STANDARD I
Institutional Mission & Effectiveness
**Standard I.B: Improving Institutional Effectiveness**

The institution demonstrates a conscious effort to produce and support student learning, measure that learning assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

**I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**DESCRIPTIVE SUMMARY**

Norco Campus has several avenues through which a collegial dialogue about improvement of student learning and institutional processes takes place. Through regularly scheduled meetings of the Norco Academic Senate, the Norco Academic Planning Council (NAMP), and the Norco Strategic Planning Committee (NSPC), as well as the various departments within student services, the campus demonstrates a strong commitment to improving student learning and institutional processes (I.B-1). In particular, the Institutional Mission & Effectiveness subcommittee of the NSPC ensures dialogue about improvement of student learning.

Since the foundation of strategic planning at RCCD is the program review process, student learning is a focus of the dialogue that takes place in these venues (I.B-2, I.B-3). The use of program reviews by the NAPC for the development of the Norco Academic Master Plan assures continuing dialogue about not only student learning but the institutional processes necessary for improvement of student learning to be achieved.

Recognizing the need to fully integrate dialogue about SLOs into planning processes, the Norco Academic Senate instituted two standing committees, Curriculum Committee and Program Review & Assessment Committee (I.B-4). These committees also engage in dialogue about student learning and institutional processes.

In addition to these established forums, the district Associate Vice Chancellor of Institutional Effectiveness and the campus Faculty Development Coordinator have sponsored a regular series of workshops on developing and assessing SLOs led by outside consultants and by members of the District Assessment Committee in conjunction with the Office of Institutional Research (I.B-5). These workshops have provided the opportunity for informal self-reflective dialogue throughout the college community. The workshops have also:

- Raised awareness of the value of assessment to the improvement of student learning; and
- Clarified the importance of clear SLOs in communicating Norco’s mission and goals to students and faculty alike.

In making institutional decisions, all members of the Norco Campus community may...
participate in shared governance. In fall 2004, the various Norco governance bodies (NAPC, Academic Senate, NSPC, and Norco administration) examined the processes that were currently being used and found (1) that they were not clear and (2) that some constituencies did not feel included in these processes.

As a result of the dialogue about this issue, the NSPC devised and approved a process of decision-making on the Norco Campus. The process strives to ensure that all constituents on campus have a chance to share their ideas and provide input into improvement of student learning and institutional processes at Norco (I.B-8).

As stated previously, program review and assessment, along with the district’s “Strategic Initiatives 2005-2010,” are the catalysts by which the strategic planning groups at Norco engage in reflective dialogue and decision-making (I.V-6, I.B-7, I.B-13). The NAPC and NSPC:

- Discuss information received from district planning offices, instructional and student services program reviews, and campus departments;
- Assess the Norco Academic Master Plan in light of the information received;
- Recommend improvements to campus-based programs and services after appropriate input from one or more of nine specifically designed subcommittees of the NSPC.

These nine subcommittees, representing and incorporating all aspects of student learning and institutional processes at Norco Campus, are:

- Physical Resources
- Student Support Services
- Instructional Programs
- Human Resources
- Financial Resources
- Technology Resources
- Institutional Mission and Effectiveness
- Library and Learning Support Services
- Leadership and Governance

Besides the strategic planning processes described above, ongoing dialogue is a prominent feature at meetings and retreats held regularly throughout the academic year at all levels of the institution, including:

- Norco all-faculty meetings
- Discipline meetings
- Staff meetings (admissions, counseling, student services, library)
- President’s Cabinet meetings (Norco Campus President, Vice President, and Deans)
- Occupational education meetings and retreats
- FLEX day retreats
- Norco online forums and discussion boards
- Workshops specifically geared toward imparting dialogue techniques to faculty and staff.

Norco all-faculty meetings provide opportunities for dialogue across disciplines and departments on campus-based matters. Department meetings serve as a forum for planning, staffing, and scheduling as well as for discussion of specific pedagogical and institutional issues concerning all department members. District-wide discipline meetings promoting dialogue among discipline members from different campuses are held at least twice a semester to assure integrity of student learning outcomes for each discipline as identified by program review; and to encourage development, assessment, and revision, when necessary, of course SLOs (I.B-9). Bi-annual Norco Campus FLEX day meetings provide a further opportunity for all faculty to assess their
progress in meeting student needs according to the mission of the institution. Another more informal means through which dialogue takes place is the online Norco Forums (I.B-10). All NSPC subcommittee minutes are posted on this discussion board, as well as topics of concern to the Norco community as a whole.

