



**Minutes**  
**Norco Academic Senate Meeting**  
**On May 4, 2026**  
**1:30 - 3:30 PM | CSS-217 & via [Zoom](#)**

Meeting called to order at 1:33 PM.

**1. Attendees**

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, Maria Adams, John Alpay, Kimberly Bell, Darnell Bing, Michael Bobo, Meghan Chandler, Araceli Covarrubias, Erin Deck, Jake Drainville, Vivian Harris, Marie Hicks, Hussam Mobin, Ana-Marie Olaerts, Sandra Popiden, Dan Reade, Tim Russell, Jim Thomas, Jody Tyler, Steff Warsinski, Sigrid Williams, Patty Worsham

Guests: Hayley Ashby, Kylie Campbell, Cheryl Cox, Ashley Etchison, Monica Green, Tenisha James, Selena McKay-Davis, Roger Perez, Melanie Titterud, Kaneesha Tarrant, Jude Whitton

**2. Approval of [Agenda](#)**

M/J. Alpay, S/J. Thomas; Approved by Consensus

**3. Approval of Minutes for [April 20<sup>th</sup>](#) meeting**

M/J. Alpay, S/L. Adams; Approved by Consensus

**4. [Comments from the Public](#)**

- Edwin Romero shared concerns about employees in the district who are DACA recipients facing delays in government processing of work authorization renewals.
- Delays are causing employees nationwide to lose work authorization and employment.
- Requested the Senate to consider support measures for affected employees.
- Suggested improved communication and guidance for employees who lose authorization.
- Proposed exploring options such as unpaid leave and collaborating with administration to develop a process for support.

**5. CTA Report (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)**

- Reminder to review the email from the FA President regarding upcoming deadlines.
- New CBA negotiations are complete; voting window is May 11th –18th.
- Contract changes review meeting scheduled for Tuesday, May 12th via Zoom with all three colleges; additional meeting with administration on June 5th.
- Board approval is anticipated at the June meeting.
- Workshops are being planned on IOI for best practices due to recurring issues brought to FA.
- Cybersecurity training completion rates discussed; compensation payments are delayed.

- Full-time faculty receive 1 hour of Flex credit; part-time faculty receive 1 paid hour.
- Faculty must print a training certificate and send it to Claudia Figueroa.
- Concern raised about PT faculty being locked out of all programs for failure to complete training; issue tied to MOU requirements.
- As of May 1st, employees without completed training only have access to the training widget in Microsoft Apps.
- Chairs should remind faculty about training and access restrictions.
- PT faculty missing payment should contact Diana Campuzano; payments may be delayed and paid at the 1 hour lab rate.
- Questions about DE certification payments should reference the latest MOU; faculty with prior approved training who were not compensated should contact FA.
- Peer-to-peer certification process is working well.
- Deadline for required DE certification is December 31, 2026; faculty without certification by then cannot teach or be scheduled.

6. **Information Item: [The College Corps Program, Volunteer Service for Students](#) (A. Davis)**

- Dr. Davis shared that applications for College Corps are now open.
- Faculty are encouraged to promote the program to students.
- Contact Kim Bell with any additional questions.

[\(Senate #5&11\)](#)

7. **Action Item: [Ratification of Senate President Appointments](#) (K.Bell)**

- Senator/Alternate Appointment Fall 26-Spring 28
  - CHL – Senator - Lisa Hernandez
    - Alternate - Daniel Turrubiarres

8. **Action Item: [Alignment of RCCD RSI Guidelines with AP 2105 and ACCJC RSI Rubric](#) (1st Read) (S.Popiden)**

- In April, NAS approved updates to AP 2105 and requested approval of the local RCCD RSI Guidelines.
- Proposed revisions include removing references to ConferZoom and eliminating asynchronous instruction language.
- Guidelines were originally drafted by the Moreno Valley Distance Education Committee.
- Additional updates clarify federal RSI expectations, instructor interaction, feedback, and student engagement monitoring.
- Action was postponed allowing constituent review and feedback.
- Item will return for a vote at the May 18th meeting.

[\(Senate #8\)](#)

9. **Action Item: [Annual RSI Course Review Process](#) (L. Adams)**

- An RSI workgroup was established last summer to evaluate district compliance with Regular and Substantive Interaction (RSI) requirements.
- Initial random checks showed the district would have been out of compliance, leading to the launch of an RSI improvement campaign.

- Ongoing, regular measurement of RSI compliance was identified as necessary.
- A random sample review of Spring 2026 classes will be conducted in collaboration with District DE.
- Faculty will be notified, and participation will be voluntary (opt in/out).
- Findings will be reported regularly, with the goal of improving compliance rates over time.
- Distance Education will oversee RSI efforts on an ongoing basis, though additional support may be needed.
- Spring term was selected for consistency and annual review purposes, even though some courses are only offered in fall or spring.
- Concerns were raised about whether sufficient resources and support exist to sustain the work.
- The Distance Education Coordinator role was revised from .4 to .2 reassign time, with accessibility duties removed; annual review of the role may be needed.
  - The job description is with the Interim VPAA.
- The process for requesting reassigned time through FA, VPAA, President, and district office was reviewed; requests must go to VPAA first, President second, district office third, and then to FA.

[\(Senate #1,8&10\)](#)

Approved by consensus.

**10. Action Item: [2026 Norco Institutional Self-Evaluation Report](#)  
[Draft](#) (2nd Read) (T.James)**

- Item presented for second read with possible action.
- Motion made by M. Hicks and seconded by D. Reade.
- Discussion emphasized that the document is a living document that can continue to be updated.
- Concerns were raised about lack of transparency in the program review and resource allocation process.
- Questions were asked about how funding and faculty resource decisions are made and communicated.
- Equity concerns highlighted the need for more tutoring and support resources, especially in lower-level math courses, to improve retention and student success.
- Additional evidence is still needed for multiple ISER sections.
- Questions were raised about college efforts to support enrollment growth.
- Members requested clearer evidence and commitments before approving the document.
- Feedback and evidence collection are ongoing, and updates to the document will continue.
- Senate-related content was reported as complete.

A substitute motion was introduced by J. Tyler to accept this as a living document that will be refined as data is collected and presented to the body; and seconded by J. Alpay.

[\(Senate #8\)](#)

Approved by consensus.

11. **Action Item:** [Access to Disaggregated Course-Level SLO Data to Support Equity and Student Success](#) (H.Ashby or designee)

- Proposal from the Norco Assessment Committee to provide faculty secure access to disaggregated course-level SLO data through Nuventive Dashboards.
- Goal is to move from broad summaries to more precise insights that identify both student success and equity gaps.
- Focus is on using assessment data to improve practice and target interventions where gaps occur.
- Current data only shows gaps at the discipline level, not by individual course or SLO.
- Proposed solution would disaggregate course-level SLO data by categories such as race/ethnicity, gender, and age.
- Safeguards ensure data will not be used for faculty evaluation or employment decisions per contract language.
- Nuventive access would be limited to faculty within their discipline, with filters for learning outcome, course, and Canvas ID.
- Emphasis placed on using data for inquiry, reflection, and improvement rather than judgment.
- Discussion included the need for discipline-level conversations about standardized assessment questions and rubric application to ensure data consistency.
- Section numbers will not appear in Nuventive; data remains at the course level only.
- PT faculty do not currently have Nuventive access but can request screenshots of data from Charisse Allingham.

[\(Senate #1,8, &11\)](#)

Motion approved by consensus; with changes and additional documentation.

12. **Information Item:** [Shortened Courses Study](#) (Q.Bemiller, H.Ashby or designee)

- Study compared shortened courses (6–8 weeks) vs full-term courses across Spring 2024–Fall 2025.
- Shortened courses now represent ~20% of total enrollment and continue to grow.
- First 8-week courses show equal or higher success rates than 16-week courses.
- Retention is consistently higher in shortened formats.
- Second 8-week courses show lower success rates, especially in online sections.
- Students are not significantly using shortened courses to accelerate degree completion.
- Students who mix shortened + full-term courses tend to attempt more total units.
- Equity gaps persist, including lower participation from male and first-time students.
- Overall takeaway: shortened courses are effective operationally and instructionally, but underutilized.
- Barriers appear structural and behavioral rather than tied to academic ability or performance.
- Key implication: shift shortened courses from an enrollment option to an intentional completion strategy.
- Recommendations:
  - Develop paired 8-week course pathways
  - Strengthen advising and student awareness

- Improve online course design, especially for second 8-week term
- Expand targeted outreach to underrepresented student groups
- Next steps:
  - Pilot paired course models
  - Investigate performance drop in second 8-week courses
  - Improve messaging around accelerated completion benefits
  - Use data to guide scheduling and student support strategies

[\(Senate #2,5,6,&10\)](#)

**13. Information Item: [Norco College Dual Enrollment Updates](#) (K.Campbell)**

- Dual Enrollment participation continues to grow significantly, increasing from 1,511 students in 2020-21 to 3,526 students in 2025-26, with a long-term goal of 6,289 students by 2030.
- The program currently serves students through:
  - Dual Enrollment: 2,957 students
  - Concurrent Enrollment: 333 students
  - Middle College: 690 students
- Dual Enrollment FTES more than tripled from 177.9 in 2020-21 to 641.7 in 2025-26.
- Implementation of DualEnroll.com in Spring 2025 improved enrollment capture rates and streamlined the enrollment process.
- Middle College students consistently demonstrate stronger retention and success rates than traditional Dual Enrollment students, highlighting the effectiveness of enhanced student support models.
- The program is aligning with the DEEP framework to:
  - Expand access for underserved students
  - Align courses with college and career pathways
  - Improve advising and student planning
  - Strengthen instructional support
- Key program challenges include limited staffing, lack of operational funding, and insufficient counseling/support capacity.
- All information has been shared with the Executive Cabinet and is going to APC this Friday.
- Major program requests include:
  - Additional enrollment and admissions staff
  - Dedicated counseling support
  - Faculty coordination/support
  - Operational funding for travel, technology, marketing, and professional development

**Dr. Tarrant:**

- Wanted to clarify, there are a couple of big things:
  - There is a counselor who is dedicated to helping support Dual Enrollment-- John Moore.
  - Education Resource Advisors that are also dedicated to the high school; David will come in two in two weeks and touch on the outreach point and what our advisors are doing.

- Through Executive Cabinet, we already looked at making resource allocations for the positions that have been requested; one is already in, in the works, and then we're continuing to work on the other one.

[\(Senate #4,7,10&11\)](#)

**14. Information Item: [Space Utilization/Optimization Data](#) (M.Collins)**

- Norco College is analyzing how effectively classrooms and labs are being used to improve scheduling, space planning, and future facility decisions.
- The study measures room utilization and Weekly Student Contact Hours (WSCH) against Title 5 state standards to determine where there is excess or insufficient space.
- Capacity/load ratios are a key metric:
  - Above 100% = excess space
  - Below 100% = space deficiency that may support eligibility for state funding.
- State capital outlay funding decisions consider factors such as unused space, enrollment growth, building conditions, FTES, and workforce/CTE needs.
- Fall 2023 to Fall 2024 findings:
  - Classroom/Lecture efficiency declined from 50% to 45%
  - Laboratory efficiency increased significantly from 119% to 168%.
- The college distinguishes between:
  - Space Utilization Studies (measuring current use)
  - Space Optimization Studies (redesigning or reallocating space to improve efficiency and cost-effectiveness).
- Overall focus for 2025–26:
  - Improve lecture room efficiency
  - Better align scheduling and room assignments
  - Maximize the use of existing facilities before expanding infrastructure.

[\(Senate #10\)](#)

**15. Information Item: Element 451 Debrief (K.Bell) **Tabled for next meeting****

**16. Officer Reports **Tabled for next meeting****

- A. Secretary/Treasurer (Erin Deck)
- B. Vice-President (Dan Reade)
- C. President (Kimberly Bell)

**17. College Reports **Tabled for next meeting****

- A. Associated Students Senate Representative (H. Mobin)
- B. President (Monica Green)
- C. Interim Vice President of Academic Affairs (Quinton Bemiller)
- D. Vice President of Planning and Development (Tenisha James)

E. Vice President of Student Services (Kaneesha Tarrant)

18. **Standing Committees & Liaisons Reports Tabled for next meeting**
  - A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, Library/LRC, Program Review, TLC  
Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, GLSA, DSSC, Guided Pathways, LGBTQ+ Advocates, Prison Education Program, Equity, PGSL
19. Meeting adjourned at 3:52 PM.

**RCCD** College Corps

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questions or requests for reasonable  
accommodation

Ratification of Senate President Appointments 5.4.26

**Senator/Alternate Appointment Fall 26-Spring 28**

CHL – Senator - Lisa Hernandez

Alternate - Daniel Turrubiartes

## **RCCD Regular and Substantive Interaction Guidelines**

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Administrative Procedure 2105: Distance Education contains procedural language consistent with state and federal standards for distance education courses offered in the Riverside Community College District. As a complement to AP 2105, the Regular and Substantive Interaction (RSI) Guidelines define how to interpret the standards to ensure that online courses offered in the district meet or exceed them.

The responsibility for updating the Regular and Substantive Interaction Guidelines resides with the colleges' Distance Education Committees which report to the colleges' Academic Senates. The Distance Education Committees will review this document and make recommendations to the Academic Senate as changes are required every 3 years. Federal language is in bold and cannot be modified.

**Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--**

- (1) The internet;**
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;**
- (3) Audioconferencing; or**
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).**

Note that Correspondence Education requirements are different from Distance Education requirements.

### **Correspondence education means**

- (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.**
- (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.**
- (3) Correspondence courses are typically self-paced.**
- (4) Correspondence education is not distance education**

Definitions from the [department of education website](#) (34 C.F.R. § 602.3.)

**Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes *at least two* of the following:**

**(i) Providing direct instruction ~~via synchronous or asynchronous methods~~**

- ~~Synchronous~~ **Direct** instruction is distance education classes with meeting(s) during scheduled days and times. Students will attend class online during the published course times. Additionally, students will log in to Canvas and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.
  - Evidence of class meetings (~~Confer~~ Zoom, Recording, announcements with basic information about time, date, topic, link, etc.,).
- ~~Asynchronous instruction is distance education classes with no scheduled meeting days. Students will log in to Canvas and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.~~
  - ~~Instructional videos (synchronous meeting recordings, self-made and/or curated instructional videos) with basic contextualization from the instructor about what to do with the materials.~~

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**(ii) Assessing or providing feedback on a student's coursework**

- Feedback on coursework can be given to individual students in a rubric, in submission comments (written, audio, or video), as quiz question comments, and/or as a written or video message as announcements, with in discussion boards, or as emails (archived in Canvas) to the *entire class*.

**(iii) Providing information or responding to questions about the content of a course or competency**

- The instructor provides information and/or answers to student questions related to the content of a course or competency, with audio, video, or written explanation as to how students should engage with the course materials.

**(iv) Facilitating a group discussion regarding the content of a course or competency**

- Facilitating a *group* discussion regarding the content of a course or competency could occur in discussion boards or in other locations throughout the course.
- Instructor presence as a facilitator in a group discussion serves the purpose of advancing the conversation.

**(v) Other instructional activities approved by the institution's or program's accrediting agency**

- Substantive interactions that are not included in the first four methods.

- District external tools that do not require separate login, with sufficient instructor engagement and data tracking.
- Substantive direct instruction using Canvas content pages created by the instructor.

**An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—**

**(i) Providing the opportunity for substantive interactions with the student on a *predictable and scheduled basis* commensurate with the length of time and the amount of content in the course or competency;**

- *Examples can include but are not limited to:*
  - Interaction patterns will vary depending on the length of the course. The instructor establishes predictable publishing, unlocking, and availability window cycles (modules, assignments, or announcements) with due dates spread throughout the semester.
  - The instructor provides a tentative schedule showing items such as the frequency of student contact, due dates, topics of instruction, etc.
  - The instructor provides information regarding how they contact students and how students contact the instructor.
  - The instructor provides information regarding the expectation of the type and frequency of interactions during the course.

**(ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.**

- Actions taken by the institution and instructor to monitor needs and extend support.
- *Examples can include but are not limited to:*
  - Reaching out to students using the *Message Students Who* tool, Inbox messages, and/or assignment comments to note changes in participation and/or course work
  - Promoting and encouraging attendance to tutoring services, engagement centers or other campus resources
  - Using Canvas analytical tools to track student progress and engagement
  - Providing resources to equip students to monitor their success in the course
  - Providing Canvas guides and video tutorials where needed
  - Utilizing Early Alert and special program grade checks

# RSI Course Review: Proposed Annual Evaluation Process

## Background

In Summer 2025, the RSI Workgroup conducted a mock review of 20 Norco College online courses using the ACCJC Quality Continuum Rubric for Distance Education. The review was designed to identify strengths and gaps before Spring 2026 courses are collected for the accreditation peer review.

	Element Present in Course	At Emerging or Higher
<b>Substantive Interaction</b>	<b>90%</b> showed 2+ interaction types	<b>40%</b> met the threshold
<b>Regular Interaction</b>	<b>35%</b> showed both required elements	<b>0%</b> met the threshold

While substantive interaction was broadly present, regular interaction, including predictable engagement patterns and proactive monitoring, was a critical gap. Under ACCJC standards, this sample would have triggered a Core Inquiry and potentially a Recommendation for Compliance.

In response, the RSI Workgroup launched a full Fall 2025 support campaign: drop-in labs, department trainings, DesignPLUS templates, Canvas Commons modules, DE website overhaul with RSI hub, and a faculty self-check tool. That campaign built the infrastructure. The Summer 2025 review, originally a pre-accreditation check, also proved to be a useful baseline for measuring progress. This proposal formalizes that kind of review as an annual practice, giving the college an ongoing mechanism to measure progress and sustain the work over time.

## Proposed Annual RSI Course Review Process

<b>Cadence</b>	Annual, each fall semester
<b>Sample</b>	~20 courses from the prior spring semester, oversampled initially to account for voluntary opt-outs. Sampling is coordinated by District Distance Education.
<b>Participation</b>	<b>Voluntary and confidential.</b> Faculty whose courses are selected may opt out. Reviewers see course and instructor information during the review itself; results are reported in aggregate only, with course- and instructor-level findings not shared beyond the review team.
<b>Reviewers</b>	<b>Members of DEC</b> , using a shared scoring guide aligned to the ACCJC Quality Continuum Rubric for Distance Education
<b>Coordination</b>	<b>DE Faculty Support Coordinator &amp; DEC</b>
<b>Review Tool</b>	<b>ACCJC Quality Continuum Rubric for Distance Education</b> — Regular Interaction (A & B) and Substantive Interaction criteria
<b>Timeline</b>	<b>Annually during Fall semesters</b>

## Connection to the DE Strategic Plan

The DE Strategic Plan is currently under development. Results from the RSI review are designed to feed directly into that plan as a key metric, including establishing baseline data and annual improvement targets. The process should allow us to demonstrate meaningful, measurable progress over time, rising to meet the 85% target from ACCJC. And it ensures that we have a regular mechanism to evaluate the effectiveness of DE certification and other support to RSI in online classes.

## Connection to Professional Development and Faculty Support

Aggregate findings will directly inform the DEC's priorities for RSI-related professional development and faculty support each year. If the data show that a particular interaction type (e.g., monitoring and outreach) remains a widespread gap, that becomes the focus for the following year's training, labs, and resources. This gives us a full review loop: assess, support, and reassess.

## Reporting

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Annual findings will be shared in a concise, aggregate summary focused on trends and next steps. Reports will be shared with:

- All DE faculty — summary via email or Flex activity
- Distance Education Committee — full aggregate results with year-over-year trends
- Academic Senate — summary report
- Academic Council / College Council — summary report
- Accreditation Team — for ISER documentation and evidence files

## Connection to Accreditation

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### Alignment with ACCJC Standards & Federal Requirements

- **ACCJC Standard 2.6:** The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote student learning and achievement for all students.
- **Review Criteria #2:** Institutions have practices in place to ensure ongoing alignment with federal requirements for distance education and correspondence education, and direct assessment, as defined in ACCJC's Policy on Distance Education and on Correspondence Education and Policy on Competency Based Education (if applicable).

ACCJC Standard 2.6 requires institutions to ensure ongoing alignment with federal requirements for distance education, including Regular and Substantive Interaction as defined in 34 CFR §600.2. The ACCJC Quality Continuum Rubric operationalizes these requirements, and ACCJC requires that at least 85% of sampled distance education courses demonstrate Regular and Substantive Interaction at the Emerging level or above.

The first cycle of this annual process runs Fall 2026, reviewing a sample of Spring 2026 courses. It will provide an update on progress toward the 85% threshold compared to the Spring 2025 baseline. Subsequent cycles continue that measurement, producing the ongoing evidence of institutional improvement that future accreditation cycles will need to document.

# 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

[insert date of submission: Month Year]

## Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Monica Green  
Norco College  
2001 Third Street  
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:

[Chief Executive Officer of Multi-College District, if applicable] [Date]

[Chief Executive Officer] [Date]

[Chairperson, Governing Board] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

Update the table of contents prior to submission. To update, click anywhere in the table of contents and select "Update Table" on the tab that appears above the table of contents header. When prompted, select "Update entire table."

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## Forward to the Institutional Self-Evaluation Report

Provide a **very brief** (1 page maximum) overview of the high-level themes and findings that emerged from the institution's self-evaluation process. The forward is intended to provide readers with a sense of what the institution learned from its self-reflection (including areas of strength and opportunities for institutional growth). ACCJC staff recommend writing this section last, after the rest of the institutional narrative has been completed.

[Insert the Forward to the Institutional Self-Evaluation Report.]

### A. Introduction: Institutional Context

Provide a brief introduction to the institution and its context. Include a brief history of the institution, including the year of establishment. Provide data and/or narrative to help readers understand the community and student population the institution serves as it implements its mission, and highlight any major events or developments that have occurred at the institution since the last comprehensive review. Suggested length is 3-5 pages of narrative (not including any charts, tables, or other visuals).

[Insert the Introduction.]

### B. Institutional Self-Evaluation of Alignment with Accreditation Standards

For each numbered Standard below (i.e., 1.1, 2.4, 3.2, etc.), provide a narrative response that analyzes the institution's alignment with the Standard. The narrative should address the review criteria and provide supporting evidence, data, and examples as appropriate. The narrative should also address opportunities for innovation and areas for improving alignment to the Standard that were identified during the self-evaluation process.

As you prepare to draft your response, it may be helpful to reflect on the following questions:

- What does the institution do to align with the Standard?
- What are the results of these actions? How effectively do the actions support equitable student success? How do you know?
- What did the institution learn?
- What will the institution do differently as it moves forward? How will the institution's learning inform its plans for action, improvement, and/or innovation?

## **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 equitable student achievement 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 equitable educational opportunities and 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 approved by the Board of Trustees on November 18, 2025. (Mission and Core Commitments) The SPGM 2025–2030 codifies mission review as a five-year cycle, with the next review scheduled for Spring 2030, ensuring this remains a standing institutional responsibility rather than an ad hoc undertaking. (SPGM 2025–2030, MVCC Review Procedures)

Because the Board approved the revised mission on November 18, 2025, 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 mission-reflection processes are institutionalized and that their findings informed the revision; they do not constitute evaluation of the current Board-approved mission. The 2025–26 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 58.9% Hispanic/Latinx and 7.2% Black or African American — together representing 65% of first-time college students and 78% of first-generation students — and most students attend part time. (Norco College At-a-Glance 2025) 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. The Student Equity Plan 2022–2025 documents these demographics alongside the outcome metrics the College monitors to ensure that commitment to access translates into equitable outcomes. (Student Equity Plan 2022–2025, Section II)

The five Core Commitments — Nurture Students First, Open Doors to Equity, Rise Together, Commit to Integrity, and Own Our Growth — translate the mission into shared institutional expectations across 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. (Mission and Core Commitments; SPGM 2025–2030, College Alignment)

This commitment to equitable outcomes is grounded in data. (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. (Student Equity Plan 2025–2028, Figure 2) 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 — a process that predates the current mission and will be updated to reflect the revised language beginning in 2025–26. (IEPS Mission Review Survey Results 2024–25) These mechanisms ensure that the mission's commitment to "every

learner" is evaluated against evidence, not assumed.

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

## **Moving Forward**

The 2025–26 academic year is the first full cycle under the revised mission. The 2025–2026 Catalog retains prior mission language from the preceding cycle; the College website and high-visibility materials already reflect the Board-approved mission. (Mission and Core Commitments; Norco College 2025–2026 Catalog) The Office of Planning and Development is coordinating remaining updates, monitored through the College's governance processes. IEPS mission review questions will be updated beginning in 2025–26 to establish a baseline for evaluating the revised mission's reach across the institution.

### **1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.**

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. (SPGM 2025–2030, Strategic Objectives and KPIs) 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 rather than directional aspirations. Some evidence cited in this section references 2020–2025 KPIs and objectives; those documents are included to demonstrate the continuity of the College's goal-setting processes across planning cycles.

Equitable student outcomes are embedded in the goal structure, not treated as supplementary concerns. 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. (SPGM 2025–2030, Strategic Objectives and KPIs) The Student Equity Plan 2022–2025 reinforces this alignment by documenting the disproportionate impact methodology the College uses to identify gaps and the inquiry-based strategies designed to close them across five metrics: successful enrollment, persistence, transfer-level completion, degree and certificate completion, and transfer. (Student Equity Plan 2022–2025)

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

## **Moving Forward**

The goal-setting infrastructure is in place and producing results. The immediate priority is ensuring VP-level administrative assessments of the 2025–2030 strategic objectives are completed and documented, providing the evidence base for the annual KPI progress review cycle. As multi-year data accumulates under the new planning cycle, the College will continue refining how KPI trend data is communicated to constituents — deepening shared understanding of where progress is sufficient and where sustained effort is needed. (SPGM 2025–2030, Strategic Objectives and KPIs)

**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, supporting shared understanding of institutional performance and improvement expectations. (ISS Procedural Response; Academic Senate Presentation)

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. (SPGM 2025–2030, Strategic Objectives and KPIs) Program review reinforces this accountability at the unit level: the Program Review and Resource Request Procedure uses outcomes assessment data as a scoring element for resource requests, creating a direct link between evidence of program effectiveness and budget prioritization. (Program Review and Resource Request Procedure) 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 is central to how Norco identifies gaps and plans responses. The Student Equity Plan 2022–2025 documents the College's disproportionate impact methodology and an inquiry-team model that uses qualitative and quantitative methods to investigate root causes of persistent equity gaps for Black/African American and Hispanic/Latinx students. (Student Equity Plan 2022–2025) SEP Research Highlights translate student-experience evidence into actionable recommendations — including strengthening student awareness of available supports — ensuring that planning reflects what students report experiencing, not only what institutional data shows. (Student Equity Plan Research, Campus Area Highlights 2023–24) 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 full-time Student Success Coach position; persistent equity gaps in degree and certificate attainment for LGBTQ+ students prompted a documented action plan to transition the Student Resource Specialist from part-time to full-time and establish ongoing funding for the Phoenix Scholars Program. (KPI Equity Reports; Student Services Annual Update 2025)

The transition to Canvas-based SLO data collection represents a significant advance in the College's assessment infrastructure: for the first time, results can be compared on a common scale and tracked over time across disciplines (Five-to-Thrive Presentation to BOT). Nuventive displays these results in a dedicated dashboard that disaggregates SLO mastery data by demographic group, making equity patterns in student learning visible alongside the achievement data faculty already review in program review. As of Fall 2025, 22% of course outcomes data has been collected in Canvas, up from 15% at the end of 2024-2025 — reflecting how early the College is in this transition. A college-wide campaign is underway to expand faculty participation and build consistent assessment practice across all programs. (Annual Assessment Report 2024-2025; Canvas SLO Data Collection Process)

**Moving Forward**

Two areas are in active development. The first is SLO documentation in program review: the College is piloting a structured approach in Nuventive so that program review consistently captures where SLO results influenced improvement decisions and resource requests — strengthening the evidence trail from assessment to action. The second is dashboard granularity: the Nuventive SLO dashboard currently displays mastery data disaggregated by student demographics at the aggregate level, combining results across

courses and outcomes. Developing course-level disaggregation is a priority, as more granular data is a condition for the targeted, faculty-led equity analysis the College's inquiry model depends on. (Annual Assessment Report 2024-2025; Program Review and Resource Request Procedure; SPGM 2025–2030)

#### **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. (SPGM 2025–2030) 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. (Program Review and Resource Request Procedure)

Resource requests move through a sequenced governance pathway — leadership council ranking followed by College Council review — before final funding decisions are made, reinforcing consistency and transparency. (Program Review and Resource Request Procedure) 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. (Sample 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 — including SPGM revisions reviewed and approved through the Academic Senate — demonstrating that planning structures themselves are subject to the same improvement cycle they govern. (SPGM 2025–2030; Academic Senate Minutes, November 2024)

#### **Moving Forward**

Norco College's planning systems are functioning and well integrated. The College is exploring whether aligning comprehensive program review timing with the five-year strategic planning cycle would strengthen coherence across planning systems and support longer-range analysis of program effectiveness. This evaluation will be carried out through the College's participatory governance processes, with findings informing 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. Town Hall presentations share KPI results with the full campus community, framing progress against targets, identifying areas of strength, and naming focus areas for improvement. (NC KPI Progress Report) 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. (SPGM 2025–2030)

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. (Program Review Committee Website) The Regular Update, distributed to all faculty and classified professionals on a published schedule, was developed through the prior accreditation cycle to connect institutional news and activity to strategic direction. Most items are explicitly tagged to a named strategic goal, making the connection between daily institutional work and college priorities visible on an ongoing basis. (Regular Update Website) Beyond internal channels, the College's strategic planning documents — including the SPGM, Student Equity Plan, and Educational Master Plan — are publicly accessible, ensuring that any stakeholder can examine institutional goals, equity commitments, and improvement priorities directly. Beyond campus, the College communicates progress through community forums — including a 2025 presentation to the Eastvale Chamber of Commerce updating local business and community stakeholders on institutional facilities development, state-funded construction projects, and the new Corona Educational Center. (Eastvale Chamber of Commerce Presentation 2025)

Data and evidence actively inform institutional dialogue — 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: SEP research highlights translate qualitative student-experience findings into actionable priorities, elevating student voice in institutional decision-making. (Student Equity Plan Research, Campus Area Highlights 2023–24) The Spring 2025 State of the College materials demonstrate closing the loop — reporting a marked reduction in fraud indicators following coordinated institutional actions, showing constituents that evidence-informed decisions produce measurable results. (State of the College, Spring 2025)

### **Moving Forward**

Norco College's channels for communicating progress are established and active. The next step is systematizing how the College closes the loop — establishing a consistent reporting cycle that communicates back to campus and community how KPI, Student Equity Plan, and program review findings have resulted in specific policy, process, and service changes. The Office of Institutional Effectiveness and the Vice President of Planning and Development are developing an IE report addressing progress toward the 2020–2025 strategic plan goals and objectives; going forward, this will become an annual report providing constituents with a structured account of institutional improvement across planning cycles.

## 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 equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.*

Suggested length for Standard 2 is no more than 20 pages.

### **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 and Educational Master Plan before advancing through governance review, ensuring that program development is grounded in institutional purpose from the outset. (Curriculum Development Process) The programs that emerge from this process span the full range of pathways described in the mission: in 2022–23 the College conferred 2,342 total credentials across associate degrees, Associate Degrees for Transfer (ADTs), and certificates. (SEM Plan 2024–2027, Figure C.04.03)

Breadth and rigor are maintained through layered review. Board Policy governing associate degrees assigns 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. (BP/AP governing associate degrees) The Academic Council's 2025–2030 charge includes systematic review of program design and delivery across all modalities, with equitable attainment of learning outcomes as a standing evaluation criterion, and the Program Review Committee conducts regular reviews of program effectiveness and equity. (SPGM 2025–2030, Academic Council charge)

The College's commitment to Open Doors to Equity shapes how this portfolio is evaluated. The Student Equity Plan 2025–2028 identifies persistent disproportionate impact for Black/African American students in successful enrollment and persistence, and for Hispanic/Latinx students in transfer-level English and math completion and transfer. (Student Equity Plan 2025–2028) These gaps inform ongoing program evaluation and the Academic Council's review priorities.

Academic standards extend equally to students at all locations. The Rising Scholars program at the California Rehabilitation Center (CRC) has awarded more college degrees than any other California Department of Corrections and Rehabilitation institution — 84 students earned ADTs in the most recent reporting period — demonstrating that the College's commitment to breadth, rigor, and equitable access applies across every instructional context. (Rising Scholars Program Annual Report)

The same expectations for breadth, depth, and rigor apply across all delivery modalities. Policies and procedures governing online and hybrid course development ensure that courses offered by distance education meet the same curricular standards as in-person instruction. (Curriculum Handbook; DE Addendum)

### **Moving Forward**

[Re-evaluate: The Academic Council's systematic review of program design and delivery across all modalities, launched under the 2025–2030 SPGM, will generate the next cycle of evidence on whether programs are achieving equitable learning outcomes across student populations. As that review matures, findings will

inform program development priorities and resource allocation decisions.]

