



NORCO
COLLEGE

**INSTITUTIONAL SELF-EVALUATION REPORT
IN SUPPORT OF AN APPLICATION FOR
REAFFIRMATION OF ACCREDITATION**

Submitted By: Norco College
2001 Third Street
Norco, CA 92860

to

Accrediting Commission for Community and Junior Colleges

AUGUST 2026





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August 1st, 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

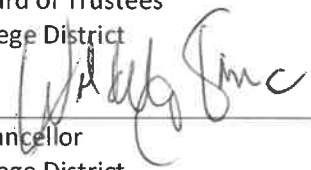
From: Dr. Monica Green
Norco College
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Norco CA 92860

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

Signatures:



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



Wolde-Ab Isaac, Ph.D. Chancellor
Riverside Community College District



[Monica Green \(Jun 11, 2026 12:02:46 PDT\)](#)
Monica Green, Ed.D., President
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Kimberly Bell, Academic Senate President and
Associate Professor of Counseling, Norco College



Jared Storar, Norco College Vice President
California School Employees Association Chapter 535



[Hussam Mobin \(Jun 10, 2026 13:10:40 PDT\)](#)
Hussam Mobin, President
Associated Students of Norco College

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Forward to the Institutional Self-Evaluation Report

Norco College used this self-evaluation as an opportunity for its faculty, classified professionals, students, and administrators to come together to tell the institution's story honestly, reflecting on what the College has built since its last reaffirmation, what it continues to advance, and the opportunities identified through an honest examination of its evidence. That honesty is the practice of the College's core commitment, Own Our Growth.

The self-evaluation also identified opportunities to enhance how the College documents, communicates, and scales several mature practices. The full assessment cycle, from observation through reassessment, is well established and continues to be refined through more systematic documentation, broader implementation, and stronger integration across institutional processes. Distance education practice has grown in quality, and the College is extending faculty support to ensure that interaction expectations are met across sections. The connections between planning, resource allocation, and student outcomes are firmly embedded in institutional practice, and the College continues to make those connections more visible through clear documentation and communication.

The self-evaluation also revealed four points of pride that define the College's work at its strongest. Each operates in a different register, but all four are expressions of the same institutional commitment to equity.

The first is a governance system that the College has used, evaluated, and refined into a structure for institutional accountability. The 2020 ISER identified governance role clarity as an area for improvement. Five years of implementation, evaluation, and refinement produced a framework that connects mission to resource allocation, codifies equity as a feature of every council charter, and gives the College a way to revise its own foundational documents through a participatory process. That work culminated in November 2025, when the Board of Trustees approved simultaneously both the College's revised Mission, Vision, and Core Commitments and Strategic Planning and Governance Manual.

The second is equity built into how the College operates. As a Hispanic-Serving, Black-Serving, and Asian American and Native American Pacific Islander-Serving Institution, Norco College has designed its strategic plan around advancing equitable outcomes and eliminating equity gaps for the populations its mission most specifically serves. That commitment is visible in the College's resource allocation, in its governance structures, and in the sustained equity-disaggregated analysis that informs program-level decisions.

The third is the College's pathways to open access, where the mission to support every learner operates most visibly. The College's dual enrollment work, Middle College High School partnership, and Rising Scholars program for justice-impacted students extend open access to students who would otherwise enter higher education later, with less momentum, and at higher risk of not completing. The Norco-originated Mapping Articulated Pathways Initiative, a California Community Colleges Chancellor's Office Vision 2030 demonstration project, extends that same commitment to veterans and working adults. Together, these initiatives illustrate how the College translates its open-access mission into intentional pathways that expand opportunities for students who have historically faced barriers to higher education.

The fourth is the College's sustained investment in Holistic Student Support (HSS) as the foundation of its commitment to equity. Norco's HSS work, anchored in Achieving the Dream's Holistic Student Supports Redesign Toolkit, was a Bellwether Award finalist in 2024. Building on that foundation, the College finalized a Standard of Care framework in 2026 that defines coordinated student support through a shared expectation that every student is welcomed and connected to equitable, coordinated services that connect academic advising, counseling, basic needs, and learning support into a single pathway. The College is now implementing that framework across student services.

Norco College enters the next accreditation cycle with a mission that centers every learner, governance that connects mission to resource allocation, and equity built into institutional decision-making. Own Our Growth reflects the College's belief that excellence is not a destination but a continuous process of learning, improvement, and shared responsibility.

A. Introduction: Institutional Context

Norco College is a comprehensive public community college located in the western portion of Riverside County in Southern California and is one of three colleges within the Riverside Community College District (RCCD). The College serves the communities of Norco, Corona, Eastvale, Jurupa Valley, La Sierra, Temescal Valley, and surrounding unincorporated areas along the Interstate 15 corridor.

Today, Norco College serves approximately 19,556¹ students annually and offers associate degrees, associate degrees for transfer, certificates, workforce training, and transfer pathways aligned with regional labor market needs. The College is designated as a Hispanic-Serving Institution (HSI), a Black Serving Institution (BSI), and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI) reflecting its commitment to educational equity and social mobility. Approximately 59% of students identify as Hispanic, 7% as Black/African American, 11% as Asian, 0.2% as American Indian/Native American, and 0.4% as Native Hawaiian/Pacific Islander².

Norco College supports a broad range of student populations through programs and partnerships designed to expand educational access and opportunity. In addition to serving John F. Kennedy Middle College High School located adjacent to the campus, the College provides dual enrollment pathways for seven feeder high school districts and 17 school sites. The College also supports justice-impacted students through its Prison Education and Rising Scholars initiatives and provides comprehensive support services for military-connected students and Veterans.

Norco College has also played a foundational leadership role in advancing Credit for Prior Learning (CPL) initiatives within California community colleges. In 2017, the College originated the Military Articulation Platform (MAP) and expanded CPL pathways supporting veterans, working adults, apprentices, and other students with prior learning experiences aligned to workforce and educational advancement.

Norco College's strategic planning processes are grounded in principles of student transformation, equity, innovation, institutional effectiveness, and regional responsiveness, as articulated in its mission statement: "Norco College is an open-access college that supports every learner on their educational path. We help diverse students grow, succeed, and change their lives through education." The College's student-centered framework, including implementation of its Standard of Care model, emphasizes proactive and individualized support throughout a student's educational journey. These priorities are reflected in the College's 2025–2030 Strategic Planning and Governance Manual, which emphasizes student access, student success, and student equity through measurable goals, participatory governance, and data-informed planning.

¹ California Community Colleges Chancellor's Office (2025). *Annual/Term Student Count Report*. Datamart. https://datamart.cccco.edu/Students/Student_Headcount_Term_Annual.aspx

² U.S. Department of Education, National Center for Education Statistics. (2024). *IPEDS Norco College Institution Profile*. <https://nces.ed.gov/ipeds/institution-profile/460464#enrollment>

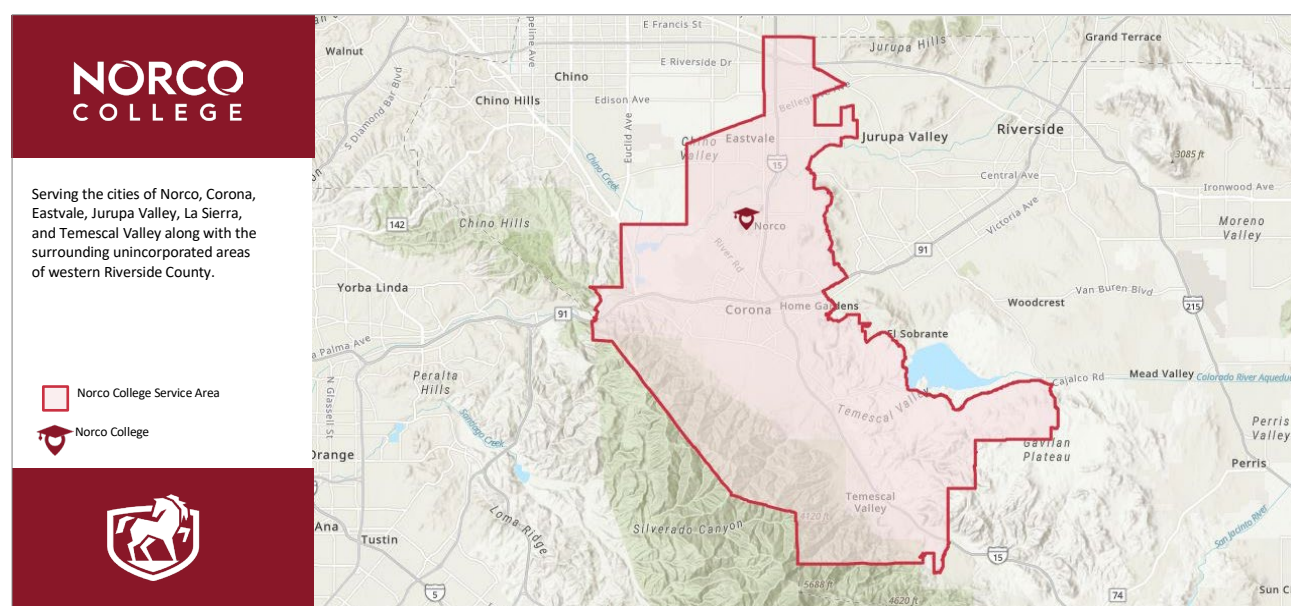
History of the Institution

Norco College was established in 1991 as a campus of Riverside Community College on former United States Navy property acquired by RCCD in 1985. Initially envisioned as the District's technology campus, the institution developed early strengths in engineering, manufacturing, and career technical education while serving the rapidly growing communities of western Riverside County.

Under the leadership of Provosts Marie Pepicello and Brenda Davis, the campus expanded its academic offerings, facilities, and community partnerships. In 2010, Norco College received initial accreditation as an independent college, becoming the 112th California community college. Since accreditation, the College has evolved into a comprehensive institution offering transfer education, workforce development, online education, and student support services designed to promote equitable student success. These developments continue to shape the College's mission-driven focus on access, regional responsiveness, and student achievement.

Service Area and Regional Context

Norco College serves an expanding and diverse region within western Riverside County and the Inland Empire (Figure 1). The region continues to experience population growth, economic expansion, and demographic change that significantly influence educational demand, workforce development priorities, and institutional planning.



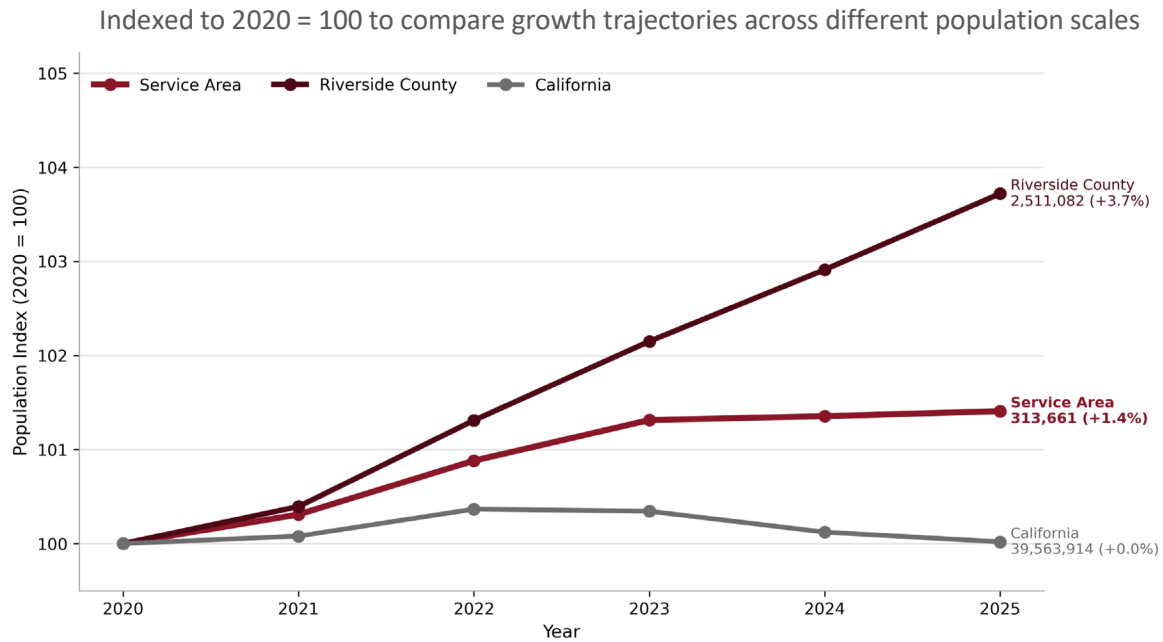
Source: ESRI ArcGIS Business Analyst

Figure 1. Norco College Service Area

From 2020 to 2025, the Norco College service area population remained relatively stable, increasing modestly from approximately 309,000 to 314,000 residents (Figure 2). During the same period, Riverside County continued to experience steady population growth, surpassing 2.5 million residents by 2025,

while California’s overall population remained comparatively flat. These trends reflect the College’s position within one of California’s fastest-growing regional economies and underscore the importance of strategic enrollment planning, workforce alignment, and community-responsive educational pathways.

Population Trends for Norco College Service Area, Riverside County, and California



Source: ESRI Business Analyst

Figure 2. Indexed Population Trends, 2020-2025

According to population projections in Figure 3, the Norco College service area is expected to experience modest population growth between 2025 and 2030 (0.2%), while Riverside County is projected to grow at a faster rate (0.5%) and California overall is projected to remain relatively stable (0.1%), reflecting the continued regional growth dynamics of the Inland Empire.

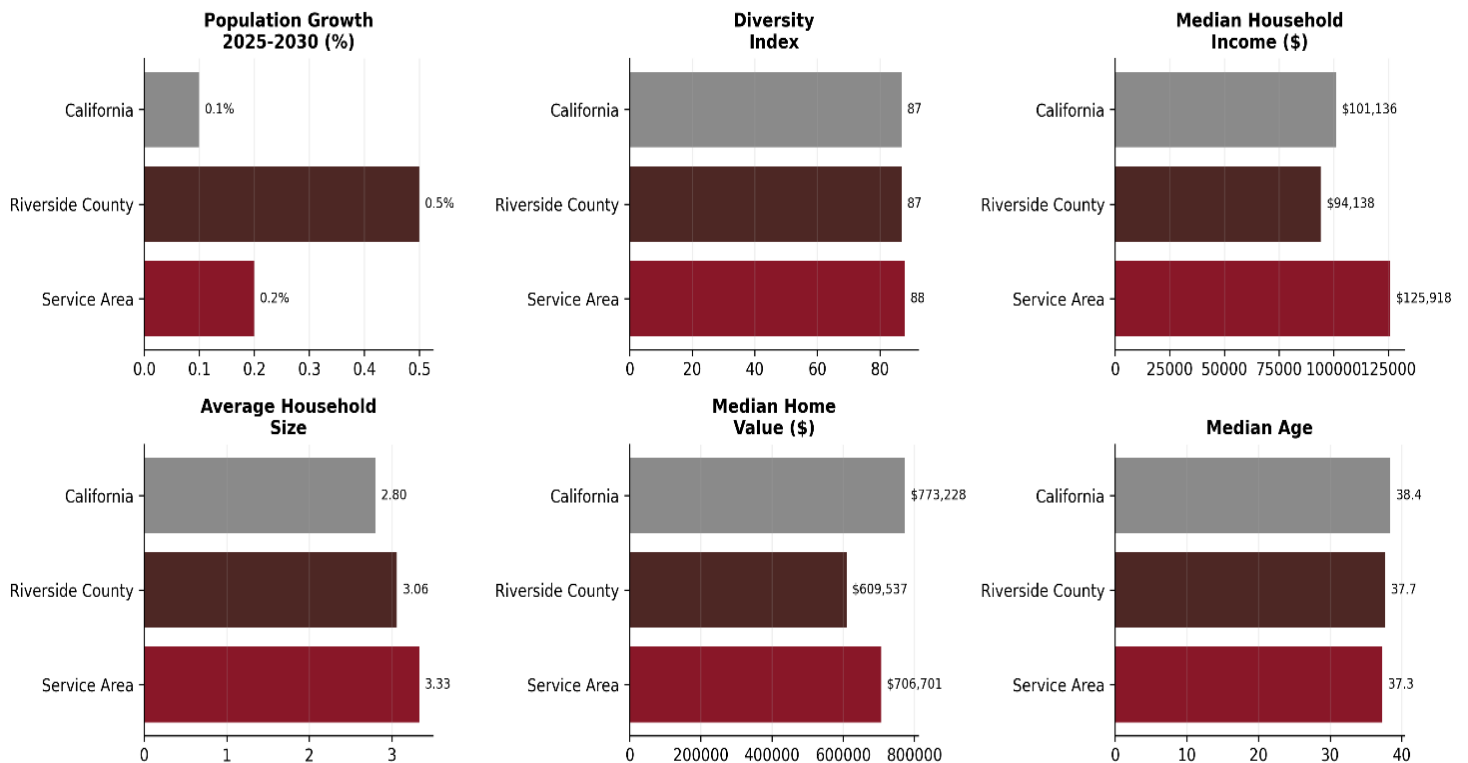
The Norco College service area reflects many of the broader demographic trends occurring across Riverside County and California while also exhibiting several distinct regional characteristics. Compared to California overall, the service area is characterized by larger household sizes, strong concentrations of family households, continued suburban residential growth, and a comparatively strong middle-income and upper-middle-income base. At the same time, the region continues to experience housing affordability pressures associated with rapid growth throughout western Riverside County and the Inland Empire.

Norco College’s service area is also increasingly diverse, with a diversity index of 88% compared to 87% for Riverside County and California. The service area’s growing Hispanic/Latinx, multilingual, first-generation, and working-age populations closely align with the College’s mission and strategic priorities related to equity, access, and student support. These demographic and workforce trends reinforce the College’s role in supporting educational attainment, workforce development, and economic mobility

throughout the region. They also directly influence institutional planning, enrollment strategies, workforce program development, and the College’s approach to equitable student support and educational access.

Comparative Regional Demographic Indicators

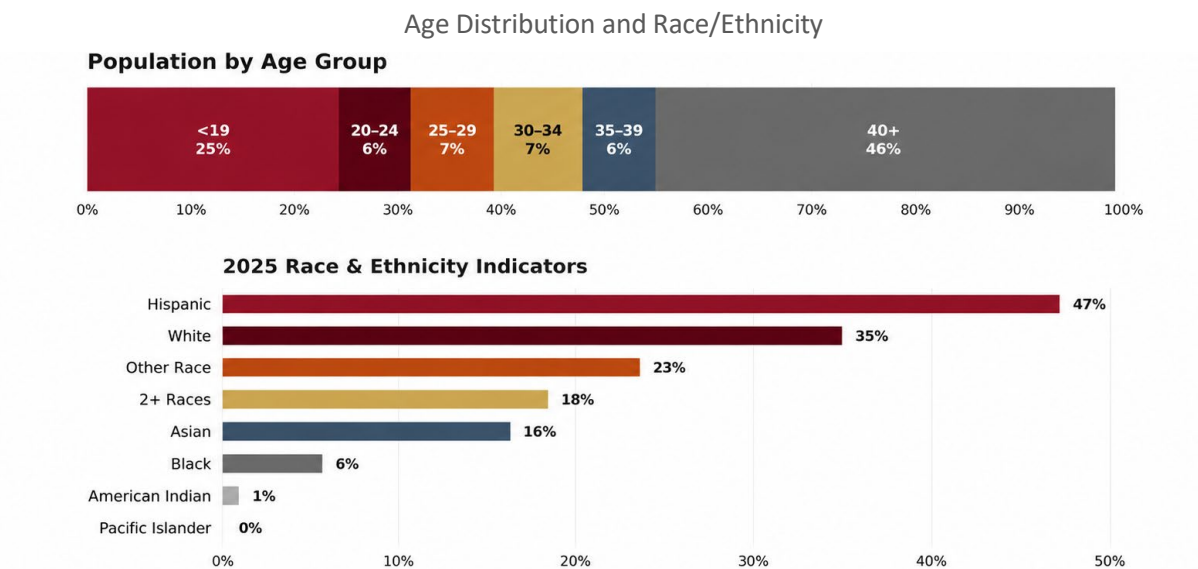
Norco College Service Area Compared to Riverside County and California



Source: ESRI Business Analyst Community Profile Reports, 2025

College’s mission and strategic priorities related to access, equity, workforce development, and student success.

Norco College Service Area Population Profile



Source: ESRI Business Analyst, 2025 estimates; ACS 2019-2023

Figure 4. Service Area Population Age and Race/Ethnicity

Student Enrollment and Demographic Profile

Norco College experienced significant enrollment disruption during the COVID-19 pandemic, followed by a sustained period of recovery and growth (Table 1). Student headcount declined from 15,724 in 2020–2021 to 13,796 in 2021–2022, while FTES decreased from 6,907 to 5,719 during the same period, reflecting the broader statewide enrollment impacts associated with the pandemic and the rapid transition to remote instruction. Beginning in 2022–2023, the College demonstrated consistent enrollment recovery, with headcount increasing each year to reach 19,556 by 2024–2025, exceeding pre-pandemic levels. FTES similarly rebounded to 7,544 in 2024–2025, reflecting renewed student demand, expanded access strategies, and stabilization of instructional operations following the pandemic period. The recovery also reflects intentional institutional efforts to expand outreach, strengthen dual enrollment pathways, enhance flexible instructional modalities, and implement individualized student support strategies designed to improve student access, persistence, and engagement.

Table 1. Student Enrollment by Headcount and FTES

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Unduplicated Headcount	15,724	13,796	15,897	17,740	19,556
FTES (Credit + Non-Credit)	6,907.45	5,719.08	6,416.89	7,450.10	7,544.30

Source: California Community Colleges Chancellor’s Office Datamart, 2025, Annual/Term Student Count Report and Full-Time Equivalent Students (FTES) Summary Report.

The College’s student population remained consistently diverse throughout this period, with Hispanic students representing the largest student group and continuing to grow significantly over time (Table 2). Hispanic student headcount increased from 9,203 in 2020–2021 to 11,589 in 2024–2025, reflecting both regional demographic trends and the College’s role as a Hispanic Serving Institution. Growth also occurred among several other student populations, including African American, Asian, Filipino, and Multi-Ethnic students, indicating broader enrollment recovery across demographic groups. While White Non-Hispanic student enrollment declined during the height of the pandemic, it also demonstrated gradual recovery in subsequent years. Overall, the data demonstrates broad-based enrollment recovery across student populations during a period of institutional transition.

Table 2. Student Headcount by Race/Ethnicity

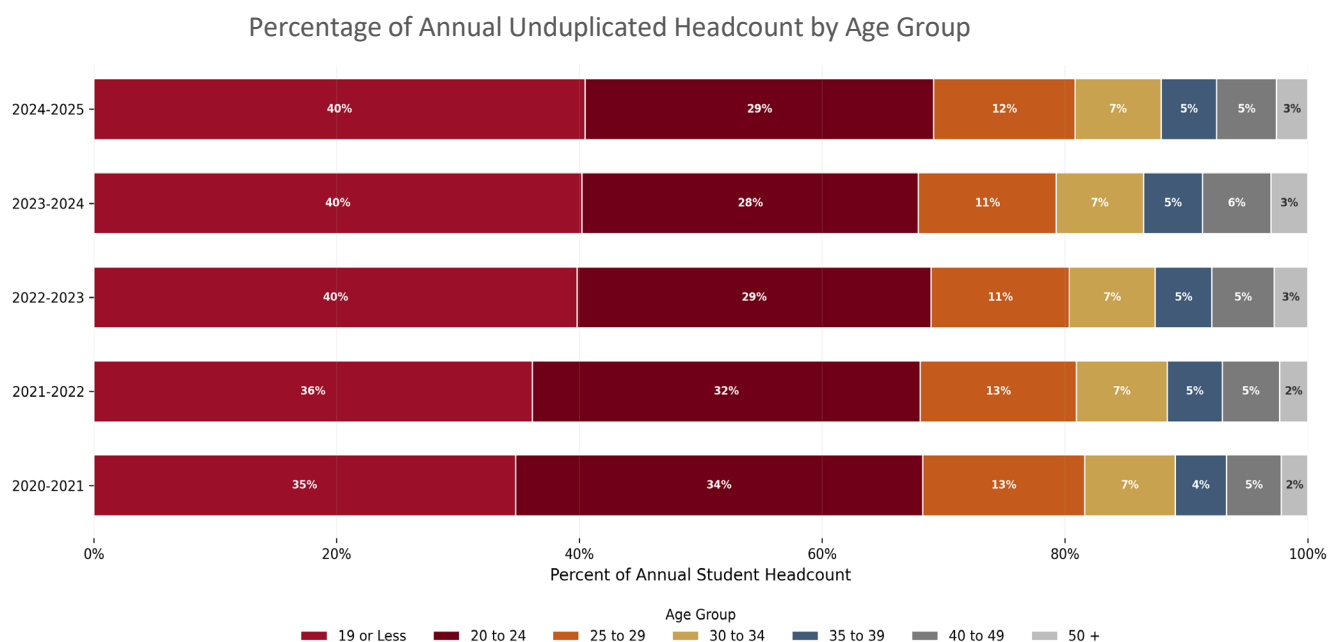
Ethnicity	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	Count	%	Count	%	Count	%	Count	%	Count	%
African-American	1,023	6.51%	898	6.51%	1,076	6.77%	1,276	7.19%	1,383	7.07%
American Indian /Alaskan Native	35	0.22%	35	0.25%	36	0.23%	47	0.26%	50	0.26%
Asian	1,287	8.18%	1,207	8.75%	1,437	9.04%	1,703	9.60%	1,751	8.95%
Filipino	378	2.40%	344	2.49%	327	2.06%	394	2.22%	451	2.31%
Hispanic	9,203	58.53%	8,064	58.45%	9,364	58.90%	10,439	58.84%	11,589	59.26%
Multi-Ethnicity	483	3.07%	498	3.61%	630	3.96%	750	4.23%	855	4.37%
Pacific Islander	59	0.38%	58	0.42%	58	0.36%	54	0.30%	58	0.30%
Unknown	119	0.76%	156	1.13%	302	1.90%	252	1.42%	316	1.62%
White Non-Hispanic	3,137	19.95%	2,536	18.38%	2,667	16.78%	2,825	15.92%	3,103	15.87%

Source: California Community Colleges Chancellor’s Office Datamart, 2025, Annual/Term Student Count Report

The age distribution of Norco College students remained relatively stable between 2020–2021 and 2024–2025, while also reflecting important post-pandemic enrollment shifts (Figure 5). Students age 19 or younger consistently represented the largest share of the student population and increased from 35% of annual headcount in 2020–2021 to approximately 40% by 2024–2025. At the same time, the proportion of students ages 20–24 declined modestly from 34% to 29%, though this group remained the second largest student population.

