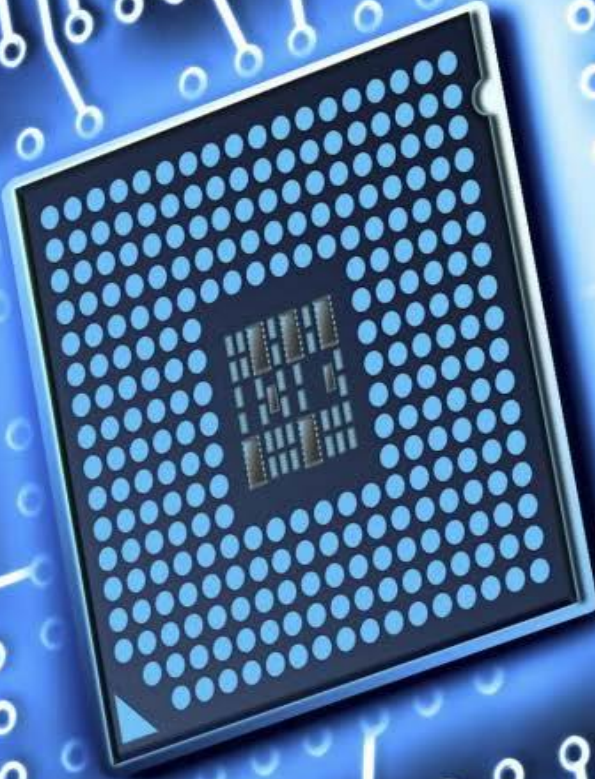


Norco College Substantive Change Proposal 2014

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Statement of Proposal Review and Approval

The Norco College Substantive Change Proposal has been reviewed for accuracy and information by the District's governance leadership. It was reviewed by the Riverside Community College District Board of Trustees on January 21, 2014.

Paul Parnell, President, Norco College

Virginia Blumenthal, President, RCCD Board of Trustees

A. Overview of Substantive Change

The purpose of this substantive change proposal is to request approval for Norco College (NC) to offer classes that constitute 100 percent of the eight courses (29 units) needed to complete the Digital Electronics certificate (NCE 656) at the site of a community employer, International Rectifier Corporation (IRC). IRC is located in Temecula, California (40.9 miles south east of Norco College). Students will transfer to Norco College general education requirements from Mt. San Jacinto College enabling them to also earn an AS degree in Digital Electronics (NAS 656).

1. Description of Proposed Change

Since its founding, Norco College has been committed to serving its community, developing skills and expertise in the workforce, and establishing partnerships that address educational and career goals. In October 2012, Norco College was contacted by International Rectifier Corporation, a semiconductor manufacturer, to provide their employees with a Certificate and associate of science degree in Digital Electronics. While IRC is located in Temecula, CA and within the boundaries of Mt. San Jacinto College (MSJC), it contacted Norco College to assist in building and upgrading the skills of the corporation's existing workforce because Norco College is the only community college in Inland Southern California offering a degree in Digital Electronics.

Because IRC is physically located in the service area of neighboring community college, Mt. San Jacinto College, Norco College administration contacted Mt. San Jacinto College regarding IRC's request. Multiple planning meetings were held between the two colleges and Riverside Community College District's (RCCD) Office of Economic Development to discuss ways in which the institutions could collaborate in providing IRC employees the credit classes needed to complete the certificate and degree programs. The group decided to offer the credit program to IRC's employees through a contract education model in which NC would offer the eight digital electronics courses for the certificate and major focus of the degree and MSJC would provide the general education classes required to complete the degree. The general education coursework would be transferred to NC which would serve as the certificate and degree-granting institution.

In designing and implementing the program, consideration was given to the variations in the employees' work shifts and their availability. It was determined that offering the program at the IRC location would provide the most convenience for employees and would optimize access and potential success.

Two cohorts (approximately 20 employees each) were identified as having interest in pursuing the certificate and associate degree through this innovative partnership. IRC committed to fully funding the program as an employee benefit to their workforce. As permitted by California Education Code §78021(a&b), §76300 (e) (3), and §78022 (b) and (d), as well as California Code of Regulations, Title 5, §55170, Norco

College and RCCD entered into a contract with IRC to provide the Digital Electronics certificate courses in IRC's training classroom in Temecula.

2. Relationship to Institution's Stated Mission

Norco College is committed to serving its community and strengthening its workforce. This is underscored in the College's mission statement, "Norco College serves our students, our community and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration.... We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees." The collaboration between NC and MSJC and the partnership with IRC is in direct alignment with the College's mission. NC will offer career and technical education to the IRC employees, thus providing convenient access to the certificate/degree in Digital Electronics. The established pathway will provide incumbent workers with the opportunity to upgrade skills and complete a certificate and degree. It will also provide the College with an additional way to assess the workplace applicability and effectiveness of the digital electronics curriculum that could lead to future curricular revision and program improvement.

Norco College's Career and Technical Education mission is to offer the education and training necessary to lead individuals directly to employment, update the knowledge and skills of current workers, and/or lead to further academic growth at 4-year universities. Offering the existing curriculum offsite at an employer's location helps to meet the demands of "our students, our community, and its workforce." Collaborating with the District offices, neighboring community college and meeting the needs of industry, while at the same time addressing educational planning goals, are also a fundamental component of Norco College's operations and its vision of "creating opportunity to transform our students and community for the dynamic challenges of tomorrow." The program positively affects and is congruent with the College's strategic goals:

- Goal 1: Increase Student Achievement and Success
- Goal 3: Increase Student Access
- Goal 4: Create Effective Community Partnerships
- Goal 5: Strengthen Student Learning

3. Rationale for Change and Request

IRC is a Fortune 100 multinational manufacturing company with 4,500 employees operating in 20 countries. Their revenue last year was \$1.18 billion. The advanced circuit devices, power systems, and components that they manufacture can be found in computers, appliances, automobiles, consumer electronics and defense systems around the globe.

Traditional labor market data from the State of California indicates projected growth, or decline, for specific occupations or industries within a given metropolitan statistical area. Since the IRC employees enrolling in this program are already employed full-time, the

regional labor market data is not germane to the College's decision to offer this curriculum and program. IRC's initiative in approaching Norco College and its willingness to enter into a contract in which it will bear the cost of education for its employees is a visible demonstration of the company's commitment to the effectiveness and productivity of its employees and the trust and value it places on community college education. Additionally, IRC's desire to offer the program at its worksite is another tangible indication of the direct workplace applicability of the College's Digital Electronics program and its value as a platform for increasing the skills in the region's incumbent workforce.

Finally, as previously stated, Norco College's participation is a direct reflection of its dedication to and adherence with the College's mission to serve its community and workforce by extending educational opportunities.

B. Description of the Process Leading to Request for Change

1. Assessment of Needs and Resources

Before entering into the formal agreement with IRC, the Norco College administration reviewed the total cost of instruction including staff and resources needed to implement the program:

Staff: Norco College administration reviewed the program's current faculty capacity and identified the need to hire an additional associate (part-time) faculty member. In spring 2013, the District's Office of Diversity and Human Resources placed an advertisement in multiple venues to attract qualified faculty applicants. In accordance with the college/district hiring practices, the Department Chair and department faculty conducted interviews. A successful candidate was identified and hired. The Chair provided an orientation. The faculty member's compensation for teaching the classes at IRC is included in the conditions of the contract with IRC. There is no cost to the College.

Facility: International Rectifier Corporation will house the training in its on-site training classroom, Training Center 1 (TC1). This space has been made available exclusively for classroom instruction during the agreed-upon hours scheduled for the program. The TC1 location is ADA compliant, has the required instructional technology in place (computer, projector, audio), is well lit, and comfortably seats 30 students.

Equipment: Laptops are required for a number of electronics classes to operate simulation software. Laptops were previously purchased by the institution and have been provided by the District; they are securely stored in TC1 in a locked storage cabinet. Norco College has a paid site-license for the required electronics software (Multisim) which has been installed on the laptops for the program's use. Additionally, to properly offer the digital electronics curriculum, a short list of technical equipment is also needed (including multimeters, oscilloscopes, reactive

circuits, voltage meters, and replacement fuses). IRC is supplying all equipment required, at no cost to the College, per the approved contract.

Admissions and Enrollment: Norco College's Admissions and Records Office, with support from the District Business Systems Analyst, created a unique student flag and registration rules process for IRC employees so they can be individually identified and tracked within the Datatel administrative system. This will assist with future data management, assessments, and reporting student success associated with this program and will streamline the registration and enrollment of the IRC employees who participate in the program.

IRC students will enroll in one digital electronics class every term using the standard management system, WebAdvisor. IRC courses are posted in the college schedule, and are properly noted as for IRC employees only. All students, including those taking classes at IRC, will be able to utilize the online schedule of classes, academic review functionality, forthcoming student portal and resources and documents posted to the college WebAdvisor page. In the spring of 2016 when IRC students complete their academic program of study, they will apply in WebAdvisor for both their Digital Electronics certificate and AS degree.

2. Anticipated Benefit resulting from Change

The agreement with IRC and collaboration with MSJC will increase access to educational opportunity for the community's workforce while serving the customized business needs of a Fortune 100 company within the Inland Southern California region. Upon successful completion, the projected results of this three-year collaborative learning endeavor will be:

- Increased student access to a community college education
- Increased completion of Digital Electronics certificate/associate in science degrees
- Upgraded skills and expertise for IRC incumbent workers
- A strong, innovative public-private partnership forged with IRC, their employees, a neighboring community college, and the regional community which can serve as a model for replication
- Reinvestment in the College's Digital Electronics program through an infusion of new instructional equipment which benefits future and current STEM students

3. Anticipated Institutional Impact

There is no impact to the institution's fiscal resources since the cost of instruction will be paid by the employer, IRC, through a contractual agreement. Facilities are provided at the IRC site in Temecula and thus there is no impact to the institution's college facilities. Likewise, existing program faculty will continue regular assignments at the College and a new part-time/associate faculty member has been hired to deliver instruction at the IRC site. The partnership with IRC is a tangible

example of the College's dedication and commitment to fulfill its mission to provide the workforce with "innovative approaches to learning," and a pathway for employees at IRC to complete a certificate/degree.

4. Description of Planning and Preparation for Change

In October 2012 an initial meeting was held with representatives from IRC, Riverside Community College District's Office of Economic Development, and administrators from Norco College. Representatives from IRC explained the need to increase the level of education of their workforce and their interest in providing an associate degree in electronics to 30-40 of their employees. IRC's intent and commitment included a willingness to fund the entire cost of the educational program with the condition that the instruction be scheduled to meet employees' work schedules and be held at the worksite in Temecula. A preliminary plan was developed in which the electronics courses would be delivered by Norco College at the Temecula location and the general education courses would be delivered by MSJC, and articulated to Norco College. For students, this seamless and convenient plan of study at their worksite would provide an opportunity for earning the certificate/degree from Norco College as the designated award-granting institution.

In February 2013, a follow up meeting was held at IRC which included representatives from Riverside Community College District's Office of Economic Development, Norco College faculty, and administrators. The group toured the facility to insure that proper equipment, technology and classroom space existed to meet Norco College's standards for delivering the program. The digital electronics curriculum was reviewed to confirm its alignment with IRC's expectations and needs. A three-year schedule of course delivery was discussed and a draft schedule was created with tentative plans to begin offering classes in fall 2013.

The same representatives met again in August 2013, to finalize details for the fall 2013 implementation of the plan. Details related to the delivery of instruction and the first day of school were discussed, including the confirmation that textbooks, laptops, and software were in place to begin classes. IRC personnel were provided with information regarding available student resources related to enrollment, counseling, and special services in general. During this same period, Norco College contacted the staff at Accrediting Commission for Community and Junior Colleges (ACCJC) to inquire as to the necessity of submitting a substantive change proposal. After thorough consultation with a staff member, it was decided that a substantive change proposal should be submitted to the Commission in March 2014.

The partnership was vetted through the College's strategic planning process and embraced enthusiastically by the college community (Institutional Strategic Planning Council Minutes, September, 2013). Academic Affairs and Student Services departments met multiple times during the fall 2013 term to coordinate the proper communication and delivery of support services to IRC students. In addition, a meeting was held with the Faculty Association (CTA) bargaining unit and the

Riverside Community College District to review the contract and ensure that appropriate protocols were being followed regarding the hiring of faculty and the program implementation. After a thorough review by District officials, including legal counsel, the contract was approved by the RCCD Board of Trustees on August 20, 2013.

C. Institutional Resources: Faculty, Administration, and Support

Norco College's Dean of Instruction of Career and Technical Education as well as the Executive Director, National Center for Supply Chain Technology Education are the lead managers for the program to be offered at IRC. They are supported by the College President, Vice President of Academic Affairs, Dean of Admissions and Records, Dean of Instruction, Vice President of Student Services, the Office of Information Services, and the Director, Customized Training Solutions with Riverside Community College District Office. Numerous e-mails and meetings have occurred with the aforementioned, and staff members in all germane departments, to properly plan for the delivery of courses at IRC including:

- Initial budget analysis and contract development
- Transferability of MSJC courses to Norco College
- Student transcript evaluations
- Student registration, tuition/fee charges, textbooks
- Faculty hiring
- Creation/splitting of teaching assignments
- Schedule development in collaboration with MSJC
- Proper FTES/section coding and data management
- Communications with IRC
- Information Systems coding, tracking, and reporting alignment
- Facility inspections
- Software and equipment identification for IRC to purchase
- Software installation and laptop storage
- Meeting/communications with the CTA, District leadership, and Board of Trustees
- Ensuring student lab aide support and assembling of lab kits
- Coordination of safety training for faculty

In addition to the administration and staff functions mentioned above, the Norco College faculty have provided leadership in coordinating and implementing the logistics associated with delivering the program curriculum to the IRC employees (students) in Temecula. Associate Faculty in electronics helped to plan the course sequence and assisted with equipment identification. The newly-hired digital electronics faculty member is currently teaching his entire load in Temecula (2 sections each term). Hiring this new associate faculty member ensured that the on-campus program was not negatively impacted with the implementation of the off-site program.

