



Academic Council  
Minutes for April 25, 2024

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, Zina Chacon, Ashley Etchison, Carol Farrar, Monica Gutierrez, Janet Frewing, Dilraj Grewal, Kiandra Jimenez, Kim Kamerin, Daren Koch (Co-Chair), Mike Leese, Damon Nance, Jose Orozco, Nelya Parada, Sandra Popiden, Martha Ramirez, Paul VanHulle, Melissa Wilson, Patty Worsham

### Committee Members Present

Quinton Bemiller, Ashley Etchison, Carol Farrar, Kim Kamerin, Daren Koch, Damon Nance, Sandra Popiden, Melissa Wilson, Patty Worsham

### Guest(s)

### Recorder

Claudia Figueroa

#### 1. Call to Order

- 12:56 pm

#### 2. Action Items

2.1 Approval of Agenda (Tabled)

2.2 Approval of March Meeting Minutes (Tabled)

2.3 Standing item: The Council discussed the [Student Spotlight \(Hotep Audit\)](#). (Tabled)

- [School recommendations](#) (Worsham) (Tabled)
- Recognition Update (Farrar, Worsham) (Tabled)

#### 3. Discussion Item

3.1 Attainment of Council Objectives were discussed | [AC Annual Calendar](#) (Tabled)

3.2 Daren Koch gave an update on the results of the [Survey of Effectiveness](#)

- Review Past [Report of Effectiveness](#)
- Draft of 2024 [Report of Effectiveness](#)

#### 4. Information Items

4.1 Website Update

5. **Good of the Order**
- 5.1 Patty Worsham gave an update on Student Spotlights
- 5.2
6. **Adjournment 1:51 p.m.**

**Next Meeting**

Date: 05/23/2024

Time: 12:50 – 1:50 pm

Location: [Zoom](#)



## Academic Council | Student Spotlight

Norco College addresses one priority within the HOTEPA Equity Audit by intentionally connecting with students within Schools through the “Student Spotlight”. The Academic Council established a process for spotlighting students at Norco College who go above and beyond. This recognition process will begin Spring 2024<sup>1</sup>.

Students can be nominated only once within their enrollment status at Norco College. The faculty nominating a student will submit a brief statement outlining why their student nominee should be “in the Student Spotlight”. Schools should ensure two student spotlights each year. This will be a faculty driven process to identify students who display excellence. In this instance excellence goes beyond academics and can include someone who:

- is a positive role model for others, an empathetic person, and an excellent communicator
- has proven themselves an ethical leader
- is committed to being the best and/or delivering the best
- is committed to excellence
- has a reputation of delivering consistently great results
- displays good character; has respect for themselves, others, and the environment
- has overcome undue hardship and strives to always do their best

Using the calendar below, each School will select a student from within their disciplines two times each year. All submissions are *due no later than the 10<sup>th</sup> of the month* (e.g. submit September 10<sup>th</sup> for October spotlight).

Month	School
August	
September	
October	School of Social & Behavioral Sciences School of Business & Management School of Communication, Humanities & Languages School of Applied Technologies & Apprenticeships
November	School of Natural Sciences, Health & Kinesiology School of Human and Public School of Visual & Performing Arts School of Math, Engineering, Computer Science & Game Development
December	
January	
February	
March	
April	School of Social & Behavioral Sciences School of Business & Management School of Communication, Humanities & Languages School of Applied Technologies & Apprenticeships
May	School of Natural Sciences, Health & Kinesiology School of Human and Public School of Visual & Performing Arts School of Math, Engineering, Computer Science & Game Development
June	
July	

*Reminder emails will be sent by Academic Council School representatives*

<sup>1</sup> The college intended to initiate this recognition in Spring 2023. However, the School restructuring activities resulted in a delay.

## Student Spotlights for April 2024

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### **School of Human and Public Services**

Student Name: Caitlin Robertson

Student ID: 2936045

email: [crobertson21@student.rccd.edu](mailto:crobertson21@student.rccd.edu)

Discipline: ECE

Nominated by Sarah Burnett and Maria Adams

Caitlin is a really special student. Over the time we have known her she has undergone a series of significant brain surgeries, but in each situation, she has planned, reached out to her instructors and organized the submission of assignments prior to the surgeries. In her most recent recovery, she is managing with paralysis in her right arm, but it still isn't inhibiting her from completing her work. Caitlin is proactive in navigating the impact of her surgeries and never asks for special treatment.

