



**Academic Council
Minutes for May 25, 2023**

12:50 - 1:50 pm

Zoom: <https://cccconfer.zoom.us/j/95747339920> Meeting ID: 957 4733 9920

Academic Council [Website](#) and [Charter](#)

Meeting Participants

Quinton Bemiller, Peggy Campo, Zina Chacon, Araceli Covarrubias, Ashley Etchison, Patricia Gil (Co-Chair), Monica Gutierrez, Ryan Hitch, Daren Koch, Damon Nance, Jason Parks (Co-Chair), Martha Ramirez, Alexander Tucker, Sigrid Williams (Co-Chair), Patty Worsham

Committee Members Present

Quinton Bemiller, Zina Chacon, Patricia Gil, Monica Gutierrez, Ryan Hitch, Daren Koch, Damon Nance, Jason Parks (Co-Chair), Martha Ramirez, Alexander Tucker, Sigrid Williams (Co-Chair),

Guest(s)

Recorder

Claudia Figueroa

1. Call to Order

- 12:50 pm

2. Action Items

2.1 Approval of Agenda (Etchison, Bemiller)

- Approved as amended

2.2 Approval of Minutes (Nance, Etchison)

- Approved unanimously

2.3 First Fall 2023 meeting on August 24 was approved (Etchison, Nance)

- Approved by consensus

2.4 Patricia Gill was nominated and selected to serve as Classified Co-Chair

- Approved by consensus

2.5 The Council accepted the SEM Committee Charter (Covarrubias, Nance)

- Accepted by consensus

3. Discussion Items

3.1 [Potential membership changes with school restructure](#)

- Dr. Parks mentioned that the new school structure has been approved which also means that there will be potential membership changes on Academic Council. We now have eight schools that will act as departments +1 (Guidance/Counseling). The membership shift will occur in the fall with an increase of four additional members on Academic Council. Academic Council will now be made up of 9 faculty, 6 administrators, 3 classified professionals and 2 students. College Council, Student Support Council, Resource Council and IEGC will have no college governance changes with the new school structure. Dr. Bemiller will send out an email soliciting members for the council with the new shift similar to the email sent earlier this week by Dr. Campo soliciting chairs for the new schools.

3.2 [KPIs](#)

3.3 Council Report of Effectiveness

- The Institutional Effectiveness and Planning Survey will remain open until May 31. It was requested that all complete the survey.

3.4 [HOTEP](#) Report Out

4. Information Items

4.1 The recording of meetings was discussed.

4.2 Institutional Effectiveness and Planning Survey due by May 31.

4.3 AB 1111- Common Course Numbering

1. Curriculum Freeze September 20, 2023- January 1, 2024, while common course numbering is being worked on.
2. Any curriculum changes should be submitted before 9/20 to ensure it makes it into the following year's catalog.

4.4 Membership AY2023-24

1. Ending June '23 CPROs (Gill), CPROs Ramirez
2. Ending June '24: SBS (Chacon), BUS (Worsham), DE (Hitch), CPROs (Koch)
3. Ending June '25: A&H (Covarrubias), STEM (Gutierrez), CTE (Williams)

5. Good of the Order

- Recording of meetings will be on the agenda for the Fall.

6. Adjournment

- Time 1:41 pm

Next Meeting

Date: 9/28/2023

Time: 12:50 – 1:50 pm

Location: [Zoom](#)

School Reorganization Proposal



Prepared by:

Counselor Brittnee Amberley Quintanar
Professor Melissa Bader



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School Reorganization Proposal

Executive Summary

The Norco College School Reorganization proposal is the culmination of a two-year project. The proposed outcomes of this project are two-fold: the four existing Guided Pathways (GP) Schools would be expanded to eight schools centered on Career and Academic Pathways (CAPs) with a supporting Counseling Department under three divisions. This new structure would replace departments in the operational and strategic structures at Norco College. The Guided Pathways & Equity Project Team puts forward this proposal to the Academic Senate for initial implementation of this new structure for the 2023-2024 academic year. Estimated costs and suggested implementation timeline are provided.

Vision Statement

“We will change the trajectory of our students’ lives. We will stimulate academic, economic, and social development in our service area. We will build a comprehensive institution with the capacity and programming to serve our entire area.”



Guided Pathways

In 2015¹ Norco College embarked on a Completion Initiative Summit to address the low transfer and success rates of students attending Norco College. Over the 2016-2017 school year Norco College engaged in numerous activities to examine best practices in relationship to success and retention for student populations, identify practices which would provide maximum impact to college structures to clarify pathways for students, as well as create academic pathways for students. In order to do so, the college identified and define instructional meta-majors and implemented a four-school structure:

1. Arts & Humanities
2. Business & Management
3. Science, Technology, Engineering and Math
4. Social & Behavioral Sciences

Students needed a simplified initial pathway, so Trailheads were established for each new school, providing suggested first term courses to get new students on the right path from day one. Further pathway maps were created for each ADT degree an building on the successful approach of Career and Technical Education programs which offer a clearly

¹ <https://www.norcocollege.edu/committees/gpw/Documents/Supporting/The-Road-to-Transformation-An-Overview-of-Norco-Colleges-Completion-Initiative-2015-2018.pdf>

defined rotation of classes with a defined timeframe for completion. After an initial rollout of the new four school structure in the Fall of 2017, marketing/branding were developed for each school. Norco College's award-winning program Summer Advantage utilized the Four Schools for incoming students as well as a "What's Your School?" media and branding campaign with a website revision and additional marketing events. A few school-based meetings for faculty and events for students were hosted, but there as there were no formal requirements or clarified support to host these events, they were limited to large scale events such as Welcome Day and Summer Advantage, or small groups such as Spanish Language alumni/graduation celebrations organized by the faculty in those areas or the model CTE events, which had been going on prior to the Completion Initiative.

In supplement to our College efforts, Guided pathways was adopted in 2017 by the CCCC as standard of care to increase student equity, retention, and success. Norco College were early adopters of the complementary guided pathways framework, and in 2017, Norco College became one of the twenty California Guided Pathways Project schools. This work guided and highlighted the critical questions for our college during these early transition years.

The identification of Schools was a large part of the initial work of the Completion Initiative; however, those Schools represented an exterior structure/student-facing structure. That was a decision made as an intermediary step. Systems change is hard. According to the Road to Completion documentation, "The Completion Initiative was not envisioned as a mere tweak or slight adjustment to an existing system; it presented Norco College with a complete disruption of that system. While the student experience has already improved with the creation of schools, this change hasn't penetrated the school's institutional side. An eventual shift from traditional academic departments to a focus on each of the four schools hasn't happened, and that is probably a comfort to concerned faculty—as Campo explained (see page 16). To move closer to that governance structure, many say will involve the faculty union and discussion about the department chair role/scope."² While this separation of School and Department was intentional, it was intended to serve a purpose for a time. However, school-based programming was peripheral to the operational structure, and while it was eventually integrated into strategic planning structures, there were little discernable outcomes improvement attributable to this structure as outside of special programs or grant funded work was not integrated into the functions of the college.

² p. 22 <https://www.norcocollege.edu/committees/gpw/Documents/Supporting/The-Road-to-Transformation-An-Overview-of-Norco-Colleges-Completion-Initiative-2015-2018.pdf>

Norco College has continued to research and investigate success frameworks in addition to the work completed during the California Guided Pathways Projects (CAGP I and II) which promote methodologies of questioning and improving practices, structures and policies to increase student success: The RP Group's Student Support Redefined³ and Completion by Design's Loss Momentum Framework⁴. All of this research encourages redesign and restructuring around the student experience. Community-making and one-point of contact for students help promote success. Locally, one of the initial Guided Pathways & Equity (now Student Equity and Achievement) Project teams focused Program to Career (2019-2020). One of their recommendations was to "Build relationships and a community with students within their program of study / academic pathway."⁵ This recommendation closely aligns with much of the research on why students, stay, succeed and complete their education at community college.

In March of 2020, campus closed due to the COVID-19 pandemic. Operating in fully online environment for nearly two years made school-based programming and student engagement even more challenging. Efforts around enrollment, retention, and nurturing students became paramount. Building online community became not only a focus for students, but for the entire college community.

With a full return to campus, during the 2021-22 academic year Norco College Guided Pathways faculty lead Melissa Bader engaged in a podcast series and brown bag sessions to reopen campus conversations regarding career and academic pathways for students. After the first brown-bag session, a survey was sent out to establish a desire to explore a revision of the schools. Of the 54 respondents, 90,7% surveyed supported an exploration of schools revision. As a result of these discussions, a proposal was submitted to Academic Senate to establish a special project team for 2023-24 to further explore a possible school restructuring. Academic Senate approved this request and on April 22, 2022 a NOR-ALL email was sent to solicit applications for a faculty coordinator. Brittnee A. Quintanar, (Associate Counselor/Instructor) was selected to co-lead the project team with Melissa Bader (Professor of English).

As outlined in the project team charter (refer to Appendix 1), the Guided Pathways and Equity Project Team's purpose was to guide continue implementation of the Norco College Guided Pathways plan; specifically championing conversations across all college

³ <https://rpgroup.org/Portals/0/CollegeFacultyStaffandAdmins/StudentSupportRedefined-10WaysEveryoneCanSupportStudentSuccess-January2014.pdf>

⁴ <https://www.completionbydesign.org/s/cbd-lmf>

⁵ p.2 <https://www.norcocollege.edu/committees/gpw/Documents/Charters/Program-to-Careers-Project-Team-Final-Report-05-28-2021-NC.pdf>

constituents regarding development of a new school structure that more closely aligns with career pathways to increase student engagement, sense of belonging, and career development opportunities via meaningful Career and Academic Pathway (CAP) events.

Project team members:

- Melissa Bader (GP faculty lead)
- Brittnee Quintanar (GP faculty lead)
- John Moore (GP liaison)
- Marissa Illiscupidez (GP liaison)
- Zina Chacon (GP liaison)
- Erin Spurbeck (GP liaison)
- Kiandra Jimenez (GP liaison)
- Caitlin Busso (GP liaison and data support)

Project team administrative support:

- Quinton Bemiller, Dean of Arts, Humanities & Social Sciences
- David Schlanger, Interim Dean of Student Services
- Tenisha James, Interim Vice President of Planning & Development

(cont. next page)

GUIDED PATHWAYS

at California Community Colleges

Principles of Guided Pathways

The Guided Pathways Model creates a highly structured approach to student success that:



Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.



Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.



Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Timeline & Feedback

Project team members engaged in numerous conversations across all college stakeholders to solicit substantive feedback.

Fall 2022

- 10/28/2022 GP Project Team
- 11/4/2022 APC
- 11/9/2022 Counseling Department
- 11/15/2022 Math Department
- 11/15/2022 SBS Department
- 11/15/2022 BEIT Department
- 11/17/2022 AWHL Department
- 11/28/2022 ENE (Farshid & Ashlee)
- 11/30/2022 Counseling Department
- 12/1/2022 Science/KIN Department
- 12/1/2022 GAM & CIS Faculty
- 12/13/2022 GP Project Team

Spring 2023

- 2/10/2023 Faculty Flex
- 2/24/2023 GP Project Team
- 2/28/2023 ADJ (Sigrid & John)
- 3/6/2023 ECE (Sarah & Maria)
- 3/7 & 3/8/2023 Club Rush
- 3/8/2023 Management
- 3/13/2023 **Classified Senate**
- 3/21/2023 SBS Department
- 3/24/2023 ASNC
- 3/30/2023 Town Hall
- March 2023 ENG/GUI courses
- 4/5/2023 Counseling Department
- 4/17/2023 Academic Senate
- 4/18/2023 Math Department
- 4/18/2023 SBS Department
- 4/18/2023 BEIT Department
- 4/18/2023 AWHL Department
- 4/20/2023 Science/KIN Department
- 5/1/2023 Academic Senate

Constituent Feedback

As previously listed in the timeline of meetings, the Guided Pathways Project Team members solicited extensive feedback from all college constituencies throughout the course of the 2022-23 academic year. Highlights of feedback to a school reorganization are documented below.

Student Feedback

On March 24 Melissa Bader presented an overview of the school reorganization and student success team model to the ASNC general meeting. In many ways, Guided Pathways frameworks are intended to improve the student experience without being overt to students. In this presentation, Prof. Bader explained how Guided Pathways has been working at Norco College and how the expansion of Schools would create opportunities for students for community, resources and access to success initiatives. The minutes from that meeting note Senator of Campus Relations - Desiree Valdez saying, "Guided Pathways is meant to provide the support students need to succeed. We have actively been working to clear barriers for students to succeed."⁶

With consultation from the Office of Institutional Effectiveness, an anonymous online survey was developed to establish a baseline of student's current understanding of "schools" at Norco and solicit feedback on desired services. The 12-question survey took students an average of 3 minutes to complete. On March 7 & 8, 2023 GP project team members canvassed students during club rush briefly outlining the purpose of the student survey. After club rush the online survey was shared by project team members with their ENG/GUI courses. In addition, solicitation for survey participation was also shared on Norco College social media accounts, the STEM Canvas pathways page and the TRiO student newsletter. Responses from 111 students were captured.

Results of the student survey are outlined below.

- 58% of students indicated they knew which school their major was in, 26% were unsure and 16% indicated they did not know.
- When asked about a variety of 'Schools' related events and services, students indicated the highest interest in:
 - Meeting professionals in their Career & Academic Pathway
 - Meeting with faculty advisors linked to their Career & Academic pathway

⁶ <https://www.norcollege.edu/committees/asnc/Documents/ASNC%20Minutes%2003.24.2023.pdf>

- Academic counseling linked to their Career & Academic pathway
- A large majority of students surveyed (86%) indicated they would like 1-2 or 3-4 Career & Academic Pathway events each semester.
- Students were also asked about their highest academic goal, their profession of interest and their major. The results are below.

