoring position. NetTutor tutors are trained in best practices as well as learning theory, and they seek to provide a customized tutoring experience to help students succeed. They also offer a published faculty guide and regular webinar opportunities to help inform, instruct, and train faculty how to efficiently and effectively maximize the service to benefit their distance education students (see *NetTutor, Website; NetTutor Faculty Guide; NetTutor Webinar Invitation, Spring 2013*). Since the implementation of NetTutor began on a limited pilot basis during Winter 2013, with scale up occurring during Fall 2013, the College will be reviewing student/faculty usage and satisfaction data at the end of Fall 2013.

#### II.C.1.a. Self Evaluation

The standard is met. The College provides library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate its educational offerings and stimulate intellectual, aesthetic, and cultural development within the academic learning community. The library and LRC have actively pursued the continuous improvement of effectiveness and efficiency through assessment measures; program review; faculty, student, and staff input; the Library Advisory Committee; the maximizing of available resources; and creative solutions

to challenges and problems. The library and LRC areas, resources, and services are well used and well liked by students according to statistics and survey data. The library has increased its college wide presence, promoted its overall services, and enhanced the College's intellectual, aesthetic and cultural activities through the development and institutionalization of the Poetry Performances and Read 2 Succeed @ Norco College events. The library offers online access to its catalog, electronic databases and books, guidance tools, and live librarian reference assistance 24/7 for all students, faculty, and staff regardless of location. The College offers on-site tutorial services assistance, Math Express walk-in math tutoring service, and NetTutor online tutoring service to online and hybrid students. Training in the efficient and effective use of library resources and services is provided through Library Skills Instruction Workshops, Information Competency credit courses, and offerings of relevant special topic workshops. Strategic planning efforts are currently underway to envision, and contingent upon available funding, to construct a new and expanded library/LRC facility in the next five to seven years to meet the demands of future students.

#### II.C.1.a. Actionable Improvement Plan

None

#### II.C.1.b.

**The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**



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#### II.C.1.b. Descriptive Summary

Guided instructional assistance through Library Reference services is available during all open library hours. Librarians provide one-on-one and/or group instruction for students, faculty, staff, and community users. In addition, live chat reference service with an academic librarian is available 24 hours a day to provide ongoing instruction and support for library users (see *Library, Website*).

Library Skills Instruction Workshops are offered year-round during day and evening hours. Students sign up online via the library homepage and attendance and statistics are tracked electronically (see *Library Workshop Signup, Webpage*). During the one-hour instruction sessions, students are taught how to:

- Use the library catalog to locate book and e-books
- Access the electronic databases to find newspaper, magazine, and scholarly journal articles
- Cite sources in MLA and APA formats
- Evaluate a website by determining its accuracy, authority, objectivity, currency, and coverage.

Selections of additional library workshops on specialized topics are also provided for students and faculty during fall and spring terms based on data gathered from reference questions and requests. A workshop entitled “Cite Your Way to a Better Grade” has been developed and implemented. Detailed information about creating properly formatted MLA and APA citations is included. A workshop entitled “Library Resources for Faculty” was offered for the first time during the beginning of the Fall 2013 term. This workshop provided an overview of

library resources and tools and services to inform faculty of more effective ways to use their library. Ten faculty members representing a variety of disciplines attended the workshop. A post-workshop survey completed by seven attendees indicated that six of respondents found the workshop either extremely useful or quite useful for their students (the seventh said it was moderately useful), with six of the seven saying they plan to share some of the information they learned with students (see *Library Resources for Faculty Survey Results*). The workshop will be offered again later in Fall 2013 and again in subsequent fall and spring semesters.

The Library 1 Information Competency credit course is offered during the fall and spring semesters. This is a one-unit UC and CSU transferable course that, according to the Norco College catalog course description, “Presents the fundamentals of the effective use of libraries, electronic databases and retrieved information. Students will learn how to express information needs, access information from appropriate sources, evaluate retrieved data and organize it to solve problems. Information values and ethics will also be introduced.” Student learning outcomes for this course say that students will be able to:

- Determine and articulate information needs
- Find information using a variety of resources
- Describe and apply criteria for critically evaluating information
- Use information effectively to accomplish a specific purpose
- Identify and summarize ethical and social issues related to information and its use.

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The information competency course was first offered in face-to-face, web-enhanced format as a 16-week class during Spring 2009. Since then, the course has been offered in various formats each fall and spring term. Currently, information competency is offered as an eight-week hybrid.

To assess the effectiveness of library reference services, library skills instruction workshops, and the information competency course, the library uses several means:

- Student surveys of library reference services
- Library skills instruction workshop assessment
- Research logs, annotated bibliographies, and final exam for the Library 1 course.

Students take a five-question assessment at the end of each library skills instruction workshop (see *Library Workshop Assessment*). Topics covered in the library skills instruction workshops include locating books and e-books in the library catalog; finding newspaper, magazine, and scholarly journal articles via the library databases; citing sources in MLA and APA formats; and evaluating a website by determining its accuracy, authority, objectivity, currency, and coverage. The library skills workshop assessment is administered electronically and includes questions about books, articles, the Internet, and citing sources.

Various assignments have been used to assess student competency of learning outcomes for the Library 1 course. Student success on research logs, annotated bibliographies, and final exam questions (that are directly related

to student learning outcomes) are the most common forms of assessment (see *Assessment Report, Library 1, 2013*).

Information Competency is important for Norco College. In a recent survey of faculty, the majority of respondents reported that they expected their students to be able to find relevant and valid sources and be able to integrate those sources into their writing (see *Faculty Information Competency Survey, March 2013; Faculty Information Competency Survey Results 2013*). In addition, a majority of respondents said they promote the library workshops to their students and require a particular form of documentation for resource-based writing.

Information competency is taught not only under the auspices of the library but also in most classrooms. One of the four central learning outcomes for general education at the College is “Information Competency and Technology Literacy,” which is defined as the ability to “locate, organize, and evaluate information.” By the end of the program, students are expected to be able to “locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources” (see *District General Education Program Student Learning Outcomes*). The College has assessed this skill in its students both directly and indirectly. On a self-reported learning gains survey of College graduates in Spring 2012, over 90 percent indicated that they had made moderate or significant gains in information competency as a result of their coursework (see *Annual Assessment Report 2011-2012*). In a 2012 assessment of information competency in English 1A (the only class required of all students as part of their general education

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program and thus a quasi-capstone course for the program), 72.5 percent of students sampled demonstrated strong information competency skills (see *Assessment Report, English 1A, 2012*). (Students who failed to demonstrate such competency, for the most part, wrote in response to an assignment that didn't ask for it.).

#### II.C.1.b. Self Evaluation

The standard is met. Information competency is a significant element of teaching and learning at Norco College. Faculty incorporate the teaching of information competency in their courses and promote the library skills workshops and Library 1 course. Assessment of the library workshops, Library 1, English 1A, and the general education program as a whole provide strong evidence that students gain considerable skill in information competency at the College.

#### II.C.1.b. Actionable Improvement Plan

None

#### II.C.1.c.

**The institution provides students and personnel responsible for student learning programs and services providing adequate access to the library and other learning support services regardless of their location of means of delivery.**

#### II.C.1.c. Descriptive Summary

The library is open the following hours:

Fall and Spring Semesters:  
7:30 a.m. - 8:00 p.m. M-Th  
7:30 a.m. - 1:00 p.m. F

Winter Intersession:  
7:30 a.m. - 4:00 p.m. M-Th

Summer Session:  
7:30 a.m. - 8:00 p.m. M-Th

Wilfred J. Airey Library and LRC staff are dedicated to providing services, materials, training, and educational programs to all students and faculty regardless of location, special need, or type of program. This includes John F. Kennedy Middle College High School, basic skills, and Disability Resource Center (DRC) students.

Live chat reference service with an academic librarian is available 24 hours a day to provide ongoing instruction and support for library users. Distance education students, as well as all other students and faculty, may access the online reference librarian service onsite or remotely during both open and closed hours including holidays (see *24/7 QuestionPoint Chat webpage*).

The library's website is accessible from any computer with Internet access (on or off campus). Books, e-books, multimedia, and streaming video are available via the virtual library catalog (see *Electronic Library Catalog*). More than 50 electronic subscription databases are available for library users (see *Electronic Databases, Webpage*). Norco College students, faculty, and staff can access library databases remotely with ID number and password.

Online library research guides (LibGuides) are also available on the library website. Library users can access the virtual research guides both on and off campus from any computer with Internet

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access; no login is required (see *Library Research Guides, Webpage*).

Faculty librarians can be reached via email at [norcocollegelibrary@norcocollege.edu](mailto:norcocollegelibrary@norcocollege.edu) or phone at (951) 372-7115 during operating library hours. LRC staff can be reached at (951) 739-7896 or [lrc@norcocollege.edu](mailto:lrc@norcocollege.edu).

The LRC faculty are oriented to their responsibilities as instructors on duty in a variety of ways. The CIS and Writing Lab coordinators are full-time faculty with oversight responsibilities for the on-duty faculty. There is a faculty handbook for procedural guidance. Regular contact through email and improvement of instruction observations of LRC faculty take place.

#### ***Instructional Media Center (IMC)***

The IMC provides classroom and event instructional media support, A/V services, maintenance of media equipment for instructor presentations, videoconferencing, video production, inventory control, and equipment security during all instructional sessions.

The IMC is open the following times:

Fall and Spring Semesters:

7:30 a.m. - 7:00 p.m. M-Th

7:30 a.m. -5:00 p.m. F

Winter Intersession and Summer

Session:

7:30 a.m. - 7:00 p.m. M-Th

The IMC relocated from the Wilfred J. Airey Library building to the Norco Operations Center building in Spring 2013. The new Instructional Media Center

space offers expanded and updated office, storage, and work space, along with a dedicated video production room. The new space allows IMC personnel to more effectively and efficiently organize and implement audiovisual and instructional media technology service to the College community.

#### **II.C.1.c. Self Evaluation**

The standard is met. The relocation of the IMC to the Norco Operations Center in Spring 2013 has directly addressed a previous planning agenda item (27) which stated, "Expand space available for library services with the relocation of the IMC to the Norco Operations Center." The relocation of the IMC from the library building to the Norco Operations Center has restored four study rooms to the library for their originally intended purpose as student study space. This planning agenda item is completed.

#### **II.C.1.c. Actionable Improvement Plan**

None

#### **II.C.1.d.**

**The institution provides effective maintenance and security for its library and other learning support services.**

#### **II.C.1.d. Descriptive Summary**

The Airey Library building provides adequate maintenance and security for its facilities, materials, and equipment. At the library entrance, 3M Security gates monitor materials taken from the library; Gaylord magnetic strips protect print and non-print media and non-magnetic pieces of equipment. The LRC entrance is monitored by staff during operating

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hours. Library and LRC computers are physically secured to tables with Kensington locks. Computer wiring and cables are effectively managed and secured with Velcro ties rather than zip ties to allow quick and easy access for repair and maintenance procedures. Computers are additionally protected with Sophos anti-virus software and Deep Freeze to prevent any unauthorized changes to programs and operating systems. Fire-safety measures are in effect for the library building, and fire extinguishers are available in staff and public areas. Emergency exits are accessible to all patrons and staff and are clearly marked; evacuation plans are prominently displayed. No security cameras have been required to date.

The Instructional Media Center (IMC) has a routine equipment maintenance schedule. Each semester, the IMC:

- Provides preventative maintenance on all instructional and non-instructional media equipment
- Evaluates and repairs any equipment needing maintenance
- Assists faculty and staff with the acquisition of new media equipment and technology for the classroom
- Recommends equipment based on need and establishes equipment specifications and budget
- Generates requisitions for the purchase of media equipment
- Coordinates equipment installation including any necessary wiring (excluding electrical) and assists with installation when required
- Trains faculty and staff on proper use of the equipment when the equipment has been installed.

As part of the ongoing commitment to

maintain and update critically important instructional media equipment and systems, the District asked the IMCs at each of the colleges to develop an end-of-life A/V equipment request list for possible funding through Measure C, general obligation funds, in Fall 2012. The list was created and prioritized by the Norco IMC and then submitted through the College strategic planning process for review and approval (Technology Committee; Business and Facilities Planning Council; Institutional Strategic Planning Council; and Committee of the Whole, respectively) before being forwarded to the District for Board of Trustees review and approval. As a result, all College constituencies were provided the opportunity to participate in and support the overall maintenance and prioritization of instructional equipment and systems (see *AV Equipment Replacement Plan List, September 13, 2012*).

IMC media equipment is subject to rigorous security procedures. The IMC secures ceiling-mounted A/V display systems (data projectors and television monitors) with Kensington locks above the ceiling grid in all instructional and non-instructional spaces. All A/V equipment is assigned an asset tag by the RCCD Accounting Services, which includes serial number, model number, model, and purchase order number. The IMC works together with Accounting Services personnel to track and inventory all A/V equipment (see *IMC Inventory Master List*). Industrial Technology Center building classroom media lecterns are equipped with card access readers that secure equipment, provide authorized access, and track usage. Mobile equipment is routinely retrieved

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by staff and secured in a storage room with limited key access. College police are contacted immediately if there is any vandalism or attempted misuse of library or learning support facilities equipment and/or furnishings.

In Fall 2012, construction was completed on a glass store-front entrance wall with locking double doors for the LRC. This was added to secure the LRC computer labs and office space areas against unsupervised entry and/or activity during times when classes scheduled in the library building continue after the LRC is closed for the evening.

#### II.C.1.d. Self Evaluation

The standard is met. Library faculty, staff, and administrators work within the College budget to provide security for its patrons and property. Due diligence is paid to the particular way in which the College implements security measures so as not to limit students' academic freedoms or freedom of speech within the library environment. Security and safety measures are defined by the College and the District. The library staff, faculty, and administration are active in supporting training and have security plans in place for emergency situations. Physical resources and intellectual resources are appropriately protected through the College and District procedures.

#### II.C.1.d. Actionable Improvement Plan

None

#### II.C.1.e.

**When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual agreement.**

#### II.C.1.e. Descriptive Summary

The Wilfred J. Airey Library at Norco College, along with the RCC and MVC libraries share integrated library system software provided by Innovative Interfaces, Inc. The name of the integrated library system software is Millennium, which is platform-independent and written in Java. The Millennium system can be used to manage all library operations, including acquisitions of material for the library, cataloging, serials (or periodicals), control, circulation, interlibrary loan, and management of electronic resources (see *Innovative Interfaces Contract*). The Norco College Library contributes a portion of funding annually to support maintenance and service costs (see *Innovative Interfaces Annual Maintenance Fee Requisition 2012-2013*). Representatives from the three college libraries recently agreed to entertain a vendor proposal to move to a new web-based integrated library system software called OCLC Worldshare. After reviewing and discussing the pros and cons of this option, the libraries decided

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to remain with the current system, but to revisit this option in the future (see *OCLC Worldshare Meeting Invitation Email; February 16, 2012*).

In Summer 2011, representatives from each of the RCCD college libraries attended a series of meetings to entertain and discuss proposals by vendors to provide a new print and copy services contract to include each of the three college libraries and learning resource centers. During this process, Advanced Copy Systems was unanimously selected to provide services for a three-year contract term, after which the vendor agreed to donate equipment, copiers, vend units and software to the colleges (less any remaining equipment costs at the end of the contract) and to continue servicing the equipment on a cost-for-supplies-and-service basis (see *Advanced Copy Contract; July 2011*). The contract also stipulates a 20 percent cost-sharing provision paid to the libraries monthly. These monies have been directly applied to the funding of the Read 2 Succeed @ Norco College program in which the library, in partnership with other College constituencies, hosts book discussion events centered around the college wide reading of a common book, including the provision of refreshments, prize giveaways, and live author speaking engagements.

When necessary, and dependent upon funding, the Instructional Media Center (IMC) contracts with external vendors annually to ensure the continual repair, maintenance, and updating of all media equipment and systems. For example, the formal agreement with Spinitar covers the College's A/V media systems. The contract with Four Winds Interactive covers

digital signage systems campus wide. Polycomm covers the videoconferencing systems, and Sonic Foundry covers the steaming media system (see *Spinitar; Four Winds Interactive, Polycomm, and Sonic Foundry Contracts*). These contracts serve to extend the technical, personnel, and support resources of the College to more fully ensure the reliability, protection, and efficiency of needed systems and equipment.

Norco College contracted with NetTutor Online Tutoring Service for an initial pilot program to provide tutorial assistance to distance education students (see *Tutoring Services Agreement: Link Systems International*). In Winter 2013, students in both an online Philosophy 10 and an online English 1A course were given access to NetTutor service through a direct link provided in the Blackboard learning management system online classroom software. During this pilot, both of the instructors and the students who used NetTutor were satisfied with the service. A Survey Monkey survey was provided to the students in both of these courses at the end of the term. Those who responded to the survey indicated agreement that the overall online tutoring service was convenient and easy to use, and that the assistance provided by the online tutoring service had contributed to their success with classwork for the course (see *Online Tutoring Survey Results, Winter 2013*). The customer service, technical assistance, and follow up provided by the NetTutor vendor were exemplary and both instructors involved in the pilot project endorsed the service (see *NetTutor Online Tutoring Service Email*). As a result of this pilot, the College moved forward to purchase another 600 hours of online tutoring to

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support distance education offerings (see *NetTutor Invoice for 600 hours, Spring 2013*).

In addition, student government and Academic Senate members representing Norco College on the District Contracts Committee worked together to negotiate a contract with the College bookstore to provide 18 complimentary copies of the most-used textbooks to the library reserve collection during each fall and spring semester, for a total of 36 textbooks per academic year (see *Barnes and Noble Signed Contract 2012-2017; Barnes and Noble Contract Amendment, January 3, 2013*). In Fall 2012, the library also developed a procedure for contacting publishers directly to request complimentary copies of currently used course textbooks to add to the reserve collection (see *Reserve Textbooks Requested from Publishers, Fall 2012; Winter 2013; Spring 2013*). Overall, through faculty-provided reserve texts, contractual agreement with the College bookstore, and newly developed library procedure for obtaining complimentary textbook copies, the College was able to creatively and collaboratively address an identified student need, initiate improvement, and institutionalize the library reserve textbook program without depending on inconsistent and unreliable funding sources.

#### II.C.1.e. Self Evaluation

The standard is met. Library faculty, staff, and administrators work to integrate outside vendors into the infrastructure of the College library so as to bring new technologies and resources to students. Each of these opportunities is evaluated prior to implementation as

well as consistently within the operating period. As the College library is part of a greater District library system, there are limitations at times in which vendors are selected. These challenges are met individually. As College resources become further defined, the library will benefit from having additional options from which to choose.

#### II.C.1.e. Actionable Improvement Plan

None

#### II.C.2.

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

#### II.C.2. Descriptive Summary

In Fall 2010, the library began to assess the impact of reference librarian instruction services on the success rates of students who used those services. When students indicated they needed assistance from a reference librarian, they were asked to complete a brief sign-in sheet providing their name, student ID number, whether they were a student, and if their needs were met. These data were digitalized and merged with enrollment data to compare the students who had used reference services with students who had not in the same class sections. The results for Fall 2010 indicated that the GPA for students who used library reference services was significantly higher than the students



## Standard II: Student Learning Programs and Services

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who did not. The same assessment was repeated in Spring 2011. However, the difference between groups for that term was not significant (see *Reference Library Learning Outcomes Assessment Fall 2011*). The library improved the process for the capture of student information by using a new electronic Access database for this purpose in Fall 2011. In addition to asking for the student's name and ID number, the database featured pull-down menus requiring reference users to indicate whether they were a student, staff, faculty or other, and also the type of question asked: directional; finding a book(s); research; technical/machine assistance; or other. The same process was used to compare students who used reference services with those who did not in the same course sections, this time for both success and retention rates. The results showed that students who used reference librarian instruction services were significantly more successful in courses and were less likely to drop. When limiting services to those that were more academic in nature, such as research and finding a book(s), success and retention rates were even higher (see *Reference Library Learning Outcomes Assessment Fall 2010-Spring 2011*). The data showed this to be the case in Spring 2012 as well (see *Reference Library Learning Outcomes Assessment Spring 2012*).

Overall, a positive correlation between reference librarian instruction services and course outcomes is evidenced at the College. The library has used these findings as a basis for improvement by providing additional part-time library reference staffing during Spring and Fall 2012 and Spring and Fall 2013 to give students greater opportunities to access reference services and to interact with

reference librarians. The library has also incorporated an announcement about the results of these findings into the Library Skills Instruction Workshops content and the content of the Library 1 Information Competency credit course. The library's social media sites and website have each served to disseminate the findings as well. In order to further effect improvement from the results of the Reference Library Learning Outcomes Assessment, in Spring 2013 the library developed and implemented an assessment survey instrument to further inform students of the positive data obtained from the Reference Library Learning Outcomes Assessments and its implications. The assessment survey also informs students of the availability of the 24-hour seven-days-a-week online reference librarian service and tells them how to access this service. The survey asks students to state if they were previously aware that students who use the face-to-face reference librarian services on average got better grades and were more successful in the completion of their courses compared to their peers, and if this information would prompt them to use the reference librarian face-to-face services more frequently. They were also asked to state whether they were previously aware of the 24/7 online live reference librarian assistance and whether this information would prompt them to use this service. Of the respondents, 63.41 percent indicated they were not aware that students who use the face-to-face reference librarian services show higher success and retention rates, and 89.43 percent indicated that this information will prompt them to use these services more frequently. More than half (55.28 percent) of respondents indicated they were not aware that the College offers 24/7 online live reference

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assistance, and 84.55 percent indicated that this information will prompt them to use the 24/7 reference service. The expected outcome of this assessment survey instrument is to inform students of the positive success and retention data regarding library reference services, thus prompting them to utilize the services, whether face-to-face or online 24 hours-a-day/7 days-a-week, and to improve overall success and retention rates at Norco College (see *Library Assessment Project, Spring 2013 Scantron Format; Library Assessment Project Survey Results, Spring 2013*).

In addition, the data indicating a positive correlation between reference librarian instruction services and course outcomes (reported in the 2012 Administrative Program Review for Library/Learning Resources) served as a basis for the Business and Facilities Planning Council to rank the request for the College to fund a replacement library reference desk as a high priority. The program review stated the reason for the requested replacement as being that the current reference desk was outdated and did not adequately meet the needs of library staff/students. This, coupled with the reference librarian outcomes data, resulted in the funding of a new and significantly improved reference desk for the library in Spring 2013 (see *Administrative Unit Program Review, Library and Learning Resources 2012*).

During the 2011-2012 academic year, the library evaluated the use of course reserve textbooks provided through the library's reserve textbook collection. Within that time period, 39,243 reserve textbooks were circulated. In order to positively impact student success, the library reserve

textbook collection was developed and augmented over several years using instructional contingency funds. However, due to shrinking funds, the library in 2011-12 sought the support and input of various College constituencies (e.g., faculty, the Academic Senate, student government) to provide suggestions on how to continue, and if possible, institutionalize the library's reserve textbook program. All constituencies agreed that the collection/program is an important element of student success and needed to continue. Several faculty members were motivated to provide course textbooks for the library reserve collection. The Associated Students of Norco College (ASNC) donated a one-time gift of \$2,700 to be used for the purchase of textbooks for the reserve collection. The Academic Senate drafted a resolution in support of continuing the library reserve textbook program at Norco (see *Academic Senate Resolutions S111 Library Textbook Reserves*).

The assessment of the operational functions of the library has been addressed in various ways. The Wilfred J. Airey Library User Satisfaction Survey of Spring 2010 shows that students' expectations were exceeded by a large percentage regarding reference librarian assistance; obtaining books and information; friendly and helpful reception/circulation desk staff; efficiency; timeliness of library staff; and courteous and respectful treatment (see *WJA Library User Satisfaction Survey Spring 2010*). The Student Satisfaction Survey of 2011, administered to over 900 students college wide, included two questions regarding library services: "Satisfaction with this service: Library Services" and "How often use library." Of these, 73 percent indicated they were

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### II.C: Library and Learning Support Services

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either very satisfied or satisfied with the library services, and 56.9 percent indicated they used the library either very often or often (see *Library Items on the Student Satisfaction Survey 2011*). In order to build on this data to assess the achievement of student outcomes and promote the overall improvement of library services, the library administered a more specific and detailed survey concerning library resources and services to over 1,000 Norco College students in Spring 2013. The survey was administered to students in the library, as well as to students in a variety of courses college wide. Of the respondents, 82 percent indicated that the assistance they received at the front desk was good, and 85 percent indicated that the library was a welcoming place for students; 69 percent strongly agreed or agreed that the reference librarian was knowledgeable and helpful, while 26 percent indicated they did not use this service; 71 percent of respondents indicated they were able to get the book(s)/information they needed, while 22 percent indicated they did not use this service. Additionally, 60 percent indicated the availability of reserve textbooks was good, while 27 percent indicated they did not use this service. These results suggest the ongoing need to promote the academic value of these library services and resources to students. Overall, 77 percent of respondents indicated that the library is a productive learning environment for students (see *Library Survey Results, Spring 2013*).

The writing lab has developed SAOs and completed one assessment survey. There are two SAOs: 1) Interaction between faculty on duty and students using the writing lab should be productive; and 2) activities required in the TBA lab

should contribute to the students' overall success in their classes. To assess these outcomes, a survey was distributed in Fall 2012. Students took the survey in the primary classroom of their course to ensure maximum participation. Overall, about 63 percent of students agreed that the interaction between themselves and faculty on duty was helpful and more than 50 percent agreed that the lab contributed to their overall success in the course (see *Writing Center Assessment, Fall 2012*).

The CIS Lab completed an assessment in Spring 2013 consisting of an anonymous survey offered to CIS Lab students specifically covering lab usage patterns; perceptions of the on-duty faculty; CIS Lab instructional activities; and the CIS tutoring experience. Survey respondents indicated an overall high level of satisfaction with the lab, the instructors, and the lab aides (see *CIS Lab Assessment Report, Spring 2013*).

As the CIS, English, and ESL lab requirements are designed to support the parent course, SLOs addressed in the lab are assessed as part of that course. Each of the disciplines is responsible for ongoing authentic assessment of their coursework. Lab assignments are designed by each instructor of record in order to support course student learning outcomes (see *Annual Instructional Program Review, English 2013*; *Audit Inquiry – TBA Compliance Email, May 2, 2011*; *New Faculty Orientation and Flex Days Email, August 15, 2013*; *Reminders Email, March 8, 2013*; *Scheduling Email, August 30, 2013*; *Writing Lab vs. Writing Center Email, October 7, 2012*).

In Fall 2012, an assessment survey of students' levels of satisfaction with the

## Standard II: Student Learning Programs and Services

### II.C: Library and Learning Support Services

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operation, facilities, and the environment of the LRC was conducted. The overall level of satisfaction in the Operations, Facilities, and Environment categories of the survey was 93.9 percent, 90.0 percent, and 95.4 percent, respectively. This indicates a high level of agreement by the students that LRC operations were good, facilities were adequate, and the environment was welcoming and conducive to learning. The final question on the survey requested students to provide any suggestions for improvement or general comments about the LRC on the back of their Scantron form. The largest number of these comments offered praise for the LRC in general. The next largest number of comments was about the noise level in the LRC being too high (see *LRC Survey Results, Fall 2012*). The survey results were reviewed and discussed in the LRC staff meeting, a monthly meeting attended by the Writing Lab coordinator, CIS Lab coordinator, Learning Center assistants, Computer Laboratory assistant, Placement and Tutorial Services coordinator, dean of Student Success, dean of Instruction, and dean of Technology and Learning Resources. The survey results were also reviewed and discussed in Library Advisory Committee. Both groups recommended implementing signage as an intervention to be placed throughout the LRC, and provided suggestions for effective wording. Signs were then placed on each table in the LRC stating, “The LRC is an academic learning environment and is to be used for academic related activities only. Please be considerate of your fellow students: keep the noise level at a minimum” (see *LRC Table Signage*). Larger signs were suspended from the ceiling of the LRC stating, “This is a learning environment. Noise levels must

be kept to a minimum.” Because of this intervention, the LRC has reportedly experienced a noticeable improvement in regard to noise level.

#### II.C.2. Self Evaluation

The standard is met. Norco College undertakes active, ongoing evaluation of library and other learning support services in order to improve its services to students and substantiate the achievement of student learning outcomes. Analysis collected from these assessment tools is used for the ongoing improvement of services. The assessments of the reference librarian services and evaluation of course reserve textbook usage indicate that library resources and services are contributing to the achievement of student learning outcomes not just for the library but across all disciplines. The assessments of the operational functions of the library and LRC have yielded valuable data that have been and are continuing to be used as the basis for improvement of those areas, and of the College in general. The assessments of the CIS Lab, Writing Lab, Tutorial Services, and the operation, facilities, and environment of the overall LRC have directly addressed planning agenda item number 29 in the Norco College Midterm Report of March 2012, which states, “Conduct assessment of math and CIS labs, Writing and Reading Center, and Tutorial Center based on identified student learning outcomes.” Due to budget cuts for the 2011-2012 academic year and the pursuit of greater institutional efficiency, the practice of having math instructors on duty in the lab was eliminated since math courses do not require TBA lab hours. In its place, the Math Express walk-in tutoring service was developed. The Math Express service

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### II.C: Library and Learning Support Services

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is specifically scheduled to be assessed in Fall 2013. The CIS Lab, Writing Lab, Tutorial Services, and the overall operation of the LRC will continue to be assessed regularly. This planning agenda item is complete. In Spring 2013, in direct response to dialogue and input from Writing Lab and CIS faculty, the decision was made to relocate the Writing Lab to a specially selected classroom space in the Industrial Technology (IT) building and to relocate the Gaming Lab from the IT building to the LRC space vacated by the Writing Lab. The shift

of these important instructional areas, scheduled to be completed by Fall 2013, is expected to significantly improve and enhance overall learning support services to Norco College students.

