APPENDICES
COMPREHENSIVE LIST OF PLANNING AGENDAS

Planning Agenda – Institutional Mission

- Establish a clearer delineation of district vs. local responsibilities and functions with regard to student learning programs and services (I.A.1)
- Continue to develop new programs and services to serve the needs of the identified student population, utilizing input from the Norco Academic Senate, the Norco Strategic Planning Committee (NSPC) and the District Office of Institutional Research. (I.A.1)
- Review and incorporate information from the new Environmental Scan (to be published in late 2007) in order to better serve the Norco Campus learning community. (I.A.1)
- Revise the method of distribution of the Norco mission statement to capture a wider audience:
  ♦ Include the statement in all print and electronic publications, reports, and flyers, including the latest course catalog.
  ♦ Display the statement in prominent locations on campus such as in the Admissions lobby and in campus display cases.
  ♦ Explore the possibility of distributing the mission statement in the languages of the Norco-Corona communities it serves. (I.A.2)
- Consult with faculty and administration, especially the NSPC and NAPC, regarding development of a plan for regular review and revision of the mission statement. (I.A.3)

Planning Agenda – Improving Institutional Effectiveness

- Continue to ensure that all decision making is a collaborative, dialogue-driven process which involves all Norco Campus constituencies. (I.B.1)
- Explore the means for discussion of strategic initiatives goals between and among the decision-making and advisory bodies of the Norco Campus. (I.B.2)
- Utilize specific campus-based parameters for data collection from the district Office of Institutional Research. (I.B.3)
- Explore the hiring of a Norco-specific liaison/specialist at the District Offices of Institutional Research and Institutional Reporting. (I.B.3)
- NSPC will prioritize resource requests based on district and Norco strategic initiatives, thereby strengthening the linkage between planning and resource allocation. (I.B.3)
- Explore means for effectively communicating information about institutional quality to the appropriate public constituencies. (I.B.5)
- Continue to regularize processes and standards to aid in the evaluation of the effectiveness of the planning cycle for purposes of resource allocation. (I.B.6)
- Continued monitoring and modification/improvement of evaluative processes listed above for instructional programs, student support, library and learning support services. (I.B.7)
- Collaboration and communication with Norco Strategic Planning Council and continued yearly review of Academic Master Plan for Norco in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus. (I.B.7)
- Periodic review of the Norco Academic Master Plan in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus. (I.B.7)
Planning Agenda – Instructional Programs

- Utilize the result of Norco campus data studies to further define Norco and enrollment and learner needs. (II.A.1.a)
- Continue developing and assessing the effectiveness of SLOs for all degrees, certificates, and programs. (II.A.1.a)
- Continue to identify, monitor and test new technology which enhances or improves the quality of online or face-to-face instruction. (II.A.1.b)
- Continue to develop certificate and degree program level SLOs for those programs active on the Norco Campus. (II.A.1.c)
- Continue to develop assessment tools and procedures for programs and disciplines, and use the results of these assessments to make improvements to courses and programs. (II.A.1.c)
- Conduct additional SLOs and assessment activities training at the Norco Campus. (II.A.1.c)
- Continue to engage in intercampus dialogue geared toward aligning the district’s curriculum review and approval processes with the multi-college district structure. (II.A.2.a)
- Continue to utilize faculty, program, and industry advisory expertise to develop assessment tools and procedures for certificate and degree programs at Norco Campus. (II.A.2.b)
- Monitor the annual program review updates for disciplines and non-instructional programs. Use the information from these updates to improve programs and services for students at Norco Campus. (II.A.2.e)
- Use data from Office of Institutional Research and information provided by faculty, staff, and community advisory groups to further define and develop those new programs most needed by the communities served by the Norco Campus. (II.A.2.e)
- Continue comprehensive program review and assessment of disciplines, occupational certificate and degree programs, and student support programs, and engage in annual program review updates to provide input into campus master planning. (II.A.2.f)
- Participate in, provide input, and revise district and campus-based program review and assessment processes and activities as needed. (II.A.2.f)
- Ensure that all program reviews submitted starting in fall 2007 contain at least one student learning outcome at the program level. (II.A.2.f)
- As Norco Campus develops academic degree programs in specific major areas (see Planning Agenda, standard II.A.2.c), program-level SLOs will be concurrently developed. (II.A.2.i)
- Devise and test various measurement techniques for current occupational programs and proposed academic degree programs, such as capstone courses, portfolio assessment, and the like. (II.A.2.i)
- Ensure that all disciplines submitting program reviews beginning in fall 2007 include program-level SLOs. (II.A.2.i)
- Review General Education requirements, continue campus-wide dialogue and participate in district-wide dialogue regarding possible revision/update of the general education majors. (II.A.3.a)
- Conduct employer surveys to assess the satisfaction of area employers with the performance of graduates of vocational degree and certificate programs. (II.A.5)

Planning Agenda – Student Support Services

- Assess effectiveness of SLOs and SAOs developed for each service area within Student Services during 2007-2008 academic year. (II.B.1)
• Discuss program modification and/or changes to SLOs based on these assessments. (II.B.1)
• Continue to refine and implement procedures intended to reduce the time lag associated with evaluation processes. (II.B.1)
• Norco Academic Senate and Student Services will form a committee to recommend format, design, and appropriate information for inclusion in the 2008-2009 publication of a separate Norco catalog and schedule of classes. (II.B.2)
• Explore the development of a student satisfaction survey. (II.B.3.a)
• Continue to offer outreach opportunities to prospective Norco students. (II.B.3.a)
• Analyze trends of student participation in student activities and modify existing programs or create new activities programs to address identified student needs and interests. (II.B.3.a)
• Continue to re-evaluate services and expand or modify them as the campus enrollment grows and changes, in order to provide an environment that enhances students’ sense of responsibility as well as their intellectual, personal, and aesthetic development. (II.B.3.b)
• Continue to increase the number of students completing Educational Plans (SEPs) at Norco Campus. (II.B.3.c)
• Enhance data collection and review for the Norco Campus. (II.B.4)
• Measure all Student Services programs SAOs and SLOs during the 2007-2008 academic year using stated assessment measures from Norco Student Services Program Review. (II.B.4)
• Implement program changes, as needed and appropriate, based on data derived from this assessment. (II.B.4)

