STANDARD II.A
Instructional Programs
**Standard II: Student Learning Programs & Services**

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

**Standard II.A: Instructional Programs**

The institution offers high-quality instructional programs in recognized and emerging field of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

**DESCRIPTIVE SUMMARY**

The mission statement of Norco Campus states, “[We] equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes.” (II.A.1-1). ¹ Norco Campus has also dedicated itself to

¹ The Norco Campus Mission Statement is as follows:

~~Today’s Students, Tomorrow’s Leaders~~

Norco Campus, located in Western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco Campus emphasizes the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.
upholding the Riverside Community College District’s mission to work “...in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves” (II.A.1-2). The mission statement of Norco, while consistent with the mission of the District as a whole, emphasizes the needs of the Corona-Norco area in which the college is located. For example, the area served by Norco Campus continues to grow and attract jobs in manufacturing and logistics, and programs have been developed to meet that need.

College faculty and administrators work closely with the district’s Offices of Institutional Research and Institutional Effectiveness to identify student learning needs and assess progress in meeting stated student learning outcomes. The district issues a number of documents which measure demographics, diversity, and community economic trends within the Norco Campus service area. These include:

- RCCD Fact Book 2007 (II.A.1-3)
- Program reviews: data measured by discipline and/or non-instructional unit (II.A.1-4)
- Environmental scans (2002 and 2007) (II.A.1-5, II.A.1-6)
- Office of Economic Development publications (II.A.1-7).

Details on general campus persistence, transfer rates, retention, and other measures are available in the RCCD Fact Book; quantitative data for individual disciplines and non-instructional units are supplied by the Offices of Institutional Research and Institutional Reporting; further data about the community served by Norco Campus is provided by the environmental scans and the publications of the OED. All this information is evaluated within the comprehensive program review documents generated once every four years and updated annually on a campus-wide basis. These data in turn drive the Norco Academic Master Plan (II.A.1-8).

In particular, data regarding student persistence, retention, grades, numbers of degrees and certificates conferred, and graduation and transfer rates are carefully reviewed and analyzed in order (1) to identify new educational needs and demographic trends in the student communities served by Norco Campus, and (2) to maintain planning that is flexible and responsive to the learning needs of the Norco student population.

To assess progress toward achieving student learning outcomes, the District Assessment Committee (DAC) has worked closely with the Program Review Committee (PRC) and the District Curriculum Committee to ensure that a majority of courses now have clearly stated, integrated student learning outcomes (SLOs). Many disciplines have begun, or are actively working on, continuing assessment projects. The DAC has also engaged in extensive dialogue and collaboration with Matriculation and Student Services, the faculty at large, the academic senates at each campus, and the District Academic Senate to develop and adopt General Education SLOs (II.A.1-9). A pilot project to assess these is underway (II.A.1-10). All of these efforts have helped Norco Campus to modify and conduct its programs to meet identified student needs.

As evidence of progress toward meeting the needs of the identified student community since 2001, the number of degrees awarded to Norco students has increased from 338 degrees and 39 certificates in 2001-2002 to 492 A.A./A.S. degrees and 200 state and local certificates in 2005-2006. (II.A.1-3). In addition, Norco Campus now offers over 27 degree and/or certificate programs. All
coursework for these programs can be taken completely on the Norco Campus.

One primary means by which Norco Campus identifies student educational needs and assesses progress towards achieving student learning outcomes is through program review. The main features of program review that identify student educational needs and drive the collection of data include the following:

- Academic planning at the campus and district levels by means of an annual campus update for each discipline, student services program, and/or administrative unit.
- A review of data (supplied by Office of Institutional Research) relevant to each discipline or unit.
- Review and revision of discipline course outlines of record (CORs), including review and/or development of SLOs for those courses.
- A plan for assessing course SLOs as well as evaluating and acting upon the results of any assessment projects that have already been completed.
- Campus-wide and discipline-wide dialogue on SLOs, data interpretation, and assessment, and their relationship to student learning.2

In brief, the process of identifying student needs begins with a comprehensive program review undertaken every four years, supplemented by a campus-based annual component linking resource needs to campus structures and student learning through three advisory bodies:

1. Norco Campus Academic Planning Council (NAPC)
2. Norco Campus Strategic Planning subcommittees (II.A.1-11)
3. Norco Campus Strategic Planning Committee (NSPC).

Norco established the Strategic Planning Committee (NSPC) in fall 2005. It is made up of the following nine sub-committees with specific responsibilities to ensure dialogue and self-reflective consideration of all major decisions related to the improvement of student learning at Norco Campus:

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

Other systematic processes and procedures used at Norco Campus to ensure that all programs, disciplines, and courses are assessed for currency, teaching and learning strategies, and student learning outcomes include the following:

- Norco Academic Master Plan (NAMP) (II.A.1-8)
- District Matriculation Plan (II.A.1-12)
- Community College Student Effectiveness Questionnaire (CCSEQ, administered in 2004 and 2006)
- Open Campus online course student surveys

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2 Assessment results are reported to the District Office of Institutional Effectiveness and are made publicly available on the DAC website. These results are used to maintain and revise the common district-wide curriculum as needed, and to respond to data supplied by the District and administration regarding FTEs, student retention and success rates in the discipline, and other issues of concern to effective scheduling and program management across all three campuses in the district.
• Student Learning Outcomes and assessment training undertaken by the Office of Institutional Effectiveness (II.A.1-13).

The Norco Academic Master Plan is generated in collaboration with campus departments, which analyze program review reports. Departments then develop and prioritize goals for class scheduling, facilities, equipment, and staffing based on their assessment of program and department needs within the context of institutional effectiveness in meeting student learning goals. The comprehensive quantitative data provided by the district (discussed previously) are then integrated into the planning processes conducted by each discipline, department, and program (II.A.1-8).

The District Matriculation Plan, published in September 2006, outlines the major service area outcomes and general goals for maximizing community college access to all categories of students during the admissions, orientation, assessment and counseling and follow-up stages of the matriculation process. The various Student Support Services programs involved in this process coordinate their services with each other and receive training in methods of enhancing student learning and access. Staff and counselors involved in matriculation services at Norco Campus rely on a variety of research measures to accomplish their goal of meeting student educational needs, including:

• Use of longitudinal databases to track entering student cohorts throughout their educational experience
• Reliability and validation research to maintain valid placement cut-off scores
• Development of a database to track student use of support services based on MIS and other data extracts

• Publication of a Student Success Report which contains critical data on the district’s student body, including but not limited to retention rates, persistence rates, withdrawal data, and grade point averages. Information is aggregated by various classification categories such as campus location, division, full or part-time status, day/evening status, first-generation status, matriculation status, matriculation services usage, basic skills enrollment, and various educational goals as well as the demographic variables of ethnicity, gender, age and disability.

