NORCO COLLEGE

Minutes for October 12, 2023
12:50 pm to 1:50 pm
Location-IT*111

Meeting Participants

Committee Members Present
Dr. Courtney Buchanan, Dr. Michael Collins, Dr. Carol Farrar, Ms. Vivian Harris, Dr. Tenisha James, Mr. Jethro Midgett, and Dr. Kaneesha Tarrant,

Committee Members Not Present
Ms. Natalie Aceves, Dr. Hayley Ashby, Ms. Kimberly Bell, Ms. Patricia Gill, Ms. Azadeh Iglesias, Ms. Ashlee Johnson, Ms. Aneesa Kashif, Ms. Leona Vassale, Dr. Sigrid Williams and Ms. Patty Worsham

Ex-officio Members Present:
Dr. Monica Green (Administrator)

Ex-officio Members Not Present:
Dr. Virgil Lee (Faculty), Paula Barerra-Partida (CPROS), Vacant (ASNC Rep)

Guest(s)
Ms. Charise Allingham, Dr. Greg Aycock, Dr. Tim Russell, Paul Van Hulle, Cheryl Kumar (ASNC Proxy)

Recorder
Desiree Wagner

1. Call to Order
- Time 12:58 pm

2. Action Items

2.1 Approval of Agenda
- MSC (Dr. Farrar/ Dr. Tarrant)
- Approved by Consensus, 0 Abstentions

2.2 Approval of September 14, 2023 Meeting Minutes
- MSC (Dr. Collins/Dr. Buchanan)
- Approved by Consensus, 0 Abstentions

2.3 Program Review Resource Request List - Business Services
- MSC (Dr. Tarrant Dr. Farrar)

- Budget requests are due at the November 9th meeting. There was discussion on having a guidance or a reference sheet on how to rank the resource requests for the new members.

- Approved by Consensus, 0 Abstentions

2.4 [Accreditation Midterm Report](#) - **Second Read**

- MSC (Dr. Farrar/ Dr. Tarrant)

- October 12th is the deadline for all feedback on the report.

3. Discussion Item

3.1 KPI 1, 2 & 7 Update

Dr. Aycock proposed a new perspective on how to provide updates on the KPI's. The data coaches are at capacity with coming together to prepare and provide presentations on the KPI's. The new proposed schedule for KPI updates is as follows; During two College Council meetings in the Fall and Spring.

- Example:

  Fall Term November 9th meeting: KPI's 1, 2 & 7

  Fall Term December 14th meeting: KPI's 3, 4, 5, & 6

  Spring Term April 4th meeting: KPI's 8, 9, 10, 11 & 12

  Spring Term May 9th meeting: KPI's 13, 14 & 15

4. Good of the Order

4.1 DSPC Update

- The committee is still working on revising and finalizing the DSPC structure.

- RCCD is now using Bank of America cards (in lieu of American Express) for district travel.

- Barnes & Noble is replacing Follett and will become the new bookstore vendor at all 3 colleges (in 2024).

- Safety, security, and emergency preparedness drills, protocols, and action plans are being implemented across the district.

5. Future Agenda Topics

- Dr. Collins provided an update on Bookstore Dates. Follett will be closing on November 12th. Barns and Noble will open on December 4th just in time for finals.

- Dr. Farrar provided an update on the College website. Ensure all college webpages are updated and current for the website migration. Date of website migration is TBD. Once the website migration is completed ensure any updates and changes have been captured and carried out to the new interface.

6. Adjournment

- Time 1:39 pm

Next Meeting

Date: November 9, 2023
Time: 12:50pm to 1:50 pm
Location: CSS*217

Fall 2023 Meeting Schedule of College Council	Agenda Item Request Deadline
~~September 14, 2023, from 12:50-1:50 PM~~	~~5 PM on Thursday, September 7, 2023~~
~~October 12, from 12:50-1:50 PM~~	~~5 PM on Thursday, October 5, 2023~~
November 9, from 12:50-1:50 PM	5 PM on Thursday, November 2, 2023
December 14, from 12:50-1:50 PM	5 PM on Thursday, December 7, 2023
Spring 2024 Meeting Schedule of College Council	Agenda Item Request Deadline
March 14, 2024, from 12:50-1:50 PM	5 PM on Thursday, March 7, 2023
April 4, 2024, from 12:50-1:50 PM	5 PM on Thursday, March 28, 2023
May 9, 2024, from 12:50-1:50 PM	5 PM on Thursday, May 2, 2023

ITEMS - Business Services

Unit	Cycle	$ Amount Requested	Resource Type	Request related to EMP goal or Assessment?	Potential Funding Source(s)	2023 Department Ranking Priority	What resources do we already have?	What resources do you need?	The evidence to support this request can be found in:	Funding Status	Notes 2021-22	2022-23 Notes	Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data. (New to 2023-24 update)	To what extent does this request support one or more EMP GOALS?	To what extent does this request support a PROGRAM REVIEW GOAL?	To what extent does this request support student SAFETY or COMPLIANCE?	To what extent is this request supported by OUTCOMES ASSESSMENT DATA?	DEPT RANKING Highest Rank=10 Second Highest=8 Third Highest=6 Fourth Highest=4 Fifth Highest=2 Sixth Highest=0	Rubric Total	Council Rank	2022-2023 Resource Request Final Status	2023-24 Notes
Program Review - Administrative: Business Services	2023-2024 Update	$40,000.	ITEM: Technology	EMP Goal 12	Instructional Equipment Allocation	1	ATEC 109 - A/V upgrades	ATEC 109 - A/V upgrades Complete AV systems in classroom (DL)	Program Review: Part 2				Audio and Video system is at the end of life cycle and needs critical upgrades to all A/V systems and components for technology to function in this classroom. (DL)	3	3	3	5	10	24	1		New Request
Program Review - Administrative: Business Services	2023-2024 Update	$20,000.	ITEM: Equipment, Services, Software, Furniture	EMP Goal 10	Lottery Instructional Supplies,Instructional Equipment Allocation,Department Regular Funding,General Fund,Other/None	1	We currently have a number of AED units across the campus	Funding to replace batteries and pads for AED units and additional updates across the campus (JCS)					Funding to replace batteries and pads for AED units across the campus. Purchase aditional AED units for the early childhood center project. Additionally, add stop the bleed kits to AED locations to support compliance with Assembly Bill 2260, “Emergency Response: Trauma Kits.” This legislation requires the installation of trauma bleeding control kits in newly constructed public and private buildings throughout the state. This funding will help to support college accreditation IIIB standard and promote a positive workplace safety culture for the student's faculty, staff, and guests to the College.(JCS)	3	3	5	1	10	22	2	In Progress	New Request
Program Review - Administrative: Business Services	2023-2024 Update	$141,186.	ITEM: Technology	EMP Goal 12	Instructional Equipment Allocation	1	IT - 124: (30) student lab computers that are up for refresh.	IT - 124: Computer lab upgrade as machines are past refresh date (30) computers needed. (JCT)	Program Review: Part 1				In order to remain up to date with current technology trends and provide modern technology learning spaces, computer equipment must be replaced every (5) years. We ensure the resources we provide our students are able to keep up with the demand of emerging technologies such as software, endpoint management, and hardware requirements. (JCT)	3	3	3	3	10	22	2	No Action- Insufficient funding	Last years final ranking: 5
Program Review - Administrative: Business Services	2021-2024	$100,000.	ITEM: Equipment, Technology, Services, Software, Furniture	EMP Goal 10	General Fund	2	The existing water circulation pumps for the Hot water system that supplies hot water to the HVAC heating system of several buildings have reached the end of their life cycle and are in need of replacement. (SM/TB)	Installation of new hot water circulation pumps for the Hot water system that supplies the necessary hot water to the HVAC heating system in multiple buildings needs to be replaced to insure continued function of building heating and to avoid interruption of classes. New pumps and drive systems will increase efficiency and reduce energy consumption and costs. Objectives: 10.1, 10.2, 10.9, 10.10 (SM/TB)	Program Review: Part 1	No Action- Insufficient funding	NA	Possible 2023-24 schedule maintenance		3	3	3	5	8	22	4	No Action- Insufficient funding	Last years final ranking: 6
Program Review - Administrative: Business Services	2023-2024 Update	$30,000.	ITEM: Technology	EMP Goal 12	Instructional Equipment Allocation	2	ATEC 209 - A/V upgrades	ATEC 209 - A/V upgrades Complete AV systems in classroom (DL)	Program Review: Part 2				Audio and Video system is at the end of life cycle and needs critical upgrades to all A/V systems and components for technology to function in this classroom. (DL)	3	3	3	4	8	21	5		New Request
Program Review - Administrative: Business Services	2023-2024 Update	$100,000.	ITEM: Equipment, Services, Software, Furniture	EMP Goal 9,EMP Goal 10	General Fund,Department Regular Funding,Other/None	2	District risk is supporting some small like keyboards until they run out of budget. The individual departments currently cover the costs of chairs, desks etc.. this funding will help provide ergonomic support and relive the burden to the individual departments.	Funds to address employee ergonomic needs, such as furniture, and other ergonomic related items. (JCS)	Program Review: Part 1				Funds to address employee ergonomic needs, such as furniture, and other ergonomic related items. This long-term investment in our employees and their overall health will help with their well-being, as well as their physical and mental health. Funding now could save the district from turnover, health care, and absenteeism costs. This funding will help to support college accreditation III. B to “assure safe and sufficient…are constructed and maintained to assure access, safety, security, and a healthful learning and working environment”, and promote a positive workplace safety culture. (JCS)	3	3	3	2	8	19	6		New Request
Program Review - Administrative: Business Services	2021-2024	$80,000.	ITEM: Equipment, Technology, Services, Software, Furniture	EMP Goal 10	General Fund	3	The Library, Art Gallery, HUM, ST, CRC and Theater buildings do not have security alarm systems which not only makes them vulnerable to vandalism and theft but also reduces the safety of our students and staff. (SM/TB)	Installation of security alarm system in the Library, Art Gallery, HUM, ST, CRC and Theater buildings to increase security of our campus and the safety of our students and staff. (SM/TB)	Program Review: Part 1	No Action- Insufficient funding	NA	N/A		3	3	4	3	6	19	7	No Action- Insufficient funding	Last years final ranking: 8
Program Review - Administrative: Business Services	2021-2024	$100,000.	ITEM: Instructional supplies	EMP Goal 10	Instructional Equipment Allocation,Department Regular Funding,General Fund,Other/None,Lottery Instructional Supplies	3	The District and local departments provide limited resources and funding for ergonomic assessments and needs of employees typically as an accommodation after an injury or claim. The goal is to be proactive even more now as employees return to the college. (JC)	Funding to provide ergonomic chairs and related accessories as needed after assessment (Est 400 FTE X $250 per). (JC)	Program Review: Part 1	No Action- Insufficient funding	N/A	Chair and other prices have increased since initial request I would recommend a change to $500 per person		3	3	4	3	6	19	7	No Action- Insufficient funding	Last years final ranking: 7
Program Review - Administrative: Business Services	2023-2024 Update	$30,000.	ITEM: Technology	EMP Goal 12	Instructional Equipment Allocation	3	ATEC 204 - A/V upgrades	ATEC 204 - A/V upgrades Complete AV systems in classroom (DL)	Program Review: Part 2				Audio and Video system is at the end of life cycle and needs critical upgrades to all A/V systems and components for technology to function in this classroom. (DL)	3	3	3	3	6	18	9		New Request
Program Review - Administrative: Business Services	2021-2024	$1,000,000.	ITEM: Equipment, Technology, Services, Software, Furniture	EMP Goal 10	General Fund		Old and outdated HVAC chillers that have reached their life cycle end (SM/TB)	New HVAC Chillers in F1 plant and relocation of F1 chillers to F2 in order to replace the old chillers. Objectives 10.1, 10.2, 10.9 & 10.11 (SM/TB)	Program Review: Part 1	No Action- Insufficient funding	Items – New HVAC Chillers in F1. Revise budget to $1,000,000 (S. Marshall)			4	4	5	5	0	18	10	In Progress	Last years final ranking: 2
Program Review - Administrative: Business Services	2022-2023 Update	$175,000.	ITEM: Equipment, Services, Software, Furniture	EMP Goal 12,EMP Goal 11	Instructional Equipment Allocation	4	N/A	IMS- AV upgrades to classrooms - "ITEC 128, ITEC 108, ITEC 210, ITEC 208, ATEC 109 Critical Aupgrades (DL)	Assessment Review	No Action- Insufficient funding	N/A	N/A		3	3	3	4	4	17	11		New Request