Planning Agenda – Library and Learning Support Services

• Under the leadership of the Assistant Dean of Library Services, continue efforts to enhance the currency of the materials collection, with the following goals for 2008-2009:
  ♦ At least 20 percent of the collection will consist of materials published after 2000;
  ♦ More than half of all volumes will have been selected by Norco faculty. (II.C.1.a)
• Redefine and strengthen the relationship between the Norco Library and the Norco Strategic Planning Council and the Norco Academic Master Plan. (II.C.1.a)
• Explore resource and equipment needs for Norco Library relative to JFK High School student needs. (II.C.1.a)
• Continue to explore new technologies that may support student learning, such as RFID, podcasting, and online information competency/literacy training. (II.C.1.a)
• As Norco attains college status, library policies, procedures and learning support services will be reviewed in order to assess when and how additional services need to be offered to students and faculty. (II.C.1.b)
• Norco Library faculty will explore the possibility of offering Library 1 (information competency) courses in a face-to-face format at JFK High School in the late afternoon. (II.C.1.b)
• Develop a library orientation / update series of workshops for new and continuing faculty. (II.C.1.b)
• Conduct assessment of tutorial services by 2007-2008, comparing the success rates of students using the service with success rates of non-users. (II.C.1.b)
• Create and implement an effective faculty/staff needs survey of the Norco IMC. (II.C.1.c)
• The Digital Learning Library at Riverside City College campus will maintain appropriate contracts. (II.C.1.e)
• Norco library staff will continue to explore the utilization of new technologies that may require additional contracted services. (II.C.1.e)
• Explore the possibility of creating longer and more specific library orientation workshops including advanced sessions which focus on a single online database such as NoodleTools, or a single re-search area such as literary criticism. (II.C.2)
• Develop and implement a comprehensive and campus-specific usage survey for the Norco Library. (II.C.2)
• Develop a campus-specific survey pertaining to IMC equipment and services. (II.C.2)
• Using data gathered from the Fact Book and Office of Institutional Research, explore the development of a Norco learning support services plan for WRC, computer and math labs, tutorial services, and DSP&S. (II.C.2)
• Conduct assessment of math and CIS labs, Writing and Reading Center, and Tutorial Center based on identified student learning outcomes. (II.C.2)

Planning Agenda – Human Resources

• Norco Campus will continue to provide workshops to faculty on incorporating student learning outcomes into integrated course outlines of record, and on assessment techniques to measure the effectiveness of the discipline or program in achieving the stated SLOs. (III.A.1.c)
• Based on future needs for staffing at Norco Campus, the NSPC, NAPC, and administration will review the needs of its growing and changing student population in relation to future human resource needs. (III.A.2)
• Norco APC, SPC, and administrators will participate in the review and evaluation of a new district budget allocation model to be developed in 2007-08. (III.A.2)
• Develop more on-campus orientation professional development activities for both staff and faculty. (III.A.5.a)
• Develop and disseminate written guidelines for NSPC for prioritizing human resource needs. (III.A.6)

Planning Agenda – Physical Resources

• Implement and evaluate processes and procedures for successful campus-based planning that is integrated with strategic planning. (III.B.1.a)
• Collaborate with educational master planner (STRATUS) and architectural firm (MDA Johnson Favaro Architects) to develop Long Range Educational and Facilities Master Plan for Norco Campus. (III.B.1.a)
• Using current and future facilities plans, continue to build out the campus to meet student and staff requirements as enrollments and program offerings increase. (III.B.1.a)
• Establish a campus safety committee. (III.B.1.b)
• Develop local protocols for safety/ quality walks. (III.B.1.b)
• Continue to evaluate the effectiveness of the strategic planning process for informing facilities planning at the local level. (III.B.2.a)
• Proceed with the development of a mid-range financial plan which includes cost estimates for required staffing, equipment, and services to support program development and/or maintenance of new capital facilities. (III.B.2.a)
• Work with the educational master planner (STRATUS) and architectural firm (MDA Johnson Favaro Architects) to develop Long Range Educational and Campus (Facilities) Master Plan for Norco Campus, ensuring that it is driven by, and integrated with, the NAMP. (III.B.2.b)

Planning Agenda – Technology Resources

• The Norco Technology Resources subcommittee will continue to engage in dialogue about technology standards and processes in order to create a guideline for future technology upgrades and purchases. (III.C.1.a)
• Use the strategic planning process and the Technology Resources subcommittee of the NSPC to draft a campus technology standards and processes document for the Norco Campus. (III.C.1.b)
• Develop systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs. (III.C.1.c and III.C.1.d)

Planning Agenda – Financial Resources

• Implement the new budget allocation model for fiscal year 2008-2009. (III.D.1.a)
• Norco Campus will continue to pursue partnerships and seek outside resources. (III.D.1.b)
• Continue the transition to a campus-based budget allocation model by building the capacity of NSPC to evaluate and prioritize resource requests using program reviews and district/campus strategic initiatives. (III.D.1.b)
• Effectively participate in the development of new district budget allocation model. (III.D.1.d)
• Participate in the implementation of the new budget allocation and new mid-range financial models. (III.D.2.a)
• Work with district officials to streamline contract approval processes. (III.D.2.f)
• The Norco Campus Vice President of Business Services and the members of the Three Colleges Project will:
  ♦ Discuss, explore and implement, as needed, modifications and/or new administrative and financial procedures and policies (III.D.2.g)
• Continue to identify budgetary priorities at Norco Campus and conduct periodic analysis to determine if the allocated resources are being utilized for the purposes identified during the budget development process. (III.D.3)

Planning Agenda – Decision-Making Roles and Processes

• Continue to survey students, staff, and faculty to monitor what they do and do not know about how the governance process works. (IV.A.1)
• Improve orientation of new faculty to governance structures and avenues of participation for both full and part-time faculty. (IV.A.1)
• Examine current policies and procedures and the relationship between district and campus-based institutional governance structures and propose new policies and procedures as appropriate. (IV.A.2.a)
• Continue to evaluate the newly established procedures and governance committees responsible for recommending Norco-specific student learning programs and services. (IV.A.2.b)
- Continue to formalize the relationships between the Norco Strategic Planning subcommittees, the NAPC, and the Norco Academic Senate with its standing committees. (IV.A.2.b)
- Develop an orientation to governance and a Norco Campus Governance Handbook to clarify the principles, organizational structure, and operating procedures of Norco constituency groups. (IV.A.3)
- Establish formal processes for evaluating the newly created governance structures. (IV.A.5)

**Planning Agenda – Board & Administrative Organization**

- Continue to revise and revise the organizational charts and Functions Maps as the district moves to multi-college status and as new positions are developed at the campus level to accommodate the need for more administrative support. (IV.B.3.a)
- Develop an effective individual campus budget using the proposed budget allocation model which operates in concert with campus strategic planning. (IV.B.3.c)
- Continue to evaluate the new strategic planning procedures and the effectiveness of the published strategic initiatives in meeting district and campus educational goals. (IV.B.3.g)
List of References

RCCD Fact Book
RCCD College Catalog
Most recent (spring 2007) Schedule of Classes
Student Handbook
Faculty Handbook
Staff Handbook
Management Handbook
CTA Contract
CSEA Contract
Strategic Planning Process, 2001-2006

Evidence Websites:

Strategic Planning : http://ierereports.rcc.edu/sv/home
Enrollment Management : http://ierereports.rcc.edu/sv/home
Institutional Effectiveness : http://ierereports.rcc.edu/sv/home
Chancellor’s Office Data Mart : www.cccco.edu
Faculty Net at RCCD: http://www.rccdfaculty.net/pages/programreview.jsp