Dialogue and debate within these bodies, composed of administrators, faculty, staff, and students, results in action items brought to the NAPC and NSPC for further discussion (I.B-10). Through the process of shared decision making, Norco Campus has demonstrated its commitment to involving all constituencies in improving the effectiveness of the institution.

SELF EVALUATION

The standard is met. The NAPC, NSPC and its sub-committees have a campus-wide process for collegial, self-reflective dialogue about student learning, and mechanisms are in place for changing institutional processes as a result of quantitative and qualitative information provided to these planning groups by various local and district constituencies. Meetings of admissions, counseling, student services and library staff; administrators; and occupational advisory groups comprised of faculty and industry leaders, provide further essential avenues for continuing input into student and institutional needs.

The process of dialogue between departments on campus and the larger planning bodies (NAPC and NSPC with its nine sub-committees) has improved significantly over the past two years as the campus has developed a sense of the functions of these bodies in relation to the Norco Academic Master Plan, the Norco Academic Senate’s areas of shared governance, and the Learner-Centered Curriculum Model, which drives District decision-making.

The very nature of dialogue is that it is continuous, and so Norco Campus is still delineating the methodology and processes for implementing effective changes on campus. The Norco Campus further recognizes that authentic dialogue requires time for ongoing feedback and reflection.

PLANNING AGENDA

- Continue to ensure that all decision making is a collaborative, dialogue-driven process which involves all Norco Campus constituencies.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY

At each level of the campus, as well as throughout the district, goals are set to improve the effectiveness of the institution. For disciplines, student services, and administrative units, program review exists to ensure that student learning outcomes (SLOs) are being implemented and met, a mission and vision for the discipline or non-instructional unit is being determined, and a strategic plan for improving the learning experiences of the students and the growth of the discipline is in place. Discipline faculty participate in program review and identify a common vision and goals for
their instructional disciplines, as well as goals shared in common with student support services. The program reviews, in turn, shape the articulation of goals and objectives for the departments in which the disciplines are housed. The Norco Academic Master Plan, containing the goals and objectives of the Norco Campus, is then produced by the NAPC, made up of the department chairs with input from the Vice President of Educational Services (I.B-11).

The District Assessment Committee (DAC) recommended general education SLOs to the Academic Senate and the Board of Trustees, which approved them at its December 2006 meeting (I.B-12). These SLOs guide educational planning geared toward meeting the goals and institutional mission of the district and its three campuses. These general education SLOs were developed over the course of several years, spearheaded by the DAC, but with feedback from most discipline members in all areas of general education and the campus and district academic senates. Campus and district committees are also engaging in dialogue to develop direct measures of SLOs.¹

In fall 2006, the district also developed eight strategic initiatives that set the following goals:

• Improve the quality of the student experience
• Develop a comprehensive enrollment management program (I.B-13).

Norco has responded to these initiatives with strategies for achieving these goals (I.B-14). These were developed at a Leadership Forum held at the Norco Campus on February 23-24, 2006 (I.B-15) and revised by NSPC in spring 2007. This earlier forum was attended by over 40 faculty, classified staff and campus administrators. Three additional goals were adopted at that time:

• Ensure the hiring of qualified faculty
• Continue to develop special programs
• Increase outreach and student enrollment at the Norco Campus

Both the district strategic initiatives and Norco’s response and additions to those initiatives are clearly articulated in measurable terms so that in the coming five years, the district and campus may discuss them and determine the degree to which they have been achieved.

