



Quick Guide to Accreditation 2020

March 2nd – 5th Peer Review Team Site Visit
March 3rd Open Forum 530P-630P in Art Gallery
March 4th Open Forum 11A-12P in CSS 217



Accreditation Standard Committees

Samuel Lee, Accreditation Liaison Officer and Committee Co-Chair

Kris Anderson, Faculty Committee Co-Chair

Ruth Leal, Classified Professional Committee Co-Chair

Standard I Mission, Academic Quality and Institutional Effectiveness, and Integrity	Standard II Student Learning Programs and Support Services	Standard III Resources	Standard IV Leadership and Governance
<p>A. Mission B. Assuring Academic Quality and Institutional Effectiveness C. Institutional Integrity</p> <p>Melissa Bader, Patti Brusca, Greg Aycock, Co-chairs</p> <p>Brandon Owashi, Daniel Landin, Lilia Garcia, Laura Adams, Barbara Moore, Kimberly Bell, Dan Reade, Mical Peña (Student)</p>	<p>A. Instructional Programs</p> <p>Quinton Bemiller, Nicole Brown, Jason Parks, Co-chairs</p> <p>Brian Johnson, Nick Franco, Tami Comstock, Caitlin Welch, Jennifer Vasquez-Bonilla (Student, 2017-2018), Francisco Fernandez (Student, 2018-2019)</p>	<p>A. Human Resources</p> <p>Peter Boelman, Leona Crawford, Colleen Molko, Co-chairs</p> <p>Monica Gutierrez, Tim Russell, Jeff Julius, Hector Ramos, (Student, 2017-2018), Tajza Chatman (Student, 2018-2019)</p>	<p>A. Decision-Making Roles and Processes</p> <p>Bob Prior, Patricia Gill, Gustavo Ocegueda, Co-chairs</p> <p>Patty Sanchez, Bernice Delgado, Patty Worsham, Autumn Parra (Student)</p>
	<p>B. Library and Learning Support Services</p> <p>Nikki Capps, Chris Poole, Damon Nance, Co-chairs</p> <p>Celia Brockenbrough, Miguel Castro, Albert Jimenez, Daren Koch, Arezoo Marashi, Sara Trujillo (Student, 2017-2018), Sarah Gadalla (Student, 2018-2019)</p>	<p>B. Physical Resources + D. Financial Resources</p> <p>Peggy Campo, Andy Aldasoro, Michael Collins, Co-chairs</p> <p>Rex Beck, Misty Cheatham, Christopher Castillo (Student, 2017-2018), Francisco Fernandez (Student, 2018-2019)</p>	<p>B. Chief Executive Officer</p> <p>Gail Zwart, Natalie Aceves, Kaneesha Tarrant, Co-chairs</p> <p>Sarah Burnett, Tom Wagner, Travonne Bell, Isaac Nuñez, (Student, 2017-2018), Sarah Gadalla (Student, 2018-2019)</p>
	<p>C. Student Support Services</p> <p>John Moore, Vanessa Acosta, Mark DeAsis, Co-chairs</p> <p>Cyndi Gundersen, Kaneesha Tarrant, Tenisha James, Daniela McCarson, Marissa Iliscupidez, Remelyn Ugalde (Student, 2017-2018), Shawn Schoen (Student, 2018-2019)</p>	<p>C. Technology Resources</p> <p>Janet Frewing, Dan Lambros, Debra Mustain, Co-chairs</p> <p>Technology Committee, Sergio Quiroz (Student, 2017-2018), Grisel Davila (Student, 2017-2018), Javier Ahedo (Student, 2018-2019)</p>	<p>C. Governing Board + D. Multi-College Districts or Systems</p> <p>Peggy Campo, Derek Sy, Kevin Fleming, Co-chairs</p> <p>Alexis Gray, Beverly Wimer, Ruth Jones, Maria Barragan (Student, 2017-2018), Summer Arias (Student, 2018-2019)</p>

Accreditation at Norco College

According to the ACCJC *Guide to Institutional Self-Evaluation, Improvement, and Peer Review*,

Accreditation is both a process and a status. It is a process of review that ensures institutions provide quality programs and services to students, have sufficient quality resources to maintain those programs and services, and have structures and processes in place to provide continuous support for the programs, the services, and above all, student learning. Institutions that successfully undergo the accreditation review process achieve “accredited status,” which assures to students and the public that the education one receives at the institution is a quality education and that the degrees one can achieve at the institution have value and meaning to the recipients and to society.

In the United States, the accreditation process is not run by a government department or agency. In appreciation of and support for the autonomy of colleges and universities, and relying on the expertise of faculty and administrative experts from colleges and universities, the American system of quality assurance in higher education has evolved as a process of peer evaluation rather than government oversight and intervention.

Our Accreditation History

In January 2010, the ACCJC of the Western Association of Schools and Colleges (ACCJC) awarded Norco College’s initial accreditation. With ACCJC’s action and subsequent endorsement by the California Community Colleges Board of Governors, Norco College became the 112th community college in the state. Accreditation status was reaffirmed in 2014. Accreditation assures our students, our community, our government, and others of our institutional effectiveness and educational quality. Norco College embraces the concept of accreditation, not as a once-every-few-years event, but as an ongoing process of, in the words of ACCJC, “continuous quality improvement.”

Our Current Status

Currently, the College is undergoing the regularly scheduled comprehensive self-study process for reaffirmation of accreditation in 2020. This process involves all members of the College community in reviewing and evaluating our alignment to the accrediting commission’s requirements and standards as documented in our Institutional Self-Evaluation Report 2020. The accreditation peer review team will visit Norco College March 2-5, 2020. Link to ISER: www.norcocollege.edu/accreditation/Documents/Evidence-ISER-2019/Norco-ISER-2020-Website.pdf

Our Peer Review Team Visiting March 2-5, 2020



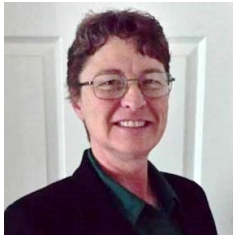
Julianna Barnes, Ed.D. President, Cuyamaca College, Team Chair

Dr. Julianna Barnes is the president of Cuyamaca College, a position she has held since October 2015. With an educational career spanning nearly three decades, Julianna is known for her inclusive leadership and deep commitment to student success and equity. Prior to her presidency, Julianna held various administrative leadership positions in the California community colleges, held various positions at the UC, San Diego (UCSD), and served as an affiliate doctoral faculty member of San Diego State University (SDSU). Additionally, she currently serves on the Board for the California Community Colleges Chief Executive Officers. She brings these experiences with her as an accreditation peer reviewer, a role she has served in for several community colleges. Julianna received her Doctor of Education in educational leadership with a community college specialization, a Master of Arts in education/multicultural counseling, both from SDSU, plus a Bachelor of Arts degree in sociology from the UCSD.