Program	Year	Amount	Item	EMP Goals	Fund	#	Problem	Request	Part	Action	Col A	Col B	Description	R1	R2	R3	R4	R5	Total	Rank	Status	Note
Program Review – Administrative: Business Services	2023 - 2024 Update	$70,000.	ITEM: Equipment, Services, Software, Furniture	EMP Goal 9, EMP Goal 10	Lottery Instructional Supplies, General Fund, Other/None	4	Limited amount of emergency supplies many are outdated and needing replacemnt.	Funds to purchase/update emergency supplies (JCS)	Program Review: Part 1				Purchase/update supplies used in the event of an emergency. Some of these major categories are: (Food and water, First aid, Shelter, Communication, Light, Tools, Hygiene and sanitation). Mitigation of supplies now allows Norco College to be proactive and prepared to respond to emergencies. The aim is to reduce the harmful effects of all hazards, including disasters. This funding will help to support college accreditation IIIB standard and promote a positive workplace safety culture for the student's faculty, staff, and guests to the College.(JCS)	2	2	3	2	4	13	**12**		New Request
Program Review – Administrative: Business Services	2023 - 2024 Update	$8,000.	ITEM: Technology	EMP Goal 12, EMP Goal 11	Instructional Equipment Allocation	5	CG/Titler (NG and DL)	CG/Titler - for producing graphics on the video feeds directly from CSS 217. This system enables lower third graphics that includes titles, backgrounds and graphics for streaming content and recording. (NG and DL)	Program Review: Part 2				The estimated cost is roughly $7 - $8k. The LiveBoard Mini is used to enhance, if needed, the production value of any potential future presentations/productions that will be held in CSS 217. (NG)	3	3	3	2	2	13	**13**		New Request
Program Review – Administrative: Business Services	2021 - 2024	$19,000.	ITEM: Equipment, Technology, Services, Software, Furniture	EMP Goal 10	General Fund	4	We do not currently have a Turf Groomer (tractor) for the care and regular maintenance of the Soccer Field turf. (SM/TB)	Turf Groomer (Tractor) for the care and regular maintenance of the Soccerfield turf. (SM/TB)	Program Review: Part 1	No Action- Insufficient funding	N/A	N/A		1	1	4	1	4	11	**14**	No longer needed	Last years final ranking: 9
Program Review – Administrative: Business Services	2021 - 2024	$90,000.	ITEM: Equipment, Technology, Services, Software, Furniture	EMP Goal 10	General Fund	5	Light duty tractor with backhoe attachment (SM/TB)	Full sized backhoe to increase maintenance and repair capabilities (SM/TB)	Program Review: Part 1	No Action- Insufficient funding	NA	Quote needed		1	1	1	1	2	6	**15**	No Action- Insufficient funding	Last years final ranking: 10
P+A13:R17+A13:Q13rogram Review - Administrative - Business Services	2023 - 2024 Update	$10,000.	ITEM: Equipment, Services, Software, Furniture	EMP Goal 10, EMP Goal 12	General Fund	Delete per JC/TSS	(1) Broken down golf cart.	(1) New or fixed golf cart with a long bed. (JCT)	Program Review: Part 1				This aligns with either EMP Goal 10 by enhancing our transportation capabilities or EMP Goal 12, by advocating our needs to meet our operational demands. TSS often needs to transport large amounts of equipment across campus. (JCT)									**Remove per TSS 7/3/23**
Program Review - Administrative: Business Services	2021 - 2024	$80,682.	ITEM: Technology	EMP Goal 12	Instructional Equipment Allocation, General Fund	2	Existing computer lab. (TJC)	STEM 122: Computer lab upgrade due to the life-cycle of the machines (16) computers in total. (TJC)	Program Review: Part 1	No Action- Insufficient funding	N/A	N/A										**Completed / Funded**

STAFF - Business Services

Unit	Cycle	$ Amount Requested	Resource Type	Request related to EMP goal or Assessment?	Potential Funding Source(s)	2023 Department Ranking Priority	What resources do we already have?	What resources do you need?	The evidence to support this request can be found in:	Funding Status	2021-22 Notes	2022-23 Notes	Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data. (New to 2023-24 Update)	To what extent does this request support one or more EMP GOALS?	To what extent does this request support a PROGRAM REVIEW GOAL?	To what extent does this request support student SAFETY or COMPLIANCE?	To what extent is this request supported by OUTCOMES ASSESSMENT DATA?	DEPT RANKING Highest Rank = 10 Second Highest= 8 Third Highest= 6 Fourth Highest= 4 Fifth Highest= 2 Sixth Highest= 0	Rubric Total	COUNCIL RANK	2022-23 Resource Request Final Status	2023-24 Notes
Program Review - Administrative: Business Services	2023 - 2024 Update	$159,107.	STAFF: Classified Professional, Confidential, Manager	EMP Goal 12,EMP Goal 11	General Fund	1	FTA and Accounting Services Clerk	Financial Technical Analyst Position (EA)	Program Review: Part 1				The ERP implementation will demand additional attention and the budget office will need budget support to monitor the Covid 19 Block grant as well as all different categorical grants and new grants & nbsp.(EA)	4	4	4	4	10	26	1		New Request
Program Review - Administrative: Business Services	2021 - 2024	$90,000.	STAFF: Classified Professional, Confidential, Manager	EMP Goal 9,EMP Goal 10	General Fund	1	We currently have 1 Grounds Person, 1 Irrigation Repair Tech and 1 Grounds Caretaker for the Soccer Field (SM/TB)	Due to the increase in landscaped area by the addition of the Veterans Resource Center and the shortage of Grounds Personnel and additional Grounds person is needed to maintain the Campus in an acceptable manner. Objectives: 9.1, 10.2, 10.4, 10.9 (TB)	Program Review: Part 1	No Action-Insufficient funding	Reduced To $90,000 per S. Marshall 3-18-2022	N/A		4	4	3	4	10	25	2	No Action-Insufficient funding	Last years final ranking: 1
Program Review - Administrative: Business Services	2023 - 2024 Update	$115,374.	STAFF: Classified Professional, Confidential, Manager	EMP Goal 9	General Fund	1	(2) Information Technology Analyst and (1) Computer Helpdesk Technician	Additional (1) Information Technology Analyst (JCT)	Program Review: Part 1			Resources Council voted to combine the 2 Helpdesk positions into one, as this position would be services both areas of IT and IMC at Norco. 9/22/22	EMP Goal 9 - Objective 9.1: Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college. (JCT)	4	4	3	3	10	24	3	No Action-Insufficient funding	Last years final ranking: 3

