



Minutes
Norco Academic Senate Meeting
On October 7, 2024
1:30 - 3:30 PM | OC 116 & via [Zoom](#)

Meeting called to order at 1:31 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, Maria Adams, John Alpay, Hayley Ashby, Kimberly Bell, Michael Bobo, Vivian Harris, Marie Hicks, Ana-Marie Olaerts, Sandra Popiden, Dan Reade, Tim Russell, Erin Spurbeck, Jim Thomas, Steff Warsinski, Sigrid Williams, Patty Worsham

Guests: Quinton Bemiller, Eric Bishop, Meghan Chandler, Monica Green, Tenisha James, Jeff Julius

2. Approval of Agenda

M/J. Alpay, S/D. Reade; Approved by Consensus

3. Approval of Minutes: Tabled

4. Comments from the Public

Dan Reade introduced the VC of Ed Services, Eric Bishop.

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

- Seven associate faculty had not, or had missed the enrollment day for health care and the update is that HR is working with all 7 of them and they will be able to enroll. HR reached out to the provider insurance companies, and they are able to work with them.

6. **Action Item: [Ratification of Senate President Appointments](#) (K. Bell)**

- The list of Senate President appointments was ratified.
M/J. Alpay, S/J. Thomas; Approved by consensus

7. **Action Item: Establishment of Bylaw Revision Workgroup** (K. Bell/D.Reade)

There is a list of interested individuals, and anyone else who would like to serve, please email Kim and Dan. Will be selecting eight individuals to serve.

8. **Action Item: [Accreditation and Senate Alignment](#)** (H. Ashby/T. James)

- The Accreditation Leadership Team facilitated a discussion about how the Academic Senate aligns with Standard 2, specifically Standard 2.1.
- Key points from the discussion:
- Annual reports of effectiveness are submitted by all subcommittees.
- Data on how disciplines are performing is gathered through program reviews, where disaggregated data, retention, and success rates are examined.

- Report-outs are provided. For instance, at the last Senate meeting, an update was given on the college's Key Performance Indicators (KPIs) or Institutional Set Standards.
- President Green shared is currently on an accreditation peer review team that is piloting a rubric for regular and substantive interaction in distance education courses that requires 75% RSI; Department of Education requires 100% RSI.
([Senate #8](#))

9. **Action Item:** [Review of Distance Education Report of Effectiveness](#) (S. Popiden)
The Senate shared the Report of Effectiveness for the Distance Education Committee. ([Senate #11](#))

10. **Officer Reports**

A. Secretary/Treasurer (Hayley Ashby)

- None

B. Vice-President (Dan Reade)

- The Nominations Committee will review VP Faculty commencement speaker nominations (self-nominations are allowed). PT Faculty are also encouraged to participate.
- Dan Reade is assisting with agendas and should be notified if any links on the agenda are not working

C. President (Kimberly Bell)

- The Fall Plenary will be held in November. Two people will attend, with the option for one more.
- A packet of resolutions will be distributed after being presented to Senate officers on October 18th.
- The Faculty Impact Survey was discussed, as well as the group presenting at the Strengthening Student Success Conference.
- A new LFM project is moving beyond the study phase and into practice. The Dean of Institutional Effectiveness and Office of IE are working with a group of faculty on this.

11. **College Reports**

A. Associated Students Senate Representative (Cheryl Kumar)

- None

B. President (Monica Green)

- A District HR Taskforce for recruitment reform has been created, with a charge given and individuals assigned (including Kimberly Bell, Monica Green, and Kaneesha Tarrant).
- The taskforce will impact faculty hires for this year.
- There are eight different classifications of employees.

C. Interim Vice President of Academic Affairs (Quinton Bemiller)

- The new Interim Associate Dean of Educational Partnerships is Kylie Campbell, whose expertise is in dual enrollment. She is the contact person for Rising Scholars and Dual Enrollment.
- Enrollment is at 104.5% of the target.
- The load bank election form was sent out through Adobe Sign in alignment with the December 31st deadline. Filling out the form does not automatically sign someone up for load banking; it merely makes them eligible to load bank this academic year.