1. Faculty and Student Support Services

Faculty hiring: As previously mentioned, the District's Office of Diversity and Human Resources placed advertisements in multiple venues to attract faculty applicants qualified to teach electronics courses. In accordance with the District's hiring practices and the faculty contract, faculty members and the area department chair worked collaboratively to hire the new associate faculty member in digital electronics.

Faculty evaluations: The College began offering the program's first two courses at IRC's site in Temecula in fall 2013. In compliance with the RCCD-CTA Faculty Association Agreement, (Article XI, C, 3), the new faculty member was evaluated by a full-time member of Norco College's Engineering discipline. The scope and process of the review included a classroom observation, student surveys, and review of the faculty syllabi. The instruction being delivered at the new location was judged to be equal to that offered on campus in a comparable class section.

Professional Development: In strategically planning for this change, the Dean of Instruction for Career and Technical Education sought advice and best practices from the District's Office of Educational Services and academic managers at Riverside City College that have engaged in similar contract education collaborations, and other Career and Technical Education (CTE) Deans in the Desert/Inland Empire Regional Consortium. This research and informal mentorship assisted the College in appropriately planning to offer these for-credit classes via contract education at an off-campus location.

The new electronics faculty member received the same one-on-one orientation from the department chair which is provided to all new faculty. This training included an overview of college and district operational policies as well as specific processes and required reporting (census rosters, attendance sheets, syllabus, textbooks, etc.). The faculty member is also invited via college e-mail to all professional development workshops, activities, and trainings. This includes information on outcomes assessment and the use of data for improved learning outcomes, and innovative teaching practices that is provided through workshops, training events, and webinars. In addition, since these electronics courses are being conducted at the IRC facility, the IRC Senior Manager of World Wide Operations Learning and Development provided the faculty member with the IRC-provided safety awareness training.

Student Services: In planning for this change, the Vice President of Academic Affairs, Vice President of Student Services, and Dean of Instruction for Career and Technical Education discussed the student services offered at the College to ensure that students taking classes at IRC would have access to the same services. College literature, including the College's support services brochure, was hand-delivered to both the faculty and students at IRC to ensure students had the full knowledge and awareness of all college services.

Counseling Services: As part of the Assessment, Orientation, Counseling (AOC) matriculation requirement, all new students view an online orientation hosted by the counseling department and complete an electronic one-semester student education plan (SEP) that is reviewed by an educational advisor. All students, both new and continuing, are able to meet with counselors in face-to-face appointments, and via express walk-in counseling; however, online appointments are also available. During online appointments, counseling takes place in “chat” format through Blackboard (Bb 9.1). If an SEP is developed, the counselor emails a PDF of the SEP to the student. On December 13, 2013, full-time counselors drove to the IRC site and met with IRC students one-on-one to complete educational plans and address any questions they had.

Library Resources: The Wilfred J. Airey Library holds approximately 27,852 print volumes; over 500,000 e-books; 1,837 reserve textbooks; 95 hard copy periodical subscriptions; five daily newspaper subscriptions, and 627 DVDs/videos. For off-site use, the library offers over 50 electronic resource subscription databases for informational and research purposes that provide on-campus and distance/mobile access to students, faculty and staff. During all library open hours students, faculty, staff and community members may visit or telephone the library to obtain informational and research assistance from reference librarians who are library faculty members. The library also offers 24/7 live chat reference librarian assistance provided by a consortium of certificated academic librarians to students, faculty, and staff from any location where online access can be acquired. These librarians direct, guide and instruct students in the usage of the Norco College Library collection of electronic resources to meet their informational and research needs around the clock.

The library’s website is accessible from any computer with Internet access (on or off campus). Books, ebooks, multimedia, and streaming video are available via the virtual library catalog. Norco College students, faculty, and staff can access library databases remotely with ID number and password. Online library research guides (LibGuides) are also available on the library website. Library users can access the virtual research guides both on and off campus from any computer with internet access; no login is required. Faculty librarians can be reached via email at norcocollegelibrary@norcocollege.edu or phone at (951) 372-7115 during operating library hours.

Tutorial Services: Norco College has contracted with NetTutor Online Tutoring Service to provide tutorial assistance to distance education and off-site students who have Internet access. NetTutor enables students to enter a live NetTutor session (where they are tutored one-on-one), submit a question to the mail center, and come back later for the tutor’s response, or upload a paper and come back later for the tutor’s feedback. The tutors employed by NetTutor are subject matter experts in the fields they tutor and hold at least a Bachelor’s Degree, although many hold Master’s and PhD’s and are trained in best practices, as well as learning theory. IRC students received a customized, unique access code as well as a specific flyer to utilize NetTutor for all their classes while a part of their academic program.

Other Services: The institution offers a number of other services targeting the needs and learning styles of various student sub-populations including:

Disability Resource Center: The (DRC) provides support for students with disabilities and offers brown bag workshops for faculty to recognize the needs of this population.

Career and Job Placement Center: The Career and Job Placement Center is responsible for assisting students with career exploration and employment opportunities. It 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 such online career programs as EUREKA and ePortfolios.

2. Equipment and Facilities Availability and Oversight

The safety of the students and instructor is maximized by the presence of a security guard in the front lobby of IRC (24 hours a day, 7 days a week); only IRC employees or invited guests are able to enter the facility (with proper ID badge and clearance). Since these courses are fully funded by the company, the two sections offered each term are not advertised nor open to the general public so there is no concern about public access to the training classroom. In addition, the facility is an ADA compliant structure with proper lighting, ventilation, heating and cooling, bathroom facilities, and a break room with kitchen access. The RCCD laptops located on-site are stored in a locked laptop cart. Only the faculty member and the IRC Senior Manager of World Wide Operations Learning and Development have access to the laptops.

IRC Facility, Temecula, CA



IRC Reception and Security Area



IRC Training/Classroom



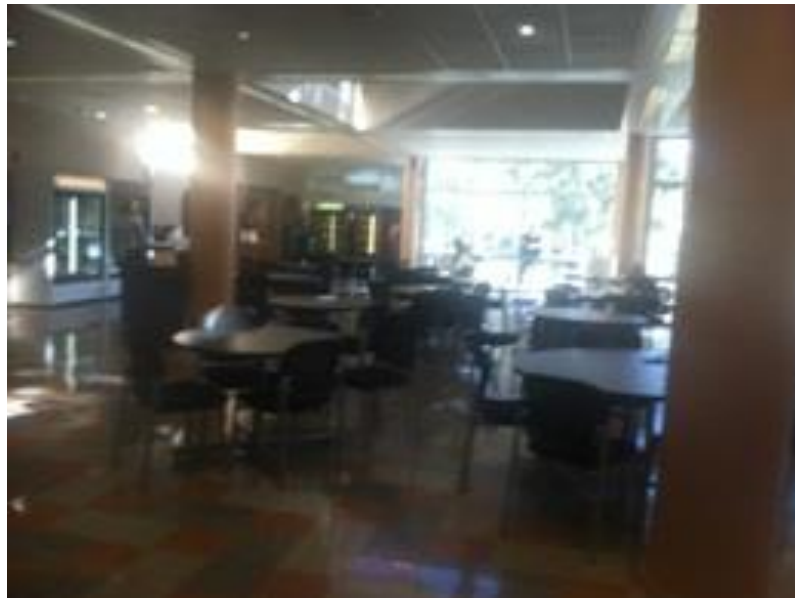
IRC Student Computer Station



IRC Computer Laptop Storage Cart



IRC Cafeteria



IRC Employee (Student) Lounge



IRC First Aid Station



3. Fiscal Resources and Potential Impact

There is no impact to the institution’s resources. The facility and total cost of instruction including the faculty compensation for teaching the digital electronics courses are all borne by IRC as part of the contractual agreement to offer the program.

Analysis of budget, enrollment, and resources needed for change

<i>Course</i>	<i>Units</i>	<i>Cost</i>
ELE-11, DC (Direct Current) Electronics 108 hours	4	\$19,722
ELE-13, AC (Alternating Current) Electronics 108 hours	4	\$19,722
ELE-25, Digital Techniques 108 hours	4	\$19,722
ELE-26, Microprocessors and Microcontrollers 108 hours	4	\$19,722
ELE-27, Technical Communications 54 hours	3	\$13,972
ELE-64, Programmable Logic Controllers 90 hours	3	\$18,372
ELE-23, Electronics Devices and Circuits 108 hours	4	\$19,722
ELE-28, Multisim CAD (Computer Aided Design) and PBC Design/Fab 90 hours	3	\$18,372
Totals	29	\$ 149,326

Course	Units	Number of Students	Total Hours	Avg. Salary and Benefits	Cost of Ins.	Travel Exp.
ELE-11	4	24	108	\$75.00 /hr	\$8,100.00	\$3,376.00
ELE-13	4	24	108	P/T instruction	\$8,100.00	\$3,376.00
ELE-25	4	24	108		\$8,100.00	\$3,376.00
ELE-26	4	24	108		\$8,100.00	\$3,376.00
ELE-27	3	24	54		\$4,050.00	\$1,688.00
ELE-64	3	24	90		\$6,750.00	\$3,376.00
ELE-23	4	24	108		\$8,100.00	\$3,376.00
ELE-28	3	24	90		\$6,750.00	\$3,376.00
			Total hours 774		\$58,050.00	\$25,320.00

Additional program costs:

- Travel time and mileage for instructors – 2 hours driving@ \$25.00 per hour and 100 miles @ .555 per mile.
- 10% indirect, RCCD, Norco College admin expenses (matriculation services and supplies and materials) = \$65,956.00

Typical revenue for 24 students taking this 29 unit electronics program.

- 18,576 SCH's (student contact hours) = 35.38 FTE approx. = \$162,761.00 apportionment plus \$32,016.00 enrollment fees = \$194,777.00*
* *No student/enrollment fees collected.*

D. Assessment and Monitoring of Outcomes and Intended Achievement

As an ongoing part of program review, disciplines are required to review courses and/or programs every four years in the comprehensive program review process to ensure currency and relevance of course content and to meet accreditation standards and Title 5 regulations. The digital electronics curriculum was created in 2011 and 2012 as a new academic program and annually reviewed during the program review process. All CTE programs, such as the electronics program, have defined program learning outcomes (PLOs). CTE program-level assessment is a particular focus of the College's assessment effort since 2010. All CTE programs, including Digital Electronics, have completed a process of mapping and aligning course SLOs to PLOs. This mapping ensures that students have a clear path to achieving the required PLOs as they complete their program-related coursework.

CTE faculty are also engaged in assessing outcomes at the course and program-levels. Associate faculty in electronics assess one course every semester (e.g. ELE-23 was assessed in fall 2012, ELE-10 was assessed in spring 2013). The results each term are analyzed, in accordance with a rubric, and submitted to the Norco College Assessment Committee (Exhibit 9). As members of Norco College's Assessment Committee, career and technical education faculty collaborate on the development of assessment instruments and the committee co-chairs provide individual technical assistance in developing and executing both indirect and direct assessment of course SLOs and program PLOs.

To assure adherence to the course outline of record, which includes course student learning outcomes, the scope of the faculty evaluation process includes adherence to the course outline of record. In accordance with the RCCD-CTA Faculty Association Contract, the College follows the prescribed routine cycles of evaluation for both full-time and part-time instructors. Peer, administrative, and student evaluation of instruction is part of this Improvement of Instruction process. Additionally, the Professional Development Committee designs activities to support faculty with developing skills to improve student learning and success.

E. Evidence of Maintenance of Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Norco College is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges. Founded as a campus of the Riverside Community College system in 1991, it received initial accreditation as a separate college in 2010. It is authorized to operate as an educational institution and award degrees under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office.

2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines the institutional commitment to achieving student learning.

The original mission statement for Norco campus was approved in 2006, revised in 2008, and revised a second time after the College was granted initial accreditation. It was approved by the Board of Trustees on August 21, 2012. The mission statement defines the College's commitment to achieving student learning, noting that it "encourage[s] an inclusive, innovative approach to learning" and "provide[s] foundational skills and pathways" to transfer, certificates, and degrees. The mission statement appears on the college website and in its catalog.

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Norco College, one of three accredited colleges in the Riverside Community College District, has a publicly elected five-member Board of Trustees, joined by a non-voting student trustee, who governs all three colleges. Members are elected to four-year terms, which are staggered to ensure continuity. The board holds monthly meetings open to the public, with notices and agendas widely posted in advance. Board members have no employment or personal financial interests in the College and hold monthly public meetings with notices and agendas that conform to the Brown Act. The board has policies pertaining to ethics and conflict of interest; all are available online. The board members approve the institution's budget and receive monthly financial reports as well as other formal financial and audit reports to ensure the fiscal integrity of the College. The board also approves all curricula before the College offers any new courses, programs, or degree patterns. At its March 20, 2012 meeting, the board moved from an at-large representation to an area representation model but continued with the five-member size.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive office nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Norco College president is recommended for appointment by the District chancellor and approved by the Board of Trustees. The president reports directly to the chancellor, who is appointed by and reports to the Board of Trustees. The governing board has adopted Board Policy 2430, Delegation of Authority to Chancellor and College Presidents, to define and delineate the authority of the chancellor and the college presidents. Neither the chancellor nor the president serves as chair of the governing board. The College informs the Commission promptly when there is a change in executive leadership.