Bri Hays, Senior Dean of Institutional Effectiveness, Success, and Equity, Cuyamaca College, Team Assistant

Bri currently serves as Cuyamaca College’s chief institutional effectiveness officer and Accreditation Liaison Officer (ALO). She has over a decade of experience working as an institutional research, planning, and effectiveness professional in a community college setting. In her current role, Bri works closely with faculty coordinators to provide training and develop resources for campus faculty, staff, and administrators in system design and evaluation, data interpretation, assessment, planning, and program review. Bri oversees an office that includes the campus assessment/accountability management system coordinator, campus-based institutional research staff, various faculty coordinators, and the College’s equity dean. Bri also serves on the RP Group Board as the Vice President of Membership and Professional Development. She has served as an ALO since 2016 and, with a faculty co-chair, led Cuyamaca College’s institutional self-evaluation efforts in support of accreditation reaffirmation in Fall 2019. This is Bri’s second time serving on a peer review team.



Sharyn Eveland, Psychology Faculty Member, Academic Senate President, Taft College

Sharyn currently serves as a Professor of Psychology and Academic Senate President at Taft College. She teaches statistics, research methods, and biological psychology and previously served as the division chair for the Social Science Division from 2007 to 2017. Sharyn has extensive experience serving on a number of committees and councils at Taft College, including over 10 years on the Taft College Curriculum Committee and Governance Council, as well as the Institutional Research Committee and Strategic Planning Committee. In addition, Sharyn has served on a local elementary school district board, as a Learning Disabilities Specialist, Title V grant coordinator, and she currently serves as a C-ID reviewer. Sharyn has extensive experience with policy and procedure development and review. She has served on Taft College’s accreditation self-evaluation leadership teams for three accreditation cycles and is currently engaged in institutional self-evaluation efforts for a fourth cycle. This is Sharyn’s eighth time serving on an accreditation peer review team.



Kenneth Bearden, English Faculty Member and Academic Senate President, Butte College

Over Kenneth's 20 years at Butte College, he has taught English and Humanities courses, served as the Curriculum Committee Chair, SLO Coordinator, in leadership positions on his local Academic Senate, and on two college accreditation self-evaluation teams (as the faculty co-chair for Standard II and Standard IV). Kenneth has served on a number of college committees, including Planning and Budget, Enrollment Management, Participatory Governance, Distance Education, Program Vitality, Equivalency, and many other task forces and ad hoc committees. Kenneth currently serves as the Butte College Academic Senate President. This is his first time serving on an accreditation peer review team.



Evelyn Lord, Head Librarian, Laney College

Evelyn currently serves as the Head Librarian and Systems Librarian at Laney College. Evelyn also serves as the Peralta CCD Sierra System Administrator and District Lead for the migration to a new Library Services Platform. Evelyn has previously served as the President of the Laney College Faculty Senate, Curriculum Committee Chair, Technology Committee Chair, and Tenure Facilitator. In addition, Evelyn has served as a member of various district and college committees, including the Peralta District Technology Committee, Laney College Technology Planning Committee, Laney College Facilities Planning Committee, Laney College Learning Assessment Committee, and Laney College Foundation Skills Committee. Evelyn has served as a Board Member for the Council of Chief Librarians, President of the Academic Section of the California Libraries Association, and Chair of the California Clearinghouse on Library Instruction. She has served on the leadership and writing teams for five college accreditation self-evaluation cycles and has also served on five previous peer review teams.

Jean Shankweiler, Vice President of Academic Affairs, El Camino College

Jean currently serves as the Vice President for Academic Affairs at El Camino College. Her professional experience includes a Ph.D. in Organic Chemistry from New Mexico State University and 20 years of community college teaching experience. Jean previously taught chemistry at El Camino College and served as the Dean of Natural Science at El Camino College for seven years. In addition, Jean has served as the Director of the Honors Transfer Program, on the Academic Senate and El Camino College Senate Executive Board, and as a National Science Foundation Title III STEM grant administrator. She also recently participated in a one-year Digital Fellow program sponsored by the Association of Chief Academic Officers. Jean has previously served as the El Camino College Accreditation Co-Chair for its institutional self-evaluation report and currently serves as the Accreditation Liaison Officer for El Camino College. This is Jean's third time serving on an accreditation peer review team.



Leticia Barajas, Assistant Professor, Career Education and Workforce Development, East Los Angeles College

Leticia has over 20 years of experience in community colleges, including a teaching career that spans a variety of faculty roles and disciplines, including basic skills, political science, and career education, credit and non-credit courses, and program development, curriculum development, and workforce partnerships. Leticia has previously served as a department Student Learning Outcomes lead and has served as both a dean and vice president. In addition, Leticia has served on accreditation self-evaluation teams at four different colleges and served as the Accreditation Liaison Officer for Los Angeles Trade Tech College from 2013 to 2017.



Val Martinez Garcia, Vice President of Student Services, West Hills College Lemoore

Val currently serves as the Vice President of Student Services at West Hills College - Lemoore, overseeing financial aid, admissions and records, categorical programs, outreach, counseling, dual enrollment, and federal grants. Val has previously served as an instructional dean, overseeing variety of discipline areas and divisions. In addition, he has experience overseeing budget and planning, SLO assessment, Title IX, student complaints, financial aid, admissions and records and other student services areas. Val has previously served on two accreditation peer review teams.



Aaron McVean, Vice Chancellor of Educational Services and Planning, San Mateo Community College District

Aaron currently serves as the Vice Chancellor of Educational Services and Planning at San Mateo Community College District. His responsibilities include the development and implementation of the district-wide strategic plan, overseeing academic affairs and student support services across the District, innovation and resource development efforts, and policy and administrative procedure development and review. Aaron has previously served as the Interim Vice President for Instruction at Skyline College and Dean of Planning, Research, and Institutional Effectiveness at Skyline College. In this prior role, his responsibilities included all levels of college planning, from program review to educational master planning. In addition, Aaron has experience with development, implementation and assessment of SLOs and has taught psychology courses both online and in-person at two California community colleges.



