



**Academic Council
Minutes for May 28, 2026**

12:50 - 1:50 pm

Zoom: <https://rccd-edu.zoom.us/j/89871849746?pwd=v3LyNQzXh58tJtJh6d1mnHzuwLsxUC.1>

Meeting ID: 957 4733 9920

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

Meeting Participants

Quinton Bemiller, Kylie Campbell, Silvio Castillo, Zina Chacon, Cheryl Cox, Eric Doucette, Courtney Doussett, Ashley Etchison, Claudia Figueroa, Monica Gutierrez, Cody Jenson, Kim Kameran, Alexzander Lesueur, April Mejia, Stacy Miklavcic, Roger Perez, Sandra Popiden, Jim Thomas, Daniel Turrubiarres, Sigrid Williams, Vyvyana Woolridge, Ashley Yoon

Committee Members Present

Quinton Bemiller, Kylie Campbell, Cheryl Cox, Eric Doucette, Ashley Etchison, Claudia Figueroa, Monica Gutierrez, Cody Jenson, April Mejia, Stacy Miklavcic, Roger Perez, Jim Thomas, Sigrid Williams, Vyvyana Woolridge

Guest(s)

Brittnee Quintanar

Recorder

Nikki Ballard

Call to Order

- 12: 54pm

1. Action Items

1.1 Approval of Agenda

M/ A. Etchison , S/ A. Moon; Approved by Consensus

1.2 Approval of [April Meeting Minutes](#)

M/ None , S/ None ; **Approved by Consensus**

1.3 Student Spotlight- Hotep Audit (E. Doucette)

- a) Student spotlight up to date
- b) Eric Doucette not continuing on in this role as he is stepping in as a Co-Chair for Assessment Committee. This committee meets at the same time, so he will not be able to be a member of Academic Council next year.
- c) Kymberly Schluter from Business Logistics will be joining the Academic Council next fall.

2. Discussion Items

2.1 Associate Faculty Recognitions

- a) Mustang of the Month periodically includes associate faculty.
- b) Service Awards do not extend to associate faculty.
- c) With over 300 associate faculty we should have some way to recognize them. Diana Capazano, the part-time rep for the association brought up the idea of some form of recognition as well.
- d) Different ideas of recognizing our associate faculty were discussed.
 - i) Rotating a way of acknowledging associate faculty. Similar to how we have schools recognize Student Spotlight. System already in place and we could model it after that. Department Chairs and full time faculty would have the opportunity to spotlight their colleagues as they see first hand the level of dedication and the behind the scenes work delivered by the associate faculty.
 - ii) Sigrid Williams noted that a student driven award she received had a significant impact on her, more than being chosen by full time faculty. Believes that the award coming from the students would be more profound to our associate faculty. Issue noted was that students are not aware of who's associated versus who is full time.
 - iii) Ideas were to set-up a subcommittee with student reps, or an initial nomination could come from the school and then solicit student feedback.
 - iv) Need to loop in Edwin Romero to see what he thinks
- e) Support for idea is very strong and will be put back on agenda for additional ideas for implementation

3. Information Items

3.1 Dual enrollment Support Updates (K. Campbell)

- a) Vision
 - i) Setting the vision tied to the State Vision 2030. Including starting DE in the 9th grade, with 12 plus units for all high school students by graduation
 - ii) District goal is to achieve 10% of FTES through dual enrollment. Norco has already met that metric.
 - iii) High school partners vision is to have 20% of high school students participate in DE
- b) Types of Dual Enrollment
 - i) Dual enrollment (DE): 2,957 students in program in 2025-2026. Classes specifically for high school students under formal partnership agreements. Currently have 16 high school partners, 7 school districts, and 1 Juvenile Hall (RCOE).
 - ii) Concurrent Enrollment (CE): 333 students in program in 2025-2026. High school students can enroll in college classes regardless of location or high school.
 - iii) Middle College: 690 students in program in 2025-2026. A high school located on the college campus. JFK is our current high school partner. 9th grade is DE while 10-12 grades are CE.
- c) Growth

- i) Significant growth in 2025-2026. Enrolling approximately 10% of our high school feeder school population. Working toward 2030 goal of 20%.
 - ii) FTES have already met the 2030 goal of 10% of College FTES across the district. Will be closer to 20% of College FTES once the enrollment growth hits 20% of the high school population.
- d) Capture Rates
 - i) Application process no different from any other student. Not high school friendly.
 - ii) DE has higher capture rate than traditional non DE students, but still a failing grade.
 - iii) Spring 2025: Implemented dualenroll.com to streamline process and increase capture rate
 - iv) Much more support can be provided as we know if a student is stuck on a step in the application process.
- e) Retention Rates
 - i) Typical drop off in DE runs around 20% of students who apply but do not make it through two weeks.
 - ii) Compared to Middle College (JFK 9th), with the support they have, the retention much higher.
 - iii) Staffing plays a key role, as we are able to assist (hand- hold) the 9th graders through the process.
 - iv) DE needs more support as we grew significantly.
- f) Mindset Shift
 - i) Broadening benefits of DE
 - ii) Provide active outreach and support, focus on building motivation for college, introduce postsecondary pathways, additional focus on creating confident college learners, application of high school CTE credits to college degree programs.
- g) Funding
 - i) Aligned DE course offering finalized, but need support
 - ii) Need outreach to underserved students and schools
 - iii) Need advising for students
 - iv) Need to support students
 - v) Executive Cabinet has approved additional support which will help in this area next year
 - vi) Operational funding is still needed. DE should have its own budget as this program grows.

