NORCO COLLEGE

Norco Assessment Committee Minutes

September 9, 2020   9:00-10:30am Zoom

Present*:* Mckenna Ashcraft (student Rep.), Greg Aycock (co-chair), Courtney Buchanan, Tami Comstock, Alexis Gray, Ashlee Johnson (co-chair), Stephany Kyriakos, Samuel Lee, Bibiana Lopez, Jethro Midgett, Tim Wallstrom, and Caitlin Welch.

Absent*:* Daniela McCarson and Jose Sentmanat

Guests: Sharese Tronti

Call to order: 9:11am

Action Items:

Approval of Agenda*:*

Motion to approve Agenda – Tim Wallstrom, second by Alexis Gray, 0 abstentions.
Approved.

Approval of Minutes*:*

Motion to approve May 13th, 2020 minutes – Alexis Gray, second by Jethro Midgett, 0 abstentions.
Approved.

Discussion Items:

Review of 2019-2020

Review of the 2019-2020 assessment year.
Highlight #1 of 2019-2020 include the wonderful work of faculty, administration and all that helped with our accomplishments in assessment. We did the best we have ever done. ACCJC process of accreditation status determination is explained. The visiting team does not determine the colleges status of accreditation the commission does.

- Looked at the Letter from ACCJC (attached).
- Commendations related to assessment:
    - College Commendation 1: The Commission commends the College for cultivating a collaborative culture of innovation as reflected in its mission that uses data and assessment to set transformational goals and strategies to improve the educational and economic outcomes of the College and region.
- The district is not accredited. The College receives the commendations and recommendations for the district.
- Commendations can be mealy; these are really good commendations for the institution.
- There are two types of recommendations: compliance and improving institutional effectiveness:
    - We did not receive a recommendation for compliance.

- - - o We received a recommendation for improving institutional effectiveness from the peer review team.
      - College Recommendation: In order to improve institutional effectiveness, the team recommends that the College strengthen its process for establishing, communicating, implementing, and assessing guidelines for regular and substantive interaction in distance education courses (II.A.2, Commission Policy on Distance Education and Correspondence Education).
  - Where can the assessment committee fit in to assist with the recommendation? This recommendation relates to Distance Education. We assess SLOs but we also assess other areas including student interaction.
  - We have been brainstorming and thinking about how to utilize Canvas especially while we are all online right now. We would like to get our SLOs integrated into Canvas to help facilitate assessment and data collection especially for DE courses.
  - Ashlee plans to collaborate with DE, she will be attending the DE committee meeting.
  - Over 40 faculty members asked Alexis for the link to the video showing how to set up SLOs in canvas and collect data. This is encouraging because as a committee we should be able to engage more faculty members.
    - o We would like to share the video in the next committee meeting.
  - Shared the Commission Actions on Institutions Letter from ACCJC. We are one of two out of 14 colleges that received the highest status for Accreditation.
  - All the hard work the assessment committee and program review have done to prepare for accreditation lead us to our accreditation outcome. We are so proud of our faculty for all the hard work they have done in assessment. The team recognized that we were using the data for decision making and moving forward.
  - Assessment and Program Review are always a focus for accreditation.
  - Can we find a way to help DE with the recommendation using assessment tools outside of the IOI process? Discussions are happening at the chair and union level pertaining to this. Would like to get help from the social sciences (creative modeling, social behaviors, etc.) to find out how we are really communicating with students. Canvas chat collects all the communication data. We can collect this data and aggregate it anonymously but it doesn't describe contact. We need to make sure we are not only collecting data point but assessing behavior.

Highlight #2 of 2019-20: The live assessment dashboards available on the website have also been a big step forward for the 2019-2020 year. We were able to provide live data on assessment to help faculty get ahead of any assessment issues.

Highlight #3 of 2019-20: AOE discussions were put on hold last semester due to COVID. We are now going forward with the discussion and would like the committee to participate if they can. Details will be emailed today for the AOE-AIS discussion tomorrow.
- We already had our first AOE-discussion for the Fine and Applied Arts AOE. The details for the discussion were emailed to the committee.

Gap Year

The gap year provides us the opportunity to do some things we have not had the time to do.
- Define the gap year? This academic year fall 2020- Spring 2021. We are aligning with Program Review. Our next assessment cycle will start in Fall 2021.

- All assessment will be cleared, and we will start fresh. If you are at 100%, we have other things we are going to try and get done during the gap year. Areas that are not at 100% can use this year to get to 100%.
- Items we would like to accomplish during the gap year.
    o Integrate assessment into Canvas
    o Map SLOs to PLOs in ADT, AOE and GELOs.
    o Assisting and collaborating with DE

If you think of any activities that we can accomplish during the gap year, please let us know.
- Suggestion to not expect the same interaction from faculty as we have received in the past on campus. In our current environment we may not get as much done as we anticipate.
- Concern about assessing assignments in Canvas. As a committee we need to figure out how to incorporate and accommodate everyone's assessment techniques and how to integrate into Canvas if we can.

SPGM-Draft 1, Chapter 5

A discussion about the strategic planning process currently being revised. We have been asked to think about where we as a committee fit into the strategic plan. Assessment should be involved in our strategic plan, where do we fit in to the SPGM? This table could become a resource for years to come. Link to the table will be sent to the committee.

Shared the Strategic Plan and Governance Manuel Draft 1, Chapter 5 table (attached to the minutes). The committee is being asked to make suggestions on where we best fit to support the EMP objectives. Specifically, primary and secondary support.

Suggested primary support:
- Goal 8.1- Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.
    o Continuous improvement means using data and data driven decisions, on a continuous and ongoing basis. We are more than just SLO data. This may be start to discuss expanding our scope. Do we want to be inclusive?
    o The assessment SLO and PLO dashboards are already showing how we are supporting 8.1.

Suggested secondary support:
- Goal 8.2 - Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.
    o Supporting resource allocation, using assessment data to support program review
- Goal 8.4 - Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.
    o Supporting resource allocation, using assessment data to support program review
- Goal 7.1 - Develop comprehensive breadth of academic programs
    o using assessment data to develop programs.
- Goal 7.6 - Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.
- Goal 7.2 - Develop Career & Technical Education programs and industry credentials related to regional needs
    o Suggestion to add- using assessment data to developing CTE programs.

Academic Senate requested all committees fill out a questionnaire including questions about the scope of the committee, statement of purpose, etc. We will be bringing this form to the next meeting.

Discussion is going on currently about integrating a charter process/ form in the new Strategic Planning and Governance Manuel similar to the Academic Senates questionnaire.

Information Items:

AOE Discussion Workshops via Zoom (12:50-1:50pm)
- Fine & Applied Arts: Thursday, September 3, 2020
- Business Administration & Information Systems: Thursday, September 10, 2020
- Math and Science: Tuesday, September 29, 2020
- Humanities, Philosophy & Arts: Thursday, October 1, 2020
- Kinesiology, Health, and Wellness: Thursday, October 8, 2020
- Social & Behavioral Studies: Thursday, October 29, 2020
- Communications, Media & Languages: Thursday, November 5, 2020

These workshops start off with data and move into really good faculty lead discussions.

Future Meetings:

October 14, 2020
December 9, 2020

Good of the Order: 10:26am

Assessment Institute at Indiana University
- Sunday, October 25-Wednesday, October 28th
- This is a great opportunity for professional development in assessment, and it's free! IUPUI is well-known for producing quality national assessment conferences for over two decades.
- Register here: https://assessmentinstitute.iupui.edu/registration/index.html
- (FYI-registration closes Monday, October 12, 2020)

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

Peer Review Team Report

Norco College
2001 Third Street
Norco, CA 92860

This report represents the findings of the peer review team that visited
Norco College from March 2nd to March 5th, 2020.

Julianna Barnes, Ed.D.
Team Chair

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**Norco College
Comprehensive Evaluation Visit**

Team Roster

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Dr. Julianna Barnes, Team Chair
Cuyamaca College
President

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

ACADEMIC MEMBERS
Ms. Leticia Barajas
Asst. Professor, Noncredit, Continuing Education & Workforce Development
East Los Angeles College

Dr. Sharyn Eveland
Professor of Psychology
Taft College

Dr. Kenneth Bearden, Academic Senate
President and English Faculty
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Ms. Evelyn Lord
Head Librarian
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ADMINISTRATIVE MEMBERS
Dr. Jean Shankweiler
Vice President, Academic Affairs
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Mr. Val Garcia
Vice President of Student Services
West Hills College Lemoore

Mr. Aaron McVean
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San Mateo Community College District

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

ACCJC STAFF LIAISON
Gohar Momjian
Vice President
ACCJC

Summary of Evaluation Report

INSTITUTION: Norco College

DATES OF VISIT: March 2, 2020 - March 5, 2020

TEAM CHAIR: Julianna Barnes, Ed.D.

A ten (10) member accreditation team, including a team assistant, visited Norco College March 2 to March 5, 2020 in order to determine whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purpose and provided recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended a team chair training workshop on December 5, 2019 and conducted two virtual pre-visits on December 16, 2019, and February 18, 2020. During these virtual visits, the chair and team assistant met with the President and Accreditation Liaison Officer. The entire peer review team received team training provided by staff from ACCJC on February 4.

The evaluation team received the college's self-evaluation document (ISER) and related evidence approximately two months prior to the site visit. During the team training, the team discussed overall impressions of the ISER and found it to be a well written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The College provided evidence that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The College also included two self-identified actionable improvement plans and a Quality Focused Essay in the ISER.

Prior to the visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. On March 2, team members discussed their initial observations and their preliminary review of the written materials and evidence provided by the College. The team members also attended a reception at Norco and were provided a tour of the campus.

During the visit, team members met with approximately 55 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. During the visit, one team member visited the Riverside Community College District (RCCD) Office to meet with board members and administrative staff. The team held two open forums, which were well-attended, with approximately 65 individuals in attendance.

Major Findings and Recommendations of the
2020 External Evaluation Team

College Commendations

College Commendation #1:

The team commends the College for cultivating a collaborative culture of innovation as reflected in its mission that uses data and assessment to set transformational goals and strategies to improve the educational and economic outcomes of the College and region. (I.A.3, IV.A.1)

College Commendation #2:

The team commends the College for its sustained and substantive dialogue about equitable student outcomes and employing a guided pathways framework which is pervasive and informs student and instructional support, institutional decision-making and resource allocation. (I.B.1)

College Commendation #3:

The team commends the College for its innovative practices that lead to increased student access and success of its diverse population, as exemplified by its strong external partnerships such as its dual enrollment program, middle college high school, and Prison Education Program. (II.A.7, II.B.1, II.C.3)

College Recommendation

Recommendation to Improve Quality:

College Recommendation #1:

In order to improve institutional effectiveness, the team recommends that the College strengthen its process for establishing, communicating, implementing, and assessing guidelines for regular and substantive interaction in distance education courses (II.A.2, Commission *Policy on Distance Education and Correspondence Education*).

District Commendation

District Commendation #1:

The team commends the District and the District Budget Advisory Council for their vigorous, data-driven, process to finalize a Budget Allocation Model that provides clear information and rationale for decision-making that is perceived by all constituents as fair, equitable and transparent. (IV.D.2, IV.D.3)

District Recommendations

Recommendations to Improve Quality:

District Recommendation #1:

In order to improve institutional effectiveness, the District should fully implement its cyclical review of Board policies. (IV.C.7)

District Recommendation #2:

In order to improve institutional effectiveness, the District should formalize Board professional development including new trustee orientation, in their policies and practice. (IV.C.9)

District Recommendation #3:

In order to improve institutional effectiveness, the District should continue implementation of the new leadership roles, governance committees, and decision-making practices and conduct an evaluation of their integrity and effectiveness to complete the cycle. (IV.D.7)

Introduction

Norco College opened in 1991 as a campus of Riverside Community College and was granted its initial accreditation in 2010. As one of three colleges in the Riverside Community College District (RCCD), Norco College serves several Riverside County communities, including Jurupa Valley, Eastvale, Norco, La Sierra, Corona, Temescal Valley and the unincorporated areas along the Interstate 15 corridor. The College is physically located on over 141 acres of former United States Navy property.

