



2024 Fall FLEX | Accreditation Workshop Handout

Norco College Mission:

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

Standard 2: Student Success

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

Review Criteria:

- The institution's processes for curriculum design and development include appropriate faculty oversight for ongoing review, monitoring, and revision of programs in order to close identified gaps in student achievement.
- The institution's processes for curriculum design and development includes dialogue around student equity and maximizing equitable student success outcomes.
- The institution defines student learning outcomes for courses and academic programs (including degree and certificate programs).
- Development of learning outcomes includes consideration of feedback from workforce/industry partners, as appropriate for the institution's mission and program discipline.
- The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled.

Possible Sources of Evidence Could Include:

- Examples of how student learning and achievement data inform ongoing curriculum design and development.
- Processes for establishing and maintaining currency and relevancy of learning outcomes (curriculum review, industry advisory discussions, etc.).
- Sample syllabi and corresponding course outlines.

Rubric

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

Initial	Emerging	Developed	Highly Developed
Assessment of learning is done at the course level with little or no interaction across departments to discuss learning overall.	Academic departments and programs assess student learning within the courses and sequences of courses under their purview. Some cross-disciplinary discussion of student learning occurs, particularly when courses are prerequisites or program requirements.	The institution monitors assessment plans and reports and documents the use of assessment results to improve learning outcomes across academic departments; common assessment elements such as rubrics exist.	The institution has a well-defined system for evaluating the effectiveness of its learning assessment plans, including training, timelines for review, scoring rubrics, and accountability measures across academic departments.