• Evaluation of impact of matriculation on basic skills, including number of students recommended into basic skills courses, the completion and success rates of students enrolled in basic skills, and the progress of students from basic skills courses to associate degree-applicable courses.

• Research and reporting to local high schools regarding recent high school graduates’ aggregate performance information including placement, retention, persistence and grade point average.

• Assessment of retention and persistence rates (II.A.1-12).

Community College Student Effectiveness Questionnaire (CCSEQ): This survey was implemented in 2004 and re-administered in 2006. It rates student satisfaction with their overall experience at RCC Norco, the campus environment, faculty, staff, and campus safety (II.A.1-14). The CCSEQ provides some indirect measures of whether or not students are meeting stated general education SLOs. It is a first step towards assessment of these district-wide general education SLOs.
Open Campus Online Course Student Survey (2005): This survey was designed to ensure that distance learning courses meet the needs of the students. (II.A.1-15). Results of the survey indicate high interest in taking online courses. Significant data revealed that:

- More than half of the students surveyed had taken a previous online course.
- 48 percent had one or more children at home.
- 66 percent work 25+ hours per week.
- Only half of the students would have been able to take the course if it was only offered face-to-face.
- More than 2/3 are planning to transfer to a four-year institution.
- Eighty-five percent would consider taking another RCC online class in future.

Norco administrators, staff and faculty have been identifying emerging student needs through multiple measures and self-evaluation to ensure that regardless of what learning modality is used, students are being given the best opportunity for quality education. To meet that goal, “[…] as a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement” (Norco Mission Statement).

SELF-EVALUATION

The standard is met. Since the last accreditation, Norco Campus administrators and faculty have utilized district and campus data from the research studies and surveys described above, as well as information provided in program reviews (1) to identify emerging student needs, (2) to use assessment results to make improvements in SLOs and pedagogy in some disciplines, (3) to assess the institution's progress toward addressing those needs, and (4) to make more informed decisions about the varied courses and programs the college should offer to its students.

For example, increased student learning was measured district-wide in 20 of 25 areas between the 2004 and 2006 surveys; at Norco, gains were measured in 21 of 25 areas. The gains were statistically significant in four areas: understanding art, music and theatre, understanding mathematical concepts, understanding science and technology, and putting ideas together. Norco Campus showed favorable results from 2004 to 2006 in the following areas:

- Acquiring skills for a specific job
- Interest in political and economic events
- Seeing the importance of history
- Arts and communication
- Perspectives of the world.

The Open Campus Online Survey results indicate a strong need for, and interest in, the online instructional delivery mode by a serious adult working population that is seeking a bachelor's degree in the near future.

Closer analysis of demographic information that affects enrollments and learning needs for the Norco-Corona area will enable Norco Campus to define itself more clearly as a distinct entity within the district. Recent dialogue with Norco faculty and disciplines undergoing program review also indicate a need for additional regional and campus-driven data studies.

Norco Campus has made significant progress in generating and using data to meet its mission goals of maintaining an effective, learner-centered institution, responsive to student needs. Though SLOs have not yet been developed for all degrees and certificates, the majority of disciplines and programs have developed and begun to assess...
their SLOs. And, district-wide General Education SLOs have been approved by the Board of Trustees. Development of SLOs and assessment of their effectiveness in improving student learning are ongoing processes to which the institution remains committed.

**Planning Agenda**

- Utilize the results of Norco campus data studies to further define Norco and enrollment and learner needs.
- Continue developing and assessing the effectiveness of SLOs for all degrees, certificates, and programs.

**II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

**Descriptive Summary**

Instruction at Norco Campus reflects an institutional commitment to stated curricular objectives and to the current and future needs of its students. Norco employs multiple means of delivery to accommodate the diverse needs and proficiencies of the population it serves. Norco's traditional face-to-face classes are offered in a variety of locations and time formats (II.A.1-16). Traditional classes are not limited to lecture but include a variety of media-based enhancements, modes of delivery, pedagogical approaches, and instructional methods and techniques. These include laboratory activities and projects, portfolio preparation, oral and dramatic presentations, team teaching, faculty office hours, tutoring, and many more.

In addition, distance education has become a highly desirable means of course delivery to meet current student educational needs at Norco. The increased traffic along the I-91 and I-15 corridors adjacent to the campus has created a demand for alternatives to traditional on-campus instruction, making Weekend College and online modes of delivery increasingly popular. A variety of distance education formats is offered at Norco and throughout the district through Open Campus including:

- Web-enhanced, teleweb, hybrid and online courses (II.A.1-17)
- Recorded audio-video lectures and PowerPoint presentations using Tegrity and Audacity software (II.A.1-18)
- Podcasting (mp3) lectures and presentations (audio and video) through contract with iTunesU (II.A.1-19).

Web-enhanced classes provide supplementary learning resources and course document distribution; **hybrid and teleweb courses** combine face-to-face delivery with distance instruction for enhancement of instruction and increased distribution of class resources; and **online courses** are often presented in a multi-media instructional format which allows for increased student participation and flexibility. **Tegrity software** provides streaming audio and video as well as integration of online chalkboards and PowerPoint presentations. A recent year-long contract with Apple Inc. for multi-modal delivery of online course material through **mp3 format podcasting** and iTunesU has provided a new and “student-friendly” means of instruction for working students.

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3 The total service population for Norco Campus, including the I-91 and I-15 corridors, is over 220,000. The Norco/Corona service area spans approximately 38 square miles in the southwestern corner of the District. Traffic density has increased considerably over the past five years.
students and those on the go. All of these modes of delivery are intended to create meaningful points of contact for the student and instructor and to meet current and future educational needs.

Norco employs a variety of scheduling options for students as well (II.A.1-16). In addition to the usual selection of classes offered from 7 a.m. to 10 p.m. in the traditional 16-week semester format, Norco offers Late Start (14-week) and Fast Track classes as alternatives for students needing to round out a class schedule or those wanting a faster paced class. Success Track scheduling, to be implemented in fall 2007, also offers a variety of classes to fit busy students’ lifestyles and learning styles. Additional one-unit workshop classes for basic skills and ESL students provide remedial and developmental instruction in study skills and/or target specific areas of academic need. Weekend College provides a program of courses offered only on Friday evening and/or all day Saturday and Sunday and leading to the A.A./A.S. degree and/or an occupational certificates. This mode of delivery is especially popular with students who have full-time jobs or awkward work schedules during the traditional weekday hours.