**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 equitable attainment of learning outcomes and achievement of educational goals.  
(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 policy establishes the framework for curriculum and program development and affirms Academic Senate authority over curriculum, while the Curriculum Committee exercises local oversight. Course Outlines of Record (CORs) embed discipline standards directly — PSYC-C1000, for example, specifies required topical coverage, evaluation methods, and SLOs aligned with external discipline expectations. (COR, PSYC-C1000) Curriculum currency is monitored systematically through Nuventive, where disciplines confirm whether courses are current within a four-year cycle and document plans for updating out-of-date courses as part of program review. (Nuventive Curriculum Review Screenshots)

Program review is the primary mechanism through which the College evaluates whether programs are achieving equitable outcomes. The Program Review Committee (PRC), a standing committee of the Academic Senate, establishes guidelines and content requirements for comprehensive review. Nuventive prompts require disciplines to analyze multi-year trends in success, retention, awards, and equity indicators, and embedded dashboards support disaggregated analysis by student subgroup. (Program Review Data Review Screenshots) A standardized feedback tool strengthens review quality and consistency by prompting reviewers to verify that equity gaps are identified and that action plans are stated when gaps exist. (Program Review Feedback Tool 2024–27)

Where relevant to the discipline, workforce and industry feedback inform program development and review. Advisory board involvement is documented in program development materials — the Biomedical Electronic Equipment Repair Certificate, for example, documents external partner need as part of the proposal — ensuring that program design reflects regional labor market conditions alongside discipline standards. (Biomedical Electronic Equipment Repair Certificate Program Development Materials)

The Norco College Assessment Committee (NAC), a standing committee of the Academic Senate, supports assessment practice and learning improvement. The College has transitioned to Canvas-based SLO data collection, enabling results to be disaggregated by demographic group and tracked over time. NAC built PLO assessment capability in Canvas during Fall 2025, with initial data beginning to be collected. Spring 2026 marks the first major campaign to drive systematic PLO assessment participation across disciplines, with programs developing assessment schedules and taking ownership of program-level outcomes. (Annual Assessment Report 2024-2025)

### **Moving Forward**

Norco College's assessment infrastructure is established and improving. Two priorities are underway. The first is formalizing and publishing a collegewide SLO and PLO assessment cycle — with clear timelines, documentation expectations, and integration points with program review — to ensure complete and verifiable assessment loops across all programs. The second is implementing structured reflection and improvement documentation within Nuventive, so that faculty dialogue, equity analysis, instructional adjustments, and reassessment outcomes are consistently captured as part of the review cycle. Both initiatives are led by NAC and reflect what program review cycles have demonstrated: outcomes-focused improvement is strongest when equity-minded analysis and follow-through are embedded in routine practice, not treated as optional additions. (Learning Outcome Assessment Status Briefing; NAC Charter)

**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 diverse perspectives. (ER 12)**

Norco College's general education framework is grounded in Riverside Community College District policy, which articulates general education as central to the associate degree and emphasizes coherent, integrated learning rather than the accumulation of units. (BP 2025) The District Academic Senate holds authority for developing, revising, and maintaining associate degree requirements and the General Education Student Learning Outcomes (GELOs), and the College Catalog publishes GELOs and their definitions across four interdisciplinary domains, making the framework visible and accessible to students. (Norco College 2025–2026 Catalog)

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. (GE Courses 2025–26) 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. (Cal-GETC Pattern) 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 Description)

District assessment committees, including Norco College participation, have identified opportunities to improve GELO outcome clarity and measurability and advanced a formal governance pathway for reviewing and revising ILO and GELO language. (Process for Updating ILO Language, Academic Senate Presentation)

**Moving Forward**

No GELOs were assessed in 2024-2025 as the Canvas infrastructure for direct GELO assessment was being built. NAC began importing GELOs into Canvas in Fall 2025 alongside PLOs, and Spring 2026 marks the first major campaign to drive systematic GELO assessment participation across disciplines. The immediate priority is establishing a Norco-specific cycle of GELO assessment — including regular analysis, disaggregation by student population, and structured faculty reflection — that connects general education outcomes to the same improvement infrastructure being built for course and program-level assessment. (Annual Assessment Report 2024-2025)

**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 CurricUNET, 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 mandatory review for contract faculty and regular review for tenured faculty. (Norco College 2025–2026 Catalog; CurricUNET; IOI Process; Syllabus Shell Template)

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 Catalog and published class schedule provide foundational information on program requirements, course offerings, and key academic policies. A centralized services hub on the College website directs students to core academic and student support resources, and the Student Handbook Canvas shell places those same resources within the learning management environment students use daily. (Student Support Services Catalog; Student Support Links on Website) The College communicates in multiple modalities — including social media to amplify information about courses, programs, and events — and provides a website translation tool to support multilingual students and community members. (Website Translation Tool; NC Instagram) [Evidence Needed: EduNav student-facing degree progress screenshots — incorporate when available to demonstrate how students track progress toward completion.]

Norco College reviews its communication practices to ensure clarity, accuracy, and relevance. 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. (Norco College 2025–2026 Catalog; IOI Process) [Evidence Needed: Web/communications review log or analytics snapshot — evidence of periodic review of high-impact webpages and whether findings inform updates. Check SPGM for policy.]

### **Moving Forward**

Norco College's priority in this area is adding a student feedback dimension to existing communication review mechanisms — incorporating student perspectives on the clarity and accessibility of program requirements, support services, and academic planning tools into the College's institutional effectiveness processes. This will complement the accuracy-focused review already in place and provide evidence that communications are not only correct but navigable for the students they serve.

### **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 Council (AC), which holds primary institutional responsibility for this standard under the SPGM 2025–2030, coordinates scheduling oversight with the Academic Planning Chairs (APC) — a body of department chairs and deans of instruction that builds and maintains the schedule each term. (SPGM 2025–2030, Academic Council Charter; SEM Plan 2024–2027, Chapter 4)

Schedule construction follows written Guiding Principles codified in the SEM Plan 2024–2027. 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. All pathway courses rotate on a two-year cycle, ensuring every course required for a degree or certificate is available at least once per academic year; CTE completions and Associate Degree for Transfer (ADT) pathway maps are explicit rotation requirements. (SEM Plan 2024–2027, Appendix B.01)

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 is supported by PathMaker technology, which allows deans and department chairs to project schedules with room utilization, FTES generation estimates, and efficiency metrics across multiple terms. As of December 2024, Norco was actively scheduling two terms out, with multi-year scheduling under active development through the District Enrollment Management Committee (DEMC). A district-developed course demand dashboard, built from approved Student Education Plans, gives department chairs direct visibility into projected course need for future terms. (DEMC Minutes, December 12, 2024)

Scheduling effectiveness is evaluated through multiple data streams reviewed by the APC, the AC, and DEMC on a recurring basis. Fill rates, waitlist counts, enrollment targets, and efficiency metrics are standing monitoring items; as of spring 2025, Norco was operating at 101% of its annual enrollment target with an efficiency metric of 14.61. (APC Minutes, March 14, 2025) When data surfaces a scheduling need, the College responds. In fall 2024, retention and success data comparing short-term and full-term sections found that retention is stronger in short-term formats; the College responded by substantially expanding late-start and 8-week section offerings. (APC Minutes, September 13, 2024) [FLAG: Insert section counts — Fall 2019 vs. Fall 2025 — once schedule analysis is complete.]

The College's most documented example of scheduling responding to completion data comes from its participation as a Multiple Measures Assessment Project (MMAP) pilot college beginning in fall 2017. Identifying that students were not completing transfer-level English in a timely manner, Norco began placing students directly into transfer-level English, removing a structural scheduling and placement barrier. The results were measurable: access for Black/African American students increased 117% and for Hispanic/Latinx students 75%. (Norco College Guided Pathways Self-Assessment, 2020–21) That decision — tracing a completion problem to a scheduling structure and redesigning it — is the model the College continues to apply.

[Evidence Needed: We need evidence showing whether students from specific racial/ethnic groups have equal access to the courses they need to complete their degrees on time. I searched Academic Council, APC, and DEMC minutes but may have missed it.]

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. (SEM Plan 2024–2027, Goal 4) The SEM Workgroup will assess progress annually against Vision Goal Completion and transfer-within-three-years metrics. (SEM Plan 2024–2027, Chapter 6) The infrastructure for deeper scheduling accountability is in place: PathMaker for multi-year schedule projection, the DEMC course demand dashboard drawing from approved Student Education Plans, and district PowerBI dashboards monitoring student success metrics. The 2025–2028 Student Equity Plan identifies Black/African American and Hispanic/Latinx students as experiencing the most persistent disproportionate impact in completion and transfer — the populations whose outcomes should anchor any recurring analysis connecting scheduling decisions to completion results. (Student Equity Plan 2025–2028)

### **Moving Forward**

The infrastructure for scheduling accountability is in place — PathMaker for multi-year projection, the DEMC course demand dashboard built from approved Student Education Plans, and district PowerBI dashboards monitoring student success metrics. The next step is connecting these tools to a recurring analysis of whether scheduling decisions are producing equitable completion outcomes, with particular attention to Black/African American and Hispanic/Latinx students.

[FLAG — This may need to be revised if we find evidence of this occurring.]

## **2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.**

Norco College offers instruction across in-person, hybrid, and online modalities and holds itself accountable for whether each modality is working equitably. In 2022–23, distance education courses carried a success rate of 70.2%, compared to 72.6% for non-distance education — a pattern that has persisted for 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. (SPGM 2025–2030, Objective 2.1; SEM Plan 2024–2027, Figure C.04.01) Program review is the mechanism through which disciplines examine this pattern 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. (Nuventive Program Review Dashboard Screenshots)

Distance education faculty teach under a policy and credentialing framework that establishes RSI expectations before instruction begins. AP 2105 and BP 2105 define RSI requirements aligned with Title 5; faculty are required to acknowledge RCCD RSI guidelines before approving online teaching assignments. All DE faculty must hold the RCCD Online Teaching Certification by June 2026, earned through either a peer-to-peer review process developed collaboratively by faculty across all three RCCD colleges, or an equivalency pathway for faculty with recognized prior training through @ONE or another institution. The certification establishes that faculty know and are equipped to implement RSI expectations in their courses. (RCCD BP/AP 2105; RCCD Online Teaching Certification Documentation) The Distance Education Committee has formally and consistently advocated for a local Peer Online Course Review (POCR) process — a state-wide initiative that would elevate the College's distance education program beyond certification, creating a faculty-led culture of continuous improvement in course design across all dimensions of online teaching. (Distance Education Committee Minutes; DEC POCR Request Documentation)

[NOTE: add most up to date count of faculty certified to date across both pathways.]

In Summer 2025, the RSI Workgroup conducted an internal Mock Review of 20 course sections using the ACCJC Quality Continuum Rubric for Distance Education. 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: only 35% of sections demonstrated both required elements — predictable engagement and active monitoring of student progress. The most common issue was the absence of communication and monitoring expectations in the syllabus or Canvas shell.

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 — the first systematic, section-level assessment of actual RSI practice at the 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: 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. The College responded with a college-funded faculty support campaign in Fall 2025, directly targeting the regular and substantive interaction and incorporating communication and monitoring expectations into the college syllabus shell (NOTE: in progress). The College also draws on ongoing district-level support: RCCD District DE provides faculty with continuing professional development opportunities and resources related to RSI.

The Mock Review demonstrated the value of systematic assessment of RSI practice to ensure that policy expectations translate into consistent faculty practice. The College is committed to institutionalizing a

recurring RSI evaluation process that generates comparable evidence across terms and connects findings to faculty support and course design decisions. [NOTE: in progress] (RSI Mock Review Results, Summer 2025; RSI Campaign Wrap-Up and Next Steps; APC Minutes — Syllabus Shell; RCCD District DE RSI Resources)

## **Moving Forward**

Norco College's near-term focus is completing faculty certification through the RCCD Online Teaching Certification process and developing a mechanism for a recurring RSI evaluation that connects results to faculty support and practice. The Distance Education Committee's longstanding formal request for a local Peer Online Course Review (POCR) process reflects the College's broader aspiration for a mature distance education program — one where course design is systematically reviewed and faculty grow as a community of practice across all dimensions of online teaching quality. (Distance Education Committee Minutes; DEC POCR Request Documentation)

[FLAG: Add governance documentation — DEC, NAS, APC, College Council minutes showing discussion of RSI compliance

### **2.7. The institution designs and delivers equitable and 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 designs student support services around documented student need, beginning at entry. The Holistic Student Support (HSS) Survey, embedded in new student orientation, assesses academic, non-academic, wellness, and basic needs, providing the College with student-level data that informs proactive outreach and service coordination. (Holistic Student Support Survey) Orientation and counseling services guide students through educational planning across multiple modalities, and the Library and Learning Resource Center (LRC) Open House provides a recurring, student-facing entry point to learning supports across service areas. (Library and LRC Open House Materials)

Learning support is delivered through the Library and LRC, which serve as a central hub for library collections, instruction, tutoring, and writing and reading support, with in-person and online access options. (LRC Webpage) In Fall 2025, the LRC recorded 10,431 total visits — a 43% increase from Fall 2024 — with 1-on-1 tutoring appointments growing 200% from 183 to 549 over the same period. The volume of study space usage (8,392 hours) confirms that students use the LRC as a primary academic workspace, not only a tutoring resource. (LRC Usage Report, Fall 2025) Tutoring and learning labs are available through drop-in, study groups, embedded tutoring, and virtual access, and the Math and Science Success Center provides discipline-focused support through the same access pathways. (Math and Science Success Center Webpage) Academic Counseling supports timely educational planning through multiple access modalities, including online counseling. (Academic Counseling Catalog)

Targeted learning communities and categorical programs extend support to students with specific needs. TRIO Student Support Services (SSS and SSS-STEM), EOPS/CARE/NextUp, CalWORKs, the Disability Resource Center (DRC), and veterans services provide counseling, financial assistance, and specialized academic support to students who face additional barriers to success. (EOPS/CARE Catalog; DRC Catalog; Veterans Services Catalog) The Transfer Center and Career Services support students' onward planning through workshops, student-facing calendars, and resources that connect educational pathways to career and transfer outcomes. (Transfer Center Materials; Career Services Materials)

The College communicates support services consistently through the catalog, which provides baseline

descriptions and access information for counseling, the Disability Resource Center, the Library and LRC, veterans services, and other student-facing programs. (Norco College 2025–2026 Catalog — Academic Counseling; DRC; Library and LRC; Veterans Services) All support services are evaluated through the institutional program review cycle, in which units complete comprehensive review every three years and may submit annual updates connecting service data, equity analysis, and resource requests to institutional priorities. (Program Review and Resource Request Procedure)

## **Moving Forward**

Program review provides the evaluation cycle through which student support services identify needs and document improvement responses. The next step is strengthening the documentation infrastructure that connects what students report to what the College changes — a need the Standard of Care framework being developed through the IEPI Partnership Resource Team is directly designed to address. The tutoring service area is already piloting this approach, gathering data through surveys and focus groups in collaboration with Institutional Research and using findings to improve services. As the Standard of Care framework matures, its documentation and assessment expectations will extend across student support services broadly. (Bellwether Consortium Slides; President's Memo 2024–25)

### **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. (Student Life Annual Update) Career and Academic Pathway (CAP) Hour events create recurring, low-barrier opportunities for students to connect with programs, faculty, and professional networks across all four Schools. (CAP Hour Event Materials)

Campuswide cultural events celebrate and validate diverse student identities. The 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, and a Black History Month program — each designed to affirm the identities and histories of Norco's student community. (DEIA Event Documentation) The college-wide Read 2 Succeed shared reading program brings together students, faculty, classified professionals, administrators, and local community members around a common text each semester, with multiple structured points of connection including book discussions, author events, and community conversations. A recent selection, *Illegally Yours* by Rafael Agustín, opened college-wide dialogue about the undocumented student experience — directly relevant to a student population that is 58.9% Hispanic/Latinx. (Read 2 Succeed Program Materials) 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 Documentation)

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; Puente supports Hispanic/Latinx students through culturally relevant mentorship and academic pathways. (Special Programs Annual Update) 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

neurodiverse students. (PACT Program Documentation) Mental health programming reflects the specific stressors and cultural contexts of Norco's student population, recognizing that belonging and wellness are interconnected. (Mental Health Programming Documentation)

Engagement design also responds to material realities impacting students. The #RealCollege Survey documented that 47% of Norco students experience food insecurity and 58% experience housing insecurity — findings that directly informed the College's decision to scale its Basic Needs response, growing from a food pantry to a comprehensive Basic Needs Hub. (RealCollege Survey; Student Life Annual Update)

Engagement quality is assessed at multiple levels. 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. (Special Programs Annual Update) At the activity level, CAP Hour events consistently embed participant feedback mechanisms. 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. (Holistic Student Support Survey) The College is piloting Case Note Templates in Colleague, SARS, and Element 451 to document student interactions, referrals, and service utilization — building the infrastructure that connects individual student need to institutional response. (Bellwether Consortium Slides) [FLAG: Confirm whether Case Note Templates are still in pilot or more broadly implemented before submission.]

### **Moving Forward**

Consistent, program-level documentation of how engagement activities drive specific improvements is an area the College is actively strengthening. Through a Partnership Resource Team supported by the Institutional Effectiveness Partnership Initiative (IEPI), Norco College is developing a Standard of Care framework for holistic student support, led by Dr. Kaneesha Tarrant and David Schlanger. The framework builds in accountability through assessment as a core principle — defining metrics and outcomes, establishing documentation expectations for support units, and embedding continuous improvement into how engagement programs connect findings to service changes. [FLAG: Consensus definition of Standard of Care not yet reached as of drafting — confirm status and update tense before submission.] (Bellwether Consortium Slides; President's Memo 2024–25)

### **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 equitable student achievement. (ER 11, ER 14)**

Norco College conducts systematic program review and outcomes assessment through interlocking governance structures, documented cycles, and data infrastructure designed to 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 comprehensive 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) The Norco Assessment Committee (NAC), also a standing committee of the Academic Senate, 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 Charter; Assessment Rotation Plan)

The Office of Institutional Effectiveness (OIE) supports both processes by providing disaggregated data on student success, retention, and outcomes by race/ethnicity, gender, and learning modality through embedded dashboards in Nuventive, integrating evidence directly into the review workflow rather than requiring users to locate data independently. Student services units use the same PRC framework and Nuventive infrastructure for annual program updates, analyzing disaggregated enrollment, success, and service-utilization data and documenting planned responses as part of the program review cycle. (Nuventive

## Program Review Dashboard Screenshots)

Disaggregation consistently surfaces equity patterns that program averages conceal — success and retention gaps by race/ethnicity, gender, and learning modality that vary significantly across disciplines and that would be invisible in aggregated reporting. (Nuventive Program Review Dashboard Screenshots) Where faculty have engaged directly with that data, the process generates dialogue that moves from evidence to action. In Psychology, faculty confronting consistent underperformance on SLO3 (research methods) convened three assessment meetings in Fall 2025 to examine whether assessment design, instructional approach, or equity factors were driving the pattern — producing concrete instructional adjustments and a plan for reassessment. (Psychology Program Review Documentation) These examples reflect the system working where conditions are right. As of Fall 2025, 22% of active courses had collected SLO data in Canvas, up from 15% at the end of 2024-2025, and systematic documentation of reflection and improvement actions was not yet in place across disciplines — the gap the College's governance response has been designed to close. (Learning Outcome Assessment Status Briefing; Annual Assessment Report 2024-2025) Where review cycles have had sufficient time to complete, the College can point to confirmed improvements: the Administration of Justice program review documents that two equity gaps among African American and Hispanic/Latina female students, identified in prior review cycles, have since closed. (ADJ Program Review Report 2024–27) For student services, the Special Programs annual update shows that students in special programs completed Student Educational Plans at a rate significantly higher than the general population, with honest identification of remaining gaps alongside evidence of effectiveness. (Special Programs Annual Update)

[**FLAG:** Additional faculty dialogue examples needed — two or three more instances of disaggregated data moving to documented action, with named disciplines and citations. Check program review submissions and NotebookLM before submission.]

[**FLAG:** Current examples are isolated rather than institution-wide. Maybe one of these would help: number of program reviews documenting equity gap analysis, PRC feedback tool results showing how many submissions include documented action plans.]

Norco College's review processes have generated three institutional insights that are actively shaping improvement work. Disaggregated data reveals equity gap complexity that requires differentiated, coordinated responses rather than uniform interventions. Structural conditions matter as much as data — where dedicated time for discipline-level dialogue, accessible disaggregated data, and shared interpretive frameworks are present together, the review process generates genuine improvement; where any of these conditions are absent, the process tends toward compliance rather than learning. The third is that the pathway from review findings to institutional action is most reliable when it is made explicit — the Chemistry instrumentation request and the ADJ equity gap closures both demonstrate that naming the connection between evidence and resource decision produces more accountable improvement planning. (President's Memo 2023–24; Chemistry Program Review Annual Update 2023; ADJ Program Review Report 2024–27) Program review findings and disaggregated outcome data feed into the annual KPI review cycle through which the College evaluates progress toward its 2025–2030 strategic objectives and adjusts institutional priorities accordingly. (SPGM 2025–2030, Strategic Objectives and KPIs)

## Moving Forward

Norco College's improvement work in this area is organized around strengthening the connective infrastructure between review findings and documented action. Through governance presentations to NAC, the Academic Senate, College Council, and the Academic Planning Chairs in Fall 2025, the College identified assessment compliance risks and mobilized a coordinated response. (Learning Outcome Assessment Status Briefing; APC Minutes, November 2025) NAC is actively transitioning from data collection to a full assessment cycle that includes observation, analysis, action planning, implementation, and monitoring. The College is piloting a structured approach in Nuventive to capture faculty dialogue, improvement actions, and reassessment outcomes — building the documentation infrastructure that makes loop closure visible and

verifiable across all disciplines, not only in individual cases. A coordinated assessment action plan guides this work and will be incorporated into this section before submission. [Flag: update specifics and evidence]

NAC has identified course-level disaggregation of SLO data as a priority condition for more precise equity-minded faculty dialogue and is advancing a proposal through the College's shared governance process. PLO and GELO assessment campaigns are running simultaneously in Spring 2026, building toward a complete assessment infrastructure across course, program, and institutional levels. The goal is not compliance alone — it is a functioning, equity-minded assessment culture that generates the kind of discipline-level dialogue the College's best program reviews already demonstrate is possible. (Annual Assessment Report 2024-2025; SPGM 2025–2030)

## **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 equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.*

Suggested length for Standard 3 is no more than 20 pages.

### **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 equity, diversity, and 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. 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 and Resource Request Procedure; Business Services Manager Leads PRRR Prioritization Process 2023)

The December 2025 Academic Senate meeting illustrates this process in action. The College President allocated 14 planned new faculty positions using Power BI efficiency data, approving a Disability Resource Center (DRC) Counselor and an Engineering/Environmental faculty member based on documented need, while declining an Art/Ceramics position due to insufficient curriculum and facilities readiness and a General Counselor position because the existing ratio already met the 500:1 FTES standard. The DRC Counselor approval — grounded in documented enrollment growth among students with disabilities — reflects the College's understanding that hiring decisions are student success interventions, not only organizational planning. (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; administrators must meet Education Code minimum qualifications per AP 6120A; and classified professionals must meet position-specific education and experience requirements defined in their job descriptions. (BP 6120 Recruitment and Hiring; AP 6120A; sample job descriptions) 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. 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. (BP 6126)

The RCCD EEO Plan, reviewed and revised at minimum every three years, governs recruitment district-wide and requires disaggregated workforce and applicant pool monitoring across all job categories. All screening and selection committee members must complete Title 5-required EEO training before participating in any hiring process, documented through signed certification forms. (RCCD EEO Plan; EEO 2022 Workforce Report; Title 5 EEO Training Form) The College's workforce diversity has improved measurably over the review period, and 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.

### **Moving Forward**

Hiring processes are systematically governed and mission-aligned. As the College enters the 2025–2030

planning cycle, it will continue to monitor workforce diversity trends through the EEO Plan review cycle and program review staffing requests, using findings to inform recruitment practices and ensure the College's workforce reflects 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 equitable student success and in meeting institutional and employee needs.**

Norco College's professional learning system is built around a coordinated Flex Day calendar governed by RCCD Board Policy 6160 (BP 6160), which requires that full-time faculty complete 24 hours of professional development annually — 8 of which must be equity-related — and that all programs be evaluated for effectiveness. (BP 6160) Recent Flex programming has centered equity as an organizing theme, with 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) Faculty Communities of Practice in English and Mathematics extend professional learning beyond episodic training into sustained, discipline-specific inquiry, producing shared instructional strategies and equity-focused assessment practices targeted at closing achievement gaps in gateway courses. (Communities of Practice Documentation)

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. The College's professional learning infrastructure also includes the Teaching and Learning Center (TLC), which provides faculty with resources, consultations, and programming on pedagogy, technology, and instructional design throughout the academic year. (TLC Documentation; RCCD Professional Growth Program)

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 and needs. [Evidence Needed: IEPS professional development results] 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. (Guided Pathways Summer Institute Evaluation)

**Moving Forward**

Professional learning at Norco College is equity-focused and actively evolving. The College is strengthening its evaluation infrastructure by developing more consistent mechanisms for documenting how professional learning participation connects to changes in instructional practice and student outcomes — moving beyond satisfaction data toward evidence of impact. The IEPS provides an annual baseline for this work; the next step is building out structured follow-through documentation that captures what employees do differently as a result of professional learning and how those changes affect students.

**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 Board Policy 6150 (BP 6150) and applicable collective bargaining agreements. Evaluation criteria are explicitly aligned to professional responsibilities and the College's mission to support every learner on their educational path. (BP 6150) 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 and periodically thereafter; classified professionals are evaluated annually; and managers and administrators are evaluated annually. (BP 6150; Collective Bargaining Agreements)

Evaluation criteria reflect the full scope of each employee group's professional responsibilities. Faculty evaluations address teaching effectiveness, professional development, curriculum oversight, and SLO assessment — the same responsibilities enumerated in faculty job descriptions. Management goal-setting forms, completed as part of each evaluation cycle, require managers to identify specific professional goals aligned to institutional priorities, creating a structured mechanism for connecting individual performance to college mission. (Management Goal-Setting Form) 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.

[Evidence Needed: Documentation demonstrating how aggregate evaluation results are reviewed to inform hiring, retention, and employment practices is not yet confirmed. Check with RCCD HRER – does this occur at the district level? ]

### **Moving Forward**

Evaluation cycles are consistent and systematically administered across all employee groups. One area the College is working to strengthen is documentation of how aggregate evaluation findings inform employment practices — demonstrating not only that evaluations occur but that reviewing patterns across evaluations produces institutional learning. The College will clarify with RCCD Human Resources and Employee Relations whether aggregate evaluation data is currently compiled and reviewed at the district level, and identify how those findings, if available, can be incorporated into College-level planning and practice improvement.

### **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 equitable achievement of student success. (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 primary college-level mechanism is the annual Program Review and Resource Request cycle, a formalized process governed by the Budget and Planning Manual in which departments author resource requests within a three-year program review cycle, with annual update provisions for urgent mid-cycle needs. (Budget and Planning Manual; Program Review and Resource Request Procedure) Annual budget priorities, approved each fall by College Council, establish the governing criteria against which all requests are evaluated — explicitly mandating that allocations support the College's Student Transformation strategic direction, including the Strategic Enrollment Management Plan and equity objectives. (College Council Budget Priorities)

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 five, with accompanying resource allocation to support the new structure and its equity-focused design. (Academic Senate and College Council Minutes, Schools Reorganization 2023) [Evidence Needed: department-initiated Program Review resource request that resulted in a funded instructional or programmatic change]

At the district level, Norco receives general fund unrestricted resources through the RCCD Budget Allocation Model (BAM), which operates on principles of fairness, equity, and transparency. The BAM's Phase III methodology establishes median cost-per-FTEs as the allocation basis, ensuring that funding is distributed

equitably across colleges relative to student enrollment. Phase IV — establishing a parallel allocation approach for the District Office — is under development with an anticipated completion of June 2026. District investment in student-facing support has accompanied the College's structural changes: the Chancellor committed \$2.0 million annually to support the Guided Pathways Schools Reorganization. (BAM Documentation; Chancellor's Commitment Documentation)

Long-term fiscal sustainability is supported by 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 — the Corona Regional Campus (CRC), John F. Kennedy (JFK) Middle College, and Stokoe Campus — move through the same prioritization cycle as main campus requests, ensuring equitable resource consideration across all instructional sites. (Facilities Master Plan; Program Review and Resource Request Procedure)

## **Moving Forward**

Resource allocation processes are integrated across planning cycles and explicitly tied to mission. The College continues to refine the BAM framework as Phase IV development proceeds and will monitor the impact of the \$2.0 million annual district investment in Guided Pathways Schools on student outcomes over the 2025–2030 planning cycle. As program review cycles mature under the 2025–2030 SPGM, the College will strengthen documentation of how funded resource requests connect to measurable improvements in educational services and student success.

### **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 operates within the budget framework established by the Riverside Community College District (RCCD). At the district level, the RCCD Board of Trustees adopts the annual budget, and the District Budget Advisory Council (DBAC) — a district-level shared governance body including administrators, faculty, classified professionals, and students — develops budget assumptions and recommendations. (DBAC Charter) Within that framework, Norco College conducts a structured annual planning and budget development cycle documented in the Norco College Planning and Budget Manual. Each February, 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. (Planning and Budget Manual; College Council Budget Priorities)

The College's planning processes are structurally equity-explicit. The 2025–2030 SPGM embeds the elimination of equity gaps for Black/African American students (Objective 3.1) and Hispanic/Latinx students (Objective 3.2) as named KPIs that drive resource requests across all divisions. (SPGM 2025–2030, Strategic Objectives and KPIs) 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. (Budget Development Calendar)

The College's planning processes are functioning well. Three areas of active deepening are underway. The Interim Vice President of Academic Affairs and Deans of Instruction are developing FTES enrollment targets

by School and by discipline — a level of specificity that will allow program review resource requests to be evaluated against projected student demand. The Vice President of Business Services is developing multi-year projections to support longer-range planning. And the College is working to expand constituent understanding of the budget development process and the criteria by which resource requests are prioritized. (SPGM 2025–2030; Planning and Budget Manual)

### **Moving Forward**

Financial planning infrastructure is in place and functioning as designed. The three areas of active deepening — enrollment target specificity, multi-year projections, and constituent budget literacy — represent the next cycle of integration work, each designed to make the connection between institutional priorities and resource decisions more visible, more data-driven, and more broadly understood across the College community.

### **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 auditing, and transparent stakeholder communication — reflecting the College's core value of Commit to Integrity.

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 VP-level authorization. Norco College administers 94 grants and categorical projects totaling over \$24 million, each governed by documented expenditure controls and compliance tracking. (RCCD Galaxy Financial System Documentation; Grant Administration Documentation)

An independent certified public accounting firm audits RCCD's financial statements, federal awards, and state compliance programs annually; the District qualifies as a low-risk auditee under federal Uniform Guidance. Across the current accreditation cycle, every audit has returned an unmodified opinion — the highest level of assurance available. (Annual Audit Reports) The Board of Trustees receives monthly financial reports, quarterly financial status reports, and annual budget documents; Board Policy 5200 mandates a published budget calendar and public hearing each year. Audit reports and annual fiscal reports are submitted to ACCJC each December and posted publicly, ensuring external accountability alongside internal oversight. (BP 5200; Annual Fiscal Reports)

### **Moving Forward**

Norco College and RCCD will continue to maintain the audit and financial reporting cycle that has produced a clean compliance record across the current accreditation period, with Board oversight and transparent stakeholder communication as the ongoing accountability mechanism.

### **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 — reflecting 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. A foundational operating reserve policy ensures that the District maintains reserves sufficient to sustain operations through foreseeable disruptions. (BAM Documentation; Reserve Policy)

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, 2024 stands at \$93,262,887. Since 2016, the District has addressed this liability through a dedicated OPEB trust, with annual contributions structured to reduce the unfunded portion over time. (OPEB Trust Documentation; Annual Audit Reports)

### **Moving Forward**

Norco College and RCCD will continue to monitor long-term liability obligations and maintain the actuarially grounded planning practices that have supported sustained fiscal stability across the current accreditation cycle.

### **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. The 2020 Facilities Master Plan (FMP), updated through the annual capital outlay planning process, projects space needs against enrollment targets and guides both short-term maintenance and long-term construction priorities. (Facilities Master Plan 2020; Capital Outlay Planning Documentation)

Safety infrastructure operates through layered systems at both the college and district levels. The college-level Safety Workgroup — established in FY 2021–22 under the Safety and Emergency Planning Coordinator with a formal charge referencing ACCJC standards — holds quarterly open forum meetings, conducts annual campus safety inspections, and coordinates emergency preparedness activities. (Safety Workgroup Charge and Meeting Documentation) 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) campuses, college courses at the California Rehabilitation Center (CRC) through the Rising Scholars program, and instruction at the Stokoe Campus. Physical resource standards and safety requirements apply equally across all instructional locations. (Off-Campus Instructional Site Documentation)

Norco College evaluates physical resource effectiveness through a structured assessment cycle with results feeding directly into resource decisions. The FUSION database tracks building efficiency, cap load ratios, and facility deficiencies; 2023 assessments documented a \$240 million scheduled maintenance backlog, informing capital outlay prioritization in the FMP update. (FUSION Database Reports; FMP Update Documentation)

### **Moving Forward**

Norco College continues to address the \$240 million scheduled maintenance backlog identified in the 2023 FUSION assessments through the capital outlay planning cycle, prioritizing projects that most directly support instructional effectiveness and student safety.

**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 2025–2030 SPGM identifies technology infrastructure and planning as a strategic priority area, and the Resources Council provides the governance venue through which technology needs are assessed and prioritized. (SPGM 2025–2030; Resources Council Charter)

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; email support backlog decreased from 44 days to 2 days following consolidation. (RCCD IT Consolidation Documentation) 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. (BP/AP 2720)

RCCD protects institutional data and network integrity through layered security controls — Azure Active Directory single sign-on centralizing identity management since spring 2021, a Palo Alto Firewall, Microsoft Data Loss Prevention and Intune, Multi-Factor Authentication for all employees, and offsite cloud backups of critical data. (RCCD IT Security Documentation)

Technology effectiveness is evaluated through a sustained cycle of surveys and plan-level assessment. Faculty satisfaction with technical support rose from 68% in 2019 to 86% in 2020 and 89% in 2023; in the same period, 18 of 21 non-faculty employee satisfaction indicators improved. (IEPS Technology Satisfaction Data)

**Moving Forward**

The ad hoc workgroup convened through the Resources Council will complete targeted updates to align Norco College's technology priorities with the RCCD District Technology Plan, producing a prioritized college technology needs list to guide future investment decisions. (Resources Council Technology Workgroup Documentation)

**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.

Norco College exercises its emergency response capacity through a documented annual cycle of drills, inspections, and plan reviews. In spring 2024, the College conducted a lockdown drill on March 26, with building and floor captain training completed in advance, access control systems tested, and post-drill debriefs documented. (Emergency Preparedness Documentation; Lockdown Drill Report, Spring 2024) The College's capacity for large-scale contingency response is grounded in demonstrated institutional experience. When COVID-19 required full operational disruption beginning spring 2020, RCCD developed an Emergency Conditions Recovery Plan, BOT-approved August 16, 2022, with a midyear update submitted to the Board in

February 2023. (Emergency Conditions Recovery Plan)

Norco College, as a college of RCCD, is covered through a multi-layered insurance architecture that transfers risk across several Joint Powers Authorities (JPAs) while maintaining self-funded reserves for retained exposures. For fiscal year 2022–23, the District participated in the Southern California Schools Risk Management JPA for property and liability coverage and the Schools Excess Liability Fund for excess coverage. (RCCD Insurance Documentation) The District reviews and updates its insurance and self-insurance programs on an annual cycle, with findings reported to the DSSC. RCCD engaged Centric Actuarial Solutions to complete an independent actuarial analysis of workers' compensation liabilities, informing reserve adequacy determinations. (Actuarial Analysis — Workers' Compensation)

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 all employee groups, and offsite cloud backups of critical data. (RCCD IT Security Documentation)

### **Moving Forward**

RCCD IT's Data Access and Security Taskforce will complete the district's formal information security policies and procedures through the newly formed Information Security Sub-Committee, and the Technology Continuity Plan will integrate technology recovery protocols with the broader emergency preparedness framework. (Information Security Sub-Committee Documentation)

## 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 and inclusion of relevant stakeholders.*

Suggested length for Standard 4 is no more than 12 pages.