In addition, Caitlin never complains, she is upbeat and optimistic, and is always looking at what she can do versus that which she can't. She is absolutely a role model for others, but they have no idea of the challenges she faces because she doesn't ever complain. She is an excellent communicator, in fact one of the only students that actively attends our office hours! She is completely committed to being the best she can be, to excellence, and as an 'A' grade student in my class, is obviously getting great results. She has character for days, and consistently overcomes the challenges her health presents.

I wish all my students were like Caitlin; diligent, dedicated, and driven to succeed, regardless of limitations or parameters that make the everyday more of a struggle.

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### **School of Business & Management**

Student Name: Landon Luke

Student ID: 2946533

Email: [lluko2@student.rccd.edu](mailto:lluko2@student.rccd.edu).

Discipline: BUS

Nominated by Adam Martin

Landon attends class regularly. He is friendly to all those around him. During classroom discussion, he routinely affirms the comments of his classmates. Has proven themselves an ethical leader. Landon understands the value of business ethics. During our case study discussion, Landon went far beyond the questions posed to find a solution to the ethical dilemma raised in the case. It was apparent that Landon was preparing himself for the real-world applications of ethical decision making in business. Is committed to being the best and/or delivering the best. Landon pushes himself to always do his best work. Landon is blind. As a result, he must spend three to hour more hours per assignment compared to his peers. He never complains about this fact and strives for mastery of the content. Landon is committed to excellence. Currently, Landon has received 100% of the points available in the course. He has attended all class meetings and has communicated a strong plan for academic success in BUS-10.

Landon has a reputation of delivering great results every time. Landon values integrity. He manages relationships with other people with the utmost care. This inspires confidence in his reputation and lets the world know that they can trust him.

Landon, displays good character; has respect for themselves, others, and the environment. Landon takes pride in himself and his abilities. He prides himself and others for what "went right" in a situation, not what "went wrong." He strives for continuous improvement and helps others dare to achieve in a supportive manner. Has overcome undue hardship and strives to always do their best. Being totally blind, Landon must work exceptionally hard to achieve even the smallest tasks. Even physically entering or leaving the classroom is a substantial undertaking. It would be easy for someone in Landon's situation to make excuses for a lack of performance. However, Landon is the top of the class and will have an exceptional career in business if he chooses to embark on the journey.

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### **School of Communication, Humanities & Languages**

Student Name: Dylan Hibbetts

Student ID: [2507631](#)

Email: [Dhibbetts@student.rccd.edu](mailto:Dhibbetts@student.rccd.edu)

Discipline: ENG

Nominated by: Kiandra Jimenez

Dylan is an amazing student who brings a great deal of positivity to the classroom and campus spaces he is in. He is deeply thoughtful, empathetic, and a great support for his peers. He listens and finds common ground with his peers to facilitate greater conversations of inclusion, understanding, and knowledge building.

Dylan is classified as a non-traditional student—He is older than his classroom peers, he must work full time to help support his family, and he is a primary caretaker of his parents. Despite the heavy load of responsibility, Dylan gives a lot to his studies and works hard to perform at his highest level, often bringing a great deal of critical thinking to any space he's in. In addition, Dylan has helped to charter the first English Discipline club, "The Next Chapter," where he is acting as the club president. Dylan has a deep love of literature and aspires to be a High School teacher; there is no doubt he will be a beacon for those lucky students who will one day have him front of class, sharing his love of literature.

Finally, Dylan is one of the humblest students I've encountered. He always looks for opportunities to elevate others, never putting himself first, but instead looks to support and help others. Dylan embodies some of the best qualities of leaders and future educators: he leads by listening, supporting, seeing, and elevating the voices of those around them.

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### **School of Applied Technologies & Apprenticeships**

Student Name: Lisseth (Liz) Olmos

Student ID: 2411668

Email: [lolmos1@student.rccd.edu](mailto:lolmos1@student.rccd.edu)

Discipline: DFT

Lisbeth (Liz) Olmos is a stay-at-home mom and home school her 9-year-old son. She is motivated to complete her Architectural certificate to start a job. Liz is very responsible in her TeamWorks and helping other students with their study. She inspires the students in class to go beyond their limits and barrier. Though Liz had no background in drafting and design, she works very hard to achieve her goal. She is always volunteering to support the learning of her classmates and very brave to be first in doing any new activities in and out of the classroom.

Liz brings great questions to class, which shows her dedication to her study as well as her son. She never misses any appointment and has a high integrity in keeping her word. Liz is one of the good examples of students who want to start college after parenting and break the fear of starting a new challenge.

