NORCO COLLEGE

Minutes
Norco Academic Senate Meeting
On November 6, 2023
1:30 - 3:30 PM | CSS-217 & via Zoom

Meeting called to order at 1:32 PM.

1. Attendees
    Officers, Senators, Alternates, and Committee Chairs & Liaisons: Maria Adams, Jesus Andrade, John Alpay, Hayley Ashby, Melissa Bader, Michael Bobo, Kimberly Bell, Courtney Buchanan, Zina Chacon, Vivian Harris, Marie Hicks, Ryan Hitch, Kim Kamerin, Daren Koch, Virgil Lee, Sandra Popiden, Jody Tyler, Steff Warsinski, William Whalen, Patty Worsham, Erin Spurbeck

    Guests: Charise Allingham, Quinton Bemiller, Carol Farrar, Monica Green, Kaneesha Tarrant, Jesus Vela

2. Approval of Agenda
    M/J. Alpay, S/K. Kamerin; Approved by Consensus

3. **Comments from the Public**
    None

4. Approval of meeting minutes from October 16, 2023
    M/J. Alpay, S/K. Kamerin; Approved by Consensus

Action Items:

5. Senate President Appointments
    The Senate ratified the appointments made by the Senate President.
    M/J. Alpay, S/K. Kamerin; Approved by Consensus

6. The Senate had the first read of **AA_AS 2024-25 Crosswalk SEP.**
    District academic standard has reformatted the RCCD GE pattern/associate degree requirements to align with CALGETC. It now includes ethnic studies.
    M/J. Alpay, S/K. Kamerin; Approved by Consensus

7. The Senate had the first read of the **Student Evaluation Survey**
    The Student Evaluation Survey was revised and approved by APC and APC is seeking approval from the Academic Senate. This will serve as a first read with a second read and action on December 4, 2023.

8. **Information Item: Replacement Positions approved by APC**
    The Academic Planning Chairs have recommended these Faculty Replacements.

9. **Action Item**: The Senate approved the **New Faculty Prioritization Ranking** recommended by the Academic Planning Chairs.
    M/J. Alpay, S/K. Kamerin; Approved by Consensus

10. **Action Item**: The Senate had a first read of the **Program Review Committee Charter 2023** and will come back December 4th for a second read.

11. **Information Item**: The Senate was presented with Norco College's first year of **CVC-OEI Membership Update.**

12. **Information Item:** The Senate reviewed and provided feedback on the **Academic Senate Standing Committees - Report of Effectiveness.**

13. CTA Report (Araceli Covarrubias, Norco College Faculty Association Representative, & Virgil Lee, Norco College Faculty Association Vice President)

14. Officer Reports
    A. Secretary/Treasurer (Hayley Ashby)
        • No Report
    B. Vice-President (Dan Reade)
        • No Report
    C. President (Kimberly Bell)
        • Report

15. College Reports:
    A. Associated Students Senate Representative (Jesus Andrade)
        • Harvest Festival was a big success and had about 2k people come through in a period of 3 hours.
            • ASNC has some concerns regarding lack of security/campus police at event.

    B. President (Monica Green)
        • There's more of a push and encouragement to adopt a bachelor's degree for the California community colleges; Currently, there are 33 bachelor's degree programs across the State at 29 colleges; There's some colleges that have more than one and there's a lot of information on the Chancellor's office website; There is a a document, It's a quick; Read a 10 top 10 reasons to champion.
            o One is to help advance State's mission for higher education; They're affordable and keep and help keep students out of debt; They graduate students in high-paying, high, skilled jobs; They reduce equity gaps for the pilot cohort that was run, and they help keep college graduates in California; 95% of the graduates within the cohort stayed within California; there are the existing programs that are offered and many institutions are willing to share because we want to increase the number across the State.
            o There's plenty of need for bachelor's degrees across the State and you'd like for the California community colleges to be a strong contender and opportunity for access for students.

        • There's been a lot of discussion regarding associate degree for transfer and the elimination of the areas of emphasis our AOE's, want to point out that we're doing work to make sure that where we can have an ADT that we do have an ADT; We're performing rather well in that area, but there are a

couple of gaps and we're working with academic affairs and Senate in terms of those opportunities.

- In regards to the district Strategic planning structure, some areas are still in limbo, but those councils, committees that have been a part and of the District Strategic Planning Council, they are moving forward with their purpose and membership of those that are existing; You may see some changes in it; It's not the status quo; those, again, those that are existing councils or committees within the district strategic planning structure; They are changing to conform with what was approved, but those that have some modifications or some new ones. Those are not yet set.

C. Vice President of Academic Affairs (C. Farrar)
- I have reached out to a few areas that had in the past expressed interest in facilitating bachelor's degrees here at Norco College; The next opportunity to submit for that is in January.
  o I have spoken to several colleges, and who are more than willing to share their steps.
  o What they look to achieve the bachelor's degree status, and so for any discipline that is interested, please reach out quickly, and we might even make it January deadline.
- Enrollment update is we're on track, and we're doing fine; We have our district enrollment management meeting coming up and we will work with our sister colleges to build up our enrollments; the district will determine benchmarks as quickly as possible.

D. Vice President of Planning and Development (T. James)
- Currently, there is logistical support for student engagement events through the Dean Student Services office, they are available to assist with details, such as room reservations, catering, request contracts for guest speakers, and even marketing.
  o Making sure that we can get a hold of the students that you want to target, do targeted outreach to via flyers, emails, phone cost text messages, social media, etc.; They are working on a formal process for requests, but currently, you can email directly to David Schlanger, Student Services to get help with logistical planning before I go to the next point.
  o Additionally, there is funding through the Paces grant for practicing professional guest speakers, so for any of our cap events or student engagement events, we have funding to pay up to $500 for a 1-hour presentation for practicing professionals.
  o The paces grant has set aside $1,000 for each school, each semester so $8,000 in total for the fall, $8,000 in total for the spring, so 2 guest speakers can be brought in; This semester and next semester; So if faculty in your area and if you do not have contacts for practicing professionals, you can also reach out to David Schlanger who can help to discuss and arrange for a guest event speaker for your school.
- Additionally, my office is working with David's office to provide monies for food or refreshments at cap events; We're actually working on a structured

process; Depending on the level of formality of your event, there will be different packages to choose from; We know that for some events it may not be necessary or needed for food, but we know that for some events that could be a great incentive for student participation; We have packages from all the way, from refreshments to finger food to maybe ice cream or pizza party, or even more formal, like full meal events, but it would depend on the events we're working out the structure of that right now; I'm working with his office to provide funding in this area for food depending on the type of event you would offer.

