Substantive Change Application

Distance Education – 50% of Students or Courses

Directions: Complete each section, keeping narratives concise and direct. Should you have any questions, please contact substantivechange@accjc.org and we will be happy to assist you.

Email completed application to substantivechange@accjc.org.

Institution name:	Norco College				
Address:	2001 Third Street, Norco, CA 92860				
ALO name:	Tenisha James	Phone:	(951) 739-7880	Email:	Tenisha.james@norcocollege.edu

Select the type of Distance Education approval:

☒ 50 percent or more of all the institution's students enrolled in at least one course offered through distance education

11,503 Total number of students | **8,649** Total number of students enrolled in at least one distance education course

☐ 50 percent or more of all the institution's courses available to be offered in the distance education modality

____ Total number of courses in catalog | ____ Total number of courses, not sections, available to be offered in distance education modality

It is the institution's responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity, and effectiveness of the total institution. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change, the institution continues to meet the Eligibility Requirements, Accreditation Standards and Commission policies. References to the Accreditation Standards are intended to help provide the institution with a framework for its response, and along with the required documentation, align with federal regulations for accreditation standards[1]. Your thorough responses to the questions below and submission of required documentation will assist ACCJC in making its determination.

> **Describe how the distance education modality is consistent with the mission of the institution** (*Standard 1.1*).

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[1] 34 CFR § 602.16(a)

Norco College's mission, vision, and core commitments reflect the community and students we serve, character and values, and articulates our commitment to ensuring equitable educational opportunities and outcomes for all students. Our mission states that "Norco College inspires a diverse student body by an inclusive and 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."

The mission, vision and core commitments are prominently displayed on our website, along with our institutional efforts in Diversity, Equity, Inclusion and Accessibility (DEIA) and our commitment to Racial Justice. Our mission, vision, and core commitments are found in our strategic planning documents, including our 2030 Educational Master Plan, 2020-2025 Strategic Planning & Governance Manual (SPGM), and our 2024-2027 Strategic Enrollment Management plan. Per the 2020-2025 SPGM all governance entities and its members participate in an annual Survey of Effectiveness and produce a Report of Effectiveness to assess the council's or committee's process, contributions to strategic goals, and alignment to the college mission.

The planning, implementation, and review of distance education modality are consistent with the mission and vision of the institution, which is committed to an "inclusive and innovative approach to learning." The College adheres to the ACCJC Policy on Social Justice, and the following institutional core commitments that guide strategic planning to ensure equitable student outcomes:

- Access: Providing open admissions and comprehensive educational opportunities for all students.
- Equity: Engineering and sustaining an environment where student success is realized by all groups with proportionate outcomes.
- Student Success: Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decision regarding educational programs and services.

The Norco College Distance Education Committee (DEC), in collaboration with Academic Senate, has ensured distance education modality is consistent with the mission, vision, and core commitments of the College through reviewing, revising, and updating distance education policies and procedures; co-creating and facilitating best practices in distance education to support equitable student outcomes, and communicating and distributing updates and training related to distance education. The mission of Riverside Community College District Distance Education is to "extend access to learning through distance education." RCCD Distance Education accomplishes this mission by "serving faculty as they serve students."

Describe how distance education will be integrated into the institution's regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (*Standard 1.3*).
Norco College regularly engages in the review of relevant and meaningfully disaggregated data to monitor progress towards strategic goals and inform plans for improvement and innovation. The Key Performance Indicators (KPIs) serve as ambitious and meaningful goals for equitable student

achievement and are annually assessed and shared broadly through college governance and on the Office of Institutional Effectiveness (OIE) page. The OIE data dashboards provide the college community and public with access to meaningfully disaggregated data to monitor progress in achieving institutional goals and mission, guide short-term and long-term planning, and facilitate improvements in the student experience. While the OIE leads the annual review and updates on institutional progress, annual updates on institutional progress are facilitated in collaboration with operational leads to ensure continuous improvement and innovation in student outcomes in the College Council committee. The annual review and assessment of institutional progress includes the review, presentation, and publication of the Institution Set Standards in accordance with ACCJC policy. Every five years the college's Institutional Effectiveness and Governance Council facilitates the review and revision of the institutional goals and objectives in alignment with the college mission, vision, and core commitments per the Strategic Planning and Governance Manual (SPGM).

The Office of Institutional Effectiveness supports the Program Review process with the Program Review Committee to provide meaningfully disaggregated data to instructional units, students services units, and administrative units. All college units participate in the three-year cycle of Program Review, which includes a comprehensive review every three years and annual updates and resource requests. All units have access to and respond to disaggregated student achievement data through required equity questions and guidance on data story narratives.