## Academic Council Annual Calendar of Topics



Month	Topic
September	Enrollment & Scheduling Update, Rankings
October	Programs Update
November	CTE Update & Workgroup/Taskforce Reports
February	Enrollment & Scheduling Update
March	
April	Programs Update
May	CTE Update & Workgroup/Taskforce Reports

### AC Charge

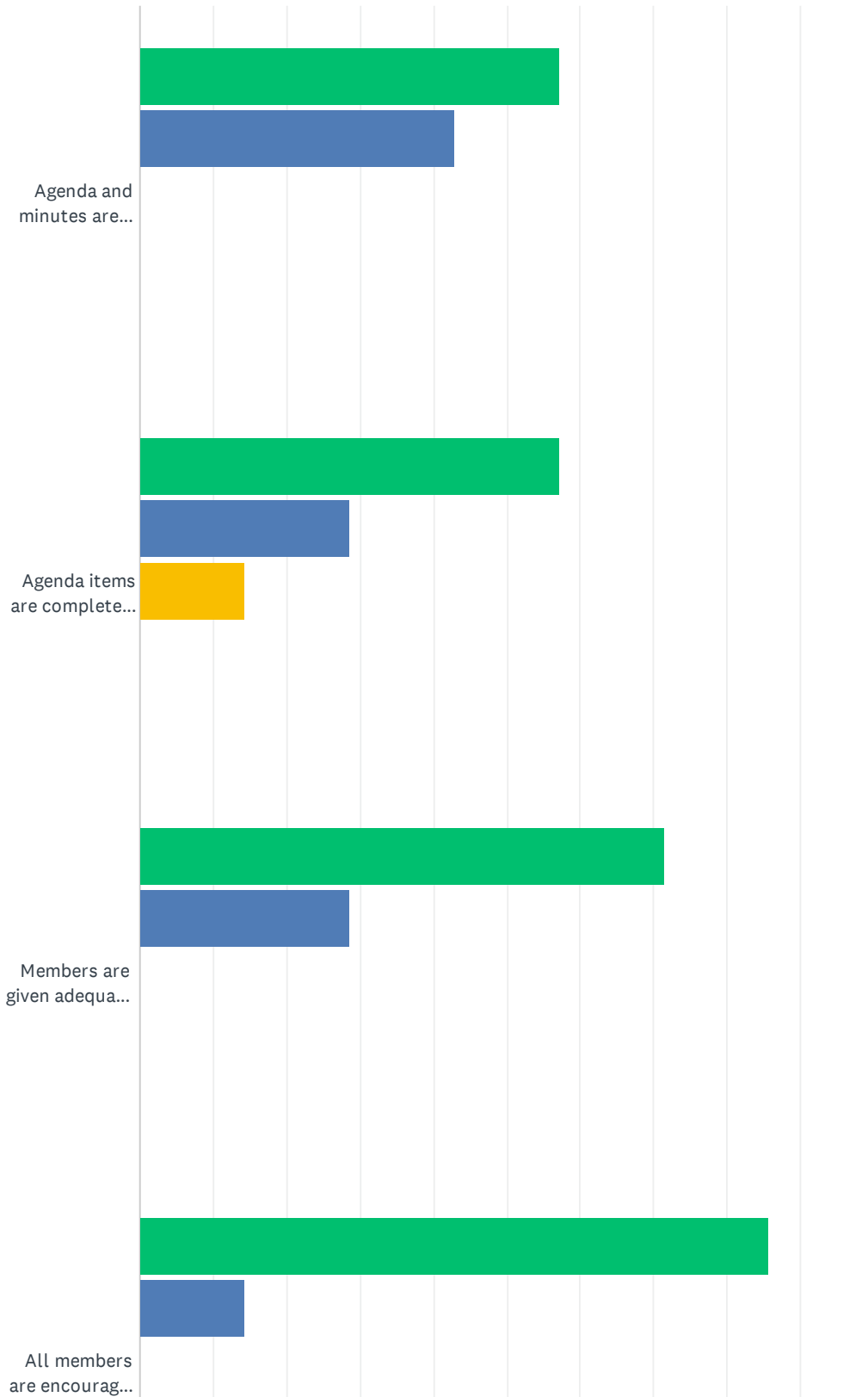
- Objective 1.1: Go from 7,366 to 8,759 total FTES
- Objective 1.3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.). Shared with Student Support Council.
- Objective 2.1: Increase number of degrees completed by 15% annually
- Objective 2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average
- Objective 2.7: Increase number of students who complete transfer level math and English by 20% per year
- Objective 6.1: Establish and expand relationships with regional educational institutions
- Objective 6.4: Work toward reducing recidivism through incarcerated student education
- Objective 6.8: Stimulate regional arts development
- Objective 7.7: Build and support academic support services to improve student success
- Objective 9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time

