



NORCO CAMPUS

Riverside Community College District

**Institutional Self Study in Support
of Initial Accreditation**

Fall 2007

Submitted by:

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Submitted to:

The Accrediting Commission for
Community and Junior Colleges
Western Association of Schools
and Colleges

We offer our sincere thanks to the Standard Committees and the Steering Committees for all their hard work.

Additionally, we would like to especially thank the following:

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Dr. Sharon Crasnow, Dr. Bonnie Pavlis and Sheryl Tschetter for putting this self study together into a coherent statement of who we are as a campus and a college community.

Riverside Community College District

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PREFACE

Certification of the Institutional Self Study Report

DATE: August 2007

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

FROM: Norco Campus, Riverside Community College District

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the college community, and we believe the self-study report accurately reflects the nature and substance of this institution.

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CERTIFICATION OF COMPLIANCE WITH ELIGIBILITY REQUIREMENTS NORCO CAMPUS

Norco Campus affirms it is in compliance with the eligibility requirements for initial accreditation and certifies compliance with all eligibility requirements as part of the application for full college status sent to the State Chancellors' Office in May 2005.

#1 – Authority

Norco Campus is part of the Riverside Community College District. Riverside City College holds the current accreditation for all District campuses and educational centers. City Campus is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office.

#2 – Mission

On June 20, 2006, the RCCD Board of Trustees approved the following Norco Campus mission statement and its institutional motto:

*~Today's Students, Tomorrow's Leaders~
Norco Campus, located in western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco Campus emphasizes the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while en-*

gaging in self-examination and ongoing dialogue, planning, and improvement.

The Norco mission statement appears in the RCCD Strategic Plan in the latest edition of the District catalog and Faculty Survival Guide. It is also published in class schedules, on the RCC Norco web site, and displayed on posters around the campus.

#3 – Governing Board

Norco Campus is one of three educational institutions in the Riverside Community College District. The district is governed by a publicly elected five-member Board of Trustees, joined by a non-voting student trustee. Members are elected for four-year terms, and these terms are staggered. The Board members have no employment or personal financial interest in the institution.

#4 – Chief Executive Officer

The Norco Campus President was recommended for appointment by the District Chancellor and approved by the Board of Trustees. The President reports directly to the District Chancellor. The Chancellor is appointed by and reports to the Board of Trustees.

#5 – Administrative Capacity

Norco Campus has 15 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the new college's mission and purpose. In addition to the President, administrative appointments include Vice Presidents of Business and Educational Services; Deans of Instruction, Student Services, and Economic Development; a Supervisor of Admissions

and Records; Directors of the TRIO and Title V Programs; and a Director of Plant Operations and Maintenance. A Norco Campus organizational chart is included in this report.

#6 – Operational Status

Norco Campus has been operational since it opened its doors in March 1991. Currently, there are over 8,600 students enrolled in classes which are held seven days a week. Many are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions. A smaller proportion of students have other goals, including personal development, career enrichment, or remediation in basic skills.

#7 – Degrees

To meet its stated mission, Norco Campus offers the Associate of Arts and Associate of Science degrees and a variety of certificates, primarily in business, management, and technology fields. The institution has over 27 degree and/or certificate programs. The requirements for each of these programs can be completed entirely on the Norco Campus.

#8 – Educational Programs

Norco Campus's degree programs are congruent with the campus' mission, based on recognized higher education fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work. Course outlines in both degree credit and non-degree credit courses meet predetermined student learning outcomes achieved through class content, assignments, and activities; and all course outlines are subject to periodic, rigorous program review. Norco also offers over 24 vocational certificates.

#9 – Academic Credit

Norco Campus awards academic credit based on accepted practices of California community colleges under California Code of Regulations, Title 5. Detailed information about academic credit is published in the college catalog.

#10 – Student Learning and Achievement

The 2007-2008 edition of the college catalog will contain the Board-approved comprehensive statement of General Education SLOs for students enrolled in each of the academic programs offered. Additionally, program level Student Learning Outcomes are being developed. The curriculum is district-wide, nearly all course outlines of record contain appropriate SLOs integrated with methods of instruction and evaluation; these SLOs are achieved and assessed by a variety of methods. Coordinated by department and discipline faculty and by administrators, every course, regardless of its location and delivery system, must follow the course outline of record.

#11 – General Education

All degree programs require a minimum of 18-23 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The institution's general education program is scrutinized for rigor and quality by the Academic Senates, the Matriculation Council, and appropriate constituencies; and the District will adhere to the newly approved requirements for math and writing effective at the state level for students entering in 2009.

#12 – Academic Freedom

Norco Campus supports academic freedom; faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by Board Policy 4030 endorsing the AAUP

Statement on Academic Freedom. The institution prides itself on offering an open, inquiring, yet respectful and transparent educational experience, evidencing our commitment to intellectual freedom and independence of thought.

#13 – Faculty

Norco Campus has 68 full-time faculty and approximately 235 adjunct faculty. All faculty must meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community College Faculty established in California Code of Regulations, Title 5. Many hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the faculty Collective Bargaining Agreement and the Faculty Handbook. These responsibilities are entrusted primarily to full-time faculty and include participation in curriculum, program review, the development of student learning outcomes, and assessment of student learning.

#14 – Student Services

Norco Campus prides itself on strong student services programs, providing a comprehensive array of services for all its students, as well as support services for those students requiring preparation for college level work. Each department works to support the mission of the college and the academic success of our students.

#15 – Admissions

Norco Campus has adopted and adheres to admissions policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title 5. Student admission supports the Norco mission statement and ensures that all students are appropriately qualified for the program and course offerings. Information about admissions requirements is available in the catalog, the schedule of classes, and on the web page. Students are encouraged to apply

online although paper applications are also accepted.

#16 – Information and Learning Resources

Norco Campus provides long- and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of students. The library is staffed to assist students in the use of campus resources. Internet access and online computer search capabilities are available without charge to students in the library, student support programs, and in computer labs. The institution is committed to enhancing its learning resources, regardless of location or delivery method.

#17 – Financial Resources

Norco Campus, through the Riverside Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The Norco Strategic Planning Council includes a Financial Resources sub-committee which is charged with ensuring that financial resources needs are addressed in developing plans pertaining to educational programs, support services and facilities needs.

#18 – Financial Accountability

The Riverside Community College District regularly undergoes and makes publicly available an annual external financial audit for the district and its educational centers by a contracted certified public accountant. The audit is conducted in accordance with the standards contained in Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. To support appropriate and effective utilization of the Norco Campus budget, a Vice President of Business Services was hired in spring 2006.

#19 -- Institutional Planning and Evaluation

Norco Campus has an established institutional strategic planning process and works with the Riverside Community College District to provide planning for the development of the campus, including integrating plans for academic personnel, learning resources, student services, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Through the Norco Academic Planning Council, the Strategic Planning Council and its nine sub-committees, and the Norco Academic Master Plan, the campus is in a constant state of review and improvement. The campus and district systematically evaluate how well and in what ways Norco is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness.

#20 – Public Information

The Riverside Community College District currently publishes a single catalog for all three campuses and a schedule of classes that contains separate listings of classes offered on each campus. These documents, along with multiple district and campus websites and other appropriate publications, publicize accurate and current information about the institution that announces its mission and goals; admission requirements and procedures; academic calendar and program length; rules and regulations affecting students, programs and courses; degrees offered and degree & graduation requirements; costs and refund policies; available learning resources; grievance procedures; names and academic credentials of faculty and administrators, names of Board of Trustees members; and all other items relative to attending or withdrawing from the institution.

#21 – Relations with the Accrediting Commission

The Riverside Community College District Board of Trustees provides assurance that Norco Campus adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the campus in identical terms to all its accreditation agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. All disclosures by the institution will be complete, accurate and honest.



INTRODUCTION

DESCRIPTIVE BACKGROUND AND HISTORY OF THE CAMPUS

EARLY HISTORY

The Norco Campus, now a vital part of the Riverside Community College District, had its beginnings in the late 1980s when the District recognized its obligation to meet the needs of Norco and Corona, the rapidly growing communities located in the southwestern end of Riverside Community College's service area. RCCD's long-standing tradition of community service was thus extended in 1991 with the founding of the Norco Campus. Over time it was determined that the campus would one day grow into a college reflective of its communities and the learning needs of its students.

Norco Campus began as a mandate and a vision for serving these southwestern communities in Riverside Community College District. In the mid-1980s, the District had purchased a 141-acre parcel of land for *one dollar* from the U.S. government. After securing appropriate funds, a building plan was approved and construction began on the new campus. With a ribbon-cutting ceremony held on March 13, 1991, the Norco Campus opened its doors to 3,088 students in April 1991, offering a shortened spring semester. The event was timed to coincide with the 75th anniversary of the Riverside institution). From the start, enrollment rapidly increased: by fall 1994, the enrollment headcount was 3,782; by fall 2000, it was 6,681, a 77 percent increase. Current enrollment (headcount) in Fall 2006 is over 8,600 students.

Phase II construction on Norco Campus began in 1993, with the Airey Library and Applied Technology buildings completed in 1995. The campus has added classes at off-site locations, including Norco High School, Fender Center for the Performing Arts, and

Brunswick Lanes. Norco Campus continued to experience rapid growth, drawing its student population not only from the cities of Norco and Corona, but also from Orange County overflow along Highway 91 as well as from the I-15 corridor housing expansions both north and south of the campus. Sixty-six full-time faculty, 235 part-time faculty, 62 full- and part-time staff, and 15 management personnel now conduct over 600 classes in 14 on-campus buildings and 8 off-site locations.

Federal and State grants, along with the passage of Bond Measure C in March 2004 (\$350 million), have made funds available for Norco Campus to continue its Phase III building program. An Industrial Technology Building and Student Success Center are scheduled for construction starting in 2008, as well as an independent Network Operations Center to house local servers and a chemical storage (hazardous materials) building. The construction of these buildings will address the need for faculty and administrative office space while improving classroom availability. Phase IV site construction is also in its initial planning stages. A consultant was hired in spring 2007 to oversee the development of a Long-Range Educational Master plan, to include an updated Facilities Master Plan for Norco Campus which will drive future build-outs and decision-making at the campus.

In the mid-1990s, RCCD and the Corona-Norco Unified School District began a discussion about the feasibility of locating a new high school on a portion of the campus land. An agreement was finalized in June 2003, construction began in 2005, and in September of 2006, John F. Kennedy High

School opened its doors to over 600 students. The opening of this facility has eased the classroom availability crunch and has permitted more rapid expansion of Norco enrollment, since 22 more classrooms have been made available at the high school site after 4:00 p.m. for late afternoon and evening college classes.

The Norco Campus currently serves over 8,600 students. Sixty-six full-time faculty, 235 part-time faculty, and over 50 full-time administrative staff provide services to the Norco learning community. Over 97 percent of faculty and administrators hold master's degrees, and approximately 32 percent hold terminal degrees or doctorates.

CURRENT EDUCATIONAL PROGRAMS AT NORCO CAMPUS

Located in the southwestern tip of the Riverside Community College District, close to the I-91 and I-15 freeway corridors, Norco Campus is a gateway to the local engineering, manufacturing and light industrial companies serving the counties of Riverside, Orange, and San Bernardino. The campus focuses on the theme of technology in the 21st century and is known not only for its general transfer curriculum but also for its cutting edge programs in technology, general business, and manufacturing, reflecting partnerships with industry and community groups.

The educational program at Norco is designed to lead students to associate degrees, transfer to four-year institutions, or certificates. Workshop courses and cooperative work experience classes are also offered. In addition, the campus offers courses for pre-collegiate remedial or developmental improvement (ESL, reading, math, and study skills/guidance), as well as general education classes. Distance education courses are well represented and encompass a variety

of modes: online, hybrid, web-enhanced and teleweb courses, providing alternate delivery options for students. Finally, Norco has a growing and popular "Week-end College" program for over 1,280 working adults (150-160 FTES) who are able to complete certificate and general education requirements attending classes scheduled on Friday evenings, Saturdays, and Sundays.

Current certificate/A.S. degree programs include:

- Accounting (General Business)
- Administration of Justice/Law Enforcement
- Architecture
- Art: Animation, Illustration I, II
- Automated Systems (Mfg. Technology)
- Business Administration
- Computer Applications
- Computer Programming
- Construction Technology
- Drafting Technology
- Early Childhood Studies
- Electronics Computer Systems
- Electronics Technology
- Engineering Aide
- Engineering Software Applications
- Engineering Technology
- Human Resources
- Logistics Management
- Management (General Business)
- Marketing
- Mechatronics (Manufacturing Technology)
- Office Administration
- Real Estate

Programs planned or in development include:

- Advanced Plastics Technologies, Environmental Science, Civil Engineering Technician, Composite Materials Technician, Video Game Design, Animation, and Fashion Merchandising.

MOVEMENT TOWARD INDEPENDENT STATUS

In anticipation of independent college status for Norco Campus, the Norco educational center began a “shadow” accreditation during the last full accreditation in 2001; further preparatory work for the creation of Norco College was discussed in the Interim Report of 2002 and the Mid-Term Report of 2003. The Board of Trustees Resolution 53-01/02, adopted on March 20, 2002, formally supported the move from a three-campus district to a three-college system. To assure that planning and implementation of the move from educational center to full college status was realistic and structurally solid, the RCC District adopted a Curriculum-Centered Strategic Planning Model in the same year (Board Resolution 43-01/02) and a Learner-Centered Curriculum Model (Board Res. 25-02-03, December 2002).

Subsequent actions towards independent status for Norco included letters of intent to the California Community College Board of Governors and Chancellor’s office, the California Postsecondary Education Commission, the Western Association of Schools and Colleges, the California Board of Education, the United States Department of Education, and other agencies. At its March 26, 2004, meeting the California Postsecondary Education Commission approved the proposals from the district to convert the Norco educational center to full college status. Finally, at its January 2005 meetings, the Accrediting Commission of Community and Junior Colleges approved the Eligibility Report for the Norco Campus to become an independent college. This self study represents Norco Campus’ first independent application for accreditation.

In preparing to achieve independent college status, Norco Campus began its shift to in-

dependent governance structures in 2004-2005. The administrative structure of the Norco Campus, once heavily dependent on a single provost and a dean of instruction, has been newly reorganized. The first President of the proposed Norco College was inaugurated as in September of 2006. A new Dean of Student Services, as well as Vice Presidents of Educational Services and Business Services, came on board at roughly the same time.

One of the first steps taken towards Norco Campus’s independence occurred in 1999-2000. Norco faculty met and developed an organizational structure for new campus-based academic departments in lieu of the district-wide departments in place at that time. Faculty were organized into three departments. In 2004, the three-department structure was expanded to four departments and to the current five departments in 2005.

In the arena of shared governance, the campus inaugurated its own Strategic Planning Committee in 2002 and Norco Academic Planning Council (previously a department chairs committee) in 2004, wrote a separate Academic Master Plan in 2005, and established a campus-based Academic Senate in spring 2006. The Senate’s Curriculum Committee was set up in spring 2007, while the District Curriculum Committee worked on delineation of local and district curriculum committee duties and functions. The Associated Students of Norco Campus applied for independent status in 2002, electing a president and other officers, as well as establishing a student newspaper.

The Norco Campus has now grown to a level of structural and academic maturity appropriate for it to function as an independent college. The campus has sufficient administrative and faculty support as well as facilities capable of supporting inde-

pendence and providing a full range of educational services to the Norco-Corona community. To facilitate the transition to full college status, extensive planning for Norco as a full-status college within a multi-college District has taken place over the past 5 years.

MAJOR CHANGES SINCE THE 2001 ACCREDITATION VISIT

Administrative Changes/New & Modified Administrative Positions

- Dean of Instruction – resignation and appointment of new Dean, 2001
- Dean, Academic & Student Services – appointed 2003 (changed from Dean of Instruction)
- Associate Dean, Academic Affairs & Student Services – new appointment 2003
- Dean and Associate Dean redefined, 2004
- Deans of Instruction and Student Services (restored positions), 2004
- Dean of Instruction – resignation and appointment of new dean, 2007

New Administrative Positions

- Vice President of Business Services – new appointment, 2006
- Dean of Student Services – new appointment, July 2005
- Dean, Technology & Economic Development – transfer appointment from Riverside, 2006
- Vice President of Educational Services – new appointment, 2006
- Provost – position terminated 2006
- President – new position created; appointed September 2006
- Assistant Dean, Library/Learning Resources – appointed February 2007

Faculty Changes

- Coordinator, District Assessment Committee (.2 reassigned time position) – appointed 2003
- Coordinator, Faculty Development and Professional Growth (.2 reassigned time) – appointed 2006
- Coordinator, District Program Review Committee (.4 reassigned time position) – appointed 2006
- President, CTA (1/2 time position) – appointed 2005

Total full-time (FTEF) faculty,¹ Fall 2001: 52.63

Total full-time (FTEF) faculty (N = 66), Fall 2006: 61.77, representing a **17.4 percent growth rate**

Total part-time faculty expressed as FTEF, Fall 2001: 64.74

Total part-time faculty (N = 235), expressed as FTEF, Spring 2007: 91.28, representing a **41.3 percent growth rate**

Demographic Changes

Rapid population growth in the Norco-Corona area has continued since the last accreditation team visit, reaching a current combined population of over 223,000. In 2001, the combined population of the cities of Norco and Corona was only 192,423. The service area for Norco Campus has thus grown by 15.8 percent in just 5 years.²

Fiscal Changes

At the time of the last team visit in 2001, the Norco Campus budget was \$11.1 million; in 2006, the budget reached \$18.7 million. Planning drives budget allocation more

¹ This number excludes counselors and librarians.

² Norco has a population of 25,250 (2004), while Corona's population is 137,000. The total service population, including the I-91 and I-15, corridors, is over 220,000. The Norco/Corona service area spans approximately 38 square miles in the southwestern corner of the district.

strongly than before Norco Campus has become more efficient and effective in its use of grant funds for faculty development, basic skills planning, and enhanced instructional technology training. Due to improved enrollment management, Norco's overall efficiency ratio (WSCH/ FTE) increased from 504 in fall 2005 to a campus average of 533 in fall 2006.

Enrollment Changes

In 2001, Norco's credit full time equivalent student count (FTES) was approximately 1,996. In 2005-2006, it was 2,533, representing a 27 percent growth in full-time equivalent students at Norco Campus. The number of concurrently enrolled high school students has grown since the opening of the JFK Middle College High School in fall 2006, and ESL student enrollments have increased greatly with the addition of a full-time instructor and Title V grant funding for ESL curriculum. Significantly, the number of entering students identified as under-prepared or in need of remediation in English, reading, and/or math has impacted Norco Campus and the district over the past five years.³ Efforts at recruitment of minority and at-risk students by Title V and other equity organizations at Norco have resulted in increased enrollment as well.

Facilities Changes

Two permanent buildings (Library and Applied Technology) have been opened at the Norco Campus in the last ten years. In addition, 12.63 acres of land have been leased to the Norco-Corona Unified School District for the construction of John F. Kennedy High School, which opened in September

2006. Agreements have been drawn up for joint use of 22 classrooms in this facility after 3:00 p.m. weekdays and on weekends. Also, new faculty offices and classroom spaces have been created with the addition of three portable classrooms, and six additional portables will be added in fall 2007.

Further statistical information can be found in the 2006-2007 RCCD *Fact Book*.

Program Changes

In fall of 2001, the Norco Campus offered 560 sections of classes. In fall of 2006, the campus offered 669 sections, representing a 19.4% increase in course offerings. With new Resource 25 enrollment management software, the campus is working on improvement of existing space utilization, matching class size to room size.

In 2001, Norco offered 22 academic and occupational programs; now, the campus offers 27 programs. The greatest change has come over the past two years, with the growing realization of the need for Norco Campus to offer new transfer A.A. programs to meet student needs and interests; the addition of logistics and human resources programs; and new video game design and applied art & design programs in the planning stages.

The Norco Campus also gained a Title V coordinator, who has provided opportunities for the development of programs for at-risk students and for faculty development in technology. Additional funding has come from recent grants for basic skills program and ESL program development.

³ Fall 2006 placement testing indicated that 81.7% of entering students needed one or more levels of remedial English; 95.8% needed one or more levels of remedial math; and 80.5% needed one or more levels of remedial reading.

RESPONSES TO 2001 SITE VISIT RECOMMENDATIONS

In the spring of 2004, Riverside Community College District (RCCD) prepared an extensive Midterm Report addressing the five recommendations made by the visiting Accreditation Team in 2001. At the midterm visit, no further recommendations were made. It should be noted that the 2001 accreditation recommendations, as well as subsequent responses and actions, focused on the district, not on specific campus operations. In May 2004 Norco Campus applied for and received eligibility to be accredited as an independent college. This report reflects the replies to the 2001 recommendations included in the District's Midterm Report and considers the ongoing changes and responses at both district and campus levels respectively.

Recommendation 1: The team recommends that Riverside Community College proceed with its plan to “establish a process for regular review and [. . .] revision of the mission statement” to better guide planning and to recognize the unique aspects of the District’s emerging three-college status (1.3, 1.4).

Following the decision of the Board of Trustees in March 2002 to move to a three-college system, responsibility for developing, reviewing, and revising a learner-centered mission statement fell to each of the campuses. Early in 2003, as a response to this recommendation, Norco Campus developed its first mission statement. The institution engaged in ongoing dialogue during spring 2006 to ensure that the new mission statement represents our goals and those of our students and communities. On June 20, 2006, the Board of Trustees approved a revised mission statement and an institutional motto, as follows:

~Today's Students, Tomorrow's Leaders~

Norco Campus, located in western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco Campus emphasizes the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and responds to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement. (Further discussion of the Mission Statement and how it is used to guide the development of programs and services for students at Norco Campus is found in Standard I of this self study).

Norco Campus has also established a cyclical process for revising and refining the mission statement through its regular review by the Norco Strategic Planning Committee and the Norco Academic Planning Council, thus ensuring that the integrity of the Norco mission statement remains implicit in planning procedures.

Recommendation 2: The team recommends that Riverside Community College formalize and make known to the college community its developing strategic planning process, which should integrate educational, financial, facilities, and human resource planning (3.B.3, 4.B.1, 8.5, 10.A.3), provide for involvement of faculty, staff, and students and effectively involve all three campuses (3.B.1, 10.B.6, 10.B.9, 10.B.10). The planning process should utilize information from program reviews (3.A.4, 3.B.2, 4.D.1, 4.D.6), more closely integrate col-

lege planning and budgeting processes (3.B.1, 9.A.1), and include regular evaluation and reporting of institutional outcomes (3.A.3, 3.C.1, 3.C.2).

Prior to the 2001 self study process, the district had planning and program review processes in place, but they were not fully integrated across all planning entities. As the midterm report reflects, the Board of Trustees adopted the **Curriculum-Centered Strategic Planning Model** and the **Learner-Centered Curriculum Model** (District Strategic Plan) in March 2002. Using the Commission's recommendations as a starting point, the District initiated a comprehensive approach to planning.

Starting in 2001, multiple retreats were held to ensure opportunities for reflection, questions, and dialogue regarding the change in focus. Several significant improvements have resulted, including the evolution of a three-college district model, the development of a District Academic Master Plan, and the establishment of 11 District planning initiatives ("Strategic Initiatives 2005-2010"). To ensure that the three colleges provide opportunities for integrated planning and focus at the campus level, the district established a Strategic Planning Committee with subcommittees originally designed to reflect the former 10 accreditation standards. The district SPC's membership consists of administrators and faculty leaders from the district and campuses. As mentioned in the Midterm Report, the SPC has met regularly since its inception and is now referred to as the District Strategic Planning Committee.

In response to the Commission's recommendation to make the strategic planning process widely known, strategic planning documents are available on a website which is easily accessed by anyone in the RCCD community. Documents may also be downloaded for further review. Please re-

fer to: <http://www.rcc.edu/administration/academicAffairs/>

In its report of July 2006, RCCD discussed the process it had undertaken to ensure an integrated strategic planning process to meet the needs and demands of a 21st century educational environment and student population. The creation of this process involved three phases: (1) the development of planning principles and the evolution of a planning *culture* (2001-04); (2) the development of a strategic planning *process* (2004-05); and 3) the *implementation* of that planning process to guide decisions about the future of the campuses and their progress toward becoming independently accredited colleges (2005-present).

The first phase used five interlocking planning activities—identifying and defining key performance indicators, detailing a learner-centered curriculum architecture, conducting both external and internal environmental scans, and creating an action planning process. From these activities, the Learner Centered Curriculum Framework emerged and led to two guiding principles:

- Firm commitment to a learner-centered approach based on the principles of a common core curriculum that enables students to move seamlessly among the three colleges; and
- Desire to utilize the service advantages of a single district while allowing the independently accredited colleges to serve their local communities.

The second phase built on the strategic planning culture evolved from phase one to develop a structure that would support and institutionalize the values established in the first phase. Results from ongoing dialogue included important initiatives to strengthen the infrastructure of the District and the local campuses. These included:

1. Delineation of the strategic planning process
2. Development of a District Academic Master Plan
3. Major revision of the District's Program Development Process for occupational programs
4. Revision of the faculty hiring process.

This internal process of self-reflection and evaluation included a review of curriculum, staffing, resource needs and changes impacting "units." As part of the process, a faculty and administrative committee was formed to investigate and make recommendations on a new **program review process**. The group determined that program review needed to be regular and ongoing as well as serve as the foundation for strategic planning throughout the District.

Since 2000, when the Program Review Committee was first formed, the process has undergone many revisions, though the philosophy behind it has remained constant. During program review, units examine how their programs align with the campus and district missions, review their history and curriculum, determine future plans and needs, and develop a student learning outcomes assessment plan. As disciplines, departments and student services units have undergone this self study, the cumulative result has been a more complete and comprehensive assessment of institutional effectiveness.

In 2006, program review was modified to improve its efficacy and provide a firmer foundation for the planning process. The *District Strategic Planning Process Structure 2001-2006* document summarizes the basic structure of this process. Presently, the planning process begins with a complete program review undertaken every four years and includes a campus-based annual component that links resources needs to

campus structures through three committees:

1. Norco Campus Academic Planning Council (NAPC)
2. Norco Campus Strategic Planning Committee (NSPC)
3. Norco Campus Strategic Planning Subcommittees (9)

At Norco Campus, a site committee comprised of administrators and faculty members and established in the mid-1990s had been the original campus body responsible for local facilities and financial resources planning. This site committee served as the liaison between the campus and the district planning units. Upon implementation of phase three of the new RCCD planning process, the site committee was replaced by the new campus-wide Norco Strategic Planning Committee (NSPC), co-chaired by the Vice President of Educational Services and a faculty member NSPC was launched in fall 2005 along with nine subcommittees – each co-chaired by a faculty member and a classified employee.

In addition, a department chairs' /co-chairs' council (now called the Norco Academic Planning Council) was formed as the gateway to the larger organization (district APC); this council is co-chaired by the Vice President of Educational Services and a faculty member. The various strategic planning process meetings are open to all attendees and provide the means for ongoing dialogue with all constituencies.

The Norco Strategic Planning Committee is made up of the following nine subcommittees, each of which has the specific responsibility to ensure dialogue and informed decision-making related to the enhancement of student learning and improved institutional effectiveness at the Norco Campus:

- Institutional Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Human Resources
- Physical Resources
- Technology Resources
- Financial Resources
- Leadership and Governance

These subcommittees have already worked collaboratively to effect changes in budgetary decision-making processes and the distribution of financial resources, and to ensure faculty and student input into capital expenditures. Working alongside the NAPC, these subcommittees assist in revising the Norco Academic Master Plan (NAMP) on an annual basis to ensure that Norco's learner-centered curriculum is enhanced and supported throughout the campus's facilities, programs, and processes.

In addition, the District Program Review Committee has established an annual campus-based Program Review Update, which is designed to facilitate the writing of departmental master plans integral to the NAMP by providing timely input into staffing, facilities, and equipment needs of individual instructional disciplines and non-instructional programs.

Recommendations from the Norco Strategic Planning Committee and sub-committees and the Norco Academic Planning Council are submitted first to the Norco Campus President and then to district-level planning groups (District Academic Planning Council, District Strategic Planning Committee, Executive Cabinet); final decisions and recommendations from these district planning groups are then brought to the Board of Trustees.

The development of a district Academic Master Plan has provided a summary of the

academic characteristics, objectives, short and long-term goals, and resource needs of the academic departments across the district. Each campus contributes to the development and revision of this document at regular intervals. At Norco, the district AMP is one of several sources of information used in the planning process, along with recommendations from disciplinary and student services program reviews, as well as supplementary reports and surveys supplied by the District Office of Institutional Research.

In response to the 2001 recommendations, the district announced a five-year plan comprised of eight initiatives entitled "Riverside Community College District Strategic Initiatives: 2005 - 2010." These eight initiatives were determined by administration to facilitate RCCD's effort to focus on effective approaches to its Learner-Centered Curriculum Framework. They are:

- ✓ Increase Student Access
- ✓ Increase Course Retention
- ✓ Increase Successful Course Completion
- ✓ Student Persistence
- ✓ Improve Student Learning Outcomes
- ✓ Increase the Number of Awards, Certificates and Transfers
- ✓ Improve the Quality of the Student Experience
- ✓ Develop a Comprehensive Enrollment Management Program

Norco Campus prepared a response to this strategic initiatives plan, "Norco Campus Response to Strategic Initiatives" (see *RCCD Fact Book*, page 47). This response represents a campus-wide discussion by faculty and administration of the implications of the District Strategic Initiatives for the Norco Campus in particular. The campus has prepared clearly delineated action plans to respond to these district-wide goals.

Through participation in program review with the assistance of the District Assessment Committee (DAC), faculty have developed General Education student learning outcomes (Gen Ed SLOs) at the district level and have written integrated SLOs for a majority of the district's course outlines of record. Some disciplines and programs have already developed student learning outcomes at the program level as well. Regular assessment of the effectiveness of course- and program-based SLOs has been integrated into all district and campus decisions through the adoption of a new template for integrated course outlines of record (COR) and the incorporation of assessment into program reviews for academic disciplines and non-instructional units.

The General Education SLOs for academic and vocational degree programs within the district were approved by the Board of Trustees in December 2006. In addition, the DAC has proposed a pilot project for assessment of the district's General Education SLOs.

Responding to the institutional shift towards consistent and meaningful assessment of student learning, disciplines have begun to make improvements in their teaching strategies and modifications to their SLOs based on ongoing assessment activities. By summer 2007, approximately 35 disciplines will have completed some portion of the assessment project(s) that they proposed in their program review reports, more are in progress, and various course-based assessment projects have been initiated. In addition, twenty disciplines report that they have made changes to curriculum, instructional methods, methods of delivery, or SLOs as a result of assessment (see "Outcomes Assessment and Student Learning Outcomes" report on page 16 of this self study).

With regard to integrating college planning and budgeting processes, Norco Campus has developed specific procedures for prioritizing resource needs identified in instructional, student services and administrative program reviews in accordance with college and district strategic initiatives. Budgetary decisions are derived from agreed-upon priorities. The Academic Planning Council develops criteria for instructional needs pertaining to staffing, equipment, and facilities. Student services and administrative needs are prioritized by similarly structured councils. The Strategic Planning Co-Chairs Council merges the prioritized lists of the instructional, student services and administrative units. The Norco Strategic Planning Committee reviews the lists, revises them as necessary, and submits final lists of recommended priorities to the Norco Campus President to be considered for inclusion in the district resource allocation process.

Norco Campus will implement these procedures for the 2007-2008 and subsequent annual budget cycles, resulting in full integration of planning, program review and resource allocation for the Norco Campus.

The most recent revisions to the program review process have created a discipline-based, cross-district comprehensive review process on a four-year cycle, supplemented by an annual campus-based program update, in which disciplines and instructional units who have completed the four-year process can communicate to the departments, the APC, and the SPC subcommittees at their respective campuses regarding their facilities, staffing, and resource needs. It is anticipated that the Program Review Committee, with input from the DAC, will have facilitated the completion of the first round of comprehensive

program reviews for instructional units by the end of the 2006-07 school year. In addition, those disciplines that completed the first full program review in 2001-2002 have begun the second round of the four-year cycle.

Student Services has also completed comprehensive program review for all the programs under its purview, including tutorial services, admissions & records, matriculation, food services, and so forth. In spring 2007 the Program Review Committee completed a guide to comprehensive administrative unit program review; administrative units in the district will commence these reviews in May 2007, with an expected completion date of September 2007.

Recommendation #3: The team recommends that Riverside Community College ensure that its curriculum review and approval process include regular updates and review of all course outlines, specific approval of distance education courses, and accepted practices for the establishment of course sequences (4.B.2, 4.B.3, 4.D.5, 4.D.6).

As explained above, as part of the regular four-year cycle of program review for all instructional units, and to ensure development of SLOs at the course level, the Program Review Committee has requested the updating and review of all course outlines of record, including examination of distance education modalities and course prerequisites. Hence, by no later than fall 2007 (coinciding with the completion of the first cycle of program review for all disciplines, and for the major student services units), a nearly all district course outlines will have been brought up to date. The district Curriculum Committee has also written and distributed the document "Curriculum Development Guide," which includes detailed instructions for preparing integrated course outlines of record, the writing of appropri-

ate SLOs, and other information about prerequisites and the curriculum approval process. Workshops have been conducted on a regular basis since 2004 to train faculty and administrators in the process of developing appropriate SLOs, writing integrated course outlines, and the proper procedures for obtaining prerequisite and/or distance education approval.

As a result of recommendations from the last accreditation visit, the District Academic Senate established a Subcommittee on Prerequisites, Co-requisites, Advisories and Limitations on Enrollment (PCAL). Any new or revised course outline passing through Curriculum Committee containing prerequisite/advisory elements must obtain prior approval from this committee before the course outline is placed on the Curriculum Committee agenda for discussion. The District Curriculum Committee also developed and implemented a Distance Education approval form whose requirements must be completed to the committee's satisfaction before a new or established course is offered in a distance education mode (online, hybrid, or teleweb).

In the process of evolving into the three-college model, the District Academic Senate has recommended the formation of campus-based curriculum committees, which will be responsible in the near future for course approval at the local level. Any differences of opinion or questions needing resolution will be referred to a newly redefined District Curriculum Committee, whose major function will be to advise and make recommendations on curricular issues and to ensure that all curriculum is the same across the district. This intent to maintain a "one curriculum-one student contract" is contained in the adoption of the Learner-Centered Curriculum Model, LCCM (Board Resolution 25-02/03, December 2002).

Curriculum leaders have been identified at Norco to lead the campus in reviewing outlines for courses and programs to be delivered at the Norco campus. A Norco Curriculum Committee was created in fall 2006 by vote of the Norco Academic Senate, and a local Curriculum Handbook will be created as a necessary guide to the curriculum process. The new committee will follow best practices recommendations of the state Academic Senate for training curriculum representatives, establishing subcommittees (Distance Education, Technical Review, and PCAL), and review and approval of curriculum. Norco will align with the other two curriculum committees to ensure a single district-wide curriculum.

Recommendation #4: The team recommends that hiring and evaluation practices for all categories of staff move from practice to policy; that policies to ensure fairness in hiring be adopted for all categories of employees, including adjunct and interim faculty; and that all written hiring and evaluation procedures be followed consistently, according to current adopted procedures and timelines (7.D.1, 7.D.2, 7.D.3).

The District Strategic Planning Council, in collaboration with the District Academic Senate, developed a document delineating the hiring process for new full-time faculty. In 2001, a task force was formed to review the faculty hiring process. The task force, initially chaired by the Associate Vice President of Human Resources, and later facilitated by the Dean of Faculty, included broad participation of faculty and administrators.

After several drafts and nearly two years of work, a draft plan for tenure track faculty hiring was completed on October 16, 2003. The 2003 draft has undergone additional revisions to reflect current organizational structure and was approved by both the

District Academic Senate and the District Strategic Planning Committee. Subsequently, the "Hiring Plan for Full Time Faculty" was presented to the Board of Trustees on June 20, 2006. This document was revised in spring 2006 to reflect title changes resulting from organizational changes and was presented as an information item to the Board in June 2006.

Policies for fairness in hiring have been adopted for all categories of employees and are reflected in the wording of job announcements. All written hiring and evaluation procedures for faculty are followed consistently, but there is still some uncertainty about timely evaluation of classified staff and management. Also, while the evaluation process for contract, regular and part-time faculty is consistent, clearly written, and implemented in a timely fashion, a few ongoing problems remain as the district moves to delineation of district vs. campus functions:

Hiring of Part-Time Faculty. The Office of Diversity and Human Resources maintains a database of part-time faculty employed at all campuses across the district; this information is accessible upon request by department chairs during the interview and hiring process.

Evaluation of Part-Time Faculty. Though HR has attempted to improve the evaluation process through central district management, there remains some difficulty with the accuracy and timeliness in the distribution of evaluation schedules for part-time faculty to individual campuses. This has resulted in omissions and errors in the frequency of part-time faculty review.

Recommendation #5: The team recommends that the Board of Trustees implement a self-evaluation procedure (10.A.5).

Following discussion throughout the spring of 2002, the Board of Trustees approved Board Policy 1044—Board of Trustees Self-Assessment Process—on October 15, 2002. This process established a continuous, quarterly self-assessment process to both consider its effectiveness and demonstrate its commitment to continuous improvement. Dialogue was structured around seven dimensions of Board effectiveness:

- A. Commitment to Learners
- B. Constituency Interface
- C. Community College System Interface
- D. Economic/Political System Interface
- E. District Policy Leadership
- F. Management Oversight
- G. Process Guardianship

In fall 2006, the Board of Trustees hired a consultant from the Community College League of California to assist in revising and writing board policy which would accommodate and respond to the transition from a single-college multi-campus district to a three-college district. Many Board policies were revised throughout the 2006-07 academic year, including the policy dealing with Board self-evaluation procedures. The newly written policy #2745, “Board Self-Evaluation,” sets out the processes by which the Board assesses its effectiveness in meeting the goals and strategic initiatives of the district as a whole.

STUDENT LEARNING OUTCOMES AND OUTCOMES ASSESSMENT RIVERSIDE COMMUNITY COLLEGE DISTRICT

History and First Steps

In fall 2000 a new effort to assess student learning began with the formation of the District Assessment Committee (DAC), which was tasked with developing and implementing a comprehensive assessment plan for all campuses in the Riverside Community College District. At the same time, a Program Review Committee was formed to develop a new process for review of instructional programs (both academic and occupational) and student support programs. Also, in fall 2000 the District Curriculum Committee completed a revision of its Curriculum Handbook which discussed the importance of (a) including clearly written student learning outcomes in each course outline; (b) writing SLOs for higher education courses which included critical thinking skills and measurable outcomes wherever possible. After several revisions and continuing dialogue, in May 2005 the Curriculum Committee approved a new template (COR Guide) for an integrated course outline of record, placing central emphasis on the incorporation of appropriate SLOs into each course outline.

Outcomes assessment and development of formalized SLOs at Riverside Community College District began as a response to extrinsic pressures; faculty and administration came to understand rather slowly the intrinsic purpose of developing appropriate SLOs and conducting outcomes assessment, namely, to improve the district's institutions and to help students to become better learners. The district now recognizes and promotes **certain formal assessment methodologies** as a practical tool for improving programs, curriculum, teaching, and learning. These include:

- The district's shift to a Learner-Centered Curriculum Framework, developed in 2000-2002 and approved by the Board of Trustees in 2002.
- The formation of a District Assessment Committee (DAC), comprised of a group of dedicated instructors, administrators, support staff, and occasional student members.
- The formation of a Program Review Committee (linked with DAC) to review instructional and student services programs on a regular basis as a means of: (a) providing increased communication between disciplines and strategic planning groups as they make recommendations about future facilities, staffing, and equipment; (b) encouraging disciplines and programs to develop and then assess student learning outcomes at the program, discipline and course level.
- The establishment of appropriate SLOs for course outlines of record that incorporate critical thinking skills and, wherever possible, measurable outcomes.

The **District Assessment Committee (DAC)** was originally established as a kind of informal sub-committee of the District Academic Senate in fall 2000 with a core group of about 10-15 faculty members, drawn from a wide variety of disciplines. Today, it is a formal committee co-chaired by a faculty member and the Associate Vice Chancellor for Institutional Effectiveness. Two elected faculty members from each campus act as the voting body on the committee, but all faculty and staff with an interest in outcomes assessment have been welcome to join. DAC typically meets once a month during the academic year, and coordinates its activities with the Program Review Committee, closely integrating the outcomes assessment process with the program review process for all disciplines and non-

instructional units. Lately, the faculty co-chair has become very active in advocacy for assessment issues at the state and national levels.

The **District Program Review Committee (PRC)**, established in Fall 2000, underwent many changes as the committee was re-defined through its interactions with the DAC, the Curriculum Committee, and the Academic Senate. Some of these changes have been driven by the district's transition to three-college status.⁴ The formal committee is now a sub-committee of the District Academic Senate. The PRC is headed by a faculty co-chair and the Associate Vice Chancellor for Institutional Effectiveness. Committee membership includes elected faculty representatives from each campus, a representative from the District Assessment Committee, and staff representation from the Office of Institutional Research and from Student Support Services/Counseling. PRC typically meets once a month during the academic year.

⁴ The PRC was initially formed to revise the process of program review. The old process was not being followed; it was perceived by departments and faculty as somewhat pointless, since the recommendations of these reviews were not being used in planning for resources, staffing, and facilities by the district. The PRC began by researching and learning about the various types of PR studies. In 2001 a new process devised by the PRC was piloted by five disciplines. After much feedback and discussion, revisions were made to the process, and a second group of disciplines began their reviews. A significant lag in the promised completion dates caused the PRC to recognize a need for training and a written guide to the self study process prior to undergoing the self-study. Since 2003, as new groups have undergone program review, revisions have been made to the training, the handbook, and the process itself. All of these revisions have grown out of (1) dialogue with program review teams as various instructional units complete the process, (2) discussions among PRC members, and (3) interaction with the DAC, whose co-chair is now a permanent advisory member of the PRC meetings.

The current emphasis of the PRC is on comprehensive, regular program review by defined academic and student services units at the college on a four-year rotating cycle, with annual campus-based updates. The purpose of program review is threefold:

- To provide training and guidance for those disciplines undergoing PR.
- To review instructional program reviews and make recommendations for acceptance or revision of these studies.
- To continue to evaluate and, when necessary, make recommendations for revisions to the program review process and the role of the PRC.

Committee Dialogue for Institutional Change

In 2003, the DAC and PRC began to work together more closely to coordinate their respective responsibilities for assessment of programs, courses, and student learning. Initially, these two committees made recommendations for changes to the district course outlines of record to include SLOs incorporating critical thinking skills. SLOs were to focus on what students should have accomplished upon successful completion of a course.

Meeting this goal clarified the need for DAC and PRC to dialogue with the District Curriculum Committee on revising the entire course outline template for the district. After several meetings and discussions with all three committees, the curriculum committee members received training in how to develop and write an integrated course outline of record by defining appropriate SLOs using Bloom's Taxonomy of Educational Objectives as a guide, and aligning SLOs with clearly delineated methods of instruction and evaluation.

Through a process of constant dialogue and study, in coordination with the PRC and the DAC, the Curriculum Committee developed a new integrated course template requiring course originators to list appropriate student learning outcomes (SLOs). By fall 2003, all new and revised course outlines were being changed to include SLOs that incorporated critical thinking skills. After several revisions, a new COR template and step-by-step guide were approved in fall 2005 that met all the objectives laid out by the District Assessment and Program Review Committees.

To assure widespread faculty awareness of the need for integrated SLOs and assessment of learning effectiveness, **4faculty.org** was created. This is a web-based series of training modules for community college faculty developed within, and maintained by, the RCCD Office of Institutional Effectiveness. *4Faculty* provides instructors with advice on creation of student learning outcomes, assessment methodologies, and teaching techniques to improve student learning. The Quick Start Guide, largely targeted at part-time faculty, assists faculty in understanding their students as learners, planning their courses, building their syllabi using SLOs and clear assessment methods, making a good first impression, and preparing vital records. A module on SLOs, introduced in fall 2005, helps faculty see the link between the creation of SLOs and assessment.

Current Status of Student Learning Outcomes Development at RCCD

The district and its campuses have made considerable progress over the past six years in the establishment of student learning outcomes at the district, campus, program, and course level. In particular:

- General education SLOs for academic and vocational degree programs have been established for the district and colleges as a whole. They were approved by the Board of Trustees in December 2006 and will be printed in the next RCCD catalog.
- Individual disciplines have begun an SLO “audit” in which they discuss the alignment of their SLOs with Gen Ed SLOs.
- Specific SLOs for disciplines or programs as a whole have been established for the more than 37 instructional disciplines and student support units that have completed program review;
- By fall 2007, course outlines of record for a majority of courses in the district will have been updated to include **integrated** student learning outcomes. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.
- By summer 2007, about 35 disciplines will have completed some portion of the assessment project that they proposed in their comprehensive program reviews.
- To date, 20 disciplines report that they have made changes to curriculum, instructional methods, methods of delivery, or SLOs as a result of assessment.

RCCD General Education Student Learning Outcomes for Academic and Vocational Degree Programs

1. **Critical Thinking** (including problem-solving, argumentation, evaluation of rival hypotheses, generalizing appropriately, identification of assumptions and biases)
2. **Information Skills** (including computer literacy and effective location and use of information)
3. **Communication Skills** (including the ability to write, read, listen, and speak effectively)
4. **Breadth of Knowledge** (including the understanding of the basic content and modes of inquiry of the major knowledge fields, the use of the symbols and vocabulary of mathematics, the ability to respond to and evaluate artistic expression)
5. **Application of Knowledge** (including life-long learning, the ability to set goals for personal and professional development, the ability to transfer academic and technical skills to the workplace)
6. **Global Awareness** (including the demonstration of teamwork skills, understanding of diversity and of alternate viewpoints, appreciation for civic responsibility)

Activities and Evidence Regarding Effectiveness of SLOs and Assessment Outcomes Projects, 2001-2006

The District Assessment Committee's (DAC) involvement in the development and refinement of assessment guidelines for disciplines undergoing program review has been discussed above. Activities leading to more effective assessment of student learning have included the following:

- In the 2001-2002 school year, the District Assessment Committee secured a commitment from eight discipline faculty members (in English, history, mathematics, and computer information systems) for several classroom-based assessment projects. These faculty members were trained in assessment methods before starting their projects.
- The following year (2002-2003), these classroom-based assessment projects were completed and evaluated. The committee also developed an assessment plan for the district and continued to offer workshops and training sessions on assessment.
- In 2003-2004, DAC administered the CCSEQ (Community College Student Experiences Questionnaire) to a repre-

sentative sample of students as an indirect measure of student learning gains and developed an inventory of institutional effectiveness measures.

- In 2004-2005, DAC continued to consult with disciplines undertaking program review and conducted additional training sessions and workshops on assessment, including an all-day workshop.
- Finally, in the past year (2005-2006) DAC worked to define more clearly its assessment requirements for disciplines undergoing program review; administered the CCSEQ a second time; and began discussion with an occupational education task force regarding implementing SLOs in occupational programs.

Evidence of progress in the development and utilization of SLOs and assessment projects to enhance student learning includes:

- Development of district level SLOs and a fully articulated RCCD Assessment Plan

- Development of student support services and administrative unit program review instructional guides
- Development of program level SLOs for all programs under the purview of Student Support Services
- Completion of the first comprehensive Student Support Services program review with SLOs, SAOs (service area outcomes) and defined assessment measures
- Initiation of administrative unit program review process, to include unit SLOs
- Significant progress towards including appropriate SLOs within integrated course outlines for all courses in the district
- Initial progress towards including course outline SLOs within instructor syllabi for all courses taught in the district.
- Initial progress towards including program level SLOs for 7 academic disciplines⁵
- Moderate progress towards including program level SLOs for occupational certificate/degree programs
- Integration of resource needs identified by disciplines, student services, and administrative unit program reviews into the district and campus resource allocation processes.
- Development of a 6-step rubric for describing program and instructional discipline assessment efforts as a way of encouraging progress in undertaking assessment projects and refining SLOs
- Collection of data on perceived student learning gains via two administrations of the CCSEQ (in 2004 and 2006)

- Successful implementation of classroom-based assessment plans for disciplines undertaking program review
- Development of an assessment audit for disciplines to inventory the work already being done in their area on measurement of student learning.
- Funding through a Title V grant of Outcomes Assessment Specialist (OAS) positions at all three campuses in the district. Duties of the OAS include assisting the disciplines with the development, collection, analysis, and interpretation of SLOs data.

Plans for Continued SLO Development and Assessment Outcomes Projects

The DAC and PRC are developing a comprehensive set of measures and processes that will enable the district to report on, assess, and improve its effectiveness, and a means of assuring that current data more actively and consistently improves learning in all institutions within the district.

Other **plans for assessment and SLOs** development include:

- Continued efforts to assist all instructional disciplines in implementing a course-focused assessment cycle and reporting on the results in program reviews and annual updates to those reviews;
- Completion of a matrix for each district course that meets general education requirements which aligns its outcomes with gen ed SLOs developed for RCCD
- Continued refinement and testing of the validity of SLOs included in the course outlines of record for instructional disciplines undergoing program review
- Inclusion of program level SLOs for instructional disciplines during the second cycle of comprehensive program reviews

⁵ These disciplines include: Construction, Philosophy, Humanities, Anthropology, Chemistry, Speech Communication, Early Childhood Education, Economics, and History.

- Assisting disciplines whose courses meet general education requirements and who have aligned course SLOs with gen ed SLOs, to provide evidence that students taking those courses actually achieve those learning outcomes.
- Direct assessment of student artifacts (e.g., e-portfolios) to measure the work of students taking general education courses against a carefully designed rubric focusing on a single general education competency.
- Working with the Office of Institutional Research to analyze or review existing data for assessment purposes.
- Development of a program review guide and improved outcomes assessment techniques for non-instructional and administrative units such as Student Services, Library, and Disabled Student Services.

Most occupational programs are required by external licensing bodies to adhere to, assess, and meet specified learning outcomes using established procedures and following federal and state codes and regulations. In order to synthesize these external procedures with local assessment of student progress, in fall 2006 the district's Associate Vice Chancellor of Occupational Education began working with occupational faculty on the reformulation of their existing SLOs and the establishment of meaningful assessment tools in order to meet both licensing requirements and accreditation standards.

Assessment and SLOs at Norco Campus

With active members on the District PRC, the DAC, and Curriculum Committee, Norco Campus has taken the lead in encouraging its discipline and department faculty to engage in program review, the creation/revision of integrated course outlines of record incorporating the new SLOs, and the development of course- and class-

room-based assessment projects. Assessment, program review, and SLOs-based activities at Norco include:

- Course- and classroom-based assessment projects at Norco (English, humanities, ESL, math, and library)
- Heavy involvement of Norco faculty in the Program Review and District Assessment Committees (co-chairs of both committees are from Norco)
- Development by a Norco faculty member of the *COR Guide* for writing integrated course outlines of record incorporating appropriate SLOs
- Strong, active membership of Norco Campus faculty in the District Curriculum Committee
- Active involvement of Norco faculty in providing in-service training on SLOs and integrated course outlines at both campus and district level
- Primary involvement of Norco faculty in assessment training and assistance to disciplines in writing assessment projects at both campus and district level
- Development of a clear and detailed Norco Mission Statement, and discussion of its relationship to Gen Ed (district) SLOs
- Participation of Norco faculty in workshops to develop Gen Ed SLOs for the district (fall 2003),

Conclusions

RCCD has had considerable success in its effort to develop an institutional culture of assessment, despite some challenges common to all California community colleges and others unique to it. These include:

- (1) a budget climate that is not hospitable to innovative programs or professional development;
- (2) the demands placed by assessment and course outline revision on faculty

who already have demanding responsibilities;

(3) the heavy reliance of the district, like all community colleges in California, on adjunct faculty, which makes collaborative outcomes assessment difficult to achieve in certain disciplines;

(4) the difficult task of doing course-based assessment.

In addition, the district has had to implement assessment while in the process of converting from a three-campus college to a three-college district. Also, the organizational structure of the campuses (multidisciplinary departments with individual disciplines loosely organized across the three campuses and off-campus sites) is not particularly conducive to effective course-based assessment efforts, although discussion is ongoing about methods of implementing assessment given these limitations.

In general, however, RCCD has made considerable progress in creating and implementing student learning outcomes at the institutional, program, and course levels. Further, the district is making a consistent effort to conduct outcomes-based assessment in a variety of modalities with the goal of using the results of assessment and data collection to improve student learning within and across all local campuses and district-based programs and constituencies.

**General and Longitudinal Data
Norco Campus and RCCD**

Riverside County

City Population Estimates with Annual Percent Change 2005 & 2006

City/County	Total Population		Percent Change
	2005	2006	
BANNING	28,130	28,128	0.0%
BEAUMONT	19,105	23,145	21.1%
BLYTHE	22,089	22,179	0.4%
CALIMESA	7,482	7,415	-0.9%
CANYON LAKE	10,981	10,939	-0.4%
CATHEDRAL CITY	50,957	51,081	0.2%
COACHELLA	30,964	35,207	13.7%
CORONA	144,992	144,661	-0.2%
DESERT HOT SPRINGS	19,507	22,011	12.8%
HEMET	66,873	69,544	4.0%
INDIAN WELLS	4,810	4,865	1.1%
INDIO	66,539	71,654	7.7%
LA QUINTA	36,377	38,340	5.4%
LAKE ELSINORE	38,289	40,985	7.0%
MORENO VALLEY	166,385	174,565	4.9%
MURRIETA	85,648	92,933	8.5%
NORCO	26,846	27,263	1.6%
PALM DESERT	49,595	49,539	-0.1%
PALM SPRINGS	46,000	46,437	1.0%
PERRIS	44,880	47,139	5.0%
RANCHO MIRAGE	16,520	16,672	0.9%
RIVERSIDE	287,321	287,820	0.2%
SAN JACINTO	28,618	31,066	8.6%
TEMECULA	81,921	93,923	14.7%
BALANCE OF COUNTY	507,482	515,819	1.6%
RIVERSIDE COUNTY	1,888,311	1,953,330	3.4%

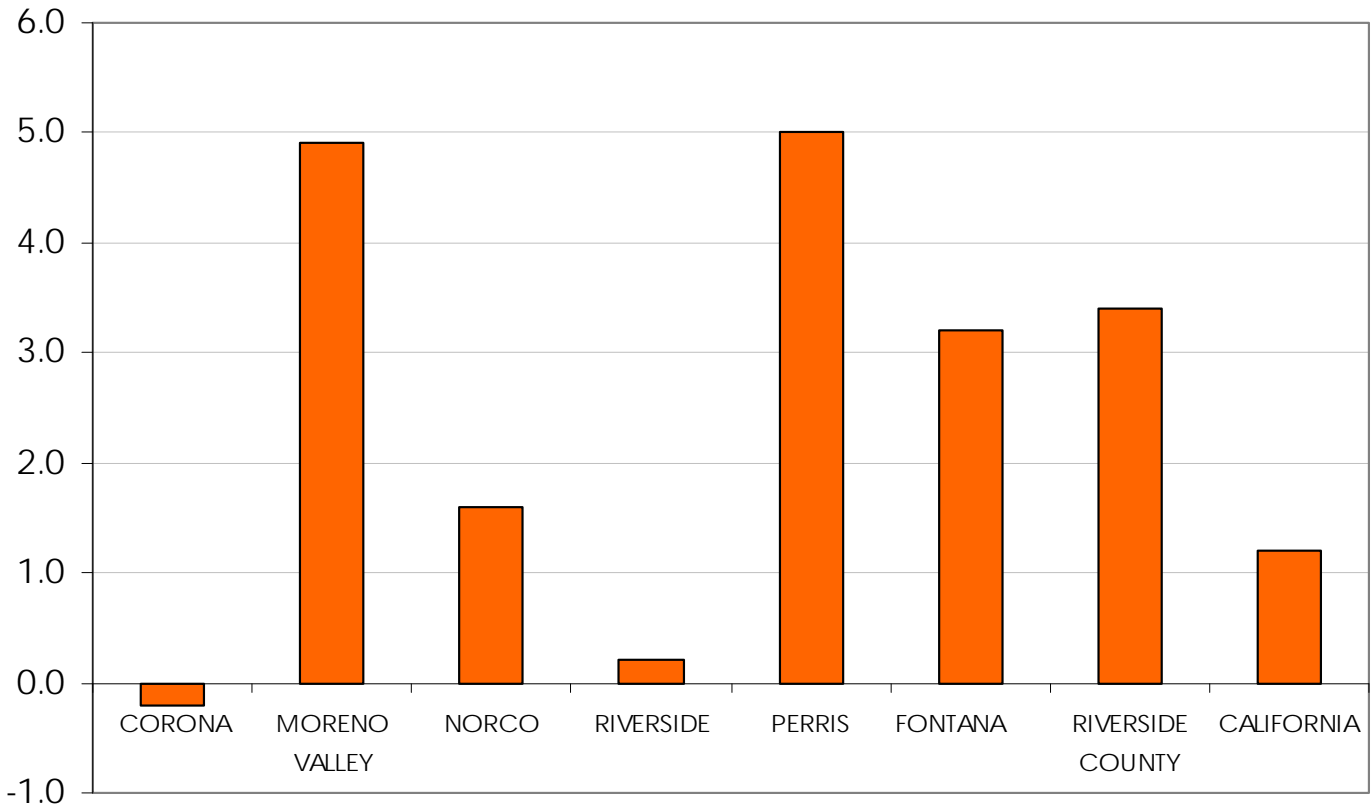
Source: State of California, Department of Finance, E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2005 and 2006. Sacramento, California, May 2006.

RCCD Service Area

General Population – Selected Cities

2006

**Percentage Growth, General Population, 2005-06
Selected Cities in RCCD Service Area**



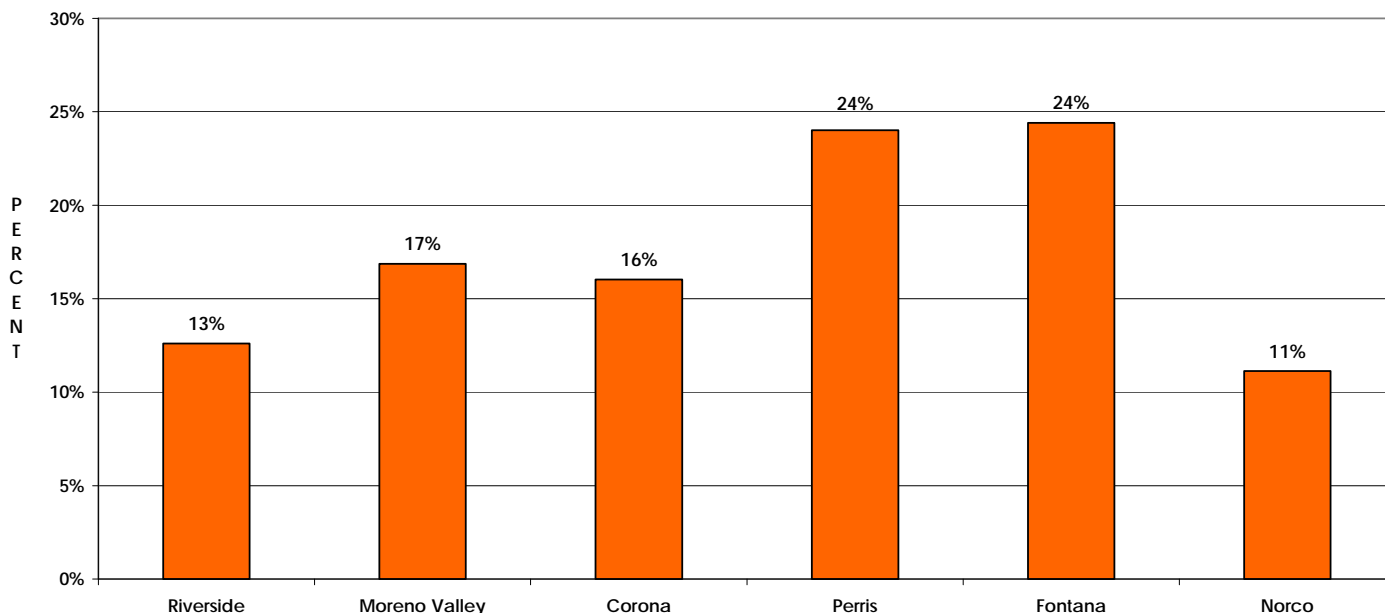
	2006	2005-06
RIVERSIDE COUNTY	1,953,330	3.4
CORONA	144,661	-0.2
MORENO VALLEY	174,565	4.9
NORCO	27,263	1.6
PERRIS	47,139	5.0
RIVERSIDE	287,820	0.2
SAN BERNARDINO COUNTY	1,991,829	2.1
FONTANA	165,462	3.2

Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2005 and 2006*. Sacramento, California, May 2006.

Riverside Community College District RCCD Service Area

Population Changes for Selected Cities 2000-06

2000-06 Percentage Change in Population for RCCD Service Area Cities



(Students from these cities accounted for 75% of all Fall 2005 RCCD students.)

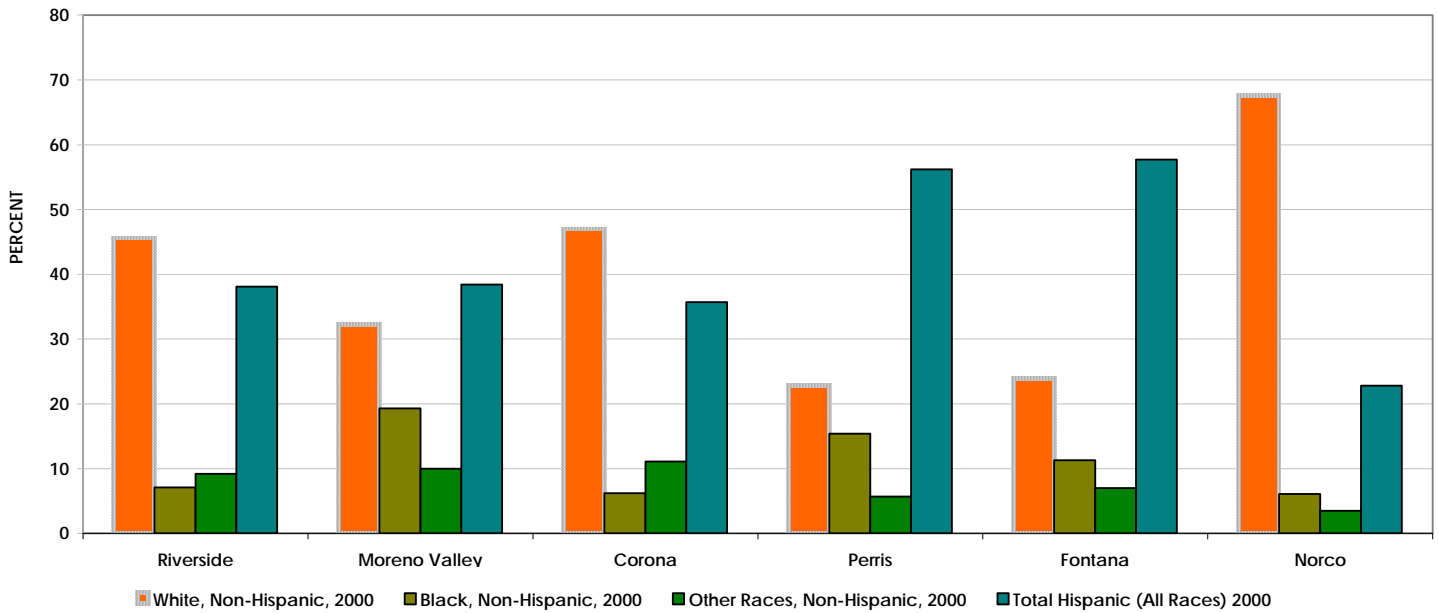
	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Total Population, 2000	255,166	142,381	124,966	36,189	128,929	24,157
Total Population, 2006	287,321	166,385	144,992	44,880	160,409	26,846
Percent Change 2000-2006	13%	17%	16%	24%	24%	11%

Source: RCCD Institutional Research, 2006; State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2005 and 2006*. Sacramento, California, May 2006.

Riverside Community College District RCCD Service Area

Ethnicity 2000

2000 Ethnicity for RCCD Service Area Cities



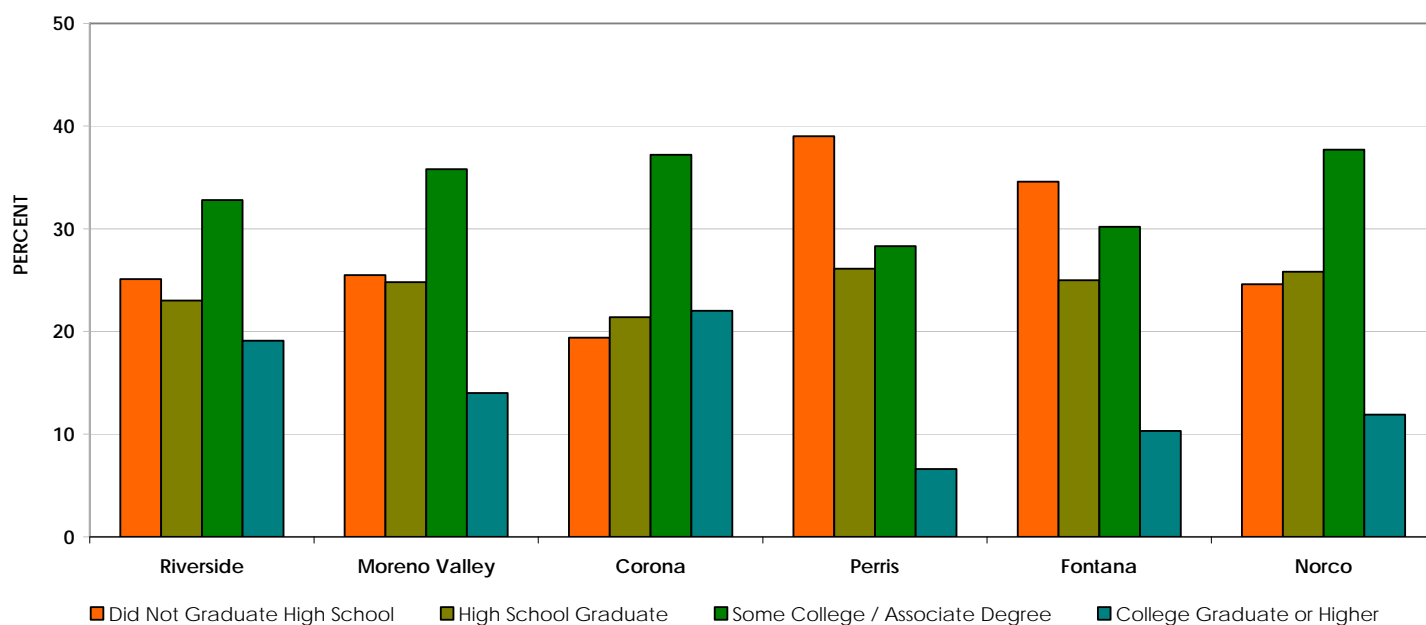
(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
White, Non-Hispanic, 2000	116,356	45,847	58,734	8,251	30,814	16,330
Black, Non-Hispanic, 2000	18,117	27,480	7,748	5,573	14,569	1,474
Other Races, Non-Hispanic, 2000	23,475	14,238	13,871	2,063	9,025	845
Total Hispanic (All Races) 2000	97,218	54,674	44,613	20,338	74,392	5,508
Total Population, 2000	255,166	142,239	124,966	36,225	128,800	24,157

Source: State of the Cities Data Systems (SOCDS), <http://socds.huduser.org/index.html>

Riverside Community College District RCCD Service Area Educational Attainment 2000

2000 Educational Attainment for RCCD Service Area Cities



(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Did Not Graduate High School	64,047	36,307	24,243	14,114	44,609	5,943
High School Graduate	58,688	35,310	26,743	9,445	32,232	6,233
Some College / Associate Degree	83,694	50,972	46,487	10,241	38,937	9,107
College Graduate or Higher	48,737	19,933	27,493	2,388	13,280	2,875
Total Population	255,166	142,523	124,966	36,189	129,058	24,157

Source: State of the Cities Data Systems (SOCDS), <http://socds.huduser.org/index.html>

RCCD Service Area

Feeder School Enrollments by District and Grade Levels 2001-02 through 2005-06

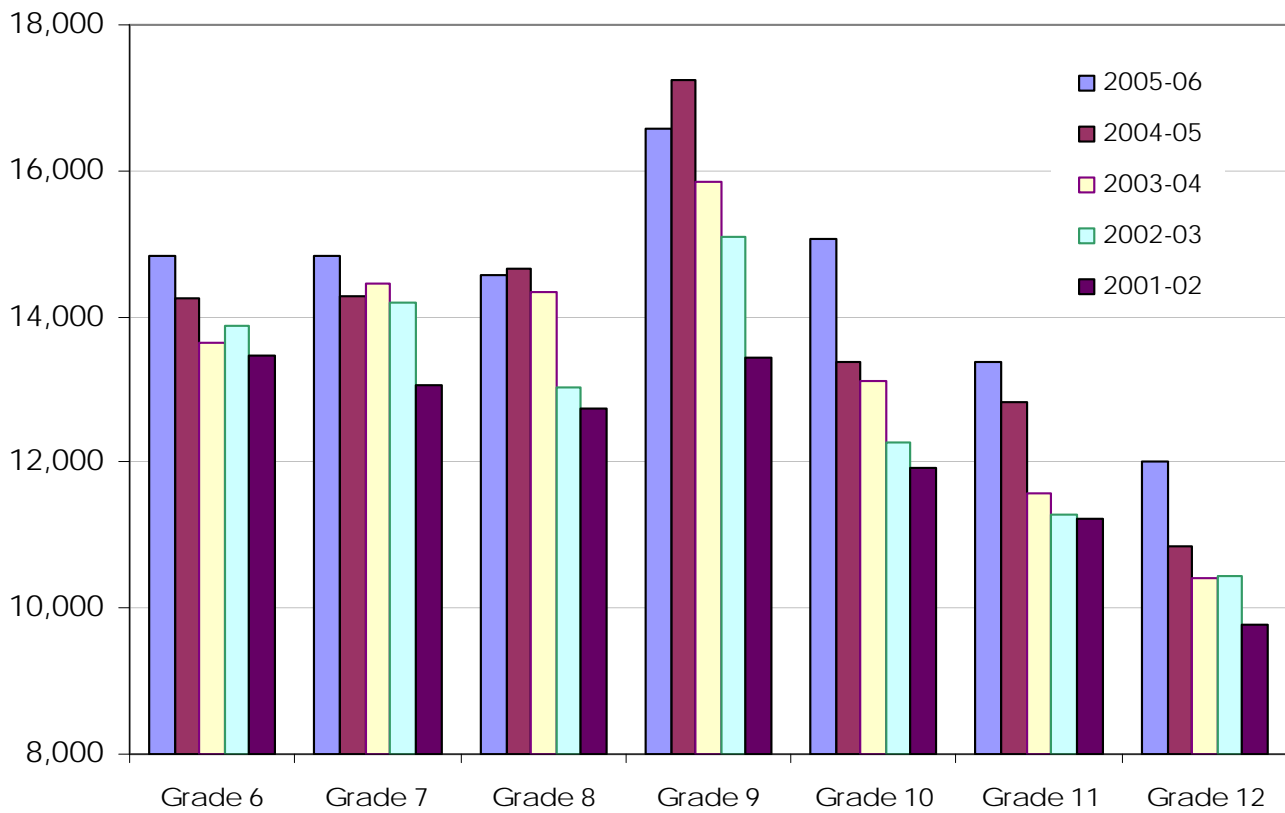
Feeder District		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Alvord	2005-06	1,564	1,625	1,542	1,910	1,201	1,265	1,302
Alvord	2004-05	1,650	1,548	1,671	1,754	1,142	1,437	1,152
Alvord	2003-04	1,496	1,646	1,604	1,366	1,451	1,254	1,156
Alvord	2002-03	1,619	1,584	1,341	1,460	1,285	1,229	1,207
Alvord	2001-02	1,574	1,308	1,413	1,251	1,244	1,255	1,035
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Corona-Norco	2005-06	3,833	3,719	3,724	3,892	3,842	3,597	3,266
Corona-Norco	2004-05	3,589	3,612	3,638	3,864	3,584	3,237	3,071
Corona-Norco	2003-04	3,466	3,604	3,640	3,532	3,237	3,072	2,905
Corona-Norco	2002-03	3,403	3,540	3,282	3,193	3,059	2,934	2,830
Corona-Norco	2001-02	3,301	3,164	2,999	3,003	2,871	2,797	2,579
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Jurupa	2005-06	1,769	1,711	1,587	1,707	1,742	1,531	1,458
Jurupa	2004-05	1,735	1,638	1,708	1,765	1,581	1,561	1,322
Jurupa	2003-04	1,624	1,705	1,753	1,600	1,626	1,409	1,260
Jurupa	2002-03	1,687	1,758	1,603	1,633	1,489	1,348	1,239
Jurupa	2001-02	1,727	1,641	1,594	1,536	1,409	1,333	1,223
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Moreno Valley	2005-06	2,891	3,007	2,922	3,272	3,121	2,837	2,246
Moreno Valley	2004-05	2,874	2,848	2,907	3,199	3,061	2,705	2,103
Moreno Valley	2003-04	2,726	2,857	2,850	3,106	2,984	2,508	1,930
Moreno Valley	2002-03	2,852	2,794	2,713	3,033	2,765	2,462	1,942
Moreno Valley	2001-02	2,690	2,784	2,627	2,809	2,729	2,264	1,959
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Riverside	2005-06	3,338	3,343	3,341	4,478	3,864	3,116	2,725
Riverside	2004-05	3,152	3,360	3,503	4,957	3,171	2,952	2,564
Riverside	2003-04	3,171	3,566	3,397	4,612	3,121	2,873	2,522
Riverside	2002-03	3,319	3,482	3,197	4,253	3,098	2,827	2,564
Riverside	2001-02	3,180	3,280	3,236	3,532	3,208	2,874	2,360
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Val Verde	2005-06	1,425	1,439	1,449	1,311	1,295	1,035	1,004
Val Verde	2004-05	1,245	1,284	1,216	1,697	837	923	635
Val Verde	2003-04	1,145	1,077	1,083	1,629	688	470	642
Val Verde	2002-03	1,005	1,047	906	1,509	579	473	657
Val Verde	2001-02	979	882	876	1,313	449	711	609

Source: California Department of Education Data Quest web page: <http://data1.cde.ca.gov/dataquest>. Sacramento, California, August 2006. RCCD feeder school districts include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

RCCD Service Area

Feeder School District Enrollments by Grade Levels 2001-02 through 2005-06

**Feeder School Enrollments by Grade Levels
2001-02 through 2005-06**



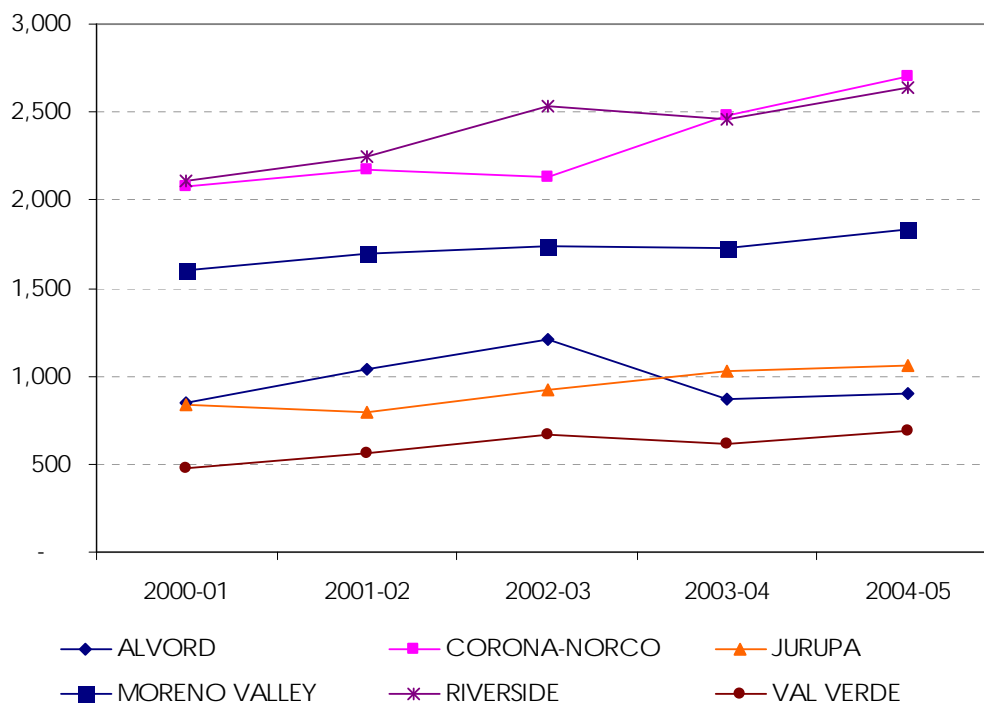
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District Totals	2005-06	14,820	14,844	14,565	16,570	15,065	13,381	12,001
District Totals	2004-05	14,245	14,290	14,643	17,236	13,376	12,815	10,847
District Totals	2003-04	13,628	14,455	14,327	15,845	13,107	11,586	10,415
District Totals	2002-03	13,885	14,205	13,042	15,081	12,275	11,273	10,439
District Totals	2001-02	13,451	13,059	12,745	13,444	11,910	11,234	9,765

Source: California Department of Education Data Quest web page: <http://data1.cde.ca.gov/dataquest>. Sacramento, California, August 2006. RCCD feeder school districts include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

RCCD Service Area

RCCD Feeder High School District Graduates 2000-01 through 2004-05

Graduates from RCCD Feeder School Districts



Graduates from RCCD Feeder School Districts, 2000-01 to 2005-06

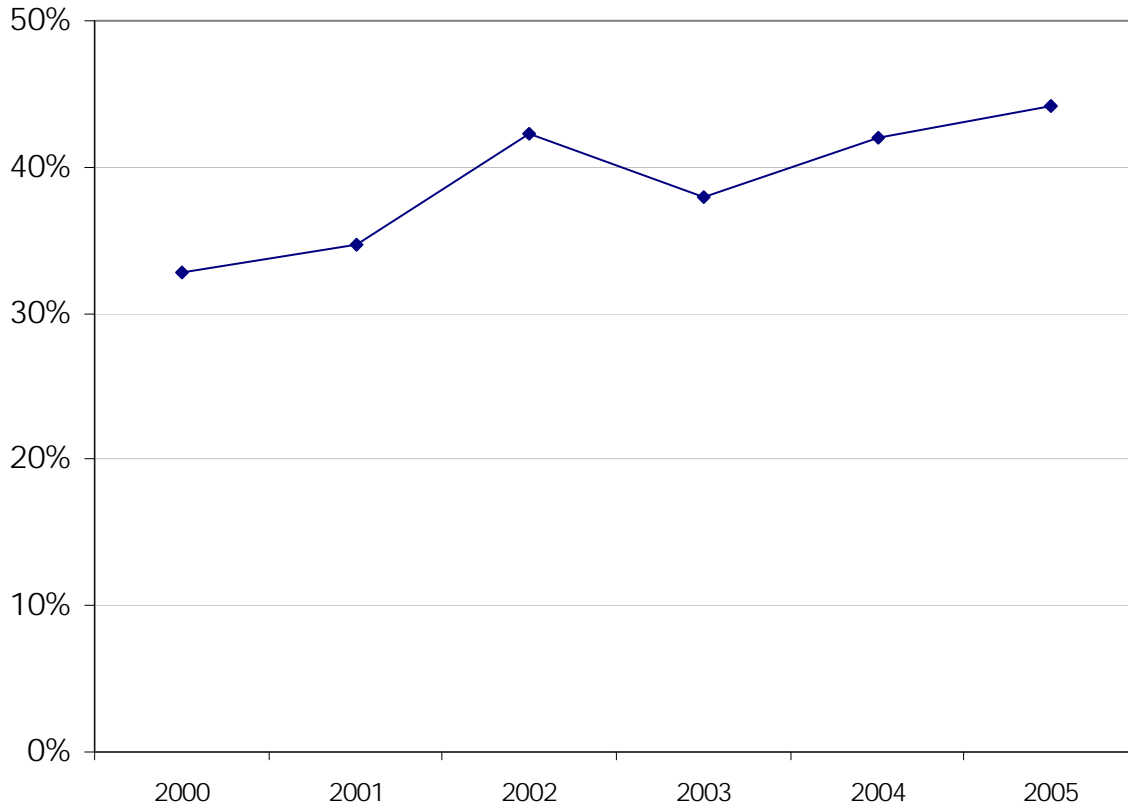
	2000-01	2001-02	2002-03	2003-04	2004-05	Change from 2000-01 to 2005-06
ALVORD	843	1,035	1,207	872	899	7%
CORONA-NORCO	2,080	2,170	2,134	2,479	2,707	30%
JURUPA	836	797	923	1,029	1,055	26%
MORENO VALLEY	1,605	1,694	1,738	1,724	1,837	14%
RIVERSIDE	2,113	2,248	2,529	2,455	2,636	25%
VAL VERDE	472	558	664	618	685	45%
TOTAL	7,949	8,502	9,195	9,177	9,819	24%

Source: California Department of Education Data Quest web page; <http://data1.cde.ca.gov/dataquest>. Sacramento, California, August 2006.

RCCD Service Area

College Going Rates for RCCD Feeder Districts 2000-2005

RCCD College Going Rates, 2000-2005



College Going Rate

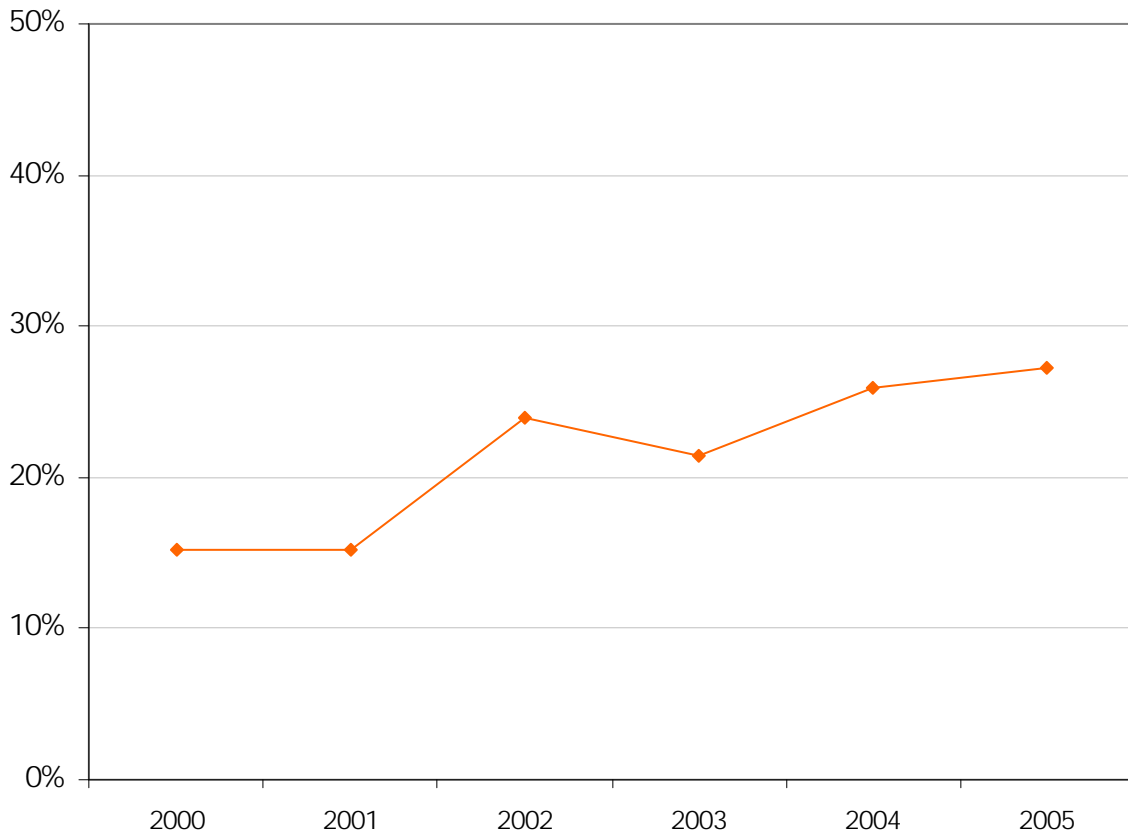
2000	32.9%
2001	34.7%
2002	42.2%
2003	37.9%
2004	42.0%
2005	44.2%

“College Going Rate” is the percent of recent high school graduates from our service area who are 19 years and under and attending any community college, California State University, or University of California Campus during the fall term for the first-time. High school districts in RCCD’s service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

Source: California Postsecondary Education Commission webpage: <http://www.cpec.ca.gov/>.