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Norco College has sufficient staff (24 management, 94 classified), all with the necessary experience and qualifications, to provide appropriate administrative oversight necessary to support its mission and purpose. In addition to the president, the College has three vice presidents, eight deans, one associate dean, and one assistant dean who have authority over specific units within the College. The organizational structure demonstrates the specific areas of responsibility for each of the administrative staff as of the writing of this proposal. Administrative staff are hired after a rigorous selection process and evaluated on a regular basis.

6. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Norco College has operated continuously since 1991, with 9,819 students as of fall 2013 actively pursuing certificates and degrees as well as preparation for transfer to four-year institutions. In spring 2013, the College awarded 712 degrees in 34 majors.

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

To meet its stated mission, Norco College offers Associate of Arts and Associate of Science degrees and a variety of certificates. The 2013-2014 Norco College catalog offers a detailed list of associate of arts areas of emphasis (AOE), Associate Degree for Transfer areas, and associate of science areas of emphasis, CTE programs and certificates. Most students graduate with degrees in one of seven AOE's or with certificates in one of 42 CTE programs, but the total number of degree patterns available and listed in the fall 2013-2014 catalog exceeds 75.

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Norco College's principal degree programs are congruent with its mission, based on recognized higher education fields of study, of sufficient content and length, conducted at appropriate levels of quality and rigor, and lead to identified learning outcomes. The degree programs meet California Code of Regulations and curriculum requirements and, when combined with general education, represent two years of full-time study. Course outlines of record in both credit and non-credit classes meet student learning outcomes. All academic programs also have defined learning outcomes, and outcomes for both courses and programs are systematically assessed. The 2013-2014 Norco College catalog lists 42 AA/AS degrees, 28 state-approved career/technical certificates, and 14 locally approved certificates offered by the College.

9. Academic Credit

The institution awards academic credit based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Norco College awards academic credit based on accepted practices of California community colleges under the California Code of Regulations, Title 5 §55002.5. Detailed information about academic credit is published annually in the college catalog.

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Board-approved institutional General Education Student Learning Outcomes (SLOs) have been published in the college catalog since the 2007-2008 academic year. Program-level SLOs have been defined for all Norco College AA/AS degrees, areas of emphasis, certificates, transfer-model curricula, and career/technical programs. Course outlines of record contain appropriate course-level SLOs integrated with methods of instruction and evaluation; course SLOs are also linked to institutional General Education Student Learning Outcomes and to appropriate program-level outcomes through faculty-developed curriculum maps. All regularly taught courses at the College are assessed at least once every four years. Programs are assessed at least once every three years. The College has begun a program to assess one of its four general education outcomes every fall, making it possible to assess the complete program quadrennially.

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for the areas of study for general education.

All degree programs require a minimum of 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 Senate, the Matriculation Committee, the Curriculum Committee; and by the articulation of its courses with other institutions of higher education, especially the University of California and the California State University. The College has participated in a District wide effort to revise both the general education student learning outcomes and the program itself, to ensure greater

curriculum alignment. Assessment of general education learning outcomes is ongoing and systematic.

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

Norco College supports academic freedom for both its faculty and students. 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 American Association of University Professors (AAUP) Statement on Academic Freedom. The institution prides itself on offering an open, inquiring, yet respectful educational atmosphere, evidence of its commitment to intellectual freedom and independence of thought. The College publishes a statement on Academic Freedom in its catalog.

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's education programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

In fall 2013, Norco College employed 67 full-time faculty and 183 associate faculty. All faculty meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community College Faculty established in Title 5 of the California Code of Regulations. Nearly half hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the faculty Collective Bargaining Agreement, the Faculty Handbook, and established processes, including strategic planning and the improvement of instruction process. These responsibilities, entrusted primarily to full-time faculty, include participation in curriculum, in program review, in the development and assessment of student learning outcomes, and in the strategic planning processes.

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Norco College's student services programs—ranging from online tutoring to support for Veterans and foster youth—are comprehensive and robust. They support student learning and development within the context of the college mission, which identifies

service to students as its first priority. Students can access information, forms, and services through links provided on the College's home page.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students for its programs.

Norco College has adopted and adheres to admissions policies consistent with its mission as a public California community college and in compliance with Title 5 of the California Code of Regulations. Student admission policy supports the Norco College mission statement and helps to ensure that students are appropriately qualified for the program and course offerings. Information about admissions requirements is available in the college catalog, in the schedule of classes, and on the college website. Students take placement tests in reading, math, ESL, and English as a prerequisite for admission into the appropriate level in those disciplines.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Norco College provides access to sufficient print and electronic information and learning resources through its library, electronic databases, and programs to meet the educational needs of its students. The library has staff to assist students in the use of college 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 College also makes free wireless connectivity available throughout the campus. The institution is committed to enhancing its learning resources, regardless of location or delivery method.

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Norco College, through the Riverside Community College District, receives and documents the funding base from the Chancellor's Office for California Community Colleges. The Riverside Community College District allocates funding, using the process outlined in the District's budget allocation model, to the three colleges in the district and to the district administrative offices. The District's and the College's mission statements, program review processes, and strategic planning processes serve as the basis for allocating the district's and the College's resources. The budget and planning processes support a comprehensive set of learning programs and services, all

aimed to improve institutional effectiveness. The District's annual budget is publicly adopted by the Board of Trustees and funds the College's student learning programs and services. Under the direction of the president, the vice president for Business Services oversees appropriate and effective utilization of the College's annual budget. The planning process, institutional audits, various state reports, and Office of the Vice Chancellor of Business and Finance assure that the College remains financially stable.

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Riverside Community College District undergoes and makes public an annual external audit for the district and its colleges by a contracted certified public accounting firm. The Board of Trustees reviews these annual audit reports regularly. Also, the District responds to the annual audit management letters to delineate the manner by which the District has addressed the auditor's concerns or recommendations. In addition, the Chancellor's Office for California Community Colleges monitors the District's financial stability and compliance with state regulations and codes through the annual 311 Report submitted in the fall of each year. The Riverside Community College District has demonstrated continued compliance with Title IV federal requirements. Copies of the district budget and audit reports for the last few years are available online.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning resource allocation, implementation, and re-evaluation.

Norco College has a comprehensive and systematic institutional planning process, integrated with the District Strategic Plan and the college mission statement, to provide planning for the development of the College. It has integrated planning for academic personnel, learning resources, student services, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Annually generated Administrative, Student Services, and Instructional Program Review documents (made public through links on the college webpage), along with Educational, Facilities, and Technology master plans, drive institutional planning. All of these processes are periodically reviewed and (when necessary) modified to ensure they have as their primary focus the support of student learning.

20. Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following (34 C.F.R § 668.41-43; §668.71-75):

General Information

- **Official Name, Address (es), Telephone Number(s), and Website Address of the Institution.**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

Requirements

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

Locations or Publications Where Other Policies may be Found.

Norco College publishes a catalog and addendum annually and a schedule of classes four times a year (one for each academic term) that contain separate listings of classes offered on each college and off-campus centers. The schedule of classes is available electronically, and limited copies of the catalog are available in hard copy. These documents, along with multiple district and college websites and other appropriate publications, provide accurate and current information about the institution that announces its mission and goals, its admission requirements and procedures, its academic calendar and program length, its rules and regulations, its cost and refund policies, its learning resources, its financial aid centers, its grievance procedures and other policies affecting students, the names and academic credentials of its faculty and administrators, the names of the Board of Trustee members, and all other items related to attending or withdrawing from the institution.

21. Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation (34 C.F.R §668 - misrepresentation).

Norco College has demonstrated its commitment to the eligibility requirements, accreditation standards, and policies of the Commission. Since the last Self Evaluation Report in 2009, the College has had an ongoing dialogue with the Commission and has complied with all Commission requests, directives, and decisions. The Riverside Community College District Board of Trustees provides assurance that Norco College adheres to Commission requirements, standards, and policies, describes the College in identical terms to all its accreditation agencies, communicates any changes in its accredited status, and discloses information required by the Commission to carry out its accrediting responsibilities. All disclosures by the College have been, and will continue to be, complete, accurate, and honest.

F. CERTIFICATION OF CONTINUED COMPLIANCE WITH THE STANDARDS FOR ACCREDITATION

Norco College meets or exceeds all of the standards of accreditation. The College's last comprehensive evaluation and visit was in October, 2009. In January 2010, the Accrediting Commission of Colleges and Junior Colleges (ACCJC) took action to accept Norco College's Self-Study and granted initial accreditation. Since that time, the College has completed a Follow-Up Report with a visit in November 2010 and completed its Mid-Term Report in March 2012. In accepting the College's Follow-Up Report, the Commission noted the College's "robust efforts beyond the current stage in the work of the three planning councils,

vigorous evaluation of student support services in all courses, and continued monitoring of the College's responses to Accreditation Standards and Commission policies. Regarding the Mid-Term Report, the Commission noted "the College had fully resolved the three recommendations from the 2010 Comprehensive Evaluation." Presently, the College is completing its Self-Evaluation in preparation for its March 3-6, 2014 visit from Commission representatives. Accreditation standards will not be impacted by the proposed change.

Standard I: Institutional Mission and 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 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.

The proposed substantive change underscores the College's commitment to serve its community, to develop workforce expertise through the development and enhancement of skills, and to collaborate with educational institutions and to establish industry partnerships. The collaboration with MSJC and the partnership with IRC established in this initiative is in direct alignment with the College's mission to serve students, the community, and the workforce by providing educational opportunities. Offering a pathway for students to complete the Digital Electronics certificate and degree at an off-campus site strongly supports the College's mission.

The proposed substantive change enhances the College's ability to address its mission of providing educational opportunities and developing the community's workforce.

Standard II: Student Learning Programs and 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.

A. Instructional Programs

The College assures the quality of the courses to be offered at the IRC site to have the same rigor, content, and quality as the courses it offers at the college. Regardless of location, the courses and programs of study are approved by the College's Curriculum Committee and are taught with adherence to the established and approved course outlines of record. All courses are taught with the most appropriate pedagogy and methodology with respect to the course outline of record and the use of state-of-the-art instructional and discipline/course-specific technology. More specific details have already been included in the equipment and facilities sections of this Substantive Change Proposal.

The proposed substantive change represents the College's intent to address the needs of community college students. Offering the courses at the students' worksite is a way of increasing access and extending educational opportunities to students who might not otherwise be able to participate in the Digital Electronics certificate/degree program offered at the College. Completing the program at their worksite, allows these students to complete an educational goal while enhancing their workplace skills.

The Digital Electronics courses and certificate/degree program have established student and program learning outcomes. As noted earlier in this document, the faculty member who will be delivering the course/program instruction at the IRC site has participated in an orientation that included information on outcomes assessment and the use of data for improved learning outcomes. The College has established a culture of assessment and the assessment of program level outcomes for career and technical programs has been an emphasis of the College's assessment efforts since 2010. The digital electronics faculty completed a process of mapping and aligning course SLOs to PLOs. One course in the program is assessed every semester. Most recently, ELE 10 was assessed in spring 2013.

Additionally, as a newly-hired faculty member, the associate faculty member teaching at the IRC site was evaluated in accordance with the RCCD-CTA Faculty Association Contract. His teaching was determined to be in accord with the course outline of record which includes adherence to the stated student learning outcomes. As part of the on-going assessment effort, student progress, course completion, success, and retention in the program will be monitored. Data will be collected and analyzed and used to inform the future effectiveness of the course delivery, instruction, and program relevance.

B. Student Support Services

Student support services at Norco College are being increasingly made available in a variety of formats which include face-to-face and online. The registration process is now exclusively conducted through a web-process, Web Advisor. Student advisement, book sales, and tutorial support are all available on campus as well as online. Counselors have also begun to meet with students one-on-one to complete educational plans starting in December 2013. The availability of online student support services complements and enhances the offering of the Digital Electronics program to students who will be enrolled at the IRC site. While financial aid workshops are held on an ongoing basis, students in the Digital Electronics program at IRC will not be responsible for fees as this program is being offered through contract education with the employer paying for the total cost of instruction. As noted in this document's narrative, information on available student support services has been provided to students, for example, Net Tutor. Additional resources and links to support are available on the College's website.

C. Library and Learning Support Services

More than a dozen online databases are available for the use of Norco College students who, like most contemporary community college students, conduct the majority of their course-related research online and appreciate the flexibility of on-demand access to library and learning resources. Additionally, ebooks, multimedia, and streaming video are accessible through the virtual library catalog. The availability of online library resources as well as counseling and tutorial services enables the students in this program to access services on an as-needed basis. There is, therefore, a strong congruence between the substantive change proposed for delivery of the Digital Electronics certificate/degree program at the IRC worksite and the manner in which library and learning support services are provided by Norco College.

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.

A. Human Resources

Norco College has sufficient human resources to support the proposed substantive change. The District's Office of Diversity and Human Resources facilitated the hire of the new associate faculty member in electronics. The sequence of courses and scheduling of classes for the Digital Electronics program will be delivered totally by the new associate faculty member which eliminates any human resources impact to the College. The College's administration, specifically the Vice President of Academic Affairs and Dean of Instruction, Career and Technical Education and the program's department chair and electronics faculty have provided leadership in establishing and implementing the program. An orientation has already been provided for the digital electronics associate faculty member by the faculty department chair including assessment efforts and a review of the official course outline of record. Every detail has been planned to ensure that the instruction being delivered at the IRC worksite will be equal to that offered at the College. An organization structure for the program is provided in the Appendix.