The distribution of students age 25 and older remained comparatively stable throughout the period, collectively representing approximately one-third of annual student headcount. These trends suggest growth among traditionally college-aged students, likely influenced by expanded dual enrollment, outreach, and first-time student enrollment efforts following the COVID-19 pandemic. Overall, the data reflect both enrollment recovery and the College’s continued role in serving a diverse range of learners across multiple age groups.

Norco College Student Headcount by Age Group



Source: California Community Colleges Chancellor's Office Datamart. Annual/Term Count

Norco College continues to expand access and support for student populations that have historically experienced barriers to higher education as demonstrated in Table 3. Following the enrollment disruptions associated with the COVID-19 pandemic, the College experienced sustained growth among first-generation students, foster youth, justice-impacted students, and veterans. These trends reflect the College's commitment to equitable access, holistic student support, and educational pathways designed to promote social and economic mobility for diverse student populations.

Table 3. Student Headcount by Special Population

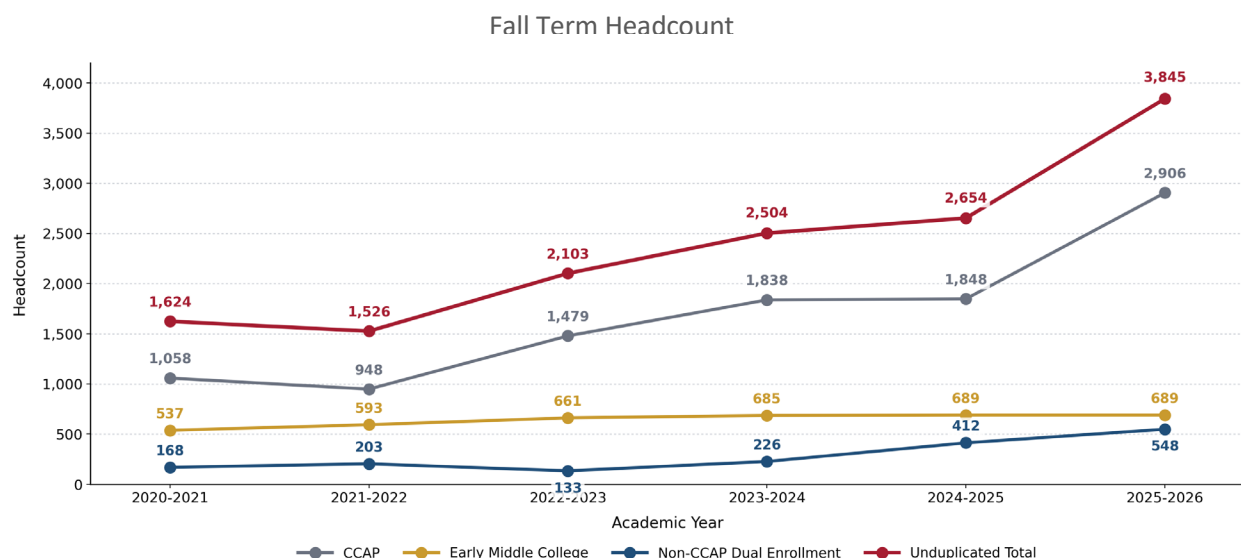
Special Population	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
First Generation	4,575	3,986	4,447	4,847	5,597
Foster Youth	211	244	306	365	439
Justice Impacted	208	419	633	711	698
Veterans	679	762	859	1,066	1,278

Source: California Community Colleges Chancellor's Office Datamart, 2025, Special Population/Group Student Count

The substantial growth in dual enrollment participation (Figure 6) over the last five academic years reflects Norco College's strategic emphasis on expanding educational access and strengthening pathways between K–12 and higher education. The expansion of dual enrollment aligns closely with the College's mission, Guided Pathways framework, and strategic planning priorities related to equity, access, and regional responsiveness. As the service area has continued to grow and diversify, Norco College has strengthened partnerships with local school districts and high schools to increase opportunities for historically underserved, first-generation, and college-bound students to begin earning college credit while still in high school. The sustained increase in participation, particularly in CCAP

programs, illustrates the College's commitment to reducing barriers to higher education and supporting equitable student achievement throughout the region.

Norco College Dual Enrollment Headcount by Program



Source: Riverside Community College District Dashboard – Special Admit Restriction

Figure 6. Dual Enrollment Headcount by Program, 2020-2026

Norco College's instructional delivery profile reflects the College's commitment to access, flexibility, and student-centered scheduling (Figure 7). Following the expansion of online instruction during the pandemic, the College has maintained a balanced mix of modalities while increasing face-to-face offerings. Between 2020-2021 and 2024-2025, increased from 641 to 1,018 courses, while online instruction remained a substantial component of the schedule, accounting for more than half of all course offerings in 2024-2025. Hybrid offerings remained a smaller but consistent portion of the schedule across the five-year period.

At the same time, the total number of courses increased across all modalities from 2,036 in 2020-2021 to 2,597 in 2024-2025, reflecting the College's efforts to expand instructional capacity and respond to student demand. The modality mix supports diverse student needs by providing flexible pathways for traditional, working, and dual enrollment students.

Norco College Courses by Modality

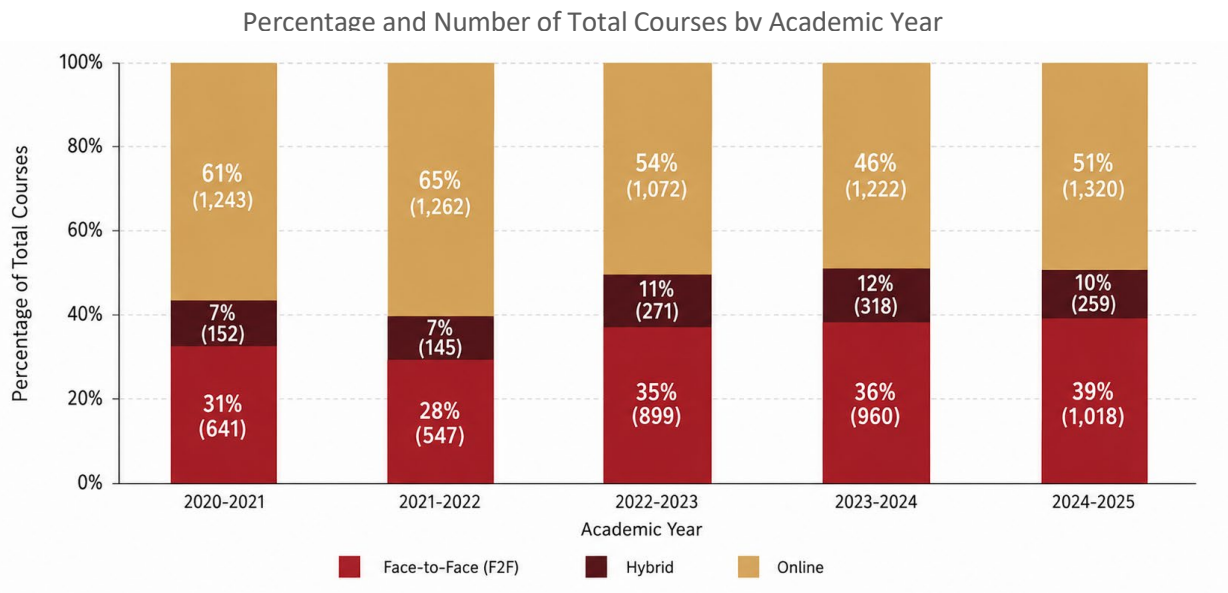


Figure 7: Courses by Modality, 2020-2025

Strategic Plan Outcomes and KPI Summary, 2020-2025

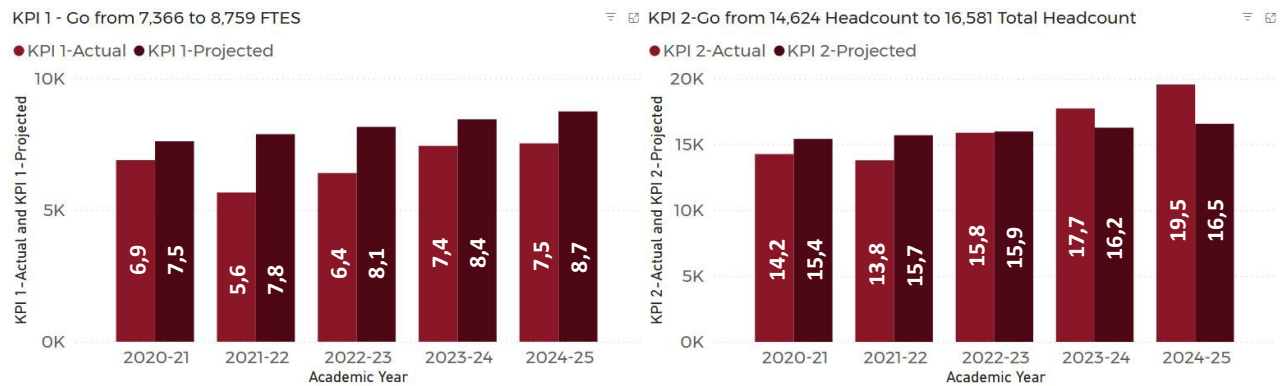
As Norco College concludes implementation of its 2020–2025 Strategic Planning and Governance Manual (SPGM) and begins a new cycle through the 2025–2030 SPGM, the College continues to evaluate institutional progress through Key Performance Indicators (KPIs) related to student access, student success, equity, workforce development, and institutional effectiveness.

The 2020–2025 KPI cycle occurred during a period of significant disruption and institutional adaptation associated with the COVID-19 pandemic. Despite these challenges, the College demonstrated substantial progress in enrollment recovery, student access, and transfer outcomes while identifying ongoing opportunities for improvement related to completion, equitable outcomes, and student pipeline development.

By 2024–2025, Norco College achieved the highest unduplicated student headcount in its history, serving approximately 19,556 students annually and exceeding its five-year headcount projection (Figure 8). FTES similarly rebounded to its highest post-pandemic level at 7,544 FTES, reflecting sustained enrollment recovery and renewed student demand. The College attributes this recovery in part to intentional institutional strategies including implementation of the Standard of Care model emphasizing individualized student support, expansion of outreach activities, and enhancement of the Norco Promise Program from one year to two years for first-time full-time students.

Norco College Enrollment and Growth

FTES and Headcount by Academic Year

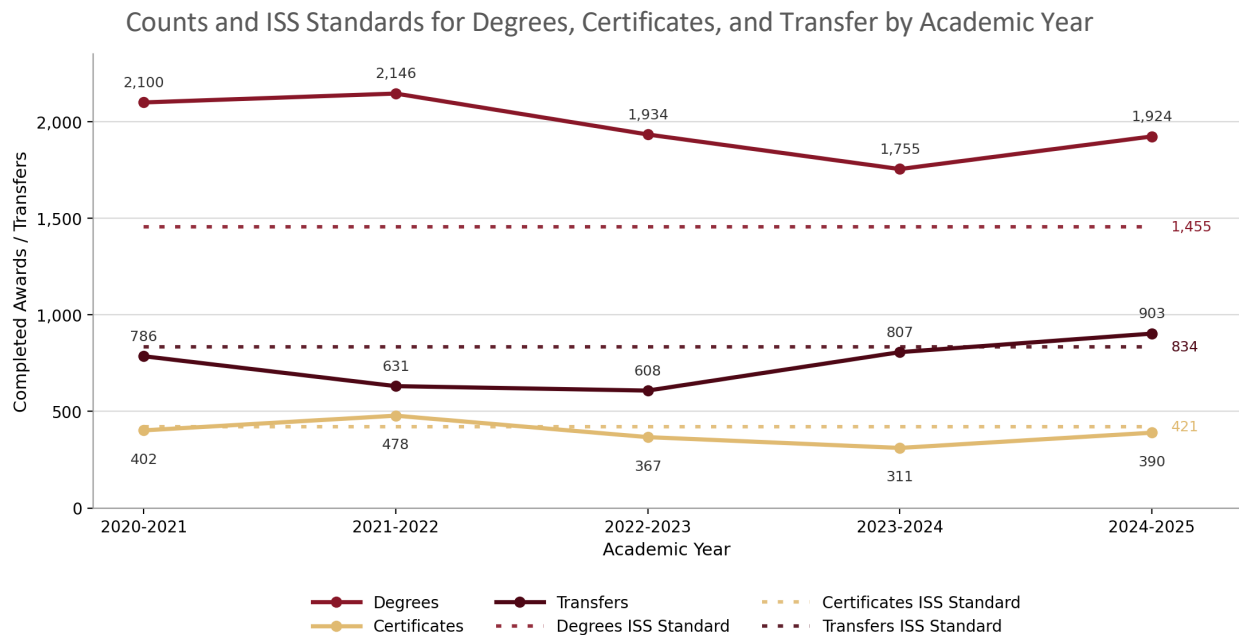


Source: Norco College Key Performance Indicator Dashboard

Figure 2. Enrollment Recovery and Growth, 2020-2025

The KPI review process also highlighted improving student completion and transfer outcomes following pandemic-related enrollment declines as shown in Figure 9. Degree and certificate completion began to rebound in 2024–2025 following declines in the previous three years, while transfer outcomes exceeded Institution Set Standards for the first time in five years. Institutional analysis identified a lag effect between pandemic-related enrollment disruption and subsequent completion outcomes, with recent improvements reflecting continued recovery of the student pipeline.

Norco College Student Completion and Transfer



Source: Norco College Key Performance Indicator Dashboard

Figure 9. Student Completion and Transfer

At the same time, the 2020–2025 KPI cycle identified continuing challenges related to feeder high school capture rates, first-time full-time enrollment, and persistent equity gaps among disproportionately impacted student populations. These findings informed development of the College’s 2025–2030 Strategic Planning and Governance Manual, which builds upon lessons learned during the previous planning cycle and further emphasizes student access, equitable student outcomes, Guided Pathways implementation, workforce alignment, and continuous institutional improvement.

The 2025–2030 Strategic Planning and Governance Manual reflects the College’s continued commitment to using measurable outcomes, participatory governance, and evidence-based decision-making to support student transformation, regional responsiveness, and institutional effectiveness.

Highlights Since 2020: Major Projects and Institutional Developments

Since the 2020 comprehensive review cycle, Norco College has implemented several initiatives related to student access, equity, workforce development, instructional innovation, and institutional planning in response to changing student and regional needs.

The College significantly expanded student access and support systems through Guided Pathways implementation, integrated academic and career planning, equity-focused interventions, and the development of a campus-wide Standard of Care framework grounded in intentional and relationship-centered student support. At the same time, Norco College substantially expanded dual enrollment access and infrastructure through partnerships with local school districts and John F. Kennedy Middle College High School. These efforts contributed to continued growth in dual enrollment participation and culminated in a record 105 students earning both a high school diploma and an associate degree in 2025. The implementation of DualEnroll.com further streamlined access and contributed to growth from 142 participating students in 2017 to more than 1,900 students and 2,200 enrollments across 76 courses by Fall 2025.

Following the COVID-19 pandemic, the College expanded online learning infrastructure, virtual student support services, and flexible instructional modalities to improve student access and continuity. Norco College also strengthened basic needs, wellness, and equity-focused support services designed to reduce barriers to student success for disproportionately impacted student populations, including foster youth, Veterans, first-generation students, LGBTQ+ students, Dreamers, and justice-impacted students. Despite the scheduled closure of the California Rehabilitation Center in Norco in Fall 2026, educational opportunities for incarcerated and formerly incarcerated students have been expanded in 2025–2026 through new partnerships with the Southwest Juvenile Detention Center and Ironwood State Prison.

Norco College also strengthened its regional and national reputation through continued innovation in Credit for Prior Learning (CPL), STEM, workforce development, and experiential learning. Norco College continued its statewide leadership in Credit for Prior Learning by expanding CPL opportunities across additional disciplines, refining the Mapping Articulated Platforms (MAP), and contributing to statewide efforts that advanced consistent, equitable implementation of CPL throughout the California Community Colleges. These efforts expanded opportunities for veterans, working adults, apprentices, and other students to receive academic credit for demonstrated knowledge and experience, accelerating progress toward certificates and degrees. Engineering, aerospace, and applied technology pathways expanded through partnerships with regional industry leaders and programs such as MESA, Engineering Pathways, and NASA Community College Aerospace Scholars. In 2025, the Norco College Rocketry Team earned

second place nationally in the FAR-OUT Hybrid and Liquid Rocketry Competition, reflecting the College's growing prominence in aerospace and engineering education. Workforce-aligned experiential learning opportunities also expanded through internships, applied learning partnerships, and industry collaborations including Panasonic Avionics.

Institutional planning and facilities development also remained central to the College's long-term transformation efforts. In 2025, the College adopted the 2025–2030 Strategic Planning and Governance Manual, reaffirming its commitment to integrated planning, participatory governance, equity, continuous quality improvement, and data-informed decision-making aligned with California Community Colleges Vision 2030 priorities. The College also continued advancing Measure CC and state-supported capital projects, including the groundbreaking of the Center for Human Performance and Kinesiology, a 56,000-square-foot facility designed to support health sciences, kinesiology education, athletics, wellness, and community engagement.

Together, these developments reflect Norco College's continued evolution as an equity-centered, student-focused institution committed to innovation, workforce and transfer preparation, community engagement, and transformational educational opportunity.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to achievement for all students and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring educational opportunities and successful outcomes for all students. (ER 6)**

Norco College's mission reflects the students and community it serves: "Norco College is an open-access college that supports every learner on their educational path. We help diverse students grow, succeed, and change their lives through education." The Mission, Vision, and Core Commitments (MVCC) were developed through a structured, college-wide process that engaged faculty, classified professionals, students, and administrators, and was approved by the [Board of Trustees on November 18, 2025](#). The [Strategic Planning and Governance Manual \(SPGM\) 2025–2030](#) codifies mission review as a five-year cycle, with the next review scheduled for Spring 2030, which ensures this remains a standing institutional responsibility rather than an ad hoc undertaking.

The Board approved the revised mission on November 18, 2025. As a result, institutional effectiveness data, planning documents, and structured reflection activities completed prior to that date reference the College's prior mission language. Those sources are cited throughout this Standard as evidence that the College's mission-reflection processes are institutionalized and that their findings informed the revision; they do not constitute an evaluation of the current Board-approved mission. The 2025-2026 academic year is the first full cycle in which the revised MVCC serves as the reference point for institutional effectiveness instruments, program review, and structured reflection activities.

The mission reflects Norco College's student population and regional context. The College enrolls a student population that is 59.3% Hispanic/Latinx and 7.1% Black or African American and most students attend part-time ([Norco College At a Glance 2026](#)). As a Hispanic-Serving Institution (HSI), Black-Serving Institution (BSI), and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), and the only public higher education institution on the I-15 corridor, the College serves communities with historically limited access to higher education. Together, Hispanic/Latinx and Black/African American students account for 65% of the college's total enrollment, 68% of first-time college students, and 75% of first-generation students. These are the populations of focus in the [Student Equity Plan 2025-2028](#); each is analyzed across the five metrics the College monitors to ensure that its commitment to access translates into measurable outcomes.

The mission, vision, and core commitments are published and accessible across the College's primary public and planning channels. They appear on the College's public [website](#), the [College's catalog](#), and are embedded in the [Strategic Planning and Governance Manual](#), which establishes the MVCC as the foundation for institutional planning and governance. This visibility ensures that students, employees,

and community members can readily access the institutional commitments that guide the College's work.

The mission is operationalized through the College's five Core Commitments: Nurture Students First, Open Doors to Equity, Rise Together, Commit to Integrity, and Own Our Growth. Together, these commitments establish shared institutional expectations for faculty, classified professionals, administrators, and students. The [SPGM 2025–2030](#) embeds the MVCC as the foundation for institutional planning, governance, and continuous improvement, connecting mission language to measurable goals and decision-making structures.

This commitment to equitable outcomes is supported by evidence from the [Student Equity Plan 2025–2028](#), which identifies disproportionate impact (DI) for Black/African American and Hispanic/Latinx students across all five equity metrics. As of January 2025, Black/African American students' successful enrollment rate stood at 12.8%, compared to 20% for the broader student population, and the Hispanic/Latinx transfer gap continued to widen. The [Institutional Effectiveness and Planning Survey \(IEPS\)](#) embeds annual mission-review questions that invite faculty and classified professionals to assess how their work connects to institutional outcomes. Because these questions predate the revised mission, they will be updated to reflect the new language beginning in 2025–2026. These mechanisms ensure that the mission's commitment to "every learner" is evaluated through systematic evidence rather than assumption.

Both the [SPGM 2025-2030](#) and the [2030 Educational Master Plan](#) align institutional goals and programmatic priorities with mission-driven outcomes including transfer, workforce preparation, and certificate and degree completion.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.

Norco College establishes institutional goals through an integrated, evidence-informed planning process documented in the [SPGM 2025-2030](#). Goals are set at the college level through strategic objectives and Key Performance Indicators (KPIs), connected to unit-level work through program review and administrative assessment, and evaluated on an annual cycle.

The 2025-2030 objectives were developed using multi-year KPI trend data from the prior planning cycle, including areas where progress was insufficient, ensuring that goals reflect honest institutional assessment. This work was led by the [Institutional Effectiveness and Governance Council \(IEGC\) Workgroup](#), a cross-constituency team of faculty, classified professionals, and administrators, through the College's participatory governance process. The plan then moved through the College's governance bodies, including the leadership councils, Academic Senate, and College Council, where all constituent groups, including students, are represented ([SPGM 2025–2030, Participatory Governance](#)).

Equitable student outcomes are embedded in the goal structure of the College's strategic planning documents. Two of the 2025-2030 KPIs explicitly target the elimination of equity gaps: [Objective 3.1 for Black/African American students](#) and [Objective 3.2 for Hispanic/Latinx students](#). The [Student Equity Plan 2025-2028](#) reinforces and extends this alignment. It documents the disproportionate impact methodology the College uses to identify equity gaps across five metrics: successful enrollment, persistence, transfer-level completion, degree and certificate completion, and transfer. It also identifies disproportionate impact among additional special populations, including male-identifying, non-binary,

first-generation, and Foster Youth students. The College supports these groups through targeted programs such as the Men of Color Scholars Program, Phoenix Scholars, the Unity Zone, and Umoja.

Institutional goals are aligned across planning documents through the SPGM 2025–2030, which serves as the College’s integrating framework. Strategic objectives cascade into the [Educational Master Plan 2030](#), the [Student Equity Plan 2025-2028](#), and the [Strategic Enrollment Management \(SEM\) Plan 2024–2027](#), which aligns enrollment strategy to institutional priorities including access, persistence, completion, and equity. This coherence ensures that goal setting is a shared responsibility across governance structures rather than an administrative function.

With the [2025-2030 objectives and KPIs](#) established through participatory governance, the College's focus turns to implementation and assessment. As the first full year of the new planning cycle, the immediate priority is completing and documenting the administrative assessments of the strategic objectives that feed the annual KPI progress review, ensuring the evidence base is in place as multi-year data begins to accumulate.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Norco College holds itself accountable for institutional performance through a layered system of published standards, annual data review, and structured improvement cycles that connect evidence to action across every level of the institution. [Institution-set standards \(ISS\)](#) establish published benchmarks for student achievement that are monitored annually and brought forward to participatory governance venues including the [Academic Senate](#) and the [Institutional Effectiveness & Governance Council](#), supporting shared understanding of institutional performance and improvement expectations.

The [SPGM 2025-2030](#) structures annual monitoring of college-level KPIs across eight areas including equitable access, equitable success, and institutional effectiveness, ensuring that progress toward strategic objectives is reviewed on a regular cycle. Program review reinforces this accountability at the unit level: the [Program Review and Resource Request Procedure](#) uses outcomes assessment data as a ranking element for resource requests, creating a direct link between evidence of program effectiveness and budget prioritization. Administrative assessment connects operational decision-making to KPI-linked evaluation. The [Office of the President](#), for example, explicitly identifies monitoring FTES, success rates, and equity factors before and after SEM Plan implementation as a core assessment responsibility.