### 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 Board Policy 2030 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. (BP 2030: Academic Freedom)

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. The mandatory syllabus template requires faculty to include academic integrity expectations in every course, ensuring that standards are communicated consistently at the start of each term. (BP 3500: Standards of Student Conduct; Syllabus Template)

BP/AP 1800: Institutional Code of Professional Ethics, reviewed September 2022, 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. (BP/AP 1800: Institutional Code of Professional Ethics) Norco College follows clearly communicated, multi-stage procedures for addressing academic dishonesty, published across all primary student-facing channels. Procedures for addressing violations of academic freedom principles are similarly documented and communicated. (Academic Dishonesty Procedures; Student-Facing Publications)

In September 2025, the RCCD Board of Trustees approved an agreement with the Community College League of California for Turnitin, a plagiarism detection platform, making the commitment to academic integrity a funded institutional priority. (Board of Trustees Minutes, September 2025)

### Moving Forward

Norco College is strengthening its academic integrity infrastructure to keep pace with evolving instructional contexts. The 2025 syllabus template already prompts faculty to establish course-level AI policies; as the College expands its guidance on artificial intelligence in instruction, academic integrity expectations will be explicitly addressed in that framework. (Syllabus Template 2025; AI Guidance Documentation — in development)

### 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 inclusion 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. At the district level, RCCD Board Policy 1430: Delegation of Authority to Chancellor and Presidents, revised June 2022, establishes the authority chain from the Board through the Chancellor to college presidents, and defines the scope of each role in institutional decision-making. (BP 1430: Delegation of Authority to Chancellor and Presidents)

At the college level, the 2025–2030 Strategic Planning and Governance Manual (SPGM), approved by the RCCD Board of Trustees on November 18, 2025, defines the College's participatory governance framework. The SPGM provides every constituent group the opportunity to participate in the College's planning and decision-making processes through clearly defined council and committee structures, charter-based responsibilities, and documented participation rights. (SPGM 2025–2030) Governance procedures are documented in the SPGM and made available to all members of the college community through the College's public-facing website. The SPGM establishes consensus as the primary decision-making method, with voting as the documented fallback and quorum set at 50% plus one of voting members.

The 2020 ISER identified governance role clarity as an improvement area, and Norco College's response was comprehensive. The SPGM was drafted by a broadly representative subgroup of the Institutional Strategic Planning Council — the predecessor body to the current Institutional Effectiveness and Governance Council (IEGC)-led governance structure — with broad constituent input, approval through Academic Senate and College Council, district review, and Board of Trustees adoption. The resulting document established clear delineation of roles, responsibilities, and authority across all governance bodies. (SPGM 2025–2030; Academic Senate and College Council Approval Minutes)

### **Moving Forward**

As the College enters the 2025–2030 SPGM cycle, the IEGC will conduct the next formal evaluation of governance structures and procedures in Fall 2026. Findings from the Survey of Effectiveness, administered across all leadership councils, will be reported to College Council and used to update council charters and inform the comprehensive governance process review scheduled for that year. (SPGM 2025–2030, Governance Self-Evaluation 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 prioritizes equitable student outcomes.**

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, which evaluates governance body performance, and the comprehensive SPGM review, which evaluates the governance system itself. (SPGM 2025–2030, Governance Self-Evaluation Procedures)

The structure also produces institutional innovation. In Spring 2025, the College completed a six-step Mission, Vision, and Core Commitments (MVCC) revision process: the Vice President of Planning and Development and the Faculty Accreditation Co-Chair 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 — simpler, more student-centered, and grounded in constituent feedback — demonstrates that Norco College's governance structures produce meaningful outcomes, not procedural compliance. (SPGM 2025–2030, MVCC Review Procedures; Academic Senate and College Council Minutes; Board of Trustees Minutes, November 2025)

The 2022–2023 Schools Reorganization was grounded in Student Equity Plan data documenting persistent equity gaps for Hispanic/Latinx and Black/African American students in transfer-level completion and transfer rates. The restructuring from four Guided Pathways Schools to eight Career and Academic Pathways (CAP) moved through the College's shared governance process — faculty review, Academic Senate deliberation,

College Council action — before implementation, demonstrating that data-informed institutional change moves through governance structures rather than around them. (Student Equity Plan 2022–2025; Academic Senate and College Council Minutes, Schools Reorganization 2022–2023)

Norco College evaluates its governance structures on a formal, codified cycle. 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. That evaluation cycle produced its most significant outcome in Spring 2025, when the IEGC led a comprehensive revision of the SPGM for the 2025–2030 cycle, incorporating stakeholder feedback, strengthening transparency requirements, and codifying the new council charter Equity Focus section. (SPGM 2025–2030; Survey of Effectiveness Results)

### **Moving Forward**

As the College enters year two of the 2025–2030 SPGM cycle, the IEGC will administer the Survey of Effectiveness across all leadership councils in Fall 2026. Findings will be used to revise council charters and inform the comprehensive governance procedures evaluation scheduled for Fall 2027. (SPGM 2025–2030, Governance Self-Evaluation 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. 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. (BP 2500: Accreditation)

The RCCD Board of Trustees regularly reviews academic quality indicators and institutional plans through structured cycles of presentations and formal actions. In September 2024, Norco College faculty presented to the Board on cross-disciplinary collaboration supporting equity and Guided Pathways, demonstrating that Board review includes substantive engagement with instructional priorities and student success strategies, not only fiscal and compliance matters. (Board of Trustees Minutes, September 2024; Faculty Presentation Documentation)

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. (Quarterly Financial Status Reports; Annual Audit Reports; BP 5200)

### **Moving Forward**

The RCCD Board of Trustees evaluates and revises its policies through a documented, multi-step process operating on a five-year cyclical review plan covering all Board Policies and Administrative Procedures. The Midterm Report confirmed the District instituted this cycle with a structured chapter sequence, ensuring all policies receive systematic review for currency and relevance. (Board Policy Review Cycle Documentation; Midterm Report 2024)

**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 its chief executive officers through documented, constituent-centered processes that ensure broad constituent participation and transparent decision-making at every stage. BP 1431: Chancellor Selection establishes the Board's authority to define the selection process and requires constituent input throughout. The College President is selected through a parallel process governed by BP 1432: President Selection, which similarly requires broad participation from faculty, classified professionals, students, and administrators. (BP 1431: Chancellor Selection; BP 1432: President Selection)

The RCCD Board of Trustees delegates full executive authority through a clearly documented three-tier 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 all Board decisions, and that the Chancellor delegates college-level authority to the College President. This chain ensures that the College President has the full authority to implement Board policies and ensure effective college operations. (BP 1430: Delegation of Authority to Chancellor and Presidents)

**Moving Forward**

The RCCD Board of Trustees evaluates the Chancellor at least annually using a process developed and jointly agreed to by the Board and the Chancellor. Evaluation criteria are based on Board Policy, the Chancellor job description, and performance goals developed in accordance with BP 1430. The College President is evaluated through a parallel process. Both evaluation cycles ensure ongoing Board accountability for executive performance and mission fulfillment. (BP 1430: Delegation of Authority to Chancellor and Presidents; Chancellor and President Evaluation Documentation)

**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 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 for all trustees. The policy explicitly requires trustees to subordinate personal interests to the good of the institution and to support Board decisions once made, regardless of individual position during deliberation. (BP 1715: Code of Ethics/Standards of Practice)

The RCCD Board of Trustees maintains an ongoing education program codified in BP 1740: Board Education. The program commits the Board to new member orientation, study sessions, reading materials, and conference attendance to foster continuous trustee development. In November 2024, a trustee reported attending a statewide conference focused on community college governance and fiscal sustainability, illustrating active participation in ongoing Board education. (BP 1740: Board Education; Board of Trustees Minutes, November 2024)

The RCCD Board of Trustees conducts an annual self-evaluation under BP 1745: Board Self-Evaluation, reflecting the core commitment to Own Our Growth: learning, adapting, and leading with purpose. The evaluation requires the Board to assess its performance as a collective body, prioritizing shared accountability over individual review.

[FLAG: The most recent posted board self-evaluation is from 2019. If completed but not posted, easy fix. If

not completed, this is a potential compliance gap.]

### **Moving Forward**

As the Board continues to strengthen trustee training and development, the annual self-evaluation cycle under BP 1745 provides the mechanism for documenting and communicating that progress to the broader college community. Ensuring the most current self-evaluation is completed and publicly posted is the immediate priority before submission. (BP 1745: Board Self-Evaluation)

### C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Insert a hyperlink (or hyperlinks) to documentation for each required checklist item below. Be sure to provide a clear, descriptive name for each document listed. Your institution may have included some of this documentation as part of the supporting evidence for your narrative responses above. If so, please link to the page in the ISER where the item is discussed so your team can see the item in context.

#### 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)	[Insert document name(s) and link(s)]
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	[Insert document name(s) and link(s)]
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	[Insert document name(s) and link(s)]
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	[Insert document name(s) and link(s)]
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)	[Insert document name(s) and link(s)]

## Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution’s practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> <li>• Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees</li> <li>• Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities</li> <li>• Adherence to the Department of Education’s standards for clock-to-credit hour conversions, if applicable (ER 10)</li> <li>• Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable</li> </ul> <p>(See Commission <a href="#">Policy on Competency Based Education</a> and <a href="#">Policy on Credit Hour, Clock Hour, and Academic Year</a>)</p>	<p>[Insert document name(s) and link(s)]</p>
<p>ii. Documentation that the institution’s transfer of credit policies include the following:</p> <ul style="list-style-type: none"> <li>• Any established criteria the institution uses regarding the transfer of credit earned at another institution</li> <li>• Any types of institutions or sources from which the institution will not accept credits</li> <li>• A list of institutions with which the institution has established an articulation agreement</li> <li>• 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</li> </ul> <p>See <a href="#">Policy on Transfer of Credit</a></p>	<p>[Insert document name(s) and link(s)]</p>
<p>iii. Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the <a href="#">Policy on Institutional Advertising and Student Recruitment</a> (ER 16)</p>	<p>[Insert document name(s) and link(s)]</p>
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> <li>• Evidence that these policies/procedures are accessible to students in the catalog and online;</li> <li>• 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</li> </ul>	<p>[Insert document name(s) and link(s)]</p>
<p>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:</p> <ul style="list-style-type: none"> <li>• Accurate and consistent implementation of complaint policies and procedures</li> <li>• No issues indicative of noncompliance with Standards</li> </ul>	<p>No link required; to be verified by the team during in-person site visit</p>
<p>vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup</p>	<p>No link required; to be verified by the team during in-person site visit</p>
<p>vii. Documentation of the institution’s policies and/or practices for the release of student records</p>	<p>[Insert document name(s) and link(s)]</p>

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	[Insert document name(s) and link(s)]
<b>FOR TITLE IV PARTICIPANTS:</b>	
ix. Documentation of institution’s implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> <li>• Findings from any audits and program/other review activities by the U.S. Department of Education (ED)</li> <li>• Evidence of timely corrective action taken in response to any Title IV audits or program reviews</li> </ul> See <a href="#">Policy on Institutional Compliance with Title IV</a>	[Insert document name(s) and link(s)]
<b>FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:</b>	
x. Documentation of institution’s: <ul style="list-style-type: none"> <li>• 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</li> <li>• Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)</li> <li>• Policies regarding protection of student privacy</li> </ul> See <a href="#">Policy on Distance Education and on Correspondence Education</a>	[Insert document name(s) and link(s)]
<b>REQUIRED ONLY IF APPLICABLE</b>	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	[Insert document name(s) and link(s)]
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	[Insert document name(s) and link(s)]
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	[Insert document name(s) and link(s)]
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	[Insert document name(s) and link(s)]

### Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	[Insert document name(s) and link(s)]
ii. Employee handbooks or similar documents that communicate expectations to employees	[Insert document name(s) and link(s)]
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	[Insert document name(s) and link(s)]
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	[Insert document name(s) and link(s)]
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	[Insert document name(s) and link(s)]
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	[Insert document name(s) and link(s)]
<b>FOR TITLE IV PARTICIPANTS:</b>	
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	[Insert document name(s) and link(s)]
<b>REQUIRED ONLY IF APPLICABLE</b>	
viii. Documentation of any agreements that fall under ACCJC’s <a href="#"><i>Policy on Contractual Relationships with Non-accredited Organizations</i></a>	[Insert document name(s) and link(s)]
ix. Written code of professional ethics for all personnel including consequences for violations	[Insert document name(s) and link(s)]

## Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	[Insert document name(s) and link(s)]
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	[Insert document name(s) and link(s)]
iii. Governing board policies/procedures/bylaws related to Board Ethics	[Insert document name(s) and link(s)]
iv. Governing board policies/procedures/bylaws related to conflict of interest	[Insert document name(s) and link(s)]

## Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
<p>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</p> <p>See <a href="#">Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</a>, Section D</p>	[Insert link to documentation]
<p>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</p> <p>See <a href="#">Policy on Representation of Accredited Status</a></p>	[Insert link to documentation]

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

ER 20 requires colleges to provide specific information in their official catalog. In the table below, list the location in the current catalog where each element can be found. Your team will verify the locations in the current catalog that you submit with this ISER as part of their review process.

REQUIRED ELEMENT	CATALOG LOCATION
<b>General Information</b>	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	
Educational Mission	
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	
Course, Program, and Degree Offerings	
Student Learning Outcomes of Programs and Degrees	
Academic Calendar and Program Length	
Academic Freedom Statement	
Available Student Financial Aid	
Available Learning Resources	
Names and Degrees of Administrators and Faculty	
Names of Governing Board Members	
<b>Requirements</b>	
Admissions	
Student Tuition, Fees, and Other Financial Obligations	
Degrees, Certificates, Graduation and Transfer	
<b>Major Policies and Procedures Affecting Students</b>	
Academic Regulations, including Academic Honesty	
Nondiscrimination	
Acceptance and Transfer of Credits	
Transcripts	
Grievance and Complaint Procedures	
Sexual Harassment	
Refund of Fees	
<b>Locations or Publications Where Other Policies May be Found</b>	
[Insert additional rows as needed]	

## E. Appendix 2: Organizational Structure

Provide organizational charts for the major functional areas to help readers understand the institution's structure. For institutions with a corporate structure or reporting relationship to another external body, also include charts that show the relationship between the corporation/external organization and your institution.

[Insert organizational information.]

## F. Appendix 3: Approved Locations

***If applicable***, provide the addresses of approved locations or campus sites where students may complete 50% or more of a credit-bearing degree or certificate program. If your institution does not have additional locations, you may delete this section.

Students may complete 50% or more of a degree or certificate program at the following locations:

[Insert the addresses of additional approved locations.]

# DATA ALLIANCE

In the present day at a college, not so  
far away. . . .



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## Why This Matters

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TOPIC

05

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TOPIC

06

## Questions

Questions and discussion

# WHY THIS MATTERS

Allows us to use assessment data to improve teaching, learning, and support aligned with our college mission

Supports evidence-based and equity-focused decision making

Reduces unnecessary workload and overcorrection

Strengthens faculty dialogue and collaboration

*Moves assessment from compliance to meaningful improvement*



# THE PROBLEM WITH THE CURRENT VIEW



Disaggregated discipline-level assessment data shows that gaps exist but not where they occur



Faculty receive signals of equity gaps without the ability to actionably diagnose them



Leads to broad or inefficient course or program redesign



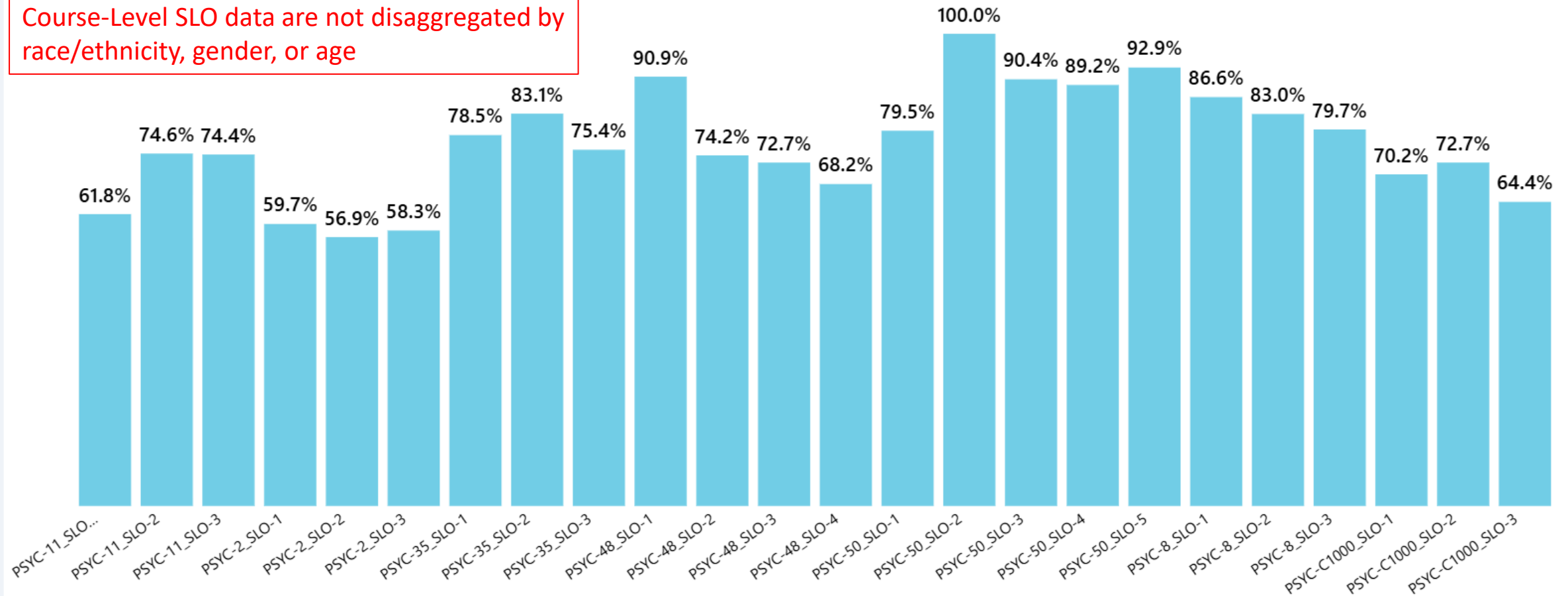
Does not align with ACCJC Standards I.B.5, I.B.6, II.A.3

Limits the ability to effectively target gaps with interventions

Term: 
 Discipline: 
 Course: 
 Modality: 
 Outcome Type:

## Mastery and Assessments by Learning Outcome

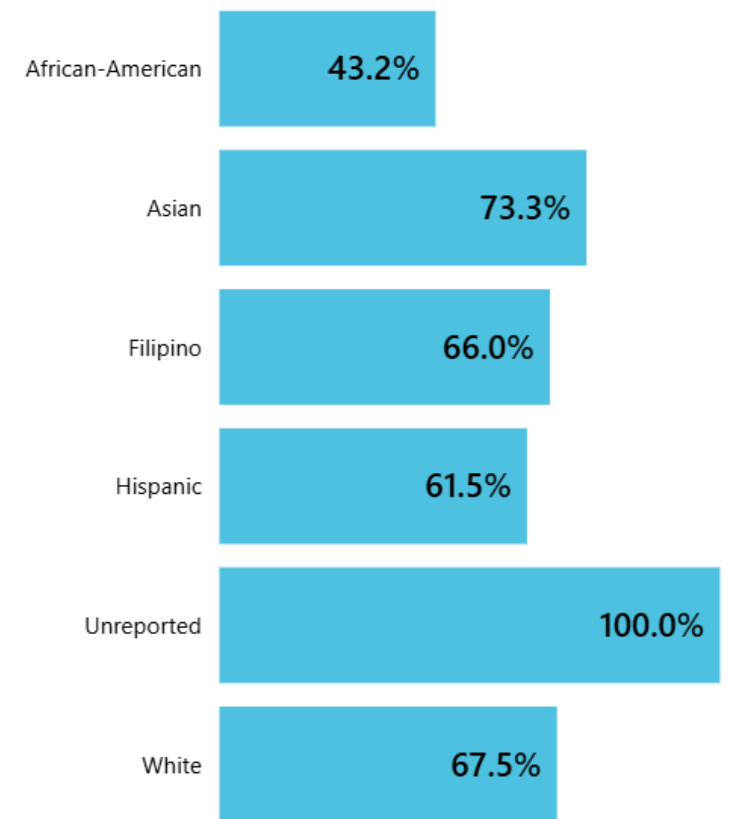
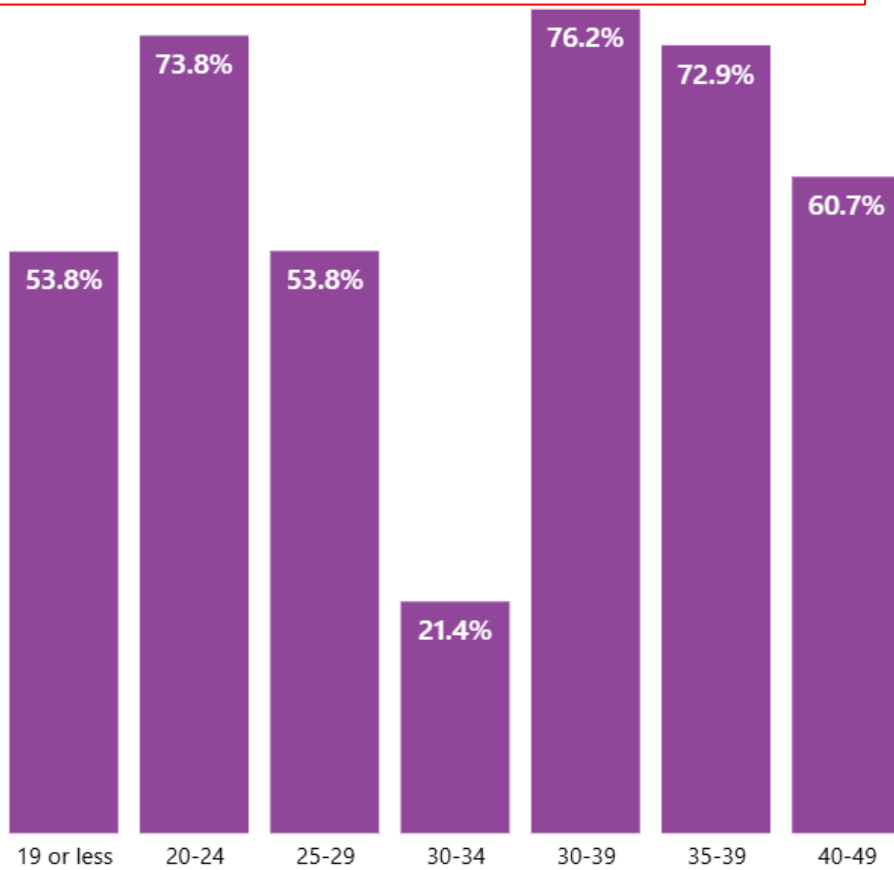
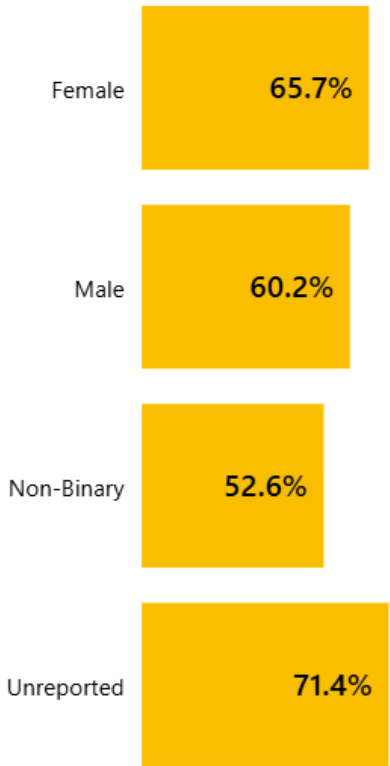
Course-Level SLO data are not disaggregated by race/ethnicity, gender, or age



Term:  |
 Discipline:  |
 Modality:  |
 Race/Ethnicity:  |
 Gender:  |
 Age Group:  |
 Outcome Type:

**Mastery by Gender**
**Mastery by Age Group**
**Mastery by Race/Ethnicity**

Disaggregated data is not visible by course or SLO and is aggregated by discipline



# THE PROPOSED SOLUTION

Provide course-level disaggregated assessment data that shows gaps by SLO

Allows faculty to identify gaps by modality, race/ethnicity, gender, and age at the course SLO level

Enables targeted interventions precisely where they are needed



Allows for coordinated improvements across courses

Aligns with ACCJC Standards I.B.5, I.B.6, and II.A.3



# **SAFEGUARDS**



Assessment data is NOT used for faculty evaluation or employment decisions per the contract



Nuventive restricts access to faculty within their discipline



Proposed filters include learning outcome, course, and Canvas ID

# **APPROPRIATE USE**

Designed to support inquiry and improvement, NOT judgment



Encourages honest reflection and innovation



# QUESTIONS

What questions do  
you have?



# SUPPORT

Ashlee Johnson  
Assessment Coordinator

Hayley Ashby  
Assessment Co-Chair

Charise Allingham  
Assessment Support

NAC Members

A collage of Star Wars desert scenes. The top-left shows a dome-shaped hut under a sunset. The bottom-left shows a larger settlement with a dune buggy and a droid. The bottom-right shows a rocky cliffside. A central dark blue rectangle with white stars contains the text. On the right, a full-length image of Obi-Wan Kenobi stands on a cliff against a sunset.

**MAY THE  
4TH BE  
WITH YOU**



# Access to Disaggregated Course-Level SLO Data to Support Equity and Student Success

## The Core Argument

Our current assessment system can show that a student subpopulation is struggling at the program level, but it cannot identify where the breakdown occurs. Faculty get a broad signal but no diagnosis. That forces departments to guess, redesign too much, or revise multiple courses without knowing which area needs intervention.

To close equity gaps effectively, faculty need access not only to course-level results, but to SLO data disaggregated at the level of each individual course SLO, broken down by relevant student groups. This level of detail is required to identify the specific outcomes and courses where students are struggling.

The data already exists; the change being proposed is to allow discipline faculty to access the data. Faculty already have the option to see success and retention data filtered to the course and semester level, so for consistency faculty should also be able to view assessment data by course and semester to permit informed conversations about assessment results and make data-driven decisions about instructional improvements.

## Where the Data Will Live

The data will appear in Nuventive, the secure platform the College already uses for Program Review, Learning Outcomes Assessment, and to document evidence for accreditation. This is the same infrastructure faculty already use; we are simply making its existing capabilities more useful.

## Why Faculty Can Trust This

Two institutional commitments guide this work. These safeguards are built into both policy and platform.

1. **SLO data is not used for faculty evaluation.** Contract language prohibits it, and the College will adhere to that fully.
2. **Access stays within the discipline.** Faculty will only see disaggregated course-level SLO data for their own instructional unit in Nuventive.

## The Limitations of Program-Level Data

Program-level results can tell us that a group of students is struggling with a Program SLO, but not:

- which course contributes most to the gap
- which course-level SLO students are missing
- whether the issue is isolated to one section, outcome, modality, or student group

Example: Program SLO #3 appears across five different courses. If students struggle at the program level, faculty cannot see whether the issue arises from Course A, Course C, or a single SLO assessment in Course E. The result is broad, inefficient revision and unnecessary workload.

Disaggregated course-SLO data solves this. Faculty can immediately identify where the gap originates and focus their improvement efforts efficiently.

## What Course-Level Data Disaggregation Enables

Providing this level of detail in Nuventive allows departments to:

- pinpoint exactly where a learning gap originates

- make targeted, efficient modifications to instruction and curriculum
- coordinate improvements across sections with shared evidence
- strengthen equity-focused interventions
- avoid unnecessary course- or program-wide redesigns

This turns assessment into a tool that directly supports pedagogy and student success—not just compliance.

## **APPROPRIATE USE OF ASSESSMENT RESULTS TO SUPPORT STUDENT SUCCESS & EQUITY**

### **Appropriate Use**

Assessment results are intended to support inquiry and improvements to teaching, learning, and services with a focus on closing equity gaps. Assessment data should inform collaborative discussion, and guide innovation and actions that strengthen student success.

Outcomes assessment is not controlled scientific research. Student learning is influenced by many factors beyond the control of any single person, including prior preparation, course modality, scheduling, student responsibilities outside of school, and broader institutional or social conditions. Because these variables cannot be isolated, assessment results should not be used to attribute student achievement to an individual employee, course section, program, or service.

Assessment is most effective when individuals engage with results openly and honestly. If assessment results were used in ways that create fear of negative consequences, people may feel pressure to alter results, disengage, or avoid experimenting with new teaching strategies or service approaches. Maintaining assessment as a safe space for inquiry and improvement encourages authentic reflection, meaningful dialogue, and innovation that benefits students.

Consistent with faculty contract language, full-time faculty are expected to participate in assessment<sup>1</sup>, but assessment results are not part of the scope of the review during the faculty evaluation process<sup>2</sup>. Participation in assessment is not required for part-time faculty and cannot be used for evaluation or employment<sup>3</sup> decisions. Part-time faculty can be compensated for up to three hours of optional discipline-directed assessment activities per academic year<sup>4</sup>.

### **Faculty Requests for Disaggregated Assessment Data**

To close equity gaps effectively, faculty have requested access to course-level and section-level data for each individual course SLO, disaggregated by relevant student groups. In addition to the protections in the Faculty Contract, the College's assessment technology platform, Nuventive, also provides safeguards. Faculty are able to view disaggregated discipline-level outcomes data only for their own instructional unit within Nuventive. Faculty need to be able to examine their own course-level data to understand patterns in student learning and engage in informed discussions with discipline colleagues about potential improvements. Access to this level of detail supports a strong culture of assessment, built upon shared understanding and mutual respect for our agreements, that encourages honest reflection, collaborative dialogue, and thoughtful innovation in teaching and learning to better serve our students.

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<sup>1</sup> 2021 – 2024 Faculty Association Agreement, XI.B.1, Faculty Expectations, p. 46.

<sup>2</sup> 2021 – 2024 Faculty Association Agreement, XI.D, Evaluation Procedures, p. 48-58.

<sup>3</sup> 2021 – 2024 Faculty Association Agreement, X.D.3, For Associate Faculty, p. 56.

<sup>4</sup> 2021 – 2024 Faculty Association Agreement, X.Q.5, Associate Faculty, p.28.

## GUIDELINES FOR HOW ASSESSMENT RESULTS SHOULD AND SHOULD NOT BE USED

Assessment Purpose	Appropriate Uses of Assessment Results	Inappropriate Uses of Assessment Results
Improving Student Learning	<p>✓ Identify specifically where students may be experiencing learning challenges within courses, programs, or individual outcomes.</p>	<p>✗ Use assessment data to evaluate or judge individual faculty performance.</p> <ol style="list-style-type: none"> <li><b>Assessment results are NOT part of the scope of review in the faculty evaluation process.</b></li> <li><b>Assessment results CANNOT be considered during employment/re-employment decisions.</b></li> </ol>
Faculty Dialogue & Reflection	<p>✓ Support collaborative discussions among faculty within a discipline about student learning and instructional strategies.</p>	<p>✗ Attribute student outcomes to a single instructor or section.</p> <ol style="list-style-type: none"> <li><b>Assessment results are NOT part of the scope of review in the faculty evaluation process.</b></li> <li><b>Assessment results CANNOT be considered during employment/re-employment decisions.</b></li> </ol>
Equity-Focused Inquiry	<p>✓ Examine disaggregated data to identify equity gaps and determine where targeted interventions may help students succeed.</p>	<p>✗ Draw conclusions about student groups without examining context or supporting evidence.</p>
Curriculum & Instructional Improvement	<p>✓ Pinpoint specific course outcomes or areas of curriculum where adjustments may improve learning.</p>	<p>✗ Require broad course or program redesign without understanding where learning gaps originate.</p>
Evidence-Based Decision Making	<p>✓ Use shared assessment evidence to inform decisions about pedagogy, curriculum, and program improvement.</p>	<p>✗ Use assessment results to rank instructors, courses, or departments.</p>
Program & Course Alignment	<p>✓ Coordinate improvements across courses or sections using discipline-level evidence and discussion.</p>	<p>✗ Treat assessment as a compliance activity rather than a process for improvement.</p>

# SHORTENED COURSES

KEY FINDINGS & OPPORTUNITIES FOR INTENTIONAL ACTION



**NORCO**  
COLLEGE

6/8/2026

DR. HAYLEY ASHBY, DEAN, INSTITUTIONAL EFFECTIVENESS | CAITLIN BUSO, RESEARCH ANALYST | DR. QUINTON BEMILLER, INTERIM VICE PRESIDENT, ACADEMIC AFFAIRS

# DATA ANALYZED



- Timeframe: Spring 2024, Fall 2024, Spring 2025, Fall 2025
- Course Types: Shortened Courses (6-8 weeks) compared with Full-Term Courses (15+ weeks)
- Metrics/Indicators:
  - Access, Success, Retention
  - Demographics/Characteristics
  - Multiple Term Enrollment
  - Units Attempted

# KEY OUTCOMES

- Shortened courses  $\approx$  20% of total enrollment and growing
- First 8-week success meets or exceeds 16-week courses
- Retention is consistently higher in 8-week formats
- Second 8-week success rates are lower
- Students are not using shortened courses to accelerate completion

**Takeaway: Shortened courses are effective but underutilized.**

# WHAT IS WORKING

- Strong retention (up to 91%)
- High success in face-to-face 8-week courses
- Growing demand, especially second 8-week
- Students mixing short-term and 16-week courses attempt more units than students in only short-term/only 16-week
- Early pathway alignment in select programs
- Cross-college participation (RCC students)

**Takeaway: Shortened Courses are working operationally and instructionally.**

# GAPS & CHALLENGES

- Lower success in second 8-week courses
- Declining online success in first 8-week
- Low consecutive enrollment (~10%)
- Minimal multi-term momentum
- Equity gaps in access
  - Male students underrepresented
  - Few first-time students enrolling

**Takeaway: Barriers are structural and behavioral (unrelated to student performance).**

# OPPORTUNITIES FOR IMPROVEMENT



- Design paired 8-week pathways (First + Second Sessions)
- Align with GE pathways and program maps
- Improve advising and student awareness of shortened courses
- Expand equitable access through targeted outreach
- Strengthen online course design for shortened course formats

**Takeaway:** Shift from an option for enrollment to an intentional strategy for completion.

# ACTIONABLE NEXT STEPS

1. Pilot paired course models in high-demand disciplines
2. Investigate second 8-week success gap (Spring 2025 anomaly)
3. Develop student-facing messaging on "how to finish faster"
4. Embed planning into counseling and educational plans
5. Support faculty teaching shortened courses through professional development
6. Continue to optimize scheduling and section offerings using data

# DISCUSSION & QUESTIONS



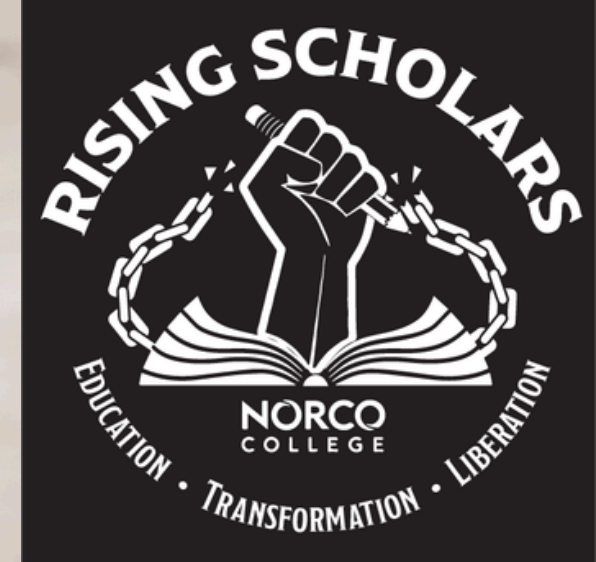
Thank you!