Dan Troy, Assistant Superintendent/Vice President of Administrative Services, Cuesta College

Dan currently serves as the Assistant Superintendent/Vice President of Administrative Services at Cuesta College. In this role, he oversees fiscal services, facilities, information technology, public safety, general services, and the college bookstore. Dan holds a Bachelor's Degree in English and a Master's in Public Policy. His professional experience includes budgeting and other fiscal services areas, institutional planning, facilities services, information technology, and general administrative services. Dan has experience serving on a number of college committees, including the Planning and Budget Committee and Institutional Program Plan and Review Committee. He is also currently serving on the accreditation self-evaluation writing team at Cuesta College. This is Dan's first time serving on an accreditation peer review team.



Ms. Gohar Momjian, ACCJC Vice President (ACCJC Staff Liaison)

Gohar joined the commission staff in September 2017. Accreditation is the cornerstone of her 20+ years' experience in higher education. As Associate Vice Chancellor of Institutional Development, and ALO for City College of San Francisco from July 2012 until June 2015, she helped to lead the College's improvement processes. Most recently, she served as Interim Director of Operations at Cañada College. Prior to that, Momjian gained in-depth knowledge working with the WASC Senior College and University Commission as the ALO for the American University of Armenia. She holds a B.A. in Psychology with a specialization in Business Administration from UCLA, and an M.A. in International Education, Administration and Policy Analysis from Stanford University. Ms. Momjian also supports the Commission's Evaluation and Planning Committee and Policy Committee."



Key Accreditation Topics and College Processes

Red text: Improvements and Highlights – Blue text: Improvement Plan or Quality Focus Essay

Mission

The Norco College mission guides all that we do at the College. It is the air we breathe.

- Included in the mission statement are the College’s educational purposes, the student population, the types of degrees and certificates offered, and ongoing commitment to student learning and achievement.
- The mission provides the foundation for strategic goals and institutional priorities, as well as data-based evaluations of how effectively we are accomplishing these goals.
 - Programs and services align with the institutional mission through strategic planning goals, as evidenced by documents for planning (overseen by the **Institutional Strategic Planning Council, or ISPC**), evaluation (facilitated primarily by the **Office of Institutional Effectiveness**), and program review (facilitated by the **Program Review Committee**).
 - Institutional Research, assessment, and program review reports are posted on college webpages.
- The mission undergoes review every five years, corresponding to the revision of the Strategic Plan, most recently in 2018-2019. *A revised mission statement, vision, and core commitments were approved in fall 2019 along with the new Educational Master Plan.* The College’s mission, vision, and core commitments can be found on the website under the About tab.

Previous Mission 2012-2019

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

Current Mission, Vision, Core Commitments Approved Fall 2019

Mission Statement

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

Vision Statement

We will change the trajectory of our students’ lives. We will stimulate academic, economic, and social development in our service area. We will build a comprehensive institution with the capacity and programming to serve our entire area.

Core Commitments

Norco College is dedicated to following a set of enduring Core Commitments that guide it through changing times and give rise to our Vision, Mission, and Strategic Goals:

Access; Equity; Student Success; Expertise (teaching, service, leadership); Mutual Respect; Collegiality; Inclusiveness; Integrity; Quality; Environmental Stewardship; Innovation; Civic Engagement.

REFERENCE: Norco College ISER, Standard IA: Mission

Teaching and Learning

Teaching and learning are the heart of the College; everything we do supports student learning and achievement.

- To ensure that instructional programs are consistent with the mission and appropriate to higher education, the College utilizes a faculty-driven curriculum process. Curriculum at the College is overseen by the **Norco Curriculum Committee** (Brian Johnson and Dr. Samuel Lee, co-chairs).
- *The College participated in revision of the districtwide Curriculum Handbook in 2019.*
- *Library and learning resource (LRC) materials and services underwent substantial innovations and expansion within the past two years. Library and learning resources* (Damon Nance, dean) include library materials, services, and workshops; tutorial services; and supplemental instruction, among others.
- *The RCCD Guide to Recommended Best Practices to Achieve Regular and Substantive Contact in Distance Education was revised in fall 2019, as was the DE Checklist for Online and Hybrid Courses.* These and other helpful documents for teaching distance education courses are linked on the **Distance Education Committee's** webpage under Supporting Documents (Michael Bobo and Damon Nance, DE Committee co-chairs).
- *The College has developed initiatives for greater student access, success, and equity, including Dual Enrollment, Prison Education, apprenticeships, veterans, and Guided Pathways.*
- **Improvement Plan** (Standard IIA.7): The College will adopt a campus climate/student needs assessment survey that addresses delivery modes, teaching methodologies, and learning support services in support of equity for all students.

REFERENCE: Norco College ISER; Standard IIA: Instructional Programs; Standard IIB: Library and Learning Resources

Program Review and Planning

Program review and planning processes support accomplishment of our mission.

- The College conducts regular instructional, student services, and administrative program review, facilitated by the **Program Review Committee** (Dr. Alexis Gray and Dr. Samuel Lee, co-chairs).
 - *Beginning in 2017-2018, program review is on a three-year cycle, with optional annual updates primarily for resource requests. In spring 2018, 100 percent of units submitted program reviews.*
 - The Program Review Committee is currently developing a Program Review Process document to record how the College's continuous improvement begins with program review, how program review informs decision-making and the resource allocation process, and how program review serves as the basis for strategic planning.
 - The District has adopted Nuventive Improve for support of program review.
- Our Strategic Plan documents planning processes. The Strategic Plan is undergoing revision in 2019-2020, facilitated by **ISPC** (Dr. Monica Green, Ruth Leal, and Melissa Bader, co-chairs), *in alignment with the new Educational Master Plan (EMP) (board approved in fall 2019) and the new District Strategic Plan (board approved in fall 2019).* Also aligned with the new EMP is a *new Facilities Master Plan (board approved in spring 2019).* The most recent planning documents are available on the college website under Office of the President/Planning Documents.
- *The colleges and District Office made substantive changes to the budget allocation model (BAM) in the transition to the new statewide Student-Centered Funding Formula. The model is centered around the core principles of fairness, equity, and transparency.*
- The **Business and Facilities Planning Council (BFPC)** (Dr. Michael Collins, Dr. Jim Thomas, and Dan Lambros, co-chairs) prioritizes requests from Business Services for budget allocations and augmentations, staffing, equipment, and facilities for instructional and administrative needs as requested through the program review process.