Disaggregated data are central to how Norco College identifies gaps and plans responses. The [Student Equity Plan 2022–2025](#) documents the College's disproportionate impact methodology and its inquiry-team model, which uses qualitative and quantitative "action research" methods to investigate root causes of persistent equity gaps for Black/African American and Hispanic/Latinx students. Recommendations from students and the inquiry group are developed into a "blueprint" that guides interventions and is evaluated across SEP cycles. One such intervention strengthens student awareness of available support services. To sustain this work and share findings across the College, the inquiry model now includes an annual [Equity Summit](#), piloted during the current SEP cycle. Disaggregated KPI equity data has also driven specific staffing and resource responses. Analysis of degree attainment and transfer gaps for Men of Color and Hispanic/Latinx students supported the creation of a [Men of Color Counselor/Coordinator position](#). In [Special Programs](#), KPI data identifying persistent equity gaps in degree

and certificate attainment among Foster Youth students prompted a documented action plan to convert the Student Resource Specialist position from part-time to full-time and secure ongoing funding for the Phoenix Scholars Program.

Unit-level program review shows this same discipline operating across the College. In [Biology](#), faculty identified a declining retention gap for African American students and responded by expanding gateway Human Biology sections and requesting dedicated science tutoring and lab support to reach working and caregiving students. In [Computer Information Systems](#), a fourteen-percentage-point success gap for African American male students prompted an action plan of proactive outreach, targeted STEM Center and Umoja referrals, and more representative course materials. In the [Honors Program](#), data showing underrepresentation of Hispanic and African American students led faculty to replace GPA-only admission with a portfolio and recommendation option and to recruit directly through Umoja and Puente.

The College's student learning outcomes (SLO) assessment infrastructure has reached a significant milestone. The [transition to Canvas-based SLO data collection](#) enabled, for the first time, comparison on a common scale and tracking over time across disciplines. Building on this foundation, Nuventive now provides a dedicated [dashboard](#) that displays disaggregated SLO mastery data by demographic group at both the aggregate and course levels. Course-level reporting was implemented following [Norco Assessment Committee](#) and [Academic Senate](#) approval and provides the level of detail needed to support the College's faculty-led equity inquiry model. With course-level disaggregation in place, equity patterns in student learning are visible at the scale where instructional decisions are made. As of Spring 2026, [27% of course outcomes data](#) has been collected in Canvas, up from [15% at the end of 2024-2025](#), with a college-wide campaign underway to expand faculty participation and build consistent assessment practice across all programs. Progress reflects the phased implementation of Canvas-based assessment, including the time required for faculty training and continued refinement of the Canvas–Nuventive integration.

With institution-set standards, KPI monitoring, program review, and disaggregated equity analysis operating on regular cycles, SLO assessment is the College's active growth area. Now that course-level disaggregation of the [Nuventive SLO mastery dashboard](#) is live, the work ahead is building faculty capacity to use disaggregated data for equity-minded inquiry. The newly approved Norco College [Assessment Handbook](#) supports this transition, offering guiding questions that help disciplines move from observing patterns in disaggregated results to identifying instructional responses. In parallel, the College is piloting the [Course Outcome Assessment form](#) in Nuventive where faculty document SLO results, action plans, and resulting improvements. This will create a structured record that flows directly into [program review and resource requests](#), strengthening the evidence trail from assessment to action.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Norco College's mission directs resource allocation and continuous quality improvement through an integrated planning system that connects unit-level program review to college-level priorities and budget decisions. [Program review](#) is the primary mechanism through which instructional, student services, and administrative units evaluate effectiveness, identify improvement priorities, and connect planning to the College's strategic objectives. The [Program Review and Resource Request Procedure](#) defines how units document needs, link requests to Educational Master Plan goal areas and mission-aligned priorities, and

submit evidence in support of resource allocation decisions ensuring that funding follows institutional purpose rather than precedent.

[Resource requests](#) are processed through a participatory pathway in which area managers work with department faculty and classified professionals to rank requests, which then move to the leadership councils, College Council, and Executive Cabinet for final funding decisions. This process ensures that all constituencies have an opportunity to participate in resource decisions. These requests are ranked using a rubric that weighs each request's alignment with the Educational Master Plan goals alongside program-review goals and outcomes assessment data, embedding mission and equity priorities directly into [resource prioritization](#). Faculty hiring requests illustrate how this works in practice: units document alignment to EMP goals, specify the requested resource, and identify the funding source in support of mission-directed capacity building ([COM Faculty Hiring Request, 2025](#)). These processes ensure that the mission's commitment to open access and equitable student success is operationalized through how the College allocates its resources.

[Program review](#) operates on a three-year cycle with optional annual updates and is accepted as the basis for resource requests at all campus locations. Continuous quality improvement is also reflected in the College's ongoing refinement of its planning documentation through participatory governance. Revisions to the SPGM are reviewed and approved through the [Academic Senate](#), demonstrating that the College's planning structures are themselves subject to the same cycle of continuous improvement they support.

While the College's planning systems operate on established cycles, program review and strategic planning currently run on different timelines. The [Program Review Committee](#) has recommended aligning the program review cycle with the five-year strategic planning cycle to strengthen coherence across planning systems and support longer-range analysis of program effectiveness. This recommendation is moving through the College's participatory governance process, with any change to be reflected in the next SPGM revision cycle.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Norco College communicates institutional progress through recurring, high-visibility forums and public-facing channels that connect evidence to shared understanding of priorities. Presentations at [College Council](#), Academic Senate, and college-wide [Town Halls](#) share KPI results with the full campus community, framing progress against targets, identifying areas of strength, and naming focus areas for improvement. [The Spring 2026 end-of-semester Town Hall](#) exemplifies this practice. The Office of Institutional Effectiveness shared the final 2020–2025 Key Performance Indicator results with the campus community, reporting both areas of progress and areas still requiring focused attention. Transfers exceeded the institution-set standard for the first time in five years, and enrollment recovery was described as real and sustained, while the College also named persistent and uneven equity gaps for several student populations as priorities for continued work. The [SPGM 2025–2030](#) establishes KPI progress reporting and communication expectations as standing governance responsibilities, ensuring that transparency about institutional performance is built into how the College operates.

Program reviews are written, stored in Nuventive, and publicly posted on the [Program Review Committee website](#), providing all employee groups, students, and community members access to program-level

evaluation and improvement planning. The Regular Update, the College's recurring roundup of institutional activities and achievements, is compiled from items any member of the college community can submit, each aligned to the College's Educational Master Plan goals. Distributed by email on a regular schedule and archived on the College's website, it keeps the connection between daily institutional work and college priorities visible on an ongoing basis ([Regular Update Website; Example](#)). At the end of each academic year, the [President's Memorandum](#) consolidates institutional progress into a formal account organized around the College's Student, Regional, and College Transformation priorities, communicating to stakeholders how the year's work advanced the goals of the 2025–2030 Strategic Plan.

Beyond internal channels, the College's strategic planning documents are publicly accessible on the [Norco College website](#), ensuring that any stakeholder can examine institutional goals, equity commitments, and improvement priorities directly. Beyond campus, the College communicates progress through community forums including presentations to the [Eastvale Chamber of Commerce](#), updating local business and community stakeholders on institutional facilities development and state-funded construction projects. At the state system level, the Norco-originated [California Mapping Articulated Pathways \(MAP\)](#) Initiative was designated in 2024 as a Chancellor's Office Vision 2030 demonstration project, with dedicated state resources supporting implementation across California's 116 community colleges.

Data and evidence actively inform institutional dialogue, shaping not only what is shared but how priorities are set and decisions are made. The College's [equity research and inquiry](#) work illustrates this most clearly: through its ongoing student-experience inquiry, the College translates qualitative findings into actionable priorities, elevating student voice in institutional decision-making. The [State of the College address](#), delivered each semester during Flex Days, provides another recurring venue for the President to communicate institutional priorities and progress toward strategic goals directly to the campus community.

The College communicates institutional progress on a regular cycle through the President's Memorandum, Town Halls, and State of the College addresses. Building on this foundation, the College is strengthening how it communicates institutional progress by integrating quantitative results, qualitative context, and resulting policy, process, and service improvements into a cohesive, accessible narrative that supports data storytelling for internal and external stakeholders and aligns with the ACCJC Rubric for Effective Institutional Outcome Transparency. The Office of Institutional Effectiveness and the Vice President of Planning and Development are developing a reflective IE report on progress toward the strategic plan goals and objectives, which will become an annual report providing a structured account of institutional improvement across planning cycles ([College Council Minutes, April 2026](#)).

To strengthen evidence-based planning and continuous improvement, the College is developing a KPI Dashboard in coordination with the District Office and supported by the [Research Evaluation and Analytics Capacity Hub RAMP Program](#). The KPI Dashboard will launch in Fall 2026 and will apply a Guided Analytics Framework initiated through an [Equity Leadership Series Capstone Project](#). The framework will make key performance indicator data more accessible, understandable, and actionable for all users, enabling the institution to more effectively monitor progress, advance equity, and respond to emerging needs.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support

programs that engage and support students through their unique educational journeys. Academic and learning support programs promote success for all students, and the institution evaluates student learning and achievement data to inform improvements and advance successful outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Norco College's academic programs are developed and maintained through a structured, faculty-driven curriculum process that runs from initial concept through Board of Trustees approval. Faculty-initiated proposals must document alignment with the College's mission before advancing through governance review, ensuring that program development is grounded in institutional purpose from the outset ([Curriculum Handbook-Program Development Process](#)). The College offers 24 Associate Degrees for Transfer (ADTS), 52 associate degrees, 41 Chancellor-approved certificates, 20 Local certificates, and 22 noncredit certificates across transfer, career and technical education, and workforce preparation pathways ([At-A-Glance Data](#), [NC Catalog 2026-2027 - Degrees & Certificates](#)). In [2024–2025](#), the College conferred 2,340 awards, including 557 Associate Degrees for Transfer, 1,367 associate degrees, and 390 credit certificates.

Breadth and rigor are maintained through layered review. [BP/AP 2025 Philosophy & Criteria for Associate Degree and General Education](#) and [BP/AP 2020 Program, Curriculum & Course Development](#), which govern associate degrees, assign the Chancellor, in consultation with the District Academic Senate, responsibility for ensuring all courses used to fulfill degree and general education requirements meet established standards, while the Curriculum Committee exercises local oversight of proposal quality and alignment. The [Academic Council](#) coordinates, discusses, and makes recommendations regarding instructional programs and the library, supporting institutional efforts to ensure high-quality, equitable instructional programs across all modalities.

The College maintains a single approved curriculum. Each course has one course outline of record, approved through the process described above, and that outline governs every section of the course regardless of where or how it is taught. Policies and procedures governing online and hybrid course development ensure that courses offered by distance education are held to the same curricular standards, with the same outcomes, as in-person sections ([Curriculum Handbook, VII. Distance Education](#)).

The same is true of instruction at off-campus locations: through the Rising Scholars program, the College offered 150 in-person credit courses at the California Rehabilitation Center (CRC) in 2024–2025, drawn from that same curriculum, and more than 80 students completed associate degrees ([President's Memo 2024-25](#)). Following the State's announcement that the facility would close, 2025–2026 was the College's final year of associate degree programming at the CRC ([President's Memo 2025–26](#)).

The College's curriculum processes are absorbing three concurrent state mandates. The most substantial is the state's Standardized Attendance Accounting Method (SAAM), under which course outlines of record must delineate lecture, laboratory, and activity hours and units that many outlines previously reported only in total. Norco College began this work in the 2025-2026 academic year, returning affected courses to draft in CurriQunet for major modification. The Curriculum Committee approved SAAM-related major modifications to 96 courses in [April 2026](#), with additional courses

approved in [May 2026](#), all targeting the 2027–2028 catalog. The District and the Faculty Association executed a [Memorandum of Understanding](#) in February 2026 providing special project compensation for faculty completing this work. The College is [transitioning its curriculum inventory](#) from Taxonomy of Programs codes to federal Classification of Instructional Programs codes, a district-wide effort that RCCD is targeting for completion by December 2026, ahead of the state's extended deadline. Phased implementation of [Common Course Numbering](#) continues alongside this work. All three transitions will be completed through the College's established curriculum review process, with SAAM revisions reflected in the 2027–2028 catalog.

**2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students.
(ER 3, ER 9, ER 11, ER 14)**

Norco College's curriculum is designed, reviewed, and revised through faculty-led governance processes that ensure currency, rigor, and alignment with discipline standards. District [Board Policy 2020 Program, Curriculum, and Course Development](#) establishes the framework for curriculum and program development and affirms Academic Senate authority over curriculum, while the [Curriculum Committee](#) exercises local oversight. Because the District maintains a single curriculum, a [proposal for a shared course](#) is reviewed by the discipline and department at each college that offers it, then by the District Technical Review Committee, and must be approved by the curriculum committee at each of those colleges and by the District Curriculum Committee before advancing to the Board of Trustees. Course Outlines of Record (CORs) embed discipline standards directly, specifying required topical coverage, evaluation methods, and SLOs aligned with external discipline expectations ([COMM-C1000 COR](#); [PSYC-C1000 COR](#)). Course currency is monitored through [program review](#), where disciplines confirm whether each course outline is current within the [program review cycle](#) and document plans for updating those that are not. Career and Technical Education programs undergo curriculum review at least every two years in accordance with California Education Code requirements.

Faculty build equity considerations into courses at the point of design. [Title 5 §55001\(b\) and \(c\)](#) require course outlines to describe approaches that engage diverse student bodies and advance equitable outcomes, and to reflect Universal Design for Learning and accessibility. RCCD has implemented this through dedicated fields on the [CurriQunet course proposal](#), where faculty originators identify which sections of the Course Outline of Record, including Methods of Instruction and Evaluation, address each requirement. The Norco Curriculum Committee [reviewed the draft procedure](#) and [provided feedback](#) on its implementation. Faculty are supported in this work by the [District's COR Review Tool](#), which prompts disciplines to consider whether course materials reflect multiple perspectives and the populations RCCD serves, whether methods of instruction and sample assignments allow students to build on existing knowledge and engage culturally relevant content, and whether course design prepares students for the advanced academic tasks on which they will later be evaluated.

Every course outline must specify student learning outcomes, and courses in a general education pattern must link at least one SLO to a General Education Student Learning Outcome. The [Technical Review Committee](#) verifies both on every proposal before it reaches a curriculum committee, reviewing course learning outcomes and objectives and confirming that GE SLOs are linked where required. [Program learning outcomes](#) are defined for every program the College offers, including certificates and noncredit

programs, and are published with the program's requirements in the College Catalog.

Course outlines are publicly searchable through [CurriQunet](#), so course-level outcomes are available to prospective and current students. Every Norco College syllabus must include the course's student learning outcomes and the General Education Learning Outcomes attached to them, taken directly from the approved Course Outline of Record, and the College provides a [syllabus template](#) and [step-by-step instructions](#) to support faculty in doing so. The [Improvement of Instruction](#) process, defined in the [faculty collective bargaining agreement](#), applies to all faculty, and its evaluation instruments include review of whether syllabi accurately reflect the current, approved Course Outline of Record.

Where relevant to the discipline, workforce and industry input shapes program design through standing CTE advisory committees and the annual [Industry Partners and Awards Breakfast](#), now in its fourth year, which the College convenes alongside industry-specific advisory breakouts across eight CTE sectors so partner feedback can be captured by the disciplines responsible for acting on it. Advisory meetings are a two-way exchange. For example, at the March 2026 [Early Childhood Education advisory meeting](#), partners identified barriers limiting students' access to required field observation, and faculty committed to developing a longer-term fingerprint clearance option and a shared scheduling system with partner sites. Faculty also presented a proposed elementary education pathway, and the [Curriculum Committee](#) approved the Elementary Teacher Education: Integrated Programs ADT six weeks later.

The College's curriculum reflects sustained attention to the gateway courses where students most often stall. Norco College built an architecture of corequisite and embedded-support courses in [English](#), [mathematics](#), and the [social sciences](#), developed through the curriculum process and approved by the Curriculum Committee, so that students can enter transfer-level coursework directly with support rather than through a sequence of prerequisites. Faculty then evaluate whether those courses are working and revise them when they are not. Communities of Practice in English and mathematics analyze disaggregated success, throughput, and retention data, and that analysis drives curriculum decisions: data on the English corequisite and its transfer-level parent course led faculty to revise the corequisite's focus and modality, and mathematics faculty have repeatedly restructured pathway sequences, deleting courses that no longer served students, opening direct access to Calculus I with support, and cancelling a new pathway course that did not enroll ([AB 1705 Spring 2026 Progress Survey](#)).

Faculty are continuing to refine the corequisite architecture. The disciplines are planning to convert corequisite support courses into embedded support within the transfer-level course, so that students register once, receive a single grade, and are not disqualified from repeating a course with support ([AB 1705 Spring 2026 Progress Survey](#)).

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with different viewpoints. (ER 12)

Norco College's general education philosophy holds that general education gives students the tools to understand the arts, humanities, and sciences, to think clearly about self and society, and to develop the capacities for effective citizenship, ethical judgment, and lifelong engagement with a chosen field of depth. This philosophy is grounded in [BP/AP 2025: Philosophy and Criteria for Associate Degree and General Education](#), which articulates general education as central to the associate degree and

emphasizes coherent, integrated learning rather than the accumulation of units, and is published for students in the College Catalog. The catalog operationalizes this philosophy through four [General Education Learning Outcomes \(GELOs\)](#), which include Critical Thinking, Information Competency and Technology Literacy, Communication, and Self-Development and Global Awareness. Together, the four GELOs express competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and engagement with differing viewpoints. The [District Academic Senate](#) participates in developing, revising, and maintaining both the Associate degree requirements and these outcomes.

All associate degree programs include a structured [general education pattern](#) requiring coursework across foundational communication and quantitative reasoning as well as broad disciplinary engagement in the arts and humanities, social and behavioral sciences, and natural sciences. The [California General Education Transfer Curriculum \(Cal-GETC\)](#) provides a parallel transfer-aligned pathway, requiring coursework across the same core competency areas and ensuring that students pursuing transfer meet lower-division general education norms. Within academic disciplines, implementation of Common Course Numbering for selected courses has strengthened curricular coordination by aligning course content and common student learning outcomes, supporting consistency in the educational experience while facilitating transfer and articulation (CCN Course Outlines of Record: [ARTH-C1100](#); [ENGL-C1003](#); [STAT-C1000](#)).

Academic support services reinforce core competencies across the curriculum. The Library provides research instruction and support for information literacy, and the Learning Resource Center supports quantitative reasoning and writing skills ([Library and LRC Catalog](#); [Tutoring & LRC Website](#)).

Courses that participate in the general education framework link specific SLOs to the appropriate GELO on the course outline of record ([AHS-1 COR](#), [BIO-4 COR](#)). This makes the connection between courses, programs, and general education explicit to faculty, students, and community members. All programs, including certificates and non-credit programs, publish their Program Learning Outcomes in the College Catalog as part of each degree's requirements, providing students with a clear statement of program-level expectations ([AOE-Social and Behavioral Studies-PLOs](#), [ADT-Geography-PLOs](#), [Non-Credit-Essential-3d-PLOs](#)). Course and program outcomes are also searchable by the public through [CurriQunet](#), the curriculum management system, making learning outcomes accessible beyond the catalog.

Curriculum governance reinforces this design-level connection through layered review. The [Technical Review Committee](#), a subcommittee of the District Curriculum Committee, verifies that transferability and general education (GE) status are correct when reviewing course proposals. The College follows California Community Colleges systemwide annual curriculum approval certification process ([CCC Manual](#)) along with a local [curriculum proposal process](#). Any course in the RCCD pattern must align with at least one of the GELOs. The Curriculum Committee forwards proposals to restructure the RCCD GE pattern to the [Academic Standards Committee](#). Faculty may propose revisions to general education, including adding or removing a course, through an established proposal form.

Norco College is refining its approach to direct GELO assessment. GELOs were added to Canvas alongside course-level outcomes in Fall 2025, and Spring 2026 marked the first systematic collection of GELO data across disciplines within Canvas, with results viewable through a dedicated [Nuventive dashboard](#). The Office of Institutional Effectiveness has drafted a [General Education Learning Outcome \(GELO\) assessment plan](#) that will begin in Fall 2026. Under this assessment cycle, GELO evidence will be collected

each fall from Canvas outcome data, analyzed and discussed by faculty during the following spring semester, and used to document improvement actions based on the findings. This process establishes a sustained institutional GELO assessment cycle grounded in Canvas data and includes regular analysis, disaggregation by student population, structured faculty reflection, and documentation of continuous improvement. With this new method, GELO assessment results could inform the same curriculum decisions already grounded in course- and program-level data: which courses satisfy general education requirements and where GE course design itself needs revision.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Norco College communicates student learning outcomes through multiple aligned, publicly accessible channels. Course-level Student Learning Outcomes (SLOs) are established in approved [Course Outlines of Record \(CORs\)](#), where General Education Student Learning Outcomes (GELOs) are also linked to SLOs where appropriate. [Program Learning Outcomes \(PLOs\)](#) are published in the College Catalog within degree and certificate program listings. CORs are publicly accessible through [CurriQunet](#), making course-level outcomes and requirements available to prospective and current students. [Faculty syllabi](#) communicate course-level outcomes and expectations directly to enrolled students, and the [Improvement of Instruction \(IOI\) process](#) ensures syllabi accurately reflect approved curriculum through recurring, cycle-based review for all faculty.

Students access program requirements, support services, and institutional resources through a coordinated set of channels designed to serve students across entry points and throughout their educational journey. The College communicates with students through multiple modalities, including the [College website](#), [Canvas](#), the [Student Portal](#), [Monty the Mustang \(a live chat digital assistant embedded on the website\)](#), [email](#), [text messages](#), [the event calendar](#), [Instagram](#), [social media](#), and [campus and classroom announcements](#). The College provides a [website translation tool](#) to support multilingual students and community members.

The [College Catalog](#) and [published class schedule](#) provide foundational information on program requirements, course offerings, and key academic policies. Students access their personalized degree progress through [EduNav SmartPlan](#), which displays completed milestones and remaining requirements toward their selected degree or certificate. The College homepage content refreshes several times each year in alignment with the academic calendar and college events, ensuring that high-visibility communication reflects current institutional priorities. Each career and academic pathway has a dedicated web page presenting degree and program information, career pathways, and student resources ([School of Human and Public Services](#); [School of Applied Technology and Apprenticeships](#)). Each student service maintains its own website with services offered, hours of operation, and contact information ([Counseling and Advising](#); [Disability Resource Center](#)). A [centralized student services hub](#) on the College website directs students to core academic and student support resources. Students encounter support resources directly in their Canvas environment as well. The College maintains a [Student Handbook Canvas shell](#) that consolidates academic policies, service directory information, and campus resource access into a single space within the platform students already use for coursework.

Norco College reviews its communication practices to ensure clarity, accuracy, and relevance, and acts on what those reviews show. Through [program review](#), [Student Services](#) and administrative units document the publications they are responsible for, creating a recurring point at which the College accounts for and

evaluates its communications to students and the public. The 2026 Program Review Committee Summer Workgroup approved a revision that will ask these units not only which publications they maintain, but also to describe how they keep these publications current ([PRC Evaluation Notes Summer 2026](#)). The [College Catalog](#) is reviewed and updated annually, and the [IOI process](#) provides recurring review of instructional communications to ensure syllabi accurately reflect approved curriculum.

The College also evaluates communication through disaggregated, equity-focused research: the [Student Equity Plan Inquiry \(SEPI\)](#), a yearlong qualitative research study conducted with an equity-centered research consultant, analyzed Black/African American and Hispanic/Latinx students' experiences separately and identified a lack of effective, consistent, and timely communication as one of four root causes of persistent equity gaps. Both groups independently identified a shared barrier — unclear communication about existing services, such as their purpose, cost, and how to access them. In direct response, the College committed to an Enhanced Communication and Outreach Strategy: a comprehensive communication plan delivering regular updates through text, email, and targeted social media alongside campus-wide workshops on financial aid, registration, and support services, aimed specifically at the populations the inquiry identified as least informed. The College also maintains an [outreach dashboard](#) providing programs and faculty with race/ethnicity-disaggregated student contact information to support this kind of targeted outreach.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Norco College builds its course schedule to ensure that every student who commits to a degree or certificate can find the courses they need, in the sequence they need them, within a reasonable time. The [Academic Planning Chairs \(APC\)](#), a standing committee of the Academic Senate comprised of department chairs and deans of instruction, builds and maintains the schedule of classes for each term, coordinating with the [Academic Council \(AC\)](#) on broader academic program oversight ([SPGM 2025–2030](#); [Academic Planning Chairs](#); [APC Charter](#); [SEM Plan 2024–2027, Chapter 4](#)).

Schedule construction follows written Guiding Principles codified in the [2024–2027 Strategic Enrollment Management Plan](#). These principles require balancing general education sections across morning, afternoon, and evening time blocks and across multiple day configurations so that students with constrained schedules encounter sufficient sections of required courses. The College's scheduling grid is designed to minimize class overlap, allowing students to move between three-unit and four-unit courses without time conflicts. Pathway courses follow a documented two-year rotation designed to ensure students can complete degree and certificate programs within their expected time frames.