B. Physical Resources

The IRC worksite and designated instructional space was visited by college administration, faculty and staff to ensure that it meets college standards for course delivery. The safety of students is provided by the presence of a security guard who is on duty twenty-four hours a day, seven days a week. Proper identification is required to access the facility. The classroom, located in Training Center 1 (TC1) is ADA compliant, seats thirty students, and is equipped with the required instructional technology. Other instructional equipment items, such as laptops, multimeters, and oscilloscopes are all being supplied by IRC to support the instructional program at no cost to Norco College.

C. Technology Resources

The instructional technology required to implement the proposed substantive change is available and in place. The College has a site license for the required electronics software and as previously mentioned, laptops and other technical equipment are maintained in a locked cabinet inside the classroom.

D. Financial Resources

The proposed substantive change request does not require any college resources. The entire cost of instruction including the faculty member's compensation, instructional space, and student fees are all being paid by IRC as part of the contractual agreement between the College, RCCD, and IRC. The budget analysis for the delivery of the courses is noted elsewhere herein.

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.

The establishment of this collaboration with MSJC and partnership with IRC has been planned with the full concurrence and knowledge of the College's shared governance and planning groups. Multiple planning meets were held prior to entering into the agreement to offer the Digital Electronics certificate/degree at the IRC worksite. Consideration was given to the best interests of the targeted student population as well as the potential impact to the College. Only after it was clearly established that the proposed offering of the certificate at the off-campus site was determined to be in direct alignment with the College's mission did the planning for implementation begin in earnest. A thorough assessment of needs and resources was conducted. The partnership has been fully vetted through the College's strategic planning process and has been enthusiastically received by the college community. The proposal has received all of the necessary internal and external approvals including the approval of the College's Academic Senate and Institutional Strategic Planning Committee (ISPC), the District's Board of Trustees, MSJC's approval allowing Norco College to offer the program in its service area, and the contractual agreement with IRC. The proposed change aligns with the College's mission to raise the skill level and expertise of the community's workforce and provides increased access and opportunities for students to complete their educational goals.

H. Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

At Norco College all courses offered in the online or in the hybrid format presently exist as traditional face-to-face having the same student learning outcomes as the face-to-face offerings. Assessment of student learning outcomes in distance education courses occurs according to the rotation for course assessment developed by the College's Office of Institutional Effectiveness. Faculty teaching distance education courses are evaluated regularly via the Improvement of Instruction process outlined in the bargaining agreement between the Faculty Association and the Riverside Community College District.

Before a course is offered in distance education format, the course must undergo an additional curriculum approval process. The details of this process, outlined in the College's CurricUNET website in the section "How to Build a DE Course Proposal," includes approval by the discipline faculty and by other college departments, including the library, and Disabled Student Resources. The faculty proposing the course must explain the details of the course management, including how the course supports regular and substantive interaction between faculty and students and offer a rationale for teaching the course in the distance education format.

As is the case with all other curriculum, distance education course development falls under the purview of the Curriculum Committee at both the local and district levels. Faculty who teach in an online-based course must complete the Online Blackboard Academy, which consists of six online modules that must be completed within a month. The Open Campus Office has also created over 100 online tutorials for faculty and has implemented a faculty peer mentoring program in which two to three faculty at each college serve as mentors to support distance education faculty. The College also uses a secure log-in and password procedure to verify each student's identification.

The Distance Education Committee (DEC), a standing committee of the Academic Senate, further supports excellence in teaching and learning in the online environment. The DEC works collaboratively with both the Professional Development Committee and the Technology Committee to ensure that distance education faculty have the necessary training and technology support for their courses.

Policy on Institutional Compliance with Title IV

The institution has policies and procedures to ensure sound financial practices and financial stability. The District and College continually assess the availability of resources for the repayment of debt to ensure the fiscal stability of the institution.

Norco College monitors and manages student loan default rates to ensure compliance with federal requirements. The College's financial aid office reviews receipt, disbursement, and loan default rate to ensure compliance with federal regulations. Norco College's student loan default rate for the past two years was:

- 2010 10.9% (2 year official)
- 2011 10.0% (2 year draft)

In the future, the College will be assigned three year rates. The College has contracted with a vendor to assist in managing its default rate. It is providing outreach to students in the form of information on repayment options. In addition, financial aid staff are monitoring periodic information for students who are in the repayment process and who may be in danger of default.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principle of good practice.

Because Norco College is an open enrollment institution, it does not actively recruit students, although it has outreach efforts that include visits to local high schools and assisting students in navigating the process of enrollment and matriculation. The college catalog, various web pages, and the schedule of classes accurately and clearly identify all conditions for transfer of course credits, conditions for acceptance of course credits, requirements for course completion and licensure examinations, degree and certificate

completion requirements, a list of full-time faculty members and their degrees, and all entrance requirements in addition to all other items listed in the Commission Policy. Also, it accurately represents its accredited status in the college catalog and on the college website.

Policy of Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectation and it must apply the policies and procedures consistently to its courses and programs.

At the time of an educational quality and institutional effectiveness review (formerly comprehensive review), the Commission will review the institution's policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will as part of this review assess whether the institution implements the clock-to-credit hour conversion formula. The Commission will make a reasonable determination of whether the institution's assignment of credit hour conforms to commonly accepted practice in higher education using sampling and other methods. If, following the review, the Commission finds systematic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution it must take appropriate action and promptly notify the U.S. Department of Education (34 C.F.R. § 602.24 (f) (1), (2); §668.8 (l) (1).)

All degrees and credits awarded at Norco College conform to commonly accepted practices in higher education and fulfill all Title 5, California Education Code, and the California Community College Accounting Manual requirement regarding credit hour and clock hours and certificate and associate degree requirements. The academic courses of study in the various degree and certificate programs have sufficient length, breadth, and content; the courses of study have appropriate levels of rigor and clear statements of student learning outcomes and undergo periodic assessment to ensure that students are achieving those outcomes. The College has articulation agreements with the California State University system and the University of California to ensure that the courses meet the commonly accepted standards for transfer. Also, degrees and certificates that exceed

18 units have been reviewed and approved by the Chancellor's Office for California Community Colleges.

Policy on Institutional Integrity and Ethics

Accredited institutions, or individuals acting on their behalf, must exhibit integrity and subscribe to and advocate high ethical standards in the management of its affairs and all of its activities dealing with students, faculty, and staff, its governing board, external agencies and organizations, including the Commission, and the general public.

Norco College and the Riverside Community College District make an effort to provide clear and accurate information to the public and all constituencies. The institution, both the college and the district, complete all annual reports to the Commission, to the Chancellor's Office for California Community College, to the state and federal governments, and to any other body needing information about the College. These reports are available to the public, many of which are available on the various websites. The college catalog, the schedule of classes, and various college and district websites provide information about the mission, the programs, admission requirements, available student services, fees and costs, financial aid programs, transcripts, transfer of credit, and refunds as well as its accredited status. Board policies exist to assure integrity with academic honesty, hiring, conflict of interest, and due process protections and are regularly reviewed and available on the district websites. The Board of Trustees Policy Manual includes policies for each of the areas identified in this Commission Policy on Integrity and Ethics, including the code of ethics for the Board of Trustees, administration, faculty, and students. It includes grievance and complaint procedures for all constituencies of the college, including procedures for confidential and anonymous submission of complaints.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, educational quality and institutional effectiveness review, follow-up and special reports, all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible the applicant, candidate, or accredited institution for compliance with

Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission. The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities.

Contractual agreements at Norco College consist of grants and awards, outside agency contracts for personal and professional services, construction contracts, consultant agreements, instructional service agreements, and contracts for information technology. All contracts are submitted to College Business Services by the contracting division or department via a Contract Transmittal Form (CTF). The Vice President of Business Services reviews each contract to ensure that it is consistent with the College's mission and goals, as well as for fiscal impact, risk component, termination clauses, standards of conduct, and any language that may have potential exposure for the District. The District's in-house legal counsel reviews each contract to insure proper legal terms. Once that review is complete, the contract is sent to the college president for review and signature. Contracts that have a fiscal impact between fiscal years are input into the financial accounting system in the appropriate fiscal year so that an automatic encumbrance of financial resources takes place.

The president is delegated the authority to sign a contract as an enforceable obligation on behalf of the college. For services of \$83,400 or more, Board of Trustees approval must be obtained prior to implementation of contracted services. The services of independent contractors are considered temporary in nature and individual contractors must meet specific criteria.

Requests for instructional service agreements follow a contract process that must be approved by Teaching and Learning Committee of the Board of Trustees. Contracts include terms of instruction as well as terms and conditions for cancellation and termination of the arrangement. Instructors must meet existing college hiring standards and must be approved by the Board of Trustees as well. Academic Affairs performs research to ensure that all programs meet the needs of state regulations for licensing. In the absence of state regulations, industry association standards are utilized. All contracts with outside entities go through a rigorous review and approval process (Board Policy 6340, 6345)

I. Appendices

- Exhibit 1: International Rectifier Agreement
- Exhibit 2: RCCD Board of Trustees Agenda Item (VIII-B-1)
- Exhibit 3: MSJC Collaboration Agreement
- Exhibit 4: Program Organizational Chart
- Exhibit 5: Digital Electronics Course, Certificate and Degree Descriptions
- Exhibit 6: Projected Sequence of Courses and Schedule of Classes
- Exhibit 7: Map to Off-Campus Site IRC and Norco College Location
- Exhibit 8: Overview of International Rectifier Corporation Partnership
- Exhibit 9: Representative Assessment Report – ELE 23
- Exhibit 10: Norco College Net Tutor Information Flyer
- Exhibit 11: ISPC minutes of Sept 2013

Exhibit 1: International Rectifier Corporation Agreement

AGREEMENT FOR CONTRACT FOR CREDIT INSTRUCTION
RIVERSIDE COMMUNITY COLLEGE DISTRICT
On Behalf of NORCO COLLEGE

Page 1

AGREEMENT FOR CONTRACT INSTRUCTION (CREDIT INSTRUCTION)

Riverside Community College District on Behalf of Norco College, hereinafter referred to as "Contractor", and International Rectifier Corporation, hereinafter referred to as "Recipient," mutually agree as follows:

1. Contractor represents that it is a public post-secondary institution with the capability and the experience to provide services in the area of general education at the post-secondary level.
2. The Contractor will charge for the actual cost of the program, to include instruction, administrative costs and any other costs necessary to conduct the program. The cost of instruction could vary by college and by programs in accordance with California Education Code §78021(b).
3. Contractor represents that these classes are being provided in accordance with the California Education Code, §78020-78023.
4. Facilities for face-to-face classes will be provided by Recipient to conduct the program specified herein. They shall meet the requirements of state and local safety and health regulations during the term of the Agreement. The Contractor will provide the course management system for the online classes if needed.
5. Recipient and Contractor will honor the schedule of meeting times mutually agreed upon beginning August 2013 and not to exceed June 2016.
6. The location of the services shall be:

41915 Business Park Drive
Temecula, CA 92590

7. For a fee not to exceed **\$298,652** Contractor shall provide two (2) cohorts of the following services:

The Contractor will provide For-Credit Classes as follows:

TWO COHORTS (UP TO 48 STUDENTS)			
<i>Course</i>	<i>Units</i>	<i># of Sections</i>	<i>Cost/section</i>
ELE-11, DC (Direct Current) Electronics 108 hours	4	2	19,722
ELE-13, AC (Alternating Current) Electronics 108 hours	4	2	19,722
ELE-25, Digital Techniques 108 hours	4	2	19,722
ELE-26, Microprocessors & Microcontrollers 108 hours	4	2	19,722
ELE-27, Technical Communications 54 hours	3	2	13,972
ELE-64, Programmable Logic Controllers 90 hours	3	2	18,372
ELE-23, Devices & Circuits 108 hours	4	2	19,722
ELE-28, Electronics CAD (Computer Aided Design) 90 hours	3	2	18,372
Totals	29		\$ 149,326
Total Program Cost			\$298,652

A similar class that meets the general education requirements can be substituted during the term of this contract if mutually agreed upon by both parties. Should Recipient require additional services in any of the above components, the fee shall be negotiated separately.

8. The instructor(s) shall be selected by the Contractor based on subject matter expertise and availability. Faculty will be selected in accordance with California Education Code §78022(a) which states:
- “Faculty in all credit and noncredit contract education classes shall be selected and hired according to procedures existing in a community college district for the selection of instructors for credit classes.
9. The Instructor for Contractor agrees to take the International Rectifier, “Safety Awareness Training” that includes two parts: a 15 minute video (IRTM Overview Video) and a 16 minute on-line course (Awareness I: General Overview) prior to the start of any classes delivered at the International Rectifier site.
10. Instructors shall not enter the wafer fab manufacturing area.
11. All participants shall be under the direction and supervision of the instructor as specified herein.
12. All students selected by the Recipient must abide by the Acceptable Use Policies when utilizing the Contractor’s Course Management System. All students must take the Online Skills Assessment Workshop prior to the start of their first online class.