Learning Communities and a dedicated Title V grant provide additional support and opportunities for students at Norco Campus. The Title V grant is designated for increased faculty use of technology and curricular enhancements for at-risk students. Specialized educational opportunities such as the Puente program, the Talented Tenth, and the STAR and TRIO programs offer linked courses, peer mentoring opportunities, guidance, faculty mentoring, and financial support through various district funding sources. These programs are closely monitored to ensure increased retention/completion rates, and to increase opportunities for targeted student populations to be able to transfer to four-year colleges and universities (II.A.1-21, II.A.1-22).

Besides Norco’s many programs and services providing a variety of modes of delivery to serve student needs, individualized instruction is available through the following programs:

- Tutorial Services
- Computer lab
- Math lab
- Writing and Reading Center
- Foreign Language lab
- Disabled Student Services & Lab

These areas provide one-on-one instruction with instructors and peer tutors; small group instruction for students; and create an atmosphere of intellectual exploration. They are on-site, popular with students and faculty, and accessible to students at a variety of times. Disabled Student Services also utilizes lab facilities to provide alternative modes of testing for learning disabled students. In addition, practicum classes are available in the computer, math and writing labs for additional assistance (II.A.1-23, II.A.1-24-27).

Finally, the district Study Abroad Program provides unique opportunities for students wishing to learn about foreign cultures and to continue earning academic transfer credit. Full-semester study abroad locations include Florence, Italy, and Oxford, England; short-term summer programs take students to the Czech Republic, Bulgaria, Romania, and Greece. A number of Norco faculty have participated in the Study Abroad program, offering courses in economics, geography, political science, history, art, and humanities (II.A.1-28).

**SELF-EVALUATION**
The standard is met. Norco Campus is committed to making education available and accessible to all of its students and the communities it serves. To facilitate this goal, the campus offers a variety of modes of instruction and delivery compatible with established curriculum and program objectives and attuned to demonstrable/expressed student needs. However, the technological revolution continues to present new challenges and enhanced modes of instructional delivery; Norco faculty and staff must continue to examine and adopt, when appropriate, a variety of electronic media which improve the student learning experience.

PLANNING AGENDA
- Continue to identify, monitor and test new technology which enhances or improves the quality of online or face-to-face instruction.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY

Disciplines and non-instructional units at Norco participate in program review with the other members of their discipline or program across the district. During program review, SLOs are identified for disciplines and non-instructional programs through a process of collegial dialogue and close, critical examination of curriculum and student support services needs. Course- and classroom-based assessment strategies have been explored and assessment projects are underway or completed, resulting in changes in pedagogy, curriculum, or SLOs (II.A.1-29, II.A.1-30). Development of degree and certificate level student learning outcomes is in the planning stages.

Norco Campus works with the District Assessment Committee (DAC) in a continuous effort to encourage and evaluate assessment efforts, and to report on the results of assessment within the program review framework. The DAC, in dialogue with the Academic Senate, the Program Review Committee, and the District Curriculum Committee, has established general education SLOs which are aligned with Title V requirements for higher education coursework and which communicate clear expectations for students receiving degrees and/or certificates.4 Indirect measures of these SLOs include the CSEQ, administered every other year, and an additional district questionnaire that focused on the gen ed SLOs, administered in June 2006 (II.A.1-31, II.A.1-32). In addition, the DAC has proposed a pilot project for assessment of the district’s general education SLOs (II.A.1-33).

RCCD and its campuses have been working over the past six years on the establishment of student learning outcomes at the institutional and course level. Measures of progress include the following:

- General education SLOs have been established which apply to the district and its campuses as a whole; after much dialogue and collaboration with administrators, faculty, staff and student groups, the District Assessment Committee (DAC) recommended these Gen Ed SLOs to the Academic Senate and the Board of Trustees, which approved

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4 The general education SLOs for academic and vocational degree programs within the district were approved by the Board of Trustees in December 2006 (Report II-D, December 12, 2006) for final approval and inclusion in the catalog.
them at its December 2006 meeting (II.A.1-9).

- Individual disciplines have begun an SLO “audit” in which they discuss the alignment of their SLOs with Gen Ed SLOs.
- Specific SLOs for disciplines or programs as a whole have been established for most of the 37 instructional disciplines and student support units that have completed program review;
- By fall of 2007, the goal is for course outlines of record for a majority of courses in the District to be updated to include integrated SLOs. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.
- By summer 2007, 35 disciplines will have completed some portion of the assessment project that they proposed in their Program Review Self-Studies (II.A.1-33).
- Twenty disciplines report that they have made changes to curriculum, instructional methods, methods of delivery, or SLOs as a result of assessment (II.A.1-33).
- In fall 2005, as part of an initial effort to assess the linkage between disciplines and general education SLOs, disciplines completed a matrix in which they aligned their transfer courses with the general education SLOs where appropriate (II.A.1-34).

As noted above, program review incorporates specific assessment tasks to help disciplines determine the effectiveness of stated SLOs in particular courses. The District Curriculum Committee, working with DAC, has updated its standards and created a template for all course outlines of record to reflect critical thinking mandates and to ensure appropriate student learning outcomes (II.A.1-35). As disciplines complete program review, all new and revised course syllabi must incorporate the updated SLOs (II.A.1-35).

Certificates are also reviewed by the curriculum committee for adherence to discipline and state requirements, and in Spring 2007 the curriculum committee began to review certificate programs for clearly stated student learning outcomes. At the district level, faculty and management have also responded to perceived educational objectives by formulating strategic planning initiatives (district) and responding to those initiatives at each campus (II.A.1-36, II.A.1-37).

**Assessment and SLOs at Norco Campus**

With active members on the District PRC, the DAC, and Curriculum Committee, the Norco Campus has taken the lead in encouraging its discipline faculty to engage in program review; to create and revise integrated course outlines of record incorporating the new SLOs, and to develop course- and classroom-based assessment projects. Assessment, program review, and SLOs-based activities at Norco include:

- Course- and classroom-based assessment projects at Norco Campus (English, humanities, ESL, math, and library)
- Heavy involvement of Norco faculty in the district’s Program Review and Assessment Committees (co-chairs on both committees are from Norco)
- Development by a Norco faculty member of the COR Guide for writing integrated course outlines of record incorporating appropriate SLOs
- Strong, active membership of Norco faculty in the District Curriculum Committee
- Active involvement of Norco faculty in providing in-service training on the writing of clear SLOs and integrated
course outlines at both campus and District level
- Primary involvement of Norco faculty in assessment training, and assistance to disciplines in writing and implementing assessment projects at both campus and district level
- Writing of SLOs for instructional units at Norco College, including departments and Norco-based occupational programs
- Development of Norco Mission Statement and discussion of its relationship to gen ed (district) SLOs
- Participation of Norco faculty in workshops to develop Gen Ed SLOs for the District (fall 2003).