As a comprehensive community college, Norco College provides a range of academic courses and programs, including online, hybrid, and traditional face-to-face classes, 21 associate degrees, 23 associate degrees for transfer (ADTs), 29 state-approved certificates, and 17 locally-approved certificates. Norco College serves about 14,500 students annually.

The College has been recognized for its positive campus climate through recognition as a "Great College to Work For" by the Chronicle of Higher Education. The College has made significant progress in implementing the guided student pathways framework, including the creation of four integrated "schools" or meta-majors, and served as one of 20 colleges selected for the California Guided Pathways Demonstration Project. Norco College has also been recognized as a "Military Friendly" college for its strong veteran support services and growing veterans program.

Eligibility Requirements

1. Authority

The peer review team confirmed that Norco College is authorized to operate as a postsecondary degree-granting institution based on continuous accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC is authorized under a regional accrediting body that is recognized by the U.S. Department of Education.

The College meets ER 1.

2. Operational Status

The peer review team confirmed that the College is operational and provides instruction and educational services to 15,280 students. Approximately 84% percent of the students are pursuing goals leading to a degree, certificate, or transfer.

The College meets ER 2.

3. Degrees

Norco College offers 44 Associate Degrees, including Associate Degrees for Transfer, and 46 Certificates. A substantial portion of the College's educational offerings are in programs that lead to degrees, and a significant proportion of Norco College students are enrolled in them. More than one of the College's degrees are two academic years in length.

The College meets ER 3.

4. Chief Executive Officer

The Board appointed an interim CEO in 2019 who reports directly to the Chancellor. The peer review team verified that the CEO possesses the necessary qualifications for the position, is employed full-time at the College, and is granted the requisite authority to implement policies and provide leadership for the College's operations. Neither the Chancellor nor the CEO serve as the chair of the Board of Trustees. The College immediately notifies the accrediting commission of a change in the CEO.

The College meets ER 4.

5. Financial Accountability

The institution, as part of the Riverside Community College District, contracts with a certified public accounting firm to conduct an annual financial audit. The report is made available on the District's website and is reviewed by the Board of Trustees in an annual public meeting. The most recent audits opine that the District's financial statements are presented fairly and that the District's financial practices accord with generally accepted accounting principles. The annual

audit also reviews compliance with federal requirements, including Title IV, and no concerns have been raised in recent years.

The Institution meets ER 5.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
X	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement

	have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)

X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
X	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

The College meets the regulation.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College meets the regulation.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Norco College has a recently revised and widely communicated mission statement that emphasizes its strong commitment to student learning and achievement through pathways and innovation. College processes demonstrate intentional considerations of the mission in planning, resource allocation and development of goals for student learning and achievement. The team confirmed that the College uses data systematically to determine its effectiveness in accomplishing its mission.

Findings and Evidence:

The mission was recently revised following the College's planning processes. The College's mission includes its purpose, vision, direction, and aspirations. The Board-approved mission clearly articulates the College's educational purposes, its intended student population, its commitment to learning and student achievement and its vital role as an educational and cultural "hub" for the region (I.A.1).

The team found evidence that the College uses data to determine how effectively it is accomplishing its mission. The College annually conducts its Institutional Effectiveness and Planning Survey to faculty, staff and administrators. The most recent survey results indicate wide agreement that the College's mission statement guides institutional planning. The College's Office of Institutional Effectiveness regularly publishes data on over 90 metrics that include dashboards and "data stories". The College further assesses accomplishment of its mission through annual and comprehensive program review processes and the monitoring of progress toward its institutional goals and objectives. The team confirmed that the College uses data to promote robust dialogue on the College's mission and student achievement experience. (I.A.2).

Norco College uses its mission to guide institutional decision-making, planning, and resource allocation. After revising its mission, the College adopted its 2030 Educational Master Plan that outlines 12 goals with 22 key performance indicators in the areas of access, student success, equity, educational programming, professional development, community and workforce partnerships, governance, and resources. The team found strong evidence in the ISER and through dialogue in college governance committee meetings of the College's commitment to developing, strengthening and expansion of programs and services aligned to its mission. The College promotes access through its partnership with John F. Kennedy Middle College High school located on the College grounds providing an opportunity for dual enrollment to high school students from the service area. The College's recently developed a Prison Education Program at a medium security prison in its service area offering transferable courses to its students. Decision-making, planning, and resource allocation are guided by the College's

comprehensive and annual program review processes where departments and programs articulate their alignment with the College's mission. (I.A.3).

The College disseminates and publishes its mission statement through its Catalog, website, committee meeting agendas and other publications. The Riverside Community College District Board of Trustees adopted the current mission statement on December 10, 2019. The College's recent effort to review and revise its mission statement following its planning processes and provides evidence of the College's commitment to transforming the live its students and region Standards (IA.4).

Conclusions:

The College meets the Standard.

College Commendation #1:

The team commends the College for cultivating a collaborative culture of innovation as reflected in its mission that uses data and assessment to set transformational goals and strategies to improve the educational and economic outcomes of the College and region. (I.A.3, IV.A.1)

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Norco College has documented institutional structures, processes, and information that demonstrate its commitment to ensuring institutional effectiveness. Through the use of data on student success, achievement, and learning, the college provided evidence of substantive college wide dialog focused on improving student outcomes. Norco College's commitment to equity and innovation to address student needs is evidenced in its mission, planning, and allocation of resources

Findings and Evidence:

Norco College demonstrates a substantive and collegial dialog about student outcomes and institutional effectiveness. The institution is organized so as to promote such dialog though various committees including the Diversity, Equity, and Inclusion Committee, the Institutional Strategic Planning Council (ISPC), and the Teaching and Learning Committee. The Academic Senate has as a standing sub-committee, the Norco Assessment Committee (NAC) focused on the continuous improvement of student learning and achievement. The assessment of institutional effectiveness is codified in Board policy and procedure and documented in regular reports, meeting minutes, and published plans. Through observations of committee meetings and interviews, it is evident that Norco College has an uncommon culture of collaboration and innovation in order to promote greater student success and achievement. The use of data to inform dialog around improving institutional effectiveness is robust and pervasive, supported by dedicated staff in the Office of Institutional Effectiveness. A sense of urgency to serve students and the community is demonstrated in college wide dialog focused on issues of equity, as

reflected in the mission of Norco College. The team was impressed with the way in which this broad dialog, assessment and concern for student success and equity led to a major reorganization of the College around a guided pathways framework. Inspired by the "9.8 Story" in which they acknowledged that in 2015 only 9.8 percent of students received degrees within four years, the College mobilized to reorganize all of its structures to significantly improve student learning and achievement. This included reorganizing the College through the establishment of "Schools" (meta-majors), developing a Facilities Master Plan using a guided pathways lens, and redesigning academic and student supports to improve the student experience. Through interviews and discussions with various constituents, the team found that that continuous improvement at the College was pervasive and the systematic use of the guided pathways framework at all levels was a significant way in which the College improves student learning and achievement (I.B.1).

Norco College defines and assesses student learning outcomes for all programs and services. Norco College utilizes the software system Nuventive for the tracking and documentation of course learning outcomes assessment. Norco College has established a six-year cycle of assessment for courses, programs, and services. Program review also includes the assessment of outcomes, and regular reports are produced to document the assessment of learning outcomes. Norco College has established institution-set standards (ISS), which are based on metrics used in the USDE College Scorecard, and that are used to assess performance as part of a cycle of continuous improvement. This information is published and discussed in various committees, such as the ISPC. The College has published criteria for the evaluation of the ISSs and procedures for action based on performance (I.B.2; I.B.3).

Norco College demonstrates that it organizes its institutional process to use data to support student learning and achievement. The program review process and its inclusion in resource allocation considerations is well documented as part of the strategic planning cycle. The focus on data for assessment of student achievement is evidenced through committee structures, minutes, and regularly published reports. There is a substantial amount of information available through the college's website that demonstrate the use of data (I.B.4).

At Norco College, all academic, student services, and administrative units engage in program review on a three-year cycle that includes review and evaluation of goals and objectives, student learning, and achievement. Data to support this process is produced and published by the Office of Institutional Effectiveness. Data is disaggregated for analysis. Reports are produced that provide evidence that the college assesses the accomplishment of its mission, including an Annual Assessment Report, Institution-Set Standards and the Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators." Norco College also provided evidence that it regularly disaggregates and analyzes learning outcomes and achievement data for subpopulations of students. This information is included in the ISSs, program review, and is published online by the Office of Institutional Effectiveness. When Norco College has identified performance gaps, it has allocated resources as evidenced by the Completion Initiative that became Guided Pathways, and its Professional Development Plan I.B.5; I.B.6).

Norco College describes processes provides evidence in its institutional self-evaluation report (ISER) that it regularly evaluates processes, programs, and services to ensure their effectiveness. As codified in Board Policy and Procedure, Norco College annually evaluates the effectiveness of its governance processes, evidenced in its Report on the Annual Evaluation Cycle and Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators." Norco College has a well-documented culture of conducting regular surveys that are intended to evaluate various processes and structures in support of academic quality (I.B.7).

Norco College provides evidence that it broadly communicates the results of evaluation activities to promote a shared understanding of the state of the college. Information on assessment and evaluation is located on several websites, including for the Office of Institutional Effectiveness, and the minutes and reports of several committees, such as the ISPC and NAC. There are annual reports that are broadly shared that outline evaluation of the priorities of Norco College, as outlined in their Educational Master Plan and Strategic Plan (I.B.8).

Norco College outlines its regular cycle of integrated planning and resource allocation in its Strategic Plan and process. The college organizes its processes of learning assessment, program review, annual evaluation of processes to support improvement and institutional effectiveness. The college regularly updates key plans, such as the Educational Master Plan and Strategic Plan, which address short and long-range resource needs in all areas of the college. The integrated processes and relationships among key planning activities is documented (I.B.9).

Conclusions:

The College meets the Standard.

College Commendation #2:

The team commends the College for its sustained and substantive dialogue about equitable student outcomes and employing a guided pathways framework which is pervasive and informs student and instructional support, institutional decision-making and resource allocation (I.B.1)

I.C. Institutional Integrity

General Observations:

Norco College has documented institutional capacity, policies, and processes to ensure the integrity of information provided to students, personnel, and the community, both online and in print. The college catalog, schedule, websites and other documents are updated on a regular cycle and provide information on policies and procedures, the total cost of attendance, and expected learning outcomes. The college has policies that promote honesty, responsibility and academic integrity.

Findings and Evidence:

Norco College communicates information related to its mission, learning outcomes, programs, and service through a variety of means including the college catalog, websites, social media, and

GradGuru. Information in the catalog is updated on a regular schedule that is documented and supported by institutional capacity. Departments and units are responsible for coordinating with information technology services to maintain currency of information. Norco College communicates its accreditation status with its accreditors through the college website and catalog. Norco College provides an online catalog with accurate information that includes requirements, policies, and procedures (I.C.1; I.C.2).

Norco College provided substantial documentation of assessment of student learning, success, and achievement. This information is communicated widely on the website for the Office of Institutional Effectiveness, as well as in its Annual Progress Report on Educational Master Plan Goals, Objectives, and "Dashboard Indicators." Information related to assessment and evaluation is communicated in the various committees of the college (I.C.3).

Norco College describes its certificates and degrees, including program learning outcomes, in its college catalog, available on the college website. Program descriptions include course sequence, units, and prerequisites, as well as learning outcomes (I.C.4).

Norco College has a documented process for the review of policies, procedures, and publications to ensure accuracy in the representation of information related to programs and services. This information is available in several forms, including online and in print (I.C.5).

Norco College provides information regarding the total cost of education on its college website, in the college catalog, and in the class schedule. Information regarding tuition, fees, textbook costs and instructional materials costs is also provided on college websites and in the college catalog (I.C.6).

Norco College publishes board policy BP 4030 on Academic Freedom in the college catalog and on the District website for board policies (I.C.7).

Norco College publishes board policies and procedures regarding academic honesty in the college Catalog, on the Standards of Student Conduct webpage, and the in the Student Handbook. Consequences for dishonesty are described in the Student Code of Conduct, and outlined in the Student Discipline Procedures. The District has adopted an Institutional Code of Professional Ethics to promote honesty, responsibility, and integrity of all constituencies (I.C.8).

Norco College follows its board policy BP 4030 on Academic Freedom that directs faculty to present information accurately, and distinguish that from personal opinion (I.C.9).