- Lastly, Engagement calendar, this fall semester it's bit of a catch up with the approval of cap the cap hour event in the spring, but it is definitely an opportunity to start piloting a variety of events, and the goal is to create a complete term long student engagement calendar for each school; I just want to encourage all of you to start thinking about that for the spring semester; paying people via contracts or getting catering, it takes time to get this stuff set up; If you can start thinking about that now, working with faculty, just know that out through David Schlanger's office of the Dean of Student Services, there will be additional engagement activities that will be outside of the cap hour; It may not involve faculty, because we know that students are available at a variety of times, like sometimes the evening or different times of the day, and we want to be responsive to that; There will be other events for student engagement outside of Cap Hour; It was 2 per each semester; If you didn't use any of that funding this year, and maybe you want to bring in 3 in the spring, would be perfectly acceptable since we got the late start in the fall.

16. **Standing Committees & Liaisons Reports**
    A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, LGBTQ+ Advocates, Library/LRC, Program Review, TLC
    Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, Equity, PGSL
    B. Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, Equity, PGSL12.

17. Meeting adjourned at 3:36 PM.

Minutes
Norco Academic Senate Meeting
October 16, 2023
1:30 - 3:30 PM | CSS-217 & via Zoom

Meeting called to order at 1:31 PM.

1.　Attendees
　　Officers, Senators, Alternates, and Committee Chairs & Liaisons: Maria Adams, Jesus Andrade, John Alpay, Michael Bobo, Kimberly Bell, Courtney Buchanan, Zina Chacon, Vivian Harris, Lisa Hernandez, Ashlee Johnson, Kim Kamerin, Daren Koch, Virgil Lee, Adam Martin, Sandra Popiden, Dan Reade, Jody Tyler, Steff Warsinski, William Whalen, Sigrid Williams, Patty Worsham

　　Guests: Charise Allingham, Greg Aycock, Michael Collins, Ashley Etchison, Carol Farrar, Monica Green, Jethro Midgett, Sara Nafzgar, Erin Spurbeck, Kaneesha Tarrant
From Barnes & Noble: Jim Luecke, Lori Schmit, Stacy Weidner

2.　Approval of Agenda
　　M/J. Tyler, S/K. Kamerin; Approved by Consensus

3.　**Information Item**: Barnes and Noble Bookstore Update
Representative(s) from Barnes & Noble discussed the bookstore transition from Follett to B&N. The contract with Follett ends on December 31, 2023.

4.　Approval of October 2, 2023 minutes
　　M/K. Kamerin, S/S. Warsinski; Approved by Consensus

　　Comments from the Public
　　　None

5.　**Action Item**: Senate President Appointments
The Senate ratified the appointments made by the Senate President.
　　M/K. Kamerin, S/J. Alpay; Approved by Consensus

Information Items:

6.　CMAC (Course Materials Affordability Committee) Resolution
The CMAC Chair presented the CMAC resolution in Opposition to Inclusive/Equitable Access language being used by bookstore retailers and textbook publishers throughout the nation.

7.　AP (Administrative Procedures) Review and Revisions
The Senate President led a discussion on issues associated with AP6160 [A], AP2260 to ensure alignment throughout the district, and AP6210 [A].

8.　Academic Senate Standing Committees - Report of Effectiveness
The Senate reviewed and provided feedback on the Reports of Effectiveness submitted by each of its standing committees.

9.	CTA Report (Araceli Covarrubias, Norco College Faculty Association Representative, & Virgil Lee, Norco College Faculty Association Vice President)
- Report
10.	Officer Reports
A.	Secretary/Treasurer (Hayley Ashby)
- No Report
B.	Vice-President (Dan Reade)
- No Report
C.	President (Kimberly Bell)
- Report

11.	College Reports:
A.	Associated Students Senate Representative (Jesus Andrade)
- Harvest Festival is coming up October 27th.
- Mustang statue should be delivered in November.

B.	President (Monica Green)
- Major conversations with CEOs across the State addressing the 50% law and how it does not reflect our current reality in the Community College system.
- There is a focus on baccalaureate degree programs and being able to expand them within that in California community college system; it's a matter of accessibility and equitable access for our residents to bachelors degrees and a lot of discussion.
- The Common Cloud data project, which is the Common ERP that the State is in the current phase of development that will probably take us out to 2026, so more to come on that, and what that might look like for us.
  o There's a lot of promises with a Common ERP but we can see how challenging it is, just locally with our ERP development. So just a couple of things that we're talking about at the state level. And that's happening at the same level

C.	Vice President of Academic Affairs (C. Farrar)
- First, thank all of those of you who applied for the 0 textbook cost course mapping special project; I'm meeting with Professor Martin this evening, and we'll get back in touch with those of you who applied for that special project ASAP early this week, so you can get started.
  o Keep your eye out for another email about the 0 textbook costs awareness project; this is to raise awareness among faculty about 0 textbook costs and it should be a nice little contained individual project that we received; Yes, flex approved, so you could either do it for flex or as small special project.
- We tried something new with a bulk sign up for adobe sign with every full-time faculty member, so that I could know for sure that you received your opportunity to do the load bank election form for next year and there was a little bit of confusion about the load bank election form and what it did. So maybe there's some space there for some ongoing education about that but 100 now have been completed. Thank you for participating.