D. Vice President of Planning and Development (Tenisha James)

- An upcoming district-wide retreat for Scaling Guided Pathways focusing on scaling the Standard of Care will take place on November 1st. If invited individuals cannot attend, they should inform Kimberly Bell, so she can ensure college representation.
- Dr. James is working with the DEIA workgroup co-chairs to plan an Equity Summit, with a Spring 2025 kickoff and a full event in Fall 2025. This allows more time for cross-disciplinary conversation and reflection to break down silos and integrate the work.
- A draft of the SPGM will be presented at the end of the month.
 - Dr. James is facilitating discussions about accreditation, focusing on how the college is documenting, reflecting, and learning to tell the accreditation story in formal ways.

E. Vice President of Student Services (Kaneesha Tarrant)

- SEM is at the district for beautification purposes. Scott Tracy sent an email regarding the delayed MyPortal switchover.
- There is an amazing process in place for reporting students of concern per Dr. Farrar's Spring 2024 email.
- The "Just Report It" link on the website can be used to activate the Care Team.

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, District Safety and Security, Equity, PGSL

13. Meeting adjourned at 2:50 PM.

Senate Ratifications 10.7.24

Lisa Hernandez – Student Support Council

English CCN -

Jessica Dobson

Kiandra Jimenez

Child Growth and Development CCN -

Sarah Burnett

Maria Adams



2024 Fall | Accreditation Reflection Worksheet

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Questions to consider for each standard:

- What do we do to align with the Standard?
(Refer to the review criteria and possible sources of evidence)

- Where do we think we align with the Rubric for Institutional Alignment and Transformation?
(Refer to the Rubric)

- What opportunities do we have to stretch ourselves to deepen our practices to impact equitable student outcomes?

- How does our reflection and learning inform our institutional plans for action, improvement, and/or innovation?

Resources

Norco College Mission:

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

Standard 2: Student Success

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Review Criteria and Possible Sources of Evidence

Review Criteria:

- Consistent with the institution's mission, academic programs are structured to lead to degrees, certificates, transfer, employment, or other similar credentials.
- The institution's processes for curriculum design and development ensure all academic programs align with the institution's mission.
- The institution's processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction (e.g., associate or baccalaureate level) and across all modalities.

Possible Sources of Evidence Could Include:

- Examples from the institution's curriculum development and approval processes (including processes for distinguishing lower and upper division content, if applicable)
- Examples illustrating the curriculum review cycle and criteria by which existing courses are reviewed and updated to ensure breadth, depth, and rigor appropriate to the content level
- Catalog listings of academic programs outlining expected learning outcomes

Rubric

STANDARD	Initial	Emerging	Developed	Highly Developed
<p>2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes.</p>	<p>The institution has established processes for regular review of its programs and expectations for alignment with recognized fields of study.</p>	<p>The institution regularly reviews and updates some programs for alignment with recognized fields of study.</p>	<p>The institution reviews and updates all programs systematically. The review process includes clear alignment with recognized fields of study.</p>	<p>All program content is systematically reviewed for relevance and applicability in alignment with currently recognized fields of study.</p>

Accreditation 2027 Standard 2 Activity Form



<https://forms.office.com/r/EA9QFW8ndC>



Report of Effectiveness 2023-2024

Governance Entity:

Distance Education Committee

Purpose:

The Distance Education Committee develops guidelines for distance education courses and recommends to the Senate policies and procedures for distance education training of faculty and students. The committee advises strategic planning committees on institutional needs and the institutionalization of best practices in DE modalities. Examples include DE certification, accessible course design, and DE professional development training that supports faculty and student success at Norco College. The DEC also recommends to the college, and the district, requisite tools needed by faculty for effective, accessible, and equitable instruction.

Charge:

The Distance Education Committee is primarily responsible for making recommendations that assist faculty in the creation and implementation of well-designed courses. This includes the utilization of current online teaching approaches and best practices that take into consideration the wide range of diversity in our student body. Thereby ensuring that DE courses are equity minded and supportive of students' learning needs.

The committee will engage in the institution's collaborative efforts to close all identified student equity gaps (Goal 3 EMP) in the online environment. This includes professional development opportunities and identifying and connecting with internal, external, and district resources, tools and support.

Sponsoring Council/Senate:

Academic Senate

Co-Chairs:

Dr. Sandra Popiden and Dr. Courtney Dousett (Dean) - Administrative Co-Chair

Members:

Sandra Popiden (co-chair), Courtney Dousett (co-chair), Bibiana Lopez, Caroline Hutchings, Laura Adams, Eric Doucette, Sharese Tronti, Kristin Rigby and Aaron Hall (ASNC Rep)

Evaluation of Survey of Effectiveness

Note: The purpose of the survey of effectiveness is to provide a mechanism by which members of the Distance Education Committee (DEC) 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, five of whom responded to 100% of the Likert Scale questions and three of whom responded to the open-ended question.