#### II.C.2. Actionable Improvement Plan

None



**Standard II: Student Learning Programs and Services**  
**II.C: Library and Learning Support Services**

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## Standard III: Resources

### III.A: Human Resources

#### Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

#### III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

#### III.A.1.

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

#### III.A.1.a.

Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

#### III.A.1.a. Descriptive Summary

Norco College employs qualified academic and classified personnel in accordance with state and District hiring Board policies and administrative procedures (see *Board of Trustees BP7120 Recruitment and Hiring*). Administrative Procedures are in place to identify the recruitment and hiring procedure for each category of employee, including faculty, classified and confidential staff, and management staff (see *Board of Trustees AP7120a-e*).

Academic employees possess the minimum qualifications prescribed for their positions by the Board of Governors. The criteria and procedures for hiring academic employees are established and implemented in accordance with Board Policies and procedures

## **Standard III: Resources**

### **III.A: Human Resources**

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regarding the Academic Senate’s role in local decision-making. Faculty are involved in the selection of new faculty and are represented in all steps of the selection process. The College defines and evaluates “effective teaching” in its hiring processes through a teaching/skills demonstration that may be included in the interviews. Faculty job announcements clearly indicate a requirement of discipline expertise, effective teaching abilities, and participation in committee work, curriculum and program development, and student activities.

The criteria and procedures for hiring classified employees are established after first affording the CSEA an opportunity to participate in the decisions under the Board’s policies regarding local decision making.

The District Diversity and Human Resources office advertises jobs in standard publications and websites. The department and the discipline members are encouraged to be proactive in recruiting a diverse pool of outstanding applicants. The hiring department may recommend additional advertising sources. Equivalency of degrees from non-U.S. institutions is verified by a certified evaluation service that evaluates foreign credentials. Safeguards are in place to assure that hiring procedures are constantly applied, including the electronic submittal and approval of all job postings prior to advertisement, all hiring committee members needing to satisfy the requirement of completing/updating an Equal Employment Opportunity (EEO) and Interview Protocols Workshop within two years of serving on a hiring committee, and a Human Resources representative facilitating the recruitment

meetings and interviews.

Job descriptions include state-mandated minimum qualifications as well as specifically required and preferred qualifications. Formal applications, review, and interview processes through which decisions are made are based on the qualifications listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges. Reference checks are completed by the President or designee. Verification of degree(s) from an accredited institution is completed by the office of Diversity and Human Resources (see *Board of Trustees AP7120c Full-Time Faculty Recruitment and Hiring*).

#### **III.A.1.a. Self Evaluation**

The standard is met. The College clearly and publicly states the criteria, qualifications, and procedures for selection of personnel. Position announcements are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority. The selection of faculty includes knowledge of the subject matter and effective teaching.

#### **III.A.1.a. Actionable Improvement Plan**

None

## Standard III: Resources

### III.A: Human Resources

#### III.A.1.b.

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

#### III.A.1.b. Descriptive Summary

Norco College adheres to District-established written policies and procedures for evaluating all faculty, administrators, and classified employees on a regular and timely basis. The specific formal process used varies depending on the employee group.

Classified and confidential employee evaluations are conducted in accordance with Article XII, titled “Performance Evaluation,” of the Agreement between Riverside Community College District and Riverside Community College Classified Employees, Chapter 535, an affiliate of the California School Employees’ Association (see *CSEA Collective Bargaining Agreement*). Classified staff employees receive a written evaluation at least once each year. Probationary employees receive written evaluations at the end of the second month and each third month thereafter during the probationary period. Promoted employees receive written evaluations at the end of the second and fifth months in their new positions. Diversity and

Human Resources tracks the status of all evaluations in the Datatel system. Supervisors and their managers receive a succession of “delinquent” letters when evaluations are not completed in a timely manner.

Management employee evaluations are conducted in accordance with the procedures identified in the Management Handbook. The District employs a formal evaluation process that is systematic, timely, and objective; recognizes management strengths; and is designed to address deficiencies and improve management performance when necessary. An updated management evaluation process was adopted in 2013 to address concerns identified in the previous process. The purpose of the new evaluation review process is fourfold; to 1) capture the complex and changing demands in administrative positions; 2) reflect contemporary management evaluation practices in multi-college environments; 3) acknowledge and value the meritorious efforts of administrators; and 4) recognize the manager’s strengths, address any deficiencies, and improve management performance.

In order to meet these purposes, the instrument is designed to:

- Promote and support appropriate leadership and management skills
- Assist the administrator in growth and development of professional abilities
- Provide timely feedback to administrators regarding their work performance and meeting of program/area goals
- Improve alignment and overall operations of the organization
- Assist administrators with supporting the organization’s mission and values

## Standard III: Resources

### III.A: Human Resources

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- Reflect the Six Competencies for Community College Leaders (American Association of Community Colleges): Strategic Planning, Communication, Resource Management, Professionalism, Collaboration, and Mission Advocacy.

The evaluation tool is designed to encourage regular communication between a manager and his/her supervisor. Performance feedback is completed at the second, fifth, and eighth month of employment for newly hired managers. Thereafter, managers are evaluated annually, with a comprehensive review happening every third year. A systematic evaluation process addressing the core competencies expected of community college leaders was developed in Summer 2011 and implemented with the 2013-14 academic year. It is used during the manager's annual and comprehensive evaluations.

Faculty evaluations are conducted in accordance with Article XI, Improvement of Instruction and Tenure Review, of the Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA (see *CTA Collective Bargaining Agreement; MOU on Contract Extension through June 30, 2015*). For all full-time faculty, evaluation includes assessment of subject mastery, preparation for teaching, classroom instructional methods, coaching/counseling skills, participation in student learning outcome assessment, and other campus and District involvement. Part-time faculty are also evaluated regularly based on their subject matter mastery, preparation for teaching, and classroom instructional methods; and they are supported in conducting

student learning outcomes assessment. For regular tenured faculty, the purpose of evaluation is to strengthen the faculty member's instructional skills and professional contributions. Evaluations occur once every three years. For contract faculty (non-tenured), the purpose of evaluation is to make a recommendation regarding the contract faculty member's continued service to the District. The committee also assists the contract faculty member in meeting and fulfilling the job-responsibility criteria set forth in the job announcement under which the contract faculty member was appointed. Using these criteria, the committee establishes the scope and process for the evaluation and the manner in which the faculty member will receive assistance. Evaluation occurs during the first semester of employment and in the fall semester of each of the following three years. For part-time faculty, the purpose of evaluation is to assess professional performance, to provide advice as needed in professional areas, and to ensure that the faculty member is teaching the course in a manner consistent with the official course outline of record and with the standards of the discipline. Evaluation occurs during the first term of hire (winter and summer included), once each year for the two years following and at least once every three years thereafter. The scope of the faculty evaluation process includes peer evaluations, student evaluations, and syllabus review. The process ensures that full-time faculty are current in their knowledge of their discipline, have good rapport with students, and are effective in their teaching. If it is determined that improvement is needed, a follow-up evaluation is scheduled and conducted.

## Standard III: Resources

### III.A: Human Resources

#### III.A.1.b. Self Evaluation

The standard is met. All employees are evaluated at regular intervals based on written criteria. The evaluations assess a number of criteria related to effective performance. If any actions are needed following the evaluation, they are formal, timely, and documented.

#### III.A.1.b. Actionable Improvement Plan

None

**III.A.1.c.  
Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

#### III.A.1.c. Descriptive Summary

In the 12 years since the present accreditation standards were implemented, the College has worked tirelessly and with relative consensus among its faculty and staff to implement authentic forms of outcomes assessment at all levels of the institution. SLOs have been defined (and in many cases rewritten more than once) for all courses and programs; they are included in the course outlines of record and must appear in all course syllabi (copies of which are housed in a dedicated database). Vigorous forms of assessment—many of them exposing significant problems in student learning that were then addressed—have been conducted in scores of courses and for an increasing number of programs, among them general education, a program for which recently proposed modifications

would never have been made had it not been for the vigor of the original assessment efforts. In its March 2012 report to ACCJC on the status of its work implementing assessment of SLOs, the College defined its status in terms of the evaluation rubric as “proficient” in some areas, and at “sustainable continuous quality improvement” in others (see *Status Report on SLO Implementation*).

The evaluation procedures for faculty (termed “improvement of instruction” as a way of focusing attention on their primary purpose) are detailed in the previous section, but since the 2007 contract they have specified for faculty that “participation in student learning outcomes assessment processes” be incorporated as a criterion to be considered. Faculty involvement in SLO assessment is part of the culture of Norco College. The College can legitimately claim that effectiveness in contributing to student learning is the primary criterion by which it measures the quality of the work of any one of its faculty or staff. The College is confident that its approach to assessment makes the production of student learning the central component of its evaluation processes.

#### III.A.1.c. Self Evaluation

The standard is met. The College, through implementing the assessment of student learning outcomes within the entire curriculum and program review process, has effectiveness in producing those learning outcomes.

#### III.A.1.c. Actionable Improvement Plan

None

## Standard III: Resources

### III.A: Human Resources

#### III.A.1.d.

**The institution upholds a written code of professional ethics for all its personnel.**

#### III.A.1.d. Descriptive Summary

The Riverside Community College District (RCCD) has a number of policies and procedures that dictate appropriate conduct for its employees and foster an atmosphere of respect and trust throughout the District (all located under “Board of Trustees” on the evidence website).

- BP 7310 (Nepotism) and BP/AP 3430 (Prohibition of Sexual Harassment and Retaliation) provide clarity and guidance for employee professional conduct with regard to equal opportunity and diversity, employment of relatives, duties and responsibilities of faculty, unlawful discrimination, and sexual harassment.
- BP 2712 (Conflict of Interest Code) requires Board members and designated employees to disclose economic interests and disqualify themselves from decisions that result in conflict of interests.
- BP 3410 (Nondiscrimination) and 3430 (Prohibition of Harassment and Retaliation) also provide guidance with professional conduct regarding diversity and equal opportunity, employment of relatives, duties and responsibilities of staff, sexual harassment, and unlawful discrimination. The Faculty Handbook addresses instructors’ responsibilities in classrooms and laboratories, incorporating such specific guidelines as the California Education Code and the California Code for Title V.

#### III.A.1.d. Self Evaluation

The standard is met. The District has a number of policies and procedures that uphold a written code of professional ethics for all its personnel, and they are working effectively.

#### III.A.1.d. Actionable Improvement Plan

None

#### III.A.2.

**The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

#### III.A.2. Descriptive Summary

As a multi-college district, RCCD continues to develop, evaluate, and improve the processes that govern human resource distribution. Staffing may be determined as a result of program review, retirement, or restructure. To meet student needs, Norco College has added staff and contract faculty positions. As a means of achieving strategic goals, the College adopted strategic planning processes to ensure that institutional planning, unit/program review, and resource allocation are all fully integrated. These processes are incorporated into the Strategic Planning Cycle. The need for new faculty and staff is identified in the department or administrative unit. They are then taken to one of the three prioritization planning councils: 1) Academic Planning Council

## Standard III: Resources

### III.A: Human Resources

(APC) for instructional programs; 2) Student Services Planning Council (SSPC) for student services programs; and 3) Business and Facilities Planning Council (BFPC) for administrative units. The staffing needs are then ranked. The BFPC—comprising faculty, staff, administrators, and a student representative—is part of the College Strategic Planning Process. The BFPC recommends budgeting of additional funds as they become available. The BFPC recommendations go to the Institutional Strategic Planning Council (ISPC) for approval before being forwarded to the Committee of the Whole and on to the President of the College. Below is a flowchart that captures the prioritization process.

#### III.A.2. Self Evaluation

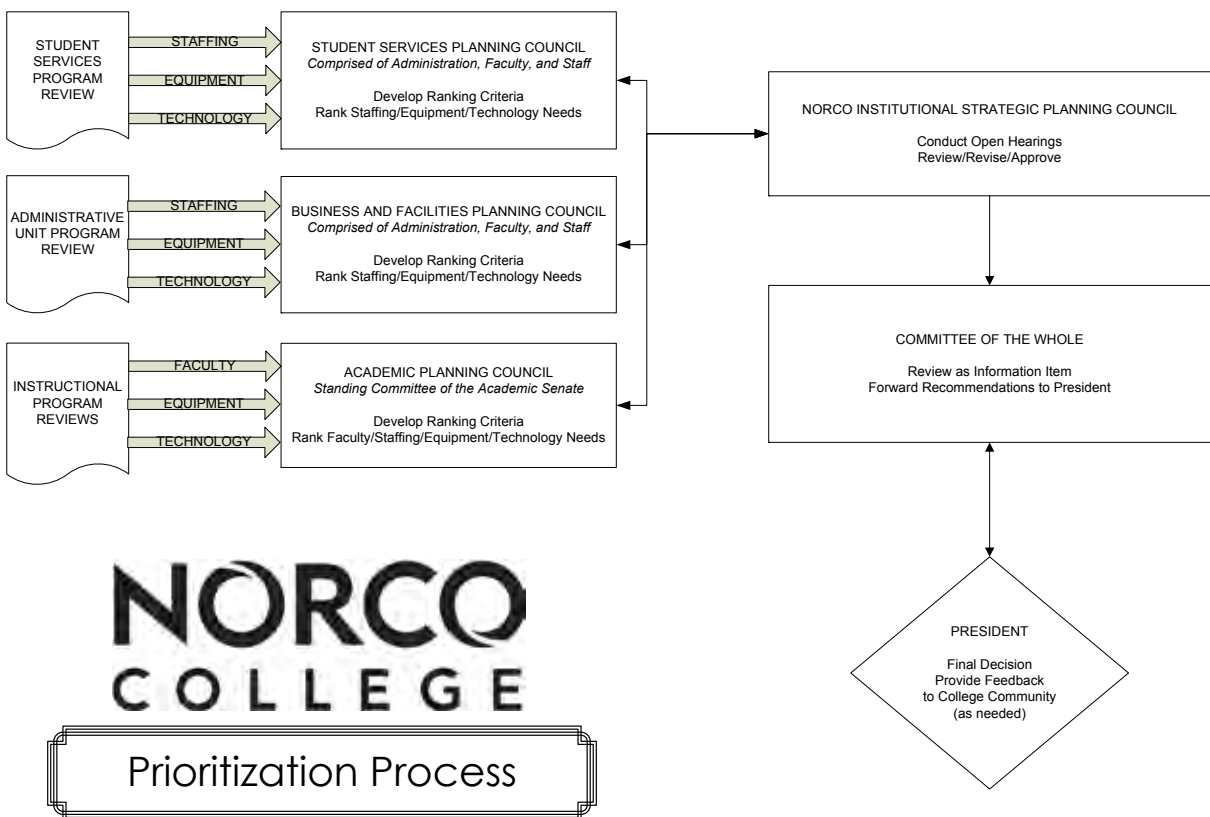
The standard is met. The College has a clear process by which to determine if there are sufficient full-time faculty, staff, and administrators to support its mission and purpose. The prioritization process is utilized to determine new staffing.

#### III.A.2. Actionable Improvement Plan

None

#### III.A.3.

**The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitable and consistently administered.**



## Standard III: Resources

### III.A: Human Resources

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#### III.A.3.a.

**The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

#### III.A.3.a. Descriptive Summary

Norco College's employment process uses equitable recruitment guidelines that are monitored by the Riverside Community College District Diversity and Human Resources (DHR) division to ensure each position is filled through an impartial process (see *Board of Trustees BP3420/AP3420 Equal Employment Opportunity; BP7120/AP7120 Recruitment and Hiring; AP7120a-e*). Board Policies and Administrative Procedures are regularly updated, which require approval of the Board of Trustees for policy and the Chancellor's Executive Cabinet for procedures. Changes to policies and procedures are publicized electronically and disseminated district wide.

Diversity and Human Resources representatives who facilitate employment recruitments at the College perform their duties using the standard search process that identifies qualifications based on position requirements including skills and relevant experience. Position description, requirements, and responsibilities are listed on the job announcement (see *Job Description*). Selected candidates are invited to the interview process only after meeting specific employment criteria (see *Selection Procedure*). Before recruitment takes place, positions are reviewed, graded, and approved by the DHR Classification Panel.

Employment opportunities are publicly advertised with clear and established application deadlines. An electronic

applicant tracking system serves as the mechanism used for job postings and application submittal. Initial screening is coordinated between the Diversity and Human Resources department and the screening committee through the electronic tracking mechanism.

Search committees are composed of representatives from various College constituent groups (see *Employee Contracts and Handbooks, Webpage*). The composition of the search committee is reviewed and approved by the Director of Diversity, Equity and Compliance to ensure compliance with Board policies. DHR representatives help ensure that the applicant screening, interview, and selection processes are fair and thorough, and that they conform to principles of equal employment opportunity (see *Screening Information Packet*). Committee members are required to participate in an EEO training program prior to any participation in the selection process to assure that they adhere to fair and non-discriminatory guidelines (see *EEO and Interview Protocols*). Standards and criteria for employment, including minimum qualifications, are clearly and publicly stated in the job posting.

#### III.A.3.a. Self Evaluation

The standard is met. The College ensures utilization of established employment policies and procedures to promote equity. District personnel—including the Vice Chancellor of Diversity and Human Resources and the Directors of Diversity and Human Resources—monitor all hiring practices at the College level to ensure compliance. Changes to written policies—including creation, modification, and addition to the Board



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Policies or Administrative Procedures—are requested by the Vice Chancellor of Diversity and Human Resources and reviewed by the General Counsel for compliance. College and District members are given an opportunity for input before changes are made, and changes are reviewed by the Chancellor’s Executive Cabinet for final approval. This information is made available to all members of the College and District employees through the Intranet.

#### III.A.3.a. Actionable Improvement Plan

None

#### III.A.3.b.

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

#### III.A.3.b. Descriptive Summary

All personnel records are kept in a confidential and restricted area. All personnel records, whether for current or former employees, are kept indefinitely. However, depending on the age of the records, they may be in archival storage at an off-site location.

An employee has only one official personnel file. Personnel files are located in a secured location at the Diversity and Human Resources department (see *Board of Trustees AP7145 Personnel Files*). Keys for all personnel files are maintained by the Diversity and Human Resources office. Employees may request to inspect their personnel file, including any medical files, and may be released

from duty for this purpose when their department can reasonably accommodate the request. A college-designated member of Diversity and Human Resources serves as appropriate contact for information or questions regarding access to personnel files. This right to inspect also applies to employees on leaves of absence. Limited access to personnel files is applied to non-current employees. Other District and non-District personnel are granted access to personnel files as long as they have a legitimate business reason. Access is limited to a “need to know” basis. Personnel files to a third party are not released unless there is a court order or subpoena, or a waiver of release signed by the employee. Access to personnel files must be approved by the Director, Diversity and Human Resources, or designee.

#### III.A.3.b. Self Evaluation

The standard is met. Through its district wide practices, RCCD ensures appropriate access to employment records and maintains proper confidentiality of these materials in accordance with the law. College constituents are in agreement with these policies as included in the collective bargaining process.

#### III.A.3.b. Actionable Improvement Plan

None

#### III.A.4.

**The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

## Standard III: Resources

### III.A: Human Resources

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#### III.A.4.a.

**The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

#### III.A.4.a. Descriptive Summary

College wide diversity-related activities are primarily led by the Legacy diversity committee. This committee—composed of faculty, staff, administrators, and students—is responsible for organizing and facilitating campus events and activities that raise awareness of and promote respect for diversity among members of the College community (see *Legacy Committee, Webpage; Past Events*). For example, the College hosted a Day of the Dead presentation and celebration to recognize a cultural tradition celebrated in Latin America and parts of the United States (see *Legacy Committee, Minutes, November 30, 2012*). Surveys are administered after every Legacy event to determine their effectiveness and provide input for future events. During the Spring 2013 term, the Legacy committee hosted a workshop on generational differences in the workplace. Though the survey results revealed a positive response to this event, committee members noted an ongoing issue with low attendance at events and discussed options for improving attendance, including enhanced marketing and scheduling changes (see *Legacy Committee, Minutes, March 22, 2013*). Legacy hosts diversity awareness activities throughout the academic year, and it provides the campus community with informative diversity-related facts via posters and weekly emails during Diversity Awareness Month in April (see *Legacy Committee, Webpage—Diversity*

*Appreciation Month Flyer*).

The College library's Read 2 Succeed @ Norco College book topics and art exhibits at the College Art Gallery also promote diversity awareness for the College community. The Read 2 Succeed program highlights literary works by various authors that address social and historical issues relevant to the College's diverse community (see *Read 2 Succeed Flyers*). The Art Gallery has also hosted a number of exhibits, including artwork by prominent Latino artists and female artists, to promote diversity among the campus and local communities (see *Art Gallery, Webpage*).

One of the tools used to determine the campus perceptions of faculty and staff is a district wide faculty/staff campus climate survey administered in 2010 and 2012 to gather data on their experiences as employees (see *Campus Climate Survey for Faculty/Staff*). Responses from the survey are used to determine diversity related training and workshops for faculty and staff. A similar campus climate survey for students was also administered in Spring 2013 to gauge students' experience in and out of the classroom (see *Campus Climate Survey for Students*).

The District maintains a Board policy regarding commitment to diversity. The District office that leads this effort for the College is the Diversity, Equity and Compliance (DEC) office (see *Board of Trustees BP7100 Commitment to Diversity*). The director of DEC collaborates with the College to offer a number of professional development opportunities that include diversity-related workshops and training (see

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*Diversity, Equity and Compliance Workshops, Webpage*). This District office also facilitates Equal Employment Opportunity (EEO) training throughout the year to ensure College personnel have the proper training to participate in search committees used to screen and interview applicants for employment opportunities at the College (see *EEO and Interview Protocols*).

#### III.A.4.a. Self Evaluation

The standard is met. Through its wide variety of campus-based programs as well as collaborative efforts with the District, Norco College offers its personnel numerous professional development opportunities related to diversity throughout the year. The topics range from diversity awareness and the application of that knowledge in working with colleagues and students to EEO trainings to ensure that a diverse pool of personnel is eligible to participate in the hiring process. Faculty development workshops provide FLEX credit for attending workshops on diversity-related issues, and professional development activities for staff also focus on diversity, such as the workshop on generational differences in the workplace noted above.

#### III.A.4.a. Actionable Improvement Plan

None

#### III.A.4.b.

**The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.**

#### III.A.4.b. Descriptive Summary

The District's Diversity and Human Resources (DHR) department complies with recruitment and hiring practices as specified in the Board policies and administrative procedures and works with the College to regularly assess employment equity and diversity records of faculty, classified and confidential staff, and administrators (see *Board of Trustees BP7120 Recruitment and Hiring; AP7120a,b,c,d,e*). Specifically, the DHR's Diversity, Equity and Compliance (DHR/DEC) office collects data on the District and colleges and provides monthly and annual reports about their employment diversity record. Since 2010, the DHR/DEC office has been collecting data about employment recruitments and applications, analyses of employment applications, and the number of applications received that have been forwarded to the search committee (see *Diversity, Equity and Compliance Workshops, Webpage*). The data are broken down by those identified as "monitored groups" to ensure the College and District are assessing employment equity and diversity. The data are used to assess current hiring practices and make changes as needed. The director of DHR/DEC presents the report to the District's Board of Trustees, Chancellor, and College President and his/her cabinet members (see *Management Staff Meeting Minutes, November 9, 2011; President's Communication; August 22, 2013*). The District Council on Diversity and Equity resumed meeting in October 2013 and the reports will be provided for review by that body.

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#### III.A.4.b. Self Evaluation

The standard is met. The District DHR/DEC office has collected employment equity data to monitor and improve the equity and diversity for its employees since 2010. The reports generated by this office are comprehensive and provide a detailed breakdown of the applicants and those who are hired by the College/District to ensure the institution's employment equity and diversity is consistent with its mission.

#### III.A.4.b. Actionable Improvement Plan

None

#### III.A.4.c.

**The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.**

#### III.A.4.c. Descriptive Summary

The College's commitment to ensuring equitable treatment of its personnel is demonstrated by its adherence to labor laws, Educational Code, Title 5, District Board policies, administrative procedures, faculty and staff collective bargaining agreements, and student disciplinary and grievance processes. Board policies and administrative procedures are in place at the District to ensure consistent and equitable treatment of personnel (see *Board of Trustees BP3050/AP3050 Institution Code of Professional Ethics; 3410 Nondiscrimination; 3430 Prohibition of Harassment and Retaliation; 7700 Whistleblower Protection; AP3435 Handling Complaints*

*of Unlawful Discrimination, Harassment, or Retaliation; 7233 Claims for Work Out of Classification*). College administrators also participate in management training (some mandatory) that specifically focus on anti-discrimination and harassment in the workplace (see *Procedures for Handling Complaints of Unlawful Discrimination, Harassment and Retaliation*).

The district wide faculty/staff campus climate survey administered through the DHR/DEC (2010 and 2012) also provides data on the experiences of employees both in and out of the classroom at the three colleges and the District (see *Campus Climate Survey for Faculty/Staff*). The anonymous survey asks employees to respond to matters not addressed in any other feedback process so it provides data that can be used to further assess the diversity issues at the District and College levels. Workshops and training that address respectful and civil workplace practices are also provided (see *Diversity, Equity, and Compliance EEO and Interview Protocols Evaluation Summary*).

The College, through the District, recognizes and negotiates in good faith on matters with the California Teachers Association (CTA) and California School Employees Association (CSEA) collective bargaining units (see *Board of Trustees BP7140 Collective Bargaining*). The CTA and CSEA bargaining agreements are negotiated every three years and serve as the primary documents that guide personnel evaluations, administrative procedures, and grievance processes (see *CTA and CSEA Collective Bargaining Agreements*). Representatives from each of the two bargaining units

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meet regularly at the College and district wide levels to gather input from their members, discuss necessary action items, and present pertinent information to the Board of Trustees and College administration. While administrators do not have a formal collective bargaining unit for representation, a Management Leadership Association (MLA) provides professional development opportunities, regular updates on administrative matters, and representatives (Board members) who communicate regularly with the chancellor and serve on a Board of Trustees Committees (see *Management Handbook*).

A Board policy and administrative procedure addresses the standards of student code of conduct and student discipline procedure. Explanation of the student code of conduct and steps for students to follow in cases of grievance are located in the College Catalog and College website (see *Board of Trustees BP5500 Standards of Student Conduct; AP5520 Student Discipline Procedures; College Catalog, 2013-2014; Norco College, Website*). Also, the College's Student Equity Plan provides student equity data and goals/action items in response to the data (see *Board of Trustees BP5300/AP5300 Student Equity; Student Equity Plan, March 2010*). The Student Success Committee collaborates with the Office of Institutional Effectiveness to analyze the data and the committee follows through on the action items.

#### III.A.4.c. Self Evaluation

The standard is met. The College works closely with the District Diversity and Human Resource department and complies with Education Codes,

Title 5 Regulations, Board Policies, Administrative Procedures, and collective bargaining units to ensure fair and consistent follow through on personnel and student issues.

#### III.A.4.c. Actionable Improvement Plan

None

#### III.A.5.

**The institution provides all personnel with appropriate opportunities for continued professional development, consistent with institutional mission and based on identified teaching and learning needs.**

#### III.A.5.a.

**The institution plans professional development activities to meet the needs of its personnel.**

#### III.A.5.a. Descriptive Summary

The College's commitment to professional development has led to a number of innovative activities that provide faculty, staff, and administrators with opportunities that develop critical skills consistent with the institutional mission. The topics range from diversity and equity issues to technology utilization, student learning (e.g., working effectively with students with disabilities), and leadership development. The District offers a leadership academy available to faculty, classified staff, and administrators. The Leadership Academy Program (LAP) training is offered twice each year and has been offered consistently since 2010 (see *Leadership Academy Program, Website*).

During the fall and spring terms,

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numerous faculty development workshops and training events are offered on relevant topics. These include face-to-face and webinar activities on outcomes assessment and use of data for improved learning outcomes, innovative teaching practices, and presentations on closing the achievement gap, to name a few (see *Professional Development, Webpage*). Faculty are also given opportunities to attend major research and teaching conferences throughout the year to learn critical information that can be brought back and shared with members of their academic units.

The Faculty Development Committee, a standing committee of the Academic Senate, specifically focused on activities to support faculty with developing skills to improve student learning and success (see *Academic Senate, Minutes, April 16, 2012*). Previously, the faculty development coordinator worked with the Assessment Committee and reported on faculty development activities to that committee. As the Faculty Development Committee began to develop its mission statement in Fall 2012, it concluded that professional development, rather than faculty development, was a more appropriate purpose for the committee. Co-chaired by the faculty development coordinator and restructured to include staff and administrators, the new Professional Development Committee (PDC) coordinates all forms of professional development at the College (see *Professional Development, Website; Professional Development Committee, Minutes, December 4, 2012*).

#### III.A.5.a. Self Evaluation

The standard is met. The College provides

for numerous professional development activities throughout the year to meet the diverse interests of its personnel. Activities have included workshops and guest speakers sponsored by the Legacy Committee, Professional Development Committee, and the Office of Diversity, Equity and Compliance.

#### III.A.5.a. Actionable Improvement Plan

None

#### III.A.5.b.

**With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

#### III.A.5.b. Descriptive Summary

The College is committed to offering its personnel high quality professional development programs that are meaningful and applicable to their roles. To this end, professional development is assessed based on participants' feedback via surveys. Surveys are administered at the conclusion of each event so committee leaders and members can analyze the results and use them to improve future offerings (see *Legacy Committee Events Survey Summaries*).

With the formation of the Professional Development Committee in 2013, the College has moved towards a more inclusive and expansive effort for professional development of College employees. After completing an effectiveness survey of its members to determine potential areas of improvement in 2012, the Faculty Development

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Committee agreed that professional development activities should be inclusive of College staff while ensuring that FLEX credit would remain available for faculty training and workshops. It began implementing the first stages of a technology training program that resulted from recommendations by the Technology Task Force in Spring 2012. The Committee continues to work with the Distance Education Committee to implement faculty training in online teaching and developing ways to help students recognize the challenges to online courses. Survey results and input from professional development activities for staff will also be used to design and offer activities that will benefit all College personnel (see *Legacy Committee Event Survey Summaries; Back to College Days Survey Results, Fall 2013; Diversity, Equity and Compliance EEO and Interview Protocols Evaluation Summary*).