REFERENCE: Norco College ISER; Standard IB: Assuring Academic Quality and Institutional Effectiveness; Standard IIA: Instructional Programs (especially II.A.2); Standard IIID: Financial Resources; and Standard IVA: Decision-Making Roles and Processes

Decision-Making and Governance

We actualize our commitment to student success, academic quality, integrity, and fiscal stability through established decision-making policies, procedures, and practices.

- Classified professionals, faculty, administrators, and students have clearly defined leadership roles in the decision-making process. Governance committees and councils are representative of faculty, staff, students, and in some cases, members of the community, and many councils and committees have administrative, faculty, and classified professional tri-chairs.
- The four strategic planning councils are **ISPC**; **Academic Planning Council (APC)** (Dr. Marshall Fulbright, Dr. Jason Parks, and Melissa Bader, co-chairs); **BFPC**; and the **Student Services Planning Council (SSPC)** (Dr. Kaneesha Tarrant, John Moore, and Natalie Aceves, co-chairs). Representing students is the **Associated Students of Norco College (ASNC)** (Sarah Gadalla, president; Dr. Edwin Romero, student activities coordinator/advisor). Links to college councils and committees are found on the College Committees webpage.
- Decisions and resulting actions from the College’s shared governance processes are communicated regularly in multiple ways, including email, and made available for stakeholders and the public on the college website.
- *RCCD Functional Maps and the District Strategic Plan have been revised with broad participation through the districtwide governance process.* The key facilitating body for district strategic planning is the **District Strategic Planning Council (DSPC)**, with membership including Norco College **ISPC** co-chairs (Dr. Monica Green, Melissa Bader, Ruth Leal), among others.
- **Improvement Plan (Standard IVA):** As part of developing the updated Strategic Plan, through the governance process, the College will assess, revise as needed, and document governance and workflow processes and procedures, integrating and aligning with District council and committee structure, processes, and procedures, as applicable.

REFERENCE: Norco College ISER, Standard IV: Leadership and Governance; Standard IVA: Decision-Making Roles and Processes; Standard IVB: Chief Executive Officer; Standard IVC: Governing Board; and Standard IVD: Multi-College Districts or Systems

Assessment and Evaluation

We value data-driven assessment and evaluation for continuous quality improvement.

- The College defines and regularly assesses student learning outcomes (SLOs) and service area outcomes (SAOs), as facilitated by the **Norco Assessment Committee (NAC)** (Dr. Laura Adams and Dr. Greg Aycocock, co-chairs), which publishes an annual assessment report. This and other documents are linked on the NAC webpages.
 - Courses and program SLOs, including those for general education, are on a six-year cycle.
 - *As of fall 2019, the College had made substantial gains toward the goal of 100 percent of SLOs assessed by spring 2020.*
- Sets institution-set standards (ISS) at both floor and aspirational levels, as facilitated by **ISPC** (Dr. Monica Green, Ruth Leal, and Melissa Bader, co-chairs) and maintained by the **Office of Institutional Effectiveness** (Dr. Greg Aycocock, dean of Institutional Effectiveness). Our ISS reports are linked on the Institutional Effectiveness website and A-Z index.
- The Annual Progress Report on Educational Master Plan Goals, Objectives and “Dashboard Indicators” reports on evaluation of the College’s policies and practices, how policies and practices are affecting student success, and whether the College’s goals are being met. This and other college evaluation reports are linked on the Strategic Planning / Evaluation Process webpage.
- Created standardized syllabus shells to ensure all syllabi include SLOs and important college information. The **Academic Senate** (Dr. Quinton Bemiller, president) in coordination with the **Office of Instruction** (Dr. Marshall Fulbright and Dr. Jason Parks, deans of instruction) oversees the syllabus shells. Currently updating the syllabus shells is a manual process done through the **Office of Institutional Effectiveness**, but the College is moving toward an electronic system.

REFERENCE: Norco College ISER; Standard IB: Assuring Academic Quality and Institutional Effectiveness; Standard IIA: Instructional Programs (especially II.A.3); and Standard IIC: Student Support Services (especially II.C.2)

Professional Development

In support of the college mission and continuous quality improvement, the College offers professional development opportunities.

- The **Professional Development Committee** (Dr. Kara Zamiska and Dr. Tim Russell, co-chairs) plans and supports professional development training for faculty, addressing topics related to pedagogy, technology, and learning needs.
- The current Faculty Guidebook is linked on the main Faculty webpage.
- Classified professional training and development is facilitated by CSEA in collaboration with District HRER.
- District-supported programs for confidential and classified employees, designed to further develop and improve job skills and knowledge, are described on the Human Resources and Employee Relations/Training & Development webpage.
- *A Professional Development Plan, developed by the Leading from the Middle team, supports equity, learning, and Guided Pathways. (Implementing the plan is a Quality Focus Essay project.)*

REFERENCE: Norco College ISER, Standard IIIA: Human Resources (especially III.A.8 and III.A.14)

Equity

We embrace the concept of equity as a key component in supporting and improving student learning and achievement as well as sustaining an excellent workplace culture.

- The **Diversity, Equity & Inclusion Committee** (Dr. Gustavo Ocegüera, Bernice Delgado, and Brady Kerr, co-chairs) develops events that promote inclusiveness, diversity, and student success.
- *The College instituted equity-focused hiring and pedagogy training and practices, supported by participation in USC's Center for Urban Education (CUE).*
- *The Norco College Student Equity Plan 2019-2022 was approved by the Board of Trustees in fall 2019.*
- The RCCD Equal Opportunity Employment Plan designates responsibility and authority for implementing the plan and assuring compliance with its requirements. The plan is linked on the district Human Resources and Employee Relations (HRER) webpages. HRER coordinates trainings and workshops to facilitate understanding and awareness of diversity and inclusion in work and learning environments.

REFERENCE: Norco College ISER; Standard IB: Assuring Academic Quality and Institutional Effectiveness; and Standard IIIA: Human Resources (especially III.A.12)

Guided Pathways

Norco College's Completion Initiative, a data-driven college-wide project initiated in 2015 to increase the number of students earning degrees and certificates, became Guided Pathways in 2017 when we became one of twenty California community colleges selected through a competitive application process "to design and implement structured academic and career pathways for all incoming students by 2019." The Completion Initiative Workgroup became the **Guided Pathways Workgroup** (Melissa Bader and Dr. Tenisha James, co-chairs.)

