

Standard II: Student Learning Programs and Support Services

A. INSTRUCTIONAL PROGRAMS

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.
10. 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.

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11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

15. When programs are eliminated or program 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.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Function	District Office	Colleges
Program/Course Development Offered in fields consistent with mission and higher ed Culminate in achievement of SLOs, degree, certificate, employment, transfer	<p>1. Once programs and courses are approved by the College Curriculum Committee, District Curriculum Committee reviews and approves/denies before sending them forward as primarily an information item to the Chancellor's Cabinet, who then adds them to the Board agenda for final approval by the Board</p> <p>2. Educational Services participates in the District Curriculum Committee, conducts administrative review of programs and courses; and inputs program and course data on Colleague, COCI, and CurriQnet Meta.</p>	<p>1. Program and course development and revision is initiated by discipline faculty at each college. This process relies primarily on discipline and department faculty but is done through mutual dialogue and consideration with administration.</p> <p>2. The Instructional Programs Support Coordinator (ISPC) at each college, under the direction of the VP Academic Affairs, facilitates the process of program and course development and revision through the activities of the college Curriculum Committee. NOTE: (MVC and NC only --</p>

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	<p>3. Review of programs and courses includes the following components (Colleges also check this. District makes final check):</p> <ul style="list-style-type: none">a) Proposed Courses and Programs meet requirements for entry in the state Chancellor’s Inventory (COCI); Enrollment restrictions; Transferability status; C-ID status; Basic skills status; Repeatability; Material fees;b) Program units required for completion are appropriate for award type;c) Program's impact on existing General Education (GE) requirements, graduation requirements, Areas of Emphasis, and certificates;d) Courses in programs are approved and reviewed for appropriate prerequisite, co-requisite, cross-listing, long and short title, description, credit type, units of credit, correct units for program completion, sufficient hours, current texts and materials, and appropriate codes (TOP, SAM, CID, etc.) <p>NOTE: Program initiation is the responsibility of faculty at the colleges. However, the District may, through its broad perspective of RCCD’s role within the region, have programs of study which it feels that one of its colleges could offer. In this case, the District Educational Services Vice Chancellor may facilitate dialogue and discussion for the initiation of a program, working in close relationship with faculty and administration at one or more of its colleges. This process, according to the curricular and program approval process, still rests primarily with discipline expertise from faculty at the colleges.</p>	<p>RCC does not have an IPSC and relies upon the District Educational Services Instructional Support Coordinator /Curriculum).</p> <p>NOTE ALSO: This process is changing and the college IPSCs are taking on a larger role by directly inputting and revising program and course data in Colleague, COCI, and Meta. The District Educational Services Instructional Support Coordinator /Curriculum is focusing on final quality control for data entry rather than being responsible for data entry.</p> <ul style="list-style-type: none">3. Once developed, programs and courses are modified by discipline faculty to ensure relevance.4. Once approved by the college Curriculum Committee, programs and courses are considered and approved by the District Curriculum Committee, on which the Curriculum Chair of the respective College is a representative member.5. Approved programs and courses are then forwarded to the District Chancellor's Cabinet for final review before being added to the Board agenda for formal approval.6. The College President is available to answer any questions about program and course proposals/revisions. At this stage, senior administration and District Curriculum President may discuss issues related to need, cost, labor market, transfer, regional issues, access, equity. The purpose of discussion at this point is to gather information, not to determine whether the program or course should be forwarded to the Board for approval. NOTE: Discussions related to need/feasibility/mission -appropriateness, etc. occur at the college Curriculum Committee, College Executive Cabinet, and District Curriculum Committee. Once programs and courses are approved by the District
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	<p>e) While the District has an interest in discussing where programs should be concentrated (locating specific programs at one district college and not at another), each college is responsible for determining if it has the need and resources to support or develop a particular program of study. In all cases, programs and courses must be aligned with the District mission and be consistent with the mission of the college and of demonstrable need to the college community and/or region.</p> <p>f) The Board of Trustees provides final approval for all courses and programs</p> <p>4. Once Programs and Courses have been approved by the Board, District Educational Services submits them to the State Chancellor's Office for approval and inclusion on COCI. This final step is transitioning to the colleges. College Curriculum Specialists are being trained for this activity.</p>	<p>Curriculum Committee, it would be rare to deny approval by the Chancellor's Cabinet or the Board.</p>
<p>2. Faculty ensure instructional quality</p>	<p>1. Human Resources and Educational Services ensures that the colleges complete Improvement of Instruction evaluations for all required faculty on a timely basis.</p> <p>2. Academic Senate representatives from each college support instructional quality by participating in the district Academic Senate and providing recommendations to the Board on academic and professional matters.</p> <p>3. Academic Senate representatives from each college support instructional quality by participating in the District Curriculum Committee. The District Curriculum Committee provides a venue for information sharing and coordination for the three college's shared curriculum.</p>	<p>1. Primary responsibility to develop and assess programs, courses, and instruction.</p> <p>2. Colleges Program Review Committees facilitate the process of timely program review and the evaluation of the program review process. At Norco College, every discipline is reviewed on a 3-year cycle.</p> <p>3. The program review process requires the review of all discipline courses and programs for currency. If data reveal an opportunity for improvement, Course Outlines of Record are revised as needed. If resources are needed to improved program and course outcomes, the program review process facilitates resource requests.</p>

