Minutes
Norco Academic Senate Meeting
On April 7, 2025
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: Laura Adams, Maria Adams, John Alpay, Kim Bell, Michael Bobo, Meghan Chandler, Araceli Covarrubias, Noel Evangelista, Marie Hicks, Brian Johnson, Ana-Marie Olaerts, Sandra Popiden, Dan Reade, Erin Spurbeck, Patty Worsham, Steff Warsinski, Sigrid Williams

   Guests: Natalie Aceves, Quinton Bemiller, Amy Blandford, Cheryl Cox, Monica Green, Tenisha James, Jeff Julius, Adam Martin, Roger Perez, Kaneesha Tarrant

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

3. Approval of Minutes for March 17, 2025
   M/J. Alpay, S/E. Spurbeck; Approved by Consensus

4. Comments from the Public
   None

5. **Action Item: Senate Endorsement of ASCCC Resolutions Related to Credit-for-Prior-Learning (CPL) (First Read)** (S. Williams)
   - Five resolutions have gone through Area D for approval; four of the five have been approved
   - District is working through removing the 12 units of residency requirement
   - Asking ASCCC to encourage reciprocity for transcribing requirements
   - Changed language of "requiring" to "encouraging" a syllabus statement on CPL; this one is being held up, since not all colleges require a syllabus shell (potentially too prescriptive)
   - Asking to remove assessment fees for credit by exam
     (Senate #5, 11)

6. **CTA Report** (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)
   - Email was shut off for recent retirees despite the agreement with the District to provide email access; miscommunication with District IT; refer retirees to District IT if you are contacted by someone
   - Faculty Association negotiated the Sexual Harassment training; full-time faculty get FLEX credit; part-time faculty get two hours of payment for training; Faculty Association is negotiating the Safety and Security Training and currently has a cease and desist

- Reached an agreement on the DE Training and a MOU was submitted to Vice Chancellor Few; details to come

7. **Action Item: Ratification of Senate President Appointments (K. Bell)**
   - Ratified the appointment of Nicole Capps to the Student Services Council
     Approved by the Senate

8. **Action Item: Approval of Syllabus Shell Cover Sheet (P. Worsham)**
   - APC added Area 3.d for the use of AI and AI-assistive technology
   - Senate approved the Syllabus Shell Cover Sheet
     Approved by the Senate
     (Senate #1)

9. **Action Item: Selection of Nomination Committee Members (D. Reade)**
   - Jacob Drainville and Marie Hicks are currently serving on the Nomination Committee
   - Erin Spurbeck can no longer serve on the Nomination Committee, so the Senate needs another senator to serve
   - John Alpay volunteered to assist with the validation
     Approved by the Senate

10. **Information Item: Review of Academic Senate Election Guide (D. Reade)**
    - The Academic Senate Vice President brought forward the Guide as a cheat sheet for those running elections
    - The election process is governed by the Academic Senate Constitution and Bylaws
    - The Guide is intended to be a living document and serve as a resource
    - Ideally, the election needs to be handled by the end of April; however, the suggested timeline calls for nominations by the week after spring break with the election conducted by the beginning of May

11. **Information Item: ASCCC CCN Phase III Summer Recruitment (K. Bell)**
    - Two faculty have participated in the previous phase of common course numbering
    - Asking for faculty to volunteer for Phase III
    - The convening dates are listed along with the impacted disciplines; must plan to attend all dates and times
    - Asking for two faculty nominees to send along for consideration by ASCCC by April 16, 2025
    - Some of the dates fall outside of the term, so faculty will receive institutional service or FLEX as compensation for those meetings
      (Senate #1)

12. **Information Item: Accreditation Activity Summary and Feedback** (H. Ashby)
    - Reviewed the Summary of the Accreditation Reflection Activity that the Senate engaged in during the Fall 2024 Semester
    - The Accreditation Leadership Team provided feedback that validates and supports the Senate's efforts related to Standard 2.1 and provides a few suggestions

- Examples of documents that could be used as evidence in the self-evaluation is also included on the Summary
- The provided questions provide a lens for reviewing the Summary and the feedback
- The information collected will be used to write the Institutional Self-Evaluation Report (ISER)
- Please email Hayley Ashby, Faculty Accreditation Co-Chair with any corrections or additional information

(Senate #8)