BUDGET - Business Services

Unit	Cycle	$ Amount Requested	Resource Type	Request related to EMP goal or Assessment?	Potential Funding Source(s)	2023 Department Ranking Priority	What resources do we already have?	What resources do you need?	The evidence to support this request can be found in:	Funding Status	2021-22 Notes	2022-23 Notes	Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data. (New to 2023-24 update)	To what extent does this request support one or more EMP GOALS?	To what extent does this request support a PROGRAM REVIEW GOAL?	To what extent does this request support student SAFETY or COMPLIANCE?	To what extent is this request supported by OUTCOMES ASSESSMENT DATA?	DEPT RANKING (Highest Rank = 10, Second Highest= 8, Third Highest= 6, Fourth Highest= 4, Fifth Highest= 2, Sixth Highest= 0)	Rubric Total	COUNCIL RANK	2022-23 Resource Request Final Status	2023-24 Notes
Program Review - Administrative: Business Services	2023-2024 Update	$250,000.	BUDGET: Facilities Building, Remodel	EMP Goal 10	General Fund,Other/None	1	Existing Emergency Phones towers (blue phone) locations to the Campus	Funding to upgrade our existing Emergency Phone towers to the district standard "Code Blue system". (JCS)	Program Review: Part 1				Re-evaluate and upgrade the existing Emergency Phone (blue phone) locations across the campus, upgrade to the "Code Blue" District standard. Project will address ADA and path of travel issues. This will also include a new local server for our campus. This funding will help to support college accreditation III. B to “assure safe and sufficient… are constructed and maintained to assure access, safety, security, and a healthful learning and working environment&rdquo Requested funding via the program review process and maintain this request for funding to address ongoing annual safety needs, and work on multi-year phased projects.	5	5	5	3	10	28	1		New Request
Program Review - Administrative: Business Services	2023-2024 Update	$200,000.	BUDGET: Facilities Building, Remodel	EMP Goal 10	Other/None,General Fund	1	Existing Access Road	Repaving and Installation of bollard system (TB)	Program Review: Part 1				The existing access road between ST & IT is severely damaged and in need of replacement this is a huge safety concern because it is a tripping hazard, serves as our emergency entry point, and pedestrian walkway. Additionally, we recommend installing a new bollard system to the access roadway to prevent UBER, LYFT and or any unauthorized vehicles from entering the campus and causing potential injury to students, faculty, staff and or guest.	4	4	5	4	10	27	2	In Progress	New Request
Program Review - Administrative: Business Services	2021-2024	$10,000.	BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)	EMP Goal 9,EMP Goal 12	General Fund	1	Current IMS budget is insufficient to meet the needs of the department. (DL)	IMS budget augmentation for A/V maintenance plan and repairs. (DL)	Program Review: Part 1	No Action-Insufficient funding	NA	N/A		4	4	3	3	10	24	3	No Action-Insufficient funding	Last years final ranking: 2
Program Review - Administrative: Business Services	2021-2024	$20,000.	BUDGET: Facilities Building, Remodel	EMP Goal 10	General Fund	2	The existing carpeting in the Theater has reached the end of it's life cycle and is in need of replacement. (SM/TB)	The replacement of the carpet in the viewing area of the Theater is required to insure the safety of students and staff along with the general maintenance and appearance of the Theater to our Community. (SM/TB)	Program Review: Part 1	No Action-Insufficient funding	NA	Fund in 2022/23 (Winter)		4	4	4	4	8	24	4	In Progress	Last years final ranking: 4
Program Review - Administrative: Business Services	2023-2024 Update	$80,000.	BUDGET: Facilities Building, Remodel	EMP Goal 10	General Fund,Other/None,Department Regular Funding	2	HAWK pedestrian crosswalk system is in place.	Funding to upgrade the existing HAWK pedestrian crosswalk system and speed cushions/tables. (JCS)	Program Review: Part 1				Funding this upgrade/repair of the HAWK pedestrian crosswalk system could include adding a center tower of lights on 3rd street. Vehicles driving in the center lanes on 3rd street may not see the pedestrian light when vehicles are backed up or stopped. These backups and stopped vehicles are common during drop-off and pickup times at the High School. Part of this funding will alos be used to purchase and install speed cushions/tables to slow down traffic at key points.	4	3	5	4	8	24	4		New Request
Program Review - Administrative: Business Services	2023-2024 Update	$75,000.	BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)	EMP Goal 10,EMP Goal 12	General Fund,Other/None,Lottery Instructional Supplies,Department Regular Funding	3	One time finds that are requested from the VP of BS annually.	Funding of a Department budget for Safety and Emergency Planning. (JCS)	Program Review: Part 1				An ongoing guaranteed funded budget to address annual training, safety and needs. Funding will provide the ability to support multi-year phased risk reduction and safety related projects. Funding will provide evidence of Norco colleges' commitment to the accreditation III. B standard. “assure safe and sufficient…are constructed and maintained to assure access, safety, security, and a healthful learning and working environment”.	4	4	4	4	6	22	6		New Request
Program Review - Administrative: Business Services	2023-2024 Update	$450,000.	BUDGET: Facilities Building, Remodel	EMP Goal 10	Other/None,General Fund	4	Existing Plumbing Infrastructure	Upgrade building Plumbing Infrastructure (TB)	Program Review: Part 1				The exisiting plumbing infrastructure has reached its lifecycle and in need of upgrades before a complete system failure would result in shutting down the plumbing system that serves the campus. This would cause disruption to programs, and campus operations. 	5	5	5	3	4	22	7		New Request

Program Review	Years	Amount	Budget	EMP Goal	Fund	#	Problem	Request	Part	Status	More Info	Note	S1	S2	S3	S4	S5	Total	Rank	Progress	Last Year
Program Review - Administrative: Business Services	2021 - 2024	$40,000.	BUDGET: Facilities Building, Remodel	EMP Goal 10	General Fund	3	Paving seal coat and striping in Parking lot D has reached the end of it's life cycle and is in need of repair in order to reduce damage by weed growth and vehicle traffic. Failure to complete repairs will only result in higher repair costs in the future. (SM/TB)	Crack repair/filling, seal coating and restriping of Parking lot D for the regular maintenance and keep of the paving surface. This extends the life cycle of the paving surface and increases safety and use of the parking lot by staff and students. Objectives: 10.1, 10.2, 10.9, 10.10, 10.11 (SM/TB)	Program Review: Part 1	No Action- Insufficient funding	NA	Tie broken by using department preference	4	4	4	2	6	20	8	In Progress	Last years final ranking: 10
Program Review - Administrative: Business Services	2021 - 2024	$75,000.	BUDGET: Request Ongoing Funding (Professional Development, Department or Department or Program Support, Outreach, Marketing)	EMP Goal 12	Department Regular Funding,General Fund	4	The Safety and Emergency Planning Coordinator currently has a fixed pool of one time funding to address the safety needs of the college. (JC)	To support college accreditation IIIB Standard I am requesting an ongoing general funded department budget to better support the college safety programs. With a guaranteed funding source we can address ongoing annual safety needs and work on multi-year phased projects that will provide for the student's faculty staff and guests to the College. (JC)	Program Review: Part 1	No Action- Insufficient funding	N/A	N/A	4	4	5	2	4	19	9	No Action- Insufficient funding	Last years final ranking: 1
Program Review - Administrative: Business Services	2021 - 2024	$20,000.	BUDGET: Facilities Building, Remodel	EMP Goal 10	General Fund	5	The existing domestic isolation valve throughout campus do not function and as a result do not allow for the isolation of sections of the water loop for repairs and maintenance. To complete repair to the water line, the water to the entire campus must be shut down and this can cause the interruption of classes. (SM/TB)	Installation of new isolation water valves for the domestic water system to allow the isolation of the water loop for the completion of repairs and maintenance. Having functioning isolation valve will reduce the risk of classes, instruction and the operation of the campus. Objectives: 10.1, 10.2, 10.9, 10.11 (SM/TB)	Program Review: Part 1	No Action- Insufficient funding	More information was needed	2022/23 Scheduled Maintenance Project	4	4	5	4	2	19	10	No Action- Insufficient funding	Last years final ranking: 5
Program Review - Administrative: Business Services	2023 - 2024 Update	$45,000.	BUDGET: Facilities Building, Remodel	EMP Goal 10	Department Regular Funding,General Fund,Other/None	5	We have existing road signs and infrastructure	Funding to replace road signs across the campus (JCS)	Program Review: Part 1			Many of the signs (stop, speed limit, fire lane, turn lane, pedestrian crossing, handicap, etc…) across the campus are fading or sun-bleached and need to be replaced. Replacing these signs/posts will provide for better pedestrian and road safety across the campus.	4	4	4	4	2	18	11		New Request
Program Review - Administrative: Business Services	2021 - 2024	$20,000.	BUDGET: Facilities Building, Remodel	EMP Goal 10	General Fund	7	Fire water supply loop isolation valves are non-operational (SM/TB)	Replacement of the non-operations isolation valves for the Fire Water loop that goes throughout the campus and supplies the buildings. The new valves are need in the event there is a break that needs to be isolated so the entire campus does not need to be shutdown and classes interrupted. Objectives 10.1, 10.2, 10.9, 10.11 (SM/TB)	Program Review: Part 1	No Action- Insufficient funding	NA	N/A	4	4	5	4	0	17	12	No Action- Insufficient funding	Last years final ranking: 3
Program Review - Administrative: Business Services	2023 - 2024 Update	$900,000.	BUDGET: Facilities Building, Remodel	EMP Goal 10	Other/None,General Fund	9	Existing HVAC system/units	Upgrades to HVAC system/units (TB)	Program Review: Part 1			The exisiting HVAC system for the Library building has reached its lifecycle and is need of upgrades. Although the facilities team on a regular basis change out filters, pulley's, and small parts. It will not survive another 5-20 years. It is facilities goal to improve our campus energy efficiency footprint and upgrading our campus HVAC mechanical systems systematically will aid in reaching that goal of energy efficiency.	4	4	4	5	0	17	13		New Request
Program Review - Administrative: Business Services	2023 - 2024 Update	$800,000.	BUDGET: Facilities Building, Remodel	EMP Goal 10	Other/None,General Fund	8	The existing HVAC mechanical system in place	Energy Efficient HVAC upgrades - Humanities (TB)	Program Review: Part 1			The exisiting HVAC system for the Humanities building has reached its lifecycle and in need of upgrades. Although the facilities team change out filters, pulley's, and parts. That is to help maintain the equipment in an preventative way. But the exisiting units will not survive another 5-20 years. It is facilities goal to improve our campus energy efficiency footprint and upgrading our campus HVAC mechanical systems systematically will aid in reaching that goal of energy efficiency campus wide.	4	4	4	4	0	16	14		New Request

Source	Years	Amount	Budget Category	Goal	Fund	Rank	Description	Action Needed	Review	Status		Notes	Tie Break							Total	Final	Status	Comments