The Norco Assessment Committee (NAC) formulates and guides the implementation of policy on all aspects of assessment at the College, including processes for gathering information on student learning and using data to improve courses, programs, and institution-wide learning outcomes. NAC has led the implementation of importing outcomes in Canvas and linking outcomes to assignments for Student Learning Outcomes assessment. This project directly supports the integration and review of meaningfully disaggregated data to improve outcomes for distance education courses as faculty can view disaggregated outcomes data at the assignment level from Canvas in Nuventive.

The Riverside Community College District Institutional Research Department provides an Enrollment Management Dashboard Report that includes annual performance metrics by instructional modality, which include success rate, retention rate, section count, enrollments, faculty headcount, and fill rate. This data is used by the College's Office of Academic Affairs to guide and inform strategic enrollment management and continuous improvement in student success and equity. The District Office communicates enrollment management data, including distance education, through daily email reporting districtwide and live updates to the enrollment management dashboard. Norco College regularly reviews distance education data facilitated by the Office of Instruction. Deans of Instruction review enrollment management data with Faculty Department Chairs, as well facilitate formal discussion with the Academic Planning Chairs to guide and inform planning in strategic enrollment management efforts.

The continuous monitoring and review of meaningfully disaggregated data holds the institution accountable for achieving its mission and informs plans for continued improvement and innovation.

Describe how the distance education modality meets students and curricular needs and promotes equitable student learning and achievement (*Standard 2.6*)**.**
To meet the diverse and changing needs of students, the College offers face-to-face, web-enhanced, hybrid, and online delivery of its courses. All courses and programs, including those for distance education (DE), fall under BP/AP 2020: Program, Curriculum, and Course Development. BP/AP 2105:

Distance Education stipulates that "Distance education courses shall be approved under the same conditions and criteria as all other courses," requires that DE courses include "regular effective contact between instructor and students," and identifies other requirements.

To support effective use of delivery modes and teaching methodologies, the College utilizes an Faculty Guide, available online. The Faculty Guide includes practical information about student assessment, methods of instruction, available resources such as the Faculty Development Center, and other guidelines to support faculty in the face-to-face or online environment. Furthermore, the College is committed to equity in success for all students, as evidenced by plans in the College's 2022-2025 Student Equity Plan, Strategic Enrollment Management Plan, equity focused strategic goals.

The DE Checklist for Hybrid and Online Courses is a valuable resource for faculty in support of equity in success for all students, as is the Regular & Substantive Interaction Guidelines webpage, both of which are linked to the college Distance Education Committee webpage under Supporting Documents. As the webpage explains, the Distance Education Committee "develops guidelines for distance education courses and recommends to the Senate policies and procedures for distance education training of faculty and students" as well as "advises strategic planning committees on institutional needs and best practices for distance education." The District employs an instructional designer and an educational technologies trainer who offer group Q&A sessions and/or 1:1 appointment support for faculty on the college campus as well as training courses and workshops, which are all available on the DE website.

Norco College has implemented a comprehensive approach to align with the accreditation Standards regarding the use of delivery modes and teaching methodologies. The College utilizes a Power BI dashboard, which is emailed daily, to monitor fill rates by instructional method and track enrollment trends by modality, including online, hybrid, and face-to-face formats. This data, disaggregated by discipline and department, is accessible to staff, faculty, and administrators, enabling the College to identify trends, address challenges, and make informed decisions that support equitable student learning and achievement.

As part of the effort to improve instruction, the College conducts peer reviews as part of the faculty evaluation process, which include classroom visitations by faculty members. For instructors teaching online, at least one visitation must be of an online section. The feedback from these peer reviews is documented in a written report and plays a key role in enhancing instructional practices. Additionally, student evaluations are collected for all course sections, including online courses, providing essential insights into the effectiveness of teaching methodologies.

The College regularly evaluates the effectiveness of its delivery modes and teaching methodologies by analyzing data from the Power BI dashboard, peer reviews, and student evaluations. The findings from these evaluations guide continuous improvements, ensuring that the institution meets the needs of its students and promotes equitable outcomes. Through these practices, Norco College demonstrates its commitment to fostering an educational environment that supports student success and equity.