### AC Responsibilities

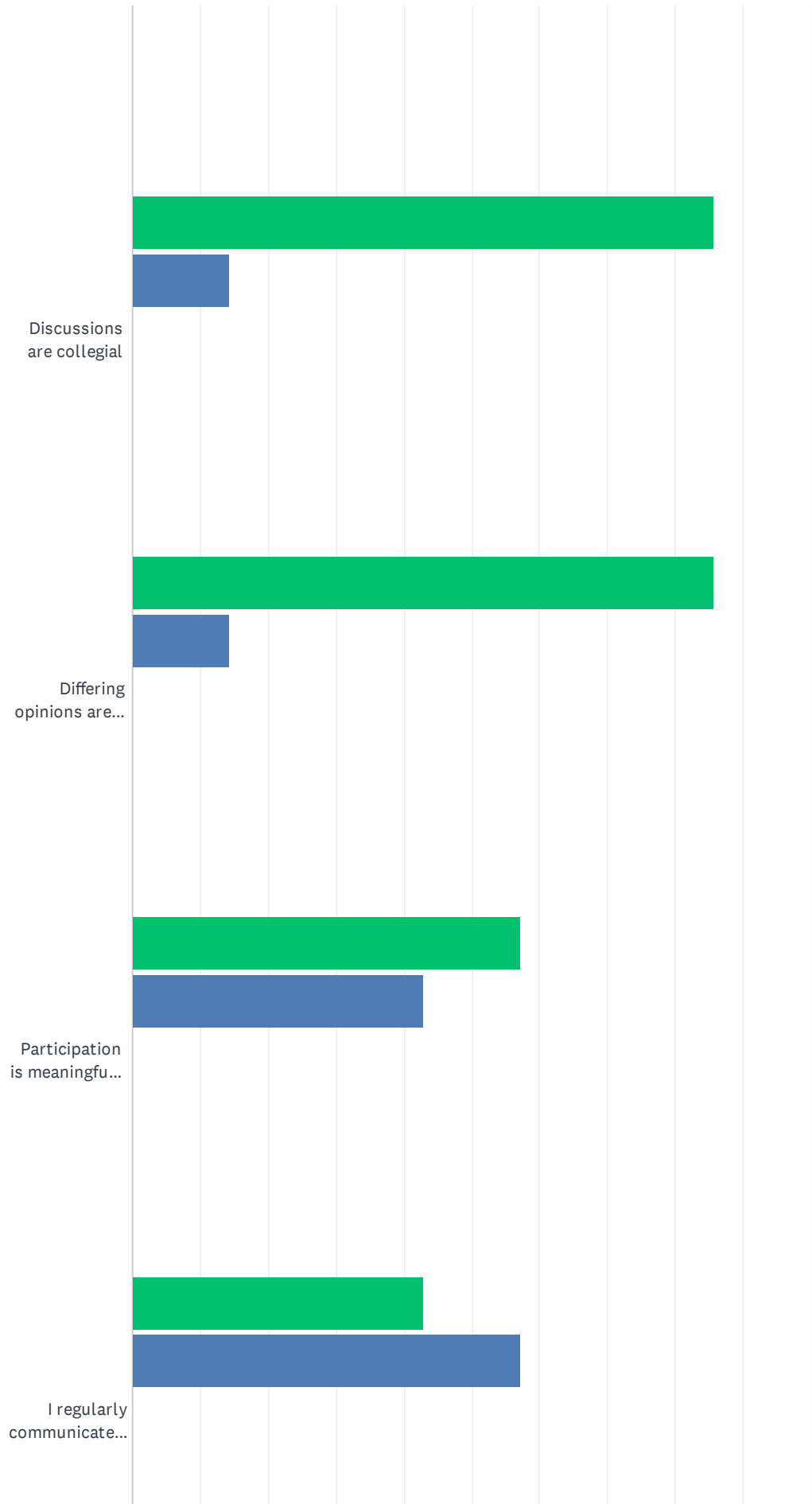
- Provide guidance and recommendations on instructional planning and operational issues including class scheduling, enrollment management, program development, learning support services, special programs development, and educational policy matters.
- Foster the development of new educational programs in accordance with the Education Master
- Plan and the developing needs of the community and industry partners.
- Provide guidance and recommendations on implementation of Guided Pathways procedures related to teaching and learning, student equity, retention, and success.
- In consultation with the VPAA and the School Deans, establishes annual scheduling priorities, goals, and objectives for the Academic Affairs division, based on the goals and objectives from each school as determined through the program review process.
- Implement, review, and make recommendations to the pertinent sections of the College strategic plan.
- Review and recommend revisions to the Academic Affairs program review as part of the College program review process.
- Provide guidance and recommendations on accreditation efforts in support of continuous improvement leading to full accreditation, including the development of the Institutional Self Evaluation Report and the annual accreditation report required by the Commission.
- Oversees instructional support including the library, learning resource center, instructional laboratories.
- Provide guidance and recommendations to foster Distance Education expansion and continuous quality improvement.
- Provide guidance and recommendations on the publication of the College schedule of classes and catalog.
- Provide guidance and recommendations to support and grow Career Technical Education, Prison Education, Dual Enrollment, Credit for Prior Learning (including the Military Articulation Platform), Community Education, Workforce Development, and Noncredit Education.
- Oversees enrollment management activities related to setting and achieving annual FTES/FTEF targets, improving student access, success, completion as well program efficiency and effectiveness, including room utilization and instructor workload.