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<p>4. Based on Board policy on curriculum, the district curriculum committee maintains a shared curriculum across the district. Courses offered at more than one college are considered “District Courses” and the course offerings are similar experiences for students, regardless of which college the course is offered.</p> <p>5. RCCD provides District-wide a curriculum management system called CurriQNET, which facilitates course development, modification, inclusion, deletion and approval (from the authoring stage through board and state approval).</p> <p>6. Staff and tech support is provided through the Education Services office.</p> <p>7. The District curriculum committee ensures curricular standards are maintained.</p> <p>8. Once Board approved, Education Services staff submits the course outline proposals to the State Chancellor’s Office for approval.</p> <p>9. Currently Programs of Study (majors, ADTs, GE patterns, certificates, etc.) and their required coursework are NOT housed in CurriQnet. POS currently resides in Colleague and there is no crosscheck system with CurriQnet to ensure that the two systems are aligned.</p> <p>10. Currently Catalog data for the three colleges is housed in a variety of systems and locations such as CurriQnet, Colleague, COCI, the text version developed by District Creative Services, local files of college catalog specialists and admin assistants, curriculum committee chairs, board minutes, articulation officer files, as well as in shadow systems developed by college managers.</p>	<p>4. Through the Program Review process, discipline and program of study faculty examine course performance data disaggregated by demographic categories. Equity gaps are noted and faculty are prompted for course/program/instructional improvements intended to close identified equity gaps.</p> <p>5. Each college develops its own processes to ensure that assessment drives future course, program, and instruction modifications and improvements.</p> <p>6. Deans of Instruction at each college ensure that syllabi for all course preparations taught by faculty each semester are submitted and stored in the syllabus library. The Academic Senate, through the college Curriculum Committees, provides a syllabus shell that ensures that required language is included on syllabi. Information such as TBA hours, Materials Fees, Disability Accommodations, Student Learning Outcomes is listed on syllabi.</p> <p>7. Norco College utilizes a Faculty Guide for guidelines for student assessment and faculty improvement of instruction</p> <p>SHARED RESPONSIBILITY</p> <p>1. All three colleges participate in the negotiation of the faculty contract and abide by the improvement of instructions processes outlined in the contract.</p> <p>2. Regular evaluation and improvement of all instructional programs and processes, including Assessment of SLO's, Curriculum development and approval process, Program Review process, and Distance Education approval process.</p> <p>3. Catalog development is transitioning to the colleges and will increasingly be the primary responsibility of the college.</p>
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	<p>11. District Program Review Committee meets to discuss college program reviews and processes.</p>	
<p>3. Outcomes assessment and evaluation at all levels</p>	<p>1. The District offers a platform—TracDat and provides technology support (would like to see the District support greater functionality of TracDat for an economy of scale).</p>	<p>1. Each college has primary responsibility to assess programs and courses and develops its own processes to ensure that assessment drives future curricular and program modifications as well as decision making processes. 2. SLO and Administrative Unit assessment is regularly conducted by the three colleges at all levels of institutions: course, discipline, program of study, area, and college. Course Outlines of Record (COR) and all Course syllabi. 3. All CORs list SLOs. At NC, syllabus shells are maintained for all courses and list current SLOs and GELOs. 4. At Norco College, each year the Institutional Effectiveness office evaluates the assessment process. 5. The colleges participate in the negotiation of the faculty contract and abide by the improvement of instructions processes outlined in the contract. The improvement of instruction process refers to participation in SLO assessment.</p>
<p>4. Pre-collegiate Preparation</p>	<p>1. The District Office is developing the role it plays regarding placement policies and alignment across the three colleges.</p>	<p>1. Each college determines pre-collegiate requirements but also maintains consistency with the shared curriculum of the three colleges. Pre-collegiate courses have largely been eliminated, as has the requirement for assessment testing in ENGL, MAT, and REA at the three colleges. Consistent with AB 705 and MMAP requirements, each of the three colleges now offer pre-collegiate coursework as co-requisite courses to college-level English and MAT. While a selection of pre-collegiate courses may still be offered (credit and noncredit modality), they are not required as part of a program of study.</p>