At the campus level, each of the strategic planning subcommittees provides input into the campus goals for facilities, staffing, and equipment laid out in the Norco Academic Master Plan. Timelines for achievement are then created, and objectives for meeting the goals are delineated. All members of the institution receive information about these goals via distribution of reports, minutes, and other documents in hard copy form or via the campus intranet. Information is shared at faculty meetings, discipline meetings, and focus group sessions, and on internet based sites, such as the Norco Forums webpage, which posts all minutes from the Strategic Planning Committee meetings (I.B-10). In short, institutional goals are clearly articulated so that all bod-

¹ The CCSEQ has been used twice, at the end of the 2004 and 2006 academic year as an indirect measure. The DAC also developed a survey that specifically asks about general education SLOs, which was administered at graduation rehearsal in June 2006 (I.B-16, I.B-17).
ies at the college can work towards and measure their achievement.

At the college, department and discipline levels, goals and processes for achievement and assessment/measurement of SLOs are set out through the program review process established for disciplines and non-instructional units such as student services and library. Annual program review updates supply departments with data and information on staffing, facilities, and program needs of disciplines. Assessment plans are in place for a majority of disciplines and have already yielded measurable results for several of them, including mathematics, English, philosophy, humanities, and ESL.

**SELF EVALUATION**

The standard is met. Through the Academic Master Plan, the strategic planning process, and the program review process, Norco Campus sets goals to improve its effectiveness consistent with its stated purposes. Each discipline, department, and non-instructional unit articulates its goals and objectives in measurable terms and has begun a campus-wide discussion of the degree to which they are being achieved. Occupational programs are currently working on the development of SLOs for their degree/certificate programs, and specific assessment studies have begun in several occupational disciplines, including business administration. Significant progress has also occurred at the district level in articulating goals and objectives system-wide.

The District Assessment Committee (DAC) has developed district-wide student achievement goals in the form of its General Education SLOs (I.B-12). As a positive result, the General Education SLOs have enabled those who work in disciplines with general education/transfer courses to evaluate their course and program SLOs in relation to the General Education SLOs. The CCSEQ has been used twice, at the end of the 2004 and 2006 academic years, as an indirect measure of students’ achieving those goals upon graduation or transfer. The DAC also developed a survey that specifically asks about general education SLOs administered at graduation rehearsal in June 2006 (I.B-16, I.B-17). That survey has provided preliminary feedback regarding the effectiveness of stated student learning outcomes at the point of graduation. Results of these surveys were presented to Norco faculty and staff by the district Office of Institutional Research in spring 2007, and the data findings have led to further dialogue about improvement of institutional effectiveness.

The publication of District Strategic Initiatives 2005-2010 was another major step in articulating measurable goals to improve institutional effectiveness (I.B-13). Norco Campus, in its response to the strategic initiatives, was able to initiate campus-wide dialogue about strategies for meeting these goals as they applied to the students and communities served by Norco, and as part of the local “testing” process for these strategies, the campus has developed additional goals of its own (I.B-14).

Since fall 2005, the Norco Strategic Planning Committee and Academic Planning Council have worked more closely with each other and with the Norco Academic Senate and campus departments to articulate campus goals and a clearly written Academic Master Plan.

Thus, the institution is thoroughly engaged in developing goals and implementing strategies for achieving them.

**PLANNING AGENDA**
I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY

As stated in standard I.B.2, the district has implemented a series of strategic initiatives designed to focus on several measurable outcomes in order to improve institutional effectiveness, and Norco Campus has responded to these initiatives by focusing on local implementation of these strategies.

A systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation is in place at Norco Campus. The NAPC, NSPC, the Norco Academic Senate and Norco administration work together to set goals for the institution. One of the primary means of achieving this is through the use of the instructional and non-instructional unit (student services and administrative unit) program review processes which have been implemented district-wide. These processes are designed to be data driven and to provide the information necessary for the setting of institutional goals. The program review process is itself cyclical and drives planning and resource allocation.

Quantitative evaluation of institutional effectiveness is reported through many avenues and made available through the efforts of the Offices of Institutional Research and Institutional Reporting at RCCD.

On a weekly basis, headcount reports and other data are produced and made available through a password protected website. These data give a responsive snapshot of student demographics for decision making at district and campus levels (I.B-18). Institutional Reporting submits required data to the California Chancellor’s Management Information Services (MIS) office annually and per term for variables including demographic, enrollment, course, financial aid, and degree and certificate awards. These data are summarized on the “Data Mart” link in an adaptable query-based format available through the Chancellor’s Office Website (I.B-19). These data are also distributed to all department chairs.