Norco College publishes Core Commitments that include mutual respect, collegiality, inclusiveness, and integrity. The Student Code of Conduct is published in the Student Handbook and the college website. The conduct of all constituencies is outlined in board policy on an Institutional Code of Professional Ethics (I.C.10).

Norco College does not operate foreign locations (I.C.11).

Norco College provides information that it agrees to comply with Eligibility Requirements, Accreditation Standards, policies and other requirements on its website. Norco College provides information of its compliance with regulations and statutes, and its accredited status, on its website. The college has a regular process for the review and update of information provided to external agencies, the Commission, students, and the public through its college catalog and websites (I.C.12; I.C.13).

Norco College is a public California community college and states in its ISER that it does not have investors, does not respond to a parent organization, and does not have external interests to whom it must respond when considering the quality of its programs, student achievement, and student learning. Norco College provides evidence of its commitment to high quality education, student achievement, and student learning through its various publications, including its Educational Master Plan and Strategic Plan (I.C.14).

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

The College demonstrates, through action and consideration of action, a commitment to providing high quality, focused instructional programs that are responsive to the needs of its community. Robust dialog focused on curriculum quality and program value to graduates.

Findings and Evidence:

The team confirmed that all instructional programs offered by the College, regardless of location or means of delivery, including distance education, are consistent with the institution's mission, are appropriate to higher education an culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. The College does not offer correspondence courses (IIA.1).

Faculty, including full-time, part time, and adjunct faculty, regularly engage in ensuring that the content of instruction meets generally accepted academic and professional standards and expectations. The College's curriculum development and review process is well documented. Records of curriculum submissions, representation on committees, and review tracking documentation in CurriQunet show full-time, part time, and adjunct faculty regularly engage in ensuring courses meet academic and professional standards and expectations. Faculty are required to complete a designated training course on institutional expectations and best practices for online delivery of instruction prior to teaching courses via distance learning. A certificate is provided as documentation of eligibility for assignment as instructor on distance learning course sections. Professional development, additional training in best practices, and support are offered on a regularly scheduled basis. In addition, a maintained online resource site provides immediate access to frequently-asked questions resources and personal assistance is available by training on standards, for distance education course expectations and course delivered. Curriculum and curricular programs are reviewed on a regular basis following a well-documented process. The College has documented and follows an established process for a separate, additional approval to

authorize use of distance education delivery for courses. Review of the curriculum handbook, minutes of meetings, CurriQunet tracking documents, student learning outcomes annual reports, and program review documents verified that faculty engage in systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. The curriculum development process requires faculty review of all aspects of courses including review of methods of instruction. Review of course outlines of record confirmed the assertion that methods of instruction meet generally accepted academic and professional standards and expectations. In addition, the College recently developed more robust guidelines for regular and substantive interaction in distance education courses; however, documentation, communication, and implementation of these new guidelines varied and the effective dates for the guidelines were unclear. Based on evidence provided and interviews with faculty, the team was unable to determine which version of the guidelines represented the current standard of practice for the College. With this in mind, the team utilized the version of the guidelines that was known to be in effect at the beginning of the prior fall term to review distance education courses (IIA.2).

The College identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established procedures. Assessment of learning outcomes follows a six-year schedule for all courses and programs. Faculty members determine when, in the six-year schedule, each course and program must be assessed. Each year, a report on the status of learning outcomes assessment, analysis of findings from assessment results, and analysis of learning program assessment. An annual report, written by an academic senate sub-committee, provides data and analysis of learning outcomes regarding student attainment at course and program levels. The College has officially approved and current course outlines that include student learning outcomes. Course outlines of record include student learning outcomes in both the CurriQunet tracking prior to course adoption and in the final, approved, printable course outlines of record. The team verified that in every class section students receive a course syllabus that includes learning outcomes; however, the team noted inconsistencies on approximately 20% of the reviewed syllabi when comparing learning outcomes on syllabi and those on from the College's officially approved course outline. The team suggests that the College strengthen its process for communicating updates to SLOs and ensuring course syllabi include accurate SLOs. During interviews, deans, department chairs, and the student learning outcomes assistant were all separately identified as responsible for ensuring syllabi includes learning outcomes from officially approved course outlines (IIA.3).

The College offers pre-collegiate level curriculum. The curriculum is distinguished from college level curriculum in published descriptions of the curriculum, enrollment requirements, and in units awarded. Course descriptions and enrollment criteria for these courses clearly indicate that the curriculum directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum (IIA.4).

The team validated evidence that the College's degrees and programs follow practices common to American higher education. Degrees and programs are of appropriate length, breadth, depth and rigor. Course sequencing, time to completion and synthesis of learning are also aligned with practices common to American higher education (IIA.5).

The team reviewed BPs and APs 4020 and 4025, BP 4022, the curriculum handbook, the curriculum and program approval processes, minutes and other historical documents, as well as published resources denoting criteria for determining length, breadth, depth, and rigor, it is evident that the College follows practices common to American higher education (IIA.5).

Requirements for the completion of each program, degree, and certificate are documented in the college catalog. Requirements include documented achievement levels and student learning outcomes for each program, degree, and certificate. Programs, degrees, and certificates are awarded following documented attainment of the required achievement levels. Course learning outcomes identified within each program, degree, and certificate are associated with identified program learning outcomes. Completion of courses within program areas and sequencing of learning outcomes from course to program outcomes provides synthesis of learning. Examination of other tracking and reporting aspects within CurriQunet showed the College determines and documents prerequisite/requisites for courses. On-site interviews confirmed on going evaluation of course sequencing   The College has and follows a defined process (IIA.5).

The College ensures that minimum degree Board Policy 4100 documents the graduation requirements for programs leading to degrees. Specifically, BP 4100 includes demonstrated competence in reading, written expression, and mathematics, a minimum of 60 units with 18 units in major or area of emphasis or CTE program. The inclusion of general education curricula in program is also required in the areas of natural science, social and behavioral science, humanities, and language and rationality. Program descriptions in the catalog expressly state each of the requirements and include specific listings of discipline area courses. The course listing shows which course(s) must be completed and, as appropriate to the program, groups of courses from which program participates must select a stated number of units. The College does not offer baccalaureate degrees. (IIA.5).

The College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education (IIA.6).

The College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. The College uses face to face, online, and hybrid modes for delivery of course content. Traditional delivery modes, teaching methodologies and learning support services reflect the diverse and changing needs of its students, in support of equity in success for all students. The College uses online and hybrid modes for delivery of course content and has taken steps to address disparity in student success. The College's published Equity Plan notes need for training on assessment with an equity focus, and equity-based pedagogy training with support for faculty. The associated planned budget indicates $40,000 for professional development activities providing, among other activities, faculty training in equity-based pedagogy. The College expands access to its community by way of successful partnerships which includes the John F. Kennedy Middle College High School, a robust dual enrollment program and successful Prison Education Community program (IIA.7).

The College validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The College ensures that processes are in place to reduce test bias and enhance reliability (IIA.8).

The College adheres to Board Policy and Administrative Procedure 4020 for determining time to unit requirements. An auto-calculator for converting lecture and/or laboratory hours to credit is available on through the Curriculum Committee webpage. The calculator renders outcomes follow Federal standards for clock-to-credit hour conversions. The College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. The transfer-of credit is clearly stated in the College catalog, and in some promotional materials for career and technical education programs. In accepting transfer credits to fulfill degree requirements, the College has and follows a review process to certify comparability of expected learning outcomes for transferred courses with the College course learning outcomes. Based on identified patterns of student enrollment, the College has articulation processes and articulation agreements in place with other institutions of higher education, and with nearby high schools as appropriate to the mission of the College (IIA.10).

The College catalog includes the program level outcomes for each program at both a broad discipline focus level (i.e. social and behavioral science focus on understanding of human behavior individually and in groups) and at the level of specific programs available within each broad discipline field (i.e. learning outcomes specific to psychology for the psychology for transfer degree). The learning outcomes are documented in the catalog and in curriculum specific documents. The documented program development process requires learning outcomes be developed prior to formal submission to the curriculum approval process (IIA.11).

The College has identified and published program learning outcomes the general education (GE) course pattern. The GE program learning outcomes are located in the catalog, and align with BP/AP 4100. The College provided evidence of assessment for general education outcomes and ongoing dialog intended to improve attainment of program learning outcomes, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. (IIA.12).

The team confirms that degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Review of curriculum records, committee minutes, and interviews confirmed identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies. Mastery of key theories and practices within the field of study is stated as a requirement of all degree programs (IIA.13).

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. Administrative Procedures 4102 requires establishment and use of advisory committees to ensure alignment of program content and skills development with industry standards. Evidence provided by the College shows that career and technical education program descriptions, course descriptions, identified program learning

outcomes reflect professional competencies derived from advisory committee input and documented professional standards (IIA.14).

Board Policy 4021 and AP 4021 denotes criteria the process of notification when programs are eliminated or significant changes are made to program requirements. The team confirmed that the College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption (IIA.15).

The team confirmed College regularly evaluates and improves the quality and currency of all instructional programs offered by the College regardless of delivery mode or location. Using documented processes, the College systematically works to improve programs and courses to enhance learning outcomes and achievement for students (IIA.16).

Conclusions:

The College meets the Standard.

College Recommendation 1:
In order to improve institutional effectiveness, the team recommends that the College strengthen its process for establishing, communicating, implementing, and assessing guidelines for regular and substantive interaction in distance education courses (II.A.2, Commission Policy on Distance Education and Correspondence Education).

College Commendation #3:
The team commends the College for its innovative practices that lead to increased student access and success of its diverse population, as exemplified by its strong external partnerships such as its dual enrollment program, middle college high school, and Prison Education Program. (II.A.7, II.B.1, II.C.3)

II.B. Library and Learning Support Services

General Observations:

Norco College provides sufficient library and learning support services to support its educational programs, including distance education courses. The College offers library services, tutorial services, course-integrated supplemental instruction, a writing and reading center, and a math and science center. Online library support and tutorial services are available. The Library supports resource requests from students enrolled at the California Rehabilitation Center (CRC). A plan to provide tutorial services for CRC students is in development. Librarians collaborate with faculty in the selection and maintenance of resources to support student learning. The team applauds the innovative collaborative approach of the Library Advisory Committee that brings the Library, LRC and a wide range of discipline faculty together to advocate for the learning resource needs of students. Both the Library and the Learning Resource Center participate in the annual program review process and conduct assessment activities, including student surveys. The College documents agreements with service providers and regularly evaluates these services to ensure that they meet the learning needs of students.