SELF-EVALUATION

Significant progress has been made towards meeting this standard. Disciplines and certificate programs at Norco participate in and comply with all program review, curriculum revision, and assessment procedures established by the district and approved by the academic senates and appropriate decision making bodies. Computer information sciences and business administration disciplines are working on a model SLOs framework for certificates and degrees offered by their disciplines. Student learning outcomes have not yet been developed for a majority of degree and certificate programs in the district.

Since fall 2006 the district’s Associate Vice Chancellor of Occupational Education has been working with occupational faculty on the formulation of program level SLOs and the establishment of meaningful assessment tools.

PLANNING AGENDA

- Continue to develop certificate and degree program level SLOs for those programs active on the Norco Campus.
- 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.
- Conduct additional SLOs and assessment activities training at the Norco Campus.

List of References

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.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTIVE SUMMARY

The quality and improvement of courses and programs at Norco Campus depends upon the collaboration of the District Curriculum Committee with discipline/department curriculum representatives; the District Program Review and Assessment Committees; the district and Norco Academic Senates; the Norco Dean of Instruction and Vice President of Educational Services; the Vice Chancellor of Academic Affairs; the Office of Institutional Effectiveness; and the district articulation officer. Occupational programs also require the input of the Associate Vice Chancellor of Occupational Education and various industry advisory committees (II.A.2-1).

The design and identification of learning outcomes for programs and courses is undertaken by discipline faculty in the course of the regular review of curriculum and course outlines which takes place as part of the program review process. The curriculum committee uses the following documents as part of its procedure for approving and evaluating these courses and programs:

- California Community Colleges Program and Course Approval Handbook, CCC Chancellor’s Office (II.A.2-2).
- Riverside Community College District Curriculum Handbook. This document summarizes state and local guidelines, utilizing college and district surveys, statistics, observations and demographic information to ensure that the district’s courses, degree and certificate programs meet or exceed the state and local descriptions and regulations (II.A.2-3).
- State Academic Senate documents specifying best practices for courses and programs as well as policies for prerequisites, co-requisites, advisories, and limitations on enrollment (II.A.2-4, II.A.2-5).
- Curriculum Committee course outline of record guide (II.A.2-6).
- The district’s Locally Developed Program Approval Process for occupational programs (II.A.2-7).

In addition, to ensure continued quality and review of both new and existing courses and programs, particularly in pre-collegiate and developmental course areas, Norco Campus relies on the following:

- Discipline faculty oversight of new curriculum across all campuses in the district, ensuring a district-wide common curriculum
- Regularly scheduled departmental and discipline meetings related to course offerings
• Use of persistence and retention data to evaluate programs and courses in developmental areas
• Workshops, flex activities, institutes, and dialogue dedicated to curriculum issues
• Regularly scheduled four-year comprehensive program reviews for academic and occupational disciplines, student support programs, and administrative units

These standards and procedures are applied to all course offerings at Norco, regardless of the time of scheduling, format, location, type of course (contract or regular, degree credit or non-degree credit), level (remedial, pre-collegiate, transfer), or mode and length of delivery. Finally, each committee or decision-making body associated with the design, implementation, and assessment of courses and programs at an appropriate level of quality is faculty driven, thus assuring the central role of faculty in the creation and monitoring of instructional courses and programs.

SELF-EVALUATION

The standard is met. The District Curriculum Committee approved the creation of campus curriculum committees in the fall of 2006. These committees will address local curriculum issues.

Norco Campus is moving forward with developing processes and procedures for its local curriculum committee. Also, Norco administrators and faculty have demonstrated enthusiasm for a local curriculum committee and willingness to attend and participate in the state Curriculum Institute as well as program review.

PLANNING AGENDA

• 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.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTIVE SUMMARY

As detailed in standard II.A.1.c., above, Norco Campus participates actively in a faculty-driven program review process that incorporates the clear formulation and measurement of student learning outcomes. Norco faculty also have a strong presence on the District Assessment Committee, which has trained faculty in developing an assessment plan for disciplines and programs.

Regular assessment of student progress in achieving identified SLOs, and regular reporting of disciplines’ and non-instructional units’ use of assessment to make improvements to their pedagogy, courses, and programs, have been incorporated into the program review process in the form of discipline and student services based assessment plans. In addition, Norco Campus administers district-approved competency/level assessments in English, ESL, math and foreign languages which are established,
approved, and regularly reviewed by faculty.

Besides assisting on various district and local committees responsible for monitoring the quality and rigor of general education courses and transfer degrees, Norco Campus is also committed to promoting vocational and occupational education programs under the guidance of faculty experts and industry advisory groups. Programs in this area include the fields of manufacturing technology, logistics management, construction technology, computer applications technology, real estate, engineering technology and machine shop technology. Vocational and occupational course, certificate and degree proposals are subject to all of the same standards and procedures for the development and assessment of student learning outcomes as the general and transfer oriented courses and degrees (II.A.2-7).

Advisory committees set up for vocational programs have on their membership rolls both full- and part-time faculty in the respective discipline and community/ business members currently working in related fields. These committees meet annually or more often as needed. A major topic of discussion at these advisory meetings concerns the extent to which the curriculum meets the workforce needs of the respective industries. Advisory members also give input regarding basic skills needs that enhance a student’s ability to be successful in the workplace (II.A.2-8). Hence, an active goal of such advisory groups is to identify competency levels and to recommend student learning outcomes for the occupational courses, certificates, and programs. Student learning outcomes have been developed for virtually all courses and program level identification of student learning outcomes is currently underway. Assessment tools are being developed by faculty with the support of the district’s Office of Occupational and Vocational Education and the District Assessment Coordinator.

SELF-EVALUATION

The standard is met. Norco Campus follows procedures established by the district Assessment, Program Review, and Curriculum Committees to develop and measure student learning outcomes in both transfer and occupational programs. Norco relies on faculty expertise and the assistance of advisory committees as appropriate to identify competency levels and student learning outcomes for courses, certificates, and programs. Student learning outcomes have been developed for virtually all courses and program level identification of student learning outcomes is currently underway. Assessment tools are being developed by faculty with the support of the district’s Office of Occupational and Vocational Education and the District Assessment Coordinator.

PLANNING AGENDA

- 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.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
DESCRIPTIVE SUMMARY

Norco Campus offers a curriculum which is appropriate in breadth, depth and rigor for an institution of higher learning. Courses and programs are created by faculty and monitored for adequate quality and rigor by a curriculum committee comprised of faculty with administrators acting in advisory roles. The curriculum committee works with the district Program Review and Assessment Committees in assisting disciplines to facilitate up-to-date, accurate and integrated course outlines of record. A subcommittee of the curriculum committee closely monitors the necessity for advisory, co-requisite, and/or pre-requisite coursework to increase opportunities for success by building students’ cumulative knowledge appropriately. The curriculum committee meets bi-weekly throughout the academic year.