RCCD Guided to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact in Distance Education:
- New Faculty Resources

- [Recommended Protocol for Peer Review of Distance Education](#)

Describe how the institution designs and delivers equitable and effective services and programs *(e.g., counseling, advising, tutoring, library, etc.)* **that support students in the distance education modality** (*Standard 2.7*)**.**

Norco College designs and delivers equitable and effective online services and programs to support students in distance education. The Norco College website provides updated and accurate information to students regarding department hours, contact, and service delivery options. To increase access for distance education students, the College established a [Canvas Course – NC Student Support Hub](#), as well as collaborated with the district to launch an [RCCD Distance Education Student Resource](#) to provide equitable and effective delivery of services and programs for distance education students. These shells provide links to academic and student services for online students that are organized and prominently featured in the main left navigation under "Student Resources."

Norco College provides access to comprehensive and effective online services and supports for distance education students that includes the following:

- [Admissions and Records](#): Provides access to online forms, department contact details, online appointments, and utilizes a ChatBot to provide support for distance education students.
- [Counseling and Advising](#): All counseling and advising services, including academic counseling appointments, transfer support, career services, and webinars/workshops, are offered in an online or hybrid format to accommodate distance education students. The Transfer Center provides a transfer course to assist distance education students in preparing for and navigating the transfer process.
- [Disability Resource Center](#): Provides access to adaptive technologies for individuals with disabilities and access to accessibility services online.
- [Learning Resource Center](#) – Tutoring: Offers free online tutoring appointments.
- [Library](#): Offers free online drop-in tutoring, online tutoring by appointment, embedded tutoring for online classes, and online study groups. Distance education students also have access to online tutoring via NetTutor through their Canvas courses.
- [Financial Freedom](#): Provides free financial education through an interactive online workshop to assist college students in navigating college costs as well as financial literacy for life coaching.
- [Student Financial Services](#): Provides online financial aid and FAFSA/Dream Act application workshops, as well as a ChatBot to connect students to frequently asked questions and live support during business hours.
- [Writing and Reading Center](#): Offers free online peer writing tutoring support for all students.
- [Health & Psychological Services:](#) Provide trained, professional peer support online that is safe, confidential, and free. Additionally, Norco College Health Services provides a Canvas course for online students to connect with and access services, as well as quick access to local urgent help and crisis support contact information.

All Norco College academic support and student support services participate in the comprehensive Program Review process through Service Area Outcomes (SAO) assessment. Through the review and evaluation of disaggregated data, academic support and student support programs staff identify

equity gaps and engage in innovative approaches to improve equitable student outcomes in the design and delivery of services and programs in all modalities as part of the Program Review process.
Describe how the institution ensures that "regular and substantive interaction" occurs between students and instructors (*Policy on Distance Education and Correspondence Education*)**.**

Norco College ensures that "regular and substantive" interaction occurs between students and instructors through establishing, communicating, implementing, and assessing guidelines for regular and substantive interaction in distance education courses. Board Policy (BP) 2105 and Administrative Procedure (AP) 2105 include policies and procedures for regular and substantive interaction in distance education course requirements and curriculum approval. The District Distance Education Committee developed the RCCD Regular and Substantive Interaction Guidelines as a complement to AP 2105 to provide guidance on the interpretation of the RSI standards to ensure online courses offered in the district meet or exceed the standards.

All faculty are required to acknowledge Recommended RCCD DE Best Practices when they approve their teaching assignments online. Faculty must indicate that they have read AP 2105: Distance Education, RCCD Regular and Substantive Interaction Guidelines, and Summary of Regulations for Regular and Effective/Substantive Contact for Distance Education. The Distance Education Coordinator also communicates expectations for regular and substantive contact in distance education courses during First Friday meetings for new faculty and Flex Day presentations for all faculty.

New faculty must meet the requirements for RCCD's Online Teaching Certification, which was approved by the District Academic Senate on May 24, 2021, and updated on October 3, 2022. Current faculty, previously certified through the RCCD Online Canvas Academy, who teach online at any of the colleges in the district must also complete the Online Teaching Certification every three academic years. The RCCD Course Design Camp includes training on regular and substantive contact in online courses. Norco College is also in the process of developing a Peer Online Course Review (POCR) process that will meet the online teaching certification requirement in the future.