# Q1 Please rate your level of agreement with the following statements for the governance entity selected above:

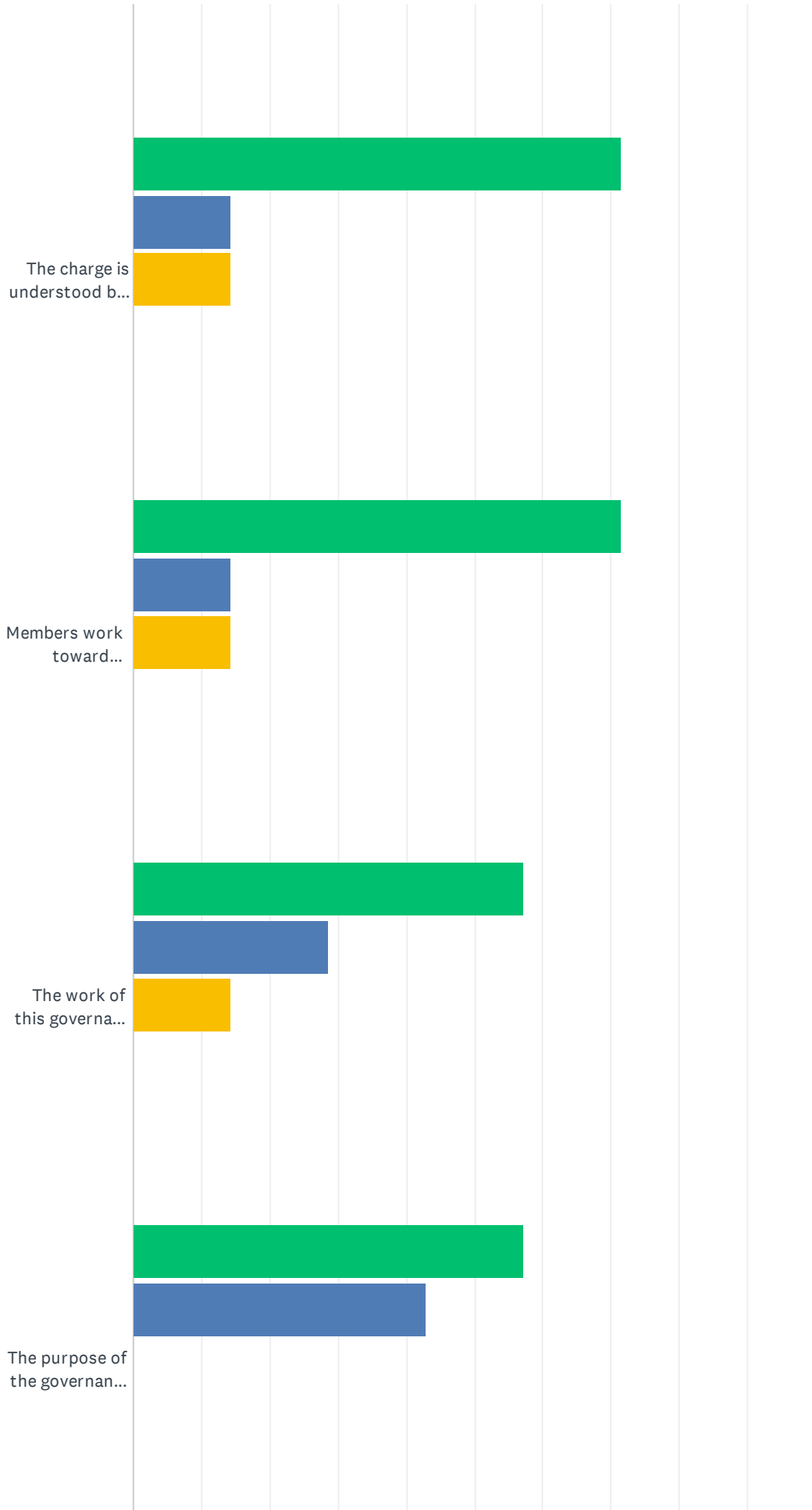
Answered: 7 Skipped: 0



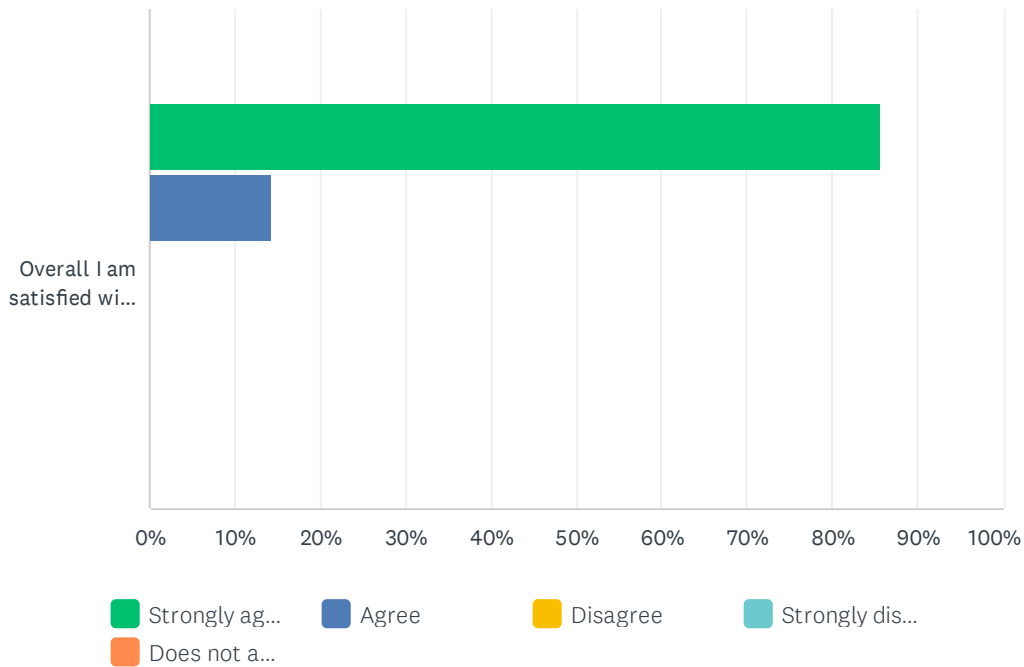
# Academic Council Survey of Effectiveness



# Academic Council Survey of Effectiveness



## Academic Council Survey of Effectiveness



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	57.14% 4	42.86% 3	0.00% 0	0.00% 0	0.00% 0	7
Agenda items are completed within the meeting time	57.14% 4	28.57% 2	14.29% 1	0.00% 0	0.00% 0	7
Members are given adequate information to make informed recommendations or decisions	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7
All members are encouraged to be actively involved	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7
Discussions are collegial	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7
Differing opinions are respected	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7
Participation is meaningful and important to me	57.14% 4	42.86% 3	0.00% 0	0.00% 0	0.00% 0	7
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	42.86% 3	57.14% 4	0.00% 0	0.00% 0	0.00% 0	7
The charge is understood by the members	71.43% 5	14.29% 1	14.29% 1	0.00% 0	0.00% 0	7
Members work toward fulfilling the charge	71.43% 5	14.29% 1	14.29% 1	0.00% 0	0.00% 0	7
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	57.14% 4	28.57% 2	14.29% 1	0.00% 0	0.00% 0	7
The purpose of the governance entity aligns well with the college mission	57.14% 4	42.86% 3	0.00% 0	0.00% 0	0.00% 0	7
Overall I am satisfied with this governance entity's performance	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7

## Q2 Is there something that you would recommend to help the committee function more effectively?

Answered: 1 Skipped: 6

#	RESPONSES	DATE
1	Provide light refreshments for meetings.	4/2/2024 7:58 AM

## Report of Effectiveness 2022-2023

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### **Governance Entity:**

Academic Council

### **Charge:**

#### **Purpose:**

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.