The curriculum committee uses state and local guidelines, college and district surveys, statistics, observations and demographic information to ensure that all courses and certificate or degree programs meet or exceed the state and local descriptions and regulations.

All district curriculum meets the following standards for:

- Appropriateness to mission.
- Demonstrable need (student demand, industry/job market needs, etc.).
- Quality. Each program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives. Courses and programs are integrated, with courses designed to effectively meet reasonable learning outcomes and the goals and objectives of the programs for which they are required.
- Feasibility. Norco Campus has the resources realistically to maintain the program and/or the resources needed to offer the course at the level of quality described in the course outline.
- Compliance as appropriate with all laws and regulations.

Completion of programs in timely fashion and synthesis of learning are assured in the case of academic or transfer curricula by the general education degree curriculum, guided by the gen ed SLOs established district-wide and approved by the Board in spring 2006. Time to completion and synthesis of learning are an integral part of occupational certificates and programs and monitored by faculty and industry advisory groups.

SELF-EVALUATION

The standard is met. Norco faculty are committed to providing high quality, rigorous instruction and curriculum for their students. Standards and guidelines for curriculum development are clear and purposeful. All courses, certificates and programs are clearly defined and the requirements are disseminated to the public using multiple means. The curriculum process and the program review procedures ensure a recursive review of all course outlines of record. Norco Campus is engaging in dialogue concerning the feasibility of developing additional transfer degree programs.

PLANNING AGENDA

None

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
DESCRIPTIVE SUMMARY

Please see response to standard II.A.1.b. for details about delivery modes. Norco faculty recognizes that students who attend Norco are diverse in many ways and have a variety of learning styles and needs. At Norco, significant differences among student groups are evident in their varied employment schedules, heavy family responsibilities, a wide range of age groups, and a mix of students who are high achievers, and students for whom learning is a struggle. Students come to Norco with widely varying levels of technical and academic knowledge, experience, and preparation for success in college coursework. As such, most faculty understand the importance of utilizing multiple delivery modes and teaching methods to meet these divergent student needs and learning styles.

Regarding teaching methodologies, neither traditional nor distance education classes are limited to lecture but include a variety of media-based enhancements, pedagogical approaches, and instructional methods and techniques. These include online discussion boards, synchronous chats, laboratory activities and projects, standard and e-portfolio preparation, oral and dramatic presentations, team teaching, faculty office hours, and one-on-one tutoring, among others. Discussions about student needs and learning styles occur in a variety of ways, including through local and district-organized FLEX workshops. Learning modules dealing with pedagogical methods and techniques are available for instructors online through 4faculty.org (II.A.2-9). Recognition of the growing number of community college students entering college with pre-collegiate reading, writing and math skills prompted the campus to establish a basic skills task force in fall 2006 that has developed and is implementing a comprehensive strategy for addressing the needs of these students.

SELF-EVALUATION

The standard is met. Norco Campus is committed to providing and exploring effective modes of delivery and teaching methodologies that promote student success.

The faculty at Norco Campus maintain and improve their teaching skills through workshops and conferences that present new pedagogical approaches and instructional methods and techniques. Staff, administrators, and faculty participate in frequent workshops, retreats, and flex activities to keep current with instructional trends. Faculty conduct formal and informal assessments to evaluate the effectiveness of various modes of delivery and instruction and to ensure that student learning outcomes are being met.

PLANNING AGENDA

None

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY

As discussed in standards II.A.2.a and II.A.2.c, the continuing evaluation and revision of all courses and programs through comprehensive and systematic program review are an essential part of Norco’s commitment to providing a quality academic environment. The State Academic Senate has recognized that “the principal purposes
of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily to further their own growth, and to identify weak performance and assist programs in achieving needed improvement....” (II.A.2-11).

As a consequence, the comprehensive instructional program review process, conducted on a regular four-year cycle, addresses systematically each discipline’s courses, pedagogy and other developments related to the future of the discipline across the district. Through this process, faculty engage in an ongoing analysis of the relevance and appropriateness of courses in their respective disciplines and make needed improvements to learning outcomes based on defined assessment projects (II.A.2-14). The new annual program review update process asks each discipline or program to address its resource needs (staffing, facilities, equipment) at each campus and to provide an update on outcomes assessment activities undertaken in the preceding year. (II.A.2-15).

In order to implement ongoing, systematic review of programs and courses district-wide, the emphasis of the District Program Review Committee is on comprehensive, regular program review by defined units in the district on a four-year rotating cycle, with annual campus-based updates, as mentioned above (II.A.2-14, II.A.2-15). The purpose of the district Program Review Committee is threefold:

- To provide training and guidance for those disciplines undergoing program review;
- To review instructional program reviews and make recommendations for acceptance or revision of these studies;
- To continue to evaluate and, when necessary, make recommendations for revisions to the comprehensive program review process and the role of the District Program Review Committee.

Further evidence of ongoing systematic review of courses and programs is detailed in standard II.A.1.c and in II.A.2.f below.

**Self-Evaluation**

The standard is met. An extraordinary amount of progress has been made over the past six years at the District and campus levels in developing means for evaluation of courses and programs on a systematic basis, in order to determine their currency, relevance, and appropriateness to current and future student needs. Norco Campus will continue to benefit from incorporating all identified programs (transfer, occupational, and non-instructional) into the established program review and assessment processes.

**Planning Agenda**

- 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.
- Use data from OIR 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.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of
its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to constituencies.

**DESCRIPTIVE SUMMARY**

As discussed in standards II.A.2.a-c and e above, the continuing evaluation and revision of all courses and programs is conducted through program review and integrated implementation of the Academic Master Plan with the participation of the curriculum committee, discipline faculty, student support services faculty and staff, and administration.

The district and its campuses have made considerable progress over the past six years in the establishment of student learning outcomes at the district and course level. In particular:

- General education SLOs have been established for the District and colleges as a whole; these were approved by the Board of Trustees in December 2006 and will be printed in the next RCCD catalog (II.A.2-16).
- Individual disciplines have begun an SLO “audit” in which they discuss the alignment of their SLOs with Gen Ed SLOs.
- More than 37 instructional disciplines have begun to determine specific SLOs for their disciplines or programs as a whole; seven disciplines have already established program-level SLOs.
- Student support units have developed program-level SLOs and SAOs (service area outcomes) and assessment plans as part of program review.
- By Fall of 2007, course outlines of record for a majority of courses in the District will have been updated to include integrated SLOs. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.
- By summer 2007, 35 disciplines will have completed some portion of the assessment project that they proposed in their program reviews (II.A.2-17).
- Twenty disciplines report that they have made changes to curriculum, instructional methods, modes of delivery, or SLOs as a result of assessment (II.A.2-18).
- Computer information sciences and business administration disciplines are working on a model SLOs framework for certificates and degrees offered by their disciplines.
- Most occupational programs are required by external licensing bodies to adhere to, assess, and meet specified learning outcomes, and in these cases, the SLOs, assessment, and improvement instruments already exist.