Standard I.A

I.A-1 Locally Developed Program Approval Process
I.A-2 RCCD Fact Book, page 30
I.A-3 JFK Middle College High School: http://www.cnusd.k12.ca.us/jfk/
I.A-4 Norco Campus website: http://rcc.edu/norco
I.A-5 Norco Campus Mission Statement
I.A-6 Board minutes approving Norco mission statement
I.A-7 Norco Academic Master Plan
I.A-8 NAPC minutes approving Norco mission statement
I.A-9 NSPC minutes approving Norco mission statement
I.A-10 Strategic Planning Process, 2001-2006

Standard I.B

I.B-1 Sample NSPC and NAPC minutes; Master Calendar of campus meetings, 2006-2007
I.B-2 Instructional Program Review: Comprehensive; Strategic Planning Process, 2001-2006
I.B-3 Sample annual program review update
I.B-4 Minutes, Oct. 2006 meeting, Norco Academic Senate
I.B-5 Sample announcements of SLOs workshops, district and Norco
I.B-6 Strategic Planning Process, 2001-2006
I.B-7 Learner-Centered Curriculum Model (Michael Dolence & Associates)
I.B-8 List of committee members: NSPC sub-committees, minutes
I.B-9 Sample English, Math, ESL minutes
I.B-10    Norco Forum Discussion Board
I.B-11    Norco Academic Master Plan
I.B-12    General Education SLOs: Board Agenda, Dec. 2006
I.B-14    “Norco Response to Strategic Initiatives,” Fact Book, pp. 57-62
I.B-15    Norco Leadership Forum – sample minutes and agenda
I.B-16    CCSEQ, 2004 and 2006
I.B-17    DAC Student Survey
I.B-18    IPEDS data (URL for Institutional Reporting website)
I.B-19    Annual Data Mart report, www.cccco.edu
I.B-20    Program review data samples (page 8, Instructional Program Review: Comprehensive)
I.B-21    Title V Hispanic Serving Institutions USDE Grant Report, 2006-2007
I.B-22    Sample staff performance review form
I.B-23    Sample full-time faculty improvement of instruction form
I.B-24    Sample part-time faculty evaluation form
I.B-25    Norco Technology Survey
I.B-26    Diversity Scorecard (OIR)
I.B-27    The Talented Tenth brochure
I.B-28    Norco Campus Mission Statement
I.B-29    Data Mart www.cccco.edu
I.B-30    RCCD Fact Book
I.B-31    Office of Institutional Research
I.B-32    Job description: Norco Outcomes Assessment Specialist; sample data, Norco Outcomes Assessment office
I.B.33   Bond Measure C

**Standard II.A.1**

II.A.1-1    Norco Campus Mission Statement
II.A.1-2    RCCD Mission Statement, RCCD College Catalog
II.A.1-3    RCCD Fact Book, 2007
II.A.1-4    Instructional Program Review: Comprehensive (Background & Guidelines); Administrative Unit Program Review: Comprehensive
II.A.1-5    Environmental Scan, 2002
II.A.1-6    Environmental Scan, 2007 (available fall 2007)
II.A.1-7    Office of Economic Development
II.A.1-8    Norco Academic Master Plan
II.A.1-9    General Education SLOs; minutes: Board approval of these SLOs; see also standard I.A.1-5)
II.A.1-10   Copy, assessment project for gen ed SLOs
II.A.1-11   Strategic Planning Process, 2001-2006
II.A.1-12   District Matriculation Plan
II.A.1-14   CCSEQ
II.A.1-15   Open Campus Student Survey
II.A.1-16   Schedule of Classes, Spring 2007
II.A.1-17 Open Campus: http://www.opencampus.com
II.A.1-18 Tegrity: http://www.tegrity.com
II.A.1-19 Contract with iTunesU and Apple for mp3 lecture distribution (October 2006 Board book)
II.A.1-20 RCCD Student Equity Plan (2006)
II.A.1-21 Talented Tenth, STAR, TRIO reports and pamphlets
II.A.1-22 Puente Program data
II.A.1-23 Norco Tutorial services usage reports and flyers
II.A.1-24 Norco AccuTrack usage reports (WRC usage reports).
II.A.1-25 Norco math lab usage reports and flyers
II.A.1-26 Norco CIS lab usage reports and flyers
II.A.1-27 Norco language lab positive attendance report, fall 2006
II.A.1-28 Study Abroad brochure(s) & flyers
II.A.1-29 “RCCD Outcomes Assessment Committee History”
II.A.1-30 Sample assessment projects (English, math, ESL)
II.A.1-31 CCSEQ
II.A.1-32 District Assessment Committee Student Survey
II.A.1-33 “RCCD Outcomes Assessment History” (DAC)
II.A.1-34 Gen Ed SLOs: RCCD
II.A.1-35 COR Guide: District Curriculum Committee
II.A.1-36 “District Strategic Initiatives, 2005-2010,” Fact Book
II.A.1-37 “Norco Response to District Strategic Initiatives,” Fact Book

Standard II.A.2

II.A.2-1 Sample Norco Advisory Committee Minutes
II.A.2-2 CCC Program and Course Approval Handbook, California Community College Chancellor's Office
II.A.2-3 RCCD Curriculum Handbook
II.A.2-4 State Senate Policy on Prerequisites
II.A.2-5 “Best Practices” (State Academic Senate Publication); Title 5
II.A.2-6 COR Guide (Curriculum Committee)
II.A.2-7 Guide to Locally Developed Program Approval Process
II.A.2-8 Norco Advisory Committee Minutes
II.A.2-9 4faculty.org
II.A.2-10 4faculty.org modules on learning styles: 101, 109, 110, 112, 113, 118
II.A.2-12 RCCD Schedule of Classes, spring 2007
II.A.2-13 Open Campus: http://www.opencampus.com
II.A.2-14 Instructional Program Review: Comprehensive (Background & Guidelines)
II.A.2-15 Annual Program Review Update guide
II.A.2-16 General Education SLOs, RCCD
II.A.2-17 Assessment project reports: humanities, philosophy, tutorial services, outreach
II.A.2-18 Assessment project reports recording changes: English, math, ESL
II.A.2-19 ESL 55 common final exam
II.A.2-20 Spanish 1 common final exam
II.A.2-21  Groups 1-5, RCCD college catalog; CSU transfer & IGETC sequences

**Standard II.A.3**

II.A.3-1  General Education SLOs
II.A.3-2  RCCD District Catalog
II.A.3-3  RCCD Curriculum Handbook
II.A.3-4  “Report on RCCD Outcomes Assessment History” (DAC)
II.A.3-5  *Information Competency: Challenges and Strategies for Development* (CA Academic Senate, 2003)