- Please be aware that if you're teaching a non-credit class, there are 2 census dates and the district and your dean have been reaching out to you; If that's you, thank you for completing those very important census dates for our noncredit courses.

D. Vice President of Planning and Development (T. James)
- We had our final approval for the midterm report that is doing 2024 at College Council last week; It is still going to the board as a joint presentation with our sister colleges in January of 2024, however, our timeline for submission to DSPC and Chancellor's Cabinet has been adjusted as we worked with our sister colleges, so it will now go to DSPC on November 17th, and Chancellor's Cabinet on December 4th but it does not change our plan to present to the Board in January 2024, to submit by the March 2024. Deadline
- Guided pathways and Equity- we are coming up to November, and there have been quite a few schools and departments and caps that have reached out to request support for Cap, our events; I've been working with deans to provide support and some resources; For those who are interested in hosting and putting on some cap hours student engagement events as part of our Guided Pathways work.
  - We're putting together toolkits and templates, so you don't have to figure it out all by yourself; We have a team of people to support you and to ensure that our students have opportunities to meet with faculty who have expertise in these career and academic path.
  - Please reach out to either your department chairs or VP, and get that information to us, so we can provide that support for the upcoming cap hour for November.

12. [Standing Committees & Liaisons Reports](#)
A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, LGBTQ+ Advocates, Library/LRC, Program Review, TLC

B. Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, Equity, PGSL12.

13. Meeting adjourned at 3:36 PM.

Academic Council

Chair or Rep from Math, Engineering, Computer Science & Game Development
Faculty **Janet Frewing**

Student Support Council

Caroline Hutchings

ZTC Awareness Project participants with pending special projects

Robert Wolfer

Emad Shonoda

Eva Amezola

Konstantin Nikolaychuk

Greg Johansen

Toren Wallace

Dakota Mattson

Ryan Wesley Hitch

Arlene Osorio

Jasmine Hyland

Om P Tripathi

Weining Cui

Ashley Tocts

Banibrata Ghosh

ZTC Course Mapping Project with pending special projects

Angela Thomas

Teresa J. Friedrich Finnern

Laura Adams (possible)

Lisa Martin

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Associate Degree Requirements
2024-25 DRAFT