13. **Information Item: 2025-2030 SPGM High-Level Overview** (T. James)
    - May 5th will be the first read of the SPGM
    - May 12th will be the second read of the SPGM
    - Audit was conducted that led to the development of an initial draft
    - The initial draft was sent out college-wide along with a rubric to guide feedback
    - Identified some areas for improvement and the feedback guided the revision
    - The revised draft now has four sections that separates the procedures from the goals resulting in improved structure and flow
    - Removed completed or unmeasurable goals; during the summer we will be developing methodology for reporting progress on the goals
    - Governance updates include a revised and streamlined charter process
    - Revision to the mission, revision, and core commitments will be also coming to Senate on May 5th and May 12th; survey went out broadly to gather information to inform changes to the mission, vision, and core commitments statements; the deadline to complete the survey is Friday, April 11th at 10am
    - Time for feedback on the SPGM has closed, but creating an improvement form that can be completed at any time; there is a process for revising the document going forward and for revision control

    (Senate #7)

14. **Officer Reports**

A. Secretary/Treasurer (Hayley Ashby)
- Hayley Ashby has decided that she will not run for Secretary/Treasurer in the upcoming election
- It has been a pleasure to serve the Senate, and she looks forward to supporting her successor in the Secretary/Treasurer role

B. Vice President (Dan Reade)
- No report

C. President (Kimberly Bell)
- Kimberly Bell and Hayley Ashby will be attending the Spring Plenary and will be sending out the resolutions for comment and feedback
- Reach out to Kimberly Bell with assistance on any matters

15. **College Reports**

A. ASNC (Noel Evangelista)
- ASNC has 25 members and election applications for President and Vice Presidents are due April 21st
- TRIO and ASNC collaborated on a Fight for Federal Funding Event on March 13th
- Interclub Council held a Step Up to Leadership Event on March 21st
- The Barber Shop Event provided free haircuts on March 27th
- Muslim Student Association and ASNC held an Eid al-Fitr Celebration
- Upcoming event will be NOMU Music and Arts Festival on May 16th

B. President (Monica Green)
- Working on strategic space planning for our growing campus because of Measure CC expansion and taking buildings offline to prepare for new construction
- Anticipated 20 new faculty coming including five positions previously not hired
- A presentation was created to share with the management team, College Council, Academic Senate, and Leadership Councils
- Presentation will be a draft with modifications made along the way; still looking for space for a program, some management team members, and mental health counseling
- The President is holding office hours this Spring Semester in 15-minute increments; if the times do not work for you, please reach out to the President's Executive Administrative Assistant

C. Interim Vice President of Academic Affairs (Quinton Bemiller)
- Sent out an email notice for an ACCJC webinar on RSI
- Working on enrollment for late start classes and getting students off of waitlists
- At 100.7% of the target; took a big hit on enrollment and efficiency due to fraudulent students which may have impacted the enrollment of actual students
- FTEF to FTES ratio average was 16.22% but has dipped to 13%; will be more stringent on cutoff dates for cancelling classes due to low enrollment (three-week cutoff); will be looking at low-enrolled face-to-face courses and efficiency (fraud impacted these courses as well); will work on communication

D. Vice President of Planning and Development (Tenisha James)
- New Student Equity Plan is coming to a future Senate meeting
- Equity Inquiry Teams have been working on responses to the new template
- Two different types of goals to reduce disproportionate impact
- Two groups in every year of the data – African American students and Latinx students
- New emphasis on transfer
- KPI update in May
- New area on comprehensive educational planning
- Due in November, but must go through approval process including Board of Trustees, so it needs to be approved by Senate in May

E. Vice President of Student Services (Kaneesha Tarrant)
- LightLeap went active on March 27th to assist with keeping fraudulent students out of classes
- IEPI PRT Visit 2 will be this Thursday, April 10th; provided a Menu of Options and recognized the work Norco College is doing on the Standard of Care; will review suggestions for moving forward
- RCCD has a partnership with UCR for student housing; email went out to students with a link to an online application; 320 beds for students throughout the District; students must be full time and Pell Grant eligible; 320 apps received for RCC, 27 for MVC, and 37 for NC; would like to encourage more NC students to apply

16. **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

17. Meeting adjourned at 3:30 PM.

ASCCC Resolution Proposal
Spring Plenary, 2025

Title: Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning (CPL)

Whereas, the California Community Colleges are committed to ensuring equitable access to Credit for Prior Learning (CPL) for all students, recognizing the diverse experiences and knowledge students bring to their educational journeys;

Whereas, while the California Education Code permits community colleges to charge students a fee for administering a credit by exam, and according to California Code of Regulations, Title 5, Section 55050, a district may charge a fee for administering the examination as long as the fee does not exceed the enrollment fee for the course for which the student seeks credit; it is essential to consider student equity when determining these fees and ensure they do not place an undue financial burden on students seeking CPL, thereby limiting access to CPL.