AGREEMENT FOR CONTRACT FOR CREDIT INSTRUCTION

Page 3

13. Students for all courses will only include employees of International Rectifier Corporation.
14. The Contractor will invoice the Recipient for the total cost of each course on the first day of class. The Recipient shall compensate the Contractor for the total cost of each course provided pursuant to this Agreement in the amount specified within forty-five (45) days following the receipt of an invoice from the Contractor for the services described herein.
15. The Contractor implies no guarantee that participants will receive credits and/or the Associate Degree based on course offerings. Participants must meet the academic requirements based on assigned coursework and examinations to earn the units of credit. Recipient will incur costs of instruction regardless of participant achievement.
16. Contractor will provide twelve laptop computers for use in the courses. Contractor will purchase licenses for electronics education software, install in the computers and provide this resource for the courses. This is included in the quoted cost of the program.
17. The Recipient will provide participants with all needed test equipment, laboratory space and consumables for this program.
18. Participants will purchase their own textbooks and ancillary technical tools required by the course.
19. Contractor represents that all operations of Contractor's business are and will continue to be conducted in compliance with Title VI and VII of the Civil Rights Act of 1964; Title IX of the Higher Education Act of 1972, the Privacy Rights of Parents and Students Act of 1974, and all applicable local, state and federal health and safety regulations.
20. Contractor shall indemnify, defend and hold Recipient harmless against any liability whatever arising from any negligent or willful acts or omissions of the Contractor or subcontractors participating or functioning in this training program and activities herein provided, to the extent provided by law.
21. Recipient shall indemnify, defend, and hold Contractor harmless against any liability whatever arising from any negligent or willful acts or omissions of Recipient's employees assigned directly to this training program and activities herein provided, to the extent provided by law.
22. The parties shall both provide proof of coverage of general liability insurance (including property) in the amount of \$1,000,000 per incident, \$3,000,000 aggregate, as well Workers' Compensation insurance in accordance with the requirements of the State of California.
23. The Contractor retains the right to cancel any class that is offered under this agreement no later than 10 days before the first meeting of the class. In the event that a course must be cancelled the Contractor will work with the Recipient to offer an appropriate substitute course or the next course in the established pattern so as not to disrupt the calendar for students in progress.

The Recipient retains the right to cancel the course that is offered under this agreement no later than 10 days before the first meeting of the class. If the course is canceled 10 days to 30 days prior to start of the course, 20% of the fee will be due.

If the Recipient cancels the course 9 days to 2 days prior to the course, it shall pay the College District 75 % of the Course Fee.

If the Recipient cancels the course 1 day before the course or later, 100% of the fee will be due.

A course may be rescheduled within 90 days of the original course date, with no penalty fee. All fees are due by the original due date.

21. This contract shall be governed in accordance with the laws of the State of California.

CONTRACTOR
RIVERSIDE COMMUNITY
COLLEGE DISTRICT AND
NORCO COLLEGE

RECIPIENT
International Rectifier
CLIENT

BY: _____
(Signature) _____
Aaron S. Brown
Vice-Chancellor,
Business and Financial
Services

4800 Magnolia Avenue
Riverside, CA 92506

BY: Rick Grasmann
(Signature) _____
(Please print
or type
name and
title) Rick Grasmann

41915 Business Park Drive
Temecula, CA 92590

PHONE: _____

PHONE: (951) 375-5078

DATE: _____

DATE: 6/17/13

EIN:
(Federal
Employer
Identification
Number) 95-1528961

Exhibit 2: RCCD Board of Trustees Agenda Item VIII-B-1

Agenda Item

Agenda Item (VIII-B-1)

Meeting	8/20/2013 - Regular
Agenda Item	Committee - Teaching and Learning (VIII-B-1)
Subject	Agreement for Contract Education with International Rectifier Corporation
College/District	District
Funding	N/A

Recommended Action	It is recommended that the Board of Trustees approve agreement for contract education with International Rectifier Corporation for the amount of \$298,652.
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Background Narrative:

This agreement is part of a joint project with RCCD, Norco College and Mt San Jacinto Community College to provide International Rectifier Corporation with educational programs awarding academic credit based on a contractual agreement. This project was initiated at the request of International Rectifier Corporation to provide a fully accredited, Associate of Science degree with an Electronics concentration for its employees.

Because International Rectifier is located in the Mt San Jacinto College District's service area, Mt San Jacinto College will provide the courses leading to units of credit for General Education requirements and Norco College will provide the courses for the Electronics requirements. Mt San Jacinto will make a separate agreement with International Rectifier for General Education courses that are directly transferrable to Norco College. When the general education courses are completed with a passing grade by the IR employees, they will transfer these units to Norco College. Once the general education and electronics requirements are completed, the students will petition to graduate with an AS degree in electronics from Norco College. The program will not receive apportionment and no FTEs will be added to the Norco College load. The contractual fees will cover the direct costs of instruction and administration. Attached also is a set of guidelines for contract education in this matter of for-credit, contract classes with the appropriate Education Code citations.

Prepared By: Ray Maghroori, Provost/Vice Chancellor, Educational Services
John Tillquist, Associate Vice Chancellor,
Economic Development
Paul Parnell, President, Norco College

Attachments:

[Guidelines for Contract Education 8 8 2013](#)
[International Rectifier Agreement 8 8 2013](#)

Exhibit 3: MSJC Collaboration Agreement



Roger W. Schultz, Ph.D.
Superintendent/President

Board of Trustees
Tom Ashley
Eugene V. Kadow
Ann Motte
Dorothy J. McGargill
Gwen Schlange

July 31, 2013

Dr. Paul Parnell
Norco College
2001 Third Street
Norco, CA 92860

RE: International Rectifier Collaboration

Dear Dr. Parnell,

It is with great pleasure that I write to you in acknowledgement of our partnership with International Rectifier Corporation (IR).

Mt. San Jacinto College allows Norco College to offer for-credit courses in our geographical service area as part of a contract education arrangement to better our regional economy. More specifically, Mt. San Jacinto College will offer the required general education courses, transferable to Norco College, and Norco College will offer the electronics concentration courses. This collaboration will facilitate the opportunity for IR employees to eventually earn an AS degree in Digital Electronics from Norco College.

MSJC is happy to collaborate with Norco College, Riverside Community College District on this project for the betterment of our regional workforce.

Sincerely,

Dr. Roger Schultz
Superintendent/President

San Jacinto Campus
1499 N. State Street
San Jacinto, CA 92583
951.487.6752

Menifee Valley Campus
28237 La Piedra Road
Menifee, CA 92584
951.672.6752

San Geronimo Pass Campus
3144 W. Westward Avenue
Banning, CA 92220
951.922.1327

Temecula Education Complex
27447 Enterprise Circle West
Temecula, CA 92590
951.308.1059

Exhibit 4: Organizational Chart for the Program

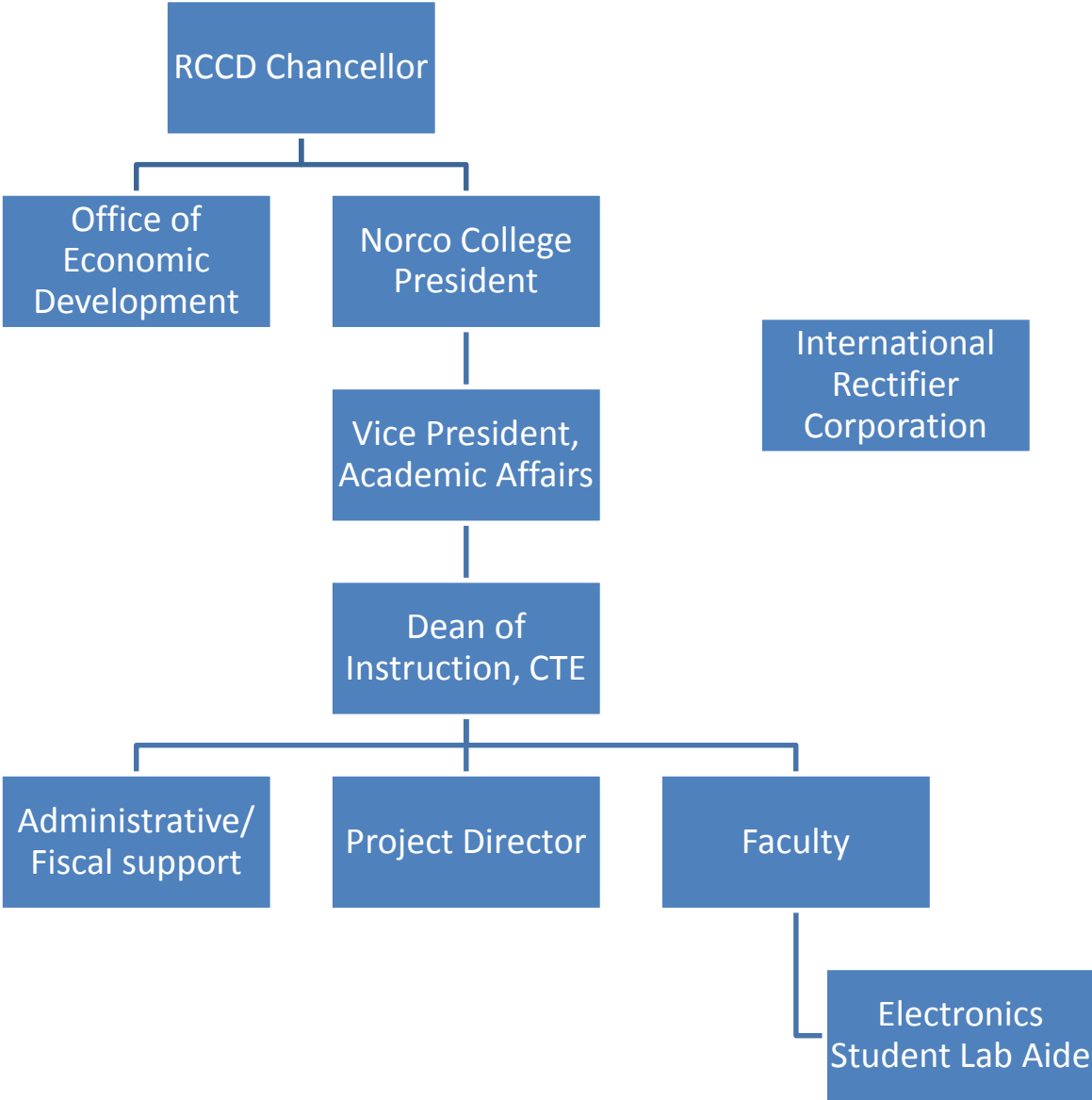


Exhibit 5: Digital Electronics Courses, Certificate, Degree Description

DIGITAL ELECTRONICS

Required Courses (29 units)		Units
ELE-11	DC (Direct Current) Electronics	4
ELE-13	AC (Alternating Current) Electronics	4
ELE-25	Digital Techniques	4
ELE-26	Microprocessors and Microcontrollers	4
ENE/ELE-27	Technical Communications	3
ELE-28	MultiSim CAD & PCB Design/Fab	3
Electives	Choose from the list below	7
Electives (7 units)		
ELE-10	Survey of Electronics	4
ELE-23	Electronic Devices and Circuits	4
ELE/MAN-61	Introduction to Robotics	3
ELE/MAN-63	LabView Visual Programming for Automated Systems	3
ELE/MAN-64	Programmable Logic Controllers	3
ELE-91	Fundamentals of Solar Energy	3
ELE-200	Electronics, Work-Experience	1-4
MAN-55	Occupational Safety and Health Administration (OSHA) for General Industry	2

Course Descriptions

ELE-10 - Survey of Electronics 4 units

CSU

Prerequisite: None.

Basic electronic theory including electron theory, Ohm's Law, DC, AC, vacuum tube and solid state devices, antenna principles, power supplies, amplifiers, RE oscillators, amplitude and frequency modulation, diode detection and superheterodyne receivers, and test equipment operation (emphasis on voltmeter and oscilloscope operation). 54 hours lecture and 54 hours laboratory.

ELE-11 – DC Electronics 4 units

CSU

Prerequisite: None.

Basic electrical theory including Ohm's Law, the Power Law, the Current and Voltage Laws of Kirchoff, Direct Current (DC) theory, time constants, multimeter measurements, magnetism, electromagnetism, resistors, capacitors, coils, transient analysis and DC Motors, voltage, current, resistance, power, series, parallel and complex series/parallel circuits. 54 hours lecture and 54 hours laboratory.

ELE-13 – AC Electronics 4 units

CSU

Prerequisite: ELE-10, 11, 21 or 23.

Alternating Current (AC) theory, devices, circuits and applications--will include: resistance, reactance, impedance, capacitance, inductance, Ohm's Law, Power Law, sinusoidal waveforms, Peak, Peak-to-Peak and Root-Mean-Square (RMS) measurements, using an oscilloscope, signal generator and meter; applications of series and parallel networks of resistors, capacitors, inductors, transformers and other AC components; J-Factors and phasor-vector solutions to both simple and complex AC circuits; transient reactor analysis; phase-shift, phase-angle, and power-factor calculations and measurements. 54 hours lecture and 54 hours laboratory.

ELE-23 - Electronics Devices and Circuits

4 units

CSU

Prerequisite: None.

Advisory: ELE-21.

Characteristics, construction, and circuit applications of electronic devices including diodes, bipolar transistors, thyristors, integrated circuits, and optoelectronic devices. 54 hours lecture and 54 hours laboratory.

ELE-25 - Digital Techniques

4 units

CSU

Prerequisite: None.

Advisory: Completion of or concurrent enrollment in ELE-10 or 23. Mathematics, number systems and logic circuits as they relate to modern electronic computers and digital systems. Boolean algebra, circuit simplifications and mapping are included. Basic gate and digital circuits (MSI-LSI) will be analyzed and integrated into complete systems. Digital counters, registers, encoders/decoders, converters and timing. 54 hours lecture and 54 hours laboratory.

ELE-26 - Microprocessors and Microcontrollers

4 units

CSU

Prerequisite: None.

Advisory: ELE-25.

Computer number systems, codes, and arithmetic functions; microprocessor and microcontroller functions, architecture, instruction sets, addressing modes, internal operations, PIA interfacing, and I/O operations. Introduction to operating systems. 54 hours lecture and 54 hours laboratory.

ELE-27 - Technical Communications

3 units

(Same as ENE-27)

CSU

Prerequisite: None.