The Integrated Postsecondary Educational Data System (IPEDS) requires RCCD to submit data involving institutional characteristics, employee information, financial aid, and student outcomes (I.B-18, I.B-19). These data are compiled by the National Center for Educational Statistics (NCES) and provide a database that can be used to compare peer institutions for benchmarking purposes (I.B-19).

In addition to these formal data collection processes, the Office of Institutional Research provides data to departments, disciplines and programs at all three campuses. One of the most common requests for data involves the need for disciplines involved in program review to show outcomes over four- or five-year reporting periods. Retention and persistence rates, successful completion/transfer/graduation rates, demographic data (age, gender, number of units taken, ethnicity, etc.) and other data are collected per course and by campus (I.B-20).
Apart from this data collected by disciplines as part of their assessment plans, other data for the Norco Campus are collected in conjunction with the Title V Hispanic Serving Institutions, USDE grant program (I.B-21). The Outcomes Assessment Specialist funded through Title V collects data on low income, at-risk, and Hispanic students involved in innovative teaching and/or support services interventions. These interventions are implemented for students involved in remedial English, reading, and math courses.

Staff reviews, tenure track faculty reviews, and part time faculty reviews also provide quantitative information on the quality of instruction being provided, as well as qualitative feedback from students and peers on the effectiveness of the instruction (I.B-22-24). A Norco Campus Technology Survey conducted in spring 2006 provided quantitative and qualitative data from faculty and staff regarding the types of technology and equipment available and needed for campus classrooms, offices, and labs (I.B-25). This data has been analyzed and will be incorporated into the Norco Technology Plan. Norco-specific data resulting from a district-wide analysis of enrollment trends for African-Americans (Diversity Scorecard) has led to the development of the Talented Tenth program at Norco, designed to support and encourage successful completion and transfer rates for African-American students on the campus. (I.B-26, I.B-27).

**SELF EVALUATION**

The standard is met. The mechanisms for collecting and reporting both quantitative and qualitative data are in place.

As stated in the descriptive summary, a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation is in place at Norco Campus, and is clearly defined. The NAPC, NSPC, the Norco Academic Senate and Norco administration work together to set goals for institution. One of the primary means of achieving this is through the use of the instructional and non-instructional unit program review process. That process is designed to be data driven and to provide the information necessary for the setting of institutional goals.

The strategic planning process will continue to improve and mature as the district transitions to three separate colleges. It is expected that in the coming years, the district and campus will develop new processes and modify existing ones in institutional effectiveness which will enhance ongoing and systematic cycles of evaluation, integrated planning, resource allocation and implementation.

**PLANNING AGENDA**

- Utilize specific campus-based parameters for data collection from the district Office of Institutional Research.²

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² Projected data parameters to be utilized:
- Persistence/success rates for developmental courses and course sequences
- Persistence/success rates for transfer and occupational courses
- Workforce development data: placement and retention rates of graduates, employer satisfaction
- Transfer and graduation rates for Norco Campus
- General education successful completion rates (students with 40+ transferable units)
- Number of Norco certificates awarded
- Data on full-time/part-time faculty ratio
- Status of special program development at Norco Campus
- Data on effectiveness of student services and campus-based strategies for getting students to the campus.
I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.

DESCRIPTIVE SUMMARY

As discussed in standards I.B.1 and I.B.2, Norco Campus encourages input from all constituencies by offering participation at all levels of the institution. All constituents - students, staff, administrators, full and part time faculty - are encouraged to participate in a variety of committees; in department and discipline meetings; or in all-faculty, NSPC, and NAPC, and Associated Students meetings. Full-time faculty members participate on at least one committee as a part of their contract, and many faculty members at Norco are active on three or more committees. Active participation by all constituents at each level of the organization structure is encouraged and welcomed. The planning process at Norco Campus is clearly both broad-based and offers opportunities for input by faculty, staff, students, and administrators at several levels of planning for the institution.

Recommendations for resource allocations to accommodate the needs of the campus evolve through dialogue by the NAPC and the NSPC. The annual campus-based program review updates from disciplines and non-instructional units provide the information upon which budget decisions are made. Detailed resource allocation is guided in part by the overall goals identified in the Academic Master Plan for each department (see Standard III.D for a detailed description of the relationship of budget to resource allocation at the district and campus levels).