Whereas, Section 55050 of the Credit for Prior Learning regulation states that the determination to offer credit by examination rests solely on the discretion of the discipline faculty, and that a separate examination shall be conducted for each course for which credit is to be granted;

Whereas, credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college;

Therefore, be it resolved, that the Academic Senate for California Community Colleges recommends that no fee be assessed for Credit for Prior Learning (CPL) examinations. While recognizing that districts may charge a fee for administering such examinations in accordance with the California Education Code—provided the fee does not exceed the enrollment fee for the corresponding course—it is advised that these fees be waived.

Contact: Dr. Sigrid Williams, the MAP Initiative, Norco College

ASCCC Resolution Proposal
Spring Plenary, 2025

Title: Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)

Whereas, the California Community Colleges recognize the value of prior learning and the importance of acknowledging the knowledge and skills students bring to their educational journey;

Whereas, Credit for Prior Learning (CPL) provides students with the opportunity to receive academic credit for validated skills and knowledge gained outside of traditional coursework;

Whereas, the California Community Colleges Chancellor's Office Vision 2030 emphasizes the importance of equity in access and success, including dismantling systemic barriers to education and expanding opportunities for all learners;

Whereas, ensuring that all types of CPL is transcribed and awarded early in a student's enrollment can significantly reduce the time and cost required to complete a degree or certificate;

Therefore, be it resolved that the Academic Senate for California Community Colleges (ASCCC) recommends that residency requirements and/or minimum unit attainment should not obstruct the timely recognition and awarding of Credit for Prior Learning (CPL), ensuring students can benefit from their prior learning experiences from their first semester of enrollment;

Further resolved, that colleges are encouraged to eliminate such barriers to awarding CPL, supporting the removal of residency requirements to promote equitable access to credit for prior learning in alignment with the goals and principles of the CCCCO Vision 2030.

Contact: Dr. Sigrid Williams, the MAP Initiative, Norco College

ASCCC Resolution Proposal
Spring Plenary, 2025

Title: **Enhancing Student Mobility: Credit for Prior Learning (CPL) and Transcript Reciprocity among California Community Colleges**

Whereas, not every student begins and ends their academic career at the same college, and with the increasing trend of students transferring between institutions of higher education, it is incumbent upon the California Community College system to facilitate a seamless and efficient transfer process for transfers;

Whereas, the California State University (CSU) system accepts wholesale on transcripts which include CPL, however the California Community College (CCC) system does not have a written policy on a reciprocity agreement between community colleges when it involves the transcription of CPL, leading to inconsistencies in how colleges accept transcripts from other community colleges within the state;

Whereas, some evaluators within our colleges and districts already accept official transcripts of courses completed or awarded using CPL without question, while others create roadblocks for students, not accepting these official transcripts, thereby impacting student progress;

Whereas, there is a difference between transcript reciprocity and articulation reciprocity:

- **Transcript reciprocity** focuses on the acceptance of official transcripts from one institution by another, simplifying the transfer process by recognizing the credits and grades from the sending institution's transcripts without requiring a detailed course-by-course evaluation.
- **Articulation reciprocity** refers to agreements between institutions that ensure a smooth transfer process for students, outlining how credits from one institution will be recognized and applied toward degree requirements at another institution. However, with the current curriculum structure, course outlines of records and learning outcomes may not always align with the receiving college, creating conflicts;

Therefore, be it resolved, that the Academic Senate for California Community Colleges (ASCCC) recommends the development of a standardized transcript reciprocity policy within the California Community College system, aligned with the CSU policy for Credit for Prior Learning (CPL). This policy should ensure that CPL credits and grades are accepted and applied toward transfer requirements without additional evaluations;

Further resolved, that the ASCCC encourages the University of California (UC) to consider adopting a similar policy to promote student mobility and ensure equitable access to educational opportunities.