Riverside Community College District General Education Requirements – PLAN A Legend: C=Units Completed, IP=Units In Progress, N=Units Needed	C	IP	N
1. English Composition (4 units) **English** 1A/1AH **Oral Communications and Critical Thinking (3-4 units)** **Academic Literacy and Reading** 4; **Communication Studies** 1/1H, 2, 3, 6, 9/9H; **English** 1B/1BH; **Math** 32; **Philosophy** 11, 32;			
2. Mathematical Concepts and Quantitative Reasoning (3-4 units) **Computer Information Systems** 70A; **Mathematics** 1A/1AH, 1B, 1C, 2, 3, 5, 9, 10, 11, 12/12H, 15, 23, 25, 26, 35, 36, 53, 70A, 70B; **Psychology** *48*; **Sociology** 48;			
3. Arts and Humanities (3-5 units) **American Sign Language** 1, 2, 3, 4, 22; **Arabic** 1, 2, 3, 8, 11/11H; **Architecture** 36; **Art** 6/6H, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25A, 25B, 26, 27, 28A, 28B, 30A, 30B, 34, 35A, 35B, 36A, 36B, 38, 39, 40A, 40B, 41A, 41B, 42A, 42B, 43A, 43B, 44A, 44B, 44C, 45, 46, 47, 48A, 48B, 49A, 49B, 50A, 50B, 51A, 51B; **Art History** 1/1H, 2, 2H, 3, 4, 5, 6, 6H, 7, 8, 9, 10, 11, 12, 13, 14, 15; **Chinese** 1, 2, 11; **Communication Studies** 7, 11, 12; **Dance** 6/6H, 7, 8, 9; **English** 1B/1BH, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17ABC, 18, 20, 23, 24, 25, 30, 34, 35, 38ABC, 40, 41, 44, 45, 48; **English as a Second Language** 49, 50; **Ethnic Studies** 1, 3, 7, 8, 13, 14, 15; **Film Studies** 1/1H, 2, 3, 4, 5; **Film, TV and Video** 12, 38A, 38B, 41, 42, 44A, 45A, 48, 51A, 51B, 52, 53, 64A, 65, 67, 68, 71A, 72, 74, 77, 79; **French** 1, 2, 3, 8, 11; **Game Development** 2; **History** 1, 2/2H, 4, 5, 6/6H, 7/7H, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 25, 26, 28, 29, 31, 32, 33, 34, 35, 38, 42, 60, 61; **Humanities** 4/4H, 5/5H, 8, 9, 10/10H, 11, 16, 18, 20ABC, 23, 35; **Italian** 1, 2, 3, 11; **Japanese** 1, 2, 3, 4, 11; **Music** 1, 3, 4, 5, 6, 8A, 8B, 9, 10, 11, P11, 12, P12, 19/19H, 20, 21, 22, 23, 25, 26, P27, 28, P28, 29, 30, 31, 32A, 32B, 32C, 32D, P32A, 33, 35, 36, P36, 37, 38, 39, 40, 41, 42, 43A, 43B, 43C, 44, P44, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 65, 66, 67, 68, 69, 70, P70, 71, 72, 73, 74, 75, 76, P76, 77, P77, 78, 79, 80, 81, 82, 83, 84, P84, 85, 86, 87, 88, 89/89H, 92, 93, 94, 95, 97, 98, 101; **Philosophy** 10/10H, 12, 13, 14, 15, 19, 22, 33, 34, 35, 36; **Photography** 8; **Portuguese** 1, 2; **Russian** 1, 2, 3, 11; **Spanish** 1/1H, 2/2H, 3, 4, 8, 11, 12; **Theater Arts** 2, 3, 4, 5, 6, 9, 25, 26, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 41, 44, 46, 48, 49, 54, 55, 56, 57, 58;			
4. Social and Behavioral Sciences (3 units) **Administration of Justice** 1, 3, 9, 9H; **American Sign Language** 22; **Anthropology** 2/2H, 3, 4, 5, 6, 7, 8, 10, 16; **Arabic** 11/11H; **Chinese** 11; **Chemistry** 17; **Communication Studies** 6, 9/9H, 12, 13, 20; **Early Childhood Education** 20; **Economics** 4, 5, 6, 7/7H, 8/8H, 9/9H, 10; **Ethnic Studies** 2, 14, 15, 21, 23, 27, 28, 29, 44; **French** 11; **Geography** 2, 3, 4, 6, 7, 8, 30ABCD; **History** 1, 2/2H, 4, 5, 6/6H, 7/7H, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 25, 26, 28, 29, 31, 32, 33, 34, 35, 38, 42, 44, 60, 61; **Human Services** 4, 5, 6, 7, 8, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 60, 61, 62, 69, 70, 71, 72, 73, 74; **Italian** 11; **Japanese** 11; **Military Science** 1, 2; **Political Science** 2/2H, 3, 4/4H, 8, 10, 11, 12, 13, 14, 17, 20, 21, 22, 23; **Psychology** 1/1H, 8, 9, 10, 11, 33, 35/35H, 48, 50; **Russian** 11; **Sociology** 1/1H, 2, 3, 10/10H, 12, 15, 20, 21, 23, 25, 48, 50; **Spanish** 11, 12;			
5. Natural Sciences (3-5 units) **Anthropology** 1/1H; **Astronomy** 1A, 1B; **Biology** 1/1H, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 18, 19, 20, 21, 31ABCDE, 40, 45, 50A, 50B, 55, 60 or 60H, 61, 85; **Chemistry** 1A or 1AH, 1B or 1BH, 2A, 2B, 3, 10, 12A, 12B; **Geography** 1 or 1H, 1L, 5; **Geology** 1, 1/1L, 1B, 2, 3, 5, 30A, 30B, 31, 32; **Oceanography** 1, 1/1L; **Physical Science** 1, 5; **Physics** 2A, 2B, 4A, 4B, 4C, 4D, 10, 11; **Psychology** 2; *(Waivers granted for COS 60C and ELE 21)*			
6. Lifelong Learning and Self Development (Choose one Option for 2-3 units) **Option 1: Biology** 35 or **Health Science** 1 (or completion of the DEH, EMS, VN, or RN program; or submission of a DD214); **OR** **Option 2: Kinesiology** *(2 activities courses)* Any course with an A or V, or any Dance class with a D is considered an activity course. The following courses may be counted as one of two activity courses required: **Kinesiology** 6, 23, 27, 28, 29, 33, 34; **Music** 48, 49, 59, 60, 61, 66; **OR** **Option 3: Fitness and Wellness: Academic Literacy and Reading** 3; **Early Childhood Studies** 20, 42; **Guidance** 47, 48; **Kinesiology** 4, 10, 12, 30, 35, 36, 38; **Psychology** 9, 10, 11, 33; **Sociology** 12; *Note: Students are exempt from the self-development requirement when they complete the Cosmetology program, Registered or Vocational Nursing program, Basic Peace Officer Training Academy, the Firefighter Academy, or EMS program. Five units will be awarded towards fulfillment of RCCD GE area 6: Lifelong Learning and Self Development upon presentation of an official Joint Services Transcript or Community College of the Air Force Transcript as evidence of completion of basic training. Military transcripts are evaluated based on the recommendations of the ACE Military Guide. Credit may be used to fulfill RCCD GE, area of emphasis, certificate or elective degree requirements.*			
7. Ethnic Studies (3 units) **Ethnic Studies** 1, 3, 7, 8, 13, 14, 15, 21, 23, 44; **History** 14, 15, 44; **Philosophy** 14; **Political Science** 21, 23;			
Math Competency Completion of a Riverside Community College District Mathematics course with a grade of "C" or higher selected from: Computer Information Systems 70A; **Mathematics** 1-36 *(excluding MAT-32)* or MAT-53, 70A, 70B; **Psychology** 48; **Sociology** 48; or the equivalent [CLEP, AP/IB Exams, Credit by Exam, other pathways such as courses from other colleges/universities, or Early Assessment Test (EAP for CSU, MCAP)]. *(See a counselor for more information.)*			
Reading Competency *Demonstrated by one of the following:* -Completion of **Academic Literacy and Reading** 3 or 83 with a grade of "C" or higher **OR**; -A minimum grade of "C" in each general education course **OR**; -Students have completed 60 degree applicable units with a 2.0 or higher GPA **OR**; -Completion of an associate's or higher degree at a regionally accredited institution.			

Using a Likert Scale:

1. The instructor follows the guidelines of the posted syllabus.
2. The instructor returns assignments within the timeline outlined in the syllabus.
3. The syllabus provides enough information so that I know what is expected of me during this course including class policies, grading criteria, and schedule of content.
4. The instructor covers material required for the course objectives.
5. I have opportunities to interact with my peers in this course.
6. I am able to find course materials on Canvas. N/A
7. The visual aids used in this course support course content and learning.
8. Examinations, speeches, papers, and/or assignments correspond to the course content.
9. The lectures relate well to course content.
10. The instructor uses examples to relate subject matter to everyday life. n/a
11. The instructor is available to meet students during office hours or by appointment.
12. The instructor generally responds to emails within 72 hours or per syllabus guidelines.
13. The instructor provides feedback on graded assignments.
14. The instructive facilitates an environment that is respectful of all persons.

OPEN ENDED:

We value your input. Is there anything else you would like to share about the instructor, or course instruction?

On 10/13/23 APC approved the following Replacement positions:

• 1 Library faculty replacement position due to intra-college assignment.

• 1 English faculty replacement position due to retirement.