Resource planning for facilities, staffing and equipment needs is also included in the cyclical four-year comprehensive program review process as well as the annual program review update. Individual disciplines, occupational programs, and non-instructional units (e.g., Student Services, Library and Learning Resources, administrative units) complete these comprehensive and annual program reviews in order to determine the resources needed to improve, enhance, or advance the discipline, program or non-instructional unit. Discipline program reviews are used as a basis for campus planning and resource allocation.

Program review leads to improvement of institutional effectiveness by identifying ways to update and improve instruction in the case of disciplines, or by identifying student support needs in the case of student services and administrative unit program reviews. The broad-based participation of all important decision-making and advisory units at Norco Campus is designed to maximize institutional effectiveness.

SELF EVALUATION

The standard is met. The Norco planning process is broad-based and includes input from all interested constituencies. Ongoing improvement of communication between the Strategic Planning Sub-Committees is imperative if the process for resource allocation is going to work smoothly and cohesively. Norco Campus is still learning the steps that need to be taken to ensure that all necessary Strategic Planning sub-committees are consulted before specific resource allocation occurs. Strong communication and input during the process of resource allocation will lead to improvements in institutional effectiveness.
I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Norco Campus communicates matters of quality assurance to the state and federal agencies through the RCCD Offices of Institutional Research and Institutional Reporting (for details, please see I.B.3 and footnote 4). The district also provides additional reports to high schools, other colleges and universities, workforce and business partners, and the community at large, as well as to its own faculty, staff, and students. Specific information collected includes the following:

- Data on enrollment, number of graduates with AA degrees, number of students transferring to four-year institutions, students graduating with specific certificates, headcount/ enrollment statistics;
- Data collected on faculty from student surveys of teaching effectiveness;
- Surveys taken from students regarding class scheduling preferences and quality of student experience;
- Comprehensive program reviews that contain reports on outcomes assessment projects undertaken by disciplines.

The RCCD Office of Institutional Research provides institutional reporting for program review and other purposes. The Office of Institutional Reporting (responsible for state and federal data reporting and enrollment management analysis) provides IPEDS data, as well as other mandated assessment reports (e.g., VTEA administration and FERPA compliance), to the federal government on a systematic basis (I.B-29).

Besides complying with external quality assurance mandates, the Office of Institutional Research and Office of Institutional Reporting provide assessment data to instructional disciplines and non-instructional units undergoing program review. The Fact Book, published in 2006 and updated in April 2007, reports on various assessment-related trends affecting the campuses and the district. It also provides detailed demographic and economic information about the communities and students which are the concern of each of the District’s three campuses (I.B-30).

In order to make data more accessible to faculty as well as provide easier access to college-specific data, the district has developed an Institutional Research website that will be regularly updated and made available its constituents (I.B-31). RCCD supports the use of data in all of its major decision-making processes.

Norco Campus is in the third year (2006-2007) of a five-year Title V grant awarded to the campus. Among other responsibilities required by that grant, the Title V office conducts research on campus-based Title V projects. The Title V office at Norco also provides informational support for its Annual Performance Review and engages in some campus-based research and reporting. The Norco Campus also has a half-time Outcomes Assessment Specialist who responds to specific research requests and conducts other projects designed to generate and interpret data in support of institutional effectiveness (I.B-32).

As discussed previously, Riverside Community College District has active committees devoted to program review and outcomes assessment that direct instruc-
tional disciplines and programs, student support services, and other administrative units in their efforts to generate assessment data to improve teaching and learning. It has also defined and begun to assess some system-wide SLOs outcomes, those of general education in particular (see standards I.B.1 and II.A.3).

**Self Evaluation**

The standard is met. Norco Campus is making increased use of data from institutional research and other sources in an effort to document its successes and share the results with its constituents.

**Planning Agenda**

- Explore means for effectively communicating information about institutional quality to the appropriate public constituencies.

**I.B.6. The institution assures the effectiveness of its ongoing planning and resources allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

**Descriptive Summary**

On the Norco Campus, faculty, staff and administrators regularly review and modify (1) the Norco Academic Master Plan; (2) the resource allocation needs of individual disciplines, departments and programs through annual program review updates; and (3) facilities and other ongoing projects under the purview of campus strategic planning. These three regular activities operate in a cyclical fashion relative to each other.