RCCD Service Area Capture Rates for RCCD Feeder Districts 2000-2005

RCCD Capture Rates, 2000-2005



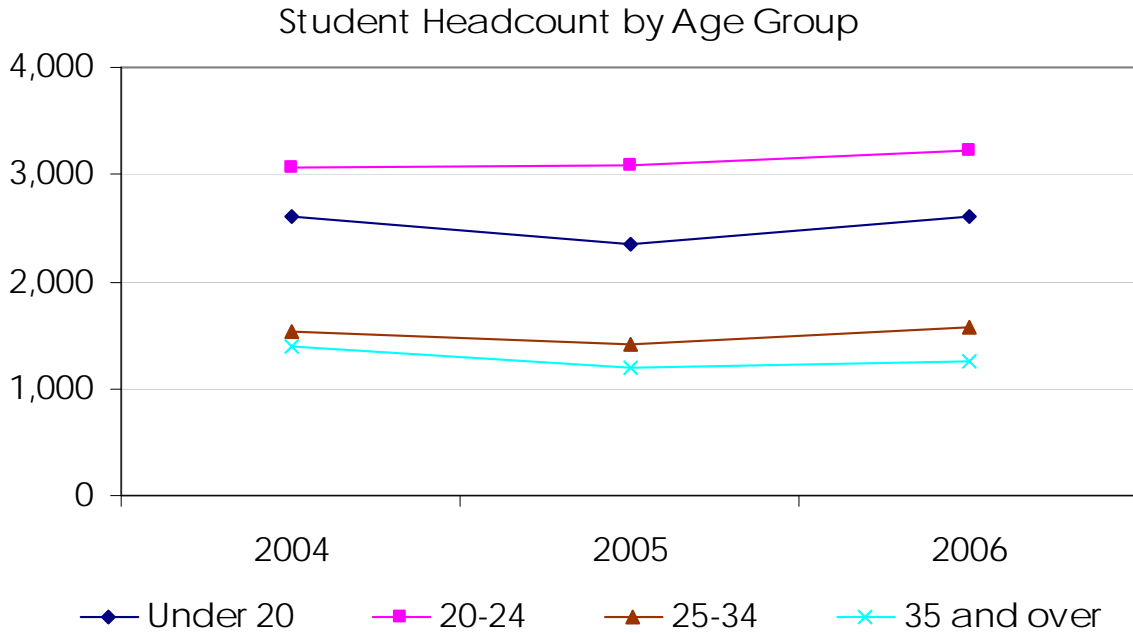
Capture Rate

2000	15.2%
2001	15.2%
2002	24.0%
2003	21.4%
2004	25.9%
2005	27.3%

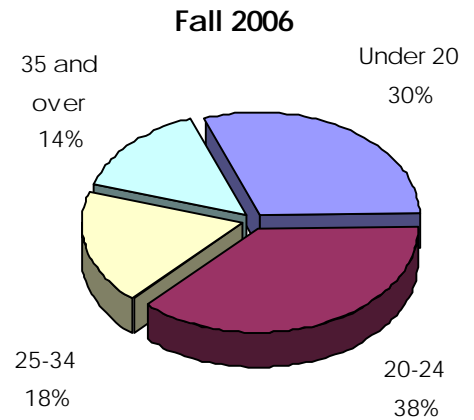
“Capture Rate” is the percent of recent high school graduates from the service area who are 19 years and under *and* attending Riverside Community College during the fall term for the first-time. High school districts in RCCD’s service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

Source: California Postsecondary Education Commission webpage: <http://www.cpec.ca.gov/>

Norco Campus Student Demographics Age Groups Fall 2004, 2005 & 2006



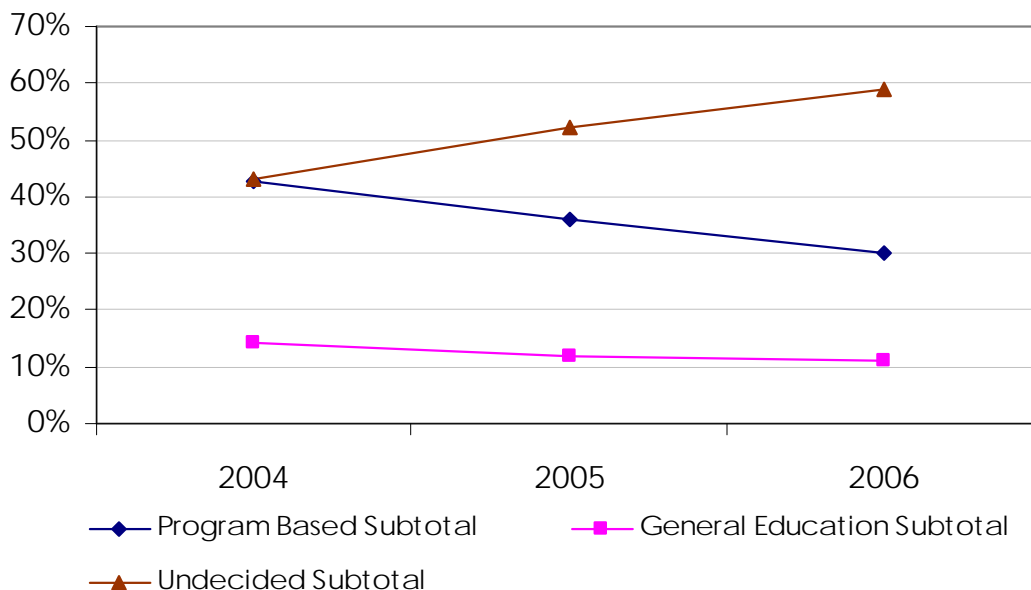
Age Groups	2004	2005	2006
Under 20	2,615 30%	2,358 29%	2,604 30%
20-24	3,066 36%	3,087 38%	3,223 37%
25-34	1,524 18%	1,410 18%	1,563 18%
35 and over	1,387 16%	1,199 15%	1,250 14%
Total	8,592 100%	8,054 100%	8,640 100%



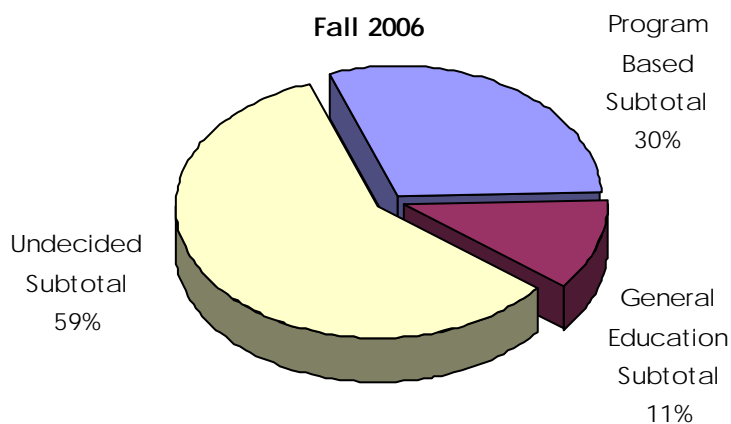
Source for all Norco Campus data: Internal RCCD MIS Data Repository

Norco Campus Student Demographics Educational Goal Fall 2004, 2005 & 2006

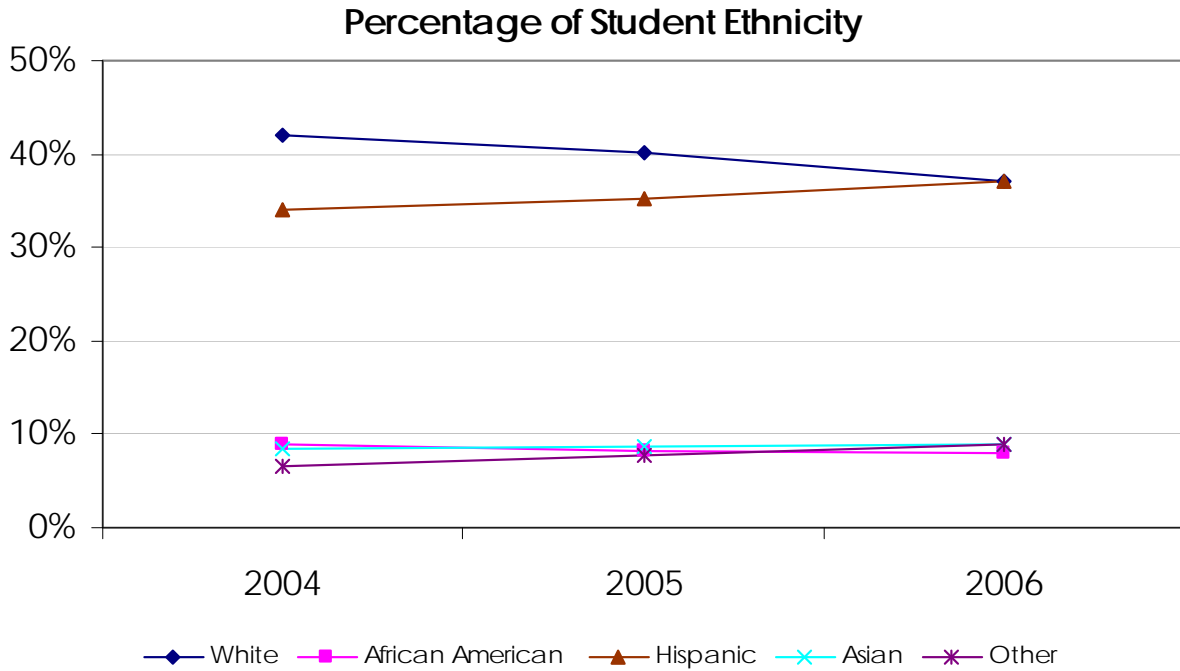
Student Percentage by Educational Goal



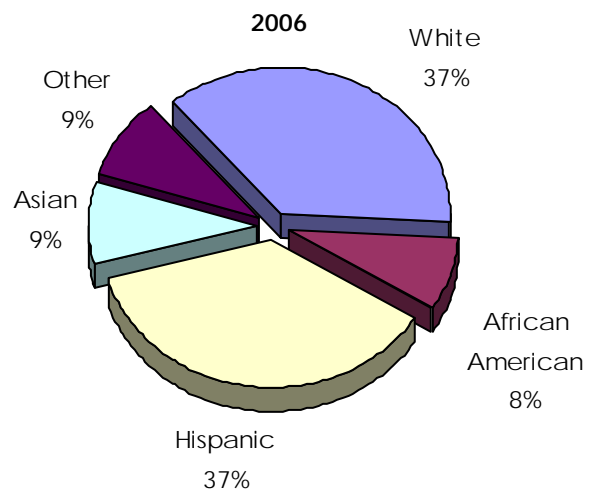
Educational Goal	2004	2005	2006
BA W/AA	2,430	1,940	1,696
BA W/O AA	591	479	430
AA W/O TRANSFER	364	285	285
2YR VOC DEG WO TRANS	123	96	93
2YR VOC CERT WO TRANS	159	104	92
Program Based Subtotal	3,667	2,904	2,596
	43%	36%	30%
PLANNING IN PROGRESS	203	148	129
NEW CAREER PREP	287	194	197
UPDATE JOB SKILLS	167	142	148
MAINTAIN CERT OR LIC	78	68	56
ED DEVELOPMENT	181	130	136
IMPROVE BASIC SKILLS	111	89	84
COMPLETE HS CRED/GED	184	190	195
General Education Subtotal	1,211	961	945
	14%	12%	11%
UNDECIDED	1,889	1,514	1,254
UNCOLLECTED/UNREPORTED	1,826	2,677	3,845
Undecided Subtotal	3,715	4,191	5,099
	43%	52%	59%
Total	8,593	8,056	8,640



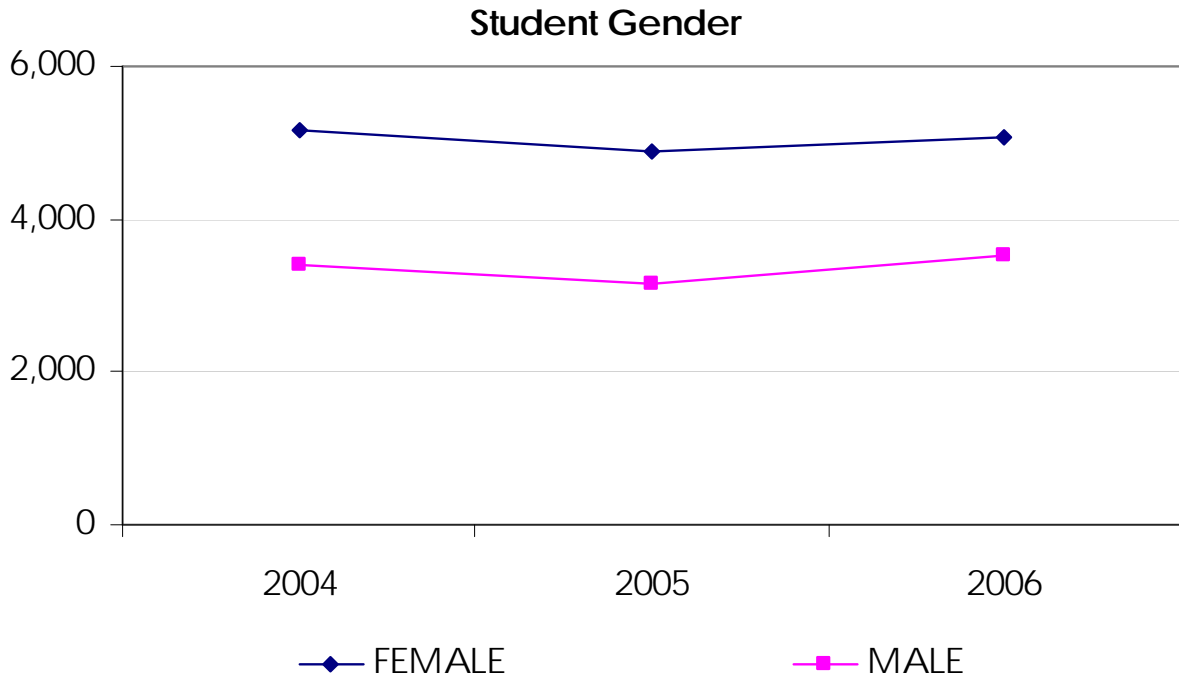
Norco Campus Student Demographics Ethnicity Fall 2004, 2005 & 2006



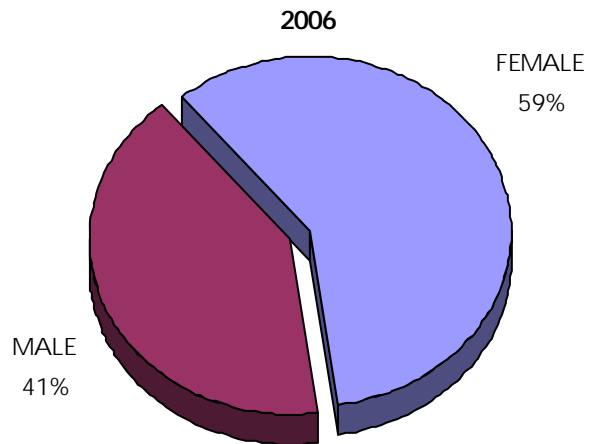
Ethnicity	2004	2005	2006
White	3,616 42%	3,235 40%	3,206 37%
African American	760 9%	665 8%	726 8%
Hispanic	2,920 34%	2,831 35%	3,179 37%
Asian	726 8%	693 9%	792 9%
Other	570 7%	630 8%	737 9%
Total	8,592 100%	8,054 100%	8,640 100%



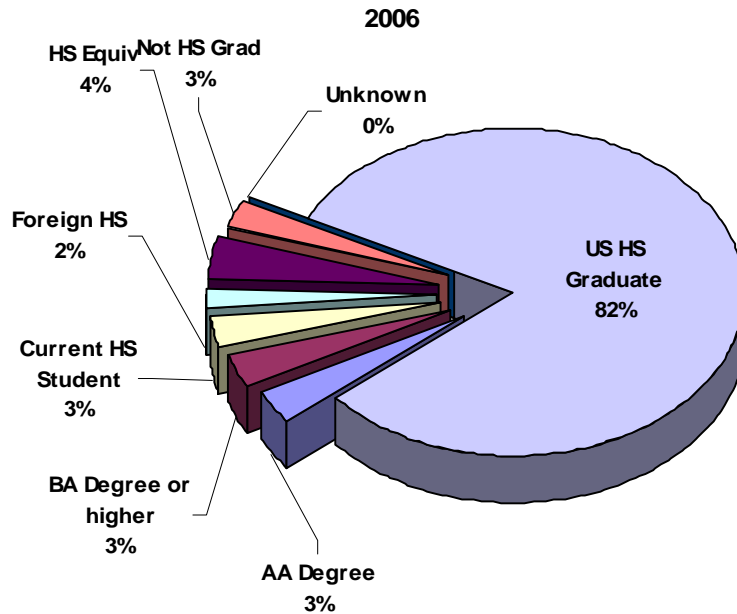
Norco Campus Student Demographics Gender Fall 2004, 2005 & 2006



Gender	2004	2005	2006
FEMALE	5,165 <i>60%</i>	4,882 <i>61%</i>	5,069 <i>59%</i>
MALE	3,402 <i>40%</i>	3,143 <i>39%</i>	3,530 <i>41%</i>
Total	8,567 <i>100%</i>	8,025 <i>100%</i>	8,599 <i>100%</i>

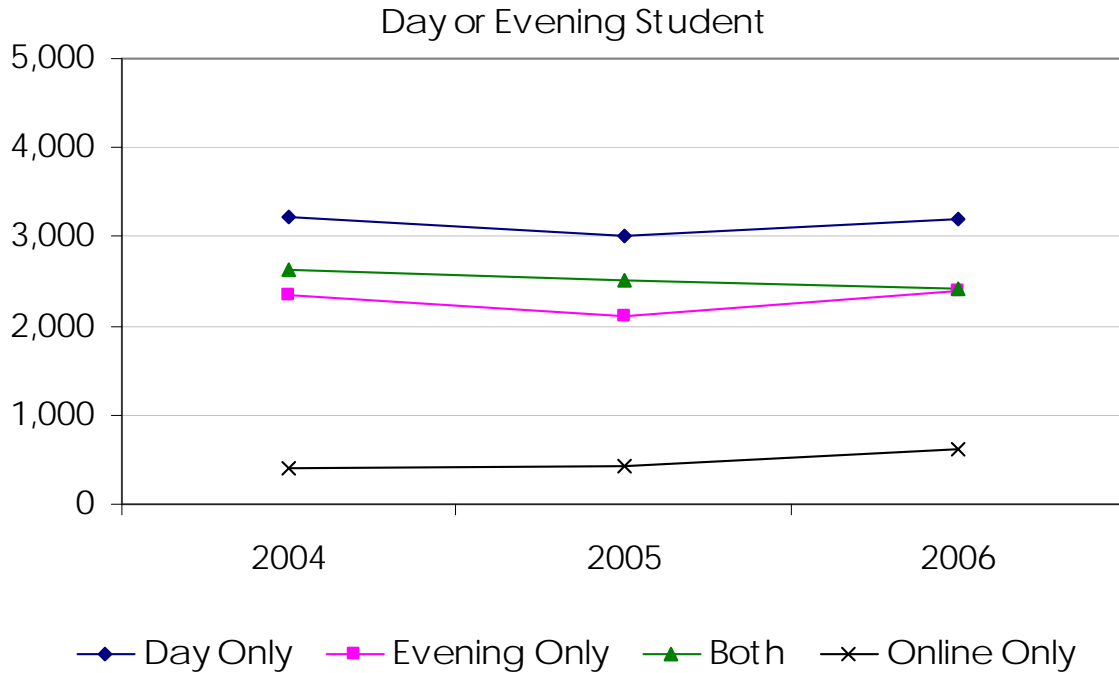


Norco Campus Student Demographics Prior Education Fall 2004, 2005 & 2006

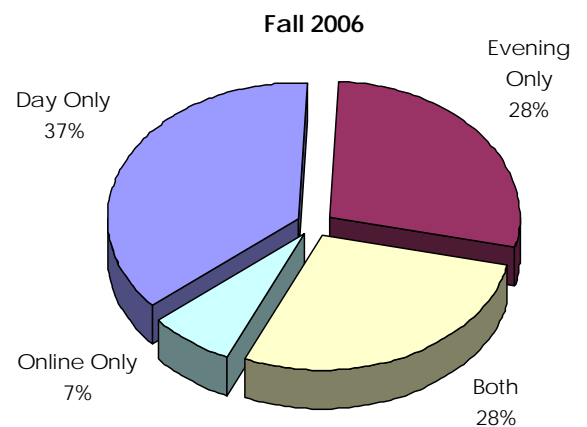


Prior Education	2004	2005	2006
AA Degree	217	241	286
	3%	3%	3%
BA Degree or higher	222	232	280
	3%	3%	3%
Concurrent HS Student	141	89	268
	2%	1%	3%
Foreign HS Graduate	150	133	171
	2%	2%	2%
HS Equiv, Prof Cert, etc	342	325	363
	4%	4%	4%
Not HS Grad	339	317	233
	4%	4%	3%
Unknown	80	6	7
	1%	0%	0%
US HS Graduate	7,102	6,713	7033
	83%	83%	81%
Total	8,593	8,056	8,641
	100%	100%	100%

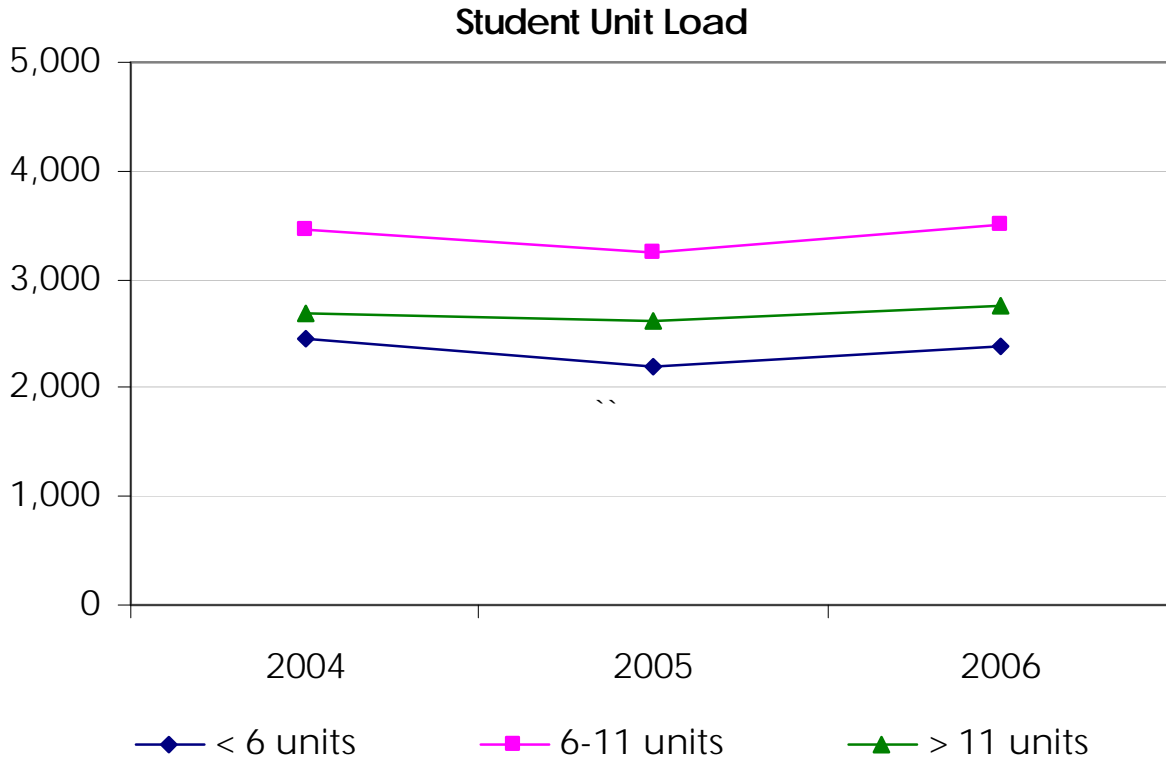
Norco Campus Student Demographics Day or Evening Student Fall 2004, 2005 & 2006



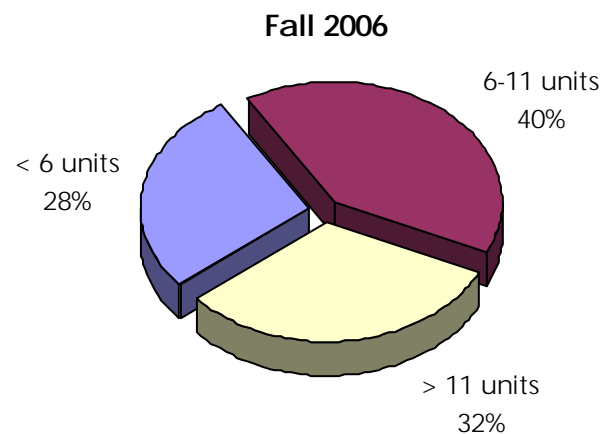
Time of Day	2004	2005	2006
Day Only	3,213 37%	3,017 37%	3,197 37%
Evening Only	2,336 27%	2,108 26%	2,393 28%
Both	2,632 31%	2,507 31%	2,428 28%
Online Only	412 5%	424 5%	623 7%
Total	8,593 100%	8,056 100%	8,641 100%



Norco Campus Student Demographics Student Unit Load Fall 2004, 2005 & 2006



Student Load	2004	2005	2006
< 6 units	2,460 29%	2,198 27%	2,381 28%
6-11 units	3,454 40%	3,247 40%	3,502 41%
> 11 units	2,679 31%	2,611 32%	2,758 32%
Total	8,593 100%	8,056 100%	8,641 100%



Riverside Community College District
Student Outcomes
Retention Rates, Disciplines A-D
Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Accounting	865	77.5%
Administration of Justice	2858	96.7%
Air Conditioning / Refrig.	125	92.8%
American Sign Language	395	88.4%
Anatomy & Physiology	774	82.6%
Anthropology	971	88.5%
Arabic	63	92.1%
Architecture	56	96.4%
Art	1457	90.0%
Astronomy	342	82.7%
Automotive Body	121	91.7%
Automotive Technology	416	95.2%
Biology	1001	80.8%
Business Administration	1560	85.9%
Chemistry	962	85.6%
Chinese	39	89.7%
Community Interpretation	87	92.0%
Computer Applications	1050	88.5%
Computer Information Systems	2821	87.0%
Construction	223	96.9%
Cosmetology	365	98.1%
Culinary Arts	173	97.7%
Dance	814	84.3%
Dental Assisting	42	100.0%
Dental Hygiene	266	93.2%
Dental Technology	51	96.1%

Source: Internal RCCD MIS Data Repository. The retention rate is calculated by dividing the numerator (enrollments with A, B, C, D, F, CR, NC, W, I) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Riverside Community College District
Student Outcomes

Retention Rates, Disciplines E-L Fall 2006

	Enrolled	Retention
Discipline	Spaces	Rates
Early Childhood Studies	1366	92.8%
Economics	808	83.3%
Education	158	85.4%
Electronics	42	85.7%
Emergency Medical Services	339	93.2%
Engineering	352	86.1%
English	8357	86.8%
English as a Second Language	1117	93.5%
Fire Technology	1296	99.0%
French	129	79.1%
Geography	866	86.1%
Geology	204	85.3%
German	34	88.2%
Graphics Technology	258	89.5%
Guidance	1397	90.8%
Health Sciences	1988	90.4%
Healthcare Technician	51	92.2%
History	2748	83.8%
Human Services	157	87.9%
Humanities	786	84.0%
Italian	82	84.1%
Japanese	170	86.5%
Journalism	124	82.3%
Library	113	82.3%

Riverside Community College District
Student Outcomes

Retention Rates, Disciplines M-Z
Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Machine Shop	13	92.3%
Management	254	85.4%
Manufacturing Technology	23	95.7%
Marketing	170	89.4%
Math	9621	82.4%
Medical Assisting	262	87.4%
Microbiology	284	78.9%
Military Science	18	88.9%
Music	2186	90.1%
Nursing Practice	18	100.0%
Oceanography	106	84.0%
Paralegal Studies	120	88.3%
Philosophy	1110	85.8%
Photography	265	78.1%
Physical Education	4276	89.9%
Physical Sciences	193	87.0%
Physician's Assistant	160	96.9%
Physics	457	82.9%
Political Science	1436	84.3%
Psychology	3177	85.1%
Reading	1282	85.3%
Real Estate	494	91.1%
Registered Nursing	827	99.0%
Sociology	2212	89.6%
Spanish	1052	83.9%
Speech	2137	87.4%
Telecommunications	311	88.4%
Theatre	643	92.7%
Vocational Nursing	288	91.3%
Welding	160	90.6%
Work Experience	160	87.5%
Grand Total	74554	87.4%

Riverside Community College District Student Outcomes

Success Rates, Disciplines A-D Fall 2006

Discipline	Enrolled Spaces	Success Rates
Accounting	865	47.7%
Administration of Justice	2,858	91.3%
Air Conditioning / Refrig.	125	74.4%
American Sign Language	395	69.1%
Anatomy & Physiology	774	68.0%
Anthropology	971	74.4%
Arabic	63	66.7%
Architecture	56	82.1%
Art	1,457	74.2%
Astronomy	342	52.3%
Automotive Body	121	83.5%
Automotive Technology	416	80.5%
Biology	1,001	59.2%
Business Administration	1,560	63.8%
Chemistry	962	71.7%
Chinese	39	82.1%
Community Interpretation	87	78.2%
Computer Applications	1,050	54.6%
Computer Information Systems	2,821	54.7%
Construction	223	84.3%
Cosmetology	365	89.3%
Culinary Arts	173	82.1%
Dance	814	69.9%
Dental Assisting	42	95.2%
Dental Hygiene	266	89.8%
Dental Technology	51	92.2%

Source: Internal RCCD MIS Data Repository. The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Riverside Community College District
Student Outcomes
Success Rates, Disciplines E-L
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Early Childhood Studies	1,366	74.5%
Economics	808	57.3%
Education	158	71.5%
Electronics	42	66.7%
Emergency Medical Services	339	69.6%
Engineering	352	70.5%
English	8,357	65.5%
English as a Second Language	1,117	73.1%
Fire Technology	1,296	94.7%
French	129	55.8%
Geography	866	66.2%
Geology	204	70.1%
German	34	58.8%
Graphics Technology	258	80.6%
Guidance	1,397	70.4%
Health Sciences	1,988	66.4%
Healthcare Technician	51	86.3%
History	2,748	57.1%
Human Services	157	86.0%
Humanities	786	66.2%
Italian	82	70.7%
Japanese	170	68.2%
Journalism	124	66.1%
Library	113	58.4%

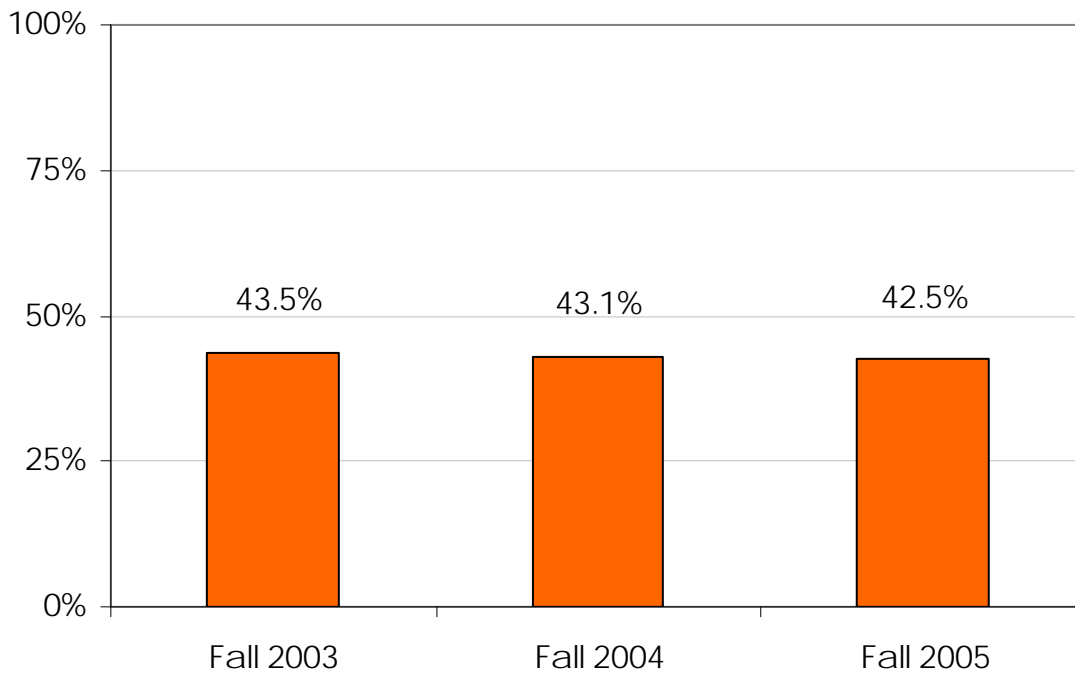
Riverside Community College District
Student Outcomes
Success Rates, Disciplines M-Z
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Machine Shop	13	46.2%
Management	254	63.8%
Manufacturing Technology	23	82.6%
Marketing	170	64.7%
Math	9,621	53.5%
Medical Assisting	262	69.8%
Microbiology	284	67.6%
Military Science	18	50.0%
Music	2,186	75.9%
Nursing Practice	18	100.0%
Oceanography	106	67.0%
Paralegal Studies	120	70.0%
Philosophy	1,110	60.3%
Photography	265	65.3%
Physical Education	4,276	81.8%
Physical Sciences	193	58.5%
Physician's Assistant	160	86.3%
Physics	457	66.7%
Political Science	1,436	60.6%
Psychology	3,177	56.2%
Reading	1,282	63.7%
Real Estate	494	67.8%
Registered Nursing	827	83.1%
Sociology	2,212	65.6%
Spanish	1,052	70.7%
Speech	2,137	67.8%
Telecommunications	311	64.0%
Theatre	643	76.0%
Vocational Nursing	288	69.1%
Welding	160	71.9%
Work Experience	160	77.5%
Grand Total	74,554	66.8%

Riverside Community College District Student Outcomes

Fall-to-Fall Persistence Rates Fall 2003, 2004 & 2005

**RCCD Fall to Fall Persistence Rates,
2003, 2004, and 2005**



	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	31,801	13,838	43.5%
Fall 2004	32,219	13,872	43.1%
Fall 2005	31,567	13,428	42.5%

Fall to fall Persistence Rate is the percent of any students taking at least one course at any RCC Campus during a Fall semester and then subsequently taking at least one course at any RCC Campus in the following fall semester.

Norco Campus Student Outcomes

Retention Rates, All Disciplines Fall 2006

Enrolled Spaces	Discipline	Retention Rates	Enrolled Spaces	Discipline	Retention Rates
348	Accounting	80.2%			
183	Administration of Justice	90.2%	793	History	88.0%
57	American Sign Language	96.5%	135	Humanities	87.4%
268	Anatomy & Physiology	81.3%	32	Japanese	65.6%
365	Anthropology	92.1%	25	Journalism	88.0%
26	Arabic	96.2%	13	Machine Shop	92.3%
56	Architecture	96.4%	73	Management	86.3%
366	Art	90.4%	22	Manufacturing Technology	95.5%
240	Biology	77.1%	28	Marketing	96.4%
581	Business Administration	91.2%	2,962	Math	86.1%
183	Chemistry	83.1%	79	Microbiology	70.9%
148	Computer Applications	87.8%	143	Music	88.1%
614	Computer Information Systems	90.1%	305	Philosophy	93.4%
223	Construction	96.9%	879	Physical Education	90.1%
82	Dance	89.0%	52	Physical Sciences	86.5%
351	Early Childhood Studies	96.3%	79	Physics	86.1%
255	Economics	80.8%	508	Political Science	86.4%
37	Education	100.0%	956	Psychology	86.0%
42	Electronics	85.7%	270	Reading	88.5%
349	Engineering	86.0%	217	Real Estate	92.2%
2,097	English	88.3%	579	Sociology	89.3%
167	English as a Second Language	91.6%	220	Spanish	87.3%
34	French	91.2%	631	Speech	83.7%
363	Geography	92.3%	163	Theatre	94.5%
249	Guidance	94.8%	34	Work Experience	94.1%
596	Health Sciences	87.8%	17,478	Grand Total	88.0%

*Administration of Justice includes classes at Ben Clark Training Center.

Source: RCCD Institutional Research, 2006. The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Norco Campus Student Outcomes

Success Rates, All Disciplines Fall 2006

Enrolled Spaces	Discipline	Success Rates	Enrolled Spaces	Discipline	Success Rates
348	Accounting	47.1%	793	History	71.0%
183	Administration of Justice	73.2%	135	Humanities	79.3%
57	American Sign Language	77.2%	32	Japanese	46.9%
268	Anatomy & Physiology	68.3%	25	Journalism	72.0%
365	Anthropology	76.2%	13	Machine Shop	46.2%
26	Arabic	73.1%	73	Management	57.5%
56	Architecture	82.1%	22	Manufacturing Technology	81.8%
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249	Guidance	70.3%			
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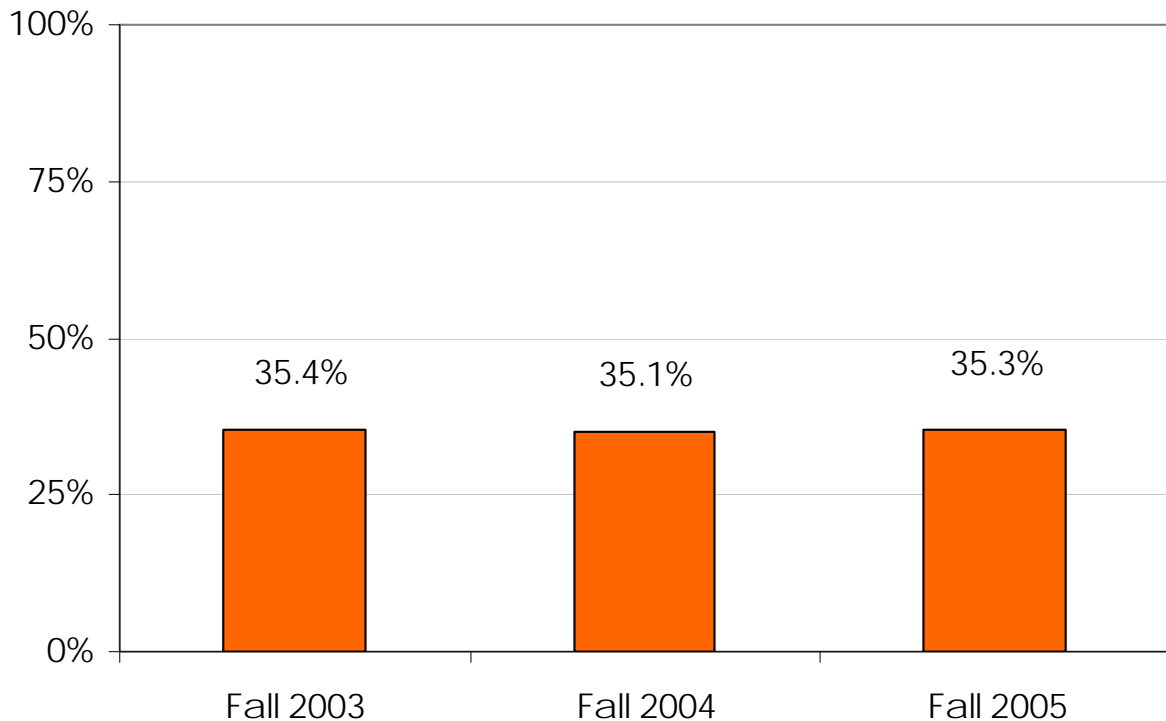
*Administration of Justice includes classes at Ben Clark Training Center.

Source: Internal RCCD MIS Data Repository. The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator

Norco Campus Student Outcomes

Fall-to-Fall Persistence Rates Fall 2003, 2004 & 2005

**Norco Fall to Fall Persistence Rates,
2003, 2004, and 2005**



	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	8,223	2,911	35.4%
Fall 2004	8,593	3,016	35.1%
Fall 2005	8,056	2,844	35.3%

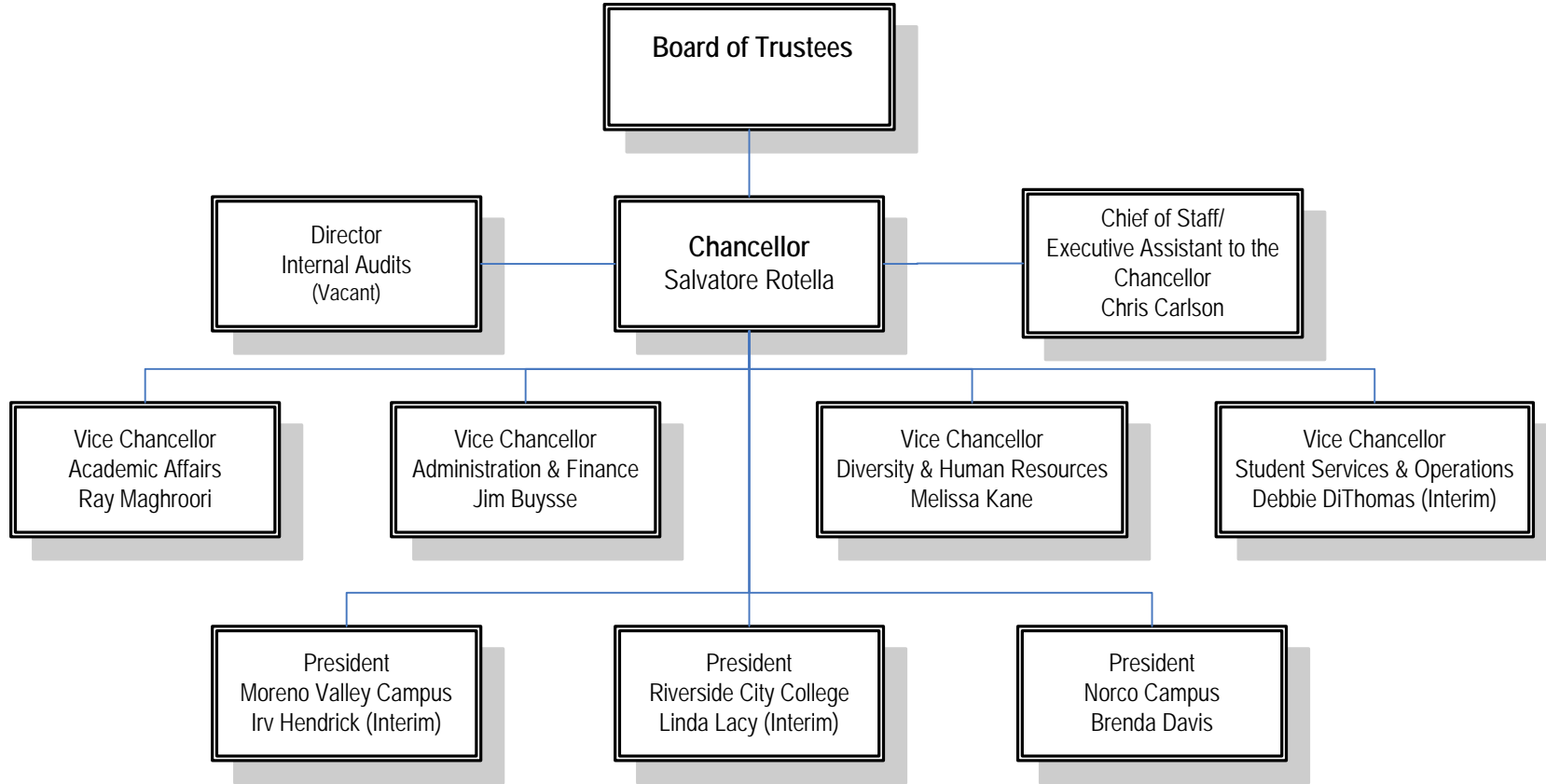
Fall to fall Persistence Rate for Norco is the percent of any students taking at least one course at the Norco Campus during a Fall semester and then subsequently taking at least one course at the Norco Campus in the following fall semester.

Source: RCCD Institutional Research, 2007

Organization Charts
and
District-Campus Functions Maps

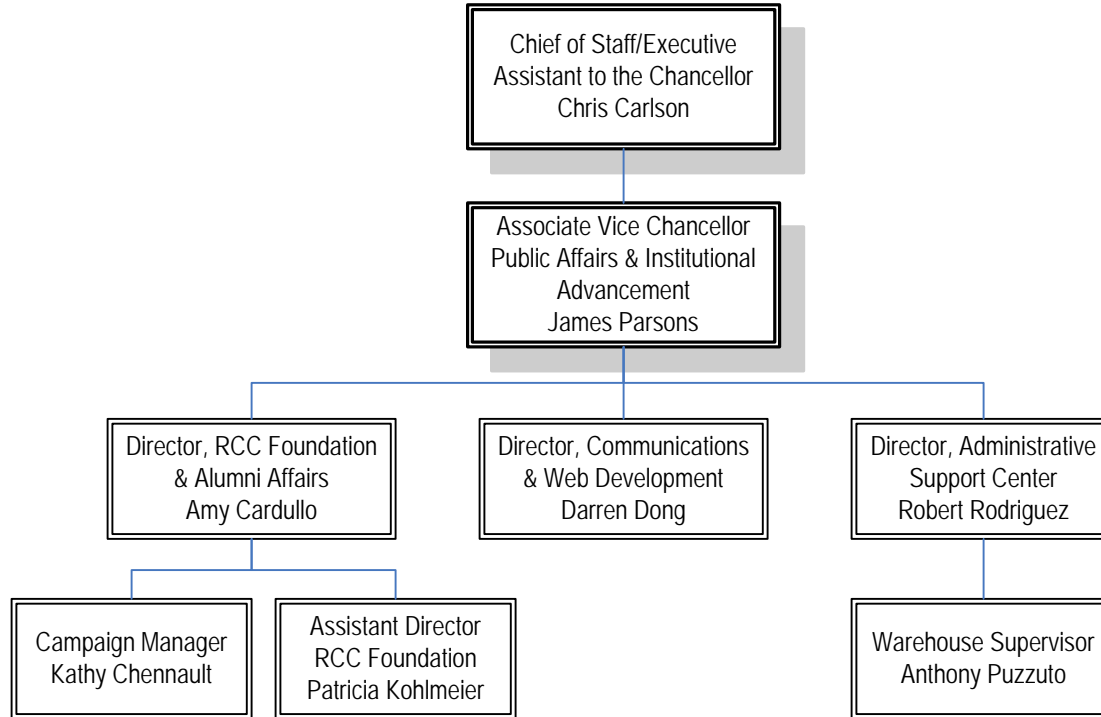
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Chancellor's Office

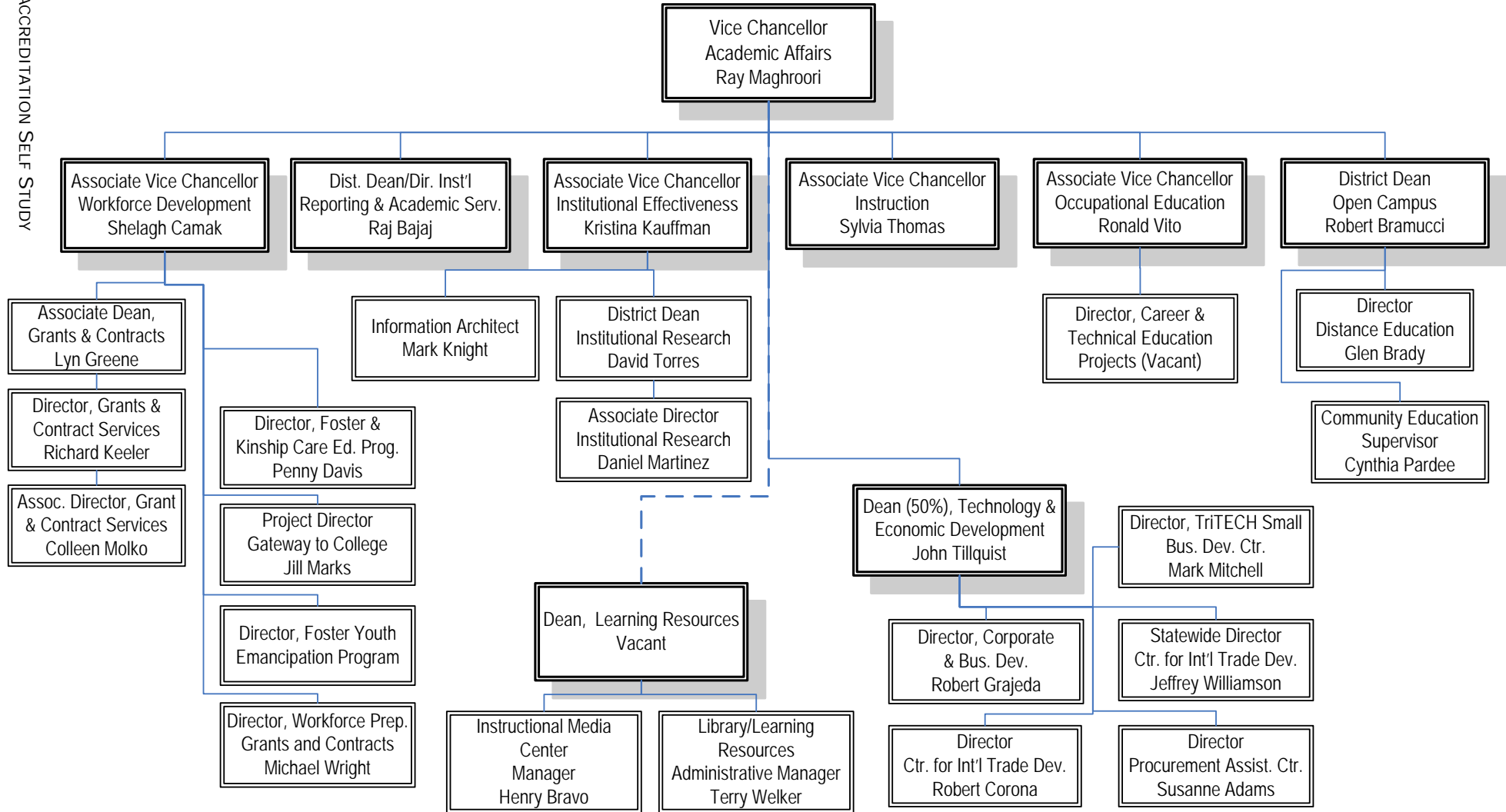


RIVERSIDE COMMUNITY COLLEGE DISTRICT

Chief of Staff

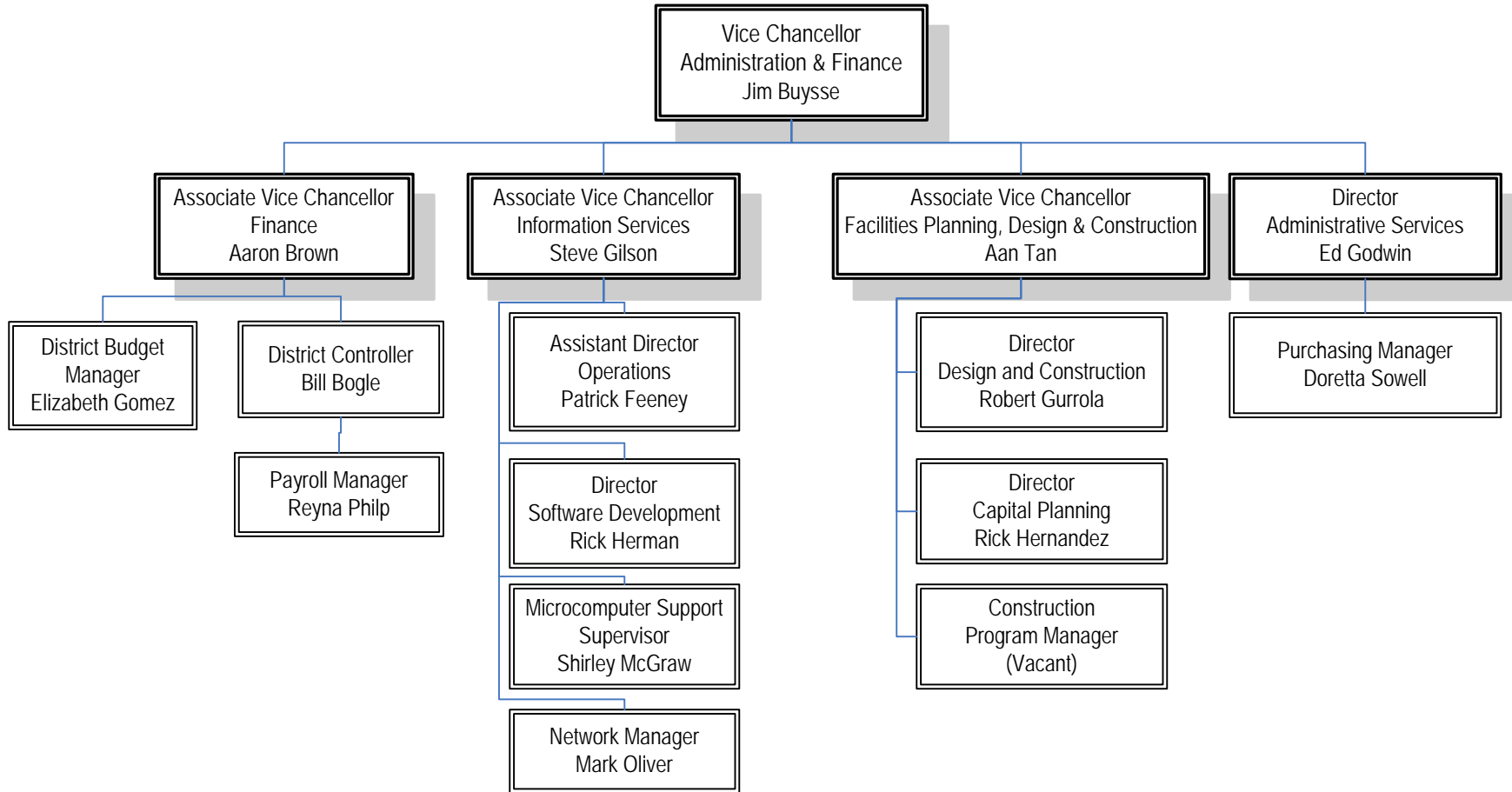


RIVERSIDE COMMUNITY COLLEGE DISTRICT Academic Affairs

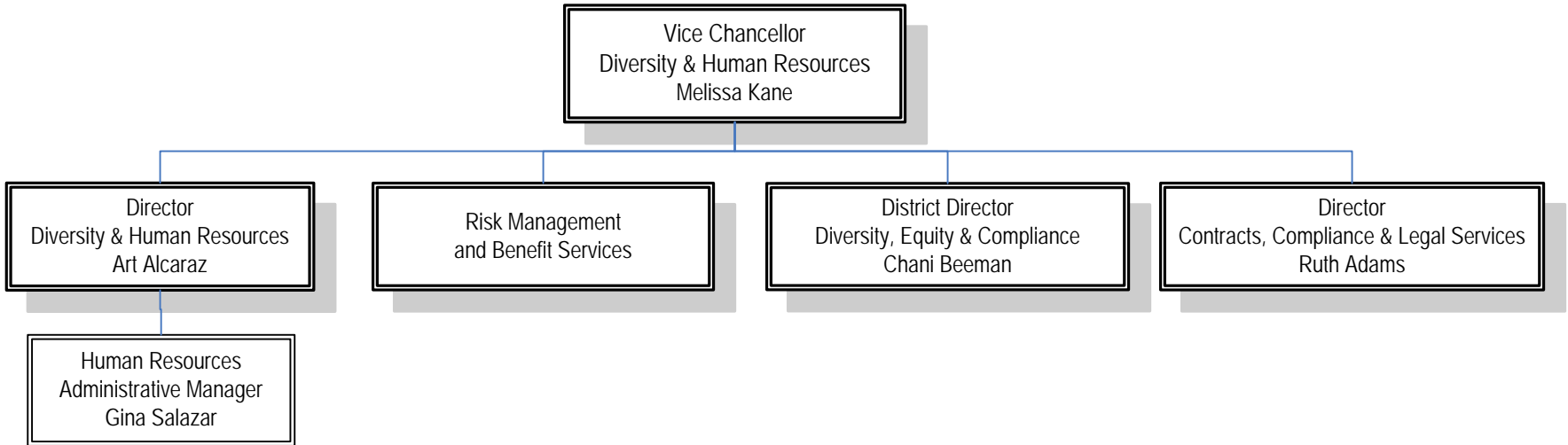


RIVERSIDE COMMUNITY COLLEGE DISTRICT

Administration & Finance

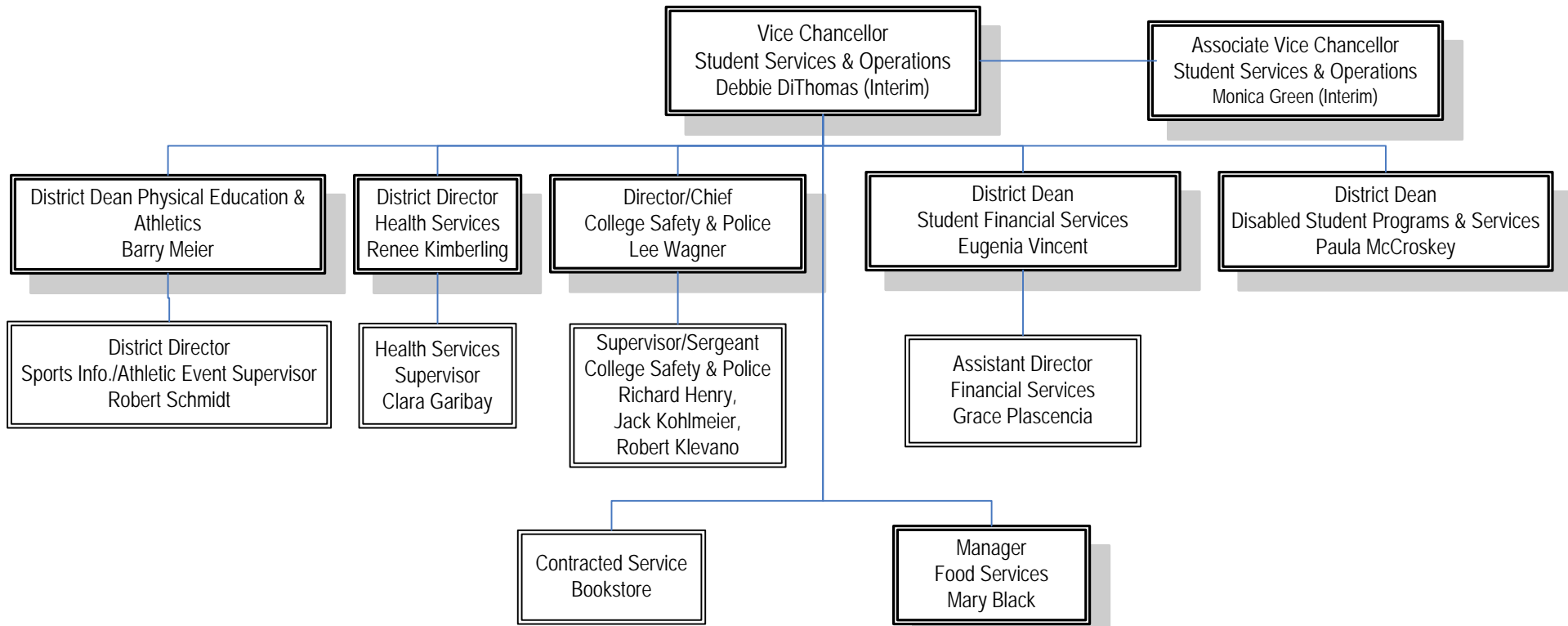


RIVERSIDE COMMUNITY COLLEGE DISTRICT Diversity & Human Resources



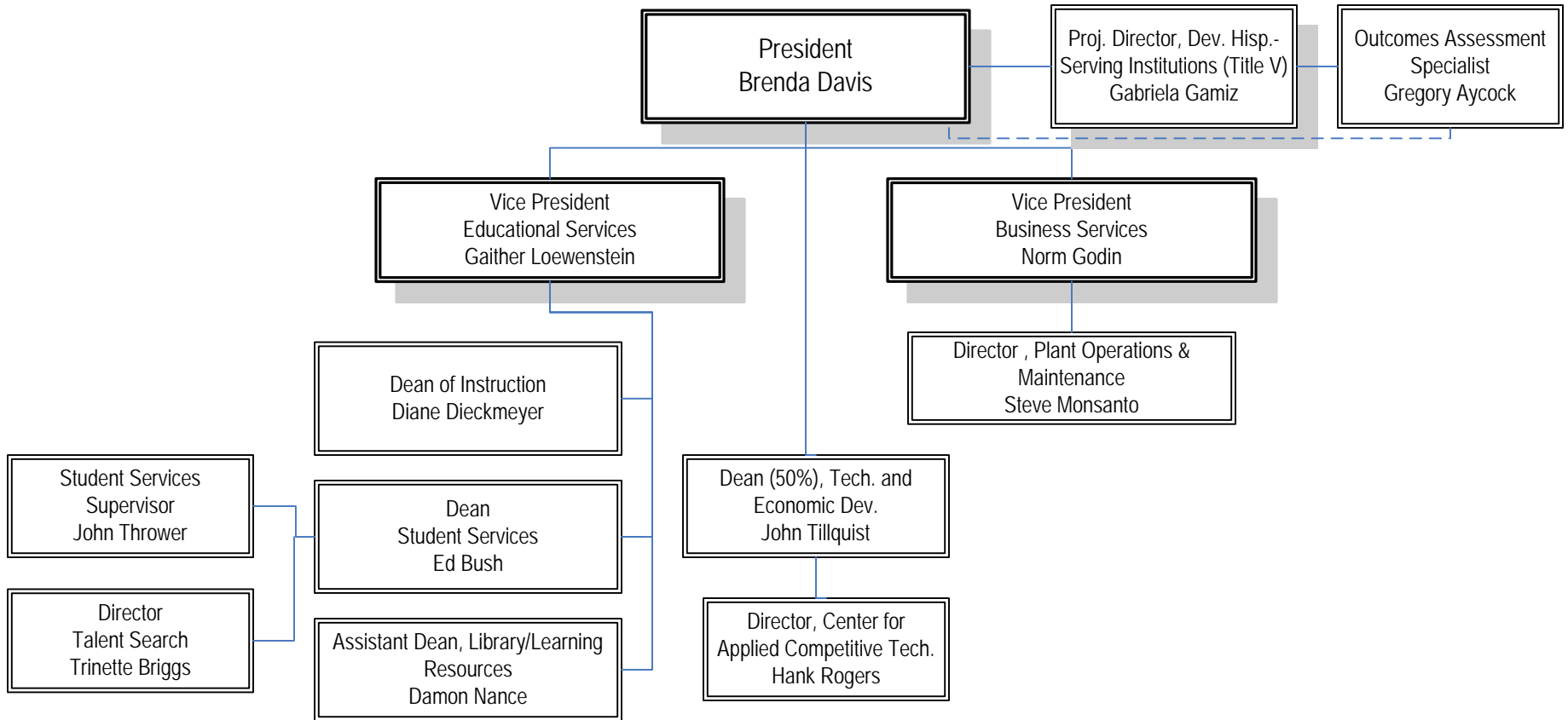
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Student Services & Operations



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Norco Campus



DISTRICT-CAMPUS FUNCTIONS MAPS

Function #1: Academic Affairs

Function	District	College
1. Academic Information Architecture and Web Services	<ul style="list-style-type: none"> • Directs web policies, practices, and procedures related to academic websites • Manages academic web servers • Oversees system management tasks • Assists academic departments and programs, and individual faculty in the development of websites • Researches, tests, and implements new web-based technologies. • Ensures that accessibility standards for the disabled are met (federal, state, and district levels) • Manages online accreditation materials and accreditation portal system • Publishes district Academic Affairs information 	<ul style="list-style-type: none"> • Provides training and assistance to faculty in web development and design
2. Assessment of Courses and Programs	The District Assessment Committee, (DAC), in collaboration with the District Program Committee, provides training in assessment and assists instructional and non-instructional programs in the development of program-based assessment.	Discipline faculty on each campus create and implement appropriate course and classroom-based assessment and use the results to inform succeeding discipline program reviews as well as for improvement in student learning and instructional effectiveness.
3. Child Development Centers	<ul style="list-style-type: none"> • Monitors regulations for operation of centers • Monitors enrollments in relation to contract awards for state funding • Maintains all records and reporting requirements for personnel, financial, grant, state and federal agencies • Facilitate outreach/marketing plan for all centers • Collaborates with other divisions/departments • Facilitates supervision of all staff (management, certificated, classified) at all centers as needed by the campuses 	<ul style="list-style-type: none"> • Provides oversight for operation of campus based center • Refers students for service at the center • Coordinates services for special classes of students such as CalWORKS • Provides maintenance for physical environment • Facilitates integration between Center and the related academic departments • Provides direct services to students and children • Supervises all staff (management, certificated, classified) at campus center
4. Community Services	<ul style="list-style-type: none"> • Provides a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings for residents of the District • Produces, publishes, and distributes Community Education class brochures and other program marketing pieces • Develops program offerings with broad-based appeal to District residents as well as targeting more specific needs • Fosters partnerships with various programs and department within the District • Serves as a marketing tool for entry into college credit and non-credit programs; raises community awareness 	Classes and programs offered through Community Education are made available to each college and off-site center within the District, with the goals of: <ul style="list-style-type: none"> • Serving the continuing education and life enrichment needs of the residents of the college communities • Serving the needs of the residents in the college communities in order to build loyalty for the colleges and cause them to be viewed in a positive light by voting citizens other than students enrolled in credit classes

Function #1

Function	District	College
5. Contracts, Agreements and Memoranda of Understanding (Faculty Bargaining Unit)	<p>The Agreement between the District and the Faculty Association is negotiated on behalf of the Board of Trustees by the Administration and the faculty bargaining unit for the District Faculty Association CCA/CTA/NEA. It is approved by both the Faculty Association membership and the Board of Trustees. The District:</p> <ul style="list-style-type: none"> • Conducts negotiations on successor agreements or reopeners with RCCD Faculty Association • Communicates new provisions to staff • Sunshines district proposal for contract with Faculty Association • Administers union contract • Assists in the development of MOU/ MOA as appropriate • Reviews all contracts between the District and outside entities dealing with Academic Affairs or Student Services related matters • Prepares and/or reviews and agendas all Board reports for Academic Affairs and Student Services 	
6. Course Scheduling	<ul style="list-style-type: none"> • Sets FTE and approximate course section targets for each college • Establishes time patterns for scheduling classes • Facilitates and oversees the production of the schedule for each college • Ensures that the schedules for each of the colleges are produced in a timely manner in conformance with pre-set deadlines for submission, proofing, printing and distribution 	<ul style="list-style-type: none"> • Class schedules are developed by each department in collaboration with the Dean of Instruction and the CIO on each campus • Some disciplines collaborate to insure that course offerings are balanced across the district • The college CIO, deans and department chairs develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner
7. Data Reporting & Enrollment Management	<p><i>Reporting:</i></p> <ul style="list-style-type: none"> • Apportionment attendance report and apprenticeship attendance report four times annually • Establishes standard procedures; obtains certification for reporting District's Full Time obligation to the state • Standard procedures and reports to the State Chancellor's office • Efficiency measures, analysis, historical performance trends, and external influences on enrollment; projections compared to the annual budget goal • Monitors and evaluates the accountability of the District (AB1417) or standards developed by the State Chancellor's Office • Develops and maintains data repositories • Website for Institutional Data Reporting • Institutional Data district-wide • Facilities and Planning - long range forecasting 	<ul style="list-style-type: none"> • Develops goals and targets for FTES and section counts for each campus/college • Provides training sessions on the fundamental use of data for decision-making and accountability • Develops and maintains exception reports to facilitate reasonable section setups and assignments by campus • Provides information fill ratios and scheduling patterns to enable campus to optimize on scheduling and room utilizations • Provides data support to Title V co-coordinators at each campus to facilitate surveys, accountability of the program • Assists each campus/college in enrollment management

Cont.

Function #1

Function	District	College
(7) Data Reporting & Enrollment Management	<p><i>Compliance:</i></p> <ul style="list-style-type: none"> • Assures compliance with education code, regulations, advisories, and related publications; oversees record retention • Works with internal auditors for supporting documentation on apportionment reporting • Evaluates work flows and works with service areas/Datatel to ensure compliance to any state-mandated changes on reporting or accountability <p><i>Planning and Scheduling:</i></p> <ul style="list-style-type: none"> • Provides institutional data for decision support, planning, program review and assessment • Develops and maintains the district's scheduling grid and exam schedule • Develops and maintains inventory of courses and course <p><i>Operational:</i></p> <ul style="list-style-type: none"> • Leads Core Operations Task Force (COTF) to ensure dialogue between Academic Affairs, Information Services and Student Services • Collaborative decision-making for implementation of new projects or existing enhancements through COTF 	
8. Economic Development	<ul style="list-style-type: none"> • Provides business development services including one-on-one business counseling, workshops, conferences, and workforce, organizational, and management training. All are focused on community business development, from internationalization to manufacturing to high technology business services. <p>Includes:</p> <ul style="list-style-type: none"> • Center for International Trade Development, Center for Advanced Competitive Technologies, CITD Statewide Director, Customized Solutions, Procurement Assistance Center, TriTech Small Business Development Center <p>OED activities include:</p> <ul style="list-style-type: none"> • Liaison with district credit and non-credit sites as well as with community colleges statewide • Training programs for local economic and business development needs; new markets to meet industry needs • Working partnerships with community civic leaders, businesses, and economic development groups. Strategic planning and system building for community business and economic development • Resource for district and statewide community college system for training, planning, and implementation needs • Business development services by contract 	

Function #1

Function	District	College
(8) Economic Development	<ul style="list-style-type: none"> • No-cost business consulting and low-cost training for existing small businesses and future entrepreneurs • Assists businesses and entrepreneurs to commercialize new technologies, develop products and services, and to identify capital and knowledge resources • Reviews and revises as necessary existing programs; work with Technical Advisory Committees • Assists business firms to market their goods and services to federal, state and local government agencies and prime contractors • Liaison with community businesses and state officials to develop, expand, refine, and implement academic curriculum • Financial and manpower resources to support and expand academic programs 	
9. Institutional Effectiveness	<ul style="list-style-type: none"> • Facilitates the assessment of student learning outcomes throughout the district in coordination with the District Assessment Committee • Facilitates accreditation self-study: <ul style="list-style-type: none"> ▪ Coordinating district contributions ▪ Compiling evidence ▪ Providing training for campus based self-studies Oversight and coordination of: <ul style="list-style-type: none"> • Faculty, program, discipline and department websites • Improvement of instruction and tenure review processes for faculty The work of the Office of Institutional Research <ul style="list-style-type: none"> • Program review process in coordination with the District Program Review Committee • District wide strategic planning activities and committees 	<ul style="list-style-type: none"> • Discipline, course and classroom based assessment plans • Campus/college accreditation self-study • Utilizes program review documents in planning processes • Provides input into faculty, program, discipline and department websites • Improvement of instruction and tenure review processes for faculty
<i>Faculty Development Activities</i>	<ul style="list-style-type: none"> • District-wide professional and organizational development for faculty in collaboration with the campus Faculty Development Coordinators • District orientation for new faculty • Maintenance, creation of 4faculty.org (hosted by RCCD Office of Institutional Effectiveness for colleges nationwide) 	<ul style="list-style-type: none"> • Provides professional development opportunities for faculty through the activities of the Faculty Development Coordinators and the Faculty Development Committee • Provides new faculty campus orientation and adjunct orientation • Provides input into development of program review documents
<i>Planning</i>	<ul style="list-style-type: none"> • Program Review as the foundation for strategic planning: includes a review of curriculum, staffing, resource needs and changes impacting “units” • Discipline and unit planning: district or college/campus based 	<ul style="list-style-type: none"> • Program Review includes a campus/college-based component that links resource needs to campus structures through the three committees: <ul style="list-style-type: none"> ▪ Campus/College Academic Planning Council ▪ Campus/College Strategic Planning Committee ▪ Campus/College Strategic Planning Subcommittees

Cont.

Function #1

Function	District	College
<i>Planning, cont.</i>	<ul style="list-style-type: none"> • PR submits recommendations from campus strategic planning committees to district-level planning groups charged with ensuring adherence to established planning principles: <ul style="list-style-type: none"> ▪ District Academic Planning Council ▪ District Strategic Planning Committee ▪ Executive Cabinet • Brings planning recommendations to the Board of Trustees for review and approval • With OIR, provides external and internal environmental scanning information for planning • Creates and updates the District Academic Master Plan, Technology Plan, Facilities Plans and other special plans as needed • Facilitates development of campus master plans • Develops district-wide strategic initiatives in collaboration with the campuses 	<ul style="list-style-type: none"> • Campus Strategic Planning Committees include faculty, students, staff, and local administrators with subcommittees led by administrative and faculty co-chairs: <ul style="list-style-type: none"> ▪ Financial Resources ▪ Human Resources ▪ Instructional Programs ▪ Institutional Mission and Effectiveness ▪ Library and Learning Support ▪ Physical Resources ▪ Student Support Services ▪ Technology ▪ Leadership & Governance (Norco only) • Campus creates Educational Master Plan which includes academic, student services and facilities components • Campus responds to and develops localized strategic initiatives
<i>Program Review</i>	<ul style="list-style-type: none"> • Each discipline in the District prepares a Comprehensive Program Review, at least every four years, addressing each mission and curriculum in addition to related topics • Each non-instructional District entity (e.g., Diversity & Human Resources, Financial Services), prepares a comprehensive program 	Each discipline prepares an Annual Program Review update which addresses resource needs and assessment activities for individual colleges. This document provides the basis for department planning, strategic planning and budget development and informs the direction of the college's educational master plan.
10. Institutional Research	<ul style="list-style-type: none"> • Institutional research for campuses and district; Specialized data sets as needed • Publication of statistical studies (such as enrollment trends, graduates and persistence reports) to assist in district policy and program planning and development • Research studies to meet district, campus/college, departmental, community, grant and state/federally mandated requirements • Assists faculty, staff and other individuals with all aspects of research activities • Coordinates college and district data collection requests from outside agencies • Labor market analysis for occupational education, workforce development and economic development • Matriculation-based research, including validation of assessment test course placement instruments • Administers surveys to students, staff and community members • Develops and maintains outside data sources (NSC, OCLBC, CalPass) • Research for program review, including productivity measures, course/program student success data, student demographics, etc. 	<ul style="list-style-type: none"> • Administers surveys of students, staff, faculty and administration • Identifies and assists in gathering and preparing of campus-specific research • Conducts research to support college program needs, such as program monitoring and evaluation • Assists in data gathering for research, as needed • Reviews report drafts, disseminate research findings, and uses research results appropriately in planning and decision making • Uses "research protocol" for requesting permission to conduct research for non-college-specific purposes

Function #1

Function	District	College
11. Library	<ul style="list-style-type: none"> • Updates the Library’s automated systems and trains necessary personnel • Receives, catalogues, and processes books and media • Establishes a consistent circulation policy 	<ul style="list-style-type: none"> • Checks in and out library materials and other resources, collects overdue fines and replacement moneys, releases holds on student records • Answers reference and directional questions, provides reference workshops and orientations, provides guidance in the use of electronic, web-based and print resources • Develops, maintains, and weeds the collection according to the specialties and programs of the campus • Provides study rooms • Provides access to library resources, and library specific information on website • Conducts outreach to various campus agencies, divisions, and departments, as well as to community organizations
12. Occupational Education	<p>Provides leadership, oversight and assistance to many aspects of the college. These include:</p> <ul style="list-style-type: none"> • Assists faculty in understanding and utilizing the RCCD Process and Approval of New or Substantially Changed Programs • Assists faculty in securing program approvals through the State Chancellor’s Office • Administration and oversight of VTEA IB, IC and State Leadership grants • Liaison between RCCD and State Chancellors Career Technical Education division • Leadership to department for the development and maintenance of occupational education programs • Supervision of work experience programs • Oversight of Production Printing and Graphics Center • Leadership and assistance in the formation and annual meetings of advisory groups • LEA for Region 9 State Leadership grant • Responsible for all operations of the Rubidoux Annex 	<ul style="list-style-type: none"> • Provides leadership, oversight and assistance to RCCD campuses through the Career Technical Education Council. This council is chaired by the District Dean of Occupational Education and is representative of campus Deans that have been designated by each respective campus President. This forum allows the District Dean of Occupational Education to interface with Deans at each campus in addressing issues, concerns and needs of occupational programs and faculty
13. Open Campus (Distance Education)	<ul style="list-style-type: none"> • Supports District infrastructure allowing for delivery of technology-mediated classes including: <ul style="list-style-type: none"> ◆ Servers ◆ Application Service Providers ◆ Student information system integration ◆ Reporting for RCC administration, the state Chancellor’s office, national organizations, and other constituencies ◆ Software licenses for technology-mediated instruction 	

Function #1

Function	District	College
(13) Open Campus (Distance Education)	<ul style="list-style-type: none"> • Responsible for technology-mediated instruction, faculty technology training and community education <i>Technology-Mediated Instruction</i> <ul style="list-style-type: none"> ◆ Online ◆ Hybrid ◆ Web-Enhanced ◆ Telecourse ◆ Teleweb <i>Faculty Technology Training</i> <ul style="list-style-type: none"> ◆ Operation of Faculty Innovation Center (FIC) ◆ One-on-one training ◆ FLEX workshops ◆ Hybrid Academies 	
14. Policies, Procedures, Ed Code and Title 5 Regulations	<ul style="list-style-type: none"> • Oversees and coordinates revision and development of board policies (BP), administrative regulations (AR) related to academic matters in consultation with the Academic Senate • Liaison to Executive (Chancellor's) Cabinet and Board Committees for BPs and ARs; prepares board docket items related to new or revised BPs • Liaison with Human Resources for use of CCLC policy subscription service, for consultation and updated legal recommendations • Maintains BP and AR links to Academic Affairs manuals on the Internet and on Intranet. Explanations of policies and procedures as needed • Communicates BP and AR changes and updates to faculty and staff • Ensures compliance with Ed Code and Title 5 Regulations • Establishes (in consultation with the Academic Senate) procedures and processes for matters related to Academic Affairs such as curriculum approval and new program development 	Policies impacting the educational mission are reviewed and recommended for approval by the campus Academic Senate.
15. Program and Course Development	<ul style="list-style-type: none"> • District Curriculum Committee ensures that the Board Policy of one curriculum, one student contract is maintained, ensuring that course outlines of record are the same at all three colleges • District Academic Planning Council and District Strategic Planning Committees recommend programs for approval by the Board of Trustees • The district provides supporting research necessary to develop new programs such as labor market analysis and community demographics • Maintains and updates the District's course and program inventory • Updates master course information in administrative system • Oversees and facilitates the annual update, production and distribution of the District's catalog 	Faculty initiate each new course and program through the local curriculum committee and district-wide course/program approval processes.

Function #1

Function	District	College
16. Workforce Prep	<ul style="list-style-type: none"> • Develops and delivers programs and services to specific learner populations. Works in partnership with educational, business and industry partners to align college program and development with regional workforce needs • Coordinates and manages the following career education and workforce development programs and services: <ul style="list-style-type: none"> ▪ CalWORKs Program ▪ TANF-Child Development Careers Program ▪ Independent Living Program (ILP) & Foster/Kinship Care Education (FKCE) Program ▪ Workforce Preparation Skills ▪ Riverside County Emancipation Services ▪ Gateway to College Early College High • Represents District on local, regional and state workforce prep committees • Maintains liaison with state workforce prep agencies as well with other community colleges 	

Function #2: Administration and Finance

Function	District	College
1. Accounting Services	<ul style="list-style-type: none"> • Interaction with program directors, federal, state and local program agencies and external auditors on compliance and audit issues • Internal reports for the Board of Trustees and other district users • Quarterly and annual financial reports to the State Chancellor's Office and Riverside County Office of Education • Comprehensive Annual Financial Report • Reconciliation procedures for district activities with Riverside County Office of Education and all district bank accounts • Maintenance of Chart of Accounts, general subsidiary ledgers special journals • Receipt and allocation of district revenues from local, state and federal sources • Budget processing, monitoring of expenditures for compliance, special project reports • Processing of payments by students and employees; payment authorization to outside parties after verification of service/work received • Student financial aid transcripts, records, and disbursements • Manages and collects grant over-awards • Maintenance of moveable equipment inventory (fixed assets), upgrades, tagging, deletions and transfers of equipment • Inventory reports and reconciliation • Public auctions of surplus property • Maintenance of district records; delivery and return of records to storage 	
2. Accounts Payable	<ul style="list-style-type: none"> • Payment processing of general obligations of the district in accordance with current state and federal laws, education code, district policies and procedures and audit practices • Oversight of accuracy, completeness and appropriateness of payments made to outside vendors for goods and services and to staff for expense reimbursements • Payments to students, tuition refunds, stipends, other reimbursements • Interpretation and information on district, state and federal regulations re: accounts payable functions • Implementation of new district policies and procedures • Timely and accurate payment to vendors; response to inquiries; preparation of vendor 1099s • Oversight of payment schedules, satisfactory credit ratings, interest expense and/or late payment penalties 	

Function #2

Function	District	College
(2) Accounts Payable	<ul style="list-style-type: none"> • Maintenance and archiving of vendor records /files in accordance with county, local and state requirements and IRS regulations • Preparation of schedules, documentation and files to internal/ external auditors • Coordination of accounts payable s with Purchasing and Budget Control departments and the Riverside County Office of Education 	
3. Audit Compliance	<ul style="list-style-type: none"> • Independent review, assessment and constructive feedback regarding operations throughout the district <p><i>Internal auditor provides the district with a backup to various fiscal functions including:</i></p> <ul style="list-style-type: none"> • Accounting research and budget analysis • Bond issuance • Accounting and managerial functions • Compliance with written policies/procedures, plans, laws, regulations which impact operations • Investigation of waste and fraud and detection measures • Evaluation of district financial activity • Custody of evidence responsibility • Review of reliability and integrity of financial and operating information; analysis of means of safeguarding assets • Appraisal of economy and efficiency in use of resources are employed; recommendations for appropriate use • Review of program operations for achievement of stated goals and objectives • Reports prepared for the Board of Trustees on a quarterly basis 	<ul style="list-style-type: none"> • Provides access to all college activities, records, property and personnel • Develops, implements and monitors corrective action plan based on audit recommendations
4. Auxiliary Services/Cashiers' Offices	<ul style="list-style-type: none"> • Internal controls and fraud prevention systems for cashiering locations • Maintenance of a secure location • Returned check collection for all district funds • Disbursement of reimbursement checks for travel, supplies, etc, for ASRCC and Foundation functions • Disbursement of payroll checks not handled by direct deposit 	
5. Budget	<ul style="list-style-type: none"> • Coordination of annual budgetary process (establishes expenditure levels based on expected revenues; revision of budget; monthly financial budget comparison reports • Bond projects coordination and reporting on bonds to BOT and Bond Oversight Committee) • Coordination of final attendance enrollment reports to the Chancellor's Office 	<ul style="list-style-type: none"> • Allocation of discretionary funds to departments, disciplines and programs • Submission of annual campus budget request to district • Participation in Budget Bunch and resource allocation processes

Function #2

Function	District	College
(5) Budget	<ul style="list-style-type: none"> • Compliance with external reporting requirements • Preparation of information for the Budget Bunch; coordination of meetings to review budget requests • Monitoring of cash balances to assure liquidity; responsible for monthly cash flow of general fund • 	
6. Facilities Maintenance	<ul style="list-style-type: none"> • Coordination of facilities operation for District Office including custodial services, grounds, building maintenance, and miscellaneous service contract providers • Technical expertise or assistance to campuses on an as-needed basis 	<ul style="list-style-type: none"> • Each college and off-site center has ongoing and direct responsibility for maintenance and operation of its facilities
7. Facilities Planning	<ul style="list-style-type: none"> • Oversight and coordination, technical assistance and support for planning of all major capital outlay projects within the district, including implementation of the district's Measure "C" local Bond • Development of the district's Five Year Construction Plan • Facility planning expertise provided to campuses • Screening and hiring recommendations for architects, engineers, space planners, and environmental consultants • Research on facilities planning issues; input to constituent groups re: long term needs of students and modern educational delivery systems • Liaison with state and local governmental agencies having responsibility for planning, construction, regulatory compliance, and environmental review <p>Responsibility for:</p> <ul style="list-style-type: none"> • Architectural standards for facility development • Leases of property and facilities • Coordination and implementation of major construction and renovation projects • Long-range planning to maximize efficient use of facilities for all district sites • All documentation relating to district facilities (blueprints, construction documents; work standards for future architects and engineers) • Maintenance, management and upgrade of building automation systems. Systems designed and installed to provide support while maximizing efficient use of energy • Application for, maintenance of all operational permits required by state, local or national codes/regulations • Definition of scope of work and development of budget for scheduled Maintenance and Hazardous Materials and Facility Modification projects <p style="text-align: right;"><i>Cont.</i></p>	<ul style="list-style-type: none"> • Works collaboratively with departments to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific project plans • Serves as district liaison on college committees dealing with facility planning and development • Facilitates input and preparation of the college's Facility Master Plan (slated for completion in 2006) • Provides technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community

Function #2

Function	District	College
(7) Facilities Planning	<ul style="list-style-type: none"> • Development, updates of building and construction specifications; monitoring of facility standards for new construction and remodel projects • Technical assistance to the district related to building maintenance, grounds and custodial service 	
8. Grounds		Repairs and maintains campus landscaping in addition to athletic fields. This includes all plants, trees, irrigation systems, parking lots, walkways and roadways within the college.
9. Information Services	<p>Provides:</p> <ul style="list-style-type: none"> • Network for inter- and intra- campus networks; institutional access to Internet and World Wide Web • Comprehensive administrative system for recording, storing and reporting on data for student, financial, academic and administrative transactions • Centralized internal telephone system • Development, deployment and support of centralized administrative functions and “middleware” platforms necessary to support connectivity between software services delivered by other district resources • Leadership and assistance in planning technology for new buildings, offsite learning centers and other District projects 	
<i>Administrative Systems (DATATEL)</i>	<p>Responsibility for:</p> <ul style="list-style-type: none"> • Implementation and support of Datatel administrative system suite (Colleague and Benefactor) and related software packages • WebAdvisor for web-based student and faculty services • Planning/support solutions for ancillary administrative functions such as document scanning systems, directory services (LDAP), forms and workflows, electronic signatures, account creation and portal software solutions • Student email services 	
<i>Data Center Operations</i>	<ul style="list-style-type: none"> • Maintenance of application server farm, data storage farm, data processing operations; forms used by Academic Affairs, Student Services, HR and Accounting 	
<i>District Help Desk</i>	<ul style="list-style-type: none"> • Provides central system for addressing incoming help desk requests and distributing work assignments as appropriate including desktop/laptop support; open campus assistance requests; network support; e-mail problems; campus lab support; Webadvisor; wireless access 	

Function #2

Function	District	College
<i>Microcomputer Support</i>	<ul style="list-style-type: none"> • Service and installation of desktop and laptop computers throughout the district, including classroom and lab technical support; faculty workstation support 	
<i>Network Administration</i>	Responsibility for providing: <ul style="list-style-type: none"> • District-wide Cisco-based Gigabyte Ethernet (CENICWork) Network services to all District offices and off-site locations • Free wireless Internet service to registered student, staff or faculty member in District • Centralized security and intrusion detection, anti-spam filtering, network monitoring • Enterprise level solutions for email, storage area networks (SANS), and servers in support of academic and administrative needs 	<ul style="list-style-type: none"> • Upon accreditation each campus will be directly connected to the Internet via the CENIC organization • Network Operation Centers are to be built on each campus in 2007
<i>Telephone Group</i>	Responsibility for: <ul style="list-style-type: none"> • Centralized telephone system for the District • Purchase of outbound circuit connectivity for local and long distance calling for district • Contracts for District cell phones and Blackberry server • Account reconciliation with all vendors • Planning, construction and maintenance of the District cable plant and related infrastructure 	
10. Payroll	Responsibility for: <ul style="list-style-type: none"> • Classified and academic payroll, including retroactive and adjustment payment; analysis of payroll documents to ensure proper payment to employees • Continued liaison with Riverside County for changes, additions, deletions and rates of pay • Audits and reconciles with county payroll reports • Records and maintenance of employee deductions, sick leave and vacation accrual; W-2 forms; employee benefits payments • Compliance with federal, state, and district rules and regulations • Audits and reconciles annual, quarterly and monthly reports to STRS, PERS, Social Security, Medicare, unemployment, etc. 	
11. Purchasing	Responsibility for: <ul style="list-style-type: none"> • Compliance with federal, state, district rules and regulations • Procurement of merchandise and services required by district • Competitive quotation / bid process; cooperative purchasing 	

Function #2

Function	District	College
(11) Purchasing	<ul style="list-style-type: none"> • Awards of bids for service contracts, equipment and supplies • Maintenance of contractor insurance and bonding certificates • Maintenance of database and control for service contracts, independent contractors/consultants, leases and rental of property and facilities • Execution of service contracts; services for centralized maintenance agreements • Training for the online requisitioning system • Maintenance of Record Retention & Destruction Board Policy 	
12. Risk Management	<p>Oversight of:</p> <ul style="list-style-type: none"> • District’s workers’ compensation. Liaison between insurance provider/district/employee. Legal decisions with assistance of Vice Chancellor and legal counsel • District’s property/liability insurance program. Evaluation and purchase of necessary insurance coverage for district • Processing and administering claims filed against the district. Liaison between district and legal counsel • Certificates of insurance for district functions and outside vendors • Insurance premiums • Compliance with Cal/OSHA regulations • Assistance and consultation on safety and loss control issues <p>Responsibility for:</p> <ul style="list-style-type: none"> • Processing request for DMV records, approving District drivers • Investigation, processing and replacement of lost or stolen district owned items • Data collection /reporting for Cal-OSHA; Self-Insurers report 	
13. Warehouse	<ul style="list-style-type: none"> • Receipt and delivery of shipments to departments and sites of supplies and equipment • Return of items to vendors as needed • Follow-up on non-delivery or late delivery of orders • Delivery of surplus property from storage site to requestor 	

Function #3: Chancellor's Office

Function	District	College
1. Administrative Support Center (formerly Communications Center)	<ul style="list-style-type: none"> Prints and photocopies materials that support instructional and other organizational communication goals Services including word processing, copy editing, binding, and presentation production; service of electronic requests 	
2. Foundation	<ul style="list-style-type: none"> College fundraising activities in close collaboration with community relations Comprehensive program of educational philanthropy for the college; staff support to a volunteer board of directors Fundraising activities to generate revenue for specific college needs including scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fund-raising opportunities Funds for scholarships and other program needs Monitoring of foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations 	
3. Governmental Relations	<ul style="list-style-type: none"> Strategies to secure funding or legislation in support of the institution's mission and programs Implementation of comprehensive governmental relations program that meets the needs of the District Liaisons and partnerships with private and public organizations at the federal, state and local levels Development of alternative sources of funding for programs 	<ul style="list-style-type: none"> Provides information about the impact of proposed legislation on operations/students Encourages students to participate in campaigns and visits with legislators to inform them about direct impacts of current or proposed bills or public policies
4. Grants & Contracts	<ul style="list-style-type: none"> Support for District acquisition and management of external resources External resources development assistance including resource development and analysis for District initiatives Compliance with external resources (excluding categorical programs) by providing consultation and training services to District personnel Technical assistance related to external resources and contracts to District personnel 	<ul style="list-style-type: none"> Supports for campus level acquisition and management of external resources External resources development assistance including resource development and analysis for campus-based initiatives Compliance for external resources (excluding categorical programs) by providing consultation and training services to campus staff Technical assistance related to external resources and contracts to campus staff
5. Mailroom	<ul style="list-style-type: none"> Mail services (sorting, distribution) to all District sites; delivery of mail to post office 	<ul style="list-style-type: none"> Prepares mail for delivery to post office Sorts incoming campus and US mail/packages; distribution to departments and staff/faculty mailboxes Sends and receives fax correspondence Maintains department and faculty mailboxes

Function #3

Function	District	College
6. Public Affairs		
<i>Public Affairs & Community Relations</i>	<ul style="list-style-type: none"> • Internal and external communications related to District educational programs and initiatives • Community relations efforts with various external constituencies • Strategic communications programs to cultivate support for the District and campuses, including participation in community events, production of print and electronic communications material, and service on select community and business committees • Capacity-building initiatives that increase community ability to take advantage of college programs • Development and maintenance of programs that generate community goodwill and financial support for the district 	<ul style="list-style-type: none"> • Assists the campus communities with public affairs and community relations efforts • Facilitates communications with adjacent community • Solicits advice and shares plans affecting that community • Represents the college to the community, providing them with timely information about matters of local interest and significance • Attends community meetings, gathering insights into current issues affecting the colleges and their operations • Upon request from the campuses, assists with the development of student-centered programs and events that generate revenue for college and student needs
<i>Marketing</i>	<ul style="list-style-type: none"> • Communication with current and potential students through publications, websites, electronic media, and other methods • Assistance to campuses, centers and programs with marketing/promoting their educational offerings and services • Market analysis and marketing strategies in association with the development of new academic programs and initiatives • Implementation of comprehensive enrollment marketing strategies and programs 	<ul style="list-style-type: none"> • Assists campuses with the development of marketing strategies and materials to promote campus-specific programs
<i>Media Relations</i>	<ul style="list-style-type: none"> • Media relations re: college related topics; communication between college staff and faculty • Production of media releases, features and editorials, as needed, in all media • Official college spokesperson in all matters, in consultation with senior administration 	<ul style="list-style-type: none"> • Advises campus presidents on media relations • Facilitates more effective communication with print and broadcast media covering the specific campus • Pitches stories to the media to generate coverage of specific campus programs, events, and other news
<i>Publications</i>	<ul style="list-style-type: none"> • Development of collateral material in support of marketing and communications efforts • Advertising and marketing project design for placement in print and electronic media (with Graphics Technology) • Project organization for instructional, informational, public relations and marketing purposes 	<ul style="list-style-type: none"> • Assists with the development and production of publications and collateral materials in support of the campus's mission

Function #3

Function	District	College
<i>Website (District and Campuses)</i>	<ul style="list-style-type: none"> • Maintenance of website infrastructure for the District and campuses, including administrative information, course offerings, college publications and announcements • Website development (in collaboration with information architect) for disciplines, departments and faculty • Publication of e-mail newsletters • Web services for public and internal consumption • Identification of new technologies to support the growth of the district 	<ul style="list-style-type: none"> • Provides assistance to various campus departments on development of content and web-based applications • Supports marketing efforts to promote various academic programs
7. Sports Information	<ul style="list-style-type: none"> • Information regarding campus athletic programs to promote interest in their academic offerings • Interaction with athletics department administrators to effectively deliver sports information 	

Function #4: Governance

Function	District	College
<p>1. Academic Senates</p>	<ul style="list-style-type: none"> • Input to the Chancellor on professional and academic policy matters • Advice to the Board of Trustees on professional and academic policy matters • Recommendation of step and column increases and sabbatical leave • District faculty representation on the state academic senate <p>Coordination of:</p> <ul style="list-style-type: none"> • Campus curriculum committees • District-wide instructional assessment • District-wide discipline program review • Campus academic standards committees • Faculty participation in state academic senate conferences • Faculty appointments to equivalency committees • Faculty appointments to hiring, district, and local committees 	<ul style="list-style-type: none"> • Provides input into planning and the development of local procedures related to professional and academic matters • Provides input to the Chancellor on professional and academic policy matters • Advises the Board of Trustees on professional and academic policy matters • Reviews and approves curriculum related to the campus • Makes recommendations related to academic standards • Collaborates with bargaining unit with regard to calendar, and policies related to hiring, leave and evaluation • Appoints faculty to equivalency committees • Appoints faculty to hiring, district, and local committees • Represents district faculty to the state academic senate
<p>2. Associated Student Governments</p> <p>a. ASRCCD</p> <p>b. ASRCC, Riverside Campus</p> <p>c. ASRCC, Moreno Valley Campus</p> <p>d. ASNC, Norco Campus</p>	<p>ASRCCD has responsibility for:</p> <ul style="list-style-type: none"> • Input to the Chancellor and Board of Trustees and addresses questions re: governance, student issues and concerns, student legislation, activities and events on a District-wide level • Budget for District-wide operations; review and approval of budgets of all three campuses • Legislation affecting students within the District • Student Trustee Elections process in all three campuses • Organization and coordination of District-wide events (e.g., Homecoming) • Development of leadership opportunities through District wide retreats, orientations, workshops • Interaction with student governing bodies at Norco, Riverside, and Moreno Valley to develop and sustain effective communication channels • Interaction with Student Trustee in maintaining and improving communication channels with the Board of Trustees, the Chancellor, and District administrators • Assisting the Student Trustee in representing the entire district student body in the governance process • Student participation in the governance process and in multicultural events throughout the District • Resolutions and conflict-resolution on a District-wide level between student governing bodies and student leaders • Maintenance of accurate records of meetings and all budgetary transactions 	<p>Through the Senate and the Executive Board, provides input into planning and the development of local procedures related to student government and activities, participates in the local governance process, and represents effectively their respective student bodies.</p> <p>Each campus student government organization:</p> <ul style="list-style-type: none"> • Coordinates programs and events for a diverse student body • Institutes a variety of programming for students focusing on social, intellectual, and emotional development • Provides funding and support to student clubs and organizations through the Inter Club Council • Provides an environment where students can make recommendations to improve the college student experience • Oversees, in conjunction with the District Judicial Board, the election process • Maintains accurate records of all meetings and budgetary transactions • Develops and maintains informational publications for the student body, faculty, and staff • Develops and maintains a line item budget for operational purposes as prescribed and allocated by the ASRCCD each academic year

Function #4

Function	District	College
<p>(2) Associated Student Governments</p> <ul style="list-style-type: none"> a. ASRCCD b. ASRCC, Riverside Campus c. ASRCC, Moreno Valley Campus d. ASNC, Norco Campus 	<ul style="list-style-type: none"> • Publications informing students of campus activities, news, and student-related issues 	<ul style="list-style-type: none"> • Holds publicly elected and appointed student officers accountable according to the by-laws of the student government • Initiates, approves, and implements any amendments to campus by-laws and in accordance with the Election Code • Initiates and supports legislation affecting the student population of the campus • Passes resolutions and engages in conflict resolution between all committees and boards within the student government • Empowers students to be proactive regarding student concerns and causes • Develops student leadership opportunities through retreats, conferences and workshops • Ensures adherence to high ethical standards • Provides resources for club advisors to effectively oversee the campus organizations • Works closely with the ASRCCD and the Student Trustee to ensure that the campus is effectively represented on the governance level • Creates learning environments that allow students to implement theories learned in the classroom and develop skills that can be transferred well into their professional and community endeavors • Protects the rights of assembly and freedom of speech for all students regardless of age, race, sex, political views, sexual orientation, religious affiliation or not, gender, physical ability, and ethnicity • Works closely with faculty to develop and implement academically oriented co-curricular programs and activities
<p>3. Board of Trustees</p>	<ul style="list-style-type: none"> • Establishes structure and creates policies related to governance of the district • Selects the Chancellor • Establishes a policy for selecting and evaluating the presidents of the campuses • Ultimate responsibility for educational quality, legal matters, and financial integrity of RCCD • Establishes policies consistent with District mission statement to ensure quality, integrity and improvement of student learning programs and services • Reflects the public interest in Board activities and decisions 	

Function #5: Human Resources

Function	District	College
1. Benefits	<ul style="list-style-type: none"> • Liaison between employees, broker, and insurance carrier regarding insurance related problems Responsibility for: <ul style="list-style-type: none"> • Contract management and negotiation with benefit providers • Providing information on benefit provisions to employees • Employee documentation and assistance pertaining to employee and retiree health and welfare benefits • Pro-rated premiums for payroll deduction • Employee benefit files maintenance • Responsible for insuring compliance with federal COBRA/HIPAA regulations • Compiling data for annual Medicare report • Compliance of Section 125 plan health care and dependent day care accounts with current IRS regulations • Checking consistency of insurance providers' certificates of insurance with carrier contracts 	
2. Classification, Grading, and Pay	<ul style="list-style-type: none"> • Maintenance of salary schedules; Notices of Employment in compliance with Education Code; employee job descriptions • Job classification of new positions; processing job reclassifications 	
3. Contracts, Compliance and Legal Services	<ul style="list-style-type: none"> • Responsible for the development, review and revision of District policies and procedures 	
	<p style="text-align: center;"><i>Legal Services</i></p> <ul style="list-style-type: none"> • Assistance to Human Resources on personnel matters • Assistance to administration in coordinating District's legal affairs, including civil litigation, administrative hearings, business negotiations • Advice to Vice Chancellor, Human Resources relating to EEO, Sexual Harassment and Discrimination and District responsibilities • In-service training for personnel regarding legal issues, new legislation, court decisions and trends • Liaison with District General Counsel in drafting documents, resolutions and other legal instruments • Oversight on compliance for diversity, grants, human resources and the District. 	