3.2 Workforce Update- Career Education (A. Etchison)

- a) Highlighted CTE. Overview of some of the fun stuff at CTE but not comprehensive.
- b) Traditional Apprenticeship: Partnerships with IBW and Southwest Carpenters.
 - i) Programs are completely offsite, run and managed by the partnerships through IETTC Center.
 - ii) Norco students go through training site application process and then are onboarded as indentured apprentices.
 - iii) Students take classes at the site but receive Norco College credit. As an example at IBW, the 5-year residential electrical program garners 30 units of Norco College credit toward an AS Degree in Electrical Apprenticeship.
 - iv) Last year Counselors were sent to the training site to meet with students who were interested in taking additional courses to get their Associate Degrees. The numbers have been on the up-tick, so its pretty exciting.
- c) Non-traditional Apprenticeship: Housed at Norco
 - i) Advanced Manufacturing- registered with the State of California under the Department of Apprenticeships Standards and the Department of Labor for federal apprenticeships.
 - 1 Students will exit program with a Journeyman Card from the State of California in various programs within manufacturing.
 - ii) Early Childhood Education and Teacher Pathway

- 1 Launching this Spring. Currently have one apprentice, and it just launched.
- 2 Paula is focusing on growing this new program this Fall.

d) Apprenticeship students

- i) Students required to work.
- ii) Looked as a partnership between student, college, and the employer.
- iii) Prescribed pathway to follow for courses, aligned with wage increases, and typically runs as a two year program.
- iv) Ours is hybrid, so it is comprised of hours and completion.

e) Embedded Certifications

- i) Industry certifications- embedding them to as many CTE programs as possible
- ii) Industry Certified Credentials create better hiring potential
- iii) Outlook with Industry Partners such as Target, Amazon, UPS in conjunction with these certifications are very positive

f) Adult Education and Extended Learning

- i) Partner with CUNY adult educational sites.
- ii) Supported through CAEP (California Adult Education Program) through State of California
- iii) Meet monthly with Consortium of all Adult Schools in Riverside County
- iv) Dedicated educational advisors to support them to transition over to Norco College was an important aspect that came from these meeting.
- v) Shazna Uduman is the dedicated Educational Advisor for Norco. She works individually with students on campus and at offsite locations.
- vi) Workshops, Campus Tours, and Info Sessions are held throughout the year.
- vii) Adult Ed concurrent enrollment has been in place awhile, but currently adding dual enrollment as well

g) New Programs Launching in the Fall

- i) ADJ: Modern Policing
 - 1 Certificate complies with current state legislation that requires all peace officers to earn an interdisciplinary certificate in policing or a degree
- ii) ADJ: Forensic Studies
 - 1 Associate that advances on our CSI certificate
- iii) AT&A: Biomedical Electronic Equipment Repair
 - 1 New program starting in the Fall
 - 2 Only one in the Inland Empire at the Community College level
 - 3 Prepares students to work on healthcare related electronics
 - 4 Potential to offer as a Bachelors Degree program in the future

h) Non- credit courses will be offered to the community at the Corona Public Library

- i) Corona Public Library received a grant to create an Innovation Center
- ii) We are partnering with them to offer an Entrepreneurial Essential Certificate in the Fall and a Financial Literacy Certificate in the Winter.
- iii) Adam Martin and Patty Worsham will be working with the Business Faculty who will be teaching these courses.
- iv) Future plans - offering Pharm Tech

i) Inland Engineering Pathways Partnership Grant

- i) Main goal to increase our transfer rate in Engineering and CTE Engineering Pathways
- ii) Partnering with Corona Norco Unified, Jurupa Unified, and UCR
- iii) Just received an additional two-year no cost extension to continue the work.
- iv) Seeing an uptick in enrollments
- v) Activities to help promote program

- 1 Providing outreach, dual enrollment, identifying students in CTE Engineering tracks and course articulations
 - 2 Offering summer boot camps, industry field trips and presenters. UCR field trips and information sessions.
 - 3 UCR Summer Bridge, UCR Highlander for a day, and UCR transfer transition program
 - 4 Boostering tutoring on campus
- vi) Christian Somoza, STEM Program Coordinator, oversees this program for Norco College
- j) Apprenticeships
- i) Students are working with a manufacturing partner in the region. Typically one or two at a time.
 - ii) The partner signs on to be part of the Apprenticeship Program and must agree to evaluate the students. The whole point is to take them to the next level in their career.
 - iii) Upscales the current workforce for the partner

3.3 CPL Workgroup Update (S. Williams)

- a) CPL Highlights

3.4 Rising Scholar Update (J. Dobson)

- a) K. Campbell noted that the WorkGroup has not met since last meeting. Assessing purpose of the WorkGroup for Rising Scholars.
- b) J. Dobson not in attendance

3.5 SEM Update (Q. Bemiller)

- a) Reminder of the Town Hall taking place Thursday, June 4 in IT-101 or Zoom during college hour

3.6 Distance Education Update (S. Popiden)

- a) S. Popiden not in attendance- no updates

3.7 Assessment Committee Update (A. Mejia/E. Doucette)

- a) Eric accepted the new Assessment Coordinator position as the co-chair

3.8 Update on LTC definition

- a) CMAC changed the definition.
- b) LTC is now at \$30.00 instead of \$50.00
- c) Please let all your faculty know.

