STANDARD II.B
Student Support Services
Standard II.B  Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

Students at Norco Campus have access to high quality support services designed to enhance learning, matriculation, and retention—integral parts of Norco’s mission statement. In order to assure that the student educational experience is characterized by a concern for access, progress, learning and success, Student Services utilizes a variety of research-driven, decision making processes. Many service areas perform regular self-evaluations through the utilization of student surveys and annual Program Review updates. Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs) resulting from this ongoing review are developed, maintained and updated on a consistent basis (II.B.1-1). Student Services utilizes information and data from program reviews and Student Satisfaction Surveys (CCSEQ) to maintain high quality of services and identify areas in need of improvement within various student services programs. Student learning needs are also supported through the use of technology and online services integrated into the admissions and records, matriculation, and counseling processes.

A critical aspect of the student’s pathway through the educational experience at Norco Campus is the admissions process. Admissions and Records is responsible for student applications, registration, fees, issuance of transcripts, subpoena processing, evaluations, degree and certificate applications, graduation checks, veterans’ services, student transcripts, faculty records and records retention. In order to assist faculty, staff and administrators, Admissions and Records procedures and timelines are updated regularly and distributed campus-wide prior to each term (II.B.1-2).

In order to stay current and provide an enhanced learning environment for students, Admissions and Records is moving towards a paperless office. Specifically:

- Students can apply and register online and conduct other business on the RCC website;
- Faculty records are now submitted almost entirely online, including census, final grade, attendance and positive attendance rosters. This gives students the ability to access grades as soon as they are submitted.
When a student submits an application for admission to Norco Campus, the Admissions and Records staff ensures proper processing, uploads all relevant information to the college’s student database, assigns a student identification number, and attempts a determination of the student’s educational objectives.¹

In the case of transferring or military enrollees, a campus Academic Evaluation Specialist evaluates prerequisites for courses students may have taken elsewhere certifies completion of IGETC and CSU breadth requirements, evaluates student educational records upon request, and processes applications for degrees and certificates. Veterans’ Services provides students with documentation for all VA requirements, certifies students with the VA in order for them to receive funding for approved classes, and arranges enrollment in the Army ROTC through a cooperative arrangement sponsored by the Claremont Colleges and the Army.

As part of Norco’s matriculation process, first-time college freshmen must participate in assessment, orientation and counseling if they declare one of the following academic objectives:

- To pursue an Associate of Arts or Science degree
- To transfer to a four-year institution
- To enroll in math, reading, writing or ESL courses
- To register for courses within certain certification programs.²

Once the student completes the assessment process in English, reading and math, counseling faculty provide group orientations which lead to the development of a one-semester Student Educational Plan (SEP) (II.B.1-3). Counselors interpret test results and make recommendations for an SEP that supports individual and institutional learning objectives. Further, students are encouraged to meet individually with counselors to develop their two-year educational goals and identify personal and career objectives. Counselors refer individual students to the following support services as needed:

- Adult Re-Entry
- Career Center
- Disabled Student Programs & Services (DSP&S)
- Educational Opportunity Programs & Services (EOPS/CARE)
- Head Start Childcare Services
- Job Placement Office
- Puente Program
- Student Financial Services
- Talented Tenth Program (T3p)
- Transfer Center
- TRIO/Student Support Services
- Tutorial Services
- Writing/Reading/Math Centers

In order to ensure the quality of services provided to students, Student Support Services and counseling faculty systematically collect and review data to ensure the effec-

¹ The district offers an online application in English and Spanish; paper applications are also available. All applicants receive a letter in the mail with their student ID number and information about assessment, orientation, and registration. Students applying online (80 percent of all applicants) receive an e-mail response with information about the college. If a student lacks an e-mail address, one is permanently assigned to him/her.

² Students who have completed 60 or more units, who have graduated from an accredited US college or university, or those who plan to enroll in five units or fewer, are exempt from this process. Undecided students, comprising about 30 percent of first-time attending students, are strongly encouraged to attend college orientation sessions and to develop a Student Educational Plan (SEP).
tiveness of student support services through:

- Student persistence and success rates (II.B.1-4)
- Monitoring of retention and transfer rates
- Student Services Satisfaction Surveys (II.B.1-5).
- Certificates awarded
- A.A./A.S. degrees awarded
- Weekend College Surveys (II.B.1-6).

When areas for improvement are identified, Norco College utilizes the following forums to make recommendations:

- Department meetings (Student Services, Counseling, Admissions & Records, Financial Aid)
- Committee meetings (Student Equity, Talented Tenth Program, TRIO, Title V, Community Outreach, Success Track)
- Strategic Planning Committee
- District Assessment Committee
- District meetings (Student Financial Services, DSP&S, EOP, Admissions & Records)
- District student services deans meetings

In the student services area, administrators, faculty, and staff have developed a comprehensive series of student support services district-wide. Carefully designed student plans and a regular cycle of program review have been implemented to ensure that the quality of student support at each campus enhances student learning and supports the Norco and district missions. These include:

- Matriculation Plan (II.B.1-7)
- Student Equity Plan (II.B.1-8)
- Program reviews for Student Support Services and Counseling (II.B.1-9, 10)
- Student Services SLOs and SAOs (II.B.1-1)

In addition, Student Services relies upon the Academic Master Plan, the Norco Technology Plan (in development), and the District Educational Master Plan for guidance in developing and enhancing student learning and student support services. Student Services at Norco also carefully reviews studies conducted and analyzed by the district’s Offices of Institutional Research and Reporting.