#### III.A.5.b. Self Evaluation

The standard is met. The College provides faculty and staff with various types of professional development opportunities throughout the academic year. The Legacy Committee and the Diversity, Equity, and Compliance office administer and review surveys to make programmatic improvements. Faculty development activities, which are now under the umbrella of the Professional Development Committee, are systematically evaluated through participant surveys as a way of improving effectiveness.

#### III.A.5.b. Actionable Improvement Plan

None

#### III.A.6.

**Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

#### III.A.6. Descriptive Summary

Norco College's integrated Strategic Planning Process provides guidelines for continuous institutional planning and allocation of resources in areas of budget, facilities, technology, and staffing. The annual program review document serves as the first step in the human resources evaluation and planning process (see *Program Review Committee, Webpage*). Each discipline, administrative unit, and student services area completes an annual program review document containing an annual reporting of current goals, accomplishments, improvement areas, and current structure, with staffing levels and requests for additional staff, faculty, and administrative positions (see *Annual Instructional, Administrative Unit, and Student Services Program Review Template 2013*). For example, during the 2013 Annual Program Review process, a full-time faculty member in Humanities indicated that due to her upcoming retirement, a replacement Humanities faculty member was needed. The Academic Planning Council, comprised of department chairs, ranked that position within the top five of their faculty hiring requests. After proceeding through approval by the Institutional Strategic Planning Council and review by the Committee of the Whole, the position was ultimately approved for replacement by the President and the hiring process will begin in Spring

## Standard III: Resources

### III.A: Human Resources

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2014 (see *Annual Instructional Program Review, Humanities, 2013*).

Human resources needs are initially identified by each unit, area, or department based on course offerings, programs, and improvement needs. Initial requests are included in program review documents with justification for the new or replacement position. The Institutional Strategic Planning Council (ISPC) receives prioritized positions from the Academic Planning Council for all faculty positions and Budget and Facilities Planning Council for Student Services and other non-faculty positions (see *Institutional Strategic Planning Council, Minutes, February 20, 2013*). ISPC is the final recommending body that reviews all new or replacement positions before they are brought to the entire College for discussion at the Committee of the Whole (COTW) (see *Committee of the Whole, Minutes, May 28, 2013*). Once approved, the final and comprehensive list is submitted to the President as a formal recommendation. The President makes final hiring decisions and sends a memo to the College publicizing the list of approved positions, which is also included as an information item for discussion and dialogue at the Committee of the Whole (see *President's Memorandum on Program Review Resource Allocations for 2012-2013*).

#### III.A.6. Self Evaluation

The standard is met. Human resources planning at Norco College is fully and effectively integrated into the institutional planning process. New positions are created or vacant ones filled on the basis of needs identified and justified in terms of their contribution to student learning in

annual program review documents. This cyclical planning process is evaluated and improved continually through a number of mechanisms.

#### III.A.6. Actionable Improvement Plan

None



## Standard III: Resources

### III.B: Physical Resources

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#### III.B. Physical Resources

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

#### III.B.1.

**The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

#### III.B.1. Descriptive Summary

The College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. Comprised of 141 acres of land with more than 20 buildings and structures that provide high-level instruction, technology, and comprehensive services, the College serves approximately 10,000 students.

The College was first envisioned in the 1980s after the Riverside Community College District (RCCD) recognized its obligation to meet the needs of the rapidly growing cities of Norco and Corona. In June 1985, land was transferred from the U.S. Government to RCCD. Shortly thereafter, planning and construction of a campus commenced.

In Spring 1991, Norco Campus opened as a satellite campus of Riverside Community College, with the District supporting its academic departments. In 1995, the campus completed the

Wilfred J. Airey Library and the Applied Technology building. In 1999, three independent academic departments were established at the Campus, which then assumed responsibility for its own schedule development.

To accommodate the increasing student demand, in Fall 2004 the Norco Campus expanded to four departments. In 2009, the Industrial Technology building opened. In 2010, the Center for Student Success (CSS), recently renamed the Brenda and William Davis Center for Student Success, was opened to further support the growing population of students with a new food service facility (the Corral) as well as storefront offices such as EOPS and Disability Resource Center (DRC). In addition, the lower floor of the Library building was redesigned to create a Learning Resource Center. The Student Services building was renovated to better accommodate student financial services, cashier services, admissions and records, veterans, as well as offices for vice presidents. The lower part of the Science and Technology building was redesigned to become an art gallery and the upper floors were equipped with a new microbiology lab, organic chemistry lab, and updated anatomy and biology laboratories. A College Resource Center was designed to provide working space for associate faculty, and break-time seating for staff and faculty adjacent to copy and mailroom support services. Renovations also included a space for police at the center of the campus for increased accessibility. In 2013, the Norco Operations Center opened. It houses the facilities department, information technology, the instructional media center, emergency operations center, and warehousing activities for the College.

## Standard III: Resources

### III.B: Physical Resources

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Per Board Policy and Administrative Procedure 6600, the College (in conjunction with the District) considers the needs identified in the Educational Master Plan regarding the District's future academic and student services programs and the effects of such programs on construction needs (see *Board of Trustees BP6600/AP6600 Capital Construction*). The Five Year Construction Plan (FYCP) is reviewed annually by the Board of Trustees and the California Community College Chancellor's Office. The plan is submitted in accordance with the California Community Colleges Facilities Planning Manual and includes statements regarding educational plans, energy conservation plans, disabled persons barrier removal plans, all program delivery locations, locations of other owned lands, District wide priority lists, District wide capacity and load ratios, and all supporting detail required by the California Community College Chancellor's Office (see *Board of Trustees, Minutes, August 21, 2012*).

In January 2011, the District engaged a consultant to conduct an Information Technology Audit, which resulted in recommendations regarding infrastructure, enterprise applications, and security (see *IT Audit Final Draft*). Technology planning is addressed in greater detail in III. C.

Planning continues to be central to the institution. A team of architects worked collaboratively with the Business, Facilities and Planning Council (BFPC) to develop a comprehensive Facilities Master Plan which was ultimately approved by the Committee of the Whole before being forwarded to the Board of Trustees for approval (see *Committee*

*of the Whole, Minutes, May 28, 2013; Board of Trustees, Minutes, October 15, 2013*). Relying on multiple sources of data, such as FTES projections, curriculum development information, load ratios, input from focus groups, and a detailed analysis of the geographical and environmental factors impacting the College, including wind and weather patterns, the plan ensures that the future physical needs of the College will be met.

#### III.B.1. Self Evaluation

The standard is met. The College provides sufficient physical resources including facilities, equipment, and land to support its student learning needs.

#### III.B.1. Actionable Improvement Plan

None

##### III.B.1.a.

**The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

##### III.B.1.a. Descriptive Summary

Several methods are used by the College to assure the effective use and continuing ability of its buildings to support programs and services. The Educational Master Plan is one such component in the College's broad-based effort to ensure that the institution builds, maintains, upgrades, and (when necessary) replaces its physical resources.

The Educational Master Plan broadly identifies the needs of the institution's

## Standard III: Resources

### III.B: Physical Resources

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programs and services and facilitated the development of the Facilities Master Plan. Based on growth projections, the plan also includes space needs and qualifications projections for the District for each space category, academic discipline, and TOP Code. Over the last 18 months, the College has worked to complete a Facilities Master Plan, which was approved by the Board of Trustees in October 2013. The Facilities Master Plan was developed from the data-driven evidence in the 2008 Norco Campus Educational Master Plan, a recent Environmental Scan, and the District Strategic Plan, as well as Norco College's Strategic Plan and Process 2013-2018 (see *Facilities Master Plan 2013*; *Educational Master Plan, January 2008*; *District Environmental Scan 2012*; *District Strategic Plan 2008-12*; *Strategic Plan and Process 2013-2018*). The Facilities Master Plan accomplished the following objectives:

- Provide for quality facilities to accommodate projected growth and demand for increased programs and services;
- Develop a full complement of campus facilities associated with a mature community college;
- Create campuses that strongly support student learning and contribute to a high standard of student life;
- Create campuses and facilities that promote increased student-faculty interaction and interdisciplinary and collaborative learning; and
- Create safe and healthy environments for all users of district facilities and grounds.

In addition to the Facilities Master Plan, the College reviews and updates a Five Year Construction Plan annually. The plan is submitted in accordance with

the California Community Colleges Facilities Planning Manual and includes statements regarding educational plans, energy conservation plans, disabled persons barrier removal plans, all program delivery locations, locations of other owned lands, district wide priority lists, district wide capacity and load ratios, and all supporting detail required by the California Community College Chancellor's Office. The Board of Trustees reviews and adopts the Five Year Construction Plan prior to submission (see *Five Year Construction Plan*; *Board of Trustees, Minutes, June 18, 2013*).

Program review provides departments and disciplines the opportunity to identify equipment needs, corresponding maintenance requirements, and improvements. During the program review process, faculty, administrators and classified staff outline their resource allocation needs. The requests are then prioritized and ranked through the strategic planning process for funding consideration. This remains one of the primary tools used by the College to determine the needs of programs and services when planning buildings, maintenance, upgrades, or necessary replacements. Requests for equipment and maintenance are prioritized and considered based on the integration with and interconnectedness to the College's institutional plans and goals (see *Program Review, Website*; *Strategic Plan and Process 2013-2018*).

While Norco College's annual program review process is used to ensure that program and service needs determine equipment replacement and maintenance, including replacement equipment and maintenance for distance education

## Standard III: Resources

### III.B: Physical Resources

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programs, unexpected emergency needs to replace equipment are processed through the area vice presidents and forwarded to the President for action. The President and vice presidents take great care in these circumstances to evaluate the need for replacement equipment and maintenance.

The College also evaluates the effectiveness of its physical resources by utilizing the facility reports in the FUSION database. FUSION provides the College with a report showing the efficiency percentage for each building. The Space and Capacity/Load Ratio report identifies current classroom, laboratory, and office space, and it projects future instructional space based on enrollment growth trends (see *FUSION Data*). The reports within FUSION are used to develop the District's Five Year Construction Plan, which is submitted annually to the California Community College Chancellor's Office. When developing the Five Year Construction Plan, the Educational Master Plan and departmental program reviews are consulted to determine the District's greatest facility needs. Based on the data in FUSION and the College Five Year Construction Plan along with the Facilities Master Plan, the College has adequate facilities to teach up to 12,000 students in its current facilities.

The College's Maintenance and Operations department uses Footprints (a software program) to create and track work orders. The reports from this program provide the evidence of the District's preventive and scheduled maintenance. This online work order system provides all employees with a means for reporting facility and equipment issues, particularly those pertaining to health and safety.

The Facilities department assigns work orders to the appropriate staff on a daily basis. Indirect evidence of effectiveness comes in the form of work orders for facility repairs, requests for equipment, and periodic surveys (see *Footprints Work Order System*). To evaluate the effectiveness of facilities and equipment in meeting the needs of programs and services provided by the maintenance and operations staff, surveys are used to assess the satisfaction of the responsiveness, cleanliness, maintenance, and safety of College facilities (see *Maintenance and Operations Survey Results*).

#### III.B.1.a. Self Evaluation

The standard is not met. The College works collegially with faculty, classified staff, and administration in the facilities planning process. The shared governance and College committees work closely to ensure that upgrades and replacements to physical as well as technology infrastructure take place to continually support the high-quality programs that Norco College offers its students. Responses to the recommendations resulting from the District Information Technology Audit are currently in the process of being completed.

#### III.B.1.a. Actionable Improvement Plan

The College will address the recommendations of the District Information Technology Audit and move toward decentralization of other technology support services from the District to the College.

## Standard III: Resources

### III.B: Physical Resources

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#### III.B.1.b.

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

#### III.B.1.b. Descriptive Summary

Assuring access and maintaining a safe and healthy working and learning environment are critically important to the College, as evidenced by the Strategic Plan (see *Strategic Plan and Process 2013-2018*). Facilities are maintained, constructed, or renovated according to building codes and the Americans with Disabilities Act (ADA), which require compliance with regulations regarding safety and handicapped accessibility. Access to the College's facilities is also facilitated by sufficient parking and directory signage. The College conducts periodic property and facilities inspections with both internal staff and external agencies to certify that facilities are maintained at a specified standard level of safety and accessibility (see *Safety Inspections; Fire Inspection Reports, AQMD Inspection Reports, EPA Reports*).

The College's Safety Committee is responsible for maintaining a healthy and safe learning environment for students, faculty, staff, and visitors. The Safety Committee, a shared governance committee, includes representatives from Police, Health Services, faculty, classified staff, administration, and resource members from the District's Risk Management staff. Safety of staff, faculty, students, and visitors to the College is a high priority. The Committee meets

monthly to develop strategies to maintain a healthy and safe learning environment. Acting on their mission as a problem-solving group, this Committee helps to identify and resolve security issues as well as health and safety concerns. It also makes recommendations for the maintenance of safety on campus. Led by the Police Sergeant and Director of Health Services, the Safety Committee focuses on campus safety and emergency preparedness, with follow-up action plans and implementation timelines. Safety inspections are performed periodically by the maintenance and operations staff on facilities and equipment (see *Safety Inspections*). If an immediate safety hazard exists, it is identified and action is taken. The College contracts with external vendors to conduct periodic inspections that include elevators, fire extinguishers, fire sprinklers, fire alarm systems, fume hood inspections for laboratories, backflow for domestic water systems, HVAC filters (indoor air quality), AQMD reports, EPA reports, and ground safety inspections (see *Fire Inspection Reports, AQMD Inspection Reports, EPA Reports*). To keep the College informed of various safety issues and information, the Safety Committee posts all information to the College website (see *Safety Committee, Webpage*).

In support of College safety and the security of College property, Norco College conducted a threat assessment on March 25, 2013 in conjunction with District emergency preparedness staff and staff from the Riverside County Sheriff's office. The purpose of this assessment was to identify potential security deficiencies or shortfalls that could lead to property loss, property damage, or personal injury. As a result of this inspection, the College

## Standard III: Resources

### III.B: Physical Resources

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was given a checklist of items that were assessed and another checklist identifying items for mitigation and consideration which could affect the overall safety and security of the College (contact the Vice President Business Services for the *Physical Security and Vulnerability Checklist*). Management staff from the Police department, Maintenance and Operations, and the Safety Committee reviewed and responded to the results.

In addition, the College regularly participates in California Shake-Out drills and has established building and floor captains to lead evacuation exercises (see *Building Captain List*). In Summer 2013, the College hosted an active shooter training led by District safety officials in collaboration with the College Safety Committee. During the training, staff and administrators practiced radio etiquette and work in teams across campus to become familiar with escape routes.

The College has a POST-Certified Police department with both sworn and non-sworn personnel to ensure the safety of the College's students, faculty, staff, and campus visitors. The sworn officers have the same authority as municipal and county law enforcement officers. Calls for service are routed through the central dispatch center at California State University, San Bernardino, with the College Safety and Police office on the Norco College campus open 24/7 to respond to emergencies, parking issues, escort requests, and other non-emergency services. Norco College Safety and Police officers respond to incidents on campus and in the immediate vicinity of the College (see *College Safety and Police Website*).

The College has taken additional measures to ensure the safety of its facilities and the students, faculty, staff, and visitors. A surveillance system with security cameras in various locations within the College buildings has been deployed, with the goal of eventually having cameras placed in all locations where there is equipment and foot traffic. As the College has constructed new buildings, security cameras have been a standard part of the equipment installation (see *NOC Security Cameras*). To further promote safety inside and outside of College buildings and allow for direct communication to the College Police department, emergency phones are strategically deployed throughout campus for immediate emergency communication to the police dispatch center. Monthly inspections of the emergency phone systems are performed by the College Police department to ensure they are properly working and that phones needing repair are immediately fixed (see *Emergency Phones Inspection Report*).

As discussed in II.A., the College is temporarily utilizing one off-site facility for digital electronics instruction to employees at International Rectifier, a Fortune 100 company in Temecula, CA with whom the College is in partnership. The site was inspected by College administrators and found to contain satisfactory instructional classroom space equipped with high-quality instructional technology (see *International Rectifier Minutes*).

#### III.B.1.b. Self Evaluation

The standard is met. Norco College's physical resources are constructed and maintained to ensure access, safety,

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security, and a healthy environment. The College adheres to all applicable local, state, and federal laws and regulations ensuring a standard level of safety and accessibility for students, faculty, classified staff, administrators, and the general public. Faculty and classified staff are encouraged to take an active role in the maintenance and safety of the College's facilities through the Safety Committee. The College has a defined process in place in the event that an emergency repair or replacement is needed.

#### III.B.1.b. Actionable Improvement Plan

None

#### III.B.2.

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

#### III.B.2. Descriptive Summary

Norco College regularly evaluates its facilities and equipment, taking utilization and other relevant data into account through many processes. College plans are reviewed and updated as necessary. In 2008, the College adopted its first Educational Master Plan (EMP) in preparation for becoming an independent college in a multi-college district. Also during 2008, the Norco Campus Long Range Facilities Master Plan (FMP) was adopted. Although each plan was developed with its own schedule and timeframe, each informed the other in order for the educational and facilities

component to yield a fully integrated picture of where the campus was at that time as well as projecting what the future would look like as Norco College grew and developed. The EMP established the initial conditions upon which the FMP was based. The EMP is subject to regular revision as necessary. The FMP is meant to be a permanent and lasting document, with flexibility, as it guides the physical development of the campus (see *Educational Master Plan, January 2008; Facilities Master Plan 2013*).

Strategic planning is an integral part of the College. In the years leading up to the adoption of the EMP and the FMP, environmental scans were conducted that indicated areas of strength along with challenges and opportunities for improvement. These scans assisted in the production of the 2008-2012 Strategic Plan and Process. During 2012, the District conducted an External Environmental Scan. This Scan provided comprehensive data to support Norco College in its alignment and update of its strategic initiatives. At the same time, the College reviewed and revised its strategic plan processes, including a review of the mission, vision, and core commitments. The Strategic Plan and Process 2013-2018 reflects the update of key planning processes and strategies focused on student success (see *Strategic Plan and Process 2008-2012; District Environmental Scan 2012; Strategic Plan and Process 2013-2018*).

#### III.B.2. Self Evaluation

The standard is met. The College ensures the feasibility and effectiveness of physical resources in supporting all institutional programs and services. In

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addition, the College's planning processes are data driven and are used to evaluate the facilities and equipment regularly.

#### III.B.1.b. Actionable Improvement Plan

None

**III.B.2.a.  
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

#### III.B.2.a. Descriptive Summary

The EMP and the FMP are the overarching plans that guide facility and long-range capital development. The ability of physical resources to support institutional programs and services is planned and evaluated annually through the review of overall College plans as well as program data and enrollment data. The College uses its FUSION database to update and track Space Inventory Reports and Space Load Ratios. FUSION provides the College the means by which to identify classroom, laboratory, and office space needs and make projections about the types of instructional spaces that will be required in the future based on anticipated enrollment growth according to the Educational Master Plan (see *FUSION Data; Educational Master Plan, January 2008; Facilities Master Plan 2013*).

In March 2004, voters approved a General Obligation Fund Measure C in the amount of \$350 million to finance projects that should accommodate the growing number of students in the Riverside Community College District. Proceeds

from the bond were designated to help pay for the acquisition, construction, improvement, and renovation of various college facilities as outlined in the ballot measure. To date, Norco College has used approximately \$39 million in general obligation bonds to facilitate capital construction projects and improvements. This funding stream has also allowed the College to secure state funding for new facilities. As of Fall 2013, the College has an additional \$33 million in bond funds committed to projects that are in progress or in the initial planning stages. Norco College has been able to provide new facilities and make improvements to the existing facilities as the institution continues to serve its students and increase student success (see *Measure C—Project Commitments Summary*).

As part of the College's program review process, facilities are evaluated annually at the academic department and operational unit levels. Through these processes, all departments have an opportunity to request additional facility space, alterations and improvements to existing spaces, and equipment based on a specified data-driven need. Requests are prioritized through the College's resource allocation process. Instructional and operational equipment needs are also addressed through the Program Review process (see *Program Review, Website*).

Long-range capital plans include the Facilities Master Plan and the Five Year Construction Plan. The Five Year Construction Plan is updated annually to identify the future needs of the College while linking to the programmatic and academic needs identified in the Educational Master Plan. The Facilities Master Plan was completed in Summer



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2013 and was adopted in October 2013 by the Board of Trustees (see *Board of Trustees, Minutes, October 15, 2013*). The FMP provides a quantitative and qualitative description of the College's strategy to support educational program needs, addresses long-range forecasts of enrollment, and maximizes funding opportunities. In addition, it provides a framework for future development, including the construction of new facilities, the renovation and/or repurposing of existing facilities, and the implementation of campus-wide site improvements (see *Facilities Master Plan 2013; Five-Year Construction Plan*).

The development of the Facilities Master Plan began with a visioning session to discover the culture, values, philosophy, and potential of Norco College. Many College committee meetings were held to define planning goals, review existing conditions, and evaluate a series of development options. Ultimately this led to decisions that shaped the master plan recommendations (see *Business and Facilities Planning Council, Minutes, March 7, 2013; Institutional Strategic Planning Council, Minutes, March 6, 2013; Committee of the Whole, Minutes, March 26, 2013*).

State-funded projects are requested through Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) that outline the immediate needs and are submitted in the Five Year Construction Plan. As state funding is made available, these projects may be approved for construction. Determinations are made based on the various needs identified by the College through Program Review, the Educational Master Plan, and the Facilities Master Plan. These decisions

are based on the input and assessments of College faculty, classified staff, and administration (see *Facilities Master Plan 2013; Five Year Construction Plan*).

For smaller facilities projects, such as repurposing the unused Early Childhood Education Center to become a new STEM Center, the College relies on its existing strategic planning processes and shared governance system (see *Business and Facilities Planning Council, Minutes, April 5, 2012*).

Total Cost of Ownership has been vetted and discussed in the Business and Facilities Planning Council; a formal process to determine the total cost of ownership is being developed (see *Business and Facilities Planning Council, Minutes, September 17, 2013*).

Long-range capital plans that support improvement goals and reflect projections related to equipment needed for delivery of education regardless of modality are driven by the Education Master Plan, outlined in the Facilities Master Plan, and resources identified in the College Technology Strategic Plan (see *Facilities Master Plan 2013; Educational Master Plan, January 2008; Technology Strategic Plan 2013-2016*).

#### III.B.2.a. Self Evaluation

The standard is not met. To ensure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the College plans and evaluates its facilities and its equipment regularly, taking utilization and other relevant data into consideration.

The Five Year Construction Plan, Space

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Inventory Reports, and the updated Facilities Master Plan ensure that facilities and equipment serve as the long-range plans that support institutional improvement goals and reflect projections of the total cost of ownership for new facilities and equipment.

The FUSION database organizes and systematically determines facility needs. The Facilities Master Plan will advance the mission of the College by identifying existing and future capital plans. The FMP guides facility development by incorporating elements of the Educational Master Plan. With the update to the Facilities Master Plan and the Strategic Plan, the College is making capital planning decisions based on need and identified goals.

Procedures are in place to make the necessary modifications and improvements to facilities to keep up with institutional requirements. Equipment needs are systematically identified, prioritized, and resolved through the resource allocation process and as funds permit. Facilities improvements and construction follow a similar planning, prioritization, and allocation process in response to the needs identified through the College's planning processes (i.e., Program Review, Educational Master Plan, Facilities Plan, and Technology Plan).

As the College continues to refine the "total cost of ownership," procedure and guidelines will be developed for use by College leadership when new equipment or facilities are acquired or built (see *Prioritized Resource Allocation List*).

#### III.B.2.a. Actionable Improvement Plan

The College will refine and develop a procedure for implementation of Total Cost of Ownership.

**III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

#### III.B.2.b. Descriptive Summary

The College's physical resource planning is integrated with institutional planning practices, processes, and policies. Norco College has worked diligently to ensure that the Facilities Master Plan is closely aligned with the enrollment projections, the Educational Master Plan, and the planning and resource allocation process. As the primary planning document, the Facilities Master Plan identifies the College's facilities needs. As new facilities are planned, designed, and constructed, the College's collaborative committee process is used to identify, collect, and prioritize various requests.

Information gathered from program reviews, the Educational Master Plan, the Facilities Master Plan, and other College planning documents informs the list of facility needs. The College embraces a collegial, collective process for planning and allocating facilities to improve the delivery of programs and services. Funding requests for institutional facility improvements and equipment are submitted through the Program Review process. This process ensures alignment

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with institutional priorities and goals (see *Program Review, Website*). Resource requests are submitted to the Business and Facilities Planning Council (BFPC) for prioritization and then forwarded to the Institutional Strategic Planning Committee (ISPC) for approval and COTW for review. The College President, in consultation with the vice presidents, reviews the priorities for funding consideration. At this crucial juncture, the institution-wide plans intersect with area-specific plans to move the College in the direction envisioned by the Educational Master Plan (see *Prioritized Resource Allocation List*).

The BFPC and ISPC review the institution's business practices and planning resource allocation processes. This ensures that the mission, vision, goals, and core commitments of the College drive allocations and improvements. Resource planning is also reviewed to ensure systematic assessment and effective use of resources. Additionally, results are evaluated and used to improve business practices, integrate financial resource planning with strategic planning, and connect technology planning with institutional planning. Results of this evaluation are used as a basis for future improvements (see *Business and Facilities Planning Council, Minutes, January 17, 2013; Institutional Strategic Planning Council, Minutes, February 20, 2013*).

#### III.B.2.b. Self Evaluation

The standard is met. The Facilities Master Plan serves as a flexible living document. As changes occur within the Educational Master Plan or outcomes related to assessment adjust programmatic or

service needs, the Facilities Master Plan will be reviewed and updated. Planning for physical resources is fully integrated into the planning cycle of the College through Program Review and includes all constituent groups. Faculty, students, classified staff, and administrators have many opportunities to engage in dialogue in support of the College's long-range facilities planning efforts. College constituents are made aware of the facilities planning and improvement efforts through various committee structures, and also through an annual communication from the College President (see *President's Memorandum on Program Review Resource Allocations for 2012-2013*).

#### III.B.2.b. Actionable Improvement Plan

None

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#### III.C. Technology Resources

**Technology Resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

#### III.C.1.

**The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communication, research, and operational systems.**

#### III.C.1.a.

**Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

#### III.C.1.a. Descriptive Summary

The District Office of Information Services provides technology infrastructure support to the College. With a staff of more than 40 full-time and part-time employees, Information Services (headed by the Associate Vice Chancellor of Information Services) provides the following services:

- Plans and maintains a reliable and robust network for local area inter-and-intra campus networks, as well as institutional access to the public Internet and the World Wide Web.
- Provides a comprehensive enterprise level administrative system capable of recording, storing and reporting on data for student, financial, academic, and administrative transactions.
- Supports a centralized internal telephone system, designed to minimize calling charges, as well as delivering enhanced services such

as four-digit dialing, voice-mail, and unified messaging.

- Supports hardware and software in all District and College computers for faculty and staff, academic computing labs, and related servers.
- Manages a centralized Help Desk system for Information Services groups, as well as extending services to the Open Campus and Facilities Management groups.
- Provides the development, deployment, and support of centralized administrative functions and “middleware” platforms necessary to support connectivity between software services delivered by other District resources such as Open Campus, Accounting and Financial Services, Human Resources, and the Web Development group.
- Provides leadership and assistance to constituents in planning technology.

Information Services is composed of the following subgroups (see *Information Services Organizational Chart*):

- **Microcomputer Support** provides front-line microcomputer support to Norco College’s user community (students, staff, faculty, and administration). IT analysts and computer technicians conduct ongoing maintenance and upgrades of hardware and software for both administrative and academic computing. The College is served by three permanent staff members from the District Microcomputer Support Group. This on-site team interfaces with the District staff to ensure District and College hardware and software standards are met.
- **Network/Data/Phone Administration** provides remote monitoring and

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routine management of the networking infrastructure and PBX/VoIP phone system. Technicians and engineers are dispatched to the College as needed for on-site maintenance or troubleshooting (see *Network/Data/Phone Footprints Work Order Sample*). One permanent network technician is assigned at the College to conduct initial on-site diagnostics and troubleshooting.

- **Software Development** plans, implements, maintains, and supports all District wide administrative systems. Colleague is a comprehensive, academic management system used by various academic and student services departments to facilitate the record-keeping and reporting of student, faculty, and staff activity and transactions. In addition to the core Colleague platform, WebAdvisor is also offered to allow web-based student services such as registration, transcript requests, and grade reports; and web-based faculty services such as access to student rosters and course information. Additional systems supported by the Software Development group include Resource 25 (space utilization), SARS GRID (appointment/calendaring), Microsoft Outlook Exchange (employee email), and Office 365 (student email).

The District office of Open Campus provides support and services to the College's distance education classes, including online, hybrid, and web-enhanced classes. Open Campus uses Blackboard as the primary learning management system platform. Open Campus provides a sample online class to students and faculty to familiarize them with the look and feel of the Blackboard

Learning Management platform (see *Blackboard Sample Class Portal*). Students attempting to enroll in an online course are required to complete an Online Skills Assessment through WebAdvisor to demonstrate their ability to use chat rooms, post discussion board messages, etc. before they are allowed to complete registration in the course (see *Open Campus Online Skills Workshop*). Open Campus provides a 24/7 help desk for both students and instructors (see *Open Campus Help*).

Academic Information Architecture and Web Services provide district wide assistance to faculty in the development of websites and provide input related to e-learning strategies. Web Services currently uses WordPress as the main platform for faculty websites but also provides hosting space for advanced users (see *District Academic Web Services*). The department also:

- oversees system-management tasks, including data backup, preventive maintenance, internal structure, security, and performance monitoring;
- manages academic web-servers, including the assignment of server space and creation of individual system accounts; and
- creates and implements web policies, practices, and procedures related to faculty websites (see *Academic Web Site Terms, Conditions, and Acceptable Use Procedures*).