<i>What is your long-term academic goal? (select only one; your highest aspirational goal)</i>	Count	Percent
<i>Prepare for transfer at Norco and earn a bachelor's degree after transfer.</i>	52	46.8%
<i>Earn a graduate degree after my bachelor's degree (e.g. master's, doctorate)</i>	39	35.1%
<i>Obtain an associate degree and join or return to the workforce.</i>	9	8.1%
<i>Obtain a certificate and join or return to the workforce.</i>	4	3.6%
<i>Acquire/update job skills and/or pursue educational development</i>	1	0.9%
<i>I am unsure at this time.</i>	6	5.4%

<i>What is your long-term career goal/profession of interest? Top 5</i>	Count
<i>Health Care (Doctor, Nurse, etc)</i>	26
<i>Engineer (Mechanical, Electrical, etc)</i>	16
<i>Teacher/Professor</i>	14
<i>Psychologist/Psychiatrist/Therapist</i>	11
<i>Undecided</i>	7

<i>What is your current major at Norco College? Top 5</i>	Count
<i>Engineering</i>	13
<i>Psychology</i>	13
<i>Biology</i>	12
<i>Early Childhood Education</i>	8
<i>Undecided</i>	8

Classified Professional Feedback

On March 13, 2023, GP faculty leads presented an overview of the proposed school reorganization and student success team model at **Classified Senate** to engage in conversation as to how these changes may impact various classified staff positions. Feedback obtained during this meeting included:

- Caution not to unintentionally create silos for students. Preference for central hubs (e.g., Transfer Center services, Career services) where students are served by subject matter experts.
- Students need continuity and consistency no matter which office they engage with. Must ensure that student success teams/schools utilize common language/messaging to students.
- If the school reorganization and implementation of student success teams requires hiring additional classified professionals, please create permanent, full-time positions so that current classified professionals have the opportunity to apply for new positions and pursue professional growth opportunities. Traditionally, many new positions have been flown as part-time or temporary, which restricts current full-time employees from applying so as to not lose their financial and health benefits.
- Renaming budget codes to reflect new schools codes-**Possible Solution:** *in consultation with the Vice President of Business Services, the renaming of budget codes is recommended to take place with the required common course numbering transition as this work will require all courses to be evaluated and redefined within the system.*
- Request for a detailed time-bound plan for transitioning classified professional assignments (e.g., IDS, lab technicians, education advisors, student success coaches, administrative assistants, clerks, etc.) outside of peak workload periods.

Faculty Feedback

As documented on page 9, guided pathways project team members solicited extensive feedback from discipline and counseling faculty several times throughout the 2022-23 academic year. Highlights of discipline faculty feedback are documented below:

- Do not separate health science/KIN pathways from natural sciences because there is a lot of course overlap required for students pursuing these career pathways.
- Do not separate art-based game development programs from game programming. Keep all game development programs together with computer science.
- Develop **School of Math, Engineering, Computer Science & Game Development** because there is a lot of course overlap required for students pursuing these career

pathways. This school would be more meaningful for both faculty and students than the current BEIT department structure.

- Separate engineering technical certificate programs from transfer-bound pre-engineering students. This means assigning **Ashlee Johnson** (ENE 1.0 FTE faculty) to the new **School of Math, Engineering, Computer Science & Game Development** and having all other ENE FT/PT faculty assigned to the new **School of Applied Technologies & Apprenticeships**.
- Put graphic design with the new **School of Visual & Performing Arts** and hire a full-time graphic design faculty to revitalize this program and develop ADT.
- “CTE” programs (e.g., early childhood education, administration of justice, electrician apprenticeship, etc.) require additional program oversight above and beyond traditional “GE” disciplines (e.g., psychology, history, math, etc.). Examples of additional duties required of “CTE” discipline faculty include:
 - Apprenticeship programs
 - IE Technical Trade Center (IETTC) planning workgroup
 - Interdisciplinary planning across CTE programs
 - Perkins grant work
 - Discipline and regional advisory boards
 - IE Desert Regional Consortium (IEDRC) faculty liaison
 - CNUUSD CTE Expo
 - Dual enrollment and community outreach
 - Workforce and economic development
 - CTE advocacy
 - City of Corona internships
 - CTE job fairs
 - ECE specific: STOKOE Center plus two additional off-site teaching locations for ECE faculty
 - ADJ specific: public safety district hiring committees, Chancellor’s Public Safety Task Force, City of Norco CERT program, POST/CCC Public Safety workgroup (AB 89), FEMA programs, etc.
- Career & Technical Education programs currently and have historically required extensive preparation and maintenance of relationships as well as updating of curriculum and programs to maintain industry standards. Career Education faculty feel strongly that to ensure the unique lens and voice of CTE discipline faculty has equal representation across all college councils, and as a result of the extra workload historically placed upon “CTE” discipline faculty, it is strongly recommended to:
 - Reclassify the current Associate Dean of CTE to a full Dean to account for the volume of CTE programs/disciplines currently offered at Norco College.

- Organize traditionally “CTE” disciplines (e.g., administration of justice, business, early childhood education, apprenticeship programs) into separate schools from traditional “GE” disciplines.
- If the proposed Dean and Schools structure cannot be implemented, current Career Education faculty leads should be identified and should be provided with an annual stipend to compensate for the additional workload.

Highlights of Counseling faculty feedback are documented below:

- Full-time counseling faculty are already stretched thin. How can we realistically take on more work by being designated a point person for a School? Will we be required to split ourselves three ways (e.g., general counseling, school assignment, and special program/project reassign time)?
- Research shows, and our STEM faculty confirmed at APC on 11/5/22, that designated/specialized persons (like prior STEM Counselor), increased student success outcomes for students. This decreased mixed messaging for students and increased collaboration on course scheduling and articulation issues between designated STEM counselor and STEM faculty.
- Need to clearly outline and define expectations of discipline faculty vs. counseling faculty to ensure more discipline faculty engagement with students' career development.
- Once success teams are identified and assigned to one of the eight (8) schools, the counselors would like to become a voting representative for their school if said school chooses to elect them. This shifts the counselor role from liaison to becoming embedded.
- Consider moving college council meetings outside of college hours because counselors and discipline faculty will need to be available to attend CAP community events, the majority of which will be held during college hour.

Management Feedback

The project team leads presented to Management at their monthly management meeting on March 8th, 2023. The primary feedback focused on questions regarding the strategic load on a small school. At that time, there were recommendations for two very small schools, which have now been combined into one, as well as feedback to clarify the fiscal implications of the proposed changes. The Business area has been very helpful in providing detailed reports for the current Department Chair load as well as potential future costs. Management requested additional details on any feedback from students regarding their understanding and interest in the proposed changes. This has been provided in this document as well as in meeting with the management leads for Guided Pathways and Planning & Development.

Recommendations

Recommend–Cohesive Operational & Student-Facing Structure

COHESIVE OPERATIONAL & STUDENT-FACING STRUCTURE

Current Structure

- Schools (student-facing)
 - Arts & Humanities
 - Business & Management
 - Social & Behavioral Sciences
 - STEM
- Academic Departments (operational & Strategic)
 - BEIT
 - Science/KIN
 - Math
 - AHWL
 - SBS
- Discipline Meetings

Proposed Structure

- New “schools” would also serve as new Academic departments
 - Academic chair reassignments (contractual)
 - IDS assignments
 - Department meetings
- Each new school would have a Success Team:
 - Discipline Faculty
 - 1 FTE Counseling Faculty
 - 1 FT Ed Advisor/Student Success Coach
 - 4 Peer Advisors (10 hours per week each)

Recommend–Three Divisions with Dean Support

Dean of STEM	Dean of Arts, Humanities & Social Sciences	Dean of Career Education
<ul style="list-style-type: none"> • School of Natural & Health Sciences ($n = 2,085$) 19 FT & 37 PT • School of Math, Engineering, Computer & Game Science ($n = 1,684$) 20 FT & 29 PT 	<ul style="list-style-type: none"> • School of Social & Behavioral Sciences ($n = 1,564$) 11 FT & 26 PT • School of Humanities & Languages ($n = 395$) 27 FT (+2 LIB) & 52 PT • School of Visual & Performing Arts ($n = 426$) 7 FT & 22 PT 	<ul style="list-style-type: none"> • School of Applied Technologies ($n = 816$) 5 FT & 10 PT + 12 for apprenticeship • School of Business & Management ($n = 1,879$) 7 FT & 18 PT • School of Human & Public Services ($n = 764$) 4 FT & 11 PT
<p>TOTAL students = 3,769 TOTAL faculty = 39 FT/66 PT</p>	<p>TOTAL students = 2,385 TOTAL faculty = 45(+2 LIB)/100 PT <i>*GUI faculty not included in faculty #</i></p>	<p>TOTAL students = 3,452 TOTAL faculty = 16 FT/39 PT + 12 apprenticeship</p>

Additional workload of CTE faculty and justification for additional Dean support: apprenticeship programs, IETTC planning workgroup, interdisciplinary planning, STOKOE center, two additional off-site teaching locations, Perkins grant work, discipline and regional advisory boards, IEDRC faculty liaison, CNUUSD CTE Expo, dual enrollment and community outreach, workforce and economic development, CTE advocacy, City of Corona internships, CTE job fairs. ADJ specific: public safety district hiring committees, Chancellor's Public Safety Task Force, City of Norco CERT program, POST/CCC Public Safety Workgroup (AB 89), FEMA programs, etc.

Recommend–New Schools

CURRENT DEPT CHAIR STRUCTURE 7 Dept Chairs/6.1 reassign time	PROPOSED DEPT CHAIR STRUCTURE 9 Dept Chairs/6.6 reassign time
1) Counseling (0.8) 2) Science/KIN (1.0) 3) Math (0.4) 4) Arts, Humanities & World Languages (0.9) 5) Communication (1.0) 6) Social & Behavioral Sciences (1.0) 7) BEIT (1.0)	1) Counseling (0.8) 2) Natural & Health Sciences (1.0) 3) Math, Engineering, Computer Science & Game Development (0.8) 4) Visual & Performing Arts (0.6) 5) Humanities & World Languages (1.0) 6) Social & Behavioral Sciences (1.0) 7) Applied Technologies (0.5) 8) Business & Management (0.6) 9) Human and Public Services (0.3)

Recommend–Three Divisions under Deans of Instruction

It is proposed that the New Schools Structure is organized into three Divisions with a Dean for each.

CURRENT DIVISION STRUCTURE	PROPOSED DIVISION STRUCTURE
1) Dean of STEM a) Science/KIN dept b) Math dept c) BEIT dept 2) Dean of AHWL & SBS a) Arts, Humanities, & World Languages b) Communications c) Social & Behavioral Sciences 3) <u>Associate Dean of CTE</u> 4) <u>Associate Dean of Partnerships</u>	1) Dean of STEM a) School of Natural & Health Sciences b) School of Math, Engineering, Computer Science & Game Development 2) Dean of Arts, Humanities, & Social Sciences a) School of Visual & Performing Arts b) School of Humanities & Languages c) School of Social & Behavioral Sciences 3) <u>Dean of Career Education</u> a) School of Applied Technologies & Apprenticeships b) School of Business & Management c) School of Human & Public Services 4) <u>Associate Dean of Partnerships</u>

Estimated Financial Obligation

The process for choosing Academic Chairs (frm. Department Chairs), as well as compensation for such is defined in the Faculty Association Agreement. None of the proposed recommendations impact that agreement. (Note: the RCCD Faculty Association were provided with the proposed naming convention changes, and approved of those suggestions, if implemented, on the April 4th meeting as naming convention changes only for Norco College.)

Academic Chairs reassign time is determined by a calculation of headcount of each department. The proposed New Schools would utilize the same method. The current Department structure has an overall load of 6.1 with a total annual salary cost of \$823,367 (Appendix 2 does not include partial year payment of .3000 to Marissa Iliscupidez). An actual cost for the New Schools Academic Chairs reassign cost cannot be calculated as each Academic Chair is paid based on their pay rate. The average rate (.1000) for Academic Chairs 2022-2023 is \$13,234. The New Schools proposal would increase Academic Chairs to 6.6 reassign for an *estimated* cost of \$873,444 (Δ \$50,077). Additional cost for Academic Chairs stipend would increase from 7 to 9 total (@ \$7,102.00 each).

According to the RCCD Management/Supervisory Salary Schedule by Title, elevation of an Associate Dean to a Dean would move that cost from V to Z. ⁷The estimated increase, based on step 2 of the Management Pay Scale would increase costs \$25,369.

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https://www.rccd.edu/admin/hrer/Salary_Schedules/Management%20&%20Supervisory%20Employees/Management_Title.pdf

Strategic Implications

Academic Council Membership

Current Membership

ADMINISTRATORS (5) (recommended expertise)	CLASSIFIED PROFESSIONALS (3) (recommended expertise)	FACULTY (6)* (recommended expertise)**	Students (2)
Vice President Academic Affairs	Representative with knowledge/experience in area of career education programs	Chair or Rep from School of Arts & Humanities	ASNC Representative
Administrator with oversight of School of STEM and School of Business & Management	Representative with knowledge/experience in area of academic learning support	Chair or Rep from School of Science, Technology, Engineering & Math	ASNC alternative (non-voting)
Administrator with oversight of School of Social & Behavioral Sciences and Arts & Humanities	Representative with knowledge/experience in area of instructional scheduling and support	Chair or Rep from School of Social and Behavioral Sciences	
Administrator with oversight of Library and Learning Resource Center		Chair or Rep from School of Business and Management	
Administrator with oversight of CTE or off-site programs		CTE Faculty Rep	
		Distance Education Rep	

*Chair of Chairs represents their School.

**It is recommended that one faculty representative is a Counselor or a Counselor serves as a non-voting, ex officio member.

Increasing the number of schools will impact faculty representation and voting memberships on Academic Council.

SCHOOL REORANIZATION IMPACT ON MEMBERSHIP

ADMINISTRATORS (6)	CLASSIFIED PROFESSIONALS (3)	FACULTY* (9)	STUDENTS (2)
1. Vice President of Academic Affairs 2. Administrator with oversight of: -School of Visual & Performing Arts -School of Humanities & Languages	1. Representative with knowledge/experience in area of career education programs 2. Representative with knowledge/experience in area of academic learning support	1. School of Visual & Performing Arts Chair 2. School of Humanities & Languages Chair	1. ASNC Rep 2. ASNC alternate (non-voting)

<p>-School of Social Sciences</p> <p>3. Administrator with oversight of: -School of Natural & Health Sciences - School of Math, Engineering, Computer Science & Game Development</p> <p>4. Administrator with oversight of: -School of Applied Technologies & Apprenticeships -School of Business & Management -School of Human & Public Service</p> <p>5. Administrator with oversight of: -Library -Learning Resource Center</p> <p>6. Administrator with oversight of: -Dual Enrollment -California Rehabilitation Center</p>	<p>3. Representative with knowledge/experience in area of instructional scheduling and support</p>	<p>3. School of Social & Behavioral Sciences Chair</p> <p>4. School of Natural & Health Sciences Chair</p> <p>5, School of Math, Engineering, Computer Science & Game Development Chair</p> <p>6. School of Applied Technologies & Apprenticeships Chair</p> <p>7. School of Business & Management Chair</p> <p>8. School of Human & Public Service</p> <p>9. Distance education rep</p>	
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*Chair of Chairs represents their School.

**It is recommended that one faculty representative is a Counselor or a Counselor serves as a non-voting, ex officio member.