**Standard II.A.4**

II.A.4-1  RCCD District Catalog
II.A.4-2  RCCD Fact Book, 2006 and 2007

**Standard II.A.5**

II.A.5-1  Sample advisory committee minutes, Norco occupational programs; sample certificate, occupational education program; sample occupational education licensing program
II.A.5-2  Sample advisory committee meeting minutes, Norco vocational-occupational programs (2006-2007)
II.A.5-3  CCSEQ
II.A.5-4  Norco student job placement reports

**Standard II.A.6**

II.A.6-1  RCCD District Catalog
II.A.6-2  Admissions & Records: statement on granting of equivalent credit (challenge process form)
II.A.6-3  Counseling/Student services: sample flyers and information handouts
II.A.6-4  Counseling: general transfer information flyer
II.A.6-5  Sample part-time faculty evaluation form
II.A.6-6  Sample full-time faculty evaluation form
II.A.6-7  State articulation agreement regulations; OSCAR website
II.A.6-8  [http://www.rcc.edu](http://www.rcc.edu); [http://www.rcc.edu/norco](http://www.rcc.edu/norco)
II.A.6-9  Locally-Developed Program Approval Process
II.A.6-10  Sample fall, winter, spring, summer schedules of classes and website: [http://www.](http://www.)
II.A.6-11  Sample publication, OED; the *Matrix* (Matriculation)
II.A.6-12  Sample course syllabi
II.A.6-13  Norco Community Outreach packet

**Standard II.A.7**

A-12  MASTER LIST OF REFERENCES
NORCO CAMPUS ACCREDITATION SELF STUDY
II.A.7-1 Faculty Handbook, “Code of Ethics”
II.A.7-2 District Academic Senate Academic Standards Committee – meeting minutes
II.A.7-3 RCCD Student Handbook
II.A.7-4 Sample course syllabus with statement on academic honesty/consequences of dishonesty
II.A.7-5 Board Policy # 5500-“Standards of Student Conduct”, Board Procedure #5520, “Student Discipline”

Standard II.B.1

II.B.1-1 Student Services Program Review, SLOs and SAOs.
II.B.1-2 Sample Admissions & Records timeline (spring 2007 semester)
II.B.1-3 Student Educational Plan form
II.B.1-4 Student success rates, persistence rates, retention rates, Norco Campus –Fact Book and Introduction to Self Study
II.B.1-5 Student Service Satisfaction Surveys; CCSEQ)
II.B.1-6 Weekend College survey
II.B.1-7 RCCD Matriculation Plan
II.B.1-8 RCCD Student Equity Plan
II.B.1-9 Student Services Program Review
II.B.1-10 Counseling Program Review

Standard II.B.2

II.B.2-1 RCCD District Catalog
II.B.2-2 Sample Schedule of classes
II.B.2-3 Student Handbook

Standard II.B.3

II.B.3-1 Diversity Scorecard
II.B.3-2 Early Alert information packet
II.B.3-3 Talented Tenth Program (T3P) brochure
II.B.3-4 ELL Day brochure
II.B.3-5 DSPS Resource Day brochure for high school students
II.B.3-6 Career/Transfer/Job Placement Center general flyers
II.B.3-7 “University Representatives on Campus” calendar
II.B.3-8 www.assist.org
II.B.3-9 www.eureka.org; www.collegeplanning.org/iowachoice/
II.B.3-10 DSPS Program brochure
II.B.3-11 EOPS application packet
II.B.3-12 EOPS Bookmark promotional brochure
II.B.3-13 Health and Wellness brochure
II.B.3-14 “Getting Started” brochure
II.B.3-15 High School Senior Visitation Day agenda
II.B.3-16 English Language Learner Senior Day agenda
Standard II.C.1

II.C.1-1 DSPS Usage Reports
II.C.1-2 Library and Learning Resources Program Review, Fall 2006
II.C.1-3 LAMP website - http://library.rcc.edu
II.C.1-4 IMC website – http://imc.rcc.edu; Norco IMC Operation Chart and Structural Information
II.C.1-5 Norco Collection Documents http://library.rcc.edu/norco.htm, including statistical data reports
II.C.1-6 Riverside City College Academic Master Plan
II.C.1-7  RCCD Library Acquisitions Policy
II.C.1-8  Sample e-mail messages from faculty to library staff at Norco
II.C.1-9  Norco Academic Senate Curriculum Committee By-Laws
II.C.1-10 E-mails from Gaither Loewenstein re: library budget, books purchased, etc.
II.C.1-11 Proposal for Construction of Network Operations Center, Norco (RCCD Fact Book)
II.C.1-12 Sample Norco Library Workshop attendance sheets
II.C.1-13 Norco Library Student Survey
II.C.1-14 CSEQ Student Satisfaction Survey
II.C.1-15 Sample Tutorial Services student usage report
II.C.1-16 Title V grant
II.C.1-17 Title V annual report
II.C.1-18 Sample Title V monthly report
II.C.1-19 Sample Math lab usage report (positive attendance)
II.C.1-20 Sample CIS lab usage report (positive attendance)
II.C.1-21 AccuTrack usage reports
II.C.1-22 Reading and Writing Center survey
II.C.1-23 IMC special equipment list: video recordings for the hearing impaired
II.C.1-24 Section 508, Rehabilitation Act
II.C.1-25 List: Assistive computer technologies available in DSPS Center
II.C.1-26 Norco Library usage chart, standard II.C.1.c
II.C.1-27 Library Online Staff/Faculty Survey
II.C.1-28 Sample maintenance agreements; computers and software, Norco Campus
II.C.1-29 Security plans: library and labs
II.C.1-30 Sample material loss/theft reports: Norco Campus police
II.C.1-31 RCCD Digital Library/Learning Resource Center: IMC Purpose and Responsibilities

Standard II.C.2

II.C.2-1  CCSEQ Student Satisfaction Survey
II.C.2-3  Sample utilization data for CIS, math, WRC labs, DSPS, Tutorial Services: G. Aycock, Outcomes Assessment office
II.C.2-4  Library Program Review