Program Review - Administrative: Business Services | 2021 - 2024 | 100000 | BUDGET: Facilities Building, Remodel | EMP Goal 10 | General Fund | 6 | The interior paint in the Library, LRC, CSS and SSV Buildings is old, dirty and in need of repainting in order to maintain a clean, welcoming and professional learning and working environment for our students and staff. (SM/TB) | We need to hire a Painting Contractor to prepare a nd paint the interior walls, doors and door frames of the Library, LRC, CSS and SSV Buildings in order to provide a clean, welcoming and professional learning and working environment for our students and staff. (SM/TB) | Program Review: Part 1 | No Action-Insufficient funding | NA | Fund in 2022/23 (Winter) | 4 | 4 | 2 | 4 | 0 | 14 | 15 | No Action-Insufficient funding | Last years final ranking: 11

Program Review - Administrative: Business Services | 2021 - 2024 | $25,000. | BUDGET: Facilities Building, Remodel | EMP Goal 10 | General Fund | 10 | The computer server room in the Operations Center that houses the main server for the campus does not have an independent HVAC system nor emergency power. This could result in the HVAC system providing temperature control for this room to fail and as a result the server would overheat and shutdown. This would cut-off all communications to and from the campus. (SM/TB) | An independent HVAC with connection to the existing emergency generator is needed to insure that the critical cooling of the main campus server is maintained. Without the cooling of the server room, the room will overheat and cause the server to shutdown or be damaged. Both of these results will cause the campus to lose all communications and we will fail to provide Emergency services to our students, staff and community. Objective: 10.1, 10.2, 10.9, 10.10 (SM/TB) | Program Review: Part 1 | No Action-Insufficient funding | NA | Tie is broken by using department ranking | 4 | 4 | 3 | 2 | 0 | 13 | 16 | No Action-Insufficient funding | Last years final ranking: 7

Program Review - Administrative: Business Services | 2021 - 2024 | $15,000. | BUDGET: Facilities Building, Remodel | EMP Goal 10 | General Fund | 11 | There is not existing roof structure or covering of the storage bays in the yard of the Operations Center. This equipment and materials to the weather and elements which decreases their effective lifecycle. (SM/TB) | We need to hire a contractor to fabricate and install a roof structure system over 3 storage bays in the yard of the Operations Center in order to provide protection of materials and equipment from the weather and elements. Objectives: 10.1, 10.2, 10.9 (SM/TB) | Program Review: Part 1 | No Action-Insufficient funding | NA | N/A | 3 | 3 | 1 | 1 | 0 | 8 | 17 | No Action-Insufficient funding | Last years final ranking #13

Program Review - Administrative: Business Services | 2021 - 2024 | 300000 | BUDGET: Facilities Building, Remodel | EMP Goal 10 | General Fund | 12 | We have no covered storage for our Grounds and Custodial golf carts and this exposure to the elements recuses their lifecycle and increases maintenance cost due to rodent damage (SM/TB) | We need to build a 15'x 60' metal storage building for the golf cart fleet to protect them from the elements and rodents. Objectives: 10.1, 10.2, 10.9, 10.11 (SM/TB) | Program Review: Part 1 | No Action-Insufficient funding | Budget – Priority item #28 15'x60' metal storage building for golf carts. This item needs to move forward - S. Marshall | N/A | 2 | 2 | 2 | 1 | 0 | 7 | 18 | No Action-Insufficient funding | Last years final ranking #14

Program Review - Administrative: Business Services | 2021-2024 | $3,500. | BUDGET: Facilities Building, Remodel | EMP Goal 12 | General Fund,Department Regular Funding,Other/None | N/A | The Safety and Emergency Planning Coordinator has deployed the current inventory of barriers across the campus and needs more on hand for current and future/emergency needs. (JC) | Funding to purchase additional and replace/upgrade portable barricades used for traffic safety and events safety E.g. Graduation. (JC) | Program Review: Part 1 | No Action-Insufficient funding | | Tie is broken by using the department preference/rank | | | | | | | | **Remove per Safety/JC 7/3/23** |

Program Review - Administrative: Business Services | 2021-2024 | $30,000. | BUDGET: Facilities Building, Remodel | EMP Goal 10 | General Fund | N/A | The 2nd floor walkway surface of the ATEC Building is failing and delaminating form the subsurface. The existing deck coating system has exceeded its life cycle and is in need of replacement. (SM/TB) | A contractor will need to be hired to remove the existing deck coating system, repair and prepare the subsurface and apply a new deck coating system. Objectives: 10.1, 10.2 (SM/TB) | Program Review: Part 1 | No Action-Insufficient funding | NA | Tie is broken by using the department preference | | | | | | | | **Completed/Funded** |

Program Review - Administrative: Business Services | 2021-2024 | $30,000. | BUDGET: Facilities Building, Remodel | EMP Goal 10 | General Fund | N/A | The 2nd floor walkway surface of the ATEC Building is failing and delaminating form the subsurface. The existing deck coating system has exceeded its life cycle and is in need of replacement. (SM/TB) | A contractor will need to be hired to remove the existing deck coating system, repair and prepare the subsurface and apply a new deck coating system. Objectives: 10.1, 10.2 (SM/TB) | Program Review: Part 1 | No Action-Insufficient funding | NA | Tie is broken by using the department preference | | | | | | | | **Completed/Funded** |

Program Review - Administrative: Business Services | 2021-2024 | 100000 | BUDGET: Facilities Building, Remodel | EMP Goal 10 | General Fund | N/A | The old, dirty and damaged paint in the ATEC, ST, HUM and STEM buildings is in need of repainting to maintain a clean and welcoming learning environment for our students. (SM/TB) | We need to hire a Painting Contractor to prepare and paint the interior walls, doors and door frames throughout the ATEC, ST, HUM and STEM buildings. Objectives: 10.1, 10.2, 10.9 (SM/TB) | Program Review: Part 1 | No Action-Insufficient funding | NA | Fund in 2022/23 (Winter) | | | | | | | | **Completed/Funded** |

NORCO COLLEGE

ACCREDITATION

Midterm Report

2024

ACCREDITATION MIDTERM REPORT

2024

Submitted by:

Norco College

2001 Third Street,

Norco, CA 92860

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

Date Submitted:

January, 2024

Certification of the Accreditation Midterm Report

Date: January , 2024

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

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

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

_____   _____
Bill Hedrick, President, Board of Trustees   Date
Riverside Community College District

_____   _____
Wolde-Ab Isaac, Ph.D. Chancellor   Date
Riverside Community College District

_____   _____
Monica Green, Ed.D. President   Date
Norco College

_____   _____
Tenisha James, Ph.D. Interim Vice President, Planning and Development   Date
Accreditation Liaison Officer, Norco College

_____   _____
Kimberly Bell, Academic Senate President and   Date
Associate Professor of Counseling, Norco College

_____   _____
Leona Vassale, Norco College Vice President   Date
California School Employees Association Chapter 535

_____   _____
Aneesa Kashif, President   Date
Associated Students of Norco College

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Report Preparation

In February 2023, Norco College's Accreditation Liaison Officer (ALO) and Faculty Accreditation Co-Chair established the timeline and process for completing the Midterm Report. In March 2023, the ALO and the Faculty Accreditation Co-Chair reviewed the alignment of the college recommendation, improvement plans, and Quality Focus Essay Projects with the College's governance and planning structure. In addition to meeting with the various college committees and councils including the Academic Senate and College Council, the Accreditation Co-Chairs identified and involved the faculty, staff, and administrators most closely associated with the areas to be addressed. The ALO also coordinated with the District Office to prepare a response and compile evidence associated with the District Recommendation. The groups and stakeholders who contributed to the completion of the report include the following:

District Recommendation 1:	Vice Chancellor, Educational Services and Strategic Planning General Counsel
College Recommendation 1:	Distance Education Committee Distance Education Faculty Coordinator Dean of Instruction- Arts, Humanités & Social Sciences Interim Dean of Instruction- STEM
Improvement Plan 1:	Dean of Institutional Effectiveness Interim Dean, Student Services
Improvement Plan 2:	Institutional Effectiveness and Governance Council Interim Vice President, Planning and Development
Quality Focus Essay Project 1:	Faculty Professional Development Committee Faculty Development Coordinator Dean of Grants and Student Equity Initiatives Faculty Equity Coordinator
Quality Focus Essay Project 2:	Interim Dean, Student Service Interim Vice President, Planning and Development Faculty Guided Pathways Lead

The process and timeline for the development of the Midterm Report was introduced to the college community on December 8, 2022, as an agenda item for College Council. The College Council represents all constituent groups at Norco College. An accreditation update for the Midterm Report was also presented to the Academic Senate on December 5, 2022.

The accreditation co-chairs began collecting evidence and developing the report in collaboration with the individuals and groups associated with report sections beginning in March 2023. A full

draft of the Midterm Report was completed by August 2023 and was shared with the entire college community via email on August 31, 2023. To facilitate broad understanding, dialogue, and participation the report was presented as a first read at Academic Senate on September 11, 2023, and College Council on September 14, 2023.

A revised draft was distributed to the college community via email on September 21, 2023. The revised report was presented for a second read and approval at Academic Senate on October 2, 2023, and College Council on October 12, 2023.

The final draft was discussed at District Strategic Planning Council on October 27, 2023, and presented to the Chancellor's Cabinet on November 6, 2023. The Midterm Report was presented to the Board of Trustees Regular / Committee Meeting on January 10, 2024, and the Board of Trustees Regular Meeting on January 24, 2024.

Plans Arising from the Self-Evaluation Process

Improvement Plan 1

In the 2020 ISER, Norco College developed an improvement plan related to Standard II.A.7 to address the need for a more robust student needs assessment to better identify and meet students' needs for delivery modes, teaching methodologies, and learning support services. The College outlined a plan to adopt a campus climate/student needs assessment survey that addresses delivery modes, teaching methodologies, and learning support services in support of equity for all students (Evidence: ISER, p. 122). The following chart describes how the College implemented this plan.