4. Good of the Order

- a) None

5. Adjournment 1:46 p.m.

Next Meeting

Date: 9/24/2026

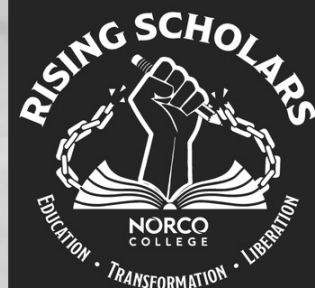
Time: 12:50 – 1:50 pm

Location: Zoom



NORCO
COLLEGE

**Dual
Enrollment**



Dual Enrollment Support Updates

Educational Partnerships
Spring 2026

Vision for Dual Enrollment

CCCCO

Vision 2030: Dual Enrollment in the 9th grade & 12+ units for all high school students.

RCCD

District KPI 2: By 2030, achieve 10% of FTES through Dual Enrollment.

**High School
Partners**

Increase Dual Enrollment participation to at least 20% of all high school students.

Types of Dual Enrollment

Dual Enrollment:

High school student enroll in classes that are offered specifically for high school students under formal partnership agreements.

2,957
Students in
2025-2026

16 High School Partners,
7 School Districts
+ 1 Juvenile Hall (RCOE)*

Concurrent Enrollment:

High School students enroll in college classes on campus or online.

333
Students in
2025-2026

Available to all high
schools, regardless of
location.

Middle College:

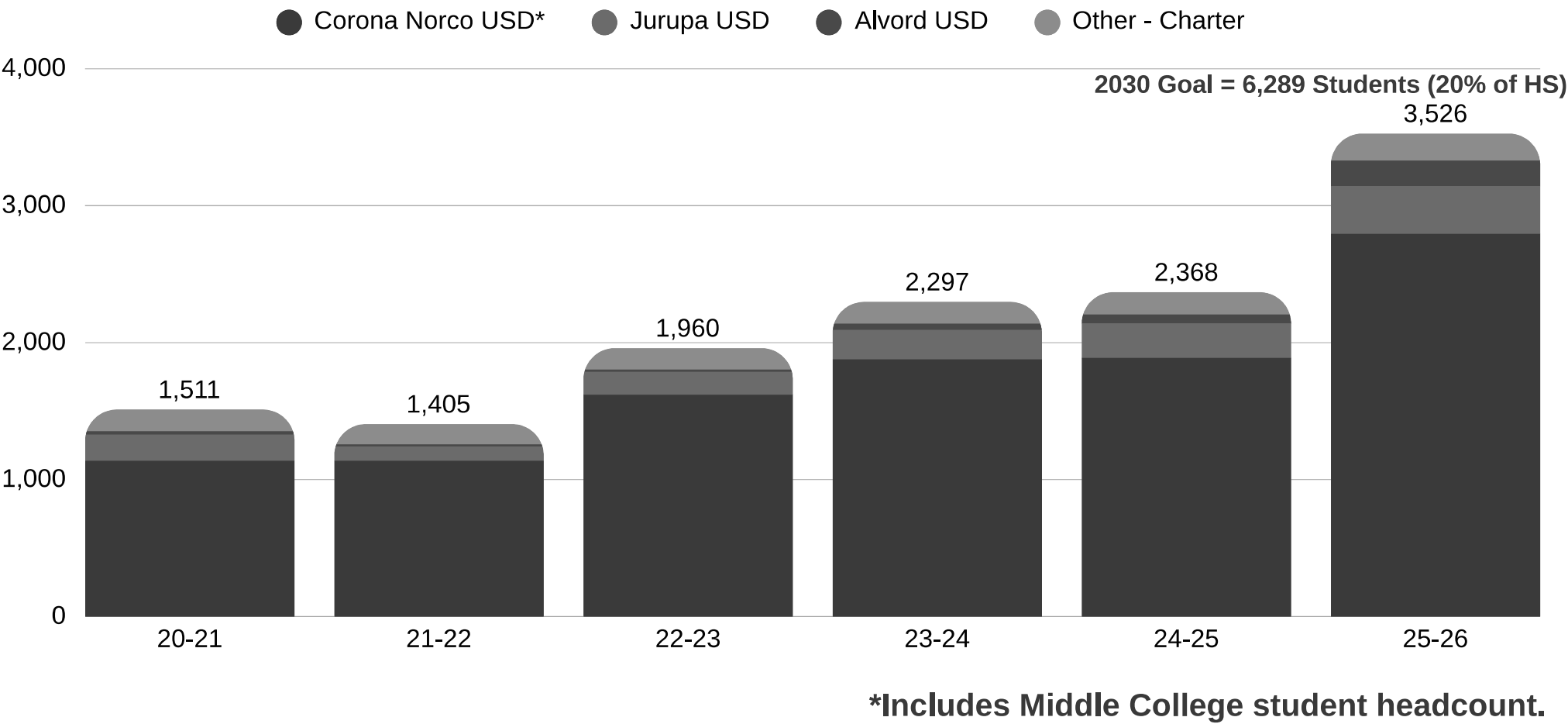
A high school located on the college campus that provides access to all college classes for students at the high school.