Additional information on regular and substantive contact is included in distance education resources for faculty. The DE Instructor Resource shell is a course within Canvas that includes a "Boost Your RSI" page. The OEI Course Design Rubric also contains content on regular and substantive contact and provides tips and templates for aligning with the guidelines. In August 2020, District Distance Education began publishing a District DE Newsletter twice a month during the fall and spring semesters and once a month during the winter and summer semesters. The newsletter provides updates and information on instructional tools and resources, including tips for ensuring regular and substantive contact. The Office of Distance Education continuously engages with third-party vendors that offer Real-Time Student Interaction (RSI) components to integrate them into our Learning Management System (LMS). This collaboration offers additional opportunities for "regular and substantive interaction" among students and between the instructor and students, in alignment with best practices for distance education. By leveraging third-party RSI tools, the District enhances the quality and frequency of interactions, ensuring a more engaging and effective learning experience in our distance education courses.

Norco College has advocated for expanded support to enhance communication about distance education guidelines. In 2021, the District hired an Assistant Director, Instructional Design to support faculty at all three colleges in the district. Norco faculty can consult with

the Assistant Director of Instructional Design or a dedicated on-site Course Developer to brainstorm regular and substantive interaction strategies for their online courses. The comprehensive policies and practices of the college and district ensure that distance education courses have equivalent quality, accountability, and focus on student outcomes.

Describe how the institution authenticates students in distance education courses (*Policy on Distance Education and Correspondence Education*).

Per Riverside Community College District Board Policy 2105 Distance Education, the College authenticates student identity consistent with federal regulations pertaining to financial aid eligibility for students registered in distance education courses. The District will provide to each student at the time of registration, a statement of process in place to protect student privacy, level of technology required to participate in the authentication process and estimated additional student charges associated with verification of student identity, if any. Students authenticate using Azure Active Directory (Azure AD) single sign-on, providing secure, centralized identity management and multi-factor authentication. This ensures all distance education students use unique, institution-issued credentials to verify their identity when accessing online learning systems and resources.

The RCCD Technology Plan includes Measurable Objective 1.3.1, which refers to the deployment of an identity management system. RCCD completed the transition to Azure AD in the spring of 2021.

The District utilizes one or more of the following methods at registration to authenticate or verify that the student registered in the course is the same student who academically engages in the course.
1. Secure credentialing/login and password; or
2. Proctored examinations; or
3. New or other technologies and practices that are effective in verifying student identification

Faculty teaching distance education courses authenticate student identification over the period of the course. Faculty can utilize, but are not limited to, the following opportunities for student authentication:
1. Systematic monitoring and tracking of student work
2. Remote online proctored exams using District furnished resources
3. Synchronous oral examinations using an approved photo ID
4. In-person proctored exams with photo ID check
5. Synchronous or asynchronous video activities using an approved photo ID
6. Other technologies or procedures specified by faculty in their course syllabus and approved by the department

Faculty who notice inconsistencies or have concerns about student identity are encouraged to reach out to the appropriate Dean of Instruction, who works closely with the Dean of Enrollment Services. The Norco College Dean of Enrollment Services, with support from Information Technology and Student Financial Services, partners with the Deans of Instruction to communicate how DE faculty can maintain census and enrollment integrity, confirm student engagement, and how to report concerns.

Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the distance education modality (*Standard 3.1*).

Norco College, in collaboration with the Riverside Community College District (RCCD), employs

qualified academic and classified personnel to support and sustain distance education modality in accordance with state requirements and district hiring board policies and administrative procedures (ISER pg. 154). The College has advocated for expanded support to enhance communication and support for distance education guidelines.

In 2021, the District hired an [Assistant Director of instructional Design] to support faculty at all three colleges in the district. Norco faculty can consult with the Assistant Director of Instructional Design or a dedicated on-site Course Developer to brainstorm regular and substantive interaction strategies for their online courses. The incumbent collaborates with and supports faculty, staff, and administration in course development, design, and facilitation of distance education courses. They ensure that distance education courses are effective and accessible learning environments through the use of established and emerging technologies to meet course outcomes. Responsibilities include faculty training to improve the quality of online instruction utilizing Canvas LMS, maintaining and communicating up-to-date knowledge and best practices in instructional approaches and educational software, and providing high-level technical support in collaboration with Information Technology. The Assistant Director reports to the Dean of Educational Services and Distance Education within District Educational Services and Strategic Planning.

The [Dean of Educational Services and Distance Education] is responsible for district-wide coordination and strategic leadership of the distance education program at the colleges, as well as operational infrastructure that supports excellence in teaching and learning, culturally responsive course and program development, and enabling equitable opportunity and goal attainment for students. The Dean co-chairs the District Distance Education Committee to provide leadership and guidance in the development of a comprehensive service delivery philosophy and operating model to ensure accessible delivery of instruction and student services. The district also employs classified professionals to provide support for the instructional technologies utilized in distance education modality reporting to the Dean of Educational Services and Distance Education. Those positions include the [Distance Education Support Specialist] and the [Accessible Technology and Media Coordinator], who provide direct technical support for the Canvas Learning Management System and ensure accessibility across distance education courses.