To assist in evaluating its services and programs, a comprehensive annual program review process has been developed and implemented since the last accreditation visit. This annual program review process will continue to provide comprehensive evaluations to reinforce the relationship between student services and the elements of the mission statement related to student learning, progress, and retention.

In addition to using program reviews to enhance the educational experience, student services personnel interact and maintain an ongoing dialogue with district constituencies in order to enhance effectiveness and the delivery of specific services that are offered as part of RCC District Student Services functions. Such services include Disabled Student Services, Student Financial Services, Educational Opportunity Programs and Services, International Student Services, and Veterans Student Services.

**Self-Evaluation**

The standard is met. Norco student services programs have been successful in their efforts to provide services and resources that successfully contribute to students’ personal and academic growth. Student service programs at Norco Campus are interrelated and complement each other in order to enhance the educational experience and maintain a supportive learning environment. The institution is successfully pursuing appro-
appropriate research and utilizing standardized measurement tools to assess and improve the effectiveness of its student learning programs and services.

Recent data on matriculation and persistence indicate that matriculated students at the Norco Campus are more likely to continue enrolling in future terms at the institution than students who do not complete the matriculation process. Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) were developed as part of the Fall 2006 program review. Measurement of these outcomes is underway for all service areas.

Regarding degree and credit checks, the volume of evaluations and other requests submitted to the Evaluations Office is a continuing challenge since most of the work is done manually by staff who are required to undergo a time-consuming training process. To address this issue, evaluation requests and degree applications now have a checklist of minimum requirements that students must complete before submitting their requests, and this checklist has helped with the backlog of requests. Processing times for transcript evaluation from other institutions, while improving, remain unacceptably long.

**PLANNING AGENDA**

- Assess effectiveness of SLOs and SAOs developed for each service area within Student Services during 2007-2008 academic year.

- Discuss program modification and/or changes to SLOs based on these assessments.

- Continue to refine and implement procedures intended to reduce the time lag associated with evaluation processes.

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3 A report on matriculation and persistence of first-time college students conducted between Fall 2001 and Fall 2004 indicated that first-time freshmen persist at a higher rate as a result of their participation in the following three student services areas: Assessment, Orientation and Counseling (also known as AOC).
List of References

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

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

**DESCRIPTIVE SUMMARY**

The district provides a comprehensive catalog for its constituents with precise, accurate and current general information about the district services; requirements for matriculating students; policies that affect students; and information on degrees, certificates and transfer requirements (II.B.2-1). Changes will be made to the district catalog as it evolves from a single district document to three separate catalogs in the 2008-2009 academic year. These include listing of faculty by campus (completed); publication of the three campus mission statements along with the district mission statement (2007-2008); and designation of the campus location(s) for each of the curricular programs/certificates in the catalog.

**II.B.2.a. General Information**

- Names of members, Board of Trustees - inside front cover
- Official name(s), address(es), telephone number(s), and website address of the institution: p. ii, cover
- Names and titles of administrators: pp. vi-ix
- Mission Statement, Goals, Vision, and Values: p. 2
- Functions of the District: pp. 2-3
- Course, program, and degree offerings: pp. 55-80
- Academic calendar and program length: p. x
- Student financial aid: pp. 20-22
- Veterans Assistance & ROTC Program: pp. 9-10
- Food services and health centers: pp. 23-24
- Learning resources: pp. 19, 27
- Names and degrees of faculty: pp. 261-274
- Campus locations: p. iv
- Essential student information in Spanish: pp. 12-15
- Student information for counseling, athletics, disabled student services, clubs and organizations, transfer services, honors program, and job placement services: pp. 17-28
II.B.2.b. Requirements

- Admissions and registration of students: pp. 4-5
- Limitations on Enrollment: pp. 5-6
- Matriculation: pp. 6-7
- Student fees and other financial obligations: pp. 7-9
- Degrees, certificates, graduation requirements: pp. 32-39, 47-79
- Transfer requirements & programs: pp. 42-52
- Acceptance of transfer credits: pp. 36-37
- Policies on prerequisites, co-requisites, and advisories: p. 39

II.B.2.c. Major Policies Affecting Students

- FERPA information: pp. 10-11
- Academic regulations: standards of conduct and scholarship: pp. 34-35
- Nondiscrimination: pp. 12-15
- Grievance and complaint procedures: pp. 12-15
- Sexual harassment: pp. 12-15
- Refund of fees: p. 9.

Statements on academic honesty and academic freedom are not currently in the catalog but will be included in the 2007-2008 edition.