Action	Progress	Outcome	Future Action	Evidence
Administered the Access to Technology Survey	District conducted the survey to assess student needs in response to migrating to a fully remote learning environment	903 responses collected from Norco College students between 3/26/20 and 4/20/20; results were used to improve communication and online student services		NC_Access-Tech-2020

NCAccess-Tech-20 |
| Administered the California Community Colleges COVID-19 Student Impact Survey | District conducted the survey to all active student email accounts | 538 responses collected between 5/29/20 and 6/14/20; results were used to inform strategies for delivery modes and learning support services | | CCC_Covid-Stu-Impact-FLEX-20 |
| Administered the Holistic Student Support Survey (HSSS) | College used the Achieving the Dream's Holistic Student Support Redesign Toolkit to develop the survey and embed it in the online student orientation | 1,562 responses collected between 3/1/21 and 8/22/21; analysis was completed by external evaluators; revisions made and 2.0 version launched 10/1/21; 3,875 responses collected between 10/1/21 and 6/7/23 | Develop a survey that can be administered at scale, not just to incoming students, but to continuing students on an ongoing, ad hoc basis as well; will require a move from the current | HSSS Practitioner's Guide

HSSS Survey Report Fall 2021

HSSS Infographic Fall 2021 |

Action	Progress	Outcome	Future Action	Evidence
		(and are ongoing); results were disaggregated and the data was used to revise/improve student services, support space utilization decisions, develop HSS surveys at our sister colleges, and as supporting data for grant applications	manual process to an automated process using workflow and communication software (Power Automate); four of the five steps needed to launch the automated version have been completed with a plan to launch the at-scale version by 10/1/23	HSSS Fall FLEX 2022 Presentation HSSS Summary of Findings 8.30.22 (disaggregated data)
Analyzed Faculty Impact on Black Student Success	College provided an analysis of Black student success data disaggregated by faculty ethnicity based on the statewide Call to Action meeting in Spring 2020	Data from 2,093 students enrolled between Fall 2017-Winter 2020; data analysis guided the development of a Faculty Impact Survey		Black Student Success by Faculty Ethnicity-BS
Administered Faculty Impact Survey	College conducted the survey as a follow-up to the Faculty Impact on Black Student Success Study	Data from 59 faculty members collected in Fall 2022; results used to identify teaching best practices	Use findings to support faculty suggestions including faculty mentors, best practices handout, and future surveys during 2023-2024	Faculty Impact Black-Student-Succes-Jamboard-22 Faculty Impact Survey Fall 20222 Black Student success by Faculty Ethnicity-BSS-Faculty-PPT – RJTF2023
Administered National Assessment of Collegiate	College conducted the NACCC student survey to	368 responses collected from Norco College students in Fall	The results supported the launch of a Student Equity	NC-NACCC-2020

Action	Progress	Outcome	Future Action	Evidence
Campus Climates (NACCC) Survey (Part 1 - Student Survey)	understand the racial climate on campus	2020; results were used to develop and launch a Black Student Network as part of the Racial Justice Taskforce; The NACCC data, in combination with the Holistic Student Support Survey (HSSS) data, HOTEP Equity Audit, and Student Equity Plan data demonstrated a need for early support and intervention for Black/African American students at Norco College	Inquiry Team focused on uncovering systemic barriers to student success for Black/African American students in onboarding and enrollment; Inquiry Teams will analyze data and provide recommendations in 2023-2024	Academic Senate Meeting Minutes

Improvement Plan 2

In the 2020 ISER, Norco College developed an improvement plan related to Standard IV.A. The College outlined a plan to assess, revise as needed, and document governance and workflow processes and procedures, integrating and aligning with District council and committee structure, processes, and procedures, as applicable. (Evidence: ISER, p. 218). The following chart describes how the College implemented this plan.

Action	Progress	Outcome	Future Action	Evidence
Strategic Planning and Governance Manual (SPGM) developed	Approval of the Educational Master Plan goals and Objectives and Key Performance Indicators and alignment to committees and councils	SPGM drafted by a subgroup of ISPC. Feedback sought and implemented from all constituent groups.	Annual edits and enhancements made to the SPGM, in the form of amendments, through the Evaluation of the Planning & Decision-Making Process	SPGM SPGM Adoption and Approval Timeline, SPGM p. 101
SPGM approved through college governance process, district, and Board of Trustees	Distributed and shared widely with college and district constituency groups, committees, and councils	Approval by ISPC, Academic Senate, Committee of the Whole, and RCCD Board of Trustees	IEGC engages the college and district in revising and re-approving the SPGM for the next five-year cycle beginning in the 2025-2026 year	March 11, 2021, COTW minutes March 19, 2021, DSPC minutes April 20, 2021, BOT minutes
SPGM implemented	Reorganization of all governance entities into the full implementation of the SPGM structure beginning Fall 2021	Constituent groups provided constituency appointments in the newly adopted SPGM structure	Annual assessment of governance structures: Survey of Effectiveness, Institutional Effectiveness and Planning Survey, and Key Performance Indicators Progress Report	College Council and Leadership Councils Fall 21 first meeting Agendas with memberships
SPGM review	The Institutional Effectiveness & Governance Council began	The IEGC constituent co-chairs initiated the Evaluation of the	Every odd year in the spring, the annual review of SPGM and	Minutes of IEGC Fall m: eeting where

Action	Progress	Outcome	Future Action	Evidence
	review of the SPGM and college processes in Fall 2023	Planning & Decision-Making Process as outlined in the SPGM (p.89), and an assessment of the Evaluation Procedures and Governance Structure and presented results of the Survey of Effectiveness to IEGC.	college governance procedures, including audit findings and recommended actions to the governing body to ensure continuous improvement	this is discussed …

Spring 23 audit |

Institutional Reporting on Quality Improvements

A. Response to Recommendations for Improvement

Response to College Recommendation for Improvement

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)."*

Status Completed

Norco College has responded to the Commission's recommendation by strengthening its process for establishing, communicating, implementing, and assessing guidelines for regular and substantive interaction in distance education courses. At the Distance Education Committee (DEC) meeting on May 11, 2023, members reflected on the College's progress on this recommendation (Evidence: DEC Minutes).

On March 15, 2021, Riverside Community College District updated Administrative Procedure AP 2105: Distance Education (formerly AP 4105) to include guidelines for regular and substantive interaction in distance education course requirements and curriculum approval (Evidence: AP 4105, AP 2105_2021). AP 2105 was subsequently revised on [insert date when approved by BOT] to further clarify the guidelines for instructor contact in alignment with Title 5 changes (Evidence: AP 2105_2023). Prior to approval by the Board of Trustees, revisions to AP 2105 were broadly discussed at the Distance Education Committee and the Academic Senate (Evidence: BOT Minutes, DEC Minutes, NCAS Minutes). The corresponding RCCD Regular and Substantive Interaction Guidelines document was also updated to reflect the revisions to this administrative procedure and will be reviewed in 2023-2024 per its three-year review cycle (Evidence: RCCD RSI Guidelines).

All faculty are required to acknowledge Recommended RCCD DE Best Practices when they approve their teaching assignments online. Faculty must indicate that they have read AP 2105: Distance Education, RCCD Regular and Substantive Interaction Guidelines, and Summary of Regulations for Regular and Effective/Substantive Contact for Distance Education (Evidence: TA RSI Acknowledgement). The Distance Education Coordinator also communicates expectations for regular and substantive contact in distance education courses during First Friday meetings for new faculty and Flex Day presentations for all faculty (Evidence: First Friday Agenda 3-3-23, First Friday DEC Presentation 3-3-23, Flex Agenda, Flex Presentation).

New faculty must meet the requirements for RCCD's Online Teaching Certification which was approved by the District Academic Senate on May 24, 2021, and updated on October 3, 2022 (Evidence: DAS Minutes 5-24-21, DAS Minutes 10-3-22, RCCD Online Teaching Certification). Current faculty, previously certified through the RCCD Online Canvas Academy,

who teach online at any of the colleges in the district must also complete the Online Teaching Certification every three academic years. Both certification options, the RCCD Course Design Camp and the colleges' Peer Online Course Review (POCR) process, include training on regular and substantive contact in online courses (Evidence: RSI pages from the Boot Camp and POCR).

Additional information on regular and substantive contact is included in distance education resources for faculty. The DE Instructor Resource shell is a course within Canvas that includes a "Boost Your RSI" page (Evidence: Boost Your RSI). The OEI Course Design Rubric also contains content on regular and substantive contact and provides tips and templates for aligning with the guidelines (Evidence: OEI Course Design Rubric). In August 2020, District Distance Education began publishing a District DE Newsletter twice a month during fall and spring semesters, and once a month during winter and summer semesters. The newsletter provides updates and information on instructional tools and resources including tips for ensuring regular and substantive contact (Evidence: DE Newsletter Summer 2023).

Norco College has advocated for expanded support to enhance communication about distance education guidelines. In 2021, the District hired a dedicated Assistant Director of Instructional Design for each of its three colleges. Norco faculty can consult with the Assistant Director of Instructional Design when building their online courses and are able to brainstorm regular and substantive interaction strategies (Evidence: Introducing Course Developers).

Finally, in 2020, the District developed an Associate-Faculty Distance Education Observation Form for use during the associate faculty evaluation process. Section 3.2 of this form includes the following criteria, "Two or more different types of regular and substantive instructor-initiated interactions are observed" (Evidence: DE Observation Form). The form was approved by all three college Distance Education Committees and Academic Senates, and was approved by the District Academic Senate (Evidence: DEC minutes, Norco College Academic Senate Minutes, District Academic Senate Minutes). Upon further review, the CTA/Faculty Association recommended the Distance Education Observation Form be modified to apply to all faculty (Evidence: CTA Minutes). The amended form will be taken back through the approval process during the 2023-2024 academic year (Evidence: IOI DE Course Form).