Procedures for organizing and presenting data through informal and formal documents and presentations. Includes practice in writing memoranda, letter reports, and informal technical reports. Also includes discussion of personal resume and preparation of job applications. 54 hours lecture.

ENE-27 - Technical Communications

3 units

(Same as ELE-27)

CSU

Prerequisite: None.

Procedures for organizing and presenting data through informal and formal documents and presentations. Includes practice in writing memoranda, letter reports, and informal technical reports. Also includes discussion of personal resume and preparation of job applications. 54 hours lecture.

ELE-28 – MultiSim CAD & PCB Design/Fab

3 units

CSU

Prerequisite: None.

This course covers MultiSim schematic capture, simulation, export to UltiBoard and UltiRoute. Basic Computer-aided Design (CAD) drafting, block diagrams, printed circuit board design-layout. The use of Computer Aided Design tools and electronics-library component templates will be emphasized. PCB design and fabrication with through-hole and SMT/SMD devices. 36 hours lecture and 54 hours laboratory.

ELE-61 - Introduction to Robotics **3 units**

(Same as MAN-61)

CSU

Prerequisite: None.

Introduces students to electronics and manufacturing technology through construction, testing, and operation of functional robots. Participation in this class will encourage students to investigate further the career opportunities available to them in modern high-tech fields. 36 hours lecture and 54 hours laboratory.

MAN-61 - Introduction to Robotics **3 units**

(Same as ELE-61)

Prerequisite: None.

Introduces students to electronics and manufacturing technology through construction, testing, and operation of functional robots. Participation in this class will encourage students to investigate further the career opportunities available to them in modern high-tech fields. 36 hours lecture and 54 hours laboratory.

ELE-63 - LabVIEW Visual Programming **3 units**

for Automated Systems

(Same as MAN-63)

CSU

Prerequisite: None.

Advisory: CIS-1A

Prepares students to develop measurement and test systems, data acquisition, instrument control, data logging, and measurement analysis applications using LabVIEW. Students will create applications that acquire, process, display and store real world data. 36 hours lecture and 54 hours laboratory.

MAN-63 - LabVIEW Visual Programming **3 units**

for Automated Systems

(Same as ELE-63)

CSU

Prerequisite: None.

Advisory: CIS 1A.

Prepares students to develop measurement and test systems, data acquisition, instrument control, data logging, and measurement analysis applications using LabVIEW. Students will create applications that acquire, process, display and store real world data. 36 hours lecture and 54 hours laboratory.

ELE-64 – Programmable Logic Controllers **3 units**

(Same as MAN-64)

CSU

Prerequisite: None.

Advisory: ELE-10 or 21.

Fundamentals of programmable logic controllers, with an emphasis on introductory programming of PLCs. Problem analysis with solutions that integrate programming formats, auxiliary commands and functions, common programming languages, and popular software programs used with PLCs. Installation, maintenance, troubleshooting and repair are inherent components. 36 hours lecture and 54 hours laboratory. (Letter Grade, or Pass/No Pass option.)

MAN-64 - Programmable Logic Controllers **3 units**

(Same as ELE-64)

CSU

Prerequisite: None.

Advisory: ELE-10 or 21.

Fundamentals of Programmable Logic Controllers (PLCs), with an emphasis on introductory programming of PLCs. Problem analysis with solutions that integrate programming formats, auxiliary commands and functions, common programming languages, and popular software programs used with PLCs. Installation, maintenance, troubleshooting and repair are inherent components. 36 hours and 54 hours laboratory. (Letter Grade, or Pass/No Pass option.)

ELE-91 – Fundamentals of Solar Energy

3 units

CSU

Prerequisite: None.

This course is for students interested in a career in the solar industry. The fundamental principles and functions of photovoltaic industry will be introduced along with the planning, installation and maintenance of all necessary components for a photovoltaic system. The transmission and distribution of electric power will be reviewed and basic concepts of electricity, identification, functions and operations of components will be surveyed. 54 hours lecture.

ELE-200 - Electronics Work Experience

1-2-3-4 units

CSU*

Prerequisite: None.

Advisory: Students should have paid or voluntary employment.

This course is designed to coordinate the student's occupational on-the-job training with related classroom instruction. Students enrolled in this occupational work experience course must be employed in a field related to the work experience subject area. Students may earn up to four (4) units each semester for a maximum of 16 units of work experience. No more than 20 hours per week may be applied toward the work requirement. 18 hours lecture. Additionally, 60 hours of volunteer work or 75 hours of paid work is required for each unit.

MAN-55 - Occupational Safety and Health

2 units

Administration (OSHA) Standards for General Industry

Prerequisite: None.

This course covers OSHA policies, procedures, and standards, as well as safety for general industry and health principles. Topics include scope and application of the OSHA general industry standards. Special emphasis is placed on those areas that are the most hazardous, using OSHA standards as a guide. Upon successful completion, the student will receive either an OSHA 10 or 30 hour general industry or construction training completion card. 36 hours lecture. (Letter Grade, or Pass/No Pass option.)

Exhibit 6: Projected Sequence of Courses and Schedule of Classes

Session	Length (weeks)	Start-End Dates	Course
Fall 2013	16	Aug 26 –Dec 13	ELE-11, DC (Direct Current) Electronics
Spring 2014	16	Feb 18 – June 12	ELE-13, AC (Alternating Current) Electronics
Summer 2014	6	June- July	ELE-25, Digital Techniques
Fall 2014	16	Aug – Dec	ELE-26, Microprocessors & Microcontrollers
Spring 2015	16	Feb – June	ELE-27, Technical Communications
Summer 2015	6	June- July	ELE-64, Programmable Logic Controllers
Fall 2015	16	Aug – Dec	ELE-23, Devices & Circuits
Spring 2016	16	Feb – June	ELE-28, Electronics CAD (Computer Aided Design)

Exhibit 7: Map to off campus site (IRC) and Norco College Location

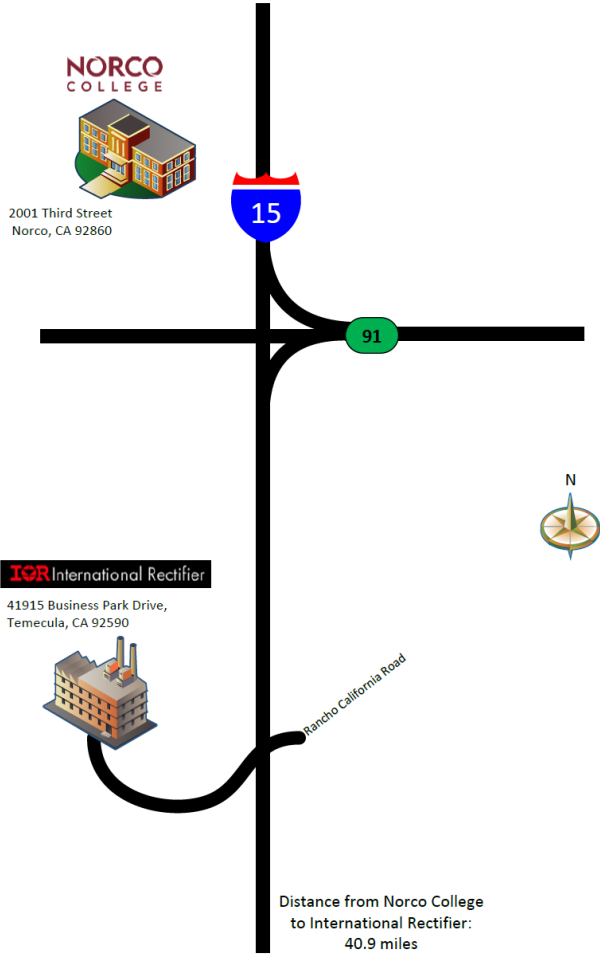


Exhibit 8: Overview of International Rectifier Corporation Partnership



International Rectifier Partnership (Delivery of a program of study at an offsite location)

Purpose: The purpose of this document is to share the details related to the Digital Electronics AS degree that is being delivered at an offsite, employer's location.

Overview: Norco College, RCCD and Mt. San Jacinto College have partnered to deliver the Digital Electronics AS Degree program to employees of International Rectifier (IR) located in Temecula, CA. IR is fully funding the program. This three year program includes two cohorts of students (32 total) completing the general education requirements with MSJC and the electronics courses with Norco College. The electronics classes will be held at IR in their training classroom. RCCD is the fiscal agent for the Norco College classes. This partnership was approved by the Board of Trustees at our August meeting. Offering classes at an offsite location will require a substantive change application to be submitted to ACCJC. A new associate faculty member has been hired to teach these courses. Norco College will be the certificate and degree granting institution for all forty AS degrees.

Benefits: Providing innovative educational opportunities for our students, our community, and its workforce is the cornerstone of our mission. Having the opportunity to teach and evaluate our program in a real world environment, at the same time partnering with industry and their incumbent workforce, creates benefits for not only the department/discipline but the college as a whole. Collaborating with our District offices, neighboring community colleges and meeting the needs of industry, while at the same time addressing our educational planning goals, are also a fundamental component of our mission. Below are the strategic goals that this program positively affects:

- **Goal 1: Increase Student Achievement and Success**
- **Goal 3: Increase Student Access**
- **Goal 4: Create Effective Community Partnerships**
- **Goal 5: Strengthen Student Learning**

Contract amount: \$298,652.00

Net Revenue: \$60,000.00 (Norco)

Net revenue will be reinvested to enhance the Electronics program at Norco College.

Coordinating Department: Career & Technical Education (CTE)

Fiscal Impact: Neutral to general fund. Positive for discipline.

Career & Technical Education at Norco College provides technical and academic skills designed to prepare learners to pursue a successful career in an increasingly competitive job market, further educational opportunity and promote lifelong learning.

Exhibit 9: Representative Assessment Report – ELE 23

Norco College Course Assessment Report

Course: _____

Instructor: _____

Semester: _____

Is this the initial assessment or follow-up (closing the loop)? Initial Follow-up

1. Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success? Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.
2. **If this is an initial assessment**, what are some suggestions for improving learning in the course the next time it's taught? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?
3. **If this is a follow-up (closing the loop)**, did the changes that were made to the course result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?
4. What suggestions, if any, do you have for modifying the course outline of record and/or the SLOs for the course?

**NORCO COLLEGE, RCCD
ELECTRONICS 23—Devices and Circuits
SLO-part of Mid-Term EXAM**

These are the mandatory ELE-23 STUDENT LEARNING OBJECTIVES (SLOs): On completion of the course, **all successful students will be able to:**

1. Describe the physical nature and electrical characteristics of materials that are classified as semiconductors.
 2. Explain the operation and biasing requirements of diodes, bipolar transistors, field effect transistors, thyristors, and optoelectronic devices.
 3. Discuss the construction and uses of analog and digital integrated circuits.
 4. Discuss the three basic types of transistor amplifier configurations, describe their operation, and compare the characteristics of each.
 5. Identify and explain the operation of power supplies and their circuitry.
 6. Explain the basic principles of operation of both sinusoidal and non-sinusoidal oscillators.
-

Occupational classes are competency-based. Electronics classes are meant to prepare you for an occupation, where you must be competent to keep your job. In order to pass this class, a student must be able to do **all** of the above things (SLOs), to at least a minimum level of competency, as judged, using the instructor's rubric, from your answers to the following tasks and questions:

- A) Please write a legible narrative essay that gives an overview of the manufacturing processes used to make a PN-Junction Diode, using the specific terms and phrases that were written on the whiteboard during our preparatory lecture sessions. In this essay, state the purpose of doping of a semiconductor material, and how it works to alter the conductivity of the semiconductor material. Continue your explanation until the doped crystal is fabricated into a PN-Junction Diode, encapsulated into a package with axial leads, ready to be mounted on a through-hole printed circuit board.
- B) Legibly discuss the biasing requirements (forward and reverse) of a germanium, PN-Junction Diode, and explain how conductivity of the device is affected in these biasing modes. How does each biasing mode affect the depletion zone, to allow, or to disallow conduction? Also, correlate the words Cathode and Anode with the electrical schematic of a diode, and the P-type and N-type materials inside, with respect to an externally applied voltage source (and polarity). Use sketches to demonstrate each type of biasing, and label them clearly.
- C) Discuss the biasing requirements of a silicon, NPN transistor, with respect to the emitter, base and collector regions, and the depletion zones (that naturally occur at each junction without biasing). Use sketches to help clarify how a transistor amplifies current, as you discuss the current-gain specification, called Beta.
- D) What qualifies a device to be considered an Opto-Electronic component?
- E) Describe the operation of a red LED, along with its characteristics in forward and reverse bias.