Norco College's Instructional Media Center (IMC) provides and maintains the audio/visual technology, equipment and services to support the courses, instructional activities, and academic events at the College. IMC services include faculty instructional media

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support and training; for example, audio/video technology, video recording and editing, video-conferencing, graphic presentations, document scanning, digital signage, new technology research, laptop lending for faculty, and implementation of all classroom A/V technology. IMC offers video production services to faculty and staff for instructional purposes. For example, tutorial videos have been created for training of staff; guest speaker presentations have been produced and made available online for student viewing; and College informational videos for online orientation and financial aid have been made (see *Instructional Media Center, Website*).

The College Faculty Innovation Center (FiC) provides instructional technology support to faculty teaching in face-to-face, online, hybrid, or enhanced formats. The Center offers individual, hands-on training on the latest tools and equipment used in the classrooms. Lecture capture systems, smart room technology, student response systems, web development, and online course management are some of the featured trainings available at the FiC. The Center also provides workshops on both instructional and administrative software used at the College, and researches new technologies that can improve the quality of instruction, whether delivered face-to-face or online (see *Faculty Innovation Center, Webpage*).

Technology resources are located in a variety of locations serving multiple functions. Academic computer laboratories are available for student use to support various academic disciplines, including Architecture, Engineering, Computer Information Systems, Manufacturing, Simulation and

Gaming, and Supply Chain Technology. Additionally, the Wilfred J. Airey Library has 66 computer stations for general student use. The Learning Resource Center has 64 computer stations for required lab time use in the Computer Information Systems and Gaming and Simulation program. In addition, a Game Lab and Recording Studio equipped with the latest technology in electronic media development and commercial music production supports the College's thriving Simulation and Gaming program and Commercial Music program. A Writing Lab to accommodate English composition students is equipped with 40 workstations, login kiosks, and pay-for print-services. A new grant-funded state-of-the-art lab containing 30 new dual monitor PC desktops, and a second lab with 32 new widescreen Apple iMac computers will soon enhance the College's STEM offerings in engineering, mobile application development, and gaming.

All computer stations are equipped with the proper computer hardware and software needed to support student success. Faculty and staff offices are also equipped with necessary computer hardware and software for enhancing the operation of the College. Information Services staff, located on campus, ensure the protection of software and equipment on its computer systems. Computer workstations are installed with the most updated software available. Administrative, staff, and faculty computers along with all academic laboratory computers are configured to download the most updated versions of Sophos anti-virus and registry-protection software to avoid time-consuming repairs. Information Services provides centralized security and intrusion detection, anti-

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spam filtering, and network monitoring to ensure a reliable, secure network environment.

The Disability Resources Center (DRC) provides students with disabilities necessary technology support through the DRC High Tech Center. Adaptive technology can be found in the second floor of the Wilfred J. Airey Library. Students receive training on the needed equipment upon completion of a “Needs Assessment” form with an adaptive technology specialist or a DRC qualified staff member. Students have access to the latest innovations in adaptive technology, including scan and read technology, screen readers, voice recognition, CCTV’s, screen magnification software, alternative keyboards, talking dictionaries, and visual idea mapping software.

The College launched a new website in Spring 2012, providing 24-hour access to information for students, faculty, staff, and the community. The District office of Strategic Communications and Relations coordinates the development of Norco College’s website, while the day-to-day content management is handled by the College’s instructional technology specialist.

Beginning in Fall 2012, District Information Services, in cooperation with all three colleges in the District, began developing a new single sign-in college wide portal provided by Ellucian that enables students, faculty, staff, and alumni access to information and services as well as facilitates communication across the College. The portal aims to consolidate access to the District and College’s information systems, including Colleague, WebAdvisor, BlackBoard,

and student, faculty, and staff email. Beta testing with a select group of faculty, staff, and student participants will be implemented in Spring 2014.

In Spring 2012, the Technology Plan Task Force—a committee of faculty, staff, administrators, and students—in conjunction with Epsilen, the College’s provider of ePortfolio technology, developed the Norco College Technology Strategic Plan, laying the future framework for technology resource planning for Norco College (see *Technology Strategic Plan 2013-2016*).

#### III.C.1.a. Self Evaluation

The standard is met. District and College technology services and support are designed to enhance the operation and effectiveness of the institution. The Norco College Technology Committee represents the diversity of users across campus and has taken the lead on implementing the Technology Strategic plan.

#### III.C.1.a. Actionable Improvement Plan

None

#### III.C.1.b.

**The institution provides quality training in the effective application of its information technology to students and personnel.**

#### III.C.1.b. Descriptive Summary

As identified in the Technology Strategic Plan (see *Technology Strategic Plan 2013-2016, Goal I*), Norco College makes technology a priority through training and

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support to all of its constituencies. The College technology departments and staff provide technology training to students, faculty, staff, and administrators.

The Instructional Media Center (IMC) provides training and tutorials on classroom media technology. The Faculty Innovation Center (FiC) staff provides instructional technology support to faculty teaching in face-to-face, online, hybrid, or enhanced formats. The FiC offers individual, hands-on training on the latest tools and equipment used in the classrooms. District support services provides technology training to faculty and staff in information management systems such as Colleague, WebAdvisor, and Resource 25. Admissions and Records regularly provides enrollment and registration workshops to students to clarify the process of the admission application and online registration. Student Financial Services holds information and application workshops for students who are interested in applying online for FAFSA, scholarships, and the CA Dream Act. Several how-to guides and tutorial videos are also available for students, faculty, and staff on the College website and WebAdvisor for quick 24/7 access.

Open Campus requires faculty teaching distance education to complete the Online Blackboard Academy (OBA) consisting of six online modules, available 24/7; instructors have one month to complete it (see *Open Campus Faculty Resources, Webpage*). Open Campus has created over 100 online tutorials on topics ranging from Learn 9.1 to how to use Respondus or TurnItIn tools in online courses. A pool of experienced faculty mentors located at each college is available for follow-up

assistance and support. Open Campus also provides a 24/7 help desk for both students and instructors (see *Open Campus Help*). Working in collaboration with the College's Distance Education Committee, Open Campus supports the needs of distance education faculty and students by providing learning management systems, infrastructure, and training tools (see *Distance Education Committee, Webpage*).

The Professional Development Committee offers ongoing opportunities to improve, develop, and expand the skills and practices of faculty and staff in their effort to promote students' ability to achieve their educational goals.

Guided by the Technology Strategic Plan Goal I, the College places a priority on technology by developing an outline for training that includes objectives to increase attendance and satisfaction in workshops for faculty, staff, and students. The Technology Committee, in collaboration with the Professional Development Committee, helps identify and develop technology trainers to provide these technology-related training and workshops, outlines a plan for online tutorials, and develops technology informational materials. The basis for identifying workshop content is a faculty survey conducted by the Professional Development Committee in Spring 2013 as well as student and staff surveys conducted by the Technology Committee in Fall 2013. Annual surveys will be conducted to gauge the needs of technology training of the College community as stated in Goal VII (see *Technology Strategic Plan 2013-2016 Goal sI and VII; Technology Committee, Minutes, September 19, 2013*).



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#### III.C.1.b. Self Evaluation

The standard is met. Norco College provides quality technology training and support as part of its commitment to faculty, staff, administrators, and students through workshops, online tutorials, and informational materials. The Technology Strategic Plan guides the nature and implementation of all technology training on campus.

#### III.C.1.b. Actionable Improvement Plan

None

#### III.C.1.c.

**The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

#### III.C.1.c. Descriptive Summary

The Norco College Operations Center was completed in Spring 2013 after years of planning. The Operations Center consolidates all of the network servers on campus with installation of a CAT-6 fiber system, a cable television fiber line, and a telephone VoIP system. The College technology departments—including the Instructional Media Center (IMC), Micro Computer Support Services, and the District Network staff—are housed in the Operations Center, enabling collaboration on projects and services. Key strategic vendor partners worked with the College, which used Measure C funds to build a state-of-the-art network infrastructure that meets the needs of faculty, classified staff, administrators, and students.

The Technology Strategic Plan and

program review process drive the prioritization of funding and resources for future technology projects and upgrades. In Spring 2013, the Technology Committee, in response to the goals of the Technology Strategic Plan, began work on identifying additional funding sources for technology. Using data from research of the five-year spending trend on technology, the Committee is in the process of recommending a technology budget that will identify and prepare for the future technology needs of the College, including information on current inventory of all campus technology and a technology refresh cycle policy.

The Technology Strategic Plan provides the path for the Technology Committee to drive a cyclical refurbishment of technology on the campus. When key technology components are purchased, a growth capacity will be planned into the procurement through the total cost of ownership (TCO) process. The Committee's draft Technology Equipment Request Form encompasses the initial as well as operating cost and determines if the technology fits the needs of the department as well as the institution in regard to industry standards and competition in the educational marketplace (see *Technology Strategic Plan 2013-2016; Technology Committee, Minutes, August 29, 2013; Technology Committee, Minutes, October 17, 2013*).

The College adheres to a planning model that ensures technology investments are driven by institutional need.

#### III.C.1.c. Self Evaluation

The standard is met. Norco College provides for the management,

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maintenance, and operation of its technological infrastructure and equipment. The Technology Strategic Plan positions the institution to maintain, upgrade, or replace technology or equipment to meet institutional needs. The College is drafting a process to attach funding to planning of technology needs toward a Total Cost of Ownership model that includes redundancy, training, repairing, and replacement funding.

#### III.C.1.c. Actionable Improvement Plan

None

**III.C.1.d.  
The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

#### III.C.1.d. Descriptive Summary

The College mission identifies its commitment to encouraging “an inclusive innovative approach to learning and the creative use of emerging technologies” (see *Mission Statement and Core Commitments*).

The Technology Strategic Plan, adopted in March 2013, provides strategic direction for the College’s technology-related decision-making. Based on analysis of data collected during its creation, the Technology Strategic Plan outlines not only the distribution of technology resources but also the departments, committees, and other groups partnering with the Technology Committee to implement the goals and objectives pertaining to the use of technology.

This includes technology infrastructure, equipment, funding, and training tools for online education in coordination with the Distance Education Committee.

A college wide technology use model that plans for consistent updates, maintenance, replacement, and purchases of all technology is in development. The Committee has begun the process with an inventory of all technology equipment campus wide and research of the equipment life cycles. The Committee is tasked with staying abreast of emerging trends and best practices so that up-to-date technology can be planned for and implemented (see *Technology Strategic Plan 2013-2016 Goal VI*).

The acquisition of equipment and support of information technology is carried out by the District Micro Computer Support Services based at Norco College and the College’s Instructional Media Center (IMC).

All full-time faculty, classified staff, and administrators have access to desktop computers. Part-time faculty have access to computers and support technology in the College Resource Center. Micro Computer Support Services administers the College’s computers, which are standardized with District-supported operating systems and software, including the Microsoft Office suite and Adobe X Professional. All faculty, classified staff, and administrators are provided access to a @norcocollege.edu email account.

Norco College makes technology accessible to students in multiple areas, such as the open computer lab with both general and program-specific computer resources that is located in the Wilfred J.

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Airey Library and the instructional labs in the Learning Resource Center (LRC). Over 50 computers in the Library's open computer lab were recently upgraded as a result of the College program review process.

College departments like the IMC operationalize the distribution and utilization of technology resources by systematically planning, acquiring, maintaining, and upgrading or replacing technology infrastructure/equipment to meet the institution's needs.

Examples of the ways by which the College has developed, maintained, and enhanced its programs and services by means of technology include the following:

- Nine digital signage displays were installed, including outdoor LED signage and indoor displays in public areas campus wide, to provide information to students.
- Eight retractable displays were purchased and installed in the Art Gallery for media presentations.
- A Media Site streaming system was installed in the CSS 217 conference room to record live events and broadcast throughout the campus.
- Under the Secondary Effects project, meeting rooms and classroom technology were updated in the following buildings: Library, Learning Resource Center, Science and Technology, Humanities, and Student Services.
- Seven laptops for faculty use were purchased and made available via a check-out system.
- New equipment utilizing Measure C funds was purchased to replace end-of-life equipment in several

classrooms including Theater 101 and ATEC 114.

- A Panasonic P2 video production camera, AVID Media Composer Software, and 8 TB hard drives were purchased for IMC use in creating instructional and academic videos.
- Classroom/meeting room media control management software was purchased that allows the IMC to monitor lamp life on projectors and other media equipment.
- A 7.2 surround sound system was installed for Game Audio Lab.

#### III.C.1.d. Self Evaluation

The standard is met. The procurement, support, and maintenance of College technology are driven by the needs of College programs and services. Comprehensive technology planning is integrated with institutional planning through the Technology Strategic Plan and Program Review process. The Technology Committee works to implement its goals and strategies to ensure they are achieved and outcomes are assessed.

#### III.C.1.d. Actionable Improvement Plan

None

#### III.C.2.

**Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

#### III.C.2. Descriptive Summary

As part of a multi-college district, the

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College integrates technology planning with institutional planning at the College level and the District level. Since 2010, in two separate but related processes, both the District and College have completed comprehensive technology planning reviews; each process incorporated input of neutral outside experts, along with representation from diverse internal constituencies.

In 2012, Norco College adopted a new Strategic Technology Plan, which replaced the pre-accreditation Campus Technology Plan adopted in 2009 (see *Technology Strategic Plan 2013-2016*). In the current plan, strategic technology goals are individually associated with specific Key Performance Indicators (KPI), strategies, and measurable objectives which the College can track to assess its progress. The Technology Committee maintains responsibility for helping the College to achieve the KPIs specified in the Technology Strategic Plan, as well as monitoring performance with reference to specific measurable objectives, key tasks, dependencies, and timelines. In addition, the Technology Committee maintains an interface with District planning, through three representatives (faculty, staff and student) seated on the District level Information Technology Strategy Council.

For assets shared across the multi-college District, technology planning has been, and continues to be, integrated with District institutional planning. Following the accreditation of Norco College and Moreno Valley College in 2010, RCCD retained the services of an outside specialist—PlanNet Consulting LLC—to independently assess technology district wide and make recommendations as

part of a “Technology Roadmap” for the entire District (see *Master Services Agreement*). Representatives from Norco College participated on the team that helped select the consulting firm. After extensive on-site visits, interviews, surveys and focus groups, PlanNet delivered a final roadmap in January 2011 (see *IT Audit Final Draft on Findings, Recommendations and Roadmap; January 28, 2011*). The District’s Board of Trustees then allocated \$6 million to fund technology improvements district wide. The Chancellor formed a 20-person IT Audit Implementation Task Force (an ad hoc team that included Norco College representatives) to review PlanNet’s report and prioritize specific technology expenditures in the form of recommendations to the Board of Trustees. Once the IT Audit Implementation Task Force had fulfilled its mission, a permanent district wide Information Technology Strategy Council was established and given ongoing responsibility for District level review and prioritization of technology investments (see *District Information Technology Strategy Council*).

The Technology Roadmap includes long term-goals, but the District has already completed activities assigned higher priority. Positive outcomes benefiting Norco College achieved as a part of this District-level planning process include:

- Acquisition of cross-district platform for Document Imaging Services and Software to support Financial Aid, Admissions and Records, Human Resources and Finance Departments.
- Upgrade of the District’s network core, including replacement of main network switches at each college and upgrade of WAN speed connecting

## Standard III: Resources

### III.C: Technology Resources

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colleges to each other (see *Core Network Projects Progress Report; June 5, 2012*).

- Wireless network upgrade for Norco College.

To ensure that technology strategic planning is ongoing and future-oriented, the Technology Committee meets monthly during spring and fall semesters to provide oversight of technology issues, and evaluation within the context of Norco College's comprehensive strategic planning process (see *Technology Strategic Plan 2013-2016*). For example, the Committee:

- Helps to set budget priorities for college-level technology purchases as part of THE ongoing strategic planning process.
- Has responsibility for facilitating progress toward the specific KPIs detailed in the Norco College Technology Strategic Plan, as specified by the activities, key tasks, and timeline associated with each KPI.
- Works to inform colleagues about the technology plan, documents the accomplishments made by the College against the plan elements, seeks feedback from various College wide groups, and periodically updates goals, strategies, and subsequent operational plans as required.
- Provides (for technology issues extending beyond the scope of the College) an interface to the District's Information Technology Strategy Council.

As a result of ongoing institutional planning, both the District and the College have in place current, technology-specific strategic planning documents. These

documents define goals at both levels, and prescribe venues for regular dialogue and oversight, facilitated at Norco College by the Technology Committee. The Norco College Technology Strategic Plan is explicitly integrated into Norco College's most recently adopted Institutional Goals; the Technology Committee functions as a Strategic Planning Subcommittee whereby "assigned [technology] objectives and strategies are subject to oversight and evaluation" within the College's ongoing strategic planning process (see *Technology Strategic Plan 2013-2016*).

#### III.C.2. Self Evaluation

The standard is met. Through the Technology Committee, the College regularly assesses the use of and needs related to technology. Standing meetings, along with coordination at the District level, facilitate the identification and addressing of needs.

#### III.C.2. Actionable Improvement Plan

None

## Standard III: Resources

### III.D: Financial Resources

#### III.D. Financial Resources

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.**

#### III.D. Descriptive Summary

Financial resources at the College are sufficient to support student learning programs and services and to improve institutional effectiveness. The District's Unrestricted General Fund operating budget is \$150,365,498. Of this amount, \$23,946,149 is allocated to Norco College, which represents 16.91 percent (see *Budget Allocation Model Revision 2013-2014*). Approximately 65 percent of Norco College resources is allocated to instruction, 15 percent is allocated to student services, and 20 percent is allocated to administration, which includes the President, Business, Maintenance and Operations, Food Services, and Police (see *Budget Allocation Model*).

In the overall General Unrestricted Fund, revenue resources consist of state income (69.75 percent), federal income (.14 percent), and local/other (30.11 percent). Expenditure categories consist of salaries and benefits (84.66 percent), supplies and

materials (1.64 percent), other operating (10.45 percent), capital outlay (.70 percent), and interfund/intrafund transfers (2.55 percent). The District maintains a contingency reserve of approximately 3.8 percent in order to maintain fiscal solvency (see *District Budget FY 2013-2014; Contingency Reserve*).

A District Budget Advisory Council was formed in 2007 in preparation for becoming a multi-college district. The Council consists of District and College administrators, faculty, and classified staff. The purpose of the Council is to:

- Develop an equitable resource distribution model that best serves the needs of students in a three-college district
- Enhance predictability of Campus and District support area resources resulting from FTES growth or decline
- Integrate College strategic planning committees more fully in the resource allocation process
- Develop straightforward resource allocation policies and procedures
- Respond to accreditation recommendations.

(see *Budget Allocation Model; District Budget Allocation Model Task Force, Agenda, September 28, 2007*.)

Crucial stakeholders have been added to the Council since its inception and the Council maintains open budget fiscal communication and decision-making with all stakeholders and colleges (see *District Budget Advisory Council Webpage*). Through this Council the District formulates an annual budget using a participatory governance process that includes faculty, administrators, and staff.

## Standard III: Resources

### III.D: Financial Resources

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There is frequent communication from the District administration to the Board of Trustees and College constituents with regard to the state budget, the College budget, and how the College responds to the changing economy. All correspondence and presentations are posted to the Board of Trustees' webpage for reference and information (see *District Financial Documents, Webpage*).

The College vice president of Business Services works closely with budget administrators to ensure that costs are fully recognized and provided for in the budget. Periodic meetings are held wherein College staff is informed about budget impacts. For example, in a 2012 meeting, the President informed the College community that the District was working on a "Plan B" budget for a worst-case scenario to prepare for the \$8.2 million reduction if Proposition 30 did not pass. In preparation of these shortfalls, the President further explained that the Chancellor had gathered a group of constituents from throughout the District to provide cost-cutting suggestions (see *President's Cabinet Minutes, September 25, 2012; Committee of the Whole, Minutes, September 25, 2012*). To ensure that sufficient budget exists to fund all positions, personnel requests are required to have the budget verified before approval. The District keeps track of personnel in a position control database to guarantee that all positions are accounted for. Each year, this information is disseminated to budget administrators to verify that the data is complete and accurate (see *Budget Development Information*).

As part of the planning and allocation process, requests for funding are reviewed and prioritized by the College

prioritization process in which staffing, equipment, and technology resources are requested as part of each unit's annual program review. From there they are reviewed and prioritized by the applicable shared governance planning council. Once prioritized, recommendations are made to the College Institutional Strategic Planning Council, then onto the Committee of the Whole (COTW), with final recommendations being forwarded to the President (see *Prioritization Process*).

Budget and financial reports are brought to the Board of Trustees throughout the year, beginning with the annual budget and ending with the financial audit (see *District Budget FY 2013-2014; District Financial Documents Webpage*).

Norco College allocates over 80 percent of the General Unrestricted Fund budget to the area of Instruction and Student Services. In 2012-2013 the College set aside funds for prioritization requests to assist in improving all areas of services for students. Information on funding allocation is communicated throughout the shared governance process in the committees as well as an annual communication college wide from the President (see *2012-2013 Prioritization Reserve Allocation List; President's Memorandum on Program Review Resource Allocations for 2012-2013*). The College also requires a report be made to the COTW informing the College of budget allocation decisions, and providing opportunity for college wide dialogue (see *Policy and Procedures for Regular Evaluation of Integrated Institutional Planning, Budgeting and Decision-Making Processes; Strategic Planning Policy 2010-01*).

## Standard III: Resources

### III.D: Financial Resources

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The Information Technology Strategy Council (a District committee), with representation from each college within the District, advises and informs the Chancellor's Executive Cabinet and the District Strategic Planning Committee on technology-related matters in order to advance institutional goals and to ensure that the institution has sufficient revenues to support educational improvements related to technology and distance education (see *IT Audit Final Draft on Findings, Recommendations and Roadmap; January 28, 2011; Information Technology Strategy Council—Charter*).

A Technology Strategic Plan 2013-2016 provides strategic direction and leadership in developing technology resources used to support student learning programs and services consistent with the College mission. All planning integrates with the College's Strategic Plan to ensure planning falls within the mission and vision of the College (see *Technology Strategic Plan 2013-2016*). In addition, the Distance Education Committee develops guidelines for distance education courses and recommends to the Senate policies and procedures for distance education training of faculty and students. This Committee advises strategic planning committees on needed technology resources and best practices for distance education (see *Distance Education Committee, Webpage*). These committees work in conjunction to systematically plan, acquire, maintain, and upgrade or replace technology infrastructure and equipment conducive to the learning environment. The Technology Plan ensures that the distribution and utilization of technology resources support the development, maintenance, and enhancement of the College's programs and services.

#### III.D. Self Evaluation

The standard is met. The College distributes its resources appropriately to support instructional and student services as well as institutional effectiveness. An established prioritization process assures the integrity and transparency of resource allocation.

#### III.D. Actionable Improvement Plan

None

##### III.D.1

**The institution's mission and goals are the foundation for financial planning.**

##### III.D.1.a.

**Financial planning is integrated with and supports all institutional planning.**

##### III.D.1.a. Descriptive Summary

The mission of Norco College is as follows:

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees (see *Mission Statement and Core Commitments*).

All decisions regarding resource allocation are driven by the mission, vision, and core commitments of the College. Annual plans of the institution are reviewed periodically during the fiscal



## Standard III: Resources

### III.D: Financial Resources

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year to ensure that activities and tasks are being completed based on the reasonable expectation of available funding. Long-range plans are written to be consistent with the objectives of the Educational Master Plan. As additional funds become available, established priorities are met. In fiscal years 2009-2010 and 2012-2013, decreases in funding triggered a proportionate reduction in spending and commitments (see *Prioritization Reserve Allocation List*).

The College ensures that the budget process is aligned with the College mission, vision, and goals. Program review is the mechanism that aligns allocation requests to be forwarded for funding consideration. All resources are coded and used according to the budget. To ensure resources are available and that each transaction is accounted for properly and in accordance with coding requirements and regulations, each transaction is reviewed by the College business office and District budget office prior to processing (see *Chart of Accounts; Galaxy Requisition Processing*).

Norco College allocates resources based on priorities outlined in the Educational Master Plan and the College priorities and goals. Both short-range and long-range financial plans are formulated in order to establish clear directives that meet projected obligations as they become due. During the prioritization process, the shared governance committees review the allocation requests documented in program review and forward recommendations for funding based upon the degree to which the request meets the mission, vision, core commitments, and goals of the College. The Institutional Strategic Planning Council (ISPC) and

the Committee of the Whole (COTW) review the prioritization requests and forward their funding recommendation to the President (see *Prioritization Process; Prioritized Resource Allocation List*).

Regular monitoring of expenditures by the program managers pertaining to grants, awards, and contractual agreements ensures that the expenses are consistent with the funding agency's mandates and the District's mission and goals (see *Grants Committee, Webpage*).

In the face of recent statewide fiscal challenges, the College has taken strides to justify that expenditures meet department goals and District goals. For example, the entire College worked through a special prioritization exercise to determine which services and programs most closely aligned with the mission and vision of the College and should be preserved at all costs; and which services and programs should be more likely to be reduced or eliminated completely. The President led the College through this prioritization exercise as well as the dialogue that followed in a transparent manner that laid the foundation for budgetary planning in the face of necessary reductions (see *Town Hall, Minutes, November 22, 2011*). During the College's program review process, departments are provided the opportunity to request additional resources to improve their programs. The College's institutional goals are driven by the Strategic Plan, Educational Master Plan, Facilities Master Plan, and Technology Plan. Each plan is developed in concert with institutional leadership and constituents using a participatory framework (see *Educational Master Plan January 2008; Program Review, Website; District Strategic Plan 2008-2012*;

## **Standard III: Resources**

### **III.D: Financial Resources**

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*Facilities Master Plan 2013; Strategic Plan and Process 2008-2012; Technology Strategic Plan 2013-2016).*

The annual budget supports the District's philosophy of integrating institutional planning in the participatory process of the District Budget Advisory Council. The Council is advised of state and local economic information, along with California Community College system funding information, to determine projections for funding. The Council reviews and discusses the underlying assumptions used in the establishment of the annual budget. Once working revenue is projected and budget parameters are established, information is distributed to College leadership for specific budget development (see *District Budget Advisory Council Webpage*).

A tentative budget is developed and presented to the Board of Trustees by June just prior to the new fiscal year. Assumptions upon which the budget is based are presented to the Board of Trustees for review. Throughout the year and leading up to the adoption of the final budget, the Board of Trustees and College community are given information on the state's current fiscal outlook as well as factors relating to the future state budget. Included in this communication is the estimated impact of the state's budget as it relates to the District. At a public hearing, interested persons may appear and address the Board of Trustees regarding the proposed budget or any item in the proposed budget. This allows the District, the College, and the public an opportunity to comment on the development of the final budget for the upcoming fiscal year (see *District Financial Documents Webpage, District Budget FY 2013-2014*).

#### **III.D.1.a. Self Evaluation**

The standard is not met. The College has adopted a strategic planning process to link resource allocation and institutional planning. Systematic and data-driven program review for all areas of the institution has been successfully integrated into institutional planning and resource allocation processes as demonstrated through the prioritization allocation process. A policy exists to ensure that the College community is informed and knowledgeable about budgetary decisions. Thus, after the completion of each cycle, the process is evaluated and assessed, and the outcomes are communicated college wide by the President. Though the President sends a memo to the College regarding expenditures for the year, in the future a more concerted effort should be made to link resource allocation to student learning.

Transparency has been a key priority in ensuring the successful implementation of the prioritization of the resource allocation process. The College disseminates information about the current fiscal situation of the state and its impact on the College to all relevant stakeholders. The College provides accessibility to data via the College website and research reports. Additionally, the College continues to engage all areas of the institution to participate meaningfully in shared governance.

#### **III.D.1.a. Actionable Improvement Plan**

To further enhance communication, the College President will formally communicate annually the impact of

## Standard III: Resources

### III.D: Financial Resources

resource allocation to support student learning.

#### III.D.1.b.

**Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partner-ships, and expenditure requirements.**

#### III.D.1.b. Descriptive Summary

The budget process is continual throughout the year, with the meetings, decisions, and discussions of the District Budget Advisory Council (DBAC). Before the budget adoption by the Board of Trustees in September, the draft is reviewed through the DBAC and District/College leadership (see *District Budget Advisory Council Webpage*).

After the final budget is approved, District Business Services staff track any contractual increases as well as salary changes that potentially increase the budget. This allows the District to review the fiscal impact of inflation as well as economic factors that may adversely affect the revenue stream. In the past several years, this information has allowed the estimate of any reduction needed to be included as part of the budget development process. All colleges in the District are given the opportunity to make necessary reductions in their respective areas based on information specific to college conditions and strategic direction (see *District Budget Advisory Council Webpage; College Budget Allocation*).

Norco College's budget includes at least 80 percent to instruction related and student support services expenses. This ensures that all services that support

student learning are given priority. Adequate resources are allocated to accomplish the College's mission and goals. In addition, the College sets aside an amount in the administration budget to fund augmentation requests forwarded through the planning process that are prioritized in accordance with the College Educational Master Plan, Facilities Master Plan, and Technology Plan (see *College Budget Allocation*).

Throughout the year, the DBAC reviews internal and external information pertaining to the budget. Impacts, both positive and negative, are assessed and incorporated into the annual budget assumptions used to develop the Adopted Budget. Funding priorities, both during expansion and contraction, are identified at the College and discussed in the College's shared governance committees. A tentative budget is formulated out of the discussions that take place both at the District and College level. Eventually, the budget is recommended for approval to the Board of Trustees (see *District Budget Advisory Council, Webpage; Business and Facilities Planning Council, Webpage; Institutional Strategic Planning Council, Webpage*).