College Governance

CURRENT REPRESENTATION	FUTURE REPRESENTATION
<p>College Council</p> <ul style="list-style-type: none"> • 8 Faculty • 5 Administration • 5 Classified Professionals • 2 Students 	<p>No changes</p>
<p>Academic Council</p> <ul style="list-style-type: none"> • 6 Faculty • 5 Administration • 3 Classified Professionals • 2 Students 	<p>Academic Council</p> <ul style="list-style-type: none"> • 9 Faculty • 6 Administration • 3 Classified Professionals • 2 Students
<p>Student Support Council</p> <ul style="list-style-type: none"> • 5 Faculty • 5 Administration • 5 Classified Professionals • 2 Students 	<p>No changes</p>
<p>Resources Council:</p> <ul style="list-style-type: none"> • 3 Faculty • 5 Administration • 3 Classified Professionals • 2 Students 	<p>No changes</p>
<p>Institutional Effectiveness & Governance Council</p> <ul style="list-style-type: none"> • 4 Faculty • 4 Administration • 4 Classified Professionals • 2 Students 	<p>No changes</p>
<p>Total Proposed Strategic Planning membership (with duplicated headcount)</p> <ul style="list-style-type: none"> • 26 Faculty (21 +5 duplicated) • 24 Administration (19+5 duplicated) • 24 Classified Professionals (20+4 duplicated) • 10 Students (5 votes) 	<p>Total Proposed Strategic Planning membership (with duplicated headcount)</p> <ul style="list-style-type: none"> • 29 Faculty (24 +5 duplicated) • 20 Administration (20+5 duplicated) • 24 Classified Professionals (20+4 duplicated) • 10 Students (5 votes)

Proposed Program Organization by School

Methodology

To obtain fall 2022 student headcounts, a file with all students enrolled at Norco in Fall 2022 was pulled at census. Students' most recent program of study was matched to the proposed Schools to get a sense of the size of each school. Over 70% of students had a Norco specific program of study and another 20% had another RCCD program of study that was identical to a local Norco program (Example- NAA566/AA566/MAA566 are all Psychology for Transfer CSUGE). The last 10% of students were manually matched to a School until just over 1% remained that could not be categorized (Example- Fire and Police related programs)."

Projected reassign time for new Academic Chairs was calculated using current reports from the District Office and reallocating them based on faculty disciplines. The calculation for Department Chairs can be found in the Faculty Association Agreement⁸ on page 40. This number is recalculated every year and may be adjusted based on the current course offerings and faculty teaching.

Program Code Key	
NAA = AA degree	NAS = AS degree
NCE = Credit Certificate	NCC = Non-credit Certificate

School of Natural & Health Sciences		
CAP	Program Code	Program Name
Biological Sciences	NAS767	Biology for Transfer CSUGE
Biological Sciences	NAS768	Biology for Transfer IGETC
Biological Sciences	NCE894	California Naturalist Certificate
Health Sciences		Health Sciences courses & faculty (no programs)
Health Sciences	NAA890	Kinesiology for Transfer CSUGE
Health Sciences	NAA891	Kinesiology for Transfer IGETC
Health Sciences	NAA498	Kinesiology, Health & Wellness
Health Sciences	NAA498B	Kinesiology, Health & Wellness - Plan B
Health Sciences	NAA498C	Kinesiology, Health & Wellness - Plan C
Physical Sciences	NAS769	Chemistry for Transfer IGETC
Physical Sciences	NAS893	Environmental Science for Transfer IGETC
Physical Sciences		Geography courses & faculty (no programs)
Physical Sciences		Physical Science courses & faculty (no programs)
Physical Sciences	NAS638	Physics for Transfer CSUGE
Physical Sciences	NAS640	Physics for Transfer IGETC

⁸ https://www.rccd.edu/admin/hrer/Documents/agreements/Faculty_Association_Agreement.pdf

22FALL FACULTY COUNT 19 FT & 37 PT PROJECTED REASSIGN TIME REQUIRED = 1.0
 BIO FT=5, PT=12; CHE FT=4, PT=7; GEG FT=2, PT=2; PHS FT=1, PT=0; PHY FT=2, PT=4; HES
 FT=2, PT=2; KIN FT=4; PT=10

22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY
1,690 + 395 Math & Science AOE $n = 2,085$

School of Math, Engineering, Computer Science & Game Development		
CAP	Program Code	Program Name
Computer Science	NCE803	CIS-C++ Programming
Computer Science	NAS728	CIS-Computer Programming
Computer Science	NCE728	CIS-Computer Programming
Computer Science	NAS728B	CIS-Computer Programming - Plan B
Computer Science	NAS728C	CIS-Computer Programming - Plan C
Computer Science	NCE809	CIS-Java Programming
Computer Science	NAS650	Computer Science for Transfer IGETC
Computer Science	<i>pending</i>	Data Science
Computer Science	<i>pending</i>	Data Science
Computer Science	<i>pending</i>	Data Science – Plan B
Computer Science	<i>pending</i>	Data Science – Plan C
Computer Science	<i>pending</i>	Python programming
Computer Science	<i>pending</i>	Python programming
Computer Science	<i>pending</i>	Python programming – Plan B
Computer Science	<i>pending</i>	Python programming – Plan C
Engineering	NAS763	Pre-Engineering
Engineering	NAS764	Pre-Engineering CSUGE
Engineering	NAS765	Pre-Engineering IGETC
Game Development	NAS972	3D Game Modeling and Animation
Game Development	NCE972	3D Game Modeling and Animation
Game Development	NAS972B	3D Game Modeling and Animation - Plan B
Game Development	NAS972C	3D Game Modeling and Animation - Plan C
Game Development	NAS971	Game Concept Art
Game Development	NCE971	Game Concept Art
Game Development	NAS971B	Game Concept Art - Plan B
Game Development	NAS971C	Game Concept Art - Plan C
Game Development	NAS685	Game Design
Game Development	NCE685	Game Design
Game Development	NAS685B	Game Design - Plan B
Game Development	NAS685C	Game Design - Plan C
Game Development	NAS970	Game Development Core
Game Development	NCE970	Game Development Core
Game Development	NAS970B	Game Development Core - Plan B
Game Development	NAS970C	Game Development Core - Plan C
Game Development	NAS691	Game Programming
Game Development	NCE691	Game Programming
Game Development	NAS691B	Game Programming - Plan B
Game Development	NAS691C	Game Programming - Plan C
Math	NAS493	Math & Science
Math	NAS493B	Math & Science - Plan B
Math	NAS493C	Math & Science - Plan C
Math	NAS719	Mathematics for Transfer CSUGE

Math	NAS720	Mathematics for Transfer IGETC
22FALL FACULTY COUNT 20 FT & 29 PT		PROJECTED REASSIGN TIME REQUIRED = 0.8
MAT FT=12, PT=18; CAT FT=1, PT=0; CIS FT=3, PT=1, CSC FT=0, PT=7; GAM FT=3, PT=3, ENE FT=1		
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		
1,289 + 395 Math & Science AOE n = 1,684		

School of Visual & Performing Arts		
CAP	Program Code	Program Name
Art	NAA742	Art History for Transfer CSUGE
Art	NAA743	Art History for Transfer IGETC
Art	NAA496	Fine & Applied Arts
Art	NAA496B	Fine & Applied Arts - Plan B
Art	NAA496C	Fine & Applied Arts - Plan C
Art	NAS647B	Graphic Design - Plan B
Art	NAS647	Graphic Design
Art	NCE647	Graphic Design
Art	NAS647C	Graphic Design - Plan C
Art	NAA693	Studio Arts for Transfer CSUGE
Art	NAA694	Studio Arts for Transfer IGETC
Music	NAA564	Music
Music	NAA564B	Music - Plan B
Music	NAA564C	Music - Plan C
Music	NAA704	Music for Transfer CSUGE
Music	NAA705	Music for Transfer IGETC
Music Industry Studies	NAS684	Music Industries Studies: Audio Production
Music Industry Studies	NAS684B	Music Industry Studies: Audio Production
Music Industry Studies	NCE684	Music Industry Studies: Audio Production
Music Industry Studies	NAS684C	Music Industry Studies: Audio Production - Plan C
Music Industry Studies	NAA645	Music Industry Studies: Performance
Music Industry Studies	NCE645	Music Industry Studies: Performance
Music Industry Studies	NAA645B	Music Industry Studies: Performance - Plan B
Music Industry Studies	NAA645C	Music Industry Studies: Performance - Plan C
		Dance classes & faculty (no program)
		Photography classes (no faculty or programs)
		Theatre courses & faculty (no program)
22FALL FACULTY COUNT 7 FT & 22 PT		PROJECTED REASSIGN TIME REQUIRED = 0.6
AHS FT=1, PT=6; ART FT=2, PT=2; MIS FT=2, PT=2; MUS FT=1 (ED2), PT=11; PHO=0; THE FT=1, PT=1; DAN FT=0, PT=1		
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		n = 426

(cont. next page)

School of Humanities & Languages		
CAP	Program Code	Program Name
English	NCC8027	Advanced American College English
English	NCC8028	Beginning American College English
English	NAA648	English for Transfer CSUGE
English	NAA649	English for Transfer IGETC
English		ALR, ILA & JOU courses (no faculty or programs)
English		ESL courses & faculty (no program)
Communication	NAA587	Communication Studies for Transfer CSUGE
Communication	NAA588	Communication Studies for Transfer IGETC
Communication & Languages	NAA495	Communication, Media & Languages
Communication & Languages	NAA495B	Communication, Media & Languages - Plan B
Communication & Languages	NAA495C	Communication, Media & Languages - Plan C
Humanities		Humanities courses & faculty (no program)
Humanities	NAA715	Philosophy for Transfer CSUGE
Humanities	NAA717	Philosophy for Transfer IGETC
Languages		Chinese courses & faculty (no program)
Languages		French courses & faculty (no program)
Languages	NAA707	Spanish for Transfer CSUGE
Languages	NAA708	Spanish for Transfer IGETC
22FALL FACULTY COUNTS 27 FT (+2 LIB) & 52 PT PROJECTED REASSIGN TIME REQUIRED = 1.0		
CHI FT=0, PT=1; FRE FT=0, PT=1; SPA FT=2, PT=10; HUM- FT=1, PT=3; PHI FT=1, PT=2; ENG FT=15, PT=22; COM FT=5; PT=10; ESL FT=1, PT=2; LIB FT=1 (+2), PT=1; ALR FT=1, PT=0; JOU=0; ILA=0		
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		n = 395

School of Social & Behavioral Sciences		
CAP	Program Code	Program Name
*Guidance		Guidance courses & faculty (no program)
Behavioral Science	NAA566	Psychology for Transfer CSUGE
Behavioral Science	NAA568	Psychology for Transfer IGETC
Social & Behavioral Science	NAA616	Anthropology for Transfer CSUGE
Social & Behavioral Science	NAA618	Anthropology for Transfer IGETC
Social & Behavioral Science	NAA499	Social & Behavioral Studies
Social & Behavioral Science	NAA499B	Social & Behavioral Studies - Plan B
Social & Behavioral Science	NAA499C	Social & Behavioral Studies - Plan C
Social & Behavioral Science	NAA695	Sociology for Transfer CSUGE
Social & Behavioral Science	NAA696	Sociology for Transfer IGETC
Social Science		Ethnic Studies courses & faculty (no program)
Social Science	NAA744	History for Transfer CSUGE
Social Science	NAA745	History for Transfer IGETC
Social Science	NAA754	Political Science for Transfer CSUGE
Social Science	NAA755	Political Science for Transfer IGETC
Social Science	NAA1003	Social Justice Studies for Transfer CSUGE
Social Science	NAA1004	Social Justice Studies for Transfer IGETC
22FALL FACULTY COUNT 11 FT & 26 PT + GUI PROJECTED REASSIGN TIME REQUIRED = 1.0		
ANT FT=2, PT=2; ETS FT=1, PT=0; POL FT=2, PT=5; PSY FT=2, PT=8; HIS FT=2, PT=7; SOC FT=2, PT=4; SJS =0		
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		n = 1,564

School of Applied Technologies & Apprenticeships

CAP	Program Code	Program Name
Architecture	NAS983	Architectural Graphics
Architecture	NCE983	Architectural Graphics
Architecture	NAS983B	Architectural Graphics - Plan B
Architecture	NAS983C	Architectural Graphics - Plan C
Construction	NAS906	Construction Management
Construction	NCE906	Construction Management
Construction	NAS906B	Construction Management - Plan B
Construction	NAS906C	Construction Management - Plan C
Construction	NAS532	Construction Technology
Construction	NCE532	Construction Technology
Construction	NAS532B	Construction Technology - Plan B
Construction	NAS532C	Construction Technology - Plan C
Drafting	NAS995	3D Mechanical Drafting
Drafting	NCE995	3D Mechanical Drafting
Drafting	NAS995B	3D Mechanical Drafting - Plan B
Drafting	NAS995C	3D Mechanical Drafting - Plan C
Drafting	NAS539	Drafting Technology
Drafting	NCE539	Drafting Technology
Drafting	NAS539B	Drafting Technology - Plan B
Drafting	NAS539C	Drafting Technology - Plan C
Drafting	NCE796	Engineering Graphics
Drafting	NCE1020	Essential 3D Tour
Drafting	NCE1021	Essential CAD
Drafting	NCE1022	Essential Fusion 360
Drafting	NCE1023	Essential Revit
Drafting	NCE1024	Essential SolidWorks
Electrician	NAS766	Electrician
Electrician	NCE766	Electrician
Electrician	NAS766B	Electrician - Plan B
Electrician	NAS766C	Electrician - Plan C
Electrician	NAS485	Electrician Apprenticeship
Electrician	NCE485	Electrician Apprenticeship
Electrician	NAS485B	Electrician Apprenticeship - Plan B
Electrician	NAS485C	Electrician Apprenticeship - Plan C
Facility Maintenance	NAS771	Facility Maintenance
Facility Maintenance	NAS771B	Facility Maintenance – Plan B
Facility Maintenance	NAS771C	Facility Maintenance – Plan C
Electronics	NAS656	Digital Electronics
Electronics	NCE656	Digital Electronics
Electronics	NAS656B	Digital Electronics - Plan B
Electronics	NAS656C	Digital Electronics - Plan C
Electronics	NCE856	Electronic: Green Technician
Electronics	NAS644C	Sound & Communication Installer Apprenticeship- Plan C
Electronics	NAS644	Sound & Communication Systems Installer Apprenticeship
Electronics	NAS644B	Sound & Communication Systems Installer Apprenticeship - B
Electronics	NCE644	Sound and Communication Systems Installer Apprenticeship
Manufacturing	NCE968	Apprenticeship: Manufacturing Technician 1
Manufacturing	NAS967	Apprenticeship: Manufacturing Technician 2
Manufacturing	NCE967	Apprenticeship: Manufacturing Technician 2
Manufacturing	NAS967B	Apprenticeship: Manufacturing Technician 2 - Plan B
Manufacturing	NAS967C	Apprenticeship: Manufacturing Technician 2 - Plan C