The results of the DEC Survey of Effectiveness indicated that 100% of participants either strongly agreed or agreed on the following items:

- 1. Agenda and minutes are provided far enough in advance of meetings,
- 2. Agenda items are completed within the meeting time,
- 3. Members are given adequate information to make informed decisions,
- 4. All members are encouraged to be actively involved,
- 5. Discussions are collegial,
- 6. Differing opinions are respected,
- 7. Participation is meaningful and important to me,
- 9. The charge is understood by the members,
- 10. Members work toward fulfilling the charge,
- 11. The work of this governance entity has made an impact on its assigned EMP goals or KPIs, and
- 12. The purpose of the governance entity aligns well with the college mission.
- 13. Overall, I am satisfied with this governance entity's performance.

However, one member disagreed (with the others strongly agreeing or agreeing) on the following item: 7. I regularly communicate with members of the constituent group that I represent regarding key issues discussed and actions taken during meeting. In our DEC meeting, faculty discussed how we can improve our interactions and establish communication pathways with schools, departments, and committees.

The two open-ended question responses both indicate a strong desire for college and district funding and support for the development of a local POCR (Peer Online Course Review) process.

- One comment said that the DEC would function more efficiently if there was “\$ to fund POCR.”
- Another commented that the DEC is “functioning effectively with regard to POCR, and that “it’s a bummer that it can’t be processed more quickly. (Due to some factors that may be outside of DEC’s control).”

In summary, results indicated that DEC’s planning and decision-making processes were effective throughout the 2023-2024 Academic Year.

EMP Goal Alignment and Objective Alignment

Note: 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 Distance Education Committee (DEC) has taken several steps to address EMP Goal 3 in the 2023-24 AY that can be summed up into four general areas:

- 1. CVC-OEI Membership, Achieving Home College Status, Working Towards Launch as a Teaching College, with NC courses on the CVC Exchange
- 2. Facilitating training in accessibility, equity in DE, & DE Certification
- 3. Increasing communication to connect faculty with DE Certification options, DE FERPA guidelines, and support
- 4. Preparation to launch a new local Peer Online Course Review (POCR) team to begin badging courses as “Quality Reviewed” (QR) in the CVC Course Exchange.

The CVC-OEI Membership address student equity gaps in several ways. Improved access to the CVC Exchange provides students with additional resources/support for class selection and persistence from semester to semester.

Additionally, multiple studies suggest that if the Senate and college / district leaders decide to support a robust local NC POCR process, this alignment with DE best practices and the CVC - OEI rubric helps to both close equity gaps and raise overall online course success rates.

DEC is aware that these changes and others require appropriate faculty training. As such, it has maintained a presence in FLEX events each semester and provided additional training when possible. These efforts are outlined below and are ongoing.

Finally, DEC has refined its communication processes to further support faculty. Its website now provides updated support for general DE questions as well as new guidance on current topics in DE (like the CVC-OEI Consortium or RSI). There have been additional efforts like a CVC-OEI campus forum, consistent Senate updates, and communication from the DEC Chair via NOR-ALL's. These efforts are ongoing as well.

For example, in spring 2024, DEC approved moving forward with the creation of a new local NC POOCR process, POOCR webpage, and "Quality Review" designation for the POOCR "QR" badged courses. These are all pending Senate approval of the NC local POOCR process proposal and securing the funding needed to launch such an effort.

The benefits to the college are many. POOCR's "QR" courses display higher on the CVC's Exchange and greatly increase our competitiveness on this marketplace and the student enrollment potential in our online courses. In addition to allowing Norco to access a new revenue stream of students in the CVC Exchange, investing in a robust POOCR process supports our transition to a teaching college. It also helps faculty to connect to resources to better align our college with the OEI rubric, as well as the accessibility and RSI policies and accreditation requirements.

With Senate approval, faculty will be able to earn a "Quality Review" badge that will clearly display that the course has been peer reviewed and certified as having high quality and fully accessible design. Establishing a local POOCR process also allows students the ability to select courses in the Norco course finder that have undergone this extensive quality review process.