Standard III.A.1

III.A.1-1  Policy/Procedure 7120 (Recruitment and Hiring); Policy/Procedure 3410 (Non-discrimination); Policy/Procedure 3110/4110/6110 and addenda (Prohibition of Harassment).
III.A.1-2  Faculty Handbook
| III.A.1-3 | Classified/Confidential Staff Handbook |
| III.A.1-4 | Management Handbook |
| III.A.1-5 | Sample job descriptions |
| III.A.1-6 | Sample minutes: dept meetings, discussion of staffing needs |
| III.A.1-7 | Sample program reviews: discussion of staffing needs |
| III.A.1-8 | Sample prioritization list for FT hires submitted by BEIT, AHWL, Communication departments to Dean of Instruction |
| III.A.1-9 | Sample prioritization list for FT hires: NAPC |
| III.A.1-10 | Sample prioritization list for FT hires: NSPC |
| III.A.1-11 | Sample prioritization list submitted by Dean of Instruction to President |
| III.A.1-12 | Sample e-mail job announcement, internal RCCD mail |
| III.A.1-13 | Email correspondence from Dean of Instruction and Vice President, Educational Services, to Vice Chancellor, Academic Affairs |
| III.A.1-14 | Sample newspaper job announcement |
| III.A.1-15 | Sample job announcement: Community College Registry, Job Fair |
| III.A.1-16 | “Minimum Qualifications for Faculty and Administrators in California Community Colleges” |
| III.A.1-17 | Copy of statement on diversity in pool selection, Office of Diversity and Equity |
| III.A.1-18 | Sample equivalency documents |
| III.A.1-19 | Sample notice, Office of Equity and Diversity: diversity training workshops |
| III.A.1-20 | List of training procedures for hiring/search committees |
| III.A.1-21 | Sample notification template for final interview (final cut committee) |
| III.A.1-22 | Policy: translation of transcripts for degree equivalency; list of certified translation services in Los Angeles |
| III.A.1-23 | Sample position description for administrator |
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IV.B.3-14 Norco Campus Response to Strategic Initiatives, Fact Book, pp. 57-62
1. Area of primary instructional responsibility:
   The majority of the respondents identify themselves as responsible for transfer teaching.

2. Usual teaching schedule:
   More than half the faculty teach during the daytime with nearly one quarter indicating that they teach both days and evenings.

3. How long have you been teaching at RCC Norco Campus?
   Almost half the Norco faculty (49.5%) have been teaching at the Norco Campus for more than 6 years.

4. During the average school year, how often do you refer students to the various student support services on campus? [St.II]
   One–fifth of the faculty indicate that they refer students to the various student support services on campus more than 40 times during the year. However, half the faculty indicate that they refer students 10 times or less.

5. Average time spent per week on shared governance activities (reading minutes, memos, newsletters, preparing curriculum/courses, attending meetings, hiring committees, etc.)
   45% of faculty say that they spend more than 4 hours per week on shared governance.

6. Percentage of time spent outside class (not class prep) on activities leading to improvement of student learning:
   Slightly more than 45% of faculty indicate that they spend 25% or more of their time outside of the classroom on activities leading to improvement of student learning.

   Accreditation Standard I: Improving Institutional Effectiveness

7. I have read the Norco Mission Statement and understand it.
   The majority (90%) of faculty at Norco say that they have read and understood the Norco Mission Statement.

   Though most faculty agree that Norco’s Mission Statement guides institutional planning, nearly a third disagree or do not know.
9. Norco is committed to continuous improvements of the student learning process.

   More than 83% of faculty agree that Norco is committed to continuous improvements of the student learning process.

10. I have read the Norco Academic Master Plan and understand its goals.

   62% of faculty at Norco indicate some familiarity with and understanding of Norco’s Academic Master Plan.

11. Norco Academic Master Plan goals are regularly assessed and results shared with campus constituencies.

   While half of the faculty agree that the NAMP goals are regularly assessed and results shared with campus constituencies, nearly half do not or disagree.

12. I understand the purpose and role of the Norco Academic Planning Council.

   Most faculty understand the purpose and role of the NAPC, however, slightly more than 25% do not.

13. I understand the purpose and role of the Norco Strategic Planning Committee.

   Most faculty understand the purpose and role of the NSPC, however, slightly more than 25% do not.

14. Institutional planning decisions are based on research data.

   Slightly more than half of faculty believe that planning decisions are based on research data. No responses were in strong disagreement with this claim. The remainder of faculty either don’t know or somewhat disagree.

15. Institutional planning decisions are based on personal opinion(s)/agenda(s).

   Faculty opinion was nearly evenly split over whether institutional planning decisions are based on personal opinion(s) agenda(s). Slightly more than a quarter of the respondents somewhat disagree with this claim and slightly more than a quarter of respondents somewhat agree.

16. The information from the Office of Institutional Research (Fact Book, web site, planning and research reports) is helpful in getting the information I need.

   A slight majority agree that the information from the Office of Institutional Research is helpful. A significant percentage (29%) did not know.

   **Accreditation Standard II: Student Learning Programs and Services**

17. Faculty present information fairly and objectively to students and others.
89% of the faculty agree that faculty present information fairly and objectively to students and others.

18. College staff present information fairly and objectively to students and others.

80% of faculty agree that college staff present information fairly and objectively to students and others.

19. Academic freedom is upheld by Norco Campus.

78% of faculty indicate that academic freedom is upheld by Norco Campus.

20. Norco encourages the use of different teaching methodologies as a response to learning styles of students.

Slightly more than 85% of faculty agree that Norco encourages the use of different teaching methodologies as a response to learning styles of students.

21. Norco assesses student learning outcomes for its courses, degrees, and/or programs.

65% of Norco faculty agree that Norco assesses student learning outcomes for its courses, degrees, and/or programs. 33% either don’t know or disagree.

22. Norco uses the results of its SLOs assessments to make improvements.

Slightly less than half (45.5%) of Norco faculty agree that Norco uses the results of its SLOs to make improvements.

23. Norco relies on the faculty (and advisory committees when applicable) to determine competency levels and measurable student learning outcomes.

67% of faculty agree that Norco relies on faculty (and advisory committees when applicable) to determine competency levels and measurable student learning outcomes.

24. Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.

71% agree that Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.

25. Student support services make significant contributions to student success (e.g., retention, transfers).

70% of faculty agree that student support services make significant contributions to student success (e.g. retention, transfers).

26. Information on all of the programs available to students at Norco should be listed in a Norco college catalog.
An overwhelming majority of Norco faculty (91%) believe that information on all of the programs available to students at Norco should be listed in a Norco college catalog.

27. Norco Campus evaluates the learning support needs of its students based upon learner outcomes in order to provide services and programs to address those needs.

More than half of the faculty agree that Norco Campus evaluates the learning support needs of its students based upon learner outcomes in order to provide services and programs to address those needs. However nearly half either do not know or disagree.

28. Counselors and instructors communicate to make sure that students receive accurate information about courses and programs.

Roughly half of faculty (52%) agree that counselors and instructors communicate to make sure that students receive accurate information about courses and programs. 38% either do not know or disagree.

29. The library’s support for instructional programs contributes to student learning outcomes.

60% of Norco faculty agree that the library’s support for instructional programs contributes to student learning outcomes.

30. The library collection has enough breadth to meet the needs of my students.

50% of Norco faculty disagree that the library collection has enough breadth to meet the needs of their students.

31. In general, the library is sufficiently responsive to faculty input.

Slightly more than half the faculty (58%) agree that the library is sufficiently responsive to faculty input.

32. Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.

73% of faculty agree that Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.

33. On-campus labs (Writing/Reading Center, math lab, computer lab) provided by Norco Campus support the attainment of student learning outcomes.

A large majority of faculty (82%) agree that Norco campus learning labs support SLOs; only 7% disagree.