- F) Explain the operation of a Photo-Transistor.
- G) What are the names of each of the wires on a JFET? And, for an N-channel JFET, discuss how biasing affects its operation, when placed in series with a load resistor.
- H) What is the difference between the operational characteristics of an Analog versus a Digital I.C. (Integrated Circuit), relative to saturated or linear modes of operation?
- I) Briefly discuss the manufacturing of integrated circuits (this overview does not need to tell of tiny details, such as chemicals used, or temperatures, for instance).
- J) Explain how an SCR latches ON, and what it takes to turn it OFF again. Use sketches to help clarify these sequences.
- K) For linear, non-saturated operation, what is the normal biasing requirement of a Bipolar Junction Transistor (BJT, emitter to base, and base to collector junctions)? Use any sketches that may help to clarify your answers.
- L) What are the three types of BJT amplifier configurations, by name? Also, draw a schematic symbol of each configuration that clearly shows each having one input, one output and one common connection. Also for each one, briefly characterize it, by current gain, voltage gain, and impedance characteristics (input to output).
- M) Draw a block-diagram and a schematic of a typical, low-cost, power adapter (AC to DC power supply), name each of the needed components and describe the function of each section of this Half-Wave Rectified, non-voltage regulated supply, with moderate ripple voltage. Also, describe how each and every component helps to accomplish the overall job of this low-cost power supply.
- N) Draw a block-diagram and a schematic of a typical, higher-quality, power adapter (AC to DC power supply), name each of the needed components and describe the function of each section of this Full-Wave Rectified (non-center-tapped), zener controlled, voltage regulated supply, without significant ripple voltage. Also, describe how each and every component helps to accomplish the overall job of this higher-quality power supply.
- O) What is the purpose of an oscillator, in general (what does it do)? What are the necessary parts of an oscillator (discussing a block diagram you will draw)?
- P) What is the difference between a sinusoidal oscillator and a non-sinusoidal oscillator, and upon what portion of the amplification curve does each operate?
- Q) Using sketches and words, explain the proper biasing of a JFET for normal, linear operation, including special information on signal modulation of the current between source and drain.

If you have performed competently, then you will receive a letter-grade that is proportional to total, accumulated points that you have earned in lecture and lab sections. If you lack anything, above, then you will receive more opportunities to prove your competency before, and including, the final exam. All successful students will have demonstrated competency in each required area by the final day (when grades are submitted). Some areas require multiple measures of demonstration, due to compound language written into the Course Outline of Record, for each SLO. SLO assessment items A through Q, above, assess each part of each SLO, entirely.

SLO Assessment Results & Milestones Met for ELE-23 Students								9th UPDATE today, on 12-15-12		
SLO Question/Answer Letters & Correlation to Written SLOs in Catalog								There is a Pass/Fail (a		
SLO # & Item Maps to ==>	1:a;b &	1:b &			1:b				Additional time was giv	
SLO # & Item Maps to ==>		2:a;b;c&1b	2:a;b;d	2:a;g	2:a;b;c;g	2:a;b;g	2:a;b;e	3:b;c;d	3:a;c;d	2:a;b;f
Completing Student Index Nos.:	A	B	C	D	E	F	G	H	I	J
1	4	3	2	2	2	3	2	2	3	3
2	3	3	4	2	2	3	2	3	3	2
3	3	3	2	4	2	3	3	4	3	2
4	2	2	2	2	2	2	2	2	2	3
5	3	3	2	2	3	2	3	3	2	4
6	4	3	4	3	3	2	3	3	4	4
7	3	3	3	2	2	3	3	2	3	2
8	4	4	4	3	2	2	3	2	3	2
9	2	2	2	2	2	3	2	2	3	2
10	4	4	3	4	4	2	3	3	2	3
11	2	2	2	2	2	4	2	2	2	3
12	2	2	2	2	2	2	2	3	2	2
13	3	4	4	2	2	3	3	2	2	3
14	4	2	2	2	2	2	2	2	2	2
15	3	2	3	2	2	3	3	2	3	2
16	3	2	2	2	2	2	2	2	2	3
17	4	2	2	4	4	2	2	2	3	3
Average of all MT deltas==>										
Only students with ALL SLOs above a rubric score of 1 can pass this class. The Rubric allows up to 2 points for maximum comple										
Competency Measurements: A score of 0 on any item will earn an F for the course. Multiple indicators of an SLO, above a 1, may be average										
STUDENT LEARNING OBJECTIVES (SLOs-): On completion of the course, students will be able to:										
1. Describe the <u>physical (a) nature</u> and <u>electrical characteristics</u> of materials that are classified as (c) <u>semiconductors</u> .										
2. Explain the <u>operation</u> and <u>biasing</u> requirements of <u>diodes</u> , <u>bipolar transistors</u> , <u>field effect transistors</u> , <u>thyristors</u> , and <u>optoelectronic c</u>										
3. Discuss the <u>construction</u> and <u>uses</u> of <u>analog</u> and <u>digital</u> integrated circuits. (3a-d)										
4. Discuss the three basic types of transistor amplifier configurations, describe their operation, and compare the characteristics of each										
5. <u>Identify</u> and <u>explain</u> the <u>operation</u> of <u>power supplies</u> and their circuitry [(a) half-wave; (b) full-wave]. (5, all eme										
6. Explain the <u>basic principles</u> of operation of both <u>sinusoidal</u> and <u>non-sinusoidal</u> oscillators. (6a-c)										

1st Charted at Mid-Term Exam on 11/13/2012												
or nothing) SLO Mid-Term, and a graded portion. Grades only assigned after all SLOs passed.										(add 77pts)		
en for students to remediate their work, up until grades were due.										SLO part	MT-Graded	up-biased
2:a;b;d	4:all	5:a	5:b	6:a	6:b,c	2:e		of MT:	Portion	MT-Graded		
K	L	M	N	O	P	Q	SUM	SLO AVG	Delta-Score	Score		
4	4	4	4	2	2	2	48	3	2	79		
2	2	2	3	2	2	3	43	2.6875	2	79		
4	3	3	2	2	2	4	49	3.0625	0	77		
2	2	3	2	2	2	2	36	2.25	44	121		
2	2	2	3	4	2	3	45	2.8125	5	82		
3	4	4	3	3	4	2	56	3.5	-38	39		
2	3	2	2	3	4	3	45	2.8125	11	88		
2	2	4	4	3	3	2	49	3.0625	26	103		
3	4	2	4	2	2	4	43	2.6875	-29	48		
4	3	3	4	2	2	3	53	3.3125	19	96		
2	3	3	3	2	2	2	40	2.5	-45	32		
3	2	2	2	2	2	3	37	2.3125	23	100		
2	2	2	3	3	2	2	44	2.75	15	92		
2	4	2	4	2	4	3	43	2.6875	25	102		
3	3	2	3	2	2	3	43	2.6875	37	114		
2	2	2	2	2	2	3	37	2.3125	-69	8		
2	3	2	3	2	4	3	47	2.9375	35	112		
									63	140		
ness & up to 2 points for maximum correctness/appropriateness of each answer (added).												
d. An Average Score of 1 may earn a D at the highest. Only 2, or better, may earn above a D.												
(1a-c)												
The Mid-Term gave 1 point for a correct answer; nothing for												
evidences. (2a-g) no-try; subtracted 2 points for an incorrect answer.												
(There was severe guessing penalty, per MT instructions)												
(4 all together)												
ments of Power Supplies, in a &b) The Final Exam will be 50 questions, graded without a penalty												
for guessing.												

Exhibit 10: Norco College Net Tutor Information Flyer



The flyer features the Norco College logo in red and white on the left, and the NetTutor logo in white on a red background on the right. A grey banner across the middle reads "FREE ONLINE TUTORING FOR NORCO STUDENTS". Below this, a woman is shown smiling while working on a laptop. The text describes the service as comprehensive and free, available for all courses. It highlights that tutors are highly trained experts and that the service is ready to help students. A specific note states that International Rectifier Corporation students receive special access. A "How to Get Started" section lists three steps: getting login info from an instructor, logging onto www.NetTutor.com, and selecting the course. A contact instruction for those without access is also provided. The ICR logo is at the bottom center.

NORCO COLLEGE

NetTutor[®]
Online Tutoring Service

FREE ONLINE TUTORING FOR NORCO STUDENTS

NetTutor is a comprehensive online tutoring service for all courses. This free service is available to assist you with homework and studying.

All of the NetTutor tutors are highly trained experts in the course that you are taking.

We're ready to help. What are you waiting for?

International Rectifier Corporation students receive special access to NetTutor!

How to Get Started?

1. Get your personalized login name and password to NetTutor from your instructor
2. Log onto www.NetTutor.com
3. Select the course

For more information, please contact your instructor. If you do not have access to NetTutor, please request from your instructor.

ICR

NetTutor is a service of Link-Systems International, Inc. (www.link-systems.com). LSI has been serving the academic community since 1995 as an eLearning services and technology company dedicated to student success.

Exhibit 11: Institutional Strategic Planning Council (ISPC) Minutes of September 2013

Institutional Strategic Planning Council (ISPC)

September 18, 2013
1:00-3:00 (ST 107)

Attendees:

- ♦ **Attendees:** Andy Aldasoro, Ruth Leal, Jocelyn Yow (ASNC), Greg Aycock, Lyn Greene, Celia Brockenbrough, Mark Lewis, Melissa Bader, Beth Gomez, Diane Dieckmeyer, Gail Zwart, Jason Parks, Andres Elizalde, Monica Green, Natalie Aceves, Deborah Makin, Ruth Smith (Recorder)
- ♦ **Absentees:** Mark DeAsis, Dominique Hitchcock, Jim Thomas
- ♦ **Guests:** Kevin Fleming, Paul Parnell, Arend Flick, Leona Crawford, Caro Farrar

Welcome: - Diane Dieckmeyer

- Welcome to second meeting.
- Welcomed Andres Elizalde and Natalie Aceves (Proctor for Ruth James).

Approval of Minutes: - Gail Zwart

Motion by Lyn Green, second by Mark Lewis to approve the minutes for the September 4, 2013 meeting. Motion approved with one abstention.

I. Action Items:

A. International Rectifier Partnership (Kevin Fleming)

- Need ISPC approval for partnership with International Rectifier a Temecula company that produces semiconductors.
- Offering classes at an offsite location will require a substantive change application to be submitted to ACCJC indicating that we will offer the same support to our offsite students as we do for our onsite students.
- Employees want to receive an AA Degree in electronics.
- Norco College has partnered with Mt. San Jacinto in order to provide the AA Degrees.
- Mt. San Jacinto will provide the General Ed requirements and Norco will provide the Electronics Courses. The classes will be held in International Rectifier's training classroom.
- Students will transfer their credits to Norco College. We will be the certificate and degree granting institution for all 40 AA degrees. .
- An additional part-time faculty member has been hired to teach these courses.
- International Rectifier is fully funding the program. It is cost neutral and profit generating. Approximately \$60,000 that will stay at Norco College.
- This is a ground breaking innovative partnership.

Motion by Lyn Green, second by Mark Lewis to approve the International Rectifier Partnership. Motion unanimously approved.

B. Mapping of Strategic Planning Goals (Greg Aycock)

- The purpose of the mapping is to identify which committee/group will be responsible for coordinating or tracking the completion/progress of each goal.
- The identified group will create an action plan and report progress/results to Greg's office.
- Discussed which committees/groups will be responsible for each goal/objective.
- After some discussion it was decided to allow committees time to review and turn the responsible group(s) to each objective and bring it back to Greg and the ISPC for discussion at a later date.
- Greg will provide the Goals and Objectives list along with a template to help with the mapping process. Send any suggestions to Greg.

Motion by Jason Parks, second by Melissa Bader to approve the Committee Assignments to Strategic Planning Goals and Objectives – 2012-2018.

Motion by Lyn Greene, second by Deborah Makin to table the above motion until more information is provided. Motion approved.

C. Appeals Process (Gail Zwart)

- Reviewed and discussed the draft appeals process.
- Changed title of document to Appeals Process of Committee Decisions.
- Corrected numbering of items.
- Made changes to clarify that only the process can be appealed, not the decision.

Motion by Melissa Bader, second by Lyn Greene to approve the Appeals Process of Committee Decisions with the changes and corrections discussed. Motion approved.

II. Information Items:

A. Self-Evaluation Report 1st Reading (Arend Flick)

- Have about 10 more days to review and provide suggestions/comments. Please provide a page number and the section number with any comments.
- Note any misrepresentations or errors.
- The Steering Committee is still working hard to complete the document.

B. Review of ISPC Membership (Gail Zwart)

- Reviewed the ISPC Membership Term/Election information that was approved at the May 16, 2012 ISPC meeting.
- Noted that one position was not on the list and needs to be added. The Academic Senate At-large position (Deborah Makin) is not on the list.

C. Proposal to Revise Council Membership 1st Reading (Leona Crawford)

- Leona shared that the BFPC has elected their staff chair, completing their tri-chair structure.
- The proposal to revise the council membership to include five classified staff was reviewed.
- The Council discussed the importance of making sure that quorum is met. Stated that members need to realize that being on the council is an important commitment.
- Suggestion to be strategic when selecting the classified members to make sure that all areas are represented.

D. Legacy Committee Report (Monica Green)

- Shared PowerPoint presentation that included committee mission statement, membership list, activities/events and accomplishments.
- Meets monthly and everyone is welcome.
- Reviewed the ways that ISPC can support Legacy.
- Looking for full college support for funding.
- Would like to find a way to institutionalize the committee and partner with other college events.

E. Facilities Master Plan Update (Beth Gomez)

- Master Plan will be completed today.
- The last two items that needed to be vetted in the document were the secondary vehicular access and the "Looking Ahead" section.
- Have revised approval schedule. Master Plan will go before the BOT. at Norco, on October 15.

III. Open Hearing:

- Norco will have several presenters (Melissa Bader, Monica Green, Bob Prior and Carol Farrar) at the Student Success and Support Programs Summit in Sacramento next week.
- Dr. Farrell will be taking group to Los Angeles for the Institute for Equity, Effectiveness and Excellence at Hispanic Serving Institutions.

Adjourned - 2:55



International Rectifier Partnership
(Delivery of a program of study at an offsite location)

Purpose: The purpose of this document is to share the details related to the Digital Electronics AS degree that is being delivered at an offsite, employer's location.