• 1 Guidance faculty replacement position due to intra-college assignment.

On 10/13/23 APC Approved the Following New Faculty Prioritizations:

1 Geography

2 Early Childhood

3 Counseling-Special Programs

4 Counseling-Veterans,

5 Counseling-Advising,

6 Counseling-DRC

7 Counseling-Advising

NORCO COLLEGE

Charter for Program Review Committee
2023-2025

This Charter is established between the Program Review Committee and the Academic Senate to structure the process and planned outcomes included herein during the two-year period of the 2023-2025 academic years.

Purpose
The Program Review Committee establishes guidelines, tools, and content requirements for the Program Review process at Norco College. The committee will review and evaluate the Program Review and Annual Update to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning.

Charge
The Program Review Committee is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below: 2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college. • 2025 Objective 8.2 Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.

Guiding Principles and Assumptions
The Norco Program Review Committee A. The Program Review Committee is a standing committee of the Academic Senate. B. The Program Review Coordinator will serve as the faculty co-chair. C. The Program Review Committee will review and accept the Norco College Program Reviews and the Annual Updates and post to the Program Review website. The information from these Program Reviews will then be forwarded to and integrated into the College's Strategic Planning Processes. Accreditation Standards guiding the Program Review Committee:

Approved Oct. 26, 2023

Guiding Principles and Assumptions
• 1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. • 1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement.

Equity
As part of the Program Review process, each discipline and/or unit at the college will look at disaggregated data to identify if any student subgroups are showing equity gaps. The discipline/unit planning and resource allocation requests should take into consideration these data and ameliorating gaps in achievement and learning. As part of the Program Review Process, each discipline and /or unit of the college will review and reflect on the equity-related professional development/ trainings members have participated in, implemented techniques, and identified a need for.

Scope & Expected Deliverables
Specific deliverables for the 2023-25 academic years are: • Implement and support the comprehensive program review submission. • Update and implement a standardized Program Review Rubric. • Review and update the Program Review Process for 2024-2027. • Provide training as needed to support the needs of those completing program reviews.   As a standing committee of the Academic Senate, this committee is subject to the Brown Act (SPGM, p.71) and should keep/post agendas and minutes accordingly.

Membership
The Program Review Committee will be ideally comprised of faculty members who are representative of Norco College's schools structure. • Faculty Chair o Member of Assessment Committee o Member of Governance and Institutional Effectiveness Council o Attend Academic Senate to report on Program Review Committee • Administrative Chair (Dean of Institutional Effectiveness) o Member of Assessment Committee o Member of Governance and Institutional Effectiveness Council • Faculty Committee Members – At least 1 faculty member from each school. One of the faculty should represent CTE programs and one faculty should be a counselor.

Membership

- Vice President Student Services
- Vice President Business Services
- Dean of Instruction
- Institutional Effectiveness Representative
- Student Representative

All members of the Program Review Committee including co-chairs are allowed to vote as long as a majority (quorum) of faculty are present at any specific meeting.

Meeting Time/Pattern

The Program Review Committee meets monthly on the fourth Thursday at 2:30 pm -3:45 pm during the Fall and Spring semesters, with a video conferencing option for non-members if requested. Contact the Co-Chairs to place an item on a future agenda.

Roles of Chairs and Members

The Chair/Co-Chair(s) are accountable to the Academic Senate to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing agenda and facilitating meetings of the Program Review Committee 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 Program Review Committee that can help to achieve the Program Review Committee's charter deliverables. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the Program Review Committee. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with Program Review Committee peers with the intention of finding consensus on all issues that come before the Program Review Committee.

Meeting Procedures and Expectations

The Chair(s), and members of the Program Review Committee 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.

Meeting Procedures and Expectations
- 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.

Approved Oct. 26, 2023

Norco College/CVC Fall 2023 Update

Presenter: Ryan Hitch and Sandra Popiden

What is the CVC-OEI Consortium?

- The California Virtual Campus - Online Education Initiative (CVC-OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students can complete their educational goals by increasing access to and success in high-quality online courses.
  - Helping students accelerate their studies
  - Advancing completion and educational goals.
  - Increasing student access and success.
  - Increasing student access to high-quality accessible online courses.
  - Promoting student access to POCR "quality reviewed" online courses
- To learn more about the CVC-OEI, continue reading: more information on the CVC-OEI Consortium.

How Does This Work?

- Much of this work is done through [the CVC Exchange](), a platform that students can use to register for online courses offered at other colleges.
- There are stages to how Norco College implements the CVC Exchange. While there are many technical (IT) aspects to this process that are beyond the scope of this presentation, the stages can be summarized in two parts:
  - **Home College:** This first designation allows Norco College students to more effectively utilize the CVC exchange to sign up for online courses at other colleges.
  - **Teaching College:** This second designation allows students outside Norco College to utilize the CVC exchange to sign up for online courses at Norco College. (As of May 2023, there are 29 teaching colleges, and 6 in progress)

Norco College/CVC Timeline

- **Fall 2022:** Norco Academic Senate approves CVC-OEI Membership.
- **Spring 2023:** RCCD (and by extension, Norco College) becomes a Home College.
- **Fall 2023:** RCCD (and by extension, Norco College) is in the November cohort to establish CVC Exchange delivery of courses.
- **Spring 2024:** Cohort completion date is February 2024. RCCD (and by extension, Norco College) becomes a Teaching College.
- **Summer 2024:** Students outside RCCD can now use the CVC Exchange to register for Norco College online courses (after each semester's open enrollment period).