34. Tutoring services provided by Norco Campus support the attainment of student learning outcomes.

Sixty five percent agree that tutorial services support SLOs; 21.5% disagree.
35. Norco Campus provides technology development and training for faculty and staff on a regular basis.

Seventy-three percent agree that Norco has regular tech training for faculty and staff; 22% disagree.

**Accreditation Standard III: Resources**

36. There are sufficient numbers of qualified faculty to support college programs.

Fifty percent of faculty think that there are NOT sufficient numbers of qualified faculty to support college programs. (43% think the amt. is sufficient)

37. There are sufficient numbers of qualified staff to support college services.

Faculty are fairly evenly divided (38% to 40%) as to whether the amount of staff is sufficient to support college services.

38. Personnel search and selection processes are fair to all applicants.

A large majority of faculty (66%) agree that the personnel selection and search processes are fair to applicants. One fourth disagree, 10 percent have no opinion.

39. Search and selection processes are likely to result in hiring personnel who will effectively advance the mission of Norco Campus.

Sixty-nine percent of faculty agree that the hiring results in personnel who will advance the Norco Campus mission.

40. Evaluation processes are effective in improving the quality of job performance of staff.

Half the faculty agreed that evaluation processes improve the performance of staff; one-fourth have no opinion.

41. Evaluation processes are effective in improving the quality of job performance of faculty.

A majority (63%) agree that evaluation processes improve their own job performance as faculty, but 29% disagree.

42. Evaluation processes are effective in improving the quality of job performance of administrators/managers.

Faculty are divided as to whether evaluations of job performance administrators are effective (25% agree, 27% disagree); more than 2/5 don’t know or have no opinion.

43. Norco Campus provides sufficient opportunities for professional development.

A majority (62%) agree there are sufficient opportunities for professional development; however more than one-third (38.5%) disagree.
44. The District’s policies and practices demonstrate appropriate concern for issues of equity and diversity.

A majority (67%) consider district policies on equity and diversity issues to be appropriate.

45. Norco links staffing decisions to its strategic planning committees.

The faculty are divided (38% agree, 26% disagree) about whether staffing decisions are linked to strategic planning committees. (NOTE: Question is misplaced; belongs in Standard I above).

46. The campus has adequate physical accommodations for people with disabilities.

Seventy-nine percent of faculty agree the campus has adequate physical accommodations for the disabled.

47. I feel safe on campus during the day.

48. I feel safe on campus at night.

Ninety-one percent feel safe on campus during the day; 76% feel safe at night.

49. Overall, the campus buildings provide a safe and healthy environment in which to work and learn. [On the back of the answer key, please list examples of any campus facility that is not a safe and/or healthy environment.]

Three-fourths agree the campus has a safe and healthy environment to work in.

50. Overall, the campus landscaped areas are attractive and safe. [On the back of the answer key, please list any examples of landscaped areas that are not safe or attractive, other than temporary construction activities.]

Eighty percent think the campus landscaping is attractive and safe; 15% think the landscaping is not attractive.

51. In my office, the equipment, software and network connections used to support teaching are adequate and well maintained.

52. In my classroom, the equipment, software and network connections used to support teaching are adequate and well maintained.

Eighty-two percent of faculty agree that their office software and equipment are adequate; however, only 73% agree that their classroom equipment is adequate and well maintained.

53. The instructional equipment supplied by the IMC and used to support teaching in my classroom(s) is adequate and well maintained.

54. IMC responds to service requests with adequate speed.

55. Computing Services responds to service requests with adequate speed.
A majority (78%) agree that the instructional equipment supplied by the IMC is adequate and well maintained. Eighty-three percent think IMC responds to service requests with sufficient speed, and 87% think Computing Services responds in timely fashion to service requests.

56. Faculty are sufficiently involved in the selection of educational equipment.

A majority of faculty (67%) consider themselves sufficiently involved in selecting educational equipment.

57. Campus budget priorities are determined by systematic planning.

Faculty are divided (40% agree, 31.5% disagree; 25% no opinion) as to whether budget priorities are determined by systematic planning.

58. Norco attempts to meet the needs of programs and services based on the availability of financial resources.

Seventy-three percent agree that Norco tries to meet program and service needs based on its financial resources.

59. Appropriate and timely budgetary information is provided regularly throughout Norco Campus.

Opinion is divided evenly (43.5% agree, 44.5% disagree) about whether budget information is provided regularly or not.

60. Norco Campus uses resources wisely and fairly.

A majority (63.5%) believe that the campus uses its resources wisely and fairly.

**Accreditation Standard IV: Leadership & Governance**

61. The Norco Academic Senate is effective in making recommendations to management and the governing Board regarding the 11 areas of shared governance.

Half of faculty consider the Academic Senate to be effective in the areas of shared governance; one-fourth have no opinion.

62. The Norco Academic Planning Council (NAPC) is effective in making recommendations with respect to scheduling and academic planning.

Half of faculty understand the role of the NAPC and think it is effective; more than a third don’t know or have no opinion.

63. The Norco Strategic Planning Committee (NSPC) is effective in making recommendations with respect to facilities, budget planning, and policies.

Forty-two percent agree that the NSPC is effective for facilities, budget planning and policies, but 23.5% disagree, and 29% have no opinion.
64. The Norco Strategic Planning Committee (NSPC) is an effective channel for staff ideas regarding institutional decision-making.

Only 33.5% of faculty agree the NSCP is an effective channel for decision-making; 31% have no opinion, and 22.5% disagree. (fairly evenly divided)

65. The CTA is effective in making recommendations regarding compensation and workload issues.

Seventy-three percent agree the CTA is effective on issues related to workload and pay; only 9% disagree.

66. The CTA effectively communicates decisions and discussions taking place with regard to contract-related issues.

Seventy-two percent agree that the CTA effectively communicates about the contract; only 5.5% disagree.

67. The Student Senate has a defined role in institutional governance.

Forty-two percent agree that the Student Senate has a role in governance; one-third have no opinion, 23% disagree.

68. Governing Board policies support the quality, integrity and effectiveness of student learning programs and services.

Half the faculty agree that the policies of the Board of Trustees support the integrity and effectiveness of student learning; 13% disagree; one-third have no opinion.

69. The Norco Campus President provides effective leadership for Norco.

Seventy percent agree that the President provides effective leadership for Norco; 16.5% disagree.

70. I actively participate in shared governance through membership on the Norco Strategic Planning Committee. (YES/NO)

A large majority (87%) consider themselves participants in shared governance/NSPC.

71. I actively participate in shared governance through membership on the Norco Academic Planning Council. (YES/NO)

This question was misunderstood. (Invalidated)

72. I actively participate in shared governance through membership on the Norco Academic Senate. (YES/NO)

Only 29% of faculty participate as members of the Academic Senate.
73. I actively participate in shared governance through membership on the District Assessment and/or Program Review Committee. (YES/NO)

This question was misunderstood. (invalidated).

Written responses to #49: “On the back of the answer key, please list examples of any campus facility that is not a safe and/or healthy environment.”