Function #5

Function	District	College
(3) Contracts, Compliance and Legal Services	<ul style="list-style-type: none"> Recommendations of outside legal counsel as appropriate. Liaison between the district and outside legal counsel on contractual issues 	
<i>Contracts</i>	<ul style="list-style-type: none"> Design, administration, and implementation of the district's complete contracts process, including preparation of documents for BOT approval Drafting of leases, agreements, contracts, memoranda of understanding, and amendments for the BOT Coordination with Risk Manager and Director of Purchasing to ensure timely and comprehensive handling of contractual matters Technical assistance to campuses and educational centers for contracts, leases, license agreements and other legal Training sessions for college and district employees re: contract policy and procedures 	<ul style="list-style-type: none"> Drafts items such as leases, agreements, contracts, memoranda of understanding, and amendments for the Board of Trustees' meeting agenda so that the Board may act on them Assists in negotiation for offsite educational facilities, drafts, review and revises contracts, leases, license agreements and other legal documents for submission to the Board of Trustees
4. Diversity and EEO Compliance	<ul style="list-style-type: none"> Monitoring compliance relating to EEO, ADA, Sexual Harassment, and Discrimination Monitoring the screening and selection process of all employment vacancies or promotions EEO in-service training programs for faculty, staff and students Policies and procedures related to employer/employee relations, discrimination complaints, grievances, conflict resolutions and disciplinary action Recruitment strategies, and special recruitment efforts directed toward ethnic minorities, women, and other underrepresented groups Investigation & resolution of employee and student complaints of unlawful discrimination and harassment Assistance to administration with mid-to-long range goals for assertive hiring of underrepresented faculty and staff Assistance to campuses with comprehensive and on-going recruitment and employment programs Assistance with annual update of District Faculty and Staff Diversity plan and programs Tabulation of data on faculty and staff diversity Receives, investigates, and seeks to resolve complaints relating to instructional issues 	<ul style="list-style-type: none"> Plans and establishes mid-to-long range goals for the assertive hiring of underrepresented faculty and staff Promotes diversity with faculty, staff and students

Function #5

Function	District	College
5. Employee Relations	Responsibility for: <ul style="list-style-type: none"> • Guidance, counseling, and assistance in implementing progressive disciplinary measures • Monitoring employee evaluation systems for management and staff • Employee handbooks • Employee accommodation and return-to-work processes • Training in grievance handling and disciplinary processes • Coordination & implementation of District’s group benefit and insurance programs 	
6. Hiring	Responsibility for: <ul style="list-style-type: none"> • Recruitment strategies; position advertising; applications input into tracking system • Review of minimum qualifications; identification of leading candidate group; selection committee membership review; prescreening process • Screening committee training on position needs, EEO, and interviewing protocol; orientation of screening committee; review of committees, screening criteria and interview questions • Interview scheduling; communication of status of candidacy to applicants • Reference checks, employment offers; salary placement; applicant employment processing including entrance into database and salary processing to Payroll; new employee benefit information • Notification of hire for Board approval, PERS/STRS • Employee orientation <p><i>For District level personnel, responsibility for:</i></p> <ul style="list-style-type: none"> • Formulating selection committee; selection criteria/interview questions • Paper screening; interviews • Recommendation of finalist, reference checks, final interview • Candidate selection 	<ul style="list-style-type: none"> • Submits personnel requisition to initiate hiring <p><i>Hiring of campus personnel</i></p> <ul style="list-style-type: none"> ▪ Formulates selection committee in accordance with hiring procedures for campus personnel ▪ Recommends suggested selection criteria/ interview questions ▪ Participates in paper screening as required ▪ Conducts interviews ▪ Recommends finalist ▪ Conducts reference checks ▪ Conducts final interview ▪ Selects candidate

Function #5

Function	District	College
7. Professional Development/ Staff	<ul style="list-style-type: none"> • Professional development opportunities for staff; review of requests for professional development • Staff, management and faculty diversity; equity training and related legal considerations • Survey of staff training needs; delivery of training on a variety of topics • Mandatory staff, management and faculty harassment training 	Provides professional development activities for staff
8. Staff/Confidential Contracts	<ul style="list-style-type: none"> • Negotiations on successor agreements or re-openers with CSEA • Communication of new provisions to staff • Sunshining of district proposal for contract with CSEA • Administration of union contracts • Assistance with development of MOU booklets or agreements 	Administers union contracts in accordance with the agreements

Function #6: Student Services

Function	District	College
1. Athletic Program	<ul style="list-style-type: none"> • Oversight of district athletic programs in consultation with the colleges • Administrative representative to Orange Empire Conference 	<ul style="list-style-type: none"> • Oversight for the improvement and maintenance of athletic facilities • Supervision of on-site athletic events • Collaboration with district Dean of Athletics in the operation of campus athletic programs
2. Admissions	<p>Responsibility for:</p> <ul style="list-style-type: none"> • Timely admissions and registration process via district A&R Timeline • Management of enrollment system for semester-long, short-term, and hourly courses; specialized support for customized training programs • Construction of functional parameters for enrollment services processing and infrastructure monitoring in partnership with Information Services (IS) • Implementation of state and local academic policies as appropriate • Coordination with Student Accounts and cashiering operations for consistency across campuses • Monitoring of consistency of policy for all A&R operations 	<p>Each campus has a comprehensive A&R department which provides:</p> <ul style="list-style-type: none"> • Application check for completeness/correctness, residency, CAP status • Input and/or error check of applications, registration, adds/drop, CAP forms and transcripts • Year-round application, registration, and enrollment services to current and prospective students • Management of attendance, census, grade, positive attendance rosters, course adds/drops, and other operations through WebAdvisor, Phone Registration and over the counter services • Oversight and management of Extenuating Circumstance Petitions initiated by students and grade changes per instructor authorization • Veteran’s services to students seeking to use their veterans’ benefits • Evaluation of student education records and graduation petitions, awarding of certificates and diplomas
3. Bookstore	<ul style="list-style-type: none"> • Oversight of operations and monitoring of contract with Barnes & Noble for district bookstore operations • Management of bookstore operations in consultation with campuses 	<ul style="list-style-type: none"> • Provides indirect oversight for the bookstore operations • Conveys to district personnel any student or faculty concerns regarding bookstore operations <p>The following services are contracted out and provided by Barnes and Noble:</p> <ul style="list-style-type: none"> • Provides the necessary educational tools to serve and benefit the students, faculty and staff at all college locations including textbooks, course supplies and office supplies • Initiates and coordinates with faculty and other personnel the acquisition of textbooks, supplies and special related material required for instructional programs • Conducts opening and closing buy-back of used books at least three times per year and expands to off-campus sites and locations <p align="right"><i>Cont.</i></p>

Function #6

Function	District	College
(3) Bookstore		<ul style="list-style-type: none"> • Purchases supplies and emblematic clothing and soft goods to meet the needs of all students and the college community • Orders announcements and graduation attire for all graduates, faculty and staff participating in commencement • Maintains accounting records for special student programs including EOPS book grants, Department of Rehabilitation vouchers, scholarships, Veterans Administration and other student support programs established by the Associated Student Government • Plans/operates convenience store services inside the bookstore and continues to expand express services to other college sites and centers
4. College Police	Responsibility for: <ul style="list-style-type: none"> • Administration of policy and procedures for centralized operation • District safety and parking operations • Monitoring mutual enforcement agreements with local law enforcement agencies • Compliance with local, state, and federal laws and regulations • Appropriate disaster plans and adequate staff training 	<ul style="list-style-type: none"> • Monitors performance of the sergeant and police officers assigned to the campus • Conveys safety concerns of each campus to the district administration and Chief • Assists in the coordination of disaster plans and selection of disaster team • Ensures that safety personnel and equipment are available during disasters and emergencies
5. Disabled Students Programs and Services	Responsibility for: <ul style="list-style-type: none"> • Compliance with state and federal governments re: ADA regulations • Policy development and implementation in collaboration with the Vice Chancellor Student Services • Daily supervision of DSPS certificated and certificated staff • Coordination of interpreting services, alternate media, adaptive technology and workability III contract 	<ul style="list-style-type: none"> • Works collaboratively with district administration to ensure proper staffing for disabled student population • Works collaboratively with district administration to ensure access and reasonable accommodations for students with disabilities
6. Financial Aid <i>Accounting Matters:</i>	<ul style="list-style-type: none"> • Central processing hub for all federal and state student aid applications Responsibility for: <ul style="list-style-type: none"> • FISAP and MIS reports, program accounts, mails disbursements, monthly reconciliation with IFAS, invoices of overpayments and over-awards to students, monthly expenditures balances with Student Employment; fraud and forgery issues • Disbursement checks, financial aid reports, technical support in creating new required types of reports; interfacing with mainframe 	<ul style="list-style-type: none"> • Indirect supervision of student financial services • Direct supervision of campus financial services staff • Works collaboratively with District Dean of Financial Services and campus administration to develop policies and procedures for the disbursement of funds

Function #6

Function	District	College
<p>(6) Financial Aid <i>Accounting Matters, cont.:</i></p>	<ul style="list-style-type: none"> • Processing of Title IV refunds and over-award repayments • Reconciling Federal Work Study earnings for year-end reporting • Verifications and analyses of tax returns • Financial Aid applications and corrections, performing needed analysis to derive an Expected Family Contribution • Clearance of discrepancies, edit checks, data matches and NSLDS • Title IV center for federal processing • Ordering all student disbursement checks • Managing program funds re: awarding of financial aid • Completion of FISAP, COD, MIS reports and fund reconciliation • Maintenance of all required financial aid records associated with program reviews and audits • Oversight of student loan program • Administration of institutional scholarship program • Decision-making re: expenditures of BFAP Administrative Allowance; purchase of equipment, marketing items, organizing financial aid events and the BFAP year-end report • Documentation and handling for FAFSA, Cal Grants B & C, Disbursement Schedule, Award Policy, Student Budget, SAP policy, Policy and Procedure Manual 	
<p><i>Legal Matters:</i></p>	<ul style="list-style-type: none"> • District-wide student financial services policy oversight • Compliance with federal and state regulations • Implementation of state and federal assistance programs 	
<p><i>Training:</i></p>	<ul style="list-style-type: none"> • Counseling students and parents in the application process and the completion of required documents • Classroom presentations for in-reach purposes • Online loan workshop and exit counseling for student loans • Processing of FFELP loans, preparing and reconciling loan checks for disbursement • Internal staff training on new policies and procedures • Conferences, training and workshops to maintain professional currency • In-servicing staff and administrators about changes in regulations • Financial aid outreach coordination and awareness programs communitywide 	
<p><i>Records:</i></p>	<ul style="list-style-type: none"> • Maintenance of financial aid forms and documents • Maintenance of student files 	
<p><i>Other Services</i></p>	<ul style="list-style-type: none"> • Oversight of Satisfactory Academic Progress and Appeal Committee meetings; special circumstances, dependency overrides 	

Function #6

Function	District	College
<i>Other Services</i>	<ul style="list-style-type: none"> In-services for Accounting, Student Business Office, Cashiers Office, Admissions, Bookstore, Student Activities, Academic Counselors, Faculty, Outreach, Scholarships, and Information Services offices Coordination of enrollment file, SSCR, Clearing House and GPA verification transmittal with IS 	
7. Food Services	<ul style="list-style-type: none"> Operations and consultant contracts with providers Food service operation including review and negotiation of contracts (vending, beverage) Management of food service operation in consultation with campus administration 	<ul style="list-style-type: none"> Provides indirect oversight for food service operations Conveys to district personnel any student or faculty concerns regarding food service operations
8. Health Services	<ul style="list-style-type: none"> Scheduling of nurses to assure adequate coverage in clinics TB testing for faculty and staff Responsible for health center policies, procedures and protocols Responsible for contracts for psychological and medical service providers, vaccine, pharmaceutical and medical suppliers Reporting of student, visitor and staff injuries to Risk Management Members of RCCD Safety Committee District representation in state and national Health Services organizations 	<p>Provides a wide range of ambulatory care services for students including:</p> <ul style="list-style-type: none"> Health care services to all eligible students Immunizations, TB testing, blood testing Physician/Nurse Practitioner appointments Low cost medications and prescriptions Co-Sponsors campus-wide health events such as blood drives, Health Fairs Emergency response on campus including integrated AED program Psychological services including crisis intervention Educational programs to promote wellness Medical and psych referral services Staff and faculty first aid and influenza vaccinations Referral to external providers in the greater Riverside area Support services for employees as appropriate
9. Matriculation		
<i>Admissions & Assessment</i>	<ul style="list-style-type: none"> Registration blocks for 1st time freshman until AOC is complete Policies (retests, appeals, challenges) Upgrades/solutions to problems re: Accuplacer, Information Services Coordination of placement services Tech support for all sites 	<ul style="list-style-type: none"> Enforces block on first-time freshman Offers placement tests on college campuses Data entry for informed ed goal after SEP is completed Maintains communication with other placement leaders Assists in implementation of cut-score validation
<i>Coordination & Training</i>	Responsibility for District Matriculation Newsletter; accuracy of MIS data; matriculation information updates and accuracy checks in all District publications and website.	<ul style="list-style-type: none"> Ensures all new personnel receive necessary training Ensures accuracy of MIS data Ensures all Matriculation regulations are enforced

Function #6

Function	District	College
<i>Counseling & Follow-Up</i>	<ul style="list-style-type: none"> • Daily SARS upload • District counseling interventions • Probation/dismissal process • Early Alert process and evaluation 	<ul style="list-style-type: none"> • Provides counseling services • Provides intrusive counseling to developmental skills, “undecided,” and transfer student populations • Implements probation/dismissal and Early Alert processes
<i>Orientation</i>	<ul style="list-style-type: none"> • Student Handbook production 	<ul style="list-style-type: none"> • Mandatory orientation/counseling for 1st time freshmen; Orientation/Counseling sessions • Editing/revising Student Handbook
<i>Prerequisites</i>	<ul style="list-style-type: none"> • Assistance to Prerequisite Subcommittee/Curriculum Committee • Participation in District Curriculum Committee 	<ul style="list-style-type: none"> • Prerequisite enforcement, appeals processing; campus Prerequisite Subcommittee/ Curriculum Committee participation through Campus Matriculation Leader
<i>Research</i>	<ul style="list-style-type: none"> • Revalidation of cut scores and matriculation-related research as mandated by regulations 	<ul style="list-style-type: none"> • Accurate documenting of services received by students; • Accurate reporting of data
10. Records	<ul style="list-style-type: none"> • Enrollment information for comprehensive enrollment management reports • Maintenance of integrated student records database for district-wide single student transcript • FERPA directory information in coordination with staff and faculty development efforts • Transcript and record keeping services • Record retention policy review and scheduling • Electronic and paper versions of key A&R forms • Archive management for admissions records and backup documentation • In conjunction with Information Services, responsible for annual review and update of website pages; analysis of enrollment reports and state 320 report; review of attendance collection, weekly/ daily census and positive attendance; review and update of programs related to registration such as prerequisite checks, course repetition checks, testing, and class waiver checks 	<ul style="list-style-type: none"> • Processes all student transcript and enrollment verification requests • Manages record retention of all Class I, II, and III education records, including imaging and storage • Assists in management of archive of admissions records and backup documentation • Oversees scanning, imaging, and organization of education records • Maintains auditable admissions, registration, attendance, and transcript files
11. Student Services	<ul style="list-style-type: none"> • Development of board policies relating to student matters <p><i>Responsibility for:</i></p> <ul style="list-style-type: none"> • Program development, student records, state reporting, state and federal compliance, and audit • Student expulsion hearings and conduct procedures • Policy review and development with campuses and academic leadership • Legal matters related to students records, including student rights • Student Services at off-campus sites • Student services representation in budget and planning issues • Equitable provision of matriculation services district-wide • Enrollment management process coordination 	<ul style="list-style-type: none"> • Direct responsibility for Student Services program at each campus • Review and develop policy in coordination with district and academic leadership



ABSTRACT OF THE SELF STUDY

ABSTRACT OF THE SELF STUDY

Standard I: Institutional Mission & Effectiveness

Norco Campus demonstrates a strong commitment to achievement of student learning by providing a full range of programs and services aligned with its mission statement.

The institution's mission guides planning and decision-making through the Norco Strategic Planning Committee (NSPC), working in conjunction with the administration, Norco Academic Planning Council (NAPC), and the Senate. The campus mission statement and the district-campus strategic initiatives are aligned through comprehensive four-year program reviews. Data provided by annual program reviews assist faculty and administration in prioritizing resource allocation and determining progress towards achieving student learning outcomes.

Norco's NAPC, NSPC and its sub-committees are part of an established campus-wide process for collegial, self-reflective dialogue

about student learning. These groups work together with the Norco Academic Senate and campus departments to articulate campus goals and a clearly written Academic Master Plan. Quantitative and qualitative data are used to evaluate the effectiveness of planning processes for achieving student learning.

Norco Campus participates in the development of district-wide student achievement goals, including General Education SLOs, through the involvement of faculty on the District Assessment Committee (DAC). The District Strategic Initiatives for 2005-2010 articulate measurable goals to improve institutional effectiveness. Norco's response to these strategic initiatives is the result of dialogue directed toward strategies for meeting these goals in terms of the students and communities served by Norco.

Standard IIA: Instructional Programs

Norco Campus has a strong commitment to high-quality instructional programs in recognized and emerging fields of study. Disciplines, student services programs, and administrative units at Norco participate in and comply with all program review, student learning outcomes development, and assessment procedures.

The campus meets the minimum standards of awarding degrees and certificates based on the norms of higher education as well as approved district and program-based student learning outcomes. Norco Campus has a full range of course offerings that support the capability to be a productive

individual and lifelong learner. The district's recently adopted general education SLOs address the desired higher education skills of oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. General education SLOs also address those goals of higher education directed toward producing graduates with the ability to act on ethical principles, to respect other cultures and styles of communication, to understand the impact of history and the arts, and to become productive and

responsible citizens at all levels of human society.

Norco Campus has made significant progress in generating and using data to meet its mission goals of maintaining an effective, learner-centered institution, responsive to student needs. Increasingly, Norco Campus makes use of demographic information to identify and analyze enrollment trends and learning needs for the communities it serves.

Since 2002, faculty and student support services staff have been fully engaged in implementing assessment as a means of enhancing student learning, including assessment of general education SLOs. The campus follows procedures established by the District Assessment, Program Review, and Curriculum Committees to develop and measure student learning outcomes in transfer disciplines, occupational programs, student services programs, and non-instructional units. Norco relies on faculty expertise and the assistance of advisory committees as appropriate to identify competency levels and student learning outcomes for both transfer and vocational courses and programs.

A majority of course outlines district-wide now contain appropriate, integrated student learning outcomes. Academic disciplines are working to establish SLOs for their programs, and occupational programs are developing SLOs for their certificate/degree patterns. However, SLOs are still being developed for a majority of degree and certificate programs in the district. General education SLOs have been approved at the district level, and the District Assessment Committee has begun the process of establishing a linkage between these larger SLOs and (1) transfer degree courses; (2) degree and certificate programs at the colleges. With the support of the district's Office of Occupational and Vocational Education,

occupational faculty members are designing meaningful assessment tools to meet both licensing requirements and accreditation standards.

Norco Campus is committed to making education available and accessible to all of its students and the communities it serves. To facilitate this goal, the campus offers a variety of instructional delivery modes compatible with established curriculum and program objectives and attuned to demonstrable/ expressed student needs. Among these offerings are online, hybrid, and web-enhanced courses supported by Open Campus. In 2005 Open Campus conducted an online survey which indicated a strong need for, and interest in, online instruction by a serious adult working population seeking a four-year degree.

Standards and guidelines for curriculum development are clear and purposeful. All courses, certificates and programs are clearly defined; graduation and licensure requirements are disseminated to the public using multiple means. The curriculum, program review and assessment processes ensure a recursive review of all SLOs and course outlines of record, modes of delivery, and methods of instruction.

Systematic evaluation and course- and campus-based assessment processes support integrated academic planning through the Norco Academic Planning Council and the Norco Strategic Planning Committee. In October of 2006, Norco Academic Senate voted to establish its own curriculum committee. This committee, under the guidance of the District Curriculum Committee, will begin independent review and approval of local curriculum in fall 2007.

Norco Campus is exploring the development of a series of transfer degree programs in specific majors in order to: (1) address rigor and sequencing issues that are insuffi-

ciently defined in the existing general education transfer degrees, which were last developed and approved in 1917; (2) encourage retention, persistence, and completion rates; and (3) ensure that students earn a degree with a “disciplined focus” as mandated by Title 5 and the State Chancellor’s Office.

Norco faculty members explore and provide effective modes of delivery and teaching methodologies that promote student success. Faculty members maintain and improve their teaching skills through attendance at workshops and conferences on new pedagogical approaches and instructional methods and techniques.

The institution assures that clear and accurate information about educational courses and programs and transfer policies is available to all students through the district catalog and other publications. In every class

section students receive a course syllabus that specifies learning objectives consistent with those in the district’s officially approved course outline. Once Norco Campus becomes a college, the publication of a separate catalog, planned for the 2008-2009 school year, will provide clear evidence of Norco’s institutional commitment to provide appropriate programs and services to the communities it serves.

The Board of Trustees’ code of ethics and academic freedom policies, as well as the faculty “Ethics Statement,” emphasize the commitment of the district and Norco Campus to the integrity of the teaching/learning process and to the free pursuit and dissemination of knowledge. Students are informed of the district’s policies on academic honesty and the consequences of dishonesty in the Student Handbook and on individual course syllabi given to each student in all classes.

STANDARD IIB: Student Support Services

Norco Campus maintains programs and services that support and enhance understanding and appreciation of diversity. The institution researches, identifies and evaluates the learning support needs of its student population through a wide range of program surveys as well as district and local data collection methods.

Norco Campus is committed to increasing and expanding access to all targeted student populations through the continuous improvement of its support services. Since the previous accreditation self-study, Norco Campus administrators, staff and faculty have utilized district institutional research data to successfully identify the specific needs of Norco students. The campus has consistently increased its commitment to provide appropriate, comprehensive and

reliable support to its students regardless of location or method of delivery.

Student services programs have been successful in their efforts to provide services and resources that effectively contribute to students’ personal and academic growth. Support programs at Norco Campus are interrelated and complement each other in order to enhance the educational experience and maintain a supportive learning environment. Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) have been developed as part of the fall 2006 program review.

Student Services utilizes information and data from program reviews and Student Satisfaction Surveys (CCESQ) to maintain high quality of services and identify areas in need of improvement within various stu-

dent services programs. Student learning needs are also supported through the use of technology and online services integrated into the admissions and records, matriculation, and counseling processes.

The comprehensive district Student Services Program Review completed in 2004-2005

has resulted in the formulation of SLOs, SAOs and assessment measures for all programs under the umbrella of Student Support Services. Thus, an effective structure has been put into place for the evaluation of the adequacy of student services in meeting student needs, and significant progress has been made in meeting the standard.

STANDARD IIC: Library and Learning Support Services

The Wilfred J. Airey Library at Norco Campus is one of three campus libraries sharing resources with the other RCCD libraries. Until recently the district had a fully centralized library system; the Digital Library/Learning Resource Center on the Riverside City College campus acted as host to the Airey Library on the Norco Campus. Beginning February 1, 2007, administrative oversight of the Airey Library was assigned to the Norco Campus, and a newly hired Assistant Dean of Library Services assumed responsibility for the Norco library.

The library and learning support services at Norco provide adequate access to students, staff, and faculty on campus. Norco librarians and discipline faculty acquire materials to support student learning and meet the mission of the campus. Library faculty members continually assess the effectiveness of the current collection by evaluating whether the current materials are of sufficient relevancy and currency to meet the students' research needs. Because the three campus libraries share resources, learners have access to the entire circulating collection, regardless of where an item is housed, through intercampus loan service.

Norco Library and staff are dedicated to providing services, materials, training, and educational programs to all students and faculty regardless of location, special need,

or type of program. This includes John F. Kennedy High School, basic skills, and DSPS students.

Information competency skills training is also provided formally in scheduled workshops and online courses, and informally through library tours and other one-on-one assistance. Workshops and the online Library 1 course cover a variety of topics, including the use of electronic resources (scholarly journals, newspaper and magazine articles), remote access of electronic resources, and general research skills (exploring databases, use of citations, Noodle Tools, and advanced internet searches).

The Instructional Media Center (IMC) has temporarily expanded its operational space and resources to meet increasing work orders and equipment maintenance and repair requests. IMC has implemented a district-wide faculty survey which could provide useful information for implementing improvements and changes in services.

In addition to the IMC, learning support services at Norco Campus include the Writing and Reading Center, Math and CIS labs, and Tutorial Services. Utilization data for these labs and for Tutorial Services at Norco are currently being collected and evaluated by the campus Outcomes Assessment Specialist. Some student success rates have

been analyzed for the math lab and Tutorial Center; analysis of success rates for students enrolled in English practicum courses (one-on-one assistance in the Writing and Reading Center) is scheduled for analysis in summer-fall 2007. Using this data, Norco Campus learning support programs will adapt their services to better meet student needs and improve institutional effectiveness.

Norco Campus undertakes active, ongoing evaluation of library and other learning support services in order to improve its services to students and substantiate the

STANDARD IIIA: Human Resources

Working with the district Office of Diversity and Human Resources, Norco Campus strives to select the best-qualified academic and classified personnel in accordance with state and district hiring policies and procedures in order to achieve the highest levels of student learning and institutional effectiveness.

Oversight of hiring procedures remains a district-level function; Norco works in concert with Human Resources to ensure that all hires are a good fit with institutional and campus goals. The campus follows a fair and equitable hiring process established through district policy, and all personnel have the qualifications required in specific job descriptions and/or meet minimum qualifications to provide, support, and maintain the educational programs and services of the college.

All faculty are evaluated regularly and systematically; evaluation includes assessment of subject mastery, preparation for teaching, classroom instructional methods and techniques, coaching/counseling skills, and campus /district involvement. Faculty are also expected to teach to the course outline

achievement of student learning outcomes. One-minute paper assessments and the online LAMP website student satisfaction survey have provided useful feedback regarding the achievement of student learning outcomes for Norco Library and students. Also, the alignment of student learning outcomes for library patrons with the ACRL guidelines and other assessment best practices recommendations is being used to increase institutional effectiveness in meeting student needs.

of record and have SLOs in their syllabi that are consistent with the SLOs in CORs. For staff, evaluation includes a review of performance in order to identify outstanding performance, areas needing improvement, and/or documentation of unsatisfactory performance. Management is also evaluated to encourage improvement in carrying out designated functions, duties and responsibilities using the criteria and processes prescribed in the district's Management Job Performance Evaluation document.

The bargaining unit agreements for both faculty and classified employees specify the purpose and frequency of evaluation, using standardized evaluation criteria. Board policies and administrative regulations specify the procedure for management evaluations and documentation. Written criteria exist for evaluating all personnel including evaluation of performance of assigned duties, as well as participation in institutional responsibilities and other activities appropriate to their assignment.

Faculty engage in a variety of opportunities for professional development through FLEX

day activities and workshops, conferences, salary reclassification opportunities via professional growth activities, sabbatical leave awards, and individual professional development activities. New full-time faculty orientation and training includes face-to-face workshops and online instruction through 4faculty.org. Each new faculty member is also mentored by arrangement with the campus Coordinator of Faculty Development. Part-time faculty are encouraged to attend welcome meetings, professional development workshops organized by full-time faculty in their discipline, regular faculty development workshops on campus, and online pedagogical resources on 4faculty.org

Norco Campus provides appropriate support for classified personnel through staff development opportunities including informational meetings, district workshops, professional organization workshops and seminars, professional organization conferences, community education, and online workshops.

The district and Norco Campus provide faculty and staff who participate in professional development activities with sufficient opportunities to evaluate professional development events, and the district Office of Institutional Effectiveness uses the results of these evaluations as a basis for continued improvement of the professional development process.

STANDARD IIIB: Physical Resources

Planning processes are in place to assure effective utilization and continuing quality of physical resources at Norco Campus in order to support its programs and services. As part of the ongoing process of facilities planning, each campus academic and non-instructional unit identifies its resource needs by means of comprehensive program reviews conducted on a systematic four-year cycle as well as annual program updates. Department chairs communicate resource requests to the Norco Academic Planning Council (NAPC). Using the information provided by the NAPC, the Physical Resources subcommittee of the Norco Strategic Planning Committee (NSPC) identifies facilities needs for each department and makes recommendations to the NSPC at large, which in turn forwards its recommendations to the campus presi-

dent. These needs are integrated within the Norco Academic Master Plan. The district's Facilities Planning, Design, and Construction Office then has primary responsibility for oversight and coordination of the planning of all major capital outlay projects.

The current system of identifying and communicating physical resource needs through discipline and non-instructional program reviews and annual campus-based program updates, with collaboration by the Physical Resources subcommittee, and of integrating these processes into the Norco AMP, is a strong model for physical resource decision-making driven by program needs. The strategic planning processes integrate planning and institutional goals more effectively.

STANDARD IIIC: Technology Resources

Norco Campus provides appropriate technology support to faculty for research and course development; to students for learning activities; and to staff and administration for the performance of their job duties. Academic Information Architecture, Information Services, Open Campus, IMC, Library Technology, Learning Support Services, Public Relations, and Facilities departments provide a wide variety of services and support to maintain and enhance the operation and effectiveness of the campus.

Norco Campus makes appropriate technology training available to all students, faculty and staff who need assistance and support. The campus focuses on providing effective and quality training to students who use technology in their courses or research work, including an array of services to students with special needs.

Norco Campus undertakes strategic planning for technology resources in order to

support, develop, maintain, and enhance campus programs and services. The Technology Resources subcommittee of the Norco SPC, using information from discipline program reviews and departmental budget requests, prioritizes the recommendations for purchase of equipment in order to ensure equitable distribution and utilization of technology resources. Allocation of technology resources is made by administrative decision after incorporation of input from faculty, campus technical specialists, data from end-users, and on an as-needed basis, subject to district budget allocation fund availability.

Technology planning and decision-making take place at many levels within the campus and the district to ensure that the proper technology resources are available for the Norco Campus. Strategic planning ensures that all requests for additional equipment or software are equitably researched and analyzed.

STANDARD IIID: Financial Resources

Within the Norco Academic Master Plan (NAMP), each department provides a plan for future growth and development as well as a list of staffing, equipment, facilities planning, and budget requests. Review and prioritization of these requests derives from departmental funding requests based upon instructional and non-instructional program reviews.

The Norco Strategic Planning Committee (NSPC and its Financial Resources subcommittee) work with the Norco Academic Planning Council (NAPC) to review each department's contribution to the NAMP, and along with other documents, prioritize current and future financial needs annually.

Norco Campus follows all guidelines and processes for financial planning and budget development, allowing all campus constituencies to participate in the processes. These constituencies review and discuss the funding needs of the campus and make recommendations to appropriate administrators.

Through monthly financial reports submitted to department chairs and administration, dialogue and budgetary recommendations from the Financial Resources subcommittee of the SPC, and prioritized input from departments via instructional and non-instructional program reviews, Norco Campus makes every effort to establish funding priorities to help departments

achieve their educational and financial goals.

The district is primarily responsible for budgeting and the disbursement of all fixed income including full-time instructors, full-time staff, and part-time occasional staff. It is also responsible for financial planning and funding of Public Information, Information Services, Student Financial Services, Digital Library, Athletics, and Campus Safety & Police. A number of support functions, including Instructional Media Services, Airey Library, and Admissions & Records, share control over operations, personnel, and budget with the district.

In making short-range financial plans, the district and Norco Campus take into account long-range financial priorities in order to assure the financial stability of the institution. Plans for payment of liabilities and future obligations are clearly identified in annual district budget reports and planning documents.

The district's annual budget, finances and

expenditures are audited yearly by external auditors. Audit finding responses are prepared by the responsible administrator at either the district or campus level. The responses are included in the issued audit report.

The district has evaluative processes in place for allocation and use of financial resources at its college and educational centers. Norco Campus also systematically assesses the effective use of financial resources and uses the results of its evaluation as the basis for improvement. The Norco Strategic Planning Committee and its Financial Resources subcommittee make recommendations for changes in the fiscal process by using the input from departments and annual program review updates. The Vice President of Business Services and Norco Campus administration also make recommendations for fiscal process modifications based on their evaluations of the effectiveness of current processes. Through all these means, financial resources are integrated with institutional planning.

STANDARD IV: Decision-Making Roles and Processes

A defining measure of Norco Campus leadership is the active participatory role that faculty, staff, and students play in the Academic Senate, the Norco Strategic Planning Committee and its nine subcommittees, the Norco Academic Planning Council, and Associated Students of Norco Campus. Faculty and staff, assisted by administrators as appropriate, establish agenda items, conduct meetings, make recommendations to district and Norco administrators, initiate and implement local and district procedures and policies in order to improve student learning and enhance institutional effectiveness. The Norco student body has an active and growing student government and organized student clubs.

Through a variety of systematic participatory processes, Norco leadership has created an environment for empowerment, innovation, and institutional excellence. The commitment of the administration to keep all constituents involved in the decision-making processes through the various councils, committees, and organizations ensures effective dialogue, planning, and implementation to meet the central Norco mission goal of improved student learning.

In addition to the established district governance structures, Norco Campus has established specific strategic planning subcommittees and other practices to address all areas of governance. Interactions within

and among the various governance structures at Norco Campus--the Norco Strategic Planning Committee, NSPC Co-Chairs Council and subcommittees, the Norco Academic Planning Council, the Academic Senate and its committees, and the Associated Students Norco Campus--involve all constituency groups on the Norco Campus.

The Board of Trustees of Riverside Community District (RCCD) has developed clear policies and practices to ensure institutional effectiveness and the quality of student learning, and to protect the district from undue influence or pressure. Primary goals of the district are to respond to the educational needs of an ever-changing community, to provide programs and services that reflect academic excellence, and to ensure that the district's three campuses promote open access and celebrate the diversity both of its students and staff, as well as the community. Board policies are sufficient to assure consistency with the district's mission and goal. Board policies are reviewed periodically and updated and/or revised as necessary.

The Board of Trustees delegates to the chancellor the task of providing leadership for planning, setting priorities, managing resources, ensuring compliance with state statutes and regulations, and implementing all Board policies. In turn, the chancellor delegates the authority for administration and operation of Norco Campus to the campus president.

The president has overall responsibility to establish collegial processes; to set values, goals, and priorities for the Norco Campus; and to communicate those values, goals, and priorities to all constituencies on the campus. The president communicates with the Board of Trustees by attending all Board of Trustees meetings and standing Board committee meetings. She coordinates with the district chancellor by attending and par-

ticipating in Chancellor's Cabinet, District Executive Committee, District Budget Bunch, and District Strategic Planning Committee meetings.

The president actively participates in campus governance processes and provides guidance for instruction, establishing procedures that help the campus to function at a high level of effectiveness and efficiency. She places a strong emphasis on continuous college-wide dialogue related to the values, goals, and progress of Norco Campus in achieving its mission, in meeting student learning outcomes, and in continually striving to improve institutional effectiveness.

Dialogue is ongoing at the campus and district levels concerning governance roles and decision-making processes, and the district-campus strategic planning process, based on a learner-centered curriculum model, facilitates both dialogue and ongoing evaluation of governance policies, processes and procedures.

ORGANIZATION OF THE SELF STUDY

TIMELINE

PREPARATION

Fall 2004	District Coordinating Committee meets District guidelines for campus timelines established
Spring 2005	Form the Norco Campus steering committees and the recommended 9 standard/section committees Begin self-study training at District level
Summer 2005	District training for Norco steering committee
Fall 2005	
<i>September 8</i>	ACCJC Training
<i>October</i>	District Faculty/Administration Accreditation Retreat Norco strategic planning/accreditation online forums created

RESEARCH AND WRITING OF DRAFTS

Spring 2006	Norco Campus retreat (2 days) Bi-weekly Accreditation Progress meetings: Norco standards committees present status of work in open forums every other week.
Summer 2006	Standard committees write rough drafts of each standard/section Executive Steering Committee meets to establish evidence procedures and documentation
Fall 2006	
<i>August</i>	Presentation and discussion of rough drafts at campus FLEX day
<i>September</i>	Review/discussion/revision of drafts for each standard
<i>October</i>	Evidence room established Sharepoint website implemented

<i>November</i>	Steering Committee Progress update Revised drafts of each standard submitted Rough draft of introduction written and distributed
<i>December</i>	Review/discuss revised drafts of each standard Develop rough draft of complete report

DEVELOPMENT OF ROUGH DRAFT, COMPLETE REPORT

Winter 2007

<i>January</i>	Continue writing rough draft of complete report
<i>February</i>	Complete first final draft presented at FLEX day Campus-wide dialogue workshop

COMPLETION OF FINAL DRAFT, SELF STUDY

Spring 2007

<i>March</i>	Campus dialogue sessions on first final draft Final editing of draft by Norco self study co-chairs and editor
<i>April</i>	Completion of final draft Submission of final draft to Executive Steering Committee
<i>May</i>	Final editing of draft for publication
<i>May/June</i>	Board of Trustees Approval of Self Study
<i>June</i>	Final collection of evidence

Summer 2007

<i>July</i>	Self Study Reproduction
<i>August</i>	Submission and mailing of Self Study

ACCREDITATION TEAM VISITATION

Fall 2007	Accreditation Visitation
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ACCREDITATION COMMITTEES

Self Study Facilitators

Sheryl Tschetter, Co-Chair/Assistant Professor, English
Sharon Crasnow, Ph.D., Co-Chair/Associate Professor, Philosophy
Bonnie Pavlis, Ph.D., Editor/Associate Professor, Humanities

STEERING COMMITTEE

Sarah Burnett	Instructor, Early Childhood Studies	Bonnie Pavlis, Ph.D.	Associate Professor, Humanities
Edward Bush, Ph.D.	Dean, Student Services	James Thomas, D.P.A.	Assistant Professor, Construction Technology
Sharon Crasnow, Ph.D.	Associate Professor, Philosophy	Deborah Tompssett-Makin, Ph.D.	Associate Professor, Political Science
Brenda Davis, Ed.D.	President, Norco Campus	Sheryl Tschetter	Assistant Professor, English
Normand Godin	Vice President, Business Services	Gail Zwart, D.P.A.	Instructor, Business Administration
Gaither Loewenstein, Ph.D.	Vice President, Educational Services		

STANDARD WRITING TEAMS

Standard I: Institutional Mission and Effectiveness

Sarah Burnett, <i>Co-chair</i>	Instructor, Early Childhood Studies
Gregory Aycock	Outcomes/Assessment Specialist
Arend Flick, Ph.D.	District Assessment Coordinator, Associate Professor, English
David Mills	Assistant Professor, English
Lisa Nelson, Ph.D.	Instructor, English

Andy Robles	Assistant Professor, Mathematics
Dimitrios Synodinos	Coordinator, Student Activities
Linda Reifschneider	Public Affairs Officer

Standard II.A: Instructional Programs

Melissa Bader, <i>Co-Chair</i>	Instructor, English
Deborah Tompssett-Makin, Ph.D., <i>Co-chair</i>	Assistant Professor, Political Science
Rex Beck	Assistant Professor, Business Administration
Janet Frewing	Assistant Professor, Mathematics
Billie Masters, Ph.D.	Adjunct Faculty
Carol Miter	Associate Professor, English
Robert Prior	Associate Professor, Mathematics

Standard II.C: Library and Learning Resources

Tamara Caponetto, <i>Co-chair</i>	Tutorial Services Clerk
Michael Angeles	Microcomputer Support Specialist
Celia Brockenbrough	Associate Professor, Library Services
Miguel Castro	Library Clerk
John Coverdale	Associate Professor, CIS
Rene Diaz	Instructional Media/Broadcast Technician
Katherine Faircloth	Library Clerk
Carlos Garcia	Associate Professor, Drafting
Susan Mazur-Stommen, Ph.D.	Adjunct Faculty
Judy Perhamus	Associate Professor, CIS
Richard Ries	Instructor, Mathematics
Margarita Shirinian	Instructor, ESL
Deborah Smith	Associate Professor, Mathematics

Standard II.B: Student Support Services

Daniela Grecu, <i>Co-chair</i>	Outreach Specialist
Jimmie Hill, <i>Co-chair</i>	Assistant Professor, Counseling
Cynthia Acosta	Counseling Clerk
Dominique Hitchcock, Ph.D.	Assistant Professor, Spanish
Pamela Kollar	Academic Evaluations Specialist
Maria Maness	Matriculation Specialist
David Payan	Associate Professor, Counseling
Steven Purdy	Financial Aid Analyst
Richard Ries	Instructor, Mathematics

Standard III.A: Human Resources

James Thomas, D.P.A., Assistant Professor,
Co-chair Construction Technology
Eric Betancourt Student Services
Technician
Elisa Chung Associate Professor,
Mathematics
Michael Cluff Associate Professor,
English
Mark DeAsis Student Services Supervisor
Joseph DeGuzman Assistant Professor,
Mathematics
Carlos Garcia Associate Professor,
Drafting
Alex Huerta Student
Richard Ries Instructor, Mathematics

Standard III.B: Physical Resources

Siobhan Freitas, Ph.D., Assistant Professor,
Co-chair Chemistry
Steven Monsanto, Director, Plant Operations
Co-chair
Charles Sternburg, Ph.D. Associate Professor,
Co-chair Anatomy and Physiology
Leona Crawford Support Services Specialist
Debra Creswell Administrative Assistant to
the President
Mark Lewis Assistant Professor, Speech
Communication
James Morrison Associate Professor, Biology
Carlos Naranjo Student Body President
Chandra Ratnayake Laboratory Technician,
Mathematics and Sciences
Walter Stevens Associate Professor,
Theater Arts
Phu Tran, Ph.D. Instructor, Physics
Paul Van Hulle Instructor, Manufacturing
Technology
Linda Wright Administrative Assistant,
Business Services

Standard III.C: Technology Resources

David Dieckmeyer Instructional Support
Co-chair Specialist
Alexis Gray, Ph.D. Instructor, Anthropology
Co-chair
Louis McCarthy Microcomputer Support
Co-chair Specialist
Catherine Brotherton Associate Professor, CIS
John Coverdale Associate Professor, CIS
Sharon Drake Education Advisor,
Assessment
Steven Gilson Associate Vice Chancellor,
Information Services
(District)
Brian Johnson Assistant Professor,
Mathematics
Stephany Kyriakos, Ph.D. Associate Professor, History

Henry Rogers Director, Center for
Applied Competitive
Technologies (CACT)
Anne Ybarra Educational Advisor,
Career, Transfer and Job
Placement

Standard III.D: Financial Resources

Peter Boelman-Lopez, Associate Professor,
Co-chair Economics
Khalil Andacheh, Ph.D. Assistant Professor,
Sociology
Normand Godin Vice President, Business
Services
Fernando Salcedo, Ph.D. Associate Professor,
Spanish
Walter Stevens Associate Professor,
Theater Arts
Patricia Worsham Assistant Professor,
Business Administration

Standard IV.A&B: Leadership and Governance

Gail Zwart, D.P.A. Instructor, Business
Co-chair Administration
James Sutton Senior Applied Technician
Co-chair
Gerald Cordier Assistant Professor,
Drafting
Diane Dieckmeyer, Ed.D. Dean of Instruction
Carol Farrar, Ph.D. Associate Professor,
Psychology
Jason Parks Instructor, Mathematics
Karin Skiba Associate Professor, Art
Ruth Smith Administrative Assistant,
Educational Services
Julie Taylor Instructional Department
Specialist
Thomas Wagner, Ph.D. District and Norco
Academic President /
Associate Professor,
Business Administration

OFF-SITE FACILITIES – NORCO CAMPUS

Norco Campus has six off-campus sites (see list below), the majority of which are centers capable of providing instruction in a variety of physical education areas: yoga, dance, bowling, physical fitness, and golf. The Fender Center for the Performing Arts has classrooms fully equipped for the teaching of music courses such as class piano, class guitar, and musicianship. With the opening of the John F. Kennedy Middle College High School in fall 2006 on campus land leased to the Corona-Norco Unified School District, afternoon and evening classes previously offered at Norco High School were moved to JFK, which now offers more than 22 afternoon and evening sections to Norco students.

- **24 HOUR FITNESS**
275 Teller Street, #100
Corona, CA
First Utilized: February 2003
Last utilized: Spring 2007
Classes Taught: Physical Fitness
- **BRUNSWICK CLASSIC LANES**
1800 Hamner Avenue
Corona, CA 92860
First Utilized: August 1996
Classes Taught: Bowling
- **CITY OF NORCO - COMMUNITY CENTER**
(Small/Large Auditorium and Dance Room)
3900 Acacia Avenue
Norco, CA 91760
First Utilized: February 2002
Classes Taught: Yoga and Dance
- **CRESTA VERDE GOLF CLUB**
1295 Cresta Road
Corona, CA 92879
First Utilized: September 2003
Classes Taught: Golf
- **FENDER CENTER FOR THE PERFORMING ARTS**
365 N. Main Street
Corona, CA 92880
First Utilized: February 2003
Classes Taught: Music
- **JOHN F. KENNEDY MIDDLE COLLEGE HIGH SCHOOL**
1951 Third Street
Norco, CA 92860
First Utilized: Fall 2006
Classes Taught: All Disciplines

DISTANCE EDUCATION – NORCO CAMPUS

Norco Campus, through the district's Open Campus program and the Blackboard/ Web CT platform, offers online courses which respond to the needs of students who are better served through alternative modes of instruction or are unable to take traditional classroom courses. Distance learning remains consistent with Norco's stated mission to "[...]equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes." The district and Norco Campus are committed to information competency and communication skills, which are stated components of the general education SLOs for RCCD. An Open Campus Survey conducted in 2005 indicates high student satisfaction with distance education services provided through Open Campus.

All distance education courses must be approved by the District Curriculum Committee which determines the appropriateness of this mode of delivery for the particular course offering. As a result, the distance education component of the campus course offerings demonstrates appropriate rigor and depth equivalent to all other educational modes of delivery at Norco Campus. The Hybrid Academy, a one-day intensive mandatory training session for prospective online faculty, provides instructors with general information about the Web CT platform and basic requirements for the content of distance education courses. Online courses must contain observable, measurable learning outcomes; must contain accessibility features for disabled students; must provide online and/or face-to-face interaction with instructors through required office hours and with other students through chat rooms.

Online instruction began at Riverside Community College District in fall 1999 with one Introductory Political Science course and grew rapidly within a year to 15 sections of 12 different courses in 10 subject matter areas. Four Norco Campus faculty began teaching online in fall 2001, and by spring 2007, over 17 Norco faculty members, both full- and part-time taught 95 sections of online or hybrid classes in a variety of subject matter areas, or 40% of all online-hybrid courses offered by RCCD.⁶ Currently, 50% or more of 25 certificates and one A.S. degree are available online.

The extraordinary popularity of instruction in the distance/online format is a national phenomenon, serving the needs of students who live at a considerable distance from the campus, have problems with transportation or child care, or have work schedules that make attending traditional classes extremely difficult. In addition, the increasingly heavy traffic in areas served by the Norco Campus, and the consequent environmental impact, are strong indicators of the appropriateness of substantial online offerings to serve the campus community.

In addition to courses offered partly or entirely online, Norco Campus offers the following online and support services to students through WebAdvisor and other means:

- Application to RCCD Norco Campus
- Access to the district catalog and the schedule of classes
- Registration and payment for classes
- Add/drop capability

⁶ In spring 2007, a total of 240 sections of online and hybrid courses were taught district-wide. A variety of other distance education modes are also available, including web-enhanced, telecourse, and teleweb courses.

- Grade check
- Online counseling appointments
- Online financial aid information and applications
- Online tutoring (synchronous and asynchronous)
- Online probation and academic workshops
- Online early alert
- Help desk support
- Wireless access on campus
- Access to catalog, online journals and databases in the Digital Library (LAMP) collection
- On-campus CIS lab and tech support which provide students with the academic and technical skills required to successfully complete courses in a distance education format.

priate for the context of distance learning

- Norco Campus-based tech support and instruction in software and distance technology skills
- Enrollment in TurnItIn.com, a national plagiarism check service for student papers, and in Respondus, a program for converting objective tests to online formats.

Through these online services, faculty and students are provided with a convenient, flexible, and effective means of managing the registration, attendance, grading and enrollment processes at Norco Campus and the district.

Online services available to faculty include:

- Access to enrollment data for all courses at RCCD
- A variety of roster types and enrollment forms for the individual faculty member's own courses, including:
 - Access to data on courses taught in previous semesters
 - Drop forms
 - Census rosters/reports
 - Grade rosters
 - Attendance rosters
- Access to FLEX information and attendance reporting for FLEX activities
- Access to 4faculty.org, a series of self-paced instructional modules covering a variety of issues of importance to community college faculty
- Access to the district's Innovation Center, located on the Riverside City College Campus, which provides instruction and assistance in distance-related technology and software appro-

NORCO CAMPUS MAP





STANDARD I
Institutional Mission & Effectiveness

Standard I: Institutional Mission & Effectiveness

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

Standard I.A: Institutional Mission

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

I.A.1. The institution establishes student learning programs and services aligned with its purpose, its character, and its student population.

STATEMENT OF MISSION. The new Norco mission statement, approved on June 20, 2006, by the RCCD Board of Trustees, clearly defines the broad educational goals of Norco Campus. This statement is the result of dialogue and collaborative effort and reflects a strong commitment to student learning, to educational quality, and to the community.

The Norco Campus mission statement is as follows:

Today's Students, Tomorrow's Leaders

Norco Campus, located in Western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco Campus emphasizes the development of techno-

logical programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.

DESCRIPTIVE SUMMARY

In the spring of 2004, Riverside Community College District developed an ongoing and systematic strategic planning process in which the mission is central to planning and decision-making. This process uses both quantitative and qualitative data for decision-making and links program review, assessment, and academic planning with strategic planning.

The alignment of educational programs with the mission of both the campus and the district is assured initially through the locally-developed program approval process (I.A-1) with the oversight of the local Academic Senate, the Norco Strategic Planning Committee, and the District Curriculum Committee. Ongoing evaluation is assured through the comprehensive program review process. As instructional programs, student services programs, and

administrative units prepare their program reviews, they review the environmental scan and other relevant demographic and institutional data in order to determine the suitability of programs for the learner populations, their needs, and the missions of the district and the campus.

The Norco Campus mission statement reflects a range of educational programs and services at Norco Campus that meet the needs of a diverse community of student learners, both full- and part-time: those seeking career education through technical certificates and programs; those interested in basic skills remediation or personal development; and those seeking transfer opportunities.

Norco's student population is younger than the population average for community colleges across California - over two-thirds of Norco Campus students are under 25. Almost two-thirds are female, and a majority comes to Norco directly after high school graduation. The proportion of whites to Hispanics is equal (37 percent to 37 percent), while a smaller balance exists between Asians and African Americans (9 percent and 8 percent respectively). (I.A-2)

Norco Campus strives to meet the diverse needs of this varied and dynamic student body by offering students an expansive and comprehensive range of learning opportunities. These include:

- AA/AS degree programs
- Transfer opportunities
- Certificate programs
- Title V programs including learning communities, supplemental instruction, technology-enhanced instruction, fast-track English, summer math intervention
- Puente program, Talented Tenth, TRIO
- Basic skills courses

- English as a Second Language (ESL)
- Weekend College
- Afternoon, evening, and short-term (fast track) courses
- John F. Kennedy Middle College High School (I.A-3)
- Face-to-face, online, and hybrid learning opportunities

Norco Campus also offers a variety of student support services including:

- Writing and Reading Center
- Math lab
- Computer lab
- Library services including information competency workshops and tutorials
- Tutoring in most major subject areas
- Counseling for entering and continuing students
- Child Development Center (Head Start)
- Programs and services for disabled students (DSP&S)
- Technology assistance and software such as Tegrity, Podcasting, and wireless campus access

SELF EVALUATION

The standard is met. Norco Campus provides a full range of programs and services to meet the needs of a diverse community of student learners. These programs and services are aligned with the new Norco mission statement, with the overall district mission, and with the character of the institution. The number of established and planned academic and vocational programs offered at Norco has increased significantly since 2001, and Student Services has expanded the variety of learning communities and technology-enhanced services available to meet student needs.

Now that Norco Campus has emerged as a separate institution, attention is being paid

to the differences between the learner populations of the Norco-Corona area and the learner populations of the other regions served by the district. Additional factors include the demographic composition and industrial base of the community served by Norco Campus, which is evolving rapidly and which is being into consideration in planning for future student needs.

PLANNING AGENDA

- Continue to review and revise Norco's programs and services in response to changes in the community and following local assessments of student learning effectiveness.
- Continue to develop new programs and services to serve the needs of the identified student population, utilizing input from the Norco Academic Senate, the Norco Strategic Planning Committee (NSPC) and the District Office of Institutional Research.
- Review and incorporate information from the new Environmental Scan (to be published in late 2007) in order to better serve the Norco Campus learning community.

I.A.2. The mission statement is approved by the governing board and published.

DESCRIPTIVE SUMMARY

The Riverside Community College District Board of Trustees approved the Norco Campus Mission Statement on June 20, 2006 (I.A-5, I.A-6). The recently approved mission statement is published in the Norco Academic Master Plan (I.A-7) and on the Norco Campus website (I.A-4). All proposed future changes and revisions to this

mission statement will be approved by the Board of Trustees.¹

SELF EVALUATION

The standard is met. In 2006 the Board of Trustees approved the Norco mission statement. The commitment and initiative shown by faculty on the Norco Strategic Planning Committee in developing the new mission statement are strong evidence of a collaborative, dialogue-driven, and learner-centered model for institutional planning.

Norco Campus had written a previous mission statement in 2003, which was not published at that time since the institution was an educational center. Norco had thus operated until this past year under a single district mission statement. The new Board-approved mission statement now clearly reflects a collaborative effort to express Norco's commitment to student learning and the community. It is ready to be distributed more widely in district and local publications.

¹ The Norco Campus mission statement was approved by the RCCD Board of Trustees on June 20, 2006. The statement was created through the processes of collaborative dialogue and self-governance. An initial draft created by the subcommittee for Institutional Mission and Effectiveness of the NSPC was (1) emailed to all identified subcommittee members for feedback and modification; (2) modified and approved by the Norco Academic Planning Council and again by the Norco Strategic Planning Committee; (3) brought before the RCCD Executive Committee, which sent it back to Norco for revision. After further revision, the mission statement returned to the Chancellor's Executive Committee in early June 2006. The Chancellor's Executive Committee gave its final approval and sent the mission statement forward to the Board of Trustees, which approved it on June 20, 2006.

PLANNING AGENDA

- Revise the method of distribution of the Norco mission statement to capture a wider audience:
 - ◆ Include the statement in all print and electronic publications, reports, and flyers, including the latest course catalog.
 - ◆ Display the statement in prominent locations on campus such as in the Admissions lobby and in campus display cases.
 - ◆ Explore the possibility of distributing the mission statement in the languages of the Norco-Corona communities it serves.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTIVE SUMMARY

Following the decision of the Board of Trustees in March 2002 to move to a three-college system, responsibility for developing, reviewing, and revising a learner-centered mission statement fell to each of the campuses. Early in 2003, as a response to this recommendation, Norco Campus administration developed its first mission statement. After achieving initial eligibility for college status, the institution engaged in ongoing, collaborative dialogue during spring 2006 to ensure that a new mission statement was drafted which accurately represents Norco Campus goals and those of its students and communities. The new strategic planning process was used, and the subcommittee for Institutional Effectiveness initiated work on the mission state-

ment. After many draft revisions and considerable discussion, the new document was approved by the Norco Academic Planning Council (NAPC) and the Norco Strategic Planning Committee (NSPC) and sent to the Board of Trustees, which approved a revised mission statement and an institutional motto on June 20, 2006.¹ (I.A-6, I.A-8, I.A-9).

SELF EVALUATION

The standard is met. Norco Campus utilized its governance structure, the NSPC, its subcommittee on Institutional Mission and Effectiveness, and the NAPC, when developing its recently approved 2006 mission statement. The current statement represents a major revision of the original statement produced in 2003. Developing a clear mission statement aligned with Norco's purpose, character and student population involved considerable ongoing, collaborative dialogue by faculty, staff, students and administrators, who are satisfied that the resulting statement accurately represents Norco's mission and goals.

Review and revision of the mission statement been designated as an agenda item for the first NSPC meeting of the academic year.

PLANNING AGENDA

None

I.A.4. The institution's mission is central to institutional planning and decision making.

DESCRIPTIVE SUMMARY

The strategic planning process begins with comprehensive and annual program reviews, which require an alignment of learn-

ing programs, student services, and planning with the mission of the college (I.A-10). The NAPC and NSPC initially undertake planning and recommend actions based, in part, on the above-mentioned program review information. Each of the nine strategic planning sub-committees is aware of the mission statement; their planning and decision-making are designed to be driven by the campus mission and goals. Similarly, new programs developed on the Norco Campus should align with the institution's mission and strategic goals as expressed in the Norco Academic Master Plan. Additional information contributing to institutional planning and decision making at Norco includes data provided by the District's Office of Institutional Research; information gleaned from the most recent Environmental Scan; ongoing direction from the district; and information provided by Norco administration. Thus, all strategic planning units at Norco interact with and respond to the mission of the institution.

SELF EVALUATION

The standard is met. Norco faculty, staff, students, and administrators are committed

to providing quality programs to a diverse and growing student population.

A process is in place to ensure that the institution's mission will be central to planning and decision-making. Continued input and dialogue are required at department, discipline, NAPC and NSPC meetings which will inform future planning and decision making processes at Norco Campus.

The NSPC, working in conjunction with the administration, NAPC, and the Senate, is committed to clarifying the strategic planning process. In addition, in 2006-2007 revisions were made to the district program review process, establishing an annual campus-based update for all disciplines and non-instructional units that have undertaken comprehensive program review, in order to make information relevant to resource allocation, hiring, and facilities utilization available in a timely manner. In short, Norco's strategic planning structure is in place and is aligned with the Norco Campus mission; its various constituencies are in the process of using it effectively.

PLANNING AGENDA

None

List of References

- I.A-1 *Locally Developed Program Approval Process*
 - I.A-2 *RCCD Fact Book*, page 30
 - I.A-3 JFK Middle College High School: <http://www.cnusd.k12.ca.us/jfk/>
 - I.A-4 Norco Campus website: <http://rcc.edu/norco>
 - I.A-5 Norco Campus Mission Statement
 - I.A-6 Board minutes approving Norco mission statement
 - I.A-7 Norco Academic Master Plan
 - I.A-8 NAPC minutes approving Norco mission statement
 - I.A-9 NSPC minutes approving Norco mission statement
 - I.A-11 *Strategic Planning Process, 2001-2006*
-

Standard I.B: Improving Institutional Effectiveness

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

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

DESCRIPTIVE SUMMARY

Norco Campus has several avenues through which a collegial dialogue about improvement of student learning and institutional processes takes place. Through regularly scheduled meetings of the Norco Academic Senate, the Norco Academic Planning Council (NAMP), and the Norco Strategic Planning Committee (NSPC), as well as the various departments within student services, the campus demonstrates a strong commitment to improving student learning and institutional processes (I.B-1). In particular, the Institutional Mission & Effectiveness subcommittee of the NSPC ensures dialogue about improvement of student learning.

Since the foundation of strategic planning at RCCD is the program review process, student learning is a focus of the dialogue that takes place in these venues (I.B-2, I.B-3). The use of program reviews by the NAMP for the development of the Norco Academic Master Plan assures continuing dialogue about not only student learning but the institutional processes necessary for im-

provement of student learning to be achieved.

Recognizing the need to fully integrate dialogue about SLOs into planning processes, the Norco Academic Senate instituted two standing committees, Curriculum Committee and Program Review & Assessment Committee (I.B-4). These committees also engage in dialogue about student learning and institutional processes.

In addition to these established forums, the district Associate Vice Chancellor of Institutional Effectiveness and the campus Faculty Development Coordinator have sponsored a regular series of workshops on developing and assessing SLOs led by outside consultants and by members of the District Assessment Committee in conjunction with the Office of Institutional Research (I.B-5). These workshops have provided the opportunity for informal self-reflective dialogue throughout the college community. The workshops have also:

- Raised awareness of the value of assessment to the improvement of student learning; and
- Clarified the importance of clear SLOs in communicating Norco's mission and goals to students and faculty alike.

In making institutional decisions, all members of the Norco Campus community may

participate in shared governance. In fall 2004, the various Norco governance bodies (NAPC, Academic Senate, NSPC, and Norco administration) examined the processes that were currently being used and found (1) that they were not clear and (2) that some constituencies did not feel included in these processes.

As a result of the dialogue about this issue, the NSPC devised and approved a process of decision-making on the Norco Campus. The process strives to ensure that all constituents on campus have a chance to share their ideas and provide input into improvement of student learning and institutional processes at Norco (I.B.-8).

As stated previously, program review and assessment, along with the district's "Strategic Initiatives 2005-2010," are the catalysts by which the strategic planning groups at Norco engage in reflective dialogue and decision-making (I.V-6, I.B-7, I.B-13). The NAPC and NSPC:

- Discuss information received from district planning offices, instructional and student services program reviews, and campus departments;
- Assess the Norco Academic Master Plan in light of the information received;
- Recommend improvements to campus-based programs and services after appropriate input from one or more of nine specifically designed subcommittees of the NSPC.

These nine subcommittees, representing and incorporating all aspects of student learning and institutional processes at Norco Campus, are:

- Physical Resources
- Student Support Services
- Instructional Programs
- Human Resources

- Financial Resources
- Technology Resources
- Institutional Mission and Effectiveness
- Library and Learning Support Services
- Leadership and Governance

Besides the strategic planning processes described above, ongoing dialogue is a prominent feature at meetings and retreats held regularly throughout the academic year at all levels of the institution, including:

- Norco all-faculty meetings
- Discipline meetings
- Staff meetings (admissions, counseling, student services, library)
- President's Cabinet meetings (Norco Campus President, Vice President, and Deans)
- Occupational education meetings and retreats
- FLEX day retreats
- Norco online forums and discussion boards
- Workshops specifically geared toward imparting dialogue techniques to faculty and staff.

Norco all-faculty meetings provide opportunities for dialogue across disciplines and departments on campus-based matters. Department meetings serve as a forum for planning, staffing, and scheduling as well as for discussion of specific pedagogical and institutional issues concerning all department members. District-wide discipline meetings promoting dialogue among discipline members from different campuses are held at least twice a semester to assure integrity of student learning outcomes for each discipline as identified by program review; and to encourage development, assessment, and revision, when necessary, of course SLOs (I.B-9). Bi-annual Norco Campus FLEX day meetings provide a further

opportunity for all faculty to assess their progress in meeting student needs according to the mission of the institution. Another more informal means through which dialogue takes place is the online Norco Forums (I.B-10). All NSPC subcommittee minutes are posted on this discussion board, as well as topics of concern to the Norco community as a whole.

Dialogue and debate within these bodies, composed of administrators, faculty, staff, and students, results in action items brought to the NAPC and NSPC for further discussion (I.B-10). Through the process of shared decision making, Norco Campus has demonstrated its commitment to involving all constituencies in improving the effectiveness of the institution.

SELF EVALUATION

The standard is met. The NAPC, NSPC and its sub-committees have a campus-wide process for collegial, self-reflective dialogue about student learning, and mechanisms are in place for changing institutional processes as a result of quantitative and qualitative information provided to these planning groups by various local and district constituencies. Meetings of admissions, counseling, student services and library staff; administrators; and occupational advisory groups comprised of faculty and industry leaders, provide further essential avenues for continuing input into student and institutional needs.

The process of dialogue between departments on campus and the larger planning bodies (NAPC and NSPC with its nine sub-committees) has improved significantly over the past two years as the campus has developed a sense of the functions of these bodies in relation to the Norco Academic Master Plan, the Norco Academic Senate's areas of shared governance, and the

Learner-Centered Curriculum Model, which drives District decision-making.

The very nature of dialogue is that it is continuous, and so Norco Campus is still delineating the methodology and processes for implementing effective changes on campus. The Norco Campus further recognizes that authentic dialogue requires time for ongoing feedback and reflection.

PLANNING AGENDA

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

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY

At each level of the campus, as well as throughout the district, goals are set to improve the effectiveness of the institution. For disciplines, student services, and administrative units, program review exists to ensure that student learning outcomes (SLOs) are being implemented and met, a mission and vision for the discipline or non-instructional unit is being determined, and a strategic plan for improving the learning experiences of the students and the growth of the discipline is in place. Discipline faculty participate in program review and identify a common vision and goals for

their instructional disciplines, as well as goals shared in common with student support services. The program reviews, in turn, shape the articulation of goals and objectives for the departments in which the disciplines are housed. The Norco Academic Master Plan, containing the goals and objectives of the Norco Campus, is then produced by the NAPC, made up of the department chairs with input from the Vice President of Educational Services (I.B-11).

The District Assessment Committee (DAC) recommended general education SLOs to the Academic Senate and the Board of Trustees, which approved them at its December 2006 meeting (I.B-12). These SLOs guide educational planning geared toward meeting the goals and institutional mission of the district and its three campuses. These general education SLOs were developed over the course of several years, spearheaded by the DAC, but with feedback from most discipline members in all areas of general education and the campus and district academic senates. Campus and district committees are also engaging in dialogue to develop direct measures of SLOs.²

In fall 2006, the district also developed eight strategic initiatives that set the following goals:

- Increase student access
- Increase course retention
- Increase successful course completion
- Increase student persistence
- Improve student learning outcomes
- Increase the number of Awards, Certificates and Transfers

² The CCSEQ has been used twice, at the end of the 2004 and 2006 academic year as an indirect measure. The DAC also developed a survey that specifically asks about general education SLOs, which was administered at graduation rehearsal in June 2006 (I.B-16, I.B-17).

- Improve the quality of the student experience
- Develop a comprehensive enrollment management program (I.B-13).

Norco has responded to these initiatives with strategies for achieving these goals (I.B-14). These were developed at a Leadership Forum held at the Norco Campus on February 23-24, 2006 (I.B-15) and revised by NSPC in spring 2007. This earlier forum was attended by over 40 faculty, classified staff and campus administrators. Three additional goals were adopted at that time:

- Ensure the hiring of qualified faculty
- Continue to develop special programs
- Increase outreach and student enrollment at the Norco Campus

Both the district strategic initiatives and Norco's response and additions to those initiatives are clearly articulated in measurable terms so that in the coming five years, the district and campus may discuss them and determine the degree to which they have been achieved.

At the campus level, each of the strategic planning subcommittees provides input into the campus goals for facilities, staffing, and equipment laid out in the Norco Academic Master Plan. Timelines for achievement are then created, and objectives for meeting the goals are delineated. All members of the institution receive information about these goals via distribution of reports, minutes, and other documents in hard copy form or via the campus intranet. Information is shared at faculty meetings, discipline meetings, and focus group sessions, and on internet based sites, such as the Norco Forums webpage, which posts all minutes from the Strategic Planning Committee meetings (I.B-10). In short, institutional goals are clearly articulated so that all bod-

ies at the college can work towards and measure their achievement.

At the college, department and discipline levels, goals and processes for achievement and assessment/measurement of SLOs are set out through the program review process established for disciplines and non-instructional units such as student services and library. Annual program review updates supply departments with data and information on staffing, facilities, and program needs of disciplines. Assessment plans are in place for a majority of disciplines and have already yielded measurable results for several of them, including mathematics, English, philosophy, humanities, and ESL.

SELF EVALUATION

The standard is met. Through the Academic Master Plan, the strategic planning process, and the program review process, Norco Campus sets goals to improve its effectiveness consistent with its stated purposes. Each discipline, department, and non-instructional unit articulates its goals and objectives in measurable terms and has begun a campus-wide discussion of the degree to which they are being achieved. Occupational programs are currently working on the development of SLOs for their degree/certificate programs, and specific assessment studies have begun in several occupational disciplines, including business administration. Significant progress has also occurred at the district level in articulating goals and objectives system-wide.

The District Assessment Committee (DAC) has developed district-wide student achievement goals in the form of its General Education SLOs (I.B-12). As a positive result, the General Education SLOs have enabled those who work in disciplines with general education/ transfer courses to

evaluate their course and program SLOs in relation to the General Education SLOs. The CCSEQ has been used twice, at the end of the 2004 and 2006 academic years, as an indirect measure of students' achieving those goals upon graduation or transfer. The DAC also developed a survey that specifically asks about general education SLOs administered at graduation rehearsal in June 2006 (I.B-16, I.B-17). That survey has provided preliminary feedback regarding the effectiveness of stated student learning outcomes at the point of graduation. Results of these surveys were presented to Norco faculty and staff by the district Office of Institutional Research in spring 2007, and the data findings have led to further dialogue about improvement of institutional effectiveness.

The publication of *District Strategic Initiatives 2005-2010* was another major step in articulating measurable goals to improve institutional effectiveness (I.B-13). Norco Campus, in its response to the strategic initiatives, was able to initiate campus-wide dialogue about strategies for meeting these goals as they applied to the students and communities served by Norco, and as part of the local "testing" process for these strategies, the campus has developed additional goals of its own (I.B-14).

Since fall 2005, the Norco Strategic Planning Committee and Academic Planning Council have worked more closely with each other and with the Norco Academic Senate and campus departments to articulate campus goals and a clearly written Academic Master Plan.

Thus, the institution is thoroughly engaged in developing goals and implementing strategies for achieving them.

PLANNING AGENDA

None

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY

As stated in standard I.B.2, the district has implemented a series of strategic initiatives designed to focus on several measurable outcomes in order to improve institutional effectiveness, and Norco Campus has responded to these initiatives by focusing on local implementation of these strategies.

A systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation is in place at Norco Campus. The NAPC, NSPC, the Norco Academic Senate and Norco administration work together to set goals for the institution. One of the primary means of achieving this is through the use of the instructional and non-instructional unit (student services and administrative unit) program review processes which have been implemented district-wide. These processes are designed to be data driven and to provide the information necessary for the setting of institutional goals. The program review process is itself cyclical and drives planning and resource allocation.

Quantitative evaluation of institutional effectiveness is reported through many avenues and made available through the efforts

of the Offices of Institutional Research and Institutional Reporting at RCCD.

On a weekly basis, headcount reports and other data are produced and made available through a password protected website. These data give a responsive snapshot of student demographics for decision making at district and campus levels (I.B-18). Institutional Reporting submits required data to the California Chancellor's Management Information Services (MIS) office annually and per term for variables including demographic, enrollment, course, financial aid, and degree and certificate awards. These data are summarized on the "Data Mart" link in an adaptable query-based format available through the Chancellor's Office Website (I.B-19). These data are also distributed to all department chairs.

The Integrated Postsecondary Educational Data System (IPEDS) requires RCCD to submit data involving institutional characteristics, employee information, financial aid, and student outcomes (I.B-18, I.B-19). These data are compiled by the National Center for Educational Statistics (NCES) and provide a database that can be used to compare peer institutions for benchmarking purposes (I.B-19).

In addition to these formal data collection processes, the Office of Institutional Research provides data to departments, disciplines and programs at all three campuses. One of the most common requests for data involves the need for disciplines involved in program review to show outcomes over four- or five-year reporting periods. Retention and persistence rates, successful completion/ transfer/ graduation rates, demographic data (age, gender, number of units taken, ethnicity, etc.) and other data are collected per course and by campus (I.B-20).

Apart from this data collected by disciplines as part of their assessment plans, other data for the Norco Campus are collected in conjunction with the Title V Hispanic Serving Institutions, USDE grant program (I.B-21). The Outcomes Assessment Specialist funded through Title V collects data on low income, at-risk, and Hispanic students involved in innovative teaching and/or support services interventions. These interventions are implemented for students involved in remedial English, reading, and math courses.

Staff reviews, tenure track faculty reviews, and part time faculty reviews also provide quantitative information on the quality of instruction being provided, as well as qualitative feedback from students and peers on the effectiveness of the instruction (I.B-22-24). A Norco Campus Technology Survey conducted in spring 2006 provided quantitative and qualitative data from faculty and staff regarding the types of technology and equipment available and needed for campus classrooms, offices, and labs (I.B-25). This data has been analyzed and will be incorporated into the Norco Technology Plan. Norco-specific data resulting from a district-wide analysis of enrollment trends for African-Americans (Diversity Scorecard) has led to the development of the Talented Tenth program at Norco, designed to support and encourage successful completion and transfer rates for African-American students on the campus. (I.B-26, I.B-27).

SELF EVALUATION

The standard is met. The mechanisms for collecting and reporting both quantitative and qualitative data are in place.

As stated in the descriptive summary, a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation is in place at Norco Cam-

pus, and is clearly defined. The NAPC, NSPC, the Norco Academic Senate and Norco administration work together to set goals for institution. One of the primary means of achieving this is through the use of the instructional and non-instructional unit program review process. That process is designed to be data driven and to provide the information necessary for the setting of institutional goals.

The strategic planning process will continue to improve and mature as the district transitions to three separate colleges. It is expected that in the coming years, the district and campus will develop new processes and modify existing ones in institutional effectiveness which will enhance ongoing and systematic cycles of evaluation, integrated planning, resource allocation and implementation.

PLANNING AGENDA

- Utilize specific campus-based parameters for data collection from the district Office of Institutional Research.³

³ Projected data parameters to be utilized:

- Persistence/success rates for developmental courses and course sequences
- Persistence/success rates for transfer and occupational courses
- Workforce development data: placement and retention rates of graduates, employer satisfaction
- Transfer and graduation rates for Norco Campus
- General education successful completion rates (students with 40+ transferable units)
- Number of Norco certificates awarded
- Data on full-time/part-time faculty ratio
- Status of special program development at Norco Campus
- Data on effectiveness of student services and campus-based strategies for getting students to the campus.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.

DESCRIPTIVE SUMMARY

As discussed in standards I.B.1 and I.B.2, Norco Campus encourages input from all constituencies by offering participation at all levels of the institution. All constituents - students, staff, administrators, full and part time faculty - are encouraged to participate in a variety of committees; in department and discipline meetings; or in all-faculty, NSPC, and NAPC, and Associated Students meetings. Full-time faculty members participate on at least one committee as a part of their contract, and many faculty members at Norco are active on three or more committees. Active participation by all constituents at each level of the organization structure is encouraged and welcomed. The planning process at Norco Campus is clearly both broad-based and offers opportunities for input by faculty, staff, students, and administrators at several levels of planning for the institution.

Recommendations for resource allocations to accommodate the needs of the campus evolve through dialogue by the NAPC and the NSPC. The annual campus-based program review updates from disciplines and non-instructional units provide the information upon which budget decisions are made. Detailed resource allocation is guided in part by the overall goals identified in the Academic Master Plan for each department (see Standard III.D for a detailed description of the relationship of budget to resource allocation at the district and campus levels).

Resource planning for facilities, staffing and equipment needs is also included in the cyclical four-year comprehensive program review process as well as the annual program review update. Individual disciplines, occupational programs, and non-instructional units (e.g., Student Services, Library and Learning Resources, administrative units) complete these comprehensive and annual program reviews in order to determine the resources needed to improve, enhance, or advance the discipline, program or non-instructional unit. Discipline program reviews are used as a basis for campus planning and resource allocation.

Program review leads to improvement of institutional effectiveness by identifying ways to update and improve instruction in the case of disciplines, or by identifying student support needs in the case of student services and administrative unit program reviews. The broad-based participation of all important decision-making and advisory units at Norco Campus is designed to maximize institutional effectiveness.

SELF EVALUATION

The standard is met. The Norco planning process is broad-based and includes input from all interested constituencies. Ongoing improvement of communication between the Strategic Planning Sub-Committees is imperative if the process for resource allocation is going to work smoothly and cohesively. Norco Campus is still learning the steps that need to be taken to ensure that all necessary Strategic Planning sub-committees are consulted before specific resource allocation occurs. Strong communication and input during the process of resource allocation will lead to improvements in institutional effectiveness.

PLANNING AGENDA

None

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Norco Campus communicates matters of quality assurance to the state and federal agencies through the RCCD Offices of Institutional Research and Institutional Reporting (for details, please see I.B.3 and footnote 4). The district also provides additional reports to high schools, other colleges and universities, workforce and business partners, and the community at large, as well as to its own faculty, staff, and students. Specific information collected includes the following:

- Data on enrollment, number of graduates with AA degrees, number of students transferring to four-year institutions, students graduating with specific certificates, headcount/ enrollment statistics;
- Data collected on faculty from student surveys of teaching effectiveness;
- Surveys taken from students regarding class scheduling preferences and quality of student experience;
- Comprehensive program reviews that contain reports on outcomes assessment projects undertaken by disciplines.

The RCCD Office of Institutional Research provides institutional reporting for program review and other purposes. The Office of Institutional Reporting (responsible for state and federal data reporting and enrollment management analysis) provides IPEDS data, as well as other mandated assessment reports (e.g., VTEA administration and

FERPA compliance), to the federal government on a systematic basis (I.B-29).

Besides complying with external quality assurance mandates, the Office of Institutional Research and Office of Institutional Reporting provide assessment data to instructional disciplines and non-instructional units undergoing program review. The *Fact Book*, published in 2006 and updated in April 2007, reports on various assessment-related trends affecting the campuses and the district. It also provides detailed demographic and economic information about the communities and students which are the concern of each of the District's three campuses (I.B-30).

In order to make data more accessible to faculty as well as provide easier access to college-specific data, the district has developed an Institutional Research website that will be regularly updated and made available its constituents (I.B-31). RCCD supports the use of data in all of its major decision-making processes.

Norco Campus is in the third year (2006-2007) of a five-year Title V grant awarded to the campus. Among other responsibilities required by that grant, the Title V office conducts research on campus-based Title V projects. The Title V office at Norco also provides informational support for its Annual Performance Review and engages in some campus-based research and reporting. The Norco Campus also has a half-time Outcomes Assessment Specialist who responds to specific research requests and conducts other projects designed to generate and interpret data in support of institutional effectiveness (I.B-32).

As discussed previously, Riverside Community College District has active committees devoted to program review and outcomes assessment that direct instruc-

tional disciplines and programs, student support services, and other administrative units in their efforts to generate assessment data to improve teaching and learning. It has also defined and begun to assess some system-wide SLOs outcomes, those of general education in particular (see standards I.B.1 and II.A.3).

SELF EVALUATION

The standard is met. Norco Campus is making increased use of data from institutional research and other sources in an effort to document its successes and share the results with its constituents.

PLANNING AGENDA

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

I.B.6. The institution assures the effectiveness of its ongoing planning and resources allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTIVE SUMMARY

On the Norco Campus, faculty, staff and administrators regularly review and modify (1) the Norco Academic Master Plan; (2) the resource allocation needs of individual disciplines, departments and programs through annual program review updates; and (3) facilities and other ongoing projects under the purview of campus strategic planning. These three regular activities operate in a cyclical fashion relative to each other.

The NAMP is developed by department chairs using information from the instructional and student support service program reviews. District-wide comprehensive instructional program reviews, conducted on a systematic four-year cycle, and annual student services and administrative unit program reviews, conducted at the campus level, provide an opportunity for individual disciplines, student services programs, and administrative units to assess their resource needs. Annual instructional program review updates establish a direct linkage between planning and resource allocation. The Norco Academic Master Plan provides an avenue through which department members can share the needs of their disciplines (e.g., financial, staffing, equipment, or other resource needs) as these have been defined through the annual program review update process.⁴ The departmental contributions to the NAMP in turn generate recommendations and suggestions that drive the creation of the Norco Academic Master Plan.

Facilities and other ongoing Norco Campus projects are regularly reviewed and modified in response to changing demographic data, budget allocation modifications, and state and local bills and measures which modify or add to the Norco facilities funding base (I.B-33). At the district level, the Offices of Institutional Research and Institutional Reporting prepare specifically mandated state and federal data reports annually; allocation of resources for all campuses is driven by this cyclical reporting of data as well as by program review data.

⁴ In order to increase the effectiveness of planning and resource allocation, beginning in spring 2007 a campus-based annual program review update has been conducted by discipline members on each campus. This adjustment was driven by the need for more timely information in order to develop the Academic Master Plan and better allocate resources on each campus.

SELF EVALUATION

The standard is met. Regular review and modification of the Norco Academic Master Plan, discipline and department resource allocation requests derived from the annual program review updates, and Strategic Planning Committee review and modification of facilities and other campus-based projects are positive steps in the direction of cyclical and systematic review of resource allocation processes.

PLANNING AGENDA

- Continue to regularize processes and standards to aid in the evaluation of the effectiveness of the planning cycle for purposes of resource allocation.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTIVE SUMMARY

Systematic reviews and assessment of the effectiveness of the evaluation processes for instructional programs, student support services programs, and administrative units are conducted through the following mechanisms:

- Program review reports from all these units
- District Assessment Committee review of assessment plans for instructional disciplines and non-instructional units
- Program Review Committee annual review and revision of the program review processes

- District Assessment Committee annual review and revision of the assessment process.

All of these mechanisms include a component of systematic self-evaluation of their effectiveness in improving programs and services.

SELF EVALUATION

The standard is met. Program reviews are designed to evaluate the effectiveness of instructional programs, student support services, library and learning resources. Similarly, the program review and assessment processes themselves have been modified and revised over the past five years in an attempt to make them more responsive to the district and institutional missions to promote student learning and increase institutional effectiveness.

Evaluations of program review and district assessment procedures have resulted in changes in these processes as well as changes to instructional and non-instructional program reviews.

PLANNING AGENDA

- Continued monitoring and modification/improvement of evaluative processes listed above for instructional programs, student support, library and learning support services.
- Collaboration and communication with the Norco Strategic Planning Committee.
- Periodic review of the Norco Academic Master Plan in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus.