690
Students in
2025-2026

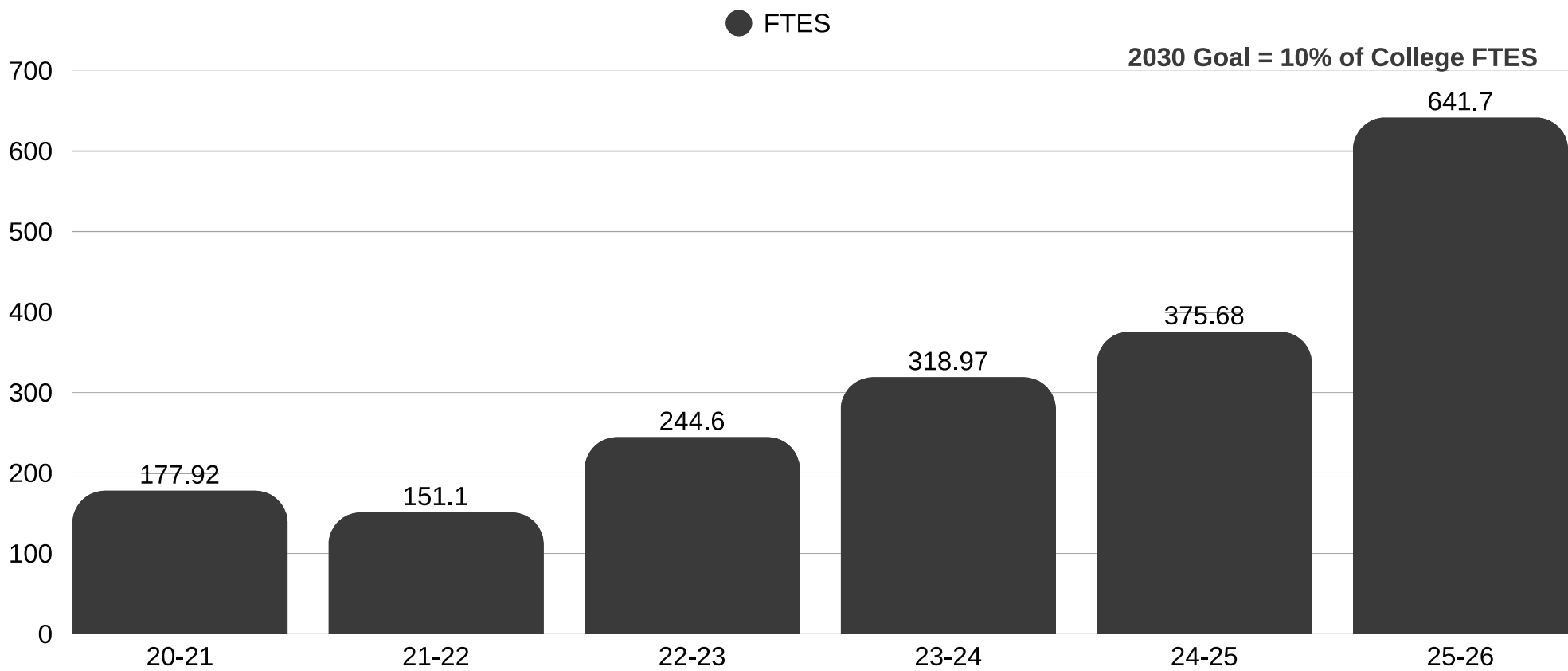
1 High School Partner
9th Grade = Dual
10-12th Grade = Concurrent