The College protects pathway access through a deliberate section cancellation policy. Sections with fill ratios below 70% are eligible for cancellation, but the policy codifies four exceptions: sections essential to completing a pathway, capstone courses on a two-year rotation, sections tied to existing industry partnerships, and sections belonging to newly developed programs ([APC Minutes, October 3, 2025](#)). That exception framework reflects a specific institutional judgment — that canceling a required course can set a student back a full year, and that efficiency metrics should not override completion access. When sections are added, a new section is typically opened once a waitlist reaches half the enrollment capacity of the class, with counseling informing which late-start courses are prioritized based on student need ([APC Minutes, December 6, 2024](#); [APC Minutes, September 12, 2025](#)).

Multi-year planning at Norco College is built into the schedule production cycle. The RCCD Schedule of Classes Production timeline runs two terms concurrently by design. The [2026-2027 timeline](#) has chairs beginning Winter/Spring 2027 scheduling in April 2026 while Summer/Fall 2026 is still being finalized. District Power BI dashboards give chairs and deans of instruction enrollment and fill data throughout that cycle ([Data Dashboard Guide for Chairs](#)). As of December 2024, Norco College was actively scheduling two terms out, with multi-year scheduling under active development through the [District Enrollment Management Committee \(DEMC\)](#).

The College is committed to ongoing evaluation and improvement of scheduling technology in support of multi-year schedule development ([SEM Plan 2024–2027, Goal 2](#)). PathMaker is a recent example of that evaluation in practice. Over four academic years beginning in 2022, department chairs piloted PathMaker as a multi-term scheduling projection tool. Following multiple scheduling cycles, the Academic Planning Chairs determined that PathMaker did not integrate with the College's existing data systems, which include Colleague, Power BI, and district reporting tools ([APC Minutes, Dec. 8, 2023](#)). As a result, department chairs and instructional design coordinators had to duplicate scheduling work across platforms. In Spring 2026, the APC voted to discontinue PathMaker and return to integrated tools that connect directly to district data infrastructure ([APC Minutes, April 10, 2026](#)). One priority for the next phase of this work is identifying scheduling planning tools that integrate with the College's existing data systems including Colleague, Power BI, and district reporting infrastructure, to support the multi-term schedule projection work that PathMaker was unable to perform.

The Strategic Enrollment Management (SEM) Workgroup, which meets monthly, sets the broader enrollment and completion goals that scheduling serves. A smaller Operational Enrollment Management team, which convenes in the weeks leading up to each term start, evaluates scheduling effectiveness directly by monitoring fill rates and waitlists ([SEM Plan 2024–2027, Chapter 5](#); [Norco College Scheduling Process Outline](#)). In addition, APC reviews enrollment targets and efficiency metrics on a recurring basis. As of spring 2025, Norco was operating at 101% of its annual enrollment target with an efficiency metric of 14.61, indicating the schedule was on target relative to demand ([APC Minutes, March 14, 2025](#)).

An Institutional Effectiveness study examined access, success, and retention outcomes for shortened courses in six-to eight- week formats, compared with full-term courses across four terms, spring 2024 through fall 2025. The study found that shortened courses produce consistently higher retention and comparable or stronger success than full-term courses, yet remain underutilized as a path to faster completion, and it identified an equity gap in access to this format. Presented to the [Academic Planning Chairs](#), [Academic Senate](#), [College Council](#), and [District Enrollment Management](#), the [study](#) is guiding a shift toward using shortened courses as an intentional completion strategy that will be pursued through paired eight-week pathways, improved advising and student awareness, and targeted outreach to close the access gap. The [2026 analysis of shortened-course outcomes](#) is an example of how disaggregated monitoring can inform scheduling structure directly, not just enrollment and persistence tracking. It can serve as a potential model for extending equity-disaggregated review of outcomes to inform scheduling decisions more broadly.

Under [SEM Plan Goal 4](#), decreasing student time to completion, the College has committed to refining multi-year schedule development informed by student educational plans, reaffirmed its Schedule Development Guiding Principles, and identified monitoring of success across all instructional modalities as a standing priority. The SEM Workgroup will assess progress annually against Vision Goal Completion and transfer-within-three-years metrics ([SEM Plan 2024–2027, Chapter 6](#)).

Institutional Effectiveness monitors enrollment, persistence, success, and completion disaggregated by equity groups under the [SEM Plan's Equity Focus](#). The IE Office presented [SEM-aligned institutional metrics](#) to the SEM Workgroup in June 2025, including ethnicity-disaggregated gaps in successful enrollment, persistence, and degree and certificate attainment.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote learning and achievement for all students.

Norco College offers instruction across in-person, hybrid, and online modalities and holds itself accountable for whether each modality is working equitably. In [2022–2023](#), distance education courses carried a success rate of 70.2%, compared to 72.6% for non-distance education, which is a pattern seen in three out of four years. Closing that gap is part of what [SPGM 2025–2030 Objective 2.1](#) is designed to accomplish: increasing course success rates across all modalities by 5% by 2030. Program review is the mechanism through which disciplines examine equitable learning achievement across modalities at the course and program level, with [Nuventive dashboards](#) providing faculty disaggregated data by modality and student population embedded directly into the three-year review cycle.

Distance education (DE) faculty teach under a policy and credentialing framework that establishes Regular and Substantive Interaction (RSI) expectations before instruction begins. [AP/BP 2105: Distance Education](#) establishes federal, state, local, and accreditation requirements related to online education. Faculty receive both [AP/BP 2105](#) and the [RCCD RSI guidelines](#), which they must acknowledge each time they approve an online teaching assignment. All DE faculty must hold the [RCCD Online Teaching Certification](#) by December 2026. Certification may be earned through either a peer-to-peer review process developed collaboratively by faculty across all three RCCD colleges or by completing district-approved training through @ONE (Online Network of Educators) or another institution. Faculty recertify every three years to ensure ongoing alignment with evolving RSI expectations and online teaching practices. Norco College faculty teaching distance education sections are working toward completion of the RCCD Online Teaching Certification ahead of the December 2026 deadline. As of July 8, 2026, 240 of 361 Norco College DE faculty hold current RCCD Online Teaching Certification, representing 66.5% of those required to certify by the December 2026 deadline ([DE Online Teaching Certificate Percents](#)).

In Summer 2025, while the certification process was being rolled out, the RSI Workgroup conducted an internal Mock Review of 20 course sections using the ACCJC Quality Continuum Rubric for Distance Education. This internal review represented the first systematic, section-level assessment of actual RSI practice based on the ACCJC rubric at Norco College. The results were instructive. On substantive interaction, 90% of sections demonstrated at least two qualifying interaction types, indicating that faculty are engaging with students in meaningful ways. The gap was in regular interaction as only 35% of sections demonstrated both required elements. The most common issue was the absence of communication and monitoring expectations in the syllabus or Canvas shell ([RSI Mock Review Results, Summer 2025](#)).

The RSI Workgroup translated these findings into a coordinated institutional response in Fall 2025, anchored by a faculty-led support campaign that produced a set of faculty-facing resources and tools: dedicated [webpage content on RSI practice](#), [handouts explaining types of RSI](#) and the ACCJC rubric for each, [DesignPlus templates](#) incorporating RSI elements, an [RSI support request form](#) for faculty inquiries, drop-in workshops, an [email campaign distributing RSI guidance](#), [Canvas Commons modules](#) curating examples of RSI practice, and an [RSI Self-Check](#) available through Microsoft Forms. This addresses the

most common gap identified in the Mock Review ([RSI Campaign Wrap-Up and Next Steps](#)). That outreach has continued: beginning in the second week of Spring 2026, a biweekly [Accreditation Action Notes](#) email series reaching all faculty has included a standing RSI section in every issue, alongside updates on other accreditation priorities.

The Workgroup also recommended an addition to the College syllabus shell incorporating communication and monitoring expectations. [Academic Planning Chairs](#) revised the syllabus shell accordingly, and the [Academic Senate](#) approved the new version. The College also draws on ongoing district-level support: [RCCD District Distance Education](#) provides faculty with continuing [professional development](#) opportunities and resources related to RSI.

The Mock Review surfaced not only a specific gap in regular interaction but also the broader need for a recurring institutional mechanism to evaluate whether RSI is happening across the College. The RSI Workgroup responded by designing the [Annual RSI Check](#), applying the Mock Review methodology as a recurring institutional practice. The [Distance Education Committee](#) and [Academic Senate](#) approved the process on May 4, 2026, with the first implementation scheduled for Fall 2026. The Annual RSI Check is now the College's standing mechanism for regularly evaluating actual RSI practice across course sections. The check will generate comparable evidence across terms about the state of RSI practice and provide the data foundation for targeted professional development that responds to documented faculty needs.

Two priorities frame Norco College's continued work in distance education: sustaining what has been built and extending it further. One way to sustain the College's RSI work as a recurring institutional practice is through dedicated coordinator time. The Distance Education Committee (DEC) identified dedicated faculty support as the preferred long-term approach and recommended establishing Distance Education Faculty Support Coordinator positions to provide leadership for the annual RSI review process and broader online education initiatives. The College is evaluating the most appropriate staffing and funding strategies for this request within available institutional resources. [DEC](#) also has a long-standing request for funding and support to establish a local [Peer Online Course Review \(POCR\) process](#). POCR, which is part of a state-wide California Community College initiative, would extend systematic review from RSI compliance to course design across all dimensions of online teaching quality.

2.7. The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Norco College identifies students' academic, non-academic, wellness, and basic needs through coordinated assessment mechanisms beginning at entry. The [Holistic Student Support \(HSS\) Survey](#) is introduced during new student orientation and remains available 24/7 through Canvas, allowing students to complete it at any point during their educational journey. The survey assesses students across four domains and produces student-level data that informs proactive outreach and service coordination.

The College begins intake and onboarding processes before students enroll and those processes continue through their first term. Educational Resource Advisors are embedded bi-weekly at each feeder high school, and Admissions and Records staff provide on-site support each week at CNUSD high schools during peak dual enrollment periods, bringing the College's services to students at the point of decision.

[Outreach activity](#) has grown each year, from 57 events in 2023–2024 to 90 in 2024–2025 to 115 by spring of 2025–2026, supplemented by 108 dual enrollment support activities in the same period. [Financial aid outreach](#) has expanded in parallel, with workshops and presentations increasing from 6 to 11 high schools, the launch of a continuation school outreach initiative in partnership with the Dual Enrollment team, and targeted text and email nudges to students who have not yet submitted a FAFSA or California Dream Act Application. The NC Kickoff Summer Bridge program provides a structured entry point for incoming first-time students. A First-Year Experience program launching in Fall 2026 will focus on completion of comprehensive education plans during students' first year. Orientation, conducted across multiple modalities, anchors the onboarding sequence and embeds the HSS Survey to identify student needs at entry. Beginning in Spring 2026, Parent Engagement Nights expanded onboarding to students' families to help them better understand college expectations, available resources, and ways to support students throughout their educational journey ([Strategic Plan: Student Services Access, May 2026](#)).

Learning support at Norco College is anchored by the [Library](#) and the [Learning Resource Center \(LRC\)](#), which together provide equitable access to academic resources, academic support, information literacy instruction, learning technologies, and collaborative learning opportunities that promote student success throughout the educational journey. Although housed in the same building, the Library and LRC serve distinct but complementary functions. The Library provides print and electronic collections, online database subscriptions, research instruction, study space, information literacy support, and technology lending to support student learning across all disciplines. Library faculty deliver research assistance through multiple modalities, including in person, online chat, text, email, and phone, and provide course-integrated research workshops, video tutorials, Library Guides, and a one-unit [Introduction to Information Literacy \(LIB-1\)](#) course that develops students' information literacy skills. The Library continues to expand access through online [information literacy modules in Canvas](#), [textbook and laptop lending](#), [after-hours locker pickup](#), and [free student printing](#) funded by the Associated Students of Norco College, removing barriers to participation and supporting equitable student success.

Library programming further promotes student engagement through events such as [Read 2 Succeed](#), [Celebrate Books and Libraries](#), [Open Mic Poetry](#), [Finals Brain Breaks](#), and recurring [Open House events](#) that introduce students to library resources and other academic and student support services, including the Learning Resource Center, Writing and Reading Center, Disability Resource Center, Health Services, and Basic Needs and Wellness. The Library also advances the College's Guided Pathways and equity goals through sustained faculty partnerships and innovative cross-disciplinary collaborations. Through its [Library Liaison Program](#), each academic school and off-campus center is assigned a librarian who serves as a dedicated partner to faculty by attending school meetings, developing discipline-specific research guides, supporting course assignments and open educational resources (OER), coordinating services for special populations, and planning school-based learning activities that strengthen connections between the Library and instructional programs. These partnerships have led to innovative instructional collaborations, including a [Title V-funded experiential learning project](#) that originated through the Library Liaison Program in partnership with the Art and Art History disciplines. Students created and exhibited artwork celebrating diverse historical figures, transforming library study spaces into inclusive learning environments while engaging in authentic, high-impact learning experiences that mirror professional practice ([Pathways to Excellence Title V Report](#), [Century Circle Report Art](#)). Building on its commitment to equitable and engaging instruction, the Library also developed [On the Research Trail](#), an original graphic novel that teaches information literacy and evaluation of online information through an inclusive, culturally responsive format integrated into library instruction, Canvas modules, and the LIB-1 course ([Century Circle Report Library Comic](#)).

During 2025, the Library was open 66 hours during a typical week of the Fall and Spring semesters, recorded an annual gate count of 75,245 visitors, hosted 1,372 students in information literacy workshops, and provided more than 63,000 free student prints. Library faculty also collect assessment data, usage statistics, and student feedback to evaluate services and inform ongoing improvements, ensuring that library resources continue to align with student needs and institutional priorities ([Library Annual Usage Data, 2025](#)).

The [Learning Resource Center \(LRC\)](#) provides tutoring, writing and reading support, embedded course-based tutoring, and study space across in-person and online modalities. [In Fall 2025](#), the LRC recorded 10,431 total visits, which represents a 43% increase from Fall 2024, with one-on-one tutoring appointments growing 200% from 183 to 549 over the same period. [In Fall 2025](#), students logged more hours using LRC study space (8,392 hours) than all tutoring activities combined (6,448), confirming that students use the LRC as a primary academic workspace, not only a tutoring resource. In the same term, students who received tutoring succeeded at 78% compared to 67% for non-tutored peers in the same course sections representing an 11-percentage point gain. Disaggregated gains were strongest for the populations most central to the College's equity work: Black/African American students gained 10.4 percentage points (67.4% vs 57.0%), Hispanic/Latino students gained 11.2 percentage points (75.0% vs 63.8%), low-income students gained 12.7 percentage points, and first-generation students gained 11.3 percentage points ([LRC Annual Outcome Report, 2024-25](#)). [Tutorial Services presented this data to Academic Senate](#), APC, and the Student Support Council during Spring 2026 as part of the Standard of Care initiative defining and strengthening academic support roles. The [tutoring program](#) aligns with College Reading and Learning Association (CRLA) guidelines and is designed to meet International Tutor Training Program Certification (ITTPC) standards, with tutors completing structured initial onboarding and ongoing professional development that includes content competence, active learning, communication skills, and equity-minded practice. [The Writing and Reading Center \(WRC\)](#), part of the LRC's writing support infrastructure, has served over 4,000 students since 2022, and success rates in English composition, notably ENG C1000, have risen since the WRC's establishment ([Tutorial Services Presentation, Academic Senate, May 2026](#)). The LRC's approach of analyzing usage trends and disaggregated outcome data to refine how services are delivered serves as a working model for extending similar evaluation practices to other student services.

Counseling and academic advising anchor the College's support services, with measurable outcomes connecting advising work to student completion. Over the past five years, the average number of units students take to reach degree completion has decreased from 88 to 77, representing a 12.5% reduction in excess units. Annual Hispanic/Latinx degree and certificate completion has grown from 535 to 626, a 19.2% gain. Overall, two-year graduation rates increased from 7.4% in 2018-2019 to 10.4% in 2024-2025, and Hispanic/Latinx four-year graduation rates have risen 24.8% since 2019 ([Strategic Plan: Advising and Counseling, May 2026](#)). The College supports this work through structured case management documentation that maintains continuity across counseling interactions, and through a [faculty-facing resources page](#) that connects advising practice to teaching practice. Targeted learning communities and categorical programs extend support to students with specific needs and identities. [TRIO Student Support Services \(SSS and SSS-STEM\)](#), [EOPS/CARE/NextUp](#), [CalWORKS](#), and [veterans services](#) provide counseling, financial assistance, and specialized academic support to students who face additional barriers to success.

The [Disability Resource Center \(DRC\)](#) ensures equal access to the educational experience for students with disabilities through a structured intake process: students submit a [DRC application](#), provide disability verification, an IEP or 504 plan, a medical provider's letter, or a VA disability rating for veterans and meet

with a DRC counselor to establish approved academic adjustments. Adjustments may include assistive technology, alternate media, note-taking support, priority registration, testing accommodations, and ASL interpreting or real-time captioning, alongside dedicated counseling for academic planning and disability-related concerns. [Promoting Achievable College Transitions \(PACT\)](#) extends this support upstream, offering college-exploration and matriculation services to autistic and otherwise neurodiverse high school seniors, followed by on-campus support through their first semester of college.

[Norco College's Credit for Prior Learning \(CPL\)](#) framework extends academic support to veterans, working adults, and students arriving with industry-recognized credentials by recognizing learning students bring from outside traditional college enrollment. Codified in [BP/AP 2235](#), the framework recognizes 11 distinct methods of prior learning including Advanced Placement, International Baccalaureate, College-Level Examination Program, Joint Service Transcripts, industry-recognized credentials, work-based learning, student-created portfolios, Credit by Examination, high school articulation, noncredit and professional development learning, and approved agency examinations. Operationally, the College utilizes the Mapping Articulated Pathways (MAP) platform, which Norco originated in 2017 as a response to a Norco equity study identifying veteran enrollment and completion gaps. MAP reviews military transcripts against thousands of American Council on Education credit recommendations and surfaces credit-bearing equivalencies for student educational plans. The College houses a dedicated CPL Coordinator and CPL Counselor who guide students through prior learning recognition and who support faculty across the College in articulation processes. Through the current cycle, the MAP initiative has scaled to a California Community Colleges Chancellor's Office Vision 2030 demonstration project supporting all 116 California community colleges ([California Map Initiative](#)).

Beyond academic advising, the College provides comprehensive services for student wellness, health, and material needs. Mental health services responded to over 110 CARE Team referrals during 2024-2025, provided 963 hours of direct clinical service to 167 students, and engaged 1,246 students in 310 prevention and early intervention activities. Student Health Services supports physical health through in-person and telehealth appointments, including preventive screenings, immunization counseling, and community referrals. Insurance screening is standard practice at every encounter to identify Medi-Cal and Inland Empire Health Plan (IEHP) eligibility, supported by the College's partnership with IEHP. The Basic Needs and Wellness Office, recently rebranded as the STABLE, increased from 5,489 visits in Fall 2024 to 8,176 visits in Fall 2025, representing 49% growth ([Strategic Plan: SS Health and Financial Aid, May 2026](#)). Among individual service areas, childcare services increased by 220%, mental health services by 142%, physical health and hygiene services by 102%, and housing insecurity support by 75% ([NC Basic Needs Manager Presentation 2026](#)). Core services include a food pantry, housing assistance through the Homeless and Housing Insecurity Program (HHIP) and emergency rental assistance, CalFresh application support, and a professional clothing closet. Financial Aid extends institutional support through both processing and outreach: between 2022-2023 and 2024-2025, the number of students receiving aid grew from 8,344 to 11,080, with aid disbursed rising from \$18.2 million to \$22 million. Targeted outreach includes monthly text and email nudges for students with unfiled applications and Financial Aid Hours newly established in the Unity Zone in Spring 2026 ([Strategic Plan: SS Health and Financial Aid, May 2026](#)).

The College provides clear information and supports for students pursuing transfer and career pathways. The [Transfer Center](#), with a dedicated Transfer Coordinator/Counselor reassignment established in 2025-2026 and a new office location, supports students through workshops, application support, and student-facing programming. All general Educational Resource Advisors have been trained to provide transfer

advising, extending transfer support across the student services workforce. Hispanic/Latinx transfer rates have risen 31.8% since 2019, and the Fall 2025 Transfer Jam saw a 62% increase in student participation compared to Fall 2024 ([Strategic Plan: SS Transfer and Career, May 2026](#)). The [Career Center](#) supports students through career planning, self-assessments, employment services, and the Handshake job board, with services currently delivered online and appointments scheduled via email. Counselors have completed professional development in the Cognitive Information Processing (CIP) model of career counseling, and a new career exploration course, [GUI-47A](#), launched in Spring 2026. A planned expansion will train all Educational Resource Advisors to provide employment support including job search, resume writing, interview skills, and professional networking.

The College communicates support services consistently through the [Norco College Catalog](#), which provides baseline descriptions and access information for counseling, the Disability Resource Center, the Library and Learning Resource Center, veterans services, and other student-facing programs. Information on how to access support services also reaches students through their daily learning environment: the [Student Handbook lives in a Canvas shell](#), and the RSI Workgroup has developed a Canvas Home Page template and faculty-facing assignment templates that integrate links to support services at the point of need. Support services are evaluated through the [institutional program review cycle](#), in which units complete a full cycle review every three years and may submit annual updates connecting service data, equity analysis, and resource requests to institutional priorities. Student Services as a whole operates against documented Education Master Plan goals, objectives, and Key Performance Indicators aligned to the RCCD Strategic Plan, with progress reviewed and presented to the Academic Senate and other governance bodies. The [May 2026 presentation to Academic Senate](#) documented disaggregated outcome data across major service areas including counseling and advising, mental health, basic needs, financial aid, transfer, and tutoring, with each service area aligned to specific KPIs and connected to action plans informed by [IEPI Partnership Resource Team recommendations](#) on the Standard of Care, data and technology, communication, and student engagement.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Norco College fosters belonging and community through a broad, intentionally varied ecosystem of engagement opportunities that connect students with the institution, academic programs, and one another. Student-led organizations form the foundation: the College supports over 40 active clubs and organizations through the [Associated Students of Norco College \(ASNC\)](#) and the Inter Club Council, providing students with structured opportunities for leadership, identity expression, and peer connection ([ASNC Constitution](#); [Club and Organization Webpage](#)). Student leaders are invited each semester to participate in [Step Up to Leadership](#), a program designed to actively develop and strengthen their leadership skills. [Career and Academic Pathway \(CAP\) Hour events](#) create recurring, readily accessible opportunities for students to connect with programs, faculty, and professional networks across all eight Schools.

Campus wide cultural events celebrate and validate diverse student identities. The Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee and student equity programs host recurring events including a Lowrider Car Show and History Lecture, a Diwali Festival of Lights, a Día de los Muertos celebration, a college-wide Equity Summit, and a Black History Month program, each designed to affirm

the identities and histories of Norco College's student community ([DEIA Event Examples](#)). The college wide [Read 2 Succeed](#) shared reading program brings together students, faculty, classified professionals, administrators, and local community members around a common book each semester, with multiple structured points of connection including a book discussion, a panel discussion, and an author presentation. A recent selection, *Illegally Yours* by Rafael Agustín, provided the opportunity for college-wide dialogue about the undocumented student experience which is timely and relevant to the College's student population that is 58.9% Hispanic/Latinx. The 28th Annual Harvest Festival, presented by ASNC and the Inter Club Council, is a free, public-facing community event that extends belonging beyond the campus boundary ([Harvest Festival Examples](#)). The [NOMU \(Norco Music\) Festival and Carnival](#), sponsored by ASNC, the Art Department, and Norco Music, is a free annual event that showcases Norco College student performers and fosters student engagement.

Norco College's engagement ecosystem is designed around the documented needs of its student population, with particular attention to students who have been historically under-resourced. [Umoja](#) fosters student success, community, and leadership with an emphasis on the African-American population; and [Puente](#) provides culturally relevant mentorship and academic pathways designed to support Hispanic/Latinx student success while remaining open to students of all backgrounds. The Promoting Achievable College Transitions (PACT) program, made possible through an award from the Inland Empire Regional K-16 Collaborative, creates structured engagement spaces for neurodivergent students ([PACT Program Documentation](#)). Mental health programming reflects the specific stressors and cultural contexts of the College's student population, recognizing that belonging and wellness are interconnected ([Mental Health Programming Documentation](#)).

Engagement design also responds to material realities impacting students. The [Spring 2025 RealCollege Survey](#) found that 55.3% of respondents had cut or skipped meals and 15.9% had experienced homelessness or couch surfing, both increases from 2023. These findings informed how the College implemented its mandated expansion of Basic Needs services, resulting in a centralized Basic Needs Hub that consolidates food, housing, CalFresh, and other material support into a single coordinated access point on the main campus ([Basic Needs and Wellness Year Four Assessment](#)). Usage confirms students are reaching the service: basic needs visits grew 49% between Fall 2024 and Fall 2025, from 5,489 to 8,176, already exceeding the District's 2030 target of a 25% increase. The College has also examined who it is not reaching, finding that roughly 37% of students were unaware of the Center and that stigma and perceived ineligibility, rather than absence of need, were the primary barriers to use. In response, the College introduced online ordering with locker pickup for off-hours access and is implementing a rebrand of the office to reduce the stigma associated with seeking support ([Basic Needs and Wellness Year Four Assessment](#)).