List of References

- I.B-1 Sample NSPC and NAPC minutes; Master Calendar of campus meetings, 2006-2007
- I.B-2 *Instructional Program Review: Comprehensive; Strategic Planning Process, 2001-2006*
- I.B-3 Sample annual program review update
- I.B-4 Minutes, Oct. 2006 meeting, Norco Academic Senate
- I.B-5 Sample announcements of SLOs workshops, district and Norco
- I.B-6 *Strategic Planning Process, 2001-2006*
- I.B-7 Learner-Centered Curriculum Model (Michael Dolence & Associates)
- I.B-8 List of committee members: NSPC sub-committees, minutes
- I.B-9 Sample English, Math, ESL minutes
- I.B-10 Norco Forum Discussion Board: <http://204.69.1.62/norco/forums/>
- I.B-11 Norco Academic Master Plan
- I.B-12 General Education SLOs: Board Agenda, Dec. 2006
- I.B-13 "RCCD Strategic Initiatives 2005-2010," *Fact Book*, pp. 43-47
- I.B-14 "Norco Response to Strategic Initiatives," *Fact Book*, pp. 57-62
- I.B-15 Norco Leadership Forum – sample minutes and agenda
- I.B-16 CCSEQ, 2004 and 2006
- I.B-17 DAC Student Survey
- I.B-18 IPEDS data www.cccco.edu
- I.B-19 Annual Data Mart report, www.cccco.edu
- I.B-20 Program review data samples (page 8, *Instructional Program Review: Comprehensive*)
- I.B-21 Title V Report, 2006-2007 (Hispanic Serving Institutions USDE Grant)
- I.B-22 Sample staff performance review form
- I.B-23 Sample full-time faculty improvement of instruction form
- I.B-24 Sample part-time faculty evaluation form
- I.B-25 Norco Technology Survey
- I.B-26 Diversity Scorecard (OIR)
- I.B-27 Talented Tenth brochure
- I.B-28 Norco Campus Mission Statement
- I.B-29 Data Mart www.cccco.edu
- I.B-30 *RCCD Fact Book*
- I.B-31 Office of Institutional Research:
<http://www.rcc.edu/administration/academicaffairs/reporting.cfm>
- I.B-32 Job description: Norco Outcomes Assessment Specialist; sample data, Norco Outcomes Assessment office
- I.B.33 Bond Measure C

Evidence Websites:

Strategic Planning : <http://iereports.rcc.edu/sv/home>

Enrollment Management : <http://iereports.rcc.edu/sv/home>

Institutional Effectiveness : <http://iereports.rcc.edu/sv/home>

Chancellor's Office Data Mart : www.cccco.edu

Faculty Net at RCCD: <http://www.rccdfaculty.net/pages/programreview.jsp>

Summative Essay, Standard I: Institutional Mission and Effectiveness

Institutional mission and effectiveness are at the core of the educational journey. An institution's quality is dependent not so much on external measures as on its clear sense of why it exists and where it is going. The ultimate goal of any educational enterprise is genuine student learning, and the college's mission should reflect this goal and an awareness that increased student learning goes in tandem with increased institutional effectiveness.

INSTITUTIONAL COMMITMENT

The Norco mission statement reflects our strong commitment, as educators, to the achievement of this ultimate goal of student learning. The mission states in practical terms Norco Campus's intention to "provide educational programs, services, and learning environments that meet the needs of a diverse community" of learners. The use of all the institution's resources to help students meet specific academic, personal and occupational goals is also woven into the mission statement. The mission looks inward to the achievement of student learning outcomes, and outward to the needs and interests of the business and civic community served by Norco Campus.

The central focus of Standard I is *Institutional Commitment* to helping students reach their personal and professional goals. The standard I self study analysis strongly demonstrates that Norco Campus has established programs and services aligned with its mission and student population. Commitment to helping our learners achieve their goals is exemplified by the recent publication of a revised mission statement that all constituencies participated in shaping – administrators, faculty, staff, and students. The active participation of staff in shared governance and on strategic planning and decision-making committees and councils reflects Norco's commitment to the educational process.

EVALUATION, PLANNING AND IMPROVEMENT

Norco Campus has formulated specific planning processes and created a structure whereby the mission of the institution is central to decision making. The Strategic Planning Committee and its nine specifically designed subcommittees dealing with various aspects of institutional planning and resource allocation, along with the President's Cabinet, the Norco Academic Planning Council, and the Academic Senate, guide the development of the Academic Master Plan. Long-range planning for educational trends, technology and facilities growth are additional aspects of planning to which the campus is committed in order to meet the stated institutional mission of "self examination [...], planning and improvement." Specific means of evaluating and assessing institutional mission and effectiveness range from quantitative, data-driven external and internal measures to qualitative assessment of the learning experience through instructional and non-instructional program review, and the development of student learning outcomes at all levels of the institution.

STUDENT LEARNING OUTCOMES

Institutional commitment to "established student learning outcomes" is articulated in the Norco Campus mission statement and embedded in the strategic planning processes. The long-range

goal of improving Norco's effectiveness uses measurable objectives which are linked to student learning outcomes through program review for disciplines, student services programs, and administrative units. Assessment of stated learning outcomes has begun and will form the basis of a systematic cycle of evaluation, integrated planning, resource allocation and re-evaluation. At the district level, general education SLOs inform decision making and planning; at the campus level, these same SLOs are reflected in program development and resource analysis. At the discipline level, faculty have engaged in extensive review and revision of course outlines of record, including in each course outline specifically designed SLOs which are integrated with the student learning outcomes for the discipline as a whole.

Departments are responsible for integrating the student learning outcomes within discipline program reviews into the Academic Master Plan. Student services programs provide institutional support to the academic disciplines by focusing attention on service-related SLOs and additional Service Area Outcomes. Occupational certificate/degree programs are developing program-based student learning outcomes which will reflect stated SLOs in the course outlines of record and meet the goals embedded in the Norco institutional mission.

ORGANIZATION

Organizational structures at Norco Campus are set up to enhance the campus mission. District and local strategic planning committees are structured on the basis of a curriculum-centered planning model and a learner-centered curriculum framework. All interested constituencies – faculty, classified and confidential staff, students, administrators and community members – participate in strategic planning, working together for the improvement of the institution. Understanding that program review is the foundation of strategic planning, academic disciplines, student support programs, and administrative units have made a commitment to developing learning outcomes for their programs which are grounded in objective principles of assessment and responsive to staffing, facilities and equipment needs to achieve the stated outcomes. Responding to district-wide strategic initiatives with specific local initiatives, all departments and disciplines, student support services, and strategic planning groups at Norco Campus are working to increase student access, retention, and persistence; successful course completion, certificate/degree and transfer awards; and in general, to improve the quality of the students' educational experience. Norco Campus demonstrates, through these means, a conscious institutional commitment to produce and support student learning by organizing its key processes in such a manner as to meet its stated goals.

DIALOGUE

Dialogue is at the heart of the Norco Campus mission to "listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement." Realizing that the institution's mission is central to planning and decision making, Norco Campus engages in a continuous process of collegial and self-reflective dialogue about how to improve student learning and organizational processes. Formal structures for district- and campus-wide dialogue include councils, committees, retreats, and forums (in online and "live" formats) of the disciplines, departments, student services offices, Senate, and President's Cabinet. Informal dialogue takes place daily and in a variety of ways ranging from workshops, e-mails, and collegiate luncheons to spontaneous conversations in labs, classrooms, offices, and

hallways throughout the campus. A positive atmosphere and congenial working environment are the best evidence of Norco's effectiveness in engaging in an honest and truthful "campus conversation" driven by commitment to student learning.

INSTITUTIONAL INTEGRITY

Since its inception 15 years ago, Norco Campus has endeavored to meet the needs of its community with integrity and honesty in all its operations. Its mission statement is carefully designed to present an easily understood message of accessibility and welcome to the diverse student and community groups it serves. The planned publication of a separate catalog and schedule of classes for Norco Campus is an important step forward in Norco's commitment to represent itself to its stakeholders in an accessible and transparent fashion. The integrity and honesty of Norco Campus are demonstrated in ongoing processes of dialogue and planning in which the mission is integral to decision-making and progress in achieving student learning outcomes. Through the self study experience, the campus has come to realize, more than ever before, its integrity and deep-rooted commitment to students and their educational journey.



STANDARD II.A Instructional Programs

Standard II: Student Learning Programs & Services

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

Standard II.A: Instructional Programs

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

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTIVE SUMMARY

The mission statement of Norco Campus states, “[We] equip our students with the academic and technological skills to attain their goals in higher, occupational, and con-

tinuing education, workforce development, and personal enrichment while they achieve established learning outcomes.” (II.A.1-1).⁵ Norco Campus has also dedicated itself to

⁵ The Norco Campus Mission Statement is as follows:

~~Today’s Students, Tomorrow’s Leaders~~

Norco Campus, located in Western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco Campus emphasizes the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.

upholding the Riverside Community College District's mission to work "...in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves" (II.A.1-2). The mission statement of Norco, while consistent with the mission of the District as a whole, emphasizes the needs of the Corona-Norco area in which the college is located. For example, the area served by Norco Campus continues to grow and attract jobs in manufacturing and logistics, and programs have been developed to meet that need.

College faculty and administrators work closely with the district's Offices of Institutional Research and Institutional Effectiveness to identify student learning needs and assess progress in meeting stated student learning outcomes. The district issues a number of documents which measure demographics, diversity, and community economic trends within the Norco Campus service area. These include:

- *RCCD Fact Book 2007* (II.A.1-3)
- Program reviews: data measured by discipline and/or non-instructional unit (II.A.1-4)
- Environmental scans (2002 and 2007) (II.A.1-5, II.A.1-6)
- Office of Economic Development publications (II.A.1-7).

Details on general campus persistence, transfer rates, retention, and other measures are available in the *RCCD Fact Book*; quantitative data for individual disciplines and non-instructional units are supplied by the Offices of Institutional Research and Institutional Reporting; further data about the community served by Norco Campus is provided by the environmental scans and the publications of the OED. All this information is evaluated within the comprehen-

sive program review documents generated once every four years and updated annually on a campus-wide basis. These data in turn drive the Norco Academic Master Plan (II.A.1-8).

In particular, data regarding student persistence, retention, grades, numbers of degrees and certificates conferred, and graduation and transfer rates are carefully reviewed and analyzed in order (1) to identify new educational needs and demographic trends in the student communities served by Norco Campus, and (2) to maintain planning that is flexible and responsive to the learning needs of the Norco student population.

To assess progress toward achieving student learning outcomes, the District Assessment Committee (DAC) has worked closely with the Program Review Committee (PRC) and the District Curriculum Committee to ensure that a majority of courses now have clearly stated, integrated student learning outcomes (SLOs). Many disciplines have begun, or are actively working on, continuing assessment projects. The DAC has also engaged in extensive dialogue and collaboration with Matriculation and Student Services, the faculty at large, the academic senates at each campus, and the District Academic Senate to develop and adopt General Education SLOs (II.A.1-9). A pilot project to assess these is underway (II.A.1-10). All of these efforts have helped Norco Campus to modify and conduct its programs to meet identified student needs.

As evidence of progress toward meeting the needs of the identified student community since 2001, the number of degrees awarded to Norco students has increased from 338 degrees and 39 certificates in 2001-2002 to 492 A.A./A.S. degrees and 200 state and local certificates in 2005-2006. (II.A.1-3). In addition, Norco Campus now offers over 27

degree and/or certificate programs. All coursework for these programs can be taken completely on the Norco Campus.

One primary means by which Norco Campus identifies student educational needs and assesses progress towards achieving student learning outcomes is through program review. The main features of program review that identify student educational needs and drive the collection of data include the following:

- Academic planning at the campus and district levels by means of an annual campus update for each discipline, student services program, and/or administrative unit.
- A review of data (supplied by Office of Institutional Research) relevant to each discipline or unit.
- Review and revision of discipline course outlines of record (CORs), including review and/or development of SLOs for those courses.
- A plan for assessing course SLOs as well as evaluating and acting upon the results of any assessment projects that have already been completed.
- Campus-wide and discipline-wide dialogue on SLOs, data interpretation, and assessment, and their relationship to student learning.⁶

⁶ Assessment results are reported to the District Office of Institutional Effectiveness and are made publicly available on the DAC website. These results are used to maintain and revise the common district-wide curriculum as needed, and to respond to data supplied by the District and administration regarding FTEs, student retention and success rates in the discipline, and other issues of concern to effective scheduling and program management across all three campuses in the district.

In brief, the process of identifying student needs begins with a comprehensive program review undertaken every four years, supplemented by a campus-based annual component linking resource needs to campus structures and student learning through three advisory bodies:

1. Norco Campus Academic Planning Council (NAPC)
2. Norco Campus Strategic Planning sub-committees (II.A.1-11)
3. Norco Campus Strategic Planning Committee (NSPC).

Norco established the Strategic Planning Committee (NSPC) in fall 2005. It is made up of the following nine sub-committees with specific responsibilities to ensure dialogue and self-reflective consideration of all major decisions related to the improvement of student learning at Norco Campus:

- Institutional Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Human Resources
- Physical Resources
- Technology Resources
- Financial Resources
- Leadership and Governance

Other systematic processes and procedures used at Norco Campus to ensure that all programs, disciplines, and courses are assessed for currency, teaching and learning strategies, and student learning outcomes include the following:

- Norco Academic Master Plan (NAMP) (II.A.1-8)
- District Matriculation Plan (II.A.1-12)
- Community College Student Effectiveness Questionnaire (CCSEQ, administered in 2004 and 2006)

- Open Campus online course student surveys
- Student Learning Outcomes and assessment training undertaken by the Office of Institutional Effectiveness (II.A.1-13).

The Norco Academic Master Plan is generated in collaboration with campus departments, which analyze program review reports. Departments then develop and prioritize goals for class scheduling, facilities, equipment, and staffing based on their assessment of program and department needs within the context of institutional effectiveness in meeting student learning goals. The comprehensive quantitative data provided by the district (discussed previously) are then integrated into the planning processes conducted by each discipline, department, and program (II.A.1-8).

The **District Matriculation Plan**, published in September 2006, outlines the major service area outcomes and general goals for maximizing community college access to all categories of students during the admissions, orientation, assessment and counseling and follow-up stages of the matriculation process. The various Student Support Services programs involved in this process coordinate their services with each other and receive training in methods of enhancing student learning and access. Staff and counselors involved in matriculation services at Norco Campus rely on a variety of research measures to accomplish their goal of meeting student educational needs, including:

- Use of longitudinal databases to track entering student cohorts throughout their educational experience
- Reliability and validation research to maintain valid placement cut-off scores

- Development of a database to track student use of support services based on MIS and other data extracts
- Publication of a Student Success Report which contains critical data on the district's student body, including but not limited to retention rates, persistence rates, withdrawal data, and grade point averages. Information is aggregated by various classification categories such as campus location, division, full or part-time status, day/evening status, first-generation status, matriculation status, matriculation services usage, basic skills enrollment, and various educational goals as well as the demographic variables of ethnicity, gender, age and disability.
- Evaluation of impact of matriculation on basic skills, including number of students recommended into basic skills courses, the completion and success rates of students enrolled in basic skills, and the progress of students from basic skills courses to associate degree-applicable courses.
- Research and reporting to local high schools regarding recent high school graduates' aggregate performance information including placement, retention, persistence and grade point average.
- Assessment of retention and persistence rates (II.A.1-12).

Community College Student Effectiveness Questionnaire (CCSEQ): This survey was implemented in 2004 and re-administered in 2006. It rates student satisfaction with their overall experience at RCC Norco, the campus environment, faculty, staff, and campus safety (II.A.1-14). The CCSEQ provides some indirect measures of whether or not students are meeting stated general education SLOs. It is a first

step towards assessment of these district-wide general education SLOs.

Open Campus Online Course Student Survey (2005): This survey was designed to ensure that distance learning courses meet the needs of the students. (II.A.1-15). Results of the survey indicate high interest in taking online courses. Significant data revealed that:

- More than half of the students surveyed had taken a previous online course.
- 48 percent had one or more children at home.
- 66 percent work 25+ hours per week.
- Only half of the students would have been able to take the course if it was only offered face-to-face.
- More than 2/3 are planning to transfer to a four-year institution.
- Eighty-five percent would consider taking another RCC online class in future.

Norco administrators, staff and faculty have been identifying emerging student needs through multiple measures and self-evaluation to ensure that regardless of what learning modality is used, students are being given the best opportunity for quality education. To meet that goal, “[...] as a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement” (Norco Mission Statement).

SELF-EVALUATION

The standard is met. Since the last accreditation, Norco Campus administrators and faculty have utilized district and campus data from the research studies and surveys described above, as well as information provided in program reviews (1) to identify emerging student needs, (2) to use assessment results to make improvements in

SLOs and pedagogy in some disciplines, (3) to assess the institution's progress toward addressing those needs, and (4) to make more informed decisions about the varied courses and programs the college should offer to its students.

For example, increased student learning was measured district-wide in 20 of 25 areas between the 2004 and 2006 surveys; at Norco, gains were measured in 21 of 25 areas. The gains were statistically significant in four areas: understanding art, music and theatre, understanding mathematical concepts, understanding science and technology, and putting ideas together. Norco Campus showed favorable results from 2004 to 2006 in the following areas:

- Acquiring skills for a specific job
- Interest in political and economic events
- Seeing the importance of history
- Arts and communication
- Perspectives of the world.

The Open Campus Online Survey results indicate a strong need for, and interest in, the online instructional delivery mode by a serious adult working population that is seeking a bachelor's degree in the near future.

Closer analysis of demographic information that affects enrollments and learning needs for the Norco-Corona area will enable Norco Campus to define itself more clearly as a distinct entity within the district. Recent dialogue with Norco faculty and disciplines undergoing program review also indicate a need for additional regional and campus-driven data studies.

Norco Campus has made significant progress in generating and using data to meet its mission goals of maintaining an effective, learner-centered institution, responsive to student needs. Though SLOs have not yet

been developed for all degrees and certificates, the majority of disciplines and programs have developed and begun to assess their SLOs. And, district-wide General Education SLOs have been approved by the Board of Trustees. Development of SLOs and assessment of their effectiveness in improving student learning are ongoing processes to which the institution remains committed.

PLANNING AGENDA

- Utilize the results of Norco campus data studies to further define Norco and enrollment and learner needs.
- Continue developing and assessing the effectiveness of SLOs for all degrees, certificates, and programs.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTIVE SUMMARY

Instruction at Norco Campus reflects an institutional commitment to stated curricular objectives and to the current and future needs of its students. Norco employs multiple means of delivery to accommodate the diverse needs and proficiencies of the population it serves. Norco's **traditional face-to-face classes** are offered in a variety of locations and time formats (II.A.1-16). Traditional classes are not limited to lecture but include a variety of media-based enhancements, modes of delivery, pedagogical approaches, and instructional methods and techniques. These include laboratory activities and projects, portfolio preparation, oral and dramatic presentations, team teaching,

faculty office hours, tutoring, and many more.

In addition, distance education has become a highly desirable means of course delivery to meet current student educational needs at Norco. The increased traffic along the I-91 and I-15 corridors adjacent to the campus has created a demand for alternatives to traditional on-campus instruction, making Weekend College and online modes of delivery increasingly popular.⁷ A variety of distance education formats is offered at Norco and throughout the district through Open Campus including:

- Web-enhanced, teleweb, hybrid and online courses (II.A.1-17)
- Recorded audio-video lectures and PowerPoint presentations using Tegrity and Audacity software (II.A.1-18)
- Podcasting (mp3) lectures and presentations (audio and video) through contract with iTunesU (II.A.1-19).

Web-enhanced classes provide supplementary learning resources and course document distribution; **hybrid and teleweb courses** combine face-to-face delivery with distance instruction for enhancement of instruction and increased distribution of class resources; and **online courses** are often presented in a multi-media instructional format which allows for increased student participation and flexibility. **Tegrity software** provides streaming audio and video as well as integration of online chalkboards and PowerPoint presentations. A recent year-long contract with Apple Inc. for multi-modal delivery of online course material

⁷ The total service population for Norco Campus, including the I-91 and I-15 corridors, is over 220,000. The Norco/Corona service area spans approximately 38 square miles in the southwestern corner of the District. Traffic density has increased considerably over the past five years.

through **mp3 format podcasting** and iTunesU has provided a new and “student-friendly” means of instruction for working students and those on the go. All of these modes of delivery are intended to create meaningful points of contact for the student and instructor and to meet current and future educational needs.

Norco employs a variety of **scheduling options** for students as well (II.A.1-16). In addition to the usual selection of classes offered from 7 a.m. to 10 p.m. in the traditional 16-week semester format, Norco offers **Late Start** (14-week) and **Fast Track** classes as alternatives for students needing to round out a class schedule or those wanting a faster paced class. Success Track scheduling, to be implemented in fall 2007, also offers a variety of classes to fit busy students’ lifestyles and learning styles. Additional one-unit workshop classes for basic skills and ESL students provide remedial and developmental instruction in study skills and/or target specific areas of academic need. **Weekend College** provides a program of courses offered only on Friday evening and/or all day Saturday and Sunday and leading to the A.A./A.S. degree and/or an occupational certificates. This mode of delivery is especially popular with students who have full-time jobs or awkward work schedules during the traditional weekday hours.

Learning Communities and a dedicated **Title V grant** provide additional support and opportunities for students at Norco Campus. The Title V grant is designated for increased faculty use of technology and curricular enhancements for at-risk students. Specialized educational opportunities such as the Puente program, the Talented Tenth, and the STAR and TRIO programs offer linked courses, peer mentoring opportunities, guidance, faculty mentoring, and financial support through various district

funding sources. These programs are closely monitored to ensure increased retention/completion rates, and to increase opportunities for targeted student populations to be able to transfer to four-year colleges and universities (II.A.1-21, II.A.1-22).

Besides Norco’s many programs and services providing a variety of modes of delivery to serve student needs, **individualized instruction** is available through the following programs:

- Tutorial Services
- Computer lab
- Math lab
- Writing and Reading Center
- Foreign Language lab
- Disabled Student Services & Lab

These areas provide one-on-one instruction with instructors and peer tutors; small group instruction for students; and create an atmosphere of intellectual exploration. They are on-site, popular with students and faculty, and accessible to students at a variety of times. Disabled Student Services also utilizes lab facilities to provide alternative modes of testing for learning disabled students. In addition, practicum classes are available in the computer, math and writing labs for additional assistance (II.A.1-23, II.A.1-24-27).

Finally, the district **Study Abroad Program** provides unique opportunities for students wishing to learn about foreign cultures and to continue earning academic transfer credit. Full-semester study abroad locations include Florence, Italy, and Oxford, England; short-term summer programs take students to the Czech Republic, Bulgaria, Romania, and Greece. A number of Norco faculty have participated in the Study Abroad program, offering courses in economics, geography, political science, history, art, and humanities (II.A.1-28).

SELF-EVALUATION

The standard is met. Norco Campus is committed to making education available and accessible to all of its students and the communities it serves. To facilitate this goal, the campus offers a variety of modes of instruction and delivery compatible with established curriculum and program objectives and attuned to demonstrable/ expressed student needs. However, the technological revolution continues to present new challenges and enhanced modes of instructional delivery; Norco faculty and staff must continue to examine and adopt, when appropriate, a variety of electronic media which improve the student learning experience.

PLANNING AGENDA

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

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY

Disciplines and non-instructional units at Norco participate in program review with the other members of their discipline or program across the district. During program review, SLOs are identified for disciplines and non-instructional programs through a process of collegial dialogue and close, critical examination of curriculum and student support services needs. Course- and classroom-based assessment strategies have been explored and assessment projects

are underway or completed, resulting in changes in pedagogy, curriculum, or SLOs (II.A.1-29, II.A.1-30). Development of degree and certificate level student learning outcomes is in the planning stages.

Norco Campus works with the District Assessment Committee (DAC) in a continuous effort to encourage and evaluate assessment efforts, and to report on the results of assessment within the program review framework. The DAC, in dialogue with the Academic Senate, the Program Review Committee, and the District Curriculum Committee, has established general education SLOs which are aligned with Title V requirements for higher education coursework and which communicate clear expectations for students receiving degrees and/or certificates.⁸ Indirect measures of these SLOs include the CCSEQ, administered every other year, and an additional district questionnaire that focused on the gen ed SLOs, administered in June 2006 (II.A.1-31, II.A.1-32). In addition, the DAC has proposed a pilot project for assessment of the district's general education SLOs (II.A.1-33).

RCCD and its campuses have been working over the past six years on the establishment of student learning outcomes at the institutional and course level. Measures of progress include the following:

- General education SLOs have been established which apply to the district and its campuses as a whole; after much dialogue and collaboration with administrators, faculty, staff and student groups, the District Assessment Committee (DAC) recommended these Gen

⁸ The general education SLOs for academic and vocational degree programs within the district were approved by the Board of Trustees in December 2006 (Report II-D, December 12, 2006) for final approval and inclusion in the catalog.

Ed SLOs to the Academic Senate and the Board of Trustees, which approved them at its December 2006 meeting (II.A.1-9).

- Individual disciplines have begun an SLO “audit” in which they discuss the alignment of their SLOs with Gen Ed SLOs.
- Specific SLOs for disciplines or programs as a whole have been established for most of the 37 instructional disciplines and student support units that have completed program review;
- By fall of 2007, the goal is for course outlines of record for a majority of courses in the District to be updated to include integrated SLOs. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.
- By summer 2007, 35 disciplines will have completed some portion of the assessment project that they proposed in their Program Review Self-Studies (II.A.1-33).
- Twenty disciplines report that they have made changes to curriculum, instructional methods, methods of delivery, or SLOs as a result of assessment (II.A.1-33).
- In fall 2005, as part of an initial effort to assess the linkage between disciplines and general education SLOs, disciplines completed a matrix in which they aligned their transfer courses with the general education SLOs where appropriate (II.A.1-34).

As noted above, program review incorporates specific assessment tasks to help disciplines determine the effectiveness of stated SLOs in particular courses. The District Curriculum Committee, working with DAC, has updated its standards and created a template for all course outlines of record to reflect critical thinking mandates and to ensure appropriate student learning out-

comes (II.A.1-35). As disciplines complete program review, all new and revised course syllabi must incorporate the updated SLOs (II.A.1-35).

Certificates are also reviewed by the curriculum committee for adherence to discipline and state requirements, and in Spring 2007 the curriculum committee began to review certificate programs for clearly stated student learning outcomes. At the district level, faculty and management have also responded to perceived educational objectives by formulating strategic planning initiatives (district) and responding to those initiatives at each campus (II.A.1-36, II.A.1-37).

Assessment and SLOs at Norco Campus

With active members on the District PRC, the DAC, and Curriculum Committee, the Norco Campus has taken the lead in encouraging its discipline faculty to engage in program review; to create and revise integrated course outlines of record incorporating the new SLOs, and to develop course- and classroom-based assessment projects. Assessment, program review, and SLOs-based activities at Norco include:

- Course- and classroom-based assessment projects at Norco Campus (English, humanities, ESL, math, and library)
- Heavy involvement of Norco faculty in the district’s Program Review and Assessment Committees (co-chairs on both committees are from Norco)
- Development by a Norco faculty member of the COR Guide for writing integrated course outlines of record incorporating appropriate SLOs
- Strong, active membership of Norco faculty in the District Curriculum Committee
- Active involvement of Norco faculty in providing in-service training on the

writing of clear SLOs and integrated course outlines at both campus and District level

- Primary involvement of Norco faculty in assessment training, and assistance to disciplines in writing and implementing assessment projects at both campus and district level
- Writing of SLOs for instructional units at Norco College, including departments and Norco-based occupational programs
- Development of Norco Mission Statement and discussion of its relationship to gen ed (district) SLOs
- Participation of Norco faculty in workshops to develop Gen Ed SLOs for the District (fall 2003).

SELF-EVALUATION

Significant progress has been made towards meeting this standard. Disciplines and certificate programs at Norco participate in and comply with all program review, curriculum revision, and assessment procedures established by the district and approved by the academic senates and appropriate decision making bodies. Com-

puter information sciences and business administration disciplines are working on a model SLOs framework for certificates and degrees offered by their disciplines. Student learning outcomes have not yet been developed for a majority of degree and certificate programs in the district.

Since fall 2006 the district's Associate Vice Chancellor of Occupational Education has been working with occupational faculty on the formulation of program level SLOs and the establishment of meaningful assessment tools.

PLANNING AGENDA

- Continue to develop certificate and degree program level SLOs for those programs active on the Norco Campus.
- Continue to develop assessment tools and procedures for programs and disciplines, and use the results of these assessments to make improvements to courses and programs.
- Conduct additional SLOs and assessment activities training at the Norco Campus.

List of References

- | | |
|-----------|---|
| II.A.1-1 | Norco Campus Mission Statement |
| II.A.1-2 | RCCD Mission Statement, <i>RCCD College Catalog</i> |
| II.A.1-3 | RCCD Fact Book, 2007 |
| II.A.1-4 | <i>Instructional Program Review: Comprehensive (Background & Guidelines); Administrative Unit Program Review: Comprehensive</i> |
| II.A.1-5 | Environmental Scan, 2002 |
| II.A.1-6 | Environmental Scan, 2007 (available fall 2007) |
| II.A.1-7 | Office of Economic Development |
| II.A.1-8 | Norco Academic Master Plan |
| II.A.1-9 | General Education SLOs; minutes: Board approval of these SLOs; see also standard I.A.1-5) |
| II.A.1-10 | Copy, assessment project for gen ed SLOs |
| II.A.1-11 | <i>Strategic Planning Process, 2001-2006</i> |
| II.A.1-12 | District Matriculation Plan |
| II.A.1-13 | Norco Leadership Forum: Feb. 23-24, 2006 |

- II.A.1-14 CCSEQ
- II.A.1-15 Open Campus Student Survey
- II.A.1-16 *Schedule of Classes, Spring 2007*
- II.A.1-17 Open Campus: <http://www.opencampus.com>
- II.A.1-18 Tegrity: <http://www.tegrity.com>
- II.A.1-19 Contract with iTunesU and Apple for mp3 lecture distribution (October 2006 Board book)
- II.A.1-20 RCCD Student Equity Plan (2006)
- II.A.1-21 Talented Tenth, STAR, TRIO reports and pamphlets
- II.A.1-22 Puente Program data
- II.A.1-23 Norco Tutorial services usage reports and flyers
- II.A.1-24 Norco AccuTrack usage reports (WRC usage reports).
- II.A.1-25 Norco math lab usage reports and flyers
- II.A.1-26 Norco CIS lab usage reports and flyers
- II.A.1-27 Norco language lab positive attendance report, fall 2006
- II.A.1-28 Study Abroad brochure(s) & flyers
- II.A.1-29 "RCCD Outcomes Assessment Committee History"
- II.A.1-30 Sample assessment projects (English, math, ESL)
- II.A.1-31 CCSEQ
- II.A.1-32 District Assessment Committee Student Survey
- II.A.1-33 "RCCD Outcomes Assessment History" (DAC)
- II.A.1-34 Gen Ed SLOs: RCCD
- II.A.1-35 *COR Guide: District Curriculum Committee*
- II.A.1-36 "District Strategic Initiatives, 2005-2010," *Fact Book, 2007*
- II.A.1-37 "Norco Response to District Strategic Initiatives," *Fact Book, 2007*

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTIVE SUMMARY

The quality and improvement of courses and programs at Norco Campus depends upon the collaboration of the District Curriculum Committee with discipline/ department curriculum representatives; the District Program Review and Assessment Committees; the district and Norco Academic Senates; the Norco Dean of Instruction and Vice President of Educational Services; the Vice Chancellor of Academic Affairs; the Office of Institutional Effectiveness; and the district articulation officer. Occupational programs also require the input of the Associate Vice Chancellor of Occupational Education and various industry advisory committees (II.A.2-1).

The design and identification of learning outcomes for programs and courses is undertaken by discipline faculty in the course of the regular review of curriculum and course outlines which takes place as part of the program review process. The curriculum committee uses the following documents as part of its procedure for approving and evaluating these courses and programs:

- California Community Colleges *Program and Course Approval Handbook*, CCC Chancellor's Office (II.A.2-2).
- Riverside Community College District *Curriculum Handbook*. This document summarizes state and local guidelines, utilizing college and district surveys, statistics, observations and demographic information to ensure that the district's courses, degree and certificate programs meet or exceed the state and local descriptions and regulations (II.A.2-3).
- State Academic Senate documents specifying best practices for courses and programs as well as policies for prerequisites, co-requisites, advisories, and limitations on enrollment (II.A.2-4, II.A.2-5).
- Curriculum Committee course outline of record guide (II.A.2-6).
- The district's *Locally Developed Program Approval Process* for occupational programs (II.A.2-7).

In addition, to ensure continued quality and review of both new and existing courses and programs, particularly in pre-collegiate and developmental course areas, Norco Campus relies on the following:

- Discipline faculty oversight of new curriculum across all campuses in the district, ensuring a district-wide common curriculum
- Regularly scheduled departmental and discipline meetings related to course offerings

- Use of persistence and retention data to evaluate programs and courses in developmental areas
- Workshops, flex activities, institutes, and dialogue dedicated to curriculum issues
- Regularly scheduled four-year comprehensive program reviews for academic and occupational disciplines, student support programs, and administrative units

These standards and procedures are applied to all course offerings at Norco, regardless of the time of scheduling, format, location, type of course (contract or regular, degree credit or non-degree credit), level (remedial, pre-collegiate, transfer), or mode and length of delivery. Finally, each committee or decision-making body associated with the design, implementation, and assessment of courses and programs at an appropriate level of quality is faculty driven, thus assuring the central role of faculty in the creation and monitoring of instructional courses and programs.

SELF-EVALUATION

The standard is met. The District Curriculum Committee approved the creation of campus curriculum committees in the fall of 2006. These committees will address local curriculum issues.

Norco Campus is moving forward with developing processes and procedures for its local curriculum committee. Also, Norco administrators and faculty have demonstrated enthusiasm for a local curriculum committee and willingness to attend and participate in the state Curriculum Institute as well as program review.

PLANNING AGENDA

- Continue to engage in intercampus dialogue geared toward aligning the district's curriculum review and approval processes with the multi-college district structure.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTIVE SUMMARY

As detailed in standard II.A.1.c., above, Norco Campus participates actively in a faculty-driven program review process that incorporates the clear formulation and measurement of student learning outcomes. Norco faculty also have a strong presence on the District Assessment Committee, which has trained faculty in developing an assessment plan for disciplines and programs.

Regular assessment of student progress in achieving identified SLOs, and regular reporting of disciplines' and non-instructional units' use of assessment to make improvements to their pedagogy, courses, and programs, have been incorporated into the program review process in the form of discipline and student services based assessment plans. In addition, Norco Campus administers district-approved competency/level assessments in English, ESL, math and foreign languages which are established,

approved, and regularly reviewed by faculty.

Besides assisting on various district and local committees responsible for monitoring the quality and rigor of general education courses and transfer degrees, Norco Campus is also committed to promoting vocational and occupational education programs under the guidance of faculty experts and industry advisory groups. Programs in this area include the fields of manufacturing technology, logistics management, construction technology, computer applications technology, real estate, engineering technology and machine shop technology. Vocational and occupational course, certificate and degree proposals are subject to all of the same standards and procedures for the development and assessment of student learning outcomes as the general and transfer oriented courses and degrees (II.A.2-7).

Advisory committees set up for vocational programs have on their membership rolls both full-and part-time faculty in the respective discipline and community/ business members currently working in related fields. These committees meet annually or more often as needed. A major topic of discussion at these advisory meetings concerns the extent to which the curriculum meets the workforce needs of the respective industries. Advisory members also give input regarding basic skills needs that enhance a student's ability to be successful in the workplace (II.A.2-8). Hence, an active goal of such advisory groups is to identify competency levels and to recommend student learning outcomes for the occupational courses, certificates and degree programs under their review (see standard II.A.2.b).

The district's Office of Institutional Research is working with the Office of Occupational Education to develop an instrument to measure employer's percep-

tion of occupational education students and/or graduates. This measure will be used to gather performance data relative to Norco Campus certificate or degree-receiving students in the workplace. The results will be shared with the occupational education disciplines and be used to inform program changes and improvements.

SELF-EVALUATION

The standard is met. Norco Campus follows procedures established by the district Assessment, Program Review, and Curriculum Committees to develop and measure student learning outcomes in both transfer and occupational programs. Norco relies on faculty expertise and the assistance of advisory committees as appropriate to identify competency levels and student learning outcomes for courses, certificates, and programs. Student learning outcomes have been developed for virtually all courses and program level identification of student learning outcomes is currently underway. Assessment tools are being developed by faculty with the support of the district's Office of Occupational and Vocational Education and the District Assessment Coordinator.

PLANNING AGENDA

- Continue to utilize faculty, program, and industry advisory expertise to develop assessment tools and procedures for certificate and degree programs at Norco Campus.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTIVE SUMMARY

Norco Campus offers a curriculum which is appropriate in breadth, depth and rigor for an institution of higher learning. Courses and programs are created by faculty and monitored for adequate quality and rigor by a curriculum committee comprised of faculty with administrators acting in advisory roles. The curriculum committee works with the district Program Review and Assessment Committees in assisting disciplines to facilitate up-to-date, accurate and integrated course outlines of record. A subcommittee of the curriculum committee closely monitors the necessity for advisory, co-requisite, and/or pre-requisite coursework to increase opportunities for success by building students' cumulative knowledge appropriately. The curriculum committee meets bi-weekly throughout the academic year.

The curriculum committee uses state and local guidelines, college and district surveys, statistics, observations and demographic information to ensure that all courses and certificate or degree programs meet or exceed the state and local descriptions and regulations.

All district curriculum meets the following standards for:

- Appropriateness to mission.
- Demonstrable need (student demand, industry/job market needs, etc.).
- Quality. Each program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives. Courses and programs are integrated, with courses designed to effectively meet reasonable learning outcomes and the goals and objectives of the programs for which they are required.

- Feasibility. Norco Campus has the resources realistically to maintain the program and/or the resources needed to offer the course at the level of quality described in the course outline.
- Compliance as appropriate with all laws and regulations.

Completion of programs in timely fashion and synthesis of learning are assured in the case of academic or transfer curricula by the general education degree curriculum, guided by the gen ed SLOs established district-wide and approved by the Board in spring 2006. Time to completion and synthesis of learning are an integral part of occupational certificates and programs and monitored by faculty and industry advisory groups.

SELF-EVALUATION

The standard is met. Norco faculty are committed to providing high quality, rigorous instruction and curriculum for their students. Standards and guidelines for curriculum development are clear and purposeful. All courses, certificates and programs are clearly defined and the requirements are disseminated to the public using multiple means. The curriculum process and the program review procedures ensure a recursive review of all course outlines of record. Norco Campus is engaging in dialogue concerning the feasibility of developing additional transfer degree programs.

PLANNING AGENDA

None

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTIVE SUMMARY

Please see response to standard II.A.1.b. for details about delivery modes. Norco faculty recognizes that students who attend Norco are diverse in many ways and have a variety of learning styles and needs. At Norco, significant differences among student groups are evident in their varied employment schedules, heavy family responsibilities, a wide range of age groups, and a mix of students who are high achievers, and students for whom learning is a struggle. Students come to Norco with widely varying levels of technical and academic knowledge, experience, and preparation for success in college coursework. As such, most faculty understand the importance of utilizing multiple delivery modes and teaching methods to meet these divergent student needs and learning styles.

Regarding teaching methodologies, neither traditional nor distance education classes are limited to lecture but include a variety of media-based enhancements, pedagogical approaches, and instructional methods and techniques. These include online discussion boards, synchronous chats, laboratory activities and projects, standard and e-portfolio preparation, oral and dramatic presentations, team teaching, faculty office hours, and one-on-one tutoring, among others. Discussions about student needs and learning styles occur in a variety of ways, including through local and district-organized FLEX workshops. Learning modules dealing with pedagogical methods and techniques are available for instructors online through 4faculty.org (II.A.2-9). Recognition of the growing number of community college students entering college with pre-collegiate reading, writing and math skills prompted the campus to establish a basic skills task force in fall 2006 that has developed and is implementing a compre-

hensive strategy for addressing the needs of these students.

SELF-EVALUATION

The standard is met. Norco Campus is committed to providing and exploring effective modes of delivery and teaching methodologies that promote student success.

The faculty at Norco Campus maintain and improve their teaching skills through workshops and conferences that present new pedagogical approaches and instructional methods and techniques. Staff, administrators, and faculty participate in frequent workshops, retreats, and flex activities to keep current with instructional trends. Faculty conduct formal and informal assessments to evaluate the effectiveness of various modes of delivery and instruction and to ensure that student learning outcomes are being met.

PLANNING AGENDA

None

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY

As discussed in standards II.A.2.a and II.A.2.c, the continuing evaluation and revision of all courses and programs through comprehensive and systematic program review are an essential part of Norco's commitment to providing a quality academic environment. The State Academic Senate

has recognized that “the principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily to further their own growth, and to identify weak performance and assist programs in achieving needed improvement....” (II.A.2-11).

As a consequence, the comprehensive instructional program review process, conducted on a regular four-year cycle, addresses systematically each discipline’s courses, pedagogy and other developments related to the future of the discipline across the district. Through this process, faculty engage in an ongoing analysis of the relevance and appropriateness of courses in their respective disciplines and make needed improvements to learning outcomes based on defined assessment projects (II.A.2-14). The new annual program review update process asks each discipline or program to address its resource needs (staffing, facilities, equipment) at each campus and to provide an update on outcomes assessment activities undertaken in the preceding year. (II.A.2-15).

In order to implement ongoing, systematic review of programs and courses district-wide, the emphasis of the District Program Review Committee is on comprehensive, regular program review by defined units in the district on a four-year rotating cycle, with annual campus-based updates, as mentioned above (II.A.2-14, II.A.2-15). The purpose of the district Program Review Committee is threefold:

- To provide training and guidance for those disciplines undergoing program review;
- To review instructional program reviews and make recommendations for acceptance or revision of these studies;

- To continue to evaluate and, when necessary, make recommendations for revisions to the comprehensive program review process and the role of the District Program Review Committee.

Further evidence of ongoing systematic review of courses and programs is detailed in standard II.A.1.c and in II.A.2.f below.

SELF-EVALUATION

The standard is met. An extraordinary amount of progress has been made over the past six years at the District and campus levels in developing means for evaluation of courses and programs on a systematic basis, in order to determine their currency, relevance, and appropriateness to current and future student needs. Norco Campus will continue to benefit from incorporating all identified programs (transfer, occupational, and non-instructional) into the established program review and assessment processes.

PLANNING AGENDA

- Monitor the annual program review updates for disciplines and non-instructional programs. Use the information from these updates to improve programs and services for students at Norco Campus.
- Use data from OIR and information provided by faculty, staff, and community advisory groups to further define and develop those new programs most needed by the communities served by the Norco Campus.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of

its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to constituencies.

DESCRIPTIVE SUMMARY

As discussed in standards II.A.2.a-c and e above, the continuing evaluation and revision of all courses and programs is conducted through program review and integrated implementation of the Academic Master Plan with the participation of the curriculum committee, discipline faculty, student support services faculty and staff, and administration.

The district and its campuses have made considerable progress over the past six years in the establishment of student learning outcomes at the district and course level. In particular:

- General education SLOs have been established for the District and colleges as a whole; these were approved by the Board of Trustees in December 2006 and will be printed in the next RCCD catalog (II.A.2-16).
- Individual disciplines have begun an SLO “audit” in which they discuss the alignment of their SLOs with Gen Ed SLOs.
- More than 37 instructional disciplines have begun to determine specific SLOs for their disciplines or programs as a whole; seven disciplines have already established program-level SLOs.
- Student support units have developed program-level SLOs and SAOs (service area outcomes) and assessment plans as part of program review.
- By Fall of 2007, course outlines of record for a majority of courses in the District

will have been updated to include integrated SLOs. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.

- By summer 2007, 35 disciplines will have completed some portion of the assessment project that they proposed in their program reviews (II.A.2-17).
- Twenty disciplines report that they have made changes to curriculum, instructional methods, modes of delivery, or SLOs as a result of assessment (II.A.2-18).
- Computer information sciences and business administration disciplines are working on a model SLOs framework for certificates and degrees offered by their disciplines.
- Most occupational programs are required by external licensing bodies to adhere to, assess, and meet specified learning outcomes, and in these cases, the SLOs, assessment, and improvement instruments already exist.

Ongoing, systematic evaluation and integrated planning are achieved at the district and campus levels through the program review and assessment processes. These processes assure curricular currency and a systematic cycle of measurement of the effectiveness of student learning outcomes, as well as improvement where necessary.

Progress in meeting individual program goals is based on active faculty participation in program development, articulation of SLOs, and assessment activities listed above and in standard II.A.1.c. Program and student success data are described in materials distributed to the public through a variety of methods including reports to the State Chancellors Office, publications on district and campus websites, memos, meeting minutes, and other documents distributed to interested constituencies.

SELF-EVALUATION

The standard is substantially met. Systematic evaluation and course- and campus-based assessment processes support integrated academic planning through the Norco Academic Planning Council and the Norco Strategic Planning Committee. Significant progress has also been made toward addressing the development of SLOs. Specifically, a majority of course outlines district-wide now contain appropriate, integrated student learning outcomes, and academic disciplines are working to establish general SLOs for their programs. Occupational programs are developing SLOs for their certificate/degree patterns. Finally, general education SLOs have been approved at the district level, and the District Assessment Committee has begun the process of establishing a linkage between these larger SLOs and (1) transfer degree courses; (2) degree and certificate programs at the colleges.

The next round of instructional program reviews, which begins in 2007-08, will require clearly stated program-level SLOs as part of the comprehensive review process.

PLANNING AGENDA

- Continue comprehensive program review and assessment of disciplines, occupational certificate and degree programs, and student support programs, and engage in annual program review updates to provide input into campus master planning.
- Participate in, provide input, and revise district and campus-based program review and assessment processes and activities as needed.
- Ensure that all program reviews submitted starting in fall 2007 contain at least

one student learning outcome at the program level.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTIVE SUMMARY

Two Norco disciplines utilize departmental examinations to measure student learning; these are English as a Second Language and Spanish.

The ESL discipline designed a common final exam for its highest level course in grammar and writing, consisting of a writing prompt and a grammar test, and administered it over a three-semester period from spring 2005 through fall 2006 (ESL 55; II.A.2-19). The ESL exam compares student scores to instructor expectations regarding a student's proficiency in the subject. It also compares the pass rate on the test to students' acquisition of the skills outlined in specific SLOs on the course outline of record. Based on feedback from the instructors and the results of the first administration of the exam, additional time was given for the writing section, an additional set of essay prompts was developed, and the grammar section was shortened to allow more time for the written portion. The second evaluation session revealed that although the pass rate was still low on the test, it more accurately reflected the students' acquisition of the skills outlined in the student learning outcomes that were being tested. The ongoing administration of this common exam will provide further validation of the exam's effectiveness in measure student learning.

As a means of assessing student success in Spanish, World Language Spanish instructors devised a common final exam for Spanish 1 and administered it to a representative group administered over three semesters (Spring 2005 – Fall 2006 (II.A.2-20)). Faculty members met to assess what questions might be appropriate to assess the learning outcomes listed on the Spanish 1 course outline of record. Questions for this exam were culled from test banks to create a carefully structured, five-part exam designed to coordinate with the SLOs required for successful completion of the entry-level Spanish 1 course. Results of the first administration indicated a need for increased pre-reading activities, reading comprehension instruction, and individualized writing practice.

All ESL instructors met to compose the writing prompt and grammar questions; all Spanish faculty were likewise involved in development of the Spanish 1 test bank questions. In both disciplines, every effort was made to minimize cultural bias in the development of test questions. A conscious effort was made by the disciplines to ensure that faculty developing test questions represented diverse cultural backgrounds. Moreover, some ESL and Spanish faculty have attended workshops on the topic of cultural diversity and specifically, how to eliminate cultural bias from test questions. Both disciplines have reported that when a test question is discovered to have a cultural bias, the question is either removed or modified. All ESL and most common Spanish 1 exams are included in the grading process and are therefore included in the awarding of course credit.

In addition, external licensing exams play a comparable role for many vocational programs at the district level, such as nursing and cosmetology; at Norco Campus, external licensing exams in real estate, construc-

tion technology, and computer information science provide comparable means of assessing learning effectiveness and minimizing cultural bias.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTIVE SUMMARY

Norco Campus adheres to the requirements set forth by Title 5 and the State Chancellor’s Office as well as to the standards established by the District and local Academic Senates and any articulation agreements with other community colleges and institutions to which students transfer. These regulations and standards clearly provide guidance in creating a curriculum which is appropriate for an institution of higher learning in breadth, depth and rigor and which meets generally accepted standards for higher education. Norco Campus faculty strives to present course content with the goal of assisting students to accomplish approved course SLOs.

Students are evaluated for mastery of SLOs and awarded credit based on achievement of stated learning outcomes. Grades/credits received by students indicate achievement

of learning outcomes by means of rubrics and/or outcomes published in instructor syllabi. The outcomes in the syllabi are required to be consistent with the SLOs for the CORs. All transfer courses have articulated agreements with surrounding four-year public and private colleges and universities; other non-transfer courses meet all criteria applicable for credit towards an A.A./A.S. degree. Remedial and developmental courses also include critical thinking skills and meet state and local criteria for appropriateness to mission, need, quality, feasibility, and compliance with local and state regulations.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

DESCRIPTIVE SUMMARY

Norco Campus awards degrees and certificates upon completion of course work in specific general education, occupational-vocational programs, and/or CSU-IGETC transfer areas (II.A.2-21). Courses in approved certificate and degree programs contain specific learning outcomes established by each discipline and approved/reviewed by the Curriculum Committee. The outcomes, as stated above, are communicated clearly to students through discipline rubrics or listed outcomes published in instructor syllabi. Program and major requirements are clearly listed in the district catalog, on fliers in the admissions office, in

the counselors' offices, and on the district and Norco websites. Disciplines and occupational programs are currently aligning specific program and course SLOs to the general education SLOs proposed for all degrees granted in the district.

SELF-EVALUATION

The standard is substantially met. The college meets the minimum standards of awarding degrees and certificates based on the norms of higher education as well as approved district and program-based student learning outcomes. Significant progress has been made with regard to developing and measuring SLOs for occupational and transfer programs and degrees. As stated in standard II.A.2.b above, a majority of course outlines district-wide now contain appropriate, integrated student learning outcomes, and academic disciplines are working to establish general SLOs for their programs. Occupational programs are developing SLOs for their certificate/degree patterns. Finally, general education SLOs have been approved at the district level, and the District Assessment Committee has begun the process of establishing a linkage between these larger SLOs and (1) transfer degree courses; (2) degree and certificate programs at the colleges.

PLANNING AGENDA

- As Norco Campus develops academic degree programs in specific major areas (see Planning Agenda, standard II.A.2c), program-level SLOs will be concurrently developed.
- Devise and test various measurement techniques for current occupational programs and proposed academic degree programs, such as capstone courses, portfolio assessment, and the like.

- Ensure that all disciplines submitting program reviews beginning in fall 2007 include program-level SLOs.

List of References

II.A.2-1	Sample Norco Advisory Committee Minutes
II.A.2-2	CCC <i>Program and Course Approval Handbook</i> , California Community College Chancellor's Office
II.A.2-3	RCCD Curriculum Handbook
II.A.2-4	State Senate Policy on Prerequisites
II.A.2-5	"Best Practices" (State Academic Senate Publication); Title 5
II.A.2-6	<i>COR Guide</i> (Curriculum Committee)
II.A.2-7	<i>Guide to Locally Developed Program Approval Process</i>
II.A.2-8	Norco Advisory Committee Minutes
II.A.2-9	4faculty.org
II.A.2-10	4faculty.org modules on learning styles: 101, 109, 110, 112, 113, 118
II.A.2-11	"Program Review: Developing a Faculty Driven Process," (California State Academic Senate Publication, Spring 1996)
II.A.2-12	RCCD Schedule of Classes, spring 2007
II.A.2-13	Open Campus: http://www.opencampus.com
II.A.2-14	<i>Instructional Program Review: Comprehensive (Background & Guidelines)</i>
II.A.2-15	Annual Program Review Update guide
II.A.2-16	General Education SLOs, RCCD
II.A.2-17	Assessment project reports: humanities, philosophy, tutorial services, outreach
II.A.2-18	Assessment project reports recording changes: English, math, ESL
II.A.2-19	ESL 55 common final exam
II.A.2-20	Spanish 1 common final exam
II.A.2-21	Groups 1-5, RCCD college catalog; CSU transfer & IGETC sequences

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in general education curriculum by examining the stated learning outcomes for the course.

II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTIVE SUMMARY

The district has addressed comprehensive learning outcomes for students completing general education degrees and transfer majors by developing General Education SLOs which address the major areas of knowledge referred to in this standard. Students completing A.A./A.S. degrees at Norco

Campus and within the district are required to take courses that incorporate the humanities and fine arts, the natural and social sciences (II.A.3-1, II.A.3-2).

General education requirements in the District and at Norco Campus reflect the conviction that those who receive degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by various disciplines. General education prepares the college student to comprehend and contribute to the modern world, to understand our regional, national, and international cultural diversity as well as our shared cultural heritage, to reinforce an awareness of self as well as others, and to instill an ongoing intellectual curiosity and commitment to learning. The subject matter of General Education courses is designed to be general, broad, and introductory rather than specialized, narrow, or advanced. General Education courses form a pattern of learning experiences designed to provide educational opportunities.

RCCD introduces students to a breadth of study via a minimum of 23 semester units taken from a selection of courses in Natural Sciences (3 units), the Social and Behavioral Sciences (6 units), the Humanities (3 units), and Language and Rationality (10 units).

All courses included in the general education requirements are approved by the local and district curriculum committees. (II.A.3-2, II.A.3-3). Introductory level courses cover fundamental theories and methodologies of a given area of focus and introduce students to related subspecialties. Currently course learning outcomes in the major areas of knowledge are being aligned with general education SLOs to better enable assessment of the curricular patterns that match the General Education SLOs.

SELF-EVALUATION

The standard is met. The district has developed general education SLOs and is beginning to assess them. Dialogue on revision or reform of the general education (group) categories/area majors is in the early stages.

PLANNING AGENDA

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

II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including the following: A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

DESCRIPTIVE SUMMARY

The district's recently developed General Education SLOs (see standard II.A.3.a above), adopted by Norco Campus and incorporated in its mission statement, address those goals of higher education directed toward producing graduates with the ability to be productive in society and to continue the learning process throughout their lifetimes (II.A.3-1). In brief, the district's general education SLOs include:

1. **Critical Thinking** (including problem-solving, argumentation, evaluation of rival hypotheses, generalizing appropriately, identification of assumptions and biases)
2. **Information Skills** (including computer literacy and effective location and use of information)
3. **Communication Skills** (including the ability to write, read, listen, and speak effectively)
4. **Breadth of Knowledge** (including the understanding of the basic content and modes of inquiry of the major knowledge fields, the use of the symbols and vocabulary of mathematics, the ability to respond to and evaluate artistic expression)
5. **Application of Knowledge** (including life-long learning, the ability to set goals for personal and professional development, the ability to transfer academic and technical skills to the workplace)
6. **Global Awareness** (including the demonstration of teamwork skills, understanding of diversity and of alternate viewpoints, appreciation for civic responsibility) (II.A.3-1, II.A.3-4)

Requirements for an associate degree include successful completion of coursework in reading, writing, and mathematics as well as completion of course work in oral communication, critical thinking and scientific/quantitative reasoning. Students are required to take a minimum of three units of English composition and three units of communication and analytical thinking. (II.A.3-2). These requirements in analytical thinking, which include training in qualitative and quantitative reasoning, lay the groundwork for students to be able to acquire future knowledge from a variety of sources throughout their lifetimes.

SELF-EVALUATION

The standard is met. The district has a full range of course offerings in all areas specified by the standard, including information competency and computer literacy. Also, the general education SLOs address all elements of the standard. (II.A.3-1, II.A.3-2).

PLANNING AGENDA

None

II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTIVE SUMMARY

As summarized in standards **II.A.3.a** and **b** above, the district's recently developed General Education student learning outcomes, adopted by Norco Campus and incorporated in its mission statement, address those goals of higher education directed toward producing graduates with the ability to act on ethical principles, to respect other cultures and styles of communication, to understand the impact of history and the arts, and to become productive and responsible citizens at all levels of human society. Norco Campus provides courses in all these areas which satisfy general education SLOs as well as vocational and transfer degree requirements. Specifically, requirements for

the Associate Degree include a minimum of three units from a cultural breadth category that includes ethnic studies, humanities, world religions, and international perspectives (II.B.3-2).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

List of References

II.A.3-1	General Education SLOs
II.A.3-2	RCCD <i>College Catalog</i>
II.A.3-3	RCCD <i>Curriculum Handbook</i>
II.A.3-4	“Report on RCCD Outcomes Assessment History” (DAC)
II.A.3-5	<i>Information Competency: Challenges and Strategies for Development</i> (CA Academic Senate, 2003)

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY

As published in the 2006-2007 RCCD catalog, the general education requirements for the associate degree include 24 semester units spread over six general academic areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health Education, and Self Development (II.A.4-1).

All students seeking an associate degree from RCC Norco must complete a minimum of 60 units. All degree programs include a focused study in at least one area of inquiry that encompasses a minimum of 18-21 units of study in a vocational or established interdisciplinary major area of the student’s choice, plus a minimum of 24 semester units of general education courses (II.A.4-1).

The degree requirements are listed in the catalog. The general education component

of each degree program is clearly defined and specifies all courses that meet the general education requirements by academic department and course number.

Four hundred ninety-two Associate of Arts and Associate of Science degree awards and 200 local and state certificates were granted by the district to Norco Campus students during the 2005-2006 academic year (II.A.4-2). An overview of the academic degrees a student may be awarded upon graduation includes the following:

Programs of study offered at Norco Campus:

Certificate/A.S. Degree Programs:

Accounting (General Business)
Administration of Justice/Law Enforcement
Architecture
Art-Commercial
Automated Systems (Mfg. Technology)
Business Administration

Computer Applications
 Computer Programming
 Construction Technology
 Drafting Technology
 Early Childhood Education
 Electronics Computer Systems
 Electronics Technology
 Engineering Aide
 Engineering Software Applications
 Engineering Technology
 Human Resources
 Logistics Management
 Management (General Business)
 Marketing
 Mechatronics (Manufacturing Technology)
 Office Administration

Real Estate

A.A. Degree Programs:

Liberal Arts & Sciences, General
 IGETC Transfer (CSU/UC) Studies

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

List of References

II.A.4-1 *RCCD College Catalog*
 II.A.4-2 *RCCD Fact Book, 2006-07*

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY

In accord with the Norco Campus Mission Statement, the institution provides a comprehensive curriculum, including career education and technical certificate programs. Norco's mission emphasizes the industrial and business needs of the areas served by the campus, which show continued growth in jobs in the manufacturing, engineering, and logistics fields.

RCC Norco offers over 27 vocational certificate and degree programs designed for

comprehensive educational experience and/or possible transfer to four-year colleges and universities (see list in II.A.4 above). Vocational programs are designed with industry and businesses to provide students with the skills and knowledge required for employment, licensure, and/or improvement of current levels of education and required skill competencies (II.A.5-1).

As a result, vocational curriculum is revised regularly as part of program review to reflect current skills needed in each vocational program. Each vocational and occupational

program has an advisory committee which discusses essentially employment skills and changes in curriculum (II.A.5-2). Because the objective of the vocational certificate programs is immediate employment in a specialized area, the certificate programs typically include only those courses that have a direct bearing on specialized occupational competency. Professional/technical competency is demonstrated through grades earned, the ability to transfer course units to institutions of higher education, employment statistics, and student satisfaction surveys (II.A.5-3). Another method of ensuring proficiency in the certificate program is that only courses in which the student earns a C grade or better are acceptable for completion of these programs.

Norco Student Services is currently measuring student job placements as a means of determining professional/technical competency (II.A.5-4). The district's Office of Institutional Research is planning to work

with the Office of Occupational Education to develop an instrument to measure employer's perception of occupational education students and/or graduates. This measure will be used to gather performance data relative to Norco Campus certificate or degree-receiving students in the workplace. The results will be shared with the occupational education disciplines and be used to inform program changes and improvements.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

- Conduct employer surveys to assess the satisfaction of area employers with the performance of graduates of vocational degree and certificate programs.

List of References

II.A.5-1	Sample advisory committee minutes, Norco occupational programs; sample certificate, occupational education program; sample occ ed licensing program
II.A.5-2	Sample advisory committee meeting minutes, Norco vocational-occupational programs (2006-2007)
II.A.5-3	CCSEQ
II.A.5-4	Norco student job placement reports

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTIVE SUMMARY

Transfer-of-credit policies are explained in the college catalog, which details the policies of the district regarding granting of credit from other institutions and includes advanced placement with credit, career advancement placement with credit, credit by examination, the College-Level Examination Program (CLEP) and the granting of credit for military service (II.A.6-1). Questions dealing with the equivalency of courses from other institutions are addressed by the Admissions and Records evaluator and by the appropriate discipline faculty (II.A.6-2). The Curriculum Committee requires proof of research on transferability of courses and the correspondence of SLOs to California State University and/or University of Cali-

fornia institutions for all new coursework as well as any course revisions and/or updates. Information regarding transfer to four-year institutions is provided in the college catalog and in information flyers and other handouts distributed by counseling and Student Services (II.A.6-1, II.A.6-3, 4).

Norco Campus awards degrees and certificates through Riverside Community College District upon completion of required work. Each course has specific learning outcomes established by the discipline and approved/reviewed by the curriculum committee. When these courses are accepted for articulation purposes by the receiving institutions, the district is assured of comparable learning outcomes. All faculty list on their class syllabi student learning outcomes derived from the current course outline of record (II.A.6-5, 6).

For articulation of courses to four-year colleges and other institutions, Norco Campus follows established articulation agreements utilizing Title 5 and State Academic Senate guidelines for transfer curricula (II.A.6-7). These guidelines clearly provide guidance in creating a curriculum which is appropriate for an institution of higher learning. Credit and transfer information is clearly made available to students in the district catalog, on fliers in the Admissions office, on the counselors’ and Student Services of-

fices, and on the district and Norco websites (II.A.6-1, 3, 4, 8).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

II.A.6.b. When programs are eliminated or programs requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTIVE SUMMARY

Norco Campus follows generally accepted procedures for addressing the needs of students and faculty in programs that are eliminated or substantially changed.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

II.A.6.c. The institution represents itself clearly, accurately and consistently to prospective and current students, the public and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations

about its mission, programs and services.

DESCRIPTIVE SUMMARY

RCC Norco utilizes five methods of ensuring that enrolled students, prospective students, the public, and college personnel receive clear and accurate information:

1) the district catalog, 2) the schedules of classes, 3) the district and Norco Campus websites, 4) individual course syllabi, and 5) brochures, flyers, and summary reports. The district maintains a catalog which is updated every year. The college publishes four schedules of classes each academic year: fall, winter intersession, spring, and summer. Each department works closely with faculty and the offices of the Dean of Instruction, the Vice President of Educational Services, and the Dean of Student Services at Norco, with input from the Associate Vice Chancellors of Academic Affairs and Institutional Effectiveness at the district level, to present current and accurate information to all interested constituencies (II.A.6-1, II.A.6-11).

Due diligence has been exercised to ensure that the district catalog and schedules of classes are clear and accurate regarding policies, standards, articulation paths, and agreements. The campus/district website contains all information found in the catalog and in the schedules of classes and is updated as necessary during the year. Electronic representations of the institution's publications are updated by the district or local webmasters with input from individual faculty, department, discipline, Senate or curriculum representatives, or college/district IT personnel.

At the beginning of each semester, all faculty members are required to submit a copy of the course syllabus for each class taught. Current term course syllabi are housed in

the office of the Dean of Instruction (II.A.6-12).

Brochures and flyers are developed by individual faculty, programs, and student services to provide specific information regarding programs and/or services. The Norco Outreach Department produces a packet of information about the college for distribution to local high schools and the public (II.A.6-13). All materials are reviewed annually for accuracy and clarity.

Working in cooperation with the chancellor's Public Relations Office, Norco Campus makes available to its constituents and the community information about its mission,

programs, and services. Reports and information items that provide accurate and timely information about the college include general services flyers and outreach brochures.

SELF-EVALUATION

The standard is met. Norco Campus has expressed the intent to publish a separate Norco College Catalog in 2008 - 2009.

PLANNING AGENDA

None

List of References

- II.A.6-1 RCCD *College Catalog*
- II.A.6-2 Admissions & Records: statement on granting of equivalent credit (challenge process form)
- II.A.6-3 Counseling/Student services: sample flyers and information handouts
- II.A.6-4 Counseling: general transfer information flyer
- II.A.6-5 Sample part-time faculty evaluation form
- II.A.6-6 Sample full-time faculty evaluation form
- II.A.6-7 State articulation agreement regulations; OSCAR website:
<http://www.asccc.org>
- II.A.6-8 <http://www.rcc.edu> ; <http://www.rcc.edu/norco>
- II.A.6-9 *Locally-Developed Program Approval Process*
- II.A.6-10 Sample fall, winter, spring, summer schedules of classes and website:
<http://www>.
- II.A.6-11 Sample publication, OED; the *Matrix* (Matriculation)
- II.A.6-12 Sample course syllabi
- II.A.6-13 Norco Community Outreach packet

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs and worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTIVE SUMMARY

A specific statement concerned with academic integrity of the teaching-learning process and RCCD's institutional commitment to the free pursuit and dissemination of knowledge can be found in the Faculty Handbook, Appendix J, Faculty Academic Senate, "Ethics Statement". This statement is a senate resolution (adopted in 2002 and approved by the Board of Trustees) to accept the California State Academic Senate's adoption of the Professional Ethics Statement of the American Association of University Professors (AAUP) for faculty (II.A.7-1).

Matters dealing with objectivity in faculty presentation of information are dealt with through the Norco Academic Senate and in the context of department and discipline dialogue (II.A.7-2).

Through new faculty orientation meetings and regular FLEX workshops for all full- and part-time faculty, Norco Campus demonstrates a commitment to communicating an awareness of the distinction between personal and professional views within a discipline. Faculty is at all times encouraged by discipline and department colleagues and through the regular improvement of instruction process to present data and information fairly and objectively.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

DESCRIPTIVE SUMMARY

Students and faculty at Norco Campus are informed of the district's policies on academic honesty and the consequences of dishonesty in the Student Handbook and on individual course syllabi given to each student in all classes during the first week of each semester (II.A.7-3, II.A.7-4). Issues of academic honesty and the consequences of dishonesty are also specified in Board Policy (II.A.7-5).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

II.A.7.c. Institutions that require conformity to specific codes of conduct for staff, faculty, administrators, or students, or seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

DESCRIPTIVE SUMMARY

As a public institution, RCC Norco imposes no specific beliefs or worldviews on its faculty, staff, administrators, or students, nor does it seek to instill such beliefs or worldviews.

SELF-EVALUATION

The standard is not applicable.

PLANNING AGENDA

None

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

List of References

- | | |
|----------|---|
| II.A.7-1 | Faculty Handbook, "Code of Ethics" |
| II.A.7-2 | District Academic Senate Academic Standards Committee - meeting minutes |
| II.A.7-3 | RCCD Student Handbook |
| II.A.7-4 | Sample course syllabus with statement on academic honesty/consequences of dishonesty |
| II.A.7-5 | Board Policy # 5500-"Standards of Student Conduct", Board Procedure #5520, "Student Discipline" |

DESCRIPTIVE SUMMARY

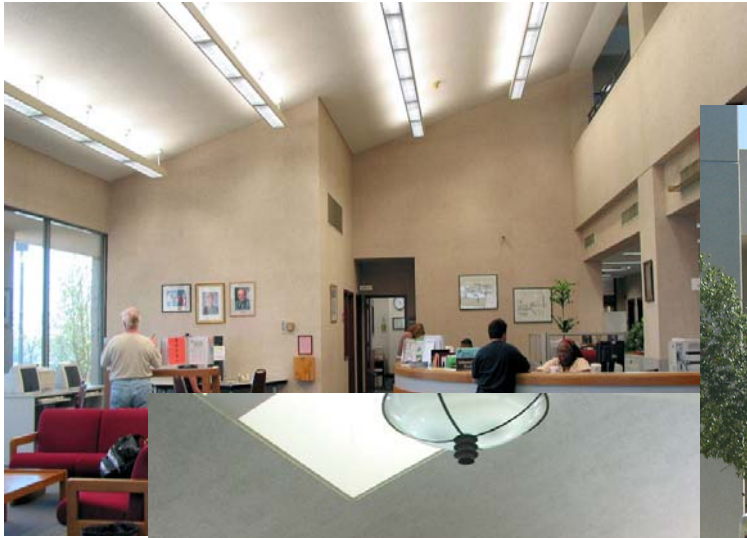
The college has longstanding study abroad programs in Florence and Oxford, as well as more occasional programs in Japan, Central America, Paris and Eastern Europe. The faculty who teach in these programs are the college faculty and the students enrolled in these programs are regular college students. Thus this standard does not apply.

SELF-EVALUATION

The standard does not apply.

PLANNING AGENDA

None



STANDARD II.B
Student Support Services

Standard II.B Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

Students at Norco Campus have access to high quality support services designed to enhance learning, matriculation, and retention—integral parts of Norco’s mission statement. In order to assure that the student educational experience is characterized by a concern for access, progress, learning and success, Student Services utilizes a variety of research-driven, decision making processes. Many service areas perform regular self-evaluations through the utilization of student surveys and annual Program Review updates. Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs) resulting from this ongoing review are developed, maintained and updated on a consistent basis (II.B.1-1). Student Services utilizes information and data from program reviews and Student Satisfaction Surveys (CCSEQ) to maintain high quality of services and identify areas in need of improvement within various student services programs. Student learning needs are also supported through the use of technology and online services integrated into the admissions and records, matriculation, and counseling processes.

A critical aspect of the student’s pathway through the educational experience at Norco Campus is the admissions process. Admissions and Records is responsible for student applications, registration, fees, issuance of transcripts, subpoena processing, evaluations, degree and certificate applications, graduation checks, veterans’ services, student transcripts, faculty records and records retention. In order to assist faculty, staff and administrators, Admissions and Records procedures and timelines are updated regularly and distributed campus-wide prior to each term (II.B.1-2).

In order to stay current and provide an enhanced learning environment for students, Admissions and Records is moving towards a paperless office. Specifically:

- Students can apply and register online and conduct other business on the RCC website;
- Faculty records are now submitted almost entirely online, including census, final grade, attendance and positive attendance rosters. This gives students the ability to access grades as soon as they are submitted.

When a student submits an application for admission to Norco Campus, the Admissions and Records staff ensures proper processing, uploads all relevant information to the college's student database, assigns a student identification number, and attempts a determination of the student's educational objectives.⁹

In the case of transferring or military enrollees, a campus Academic Evaluation Specialist evaluates prerequisites for courses students may have taken elsewhere certifies completion of IGETC and CSU breadth requirements, evaluates student educational records upon request, and processes applications for degrees and certificates. Veterans' Services provides students with documentation for all VA requirements, certifies students with the VA in order for them to receive funding for approved classes, and arranges enrollment in the Army ROTC through a cooperative arrangement sponsored by the Claremont Colleges and the Army.

As part of Norco's matriculation process, first-time college freshmen must participate in assessment, orientation and counseling if they declare one of the following academic objectives:

- To pursue an Associate of Arts or Science degree
- To transfer to a four-year institution
- To enroll in math, reading, writing or ESL courses

⁹ The district offers an online application in English and Spanish; paper applications are also available. All applicants receive a letter in the mail with their student ID number and information about assessment, orientation, and registration. Students applying online (80 percent of all applicants) receive an e-mail response with information about the college. If a student lacks an e-mail address, one is permanently assigned to him/her.

- To register for courses within certain certification programs.¹⁰

Once the student completes the assessment process in English, reading and math, counseling faculty provide group orientations which lead to the development of a one-semester Student Educational Plan (SEP) (II.B.1-3). Counselors interpret test results and make recommendations for an SEP that supports individual and institutional learning objectives. Further, students are encouraged to meet individually with counselors to develop their two-year educational goals and identify personal and career objectives. Counselors refer individual students to the following support services as needed:

- Adult Re-Entry
- Career Center
- Disabled Student Programs & Services (DSP&S)
- Educational Opportunity Programs & Services (EOPS/CARE)
- Head Start Childcare Services
- Job Placement Office
- Puente Program
- Student Financial Services
- Talented Tenth Program (T3p)
- Transfer Center
- TRIO/Student Support Services
- Tutorial Services
- Writing/Reading/Math Centers

In order to ensure the quality of services provided to students, Student Support Services and counseling faculty systematically collect and review data to ensure the effec-

¹⁰ Students who have completed 60 or more units, who have graduated from an accredited US college or university, or those who plan to enroll in five units or fewer, are exempt from this process. Undecided students, comprising about 30 percent of first-time attending students, are strongly encouraged to attend college orientation sessions and to develop a Student Educational Plan (SEP).

tiveness of student support services through:

- Student persistence and success rates (II.B.1-4)
- Monitoring of retention and transfer rates
- Student Services Satisfaction Surveys (II.B.1-5).
- Certificates awarded
- A.A./A.S. degrees awarded
- Weekend College Surveys (II.B.1-6).

When areas for improvement are identified, Norco College utilizes the following forums to make recommendations:

- Department meetings (Student Services, Counseling, Admissions & Records, Financial Aid)
- Committee meetings (Student Equity, Talented Tenth Program, TRIO, Title V, Community Outreach, Success Track)
- Strategic Planning Committee
- District Assessment Committee
- District meetings (Student Financial Services, DSP&S, EOP, Admissions & Records)
- District student services deans meetings

In the student services area, administrators, faculty, and staff have developed a comprehensive series of student support services district-wide. Carefully designed student plans and a regular cycle of program review have been implemented to ensure that the quality of student support at each campus enhances student learning and supports the Norco and district missions. These include:

- Matriculation Plan (II.B.1-7)
- Student Equity Plan (II.B.1-8)
- Program reviews for Student Support Services and Counseling (II.B.1-9, 10)
- Student Services SLOs and SAOs (II.B.1-1)

In addition, Student Services relies upon the Academic Master Plan, the Norco Technology Plan (in development), and the District Educational Master Plan for guidance in developing and enhancing student learning and student support services. Student Services at Norco also carefully reviews studies conducted and analyzed by the district's Offices of Institutional Research and Reporting.

To assist in evaluating its services and programs, a comprehensive annual program review process has been developed and implemented since the last accreditation visit. This annual program review process will continue to provide comprehensive evaluations to reinforce the relationship between student services and the elements of the mission statement related to student learning, progress, and retention.

In addition to using program reviews to enhance the educational experience, student services personnel interact and maintain an ongoing dialogue with district constituencies in order to enhance effectiveness and the delivery of specific services that are offered as part of RCC District Student Services functions. Such services include Disabled Student Services, Student Financial Services, Educational Opportunity Programs and Services, International Student Services, and Veterans Student Services.

SELF-EVALUATION

The standard is met. Norco student services programs have been successful in their efforts to provide services and resources that successfully contribute to students' personal and academic growth. Student service programs at Norco Campus are interrelated and complement each other in order to enhance the educational experience and maintain a supportive learning environment. The institution is successfully pursuing appro-

appropriate research and utilizing standardized measurement tools to assess and improve the effectiveness of its student learning programs and services.

Recent data on matriculation and persistence indicate that matriculated students at the Norco Campus are more likely to continue enrolling in future terms at the institution than students who do not complete the matriculation process.¹¹ Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) were developed as part of the Fall 2006 program review. Measurement of these outcomes is underway for all service areas.

Regarding degree and credit checks, the volume of evaluations and other requests submitted to the Evaluations Office is a continuing challenge since most of the work is done manually by staff who are required to undergo a time-consuming training process. To address this issue evaluation requests and degree applications now have a checklist of minimum requirements that students must complete before submitting their requests, and this checklist has helped with the backlog of requests. Processing times for transcript evaluation from other institutions, while improving, remain unacceptably long.

PLANNING AGENDA

- Assess effectiveness of SLOs and SAOs developed for each service area within Student Services during 2007-2008 academic year.

- Discuss program modification and/or changes to SLOs based on these assessments.
- Continue to refine and implement procedures intended to reduce the time lag associated with evaluation processes.

¹¹ A report on matriculation and persistence of first-time college students conducted between Fall 2001 and Fall 2004 indicated that first-time freshmen persist at a higher rate as a result of their participation in the following three student services areas: Assessment, Orientation and Counseling (also known as AOC).

List of References

II.B.1-1	Student Services Program Review, SLOs and SAOs
II.B.1-2	Sample Admissions & Records timeline (spring 2007 semester)
II.B.1-3	Student Educational Plan form
II.B.1-4	Student success rates, persistence rates, retention rates, Norco Campus – <i>Fact Book</i> and Introduction to Self Study
II.B.1-5	Student Service Satisfaction Surveys; CCSEQ)
II.B.1-6	Weekend College survey
II.B.1-7	<i>RCCD Matriculation Plan</i>
II.B.1-8	RCCD Student Equity Plan
II.B.1-9	Student Services Program Review
II.B.1-10	Counseling Program Review

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

DESCRIPTIVE SUMMARY

The district provides a comprehensive catalog for its constituents with precise, accurate and current general information about the district services; requirements for matriculating students; policies that affect students; and information on degrees, certificates and transfer requirements (II.B.2-1). Changes will be made to the district catalog as it evolves from a single district document to three separate catalogs in the 2008-2009 academic year. These include listing of faculty by campus (completed); publication of the three campus mission statements along with the district mission statement (2007-2008); and designation of the campus location(s) for each of the curricular programs/certificates in the catalog.

II.B.2.a. General Information

- Names and titles of administrators: pp. vi-ix
 - Mission Statement, Goals, Vision, and Values: p. 2
 - Functions of the District: pp. 2-3
 - Course, program, and degree offerings: pp. 55-80
 - Academic calendar and program length: p. x
 - Student financial aid: pp. 20-22
 - Veterans Assistance & ROTC Program: pp. 9-10
 - Food services and health centers: pp. 23-24
 - Learning resources: pp. 19, 27
 - Names and degrees of faculty: pp. 261-274
 - Campus locations: p. iv
 - Essential student information in Spanish: pp. 12-15
 - Student information for counseling, athletics, disabled student services, clubs and organizations, transfer services, honors program, and job placement services: pp. 17-28
- Names of members, Board of Trustees - inside front cover
 - Official name(s), address(es), telephone number(s), and website address of the institution : p. ii, cover

- Special student services (workforce preparation, TRIO programs, EOPS, tutorial services): pp. 27-29.

II.B.2.b. Requirements

- Admissions and registration of students: pp. 4-5
- Limitations on Enrollment: pp. 5-6
- Matriculation: pp. 6-7
- Student fees and other financial obligations: pp. 7-9
- Degrees, certificates, graduation requirements: pp. 32-39, 47-79
- Transfer requirements & programs: pp. 42-52
- Acceptance of transfer credits: pp. 36-37
- Policies on prerequisites, co-requisites, and advisories: p. 39
- Grading system: pp. 35-39.

II.B.2.c. Major Policies Affecting Students

- FERPA information: pp. 10-11
- Academic regulations: standards of conduct and scholarship: pp. 34-35
- Nondiscrimination: pp. 12-15
- Grievance and complaint procedures: pp. 12-15
- Sexual harassment: pp. 12-15
- Refund of fees: p. 9.

Statements on academic honesty and academic freedom are not currently in the catalog but will be included in the 2007-2008 edition.

The district catalog is available to all students online and for purchase at the campus bookstores. All faculty, counselors, and administrators are provided with copies of the catalog as well as all campus libraries, the public library, and local high school counselors. Copies of the catalog can also be located at the Norco Campus Counseling

and Transfer Centers. The catalog is fully searchable on line and accessible through the district website:

<http://www.rcc.edu/programs/index.cfm>

II.B.2.d. Locations or Publications Where Other Policies May be Found

Other college publications, including the course schedule and the Student Handbook, complement the college catalog and contain basic information such as admissions forms, matriculation and registration, financial aid, student services, campus maps, and major policies affecting students (II.B.2-2, II.B.2-3). Both are free to students and the community and incorporate a variety of additional information including:

- Distance Education (Open Campus)
- Weekend College
- Learning Communities
- ESL support services and testing
- Military credit
- Campus resources
- Time management tips
- Academic success tips
- Tutorial Services information

The district Student Handbook is available in the Counseling and Student Services departments. It is also provided during orientations and guidance courses. The course schedule and district catalog are available online and are fully searchable via the district and campus websites; Norco Student Services hours are clearly posted online. Students can also find schedules of classes in Admissions and Records, the college bookstore, the campus and local public libraries, and at local high schools. The course schedule is mailed before every academic session to continuing students and to selected constituencies and public agencies within the district's communities.

The district Student Handbook, along with a new Norco Student Handbook, will be available online in fall 2008.

SELF-EVALUATION

The standard is met. The district provides a catalog which includes information about all three campuses and off-campus sites and centers. This information is precise and accurate.

Changes have been and will be made to the existing catalog as it makes the transition from a single district document to three separate catalogs in the 2008-2009 academic year. In 2007-2008, the district plans to include mission statements for all three cam-

puses in the single catalog, and will designate the campus location for each of the curricular/ certificate patterns listed in the catalog. Statements on Academic Honesty and Academic Freedom will also be included in the 2007-2008 edition.

PLANNING AGENDA

- Norco Academic Senate and Student Services will form a committee to recommend format, design, and appropriate information for inclusion in the 2008-2009 publication of a separate Norco catalog and schedule of classes.

List of References

II.B.2-1	RCCD College Catalog
II.B.2-2	RCCD Schedule of Classes, spring 2007
II.B.2-3	RCCD Student Handbook

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DESCRIPTIVE SUMMARY

Student Services administrators, faculty, and staff at Norco Campus rely on data provided by the Offices of Institutional Research and Reporting to identify emerging learning support needs of students and to develop or modify plans to meet those needs. In addition to these basic data and

research studies, a variety of measurement tools is utilized in order to most effectively serve the diverse needs of the student populations at Norco, including:

- Program review data from counseling and Student Services program reviews (II.B.1-9, II.B.1-10)
- Matriculation (AOC) Plan data and information (II.B.1-7)
- Online services data (usage data for admissions application, Web Advisor registration, online counseling appointments, schedules of classes, college catalog, etc.) (II.B.1-4)

- Student surveys (II.B.1-5, II.B.1-6)
- Assessment (placement) results for English, reading, mathematics, and ESL
- Outreach activity/event surveys
- Diversity Scorecard (II.B.3-1)
- Term enrollment and headcount figures
- Student demand for services, including counseling appointments, tutoring, EOPS appointments, student inquiries, job placement services usage, Health Center appointments, DSPS applications and services usage, transfer queries, and financial aid appointments.

In addition, a variety of appropriate, reliable student services has been established to ensure equitable access to all students in the Norco service area. These include:

- Guidance 45 (Introduction to College) at feeder high schools
- Student Educational Plan (SEP) (II.B.1-3)
- Early Alert (II.B.3-2) to notify students who are in need of academic intervention
- Bilingual workshops and handouts
- Specialized ESL testing and orientation sessions
- Student financial services orientations and workshops offering assistance in completing the FAFSA, the Board of Governor's Fee Waiver (BOGFW), and Cal Grant forms
- Scholarships and scholarship workshops
- Categorical programs such as EOPS/CARE, DSP&S, Title V, and TRIO
- Student Equity Plan programs (II.B.1-7)
- Talented Tenth program (II.B.3-3)
- Classroom visitations to inform students of support services and transfer/ scholarship opportunities
- Information tables on campus staffed by counselors and student support staff

- Transfer days and information tables on campus staffed by representatives of local transfer institutions (II.B.3-6, II.B.3-7)
- Translations of important college documents and policies into Spanish to enhance ease of access for the large Hispanic population served by Norco Campus.

In response to student demand, Norco Campus has increased its efforts to reach out to the community and target specific student populations more effectively. In collaboration with the offices of Assessment, Admissions & Records, Student Activities, Counseling, and Title V, Norco Outreach has formed the Outreach Planning Committee (OPC), which meets quarterly to develop and implement events and activities designed to increase access to college services and programs for high school senior populations in the Norco-Corona communities. Services provided for high schools include:

- On-site visitations through the Student Ambassador Program
- Participation in college fairs at the high schools
- High School Visitation Days for seniors
- English Language Learner Day for limited English speaking high school students (II.B.3-4).
- Disabled Student Resource Day for high school students (II.B.3-5)
- Day of the Mustang for students who completed Guidance 45: Introduction to College or the assessment test in high school
- Talented Tenth Program providing additional support to entering African American students.

These types of programs ensure that new Norco Campus students receive appropriate and equitable access to higher education and student learning support.

A full range of online services developed since the previous accreditation self-study has enhanced comprehensive access to Norco Campus for current and prospective students. Students are now able to utilize the following web services regardless of location:

- Admissions application
- Assessment testing information and monthly calendars
- Schedule of classes including dates and times of classes across the district, final exams schedule, policies affecting students, and financial aid information
- Campus maps
- Online counseling appointments
- Norco library (LAMP) online periodicals, books, and streaming video
- Staff/faculty directory
- Distance education information and courses (Open Campus).
- Online probation and readmit workshops.

Currently enrolled students are also able to manage their schedules online through Web Advisor. Students may:

- Add or drop classes
- Pay fees
- Obtain financial aid fee waivers
- Request transcripts
- Check grades
- Vote online in student elections.

In addition, as discussed in II.B.1, the Norco Admissions and Records office performs degree audits, transcript evaluations, processing of graduation applications and record reporting.

The following student support services guarantee equitable access to all students regardless of location or delivery method:

- **Career/Transfer/Job Placement Center:** This center is responsible for assisting students with career, employment, and transfer opportunities. The Career/Transfer/Job Placement Center works in conjunction with a variety of other student services offices to enhance students' academic, professional, and personal experiences. Services include access and training in the use of online career programs such as EUREKA, Choices, ASSIST, and so forth (II.B.3-9). The Center is also responsible for administering workshops, visitations by university representatives, and job placement agencies.
- **Disabled Student Programs & Services (DSP&S):** DSP&S is dedicated to providing equal access and reasonable accommodations for disabled students to all educational and programmatic opportunities at Norco (II.B.3-10). DSP&S empowers, supports and encourages students with disabilities to attain their educational goals by providing appropriate, comprehensive, reliable, and accessible services to students with qualifying documented disabilities. The DSP&S program began at the Norco Campus in 1991; by fall 2006, the Norco DSP&S program had 252 students enrolled.
- **Educational Opportunity Programs & Services (EOPS/CARE):** As a state funded program, EOPS/CARE is designed to facilitate the success of financially and educationally disadvantaged students (II.B.3-11, 12). The program focuses on recruitment, matriculation, retention, and student success. Services include registration assistance, EOPS mandatory orientations, academic counseling, book services, tutoring and transfer information. The CARE program is

an extension of EOPS for single parents/heads of household receiving CalWORKS/TANF, who have at least one child under the age of 14. Services provided include bus passes/parking permits, books, and supplies, and child care assistance. In 2005-2006 the Norco Campus EOPS/CARE program had a combined enrollment of 137 students.

- **Health and Wellness Services:** Health Services, an educational program focusing on health and the prevention of disease, contributes to student wellness, providing care and assistance when illness and injury interferes with a student's academic and personal success (II.B.3-13). During the 2005-2006 academic year, health services at the Norco Campus served 1,244 students.
- **Outreach:** Outreach Services partner with local community organizations, businesses, and high schools to educate, promote, and encourage prospective students, including students with limited English. Through these partnerships, students are able to better understand the college process, and they have an opportunity to access valuable resources related to degrees, certificates, and transfer opportunities (II.B.3-14, 15, 16, 17).
- **Puente Program:** Puente, a statewide program funded jointly by the University of California and the California Community Colleges, offers underserved students opportunities for counseling, mentoring, and intensive writing within the framework of a learning community focused on Latino issues and themes. The current Puente program was implemented at Norco in September 2001 and has served approximately 200 students in their efforts to transfer to four-year colleges

and universities, to graduate with a college degree, and to return to their communities as mentors and professionals. (II.B.3-18, II.B.3-19).

- **Student Financial Services:** The goal of Financial Services is to assist all financially needy students to reach their educational goals by providing financial programs for higher education (II.B.3-20a). The office provides assistance through literature, the student financial services website, on- and off-campus outreach activities, workshops in both English and Spanish, as well as individual appointments for students and families. In 2005-2006, a total of 4187 Norco students received financial aid awards totaling over \$4.7 million.
- **The Talented Tenth Program (T3p):** T3p is based on W.E.B DuBois' vision of an educated population of African Americans prepared to contribute to the citizenry, able to be successful in the workplace, and responsible in helping their community to succeed. The purpose of the program is to promote academic success for all students, with a primary focus on African-American students at Norco Campus. The goal of the program is to help students reach their educational and career goals (II.B.3-20b).
- **Title V:** Title V is a federally funded grant under Title 5 of the Higher Education Act of 1965. At Norco, the grant monies fund establishment of learning communities, exploration of alternative instructional delivery modes, especially for basic skills classes, faculty and staff development, and improvement of relationships with target high schools and transfer institutions. These, along with other activities, help the Norco Campus to achieve its overall objective of ensur-

ing academic success for Latino, low-income, and at-risk students (II.B.3-21).