Findings and Evidence:

Centrally located on campus, the William J. Airey Library is a bright, welcoming space with a wide array of print, electronic and media resources. The recently updated study space offers a variety of options for students, including study rooms equipped with digital white boards, computer stations, and laptops. Copying, printing, and wi-fi are also available. During regular sessions, the library is open six days a week, for a total of 63.5 hours. Librarians teach weekly research skills workshops and a one-unit transferable course Introduction to Information Literacy, offered in both online and hybrid modalities. The Library has developed a wide-range of discipline-specific online research guides to assist students on or off campus. Chat reference help is available 24/7. All Canvas courses feature a link to a 24/7 library access guide which includes information on accessing a wide range of electronic resources, including online help. The Library works with librarians at the California Rehabilitation Center to ensure that they are able to provide information needed by students in the Prison Education Community program who are not allowed access to the Internet. The Library supports a range of student engagement activities to promote reading and the library, including Read 2 Succeed (a college-wide book read), poetry readings, and the Student Discussion Club which hosted a bookstore field trip where students selected books that were purchased for the library. (II.B.1)

The Learning Resource Center (LRC) is located on the lower level of the Airey Library building. The LRC includes Tutorial Services, a Math and Science Success Center, a Writing and Reading Center and a Supplemental Instruction program. The LRC also provides access to laptops, computers, study rooms and digital white boards. The newly redesigned space maximizes flexibility for learning center activities. Tutoring is available on a walk-in basis or by appointment. The College holds international certification for both its Tutorial Services and Supplemental Instruction programs. The Supplemental Instruction (SI) program works directly with faculty and specific courses. The program is highly structured, and requires tutors to complete training, attend lectures, meet with faculty, and participate in staff meetings. Online tutoring support (NetTutor) is available for online students through a link in the Canvas shell. The College is developing a plan to provide peer tutoring to students enrolled in the Prison Education Community program. (II.B.1)

Librarians have primary responsibility for the selection and maintenance of the collection. They follow a Library Collection Development Procedure that includes guidance on both selection and deselection of materials. A librarian serves on the Curriculum Committee to ensure that library resources adequately support new courses. Faculty may also request library materials through a link on the library website. The Library actively engages faculty in collection development. The Library developed a Collection Review Guidelines & Process to assist faculty in reviewing the collection in their respective discipline areas. Faculty may receive flex credit for participating, and the library has offered additional incentives such as a boxed lunch. An active and highly engaged Library Advisory Committee comprised of faculty, administrators and students, prioritizes library materials requests from program reviews based on the library's collection development procedure. The advisory committee also contributes advice and advocacy for library improvements. (II.B.2)

Both the Library and the LRC participate annually in the program review process. In recent years, these areas have merged their reports into one Academic Support Services program review. Both areas actively assess learning and service outcomes. In spring 2018, the Library conducted a survey of more than 800 students. Based on the survey results, the College extended Library hours on Fridays and added Saturdays. Other notable assessments include analyses of success rates for students participating in library workshops and for students seeking assistance at the reference desk. In both cases, students who use these services have higher success rates compared to other students. Similarly, the LRC uses data collection and surveys as assessment tools. Both Tutorial Services and the SI program found that students who attended sessions in the respective programs have consistently higher success rates than other students. (II.B.3)

The College purchases most of the Library's databases through contracts maintained by the Community College Library Consortium. The College also maintains contracts with two specialized database vendors. Librarians review database usage reports to inform purchasing decisions. In January 2019, the College signed on to participate in the new statewide Library Services Platform. The College contracts with NetTutor Online Tutoring Service to provide tutorial assistance to distance education students. The College tracks usage, which has steadily been increasing, and conducts satisfaction surveys. The District maintains contracts for pay-for-print services. (II.B.4)

Conclusions:

The College meets the Standard.

See College Commendation #3.

II.C. Student Support Services

General Observations:

The college provides a wide variety of student services both in-person and online, with a number of programs that reflect a strong effort by the college to create a culture that is inclusive and promotes the spirit of participatory governance.

The services provided are comprehensive and traditional for a public community college in California. The College has been very focused on the implementation of Guided Pathways and complying with AB705. Additionally, the college has implemented support programs that are reflective of the purpose of these state-wide initiatives. Student support services at Norco College appear to be inclusive and appear to be available to all students regardless of location or means of delivery. The college assesses student support services through faculty and staff dialog, program review, and surveys. The college and district adhere to state and federal law regarding the confidentiality, maintenance, release, and destruction of student records.

Findings and Evidence:

Student support services evaluate the effectiveness of their programs, services, and delivery methods. The college utilizes the program review process and student satisfaction surveys to gain an understanding of student need and trends. For example, evidence showed that the "Zoom" counseling services were implemented as a result of an analysis of student data that was reflected in the program review. (II.C.1.)

The college identifies and assesses learning support outcomes for its student population and works through the participatory governance process, where faculty and staff identify Program SLOs (PSLOs) for the area. The college provides appropriate support services and programs. PSLO's have been developed for its programs and have completed the program review cycle. (II.C.2.)

The college offers an array of services available to students. Services are also provided to students at off-site locations in the Dual Enrollment and Prison Education programs. Additionally, district distance education students can access Wellness Central through a link embedded in all Canvas shells. Lastly, the college disseminates all information regarding the college's support services via email, the college website, a student newsletter, and various informational fliers. (II.C.3.)

The college has an associated student body that is student driven and which assists in developing opportunities for students to participate in campus activities. The Department of Student Life offers learning opportunities for its diverse student population which include training and advising for student government; promotion of safety; and the promotion, investigation, and adjudication of student conduct.

The college maintains co-curricular and athletics programs which are suited to the college's mission. The college supports and promotes an active student government which encourages participation and dialog amongst its members to support the college's efforts to provide a complete college experience. Associated Students' funds are deposited and disbursed by the Chief Student Services Officer and are subject to an annual audit. (II.C.4.)

The College provides counseling and academic advising programs to support student development and success. The program orients students to understand the academic requirements and information about graduation and transfer. The College assists student success through various components such as counseling and advising, orientation, and guidance courses. Additionally, students are provided with various opportunities to attend workshops that provide additional support to the college efforts to help students navigate the students' educational pathway. Counseling and advising programs ensure students understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Lastly, the College appears to continuously provide professional development opportunities in order to ensure staff are prepared and responsible for the advising functions and to serve as a representative of the college. (II.C.5)

The District has admissions policies consistent with its mission and state regulations. These policies include special admission of part- and full-time K-12 students, noncitizens, and

persons who do not possess a high school diploma or equivalent. The college adheres to these policies when admitting students. These policies are published in catalogs and class schedules, as well as available on websites. The college advises students on clear pathways to complete their educational goals, including transferring to a university, through its counseling services which are made available through various innovative delivery methods (II.C.5)

The college evaluates admissions and placement instruments and practices to validate their effectiveness. The Admissions and Records (A&R) office regularly evaluates admissions practices using various methods including Program Review. The A&R Office Program Review includes self-assessments, surveys, questionnaires, and feedback from students. A&R also solicits feedback from external sources that include students, community members, and auditors and internal users including faculty and staff. The college has adopted all of the elements established by AB 705 within its placement practice. (II.C.7)

All official student records are maintained in the Office of Admissions and Records under the supervision of the Director of Admissions and Records. These records consist of a complete listing of all coursework attempted at the college (Permanent Record), placement scores, transcripts from other schools and colleges, application forms and supporting documents, and Change of Record forms. The college uses the Colleague/Datatel system with servers located in the District ITSS offices. The system uses role-based security to ensure that employees have access only to data necessary to their work. The Catalog contains a statement on the policy for the use and release of student information. Release of any information requires written permission of the student, except as provided by law. In case of the closure of the College, responsibility for records would pass to the State Chancellor's Office.

Review of the evidence of student complaint files was not easily accessible to the team for their review. The team encourages the college to create, implement, and assess the effectiveness of their current practices of documenting formal student complaints, including creating and maintaining a repository of complaints available for review. (II.C.8)

Conclusions:

The College meets the Standard.

See College Commendation #3.

Standard III

Resources

III.A. Human Resources

General Observations:

Norco College has established applicable policies and procedures for the hiring of qualified faculty, classified professionals, and administrative employees. The College establishes clear job requirements and has transparent hiring processes. The College has in place procedures for the evaluation of employees and follows those procedures. The use of data and program review recommendations is incorporated into the identification of positions for hiring and ensures the positions support the mission of the college. The College makes diversity a priority and provides training opportunities to all employees. Professional development opportunities are available to faculty, staff and administrators. The College has implemented policies to maintain records in a secure environment.

Findings and Evidence:

The evidence shows the College has policies and procedures in place to employ faculty, staff and administrators qualified by education, experience and training. The criteria, qualifications and procedures for selection are clearly and publicly stated in the job descriptions and available to the public in diverse publications. Job qualifications and work experience of applicants are verified by Human Resources. The selection of personnel supports the College mission and goals. (III.A.1)

The evidence shows the College has adopted minimum qualifications for faculty that include a knowledge of subject matter and skills for service to be performed, including the review of curriculum and learning assessments. Administrators and staff also meet qualifications to perform required duties to support quality and effectiveness. Human Resources has demonstrated appropriate processes to verify transcripts and levels of skill and qualifications of all personnel. (III.A.2, III.A.3, III.A.4)

The evidence demonstrated Norco College has stated intervals for evaluation found in the labor agreements, administrative procedures and handbooks. The written criteria for evaluations include assessing effectiveness and encourage improvement. The College reported 80-100% compliance with the evaluation cycles, with greater than 95% of full-time faculty and management evaluations completed or less than 30 days overdue. (III.A.5)

The College has demonstrated the institution maintains sufficient levels of full-time and part-time faculty to support quality educational programs to support the College mission and goals. The evidence supports the fact that the hiring process starts with program review to identify and prioritize staffing needs and the program review flows from the college strategic plan. The

College demonstrated the number of faculty hired by the district meets the requirements of the faculty obligation number from the State Chancellor's office. (III.A.7)

The College provides an orientation to part-time faculty. The evidence indicates the department chairs are responsible for these orientations and oversight, and that they are handled at the department level. The college has demonstrated a process is in place for the evaluation of part-time faculty members, however the team suggests the College continue to develop the Canvas module for orientation materials and develop a more standardized orientation. Professional development opportunities for part-time faculty members are the responsibility of the Professional Development office. (III.A.8)

Norco College demonstrated it has clear processes and procedures to identify and prioritize staffing requests for classified professionals and administrators. The process begins with program review and is supported by the Strategic Planning process and resource allocation. The College additionally employs surveys to determine if the staffing levels of administrators are adequate. The College demonstrated additional processes are available to support positions identified to support grants or other initiatives. (III.A.9, III.A.10)

The College has established clear personnel policies and procedures. The personnel policies are accessible to the public on the district Human Resources web page. This page includes links to the District Equal Opportunity Plan, which ensures the policies and procedures are administered consistently and equitably. Collective bargaining agreements are available to the public on the District web site. (III.A.11)

The evidence shows the College has board policies, administrative procedures and an Equal Employment Opportunity Plan in place to maintain practices, programs and services to support diverse personnel. The evidence shows the plan tracks employment diversity and ensures fair treatment of employees. The college makes diversity and equity a priority and provides training and professional development opportunities. The Day of Inclusion developed by the Diversity, Equity and Inclusion Committee is an exemplary example of the college's commitment. Additionally, the district support of team attendance at the Center for Urban Education Equity In Hiring at Community Colleges resulted in positive actions by the district to support equity in hiring. (III.A.12)

The institution has a board-approved Code of Ethics policy for all employees. Consequences for violations are delineated in Board Policy and Administrative Procedures 7360, 7365 and 7368. (III.A.13)

The evidence shows the College supports professional development opportunities for faculty, staff and administrators through board policies. A wide range of professional development opportunities are offered for faculty through a Professional Development Committee. Classified professionals and confidential employees receive professional development opportunities through the district-coordinated opportunities. (III.A.14)

The evidence demonstrates the College makes provisions for the security and confidentiality of personnel records through board approved policies and procedures and in accordance with state

and federal law. Policies and procedures are in place to ensure employees have access to their personnel records. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

Norco College is a young and growing institution, and its facilities planning reflects the need for increased space to meet enrollment demand and to build out a comprehensive college. The College follows approved plans, such as the Facilities Master Plan and its Five-year Plans for Construction and Scheduled Maintenance, and this planning is appropriately linked to the Educational Master Plan and institutional objectives. Through program review and staff access to an online work order system, the College provides for staff input into short- and long-term facilities needs. Evidence provided in the ISER demonstrates that the College's physical resources are adequate to support a safe instructional environment for staff and students. The College monitors space utilization and provides regular assessment of facilities conditions. The College, in conjunction with the Riverside Community College District, has adequate policies in place to ensure sound and transparent management of its physical resources.