Dual Enrollment

# Dual Enrollment Support Updates

Educational Partnerships  
Spring 2026



# Vision for Dual Enrollment

**CCCCO**

Vision 2030: Dual Enrollment in the 9th grade & 12+ units for all high school students.

**RCCD**

District KPI 2: By 2030, achieve 10% of FTES through Dual Enrollment.

**High School  
Partners**

Increase Dual Enrollment participation to at least 20% of all high school students.

# Types of Dual Enrollment

## Dual Enrollment:

High school student enroll in classes that are offered specifically for high school students under formal partnership agreements.

2,957  
Students in  
2025-2026

16 High School Partners,  
7 School Districts  
+ 1 Juvenile Hall (RCOE)\*

## Concurrent Enrollment:

High School students enroll in college classes on campus or online.

333  
Students in  
2025-2026

Available to all high  
schools, regardless of  
location.

## Middle College:

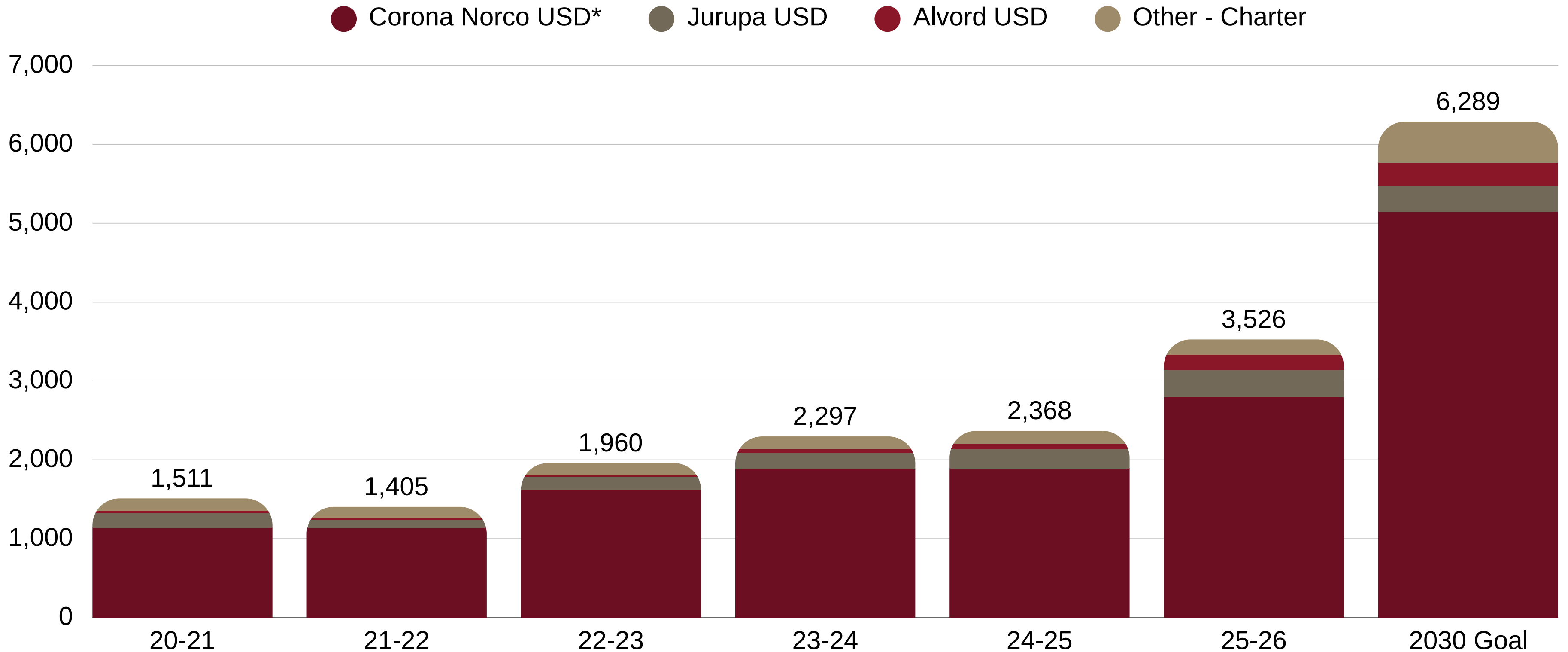
A high school located on the college campus that provides access to all college classes for students at the high school.

690  
Students in  
2025-2026

1 High School Partner

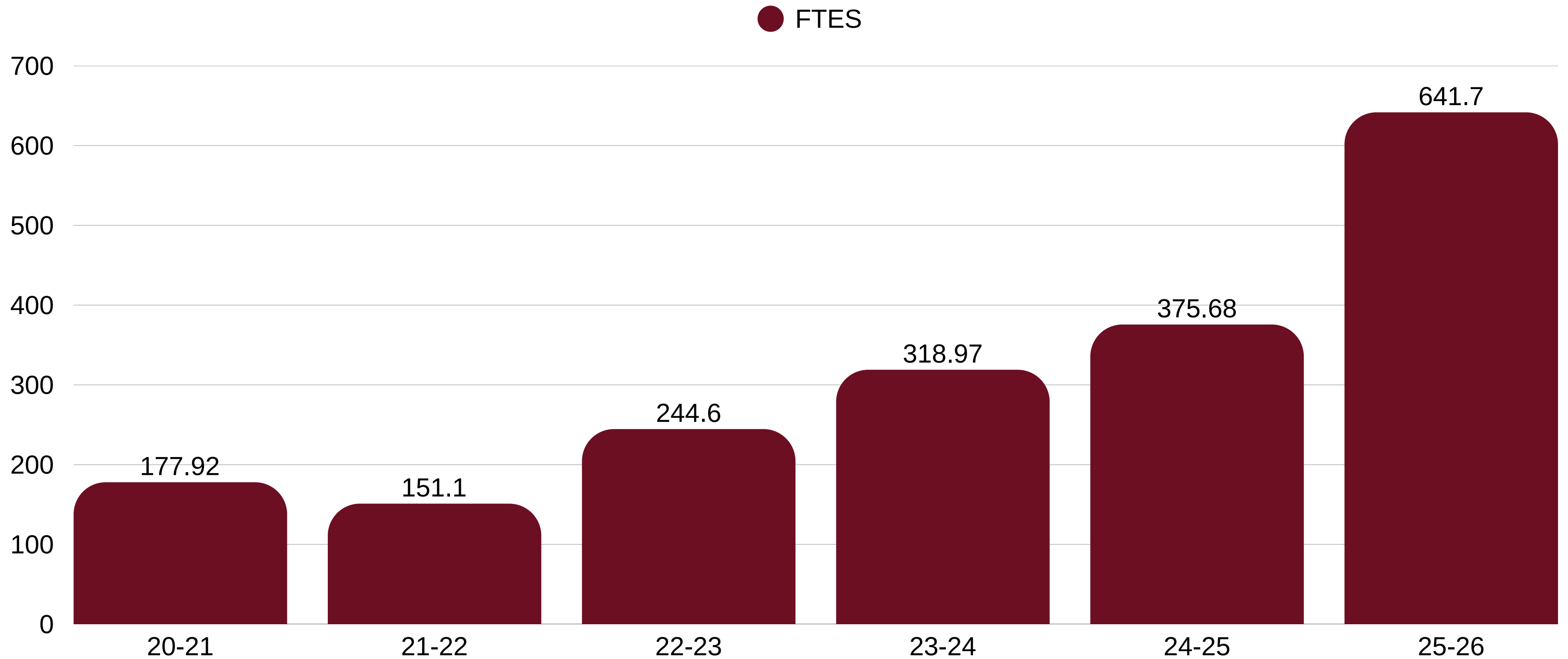
**\*The Rising Scholars Juvenile Justice Program is a subset of Dual Enrollment.**

# Dual Enrollment Headcount + Goal



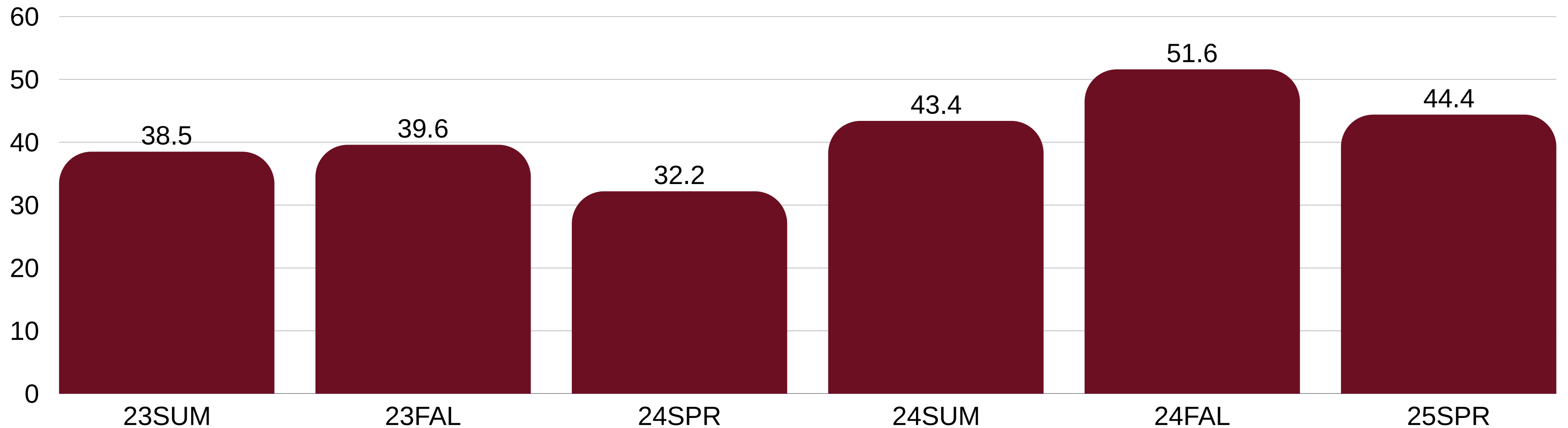
**\*Includes Middle College student headcount.**

# Dual Enrollment FTES + Goal



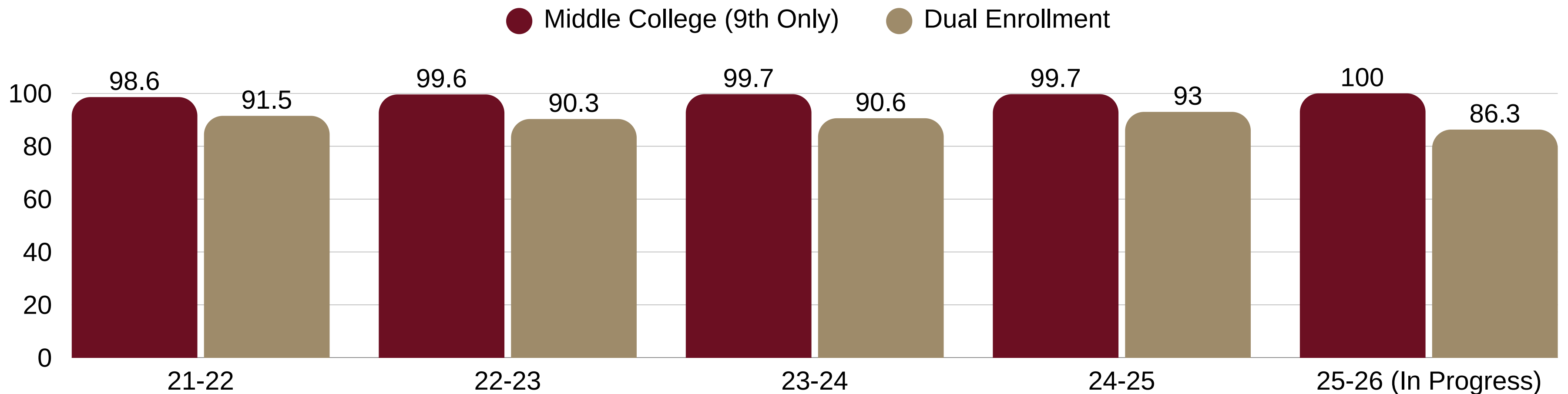
# Dual Enrollment Capture Rates

● Capture Rate (Applied & Enrolled)



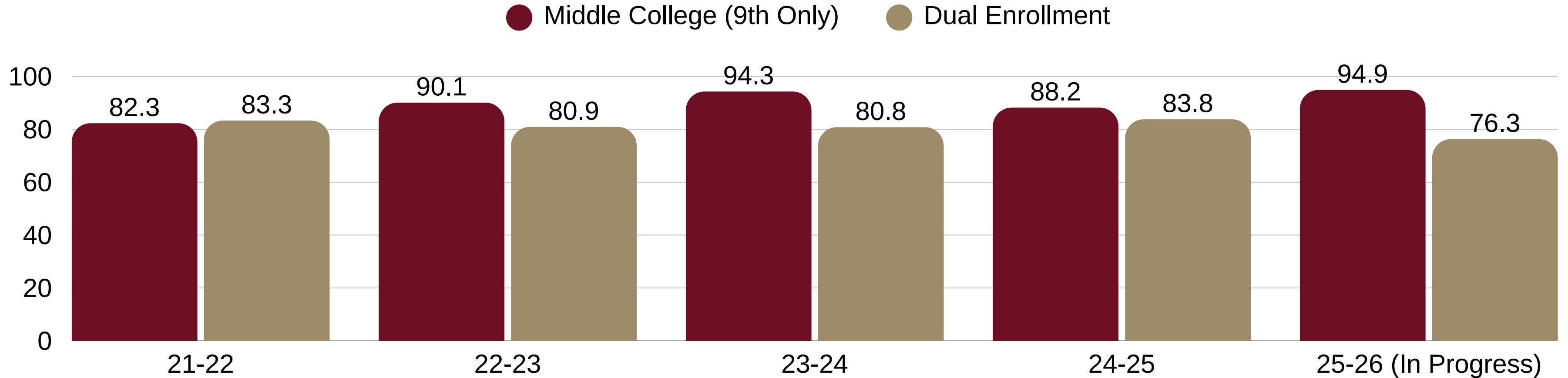
**Implemented DualEnroll.com in Spring 2025 to streamline enrollment process and increase capture rates.**

# Dual Enrollment vs. Middle College Retention Rates



**Middle College Model: Onsite reassigned time and adjunct hours for 2 Norco College Counselors and a dedicated PT Educational Resource Advisor**

# Dual Enrollment vs. Middle College Success Rates



**Middle College Model: Onsite reassigned time and adjunct hours for 2 Norco College Counselors and a dedicated PT Educational Resource Advisor**

# Mindset Shift – DEEP Framework

## DEEP: A Research-Based Framework for Broadening the Benefits of Dual Enrollment

*Community College Research Center*

CONVENTIONAL MINDSET		DEEP MINDSET
DE courses <b>made available</b> to students who are already college bound	➤	<b>Active outreach and support</b> for underrepresented students and families starting in middle school
Focus mainly on strengthening students' <b>academic preparedness for college</b>	➤	Focus also on building <b>motivation for college</b> by helping students explore interests and begin to develop an education/career plan
Offerings mainly emphasize <b>general education courses</b>	➤	Offerings also introduce students to high-opportunity postsecondary pathways through <b>program foundation courses</b>
Focus on achievement of <b>academic content standards</b>	➤	Added focus on helping students become <b>confident college learners</b> through active teaching/learning
High school CTE focused mainly on <b>immediate post-high-school employment</b>	➤	Students motivated and supported to <b>apply high school CTE credits toward college degree programs</b> in high-opportunity fields

### Our Top Challenges

- Staffing limitations
- No operational budget

**1**

**Outreach** to underserved students and schools

- Focus outreach on underserved high schools, students, and communities.
- Start outreach before high school.
- Leverage community connections to build awareness.
- Build trust with and educate parents and families.

**2**

**Align** DE course offerings to college degrees and careers

- Inventory current DE offerings.
- Map DE offerings to college degree programs in fields of interest.
- Embed DE offerings in career-connected high school programs.

**3**

**Advise** students to explore interests and develop plans

- Use DE to showcase college programs and support exploration.
- Help students develop a college program plan and provide checkpoint advising.
- Coordinate advising roles across sectors.

**4**

**Support** students by delivering high-quality instruction

- Scaffold coursework and frontload supports.
- Respond quickly when students are struggling.
- Provide additional, structured support for online classes.
- Support DE instructors and monitor quality.

# Applying DEEP Framework at Norco College

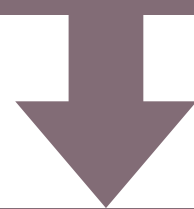
[DEEP: A Research-Based Framework for Broadening the Benefits of Dual Enrollment](#)

*Community College Research Center*

# DEEP Framework Analysis

**Alignment with DEEP =  
Program Strengths**

**#2 - Align** DE course offerings to college degrees and careers.



**Fall 2025** - Reviewed current offerings and pathway alignment. Collected new course requests from high school partners.

**Fall 2026** - Finalized 2026-2030 Cal-GETC, certificate and degree pathways, including in-person cohorts.

# DEEP Framework Analysis

**Alignment with DEEP =  
Program Strengths**

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**Fall 2025 - Reviewed current offerings and pathway alignment. Collected new course requests from high school partners.**  
**Fall 2026 - Finalized 2026-2030 Cal-GETC, certificate and degree pathways, including in-person cohorts.**

**Misalignment with DEEP =  
Program Opportunities**

**#1 - Outreach** to underserved students and schools.

**#3 - Advise** students to explore interests and develop plans.

**#4 - Support** students by delivering high-quality instruction.

# DEEP Framework Analysis

Misalignment with DEEP = Program Opportunities	Current Staffing	Staffing Needs
#1 - <b>Outreach</b> to underserved students and schools.	Enrollment Services Coordinator, Educational Resource Advisors (~0.6-1.2 FTE), 1.0 FT Student Services Specialist & 1.0 FT Office Assistant	+1.0 FT Office Technician & +1.0 FT Student Services Specialist
#3 - <b>Advise</b> students to explore interests and develop plans.	Educational Resource Advisors (~0.6-1.2 FTE), Reassign Time for Dual Enrollment Counselor, CTE Staff	+ERA Time at HS Sites +Time for Counselor
#4 - <b>Support</b> students by delivering high-quality instruction.	1 Student Success Coordinator	+Reassign Time for Faculty Coordinator

# Program Requests



**NORCO**  
COLLEGE

## Enrollment Support

- **1.0 FT Office Technician** for on-site application and enrollment support at the high schools
- **1.0 FT Student Services Specialist** for back-end admissions processing

## Dedicated Counseling

- Reassign time for **FT Counselor(s)** to provide services for Dual Enrollment students

## Faculty Support

- Reassign time for a **FT faculty** to provide support for Dual Enrollment & Middle College faculty and to serve as a liaison between college and high school staff

## Operational Funding

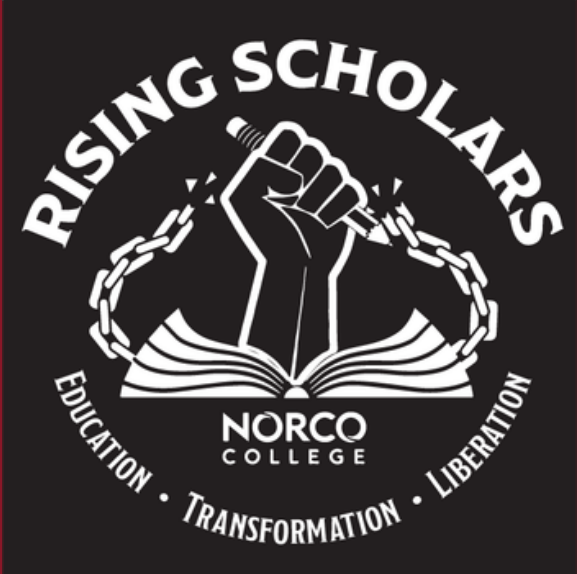
- Staff **mileage** reimbursement for travel to high schools
- Program **supplies**
- Printing **marketing** materials
- **Technology** for staff
- **Professional Development**
- **Overtime** for staff



Dual Enrollment



Questions?  
Kylie.Campbell@norcocollege.edu



**College and Career Access Pathways (CCAP)  
Dual Enrollment Partnership Agreement  
2026-2030**

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Riverside Community College District on behalf of Norco College and Riverside Community College District (“COLLEGE”), 3801 Market St, Riverside, CA 92501, and Corona Norco Unified School District (“SCHOOL DISTRICT”), 2820 Clark Ave., Norco, CA 92860.

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Riverside Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT has high schools, community schools, continuation high schools, juvenile court schools, or adult education programs offering courses for high school diplomas or high school equivalency certificates. Ed Code § 76004 (a)(2) ; and

WHEREAS, the COLLEGE and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of Education Code § 76004, for high school students for the purpose of offering or expanding dual enrollment opportunities for pupils who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. Ed Code § 76004 (a)(1); and

WHEREAS, underrepresented in higher education may include first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. Ed Code § 76004 (a)(3); and

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office and COLLEGE;

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

**1. TERM OF AGREEMENT**

**1.1.** The term of this CCAP Agreement shall be for FOUR years beginning on JULY 1, 2026 and ending on JUNE 30, 2030, and will be subject to renewal, unless otherwise terminated in accordance with Section 19 of this Agreement.

**1.2.** This CCAP Agreement outlines the terms of the Agreement.

1.2.1.ADDENDUM A to this CCAP Agreement shall specify the courses and pathways to be offered under this CCAP Agreement, as well as additional detail regarding, but not be limited to, the total number of high school students projected to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community

college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.

1.2.2. ADDENDUM B to this CCAP Agreement shall identify the points of contacts for COLLEGE, SCHOOL DISTRICT, and participating school sites. Ed Code § 76004 (c)(2) ADDENDUM B will also detail any staff support and services to be provided to the SCHOOL DISTRICT and participating school sites.

1.2.3. ADDENDUM C to this CCAP Agreement shall establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership. Ed Code § 76004 (c)(1)

1.2.4. ADDENDUM D to this CCAP Agreement shall detail the textbooks and materials required for courses offered under this CCAP Agreement. ADDENDUM D shall specify who will pay for the textbooks and materials. The COLLEGE will ensure, whenever possible, textbooks will remain the same throughout the term of the CCAP agreement.

1.2.5. ADDENDUM E - INSTRUCTOR SERVICE AGREEMENT shall be submitted as an ADDENDUM to this CCAP Agreement when the instructor of record on a course offered under this CCAP Agreement is an employee of the SCHOOL DISTRICT.

1.3. A copy of the CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department before the start of the CCAP partnership. The chancellor may void any CCAP partnership agreement it determines has not complied with the intent of the requirements of this section. Ed Code § 76004 (c)(3)

## 2. DEFINITIONS

2.1. CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall develop seamless pathways from high school to community college for career technical education or preparation for transfer, improve high school graduation rates, or help high school pupils achieve college and career readiness. Ed Code § 76004 (a)(1) All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of the COLLEGE and applicable law.

2.2. Consistent with Education Code 76004, this CCAP Agreement shall include pupils who may not already be college bound or who are underrepresented in higher education (Ed Code § 76004 (a)(1)), including first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. Ed Code § 76004 (a)(3)

2.3. Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to Education Code § 76140, a community college district shall exempt nonresident tuition fees from any special part-time student, other than a person excluded from the term "immigrant," for purposes of the federal Immigration and Nationality Act (8 U.S.C. Sec. 1101), pursuant to paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, admitted pursuant to Education Code §§ 76001, 76003, or 76004. Concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident

tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

**3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY**

- 3.1. Student Eligibility** - Students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils to achieve college and career readiness Ed Code § 76004 (a)(1); whereas, “underrepresented in higher education” may include first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. Ed Code § 76004 (a)(3)
- 3.2. Student Selection and Enrollment** - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and the COLLEGE standards and policies.
- 3.3. College Admission and Registration** - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and the COLLEGE policy.
- 3.4. Student Records** – The COLLEGE will provide grades each term to the SCHOOL DISTRICT unless otherwise specified in ADDENDUM C.
- 3.5. Priority Enrollment** – A COLLEGE participating in this CCAP Agreement shall assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Education Code § 11300 and consistent with middle college high school provisions in Education Code § 76001.
- 3.6.** As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Ed Code § 76004 (d)
- 3.7.** Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in Education Code § 76004 (p). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential. Ed Code § 76004 (p)(1-3)
  - 3.7.1.** Unit caps and approval processes for special admit students will be set by the COLLEGE.
- 3.8. Minimum School Day** – The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

*Note: All referenced Sections from Education Code §76004*

#### **4. COLLEGE APPLICATION PROCEDURE**

- 4.1. The COLLEGE will be responsible for processing student applications.
- 4.2. The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3. The SCHOOL DISTRICT agrees to provide reasonable support to the COLLEGE in the admission and registration of SCHOOL DISTRICT students, as mutually agreed upon by both parties.
- 4.4. The SCHOOL DISTRICT and COLLEGE understand and agree that successful COLLEGE admission and registration requires that each participating student has completed the COLLEGE enrollment application process.
- 4.5. Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by California Education Code Sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121. Ed Code § 76004 (p)(q)

#### **5. PARTICIPATING STUDENTS**

- 5.1. A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Ed Code § 76004 (p)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Education Code §§ 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2. The books and instructional materials required for the COLLEGE course offered as part of this CCAP Agreement will be specified in ADDENDUM D to this Agreement.
- 5.3. Participating students must meet all prerequisite requirements of the COLLEGE as established by the COLLEGE and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.4. Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the COLLEGE catalog.
- 5.5. Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COLLEGE for information regarding applicable policies and procedures.
- 5.6. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the COLLEGE or through the SCHOOL DISTRICT. COLLEGE shall ensure that student support services, including counseling and guidance and tutoring are available to participating students at the COLLEGE. SCHOOL DISTRICT shall ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL DISTRICT.
- 5.7. Students requiring reasonable accommodations for COLLEGE courses offered through the COLLEGE will receive services through the COLLEGE. ( 5 Cal. Code Regs. § 55526)

5.7.1. In regard to accommodations for students taking dual enrollment classes at the COLLEGE, SCHOOL DISTRICT, or online, the SCHOOL DISTRICT will:

5.7.1.1. Inform students and families about the differences in disability services between the SCHOOL DISTRICT and the COLLEGE.

5.7.1.2. Assist students with preparing documentation for COLLEGE disability services.

5.7.1.3. Identify a liaison to coordinate with the COLLEGE disability services department.

5.7.2. In regard to accommodations for students taking dual enrollment classes at the COLLEGE, SCHOOL DISTRICT or online, the COLLEGE will:

5.7.2.1. Conduct intake interviews and determine academic adjustments through the COLLEGE's interactive process.

5.7.2.2. Provide reasonable academic adjustments and auxiliary aids consistent with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973,

5.7.2.3. Maintain confidentiality of disability-related information.

5.7.2.4. Communicate directly with students regarding academic adjustment decisions.

5.7.2.5. Maintain open communication with liaison at SCHOOL DISTRICT.

5.7.3. In the event of disagreement concerning the provision or coordination of disability services under this agreement, representatives from the COLLEGE and the SCHOOL DISTRICT shall meet promptly to resolve the issue collaboratively. If resolution cannot be achieved, both institutions may consult their respective legal counsel or governing agencies for further guidance.

**5.8.** Students who withdraw from courses offered as part of this CCAP Agreement will not receive COLLEGE credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to COLLEGE policy.

**5.9.** A course dropped within the COLLEGE drop "without a W" deadline will not appear on the SCHOOL DISTRICT or the COLLEGE transcript.

## **6. CCAP AGREEMENT COURSES**

**6.1.** The COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus, either in person or using an online platform, during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Ed Code § 76004 (o)(1)

**6.2.** Courses offered as part of this CCAP Agreement at the COLLEGE may not reduce access to the same course offered at the partnering community college campus. Ed Code § 76004 (k)(1)

**6.3.** The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.

- 6.4.** The scope, nature, time, location, and listing of courses shall be offered and determined by the COLLEGE with the approval of the Governing Board and will be recorded in ADDENDUM B to this Agreement. Ed Code § 76004 (c)(1)
- 6.5.** Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be prepared in collaboration between the COLLEGE and SCHOOL DISTRICT and presented in ADDENDUM A to this CCAP Agreement. Any changes to courses offered as part of a CCAP Agreement will be jointly reviewed and approved as laid out in the timeline in ADDENDUM A of this CCAP Agreement.
- 6.6.** Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with the COLLEGE academic standards.
- 6.7.** Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8.** Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.
- 6.9.** Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10.** Site visits and instructor evaluations by one or more representatives of the COLLEGE shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with the COLLEGE academic standards.
- 6.11.** A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12.** Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with the COLLEGE guidelines, policies, pertinent statutes, and regulations.
- 6.13.** COLLEGE has the sole right to control and direct the instructional activities of all instructors.
- 6.14.** This CCAP Agreement certifies that any pretransfer-level course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Ed Code § 76004 (n)

## **7. INSTRUCTORS**

- 7.1.** All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the COLLEGE.
- 7.2.** The COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Ed Code § 76004 (m)(1)
- 7.3.** This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Ed Code § 76004 (m)(2)
- 7.4.** Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5.** Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Education Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of any sex offense as defined in Education Code § 87010, or convicted of any controlled substance offense as defined in Education Code § 87011 shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site. Ed Code § 76004 (h)
- 7.6.** Instructors who teach COLLEGE courses offered as part of this CCAP Agreement shall not displace or result in the termination of an existing high school teacher teaching the same course on that high school campus. Ed Code § 76004 (i)
- 7.7.** Prior to teaching, faculty shall receive training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities. Said training may be approved and provided by the COLLEGE.
- 7.8.** Faculty will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.9.** Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of the COLLEGE.
- 7.10.** SCHOOL DISTRICT personnel selected to be instructors will be subject to the authority of the COLLEGE specifically with regard to their duties as instructors, and must sign an INSTRUCTOR SERVICE AGREEMENT (ADDENDUM E) with the COLLEGE prior to teaching a COLLEGE course offered under this CCAP Agreement.
- 7.11.** The COLLEGE and SCHOOL DISTRICT jointly determine the subject areas of instruction. The COLLEGE shall determine the number of instructors and the ratio of instructors to students.

## **8. ASSESSMENT OF LEARNING AND CONDUCT**

*Note: All referenced Sections from Education Code §76004*

- 8.1. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught both at the SCHOOL DISTRICT and on the COLLEGE campus. Both parties will work together in resolving behavioral issues.

**9. LIAISON AND COORDINATION OF RESPONSIBILITIES**

- 9.1. The COLLEGE shall appoint an educational administrator, to be specified in ADDENDUM B to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with the COLLEGE policies and standards. Ed Code § 76004 (c)(2)
- 9.2. The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in ADDENDUM B to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Ed Code § 76004 (c)(2)
- 9.3. The SCHOOL DISTRICT shall identify personnel at each participating site to perform clerical services and services associated with student outreach and recruitment activities, application and enrollment support, and other related services as deemed necessary.
- 9.4. The COLLEGE will provide SCHOOL DISTRICT personnel with assistance and direction under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with the COLLEGE policy, and COLLEGE procedures, and academic standards. The COLLEGE will detail the support provided to each site in the SCHOOL DISTRICT in ADDENDUM B of this CCAP Agreement.
- 9.5. The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
- 9.6. This CCAP Agreement requires an annual report as specified in the ADDENDUM C, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information:
  - 9.6.1. The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Ed Code § 76004 (u)(1)(A)

9.6.2. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Ed Code § 76004 (u)(1)(B)

9.6.3. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Ed Code § 76004 (u)(1)(C)

9.6.4. The total number of full-time equivalent students generated by CCAP partnership community college district participants. Ed Code § 76004 (u)(1)(D)

9.6.5. The total number of full-time equivalent students served online generated by CCAP partnership community college district participants. Ed Code § 76004 (u)(1)(E)

## **10. APPORTIONMENT**

**10.1.** The COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

**10.2.** For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Ed Code § 76004 (o)(2)

**10.3.** The SCHOOL DISTRICT shall not receive a state allowance or apportionment for an instructional activity for which the COLLEGE has been, or shall be, paid an allowance or apportionment. Ed Code § 76004 (s)

**10.4.** The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Ed Code § 76004 (t)(1)

## **11. CERTIFICATIONS**

**11.1.** The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.

**11.2.** The COLLEGE certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

**11.3.** The SCHOOL DISTRICT agrees and acknowledges that the COLLEGE will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.

**11.4.** This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Education Code § 87010 or as amended, or any controlled substance offense as defined in Education Code § 87011 or as amended. Ed Code § 76004 (h)

**11.5.** This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Ed Code § 76004 (i)

**11.6.** This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Ed Code § 76004 (j)

**11.7.** The COLLEGE certifies that:

11.7.1. A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Ed Code § 76004 (k)(1)

11.7.2. The Agreement is consistent with the core mission of the COLLEGE pursuant to Education Code § 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Ed Code § 76004 (k)(2)

**11.8.** This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Ed Code § 76004 (l)

## **12. PROGRAM IMPROVEMENT**

**12.1.** The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

## **13. RECORDS**

**13.1.** Permanent records of student enrollment, attendance, grades and achievement for students under this CCAP agreement shall be maintained by COLLEGE.

**13.2.** Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

## **14. STUDENT FEES**

**14.1.** Student fees will be waived by COLLEGE.

## **15. FACILITIES**

**15.1.** The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to the COLLEGE or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

**15.2.** The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property.

The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code § 49011.