The district catalog is available to all students online and for purchase at the campus bookstores. All faculty, counselors, and administrators are provided with copies of the catalog as well as all campus libraries, the public library, and local high school counselors. Copies of the catalog can also be located at the Norco Campus Counseling and Transfer Centers. The catalog is fully searchable on line and accessible through the district website: http://www.rcc.edu/programs/index.cfm

II.B.2.d. Locations or Publications Where Other Policies May be Found

Other college publications, including the course schedule and the Student Handbook, complement the college catalog and contain basic information such as admissions forms, matriculation and registration, financial aid, student services, campus maps, and major policies affecting students (II.B.2-2, II.B.2-3). Both are free to students and the community and incorporate a variety of additional information including:

- Distance Education (Open Campus)
- Weekend College
- Learning Communities
- ESL support services and testing
- Military credit
- Campus resources
- Time management tips
- Academic success tips
- Tutorial Services information

The district Student Handbook is available in the Counseling and Student Services departments. It is also provided during orientations and guidance courses. The course schedule and district catalog are available online and are fully searchable via the district and campus websites; Norco Student Services hours are clearly posted online. Students can also find schedules of classes in Admissions and Records, the college bookstore, the campus and local public libraries, and at local high schools. The course schedule is mailed before every academic session to continuing students and to selected constituencies and public agencies within the district’s communities.
The district Student Handbook, along with a new Norco Student Handbook, will be available online in fall 2008.

**SELF-EVALUATION**

The standard is met. The district provides a catalog which includes information about all three campuses and off-campus sites and centers. This information is precise and accurate.

Changes have been and will be made to the existing catalog as it makes the transition from a single district document to three separate catalogs in the 2008-2009 academic year. In 2007-2008, the district plans to include mission statements for all three campuses in the single catalog, and will designate the campus location for each of the curricular/certificate patterns listed in the catalog. Statements on Academic Honesty and Academic Freedom will also be included in the 2007-2008 edition.

**PLANNING AGENDA**

- Norco Academic Senate and Student Services will form a committee to recommend format, design, and appropriate information for inclusion in the 2008-2009 publication of a separate Norco catalog and schedule of classes.

**List of References**

II.B.2-1  RCCD College Catalog  
II.B.2-2  RCCD Schedule of Classes, spring 2007  
II.B.2-3  RCCD Student Handbook

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**II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

**II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

**DESCRIPTIVE SUMMARY**

Student Services administrators, faculty, and staff at Norco Campus rely on data provided by the Offices of Institutional Research and Reporting to identify emerging learning support needs of students and to develop or modify plans to meet those needs. In addition to these basic data and research studies, a variety of measurement tools is utilized in order to most effectively serve the diverse needs of the student populations at Norco, including:

- Program review data from counseling and Student Services program reviews (II.B.1-9, II.B.1-10)
- Matriculation (AOC) Plan data and information (II.B.1-7)
- Online services data (usage data for admissions application, Web Advisor registration, online counseling appointments, schedules of classes, college catalog, etc.) (II.B.1-4)

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**STANDARD II.B: STUDENT SUPPORT SERVICES  
NORCO CAMPUS ACCREDITATION SELF STUDY**

9
Student surveys (II.B.1-5, II.B.1-6)
Assessment (placement) results for English, reading, mathematics, and ESL
Outreach activity/event surveys
Diversity Scorecard (II.B.3-1)
Term enrollment and headcount figures
Student demand for services, including counseling appointments, tutoring, EOPS appointments, student inquiries, job placement services usage, Health Center appointments, DSPS applications and services usage, transfer queries, and financial aid appointments.

In addition, a variety of appropriate, reliable student services has been established to ensure equitable access to all students in the Norco service area. These include:

- Guidance 45 (Introduction to College) at feeder high schools
- Student Educational Plan (SEP) (II.B.1-3)
- Early Alert (II.B.3-2) to notify students who are in need of academic intervention
- Bilingual workshops and handouts
- Specialized ESL testing and orientation sessions
- Student financial services orientations and workshops offering assistance in completing the FAFSA, the Board of Governor’s Fee Waiver (BOGFW), and Cal Grant forms
- Scholarships and scholarship workshops
- Categorical programs such as EOPS/CARE, DSP&S, Title V, and TRIO
- Student Equity Plan programs (II.B.1-7)
- Talented Tenth program (II.B.3-3)
- Classroom visitations to inform students of support services and transfer/scholarship opportunities
- Information tables on campus staffed by counselors and student support staff
- Transfer days and information tables on campus staffed by representatives of local transfer institutions (II.B.3-6, II.B.3-7)
- Translations of important college documents and policies into Spanish to enhance ease of access for the large Hispanic population served by Norco Campus.

In response to student demand, Norco Campus has increased its efforts to reach out to the community and target specific student populations more effectively. In collaboration with the offices of Assessment, Admissions & Records, Student Activities, Counseling, and Title V, Norco Outreach has formed the Outreach Planning Committee (OPC), which meets quarterly to develop and implement events and activities designed to increase access to college services and programs for high school senior populations in the Norco-Corona communities. Services provided for high schools include:

- On-site visitations through the Student Ambassador Program
- Participation in college fairs at the high schools
- High School Visitation Days for seniors
- English Language Learner Day for limited English speaking high school students (II.B.3-4)
- Disabled Student Resource Day for high school students (II.B.3-5)
- Day of the Mustang for students who completed Guidance 45: Introduction to College or the assessment test in high school
- Talented Tenth Program providing additional support to entering African American students.

These types of programs ensure that new Norco Campus students receive appropriate and equitable access to higher education and student learning support.
A full range of online services developed since the previous accreditation self-study has enhanced comprehensive access to Norco Campus for current and prospective students. Students are now able to utilize the following web services regardless of location:

- Admissions application
- Assessment testing information and monthly calendars
- Schedule of classes including dates and times of classes across the district, final exams schedule, policies affecting students, and financial aid information
- Campus maps
- Online counseling appointments
- Norco library (LAMP) online periodicals, books, and streaming video
- Staff/faculty directory
- Distance education information and courses (Open Campus).
- Online probation and readmit workshops.