***The Rising Scholars Juvenile Justice Program is a subset of Dual Enrollment.**

Dual Enrollment Headcount

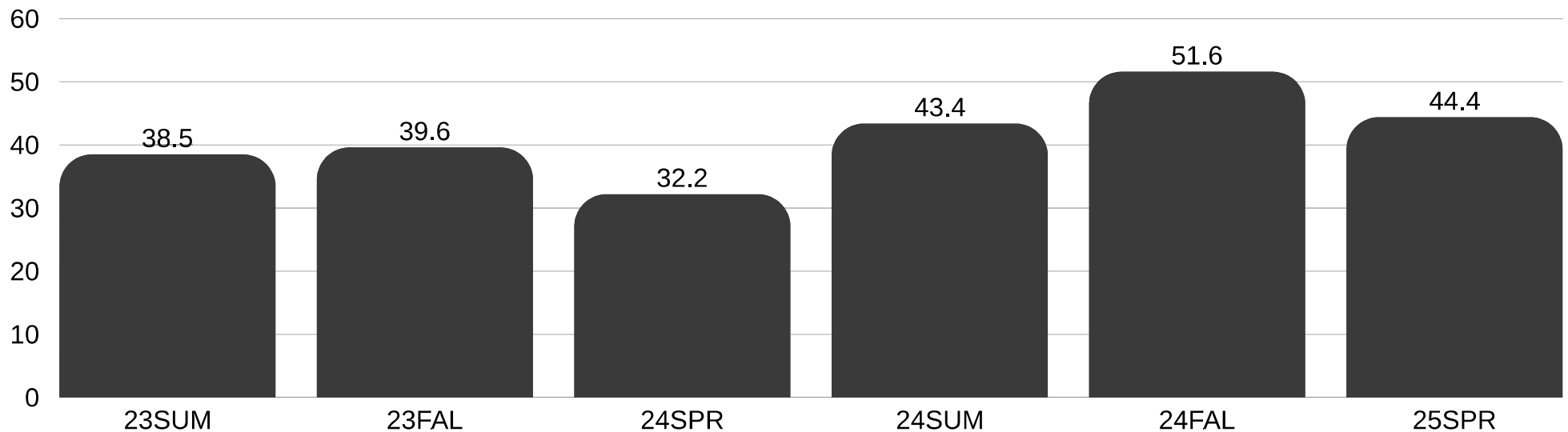


Dual Enrollment FTES



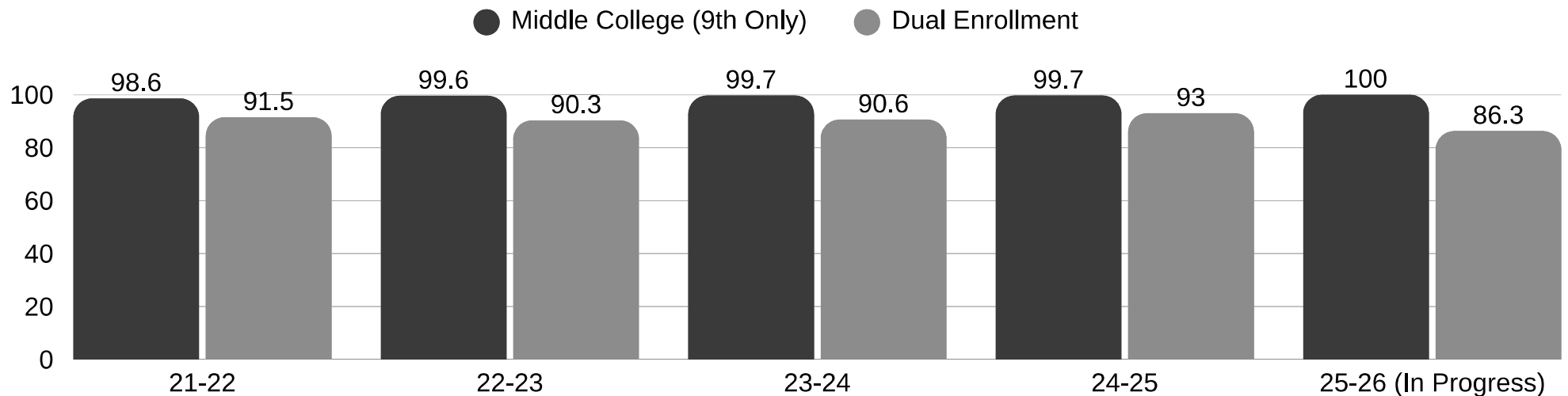
Dual Enrollment Capture Rates

● Capture Rate (Applied & Enrolled)



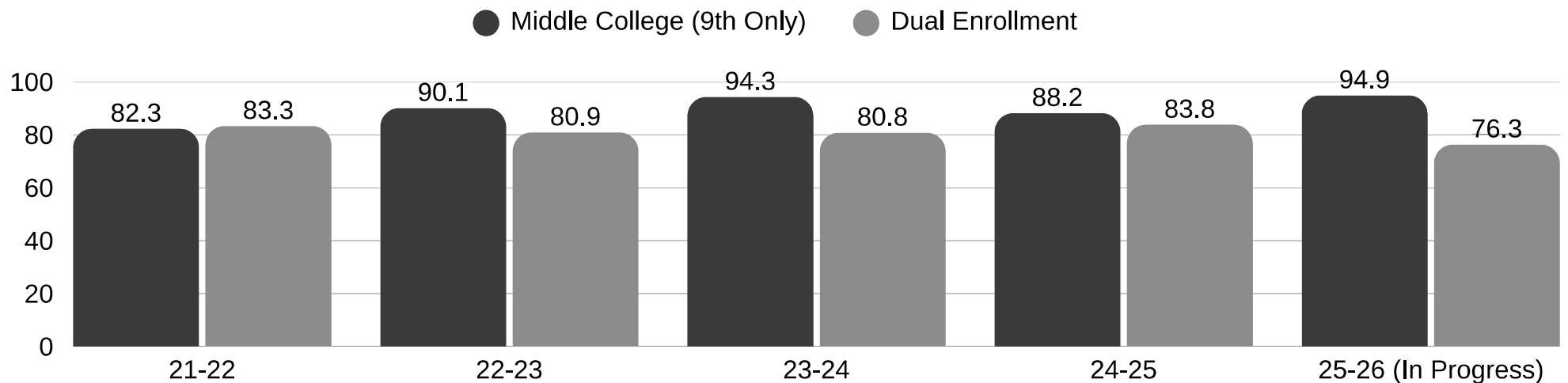
Implemented DualEnroll.com in Spring 2025 to streamline enrollment process and increase capture rates.

Dual Enrollment vs. Middle College Retention Rates



Middle College Model: Onsite reassigned time and adjunct hours for 2 Norco College Counselors and a dedicated PT Educational Resource Advisor

Dual Enrollment vs. Middle College Success Rates



Middle College Model: Onsite reassigned time and adjunct hours for 2 Norco College Counselors and a dedicated PT Educational Resource Advisor

Mindset Shift – DEEP Framework

DEEP: A Research-Based Framework for Broadening the Benefits of Dual Enrollment

Community College Research Center

CONVENTIONAL MINDSET		DEEP MINDSET
DE courses made available to students who are already college bound	➤	Active outreach and support for underrepresented students and families starting in middle school
Focus mainly on strengthening students' academic preparedness for college	➤	Focus also on building motivation for college by helping students explore interests and begin to develop an education/career plan
Offerings mainly emphasize general education courses	➤	Offerings also introduce students to high-opportunity postsecondary pathways through program foundation courses
Focus on achievement of academic content standards	➤	Added focus on helping students become confident college learners through active teaching/learning
High school CTE focused mainly on immediate post-high-school employment	➤	Students motivated and supported to apply high school CTE credits toward college degree programs in high-opportunity fields

Our Top Challenges

- **Staffing limitations**
- **No operational budget**

1**Outreach** to underserved students and schools

- Focus outreach on underserved high schools, students, and communities.
- Start outreach before high school.
- Leverage community connections to build awareness.
- Build trust with and educate parents and families.