Norco College Student Enrollment in CVC Exchange

- **Spring 2023**
  - 2 Students, 2 Enrollments, 2 Validated, No W's
- **Summer 2023**
  - 9 Students, 16 Enrollments, 8 Validated, No W's
- **Fall 2023**
  - 14 Students, 19 Enrollments, 9 Validated, No W's
- **Spring 2023 - Fall 2023**
  - 20 Unique Students, 37 Enrollments, 19 Validated, No W's

NORCO COLLEGE

OL Classes Offered Through CVC Exchange to Date

- **Enrollments Include:**
  - Communications, Computer Information Systems, Economics, English, Ethnic Studies, History, Humanities, Japanese, Math, Medical Assisting (Beginning Medical Terminology), Photography, Sociology, and Psychology.
- **Notable Patterns:**
  - 8 English Enrollments (5 Validated)
  - 11 Math Enrollments (4 Validated)
  - No Science Labs

NORCO COLLEGE

Students and the CVC

- Much of the benefit is through the CVC Exchange, a platform that students can use to register for online courses offered at other colleges.
- **While students already had this option prior to the CVC Exchange,** the CVC-OEI streamlines this process by removing several barriers.
  - Students from member colleges do not have to fill out a CCCApply application
  - The class they take counts towards their full-time status for financial aid and that process is streamlined between colleges
  - The transcript process is streamlined as well once they complete a course.
  - Additionally, the CVC-OEI incentivizes high quality online education through a voluntary course review process that enables colleges to put their "Quality Reviewed" courses at the top of student search results.

NORCO COLLEGE

Faculty and the CVC

- As Norco College becomes a teaching college, faculty will see the following benefits:
  - We will have increased enrollment opportunities for our OL classes (via the CVC Exchange).
  - We will have access to PD for accessibility through DE training (and possibly local POCR).
  - And, for POCR evaluated classes (an optional process), we will have more inclusive, fully accessible classes, that will contribute to higher student success rates.

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Norco College and the CVC

- **The CVC-OEI Consortium offers important potential benefits to Norco College:**
  - **Advancement of Norco College's EMP 2030 Goals**
    - **EMP 2030 Goal 1: (Access)** Expand college access by increasing both headcount and full-time equivalent students (FTES).
    - **EMP Goal 2: (Success)**
      - 2025 Objective 2.1: Increase number of degrees completed by 15% annually 2025
    - **EMP Goal 3: (Equity)** Close all student equity gaps.
  - **Financial Benefits – Access to Additional Revenue Streams**
    - Member colleges have the ability to split funding between the two colleges.
    - The **Teaching College** receives the apportionment / FTE for the course and the **Home College** receives the completion credit.
    - Non-member colleges lose funding whenever a student takes a course outside the college.
  - **POCR "Quality Reviewed" Courses -** Teaching colleges can increase accessibility, enrollment, & the competitiveness of courses in the CVC Exchange through POCR "quality reviewed" certification.
  - **Tracking -** The CVC system allows colleges to track which classes their students are enrolling in at other colleges.

NORCO COLLEGE

CVC and Peer Online Course Review (POCR)

- POCR is a voluntary and supportive peer-to-peer experience that uses the CVC-OEI Course Design Rubric to improve the design of Canvas shells for optimal student learning and experience.
- **Each CVC-OEI member college builds local POCR teams according to the specifications of their institution.**
- Members of the local POCR reviewing team helping to improve faculty members' courses each have significant @ONE POCR training.
- The goal of this process, aside from its advantages on the CVC Exchange, is to encourage high quality online education and create a more inclusive, engaging environment for both students and faculty when they teach online.
- More information on Peer Online Course Review POCR

NORCO COLLEGE

Governance Entity:
Academic Planning Council

Charge:
The charge of this committee is to coordinate and facilitate the direct efforts of the following areas of the Educational Master Plan:

EMP Goal 1.3 Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

EMP Goal 2.3 Decrease AA degree unit accumulation from 88 to 74 total units on Average

EMP Goal 3: Close All Student Equity Gaps

EMP Goal 7 (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

> 7.1 Develop comprehensive breadth of academic programs
> 7.2 Develop Career & Technical Education programs and industry credentials related to regional needs
> 7.3 Develop and implement plan for noncredit and noncredit- enhanced programming
> 7.5 Add capacity to existing disciplines with a demonstrated need.

- Facilitate and monitor efforts of the 10+1 as requested by the Academic Senate where they pertain to course offerings, planning, professional development and budget;
- Guide, facilitate and monitor course offerings for their specific departments, programs and/or disciplines;
- Guide, facilitate and participate enrollment management opportunities;
- Participate and report to the Academic Senate; regularly report to Academic Council, College Council the efforts of the Committee
- Provide annual recommendations to the Academic Senate for faculty hiring and resources;
- Communicate broadly to faculty pertaining to faculty, departmental and discipline matters.

Sponsoring Council/Senate:
Academic Senate

Co-chairs:
Patty Worsham, Ashley Etchison, Peggy Campo, Quinton Bemiller

Members:
Quinton Bemiller (DOI), Maria Adams, Peggy Campo (DOI), Zina Chacon, Ashley Etchison (DOI), James Finley, Teresa Friedrich Finnern, Alexis, Gray, Ashlee Johnson, Kim Kamerin, Brady Kerr, John Moore, Jeff Mulari, Ana-Marie Olaerts, Dan Reade, Tim Russell, Jody Tyler, Sigrid Williams, Suzanne Witmer, Patty Worsham (Chair), Paul Van Hulle

<u>Evaluation of the Survey of Effectiveness:</u>

The purpose of the survey of effectiveness is to provide a mechanism by which members of the Academic Planning Chairs (APC) could self-evaluate the effectiveness of the committee's planning and decision-making processes. The survey included thirteen (13) questions answered on a sic (6) point Likert Scale and one (1) open-ended question.

The survey received a total of four (4) participants all of whom responded to 100% of the Likert Scale and one (1) open ended question.