#### III.D.1.b. Self Evaluation

The standard is met. Norco College has been diligent in continually reviewing and analyzing the budget and communicating areas of concern and potential reductions to the constituents of the College. Reductions have been made in a strategic manner and have allowed the College the opportunity to identify reductions and strategize as necessary.

Resource allocation has been a challenge

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### III.D: Financial Resources

in a fiscally constrained environment. Through the prioritization process, funding priorities have been based on the College's mission, institutional goals, and plans. The College has an institutional planning process that reflects meaningful evaluation of its resources in regard to both availability and need (see *Norco College Prioritization Process*). The Budget Allocation Model, which has been established and vetted every year with participation of all constituent groups from the District and colleges, has allowed for a fair, participatory process in which resources are allocated district wide on the basis of an FTES model (see *District Budget Advisory Council Webpage*).

#### III.D.1.b. Actionable Improvement Plan

None

#### III.D.1.c.

**When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

#### III.D.1.c. Descriptive Summary

Norco College's resources are allocated based on priorities outlined in the Educational Master Plan. Long-range plans are established to meet Educational Master Plan objectives. The direct relationship between financial plans and funds availability is clearly presented in the District budget. The College budget, in turn, is regularly monitored through periodic financial transfers and reports

(see *Norco College Budget; Budget Allocation Model; Budget Transfers*).

The current required reserve directed by the California Community College Chancellor's Office of three percent is segregated as a contingency in the District budget (see *District Budget FY 2013-2014; Budget Allocation Model Revision 2013-2014*).

Payments for general obligation bonds are made by the Bond Interest and Redemption Fund with local property tax collections. The capital lease payments of debt incurred primarily for the purchase of equipment are budgeted for payment in the General Unrestricted Fund. The District General Unrestricted Fund budget sets aside payments for the post-employment benefits, supplemental retirement plan obligations, and load banking obligations (see *District Financial Documents, Webpage*).

The Budget Allocation Model adopted by the District sets aside an interfund transfer to the Self-Insurance Fund that segregates resources for liability and worker's compensation premiums. The District is a member of several Joint Powers Authorities (JPAs) and pays annual premiums for its property, liability, health, and worker's compensation coverage. The JPAs have budgeting and financial reporting requirements independent of its member units (see *Budget Allocation Model Revision 2013-2014; District Audit*).

The District provides post-retirement/employment health care benefits for employees in accordance with Board Policy and Administrative Procedure 7380. The last actuarial valuation was on

## Standard III: Resources

### III.D: Financial Resources

July 1, 2011. The District utilizes the pay-as-you-go method to finance its Other Post-Employment Benefits contributions (see *District Audit; Actuarial Valuation Report; Board of Trustees BP7380 Retiree Health Benefits*).

#### III.D.1.c. Self Evaluation

The standard is met. In short-range financial planning, the District considers future liabilities and long-range financial priorities, and it maintains sufficient reserves to assure the fiscal stability of the institution, especially in constrained economic times. The District identifies, plans, and allocates resources for payment of liabilities and future obligations. In addition, the District has strategies in the event that cash flow deferrals of revenue are implemented by the State of California.

#### III.D.1.c. Actionable Improvement Plan

None

#### III.D.1.d.

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

#### III.D.1.d. Descriptive Summary

The District formulates an annual budget through a participatory governance process that includes College faculty, District and College administrators, and classified staff representatives (see *District Budget Advisory Council, Webpage*).

The District Budget Advisory Council's (DBAC) purpose is to:

- Develop an equitable resource distribution model that best serves the needs of students in a three-college district
- Enhance predictability of College and District support area resources resulting from FTES growth or decline
- Integrate College strategic planning committees more fully in the resource allocation process
- Develop straightforward resource allocation policies and procedures
- Respond to accreditation recommendations.

(see *Budget Allocation Model (BAM) Task Force Minutes, September 28, 2007*)

Throughout the budget development cycle, information is presented to the DBAC about revenue assumptions, budget reduction or increase, and resource allocation. The DBAC has its own webpage on the District website. The agendas and minutes, as well as financial reports, are posted to this site (see *District Budget Advisory Council, Webpage*).

The College community is informed on the status of the budget development through budget information presentations by the vice president of Business Services at various College meetings (see *President's Cabinet, Minutes, June 12, 2013*). During the budget development process, the vice president of Business Services is the conduit between the College and the District business services as the actual budget is being developed. Constant communication for budget transfers and the inclusion of auxiliary, categorical, grants, and the appropriate expenditure budgets are developed.

## Standard III: Resources

### III.D: Financial Resources

#### III.D.1.d. Self Evaluation

The standard is met. The District defines and follows its guidelines and processes for financial planning and budget development with all constituencies through the DBAC. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. Significant improvements in the area of communication, and involvement of faculty and administrators in the budget development process, have been implemented. The College community has access to information available on the website, information distributed through the email system, presentations during College committee and Board meetings, and other various campus meetings and gatherings. College administrators have the opportunity to move their budget to the appropriate expenditure category during the budget development process and inform College and District administration of increases due to grants, categorical and other revenue, and expenditure increases and decreases.

#### III.D.1.d. Actionable Improvement Plan

None

#### III.D.2.

**To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

#### III.D.2.a.

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

#### III.D.2.a. Descriptive Summary

The College allocates resources based on priorities established by integrating institutional planning using the foundational guidelines outlined in the Educational Master Plan, Program Review, and the Facilities Master Plan (see *Educational Master Plan, January 2008; Program Review, Website; Facilities Master Plan 2013*). The direct relationship between the institution's stated goals and resource allocation is kept as an overarching commitment by the quarterly review of its financial status by the Board of Trustees (see *District Financial Documents, Webpage—Monthly Financial Reports*). Financial documents, including the budget as well as audits have a high degree of credibility and accuracy as evidenced by reviews by the Board of Trustees, the Riverside County Office of Education, and the State Chancellor's Office. College staff and administrators have real-time access to financial information through the Galaxy financial reporting module. They are able to view their financial information with balances, and requisitions will not be processed unless adequate funds are available for expenditures (see *Galaxy Requisitioning Processing*).

State block grants and categorical funds are used to augment and enhance instructional services and student service

## Standard III: Resources

### III.D: Financial Resources

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programs funded through the General Fund. In the recent years of fiscal decline, grant funding has been a tremendous benefit to Norco College. As the needs for service have risen, the College has sought additional funding streams through grants. This added source of revenue ensures that funds from all available sources are leveraged to achieve the College's stated goals for student learning (see *Grants Committee, Webpage*).

While program reviews include allocation requests from all units to request additional resources that support goals for student learning, the prioritization process acts as a checks and balance system to ensure that requests align with the overall needs and direction of the institution as they are stated in the Educational Master Plan, Strategic Plan, and Facilities Master Plan (see *Norco College Prioritization Process*).

As evidenced by the annual financial reports, the District allocates more than 50 percent of its resources towards direct instruction (see *311 Annual Report*).

#### III.D.2.a. Self Evaluation

The standard is met. Financial documents, including the annual budgets and independent audits, reflect appropriate allocation and use of financial resources to support student learning programs and services.

As outlined in the most recent audit, the District is meeting all of the required budgeting and accounting standards and practices with no significant exceptions. The tentative budget, final budget, and all audited financial statements for the District are available in the District

Business Services office as well as online. The College has confidence in the availability of budget information and that the budget information is reliable (see *District Financial Documents Webpage*).

#### III.D.2.a. Actionable Improvement Plan

None

**III.D.2.b.  
Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

#### III.D.2.b. Descriptive Summary

The audit report includes a management discussion and analysis section, which is a requirement of Governmental Accounting Standards Board [GASB Nos. 34 and 35]. Also included in the audit are findings and recommendations for internal control weaknesses. Recommendations and corrective action responses to audit findings include the timeframe projected for implementation of corrective action (see *District Financial Documents, Webpage*).

Per Board Policy 6400, the Chancellor is responsible for the completion of an annual audit. In addition, the Chancellor assures that annual audits are completed in compliance with the District's general obligation bond (Measure C). The Chancellor or his/her delegate is responsible for compliance and implementation of corrective action for any audit findings (see *Board of Trustees BP6400 Audits*).

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### III.D: Financial Resources

#### III.D.2.b. Self Evaluation

The standard is met. The District responds to all annual audit findings and recommendations in a timely fashion to the best of its ability within existing financial restraints. The audit is published on the website and made available to District faculty, staff, the Board of Trustees, and the public (see *District Financial Documents, Webpage*).

#### III.D.2.b. Actionable Improvement Plan

None

#### III.D.2.c.

**Appropriate financial information is provided throughout the institution, in a timely manner.**

#### III.D.2.c. Descriptive Summary

Financial documents are made available frequently on the District's website. Financial statements are presented to the Board of Trustees each month, and the Riverside County Office of Education receives financial statement information quarterly. Additionally, all financial regulatory reporting documents are posted to this website (see *District Financial Documents Webpage*).

The DBAC serves a critical role in ensuring that financial information is provided throughout the institution and to the various constituencies. The DBAC meets at least quarterly and includes faculty, classified staff, and both District and College administrators. Those who are unable to attend these meetings are able to access the agenda and minutes via the Committee site. Also posted on this

Committee webpage is other financial information including adopted budgets and financial audits (see *District Budget Advisory Council, Webpage*).

In addition to the websites and Committee dissemination practices, the District employs other methods to distribute appropriate financial information about the budget, the District's fiscal condition, financial planning, and audit results. The following outlines some of the ways used to disseminate information in a timely manner:

- **The Board of Trustees** is provided quarterly financial status reports and the CCFS 311 financial reports. The Board of Trustees is a public meeting and agenda items are available on the College's website. The tentative budget and the adopted budget are presented to the Board of the Trustees annually (see *Board of Trustees, Website*).
- **Audits** are reviewed by the Board of Trustees annually. The District contracts with a private firm and results of the audits are posted on the DBAC webpage (see *DBAC Webpage*).
- **An Online Requisition Program** through the District's Galaxy Financial Program allows departments to track their purchase requests from the beginning to the end of the process, allowing them more accurate account of their budgets. This online system contains up-to-date financial information (see *Galaxy Requisitioning Processing*).

The ending balance in the District General Unrestricted Fund Balance on June 30, 2013 (unaudited) was \$11,407,409, which represents a reserve of 7.95 percent. The



## Standard III: Resources

### III.D: Financial Resources

prior two years, ending balance was:

- June 30, 2012 \$6,805,919  
4.73 percent
- June 30, 2011 \$13,217,249  
8.30 percent

This amount is deemed sufficient for unforeseen emergencies since it is over the recommended five percent as directed by the State Chancellor's Office (see *District Budget; 311 Annual Report*).

In addition to the contingency reserve, the District has been participating in a Tax Revenue Anticipation Note to borrow funds as the state has implemented deferrals on the payments of State Apportionment. The District has approval from the Board of Trustees to borrow from internal funds as necessary for cash flow (see *District Financial Documents, Webpage—TRAN Documents, District Resolution 38-12/13: Resolution for Temporary Loans*).

The District has a Self-Insurance Fund which segregates resources for liability and worker's compensation premiums. The District is a member of several Joint Powers Authorities (JPAs) and pays annual premiums for its property, liability, health, and worker's compensation coverage (see *District Financial Documents, Webpage*).

#### III.D.2.c. Self Evaluation

The standard is met. Appropriate financial information is provided throughout the District through Board of Trustee meetings, the District website, and other District-published documents.

#### III.D.2.c. Actionable Improvement Plan

None

#### III.D.2.d.

**All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

#### III.D.2.d. Descriptive Summary

The District's auxiliary and subsidiary organizations are included in the scope of its annual audit, which examines all funds and auxiliary organizations for fair statement presentation, analysis of accounting principles utilized, and adequate internal control practices. The District responds to all internal control deficiencies identified in the annual audit in a timely manner. All subsidiary funds must comply with established and adopted Administrative and Board Policies and Procedures of the District (see *District Financial Documents, Webpage*).

Categorical programs and federally funded grant programs are subject to random audits and site visits by funding agencies. The District is periodically audited for compliance by the State Board of Equalization and the Internal Revenue Service (see *Other External Audits*). Categorical and federally funded program managers are responsible for monitoring program requirements to ensure all expenditures are consistent with the guidelines and regulations of the funding agency and the mission of the College. In the area of financial aid and student loans, the College financial aid office reviews receipt, disbursement, and loan default rate to ensure compliance with federal regulations (see *Student Loan Documentation*).

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### III.D: Financial Resources

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RCCD continues to receive an unqualified audit. All audit findings are reviewed to ensure that immediate steps are taken for corrective action. On the occasions when audit findings are identified, immediate action is taken to make corrections for the future. District staff interfaces with College staff throughout the year and frequently during the audit to gather the necessary information that has been requested for review (see *District Financial Documents, Webpage; District Audit Findings; Email Communication for Audit Programs*).

#### III.D.2.d. Self Evaluation

The standard is met. All financial resources—including those from auxiliary activities, fund-raising efforts, and grants—are used with integrity in a manner consistent with the mission and goals of the institution.

#### III.D.2.d. Actionable Improvement Plan

None

#### III.D.2.e.

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

#### III.D.2.e. Descriptive Summary

The District utilizes software provided by the Riverside County Office of Education (RCOE) for its financial management and reporting on most District funds. The District Business Services office keeps apprised of any new updates to the software that will allow the College to

improve the access, timing, and flow of financial processes and information (see *Galaxy Handbook*).

The online requisition process allows College staff the ability to automate purchase requisitions through the procurement and approval process. This also allows real time expenditure and encumbrance data to be accessed by staff in order to more closely track budget expenditure and availability (see *Galaxy Requisitioning Processing*).

As part of the requisition process, users are given screen permission to access financial data online. These can be downloaded into spreadsheet software so that staff can utilize it to monitor and forecast financial projections and expenditures.

The District contracts with Colleague for the use of Ellucian software as a database for student information and Webadvisor. In addition, Blackboard is contracted for the use of online instructional communication as a platform for staff, faculty, and student use for online access to course information and course planning, online course delivery, and online course enhancement. CurricUNET is a curriculum management system used by the RCCD colleges' faculty. Support in the form of help desk platforms assures that the software is updated and assistance is available in many cases 24 hours a day. District in-house legal counsel and College administration review each contract to ensure that all District and College standards are met and that termination for failure to perform is explicit in all negotiated contracts (see *Software Contracts*).

## Standard III: Resources

### III.D: Financial Resources

The District contracts with an accounting firm to perform an annual audit. The auditors prepare the statements and findings to provide the District feedback on its processes. As part of the annual audit, expenditures from categorical and grant funds are audited to ensure that expenditures are made in a manner consistent with the intent and requirements of the funding source. In addition, bond expenditures are audited to ensure that expenditures are made consistent with regulatory and legal restrictions. The auditors conduct exit interviews to discuss all findings and weaknesses, if any. The auditors also conduct a presentation for the Board of Trustees in order to provide clarity regarding the financial statements (see *District Financial Documents, Webpage*).

#### III.D.2.e. Self Evaluation

The standard is met. The institution regularly evaluates its financial management processes and uses the results of the evaluation to improve processes and practices through its annual program review process. The District has an annual external audit that provides feedback on its processes. The audit and any findings are presented during exit interviews and during a Board of Trustees presentation.

The District and the College review and assess the effectiveness of past fiscal planning during the annual program review process for current and future fiscal needs. Norco College evaluates its financial management structure through the Business Services division annual program review and uses those evaluation results for future improvement.

#### III.D.2.e. Actionable Improvement Plan

None

#### III.D.3.

**The institution has policies and procedures to ensure sound financial practices and financial stability.**

#### III.D.3.a.

**The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

#### III.D.3.a. Descriptive Summary

The College, in conjunction with the District, maintains sufficient cash flow and reserves to sustain financial stability (see *311 Annual Report*). The District utilizes Tax and Revenue Anticipation Notes (TRAN) to ensure stability in cash flow and to prevent program disruption during the year. Long-term financing has been achieved in the form of bonds and leases when the cost of capital validates this financing option (see *District Financial Documents, Webpage; TRAN document; Measure C Project Commitments Summary*).

The five percent reserve level has been established by the California Community College Chancellor's Office as a "prudent" level. The Board of Trustees has met the prudent reserve threshold, and during the economic downturn has funded reserves at or in excess of the five percent level. Reserve levels were as follows:

- 2010-2011 Ending Balance  
\$13,217,249      8.30 percent

## Standard III: Resources

### III.D: Financial Resources

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- 2011-2012 Ending Balance  
\$6,805,919      4.73 percent
- 2012-2013 Ending Balance  
\$11,407,409      7.95 percent

(see *District Budget*)

In addition, the Board of Trustees approved a resolution that allows temporary internal borrowing of District funds. This allows the District to borrow internally for cash flow purposes from other District funds (see *District Resolution 38-12/13: Resolution for Temporary Loans*). Moreover, the County of Riverside Board of Supervisors may approve a short term loan (if requested) for the District for cash flow purposes (see *RCOE borrowing terms*).

The primary source of financial support for the District and its colleges comes from state apportionment, property tax, and enrollment fees. Together, these components comprise the District's revenue limit (see *P2 Exhibit C*).

The College participates in Joint Powers Authorities (JPAs) for its property, liability, and worker's compensation activities. Additionally, the District maintains a self-insurance fund to provide for safety management and uninsured losses. The District's self-insurance fund (Fund Code 61) is maintained as a reserve against uninsured loss and safety loss control (see *District Financial Documents, Webpage*).

#### III.D.3.a. Self Evaluation

The standard is met. As evidenced, the College, via the District, has sufficient cash flow through the use of TRANS and internal borrowing. Due to its level

of reserves, the District is able to use the money to achieve fiscal viability and stability. In addition, the institution has several strategies for appropriate risk management and plans to meet financial emergencies and any unforeseen occurrences through its membership in the applicable JPAs.

#### III.D.3.a. Actionable Improvement Plan

None

**III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

#### III.D.3.b. Descriptive Summary

The District and College business offices audit processes include allocation of resources to evaluate, improve, and change the various financial systems to meet the needs of the subsidiary organizations and to identify and solve problems before major audit exceptions occur. Evaluation and improvement are vital since resources are limited; thus, efficiency and effectiveness are top priorities. The financial management systems utilized for the subsidiary organization are modern and efficient.

Regular reviews and monitoring of expenditures pertaining to grants, awards, and contractual agreements by program staff and the Business office at both the College and District ensure that the expenditures are consistent with

## Standard III: Resources

### III.D: Financial Resources

the funding agency's mandates and the College's mission and goals (see *Galaxy Requisitioning Processing*).

As part of the annual financial audit, random testing of financial transactions is performed to ensure that proper accounting for receipt and expenditures for funds in the District, and proper internal controls, are in place for fiscal oversight. Audit findings of significant deficiencies and/or instances of noncompliance are documented in the annual report to the District and external funding agencies. District administration has made an aggressive effort to correct all findings (see *District Financial Documents, Webpage*).

#### III.D.3.b. Self Evaluation

The standard is met. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets through periodic monitoring of expenditures and quarterly financial reports. Immediate response by the District and College as related to any audit findings and follow up is performed to ensure compliance with all applicable requirements and regulations.

#### III.D.3.b. Actionable Improvement Plan

None

#### III.D.3.c.

**The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

#### III.D.3.c. Descriptive Summary

The District and College must plan for known mandates that will be enforced in coming fiscal years. One such mandate is set forth in Governmental Accounting Standards Board Statement No. 45, whereby the District is required to record its liability for retirees' health benefits. The District provides post-employment health care benefits for employees in accordance with Board Policy and Administrative Procedure 7380. The last actuarial valuation was on July 1, 2011. The District utilizes the pay-as-you-go method to finance its Other Post-Employment Benefits contributions. According to the most recent financial audit, the District has not established a plan or equivalent arrangement that contains an irrevocable trust, and it is partially funding its OPEB obligation. The net OPEB obligation for the past three years ending June 30 was:

- 2010 \$1,653,090  
52 percent contributed
- 2011 3,338,328  
26 percent contributed
- 2012 4,381,529  
53 percent contributed

(see *District Financial Documents, Webpage; Actuarial Valuation Report; Board of Trustees BP7380/AP7380 Retiree Health Benefits*).

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### III.D: Financial Resources

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#### III.D.3.c. Self Evaluation

The standard is met. All audits of the institution have been unqualified. The District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations as disclosed in all annual audits.

#### III.D.3.c. Actionable Improvement Plan

None

**III.D.3.d.  
The actual/actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

#### III.D.3.d. Descriptive Summary

In the District's last actuarial valuation, the unit credit cost method was used. The actuarial assumptions included healthcare cost trend rates which ranged from an initial eight percent to an ultimate rate of five percent. The unfunded actuarial accrued liability is being amortized at a level dollar method. The actuarial value of assets was not determined in the actuarial valuation. The District finances its OPEB contributions using the pay-as-you-go method (see *District Financial Documents, Webpage; Actuarial Valuation Report*).

#### III.D.3.d. Self Evaluation

The standard is met. The District engages an actuary to determine Other Post-Employment Benefits (OPEB) and an

actuarial report is prepared, as required by appropriate accounting standards.

#### III.D.3.d. Actionable Improvement Plan

None

**III.D.3.e.  
On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

#### III.D.3.e. Descriptive Summary

Payments for the general obligation bonds are made by the Bond Interest and Redemption Fund with local property tax collections. The capital lease payments of debt incurred primarily for the purchase of equipment are budgeted for payment in the General Unrestricted Fund.

On June 30, 2012, the total bonds outstanding were \$235,524,196 with maturity dates ranging from 2030 to 2041. Other liabilities paid from District funds at June 30, 2012 include:

- Compensated absences  
\$2,474,015
- Capital leases  
\$26,902
- Supplementary Retirement Plan  
\$3,098,734
- Load Banking  
\$771,705

(see *District Financial Documents, Webpage; Measure C–Project Commitments Summary*)

The annual repayment on the other liabilities is approximately \$2.6 million,

## Standard III: Resources

### III.D: Financial Resources

which represents approximately 1.8 percent of the General Unrestricted Fund budget.

#### III.D.3.e. Self Evaluation

The standard is met. Property taxes are secured for repayment of bond issued debt. Resources are allocated from the General Unrestricted Fund for capital lease payments of debt incurred primarily for the purchase of equipment on an annual basis. During each budget process, the District assesses and allocates these resources as part of the budget development process to ensure the repayment of debt.

#### III.D.3.e. Actionable Improvement Plan

None

**III.D.3.f.  
Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

#### III.D.3.f. Descriptive Summary

The College Financial Aid office reviews receipt, disbursement, and loan default rate to ensure compliance with federal regulations. Norco College's student loan default rate for the past two years was:

- 2010 10.9 percent (2 year official)
- 2011 10.0 percent (2 year draft)

In the future, the College will be assigned three year rates. The College has contracted with a vendor to assist in managing its default rate. It is providing outreach to students in the form of information on repayment options.

In addition, Financial Aid staff are monitoring periodic information for students who are in the repayment process and who may be in danger of default (see *Student Loan Documentation; NorthStar Contract*).

#### III.D.3.f. Self Evaluation

The standard is met. The institution has policies and procedures to ensure sound financial practices and financial stability. The District and College continually assess the availability of resources for the repayment of debt to ensure the fiscal stability of the institution. Norco College monitors and manages student loan default rates to ensure compliance with federal requirements.

#### III.D.3.f. Actionable Improvement Plan

None

**III.D.3.g.  
Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

#### III.D.3.g. Descriptive Summary

Contractual agreements at Norco College consist of grants and awards, outside agency contracts for personal and professional services, construction contracts, consultant agreements, instructional service agreements, and contracts for information technology.

All contracts are submitted to the District's General Counsel for review, who looks for issues with regard to risk,

## **Standard III: Resources**

### **III.D: Financial Resources**

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termination, standards of conduct, and potential exposure for the District, thereby ensuring that all contractual legalities are met. Any requirements or suggestions for change are provided by the General Counsel to the contracting department. Any recommended changes are sent back to the originator of the contract to work with the contracting agency to make any necessary changes. Once a contract is in final form it is then submitted to the College Business Services by the contracting division or department via a Contract Transmittal Form (CTF). The vice president of Business Services reviews each contract to ensure that it is consistent with the College's mission and goals, as well as for fiscal impact (see *Contract Transmittal Form; District Agreement/Contract Guidelines and Procedures*).

Once that review is complete, if the contract is under the current dollar threshold, pursuant to the Public Contract Code and Board Policy, it is sent to the College President for review and signature. If the contract is over the dollar threshold, it must be approved by the Board and is then signed by the District vice chancellor, Business and Financial Services. Contracts that have a fiscal impact between fiscal years are input into the financial accounting system in the appropriate fiscal year so that an automatic encumbrance of financial resources takes place (see *Board of Trustees BP6100/AP6100 Delegation of Authority*).

#### **Grants**

All grant opportunities are submitted and reviewed through the Grants Committee, a shared governance committee, for vetting and

recommendation. Approved proposals must indicate how the proposed project or use of funds relates to the College's mission, Educational Master Plan, and institutional goals and priorities.

#### **Construction Contracts**

New construction, renovations, and major alterations or repairs are coordinated by the vice president of Business Services according to priorities outlined in the institution's planning documents, including the Educational Master Plan, Facilities Master Plan, the Strategic Plan, and the Technology Plan. All preliminary drawings and construction cost estimates are reviewed by the District Office of Facilities and Planning before drawings and specifications are submitted to the California Community College Chancellor's Office and the State Department of General Services as required by statute.

#### **Instructional Service Agreements— Contract Education**

Contract education is dedicated to meeting the needs of local businesses and economic development entities, which satisfies one of the missions of the California Community College system to provide economic and workforce development to the community. All contract education agreements are coordinated and reviewed by the District Office of Economic Development and any agreements which impact Norco College are reviewed and approved by College administration.



## Standard III: Resources

### III.D: Financial Resources

#### *Independent Contractor Agreements for Personal and Professional Services*

The President is delegated the authority to sign a contract as an enforceable obligation on behalf of the College. For services of \$83,400 or more, Board of Trustees approval must be obtained prior to implementation of contracted services. The services of independent contractors are considered temporary in nature and individual contractors must meet specific criteria.

Any commitment of funds must be submitted on a Contract Request Transmittal (CRT) form and be pre-approved by the vice president of Business Services. CRTs require proper signatures, and services are not to be rendered until a fully executed contract is in place. All contracts are reviewed by the District's legal counsel and language is included to protect the interests of the College in case of substandard work, project delays, and other breaches of contract. The awarding of contracts in excess of the official set bid limit must comply with the District's competitive sealed bidding process.

#### *Instructional Service Agreements*

Requests for instructional service agreements follow a contract process that must be approved by the Teaching and Learning Committee of the Board of Trustees. Contracts include terms of instruction as well as terms and conditions for cancellation and termination of the arrangement. Instructors must meet existing College hiring standards and must

be approved by the Board of Trustees as well. Academic Affairs performs research to ensure that all programs meet the needs of state regulations for licensing. In the absence of state regulations, industry association standards are utilized (see *District Agreement/Contract Guidelines and Procedures*).

#### **III.D.3.g. Self Evaluation**

The standard is met. The District and the College have long-standing policies and procedures to ensure that decisions to procure goods and services follow sound financial practices.

District and College policies and procedures govern all contractual agreements with external agencies/entities and are consistent with the College's mission and goals. These policies also include appropriate provisions to maintain the integrity of the institution. All contracts entered into by the College are handled in a timely and efficient manner and in accordance with Public Contract Codes and Board Policies.

#### **III.D.3.g. Actionable Improvement Plan**

None

#### **III.D.3.h.**

**The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

#### **III.D.3.h. Descriptive Summary**

The District contracts with an accounting firm to perform an annual audit. The

## Standard III: Resources

### III.D: Financial Resources

auditors prepare the statements and findings to provide the District feedback on its processes. Also included in the audit are findings and recommendations for internal control weaknesses. Recommendations and corrective action responses to audit findings include the timeframe projected for implementation of corrective action. The auditors conduct exit interviews to discuss all findings and weaknesses, if any. The auditors also conduct a presentation for the Board of Trustees in order to provide clarity regarding the financial statements (see *District Financial Documents, Webpage*).

The College has made increased efforts to define performance outcomes and to determine the best allocation of resources to enhance student performance. The prioritization allocation process at the College outlines resource priorities. The President communicates the final resource allocation in the year-end progress report to the entire college at the close of the fiscal year (see *President's Memorandum on Program Review Resource Allocations for 2012-13*).

#### III.D.3.h. Self Evaluation

The standard is met. The institution regularly evaluates its financial management processes and uses the results of the evaluation to improve processes and practices. The College consistently reviews the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs.

The financial stability of the District and the College is secured through strong fiscal policies pertaining to reserves, cash flow, allocation, reductions and increases where appropriate, and measures for long-

term obligations to be met. The College consults all of the planning processes and documents to ensure that current and future fiscal needs are met.

#### III.D.3.h. Actionable Improvement Plan

None

**III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

#### III.D.4. Descriptive Summary

On a monthly basis, the District assesses the effective use of financial resources by evaluating actual revenue and expenditures and comparing them to the fiscal year budget. More in-depth assessment occurs at the department, unit, and division level.

Systematic planning and assessment for the effective use of financial resources is an integral component of the College annual activities. As part of the College's program review process, the availability of financial resources is evaluated annually at the operational unit levels. Through these processes, all units have an opportunity to request additional resources based on identified data-driven need. Requests are prioritized through the College's resource allocation process through the shared governance committees. Instructional and operational equipment needs are also addressed through the Program Review process (see *Program Review, Website; Prioritization Process*).

## Standard III: Resources

### III.D: Financial Resources

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The feasibility and effectiveness of its resources in supporting institutional programs and services are planned and evaluated annually by looking at the overall College plans as well as program and enrollment data. The College's resource planning is integrated with institutional planning practices, processes, and policies. The College has worked diligently to ensure that the Facilities Master Plan is closely aligned with the enrollment projections, Educational Master Plan, and the planning and resource allocation process. The College's collaborative committee process is used to identify, collect, and prioritize various needs.