2**Align** DE course offerings to college degrees and careers

- Inventory current DE offerings.
- Map DE offerings to college degree programs in fields of interest.
- Embed DE offerings in career-connected high school programs.

3**Advise** students to explore interests and develop plans

- Use DE to showcase college programs and support exploration.
- Help students develop a college program plan and provide checkpoint advising.
- Coordinate advising roles across sectors.

4**Support** students by delivering high-quality instruction

- Scaffold coursework and frontload supports.
- Respond quickly when students are struggling.
- Provide additional, structured support for online classes.
- Support DE instructors and monitor quality.

Applying DEEP Framework at Norco College

DEEP: A Research-Based Framework for Broadening the Benefits of Dual Enrollment
Community College Research Center

DEEP Framework Analysis

**Alignment with DEEP =
Program Strengths**

#2 - Align DE course offerings to college degrees and careers.



Spring 2025 - Reviewed current offerings and pathway alignment. Collected new course requests from high school partners.

Spring 2026 - Finalized 2026-2030 Cal-GETC, certificate and degree pathways, including in-person cohorts.

DEEP Framework Analysis

**Alignment with DEEP =
Program Strengths**

#2 - Align DE course offerings to college degrees and careers.



Spring 2025 - Reviewed current offerings and pathway alignment. Collected new course requests from high school partners.

Spring 2026 - Finalized 2026-2030 Cal-GETC, certificate and degree pathways, including in-person cohorts.

Program Opportunities

#1 - Outreach to underserved students and schools.

#3 - Advise students to explore interests and develop plans.

#4 - Support students by delivering high-quality instruction.

DEEP Framework Analysis

Program Opportunities	Current Staffing	Staffing Needs
 #1 - Outreach to underserved students and schools.	Enrollment Services Coordinator (0.25 FTE), Educational Resource Advisors (~0.6-1.2 FTE), 1.0 FT Student Services Specialist & 1.0 FT Office Assistant	+1.0 FT Office Technician & +1.0 FT Student Services Specialist
 #3 - Advise students to explore interests and develop plans.	Educational Resource Advisors (~0.6-1.2 FTE), Reassign Time for Dual Enrollment Counselor, CTE Staff	+ERA Time at HS Sites +Time for Counselor
 #4 - Support students by delivering high-quality instruction.	1 Student Success Coordinator	+Reassign Time for Faculty Coordinator

Program Requests



NORCO
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Enrollment Support

- **1.0 FT Office Technician** for on-site application and enrollment support at the high schools
- **1.0 FT Student Services Specialist** for back-end admissions processing

Dedicated Counseling

- **Reassign time for FT Counselor(s)** to provide services for Dual Enrollment students

Faculty Support

- **Reassign time for a FT faculty** to provide support for Dual Enrollment & Middle College faculty and to serve as a liaison between college and high school staff

Operational Funding

- Staff **mileage** reimbursement for travel to high schools
- Program **supplies**
- Printing **marketing** materials
- **Technology** for staff
- **Professional Development**
- **Overtime** for staff



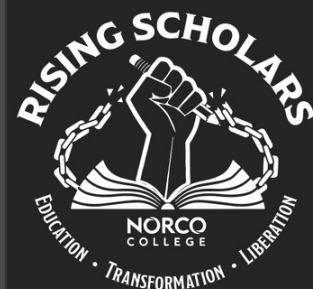
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**Dual
Enrollment**



Questions?

Kylie.Campbell@norcocollege.edu





Career Education

CAREER EDUCATION



MEET



Career Education

TEAM



Ashley Etchison, MA
Dean, Career & Technical
Education



Vacant
Job Developer



Christian Somoza
STEM Program Coordinator



Paula Barrera Partida, M.S. Ed.
Apprenticeship Director



Stephanie Karnes, MPA
CTE Projects Specialist



Shazna Uduman
Educational Resource Advisor



Lue Vang
CTE Laboratory Technician



Career Education

Apprenticeship at Norco College

Connecting Talent to Industry Through Apprenticeship



Apprenticeship Pathways

NC | Norco College
Career Education

Norco College



**Early Childhood
Education & Teacher
Pathway**



**Advanced
Manufacturing**

Partnerships



IEETC
INLAND EMPIRE ELECTRICAL
TRAINING CENTER

electrical training
IBEW - NECA ALLIANCE
www.ieetc.org Tel: 909.890.1703

**Electrician
Apprenticeship**



**Carpentry
Apprenticeship**



<https://www.wsctf.org/join/>

CT-SCA CERTIFICATION! at Norco College



Norco College is offering the **MSSC Certified Technician-Supply Chain Automation & Skills Boss Logistics (CT-SCA)™ certification**. This program prepares technicians who install, operate, support, upgrade, and maintain the automated material handling equipment and systems which support the supply chain.

These certifications prepare students for lucrative career pathways in supply chain automation within the logistics sector of industry. The CT-SCA is ideal for both aspiring technicians and those who are looking for career development. CT-SCA is comprised of three separate certifications.