**15.3.** The COLLEGE facilities may be used subject to mutual agreement by the parties.

## **16. INDEMNIFICATION**

**16.1.** The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.

**16.2.** The COLLEGE agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the COLLEGE, its officers, employees, independent contractors, subcontractors, agents and other representatives.

## **17. INSURANCE**

**17.1.** The SCHOOL DISTRICT, in order to protect the COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

**17.2.** COLLEGE shall obtain and maintain the insurance coverages and limits as shown below for the duration of this Agreement. The insurance coverages and limits of liability shown are the minimum insurance requirements in this Agreement. Should COLLEGE maintain insurance policies with broader coverage and limits of liability that exceed these minimum coverage and limits requirements those broader coverages and higher limits shall be deemed to apply for the benefit of the SCHOOL DISTRICT and those coverages and limits shall become the required minimum limits of insurance and coverage in all articles of this Agreement.

**17.2.1.** Commercial General Liability, using a standard ISO CG 00 01 occurrence form, including operations, products and completed operations and contractual liability with limits not less than \$1,000,000.00 per occurrence, \$2,000,000 General Aggregate and

\$2,000,000 Products –Completed Operations Aggregate for bodily injury, personal injury, and property damage.

17.2.1.1. The Commercial General Liability Coverage shall include the following endorsements:

17.2.1.1.1. The SCHOOL DISTRICT, its Board, officers, agents and employees shall be included as Additional Insureds either by specific endorsement naming these parties or a blanket additional insured endorsement applicable “when required by written contract or agreement;”

17.2.1.1.2. A Primary, Non-contributory endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket primary, non-contributory endorsement applicable “when required by written contract or agreement.”

17.2.1.2. The Commercial General Liability Coverage shall not include the following endorsements: Amendment of Contractual Liability, Cross Suits Liability Exclusion

1. Automobile Liability, using a standard ISO Business Auto CA 00 01 form with limits not less than \$1,000,000.00 per accident for bodily injury and property damage for all owned, hired and non-owned automobiles. Coverage shall include Contractual Liability. The Business Auto coverage shall include the following endorsements:

2. The SCHOOL DISTRICT, its Board, officers, agents and employees shall be included as Designated Insureds or a blanket additional insured endorsement applicable “when required by written contract or agreement;”

17.2.1.3. A Primary, Non-contributory endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket primary, non-contributory endorsement applicable “when required by written contract or agreement.”

3. Workers’ Compensation including statutory coverage as required by the State of California and including Employers’ Liability with limits not less than \$1,000,000.00 each accident; \$1,000,000.00 policy limit bodily injury by disease; \$1,000,000.00 each employee bodily injury by accident.

4. The Workers’ Compensation coverage shall include a Waiver of Subrogation endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket waiver of subrogation endorsement applicable “when required by written contract or agreement;”

5. If COLLEGE is using a Professional Employer Organization or any other type of staffing company to lease employees, COLLEGE must notify and seek approval from the Risk Management Department of the SCHOOL DISTRICT prior to the execution of this Agreement.

6. Umbrella or Excess Liability coverage with limits not less than \$1,000,000.00 excess over the Commercial General Liability, Automobile Liability and Employer’s

Liability. The Umbrella or Excess Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).

7. As the COLLEGE will have access to or will be receiving any personal or private information about the SCHOOL DISTRICT or its students, personnel, students or parents or any other third party:
8. Cyber Liability Insurance with limits not less than \$2,000,000 for each occurrence or event with an annual aggregate of \$2,000,000
9. The policy shall minimally cover claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, extortion and network security.
10. The policy shall protect the SCHOOL DISTRICT for breach response costs as well as regulatory fines and penalties with a limit that equals not less than \$200 per student in the aggregate.
11. The Cyber Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
12. COLLEGE must provide professional liability insurance, or the equivalent to his/her specific field (such as medical malpractice, errors and omissions, etc.), with limits not less than \$1,000,000 for each claim or event with an annual aggregate of \$1,000,000. The Professional Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
13. COLLEGE must provide sexual misconduct insurance, with limits not less than \$1,000,000 for each claim or event with an annual aggregate of \$1,000,000. The Sexual Misconduct Liability coverage shall include the all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
14. Should any of the insurance policies contain either a deductible or self-insured retention, the COLLEGE shall be responsible to pay that deductible or self-insured retention and the SCHOOL DISTRICT shall not be responsible to pay these costs.
15. Should any required insurance policies be cancelled, non-renewed or if the COLLEGE fails to renew, COLLEGE shall provide notice of such cancellation immediately to the SCHOOL DISTRICT.
16. All insurance policies as required in this article shall be written through insurance companies that are either admitted in the State of California or on the California Department of Insurance approved list of non-admitted insurers. All insurance companies shall have and maintain a minimum A. M. Best rating of A VII.
17. Certificates of Insurance Coverage shall be filed by COLLEGE with the SCHOOL DISTRICT evidencing all of the insurance coverages required in this article at the time this Agreement is executed. The certificates must have all required

endorsements attached or the Certificate will be rejected as non-compliant. Each successive year during the insurance requirement period shall be filed in the same manner. The failure to furnish such evidence may be considered default by COLLEGE. The SCHOOL DISTRICT reserves the right to require complete, certified copies of all required insurance policies, at any time.

18. For the purpose of Workers' Compensation, the COLLEGE shall be the "primary employer" for all its personnel who perform services as instructors. The COLLEGE shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by COLLEGE personnel made in connection with performing services and receiving instruction under this Agreement. COLLEGE agrees to hold harmless, indemnify, and defend SCHOOL DISTRICT, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by COLLEGE personnel connected with providing services under this Agreement.

## **18. NON-DISCRIMINATION**

- 18.1. Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

## **19. TERMINATION**

- 19.1. Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

## **20. NOTICES**

- 20.1. Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

*COLLEGE*  
Riverside Community College District  
3801 Market Street  
Riverside, CA 92501  
Attn: Aaron Brown, Vice Chancellor

*SCHOOL DISTRICT*  
Corona Norco Unified School District  
2820 Clark Avenue  
Norco, CA 92860  
Attn: Dalia Gadelmawla, Superintendent

## **21. INTEGRATION**

- 21.1. This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement, and supersedes all prior agreements or representations, either express or implied, written or oral, with regard to this subject matter only.

## **22. MODIFICATION AND AMENDMENT**

**22.1.** No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

**23. GOVERNING LAWS**

**23.1.** This agreement shall be interpreted according to the laws of the State of California.

**24. COMMUNITY COLLEGE DISTRICT BOUNDARIES**

**24.1.** For locations outside the geographical boundaries of COLLEGE, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 55300 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

**25. SEVERABILITY**

**25.1.** This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

**26. COUNTERPARTS**

**26.1.** This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

**26.2.** By executing this Agreement below, each party indicates that it agrees to be legally bound by this Agreement, and that such consent to be bound may be provided through electronic signature. Contractor specifically acknowledges that it is aware that by executing this Agreement, the Contractor is providing an electronic mark that is held to the same standard as a legally binding equivalent of a handwritten signature, including, but not limited to, for purposes of validity, enforceability, and admissibility.

**27. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
Dalia Gadelmawla, Superintendent  
CORONA NORCO UNIFIED SCHOOL DISTRICT

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

**ADDENDUM A - COURSE OFFERINGS & PATHWAYS  
COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)  
DUAL ENROLLMENT PARTNERSHIP AGREEMENT**

**Date Updated: April 15, 2026**

- A. This ADDENDUM shall specify the courses and pathways to be offered under this CCAP Agreement, as well as additional detail regarding, but not be limited to, the total projected number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
- B. The COLLEGE has identified the attached pathways, course offerings per program year, estimated students served, and projected FTES. The pathways below are intended to project the courses offered and are subject to change based on the needs of the student cohorts within the pathway and instructor availability at the COLLEGE.
- C. The COLLEGE and SCHOOL DISTRICT will follow the timeline below for course requests and changes.

December 15  (year prior to the school year being scheduled)	Course requests due from SCHOOL DISTRICT to COLLEGE. Must include number of sections, modality, days, times, and any instructor requests or applications. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.
March 15  ( year being scheduled)	COLLEGE will confirm course offerings, including number of sections, modality, days, and time for the next school year with the SCHOOL DISTRICT. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.

- D. See attached “Riverside Community College District - CCAP Dual Enrollment Pathways” documents for course and pathways details.

**E. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
Dalia Gadelmawla, Superintendent  
CORONA NORCO UNIFIED SCHOOL DISTRICT

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

# Riverside Community College District - CCAP Dual Enrollment Pathways

College: Norco College			
High School/District: Corona Norco Unified School District			
Dates: 2026-2030			
Student Details:	Number of High School Students: 3,254	Projected FTES: 512.0	
Criteria to Assess Ability to Benefit: High school administration will review and approve students based on their criteria to benefit from the program.			

## General Education Pathway (CalGETC - General Education Pattern for UC & CSU Transfer)

Course Details	Scope & Nature: Varies based on high school location, term, and instructor availability.
	Time & Location: Varies based on high school location, term, and instructor availability.

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Area 1A: English Composition (One course: 3 semester or 4 quarter units)</b>	ENGL-C1000** "English Composition" (formerly ENGL-1A)			ENGL-C1000** "English Composition" (formerly ENGL-1A)
<b>Area 1B: Critical Thinking and Composition (One course: 3 semester or 4 quarter units)</b>	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)
<b>Area 1C: Oral Communication (One Course: 3 semester or 4 quarter units)</b>	COMM-C1000** "Public Speaking" (formerly COMM-1)	COMM-C1000** "Public Speaking" (formerly COMM-1)	COMM-C1000** "Public Speaking" (formerly COMM-1)	COMM-C1000** "Public Speaking" (formerly COMM-1)
<b>Area 2 – Mathematical Concepts and Quantitative Reasoning (One course: 3 semester or 4 quarter unit)</b>	MATH-11** "College Algebra"	MATH-70A** "Foundations of Data Science"		MATH-11** "College Algebra"
	STAT-C1000** "Introduction to Statistics" (formerly MAT-12)	STAT-C1000** "Introduction to Statistics" (formerly MAT-12)		MATH-25** "Mathematics for the Liberal Arts Student"
		MATH-9** "BSTEM College Algebra"		STAT-C1000** "Introduction to Statistics" (formerly MAT-12)
		MATH-C2210** "Calculus I: Early Transcendentals" (formerly MATH-1A) ERHS Only		MATH-36** "Trigonometry"
				MATH-C2220** "Calculus II: Early Transcendentals" (formerly MATH-1B) ERHS Only
<b>Area 3A: Arts (One course: 3 semester or 4 quarter units)</b>	ARTH-6** "Art Appreciation" (formerly AHS-6)	ARTH-6** "Art Appreciation" (formerly AHS-6)	ARTH-6** "Art Appreciation" (formerly AHS-6)	ARTH-6** "Art Appreciation" (formerly AHS-6)
	MUS-19** "Music Appreciation"	GAM-2** "History of Video Games"	MUS-23** "History of Rock and Roll"	ARTH-9** "African Art History" (formerly AHS-9)
	MUS-23** "History of Rock and Roll"	MUS-19** "Music Appreciation"		GAM-2** "History of Video Games"
		MUS-23** "History of Rock and Roll"		MUS-19** "Music Appreciation"
				MUS-23** "History of Rock and Roll"
<b>Area 3B: Humanities (One course: 3 semester or 4 quarter units)</b>	HIST-2** "World History Since 1500"	HIST-14** "African American History I"		HIST-14** "African American History I"
	HIST-C1002** "United States History since 1865" (formerly HIST-7)	HIST-31** "Introduction to Chicana and Latinx Studies"		HIST-25** "History of Mexico"
	HIST-31** "Introduction to Chicana and Latinx Studies"	PHI-10** "Introduction to Philosophy"		HIST-26** "History of California"
	PHI-10** "Introduction to Philosophy"			PHI-10** "Introduction to Philosophy"
<b>AREA 4 – Social and Behavioral Sciences (Two courses: two academic disciplines. 6 semester or 8 quarter units)</b>	COMM-9** "Interpersonal Communication"	ADJ-1** "Introduction to the Administration of Justice"	ETS-1** "Introduction to Ethnic Studies"	ADJ-1** "Introduction to the Administration of Justice"
	EAR-20** "Child Growth and Development"	ADJ-9** "Law In American Society"	PSYC-C1000** "General Psychology" (formerly PSYC-1)	ANT-1 "Physical Anthropology"
	ETS-1** "Introduction to Ethnic Studies"	ANT-1 "Physical Anthropology"	PSYC-9** "Developmental Psychology"	COMM-9** "Interpersonal Communication"
	HIST-2** "World History Since 1500"	COMM-9** "Interpersonal Communication"	SOC-1** "Introduction to Sociology"	COMM-12** "Intercultural Communication"
	HIST-31** "Introduction to Chicana and Latinx Studies"	EAR-20** "Child Growth and Development"		COMM-20** "Introduction to Communication Theory"
	HIST-C1002** "United States History since 1865" (formerly HIST-7)	ETS-1** "Introduction to Ethnic Studies"		EAR-20** "Child Growth and Development"
	PSYC-9** "Developmental Psychology"	HIST-14** "African American History I"		ETS-1** "Introduction to Ethnic Studies"
	PSYC-C1000** "General Psychology" (formerly PSYC-1)	HIST-31** "Introduction to Chicana and Latinx Studies"		HIST-14** "African American History I"
	SOC-1** "Introduction to Sociology"	PSYC-8** "Social Psychology"		HIST-25** "History of Mexico"
	PSYC-35** "Abnormal Psychology"	PSYC-9** "Developmental Psychology"		HIST-26** "History of California"
		PSYC-C1000** "General Psychology" (formerly PSYC-1)		PSYC-C1000** "General Psychology" (formerly PSYC-1)
		SOC-1** "Introduction to Sociology"		PSYC-9** "Developmental Psychology"
		SOC-2** "American Social Problems"		PSYC-35** "Abnormal Psychology"
				SOC-1** "Introduction to Sociology"
				SOC-3** "Social Inequality"

				SOC-12** "Marriage and Family Relations"
Area 5A: Physical Science (One course: 3 semester or 4 quarter units)***		GEG-1 "Physical Geography"		GEG-1 "Physical Geography"
		PHS-1 "Introduction to Physical Science"		PHS-1 "Introduction to Physical Science"
		PHY-10** "Introduction to General Physics"		PHY-10** "Introduction to General Physics"
Area 5B: Biological Science (One course: 3 semester or 4 quarter units)***		ANT-1 "Physical Anthropology"		ANT-1 "Physical Anthropology"
		BIO-10** "Life Science Principles"		BIO-10** "Life Science Principles"
		BIO-18** "Human Genetics"		BIO-18** "Human Genetics"
Area 5C: Laboratory (1 semester or 1 quarter unit)		ANT-1L "Physical Anthropology Laboratory"		ANT-1L "Physical Anthropology Laboratory"
		GEG-1L "Physical Geography Laboratory"		GEG-1L "Physical Geography Laboratory"
				PHY-11** "Physics Laboratory" (AT NORCO COLLEGE)
Area 6 – Ethnic Studies (One course: 3 semester units or 4 quarter units)	ETS-1** "Introduction to Ethnic Studies"	ETS-1** "Introduction to Ethnic Studies"	ETS-1** "Introduction to Ethnic Studies"	ETS-1** "Introduction to Ethnic Studies"
		HIST-14** "African American History I"		HIST-14** "African American History I"
CSU Graduation Requirement Only in United States History, Constitution, and Government: US-1 - U.S. History	HIST-C1002** "United States History since 1865" (formerly HIST-7)	HIST-14** "African American History I"		HIST-14** "African American History I"
	HIST-31** "Introduction to Chicano and Latinx Studies"	HIST-31** "Introduction to Chicano and Latinx Studies"		
CSU Graduation Requirement Only in United States History, Constitution, and Government: US-2 - Constitution and UC Graduation Requirement Only - Language Other Than English				
		ASL-1* "American Sign Language 1"		ASL-1* "American Sign Language 1"
		SPA-1* "Spanish 1" LVP & OG Only		SPA-1* "Spanish 1" LVP & OG Only
		FRE-1* "French 1"		FRE-1* "French 1"

### Transferable Electives

	Summer Term	Fall Term	Winter Term	Spring Term
Transferable Elective Courses	GUI-47* "Introduction to Career Exploration"	GUI-47* "Introduction to Career Exploration"	GUI-47* "Introduction to Career Exploration"	GUI-47* "Introduction to Career Exploration"
	GUI-48* "College Success Strategies"	GUI-48* "College Success Strategies"	GUI-48* "College Success Strategies"	GUI-48* "College Success Strategies"
	HES-1* "Health Science"			HES-1* "Health Science" JFK Middle College Only

### CNUSD Cohort Pathways (Cal-GETC General Education + Optional Major Requirements for Associate Degree(s))

Course Details:				
		Scope & Nature: In person at high school sites, or virtual through high school (Academy of Innovation, Centennial, Corona, Norco, Roosevelt & Santiago)		
		Time & Location: Times vary by high school, classes offered at the high school site.		
Area 1A: English Composition (One course: 3 semester or 4 quarter units)	ENGL-C1000** "English Composition"			
Area 1B: Critical Thinking and Composition (One course: 3 semester or 4 quarter units)	ENGL-C1003** "Critical Thinking and Writing through Literature"			
Area 1C: Oral Communication (One Course: 3 semester or 4 quarter units)	COMM-C1000** "Public Speaking"			
Area 2 – Mathematical Concepts and Quantitative Reasoning (One course: 3 semester or 4 quarter unit)	STAT-C1000** "Introduction to Statistics"	MATH-C2210** "Calculus I: Early Transcendentals" (formerly MATH-1A) ERHS Only		
Area 3A: Arts (One course: 3 semester or 4 quarter units)	AHS-6** "Art Appreciation"	MUS-23** "History of Rock and Roll"		
Area 3B: Humanities (One course: 3 semester or 4 quarter units)	HIST-C1002** United States History since 1865 (Formerly HIS-7)	HIS-2** "World History Since 1500"		
AREA 4 – Social and Behavioral Sciences (Two courses: two academic disciplines, 6 semester or 8 quarter units)	PSYC-C1000** "General Psychology"	PSYC-9** "Developmental Psychology"	HIS-2** "World History Since 1500"	
	SOC-1** "Introduction to Sociology"	SOC-3** "Social Inequality"	PSYC-C1000** "General Psychology"	
Area 5A: Physical Science (One course: 3 semester or 4 quarter units)***	GEG-1** "Physical Geography"	PHS-1** "Introduction to Physical Science"	PHY-10** "Introduction to General Physics"	
Area 5B: Biological Science (One course: 3 semester or 4 quarter units)***	BIO-10** "Life Science Principals"	BIO-1** "General Biology"	ANT-1** "Physical Anthropology"	
Area 5C: Laboratory (1 semester or 1 quarter unit)	GEG-1L** "Physical Geography Lab"	PHY-11** "Physics Laboratory"	ANT-1L** "Physical Anthropology Lab"	
Area 6 – Ethnic Studies (One course: 3 semester units or 4 quarter units)	ETS-1** "Introduction to Ethnic Studies"	HIS-14** "African American History I"		
CSU Graduation Requirement Only in United States History, Constitution, and Government: US-1 - U.S. History	HIS-7** "US History from 1865"	HIS-14** "African American History I"		

CSU Graduation Requirement Only in United States History, Constitution, and Government:US-2 - Constitution and Government	POLS-C1000* (ONLINE)			
UC Graduation Requirement Only - Language Other Than English				

**Transferable Electives**

Transferable Elective Courses	GUI-47* "Introduction to Career Exploration"			
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**Optional Major Requirements for Associate Degree(s)**

Major Requirement Courses for Associate Degree(s)	Administration of Justice AD-T	Child and Adolescent Development AD-T	Communication, Media and Languages AOE	Kinesiology, Health and Wellness AOE
	ADJ-1** "Introduction to the Administration of Justice"	EAR-20** "Child Growth and Development"	ASL-1* "American Sign Language 1"	HES-1* "Health Science"
	ADJ-3** "Concepts of Criminal Law"	EAR-42 "Child, Family, and Community" (CSU Transferable Only)	COMM-9** "Interpersonal Communication"	KIN-10* "Introduction to Kinesiology"
	ADJ-5* "Community Relations"	EAR-24 "Introduction to Curriculum" (CSU Transferable Only)	COMM-12** "Intercultural Communication"	KIN-36* "Wellness: Lifestyle Choices"
	ADJ-8* "Juvenile Law and Procedures"	EAR-28 "Principles and Practices of Teaching Young Children" (CSU Transferable Only)	UC/CSU Transferable Elective	BIO-18** "Human Genetics"
	ADJ-9** "Law In American Society"	UC/CSU Transferable Elective	UC/CSU Transferable Elective	KIN-12* "Sport Psychology"
	UC/CSU Transferable Elective	UC/CSU Transferable Elective	UC/CSU Transferable Elective	EAR-26* "Health, Safety and Nutrition"
	UC/CSU Transferable Elective	UC/CSU Transferable Elective	UC/CSU Transferable Elective	UC/CSU Transferable Elective
	<b>Math and Science AOE (ROOSEVELT)</b>	<b>Sociology AD-T</b>		
	BIO-10, BIO-19, CIS-5, CIS-17A, HES-1, GEG-1, MAT-11, MAT-25, MAT-70A, PHY-10	SOC-1** "Introduction to Sociology"		
	BIO-10, BIO-19, CIS-5, CIS-17A, HES-1, GEG-1, MAT-11, MAT-25, MAT-70A, PHY-10	SOC-2** "American Social Problems"		
	BIO-10, BIO-19, CIS-5, CIS-17A, HES-1, GEG-1, MAT-11, MAT-25, MAT-70A, PHY-10	PSYC-8** "Social Psychology"		
	UC/CSU Transferable Elective	SOC-12** "Marriage and Family Relations"		
	UC/CSU Transferable Elective	UC/CSU Transferable Elective		
	UC/CSU Transferable Elective	UC/CSU Transferable Elective		
	UC/CSU Transferable Elective	UC/CSU Transferable Elective		

**Certificate & Degree Pathways**

**Administration of Justice**

**Course Details:**

Scope & Nature: Online

Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Administration of Justice - Associate in Science for Transfer (ADT)	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	ADJ-1** "Introduction to the Administration of Justice"	ADJ-5* "Community Relations"	ADJ-1** "Introduction to the Administration of Justice"
Administration of Justice - Associate of Science Degree and Certificate of Achievement	PSYC-C1000** "General Psychology" (formerly PSYC-1)	ADJ-3** "Concepts of Criminal Law"	PSYC-C1000** "General Psychology" (formerly PSYC-1)	ADJ-2 "Principles and Procedures of the Justice System" (CSU Transferable Only)
Administration of Justice: Corrections - Associate of Science Degree	SOC-1** "Introduction to Sociology"	ADJ-9** "Law In American Society"	SOC-1** "Introduction to Sociology"	ADJ-3** "Concepts of Criminal Law"
		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		ADJ-8* "Juvenile Law and Procedures"
		PSYC-C1000** "General Psychology" (formerly PSYC-1)		
		SOC-1** "Introduction to Sociology"		

**Business**

**Course Details:**

Scope & Nature: Online

Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Business Administration: General Business Concentration - Certificate of Achievement	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	BUS-10* "Introduction to Business"		ACC-1A* "Principles of Accounting I"
Business Administration 2.0 - Associate in Science for Transfer (ADT)		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		BUS-18A* "Business Law I"
		MATH-C2210** "Calculus I: Early Transcendentals" (formerly MATH-1A) ERHS Only		BUS-22 "Business Communication" ERHS Only
				STAT-C1000** "Introduction to Statistics" (formerly MATH-12)

**Communication Studies**

**Course Details:**

Scope & Nature: Online

Time & Location: Online

Summer Term	Fall Term	Winter Term	Spring Term
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Communication, Media and Languages - Associate of Arts Degree	COMM-9** "Interpersonal Communication"	ASL-1* "American Sign Language 1"	COMM-C1000** "Public Speaking" (formerly COMM-1)	ASL-1* "American Sign Language 1"
Communication Studies 2.0 - Associate in Arts for Transfer (ADT)	COMM-C1000** "Public Speaking" (formerly COMM-1)	COMM-9** "Interpersonal Communication"	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	COMM-12** "Intercultural Communication"
	ENGL-C1000** "English Composition" (formerly ENGL-1A)	COMM-C1000** "Public Speaking" (formerly COMM-1)	PSYC-C1000** "General Psychology" (formerly PSYC-1)	COMM-20* "Introduction to Communication Theory"
	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	SOC-1** "Introduction to Sociology"	COMM-9** "Interpersonal Communication"
	PSYC-C1000** "General Psychology" (formerly PSYC-1)	PSYC-C1000** "General Psychology" (formerly PSYC-1)	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	COMM-C1000** "Public Speaking" (formerly COMM-1)
	SOC-1** "Introduction to Sociology"	SOC-1** "Introduction to Sociology"		ENGL-C1000** "English Composition" (formerly ENGL-1A)
	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	SPA-1** "Spanish 1"		ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)
		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		PSYC-C1000** "General Psychology" (formerly PSYC-1)
				SOC-1** "Introduction to Sociology"
				SPA-1** "Spanish 1"
			STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	

### Computer Science

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
C++ Programming - Locally Approved Certificate		CIS-5* "Programming Concepts and Methodology I: C++"		CIS-17A* "Programming Concepts and Methodology II: C++"
Computer Programming - Associate of Science Degree and Certificate of Achievement		MATH-C2210** "Calculus I: Early Transcendentals" (formerly MATH-1A) ERHS Only		MATH-C2220** "Calculus II: Early Transcendentals" (formerly MATH-1B) ERHS Only
Computer Science - Associate in Science for Transfer (ADT)		CIS-30A* "Introduction to Python Programming"		CIS-30A* "Introduction to Python Programming"
Python Programming - Certificate of Achievement				CIS-30E* "Advanced Python Programming"

### Early Childhood Education

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Child and Adolescent Development - Associate in Arts for Transfer (ADT)	EAR-20** "Child Growth and Development"	EAR-20** "Child Growth and Development"	EAR-42 "Child, Family, and Community" (CSU Transferable Only)	EAR-20** "Child Growth and Development"
Early Childhood Education - Twelve Core Units - Certificate of Achievement		EAR-28 "Principles and Practices of Teaching Young Children" (CSU Transferable Only)		EAR-24 "Introduction to Curriculum" (CSU Transferable Only)
Early Childhood Education Assistant Teacher				EAR-26* "Health, Safety and Nutrition"
Early Childhood Intervention Assistant - Associate of Science Degree and Certificate of Achievement				
Early Childhood Education - Associate in Science for Transfer (ADT)				
Early Childhood Education - Associate of Science Degree and Certificate of Achievement				

### Entrepreneurship

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Social Media for Business - Certificate of Completion		ENP-802 Pinterest and Instagram for Business		ENP-804 Twitter for Business
Entrepreneurial Essentials - Certificate of Achievement		ENP-803 YouTube for Business		ENP-805 LinkedIn for Business
Entrepreneurial Foundations - Certificate of Achievement		ENP-50 "Introduction to Entrepreneurship" (CSU Transferable Only)		ENP-801 Facebook for Business
Entrepreneurship - Associate of Science Degree - NAS				ENP-50 "Introduction to Entrepreneurship" (CSU Transferable Only)
Entrepreneurship and The Team - Certificate of Achievement				ENP-51 "Entrepreneurship Basics" (CSU Transferable Only)

### Game Development

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

Summer Term	Fall Term	Winter Term	Spring Term
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Game Concept Art - Associate of Arts Degree and Certificate of Achievement		GAM-2** "History of Video Games"		GAM-1 "Business of Video Games" (CSU Transferable Only)
Game Design - Associate of Arts Degree and Certificate of Achievement				GAM-2** "History of Video Games"
Game Development Core - Associate of Science Degree and Certificate of Achievement				
Game Programming - Associate of Science Degree and Certificate of Achievement				

### Graphic Design

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Graphic Design - Associate of Science Degree and Certificate of Achievement		CIS-79 "Introduction to Adobe Illustrator" (CSU Transferable Only)		CIS-79 "Introduction to Adobe Illustrator" (CSU Transferable Only)
		CIS-78A Introduction to Adobe Photoshop ERHS Only		

### Kinesiology

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Kinesiology, Health and Wellness - Associate of Arts Degree	HES-1* "Health Science"	BIO-18** "Human Genetics"		BIO-18** "Human Genetics"
Kinesiology - Associate in Arts for Transfer (ADT)		KIN-10* "Introduction to Kinesiology"		EAR-26* "Health, Safety and Nutrition"
				KIN-12* "Sport Psychology"
				KIN-36* "Wellness: Lifestyle Choices"

### STEM

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Math and Science - Associate of Science Degree	HES-1* "Health Science"	ANT-1 "Physical Anthropology"		ANT-1 "Physical Anthropology"
Mathematics - Associate in Science for Transfer (ADT)	MATH-11** "College Algebra"	BIO-10** "Life Science Principles"		BIO-10** "Life Science Principles"
	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	BIO-18** "Human Genetics"		BIO-18** "Human Genetics"
		CIS-5* "Programming Concepts and Methodology I: C++"		CIS-17A* "Programming Concepts and Methodology II: C++"
		MATH-70A** "Foundations of Data Science"		MATH-11** "College Algebra"
		PHS-1 "Introduction to Physical Science"		MATH-25** "Mathematics for the Liberal Arts Student"
		PHY-10** "Introduction to General Physics"		PHY-10** "Introduction to General Physics"
		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		PHY-11** "Physics Laboratory" (AT NORCO COLLEGE)
		MATH-C2210** "Calculus I: Early Transcendentals" (formerly MATH-1A) ERHS Only		MATH-C2220** "Calculus II: Early Transcendentals" (formerly MATH-1B) ERHS Only

### Real Estate

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Kinesiology, Health and Wellness - Associate of Arts Degree		BUS-10* "Introduction to Business"		ACC-1A* "Principles of Accounting I"
Kinesiology - Associate in Arts for Transfer (ADT)		RLE-80 "Real Estate Principles" (CSU Transferable Only)		BUS-18A* "Business Law I"
		RLE-81 "Real Estate Practices" (CSU Transferable Only)		BUS-22 "Business Communication" ERHS Only
				RLE-80 "Real Estate Principles" (CSU Transferable Only)
				RLE-81 "Real Estate Practices" (CSU Transferable Only)

### Social & Behavioral Sciences

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Sociology - Associate in Arts for Transfer (ADT)	COMM-C1000** "Public Speaking" (formerly COMM-1)	ADJ-1** "Introduction to the Administration of Justice"	ADJ-5* "Community Relations"	ADJ-2 "Principles and Procedures of the Justice System" (CSU Transferable Only)

**Social and Behavioral Studies - Associate of Arts Degree**  
**Psychology - Associate in Arts for Transfer (ADT)**

EAR-20** "Child Growth and Development"	ADJ-3** "Concepts of Criminal Law"	COMM-C1000** "Public Speaking" (formerly COMM-1)	ADJ-3** "Concepts of Criminal Law"
ETS-1** "Introduction to Ethnic Studies"	ADJ-9** "Law In American Society"	EAR-20** "Child Growth and Development"	ADJ-8** "Juvenile Law and Procedures"
HIST-2** "World History Since 1500"	ANT-1 "Physical Anthropology"	ETS-1** "Introduction to Ethnic Studies"	ANT-1 "Physical Anthropology"
HIST-C1002** "United States History since 1865" (formerly HIST-7)	COMM-9** "Interpersonal Communication"	PSYC-9** "Developmental Psychology"	COMM-12** "Intercultural Communication"
PSYC-35** "Abnormal Psychology"	COMM-C1000** "Public Speaking" (formerly COMM-1)	PSYC-C1000** "General Psychology" (formerly PSYC-1)	COMM-9** "Interpersonal Communication"
PSYC-9** "Developmental Psychology"	EAR-20** "Child Growth and Development"	SOC-1** "Introduction to Sociology"	COMM-C1000** "Public Speaking" (formerly COMM-1)
PSYC-C1000** "General Psychology" (formerly PSYC-1)	EAR-28 "Principles and Practices of Teaching Young Children" (CSU Transferable Only)		EAR-24 "Introduction to Curriculum" (CSU Transferable Only)
SOC-1** "Introduction to Sociology"	ETS-1** "Introduction to Ethnic Studies"		EAR-42 "Child, Family, and Community" (CSU Transferable Only)
STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	HIST-14** "African American History I"		ETS-1** "Introduction to Ethnic Studies"
	HIST-31** "Introduction to Chicana and Latinx Studies"		HIST-25** "History of Mexico"
	PSYC-8** "Social Psychology"		HIST-26** "History of California"
	PSYC-9** "Developmental Psychology"		PSYC-35** "Abnormal Psychology"
	PSYC-C1000** "General Psychology" (formerly PSYC-1)		PSYC-9** "Developmental Psychology"
	SOC-1** "Introduction to Sociology"		PSYC-C1000** "General Psychology" (formerly PSYC-1)
	SOC-2 "American Social Problems"		SOC-1** "Introduction to Sociology"
	SOC-2** "American Social Problems"		SOC-12 "Marriage and Family Relations"
	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		SOC-12** "Marriage and Family Relations"
			SOC-3** "Social Inequality"
			STAT-C1000** "Introduction to Statistics" (formerly MATH-12)

**ADDENDUM B - POINTS OF CONTACT & SERVICES**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

**Date Updated: April 15, 2026**

- A. This ADDENDUM shall identify the points of contacts for COLLEGE, SCHOOL DISTRICT, and participating school sites. Ed Code § 76004 (c)(2) ADDENDUM B will also detail any staff support and services to be provided to the SCHOOL DISTRICT and participating school sites.
- B. The COLLEGE has appointed the educational administrator below to serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with the COLLEGE policies and standards. Ed Code § 76004 (c)(2)

COLLEGE POINT OF CONTACT - Norco College

Name: Tyee Griffith  
Title: Associate Dean of Educational Partnerships  
Phone Number: 951-372-7039  
Email: tyee.griffith@norcocollege.edu

- C. The SCHOOL DISTRICT has appointed the educational administrator below to serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Ed Code § 76004 (c)(2)

SCHOOL DISTRICT POINT OF CONTACT - Corona Norco Unified School District

Name: Dr. Anita Shirley  
Title: Educational Services - School Counseling, Coordinator  
Phone Number: 951-736-5101  
Email: amshirley@cnusd.k12.ca.us

- D. The COLLEGE agrees to provide the following staff support and services for students participating in courses offered under this CCAP Agreement:
  - a. The COLLEGE will provide a list to the SCHOOL DISTRICT of the personnel that will serve as the SCHOOL DISTRICT'S point of contact for admissions and enrollment support, orientation and access support, advising, educational planning, and student success.
  - b. The COLLEGE will provide the following services for the SCHOOL DISTRICT:
    - i. Admissions and enrollment support, including assistance with the CCCApply application, parent consent, and course registration.
    - ii. Orientation and support to assist students with accessing required college systems and instructional platforms.
    - iii. Academic advising and student success support related to educational planning and course participation.
    - iv. Alerts of any students identified by COLLEGE faculty as having poor attendance, participation, or progress in their dual enrollment course(s).
    - v. Intervention and academic recovery support for students failing marks from dual enrollment classes.
  - c. The COLLEGE will inform the SCHOOL DISTRICT of the schedule and frequency of the services listed above prior to the start of each registration cycle.