- *In 2018, the College reorganized the institution around the four Schools:*
 - School of Arts & Humanities
 - School of Business & Management
 - School of Social & Behavioral Sciences
 - School of Science, Technology, Engineering, and Mathematics (STEM)

The College's organizational charts are linked on the Office of the President's webpage.

- *The College has enhanced onboarding, career exploration, and worked toward more seamless K-12 and university partnerships.*
- *Schools-based trailheads and program maps, as well as scheduling redesign, provide support for students to "stay on the path."* Trailheads, degrees, and certificates are posted on the Pathways & Programs webpage for each School.
- *Student Engagement Centers and Student Success Teams aligned with Schools support student progress and success. (Implementing Student Success Teams is a Quality Focus Essay project.)*

REFERENCE: Norco College ISER; Standard IIA: Instructional Programs; and Standard IIC: Student Support Programs

Educational Master Plan Goals

1. Expand college access by increasing both headcount and full-time equivalent students (FTES).
2. Implement Guided Pathways framework.
3. Close all student equity gaps.
4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.
5. Reduce working poverty and the skills gap.
6. Pursue, develop, & sustain collaborative partnerships.
7. Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
8. Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
9. Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.
10. Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
11. Implement professional, intuitive, and technology-enhanced systems.
12. Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

Links

Academic Departments: <https://www.norcocollege.edu/academicAffairs/departments/Pages/index.aspx>

Academic Programs: Degrees, Certificates, Trailheads, Pathway Plans: <https://www.norcocollege.edu/schools/Pages/programs.aspx>

Annual College Data, Including Institution-Set Standards and Report on EMP Goal Achievement 2018-2019:

<https://www.norcocollege.edu/academicAffairs/ie/ir/Pages/strategic.aspx>

Annual Evaluation Documents: <https://www.norcocollege.edu/academicAffairs/ie/sp/Pages/evaluation-process.aspx>

Annual Surveys of Effectiveness: <https://www.norcocollege.edu/academicAffairs/ie/sp/Pages/evaluation-process.aspx>

Board Policies and Procedures: <https://www.rccd.edu/bot/Pages/policies.aspx>

College Catalog 2019-2020: <https://www.norcocollege.edu/catalogs/Documents/2019-20/2019-2020-College-Catalog-REVISED-06-03-2019-NC.pdf>

College Councils and Committees: <https://www.norcocollege.edu/committees/Pages/index.aspx>

Department Chair Contacts: <https://www.norcocollege.edu/academicAffairs/departments/Documents/Academic-Department-Chairs-NC.pdf>

Education Master Plan: https://www.norcocollege.edu/academicAffairs/ie/sp/Documents/Norco_Planning_Documents/Norco-College-EMP-BOT-2019-12-10.pdf

Facilities Master Plan: https://www.norcocollege.edu/academicAffairs/ie/sp/Documents/Norco_Planning_Documents/Norco-College-Facilities-Master-Plan-2019-08-25-NC.pdf

Institutional Self-Evaluation Report (ISER): www.norcocollege.edu/accreditation/Documents/Evidence-ISER-2019/Norco-ISER-2020-Website.pdf

Mission, Vision, Core Commitments: <https://www.norcocollege.edu/about/pages/mission.aspx>

Organizational Charts: <https://www.norcocollege.edu/about/president/Pages/charts.aspx>

Program Review Administrative: <https://www.norcocollege.edu/committees/prc/Pages/administrative-unit-program-review.aspx>

Program Review Instructional: <https://www.norcocollege.edu/committees/prc/Pages/instructional-program-review.aspx>

Program Review Process (Draft): <https://www.norcocollege.edu/committees/prc/Documents/Draft-Program-Review-Process-2019-2020-NC.pdf>

Program Review Student Services: <https://www.norcocollege.edu/committees/prc/Pages/student-services-program-review.aspx>

SLO and PLO Assessment Dashboards: <https://www.norcocollege.edu/committees/assess/Pages/Faculty-Toolbox.aspx>

Strategic Plan (District): https://www.rccd.edu/admin/ed_services/dspc/Documents/plan/District_Strategic_Plan_2019-2024_Oct_15_Board_Approved.pdf

Strategic Plan and Governance Process 2013-2018: https://www.norcocollege.edu/academicAffairs/ie/sp/Documents/Norco_Planning_Documents/Norco-Strategic-Plan-2013-2018.pdf

Strategic Planning Process: https://www.norcocollege.edu/academicAffairs/ie/sp/Documents/Norco_Planning_Documents/STRATEGIC-PLANNING-PROCESS-18SPR-NOR-REVISED-01-31-2019.pdf

Questions? Ask Us:)

Dr. Samuel Lee, Accreditation Liaison Officer and Co-Chair – 951-217-1751 – Samuel.Lee@norcocollege.edu

Kris Anderson, Faculty Co-Chair and ISER Lead – Kristine.Anderson@norcocollege.edu

Ruth Leal, Classified Professional Co-Chair – Ruth.Leal@norcocollege.edu

Dr. Gail Zwart, College Site Visit Communication Liaison – Gail.Zwart@norcocollege.edu

Dr. Greg Aycock, Institutional Research Representative – Greg.Aycock@norcocollege.edu

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Denise Terrazas, Site Visit Logistics Coordinator – Denise.Terrazas@norcocollege.edu