- **TRIO Programs:** TRIO grant programs at the Norco Campus consist of Upward Bound (UB), Student Transfer & Retention (STAR), and Educational Talent Search (ETS) (II.B.3-22, 23, 24, 25). TRIO programs provide fundamental support to participants that have demonstrated strong academic potential in their preparation for higher education. In its efforts to increase the number of first-generation and low-income students who obtain a postsecondary education, TRIO offers academic guidance and support designed to prepare and motivate students for success in higher education.
- **The STAR Program:** The STAR program is Norco Campus- based and very different from the other two TRIO programs. STAR offers qualifying college students a strong academic support system and learning community that will help them achieve their educational goals to graduate from Norco Campus and/or to transfer to a four-year college or university. STAR is committed to increasing student academic retention and improving graduation and transfer rates of students through financial assistance, academic and educational counseling (II.B.3-25).
- **Tutorial Services:** Tutorial Services provides academic and vocational support outside of the classroom through the use of peer tutors (II.B.3-26). This program is committed to providing a learning-enhanced environment that fosters academic confidence and success, intellectual and personal development, student retention, career planning, and leadership opportunities. During the 2005-2006 academic year,

Tutorial Services at Norco served approximately 840 students in a variety of subject areas. These numbers increased significantly in 2006-07 (II.B.3-27).

- **Student Activities/Associated Students of Norco Campus (ASNC):** The Student Activities Office is charged with the development and implementation of co-curricular programs. In collaboration with the Associated Students of Norco Campus (ASNC), Student Activities is dedicated to providing students with leadership and personal mentorship through participation in meetings, presentations, and co-curricular programs.
- **Student Activities** provides opportunities for student involvement in the following areas:
 - ◆ Clubs and organizations (II.B.3-28, 31)
 - ◆ Student government (II.B.3-29)
 - ◆ Cultural activities and performing arts (II.B.3-30)
 - ◆ Academic lectures
 - ◆ Entertainment and recreation
 - ◆ Community service
 - ◆ Volunteer services
 - ◆ Intercollegiate athletics

Students involved in campus life enhance their college experience and develop lasting friendships as well as professional skills.

Associated Students of Norco Campus (ASNC) provides students with the opportunity to become involved in campus and statewide committees and councils as student representatives. Students can also join one of the 20 active student clubs and organizations on campus (II.B.3-28).

SELF EVALUATION

The standard is met. Since the previous accreditation self-study, Norco Campus administrators, staff and faculty at Norco have utilized district institutional research data to successfully identify the specific needs of the Norco student populations. The campus has consistently increased its commitment to provide appropriate, comprehensive and reliable support to its students regardless of location or method of delivery.

Norco Campus Student Services is committed to increasing and expanding access to all targeted student populations through the continuous improvement of its support services. Various plans are under consideration to accomplish this, including:

- Designing, implementing, and evaluating another student satisfaction survey;
- Working closely with the Public Relations Office to establish relationships with local community stakeholders beyond high schools;
- Evaluating the potential for additional intercollegiate sports and athletic opportunities on the Norco Campus.

PLANNING AGENDA

- Explore the development of a Norco-specific student satisfaction survey.
- Continue to offer outreach opportunities to prospective Norco students.
- Analyze trends of student participation in student activities and modify existing programs or create new activities programs to address identified student needs and interests.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well

as intellectual, aesthetic, and personal development for all of its students.

DESCRIPTIVE SUMMARY

Norco Campus strives to provide a positive environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Norco utilizes information obtained from student satisfaction surveys, matriculation data, program reviews, and the Student Equity Plan in order to evaluate the quality of that environment. Student Support Services encourages all constituencies to engage in continuing dialogue regarding the relationship of its services to the learning environment of Norco through the following forums:

- Norco Strategic Planning Committee (NSPC) and subcommittees
- Norco Academic Planning Council (NAPC)
- District and local curriculum committees
- Student Support Services program review process and dialogue
- Assessment plans developed with the assistance of the District Assessment Committee
- Student Equity Implementation Committee
- Associated Students Norco Campus meetings and activities.

Besides these formal means of engaging in dialogue about providing a positive learning environment, Norco Campus promotes individual intellectual and personal development through peer mentoring, counseling, and transfer and job fairs. In addition, Norco programs such as Title V, Puente, TRIO, and Talented Tenth Program (T3p) further contribute to the development of an enhanced learning environment. Norco

staff involved in these programs strives to provide students with opportunities to explore their personal and career potential outside of the classroom as well as to develop skills needed to succeed in the community and the workforce.

Norco Student Activities supports and maintains events, programs, and activities designed to encourage personal and civic responsibility and co-curricular involvement, as well as academic and personal success. In brief, Norco Student Activities, in collaboration with Associated Students, provides and sustains an environment that encourages personal and civic responsibility through the following means:

- Thirteen shared governance committees with student participation
- Regular student senate meetings that promote dialogue and contribute to the strategic planning process of the campus
- Student representation at the state level
- Student activities and workshops that promote leadership and personal growth
- Student access to local community forums and participation at district Board of Trustees meetings.

These activities encourage students to implement theories about personal and social or civic responsibility learned in the classroom and to develop skills that can be transferred successfully into their professional, personal, and community endeavors.

The Associated Students of Norco Campus (ASNC) further promotes civic responsibility through the implementation of leadership workshops and retreats. ASNC offers a variety of opportunities for students to enhance their academic and personal experiences, which include:

- Cross-cultural events
- Intercollegiate athletics (soccer)
- Health and safety fairs (II.B.3-33)
- Leadership seminars (II.B.3-34a)
- Participation with faculty and staff in Norco Strategic Planning and Accreditation Committees (II.B.3-34b).

Finally, Norco Campus offers a variety of cultural and aesthetic activities, encouraging students to participate in these events as part of their aesthetic and personal development:

- Weekly cultural events during College Hour (Tuesdays and Thursdays at noon), including:
 - ◆ Arts and crafts fairs
 - ◆ Hispanic and Black History Month activities (II.B.3-35, II.B.3-36)
 - ◆ Cinco de Mayo celebrations
 - ◆ Jazz, folklorico, and other musical presentations (II.B.3-37)
- Plays and performances offered by the Theatre Arts program (II.B.3-38)
- Art and sculpture displays
- Technology demonstrations
- Guest lecturers, including convocation and commencement speakers (II.B.3-39, II.B.3-40).

SELF EVALUATION

The standard is met. Norco Campus provides a variety of activities, events, workshops, and services which create an environment of civic and social responsibility for its student population. New activities are being developed every year which enrich students' personal development and adapt to their changing needs and interests. For example, the Student Activities department is in the process of developing an academic course offering campus leaders an opportunity to participate in a leadership course designed to enhance their civic and

personal development while providing them with a vehicle to market their skills. The newly formed Talented Tenth Program is also quite active in devising new cultural presentations for African-American students and the college community as a whole.

PLANNING AGENDA

- Continue to re-evaluate the campus environment and expand or modify programs and services as the campus enrollment grows and changes, in order to provide an environment that enhances students' sense of responsibility as well as their intellectual, personal, and aesthetic development.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTIVE SUMMARY

As part of Riverside Community College District, Norco maintains a full and self-contained counseling and student support program. The district-wide Student Services comprehensive program review is one means by which counseling and academic advising design, maintain, and evaluate the extent to which their programs support student development and success.

The 2005-2006 Student Services program review document delineates clear student learning outcomes (SLOs) and service area outcomes (SAOs) for counseling and other academic advising programs, including professional development and ongoing education of counselors in the use of tech-

nology to improve student success (II.B.1-1). The program review also reports the results of self-evaluation in terms of adequacy of staffing, student contact hours, and feedback from Student Satisfaction Surveys. Information specific to the Norco Campus is broken out and used in assessing the need for additional counselors, the evaluation of numbers of students served, and the degree of success in serving students.

In fall 2006, after reviewing matriculation data that indicated that students completing a full two-year Student Educational Plan (SEP) have a significantly greater probability of being academically successful than those who do not have a plan, the counseling discipline devised a strategy to increase the number of first-year students completing SEPs. A "yellow card" system was created, which targeted first-time freshmen going through orientation.¹² When students received the card at their homes reminding them to schedule an academic appointment, there was a very positive response. As a result of the yellow card system, the number of students seen by appointment increased by 25 percent; and the number of students completing SEPs increased 95.7 percent between fall 2005 and fall 2006. From a different perspective as a measure of counselors' success in meeting student needs, in fall 2006, 642 students, or 59.7% of students visiting an Academic Orientation Counselor, completed Student Educational Plans (SEPs) at the Norco Campus, compared with 328 (35.5%) in fall 2005.

It is anticipated that the annual campus-based program review update will facilitate

¹² The "yellow card" system is an appointment card that students fill out during their mandatory orientation session, which includes their mailing address. At the end of the orientation, the cards are collected and then counseling staff sends the card to students' homes, reminding them that it is time to schedule their educational appointment.

planning more closely tied to campus and student needs (II.B.1-4, II.B.1-8, 9). For instance, the 2005-2006 comprehensive program review indicated that the ratio of counselors to students at Norco was 1: 3,123, providing evidence and support for the hiring of additional counseling staff for the campus in fall 2006. As a result of these hires, the ratio of counselors to students has been reduced to approximately 1: 1700. Thus, the Norco counseling department has improved its student-counselor ratio considerably as a result of the additional hires in fall 2006.

All counselors and staff in the Counseling department and Student Support Services offices are carefully recruited and selected and meet all the necessary minimum requirements for their positions. They are regularly evaluated through peer, administrative, and student evaluations (II.B.3-41, II.B.3-42). Once highly qualified personnel are hired and trained, Norco Campus provides numerous opportunities for the counseling faculty and staff to improve and upgrade their skills and knowledge. Such opportunities include:

- Department meetings/workshops
- Attendance at UC and CSU local and regional academic counseling conferences
- College-sponsored staff development training and workshops, including 4faculty.org modules for counselors (II.B.3-43)
- Technology training in software and systems necessary for tracking and supporting student needs in the various service areas.

SELF-EVALUATION

The standard is met. Norco Campus maintains satisfactory academic advisement programs to support student development and success while planning for future expansion

of counseling personnel to accommodate project enrollment growth. It is anticipated that the new annual program review process will facilitate planning that is more closely tied to the specific needs of Norco Campus. As a result of campus-specific planning, it is anticipated that the increase in Norco students completing SEPs will result in significant increases in term-to-term persistence in the coming years. The addition of more counseling staff will necessitate increased office space and technology to support these services.

PLANNING AGENDA

- Continue to increase the number of students completing Educational Plans (SEPs) at Norco Campus.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTIVE SUMMARY

The student body is reflective of the community it serves. Fall 2006 data on Norco student demographics indicate the following ethnic and gender composition for the campus:

- Female students - 59%
- Male students - 41%
- White students - 37%
- Hispanic - 37%
- African American - 8%
- Asian - 9%
- Other - 9%

In terms of ethnicity, Norco Campus demographics closely mirror the demographics of the community it serves. A large percentage of Hispanic students are generation 1.5 stu-

dents or speak English as a Second Language. The campus also has a small number of international and disabled students, as well as significant numbers of veterans and re-entry students. With regard to gender, Norco Campus, like many other community colleges across the nation over the past decade, has a majority of female students. In addition, two-thirds of the student body is under 25 years of age.

In response to these demographic indicators, Norco offers a wide variety of programs and activities that respond to these indicators as well as promoting and contributing to student understanding and appreciation of diversity. These include:

- Educational Opportunity Programs and Services (EOPS) (II.B.3-11, II.B.3-12)
- Disabled Student Programs and Services (DSP&S) (II.B.3-5, II.B.3-10)
- Puente Program (II.B.3-18, II.B.3-19)
- Talented Tenth Program (T3p) (II.B.3-20b)
- Student government (ASB)
- Latino Theatre Arts Project (II.B.3-38)
- Celebrations of diversity through campus activities during state or federally designated months (Hispanic Heritage; Asian Pacific Heritage; African American Heritage; Veteran’s Month; Women’s History) (II.B.3-30)
- Multicultural Advisory Council Events (II.B.3-30)
- ASB Sponsored Community Service Activities (Breast Cancer Walk; Thanksgiving Food Drive; Toy Drive) (II.B.3-30)
- Campus clubs and organizations reflecting gender, religious, sexual orientation, and ethnic diversity:
 - ◆ Middle Eastern Club
 - ◆ Anthropology Club
 - ◆ LPEC (Latinos Promoting Education and Culture)

- ◆ Puente Club
- ◆ French Club
- ◆ AAL (African American Leaders)
- ◆ Christian Club
- ◆ Muslim Students Club (II.B.3-28).

Norco Campus clubs and organizations uphold the district and campus goals of enhancing diversity at every possible level including religion, ethnicity, sexual orientation, age, disability, and gender. The effectiveness of these diversity programs is continually monitored through examination of college demographics, student satisfaction surveys, and measurement of student attendance at cultural events and learning opportunities.

SELF-EVALUATION

The standard is met. Norco College maintains programs and services that support and enhance understanding and appreciation of diversity. The institution researches, identifies and evaluates the learning support needs of its student population through a wide range of program surveys as well as district and local data collection methods.

PLANNING AGENDA

None

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTIVE SUMMARY

The district office of Matriculation establishes and maintains data for the evaluation of matriculation services, including placement instruments (II.B.3-44). The district

office of Institutional Research assists faculty and administration with the analysis of these data and the application of research findings.

In accordance with state regulations on matriculation, Norco utilizes placement instruments from a list approved by the California Community College State Chancellor's Office. The district has adopted Accuplacer as its primary placement instrument for appropriately measuring student competency in computational and language skills. This approved instrument is utilized because it minimizes cultural or linguistic biases, produces valid and reliable outcomes, and successfully identifies the academic needs of students (II.B.3-45).

The Norco Campus admission process, described in standard II.B.1, is the primary vehicle by which students are referred to placement testing. The testing is then administered by the Testing Center staff on the Norco Campus. Ongoing validation of placement tests (math, English, reading and ESL) and minimization of disproportionate impact are conducted on a regular three-year cycle (II.B.3-46). The most recent revalidation studies were conducted in spring 2006 for the math discipline, and in fall 2006 for reading and ESL. English test revalidation is planned for fall 2007.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless

of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTIVE SUMMARY

RCCD Board Policies #7060 (Retention and Destruction of Records), #6070, and Regulation 7045, address the policy and procedures for the storage, confidentiality, and release of student records. This policy is in accordance with Sections #54614-54630 of Title 5 of California Education Code and other applicable provisions of state and federal law (II.B.3-47).

Academic records at Norco are complete and secure. Hard copies are housed on-site in locked file cabinets in Admissions and Records and shredded after three years' time, but all records are scanned and kept indefinitely in digital form. Per Title 5 regulations, Admissions and Records has a procedure for record retention which addresses scanning and archiving of Class I records and scanning, archiving and shredding of Class III records. Grades, census, and positive attendance rosters are put on CDs with backups. System records are put on CDs and stored in a fireproof box in the A & R vault. These records are traded out every two weeks to be sure the information stored is up to date.

Norco Campus Admissions & Records office performs the following functions:

- Processing of all student transcript and enrollment verification requests.
- Managing record retention of all Class I, II, and III education records, including imaging and storage.
- Assisting district in management of archive of admissions records and backup documentation.

- Overseeing scanning, imaging, and organization of educational records.
- Maintaining auditable admissions, registration, attendance, and transcript files (II.B.1-1, II.B.3-48).

The Admissions & Records supervisor at Norco coordinates the inspection of student records as defined by the Family Educational Rights and Privacy Act (FERPA). FERPA guidelines (per Board Policy #6070 and Regulation 7045) are published in the

schedule of classes and in the college catalog (II.B.3-49).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

List of References

- II.B.3-1 Diversity Scorecard
- II.B.3-2 Early Alert information packet
- II.B.3-3 Talented Tenth Program (T3P) brochure
- II.B.3-4 ELL Day brochure
- II.B.3-5 DSP&S Resource Day brochure for high school students
- II.B.3-6 Career/Transfer/Job Placement Center general flyers
- II.B.3-7 "University Representatives on Campus" calendar
- II.B.3-8 www.assist.org
- II.B.3-9 Eureka: www.eureka.org ; Choices: www.collegeplanning.org/iowachoice/
- II.B.3-10 DSP&S Program brochure
- II.B.3-11 EOPS application packet
- II.B.3-12 EOPS Bookmark promotional brochure
- II.B.3-13 Health and Wellness brochure
- II.B.3-14 "Getting Started" brochure
- II.B.3-15 High School Senior Visitation Day agenda
- II.B.3-16 English Language Learner Senior Day agenda
- II.B.3-17 Disabled Resource Senior Day agenda
- II.B.3-18 Puente flyer
- II.B.3-19 Puente application
- II.B.3-20a RCCD Student Financial Services newsletters
- II.B.3-20b T3p brochure/pamphlet
- II.B.3-21 Title V Clear Directions brochure
- II.B.3-22 TRIO program brochures or general information stats, etc.
- II.B.3-23 Upward Bound grant and objectives including any brochures
- II.B.3-24 Educational Talent Search grant/objectives
- II.B.3-25 STAR Program grant/objectives
- II.B.3-26 Tutorial Services flyer
- II.B.3-27 Tutorial Services usage data, 2005-06 and 2006-07
- II.B.3-28 List of Norco Campus student clubs
- II.B.3-29 ASRCC Constitution
- II.B.3-30 Annual calendar of scheduled cultural activities
- II.B.3-31 ASRCC budget

II.B.3-32	ASNC Senate agendas/minutes
II.B.3-33	Health and safety fairs brochures
II.B.3-34a	Leadership seminars brochures
II.B.3-34b	Sample minutes of NSPC; list of accreditation committee participants
II.B.3-35	Hispanic Heritage month flyer
II.B.3-36	Black History month flyer, Spring 2007
II.B.3-37	Sample folklorico flyer; musical production flyer/announcement
II.B.3-38	Norco Theatre Arts season brochure
II.B.3-39	Convocation brochure (spring 2006)
II.B.3-40	Convocation speech transcript (spring 2006)
II.B.3-41	Counseling Department student evaluation survey form
II.B.3-42	Support Services staff evaluation survey form
II.B.3-43	http://www.4faculty.org
II.B.3-44	District Matriculation Plan
II.B.3-45	Accuplacer data; http://www.accuplacer.org
II.B.3-46	Revalidation results for math, ESL, reading (Matriculation Office)
II.B.3-47	Board Policy #7060, 6070, Regulation 7045
II.B.3-48	Student services functions map
II.B.3-49	FERPA regulation, http://www.rcc.edu/ferpa

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

Norco Campus Student Support Services departments and programs rely on a variety of methods and resources to assist in the systematic and regular review of program effectiveness. In particular, student services evaluates its ability to meet identified student needs through the use of an annual internal program review process, monthly student services division meetings with the Dean, and data collected and analyzed by the Offices of Institutional Research and Reporting. This information includes reports on enrollment trends; student characteristics; persistence and retention rates; student satisfaction surveys of programs and services; assessment studies; placement instrument validations; staff performance

indicators; and degree, certificate and university transfer rates.

Through the internal district Student Services program review, each department annually evaluates its mission, quality of services, need/demand for services, and objectives (II.B.1-1). Norco student service areas have participated in this annual program review process for several years now. In addition, Student Services began incorporating student learning outcomes (SLOs) and service area outcomes (SAOs) into its review in fall 2005 (II.B.1-1). During that time, department leaders participated in:

- Development of SLOs and student service area outcomes (SAOs) for their areas (15 departments)

- Implementation of interventions to address the SLOs
- Implementation of assessment processes to evaluate the effectiveness of the SLO interventions
- Utilization of assessment results to make informed decisions about improvement of student support programs and services.

Each department is responsible for maintaining and updating its own SLOs and SAOs and utilizing them to identify strengths and weaknesses in their respective service areas. Each department has developed between 3-10 objectives, one or more SLOs and one or more SAOs, as well as assessment measures for these service area and student learning outcomes (II.B.1-1).

In addition to program review, the Dean of Student Services facilitates monthly meetings during which each department provides updates and feedback on their respective service areas. At these meetings student services staff generate ideas and provide input about how to enhance services, implement department events and activities, and support initiatives. Student surveys are administered by various departments either on a semester basis or annually (II.B.1-4). The feedback obtained is analyzed and evaluated by the Norco Campus Dean of Student Services, who reports findings and suggestions to student support services personnel during departmental meetings.

In addition, staff and supervisors are subject to regular performance evaluations conducted by the Dean of Student Services and appropriate authorities at the district level. Finally, counselors, educational advisors, classified hourly employees and faculty members participate in workshops and conferences in order to participate in profes-

sional development and contribute to the achievement of stated student learning outcomes (see standard II.B.3.c).

SELF-EVALUATION

The standard is substantially met. The comprehensive district Student Services program review completed in 2004-2005 has resulted in the formulation of SLOs and SAOs and assessment measures for all programs under the umbrella of Student Support Services. Thus, an effective structure has been put into place for the evaluation of the adequacy of student services in meeting student needs, and significant progress has been made in meeting the standard. Evidence is being collected in spring 2007 (1) to establish each program's contribution to the achievement of student learning outcomes; and (2) to use the results to improve Norco's support services to students. Programs within the Student Services area will begin to assess the effectiveness of their stated SLOs and SAOs by the fall of 2007.

In the 2004-2005 program review, three areas needing improvement were identified: (1) the need for more data regarding improvement in successful completion rates, adherence to student education plans, and goal completion; (2) based on evidence indicating that students are not entirely satisfied with counseling services, the need for data to confirm this and identify specific areas that need improvement; (3) the need for more data specific to Norco Campus to determine if there are any particular areas of need for the Norco student community (II.B.1-1).

Each of the 15 departments/programs included in Student Services needs to implement the stated assessment measures (see the Norco Campus Student Services portion of the comprehensive program review, Ref. II.B. 1-1) for its SLOs and SAOs and make

appropriate program changes (if needed) after such assessment is done, based on the data derived.

PLANNING AGENDA

- Monitor data collection and review for the Norco Campus.
- Measure Student Services programs SAOs and SLOs during the 2007-2008 academic year using assessment measures stated in the Norco portion of the Student Services program review.
- Implement program changes as needed and appropriate, based on data derived from the SLOs and SAOs assessment measures.



STANDARD II.C
Library & Learning Support Services

Standard II.C: Library & Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

The Wilfred J. Airey Library, located on the Norco Campus of the Riverside Community College District (RCCD), is one of three campus libraries sharing resources with the other RCCD libraries.¹³ Until recently the district had a fully centralized library system; the Digital Library/Learning Resource Center on the Riverside City College campus acted as host to the Airey Library on the

Norco Campus. Beginning February 1, 2007, administrative oversight of the Airey Library was assigned to the Norco Campus, and a newly hired Assistant Dean of Library Services assumed immediate oversight responsibility.

The Airey Library is housed on the second floor of the library building and covers 8,914 assignable square feet, with seating for 172 patrons. The library currently offers 4 study rooms that double as tutorial rooms, meeting rooms, and testing rooms for Disabled Students Programs & Services (DSP&S). There is also a small video conferencing room. Library skills workshops are scheduled in classrooms equipped with computers, or are held on library computer stations during peak library usage periods. In addition, there is a circulation office, a technical processing room, the Assistant Dean's office, and a faculty office. Three additional rooms are occupied by the Instructional Media Center (IMC). Adaptive equipment and software are available to assist disabled students in the learning process. Ramps and elevators provide ac-

¹³ The Wilfred J. Airey Library opened on March 13, 1991, and was dedicated in honor of former RCC Board Trustee Wilfred J. Airey on September 16, 1992. In early 1996, the library moved to a new 9,687 square foot facility which original had seating for 186 and included eight study rooms; the Instructional Media Center (IMC) now operates from three of these rooms.

cess to the library and learning centers as well as to all buildings, classrooms and offices on campus (II.C.1-1).

The Assistant Dean of Library Services, one full-time librarian, three part-time librarians, two full-time clerks, one part-time clerk, and a minimum of five student workers currently make up the Norco library staff. The majority of library operations function under the administration of the Vice President of Educational Services, Norco; however, all cataloguing, acquisitions, and resource processing (e.g., accounting, requisitioning materials, invoicing, and labeling) are handled at the library on the Riverside City Campus (II.C.1-2).

As of spring 2007, the Wilfred J. Airey Library held 26,676 volumes of books, 6,230 e-books which are shared between all three RCCD campuses, 106 hard copy periodical subscriptions, 9 newspaper subscriptions, 90 sets of videotapes for telecourses, and 169 DVDs and videos. There are 53 computer workstations with Internet access. The Library has one adaptive technology workstation used exclusively by patrons with visual, auditory, or mobility difficulties. Forty-seven terminals are enabled for Microsoft Office (Word, Excel, Access, PowerPoint, InfoPath), and streaming Media, CD / DVD, audio ports, USB ports, floppy drive, and hard drive access. Five terminals are designated for online catalog (LAMP) use only. There are 3 VHS players and monitors and one DVD player and monitor. Also located in the library are two photocopiers (one self-service copier), two CCTVs for enlarging print materials, and a drafting table for interaction between other learning support services and instructional faculty and staff to meet the needs of students.

Instructional Media Center. IMC provides the following production services:

- Video
- Audio
- Graphics
- Digital imaging
- Scanning
- Digital photography
- PowerPoint presentations

The expansion of enrollments and faculty at the Norco Campus has led to a greater than five-fold increase in the number of work orders received by Norco IMC. In 2003 IMC received 520 work orders; work orders increased 417 percent, to 2,692 in 2006. (II.C.1-4)

In addition to these physical resources, Norco students are provided access to two District library websites, LAMP: <http://library.rcc.edu> and IMC: <http://imc.rcc.edu>. LAMP is an online resource for all students in the district that includes:

- the online catalog containing the bibliographic records of all library materials, including hardcopy and electronic books, periodicals, and media;
- 6,230 e-books, 290 streaming media titles and electronic course reserve materials (available district-wide online);
- electronic resources via 53 district-wide subscription databases, which contain citations, abstracts and full texts of articles from magazines, journals, newspapers, and reference resources;
- tutorials and guides to finding and using information; and
- general information about library resources and services (II.C.1-2, II.C.1-3).

The IMC website provides 24/7 access to information regarding (1) KRCC, Riverside City College's television station; (2) audio-visual equipment available at RCC campus; (3) production, satellite downlinking and videoconferencing information; and (4) procedures and forms for requesting IMC equipment and services (II.C.1-4).

The Wilfred J. Airey Library's collection supports all the programs offered at Norco Campus (II.C.1-5). Collection development is based upon fund availability and as mentioned above, all cataloguing, acquisitions, and resource processing are under the control of the Digital Library/Learning Resource Center on the Riverside City College campus.

The Norco Campus Academic Master Plan that is currently under development will be used to plan and describe the vision, goals, and needs of library services, including staffing, technology and acquisition of resources. Planning for the Norco library is part of the Norco Campus Strategic Planning process. Materials for the Norco Library are selected with Norco discipline faculty input in accordance with collection development policy guidelines and are processed by the Riverside City College Campus Library (II.C.1-7).

The Association of College and Research Libraries (ACRL) provides recommendations for the assessment of library service outcomes which are either content or context based. Content-based outcomes are related to library materials, facilities and equipment. The library's current content-based outcomes are provided in the form of traditional library output data, which is used internally for tracking trends in the use of library services and the growth of collections, and submitted annually to various library agencies and organizations.

To ensure that materials and services available through the library meet the needs of the students and their respective assignments, library faculty and staff are in regular contact with faculty members to supply library materials of appropriate currency, depth, and variety on a regular basis (II.C.1-8). The following interactions between library faculty and discipline faculty assist in this process:

- Library faculty members attend Norco department meetings to receive discipline faculty input and recommendations.
- Library faculty members have membership on the Norco Academic Senate and attend the monthly meetings.
- Discipline faculty members place materials on reserve at the library for student use.
- A local curriculum committee has recently been instituted, and a library faculty member has been asked to serve on this committee¹⁴ (II.C.1-9).

In addition, Norco library faculty consult professional and popular review sources; add new materials to the collection and deselect others; utilize collection analysis reports provided the host library at Riverside to determine patterns of use of the collection; contribute to the collection inventory for the library and for the audio/visual division (IMC); and collect circulation and visitor statistics (II.C.1-2). Other assessment tools used to determine that materials are adequate to meet student needs include an annual library user satisfaction survey (CCSEQ, see standard II.C.1.b.) and course assessment of the Library 1 class SLOs.

¹⁴ However, since curriculum is district-wide, new course outlines are still submitted for signature approval to the district curriculum liaison, who ensures that the library system holds sufficient materials in the relevant subject area.

SELF-EVALUATION

The standard is met. Norco library faculty and discipline faculty acquire materials which support student learning and meet the mission of the Norco Campus. Library faculty continually assess the effectiveness of the current collection by evaluating whether the current materials are of sufficient relevancy and currency to meet the students' research needs. For example, in 2005-06, 593 new titles were added to the Airey Library. In general, books are selected by the Norco Library based on their assessment of the curriculum needs of the campus.

Based on a fall 2006 analysis of the collection and the degree of faculty participation in its accrual, the campus has begun implementing a strategic initiative geared toward improving the currency of book holdings and strengthening the degree of faculty participation in library book acquisition. Specific targets for collection currency and faculty involvement have been established and the Assistant Dean of Library Services has been charged with its implementation.

In fall 2006, the Vice President of Educational Services allocated the entire library budget (\$40,000) to the purchase of books and related materials by faculty, and has negotiated for an additional \$20,000 in funds for the same purpose (II.C.1-10). As a result, in January 2007 requisitions were submitted for over 600 new books, all of which were selected by Norco faculty members. A second round of purchases is planned for March 2007, and this process will be repeated annually. By taking a more systematic approach to library acquisitions, Norco Campus will enhance the currency of the Airey Library collection and strengthen the critical role of faculty members in selecting library materials.

The present Norco Campus Library is small and needs more physical space, books, learning resources, equipment and personnel to meet educational program and student learning needs at RCC Norco.

A recent development affecting future library services is that in fall 2006, the John F. Kennedy Middle College High School opened on the Norco Campus. The opening enrollment was 600 students, but the high school was built to accommodate 1000 students. The high school does not have a separate library, and the arrangement between the Corona-Norco Unified School District and RCCD calls for the Wilfrey J. Airey Library to serve the high school as well as the college. The ongoing impact of serving these additional students is currently unknown and needs to be further explored.

The three campus libraries have been decentralized so that each library functions independently. For budgetary reasons, administration of the online library catalog, materials cataloging/processing, and licensing for online databases are maintained by the Riverside Campus. These functions will be transferred to the campuses as funds become available. The three campus libraries continue to share resources through inter-campus loan service, so that learners have access to the entire circulating collection, regardless of where an item is housed.

Online databases are selected to support the curriculum of the district based upon input from library and discipline faculty across the district.

Technological innovation requires a strong leadership and financial commitment from the district and Norco Campus, not just for the infrastructure but for software licensing, copyright compliance, maintenance and

training of personnel. In order for the Norco Library to function independently from the host library at Riverside City College, Assistant Dean, Library Services positions were created in fall 2006 as a first step; the Assistant Dean of Library Services at Norco began work in the spring of 2007.

In terms of equipment needs, additional servers must be acquired to expand the library's bandwidth capabilities and to allow greater access to online services by students, staff, and faculty. The present space housing the server at Norco requires attention as it is not equipped with adequate temperature controls. However, the planned Norco Operations Center (NOC), part of the construction plan approved by Proposition 1D, will soon alleviate problems of bandwidth, access, and appropriate facilities to house the servers locally (II.C.1-11).

While the discipline of library science spans all three campuses in the district, it is anticipated that the Norco library will assume more responsibilities when Norco achieves individual college status. In order to enhance the Norco mission, the ultimate purpose of Airey Library is to support the curriculum by providing learners with a wider range of undergraduate resource materials, computer facilities, and through the IMC, support for faculty multimedia/ instructional technology needs.

PLANNING AGENDA

- Under the leadership of the Assistant Dean of Library Services, continue efforts to enhance the currency of the materials collection, with the following goals for 2008-2009:
 - ◆ At least 20 percent of the collection will consist of materials published after 2000;
 - ◆ More than half of all volumes will have been selected by Norco faculty.

- Redefine and strengthen the relationship between the Norco Library and the Norco Strategic Planning Council and the Norco Academic Master Plan.
- Explore resource and equipment needs for Norco Library relative to JFK High School student needs.
- Continue to explore new technologies that may support student learning, such as RFID, podcasting, and online information competency/literacy training.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTIVE SUMMARY

Library orientation and instruction are ongoing during all semesters and sessions. Reference service is available during all open hours and is conducted at the reference desk or provided as one-to-one service with students at a library workstation. Librarians conduct scheduled workshops/orientation lectures via individual student sign-ups during the day, evening, and weekend hours in order to accommodate different student schedules (II.C.1-12). Library 1 (Information Competency) courses are available for Norco students in an online format.

Through these instructional means, students are taught the basics of information competency, including how to conduct searches in the online library catalog, and the use of electronic resources. The general learning outcomes listed below are the goal of library orientation, reference services, workshops, and courses. Achievement of these outcomes enables students to develop skills in information competency.

- Determining and articulating information needs;
- Finding information using a variety of resources;
- Describing and applying scholarly criteria for the critical evaluation of information;
- Using information effectively to accomplish a specific academic purpose;
- Identifying and summarizing ethical and social issues related to information and its use (II.C.1-2).

To assess the effectiveness of workshops and library tours as well as information competency instruction in the online Library 1 course, the library uses several means (II.C.1-2):

- A student survey (a “start of course” and “end of course” information competency assessment test) (II.C.1-13)
- “One-minute paper” assessments
- A general assessment of student satisfaction with library services (CCSEQ) – (II.C.1-14)
- Course-embedded assignments designed to assess specific competencies
- Self-reflection journals
- Library faculty observation and commentary on student participation and work.

Assessment instruments indicate that students are responding well to the library workshops, tours, and online courses offered. Survey responses show that 87 percent of Norco students feel that they “learn something, or benefit from, using the library.” Therefore, it is presumed that library resources and services are contributing to the achievement of student learning outcomes.

LEARNING SUPPORT SERVICES

Tutorial Services, the Math lab, the CIS (computer) lab, and the Writing and Reading Center (WRC) offer a variety of services to enhance student skills in information competency, which in turn meet general education SLOs at the district level as well as the fulfilling the Norco mission to “equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education” (II.C.1-2).

Tutorial Services. Tutorial services is a stand-alone learning support program structured on a peer tutoring model. The tutorial staff works toward creating innovative means to help support and unite students with both faculty and student services. Three hours of tutoring per subject, per week are available to all students enrolled in a Norco or district course, with additional time provided for those who are in special programs such as EOPS and TRIO (II.C.1-15). Tutorial appointments are made through the Tutorial Services office; students and tutors utilize study rooms within the Airey Library. Currently, more than 25 tutors staff the Tutorial Services center.

Tutorial Services, in collaboration with a Title V grant, has set up a pilot program of tutor training beginning with a once-a-month session with a faculty member from the math discipline on one of the following topics: learning styles, technology use, or how to tutor difficult students. The monthly meetings will soon include other disciplines as well. Additionally, under an innovative program funded by Title V, Tutorial Services has provided tutors in the math lab (II.C.1-16, 17, 18). Instructors are also given the opportunity to request tutor participation in the classroom.

Math Lab. The Norco Campus mathematics lab has been in operation since 2004. It is staffed by a coordinator and several trained student tutors who are available to help students understand course material from their mathematics classes (II.C.1-19). The lab serves students enrolled in any mathematics class, providing the following instructional support services:

- Individual and group study areas
- Tutoring by instructors or instructional assistants/ student tutors
- Supplementary support material such as videos and tutorial software
- Workshops on selected topics in math
- Regular problem-solving sessions with instructors or trained tutors
- Test and quiz proctoring (II.C.1-19).

The math lab is equipped with graphing calculators, computers and computer software, white boards, protractors, compasses, and drawing triangles. Textbooks, solutions manuals, instructional and class videos can also be checked out and used in the math lab.

CIS Computer Lab. The Norco CIS Computer Lab is a resource for any student enrolled in a lab practicum or computer information science class. The lab is equipped with more than 60 desktop computers providing internet access, word processing, spreadsheet, database, and web design capability, as well as specialty programs designed to support specific courses such as geography, video gaming, and math and computer programming. The lab provides training and on-going support in the use of many computer applications and is designed to work hand-in-hand with college computer classes. Lab instructors are on duty at all times and student lab aides are available for assistance during peak

times.¹⁵ Also, trained tutors are scheduled to meet with students in the lab to provide individualized assistance with specific assignments or questions. Limited drop-in assistance is provided for students not enrolled in computer labs or practicums (II.C.1-20).

Writing and Reading Center (WRC). The Writing and Reading Center at Norco is located in the Library building and offers required supplemental instruction for students enrolled in English matriculation courses, ESL 54 and 55, and Reading 83. Tutoring and instructor assistance for writing and grammar are available to all Norco students; however, access to computers and their software is limited to students enrolled in the above classes or in writing practicum classes, English 96 and 97 (II.C.1-21, 22).

The WRC is staffed by part-time and full-time faculty from the English, ESL, and reading disciplines, by trained student tutors in English, and by a computer aide. Services offered by the WRC include:

- Tutoring and faculty assistance for English and ESL composition students, both walk-in and by appointment;
- Print resources which include textbooks, handbooks, dictionaries, graded reading materials, ESL resource materials, and over 100 handouts focusing on specific writing problems, punctuation, and grammar;
- Access to 32 desktop computers and two printers, as well as a computer and

¹⁵ New CIS curriculum changes, which went into effect in summer 2006, embedded 18 lab hours into most CIS classes. In anticipation of the resulting increased utilization of the CIS lab, additional lab aides were hired and trained for spring and summer 2006. (Ref. 21)

scanner suitable for disabled student use, tables for group work or individual study, and a service desk;

- Access to word processing, grammar websites, ESL grammar software, reading instruction, Internet, and Library (LAMP) resources. (II.C.1-21, II.C.1-22).

Hours of operation and a description of services for the Wilfred Airey Library and for each learning services center are posted on the doors of each center and on the college website.

SELF-EVALUATION

The standard is met. Information competency skills training is provided formally in scheduled workshops and online courses, and informally through library tours and other one-on-one assistance. Workshops and/or online courses cover a variety of topics including the use of electronic resources (scholarly journals, newspaper and magazine articles), remote access of electronic resources, and general research skills (exploring databases, use of citations, Noodle Tools, and advanced internet searches).

A variety of learning support services labs and tutorial services provide both individual and group assistance with classroom assignments though planned and drop-in tutoring. The number of workshops/ orientation lectures for the Norco Library has steadily grown, from 68 in 2002-2003 to 104 in 2004-2005, a 53 percent increase over two years.

Know Your Library training sessions are available to district faculty on the Riverside City College campus. However, there is currently no formalized campus-specific library orientation offered to staff and faculty as part of faculty and staff development activities. Faculty members could benefit significantly from on-site Norco Campus

training, to learn how their students do research in the digital age, by attending workshops orienting them to changes in library sciences over the past 10 years. All faculty need regular updating in the efficient use of online library databases and journals, general reference resources, content indexes, and how to conduct intercampus searches.

PLANNING AGENDA

- As Norco attains college status, library policies, procedures and learning support services will be reviewed in order to assess when and how additional services need to be offered to students and faculty.
- Norco Library faculty will explore the possibility of offering Library 1 (information competency) courses in a face-to-face format at JFK High School in the late afternoon.
- Develop a library orientation/update series of workshops for new and continuing faculty.
- Conduct assessment of tutorial services by 2007-2008, comparing the success rates of students using the service with success rates of non-users.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services providing adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTIVE SUMMARY

RCC Norco Library and staff are dedicated to providing services, materials, training, and educational programs to all students and faculty regardless of location, special need, or type of program. This includes

John F. Kennedy High School, basic skills, and DSP&S students.

For DSP&S students, special services provided by the IMC and Disabled Student Services include access to closed captioned videos that meet Section 508 of the Rehabilitation Act, special computer stations and equipment for the disabled (II.C.1-23, 24, 25). The WRC (Writing and Reading Center) provides lower level reading materials for English as a Second Language (ESL) and developmental reading students, and the library offers customized instruction for ESL and basic skills students.

As stated in standard II.C.1.a., the district has a centralized library system. While all acquisitions, cataloging, and resource processing functions are handled at the Riverside Community College District Digital Library, students, faculty, and staff have access to the entire circulating collection of the three campus libraries, regardless of where an item is housed, through inter-campus library loan. Faculty members also are extended interlibrary loan privileges. Materials borrowed from Riverside City College campus are delivered to Norco via inter-campus mail system. Norco students may use the Digital Library and the services provided at Riverside City campus. Additionally, the library home page (LAMP) for the district can be accessed from the Norco Campus home page. The single online catalog (LAMP) allows students, faculty, staff, and community to research the entire district library collection. On the other hand, reference and reserve materials serve unique purposes at each of the campus libraries and, therefore, do not circulate.

From the library's 53 workstations or from any computer on campus having Internet access, students, faculty, staff, and community borrowers have access to the library's website, LAMP: <http://library.rcc.edu>

(II.C.1-3). From the LAMP website, the library's online catalog can be searched as well as 54 subscription databases. Remote access to these databases is available 24/7 to students, faculty, and staff with ID number and password. A systems printer allows printing from any of the 53 library workstations using a print card that is purchased from one of the card machines located in the library or the computer lab.

The circulation department carries out all aspects of the circulation of library materials, the shelving of the collection, and the ongoing maintenance of the circulation database records. The circulation department ensures prompt and courteous service to all students, staff, faculty, and community borrowers.

Hours of Operation.

During the fall and spring semesters the library is open at the following times:

Monday - Thursday 8:00 a.m. - 8:00 p.m.
Friday 8:00 a.m. - noon
Saturday and Sunday 8:00 a.m. - 4:00 p.m.
Hours for the winter intersession are:
Monday - Thursday 8:00 a.m. - 4:00 p.m.
Saturday and Sunday noon - 4:00 p.m.
Closed Fridays.

Hours for summer session are:
Monday - Thursday 8:00 am - 2:00 p.m.,
and 5:00 p.m. - 8:00 p.m.
Saturday and Sunday noon - 4:00 p.m.
Closed Fridays.

During regular library hours, students may visit the library or telephone library faculty members for research assistance (II.C.1-26).

ACRL provides recommendations for the assessment of library service outcomes which are either content or context based. Content-based outcomes are related to library materials, facilities and equipment

(also discussed in standard II.C.1.a above). Context-based outcomes are linked to the student patron's experience with the library in terms of interactions with staff, the comfort of the facilities, and the convenience of use. Assessment of these context-based outcomes occurs in the form of questions and statements appearing on suggestion box forms, library surveys, questions embedded in course assignments for Library 1, and one-minute papers. The data that is collected from content- and context-based tools is used for the improvement of services that enhance student learning at Norco.

The chart below records usage information

Norco Library Use Statistics: 2002 - 2006

PARAMETER	2002-2003	2003-2004	2004-2005	2005-2006
Door Count	87,769	90,884	111,416	114,861
Circulation of Materials	45,543	53,036	61,360	72,895
Directional Questions	2,071	2,199	2,256	2,546
Reference Questions	5,078	4,372	4,100	3,337
Machine Assistance	677	1,419	1,656	2,280
Orientation Lectures/ Workshops	68	78	104	114

for the Norco library over the three-year period from 2002 to 2005. Door count, circulation of materials, directional questions, help with computers and other machines, and orientation workshops have all increased proportionately to the increase in FTE enrollment on the Norco Campus from 2002-2005, indicating that overall, access to the Norco Library and learning support services is adequate to meet campus growth and student learning needs (II.C.1-2). However, as indicated in the chart below, reference inquiries have declined since 2003 at Norco Campus. The reason for this decline is unknown.

Instructional Media Center (IMC). During campus open hours, there is daily classroom support for basic set-up and maintenance of media equipment for instructor presentations, video conferencing, satellite downlinks, and media equipment maintenance and inventory control. IMC services include delivery of audio-visual equipment to classrooms on and off the Norco Campus, video and audio productions, repair and service of all technological equipment

on the Norco Campus (supported by Riverside IMC personnel), the installation of new audio visual equipment, upgrades, special audio set ups on and off the campus, testing, inventory, training, recommendation of new audio visual equipment, PowerPoint production and training, and technical support to staff, faculty and students on the Norco Campus. Use of the IMC is evaluated with the Student Satisfaction Survey (CCSEQ) (II.C.1-14).

Norco IMC hours of operation are as follows:

Monday – Thursday 7:00 a.m. to 10:00 p.m.

Friday 7:00 a.m. to 4:00 p.m.

Saturday 7:30 a.m. to 4:00 p.m.

Sunday 7:30 a.m. to 12:30 p.m.

CIS (Computer) Lab

In the fall and spring semesters, the CIS Lab is open Monday through Friday from 8:00 a.m. to 8:30 p.m. and on weekends from 9:00 a.m. to 4:00 p.m. During the winter and summer sessions the hours are reduced somewhat and vary slightly from semester to semester.

Math Lab

The math lab hours vary from semester to semester. Generally, the lab is open from 8:00 a.m. to 6:00 p.m. Monday through Thursday, with shorter hours on Fridays and weekends. The schedule is posted on the Norco Mathematics webpage.

Writing and Reading Center (WRC)

The WRC is open from 8:00 a.m. to 7:00 p.m. Monday through Thursday, Friday from 1:00 p.m. to 3:00 p.m. and Saturday from 1:30 p.m. to 6:00 p.m., with shorter hours during winter and summer intercessions.

SELF-EVALUATION

The standard is met. The library and learning support services at Norco provide adequate access to students, staff, and faculty on campus.

IMC has temporarily expanded its operational space and resources to meet increasing work orders and equipment maintenance and repair requests. Further expansion is necessary and projected demand for service. Norco faculty members have expressed the need for increased promptness and efficiency of IMC services in order to meet growing instructional de-

mands. As a result, Norco has identified hiring another full-time staff member for the IMC as a top priority. Additionally, there will be an opportunity to consider relocating the IMC to a larger and more contiguous area within the library building.

PLANNING AGENDA

- Create and implement an effective faculty/staff needs survey of the Norco IMC.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTIVE SUMMARY

The Norco Campus Library provides adequate security for its facilities and materials. 3M Security gates at the entrance to the Ailey Library monitor materials taken from the library; Gaylord magnetic strips protect print and non-print media and non-magnetic pieces of equipment. Fire safety measures are in effect for the library, and fire extinguishers are available in staff and public areas. Emergency exits are accessible to all patrons and staff and clearly marked; evacuation plans are prominently displayed. No security cameras have been required to date.

The printers and copy machines in the library are on maintenance contracts enabling parts, hardware and software to be replaced without additional charge. Norco IS technicians maintain student and staff computers (hardware and software) and update all the software and security packages. The IMC is responsible for maintaining, installing, and upgrading audio-visual equipment (see Descriptive Summary). Multimedia equipment in the library, including televisions,

DVD players, and VCRs, is secured to tabletops to prevent theft.

The Library, Tutorial Services Center, DSP&S, and computerized labs all have maintenance agreements for electronic equipment at these facilities (II.C.1-28). Campus security personnel are contacted immediately if there is any vandalism or attempted misuse of library or learning support facilities equipment and/or furnishings (II.C.1-29, II.C.1-30).

The Writing and Reading Center has an alarmed entrance with a card passkey system which students must obtain after registration in appropriate English and ESL classes. Students log into a central terminal to verify registration in a valid lab class. Students show ID to take tests and to check out books and reference materials. The lab is locked by instructors upon closing, and staff members monitor students entering and leaving the lab. The computer and math labs share lab space and have similar alarm setups and card passkey procedures. Students show their ID to take tests and to check out books, calculators, headphones, and transcription machines. No video cameras are used to document activity in the lab spaces.

The Instructional Media Center (IMC) has a routine equipment maintenance schedule which is currently district-based. Each semester, the IMC:

- provides preventive maintenance on all related classroom media equipment
- evaluates and repairs any equipment needing maintenance.
- assists faculty and staff with the acquisition of new media equipment and technology for the classroom.
- recommends equipment based on need and establishes equipment specifications and budget.

- generates requisitions for the purchase of media equipment
- coordinates equipment installation including any necessary wiring, (excluding electrical) and assists with installation when required
- once equipment has been installed, the IMC trains faculty and staff on proper use of the equipment (II.C.1-4, II.C.1-31).

IMC media equipment is subject to rigorous security procedures. All equipment is inventoried and bar coded. The list is updated as new equipment is purchased, and regularly sent to district Inventory Control, with a copy kept in the Norco IMC office. Permanent classroom equipment is protected by security cables and locks or alarms. Mobile equipment is picked up by evening staff and locked in a storage room with limited key access.

SELF-EVALUATION

The standard is substantially met. Norco Campus provides effective maintenance and security for its library and other learning support services. Maintenance agreements are a regular part of all electronic equipment purchases. Campus security responds quickly when called in an emergency.

PLANNING AGENDA

None

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's in-

tended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY

All contracted services utilized by the Norco library, and evaluation of these services, are under the control of the Digital Learning Library (the host library) at Riverside City College. The district Digital Library at Riverside has formal agreements with other academic institutions for inter-library loan services offered to RCCD faculty.

SELF-EVALUATION

The standard is met. Norco Campus Library, through the district Digital Library at

Riverside, maintains fully automated circulation and cataloging systems. The library catalog is online, providing access to books and audiovisual materials. Online subscription databases provide access to articles, statistical information, and reference sources such as dictionaries, encyclopedias, and citation guides. Inter-library loan is available. All services are available to faculty and students on and off campus by accessing the library's LAMP website.

PLANNING AGENDA

- The Digital Learning Library at Riverside City College campus will maintain appropriate contracts.
- Norco library staff will continue to explore the utilization of new technologies that may require additional contracted services.

List of References

II.C.1-1	DSP&S Usage Reports
II.C.1-2	Library and Learning Resources Program Review, Fall 2006
II.C.1-3	LAMP website - http://library.rcc.edu
II.C.1-4	IMC website - http://imc.rcc.edu ; Norco IMC Operation Chart and Structural Information
II.C.1-5	Norco Collection Documents http://library.rcc.edu/norco.htm ,including statistical data reports
II.C.1-6	Riverside City College Academic Master Plan
II.C.1-7	RCCD Library Acquisitions Policy
II.C.1-8	Sample e-mail messages from faculty to library staff at Norco
II.C.1-9	Norco Academic Senate Curriculum Committee By-Laws
II.C.1-10	E-mails from Gaither Loewenstein re: library budget, books purchased, etc.
II.C.1-11	Proposal for Construction of Network Operations Center, Norco (<i>RCCD Fact Book</i>)
II.C.1-12	Sample Norco Library Workshop attendance sheets
II.C.1-13	Norco Library Student Survey
II.C.1-14	CCSEQ Student Satisfaction Survey
II.C.1-15	Sample Tutorial Services student usage report
II.C.1-16	Title V grant
II.C.1-17	Title V annual report

II.C.1-18	Sample Title V monthly report
II.C.1-19	Sample Math lab usage report (positive attendance)
II.C.1-20	Sample CIS lab usage report (positive attendance)
II.C.1-21	AccuTrack usage reports
II.C.1-22	Reading and Writing Center survey
II.C.1-23	IMC special equipment list: video recordings for the hearing impaired
II.C.1-24	Section 508, Rehabilitation Act
II.C.1-25	List: Assistive computer technologies available in DSP&S Center
II.C.1-26	Norco Library usage chart, standard II.C.1.c
II.C.1-27	Library Online Staff/Faculty Survey
II.C.1-28	Sample maintenance agreements; computers and software, Norco Campus
II.C.1-29	Security plans: library and labs
II.C.1-30	Sample material loss/theft reports: Norco Campus police
II.C.1-31	RCCD Digital Library/Learning Resource Center: IMC Purpose and Responsibilities

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

Norco Campus undertakes active, ongoing evaluation of library and other learning support services in order to improve its services to students and substantiate the achievement of student learning outcomes. In terms of the ACRL recommended context-based outcomes, a number of evaluative tools are used by Norco library and learning support to assure that the institution is meeting its mission to improve student learning. These include:

- CCSEQ Student Satisfaction Survey (II.C.2-1)
- Library student surveys, suggestion box forms, and “one-minute paper” assessments (II.C.2-4)
- ACCUTRAK (provides Writing and Reading Center utilization data)

- Utilization data provided by the Office of Institutional Research for the math and computer labs, DSP&S, and the library, under review by the Norco Campus Outcomes Assessment specialist (II.C.2-3)
- Library Program Review data (II.C.2-4).

Analysis of the data collected from these tools is used for the improvement of services. For example, in spring 2006 an automated library survey was conducted on the library’s LAMP website. Responses showed that 87 percent of Norco students feel that they “learn something or benefit from using the library” (II.C.2-5). This response indicates that library resources and services are contributing to the achievement of student learning outcomes not just for the library but across all disciplines (II.C.2-4).

Significant additional data for Norco Campus library skills instruction resulted from

the administration of the “one-minute paper” assessment, which was instituted in fall 2005 and obtained from students attending the library orientation workshops. Responses indicated that students were pleased that the library offered online databases, but that they also needed:

- Workshops increased to 90 minutes in length
- Advanced workshops
- Options for workshops on a single theme; for example, 50 minutes on literary criticism
- Options for a single database/online tool; for example, 50 minutes on Noodle Tools.

Through the Riverside City campus-based Library 1 (Information Competency) online course, it is expected that students will achieve the following general outcomes:

- Determining and articulating their information needs
- Locating, evaluating, and using information effectively
- Identifying and summarizing ethical and social issues related to information and its use (II.C.2-4).

In spring 2006 the librarians reviewed the course outline of record for Library 1 and revised the student learning outcomes to achieve a closer alignment with those suggested by the Association of College and Research Libraries (ACRL). Assessment of these learning outcomes in the course is conducted through a “start of course/ end of course” survey; course-embedded assignments, self-reflection journal entries, and instructor observation. Assessment tests show that students are responding well both to the course content and to the library instructors’ strong commitment to helping students succeed. Library 1 faculty members are planning to further enhance

the effectiveness of the course in meeting student needs by aligning it more closely to the Bay Area Community Colleges Information Competency Assessment Project (II.C.2-5).

The data suggest the need for the development of a more comprehensive assessment plan using a new template for student learning outcomes which focuses on “planning, assessment, review, improvement” (II.C.2-2). Results of two trial assessments of learning outcomes have stimulated library faculty discussion about new ways to approach student learning.

The Instructional Media Center (IMC) has been conducting a general online survey, through the Digital Library’s LAMP website, of staff and faculty technology needs for all campuses (see standard II.C.1.c). To date, there have been only a few responses to this survey.

SELF-EVALUATION

The standard is met. The Norco one-minute paper assessments and the online LAMP website satisfaction survey have provided useful feedback regarding the achievement of student learning outcomes for Norco Library and students. Also, the alignment of student learning outcomes for library patrons with the ACRL guidelines and other assessment best practices recommendations is a positive step in the direction of serving student learning needs.

However, much of the information regarding the status of library services is obtained at the district level. The CCSEQ survey document does not provide enough information about meeting student learning needs in the library and computerized labs at Norco Campus.

The RCCD Library program review indicates a higher percentage increase at Norco Campus than the other two campuses in door count, circulation of materials, requests for machine help, and orientation lectures (see standard II.C.1.c. above). These statistics point to the need for additional library faculty and staff and for the recently approved Assistant Dean of Library and Learning Support Services position (II.C.2-4).

The Norco course outline of record workshop data results (II.C.2-2) also indicate the need for more library orientation workshops. In addition, longer workshops are indicated, including advanced sessions which focus on a single online database tool such as Noodle Tools, or a single research area such as literary criticism. A more detailed, campus-specific survey of Norco library usage will be necessary as the campus moves to full college status.

Utilization data for the Writing and Reading Center, math and CIS labs, and Tutorial Services at Norco are currently being collected and evaluated by the campus Outcomes Assessment Specialist in order to assess patterns and frequency of usage of those facilities. Some student success rates have been analyzed for the math lab and Tutorial Center; analysis of success rates for students enrolled in English practicum courses (one-on-one assistance in the Writing and Reading Center) is scheduled for analysis in summer and fall 2007. Using this data, learning support facilities will adapt their services to better meet student learning needs.

In assessing the effectiveness of the Tutorial Center and the math lab, the most recent analysis of student success data from spring 2006 indicates that math students who enroll in Math 96 or 97 (supplemental lab courses through which students receive

one-on-one assistance in the math lab) have significantly higher rates of success than students enrolled in a math course who do not take Math 96/97.

Data pertaining to utilization of the Tutorial Center in spring 2006 indicate that 49 percent of those students who visited the Tutorial Center did not return for a second visit, while 85 percent of students visiting the Center made five or fewer visits over the course of the semester. The causes of these relatively low Tutorial Center utilization rates have not yet been determined. In general, there is a need for increased assessment of support services such as the math and CIS labs, the Writing and Reading Center, and the Tutorial Center to determine the extent to which they contribute to the achievement of student learning outcomes.

Simple statistics provided by the IMC indicate a major increase in requests for their equipment and services (see standard II.C.1). There is growing Norco faculty and staff dissatisfaction with the IMC services in providing prompt and efficiently operating technology for their classrooms. However, this situation has not been assessed through survey means, which would provide effective data for implementing improvements and changes in services. There is general agreement that a comprehensive survey must be created to assess local Norco faculty requirements and equipment utilization.

PLANNING AGENDA

- Explore the possibility of creating longer and more specific library orientation workshops including advanced sessions which focus on a single online database such as Noodle Tools, or a single research area such as literary criticism.

- Develop and implement a comprehensive and campus-specific usage survey for the Norco Library.
- Develop a campus-specific survey pertaining to IMC equipment and services.
- Using data gathered from the *Fact Book* and Office of Institutional Research, explore the development of a Norco Learning Support Services Plan for WRC, computer and math labs, Tutorial Center, and DSP&S.
- Conduct assessment of math and CIS labs, Writing and Reading Center, and Tutorial Center based on identified student learning outcomes.

List of References

- II.C.2-1 CCSEQ Student Satisfaction Survey
- II.C.2-2 Badway, Norena. "Learning About How Students Learn." RCCD Course Outline of Record workshop. Marriot Hotel, 11 Jan. 2006.
- II.C.2-3 Sample utilization data for CIS, math, WRC labs, DASP&S, Tutorial Center services: G. Aycock, Outcomes Assessment office
- II.C.2-4 Library Program Review
- II.C.2-5 "Executive Summary." Bay Area Community Colleges Information Competency Project. Ed. Bonnie Gratch-Lindaur et al. 9 Feb. 2004.
<http://www.topsy.or/ICAP/ICAPProject.html> . Accessed 18 Oct. 2006.

Summative Essay, Standard II: Student Learning Programs and Services

While the college is the vehicle through which the educational journey takes place, instructional and support services personnel are the working parts of the vehicle. Counselors, librarians, and student services personnel act as guidebooks, providing maps and directions for the educational journey; instructors are the guides, the co-designers of the journey and the visionaries motivating the educational enterprise, teaching the language, behavior and lay of the land.

INSTITUTIONAL COMMITMENT

Standard II highlights institutional commitment to providing a high quality, comprehensive curriculum congruent with the campus mission. The Norco Campus mission guides the development of programs specifically designed to serve the needs of the Corona-Norco area, such as banking, logistics and manufacturing. The institution relies on demographic information and data obtained through institutional research to ensure correct identification of those needs. Instructional units, student and library/learning support services at Norco Campus reflect commitment to stated curricular objectives. Strategic planning is driven by comprehensive and systematic program review, which ensures the high quality of the academic environment and the alignment of programs with the mission of the college.

Through multiple means of instructional delivery, along with student and learning services sensitive to the diverse needs of the community, Norco Campus aims to guide students on an educational path moving from admissions to successful completion of their educational goals. Collaboration of faculty, counselors, librarians, tutors, and other support staff is guided by assessment of learner outcomes and revision of processes when necessary to fully support institutional commitment to enhanced student learning.

EVALUATION, PLANNING, AND IMPROVEMENT

An ongoing and systematic cycle of evaluation, integrated planning, resource distribution, implementation, and re-evaluation is clearly demonstrated in all three aspects of student learning programs and services at Norco Campus. Transfer and occupational programs undertake comprehensive program review every four years, while annual program review updates from these two areas provide information for prioritization of resource requests made through departments, the Norco Academic Planning Council, and by the Norco Strategic Planning Committee. Student support services and library/learning support services programs also conduct regular program review and participate in the planning, resource distribution, and evaluation processes of Norco Campus and the district.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes are the central theme of Standard II - Student Learning Programs and Services. As part of comprehensive program review, all instructional, student services, and library/learning support programs develop SLOs and/or student area outcomes (SAOs) and submit plans for their assessment. Results of assessment are reported as part of annual program review update and thus serve as a means of consciously evaluating the effectiveness of Norco's efforts to support and enhance student learning. Faculty members at Norco Campus

have taken the lead in creating a culture of assessment through active involvement in the District Assessment and Program Review Committees. The district has adopted General Education SLOs, and all three areas of instructional services and support are working to create and align individual program SLOs with General Education SLOs for the institution. Many occupational certificate/degree programs have begun to develop and measure SLOs.

Student Support Services evaluates its ability to meet student needs through an annual internal program review process. SLOs and SAOs and their assessment are incorporated into this review process. Norco Campus also undertakes active, ongoing evaluation of library and other learning support services in order to improve its services and to measure achievement of SLOs. Many of these evaluative processes are district-wide, but Norco Campus librarians have also instituted a campus-based assessment of library skills instruction.

Institutional commitment to SLOs consistent with the Norco Campus mission, ongoing assessment and evaluation of these outcomes, and active campus dialogue about pedagogy and student learning ensure an environment of enhanced learning and improved institutional effectiveness central to this standard.

ORGANIZATION

Organizational structures at Norco Campus support inclusive, informed and intentional efforts to define student learning; to provide programs that support learning; and to evaluate how well learning is occurring. Guided by the District Curriculum, Program Review, and Assessment Committees, the Norco Academic Planning Council, Academic Senate, and Strategic Planning Committee along with its subcommittees are the organizational means through which the institution accomplishes its mission.

District Curriculum Committee requires that all course outlines contain clearly stated student learning outcomes integrated with methods of instruction and evaluation, and more than 90 percent of district CORs have updated their SLOs in response to these requirements. Faculty are required to distribute syllabi to students that contain clearly stated student learning outcomes consistent with those on the CORs. The District Program Review Committee oversees instructional program reviews to ensure that SLOs are incorporated into all four-year comprehensive reviews. The District Assessment Committee (DAC) reviews assessment plans to ensure that SLOs are used to evaluate and make improvements. Through comprehensive program reviews and annual program updates, the strategic planning subcommittees of the Norco SPC align SLOs with requests for staff, facilities, equipment, and financial resources and prioritize recommendations in order to support student learning and improve institutional effectiveness.

DIALOGUE

Norco Campus engages in ongoing and purposeful dialogue about the improvement of instructional programs, student services, and library/learning support programs. The Norco Strategic Planning Committee is inclusive, giving faculty, staff, students, and administrators at the Norco Campus an opportunity to participate in reflection and collegial exchange of information about student achievement, student learning, and the effectiveness of the institution's policies, proc-

esses, and structure. Informed, purposeful dialogue in the NSPC, the Academic Planning Council, and the Norco Academic Senate, and comparable discussions in the President's Cabinet and the newly created Administrative Planning Council, increasingly guide resource allocation, planning, and institutional change. As understanding of SLOs and valid measures of assessment has improved, dialogue about student learning has increasingly depended on reliable quantitative and qualitative data.

Student Support Services encourages all its programs and departments to engage in continuing dialogue about their relationship to the educational process at Norco Campus through participation in the Norco Strategic Planning Committee, Student Equity Plan committee, and Associated Students of Norco Campus (ASNC). Norco Student Activities, in collaboration with ASNC, supports and maintains events, programs, and activities that encourage student interaction and participation. Airey Library staff and Norco Campus learning support services participate in the NSPC, the Academic Senate, and ongoing departmental discussions related to achievement of learning outcomes related to the campus mission and goals. Through Student Activities and the ASNC, the campus also provides many ways for students to listen and respond to each other and the Norco campus community and to engage in self-reflective dialogue and decision-making.

INSTITUTIONAL INTEGRITY

Institutional integrity is the basis of the cycle of evaluation, planning, improvement, and re-evaluation of instructional and student support services that has been established at the Norco Campus. These processes bear witness to the institution's commitment to accountability and the desire for the campus to present itself honestly to its stakeholders. Information about the Norco Campus schedule of classes, courses, admissions, instructional programs and support services is reviewed frequently to ensure that it is accurate and timely. All publications are reviewed for appropriateness and suitability. The Academic Senate's Ethics Statement supports the integrity of the teaching-learning process, and faculty distinguish between personal conviction and professionally accepted views in their disciplines.

Norco Student Activities collaborates with Associated Students Norco Campus to sustain an environment of personal and civic responsibility. Students are expected to adhere to standards of academic honesty and are informed of these standards in the Student Handbook and in course syllabi. Norco Campus acknowledges and respects the diversity of its student population and its community; a wide variety of programs and activities promote and contribute to student understanding and appreciation of diversity. In all these ways, Norco demonstrates strong institutional integrity, which serves as the fuel directing the institution's mission and goals and guiding the student's educational journey.



STANDARD III.A
Human Resources

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A: Human Resources

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

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized

only if equivalence has been established.

DESCRIPTIVE SUMMARY

Norco Campus employs qualified academic and classified personnel in accordance with state and district hiring policies and procedures to ensure that physical, technical, and financial resources are appropriately and ethically utilized to achieve the highest levels of student learning and institutional effectiveness.

The campus follows the guidelines established by district policy as well as the Board of Trustees approved hiring policies for classified, confidential, academic, and managerial employees (III.A.1-1, 2-5). This ensures a district-wide fair and equitable process and that all personnel have the qualifications required in specific job de-

descriptions and/or meet minimum qualifications to provide, support, and maintain the educational programs and services of the college.

The Office of Diversity and Human Resources oversees the hiring processes for all district personnel, ensuring that established hiring procedures are administered fairly and equitably. The formation of hiring search committees is an established process in which appropriate constituencies participate. These procedures are outlined in Board policy (III.A.1-1) and in faculty, staff, and management handbooks (III.A.1-2, 1-3, 1-4).

Job descriptions include state-mandated minimum qualifications as well as specifically required and preferred qualifications (III.A.1-5). The descriptions are reviewed by the discipline and/or department head requesting the position; the search committee; the district Director of Diversity, Equity and Compliance; and the Director of Diversity and Human Resources. The search committee is responsible for ensuring that applicants meet the state-mandated minimum qualifications, including verification of degree from an accredited institution.

To ensure that new requests for full-time faculty positions are properly prioritized, the following policies and procedures have been established:

- Each department determines its hiring needs by (1) consulting with discipline faculty in the department; (2) utilizing identified staffing needs information provided in campus-based annual program review requests; (3) taking into consideration the campus and department academic master plans (III.A.1-7, III.A.1-8, III.A.1-9).
- Full-time faculty position requests are prioritized by the Norco Academic

Planning Council (NAPC), a standing committee of the Norco Academic Senate, and reviewed by the Human Resources subcommittee of the Norco Strategic Planning Committee (NSPC) (III.A.1-10).

- The prioritized list is reviewed by the entire NSPC and forwarded to the Vice President of Educational Services (III.A.1-11).
- After consultation with the President, the Vice President of Educational Services submits the final recommendation for new faculty to the district Vice Chancellor for district wide prioritization (III.A.1-13).

Full-time faculty hiring includes the following requirements:

- In accordance with the faculty hiring policies of the RCCD Diversity and Human Resources Office, vacancy notices for all positions contain minimum qualifications and educational requirements, list of duties and responsibilities for the position, expected workload, and criteria indicating potential to contribute to the mission of the institution (III.A.1-12).

Positions are advertised via mailed announcements, internal e-mail notifications with links to the public Human Resources website for RCCD, major newspapers and discipline-specific journals, the community college Registry, and job sites via the web (III.A.1-6, III.A.1-14-15).

High integrity and performance of faculty are ensured by adherence to the following requirements:

- All candidates must meet the qualifications listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges adopt-

ed by the Board of Governors of the California Community Colleges (III.A.1-16).

- Before the application review and selection processes begin, the composition of the applicant pool is analyzed to ensure that the goals established in the Affirmative Action and Staff Diversity policy are met and that members of historically underrepresented groups are not adversely impacted (III.A.1-17).
- An equivalency committee appointed by the academic senate determines equivalency if requested by the candidate or by the Office of Diversity and Human Resources (III.A.1-18).
- Tenured faculty both within and outside the discipline are directly involved in all steps of the selection process.
- The district Office of Diversity and Human Resources assists campuses with each step of the hiring process.
- Academic job announcements, initial paper screening criteria, interview questions, and other criteria deemed necessary by the committee are reviewed and approved by the Office of Diversity and Human Resources before being publicly disseminated.

Full time faculty hiring involves the following additional requirements for search committee members:

- Search committee members reflect the diversity, range of interests, philosophies, and programs in the department and/or discipline.
- Composition of search committee members is consistent with federal and state guidelines on race and sex.
- Diversity and equity training is provided for faculty involved in the hiring process by Human Resources (III.A.1-19).

- Search committee members receive orientation on hiring procedures and employment regulations (III.A.1-20).

Selection of qualified full-time faculty involves:

- Degree and reference checks completed by the campus chief instructional officer or designee;
- Interviews of finalists conducted by the President of the college/campus and the Vice President of Educational Services (III.A.1-21).
- Determination of degree equivalency for foreign degrees if applicable. A certified, translated copy of a candidate degree is required, with foreign credentials evaluated by a certified evaluation service (III.A.1-22).

High integrity and performance of managers and classified staff are ensured by adhering to the following procedures and requirements:

- Position descriptions and educational requirements exist for all positions (III.A.1-23, 24, 25).
- All new employees must meet qualifications stated in job descriptions.
- The President's Cabinet develops a prioritized list of classified and administrative requests for new positions (III.A.1-26).
- The Norco Strategic Planning Council reviews the recommended, prioritized classified and administrative hiring requests (III.A.1-27).

Assurance of the selection of qualified full-time classified, confidential and administrative personnel is obtained through:

- Formal applications, review, and interview processes, through which deci-

sions are made based on established job qualifications.

- Classified and administrative job descriptions are approved by the Vice Chancellor of Diversity and Human Resources, with criteria, qualifications, and procedures for selection of personnel clearly and publicly stated in job descriptions/announcements (III.A.1-23, 24, 25).
- Reference checks are conducted by the human resources specialist or hiring manager.

SELF-EVALUATION

The standard is met. Working with the Office of Diversity and Human Resources, Norco Campus strives to select the best-qualified instructors for full-time faculty positions in terms of their knowledge of subject matter, teaching effectiveness, and ability to contribute to the mission of the institution. Oversight of hiring procedures will remain a district-level function administered through the district Diversity and Human Resources Office. Norco works in concert with this body to ensure all hires are linked to institutional and campus goals.

PLANNING AGENDA

None

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effective-

ness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTIVE SUMMARY

Norco Campus adheres to district-established written policies and procedures for evaluating all faculty, administrators, and classified employees on a regular and timely basis. The specific formal process used varies depending on the employee group and is governed by general board policy (III.A.1-28a).

For all personnel, the evaluation process uses performance indicators linked to institutional effectiveness and improvement. All criteria are accessible in written form (both electronic and hard copy), and employees are encouraged to familiarize themselves with their responsibilities, the expectations of their positions, the evaluation processes and timeline, and the appropriate evaluation forms. The evaluation process is used to identify strengths and special qualities of the person being evaluated, and to define areas where it is determined that improvement might be beneficial. For all personnel, if employees receive a less than satisfactory rating, a remediation process has been implemented.

FACULTY

The faculty tenure review process was reorganized in 2002; this document and the bargaining unit agreement provide specific evaluation procedures (III.A.1-29). For all faculty, evaluation includes assessment of subject mastery, preparation for teaching, classroom instructional methods and techniques, coaching/counseling skills, and campus and district involvement (III.A.1-30, III.A.1-31).

To properly assess performance, the purposes and frequency of faculty evaluations are broken out by category of hire.

- For regular tenured faculty, the purpose of evaluation is to strengthen the faculty member's instructional skills and professional contributions. Evaluations occur once every three years (III.A.1-29).
- For contract faculty (non-tenured), the purpose of evaluation is to determine if the faculty member continues to exhibit the professional competencies and qualifications consistent with the advertised job description, in order for the evaluation committee to decide on retention of the employee. It also provides opportunities to assess and strengthen any perceived area of deficiency and offer steps for improvement. Evaluation occurs during the first semester of employment and in the fall semester of each of the following three years (III.A.1-29).
- For part-time faculty, the purpose of evaluation is to assess professional performance, to provide advice as needed in professional areas, and to ensure that the faculty member is teaching the course in a manner consistent with the official course outline of record and with the standards of the discipline. Evaluation occurs during the first term of hire, every other semester for the first two years, and at least once every three years thereafter (III.A.1-29).

CLASSIFIED/CONFIDENTIAL STAFF

For all staff, evaluation includes a review of performance in order to identify outstanding performance, areas needing improvement, and/or documentation of unsatisfactory performance.

- Classified staff receive a written evaluation at least once each year; the evaluation is conducted by the employee's

immediate supervisor and includes a self-evaluation of performance (III.A.1-32).

- Probationary employees receive written evaluations at the end of the second month and each third month thereafter during the probationary period (III.A.2-32).

MANAGEMENT

Board policies and administrative regulations specify the procedure for management evaluations and documentation. The purpose for evaluation of management is to encourage improvement in carrying out functions, duties and responsibilities within the criteria and processes prescribed in the district's Management Job Performance Evaluation document (III.A.1-33, 34).

Procedures for evaluation include:

- Assessment of administrators' effectiveness includes performance standards, leadership/supervision skills, motivation skills, professional performance, interpersonal skills, knowledge base, contributions to the campus/ community, and professional development (III.A.1-33)
- Evaluations supplied by peers, employees, and/or manager evaluations, and a self-evaluation from the administrator (III.A.1-34, III.A.1-35).
- A timeline to ensure consistency and equity in the implementation of the management evaluation process:
 - ◆ Newly appointed managers must be evaluated at least once during each of the first two years in the position.
 - ◆ Subsequent to the first two years, managers must be evaluated at least once per three-year period (III.A.1-36).

- ◆ The Office of Diversity and Human Resources sends evaluation forms to supervisors at the stated intervals.

The bargaining unit agreements for both faculty and classified employees specify the purpose and frequency of evaluation, using standardized evaluation criteria. The agreements also specify the manner in which actions may be taken after the evaluations are formally conducted and documented.

SELF-EVALUATION

The standard is met. Written criteria exist for evaluating all personnel including evaluation of performance of assigned duties, as well as participation in institutional responsibilities and other activities appropriate to their assignment. Processes are in place to provide evidence that all scheduled evaluations are completed.

Diversity and Human Resources tracks the status of all supervisor evaluations in the Datatel system. Supervisors and their managers receive a succession of “delinquent” letters when staff evaluations are not completed timely manner. Also, the Vice Chancellor, Diversity and Human Resources, reports to Chancellor’s executive cabinet members on a quarterly basis all managers and supervisors who have incomplete staff evaluations. This report is used by presidents and vice chancellors to communicate with their managers.

PLANNING AGENDA

None

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component

of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY

Norco Campus and the district are making excellent progress toward implementing student learning outcomes within the general education curriculum and all disciplines and course outlines of record. General education SLOs have been established for the district as a whole; after much dialogue and collaboration with administrators, faculty, staff and student groups, the District Assessment Committee (DAC) recommended the Gen Ed SLOs to the Academic Senate and the Board of Trustees, which approved them at its December 2006 meeting (III.A.1-37).

Through the process of four-year comprehensive academic program review and annual campus-based program updates, faculty in more than 50 occupational and academic disciplines across the district have engaged in ongoing dialogue to identify and determine means of assessing SLOs for their course outlines and the discipline as a whole (III.A.1-38, III.A.1-39). As a result of the program review process, by fall of 2007 a majority of course outlines of record district-wide will have been rewritten to contain integrated SLOs with related methods of instruction and methods of evaluation designed to assess student progress towards achieving stated student learning outcomes (III.A.1-40, III.A.1-41). Hence, the central document used to evaluate instructor effectiveness in producing stated SLOs is the discipline course outline of record.

In evaluating faculty, instructors’ syllabi, self-evaluation reports (in the case of regular or contract faculty), and student evaluation surveys and classroom observation reports are examined by the chair of the department, and by full time faculty peers

with discipline and assessment expertise, to ensure that the course outline is being adhered to (III.A.1-42, 43-45). All instructor syllabi are reviewed to ensure that they contain clear student learning outcomes for that course as stated in the Board-approved course outline of record. (III.A.1-44). The review process is conducted following steps outlined in the faculty contract (III.A.1-45). The final step in evaluation of a faculty member includes a dialogue which reviews the documents and their link to the official course outline of record (III.A.1-46). In addition, all faculty participate in assessment of SLOs through their discipline's program review which includes an assessment plan. Because assessment is also a faculty duty, faculty awareness of and involvement in achieving student learning outcomes are thus a component of their evaluation, which includes discussion of assessment techniques and general pedagogical practices.

Likewise, student support services programs undertake comprehensive non-instructional program review and identify SLOs and service area outcomes (SAOs) a means of evaluating the role of support services in helping students achieve their learning goals. Assessment measures have been developed for all programs within the student support services framework in order to evaluate staff and program effectiveness in producing the stated learning outcomes (III.A.1-47, 48, 49).

SELF-EVALUATION

The standard is met. Faculty and others responsible for determining student learning outcomes and means of assessing student progress in achieving them have incorporated into their evaluation processes various measures of determining effectiveness in producing those outcomes. Achievement of SLOs is part of the contrac-

tually defined evaluation process in three ways:

1. SLOs are incorporated in course outlines of record;
2. District policy requires faculty syllabi to contain SLOS consistent with those in the course outlines;
3. All part- and full-time faculty syllabi undergo mandatory review to ensure that appropriate SLOs are incorporated.

PLANNING AGENDA

- Norco Campus will continue to provide workshops to faculty on incorporating student learning outcomes into integrated course outlines of record, and on assessment techniques to measure the effectiveness of the discipline or program in achieving the stated SLOs (III.A.1-50).

III.A.1.d. The institution upholds a written code of professional ethics for all its personnel.

DESCRIPTIVE SUMMARY

The Riverside Community College District (RCCD) has a number of policies and procedures that dictate appropriate conduct for its employees and foster an atmosphere of respect and trust throughout the district. These include:

- District Board Policies #2715, "Code of Ethics/Standards"; #3050, "Institutional Code of Ethics"; #4030, "Academic Freedom"; and #5500, "Standards of Student Conduct" (revised spring 2007) (III.A.1-51).
- Board Policies #4005, "Employment of Relatives/Nepotism"; and #3110/4110/

6110, "Prohibition of Sexual Harassment" provides clarity and guidance for professional faculty conduct with regard to equal opportunity and diversity, employment of relatives, duties and responsibilities of faculty, unlawful discrimination, and sexual harassment (III.A.1-52).

- Board Policies #3410 and 3110/4110/6110 also deal with staff guidance and professional conduct in the areas of diversity and equal opportunity, employment of relatives, duties and responsibilities of staff, sexual harassment, and unlawful discrimination (III.A.1-52).
- The RCCD District Academic Senate "Ethics Statement" is a Senate resolution (adopted in 2002 and approved by the Board of Trustees) to accept the California State Academic Senate's adoption of the Professional Ethics Statement of the American Association of University Professors (AAUP) for faculty (III.A.1-53).
- The Faculty Handbook addresses instructors' responsibilities in classrooms and laboratories incorporating specific guidelines such as the California Educa-

tion Code and the California Code for Title 5 (III.A.1-54).

- Board Policies #2715 (Code of Ethics/Standards of Practice) and #3050 (Institutional Code of Ethics) cover standards of administrative behavior and conduct. These are also published in the Management Handbook (III.A.1-55, 56).

The Diversity and Human Resources Office disseminates information to all employees pertaining to the district's sexual harassment and unlawful discrimination policies and procedure for filing complaints. Additional information is available on their website. District policies and procedures may also be found in the district catalog and Student Handbook (III.A.1-57, III.A.1-58).

SELF-EVALUATION

The standard is met. Norco Campus and RCCD uphold a written code of professional ethics for all personnel as directed by Board policies and ethics codes.

PLANNING AGENDA

None

List of References

Standard III.A.1

III.A.1-1	Policy/Procedure 7120 (Recruitment and Hiring); Policy/Procedure 3410 (Non-discrimination); Policy/Procedure 3110/4110/6110 and addenda (Prohibition of Harassment).
III.A.1-2	Faculty Handbook
III.A.1-3	Classified/Confidential Staff Handbook
III.A.1-4	Management Handbook
III.A.1-5	Sample job descriptions
III.A.1-6	Sample minutes: dept meetings, discussion of staffing needs
III.A.1-7	Sample program reviews: discussion of staffing needs
III.A.1-8	Sample prioritization list for FT hires submitted by BEIT, AHWL, Communication departments to Dean of Instruction

- III.A.1-7 Sample program reviews: discussion of staffing needs
- III.A.1-8 Sample prioritization list for FT hires submitted by BEIT, AHWL, Communication departments to Dean of Instruction
- III.A.1-9 Sample prioritization list for FT hires: NAPC
- III.A.1-10 Sample prioritization list for FT hires: NSPC
- III.A.1-11 Sample prioritization list submitted by Dean of Instruction to President
- III.A.1-12 Sample e-mail job announcement, internal RCCD mail
- III.A.1-13 Email correspondence from Dean and Vice President Educational Services to Vice Chancellor, Academic Affairs
- III.A.1-14 Sample newspaper job announcement
- III.A.1-15 Sample job announcement: Community College Registry, Job Fair
- III.A.1-16 "Minimum Qualifications for Faculty and Administrators in California Community Colleges"
- III.A.1-17 Copy of statement on diversity in pool selection, Office of Diversity and Equity
- III.A.1-18 Sample equivalency documents
- III.A.1-19 Sample notice, Office of Equity and Diversity: diversity training workshops
- III.A.1-20 List of training procedures for hiring/search committees
- III.A.1-21 Sample notification template for final interview (final cut committee)
- III.A.1-22 Policy: translation of transcripts for degree equivalency; list of certified translation services in Los Angeles
- III.A.1-23 Sample position description for administrator
- III.A.1-24 Sample position description for classified staff
- III.A.1-25 Sample position description for confidential classified staff
- III.A.1-26 Sample prioritized list of staff/admin positions, President's cabinet
- III.A.1-27 Sample minutes: NSPC review of staff/admin hiring requests
- III.A.1-28a Board Policy #7150, "Employee Evaluations"
- III.A.1-28b RCCD e-mails detailing dialogue on changes to tenure review process
- III.A.1-29 CTA contract, pp. 25-32.
- III.A.1-30 Sample FT faculty evaluation documents (tenure review process)
- III.A.1-31 Sample PT faculty evaluation documents
- III.A.1-32 CSEA Agreement, pp. 29-30.
- III.A.1-33 RCCD Management Performance Evaluation Document
- III.A.1-34 Sample manager's evaluation form
- III.A.1-35 Sample peer evaluation form, managers
- III.A.1-36 Management Handbook, page VI-F.1
- III.A.1-37 Board of Trustees meeting minutes: Dec. 2006
- III.A.1-38 *Instructional Program Review: Comprehensive (Background & Guidelines); Non-Instructional Program Review: Comprehensive*
- III.A.1-39 Sample Program Reviews (philosophy, humanities): SLOs and assessment reports
- III.A.1-40 *COR Guide* with integrated COR samples
- III.A.1-41 Sample integrated course outline of record
- III.A.1-42 Sample evaluation form, part-time faculty
- III.A.1-43 Sample evaluation form, contract/regular faculty
- III.A.1-44 Sample faculty self-evaluation discussing assessment and SLOs
- III.A.1-45 CTA Agreement
- III.A.1-46 Sample instructor syllabus

III.A.1-47	Student Support Services program review: Outreach SLOs and SAOs
III.A.1-48	“Summary of general objectives, SLOs and SAOs and Assessment measures for Student Support Services areas”
III.A.1-49	CSEA Agreement – pp. 29-30 detailing evaluation process
III.A.1-50	Sample Assessment workshop handouts.
III.A.1-51	Board Policies #2715, 3050, 4030, 5500
III.A.1-52	Board Policies #3110, 4005, 3410, 4110, 6110
III.A.1-53	Academic Senate Ethics Statement/resolution
III.A.1-54	Faculty Handbook “Academic Policies and Procedures”
III.A.1-55	BP #2715, 3050
III.A.1-56	Management Handbook
III.A.1-57	RCCD College Catalog
III.A.1-58	Student Handbook

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

DESCRIPTIVE SUMMARY

As a multi-campus community college district, RCCD is continually developing, evaluating, and improving the processes that govern resource distribution. Its two smaller campuses, Norco and Moreno Valley, have experienced rapid student growth over the past five years. Utilizing the results from program review, the campus is in the process of refining procedures for adding qualified full-time faculty.

FACULTY STAFFING

To meet student needs, Norco Campus has added new staff and contract faculty positions through the district’s budget allocation process.

From 2001 to 2006, 20 full-time faculty positions and 26.54 part-time faculty FTEF were added to the staff of Norco Campus. Twelve new full-time faculty members joined the staff in the fall of 2005, eight fac-

ulty were added in the fall of 2006 (for a total of 66 full-time faculty), and more will be requested for fall of 2007 (III.A.2-1).

STAFF AND ADMINISTRATORS

Since fall 2001, Norco Campus has added new support staff and administrative positions.

In particular, the campus:

- Added two vice presidents and two deans
- Hired an assistant dean for library services
- Appointed a president for the campus
- Created two new IDS positions
- Hired additional staff for Tutorial Services and Student Services.

Each of these new staff members and administrators was selected based on his/her appropriate knowledge, experience, and ability to support Norco’s mission and edu-

cational goals. Currently there is sufficient administrative support on Norco Campus.

As of spring 2007, Norco Campus employed the following personnel:

- 5 full-time counselors (including one DSPS counselor)
- 5 part-time counselors (including one EOPS counselor)
- 66 full-time faculty
- 235 part-time faculty
- 1 full-time librarian and 1 full-time library assistant dean
- 3 part-time librarians
- 54 full-time classified staff
- 8 part-time permanent classified staff
- 15 administrators, supervisors and managers.

SELF-EVALUATION

The standard is met. Norco Campus has a sufficient number of faculty, staff, and administrators to assure support for Norco's mission and goals.

The Norco campus selected consultants through a participatory process to assist with the development of a Long Range Educational Master Plan (III.A.2-2). The district engaged a consultant to conduct an

environmental scan of the demographics and potential student population served by Norco Campus, which would provide a indication of potential future human resource needs for the campus (III.A.2-3). The Educational Master Plan will be based upon information from the NAMP as well as other data, such as the external environmental scan, demographic data, and the like. It will provide useful information needed to support a campus-based resource allocation model as well as the Norco Academic Master Plan. Both reports are expected to be completed by the end of 2007 (III.A.2-2, III.A.2-3).

PLANNING AGENDA

- Based on future needs for staffing at Norco Campus, the NSPC, NAPC, and administration will review the needs of its growing and changing student population in relation to future human resource needs.
- Norco APC, SPC, and administrators will participate in the development, review and evaluation of a new district budget allocation model to be developed in 2007-08.

List of References

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| III.A.2-1 | E-mail, Office of Diversity and Human Resources, staff hires, 2006-2007 |
| III.A.2-2 | Copy, agreement: "Long-Range Educational Program, Growth and Capital Plans" |
| III.A.2-3 | Copy of agreement, Charles McIntyre & Associates, 2006. |
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III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY

Procedures ensuring fairness in all employment categories are governed by District policy and procedures; the California Education Code and Title 5; bargaining unit contracts; and state, federal and local labor laws. These policies are found in Board Policy Section 7 – Human Resources. Education Code Section 87359 and Title 5 Section 53430 regulations specify minimum qualifications for faculty and administrative hiring. Board of Trustees Policies #7160 (Professional Development); #3410 (Non-discrimination); #3115 (Drug-Free Workplace); #3230 (Smoking); #4005 (Nepotism); and Section 7 – Human Resources cover a variety of fairness in hiring regulations including nepotism; unlawful discrimination; affirmative action; local, state and federal codes and regulations; leaves of absence including sick leaves and jury duty; smoking and drug-free workplace concerns; salaries, employee classification, and bargaining agreements; professional growth; insurance and group benefits; and related matters. In May, 2007, the Board approved three new policies that take the place of several policies in current sections 3 & 4 (III.A.3-1, III.A.3-2).

The Office of Diversity and Human Resources oversees these policies and procedures. New or modified policies, procedures, and/or laws are communicated by disseminating the information to employees through institutional mailings and

workshops, in Board of Trustees minutes, by making information available via the Human Resources website, and by communicating to the Academic Senate and bargaining units of the district.

Norco Campus adheres to the employment practices established by the district, which are described in the Board Policy Manual and available on the district website (III.A.3-2). Oversight by college administrators and the district Diversity and Human Resources Office staff ensures that employees follow established policies and protocols.

