Summative Essay, Standard II: Student Learning Programs and Services

While the college is the vehicle through which the educational journey takes place, instructional and support services personnel are the working parts of the vehicle. Counselors, librarians, and student services personnel act as guidebooks, providing maps and directions for the educational journey; instructors are the guides, the co-designers of the journey and the visionaries motivating the educational enterprise, teaching the language, behavior and lay of the land.

Institutional Commitment

Standard II highlights institutional commitment to providing a high quality, comprehensive curriculum congruent with the campus mission. The Norco Campus mission guides the development of programs specifically designed to serve the needs of the Corona-Norco area, such as banking, logistics and manufacturing. The institution relies on demographic information and data obtained through institutional research to ensure correct identification of those needs. Instructional units, student and library/learning support services at Norco Campus reflect commitment to stated curricular objectives. Strategic planning is driven by comprehensive and systematic program review, which ensures the high quality of the academic environment and the alignment of programs with the mission of the college.

Through multiple means of instructional delivery, along with student and learning services sensitive to the diverse needs of the community, Norco Campus aims to guide students on an educational path moving from admissions to successful completion of their educational goals. Collaboration of faculty, counselors, librarians, tutors, and other support staff is guided by assessment of learner outcomes and revision of processes when necessary to fully support institutional commitment to enhanced student learning.

Evaluation, Planning, and Improvement

An ongoing and systematic cycle of evaluation, integrated planning, resource distribution, implementation, and re-evaluation is clearly demonstrated in all three aspects of student learning programs and services at Norco Campus. Transfer and occupational programs undertake comprehensive program review every four years, while annual program review updates from these two areas provide information for prioritization of resource requests made through departments, the Norco Academic Planning Council, and by the Norco Strategic Planning Committee. Student support services and library/learning support services programs also conduct regular program review and participate in the planning, resource distribution, and evaluation processes of Norco Campus and the district.

Student Learning Outcomes

Student Learning Outcomes are the central theme of Standard II - Student Learning Programs and Services. As part of comprehensive program review, all instructional, student services, and library/learning support programs develop SLOs and/or student area outcomes (SAOs) and submit plans for their assessment. Results of assessment are reported as part of annual program review update and thus serve as a means of consciously evaluating the effectiveness of Norco’s efforts to support and enhance student learning. Faculty members at Norco Campus
have taken the lead in creating a culture of assessment through active involvement in the District Assessment and Program Review Committees. The district has adopted General Education SLOs, and all three areas of instructional services and support are working to create and align individual program SLOs with General Education SLOs for the institution. Many occupational certificate/degree programs have begun to develop and measure SLOs.

Student Support Services evaluates its ability to meet student needs through an annual internal program review process. SLOs and SAOs and their assessment are incorporated into this review process. Norco Campus also undertakes active, ongoing evaluation of library and other leaning support services in order to improve its services and to measure achievement of SLOs. Many of these evaluative processes are district-wide, but Norco Campus librarians have also instituted a campus-based assessment of library skills instruction.

Institutional commitment to SLOs consistent with the Norco Campus mission, ongoing assessment and evaluation of these outcomes, and active campus dialogue about pedagogy and student learning ensure an environment of enhanced learning and improved institutional effectiveness central to this standard.

**Organization**

Organizational structures at Norco Campus support inclusive, informed and intentional efforts to define student learning; to provide programs that support learning; and to evaluate how well learning is occurring. Guided by the District Curriculum, Program Review, and Assessment Committees, the Norco Academic Planning Council, Academic Senate, and Strategic Planning Committee along with its subcommittees are the organizational means through which the institution accomplishes its mission.

District Curriculum Committee requires that all course outlines contain clearly stated student learning outcomes integrated with methods of instruction and evaluation, and more than 90 percent of district CORs have updated their SLOs in response to these requirements. Faculty are required to distribute syllabi to students that contain clearly stated student learning outcomes consistent with those on the CORs. The District Program Review Committee oversees instructional program reviews to ensure that SLOs are incorporated into all four-year comprehensive reviews. The District Assessment Committee (DAC) reviews assessment plans to ensure that SLOs are used to evaluate and make improvements. Through comprehensive program reviews and annual program updates, the strategic planning subcommittees of the Norco SPC align SLOs with requests for staff, facilities, equipment, and financial resources and prioritize recommendations in order to support student learning and improve institutional effectiveness.

**Dialogue**

Norco Campus engages in ongoing and purposeful dialogue about the improvement of instructional programs, student services, and library/learning support programs. The Norco Strategic Planning Committee is inclusive, giving faculty, staff, students, and administrators at the Norco Campus an opportunity to participate in reflection and collegial exchange of information about student achievement, student learning, and the effectiveness of the institution’s policies, proc-
Informed, purposeful dialogue in the NSPC, the Academic Planning Council, and the Norco Academic Senate, and comparable discussions in the President’s Cabinet and the newly created Administrative Planning Council, increasingly guide resource allocation, planning, and institutional change. As understanding of SLOs and valid measures of assessment has improved, dialogue about student learning has increasingly depended on reliable quantitative and qualitative data.

Student Support Services encourages all its programs and departments to engage in continuing dialogue about their relationship to the educational process at Norco Campus through participation in the Norco Strategic Planning Committee, Student Equity Plan committee, and Associated Students of Norco Campus (ASNC). Norco Student Activities, in collaboration with ASNC, supports and maintains events, programs, and activities that encourage student interaction and participation. Airey Library staff and Norco Campus learning support services participate in the NSPC, the Academic Senate, and ongoing departmental discussions related to achievement of learning outcomes related to the campus mission and goals. Through Student Activities and the ASNC, the campus also provides many ways for students to listen and respond to each other and the Norco campus community and to engage in self-reflective dialogue and decision-making.

INSTITUTIONAL INTEGRITY

Institutional integrity is the basis of the cycle of evaluation, planning, improvement, and re-evaluation of instructional and student support services that has been established at the Norco Campus. These processes bear witness to the institution’s commitment to accountability and the desire for the campus to present itself honestly to its stakeholders. Information about the Norco Campus schedule of classes, courses, admissions, instructional programs and support services is reviewed frequently to ensure that it is accurate and timely. All publications are reviewed for appropriateness and suitability. The Academic Senate’s Ethics Statement supports the integrity of the teaching-learning process, and faculty distinguish between personal conviction and professionally accepted views in their disciplines.

Norco Student Activities collaborates with Associated Students Norco Campus to sustain an environment of personal and civic responsibility. Students are expected to adhere to standards of academic honesty and are informed of these standards in the Student Handbook and in course syllabi. Norco Campus acknowledges and respects the diversity of its student population and its community; a wide variety of programs and activities promote and contribute to student understanding and appreciation of diversity. In all these ways, Norco demonstrates strong institutional integrity, which serves as the fuel directing the institution’s mission and goals and guiding the student’s educational journey.