Manufacturing	NCE966	Computerized Numerical Control (CNC) Operator
Manufacturing	NCC8019	Computerized Numerical Control Operator
Manufacturing	NCE865	Conventional Machine Operator
Manufacturing	NCC8039	Industrial Automation
Manufacturing	NCE737	Industrial Automation
Manufacturing	NAS737	Manufacturing Technology - Industrial Automation
Manufacturing	NAS737B	Manufacturing Technology - Industrial Automation - B
Manufacturing	NAS737C	Manufacturing Technology - Industrial Automation - C
Manufacturing	NAS655	MFG -Computer Numerical Control Programming
Manufacturing	NCE655	MFG -Computer Numerical Control Programming
Manufacturing	NAS655B	MFG -Computer Numerical Control Programming - Plan B
Manufacturing	NAS655C	MFG -Computer Numerical Control Programming - Plan C
Supply Chain	NAS924	Supply Chain Automation
Supply Chain	NCE924	Supply Chain Automation
Supply Chain	NAS924B	Supply Chain Automation - Plan B
Supply Chain	NAS924C	Supply Chain Automation - Plan C
22FALL FACULTY COUNT 5 FT & 10 PT + 12 for apprenticeship PROJECTED REASSIGN TIME = 0.5 ARE FT=0, PT=2; CON FT=1, PT=2, CRP=0, DFT FT=2, PT=1; ELC=0; ELE/ENE FT=1, PT=4; ELE/ENE Apprenticeship = 12; GIS=0; MAN FT=1, PT=1, SCA=0, SCT=0		
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		n = 816

School of Business & Management

CAP	Program Code	Program Name
Accounting	NCC8009	Accounting Basics for Small Business
General Business	NAA494	Administration & Information Systems
General Business	NAA494B	Administration & Information Systems - Plan B
General Business	NAA494C	Administration & Information Systems - Plan C
General Business	NCE858	Bus Adm: Individual and Small Business Income Tax Preparer
Accounting	NCE859	Bus Adm: Small Business Accounting
Accounting	NCE860	Bus Adm: Small Business Payroll Accounting
Accounting	NAS523	Bus Admin-Accounting Concentration
Accounting	NCE523	Bus Admin-Accounting Concentration
Accounting	NAS523B	Bus Admin-Accounting Concentration - Plan B
Accounting	NAS523C	Bus Admin-Accounting Concentration - Plan C
General Business	NAS524	Bus Admin-General Business Concentration
General Business	NCE524	Bus Admin-General Business Concentration
General Business	NAS524B	Bus Admin-General Business Concentration - Plan B
General Business	NAS524C	Bus Admin-General Business Concentration - Plan C
Management	NAS521	Bus Admin-Management Concentration
Management	NCE521	Bus Admin-Management Concentration
Management	NAS521B	Bus Admin-Management Concentration - Plan B
Management	NAS521C	Bus Admin-Management Concentration - Plan C
Real Estate	NAS527	Bus Admin-Real Estate Concentration
Real Estate	NCE527	Bus Admin-Real Estate Concentration
Real Estate	NAS527B	Bus Admin-Real Estate Concentration - Plan B
Real Estate	NAS527C	Bus Admin-Real Estate Concentration - Plan C
Entrepreneurship	NCE861	Business Admin-Entrepreneurship Getting Started
General Business	NAS1001	Business Administration 2.0 for Transfer CSUGE

General Business	NAS1002	Business Administration 2.0 for Transfer IGETC
Logistics	NAS580	Business Administration-Logistics Management
Logistics	NAS580B	Business Administration-Logistics Management - Plan B
Logistics	NAS580C	Business Administration-Logistics Management - Plan C
Logistics	NCE580	Business Administration-Logistics Management concentration
General Business	NAS522	Business Information Worker
General Business	NAS522B	Business Information Worker
General Business	NAS522C	Business Information Worker
General Business	NCE522	Business Information Worker
General Business	NCC8012	Customer Relations
General Business	NCC8013	Emerging Leaders
General Business	NCC8014	Enterprise Communication
Entrepreneurship	NCE977	Entrepreneurial Essentials
Entrepreneurship	NCE978	Entrepreneurial Foundations
Entrepreneurship	NCE979	Entrepreneurship and the Team
Entrepreneurship	NCE864	Entrepreneurship: Legal and Finance
General Business	NCC8015	Financial Literacy
Logistics	NAS579	Logistics Management
Logistics	NCE579	Logistics Management
Logistics	NAS579B	Logistics Management - Plan B
Logistics	NAS579C	Logistics Management - Plan C
Entrepreneurship	NCC8035	Non-Credit Entrepreneurial Essentials
Entrepreneurship	NCC8036	Non-Credit Entrepreneurial Foundations
Entrepreneurship	NCC8037	Non-Credit Entrepreneurship and the Team
Real Estate	NCE854	Real Estate Salesperson and Transaction
General Business	NCE536	Retail Management, WAFC
General Business	NAS536	Retail Management-WAFC
General Business	NAS536B	Retail Management-Wafc - Plan B
General Business	NAS536C	Retail Management-Wafc - Plan C
General Business	NCC8016	Sales Techniques
General Business	NCC8011	Social Media for Business
General Business	NCC8038	Successful Career Transitions
General Business	NCC8017	Workplace Essentials
		Economics classes & faculty (no program)
		Work experience classes (no faculty or program)

22FALL FACULTY COUNT 7FT & 18 PT **PROJECTED REASSIGN TIME REQUIRED = 0.5**
 ACC FT=2, PT=4; APP FT=0, PT=1; BUS FT=3, PT=6; ENP FT=0, PT=0; MAG FT=0, PT=1; MKT FT=0, PT=0; PDS FT=1 (ED2), PT=1; RLE FT=0; PT=3; WKX FT=0, PT=0; ECO FT=1, PT=2

22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY **n = 1,879**

School of Human & Public Services		
CAP	Program Code	Program Name
Administration of Justice	NAS504	Administration of Justice
Administration of Justice	NCE504	Administration of Justice
Administration of Justice	NAS504B	Administration of Justice - Plan B
Administration of Justice	NAS504C	Administration of Justice - Plan C
Administration of Justice	NAS642	Administration of Justice for Transfer CSUGE
Administration of Justice	NAS643	Administration of Justice for Transfer IGETC
Administration of Justice	NCE1041	Crime Scene Investigation
Education	NAA885	Child and Adolescent Development for Transfer CSUGE
Education	NAA886	Child and Adolescent Development for Transfer IGETC

Education	NAS544	Early Childhood Education
Education	NCE544	Early Childhood Education
Education	NAS544B	Early Childhood Education - Plan B
Education	NAS544C	Early Childhood Education - Plan C
Education	NAS529	Early Childhood Education for Transfer CSUGE
Education	NAS530	Early Childhood Education for Transfer IGETC
Education	NCE795	Early Childhood Education-Assistant Teacher
Education	NCE797	Early Childhood Education-Twelve Core Units
Education	NAS601	Early Childhood Intervention
Education	NCE601	Early Childhood Intervention
Education	NAS601B	Early Childhood Intervention - Plan B
Education	NAS601C	Early Childhood Intervention - Plan C
Education	NCC8033	Family Child Care Provider
22FALL FACULTY COUNT 4 FT & 11 PT		PROJECTED REASSIGN TIME REQUIRED = 0.3
ADJ FT=2, PT=6; ECE FT=2, PT=5		
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		n = 764

As new non-credit, certificate, and associate programs are developed and implemented, some schools and/or disciplines may experience substantial growth. A proposal to split into a smaller school may be submitted to Academic Senate and administration for review in the event that a single discipline or area feel their student headcount or programs have grown enough to warrant division from the current proposed eight (8) school structure, the following metrics are recommended for consideration:

- Unduplicated student headcount of students with declared programs of study offered by the subject discipline/school
- FTES for student enrollments in discipline/school courses
- FT and PT faculty headcounts for discipline/school faculty
- Ability to have commensurate college council participation. Currently the [**Norco College 2020-2025 Strategic Planning and Governance Manual**](#) includes school-based faculty representatives on Academic Council.

Implementation Timeline

Suggested Implementation Timeline Activities

Spring 2023–

- Academic Senate & Management Approval
- Elect new Academic Chairs for new Schools
- Choose New Strategic representatives and appoint through Academic Senate
- Begin Hiring process for any new positions
- Schools Activity Toolkit completed and presented to Senate
- New Schools Meeting May 30th with planning for initial kick-off event

Fall 2023–

- Implementation of new structure i.e. Schools Meetings rather than Departments
- Plan Schools events with support and Toolkit (Project Team Deliverable)
- Develop New Budget Codes in conjunction with new common numbering system adjustments

Spring 2024–

- Integrate New Schools into Enrollment Management plan with FTES and FTEF plans for growth linked to budget and course offerings.
- Create Schools yearly communication plan with accompanying events.
- Integrate Schools-based and CAP-based outcomes into Program Review with links to communication and events planning as well as Success Team interventions and support programs.

This report represents the continued conversations around actualization of Guided Pathways & Equity frameworks into the systems at Norco College. This work could not be continued without the dedication and hard work of the Project Team, the Institutional Effectiveness support from Caitlyn Busso, our Project Administrators Dr. Tenisha James, David Schlanger, and Dr. Quinton Bemiller, and all of the college partners who gave their feedback and suggestions. We understand this work is in progress and, essentially, will never be finished, but we will continue to work hard and ask the difficult questions in order to create equitable accessible structures in which our students can succeed.

Appendix 1



Guided Pathways & Equity Project Team

2022-23

This Charter is established between the Guided Pathways and Equity Project Team and the Guided Pathways Leadership Group to structure the process and planned outcomes included herein during the 1-year period of the 2022-2023- academic year.

Purpose

This Guided Pathways and Equity Project Team is a one-year project team that will guide continued implementation of the Guided Pathways plan; specifically, leading the work pertaining to development of a new “school” structure that more closely aligns with career pathways to increase student engagement, sense of belonging, and career development opportunities via meaningful Career & Academic Pathway (CAP) community events.

Charge

The charge of this project team is to coordinate and facilitate the direct efforts of:

- EMP Goal 2(*Success*) *Implement Guided Pathways framework* and overlapping efforts through Guided Pathways
- EMP Goal 3(*Equity*) *Close all student equity gaps*
- EMP Goal 4; Objective 4.1 - Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees).

This project team also acknowledges results and recommendations from the HOTEPE Equity Audit conducted in 2021-22, which suggest developing student programming around community, identity, and social justice related issues outside of the context of established learning communities welcomes students who are not as engaged or connected but would like to be.

Guiding Principles and Assumptions

The College's efforts in adopting a guided pathways model and moving forward in our completion initiative is a topic of discussion in nearly every meeting and is woven through the fabric of our planning processes in transforming our institution. The college aligns all strategic goals/objectives with a council, committee, or workgroup. The culture of the college promotes consensus building to support decision making in leveraging existing programs and initiatives in resource allocation and program enhancements. This group will guide the directed efforts to integrate Guided Pathways and Equity at the college through the use of data, holistic assessment, state assessments (SOAA, CAGP), and the Quality Focus Essay in the 2020 Accreditation Document to guide its efforts.

Scope & Expected Deliverables

The scope of the 2022-23 Guided Pathways and Equity Project Team is to advance our Student Equity and Guided Pathways work. This project team will be led by two faculty Co-Chairs, supported by a small tactical team to work towards specific outcomes related to Equity and Guided Pathways. The project will run from September 2022 through June 2023. The team will develop:

- Project Charter outlining objectives, scope, and deliverables
- A plan of action to solicit intentional feedback across all college constituency groups regarding possible reorganization of existing "school" structures into more meaningful Career and Academic Pathways (CAPs).
- A plan of action for development of regularly scheduled CAP community events to increase student engagement, sense of belonging, and career development within their field of study. This will include a proposed strategic communication plan, along with administrative and fiscal support needed for full implementation across all CAPs. This plan of action will be developed in collaboration with student leaders and Career Center leadership.
- Present a proposal to Academic Senate, Faculty Association, Student Support Council regarding new Career and Academic Pathways (CAPs) with specific suggestions for implementation and proposed annual activities for CAPs to promote community, as well as provide a structure for success teams integration into CAPs.
- Final Report of recommendations including any fiscal implications.

Membership

The Project Team will be comprised of 8 members (or as specified by the overseeing committee/council) inclusive of representatives of all primary constituency groups and assigned or appointed by their respective representative bodies OR defined membership based upon expertise, title, functional area of responsibility, etc. Please clarify if all members are voting members or if there are advisory members (e.g., such as a second/alternative non-voting ASNC representative).

Faculty Project Leads: Melissa Bader & Brittnee Quintanar

Instructional faculty reps: Kiandra Jimenez, John Moore, Marissa Illiscupidez, Zina Chacon, Erin Spurbeck

Classified Professional rep: Caitlin Busso

Additional Support provided by Guided Pathways Leadership: Tenisha James, Quinton Bemiller

Meeting Time/Pattern

The Project Team meets monthly on last Friday at 9:30 and as needed with representative bodies on campus. Contact the Co-Chairs or designated facilitator to place an item on a future agenda.

Roles of Chairs and Members

The Co-Chairs are accountable to Guided Pathways and Equity to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing agenda and facilitating meetings of the Guided Pathways Project Team based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the project team that can help to achieve the charter deliverables and facilitate dialogue of proposed changes to the existing Guided Pathways Schools structure. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the project team. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with peers with the intention of finding consensus on all issues that come before Guided Pathways and Equity.

Meeting Procedures and Expectations

The Co-Chairs, and members of this governance entity will adhere to meeting and governance best practices as follows:

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Either minutes or notes are taken to record the groups progress OR a final summary report is to be submitted/posted.

Members endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.
- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- continue to progress with the members who are present at each meeting.
- follow through on tasks that are committed to outside of scheduled meetings.