Introduction to Automated Warehousing (SCA-1)

MSSC CT-SCA: Equipment Maintenance



Industrial Automation 1 (SCA-10)

MSSC CT-SCA: Equipment Repair



Introduction to Automation Networking (SCA-12)

MSSC CT-SCA: Network Repair



Adult Education & Extended Learning



ASSISTANCE FOR ADULT SCHOOL STUDENTS



Educational Advising

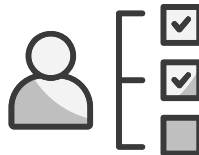
- One-on-one virtual advising on Phone, FaceTime or on Zoom
- Answers individual questions and helps students through admissions and application process



Adult School Exclusive Events

- College staff will lead workshops and information sessions, to support students as they transition
- **Campus Tours, Workshops/Info Sessions**

Adult Ed Concurrent Enrollment



- Adult school students participating in a high school diploma or GED/HiSET program may enroll in selected credit courses at Norco College. Approved completed courses may be counted as electives toward the student's high school diploma, as well as a certificate or degree at Norco College.

NEW PROGRAMS

Launching in Fall

Administration of Justice: Modern Policing

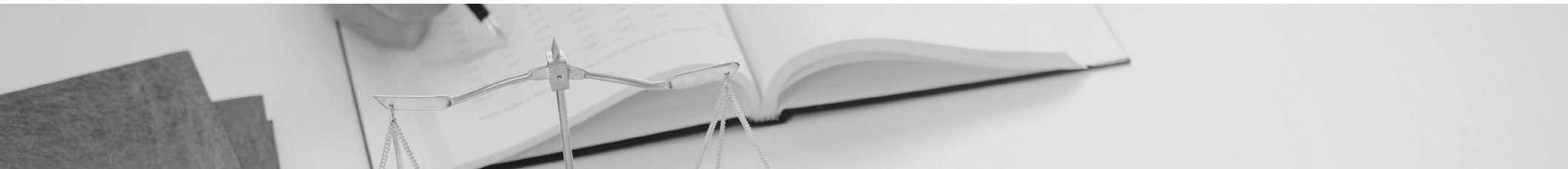
The Modern Policing certificate guides students toward careers in law enforcement and policing, at local, county, state and federal law enforcement agencies. The certificate program provides a seamless transition for students who plan to work in law enforcement, wish to earn an associate's degree and/or transfer to a four-year university. The program also complies with current state legislation which will require all peace officers in California to earn either an interdisciplinary certificate in policing or a degree.

Administration of Justice: Forensic Studies

Forensic Studies prepares students for careers as forensic technicians or coroner technicians and supports current law enforcement personnel seeking CSI-related advancement. The program provides hands-on instruction in crime scene processing, documentation, investigative strategies, evidence collection and preservation, fingerprint examination, crime scene photography, microscopic analysis, chemistry, and biology.

Biomedical Electronic Equipment Repair

The Biomedical Electronic Equipment Repair program prepares students for entry-level careers in the installation, maintenance, and repair of medical and biomedical electronic equipment used in healthcare settings.



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COLLEGE**

CITY OF CORONA
**INNOVATION
CENTER**

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ENTREPRENEURIAL ESSENTIALS CERTIFICATE **FAL26**

Learn the fundamentals of starting and growing a business.
Perfect for aspiring entrepreneurs and side hustlers!

ENP 850-39706	Introduction to Entrepreneurship	Aug 24 – Sep 11	Hybrid	T/Th 4:30–5:30 PM
ENP 851-39708	Entrepreneurship Basics	Sep 14 – Oct 2	Hybrid	T/Th 4:30–5:30 PM
ENP 852-39710	Starting a Business with Limited Resources	Oct 5 – Oct 23	Hybrid	T/Th 4:30–5:30 PM
ENP 853-39709	Money, Finance, and Accounting for Entrepreneurs	Oct 26 – Nov 13	Hybrid	T/Th 4:30–5:30 PM



FINANCIAL LITERACY CERTIFICATE **WIN27**

Take control of your finances and plan for a brighter future.
Build confidence. Build stability. Build your future.

PDS 816-30552	Personal Finance	Jan 4 – Jan 22	Hybrid	T/Th 4:30–5:30 PM
PDS 817-30553	Financial Future	Jan 25 – Feb 11	Hybrid	T/Th 4:30–5:30 PM