Currently enrolled students are also able to manage their schedules online through Web Advisor. Students may:

- Add or drop classes
- Pay fees
- Obtain financial aid fee waivers
- Request transcripts
- Check grades
- Vote online in student elections.

In addition, as discussed in II.B.1, the Norco Admissions and Records office performs degree audits, transcript evaluations, processing of graduation applications and record reporting.

The following student support services guarantee equitable access to all students regardless of location or delivery method:

- **Career/Transfer/Job Placement Center:** This center is responsible for assisting students with career, employment, and transfer opportunities. The Career/Transfer/Job Placement Center works in conjunction with a variety of other student services offices to enhance students’ academic, professional, and personal experiences. Services include access and training in the use of online career programs such as EUREKA, Choices, ASSIST, and so forth (II.B.3-9). The Center is also responsible for administering workshops, visitations by university representatives, and job placement agencies.

- **Disabled Student Programs & Services (DSP&S):** DSP&S is dedicated to providing equal access and reasonable accommodations for disabled students to all educational and programmatic opportunities at Norco (II.B.3-10). DSP&S empowers, supports and encourages students with disabilities to attain their educational goals by providing appropriate, comprehensive, reliable, and accessible services to students with qualifying documented disabilities. The DSP&S program began at the Norco Campus in 1991; by fall 2006, the Norco DSP&S program had 252 students enrolled.

- **Educational Opportunity Programs & Services (EOPS/CARE):** As a state funded program, EOPS/CARE is designed to facilitate the success of financially and educationally disadvantaged students (II.B.3-11, 12). The program focuses on recruitment, matriculation, retention, and student success. Services include registration assistance, EOPS mandatory orientations, academic counseling, book services, tutoring and transfer information. The CARE program is
an extension of EOPS for single parents/heads of household receiving CalWORKS/TANF, who have at least one child under the age of 14. Services provided include bus passes/parking permits, books, and supplies, and child care assistance. In 2005-2006 the Norco Campus EOPS/CARE program had a combined enrollment of 137 students.

- **Health and Wellness Services:** Health Services, an educational program focusing on health and the prevention of disease, contributes to student wellness, providing care and assistance when illness and injury interferes with a student’s academic and personal success (II.B.3-13). During the 2005-2006 academic year, health services at the Norco Campus served 1,244 students.

- **Outreach:** Outreach Services partner with local community organizations, businesses, and high schools to educate, promote, and encourage prospective students, including students with limited English. Through these partnerships, students are able to better understand the college process, and they have an opportunity to access valuable resources related to degrees, certificates, and transfer opportunities (II.B.3-14, 15, 16, 17).

- **Puente Program:** Puente, a statewide program funded jointly by the University of California and the California Community Colleges, offers underserved students opportunities for counseling, mentoring, and intensive writing within the framework of a learning community focused on Latino issues and themes. The current Puente program was implemented at Norco in September 2001 and has served approximately 200 students in their efforts to transfer to four-year colleges and universities, to graduate with a college degree, and to return to their communities as mentors and professionals. (II.B.3-18, II.B.3-19).

- **Student Financial Services:** The goal of Financial Services is to assist all financially needy students to reach their educational goals by providing financial programs for higher education (II.B.3-20a). The office provides assistance through literature, the student financial services website, on- and off-campus outreach activities, workshops in both English and Spanish, as well as individual appointments for students and families. In 2005-2006, a total of 4187 Norco students received financial aid awards totaling over $4.7 million.

- **The Talented Tenth Program (T3p):** T3p is based on W.E.B DuBois’ vision of an educated population of African Americans prepared to contribute to the citizenry, able to be successful in the workplace, and responsible in helping their community to succeed. The purpose of the program is to promote academic success for all students, with a primary focus on African-American students at Norco Campus. The goal of the program is to help students reach their educational and career goals (II.B.3-20b).

- **Title V:** Title V is a federally funded grant under Title 5 of the Higher Education Act of 1965. At Norco, the grant monies fund establishment of learning communities, exploration of alternative instructional delivery modes, especially for basic skills classes, faculty and staff development, and improvement of relationships with target high schools and transfer institutions. These, along with other activities, help the Norco Campus to achieve its overall objective of ensur-
ing academic success for Latino, low-income, and at-risk students (II.B.3-21).

• **TRIO Programs:** TRIO grant programs at the Norco Campus consist of Upward Bound (UB), Student Transfer & Retention (STAR), and Educational Talent Search (ETS) (II.B.3-22, 23, 24, 25). TRIO programs provide fundamental support to participants that have demonstrated strong academic potential in their preparation for higher education. In its efforts to increase the number of first-generation and low-income students who obtain a postsecondary education, TRIO offers academic guidance and support designed to prepare and motivate students for success in higher education.

• **The STAR Program:** The STAR program is Norco Campus-based and very different from the other two TRIO programs. STAR offers qualifying college students a strong academic support system and learning community that will help them achieve their educational goals to graduate from Norco Campus and/or to transfer to a four-year college or university. STAR is committed to increasing student academic retention and improving graduation and transfer rates of students through financial assistance, academic and educational counseling (II.B.3-25).