Appendix 2

Department Chair Cost by Department (Salary, Fixed, H&W)

Reassign Cost- Department Chairs			
BEIT		FY 2023/24	
55,767.60	40%	60,301.51	63,919.60
12,742.90		14,984.92	18,708.68
11,031.60		11,583.18	12,162.34
79,542.10		86,869.61	94,790.61
Co-Chair			
59,848.00	40%	64,713.64	68,596.46
13,675.27		17,073.57	21,316.35
11,031.60		11,583.18	12,162.34
84,554.87		93,370.39	102,075.15
Co-Chair BEIT			
50,168.80	40%	54,247.52	57,502.37
11,463.57		14,312.27	17,868.87
13,021.36		13,672.43	14,356.05
74,654		82,232.22	89,727.29
Dpt - Chair			
38,929.50	30%	42,094.47	44,620.14
8,895.39		11,105.90	13,865.71
9,177.24		9,636.10	10,117.91
57,002		62,836.47	68,603.75
Co-Chair			
51,726.85	35%	55,932.24	59,288.18
11,819.59		14,756.75	18,423.81
11,393.69		11,963.37	12,561.54
74,940.13		82,652.37	90,273.53
Co-Chair			
11,506.20	10%	12,441.65	13,188.15
2,629.17		3,282.51	4,098.22
1,063.43		1,116.60	1,172.43
15,198.80		16,840.77	18,458.80
Co-Chair			
33,167.81	25%	35,864.36	38,016.22
7,578.85		9,462.19	11,813.54
8,138.35		8,545.27	8,972.53
48,885.01		53,871.81	58,802.29
Co-Chair			
30,375.00	20%	32,844.49	34,815.16
6,940.69		8,665.45	10,818.81

6,510.68		6,836.21	7,178.02
43,826.37		48,346.15	52,811.99
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Asst Dpt Chair			
47,170.80	40%	51,005.79	54,066.13
10,778.53		13,456.99	16,801.05
13,021.36		13,672.43	14,356.05
70,970.69		78,135.21	85,223.24
<hr/>			
Chair COMM			
79,724.40	60%	86,205.99	91,378.35
18,217.03		22,743.96	28,395.83
16,547.76		17,375.15	18,243.91
114,489.19		126,325.10	138,018.09
<hr/>			
Chair A&H			
85,825.80	60%	92,803.44	98,371.64
19,611.20		24,484.58	30,568.99
19,532.04		20,508.64	21,534.07
124,969.04		137,796.66	150,474.71
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Chair Counseling			
64,857.00	50%	70,129.87	74,337.67
22,907.49		28,600.00	35,707.11
13,789.80		14,479.29	15,203.25
101,554.29		113,209.17	125,248.03
<hr/>			
Dpt Chair			
64,369.50	50%	69,602.74	73,778.90
14,708.43		18,363.48	22,926.80
16,276.70		17,090.54	17,945.06
95,354.63		105,056.75	114,650.77
<hr/>			
Dpt Chair SBS			
74,810.00	50%	80,892.05	85,745.58
17,094.09		21,341.97	26,645.44
16,276.70		17,090.54	17,945.06
108,180.79		119,324.55	130,336.08
<hr/>			
Asst Dpt Chair			
23,949.80	20%	25,896.92	27,450.73
8,459.07		10,561.15	13,185.59
5,262.00		5,525.10	5,801.36
37,670.87		41,983.17	46,437.68
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1,131,793		1,248,850	1,365,932

KPI	Objective	Description	Responsible Council	Operational committee, group, or position to lead implementation
Goal 1 (Access) Expand college access by increasing both headcount and FTES.				
1	1.1	Go from 7,366 to 8,759 total FTES	Academic Council	APC, SSC and Enrollment Management Workgroup
2	1.2	Go from 14,624 headcount to 16,581 total headcount	Student Support Council	APC, SSC, Enrollment Management Workgroup
3	1.4	Increase capture rates from feeder high schools by 4% annually.	Student Support Council	Student Services operational group, Promise Workgroup
Goal 2 (Success) Implement Guided Pathways framework.				
4	2.1	Increase number of degrees completed by 15% annually	Academic Council	Deans of Instruction, Guided Pathways Workgroup, Counseling, Academic Evaluations, KPI 4 & 5 Operational Group
5	2.2	Increase number of certificates completely by 15% annually	Academic Council	Deans of Instruction, Guided Pathways Workgroup, Counseling, Academic Evaluations, KPI 4 & 5 Operational Group
6	2.4	Increase number of transfers 15% annually	Student Support Council	Transfer Center, Counseling, Guided Pathway project team, KPI 6 Operational Group
7	2.5	Increase the number of first-time, full-time enrolled students from 508 to 900	Student Support Council	Engagement Centers, Promise Workgroup
Goal 3 (Equity) Close all student equity gaps.				
8	3.1	Reduce the equity gap for African American students by 40%.	Student Support Council	Dean(s) overseeing Equity, Teaching & Learning Committee, PACES grant director, Distance Education Committee, Racial Justice Task Force, Umoja, Guided Pathways & Equity Team
9	3.2	Reduce the equity gap for Latinx students by 40%.	Student Support Council	Dean(s) overseeing Equity, Teaching & Learning Committee, PACES grant director, Distance Education Committee, Puente, Guided Pathways & Equity Team
10	3.3	Reduce the equity gap for Men of Color by 40%.	Student Support Council	Dean(s) overseeing Equity, Teaching & Learning Committee, PACES grant director, Distance Education Committee, Men of Color, Guided Pathways & Equity Team
11	3.4	Reduce the equity gap for LGBTQ+ students by 40%.	Student Support Council	Dean(s) overseeing Equity, Teaching & Learning Committee, LGBTQ+ Advocates Committee, and Distance Education Committee

KPI	Objective	Description	Responsible Council	Operational committee, group, or position to lead implementation
12	3.5	Reduce the equity gap for Foster Youth students by 40%.	Student Support Council	Dean(s) overseeing Special Funded Programs, Teaching & Learning Committee, Distance Education Committee, EOPS, KPI 12 Operational Group
Goal 5 (Workforce and Economic Development) Reduce working poverty and the skills gap				
13	5.1	Increase the median annual earnings of all students	Student Support Council	Career Center, Apprenticeship Director, CalWORKS, Counseling; Employment Services/Resources, KPI 13, 14 and 15 Operational Group
14	5.2	Increase percent of CTE students employed in their field of study by 3% annually	Academic Council	CTE Project Specialist, Administrator(s) overseeing CTE; CTE Faculty, KPI 13, 14 and 15 Operational Group
15	5.3	Increase percent of all students who attain a livable wage by 5% annually	Student Support Council	Career Center, Apprenticeship Director, Counseling; Employment Services/Resources, KPI 13, 14 and 15 Operational Group

The Resources Council (Formerly BFPC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to human, physical, technology, and financial resources. The Resources Council provides leadership and retains responsibility for ACCJC Standard III, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The RC makes recommendations to the College Council and the Vice President of Business Services.

Recommendations Category	Recommendation	Institutional Goal	Strategic Planning Body	Resources Council
Equity Minded (Individual)	<p>Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies.</p> <ul style="list-style-type: none"> Examples include: Intercultural dialogue training series, developing a critical discussion protocol for meetings, and/or establishing guidelines for discussion and community within meeting spaces 			1
Student Ready (Institutional)	<p>Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion. Be clear around the purpose of this language and the intentional use of said definitions. Create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus.</p> <p>Example: CCCCO Definitions</p>		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience, Diversity, Equity, & Inclusion Committee; ASNC	2
Student Ready (Institutional)	<p>Ensure that all campus constituents, especially classified professionals and part-time faculty, are able to participate in professional learning experiences, especially those that are focused on equity, announcing campus wide initiatives, and equity advancing practices. Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information.</p> <p>Examples: Closing Student Services temporarily to allow for Classified Professionals to participate in Flex Day activities, especially those that focus on major the discussion of major initiatives and expectations for the academic year. Record Flex Day presentations and workshops to allow for engagement of individuals who aren't able to attend in person due to conflicting work schedules and responsibilities. Provide pay parity for adjuncts to participate in flex day activities as well</p>	4.1; 4.2	Institutional Governance & Effectiveness Council; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating Network	3
Student Ready (Institutional)	<p>Develop an internal process and guide on inclusive and equitable hiring practices that become the base for how to prepare, chair, and participate on a committee through an equity-minded lens.</p> <p>Examples: Metropolitan State University, Denver: Packet for Equitable Hiring Practices & Resources Cal Poly Pomona: Ensuring Equity & Inclusivity in Faculty Hiring Urban Sustainability Directors Network: Equity, Diversity and Inclusion in Recruitment, Hiring, and Retention, University of Washington: Candidate Evaluation Form Tips & Guidelines, DEI Commitment Statement, & classified professionals Diversity Hiring Toolkit</p>		Academic Senate; College Council; RJTF: Institution 9 Commitment, Classroom & Campus Experience	4
Student Ready (Institutional)	<p>Update the Resource Allocation Rubric to 1) explicitly uplift the specific ways in which the additional resource will/can contribute to the equity advancing goals of the institution; and 2) include how many times items or positions have been requested.</p>		9.1 Resource Council	5
Equity Minded (Individual)	<p>Develop a "Commitment to Equity" Statement or Pledge and "Guide to Equity at Norco" for new employees to review. The purpose of these materials is to have a clear and concise narrative of the expectations of an equity-minded employee and the campus' key programs and initiatives they should become familiar with.</p> <p>Example: Mt. San Jacinto College 2019 & Pledge Form</p>		Academic Senate; College Council; District Call to Action Climate Recruitment & Retention; Faculty Professional Development 8.3 Committee (already done)	6
Equity Minded (Individual)	<p>Establish a space for ongoing critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.</p>			7
Student Ready (Institutional)	<p>Develop an Equity Policy Guide to support decision-making, planning, and practices amongst CPROS, faculty and administrators. This is not intended to be a checklist but a process for critical self-reflection and examples of concrete actions that can be taken to advance equity.</p> <p>Examples: University of Virginia: Toolkit for Equity-Minded Decisions and Policies Hartnell College: Equity Rubric for Student Success</p>		Institutional Governance & Effectiveness Council; Academic Senate; Program Review Committee; Assessment Committee; RJTF: Institution Commitment, Classroom & 8 Campus Experience	8

Student Ready (Institutional)	Revise the Resource Allocation Report to be more encompassing of the overall budget report. There should be some analysis of the # of items and positions that were requested, the total amount of the requested items, what was funded (items/positions), and the total amount of requests funded (dollars)	9.1 Resources Council	9
Student Ready (Institutional)	Evaluate job postings across all Discipline and Job Type to explicitly state the expectation of candidates and future employees, including student employees and adjunct faculty to engage in equity advancing initiatives and practices within the institution. Example: Norco College STEM Biological Sciences - Faculty Posting	College Council; RJTF: Institution Commitment, Classroom 9.1 & Campus Experience	10
Equity Minded (Individual)	Developing student programming around community, identity, and social justice related issues outside of the context of established learning communities welcomes students who are not as engaged or connected but would like to be.	Student Support Council; Associated Students of Norco College; Student Life; RJTF: Campus & Classroom Experience	11
Transformative (Service)	Departments facilitate a rebranding of their area to be more aligned with values of diversity, equity, inclusion, and belonging. Some guiding questions that departments can consider are... • How does our department express its role in the college's vision for equity and student success • How much flexibility is there within department procedures and practices to be more equitable? • How are conversations about disproportionate impact facilitated?	Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial & Cultural Competency	12
Equity Minded (Individual)	Develop training modules/workshops for students leaders & employees so they are prepared to create a welcoming environment for their peers.	Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial & Cultural Competency	13
Student Ready (Institutional)	Conduct an Equity-Minded Web-Scan for all department pages and special programs to help ensure that students who are in need of services are invited and informed about how to access them	Student Support Council; Marketing Committee; Department area deans/chair; RJTF: Institution	14
Student Ready (Institutional)	College themed "days" or "weeks" to create a sense of community for students who are not part of a special program or club. Deciding on themes can be a collaborative process with student leaders and the Diversity, Equity, Inclusion Committee (DEIC).	6.5 Commitment Student Support Council; Diversity, Equity, & Inclusion Committee; RJTF: Celebrating Black and African American Culture	15
Transformative (Service)	Establish frequent opportunities for feedback on the development and continuous use of equitable teach tools and methodology: syllabi; course materials; assessments; & grading	9; 4 Academic Senate; Academic Council: Faculty Professional Development Committee; Teaching & Learning Committee; RJTF: Campus & Classroom Experience	16
Student Ready (Institutional)	Implement a campus-wide bias incident reporting system with support for victims and transparent methods for addressing all reports effectively. Provide this information widely across campus including throughout campus websites, within Canvas shells, and on syllabi. Ensure that data on incidents are disseminated for analysis, policy improvements, and prevention. Examples: Presbyterian College- Bias Incident Reporting Whittier College- Bias Incident Reporting	Student Support Council; Institutional Governance & Effectiveness Council (reporting & analysis); RJTF: Black 9 Student Care; RJTF: Institution Commitment	17
Equity Minded (Individual)	Utilize the Intercultural Development Inventory to assess the college's baseline as it relates to intercultural competency and fluency.	Student Support Council; Academic Council; Professional Development Committees; TLC;	18
Transformative (Service)	Scale up efforts for Developing Communities of Practice	RJTF: Campus & Classroom Experience	19
Department/Operational Responsibility			
Student Ready (Institutional)	Center equity within all Flex Day activities and campus professional learning experiences.	Institutional Governance & Effectiveness Council; Diversity, Equity, & Inclusion Committee; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development 4.1 Coordinating Network	N/A

	Conduct an equity map to catalog all of the equity related efforts on campus. Additionally, establish a calendar for Diversity, Equity, Inclusion (DEI) that is organized to bring together all DEI related activities in one place where users can identify/filter to identify events/programs that are student facing, employee facing, and what experiences are open to the community.		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	N/A
Student Ready (Institutional)	Example: UC Davis - Diversity and Inclusion Calendar			
Student Ready (Institutional)	Review Student Discipline Process Including 1) an update to the new faculty handbook regarding how and why one might submit a complaint or engage College Police; and 2) consistency in outcomes by race and gender, based on incident in order to establish more consistent norms in outcome expectations.		Academic Council; Student Support Council; Racial Justice Task Force: Black Student Care; RJTF: Institution Commitment	N/A
Student Ready (Institutional)	Recruit an Ombudsperson to educate students on their rights and assist students so they can make informed decisions about how to manage major issues they experience with college employees. Examples: Cal Poly Student Ombuds Services Pikes Peak Community College		College Council; RJTF: Black Student Care; RJTF: Institution 8.3 Commitment, Classroom & Campus Experience	N/A
Student Ready (Institutional)	Invest in regular zoom community-building events centered on keeping Norco College stakeholders connected during the pandemic. Solicit feedback from the Associated Students of Norco College (ASNC), Classified Senate, and the Academic Senate on ways the College can support campus-community connection in person.		Institutional Effectiveness & Governance Council; RJTF: 9.2 Classroom & Campus Experience	N/A
Equity Minded (Individual)	Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional development needs of faculty, CPROS, and administrators.			N/A
Equity Minded (Individual)	Managers reflect on how to utilize one-on-one meeting spaces, department meetings, and committee spaces to empower and guide classified professionals and faculty members in utilizing equity-minded practices.	4; 9.2	College Council - Department Deans & Chairs & Managers	N/A
Transformative (Service)	Utilize time within Department/Division meetings to facilitate dialogue with CPROS, faculty, and admin about how to implement culturally sustaining practices within their work. Example: Transitioning department meetings from status updates to professional learning and reflection opportunities.		Department Deans & Chairs; Academic Senate; RJTF: Campus & Classroom Experience	N/A
Transformative (Service)	Establish a forms committee to review the effectiveness of required forms, update language, and evaluate the submission and review process on a regular basis (annually)		Marketing Committee; Department Deans & Chairs; RJTF: Institution Commitment	N/A
Transformative (Service)	Departments provide "Student Spotlights" where every semester, there are 2-3 students whose interests, academic successes, and narrative are shared with other students. This is an opportunity to intentionally connect with each and every student within a discipline.		Student Support Council; Associated Students of Norco College; Student Life	N/A