- d. The COLLEGE will provide coordination with the SCHOOL DISTRICT to address other enrollment, access, and student success related needs or concerns.
- E. The SCHOOL DISTRICT agrees to provide the following staff support services for students participating in courses offered under this CCAP Agreement:
  - a. The SCHOOL DISTRICT will provide a list to the COLLEGE of the personnel at participating sites to serve as a point of contact for dual enrollment needs.
  - b. The SCHOOL DISTRICT personnel will be responsible for preparing for COLLEGE district events and communicating site and student needs to the COLLEGE.
  - c. The SCHOOL DISTRICT will provide coordination with the high school sites to address enrollment, access, and student success needs.

**F. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
Dalia Gadelmawla, Superintendent  
CORONA NORCO UNIFIED SCHOOL DISTRICT

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

**ADDENDUM C - DATA SHARING AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

**Date Updated: April 15, 2026**

- A. This ADDENDUM shall establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership. Ed Code § 76004 (c)(1)

**B. COLLEGE MANDATED ANNUAL STATE REPORTING**

- a. COLLEGE and SCHOOL DISTRICT shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.
- b. COLLEGE and SCHOOL DISTRICT shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and shall be reported annually in compliance with all applicable state and federal privacy laws. The COLLEGE shall annually report the student data to the office of the Chancellor of the California Community Colleges. Sec. 2 (t) (1) (A)
- c. COLLEGE and SCHOOL DISTRICT shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. Sec. 2 (t) (1) (B)
- d. COLLEGE and SCHOOL DISTRICT shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. Sec. 2 (t) (1) (C)
- e. COLLEGE and SCHOOL DISTRICT shall report the annual total number of full-time equivalent students generated by this CCAP Agreement. Sec. 2 (t) (1) (D)
- f. COLLEGE and SCHOOL DISTRICT shall ensure that the point of contact for each site establishes protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

**B. CCAP AGREEMENT DATA MATCH AND REPORTING**

- a. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

**C. PRIVACY OF STUDENT RECORDS**

- a. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy

Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076. COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

- b. **Limitation on Use.** COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- c. **Recordkeeping Requirements.** COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. **Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

**D. DATA SHARING**

- a. The COLLEGE agrees to share the following data or reports with the SCHOOL DISTRICT according to the frequency/timeline included below:

Data/Report	Frequency/Timeline
Term Grade Report with high school, high school ID number, final grade, cumulative college GPA and cumulative college units earned	After each term, two weeks after the term end date - Send to district point of contact (See Addendum B)

- b. The SCHOOL DISTRICT agrees to share the following data or reports with the COLLEGE on the specified timeframe:

Data/Report	Frequency/Timeline
Students who were/are participating in dual enrollment and have changed schools within the district or left the district.	As needed.
A list of students who were participating in dual enrollment who graduate from the district.	Twice a year, following Fall and Spring high school graduations.

**E. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
Dalia Gadelmawla, Superintendent  
CORONA NORCO UNIFIED SCHOOL DISTRICT

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

**ADDENDUM D - TEXTBOOK AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

**Date Updated: April 15, 2026**

- A. This ADDENDUM shall detail the textbooks and materials required for courses offered under this CCAP Agreement. This ADDENDUM shall also specify who will pay for the textbooks and materials.
- B. The COLLEGE will ensure, whenever possible, textbooks will remain the same throughout the term of the CCAP agreement.
- C. The COLLEGE will ensure, whenever possible, that courses will use free resources (OERs) and that textbooks will remain the same throughout the term of the CCAP agreement.
- D. The cost of textbooks and materials will be borne by the party(ies) identified in section D of this ADDENDUM.
  - a. Books and instructional materials purchased by the SCHOOL DISTRICT will remain the property of and housed at the SCHOOL DISTRICT.
  - b. Books and instructional materials purchased by the COLLEGE will remain the property of and housed at the COLLEGE.
  - c. Access codes and digital resources are intended for one-time student use. The COLLEGE or the SCHOOL DISTRICT who purchases the access codes is responsible for managing the purchase, dissemination, and return of any access codes.
  - d. Both SCHOOL DISTRICT and COLLEGE will pursue methods of keeping textbook costs down and will seek additional funding sources including grants to cover textbook costs.

E. Textbook List:

Course	Required Materials	Material Type	Provided By
ACC-1A	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ADJ-1	9781337557832 - Criminal Justice in Action 10e	Book	SCHOOL DISTRICT
ADJ-2	Procedures in the Justice System by Cliff Roberson and Robert Winters. 12th Edition. Pearson. ISBN: 978-0-13-518627-5	Book	SCHOOL DISTRICT
ADJ-3	Criminal Law, By samaha, joel Edition : 12TH 17, Publisher : CENGAGE L, ISBN 13 : 9781305577381	Book	SCHOOL DISTRICT
ADJ-5	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ADJ-8	Cox, Steven M. et al., Juvenile justice: A guide to theory, policy and practice. 10th ed. Thousand Oaks, CA: Sage Publications. 2021. (ISBN 9781544395456)	Book	SCHOOL DISTRICT

ADJ-9	Carper's Understanding the Law by John McKinsey and Debra Burke. 7th Edition. Cengage. ISBN: 978-1-285-42842-0	Book	SCHOOL DISTRICT
AHS-6	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ANT-1	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ANT-1L	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
AHS-9	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ASL-1	Dawn Sign Press, Signing Naturally Units 1-6, Online Access Code	Access Code	COLLEGE
BIO-10	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
BIO-18	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
BUS-10	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
BUS-18A	Business Law Today 14th Edition (Comprehensive Edition) Roger LeRoy Miller ISBN: 978-0-357-63470-7 (Loose Leaf Edition); 978-0-357-63469-1 (Soft-Cover Edition) WITH Cengage MindTap Access	Book with Access Code	SCHOOL DISTRICT
BUS-22	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
CIS-5	Revel Access Code for Starting Out with C++ from Control Structures Through Objects, By Tony Gaddis Edition : 10TH 22, Publisher : PEARSON CO, ISBN 13 : 8220144564561	Access Code	COLLEGE
CIS-17A	Revel Access Code for Starting Out with C++ from Control Structures Through Objects By: Tony Gaddis, Edition : 10TH 22, Publisher : PEARSON CO, ISBN 13 : 8220144564561	Access Code	COLLEGE
CIS-30A	Revel for Starting Out with Python, 6th edition by Tony Gaddis, published by Pearson. Revel for Starting Out With Python ISBN-13: 9780137619153 (2022 update)	Access Code	COLLEGE
CIS-30E	TBD	Access Code	COLLEGE
CIS-78A	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
CIS-79	Adobe Illustrator Classroom in a Book 2024 Release, By Brian Wood Edition : 24, Publisher : PEARSON TC, ISBN 13 : 9780138263744	Access Code	COLLEGE
COMM-C1000	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
COMM-9	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
COM-12	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
COM-20	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA

EAR-20	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
EAR-24	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
EAR-26	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
EAR-28	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
EAR-42	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ENG-1B	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ENGL-C1000	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ENP-50	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ENP-51	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ENP-801	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ENP-802	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ENP-803	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ENP-804	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ENP-805	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ETS-1	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
FRE-1	TBD	Access Code	COLLEGE
GAM-1	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
GAM-2	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
GEG-1	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
GEG-1L	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
GUI-47	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
GUI-48	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
HES-1	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
HIS-2	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
HIS-7	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
HIS-14	Freedom on My Mind, Volume One: A History of African Americans, with Documents, Publisher : Bedford/St. Martin's, Publication date : September 29, 2020, Edition : Third, ISBN-10 : 1319243002, ISBN-13 : 978-1319243005	Book	SCHOOL DISTRICT
HIS-25	Book 1/2- Title: Mexico: A History, Author: Robert Ryal Miller, Publisher: OU Press, Publication date: May 1, 1989, ISBN-10: 9780806121789, ISBN-13: 978-0806121789 Book 2/2- Title: A Ballad of Love and Glory, Author: Reyna Grande, Publisher: Washington Square Press, Publication date: January 17, 2023, ISBN-10: 1982165278, ISBN-13: 978-1982165277	Book	SCHOOL DISTRICT

HIS-26	History 26: Rice et al, The Elusive Eden, A New History of California, 5th Edition, Waveland Press, 2019	Book	SCHOOL DISTRICT
HIS-31	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
KIN-10	Introduction to Kinesiology 6th Edition With HKPropel Access... ISBN: 9781718202733	Book with Access Code	SCHOOL DISTRICT
KIN-12	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
KIN-36	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
MAT-9	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
MAT-11	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
MAT-1A/1B	9781285741550 - Calculus Early Transcendentals, James Stewart	Book	SCHOOL DISTRICT
MAT-25	MyLab Math with Pearson eText Access Code (18 Weeks) for A Survey of Mathematics with Applications, By allen r. angel; christine d. abbot; dennis runde Edition : 11TH 21, ISBN 13 : 8220144725696, Publisher : PEARSON CO	Access Code	COLLEGE
MAT-36	TBD	Access Code	COLLEGE
MAT-70A	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
MUS-19	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
MUS-23	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
MUS-23	What's That Sound 5th Edition: <a href="https://digital.wwnorton.com/whatsthat5">https://digital.wwnorton.com/whatsthat5</a> .	Book	SCHOOL DISTRICT
PHI-10	Book 1 of 3 Plato: Five Dialogues, 2nd Edition. Translated by G.M.A. Grube, Revised by John M. Cooper. ISBN-13: 978-0-87220-633-5 Book 2 of 3 Discourse on Method and Meditations on First Philosophy, by Rene Descartes. Fourth Edition. Translated by Donald A. Cress. ISBN-13: 978-0-87220-420-1 Book 3 of 3 The Plague, by Albert Camus. Translated by Laura Marris. ISBN-13: 978-0-593-08209-6	Book	SCHOOL DISTRICT
PHS-1	An Introduction to Physical Science by Shipman ISBN: 9781337616416	Book	SCHOOL DISTRICT
PHY-10	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
PHY-11	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
PSYC-C1000	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
PSYC-8	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
PSYC-9	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
PSYC-35	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA

RLE-80	9781078830461 - California Real Estate Principles	Book	SCHOOL DISTRICT
RLE-81	California Real Estate Practice By: pivar, william h. / anderson, lowell Edition : 11TH 22 Publisher: EARBORN F ISBN 13 : 9781078826389	Book	SCHOOL DISTRICT
SOC-1	EBK 8220136582955 - Sociology Experiment EBK (Access Codes)	Access Code	COLLEGE
SOC-2	TBD	Access Code	COLLEGE
SOC-3	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
SOC-12	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
SOC-15	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
SPA-1	ADELANTE UNO (3rd edition), Blanco, Vista Higher Learning, 2021 with Access Code	Book with Access Code	SCHOOL DISTRICT
STAT-C1000	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA

F. **CHANGES-** The COLLEGE will follow the timeline below to notify the SCHOOL DISTRICT of any changes to the agreed upon textbook list included in section E of this ADDENDUM.

May 15	The COLLEGE will confirm required textbooks or materials for the Summer and Fall terms with the SCHOOL DISTRICT. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.
December 15	The COLLEGE will confirm required textbooks or materials for the Winter and Spring terms with the SCHOOL DISTRICT. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.

**G. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
Dalia Gadelmawla, Superintendent  
CORONA NORCO UNIFIED SCHOOL DISTRICT

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

**ADDENDUM E - INSTRUCTOR SERVICE AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

Whereas, Tammy Young (“INSTRUCTOR”) of Corona Norco Unified School District (“SCHOOL DISTRICT”) desires to teach a college course under this CCAP Agreement for the Riverside Community College District (“COLLEGE”), and;

Whereas the COLLEGE may assign the INSTRUCTOR to teach a college course for the COLLEGE as part of its dual enrollment program with the SCHOOL DISTRICT;

Therefore the COLLEGE and INSTRUCTOR (collectively known as the “PARTIES”) agree as follows:

1. This INSTRUCTOR SERVICE AGREEMENT does not guarantee an assignment to the INSTRUCTOR of the SCHOOL DISTRICT. The COLLEGE shall follow the proper assignment and scheduling processes as set by the COLLEGE.
2. INSTRUCTOR shall at all times during the term of this agreement be an employee of the SCHOOL DISTRICT.
3. INSTRUCTOR represents that at all times during the term of this agreement the INSTRUCTOR shall meet the minimum qualifications for teaching a community college course as provided in 5 Cal. Code Regs. §§ 53400-53430 and applicable COLLEGE policy.
4. INSTRUCTOR shall be paid by (SELECT ONE)
  - the COLLEGE
  - he SCHOOL DISTRICT
5. INSTRUCTOR agrees that when INSTRUCTOR is providing instruction for a college course, the COLLEGE shall have the primary right to control and direct the instructional activities of INSTRUCTOR. INSTRUCTOR shall be considered an employee of the COLLEGE for the limited purpose of rendering instructional services under the terms of this agreement.
6. INSTRUCTOR shall comply with all applicable policies and procedures of the COLLEGE in rendering instructional services under this agreement. INSTRUCTOR shall also comply with all applicable state and federal statutes and regulations in rendering services under this agreement.
7. INSTRUCTOR understands and agrees that INSTRUCTOR’s performance under this agreement shall be evaluated by the COLLEGE as provided in California Education Code §87663 (a).
8. The CCAP Agreement is incorporated by reference as if fully set forth herein. In the event of a conflict between this ADDENDUM and the CCAP Agreement, the provisions of the CCAP Agreement shall prevail.
9. SIGNATURES AND APPROVALS:
  - a. INSTRUCTOR: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

b. COLLEGE: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**ADDENDUM E - INSTRUCTOR SERVICE AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

Whereas, Julie Holmes (“INSTRUCTOR”) of Corona Norco Unified School District (“SCHOOL DISTRICT”) desires to teach a college course under this CCAP Agreement for the Riverside Community College District (“COLLEGE”), and;

Whereas the COLLEGE may assign the INSTRUCTOR to teach a college course for the COLLEGE as part of its dual enrollment program with the SCHOOL DISTRICT;

Therefore the COLLEGE and INSTRUCTOR (collectively known as the “PARTIES”) agree as follows:

10. This INSTRUCTOR SERVICE AGREEMENT does not guarantee an assignment to the INSTRUCTOR of the SCHOOL DISTRICT. The COLLEGE shall follow the proper assignment and scheduling processes as set by the COLLEGE.
11. INSTRUCTOR shall at all times during the term of this agreement be an employee of the SCHOOL DISTRICT.
12. INSTRUCTOR represents that at all times during the term of this agreement the INSTRUCTOR shall meet the minimum qualifications for teaching a community college course as provided in 5 Cal. Code Regs. §§ 53400-53430 and applicable COLLEGE policy.
13. INSTRUCTOR shall be paid by (SELECT ONE)
  - the COLLEGE
  - the SCHOOL DISTRICT
14. INSTRUCTOR agrees that when INSTRUCTOR is providing instruction for a college course, the COLLEGE shall have the primary right to control and direct the instructional activities of INSTRUCTOR. INSTRUCTOR shall be considered an employee of the COLLEGE for the limited purpose of rendering instructional services under the terms of this agreement.
15. INSTRUCTOR shall comply with all applicable policies and procedures of the COLLEGE in rendering instructional services under this agreement. INSTRUCTOR shall also comply with all applicable state and federal statutes and regulations in rendering services under this agreement.
16. INSTRUCTOR understands and agrees that INSTRUCTOR’s performance under this agreement shall be evaluated by the COLLEGE as provided in California Education Code §87663 (a).
17. The CCAP Agreement is incorporated by reference as if fully set forth herein. In the event of a conflict between this ADDENDUM and the CCAP Agreement, the provisions of the CCAP Agreement shall prevail.

18. SIGNATURES AND APPROVALS:

a. INSTRUCTOR: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

b. COLLEGE: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

**ADDENDUM E - INSTRUCTOR SERVICE AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

Whereas, Ellen Arigo (“INSTRUCTOR”) of Corona Norco Unified School District (“SCHOOL DISTRICT”) desires to teach a college course under this CCAP Agreement for the Riverside Community College District (“COLLEGE”), and;

Whereas the COLLEGE may assign the INSTRUCTOR to teach a college course for the COLLEGE as part of its dual enrollment program with the SCHOOL DISTRICT;

Therefore the COLLEGE and INSTRUCTOR (collectively known as the "PARTIES") agree as follows:

19. This INSTRUCTOR SERVICE AGREEMENT does not guarantee an assignment to the INSTRUCTOR of the SCHOOL DISTRICT. The COLLEGE shall follow the proper assignment and scheduling processes as set by the COLLEGE.
20. INSTRUCTOR shall at all times during the term of this agreement be an employee of the SCHOOL DISTRICT.
21. INSTRUCTOR represents that at all times during the term of this agreement the INSTRUCTOR shall meet the minimum qualifications for teaching a community college course as provided in 5 Cal. Code Regs. §§ 53400-53430 and applicable COLLEGE policy.
22. INSTRUCTOR shall be paid by (SELECT ONE)
  - the COLLEGE
  - the SCHOOL DISTRICT
23. INSTRUCTOR agrees that when INSTRUCTOR is providing instruction for a college course, the COLLEGE shall have the primary right to control and direct the instructional activities of INSTRUCTOR. INSTRUCTOR shall be considered an employee of the COLLEGE for the limited purpose of rendering instructional services under the terms of this agreement.
24. INSTRUCTOR shall comply with all applicable policies and procedures of the COLLEGE in rendering instructional services under this agreement. INSTRUCTOR shall also comply with all applicable state and federal statutes and regulations in rendering services under this agreement.
25. INSTRUCTOR understands and agrees that INSTRUCTOR's performance under this agreement shall be evaluated by the COLLEGE as provided in California Education Code §87663 (a).
26. The CCAP Agreement is incorporated by reference as if fully set forth herein. In the event of a conflict between this ADDENDUM and the CCAP Agreement, the provisions of the CCAP Agreement shall prevail.

27. SIGNATURES AND APPROVALS:

a. INSTRUCTOR: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

b. COLLEGE: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**ADDENDUM E - INSTRUCTOR SERVICE AGREEMENT  
College And Career Access Pathways (CCAP)  
Dual Enrollment Partnership Agreement**

Whereas, Timothy Knight (“INSTRUCTOR”) of Corona Norco Unified School District (“SCHOOL DISTRICT”) desires to teach a college course under this CCAP Agreement for the Riverside Community College District (“COLLEGE”), and;

Whereas the COLLEGE may assign the INSTRUCTOR to teach a college course for the COLLEGE as part of its dual enrollment program with the SCHOOL DISTRICT;

Therefore the COLLEGE and INSTRUCTOR (collectively known as the "PARTIES") agree as follows:

28. This INSTRUCTOR SERVICE AGREEMENT does not guarantee an assignment to the INSTRUCTOR of the SCHOOL DISTRICT. The COLLEGE shall follow the proper assignment and scheduling processes as set by the COLLEGE.
29. INSTRUCTOR shall at all times during the term of this agreement be an employee of the SCHOOL DISTRICT.
30. INSTRUCTOR represents that at all times during the term of this agreement the INSTRUCTOR shall meet the minimum qualifications for teaching a community college course as provided in 5 Cal. Code Regs. §§ 53400-53430 and applicable COLLEGE policy.
31. INSTRUCTOR shall be paid by (SELECT ONE)
  - the COLLEGE
  - the SCHOOL DISTRICT
32. INSTRUCTOR agrees that when INSTRUCTOR is providing instruction for a college course, the COLLEGE shall have the primary right to control and direct the instructional activities of INSTRUCTOR. INSTRUCTOR shall be considered an employee of the COLLEGE for the limited purpose of rendering instructional services under the terms of this agreement.
33. INSTRUCTOR shall comply with all applicable policies and procedures of the COLLEGE in rendering instructional services under this agreement. INSTRUCTOR shall also comply with all applicable state and federal statutes and regulations in rendering services under this agreement.
34. INSTRUCTOR understands and agrees that INSTRUCTOR's performance under this agreement shall be evaluated by the COLLEGE as provided in California Education Code §87663 (a).
35. The CCAP Agreement is incorporated by reference as if fully set forth herein. In the event of a conflict between this ADDENDUM and the CCAP Agreement, the provisions of the CCAP Agreement shall prevail.

36. SIGNATURES AND APPROVALS:

a. INSTRUCTOR: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

b. COLLEGE: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**ADDENDUM E - INSTRUCTOR SERVICE AGREEMENT  
College And Career Access Pathways (CCAP)  
Dual Enrollment Partnership Agreement**

Whereas, Amber Thomspn (“INSTRUCTOR”) of Corona Norco Unified School District (“SCHOOL DISTRICT”) desires to teach a college course under this CCAP Agreement for the Riverside Community College District (“COLLEGE”), and;

Whereas the COLLEGE may assign the INSTRUCTOR to teach a college course for the COLLEGE as part of its dual enrollment program with the SCHOOL DISTRICT;

Therefore the COLLEGE and INSTRUCTOR (collectively known as the "PARTIES") agree as follows:

37. This INSTRUCTOR SERVICE AGREEMENT does not guarantee an assignment to the INSTRUCTOR of the SCHOOL DISTRICT. The COLLEGE shall follow the proper assignment and scheduling processes as set by the COLLEGE.
38. INSTRUCTOR shall at all times during the term of this agreement be an employee of the SCHOOL DISTRICT.
39. INSTRUCTOR represents that at all times during the term of this agreement the INSTRUCTOR shall meet the minimum qualifications for teaching a community college course as provided in 5 Cal. Code Regs. §§ 53400-53430 and applicable COLLEGE policy.
40. INSTRUCTOR shall be paid by (SELECT ONE)
  - the COLLEGE
  - the SCHOOL DISTRICT
41. INSTRUCTOR agrees that when INSTRUCTOR is providing instruction for a college course, the COLLEGE shall have the primary right to control and direct the instructional activities of INSTRUCTOR. INSTRUCTOR shall be considered an employee of the COLLEGE for the limited purpose of rendering instructional services under the terms of this agreement.
42. INSTRUCTOR shall comply with all applicable policies and procedures of the COLLEGE in rendering instructional services under this agreement. INSTRUCTOR shall also comply with all applicable state and federal statutes and regulations in rendering services under this agreement.
43. INSTRUCTOR understands and agrees that INSTRUCTOR's performance under this agreement shall be evaluated by the COLLEGE as provided in California Education Code §87663 (a).
44. The CCAP Agreement is incorporated by reference as if fully set forth herein. In the event of a conflict between this ADDENDUM and the CCAP Agreement, the provisions of the CCAP Agreement shall prevail.

45. SIGNATURES AND APPROVALS:

a. INSTRUCTOR: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

b. COLLEGE: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**ADDENDUM E - INSTRUCTOR SERVICE AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

Whereas, Tawny Castillo (“INSTRUCTOR”) of Corona Norco Unified School District (“SCHOOL DISTRICT”) desires to teach a college course under this CCAP Agreement for the Riverside Community College District (“COLLEGE”), and;

Whereas the COLLEGE may assign the INSTRUCTOR to teach a college course for the COLLEGE as part of its dual enrollment program with the SCHOOL DISTRICT;

Therefore the COLLEGE and INSTRUCTOR (collectively known as the "PARTIES") agree as follows:

46. This INSTRUCTOR SERVICE AGREEMENT does not guarantee an assignment to the INSTRUCTOR of the SCHOOL DISTRICT. The COLLEGE shall follow the proper assignment and scheduling processes as set by the COLLEGE.
47. INSTRUCTOR shall at all times during the term of this agreement be an employee of the SCHOOL DISTRICT.
48. INSTRUCTOR represents that at all times during the term of this agreement the INSTRUCTOR shall meet the minimum qualifications for teaching a community college course as provided in 5 Cal. Code Regs. §§ 53400-53430 and applicable COLLEGE policy.
49. INSTRUCTOR shall be paid by (SELECT ONE)
  - the COLLEGE
  - the SCHOOL DISTRICT
50. INSTRUCTOR agrees that when INSTRUCTOR is providing instruction for a college course, the COLLEGE shall have the primary right to control and direct the instructional activities of INSTRUCTOR. INSTRUCTOR shall be considered an employee of the COLLEGE for the limited purpose of rendering instructional services under the terms of this agreement.
51. INSTRUCTOR shall comply with all applicable policies and procedures of the COLLEGE in rendering instructional services under this agreement. INSTRUCTOR shall also comply with all applicable state and federal statutes and regulations in rendering services under this agreement.
52. INSTRUCTOR understands and agrees that INSTRUCTOR's performance under this agreement shall be evaluated by the COLLEGE as provided in California Education Code §87663 (a).
53. The CCAP Agreement is incorporated by reference as if fully set forth herein. In the event of a conflict between this ADDENDUM and the CCAP Agreement, the provisions of the CCAP Agreement shall prevail.

54. SIGNATURES AND APPROVALS:

a. INSTRUCTOR: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

b. COLLEGE: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



Area 5B: Biological Science (One course: 3 semester or 4 quarter units)***		BIO-10** "Life Science Principles"		BIO-10** "Life Science Principles"
		BIO-18** "Human Genetics"		BIO-18** "Human Genetics"
Area 5C: Laboratory (1 semester or 1 quarter unit)				PHY-11** "Physics Laboratory" (AT NORCO COLLEGE)
Area 6 – Ethnic Studies (One course: 3 semester units or 4 quarter units)	ETS-1** "Introduction to Ethnic Studies"	ETS-1** "Introduction to Ethnic Studies"	ETS-1** "Introduction to Ethnic Studies"	ETS-1** "Introduction to Ethnic Studies"
				HIST-14** "African American History I"
CSU Graduation Requirement Only in United States History, Constitution, and Government: US-1 - U.S. History	HIST-C1002** "United States History since 1865" (formerly HIST-7)	HIST-C1002** "United States History since 1865" (formerly HIST-7)		HIST-14** "African American History I"
	HIST-31** "Introduction to Chicana and Latinx Studies"			
CSU Graduation Requirement Only in United States History, Constitution, and Government: US-2 - Constitution and Government		POLS-C1000** American Politics (Formerly POLS-1)		POLS-C1000** American Politics (Formerly POLS-1)
UC Graduation Requirement Only - Language Other Than English		ASL-1* "American Sign Language 1"		ASL-1* "American Sign Language 1"
		SPA-1* "Spanish 1"		SPA-1* "Spanish 1"

### Transferable Electives

	Summer Term	Fall Term	Winter Term	Spring Term
Transferable Elective Courses		GUI-47* "Introduction to Career Exploration"	GUI-47* "Introduction to Career Exploration"	GUI-47* "Introduction to Career Exploration"
		GUI-48* "College Success Strategies"	GUI-48* "College Success Strategies"	GUI-48* "College Success Strategies"

### Certificate & Degree Pathways

#### Administration of Justice

##### Course Details:

Scope & Nature: Online

Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Administration of Justice - Associate in Science for Transfer (ADT)	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	ADJ-1** "Introduction to the Administration of Justice"	ADJ-5* "Community Relations"	ADJ-1** "Introduction to the Administration of Justice"
Administration of Justice - Associate of Science Degree and Certificate of Achievement	PSYC-C1000** "General Psychology" (formerly PSYC-1)	ADJ-3** "Concepts of Criminal Law"	PSYC-C1000** "General Psychology" (formerly PSYC-1)	ADJ-2 "Principles and Procedures of the Justice System" (CSU Transferable Only)
	SOC-1** "Introduction to Sociology"	ADJ-9** "Law In American Society"	SOC-1** "Introduction to Sociology"	ADJ-3** "Concepts of Criminal Law"
Administration of Justice: Corrections - Associate of Science Degree		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		ADJ-8* "Juvenile Law and Procedures"
		POLS-C1000** American Politics (Formerly POLS-1)		
		PSYC-C1000** "General Psychology" (formerly PSYC-1)		
		SOC-1** "Introduction to Sociology"		

#### Business

##### Course Details:

Scope & Nature: Online

Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Business Administration: General Business Concentration - Certificate of Achievement	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		ACC-1A* "Principles of Accounting I"
Business Administration 2.0 - Associate in Science for Transfer (ADT)				BUS-18A* "Business Law I"
				STAT-C1000** "Introduction to Statistics" (formerly MATH-12)

#### Communication Studies

##### Course Details:

Scope & Nature: Online

Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Communication, Media and Languages - Associate of Arts Degree	COMM-C1000** "Public Speaking" (formerly COMM-1)	ASL-1* "American Sign Language 1"	COMM-C1000** "Public Speaking" (formerly COMM-1)	ASL-1* "American Sign Language 1"

<b>Communication Studies 2.0 - Associate in Arts for Transfer (ADT)</b>	COMM-9** "Interpersonal Communication"	COMM-C1000** "Public Speaking" (formerly COMM-1)	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	COMM-C1000** "Public Speaking" (formerly COMM-1)
	ENGL-C1000** "English Composition" (formerly ENGL-1A)	COMM-9** "Interpersonal Communication"	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	COMM-9** "Interpersonal Communication"
	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	ENGL-C1000** "English Composition" (formerly ENGL-1A)	SOC-1** "Introduction to Sociology"	ENGL-C1000** "English Composition" (formerly ENGL-1A)
	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)		ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)
		SOC-1** "Introduction to Sociology"		PSYC-C1000** "General Psychology" (formerly PSYC-1)
		SPA-1** "Spanish 1"		SPA-1** "Spanish 1"
		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)

## Early Childhood Education

<b>Course Details:</b>	Scope & Nature: <u>Online</u>
	Time & Location: <u>Online</u>

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Child and Adolescent Development - Associate in Arts for Transfer (ADT)</b>	EAR-20** "Child Growth and Development"	EAR-20** "Child Growth and Development"	EAR-42 "Child, Family, and Community" (CSU Transferable Only)	EAR-20** "Child Growth and Development"
<b>Early Childhood Education - Twelve Core Units - Certificate of Achievement</b>		EAR-28 "Principles and Practices of Teaching Young Children" (CSU Transferable Only)		EAR-24 "Introduction to Curriculum" (CSU Transferable Only)
<b>Early Childhood Education Assistant Teacher</b>				EAR-26* "Health, Safety and Nutrition"
<b>Early Childhood Intervention Assistant - Associate of Science Degree and Certificate of Achievement</b>				
<b>Early Childhood Education - Associate in Science for Transfer (ADT)</b>				
<b>Early Childhood Education - Associate of Science Degree and Certificate of Achievement</b>				

## Game Development

<b>Course Details:</b>	Scope & Nature: <u>Online</u>
	Time & Location: <u>Online</u>

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Game Concept Art - Associate of Arts Degree and Certificate of Achievement</b>		GAM-2** "History of Video Games"		GAM-1 "Business of Video Games" (CSU Transferable Only)
<b>Game Design - Associate of Arts Degree and Certificate of Achievement</b>				GAM-2** "History of Video Games"
<b>Game Development Core - Associate of Science Degree and Certificate of Achievement</b>				
<b>Game Programming - Associate of Science Degree and Certificate of Achievement</b>				

## Graphic Design

<b>Course Details:</b>	Scope & Nature: <u>Online</u>
	Time & Location: <u>Online</u>

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Graphic Design - Associate of Science Degree and Certificate of Achievement</b>		CIS-78A Introduction to Adobe Photoshop		CIS-79 "Introduction to Adobe Illustrator" (CSU Transferable Only)

## STEM

<b>Course Details:</b>	Scope & Nature: <u>Online &amp; In Person</u>
	Time & Location: <u>Online &amp; at Norco College</u>

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Math and Science - Associate of Science Degree</b>	MATH-11** "College Algebra"	BIO-18** "Human Genetics"		BIO-18** "Human Genetics"
	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	MATH-70A** "Foundations of Data Science"		MATH-11** "College Algebra"
		PHS-1 "Introduction to Physical Science"		MATH-25** "Mathematics for the Liberal Arts Student"
		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		PHY-10** "Introduction to General Physics"

				PHY-11** "Physics Laboratory" (AT NORCO COLLEGE)
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## Real Estate

<b>Course Details:</b>	Scope & Nature: <u>Online</u>
	Time & Location: <u>Online</u>

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Real Estate Salesperson and Transaction - Locally Approved Certificate</b>		RLE-80 "Real Estate Principles" (CSU Transferable Only)		ACC-1A* "Principles of Accounting I"
<b>Business Administration: Real Estate Concentration - Associate of Science Degree and Certificate of Achievement</b>		RLE-81 "Real Estate Practices" (CSU Transferable Only)		BUS-18A* "Business Law I"
				RLE-80 "Real Estate Principles" (CSU Transferable Only)
				RLE-81 "Real Estate Practices" (CSU Transferable Only)

## Social & Behavioral Sciences

<b>Course Details:</b>	Scope & Nature: <u>Online</u>
	Time & Location: <u>Online</u>

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Sociology - Associate in Arts for Transfer (ADT)</b>	COMM-9** "Interpersonal Communication"	ADJ-1** "Introduction to the Administration of Justice"	ADJ-5* "Community Relations"	ANT-1 "Physical Anthropology"
<b>Social and Behavioral Studies - Associate of Arts Degree</b>	COMM-C1000** "Public Speaking" (formerly COMM-1)	ADJ-3** "Concepts of Criminal Law"	COMM-C1000** "Public Speaking" (formerly COMM-1)	ADJ-2 "Principles and Procedures of the Justice System" (CSU Transferable Only)
<b>Psychology - Associate in Arts for Transfer (ADT)</b>	EAR-20** "Child Growth and Development"	ADJ-9** "Law In American Society"	EAR-20** "Child Growth and Development"	ADJ-3** "Concepts of Criminal Law"
	ETS-1** "Introduction to Ethnic Studies"	COMM-C1000** "Public Speaking" (formerly COMM-1)	SOC-1** "Introduction to Sociology"	ADJ-8* "Juvenile Law and Procedures"
	HIST-C1002** "United States History since 1865" (formerly HIST-7)	COMM-9** "Interpersonal Communication"	ETS-1** "Introduction to Ethnic Studies"	COMM-C1000** "Public Speaking" (formerly COMM-1)
	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	EAR-20** "Child Growth and Development"		EAR-24 "Introduction to Curriculum" (CSU Transferable Only)
		EAR-28 "Principles and Practices of Teaching Young Children" (CSU Transferable Only)		EAR-42 "Child, Family, and Community" (CSU Transferable Only)
		ETS-1** "Introduction to Ethnic Studies"		ETS-1** "Introduction to Ethnic Studies"
		HIST-C1002** "United States History since 1865" (formerly HIST-7)		HIST-25** "History of Mexico"
		POLS-C1000** American Politics (Formerly POLS-1)		PSYC-C1000** "General Psychology" (formerly PSYC-1)
		SOC-1** "Introduction to Sociology"		PSYC-9** "Developmental Psychology"
		SOC-2** "American Social Problems"		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)
		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		

**College and Career Access Pathways (CCAP)  
Dual Enrollment Partnership Agreement  
2026-2030**

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Riverside Community College District on behalf of Norco College and Riverside Community College District (“COLLEGE”), 3801 Market St, Riverside, CA 92501, and Excelsior Charter Schools, Corona (“SCHOOL DISTRICT”), 1400 Fullerton Ave, Corona, CA 92879.