Response to District Recommendation for Improvement

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

The review of board policies is comprehensive and ongoing. During summer 2022, a workgroup consisting of the Academic Senate Presidents, Curriculum Committee Chairs, Articulation Officers, Vice Presidents of Academic Affairs, Associate Vice Chancellor of Educational Services and Institutional Effectiveness, Vice Chancellor of Educational Services and Strategic Planning, and General Counsel performed a detailed review and update of Academic Affairs Board Policies. As a follow-up to the summer work, during the academic year 2022-2023, the District Academic Standards Committee, in close consultation with the Academic Senate, developed new policies for independent study and honorary/honorary posthumous degrees. During the fall semester of 2022, updates from the summer were shared with impacted

constituency groups through participatory governance bodies. These included the Student District Consultation Council, Academic Senates, Faculty Association, and CSEA. RCCD General Counsel presented the updated policies at college and district Academic Senates, District Strategic Planning Council, Chancellor's Cabinet, and Board of Trustees meetings.

As a result, since the last accreditation review in 2020, the District has completed its review and/or revision of Board Policies for all of Chapter 1 pertaining to the Board of Trustees, generally, and consisting of 47 Board Policies; 33 out of 43 Ch. 2 Board Policies consisting of academic affairs; all of Ch. 3 pertaining to student services and consisting of 38 Board Policies; all of Ch. 4 pertaining to institutional advancement and consisting of 5 Board Policies. Additionally, Ch. 5 (Business and Financial Services) and Ch. 6 (Human Resources) Board Policies totaling 83 Board Policies are currently under review and revision. They are anticipated to be completed by 2025.

The District has drafted a cyclical review plan ensuring that all Board Policies and Administrative Procedures will go through a five-year cycle of review. The review plan provides that the following timeline will be followed:

Year 1: Chapters 1 (District/Board) and 4 (Institutional Advancement) – 52 BPs and 35 APs
Year 2: Chapter 2 (Academic Affairs) – 37 BPs and 41 APs
Year 3: Chapter 3 (Student Services) – 38 BPs and 45 APs
Year 4: Chapter 5 (Business and Financial Services) – 39 BPs and 58 APs
Year 5: Chapter 6 (Human Resources) – 44 BPs and 76 APs

The review plan will vary depending on the Chapter being reviewed and the constituent groups involved in the review. Generally, the review of Board Policies and Administrative Procedures will be initiated by General Counsel who will advise as to the current state of the BP/APs and recommend any legal revisions based on a legal review of the change in statutory or regulatory law. Thereafter, the review will continue to the applicable constituent groups directly affected by the chapter being reviewed. For example, Chapter 2 BP/APs deal with academic affairs and will be reviewed by the Academic Senates of each college and their various sub-committees (e.g. Curriculum, Guided Pathways, Distance Education). Chapter 3 BP/APs deal with student services and will be reviewed by the Associated Student groups at each college. Chapter 6 BP/APs deal with Human Resources and will be reviewed by the exclusive bargaining representatives for all employees. It is understood and anticipated that various BP/APs will have overlapping interests that require multi-level review by various constituent groups. For example, Chapter 3 BP/APs while being reviewed by the Associated Students groups will also have significant overlap with academic and professional matters overseen by the Academic Senates of each college. Accordingly, multi-disciplinary workgroups are utilized to ensure appropriate representation while managing efficient processes for review.

B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

1. Student Learning Outcomes (Standard II.B.2)
   "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services."

At the Norco Assessment Committee meeting on April 5, 2023, members reflected on the College's progress in the area of student learning outcomes (Evidence: NAC Minutes 04-05-23).

What are the strengths of the process that help the college to improve teaching and learning?

Norco College has embraced an assessment process that leverages technology, collaboration, and communities of practice to help the college improve teaching and learning.

On December 5, 2022, Norco College Academic Senate voted to adopt a new, streamlined process for faculty to assess student learning outcomes and service area outcomes (Evidence: AS Meeting Minutes). A Leading From the Middle Team developed and piloted the new process that institutionalizes the practice of using SLO and SAO data disaggregated by race/ethnicity, gender, and age to support pedagogy improvement, decision-making, and resource allocation (Evidence: LFM charge, LFM Team Action Plan Report, Assessment Report 2022-2023). The new process integrates the College's learning management system and assessment/planning system, so that assessment results entered into Canvas Gradebook can be automatically surfaced in Nuventive dashboards (Evidence: 032123_BOT Five-to-Thrive Presentation). These dashboards are integrated into the College's program review process through a series of questions about identified trends in the assessment data (Evidence: Program Review Assessment Questions). The new process automates the collection of assessment results and eliminates repetitive data entry which helps sustain the focus on using assessment data to improve teaching and learning.

Norco College fosters a culture of collaboration and organizational learning which is exemplified through its assessment process. The Norco Assessment Committee has increased the connection of instruction to student services and academic support through meetings, training, and the inclusion of learning support staff on assessment project teams (Evidence: LFM Team Charter, Student Services Retreat Agenda/Minutes, Student Services Training). As a result, Student Services and the library have developed and refined their service area outcomes to align with teaching and learning (Evidence: Student Services SAOs, Library SLOs/SAOs). The College's communities of practice support the assessment process and promote innovation in teaching through a group examination of best practices. Social and Behavioral Sciences faculty started assessing in Canvas as early adopters and provided valuable feedback to the Leading From the Middle Team that developed the new assessment process (Evidence: LFM Team Meeting Notes 12-07-21). The Leading From the Middle Team piloted the new process with a group of faculty who provided feedback on training, offered support to faculty during implementation, and presented on assessment/teaching best practices (Evidence: LFM Team Pilot Notes SUM22, Counseling Equity Assessment 23SPR).

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

Following the implementation of the new assessment process, the College is moving to Assessment Phase 2, which will focus on increasing the discussion about disaggregated data in Nuventive dashboards (Evidence: Assessment Phases Infographic). The revision of assessment prompts in program review will be revised to align with the new assessment data dashboards (Evidence: Program Review Meeting Minutes, 3-23-23, NAC Meeting Minutes, Program Review Assessment Questions). The increased automation of assessment data collection provides the College with the opportunity to review and update assessment expectations and goals to increase overall participation in the assessment process. By providing training in a variety of formats including how-to videos, instructional guides, on the website and in-person/remote workshops the College is working to increase stakeholders' capacity to interpret, analyze, and use disaggregated assessment data to improve teaching and learning, especially as it relates to equity (Evidence: NAC website videos, NAC Guides, NAC Training PowerPoint). The transition to the new process is encouraging more conversations at the discipline-level about assessment methodology for courses and programs to improve the integrity and validity of assessment data. The discussion of assessment has also been amplified in student services and learning support services, and these areas have come to understand that continuous improvement requires continuous assessment. Student Services has increased its understanding of how student learning outcomes (SLOs) and service area outcomes (SAOs) differ and is now working on developing separate SAOs (Evidence: Student Services Meetings Minutes).

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

Overall, the College has improved assessment by streamlining the assessment process through automation and the integration of disparate technology platforms (Evidence: 032123_BOT Five-to-Thrive Presentation). The College started to report assessment results using the new process in Spring 2023 and will begin to use the disaggregated data to make improvements starting in 2023-2024. Several disciplines have made coordinated improvements based on outcomes assessment data. The math discipline has adopted an "ungrading" approach to improve student learning in select math courses by using formative assessment to ensure that students understand discrete math skills and concepts on assignments and exams (Evidence: Math Assessment Summary). English has also made improvements to English 1A based on the collection and review of student learning outcomes data as part of a standardized assessment project (Evidence: English IA Assessment). The Library developed a service area outcome for library events and is using a survey to assess its Read 2 Succeed: Author Appearance every semester (Evidence: Library Read 2 Succeed Survey Questions). The survey data has informed improvements to the Read 2 Succeed program including book suggestions and increased collaboration with departments and schools (Evidence: Library Read 2 Succeed Survey Results). Lastly, in collaboration with the Office of Institutional Effectiveness, the Learning Resource Center (LRC) is now collecting and analyzing data related to the impact of tutoring and other LRC services on student success (Evidence: LRC Assessment Report).

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

When faculty moved all instruction online to Canvas during the COVID-19 pandemic, assessment fell behind for several disciplines. However, the College is now taking advantage of the widespread use of Canvas to implement more technologically advanced and efficient ways of reporting outcomes data using the new assessment process. The Norco Assessment Committee provides training, workshops, instructional videos, and guides to instruct faculty on the new assessment process (Evidence: NAC website resources). Another area the College has targeted for improvement is the level of participation of part-time faculty in assessment. The Norco College Assessment Committee has been encouraging outreach to part-time faculty to increase their engagement in assessment through conversations at department meetings, discussion at Academic Senate meetings, and targeted trainings (Evidence: NAC Meeting that discussed this issue, Academic Senate meeting that discussed this issue, Assessment Part-Time Faculty Workshop). The College has also streamlined the process for part-time faculty to receive compensation for their assessment activities to increase the number of courses assessed (Evidence: Documentation of process). To ensure that disciplines are staying on track with their assessments, the Norco Assessment Committee is asking for assessment schedules for all courses from disciplines (Evidence: Academic Senate Minutes, 4-3-23). Moreover, to align with the next comprehensive program review, the College is trying to get as much assessment data entered using the new process as possible. Norco College's program review process is on a six-year cycle and the College is striving to get 100% of assessment data entered by Spring 2027 (NAC Minutes where this was discussed).

2. Institution-Set Standards (Standard I.B.3)
   "The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information."

The Institutional Effectiveness and Governance Council (IEGC) and Academic Senate are the primary college entities that monitor Institution-Set Standards (ISS). In fall, the Dean of Institutional Effectiveness presents the ISS to IEGC and Academic Senate from the most recent ACCJC Annual Report. At this time, the Annual Outcome, ISS Floor, and ISS Stretch goals are shared, and any metrics that fall below the ISS floor are highlighted.

Has the college met its floor standards?

Norco College has stayed above the floor standards consistently in course completion, degrees awarded, and certificates awarded. In transfer and job placement rates, there was mostly excellent performance with a few exceptions. Transfer this past year triggered the need for an institutional response since transfer numbers had remained below the floor standards for two consecutive years. In job placement rates, Accounting, Business Administration, and Real Estate have fallen below floor standards and will need an institutional response during 2023-24.