The Academic Council (AC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to instructional programs, career technical education (CTE), educational partnerships (e.g., prison education and dual enrollment), library and learning support services. The AC provides leadership and retains responsibility for ACCJC Standards IIA/B, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The AC makes recommendations to the College Council and the Vice President of Academic Affairs. Recommended membership provided to the appointing bodies for AC is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Recommendations Category	Recommendation	Institutional Goal	Strategic Planning Body	Academic Council
Equity Minded (Individual)	Establish a space for ongoing critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.			1
Student Ready (Institutional)	College themed “days” or “weeks” to create a sense of community for students who are not part of a special program or club. Deciding on themes can be a collaborative process with student leaders and the Diversity, Equity, Inclusion Committee (DEIC).		Student Support Council; Diversity, Equity, & Inclusion Committee; RJTF: Celebrating Black and African American Culture	2
Equity Minded (Individual)	Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies. • Examples include: Intercultural dialogue training series, developing a critical discussion protocol for meetings, and/or establishing guidelines for discussion and community within meeting spaces			3
Student Ready (Institutional)	Develop an Equity Policy Guide to support decision- making, planning, and practices amongst CPROS, faculty and administrators. This is not intended to be a checklist but a process for critical self-reflection and examples of concrete actions that can be taken to advance equity. Examples: University of Virginia: Toolkit for Equity-Minded Decisions and Policies Hartnell College: Equity Rubric for Student Success		Institutional Governance & Effectiveness Council; Academic Senate; Program Review Committee; Assessment Committee; 8 RJTF: Institution Commitment, Classroom & Campus Experience	4
Equity Minded (Individual)	Develop a “Commitment to Equity” Statement or Pledge and “Guide to Equity at Norco” for new employees to review. The purpose of these materials is to have a clear and concise narrative of the expectations of an equity-minded employee and the campus’ key programs and initiatives they should become familiar with. Example: Mt. San Jacinto College 2019 & Pledge Form		Academic Senate; College Council; District Call to Action Climate Recruitment & Retention; Faculty Professional Development 8.3 Committee (already done)	5
Student Ready (Institutional)	Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion. Be clear around the purpose of this language and the intentional use of said definitions. Create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus. Example: CCCCO Definitions		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	6
Student Ready (Institutional)	Implement a campus-wide bias incident reporting system with support for victims and transparent methods for addressing all reports effectively. Provide this information widely across campus including throughout campus websites, within Canvas shells, and on syllabi. Ensure that data on incidents are disseminated for analysis, policy improvements, and prevention. Examples: Presbyterian College- Bias Incident Reporting Whittier College- Bias Incident Reporting		Student Support Council; Institutional Governance & Effectiveness Council (reporting & analysis); RJTF: Black Student Care; RJTF: 9 Institution Commitment	7
Transformative (Service)	Scale up efforts for Developing Communities of Practice		Student Support Council; Academic Council; Professional Development Committees; TLC; RJTF: Campus & Classroom Experience	8

Transformative (Service)	<p>Departments facilitate a rebranding of their area to be more aligned with values of diversity, equity, inclusion, and belonging.</p> <p>Some guiding questions that departments can consider are...</p> <ul style="list-style-type: none"> • How does our department express its role in the college's vision for equity and student success • How much flexibility is there within department procedures and practices to be more equitable? • How are conversations about disproportionate impact facilitated? 		<p>Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial &</p>	9.2 Cultural Competency	9
Student Ready (Institutional)	<p>Conduct an Equity-Minded Web-Scan for all department pages and special programs to help ensure that students who are in need of services are invited and informed about how to access them</p>		<p>Student Support Council; Marketing Committee; Department area</p>	6.5 deans/chair; RJTF: Institution Commitment	10
Equity Minded (Individual)	<p>Utilize the Intercultural Development Inventory to assess the college's baseline as it relates to intercultural competency and fluency.</p>				11
Equity Minded (Individual)	<p>Develop training modules/workshops for students leaders & employees so they are prepared to create a welcoming environment for their peers.</p>		<p>Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial & Cultural</p>	9.2 Competency	12
Student Ready (Institutional)	<p>Ensure that all campus constituents, especially classified professionals and part-time faculty, are able to participate in professional learning experiences, especially those that are focused on equity, announcing campus wide initiatives, and equity advancing practices. Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information.</p> <p>Examples: Closing Student Services temporarily to allow for Classified Professionals to participate in Flex Day activities, especially those that focus on major the discussion of major initiatives and expectations for the academic year. Record Flex Day presentations and workshops to allow for engagement of individuals who aren't able to attend in person due to conflicting work schedules and responsibilities. Provide pay parity for adjuncts to participate in flex day activities as well</p>	4.1; 4.2	<p>Institutional Governance & Effectiveness Council; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating Network</p>		13
Student Ready (Institutional)	<p>Develop an internal process and guide on inclusive and equitable hiring practices that become the base for how to prepare, chair, and participate on a committee through an equity-minded lens.</p> <p>Examples: Metropolitan State University, Denver: Packet for Equitable Hiring Practices & Resources Cal Poly Pomona: Ensuring Equity & Inclusivity in Faculty Hiring Urban Sustainability Directors Network: Equity, Diversity and Inclusion in Recruitment, Hiring, and Retention, University of Washington: Candidate Evaluation Form Tips & Guidelines, DEI Commitment Statement, & classified professionals Diversity Hiring Toolkit</p>		<p>Academic Senate; College Council; RJTF: Institution Commitment,</p>	9 Classroom & Campus Experience	14
Transformative (Service)	<p>Establish frequent opportunities for feedback on the development and continuous use of equitable teach tools and methodology: syllabi; course materials; assessments; & grading</p>	9; 4	<p>Academic Senate; Academic Council: Faculty Professional Development Committee; Teaching & Learning Committee; RJTF: Campus & Classroom Experience</p>		14
Student Ready (Institutional)	<p>Evaluate job postings across all Discipline and Job Type to explicitly state the expectation of candidates and future employees, including student employees and adjunct faculty to engage in equity advancing initiatives and practices within the institution.</p> <p>Example: Norco College STEM Biological Sciences - Faculty Posting</p>		<p>College Council; RJTF: Institution Commitment, Classroom &</p>	9.1 Campus Experience	16

Student Ready (Institutional)	Revise the Resource Allocation Report to be more encompassing of the overall budget report. There should be some analysis of the # of items and positions that were requested, the total amount of the requested items, what was funded (items/positions), and the total amount of requests funded (dollars)	9.1 Resources Council	17
Student Ready (Institutional)	Update the Resource Allocation Rubric to 1) explicitly uplift the specific ways in which the additional resource will/can contribute to the equity advancing goals of the institution; and 2) include how many times items or positions have been requested.	9.1 Resource Council	18
Equity Minded (Individual)	Developing student programming around community, identity, and social justice related issues outside of the context of established learning communities welcomes students who are not as engaged or connected but would like to be.	Student Support Council; Associated Students of Norco College; Student Life; RJTF: Campus & Classroom Experience	19
Department/ Operational Responsibility			
Student Ready (Institutional)	Center equity within all Flex Day activities and campus professional learning experiences.	Institutional Governance & Effectiveness Council; Diversity, Equity, & Inclusion Committee; Faculty Professional Development Committee; Classified Professional Development Committee; 4.1 Professional Development Coordinating Network	N/A
Student Ready (Institutional)	Conduct an equity map to catalog all of the equity related efforts on campus. Additionally, establish a calendar for Diversity, Equity, Inclusion (DEI) that is organized to bring together all DEI related activities in one place where users can identify/filter to identify events/programs that are student facing, employee facing, and what experiences are open to the community. Example: UC Davis - Diversity and Inclusion Calendar	College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	N/A
Student Ready (Institutional)	Review Student Discipline Process Including 1) an update to the new faculty handbook regarding how and why one might submit a complaint or engage College Police; and 2) consistency in outcomes by race and gender, based on incident in order to establish more consistent norms in outcome expectations.	Academic Council; Student Support Council; Racial Justice Task Force: Black Student Care; RJTF: Institution Commitment	N/A
Student Ready (Institutional)	Recruit an Ombudsperson to educate students on their rights and assist students so they can make informed decisions about how to manage major issues they experience with college employees. Examples: Cal Poly Student Ombuds Services Pikes Peak Community College	College Council; RJTF: Black Student Care; RJTF: Institution Commitment, Classroom & Campus Experience	N/A
Student Ready (Institutional)	Invest in regular zoom community-building events centered on keeping Norco College stakeholders connected during the pandemic. Solicit feedback from the Associated Students of Norco College (ASNC), Classified Senate, and the Academic Senate on ways the College can support campus-community connection in person.	Institutional Effectiveness & Governance Council; RJTF: Classroom & Campus Experience	N/A
Equity Minded (Individual)	Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional development needs of faculty, CPROS, and administrators.		N/A
Equity Minded (Individual)	Managers reflect on how to utilize one-on-one meeting spaces, department meetings, and committee spaces to empower and guide classified professionals and faculty members in utilizing equity-minded practices.	4; 9.2 College Council - Department Deans & Chairs & Managers	N/A
Transformative (Service)	Utilize time within Department/Division meetings to facilitate dialogue with CPROS, faculty, and admin about how to implement culturally sustaining practices within their work. Example: Transitioning department meetings from status updates to professional learning and reflection opportunities.	Department Deans & Chairs; Academic Senate; RJTF: Campus & Classroom Experience	N/A
Transformative (Service)	Establish a forms committee to review the effectiveness of required forms, update language, and evaluate the submission and review process on a regular basis (annually)	Marketing Committee; Department Deans & Chairs; RJTF: Institution Commitment	N/A
Transformative (Service)	Departments provide "Student Spotlights" where every semester, there are 2-3 students whose interests, academic successes, and narrative are shared with other students. This is an opportunity to intentionally connect with each and every student within a discipline.	Student Support Council; Associated Students of Norco College; Student Life	N/A

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses and makes recommendations regarding functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and retains responsibility for ACCJC Standards I and IV, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned Educational Master Plan objectives. The IEGC makes recommendations to the College Council and the Vice President of Planning & Development.

Recommendations Category	Recommendation	Institutional Goal	Strategic Planning Body	IEGC Rank	Notes
Student Ready (Institutional)	<p>Ensure that all campus constituents, especially classified professionals and part-time faculty, are able to participate in professional learning experiences, especially those that are focused on equity, announcing campus wide initiatives, and equity advancing practices. Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information.</p> <p>Examples: Closing Student Services temporarily to allow for Classified Professionals to participate in Flex Day activities, especially those that focus on major the discussion of major initiatives and expectations for the academic year. Record Flex Day presentations and workshops to allow for engagement of individuals who aren't able to attend in person due to conflicting work schedules and responsibilities. Provide pay parity for adjuncts to participate in flex day activities as well</p>	4.1; 4.2	Institutional Governance & Effectiveness Council; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating Network	1	
Student Ready (Institutional)	<p>Conduct an Equity-Minded Web-Scan for all department pages and special programs to help ensure that students who are in need of services are invited and informed about how to access them</p> <p>Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies.</p> <ul style="list-style-type: none"> Examples include: Intercultural dialogue training series, developing a critical discussion protocol for meetings, and/or establishing guidelines for discussion and community within meeting spaces 		6.5 Commitment	2	
Equity Minded (Individual)	<p>Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion. Be clear around the purpose of this language and the intentional use of said definitions. Create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus.</p> <p>Example: CCCC Definitions</p> <p>Develop a "Commitment to Equity" Statement or Pledge and "Guide to Equity at Norco" for new employees to review. The purpose of these materials is to have a clear and concise narrative of the expectations of an equity-minded employee and the campus' key programs and initiatives they should become familiar with.</p> <p>Example: Mt. San Jacinto College 2019 & Pledge Form</p>		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	4	(support of professional development 3 committees)
Equity Minded (Individual)	<p>Departments facilitate a rebranding of their area to be more aligned with values of diversity, equity, inclusion, and belonging.</p> <p>Some guiding questions that departments can consider are...</p> <ul style="list-style-type: none"> How does our department express its role in the college's vision for equity and student success How much flexibility is there within department procedures and practices to be more equitable? How are conversations about disproportionate impact facilitated? 		Academic Senate; College Council; District Call to Action Climate Recruitment & Retention; Faculty Professional Development	5	
Transformative (Service)	<p>College themed "days" or "weeks" to create a sense of community for students who are not part of a special program or club. Deciding on themes can be a collaborative process with student leaders and the Diversity, Equity, Inclusion Committee (DEIC).</p>		8.3 Committee (already done)		
Student Ready (Institutional)			Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial &	5	not applicable to IEGC (in support of professional development 7 committees)
Student Ready (Institutional)			Student Support Council; Diversity, Equity, & Inclusion Committee; RJTF: Celebrating Black and African American Culture	7	