SELF-EVALUATION

The standard is met. Norco Campus adheres to written policies ensuring fairness in all employment procedures as designed and developed by the district and administered by the district's Office of Diversity and Human Resources.

PLANNING AGENDA

None

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTIVE SUMMARY

District records are maintained for classified and academic personnel in the Office of Diversity and Human Resources in secure areas containing locked file cabinets that are

available only to authorized employees and appropriate administrative staff. Records are maintained and protected in accordance with California Ed Code Section 87071 (rights of employees to access personnel files), U.S. Government Code Section 6254 (guaranteeing privacy of personnel files), and Civil Code Section 1798.24 (limiting disclosure of personnel information by agencies). Medical records are kept separate from the employee's personnel file and are also secured in a locked file cabinet.

All employees have the right to review their personnel file upon request (California Ed. Code 87071). All files must be reviewed in the presence of Human Resources staff to maintain security and confidentiality.

SELF-EVALUATION

The standard is met. Norco Campus relies on the district Office of Diversity and Human Resources for security and confidentiality of all employee personnel files. Per district policy, Norco Campus provides for security and confidentiality of personnel records by sending all confidential personnel related materials directly to the districts Office of Diversity and Human Resources. At the district Systems Office, each employee has proper access to his/her own personnel records.

PLANNING AGENDA

None

List of References

- III.A.3-1 Board Policies #6100, 6200, 3410
- III.A.3-2 Board of Trustees Policies #7160 (Professional Development); #3410 (Non-discrimination); #3115 (Drug-Free Workplace); #3230 (Smoking); #4005 (Nepotism); Section 7 - Human Resources. See also policy #3110 (Prohibition of Harassment). Addenda dealing with complaint procedures for discrimination and harassment are found in Procedure 3100/4100/6100.
- III.A.3-3 Employee Personnel Files Procedure Document

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

its classified and academic employees a range of training and professional development opportunities via district and campus activities including:

DESCRIPTIVE SUMMARY

Norco Campus demonstrates its commitment to equity and diversity by offering to

- Sexual harassment training
- Diversity training
- Technology training
- New faculty orientation training

- FLEX workshops on diversity and equity issues
- Hiring practices orientations for prospective hiring committee members
- Leadership training workshops and online modules
- Equal Employment Opportunity information
- Management training on employment and personnel issues
- Title V technology training for under-represented and at-risk student populations (III.A.4-1, 2-8).

A district-trained Equal Employment Opportunity (EEO) representative is present on all hiring committees for managers, faculty, and staff to ensure that members of the committee understand and follow EEO guidelines mandated by law and district policy.

The Faculty, Classified and Confidential Staff Handbooks contain the complete text of Board policies on affirmative action/staff diversity/employee selection, unlawful discrimination, and sexual harassment (III.A.4-9, III.A.4-10, III.A.4-11).

SELF-EVALUATION

The standard is met. Norco Campus supports appropriate district equity and diversity policies and offers sufficient programs and training to serve its diverse personnel and student body.

PLANNING AGENDA

None

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTIVE SUMMARY

Norco Campus and the district’s Office of Institutional Research maintain and evaluate records describing the diversity of Norco employees and student body. A chart depicting the diversity of students, faculty, administrators, and staff in fall 2005 is included in the demographics section in the Introduction of the self study (III.A.4-13, 14). This chart indicates consistency with Norco’s mission to serve its community in relation to the demographics of the area served (III.A.4-12).

Norco Campus has shown its commitment to, understanding of, and concern for issues of equity and diversity by:

- Subscribing to, advocating, and demonstrating integrity in the treatment of its employees;
- Promoting a supportive work environment;
- Fostering collaboration and improved levels of communication; and
- Promoting healthy working conditions.

SELF-EVALUATION

The standard is met. The district Offices of Institutional Research and Reporting regularly assess Norco Campus’s employment equity and diversity to enable the campus to determine its congruency with the Norco mission.

PLANNING AGENDA

None

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

DESCRIPTIVE SUMMARY

Norco Campus and the district maintain integrity in the treatment of personnel and students by adherence to a number of regulatory policies and laws, including union contracts; the State Education Code and Title 5; District personnel policies and practices; and federal, state, and local labor laws. RCCD has established procedures and guidelines to enable it to hire highly qualified individuals who will respond effectively and sensitively to the educational needs of students of diverse ethnic, cultural, socioeconomic and educational backgrounds, sexual orientation, or disability.

In addition, RCCD has an Equal Opportunity Statement that addresses district-wide policies on equal employment and educational opportunities. Compliance with these policies is the responsibility of the district

Diversity and Human Resources Office, which disseminates information to all students and employees regarding policies and procedures pertaining to sexual harassment, unlawful discrimination, and other matters relating to the integrity of the institution. The district demonstrates its concern for the integrity of the students, faculty, staff and administrators by providing board policies that protect their respective rights. These policies are enumerated in the Board Policy manual and in section III.A.1.d above (III.A.4-15, III.A.4-16).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

List of References

- III.A.4-1 Sexual harassment training: workshop announcements
- III.A.4-2 Diversity training workshop announcements
- III.A.4-3 Technology training workshops announcements
- III.A.4-4 New faculty orientation announcements: local and district
- III.A.4-5 Sample FLEX workshops on diversity and equity
- III.A.4-6 Sample leadership training workshops (district) and online modules (4faculty.org)
- III.A.4-7 EEO Information, Office of Diversity and HR
- III.A.4-8 Sample faculty training workshops Title V workshops/projects
- III.A.4-9 Faculty Handbook
- III.A.4-10 Classified Staff Handbook
- III.A.4-11 Confidential Staff Handbook
- III.A.4-12 Demographic chart: Norco and Corona areas – see Introduction
- III.A.4-13 Demographics chart: faculty, staff at Norco Campus – see Introduction
- III.A.4-14 Demographics: Norco Campus student population – see Introduction
- III.A.4-15 Board Policy Manual Section 7- Human Resources
- III.A.4-16 Policy/Procedure 7120 (Recruitment and Hiring); Policy/Procedure 3410 (Non-discrimination); and Policy/Procedure 3110/4110/6110(Prohibition of Harassment). Addenda dealing with complaint procedures for discrimination and harassment are found in Procedure 3435.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Based on the mission of Norco Campus, Board Policies #3080 and #4042 (now #7160, Professional Development), the pedagogical training needs of the faculty, and the skills training needs of support staff, professional growth opportunities are offered on a regular basis to faculty, staff, and administrators.

Faculty are provided varied opportunities for professional development through FLEX day activities/workshops, conferences/conventions, salary reclassification opportunities via professional growth activities, sabbatical leave awards,¹⁶ and individual professional development activities designed and planned through collaboration by faculty and administration. All faculty development activities are conducted with the assistance of the Norco Coordinator of Faculty Development and by the district Office of the Assistant Vice Chancellor of Institutional Effectiveness (III.A.5-1).

Each activity is planned to meet one of the following criteria:

- Improvement of teaching

¹⁶ Professional growth credit may be earned through approved activities including workshops, publication, independent study and course work. Sabbatical leave policies are governed by the agreement between the District and the bargaining unit. The contract allows faculty to pursue course work, independent study or research and other activities such as creative endeavors and curriculum development during their sabbatical.

- Maintenance of current academic and technical knowledge and skills
- In-service training for vocational education and employment preparation programs
- Retraining to meet changing institutional needs
- Intersegmental exchange programs
- Development of innovations in instructional and administrative technique and program effectiveness
- Computer and technological proficiency programs
- Courses and training implementing affirmative action and upward mobility programs
- Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem (III.A.5-2).

New full-time faculty orientation and training also includes face-to-face workshops and online instruction through 4faculty.org (III.A.5-3). Each new faculty member is mentored by arrangement with the campus Coordinator of Faculty Development. Part-time faculty are encouraged to attend welcome meetings, professional development workshops organized by full-time faculty in their discipline, regular faculty development workshops on campus, and online pedagogical resources on 4faculty.org (III.A.5-4).

More than fifty different types of workshops are offered to faculty each year

(III.A.5-3). These include discipline-specific training and ongoing collegiate dialogue, technology training, workshops on assessment and student learning outcomes, broad campus discussions of teaching and learning, Back-to-College days, and Flex days (III.A.5-5, 6-9).

Technology training workshops are offered by campus faculty and technical support staff on an ad hoc basis and by the district through the Open Campus and the Faculty Innovation Center. Faculty development activities and policies are communicated to faculty through the rccdfaculty.net website, the Online Faculty Handbook, the Faculty Survival Guide, the annual mailing to faculty homes, and through publication of a faculty newsletter, The Learning Curve (III.A.5-10, 11-14).

In addition, Norco Campus provides appropriate support for classified personnel through staff development opportunities including informational meetings, district workshops, professional organization workshops and seminars, professional organization conferences, community education, and online workshops (III.A.5-15). All activities are designed to assist staff in maintaining and improving their knowledge and skills in the technical aspects of their job responsibilities. Moreover, campus Maintenance and Operations provides continued training for its staff. Most recently, the grounds staff participated in two off-site seminars dealing with turf and athletic field maintenance. The custodial staff also participated in a seminar on cleaning techniques for public buildings.

Requests for compensatory funds for attending development activities are managed by a classified and confidential Staff Development Committee, comprised of five to seven classified and confidential employees representing various employee groups;

the Associate Vice Chancellor of Human Resources, or a designee, chairs the committee.

The district also makes a variety of professional development programs available to staff and administrators, including workshops and programs on the following topics:

- Disability, discrimination, family and medical care leave, workers' compensation, and retirement plans
- Legal issues regarding hiring in community colleges
- Administration of overlapping laws regarding disability retirement
- Performance management evaluations for community college districts.

SELF-EVALUATION

The standard is met. FLEX day activities and staff development activities are consistent with the institutional mission and based on identified teaching and learning needs. The district offers a variety of opportunities that meet the needs of its personnel.

Opportunities for staff development have been readily available through Classified and Confidential Staff Development Program, under the auspices of the district Office of Diversity and Human Resources. The program's greatest success has been in providing funding for individuals seeking professional enrichment.

PLANNING AGENDA

- Develop more on-campus orientation and professional development activities for both staff and faculty.
-

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Participants in professional development activities evaluate the content and presentation of each activity at the conclusion of the respective program. All attendees, including administrators, department chairs, faculty, and staff, are asked to rate their satisfaction pertaining to FLEX instructional development, professional and personal development activities, conferences, workshops, and the like. The evaluation forms also provide space for suggestions and/or recommendations (III.A.5-16).

The Office of Institutional Effectiveness (following its merge with the former office of Faculty Affairs) assesses activities scheduled by the district to determine future needs and ways to improve professional development activities (III.A.5-17). The Norco campus Faculty Development Coordinator assesses the effectiveness of each

campus professional development workshop.

SELF-EVALUATION

The standard is met. The district and Norco Campus provide faculty and staff who participate in professional development activities with sufficient opportunities to evaluate professional development events, and the district Office of Institutional Effectiveness uses the results of these evaluations as a basis for continuous improvement of the professional development process.

FLEX days for faculty are contractually limited to 18 hours per academic year, some of which are reserved for discipline meetings. This limitation does not preclude the campus from offering additional professional development opportunities, such as the Dialogue Workshop presented in February 2007. Currently formal evaluative tools and informal requests serve as a means of assessing attendees' satisfaction and for determining future events.

PLANNING AGENDA

None

List of References

- III.A.5-1 URL: <http://www.rccdfaculty.net/pages/about.jsp>
- III.A.5-2 RCCD Faculty Handbook, <http://www.faculty.net/handbook>
- III.A.5-3 New faculty orientation/training workshops, announcements (see website above)
- III.A.5-4 Sample workshop flyers for part-time faculty; <http://www.4faculty.org/>
- III.A.5-5 Sample discipline-specific training (sample norming workshop for English comp faculty)
- III.A.5-6 *Online Faculty Handbook*; sample e-mails, Norco tech training workshops; Faculty Innovation Center: sample calendar
- III.A.5-7 DAC and Office of Institutional Effectiveness workshops on SLOs and assessment - flyers
- III.A.5-8 Agenda, Norco Back-to-College Day: Fall 2006

III.A.5-9	Spring 2007, Feb. 9 agenda FLEX day, Norco
III.A.5-10	URL: http://www.rccdfaculty.net/pages/about.jsp
III.A.5-11	Faculty Handbook
III.A.5-12	Faculty Survival Guide
III.A.5-13	Sample Back-To-School schedule of activities: mailer
III.A.5-14	"The Learning Curve"
III.A.5-15	Sample staff development opportunities including district workshops, professional organization workshops and seminars, professional organization conferences, community education and online workshops.
III.A.5-16	Sample evaluation forms: FLEX and workshop activities
III.A.5-17	Sample assessment: Office of Institutional Effectiveness

III.A.6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Each year the chancellor asks each campus for its personnel requests. These requests are evaluated and prioritized to meet state requirements and fulfill the mission of the district and the individual campus. At Norco Campus, the information submitted to the chancellor by the campus president is compiled from the information presented in the Norco Academic Master Plan, with input from the Norco Academic Senate, the NSPC, the NAPC, the deans, and the vice presidents (see standard III.A.1.a. for a detailed explanation of the process). Local campus human resources planning is thus integrated with campus and district planning procedures through the district-wide strategic planning process (III.A.6-1).

Hiring policies and search processes are managed by the district's Office of Diversity and Human Resources. Norco Campus has begun developing and improving the procedure by which it systematically assesses the effective use of its human resources. The annual program review updates and comprehensive four-year program reviews for

instructional and non-instructional programs identify human resource needs. After these are identified at the program level, they are prioritized by each department and forwarded to the NAPC for campus-wide prioritization. The prioritized requests for staffing are forwarded in turn to the Human Resources subcommittee of the Norco Strategic Planning Committee, where the human resource requests for the campus are reviewed and sent for review to the general body of the NSPC. Finally, the NSPC forwards its hiring recommendations to the campus president and her cabinet for further action. The campus president and her cabinet review the position requests and transmit a prioritized list for action and approval at the district level.

Norco Campus personnel are working on establishing appropriate evaluative tools and ways to use assessment as the basis for improvement in all areas which enhance institutional effectiveness, including human resource assessment, via the strategic planning process introduced by the district in fall 2005.

SELF-EVALUATION

The standard is met. Norco Campus follows current district strategic planning processes and procedures for determining and prioritizing human resource needs, as well as the regularly updated Norco Academic Master Plan, which integrates human resource planning with institutional planning. This process ensures that human resources requests meet the needs of the campus within the constraints imposed by limited funding and the need for a revised budget allocation model for the three campuses in the district. Both the campus and the district have a process in place to systematically assess the

effective use of human resources and use the results of these assessments as the basis for improvement.

As the campus and the district have only recently implemented these processes; they will need to be evaluated and revised if necessary as the campus assesses the effects of their implementation.

PLANNING AGENDA

- Develop and disseminate written guidelines for NSPC for prioritizing human resource needs.

List of References

- III.A.6-1 *Strategic Planning Process, 2001-2006*
III.A.6-2 Board of Trustees – Section 4, Academic Affairs; Section 7 – Human Resources. (In May 2007, the Board approved three new policies that take the place of several policies in current sections 3 and 4.)



STANDARD III.B
Physical Resources

STANDARD III.B: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTIVE SUMMARY

Norco Campus opened in 1991 as an educational center and satellite campus of the Riverside Community College District. The district's original plans for the campus called for facilities to be constructed in five phases. Phase I of the building plan was completed in 1991, not long after the campus opened. Phase II of the initial build-out plan has been completed. Phase III, which includes revisions due to increased cost of materials, was approved by the state of California in 2006 (III.B.1-1, III.B.1-2). The planning of Phase I, Phase II, and Phase III proceeded in conjunction with input from the Site committee,¹⁷ comprised of faculty and staff with guidance from the district's Facility Planning, Design, and Construction Department.¹⁸

¹⁷ This committee has now evolved into the Norco Strategic Planning Committee (NSPC).

¹⁸ Originally, the campus was to be constructed in five phases; this evolved into an eight-phase build-out plan designed to give the campus more opportunities to obtain state funding. The current Facilities Master Plan, to be revised once again within a year with the adoption of the Long-Range Educational Master Plan,

The most recent state-funded building project, Phase III, has been designed to alleviate some of the critical need for space by providing (with the aid of Measure C funding) a Student Success Center building, an Industrial Technology building (in response to the needs of the growing manufacturing program), a Chemical Storage building, and a Network Operations Center (III.B.1-3).¹⁹ The Student Success Center will contain office space and administrative and instructional support areas; the Industrial Technology building will include lecture halls, labs, and faculty offices. The NOC will house the campus's standalone server as well as technical support workrooms and offices.²⁰ (III.B.1-4).

In addition, in February 2007 the Norco Strategic Planning Committee approved six new portables plus one restroom facility for installation by the beginning of the fall 2007 semester.²¹ These will include:

was accepted and approved by the District Board of Trustees in 2001.

¹⁹ The current 2001 Facilities Master Plan included only the Industrial Tech building in Phase III; funding for the Student Success Center and the NOC comes from Measure C, while the chemical storage building is provided for by earmarked state funds.

²⁰ The architects for Phase III are *tBP/Architecture*; project managers for the tech building are Pro-West.

²¹ The project was given final budgetary approval by the Board of Trustees in March 2007.

- Two large lecture rooms (capacity 75-100)
- A second Activity Center with fitness equipment
- Office space for faculty
- A restroom facility
- Space for a Construction Programs demonstration project.

Implementation of this project will extricate the campus from existing costly and inefficient leasing arrangements and will accommodate anticipated campus enrollment growth until the planned 2009 opening of the Phase III Industrial Technology building.

The Norco Academic Master Plan (NAMP), updated annually, has been the main document through which departments and programs:

- Evaluate, modify and prioritize their physical resources needs
- Request facilities and physical equipment, including physical plant changes, additions, and modifications (III.B.1-5).

Recently, the campus selected consultants to assist in the development of Long-Range Educational and Campus Master Plans (III.B.1-6). This EMP includes a revised Facilities (Campus) Master Plan, which will take into account needed revisions related to the Phase III build-out at the Norco Campus due to secondary effects, including increased costs of building materials and the availability of Measure C building funds. This new Facilities (Campus) Master Plan is expected to be dynamic and adaptable, to be revised as financial and physical circumstances change. Until the new EMP is adopted, additional requests for space will follow the district and Norco strategic planning processes. The NAMP will remain the document through which classroom,

facilities, and equipment requests are handled.

As part of the ongoing process of facilities planning, each campus academic and non-instructional department identifies its resource needs by means of comprehensive program reviews conducted on a systematic four-year cycle as well as annual program updates. Department chairs communicate resource requests to the Norco Academic Planning Council (NAPC). Utilizing information from the NAMP, NSPC, comprehensive program reviews, annual program review updates, and other sources, and guided by Norco's institutional goals, the Norco Strategic Planning Committee (NSPC) identifies and prioritizes facility needs, then forwards its recommendations to the campus president. These needs are also summarized within the Norco Academic Master Plan.

The president and her Cabinet then communicate physical resource needs to the appropriate committees at the district level, particularly to the District Strategic Planning Committee. Through this strategic planning process, all constituencies have input into capital planning, design and construction for new and updated facilities which support Norco Campus programs and services.

The new strategic facilities planning process will be implemented for the planned Student Success Center building approved by the Board of Trustees in the fall of 2006 (funded by Measure C) (III.B.1-7). A Student Success Center design team composed of faculty, staff, administrators and students will work with the architectural team to design a center that will meet current and future needs (III.B.1-8). The Student Success Center building will include a large and comprehensive dining room, areas for student study and social interaction, and will

accommodate student service programs (including Associated Students) and other service programs that promote student retention (III.B.1-2). The center will also contain multi-purpose meeting rooms, including at least one large meeting area for all-faculty meetings and Board of Trustees meetings, which have often been held in the administrative building foyer because no other space was available.

Regarding the Phase III Industrial Technology building, the architects and projects managers are working on the construction documents, cost estimates; and furniture, fixture and equipment schedules. As of spring 2007, the work was 90 percent completed. Faculty members were involved in the original building planning years ago, and campus departments have participated from the start in updating equipment and planning the technical specifications.

At this time, classrooms on the Norco Campus are well utilized in the morning, afternoon, and evening hours, Monday through Thursday; in the mornings on Friday; and during daytime hours on Saturday and Sunday²² (III.B.1-9). With the steady increase in student population and additional classroom space provided by the opening of the JFK Middle College High School adjacent to Norco Campus, more classes are being scheduled in the afternoons and evenings Monday through Thursday.

In addition to the six new portables planned for installation in fall 2007, three portable buildings currently provide one classroom (one portable) and office space (two portables) for Norco faculty members. Demand for courses is being met by offering sections at off-site locations (III.B.1-10). As mentioned above, a partial solution to the short-

²² Weekend College is being held on a six- to eight-week class schedule throughout the academic year.

age of classroom space has been a partnership with JFK Middle College High School, which was built adjacent to the Norco Campus and opened in fall of 2006.

Since 2001, Norco Campus has:

- Added a number of portable buildings which are used for classrooms, faculty offices, and administrative space (III.B.1-12).
- Added sections of courses at a variety of off-campus locations (III.B.1-10).
- Added over 22 classes in afternoons and evenings through the partnership with JFK High School (III.B.1-11).
- Constructed and later upgraded facilities by remodeling the Early Childhood Education Center using funds from Measure C, a local bond measure, and other funds. Remodeling included:
 - features that support study of childhood education and socialization
 - installation of tile flooring in restrooms;
 - a surveillance system for safety purposes;
 - an acoustical and sound system in the classrooms;
 - installation of concrete pathways around the playground (III.B.1-13).
- Installed a “floating floor” in the Multi-purpose/Activities building to support student safety and quality of instruction.
- Resurfaced the existing parking lots and completed a new parking lot adjacent to the JFK Middle College High School in the summer of 2006.

The district Office of Facilities Planning has initiated the NORESKO EMC Project, a plan to make Norco Campus lighting and energy systems more efficient and environmentally friendly. The project includes a variety of activities, from changing to more energy-efficient light bulbs in classrooms and offices, to upgrading existing air conditioning

and heating systems. The internal light fixture (occupancy sensors) and external light pole replacement program is completed. The second phase of the project, dealing with management of the energy conservation system, began in March 2007 (III.B.1-15).

The Norco Campus now has 11 permanent buildings, including the child development center and the physical plant, with three additional permanent buildings planned for Phase III. Also, there are 3 portable buildings, a soccer field, and parking for approximately 1618 vehicles.

SELF-EVALUATION

The standard is met. Planning processes are in place to assure effective utilization and continuing quality of facilities at Norco Campus in order to support its programs and services. The addition of new portables, new off-site locations, and the construction of the JFK Middle College High School, providing additional classroom space in late afternoons and evenings, have enabled Norco Campus to meet some of the needs of its ever-growing student population and evolving programs and services. Although it is a struggle to find sufficient space, Norco Campus has been successful to date in providing appropriately equipped facilities.

Phase III of the Norco Campus build-out plan received funding from the state of California, and the planned new buildings will alleviate much of the campus's classroom and office space needs. In addition, as discussed in the Descriptive Summary, the campus has enlisted an educational master planner (STRATUS) and an architectural firm (MDA Johnson Favaro Architects) specializing in campus master plans to assist in the development of a Long Range Educational and Campus Master Plan; this plan

will allow Norco to better anticipate future needs as the institution continues to grow. The contract was approved at the February 20, 2007 board meeting (III.B.1-16).

As evidenced by room utilization data, the number of portable buildings planned and purchased recently, and the use of the administration building foyer as a meeting room for Board meetings and other all-campus functions, Norco has been and continues to be in rapid growth mode.

In general terms, the planning processes in place will assure effective utilization of facilities at Norco Campus. Although in spring 2006 the Board of Trustees approved a capital planning process that clearly indicates the role of the campuses, the exact relationship between the district planning process and the role of campus facilities planning groups is still evolving. The strategic planning process is fairly new, and campus decision-making groups have been working hard to determine the nature and extent of their duties and responsibilities.

The architectural firm hired to assist Norco in developing its Long-Range Educational and Campus Master Plan will engage in dialogue and coordinate with the locally driven strategic planning groups charged with input into facilities planning. All members of the NAPC will be working with the consultants on the Long-Range EMP in order to assure effective integration of all facilities planning components with district and local strategic planning processes.

PLANNING AGENDA

- Implement and evaluate processes and procedures for successful campus-based planning that is integrated with strategic planning.
- Collaborate with educational master planner (STRATUS) and architectural

firm (MDA Johnson Favaro Architects) to develop Long Range Educational and Facilities Master Plan for Norco Campus.

- Using current and future facilities plans, continue to build out the campus to meet student and staff requirements as enrollments and program offerings increase.

III.B.1.b. The institution assures that the physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTIVE SUMMARY

Norco Campus facilities personnel meet regularly to address issues of proper access and safety at all locations where programs, services, and courses are offered. Facilities personnel also ensure that security issues are addressed and coordinated with College Safety and Police. In terms of strategic planning, the Physical Resources subcommittee of the Norco SPC also meets on a regular basis to develop a physical resources tactical plan aligning emerging academic and service needs and requirements with emerging facilities.

In summary, their responsibility is to present solutions that lead to a more healthful learning and working environment (III.B.1-17, III.B.1-18).

Through a process of dialogue with her cabinet and appropriate campus constituencies, including the NSPC and its Physical Resources sub-committee, the Norco Campus president reviews the existing facilities both on- and off-campus to identify room use and effective utilization of all buildings

and grounds. This information is summarized and sent to the district, where it is compiled into a district facilities utilization report, which is forwarded to the state Chancellor's office (III.B.1-19, III.B.1-20).

By means of shared operations at the district and campus levels (see also standard III.B.2.b.), Norco Campus assures safety, security, and access to its facilities, specifically utilizing the following means:

- All blueprints and designs for new buildings (credit course facilities) are submitted to the Division of the State Architect (DSA), which provides oversight for the design and construction for all California K-12 schools and community colleges (III.B.1-21). New buildings and major remodeling of on-campus buildings are designed to meet all applicable state and local codes.
- A work order system (called *Footprints*) for all routine maintenance requests exists to support any campus employee who requests repairs or replacements. This information is logged electronically (III.B.1-22).
- The Director of Plant Operations and Maintenance has a scheduled maintenance list developed in conjunction with the district. The list assures that roofs, heating and cooling systems, fire suppression systems, and similar safety equipment are replaced or upgraded in a timely manner (III.B.1-23).
- Facilities undergo regular inspection through on-campus bi-monthly safety/quality control walks performed by the Norco Campus Director of Plant Operations and Maintenance.²³ (III.B.1-24).

²³ The District Facilities Planning Office used to be in charge of this process, and generated a list of safety, infrastructure, environmental, and grounds concerns that were prioritized and acted upon (III.B.1-24). The list included repairs and/or replacement items. This

- Any problems found during quality walks are logged electronically using *Footprints* (suspended since 2005) (III.B.1-24).
- Safety hazards problems receive the highest priority in terms of finances and response time.
- The Disabled Student Programs and Services program (DSP&S) assists faculty and staff in ensuring that each classroom has the appropriate physical and technical equipment (e.g., tape recorders, Braille readers/writers), furniture, and personnel (e.g., sign translator for the deaf) to support participation and learning for all students needing assistance in the varied educational environments existing on campus²⁴ (III.B.1-25).
- An on-campus audit for accessibility was conducted by the state Chancellor's office in early February 2007.
- College credit classes held at off-campus sites must meet the standards of the Field Act.
- Emergency information is posted in public locations throughout the campus buildings and bulletin boards and at all off-site locations so that staff and students know what to do in the event of an emergency such as earthquake or fire.
- Blue light safety/emergency systems are installed throughout the campus so that staff and/or students may alert police of any potential problems on campus.
- At the Norco Campus, remodeling of the Early Childhood Education Center included improvement of safety features (surveillance system). In addition, a "floating floor" was installed in the Multipurpose Activities Building to support student safety and quality of instruction, where activities classes had been previously conducted on a concrete floor (III.B.1-26).

The buildings from Phase I of Norco's build-out have just passed their 15th birthday, and are now covered under the Deferred/Scheduled Maintenance Plan with the State of California. The institution's Scheduled Maintenance Plan includes upgrades to building features such as roofs, automatic doors, carpet, interior and exterior paint, and restrooms (III.B.1-23).

District security officers assigned to the campus provide professional services and safety assistance to students, faculty, and staff. Though campus assignments and schedules of police officers are decided at the district level, the Norco Campus has a College Safety and Police office and participates in the district-wide, 24-hour, central dispatch system. Off-site locations are served by the nearest police department via the 911 emergency systems.

Credit classes are also housed off-campus in public and privately owned buildings that meet most of the same stringent local and state codes as the on-campus site. However, owners of off-site locations are responsible for their maintenance and security. Suitability of off-site locations is evaluated by the Dean of Instruction and/or the Vice President of Educational Services, who also implements and oversees off-site contracts. Currently, the dean or vice president asks department chairs to provide instructor feedback regarding the sufficiency and adequacy of off-site locations. When specific

responsibility was decentralized to the campuses in 2007.

²⁴ In the spring of 2007, using Measure C funds, the District anticipates beginning a second comprehensive review of all facilities for compliance with ADA regulations, in accordance with state mandates. Phase one of this program began in 2002 and is nearing completion. Phase two is currently in the planning stages.

facilities improvements are recommended by faculty or students, corrections are made as feasible.

SELF-EVALUATION

The standard is met. District and campus procedures and policies are in place to assure access, safety, security, and a healthful learning and working environment.

The Director of Plant Operations and Maintenance at the Norco Campus has established and maintained effective procedures to ensure that the selection, maintenance, inventory, and replacement of faulty and/or needed facilities equipment are accomplished in a regular manner that supports the programs and services of Norco's students and staff.

The current maintenance and custodial staff work diligently to ensure that the buildings are kept safe and clean and that all extra-curricular activities are provided with the facilities and equipment needed on the Norco Campus. Campus roads and parking

lots are well lit and maintained and provide secure passage for all drivers and pedestrians. In addition, a city bus comes onto the campus during the day for students needing public transportation.

Norco's Director of Plant Operations and Maintenance conducts local walks every two weeks. Procedures for reporting results have yet to be standardized. Specifically, Norco Campus needs a locally developed and managed comprehensive checklist of items to assess for quality and safety, schedules for assessment and repair, record keeping, training needs, and identification of qualified personnel. The checklist for safety/quality control walks should also include ADA and access issues criteria.

PLANNING AGENDA

- Establish a campus safety committee.
- Develop local protocols for safety/ quality walks.

List of References

- III.B.1-1 Phase II Facilities Master Plan, Norco
- III.B.1-2 Phase III Facilities Master Plan, Norco
- III.B.1-3 Five-Year Construction Plan, RCCD: *RCCD Fact Book*
- III.B.1-4 Minutes, Technology Subcommittee meeting: Spring 2005
- III.B.1-5 Norco Academic Master Plan
- III.B.1-6 Board minutes: consultant contract for "Long Range Educational Program, Growth, and Capital Plans"
- III.B.1-7 Board of Trustees minutes: approval of Measure C funding for Student Support Building at Norco
- III.B.1-8 Student Support Services Center task force: sample agenda
- III.B.1-9 Schedule of classes, spring 2007, Norco Campus section
- III.B.1-10 Off-site Locations 2006-2007
- III.B.1-11 Copy, JFK partnership agreement
- III.B.1-12 District modular projects and budget approvals, Board report VI-C-2, March 20, 2007
- III.B.1-13 (a) Early Childhood Education Centers upgrades and retrofit, Moreno Valley and Norco Campuses, Board report VI-B-2, November 21, 2006;

- (b) purchase order #63608, October 18, 2005, All Sports Flooring, Junkers Clip Systems Floating Floor in Norco Activity Center
- III.B.1-14 Contract to resurface/build new parking lots
- III.B.1-15 NORESKO EMC (environmental) project: plan, report
- III.B.1-16 Board meeting minutes (segment) of 2/20/2007 showing approval of Long-Range Educational master Plan for Norco (section IV-C-1)
- III.B.1-17 Sample minutes: Physical Resources subcommittee, NSPC
- III.B.1-18 Duties of Physical Resources subcommittee
- III.B.1-19 Norco Facilities Utilization Report
- III.B.1-20 District Facilities Utilization Report
- III.B.1-21 Division of the State Architect: <http://www.dsa.dgs.ca.gov/default.htm> ; sample report submitted to this division
- III.B.1-22 Sample "Footprints" work order - 2006-07, Norco Campus
- III.B.1-23 Scheduled Maintenance Plan
- III.B.1-24 Sample Safety-Quality Control Walk List
- III.B.1-25 DSPS facilities request for classrooms or DSPS Center
- III.B.1-26 Contract for floating floor in Multipurpose Building
- III.B.1-27 RCCD Five-Year Capital Construction Plan (Norco Campus), *Fact Book*, pp.381-396.
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III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTIVE SUMMARY

In June 2007, the RCCD Board of Trustees approved a Five-Year Capital Construction Plan 2008-2014 (III.B.2-1). This document indirectly links district physical plant development with Norco Campus's educational goals and its local capital planning process. The local capital planning process is driven in turn by the NAMP (see discussion in standard III.B.1.a above) and the district/campus Facilities Master Plan. Based on the NAMP, which contains facilities, equipment and staffing requests provided

by instructional, student services and administrative units, the Facilities Master Plan provides a direct link between facilities and the campus's educational goals.

Capital projects needed to support specific program/discipline goals are initiated at the discipline level through annual and comprehensive program review, evaluated by the appropriate department, and forwarded to the Physical Resources subcommittee and/or the NSPC for final recommendation to the campus president and her cabinet, who convey the Norco project requests to the District Strategic Planning Council (DSPC). Upon approval by the DSPC, the item is forwarded to the chancellor for consideration and presentation for action by the Board of Trustees (III.B.2-2).

Certain projects that preceded the establishment of local approval processes followed a different process. Recent capital projects falling into this category include the John F. Kennedy Middle College High School; the Network Operating Center (NOC); and the chemical storage building (III.B.2-4, 5-7). These projects were either required in order to comply with state and/or federal regulations, assure reliable delivery of district operations, or represent a district-based initiative.

As part of its capital development process, the district must complete an initial project proposal and final project proposal for state funded projects, which are delivered to the state community college Chancellor's office for review and approval (III.B.2-8). All proposals must include operating costs, including utility cost estimates and classified staff requirements.

The district formula for determining "total cost of ownership" includes such items as:

- Capital investment
- Operating costs
- Short/long term requirements of facility or equipment
- Debt service, if any
- Ownership of equipment or facility vs. renting or leasing
- Useful life and salvage value
- Scheduled or deferred maintenance.

In spring 2007, the district created a Maintenance and Operations Task Force. This group is expected to provide recommendations in the following areas:

- Building maintenance standards
- Maintenance and operations staffing level benchmarks based on variable factors such as assignable and gross square

footage; FTES; student and employee headcount; and space utilization ratios

- Training and development of maintenance and operations staff.

SELF-EVALUATION

The standard is met. Norco's long-range capital plans support campus improvement goals and reflect district projections of the total cost of ownership of new facilities and equipment.

While the district has procedures in place to work with the campus to assure that the institutional goals are supported (using the NAMP and NSPC), the procedures are new and their effectiveness is only beginning to be evaluated. The institution will soon improve strategic facilities planning by developing a mid-range financial model that will earmark operational resources using the base budget and the new budget allocation model currently under consideration (see standard III.D.2.a.). Such a model is needed to assure maintenance of district assets, achievement of safety benchmarks, and appropriate support for instructional or student services whenever new capital facilities are constructed.

PLANNING AGENDA

- Continue to evaluate the effectiveness of the strategic planning process for informing facilities planning at the local level.
- Proceed with the development of a mid-range financial plan which includes cost estimates for required staffing, equipment, and services to support program development and/or maintenance of new capital facilities.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

The district's Facilities Planning, Design, and Construction Office has primary responsibility for oversight and coordination of the planning of all major capital outlay projects. At the campus level, the Norco Strategic Planning Committee (NSPC), particularly the Physical Resources subcommittee, engages in dialogue to assure that all constituencies' needs are taken into consideration.²⁵ Strategic planning is informed by the Norco Academic Master Plan (NAMP), which is developed by department chairs and administrators, using discipline and student services program reviews. The NAMP document ties physical resources needs directly to student learning. In this way, planning, building, maintenance, replacement, and upgrades support programs and services at Norco Campus.

Initially, each campus academic or non-instructional unit identifies its resource needs by means of comprehensive discipline, student services, or administrative unit program reviews conducted on a systematic four-year cycle, supplemented by annual program updates. The process of facilities planning is as follows:

- Department chairs communicate academic resource requests to the Norco Academic Planning Council (NAPC).
- The NAPC will prioritize facilities needs for each department and make recommendations to the Norco Strategic Planning Committee (NSPC).
- For non-instructional programs and units, requests are sent to the NSPC through the newly created Administrative Planning Council. A similar planning council has been established to prioritize student services program needs.
- The NSPC forwards its recommendations to the campus president.
- The president and her cabinet then communicate physical resources requests to the appropriate committees at the district level, particularly to the District Strategic Planning Committee.

An example of the effectiveness of the strategic planning process is the Student Success Center building project. All campus constituents voted unanimously for this building, and it is the first major project to be developed through the district and local strategic planning processes. This building is now part of the Five-Year Capital Construction Plan and currently in the design stage.

In order to integrate physical resource planning with institutional planning more fully, and to prepare for the transition from campus to college, the district has funded the hiring of an educational master planner and an architectural firm to assist Norco Campus in the creation of a Long Range Educational and Campus (Facilities) Master Plan. [Please see the discussion in the descriptive summary for standard **III.B.1.a** above (III.B.2-9)]. This master plan will utilize information from the NAMP, NSPC, comprehensive instructional and non-instructional program reviews, annual pro-

²⁵ From early in Norco's history, facilities needs and design decisions have been informed through dialogue. The Norco Site Committee, the precursor of the NSPC, had committee membership which included faculty, administrators, staff and student representation. The tradition established there has been carried into the new strategic planning structure.

gram review updates, and other sources, and will be guided by Norco's institutional goals.

The district conducts assessment of the effective use of physical resources in several ways. The Facilities Planning, Design, and Construction Office conducts an annual review and assessment of the effective use of each campus's facilities (III.B.2-10). This review process:

- is based on state-mandated compliances in areas such as AQMD regulations, elevator permits and usage, compressors, and back flow devices;
- includes assessment of work orders; classroom effectiveness; utility usage including gas, electric, water, and waste disposal; and district vehicle maintenance, repair and gasoline consumption;
- provides a means by which to evaluate and monitor existing space;
- uses its results to project future allocated funds to be used for operations, supplies, and utilities.

The campus receives facilities and equipment funding, and scheduled maintenance, through state block grants, measure C, state construction and general unrestricted funds (III.B.2-11).

At the campus level, the director of Plant Operations and Maintenance conducts facilities assessment by preparing room utilization reports (III.B.2-12).²⁶ Faculty members also perform informal facilities and physical equipment assessment through observation and report back to their department chairs. Department chairs assess and prioritize campus-wide facilities requests made via discipline program re-

views and annual program review updates, and then communicate these facilities requests to the Physical Resources subcommittee of the Norco SPC.

Evaluation of facilities is thus integrated into the planning process and the Norco Academic Master Plan through program review (as discussed above), department requests, and independent facilities assessments by the director of Plant Operations and Maintenance, and reports from the Norco SPC and Physical Resources subcommittee. In future, these evaluative processes will inform the new Norco Facilities Master Plan.

SELF-EVALUATION

The standard is met. The current system of identifying and communicating physical resource needs through comprehensive discipline and non-instructional program reviews and annual campus-based program review updates, with collaboration by the Physical Resources subcommittee, and of integrating these processes into the Norco AMP, is a strong model for physical resource decision-making driven by program needs.

The strategic planning processes appear to be working to integrate planning and institutional goals more effectively as evidenced by the development of Student Success Center. The Physical Resources subcommittee of the Norco SPC actively investigated the need for a Student Success Center, and all campus constituencies have engaged in discussion and dialogue about its concept and design. It is evident that effective dialogue throughout the strategic planning process has resulted in clearer communication among all appropriate constituencies, leading to more effective resource integration and elimination of redundancy.

²⁶ As of spring 2007, Norco Campus had a classroom utilization ratio of **77 percent** for on-campus classrooms (III.B.2-13).

PLANNING AGENDA

- Work with the educational master planner (STRATUS) and architectural firm (MDA Johnson Favaro Architects) to develop Long Range Educational and

Campus (Facilities) Master Plan for Norco Campus, ensuring that it is driven by, and integrated with, the NAMP.

List of References

- III.B.2-1 RCCD Five-Year Capital Construction Plan (Norco Campus), *Fact Book*, pp. 410-438
- III.B.2-2 *Strategic Planning Process, 2001-2006*
- III.B.2-3 RCCD Capital Planning Process Diagram, *Fact Book*, pp. 381-396.
- III.B.2-4 District/Norco project proposals for JFK Middle College High School (refs #3-6 in *Fact Book*, pp. 381 ff.)
- III.B.2-5 District project proposal for NORESKO EMC -see #4
- III.B.2-6 District/Norco project proposal for Network Operations Center - see #4
- III.B.2-7 District/Norco project proposal for chemical storage building - see #4
- III.B.2-8 Sample District Initial Project Proposal and final Project Proposals
- III.B.2-9 Board minutes, copy of consultant contract for Long-Range Educational and Campus Master Plan
- III.B.2-10 Sample Facilities program review
- III.B.2-11 Sample RCCD block grant
- III.B.2-12 Data report sample Norco room utilization



STANDARD III.C
Technology Resources

STANDARD III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY

Norco Campus manages its technology services and support through the following district-level departments:

- **Academic Information Architecture and Web Services**
Academic web-server management, systems management, accessibility standards, web policies, practices, and procedures related to faculty, academic and instructional program websites (III.C.1-1).
- **Information Services (IS)**
Computer, network and information technology including administrative systems (DATATEL/Colleague software suite), data center operations, district help desk, microcomputer support, network administration, and telephony (III.C.1-2).
- **Open Campus**
Responsible for technology-mediated instruction and faculty technology training including distance and online class

software (III.C.1-1). Technology training is currently a district supplied service through the Office of Institutional Effectiveness.

- **Instructional Media Center (IMC)**
Instructional media support including audio, video, video-conferencing, and classroom projection systems (III.C.1-3, III.C.1-4, III.C.1-5).
- **Library Technology**
District-wide online library catalog, e-books, streaming media materials, online periodicals, videotapes, microfilm, and assistive media technologies (III.C.1-6).
- **Learning Support Services**
Includes Disabled Student Services, Computer (CIS) lab, math lab, Writing and Reading Center lab (III.C.1-7).
- **Public Relations**
Provides and maintains website infrastructure for the district and campuses, including online catalog, schedules of classes, and other online college publications (III.C.1-3).
- **Facilities**
Workstation fixtures and furnishings, centralized systems for power, environmental control, fire suppression, and

assistive facilities for disabled students. (III.C.1-1).

Open Campus, Academic Information Architecture, and Public Relations are entirely district functions. Information Systems, IMC, Airey Library, Learning Support Services, and Facilities have one or more full-time staff at the Norco Campus. Library and IMC staff report to the Norco Campus Assistant Dean of Library and Learning Resources.

- IMC has one full-time and several part-time employees located on the Norco Campus.
- Norco Campus has a full-time instructional support specialist (reporting directly to the Norco Assistant Dean of Library & Learning Resources) responsible for training faculty and staff as needed on an ad hoc basis, by appointment, or through FLEX workshops. This specialist serves as a member of several college committees to assist Norco in improving current technical operations, plan for future technological needs, and enhance communication to create more effective student learning and teaching opportunities.
- Front-line support to the Norco Campus user community (students, staff, faculty, and administration) is provided primarily by two full-time members of the Information Services Microcomputer Support group assigned to the Norco Campus. These staff members work under the direction of the district's Information Services office and are responsible for handling work orders generated through the IS Help Desk, as well as the ongoing maintenance and upgrades of desktop hardware and software for both administrative and academic computing. This Norco-based IS team interacts with the campus Instructional Media Center (IMC) and instructional depart-

ments to ensure a useful and appropriate link at the campus. The on-site team interfaces with other IS district staff to ensure district and campus hardware and software standards are met.

Network Administration and Telephone Group are located on the Riverside City College campus; staff in the operations centers at that location provide remote monitoring and routine management of the networking infrastructure and PBX/VoIP phone system. Technicians and engineers are dispatched to the Norco Campus as needed for on-site maintenance or troubleshooting; the microcomputer support specialist provides assistance in conducting initial on-site diagnostics. Both the District Help Desk and the Administrative Systems group support the Norco Campus community from their respective locations at the Riverside City Campus.

Academic Information Architecture and Web Services provides the following services from its district office:

- District-wide assistance to academic departments and programs and individual faculty in the development of websites, and provide input related to e-learning strategies.
- Oversight of system management tasks, including data backup, preventive maintenance, internal structure, security, and performance monitoring.
- Management of academic web-servers including the assignment of server space and creation of individual system accounts.
- Web policies, practices, and procedures related to faculty, academic and instructional program websites. (III.C.1-2).

The **Information Services Group** (IS), which has administrative oversight of the district-wide information infrastructure and

its supporting components, provides computer hardware, software and network support to the Norco Campus.²⁷ The IS Group is organized into the following service and support areas:

- Administrative Systems (DATATEL/ Colleague software suite)
- Data Center Operations
- District Help Desk
- Microcomputer Support
- Network Administration
- Telephone Group (III.C.1-1).

The **District Help Desk**, as mentioned above, operates from a central location on the Riverside City College campus. Its purpose is to provide a centralized system for addressing incoming help desk requests and distributing work assignments as appropriate, including:

- Desktop support
- Laptop support
- Open Campus assistance requests
- Network support
- E-mail support
- Campus lab support
- WebAdvisor
- Wireless access (III.C.1-1).

Open Campus is responsible for all aspects of online and distance education at the campus and district levels, including:

- Online, hybrid and web-enhanced course set-up and maintenance, upgrades and training, backup and implementation, in conjunction with the host provider (Web CT/Blackboard).
- Online support training including use of web page publishing software, streaming media software, and peripherals via

one-on-one training, FLEX workshops, and hybrid academy.

- Maintenance of servers and software licenses for online related instruction (III.C.1-2).

Open Campus also provides support for many other software applications such as Excel, PowerPoint, Camtasia, and a wide variety of software applications that support the instructor in and out of the classroom.

The **Instructional Media Center's** primary purpose is to provide instructional media support to academic programs. IMC supports audio-visual equipment in classrooms as well as videoconferencing services. Primary areas of responsibility include:

- Audio-visual equipment delivery to classrooms and conference/meeting rooms
- VIP media requests
- Service and repair of media equipment
- Video conferencing
- Satellite downlinking
- Streaming media
- Assistance with new equipment acquisition, installation, and training of faculty/staff (III.C.1-4).

IMC provides technical assistance and media production services in the following formats: video, audio, graphics and animation, digital imaging, scanning, digital photography, and PowerPoint presentations. IMC services are also available on a fee basis for special programs, which are supported and/or sponsored by the Campus in cooperation with city, county, civic and community agencies. These resources can be reserved through the IMC website (III.C.1-8).

Library Technology. Adaptive equipment and software are available to assist disabled

²⁷ The Microcomputer Support Specialist is permanently assigned to the Norco Campus. Other functions are handled at the district IS location.

students in the learning process. The printers and copy machines in the library are on maintenance contracts enabling parts, hardware and software to be replaced without additional charge. Norco IS technicians maintain student and staff computers (hardware and software) and update all the software and security packages. Multi-media equipment in the library, including televisions, DVD players, VCRs, is secured to tabletops to prevent theft.

In addition to these major technological resources, Norco students are provided access to two district library websites, LAMP (<http://library/rcc.edu>) and the IMC (<http://imc.rcc.edu>). LAMP is an online resource for all students in the district which includes the district online catalog, e-books and streaming media titles, electronic course reserve materials, district-wide subscription databases, tutorials and library guides. Details of equipment, materials and support services for the library are discussed in Standard II.C (III.C.1-2, III.C.1-6).

Learning Support Services. Norco Campus maintains several classroom laboratories equipped with appropriate and sufficient hardware and software designed to enhance the operation and effectiveness of the institution. These include: 3 CAD computer classroom/ labs; 3 CIS computer classroom/ labs; one lab each for math, art, language media, assessment/testing, chemistry and biology; and a general purpose computer classroom. Mobile computer equipment is also available: a mobile physics lab and Apple wireless computer cart for physics, 2 Gateway classroom laptop carts, and a mobile electronics lab.

The IS staff at Norco Campus makes every effort to protect the software and equipment on its computer systems. Computer workstations are installed with the most updated software available; administrative, staff and

faculty computers are configured to download the most updated versions of Trend Micro anti-virus and registry protection software to avoid time-consuming repairs. All academic computers in classrooms that are linked to the Internet also contain anti-virus software. District Information Services provides centralized security and intrusion detection, anti-spam filtering, and network monitoring to insure a reliable, secure network environment. (III.C.1-9).

The Technology Resources subcommittee of the Norco Strategic Planning Committee (NSPC) is developing a campus-based technology standards and processes document that addresses the ongoing need for providing enhanced facilities, hardware and software to meet teaching and learning needs, campus-wide communications, research, and campus operations (III.C.1-10). The goal of this document is to provide guidelines for the ongoing analysis and prioritization of hardware, software, services and facilities needs anticipated by Norco Campus departments and programs.

In the fall of 2005, the Technology Resources subcommittee surveyed faculty, administrators and staff to determine their immediate technology needs (III.C.1-11, III.C.1-12). Based on the results of this survey, the committee was better able to prioritize technology needs so as to incorporate them into the proposed campus technology standards and processes document (III.C.1-13).

SELF-EVALUATION

The standard is met. Norco Campus provides appropriate support to faculty for research and course development and/or maintenance; to students for learning activities; and to staff and administration for the performance of their job duties. Academic

Information Architecture, Information Services, Open Campus, IMC, Library Technology, Learning Support Services, Public Relations, and Facilities departments provide a wide variety of services and support to maintain and enhance the operation and effectiveness of the campus.

Technology surveys conducted in fall 2005 indicate that 64 percent of staff, faculty and administrators agree that Norco Campus is providing adequate technology; 87 percent of faculty members believe that the software provided meets their needs inside and outside the classroom. Some staff suggested various types of hardware that would improve or enhance teaching. (III.C.1-13).

Fortunately, as a result of previous equipment requests from departments and personnel, in fall 2005 all faculty received new computers in their offices; as a result, a recent accreditation survey conducted in March 2007 confirmed that 82 percent now agree that the computer equipment in their offices is adequate. In March 2007, 73 percent of faculty agreed that the software and network connections are adequate in their classrooms. However, it remains difficult to keep up with faculty and student needs given the rapid pace of technological change.

PLANNING AGENDA

- The Norco Technology Resources subcommittee will continue to engage in dialogue about technology standards and processes in order to create a guideline for future technology upgrades and purchases.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY

The district and Norco Campus provide quality in-house training in technology and its applications to faculty and staff on a regular basis. Norco's administration and Instructional Support Services (ISS) staff are committed to the provision of ongoing quality training through flex activities and other staff development opportunities as needed throughout the year. When new software is introduced to facilitate fiscal, purchasing, enrollment, classroom management or any other district/campus process, district experts in Information Services implement a thorough training plan for the campus staff. (III.C.1-14).

Faculty members receive training as requested when new software or equipment is installed, as well as through ongoing and FLEX day workshops (III.C.1-15). At the district level, online instructors receive extensive training and support through the Open Campus Faculty Innovation Center²⁸ (III.C.1-15). Although the district Open Campus office is responsible for training faculty in basic use of the Web CT platform and hybrid/online course management, training in supplemental tools (such as podcasting and Tegrity) is available at Norco from Instructional Support Services staff (III.C.1-16). Additional training in methods and techniques for effective online teaching is provided by faculty with appropriate experience and expertise.

²⁸ Open Campus trains faculty to use the Web CT course management system through mandatory attendance at a one-day Hybrid/Online Academy. These Academies are offered on a regular basis throughout the year. In addition, the Innovation Center schedules regular workshops and one-on-one appointments to train faculty in the use of Office and Adobe products/software suites, open source software, streaming media technologies (audio, video, and iTunes/mp3 services) and software, CD/DVD editing, Dreamweaver, Grade book, and the like.

The district also provides training for all employees on system-wide technology upgrades (III.C.1-14). The Help Desk supports faculty and staff by forwarding requests for in-person or on-site assistance to Norco ISS staff. Instructor training in the use of Web Advisor, the district's online enrollment management site, is ongoing through regularly scheduled sessions on Norco Campus or one-on-one sessions with a district applications support specialist. Other district services provided locally on the Norco Campus include:

- IMC equipment training/support for faculty and staff
- Application support staff training in Datatel, Resource 25, and a variety of student and record management applications
- Workshops for faculty on compliance of online and traditional course material with section 508 of the Federal Rehabilitation Act and with ADA requirements.

As mentioned above, Norco faculty members experienced in online instructional methods and techniques provide technology-related training to other faculty. For example, during winter 2006, a Norco Campus faculty member in the humanities provided a five-week series of workshops in methods and techniques for effective online teaching and in distance education course design for new online instructors. Both Norco and Riverside faculty participated in these workshops (III.C.1-17). At campus-wide Norco faculty meetings, faculty members in science, math, social science, humanities and many other fields have shown examples of their online courses or of how they use new software such as Tegrity in their classroom.

In spring 2006, a Norco faculty member created an *Online Faculty Handbook* which was promoted and endorsed by the Norco Fac-

ulty Senate. This handbook offers useful technical advice for online instructors, and also describes best practices for online course design (III.C.1-18). The *Online Faculty Handbook* has been widely distributed to Norco Campus faculty and shared with district deans, the district vice chancellor, and the Board of Trustees (III.C.1-19).

The Norco ISS specialist and outside vendors demonstrate the use of many new kinds of software and hardware at faculty and staff meetings or through one-on-one training. Norco's ISS specialist has most recently provided training in podcasting and Tegrity for instructors to enhance their online and face-to-face course content and delivery (III.C.1-16). For general staff and faculty needs, Norco instructional support staff provide training as requested in Adobe, Microsoft Windows and Office applications, webpage technology and development, Tegrity, podcasting, graphics, electronic grade books, classroom management systems, hardware, scanning, OCR recognition, Web Advisor, database and spreadsheet development.

Quality training in the application of information technology is also available to Norco students to meet a variety of learning needs. Specifically:

- The Norco math discipline has developed a video tutorial for students enrolled in online math courses (III.C.1-20).
- Weekly library orientations and workshops instruct students about district policies on appropriate internet use, remote access procedures for electronic resources, and conducting research using electronic databases and websites, including instruction in the use of citation and essay writing tools available online (III.C.1-21).

- The Transfer Center in the Student Services department provides training in a variety of software to support students' career and educational goals.
- The Writing and Reading Center (WRC), Computer (CIS) and math labs, and language lab provide students with basic training in Microsoft Office and internet software to assist them in completing their course work successfully.

The district Disabled Students Programs and Services (DSP&S) unit modifies teaching materials for use with disabled students and assists with campus-wide communication and college-wide events such as convocation and graduation. DSP&S conducts ongoing assessment of needs related to specialized technology and works in collaboration with the district and its campuses to ensure ADA access compliance. DSP&S provides the following adaptive technology assistance to Norco Campus students and staff:

- A district DSP&S specialist visits the campus weekly to train students on adaptive software and hardware. The specialist also provides student lab assistants and training on adaptive software/ hardware for Norco faculty on site as needed.
- With assistance from DSP&S through Open Campus, instructors may create section 508 compliant web pages using Dreamweaver and Frontpage; perform webpage accessibility verification with ACCVerify/Repair; and receive training in mp3 creation using TextAloud.
- Students with print disabilities receive e-text access training on WYNN and ReadPlease.
- Students with mobility impairments are trained in the use of Dragon NaturallySpeaking.
- Visually impaired students receive screen-reader training using JAWS and

OpenBook; those with low vision impairment are instructed in the use of ZoomText (III.C.1-22).

Site licenses have been purchased for the core assistive software programs detailed above, and computer stations equipped with these specialized programs are available in the library, the CIS/math lab, the Writing and Reading Center, the language lab, the Student Assessment Center, and in the DSP&S Center.

SELF-EVALUATION

The standard is met. Norco Campus makes appropriate technology training available to all students, faculty and staff who need assistance and support. The campus has the goal of providing effective and quality training to students who use technology in their courses or research work, including an array of services to students with special needs.

The results of a 2005 Norco Student Computer Skills Survey conducted by faculty in the BEIT department suggested that students were interested in further training in how to use wireless internet communications on campus. This issue has been resolved (III.C.1-13.). The faculty and staff technology surveys indicated that while most faculty and staff are satisfied with the quality of the technology training provided, there is a need for a broader range of technology training on site at the Norco Campus.

Currently, technology training at Norco is limited by lack of space; this need is being addressed by the inclusion of a Faculty Innovation Center in the Student Success Center (III.C.1-23).

The Technology Resources subcommittee of the Norco SPC also recognizes the need for

an overall RCCD technology standards and processes document in order to prioritize and act upon facilities and software requests, as well as training for staff and faculty in the effective application of technology to enhance student learning.

PLANNING AGENDA

- Use the strategic planning process and the Technology Resources subcommittee of the NSPC to draft a campus technology standards and processes document for the Norco Campus.

Standard III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTIVE SUMMARY

RCCD Information Services and Norco Campus work closely together to meet the technological needs of the campus using a variety of funding sources. As a team, they strive to maintain high quality technology services at Norco, upgrading and replacing infrastructure and equipment to serve student, staff and faculty needs and the campus technology mission.

DISTRICT RESPONSIBILITIES AND INFRASTRUCTURE PLANNING

Information Services' Network Administration office provides all necessary components for a district-wide Cisco-based Gigabit Ethernet. This new district-based network equipment has provided increased bandwidth and a more reliable infrastructure. Campus internet service is provided by CENIC, a statewide ISP for educational institutions. Other services include:

- Network services to all district offices and off-site locations;
- Free wireless Internet service to any registered student, staff or faculty member at each campus
- Centralized security and intrusion detection, anti-spam filtering, and network monitoring to insure a reliable, secure network environment
- Planning, implementation and maintenance of appropriate solutions for email, storage area networks (SANS), and servers in support of academic and administrative needs (III.C.1-24).

Network Administration office is currently working with the Norco Strategic Planning subcommittees to build a Network Operations Center on the Norco Campus in 2007. This NOC will house an independent server for the Norco Campus. At present, Norco Campus has a DS3 Internet connection to the Riverside City College campus, which is the main portal to the internet.

Information Services' Administrative Systems office is responsible for the implementation and support of the district-wide Datatel administrative system suite (Colleague and Benefactor) and related software packages.²⁹ Currently, the district supports and maintains licensing on the entire suite of Datatel modules (Student, Financial Aid, Finance, Advancement and Human Resources). The institution is currently running version 17 of the software and is planning the implementation and migration to version 18 in 2007-2008 (III.C.1-24).

²⁹ Colleague is a comprehensive, academic management system used by Admissions and Records, Student Financial Services, Academics, Student Accounts, Matriculation, Alumni Foundation and other groups to facilitate the record keeping and reporting of student, faculty and staff activity and transactions in campus and district daily operations.

The Telephone Group is also district based and administered through Information Services. It maintains a centralized telephone system for the entire district. Currently, this is a NEC hybrid PBX capable of supporting the legacy digital system as well as Voice-over-Internet Protocol (VoIP) deployment. As new buildings are constructed or remodeled within the District, VoIP will be utilized, decreasing wiring and management costs. Telephone Group is also responsible for the planning, construction and maintenance of the district's cable plant and related technology infrastructure. Recently, to help facilitate long range cable and network planning, Information Services initiated a comprehensive review of all existing cable plant and conduit pathways. This information will be used in planning for each campus to ensure adequate infrastructure for future campus building phases (III.C.1-24, III.C.1-27).

NORCO TECHNOLOGY INFRASTRUCTURE AND PLANNING

Most classrooms on the Norco Campus are equipped with a TV, a DVD/VCR combination unit, flip charts, and an overhead projector. Classrooms are also equipped with ceiling-mounted data projectors which are integrated into an instructor console comprised of a portable computer cart with monitor and speakers. Computers and related peripherals have been replaced for classified staff as needed through non-instructional department funding; software has been replaced on a regular basis to meet district upgrades and institutional needs. All Norco faculty offices are equipped with a computer (desktop or laptop) loaded with appropriate and updated software, a printer, a telephone, and a variety of peripherals based on discipline needs and departmental requests.

As part of its mission to emphasize technology programs, Norco Campus has acquired a considerably upgraded and enhanced technology infrastructure over the past five years:

2000-2002

- Norco Campus used a one-time allocation of funds to purchase new Dell computers (approximately 400 replacement workstations) for staff and faculty offices and student areas (library, DSP&S, Tutorial and Assessment Centers).
- Upgrade of 8 administrative computers with 18" LCD monitors; purchase of 15" LCD monitors for Student Services front counter workstations; acquisition of 20 new computers for the Student Assessment Center.
- Purchase of 25 computers for a student general-use computer technology classroom; replacement of 36 computers/student workstations in the Drafting lab; the CAD lab / student classroom replaced 32 computer workstations with upgraded software; purchase of 37 LCD displays in for technology classroom.
- Purchase of Apple Wireless notebook cart with 16 iBook laptops for physics classes.

2003-2004

- 6 new servers for the CISCO network upgrade (installed in 2006); additional administrative workstations; high-speed scanner (counseling.); new printers (Student Services); new staff workstations (Transfer Center); widescreen laptops for engineering instructors.
- 70 replacement workstations for CIS, WRC, and CAD/CIS labs; 34 LCD monitors for general purpose computer classroom.

- 7 new all-in-one “profile” workstations for Airey Library; 16 laptop computers for TRIO/Upward Bound student checkout/use.
- iBook wireless cart with 20 iBook laptops and new Gateway mobile lab cart with 17 laptop computers for BEIT department courses and programs.

2005-2006

- 12 replacement administrative computers; widescreen laptops for administration and IS personnel; three tablet PCs for administration; printers for Student Services; server for library; new SATA storage system.
- 95 replacement computers for engineering program and CIS computer lab; 3D scanner for manufacturing program; 3 Apple MacBook laptops for instructional use; 13 computers for library; 70+ replacement student computers in classrooms.
- Mobile lab 30 Gateway laptops for faculty use; 60 replacement faculty computers and printers.

2006-2007

Technical support was provided via two allocations: one was for instructional equipment; the second was a career technical allocation.

- 35 replacement computers for BEIT classroom; Zbrush software; Adobe software upgrade; 30 computer monitors for a business classroom; memory modules; graphics adapters.
- 36 replacement computers for the Writing and Reading Center.
- Basic skills allocation for purchase of 6 (OHP) projection units for classrooms in the JFK Middle College High School building.

- 53 replacement computers for the Airey Library.

Norco Campus technology staff carries out regular computer maintenance, upgrade, and replacement tasks. Other duties include installation of hardware and software and user support. IT staff also troubleshoot and are responsible for warranty issues.

The Norco Campus capital asset inventory is maintained by the district’s Inventory Control Department (III.C.1-24). Technical equipment is identified by unique asset tags which are recorded in a district database in the Inventory Control office.

SELF EVALUATION

The standard is met. It is the philosophy of Norco administration, and an integral part of the Norco Campus mission, that classrooms where technology is taught or used should maintain current hardware and software to stay up to date with the learning needs of Norco students. Norco has made every effort to replace and upgrade its technology infrastructure regularly, and a majority of its equipment is less than three years old.

The development of a campus technology standards and processes document will provide a systematic means of replacing and upgrading hardware and software at the Norco Campus. Funding for technology infrastructure at Norco Campus is primarily reliant on the availability of funding from the state making it difficult to stay on track given the fluctuation in state funding.

PLANNING AGENDA

- Develop systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs.

Standard III.C.1.d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

DESCRIPTIVE SUMMARY

Standard III.C.1.c has explained the upgrading and purchase of technology resources over the past five years in order to support the development, maintenance, and enhancement of Norco Campus programs and services to meet student learning needs.

Allocation of technology resources is made by administrative decision after incorporation of input from faculty, campus technical specialists, and data from end-users; and on an “as-needed” basis, subject to funding availability. The Technology Resources subcommittee of the Norco SPC, using information from discipline program reviews and departmental budget requests, prioritizes the purchase of equipment in order to ensure equitable distribution and utilization of technology resources.

A secure technical infrastructure for Norco Campus is assured in multiple ways, as described in standards III.C.1.a. and III.C.1.c above. This includes physical protection of Norco technology resources; robust firewall and anti-virus software protection and maintenance of Internet and network linkages on all Norco computers; regularly scheduled remote systems maintenance; and responsible district and campus-based operational support staff. Additionally, a number of district Information Services and Norco-based IS and technology resources support the maintenance and enhancement of campus programs and services:

- Intercampus connectivity from Riverside to Norco operates via T-3 lines, with additional redundant T-1 connectivity wired through the Moreno Valley campus for failover purposes (III.C.1-24).
- Norco’s IS technicians participate in the Microcomputer Support group of the district Information Services division. They respond to Norco Campus-specific needs and provide on-site assistance to the Network Services group for network and web-specific troubleshooting.
- All Microsoft and academic software used at Norco is up to date.
- The on-site Instructional Media Center (IMC) staff provides faculty instructional media support including audio, video, video-conferencing, and classroom projection systems. IMC instructional media services supporting maintenance and enhancement of Norco technology resources also include:
 - **Service and Repair.** Includes a routine equipment maintenance schedule. Prior to the beginning of each semester, preventive maintenance on all IMC related classroom media equipment. Evaluation and repair of any equipment needing service.
 - **Equipment Acquisition.** Assisting faculty and staff with the acquisition of new media equipment and media technology for the classroom. Recommending equipment based on need, equipment specifications, and budget.
 - **Installation and Training.** Equipment installation including any necessary wiring. Training of faculty and staff on proper use of the equipment (III.C.1-4).
- The planned Network Operations Center to be built at Norco Campus will provide independent, upgraded server operations for the campus.

The technology infrastructure at Norco Campus is the responsibility of the district. Information Services identifies the major technological goals and direction of the district, including assessment of budgetary funding needs to maintain current technology and acquire new, state-of-the-art hardware and software (III.C.1-27). At the campus level, the IS staff implements decisions with support from administration. In addition, the IMC continually monitors the development of new instructional media and equipment, and takes responsibility for integrating emerging technology into the instructional environment it supports.

The district's Information Services office purchases Microsoft Windows operating system and Microsoft Office suite licenses for all district and campus computers. When possible, the district uses FCCC for purchases of software licenses. In addition, the FCCC has created a program for students and staff to purchase personal copies of software for work-related use at a reduced rate, while Dell and Apple offer discounts on their products to staff via the web (III.C.1-25).

The district's commitment to distance learning is accommodated through the use of the Web CT/Blackboard course management system and other web-based learning platforms. As explained in detail in standard III.C.1.a., Open Campus is responsible for technology-mediated instruction and faculty technology training across the district.

Open Campus supports the district infrastructure, allowing for delivery of technology-mediated classes. Effective distribution and utilization of distance education technology resources involves:

- **Servers.** Currently, Open Campus accommodates a production WebCt server hosted in Canada by Web CT, a Web CT

development server located on the Riverside City College campus, and a streaming media server hosted in Los Angeles.

- **Application Service Providers.** Open Campus licenses *Turnitin.com*, a leading online anti-plagiarism software service for all instructors throughout the district.
- **SIS Integration.** Open Campus obtains information on term deadlines, courses, instructors and students from Datatel, reformats it, and imports it into WebCT.
- **Reporting.** Open Campus provides reports for district administration, the State Chancellor's office, national organizations, and other constituencies.
- **Software.** Open Campus licenses assessment software (*Respondus, Study-Mate*), and ToolBook) used to create computer-based instructional programs for online course development (III.C.1-26).

Priorities for maintaining, upgrading, and purchasing new software are dependent on campus-based discipline annual program review updates provided to departments, which in turn identify goals and communicate technology resource requests to the Norco Academic Planning Council (NAPC), the Technology Resources subcommittee, and the NSPC. Department equipment requests are incorporated into the Norco Academic Master Plan, which becomes part of the district AMP.

SELF-EVALUATION

The standard is met. Norco Campus uses and distributes technology resources to support, develop, maintain, and enhance campus programs and services. Norco Campus and the district remain reasonably up to date technologically.

In recent years, the use of instructional technology and the Internet has become an essential tool for all disciplines. More faculty and students regularly utilize technology than ever before; thus, faculty staff and students have a direct interest in the decision-making process for technology resources allocation.

As a result, the Norco Campus is making a conscious transition from earlier informal processes to a formalized long-range planning process for the acquisition of technology resources. The Technology Resources subcommittee of the NSPC has clearly articulated the need for a Norco Campus technology standards and processes docu-

ment to assist in strategic planning and budgeting for technology resources. This plan will prioritize future technology goals and include an inventory of current technology hardware and software, with anticipated schedules for replacement or upgrade.

PLANNING AGENDA

- Develop systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs.

List of References

III.C.1-1	Administration and Finance functions maps
III.C.1-2	Academic Affairs functions map
III.C.1-3	Chancellor's Office functions map
III.C.1-4	IMC Norco Purpose and Responsibilities
III.C.1-5	IMC Production Processes
III.C.1-6	Library Program Review
III.C.1-7	www.rcc.edu/services/dsps/hightech.cfm
III.C.1-8	IMC website - http://imc.rcc.edu ; Norco IMC Operation Chart
III.C.1-9	Information Services report
III.C.1-10	Minutes: Technology Subcommittee; draft Norco Technology Plan
III.C.1-11	Norco Faculty Technology Survey
III.C.1-12	Norco Staff/Administration Technology Survey
III.C.1-13	Report on results of Norco Inland Empire Computer Skills Survey
III.C.1-14	E-mail notices and flyers announcing training for Resource 25 and Datatel
III.C.1-15	Flyers announcing WebAdvisor training for FT and PT faculty; Innovation Center calendar
III.C.1-16	E-mail announcements: training workshops in Tegrity and podcasting
III.C.1-17	E-mail announcements of Online faculty training workshops
III.C.1-18	<i>Online Faculty Handbook</i>
III.C.1-19	Board minutes, Oct-Nov. subcommittee meeting, introduction of <i>Online Faculty Handbook</i>
III.C.1-20	Math video tutorial for online Beginning Algebra (Math 52)
III.C.1-21	Library program review
III.C.1-22	DSP&S list: adaptive equipment and software
III.C.1-23	Minutes, Student Success Center Program
III.C.1-24	Administration & Finance functions maps

III.C.1-25	http://www.collegebuys.org
III.C.1-26	Open Campus Information Sheet
III.C.1-27	Norco Campus Center Telecommunications Survey

Standard III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the result of evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Technology planning and evaluation of resources are the responsibility of both the district and the individual campuses. Evaluative processes are in place at the district level to systematically review, assess and modify systems and processes to ensure the effective use of technology resources. District-based entities (Academic Information Architecture, Information Services and its sub-divisions, Open Campus, and Public Relations) provide leadership and assistance to campuses in planning their resources. Hence, the process of requesting, planning, acquiring and maintaining new technology for Norco Campus is supported throughout at the district level.

At the individual campus level, there is a series of processes and evaluations used to assess and then upgrade or modify technology resources to ensure their effective use. For general institutional technology needs assessment, Norco Campus follows a variety of established procedures:

- In purchasing new technology to meet administrative computing requirements, the Norco administration is guided by end-user input and the appropriate support department within the district's Information Services group.
- Hardware purchases for the Norco Library are approved and specified by the assistant dean, library faculty and staff.

- In the case of vocational programs, technology requests incorporate the input of industry advisory committees when appropriate.
- Large purchases, such as projects which are significant enough to require competitive bidding, may involve the oversight and support of the Purchasing office (district), the Administration and Finance office, and the guidance of a number of district-wide committees—formerly the district Technology Equity and Access Committee and now the District Strategic Planning Committee.

Academic purchasing decisions generally originate with a request from faculty. For academic computing at the Norco Campus, either individual faculty members or an instructional discipline may initiate a request for new equipment or upgrades through their academic department, often with the assistance of IS staff.³⁰ These requests are reviewed and prioritized in departmental meetings, then communicated to campus administration. Prior to deciding the disposition of a request, Norco administrators usually seek the guidance of the Norco Strategic Planning Committee (NSPC), the

³⁰ Initially, the annual program review update process evaluates whether technology needs are being met for individual disciplines and programs. A more comprehensive evaluation takes place through the four-year program reviews conducted by instructional and non-instructional units at the district and campus level. The recommendations from these program reviews and updates are communicated by discipline faculty to the departments.

Technology Resources subcommittee,³¹ the Norco Academic Planning Council (NAPC), and the Academic Senate, particularly when multiple requests are competing for available funds. Also, technology resource requests are incorporated each year by the departments into the Norco Academic Master Plan, with input from the NAPC and the NSPC.

None

Once approved, new technology proposals are reviewed by the district Information Services group or the Instructional Media Center at the Digital Library. For hardware purchases, the district staff develops detailed technical specifications and pricing which are used to acquire the requested technology (through competitive bidding if appropriate) through the district Information Services Group and district Purchasing office.

Through the process of informed recommendations and decision-making at the campus and district levels, technology planning is integrated with institutional planning at Norco Campus.

SELF EVALUATION

The standard is met. Technology planning and decision-making take place at many levels within the campus and the district to ensure that the proper technology resources are available for the Norco Campus. A system has been developed to ensure that all requests for additional equipment or software are researched and analyzed.

PLANNING AGENDA

³¹ The Technology Resources subcommittee has as its primary task to evaluate and recommend appropriate use of technology equipment for both administrative and instructional enhancement and efficiency.



STANDARD III.D
Financial Resources

STANDARD III.D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

DESCRIPTIVE SUMMARY

The district Academic Master Plan (AMP), updated in 2005, reflects the mission and goals of Norco Campus inasmuch as this document serves as one of the primary elements for financial planning at both district and campus levels (III.D.1-1).

The district Academic Master Plan, founded on the district's mission and goals, is comprised of the Academic Master Plans of each of the three campuses in the district. The Norco Academic Master Plan (NAMP) is compiled annually with recommendations from all Norco academic departments and programs (III.D.1-2). These recommendations are based in turn on instructional, student services, and administrative unit program reviews and annual program review updates. Supplementary reports and surveys supplied by the district's Offices of Institutional Research and Reporting are also used to develop the NAMP (III.D.1-3). Within the Norco Academic Master Plan, each department provides an individual mission statement, a current description, a set of goals, a plan for future growth and

development, and a list of potential obstacles to staffing, equipment, facilities planning, and budget requests. To maintain a proper relationship between financial and institutional planning, the district AMP, along with each campus AMP, is updated on an annual basis and published every five years.

The district AMP is aligned with the district Strategic Planning Process to ensure that all financial planning effectively furthers the mission and goals of Norco Campus. At the center of the campus strategic planning process is the Norco Strategic Planning Committee (NSPC), which consists of nine subcommittees including the Financial Resources subcommittee (III.D.1-4). The role of the NSPC and its subcommittees is to work with the Norco Academic Planning Council (NAPC) to review each department's contribution to the NAMP, and along with other documents, prioritize current and future needs on an annual basis. The district recognizes the NAMP and its financial planning requests as the platform for Norco's mission and goals. In short, institutional planning, both current and future, is linked closely to financial planning at both district and campus levels (III.D.1-5).

The Board of Trustees is kept abreast of financial planning and allocation through regular reports from district administrators, the Norco president, and the Vice President of Business Services (III.D.1-6). These reports are based on the recommendations of the Norco Strategic Planning Committee, the Financial Resources subcommittee, and the Norco Academic Planning Council, as reflected in the NAMP.

The district is primarily responsible for overseeing the budgeting and the disbursement of all fixed income including full-time instructors, full-time staff, and part-time occasional staff. It is also responsible for financial planning and funding of the Foundation, Public Information, Information Services, Admissions and Records, Student Financial Services, Digital Library/ Instructional Media Services, Athletics, and Campus Safety & Police by means of a matrix reporting. The district relies on a cost-basis budget model which is based on actual cost of operation, with the starting point the prior year's budget for each department.

With respect to budget allocations, the district was in a transition phase during the 2006-2007 school year. Specifically, campus administrators became even more involved in the determination of specific, clearly identified campus and district allocation amounts for certain categorical funding needs (instructional and non-instructional equipment, basic skills, and supplemental budget items). Also, district administrators have placed greater emphasis on the prioritization requests of the various planning and decision-making bodies (NSPC, Financial Resources sub-committee, NAPC) at the campus level.

Norco Campus has its own budget for part-time instructors and short-term hourly staff (III.D.1-7). Since the last accreditation team

visit in 2001, Norco Campus has experienced increased enrollment, additional facilities, and an increased need for support costs, such as computers, furniture, and supplies associated with the addition of full and part-time instructors and four new full-time administrators.

Norco has been the recipient of both state and Bond Measure C funding to assist with the construction of new buildings on the Norco Campus (III.D.1-8, and see standard III.B.1.a). These funds are allocated according to a project list approved by the governing board of the Riverside Community College District. A district-wide Bond Oversight Committee monitors the proper allocation of bond funds (III.D.1-9).

SELF-EVALUATION

The standard is met. The base budget provides for all full time, part time, and temporary personnel and related benefits, supplies, and services.³² Review and prioritization of such requests at the campus level is based on the Norco Academic Master Plan (NAMP), which incorporates departmental funding requests based upon detailed instructional and non-instructional program reviews.

An architectural firm has been hired to assist Norco with the development of a Long Range Educational and Facilities (Campus) Master Plan, incorporating and revising the previous Norco Campus Facilities Master Plan (III.D.1-10). The EMP will be based upon information from the NAMP as well as other data, such as an external scan, demographic data, and the like. It will provide useful information needed to support a campus-based resource allocation model as

³² Base budget augmentation and special categorical budgets to support the acquisition of equipment and minor renovation are handled as separate processes.

well as the Norco Facilities Master Plan. Both plans are expected to be completed by the end of 2007 (III.D.1-10).

There are a number of support functions critical to the mission and goals of Norco Campus whose operations, personnel, and budget are performed by District personnel. They include:

- Public Affairs
- Information Services
- Student Financial Services
- Athletics
- Campus Police

The current budget allocation model generally speaking is incremental in nature. A new budget allocation model will be developed for use in fiscal 2008 - 2009.

PLANNING AGENDA

- Implement the new budget allocation model for fiscal year 2008-2009.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

DESCRIPTIVE SUMMARY

Since its last accreditation report, the district has developed and implemented appropriate processes and procedures to reflect realistic assessment of financial resources and expenditures through its Administration and Finance Office (III.D.1-11). As mentioned above in standard III.D.1.a, part-time salaries, supplies and equipment, services, and specified (variable cost) categorical funds are under the direct control of Norco Campus, while the remaining budgetary

areas such as fixed costs and district support functions are managed centrally.

A monthly financial report that provides detailed budgetary and financial information for each department is distributed by the Norco Vice President of Business Services to administrators and department chairs and provided to the Financial Resources sub-committee of the Norco SPC (III.D.1-13). To provide additional support and strength the institution, the district and Norco Campus have pursued other funding sources. These have included:

- Successful passage of Bond Measure C for capital projects.
- Applying for and receiving Title V, NSF, and other grants (III.D.1-14).
- Specifically allocated basic skills funding and career technical development monies (III.D.1-12).
- Collaborating with the John F. Kennedy Middle College High School, located on Norco Campus property, for additional classroom space for college classes held in the late afternoon and evening.
- Additional funds raised by the RCCD Foundation in order to increase the amount of financial assistance available to students throughout the district (III.D.1-15).
- During fiscal year 2006-2007, in addition to the annual allocation of instructional equipment (based upon a three-year average of FTES), Norco Campus received \$97,000 in one-time categorical funds to support new biology courses (III.D.1-16).

SELF-EVALUATION

The standard is met. Through the monthly financial reports submitted to department chairs and administrators, dialogue and recommendations on budgetary matters from the Financial Resources subcommittee

of the SPC, and prioritized input from departments via instructional and non-instructional program reviews, Norco Campus makes every effort to establish funding priorities to help departments achieve their educational and financial goals.

During 2006-07 the co-chairs of the NSPC reviewed the budget recommendation process. Revisions to the process were approved in spring 2007 for implementation in subsequent budget cycles. The net result of the new budget allocation model will reflect a much more realistic assessment of financial resource availability and provide a better indication of how to develop further financial resources for the Norco Campus.

PLANNING AGENDA

- Norco Campus will continue to pursue partnerships and seek outside resources.
- Continue the transition to a campus-based budget allocation model by building the capacity of NSPC to evaluate and prioritize resource requests using program reviews and district/campus strategic initiatives.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTIVE SUMMARY

Over the past several years, Riverside Community College District has met and exceeded its five percent reserve fund target. This makes it a financially stable community college district despite the series of recent funding cuts by the state which took

place from 2001-2005. Board Policy #6200 ("Budget Preparation") mandates the maintenance of a minimum 5% general operating reserve in the district's budget (III.D.1-17). To ensure that this is maintained, the 5% reserve is the first item budgeted each year. At the campus level, an administrative contingency account is established each year to provide for unbudgeted needs and new initiatives as they may arise during the year.

Regular full- and part-time salaries, cost increases for those salaries, and long-term liabilities are considered as designated budget items with funds set aside by the district prior to allocating funds to the campuses. Included are such expenses as health and welfare benefits, retirement funds, disability insurance, state unemployment insurance, workers' compensation insurance, long-term leases, utility expenses, and debt payments. Also, the district addresses its insurance and liability exposures through a combination of insurance, participation in joint powers associations, and self-insurance. Before funding is appropriated to various other needs, such as facility rentals and debt payments, the district sets aside funds to meet contractual obligations.

SELF-EVALUATION

The standard is met. In terms of making short-range financial plans, the district and Norco Campus take into account long-range financial priorities in order to assure the financial stability of the institution. Plans for payment of liabilities and future obligations are clearly identified in annual district budget reports and planning documents.

To assist in integrating short- and long-range planning for the Norco Campus, in spring 2007 the campus selected a consultant to assist the campus with the development of a Long Range Educational Plan and

an update of the campus Facilities Master Plan.³³

With the opening of the Early Childhood Education Center in fall 2005, the anticipated construction of a 35,000square-foot Industrial Technology building, the design for a new Student Success Center underway, and the construction of a self-sufficient Norco Network Operations Center (NOC), the campus is positioning itself to better support the students of the Norco Campus in the future.

PLANNING AGENDA

None

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

DESCRIPTIVE SUMMARY

The current process of financial planning, budget development, and appropriate control mechanisms at the district level and at Norco is in accord with Board Policies #7080 - "Budget Development: Fund Balance Target"; #6200 - "Budget Preparation"; and #6300 - "Fiscal Management" (III.D.1-18). The detailed process is as follows:

District Level

³³ The Educational Master Plan (EMP) will be based upon information from the District AMP and the Norco AMP as well as other data, such as an external scan, demographic data, and the like. Both plans are expected to be completed by the end of 2007.

- The Budget Bunch plays an integral role in the development of the annual budget. Norco is represented on the committee by the campus President and by the Vice President of Business Services.
- In fulfilling this responsibility, the Budget Bunch is kept informed by the district Office of Administration and Finance of projections and assumptions as the governor and legislature develop the budget for the coming fiscal year.
- The Resources Committee of the Board of Trustees provides a venue for constituent groups to be informed and voice their input regarding budgetary matters.
- When the governor announces the budget, the district Office of Administration and Finance prepares district-wide budget scenarios based on the budget allocation model.³⁴ This initial budget is reviewed by the Resources Board Committee of the Board of Trustees. This committee includes members of the Academic Senate, student body, and faculty/staff bargaining units).
- The district Office of Administration and Finance distributes New Position Request and Capital Outlay Request forms in May for return in July. Departmental budget worksheets are distributed in July. These worksheets allow for changes in department budgets related to temporary/hourly wages, services, and supplies (III.D.1-19, 20, 21).
- The tentative budget is then reviewed by the Budget Bunch and a recommended budget is forwarded to the chancellor. The chancellor presents this tentative budget to the Board of Trustees in June for approval.

³⁴ The proposed budget is based on fixed and known variable costs as well as district-wide initiatives that have been authorized for funding.

- After the state legislature and the governor approve the final state budget, the district budget is further reviewed by the Budget Bunch, the Chancellor, and the Resources Board Committee. The budget is then submitted to the Board of Trustees in September.
- In addition to the development of a budget proposal, the Budget Bunch discusses any problem areas, and, as necessary, submits recommendations to the Chancellor, who forwards the recommendations to the Resources Board Committee and/or the Board of Trustees.

District-Norco Budget Communications

- In general terms, the current budget allocation methodology has been a bottom-up and cost-driven process. The starting point for the new budget each year is the Revised Budget as of April 30th of the prior year. Budget Adjustment/ Augmentation worksheets are sent to each department in July each year. This is the opportunity for departments to translate the results of their planning into a budget request.³⁵
- The Budget Adjustment worksheets are submitted to campus leadership for consideration and prioritization. Once reviewed and prioritized, they are then submitted to Finance to accumulate for discussion by Budget Bunch, who take into consideration requests district-wide and the amount of available resources to fund the requests.
- In May each year, Capital Equipment and Position Request forms are distributed to campus leadership, which then distributes the forms to the departments

³⁵ This district-campus process has been past practice. However, the campus will follow a different process for the fiscal year 2008-09 budget. The revised process, which will rely more heavily on information provided in program reviews has been adopted by the Norco SPC.

(III.D.1-20). Again, this is the opportunity for departments to translate the results of their planning efforts into a budget request. The submission process follows the same methodology as described above for the Budget Adjustment worksheets (III.D.1-21).

Norco Campus Level

- Norco Campus has a local Academic Senate with representation on the District Academic Senate. As a committee of the District Senate, the Budget and Legislative Committee is composed of elected members representing the institution at large. The chair of this committee serves as representative to the Resources Board Committee of the Board of Trustees. Representatives from the Academic Senate, ASRCC, CTA and CSEA also attend meetings of the Resources Board Committee.
- Through program review, the Norco academic departments and non-instructional units develop five-year long range plans, with funding requests prioritized and then summarized in the Norco Academic Master Plan. These plans address the needs of each department with respect to human and physical resources to meet the expected growth. These plans are updated annually through the annual program review process, with identified needs prioritized and integrated into budget allocation decision-making.³⁶
- The office of the Vice President, Business Services distributes a monthly financial report to campus departments. This report presents by budget line the

³⁶ Program review drives campus budget priorities beginning at the department level, then moving through various constituencies such as NAPC and NSPC, including the Financial Resources subcommittee; recommendations are made to campus leadership during the budget development process throughout the year.

adopted budget, revised budget, year to date expenditures, encumbrances, and balance available. This information is provided to the department chair and managers so that they can monitor their financial activity and make changes as necessary (III.D.1-13).

SELF-EVALUATION

The standard is met. The Norco Campus follows all guidelines and processes financial planning and budget development, allowing all campus constituencies to participate in the processes. The Norco Academic Planning Council, the Dean of Instruction, the Vice Presidents of Business Services and Educational Affairs, and the President of Norco Campus, along with the

Norco Strategic Planning Committee (SPC) and its Financial Resources subcommittee, review and discuss the funding needs of the campus.

Norco Campus constituents appreciate the support provided by the chancellor and the Board of Trustees over the past five years in giving their approval for hiring additional full-time faculty as well as the allocation of Measure C bond funds and specific categorical funds to the Norco Campus.

PLANNING AGENDA

- Effectively participate in the development of a new district budget allocation model.

List of References

III.D.1-1	District Academic Master Plan
III.D.1-2	Norco Academic Master Plan
III.D.1-3	Fact Book, pgs. 72-121, 201-245
III.D.1-4	<i>Strategic Planning Process 2001-2006</i>
III.D.1-5	Board of Trustees Minutes: record of NAMP/AMP approval (2005-2006)
III.D.1-6	Sample reports by district admin and Norco President
III.D.1-7	Copy of part-time instructional budget 2006-2007, Norco Campus
III.D.1-8	Measure C documents
III.D.1-9	Bond Oversight Committee membership list
III.D.1-10	Agreement with long-range educational plan consultant
III.D.1-11	Administrative and Financial Services Function Map
III.D.1-12	RCCD General Unrestricted Budget, 2006-2007
III.D.1-13	Sample Monthly Financial Report
III.D.1-14	“Federal Grant Awards, Calendar Years 2001-Present,” “Foundation Grant Awards, Calendar Years 2004 - Present,” “State Grant Awards, Calendar Years 2001-2004”
III.D.1-15	Sample Foundation audit-financial report
III.D.1-16	Funding allocation approval: Office of Budget and Finance, for biology courses
III.D.1-17	Board Policy #6200
III.D.1-18	Board Policy #6200, 6300
III.D.1-19	Fiscal year 2007-2008 Tentative Budget Development Schedule
III.D.1-20	Capital Equipment and Position Request form (sample)
III.D.1-21	Budget Adjustment Worksheet (sample)

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTIVE SUMMARY

The district's annual budget as well as its finances and expenditures are audited yearly by external auditors. Audit finding responses are prepared by the responsible administrator at either the district or campus level. The responses are included in the issued audit report. Audit reports are submitted to federal, state and local oversight agencies and to the district Board of Trustees based on predetermined timelines (III.D.2-1).