The NAMP is developed by department chairs using information from the instructional and student support service program reviews. District-wide comprehensive instructional program reviews, conducted on a systematic four-year cycle, and annual student services and administrative unit program reviews, conducted at the campus level, provide an opportunity for individual disciplines, student services programs, and administrative units to assess their resource needs. Annual instructional program review updates establish a direct linkage between planning and resource allocation. The Norco Academic Master Plan provides an avenue through which department members can share the needs of their disciplines (e.g., financial, staffing, equipment, or other resource needs) as these have been defined through the annual program review update process.3 The departmental contributions to the NAMP in turn generate recommendations and suggestions that drive the creation of the Norco Academic Master Plan.

Facilities and other ongoing Norco Campus projects are regularly reviewed and modified in response to changing demographic data, budget allocation modifications, and state and local bills and measures which modify or add to the Norco facilities funding base (I.B-33). At the district level, the Offices of Institutional Research and Institutional Reporting prepare specifically mandated state and federal data reports annually; allocation of resources for all campuses is driven by this cyclical report-

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3 In order to increase the effectiveness of planning and resource allocation, beginning in spring 2007 a campus-based annual program review update has been conducted by discipline members on each campus. This adjustment was driven by the need for more timely information in order to develop the Academic Master Plan and better allocate resources on each campus.
ing of data as well as by program review data.

**SELF EVALUATION**

The standard is met. Regular review and modification of the Norco Academic Master Plan, discipline and department resource allocation requests derived from the annual program review updates, and Strategic Planning Committee review and modification of facilities and other campus-based projects are positive steps in the direction of cyclical and systematic review of resource allocation processes.

**PLANNING AGENDA**

- 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.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

**DESCRIPTIVE SUMMARY**

Systematic reviews and assessment of the effectiveness of the evaluation processes for instruction programs, student support services programs, and administrative units are conducted through the following mechanisms:

- Program review reports from all these units
- District Assessment Committee review of assessment plans for instructional disciplines and non-instructional units
- Program Review Committee annual review and revision of the program review processes
- District Assessment Committee annual review and revision of the assessment process.

All of these mechanisms include a component of systematic self-evaluation of their effectiveness in improving programs and services.

**SELF EVALUATION**

The standard is met. Program reviews are designed to evaluate the effectiveness of instructional programs, student support services, library and learning resources. Similarly, the program review and assessment processes themselves have been modified and revised over the past five years in an attempt to make them more responsive to the district and institutional missions to promote student learning and increase institutional effectiveness.

Evaluations of program review and district assessment procedures have resulted in changes in these processes as well as changes to instructional and non-instructional program reviews.

**PLANNING AGENDA**

- Continued monitoring and modification/improvement of evaluative processes listed above for instructional programs, student support, library and learning support services.
- Collaboration and communication with the Norco Strategic Planning Committee.
- Periodic review of the Norco Academic Master Plan in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus.
List of References

| 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: [http://204.69.1.62/norco/forums/](http://204.69.1.62/norco/forums/) |
| 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 [www.cccco.edu](http://www.cccco.edu) |
| I.B-19 | Annual Data Mart report, [www.cccco.edu](http://www.cccco.edu) |
| I.B-20 | Program review data samples (page 8, *Instructional Program Review: Comprehensive*) |
| I.B-21 | Title V Report, 2006-2007 (Hispanic Serving Institutions USDE Grant) |
| 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 | Talented Tenth brochure |
| I.B-28 | Norco Campus Mission Statement |
| I.B-29 | Data Mart [www.cccco.edu](http://www.cccco.edu) |
| I.B-30 | *RCCD Fact Book* |
| I.B-31 | Office of Institutional Research: [http://www.rcc.edu/administration/academicaffairs/reporting.cfm](http://www.rcc.edu/administration/academicaffairs/reporting.cfm) |
| I.B-32 | Job description: Norco Outcomes Assessment Specialist; sample data, Norco Outcomes Assessment office |
| I.B.33 | Bond Measure C |
Evidence Websites:

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