Has the college achieved its stretch (aspirational) goals?

Except for the metrics mentioned above that have fallen below floor standards, all other ISS metrics have approached the stretch goals by being within 5%-10% of the aspirational value.

What initiative(s) is the college undertaking to improve its outcomes?

In 2020-21, KPI Workgroups were formed to address institutional interventions that could be taken to improve each of the 15 KPIs identified in the Educational Master Plan. These KPIs overlap with the majority of ISS metrics. In addition, the college has instituted an Equity & Data Coach initiative and data coaches have been assigned to support data literacy for each of the KPIs/ISS Workgroups.

How does the college inform its constituents of this information?

As indicated above, the Dean of Institutional Effectiveness informs IEGC and Academic Senate of the ISS areas each fall semester. When there is a drop below the ISS Floor for two consecutive years, there is a procedural response that involves communication with College Council and also convening a taskforce to address this below-floor trend.

Evidence

    Procedural Response to Institutional Set Standard Dip

    Institution Set Standards Summaries

C. Report on the Outcomes of the Quality Focus Projects

Quality Focus Essay Project 1: Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis

One of the key strategies that Norco College has used to improve student learning and achievement is the implementation of an equity-focused professional development plan. Norco College's implementation of Guided Pathways and the desire to improve equitable student success and completion was the impetus for this intentional focus on teaching and learning.

In 2018, a Leading From the Middle (LFM) team began examining how professional development activities and structures could be aligned with the College's implementation of Guided Pathways, the Educational Master Plan, and the Student Equity Plan. The LFM team developed the Professional Development Plan for Norco College in Support of Guided Pathways (Evidence: LFM_Plan_FINAL_Revised_1-15-19). The plan included professional development recommendations focused on equity-minded practices including a full-time professional development coordinator, disaggregated data and training, systems and tools for learning outcomes assessment, culturally responsive assessment practices, equity-based pedagogy training and support, training on the four pillars of Guided Pathways, training for faculty and staff advising, and updates to professional development websites (Evidence: Student_Equit_Plan_8_14_19).

The Professional Development Plan led to the formation of a Professional Development Coordinating Network (PDCN) through an agreement between the Office of the President, Academic Senate, Management and Leadership Association (MLA) and California Schools Employee Association (CSEA), Chapter 535, to collaborate on the process and planned outcomes for strategic professional development activities during the academic year (Evidence: Charter for Professional Development Coordinating Network 2022-2023).

Coordinated professional development activities at Norco College have centered around Guided Pathways, the Five Principles for Equity by Design, and the Student Support (Re)defined Framework. Equity-focused presentations are given during Faculty Flex Days, Professional Development Days for Classified Professionals, and Management Leadership Association retreats (Evidence: Guided Pathways presentations, 13-professional-development-day-23win-claudia-figueroa-equity-gaps-nc, Faculty FLEX Day Presentations, TLC Brown Bag Presentations, MLA Presentations). In 2020, the College hired the RP Group to provide a Guided Pathways and equity training based on the Six Factors for Success Framework for to explore the impact of social and socioeconomic factors on students' educational decision-making (Evidence: Agenda, related documents).

Norco College also provides opportunities for all college constituency groups to participate in the Center for Organizational Responsibility and Advancement (CORA) certificate training programs including Black Minds Matter, Teaching Men of Color in the Community College, and Racial-microaggressions (Evidence: CORA-Certificates-Flyer, # of CORA Certificates Earned). Norco College has participated in training provided by the University of Southern California

Center for Urban Education (USC CUE) and has continued its engagement in monthly workshops following the merger of CUE with the USC Race and Equity Center. Since 2021, the College has participated in workshops provided through the California Community College Equity Leadership Alliance (Evidence: Get workshop/participants reports from Gustavo).

Norco College held an Open Forum on June 5, 2020, and created a Racial Justice Taskforce (RJTF) in response to the Black Lives Matter movement and the California State Chancellor's June 2020 Call to Action (Evidence: 2020_MGreen_BlackLivesMatter, Norco-College_Action-Notes). One of the RJTF's areas of focus is professional development (Evidence: RJTF Charters). The RJTF has recommended professional development activities aimed at addressing implicit bias and cultural competency and has created a Black Ally Program that includes training for staff (Evidence: RJTF Meeting Minutes, Black Ally Program Description, Black Ally Program Training). Four project teams were formed to structure the taskforce's activities and planned outcomes (Evidence: Project Team Charters).

The RJTF's focus on professional development led to the development of a series of community events that celebrate Norco College's mosaic of students. Beginning in Fall 2021, the College has been highlighting different populations through self-recorded videos that invite students to share who they are in their own voice. These videos are shared with all faculty, classified professionals, and managers who participate in facilitated conversations about how they can best support student well-being and success (Evidence: List of Mosaic Events and Number of Participants; Five-to-Thrive BOT Presentation).

Based on recommendations from the RJTF, Norco College invited Hotep Consultants to conduct an Equity Audit of practices, policies, and procedures to uncover barriers to student success specifically as it relates to the impact on historically minoritized students (Evidence: Equity Audit Findings, Equity Audit Presentation). The College has aligned the equity audit recommendations with strategic goals and councils to ensure institutional improvement (Evidence: College Council Alignment). While the audit found that Norco College had a strategic approach to professional development in terms of content and topics to guide faculty on equity-minded practices, 17% of staff believed that there was not a shared understanding of what equity means at the College (Evidence: Equity Audit Findings). As a result, Norco College has adopted definitions of equity and diversity proposed by the State Chancellor's Office (Evidence: DEIA Glossary of Terms; Meeting Minutes showing approval). In addition, Norco College has included language related to faculty requirements for equity-related professional development in the 2021-2024 Faculty Association Agreement (Evidence: CTA/FA Agreement).

Finally, the College has formed faculty inquiry teams as recommended in the Norco College Student Equity Plan 2022-2025. In 2022-2023 the teams will assess and evaluate practices, policies, and culture that may be contributing to equity gaps, and make recommendations to close equity gaps. In 2023-2024 the College will pilot the recommendations, collect quantitative and qualitative data, evaluate the efficacy of interventions, and adjust as necessary. In 2024-2025 Norco College will implement changes, collect data, evaluate efficacy, and fine-tune interventions with a goal of reducing equity gaps by 40% (Evidence: Equity Plan 2022-2025, Faculty Inquiry Teams Membership and Charge).

Norco College has seen some improvement in student success and completion data. The College's 2016-2020 Data Story shows that of all incoming students in fall 2016, 13.8 percent completed a degree or certificate in four years compared to 9.8 percent in fall 2010. African American students' earned awards in four years increased from 5.1 percent to 13.8 percent, while Hispanic student completion increased from 9.5 percent to 12 percent (Evidence: Completion Initiative Original Data Story, Completion Initiative Data Story 2016-2017). Add information on Umoja transfer rate success.

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

Norco College redesigned the onboarding process as a critical improvement to advance progress in the implementation of school-based student success teams. The student onboarding experience, from application to enrollment, was revamped to include a new Holistic Student Support Survey (HSSS) in order to address early outcome in student enrollment and retention. The college redeployed staff in the formerly identified Placement Center and established two school-based Engagement Centers to provide targeted support to new, first-time college students via a guided onboarding experience.

Engagement Center staff utilized the student reported needs from the HSSS to provide proactive, personalized, and timely interventions and support to new, first-time college students. As a result of the onboarding redesign and implementation of the HSSS new, first-time students at Norco College persisted from Fall 2021 to Spring 2022 at 67.3%, compared to their counterparts at Riverside City College at 62.1% and Moreno Valley College at 64.0% without an embedded HSSS. Furthermore, new, first-time Norco College students successfully completed their coursework at 81.4% in Summer 2021, 70.8% in Fall 2021, and 75.1% in Winter 2022. Their counterparts at Riverside City College completed their coursework at a rate of 74.9% in Summer 2021, 61.1% in Fall 2021, and 70.0% in Winter 2022. Moreno Valley counterparts completed their coursework at 77.2% in Summer 2021, 56.9% in Fall 2021, and 70.0% in Winter 2022.

Recent efforts to implement student success teams include the recent school reorganization of academic departments and disciplines into eight (8) Career and Academic Pathways (CAP) plus Counseling, the reorganization of academic and student support divisions, the GP Librarian Plan, and the restructuring of advising and counseling to onboard students directly in CAPs. Furthermore, Norco College approved the establishment of a monthly CAP Hour to promote student engagement with faculty and school-based Counseling faculty and advisors. Next steps include the expansion of the HSSS as an ongoing tool to connect continuing students to critical supports and services, and the implementation of school-based counseling, Advisor lead assignments, and CAP Hour activities.