• **Tutorial Services:** Tutorial Services provides academic and vocational support outside of the classroom through the use of peer tutors (II.B.3-26). This program is committed to providing a learning-enhanced environment that fosters academic confidence and success, intellectual and personal development, student retention, career planning, and leadership opportunities. During the 2005-2006 academic year, Tutorial Services at Norco served approximately 840 students in a variety of subject areas. These numbers increased significantly in 2006-07 (II.B.3-27).

• **Student Activities/Associated Students of Norco Campus (ASNC):** The Student Activities Office is charged with the development and implementation of co-curricular programs. In collaboration with the Associated Students of Norco Campus (ASNC), Student Activities is dedicated to providing students with leadership and personal mentorship through participation in meetings, presentations, and co-curricular programs.

• **Student Activities** provides opportunities for student involvement in the following areas:
  - Clubs and organizations (II.B.3-28, 31)
  - Student government (II.B.3-29)
  - Cultural activities and performing arts (II.B.3-30)
  - Academic lectures
  - Entertainment and recreation
  - Community service
  - Volunteer services
  - Intercollegiate athletics

Students involved in campus life enhance their college experience and develop lasting friendships as well as professional skills.

Associated Students of Norco Campus (ASNC) provides students with the opportunity to become involved in campus and statewide committees and councils as student representatives. Students can also join one of the 20 active student clubs and organizations on campus (II.B.3-28).
SELF EVALUATION

The standard is met. Since the previous accreditation self-study, Norco Campus administrators, staff and faculty at Norco have utilized district institutional research data to successfully identify the specific needs of the Norco student populations. The campus has consistently increased its commitment to provide appropriate, comprehensive and reliable support to its students regardless of location or method of delivery.

Norco Campus Student Services is committed to increasing and expanding access to all targeted student populations through the continuous improvement of its support services. Various plans are under consideration to accomplish this, including:

- Designing, implementing, and evaluating another student satisfaction survey;
- Working closely with the Public Relations Office to establish relationships with local community stakeholders beyond high schools;
- Evaluating the potential for additional intercollegiate sports and athletic opportunities on the Norco Campus.

PLANNING AGENDA

- Explore the development of a Norco-specific student satisfaction survey.
- Continue to offer outreach opportunities to prospective Norco students.
- Analyze trends of student participation in student activities and modify existing programs or create new activities programs to address identified student needs and interests.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

DESCRIPTIVE SUMMARY

Norco Campus strives to provide a positive environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Norco utilizes information obtained from student satisfaction surveys, matriculation data, program reviews, and the Student Equity Plan in order to evaluate the quality of that environment. Student Support Services encourages all constituencies to engage in continuing dialogue regarding the relationship of its services to the learning environment of Norco through the following forums:

- Norco Strategic Planning Committee (NSPC) and subcommittees
- Norco Academic Planning Council (NAPC)
- District and local curriculum committees
- Student Support Services program review process and dialogue
- Assessment plans developed with the assistance of the District Assessment Committee
- Student Equity Implementation Committee
- Associated Students Norco Campus meetings and activities.

Besides these formal means of engaging in dialogue about providing a positive learning environment, Norco Campus promotes individual intellectual and personal development through peer mentoring, counseling, and transfer and job fairs. In addition, Norco programs such as Title V, Puente, TRIO, and Talented Tenth Program (T3p) further contribute to the development of an enhanced learning environment. Norco
staff involved in these programs strives to
provide students with opportunities to ex-
perience their personal and career potential
outside of the classroom as well as to de-
velop skills needed to succeed in the com-
munity and the workforce.

Norco Student Activities supports and
maintains events, programs, and activities
designed to encourage personal and civic
responsibility and co-curricular involve-
ment, as well as academic and personal suc-
cess. In brief, Norco Student Activities, in
collaboration with Associated Students,
provides and sustains an environment that
encourages personal and civic responsibility
through the following means:

• Thirteen shared governance committees
  with student participation
• Regular student senate meetings that
  promote dialogue and contribute to the
  strategic planning process of the cam-
  pus
• Student representation at the state level
• Student activities and workshops that
  promote leadership and personal
  growth
• Student access to local community fo-
  rums and participation at district Board
  of Trustees meetings.

These activities encourage students to im-
plement theories about personal and social
or civic responsibility learned in the class-
room and to develop skills that can be trans-
ferred successfully into their professional,
personal, and community endeavors.

The Associated Students of Norco Campus
(ASNC) further promotes civic responsibil-
ity through the implementation of leader-
ship workshops and retreats. ASNC offers a
variety of opportunities for students to en-
hance their academic and personal experi-
ences, which include:

• Cross-cultural events
• Intercollegiate athletics (soccer)
• Health and safety fairs (II.B.3-33)
• Leadership seminars (II.B.3-34a)
• Participation with faculty and staff in
  Norco Strategic Planning and Accredita-
  tion Committees (II.B.3-34b).

Finally, Norco Campus offers a variety of
cultural and aesthetic activities, encourag-
ing students to participate in these events as
part of their aesthetic and personal develop-
ment:

• Weekly cultural events during College
  Hour (Tuesdays and Thursdays at
  noon), including:
  ♦ Arts and crafts fairs
  ♦ Hispanic and Black History Month
    activities (II.B.3-35, II.B.3-36)
  ♦ Cinco de Mayo celebrations
  ♦ Jazz, folklorico, and other musical
    presentations (II.B.3-37)
• Plays and performances offered by the
  Theatre Arts program (II.B.3-38)
• Art and sculpture displays
• Technology demonstrations
• Guest lecturers, including convocation
  and commencement speakers (II.B.3-39,
  II.B.3-40).