- Bathrooms need to be cleaner and cleaned more often. Faculty offices are not vacuumed regularly. We need more maintenance staff!
- Library building smells of mold. New lighting in the computer lab has generated complaints of being too dim. Complaints came from older students with older eyes.
- The restrooms are disgusting. There are also not enough of them on the east end of campus.
- Theatre and Humanities buildings often have odors and fumes entering office and classrooms through vents.
- Stairs on ATEC are too narrow. Rooms are small, desks large. Not enough room to negotiate down aisles crammed with backpacks.
- Rooms too cold.
- I feel our bathrooms and stairs are usually untidy and many times dirty. The women’s bathroom in student services is cleaner than the ones I use in ATEC, Library and ST buildings.
- Lectures should not be held in lab spaces.
- Students and staff/faculty crossing 3rd Street to get to the main campus from FJK or Child Development Center at a 3-way stop, especially at night, early (dark) and foggy mornings.
- Activity Center is unhealthy and unsafe for physical activities.
- Tigers’ Den is unhealthy for food services.

Written responses to #50: “On the back of the answer key, please list any examples of landscaped areas that are not safe or attractive, other than temporary construction activities.

- We need more shade trees and benches for student interaction. “Conversation” areas with chairs and tables in groups so students will want to stay on campus.
- We overuse water; water-intense landscape, butcher our trees, and do not create walkways supporting natural traffic patterns (walking). We lack an environment that supports students to gather, study and discuss. We have loud machines going outside of classroom during instruction. We need food services that are healthy, affordable, and wider selection.
- The parking lot at night could be better lit with more (student) attendants visible. The area behind the theatre and between the theatre and Science-Technology could be better monitored evenings and at night with more security personnel visible.
- Landscape is boring.
- The campus and grounds are beautiful.
- Extremely boring campus. Hospital-like sterile environment! Campus needs to improve their approach to meeting the students’ needs outside of the classroom. The fact that the only place a student could get a cup of coffee is at the depressing Tigers’ Den is
a disgrace. The Tigers’ Den resembles a hospital cafeteria, doesn’t it? Get a coffee card
for god’s sake. All students link academic environment to the improved retention of
students. Let’s face it: RCC Norco is a boring campus. Now let’s do something about it.
• Our campus is too sterile – it resembles a hospital more than a college.
• Don’t you think we should have landscape that minimizes the use of water?
• Need more shade trees along road to ATEC – only palm trees.
• More benches and tables needed for ATEC building.
• Stop cropping trees by the ST building.
• Not enough flowers; grass is muddy; not enough places for students to sit inside or out-
side that are out of the sun/wind.
• No shade or places on campus for students to meet.
• Landscaping doesn’t meet community needs
• Campus is not in city code with plants.
• Campus needs more recycling.
1. Area of primary responsibility: Admissions, 4.5%; Instructional Services, 30.5%; President’s / Administrative Offices, 21.5%; Student Services, 30.5%, Business Services, 13%.

2. During the average school year, how often do you refer students to the various student support services on campus? [St.II]  

65% of staff refer students to student support services more than 10 times a week.

3. How long have you been working at RCC Norco Campus?  

78% of staff have been employed for 7 years or less at the Norco Campus. Nearly half of that group has been at the campus between 5-7 years.

4. Average time spent per week on shared governance activities (reading minutes, memos, newsletters, attending meetings, hiring committees, etc.)  

74% of staff spend 2 hours or less per week on shared governance.

Accreditation Standard I: Improving Institutional Effectiveness

5. I have read the Norco Mission Statement and understand it.  

While more than half of the staff indicate that they have read and understood the Mission Statement, more than a third of staff have not.


Over half of staff believe that the Mission Statement guides institutional planning. The remainder have no opinion or don’t know.

7. Norco is committed to continuous improvements of the student learning process.  

Most staff believe that Norco is committed to improving student learning.

8. I have read the Norco Academic Master Plan and understand its goals.  

The majority of staff are aware of or do not understand the Academic Master Plan.

9. Norco Academic Master Plan goals are regularly assessed and results shared with campus constituencies.  

74% of staff either have no opinion or disagree that Academic Master Plan goals are regularly assessed and shared with campus constituencies.
10. I understand the purpose and role of the Norco Academic Planning Council.

    Slightly more than half of staff say that they understand the purpose and role of the Academic Planning Council.

11. I understand the purpose and role of the Norco Strategic Planning Committee.

    Approximately 70% of staff understand the purpose and role of the Norco Strategic Planning Committee.

12. Institutional planning decisions are based on research data.

    Slightly more than half of staff have no opinion or disagree that institutional planning decisions are based on research data.

13. Institutional planning decisions are based on personal opinion(s)/agenda(s).

    Nearly a third of staff have no opinion about whether planning decisions are based on personal opinions or agendas. The remaining staff are divided fairly evenly between agreeing that personal opinions or agendas drive decisions and disagreeing with this claim.

14. The information from the Office of Institutional Research (Fact Book, web site, planning and research reports) is helpful in getting the information I need.

    More than half of the staff have no opinion or are unaware of the Fact Book.

**Accreditation Standard II: Student Learning Programs and Services**

15. Faculty present information fairly and objectively to students and others.

    Slightly less than half of staff agree that faculty present information fairly and objectively. The same percentage has no opinion or does not know. 13% disagree with this statement.

16. College staff present information fairly and objectively to students and others.

    Nearly 75% of staff believe that staff present information fairly and objectively to students and others.

17. Academic freedom is upheld by Norco Campus.

    While more than half of staff indicate that academic freedom is upheld by the Norco Campus, more than a third have no opinion or do not know.

18. Norco assesses student learning outcomes for its courses and programs.

    The majority of staff agree that Norco assesses student learning outcomes for its courses and programs. 30% do not know or have no opinion.

19. Norco uses the results of its SLOs assessments to make improvements.

    Nearly half of staff do not know or have no opinion about whether Norco uses the results of its SLOs assessment to make improvements. Most others agree that Norco does.
20. Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.

73% agree that Norco provides clear and accurate information about courses, programs, degrees and certificates to its students.

21. Student support services make significant contributions to student success (e.g., retention, transfers).

87% of staff indicate that student support services make significant contributions to student success.

22. Information on all of the programs available to students at Norco should be listed in a Norco college catalog.

87% of staff indicate that information on all programs available to students at Norco should be listed in a Norco college catalog.

23. Norco Campus evaluates the learning support needs of its students based upon learner outcomes in order to provide services and programs to address those needs.

The majority of staff do not know or have no opinion about whether Norco Campus evaluates the learning support needs of its students based on learner outcomes in order to provide services and programs to address those needs.

24. Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.

Most staff agree that Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.

25. On-campus labs (Writing/Reading Center, math lab, computer lab) provided by Norco Campus support the attainment of student learning outcomes.

87% of staff agree that on-campus labs support the attainment of student learning outcomes.