Ongoing, systematic evaluation and integrated planning are achieved at the district and campus levels through the program review and assessment processes. These processes assure curricular currency and a systematic cycle of measurement of the effectiveness of student learning outcomes, as well as improvement where necessary.

Progress in meeting individual program goals is based on active faculty participation in program development, articulation of SLOs, and assessment activities listed above and in standard II.A.1.c. Program and student success data are described in materials distributed to the public through a variety of methods including reports to the State Chancellors Office, publications on district and campus websites, memos, meeting minutes, and other documents distributed to interested constituencies.
SELF-EVALUATION

The standard is substantially met. Systematic evaluation and course- and campus-based assessment processes support integrated academic planning through the Norco Academic Planning Council and the Norco Strategic Planning Committee. Significant progress has also been made toward addressing the development of SLOs. Specifically, a majority of course outlines district-wide now contain appropriate, integrated student learning outcomes, and academic disciplines are working to establish general SLOs for their programs. Occupational programs are developing SLOs for their certificate/degree patterns. Finally, general education SLOs have been approved at the district level, and the District Assessment Committee has begun the process of establishing a linkage between these larger SLOs and (1) transfer degree courses; (2) degree and certificate programs at the colleges.

The next round of instructional program reviews, which begins in 2007-08, will require clearly stated program-level SLOs as part of the comprehensive review process.

PLANNING AGENDA

- 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.
- Participate in, provide input, and revise district and campus-based program review and assessment processes and activities as needed.
- Ensure that all program reviews submitted starting in fall 2007 contain at least one student learning outcome at the program level.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTIVE SUMMARY

Two Norco disciplines utilize departmental examinations to measure student learning; these are English as a Second Language and Spanish.

The ESL discipline designed a common final exam for its highest level course in grammar and writing, consisting of a writing prompt and a grammar test, and administered it over a three-semester period from spring 2005 through fall 2006 (ESL 55; II.A.2-19). The ESL exam compares student scores to instructor expectations regarding a student’s proficiency in the subject. It also compares the pass rate on the test to students’ acquisition of the skills outlined in specific SLOs on the course outline of record. Based on feedback from the instructors and the results of the first administration of the exam, additional time was given for the writing section, an additional set of essay prompts was developed, and the grammar section was shortened to allow more time for the written portion. The second evaluation session revealed that although the pass rate was still low on the test, it more accurately reflected the students’ acquisition of the skills outlined in the student learning outcomes that were being tested. The ongoing administration of this common exam will provide further validation of the exam’s effectiveness in measure student learning.
As a means of assessing student success in Spanish, World Language Spanish instructors devised a common final exam for Spanish 1 and administered it to a representative group administered over three semesters (Spring 2005 – Fall 2006 (II.A.2-20). Faculty members met to assess what questions might be appropriate to assess the learning outcomes listed on the Spanish 1 course outline of record. Questions for this exam were culled from test banks to create a carefully structured, five-part exam designed to coordinate with the SLOs required for successful completion of the entry-level Spanish 1 course. Results of the first administration indicated a need for increased pre-reading activities, reading comprehension instruction, and individualized writing practice.

All ESL instructors met to compose the writing prompt and grammar questions; all Spanish faculty were likewise involved in development of the Spanish 1 test bank questions. In both disciplines, every effort was made to minimize cultural bias in the development of test questions. A conscious effort was made by the disciplines to ensure that faculty developing test questions represented diverse cultural backgrounds. Moreover, some ESL and Spanish faculty have attended workshops on the topic of cultural diversity and specifically, how to eliminate cultural bias from test questions. Both disciplines have reported that when a test question is discovered to have a cultural bias, the question is either removed or modified. All ESL and most common Spanish 1 exams are included in the grading process and are therefore included in the awarding of course credit.

In addition, external licensing exams play a comparable role for many vocational programs at the district level, such as nursing and cosmetology; at Norco Campus, external licensing exams in real estate, construction technology, and computer information science provide comparable means of assessing learning effectiveness and minimizing cultural bias.

**SELF-EVALUATION**

The standard is met.

**PLANNING AGENDA**

None

**II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

**DESCRIPTIVE SUMMARY**

Norco Campus adheres to the requirements set forth by Title 5 and the State Chancellor’s Office as well as to the standards established by the District and local Academic Senates and any articulation agreements with other community colleges and institutions to which students transfer. These regulations and standards clearly provide guidance in creating a curriculum which is appropriate for an institution of higher learning in breadth, depth and rigor and which meets generally accepted standards for higher education. Norco Campus faculty strives to present course content with the goal of assisting students to accomplish approved course SLOs.

Students are evaluated for mastery of SLOs and awarded credit based on achievement of stated learning outcomes. Grades/credits received by students indicate achievement
of learning outcomes by means of rubrics and/or outcomes published in instructor syllabi. The outcomes in the syllabi are required to be consistent with the SLOs for the CORs. All transfer courses have articulated agreements with surrounding four-year public and private colleges and universities; other non-transfer courses meet all criteria applicable for credit towards an A.A./A.S. degree. Remedial and developmental courses also include critical thinking skills and meet state and local criteria for appropriateness to mission, need, quality, feasibility, and compliance with local and state regulations.

**Self-Evaluation**

The standard is met.

**Planning Agenda**

None

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**II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.**

**Descriptive Summary**

Norco Campus awards degrees and certificates upon completion of course work in specific general education, occupational-vocational programs, and/or CSU-IGETC transfer areas (II.A.2-21). Courses in approved certificate and degree programs contain specific learning outcomes established by each discipline and approved/reviewed by the Curriculum Committee. The outcomes, as stated above, are communicated clearly to students through discipline rubrics or listed outcomes published in instructor syllabi. Program and major requirements are clearly listed in the district catalog, on fliers in the admissions office, in the counselors’ offices, and on the district and Norco websites. Disciplines and occupational programs are currently aligning specific program and course SLOs to the general education SLOs proposed for all degrees granted in the district.

**Self-Evaluation**

The standard is substantially met. The college meets the minimum standards of awarding degrees and certificates based on the norms of higher education as well as approved district and program-based student learning outcomes. Significant progress has been made with regard to developing and measuring SLOs for occupational and transfer programs and degrees. As stated in standard II.A.2.b above, a majority of course outlines district-wide now contain appropriate, integrated student learning outcomes, and academic disciplines are working to establish general SLOs for their programs. Occupational programs are developing SLOs for their certificate/degree patterns. Finally, general education SLOs have been approved at the district level, and the District Assessment Committee has begun the process of establishing a linkage between these larger SLOs and (1) transfer degree courses; (2) degree and certificate programs at the colleges.