SELF EVALUATION

The standard is met. Norco Campus pro-
vides a variety of activities, events, work-
shops, and services which create an
environment of civic and social responsibil-
ity for its student population. New activi-
ties are being developed every year which
enrich students’ personal development and
adapt to their changing needs and interests.
For example, the Student Activities depart-
ment is in the process of developing an aca-
demic course offering campus leaders an
opportunity to participate in a leadership
course designed to enhance their civic and
personal development while providing them with a vehicle to market their skills. The newly formed Talented Tenth Program is also quite active in devising new cultural presentations for African-American students and the college community as a whole.

PLANNING AGENDA

- Continue to re-evaluate the campus environment and expand or modify programs and services as the campus enrollment grows and changes, in order to provide an environment that enhances students’ sense of responsibility as well as their intellectual, personal, and aesthetic development.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTIVE SUMMARY

As part of Riverside Community College District, Norco maintains a full and self-contained counseling and student support program. The district-wide Student Services comprehensive program review is one means by which counseling and academic advising design, maintain, and evaluate the extent to which their programs support student development and success.

The 2005-2006 Student Services program review document delineates clear student learning outcomes (SLOs) and service area outcomes (SAOs) for counseling and other academic advising programs, including professional development and ongoing education of counselors in the use of technology to improve student success (II.B.1-1). The program review also reports the results of self-evaluation in terms of adequacy of staffing, student contact hours, and feedback from Student Satisfaction Surveys. Information specific to the Norco Campus is broken out and used in assessing the need for additional counselors, the evaluation of numbers of students served, and the degree of success in serving students.

In fall 2006, after reviewing matriculation data that indicated that students completing a full two-year Student Educational Plan (SEP) have a significantly greater probability of being academically successful than those who do not have a plan, the counseling discipline devised a strategy to increase the number of first-year students completing SEPs. A “yellow card” system was created, which targeted first-time freshmen going through orientation.4 When students received the card at their homes reminding them to schedule an academic appointment, there was a very positive response. As a result of the yellow card system, the number of students seen by appointment increased by 25 percent; and the number of students completing SEPs increased 95.7 percent between fall 2005 and fall 2006. From a different perspective as a measure of counselors’ success in meeting student needs, in fall 2006, 642 students, or 59.7% of students visiting an Academic Orientation Counselor, completed Student Educational Plans (SEPs) at the Norco Campus, compared with 328 (35.5%) in fall 2005.

It is anticipated that the annual campus-based program review update will facilitate

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4 The “yellow card” system is an appointment card that students fill out during their mandatory orientation session, which includes their mailing address. At the end of the orientation, the cards are collected and then counseling staff sends the card to students’ homes, reminding them that it is time to schedule their educational appointment.
planning more closely tied to campus and student needs (II.B.1-4, II.B.1-8, 9). For instance, the 2005-2006 comprehensive program review indicated that the ratio of counselors to students at Norco was 1: 3,123, providing evidence and support for the hiring of additional counseling staff for the campus in fall 2006. As a result of these hires, the ratio of counselors to students has been reduced to approximately 1: 1700. Thus, the Norco counseling department has improved its student-counselor ratio considerably as a result of the additional hires in fall 2006.

All counselors and staff in the Counseling department and Student Support Services offices are carefully recruited and selected and meet all the necessary minimum requirements for their positions. They are regularly evaluated through peer, administrative, and student evaluations (II.B.3-41, II.B.3-42). Once highly qualified personnel are hired and trained, Norco Campus provides numerous opportunities for the counseling faculty and staff to improve and upgrade their skills and knowledge. Such opportunities include:

- Department meetings/workshops
- Attendance at UC and CSU local and regional academic counseling conferences
- College-sponsored staff development training and workshops, including 4faculty.org modules for counselors (II.B.3-43)
- Technology training in software and systems necessary for tracking and supporting student needs in the various service areas.

Self-Evaluation

The standard is met. Norco Campus maintains satisfactory academic advisement programs to support student development and success while planning for future expansion of counseling personnel to accommodate project enrollment growth. It is anticipated that the new annual program review process will facilitate planning that is more closely tied to the specific needs of Norco Campus. As a result of campus-specific planning, it is anticipated that the increase in Norco students completing SEPs will result in significant increases in term-to-term persistence in the coming years. The addition of more counseling staff will necessitate increased office space and technology to support these services.

Planning Agenda

- Continue to increase the number of students completing Educational Plans (SEPs) at Norco Campus.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

The student body is reflective of the community it serves. Fall 2006 data on Norco student demographics indicate the following ethnic and gender composition for the campus:

- Female students - 59%
- Male students - 41%
- White students - 37%
- Hispanic - 37%
- African American - 8%
- Asian - 9%
- Other - 9%

In terms of ethnicity, Norco Campus demographics closely mirror the demographics of the community it serves. A large percentage of Hispanic students are generation 1.5 stu-
dents or speak English as a Second Language. The campus also has a small number of international and disabled students, as well as significant numbers of veterans and re-entry students. With regard to gender, Norco Campus, like many other community colleges across the nation over the past decade, has a majority of female students. In addition, two-thirds of the student body is under 25 years of age.