During the annual audit process, if audit exceptions are noted, the district Office of Administration and Finance immediately contacts the unit responsible for the exception and recommends a corrective action plan. There were no audit exceptions in fiscal year 2003-2004. There were four (4) audit exceptions in fiscal year 2004-2005:

- Three federal award findings
 - 2 for student financial aid and 1 for GEAR-Up/ Passport Plus
- One state award finding
- One for EOPS program (III.D.2-2)

To redress the exceptions, the Office of Administration and Finance contacted the student services program directors for each of the programs to obtain their corrective action plan. The corrective action plan was included in the published audit report under the "District Response" section. The district controller followed up with the program directors throughout the year to determine if the corrective action plans had been implemented. A follow-up was also conducted by the Federal and State governmental departments having oversight over those programs that had audit exceptions.³⁷

With regard to budget allocation and use of financial resources in the district, the current budget allocation methodology at RCCD is a bottom-up process. The starting point for the new budget each year is the revised budget from April 30 of the prior year. In order to ensure appropriate allocation and use of financial resources as the district moves to a multi-college model, the district recently initiated the Three Colleges Project, coordinated by the Vice Chancellor, Administration and Finance, with participation of the college business officers and district finance and administrative associate vice chancellors, to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district.

³⁷ See the Finance section of the Accreditation Evidence website for a copy of the audit report. Correspondence with the Federal Department of Education has been placed on the website.

Among the issues under review is the RCCD Budget Allocation Model (see III.D.1.a. above).

During 2007-2008, a new RCCD Budget Allocation Model (BAM) and a mid-Range Financial Model will be developed to assist in allocating resources to campuses and District office functions as well as to assist in planning for the effects of new programs and initiatives on district and campus resources.

Development of the BAM will involve representatives from the campus, particularly the new campus Business VPs. The RCCD Budget Allocation Model will provide opportunities for strengthening the linkage between planning and budgeting.

The district was in a transition phase to this new allocation model during the 2006-2007 school year. Specifically, campus administrators became more involved in the determination of specific, clearly identified campus and district allocation amounts for certain categorical funding needs. Also, district administrators placed greater emphasis on the prioritization requests of the various planning and decision-making bodies (NSPC, financial resources sub-committee, NAPC) at the campus level. Categorical funding was allocated as follows:

Funding Need	Amount Allocated	Percent of total district allocation
Instructional equipment	\$ 320,306	21%
Non-instructional equipment	125,000	25%
Basic skills	109,720	19%
Remodeling projects	75,000	25%

In general, the distribution for each campus was based on a three-year average of total FTES produced (Norco's average was 21.79%).

Before sending a final recommendation to the President through the NSPC, the Norco APC meets to re-prioritize instructional equipment requests after departmental input before sending a final recommendation to the President. In terms of non-instructional equipment, already committed repair and replacement projects will receive first priority. Norco budget allocation for supplemental budget requests will depend on the district Budget Bunch receiving from the Norco president (via the NSPC) a prioritized list based upon departmental requests for additional funds, including new classified positions, software, and library books and on budget availability.

SELF-EVALUATION

The standard is met. The district is committed to conducting a review of the cost allocation model and is expected to produce an alternative base budget model, which will use long range and various metrics to allocate funds in a manner more consistent with strategic planning. This review began in fiscal year 2006-2007 and will be fully implemented by the 2008-09 fiscal year.

As noted above, the amount of base budget allocated to the Norco Campus is initially based on the prior spending level. Adjustments in full- and part-time faculty are made to reflect changes in enrollment. While base funding is relatively predictable, the ability to obtain base budget increases beyond faculty resources is dependent on the amount of funds available district-wide at the time of the request.

PLANNING AGENDA

- Participate in the implementation of the new budget allocation and new mid-range financial models.

III.D.2.b. Appropriate financial information is provided throughout the institution.

DESCRIPTIVE SUMMARY

Appropriate financial information is provided online. A printed copy of the District's budget is placed in the library at each campus and it is a public document. Administrative officers at each campus receive information on budget accounts. The Norco Campus Vice President of Business Services provides a monthly summary financial report to the president and the Financial Resources subcommittee of the NSPC. In addition, each department receives a monthly financial report that highlights budgetary issues or items needing specific action.

Moreover, department chairs and managers can access real time budget and expenditure data and related information via Galaxy budget and financial system software. Budget information can also be obtained from the campus business office or district Administration & Finance Office by request.

SELF-EVALUATION

This standard is met.

PLANNING AGENDA

None

III.D.2.c. The institution has sufficient cash flow and reserves to maintain

stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTIVE SUMMARY

The primary sources of RCCD funding are through general apportionment and funds from categorical programs. Through the Administration and Finance Office, the district provides annual, quarterly, and monthly budget reports that communicate cash flow requirements, reserve levels, expenditures, fixed costs, and cost of insurance and workers' compensation (III.D.2-6).

Board policy also mandates the maintenance of a minimum 5% general operating reserve in the District's budget (III.D.2-7). To ensure that this is maintained, the 5% reserve is the first item budgeted each year. Any general funds not spent by the district or RCC Norco are placed in the district's ending balance at the end of the fiscal year. Using the district's current budget allocation model, these funds are redistributed and/or re-allocated the following year (III.D.2-8).

At the district level, an administrative contingency account is established each year to provide for unbudgeted needs (III.D.2-9).

RCCD has maintained sufficient insurance coverage that covers property and liability; workers' compensation; and vehicle insurance. To comply with Board policy, the district has a Risk Management Office to ensure that its risk management program meets all legal requirements and provides protection against loss, damage, or liability in accordance with California Education Code #72506 and any other applicable state codes (III.D.2-10).

SELF-EVALUATION

The standard is met. The district Administration and Finance Office has been conservative in its approach, keeping the district financially sound and meeting all obligations without reducing the number of programs or faculty. The Board's policy objective is a budgeted ending balance equal to "at least 5% of total available funds."

With respect to contingency funds, the district provides the president of the Norco Campus with \$40,000 each year to address any unmet or unexpected financial need (III.D.2-11). Other possible sources include the district contingency and the reallocation of unspent budget balances. The district will consider alternative methods for contingency funding at the campus level in the development of the new Budget Allocation Model.

PLANNING AGENDA

None

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTIVE SUMMARY

Oversight of RCCD's finances includes the following processes:

- The Board of Trustees Resource Board Committee meets regularly to review the budget status and information prepared by the district's Financial Services department (III.D.2-12).

- Board Policy #2200 requires that the Board of Trustees ensure an annual audit of all funds. RCCD's internal auditor also provides oversight in all areas of compliance. The District's external independent auditors provide financial and programmatic oversight during the annual audit (III.D.2-1,6).
- The district Grants & Contracts Office provides oversight for all financial compliance related to grants (see Chancellor's Office functions map) (III.D.2-13).
- The independent Citizens' Bond Oversight Committee makes sure that the funds from Measure C bonds are spent in accordance with projects and programs outlined in the election ballot. (III.D.2-14).
- Student Financial Services oversees student financial aid with the district's Auxiliary Business Services Office providing accounting support (III.D.2-15).
- Foundation funds are managed by an executive director and an Executive & Finance Committee, with the assistance of the district's Auxiliary Business Services Department performing the accounting role. The foundation, as a separate not-for-profit (501-C-3) organization, is audited each year (III.D.2-16).
- Administrators contracting for goods and services have oversight over outside contracts to ensure that the contract obligation is met. The Administration & Finance Office, specifically Purchasing and Accounts Payable, provides an additional level of oversight for these contractual obligations.
- In general, the Administration & Finance Office maintains overall budget oversight of finances for grants and financial aid, performs an accounting function for the financial activity of auxiliary organizations such as ASRCC and the RCCD Foundation, and accounts for the District's fixed assets. The District is obligated by regulation to maintain

cash and investments with the Riverside County Treasurer.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

DESCRIPTIVE SUMMARY

The district performs a fiscal oversight function of all grants, externally funded programs, and auxiliary functions. Board Policies #6200 - "Budget Preparation" and #6300 - "Fiscal Management" regulate district and college use of funding. (III.D.2-18). The district conducts regular audits of practices to determine if there are any deviations from standard procedures (III.D.2-1).

Norco Campus strives to link all resources, including discretionary funds, fundraising events, and grant funds, to the mission statement and to the campus goals described in the Norco Academic Master Plan. Through the auspices of the district, RCCD Foundation and federal grant funds are earmarked for projects on the Norco Campus.

SELF-EVALUATION

The standard is met. Norco Campus, through district oversight of auxiliary funds, fund-raising efforts, and grants, util-

izes resources with integrity to meet the mission and goals of the institution.

PLANNING AGENDA

None

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY

Most contractual agreements are initiated and managed at the campus level. They also are typically reviewed at the district level, and are approved by the Board of Trustees. Norco Campus therefore depends on the administrative and legal resources and actions of the district in this regard. As explained previously in standard III.D.2.d, the district's Administration & Finance Office, in coordination with Norco Campus, manages all major accounting functions and provides all state and federal reporting.

RCCD has established a series of internal controls and procedures for the use of external contractual agreements (III.D.2-20). Evidence of oversight of these contracts is found in the district financial audit, referenced in standard III.D.2.d above.

Contracts with outside vendors require Board approval. The district has a contract expert who reviews proposed contracts and provides assistance to the college during negotiations. A district auditor conducts reviews of practices and ensures they are in conformance with board policies and administrative regulations. The Board ensures strict adherence to all contracts governed by

federal and state codes and regulations. All contractors must meet the insurance specifications required by the district administrative services policy.

On projects related to the Norco Campus, the campus Physical Resources and Financial Resources and other sub-committees of the NSPC play a role in determining which contractors will provide the best services and are consistent with Norco's mission and goals.

SELF-EVALUATION

The standard is met. RCC Norco participates in district-approved contractual agreements that range from provision of professional service contracts, software agreements, and the leasing of equipment and hardware, to the leasing of off-site instructional spaces. Norco Campus is actively engaged in the recommendation of consultants to the Board of Trustees. Rigorous guidelines are established to ensure that the best bid is obtained and that the campus is protected from contractor negligence or incompetence (III.D.2-1, 21).

The practice of requiring that all contracts, regardless of amount, be approved by the Board of Trustees contributes to delays in processing and initiation of contracts at the local level. The delegation of contract signature authority is currently under consideration by the Board.

PLANNING AGENDA

- Work with district officials to streamline contract approval processes.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTIVE SUMMARY

Both the district and Norco Campus have procedures to evaluate financial management processes. The district-wide Budget Bunch looks at budget data and reviews allocation processes, making adjustments when necessary. In addition, the district uses an annual external audit to provide feedback and a written report to the Board of Trustees on the efficiency and effectiveness of the district processes and procedures.

With the appointment of the Vice President of Business Services, Norco Campus was able to ensure regular evaluations of its local financial management processes to ensure appropriate allocation of financial resources from the district. A significant change will include the district's review of its base model allocation system and the subsequent modification of that system to align resource distribution more closely with metrics such as headcount, FTES, faculty load ratios and, in particular, strategic planning.

As a result of concerted evaluative efforts, the district recently created a new initiative, the Three Colleges Project, to be coordinated by the Vice Chancellor, Administration and Finance, with participation by the college business officers and district finance and administrative Associate Vice Chancellors, to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district (III.D.2-24). Among the issues under review is the

Budget Allocation Model (see standard III.D.2.a. above).

SELF-EVALUATION

The standard is met. The district has evaluative processes in place for allocation and use of financial resources at its college and educational centers.

PLANNING AGENDA

The Norco Campus Vice President of Business Services and the members of the Three Colleges Project will:

- Discuss, explore and implement, as needed, modifications and/or new administrative and financial procedures and policies suitable for a multi-college district.

List of References

- III.D.2-1 District annual independent audit, 2005-06
III.D.2-2 Report listing audit exceptions
III.D.2-4 Copy of categorical funding allocation, 2006-2007, Norco Campus
III.D.2-5 Copy of District budget allocation 2005-2006 and 2006-2007
III.D.2-6 Sample Finance and Audit budget reports; see also board policies #2200, 6300
III.D.2-7 Board Policy #6200 (Budget Preparation)
III.D.2-8 FY 2006-2007 Adopted Budget
III.D.2-9 Copy of district administrative contingency account
III.D.2-10 California Education Code website showing insurance requirements, or legal document (obtain from Risk Management showing district risk management obligations)
III.D.2-11 President's contingency budget showing \$40,000 allocation
III.D.2-12 District monthly financial report
III.D.2-13 Chancellor's Office organizational chart and functions map
III.D.2-14 Measure C and The Citizens' Bond Oversight Committee; <http://www.rcc.edu/community/cbox/index.cfm>; District annual independent audit; Report on Proposition 39, Funding Financial and Performance Audits
III.D.2-15 District annual independent audit, 2005-06
III.D.2-16 Foundation Annual Report, 2005-2006
III.D.2-18 Board Policies #6200, and 6300.
III.D.2-19 Board policy #6140
III.D.2-20 Internal controls and procedures for external contractual agreements; see also Board Policy Section 6 – Business & Fiscal Affairs
III.D.2-21 RCCD Finance and Audit. Report No.: VI-D-3, 10/17/06
III.D.2-22 District Annual Independent Audit 2005-2006
III.D.2-24 Minutes or documentation, Three Colleges Project

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

The evaluation of financial resources is the responsibility of the district and the individual campuses. Board Policy regulates the effective use of financial resources. Evaluative processes are in place at the district level to systematically review, assess and modify systems and processes to ensure the effective use of financial resources.³⁸

At the individual campus level, there are a series of processes and reviews to assess and modify systems to ensure the effective use of financial resources. Initially, the annual program review update process evaluates if fiscal needs are being met for individual disciplines and programs. These evaluations are also evident in the comprehensive program reviews conducted by instructional and non-instructional units at the district and campus level. Any process changes recommended are communicated in turn to the departments, and through the departments to the Norco Academic Planning Council and to the Norco Strategic Planning Committee. The Norco Academic

³⁸ There are several mechanisms that oversee the use of financial resources in the district. The Finance and Audit Committee of the Board of Trustees receives financial information from administrators and auditors. The Financial and Legislative Committee of the District Academic Senate has representation on the Budget Bunch. These committees hear reports, ask questions and approve them or recommend changes. The District Resources Committee and the district Administration & Finance Office also provide input and oversight. The independent Citizens' Bond Oversight Committee sure that the funds from Measure C bonds are spent in accordance with projects and programs outlined in the election ballot.

Senate may also provide leadership in recommending evaluation of fiscal matters or process changes. These groups may request changes to the process or evaluation of financial resources through the Financial Resources subcommittee of the NSPC, or directly to Norco Campus management.

The creation of a new business office on the Norco Campus, along with the hire of a Vice President of Business Services, has assisted the Financial Resources subcommittee of the NSPC and Norco Campus administration in assessing the effective use of financial resources and using the results of the evaluation as the basis for improvement.

SELF-EVALUATION

The standard is met. The district and the campuses have processes in place to systematically assess the effective use of financial resources and to use the results of any evaluation as the basis for improvement. On the Norco Campus, the Norco Strategic Planning Committee, and its Financial Resources Subcommittee make recommendations for changes to the process or evaluation of fiscal needs utilizing input from departments and annual program review updates. The Vice President of Business Services and the Norco Campus administration also make recommendations for fiscal process modifications based on their evaluations of the effectiveness of current processes.

One recent recommendation for change to district procedures that has arisen as a result of evaluation of the current base budget model is the proposed new Budget Allocation Model (see standard III.D.2.d.). More importantly, as a result of concerted evaluative efforts at the district and campus levels, the District's new initiative, the Three Colleges Project, has been created to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district (III.D.2-24). These two examples provide ample evidence of an effective

evaluative process at RCCD for the efficient use of financial resources and for the improvement of fiscal services throughout the district.

PLANNING AGENDA

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

Summative Essay, Standard III: Resources

While the institution is the vehicle for the educational journey, and instructional and support staff represent the guidance and map through which the journey is accomplished, resources serve as the infrastructure to facilitate students' educational plans. This framework, consisting of human, physical, technical, and financial resources, supports the various educational pathways provided by Norco Campus.

INSTITUTIONAL COMMITMENT

Norco Campus demonstrates its commitment to providing the resources necessary to offer high quality education to its students through an integrated resource allocation process that supports the institution's mission statement and reflects student needs. As part of this commitment to support students, Norco has instituted strategic planning processes that ensure representation by all stakeholders and solicit participation campus wide. Using data provided by Institutional Research, each instructional, student services, and administrative unit assesses its human, physical, technical, and financial resource needs using the program review process. To ensure appropriate allocation of resources, resource needs are discussed in the Norco Academic Planning Council, the Norco Strategic Planning Committee and its subcommittees, the Norco Academic Senate, and the Norco Administrative Planning Council. In these deliberative bodies, high prioritization of a specific resource category is dependent, in part, upon satisfactory articulation and assessment of student learning and service area outcomes. Additionally, the institution requires all requests for resources to be linked to educational programs and student success initiatives. All these processes reflect institutional commitment to quality education.

EVALUATION, PLANNING AND IMPROVEMENT

Evaluation, planning and improvement is the theme most closely linked to Standard III: Resources. Formal planning and evaluation are integral to Norco's ongoing systematic and reflective campus-wide strategic planning process. A core element of this process concerns policies and procedures related to allocation of human, physical, technical, and financial resources to support quality educational programs.

The district has developed clear policies and procedures governing the employment, retention, evaluation, and professional development of its personnel. Norco Campus works closely with the district Office of Diversity and Human Resources to ensure appropriate understanding of and concern for issues of equity and diversity, and the campus regularly assesses its effectiveness in this area consistent with its mission. Hiring processes for each employee category are aligned with institutional planning and budget cycles. In addition, Norco has made a concerted effort to maintain the highest levels of commitment to academic excellence as well as to diversity and equity in its hiring procedures.

Norco Campus has integrated facilities planning into its institutional planning process, resulting in a strategic approach to prioritizing the physical resource needs of its students, faculty, and staff. In response to rapid growth, six new portable buildings are being moved on campus and are scheduled to open in fall 2007; a new Student Success Center has been approved by the Board of Trustees and is being discussed by a design team comprised of all campus stake-

holders; and with Phase III of the Norco Campus build-out reconfirmed by the state, the completion of planned Phase III projects will significantly address Norco's classroom and office space needs. A new Long Range Educational and Campus (Facilities) Master Plan is also being developed using the expertise of outside consultants experienced in environmental planning and college master plan development.

Technology resources on Norco Campus are kept up to date in order to support and enhance student learning. As part of ongoing evaluation, planning and improvement integrated into campus-wide strategic planning, the Technology Resource subcommittee was instrumental in determining the appropriate allocation of capital expenditures for technology, designing a plan that allowed upgrades for computers where appropriate and replacing computers where necessary. Accordingly, most Norco classrooms are now equipped with recently upgraded multimedia equipment; computer-based labs and other engineering, manufacturing, business, and dedicated computer classrooms have recently replaced hardware and software. The input from this subcommittee has been vital to maintaining the quality of hardware and software on campus and demonstrates the efficiency of the evaluation and planning processes at the Norco Campus.

The Norco Academic Master Plan reflects the mission and goals of the Norco Campus. As one of the primary elements for financial planning at both district and campus levels, the NAMP is reviewed and updated regularly. Institutional planning is linked closely to financial planning at both district and campus levels, and planning decisions are connected to the district strategic initiatives which focus on improvements in student learning and institutional effectiveness. The Vice President of Business Services will make a significant contribution to the design of a new district budget allocation model. The Financial Resources subcommittee of the Norco Strategic Planning Committee is the cornerstone for integrating financial planning with campus-wide strategic planning for resource allocation.

STUDENT LEARNING OUTCOMES

Essential to the comprehensive program review process is the establishment and assessment of student learning outcomes at the course, program, certificate, and degree levels. Resource allocation is based explicitly on annual program updates, with instructional, student services, and administrative unit SLOs included among the ranking criteria. At Norco Campus, each department develops an Academic Master Plan based on assessment of educational needs and projection of future growth. These resource needs are prioritized by the Norco Academic Planning Council using specific criteria. Central to these criteria is the requirement that a discipline has established student learning outcomes, assessed these outcomes, revised course outlines of record, and used the results of assessment to improve pedagogy. Linking student learning outcomes and assessment to resource allocation and prioritization indicates the importance Norco Campus and its constituencies place on student learning outcomes and demonstrates the link between enhanced student learning and institutional effectiveness.

ORGANIZATION

Norco Campus has developed an organizational infrastructure that affords it the capacity to make campus-based decisions and participate fully in district decision-making in a shared governance

environment that provides meaningful opportunities for participation by all stakeholders. With respect to organization structure, the addition of vice presidents of business services and educational services has increased the capacity of the campus to develop and implement strategic plans, identify and measure student learning outcomes and assist the district in prioritizing the allocation of human, physical, technological and financial resources. With regard to processes, the means by which institutional needs are identified and prioritized and resources are allocated to address these needs have been clarified and enhanced. While the campus remains proportionately small in relation to overall district enrollment, faculty, staff and administrators from the Norco Campus play an increasingly influential role in district decision-making.

DIALOGUE

Hand in hand with collegial shared governance at Norco Campus is ongoing, self-reflective dialogue centered on student learning. All constituents are invited to participate in all levels of planning, evaluation, and improvement, and this has been increased through the process of developing the accreditation self study document. As institutional strategic planning becomes more delineated, campus constituents continue to dialogue in determining future needs and resources. The dialogue occurs at all levels of the planning model and covers multiple issues, both simple and complex. At this time in the history of Norco Campus, it is still small enough to provide access to one's colleagues and opportunities for self reflection. The processes and policies of the institution are transparent and accessible to all stakeholders.

INSTITUTIONAL INTEGRITY

The theme of integrity runs consistently throughout Norco's policies and practice, particularly when hiring, evaluating, and helping to develop campus stakeholders who facilitate student learning. Following guidelines established by the state and district policy, Norco works with the district Office of Diversity and Human Resources to recruit and hire candidates who meet minimum qualifications and who will be ethical and appropriate in utilizing physical, technical, and financial resources. Great care is taken from the initial step in the hiring process to continued evaluation and professional development for all employees. When forming hiring committees, Norco strives to include appropriate constituencies, to ensure participation by tenured faculty where appropriate, and to reflect the diversity and range of interests of the department or discipline doing the hiring. Norco consistently strives to select the most highly qualified candidates who can contribute to the climate of high performance and integrity inherent at Norco Campus.

Financial integrity is vital for institutional integrity, and Norco's financial plan, allocation of financial resources, and financial management system are indicative of the high integrity required by the institution. Currently, financial integrity is reviewed as the district's annual budget, finances, and expenditures are audited yearly by external auditors. These audit reports are submitted to federal, state and local oversight agencies and to the district Board of Trustees. To further support continued appropriate resource allocation, the district has recently initiated the Three Colleges Project, to assess appropriateness and effectiveness of financial and administrative procedures as we move to a multi-college model. The creation and staffing of a new campus position, Vice-President, Business Affairs, has added additional oversight and advocacy for the campus in district financial planning and allocation.



STANDARD IV.A
Decision-Making Roles & Processes

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY

Norco Campus was established in 1991 as one of two educational centers in the Riverside Community Campus District. Administrative and faculty leaders have created an environment promoting autonomy, creativity of thought, and marked excellence among Norco staff, faculty, and students and across all institutional domains. The faculty, staff, students, and administrators who laid the academic groundwork during Norco Campus's early years did so in a spirit of commitment and collaboration, laying a strong foundation for the collegiality

that exists today, which has become one of Norco's hallmarks. Although the campus has grown considerably since its early days, it maintains its unique sense of individuality, its friendly small-town atmosphere, and its commitment to serving the needs of its student population.

Norco has established systematic governance traditions which promote and assure inclusion in decision-making processes at all levels. Institutional leaders ensure that faculty, staff, students, and administrators communicate openly and freely on a regular basis by providing appropriate forums in which to do so. These include shared governance structures as well as faculty and staff meetings and campus retreats. All constituents are encouraged to voice ideas and concerns which contribute to planning and decision-making (see also standards I.A.4 and I.B.1-4). As the campus has grown and prepared to take on independent college status, those traditions have been formalized. There are a variety of means through which all constituencies participate. These include:

- **Norco Academic Senate.** In May 2005 Norco Campus finalized the establish-

ment of a separate academic senate, electing officers, writing its own bylaws, and electing department representatives³⁹ (IV.A.1-1). The Senate is the primary means through which faculty participate in shared governance. Bylaws developed by the Norco Academic Senate and the District Senate specify the relationship between these two bodies and facilitate self-governance while at the same time maintaining appropriate lines of communication to address both local and district academic issues (IV.A.1-2). Norco Academic Senate members meet monthly to discuss issues of current interest to faculty at Norco Campus.

- **Norco Academic Planning Council (NAMP).** This council is comprised of faculty chairs, co-chairs (one faculty member and the dean of instruction), and assistant chairs who serve in an advisory capacity to administrators on matters concerning faculty hiring, budget planning and preparation, capital expenditures, program development, and the number and type of course/section offerings (IV.A.1-3). The NAMP meets monthly. Individual de-

³⁹ Until fall 2005, Riverside Community College District faculty members were members of one academic senate made up of a representative from each department in the district's three campuses. That senate had standing committees, which focused on specific areas such as curriculum, professional growth and sabbatical leave, and academic standards. In spring 2005, the RCCD faculty voted to adopt a new District Academic Senate constitution that, in anticipation of the creation of two new colleges, provided for each campus to establish its own academic senate, with the three presidents of those campus senates comprising a District Academic Senate. Also, since May of 2004, the Norco Academic Senate has met monthly during the spring and fall semesters, and its officers have met regularly with the campus provost/president. Bylaws were established in 2004, and modified in 2005 and 2006.

partment chairs also meet whenever necessary with the college president and the dean of instruction.

- **Norco Strategic Planning Committee (NPSC).** Faculty, staff, administrators, and students have the opportunity to participate actively in effective discussion, planning and implementation for Norco Campus through the Strategic Planning Committee. This campus-based body has a critical role in communicating local campus concerns to district administrators through the District Strategic Planning Committee. (IV.A.1-4). The NSPC has nine subcommittees that deal with all aspects of campus operations, as follows:
 - Instructional Programs
 - Student Support Services
 - Institutional Mission and Effectiveness
 - Library and Learning Support Services
 - Financial Resources
 - Human Resources
 - Physical Resources
 - Technology
 - Leadership & Governance

The **Strategic Planning Co-Chairs Council** (comprised of the faculty and staff co-chairs of the nine subcommittees above the Dean of Instruction, the Vice Presidents of Educational Services and Business Services, and the co-chair of the larger NSPC). NSPC recommendations are forwarded to the campus president (IV.A.1-4).

- **The Norco Academic Master Plan (NAMP),** the primary instrument for campus planning, provides the foundation and direction by which mission-driven and student-centered decision-making is maintained. The NAMP, part

of the District Academic Master Plan, is written and updated yearly with contributions from program review documents, instructional departments and administration. The Academic Master Plan provides a summary of the academic characteristics, objectives, short- and long-term goals, and resource needs of the academic departments across the system. It details the needs of departments in terms of resources and personnel, the progress made towards accomplishing department-specific goals, and the steps necessary to continue moving forward in the future (IV.A.1-5).

- **Program Review and Assessment.** Program review and assessment, the cornerstone of academic planning, is used by academic disciplines to improve student learning outcomes through curriculum and instructional improvement. Norco faculty and administrators serve as members of the District Program Review and District Assessment Committees, which meet monthly throughout the academic year.
- **John F. Kennedy Advisory Council.** Comprised of Norco and John F. Kennedy High School faculty, counselors and administrators, this group met monthly from spring 2002 to fall 2006 (when the school opened) to discuss issues and make decisions pertaining to the relationship between Norco Campus and JFK student policies in areas such as admissions, curriculum, and matriculation⁴⁰ (IV.A.1-6).

⁴⁰ John F. Kennedy Middle College High School, built in 2005-2006 and opened in fall semester 2006 with an initial enrollment of 600 students, is located on Norco Campus property adjacent to the college campus buildings. JFK High School is part of the Norco-Corona Unified School District. As a middle college high school, its focus is reflective of the “middle col-

- **District Matriculation Advisory Council.** Comprised of faculty, counselors, and Student Services staff, the MAC meets on a regular basis to write and implement matriculation standards and procedures (IV.A.1-7).
- **CTA and CSEA (District).** Faculty and staff members meet weekly to discuss bargaining and contractual issues (IV.A.1-8).
- **Associated Students of Norco Campus (ASNC).** The Associated Students of Norco Campus, established as part of the District Associated Students RCCD in spring 2001, wrote its own by-laws at that time and amended them in fall 2006. ASNC holds regular student senate, executive board, and Inter-Club Council meetings (IV.A.1-9).

By encouraging broad-based participation in the above listed entities, Norco Campus fosters an environment in which faculty, students, staff and administrators play a significant role in institutional decision-making. In the course of these activities, the centrality of the District’s strategic planning processes and initiatives is emphasized, with particular concern for improving student learning and fostering student success.

SELF-EVALUATION

The standard is met. Through a variety of systematic participatory processes, Norco leadership has created an environment for empowerment, innovation, and institutional excellence. The commitment of the administration to keep all constituents involved in the decision-making processes through the various councils, committees, and organiza-

lege” concept. The high school campus was constructed as part of an agreement between RCCD, the Norco Campus president, and Norco-Corona Unified School District.

tions ensures effective dialogue, planning, and implementation to meet the central Norco mission goal of improved student learning.

The history and formation of Norco's academic departments is a pertinent example of faculty-driven policies and evidence of leadership within the institution. In 1995 – 1996 Norco faculty met and developed an organizational structure for new campus-based academic departments in lieu of the district-wide departments in place at that time. These changes and suggestions, agreed upon through local Norco faculty and administrative dialogue, and approved later through contract negotiations, were ultimately adopted by the district. (IV.A.1-10)

The Norco student body has an active and growing student government and organized student clubs. While it is sometimes difficult to gain student participation in campus-wide government structures, nonetheless, the opportunity is available to students. Norco faculty and administration are constantly seeking to increase student participation, as recently evidenced by student attendance at the Norco Strategic Planning Committee by the Norco student government president and designee. (IV.A.1-11, IV.A.1-12)

Norco Campus leaders have been exceedingly supportive in encouraging faculty and staff to take initiative in establishing governance bodies and providing programs and services at Norco which support student learning and improve institutional effectiveness. Extraordinary leadership roles undertaken by campus faculty and staff have been the result of the willingness of all who work at Norco Campus to maintain an atmosphere of collegiality and empowerment. Specific examples of faculty empow-

erment and initiative fully supported by Norco administrators include:

- Leadership roles by Norco faculty on **District Program Review and Assessment Committees**: a Norco faculty member co-chairs each of these committees (IV.A.1-13, IV.A.1-14).
- Leadership roles by Norco faculty on **District Faculty Development Committee**: a Norco faculty member has significant reassigned time to assist in faculty development, FLEX, and workshop activities (IV.A.1-15).
- Leadership roles by Norco faculty in the **District Academic Senate**: a Norco faculty member is **President of the District and local Academic Senate** and was recently named recipient of the Chair Academy's 2007 **International Exemplary Leader Award** (IV.A.1-16).
- Leadership roles by Norco faculty in the district bargaining unit: a Norco faculty member is **President of the CTA** (IV.A.1-17).
- The **writing and development of the district program review** template for instructional disciplines: Norco faculty were lead authors of the document (IV.A.1-18).
- The **writing and development of the District Assessment Report**: a Norco faculty member is the lead author and researcher (IV.A.1-19).
- Extensive input into and contribution to the development of district-wide **General Education SLOs**: a Norco faculty member was lead author (IV.A.1-20, IV.A.1-21).
- Revision of district **templates for integrated course outlines of record** that incorporate general education and discipline-specific SLOs: a Norco faculty member led the development of a new curriculum template and wrote the **District Guide to Course Outlines of Record** (IV.A.1-22).

- Conducting workshops and writing a handbook to guide faculty through the process of developing distance education courses: a Norco faculty member pioneered faculty-to-faculty assistance workshops and wrote a **Handbook for Online Instructors** distributed district-wide (IV.A.1-23).

Specific examples of staff and student empowerment and initiative fully supported by Norco administration include:

- **Classified staff** co-chairs of **Strategic Planning Subcommittees**.
- Advising the **Academic Planning Council** on budgetary prioritization issues for capital expenditures and implementing Schedule 25 **course scheduling software** to facilitate the job of scheduling classes for faculty.
- Contributions by staff of significant information and writings included in this self study document, including creating and maintaining the **campus discussion board forum** for planning and accreditation.
- Development by veteran staff members of **department information packets** for faculty new hires.
- Significant **student contributions** to all stages of development of the **Norco mission statement** as well as providing information and feedback on the **self study**.
- Participation of **students** on the **Norco and District Strategic Planning Committees**.
- **Campus-wide dialogue workshop** held on February 8, 2007.

In an effort to enhance the efficacy of faculty and staff participation in institutional governance, the Campus is working toward strengthening the processes by which new faculty and staff members are introduced to its shared governance structure and proc-

esses. Existing orientation programs for first-year faculty and staff members are being revised to incorporate more thorough and concise information concerning the Campus committee structure and the expected role of faculty and staff members in institutional governance.

Results of a recent survey of full-time faculty at Norco Campus indicate that a significant majority consider themselves participants in the governance structures of the campus and district; around half of all faculty consider the strategic planning structures in place to be effective, and nearly 90 percent have some sense of inclusion in these processes.⁴¹ These survey results suggest that even though new faculty would like more information early in their employment, they are quickly learning about shared governance through participation. However, adjunct faculty members are given very little orientation to the governance structures and leadership bodies of the Norco Campus; results of the same survey show that less than a third of part-time faculty members understand the governance structures of the campus.

PLANNING AGENDA

- Continue to survey students, staff, and faculty to monitor what they do and do not know about how the governance process works.
- Improve orientation of new faculty to governance structures and avenues of participation for both full and part-time faculty.

⁴¹ Eighty-seven percent of Norco faculty indicate that they participate in shared governance through membership on the Norco Strategic Planning Committee; an additional 29% participate on the Academic Senate.

List of References

- IV.A.1-1 Minutes establishing Norco Academic Senate as an independent entity
 - IV.A.1-2 Norco Academic Senate By-Laws
 - IV.A.1-3 Norco Academic Planning Council – minutes, roster of members: spring 2007
 - IV.A.1-4 *Strategic Planning Process, 2001-2006* (district document outlining the process and its history/development)
 - IV.A.1-5 Norco Academic Master Plan (NAMP)
 - IV.A.1-6 Sample minutes, JFK High School Advisory Council
 - IV.A.1-7 Sample minutes, Matriculation Advisory Council
 - IV.A.1-8 Sample CTA and CSEA meeting minutes; contracts
 - IV.A.1-9 Sample ASNC by-laws and meeting minutes
 - IV.A.1-10 Minutes establishing departmental structure; Norco Academic Master Plan
 - IV.A.1-11 Norco Strategic Planning Committee meeting minutes
 - IV.A.1-12 District Board of Trustee meeting agenda and minutes
 - IV.A.1-13 Membership list showing name of co-chair, District Program Review Committee
 - IV.A.1-14 Membership list showing name of co-chair, District Assessment Committee
 - IV.A.1-15 Position and duties of Faculty Development coordinator, Norco Campus
 - IV.A.1-16 District Academic Senate and Norco Senate minutes of election of Tom Wagner as Senate President
 - IV.A.1-17 CTA Minutes of election of Karin Skiba as President of bargaining unit
 - IV.A.1-18 *Instructional Program Review: Comprehensive (Background & Guidelines)*
 - IV.A.1-19 District Assessment Report showing name of author
 - IV.A.1-20 Norco faculty-administration workshop, fall 2005; reading and dialogue on Gen Ed. SLOs developed by coordinator of District Assessment Committee
 - IV.A.1-21 DAC Minutes showing adoption of gen ed SLOs
 - IV.A.1-22 *COR Guide*, Curriculum Committee
 - IV.A.1-23 *Handbook for Online Faculty*
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IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for pro-

viding input into institutional decisions.

DESCRIPTIVE SUMMARY

In 2004-2005, in response to ACCJC visiting team recommendations in 2001 pointing out the need for more sophisticated planning processes, the district developed a Strategic

Planning Process which was designed to ensure that faculty, staff, and administrators have a clear and substantive role in governance and a voice in policies, planning and budget. These “newly established principles and planning processes formally address academic, administrative, and facilities planning in a structured and integrated system” (IV.A.2-1). This new framework outlines a flow of communication and dialogue between all constituencies at the district and local levels to ensure that all interests are well represented in all of the governing bodies and committees of the institution.

All meetings of councils, committees, and other planning groups are held on a regular basis, have a published agenda, and are open to the community. The various roles and duties of Norco institutional decision-making bodies are detailed in standard IV.A.1. above.

In addition, Board policy sets out its own role in institutional planning and establishes the roles of the Academic Senate, classified staff, administration and associated student government in collegial governance (IV.A.2-2). The language delineating these roles assures that students, staff, and faculty have effective participation in developing recommendations to the Board of Trustees (IV.A.2-3).

Since May 2005, the president of the Norco Academic Senate has served on the District Academic Senate, which meets monthly with the Chancellor, the Vice-Chancellor for Academic Affairs, other campus academic senate officers, and chairs of the District Academic Senate standing committees. The senate president also meets monthly with the chancellor, his cabinet, and the president of the union at the district’s Board Book Review, and again with the chancellor for a separate, informal Academic Senate

discussion group. Also, the Norco Senate president is a member of the Board of Trustees subcommittees and attends all Board of Trustee meetings, except those held in closed session, reporting activities and decisions back to the local Norco Academic Senate.

Members of the Norco Academic Senate attend regular meetings of the District Curriculum, Program Review, Assessment, Academic Standards, and Professional Growth & Sabbatical Leave Committees, reporting decisions and information back to the faculty at Norco Campus. In addition, four Norco Academic Senate standing committees have been established and will assume independent status in fall 2007 (IV.A.2-4):

- Norco Curriculum Committee
- Academic Standards and Publications Committee
- Program Review and Assessment Committee
- Norco Academic Planning Council

Besides their campus roles serving on a variety of Norco planning and governance committees and councils (see standard IV.A.1), Norco administrators sit on district standing committees (including the District Strategic Planning Committee), participate on ad hoc committees, and serve on district task forces. Further delineation of district vs. campus administrative roles is laid out in the Academic Affairs and Governance functions maps found in the Introduction to this self study (IV.A.2-5).

The district clearly defines the role of classified staff in Board Policy #2220, which states that classified staff will have one representative appointed to each board committee (IV.A.2-6). Board Policy #2510, “Participation in Local Decision-Making,” states: “Staff shall be provided the opportu-

nities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the CSEA will be given every reasonable consideration" (IV.A.2-6). A staff representative sits on the Board of Trustees standing committees, District and Norco Strategic Planning Committees, the District Prerequisite Advisory Committee, and the Accreditation Standard Committee (IV.A.2-7, 8-11). Classified staff members also serve on campus-wide committees when their expertise is needed or when a particular committee deals with a shared governance issue.

Students provide input into institutional decisions through student government, the ASNC constitution, and board policy (IV.A.2-12). On January 19, 1993, the Board of Trustees accepted and approved a student shared governance proposal in which the Board of Trustees recognizes the designated Student Trustee as the authority for defining student participatory governance procedures (IV.A.2-13). Student government is responsible for representing the social, political, monetary and educational concerns of Norco students. Student representatives serve on the Board's four standing committees (Governance, Planning, Resources, Teaching & Learning), serve on the District Strategic Planning Committee along with the faculty Academic Senate, and participate on district-wide committees that affect student interests (IV.A.2-14).

SELF-EVALUATION

The standard is met. Written board policies and district documents exist that clearly specify the manner in which administrators, faculty, staff and students will bring forward ideas and work together to bring about their implementation. The District Strategic Planning Process (along with its related documents and strategic planning

committees) is a positive response to 2001 accreditation team recommendations to develop a more sophisticated planning structure. Since the last self-study, separate Norco Academic Senate with standing committees and the Norco Associated Students have been established. Faculty and staff are active at all levels of district and Norco planning and decision making.

District administrators also contribute significantly to institutional governance. Not only do administrators (both academic and classified) serve on district committees, task forces, strategic planning committees, accreditation standard committees, etc., they serve as resource personnel for standing committees, often coordinating meetings and providing background and supporting materials. In many cases, district administrators and faculty share committee leadership responsibilities.

The Norco Academic Senate has made considerable progress in defining the relationship between district and campus senates, but there is still some confusion about the duties of the District Academic Senate standing committees and the Norco Senate committees in shared governance areas, especially regarding the role and responsibilities of the Norco Curriculum Committee with respect to those of the District Curriculum Committee. More formal processes need to be implemented to clarify lines of authority and responsibility.

Recommendations from District Academic Senate standing committees are generally followed by the administration and acted upon by the Board of Trustees. As Norco Campus moves to full college status, its own newly established Academic Senate committees (Curriculum, Academic Standards & Publication, Program Review & Assessment, and Academic Planning Council) will be expected to take the lead in

shared governance responsibilities and represent local senate and college interests at the district level.

The Board of Trustees recognizes the student government as the appropriate organization to select student representatives to serve on district committees, task forces, or other governance groups “that have or will have a significant effect on students” (IV.A.2-15). Each shared governance committee at Norco welcomes and strongly encourages student participation.

PLANNING AGENDA

- Examine current policies and procedures and the relationship between district and campus-based institutional governance structures and propose new policies and procedures as appropriate.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTIVE SUMMARY

Faculty recommendations regarding student learning programs and services primarily arise through the following groups:

- Norco Academic Senate and its standing committees, including the Norco Curriculum Committee and the Norco Academic Planning Council
- Norco Strategic Planning Committee via the Instructional Programs and the Student Support Services subcommittees.⁴²

⁴² All department chairs, co-chairs and assistant chairs participate in the Academic Planning Council. An

These governing bodies provide an effective means for faculty participation in all issues related to student learning programs and services at Norco Campus.

Administrators attend both district and local Curriculum Committee meetings and Academic Senate meetings to facilitate communication about issues related to student programs and services.⁴³ Administrators also work with faculty and staff on strategic planning sub-committees and on the Academic Planning Council.

As detailed in standard IV.A.1, the District Program Review and Assessment Committees include several active faculty participants from the Norco Campus who are appointed by the campus Senate. These faculty-driven committees have had primary responsibility for working with faculty in all disciplines and with service areas to facilitate the development of appropriate student learning outcomes at the district, program, discipline and course levels, as well as a more effective program review process in order to assess the effectiveness of stated SLOs in improving student learning. Both district and Norco administrators also serve on these committees.

elected representative from each academic department serves on the Norco Curriculum Committee. Two representatives from each department plus Academic Senate committee chairs comprise the voting membership of the Norco Academic Senate.

⁴³ Until spring 2005 Norco administrators and faculty attended District Academic Senate meetings, and Norco faculty made recommendations about learning programs and services as part of the single district-wide Senate. The same delineation of functions and roles applied to faculty recommendations about academic programs and courses, which were accomplished through a single district-wide Curriculum Committee. Until fall 2007, when the Norco Curriculum Committee began independent deliberations on programs created solely for Norco Campus, the institution relied on the district Curriculum Committee for recommendations about all programs, degrees, and certificates.

The nine strategic planning subcommittees of the Norco SPC review and make recommendations on all aspects of campus operations; the Instructional Programs and Student Support Services subcommittees are specifically set up to make recommendations on new programs and services at Norco Campus.

The written procedures delineating faculty roles and responsibilities for student learning programs appear in the District and Norco Academic Senate Constitutions and by-laws, the Curriculum Committee Handbook, the new program development process, the program review committee handbook, the flowchart for communication of decisions from the District Strategic Planning Council to the Norco Strategic Planning Committee, and the Academic Planning Council (IV.A.2-16, 17-21).

SELF-EVALUATION

The standard is met. As a relatively small institution in its early years, Norco staff and faculty were able to make recommendations about student learning programs and services by participating on district committees and by utilizing informal systems of governance. To prepare to operate effectively as a larger, independent institution, Norco has formalized its Academic Senate and strategic planning activities to assure direct fac-

ulty access to district management structures and to strengthen local governance over programs and services through monthly faculty meetings, department meetings, NAPC meetings, and Norco Strategic Planning Committee meetings.

The focus of the Norco Academic Senate is to strengthen its subcommittees in order to ensure that faculty ideas and concerns about student learning programs and services are raised through appropriate governance processes. The Norco Curriculum Committee established in 2006 is charged with oversight and development of programs and courses specific to Norco Campus as well as supporting the Board Policy mandating a district-wide curriculum to ensure students can freely move between the campuses.

PLANNING AGENDA

- Continue to evaluate the newly established procedures and governance committees responsible for recommending Norco-specific student learning programs and services.
- Continue to formalize the relationships between the Norco Strategic Planning subcommittees, the NAPC, and the Norco Academic Senate with its standing committees.

List of References

IV.A.2-1	<i>Strategic Planning Process, 2001-2006</i>
IV.A.2-2	Board Policies #4005, 5400, 7120
IV.A.2-3	CA Academic Senate/Title 5 document(s) listing 11 areas of shared governance
IV.A.2-4	October and November 2006 Norco Senate meeting minutes establishing subcommittees
IV.A.2-5	RCCD District-Campus Functions Maps, Self Study Introduction
IV.A.2-6	Board Policies #2220, 2510
IV.A.2-7	District Budget Advisory Committee membership list
IV.A.2-8	Board of Trustees Standing Committee Agendas showing Norco staff representation and attendance

IV.A.2-9	Strategic Planning Committee membership list
IV.A.2-10	District Prerequisite Advisory Committee membership list
IV.A.2-11	Accreditation Standard Committee Membership list
IV.A.2-12	Associated Students Norco Campus Constitution and By-Laws; Board Policies #5400, 2015, 2105
IV.A.2-13	Student Shared Governance Proposal
IV.A.2-14	Board Sub-Committee meetings showing student attendance/participation
IV.A.2-15	Board Policies #5400, 2015, 2105
IV.A.2-16	District Academic Senate Constitution and By-Laws
IV.A.2-17	Norco Academic Senate Constitution and By-Laws
IV.A.2-18	District Curriculum Committee Handbook
IV.A.2-19	<i>Locally-Developed New and/or Substantially Changed Program Approval Process</i>
IV.A.2-20	<i>Strategic Planning Process, 2001-2006</i>
IV.A.2-21	Roles and responsibility of Norco APC

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

DESCRIPTIVE SUMMARY

In 2005-2006, after three years of planning and dialogue by representatives from all constituency groups in the district, RCCD began major revisions to the organizational structure at the district level as a response to the 2001 accreditation team’s recommendations and in anticipation of the transition to a three-college district. The district organizational structure charts and Functions

Maps (see Introduction to Self Study) outline a flow of communication and decision-making between all constituency groups: the Board of Trustees, district and local administrators, faculty, staff, and students.

The Board of Trustees has established four standing committees composed of representatives from each constituency group, ensuring that each group is provided the

opportunity to participate effectively in the RCCD governance (IV.A.3-1). Meetings of the Board of Trustees and the standing committees are held on a regular basis, have published agendas, and are open to the community to allow for public comment.

At the same time, the Norco Campus established major revisions to its organizational structure in anticipation of a move toward college status within the district. The position of Provost was redefined to that of campus President, and the positions of Vice President Educational Services and Vice President Business Services were added to the organizational structure. The flow of communication between the administrative constituents and staff is now well defined (IV.A.3-2).

In addition to the established district governance structures, Norco Campus has established specific strategic planning sub-committees and other structures and prac-

tices to address all areas of governance. Standards IV.A.1 and IV.A.2 above give a detailed explanation of the various governance structures of Norco Campus as well as the processes that have been developed to ensure effective communication, forums for dialogue, and collegial governance among the Norco Campus constituents.

Briefly, the Norco Strategic Planning Committee (NSPC), the Strategic Planning Co-Chairs Council (composed of co-chairs from each subcommittee), and the nine NSPC sub-committees are composed of members from the Norco Campus administration, faculty, staff, and students. These committees meet on a regularly basis, have published agendas, and are open to the college community. All meetings have published minutes posted to the Norco Campus website (IV.A.3-3, 4, 5).

In addition, Norco Campus has established the Norco Academic Planning Council (NAPC), a committee of the Academic Senate, to address issues pertinent to growth and development on the campus. Topics of direct interest to the governance of Norco Campus have included faculty hiring recommendations, class scheduling, budgetary recommendations, enrollment management issues, and the development of the Norco Academic Master Plan (NAMP). The NAPC membership comprises elected chairs, co-chairs, and assistant chairs representing each department on the Norco Campus. The Dean of Instruction, the Vice President of Educational Services, and the faculty chair of the Academic Senate NAPC committee serve as the NAPC facilitators. The NAPC meets on a monthly basis throughout the fall and spring semesters; meetings have published agendas, are open to the college community, and have published minutes available for review in the office of the Dean of Instruction.

In addition to the formal mechanisms for collegial communication described above,

the campus is attempting to foster dialogue throughout the organization by other means. A campus-wide workshop devoted to dialogue was held in February 2007. This session was designed to impact techniques for promoting open dialogue in both formal and informal settings and to provide participants with opportunities for engaging in campus-related dialogue in a follow-up FLEX session, in which Norco faculty used the techniques learned to discuss the six accreditation themes.

As detailed in standard IV.A.1, the Norco Academic Senate, the Associated Students of Norco Campus, and other campus-wide committees and councils meet regularly to discuss and take action on issues of importance to the institution. All dialogue within and between the various governance groups at Norco Campus is designed to facilitate improved student learning and enhance the effectiveness of the institution.

SELF-EVALUATION

The standard is met. Interactions within and among the various governance structures at Norco Campus--the Norco Strategic Planning Committee, NSPC Co-Chairs Council and subcommittees, the Norco Academic Planning Council, the Academic Senate and its subcommittees, and the Associated Students Norco Campus--involve all constituency groups on the Norco Campus. It is the responsibility of these committees and councils to gather information, deliberate, report, and formulate recommendations regarding policies and procedures, budget recommendations, and resource allocations.

In addition, the positions of the academic department chairs (now the Norco Academic Planning Council), the officers of the Norco Academic Senate, and students have been incorporated into the Norco Campus organizational structure (IV.A.3-2). The re-

relationship and lines of communication and responsibility between Norco Campus faculty, staff and administrators and officials at the district level--the Chancellor and Vice Chancellors and the Board of Trustees--are in the process of being formalized. There is a need to clarify the relationships between the Norco Academic Senate, the Norco Associated Students, and the Norco Campus organizational structure as well. This will complete the flow of communication between all constituent groups.

There is a need for an orientation to governance and/or a Governance Handbook to explain the principles, organizational struc-

ture, operating procedures, and membership of the various Norco Campus constituency groups. Agendas and minutes from the Norco Academic Planning Council meetings are available online.

PLANNING AGENDA

- Develop an orientation to governance and a Norco Campus Governance Handbook to clarify the principles, organizational structure, and operating procedures of Norco constituency groups.

List of References

IV.A.3-1	Board of Trustees standing committee membership lists
IV.A.3-2	Norco Organizational Chart, Introduction to Self Study, page 57.
IV.A.3-3	Norco Strategic Planning Committee membership list
IV.A.3-4	Sample Norco Strategic Planning Committee minutes
IV.A.3-5	Sample Norco Strategic Planning Co-Chairs Council minutes

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY

The Norco Campus fully understands the importance of honesty and integrity in its relationships with external agencies and is committed to compliance with the letter and the spirit of the accreditation standards, policies, guidelines and the Commission's requirements for public disclosure, self-study and team visits.

It was the Accreditation Steering Committee's task, as agreed upon by the Norco

Academic Senate and the administration, to ensure that the self-study process included all college constituent groups, fostered an open and supportive environment for input, and met the Commission's requirements for public disclosure, inclusive self study, and review of previous recommendations. Representatives of all the constituents of Norco Campus (students, faculty, staff, and administration) have taken an active and conscientious role in preparing the current self-study. Carefully adhering to the new format for the standards and other Com-

mission guidelines for the self study, the Norco Campus Steering Committee, under the guidance of the President, the Vice President of Educational Services, and the Dean of Instruction, has provided the leadership to collect evidence about the current status of the Norco Campus, assess which areas need improvement, and develop a planning agenda for the future. Every effort has been made to comply with all Accrediting Commission standards, policies, and guidelines as well as the requirements for public disclosure. Furthermore, Norco Campus, as part of Riverside Community College District, has met and/or exceeded all of the recommendations made by the previous (2001) accreditation visiting team. (IV.A.4-1)

In fall 2005, planning for the self study began with the establishment of the Norco Campus Accreditation Steering Committee comprised of selected faculty co-chairs, faculty/administrative co-chairs for each of the four standards, and appropriate campus leadership. At that time, nine subcommittees were formed and charged with writing various segments of the self study after engaging in dialogue and conducting background research; the Steering Committee appointed faculty/staff co-chairs for each of these. Relevant ACCJC documents were collected and disseminated in preparation for the writing task, which began in February 2006. Involved faculty and staff received training in the scope and compass of the self study document during a retreat in February 2006.

The dialogue, preliminary drafts, and evidence collection processes, once begun, continued through the spring and fall of 2006, with the nine subcommittees meeting on a regular basis to discuss the process and share ideas and concerns. During the spring of 2006, four major standard committees were set up to coordinate the work of

the nine subcommittees. The Steering Committee co-chairs also held bi-monthly meetings to allow each subcommittee the opportunity to present its achievements or to share any challenges related to the self study with the rest of the campus. In turn, the campus community was able to provide input, varying views and opinions, which were then incorporated into the self study documents, ensuring that all voices were represented.

The four standard committees completed the first rough draft during summer of 2006, and the self-study editor was named and added to the Steering Committee at that time. During the late summer and fall of 2006, administrators, faculty, staff, and students gathered and organized appropriate evidence to support their findings. Materials pertinent to the self study were posted on the college website (IV.A.4-2) as the draft writing was in progress so that they could be reviewed by all campus stakeholders.

In fall 2006, the self study editor, working with the district Vice Chancellor for Institutional Effectiveness, completed an online template for the four standards and the introduction to the self-study. As written drafts were reviewed, revised and completed, the editor uploaded them to the Norco Campus webpage on the district Accreditation website (IV.A.4-3). In this manner, the draft self study could be shared with all campuses in the district and with administrators at the district level. The timeline, committee composition, process, and procedures for implementing and completing the self-study were conveyed to the Vice Chancellor's office on a regular basis by the Steering Committee co-chairs, the self-study editor, the Vice President of Educational Services, and the Dean of Instruction of Norco Campus (IV.A.4-4). In spring 2007, the editor and Steering Committee co-chairs distributed the final draft to all cam-

pus constituencies for reading and input, and after incorporation of suggestions and emendations, the self study was submitted first to the Norco Academic Senate and then to the Vice Chancellor's office for approval at the district level. The Board of Trustees approved the final written edition of the self study in spring 2007.

SELF-EVALUATION

The standard is met. The district has established a process to ensure that all constituencies have access and input into accreditation documents via the Norco and district Accreditation websites and through

frequent campus meetings and draft reviews (IV.A.4-5). When completed, the 2007 self study report presented to the Commission and the public a vital, serious, and accurate report of the status of Norco Campus and its plans for future improvements related to the accreditation standards. Norco Campus has done its best to advocate for and demonstrate honesty and integrity in its relationship with the district, external agencies, and the Accrediting Commission.

PLANNING AGENDA

None

List of References

- IV.A.4-1 2001 ACCJC Accreditation Team Recommendations for Riverside City College District
 - IV.A.4-2 Norco Campus Forums: <http://204.69.1.62/norco/forums/>
 - IV.A.4-3 Accreditation website: <http://accreditation.rcc.edu/default.aspx>
 - IV.A.4-4 Sample E-mail correspondence between co-chairs/editor of self-study and Kristina Kauffman, Associate Vice Chancellor of Institutional Effectiveness; Dean of Instruction and VP to co-chairs and to Associate Vice Chancellor, etc.
 - IV.A.4-5 Accreditation Standard meeting minutes
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IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

As previously noted in standard IV.A.3, in 2005-2006 RCCD began major revisions to its organizational structure at the district level in anticipation of the transition to a multi-college district. The current district organizational structure (see district Organizational Charts, Introduction) outlines the flow of communication between all con-

stituency groups from the Board of Trustees and district officials to Norco Campus administrators, faculty, staff, and students.

Standing committees of the Board are composed of representatives from each constituency group, ensuring all parties the opportunity to participate effectively in RCCD governance. Likewise, standing committees and councils at the campus

level ensure participation by administrators, faculty, staff and students in decision-making related to improvement of student learning and services at Norco Campus.

In 2005-2006, after much formal and informal dialogue by all campus constituencies directed towards evaluation of the effectiveness of existing governance structures on a rapidly growing campus, Norco Campus made major revisions to its own organizational structure in anticipation of a move toward college status within the district.

Specifically, the position of Provost was re-defined to that of President, and positions of Vice President Educational Services and Vice President Business Services were added to the organizational structure. In the spring of 2007 Norco Campus gained an Assistant Dean of Library and Learning Support Services. The flow of communication between the administration and staff/faculty is increasingly well defined and supportive of campus and community needs (IV.A.5-1).

All of these administrative changes, as well as the formation of a fully functioning

Norco Academic Senate and Curriculum Committee, the institution of strategic planning sub-committees, and the creation of the Norco Academic Planning Council, were made in response to perceived needs with regard to: (a) having strong executive leadership at the Norco Campus; (b) addressing a shortage of administrators specifically responsible for Norco, particularly in the areas of Educational and Business Services; (c) strengthening independent shared governance bodies; and (d) increasing faculty, staff, and student participation in shared governance.

As Norco Campus begins to operate with these additional governance structures, formalize methods of evaluating them will be developed.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

- Establish formal processes for evaluating the newly created governance structures.

List of References

IV.A.5-1 Norco Campus Organizational Chart



STANDARD IV.B
Board & Administrative Organization

Standard IV.B: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTIVE SUMMARY

The governing board of Riverside Community College District (RCCD) is the Board of Trustees, composed of five local residents, elected at large for four-year terms. Any registered voter living in the Riverside Community College District can vote during a trustee election, which is held in November at the same time as general and local elections. The district ensures the continuity of board membership and provides for staggered terms of office: two members take office on the first Friday in December in one even-numbered year and three members the next succeeding even-numbered year. The District has a written policy to fill any vacancies that might occur (IV.B.1-1). A student-elected trustee represents the interests of students at all three campuses in the district (IV.B.1-2). The student trustee, although empowered to ask

questions and to discuss all matters, may not vote or participate in closed meetings of the board.

The Board of Trustees is governed by a set of bylaws, set forth in the Board Policy Manual, that mandate how, when, where and in what manner the Board shall govern the district (IV.B.1-3).

Board policies which deal directly with the organization and conduct of the Board include:

- 1010 Legal Authority and Organization
- 1011 Board of Trustees' Committee By-laws
- 1015 Election and Terms of Members
- 1016 Student Member of Government Board
- 1036 Open Meetings and Public Participation
- 2000 Organizational Structure
- 2200 Board Duties and Responsibilities
- 2410 Policy and Administrative Procedure
- 2740 Board Education
- 2745 Board Self-Evaluation
- 2715 Code of Ethics/Standards of Practice
- 3050 Institutional Code of Ethics

It is the policy of RCCD that the Board members have no employment or personal financial interest in the institution.

The Board is an independent policy-making body that relies primarily on the administration to provide direction in policy development and implementation. In an effort to provide a venue for presentations and discussion about topics pertinent to the governance of the district, the Board has established four standing committees comprised of representatives from various college constituencies serving with two Board members. Each committee is a venue for the discussion, review and deliberation of issues related to effective governance of the college (IV.B.1-4):

- **Governance Committee** - State and local governance matters, mission, institutional effectiveness, jurisdictional issues.
- **Planning Committee** - Strategies, goals and objectives; evaluation of institutional progress in meeting strategic planning goals; long-range planning for all resources needs; facilities-related projects.
- **Resources Committee** - Issues related to human, financial, physical, technology resources; staff development and training; facilities planning and construction; information technology; capital outlay.
- **Teaching and Learning Committee** - Academic affairs, student services, program review, staff development, student access and diversity, and related legislative matters.

Regular Board of Trustees meetings take place on the third Tuesday of the month, while standing committee meetings are held on the second Tuesday of the month

(IV.B.1-5).⁴⁴ Each board agenda provides for public presentation and for staff reports as appropriate. All general board and standing board committee meetings are open to the public,⁴⁵ and board policy requires the keeping and preserving of minutes of all board meetings. These minutes are kept in hard copy in the chancellor's office and on the RCCD website. The Board, as a group, takes action only when there is a majority decision of its members.⁴⁶

Statements reflecting expectations for institutional integrity and effectiveness of student learning program are found in the vision, mission statements, and the goals of the Board of Trustees (IV.B.1-6).

SELF-EVALUATION

The standard is met. The Board of Trustees of Riverside Community District (RCCD) has developed clear policies and administrative procedures to ensure institutional effectiveness and the quality of student learning, and to protect the district from undue influence or pressure (IV.B.1-3).

PLANNING AGENDA

None

⁴⁴ Board meetings are usually held at the Riverside City Campus, but once each semester they are held at the Moreno Valley and Norco Campuses, reflecting the board's recognition that the district serves all three communities.

⁴⁵ The Board also meets in closed session to discuss personnel and litigious issues.

⁴⁶ No vote is taken at standing committee meetings, and an item can be withdrawn from the Board agenda before the Board committee meeting if further clarification is required.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTIVE SUMMARY

The mission of the Riverside Community College District is both comprehensive and specific:

The Riverside Community College District is an accessible, comprehensive community college committed to providing an affordable post-secondary education, including student services and community services, to a diverse student body. The District provides transfer programs paralleling the first two years of university offerings, pre-professional, career preparation, and occupational and technical programs leading to the associate of arts degree, the associate of science degree, and a variety of certificates. In the tradition of general education, the liberal arts and sciences and the occupational and technical programs and courses prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides pre-college, tutorial, and supplemental instruction for under-prepared students. The District works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves. The District serves Western Riverside County from three interrelated campuses in the cities of Riverside, Norco and Corona, and Moreno Valley.

The Norco Campus mission statement is as follows:

Today's Students, Tomorrow's Leaders

Norco Campus, located in Western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco Campus emphasizes the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.

Primary goals of the district are to respond to the educational needs of an ever-changing community, to provide programs and services that reflect academic excellence, and to ensure that the district's three campuses promote open access and celebrate the diversity both of its students and staff, as well as the community.

These goals are accomplished through its three campuses, Riverside City, Norco, and Moreno Valley, which provide comprehensive programs and services in:

- Lower division transfer curricula
- Occupational and technical curricula
- Community and contract education
- Basic skills development
- Economic development and workforce preparation.

To ensure the quality and integrity, and improvement of the district's student learning programs and services, the Board of Trustees reviews and approves all district educational programs; reviews and approves the budget as well as all district expenditures at its monthly meetings; and relies on the chancellor, district administrators, the

three campus presidents, and their administration to ensure that institutional practices reflect both board-approved policies and the mission statements of each campus (IV.B.1-7, IV.B.1-8).⁴⁷

Board of Trustees policies outline the process for program and curriculum development and articulation as well as the philosophy and criteria for associate degrees throughout the district (IV.B.1-9). The Curriculum Process agreement with the District Academic Senate establishes the relationship between Board policy and shared governance in the areas of curriculum and program development (IV.B.1-10).

In addition, the Board has established a series of Board policies to govern support services to students (IV.B.1-11).

SELF-EVALUATION

The standard is met. Board policies are sufficient to assure consistency with the district's mission and goals. Board policies are reviewed periodically and revised as necessary.

PLANNING AGENDA

None

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

⁴⁷ Before approving any major item – including new or revised curriculum, the budget or budgetary revisions, and/or institutional practices – the Board of Trustees discusses the item in the appropriate board standing committee meeting. As stated in standard IV.B.1.a, these committee meetings allow for participation and discussion and for board members to listen to differing points of view before an item comes to the board for final approval at its regular meeting.

DESCRIPTIVE SUMMARY

The Board of Trustees receives regular reports and presentations concerning the status of various educational programs, strategic planning, fiscal planning, and formal budgets. These reports are part of the agenda packet prepared for each Board meeting (IV.B.1-12). The reports are presented in public meetings and via written reports within the board agendas given to trustee members on a monthly basis. Suggestions for improvement, if necessary, are discussed by the Board in its standing subcommittees (see standard IV.A.1.a. above) and at regular Board of Trustee meetings, and communicated to the proper campus administrator(s).

Legal matters of the District are discussed in both open and closed sessions of the Board. When necessary and appropriate, the Board consults with legal counsel to ensure the integrity of legal decisions. Specific statutory issues such as, but not limited to, real estate transactions, employee discipline, dismissal or release, potential or actual litigation and labor negotiations are discussed in closed session meetings. The intent to hold a closed session is always announced in the Board agenda and when action is taken on an item discussed in closed session, the action must be reported out in open session.

The Board ensures the fiscal integrity of the district through commission and review of an annual audit by an independent audit firm and a minimum requirement of a 5 percent reserve (IV.B.1-15). The Board approves the yearly budget and monitors expenditures via the Board of Trustees Board packet, which includes a list of requisitions paid on a monthly basis (IV.B.1-16).

SELF-EVALUATION

The standard is met. The governing Board demonstrates its responsibility for educational quality, legal matters, and financial integrity.

PLANNING AGENDA

None

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTIVE SUMMARY

The Board of Trustees is governed by a set of policies that specify the Board's size, duties, responsibilities, structure, and operating procedures. These policies are listed in standard IV.B.1.a above and included in the District's Board Policy Manual (IV.B.1-17). This manual is available to the college community and district residents on the RCCD website and in paper form in the President's and Chancellor's offices. The Board policies are updated as necessary based on information supplied by the Community College League of California (IV.B.1-18, IV.B.1-19). A major update of board policies and procedures was undertaken in spring 2007 (IV.B.1-14, see standard IV.B.1.e below for details).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTIVE SUMMARY

As stated previously, the Board of Trustees operates under Board Policies Section 1 (District) and Section 2 (Board of Trustees), which include bylaws of the board in accordance with related state education and administration codes. Minutes and resolutions of the RCCD Board of Trustees reflect that it consistently acts according to its policies and bylaws.

Board policies are reviewed periodically during Board retreats and scheduled Board of Trustees meetings to ensure they conform to current legislation. In order to accommodate the transition to a multi-college district and to ensure compliance with mandated evaluation and revision of policies and practices, a major update of board policies and procedures was begun in spring 2007 (IV.B.1-14). Dates of board policy revisions are located on the RCCD website, as well as in the individual policy. Board policies are available to the public on the RCCD website (see IV.B-1-5).

An update of major sections of board policies and procedures was initiated during 2006, including board, general institutional, and district policies; academic affairs; student services; the academic senate; human resources; and business & fiscal affairs. New policies/ procedures sections include:

- Section 1 – District
- Section 2 – Board of Trustees
- Section 3 – General Institution
- Section 4 – Academic Affairs
- Section 5 – Student Services

- Section 6 – Business & Fiscal Affairs
- Section 7 – Human Resources

It is anticipated that all policies will have been written, revised and approved by the Board of Trustees over the next 12-18 months. From that point, all policies and procedures will be updated twice yearly, based on advisory information provided by the CCLC.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.1.f. The governing board has a program for development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY

Under the direction of the chancellor, the district conducts an orientation session for all candidates running for the office of the Board of Trustees. The orientation includes a brief history of the district, an overview of the budget, an overview of Academic Affairs and Student Services units, an overview of strategic planning and development initiatives, a profile of the district demographics, the role of the Academic Senate, the role of the bargaining units, the role of the trustees, and time for questions. The presidents of the three campuses, appropriate vice presidents, and other members of the Chancellor’s Cabinet, the District Academic Senate president, and the presidents of the bargaining units conduct the orientation, which includes a tour of the District.

Also, Board members receive information about and attend sessions on board duties and responsibilities sponsored by the California Community College League in Sacramento every year at the end of January. Board members also attend such sessions as those sponsored by the California Community College League or the Center for Effective Governance (IV.B.1-18, IV.B.1-19). The Association of Governing Boards (AGB) also conducts conferences and produces written materials for Board development (IV.B.1-20). In addition to attendance at a wide variety of state and national trustee conferences, board members also attend Board Planning Retreats held on an annual basis (IV.B.1-21). These activities provide an update on programs and services at all campuses and the budgetary status of the district.

As noted previously (see standard IV.B.1.a.) the district ensures the continuity of board membership and provides for staggered terms of office: two members take office on the first Friday in December in one even-numbered year and three members the next succeeding even-numbered year. The District also has a written policy to fill any vacancies that might occur (IV.B.1-1).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTIVE SUMMARY

Board Policy #2745, "Board Self-Evaluation," clearly defines processes for self-evaluation of members of the board (IV.B.1-22). The policy provides for an annual self-assessment process to both consider its effectiveness and model its commitment to continuous improvement. Dialogue will be structured around the Board's effectiveness with regard to:

1. Commitment to Learners
2. Constituency Interface
3. Community College System Interface
4. Economic/Political System Interface
5. District Policy Leadership
6. Management Oversight
7. Process Guardianship

The Board regularly calendars the various dialogue/assessment topics on their Board of Trustees agenda for open-ended discussion.

SELF-EVALUATION

The standard is met. Board Policy #2745 clearly defines a self-assessment process for the Board of Trustees. The Board does discuss the above dimensions of board effectiveness in the context of issues and concerns raised during committee and general meetings. Self-assessment discussions have occurred on a yearly basis at the spring Board Retreat.

PLANNING AGENDA

None

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTIVE SUMMARY

The Riverside Community College Board of Trustees maintains Board Policy #2715, "Code of Ethics/Standards of Practice," which specifically defines appropriate motives and actions of the Board of Trustees and provides a process for dealing with behavior in violation of the policy (IV.B.1-23). The Board also maintains Board Policy #1080, Conflict of Interest Code, pursuant to the requirements of the Political Reform Act of 1974, Gov. Code §81000. This code sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the Code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all board members fill out a Statement of Economic Interest (California Fair Political Practices Commission 1999/2000 Form 700), which is kept on file in the Human Resources office.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY

Since the inception of the current accreditation self study process at Riverside Community College District (RCCD), the Board

of Trustees has been kept abreast of the accrediting process through ongoing reports at board meetings given by the Chancellor, the Vice Chancellor of Academic Affairs, the presidents of the campuses, the campus accreditation co-chairs, and the president of the District Academic Senate.

The Board has shown its commitment to conduct a thorough and accurate self-study with wide involvement of all constituencies through its allocation of funds for this purpose. The final draft of the Norco self study had the approval of the Board of Trustees before the report was sent to the Accrediting Commission.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

DESCRIPTIVE SUMMARY

Board Policy #2431, "Chancellor Selection," states that "in the case of a Chancellor, vacancy, the board will establish a process to fill the vacancy. The process will be fair and open, and will comply with relevant regulations." Board Policy #2430, "Delegation of Authority to the Chancellor," defines the duties and responsibilities of the chancellor (IV.B.1-24). The Board conducts annual evaluations of the chancellor as specified in Board Policy #2435, "Evaluation of Chancellor"; these evaluations are conducted in closed session. In turn, the Chancellor evaluates the college presidents once every three years, or sooner as needed, according to established policy, using the Management Performance Evaluation Process (IV.B.1-25, IV.B.1-26). When a vacancy exists at the president's level, the chancellor directs a search, oversees the selection process, evaluates the recommendations of the search committee, and may authorize site visits for candidates at the final interview level. The chancellor presents the final candidate to the board for approval.

The first chancellor of the district, appointed to that position in 2002, informed the Trustees of his intent to retire in July 2006. A firm was engaged to facilitate the process and by fall 2006, the search for a new chancellor was underway. Since the process spanned several months, the chancellor's stay was extended and continues as of this writing.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

List of References

- IV.B.1-1 Board Policy #1015
- IV.B.1-2 Board Policy #1016
- IV.B.1-3 Board Policy #2200
- IV.B.1-4 Board Policy #1011
- IV.B.1-5 Calendar of scheduled Board of Trustee meetings; www.rcc.edu/administration/board
- IV.B.1-6 RCCD Mission Statement and Gen Ed SLOs
- IV.B.1-7 Sample Board Agenda
- IV.B.1-8 District and Norco Campus Mission Statements
- IV.B.1-9 Board Policy #4050
- IV.B.1-10 Curriculum Process Agreement, http://academic.rcc.edu/academicsenate/District_Curriculum.htm
- IV.B.1-11 Board Policies #5010 through 5075
- IV.B.1-12 Sample Board of Trustees agenda and Board of Trustees minutes
- IV.B.1-13 Sample Board of Trustees agenda, closed session
- IV.B.1-14 Board of Trustees: minutes of agreement with legal consultant to revise policies
- IV.B.1-15 District Annual Audit Report
- IV.B.1-16 Sample Board of Trustee meeting requisition lists
- IV.B.1-17 Board Policy Manual; see also www.rcc.edu/board/
- IV.B.1-18 Community College League of California website: <http://www.ccleague.org/pubs/policy/jtstmt.asp>
- IV.B.1-19 Center for Effective Governance website: <http://www.acct.org/CenterEffectiveGovernance.asp>
- IV.B.1-20 Association of Governing Boards: <http://www.agb.org/>
- IV.B.1-21 Sample Board Planning Retreat agenda
- IV.B.1-22 Board Policy #2045
- IV.B.1-23 Board Policy #2715
- IV.B.1-24 Board Policy #2430, 2431
- IV.B.1-25 Board Policies #2430, 2431, 2435
- IV.B.1-26 Management Performance Evaluation Process document

IV.B.2. The president has primary responsibility for the quality of the instruction he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size,

and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTIVE SUMMARY

The President serves as the chief executive officer of the Norco Campus, reporting to the district chancellor and advising the Board of Trustees on all matters related to the administration of the Norco Campus. The president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president of the Norco Campus has expanded the size of her administration and improved the institution's ability to provide appropriate services that reflect its mission and increased growth. She assigns responsibility to her team of administrators and managers consistent with their assigned responsibilities (IV.B.2-1).

The president has overall responsibility to establish collegial processes; to set values, goals, and priorities for the Norco Campus; and to communicate those values, goals, and priorities to all constituencies on the campus. She also is responsible for effectively controlling the budget and expenditures, and for working with the community that the Norco Campus serves.

The president communicates with the Board of Trustees by attending all of the Board of Trustees meetings and standing subcommittee meetings. She coordinates with the district chancellor by attending and participating in Chancellor's Cabinet, District Budget Bunch, and District Strategic Planning Committee meetings.

SELF-EVALUATION

The standard is met. Over the past fifteen years, the president, previously acting as the Norco Campus provost, successfully

transformed the Norco Campus from a satellite educational center of the Riverside City College campus to a well-functioning, stand-alone college. Her leadership in this effort was recognized in April 2006, when she was recommended for promotion by the district chancellor and promoted by the Board of Trustees to the office of president of Norco Campus.

PLANNING AGENDA

None

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

DESCRIPTIVE SUMMARY

The president consistently strives to maintain collegiality in all the decision-making processes that occur campus-wide. She does this by meeting with the Norco Strategic Planning Committee chairs and subcommittee co-chairs; with individual department chairs and faculty by appointment; and by being present whenever possible at Norco Academic Senate meet-

ings (IV.B.2-2). In addition, the president meets with all vice presidents and deans on a weekly basis to ensure that the college is meeting the needs of students effectively and efficiently through scheduled maximum classroom utilization that support maximum generation of state funding (IV.B.2-3). Also, she meets with Academic Senate and bargaining unit representatives to keep in touch with faculty contractual concerns and to comply with shared governance mandates (IV.B.2-4).

The president regularly examines, supports, and pursues the use of external and internal research focused on improvement of student learning and institutional effectiveness. This is evidenced by her requests for data from the Offices of Institutional Research and Reporting, labor and market research statistics for the communities served by Norco Campus, general community demographic data, and other academic research related to higher education. This data is used by the president and all constituencies at Norco to ensure reliable evaluation of campus systems and procedures and appropriate institutional planning.

The Norco Campus president works closely with facilities personnel both at the site and district level, along with business service personnel, the vice presidents, and the dean of instruction to ensure that appropriate resource allocations are made which are necessary to achieving optimum student learning outcomes. The president engages in dialogue and collaborative problem-solving with faculty and staff leaders to ensure coordination between academic and resource planning and procedures. Finally, the president meets with community groups periodically to ensure community needs are identified and integrated into resource planning (IV.B.2-5). Processes and procedures by which the president evaluates overall institutional planning and im-

plementation efforts include a systematic cycle of instructional and non-instructional program review, the regular collection of external and internal data, consultation and dialogue with staff and faculty, and regular review and revision of Norco Campus mission and goals.

As a result of the president's on-campus leadership, the Norco Campus has the reputation of having a most collegial staff and faculty within the district, while providing high level student learning opportunities with a comparatively small but effective administrative staff. The president coordinates with Norco faculty by attending Strategic Planning Committee meetings and by conducting regularly scheduled meetings with Norco Academic Senate officers and other campus faculty leaders. Also, the president coordinates with her administrative personnel by holding weekly Cabinet meetings and being available for individual consultation and planning. Finally, she supports the collegial campus atmosphere by keeping an open-door policy for both faculty and staff.

SELF-EVALUATION

The standard is met. The president actively participates in the collegial governance processes and provides guidance for instruction and establishing procedures that make the college function at a high level of effectiveness and efficiency. Staff and Faculty Accreditation Surveys conducted in spring 2007 demonstrated that 82.5 percent of the staff and 71 percent of full-time faculty agree that the president provides effective leadership for the Norco Campus (IV.B.2-6).

PLANNING AGENDA

None

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTIVE SUMMARY

The president has overall responsibility to know and understand all statutes, regulations, and board policies; to assure their consistency with institutional mission and policies; and to communicate to Norco Campus staff, faculty, administrators, and students all important and pertinent regulatory information. The president also is responsible for guiding the Norco Campus in accordance with the institutional mission and policies. The president keeps copies of all pertinent statutes, regulations, and board policies in her office and makes them available to all staff and faculty members. The Norco Campus president is a regular participant in the Chancellor's Cabinet, Budget Bunch, and Board of Trustee meetings, and attends District Strategic Planning meetings on a monthly basis. She attends other meetings as needed at the district level to ensure that the college is in compliance with state-wide and district mandates regarding budgets, policies, procedures, and actions.

SELF-EVALUATION

The standard is met. The President meets regularly with the District Board of Trustees and the Chancellor, and maintains up-to-date knowledge of board policies, procedures, and regulations. She places a strong emphasis on continuous college-wide dialogue related to the values, goals, and progress of Norco Campus in achieving its

mission, in meeting student learning outcomes, and in continually striving to improve institutional effectiveness.

PLANNING AGENDA

None

IV.B.2.d. The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY

The president is responsible for (1) obtaining an adequate budget to allow the Norco Campus to meet its mission, (2) appropriately allocating the budget, (3) educating management, staff and faculty in how to properly spend and account for expenditures, and (4) overseeing the expenditure of funds.

The president obtains budget projections from all segments of the Norco Campus through her direct reports, and analyses requests and needs to determine how best to organize the budget to meet the Norco Campus mission. The president participates in the District Budget Bunch to coordinate the allocation of funding among the campuses and interacts with the Vice-Chancellor of Administration and Finance to ensure appropriate implementation of funding.

The president also works closely with the Norco Vice President of Business Services to ensure successful planning and effective representation of Norco Campus needs at the district level. The president meets regularly with the Vice President of Business Services and other vice presidents, Academic Senate representatives, and the NSPC Financial Resources subcommittee to discuss budget needs and determine how to best allocate the college's limited funds. Additionally, she holds meetings for all fac-

ulty and staff as needed to communicate budgetary information and to request input on final recommendations for use of funds.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

DESCRIPTIVE SUMMARY

The president is responsible for coordinating with the community to ensure that the Norco Campus is meeting its mission. She is also tasked with reaching out to the community to ensure that local constituencies understand the value of the Norco Campus and the accessibility of its learning opportunities. The president is the most high-profile employee at the Norco Campus and is often the first person contacted with concerns coming from the community.

The president maintains contact with various local and business leaders, who provide her with input into how the college can continue to best serve the community. The president also maintains a community advisory group that meets periodically throughout the year to discuss issues related to the Norco Campus and student needs.

In addition, the president is involved in several community organizations, including Chambers of Commerce and service groups,

including Rotary Club, African-American Historical Society, and Today's Youth (IV.B.2-7). She is frequently asked to speak at various organizations and clubs concerning higher education in general and the Norco Campus in particular. She is an excellent representative and symbol of the Norco Campus.

The president is well-known throughout the Norco-Corona service area both for her commitment to the community and for her advocacy of the value of the Norco Campus and its learning opportunities. Her work with the Corona, the Corona Hispanic, and the Norco Chambers of Commerce (where she served as president in 2003) has provided the campus with the opportunity to participate in local issues and concerns and the community with the opportunity to influence and participate in the campus. These efforts have resulted in new programs and classes for the Norco Campus that meet specific local needs, and the corresponding participation of community leaders as advisors and speakers on the Norco Campus.

SELF-EVALUATION

The standard is met. By maintaining multiple connections with community leaders and participating in various organizations in the Norco Campus service area, the president effectively works with and communicates with the communities served by the institution.

PLANNING AGENDA

None

List of References

IV.B.2-1 Norco Organizational Chart, Self Study Introduction p. 57

- IV.B.2-2 Meeting minutes: President’s attendance at NSPC and other faculty meetings
 - IV.B.2-3 Sample agenda and meeting minutes: President’s attendance and participation at administrators’ meetings (President’s Cabinet)
 - IV.B.2-4 Meeting minutes: President’s attendance at Norco Academic Senate
 - IV.B.2-5 Meeting minutes with local community advisory group(s)
 - IV.B.2-6 Staff and Faculty Accreditation Surveys, Spring 2007
 - IV.B.2-7 Campus President, “Record of Community Activities”
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IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

DESCRIPTIVE SUMMARY

A series of district/college organizational charts was prepared and presented to the Board of Trustees in fall 2006 showing newly established and defined roles of authority and responsibility and identifying new positions (IV.B.3-1). Responding to its changing role as facilitator of district strategic planning and management processes, and to delineate more clearly its own operational responsibilities and functions from those belonging to the campuses, most district administrative offices were moved to a separate location in Riverside in fall of 2006, away from their former location at the Riverside City College campus.

As part of this considerable effort to delineate district and campus functions, roles, and responsibilities, the district began the de-

velopment of a series of “Functions Maps” in fall 2006. This project shows, in matrix format, the district and college responsibilities in the following areas:

- Function 1 - Academic Affairs
- Function 2 - Administration and Finance
- Function 3 - Chancellor’s Office
- Function 4 - Governance
- Function 5 - Human Resources
- Function 6 - Student Services

These functions maps were submitted to the Chancellor’s Executive Cabinet in spring 2007 and will be sent to the Board of Trustees for approval (IV.B.3-2). They comprise the roadmap which distinguishes the responsibilities and functions of the district office and the campuses, in order to assist in clearer delineation of their respective roles and duties and to contribute to planning for the transition to a multi-college district.

SELF-EVALUATION

The standard is met. The district’s updated organizational charts and newly created Functions Maps clearly define the operational responsibilities of all district constitu-

encies in an easy-to-read and understand format.

PLANNING AGENDA

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

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

DESCRIPTIVE SUMMARY

The Riverside Community College District provides essential and effective services for all three campuses. Budgets for these services are the responsibility of district personnel, not the individual campus. Varying degrees of support are provided in each area depending on the needs and requests of the campus, as well as resources available. The following is a list of services that the district provides directly to the three campuses, including the Norco Campus:

District Functions

- Business services
- Community education services
- Economic development programs
- Human resources
- Information services
- Institutional reporting
- Online class set-up, delivery, and technical assistance (Open Campus)
- Phone and network services
- Purchasing and payroll
- Warehousing, inventory control, and delivery
- Workforce development (IV.B.3-2)

The district also shares responsibility with Norco Campus for other services:

District-Campus Shared Functions

- Admissions and records archiving-recordkeeping
- Child development center
- Computing services
- Facilities support
- Institutional research
- Instructional Media Center (IMC)
- Library services
- Strategic Planning
- Student services (15 programs)

The implementation of effective services by the district has supported the growing campuses in their missions and functions while Norco and Moreno Valley were still educational centers, but services are undergoing a period of redefinition and restructuring as the district moves to multi-college status.

SELF-EVALUATION

The standard is met. RCCD provides adequate services to support the three campuses in their missions and functions as currently laid out in the district-campus functions maps.

PLANNING AGENDA

None

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

DESCRIPTIVE SUMMARY

RCCD distributes funds based on a system wherein the district assumes responsibility for fixed costs (full-time instructors and

staff, part-time occasional staff), and the campuses receive funding for necessary operations costs. Although the existing resource distribution model poses some constraints in terms of balancing resources with identified needs, the Norco Campus generally receives resources when requested (IV.B.3-3). The funding is based on the budget (actual operating costs) of the preceding year. Campuses request funds, and allocations are based on these requests. Discretionary funds allocated to the campus, while available in limited amounts, are not always sufficient to address campus needs that emerge during the course of the fiscal year. Budgets are based on previous year allocations and the need to expand in designated areas with input from the Norco administration, Academic Planning Council, and the Strategic Planning Committee.

There are a number of support functions critical to the mission and goals of Norco Campus whose operations, personnel, and budget are overseen at the district level. It is important to note that the use of such a district-based budget control model has been successful in certain areas such as DSPS, Financial Aid, and RCCD Foundation, and not as successful in other areas such as Campus Police, Instructional Media Center, Library, and Information Systems Services. Also, continued evaluation of current district-controlled budget allocation processes has led to changes in some areas.

With respect to budget allocations, the District was in a transition phase during the 2006-2007 school year. Specifically, campus administrators became more involved in the determination of specific, clearly identified campus and district allocation amounts for certain categorical funding needs. Also, district administrators placed greater emphasis on the prioritization requests of the various planning and decision-making bodies (the NSPC, Financial Resources sub-committee,

and NAPC) at the campus level. In fall 2006 the Norco Campus took over administration of the adjunct faculty (variable) budget and certain discretionary costs (instructional and non-instructional equipment, basic skills, and supplemental budget items), a change in procedure from the past.

Using funds from the Measure C bond measure, the board requested and received a list of desired projects from all three campuses with input from the district offices, conducting a public survey beforehand to determine what the community determined as important (IV.B.3-4, IV.B.3-5). Based on this list, the district allocated a share to Norco Campus. The planned projects at Norco Campus resulting from Measure C funding include an Early Childhood Education Center building upgrade, a Student Support Services building, a Network Operations Center, a technology upgrade for staff and faculty offices, and portable offices for faculty.

SELF-EVALUATION

This standard is met. With regard to budget allocation and use of financial resources in the district, the starting point for the new budget each year is the Revised Budget from April 30th of the prior year. In order to ensure appropriate allocation and use of financial resources as the district moves to a multi-college model, the district recently initiated the Three Colleges Project, coordinated by the college business officers and district finance and administrative Associate Vice Chancellors, to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district. Among the issues under review is the Budget Allocation Model (see standards III.D.1.a. and III.D.2.a).

During 2007-2008, a new Budget Allocation Model (BAM) and a mid-Range Financial Model will be developed to assist in allocating resources to campuses and District office functions as well as to assist in planning for the effects of new programs and initiatives on District and campus resources. Development of the BAM will involve representatives from the campus, particularly the new campus vice presidents of Business Services. The BAM is designed to be more sensitive to planning activities at the campus level.

PLANNING AGENDA

- Develop an effective individual campus budget using the proposed budget allocation model which operates in concert with campus strategic planning

IV.B.3.d. The district/system effectively controls its expenditures.

DESCRIPTIVE SUMMARY

Board policy charges the chancellor with directing the staff in the development of a budget under the direction of the Board of Trustees, which is responsible for establishing the guidelines (IV.B.3-7).

Audits for the last three years have found that the systems used by the district have been satisfactory and have successfully controlled expenditures, although budgeting has been especially challenging during the past few years (IV.B.3-8, IV.B.3-9). The district has in place both an effective budget development process and a budget control process.

The financial planning and decision-making systems at RCCD and Norco Campus are as follows:

- Board of Trustees
- Budget Bunch (consisting of the vice chancellors, campus presidents, and the chief of staff representing the chancellor)
- Submission of budget and budget adjustment requests by campus and district leadership.