Findings and Evidence:

Facilities are regularly monitored through the Facilities Condition Assessment and other reports. Space utilization, maintenance, and construction needs are evaluated and reported through the state's FUSION system. The College identifies program needs through the Institution's program review process and through regular meetings of the Facilities Planning Council. The College makes efforts to ensure a safe campus through the frequent examination of grounds and a 24-hour work order reporting system. A campus safety committee is in place and administers surveys of the campus community to assess safety. The College provides evidence of ongoing safety training for personnel and has processes in place for staff to report issues that arise on campus. The College meets the standard. (III.B.1)

The College provides sufficient evidence to demonstrate that plans and processes are in place to assure the effective utilization and availability of facilities to support the institution. The Facilities Master Plan (FMP) proceeds from the Educational Master Plan (EMP), linking the focus of physical resource planning to the institution's long-term educational mission and objectives. Resource availability will dictate the timeframe for completion of campus plans, much of which will need to be supported by local bonds. The College's program review cycle includes the identification of facilities needs, which is evidence that physical resource allocation requests are assessed in context with institutional objectives. Area vice presidents have designated budgets to address immediate facilities and/or equipment needs on the campus, which enhances safety and ensures the efficacy of the College's physical resources. In addition to the FMP, the College annually updates the Five-year Construction Plan for submission to the Chancellor's Office. (III.B.2)

Proper reporting elements are regularly updated to assess space utilization, including the College's work order system and the 25-Live system. The College conducts regular surveys and provides multiple ways for gathering input from the campus community. Space utilization and facility condition assessments from the state's FUSION system help inform short and long-term planning, such as the Five-Year Construction Plan. (III.B.3)

The College follows a reasonable sequence of planning to support decisions. The Strategic Plan informs the EMP, which informs the FMP. Board policies for construction appropriately prioritize instructional services. The College's Five-Year Construction Plan reflects campus (and District) priorities. The District's Citizens Bond Oversight Council meets regularly to verify that the Measure C (the District's General Obligation bond approved in 2004) funds are being expended in a manner that is consistent with the language approved by the voters. The ISER notes some limitations of funding resources to accomplish many of these goals, but the District is seeking voter approval of a construction bond. A new bond would allow the College to make significant progress toward building out the campus. The campus has developed a comprehensive total cost of ownership (TCO) tool to ensure that the full costs of purchase, installation, and replacement of requested physical resources are accounted for at the initiation of the request. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Norco College provides technology services appropriate and adequate to meet management, operations, and program needs. The College has a plan to update and replace technology to ensure infrastructure, quality and capacity to support the college mission. The plan is dated 2013-16 and has been extended twice. The assessment of needs in program review and resource allocation and coordination among governance committees provides for the review of plans and setting of priorities. The detailed total cost of operation of requests and a reasonable refresh cycle for devices allows for the assessment of need. Additionally, needs and satisfaction of technology services as resources are surveyed regularly. Processes are in place to maintain reliable access, safety, and security. Policies and procedures are in place to guide appropriate use of computers and technology to support teaching and learning and support for faculty and staff.

Findings and Evidence:

Evidence validates that Norco College technology services, tech support, facilities, hardware and software are sufficient to support the college operations and programs. Needs are identified through program reviews, surveys, and through engagement with shared governance committees. Total cost of ownership is assessed, inventories are tracked by appropriate entities, and the college has gone through two refresh cycles. The College has an approved Technology Strategic

Plan 2013-16, which was supplemented by an addendum in 2017-18, with a second addendum in 2019. The College provided evidence of a draft plan for 2019-2025. (III.C.1)

The team found evidence the institution plans for, updates, and replaces technology to ensure quality and capacity are adequate to support the college mission. The College Strategic Technology Plan provides for the maintenance, upgrade and replacement of technology. The College surveys faculty, staff and students annually to assess need and user satisfaction. Management and maintenance of the college technology infrastructure is handled by the district Information Technology (IT) department. (III.C.2)

The College assures its technology resources are implemented and maintained to ensure access, safety, and security through support of remote operations with the District and through a Help Desk offered from the District. The College Technology Support Services interfaces with the district IT department to provide reliable service. College and/or District planning includes disaster recovery and continuity. The District is responsible for the technology infrastructure. (III.C.3)

The College provides evidence they assess the need for and satisfaction of technology training through an annual survey. Training opportunities are available online through the Lynda Campus resource. The College provides other professional development opportunities through Flex Days and other offerings. The College also provides weekly Canvas training. (III.C.4)

The evidence shows the College has board policies and procedures that contain proper elements to meet the standard regarding computer use. They are ADA compliant. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The College provides sufficient evidence to demonstrate that financial resources are managed through the establishment and implementation of appropriate policies, procedures, and campus planning. The College's general-purpose funding is determined through the District's Budget Allocation Model, which is undergoing revision to reflect changes in the state's funding model. Processes are in place to ensure that institutional needs are identified and met. College resource allocation requests are prioritized relative to institutional needs through a program review process that informs allocation decisions. The College relies upon the District for certain activities, such as purchasing and contract review and approval. The College manages funds with integrity as demonstrated through the District's annual audits. The College has adequate policies relating to grant management. The College's fiscal practices comply with generally accepted accounting principles (GAAP) and also with state regulations (e.g., the 50 Percent Law). The College plans for long-term obligations through annual budget set asides and investment in

irrevocable trusts for both OPEB and for pensions. The College participates in JPAs that pool risk to lower the cost of insurance for liability and workers compensation. The college has adequate reserves to handle unanticipated needs.

The team recognizes the College for its clear processes for program review and resource allocation determinations. Discussions throughout the College indicated strong understanding and buy-in for the process.

<u>Findings and Evidence:</u>

The College general fund resources are determined through the District's Budget Allocation Model (BAM), which is in the process of adapting to the state's new Student-centered Funding Formula (SCFF). The development of FTES "exchange rates" that reflect the actual cost of instruction by program area has helped the College advocate for adequate funding within the BAM process. The College follows a resource allocation model where programs assess needs relative to institutional objectives during a review cycle. Allocation decisions are then weighed against the availability of resources. This process assures that funding determinations support learning and institutional effectiveness. Sufficient ending balances and the District's recent audit reports demonstrate the integrity of financial management. (III.D.1)

College processes, including those for resource decisions are detailed in the Strategic Planning Process (SPP). The SPP specifies a process of program review where needs are measured in the context of the College's mission and strategic objectives. This process prioritizes key institutional needs in resource allocation determinations. The College has adequate fiscal policies that are made readily available to the campus through the website and through regular training. The District's annual audits provide assurance of the integrity of financial management. The College provides timely communication to the campus through email communications, online access to budget decisions, and regular reports to appropriate committees. (III.D.2)

The College's budget development processes follow clear policies and guidelines, specifically BP 6200: Budget Development and BP 6250: Budget Management. The budget development process is transparent, including a timeline that is made available to the campus. The college community is kept informed of state budget news and receives regular updates regarding the condition of the College's finances. The Budget and Facilities Planning Council, a committee whose makeup reflects the diversity of campus stakeholders, receives frequent updates on the status of budget development. FTES information is reviewed by the District Enrollment Management Committee (DEMC) to ensure that projections are reasonable. (III.D.3)

The college uses reasonable assumptions and information to support budget development. This is done through multiple channels, including the frequent dissemination of budget development information and enrollment analysis through the DEMC, ensuring transparency and accountability to the College community. Monthly monitoring of expenditures and quarterly review and dissemination of the state's 311Q reports ensures that the College's expenditures are consistent with budget assumptions. The College closely monitors relevant state budget information, such as estimates of COLA and other funding support, that are relevant to college finances. (III.D.4)

The College used the District's Galaxy system, which manages program expenditures for the campus. Requisitions must demonstrate that sufficient resources are available before purchases can be processed. Program users have access to the information posted to Galaxy, so relevant budget information is effectively disseminated once the budget is approved and loaded into the system. Purchasing is the responsibility of the District, so the College follows the District's policies and procedures. The College has adequate grant management policies in place, and grant applications and expenditures are monitored by the Vice President of Business Services. Recent annual audits have provided unmodified opinions, indicating that finances are fairly presented. Consistent unmodified opinions in the most recent annual audit reports are indicative of adequate internal controls. (III.D.5)

The College's financial documents show a high degree of credibility through regular reporting instruments such as the quarterly 311 reports, monthly tracking of expenditures, and through the District's annual audit. (III.D.6). The District's annual audit is presented to the Board, annually, and there have been no issues for follow up over the past 6 years. (III.D.7)

The College's internal controls are regularly assessed through annual audits of District finances and of Measure C - the District's local bond program. The college clearly explains its budget procedures through regular trainings and through an easy to follow PowerPoint document available on the website. The recent development of a policy concerning cash equivalent aid demonstrates the College's ability to continually improve its processes or to clarify issues when necessary. (III.D.8)

The District's required minimum reserve has been consistently met, and both the College and the District maintain adequate cash balances. The district manages risk appropriately through the purchase of insurance and participation in Joint Powers Authorities that manage workers compensation and liability risks. The District's General Obligation bond, Measure C, has supported long-term capital projects of the District and of the College, and the District is pursuing another bond to meet long-term needs. The district addresses future OPEB obligations through investment in an irrevocable trust. (III.D.9)

The College has approved policies that adequately address grant management. A committee reviews grant applications and implementation to assure that grants are consistent with the College's educational mission. The District maintains a contracts office that processes College contracts and provides legal counsel for review of proposed agreements. All contracts are subject to approval by the District Vice Chancellor. Financial aid eligibility is determined by the Student Financial Services staff and funds are distributed through accounts managed by a third-party vendor. Disbursement of aid follows a schedule that is communicated to students. The District's annual audit has not identified any concerns with grants, contracts, or financial aid processes in recent years. (III.D.10)

Both the District and College meet required reserves, monitor expenditures on a regular basis, and make periodic investments to address long-term obligations such as OPEB and pension costs. The District has utilized a locally approved bond (Measure C) to make capital investments that support long-term physical resource needs. The District is pursuing another bond to further

address long-term objectives. The District produces multi-year projections to aid budget planning and assure the consideration of long-term obligations. (III.D.11)

The College meets the requirement of GASB 45 through the District's completion of required actuarial studies and through the annual reporting of post-employment liability. Employee OPEB benefits are detailed in Board policies. The District contributes to the funding of long-term OPEB obligations through a combination of annual budget set-asides and contributions made to an irrevocable trust account. The District also reports liabilities for the CalPERS and CalSTRS systems and sets aside funds in the annual budget to address the cost. (III.D.12)

The District's only long-term debt is a locally approved general obligation bond, which is paid through property tax assessments coordinated with the county. (III.D.13)

As discussed in III.D.5 and III.D.10, the College has adequate grant management policies and procedures in place to assure that grants and contracts are managed with integrity. Also, the District's annual audits of its finances and management of the bond also provide evidence of meeting the standard. The Annual Report provided by Measure C's Citizens Bond Oversight Committee verify that proceeds are expended in accord with the provisions of the bond. (III.D.14)

Evidence supports that the college appropriately manages financial aid revenues, expenditures and default rates in keeping with Federal requirements. A third-party vendor is employed to manage default rates, and the college rates are well under the level that would signal any concern. No issues concerning Title IV have been raised through the District's annual audits. (III.D.15)

The District has adequate policies in place concerning the bidding of contracts, as appropriate. The College relies on the District's legal review of contracts and grants to assure all legal requirements are met. The VP of Business Services is tasked with ensuring that grants and contracts are consistent with College objectives and goals. (III.D.16).

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Norco College has established Board Policies and Administrative procedures that ensure participation by all constituency groups. This is exemplified in many committees by a tri-chair

model incorporating an administrative member, a faculty member, and a classified staff member. The Institutional Strategic Planning Council (ISPC) also serves to illustrate how participation by administrators, faculty, staff, and students help guide practice and improvement at the college.

Findings and Evidence:

The team found exceptional levels of collaboration and innovation among institutional leaders at the College. Structurally, the College has an exemplar model for its governance structure in which they employ the use of tri-chairs for major committees which give voice to significant institution-wide decisions. In this model, classified professionals, faculty and administrators have an equal voice at the head of the table which facilitates a high level of inclusivity and transparency with decision-making. The Institutional Strategic Planning Council (ISPC) which is the apex council at the College is one such body which employs this tri-chair model. It coordinates major planning efforts and documents such as the Strategic Plan and Process 2013-2018, the Strategic Planning Process, and the Procedure for Participation in Decision-Making Processes and articulates the role the various constituent groups play in initiating improvements (IV.A.1).

Board Policy/Administrative Procedure 2510 dictates the involvement of the various constituencies. The roles these groups, including students, play is further clarified in ISPC's Guiding Principles as well as in the Procedure for Participation in Decision-Making Processes. The College intends to assess these decision-making processes and make any needed adjustments as outlined in their Improvement Plan (IV.A.2).