The College assesses engagement quality at multiple levels and is building the documentation infrastructure to connect assessment findings to institutional response. At the institution level, outcomes data from the [Special Programs Annual Update](#) shows that students participating in CalWORKs, the Disability Resource Center, and EOPS achieve success rates comparable to or exceeding the general student population. At the activity level, CAP Hour events have used participant feedback mechanisms ([CAP Hour Assessments](#)). The [Holistic Student Supports model](#) includes a belongingness and connection domain in new student orientation, with a structured follow-through process connecting identified needs to outreach. The College completed a pilot of [five standardized case note templates](#) in December 2025 to support consistent documentation of student interactions, referrals, and follow-up and is developing eight additional templates, with full implementation planned for 2026 across Colleague, SARS, and

Element451. Together, these tools will strengthen the infrastructure connecting individual student needs with coordinated institutional responses.

This commitment to documentation and accountability is reflected more broadly in the Standard of Care, a district-wide initiative to transform counseling, advising, and tutoring services. During 2025–2026, Norco College established a [shared definition of the Standard of Care](#) through a cross-functional workgroup, clarified the roles and responsibilities of Counselors and Educational Resource Advisors, and conducted faculty and student focus groups on tutoring services. At Norco College, the Standard of Care means: Every student is welcomed and provided equitable support through coordinated services to ensure clear pathways to complete their academic and career goals within three years ([Spring 2026 Town Hall Meeting Notes](#)).

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)

Norco College conducts systematic program review and outcomes assessment through interlocking governance structures, documented cycles, and data infrastructure. Together, these make disaggregated evidence of student learning and achievement central to program improvement. The Program Review Committee (PRC), a standing committee of the Academic Senate, governs a three-year review cycle for all instructional, student services, and administrative units, with annual update options for units with active goals or resource requests ([Program Review and Resource Request Procedure](#)). [Nuventive prompts](#) require every discipline to analyze multi-year trends in success, retention, awards, and equity indicators, with embedded [dashboards](#) supporting disaggregated analysis by student subgroup. A [standardized feedback tool](#) prompts reviewers to verify that equity gaps are identified and paired with stated action plans, strengthening review quality and consistency.

The Norco Assessment Committee (NAC), also a standing Academic Senate committee, maintains a parallel [six-year outcomes assessment rotation plan](#) and holds primary governance responsibility for measuring student learning across instructional programs and learning support services. NAC's [Assessment Handbook](#), approved in May 2026, documents the institution's outcomes framework across course, program, institutional, and service area levels. It articulates appropriate and inappropriate uses of assessment data, defines the six-step assessment cycle, and provides equity-minded reflection prompts for faculty and staff.

Recent program reviews across each PRC category show this framework generating concrete institutional responses to disaggregated findings. In [Computer Information Systems](#), faculty responded to a fourteen-percentage-point success gap for African American male students with an action plan of proactive outreach, targeted STEM Center and Umoja referrals, and more representative course materials. In Student Services, the [Special Programs annual update](#) found that students in CalWORKs, DRC, EOPS/CARE/NextUp, and Phoenix Scholars complete Student Educational Plans at nearly double the rate of the general population, 90.6% versus 46.5%, attributed to built-in intrusive counseling and case management. The same review named a gap in Phoenix Scholars (foster youth) success and GPA outcomes, with a staffing response mapped directly to the College's KPI target for closing it.

In [Planning and Development](#), a qualitative study identified root causes behind persistent equity gaps for African American, Latinx, and Men of Color students, leading to Student Equity Inquiry Teams trained in

logic-model interventions tied to specific KPI targets. This work informed a funding request for Men of Color program operations, supporting approximately 150 scholars, a majority of whom identify as Black and/or Latino, justified directly by the College's own disproportionate-impact data on these populations. The request was granted ([Student Equity Plan 2025–2028](#)).

In the [Learning Resource Center \(LRC\)](#), students who received tutoring in 2024-25 succeeded at a rate of 78.4%, compared to 67.3% for students in the same course sections who did not, with Hispanic/Latino students, the LRC's largest tutored population, showing the strongest gain (77.1% vs. 64.4%). The Writing Resource Center shows a similar pattern, contributing to rising success rates in transfer-level composition since its 2022 founding. A Tutoring Standard of Care Workgroup, convened in Fall 2025, is building on this momentum with targeted outreach to expand participation, and presented progress to the Academic Senate in Spring 2026 ([Tutorial Services Presentation, Academic Senate, May 2026](#)).

The College's learning outcome assessment infrastructure follows a parallel trajectory, maturing from baseline data collection toward embedded, equity-focused practice. Norco's course-level SLO assessment infrastructure shifted significantly with the College's transition to Canvas-based data collection, which enabled, for the first time, comparison of learning outcomes on a common scale and tracking over time across disciplines ([Five-to-Thrive Presentation to BOT](#)). NAC expanded Canvas's capabilities in Fall 2025 to support PLO assessment, and programs began developing their own PLO assessment schedules ([Annual Assessment Report 2024–2025](#); [Program-Specific PLO Mapping Documents, 2026](#)). As of Fall 2025, 22% of active courses had collected SLO data in Canvas, rising to 27% by Spring 2026. This reflects the phased rollout of Canvas-based assessment and the training it requires ([Learning Outcome Assessment Status Briefing](#); [Annual Assessment Report 2024–2025](#)). [Disaggregated course-level dashboards](#) went live in Nuventive following Spring 2026 Academic Senate approval. NAC is now piloting a [Course Outcome Assessment area](#), with a parallel Nuventive area for program-level (PLO) results in development.

This infrastructure is already generating discipline-level dialogue. In [Psychology](#), faculty confronting underperformance on a specific learning outcome held three assessment meetings in Fall 2025, leading to concrete instructional adjustments. In the [School of Business and Management](#), faculty across five concentrations met in Spring 2026 to reconcile inconsistent PLO assessment approaches. At the institutional level, this same pattern extends to General Education Learning Outcomes: tri-college assessment committees, including NAC, found the [Critical Thinking GELO](#) too long and repetitious to assess effectively, and the Board of Trustees approved revised language on November 18, 2025 ([Process for Updating ILO Language, Academic Senate Presentation](#); [Board of Trustees Approval](#)).

Norco College's equity-specific review is anchored in the [Student Equity Plan \(SEP\)](#). The plan uses the CCCCO-required Percentage Point Gap Minus One (PPG-1) methodology, which identifies Black/African American and Hispanic/Latinx students as the College's highest-DI populations. Rather than launching new interventions without understanding root causes, Norco convened a cross-constituency inquiry team to research why these gaps persisted. Findings became the [2025–2028 SEP's action plan](#): a Summer Bridge program for Black/African American students, a First-Year Experience cohort for Hispanic/Latinx students, and a redesigned communication strategy.

Norco College's improvement work in this area focuses on extending current assessment infrastructure across all outcome levels and ensuring the full assessment cycle, from data collection through reassessment, operates consistently. Two priorities now guide this work. The first is extending the [Course Outcome Assessment pilot](#) so that the College's assessment cycle, faculty dialogue, equity analysis, and reassessment is executed consistently within Canvas and Nuventive across all disciplines. The second is

extending this same infrastructure to program-level results: NAC is beginning work on a parallel Nuventive area for programs to record PLO assessment results, sequenced after course-level practice is established ([NAC Minutes documenting PLO area work](#)), while the Office of Institutional Effectiveness has developed a process for Institutional Learning Outcomes and Area of Emphasis Program Learning Outcomes assessment using Canvas outcomes data, with results informing faculty dialogue beginning Fall 2026 ([ILO Assessment Plan, Fall 2026](#)). Both priorities reflect what program review has already demonstrated: outcomes-focused improvement is strongest when equity-minded analysis and follow-through are embedded in routine practice.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote success for all students. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve mission fulfillment. (ER 8, ER 14)

Norco College employs qualified faculty, classified professionals, and administrators, each hired through processes governed by Riverside Community College District (RCCD) Board Policies and Administrative Procedures and administered by the RCCD Human Resources and Employee Relations (HRER) office. As of the most recent reporting period (2021-22), the College employed 96 full-time faculty, 239 associate faculty, 129 classified professionals, and 31 managers and administrators, with workforce composition monitored and reported through the [RCCD Annual Workforce Report](#). Full-time faculty staffing is measured against the state-mandated Faculty Obligation Number (FON), the minimum number of full-time equivalent faculty the District must employ, with 50% compliance as the minimum and 75% as the long-term goal. As of Fall 2025, the District reported a full-time faculty ratio of 55%, exceeding the 50% state minimum, though still below the 75% long-term goal ([Norco College FON 25FAL](#)). Norco College's workforce is diverse: 34% of employees identify as Hispanic/Latino, 10% as Asian, 9% as Black/African American, and 45% as White, and women make up 57% of the workforce. Across the District, Norco's regular faculty and associate faculty groups recorded the greatest gains in racial and ethnic diversity during the 2019-2020 through 2021-2022 reporting period, with the Simpson's Diversity Index for regular faculty rising from .54 to .58 and for associate faculty from .61 to .65 ([2022 RCCD Workforce Report](#)).

Staffing needs are identified through the three-year program review cycle, in which every academic, student services, and administrative unit submits data-grounded resource requests tied explicitly to college mission, Educational Master Plan objectives, and strategic plan priorities. Requests are ranked by the appropriate governance council and forwarded to Executive Cabinet for final determination ([Program Review Reports Website](#); [Program Review and Resource Request Procedure](#); [Business Services Prioritization Process 2023](#), [IEGC Prioritization Process](#)).

The December 2025 Academic Senate meeting provides an example of how program review recommendations and institutional data inform faculty staffing decisions. The College President reported on the status of faculty hiring recommendations forwarded through the governance process, explaining that approved positions reflected documented institutional needs, including a mandated Disability Resource Center (DRC) Counselor, an Engineering/Environmental faculty member to address high-efficiency and districtwide workforce demand, and a special-program-funded Men of Color Counselor/Coordinator. The update also described why other requests would not move forward, citing factors such as curriculum and facilities readiness and existing counseling staffing ratios. Looking ahead, the President noted that the Academic Planning Council would continue refining the faculty prioritization process using Power BI efficiency data to strengthen future hiring decisions ([Academic Senate Minutes](#),

[December 2025](#)).

All employees are hired against qualifications appropriate to their role. Faculty must meet California Community Colleges minimum qualifications per [BP 6120: Recruitment and Hiring](#); administrators must meet Education Code minimum qualifications per [AP 6120A: Academic Employees: Minimum Qualifications and Equivalencies](#); and classified professionals must meet position-specific education and experience requirements defined in their job descriptions ([Sample Job Description Examples](#)). Minimum qualifications and equivalency procedures are further governed by [BP/AP 6210: Minimum Qualifications and Equivalencies](#), which establishes the standards and process by which faculty may petition for equivalency when qualifications differ from but equal or exceed published minimums. Faculty job descriptions enumerate the full scope of faculty responsibility, including curriculum development and Student Learning Outcomes (SLO) assessment as defined components of the workload. Job announcements are crafted to reflect required qualifications, desirable characteristics, and the District's commitment to culturally responsive pedagogical practices, equity-minded teaching, and service to a diverse student community ([Faculty Job Description Examples](#)). RCCD verifies the education, training, and experience of all new hires, including equivalency evaluation for degrees earned at non-U.S. institutions, in accordance with [BP 6126: Applicant Background Investigations and Reference Checks](#).

District hiring practices also encourage internal mobility. Open faculty, administrative, and classified positions are advertised internally as transfer opportunities across the District before opening to public recruitment ([Internal Transfer Opportunity Email Examples](#)).

The [RCCD EEO Plan](#) is developed, monitored, and revised through the [Diversity, Equity, Inclusion, and Accessibility Sub-Committee \(DEIC\)](#), a permanent subcommittee of the District Strategic Planning Council (DSPC). DEIC includes representation across constituent groups. The committee explicitly frames its work through a racial justice and equity lens, monitoring district-wide EEO progress and recommending plan revisions. All screening and selection committee members must complete Title 5-required EEO training prior to participating in any screening committee or hiring process ([RCCD EEO Plan 2020](#), [RCCD EEO Plan 2023-2026 Draft](#); [Title 5 EEO Training Form](#)). The District's commitment to diversity and equal employment opportunity is codified in [BP 6100: Commitment to Diversity](#) and [BP 6420: Equal Employment Opportunity](#).

RCCD evaluates its employment practices through recurring processes anchored by the annual EEO and Workforce Report, submitted to the State Chancellor's Office. The report provides disaggregated data on hiring, retention, and workforce composition. Findings inform improvements to recruitment outreach, onboarding, and job description language. Over the most recent reporting period (2019-20 through 2021-22), Norco College's regular faculty and associate faculty groups recorded the greatest gains in racial and ethnic diversity District-wide, with the Simpson's Diversity Index for regular faculty rising from .54 to .58 and for associate faculty from .61 to .65; the Classified Professionals group saw a slight decrease (.62 to .60) during the same period ([EEO Workforce Report](#)). Ongoing efforts to strengthen applicant pool outreach and screening committee practices reflect the College's commitment to a workforce that mirrors the community it serves.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.

Norco College's professional learning system is built around a coordinated Flex Day calendar governed by Title 5 and the Faculty Association Collective Bargaining Agreement, which requires that full-time faculty complete 24 hours of professional development annually, eight of which must be equity-related, and that all programs be evaluated for effectiveness ([Faculty Association Bargaining Agreement FLEX](#); [RCCD FLEX Website](#); [FLEX Policy](#)). Flex Days, planned by the [Faculty Professional Development Committee \(FPDC\)](#) before each fall and spring semester, have centered equity as an organizing theme, with recent sessions including "Seeing Beyond Bias: PANning towards Justice and Equity," "ALASS: Advancing Equity Together," Regular and Substantive Interaction (RSI) in online courses, and zero-textbook-cost (ZTC) course development ([Flex Day Schedule and Session Materials](#)). RCCD [BP 6160: Professional Learning](#) further supports a culture of professional growth through salary advancement provisions for all full-time employees and sabbatical leave for faculty.

Faculty Communities of Practice in English and Mathematics extend this work into sustained, discipline-specific inquiry: English faculty convened to analyze ENG-91 corequisite outcomes and shared best-practice guidelines college-wide, while Math faculty adopted shared practices including affective-domain activities, standards-based grading, and culturally relevant statistics datasets, all targeted at closing equity gaps in gateway courses ([AB1705 Year 2 Report, August 2025](#); [Spring 2026 Progress Survey](#)). These investments correspond with measurable gains for students: first-year English throughput increased by 18% and throughput across Statistics and Liberal Arts Mathematics (SLAM) pathways increased from 9% to 16% ([AB1705 Year 1 Report, August 2024](#)).

The [Norco Teaching Institute \(NTI\)](#), [launched in Fall 2025](#) after two years of Guided Pathways planning and building on the equity-focused work of the English and Mathematics Communities of Practice, provides a faculty-led, cohort-based professional learning experience grounded in research-based, practical, and equity-focused pedagogy. The first cohort enrolled 21 full-time and part-time faculty across four modules: Establishing a Welcoming Environment, Active Learning Strategies, Alternative Assessment Strategies, and Humanizing Your Syllabus, with online preparatory work paired with in-person sessions and structured opportunities for immediate classroom implementation. End-of-cohort survey results showed strong faculty satisfaction across modalities, with half of respondents already implementing changes by end of term and another third planning changes for the following semester. Based on cohort feedback, the NTI team documented specific revision plans and is recruiting for a Fall 2026 cohort ([Norco Teaching Institute, Academic Senate Presentation, April 2026](#)).

The College has also invested in sustained equity-focused professional development reaching faculty, classified professionals, and administrators. The [2023 Achieving Equity in Guided Pathways Summit](#), a two-day institutional event opened by the College President and District Chancellor, brought together over 140 employees across constituency groups for keynote work and structured engagement across the four Guided Pathways pillars ([Summit Survey Results, 2023](#)). The [2025 college-wide Storytelling Equity Summit](#) engaged faculty, classified professionals, and administrators in a three-session professional learning series that used storytelling, reflection, and dialogue to strengthen cultural awareness, deepen equity-minded practice, and build stronger relationships across the campus community. In response to a post-event survey, 91% rated their overall experience at the Summit as Excellent or Good, and 100% felt the Summit created an inclusive, welcoming environment. Respondents most often named the storytelling exercises and cross-constituency dialogue as the Summit's most valuable elements ([Equity Summit Feedback Survey](#)). The [Caring Campus initiative](#), an Institute for Evidence-Based Change (IEBC) program, launched at the College in Fall 2025 with a cohort of 25 classified professionals and staff developing behavioral commitments that support student belonging and persistence. The [Equity](#)

[Leadership Series \(2025–2026\)](#), a six-part series for campus managers, provided equity-minded leadership development across themes including race-conscious leadership, organizational culture, and shared leadership, culminating in a capstone project on racial equity.

Professional learning opportunities extend across all employee groups. Classified professionals and confidential employees access professional growth through [RCCD's Professional Growth Program](#), which provides monetary incentives for approved coursework and development activities. Administrators participate in leadership development through district-coordinated programs and external conferences. Managers who obtain a doctoral degree receive a 2.5% compensation increase in recognition of advanced professional growth. The Management Leadership Association (MLA), a district-wide organization for administrators, coordinates professional development opportunities including the [Fall 2025 Retreat](#), which featured a structured session on building productive team cultures and navigating change in higher education environments. Associate faculty are supported through compensated professional development, including up to three hours of general professional development and three hours of equity-focused professional development per academic year ([Faculty Association Agreement, Associate Faculty PD provisions](#)). The [Teaching and Learning Committee \(TLC\)](#), a faculty-led committee, coordinates [Brown Bag sessions](#) on instructional practice during the academic year.

To identify professional learning needs, the College uses multiple methods. The [Institutional Effectiveness and Planning Survey \(IEPS\)](#), administered annually to all employee classifications, includes questions on professional development satisfaction. The Teaching and Learning Committee (TLC) distributes a faculty input form to gather workshop requests and professional learning priorities from faculty; when a faculty member submitted a request for a workshop on reporting assessment results in Canvas, TLC coordinated with the Assessment Committee to develop and deliver a brown bag session on that topic ([TLC Workshop Request Form](#); [Workshop Announcement](#)). Program review also surfaces professional development needs through its equity section, where disciplines identify equity-focused learning priorities as part of their planning process ([Program Reviews: World Languages](#); [Office of the President](#); [Advising & Counseling](#)). Following the 2023 Guided Pathways Summer Institute, the College used participant reflection and institutional data to evaluate impact on teaching practice and student outcomes, demonstrating a structured approach to assessing whether professional learning translates into improved practice ([Achieving Equity in Guided Pathways Summit Documentation](#); [Summit Survey Results, 2023](#)). The College's professional learning programs and resources currently operate through distributed leadership, FPDC for Flex Days, individual program teams for the Norco Teaching Institute and Communities of Practice, the DEIA Committee and partner organizations for equity initiatives, and many standing committees that develop training materials, workshops, and presentations as part of fulfilling their committee charges. The recent Norco College Assessment Handbook, developed by the Norco Assessment Committee, is one current example of substantive professional learning content emerging from committee work ([NAC Minutes Assessment Handbook Workgroup](#); [Norco Assessment Handbook](#)). Coordinating institutional visibility into this varied professional learning landscape and developing consistent expectations for evaluation represent areas the College is actively strengthening.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

Norco College evaluates all personnel on a regular, systematic cycle governed by [RCCD BP/AP 6150: Employee Evaluations](#) and applicable collective bargaining agreements, including [Article XI \(Improvement of Instruction and Tenure Review\)](#) of the agreement between RCCD and the RCCD Faculty Association

(CTA) and [Article XII \(Performance Evaluation\)](#) of the agreement between RCCD and RCCD Classified School Employees Association (CSEA). Evaluation criteria are explicitly aligned to professional responsibilities and the College's mission to support every learner on their educational path. RCCD Human Resources and Employee Relations (HRER) coordinates evaluation cycles across all employee groups. Contract faculty are evaluated each fall for their first four years; tenured faculty are evaluated once every three years; associate faculty are evaluated in their first term of hire, once each year for the next two years, and at least once every three years thereafter; classified professionals are evaluated annually; and managers and administrators are evaluated annually.

Faculty evaluations are conducted through the Improvement of Instruction process defined in the CTA Agreement. The IOI process addresses teaching effectiveness, professional development, curriculum oversight, and SLO assessment, the same responsibilities detailed in faculty job descriptions as defined components of workload ([IOI forms and guidance](#)). [Classified professional evaluations](#) include a [written supervisor evaluation](#) paired with an [optional self-evaluation form](#), with criteria addressing job-specific competencies and overall work performance. During the [probationary period](#), classified employees are evaluated at the end of the second month and each third month thereafter, supporting timely feedback during the formative phase of employment. [Management goal-setting forms](#), completed at the beginning of each evaluation cycle, require managers to identify specific professional goals that are discussed and mutually agreed on with their supervisor. Goals may be aligned to areas of improvement, operational needs, or the district/college strategic plan, creating a structured mechanism for connecting individual performance to college mission. At the end of the cycle, progress toward those goals is reviewed as part of the formal evaluation, connecting individual performance to college mission across the full year ([Management Performance Evaluation Handbook](#)). The evaluation process also includes structured mechanisms for identifying the support employees need to succeed in their roles, reflecting the Core Commitment to Own Our Growth at every level of the institution.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students. (ER 18)

Norco College connects fiscal resources to mission through an integrated planning architecture that links department-level needs to institutional priorities at every stage of the budget cycle. The College operates within the district fiscal policy framework established by [BP 5200: Budget Preparation](#), [BP 5250: Budget Management](#), and [BP 5300: Fiscal Management](#), which collectively govern budget development, expenditure monitoring, and fiscal stewardship across the District.

Norco College administers a substantial portfolio of grants and categorical projects through the College's Grants Development and Management office, with each project governed by documented pre-award and post-award processes and ongoing compliance tracking. The portfolio includes federal awards, state-funded categoricals, and philanthropic funding. State categoricals provide ongoing institutional support for student success, equity, workforce development, and student services programs, complemented by competitive federal and philanthropic awards ([Norco College Grant Overview Presentation](#))

The primary college-level allocation mechanism is the annual [Program Review and Resource Request cycle](#), a formalized process in which departments author resource requests within a three-year program review cycle, with annual update provisions for mid-cycle needs. [Annual budget priorities](#), approved each fall by College Council, establish the governing criteria against which all requests are evaluated, explicitly

directing that allocations support the College's Student Transformation strategic direction, including the Strategic Enrollment Management Plan and equity objectives.

The process funds enhancement as well as sustainability when evidence warrants it. The [2023 Guided Pathways Schools Reorganization](#) illustrates this: following faculty and administrative review, the Academic Senate and College Council approved an expansion from four Schools to eight, with accompanying resource allocation to support the new structure and its equity-focused design.

At the district level, Norco receives general fund unrestricted resources through the [RCCD Budget Allocation Model \(BAM\)](#), developed through the District Budget Advisory Council (DBAC) and grounded in three BAM Operating General Fund Principles, which require that resource allocation decisions be fair (allocation informed by objective, predictable, verifiable data and applied consistently), equitable (resources distributed to adequately support the full array of programs at each college while ensuring statutory compliance and not subsidizing inefficiencies), and transparent (decisions made openly with representative stakeholder groups). The BAM operates on a "FTES as Currency" framework, in which each FTES generated by a college carries a value based on a discipline-specific exchange rate calculated from median historical cost per FTES across four discipline categories: STEM, Liberal Arts, CTE, and Unique programs. The BAM has been implemented in four phases, beginning with the establishment of the discipline exchange rates in FY 2019-20 (Phase I), refining the underlying cost and methodology framework (Phase II), developing a dedicated approach for unique programs in FY 2023-24 (Phase III), and formulating a parallel allocation structure for the District Office (Phase IV). ([RCCD FY 2025-26 Final Budget Narrative](#)).

Long-term fiscal sustainability is supported by the [5-year Capital Construction Plan](#), the [Facilities Master Plan \(FMP\)](#) and the [Educational Master Plan](#), which project capital outlay and programmatic needs against enrollment targets and extend resource planning beyond the annual cycle. Resource requests for off-site locations like the California Rehabilitation Center (CRC), John F. Kennedy (JFK) Middle College, and Stokoe Middle School Campus, move through the same [prioritization cycle](#) as main campus requests, ensuring equitable resource consideration across all instructional sites ([Academic Affairs Program Review 2024-27](#)).

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Norco College's mission as "an open-access college that supports every learner on their educational path" is the explicit foundation from which financial planning proceeds, not a framing device applied after budget decisions are made. This design reflects the core commitment to Commit to Integrity: resource decisions are traceable to institutional priorities at every stage of the budget cycle.

Norco College's planning and budget development takes place within the broader state funding architecture established by the [Student-Centered Funding Formula \(SCFF\)](#), under which 70 percent of district apportionment is calculated based on enrollment (Full-Time Equivalent Students or FTES). This funding model directly informs the College's enrollment planning, program review staffing requests, and budget priority-setting, anchoring local fiscal decisions in measurable student access and success targets ([Budget Allocation Model](#)). Norco's [2024 Strategic Enrollment Management Plan \(SEM\)](#) further specifies the College's enrollment planning architecture, including ongoing work by the Vice President of Academic

Affairs and Deans of Instruction to establish FTES targets at the School and discipline levels to align with District and college budget allocation models.