The College employs a collegial, collaborative process for planning and allocating facilities for programs and services. Funding requests for institutional facility improvements and equipment needs are submitted through the program review process. This process helps align institutional priorities and goals (see *Program Review, Website*).

Allocation requests are submitted to the Business Facilities Planning Council (BFPC) and forwarded on to the Institutional Strategic Planning Committee (ISPC) for prioritization. The College President, in consultation with the vice presidents, reviews the priorities for funding consideration (see *Prioritized Resource Allocation List*).

#### III.D.4. Self Evaluation

The standard is met. College processes fully integrate planning with resource allocation and are consistent with the College mission, vision, and goals. Norco College prides itself on the collegial processes it uses to plan for the improvement of student learning through effectively and efficiently using the resources that are allocated from all funding sources.

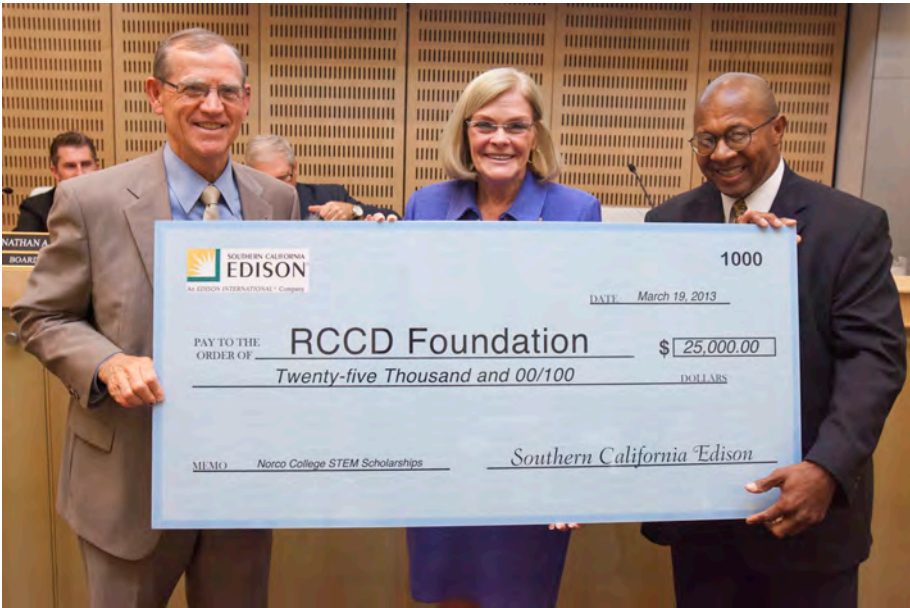
#### III.D.4. Actionable Improvement Plan

None



**Standard III: Resources**  
**III.D: Financial Resources**

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## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

#### Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

#### IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

##### IV.A.1.

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

##### IV.A.1. Descriptive Summary

Leadership and governance at Norco College is student centered, focusing on creating and sustaining the conditions that promote student learning and student success. College leadership supports an inclusive governing structure involving

staff, faculty, administration, and students in strategic planning. It encourages open dialogue and values new ideas while maintaining the College's mission, vision, and values.

As one of three colleges in the Riverside Community College District, the College was granted initial accreditation in January 2010. Throughout its growth, the College has maintained its unique identity, friendly atmosphere, and commitment to excellence. Administrative and faculty leaders continue to support an environment promoting autonomy, creativity of thought, and marked excellence throughout the institution. The faculty, staff, administrators, and students who contributed to the initial accreditation process did so in a spirit of commitment and collaboration, exemplifying the collegiality that is one of Norco College's trademarks. This attitude of cooperation continued with the writing of the Follow-up Report in October 2010, and the Midterm Report in March 2012.

The guiding framework of Norco College consists of core commitments, a mission statement, a vision statement, and strategic goals and objectives that drive every aspect of planning. All of these elements are documented in the all-encompassing Strategic Plan and Process 2013-2018, and reflect the College's commitment to excellence in student achievement, success, and access; the development of community partnerships; and support for all employee groups. The plan is available to employees in printed form and on the College's website (see *Strategic Plan and Process 2013-2018*).

Norco College has established systematic governance practices that promote and

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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assure inclusion in decision-making processes at all levels. Institutional leaders provide appropriate forums for faculty, staff, administrators, and students to communicate openly and freely on a regular basis.

In September 2011, the shared governance structure was revised in order to increase the focus on the institutional mission and demonstrate an intentional approach to addressing the ACCJC Standards. In 2005, in preparation for applying for initial accreditation, the Strategic Planning Council created a committee structure that included one large Strategic Planning Committee and nine subcommittees aligned with ACCJC standards. In Spring 2008, as work on the Self Study report progressed, the nine subcommittees were collapsed to four subcommittees, one for each Standard. This four-committee structure served the campus well as it prepared for its accreditation evaluation visit in Fall 2009. Following the accreditation of the College in January 2010, the committee structure remained in place, but its effectiveness appeared to diminish. In response to informal discussions in several venues (including the Senate, the Academic Planning Council, and the Strategic Planning Committee), the College began reorganizing the strategic planning committee structure in order to increase its effectiveness.

At its meeting on September 19, 2011, the Academic Senate voted to support the reorganization (see *Academic Senate, Minutes, September 19, 2011*). The Strategic Planning co-chairs presented the restructure proposal to the Norco College Strategic Planning Committee on September 13, 2011 as a first

reading. It was voted on and approved in a second reading at the September 27, 2011 meeting (see *Strategic Planning Committee, Minutes, September 13, 2011, and September 27, 2011*). A number of changes in the process were made:

- The four previous strategic planning subcommittees were dissolved and their duties assigned to various committees and councils.
- Information items and action items requiring a vote by the entire institution would be presented at a “Town Hall Meeting.” This group was previously referred to as the “Norco Strategic Planning Committee” and included all College faculty, staff, administrators and student representatives. At the December 8, 2011 Town Hall Meeting, the members voted to change the name to “Committee of the Whole” to better reflect the inclusiveness of all College constituents (see *Town Hall, Minutes, December 8, 2011*). The Committee of the Whole comprises all Norco College faculty, staff, administrators, and student representatives, who meet at least twice a semester (or additionally as needed) to participate actively in effective discussion, planning, and implementation for the College, allowing all College stakeholders, regardless of rank or title, an equal say in College planning matters.
- In order to reflect its broader responsibilities, the Enrollment Management Task Force was renamed the “Institutional Strategic Planning Council” (ISPC).
- The Associated Students of Norco College (ASNC) was included in the list of strategic planning committees as a way of reflecting the level of



## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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engagement of this group with the planning processes of the College.

At the September 27, 2011 meeting of the Strategic Planning Committee, the proposal to make the Institutional Strategic Planning Council (ISPC) the main coordinating body for all strategic planning at Norco College was approved. The ISPC's purpose 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. The ISPC is co-chaired by the vice president of Academic Affairs and a faculty member who is nominated and approved by the Council (see *Strategic Planning Committee, Minutes, September 27, 2011*).

The strategic planning committee structure includes standing committees of the Academic Senate, planning councils, and other committees. Decisions on College operations generated in those entities are forwarded to the ISPC for review and revision. Items that require review and consideration by the Academic Senate are considered through the standing committees or when necessary through the Senate itself. Items are then forwarded to the Committee of the Whole for an open hearing, and recommendations are forwarded to the College President (see *Strategic Planning Process Flowchart; Guiding Principles for Strategic Planning Committees*). The work of the ACCJC standards is assigned to the following College committees, planning councils, and groups (see *College Committees, Webpage*):

- **Curriculum Committee.**

The Curriculum Committee, a

subcommittee of the Academic Senate, has two primary purposes: to review and approve new curriculum (including new courses and course modifications, new programs and program modifications), and to review and approve the curriculum approval process. The College Curriculum Committee is the sole approving body for Norco College-only curriculum. For District shared curriculum, it has one vote in the District Curriculum Committee. The Curriculum Committee is also responsible for keeping abreast of state-mandated curriculum changes and reporting those changes to faculty. Committee members report on curriculum at their department meetings and solicit suggestions and recommendations when needed. Bi-monthly meetings are chaired by a faculty member, while the vice president of Academic Affairs serves as the administrative co-chair (see *Curriculum Committee, Webpage*).

- **Program Review Committee.**

The Program Review Committee, a standing committee of the Academic Senate, reviews and accepts the Norco College Comprehensive Instructional Program Reviews and the Annual Instructional Program Reviews and forwards them to the District for posting to the website. The Committee also reviews, and as necessary revises, the program review template. The information from these program reviews is then forwarded to and integrated into the College's strategic planning processes. The Committee is supported by the office of Institutional Effectiveness and monthly meetings are chaired by a faculty member, while the vice president of Academic Affairs

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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serves as the administrative co-chair (see *Program Review Committee, Webpage*).

- **Student Success Committee.** The mission of the Norco College Student Success Committee is to effect change within the College and the classroom regarding matters of student success, in its myriad forms, for the purpose of supporting students in achieving their stated educational goals. The charge of the Student Success Committee is to discuss, research, and make recommendations on matters that directly affect student achievement. This charge includes, but is not limited to, analyzing and evaluating the implementation, effectiveness, and sustainability of college wide student success initiatives as well as funded pilot programs, such as those provided for in Title V grants; and providing advice, consultation, and recommendations to the Academic Senate and administration. Monthly meetings are co-chaired by the vice president of Student Services, a faculty member, and a classified staff member. As a result of the recent legislative focus on student success and the transition of matriculation into Student Success and Support, the Equity/Matriculation Committee and the Student Success Committee merged to form one committee (see *Student Success Committee, Webpage; Committee of the Whole, Minutes, May 28, 2013*).
- **Assessment Committee.** The Norco Assessment Committee (NAC) is a standing committee of the Academic Senate, comprising representatives from all academic departments as well as administrators with particular interest in, or responsibility for,

learning outcomes assessment. The NAC formulates and helps to implement policy on all aspects of assessment at the College, including processes for gathering information on student learning and using data to improve courses, programs, and institution-wide learning outcomes. The monthly meetings are co-chaired by the dean of Institutional Effectiveness and the faculty assessment coordinator (see *Assessment Committee, Webpage*).

- **Academic Planning Council.** The Academic Planning Council (APC) is a standing committee of the Academic Senate, comprising faculty chairs, co-chairs, and assistant chairs. The APC serves in an advisory capacity to College administrators on matters concerning faculty hiring, budget planning, capital expenditures, course scheduling and staffing, and program development. The monthly meetings are planned and facilitated by an elected faculty chair and the dean of Instruction (see *Academic Planning Council, Webpage*).
- **Student Services Planning Council.** Guided by the College mission, the Student Services Planning Council (SSPC) is a representative group of student services professionals that produces data-driven recommendations to increase the effectiveness of student services programs. The primary task of the SSPC is to provide guidance to administrative decision-makers by developing criteria for ranking staffing and equipment requests generated through program reviews and to rank the requests in accordance with the adopted criteria. The monthly meetings are co-chaired by the vice

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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president of Student Services, a faculty member, and a classified staff member (see *Student Services Planning Council, Webpage*).

- **Business and Facilities Planning Council.** The Business and Facilities Planning Council (BFPC) recommends budgeting of additional funds as they become available as well as budget cuts when necessary. The BFPC recommendations go to the ISPC for approval before being forwarded to the President of the College. The monthly meetings are co-chaired by the vice president of Business Services, a faculty member, and a classified staff member (see *Business and Facilities Planning Council, Webpage*).
- **Grants Committee.** The purpose of the Grants Committee is to identify grant opportunities that are aligned with the Norco College Educational Master Plan, College mission, strategic goals, and resource needs. The Committee also informs the College community about existing grants, serves as a liaison between the RCCD Grants office and Norco College, and provides local support for grant efforts to College staff, faculty, and administration. The monthly meetings are co-chaired by the associate dean of Grants and College Support Programs and a faculty member (see *Grants Committee, Webpage*).
- **Legacy Committee.** Norco Legacy is a diverse group of faculty, staff, and administrators who work to promote inclusiveness, dialogue, community, and harmony at the College. As ambassadors of the College, they aspire to model and facilitate respectful interactions

with an appreciation for diversity. In promoting, understanding, and valuing a diverse humanity, they address and embrace the relevant concerns and needs within the community. They respond to current issues as well as plan for the future by developing policy, programs, and activities. Monthly meetings are chaired by the dean of Student Services, a classified staff member, and a faculty member (see *Legacy Committee, Webpage*).

- **Library Advisory Committee.** The purpose of the Library Advisory Committee is to offer counsel and advice on library services and library information resources. The Committee also has under its purview the learning support services provided by the Instructional Media Center (IMC), and the Learning Resources Center (Tutorial Services, including Math Express walk-in math tutoring; CIS Lab; and Game Lab), and Writing Lab. The monthly meetings are co-chaired by the dean of Technology Learning Resources and a librarian (see *Library Advisory Committee, Webpage*).
- **Equity/Matriculation Committee.** The purpose of the Equity/Matriculation Committee (EMAC) was to lead innovative campus initiatives, projects, and services to support student access, equity, and success. As a result of the recent legislative focus on student success and the transition of matriculation into Student Success and Support, EMAC and the Student Success Committee merged to form one committee (see *Committee of the Whole, Minutes, May 28, 2013*).
- **Technology Committee.** The

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Technology Committee provides recommendations for the strategic direction, implementation, and sustainability of technology resources throughout the College used to support student learning programs and services and improve institutional effectiveness consistent with the College's mission. Monthly meetings are co-chaired by the dean, Technology/Learning Resources, and an Instructional Media Center classified staff member (see *Technology Committee, Webpage*).

- **Safety Committee.** The Safety Committee addresses Norco College's planned response to emergencies associated with natural disasters as well as man-made or technological incidents. It provides an overview of operational concepts and identifies components of the College's emergency management organization within the National Incident Management System (NIMS) and Standardized Emergency Management Systems (SEMS). The Safety Committee is also responsible for collaborating with the federal, state, and county entities that are involved with the College in maintaining and protecting life and property as well as assuring the overall well-being of the College population. The Committee is chaired by the director of Health Services and College Police sergeant (see *Safety Committee, Webpage*).
- **Associated Students of Norco College.** The Associated Students of Norco College (ASNC) is the official legislative body responsible for the establishment of an effective student government. The duties and responsibilities of the ASNC include, but are not limited to: recognizing the

inherent rights and responsibilities of self-government; representing student interests, rights and concerns; sponsoring events; and stimulating student awareness and involvement in the many academic, cultural, social, and community opportunities available at Norco College. In addition, they provide College, local, and state wide representation for the Norco College student body. A faculty member serves as a full-time coordinator and advisor (see *Associated Students of Norco College, Website*).

- **Distance Education Committee.** The Distance Education Committee, a standing committee of the Academic Senate, develops guidelines for distance education courses and recommends to the Academic Senate policies and procedures for distance education training of faculty and students. The Committee advises strategic planning committees on institutional needs and best practices for distance education and is chaired by a faculty member and the dean of Instruction (see *Distance Education Committee, Webpage*).

- **Professional Development Committee.**

The Professional Development Committee, a standing committee of the Academic Senate, offers ongoing opportunities to improve, develop, and expand the skills and practices of faculty and staff who promote students' ability to achieve their educational goals. It is chaired by a faculty member and the dean of Instruction (see *Professional Development Committee, Webpage*).

The membership of most committees and councils include staff, faculty,

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administrators, and student representatives; however, the Associated Students of Norco College does not include administrators. Meeting invitations, along with agendas, are sent out by email, college wide, and nonvoting members are welcome to attend at any time. Individuals are able to bring forward ideas for institutional improvement to the appropriate committee/council through the committee co-chairs.

By encouraging broad-based participation, the College fosters an environment in which faculty, students, staff, and administrators play a significant role in institutional decision-making.

The College has an active and growing student government and numerous organized student clubs. Students have answered the call by faculty and administrators to participate in College committees and planning councils, including ISPC and the Committee of the Whole. In addition, a Norco College student was elected Student Trustee to serve on the Board of Trustees for 2012-13 and 2013-14 (see *Board of Trustees, Minutes, June 19, 2012; June 18, 2013*).

In an effort to enhance the efficacy of faculty participation in institutional governance, new faculty are introduced to Norco College's shared governance structure and processes at an orientation (see *New Faculty Orientation Agenda 2013*).

Staff and student empowerment and initiative are fully supported by College administration. Some examples of staff and student involvement in shared governance are as follows:

- Classified staff serve as co-chairs

- on the Legacy Committee, Student Success Committee, Technology Committee, Business and Facilities Planning Council, Student Services Planning Council, ISPC, and COTW.
- Staff contributed significant information and text for the present Self Evaluation, and staff and students serve on the Accreditation Steering Committee.
- Classified staff members play executive roles in the District's chapter of the Classified School Employee Association (see *sample CSEA meeting minutes*).
- A classified staff member from Norco College serves on the District's Annual Classification Panel chaired by the director of Diversity and Human Resources (see *CSEA website*).
- A classified staff member from Norco College serves on the District's Benefits Committee (see *sample Benefits Committee, Minutes*).
- Each semester student leaders are selected to represent ASNC on Academic Senate, Assessment Committee, Business and Facilities Planning Council, Curriculum Committee, Equity/Matriculation Committee, Grant Advisory Committee, Institutional Strategic Planning Council, Legacy Committee, Library Advisory Committee, Program Review Committee, Student Services Planning Council, Student Success Committee, Technology Committee, and the Committee of the Whole (see *ASNC Shared Governance List Fall 2013*).
- The ISPC recently voted to amend the co-chair structure of the Business and Facilities, Student Services, and Institutional Strategic Planning Councils to include a classified staff

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member (see *Institutional Strategic Planning Council, Minutes, May 15, 2013; Committee of the Whole, Minutes, May 28, 2013*).

During the monthly Board of Trustees Committee meeting, each constituency group is represented on the Governance, Teaching and Learning, Planning and Operations, Facilities, and Resources Committees. The groups included are the Associated Students, Academic Senate, California School Employees Association (CSEA), Faculty Association, Management Leadership Association, and Confidential Employees. Given the shared governance nature of Board Committee meetings, items are reviewed and discussed by the committee prior to consideration by the Trustees at the regular Board meeting (see *sample Board of Trustees Agenda, Regular/Committee meeting.*)

#### IV.A.1. Self Evaluation

The standard is met. Through a variety of systematic participatory processes, Norco College has created an environment for empowerment, innovation, and institutional excellence. The commitment of the institutional leaders to keep all constituencies involved in the decision-making processes through various councils, committees, and organizations ensures effective dialogue, planning, and implementation to meet the central goals of improved student learning and success.

#### IV.A.1. Actionable Improvement Plan

None

#### IV.A.2.

**The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

#### IV.A.2. Descriptive Summary

District Board policies provide the foundation for participatory institutional planning (see *Board of Trustees BP3250/AP3250 Institutional Planning*). However, in an effort to provide faculty, staff, administrators, and students clarity in the ways in which they can participate in the decision-making process at the local level, the College developed a procedure to specify the manner in which individuals may bring forward ideas from various constituencies (see *Procedure for Participation in Decision-Making Processes*).

#### IV.A.2. Self Evaluation

The standard is met. Policies exist at both the District and College levels that specify the ways in which faculty, staff, administrators, and students can participate in the decision-making process.

#### IV.A.2. Actionable Improvement Plan

None

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#### IV.A.2.a.

**Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

#### IV.A.2.a. Descriptive Summary

Norco College has substantive and clearly defined roles and structures within the policy-making process to ensure that all members of the College community have the opportunity to participate in the planning, policy making, and budgetary decisions that relate to their areas of responsibility and expertise. The bodies through which this takes place are primarily the Institutional Strategic Planning Council, Academic Planning Council, Academic Senate, Student Services Planning Council, and the Business and Facilities Planning Council. Recommendations that come from these bodies ultimately go to the Committee of the Whole for approval and then move forward to the President for final approval.

The planning process, its structures and organization, and the process of receiving expert advice and information are discussed at length in IV.A.3. Administration, faculty, staff, and students have representation in and access to the entire process at various points. All faculty, staff, students, and administrators are informed of the budget issues and resource allocation decisions at meetings of the Committee of the Whole, and all constituencies have the ability to discuss

and vote on the matters that affect the future of the College.

The faculty is represented by the Academic Senate (AS) and the Faculty Association. For the AS, each department sends two senators to represent their views and carry communications back to department members. The Board of Trustees and the administration receive recommendations on all matters which are professional and academic from the Academic Senate. Elected representatives from all three colleges voice college concerns in the Faculty Association about salary, benefits, and working condition issues (see *Academic Senate, Webpage*; *CTA Faculty Association, Website*).

The California School Employees Association (CSEA) provides classified employees with an official representative voice, and members participate at all levels of the planning, policy making, and budgetary processes. CSEA represents its members in the bargaining process, which determines salary, benefits, and working conditions (see *CSEA, Website*).

The Associated Students of Norco College (ASNC) represents all students at Norco College and its leadership actively serves on the Academic Senate and all of its committees, on all committees in the planning process, and on various administrative committees in the College decision-making process. As active participants in these processes, members of ASNC provide advice on student issues and needs and vote in decision-making bodies (see *Associated Students of Norco College [ASNC], Website*).

Another mechanism for gathering input that informs institutional decision is the

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biennial College Accreditation Survey. This survey asks full-time and part-time faculty, staff, and students to rank College planning committees, Academic Senate, strategic planning processes, and decision making processes for their effectiveness (see *Accreditation Survey 2013*). The evaluation procedures for strategic planning, program review, resource allocation, and decision-making processes are discussed in the College's Strategic Plan and Process 2013-2018. Specifically, a timeline within this document outlines the various evaluations that are conducted throughout the year (see *Strategic Plan and Process 2013-2018*). The results of these evaluations can be found on the homepage of the Office of Institutional Effectiveness (see *Institutional Research, Webpage*).

#### IV.A.2.a. Self Evaluation

The standard is met. The policies and procedures that provide for faculty, staff, administrator, and student participation in the decision-making processes of the College are delineated and evaluated regularly for inclusion and effectiveness. Individuals bring forward ideas from their constituencies and work together on appropriate policy and planning to the benefit of the entire College community. Inclusiveness is the hallmark of these processes, as evidenced by the minutes of the Committee of the Whole, September 27, 2011, when the new strategic planning process was passed unanimously (see *Committee of the Whole, Minutes, September 27, 2011*).

#### IV.A.2.a. Actionable Improvement Plan

None

#### IV.A.2.b.

**The institution relies on faculty, its Academic Senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

#### IV.A.2.b. Descriptive Summary

Recommendations regarding student learning programs and services primarily arise from the faculty and their academic departments, and from the Academic Senate and its standing committees, including the Curriculum Committee, Academic Planning Council, Distance Education Committee, and Student Success Committee. The process for developing new programs requires that such programs be reviewed and approved both at the concept stage and in their final version by the Senate as well as the Curriculum Committee. Programs are also approved by the Institutional Strategic Planning Council (ISPC), which considers their alignment with the mission of the College and potential impact on resources. ISPC includes broad faculty representation, and all of the other committees involved in the development and oversight of student learning programs and services have significant faculty representation.

The Student Success Committee works closely with Student Services to ensure that programs support student learning. The Assessment Committee, also a standing committee of the Senate, makes recommendations and provides support for assessing student learning and revising programs based on those assessments. Originally a subcommittee



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of the Student Success Committee, the Distance Education Committee makes recommendations concerning student learning and success in the distance education environment.

Academic administrators serve as co-chairs of all standing committees of the Senate and regularly attend Senate meetings. Administrative reports are formally presented once a month and administrators are always available to offer information and recommendations. For example, the dean of Instruction serves as co-chair on the Academic Planning Council, which is responsible for program development, and the vice president of Academic Affairs serves as co-chair of the Curriculum Committee and the ISPC, both of which are integral to the process of program review, improvement of student learning, and program approval (see *Norco Academic Senate Constitution; Curriculum Committee, Webpage; Student Success Committee, Webpage; Program Development Process*).

#### IV.A.2.b. Self Evaluation

The standard is met. The official responsibilities and authority of the faculty and academic administrators in curricular and other educational matters is evidenced in the functioning of the structures above and the process described. Also, evidence reflecting the effectiveness of this working relationship appears in Academic Senate and Board policies (see *Academic Senate Constitution; Curriculum Process Handbook; Board Policy and Administrative Procedure 4020 Program, Curriculum, and Course Development*).

#### IV.A.2.b. Actionable Improvement Plan

None

#### IV.A.3.

**Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

#### IV.A.3. Descriptive Summary

As mentioned in IV.A.2, Riverside Community College District has Board policies that provide the foundation for participatory institutional planning. Likewise, a policy on a college-specific "Procedure for Participation in Decision-Making Processes" exists to "ensure faculty, staff, and students the opportunity to express their opinions, to ensure that these opinions are given every reasonable consideration, and to ensure the right to participate effectively in District and College governance" (see *Board of Trustees BP2510 Participation in Local Decision Making*). The District has also established a policy to specify for which of the 10+1 roles of the Academic Senate the Board will rely primarily on the recommendation of the Senate; and for which of the 10+1 the Senate and Board must mutually agree (see *Board of Trustees BP4005 Academic Senates*). In an effort to provide faculty, staff, administrators, and students further clarity about how the decision-making process is operationalized at the local level, the College also developed a procedure to specify the manner in which individuals may bring forward ideas

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through the College's specific committee structure (see *Board of Trustees BP2510 Participation in Decision Making*). Through these governance structures, processes, and practices, the constituencies of the institution discuss ideas and communicate needs, decisions, and plans for the future. A detailed description of each committee's purpose is found in IV.A.1.

#### IV.A.3. Self Evaluation

The standard is met. Though inclusive policies of shared governance at District and College levels, and the extensive committee structure for planning and decision making, Norco College facilitates discussion of ideas and effective communication among the institution's constituencies. The effectiveness of processes is evaluated regularly to ensure that constituencies have access to making the processes even better.

#### IV.A.3. Actionable Improvement Plan

None

#### IV.A.4.

**The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

#### IV.A.4. Descriptive Summary

Norco College demonstrates honesty and integrity in its relationships with external agencies. It is committed to complying with the letter and the spirit of the accreditation standards, policies, and guidelines, as well as with the Accrediting Commission's requirements for public disclosure, the production of self-evaluations, substantive change proposals as required, other reports, and team visits. Norco College's recent history as a newly accredited College, its responsiveness to ACCJC recommendations, and its timely submission of all required follow-up and midterm reports demonstrate this commitment. The College communicates to the community its efforts to meet standards and follow policies through the posting of all relevant reports and letters on its accreditation website. The link for this site can be found on the College homepage (see *Accreditation, Website*).

An example of the College's diligence in responding to accrediting agencies is the College's response after the ACCJC accreditation team visit and report (see *Accreditation Evaluation Team Report, October 2009*) and ACCJC's granting of initial accreditation in January 2010 (see *ACCJC Letter Granting Initial Accreditation; January 2010*). Norco College turned immediately to addressing the three recommendations in that report. The College submitted its follow-up report in a timely fashion (see *Follow-up Report; October 2010*) and the follow-up visit team confirmed that all three recommendations had been satisfactorily addressed (see *ACCJC Report of Follow-Up Team Visit to Norco College; November 2010*).

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### IV.A: Decision-Making Process

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Another example of the College's commitment to integrity in its relationships with external agencies and the institution's moving expeditiously to respond to recommendations is the College's response to the second recommendation from the 2009 Accreditation Evaluation Team Report. The recommendation was to file a substantive change request based on the ability of students to take 50 percent of their required degree courses online. Prior to receiving initial accreditation, the College could not file a substantive change proposal, but immediately upon having initial accreditation conferred in January 2010, it took steps to do so. In February and March 2010, an administrative team prepared the Substantive Change Proposal. It was next reviewed by the Norco Strategic Planning Co-Chairs Council on April 6, 2010 and forwarded to the Norco College Strategic Planning Committee (NSPC) with a recommendation for approval. The document was approved by the NSPC via an electronic vote conducted between April 15-20, 2010 and by the Riverside Community College District Board of Trustees on April 20, 2010. After Board approval, the Substantive Change Proposal was submitted to ACCJC in May 2010 (see *Substantive Change Proposal Distance Education; March 2010*). ACCJC requested additional information and it was gathered and forwarded to ACCJC (see *Addendum to Substantive Change Proposal Distance Education, September 2010*). The substantive change was granted in December 2010 (see *ACCJC Action Letter on Substantive Change Proposal; December 2010*).

In February 2011, preparation for the Midterm Report began with the Strategic Planning subcommittees completing a

review of the Education Master Plan (see *Educational Master Plan; January 2008*) and self-study planning agenda items (see *Institutional Self-Study in Support of Initial Accreditation, Fall 2009*). 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 consisted of representatives from all constituencies of the College (administration, faculty, staff, and students). Draft narratives were worked on and discussed through email exchanges and were submitted to the chairs in the middle of October. A complete draft was available for the Steering Committee to discuss by the beginning of November and distributed to the entire College in the middle of the same month. The document was distributed to ISPC members and Norco Academic Senate in November (see *Institutional Strategic Planning Council, Minutes, November 16, 2011; Academic Senate, Minutes, November 21, 2011*). Revisions were made based on dialogue and feedback from the College community and the revised document was distributed to the College at the beginning of December. It was approved by the ISPC, COTW, and NAS (see *Institutional Strategic Planning Council, Minutes, December 7, 2011; Town Hall, Minutes, December 8, 2011; Academic Senate, Minutes, December 5, 2011*). The District leadership reviewed the document and it was approved by the Board of Trustees on February 21, 2012 (see *Board of Trustees, Minutes, February 21, 2012*). The Midterm Report was submitted to ACCJC (see *Midterm Report, March 2012*) and the ACCJC Letter of Response confirmed that the three recommendations made at the time

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### IV.A: Decision-Making Process

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of the 2009 Self-Study Report had been fully resolved. The President of Norco College distributed the letter to the entire College community through email on July 5, 2012 (see *ACCJC Response to Midterm Report, July 5, 2012*) and the Action Letter from ACCJC is posted on the College's website and so is publicly accessible to the broader community.