Contact: Dr. Sigrid Williams, the MAP Initiative, Norco College

ASCCC Resolution Proposal
Spring Plenary, 2025

Title: Maximizing Student Awareness: Adopting CPL Syllabus Statements throughout the state at all California Community Colleges

WHEREAS, the California Community Colleges Chancellor's Office (CCCCO) "Vision 2030" incorporates a commitment to proactively bring college education to our prospective students, wherever they are, to ensure equity in access.

WHEREAS, it is imperative that all students are made aware of the opportunities available through Credit for Prior Learning (CPL), particularly for working adults and veterans, who can benefit from earning college credit for knowledge gained outside of a traditional academic environment.

WHEREAS, several colleges have adopted the inclusion of a CPL Syllabus Statement in all syllabi to promote awareness of CPL opportunities and to ensure that all students are informed of this pathway to accelerate their educational goals.

THEREFORE, BE IT RESOLVED, That the Academic Senate for California Community Colleges puts forth this resolution for our college and district to adopt the following CPL Syllabus Statement to be included in all syllabi college-wide and district-wide to ensure that all students throughout the state are made aware of CPL:

> **CREDIT FOR PRIOR LEARNING (CPL)** Attention working adults and veterans, you can earn CPL for knowledge gained outside of a traditional academic environment. Get a jumpstart on obtaining your degree through CPL and earn college credit for certain college-level skills and knowledge you gained through experience, certifications, and industry licenses/credentials. Ask your counselor or CPL coordinator for more information. Email [Insert college CPL email here].

BE IT FURTHER RESOLVED, the Academic Senate for California Community Colleges (ASCCC) recommends that the college and district Academic Senates work collaboratively to implement this resolution and promote the inclusion of the CPL Syllabus Statement to ensure that every student has equitable access to CPL opportunities.

BE IT FINALLY RESOLVED, that the Academic Senate for California Community Colleges (ASCCC) recommends that this resolution and the CPL Syllabus Statement be widely communicated to faculty, staff, and students through various channels to maximize awareness and understanding of CPL and its benefits.

Contact: Dr. Sigrid Williams, the MAP Initiative, Norco College

ASCCC Resolution Proposal
Spring Plenary, 2025

Title: Advancing Credit for Prior Learning (CPL) in Alignment with CCCCO Vision 2030 (Apprenticeships, Veterans Sprint and Rising Scholars)

Whereas, the CCCCO Vision 2030 emphasizes equitable access to education by advocating for the removal of systemic barriers to student success, including the recognition and awarding of Credit for Prior Learning (CPL), and aligns with the core academic and professional matters outlined in the "10+1" by fostering student achievement and seamless transfer pathways;

Whereas, the CCCCO Apprenticeship programs provide innovative pathways for students to gain hands-on experience and earn college credit through paid on-the-job training, aligning with the Vision 2030 goal of preparing students for in-demand careers and fostering economic mobility; and

Whereas, the CCCCO Veterans Sprint initiative focuses on supporting veterans by streamlining CPL processes, ensuring their military training and experiences are recognized as valuable academic credit, and promoting their successful transition into civilian careers; and

Whereas, the CCCCO Rising Scholars initiative supports system-impacted and formerly incarcerated students, providing equitable access to education and creating opportunities to recognize prior learning experiences gained through life and work, aligning with the Vision 2030 goals of inclusivity and student success;

Therefore, be it resolved, that the Academic Senate for California Community Colleges (ASCCC) supports the expansion and implementation of the CCCCO Apprenticeship Sprint initiative to provide equitable access to career-focused learning opportunities and credit for on-the-job training; and

Be it further resolved, that the ASCCC endorses the CCCCO Veterans Sprint initiative, advocating for streamlined policies that recognize military training and experience as academic credit, to ensure equitable educational opportunities for veterans; and

Be it further resolved, that the ASCCC supports the goals of the CCCCO Rising Scholars Initiative, encouraging colleges to implement CPL policies that recognize the prior learning of system-impacted and formerly incarcerated students to foster inclusivity and equity in educational opportunities; and

Be it finally resolved, the ASCCC encourages system-wide collaboration to align CPL policies with the principles of equity, access, and transferability in accordance with Vision 2030 goals, while leveraging the CCCCO Apprenticeship and Veterans Sprint and Rising Scholars Initiative to expand opportunities for underserved populations.