At the district level, the RCCD Board of Trustees adopts the annual budget through a public hearing process mandated by [BP 5200: Budget Preparation and Reserves](#). The [District Budget Advisory Council \(DBAC\)](#), a district-level shared governance body including administrators, faculty, classified professionals, and students, develops budget assumptions and recommendations. Within this district framework, Norco College conducts a structured annual planning and budget development cycle. Each Spring, [College Council](#) discusses and recommends Annual Budget Priorities grounded in the College's three strategic goals: Student Transformation, Regional Transformation, and College Transformation, establishing the mission-aligned criteria against which all resource requests are evaluated. Faculty have raised concerns about the visibility of the decisions that occur between resource ranking and fund distribution, and the College is working toward more accessible documentation of how funding decisions are made and communicated ([Program Review Committee Minutes May 28, 2026](#); [Program Review Evaluation Notes SUM26](#)).

Norco College's resource request process requires every division to justify requests against institutional planning frameworks, which include equity considerations. The [Library's 2024 Bookeye scanner request](#) illustrates this in practice, linking the program need to the Educational Master Plan, the Student Equity Plan's persistence goal for Black/African American students and transfer-level completion goal for Hispanic/Latinx students, and the Library's own Program/Unit Goal to infuse Diversity, Equity, Inclusion, and Accessibility into its services. The request was funded through an Open Educational Resources grant.

Financial information reaches planners through structured, timely channels. The [Budget Development Calendar](#) sequences information-sharing from February end-of-year projections through September distribution of adopted budget assumptions to the Resources Council, ensuring that council rankings occur against an accurate and current fiscal picture. The Vice President of Business Services keeps college constituents informed of state and local fiscal conditions, and their potential impacts on the District and College, through regular communication at each stage of the State budget cycle: Proposed Budget, May Revise, and Adopted Budget ([CBO Budget Communications](#)). The Vice President of Business Services also draws on district-produced multi-year financial projections, which account for STRS rate increases, contractual cost escalation, and out-year apportionment trends, to inform longer-range planning conversations with the Resources Council and Executive Cabinet.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Norco College and the Riverside Community College District (RCCD) maintain financial integrity through layered automated controls, documented procedures, independent external financial auditing, and transparent stakeholder communication. These processes reflect the College's core value of Commit to Integrity. Financial management practices follow the [California Community Colleges Budget and Accounting Manual \(CCCCO\)](#), which establishes accounting standards, fund classifications, and reporting conventions for all California Community Colleges.

RCCD's Galaxy financial system blocks transactions when funds are insufficient and restricts budget overrides to designated personnel. Invoice approvals follow a multi-signature workflow; year-end

accruals require Vice President-level authorization ([RCCD Galaxy Financial System Documentation, Signature Flow Process](#)).

An independent certified public accounting firm audits RCCD's financial statements, federal awards, and state compliance programs annually, as required by [BP 5400: Fiscal Audits](#). The District qualifies as a low-risk auditee under federal Uniform Guidance. Across the current accreditation cycle, every audit has returned an unmodified opinion, which is the highest level of assurance available ([RCCD District Audit Report, FY 2024-25](#)). The Board of Trustees receives monthly financial reports, quarterly financial status reports, and annual budget documents; [BP 5200: Budget Preparation and Reserves](#) mandates a published budget calendar and public hearing each year. Audit reports, the CCFS-311 Annual Financial Report submitted to the California Community Colleges Chancellor's Office, and [ACCJC Annual Fiscal Reports](#) submitted each Spring are posted publicly, ensuring external accountability across multiple oversight channels ([RCCD Fiscal Reports Website](#)). The College Vice President of Business Services presents quarterly budget performance reports to the College Resources Council, ensuring transparency and accountability, along with a focus on performance indicators within the budget that are significant (Quarterly Reports [Feb 2026](#), [May 2026](#)).

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Norco College and the Riverside Community College District (RCCD) ensure financial solvency by continuously learning from past results, adapting to current conditions, and planning ahead for long-term obligations. This reflects the core value of Own Our Growth.

The District's Budget Allocation Model applies an escalation factor to prior year cost-per-student data each cycle, incorporating actual changes in retirement contribution rates, negotiated contracts, and cost-of-living adjustments to derive the current year allocation rate. Reserve policy operates at multiple levels to protect institutional solvency. At the college level, each RCCD college maintains its own prudent reserve of no less than 1 percent of the previous year's expenditures, with reserve compliance designated as the first item funded in the BAM. At the district level, RCCD maintains a centralized 5 percent reserve. Beyond these baseline reserves, the District maintains a general operating fund contingency governed by [BP 5200: Budget Preparation and Reserves](#), which mandates a minimum reserve equal to two months of total general operating fund regular ongoing expenditures. The District is in the third year of a four-year implementation, with an anticipated contingency balance of \$39.28 million in FY 2025-26, on schedule for full attainment of the two-month reserve target in FY 2026-27 ([RCCD FY 2025-26 Final Budget Narrative](#)).

RCCD maintains actuarially grounded plans for each category of long-term liability, integrating these obligations into the annual budget before discretionary allocations are made. The District's total Other Post-Employment Benefits (OPEB) liability as of June 30, 2025 stands at \$201,351,020.00. Since 2016, the District has addressed this liability through a dedicated OPEB trust, with annual contributions structured to reduce the unfunded portion over time. Non-OPEB long-term liabilities are managed through a parallel actuarial cycle: Centric Actuarial Solutions conducts annual valuations of workers' compensation, general liability, and property liabilities, ensuring that the District's reserves and insurance arrangements remain aligned with current exposure ([OPEB Trust Documentation Website](#); [OPEB Plan](#), [Annual Audit Report](#); [Centric Actuarial Report 2024](#)).

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

Guided by the core commitment to Own Our Growth, Norco College and the Riverside Community College District (RCCD) align facilities planning with educational priorities through an integrated chain of documents and decisions. Norco College's main campus occupies 141 acres at 2001 Third Street, on land acquired from the General Services Administration for \$1 in 1985, formerly part of a U.S. Navy Fleet Analysis Center. The campus opened in March 1991 and was granted independent accreditation in January 2010 ([30 Years of Transformation Website](#)). The campus opened in March 1991 and was granted independent accreditation in January 2010. As of the [2020 Facilities Master Plan](#) baseline, the campus is made up of 40 buildings and comprises 168,870 assignable square feet.

Facilities planning operates within the policy framework established by [BP 5775: Sustainability / Environmental Responsibility](#) and the [Long-Term Capital Facilities Program \(LTCFP\)](#). The LTCFP integrates twelve facilities planning initiatives to support implementation of the [2020 Facilities Master Plan \(FMP\)](#). These initiatives include a [Sustainability Plan](#), [Comprehensive Facilities Conditions Assessment](#), [Safety and Security Plan](#), and an [IT Infrastructure Plan](#). The FMP is used to guide the annual five-year Capital Outlay planning process, and projects space needs against enrollment targets and guides both short-term maintenance and long-term physical facility priorities. The [annual five-year Capital Construction Plan](#) operationalizes FMP priorities through specific project schedules and funding requests submitted to the California Community College Chancellor's Office via the FUSION system.

Major capital projects in progress or recently completed reflect this planning chain. The Center for Human Performance and Kinesiology, a \$33.87 million state-funded project comprising 29,888 net assignable square feet, is currently in construction phase, along with supporting infrastructure projects to relocate the Center for Advanced Technologies (CACT) and upgrade central plant chillers. The Early Childhood Education Center renovation at the Stokoe Campus (\$5 million, 7,823 net assignable square feet) was completed for occupancy in 2024-2025. Solar PV and Battery Energy Storage Systems (\$7.4 million) advance the District's sustainability commitments. The Library/Learning Resource Center and Student Services project (\$61.6 million combined state and district funding, 13,651 net assignable square feet), scheduled for occupancy in 2029-2030, represents the next major academic facility investment, with Norco College Affordable Student Housing (\$52.5 million state-funded, 39,498 net assignable square feet) planned for 2030-2031 occupancy ([RCCD 2026-30 Five-Year Capital Construction Plan](#)). Accessibility improvements are also carried out directly at the college level. A recent example is the Mustang Statue and Accessibility Improvements Project, which took place in Winter of the 2025-2026 academic year. This project included the installation of new ADA-compliant concrete ramps and handrails ([Resources Council Facilities Construction Update, February 2026](#)).

Safety infrastructure operates through layered systems at both the college and district levels. The college-level Safety Working Group holds quarterly open forum meetings, conducts annual campus safety inspections, and coordinates emergency preparedness activities. Established in FY 2021-2022, the [Safety Working Group](#) reports to the Vice President of Business Services and is facilitated by the College Safety and Emergency Planning Coordinator ([Safety Website](#), [2026 Injury and Illness Prevention Plan](#); [2023 Safety Working Group Annual Report](#)). At the district level, the [District Safety and Security Council \(DSSC\)](#) provides governance oversight of safety policy and emergency management across all RCCD campuses.

Norco College offers instruction at off-campus locations including dual enrollment courses at Corona Norco Unified School District (CNUSD), Alvord Unified School District (AUSD), and Jurupa Unified School District campuses in addition to charter schools within its service area. The College also offers college courses at the California Rehabilitation Center (CRC) through the Rising Scholars program (scheduled to close in fall 2026), and instruction at Stokoe Elementary School. Each off-site location maintains its own physical resource and safety standards, which govern instruction delivered at that site ([2020 NC Secondary Location Analysis](#); [2023 Safety Working Group Annual Report](#)).

Norco College evaluates physical resource effectiveness through a structured assessment cycle whose results feed directly into resource decisions. Three instruments work together: Space Inventory (SI) data, reviewed by the Vice President of Academic Affairs, affects the College's capacity/load ratio and eligibility for state-supportable projects through the 5-Year Capital Construction Plan; Space Utilization Studies (SUS) inform efficiency improvements through college-level shared governance; and Facilities Conditions Assessments (FCA) document physical deficiencies and associated costs. The 2023 FCAs entered into the FUSION database documented a \$240 million scheduled maintenance backlog. Following this finding, the Facilities Planning and Development Council (FPDC) directed staff to review FCA results and develop strategies to incorporate deficiencies into the 5-Year Scheduled Maintenance Plan (5YSMP) work that informed the 2025 FMP updates including project priority lists, secondary impacts, infrastructure needs, cost projections, and state/non-state fundability determinations (FPDC Minutes - [January](#), [February](#), [June 2025](#)). Findings from space utilization analyses are communicated regularly to college governance bodies, including Academic Senate presentations on capacity, utilization patterns, and operational planning during active construction. ([Presentation on Space Utilization](#)).

The 2020 FMP space needs analysis documents the College's capacity challenge against enrollment growth projections. As of the 2018 baseline, Norco had a space deficit of 107,262 ASF measured against state metrics. Absent new construction, the deficit is projected to grow to 298,973 ASF by 2030. The capital projects described above directly respond to these documented space needs ([Facility Master Plan 2020](#)).

Norco College continues to address the \$240 million scheduled maintenance backlog identified in the 2023 FCA assessments through the capital outlay planning cycle, prioritizing projects that address both the scale of deferred need and their impact on instructional effectiveness and student safety. The College's near-term capital priorities: the Center for Human Performance and Kinesiology, the Library/Learning Resource Center and Student Services project, and Affordable Student Housing will substantially expand the College's capacity to serve students across academic, support, and basic-needs domains over the 2025-2030 SPGM cycle.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Reflecting the core commitment to Own Our Growth, Norco College aligns technology planning with institutional priorities through a governance structure that connects college-level needs to district-level investment. The [Educational Master Plan 2030](#) identifies the implementation of professional, intuitive, and technology-enhanced systems as an institutional priority. The Resources Council provides the governance venue through which technology needs are assessed and prioritized ([SPGM 2025-2030](#)).

RCCD IT maintains the technology infrastructure that sustains Norco College's educational and operational functions. In 2023, RCCD unified Technology Support Services across all three colleges under a single district IT department. Following consolidation, the email support backlog was reduced from two weeks to less than eight hours ([RCCD IT Consolidation Evaluation](#)). RCCD communicates technology use requirements through policy and training. [BP/AP 2720: Computer and Network Use](#), revised November 19, 2024 establishes requirements for all users and requires each student, faculty member, classified professional, and administrator to sign a Computer and Network Use Agreement before accessing institutional systems.

Beyond initial agreement to the Acceptable Use Policy, RCCD reinforces ongoing user awareness through the Annual Mandatory Cybersecurity Awareness Training campaign, required of all faculty and classified professionals. The training consists of two modules: the KnowBe4 Security Awareness Training and IT Security in the Workplace. These modules total approximately one hour per year to complete. Completion is enforced through temporary access limitation for users who do not meet the deadline, with system access restored upon completion. The training is communicated directly from the Deputy Chancellor and Provost and supported through the District's ServiceDesk infrastructure ([Cybersecurity Awareness Training MOU](#); [Training Email Communications](#)).

RCCD protects institutional data and network integrity through layered security controls aligned with federal regulatory requirements including the Family Educational Rights and Privacy Act (FERPA) and the Gramm-Leach-Bliley Act (GLBA). These controls include Azure Active Directory single sign-on centralizing identity management since spring 2021, a Palo Alto Firewall, Microsoft Data Loss Prevention and Intune for endpoint protection and mobile device management, Multi-Factor Authentication for all employees, and offsite cloud backups of critical data ([RCCD Technology Plan](#)).

Technology effectiveness is evaluated through a sustained cycle of surveys and plan-level assessment. Historically, college-level surveys showed faculty reporting technical support rising from 68% in 2019 to 86% in 2020 and 89% in 2023; similarly, 86% of classified staff respondents (18 of 21) reported sufficient technical support in 2023 ([TC Minutes, October 15, 2020](#); [2023 Technology Survey- Faculty](#); [2023 Technology Survey - Staff](#)). Following the District IT consolidation in 2023, this ongoing evaluation shifted to a standardized framework driven by IT Service Management (ITSM) metrics, including tracking Service Level Agreements (SLAs) and incident resolution times ([RCCD IT Program Review 2024-25](#)). User feedback is now formally evaluated through bi-annual district-wide technology surveys and integrated as a core metric within the centralized RCCD IT Annual Program Review ([RCCD Technology Plan](#)).

Moving forward, Norco College and the District are transitioning from the planning phases of major technological initiatives into full implementation and standardized evaluation. Although the District decided in March 2026 not to proceed with the planned Anthology Enterprise Resource Planning (ERP) system, it subsequently initiated a 24-month modernization of its existing Colleague system through Ellucian Student powered by Colleague SaaS ([Anthology Discontinuance Message](#); [RCCD Steering Committee PPT](#)). As of June 2026, the project was in its initiation and design phase, with planned work encompassing business-process and customization assessments, data governance, integrations and reporting, organizational change management, testing, training, data migration, and post-implementation stabilization. The project uses a functionally led governance model in which District and college leaders and subject-matter experts guide business-process decisions, while District IT supports system configuration, integration, and technical implementation ([RCCD Project Team, June 2026](#)). In parallel, the District IT department is working to finalize centralized Service Level Agreement (SLA)

catalogs by Fall 2026 to establish clear completion expectations across all support areas. The College will also evaluate the ongoing effectiveness of its technologies through the next District-wide technology survey scheduled for Fall 2026, while continuing to address localized campus technology needs through the Annual Program Review and Prioritization cycle validated by the Resources Council ([Equity in Access & Support IT Update Presentation](#); [RCCD Technology Plan](#); Resource Council Minutes: [2024](#), [2025](#)).

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Norco College's approach to risk management reflects the core commitment to Commit to Integrity: following through on institutional obligations and building trust with the campus community through deliberate, documented preparedness. The College operates within RCCD's risk management architecture, which addresses emergency preparedness, insurance and self-insurance, and data security through layered systems at both the college and district levels. Risk management resources, safety training, and emergency guidance are publicly available to students and employees through the [District's emergency preparedness web resources](#). The District also operates a mass-notification system, [RAVE](#), which distributes urgent alerts via text message, email, phone call, computer screen notification, digital signage, and social media.

Norco College communicates safety and risk management information to students and employees through the District's Annual Clery Report. The report documents police authority and jurisdiction, emergency notification and evacuation procedures, crime reporting procedures, Title IX policies, and three years of crime statistics for each district location, including Norco College. By October 1 each year, all enrolled students, faculty, and staff receive email notification of the report's availability ([RCCD Annual Clery Report](#)).

Norco College conducts annual lockdown drills, building evacuations, and Great California ShakeOut exercises in accordance with [BP 5805: Disaster Preparedness Emergency Operations Plan](#) and the [RCCD Emergency Operations Plan](#). The College Safety and Police Department coordinates evacuation drills, which may be announced or unannounced and are used to test response procedures, evaluate egress patterns, and identify safety equipment requiring repair. [RCCD Emergency Operations Plan Appendix G](#) requires a debriefing within 24 hours of each exercise and a formal After-Action Report (AAR) within seven days, documenting strengths, weaknesses, equipment deficiencies, and corrective actions with assigned responsibility and completion dates. AARs are distributed to college and district leadership, and resulting revisions to the Emergency Operations Plan must be tested for effectiveness.

At the operational level, the [Emergency Operations Plan](#) assigns College Executive Leadership responsibility for department-level continuity planning. Departments maintain Department Emergency Action Plans (DEAPs) documenting concrete operational details including manager backup contacts, floor captain assignments, lockdown procedures, and emergency equipment locations ([DEAP Template and NC Emergency Procedures](#)).

Oversight of risk and safety practices rests with the [District Safety and Security Committee \(DSSC\)](#), a districtwide shared governance committee that meets at least quarterly and provides recommendations on risk and safety policies, initiatives, and performance indicators, with reporting to the Chancellor's

Cabinet and Board of Trustees. [Membership](#) includes the Director of Risk Management, the District Safety and Emergency Preparedness Manager, the Chief of Police, the Vice Presidents of Business Services from each college, faculty and classified representatives, and the Student Body Presidents of all three colleges ([2026 IIPP](#)). DSSC actively shapes policy through deliberative review. In December 2024, for example, the committee formally postponed approval of an Interim Critical Incident Communication Protocol pending additional scenario testing for facility-related incidents ([DSSC Minutes, April 2024](#); [DSSC Minutes, December 2024](#)).

The College's capacity for large-scale contingency response is grounded in demonstrated experience. When COVID-19 disrupted operations in spring 2020, RCCD developed an [Emergency Conditions Recovery Plan](#), which was approved by the Board of Trustees on August 16, 2022. A [midyear update](#) was presented to the Board in January 2023, documenting actions taken to support enrollment, persistence, completion, basic needs, financial aid, and class scheduling. The update also analyzed student enrollment losses between spring 2020 and fall 2021.

Norco College, as a college of RCCD, is covered through the California Schools Risk Management (CSRM) Joint Powers Authority for property, liability, workers' compensation, cyber, auto, crime, pollution, and active-threat response coverage, while maintaining self-funded reserves for retained exposures ([RCCD Insurance Documentation](#)). The District reviews and updates its insurance and self-insurance programs through an active annual cycle: Keenan & Associates conducts an annual cost analysis of the self-insured RCCD PPO Health Plan, Centric Actuarial Solutions performs annual valuations of workers' compensation, general liability, and property liabilities, and JPA renewals are monitored by the DSSC ([Actuarial Analysis Workers' Compensation](#); [FY 2025-26 Adopted Budget](#)).

Beyond risk-transfer mechanisms, the District maintains a general operating fund contingency governed by [BP 5200](#), which mandates a minimum reserve equal to two months of total general operating fund regular ongoing expenditures. This reserve functions as the District's primary financial buffer against operational disruptions and unforeseen expenses. The District is in the third year of a four-year implementation, with an anticipated ending contingency balance of \$39.28 million in FY 2025-2026, on schedule for full attainment of the two-month reserve target in FY 2026-2027 ([RCCD FY 2025–26 Adopted Budget](#)).

RCCD protects sensitive institutional data through layered technical controls and established backup protocols, including a Palo Alto Firewall, Microsoft Data Loss Prevention, Multi-Factor Authentication for faculty and staff, and offsite cloud backups, managed on an ongoing basis by the Data Access and Security Taskforce and Information Technology with broader systems evaluation conducted annually through Information Technology's Administrative Program Review ([RCCD Technology Plan](#)).

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation by relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Norco College's commitment to academic freedom and academic integrity is grounded in the core commitment to Commit to Integrity — following through, owning institutional impact, and building trust with every member of the college community. At the district level, [RCCD BP 2030: Academic Freedom](#) affirms that academic freedom is essential to the College's educational mission and establishes the right of faculty to teach and students to learn without interference.

Faculty academic freedom carries its own protection and avenue for redress. Alongside the longstanding policy commitment in BP 2030, the current faculty collective bargaining agreement codifies academic freedom as an express contractual right, committing the District and the Association to protect faculty's latitude to teach, speak, and pursue open inquiry ([RCCD Faculty Association Agreement-Academic Freedom](#)). Alleged violations of the agreement's terms are addressed through its contractual grievance and arbitration procedure, with allegations of retaliation or discrimination routed to Human Resources and Employee Relations, giving faculty a defined, timeline-bound path to raise and resolve concerns ([RCCD Faculty Association Agreement-Grievance](#)).

This commitment reaches students directly. Norco's academic freedom principles are set out in the College Catalog, where the faculty, administration, and Board of Trustees subscribe to the American Association of University Professors' 1940 Statement of Principles affirming the free search for truth and protecting both the teacher's freedom in teaching and the student's freedom in learning ([College Catalog: Academic Freedom](#)). More concretely, [RCCD BP 3550: Speech - Time, Place, and Manner](#) affirms the rights of students, along with employees and members of the public, to free expression on campus. It further designates Norco College's Science and Technology Plaza as a public forum for that expression, subject to reasonable time, place, and manner standards.

Academic integrity expectations reach every student through a layered, multi-channel system. [BP 3500: Standards of Student Conduct](#) defines plagiarism and cheating, establishes a range of faculty responses to academic dishonesty, and outlines the formal appeal process. A required element of the [syllabus shell template](#) is the inclusion of an academic integrity statement. Faculty are required to include this statement in every course syllabus, ensuring that academic integrity expectations are communicated consistently to students at the beginning of each term.

[BP/AP 1800: Institutional Code of Professional Ethics](#), extends integrity expectations beyond the classroom to all employees and students. The policy requires that employees not seek to abridge the freedoms of other employees or students for any purpose. Norco College follows a clearly communicated, multi-stage procedure for addressing academic dishonesty. Faculty report each incident to a Dean of Instruction and complete an [Academic Dishonesty Reporting Form](#) ([Faculty Guide](#)). In September 2025, the RCCD Board of Trustees adopted Turnitin district-wide, giving faculty a consistent

plagiarism-detection tool across courses ([Board of Trustees Agenda and Minutes, September 2025](#)).

Like most institutions of higher education, the clearest forward challenge for academic integrity at Norco College is artificial intelligence. Generative AI unsettles long-standing definitions of original, independent work. Turnitin gives faculty a shared detection tool, but detection alone does not settle what constitutes appropriate AI use in a course. The [2025 syllabus shell template](#) already prompts faculty to provide course-level AI policies, and the College is developing broader guidance on AI in instruction that will make academic integrity expectations explicit within that framework. This guidance is expected to align with district policy once established by the District AI Council ([Norco College Artificial Intelligence Faculty Guide](#)).

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.

Norco College's decision-making structure ensures that every constituency group has a defined role, legal standing, and genuine opportunity to shape institutional direction [RCCD BP 1510: Participation in Local Decision-Making](#) grounds that structure in law, establishing the right of faculty, staff, and students to participate effectively in district and college governance under Title 5, and barring the Board from acting on matters within the policy's scope until the affected constituencies have had the opportunity to participate. Board policies delineate each role: the Board of Trustees holds responsibility for setting policy, ensuring fiscal integrity, and selecting the Chancellor ([BP 1200: Board Duties, Responsibilities, and Privileges](#)); authority flows from the Board through the Chancellor to the college presidents ([BP 1430: Delegation of Authority to Chancellor and Presidents](#)); and faculty exercise primary responsibility for academic and professional matters through the Academic Senate ([BP 2005: Academic Senate\(s\)](#)).

The [2025-2030 Strategic Planning and Governance Manual \(SPGM\)](#) organizes college-level decision-making around five leadership councils, each seating voting members from all constituencies, including students. The Academic, Student Support, Resources, and Institutional Effectiveness & Governance councils are domain-focused, with each aligned to an area of the ACCJC standards. The College Council serves as the overarching body that integrates their work, monitors progress toward the College's strategic goals, and forwards recommendations to the Executive Cabinet and College President. The Institutional Effectiveness & Governance Council is the council most directly responsible for governance itself: the SPGM charges it with coordinating institutional effectiveness, strategic planning, and the College's governance and accreditation processes.

The [SPGM](#) outlines the role of each constituent in governance and strategic planning and provides defined opportunities for all groups to participate in planning and decision-making through representative bodies, leadership councils, and committees. It establishes consensus as the primary decision-making method, with voting as the documented fallback when consensus or quorum cannot be reached.