The Accreditation Steering Committee for the 2014 Self Evaluation was formed in Spring 2012. The faculty chair of the Norco Assessment Committee and the vice president for Academic Affairs served as co-chairs of the Steering Committee. Each Standard subcommittee was also assigned a faculty and administrative co-chair with representation from all constituencies in the College. The first meeting of the Committee was May 9, 2012. The work of the Committee began in earnest in August 2012 with a half-day retreat. All members of the College community were made aware of the membership of the Steering Committee and the timeline for the Self Evaluation (see *Accreditation 2014 Steering Committee; Accreditation 2014 Timeline*). Drafts of the Self Evaluation were submitted in December. Revisions were done during Winter 2013 and a draft was available for ISPC (and the Senate) in February 2013 for discussion and review. A second draft resulting from dialogue during February and March was completed in May 2013 and made available for review by the strategic planning committees. Further revisions were made during Summer 2013. In Fall 2013, the Accreditation Steering Committee met to discuss revisions for the final draft of the Self Evaluation. The final draft was submitted to the President's Cabinet and the District Executive Cabinet for review in November 2013. The ISPC, NAS,

and COTW approved the final version of the Self Evaluation in October 2013 and the Board of Trustees approved the Self Evaluation at their December 2013 meeting (see *Board of Trustees, Minutes, December 10, 2013*).

Norco College's strategic planning structure was revised in Fall 2011. One benefit of that revision is a more organic structure and assurance of full participation in the writing of the Self Evaluation. Feedback from the subcommittees after the 2009 self-study revealed the redundancies in the College's committee and strategic planning structure. Existing standing committees of the Academic Senate and other college wide committees integral to the operation of the College were aligned with the Self Evaluation standards with an eye to positioning the College to better support the writing of the Self Evaluation. Through this alignment, the standard subcommittees were able to see clearly where to seek out evidence and information for the writing of their standards. This revision to the strategic planning and self evaluation processes reflects the commitment of the College to using accreditation as a basis for ongoing and continuous improvement.

Full participation of the various constituencies of the College ensures the honesty and integrity of the self-evaluation process and all documents and reports related to accreditation. Review of all of these documents by the various bodies and hence constituencies of the College, as well as by the District office, also ensures that any errors can be identified and corrected prior to the final approval of all documents and their distribution to the public.

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### IV.A: Decision-Making Process

As required by the Commission, full public disclosure is evidenced by the display of all documents relevant to its accreditation at the College's website and the prompt dissemination of drafts and completed reports and Commission actions and responses (see *Accreditation, Website*). In addition, the College has information on USDE regulations such as FERPA and those governing financial aid prominently posted on its website. Career and Technical Education programs publish gainful employment information on the Norco College website (see *Gainful Employment Disclosure, Business Administration*). Required Clery Reports are publicly accessible as required (see *Clery Reports, Webpage*). Employment and diversity information is available at the District Diversity and Human Resources website and also in the Norco College Fact Book (see *Diversity and Human Resources, Website; Fact Book, Webpage*).

#### IV.A.4. Self Evaluation

The standard is met. The College demonstrates honesty and integrity in its relationships with external agencies. The College complies with Accrediting Commission standards, policies, and guidelines; and Commission requirements for public disclosure, self-study, other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission. Norco College's response to the three recommendations of the Commission from the 2009 Self Study and comprehensive visit, its successful Follow-Up Report and Midterm Report, its willingness to revise and improve its own evaluation processes, its public

dissemination of all materials relevant to its accreditation and operation through its website, and its publicly accessible Fact Book all provide evidence of the College's honesty and integrity in its relationships with external agencies.

#### IV.A.4. Actionable Improvement Plan

None

#### IV.A.5.

**The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as a basis for improvement.**

#### IV.A.5. Descriptive Summary

Norco College continually evaluates and revises its governance and decision-making structures and processes with regular evaluation.

Annually, the Student Services Planning Council, the Academic Planning Council, and the Business and Facilities Planning Council prioritize 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 (see *Norco College Strategic Planning Policy 2010-01; Norco College Strategic Plan and Process, 2013-18; District Centennial Strategic Plan, 2012-16; agendas and minutes from Student Services Planning*

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### IV.A: Decision-Making Process

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*Council, Academic Planning Council, and Business and Facilities Planning Council*). As part of the process, councils evaluate the prioritization process to assess its effectiveness (see *Planning Councils Survey, 2012*).

In addition, Strategic Planning Policy 2010-01 requires that annually, the strategic planning, program review, and resource allocation processes are 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 regularly 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 is administered to the Academic, Administrative, and Business and Facilities Planning Councils (see *Planning Council Survey, 2011; 2012*).
2. An Annual Progress Report on the Educational Master Plan

Goals, Objectives and “Dashboard Indicators” is presented to the strategic planning Committee of the Whole (see *Committee of the Whole, Minutes, November 27, 2012*).

3. An accreditation survey of the entire strategic planning membership is administered at the final COTW meeting of the spring semester (see *Committee of the Whole Survey 2011, 2012, 2013*).
4. An annual open dialogue session is held at the end of the spring term, and an executive summary of the session is widely disseminated to the institution (see *Open Dialogue Session 2011, 2012, and 2013*).
5. A memorandum from the College President to the strategic planning membership is published towards the end of the academic year, noting which of the faculty and staff positions identified in the previous year's program reviews, and prioritized by the Institutional Strategic Planning Committee, will be recommended for funding (see *Policy 2010-01; President's Memorandum on Program Review Resource Allocations for 2012-2013*).

Efforts have been made to improve in areas where weaknesses have been identified. For example, in preparation for updating the Strategic Plan and Process document, the Institutional Strategic Planning Council went through a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis exercise (see *Institutional Strategic Planning Council, Minutes, April 27, 2012*). It was determined that the College should acknowledge efforts to support the employees by including “Strengthen Our

## Standard IV: Leadership and Governance

### IV.A: Decision-Making Process

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Commitment to Our Employees” as an institutional goal. This was approved by the Committee of the Whole on October 30, 2012 (see *Committee of the Whole, Minutes, October 30, 2012*).

Another example is the 2011 revision of the shared governance structure, undertaken in order to increase the focus of the College on the institutional mission and demonstrate an intentional approach to addressing the ACCJC standards (see *Strategic Planning Committee, Minutes, September 27, 2011*).

#### IV.A.5. Self Evaluation

The standard is met. Norco College continually evaluates and revises its governance structure through the work of the planning councils, the Committee of the Whole, and annual and biennial surveys. The College meets the standard.

#### IV.A.5. Actionable Improvement Plan

None



## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

#### IV.B. Board and Administrative Organization

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

#### IV.B.1.

**The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

#### IV.B.1. Descriptive Summary

Riverside Community College District (RCCD) has a five-person Board of Trustees (BOT). The primary function of the BOT is to make policy (see *Board of Trustees BP2200 Board Duties, Responsibilities and Privileges*), and to govern on behalf of the citizens of the Riverside Community College District. The BOT has established Board Policies (see *RCCD Board of Trustees Policy Manual*) that clearly outline its role in not only establishing policies but reviewing them regularly (see *Board of Trustees BP2410/AP2410 Board Policy and Administrative Procedure*).

The BOT's powers and duties include:

- Approving District policy

- Adopting the District's annual budget
- Acquiring property
- Approving the employment and dismissal of academic and classified employees
- Hiring, firing, and evaluating the District Chancellor
- Deciding employee compensation
- Approving contracts
- Hearing employee grievances
- Listening to comments from the public, faculty, staff, and students at its regular Board meetings

The BOT is responsible for establishing policies that ensure the quality, integrity, and effectiveness of student learning programs and services. Evidence of this involvement can be found in specific Board Policies; for example, Board Policy 4020 states that “the programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency” (see *Board of Trustees BP4020 Program, Curriculum and Course Development*). Numerous Board Policies exist that govern support services to students; for example, Board Policy 5150 (Extended Opportunity Programs and Services), which states that “support services and programs that are in addition to the traditional student services programs shall be provided in order to assist students who have language, social, and economic disadvantages to succeed academically in the District” (see *Board of Trustees BP5150/AP5150 Extended Opportunity Programs and Services*). The mission statements for the District and the three colleges that make up RCCD also provide evidence that the BOT is actively involved in monitoring the quality of programming and the integrity of the actions being taken by the



## Standard IV: Leadership and Governance

### IV.B Board and Administrative Organization

institution (see *Board of Trustees BP1200 District Mission*). In addition, the BOT establishes policies that assure the overall financial stability of the institution, as evidenced in chapter six of the Board Policy manual, specifically Board of Trustees BP6200 (Budget Preparation), BP6250 (Budget Management), and BP6300 (Fiscal Management). Board Policy and Administrative Procedures 2710 and 2712 ensure that the board fairly represents the public (see *Board of Trustees BP2710/AP2710 Conflict of Interest*).

A significant responsibility of the BOT is to appoint the chief administrator (Chancellor) for the District. The process for the selection of the Chancellor is outlined in Board Policy and Administrative Procedure 2431 (Chancellor Selection). This policy clearly identifies the roles and responsibilities of the BOT in consultation with the vice chancellor, Diversity and Human Resources.

#### IV.B.1. Self Evaluation

This standard is met. Policies exist which ensure the Board advocates for and defends the District fairly and with integrity. An evaluation process for the Board and selection process for the chief administrator of the District demonstrate the Board's commitment to integrity of leadership.

#### IV.B.1. Actionable Improvement Plan

None

#### IV.B.1.a.

**The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

#### IV.B.1.a. Descriptive Summary

The governing board of Riverside Community College District is the Board of Trustees (BOT). In June 2012 a resolution was passed by the RCCD BOT (see *Board of Trustees, Minutes, June 19, 2012*) to change from an at-large election for Trustees to a by-district method (see *Board Policy 2010 Board Membership*). Five distinct areas within the RCCD catchment area were identified (see *District Trustee Area Map*). One resident can be elected to each of the five areas for a four-year term. Candidates must reside in the specific Trustee Area within the District's boundaries and are elected only by the voters who reside in the same Trustee Area (see *Education Code Section 5030[b]*). Trustee elections are held at the same time as general and local elections. The District ensures the continuity of Board membership and provides for staggered terms of office; two members take office on the first Friday in December in one even-numbered year and three members the next even-numbered year. The District has a written policy to fill any vacancies that might occur (see *Board of Trustees BP2110/AP2110 Vacancies on the Board*).

A student-elected Trustee represents the interests of students at all three colleges in the District (see *Board of Trustees*

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*BP2015/AP2015 Student Trustee*). The Student Trustee, although empowered to ask questions and to discuss all matters, may not vote or participate in closed session meetings of the Board.

The BOT is governed by a set of bylaws set forth in the Board Policy Manual that mandate how, when, where, and in what manner the Board shall govern the District (see *Board of Trustees Policy Manual*).

Board Policies and Administrative Procedures that deal directly with the organization and conduct of the Board include:

- 2010 Board Membership
- 2015 Student Trustee
- 2100 Board Elections
- 2200 Board Duties, Responsibilities and Privileges
- 2220 Committees of the Board
- 2305 Annual Organizational Meeting
- 2310 Regular Meeting of the Board
- 2315 Closed Sessions
- 2320 Special Emergency and Adjourned Meetings
- 2330 Quorum and Voting
- 2410 Policy and Administrative Procedure
- 2510 Participation in Local Decision Making
- 2740 Board Education
- 2745 Board Self Evaluation
- 2712 Conflict of Interest Code
- 2715 Code of Ethics/Standards of Practice
- 3050 Institutional Code of Ethics

RCCD policy stipulates that Board members have no employment or personal financial interest in the institution.

The BOT is an independent policy-making body, and the ultimate decision

maker in those areas assigned to it by state and federal laws and regulations. The Board relies on the administration, the Academic Senates, faculty, staff, and students to provide direction in policy development and implementation. Except for unforeseeable emergency situations, the Board of Trustees does not take any action on matters until the appropriate constituent group or groups have been provided the opportunity to participate.

In an effort to provide a venue for presentation and discussion of topics pertinent to the governance of the District, the BOT has established five standing committees comprising representatives from various college constituencies. Each committee is a venue for the discussion, review, and deliberation of issues related to effective governance of the college (see *Board of Trustees BP2220/AP2220 Committees of the Board*).

The five standing committees are:

- **Teaching and Learning Committee:** Addresses academic program issues and elements, and issues that affect student services.
- **Planning & Operations Committee:** Reviews and addresses strategic and operational planning for the District, including, but not limited to, campus/college mission statements and strategic plans, organizational changes impacting the planning process or district wide effectiveness, and reports of strategic measures.
- **Facilities Committee:** Reviews and addresses issues and elements around facility development, renovations, physical planning, and development.
- **Resources Committee:** Reviews and addresses issues of personnel and financial resources, including,

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but not limited to, budget, issues of bargaining units, audits, and Measure C.

- **Governance Committee:** Reviews and addresses issues of Board policy and procedures, agreements that address the governing relationship of the Board/District, and issues of legislative matters.

Regular Board of Trustees meetings take place on the third Tuesday of the month; standing committee meetings are held on the first Tuesday of the month. Each Board agenda provides for public presentation and for staff reports as appropriate. All general and standing Board committee meetings are open to the public, and Board policy requires the keeping and preserving of minutes of all BOT meetings. These minutes are kept in hard copy in the Chancellor's office and on the RCCD website (see *Sample Board Minutes*). The BOT follows the regulations outlined in the Brown Act with regard to policy and administrative procedure (see *The Brown Act; Board of Trustees BP2410/AP2410 Policy and Administrative Procedure*). The Board, as a group, takes action only when there is a majority decision of its members.

#### IV.B.1.a. Self Evaluation

The standard is met. The members of the Board of Trustees accept the responsibility for developing policies and acting in the interest of the communities and students served by the District.

#### IV.B.1.a. Actionable Improvement Plan

None

#### IV.B.1.b.

**The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

#### IV.B.1.b. Descriptive Summary

To ensure the quality, integrity, and improvement of the District's educational programs and services, the Board of Trustees (BOT) reviews and approves all District programs; reviews and approves the budget as well as all District expenditures at its monthly meetings; and relies on the Chancellor, District administrators, the three campus presidents, and their administrations to ensure that institutional practices reflect both Board-approved policies and the mission statements of the District and each college (see *Board of Trustees BP1200 District Mission*).

The following is the current RCCD Mission, revised April 2013 (see *Board of Trustees, Minutes, April 16, 2013*):

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the colleges with leadership in the areas of advocacy, resource stewardship, and planning.

Through strategic initiatives, the District advances its goals and supports the missions of the three colleges, which

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are also focused on student success. The District goals underscore its function to promote and to provide opportunities for students to be successful in accomplishing their educational and career goals. The District's strategic themes include:

- Student access
- Student learning and success
- Resource stewardship
- Community collaboration and partnership
- Creativity and innovation
- System effectiveness

The Board of Trustees is responsible for ensuring that policies are put in place that are consistent with the mission of the Riverside Community College District, and the missions of each of the three colleges that make up RCCD: Moreno Valley College, Norco College, and Riverside City College.

BOT policies also outline the process for program and curriculum development and articulation as well as the philosophy and criteria for associate degrees throughout the District (see *Board of Trustees BP4050/AP4050 Articulation*). The curriculum process agreement with the Academic Senate establishes the relationship between Board policy and shared governance in the areas of curriculum and program development (see *Curriculum Process Agreement*). In addition, the Board has established a series of policies to govern support services to students (see *Board of Trustees BP5010/AP5010 Admissions; 5012 International Students; 5013 Students in the Military; 5015 Residential Determination; 5020 Non-Resident Tuition; 5030 Student Fees; 5031 Instructional Materials Fees; 5035 Withholding of Student Records; 5040 Student Records; Directory Information*

*and Privacy; 5050 Matriculation; 5052 Open Enrollment; 5055 Enrollment Registration Priorities; 5055 Enrollment Priorities; 5056 Registration Priorities; 5075 Course Adds and Drops*).

#### IV.B.1.b. Self Evaluation

The standard is met. Board policies are sufficient to assure consistency with the missions and goals of the District and its colleges. Board policies are reviewed periodically and revised as necessary.

#### IV.B.1.b. Actionable Improvement Plan

None

#### IV.B.1.c.

**The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

#### IV.B.1.c. Descriptive Summary

The Board of Trustees receives regular reports and presentations concerning the status of various educational programs, strategic planning, fiscal planning, and formal budgets. These reports are part of the agenda packet prepared for each Board meeting (see *Board of Trustees, Agenda, Minutes—Sample*). The reports are presented in public meetings and given to trustees each month via written reports within the Board agendas. Items are discussed by the Board in its standing subcommittees (see *Standard IV.A.1.a. above*) and at regular Board of Trustee meetings. If questions arise, they are communicated to the proper campus administrator(s) via the Chancellor.

Legal matters of the District are discussed in both open and closed sessions of the

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Board. When necessary and appropriate, the Board seeks legal counsel before making decisions on specific statutory issues—such as real estate transactions; employee discipline, dismissal, or release; potential or actual litigation; and labor negotiations—which are discussed in closed-session meetings. The intent to hold a closed session is always announced in the Board agenda, and when action is taken on an item discussed in closed session, the action must be reported out in open session (see *Board of Trustees BP2315 Closed Sessions*).

The Board ensures the fiscal integrity of the District through commission and review of an annual audit by an independent audit firm. Until 2012, the Board approved a minimum requirement of a five-percent reserve (see *Annual Audit Report*), but owing to the economic crisis in California, the reserve was lowered to three percent in September 2012 (see *Board of Trustees, Minutes, September 18, 2012*). The Board approves the annual budget and monitors expenditures using reports prepared by the vice chancellor, Business and Financial Services, which includes a list of monthly requisitions (see *Board of Trustees Board Book*). At the September 17, 2013 Board meeting, a resolution was passed raising the reserve to 3.8 percent as the state begins to restore apportionment revenues (see *Board of Trustees, Minutes, September 17, 2013*).

#### IV.B.1.c. Self Evaluation

The standard is met. The governing board demonstrates its responsibility for educational quality, legal matters, and financial integrity.

#### IV.B.1.c. Actionable Improvement Plan

None

#### IV.B.1.d.

**The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

#### IV.B.1.d. Descriptive Summary

The Board of Trustees is governed by a set of policies that specify its size, duties, responsibilities, structure, and operating procedures. These policies are described in Standard IV.B.1.a. and are included in the District's Board Policy Manual. This manual is available to the College community and District residents on the RCCD website and in paper form in the presidents' and Chancellor's offices (see *Board of Trustees Policy Manual*). The Board policies are updated as necessary based on information supplied by the Community College League of California (see *Community College League of California, Website*).

#### IV.B.1.d. Self Evaluation

The standard is met. Policies exist which dictate the size, duties, responsibilities and structure of the Board of Trustees.

#### IV.B.1.d. Actionable Improvement Plan

None

#### IV.B.1.e.

**The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

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#### IV.B.1.e. Descriptive Summary

As previously indicated, the Board of Trustees operates under Board Policies Section 1 (District) and Section 2 (Board of Trustees), which include bylaws of the Board in accordance with related state education and administration codes. Minutes and resolutions of the RCCD Board of Trustees demonstrate that it consistently acts according to its policies and bylaws.

Board policies are reviewed periodically during Board retreats and scheduled Board of Trustees meetings to ensure they conform to current legislation (see *Board of Trustees BP2410/AP2410 Policy and Administrative Procedure*). In order to accommodate the transition to a multi-college District and to ensure compliance with mandated evaluation and revision of policies and practices, a major update of Board policies and procedures began in 2006-2007, when the District subscribed to the Community College League of California (CCLC) Model Policies and Procedures Services. Dates of Board Policy and Administrative Procedure revisions are located on the individual Policy or Administrative Procedure, both of which can be found on the RCCD website. Board policies are available to the public on the RCCD website. Policies and procedures relevant to the present accreditation self evaluation are also listed under “Board of Trustees BP/AP” at the evidence website.

New policies/procedures sections include:

- Section 1 – District
- Section 2 – Board of Trustees
- Section 3 – General Institution
- Section 4 – Academic Affairs

- Section 5 – Student Services
- Section 6 – Business and Fiscal Affairs
- Section 7 – Human Resources

All policies that continue to require updating or revision are brought before the BOT throughout the year after review and input by all appropriate constituencies. In addition to periodic review by the General Counsel and administrative staff, the CCLC provides a biannual update based on new law or changes to current laws, as well as on issues common to the community college system. The District revises its policies in accordance with these CCLC updates.

#### IV.B.1.e. Self Evaluation

The standard is met. The Board of Trustees has a system for evaluating and revising its policies and acts in accordance with its bylaws.

#### IV.B.1.e. Actionable Improvement Plan

None

#### IV.B.1.f.

**The governing board has a program for development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

#### IV.B.1.f Descriptive Summary

The Board of Trustees is committed to its ongoing development as a Board (see *Board of Trustees BP2740 Board Education*). Under the direction of the Chancellor, the District conducts an orientation session during election years

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for all candidates running for the office of the Board of Trustees. The orientation includes a brief history of the District, an overview of the budget, an overview of Academic Affairs and Student Services units, an overview of strategic planning and development initiatives, a profile of the District demographics, the role of the Academic Senate, the role of the bargaining units, and the role of the trustees. The presidents of the three colleges, appropriate vice presidents, vice chancellors and other members of the Chancellor's Cabinet, the District Academic Senate president, the presidents of the bargaining units, and the president of the Management Leadership Association conduct the orientation.

Every year the Trustees attend information sessions on Board duties and responsibilities, sponsored by the California Community College League. Board members also attend sessions updating them on programs and services for districts and colleges and receive updates on the budgetary status of the community college system. They participate in conferences sponsored by the Association of Community College Trustees (ACCT). One Trustee currently serves on the ACCT Board of Directors and one Trustee is a member of the ACCT Public Policy Board Committee (see *Board of Trustees BP2200 Board Duties, Responsibilities and Privileges*).

The Board consists of five members, each representing a designated area of the District. Each member serves a four-year term. Elections are held every two years in even numbered years. As noted previously, the District ensures the continuity of Board membership and provides for staggered terms of office: “as

nearly as practical, one half of the Board members shall be elected at each Board member election” (see *Board of Trustees BP2100/AP2100 Board Election*). Two board members, one incumbent and one new member, were elected in November 2012 for a term of four years, which began the first Friday in December following the election.

The District also has a policy to fill any unexpected vacancies that might occur (see *Board of Trustees BP2110 Vacancies on the Board*).

#### IV.B.1.f. Self Evaluation

The standard is met. Board development through orientations and workshops is ongoing and thorough. As a way of informing their decision-making, members travel when possible to conferences to maintain current knowledge of the political arena in both Sacramento and Washington.

#### IV.B.1.f Actionable Improvement Plan

None

#### IV.B.1.g.

**The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

#### IV.B.1.g. Descriptive Summary

The Board is attentive to its responsibilities to the community and the District and recognizes the need to assess its performance annually. Therefore, each May, the Board conducts a self-evaluation of its performance that includes open,

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evidence-based institutional and community dialogue and a commitment to continuous improvement (see *Board of Trustees BP2745 Board Self-Evaluation*). This assessment is grounded in four key principles:

- Learner centeredness
- Continuous assessment
- Evidence-based assessment
- Commitment to act

During the assessment process, the Board examines its performance and record organized around seven dimensions:

- Commitment to learners
- Constituency interface
- Community college system interface
- Economic/political system interface
- District policy leadership
- Management oversight
- Process guardianship

The process and its results aid the Board in performing its role as a governing body; it is not intended to evaluate the performance of an individual member, but instead, it acts as a means for gauging the effectiveness of the Board as a whole (see *Board Self Assessment, 2013*).

#### IV.B.1.g. Self Evaluation

The standard is met. The Board has a clearly defined process for its own review and has engaged annually since 2007 in a self-assessment process. Discussion occurs in open session and recommendations for the improvement of Board effectiveness are used to set goals for the coming year (see *Board of Trustees, Minutes, September 18, 2012; Board of Trustees Self Evaluation, Webpage*).

#### IV.B.1.g. Actionable Improvement Plan

None

#### IV.B.1.h.

**The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

#### IV.B.1.h. Descriptive Summary

The Riverside Community College District Board of Trustees has established a clearly defined code of ethics that details a process for dealing with violations of that code in a prompt manner (see *Board of Trustees BP2715/AP2715 Code of Ethics Standards of Practice*). The Board reaffirms its commitment to ethical standards by holding the institution accountable for ethical behavior as well (see *Board of Trustees BP3050/AP3050 Institutional Code of Professional Ethics*). The Board maintains policies that define possible conflicts of interest and avoids any conflict of interest for themselves and various employees of the District (see *Board of Trustees BP2710/AP2710 Conflict of Interest; 2712 Conflict of Interest Code*). Other policies specifically address the acceptance of gifts, the personal use of public resources, and restrictions on political activities by Board members and employees of the institution (see *Board of Trustees BP2713 Gifts of Tickets and/or Passes; 2716 Political Activity; 2717 Personal Use of Public Resources*). Members of the Board and designated employees of the institution file financial disclosure documents yearly to maintain a transparent public record of their finances (California Fair Political Practices Commission Form 700).

#### IV.B.1.h. Self Evaluation

The standard is met. Using state measures for the development of their code of ethics,



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the Board of Trustees maintains policies on conflict of interest, acceptance of gifts, and use of public funds for themselves and the employees of the District.

#### IV.B.1.h. Actionable Improvement Plan

None

##### IV.B.1.i.

**The governing board is informed about and involved in the accreditation process.**

#### IV.B.1.i. Descriptive Summary

The Riverside Community College District Board of Trustees is both informed of and involved in the accreditation process. The Board mandates that the Chancellor inform the Board of ongoing accreditation activities and “ensure that the Board is involved in any accreditation process” (see *Board of Trustees BP3200/AP3200 Accreditation*). The Board receives periodic reports at the Board meetings directly from the presidents of the colleges, the college accreditation co-chairs, and the presidents of the Academic Senates. In September 2012, an ACCJC vice president provided a training session on accreditation matters to the entire Board of Trustees. At their December 11, 2012 meeting, the Board received an accreditation update from each of the three college presidents (see *Board of Trustees, Minutes, December 11, 2012*).

#### IV.B.1.i. Self Evaluation

The standard is met. The Board is formally and explicitly committed to the production of thorough and accurate accreditation self evaluations. The Board is also committed to involving

all constituencies in the process and it approves major accreditation reports before they are sent to the Accrediting Commission.

#### IV.B.1.i. Actionable Improvement Plan

None

##### IV.B.1.j.

**The governing board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/ system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

#### IV.B.1.j Descriptive Summary

The Riverside Community College District Board of Trustees has the responsibility for selecting and evaluating the Chancellor, the District’s chief administrator (see *Board of Trustees BP2431/AP2431 Chancellor Selection*). The Board also delegates full responsibility and authority to the Chancellor to implement and administer Board policies and holds the Chancellor accountable for the operation of the District (see *Board of Trustees BP2430 Delegation of Authority to Chancellor and Presidents*). For the

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2009 Chancellor selection process, the committee included faculty, managers, classified staff, students, and members of the local communities. The selection process was aided by a consultant, the vice chancellor of Diversity and Human Resources, and an Equal Employment Opportunity (EEO) representative. Once the committee completed its work (which included interviews of the candidates) and forwarded the top candidates to the Board, the Board developed its own process for selection, interviewed the candidates, and chose the Chancellor to serve as chief administrator.

The Board holds the Chancellor accountable for the operation of the District by evaluating his/her performance annually (see *Board of Trustees BP2435 Evaluation of Chancellor*). This policy states, “The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by the Board of Trustees and the Chancellor... [The] Chancellor orally presents a summary of his/her major achievements of the past year and goals for the future of the District (see *Board of Trustees BP2435/AP2435 Evaluation of Chancellor*). The Board and Chancellor then discuss the outlined items and any other appropriate subjects the Board may request” (see *Board of Trustees BP2435/AP2435 Evaluation of Chancellor*).

The Board delegates the selection and evaluation of the three college presidents to the Chancellor (see *Board of Trustees BP7121/AP7121 President Recruitment and Hiring; BP 7155 Evaluation of President*). Evaluations occur at least once every three years according to policy and filling vacancies is directed and overseen by the Chancellor. The most

recent search process at Norco College involved a selected committee whose recommendations were evaluated by the Chancellor, site visits by the candidates, and a final interview by the Chancellor. The Chancellor then presented the final candidates to the Board for approval (see *Management Performance Evaluation Guidelines*).

#### IV.B.1.j. Self Evaluation

The standard is met. The Board follows approved policies for the selection of the Chancellor and delegates to the Chancellor the authority to administer Board policies without interference from the Board.

#### IV.B.1.j. Actionable Improvement Plan

None

#### IV.B.2.

**The president has primary responsibility for the quality of the instruction he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

#### IV.B.2.a.

**The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

#### IV.B.2.a. Descriptive Summary

The President serves as the chief

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executive officer of Norco College. The President provides effective leadership in planning; organizing; budgeting; selecting and developing personnel; and assessing institutional effectiveness. He assigns responsibility to his team of administrators and managers consistent with their assigned responsibilities. The President delegates authority to his cabinet, which includes three vice presidents, deans, and managers. He meets with the vice presidents weekly and with his cabinet monthly. Since accreditation was granted in 2010, the President has expanded the size of his administration by adding management positions that were either requested in administrative or departmental program reviews or funded with newly acquired or renewed federal grant dollars (see *Organizational Charts, Norco College; Annual Unit Program Review, Business Services 2010, 2011, 2012; Annual Unit Program Review, Academic Affairs 2011, 2013; Business and Facilities Planning Council, Staff Positions Prioritization Ranking 2010-2011*). Six administrative positions have been added since 2010: vice president, Student Services; dean, Admissions and Records; assistant dean, CalWORKs; director, Student Financial Services; sergeant, Safety and Police; and assistant food manager. Eight positions were created as a result of newly acquired or renewed federal grants: dean of Instruction, Career and Technical Education; associate dean, Grants and College Support Programs; director, National Center for Supply Chain Technology Education; program director, Student Support Services; director, Title III STEM Grant; and Upward Bound director (three positions). Three positions were also reclassified from director or associate dean level

to full deans to align the College with similar positions District wide: dean, Special Funded Programs; dean, Student Success (later renamed dean, Institutional Effectiveness); and dean, Technology and Learning Resources.