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<p>5. Program of Study compliance and consistency</p>	<p>1. District Curriculum Committee shares the responsibility with the college curriculum committees to ensure that courses and programs of study meet minimum standards and comply with Title 5 and state CCCCCO requirements.</p>	<p>1. Curriculum committees and program review processes ensure rigor and appropriate scholarship. 2. Curriculum committees ensure that courses and programs of study comply with Title 5 requirements and guidance from the ASCCC Program and Course Handbook (PCH). 3. Articulation for all general education courses is sought with both private and public four-year institutions, including institutions that are part of both the UC and CSU systems (see ASSIST.org). 4. The colleges participates in the California state-wide Course Identification (C-ID) Numbering System project (C-ID Website), which coordinates the development of new courses (the alignment of existing ones) to best meet the expectations of the universities. 5. As C-ID course descriptors are developed, the three college's faculty work in collaboration with their articulation officers to determine if alignment to these descriptors is in the best interest of students and to ensure the colleges' transfer curriculum meets the most current expectations of its transfer partners. This ensures that the College curriculum is reviewed and updated for appropriate quality. 6. CTE disciplines review courses and programs regularly to ensure that the programs prepare students according to industry standards. CTE disciplines establish advisory boards consisting of local industry partners and are also part of regional consortiums. Advisory boards work with CTE faculty to offer expert advice and input for curriculum development. Annual industry summits allow discipline faculty and advisory board members the opportunity for dialogue and feedback regarding the currency and relevancy</p>