Equity Minded (Individual)	Develop training modules/workshops for students leaders & employees so they are prepared to create a welcoming environment for their peers.		Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial & Cultural	9.2 Competency	8
Student Ready (Institutional)	Develop an internal process and guide on inclusive and equitable hiring practices that become the base for how to prepare, chair, and participate on a committee through an equity-minded lens. Examples: Metropolitan State University, Denver: Packet for Equitable Hiring Practices & Resources Cal Poly Pomona: Ensuring Equity & Inclusivity in Faculty Hiring Urban Sustainability Directors Network: Equity, Diversity and Inclusion in Recruitment, Hiring, and Retention, University of Washington: Candidate Evaluation Form Tips & Guidelines, DEI Commitment Statement, & classified professionals Diversity Hiring Toolkit		Academic Senate; College Council; RJTF: Institution Commitment, Classroom & Campus	9 Experience	9 not applicable to IEGC
Equity Minded (Individual)	Developing student programming around community, identity, and social justice related issues outside of the context of established learning communities welcomes students who are not as engaged or connected but would like to be.		Student Support Council; Associated Students of Norco College; Student Life; RJTF: Campus & Classroom Experience		10
Transformative (Service)	Scale up efforts for Developing Communities of Practice		Student Support Council; Academic Council; Professional Development Committees; TLC; RJTF: Campus & Classroom Experience		11
Transformative (Service)	Establish frequent opportunities for feedback on the development and continuous use of equitable teach tools and methodology: syllabi; course materials; assessments; & grading	9; 4	Academic Senate; Academic Council: Faculty Professional Development Committee; Teaching & Learning Committee; RJTF: Campus & Classroom Experience		12
Student Ready (Institutional)	Develop an Equity Policy Guide to support decision- making, planning, and practices amongst CPROS, faculty and administrators. This is not intended to be a checklist but a process for critical self-reflection and examples of concrete actions that can be taken to advance equity. Examples: University of Virginia: Toolkit for Equity-Minded Decisions and Policies Hartnell College: Equity Rubric for Student Success		Institutional Governance & Effectiveness Council; Academic Senate; Program Review Committee; Assessment Committee; RJTF: Institution	8 Commitment, Classroom & Campus Experience	13
Student Ready (Institutional)	Implement a campus-wide bias incident reporting system with support for victims and transparent methods for addressing all reports effectively. Provide this information widely across campus including throughout campus websites, within Canvas shells, and on syllabi. Ensure that data on incidents are disseminated for analysis, policy improvements, and prevention. Examples: Presbyterian College- Bias Incident Reporting Whittier College- Bias Incident Reporting		Student Support Council; Institutional Governance & Effectiveness Council (reporting & analysis); RJTF: Black Student Care; RJTF:	9 Institution Commitment	14
Equity Minded (Individual)	Utilize the Intercultural Development Inventory to assess the college's baseline as it relates to intercultural competency and fluency.				15
Student Ready (Institutional)	Evaluate job postings across all Discipline and Job Type to explicitly state the expectation of candidates and future employees, including student employees and adjunct faculty to engage in equity advancing initiatives and practices within the institution. Example: Norco College STEM Biological Sciences - Faculty Posting		College Council; RJTF: Institution Commitment,	9.1 Classroom & Campus Experience	16
Student Ready (Institutional)	Update the Resource Allocation Rubric to 1) explicitly uplift the specific ways in which the additional resource will/can contribute to the equity advancing goals of the institution; and 2) include how many times items or positions have been requested.			9.1 Resource Council	17
Equity Minded (Individual)	Establish a space for ongoing critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.				18
Student Ready (Institutional)	Revise the Resource Allocation Report to be more encompassing of the overall budget report. There should be some analysis of the # of items and positions that were requested, the total amount of the requested items, what was funded (items/positions), and the total amount of requests funded (dollars)			9.1 Resources Council	19
Department/Operational Responsibility					

			Institutional Governance & Effectiveness Council; Diversity, Equity, & Inclusion Committee; Faculty Professional Development Committee; Classified Professional Development Committee;	
Student Ready (Institutional)	Center equity within all Flex Day activities and campus professional learning experiences.		4.1 Professional Development Coordinating Network	N/A
	Utilize time within Department/Division meetings to facilitate dialogue with CPROS, faculty, and admin about how to implement culturally sustaining practices within their work. Example: Transitioning department meetings from status updates to professional learning and reflection opportunities.		Department Deans & Chairs; Academic Senate; RJTF: Campus & Classroom Experience	N/A
Transformative (Service)				
	Conduct an equity map to catalog all of the equity related efforts on campus. Additionally, establish a calendar for Diversity, Equity, Inclusion (DEI) that is organized to bring together all DEI related activities in one place where users can identify/filter to identify events/programs that are student facing, employee facing, and what experiences are open to the community.		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	N/A
Student Ready (Institutional)	Example: UC Davis - Diversity and Inclusion Calendar			
	Review Student Discipline Process Including 1) an update to the new faculty handbook regarding how and why one might submit a complaint or engage College Police; and 2) consistency in outcomes by race and gender, based on incident in order to establish more consistent norms in outcome expectations.		Academic Council; Student Support Council; Racial Justice Task Force; Black Student Care; RJTF: Institution Commitment	N/A
Student Ready (Institutional)				
	Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional development needs of faculty, CPROS, and administrators.			N/A
Equity Minded (Individual)				
	Establish a forms committee to review the effectiveness of required forms, update language, and evaluate the submission and review process on a regular basis (annually)		Marketing Committee; Department Deans & Chairs; RJTF: Institution Commitment	N/A
Transformative (Service)				
	Departments provide "Student Spotlights" where every semester, there are 2-3 students whose interests, academic successes, and narrative are shared with other students. This is an opportunity to intentionally connect with each and every student within a discipline.		Student Support Council; Associated Students of Norco College; Student Life	N/A
Transformative (Service)				
	Managers reflect on how to utilize one-on-one meeting spaces, department meetings, and committee spaces to empower and guide classified professionals and faculty members in utilizing equity-minded practices.	4; 9.2	College Council - Department Deans & Chairs & Managers	N/A
Equity Minded (Individual)				
	Recruit an Ombudsperson to educate students on their rights and assist students so they can make informed decisions about how to manage major issues they experience with college employees. Examples: Cal Poly Student Ombuds Services Pikes Peak Community College		College Council; RJTF: Black Student Care; RJTF: Institution Commitment, Classroom & Campus 8.3 Experience	N/A
Student Ready (Institutional)				
	Invest in regular zoom community-building events centered on keeping Norco College stakeholders connected during the pandemic. Solicit feedback from the Associated Students of Norco College (ASNC), Classified Senate, and the Academic Senate on ways the College can support campus-community connection in person.		Institutional Effectiveness & Governance Council; 9.2 RJTF: Classroom & Campus Experience	N/A
Student Ready (Institutional)				

The Student Support Council (SSC) (Formerly SSPC) coordinates, discusses and makes recommendations regarding functions, plans, and activities throughout student support services. The SSC provides leadership and retains responsibility for ACCJC Standard IIC, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The SSC makes recommendations to the College Council and the Vice President of Student Services.

Recommendations Category	Recommendation	Institutional Goal	Strategic Planning Body	Student Support Council
Student Ready (Institutional)	College themed "days" or "weeks" to create a sense of community for students who are not part of a special program or club. Deciding on themes can be a collaborative process with student leaders and the Diversity, Equity, Inclusion Committee (DEIC).		Student Support Council; Diversity, Equity, & Inclusion Committee; RJTF: Celebrating Black and African American Culture	1
Student Ready (Institutional)	Ensure that all campus constituents, especially classified professionals and part-time faculty, are able to participate in professional learning experiences, especially those that are focused on equity, announcing campus wide initiatives, and equity advancing practices. Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information. Examples: Closing Student Services temporarily to allow for Classified Professionals to participate in Flex Day activities, especially those that focus on major the discussion of major initiatives and expectations for the academic year. Record Flex Day presentations and workshops to allow for engagement of individuals who aren't able to attend in person due to conflicting work schedules and responsibilities. Provide pay parity for adjuncts to participate in flex day activities as well	4.1; 4.2	Institutional Governance & Effectiveness Council; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating Network	2
Student Ready (Institutional)	Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion. Be clear around the purpose of this language and the intentional use of said definitions. Create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus. Example: CCCCO Definitions		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	3
Equity Minded (Individual)	Developing student programming around community, identity, and social justice related issues outside of the context of established learning communities welcomes students who are not as engaged or connected but would like to be.		Student Support Council; Associated Students of Norco College; Student Life; RJTF: Campus & Classroom Experience	4
Transformative (Service)	Departments facilitate a rebranding of their area to be more aligned with values of diversity, equity, inclusion, and belonging. Some guiding questions that departments can consider are... • How does our department express its role in the college's vision for equity and student success • How much flexibility is there within department procedures and practices to be more equitable? • How are conversations about disproportionate impact facilitated?		9.2 Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial & Cultural Competency	4
Student Ready (Institutional)	Conduct an Equity-Minded Web-Scan for all department pages and special programs to help ensure that students who are in need of services are invited and informed about how to access them		Student Support Council; Marketing Committee; Department area deans/chair; RJTF: Institution	6.5 Commitment
Equity Minded (Individual)	Develop training modules/workshops for students leaders & employees so they are prepared to create a welcoming environment for their peers.		Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial & Cultural Competency	9.2 Pathways: Racial & Cultural Competency
Student Ready (Institutional)	Revise the Resource Allocation Report to be more encompassing of the overall budget report. There should be some analysis of the # of items and positions that were requested, the total amount of the requested items, what was funded (items/positions), and the total amount of requests funded (dollars)		9.1 Resources Council	8
Student Ready (Institutional)	Evaluate job postings across all Discipline and Job Type to explicitly state the expectation of candidates and future employees, including student employees and adjunct faculty to engage in equity advancing initiatives and practices within the institution. Example: Norco College STEM Biological Sciences - Faculty Posting		College Council; RJTF: Institution Commitment, Classroom & Campus	9.1 Experience

Transformative (Service)	Scale up efforts for Developing Communities of Practice		Student Support Council; Academic Council; Professional Development Committees; TLC; RJTF: Campus & Classroom Experience	10
Transformative (Service)	Establish frequent opportunities for feedback on the development and continuous use of equitable teach tools and methodology: syllabi; course materials; assessments; & grading	9; 4	Academic Senate; Academic Council: Faculty Professional Development Committee; Teaching & Learning Committee; RJTF: Campus & Classroom Experience	11
Student Ready (Institutional)	Update the Resource Allocation Rubric to 1) explicitly uplift the specific ways in which the additional resource will/can contribute to the equity advancing goals of the institution; and 2) include how many times items or positions have been requested.		9.1 Resource Council	11
Equity Minded (Individual)	Develop a "Commitment to Equity" Statement or Pledge and "Guide to Equity at Norco" for new employees to review. The purpose of these materials is to have a clear and concise narrative of the expectations of an equity-minded employee and the campus' key programs and initiatives they should become familiar with. Example: Mt. San Jacinto College 2019 & Pledge Form		Academic Senate; College Council; District Call to Action Climate Recruitment & Retention; Faculty Professional Development 8.3 Committee (already done)	13
Student Ready (Institutional)	Implement a campus-wide bias incident reporting system with support for victims and transparent methods for addressing all reports effectively. Provide this information widely across campus including throughout campus websites, within Canvas shells, and on syllabi. Ensure that data on incidents are disseminated for analysis, policy improvements, and prevention. Examples: Presbyterian College- Bias Incident Reporting Whittier College- Bias Incident Reporting		Student Support Council; Institutional Governance & Effectiveness Council (reporting & analysis); RJTF: Black Student Care; RJTF: Institution 9 Commitment	14
Equity Minded (Individual)	Utilize the Intercultural Development Inventory to assess the college's baseline as it relates to intercultural competency and fluency.			15
Student Ready (Institutional)	Develop an internal process and guide on inclusive and equitable hiring practices that become the base for how to prepare, chair, and participate on a committee through an equity-minded lens. Examples: Metropolitan State University, Denver: Packet for Equitable Hiring Practices & Resources Cal Poly Pomona: Ensuring Equity & Inclusivity in Faculty Hiring Urban Sustainability Directors Network: Equity, Diversity and Inclusion in Recruitment, Hiring, and Retention, University of Washington: Candidate Evaluation Form Tips & Guidelines, DEI Commitment Statement, & classified professionals Diversity Hiring Toolkit		Academic Senate; College Council; RJTF: Institution Commitment, Classroom & 9 Campus Experience	16
Equity Minded (Individual)	Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies. • Examples include: Intercultural dialogue training series, developing a critical discussion protocol for meetings, and/or establishing guidelines for discussion and community within meeting spaces			17
Student Ready (Institutional)	Develop an Equity Policy Guide to support decision- making, planning, and practices amongst CPROS, faculty and administrators. This is not intended to be a checklist but a process for critical self-reflection and examples of concrete actions that can be taken to advance equity. Examples: University of Virginia: Toolkit for Equity-Minded Decisions and Policies Hartnell College: Equity Rubric for Student Success		Institutional Governance & Effectiveness Council; Academic Senate; Program Review Committee; Assessment Committee; RJTF: Institution Commitment, Classroom & Campus 8 Experience	18
Equity Minded (Individual)	Establish a space for ongoing critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.			19
Department/ Operational Responsibility				

			Institutional Governance & Effectiveness Council; Diversity, Equity, & Inclusion Committee; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating	
Student Ready (Institutional)	Center equity within all Flex Day activities and campus professional learning experiences.		4.1 Network	N/A
	Conduct an equity map to catalog all of the equity related efforts on campus. Additionally, establish a calendar for Diversity, Equity, Inclusion (DEI) that is organized to bring together all DEI related activities in one place where users can identify/filter to identify events/programs that are student facing, employee facing, and what experiences are open to the community.		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	N/A
Student Ready (Institutional)	Example: UC Davis - Diversity and Inclusion Calendar		Academic Council; Student Support Council; Racial Justice Task Force: Black Student Care; RJTF: Institution Commitment	N/A
Student Ready (Institutional)	Review Student Discipline Process Including 1) an update to the new faculty handbook regarding how and why one might submit a complaint or engage College Police; and 2) consistency in outcomes by race and gender, based on incident in order to establish more consistent norms in outcome expectations.		College Council; RJTF: Black Student Care; RJTF: Institution Commitment, Classroom & Campus Experience	N/A
Student Ready (Institutional)	Recruit an Ombudsperson to educate students on their rights and assist students so they can make informed decisions about how to manage major issues they experience with college employees. Examples: Cal Poly Student Ombuds Services Pikes Peak Community College		Institutional Effectiveness & Governance Council; RJTF: Classroom & Campus Experience	N/A
Student Ready (Institutional)	Invest in regular zoom community-building events centered on keeping Norco College stakeholders connected during the pandemic. Solicit feedback from the Associated Students of Norco College (ASNC), Classified Senate, and the Academic Senate on ways the College can support campus-community connection in person.		9.2 Experience	N/A
Equity Minded (Individual)	Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional development needs of faculty, CPROS, and administrators.			N/A
Equity Minded (Individual)	Managers reflect on how to utilize one-on-one meeting spaces, department meetings, and committee spaces to empower and guide classified professionals and faculty members in utilizing equity-minded practices.	4; 9.2	College Council - Department Deans & Chairs & Managers	N/A
Transformative (Service)	Utilize time within Department/Division meetings to facilitate dialogue with CPROS, faculty, and admin about how to implement culturally sustaining practices within their work. Example: Transitioning department meetings from status updates to professional learning and reflection opportunities.		Department Deans & Chairs; Academic Senate; RJTF: Campus & Classroom Experience	N/A
Transformative (Service)	Establish a forms committee to review the effectiveness of required forms, update language, and evaluate the submission and review process on a regular basis (annually)		Marketing Committee; Department Deans & Chairs; RJTF: Institution Commitment	N/A
Transformative (Service)	Departments provide "Student Spotlights" where every semester, there are 2-3 students whose interests, academic successes, and narrative are shared with other students. This is an opportunity to intentionally connect with each and every student within a discipline.		Student Support Council; Associated Students of Norco College; Student Life	N/A