**Planning Agenda**

- As Norco Campus develops academic degree programs in specific major areas (see Planning Agenda, standard II.A.2c), program-level SLOs will be concurrently developed.
- Devise and test various measurement techniques for current occupational programs and proposed academic degree programs, such as capstone courses, portfolio assessment, and the like.
• Ensure that all disciplines submitting program reviews beginning in fall 2007 include program-level SLOs.

**List of References**

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](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

**II.A.3.** The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in general education curriculum by examining the stated learning outcomes for the course.

**II.A.3.a.** General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

**DESCRIPTIVE SUMMARY**

The district has addressed comprehensive learning outcomes for students completing general education degrees and transfer majors by developing General Education SLOs which address the major areas of knowledge referred to in this standard. Students completing A.A./A.S. degrees at Norco...
Campus and within the district are required to take courses that incorporate the humanities and fine arts, the natural and social sciences (II.A.3-1, II.A.3-2).

General education requirements in the District and at Norco Campus reflect the conviction that those who receive degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by various disciplines. General education prepares the college student to comprehend and contribute to the modern world, to understand our regional, national, and international cultural diversity as well as our shared cultural heritage, to reinforce an awareness of self as well as others, and to instill an ongoing intellectual curiosity and commitment to learning. The subject matter of General Education courses is designed to be general, broad, and introductory rather than specialized, narrow, or advanced. General Education courses form a pattern of learning experiences designed to provide educational opportunities.

RCCD introduces students to a breadth of study via a minimum of 23 semester units taken from a selection of courses in Natural Sciences (3 units), the Social and Behavioral Sciences (6 units), the Humanities (3 units), and Language and Rationality (10 units).

All courses included in the general education requirements are approved by the local and district curriculum committees. (II.A.3-2, II.A.3-3). Introductory level courses cover fundamental theories and methodologies of a given area of focus and introduce students to related subspecialties. Currently course learning outcomes in the major areas of knowledge are being aligned with general education SLOs to better enable assessment of the curricular patterns that match the General Education SLOs.

Self-Evaluation

The standard is met. The district has developed general education SLOs and is beginning to assess them. Dialogue on revision or reform of the general education (group) categories/area majors is in the early stages.

Planning Agenda

• 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.b. General education has comprehensive learning outcomes for the students who complete it, including the following: A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

The district’s recently developed General Education SLOs (see standard II.A.3.a above), adopted by Norco Campus and incorporated in its mission statement, address those goals of higher education directed toward producing graduates with the ability to be productive in society and to continue the learning process throughout their lifetimes (II.A.3-1). In brief, the district’s general education SLOs include:
1. **Critical Thinking** (including problem-solving, argumentation, evaluation of rival hypotheses, generalizing appropriately, identification of assumptions and biases)

2. **Information Skills** (including computer literacy and effective location and use of information)

3. **Communication Skills** (including the ability to write, read, listen, and speak effectively)

4. **Breadth of Knowledge** (including the understanding of the basic content and modes of inquiry of the major knowledge fields, the use of the symbols and vocabulary of mathematics, the ability to respond to and evaluate artistic expression)

5. **Application of Knowledge** (including life-long learning, the ability to set goals for personal and professional development, the ability to transfer academic and technical skills to the workplace)

6. **Global Awareness** (including the demonstration of teamwork skills, understanding of diversity and of alternate viewpoints, appreciation for civic responsibility) (II.A.3-1, II.A.3-4)

Requirements for an associate degree include successful completion of coursework in reading, writing, and mathematics as well as completion of course work in oral communication, critical thinking and scientific/quantitative reasoning. Students are required to take a minimum of three units of English composition and three units of communication and analytical thinking. (II.A.3-2). These requirements in analytical thinking, which include training in qualitative and quantitative reasoning, lay the groundwork for students to be able to acquire future knowledge from a variety of sources throughout their lifetimes.

**SELF-EVALUATION**

The standard is met. The district has a full range of course offerings in all areas specified by the standard, including information competency and computer literacy. Also, the general education SLOs address all elements of the standard. (II.A.3-1, II.A.3-2).

**PLANNING AGENDA**

None

II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

**DESCRIPTIVE SUMMARY**

As summarized in standards II.A.3.a and b above, the district’s recently developed General Education student learning outcomes, adopted by Norco Campus and incorporated in its mission statement, address those goals of higher education directed toward producing graduates with the ability to act on ethical principles, to respect other cultures and styles of communication, to understand the impact of history and the arts, and to become productive and responsible citizens at all levels of human society. Norco Campus provides courses in all these areas which satisfy general education SLOs as well as vocational and transfer degree requirements. Specifically, requirements for
the Associate Degree include a minimum of three units from a cultural breadth category that includes ethnic studies, humanities, world religions, and international perspectives (II.B.3-2).

**SELF-EVALUATION**

The standard is met.

**PLANNING AGENDA**

None

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**List of References**

II.A.3-1 General Education SLOs
II.A.3-2 RCCD College 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)

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**II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

**DESCRIPTIVE SUMMARY**

As published in the 2006-2007 RCCD catalog, the general education requirements for the associate degree include 24 semester units spread over six general academic areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health Education, and Self Development (II.A.4-1).

All students seeking an associate degree from RCC Norco must complete a minimum of 60 units. All degree programs include a focused study in at least one area of inquiry that encompasses a minimum of 18-21 units of study in a vocational or established interdisciplinary major area of the student’s choice, plus a minimum of 24 semester units of general education courses (II.A.4-1).

The degree requirements are listed in the catalog. The general education component of each degree program is clearly defined and specifies all courses that meet the general education requirements by academic department and course number.

Four hundred ninety-two Associate of Arts and Associate of Science degree awards and 200 local and state certificates were granted by the district to Norco Campus students during the 2005-2006 academic year (II.A.4-2). An overview of the academic degrees a student may be awarded upon graduation includes the following:

**Programs of study offered at Norco Campus:**

**Certificate/A.S. Degree Programs:**
Accounting (General Business)
Administration of Justice/Law Enforcement Architecture
Art-Commercial
Automated Systems (Mfg. Technology)
Business Administration
List of References

II.A.4-1 RCCD College Catalog
II.A.4-2 RCCD Fact Book, 2006-07

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY

In accord with the Norco Campus Mission Statement, the institution provides a comprehensive curriculum, including career education and technical certificate programs. Norco’s mission emphasizes the industrial and business needs of the areas served by the campus, which show continued growth in jobs in the manufacturing, engineering, and logistics fields.