Contact: Dr. Sigrid Williams, the MAP Initiative, Norco College

Ratification of Senate President Appointments – 4/7/2025

Student Services Council

- Nicole Capps, English

Syllabus Shell Cover Sheet

Instructions: **Do not include this cover sheet with your syllabi. This cover sheet is for instructors only!**

This cover sheet provides directions on what is **required** in Norco College syllabi and what is **optional.**

Required: The following elements **must** be included in **all Norco College syllabi**. For these elements, faculty may revise the language in the syllabus shell as needed, but the following elements must still appear in all Norco College syllabi.

1. Course Information
    a. Course number and name (e.g. ENG-1B: Critical Thinking and Writing)
    b. Section Number (e.g. 31111)
    c. Course Term and Year (e.g. Spring 2020)
    d. [For in-person courses] Course Location(s) and Meeting Day(s) and Time(s)
    e. [For online courses] Course Location: Online
2. Instructor Information:
    a. Name
    b. Email
    c. [Full-time faculty only] Office location
    d. [Full-time faculty only] Office phone number
3. [Full-time faculty only] Office/Student Hour Information
4. Course Outline of Record Information
    a. Course Description
    b. Course Prerequisite/Advisory (if any)
    c. Course Credit Recommendation
    d. Student Learning Outcomes
        i. General Education Learning Outcomes attached to SLOs
5. Required Textbooks/Materials
6. Instructor Contact and Feedback Policies:
    a. This will cover how quickly students can expect responses when emailing or messaging the instructor. This will also cover the timeline in which instructors will return student work with grades and/or feedback. Instructors may wish to distinguish between different types of work in their Feedback policies (e.g. small assignments will be returned in a few days, while major assignments may take a few weeks).
7. Description of Grading Policies
8. Norco College Required Information
    a. The following deadlines
        i. Last Day to Add
        ii. Census Date

        iii. Last Day to Drop with a Refund
        iv. Last Day to drop without a W
    b. Adding This Class
    c. Dropping This Class
    d. Academic Integrity
    e. Adjustments for Disability
    f. Violence on Campus
    g. Declaring A Program of Study
    h. Credit for Prior Learning
    i. Writing and Reading Center

Optional: The following elements **may** be included in all Norco College syllabi.

1. Welcome Message
2. Course Objectives
3. Common Course Policies [These are optional because not all instructors will have these policies. **Instructors are strongly encouraged to include policies for those student behaviors or actions that can impact a student's performance or standing in a class** – e.g. if submitting work late will impact a student's grade, the instructor should have a late work policy included on their syllabus]
    a. Attendance Policy
    b. Late Work Policy
    c. Class Participation Policy
    d. AI Policy: Instructors may wish to include specific language about the use of AI (e.g. ChatGPT and Gemini) or AI-assistive technologies (e.g. Grammarly) in their specific courses.

A Guide for Running Elections at Norco College

Introduction

This guide serves as a resource for members of the Norco College Academic Senate who are responsible for facilitating faculty elections at the College. This guide is based on both the relevant elements of the Norco College Academic Senate Constitution and Bylaws, as well as practical considerations developed through experience. As a guide, this resource is only advisory, and users can and should adjust the recommendations below to reflect any changes in the Norco College Academic Senate's guiding documents as well as relevant facts-on-the ground that may dictate said changes.

Relevant Elements of Norco College Academic Senate Constitution and Bylaws

The elements listed below reflect the Norco College Academic Senate Constitution and Bylaws as they stand on March 2025. Unless otherwise noted, the elements below are summaries of the relevant clauses and users of this guide are encouraged to refer, as necessary, to the actual documents. In any instance in which a summary provided below conflicts with the actual documents, the actual documents shall take precedence.

Relevant Elements of the Norco College Academic Senate Constitution

- Senate Officers (President, Vice President, and Secretary-Treasurer) are elected every three years.
    - Senate officer positions have a term-limit of two consecutive terms.
    - “An Officer can reassume a position after another person has been elected to, and served in, the position. Partial terms of office shall not be counted in these term limits” (Constitution, Article III, section 5).
- Senators are elected every two years. Senators are elected by their schools/departments and those elections are conducted by the respective schools/departments and **not** by the Academic Senate.
- If an Officer vacates their position before the end of the term, their position will be filled in the following manner:
    - “Majority vote of the Academic Senate for the remainder of the academic year” (Constitution, Article V, section 1, subsection A).
    - "Special election of the full-time faculty if more than the remainder of an academic year remains in the Officer’s term” (Constitution, Article V, section 1, subsection B).