#### **The AC charge:**

The Academic Council (AC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below. Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

- Objective 1.1: Go from 7,366 to 8,759 total FTES
- Objective 1.3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.). Shared with Student Support Council.
- Objective 2.1: Increase number of degrees completed by 15% annually
- Objective 2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average
- Objective 2.7: Increase number of students who complete transfer level math and English by 20% per year
- Objective 6.1: Establish and expand relationships with regional educational institutions
- Objective 6.4: Work toward reducing recidivism through incarcerated student education
- Objective 6.8: Stimulate regional arts development
- Objective 7.7: Build and support academic support services to improve student success
- Objective 9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time

#### *The AC is responsible to:*

- Provide guidance and recommendations on instructional planning and operational issues including class scheduling, enrollment management, program development, learning support services, special programs development, and educational policy matters.
- Foster the development of new educational programs in accordance with the Education Master Plan and the developing needs of the community and industry partners.
- Provide guidance and recommendations on implementation of Guided Pathways procedures related to teaching and learning, student equity, retention, and success.

- In consultation with the VPAA and the School Deans, establishes annual scheduling priorities, goals, and objectives for the Academic Affairs division, based on the goals and objectives from each school as determined through the program review process.
- Implement, review, and make recommendations to the pertinent sections of the College strategic plan.
- Review and recommend revisions to the Academic Affairs program review as part of the College program review process.
- Provide guidance and recommendations on accreditation efforts in support of continuous improvement leading to full accreditation, including the development of the Institutional Self-Evaluation Report and the annual accreditation report required by the Commission.
- Oversees instructional support including the library, learning resource center, instructional laboratories.
- Provide guidance and recommendations to foster Distance Education expansion and continuous quality improvement.
- Provide guidance and recommendations on the publication of the College schedule of classes and catalog.
- Provide guidance and recommendations to support and grow Career Technical Education, Prison Education, Dual Enrollment, Credit for Prior Learning (including the Military Articulation Platform), Community Education, Workforce Development, and Noncredit Education.
- Oversees enrollment management activities related to setting and achieving annual FTES/FTEF targets; improving student access, success, completion as well program efficiency and effectiveness, including room utilization and instructor workload.

### **Sponsoring Council/Senate:**

College Council

### **Co-chairs:**

Carol Farrar, Ph.D., Vice President of Academic Affairs | Administrator co-chair

Daren Koch | Classified co-chair

*pending* | Faculty co-chair

### **Members:**

*Member list reflects the updated charter (fall 2023 update)*

Carol Farrar	VPAA (Co-Chair)
Quinton Bemiller	DOI, Schools of CHL   SBS   VAPA
Peggy Campo	DOI, Schools of SciKin   MECS&GD
Ashley Etchison	DOI, Schools of AT&P   Bus & Man   H&PS (CTE)
Damon Nance	Dean, Library & Learning Resources
Kiandra Jimenez	Faculty   School of CHL
Melissa Wilson	Faculty   School of SBS
Kim Kamerin	Faculty   School of VAPA
Monica Gutierrez	Faculty   School of SciKin
<i>vacant</i>	Faculty   School of MECS&GD
Paul VanHulle	Faculty   School of AT&P
Patty Worsham	Faculty   School of Bus & Man
Mike Leese	Faculty   School of H&PS
Zina Chacon	Faculty   Guidance Department
<i>vacant</i>	Faculty   Distance Education
Daren Koch	Classified Professional (Co-Chair)
Nelya Parada	Classified Professional
<i>vacant</i>	Classified Professional
Jose Orozco	Student   ASNC
Dilraj Grewal	Student   ASNC (Non-voting)

## **Evaluation of the Survey of Effectiveness:**

*Self-evaluate the effectiveness of the Committee/Council planning and decision-making processes through the Survey of Effectiveness*

### **Effectiveness of the council planning and decision-making**

**Council planning and meeting functionality:** The vast majority of council members (90%+ of respondents) agreed that the council meetings were well organized, well run, and that their participation was encouraged.

**Council work and decision-making | alignment of council work to the council purpose and college mission:** While the majority of council members found alignment in the work of the council to the council purpose (73%) and to the college mission (80%), only 67% of respondents saw the work of the council as impactful regarding EMP goal achievement and KPI attainment.

**Conclusion:** To improve the connection of the council work to the achievement of the college EMP goals and attainment of KPIs, The Academic Council established an Annual Calendar to agendaize the review and discussion of the EMP goals and KPIs. Coordination with Institutional Effectiveness is required to provide the official data to be discussed.

## **EMP Goal Alignment and Objective Alignment:**

*List- responsible EMP goals and Objectives and self-report on EMP objective progress and appropriate objective assignment.*

The Academic Council Annual Calendar provides a timeline to address the areas of Council responsibility, including EMP Objective and KPI attainment. Full implementation of the Calendar is anticipated in the 2023-2024AY.