Action	Progress	Outcome	Future Action	Evidence
Creation of the arc and preliminary communication plans.\n\nSalesforce pilot to provide proactive and responsive interventions and support to students from the moment they enter the College until they complete their educational goal	RP Group retreat with Advisors and Coaches to initiate the student journey arc. The Deans of Equity and Student Services led advisors and coaches in the development of an Advising Curriculum to establish critical communication milestones.\n\nThe RCCD Office did not approve the adoption of the Salesforce technology.	Advising Curriculum was established and distributed to advisors and coaches across the campus.\n\nFaculty Counseling creation of a Counseling Milestone Curriculum to inform and support the Advising Curriculum	The timeline and communication topics established in the Advising Curriculum will be incorporated into the work of Student Success Teams. The intention is to reach out to students at each phase of the student journey – connection, entry, progress, and completion/transition.\n\nEducational Advisors will work with a team of Peer Advisors to disseminate communications.	RP Group Retreat Presentation SS(R)d-GP Norco College Jan 24-25 2019.pptx and Agenda Agenda-Guided Pathways Retreat.pdf\n\nAdvisor/Coach Meeting Agenda\n\nAdvising Curriculum Document Merged Curriculum Sheets-Revised 3-13-20 (1).docx\n\nCounseling Curriculum Counseling Milestone Curriculum.docx
First implementation of communication plan with success	The Engagement Center began offering one-on-one appointments and registration	First-year, new college students to Norco received personalized contacts	The Holistic Student Support Survey (HSSS) will be updated with benefits-focused support	Communication Template

Action	Progress	Outcome	Future Action	Evidence
navigators for first-year students	workshops for new students. The college launched a revised online orientation that included a Holistic Student Support Survey (HSSS). Engagement Center Staff created communication templates for first-year students using survey results.	connecting them to services and supports identified through the HSSS beginning in Winter 2021.	program language as suggested by the Hotep Equity Audit. Automation programming and workflow software will be used to expand this student needs assessment and response service beyond the onboarding process.	
Collaborative work with CTA on faculty roles as navigators Recruitment and training for faculty	Collaboration between the Guided Pathways lead and the CTA to establish faculty positions to support student success team development	Creation of an Instructional, Equity, and Counseling Faculty Guided Pathways Coordinator positions with dedicated reassign time with CTA approval as well as Project Teams for short term faculty participation	Implementation of Career and Academic Pathway department meetings and CAP Hour event programming to engage faculty as career navigators. Opportunities for professional development as faculty navigators at the Equity in GP Summit in Fall 2023	Academic Senate agenda with Faculty Coordinator Recruitment (Spring 2023 latest) CAP Hour Approval (Senate and College Council) Equity in GP Summit Fall 2023 agenda or flyer
Communication plans modeled after first-year plans	First-year non-exempt student needs are assessed during	Each first-year non-exempt student receives a custom support	Holistic Student Support Survey questions are scanned	Survey Student Template

Action	Progress	Outcome	Future Action	Evidence
	orientation in the areas of career development, financial education, student support needs, campus connections, and academic planning.	plan based on their responses to the Holistic Student Support Survey (HSSS). Department contacts are also notified weekly of students with needs or interests related to their program so they can proactively reach out.	regularly and updated as services or contact people change. Automation programming and workflow software will be used to expand this student needs assessment and response service beyond the onboarding process.	
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	The Claremont Evaluation Center was commissioned through the Title V "PACES" Grant to evaluate the first iteration of the Holistic Student Support Survey (HSSS) instrument.	A Holistic Student Support Survey Report was submitted in September 2021 proposing uses of the HSSS, a summary of the first 1,562 responses, and proposed improvements to the HSSS.	A new iteration of the HSSS was launched in October 2021 based on recommendations from the report. In August 2022, a follow-up data analysis disaggregated the initial report data to reveal an additional depth of data to be used in program planning.	Holistic Student Support Survey Report HSSS Infographic HSSS Follow-Up Summary of Findings KPI
Full implementation of success teams with both first-year success	Using Phase Two Advisory's Student Success Team implementation	In Spring 2023, Student Success Teams were proposed that would include a	In Fall 2023, Student Success Teams will begin to meet and plan student	Training and PD Agenda Advisor Lead Assignments

Action	Progress	Outcome	Future Action	Evidence
navigators (educational advisors and success coaches) and faculty advisors	guide as a model, teams were designed according to a networked single point of contact model.	faculty team (involving counseling faculty, discipline faculty, and library faculty) and a staff team (involving an Ed Advisor, Administrative Assistant, and Peer Advisors) working collaboratively.	engagement activities based on research-based momentum strategies. These activities will be assessed closely to identify and replicate best practices.	
Implement faculty advisors based on schools	School Reorganization Proposal and CAP Hour as approved structure for Faculty Advising as an Institutional Service until there is district-wide agreement on formalized role of faculty within schools	The college community approved the reorganization of departments into Career and Academic Pathways with a three (3) Dean division, the establishment of a CAP Hour for faculty advising and student engagement, and the development of a Librarian Plan to support faculty and student engagement. CAP Hour officially approved for 1st Thursdays each term during college hour	CAP Hour event programming led by faculty with support from Engagement Center staff. Development of a toolkit for faculty and student engagement. Engagement Center school based activity programming for faculty engagement.	School Reorganization Approval Career and Academic Pathway (CAP) Hour Approval Guided Pathways Librarian Plan

Action	Progress	Outcome	Future Action	Evidence
		(12:50pm-1:50pm).		
Continued assessment and improvement	Early outcomes data was compared to the sister colleges in the district to examine effects of the HSSS on average percent of units completed per term, fall-to-spring term persistence, single term persistence. KPI Progress Presentations agendized and calendared at the council/committee level	The college community receives annual updates regarding progress related to Access (Goal 1) and Guided Pathways (Goal 2) within our formal governance structures, which includes equity data coaches, operational leads, and the Office of Institutional Effectiveness	In 2024, a follow-up examination of the initial HSSS participant cohort will be conducted to examine longer term outcomes, including completion rates, transfer rates, total units to degree completion, and excess unit accumulation.	23-24 KPI Presentation(s) and Agenda(s)

D. Fiscal Reporting

Norco College's most recent Annual Fiscal report is provided below. The College is meeting all fiscal goals and Financial Aid default rates are within acceptable rates for community colleges. Norco College is not on enhanced fiscal monitoring. The annual report includes new financial streams added since the last institutional self-evaluation, including HEERF funding.

Evidence

ACCJC 2021 Annual Fiscal Report (FR-1)

Evidence

Report Preparation

Plans Arising from the Self Evaluation Process

Response to Recommendations for Improvement

Reflection on Improving Institutional Performance: Student Learning Outcomes

Reflection on Improving Institutional Performance: Institution Set Standards

Quality Focus Essay Project 1: Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis

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

Fiscal Reporting

NORCO COLLEGE

2001 Third Street, Norco, CA 92860 · (951) 372–7000
www.norcocollege.edu

Monica Green, Ed.D., President

Key Performance Indicators 2019-2030

The college mission guides all planning and governance processes at Norco College. By operationalizing the college mission through the creation and monitoring of goals & objectives, and key performance indicators, Norco College ensures that all aspects of the institution remain on mission. The student transformation KPIs will portray the student journey in and through Norco College. Norco students' impact on regional transformation KPIs will track students as they enter the workforce and/or enter four-year institutions. Also, regional KPIs will track the college-going rate for the local service area. Through these fifteen KPIs, student transformation will be conveyed as the indicator of how the educational master plan is impacting these vital areas. It should be noted that the Goals (e.g. Goal 1: (Access) Expand college access by increasing both headcount and FTES) cover the entire time period of the Educational Master Plan (through 2029-30 academic year), whereas the Objectives (e.g. Objective 1.1: Go from 7,366 to 8,759 total FTES) and KPIs (e.g. 1. Annual Headcount (Data Mart)) are only for the period of the current strategic plan (through 2024-25 academic year).

	Key Performance Indicators (KPI)	Methodology
KPI 1	Go from 7,366 to 8,759 total FTES	Annual FTES from CCCCO DataMart https://datamart.cccco.edu/Students/FTES_Summary.aspx
KPI 2	Go from 14,624 headcount to 16,581 total headcount	Annual Headcount from CCCCO DataMart https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx
KPI 3	Increase capture rates from feeder high schools by 4% annually.	Calculated utilizing a 4 percent increase and not a 4-percentile increase. Count of students enrolled from local high schools (CNUSD only) who attend Norco College. The sum of first-time college students under 20 years old who indicate a high school code that corresponds to a CNUSD HS in the Fall, divided by CNUSD grad rate found at: https://www.caschooldashboard.org/reports/33670330000000/2019/academic-engagement#graduation-rate-
KPI 4	Increase number of degrees completed by 15% annually	Annual Degree count from CCCCO DataMart

Key Performance Indicators (KPI)		Methodology
		https://datamart.cccco.edu/Outcomes/Program_Awards.aspx
KPI 5	Increase number of certificates completely by 15% annually	Annual Certificate count from CCCCO DataMart https://datamart.cccco.edu/Outcomes/Program_Awards.aspx
KPI 6	Increase number of transfers 15% annually	National Student Clearinghouse submission to identify students transferring to 4-year institutions. Students must complete 12+ units in the district with majority of units completed at Norco College.
KPI 7	Increase the number of first-time full-time enrolled students from 508 to 900 (Fall) (508 is 2017-18 FTCS count)	Number of first-time ever in college students who attempted 12 or more credit units in the fall term at Norco College
KPI 8	Reduce the equity gap for African American students by 40%.	Disaggregation of 2.1, 2.2, 2.4 and 2.7 Calculate the gap between the percent achieving the outcome and the overall population headcount percent.
KPI 9	Reduce the equity gap for LatinX students by 40%.	Disaggregation of 2.1, 2.2, 2.4 and 2.7 Calculate the gap between the percent achieving the outcome and the overall population headcount percent.
KPI 10	Reduce the equity gap for Men of Color by 40%. (Latino + Black males)	Disaggregation of 2.1, 2.2, 2.4 and 2.7 Calculate the gap between the percent achieving the outcome and the overall population headcount percent.
KPI 11	Reduce the equity gap for LGBTQ+ students by 40%.	Disaggregation of 2.1, 2.2, 2.4 and 2.7

Key Performance Indicators (KPI)		Methodology
		Calculate the gap between the percent achieving the outcome and the overall population headcount percent.
KPI 12	Reduce the equity gap for Foster Youth students by 40%.	Disaggregation of 2.1, 2.2, 2.4 and 2.7 Calculate the gap between the percent achieving the outcome and the overall population headcount percent.
KPI 13	Increase the median annual earnings of all students	Student Success Metric Dashboard Students who exited the community college system and did not transfer to any postsecondary institution, median earnings (UI Wage file) following the academic year of exit https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx
KPI 14	Increase percent of CTE students employed in their field of study by 3% annually	CTE Outcomes Survey Job Similarity data element (Very Close or Close)
KPI 15	Increase percent of all students who attain a livable wage by 5% annually	Student Success Metric Dashboard Students who exited the community college system and did not transfer to any postsecondary institution, the proportion who attained the district county living wage (UI Wage file) for a single adult measured immediately following the academic year of exit https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

Baseline Measures for Strategic Plan 2019-2025