Results of the NAC Survey of Effectiveness indicated that 100% of members who participated in the survey either agree, or strongly agree, with the thirteen (13) of the thirteen (13) Likert Scale questions. As a result, there is evidence to suggest that:

(1) The agenda and minutes are provided far enough in advance of meetings (100% strongly agree)
(2) Agenda items are completed within the meeting time (50% strongly agree, 50% agree)
(3) Members are given adequate information to make informed recommendations or decisions (75% strongly agree, 25% agree)
(4) All members are encouraged to be actively involved (75% strongly agree, 25% agree)
(5) Discussions are collegial (75% strongly agree, 25% agree)
(6) Differing opinions are respected (75% strongly agree, 25% agree)
(7) Participation is meaningful and important to me (75% strongly agree, 25% agree)
(8) [I] regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings. (100% strongly agree)
(9) The charge is understood by the members (100% strongly agree)
(10)   Members work toward fulfilling the charge (100% strongly agree)
(11) The work of the governance entity has made an impact on its assigned EMP Goals or KPIs (100% strongly agree)
(12) The purpose of the governance entity aligns well with the college mission (100% strongly agree)
(13) Overall I am satisfied with [APC's] performance (100% strongly agree)

There were no responses to the open-ended question.

In summary, results indicate that APC's planning and decision-making processes were highly effective throughout the 2022-2023 Academic Year.

<u>EMP Goal Alignment and Objective Alignment:</u>

The purpose of this section is to report on progress made towards the committee's EMP objectives and evaluate the appropriateness of objective assignments.

The Academic Planning Chairs is a three-year committee that guides continued implementation of the work of the Academic Senate and academic departments; leads planning and implementation of work outlined by the Educational Master Plan; assess, ranks and recommends annual departmental resource requests; provides recommendations to the Academic Senate on matters pertaining to faculty resource allocations, programming, course offerings, new program/discipline creation and all other matters related to faculty led academic programming; and facilitates communication to the Academic Senate on areas for implementation and improvements.

Progress: APC is charged with the following EMP Goals:

- EMP Goal 1.3 Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)
- EMP Goal 2.3 Decrease AA degree unit accumulation from 88 to 74 total units on Average
- EMP Goal 3: Close All Student Equity Gaps
- EMP Goal 7 (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

Alignment:

The committee's current objectives are still in alignment with APCs scope and purview and its work in this area is ongoing.

Assessment of Scope and Deliverables:
The purpose of this section is to self-assess the completion of deliverables defined by the APC charter during the year.

According to the charter, APC worked towards the completion of six (6) main deliverables throughout the 2022-2023 Academic year. A self-assessment of the progress made on each deliverable is described below:

1. Collaborate with Academic Senate, Academic Council and Student Services Council with regard to departmental, programmatic, and discipline needs.
    a. Status: Completed for 2022-2023 and ongoing for subsequent years.
    b. Rational: Throughout the year, during APC meetings, varying enrollment and equity initiatives were addressed. Evidence of this is provided in the APC meeting minutes.

2. Assist with the guidance efforts of Guided Pathways and Equity within the departments, programs, and disciplines.
    a. Status: Completed for 2022-2023 and ongoing for subsequent years.
    b. Rational: Throughout the year, during APC meetings, varying enrollment and equity initiatives were addressed. Evidence of this is provided in the APC meeting minutes.

3. Assess, report and review using the survey of effectiveness.

  a. Status: Completed for 2022-2023 and ongoing for subsequent years.
  b. Rational: This report serves as evidence of completion of this for 2022-2023.

4. Guide, assess, evaluate, and advise the course offerings and program planning to support Guided Pathways and Equity efforts.
  a. Status: Completed for 2022-2023 and ongoing for subsequent years.
  b. Rational: Throughout the year, during APC meetings, varying enrollment and equity initiatives were addressed. Evidence of this is provided in the APC meeting minutes.

5. Coordinate and facilitate the responsibilities outlined for the chairs by the Faculty Association agreement.
  a. Status: Completed for 2022-2023 and ongoing for subsequent years.
  b. Rational: Throughout the year, during APC meetings, Chair's are reminded of different tasks and duties per the FA. Evidence of this is provided in the APC meeting minutes.

6. Communicate regularly with the Academic Senate on matters pertaining to faculty coordination, resource recommendations (hiring), and resource recommendations (purchasing).
  a. Status: Completed for 2022-2023 and ongoing for subsequent years.
  b. Rational: The APC Chair has regularly presented both Action items and Informational items to the Academic Senate throughout the year. Evidence of this is provided in the Academic Senate meeting minutes.

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Report of Effectiveness Choose an item.

Governance Entity:
Faculty Professional Development Committee

Charge:
The Faculty Professional Development Committee (FPDC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below:

Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

● Objective 4.1: Increase percentage of employees who complete Guided Path- ways training from 5% to 65% (305 out of 472 employees)

● Objective 4.2: Increase percentage of employees who complete Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees)

● Objective 4.3: (Increase percentage of faculty who complete Teaching Men of Color in CC certificate from 3% to 40%)

In addition, the FPDC collaborates with various constituent groups to facilitate faculty-focused training, for faculty growth in their field, development, health, and roles in the college with focused efforts around Fall and Spring FLEX. The committee acts as a liaison and custodian to approve events and activities for faculty FLEX hours.

Sponsoring Council/Senate:
Academic Senate

Co-chairs:
Dana White

Members:
Dana White, Natalie Morford, Ana Marie Olaerts, Jessiah Ruiz, Jody Tyler, Jethro Midgett, Quinton Bemiller, Dominque Voyer, Sandra Popiden, Paul VanHulle, Janet Frewing

Evaluation of the Survey of Effectiveness:
The purpose of the survey of effectiveness is to provide a mechanism by which members of Faculty Professional Development Committee (FPDC) could self-evaluate the effectiveness of the committee's planning and decision-making processes. The survey included thirteen (13) questions answered on a six (6) point Likert Scale and one (1) open ended question. The survey received a total of five (5) participants, all of whom responded to 100% of the Likert Scale questions and one of whom responded to the open-ended question. Results of the FPDC Survey of Effectiveness indicated that 100% of members who participated in the survey either agree, or strongly agree, with ten (10) of the thirteen (13) Likert Scale questions. As a

result, there is evidence to suggest that the committee is moving in the right direction; however, there is still opportunity for growth. There are three (3) areas of improvement for the committee at large: (1) more opportunities for members to get actively involved, (2) communicate key issues discussed and actions taken during meeting to their constituent group, and (3) having members work toward fulfilling the committee's charge.