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Riverside Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT has high schools, community schools, continuation high schools, juvenile court schools, or adult education programs offering courses for high school diplomas or high school equivalency certificates. Ed Code § 76004 (a)(2) ; and

WHEREAS, the COLLEGE and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of Education Code § 76004, for high school students for the purpose of offering or expanding dual enrollment opportunities for pupils who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. Ed Code § 76004 (a)(1); and

WHEREAS, underrepresented in higher education may include first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. Ed Code § 76004 (a)(3); and

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office and COLLEGE;

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

**1. TERM OF AGREEMENT**

**1.1.** The term of this CCAP Agreement shall be for FOUR years beginning on JULY 1, 2026 and ending on JUNE 30, 2030, and will be subject to renewal, unless otherwise terminated in accordance with Section 19 of this Agreement.

**1.2.** This CCAP Agreement outlines the terms of the Agreement.

1.2.1.ADDENDUM A to this CCAP Agreement shall specify the courses and pathways to be offered under this CCAP Agreement, as well as additional detail regarding, but not be limited to, the total number of high school students projected to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community

college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.

1.2.2. ADDENDUM B to this CCAP Agreement shall identify the points of contacts for COLLEGE, SCHOOL DISTRICT, and participating school sites. Ed Code § 76004 (c)(2) ADDENDUM B will also detail any staff support and services to be provided to the SCHOOL DISTRICT and participating school sites.

1.2.3. ADDENDUM C to this CCAP Agreement shall establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership. Ed Code § 76004 (c)(1)

1.2.4. ADDENDUM D to this CCAP Agreement shall detail the textbooks and materials required for courses offered under this CCAP Agreement. ADDENDUM D shall specify who will pay for the textbooks and materials. The COLLEGE will ensure, whenever possible, textbooks will remain the same throughout the term of the CCAP agreement.

1.2.5. ADDENDUM E - INSTRUCTOR SERVICE AGREEMENT shall be submitted as an ADDENDUM to this CCAP Agreement when the instructor of record on a course offered under this CCAP Agreement is an employee of the SCHOOL DISTRICT.

1.3. A copy of the CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department before the start of the CCAP partnership. The chancellor may void any CCAP partnership agreement it determines has not complied with the intent of the requirements of this section. Ed Code § 76004 (c)(3)

## 2. DEFINITIONS

2.1. CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall develop seamless pathways from high school to community college for career technical education or preparation for transfer, improve high school graduation rates, or help high school pupils achieve college and career readiness. Ed Code § 76004 (a)(1) All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of the COLLEGE and applicable law.

2.2. Consistent with Education Code 76004, this CCAP Agreement shall include pupils who may not already be college bound or who are underrepresented in higher education (Ed Code § 76004 (a)(1)), including first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. Ed Code § 76004 (a)(3)

2.3. Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to Education Code § 76140, a community college district shall exempt nonresident tuition fees from any special part-time student, other than a person excluded from the term "immigrant," for purposes of the federal Immigration and Nationality Act (8 U.S.C. Sec. 1101), pursuant to paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, admitted pursuant to Education Code §§ 76001, 76003, or 76004. Concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident

tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

**3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY**

- 3.1. Student Eligibility** - Students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils to achieve college and career readiness Ed Code § 76004 (a)(1); whereas, “underrepresented in higher education” may include first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. Ed Code § 76004 (a)(3)
- 3.2. Student Selection and Enrollment** - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and the COLLEGE standards and policies.
- 3.3. College Admission and Registration** - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and the COLLEGE policy.
- 3.4. Student Records** – The COLLEGE will provide grades each term to the SCHOOL DISTRICT unless otherwise specified in ADDENDUM C.
- 3.5. Priority Enrollment** – A COLLEGE participating in this CCAP Agreement shall assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Education Code § 11300 and consistent with middle college high school provisions in Education Code § 76001.
- 3.6.** As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Ed Code § 76004 (d)
- 3.7.** Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in Education Code § 76004 (p). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential. Ed Code § 76004 (p)(1-3)
  - 3.7.1.** Unit caps and approval processes for special admit students will be set by the COLLEGE.
- 3.8. Minimum School Day** – The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

*Note: All referenced Sections from Education Code §76004*

#### **4. COLLEGE APPLICATION PROCEDURE**

- 4.1. The COLLEGE will be responsible for processing student applications.
- 4.2. The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3. The SCHOOL DISTRICT agrees to provide reasonable support to the COLLEGE in the admission and registration of SCHOOL DISTRICT students, as mutually agreed upon by both parties.
- 4.4. The SCHOOL DISTRICT and COLLEGE understand and agree that successful COLLEGE admission and registration requires that each participating student has completed the COLLEGE enrollment application process.
- 4.5. Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by California Education Code Sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121. Ed Code § 76004 (p)(q)

#### **5. PARTICIPATING STUDENTS**

- 5.1. A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Ed Code § 76004 (p)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Education Code §§ 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2. The books and instructional materials required for the COLLEGE course offered as part of this CCAP Agreement will be specified in ADDENDUM D to this Agreement.
- 5.3. Participating students must meet all prerequisite requirements of the COLLEGE as established by the COLLEGE and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.4. Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the COLLEGE catalog.
- 5.5. Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COLLEGE for information regarding applicable policies and procedures.
- 5.6. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the COLLEGE or through the SCHOOL DISTRICT. COLLEGE shall ensure that student support services, including counseling and guidance and tutoring are available to participating students at the COLLEGE. SCHOOL DISTRICT shall ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL DISTRICT.
- 5.7. Students requiring reasonable accommodations for COLLEGE courses offered through the COLLEGE will receive services through the COLLEGE. ( 5 Cal. Code Regs. § 55526)

5.7.1. In regard to accommodations for students taking dual enrollment classes at the COLLEGE, SCHOOL DISTRICT, or online, the SCHOOL DISTRICT will:

5.7.1.1. Inform students and families about the differences in disability services between the SCHOOL DISTRICT and the COLLEGE.

5.7.1.2. Assist students with preparing documentation for COLLEGE disability services.

5.7.1.3. Identify a liaison to coordinate with the COLLEGE disability services department.

5.7.2. In regard to accommodations for students taking dual enrollment classes at the COLLEGE, SCHOOL DISTRICT or online, the COLLEGE will:

5.7.2.1. Conduct intake interviews and determine academic adjustments through the COLLEGE's interactive process.

5.7.2.2. Provide reasonable academic adjustments and auxiliary aids consistent with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973,

5.7.2.3. Maintain confidentiality of disability-related information.

5.7.2.4. Communicate directly with students regarding academic adjustment decisions.

5.7.2.5. Maintain open communication with liaison at SCHOOL DISTRICT.

5.7.3. In the event of disagreement concerning the provision or coordination of disability services under this agreement, representatives from the COLLEGE and the SCHOOL DISTRICT shall meet promptly to resolve the issue collaboratively. If resolution cannot be achieved, both institutions may consult their respective legal counsel or governing agencies for further guidance.

**5.8.** Students who withdraw from courses offered as part of this CCAP Agreement will not receive COLLEGE credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to COLLEGE policy.

**5.9.** A course dropped within the COLLEGE drop "without a W" deadline will not appear on the SCHOOL DISTRICT or the COLLEGE transcript.

## **6. CCAP AGREEMENT COURSES**

**6.1.** The COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus, either in person or using an online platform, during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Ed Code § 76004 (o)(1)

**6.2.** Courses offered as part of this CCAP Agreement at the COLLEGE may not reduce access to the same course offered at the partnering community college campus. Ed Code § 76004 (k)(1)

**6.3.** The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.

- 6.4.** The scope, nature, time, location, and listing of courses shall be offered and determined by the COLLEGE with the approval of the Governing Board and will be recorded in ADDENDUM B to this Agreement. Ed Code § 76004 (c)(1)
- 6.5.** Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be prepared in collaboration between the COLLEGE and SCHOOL DISTRICT and presented in ADDENDUM A to this CCAP Agreement. Any changes to courses offered as part of a CCAP Agreement will be jointly reviewed and approved as laid out in the timeline in ADDENDUM A of this CCAP Agreement.
- 6.6.** Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with the COLLEGE academic standards.
- 6.7.** Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8.** Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.
- 6.9.** Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10.** Site visits and instructor evaluations by one or more representatives of the COLLEGE shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with the COLLEGE academic standards.
- 6.11.** A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12.** Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with the COLLEGE guidelines, policies, pertinent statutes, and regulations.
- 6.13.** COLLEGE has the sole right to control and direct the instructional activities of all instructors.
- 6.14.** This CCAP Agreement certifies that any pretransfer-level course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Ed Code § 76004 (n)

## **7. INSTRUCTORS**

- 7.1.** All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the COLLEGE.
- 7.2.** The COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Ed Code § 76004 (m)(1)
- 7.3.** This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Ed Code § 76004 (m)(2)
- 7.4.** Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5.** Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Education Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of any sex offense as defined in Education Code § 87010, or convicted of any controlled substance offense as defined in Education Code § 87011 shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site. Ed Code § 76004 (h)
- 7.6.** Instructors who teach COLLEGE courses offered as part of this CCAP Agreement shall not displace or result in the termination of an existing high school teacher teaching the same course on that high school campus. Ed Code § 76004 (i)
- 7.7.** Prior to teaching, faculty shall receive training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities. Said training may be approved and provided by the COLLEGE.
- 7.8.** Faculty will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.9.** Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of the COLLEGE.
- 7.10.** SCHOOL DISTRICT personnel selected to be instructors will be subject to the authority of the COLLEGE specifically with regard to their duties as instructors, and must sign an INSTRUCTOR SERVICE AGREEMENT (ADDENDUM E) with the COLLEGE prior to teaching a COLLEGE course offered under this CCAP Agreement.
- 7.11.** The COLLEGE and SCHOOL DISTRICT jointly determine the subject areas of instruction. The COLLEGE shall determine the number of instructors and the ratio of instructors to students.

## **8. ASSESSMENT OF LEARNING AND CONDUCT**

*Note: All referenced Sections from Education Code §76004*

- 8.1. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught both at the SCHOOL DISTRICT and on the COLLEGE campus. Both parties will work together in resolving behavioral issues.

**9. LIAISON AND COORDINATION OF RESPONSIBILITIES**

- 9.1. The COLLEGE shall appoint an educational administrator, to be specified in ADDENDUM B to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with the COLLEGE policies and standards. Ed Code § 76004 (c)(2)
- 9.2. The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in ADDENDUM B to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Ed Code § 76004 (c)(2)
- 9.3. The SCHOOL DISTRICT shall identify personnel at each participating site to perform clerical services and services associated with student outreach and recruitment activities, application and enrollment support, and other related services as deemed necessary.
- 9.4. The COLLEGE will provide SCHOOL DISTRICT personnel with assistance and direction under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with the COLLEGE policy, and COLLEGE procedures, and academic standards. The COLLEGE will detail the support provided to each site in the SCHOOL DISTRICT in ADDENDUM B of this CCAP Agreement.
- 9.5. The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
- 9.6. This CCAP Agreement requires an annual report as specified in the ADDENDUM C, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information:
  - 9.6.1. The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Ed Code § 76004 (u)(1)(A)

9.6.2. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Ed Code § 76004 (u)(1)(B)

9.6.3. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Ed Code § 76004 (u)(1)(C)

9.6.4. The total number of full-time equivalent students generated by CCAP partnership community college district participants. Ed Code § 76004 (u)(1)(D)

9.6.5. The total number of full-time equivalent students served online generated by CCAP partnership community college district participants. Ed Code § 76004 (u)(1)(E)

## **10. APPORTIONMENT**

**10.1.** The COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

**10.2.** For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Ed Code § 76004 (o)(2)

**10.3.** The SCHOOL DISTRICT shall not receive a state allowance or apportionment for an instructional activity for which the COLLEGE has been, or shall be, paid an allowance or apportionment. Ed Code § 76004 (s)

**10.4.** The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Ed Code § 76004 (t)(1)

## **11. CERTIFICATIONS**

**11.1.** The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.

**11.2.** The COLLEGE certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

**11.3.** The SCHOOL DISTRICT agrees and acknowledges that the COLLEGE will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.

**11.4.** This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Education Code § 87010 or as amended, or any controlled substance offense as defined in Education Code § 87011 or as amended. Ed Code § 76004 (h)

**11.5.** This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Ed Code § 76004 (i)

**11.6.** This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Ed Code § 76004 (j)

**11.7.** The COLLEGE certifies that:

11.7.1. A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Ed Code § 76004 (k)(1)

11.7.2. The Agreement is consistent with the core mission of the COLLEGE pursuant to Education Code § 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Ed Code § 76004 (k)(2)

**11.8.** This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Ed Code § 76004 (l)

## **12. PROGRAM IMPROVEMENT**

**12.1.** The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

## **13. RECORDS**

**13.1.** Permanent records of student enrollment, attendance, grades and achievement for students under this CCAP agreement shall be maintained by COLLEGE.

**13.2.** Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

## **14. STUDENT FEES**

**14.1.** Student fees will be waived by COLLEGE.

## **15. FACILITIES**

**15.1.** The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to the COLLEGE or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

**15.2.** The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property.

The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code § 49011.

**15.3.** The COLLEGE facilities may be used subject to mutual agreement by the parties.

## **16. INDEMNIFICATION**

**16.1.** The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.

**16.2.** The COLLEGE agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the COLLEGE, its officers, employees, independent contractors, subcontractors, agents and other representatives.

## **17. INSURANCE**

**17.1.** The SCHOOL DISTRICT, in order to protect the COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

**17.2.** COLLEGE shall obtain and maintain the insurance coverages and limits as shown below for the duration of this Agreement. The insurance coverages and limits of liability shown are the minimum insurance requirements in this Agreement. Should COLLEGE maintain insurance policies with broader coverage and limits of liability that exceed these minimum coverage and limits requirements those broader coverages and higher limits shall be deemed to apply for the benefit of the SCHOOL DISTRICT and those coverages and limits shall become the required minimum limits of insurance and coverage in all articles of this Agreement.

**17.2.1.** Commercial General Liability, using a standard ISO CG 00 01 occurrence form, including operations, products and completed operations and contractual liability with limits not less than \$1,000,000.00 per occurrence, \$2,000,000 General Aggregate and

\$2,000,000 Products –Completed Operations Aggregate for bodily injury, personal injury, and property damage.

17.2.1.1. The Commercial General Liability Coverage shall include the following endorsements:

17.2.1.1.1. The SCHOOL DISTRICT, its Board, officers, agents and employees shall be included as Additional Insureds either by specific endorsement naming these parties or a blanket additional insured endorsement applicable “when required by written contract or agreement;”

17.2.1.1.2. A Primary, Non-contributory endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket primary, non-contributory endorsement applicable “when required by written contract or agreement.”

17.2.1.2. The Commercial General Liability Coverage shall not include the following endorsements: Amendment of Contractual Liability, Cross Suits Liability Exclusion

1. Automobile Liability, using a standard ISO Business Auto CA 00 01 form with limits not less than \$1,000,000.00 per accident for bodily injury and property damage for all owned, hired and non-owned automobiles. Coverage shall include Contractual Liability. The Business Auto coverage shall include the following endorsements:

2. The SCHOOL DISTRICT, its Board, officers, agents and employees shall be included as Designated Insureds or a blanket additional insured endorsement applicable “when required by written contract or agreement;”

17.2.1.3. A Primary, Non-contributory endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket primary, non-contributory endorsement applicable “when required by written contract or agreement.”

3. Workers’ Compensation including statutory coverage as required by the State of California and including Employers’ Liability with limits not less than \$1,000,000.00 each accident; \$1,000,000.00 policy limit bodily injury by disease; \$1,000,000.00 each employee bodily injury by accident.

4. The Workers’ Compensation coverage shall include a Waiver of Subrogation endorsement in favor of the SCHOOL DISTRICT, its Board, officers, agents and employees or a blanket waiver of subrogation endorsement applicable “when required by written contract or agreement;”

5. If COLLEGE is using a Professional Employer Organization or any other type of staffing company to lease employees, COLLEGE must notify and seek approval from the Risk Management Department of the SCHOOL DISTRICT prior to the execution of this Agreement.

6. Umbrella or Excess Liability coverage with limits not less than \$1,000,000.00 excess over the Commercial General Liability, Automobile Liability and Employer’s

Liability. The Umbrella or Excess Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).

7. As the COLLEGE will have access to or will be receiving any personal or private information about the SCHOOL DISTRICT or its students, personnel, students or parents or any other third party:
8. Cyber Liability Insurance with limits not less than \$2,000,000 for each occurrence or event with an annual aggregate of \$2,000,000
9. The policy shall minimally cover claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, extortion and network security.
10. The policy shall protect the SCHOOL DISTRICT for breach response costs as well as regulatory fines and penalties with a limit that equals not less than \$200 per student in the aggregate.
11. The Cyber Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
12. COLLEGE must provide professional liability insurance, or the equivalent to his/her specific field (such as medical malpractice, errors and omissions, etc.), with limits not less than \$1,000,000 for each claim or event with an annual aggregate of \$1,000,000. The Professional Liability coverage shall include all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
13. COLLEGE must provide sexual misconduct insurance, with limits not less than \$1,000,000 for each claim or event with an annual aggregate of \$1,000,000. The Sexual Misconduct Liability coverage shall include the all endorsements required under Section 17.2, Paragraphs 1(a)(i), 1(a)(ii) and 1(a)(iii).
14. Should any of the insurance policies contain either a deductible or self-insured retention, the COLLEGE shall be responsible to pay that deductible or self-insured retention and the SCHOOL DISTRICT shall not be responsible to pay these costs.
15. Should any required insurance policies be cancelled, non-renewed or if the COLLEGE fails to renew, COLLEGE shall provide notice of such cancellation immediately to the SCHOOL DISTRICT.
16. All insurance policies as required in this article shall be written through insurance companies that are either admitted in the State of California or on the California Department of Insurance approved list of non-admitted insurers. All insurance companies shall have and maintain a minimum A. M. Best rating of A VII.
17. Certificates of Insurance Coverage shall be filed by COLLEGE with the SCHOOL DISTRICT evidencing all of the insurance coverages required in this article at the time this Agreement is executed. The certificates must have all required

endorsements attached or the Certificate will be rejected as non-compliant. Each successive year during the insurance requirement period shall be filed in the same manner. The failure to furnish such evidence may be considered default by COLLEGE. The SCHOOL DISTRICT reserves the right to require complete, certified copies of all required insurance policies, at any time.

18. For the purpose of Workers' Compensation, the COLLEGE shall be the "primary employer" for all its personnel who perform services as instructors. The COLLEGE shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by COLLEGE personnel made in connection with performing services and receiving instruction under this Agreement. COLLEGE agrees to hold harmless, indemnify, and defend SCHOOL DISTRICT, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by COLLEGE personnel connected with providing services under this Agreement.

## **18. NON-DISCRIMINATION**

- 18.1. Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

## **19. TERMINATION**

- 19.1. Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

## **20. NOTICES**

- 20.1. Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

*COLLEGE*  
Riverside Community College District  
3801 Market Street  
Riverside, CA 92501  
Attn: Aaron Brown, Vice Chancellor

*SCHOOL DISTRICT*  
Excelsior Charter Schools  
15505 Civic Dr.  
Victorville, CA 92392  
Attn: Derek King

## **21. INTEGRATION**

- 21.1. This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement, and supersedes all prior agreements or representations, either express or implied, written or oral, with regard to this subject matter only.

## **22. MODIFICATION AND AMENDMENT**

**22.1.** No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

**23. GOVERNING LAWS**

**23.1.** This agreement shall be interpreted according to the laws of the State of California.

**24. COMMUNITY COLLEGE DISTRICT BOUNDARIES**

**24.1.** For locations outside the geographical boundaries of COLLEGE, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 55300 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

**25. SEVERABILITY**

**25.1.** This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

**26. COUNTERPARTS**

**26.1.** This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

**26.2.** By executing this Agreement below, each party indicates that it agrees to be legally bound by this Agreement, and that such consent to be bound may be provided through electronic signature. Contractor specifically acknowledges that it is aware that by executing this Agreement, the Contractor is providing an electronic mark that is held to the same standard as a legally binding equivalent of a handwritten signature, including, but not limited to, for purposes of validity, enforceability, and admissibility.

**27. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
Derek King, Superintendent  
EXCELSIOR CHARTER SCHOOLS

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

**ADDENDUM A - COURSE OFFERINGS & PATHWAYS  
COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)  
DUAL ENROLLMENT PARTNERSHIP AGREEMENT**

**Date Updated: May 1, 2026**

- A. This ADDENDUM shall specify the courses and pathways to be offered under this CCAP Agreement, as well as additional detail regarding, but not be limited to, the total projected number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
- B. The COLLEGE has identified the attached pathways, course offerings per program year, estimated students served, and projected FTES. The pathways below are intended to project the courses offered and are subject to change based on the needs of the student cohorts within the pathway and instructor availability at the COLLEGE.
- C. The COLLEGE and SCHOOL DISTRICT will follow the timeline below for course requests and changes.

December 15	Course requests due from SCHOOL DISTRICT to COLLEGE. Must include number of sections, modality, days, times, and any instructor requests or applications. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.
March 15	COLLEGE will confirm course offerings, including number of sections, modality, days, and time for the next school year with the SCHOOL DISTRICT. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.

- D. See attached “Riverside Community College District - CCAP Dual Enrollment Pathways” documents for course and pathways details.

**E. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
Derek King, Superintendent  
EXCELSIOR CHARTER SCHOOLS

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

# Riverside Community College District - CCAP Dual Enrollment Pathways

College: Norco College			
High School/District: Excelsior Charter Schools, Corona			
Dates: 2026-2030			
Student Details	Number of High School Students: _____	50	Projected FTES: _____
			7.5
Criteria to Assess Ability to Benefit: High school administration will review and approve students based on their criteria to benefit from the program.			

## General Education Pathway (CalGETC - General Education Pattern for UC & CSU Transfer)

<b>Course Details</b>	Scope & Nature: <u>Online</u>
	Time & Location: <u>Online</u>

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Area 1A: English Composition (One course: 3 semester or 4 quarter units)</b>	ENGL-C1000** "English Composition" (formerly ENGL-1A)	ENGL-C1000** "English Composition" (formerly ENGL-1A)		ENGL-C1000** "English Composition" (formerly ENGL-1A)
<b>Area 1B: Critical Thinking and Composition (One course: 3 semester or 4 quarter units)</b>	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)
<b>Area 1C: Oral Communication (One Course: 3 semester or 4 quarter units)</b>			COMM-C1000** "Public Speaking" (formerly COMM-1)	COMM-C1000** "Public Speaking" (formerly COMM-1)
<b>Area 2 – Mathematical Concepts and Quantitative Reasoning (One course: 3 semester or 4 quarter unit)</b>	MATH-11** "College Algebra"	MATH-70A** "Foundations of Data Science"		MATH-11** "College Algebra"
	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		MATH-25** "Mathematics for the Liberal Arts Student"
				STAT-C1000** "Introduction to Statistics" (formerly MATH-12)
				MATH-36** "Trigonometry"
<b>Area 3A: Arts (One course: 3 semester or 4 quarter units)</b>	ARTH-6** "Art Appreciation"	GAM-2** "History of Video Games"	ARTH-6** "Art Appreciation"	ARTH-6** "Art Appreciation"
	MUS-19** "Music Appreciation"	MUS-19** "Music Appreciation"	MUS-23** "History of Rock and Roll"	ARTH-9** "African Art History"
		MUS-23** "History of Rock and Roll"		GAM-2** "History of Video Games"
				MUS-19** "Music Appreciation"
				MUS-23** "History of Rock and Roll"
<b>Area 3B: Humanities (One course: 3 semester or 4 quarter units)</b>	HIST-2** "World History Since 1500"	HIST-C1002** "United States History since 1865" (formerly HIST-7)		HIST-C1002** "United States History since 1865" (formerly HIST-7)
	HIST-C1002** "United States History since 1865" (formerly HIST-7)	HIST-14** "African American History I"		HIST-14** "African American History I"
	HIST-31** "Introduction to Chicana and Latinx Studies"	HIST-31** "Introduction to Chicana and Latinx Studies"		HIST-25** "History of Mexico"
	PHI-10** "Introduction to Philosophy"	PHI-10** "Introduction to Philosophy"		HIST-26** "History of California"
				PHI-10** "Introduction to Philosophy"
<b>AREA 4 – Social and Behavioral Sciences (Two courses: two academic disciplines. 6 semester or 8 quarter units)</b>	COMM-9** "Interpersonal Communication"	ADJ-1** "Introduction to the Administration of Justice"	ETS-1** "Introduction to Ethnic Studies"	ADJ-1** "Introduction to the Administration of Justice"
	EAR-20** "Child Growth and Development"	ADJ-3** "Concepts of Criminal Law"	PSYC-C1000** "General Psychology" (formerly PSYC-1)	ADJ-3** "Concepts of Criminal Law"
	ECON-4** "Introduction to Economics"	ADJ-9** "Law In American Society"	PSYC-9** "Developmental Psychology"	ANT-1 "Physical Anthropology"
	ETS-1** "Introduction to Ethnic Studies"	COMM-9** "Interpersonal Communication"	SOC-1** "Introduction to Sociology"	COMM-9** "Interpersonal Communication"
	HIST-2** "World History Since 1500"	EAR-20** "Child Growth and Development"		COMM-12** "Intercultural Communication"
	HIST-C1002** "United States History since 1865" (formerly HIST-7)	ETS-1** "Introduction to Ethnic Studies"		COMM-20** "Introduction to Communication Theory"
	HIST-31** "Introduction to Chicana and Latinx Studies"	HIST-C1002** "United States History since 1865" (formerly HIST-7)		EAR-20** "Child Growth and Development"
	POLS-C1000** American Politics (Formerly POLS-1)	HIST-14** "African American History I"		ECON-4** "Introduction to Economics"
	PSYC-C1000** "General Psychology" (formerly PSYC-1)	HIST-31** "Introduction to Chicana and Latinx Studies"		ETS-1** "Introduction to Ethnic Studies"
	PSYC-35** "Abnormal Psychology"	POLS-C1000** American Politics (Formerly POLS-1)		HIST-C1002** "United States History since 1865" (formerly HIST-7)

	SOC-1** "Introduction to Sociology"	PSYC-C1000** "General Psychology" (formerly PSYC-1)		HIST-14** "African American History I"
		PSYC-8** "Social Psychology"		HIST-25** "History of Mexico"
		PSYC-9** "Developmental Psychology"		HIST-26** "History of California"
				POLS-C1000** American Politics (Formerly POLS-1)
		SOC-2** "American Social Problems"		PSYC-C1000** "General Psychology" (formerly PSYC-1)
				PSYC-9** "Developmental Psychology"
				PSYC-35** "Abnormal Psychology"
				SOC-1** "Introduction to Sociology"
				SOC-3** "Social Inequality"
				SOC-12** "Marriage and Family Relations"
<b>Area 5A: Physical Science (One course: 3 semester or 4 quarter units)**</b>		PHY-10** "Introduction to General Physics"		PHY-10** "Introduction to General Physics"
<b>Area 5B: Biological Science (One course: 3 semester or 4 quarter units)**</b>		BIO-10** "Life Science Principles"		BIO-10** "Life Science Principles"
				BIO-18** "Human Genetics"
<b>Area 5C: Laboratory (1 semester or 1 quarter unit)</b>				PHY-11** "Physics Laboratory" (AT NORCO COLLEGE)
<b>Area 6 – Ethnic Studies (One course: 3 semester units or 4 quarter units)</b>	ETS-1** "Introduction to Ethnic Studies"	ETS-1** "Introduction to Ethnic Studies"	ETS-1** "Introduction to Ethnic Studies"	ETS-1** "Introduction to Ethnic Studies"
		HIST-14** "African American History I"		HIST-14** "African American History I"
<b>CSU Graduation Requirement Only in United States History, Constitution, and Government: US-1 - U.S. History</b>	HIST-C1002** "United States History since 1865" (formerly HIST-7)	HIST-C1002** "United States History since 1865" (formerly HIST-7)		HIST-C1002** "United States History since 1865" (formerly HIST-7)
	HIST-31** "Introduction to Chicana and Latinx Studies"	HIST-14** "African American History I"		HIST-14** "African American History I"
		HIST-31** "Introduction to Chicana and Latinx Studies"		
<b>CSU Graduation Requirement Only in United States History, Constitution, and Government: US-2 - Constitution and Government</b>	POLS-C1000** American Politics (Formerly POLS-1)	POLS-C1000** American Politics (Formerly POLS-1)		POLS-C1000** American Politics (Formerly POLS-1)
<b>UC Graduation Requirement Only - Language Other Than English</b>		ASL-1* "American Sign Language 1"		ASL-1* "American Sign Language 1"
		SPA-1* "Spanish 1"		SPA-1* "Spanish 1"

### Transferable Electives

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Transferable Elective Courses</b>	GUI-47* "Introduction to Career Exploration"	GUI-47* "Introduction to Career Exploration"	GUI-47* "Introduction to Career Exploration"	GUI-47* "Introduction to Career Exploration"
	GUI-48* "College Success Strategies"	GUI-48* "College Success Strategies"	GUI-48* "College Success Strategies"	GUI-48* "College Success Strategies"
	HES-1* "Health Science"			

### Certificate & Degree Pathways

#### Administration of Justice

##### Course Details:

Scope & Nature: Online

Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Administration of Justice - Associate in Science for Transfer (ADT)</b>	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	ADJ-1** "Introduction to the Administration of Justice"	ADJ-5* "Community Relations"	ADJ-1** "Introduction to the Administration of Justice"
<b>Administration of Justice - Associate of Science Degree and Certificate of Achievement</b>	POLS-C1000** American Politics (Formerly POLS-1)	ADJ-3** "Concepts of Criminal Law"	PSYC-C1000** "General Psychology" (formerly PSYC-1)	ADJ-2 "Principles and Procedures of the Justice System" (CSU Transferable Only)
	PSYC-C1000** "General Psychology" (formerly PSYC-1)	ADJ-9** "Law In American Society"	SOC-1** "Introduction to Sociology"	ADJ-3** "Concepts of Criminal Law"
<b>Administration of Justice: Corrections - Associate of Science Degree</b>	SOC-1** "Introduction to Sociology"	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		ADJ-8* "Juvenile Law and Procedures"

		POLS-C1000** American Politics (Formerly POLS-1)		
		PSYC-C1000** "General Psychology" (formerly PSYC-1)		
		SOC-1** "Introduction to Sociology"		

## Business

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Business Administration: General Business Concentration - Certificate of Achievement</b>	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	BUS-10* "Introduction to Business"		ACC-1A* "Principles of Accounting I"
<b>Business Administration 2.0 - Associate in Science for Transfer (ADT)</b>		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		BUS-18A* "Business Law I"
		MATH-C2210** "Calculus I: Early Transcendentals" (formerly MATH-1A) <small>ERHS Only</small>		BUS-22 "Business Communication" ERHS Only
				STAT-C1000** "Introduction to Statistics" (formerly MATH-12)

## Communication Studies

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Communication, Media and Languages - Associate of Arts Degree</b>	COMM-9** "Interpersonal Communication"	ASL-1* "American Sign Language 1"	COMM-C1000** "Public Speaking" (formerly COMM-1)	ASL-1* "American Sign Language 1"
<b>Communication Studies 2.0 - Associate in Arts for Transfer (ADT)</b>	COMM-C1000** "Public Speaking" (formerly COMM-1)	COMM-9** "Interpersonal Communication"	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	COMM-12* "Intercultural Communication"
	ENGL-C1000** "English Composition" (formerly ENGL-1A)	COMM-C1000** "Public Speaking" (formerly COMM-1)	PSYC-C1000** "General Psychology" (formerly PSYC-1)	COMM-20* "Introduction to Communication Theory"
	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	ENGL-C1000** "English Composition" (formerly ENGL-1A)	SOC-1** "Introduction to Sociology"	COMM-9** "Interpersonal Communication"
	PSYC-C1000** "General Psychology" (formerly PSYC-1)	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	COMM-C1000** "Public Speaking" (formerly COMM-1)
	SOC-1** "Introduction to Sociology"	PSYC-C1000** "General Psychology" (formerly PSYC-1)		ENGL-C1000** "English Composition" (formerly ENGL-1A)
	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	SOC-1** "Introduction to Sociology"		ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)
		SPA-1** "Spanish 1"		PSYC-C1000** "General Psychology" (formerly PSYC-1)
		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		SOC-1** "Introduction to Sociology"
				SPA-1** "Spanish 1"
				STAT-C1000** "Introduction to Statistics" (formerly MATH-12)

## Computer Science

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
<b>C++ Programming - Locally Approved Certificate</b>		CIS-5* "Programming Concepts and Methodology I: C++"		CIS-17A* "Programming Concepts and Methodology II: C++"
<b>Computer Programming - Associate of Science Degree and Certificate of Achievement</b>		CIS-30A* "Introduction to Python Programming"		CIS-30A* "Introduction to Python Programming"
<b>Computer Science - Associate in Science for Transfer (ADT)</b>				CIS-30E* "Advanced Python Programming"
<b>Python Programming - Certificate of Achievement</b>				

## Early Childhood Education

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Child and Adolescent Development - Associate in Arts for Transfer (ADT)</b>	EAR-20** "Child Growth and Development"	EAR-20** "Child Growth and Development"	EAR-42 "Child, Family, and Community" (CSU Transferable Only)	EAR-20** "Child Growth and Development"

Early Childhood Education - Twelve Core Units - Certificate of Achievement	EAR-28 "Principles and Practices of Teaching Young Children" (CSU Transferable Only)		EAR-24 "Introduction to Curriculum" (CSU Transferable Only)
Early Childhood Education Assistant Teacher			EAR-26* "Health, Safety and Nutrition"
Early Childhood Intervention Assistant - Associate of Science Degree and Certificate of Achievement			
Early Childhood Education - Associate in Science for Transfer (ADT)			
Early Childhood Education - Associate of Science Degree and Certificate of Achievement			