Board Policies 4005: Academic Senate(s), 3250: Institutional Planning, and 2510: Participation in Local Decision-Making all define the substantive and clear role administrators and faculty play in governance. Board Policy 4005 specifically delineates which academic and professional matters that fall under the purview of the Academic Senate the college will rely primarily on the advice of the Academic Senate on and which they will seek mutual agreement. Committee structures and membership demonstrate the substantial voice administrators and faculty have in institutional policies, planning, and budget (IV.A.3)

Board Policy 4020 and its associated Administrative Procedure describes the processes for curriculum and program development and modification. Faculty and administrative involvement are clearly defined. The Curriculum Committee is a committee of Academic Senate, and that emphasizes further the primacy faculty have over curriculum. The Curriculum Handbook, revised in 2019, details processes and requirements involved in development and modification (IV.A.4).

Board Policy and Administrative Policy 3250 ensures that relevant perspectives are considered in decision-making, that processes for such decisions are aligned with expertise and responsibility, and that decisions made are timely. The Strategic Planning Process flowchart illustrates how recommendations flow from administrators, faculty, or classified staff to committees, and then to planning councils or the Academic Senate or the ISPC. Each of these bodies may then recommend to the President. Students make recommendations directly to ISPC which then may recommend to the President. The Committee Of The Whole sometimes plays a role bringing in

relevant perspectives. The college's Strategic Planning Process, revised in 2018, includes the Classified Senate in the governance process flow, and further efforts are being discussed as part of the Strategic Plan and Process to enhance the inclusion of these voices. The team encourages the College to strengthen its existing opportunities to promote input for classified to achieve the College's mission and goals. (IV.A.5)

Processes for decision-making are conveyed in the Strategic Planning Process. Results, including agendas and minutes, are shared through emails, reports, and the college's Regular Update. While not required of the Standard, various means of encouraging participation in the governance process are discussed, specifically in terms of major initiatives, strategic actions and decisions, and resource allocations. (IV.A.6).

The seven-part evaluation process detailed in Norco College's SPC Policy 2010-01—Policy and Procedures for Regular Evaluation of Integrated Institutional Planning, Budgeting and Decision-making Processes—lays out evaluation mechanisms for the institution's governance and decision-making policies, procedures, and processes. This process includes several committee and institutional surveys as well as a variety of reports intended to share results with the college community. Agenda-less, open dialogue sessions also provide opportunities for input from constituents. As has been acknowledged by the institution, there have been declining response rates to the Institutional Effectiveness and Planning Survey. Increasing the response rates may strengthen the College's ability to assess institutional effectiveness. (IV.A.7).

Conclusions:

The College meets the Standard.

See College Commendation #1.

IV.B. Chief Executive Officer

General Observations:

Norco College has the appropriate policies, procedures, and job description to ensure the institutional chief executive officer, the president, provides effective leadership in planning, organizing, fiscal and human resource management, and institutional assessment at all levels. The president serves as the public face of the institution and thus engages in robust communication with community stakeholders.

Findings and Evidence:

Board Policy 2430 and its associated administrative procedure grants the president the primary responsibility for the quality of the institution. This responsibility is detailed in the job description (leadership, governance, and advocacy; instruction and student services; human resources; planning, administration, and resource management). The president provides leadership through co-chairing the Institutional Strategic Planning Council and also holds meetings with the Executive Cabinet as well as leadership in the Academic Senate, California Teachers Association, California School Employees Association, and the Institutional Strategic

Planning Council (ISPC) co-chairs. Leadership is evidenced in the massive reorganization of the institution around the four schools as well as the development of the new Educational Master Plan (IV.B.1).

The president's job description clearly identifies how the president is responsible for planning, overseeing, and evaluating the administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. Organizational charts illustrate the delegation of authority to others as appropriate, and Board Policy 7150 and its associated procedure (and more specifically the Management Handbook referenced in the procedure) cover the president's evaluation of administrators themselves. The major reorganization in 2018 in which the College reorganized into Schools under a guided pathways model serves as evidence of the evaluation of the institutional structure itself and the planning and implementation of its new structure (IV.B.2)

The Strategic Planning Process provides the structure for the president's guidance of institutional improvement of the teaching and learning environment. The president's co-chair status of the ISPC as well as their role in guiding the development of the Educational Master Plan demonstrates their leadership in setting the institution's values, goals, and priorities; setting performance standards for student achievement; and ensuring that educational planning is informed by quality research and analysis and is integrated to support learning and achievement and achieve the mission of the institution. Given a recent departure from policy and procedure in this area presented in the ISER, the College has identified the need to better define leadership roles between the College and District. (IV.B.3).

Administrative Procedure 3200 delineates the role the president plays in the selection of the accreditation self-study chair. This procedure also delineates the roles undertaken by others who "are responsible for the functions related to the accreditation standards." The president engages in communication with the campus regarding accreditation processes and engages in meetings with individuals involved (IV.B.4)

The president has authority over the implementation of statutes, regulations, and governing board policies through Board Policy 2430, its associated procedures, and the president's job description. Through the Executive Cabinet, the president ensures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. More particular control over budget is delegated to the Vice President of Business Services and oversight provided by the ISPC (IV.B.5).

The president's attendance and presentations at a variety of community functions, whether city council meetings, school board meetings, or other community gatherings demonstrate working and communicating with the communities served by the college. The president also invites community leaders to participate in college-hosted events such as the President's Dinner or community forums. Community leaders have also been invited to participate in committee discussions on topics that reach beyond just the college (IV.B.6).

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

Norco College is part of the Riverside Community College District which is overseen by a district-wide Board of Trustees, whose five members are elected by citizens of the district. Board policies govern their conduct, as a board and as individual members, as well as their role in providing oversight and ensuring accountability for the institution. Such oversight and accountability includes the recruiting and hiring of the district and college CEOs as well as ensuring the institution is accomplishing its goals for student success.

Findings and Evidence:

The Board of Trustees is governed by a number of policies which focus on the academic quality, integrity, and effectiveness of the student learning programs and services the college offers: Board Policy 1200, Board Policy 3225 and its administrative procedure, and Board Policy 2510. The Board has the ultimate decision-making authority of district policies and procedures. There are a number of policies and procedures that deal specifically with academic quality, integrity, and effectiveness as well as financial stability that, while not specifically addressed in the self-study narrative, are nevertheless reviewed and approved by the board (IV.C.1)

Board Policy 2200: Board Duties, Responsibilities, and Privileges makes clear the necessity of the Board of Trustees acting as a collective entity. The Board further acts in accordance with California's Brown Act which requires members to conduct business only within those times and places designated for open meetings. Other board policies, such as Board Policy 2330: Quorum and Voting, and Board Policy 2720: Communications Among Board Members demonstrate further the expectation that the board acts as one (IV.C.2)

Recruitment and hiring of the Chancellor as well as the President is governed by and has adhered to board policy and their associated procedures: Board Policy 2431: Chancellor Selection and Board Policy 7121: President Recruitment and Hiring. Evaluation of the Chancellor occurs in accordance with Board Policy 2435 and its administrative procedure. Board Policy 7155: Evaluation of President states that the procedure for said evaluation shall be developed, but there is no clearly defined corresponding administrative procedure nor documentation of how this has been conducted (IV.C.3)

Board Policy 2200 provides for specific election and residency guidelines as well as prohibitions against employment with the district. Several other board policies provide protections against undue influence or political pressure: Board Policy 2716, Board Policy 2710, Board Policy 2712, and Board Policy 2715 (IV.C.4)

Board Policy 2200: Board Duties, Responsibilities and Privileges identifies areas of responsibility that are part of ensuring the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Retreats allow the Board to review and discuss such items as board goals, student success data, priorities, and goal alignment

to the district's Strategic Plan. The Board also approves local goal alignment with the California Chancellor's Office's Vision for Success, monitors the colleges Guided Pathways efforts, and provides oversight over the financial integrity and stability of the college (IV.C.5)

The size, duties, responsibilities, and structure of the College's Board is delineated in Board Policy 2010: Board Membership and Board Policy 2200: Board Duties, Responsibilities and Privileges. Board Policy 2310: Regular Meetings of the Board details normal operating procedures while Board Policy 2320 details procedures for special meetings. Board Policy 2345 describes the parliamentary manner in which meetings are conducted. The publication and availability of all policies and procedures are governed by Board Policy 2410 (IV.C.6)

The Board acts in a manner consistent with its policies. However, a review of board policies indicates that many policies are outdated and need to be reviewed and revised to ensure alignment with the District's mission and its quality, integrity and effectiveness. For example, BP 1200: District Mission includes the mission statements for the District and colleges. It was last revised in 2013 and 2014 and needs to be updated to reflect the changes in the District and college mission statements. The Board and Chancellor have recently established a process for the regular review and revision of policies. A policy tracker is currently being developed and the Board approved a new architecture for reordering and renumbering the policies to provide more clarity. (IVC.7)

In an effort to ensure the institution is accomplishing its goals for student success, the college's Board regularly reviews such items as the Student Success Scorecard, the college's local alignment with the statewide Vision for Success, and each college's Educational Masterplan (IV.C.8).

Board policy 2740: Board Education outlines the commitment to board member education, including providing an orientation for new trustees. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development. The District would benefit from a focused orientation customized towards RCCD for new members, as well as intentional professional development plans/activities for ongoing education for all Board Members. The need for improved Board professional development was identified in the Board's recent self-evaluation. Board member terms of office are also outlined in BP 2100: Board Elections, which outlines staggered terms to ensure continuity of leadership. (IVC.9).

The self-assessment tool, form, highlights, and goals and objectives posted on the Board Self Evaluation page illustrate how the board engages in regular self-evaluation. This process is governed by Board Policy 2745. The college began instituting changes to this process in 2017 due to a number of state initiatives, and there was a break in the evaluation cycle. The board recently, however, engaged in a revised self-assessment (IV.C.10).

Board Policy 2715 establishes standards of expected behavior and provides consequences for violations. This policy also sets forth provisions regarding disclosure requirements and requirements for conflicts of interest. Conflicts of interest are also subject to Board Policy 2710 and Board Policy 2710 (IV.C.11).

Board Policy 2430 and its corresponding administrative procedure detail how the board delegates responsibility and authority for implementation and administration of board policies to the chancellor who is then empowered to further delegate these to the various college presidents. The board is kept apprised of institutional activities and performance through regular reports at board meetings. Accountability is handled through procedures described in Board Policy/Administrative Procedure 2435 and Board Policy/Administrative Procedure 7121 (IV.C.12).

The Board is informed and involved in the accreditation process as prescribed in Board Policy/Administrative Procedure 3200. Follow-up and midterm reports from the last accreditation cycle were presented and accepted by the Board as was Norco College's substantive change proposal. Presentations and workshops have provided updates on accreditation standard changes as well as trainings on the roles and responsibilities of the board (IV.C.13).

Conclusions:

The College meets the Standard.

District Recommendation #1: In order to improve institutional effectiveness, the District should fully implement its cyclical review of Board policies. (IV.C.7)

District Recommendation #2: In order to improve institutional effectiveness, the District should formalize Board professional development including new trustee orientation, in their policies and practice. (IV.C.9)

IV.D. Multi-College Districts or Systems

General Observations:

Riverside Community College District is overseen by a district-wide Board of Trustees which is responsible for the selection of the district's chancellor. The chancellor provides leadership across the district in setting and communicating expectations of educational excellence and integrity. Operational responsibilities and functions of the district are clearly delineated and communicated and are consistently followed. Processes and procedures exist to ensure adequate and effective services and resources. Responsibility for implementation and administration of delegated district policies is given to college presidents who are held accountable for the operations of their respective institutions. College-level and district-level planning and evaluation are integrated to improve student learning and achievement and overall institutional effectiveness. District and college role delineations as well as governance and decision-making processes are evaluated by the chancellor to ensure their integrity and effectiveness in helping colleges meet educational goals for student learning and achievement. Results of such evaluations are communicated to the community and used as the basis for improvement.

<u>Findings and Evidence:</u>

Chancellor's Forums, Flex Day presentations, and participation in various cross-constituency meetings demonstrate the chancellor's leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system. Such activities as well as centralized district services in areas such as human resources, information technology, business and finance, educational services, and distance education are intended to ensure more efficient and sustainable support to the three colleges in the district. Several board policies govern the establishment of various governance roles: Board Policy 2430, Board Policy 3100, Board Policy 2510 (IV.D.1).