Assessment of Scope and Deliverables

Note: The purpose of this section is to self-assess the completion of deliverables defined by DEC's charter during the academic year.

1. Deliverable: CVC-OEI Membership.

- a. Status: Complete.
- b. Rationale:
 - i. The Distance Education Committee (DEC) has been evaluating CVC-OEI Membership and what it entails since 2021-22 AY.
 - ii. In Fall 2023, the DEC Chair brought this topic, CVC-OEI Membership, to Academic Senate, which subsequently voted to support membership. Thus, DEC considers this deliverable complete.
 - iii. Our status as a CVC-OEI member continues to evolve. We are currently designated as a "Home College." We are scheduled to become a "Teaching College" in the future. The exact integration date is a function of District IT and technological integration

matters. The timing is not determined by DE at the college or district level.

2. Deliverable: DE Training focused on RSI, Accessibility, and Equitable Teaching Design & Practices

a. Status: Complete.

b. Rationale:

- i. The Distance Education Committee (DEC) collaborated with the district and FPDC, and presented on topics including:
 - Spring 2023 Flex “Understanding the CVC and Its Impact on You”
 - Spring 2023 First Friday “What is RSI?”
 - Fall 2023 Flex “What is Peer Online Course Review (POCR)?” to support these ongoing initiatives on campus.
- ii. In Fall 2023 FLEX, DEC worked with the district and FPDC to offer four sessions, with presentations including:
 - “Explore DE Certification and Support,”
 - “Tools for Supporting Student Engagement,”
 - “Hyflexing Your Andragogy,”
 - “POCR! How it Works”
- iii. In Spring 2024 FLEX, DEC worked with the district and FPDC to offer “District DE Bonus Ask It Q & A” 2-hour session
- iv. In Fall 2024 FLEX, DEC worked with the district and FPDC to offer five DE oriented FLEX sessions.
 - “Required Online Teaching Certification: Know Your Options,”
 - “Equity Considerations for Course Design,” focusing on the Peralta Equity Rubric, and
 - “Five Steps to Improve Course Accessibility.”
 - As well as “Say My Name: Community Building with NameCoach,”
 - And “DE Camp Lab: Getting Started on DE Certification” (4-hour training)

3. Deliverable: DE Course Design Camp Certification Process

a. Status: Complete.

b. Rationale:

- i. The Norco College Distance Education Committee (DEC) provided feedback on the full-time and Associate faculty DE Certification notification letters and 16-hour DE Course Design Camp. This was done in conjunction with RCC DEC and MVC DEC. The result of

this collaborative process was presented to the Senate in Spring 2024 and was approved.

- ii. The [June 2024 MOU](#) to provide Associate Faculty with a \$750 stipend to complete the Camp Certification by the June 30, 2025 deadline.

4. Deliverable: Update DEC Website to Improve Outreach to Faculty Regarding DE Course Design Certification Process.

a. Status: Complete.

b. Rationale:

- i. The Distance Education Committee (DEC) participated in the review and updates of the Distance Education Committee website to reflect the options and processes involved for DE Certification. These changes are live on the website, thus DEC considers this deliverable complete.

5. Deliverable: Develop a robust local NC POCR Process.

a. Status: Ongoing.

b. Rationale:

- i. The Distance Education Committee (DEC) first created a Workgroup to develop a Peer Online Course Review (POCR) Process Proposal during 2021-22 AY.
- ii. The aim is to prepare Norco College for our upcoming transition and attract new online student enrollments when NC becomes a CVC Teaching College.
- iii. The creation of a local POCR process would allow NC classes to be designated as "Quality Reviewed" (QR) on the California Virtual Campus (CVC Exchange) that is open to 2.5 million CCC students.
- iv. The investment in a local POCR process at the college, yields both immediate and longer-term benefits. Such as by increasing the economic competitiveness of NC classes (by attracting more students through higher rankings for our NC "QR" classes on the CVC Exchange), as well as higher quality DE courses designed to reduce equity gaps, and improve DE student success rates.
- v. Work on creating a new NC local POCR process carried over into the 2022-23 AY where it was addressed by the whole DE Committee both in regularly scheduled meetings and smaller breakout meetings throughout the school year. In May 2023, POCR experts were invited to present at our committee meeting.
- vi. During Summer 2023, a cohort of DEC members volunteered to attend a 6-week, 10 hours a week POCR course aimed at training faculty to become POCR evaluators, and then drafted a local

POCR process document. It is important to recognize that this extensive 60-hour training, which significantly aids the capacity of the college to form a trained local POCR team was made possible through the dedication of faculty volunteers. Our team of already @ONE POCR certified faculty evaluators have already taken on a considerable amount of work on a voluntary basis, without financial compensation or special project funding support from the college or district.