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		of courses and programs at the colleges. In addition, Perkins-funded programs must conduct reviews every two years.
'6. Course Scheduling	<p>1. In collaboration with the colleges, develops the timeline for scheduled development and through Web Services generates and publishes the course schedule to ensure regulatory compliance with course coding, activation of courses, etc.</p> <p>2. District Enrollment Management Committee makes recommendations on scheduling patterns and provides FTES targets to colleges--these affect college course scheduling decisions.</p>	<p>1. Responsible for class scheduling practices, which include development of 2-year rotations for courses in programs of study, pathway development, enrollment management guidelines.</p> <p>2. At Norco College, the Academic Planning Council (department chairs) works with deans of instruction to develop class schedules per locally adopted priorities and program needs and opportunities.</p> <p>3. Articulation officers and counselors and curriculum committee are involved in this process.</p>
7. Instructional Delivery Mode Variety supporting equity of success	<p>1. Supports quality and professional development of web-enhanced, hybrid, and online delivery methods by employing part-time or full-time instructional designers for each college.</p> <p>2. The district supports the implementation of the guided pathways and the formation of meta-major-based student success teams.</p>	<p>1. Offer face-to-face, web-enhanced, hybrid, and online delivery of its courses deciding on the number and variety of modes offered.</p> <p>2. Responsible for ensuring that its curriculum, through approved curricular processes, evaluates its delivery methods. Currently, assessment of existing delivery methods (face-to-face, hybrid, or strictly online) is addressed when alternative methods of delivery are used.</p> <p>3. Provides learning support services such as tutoring, supplemental instruction, directed learning activities, embedded tutoring, intrusive counseling, school-based (or cluster-based or meta-major-based) cross-functional pathways success teams.</p>
8. Discipline Examinations	None	<p>1. Primarily responsible for having a process to validate the effectiveness of department-wide course and/or program examinations. When a common exam is created or revised, the test is validated in three ways: disproportionate impact</p>

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		<p>analysis, cultural impact and student learning outcome mapping. If disproportionate impact is found, further investigation will take place to see if it is due to instructional practices or the test itself. Steps are then taken to mitigate the disproportionate impact.</p> <p>2. Responsible for conducting cultural impact studies (when required) to test for cultural impact on newly created exams.</p>
9. Course Credit Awarding Standards	<p>1. The District Curriculum Committee ensures that all courses developed or modified by the colleges follow the guidelines of the ASCCC Program and Course Approval Handbook (PCAH) to ensure consistency with the norms described in the standard.</p>	<p>1. Ensures that all courses and instructional programs have and assess learning outcomes, periodically reviewed and (as necessary) revised by faculty workgroups, and made explicit in the local college catalogs.</p> <p>2. At Norco College, GE SLOs function as institutional SLOs and as a proxy for the UC/CSU intersegmental general education learning outcomes.) All courses in the GE program have been mapped to the original GE outcomes.</p> <p>3. Curriculum committees follow the guidelines of the ASCCC Program and Course Approval Handbook (PCAH) to ensure consistency with the norms described in the standard.</p>
Transfer of Credit Policies	<p>1. Supports articulation and transfer standards through the district curriculum committee.</p> <p>2. Submits approved courses to COCI and ASSIST.</p>	<p>1. Manage the curriculum and program development process locally to ensure that courses articulate and transfer, in compliance with Ed Code, Title V, the PCAH, CSU GE and IGETC requirements, board policies and procedures, and in collaboration with the District Curriculum Committee and the office of Education Services at the District.</p> <p>2. Maintain procedures and publications that clarify transfer opportunities and factors such as:</p> <p>a) Waive GE requirements when Bachelor Degree previously earned – NC catalog pages 38-39, BP/AP 4100</p> <p>b) Credit By Examination – catalog pages 46-47, BP/AP 4235</p>