In response to continued growth in distance education, the [District DE team] will expand to include an additional Assistant Director, Instructional Design positions, an additional position in Accessible Technology & Media Coordinator and Distance Education Support Specialist, as well as an Analyst/Programmer position for increased capacity in information technology support.

Describe the institution's fiscal resources to support and sustain the distance education modality (*Standard 3.4*).

Norco College provides sufficient financial resources to support and sustain student learning programs and services in support of the College's mission and goals. Robust strategic planning processes at both the College and District inform financial decisions by using program-level cost data to identify new initiatives and operational needs. The College utilizes District board policies and administrative procedures to ensure sound financial practices and possesses strong internal controls.

The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability by thoughtfully planning current expenditure needs along with our year planning through multi-year financial projections. The College and District shares financial information

regularly through presentations at participatory governance councils (College Resources Council, District Budget Advisory Committee) and the Board of Trustees.

College and District planning reflects a realistic assessment of financial resource availability, development of financial resources, and expenditure requirements. To assure the financial integrity of the College and District, the appropriate internal control structure is in place to disseminate dependable information for timely, sound financial decisions. The District contracts with an external audit firm for a comprehensive annual financial audit of fiscal resources. Those audits have historically shown no significant findings; however, in 2024-25, two audit findings were identified related to student financial aid disbursements that resulted in the College increasing the internal controls related to calculating student eligibility. The College has sufficient cash flow and reserves to maintain financial stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. The College clearly develops, plans and allocates resources for payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee obligations.

A summary of Riverside Community College District's (RCCDs) fiscal year 2024-2025 financial standing is highlighted below. Summary for FY 24-25:

Unaudited beginning balance: $ 74.41 million

Projected ending contingency balance: $ 30.72 million

The *RCCD Final Budget, Fiscal Year 2024-2025* (pages 16-20) provides sufficient evidence that the institution has the capacity to support and sustain the distance education modality.

Describe the institution's physical resources including, if applicable, equipment and supplies, to support and sustain the distance education modality (*Standard 3.8*).

Norco College provides safe, secure, and sufficient physical resources in support of its diverse programs and services, providing both a positive learning and healthy working environment in alignment with its mission, vision, and strategic plan. Major new initiatives include the development of the creation of a Total Cost of Ownership for College's Facilities, a regularly updated technology inventory and refresh schedule update (provided for program review purposes) for both the instructional and non-instructional program, as well as FUSION updates with college space inventories including Building Condition Indexes audited by the state. The College's Technology Plan has specified laptops and docking stations for faculty and employee technology upgrades to ensure flexibility in the teaching and working environment. The College also has invested in four HYFLEX classroom upgrades to pilot and support the multi-modal instructional model. The College's Facilities Master Plan aligns with the College's Educational Master Plan and District Strategic Plan and outlines the long-term physical growth of the College over the coming two decades. The Total Cost of Ownership for campus facilities informs program resource requests and staffing needs to maintain the quality and ongoing safety of the College's physical resources.

Describe the institution's technology resources to support and sustain the distance education modality (*Standard 3.9*).

Norco College ensures that technology services are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The College tracks program technological needs through its program review and resource request process, and uses the Technology Plan to inform the appropriate upgrade, replacement, and ongoing maintenance and support of technology each year aligned with its mission, operations, programs and services. The College provides, maintains, and supports technology at all of its locations and ensures that it is reliable, accessible, safe, and secure. The District provides board policies and administrative procedures to guide the appropriate use of technology for all college community members. The Norco College website aligns with the Guided Pathways framework to provide appropriate and compliant access in support of the college mission, vision, and values. The website has been redesigned to ensure access compliance as well as ease of use and navigation by students, employees, and community members.

The College uses Canvas as its learning management platform, and our district's Educational Services and Distance Learning division, overseen by Dean of Educational Services and Distance Learning provides DE training to faculty and ongoing Canvas support to faculty and students through the division's instructional design staff. Zoom is used for online video conferencing for instructional and non-instructional needs.