NORCO COLLEGE ALPHABET SOUP DICTIONARY

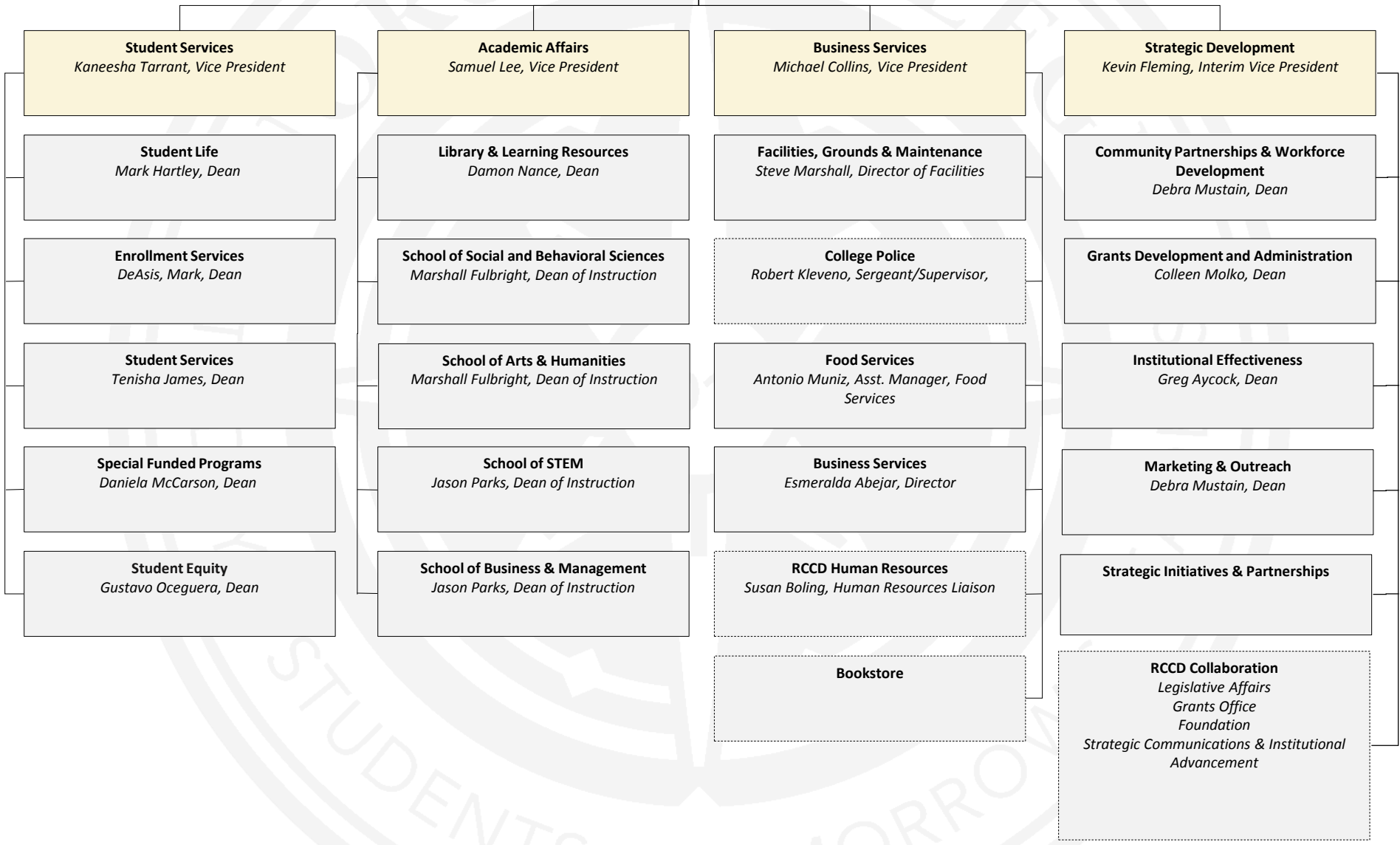
College/District Departments, Committees, Programs and Processes

ACE – Accelerated, Certificate and Employment
 ADT – Associate Degree for Transfer
 AHWL-Arts, Humanities and World Languages
 AOE – Area of Emphasis (Degree)
 AP-Administrative Procedures
 APC – Academic Planning Council
 A&R- Admissions and Records
 AS-Academic Senate
 ASCCC – Academic Senate of the California Community Colleges
 ASNC – Associated Students of Norco College
 ASRCCD – Associated Students of Riverside Community College District
 ASRCC – Associated Students of Riverside Community College
 ASMVC – Associated Students of Moreno Valley College
 BAM – Budget Allocation Model
 BEIT - Business, Engineering and Information Technology
 BFPC – Business and Facilities Planning Council
 BIRT – Behavioral Intervention and Resource Team
 BOT – Board of Trustees
 BP – Board Policy
 BS – Basic Skills
 CAI – Common Assessment Initiative
 CARE – Cooperative Agencies Resources for Education
 CCCAA – California Community College Athletic Association
 CI – Completion Initiative
 CI-D – Course Identification Numbering System
 CJPC – Career and Job Placement Center
 CML – Communications, Media and Languages
 CNUSD – Corona Norco Unified School District
 COC – Circle of Change Leadership Conference
 COR – Course Outline of Record
 COTW – Committee of the Whole
 CSEA - California School Employees Association
 CTA – California Teachers Association
 CTE – Career & Technical Education
 DBAC – District Budget Advisory Council
 DCC – District Curriculum Committee
 DE-Distance Education
 DEI – Diversity, Equity and Inclusion (Committee)
 DEMC – District Enrollment Management Committee
 DOI - Dean of Instruction
 DRC - Disability Resource Center
 DSP – District Strategic Plan
 DSPC – District Strategic Planning Council
 ECE – Early Childhood Education
 EOPS - Extended Opportunity Programs and Services
 EMP – Educational Master Plan
 FLEX - Flexible Calendar Program
 FMP – Facilities Master Plan
 FMTF – Function Map Task Force
 FYCP – Five Year Construction Plan
 FYSI – -Foster Youth Success Initiative
 FYSS – Foster Youth Support Services
 GELO – General Education Learning Outcome
 GP – Guided Pathways
 GSA – Gender Sexuality Awareness Club
 HACU – Hispanic Association of Colleges and Universities
 HRER – Human Resources and Employee Relations

HSCE- High School Concurrent Enrollment
 ICC – Inter-Club Council
 IDS – Instructional Department Specialist
 IE - Institutional Effectiveness
 IEAC – Inland Empire Athletic Conference
 IEP – Institutional Effectiveness and Planning
 IGETC – Intersegmental General Education Transfer Curriculum
 IMC – Instructional Media Center
 INST- Instruction
 IOI – Improvement of Instruction
 IR – Institutional Research
 ISS – Institutional-Set Standards
 ISPC – Institutional Strategic Planning Council
 JFK/JFKMCHS – John F. Kennedy Middle College High School
 KPI – Key Performance Indicators
 LAC – Library Advisory Committee
 LGA – Local Goal Alignment
 LGBTQ+ - Lesbian, Bisexual, Gay, Transgender, Questioning
 LLRC – Library
 LFM – Leading from the Middle
 LMP- Logistics Management Program
 LO – Learning Outcome
 LRC - Learning Resource Center
 MAP – Military Articulation Platform
 MLA – Management Leadership Association
 MMAP – Multiple Measures Assessment Project
 MVC – Moreno Valley College
 NAC-Norco Assessment Committee
 NAS – Norco Academic Senate
 NC – Norco College
 OAC – Orientation, Assessment, Counseling
 OEC – Orange Empire Conference (Athletic Conference within which Norco College previously competed)
 PAB – President’s Advisory Board
 PD - Professional Development
 PDC- Professional Development Center
 PDC - Professional Development Committee
 PLO – Program Learning Outcome
 PR – Program Review
 PRC - Program Review Committee
 RCC – Riverside City College
 RCCD - Riverside Community College District
 ROP – Regional Occupational Programs
 RR - Resource Request
 SA – Summer Advantage
 SBS - Social and Behavioral Sciences
 SE - Student Equity
 SEP – Student Educational Plan
 SFS – Student Financial Services
 SI – Supplemental Instruction
 SLO – Student Learning Outcome
 SP – Strategic Plan
 SS – Student Services
 SSS – Student Support Services
 SSC – Student Success Committee
 SSSCC – Student Senate for California Community Colleges
 SSPC – Student Services Planning Council
 SSS/SSS RISE-TRIO- Student Support Services/ Realizing Individual Success through Education
 SSSP – Student Success and Support Programs
 STEM – Science, Technology, Engineering and Math
 SWOT – Strengths, Weaknesses, Opportunities and Threats