These defined roles and decisions are communicated throughout the institution on a recurring basis. Council and committee charters, meeting schedules, agendas, and minutes are posted on the College's public-facing website ([Governance Entities Documentation on Website](#)). The [Regular Update](#) is the College's recurring roundup of institutional activities and achievements across the departments and programs, compiled from items that any member of the College community can submit and align to the

College's Educational Master Plan goals. It is distributed by email to the college community on a regular schedule throughout the year and archived publicly on the College's website (Regular Update Examples: [April 3, 2026](#); [June 12, 2026](#)). At each year's end, the [President's Memorandum](#) provides a formal account of how budget priorities aligned with approved resource allocations and which college-wide decisions advanced through the governance process.

The development of the [SPGM](#) itself demonstrates the participatory governance it codifies. The 2025-2030 SPGM is the second iteration of a framework first adopted in response to the prior accreditation cycle. It was drafted by the Strategic Planning and Governance IEGC Workgroup and co-chaired across constituencies by administrative, faculty, and classified-professional co-chairs. The draft was vetted through the [Academic Senate](#) and [College Council](#), where student representatives hold seats, before district review and [board approval](#). The result is a manual with clear delineation of roles, responsibilities, and authority across every governance body.

Beyond its own development, the College's governance structure produces decisions that advance the mission. The [2025-2028 Student Equity Plan](#) puts the mission's commitment to support every learner into institutional practice. Rather than relying on quantitative enrollment and completion metrics alone, the College engaged an independent equity consultant to conduct a three-day qualitative study with 60 students, using a structured cognitive-interview method to surface barriers in students' own words. The study revealed specific barriers experienced by Black/African American and Hispanic/Latinx students, including unfamiliarity with free tutoring, confusion navigating enrollment steps, and uncertainty about first-year Math and English sequencing ([SEPI Research Highlights, 2023-2024](#)). These findings directly shaped two interventions in the resulting [Student Equity Plan](#): a Summer Bridge program addressing the tutoring and belonging barriers documented for Black/African American students, and a First-Year Experience program addressing the Math. The SEP moved through the College's full governance structure, from [Leadership Councils](#), [Academic Senate](#), and [College Council's](#) approval on September 11, 2025, before securing [Board of Trustees](#) approval in November 2025. These interventions are already moving from plan to practice. Summer Bridge, piloted as the [NC Kickoff program](#), is reaching incoming students with career exploration, student panels, and financial aid workshops before their first semester begins. The First-Year Experience program is in active development toward its Fall 2026 launch ([Strategic Plan: Student Services Access, May 2026](#)).

Building on the College's existing governance structure, the 2025-2030 Strategic Planning and Governance Manual establishes a formal process and timeline for evaluating and continuously improving governance and planning effectiveness. In year three of the planning cycle, the IEGC will lead a formal Evaluation of Institutional and Governance Procedures, drawing on the college-wide Institutional Effectiveness Planning Survey and the councils' Reports of Effectiveness to assess whether the planning and decision-making procedures are functioning as intended. Findings will inform revisions to council charters and governance procedures, closing the loop between the structure the SPGM defines and evidence of how it performs in practice ([SPGM 2025–2030, Evaluation of Institutional and Governance Procedures](#)).

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.

Norco College's governance structures drive institutional decisions, reflecting the core commitment to

Own Our Growth: learning from institutional experience and acting with purpose. The College holds itself accountable for consistent stakeholder inclusion through two institutional mechanisms that operate on defined cycles — the Survey of Effectiveness, through which every council and committee evaluates its own performance, and the periodic evaluation of the governance system itself ([SPGM 2025–2030, Governance Self-Evaluation Procedures](#)).

The College's recent revision of its mission, vision, and core commitments demonstrates how participatory governance translates institutional processes into meaningful organizational decisions. Beginning in Spring 2025, the College carried out the six-step [Mission, Vision, and Core Commitments \(MVCC\) review](#) defined in the SPGM. The Vice President of Planning and Development led a college-wide survey, shared findings with constituents, brought proposed revisions to [Academic Senate](#) and [College Council](#) as action items, forwarded recommendations to the College President, initiated district review, and secured [Board of Trustees](#) approval on November 18, 2025. The revised mission, which is simpler, more student-centered, and grounded in constituent feedback, demonstrates how the College's governance process engages stakeholders in shaping institutional direction.

The governance structure has also produced institutional innovation. Between 2022 and 2023, the College restructured from four Guided Pathways Schools to eight Schools organized around Career and Academic Pathways (CAPs). This redesign was undertaken to better align the institution's operational and student-facing structures, strengthen student engagement and belonging, and advance the Educational Master Plan's equity goals. The project was informed by Guided Pathways research, extensive constituent feedback, and recommendations from the 2021–22 HOTEPEquity Audit related to fostering community, identity, and student belonging ([School Reorganization Proposal](#)). A Guided Pathways and Equity Project Team, chartered through the Academic Senate, carried the proposal through a full academic year of consultation with every constituency (discipline departments, the Classified Senate, the Associated Students, Management, and a college town hall), supplemented by a student survey, before returning it to the Academic Senate, which approved it in May 2023 ([Academic Senate](#) and [College Council](#) Minutes, Schools Reorganization 2022–2023). That consultation reshaped the proposal in progress: two small schools initially proposed were consolidated into one in response to Management input. A structural redesign of this scale moving through and being revised by the College's shared governance process demonstrates decision-making structures used consistently and effectively, in service of the mission's commitment to open doors to equity.

Norco College evaluates its governance structures on a formal, codified cycle at two levels. The SPGM requires all councils and committees to administer the Survey of Effectiveness in the fall of years two and four of each five-year planning cycle, discuss results at the final fall meeting, document improvements, and report findings to College Council. This is illustrated by IEGC's discussion of Survey of Effectiveness results in Spring 2025, which showed progress in establishing clear processes and focus, reflection on an important structural question concerning IEGC's own relationship to the resource approval workflow, and a recognized need to strengthen communication with the classified professional constituency group ([IEGC Minutes, April 24, 2025](#)).

At the institutional level, the SPGM establishes a broader Evaluation of the Institutional and Governance Procedures, led by IEGC co-chairs using the college-wide Institutional Effectiveness Planning Survey alongside a review of KPI progress, program review and resource allocation documentation, and governance charters ([SPGM 2025–2030, Institutional Effectiveness and Governance Procedures](#)). In Spring 2023, this evaluation found the SPGM's own revision process unclear and inefficient regarding

decision-making and document control practices and recommended a new revision process with clear approval chains. IEGC discussed a proposed SPGM Revision Control process built around a co-chair-maintained revision log and a watermarked-draft redlining workflow. That same structure now forms the SPGM's codified revision procedure ([Assessment of the Evaluation Procedures & Governance Structure Report, Spring 2023](#); [IEGC Minutes, October 26, 2023](#); [SPGM 2025–2030, Strategic Planning and Governance Manual Revision Procedures](#)).

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The RCCD Board of Trustees governs Norco College's quality and stability through a policy framework that explicitly delineates board accountability across academic and fiscal dimensions. [BP 1200: Board Duties, Responsibilities, & Privileges](#) describes the Board's fiduciary and policy-making responsibility for institutional quality, fiscal integrity, and student success, establishing the foundation on which the Board holds the District and its three colleges accountable to their missions and strategic goals. At the district level, [BP 2500: Accreditation](#) requires the Chancellor to provide the Board with a summary of any accreditation findings and the college's response, ensuring that board-level oversight extends to accreditation status and institutional quality.

The Board maintains regular oversight through a [structured meeting cycle](#), convening twice monthly during the academic year: the first Tuesday is a Board Committee Meeting where items are reviewed and discussed, and the third Tuesday a regular meeting at which the full Board acts on those items. This cycle brings strategic planning, program performance, enrollment, accreditation, and college initiatives before the Board on a recurring basis. In September 2024, Norco College faculty presented to the Board on cross-disciplinary collaboration supporting equity and Guided Pathways, an instance of the Board's substantive engagement with instructional priorities and student success ([Board of Trustees Minutes, September 2024](#)). Norco College also brings its progress toward its strategic goals directly to the board level. In November 2025, the College again presented strategic plan progress and key performance indicators, including equity gap reductions disaggregated by student population, to the Board's Institutional Planning, Effectiveness, and Governance Committee, following an earlier presentation in 2023 (District and Colleges Strategic Planning Updates, [November 2025](#) and [January 2023](#)).

Fiscal monitoring operates across multiple timeframes. The Board receives quarterly financial status reports filed with the California Community Colleges Chancellor's Office, receives and permanently records independent audit findings annually, and adopts the annual budget through a public hearing process mandated by [BP 5200: Budget Preparation and Reserves](#) ([Quarterly Financial Status Report example](#); [Annual Audit Report example](#)).

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The RCCD Board of Trustees selects and evaluates the Chancellor, the chief executive officer of the District, through documented, constituent-centered processes. When a vacancy occurs, the Board defines the selection process under [BP 1431: Chancellor Selection](#), which requires a transparent search with broad constituent participation. Norco College's chief executive, the College President, is recruited and

hired under the Chancellor's delegated authority. [BP 6121: President Recruitment and Hiring](#) charges the Chancellor with establishing the search process, and [AP 6121](#) specifies an inclusive, participatory, and transparent procedure that includes public forums with students, faculty, classified professionals, and management; a screening committee broadly reflective of the college's constituencies; and regular progress reporting to the college community. The Board conducts parallel final interviews and gives final contract approval. Dr. Monica Green's selection as the Norco College President illustrates this process in practice: the search included public forums and a broadly representative screening committee, publicly documented through the College's presidential search timeline. The Board of Trustees met with finalists in February 2020, and the Chancellor announced her appointment following the Board's approval in March 2020. ([Norco College Presidential Search](#); [Board of Trustees Minutes, March 17, 2020](#); [Norco College President Announcement](#)).

The Board delegates full executive authority through a clearly documented chain. [BP 1430: Delegation of Authority to Chancellor and Presidents](#) establishes that the Board delegates to the Chancellor executive responsibility for administering board policies and executing board decisions, and that the Chancellor delegates college-level authority to the College President. This chain gives the President full authority to implement Board policies and ensure effective college operations, while the Board preserves a clear distinction between governance and management.

The Board evaluates the Chancellor at least annually through a process the Board and Chancellor jointly develop and agree to, with criteria based on Board Policy, the Chancellor's job description, and performance goals and objectives. The evaluation is structured around a defined set of subjects including the flow of program information to the Board, financial oversight, planning for new programs and facilities, and the diversity of the student body and staff with the Chancellor presenting the year's achievements and future goals for Board discussion. This gives the Board timely oversight of executive performance and mission fulfillment while preserving the Chancellor's authority to manage district operations ([BP/AP 1435: Evaluation of the Chancellor](#)).

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The RCCD Board of Trustees is a five-member body elected by the qualified voters of the District by trustee area ([BP 1010: Board of Trustees](#)), joined by a non-voting student trustee elected by the District's students, who participates in deliberations and casts advisory votes recorded in the minutes ([BP 1015: Student Trustee](#)). Its independence is structural: an employee of the District may not serve as a trustee unless they resign, and no member may hold an incompatible office during their term ([BP 1010: Board Membership](#)). The Board functions as a collective governing entity guided by [BP 1715: Code of Ethics/Standards of Practice](#), which establishes standards of ethical conduct, collective decision-making, and conflict-of-interest prevention. The policy requires trustees to exercise independent judgment unbiased by self-interest, to subordinate personal interests to the good of the institution, and to support Board decisions once made, regardless of individual position during deliberation. It also sets a documented procedure for addressing violations: an unresolved concern proceeds from member-to-member discussion to a Board President-appointed review committee that determines whether censure is warranted, with any censure decided by the full Board.

The Board sustains an active trustee-education program under [BP 1740: Board Education](#), committing to new-member orientation, study sessions, and ongoing development. In September 2024, the Board held a development retreat facilitated by the Association of Community College Trustees (ACCT), with sessions on trustee roles and responsibilities, goal setting, board policy updates, and a Brown Act training from District General Counsel ([Board of Trustees Minutes, September 9, 2024](#)). Trustees also participate in and report back from the recognized statewide trustee organizations like the ACCT and the Community College League of California (CCLC), including conference sessions on board ethics, national leadership convenings, and the CCLC Trustees Conference through 2025 ([Trustee Organization Participation](#)).

The RCCD Board of Trustees conducts an annual self-evaluation under [BP 1745: Board Self-Evaluation](#), assessing its performance as a collective body and prioritizing shared accountability over individual review.

C. Required Documentation

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	1i-Initial-ActionLetter_100129.pdf 1i-ACBSP-Accreditation-Letter-2023.pdf 1i-Reaff-ActionLetter_140703.pdf 1i-1000-The-Riverside-Community-College-District.pdf 1i-Reaff-ActionLetter-200629.pdf 1i-EDC-70900-CCC-System-District-Structure.pdf 1i-EDC-70902-Authority-to-Operate-Govern-College.pdf
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	1ii-SPGM-Mission-Review-Revision-2020-25.pdf 1ii-SPGM-Mission-Review-Revision-2025-30.pdf
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	1iii-MVCC-Approval-BOT-Minutes-251118.pdf 1iii-BP1005-Revision-Draft-260106.pdf BP1005: 1iii-1005-Norco-Mission-Needs-Updating.pdf (Note: mission and approval date are incorrect in board policy.)
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	1iv-NC-SPGM-Part-1-Planning-2025-30.pdf 1iv-NC-SPGM-Part-4-Evaluation-2025-30.pdf 1iv-Norco-College-EMP-191210.pdf 1iv-BPAP2550-Institutional-Planning.pdf

v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	1v-ISS-Methodology-ISPC-Minutes-190403.pdf 1v-ISS-Methodology-IEGC-Minutes-260528.pdf 1v-ISS-Presentations-to-College.pdf
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Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) • Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable <i>(See Commission Policy on Competency Based Education and Policy on Credit Hour, Clock Hour, and Academic Year)</i>	2i-2100-Graduation-Requirements-Degrees-Certificates.pdf 2i-Degrees-Certificates-Explained.pdf 2i-2020-Program-Curriculum-Course-Development.pdf 2i-2105-Distance-Education.pdf 2i-Curriculum-Handbook-Pt-2-Hours.pdf

Required Item	Documentation
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <i>See Policy on Transfer of Credit</i>	2ii-Graduation-and-Transfer-Requirements.pdf 2ii-Credit-Policies-Catalog-2026-27.pdf 2ii-2235-Credit-for-Prior-Learning.pdf 2ii-Articulation-Webpage.pdf 2ii-Credit-for-Prior-Learning-Webpage.pdf
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the <i>Policy on Institutional Advertising and Student Recruitment</i> (ER 16)	2iii-RCCD-External-Relations-Communications-POA-website.pdf 2iii-Marketing-Webpage.pdf 2iii-3010-Admissions.pdf 2iii-6410-Nondiscrimination.pdf RCCD-News-https://rccd.edu/news/index.html

Required Item	Documentation
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	Catalog: 2iv-College-Catalog-Complaints.pdf Websites: 2iv-Complaint-Procedures-Webpage.pdf 2iv-Just-Report-it-Webpage.pdf 2iv-Accreditation-Webpage-Complaints.pdf https://www.norcocollege.edu/accreditation/pages/index.html Board Policies: 2iv-3500B-Student Grievances-Process-Instruction-Grade - Related.pdf 2iv-3500C-Student-Grievance-Process-Other-than-Instruction.pdf 2iv-6435-Discrimination-Harassment-Complaints-Investigations.pdf
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	2vii-BP1820-Public-Records-Requests-Subpoenas.pdf 2vii-BP3040-Student-Records-Directory-Information-Privacy.pdf 2vii-BP3040A-Student-Records-Preferred-Names-Gender.pdf 2vii-BP3045-Challenging-Content-Access-Log.pdf

Required Item	Documentation
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	2viii-2021-Program-Discontinuance.pdf
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews <i>See Policy on Institutional Compliance with Title IV</i>	Riverside Community College District has not received findings from U.S. Department of Education Title IV program reviews or audits during the current accreditation cycle; therefore, no corrective actions were required.
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy <i>See Policy on Distance Education and on Correspondence Education</i>	2x-2105-Distance-Education.pdf 2x-2721-Information-Security-Data-Protection.pdf 2x-3040-Student-Records-Directory-Information-Privacy.pdf

Required Item	Documentation
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	2xi-2222-Precollegiate-Basic-Skills-Education.pdf 2xi-RCCD-Curriculum-Handbook-Part-1.pdf 2xi-Catalog-Course-Descriptions-Non-Degree-Credit.pdf 2xi-Catalog-General-Information-Limitations-on-Enrollment.pdf
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	2xii-2235-Credit-for-Prior-Learning.pdf 2xii-Catalog-Credit-for-Prior-Learning.pdf
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	2xiii-2610-Instructional-Service-Agreements.pdf
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Not Applicable

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	3i-6120-Recruitment-Hiring.pdf 3i-6120A-Academic-and-Classified-Administrators-Recruitment-Hiring.pdf 3i-6120B-Classified-and-Classified-Confidential-Recruitment -Hiring.pdf 3i-6120C-FT-Faculty-Recruitment-Hiring.pdf 3i-6120D-PT-Faculty-Recruitment-Hiring.pdf 3i-6120E-Temp-Long-Term-Faculty-Recruitment-Hiring.pdf 3i-6120F-Employment-Professional-Experts.pdf 3i-6120G-Verification-Eligibility-Employment.pdf 3i-RCCD-Employee-Evaluation-forms.pdf 3i-6100-Commitment-to-Diversity.pdf 3i-6121-President-Recuitment-Hiring.pdf 3i-RCCD-HR-Board-Policies-Webpage.pdf
ii. Employee handbooks or similar documents that communicate expectations to employees	3ii-CSEA-Collective-Bargaining-Agreement-2021-24 3ii-Faculty-Association-Agreement-2021-24.pdf 3ii-Faculty-Association-Agreement-2026-30-Draft 3ii-Faculty-Guide-2025-26.pdf 3ii-Management-Evaluation-Handbook-250320.pdf 3ii-RCCD-Job-Description-webpage 3ii-RCCD-OIO-forms-webpage

iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	3iii-2022-23-District-Audit-Report.pdf 3iii-2022-23-Foundation-Audit-Report.pdf 3iii-2022-23-Prop-39-Measure-C-Audit-Report.pdf 3iii-2023-24-District-Audit-Report.pdf 3iii-2023-24-Foundation-Audit-Report.pdf 3iii-2023-24-Prop-39-Measure-C-Audit-Report.pdf 3iii-2024-25-District-Audit-Report.pdf 3iii-2024-25-Foundation-Audit-Report.pdf 3iii-2024-25-Prop-39-Measure-C-Audit-Report.pdf 3iii-2024-25-Prop-39-Measure-CC-Audit-Report.pdf
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	3iv-Budget Allocation Model 2019 3iv-BAM-Operating-General-Fund-Principles-Adopted_Budget-2024-25.pdf 3iv-Program-Review-Resource-Request-Procedure-2024.pdf
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	3v-5200-Budget-Preparation-Reserves.pdf 3v-5250-Budget-Management.pdf 3v-5300-Fiscal-Management.pdf 3v-5300a-Fiscal-Management-Cash-Equivalent-Aid.pdf 3v-5400-Audits.pdf
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	3vi-2720-Computer-Network-Use.pdf 3vi-2725-Information-and-Communications-Technology-Accessibility-Acceptable-Use.pdf 3vi-2721-Information-Security-and-Data-Protection.pdf
FOR TITLE IV PARTICIPANTS:	

vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	3vii-NC-ECAR-Completed-Application-2026.pdf 3vii-NC-Scorecard-DL260604.pdf Note: Norco College is under the 15% acceptable rate
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's <i>Policy on Contractual Relationships with Non-accredited Organizations</i>	Not Applicable
ix. Written code of professional ethics for all personnel including consequences for violations	3ix-1800-Institutional-Code-of-Professional-Ethics.pdf 3ix-6360-Discipline-Dismissal-Academic-Employees.pdf 3ix-6365-Discipline-Dismissal-Classified-Employees.pdf 3ix-6368-Discipline-Dismissal-Management-Supervisory-Confidential-Employees.pdf

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	4i-6121-President-Recruitment-Hiring.pdf 4i-6155-Evaluation-of-President.pdf 4i-1431-Chancellor-Selection.pdf 4i-1432-Chancellor-Succession.pdf 4i-1435-Evaluation-of-Chancellor.pdf
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	4ii-1010-Board-Membership.pdf 4ii-1200-Board-Duties-Responsibilities-Privileges.pdf 4ii-1210-Officers.pdf 4ii-1430-Delegation-of-Authority-Chancellor-President.pdf
iii. Governing board policies/procedures/bylaws related to Board Ethics	4iii-1715-Code-of-Ethics-Standards-of-Practice.pdf 4iii-1800-Institutional-Code-of-Professional-Ethics.pdf 4iii-1716-Board-Political-Activity.pdf 4iii-1717-Personal-Use-Public-Resources-Board.pdf 4iii-1720-Communications-Among-Board-Members.pdf
iv. Governing board policies/procedures/bylaws related to conflict of interest	4iv-1710-Conflict-of-Interest.pdf 4iv-1712-Conflict-of-Interest-Code.pdf

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up	FR.I-Third-Party-Comment-link-260605.pdf

See <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> , Section D	
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See <i>Policy on Representation of Accredited Status</i>	FR.ii-Accreditation-link-Homepage-260605.pdf

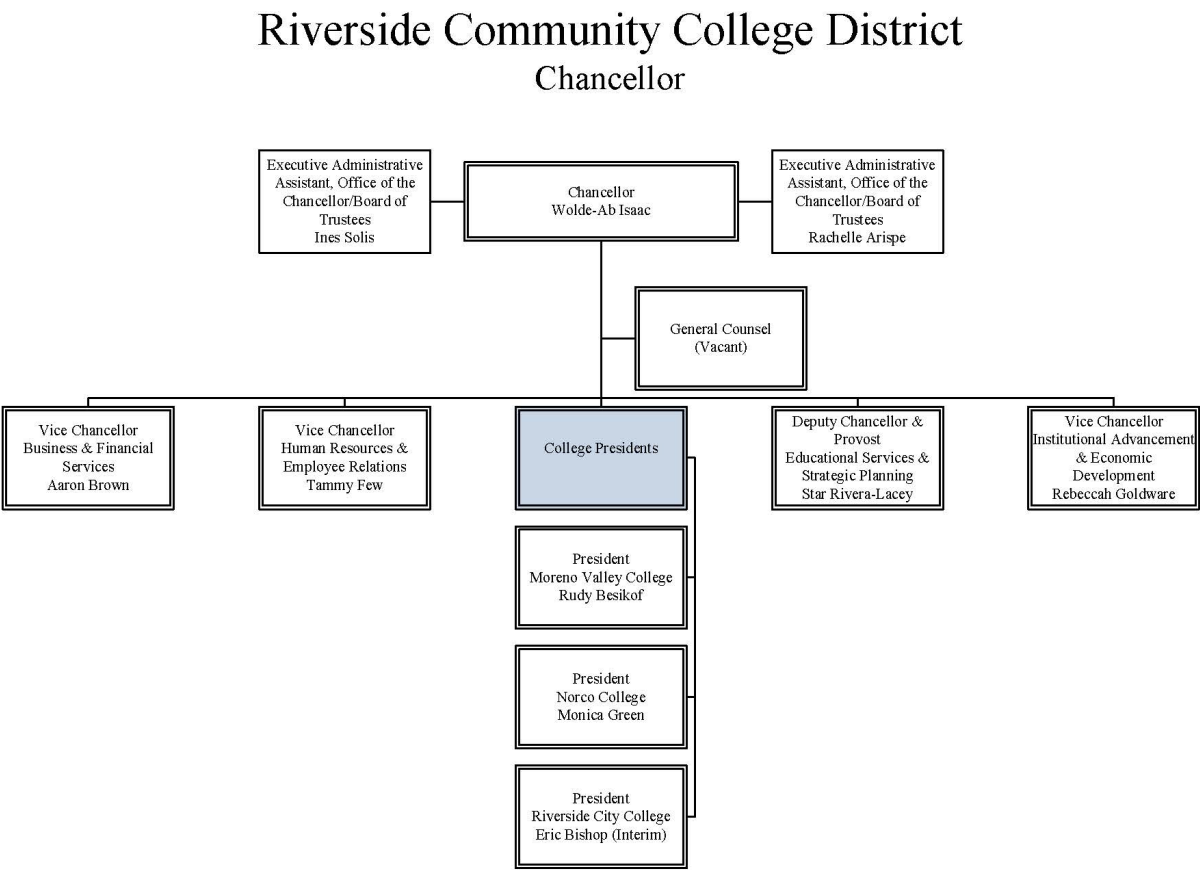
D. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information:	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Appendix-1-District-Phone-Directory.pdf Page 437
Educational Mission	Appendix-1-Introduction-to-the-College-Mission-Vision-and-Core-Commitments.pdf Page 8
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Appendix-1-Introduction-to-the-College-Accreditation.pdf Page 8
Course, Program, and Degree Offerings	Appendix-1-Courses.pdf Pgs. 274-414 Degrees and Certificates Pgs. 124- 258
Student Learning Outcomes of Programs and Degrees	Example: Appendix-1-Degrees-and-Certificates-Biology-ADT.pdf Pgs. 122-256
Academic Calendar and Program Length	Appendix-1-2026-2027-Academic-Calendar.pdf Pgs. 12-13 Appendix-1-General-Information-Program-Length.pdf Pgs. 15
Academic Freedom Statement	Appendix-1-General-