EMP Goal Alignment and Objective Alignment:

The purpose of this section is to report on progress made towards the committee's EMP objectives and evaluate the appropriateness of objective assignments.

Progress

During the 2022-2023 and 2023-current, the FPDC has actively planned and partnered with Guided Pathways campus leaders to facilitate numerous FLEX trainings around Guided Pathways and the equity framework. In addition, the committee has approved equity FLEX hours and championed the recent Guided Pathways Summit sponsored by the Guided Pathways group.

In addition, the FPDC collaborates with various constituent groups to facilitate faculty-focused training, for faculty growth in their field, development, health, and roles in the college with focused efforts around Fall and Spring FLEX. The committee acts as a liaison and custodian to approve events and activities for faculty FLEX hours.

There has been progress made towards achieving completion rates for specific certifications mentioned under EMP goal #4 (e.g. Racial Microaggressions and Teaching Men of Color in CC); however, there is much work to be done in this area that will require a multifaceted, collaborative approach from leaders across the campus.

- Racial Microaggressions-15% completion (71* out of 472 employees); a 14% increase over original starting point of 1%; *includes faculty, classified professionals, and administrators
- Teaching Men of Color- 51% completion (51 out of 100* faculty); a 48% increase over original starting point of 3%; assumes full-time and part-time faculty members

Alignment

The committee is still in alignment with the broader EMP Objective #4 which is to implement professional development around Guided Pathways and equity framework and foster a culture of ongoing improvement.

Assessment of Scope and Deliverables:

The purpose of this section is to self-assess the completion of deliverables defined by FPDC's charter during the academic year. According to the charter, FPDC worked towards the completion of two main deliverables throughout the 2021-2023 Academic year. A self-assessment of the progress made on each deliverable is described below:

1. Coordinate and provide Fall and Spring FLEX events according to RCCD academic calendar.
   - Status: Ongoing
   - Rational: The committee has successfully hosted Fall and Spring Flex events according to RCC academic standards
2. Deliverable: Review and report on the number of full-time faculty that completes professional development certification and training in alignment with EMP Goal 4.
   - Status: Moved
   - Rational: Reporting of professional development certifications now resides with Institutional Research.
3. Encourage, recruit, and provide opportunities for faculty to complete certifications and training.
   - Status: Ongoing/Needs Improvement
   - Rational: Racial Microaggressions-15% completion (71* out of 472 employees); a 14% increase over original starting point of 1%; *includes faculty, classified professionals, and administrators. Teaching Men of Color- 51% completion (51 out of 100* faculty); a 48% increase over original starting point of 3%; assumes full-time and part-time faculty members. While there has been considerable progress, more focused efforts need to be made such as Fall/Spring Flex events and/or pursue cohort model for increased completion.

4. FPDC will regularly review and approve events and activities for equity and general FLEX credit
   - Status: Ongoing
   - Rational: The committee regularly reviews and approves all equity-related activities. The committee has established a blanket approval process and list for training categorized as general FLEX activities for standing committees of the academic senate and the district. Any organizations outside of the established list must receive approval from the committee.

5. The FPDC will coordinate with the Norco College Instructional Programs Support Coordinator to ensure that all College/District approved FLEX events are submitted in a timely manner by the sponsoring committee and reports are reviewed monthly to check for accuracy in FLEX Track.
   - Status: Ongoing/Improvements needed
   - Rational: The process can be reviewed more regularly

6. The FDC will review all College/District approved FLEX events to determine those that meet the criteria articulated in RCCD's Equity Statement and Criteria policy. The FDC will arrange with the Norco College Instructional Programs Support Coordinator to receive monthly reports of new FLEX events, with determinations regarding Equity FLEX credit made at the following FDC meeting, subject to majority approval. A report on the FDC's

determinations will be forwarded in a timely manner to the NC Instructional Programs Support Coordinator

- Status: Ongoing
- Rational: FLEX proposals are reviewed on a monthly basis at each committee meeting. Committee decisions are communicated to point of contact within 2-3 days of decision.

Faculty Association's Report to the Norco College Academic Senate
(November 6, 2023)

1. During the last Senate meeting, I reported that faculty members may write letters of recommendation for associate faculty members who apply for positions in RCCD. In follow up to that report, I was asked whether a faculty member on a hiring committee can write a letter of recommendation for an applicant in that hiring committee's applicant pool. They can, but only the information in the application package should be used in evaluating the applicant's suitability for the position.

2. During the last Senate meeting, I reported that an IOI committee member may only attend the lecture and lab portion of a course if they are not being evaluated by another faculty member on the committee. This is incorrect, and it's incorrect in the Faculty Association minutes of September 12th. In fact, whether or not IOI committee members are allowed to attend both the lecture and lab portions of a course should be determined in the initial scope and progress meeting of the IOI committee. In this case, the committee as a whole will decide whether committee members will be allowed to attend the lecture and lab portions of the faculty member's courses.

3. Faculty members who believe that they've been incorrectly placed on the salary scale should contact the HR liaison for their college. The HR liaison for Norco College is Ms. Graciela Caringella (graciela.caringella@rccd.edu).

4. Senate Bill 765 will take effect next July, and it will remove the six-month waiting period for faculty members to teach post retirement. Thus, beginning in July 2024, retired faculty members will be able to teach immediately after retiring.

5. The District and the Faculty Association have agreed to 16 new full-time hires for the 2024-2025 academic year. The District proposed giving 6 hires to RCC and 5 each to Norco College and MVC, but this distribution has not yet been finalized.

6. The next meeting of the Faculty Association will take place from 1-3 PM on Tuesday, November 7th, at Norco College in CSS 217. All Faculty Association members are invited to attend.