SWP – Strong Workforce Program
 TLC – Teaching and Learning Committee
 TSS – Technology Support Services
 VFS – Vision for Success
 VPAA - Vice President, Academic Affairs
 VPBS - Vice President, Business Services
 VPSS - Vice President, Student Services
Norco College Buildings
 ATEC – Applied Technology Building
 CACT – Center for Applied Competitive Technologies
 CRC - College Resource Center
 CSS – Center for Student Success
 HUM – Humanities
 IT – Industrial Technology
 LIB – Library
 LRC – Learning Resource Center
 NOC or OC – Operations Center
 PDC – Professional Development Center
 SC - Soccer Complex
 SSV – Student Services
 ST – Science and Technology
 STEM – Stem Center
 THTR – Theater
 WEQ – West End Quad
Additional Acronyms within the ISER
 ACCJC - Accrediting Commission for Community and Junior Colleges
 ASCM- Association of Supply Chain Management
 CBOC – Citizens’ Bond Oversight Committee
 CCCCCO - California Community Colleges Chancellors Office
 CCLC – Community College Library Consortium
 CCSSE - Community Colleges Survey of Student Engagement
 CEC – California Education Code
 COCI - Chancellor’s Office Curriculum Inventory
 COD – Common Origination and Disbursement
 CPTESL – Computerized Proficiency Test for ESL
 CRLA – College Reading and Learning Association
 CSRMS – California Schools Risk Management
 CSU – California State University
 EEO – Equal Employment Opportunity
 FT – Full-time
 GASB – Governmental Accounting Standards Board
 GCTWF – Great Colleges to Work For
 HB – Hand Book
 HR – Human Resources
 IEAC – Inland Empire Athletic Conference Constitution
 IEEP – Inland Empire Economic Partnership
 JD – Job Description
 LAUNCH – Local Apprenticeships Uniting a Network of Colleges and High Schools
 LGA – Local Goal Alignment
 MOU – Memorandum of Understanding
 NSLDS – National Student Loan Data System for Students
 OEC – Orange Empire Conference Constitution
 OEI - Online Education Initiative
 OPEB – Other Postemployment Benefits
 PI – Proportionality Indices
 PPT – PowerPoint
 PT – Part-time
 SCFF – Student Centered Funding Formula
 ST - Student
 TL – Timeline
 WP – Webpage
 WS - Website

Norco College
Monica Green, Interim President

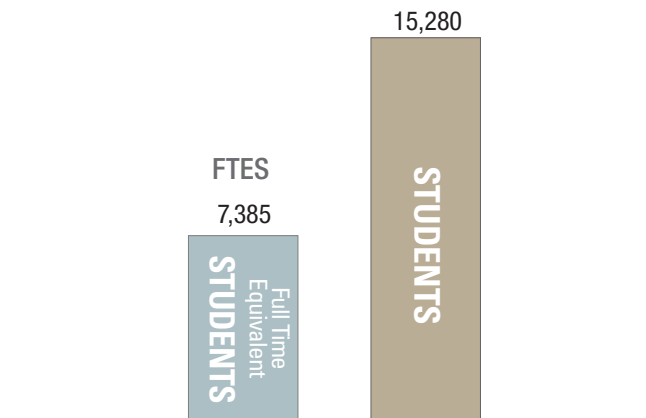


Student Enrollment

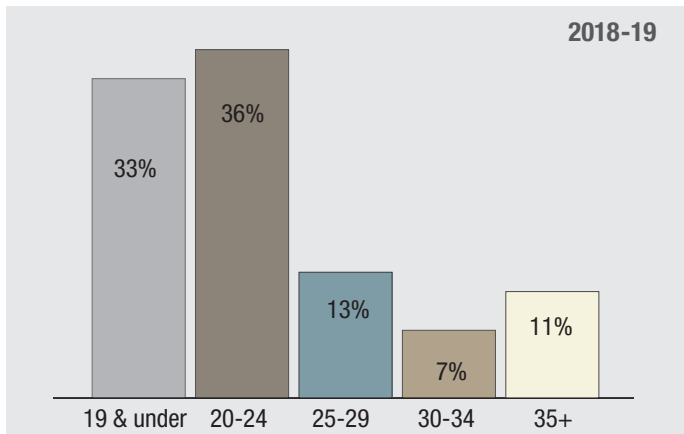
Enrollment 2018-19

Student Count: 15,280

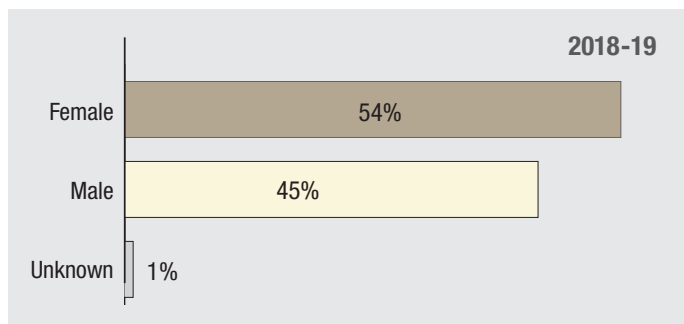
Full-Time Equivalent Students: 7,385



Student Demographics: Age



Student Demographics: Gender



Degrees and Certificates Awarded

	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
ADT	58	122	220	290	381
AA/AS	761	724	821	1,452	1,207
Certificates	142	138	190	180	263
Total:	961	984	1,231	1,922	1,851