Recommendations Category	Recommendation	Institutional Goal	Strategic Planning Body	College Council Rank	Resources Council	IEGC Rank	Academic Council	Student Support Council	Total For all	Final Rank
Student Ready (Institutional)	Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion. Be clear around the purpose of this language and the intentional use of said definitions. Create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus. Example: CCCCO Definitions		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	2	2	4	6	3	3.4	1
Student Ready (Institutional)	Ensure that all campus constituents, especially classified professionals and part-time faculty, are able to participate in professional learning experiences, especially those that are focused on equity, announcing campus wide initiatives, and equity advancing practices. Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information. Examples: Closing Student Services temporarily to allow for Classified Professionals to participate in Flex Day activities, especially those that focus on major the discussion of major initiatives and expectations for the academic year. Record Flex Day presentations and workshops to allow for engagement of individuals who aren't able to attend in person due to conflicting work schedules and responsibilities. Provide pay parity for adjuncts to participate in flex day activities as well	4.1; 4.2	Institutional Governance & Effectiveness Council; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating Network	1	3	1	13	2	4	2
Equity Minded (Individual)	Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies. • Examples include: Intercultural dialogue training series, developing a critical discussion protocol for meetings, and/or establishing guidelines for discussion and community within meeting spaces			6	1	3	3	17	6	3
Equity Minded (Individual)	Develop a "Commitment to Equity" Statement or Pledge and "Guide to Equity at Norco" for new employees to review. The purpose of these materials is to have a clear and concise narrative of the expectations of an equity-minded employee and the campus' key programs and initiatives they should become familiar with. Example: Mt. San Jacinto College 2019 & Pledge Form		Academic Senate; College Council; District Call to Action Climate Recruitment & Retention; Faculty Professional Development Committee (already done)	3	6	5	5	13	6.4	4
Student Ready (Institutional)	College themed "days" or "weeks" to create a sense of community for students who are not part of a special program or club. Deciding on themes can be a collaborative process with student leaders and the Diversity, Equity, Inclusion Committee (DEIC).		Student Support Council; Diversity, Equity, & Inclusion Committee; RJTF: Celebrating Black and African American Culture	12	15	7	2	1	7.4	5
Transformative (Service)	Departments facilitate a rebranding of their area to be more aligned with values of diversity, equity, inclusion, and belonging. Some guiding questions that departments can consider are... • How does our department express its role in the college's vision for equity and student success • How much flexibility is there within department procedures and practices to be more equitable? • How are conversations about disproportionate impact facilitated?	9.2	Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial & Cultural Competency	11	12	5	9	4	8.2	6
Student Ready (Institutional)	Develop an Equity Policy Guide to support decision-making, planning, and practices amongst staff, faculty and administrators. This is not intended to be a checklist but a process for critical self-reflection and examples of concrete actions that can be taken to advance equity. Examples: University of Virginia: Toolkit for Equity-Minded Decisions and Policies Hartnell College: Equity Rubric for Student Success		Institutional Governance & Effectiveness Council; Academic Senate; Program Review Committee; Assessment Committee; RJTF: Institution Commitment, Classroom & Campus Experience	5	8	13	4	18	9.6	7
Student Ready (Institutional)	Conduct an Equity-Minded Web-Scan for all department pages and special programs to help ensure that students who are in need of services are invited and informed about how to access them	6.5	Student Support Council; Marketing Committee; Department area deans/chair; RJTF: Institution Commitment	17	14	2	10	6	9.8	8

The College Council oversees institutional planning, monitors institutional progress in achieving the College's Key Performance Indicators (KPIs), ensures integration of institutional strategic plans, and provides recommendations to the President.

Recommendations Category	Recommendation	Institutional Goal	Strategic Planning Body	College Council Rank	Notes Provided
Student Ready (Institutional)	<p>Ensure that all campus constituents, especially classified professionals and part-time faculty, are able to participate in professional learning experiences, especially those that are focused on equity, announcing campus wide initiatives, and equity advancing practices. Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information.</p> <p>Examples: Closing Student Services temporarily to allow for Classified Professionals to participate in Flex Day activities, especially those that focus on major the discussion of major initiatives and expectations for the academic year. Record Flex Day presentations and workshops to allow for engagement of individuals who aren't able to attend in person due to conflicting work schedules and responsibilities. Provide pay parity for adjuncts to participate in flex day activities as well</p>	4.1; 4.2	Institutional Governance & Effectiveness Council; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating Network	1	
Student Ready (Institutional)	<p>Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion. Be clear around the purpose of this language and the intentional use of said definitions. Create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus.</p> <p>Example: CCCC Definitions</p>		College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	2	
Equity Minded (Individual)	<p>Develop a "Commitment to Equity" Statement or Pledge and "Guide to Equity at Norco" for new employees to review. The purpose of these materials is to have a clear and concise narrative of the expectations of an equity-minded employee and the campus' key programs and initiatives they should become familiar with.</p> <p>Example: Mt. San Jacinto College 2019 & Pledge Form</p>		Academic Senate; College Council; District Call to Action Climate Recruitment & Retention; Faculty Professional Development 8.3 Committee (already done)	3	
Student Ready (Institutional)	<p>Update the Resource Allocation Rubric to 1) explicitly uplift the specific ways in which the additional resource will/can contribute to the equity advancing goals of the institution; and 2) include how many times items or positions have been requested.</p>		9.1 Resource Council	4	
Student Ready (Institutional)	<p>Develop an Equity Policy Guide to support decision-making, planning, and practices amongst staff, faculty and administrators. This is not intended to be a checklist but a process for critical self-reflection and examples of concrete actions that can be taken to advance equity.</p> <p>Examples: University of Virginia: Toolkit for Equity-Minded Decisions and Policies Hartnell College: Equity Rubric for Student Success</p>		Institutional Governance & Effectiveness Council; Academic Senate; Program Review Committee; Assessment Committee; RJTF: Institution 8 Commitment, Classroom & Campus Experience	5	
Equity Minded (Individual)	<p>Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies.</p> <ul style="list-style-type: none"> Examples include: Intercultural dialogue training series, developing a critical discussion protocol for meetings, and/or establishing guidelines for discussion and community within meeting spaces 				Must go to other groups first and college council for final review and 6 approval
Student Ready (Institutional)	<p>Develop an internal process and guide on inclusive and equitable hiring practices that become the base for how to prepare, chair, and participate on a committee through an equity-minded lens.</p> <p>Examples: Metropolitan State University, Denver: Packet for Equitable Hiring Practices & Resources Cal Poly Pomona: Ensuring Equity & Inclusivity in Faculty Hiring Urban Sustainability Directors Network: Equity, Diversity and Inclusion in Recruitment, Hiring, and Retention, University of Washington: Candidate Evaluation Form Tips & Guidelines, DEI Commitment Statement, & Staff Diversity Hiring Toolkit</p>		Academic Senate; College Council; RJTF: Institution 9 Commitment, Classroom & Campus Experience	6	
Student Ready (Institutional)	<p>Evaluate job postings across all Discipline and Job Type to explicitly state the expectation of candidates and future employees, including student employees and adjunct faculty to engage in equity advancing initiatives and practices within the institution.</p> <p>Example: Norco College STEM Biological Sciences - Faculty Posting</p>		College Council; RJTF: Institution Commitment, 9.1 Classroom & Campus Experience	7	Must go to other groups first and college council for final review and approval

Transformative (Service)	Scale up efforts for Developing Communities of Practice	Student Support Council; Academic Council; Professional Development Committees; TLC; RJTF: Campus & Classroom Experience	8
Equity Minded (Individual)	Utilize the Intercultural Development Inventory to assess the college's baseline as it relates to intercultural competency and fluency.		9 Yes
Student Ready (Institutional)	Implement a campus-wide bias incident reporting system with support for victims and transparent methods for addressing all reports effectively. Provide this information widely across campus including throughout campus websites, within Canvas shells, and on syllabi. Ensure that data on incidents are disseminated for analysis, policy improvements, and prevention. Examples: Presbyterian College- Bias Incident Reporting Whittier College- Bias Incident Reporting	Student Support Council; Institutional Governance & Effectiveness Council (reporting & analysis); RJTF: 9 Black Student Care; RJTF: Institution Commitment	10
Transformative (Service)	Departments facilitate a rebranding of their area to be more aligned with values of diversity, equity, inclusion, and belonging. Some guiding questions that departments can consider are... • How does our department express its role in the college's vision for equity and student success • How much flexibility is there within department procedures and practices to be more equitable? • How are conversations about disproportionate impact facilitated?	Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial & Cultural Competency	11 CSEA, CTA, HR
Student Ready (Institutional)	College themed "days" or "weeks" to create a sense of community for students who are not part of a special program or club. Deciding on themes can be a collaborative process with student leaders and the Diversity, Equity, Inclusion Committee (DEIC).	Student Support Council; Diversity, Equity, & Inclusion Committee; RJTF: Celebrating Black and African American Culture	12
Student Ready (Institutional)	Revise the Resource Allocation Report to be more encompassing of the overall budget report. There should be some analysis of the # of items and positions that were requested, the total amount of the requested items, what was funded (items/positions), and the total amount of requests funded (dollars)	9.1 Resources Council	13
Transformative (Service)	Establish frequent opportunities for feedback on the development and continuous use of equitable teach tools and methodology: syllabi; course materials; assessments; & grading	Academic Senate; Academic Council: Faculty Professional Development Committee; Teaching & Learning Committee; RJTF: Campus & Classroom Experience	14
Equity Minded (Individual)	Develop training modules/workshops for students leaders & employees so they are prepared to create a welcoming environment for their peers.	Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience;	15
Equity Minded (Individual)	Establish a space for ongoing critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.	9.2 Guided Pathways: Racial & Cultural Competency	16
Student Ready (Institutional)	Conduct an Equity-Minded Web-Scan for all department pages and special programs to help ensure that students who are in need of services are invited and informed about how to access them	Student Support Council; Marketing Committee; Department area deans/chair; RJTF: Institution Commitment	17
Equity Minded (Individual)	Developing student programming around community, identity, and social justice related issues outside of the context of established learning communities welcomes students who are not as engaged or connected but would like to be.	Student Support Council; Associated Students of Norco College; Student Life; RJTF: Campus & Classroom Experience	18
Department/Operational Responsibility			
Student Ready (Institutional)	Center equity within all Flex Day activities and campus professional learning experiences.	Institutional Governance & Effectiveness Council; Diversity, Equity, & Inclusion Committee; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating Network	N/A
Student Ready (Institutional)	Conduct an equity map to catalog all of the equity related efforts on campus. Additionally, establish a calendar for Diversity, Equity, Inclusion (DEI) that is organized to bring together all DEI related activities in one place where users can identify/filter to identify events/programs that are student facing, employee facing, and what experiences are open to the community. Example: UC Davis - Diversity and Inclusion Calendar	College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC	N/A

Student Ready (Institutional)	Review Student Discipline Process Including 1) an update to the new faculty handbook regarding how and why one might submit a complaint or engage College Police; and 2) consistency in outcomes by race and gender, based on incident in order to establish more consistent norms in outcome expectations.		Academic Council; Student Support Council; Racial Justice Task Force; Black Student Care; RJTF: Institution Commitment	N/A
Student Ready (Institutional)	Recruit an Ombudsperson to educate students on their rights and assist students so they can make informed decisions about how to manage major issues they experience with college employees. Examples: Cal Poly Student Ombuds Services Pikes Peak Community College		College Council; RJTF: Black Student Care; RJTF: Institution Commitment, Classroom & Campus 8.3 Experience	N/A
Student Ready (Institutional)	Invest in regular zoom community-building events centered on keeping Norco College stakeholders connected during the pandemic. Solicit feedback from the Associated Students of Norco College (ASNC), Classified Senate, and the Academic Senate on ways the College can support campus-community connection in person.		Institutional Effectiveness & Governance Council; 9.2 RJTF: Classroom & Campus Experience	N/A
Equity Minded (Individual)	Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional development needs of faculty, CPROS, and administrators.			N/A
Equity Minded (Individual)	Managers reflect on how to utilize one-on-one meeting spaces, department meetings, and committee spaces to empower and guide classified professionals and faculty members in utilizing equity-minded practices.	4; 9.2	College Council - Department Deans & Chairs & Managers	N/A
Transformative (Service)	Utilize time within Department/Division meetings to facilitate dialogue with CPROS, faculty, and admin about how to implement culturally sustaining practices within their work. Example: Transitioning department meetings from status updates to professional learning and reflection opportunities.		Department Deans & Chairs; Academic Senate; RJTF: Campus & Classroom Experience	N/A
Transformative (Service)	Establish a forms committee to review the effectiveness of required forms, update language, and evaluate the submission and review process on a regular basis (annually)		Marketing Committee; Department Deans & Chairs; RJTF: Institution Commitment	N/A
Transformative (Service)	Departments provide "Student Spotlights" where every semester, there are 2-3 students whose interests, academic successes, and narrative are shared with other students. This is an opportunity to intentionally connect with each and every student within a discipline.		Student Support Council; Associated Students of Norco College; Student Life	N/A

Recommendations Category	Recommendation	Instituti onal Goal	Cabinet Assignments
Transformative (Service)	<p>Utilize time within Department/Division meetings to facilitate dialogue with CPROS, faculty, and admin about how to implement culturally sustaining practices within their work.</p> <p>Example: Transitioning department meetings from status updates to professional learning and reflection opportunities.</p>		Academic Planning Chairs (faculty); Management Team (departments)
Transformative (Service)	<p>Departments provide “Student Spotlights” where every semester, there are 2-3 students whose interests, academic successes, and narrative are shared with other students. This is an opportunity to intentionally connect with each and every student within a discipline.</p>		Academic Planning Chairs (APC)