- vii. In Fall 2023, DEC was ready to present this local POCR process document to the Senate, but waited on coordination with the other colleges, as well as our request for financial and accessibility support from the district.
- viii. Throughout 2023-24, a POCR Workgroup continued to meet and discuss the creation of a robust local POCR process and funding opportunities going forward, freeing up the regular DEC meeting to address other concerns.
- ix. In spring 2024, the NC DEC unanimously voted to support the DE Workgroup's proposal to establish a robust and scalable local NC Peer Online Course Review process. DEC voted to bring the requests for POCR funding to establish a local POCR process and additional accessibility support to our local and district Senate in fall 2024. As well as approving the creation of a new POCR website, to be deployed and begin accepting POCR applications pending Senate approval and the required funding and accessibility support required to successfully launch this process.
- x. RCC and MoVal launched their local POCR processes 2023-24 AY.
 - Their processes are similar, but have important structural differences and varying funding sources.
 - Lack of funding is the primary obstacle, impacting the progress of all 3 colleges in moving forward, (especially now as HEERF Covid-19 funding ends).
 - DE Committees at all 3 colleges have also already voted in favor of a new "QR" designation to be displayed (like the "OER" designation) in the RCCD schedules of classes.
 - For CVC "Teaching Colleges," the creation of a local POCR process provides the opportunity to capitalize upon a significant new opportunity to increase student enrollment growth as we transition from a "Home" to a "Teaching" College.

- xi. Many other colleges have already identified and seized upon this opportunity to have their courses “QR” approved and increase their revenue streams.
 - For example, Saddleback College leads the state in POQR “QR” classes, and has netted 400 enrollments through the CVC Exchange as a teaching college.
 - Largely due to POQR and ZTC/OER badges, and Saddleback’s president was forecasting 1,000 net enrollments in fall 2024.
- xii. Sustained institutional commitment and corresponding financial support, provided to faculty by both the college and district, are required to seize upon, and benefit from this opportunity for growth.
- xiii. To move forward with the establishment of a robust local POQR team requires local and district Senate as well as district and college level institutional support to provide:
 - Funding for the POQR lead(s) and “QR” application reviewers.
 - A stipend compensating faculty requesting the “QR” badge for the time commitment involved to achieve 100% accessibility and alignment with the OEI Rubric in order to earn “QR” certification.
 - Faculty training on POQR, the OEI Rubric, and accessibility.
 - Increased access for POQR applicants and prospective applicants to accessibility “A Team” district support, mentors, as well as accessibility tools, resources, and training.

Here is the CSEA's Classified Senate report to Academic Senate, 10/7/24:

- CSEA has joined the equity summit planning meetings.
- The CSEA professional development committee will be participating in bringing the caring campus initiative to Norco.

Library & Learning Resource Center Advisory Committee (LLRCAC)

Academic Senate Report 10-7-24

- The Faculty Chair reviewed the [LLRCAC Report of Effectiveness 2023-2024](#) at the Academic Senate meeting on September 9, 2024
- The Committee has revised its Equity Statement and will be bringing the Charter back to Academic Senate this fall
- The Committee is working on updating its mission statement
- Library events including the Open House, Read 2 Succeed Book Discussion, and Celebrate Books & Libraries with Corey Cofer CAP event with the School of Communication, Humanities, & Languages (CHL) have all been well attended
- The Dean of the Library & Learning Resource Center (the committee's Administrative Co-Chair) provided the [Tutorial Services Processes](#) information at the Academic Senate meeting on September 30, 2024
- The [Writing & Reading Center \(WRC\)](#) is open 31 hours this semester (10 more hours than in previous terms)
- The WRC is offering 30 online workshops this semester
- There have been more than 75 student visits within the first 3 weeks of the semester, so the WRC has been busier than usual
- It would be ideal if the Writing & Reading Center operating hours were the same as the [Learning Resource Center](#) (Monday – Thursday 7:30am-8pm, Friday 7:30am-4pm, & Saturday 9am-2pm)