The district maintains a budget control process to ensure that expenditures fall within the adopted budget or board-approved revisions. This budget control process consists of:

- a financial accounting system (provides budgetary control and accountability)
- a budget control department (performs due diligence procedures on every financial transaction)
- an accounting department (ensures that financial transactions are appropriate and accounted for before funds are disbursed)
- a position control system (ensures that all full-time positions are approved and budgeted)
- a purchasing department (ensures that policies, procedures and purchasing regulations are adhered to)
- a purchase and expenditure approval and authorization process (provides appropriate internal controls and ensures that expenditures conform to district policies and procedures)
- Board of Trustees oversight on approval/ratification of purchases, contracts and hiring decisions.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

PLANNING AGENDA

None

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

DESCRIPTIVE SUMMARY

The Board of Trustees delegates to the chancellor the task of providing leadership for planning, setting priorities, managing resources, ensuring compliance with state statutes and regulations, and implementing all Board policies. In turn, the chancellor delegates the authority for administration and operation of Norco Campus to the campus president. To ensure that these responsibilities are carried out efficiently and effectively, Executive Cabinet meetings are held weekly to discuss matters of importance to the district and the campuses. Chancellor's Cabinet meetings are also held bi-weekly. The Norco Campus president meets regularly with the Chancellor as needed to communicate and advise on matters of importance.

SELF-EVALUATION

The standard is met. The chancellor has given responsibility and authority to the new campus president to implement the district's policies in a manner that is appropriate for the local campus and community, without interference in day-to-day management decisions. Likewise, the Norco Campus president is held accountable for the budget, operation, and management of the campus.

IV.B.3.f. The district/ system acts as the liaison between the colleges and the governing board. The district/ system and the colleges use effective methods of communication, and they exchange information in a timely manner.

DESCRIPTIVE SUMMARY

Information flows among the campuses via the following mechanisms:

- Monthly Board of Trustees meetings which include:
 - Chancellor's report
 - Campus president reports
 - Student report
 - Academic Senate report
 - Board of Trustee sub-committee reports
- Board of Trustee agendas posted on rcc.edu website
 - Email notification to all faculty and staff
- Minutes of all Board meetings posted on the rcc.edu website with web link e-mailed to all faculty and staff
- Weekly Chancellor's Executive Cabinet meetings
- Individual program presentations at Board meetings (IV.B.3-10).

Additionally, Board of Trustees meetings are rotated between all three campuses throughout the year. Members of the Board occasionally visit the colleges to meet with faculty, students and staff and attend campus events and presentations. (IV.B.3-11)

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

Since the last accreditation visit in 2001, a number of new procedures have been designed and implemented for evaluating decision making processes as part of ongoing strategic planning (IV.B.3-12). As part of strategic planning, the District SPC developed and agreed upon Strategic Initiatives for 2005-2010 (IV.B.3-13). The Strategic Planning Committee for each campus has responded to and interpreted those initiatives as they pertain to the campus and district missions (IV.B.3-14).

The strategic initiatives identify goals for the district and campuses for 2010; progress toward these goals is tracked and reported to all relevant constituencies. In addition, the firm of Charles McIntyre was hired in October 2006 to conduct a major environmental scan of the district to further inform its planning processes.⁴⁸ Each campus has

⁴⁸ This same firm conducted a scan in 2001 which was used in discipline program review in order to match educational goals for disciplines to the constituencies served.

also hired consultants to assist in the development of integrated long-range educational master plans.

SELF-EVALUATION

The standard is met. There is continuing dialogue concerning governance and governance structures, and there are now processes in place to facilitate that dialogue and ongoing evaluation.

The new organizational charts and functions maps will also assist the district in defining roles and responsibilities, governance processes, and decision-making systems (IV.B.3-2).

PLANNING AGENDA

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

List of References

- IV.B.3-1 District Organizational Charts, pp. 51-56.
- IV.B.3-2 District functions maps (see Introduction to self study pp. 58-84)
- IV.B.3-3 Norco Campus budget, 2005-2006
- IV.B.3-4 Measure C projects by campus (list)
- IV.B.3-5 Measure C Community Watch Group membership list
- IV.B.3-7 Board Policy #2430, "Delegation of Authority to the Chancellor"
- IV.B.3-8 District audit report
- IV.B.3-9 Measure C audit report
- IV.B.3-10 Sample board meeting agendas and minutes (most recent)
- IV.B.3-11 Convocation brochures and calendar of locations for board meetings, spring 2006
- IV.B.3-12 *Strategic Planning Process, 2001-2006* (pamphlet)
- IV.B.3-13 *RCCD Strategic Initiatives 2005-2010, Fact Book*, pp. 43-47
- IV.B.3-14 Norco Campus Response to Strategic Initiatives, *Fact Book*, pp.57-62

Summative Essay, Standard IV: Leadership and Governance

Decision-making roles and processes are the drivers of an institution. Purposeful management of student learning and institutional effectiveness requires a clear vision and the determination to take responsibility for creating and directing the processes fundamental to the educational enterprise. Board members, administrators, faculty and staff acknowledge the designated responsibilities of each member of the institution, demonstrating ethical and effective leadership for the sake of continuous improvement of district and campus processes.

INSTITUTIONAL COMMITMENT

All constituencies involved in the processes of decision-making at Norco Campus are actively committed to providing a high quality education congruent with the campus mission and goals. The active participation of staff in shared governance and on strategic planning and decision-making committees and councils reflects Norco's commitment to the educational process. Norco's president and administrators have created a positive environment for empowerment of staff, faculty and students by encouraging strong participation in the various strategic planning groups which help to drive the mission of Norco Campus. In turn, faculty, staff and students demonstrate their commitment to the improvement of the institution by actively and creatively contributing to the governance of the campus. Evidence of institutional commitment is shown not only through the active contributions of all constituencies, but also through clear and openly published delineations of the rights and responsibilities of faculty, staff and management and the use of established processes to work together collegially for the good of the institution.

EVALUATION, PLANNING AND IMPROVEMENT

Norco Campus has embraced specific decision-making processes through which faculty, staff, students, and administrators govern the institution and work for the improvement of student learning. The Strategic Planning Committee and its nine specifically designed subcommittees dealing with all aspects of institutional planning, along with the President's Cabinet, the Norco Academic Planning Council, and the Academic Senate, guide the development of the Academic Master Plan. Through the process of shared governance and participation on these committees and councils, faculty members have a substantial voice in institutional policies, planning and budget relating to their areas of expertise. Particular responsibility for learning programs and curriculum resides with the faculty and is demonstrated through membership on the District Curriculum, Program Review and Assessment Committees. The president and her cabinet provide strong leadership in the budgetary, resource allocation, and planning arenas and make recommendations about student learning programs and services. The leadership processes at Norco Campus are regularly evaluated in order to assure their integrity and effectiveness. Decision-making, planning, and evaluation are directed toward student learning and institutional improvement.

STUDENT LEARNING OUTCOMES

Having ultimate responsibility for educational quality, the governing board supports institutional development of course, degree, program, and campus level student learning outcomes. The Norco Campus President and other institutional leadership groups are responsible for guiding and supporting collegial processes leading to improvement of teaching and learning.

The development and refinement of student learning outcomes are supported by the strategic planning model which is at the core of the governance structure of Norco Campus and Riverside Community College District.

General education SLOs at the district level are communicated to faculty and staff through participative, dialogue-based processes of comprehensive program review and assessment, in a cycle of evaluation, improvement, and re-evaluation directed towards the goal of enhancing student learning. Faculty leadership on the Norco Strategic Planning Committee and its subcommittees, the Norco Academic Planning Council, and the Academic Senate illustrates the role and processes of campus governance in promoting student learning outcomes.

The good of the institution is based on commonly agreed-upon goals of enhanced student learning and improved institutional effectiveness; all constituencies at Norco Campus – administrators, students, staff, and faculty – are unified in meeting this goal.

ORGANIZATION

Organization is the key theme related to governance and decision-making processes at an institution. Governance processes at Norco Campus are consciously and deliberately directed toward full participation of all stakeholders in the institution. Through the Norco Strategic Planning Committee, the Norco Academic Planning Council, the Academic Senate, the President's cabinet, and Associated Students of Norco campus all constituencies are involved in developing, discussing, evaluating, revising, and re-evaluating institutional mission, goals, and SLOs for the sake of supporting student learning.

The president oversees the administrative structure and serves as the chief executive officer of the Norco Campus, reporting to the district chancellor and advising the Board of Trustees on all matters related to the administration of the Norco Campus. The president also shapes values, goals, and priorities for the Norco Campus and communicates them to all constituencies on the campus. Norco Campus administrators serve on the President's Cabinet and Administrative Planning Council and participate either directly or in a supporting role in other governance processes on campus and in the district.

Norco has a shared governance process that promotes inclusion in decision-making at all levels. Institutional leaders ensure that faculty, staff, students, and administrators communicate openly and freely on a regular basis. The various organizational structures in which faculty, staff, students, and administrators participate provide appropriate forums in which to do so. Articulation between and among these various components is evaluated and revised when necessary.

The Chancellor serves as a liaison between the Norco campus and the governing board. The District Assessment Committee supports the efforts of the campuses in coordinating student learning outcomes for a shared district curriculum through its efforts in helping disciplines define SLOs and in taking the lead in developing general education SLOs. The District Academic Senate and its curriculum committee provide oversight for shared curriculum and resolve curricular issues. Fundamental to all organizational structures at Norco Campus and in the district is the commitment to support student learning and improve institutional effectiveness - and to ensure that resource allocation is tied to these goals.

DIALOGUE

The Norco Campus Mission Statement summarizes the campus commitment to dialogue as follows: *“As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.”*

Shared governance at the Norco Campus supports the participation of all members of the campus in a process of self-reflection and conversational exchange about student achievement, student learning, assessment of SLOs, and the effectiveness of policies, processes and organization. The leadership of the campus has supported dialogue through a variety of means including a dialogue workshop in February 2007, a vibrant campus culture of open communication and collegiality, and ongoing support of governance process that are inclusive of all constituencies. The president consults with faculty and engages in dialogue with the community as part of the process of ensuring that the educational goals and mission of the Norco Campus are being achieved and that the campus serves the needs of its identified student population.

Strategic planning processes associated with the transition to a three-college district provide evidence of the importance of meaningful dialogue to the institution. All campus constituencies have similarly participated in formal and informal discussions as part of an intensive examination of the effectiveness of participatory governance mechanisms on a rapidly growing Norco Campus.

The Board of Trustees also engages in self-evaluation which includes reflective dialogue, further indicating the extent to which all the parts contribute to the whole: an institution committed to ongoing review and self-reflection with the goal of institutional improvement.

INSTITUTIONAL INTEGRITY

Norco Campus demonstrates institutional integrity in its leadership and governance roles and processes in a variety of ways. Established policies embody the Board and chief administrators’ commitment to guiding educational quality with consistency and integrity. The campus president is dedicated to providing a model of leadership for the Norco Campus through a clearly defined process of planning, organizing, budgeting, and assessment of institutional effectiveness.

The Board of Trustees and Chancellor similarly fulfill their primary responsibilities for educational quality, legal matters, and financial integrity of the district and its campuses. Commitment to the appropriate governance of the district includes published evaluation processes for assessing and monitoring the performance of board members, the chancellor, the campus president, and management personnel.

The transparency and inclusiveness of district and campus strategic planning processes, the decision-making which takes place through the Strategic Planning Committee and other governance entities, the written processes governing institutional procedures in the institution, and fiscal responsibility are strong evidence of Norco’s unflinching commitment to honesty, truthfulness, and institutional integrity.



APPENDICES

COMPREHENSIVE LIST OF PLANNING AGENDAS

Planning Agenda – Institutional Mission

- Establish a clearer delineation of district vs. local responsibilities and functions with regard to student learning programs and services (I.A.1)
- Continue to develop new programs and services to serve the needs of the identified student population, utilizing input from the Norco Academic Senate, the Norco Strategic Planning Committee (NSPC) and the District Office of Institutional Research. (I.A.1)
- Review and incorporate information from the new Environmental Scan (to be published in late 2007) in order to better serve the Norco Campus learning community. (I.A.1)
- Revise the method of distribution of the Norco mission statement to capture a wider audience:
 - ◆ Include the statement in all print and electronic publications, reports, and flyers, including the latest course catalog.
 - ◆ Display the statement in prominent locations on campus such as in the Admissions lobby and in campus display cases.
 - ◆ Explore the possibility of distributing the mission statement in the languages of the Norco-Corona communities it serves. (I.A.2)
- Consult with faculty and administration, especially the NSPC and NAPC, regarding development of a plan for regular review and revision of the mission statement. (I.A.3)

Planning Agenda – Improving Institutional Effectiveness

- Continue to ensure that all decision making is a collaborative, dialogue-driven process which involves all Norco Campus constituencies. (I.B.1)
- Explore the means for discussion of strategic initiatives goals between and among the decision-making and advisory bodies of the Norco Campus. (I.B.2)
- Utilize specific campus-based parameters for data collection from the district Office of Institutional Research. (I.B.3)
- Explore the hiring of a Norco-specific liaison/specialist at the District Offices of Institutional Research and Institutional Reporting. (I.B.3)
- NSPC will prioritize resource requests based on district and Norco strategic initiatives, thereby strengthening the linkage between planning and resource allocation. (I.B.3)
- Explore means for effectively communicating information about institutional quality to the appropriate public constituencies. (I.B.5)
- Continue to regularize processes and standards to aid in the evaluation of the effectiveness of the planning cycle for purposes of resource allocation. (I.B.6)
- Continued monitoring and modification/improvement of evaluative processes listed above for instructional programs, student support, library and learning support services. (I.B.7)
- Collaboration and communication with Norco Strategic Planning Council and continued yearly review of Academic Master Plan for Norco in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus. (I.B.7)
- Periodic review of the Norco Academic Master Plan in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus. (I.B.7)

Planning Agenda – Instructional Programs

- Utilize the result of Norco campus data studies to further define Norco and enrollment and learner needs. (II.A.1.a)
- Continue developing and assessing the effectiveness of SLOs for all degrees, certificates, and programs. (II.A.1.a)
- Continue to identify, monitor and test new technology which enhances or improves the quality of online or face-to-face instruction. (II.A.1.b)
- Continue to develop certificate and degree program level SLOs for those programs active on the Norco Campus. (II.A.1.c)
- Continue to develop assessment tools and procedures for programs and disciplines, and use the results of these assessments to make improvements to courses and programs. (II.A.1.c)
- Conduct additional SLOs and assessment activities training at the Norco Campus. (II.A.1.c)
- Continue to engage in intercampus dialogue geared toward aligning the district's curriculum review and approval processes with the multi-college district structure. (II.A.2.a)
- Continue to utilize faculty, program, and industry advisory expertise to develop assessment tools and procedures for certificate and degree programs at Norco Campus. (II.A.2.b)
- Monitor the annual program review updates for disciplines and non-instructional programs. Use the information from these updates to improve programs and services for students at Norco Campus. (II.A.2.e)
- Use data from Office of Institutional Research and information provided by faculty, staff, and community advisory groups to further define and develop those new programs most needed by the communities served by the Norco Campus. (II.A.2.e)
- Continue comprehensive program review and assessment of disciplines, occupational certificate and degree programs, and student support programs, and engage in annual program review updates to provide input into campus master planning. (II.A.2.f)
- Participate in, provide input, and revise district and campus-based program review and assessment processes and activities as needed. (II.A.2.f)
- Ensure that all program reviews submitted starting in fall 2007 contain at least one student learning outcome at the program level. (II.A.2.f)
- As Norco Campus develops academic degree programs in specific major areas (see Planning Agenda, standard II.A.2.c), program-level SLOs will be concurrently developed. (II.A.2.i)
- Devise and test various measurement techniques for current occupational programs and proposed academic degree programs, such as capstone courses, portfolio assessment, and the like. (II.A.2.i)
- Ensure that all disciplines submitting program reviews beginning in fall 2007 include program-level SLOs. (II.A.2.i)
- Review General Education requirements, continue campus-wide dialogue and participate in district-wide dialogue regarding possible revision/update of the general education majors. (II.A.3.a)
- Conduct employer surveys to assess the satisfaction of area employers with the performance of graduates of vocational degree and certificate programs. (II.A.5)

Planning Agenda – Student Support Services

- Assess effectiveness of SLOs and SAOs developed for each service area within Student Services during 2007-2008 academic year. (II.B.1)

- Discuss program modification and/or changes to SLOs based on these assessments. (II.B.1)
- Continue to refine and implement procedures intended to reduce the time lag associated with evaluation processes. (II.B.1)
- Norco Academic Senate and Student Services will form a committee to recommend format, design, and appropriate information for inclusion in the 2008-2009 publication of a separate Norco catalog and schedule of classes. (II.B.2)
- Explore the development of a student satisfaction survey. (II.B.3.a)
- Continue to offer outreach opportunities to prospective Norco students. (II.B.3.a)
- Analyze trends of student participation in student activities and modify existing programs or create new activities programs to address identified student needs and interests. (II.B.3.a)
- Continue to re-evaluate services and expand or modify them as the campus enrollment grows and changes, in order to provide an environment that enhances students' sense of responsibility as well as their intellectual, personal, and aesthetic development. (II.B.3.b)
- Continue to increase the number of students completing Educational Plans (SEPs) at Norco Campus. (II.B.3.c)
- Enhance data collection and review for the Norco Campus. (II.B.4)
- Measure all Student Services programs SAOs and SLOs during the 2007-2008 academic year using stated assessment measures from Norco Student Services Program Review. (II.B.4)
- Implement program changes, as needed and appropriate, based on data derived from this assessment. (II.B.4)

Planning Agenda – Library and Learning Support Services

- Under the leadership of the Assistant Dean of Library Services, continue efforts to enhance the currency of the materials collection, with the following goals for 2008-2009:
 - ◆ At least 20 percent of the collection will consist of materials published after 2000;
 - ◆ More than half of all volumes will have been selected by Norco faculty. (II.C.1.a)
- Redefine and strengthen the relationship between the Norco Library and the Norco Strategic Planning Council and the Norco Academic Master Plan. (II.C.1.a)
- Explore resource and equipment needs for Norco Library relative to JFK High School student needs. (II.C.1.a)
- Continue to explore new technologies that may support student learning, such as RFID, podcasting, and online information competency/literacy training. (II.C.1.a)
- As Norco attains college status, library policies, procedures and learning support services will be reviewed in order to assess when and how additional services need to be offered to students and faculty. (II.C.1.b)
- Norco Library faculty will explore the possibility of offering Library 1 (information competency) courses in a face-to-face format at JFK High School in the late afternoon. (II.C.1.b)
- Develop a library orientation / update series of workshops for new and continuing faculty. (II.C.1.b)
- Conduct assessment of tutorial services by 2007-2008, comparing the success rates of students using the service with success rates of non-users. (II.C.1.b)
- Create and implement an effective faculty/staff needs survey of the Norco IMC. (II.C.1.c)
- The Digital Learning Library at Riverside City College campus will maintain appropriate contracts. (II.C.1.e)

- Norco library staff will continue to explore the utilization of new technologies that may require additional contracted services. (II.C.1.e)
- Explore the possibility of creating longer and more specific library orientation workshops including advanced sessions which focus on a single online database such as NoodleTools, or a single re-search area such as literary criticism. (II.C.2)
- Develop and implement a comprehensive and campus-specific usage survey for the Norco Library. (II.C.2)
- Develop a campus-specific survey pertaining to IMC equipment and services. (II.C.2)
- Using data gathered from the Fact Book and Office of Institutional Research, explore the development of a Norco learning support services plan for WRC, computer and math labs, tutorial services, and DSP&S. (II.C.2)
- Conduct assessment of math and CIS labs, Writing and Reading Center, and Tutorial Center based on identified student learning outcomes. (II.C.2)

Planning Agenda – Human Resources

- Norco Campus will continue to provide workshops to faculty on incorporating student learning outcomes into integrated course outlines of record, and on assessment techniques to measure the effectiveness of the discipline or program in achieving the stated SLOs. (III.A.1.c)
- Based on future needs for staffing at Norco Campus, the NSPC, NAPC, and administration will review the needs of its growing and changing student population in relation to future human resource needs. (III.A.2)
- Norco APC, SPC, and administrators will participate in the review and evaluation of a new district budget allocation model to be developed in 2007-08. (III.A.2)
- Develop more on-campus orientation professional development activities for both staff and faculty. (III.A.5.a)
- Develop and disseminate written guidelines for NSPC for prioritizing human resource needs. (III.A.6)

Planning Agenda – Physical Resources

- Implement and evaluate processes and procedures for successful campus-based planning that is integrated with strategic planning. (III.B.1.a)
- Collaborate with educational master planner (STRATUS) and architectural firm (MDA Johnson Favaro Architects) to develop Long Range Educational and Facilities Master Plan for Norco Campus. (III.B.1.a)
- Using current and future facilities plans, continue to build out the campus to meet student and staff requirements as enrollments and program offerings increase. (III.B.1.a)
- Establish a campus safety committee. (III.B.1.b)
- Develop local protocols for safety/ quality walks. (III.B.1.b)
- Continue to evaluate the effectiveness of the strategic planning process for informing facilities planning at the local level. (III.B.2.a)
- Proceed with the development of a mid-range financial plan which includes cost estimates for required staffing, equipment, and services to support program development and/or maintenance of new capital facilities. (III.B.2.a)

- Work with the educational master planner (STRATUS) and architectural firm (MDA Johnson Favaro Architects) to develop Long Range Educational and Campus (Facilities) Master Plan for Norco Campus, ensuring that it is driven by, and integrated with, the NAMP. (III.B.2.b)

Planning Agenda – Technology Resources

- The Norco Technology Resources subcommittee will continue to engage in dialogue about technology standards and processes in order to create a guideline for future technology upgrades and purchases. (III.C.1.a)
- Use the strategic planning process and the Technology Resources subcommittee of the NSPC to draft a campus technology standards and processes document for the Norco Campus. (III.C.1.b)
- Develop systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs. (III.C.1.c and III.C.1.d)

Planning Agenda – Financial Resources

- Implement the new budget allocation model for fiscal year 2008-2009. (III.D.1.a)
- Norco Campus will continue to pursue partnerships and seek outside resources. (III.D.1.b)
- Continue the transition to a campus-based budget allocation model by building the capacity of NSPC to evaluate and prioritize resource requests using program reviews and district/campus strategic initiatives. (III.D.1.b)
- Effectively participate in the development of new district budget allocation model. (III. D. 1. d)
- Participate in the implementation of the new budget allocation and new mid-range financial models. (III.D.2.a)
- Work with district officials to streamline contract approval processes. (III.D.2.f)
- The Norco Campus Vice President of Business Services and the members of the Three Colleges Project will:
 - ◆ Discuss, explore and implement, as needed, modifications and/or new administrative and financial procedures and policies (III.D.2.g)
- Continue to identify budgetary priorities at Norco Campus and conduct periodic analysis to determine if the allocated resources are being utilized for the purposes identified during the budget development process. (III.D.3)

Planning Agenda – Decision-Making Roles and Processes

- Continue to survey students, staff, and faculty to monitor what they do and do not know about how the governance process works. (IV.A.1)
- Improve orientation of new faculty to governance structures and avenues of participation for both full and part-time faculty. (IV.A.1)
- Examine current policies and procedures and the relationship between district and campus-based institutional governance structures and propose new policies and procedures as appropriate. (IV.A.2.a)
- Continue to evaluate the newly established procedures and governance committees responsible for recommending Norco-specific student learning programs and services. (IV.A.2.b)

- Continue to formalize the relationships between the Norco Strategic Planning subcommittees, the NAPC, and the Norco Academic Senate with its standing committees. (IV.A.2.b)
- Develop an orientation to governance and a Norco Campus Governance Handbook to clarify the principles, organizational structure, and operating procedures of Norco constituency groups. (IV.A.3)
- Establish formal processes for evaluating the newly created governance structures. (IV.A.5)

Planning Agenda – Board & Administrative Organization

- Continue to revise and revise the organizational charts and Functions Maps as the district moves to multi-college status and as new positions are developed at the campus level to accommodate the need for more administrative support. (IV.B.3.a)
- Develop an effective individual campus budget using the proposed budget allocation model which operates in concert with campus strategic planning. (IV.B.3.c)
- Continue to evaluate the new strategic planning procedures and the effectiveness of the published strategic initiatives in meeting district and campus educational goals. (IV.B.3.g)

List of References

RCCD Fact Book
RCCD College Catalog
Most recent (spring 2007) Schedule of Classes
Student Handbook
Faculty Handbook
Staff Handbook
Management Handbook
CTA Contract
CSEA Contract
Strategic Planning Process, 2001-2006

Evidence Websites:

Strategic Planning : <http://iereports.rcc.edu/sv/home>
Enrollment Management : <http://iereports.rcc.edu/sv/home>
Institutional Effectiveness : <http://iereports.rcc.edu/sv/home>
Chancellor's Office Data Mart : www.cccco.edu
Faculty Net at RCCD: <http://www.rccdfaculty.net/pages/programreview.jsp>

Standard I.A

I.A-1 *Locally Developed Program Approval Process*
I.A-2 *RCCD Fact Book, page 30*
I.A-3 JFK Middle College High School: <http://www.cnusd.k12.ca.us/jfk/>
I.A-4 Norco Campus website: <http://rcc.edu/norco>
I.A-5 Norco Campus Mission Statement
I.A-6 Board minutes approving Norco mission statement
I.A-7 Norco Academic Master Plan
I.A-8 NAPC minutes approving Norco mission statement
I.A-9 NSPC minutes approving Norco mission statement
I.A-10 *Strategic Planning Process, 2001-2006*

Standard I.B

I.B-1 Sample NSPC and NAPC minutes; Master Calendar of campus meetings, 2006-2007
I.B-2 *Instructional Program Review: Comprehensive; Strategic Planning Process, 2001-2006*
I.B-3 Sample annual program review update
I.B-4 Minutes, Oct. 2006 meeting, Norco Academic Senate
I.B-5 Sample announcements of SLOs workshops, district and Norco
I.B-6 *Strategic Planning Process, 2001-2006*
I.B-7 Learner-Centered Curriculum Model (Michael Dolence & Associates)
I.B-8 List of committee members: NSPC sub-committees, minutes
I.B-9 Sample English, Math, ESL minutes

- I.B-10 Norco Forum Discussion Board
- I.B-11 Norco Academic Master Plan
- I.B-12 General Education SLOs: Board Agenda, Dec. 2006
- I.B-13 "RCCD Strategic Initiatives 2005-2010," *Fact Book*, pp. 43-47
- I.B-14 "Norco Response to Strategic Initiatives," *Fact Book*, pp. 57-62
- I.B-15 Norco Leadership Forum – sample minutes and agenda
- I.B-16 CCSEQ, 2004 and 2006
- I.B-17 DAC Student Survey
- I.B-18 IPEDS data (URL for Institutional Reporting website)
- I.B-19 Annual Data Mart report, www.cccco.edu
- I.B-20 Program review data samples (page 8, *Instructional Program Review: Comprehensive*)
- I.B-21 Title V Hispanic Serving Institutions USDE Grant Report, 2006-2007
- I.B-22 Sample staff performance review form
- I.B-23 Sample full-time faculty improvement of instruction form
- I.B-24 Sample part-time faculty evaluation form
- I.B-25 Norco Technology Survey
- I.B-26 Diversity Scorecard (OIR)
- I.B-27 The Talented Tenth brochure
- I.B-28 Norco Campus Mission Statement
- I.B-29 Data Mart www.cccco.edu
- I.B-30 *RCCD Fact Book*
- I.B-31 Office of Institutional Research
- I.B-32 Job description: Norco Outcomes Assessment Specialist; sample data, Norco Outcomes Assessment office
- I.B.33 Bond Measure C

Standard II.A.1

- II.A.1-1 Norco Campus Mission Statement
- II.A.1-2 RCCD Mission Statement, *RCCD College Catalog*
- II.A.1-3 *RCCD Fact Book, 2007*
- II.A.1-4 *Instructional Program Review: Comprehensive (Background & Guidelines); Administrative Unit Program Review: Comprehensive*
- II.A.1-5 Environmental Scan, 2002
- II.A.1-6 Environmental Scan, 2007 (available fall 2007)
- II.A.1-7 Office of Economic Development
- II.A.1-8 Norco Academic Master Plan
- II.A.1-9 General Education SLOs; minutes: Board approval of these SLOs; see also standard I.A.1-5)
- II.A.1-10 Copy, assessment project for gen ed SLOs
- II.A.1-11 *Strategic Planning Process, 2001-2006*
- II.A.1-12 District Matriculation Plan
- II.A.1-13 Norco Leadership Forum: Feb. 23-24, 2006
- II.A.1-14 CCSEQ
- II.A.1-15 Open Campus Student Survey
- II.A.1-16 *Schedule of Classes, Spring 2007*

- II.A.1-17 Open Campus: <http://www.opencampus.com>
- II.A.1-18 Tegrity: <http://www.tegrity.com>
- II.A.1-19 Contract with iTunesU and Apple for mp3 lecture distribution (October 2006 Board book)
- II.A.1-20 RCCD Student Equity Plan (2006)
- II.A.1-21 Talented Tenth, STAR, TRIO reports and pamphlets
- II.A.1-22 Puente Program data
- II.A.1-23 Norco Tutorial services usage reports and flyers
- II.A.1-24 Norco AccuTrack usage reports (WRC usage reports).
- II.A.1-25 Norco math lab usage reports and flyers
- II.A.1-26 Norco CIS lab usage reports and flyers
- II.A.1-27 Norco language lab positive attendance report, fall 2006
- II.A.1-28 Study Abroad brochure(s) & flyers
- II.A.1-29 "RCCD Outcomes Assessment Committee History"
- II.A.1-30 Sample assessment projects (English, math, ESL)
- II.A.1-31 CCSEQ
- II.A.1-32 District Assessment Committee Student Survey
- II.A.1-33 "RCCD Outcomes Assessment History" (DAC)
- II.A.1-34 Gen Ed SLOs: RCCD
- II.A.1-35 *COR Guide*: District Curriculum Committee
- II.A.1-36 "District Strategic Initiatives, 2005-2010," *Fact Book*
- II.A.1-37 "Norco Response to District Strategic Initiatives," *Fact Book*

Standard II.A.2

- II.A.2-1 Sample Norco Advisory Committee Minutes
- II.A.2-2 *CCC Program and Course Approval Handbook*, California Community College Chancellor's Office
- II.A.2-3 RCCD Curriculum Handbook
- II.A.2-4 State Senate Policy on Prerequisites
- II.A.2-5 "Best Practices" (State Academic Senate Publication); Title 5
- II.A.2-6 *COR Guide* (Curriculum Committee)
- II.A.2-7 *Guide to Locally Developed Program Approval Process*
- II.A.2-8 Norco Advisory Committee Minutes
- II.A.2-9 4faculty.org
- II.A.2-10 4faculty.org modules on learning styles: 101, 109, 110, 112, 113, 118
- II.A.2-11 "Program Review: Developing a Faculty Driven Process," (California State Academic Senate Publication, Spring 1996)
- II.A.2-12 RCCD Schedule of Classes, spring 2007
- II.A.2-13 Open Campus: <http://www.opencampus.com>
- II.A.2-14 *Instructional Program Review: Comprehensive (Background & Guidelines)*
- II.A.2-15 Annual Program Review Update guide
- II.A.2-16 General Education SLOs, RCCD
- II.A.2-17 Assessment project reports: humanities, philosophy, tutorial services, outreach
- II.A.2-18 Assessment project reports recording changes: English, math, ESL
- II.A.2-19 ESL 55 common final exam
- II.A.2-20 Spanish 1 common final exam

II.A.2-21 Groups 1-5, RCCD college catalog; CSU transfer & IGETC sequences

Standard II.A.3

II.A.3-1 General Education SLOs
II.A.3-2 RCCD *District Catalog*
II.A.3-3 RCCD *Curriculum Handbook*
II.A.3-4 "Report on RCCD Outcomes Assessment History" (DAC)
II.A.3-5 *Information Competency: Challenges and Strategies for Development* (CA Academic Senate, 2003)

Standard II.A.4

II.A.4-1 RCCD District Catalog
II.A.4-2 RCCD Fact Book, 2006 and 2007

Standard II.A.5

II.A.5-1 Sample advisory committee minutes, Norco occupational programs; sample certificate, occupational education program; sample occupational education licensing program
II.A.5-2 Sample advisory committee meeting minutes, Norco vocational-occupational programs (2006-2007)
II.A.5-3 CCSEQ
II.A.5-4 Norco student job placement reports

Standard II.A.6

II.A.6-1 RCCD District Catalog
II.A.6-2 Admissions & Records: statement on granting of equivalent credit (challenge process form)
II.A.6-3 Counseling/Student services: sample flyers and information handouts
II.A.6-4 Counseling: general transfer information flyer
II.A.6-5 Sample part-time faculty evaluation form
II.A.6-6 Sample full-time faculty evaluation form
II.A.6-7 State articulation agreement regulations; OSCAR website
II.A.6-8 <http://www.rcc.edu> ; <http://www.rcc.edu/norco>
II.A.6-9 *Locally-Developed Program Approval Process*
II.A.6-10 Sample fall, winter, spring, summer schedules of classes and website: <http://www>.
II.A.6-11 Sample publication, OED; the *Matrix* (Matriculation)
II.A.6-12 Sample course syllabi
II.A.6-13 Norco Community Outreach packet

Standard II.A.7

- II.A.7-1 Faculty Handbook, "Code of Ethics"
- II.A.7-2 District Academic Senate Academic Standards Committee - meeting minutes
- II.A.7-3 RCCD Student Handbook
- II.A.7-4 Sample course syllabus with statement on academic honesty/consequences of dishonesty
- II.A.7-5 Board Policy # 5500-"Standards of Student Conduct", Board Procedure #5520, "Student Discipline"

Standard II.B.1

- II.B.1-1 Student Services Program Review, SLOs and SAOs.
- II.B.1-2 Sample Admissions & Records timeline (spring 2007 semester)
- II.B.1-3 Student Educational Plan form
- II.B.1-4 Student success rates, persistence rates, retention rates, Norco Campus -*Fact Book* and Introduction to Self Study
- II.B.1-5 Student Service Satisfaction Surveys; CCSEQ)
- II.B.1-6 Weekend College survey
- II.B.1-7 RCCD Matriculation Plan
- II.B.1-8 RCCD Student Equity Plan
- II.B.1-9 Student Services Program Review
- II.B.1-10 Counseling Program Review

Standard II.B.2

- II.B.2-1 RCCD *District Catalog*
- II.B.2-2 Sample Schedule of classes
- II.B.2-3 Student Handbook

Standard II.B.3

- II.B.3-1 Diversity Scorecard
- II.B.3-2 Early Alert information packet
- II.B.3-3 Talented Tenth Program (T3P) brochure
- II.B.3-4 ELL Day brochure
- II.B.3-5 DSPS Resource Day brochure for high school students
- II.B.3-6 Career/Transfer/Job Placement Center general flyers
- II.B.3-7 "University Representatives on Campus" calendar
- II.B.3-8 www.assist.org
- II.B.3-9 www.eureka.org; www.collegeplanning.org/iowachoice/
- II.B.3-10 DSPS Program brochure
- II.B.3-11 EOPS application packet
- II.B.3-12 EOPS Bookmark promotional brochure
- II.B.3-13 Health and Wellness brochure
- II.B.3-14 "Getting Started" brochure
- II.B.3-15 High School Senior Visitation Day agenda
- II.B.3-16 English Language Learner Senior Day agenda

- II.B.3-17 Disabled Resource Senior Day agenda
- II.B.3-18 Puente flyer
- II.B.3-19 Puente application
- II.B.3-20a RCCD Student Financial Services newsletters
- II.B.3-20b T3p brochure/pamphlet
- II.B.3-21 Title V Clear Directions brochure
- II.B.3-22 TRIO program brochures or general information stats, etc.
- II.B.3-23 Upward Bound grant and objectives including any brochures
- II.B.3-24 Educational Talent Search grant/objectives
- II.B.3-25 STAR Program grant/objectives
- II.B.3-26 Tutorial Services flyer
- II.B.3-27 Tutorial Services usage data, 2005-06 and 2006-07
- II.B.3-28 List of Norco Campus student clubs
- II.B.3-29 ASRCC Constitution
- II.B.3-30 Annual calendar of scheduled cultural activities
- II.B.3-31 ASRCC budget
- II.B.3-32 ASNC Senate agendas/minutes
- II.B.3-33 Health and safety fairs brochures
- II.B.3-34a Leadership seminars brochures
- II.B.3-34b Sample minutes of NSPC; list of accreditation committee participants
- II.B.3-35 Hispanic Heritage month flyer
- II.B.3-36 Black History month flyer, Spring 2007
- II.B.3-37 Sample folklorico flyer; musical production flyer/announcement
- II.B.3-38 Norco Theatre Arts season brochure
- II.B.3-39 Convocation brochure (spring 2006)
- II.B.3-40 Convocation speech transcript (spring 2006)
- II.B.3-41 Counseling Department student evaluation survey form
- II.B.3-42 Support Services staff evaluation survey form
- II.B.3-43 <http://www.4faculty.org>
- II.B.3-44 District Matriculation Plan
- II.B.3-45 Accuplacer data; <http://www.accuplacer.org>
- II.B.3-46 Revalidation results for math, ESL, reading (Matriculation Office)
- II.B.3-47 Board Policy #7060, 6070, Regulation 7045
- II.B.3-48 Student services functions map
- II.B.3-49 FERPA regulation, <http://www.rcc.edu/ferpa>

Standard II.C.1

- II.C.1-1 DSPTS Usage Reports
- II.C.1-2 Library and Learning Resources Program Review, Fall 2006
- II.C.1-3 LAMP website - <http://library.rcc.edu>
- II.C.1-4 IMC website - <http://imc.rcc.edu> ; Norco IMC Operation Chart and Structural Information
- II.C.1-5 Norco Collection Documents <http://library.rcc.edu/norco.htm> ,including statistical data reports
- II.C.1-6 Riverside City College Academic Master Plan

- II.C.1-7 RCCD Library Acquisitions Policy
- II.C.1-8 Sample e-mail messages from faculty to library staff at Norco
- II.C.1-9 Norco Academic Senate Curriculum Committee By-Laws
- II.C.1-10 E-mails from Gaither Loewenstein re: library budget, books purchased, etc.
- II.C.1-11 Proposal for Construction of Network Operations Center, Norco (*RCCD Fact Book*)
- II.C.1-12 Sample Norco Library Workshop attendance sheets
- II.C.1-13 Norco Library Student Survey
- II.C.1-14 CCSEQ Student Satisfaction Survey
- II.C.1-15 Sample Tutorial Services student usage report
- II.C.1-16 Title V grant
- II.C.1-17 Title V annual report
- II.C.1-18 Sample Title V monthly report
- II.C.1-19 Sample Math lab usage report (positive attendance)
- II.C.1-20 Sample CIS lab usage report (positive attendance)
- II.C.1-21 AccuTrack usage reports
- II.C.1-22 Reading and Writing Center survey
- II.C.1-23 IMC special equipment list: video recordings for the hearing impaired
- II.C.1-24 Section 508, Rehabilitation Act
- II.C.1-25 List: Assistive computer technologies available in DSPS Center
- II.C.1-26 Norco Library usage chart, standard II.C.1.c
- II.C.1-27 Library Online Staff/Faculty Survey
- II.C.1-28 Sample maintenance agreements; computers and software, Norco Campus
- II.C.1-29 Security plans: library and labs
- II.C.1-30 Sample material loss/theft reports: Norco Campus police
- II.C.1-31 RCCD Digital Library/Learning Resource Center: IMC Purpose and Responsibilities

Standard II.C.2

- II.C.2-1 CCSEQ Student Satisfaction Survey
- II.C.2-2 Badway, Norena. "Learning About How Students Learn." RCCD Course Outline of Record workshop. Marriot Hotel, 11 Jan. 2006.
- II.C.2-3 Sample utilization data for CIS, math, WRC labs, DSPS, Tutorial Services: G. Aycock, Outcomes Assessment office
- II.C.2-4 Library Program Review
- II.C.2-5 "Executive Summary." Bay Area Community Colleges Information Competency Project. Ed. Bonnie Gratch-Lindaur et al. 9 Feb. 2004.
<http://www.topsy.or/ICAP/ICAPProject.html> . Accessed 18 Oct.2006.

Standard III.A.1

- III.A.1-1 Policy/Procedure 7120 (Recruitment and Hiring); Policy/Procedure 3410 (Non-discrimination); Policy/Procedure 3110/4110/6110 and addenda (Prohibition of Harassment).
- III.A.1-2 Faculty Handbook

- III.A.1-3 Classified/Confidential Staff Handbook
- III.A.1-4 Management Handbook
- III.A.1-5 Sample job descriptions
- III.A.1-6 Sample minutes: dept meetings, discussion of staffing needs
- III.A.1-7 Sample program reviews: discussion of staffing needs
- III.A.1-8 Sample prioritization list for FT hires submitted by BEIT, AHWL, Communication departments to Dean of Instruction
- III.A.1-9 Sample prioritization list for FT hires: NAPC
- III.A.1-10 Sample prioritization list for FT hires: NSPC
- III.A.1-11 Sample prioritization list submitted by Dean of Instruction to President
- III.A.1-12 Sample e-mail job announcement, internal RCCD mail
- III.A.1-13 Email correspondence from Dean of Instruction and Vice President, Educational Services, to Vice Chancellor, Academic Affairs
- III.A.1-14 Sample newspaper job announcement
- III.A.1-15 Sample job announcement: Community College Registry, Job Fair
- III.A.1-16 "Minimum Qualifications for Faculty and Administrators in California Community Colleges"
- III.A.1-17 Copy of statement on diversity in pool selection, Office of Diversity and Equity
- III.A.1-18 Sample equivalency documents
- III.A.1-19 Sample notice, Office of Equity and Diversity: diversity training workshops
- III.A.1-20 List of training procedures for hiring/search committees
- III.A.1-21 Sample notification template for final interview (final cut committee)
- III.A.1-22 Policy: translation of transcripts for degree equivalency; list of certified translation services in Los Angeles
- III.A.1-23 Sample position description for administrator
- III.A.1-24 Sample position description for classified staff
- III.A.1-25 Sample position description for confidential classified staff
- III.A.1-26 Sample prioritized list of staff/admin positions, President's Cabinet
- III.A.1-27 Sample minutes: NSPC review of staff/admin hiring requests
- III.A.1-28a Board Policy #7150, "Employee Evaluations"
- III.A.1-28b RCCD e-mails detailing dialogue on changes to tenure review process
- III.A.1-29 CTA contract, pp. 25-32.
- III.A.1-30 Sample FT faculty evaluation documents (tenure review process)
- III.A.1-31 Sample PT faculty evaluation documents
- III.A.1-32 CSEA Agreement, pp. 29-30.
- III.A.1-33 RCCD Management Performance Evaluation Document
- III.A.1-34 Sample manager's evaluation form
- III.A.1-35 Sample peer evaluation form, managers
- III.A.1-36 Management Handbook, page VI-F.1
- III.A.1-37 Board of Trustees meeting minutes: Dec. 2006
- III.A.1-38 *Instructional Program Review: Comprehensive (Background & Guidelines); Non-Instructional Program Review: Comprehensive*
- III.A.1-39 Sample Program Reviews (philosophy, humanities): SLOs and assessment reports
- III.A.1-40 *COR Guide* with integrated COR samples
- III.A.1-41 Sample integrated course outline of record
- III.A.1-42 Sample evaluation form, part-time faculty

- III.A.1-43 Sample evaluation form, contract/regular faculty
- III.A.1-44 Sample faculty self-evaluation discussing assessment and SLOs
- III.A.1-45 CTA Agreement
- III.A.1-46 Sample instructor syllabus
- III.A.1-47 Student Support Services program review: Outreach SLOs and SAOs
- III.A.1-48 "Summary of general objectives, SLOs and SAOs and Assessment measures for Student Support Services areas"
- III.A.1-49 CSEA Agreement - pp. 29-30 detailing evaluation process
- III.A.1-50 Sample Assessment workshop handouts.
- III.A.1-51 Board Policies #2715, 3050, 4030, 5500
- III.A.1-52 Board Policies #3410, 4005, 3110, 4110, 6110
- III.A.1-53 Academic Senate Ethics Statement/resolution
- III.A.1-54 Faculty Handbook "Academic Policies and Procedures"
- III.A.1-55 BP #2715, 3050
- III.A.1-56 Management Handbook
- III.A.1-57 RCCD College Catalog
- III.A.1-58 Student Handbook

Standard III.A.2

- III.A.2-1 E-mail, Office of Diversity and Human Resources, staff hires, 2006-2007
- III.A.2-2 Copy, agreement: "Long-Range Educational Program, Growth and Capital Plans"
- III.A.2-3 Copy of agreement, Charles McIntyre & Associates, 2006.

Standard III.A.3

- III.A.3-1 Board Policies 6110, 6200, 3410
- III.A.3-2 Board of Trustees Policies #7160 (Professional Development); #3410 (Non-discrimination); #3115 (Drug-Free Workplace); #3230 (Smoking); #4005 (Nepotism); Section 7 - Human Resources. See also policy #3110/4110/6110 and addenda (Prohibition of Harassment). Addenda dealing with complaint procedures for discrimination and harassment are found in Procedure 3100.
- III.A.3-3 Employee Personnel Files Procedure Document

Standard III.A.4

- III.A.4-1 Sexual harassment training: workshop announcements
- III.A.4-2 Diversity training workshop announcements
- III.A.4-3 Technology training workshops announcements
- III.A.4-4 New faculty orientation announcements: local and district
- III.A.4-5 Sample FLEX workshops on diversity and equity
- III.A.4-6 Sample leadership training workshops (district) and online modules (4faculty.org)
- III.A.4-7 EEO Information, Office of Diversity and HR
- III.A.4-8 Sample faculty training workshops Title V workshops/projects
- III.A.4-9 Faculty Handbook

- III.A.4-10 Classified Staff Handbook
- III.A.4-11 Confidential Staff Handbook
- III.A.4-12 Demographic chart: Norco and Corona areas – see Introduction
- III.A.4-13 Demographics chart: faculty, staff at Norco Campus – see Introduction
- III.A.4-14 Demographics: Norco Campus student population – see Introduction
- III.A.4-15 Board Policy Manual Section 7- Human Resources. (Portions of Section 7 were scheduled to be approved by the Board of Trustees in May 2007. Ultimately, this section will replace current Sections 3 and 4 of board policies.)
- III.A.4-16 Policy/Procedure #7120 (Recruitment and Hiring); Policy/Procedure #3410 (Nondiscrimination); and Policy/Procedure #3110 (Prohibition of Harassment). Addenda dealing with complaint procedures for discrimination and harassment are found in Procedure #3110.

Standard III.A.5

- III.A.5-1 URL: <http://www.rccdfaculty.net/pages/about.jsp>
- III.A.5-2 RCCD Faculty Handbook, <http://www.rccdfaculty.net/handbook/>
- III.A.5-3 New faculty orientation/training workshops, announcements (see website above)
- III.A.5-4 Sample workshop flyers for part-time faculty; URL for 4faculty.org
- III.A.5-5 Sample discipline-specific training (sample norming workshop for English comp faculty)
- III.A.5-6 *Online Faculty Handbook*; sample e-mails, Norco tech training workshops; Faculty Innovation Center: sample calendar
- III.A.5-7 DAC and Office of Institutional Effectiveness workshops on SLOs and assessment - flyers
- III.A.5-8 Agenda, Norco Back-to-College Day: Fall 2006
- III.A.5-9 Spring 2007, Feb. 9 agenda FLEX day, Norco
- III.A.5-10 URL: <http://www.rccdfaculty.net/pages/about.jsp>
- III.A.5-11 Faculty Handbook
- III.A.5-12 Faculty Survival Guide
- III.A.5-13 Sample Back-To-School schedule of activities: mailer
- III.A.5-14 “The Learning Curve”
- III.A.5-15 Sample staff development opportunities including district workshops, professional organization workshops and seminars, professional organization conferences, community education and online workshops.
- III.A.5-16 Sample evaluation forms: FLEX and workshop activities
- III.A.5-17 Sample assessment: Office of Institutional Effectiveness

Standard III.A.6

- III.A.6-1 *Strategic Planning Process, 2001-2006*
- III.A.6-2 Board of Trustees – Section 4, Academic Affairs; Section 7 – Human Resources

Standard III.B.1

- III.B.1-1 Phase II Facilities Master Plan, Norco
- III.B.1-2 Phase III Facilities Master Plan, Norco
- III.B.1-3 Five-Year Construction Plan, RCCD: *RCCD Fact Book*
- III.B.1-4 Minutes, Technology Subcommittee meeting: Spring 2005
- III.B.1-5 Norco Academic Master Plan
- III.B.1-6 Board minutes: consultant contract for “Long Range Educational Program, Growth, and Capital Plans”
- III.B.1-7 Board of Trustees minutes: approval of Measure C funding for Student Support Building at Norco
- III.B.1-8 Student Support Services Center task force: sample agenda
- III.B.1-9 Schedule of classes, spring 2007, Norco Campus section
- III.B.1-10 Off-site Locations 2006-2007
- III.B.1-11 Copy, JFK partnership agreement
- III.B.1-12 District modular projects and budget approvals, Board report VI-C-2, March 20, 2007
- III.B.1-13 (a) Early Childhood Education Centers upgrades and retrofit, Moreno Valley and Norco Campuses, Board report VI-B-2, November 21, 2006;
(b) purchase order #63608, October 18, 2005, All Sports Flooring, Junkers Clip Systems Floating Floor in Norco Activity Center
- III.B.1-14 Contract to resurface/build new parking lots
- III.B.1-15 NORESO EMC (environmental) project: plan, report
- III.B.1-16 Board meeting minutes (segment) of 2/20/2007 showing approval of Long-Range Educational master Plan for Norco (section IV-C-1)
- III.B.1-17 Sample minutes: Physical Resources subcommittee, NSPC
- III.B.1-18 Duties of Physical Resources subcommittee
- III.B.1-19 Norco Facilities Utilization Report
- III.B.1-20 District Facilities Utilization Report
- III.B.1-21 Division of the State Architect : sample report submitted to this division
- III.B.1-22 Sample “Footprints” work order - 2006-07, Norco Campus
- III.B.1-23 Scheduled Maintenance Plan
- III.B.1-24 Sample Safety-Quality Control Walk List
- III.B.1-25 DSPS facilities request for classrooms or DSPS Center
- III.B.1-26 Contract for floating floor in Multipurpose Building

Standard III.B.2

- III.B.2-1 RCCD Five-Year Capital Construction Plan (Norco Campus), *Fact Book*, p. 410-438
- III.B.2-2 *Strategic Planning Process, 2001-2006*
- III.B.2-3 RCCD Capital Planning Process Diagram, *Fact Book*, pp. 381-396.
- III.B.2-4 District/Norco project proposals for JFK Middle College High School (refs #3-6 in *Fact Book*, pp. 381 ff.)
- III.B.2-5 District project proposal for NORESO EMC -see #4
- III.B.2-6 District/Norco project proposal for Network Operations Center - see #4
- III.B.2-7 District/Norco project proposal for chemical storage building - see #4
- III.B.2-8 Sample District Initial Project Proposal and final Project Proposals

- III.B.2-9 Board minutes, copy of consultant contract for Long-Range Educational and Campus Master Plan
- III.B.2-10 Sample Facilities program review
- III.B.2-11 Sample RCCD block grant
- III.B.2-12 Data report sample Norco room utilization

Standard III.C.1

- III.C.1-1 Administration and Finance functions maps
- III.C.1-2 Academic Affairs functions map
- III.C.1-3 Chancellor's Office functions map
- III.C.1-4 IMC Norco Purpose and Responsibilities
- III.C.1-5 IMC Production Processes
- III.C.1-6 Library Program Review
- III.C.1-7 www.rcc.edu/services/dsps/hightech.cfm
- III.C.1-8 IMC website – <http://imc.rcc.edu> ; Norco IMC Operation Chart
- III.C.1-9 Information Services report
- III.C.1-10 Minutes: Technology Subcommittee; draft Norco Technology Plan
- III.C.1-11 Norco Faculty Technology Survey
- III.C.1-12 Norco Staff/Administration Technology Survey
- III.C.1-13 Report on results of Norco Inland Empire Computer Skills Survey
- III.C.1-14 E-mail notices and flyers announcing training for Resource 25 and Datatel
- III.C.1-15 Flyers announcing WebAdvisor training for FT and PT faculty; Innovation Center calendar
- III.C.1-16 E-mail announcements: training workshops in Tegrity and podcasting
- III.C.1-17 E-mail announcements of Online faculty training workshops
- III.C.1-18 *Online Faculty Handbook*
- III.C.1-19 Board minutes, Oct-Nov. subcommittee meeting, introduction of *Online Faculty Handbook*
- III.C.1-20 Math video tutorial for online Beginning Algebra (Math 52)
- III.C.1-21 Library program review
- III.C.1-22 DSP&S list: adaptive equipment and software
- III.C.1-23 Minutes, Student Success Center Program
- III.C.1-24 Administration & Finance functions maps
- III.C.1-25 <http://www.collegebuys.org>
- III.C.1-26 Open Campus Information Sheet
- III.C.1-27 Norco Campus Center Telecommunications Survey

Standard III.D.1

- III.D.1-1 District Academic Master Plan
- III.D.1-2 Norco Academic Master Plan
- III.D.1-3 Fact Book, pgs. 72-121, 201-245
- III.D.1-4 *Strategic Planning Process 2001-2006*
- III.D.1-5 Board of Trustees Minutes: record of NAMP/ AMP approval (2005-2006)
- III.D.1-6 Sample reports by district admin and Norco President
- III.D.1-7 Copy of part-time instructional budget 2006-2007, Norco Campus

- III.D.1-8 Measure C documents
- III.D.1-9 Bond Oversight Committee membership list
- III.D.1-10 Agreement with long-range educational plan consultant
- III.D.1-11 Administrative and Financial Services Function Map
- III.D.1-12 RCCD General Unrestricted Budget, 2006-2007
- III.D.1-13 Sample Monthly Financial Report
- III.D.1-14 "Federal Grant Awards, Calendar Years 2001-Present," "Foundation Grant Awards, Calendar Years 2004 - Present," "State Grant Awards, Calendar Years 2001-2004"
- III.D.1-15 Sample Foundation audit-financial report
- III.D.1-16 Funding allocation approval: Office of Budget and Finance, for biology courses
- III.D.1-17 Board Policy #6200
- III.D.1-18 Board Policy #6200, 6300
- III.D.1-19 Fiscal year 2007-2008 Tentative Budget Development Schedule
- III.D.1-20 Capital Equipment and Position Request form (sample)
- III.D.1-21 Budget Adjustment Worksheet (sample)

Standard III.D.2

- III.D.2-1 District annual independent audit, 2005-06
- III.D.2-2 Report listing audit exceptions
- III.D.2-4 Copy of categorical funding allocation, 2006-2007, Norco Campus
- III.D.2-5 Copy of District budget allocation 2005-2006 and 2006-2007
- III.D.2-6 Sample Finance and Audit budget reports; see also board policies #2200, 6300
- III.D.2-7 Board Policy #6200 (Budget Preparation)
- III.D.2-8 FY 2006-2007 Adopted Budget
- III.D.2-9 Copy of district administrative contingency account
- III.D.2-10 California Education Code website showing insurance requirements, or legal document (obtain from Risk Management showing district risk management obligations)
- III.D.2-11 President's contingency budget showing \$40,000 allocation
- III.D.2-12 District monthly financial report
- III.D.2-13 Chancellor's Office organizational chart and functions map
- III.D.2-14 Measure C and The Citizens' Bond Oversight Committee; <http://www.rcc.edu/community/cbox/index.cfm>; District annual independent audit; Report on Proposition 39, Funding Financial and Performance Audits
- III.D.2-15 District annual independent audit, 2005-06
- III.D.2-16 Foundation Annual Report, 2005-2006
- III.D.2-18 Board Policies #6200, and 6300.
- III.D.2-19 Board policy #6140
- III.D.2-20 Internal controls and procedures for external contractual agreements; see also Board Policy Section 6 - Business & Fiscal Affairs
- III.D.2-21 RCCD Finance and Audit. Report No.: VI-D-3, 10/17/06
- III.D.2-22 District Annual Independent Audit 2005-2006
- III.D.2-24 Minutes or documentation, Three Colleges Project

Standard IV.A.1

- IV.A.1-1 Minutes establishing Norco Academic Senate as an independent entity
- IV.A.1-2 Norco Academic Senate By-Laws
- IV.A.1-3 Norco Academic Planning Council – minutes, roster of members: spring 2007
- IV.A.1-4 *Strategic Planning Process, 2001-2006* (district document outlining the process and its history/development)
- IV.A.1-5 Norco Academic Master Plan (NAMP)
- IV.A.1-6 Sample minutes, JFK High School Advisory Council
- IV.A.1-7 Sample minutes, Matriculation Advisory Council
- IV.A.1-8 Sample CTA and CSEA meeting minutes; contracts
- IV.A.1-9 Sample ASNC by-laws and meeting minutes
- IV.A.1-10 Minutes establishing departmental structure; Norco Academic Master Plan
- IV.A.1-11 Norco Strategic Planning Committee meeting minutes
- IV.A.1-12 District Board of Trustee meeting agenda and minutes
- IV.A.1-13 Membership list showing name of co-chair, District Program Review Committee
- IV.A.1-14 Membership list showing name of co-chair, District Assessment Committee
- IV.A.1-15 Position and duties of Faculty Development coordinator, Norco Campus
- IV.A.1-16 District Academic Senate and Norco Senate minutes of election of Tom Wagner as Senate President
- IV.A.1-17 CTA Minutes of election of Karin Skiba as President of bargaining unit
- IV.A.1-18 *Instructional Program Review: Comprehensive (Background & Guidelines)*
- IV.A.1-19 District Assessment Report showing name of author
- IV.A.1-20 Norco faculty-administration workshop, fall 2005; reading and dialogue on Gen Ed. SLOs developed by coordinator of District Assessment Committee
- IV.A.1-21 DAC Minutes showing adoption of general education SLOs
- IV.A.1-22 *COR Guide, Curriculum Committee*
- IV.A.1-23 *Handbook for Online Faculty*

Standard IV.A.2

- IV.A.2-1 *Strategic Planning Process, 2001-2006*
- IV.A.2-2 Board Policies #4005, 5400, 7120
- IV.A.2-3 CA Academic Senate/Title 5 document(s) listing 11 areas of shared governance
- IV.A.2-4 October and November 2006 Norco Senate meeting minutes establishing sub-committees
- IV.A.2-5 RCCD District-Campus Functions Maps, Self Study Introduction
- IV.A.2-6 Board Policies #2220, 2510
- IV.A.2-7 District Budget Advisory Committee membership list
- IV.A.2-8 Board of Trustees Standing Committee Agendas showing Norco staff representation and attendance
- IV.A.2-9 Strategic Planning Committee membership list
- IV.A.2-10 District Prerequisite Advisory Committee membership list
- IV.A.2-11 Accreditation Standard Committee Membership list
- IV.A.2-12 Associated Students Norco Campus Constitution and By-Laws; Board Policies #5400, 2015, 2105
- IV.A.2-13 Student Shared Governance Proposal
- IV.A.2-14 Board Sub-Committee meetings showing student attendance/participation

- IV.A.2-15 Board Policies #5400, 2015, 2105
- IV.A.2-16 District Academic Senate Constitution and By-Laws
- IV.A.2-17 Norco Academic Senate Constitution and By-Laws
- IV.A.2-18 District Curriculum Committee Handbook
- IV.A.2-19 *Locally-Developed New and/or Substantially Changed Program Approval Process*
- IV.A.2-20 *Strategic Planning Process, 2001-2006*
- IV.A.2-21 Roles and responsibility of Norco APC

Standard IV.A.3

- IV.A.3-1 Board of Trustees Standing Committee Membership List
- IV.A.3-2 Norco Organization Chart
- IV.A.3-3 Norco Strategic Planning Membership List
- IV.A.3-4 Sample Norco Strategic Planning Committee minutes
- IV.A.3-5 Sample Norco Strategic Planning Co-Chairs Council Minutes

Standard IV.A.4

- IV.A.4-1 2001 ACCJC Accreditation Team Recommendations for Riverside City College District
- IV.A.4-2 Norco Campus Accreditation (Site) Committees website
- IV.A.4-3 Norco Accreditation website
- IV.A.4-4 Sample E-mail correspondence between co-chairs/editor of self-study and Kristina Kauffman, Associate Vice Chancellor of Institutional Effectiveness; Dean of Instruction and VP to co-chairs and to Associate Vice Chancellor, etc.
- IV.A.4-5 Accreditation Standard meeting minutes

Standard IV.A.5

- IV.A.5-1 Norco Campus Organizational Chart

Standard IV.B.1

- IV.B.1-1 Board Policy #1015
- IV.B.1-2 Board Policy #1016
- IV.B.1-3 Board Policy #2200
- IV.B.1-4 Board Policy #1011
- IV.B.1-5 Calendar of scheduled Board of Trustee meetings; www.rcc.edu/administration/board
- IV.B.1-6 RCCD Mission Statement and Gen Ed SLOs
- IV.B.1-7 Sample Board Agenda
- IV.B.1-8 District and Norco Campus Mission Statements
- IV.B.1-9 Board Policy #4050
- IV.B.1-10 Curriculum Process Agreement, http://academic.rcc.edu/academicsenate/District_Curriculum.htm
- IV.B.1-11 Board Policies #5010 through 5075
- IV.B.1-12 Sample Board of Trustees agenda and Board of Trustees minutes

- IV.B.1-13 Sample Board of Trustees agenda, closed session
- IV.B.1-14 Board of Trustees: minutes of agreement with legal consultant to revise policies
- IV.B.1-15 District Annual Audit Report
- IV.B.1-16 Sample Board of Trustee meeting requisition lists
- IV.B.1-17 Board Policy Manual; see also www.rcc.edu/board/
- IV.B.1-18 Community College League of California website:
<http://www.ccleague.org/pubs/policy/jtstmt.asp>
- IV.B.1-19 Center for Effective Governance website:
<http://www.acct.org/CenterEffectiveGovernance.asp>
- IV.B.1-20 Association of Governing Boards website
- IV.B.1-21 Sample Board Planning Retreat agenda
- IV.B.1-22 Board Policy #2045
- IV.B.1-23 Board Policy #2715
- IV.B.1-24 Board Policy #2430, 2431
- IV.B.1-25 Board Policies #2430, 2431, 2435
- IV.B.1-26 Management Performance Evaluation Process document

Standard IV.B.2

- IV.B.2-1 Norco Organizational Chart
- IV.B.2-2 Meeting minutes: President's attendance at NSPC and other faculty meetings
- IV.B.2-3 Sample agenda and meeting minutes: President's attendance and participation at administrators' meetings (President's Executive Cabinet)
- IV.B.2-4 Meeting minutes: President's attendance at Norco Academic Senate
- IV.B.2-5 Meeting minutes with local community advisory group(s)
- IV.B.2-6 Staff and Faculty Accreditation Surveys, Spring 2007
- IV.B.2-7 Campus President, "Community Activities"

Standard IV.B.3

- IV.B.3-1 District Organizational Charts
- IV.B.3-2 District functions maps (see Introduction to self study)
- IV.B.3-3 Norco Campus budget, 2005-2006
- IV.B.3-4 Measure C projects by campus (list)
- IV.B.3-5 Measure C Community Watch Group membership list
- IV.B.3-7 Board Policy #2430, "Delegation of Authority to the Chancellor"
- IV.B.3-8 District audit report
- IV.B.3-9 Measure C audit report
- IV.B.3-10 Sample board meeting agendas and minutes (most recent)
- IV.B.3-11 Convocation brochures and calendar of locations for board meetings, spring 2006
- IV.B.3-12 *Strategic Planning Process, 2001-2006*
- IV.B.3-13 *RCCD Strategic Initiatives 2005-2010, Fact Book*, pp. 43-47
- IV.B.3-14 Norco Campus Response to Strategic Initiatives, *Fact Book*, pp. 57-62

RESULTS OF FULL-TIME FACULTY ACCREDITATION SURVEY

Norco Campus - Spring 2007

[N = 55 / 83% of faculty]

1. Area of primary instructional responsibility:

The majority of the respondents identify themselves as responsible for transfer teaching.

2. Usual teaching schedule:

More than half the faculty teach during the daytime with nearly one quarter indicating that they teach both days and evenings.

3. How long have you been teaching at RCC Norco Campus?

Almost half the Norco faculty (49.5%) have been teaching at the Norco Campus for more than 6 years.

4. During the average school year, how often do you refer students to the various student support services on campus? [St.II]

One-fifth of the faculty indicate that they refer students to the various student support services on campus more than 40 times during the year. However, half the faculty indicate that they refer students 10 times or less.

5. Average time spent per week on shared governance activities (reading minutes, memos, newsletters, preparing curriculum/courses, attending meetings, hiring committees, etc.)

45% of faculty say that they spend more than 4 hours per week on shared governance.

6. Percentage of time spent outside class (not class prep) on activities leading to improvement of student learning:

Slightly more than 45% of faculty indicate that they spend 25% or more of their time outside of the classroom on activities leading to improvement of student learning.

Accreditation Standard I: Improving Institutional Effectiveness

7. I have read the Norco Mission Statement and understand it.

The majority (90%) of faculty at Norco say that they have read and understood the Norco Mission Statement.

8. Norco's Mission Statement guides institutional planning.

Though most faculty agree that Norco's Mission Statement guides institutional planning, nearly a third disagree or do not know.

9. Norco is committed to continuous improvements of the student learning process.

More than 83% of faculty agree that Norco is committed to continuous improvements of the student learning process.

10. I have read the Norco Academic Master Plan and understand its goals.

62% of faculty at Norco indicate some familiarity with and understanding of Norco's Academic Master Plan.

11. Norco Academic Master Plan goals are regularly assessed and results shared with campus constituencies.

While half of the faculty agree that the NAMP goals are regularly assessed and results shared with campus constituencies, nearly half do not or disagree.

12. I understand the purpose and role of the Norco Academic Planning Council.

Most faculty understand the purpose and role of the NAPC, however, slightly more than 25% do not.

13. I understand the purpose and role of the Norco Strategic Planning Committee.

Most faculty understand the purpose and role of the NSPC, however, slightly more than 25% do not.

14. Institutional planning decisions are based on research data.

Slightly more than half of faculty believe that planning decisions are based on research data. No responses were in strong disagreement with this claim. The remainder of faculty either don't know or somewhat disagree.

15. Institutional planning decisions are based on personal opinion(s)/agenda(s).

Faculty opinion was nearly evenly split over whether institutional planning decisions are based on personal opinion(s) agenda(s). Slightly more than a quarter of the respondents somewhat disagree with this claim and slightly more than a quarter of respondents somewhat agree.

16. The information from the Office of Institutional Research (Fact Book, web site, planning and research reports) is helpful in getting the information I need.

A slight majority agree that the information from the Office of Institutional Research is helpful. A significant percentage (29%) did not know.

Accreditation Standard II: Student Learning Programs and Services

17. Faculty present information fairly and objectively to students and others.

89% of the faculty **agree** that faculty present information fairly and objectively to students and others.

18. College staff present information fairly and objectively to students and others.

80% of faculty agree that college staff present information fairly and objectively to students and others.

19. Academic freedom is upheld by Norco Campus.

78% of faculty indicate that academic freedom is upheld by Norco Campus.

20. Norco encourages the use of different teaching methodologies as a response to learning styles of students.

Slightly more than 85% of faculty agree that Norco encourages the use of different teaching methodologies as a response to learning styles of students.

21. Norco assesses student learning outcomes for its courses, degrees, and/or programs.

65% of Norco faculty agree that Norco assesses student learning outcomes for its courses, degrees, and/or programs. 33% either don't know or disagree.

22. Norco uses the results of its SLOs assessments to make improvements.

Slightly less than half (45.5%) of Norco faculty agree that Norco uses the results of its SLOs to make improvements.

23. Norco relies on the faculty (and advisory committees when applicable) to determine competency levels and measurable student learning outcomes.

67% of faculty agree that Norco relies on faculty (and advisory committees when applicable) to determine competency levels and measurable student learning outcomes.

24. Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.

71% agree that Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.

25. Student support services make significant contributions to student success (e.g., retention, transfers).

70% of faculty agree that student support services make significant contributions to student success (e.g. retention, transfers).

26. Information on all of the programs available to students at Norco should be listed in a Norco college catalog.

An overwhelming majority of Norco faculty (91%) believe that information on all of the programs available to students at Norco should be listed in a Norco college catalog.

27. Norco Campus evaluates the learning support needs of its students based upon learner outcomes in order to provide services and programs to address those needs.

More than half of the faculty agree that Norco Campus evaluates the learning support needs of its students based upon learner outcomes in order to provide services and programs to address those needs. However nearly half either do not know or disagree.

28. Counselors and instructors communicate to make sure that students receive accurate information about courses and programs.

Roughly half of faculty (52%) agree that counselors and instructors communicate to make sure that students receive accurate information about courses and programs. 38% either do not know or disagree.

29. The library's support for instructional programs contributes to student learning outcomes.

60% of Norco faculty agree that the library's support for instructional programs contributes to student learning outcomes.

30. The library collection has enough breadth to meet the needs of my students.

50% of Norco faculty disagree that the library collection has enough breadth to meet the needs of their students.

31. In general, the library is sufficiently responsive to faculty input.

Slightly more than half the faculty (58%) agree that the library is sufficiently responsive to faculty input.

32. Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.

73% of faculty agree that Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.

33. On-campus labs (Writing/Reading Center, math lab, computer lab) provided by Norco Campus support the attainment of student learning outcomes.

A large majority of faculty (82%) agree that Norco campus learning labs support SLOs; only 7% disagree.

34. Tutoring services provided by Norco Campus support the attainment of student learning outcomes.

Sixty five percent agree that tutorial services support SLOs; 21.5% disagree.

35. Norco Campus provides technology development and training for faculty and staff on a regular basis.

Seventy-three percent agree that Norco has regular tech training for faculty and staff; 22% disagree.

Accreditation Standard III: Resources

36. There are sufficient numbers of qualified faculty to support college programs.

Fifty percent of faculty think that there are NOT sufficient numbers of qualified faculty to support college programs. (43% think the amt. is sufficient)

37. There are sufficient numbers of qualified staff to support college services.

Faculty are fairly evenly divided (38% to 40%) as to whether the amount of staff is sufficient to support college services.

38. Personnel search and selection processes are fair to all applicants.

A large majority of faculty (66%) agree that the personnel selection and search processes are fair to applicants. One fourth disagree, 10 percent have no opinion.

39. Search and selection processes are likely to result in hiring personnel who will effectively advance the mission of Norco Campus.

Sixty-nine percent of faculty agree that the hiring results in personnel who will advance the Norco Campus mission.

40. Evaluation processes are effective in improving the quality of job performance of staff.

Half the faculty agreed that evaluation processes improve the performance of staff; one-fourth have no opinion.

41. Evaluation processes are effective in improving the quality of job performance of faculty.

A majority (63%) agree that evaluation processes improve their own job performance as faculty, but 29% disagree.

42. Evaluation processes are effective in improving the quality of job performance of administrators/managers.

Faculty are divided as to whether evaluations of job performance administrators are effective (25% agree, 27% disagree); more than 2/5 don't know or have no opinion.

43. Norco Campus provides sufficient opportunities for professional development.

A majority (62%) agree there are sufficient opportunities for professional development; however more than one-third (38.5%) disagree.

44. The District's policies and practices demonstrate appropriate concern for issues of equity and diversity.

A majority (67%) consider district policies on equity and diversity issues to be appropriate.

45. Norco links staffing decisions to its strategic planning committees.

The faculty are divided (38% agree, 26% disagree) about whether staffing decisions are linked to strategic planning committees. (NOTE: Question is misplaced; belongs in Standard I above).

46. The campus has adequate physical accommodations for people with disabilities.

Seventy-nine percent of faculty agree the campus has adequate physical accommodations for the disabled.

47. I feel safe on campus during the day.

48. I feel safe on campus at night.

Ninety-one percent feel safe on campus during the day; 76% feel safe at night.

49. Overall, the campus buildings provide a safe and healthy environment in which to work and learn. [On the back of the answer key, please list examples of any campus facility that is not a safe and/or healthy environment.]

Three-fourths agree the campus has a safe and healthy environment to work in.

50. Overall, the campus landscaped areas are attractive and safe. [On the back of the answer key, please list any examples of landscaped areas that are not safe or attractive, other than temporary construction activities.]

Eighty percent think the campus landscaping is attractive and safe; 15% think the landscaping is not attractive.

51. In my office, the equipment, software and network connections used to support teaching are adequate and well maintained.

52. In my classroom, the equipment, software and network connections used to support teaching are adequate and well maintained.

Eighty-two percent of faculty agree that their office software and equipment are adequate; however, only 73% agree that their classroom equipment is adequate and well maintained.

53. The instructional equipment supplied by the IMC and used to support teaching in my classroom(s) is adequate and well maintained.

54. IMC responds to service requests with adequate speed.

55. Computing Services responds to service requests with adequate speed.

A majority (78%) agree that the instructional equipment supplied by the IMC is adequate and well maintained. Eighty-three percent think IMC responds to service requests with sufficient speed, and 87% think Computing Services responds in timely fashion to service requests.

56. Faculty are sufficiently involved in the selection of educational equipment.

A majority of faculty (67%) consider themselves sufficiently involved in selecting educational equipment.

57. Campus budget priorities are determined by systematic planning.

Faculty are divided (40% agree, 31.5% disagree; 25% no opinion) as to whether budget priorities are determined by systematic planning.

58. Norco attempts to meet the needs of programs and services based on the availability of financial resources.

Seventy-three percent agree that Norco tries to meet program and service needs based on its financial resources.

59. Appropriate and timely budgetary information is provided regularly throughout Norco Campus.

Opinion is divided evenly (43.5% agree, 44.5% disagree) about whether budget information is provided regularly or not.

60. Norco Campus uses resources wisely and fairly.

A majority (63.5%) believe that the campus uses its resources wisely and fairly.

Accreditation Standard IV: Leadership & Governance

61. The Norco Academic Senate is effective in making recommendations to management and the governing Board regarding the 11 areas of shared governance.

Half of faculty consider the Academic Senate to be effective in the areas of shared governance; one-fourth have no opinion.

62. The Norco Academic Planning Council (NAPC) is effective in making recommendations with respect to scheduling and academic planning.

Half of faculty understand the role of the NAPC and think it is effective; more than a third don't know or have no opinion.

63. The Norco Strategic Planning Committee (NSPC) is effective in making recommendations with respect to facilities, budget planning, and policies.

Forty-two percent agree that the NSPC is effective for facilities, budget planning and policies, but 23.5% disagree, and 29% have no opinion.

64. The Norco Strategic Planning Committee (NSPC) is an effective channel for staff ideas regarding institutional decision-making.

Only 33.5% of faculty agree the NSCP is an effective channel for decision-making; 31% have no opinion, and 22.5% disagree. (fairly evenly divided)

65. The CTA is effective in making recommendations regarding compensation and workload issues.

Seventy-three percent agree the CTA is effective on issues related to workload and pay; only 9% disagree.

66. The CTA effectively communicates decisions and discussions taking place with regard to contract-related issues.

Seventy-two percent agree that the CTA effectively communicates about the contract; only 5.5% disagree.

67. The Student Senate has a defined role in institutional governance.

Forty-two percent agree that the Student Senate has a role in governance; one-third have no opinion, 23% disagree.

68. Governing Board policies support the quality, integrity and effectiveness of student learning programs and services.

Half the faculty agree that the policies of the Board of Trustees support the integrity and effectiveness of student learning; 13% disagree; one-third have no opinion.

69. The Norco Campus President provides effective leadership for Norco.

Seventy percent agree that the President provides effective leadership for Norco; 16.5% disagree.

70. I actively participate in shared governance through membership on the Norco Strategic Planning Committee. (YES/NO)

A large majority (87%) consider themselves participants in shared governance/NSPC.

71. I actively participate in shared governance through membership on the Norco Academic Planning Council. (YES/NO)

This question was misunderstood. (Invalidated)

72. I actively participate in shared governance through membership on the Norco Academic Senate. (YES/NO)

Only 29% of faculty participate as members of the Academic Senate.

73. I actively participate in shared governance through membership on the District Assessment and/or Program Review Committee. (YES/NO)

This question was misunderstood. (invalidated).

Written responses to #49: "On the back of the answer key, please list examples of any campus facility that is not a safe and/or healthy environment."

- Bathrooms need to be cleaner and cleaned more often. Faculty offices are not vacuumed regularly. We need more maintenance staff!
- Library building smells of mold. New lighting in the computer lab has generated complaints of being too dim. Complaints came from older students with older eyes.
- The restrooms are disgusting. There are also not enough of them on the east end of campus.
- Theatre and Humanities buildings often have odors and fumes entering office and classrooms through vents.
- Stairs on ATEC are too narrow. Rooms are small, desks large. Not enough room to negotiate down aisles crammed with backpacks.
- Rooms too cold.
- I feel our bathrooms and stairs are usually untidy and many times dirty. The women's bathroom in student services is cleaner than the ones I use in ATEC, Library and ST buildings.
- Lectures should not be held in lab spaces.
- Students and staff/faculty crossing 3rd Street to get to the main campus from FJK or Child Development Center at a 3-way stop, especially at night, early (dark) and foggy mornings.
- Activity Center is unhealthy and unsafe for physical activities.
- Tigers' Den is unhealthy for food services.

Written responses to #50: "On the back of the answer key, please list any examples of landscaped areas that are not safe or attractive, other than temporary construction activities."

- We need more shade trees and benches for student interaction. "Conversation" areas with chairs and tables in groups so students will want to stay on campus.
- We overuse water; water-intensive landscape, butcher our trees, and do not create walkways supporting natural traffic patterns (walking). We lack an environment that supports students to gather, study and discuss. We have loud machines going outside of classroom during instruction. We need food services that are healthy, affordable, and wider selection.
- The parking lot at night could be better lit with more (student) attendants visible. The area behind the theatre and between the theatre and Science-Technology could be better monitored evenings and at night with more security personnel visible.
- Landscape is boring.
- The campus and grounds are beautiful.
- Extremely boring campus. Hospital-like sterile environment! Campus needs to improve their approach to meeting the students' needs outside of the classroom. The fact that the only place a student could get a cup of coffee is at the depressing Tigers' Den is

a disgrace. The Tigers' Den resembles a hospital cafeteria, doesn't it? Get a coffee card for god's sake. All students link academic environment to the improved retention of students. Let's face it: RCC Norco is a boring campus. Now let's do something about it.

- Our campus is too sterile - it resembles a hospital more than a college.
- Don't you think we should have landscape that minimizes the use of water?
- Need more shade trees along road to ATEC - only palm trees.
- More benches and tables needed for ATEC building.
- Stop cropping trees by the ST building.
- Not enough flowers; grass is muddy; not enough places for students to sit inside or outside that are out of the sun/wind.
- No shade or places on campus for students to meet.
- Landscaping doesn't meet community needs
- Campus is not in city code with plants.
- Campus needs more recycling.

RESULTS OF STAFF ACCREDITATION SURVEY
Norco Campus - Spring 2007
[N = 23]

1. Area of primary responsibility: Admissions, 4.5%; Instructional Services, 30.5%; President's / Administrative Offices, 21.5%; Student Services, 30.5%, Business Services, 13%.
2. During the average school year, how often do you refer students to the various student support services on campus? [St.II]

65% of staff refer students to student support services more than 10 times a week.

3. How long have you been working at RCC Norco Campus?

78% of staff have been employed for 7 years or less at the Norco Campus. Nearly half of that group has been at the campus between 5-7 years.

4. Average time spent per week on shared governance activities (reading minutes, memos, newsletters, attending meetings, hiring committees, etc.)

74% of staff spend 2 hours or less per week on shared governance.

Accreditation Standard I: Improving Institutional Effectiveness

5. I have read the Norco Mission Statement and understand it.

While more than half of the staff indicate that they have read and understood the Mission Statement, more than a third of staff have not.

6. Norco's Mission Statement guides institutional planning.

Over half of staff believe that the Mission Statement guides institutional planning. The remainder have no opinion or don't know.

7. Norco is committed to continuous improvements of the student learning process.

Most staff believe that Norco is committed to improving student learning.

8. I have read the Norco Academic Master Plan and understand its goals.

The majority of staff are aware of or do not understand the Academic Master Plan.

9. Norco Academic Master Plan goals are regularly assessed and results shared with campus constituencies.

74% of staff either have no opinion or disagree that Academic Master Plan goals are regularly assessed and shared with campus constituencies.

10. I understand the purpose and role of the Norco Academic Planning Council.

Slightly more than half of staff say that they understand the purpose and role of the Academic Planning Council.

11. I understand the purpose and role of the Norco Strategic Planning Committee.

Approximately 70% of staff understand the purpose and role of the Norco Strategic Planning Committee.

12. Institutional planning decisions are based on research data.

Slightly more than half of staff have no opinion or disagree that institutional planning decisions are based on research data.

13. Institutional planning decisions are based on personal opinion(s)/agenda(s).

Nearly a third of staff have no opinion about whether planning decisions are based on personal opinions or agendas. The remaining staff are divided fairly evenly between agreeing that personal opinions or agendas drive decisions and disagreeing with this claim.

14. The information from the Office of Institutional Research (Fact Book, web site, planning and research reports) is helpful in getting the information I need.

More than half of the staff have no opinion or are unaware of the Fact Book.

Accreditation Standard II: Student Learning Programs and Services

15. Faculty present information fairly and objectively to students and others.

Slightly less than half of staff agree that faculty present information fairly and objectively. The same percentage has no opinion or does not know. 13% disagree with this statement.

16. College staff present information fairly and objectively to students and others.

Nearly 75% of staff believe that staff present information fairly and objectively to students and others.

17. Academic freedom is upheld by Norco Campus.

While more than half of staff indicate that academic freedom is upheld by the Norco Campus, more than a third have no opinion or do not know.

18. Norco assesses student learning outcomes for its courses and programs.

The majority of staff agree that Norco assesses student learning outcomes for its courses and programs. 30% do not know or have no opinion.

19. Norco uses the results of its SLOs assessments to make improvements.

Nearly half of staff do not know or have no opinion about whether Norco uses the results of its SLOs assessment to make improvements. Most others agree that Norco does.

20. Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.

73% agree that Norco provides clear and accurate information about courses, programs, degrees and certificates to its students.

21. Student support services make significant contributions to student success (e.g., retention, transfers).

87% of staff indicate that student support services make significant contributions to student success.

22. Information on all of the programs available to students at Norco should be listed in a Norco college catalog.

87% of staff indicate that information on all programs available to students at Norco should be listed in a Norco college catalog.

23. Norco Campus evaluates the learning support needs of its students based upon learner outcomes in order to provide services and programs to address those needs.

The majority of staff do not know or have no opinion about whether Norco Campus evaluates the learning support needs of its students based on learner outcomes in order to provide services and programs to address those needs.

24. Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.

Most staff agree that Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.

25. On-campus labs (Writing/Reading Center, math lab, computer lab) provided by Norco Campus support the attainment of student learning outcomes.

87% of staff agree that on-campus labs support the attainment of student learning outcomes.

26. Tutoring services provided by Norco Campus support the attainment of student learning outcomes.

74% of staff indicate that Norco tutoring services support the attainment of student learning outcomes.

27. Norco Campus provides technology development and training for faculty and staff on a regular basis.

Slightly less than half of staff agree that Norco Campus provides technology development and training for faculty and staff on a regular basis. A significant number (a third) do not know.

Accreditation Standard III: Resources

28. There are sufficient numbers of qualified faculty to support college programs.

Nearly half of staff members think that the number of qualified faculty is not sufficient to support college programs at Norco Campus.

29. There are sufficient numbers of qualified staff to support college services.

Forty percent of staff members think that the number of qualified staff is not sufficient to support college services at Norco Campus.

30. Personnel search and selection processes are fair to all applicants.

A substantial majority (61%) of staff agree that personnel search and selection processes at RCCD are fair.

31. Search and selection processes are likely to result in hiring personnel who will effectively advance the mission of Norco Campus.

Over half of staff agree that new personnel are hired who advance the Norco Campus mission.

32. Evaluation processes are effective in improving the quality of job performance of staff.

Sixty-one percent of staff agree that the evaluation/review processes do improve the quality of their job performance.

33. Evaluation processes are effective in improving the quality of job performance of faculty.

Staff are evenly divided as to whether or not the evaluation/review processes improve the quality of job performance of the faculty; one-third have no opinion.

34. Evaluation processes are effective in improving the quality of job performance of administrators/managers.

Forty-three percent of staff agree that evaluation/review processes improve the job performance of administrators; an equal number have no opinion or don't know.

35. Norco Campus provides sufficient opportunities for professional development.

Over half of staff agree that Norco provides them with sufficient opportunities for professional development; one-third have no opinion.

36. The District's policies and practices demonstrate appropriate concern for issues of equity and diversity.

A majority (74%) agree that the district's policies show appropriate concern for equity and diversity issues.

37. Norco links staffing decisions to its strategic planning committees.

Most staff do not know whether Norco's staffing decisions are linked to the SPC. One-third agree that hiring decisions are linked to strategic planning.

38. The campus has adequate physical accommodations for people with disabilities.

A majority (74%) agree that the campus offers adequate facilities for the disabled.

39. I feel safe on campus during the day.

Almost 90% of staff feel safe on campus in the daytime.

40. I feel safe on campus at night.

However, only 70% of staff feel safe at night; more than 36% feel somewhat unsafe.

41. Overall, the campus buildings provide a safe and healthy environment in which to work and learn. [On the back of the answer key, please list examples of any campus facility that is not a safe and/or healthy environment.]

A large majority (78.5%) consider that the campus buildings are safe and healthy to work in.

42. Overall, the campus landscaped areas are attractive and safe. [On the back of the answer key, please list any examples of landscaped areas that are not safe or attractive, other than temporary construction activities.]

A very large majority (87%) consider the campus landscaping to be attractive and safe.

43. In my office, the equipment, software and network connections used to support teaching are adequate and well maintained.

Eighty-two percent have adequate equipment, software and network connections. Less than 10 percent are somewhat dissatisfied with their equipment or software.

44. Computing Services responds to service requests with adequate speed.

Almost all staff (91%) agree that Computing Services is prompt in responding to service requests.

45. Campus budget priorities are determined by systematic planning.

Forty-three percent of staff members agree that budget priorities are driven by systematic planning; an equal percentage have no opinion.

46. Norco attempts to meet the needs of programs and services based on the availability of financial resources.

A majority (65%) agrees that Norco tries to meet financial resource needs of its programs and services. One-third have no opinion or don't know.

47. Appropriate and timely budgetary information is provided regularly throughout Norco Campus.

One-third of staff agree that appropriate and timely budgetary information is provided for Norco Campus. [Note: This figure represents past practice wherein the district Budget Bunch provided very little information to the campuses. The Norco Vice President of Business Services now distributes a Monthly Financial Report to administrators, interested staff, and department chairs which provides detailed information about the budget.]

48. Norco Campus uses resources wisely and fairly.

Most of the staff (69.5%) agree that Norco Campus uses its resources wisely and fairly.

Accreditation Standard IV: Leadership & Governance

49. The Norco Strategic Planning Committee (NSPC) is effective in making recommendations with respect to facilities, budget planning, and policies.

Almost half of the staff (47.5%) agrees that strategic planning processes have effective input into facilities, budget planning, and other policies. Over half of staff have no opinion or may not know about the role of the Strategic Planning Committee.

50. The Norco Strategic Planning Committee (NSPC) is an effective channel for staff ideas regarding institutional decision-making.

As with the preceding question, over half of staff have no opinion, or as is more likely, do not know about the role of the SPC in channeling staff ideas for decision making at Norco Campus. Just over one-third of staff understand the role of the SPC.

51. The CSEA is effective in making recommendations regarding compensation and workload issues.

Just over half of staff (52%) agree that their bargaining unit makes effective recommendations regarding compensation and workload issues. Forty percent have no opinion; only 9% are dissatisfied with union efforts in this area.

52. The CSEA effectively communicates decisions and discussions taking place with regard to contract-related issues.

Over half (56%) of staff agree that their bargaining unit communicates its negotiations and decisions on contract effectively. One-fourth have no opinion; 13% disagree that the union communicates effectively regarding negotiations.

53. The Student Senate has a defined role in institutional governance.

A majority of staff (56.5%) have no opinion or no idea whether or not the students have a defined role in the governance of Norco Campus. One-third agree that students have a clear role; 9% disagree.

54. Governing Board policies support the quality, integrity and effectiveness of student learning programs and services.

Staff are fairly evenly divided among those who have no opinion (43.5%) about the Board of Trustees policies regarding student programs and services, and those who agree that the Board supports the quality of those services (47.5%).

55. The Norco Campus President provides effective leadership for Norco.

A large majority of staff (81.5% agree) that the campus president provides effective leadership for Norco. The rest (13%) have no opinion; there was no disagreement with this statement.

List of Acronyms

AOC – Assessment/Orientation/Counseling
CalWORKs – California Work Opportunity and Responsibility to Kids
CCSEQ – Community College Student Experiences Questionnaire
COR – Course Outline of Record
DAC – District Assessment Committee
ELL – English Language Learner
IGETC – Intersegmental General Education Transfer Curriculum
IMC – Instructional Media Center
IPEDS – Integrated Postsecondary Educational Data System
NACP – Norco Academic Planning Council
NAMP – Norco Academic Master Plan
NSPC – Norco Strategic Planning Committee
OIR – Office of Institutional Research
OSCAR – Online Services for Curriculum and Articulation Review
SLO – Student Learning Outcome
SAO – Service Area Outcome
Title V – Hispanic Servicing Institutions (US Department of Education)
TANF – Temporary Assistance for Needy Families
WIA – Workforce Investment Act