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		<p>c) Credit for Extra-Institutional Learning – catalog page 47</p> <p>d) Military Credit – catalog page 47</p> <p>e) International Baccalaureate (IB) – general education course credit – catalog page 48</p> <p>f) Advanced Placement (AP) and College Level Examination Program (CLEP) – credit towards general education and subject credit – catalog pages 46 & 49-57</p> <p>g) High School and ROP - catalog pages 48 and 80-82, BP/AP 4235</p> <p>h) Process for official evaluation – catalog page 6</p> <p>i) CSU GE and IGETC requirements – catalog pages 73-77 and on both the assist.org and Norco College Transfer Center website, also on Counseling Department wall as handouts.</p> <p>j) Requirements to transfer to CSU, UC and Private Universities – pages 60-62 of the catalog and on the transfer center website</p> <p>k) Associate Degrees for Transfer (ADT) – catalog pages 62-72 and on Transfer Center website, also on Counseling Department wall as handouts.</p> <p>l) Counseling website - https://www.norcollege.edu/services/counseling/Pages/index.aspx</p> <p>m) Transfer Center website - https://www.norcollege.edu/services/counseling/transfer/Pages/index.aspx</p> <p>n) Course Identification Numbering System (C-ID); Norco College currently has 213 approved courses which align with other institutions in CCC and CSU Systems - https://www.c-id.net/courses catalog pages 62 & 118</p> <p>o) UC/CSU transferability designations on course descriptions – Catalog pages 118 and 120-197</p>
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		p) ASSIST - http://www.assist.org/web-assist/welcome.html
11. Student Learning Outcomes	None	1. Incorporate general education learning outcomes (GELOs) adopted by the district curriculum committee. GELOs address each of the competencies described in the standard. Link to the GELOs: https://www.rccd.edu/administration/educationalservices/Pages/geSLO.aspx
12. General Education Component in Programs of Study	1. In collaboration with the colleges through the District Curriculum Committee, Educational Services manages the curriculum and program development process.	1. Manage the curriculum and program development process locally to ensure that programs of study incorporate a strong general education core (as is consistent with the guidelines expressed in the ASCCC PCAH), they do so in collaboration with the District Curriculum Committee and the District Office of Education Services.
13. Interdisciplinary Core Component in Programs of Study	1. In collaboration with the colleges through the District Curriculum Committee, Educational Services manages the curriculum and program development process.	1. Manage the curriculum and program development process locally to ensure that programs of study incorporate a strong interdisciplinary core component (as is consistent with the guidelines expressed in the ASCCC PCAH), they do so in collaboration with the District Curriculum Committee and the District Office of Education Services.
14. Professional Competencies	1. In collaboration with the colleges through the District Curriculum Committee, Educational Services manages the curriculum and program development process.	1. Manages the curriculum and program development process locally to ensure that CTE programs of study incorporate professional competencies, they do so in collaboration with the District Curriculum Committee and the District Office of Education Services.

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<p>15. Program Discontinuance and Students</p>	<p>None</p>	<p>1. Program discontinuance is a college decision, and rests primarily with discipline expertise and faculty. College support of programs is vital, and is well established during the development process, and this development process includes the “cost of ownership” required to maintain the viability of the program. Colleges may not unilaterally discontinue a program. This discontinuance of programs begins with faculty, generally in response to changing regional, technological, or academic requirements. The same effort and energy required to develop a program is expected in the process of program discontinuance.</p>
<p>16. Program Evaluation</p>	<p>1. The District has secondary responsibility for the evaluation of degree patterns.</p>	<p>1. Has primary responsibility for evaluating each of the degree and certificate patterns that it offers.</p>

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B. LIBRARY AND LEARNING SUPPORT SERVICES

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Function	District Office	Colleges
1. Provide Library and Learning Support Services	None	College are responsible for this.
2. Maintain Educational Equipment and Materials.	None (except the functions provided by RCC)	College are responsible for this, but must reply on RCC staff member Shannon Hammock to submit book orders. Colleges also must rely on him for some cataloging

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		functions. This needs to happen at the colleges independently.
3. Evaluate Library and Learning Support Services in meeting student needs.		College are responsible for this.
4. Maintain agreements with other libraries for shared resources.		College are responsible for this.

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C. STUDENT SUPPORT SERVICES

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
3. 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.
4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
8. 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.