Overview: Norco College, RCCD and Mt. San Jacinto College have partnered to deliver the Digital Electronics AS Degree program to employees of International Rectifier (IR) located in Temecula, CA. IR is fully funding the program. This three year program includes two cohorts of students (20 each) completing the general education requirements with MSJC and the electronics courses with Norco College. The electronics classes will be held at IR in their training classroom. RCCD is the fiscal agent for the Norco College classes. This partnership was approved by the Board of Trustees at our August meeting. Offering classes at an offsite location will require a substantive change application to be submitted to ACCJC. A new part-time faculty member has been hired to teach these courses. Norco College will be the certificate and degree granting institution for all forty AS degrees.

Benefits: Providing innovative educational opportunities for our students, our community, and its workforce is the cornerstone of our mission. Having the opportunity to teach and evaluate our program in a real world environment, at the same time partnering with industry and their incumbent workforce, creates benefits for not only the department/discipline but the college as a whole. Collaborating with our District offices, neighboring community colleges and meeting the needs of industry, while at the same time addressing our educational planning goals, are also a fundamental component of our mission. Below are the strategic goals that this program positively affects:

- **Goal 1: Increase Student Achievement and Success**
- **Goal 3: Increase Student Access**
- **Goal 4: Create Effective Community Partnerships**
- **Goal 5: Strengthen Student Learning**

Contract amount: \$298,652.00

Instructor costs: \$170,000 (associate faculty rate)

Net Revenue: \$60,000.00 (Norco)

Net revenue will be reinvested to enhance the Electronics program at Norco College.

Coordinating Department: Career & Technical Education (CTE)

Fiscal Impact: positive

Course Schedule: (over)

Course Schedule

Session	Length (weeks)	Start-End Dates	Course
Fall 2013	16	Aug 26 – Dec 13	ELE-11, DC (Direct Current) Electronics
Spring 2014	16	Feb 18 – June 12	ELE-13, AC (Alternating Current) Electronics
Summer 2014	8	June - July	ELE-25, Digital Techniques
Fall 2014	16	Aug - Dec	ELE-26, Microprocessors & Microcontrollers
Spring 2015	16	Feb - June	ELE-27, Technical Communications
Summer 2015	6	June - July	ELE-64, Programmable Logic Controllers
Fall 2016	16	Aug - Dec	ELE-23, Devices & Circuits
Spring 2016	16	Feb - June	ELE-28, Electronics CAD (Computer Aided Design)

Career & Technical Education at Norco College provides technical and academic skills designed to prepare learners to pursue a successful career in an increasingly competitive job market, further educational opportunity and promote lifelong learning.

COMMITTEE ASSIGNMENTS TO STRATEGIC PLANNING GOALS AND OBJECTIVES - 2013-2018

Goal 1 INCREASE STUDENT ACHIEVEMENT AND SUCCESS

Obj 1	TAG	Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
Obj 2	TAG	Improve transfer rate by 10% over 5 years.
Obj 3	SSC	Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
Obj 4	SSC	Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
Obj 5	SSC	Increase completion rate of degrees and certificates over 5 years.
Obj 6	SSC	Increase success and retention rates.
Obj 7	SSC	Increase percentage of students who complete 15 units, 30 units, 60 units.
Obj 8	SSC	Increase the percentage of students who begin addressing basic skills needs in their first year.
Obj 9	SSC	Decrease the success gap of students in online courses as compared to face-to-face instruction.
Obj 10	SSC	Increase course completion, certificate and degree completion, and transfer rates of underrepresented students

Goal 2 IMPROVE THE QUALITY OF STUDENT LIFE

Obj 1	SSC	Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
Obj 2	ASNC	Increase frequency of student participation in co-curricular activities.
Obj 3	SSPC	Increase student satisfaction and importance ratings for student support services.
Obj 4	ASNC	Increase the percentage of students who consider the college environment to be inclusive.
Obj 5	Legacy	Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
Obj 6	SSPC/SSC	Increase current students' awareness about college resources dedicated to student success.

Goal 3 INCREASE STUDENT ACCESS

Obj 1	SSPC	Increase percentage of students who declare an educational goal.
Obj 2	SSPC	Increase percentage of new students who develop an educational plan.
Obj 3	SSPC	Increase percentage of continuing students who develop an educational plan.
Obj 4	SSC	Insure the distribution of our student population is reflective of the communities we serve.
Obj 5	APC	Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

COMMITTEE ASSIGNMENTS TO STRATEGIC PLANNING GOALS AND OBJECTIVES - 2013-2018

Goal 4 CREATE EFFECTIVE COMMUNITY PARTNERSHIPS

Obj 1	GAC/SSC	Increase the number of students who participate in summer bridge programs or boot camps.
Obj 2		Increase the number of industry partners who participate in industry advisory council activities.
Obj 3	ASNC	Increase the number of dollars available through scholarships for Norco College students
Obj 4		Increase institutional awareness of partnerships, internships, and job
Obj 5	SSPC	Continue the success of Kennedy Partnership (percent of students 2.5 GPA), number of students in co-curricular activities, number of
Obj 6		Increase community partnerships.
Obj 7		Increase institutional awareness of community partnerships.
Obj 8	GAC	Increase external funding sources which support college programs and initiatives.

Goal 5 STRENGTHEN STUDENT LEARNING

Obj 1	PHC	100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
Obj 2	NAC/SSPC	Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods
Obj 3	NAC	Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
Obj 4	NAC/DF	Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
Obj 5	PDC	Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6 DEMONSTRATE EFFECTIVE PLANNING PROCESSES

Obj 1	APC/ISPC	Increase the use of data to enhance effective enrollment management strategies.
Obj 2	ISPC	Systematically assess the effectiveness of strategic planning committees and councils.
Obj 3	APC/BIPC/ISPC/SSPC	Ensure that resource allocation is tied to planning.
Obj 4	TC	Institutionalize the current Technology Plan.
Obj 5	DFPC	Revise the Facilities Master Plan.

Goal 7 STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES

Obj 1	PDC	Provide professional development activities for all employees.
Obj 2	Legacy	Increase the percentage of employees who consider the college environment to be inclusive.
Obj 3	Legacy	Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
Obj 4	Legacy	Increase participation in events and celebrations related to inclusiveness.
Obj 5	PDC/Safety	Implement programs that support the safety, health, and wellness of our college community.

Appeals Process of Committee Decisions

The Appeals process is used in a situation in which a faculty, staff, or administrator believes that the strategic process was not followed in arriving at a decision.

1. A committee of the ISPC tri-chairs convenes. If one of the tri-chairs was involved in the committee in question a designee will be appointed by another tri-chair to serve on the appeals committee. The appeals committee will be comprised of one administrator, one faculty, and one classified staff.
2. The petitioner provides a report to the tri-chairs (or their designee(s)) with a written document outlining their appeal of the process.
3. Co-Chairs of the Committee in question provide a (rebuttal) report to chairs of ISPC outlining the process used in making the decision and the reasoning for the decision made.
4. The Tri-Chairs of ISPC will review the process that was followed in the course of the committee's decision and make a determination for a resolution and report back to both parties.
5. If a petitioner submits an appeal pertaining to a decision made by the ISPC, the president shall appoint three co-chairs (staff, faculty, and administrator) from three separate and unrelated committees to implement the process noted above.
6. The final determination/recommendation will be given to the President for a final decision.

Note: The appeals process reviews the *process* of the committee during the course of its evaluation of a proposal. It does not re-evaluate the *content* of the proposal itself. Committee decisions will only be overturned on the bases of errors in the process. Content appeals should be directed to the respective committee.

Approved by ISPC September 2013

ISPC Membership – Term/Election of Members/Chair Dr. Diane Dieckmeyer
(From ISPC Minutes – May 16, 2012)

- Discussion on length of terms for members and chairs. Remember that we will have an accreditation visit in Spring 2014.
- APC chair is elected every year and senate president is elected every three years. No official term for Enrollment Rep for the district.
- Suggestion to have an election to select faculty members.
- Staff members expressed concern about length of their terms. Discussion that staff member terms could be different from the length of faculty member terms. Jefferson will talk with staff at Friday's union meeting.
- Administrative positions will be discussed at the cabinet meeting to determine any changes in their terms.
- Discussion on the Chair position. Suggestion that Chair position could be one year position, elected by the membership and selected from within the current membership.
- Academic Senate will have an election for an at-large position.

Recap - Membership of ISPC

- Academic Senate President
- Chair of Chairs (APC)
- VP Student Services
- VP Academic Affairs
- VP Business Services
- Dean of Student Success
- CTE Faculty & Grants Advisory Representative
- CTE Faculty
- Faculty Representative to District Enrollment Management Task Force
- Basic Skills Faculty
- Library Faculty Member
- ASNC Representative
- Director of Enrollment Services
- Staff Members (3)
- Transfer Faculty Member

Motion by Jason Rey, second by Mark DeAsis to include an at-large position on the ISPC. The at-large position will be a faculty member appointed by the Academic Senate. The Enrollment Management position will continue to be appointed by the Academic Senate, voting will take place at the end of April, beginning of May and the election cycle for the remaining positions will be as follows:

Basic Skills Faculty	\	_____ Spring 2013 for Fall 2013	\
Academic Senate President	/		
Transfer Faculty	\	_____ Spring 2014 for Fall 2014	} Every 3 yrs. thereafter
CTE Faculty – Grants Advisory	/		
CTE Faculty	\	_____ Spring 2015 for Fall 2015	/
At-Large Faculty	/		

Motion unanimously approved.

Motion by Melissa Bader, second by Sharon Crasnow that the chair of the ISPC will be elected annually from the members who have had one year of service, at the end of the meeting of the first year. Motion approved with one member opposed.

- The membership discussed the possibility of writing by-laws in order to have everything together in one document

Basic Skills Faculty \ _____ Spring 2013 for Fall 2013 \
Academic Senate President /

Transfer Faculty \ ___ Spring 2014 for Fall 2014 \
CTE Faculty – Grants Advisory /

CTE Faculty \ _____ Spring 2015 for Fall 2015 \
At-Large Faculty /

Every 3 yrs. thereafter

Motion unanimously approved.

Motion by Melissa Bader, second by Sharon Crasnow that the chair of the ISPC will be elected annually from the members who have had one year of service, at the end of the meeting of the first year. Motion approved with one member opposed.

- The membership discussed the possibility of writing by-laws in order to have everything together in one document

Proposal to Revise Council Memberships

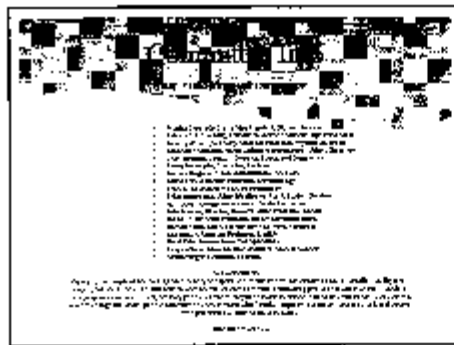
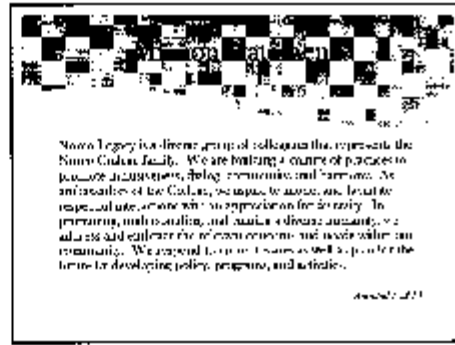
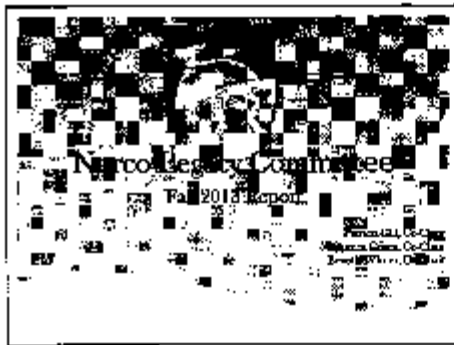
September 2013

In an effort to further comprehensive shared governance, it is proposed that the strategic planning councils of ISPC, BFPC, and SSPC increase the number of classified staff on each council to a minimum of five (5) members. At present, the number of staff membership on each council varies and this proposal would build consistency and provide broader input from staff in key strategic areas. In addition, the increased number of staff will ensure that while a staff co-chair is elected to each council as per the Tri-Chair System, a loss of classified votes will not occur on any issue brought forth to the councils, resulting in an equitable share of votes.

Recommended Timeline:

- ISPC will place on its agenda the proposal of increasing the number of classified staff membership on the strategic planning councils of ISPC, BFPC, and SSPC to a minimum of five classified staff per council at its next meeting and then through the strategic planning process.
- After the staff council membership proposal is approved and staff is appointed to the councils, the classified co-chair nominations may take place on ISPC's agenda as well as the other planning councils.
- An appropriate voting process will then occur to ensure equitable participation on the part of classified staff on each council.

9/18/2013



9/18/2013

Advantages

- Touched on sensitive issues that most people are afraid to talk about and created an environment of emotional safety and openness.
- Institutionalized Norco Legacy
- Students are encouraged to find out the faculty, staff, and admin/streets want to know about current issues/problems surrounding diversity.
- Leaving a cultural mark on the college as well as an intellectual one (Diversity was mentioned here.)

Challenges

- Low college-wide participation (staff/faculty/administrators)
- Showcasing of events and scheduling
- Funding

Support from SPAC

- Encourage staff/faculty to attend events & activities
- Address resource development for committee needs
- Give Norco Legacy direction

What can Norco Legacy do to help the college accomplish the diversity-related goals & how can we collect data to measure the committee's effectiveness?

What Should SPAC be aware of?

- Structural changes in the committee
- Fall 2013 - Interim Strategic Planning - focus
 - Assessment/evaluation
 - User participation
 - Faculty/staff engagement
 - Resource development
 - Advocacy
 - Supporting instruction