In response to these demographic indicators, Norco offers a wide variety of programs and activities that respond to these indicators as well as promoting and contributing to student understanding and appreciation of diversity. These include:

- Educational Opportunity Programs and Services (EOPS) (II.B.3-11, II.B.3-12)
- Disabled Student Programs and Services (DSP&S) (II.B.3-5, II.B.3-10)
- Puente Program (II.B.3-18, II.B.3-19)
- Talented Tenth Program (T3p) (II.B.3-20b)
- Student government (ASB)
- Latino Theatre Arts Project (II.B.3-38)
- Celebrations of diversity through campus activities during state or federally designated months (Hispanic Heritage; Asian Pacific Heritage; African American Heritage; Veteran’s Month; Women’s History) (II.B.3-30)
- Multicultural Advisory Council Events (II.B.3-30)
- ASB Sponsored Community Service Activities (Breast Cancer Walk; Thanksgiving Food Drive; Toy Drive) (II.B.3-30)
- Campus clubs and organizations reflecting gender, religious, sexual orientation, and ethnic diversity:
  - Middle Eastern Club
  - Anthropology Club
  - LPEC (Latinos Promoting Education and Culture)
  - Puente Club
  - French Club
  - AAL (African American Leaders)
  - Christian Club
  - Muslim Students Club (II.B.3-28).

Norco Campus clubs and organizations uphold the district and campus goals of enhancing diversity at every possible level including religion, ethnicity, sexual orientation, age, disability, and gender. The effectiveness of these diversity programs is continually monitored through examination of college demographics, student satisfaction surveys, and measurement of student attendance at cultural events and learning opportunities.

**SELF-EVALUATION**

The standard is met. Norco College maintains programs and services that support and enhance understanding and appreciation of diversity. The institution researches, identifies and evaluates the learning support needs of its student population through a wide range of program surveys as well as district and local data collection methods.

**PLANNING AGENDA**

None

**II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

**DESCRIPTIVE SUMMARY**

The district office of Matriculation establishes and maintains data for the evaluation of matriculation services, including placement instruments (II.B.3-44). The district
office of Institutional Research assists faculty and administration with the analysis of these data and the application of research findings.

In accordance with state regulations on matriculation, Norco utilizes placement instruments from a list approved by the California Community College State Chancellor’s Office. The district has adopted Accuplacer as its primary placement instrument for appropriately measuring student competency in computational and language skills. This approved instrument is utilized because it minimizes cultural or linguistic biases, produces valid and reliable outcomes, and successfully identifies the academic needs of students (II.B.3-45).

The Norco Campus admission process, described in standard II.B.1, is the primary vehicle by which students are referred to placement testing. The testing is then administered by the Testing Center staff on the Norco Campus. Ongoing validation of placement tests (math, English, reading and ESL) and minimization of disproportionate impact are conducted on a regular three-year cycle (II.B.3-46). The most recent revalidation studies were conducted in spring 2006 for the math discipline, and in fall 2006 for reading and ESL. English test revalidation is planned for fall 2007.

Self-Evaluation

The standard is met.

Planning Agenda

None

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

RCCD Board Policies #7060 (Retention and Destruction of Records), #6070, and Regulation 7045, address the policy and procedures for the storage, confidentiality, and release of student records. This policy is in accordance with Sections #54614-54630 of Title 5 of California Education Code and other applicable provisions of state and federal law (II.B.3-47).

Academic records at Norco are complete and secure. Hard copies are housed on-site in locked file cabinets in Admissions and Records and shredded after three years’ time, but all records are scanned and kept indefinitely in digital form. Per Title 5 regulations, Admissions and Records has a procedure for record retention which addresses scanning and archiving of Class I records and scanning, archiving and shredding of Class III records. Grades, census, and positive attendance rosters are put on CDs with backups. System records are put on CDs and stored in a fireproof box in the A & R vault. These records are traded out every two weeks to be sure the information stored is up to date.

Norco Campus Admissions & Records office performs the following functions:

• Processing of all student transcript and enrollment verification requests.
• Managing record retention of all Class I, II, and III education records, including imaging and storage.
• Assisting district in management of archive of admissions records and backup documentation.
• Overseeing scanning, imaging, and organization of educational records.
• Maintaining auditable admissions, registration, attendance, and transcript files (II.B.1-1, II.B.3-48).

The Admissions & Records supervisor at Norco coordinates the inspection of student records as defined by the Family Educational Rights and Privacy Act (FERPA). FERPA guidelines (per Board Policy #6070 and Regulation 7045) are published in the schedule of classes and in the college catalog (II.B.3-49).

**SELF-EVALUATION**

The standard is met.