Function	District Office	Colleges
1. Evaluate the Quality of Student Support Services	Distance Education Support Services; IT Support for New Student Support Technologies	Student Services Mission - 3-year review cycle; Annual review of Inventory of Service Delivery for Students; Annual program review cycle; Student Services Program Review

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		<p>Data Reports (Semester-by-Semester); Accreditation Survey; Student Surveys; Student Focus Groups; On-line Student Support Services</p>
<p>2. Assess and Improve Learning Support Outcomes</p>		<p>'Colleges conduct Diversity Climate Survey; CCSSE; Annual program review cycle; Student Services Program Review Data Reports (Semester-by-Semester); Student Satisfaction Survey (annual); Student Success and Support Program Plan; Student Equity Plan; Student Success and Support Program Plan; Annual review of Inventory of Delivery of Services for Students; Counseling Program Review; Guidance program review; Transfer Center Program Review; Counseling Department Meeting Minutes.</p>
<p>3. Equitable Access of Student Support Services</p>	<p>District provides Distance Education Support Services; facilitates Canvas contract and ongoing professional development supporting DE.</p>	<p>Colleges conduct Student Success and Support Program Plan; Student Equity Plan; Annual review of Inventory of Delivery of Services for Students; Mandatory orientation,</p>

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		<p>assessment, counseling for all first time students;</p> <p>Mandatory orientation, assessment, counseling for all first time students; DRC/DSS Reasonable accommodations; 508 Compliance; Student Diversity Climate Survey; Off-site Student Support Services (BCTC).</p>
<p>4. Co-curricular and Athletics Programs</p>	<p>District provides support for International Students (RCCD has responsibility with regard to implementation of the SEVP. Under RCCD each of the three colleges are listed as being approved sites for International Students)</p>	<p>Colleges conduct Student Life program review; Athletics program review; Associated Students Senate; Student Clubs and Organizations; Accreditation Survey; CCSSE; Athletics eligibility requirements under Admissions & Records; International Center (responsible for A&R of all international students holding a student visa; outreach for the SEVP program for the district and for each college)</p>
<p>5. Counseling and Advising Services</p>		<p>Colleges conduct Counseling Program Review; Guidance Program Review; Student Success and Support Program Plan; Transfer Center Program Review; Counseling</p>

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		<p>Department Meeting Minutes; College catalog; Student Handbook; Online Counseling Training - PrepTalk; Orientation; Academic Advising; Graduation & Transfer</p>
<p>6. Admissions, Access, and Pathways Completion</p>	<p>Secondary Responsibility: Legal Counsel Review; Chancellors' Cabinet; Board Approval; The colleges currently download (on a rotating basis) all incoming college applications district-wide. This is a district function, performed by the colleges.</p>	<p>Admissions Annual Program Review; Mandatory Orientation, Assessment, Counseling for all first time students; College catalog; Applicable Board Policies and Procedures; Matriculation Process; Registration; Residency; Graduation; Change of Information; Scanning Transcripts; Transcript Requests; Enrollment Verifications. Admissions and Records ensures that records are kept per Title 5 regulations and that information released is FERPA compliant at all times.</p>
<p>7. Evaluate Assessment/Placement Instruments</p>	<p>District facilitates data upload; District-wide Placement Instrument Validation</p>	<p>College responsible for Admissions and Assessment Center Annual Program Reviews; Content validation Studies; Disproportionate Impact Studies; evaluate admissions</p>

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		<p>practices/colleges determine placement practices; Academic Renewals, military transcript evaluations, AP/CLEP/IB processing and diploma printing/mailing/processing. Veterans' Services certify veterans and their dependents to receive benefits through the VA. Works with TRIO to provide support for students. Refers students to various resources both within the college and the greater community. Provides safe space for veterans. Ensures equitable access via priority registration and fair treatment for all veterans.</p>
<p>8. Maintains Secure Student Records</p>	<p>District oversees maintenance of Board Policies and Administrative Procedures 3300, 3310, 3720, 4231, 5035, 5040, and 5045</p>	<p>Colleges maintain records according to established Board Policies; Admissions and Records ensures that records are kept per Title 5 regulations and that information released is FERPA compliant at all times.</p>