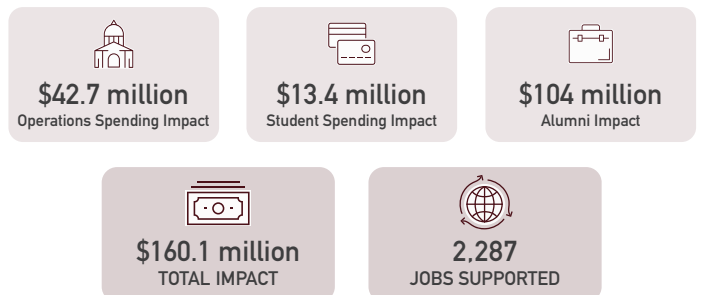
Academic and Certificate Programs

Associate Degree Programs
38

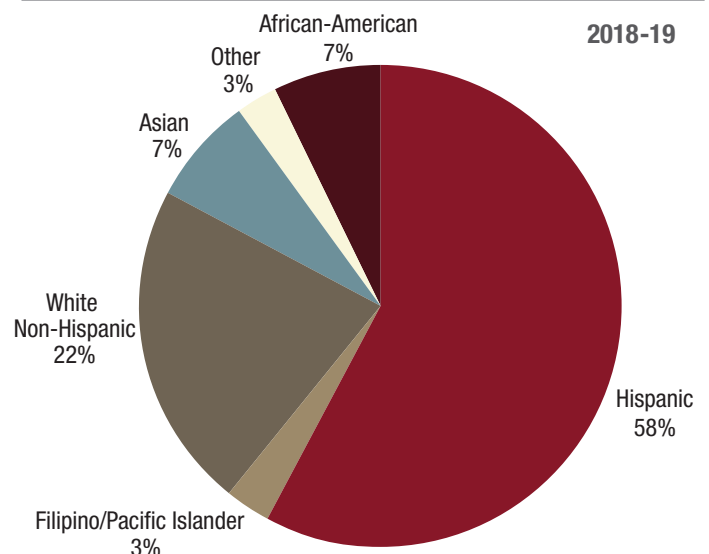
Associate Degrees for Transfer
23

Certificate Programs
27

College Economic Impact



Student Demographics: Ethnicity



Quick Facts

2020

NORCO COLLEGE

Mission:

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

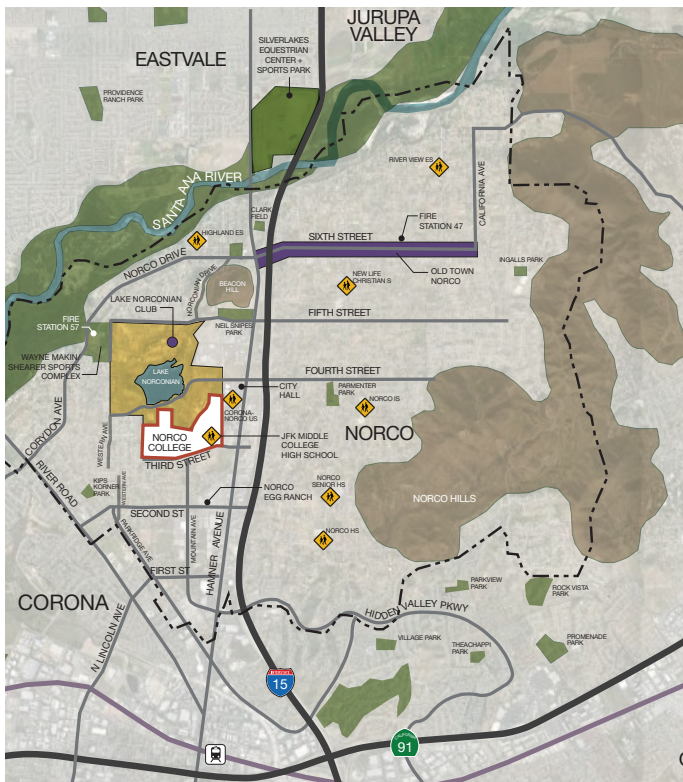
Vision:

We will change the trajectory of our students' lives. We will stimulate academic, economic, and social development in our service area. We will build a comprehensive institution with the capacity and programming to serve our entire area.

Schools:

School of Arts & Humanities; School of Business & Management; School of Social & Behavioral Sciences; and School of Science, Technology, Engineering & Mathematics

Founded:	1991
Campus:	141 acres
Enrollment:	15,280
Communities:	Norco, Corona, Eastvale, Jurupa Valley, Temescal Valley
Website:	www.norcocollege.edu



Notable Programs

Military Times ranked Norco College as one of the **Best Colleges for Veterans for the fifth time in six years** - one of four California community colleges to make the ranking. Military Friendly also recognized Norco College with a bronze-level Military Friendly School Award in 2018.

Norco College is expanding the **Veterans Resource Center** as part of a \$3 million-dollar allocation in the state budget. The new center will allow additional space to offer resources for student veterans.

Norco College is **home to one of the largest middle college high schools in the nation**, John F. Kennedy (JFK) Middle College High School, with nearly 600 students enrolled each year. Since opening in 2006, JFK Middle College High School has graduated nearly 6,000 middle college students, many with at least 30 units of college credit, and some with associate degrees.

The **apprenticeship program** at Norco College is both a federal and state registered program that gives students the opportunity to begin their career following an earn-and-learn model. Students learn technical skills in the classroom while working full-time in their field of study. Over 400 registered apprentices are enrolled at Norco College while earning a living wage.

Since 2017, Norco College has partnered with the California Department of Corrections and Rehabilitation to offer the **Prison Education Program** at California Rehabilitation Center, a medium-security state prison in Norco. The program enrolls approximately 250 students each term and offers on-site face-to-face courses that fulfill all California State University general education requirements. Graduates of the program earn associate degrees in Business Administration, Psychology, and Sociology.

In collaboration with high school partners, Norco College has expanded the **Dual Enrollment** program that helps address the low college-going rate in the area. The program has been implemented at nine local high schools saving families both time and money.

NORCO
COLLEGE

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Norco, CA 92860
www.norcocollege.edu





NORCO COLLEGE

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Monica Green, Ed.D., Interim President

Riverside Community College District Board of Trustees

Tracy Vackar, Mary Figueroa, Bill Hedrick, Jose Alcala, Virginia Blumenthal

Wolde-Ab Isaac, Ph.D., RCCD Chancellor