The Riverside Community College District Functional Maps provide a visual that delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges. These maps are intended to assist in promoting efficiency while ensuring that the colleges receive effective and adequate resources to support their respective efforts. The effectiveness of this is assessed through program reviews (conducted at both the college and the district levels) as well as through surveys. Based on one SWOT survey conducted in Spring 2018, the district has acknowledged some opportunities for improvement and has begun work on solutions. (IV.D.2).

The District Budget Advisory Council (DBAC) provides "a collaborative forum for the exchange of information necessary to inform strategic decisions regarding budget and fiscal policies, procedures, planning, budget development, and resource allocations within the Riverside Community College District." DBAC membership is broadly representative of all colleges and constituent groups, including a student representative. As documented in the minutes and through discussions, DBAC worked over a two-year period to revise the Budget Allocation Model focusing on developing FTES exchange rates for broad categories such as, Liberal Arts, STEM, and CTE, as well as, unique areas, such as Nursing. The model is in its infancy yet all members of DBAC indicated that they believe the model accomplished their goal of providing a fair, equitable and transparent allocation model that will support the effective operations of the colleges. The District is commended for diligently working through various iterations and scenarios before finalizing the Budget Allocation Model to ensure that the model is both informative and supports decision-making. (IVD.3)

Board Policy 2430 and its associated procedure documents the delegation of responsibility and authority for implementation and administration of policies to the chancellor and from the chancellor to the individual college presidents. Board Policy 6100 and its associated procedure stipulates that authority for certain business decisions are retained by college presidents, and Board Policy 7110 and its corresponding procedure stipulates the same for human resources matters. Some college and district process and governance gaps are acknowledged as well as efforts at addressing these. (IV.D.4).

The District Strategic Plan provides the mechanism through which district/system planning and evaluation are integrated with college planning and evaluation. The 2019-2024 emerged out of a two-year, multi-faceted assessment of the previous plan. The District Strategic Plan serves to

align college's plans with the district plan, setting minimum annual standards in areas of access, success, and equity. Norco College's targets meet or exceed these district targets (IV.D.5).

Board Policy 3250 and its associated procedure provides for a two-way flow of timely, accurate, and complete communication to ensure effective operations of the district and colleges. It establishes collaborative council/committee processes including the District Strategic Planning Council, the District Academic Senate, and the District Curriculum Committee, all of which include broad representation from the three colleges. Meetings of these committees and councils are regular enough to ensure timely, accurate, and complete communication, and meeting minutes are shared with constituents and posted for the public. Communication at the administrative level is also aided by groups or meeting representing all colleges: the Chancellor's Cabinet, vice presidents of Academic Affairs meetings, and vice presidents of Student Services meetings. Like those committees and councils discussed earlier, these groups benefit from regular meetings that facilitate timely, accurate, and complete communication (IV.D.6).

In spring 2017, the District Strategic Plan Development Team assessed the 2013 RCCD Strategic Plan and made recommendations to clearly define the District and its services through functional mapping and alignment of the strategic plans for the District and the three colleges. Additionally, recommendations were made to inventory and align districtwide committees directly with planning processes to ensure institutional effectiveness and provide timelines, and targets to assess, evaluate and monitor the achievement of adopted goals. In fall 2017, the Budget Allocation Model was assessed and recommendations were made to revise the model. The District Strategic Planning Council charged the District Budget Advisory Council with the responsibility to revise the model. During the spring and fall of 2018, the Functional Map Taskforce clarified the roles and responsibilities of the District Office and the colleges, with a focus on aligning as one district. Out of these discussions, the decision was made to use the District Strategic Plan as an overarching framework for the college plans and to delineate how the District Office would support college goals. While the District Strategic Plan is still in its infancy, the District has made great strides towards implementation and should continue with the assessment cycle moving forward. (IV.D.7)

Conclusions:

The College meets the Standard.

District Commendation #1: The team commends the District and the District Budget Advisory Council for their vigorous, data-driven, process to finalize a Budget Allocation Model that provides clear information and rationale for decision-making that is perceived by all constituents as fair, equitable and transparent. (IV.D.2, IV.D.3)

District Recommendation #3: In order to improve institutional effectiveness, the District should continue implementation of the new leadership roles, governance committees, and decision-making practices and conduct an evaluation of their integrity and effectiveness to complete the cycle. (IV.D.7)

Quality Focus Essay

The team reviewed the College's Quality Focus Essay (QFE), which was included in the College's ISER. The QFE identifies two projects that will positively influence student learning and achievement throughout the institution. Both projects are to be implemented incrementally over the next four to seven years and reinforce the College's commitment to student learning, access, and equity.

Quality Focus Essay Project #1: Equity-Focused Professional Development

The first project seeks to implement an equity-focused professional development plan with a teaching/learning emphasis. Inspired by the College's collective response in 2015 to a statistic which showed that only 9.8 percent of students completed a degree or certificate over four years, this prompted the College to initiate its Completion Initiative which became Guided Pathways. Implementing this equity-focused professional development plan is a key strategy toward advancing the institutional goal of improving student learning and achievement.

The College established a plan to advance this project which includes six (6) Project Activities and related measurable outcomes, responsible parties, needed resources, and timelines. The Project Activities include:

- Offer faculty-led professional development workshops on equity in teaching (Flex credit approved)

- Develop or augment staff-focused training to explore the impact of social and socioeconomic factors on students' educational decision-making

- Implement an equity-centered program to provide disaggregated data to staff and faculty and identify potential coaches to expand the program; Develop and implement training for data coaches identified in disaggregated data pilot program

- Implement equity-based training for first time faculty as part of First Fridays

- Increase accessibility of and opportunities for professional development of part-time faculty members, especially professional development focused on equity and pedagogy; Develop online professional development/ Flex training activities for associate and full-time faculty

- Implement Flex activities focused on activities' alignment with four pillars of Guided Pathways (GP)

This equity-minded professional development plan aligns with the College's Educational Master Plan goals and five-year strategic planning objectives and aligns with the state's Vision for Success. Specifically, this project aims to eliminate disproportionate success and close equity gaps. Specific targets have been established by the College. The team appreciates the equity-focus in its professional development plan and the College's commitment to advancing student

course completion, student retention, certificate and degree completion, and transfer. The plan is robust and places the College in a position to achieve its stated outcomes.

Quality Focus Essay Project #2: Implement Student Success Teams in the Schools

The second project seeks to continue with the development and implementation of Student Success Teams in the College's newly established Schools. These Schools or "meta-majors" were established as a result of the College's Guided Pathways efforts (formerly the "Completion Initiative"). The College's Guided Pathways efforts are pervasive and guide decision-making and resource allocation.

The College established a plan to advance this project which includes eight (8) Project Activities and related measurable outcomes, responsible parties, needed resources, and timelines. The Project Activities include:

- Creation of the arc and preliminary communication plans; Salesforce pilot to provide proactive and responsive interventions and support to students from the moment they enter the College until they complete their educational goal

- First implementation of communication plan with success navigators for first-year students

- Collaborative work with CTA on faculty roles as navigators; Recruitment and training for faculty

- Communication plans modeled after first-year plans

- Assessment of first-year communication plan; Assess data on retention, SEP completion, unit count, and connection to the college. Make adjustments to communication plan based on feedback and assessment

- Full implementation of success teams with both first-year success navigators (educational advisors and success coaches) and faculty advisors

- Implement faculty advisors based on schools

- Continued assessment and improvement

Like the QFE project #1, the College's plan to implement Student Success Teams in the schools align with the College's Educational Master Plan goals and five-year strategic planning objectives and aligns with the state's Vision for Success. Anticipated outcomes for this effort include decreasing the number of students who drop courses or who do not complete, increase the number of students who have educational plans, increase student unit load, and decrease the number of students who drop courses or do not complete in their second or subsequent semester. The team finds that the College is well-positioned to achieve its stated outcomes as per this project plan and found broad evidence to support this effort during the visit.

June 29, 2020

Dr. Monica Green, President
Norco College
2001 Third Street
Norco, CA 92860

Dear Dr. Green:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 10-12, 2020, reviewed the Institutional Self Evaluation Report (ISER) and evidentiary materials submitted by Norco College. The Commission also considered the Peer Review Team Report (Team Report) prepared by the peer review team that conducted its onsite visit to the College March 2-5, 2020.

The purpose of this review was to determine whether the College continues to meet ACCJC's Eligibility Requirements, Commission Policies, and Accreditation Standards (hereinafter, the Standards). Upon consideration of the written information noted above, the Commission acted to **Reaffirm Accreditation for seven years**.

Commendations
The Commission recognizes the exemplary performance of Norco College in the following areas. Commendations signify practices for which the Commission believes the insitution has exceeded standards.

Standard I.A.3, IV.A.1 (College Commendation 1): The Commission commends the College for cultivating a collaborative culture of innovation as reflected in its mission that uses data and assessment to set transformational goals and strategies to improve the educational and economic outcomes of the College and region.

Standard I.B.1. (College Commendation 2): The Commission commends the College for its sustained and substantive dialogue about equitable student outcomes and employing a guided pathways framework which is pervasive and informs student and instructional support, institutional decision-making and resource allocation.

Standard II.A.7, II.B.1, II.C.3 (College Commendation 3): The Commission commends the College for its innovative practices that lead to increased student access and success of its diverse population, as exemplified by its strong external partnerships such as its dual enrollment program, middle college high school, and Prison Education Program.

Standard IV.D.2, IV.D.3 (District Commendation 1): The Commission commends the District and the District Budget Advisory Council for their vigorous, data-driven, process to finalize a Budget Allocation Model that provides clear information and rationale for decision-making that is perceived by all constituents as fair, equitable and transparent.

Compliance Requirements
None.

Modifications to Team Recommendations
In taking its action, the Commission modified the team's recommendation(s) as follows:

The Commission added Standard III.A.13 to **District Recommendation 1**. The Commission also determined that **District Recommendation 2** and **District Recommendation 3** be deleted from the team report.

Recommendations for Improving Institutional Effectiveness
The Team Report noted College Recommendation 1 and District Recommendation 1 for improving institutional effectiveness. These recommendations do not identify current areas of deficiency in institutional practice, but consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to the advice contained in the peer reviewers' recommendations. The Commission anticipates that you will bring them and the team's full report to the attention of your institution for serious consideration. In the Midterm Report, the College will include actions taken in response to the peer review team's improvement recommendations.

Next Steps
The Team Report provides details of the peer review team's findings. The guidance and recommendations contained in the Report represent the best advice of the peer review team at the time of the visit but may not describe all that is necessary for the college to improve. A final copy of the Team Report is attached.

The Commission requires that you disseminate the ISER, the Team Report, and this letter to those who were signatories of the ISER and that you make these documents available to all campus constituencies and the public by placing copies on the College website. Please note that in response to public interest in accreditation, the Commission requires institutions to post current accreditation information on a Web page no more than one click from the institution's home page. In keeping with ACCJC policy, the Commission action will also be posted on the ACCJC website within 30 days of the date of the Commission's action.

The next report from the College will be the Midterm Report[1] due on March 15, 2024. The institution's next comprehensive review will occur in the spring term of 2027.

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[1] Institutions preparing and submitting Midterm Reports, Follow-up Reports, and Special Reports to the Commission should review *Guidelines for the Preparing Institutional Reports to the Commission*, found on the ACCJC website at https://accjc.org/publications/.

On behalf of the Commission, we wish to express appreciation for the diligent work and thoughtful reflection that Norco College undertook to prepare for this evaluation. These efforts confirm that peer review can well serve the multiple constituencies of higher education by both ensuring and encouraging institutional quality and effectiveness.

If you have any questions about this letter or the Commission's action, please feel free to contact Dr. Stephanie Droker or the vice president assigned as liaison to your institution.