## Entrepreneurship

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Social Media for Business - Certificate of Completion		ENP-802 Pinterest and Instagram for Business		ENP-804 Twitter for Business
Entrepreneurial Essentials - Certificate of Achievement		ENP-803 YouTube for Business		ENP-805 LinkedIn for Business
Entrepreneurial Foundations - Certificate of Achievement		ENP-50 "Introduction to Entrepreneurship" (CSU Transferable Only)		ENP-801 Facebook for Business
Entrepreneurship - Associate of Science Degree - NAS				ENP-50 "Introduction to Entrepreneurship" (CSU Transferable Only)
Entrepreneurship and The Team - Certificate of Achievement				ENP-51 "Entrepreneurship Basics" (CSU Transferable Only)

## Game Development

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Game Concept Art - Associate of Arts Degree and Certificate of Achievement		GAM-2** "History of Video Games"		GAM-1 "Business of Video Games" (CSU Transferable Only)
Game Design - Associate of Arts Degree and Certificate of Achievement				GAM-2** "History of Video Games"
Game Development Core - Associate of Science Degree and Certificate of Achievement				
Game Programming - Associate of Science Degree and Certificate of Achievement				

## Graphic Design

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Graphic Design - Associate of Science Degree and Certificate of Achievement		CIS-79 "Introduction to Adobe Illustrator" (CSU Transferable Only)		ART-22* "Two Dimensional Design"

## Kinesiology

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Kinesiology, Health and Wellness - Associate of Arts Degree	HES-1* "Health Science"	BIO-18** "Human Genetics"		BIO-18** "Human Genetics"
Kinesiology - Associate in Arts for Transfer (ADT)		KIN-10* "Introduction to Kinesiology"		EAR-26* "Health, Safety and Nutrition"
				KIN-12* "Sport Psychology"
				KIN-36* "Wellness: Lifestyle Choices"

## STEM

<b>Course Details:</b>	Scope & Nature: Online
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Time & Location: Online				
	Summer Term	Fall Term	Winter Term	Spring Term
<b>Math and Science - Associate of Science Degree</b>	HES-1* "Health Science"	ANT-1 "Physical Anthropology"		ANT-1 "Physical Anthropology"
<b>Mathematics - Associate in Science for Transfer (ADT)</b>	MATH-11** "College Algebra"	BIO-10** "Life Science Principles"		BIO-10** "Life Science Principles"
	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	BIO-18** "Human Genetics"		BIO-18** "Human Genetics"
		CIS-5* "Programming Concepts and Methodology I: C++"		CIS-17A* "Programming Concepts and Methodology II: C++"
		MATH-70A** "Foundations of Data Science"		MATH-11** "College Algebra"
		PHS-1 "Introduction to Physical Science"		MATH-25** "Mathematics for the Liberal Arts Student"
		PHY-10** "Introduction to General Physics"		PHY-10** "Introduction to General Physics"
		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		PHY-11** "Physics Laboratory" (AT NORCO COLLEGE)

## Real Estate

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Kinesiology, Health and Wellness - Associate of Arts Degree</b>		BUS-10* "Introduction to Business"		ACC-1A* "Principles of Accounting I"
<b>Kinesiology - Associate in Arts for Transfer (ADT)</b>		RLE-80 "Real Estate Principles" (CSU Transferable Only)		BUS-18A* "Business Law I"
		RLE-81 "Real Estate Practices" (CSU Transferable Only)		BUS-22 "Business Communication" ERHS Only
				RLE-80 "Real Estate Principles" (CSU Transferable Only)
				RLE-81 "Real Estate Practices" (CSU Transferable Only)

## Social & Behavioral Sciences

<b>Course Details:</b>	Scope & Nature: Online
	Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
<b>Sociology - Associate in Arts for Transfer (ADT)</b>	COMM-C1000** "Public Speaking" (formerly COMM-1)	ADJ-1** "Introduction to the Administration of Justice"	ADJ-5* "Community Relations"	ADJ-2 "Principles and Procedures of the Justice System" (CSU Transferable Only)
<b>Social and Behavioral Studies - Associate of Arts Degree</b>	EAR-20** "Child Growth and Development"	ADJ-3** "Concepts of Criminal Law"	COMM-C1000** "Public Speaking" (formerly COMM-1)	ADJ-3** "Concepts of Criminal Law"
	ETS-1** "Introduction to Ethnic Studies"	ADJ-9** "Law In American Society"	EAR-20** "Child Growth and Development"	ADJ-8* "Juvenile Law and Procedures"
<b>Psychology - Associate in Arts for Transfer (ADT)</b>	HIST-2** "World History Since 1500"	ANT-1 "Physical Anthropology"	ETS-1** "Introduction to Ethnic Studies"	ANT-1 "Physical Anthropology"
	HIST-C1002** "United States History since 1865" (formerly HIST-7)	COMM-9** "Interpersonal Communication"	PSYC-9** "Developmental Psychology"	COMM-12** "Intercultural Communication"
	POLS-C1000** American Politics (Formerly POLS-1)	COMM-C1000** "Public Speaking" (formerly COMM-1)	PSYC-C1000** "General Psychology" (formerly PSYC-1)	COMM-9** "Interpersonal Communication"
	PSYC-35** "Abnormal Psychology"	EAR-20** "Child Growth and Development"	SOC-1** "Introduction to Sociology"	COMM-C1000** "Public Speaking" (formerly COMM-1)
	PSYC-9** "Developmental Psychology"	EAR-28 "Principles and Practices of Teaching Young Children" (CSU Transferable Only)		EAR-24 "Introduction to Curriculum" (CSU Transferable Only)
	PSYC-C1000** "General Psychology" (formerly PSYC-1)	ETS-1** "Introduction to Ethnic Studies"		EAR-42 "Child, Family, and Community" (CSU Transferable Only)
	SOC-1** "Introduction to Sociology"	HIST-C1002** "United States History since 1865" (formerly HIST-7)		ETS-1** "Introduction to Ethnic Studies"
	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)	HIST-14** "African American History I"		HIST-C1002** "United States History since 1865" (formerly HIST-7)
		HIST-31** "Introduction to Chicano and Latinx Studies"		HIST-25** "History of Mexico"
		POLS-C1000** American Politics (Formerly POLS-1)		HIST-26** "History of California"
		PSYC-8** "Social Psychology"		POLS-C1000** American Politics (Formerly POLS-1)
		PSYC-9** "Developmental Psychology"		PSYC-35** "Abnormal Psychology"
		PSYC-C1000** "General Psychology" (formerly PSYC-1)		PSYC-9** "Developmental Psychology"

	SOC-1** "Introduction to Sociology"		PSYC-C1000** "General Psychology" (formerly PSYC-1)
	SOC-2 "American Social Problems"		SOC-1** "Introduction to Sociology"
	SOC-2** "American Social Problems"		SOC-12 "Marriage and Family Relations"
	STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		SOC-12** "Marriage and Family Relations"
			SOC-3** "Social Inequality"
			STAT-C1000** "Introduction to Statistics" (formerly MATH-12)

**ADDENDUM B - POINTS OF CONTACT & SERVICES**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

**Date Updated: May 1 25, 2026**

- A. This ADDENDUM shall identify the points of contacts for COLLEGE, SCHOOL DISTRICT, and participating school sites. Ed Code § 76004 (c)(2) ADDENDUM B will also detail any staff support and services to be provided to the SCHOOL DISTRICT and participating school sites.
- B. The COLLEGE has appointed the educational administrator below to serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with the COLLEGE policies and standards. Ed Code § 76004 (c)(2)

COLLEGE POINT OF CONTACT - Norco College

Name: Tyee Griffith

Title: Associate Dean of Educational Partnerships

Phone Number: 951-372-7039

Email: tyee.griffith@norcocollege.edu

- C. The SCHOOL DISTRICT has appointed the educational administrator below to serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Ed Code § 76004 (c)(2)

SCHOOL DISTRICT POINT OF CONTACT - Excelsior Charter Schools, Corona

Name: Fernando Chavez

Title: Principal

Phone Number: 951-547-7540

Email: fernandoc@excelsior.com

- D. The COLLEGE agrees to provide the following staff support and services for students participating in courses offered under this CCAP Agreement:
  - a. The COLLEGE will provide admissions and enrollment support, including assistance with the CCCApply application, parent consent, and course registration.
  - b. The COLLEGE will provide orientation and onboarding support to assist students with accessing required college systems and instructional platforms.
  - c. The COLLEGE will provide academic advising and student success support related to educational planning and course participation.
  - d. The COLLEGE will provide coordination with the SCHOOL DISTRICT to address enrollment, access, and student success needs.
- E. The SCHOOL DISTRICT agrees to provide the following staff support services for students participating in courses offered under this CCAP Agreement:
  - a. The SCHOOL DISTRICT will provide a list to the COLLEGE of the personnel at each participating site that will perform clerical services and services associated with student outreach and recruitment activities, application and enrollment support, and other related services as deemed necessary.
  - b. The SCHOOL DISTRICT will inform the COLLEGE of any changes to this personnel list whenever there are personnel changes or long-term absences at the school sites.

- c. The SCHOOL DISTRICT personnel will be responsible for preparing for COLLEGE district events and communicating site and student needs to the COLLEGE.
- d. The SCHOOL DISTRICT will provide coordination with the high school sites to address enrollment, access, and student success needs.

**F. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
Derek King, Superintendent  
EXCELSIOR CHARTER SCHOOLS

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

**ADDENDUM C - DATA SHARING AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

**Date Updated: May 1, 2026**

- A. This ADDENDUM shall establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership. Ed Code § 76004 (c)(1)

**B. COLLEGE MANDATED ANNUAL STATE REPORTING**

- a. COLLEGE and SCHOOL DISTRICT shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.
- b. COLLEGE and SCHOOL DISTRICT shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and shall be reported annually in compliance with all applicable state and federal privacy laws. The COLLEGE shall annually report the student data to the office of the Chancellor of the California Community Colleges. Sec. 2 (t) (1) (A)
- c. COLLEGE and SCHOOL DISTRICT shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. Sec. 2 (t) (1) (B)
- d. COLLEGE and SCHOOL DISTRICT shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. Sec. 2 (t) (1) (C)
- e. COLLEGE and SCHOOL DISTRICT shall report the annual total number of full-time equivalent students generated by this CCAP Agreement. Sec. 2 (t) (1) (D)
- f. COLLEGE and SCHOOL DISTRICT shall ensure that the point of contact for each site establishes protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

**B. CCAP AGREEMENT DATA MATCH AND REPORTING**

- a. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

**C. PRIVACY OF STUDENT RECORDS**

- a. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy

Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076. COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian’s prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

- b. **Limitation on Use.** COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- c. **Recordkeeping Requirements.** COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. **Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian’s prior written consent.

**D. DATA SHARING**

- a. The COLLEGE agrees to share the following data or reports with the SCHOOL DISTRICT according to the frequency/timeline included below:

Data/Report	Frequency/Timeline
Term Grade Report with high school, high school ID number, final grade, cumulative college GPA and cumulative college units earned	After each term,two weeks after the term end date

- b. The SCHOOL DISTRICT agrees to share the following data or reports with the COLLEGE on the specified timeframe:

Data/Report	Frequency/Timeline
Students who were/are participating in dual enrollment and have changed schools within the district or left the district.	As needed.
A list of students who were participating in dual enrollment who graduate from	Twice a year, following Fall and Spring high school graduations.

the district.	
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**E. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
Derek King, Superintendent  
EXCELSIOR CHARTER SCHOOLS

\_\_\_\_\_

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

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**ADDENDUM D - TEXTBOOK AGREEMENT**  
**College And Career Access Pathways (CCAP)**  
**Dual Enrollment Partnership Agreement**

**Date Updated: May 1, 2026**

- A. This ADDENDUM shall detail the textbooks and materials required for courses offered under this CCAP Agreement. This ADDENDUM shall also specify who will pay for the textbooks and materials. The COLLEGE will ensure, whenever possible, textbooks will remain the same throughout the term of the CCAP agreement.
- B. The COLLEGE will ensure, whenever possible, that courses will use free resources (OERs) and that textbooks will remain the same throughout the term of the CCAP agreement.
- C. The COLLEGE will ensure, whenever possible, that courses will use free resources (OERs) and that textbooks will remain the same throughout the term of the CCAP agreement.
- D. The cost of textbooks and materials will be borne by the party(ies) identified in section D of this ADDENDUM.
  - a. Books and instructional materials purchased by the SCHOOL DISTRICT will remain the property of and housed at the SCHOOL DISTRICT.
  - b. Books and instructional materials purchased by the COLLEGE will remain the property of and housed at the COLLEGE.
  - c. Access codes and digital resources are intended for one-time student use. The COLLEGE or the SCHOOL DISTRICT who purchases the access codes is responsible for managing the purchase, dissemination, and return of any access codes.
  - d. Both SCHOOL DISTRICT and COLLEGE will pursue methods of keeping textbook costs down and will seek additional funding sources including grants to cover textbook costs.
- E. Textbook List:

Course	Required Materials	Material Type	Responsible Party
ACC-1A	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ADJ-1	9781337557832 - Criminal Justice in Action 10e	Book	SCHOOL DISTRICT
ADJ-2	Procedures in the Justice System by Cliff Roberson and Robert Winters. 12th Edition. Pearson. ISBN: 978-0-13-518627-5	Book	SCHOOL DISTRICT
ADJ-3	Criminal Law, By samaha, joel Edition : 12TH 17, Publisher : CENGAGE L, ISBN 13 : 9781305577381	Book	SCHOOL DISTRICT
ADJ-5	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
ADJ-8	Cox, Steven M. et al., Juvenile justice: A guide to theory, policy and practice. 10th ed. Thousand Oaks, CA: Sage Publications. 2021. (ISBN 9781544395456)	Book	SCHOOL DISTRICT

<b>ADJ-9</b>	Carper's Understanding the Law by John McKinsey and Debra Burke. 7th Edition. Cengage. ISBN: 978-1-285-42842-0	Book	SCHOOL DISTRICT
<b>ANT-1</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ANT-1L</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ART-22</b>	Art Supplies Required	Supplies	SCHOOL DISTRICT
<b>ARTH-6</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ARTH-9</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ASL-1</b>	Dawn Sign Press, Signing Naturally Units 1-6, Online Access Code	Access Code	COLLEGE
<b>BIO-10</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>BIO-18</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>BUS-10</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>BUS-18A</b>	Business Law Today 14th Edition (Comprehensive Edition) Roger LeRoy Miller ISBN: 978-0-357-63470-7 (Loose Leaf Edition); 978-0-357-63469-1 (Soft-Cover Edition) WITH Cengage MindTap Access	Book with Access Code	SCHOOL DISTRICT
<b>BUS-22</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>CIS-17A</b>	Revel Access Code for Starting Out with C++ from Control Structures Through Objects By: Tony Gaddis, Edition : 10TH 22, Publisher : PEARSON CO, ISBN 13 : 8220144564561	Access Code	COLLEGE
<b>CIS-30A</b>	Revel for Starting Out with Python, 6th edition by Tony Gaddis, published by Pearson. Revel for Starting Out With Python ISBN-13: 9780137619153 (2022 update)	Access Code	COLLEGE
<b>CIS-30E</b>	Pending	Access Code	COLLEGE
<b>CIS-5</b>	Revel Access Code for Starting Out with C++ from Control Structures Through Objects, By Tony Gaddis Edition : 10TH 22, Publisher : PEARSON CO, ISBN 13 : 8220144564561	Access Code	COLLEGE
<b>CIS-79</b>	Adobe Illustrator Classroom in a Book 2024 Release, By Brian Wood Edition : 24, Publisher : PEARSON TC, ISBN 13 : 9780138263744	Access Code	COLLEGE
<b>COMM-12</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>COMM-20</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>COMM-9</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>COMM-C1 000</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>EAR-20</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA

<b>EAR-24</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>EAR-26</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>EAR-28</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>EAR-42</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ECON-4</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ENGL-1B</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ENGL-C1000</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ENP-50</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ENP-51</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ENP-801</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ENP-802</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ENP-803</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ENP-804</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ENP-805</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>ETS-1</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>FRE-1</b>	TBD	Access Code	COLLEGE
<b>GAM-1</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>GAM-2</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>GEG-1</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>GEG-1L</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>GUI-47</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>GUI-48</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>HES-1</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>HIST-14</b>	Freedom on My Mind, Volume One: A History of African Americans, with Documents, Publisher : Bedford/St. Martin's, Publication date : September 29, 2020, Edition : Third, ISBN-10 : 1319243002, ISBN-13 : 978-1319243005	Book	SCHOOL DISTRICT
<b>HIST-2</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>HIST-25</b>	Book 1/2- Title: Mexico: A History, Author: Robert Ryal Miller, Publisher: OU Press, Publication date: May 1, 1989, ISBN-10: 9780806121789, ISBN-13: 978-0806121789 Book 2/2- Title: A Ballad of Love and Glory, Author: Reyna Grande, Publisher: Washington Square Press, Publication date: January 17, 2023, ISBN-10: 1982165278, ISBN-13: 978-1982165277	Book	SCHOOL DISTRICT
<b>HIST-26</b>	History 26: Rice et al, The Elusive Eden, A New History of California, 5th Edition, Waveland Press, 2019	Book	SCHOOL DISTRICT
<b>HIST-31</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA

<b>HIST-7</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>KIN-10</b>	Introduction to Kinesiology 6th Edition With HKPropel Access... ISBN: 9781718202733	Book with Access Code	SCHOOL DISTRICT
<b>KIN-12</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>KIN-36</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>MATH-11</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>MATH-25</b>	MyLab Math with Pearson eText Access Code (18 Weeks) for A Survey of Mathematics with Applications, By allen r. angel; christine d. abbott; dennis runde Edition : 11TH 21, ISBN 13 : 8220144725696, Publisher : PEARSON CO	Access Code	COLLEGE
<b>MATH-36</b>	TBD	Access Code	COLLEGE
<b>MATH-70A</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>MATH-9</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>MUS-19</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>MUS-23</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>PHI-10</b>	Book 1 of 3Plato: Five Dialogues, 2nd Edition. Translated by G.M.A. Grube, Revised by John M. Cooper. ISBN-13: 978-0-87220-633-5 Book 2 of 3 Discourse on Method and Meditations on First Philosophy, by Rene Descartes. Fourth Edition. Translated by Donald A. Cress. ISBN-13: 978-0-87220-420-1 Book 3 of 3 The Plague, by Albert Camus. Translated by Laura Marris. ISBN-13: 978-0-593-08209-6	Book	SCHOOL DISTRICT
<b>PHS-1</b>	An Introduction to Physical Science by Shipman ISBN: 9781337616416	Book	SCHOOL DISTRICT
<b>PHY-10</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>PHY-11</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>POLS-C10 00</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>PSYC-100 0</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>PSYC-35</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>PSYC-8</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>PSYC-9</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>RLE-80</b>	9781078830461 - California Real Estate Principles	Book	SCHOOL DISTRICT
<b>RLE-81</b>	California Real Estate Practice By: pivar, william h. / anderson, lowell Edition : 11TH 22 Publisher: EARBORN F ISBN 13 : 9781078826389	Book	SCHOOL DISTRICT
<b>SOC-1</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>SOC-12</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA

<b>SOC-15</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>SOC-2</b>	Pending	Access Code	COLLEGE
<b>SOC-3</b>	OER/ZTC- Online Resources/Zero Textbook Cost	OER/ZTC	NA
<b>SPA-1</b>	ADELANTE UNO (3rd edition), Blanco, Vista Higher Learning, 2021 with Access Code	Book with Access Code	SCHOOL DISTRICT
<b>STAT-C1000</b>	OER/ZTC- Online Resources/Zero Textbook Cost	TBD	NA

F. **CHANGES-** The COLLEGE will follow the timeline below to notify the SCHOOL DISTRICT of any changes to the agreed upon textbook list included in section E of this ADDENDUM.

May 15	The COLLEGE will confirm required textbooks or materials for the Summer and Fall terms with the SCHOOL DISTRICT. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.
December 15	The COLLEGE will confirm required textbooks or materials for the Winter and Spring terms with the SCHOOL DISTRICT. Any changes made after this date must be mutually agreed upon by the COLLEGE and the SCHOOL DISTRICT.

**G. SIGNATURES AND APPROVALS**

By:

Date:

\_\_\_\_\_  
Derek King, Superintendent  
EXCELSIOR CHARTER SCHOOLS

By:

Date:

\_\_\_\_\_  
Aaron Brown, Vice Chancellor  
RIVERSIDE COMMUNITY COLLEGE DISTRICT



		SPA-1* "Spanish 1"		SPA-1* "Spanish 1"
		SPA-3** "Spanish 3"		SPA-4** "Spanish 4"
		SPA-11** "Latin America Culture and Civilization"		SPA-12** "Latin America Culture and Civilization"

**Transferable Electives**

	Summer Term	Fall Term	Winter Term	Spring Term
Transferable Elective Courses		GUI-47* "Introduction to Career Exploration"		GUI-47* "Introduction to Career Exploration"
		GUI-48* "College Success Strategies"		GUI-48* "College Success Strategies"

**Certificate & Degree Pathways**

**Spanish**

**Course Details:** Scope & Nature: In Person  
Time & Location: 6th Period at La Sierra High School (Period and times are subject to change)

	Summer Term	Fall Term	Winter Term	Spring Term
Spanish - Associate in Arts for Transfer		SPA-1* "Spanish 1" (or AP)		SPA-1* "Spanish 1" (or AP)
		SPA-3** "Spanish 3"		SPA-4** "Spanish 4"
		SPA-11** "Latin America Culture and Civilization"		SPA-12** "Latin America Culture and Civilization"

**Administration of Justice**

**Course Details:** Scope & Nature: Online  
Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Administration of Justice - Associate in Science for Transfer (ADT)		ADJ-1** "Introduction to the Administration of Justice"	ADJ-5* "Community Relations"	ADJ-1** "Introduction to the Administration of Justice"
Administration of Justice - Associate of Science Degree and Certificate of Achievement		ADJ-3** "Concepts of Criminal Law"		ADJ-2 "Principles and Procedures of the Justice System" (CSU Transferable Only)
Administration of Justice - Corrections - Associate of Science Degree		ADJ-9** "Law In American Society"		ADJ-3** "Concepts of Criminal Law"
		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		ADJ-8* "Juvenile Law and Procedures"
		PSYC-C1000** "General Psychology" (formerly PSYC-1)		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)
		SOC-1** "Introduction to Sociology"		PSYC-C1000** "General Psychology" (formerly PSYC-1)

**Business**

**Course Details:** Scope & Nature: Online  
Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Business Administration: General Business Concentration - Certificate of Achievement		BUS-10* "Introduction to Business"		BUS-18A* "Business Law I"
Business Administration 2.0 - Associate in Science for Transfer (ADT)		STAT-C1000** "Introduction to Statistics" (formerly MATH-12)		ACC-1A* "Principles of Accounting I"
				STAT-C1000** "Introduction to Statistics" (formerly MATH-12)

**Communication Studies**

**Course Details:** Scope & Nature: Online  
Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
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Communication, Media and Languages - Associate of Arts Degree	ENGL-C1000** "English Composition" (formerly ENGL-1A)	ASL-1* "American Sign Language 1"	ASL-1* "American Sign Language 1"
Communication Studies 2.0 - Associate in Arts for Transfer (ADT)	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	COMM-C1000** "Public Speaking" (formerly COMM-1)	COMM-C1000** "Public Speaking" (formerly COMM-1)
		ENGL-C1000** "English Composition" (formerly ENGL-1A)	COMM-9** "Interpersonal Communication"
		ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)	ENGL-C1000** "English Composition" (formerly ENGL-1A)
		PSYC-C1000** "General Psychology" (formerly PSYC-1)	ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)
		SOC-1** "Introduction to Sociology"	SPA-1** "Spanish 1"
		SPA-1** "Spanish 1"	

## Early Childhood Education

<b>Course Details:</b>	Scope & Nature: <u>Online</u>
	Time & Location: <u>Online</u>

	Summer Term	Fall Term	Winter Term	Spring Term
Child and Adolescent Development - Associate in Arts for Transfer (ADT)		EAR-20** "Child Growth and Development"	EAR-42 "Child, Family, and Community" (CSU Transferable Only)	EAR-20** "Child Growth and Development"
Early Childhood Education - Twelve Core Units - Certificate of Achievement		EAR-28 "Principles and Practices of Teaching Young Children" (CSU Transferable Only)		EAR-24 "Introduction to Curriculum" (CSU Transferable Only)
Early Childhood Education Assistant Teacher				EAR-26* "Health, Safety and Nutrition"
Early Childhood Intervention Assistant - Associate of Science Degree and Certificate of Achievement				
Early Childhood Education - Associate in Science for Transfer (ADT)				
Early Childhood Education - Associate of Science Degree and Certificate of Achievement				

## Entrepreneurship

<b>Course Details:</b>	Scope & Nature: <u>Online</u>
	Time & Location: <u>Online</u>

	Summer Term	Fall Term	Winter Term	Spring Term
Social Media for Business - Certificate of Completion		ENP-802 Pinterest and Instagram for Business		ENP-804 Twitter for Business
Entrepreneurial Essentials - Certificate of Achievement		ENP-803 YouTube for Business		ENP-805 LinkedIn for Business
Entrepreneurial Foundations - Certificate of Achievement		ENP-50 "Introduction to Entrepreneurship" (CSU Transferable Only)		ENP-801 Facebook for Business
Entrepreneurship - Associate of Science Degree - NAS				ENP-50 "Introduction to Entrepreneurship" (CSU Transferable Only)
Entrepreneurship and The Team - Certificate of Achievement				ENP-51 "Entrepreneurship Basics" (CSU Transferable Only)

## Real Estate

<b>Course Details:</b>	Scope & Nature: <u>Online</u>
	Time & Location: <u>Online</u>

	Summer Term	Fall Term	Winter Term	Spring Term
Real Estate Salesperson and Transaction - Locally Approved Certificate		BUS-10* "Introduction to Business"		ACC-1A* "Principles of Accounting I"
Business Administration: Real Estate Concentration - Associate of Science Degree and Certificate of Achievement		RLE-80 "Real Estate Principles" (CSU Transferable Only)		BUS-18A* "Business Law I"
		RLE-81 "Real Estate Practices" (CSU Transferable Only)		RLE-80 "Real Estate Principles" (CSU Transferable Only)
				RLE-81 "Real Estate Practices" (CSU Transferable Only)

## Social & Behavioral Sciences

<b>Course Details:</b>	Scope & Nature: <u>Online</u>
	Time & Location: <u>Online</u>

Summer Term	Fall Term	Winter Term	Spring Term
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<b>Sociology - Associate in Arts for Transfer (ADT)</b>  <b>Social and Behavioral Studies - Associate of Arts Degree</b>		ADJ-1** "Introduction to the Administration of Justice"		ADJ-2 "Principles and Procedures of the Justice System" (CSU Transferable Only)
		ADJ-3** "Concepts of Criminal Law"		ADJ-3** "Concepts of Criminal Law"
		ADJ-9** "Law In American Society"		ADJ-8* "Juvenile Law and Procedures"
		COMM-C1000** "Public Speaking" (formerly COMM-1)		COMM-9** "Interpersonal Communication"
		COMM-9** "Interpersonal Communication"		EAR-42 "Child, Family, and Community" (CSU Transferable Only)
		EAR-20** "Child Growth and Development"		ETS-1** "Introduction to Ethnic Studies"
		EAR-28 "Principles and Practices of Teaching Young Children" (CSU Transferable Only)		
		ETS-1** "Introduction to Ethnic Studies"		
		PSYC-C1000** "General Psychology" (formerly PSYC-1)		
		SOC-1** "Introduction to Sociology"		



**NORCO**  
COLLEGE

# Space Utilization/Optimization Data Norco College

**ACADEMIC LEADERSHIP PRESENTATION, SPRING 2026**

**DR. MICHAEL COLLINS**

# Space Efficiency and Utilization- What and Why?

- ▶ Measures, analyzes, and documents the efficiency of instructional room usage (lecture & lab) during a particular semester term
- ▶ Use State efficiency metrics to measure the hourly instructional utilization and Weekly Student Contact Hours (WSCH) capacity and actual generation of each instructional room to identify space need/surplus based on Title 5 Standards.
- ▶ This analysis identifies opportunities for re-purposing, reducing/"right-sizing," or eliminating underutilized instructional rooms/buildings.
- ▶ The study also provides insight for future course scheduling applications. Other administrative benefits include accurate programming of capital outlay construction projects and determining future facility needs

# State Capital Outlay Grant Application

Depending on the funding category of the proposed project (Life and Safety, Modernization, or Growth), the following metrics are used for scoring the application:

- Age of the Project Building
- Unused Space
- Facility Condition Index
- Full-time Equivalent Students (FTES)
- Vision for Success – Career and Technical Education (CTE) Programs
- Vision for Success - Regions of High Need
- Local Contribution/Hardship
- Growth
- Existing Inventory
- Assignable Square Footage (ASF) Change

# Capacity/Load Ratio

The capacity/load ratio (cap load) is a measure of space **utilization efficiency** according to Title 5 community college space standards.

- Is the totaled capacity of a space type divided by the actual or projected usage of the space.
  - Compares the SF\* a College has in relation to the SF the College's enrollment indicates it needs
  - Compares the number of students to seats available (Capacity Load Ratio)
- Capacity load ratios are measured for different categories of space, including laboratory, lecture/classroom, office, library, and audio/visual support spaces.
  - > **100%** indicate an **excess** of space
  - < **100%** indicate a **deficiency** of space and may qualify a district for state capital outlay funding for a more efficient use of space.

# Norco College- Space Utilization Study Fall 2023 vs. Fall 2024

- ▶ Classroom/Lecture Efficiency: Decreased from 50% → 45%
- ▶ Laboratory Efficiency: Increased from 119% → 168%

# Physical Facilities Efficiency Studies @ Norco College

## Space Utilization Study (SUS)

- ▶ Evaluates how existing spaces (classrooms, labs, offices, etc.) are currently used, measuring occupancy, frequency, and efficiency without changing the schedule or space assignments

## Space Optimization Study (SOS)

- ▶ Uses data from utilization studies to redesign, reallocate, or improve space use, aiming to maximize efficiency, functionality, and cost-effectiveness

# Norco College WSCH Efficiency for Lecture Classrooms

## Executive-Level Findings

### Building WSCH Efficiency (Lecture)

Building	Number of Lecture Rooms	WSCH Generated	WSCH Capacity	WSCH Efficiency
West End Quad W7	1	626	2,922	21%
STEM Center 100	1	624	1,870	33%
STEM Center 200	1	685	2,035	34%
Humanities	3	2,169	6,050	36%
West End Quad W3	1	610	1,426	43%
Industrial Technology	12	8,432	19,188	44%
Applied Technology	5	3,330	6,381	52%
Center for Applied and Competitive Technology	1	809	1,434	56%
Library (Airey)	3	1,928	3,239	60%
West End Quad W6	2	1,798	2,875	63%
West End Quad W4	1	928	1,426	65%
West End Quad W5	1	1,054	1,426	74%
<b>TOTALS</b>	<b>32</b>	<b>22,993</b>	<b>50,273</b>	<b>46%</b>

#### OBSERVATIONS:

- **4 of 12 buildings** are inefficiently utilizing lecture rooms
- West End Quad W5 has the best lecture WSCH Efficiency (74% efficiency)
- Total on-campus lecture WSCH Efficiency is 47%, denoting under utilization of lecture rooms campus-wide

Red = Inefficiently Utilized, Yellow = Underutilized, Orange = Moderately Utilized, Green = Efficiently Utilized

# Norco College WSCH Efficiency- LABS

## Building WSCH Efficiency (Lab)

Building	Number of Lab Rooms	WSCH Generated	WSCH Capacity	WSCH Efficiency
Center for Applied and Competitive Technology	1	145	187	78%
STEM Center 300	1	486	596	82%
Applied Technology	3	1,967	1,737	113%
Industrial Technology	7	4,608	2,968	155%
Theater	1	489	305	160%
Humanities	4	3,449	1,881	183%
Science & Technology	3	4,075	1,542	264%
<b>TOTALS</b>	<b>20</b>	<b>15,219</b>	<b>9,217</b>	<b>165%</b>

### OBSERVATIONS:

- **1 of 7 buildings** was moderately utilizing labs
- Total on-campus lab WSCH Efficiency is 165%, denoting over utilization of lab rooms campus-wide

# Lecture Room Use Efficiency Observations

The low RUE of lecture spaces on-campus may be attributed to the more recent and rapidly increased presence of online/ distance education teaching modalities.

Lecture type courses are relatively easy to conduct online compared to lab courses where students typically require specialized equipment and supervised instruction.

## **OBSERVATIONS:**

**7 of 12** buildings only **contain 1 lecture room** ranging from inefficiently utilized to moderately utilized

Industrial Tech and Applied Tech combined host **17 of the 32** lecture rooms

West End Quad W7, STEM Center 100 & 200, and Humanities = **Inefficiently Utilized**

West End Quad W3, Industrial Tech, Applied Tech, and Center for Applied and Competitive Technology = **Under Utilized**

Library (Airey) and West End Quad W4, W5, & W6 = **Moderately Utilized**

Building Name	Number of Lecture Rooms	Average Room Use Efficiency
West End Quad W7	1	22%
STEM Center 100	1	33%
STEM Center 200	1	34%
Humanities	3	36%
West End Quad W3	1	43%
Industrial Technology	12	44%
Applied Technology	5	52%
Center for Applied and Competitive Technology	1	57%
West End Quad W6	2	61%
Library (Airey)	3	63%
West End Quad W4	1	64%
West End Quad W5	1	73%
<b>Campus-wide Total</b>	<b>32</b>	<b>45%</b>

# Lecture Room Efficiency Opportunities for 2025-26

Building	Room #	ASF	WSCH Generated	WSCH Capacity	WSCH Efficiency
Humanities	102	629	180	997	18%
	111	2,080	799	3,296	24%
Library (Airey)	109	616	319	976	33%
	121	784	414	1,242	33%
Applied Technology	204	764	207	1,211	17%
	114	1,012	503	1,604	31%
STEM Center 100	115	1,180	624	1,870	33%
Industrial Technology	208	823	324	1,304	25%
	210	885	466	1,403	33%
	209	885	496	1,403	35%
	202	1,117	654	1,770	37%
West End Quad W6	W-6-B	819	435	1,298	34%
West End Quad W7	W-7	1,844	626	2,922	21%

1.) There were 13 lecture rooms with inefficient WSCH Efficiency and should be looked at further to determine if the room needs elimination, repurpose or deactivation.