26. Tutoring services provided by Norco Campus support the attainment of student learning outcomes.

74% of staff indicate that Norco tutoring services support the attainment of student learning outcomes.

27. Norco Campus provides technology development and training for faculty and staff on a regular basis.

Slightly less than half of staff agree that Norco Campus provides technology development and training for faculty and staff on a regular basis. A significant number (a third) do not know.
Accreditation Standard III: Resources

28. There are sufficient numbers of qualified faculty to support college programs.

Nearly half of staff members think that the number of qualified faculty is not sufficient to support college programs at Norco Campus.

29. There are sufficient numbers of qualified staff to support college services.

Forty percent of staff members think that the number of qualified staff is not sufficient to support college services at Norco Campus.

30. Personnel search and selection processes are fair to all applicants.

A substantial majority (61%) of staff agree that personnel search and selection processes at RCCD are fair.

31. Search and selection processes are likely to result in hiring personnel who will effectively advance the mission of Norco Campus.

Over half of staff agree that new personnel are hired who advance the Norco Campus mission.

32. Evaluation processes are effective in improving the quality of job performance of staff.

Sixty-one percent of staff agree that the evaluation/review processes do improve the quality of their job performance.

33. Evaluation processes are effective in improving the quality of job performance of faculty.

Staff are evenly divided as to whether or not the evaluation/review processes improve the quality of job performance of the faculty; one-third have no opinion.

34. Evaluation processes are effective in improving the quality of job performance of administrators/managers.

Forty-three percent of staff agree that evaluation/review processes improve the job performance of administrators; an equal number have no opinion or don’t know.
35. Norco Campus provides sufficient opportunities for professional development.

   Over half of staff agree that Norco provides them with sufficient opportunities for professional development; one-third have no opinion.

36. The District’s policies and practices demonstrate appropriate concern for issues of equity and diversity.

   A majority (74%) agree that the district’s policies show appropriate concern for equity and diversity issues.

37. Norco links staffing decisions to its strategic planning committees.

   Most staff do not know whether Norco’s staffing decisions are linked to the SPC. One-third agree that hiring decisions are linked to strategic planning.

38. The campus has adequate physical accommodations for people with disabilities.

   A majority (74%) agree that the campus offers adequate facilities for the disabled.

39. I feel safe on campus during the day.

   Almost 90% of staff feel safe on campus in the daytime.

40. I feel safe on campus at night.

   However, only 70% of staff feel safe at night; more than 36% feel somewhat unsafe.

41. Overall, the campus buildings provide a safe and healthy environment in which to work and learn. [On the back of the answer key, please list examples of any campus facility that is not a safe and/or healthy environment.]

   A large majority (78.5%) consider that the campus buildings are safe and healthy to work in.

42. Overall, the campus landscaped areas are attractive and safe. [On the back of the answer key, please list any examples of landscaped areas that are not safe or attractive, other than temporary construction activities.]

   A very large majority (87%) consider the campus landscaping to be attractive and safe.

43. In my office, the equipment, software and network connections used to support teaching are adequate and well maintained.

   Eighty-two percent have adequate equipment, software and network connections. Less than 10 percent are somewhat dissatisfied with their equipment or software.
44. Computing Services responds to service requests with adequate speed.

Almost all staff (91%) agree that Computing Services is prompt in responding to service requests.

45. Campus budget priorities are determined by systematic planning.

Forty-three percent of staff members agree that budget priorities are driven by systematic planning; an equal percentage have no opinion.

46. Norco attempts to meet the needs of programs and services based on the availability of financial resources.

A majority (65%) agrees that Norco tries to meet financial resource needs of its programs and services. One-third have no opinion or don’t know.

47. Appropriate and timely budgetary information is provided regularly throughout Norco Campus.

One-third of staff agree that appropriate and timely budgetary information is provided for Norco Campus. [Note: This figure represents past practice wherein the district Budget Bunch provided very little information to the campuses. The Norco Vice President of Business Services now distributes a Monthly Financial Report to administrators, interested staff, and department chairs which provides detailed information about the budget.]

48. Norco Campus uses resources wisely and fairly.

Most of the staff (69.5%) agree that Norco Campus uses its resources wisely and fairly.

Accreditation Standard IV: Leadership & Governance

49. The Norco Strategic Planning Committee (NSPC) is effective in making recommendations with respect to facilities, budget planning, and policies.

Almost half of the staff (47.5%) agrees that strategic planning processes have effective input into facilities, budget planning, and other policies. Over half of staff have no opinion or may not know about the role of the Strategic Planning Committee.

50. The Norco Strategic Planning Committee (NSPC) is an effective channel for staff ideas regarding institutional decision-making.

As with the preceding question, over half of staff have no opinion, or as is more likely, do not know about the role of the SPC in channeling staff ideas for decision making at Norco Campus. Just over one-third of staff understand the role of the SPC.
51. The CSEA is effective in making recommendations regarding compensation and workload issues.

Just over half of staff (52%) agree that their bargaining unit makes effective recommendations regarding compensation and workload issues. Forty percent have no opinion; only 9% are dissatisfied with union efforts in this area.

52. The CSEA effectively communicates decisions and discussions taking place with regard to contract-related issues.

Over half (56%) of staff agree that their bargaining unit communicates its negotiations and decisions on contract effectively. One-fourth have no opinion; 13% disagree that the union communicates effectively regarding negotiations.

53. The Student Senate has a defined role in institutional governance.

A majority of staff (56.5%) have no opinion or no idea whether or not the students have a defined role in the governance of Norco Campus. One-third agree that students have a clear role; 9% disagree.

54. Governing Board policies support the quality, integrity and effectiveness of student learning programs and services.

Staff are fairly evenly divided among those who have no opinion (43.5%) about the Board of Trustees policies regarding student programs and services, and those who agree that the Board supports the quality of those services (47.5%).

55. The Norco Campus President provides effective leadership for Norco.

A large majority of staff (81.5% agree) that the campus president provides effective leadership for Norco. The rest (13%) have no opinion; there was no disagreement with this statement.
List of Acronyms

AOC – Assessment/Orientation/Counseling
CalWORKs – California Work Opportunity and Responsibility to Kids
CCSEQ – Community College Student Experiences Questionnaire
COR – Course Outline of Record
DAC – District Assessment Committee
ELL – English Language Learner
IGETC – Intersegmental General Education Transfer Curriculum
IMC – Instructional Media Center
IPEDS – Integrated Postsecondary Educational Data System
NACP – Norco Academic Planning Council
NAMP – Norco Academic Master Plan
NSPC – Norco Strategic Planning Committee
OIR – Office of Institutional Research
OSCAR – Online Services for Curriculum and Articulation Review
SLO – Student Learning Outcome
SAO – Service Area Outcome
Title V – Hispanic Servicing Institutions (US Department of Education)
TANF – Temporary Assistance for Needy Families
WIA – Workforce Investment Act