	Information-Academic-Freedom.pdf Pgs. 14
Available Student Financial Aid	Appendix-1-Financial-Services-and-Student-Employment.pdf Pgs. 55-65
Available Learning Resources	Appendix-1-Student-Support-Services.pdf Pgs. 65-88
Names and Degrees of Administrators and Faculty	Appendix-1-Norco-College-Faculty.pdf Pgs. 423-433
Names of Governing Board Members	Appendix-1-District-Information-BOT-Members.pdf pgs. 439
Requirements	
Admissions	Appendix-1-Admissions-and-Records.pdf Pgs. 51-55
Student Tuition, Fees, and Other Financial Obligations	Appendix-1-Fee-Schedule.pdf Pgs. 10-11, 23-24
Degrees, Certificates, Graduation, and Transfer	Appendix-1-Degrees-Certificates-Graduation-and-Transfer.pdf Pgs. 89-98, and 124-125.
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Appendix-1-Student-Information.pdf Pgs. 25-48
Nondiscrimination	Appendix-1-District-Information-Nondiscrimination.pdf Pgs. 453-460
Acceptance and Transfer of Credits	Appendix-1-General-Information-Limitations-on-Enrollment.pdf Pgs. 15- 17 Appendix-1-Credit-for-Prior-Learning.pdf Pgs. 102-123
Transcripts	Appendix-1-Admissions-and-Records-Transcripts.pdf

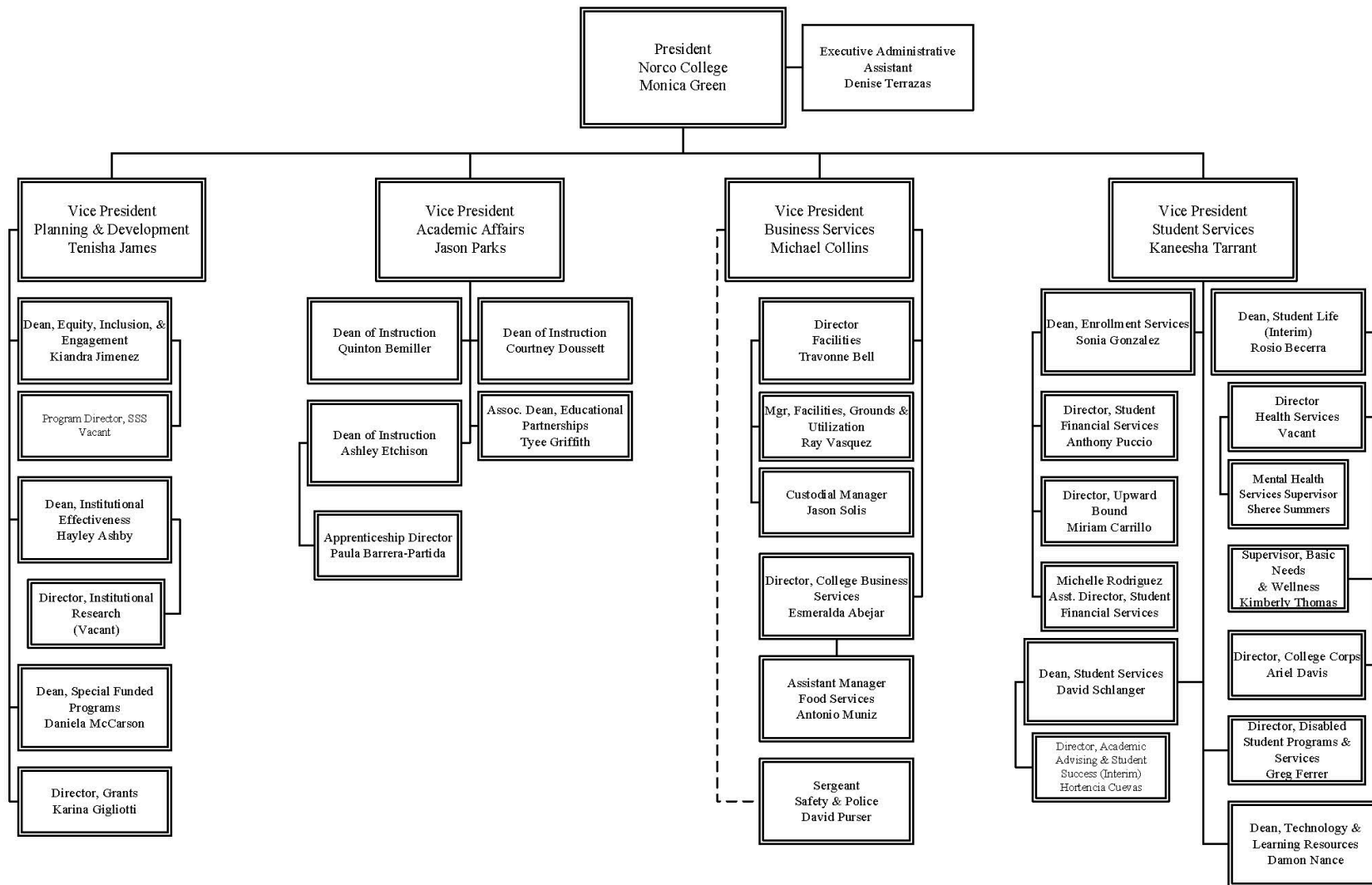
	Page 5
Grievance and Complaint Procedures	Appendix-1-Student-Information-Grievance.pdf Pgs. 25, 39-48
Sexual Harassment	Appendix-1-Sexual-Harassment.pdf Pg. 48-50
Refund of Fees	Appendix-1-General-Information-Refund-of-Fees.pdf Pgs. 23-24, 452
Locations or Publications Where Other Policies May be Found	
RCCD Board of Trustees Policies and Administrative Procedures	Website: Appendix-1-Website-RCCD-BOT-Policies-and-Administrative-Procedures.pdf Link in Catalog Page. 450

E. Appendix 2: Organizational Structure



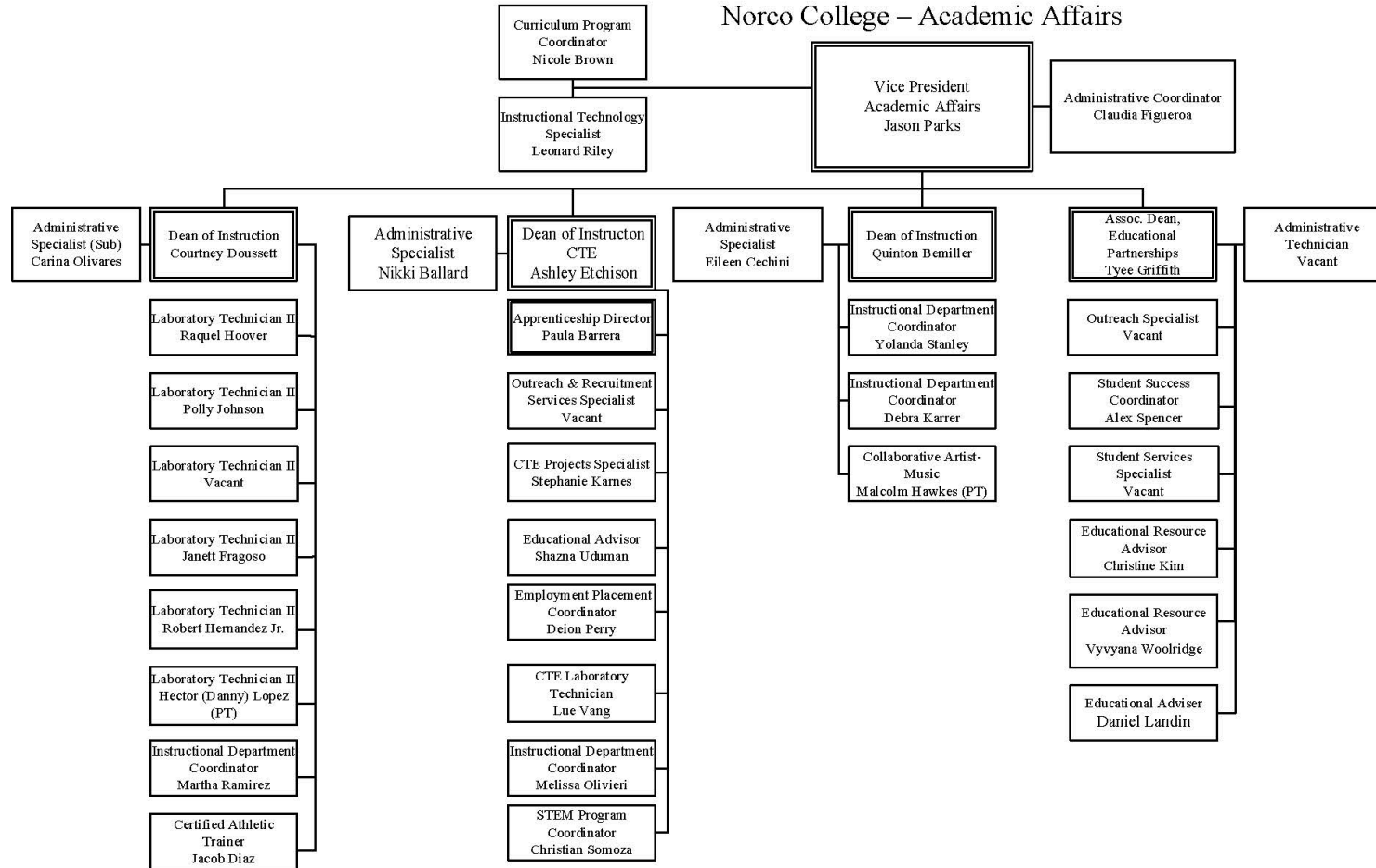
Riverside Community College District

Norco College - President



Riverside Community College District

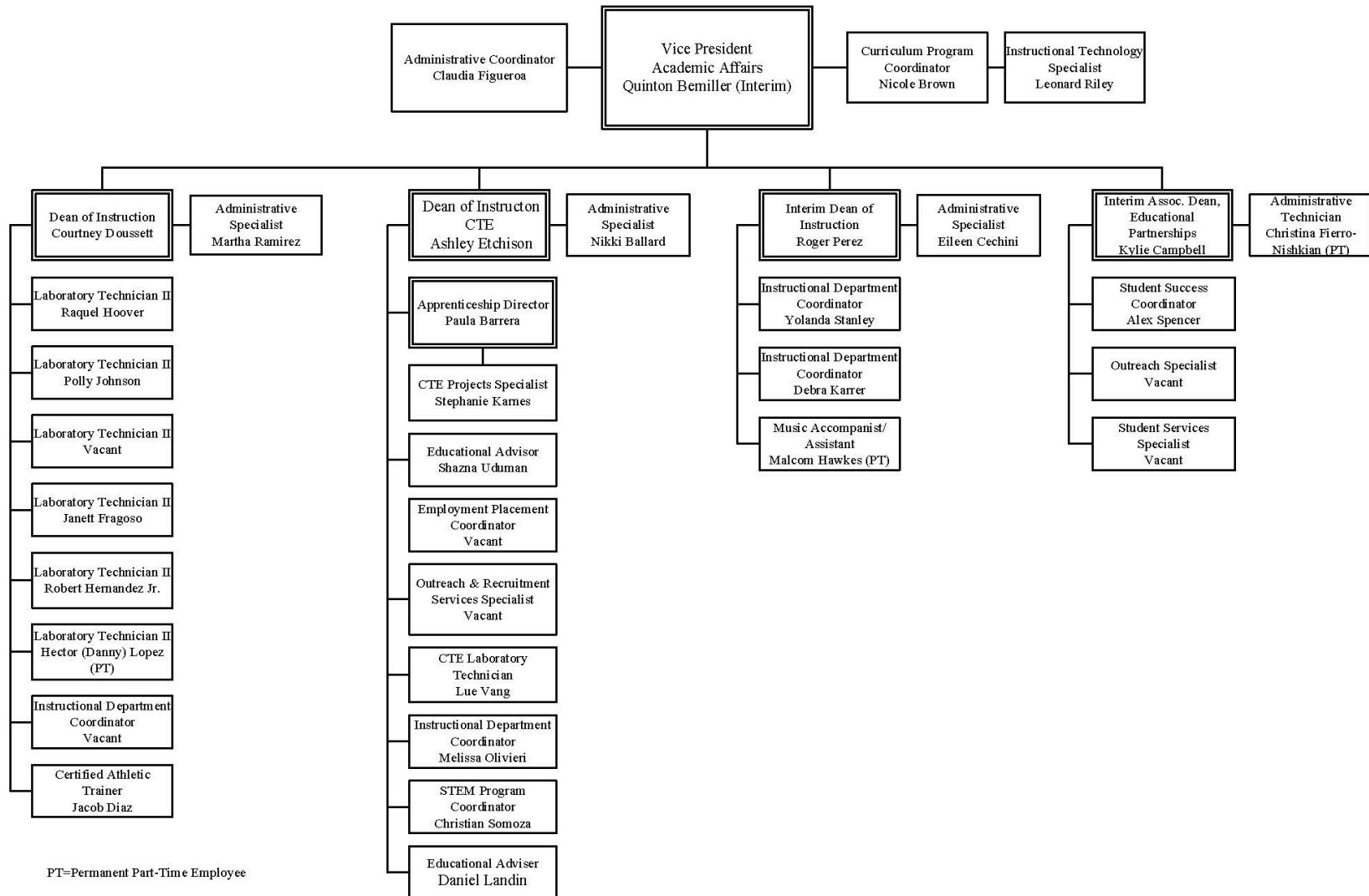
Norco College – Academic Affairs



PT=Permanent Part-Time Employee

Riverside Community College District

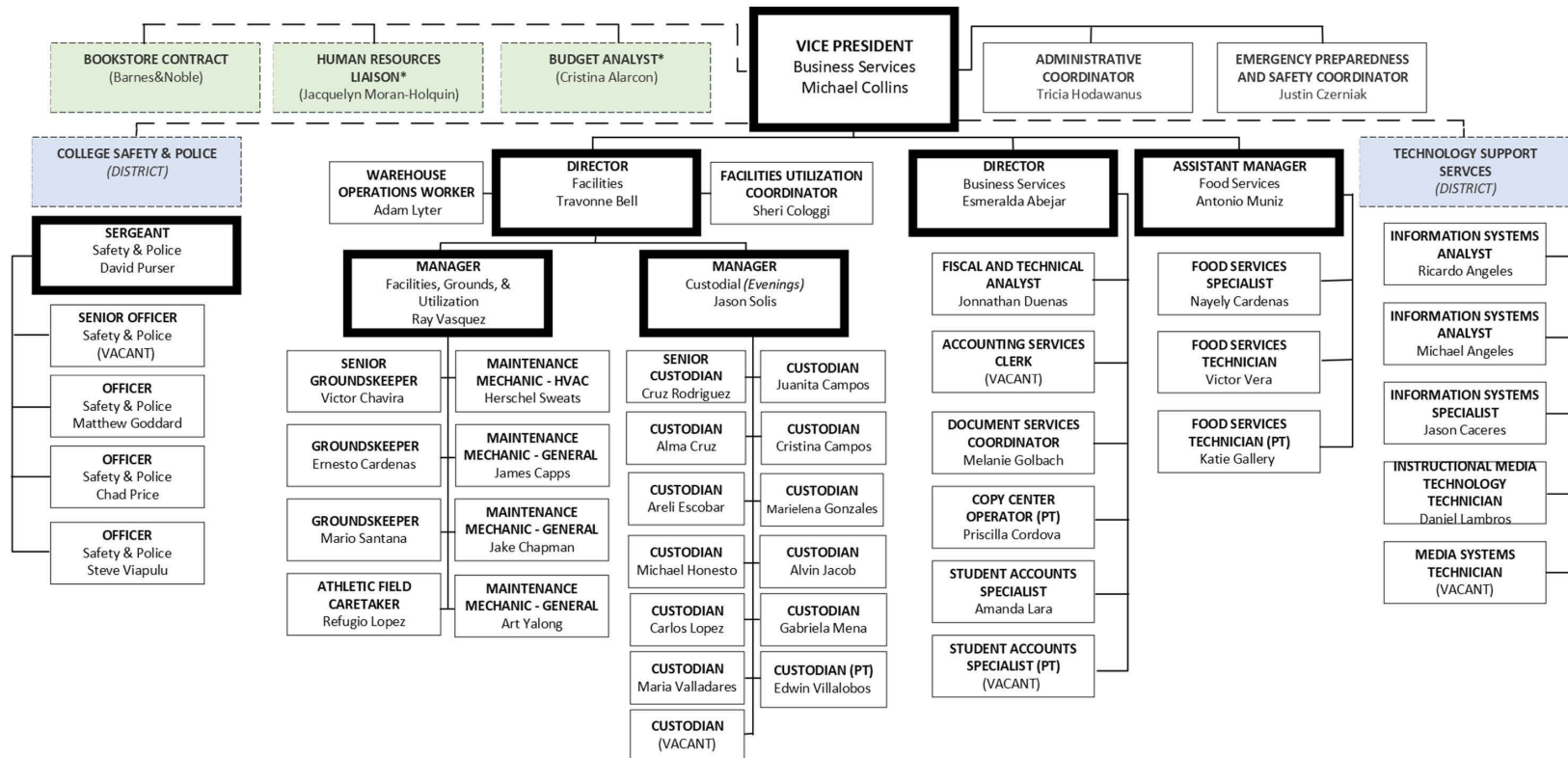
Norco College – Academic Affairs



Revised 9/17.

Riverside Community College District

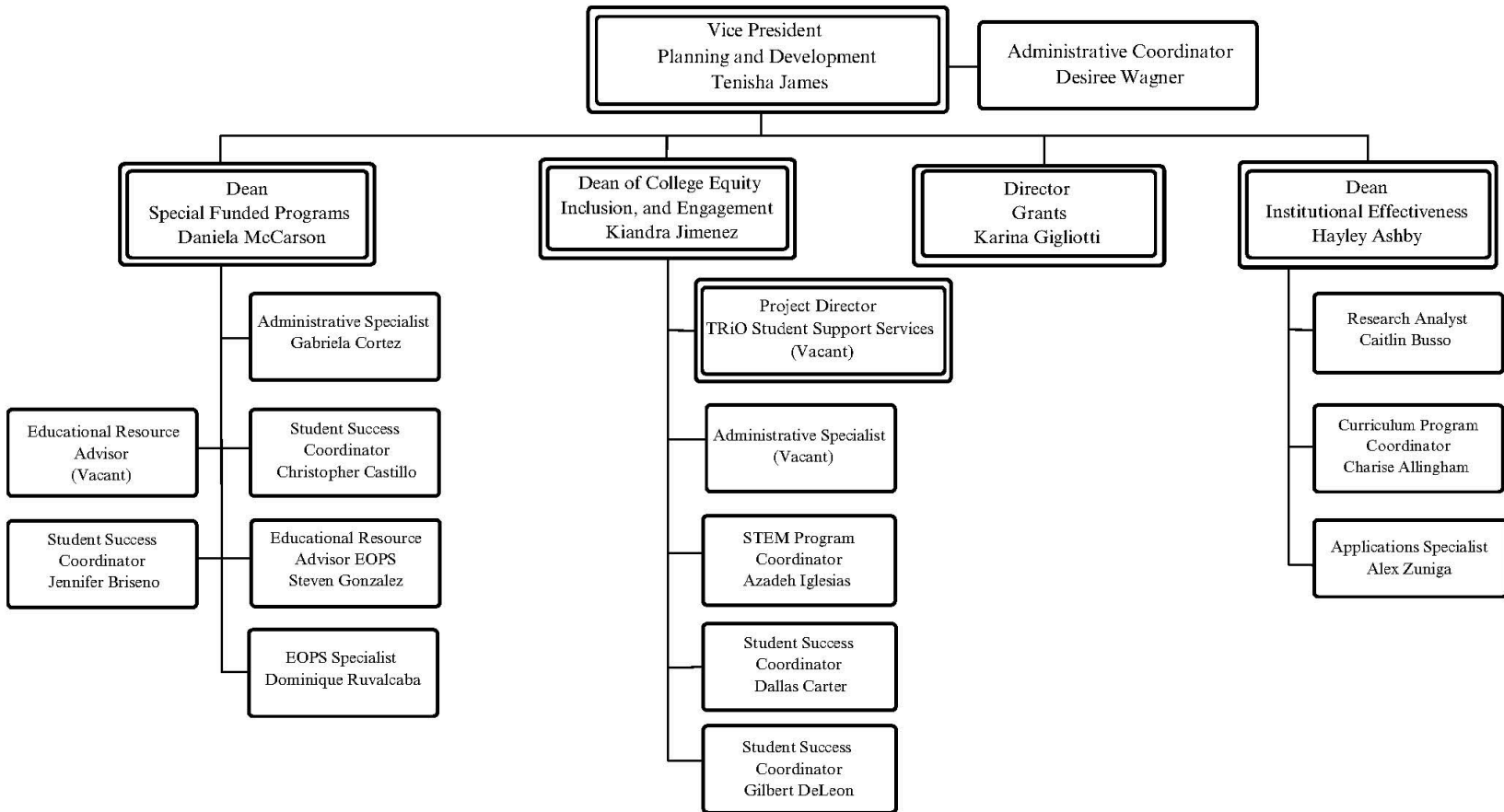
Norco College - Business Services



--- = Centralized service with dedicated staff serving Norco College
 * = Centralized service with a dedicated staff person to serve Norco College
 PT = Permanent Part-Time Employee Position

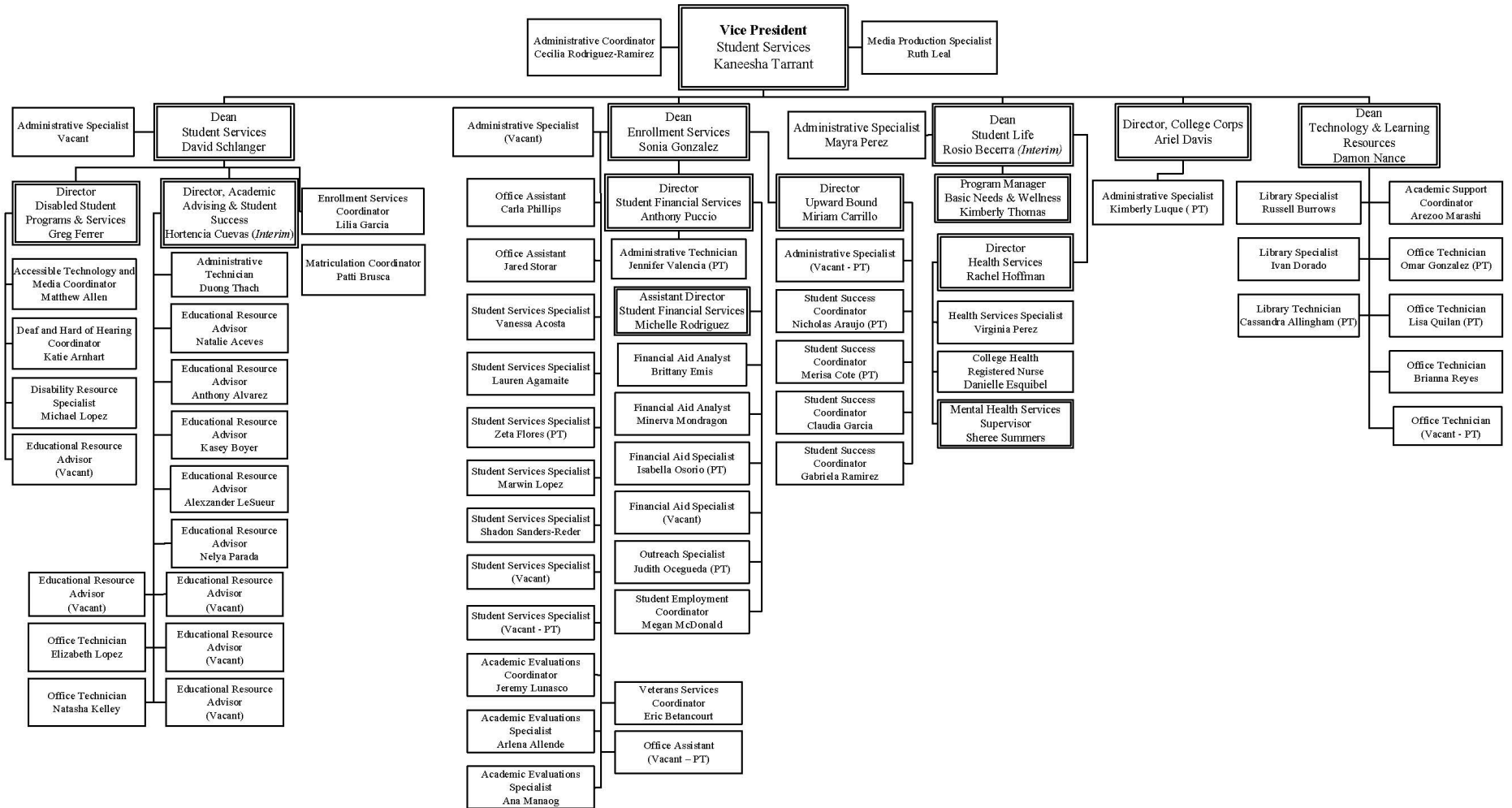
Updated
June 2026

Riverside Community College District Norco College - Planning and Development



Riverside Community College District

Norco College – Student Services



PT=Permanent Part-Time Employee



NORCO COLLEGE

Norco College
2001 Third Street
Norco, CA 92860