The expansion in administrative positions has improved the institution's ability to provide the appropriate level of services that reflect its mission and increased growth and to complete the decentralizing of student services. Decentralization included the elimination of District student services administrative positions with the creation of a Norco College vice president of Student Services (VPSS). Enrollment management, admissions, and records (formerly District functions) are now operated and managed by the aforementioned dean of Admissions and Records. The director of Student Financial Services now manages the awarding and distribution of student grants, loans, and scholarships. Other areas that were decentralized are Athletics, Disabled Students Programs and Services, Matriculation, and Student Government. The Diversity and Human Resources functions continue to be centralized, but a DHR staff member is assigned to the College two days a week. The DHR staff member coordinates the hiring process for all College positions.

The President has overall responsibility to establish collegial processes; to set values, goals, and priorities for Norco College; and to communicate those values, goals, and priorities to all constituencies on the College. He is also responsible for effectively controlling the budget and expenditures and for working with the community that the College serves. Since initial accreditation

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in 2010, the budgetary authority of the President has been expanded, allowing greater discretion in the allocation of budgeted funds and increasing the size of contingency funds available to address College needs.

The President communicates with the Board of Trustees by attending all of the Board of Trustees regular and committee meetings (see *Board of Trustees, Minutes, February 19, 2013*). He coordinates with the District Chancellor by attending and participating in the Chancellor's Executive Cabinet (see *2013 Master Executive Calendar*) and the District Strategic Planning Committee meetings (see *District Strategic Planning Committee Membership*).

#### IV.B.2.a. Self Evaluation

The standard is met. Since initial accreditation, Norco College has functioned with autonomy. Under the President's leadership, Norco College has improved in efficiency, increased its management capacity, and increased its resources while maintaining an average enrollment of approximately 10,000 students.

#### IV.B.2.a. Actionable Improvement Plan

None

#### IV.B.2.b.

The president guides institutional improvement of the teaching and learning environment by the following:

1. establishing a collegial process that sets mission, vision, values, and prioritization;
2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
4. establishing procedures to evaluate overall institutional planning and implementation efforts.

#### IV.B.2.b. Descriptive Summary

The President guides institutional improvement of the teaching and learning environment through various means. First, he establishes a collegial process that sets values, goals, and priorities through his work with the President's Cabinet, President's Community Advisory Group, the Committee of the Whole, and the strategic planning processes. He also sets values and goals by meeting with College and community constituents individually, and communicating with the campus community regularly.

The President conducts monthly Cabinet meetings with all College administrators and managers (see *President's Cabinet Minutes, July 25, 2012*), as well as holding weekly meetings with the vice presidents (see *Vice Presidents Meeting, Agenda, September 24, 2013*). He also

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meets monthly with project directors of federally funded grants to stay apprised of progress being made on annual objectives (see *Grants Update Meeting Agenda, April 16, 2013*) These meetings provide a forum for the President to set and discuss goals and priorities, gather feedback from the management team, and address any grant-related concerns. The meetings also provide managers an opportunity to highlight recent successes, coordinate collaborative efforts, and bring up campus wide matters of concern. The President's Community Advisory Group provides a forum for the President to highlight the accomplishments of the College and to announce new initiatives (see *President's Community Advisory Group Agenda, October 17, 2013 and September 12, 2012*). Members of the community group provide the President with feedback and advice about how to gather external support for the College's goals and priorities. The President also regularly attends meetings of the Committee of the Whole (see *Committee of the Whole, Minutes, September 24, 2013*), which comprises all staff, faculty, and administrators, as well as faculty FLEX days (see *Back to College Days E-Blast, Fall 2013*). These meetings provide the President a forum to reinforce the College's values, discuss priorities for the College, and develop goals with consultation and approval from the campus community. Moreover, the President has regular meetings with the president and vice president of the Academic Senate, representatives of the California Teachers Association (CTA), and the vice president of the Classified and School Employees Association (CSEA) (see *CSEA/College Administration Meeting, Agenda, October 22, 2012*).

The President ensures that evaluation and planning rely on high-quality research and analysis on external and internal conditions through his work with the dean of Institutional Effectiveness and his participation in the strategic planning process. The addition of a dean of Institutional Effectiveness (formerly called dean of Student Success) has dramatically strengthened the College's capacity to generate and analyze data, enabling it to accelerate efforts and enhance its effectiveness at student learning outcomes measurement, and to inform its decision-making. The dean of Institutional Effectiveness generates data reports for the President and standing strategic planning committees that analyze internal and external conditions. For example, the Student Equity Report (see *Student Equity Plan, March 2010*) provides an analysis of student success by race and ethnicity. One way the College has shown a commitment to establishing accountability in decision-making is to invest institutional resources and personnel to create innovative approaches designed to improve student success outcomes. Examples of allocating resources to this end include the accelerated developmental education courses in math and in English and the development of a Summer Advantage Program (see *Summer Advantage Program, Website*). The Summer Advantage Program is designed to help incoming students complete the orientation process, participate in refresher workshops in math and English that often permits them to skip remedial courses, and earn early registration. Another way the College has demonstrated a commitment to accountability is its willingness to acknowledge problems and make appropriate changes. To better serve the academic and developmental

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needs of African American students, the College developed the Rites to Thrive Program (see *Rites to Thrive Flyer 2012*; *Rites to Thrive Program Content 2012*) in response to the data presented in the Student Equity Report and other data provided by the Institutional Effectiveness office. This program is designed to address the educational, personal, and career needs of African American college students. The Institutional Effectiveness office also generates reports that analyze external conditions such as labor and market research statistics for the communities served by Norco College, general community demographic data, and other academic research related to higher education. The President and all constituencies at Norco use these data to ensure reliable evaluation of College systems and procedures, and appropriate institutional planning.

The President ensures that educational planning is integrated with resource planning and distribution to achieve student-learning outcomes by overseeing and participating in strategic planning processes. In 2011, the College successfully reorganized its committee structure and the strategic planning process to eliminate redundancy, maximize representation from all campus constituencies, and align the process with accreditation standards. (A more detailed account of this change is found in IV.A.) The reorganization has established a robust planning and decision-making process, which involves faculty, staff, administrators, and students. In the process, two councils were created: the Business and Facilities Planning Council (BFPC) and the Student Services Planning Council (SSPC). The President delegates responsibility to his management team

to co-chair these councils. For example, the BFPC is co-chaired by the VP for Business Services; the SSPC is co-chaired by the VP of Student Services; and the APC is co-chaired by the dean of Instruction. In addition, the Institutional Strategic Planning Council (ISPC), the main coordinating body for all the strategic planning at Norco College, and the Committee of the Whole (COTW) are co-chaired by the VP of Academic Affairs. These councils play a vital role in the planning and prioritization of staffing, equipment, and facilities. For example, the President used the strategic planning process to develop the College's Facilities Master Plan. He designated the BFPC to lead this effort to gather full input from the campus community through the process (see *Business and Facilities Planning Council, Minutes, March 19, 2012*). The President attended BFPC meetings and COTW meetings to hear concerns from the campus community about the Facilities Master Plan (see *Committee of the Whole, Minutes, March 14, 2013*). The Planning Councils submit staffing, equipment, and facilities requests to the Committee of the Whole for comment and approval. Prioritized lists approved by the COTW are submitted to the President for final decisions, resource allocation, and action. The President determines final priorities and plans resource allocation guided by the College's core commitments, mission, and vision with full consideration given to its strategic goals. To complete the last step of the resource allocation process, formal feedback on resource allocation decisions made by the President is provided to the institution in the form of an annual memo from the President to the entire College community (see *Strategic Planning Plan and Process 2013-2018, Appendix E, pg. 31*). This communication formally

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explains the rationale for the President's decisions regarding resources, thereby making transparent the decision-making process (see *President's Memorandum on Program Review Resource Allocations for 2012-2013*). In addition, the President serves on the District's Strategic Planning Committee (DSPC). He integrates College and District planning by forwarding his recommendations to the Chancellor and the District Strategic Planning Committee for approval. For example, in December 2012, he presented the College's 2013-2018 Strategic Plan to the DSPC for review and approval (see *DSPC Minutes, December 7, 2012*).

The President establishes procedures to evaluate overall institutional planning and implementation efforts with the assistance of the Institutional Effectiveness office. Reports generated by this office analyze progress and identify areas of accomplishment and areas where continuous improvement is necessary. These reports include the Annual Progress Report on the Educational Master Plan and the Annual Program Review documents. The President acts upon these data and stakeholders' feedback for planning purposes. The President also relies on results from surveys that measure the effectiveness of the Strategic Planning Cycle to gauge external and internal conditions. The surveys include the Annual Survey of Effectiveness of Planning Councils, the Annual Survey of Strategic Planning Committee Membership, the biennial Accreditation Survey, and the biennial Community College Survey of Student Engagement (CCSSE).

The President engages in dialogue and collaborative problem solving with faculty

and staff leaders to ensure coordination between academic and resource planning and procedures. Finally, the President meets with community groups (see *President's Community Advisory Group Meeting Agenda, October 17, 2013*) and the leadership from local school districts periodically to ensure community needs are identified and integrated into resource planning. Processes and procedures by which the President evaluates overall institutional planning and implementation efforts include a systematic cycle of instructional and non-instructional program review, the regular collection of external and internal data, consultation and dialogue with staff and faculty, and regular review and revision of Norco College's vision, mission, and strategic goals. As a result of the President's leadership, Norco College has the reputation of having a collegial staff, faculty, and administration while providing high-level student learning opportunities.

#### IV.B.2.b. Self Evaluation

The standard is met. The President actively participates in the collegial governance processes and provides guidance for instruction and establishing procedures that make the College function at a high level of effectiveness and efficiency. The Staff and Faculty Accreditation Survey conducted in Fall 2013 indicated that 80.1 percent percent of respondents agree that the President provides effective leadership for Norco College (see *Accreditation Survey 2013*).

#### IV.B.2.b. Actionable Improvement Plan

None

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#### IV.B.2.c.

**The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

#### IV.B.2.c. Descriptive Summary

The President has the overall responsibility of knowing and understanding Board policies; and of communicating to Norco College staff, faculty, administrators, and students all important and pertinent regulatory information. The President is also responsible for guiding the College in accordance with the institutional mission and policies. The President ensures that all pertinent statutes, regulations, and Board policies can be easily accessed from the Norco College website (see *Office of the President, Website*). He is a member of the Chancellor's Executive Cabinet and District Strategic Planning Committee. He attends Board of Trustees meetings and other meetings at the District level as needed to ensure that the College is in compliance with statewide and District mandates regarding budgets, policies, procedures, and actions. In 2012, the President supported and guided the campus community through the process of rewriting the mission and vision statements, and the development of strategic goals and objectives. The President ensured that each strategic planning council and the Committee of the Whole (COTW) reviewed, suggested revisions for, and approved the documents. The revised mission statement was also forwarded to the Board of Trustees for its consideration and approval (see *Board of Trustees, Minutes, February 5, 2013*). The President's office distributed

copies of the mission statement, which is posted inside buildings and offices on campus. The President also ensured that copies of the Strategic Plan and Process 2013-2018 document were printed and distributed to all College departments. The newly revised mission, vision, and Strategic Plan and Process are posted on the College's website for easy access (see *Norco College, Website; Strategic Planning, Website*).

#### IV.B.2.c. Self Evaluation

The standard is met. The President attends regular Board meetings and meets regularly with the Board of Trustees and the Executive Cabinet. He maintains up-to-date knowledge of Board policies, procedures, and regulations. He places a strong emphasis on continual college wide dialogue related to the values, goals, and progress of Norco College in achieving its mission, meeting student learning outcomes, and striving to improve institutional effectiveness.

#### IV.B.2.c. Actionable Improvement Plan

None

#### IV.B.2.d.

**The president effectively controls budget and expenditures.**

#### IV.B.2.d. Descriptive Summary

The President is responsible for:

- managing the College budget in alignment with the mission
- allocating the budget to units within the College
- educating management, staff, and faculty in how to properly spend and account for expenditures



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- overseeing the expenditure of funds.

The President obtains budget projections from all segments of the College through his vice presidents and analyzes requests and needs to determine how best to organize the budget to meet Norco College's mission. The President participates in district level discussions to coordinate the allocation of funding among the colleges and interacts with the vice chancellor of Business and Financial Services to ensure appropriate implementation of funding.

The President also works closely with the vice president of Business Services to ensure successful planning and effective representation of the College's needs at the District level. The President meets regularly with the vice president of Business Services and other vice presidents, Academic Senate representatives, and Institutional Strategic Planning Council (ISPC) representatives to discuss budget needs and determine how best to allocate the College's funds in accordance with program review requests. Recommendations are made to the President through the planning process and come primarily from the three planning councils (Business and Facilities, Student Services, and Academic), to the ISPC and then to the Committee of the Whole (COTW). The President makes all final budgetary decisions. Additionally, he holds meetings for all faculty and staff as needed to communicate budgetary information and to request input on final recommendations for use of funds.

The President relies on shared governance, standing committees, the ISPC, and the COTW to identify areas of potential budget savings and resource allocation for the College. This process allows for

all campus constituents to comment on budget allocations for the President to consider. For example, during the severe 2012 fiscal crisis, the President and vice presidents developed and implemented a budget reduction proposal to address budgetary shortfalls. The proposal was vetted through the College's shared governance structure before being finalized (see *Institutional Strategic Planning Council, Minutes, March 21, 2012*).

#### IV.B.2.d. Self Evaluation

The standard is met. The President works closely with the District to ensure that the College maintains fiscal stability and relies on existing strategic planning processes in the allocation of College resources.

#### IV.B.2.d. Actionable Improvement Plan

None

#### IV.B.2.e.

**The president works and communicates effectively with the communities served by the institution.**

#### IV.B.2.e. Descriptive Summary

The President is responsible for coordinating with the community to ensure that the College is meeting its mission. He is also tasked with reaching out to the community to ensure that local constituencies understand the value of Norco College and the accessibility of its learning opportunities. The President is the most high-profile employee of Norco College and is often the first person contacted with concerns coming from the community.

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The President maintains contact with various local and business leaders who provide him with input into how the College can continue to best serve the community. The President also maintains a community advisory group that meets periodically throughout the year to discuss issues related to Norco College and student needs.

In addition, the President is involved in several community organizations, four Chambers of Commerce, the local school district, and service groups. He is a member of the Board for the Greater Corona Valley Chamber of Commerce. He is frequently asked to speak at various organizations and clubs concerning higher education in general and Norco College in particular. He is an excellent representative and symbol of Norco College.

The President is well known throughout the Eastvale-Norco-Corona service area for his commitment to the community, leadership, and advocacy of the value of the College and its learning opportunities. His work with the cities of Norco, Corona and Eastvale has provided the College with the opportunity to participate in and contribute to the discussion of local issues, and has provided the community with the opportunity to influence and participate fully in the affairs of the College. He is also in regular communication with officials from the nearby U.S. Naval Surface Warfare Center to keep them informed about Norco College facilities master planning, contingency plans for major emergencies, and partnership opportunities (see *Collaboration and Student Opportunities at the Naval Center; Email, May 17, 2013*).

#### IV.B.2.e. Self Evaluation

The standard is met. By maintaining multiple connections with community leaders and participating in various organizations in the Norco College service area, the President effectively works and communicates with the communities served by the institution.

#### IV.B.2.e. Actionable Improvement Plan

None

#### IV.B.3.

**In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

#### IV.B.3.a.

**The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

#### IV.B.3.a. Descriptive Summary

The District provides organization charts and function maps delineating responsibilities and roles of all the positions in the District (see *Organizational Charts and Function Maps*).

Developed as a result of collaborative

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dialogue between members of the College and the District, the Function Map reflects the current state of operations and delineates which functions are the primary responsibility of the District, the primary responsibility of the colleges, where the College or the District has secondary responsibility, and where responsibility is shared. The maps were formally reviewed by the Norco Academic Senate and Institutional Strategic Planning Council (ISPC) in Spring 2013 (see *Academic Senate, Minutes, April 1, 2013*; *Institutional Strategic Planning Council, Minutes, February 20, 2013*).

Services are evaluated in a number of ways. They are discussed and reviewed by the Executive Cabinet and in meetings that regularly occur between the presidents and the Chancellor. Additionally, assessment measures are embedded in the annual administrative program review process. Results are reported and discussed and used to prioritize needs and to improve processes and services. Evaluation of the effectiveness of the various functions is carried out through the program reviews of each of the units. These program reviews are publicly posted on the College website (see *Program Review, Website*).

#### IV.B.3.a. Self Evaluation

The standard is met. The delineation of responsibilities has been reviewed and revised as circumstances have changed (see *Function Map*).

#### IV.B.3.a. Actionable Improvement Plan

None

#### IV.B.3.b.

**The district/system provides effective services that support the colleges in their missions and functions.**

#### IV.B.3.b. Descriptive Summary

The Riverside Community College District provides essential and effective services for all three colleges. Varying degrees of support are provided in each area depending on the needs and requests of the college, economies of scale, and the availability of resources.

Many services that were shared at the time of initial accreditation (2010) are now decentralized. For example, as of July 2010, student services are decentralized. Admissions and Records (A and R) is now a college function, including its budget, reporting structure, and service offerings; however, with one central database district wide, coordination must still be done by the three colleges in order to allow students to enroll in any college in the District. Similarly, Financial Services (financial aid) is a college system with some district wide coordination. Because this decentralization included the elimination of District student services administrative positions and the creation of a Norco College vice president of Student Services (VPSS), student service areas requiring coordination among the colleges were identified as six areas: Admissions, Athletics, Disabled Students Programs and Services, Matriculation, Student Financial Services, and Student Government. From 2010 until Spring 2012, each of the three college vice presidents of student services in the District was responsible for two of these program areas requiring coordination. In Fall 2012, the VP of student services

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determined that the six areas could be reduced to three: Admissions and Records; Financial Aid; and Associated Students. All other areas requiring coordination are handled in District vice president meetings. The processes, procedures, and fair employment practice oversight is a District level function; however, each college has Human Resources staff specifically onsite to work with the college on hiring at the college. While the processes for recruiting and job application are centralized, the identification of needed personnel, job descriptions, job searches, interviews, and decisions all take place at the College following procedures established for the District (see *Board of Trustees BP7120/AP7120 a-g Recruitment and Hiring*).

Open Campus, another District entity, provides the colleges with maintenance of the learning management system, Blackboard, which is the platform for all distance education classes within the District. Likewise, the colleges work collaboratively with the District's community education and economic development units for contract, fee-based, and Young@Heart (senior citizen, non-credit) courses.

An example of the use of data to inform District service is the Information Technology Audit done in 2010. In June 2010, the Riverside Community College District retained the services of PlanNet Consulting to conduct an assessment or "audit" of all relevant district wide information technology services, systems, and solutions, and to analyze and make recommendations as part of a planning initiative. The results were presented to the Board of Trustees in February 2011. An implementation committee was

formed to determine how best to use the results of the audit and this committee reported to the Board of Trustees on the progress of the implementation and made further recommendations. An Information Technology Strategic Council was formed to update and revise the District Technology Plan and to work with the College Technology Committees to provide District support for College technology needs (see *Board of Trustees, Minutes, February 22, 2011 and June 5, 2012*).

The evaluation of District/system services occurs through yearly program review of each of these units.

#### IV.B.3.b. Self Evaluation

The standard is met. RCCD provides adequate services to support the three colleges in their missions and functions as currently laid out in the District-College Functions Maps. Program Review of the District administrative units provides assessment of their internal functioning.

#### IV.B.3.b. Actionable Improvement Plan

None

#### IV.B.3.c.

**The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

#### IV.B.3.c. Descriptive Summary

The District Budget Advisory Council (DBAC) has been working with the Budget Allocation Model (BAM) first adopted in 2008 (see *Budget Allocation Model*). Budgets since that time have been

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developed using that model. The current model includes data about previous years' budgets and historical budgets, and an incentive using efficiency data. During the recent period of severe budget cuts, the DBAC recognized deficiencies in the Budget Allocation Model (for example, efficiency is not relevant when shrinking resources result in fewer class offerings). The BAM was revised in Spring 2013 for use in developing the 2013-2014 budget.

During the recent period of budget cuts, the District has facilitated ongoing discussions about the District budget, and all constituencies of the colleges have been present at those discussions. Information about budget planning has been regularly presented at Board meetings (see *Board of Trustees, Minutes, September 17, 2013*) and disseminated through email communications from the Chancellor and postings as Chancellor's Communications on the Chancellor's Office website (see *Chancellor's Communications, Webpage*). The distribution of resources has been governed by the BAM, and discussions about budgeting and expenditures throughout the District have been transparent.

At the College level, the Business and Facilities Planning Council (BFPC) examines budget recommendations and resource allocations that impact the College. The BFPC then makes recommendations to the Institutional Strategic 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 for making budgetary recommendations to the President.

Another factor relevant to the budget is FTES allotments to the College. The District FTES target is distributed to the colleges based on historical distribution, efficiency, and success at hitting the college target. The District Enrollment Management Committee (DEMC) is responsible for making recommendations about this distribution. The DEMC has faculty and administrative representation from all three colleges.

With regard to capital expenditures, using funds from the Measure C general obligation bond, the Board requested and received a list of desired projects from all three colleges with input from the District offices, conducting a public survey beforehand to determine what the community determined as important. Based on this list, the District allocated a share to each of the colleges. Norco College has several new buildings that serve student needs based on its allocation. The Brenda and William Davis Center for Student Success houses Food Services, Disability Resource Center, Student Activities, and many other support services, and provides a much-needed indoor area where students can gather. The Industrial Technology building provides drafting and automation systems labs; the remodeling of the Library created an integrated Learning Resource Center; and the remodeling of the Humanities and Science and Technology buildings included a new gallery and music studios that support new Commercial Music programs. Information on the allocation of Measure C funds and their uses is available on the District website (see *Citizens' Bond Oversight Committee*).

College initiatives that may have impact on District resources are vetted by the

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District Strategic Planning Committee to ensure that resources are allocated fairly district wide (see *District Strategic Planning Committee Operational Guidelines*). The DSPC is composed of the presidents of all three colleges, a CSEA representative, a confidential staff representative, the student trustee, the three Academic Senate presidents, the three strategic planning council faculty and administrative co-chairs, and key District personnel.

#### IV.B.3.c. Self Evaluation

The standard is met. Processes are in place for equitable distribution of resources both at the College and District level.

#### IV.B.3.c. Actionable Improvement Plan

None

#### IV.B.3.d. The district/system effectively controls its expenditures.

#### IV.B.3.d. Descriptive Summary

Board policy charges the Chancellor with directing the staff in the development of a budget under the direction of the Board of Trustees, which is responsible for establishing the guidelines (see *Board of Trustees BP2430/AP2430 Delegation of Authority to Chancellor and Presidents*).

Audits for the last four years have found that the systems used by the District have been satisfactory and have successfully controlled expenditures throughout this period. All four audits show some finding, but mostly as isolated instances, nearly all of which had been corrected promptly (see *District Financial Reports, Webpage*).

The District has in place an effective and transparent budget development process and a budget control process.

The financial planning and decision-making systems at RCCD and Norco College are as follows:

- Board of Trustees
- District Budget Advisory Council charged with developing and evaluating the effectiveness of the BAM and reviewing/refining the model on an ongoing basis
- Submission of budget and budget adjustment requests by College and District leadership.

The District maintains a budget-control process to ensure that expenditures fall within the adopted budget or Board-approved revisions. This budget-control process consists of:

- a financial accounting system (provides budgetary control and accountability)
- a budget-control department (performs due diligence procedures on every financial transaction)
- an accounting department (ensures that financial transactions are appropriate and accounted for before funds are disbursed)
- a position-control system (ensures that all full-time positions are approved and budgeted)
- a purchasing department (ensures that policies, procedures and purchasing regulations are adhered to)
- a purchase-and-expenditure approval-and-authorization process (provides appropriate internal controls and ensures that expenditures conform to District policies and procedures)
- Board of Trustees oversight on approval/ratification of purchases, contracts, and hiring decisions.

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Until the recent recession in California, the District had always maintained a reserve of over five percent (see *Board of Trustees BP6200 Budget Preparation*). The budget for 2012-2013 called for the reserve to be reduced to three percent. At the September 17, 2013 Board meeting, a resolution was passed increasing the reserve to 3.8 percent for the 2013-2014 budget as the state begins to restore apportionment revenues (see *Board of Trustees, Minutes, September 17, 2013*).

#### IV.B.3.d. Self Evaluation

The standard is met. By means of transparent processes, the District effectively managed reduced expenditures through the difficult financial times of recent years.

#### IV.B.3.d. Actionable Improvement Plan

None

#### IV.B.3.e.

**The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

#### IV.B.3.e. Descriptive Summary

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

*Trustees BP2430/AP2430 Delegation of Authority to Chancellor and Presidents*).

To ensure that these responsibilities are carried out efficiently and effectively, Executive Cabinet meetings are held regularly to discuss matters of importance to the District and the colleges. The President meets monthly and as needed with the Chancellor to communicate and advise on matters of importance. The President provides leadership and is responsible for making decisions that affect the operation of the College. He is the final authority at the college level.

#### IV.B.3.e. Self Evaluation

The standard is met. The Chancellor has given responsibility and authority to the President to implement the District's policies in a manner that is appropriate for the College and community. Likewise, the President is held accountable for the budget, operation, and management of the College.

#### IV.B.3.e. Actionable Improvement Plan

None

#### IV.B.3.f.

**The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

#### IV.B.3.f. Descriptive Summary

Information is transmitted among the colleges via the following mechanisms:

- Monthly Board of Trustees meetings that include:
- Chancellor's report

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- College president reports
- Associated Students of Norco College Student report presented by the Student Trustee
- College Academic Senate report
- Faculty, administration, staff, and students from all three colleges as members of Board committees
- Board of Trustee committee reports at regular Board meetings
- Board of Trustee agendas posted at the District offices and college campuses
- Board of Trustee agendas and relevant reports, presentations, and materials posted on [rccd.edu](http://rccd.edu) Board of Trustees website
- Email notification to all faculty and staff
- Minutes of all Board meetings posted on the [rccd.edu](http://rccd.edu) website
- Chancellor's Executive Cabinet meetings

Board meetings are held twice a month, with the first meeting of the month incorporating committee meetings and the second meeting primarily for conducting business. Board meetings rotate to each of the three colleges on a month-to-month basis, with both committee meetings and Board meetings for that month held at the same college.

The Board agenda is available electronically on the Board of Trustees website along with all supporting documentation. The Chancellor's office sends reminders of deadlines for inclusion in the electronic board agenda so all parties are informed in a timely matter of the content of each Board committee meeting and regular meeting agenda. The inclusion of all constituencies as members of the Board committees furthers communication between the Board and the College. The

time between Board committee meetings and regular Board meetings, as well as the wide availability of the materials (not just the agenda as required by the Brown Act) ensures that there is clear communication about the activities of the Board as they affect the District and its colleges.

#### IV.B.3.f. Self Evaluation

The standard is met. A variety of means of communication are available and regularly used. There is some redundancy in communication that seems to be necessary as different constituencies have different preferred methods of communicating and distributing communications. The time between Board of Trustees committee meetings and regular meetings aids in ensuring that everyone can be informed and express their concerns if appropriate before the Board of Trustees takes action.

#### IV.B.3.f. Actionable Improvement Plan

None

#### IV.B.3.g.

**The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

#### IV.B.3.g. Descriptive Summary

District and college strategic planning is integrated via the District Strategic Planning Committee (DSPC). The DSPC membership comprises representatives



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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.

The District Strategic Plan was revised in 2012-2013. Beginning in Spring 2012, the DSPC discussed how to proceed and recommended to the Chancellor that an environmental scan be conducted. Working with a consultant who carried out the scan, DSPC met throughout Fall 2012 to work on revisions to the mission, vision, goals, and strategies. Representatives from the colleges were active in ensuring that the District plan supported the missions, visions, and goals of the three colleges. Part of the process was a consideration of the previous plan and an evaluation of the extent to which the goals in that plan had been met. Special attention was given to the coordination of the three colleges' strategic plans (as well as missions, visions, and goals) with the District plan. A consideration of the effectiveness of the District in supporting the educational goals of the colleges drove the process (see *District Centennial Strategic Plan 2012-2016*).

The District communicates results of its regular assessments of effectiveness through posting all administrative program reviews on the District's Office of Institutional Effectiveness website. The District Strategic Planning Committee reviews its operating procedures each year, revising these procedures when necessary, sends the revisions out to

college constituencies through their representatives, and incorporates their responses into the revisions (see *District Strategic Planning Operational Guidelines; District Strategic Planning Council, Minutes*).

#### IV.B.3.g. Self Evaluation

The standard is met. The District has procedures in place for regularly and systematically evaluating its decision-making processes and makes available the results of its evaluations.

#### IV.B.3.g. Actionable Improvement Plan

None



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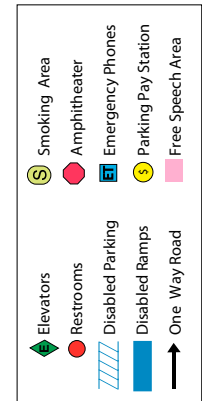
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# NORCO COLLEGE

Riverside Community College District  
2001 Third Street  
Norco, CA 92860-2600



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- O Kennedy Middle College (KMC)
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