Practical,
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knowledge



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business



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confidence
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community of
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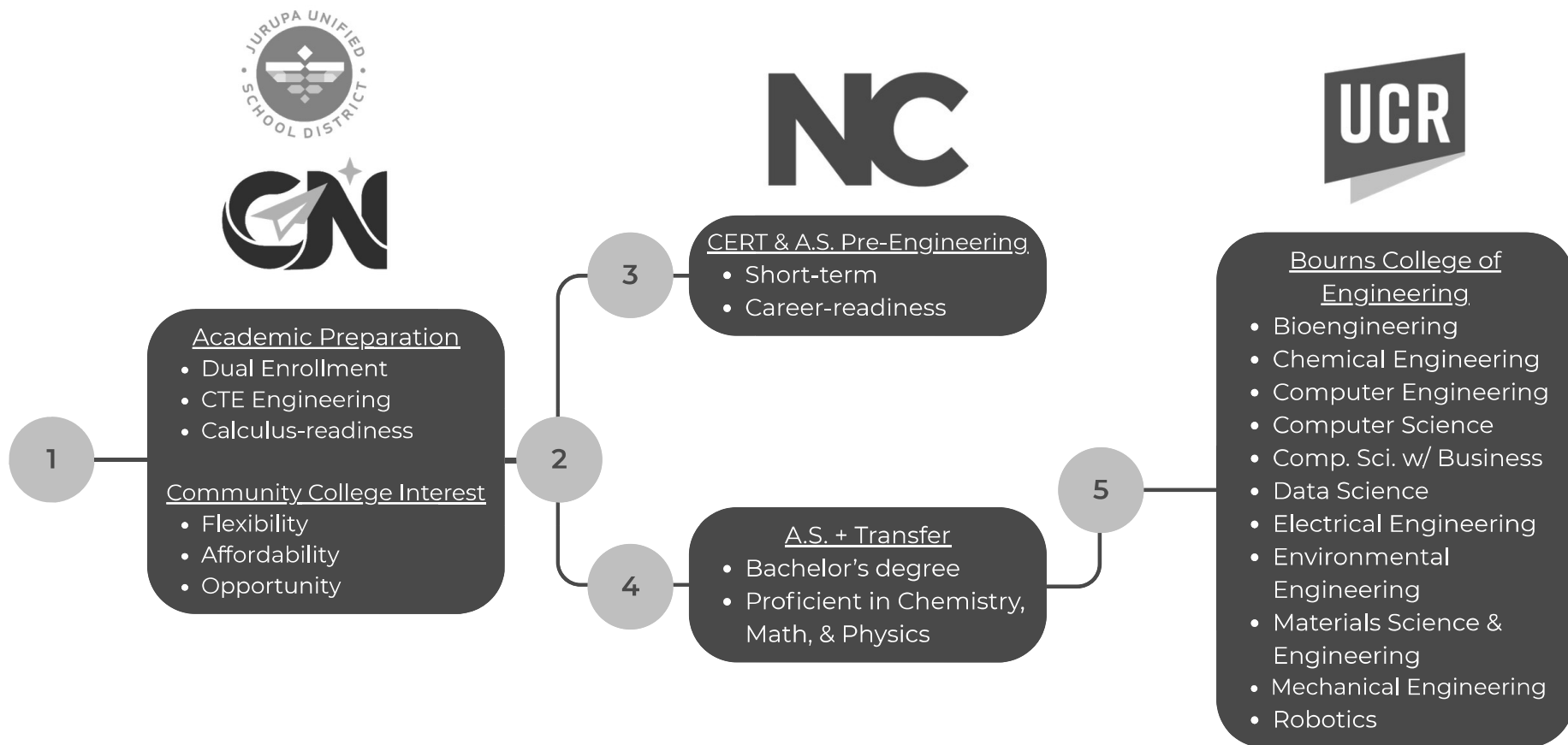


QUESTIONS?

Email us at:
CTE@norccollege.edu
Open to the community. Space is limited.

LEARN | CONNECT | INNOVATE | SUCCEED

IEPP | INLAND ENGINEERING PATHWAYS PARTNERSHIP



Grant Initiatives



1

- Outreach
- Promoting Dual Enrollment
- Identifying students in CTE Engineering tracks
- Course Articulations



3

- Academic Bootcamps
- Industry Field Trips
- Industry Presenters

2

- Summer preparation
 - ENE-10
 - Industry Presenters
 - Academic Bootcamps

4

- Academic Bootcamps
- Industry Field Trips
- Industry Presenters
- Academic Bootcamps
- UC Riverside Field Trips
- UC Riverside Info Sessions



5

- UCR Summer Bridge to Research
- UCR Highlander for a Day
- UCR Transfer Transition Program



Career Education

THANK YOU!

norcocollege.edu/careereducation | cte@norcocollege.edu

Shared Highlights from Sigrid Williams
Academic Council Meeting May 28, 2026

- Norco awarded CPL to 125 students during the 2025-2026 academic year, averaging 5.5 units each and producing roughly \$1 million in combined tuition savings and preserved educational benefits. Of those students, 112 were military-connected or veterans, reflecting the strength of our Veterans Resource Center pipeline and the work being done by Eric Betancourt. Admissions & Records confirmed that every enrolled veteran now has a Joint Services Transcript uploaded in MAP.
- Revision of AP 2235 was approved through all three colleges and the District Academic Senate, removing the upfront 12-unit residency requirement.
- Faculty created 370 new articulations within MAP, identified 82 Credit-by-Examination opportunities across approximately 150 CPL-eligible courses. Our Spanish faculty are working with our sister colleges to create a credit by exam for Spanish 1 and writing a new program certificate in Elementary Spanish to draw students to higher level Spanish courses after awarding CPL for the entry level course.
- The Communications discipline approved districtwide CPL by examination opportunities.
- I advised AS President Kimberly Bell, that I would volunteer to take on the role between ASCCC and NC as the ASCCC Pathway to Credit (PTC) CPL Liaison.
- Norco did not meet the Chancellor's Office Veteran Sprint Goal #1; not due to lack of service, but because of inaccurate MIS data submissions at the district level. As a result, veterans actively being served by Norco are not reflected in MAP reporting, directly impacting the college's recognition and standing.
- The most significant challenge facing Norco is the lack of supported sustainable infrastructure to support CPL to scale. Current efforts rely heavily on temporary assignments, special project work, and the extraordinary efforts of a small number of individuals. While this approach has enabled early success, it is not sustainable and places the college at risk of stagnation or regression.
- CPL counseling is being run through short-term special projects rather than reassigned time, not a viable model given new Title 5 §55524(b) requirements to build CPL into students' education plans within the first year.