Sincerely,

Stephanie Droker, Ed.D.   Ian Walton, Ph.D.
ACCJC President   ACCJC Chair

cc: Dr. Wolde-Ab Isaac, Chancellor, Riverside Community College District
        Dr. Samuel Lee, Accreditation Liaison Officer

Enclosure

COMMISSION ACTIONS ON INSTITUTIONS

At its **June 10-12, 2020, meeting**, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following institutional actions on the accredited status of institutions:

REAFFIRMED ACCREDITATION FOR SEVEN YEARS, ON THE BASIS OF A COMPREHENSIVE EVALUATION

- Mendocino College
- Norco College

REAFFIRMED ACCREDITATION FOR SEVEN YEARS AND REQUIRE A FOLLOW-UP REPORT, ON THE BASIS OF A COMPREHENSIVE EVALUATION

- Riverside City College

REAFFIRMED ACCREDITATION FOR 18 MONTHS AND REQUIRE A FOLLOW-UP REPORT, ON THE BASIS OF A COMPREHENSIVE EVALUATION

- Mission College
- West Valley College
- San Joaquin Delta College

REAFFIRMED ACCREDITATION FOR 18 MONTHS AND REQUIRE A FOLLOW-UP REPORT WITH VISIT, ON THE BASIS OF A COMPREHENSIVE EVALUATION

- Cerritos College
- Ohlone College
- Moreno Valley College
- Palo Verde College

DELAYED REAFFIRMATION; ISSUED WARNING AND REQUIRE A FOLLOW-UP REPORT AND VISIT

- Lassen Community College

REAFFIRMED ACCREDITATION FOR REMAINDER OF THE CYCLE, ON THE BASIS OF A FOLLOW-UP REPORT

- Leeward Community College
- Yuba College
- Woodland Community College

Tel: 415-506-0234
Fax: 415-506-0238

10 Commercial Boulevard, Suite 204
Novato, CA 94949

accjc@accjc.org
accjc.org

REAFFIRMED ACCREDITATION FOR REMAINDER OF THE CYCLE, ON THE BASIS OF A FOLLOW-UP REPORT AND VISIT

- Kapi'olani Community College

GRANTED INITIAL ACCREDITATION, ON THE BASIS OF A FOLLOW-UP PREACCREDITATION REPORT

- California Preparatory College
- Madera Community College Center

REVIEWED AND ACCEPTED MIDTERM REPORT

- College of Micronesia – FSM
- College of the Siskiyous
- East Los Angeles College
- Los Angeles City College
- Los Angeles Harbor College
- Los Angeles Mission College
- Los Angeles Pierce College
- Los Angeles Southwest College
- Los Angeles Trade-Technical College
- Los Angeles Valley College
- Palau Community College
- West Los Angeles College

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation (primary)	*Supporting Areas* (secondary)
Goal 1	*(Access) Expand college access by increasing both headcount and FTES.*				
	Obj 1.1 (KPI 1)	Go from 7,366 to 8,759 total FTES	Academic Council	APC, SSC and Enrollment Management Workgroup	
	Obj 1.2 (KPI 2)	Go from 14,624 headcount to 16,581 total headcount	Student Support Council	APC, SSC, Enrollment Management Workgroup	
	Obj 1.3	Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)	Student Support Council	Individual employees with functional oversight	
	Obj 1.4 (KPI 3)	Increase capture rates from feeder high schools by 4% annually.	Student Support Council	Student Services operational group	
Goal 2	*(Success) Implement Guided Pathways framework.*				
	Obj 2.1 (KPI 4)	Increase number of degrees completed by 15% annually	Academic Council	Deans of Instruction, Guided Pathways Workgroup	
	Obj 2.2 (KPI 5)	Increase number of certificates completely by 15% annually	Academic Council	Deans of Instruction, Guided Pathways Workgroup	
	Obj 2.3	Decrease AA degree unit accumulation from 88 to 74 total units on average	Academic Council	Academic Planning Council (Department Leadership)	
	Obj 2.4 (KPI 6)	Increase number of transfers 15% annually	Student Support Council	Transfer Center	
	Obj 2.5 (KPI 7)	Increase the number of first-time, full-time enrolled students from 508 to 900	Student Support Council	Engagement Centers, Promise Workgroup	
	Obj 2.6	Increase percent of students who receive financial aid from 73% to 81%	Student Support Council	Financial Aid Office	
	Obj 2.7	Increase number of students who complete transfer level math and English by 20% per year	Academic Council	AB 705 Workgroup	
Goal 3	*(Equity) Close all student equity gaps.*				
	Obj. 3.1 (KPI 8)	Reduce the equity gap for African American students by 40%.	Student Support Council	Dean of Student Equity, Teaching & Learning Committee, PACES grant director	

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation (primary)	*Supporting Areas* (secondary)
	Obj. 3.2 (KPI 9)	Reduce the equity gap for Latinx students by 40%.	Student Support Council	Dean of Student Equity, Teaching & Learning Committee, PACES grant director	
	Obj. 3.3 (KPI 10)	Reduce the equity gap for Men of Color by 40%.	Student Support Council	Dean of Student Equity, Teaching & Learning Committee, PACES grant director	
	Obj. 3.4 (KPI 11)	Reduce the equity gap for LGBTQ+ students by 40%.	Student Support Council	Dean of Student Equity, Teaching & Learning Committee, LGBTQ+ Advocates Committee	
	Obj. 3.5 (KPI 12)	Reduce the equity gap for Foster Youth students by 40%.	Student Support Council	Dean of Special Funded Programs, Teaching & Learning Committee	
Goal 4	*(Professional Development) Implement Professional Development around Guided Path- ways and equity framework; foster a culture of ongoing improvement.*				
	Obj. 4.1	Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)	Institutional Effectiveness & Governance Council	Dean of Student Equity, Guided Pathways Workgroup	
	Obj. 4.2	Increase percentage of employees who complete Racial Micro aggressions certificate from 1% to 60% (285 out of 472 employees)	Institutional Effectiveness & Governance Council	Dean of Student Equity	
	Obj. 4.3	Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)	Academic Senate	Professional Development Committee, Dean of Student Equity	
Goal 5	*(Workforce and Economic Development) Reduce working poverty and the skills gap*				
	Obj. 5.1 (KPI 13)	Increase the median annual earnings of all students	Student Support Council	Career Center	
	Obj. 5.2 (KPI 14)	Increase percent of CTE students employed in their field of study by 3% annually	Student Support Council	Career Center, CTE Project Specialist	
	Obj. 5.3 (KPI 15)	Increase percent of all students who attain a livable wage by 5% annually	Student Support Council	Career Center	
	Obj. 5.4	Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities	Institutional Effectiveness & Governance Council	Dean of Community Partnerships and Workforce Development	

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation (primary)	*Supporting Areas* (secondary)
Goal 6	(Community Partnerships) Pursue, develop, & sustain collaborative partnerships				
	Obj. 6.1	Establish and expand relationships with regional educational institutions	Academic Council	Dual Enrollment, AB 705 Workgroup, Guided Pathways Workgroup, DOIs	
	Obj. 6.2	Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations	Institutional Effectiveness & Governance Council	Dean of Community Partnerships and Workforce Development	
	Obj. 6.3	Expand partnerships with regional veterans' services and support organizations	Student Support Council	Veteran's Center	
	Obj. 6.4	Work toward reducing recidivism through incarcerated student education	Academic Council	Director of Prison Education & Prison Education Advisory	
	Obj. 6.5	Position the college's image and reputation as a leading academic institution in the region	Office of the President	President, Public Affairs Officer	
	Obj. 6.6	Develop regional outreach and recruitment systems	Student Support Council	Director of Dual Enrollment and College Transition, Dean of Community Partnerships and Workforce Development	
	Obj. 6.7	Help establish a distinct regional identity, organization, and communication amongst our local communities	Institutional Effectiveness & Governance Council	President, Dean of Community Partnerships and Workforce Development	
	Obj. 6.8	Stimulate regional arts development	Academic Council	School of Arts & Humanities	
Goal 7	(Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.				
	Obj. 7.1	Develop comprehensive breadth of academic programs	Academic Senate	APC, Program Development & Viability Senate Workgroup	Assessment Committee
	Obj. 7.2	Develop Career & Technical Education programs and industry credentials related to regional needs	Academic Senate	APC, CTE Advisory Groups, Program Development & Viability Senate Workgroup	Assessment Committee
	Obj. 7.3	Develop and implement plan for noncredit and noncredit- enhanced programming	Academic Senate	APC, Program Development & Viability Senate Workgroup	

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation (primary)	*Supporting Areas* (secondary)
	Obj. 7.4	Develop and implement plan for expanded athletics offerings	Student Support Council	Dean of Student Life, ANSC, KIN Department	
	Obj. 7.5	Add capacity to existing disciplines with a demonstrated need.	Academic Senate	Academic Planning Council (Department Leadership)	
	Obj. 7.6	Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.	Student Support Council	Student Services Operational Groups	Assessment Committee
	Obj. 7.7	Build and support academic support services to improve student success	Academic Council	Academic Affairs Operational Groups	
Goal 8	*(Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.*				
	Obj. 8.1	Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.	Institutional Effectiveness & Governance Council	Institutional Effectiveness Office Assessment Committee	
	Obj. 8.2	Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.	Institutional Effectiveness & Governance Council	VP Strategic Development & Planning, ALO, Accreditation Faculty Lead, Program Review Committee	Assessment Committee
	Obj. 8.3	Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.	Academic Senate & College Council	Academic Senate Leadership, Executive Cabinet	
	Obj. 8.4	Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.	Academic Senate & Institutional Effectiveness & Governance Council	Program Review Committee, Executive Cabinet	Assessment Committee
	Obj. 8.5	Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan	Office of the President	President	
Goal 9	*(Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture*				

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation (primary)	*Supporting Areas* (secondary)
	Obj. 9.1	Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.	Resources Council	VP, Business Services	
	Obj. 9.2	Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers.	Institutional Effectiveness & Governance Council	Diversity, Equity & Inclusion Committee, Office of the President, CSEA, CTA, MLA, The Faculty Unification and Networking Committee	
	Obj. 9.3	Develop culture that recognizes/thanks employees on regular basis and celebrates college's successes	Office of the President	Office of the President	
	Obj. 9.4	Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work	Institutional Effectiveness & Governance Council	Executive Cabinet, CSEA, Academic Senate	
	Obj. 9.5	Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time	Academic Senate & Academic Council	Academic Affairs Operational Group	
	Obj. 9.6	Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio.	Academic Senate	APC, VPAA, CTA	
Goal 10	*(Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.*				
	Obj. 10.1	Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college	Resources Council	VP Business Services	
	Obj. 10.2	Develop and maintain Facilities Master Plan	Resources Council	Business Services Operational Group	
	Obj. 10.3	Build out funded projects (amphitheater, Center for Student Success room 217, etc.)	Resources Council	Business Services Operational Group	
	Obj. 10.4	Finish Veterans Resource Center Phase 1 by Spring 2021	Resources Council	Business Services Operational Group	

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation (primary)	Supporting Areas (secondary)
	Obj. 10.5	By Fall 2020, open Early Childhood Education Center	Resources Council	Business Services Operational Group	
	Obj. 10.6	Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.	Resources Council	Business Services Operational Group	
	Obj. 10.7	Build 2nd access road	Resources Council	Office of the President	
	Obj. 10.8	Explore and pursue land acquisition adjacent to college property	Resources Council	Office of the President	
	Obj. 10.9	Develop and start implementing sustainable campus	Resources Council	Business Services Operational Group	
	Obj. 10.10	Design spaces that intentionally build community	Resources Council	Business Services Operational Group, Guided Pathways Workgroup	
	Obj. 10.11	Install immediate/temporary facilities to address current capacity needs by summer 2021.	Resources Council	Business Services Operational Group	
	Obj. 10.12	Enhance transportation infrastructure	Resources Council	Business Services Operational Group	
	Obj. 10.13	Develop and implement plans for off-campus facilities for instructional purposes	Institutional Effectiveness & Governance Council	VP Strategic Development and Planning	
Goal 11	*(Operations) Implement professional, intuitive, and technology-enhanced systems*				
	Obj. 11.1	Design intuitive and simple student onboarding system	Student Support Council	Guided Pathways Workgroup	
	Obj. 11.2	Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")	Institutional Effectiveness & Governance Council	Guided Pathways Workgroup, ERP Implementation Workgroup	
Goal 12	*(Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.*				
	Obj. 12.1	Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.	Resources Council	NC Reps on DBAC, President	

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation (primary)	*Supporting Areas* (secondary)
	Obj. 12.2	Coordinate with RCCD to establish a BAM that allocates funding equitably	Resources Council	NC Reps on DBAC, VP Business Services	
	Obj. 12.3	Support General Obligation bond campaign and implementation	College Council	Office of the President	
	Obj. 12.4	Develop 30% of overall budget from non-general fund revenue sources	Resources Council	Dean of Grants Development and Administration	