“The Academic Council (AC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below. Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.” [language from Charter]

List of EMP objectives and KPIs assigned to Academic Council

- EMP Objective 1.1 | KPI 1: Go from 7,366 to 8,759 total FTES  
*Data from CCCCO datamart | credit and non-credit FTES combined*  
*Note: CCCCO datamart FTES values are estimates and differ from 320 report and college/district tracking (Power BI)*

2019-2020AY

- college FTES target EMP: 7,366 FTES;
- actual FTES production (datamart): 7,977 FTES
- actual FTES production (PowerBI): 7,870 FTES

2022-2023AY (most recent data available in CCCCO datamart)

- the college FTES target EMP: 8,172 FTES
- actual FTES production (datamart): 6,416 FTES
- actual FTES production (PowerBI): 6,276 FTES

2023-2024AY

- the college FTES target EMP: 8,459 FTES
- the college target has shifted per district/college planning; current college target is to regain the FTES generated in 2019-2020: 7,440 FTES (target) and 7,870 (achieved) by 2024-2025AY
- college on track for operational target

- EMP Objective 1.3 | KPI 3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.). Shared with Student Support Council.  
The college is growing in the special population enrollments.
- EMP Objective 2.1 | KPI 4: Increase number of degrees completed by 15% annually  
Not agendized
- EMP Objective 2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average  
Not agendized
- EMP Objective 2.7: Increase number of students who complete transfer level math and English by 20% per year  
Not agendized
- EMP Objective 6.1: Establish and expand relationships with regional educational institutions  
The college is working to strengthen relationships with our major feeder High School District and expand offerings; is growing enrollments at the CRC; establishing a relationship with juvenile justice.
- EMP Objective 6.4: Work toward reducing recidivism through incarcerated student education  
Enrollments are growing at the CRC; and a new program is being created for incarcerated juveniles.
- EMP Objective 6.8: Stimulate regional arts development  
Not agendized
- EMP Objective 7.7: Build and support academic support services to improve student success  
Not agendized
- EMP Objective 9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time  
The VPAA's districtwide are planning a review of reassign time 23-24AY

### **Assessment of Scope and Deliverables:**

Self-assess the completion of the charter's scope and deliverables during the academic year

The Academic Council Annual Calendar provides a timeline to address the areas of Council responsibility; and should be reviewed and updated as part of continuous improvement efforts. Establishment of formal mechanisms of review and communication of deliverables would improve connection of Council work and the attainment of college EMP objectives and KPIs.

List of Scope & Expected Deliverables from AC Charter:

1. Provide guidance and recommendations on instructional planning and operational issues including class scheduling, enrollment management, program development, learning support services, special programs development, and educational policy matters.
2. Foster the development of new educational programs in accordance with the Education Master Plan and the developing needs of the community and industry partners.
3. Provide guidance and recommendations on implementation of Guided Pathways procedures related to teaching and learning, student equity, retention, and success.

4. In consultation with the VPAA and the School Deans, establishes annual scheduling priorities, goals, and objectives for the Academic Affairs division, based on the goals and objectives from each school as determined through the program review process.
5. Implement, review, and make recommendations to the pertinent sections of the College strategic plan.
6. Review and recommend revisions to the Academic Affairs Plan as part of the College program review process.
7. Provide guidance and recommendations on accreditation efforts in support of continuous improvement leading to full accreditation, including the development of the Institutional Self-Evaluation Report and the annual accreditation report required by the Commission.
8. Oversees instructional support including the library, learning resource center, instructional laboratories.
9. Provide guidance and recommendations to foster Distance Education expansion and continuous quality improvement.
10. Provide guidance and recommendations on the publication of the College schedule of classes and catalog.
11. Provide guidance and recommendations to support and grow Career Technical Education, Community Education, Workforce Development, and Noncredit Education.
12. Oversees enrollment management activities related to setting and achieving annual FTES/FTEF targets; improving student access, success, completion as well program efficiency and effectiveness, including room utilization and instructor workload.



## Report of Effectiveness Choose an item.

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**Governance Entity:**

Name of Committee or Council.

**Charge:**

Enter Charge from Charter

**Sponsoring Council/Senate:**

Name of sponsoring Leadership Council or Academic Senate

**Co-chairs:**

Enter co-chairs

**Members:**

Enter members.

**Evaluation of the Survey of Effectiveness:**

Self-evaluate the effectiveness of the Committee/Council planning and decision-making processes through the Survey of Effectiveness

**EMP Goal Alignment and Objective Alignment:**

List- responsible EMP goals and Objectives and self-report on EMP objective progress and appropriate objective assignment.

**Assessment of Scope and Deliverables:**

Self-assess the completion of the charter's scope and deliverables during the academic year