RCC Norco offers over 27 vocational certificate and degree programs designed for comprehensive educational experience and/or possible transfer to four-year colleges and universities (see list in II.A.4 above). Vocational programs are designed with industry and businesses to provide students with the skills and knowledge required for employment, licensure, and/or improvement of current levels of education and required skill competencies (II.A.5-1).

As a result, vocational curriculum is revised regularly as part of program review to reflect current skills needed in each vocational program. Each vocational and occupational
program has an advisory committee which discusses essentially employment skills and changes in curriculum (II.A.5-2). Because the objective of the vocational certificate programs is immediate employment in a specialized area, the certificate programs typically include only those courses that have a direct bearing on specialized occupational competency. Professional/technical competency is demonstrated through grades earned, the ability to transfer course units to institutions of higher education, employment statistics, and student satisfaction surveys (II.A.5-3). Another method of ensuring proficiency in the certificate program is that only courses in which the student earns a C grade or better are acceptable for completion of these programs.

Norco Student Services is currently measuring student job placements as a means of determining professional/technical competency (II.A.5-4). The district’s Office of Institutional Research is planning to work with the Office of Occupational Education to develop an instrument to measure employer’s perception of occupational education students and/or graduates. This measure will be used to gather performance data relative to Norco Campus certificate or degree-receiving students in the workplace. The results will be shared with the occupational education disciplines and be used to inform program changes and improvements.

SELF-EVALUATION
The standard is met.

PLANNING AGENDA

• Conduct employer surveys to assess the satisfaction of area employers with the performance of graduates of vocational degree and certificate programs.

List of References

II.A.5-1 Sample advisory committee minutes, Norco occupational programs; sample certificate, occupational education program; sample occ ed 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
II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTIVE SUMMARY

Transfer-of-credit policies are explained in the college catalog, which details the policies of the district regarding granting of credit from other institutions and includes advanced placement with credit, career advancement placement with credit, credit by examination, the College-Level Examination Program (CLEP) and the granting of credit for military service (II.A.6-1). Questions dealing with the equivalency of courses from other institutions are addressed by the Admissions and Records evaluator and by the appropriate discipline faculty (II.A.6-2). The Curriculum Committee requires proof of research on transferability of courses and the correspondence of SLOs to California State University and/or University of California institutions for all new coursework as well as any course revisions and/or updates. Information regarding transfer to four-year institutions is provided in the college catalog and in information flyers and other handouts distributed by counseling and Student Services (II.A.6-1, II.A.6-3, 4).

Norco Campus awards degrees and certificates through Riverside Community College District upon completion of required work. Each course has specific learning outcomes established by the discipline and approved/reviewed by the curriculum committee. When these courses are accepted for articulation purposes by the receiving institutions, the district is assured of comparable learning outcomes. All faculty list on their class syllabi student learning outcomes derived from the current course outline of record (II.A.6-5, 6).

For articulation of courses to four-year colleges and other institutions, Norco Campus follows established articulation agreements utilizing Title 5 and State Academic Senate guidelines for transfer curricula (II.A.6-7). These guidelines clearly provide guidance in creating a curriculum which is appropriate for an institution of higher learning. Credit and transfer information is clearly made available to students in the district catalog, on fliers in the Admissions office, on the counselors’ and Student Services of-
II.A.6.b. When programs are eliminated or programs requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTIVE SUMMARY

Norco Campus follows generally accepted procedures for addressing the needs of students and faculty in programs that are eliminated or substantially changed.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None
the office of the Dean of Instruction (II.A.6-12).

Brochures and flyers are developed by individual faculty, programs, and student services to provide specific information regarding programs and/or services. The Norco Outreach Department produces a packet of information about the college for distribution to local high schools and the public (II.A.6-13). All materials are reviewed annually for accuracy and clarity.

Working in cooperation with the chancellor’s Public Relations Office, Norco Campus makes available to its constituents and the community information about its mission, programs, and services. Reports and information items that provide accurate and timely information about the college include general services flyers and outreach brochures.

**Self-Evaluation**

The standard is met. Norco Campus has expressed the intent to publish a separate Norco College Catalog in 2008 - 2009.

**Planning Agenda**

None

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**List of References**

| II.A.6-1 | RCCD College 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: [http://www.asccc.org](http://www.asccc.org) |
| 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 |

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**II.A.7.** In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs and worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.
II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

**DESCRIPTIVE SUMMARY**

A specific statement concerned with academic integrity of the teaching-learning process and RCCD’s institutional commitment to the free pursuit and dissemination of knowledge can be found in the Faculty Handbook, Appendix J, Faculty Academic Senate, “Ethics Statement”. This statement is a senate resolution (adopted in 2002 and approved by the Board of Trustees) to accept the California State Academic Senate’s adoption of the Professional Ethics Statement of the American Association of University Professors (AAUP) for faculty (II.A.7-1).

Matters dealing with objectivity in faculty presentation of information are dealt with through the Norco Academic Senate and in the context of department and discipline dialogue (II.A.7-2).

Through new faculty orientation meetings and regular FLEX workshops for all full- and part-time faculty, Norco Campus demonstrates a commitment to communicating an awareness of the distinction between personal and professional views within a discipline. Faculty is at all times encouraged by discipline and department colleagues and through the regular improvement of instruction process to present data and information fairly and objectively.

**SELF-EVALUATION**

The standard is met.

**PLANNING AGENDA**

None

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II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

**DESCRIPTIVE SUMMARY**

Students and faculty at Norco Campus are informed of the district’s policies on academic honesty and the consequences of dishonesty in the Student Handbook and on individual course syllabi given to each student in all classes during the first week of each semester (II.A.7-3, II.A.7-4). Issues of academic honesty and the consequences of dishonesty are also specified in Board Policy (II.A.7-5).

**SELF-EVALUATION**

The standard is met.

**PLANNING AGENDA**

None

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II.A.7.c. Institutions that require conformity to specific codes of conduct for staff, faculty, administrators, or students, or seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.
DESCRIPTIVE SUMMARY

As a public institution, RCC Norco imposes no specific beliefs or worldviews on its faculty, staff, administrators, or students, nor does it seek to instill such beliefs or worldviews.

SELF-EVALUATION

The standard is not applicable.

PLANNING AGENDA

None

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

DESCRIPTIVE SUMMARY

The college has longstanding study abroad programs in Florence and Oxford, as well as more occasional programs in Japan, Central America, Paris and Eastern Europe. The faculty who teach in these programs are the college faculty and the students enrolled in these programs are regular college students. Thus this standard does not apply.

SELF-EVALUATION

The standard does not apply.

PLANNING AGENDA

None

List of References

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”