**PLANNING AGENDA**

None

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**List of References**

| II.B.3-1   | Diversity Scorecard                               |
| II.B.3-2   | Early Alert information packet                    |
| II.B.3-3   | Talented Tenth Program (T3P) brochure             |
| II.B.3-4   | ELL Day brochure                                  |
| II.B.3-5   | DSP&S Resource Day brochure for high school students |
| II.B.3-6   | Career/Transfer/Job Placement Center general flyers |
| II.B.3-7   | “University Representatives on Campus” calendar   |
| II.B.3-8   | [www.assist.org](http://www.assist.org)            |
| II.B.3-9   | [www.eureka.org](http://www.eureka.org); Choices: [www.collegeplanning.org/iowachoice](http://www.collegeplanning.org/iowachoice) |
| II.B.3-10  | DSP&S Program brochure                            |
| II.B.3-11  | EOPS application packet                           |
| II.B.3-12  | EOPS Bookmark promotional brochure                |
| II.B.3-13  | Health and Wellness brochure                      |
| II.B.3-14  | “Getting Started” brochure                        |
| II.B.3-15  | High School Senior Visitation Day agenda          |
| II.B.3-16  | English Language Learner Senior Day agenda        |
| II.B.3-17  | Disabled Resource Senior Day agenda               |
| II.B.3-18  | Puente flyer                                      |
| II.B.3-19  | Puente application                                |
| II.B.3-20a | RCCD Student Financial Services newsletters       |
| II.B.3-20b | T3p brochure/pamphlet                             |
| II.B.3-21  | Title V Clear Directions brochure                 |
| II.B.3-22  | TRIO program brochures or general information stats, etc. |
| II.B.3-23  | Upward Bound grant and objectives including any brochures |
| II.B.3-24  | Educational Talent Search grant/objectives        |
| II.B.3-25  | STAR Program grant/objectives                     |
| II.B.3-26  | Tutorial Services flyer                           |
| II.B.3-27  | Tutorial Services usage data, 2005-06 and 2006-07 |
| II.B.3-28  | List of Norco Campus student clubs                |
| II.B.3-29  | ASRCC Constitution                                |
| II.B.3-30  | Annual calendar of scheduled cultural activities  |
| II.B.3-31  | ASRCC budget                                      |
II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**DESCRIPTIVE SUMMARY**

Norco Campus Student Support Services departments and programs rely on a variety of methods and resources to assist in the systematic and regular review of program effectiveness. In particular, student services evaluates its ability to meet identified student needs through the use of an annual internal program review process, monthly student services division meetings with the Dean, and data collected and analyzed by the Offices of Institutional Research and Reporting. This information includes reports on enrollment trends; student characteristics; persistence and retention rates; student satisfaction surveys of programs and services; assessment studies; placement instrument validations; staff performance indicators; and degree, certificate and university transfer rates.

Through the internal district Student Services program review, each department annually evaluates its mission, quality of services, need/demand for services, and objectives (II.B.1-1). Norco student service areas have participated in this annual program review process for several years now. In addition, Student Services began incorporating student learning outcomes (SLOs) and service area outcomes (SAOs) into its review in fall 2005 (II.B.1-1). During that time, department leaders participated in:

- Development of SLOs and student service area outcomes (SAOs) for their areas (15 departments)
• Implementation of interventions to address the SLOs
• Implementation of assessment processes to evaluate the effectiveness of the SLO interventions
• Utilization of assessment results to make informed decisions about improvement of student support programs and services.

Each department is responsible for maintaining and updating its own SLOs and SAOs and utilizing them to identify strengths and weaknesses in their respective service areas. Each department has developed between 3-10 objectives, one or more SLOs and one or more SAOs, as well as assessment measures for these service area and student learning outcomes (II.B.1-1).

In addition to program review, the Dean of Student Services facilitates monthly meetings during which each department provides updates and feedback on their respective service areas. At these meetings student services staff generate ideas and provide input about how to enhance services, implement department events and activities, and support initiatives. Student surveys are administered by various departments either on a semester basis or annually (II.B.1-4). The feedback obtained is analyzed and evaluated by the Norco Campus Dean of Student Services, who reports findings and suggestions to student support services personnel during departmental meetings.

In addition, staff and supervisors are subject to regular performance evaluations conducted by the Dean of Student Services and appropriate authorities at the district level. Finally, counselors, educational advisors, classified hourly employees and faculty members participate in workshops and conferences in order to participate in professional development and contribute to the achievement of stated student learning outcomes (see standard II.B.3.c).

**SELF-EVALUATION**

The standard is substantially met. The comprehensive district Student Services program review completed in 2004-2005 has resulted in the formulation of SLOs and SAOs and assessment measures for all programs under the umbrella of Student Support Services. Thus, an effective structure has been put into place for the evaluation of the adequacy of student services in meeting student needs, and significant progress has been made in meeting the standard. Evidence is being collected in spring 2007 (1) to establish each program’s contribution to the achievement of student learning outcomes; and (2) to use the results to improve Norco’s support services to students. Programs within the Student Services area will begin to assess the effectiveness of their stated SLOs and SAOs by the fall of 2007.

In the 2004-2005 program review, three areas needing improvement were identified: (1) the need for more data regarding improvement in successful completion rates, adherence to student education plans, and goal completion; (2) based on evidence indicating that students are not entirely satisfied with counseling services, the need for data to confirm this and identify specific areas that need improvement; (3) the need for more data specific to Norco Campus to determine if there are any particular areas of need for the Norco student community (II.B.1-1).

Each of the 15 departments/programs included in Student Services needs to implement the stated assessment measures (see the Norco Campus Student Services portion of the comprehensive program review, Ref. II.B. 1-1) for its SLOs and SAOs and make appropriate program changes (if needed) after such assessment is done, based on the data derived.
PLANNING AGENDA

- Monitor data collection and review for the Norco Campus.
- Measure Student Services programs SAOs and SLOs during the 2007-2008 academic year using assessment measures stated in the Norco portion of the Student Services program review.
- Implement program changes as needed and appropriate, based on data derived from the SLOs and SAOs assessment measures.