Technology support is provided by the District IT helpdesk with specific classroom interface and mediation needs being supported by the District Instructional Media team members. The District maintains enterprise-level technology infrastructure to support distance education as stated in the RCCD Technology Plan 2020-2025, including:

- Redundant fiber optic connections with automated failover
- Load-balanced network architecture ensuring high availability
- Secure data center with UPS and generator backup
- Real-time network monitoring and intrusion detection
- Daily system backups with off-site storage
- Enterprise-grade firewalls and security appliances
- Dedicated support team during working hours

Describe how the institution's decision-making structures support innovation and equitable student outcomes in the distance education modality (*Standard 4.3*).

Norco College's participatory governance structure includes the Distance Education Committee, a standing committee of the Academic Senate. The Distance Education Committee is charged with developing guidelines for distance education courses and making recommendations to Academic Senate regarding policies and procedures for distance education training of faculty and students. Additionally, the Faculty Professional Development Committee, also a standing committee of Academic Senate, provides ongoing opportunities to improve, develop, and expand the skills and practices of faculty and staff who promote student success, including in the online environment. The Faculty Professional Development Committee organizes Fall and Spring Flex events which include professional development content for online teaching, informed by the Distance Education Committee. There is a District Distance Education Dean supported by a team of professionals that collaborate with Norco College Distance Education Committee and Faculty Professional Development Committee to offer workshops and training that support innovation and equitable student outcomes.

The District Dean for Distance Education, along with faculty from Norco College, make recommendations to the District Academic Senate to guide Distance Education policy at all three colleges in the district. Norco College's Student Equity Plan, which is approved by Academic Senate and College Council, includes online Library and Learning Resource Center services for Distance Education students. Equity based pedagogy and culturally and racially responsive assessment are two components of the Student Equity Plan's professional development component, and online accessibility to professional development resources is available to all faculty via Norco College's [website](#).

Moreover, the Norco Assessment Committee has implemented an assessment process that institutionalizes the practice of using SLO and SAO data disaggregated by race/ethnicity, gender, and age to support pedagogy improvement, decision-making, and resource allocation. Faculty reflect on disaggregated assessment data as part of the program review process. Questions built into the program review template guide observations that inform innovative teaching practices and resource requests that support equitable student outcomes.

Required Documentation

Provide a hyperlink or include documentation for each item below. Be sure to provide a clear, descriptive name for each document.

Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the _Policy on Institutional Advertising and Student Recruitment._

- **Norco College** Online Catalog
- **Norco College** Mission, Vision, and Core Commitments
- **Norco College** Accreditation
- **BP 1005** - District Mission
- **BP 3010**: Admissions
- **BP 2011:** Admission & Concurrent Enrollment of High School & Other Young Students
- **BP 3012**: International Students
- **BP 3013**: Students in the Military
- **BP 3015**: Residence Determination
- **BP 3020**: Non-Resident Tuition
- **BP 3030**: Student Fees
- **BP 3031**: Instructional Materials Fees
- **BP 3035**: Withholding of Student Records
- **BP 3040**: Student Records, Directory Information & Privacy
- **BP 3050**: Matriculation
- **BP 3130**: Financial Aid

Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process.

- **Board Policy (BP) 3500 - Standards of Student Conduct**
  - o **BP 3500[A] - Student Discipline Procedures**

- o BP **3500[B]** - **Student Grievances Process for Instruction & Grade Related Matters**
- o BP **3500[C]** - **Student Grievance Process for Matters Other than Instruction, Grades or Discipline**

Documentation of institution's implementation of the required components of the Title IV Program (if applicable), including:

The Riverside Community College District and Norco College ensures compliance with the required components of the Title IV Program through administrative procedures under the supervision of the Chief Business Services Officer and Chief Student Services Officer. RCCD Board Policy provides directive for an annual audit of all funds, books, and accounts of the district in accordance with the regulations of Title IV.

- **AP 3130**: Financial Aid
- **BP 5400**: Financial Audits

In the RCCD Audit Report, 2023, Norco College was at risk of noncompliance as a result of deficiency in internal controls due to significant staff turnover in the 2023-2024 award year. The College strengthened internal controls to ensure the accuracy of student eligibility records and calculation of disbursements through the following corrective actions:

- o Hiring an Assistant Director, Student Financial Services (filled May 2024) responsible for Pell grant payment oversight during the authorization and approval of the monthly disbursement process.
- o Implementation of annual review of compliance requirements for all staff.
- o Regular and ongoing staff training to review student Pell disbursement eligibility for accuracy.

RCCD Audit Report, 2023.

See *Policy on Institutional Compliance with Title IV*

Supporting Evidence

Please provide any evidence that supports the narrative above as separate files. Please link evidence where appropriate in the narrative. Do not embed evidence files into the application.