Relevant Elements of the Norco College Academic Senate Bylaws

- The Nomination Committee of the Norco College Academic Senate is the primary body responsible for nominations and elections. The Nomination Committee holds the following responsibilities:
    - Request that academic schools/departments select Senators and Alternates.

        - Notify academic schools/departments “in a timely manner whenever a special need exists to fill a vacancy” (Bylaws, Article III, section 1).
    - Hold nominations and elections for Senate officers and for any other position and/or situation that requires an election by the Senate or by the faculty as a whole.
        - Other common positions include:
            - Part-Time Faculty Senator.
            - Norco College Faculty Commencement Speaker.
            - RCCD Distinguished Faculty Lecturer (every three years).
            - Faculty-driven referendums (see Bylaws, Article V, section 2).
            - Recall of Senators or Officers (see bylaws, Article V, section 3).
    - Ensure that elections are run in a manner that is fair and maintains the integrity of the elections process.
    - Maintain the results of all elections for 30 days following the conclusion of the election so that those results may be reviewed by any faculty member.
    - The Vice President of the Norco College Academic Senate serves as Chair of the Nomination Committee.
        - The Vice President is joined on the Nomination Committee by two other Senators selected by the Senate.
        - In the event that the Vice President is running for election, a third Senator not running shall be selected by the Senate to serve in the Vice President’s place.
- Elections of Officers will follow these requirements.
    - Elections will be held before the end of April.
    - The Senate and/or the Nomination Committee may hold an open forum for candidates to speak with the faculty.
    - The candidate who receives the majority of votes for a given position shall be declared the winner.
        - If no single candidate receives a majority of votes, a run-off election will be held between the top two vote-getters.

This concludes the summary of relevant elements of the Norco College Academic Senate Constitution and Bylaws. Again, all users of this guide are encouraged to review the Constitution and Bylaws for further information and clarification.

Conducting an Election

This part of the guide features recommendations and common practices for holding elections of the Norco College Academic Senate. This process is divided into the following parts:

1. Determination of type of election and electorate
2. Call for Nominations
3. Creation of Ballot
4. Conducting of Elections
5. Examination of Results
6. Announcement of Results

Determination of Type of Election and Electorate

Notwithstanding those positions specifically described in the Norco College Academic Senate Constitution and Bylaws, the Nomination Committee is generally charged with determining how various positions and situations shall be selected. Of course, the Senate itself holds ultimate authority over these decisions, and so the Nomination Committee is encouraged, if in doubt or if seeking affirmation, to have the Senate deliberate and, if necessary, vote on any such determination.

Here are the types of elections the Senate may hold:

- Election by Faculty
    - Election by Faculty is appropriate for those positions that represent all or a large cross-section of the faculty at Norco College. Examples of this type of position can include:
        - Faculty Commencement Speaker
        - RCCD Distinguished Faculty Lecturer
        - At-Large Faculty Representative on College Council or other Leadership Councils
- Election by the Senate
    - Election by the Senate is appropriate for those positions that represent or serve a smaller cross-section of the faculty at Norco College or positions for which there are specific requirements that would limit the number of faculty who would be eligible to run. Examples of this type of position can include:
        - Selection of faculty to specialized positions (e.g. coordinator of specialized programs).

        - Selection of faculty to leadership councils or other groups in which the position being selected is representative of a particular faculty role as opposed to the faculty at large (e.g. selection of a counselor or a member of a specific discipline such as Math or English).

If in doubt, the Nomination Committee is encouraged to err on the side of allowing a larger amount of participation than a smaller amount. In other words, if it is not clear whether to select a position via vote by all faculty versus a vote by the Senate, erring on the side of a vote by all faculty is a reasonable democratic principle. Additionally, and as stated above, the Nomination Committee can also consult with the Academic Senate.

In terms of electorate, the Nomination Committee will generally decide between all faculty, full-time faculty only, or part-time faculty only. Again, if in doubt, broader participation is generally recommended.

Call for Nominations

When an election is to be held, the Nomination Committee shall put out a Call for Nominations. Here are the recommended guiding principles for issuing such a call.

- Calls for Nomination should be sent out via email, to either the nor-all or nor-faculty email lists, with other lists used as appropriate.
    - Call for Nomination emails should contain the following information:
        - The dates of the nomination period.
        - Information about the position being selected.
        - Information about who is eligible to be nominated.
        - How nominations should be submitted.
        - Who to contact in case of questions, issues, or concerns.
- Calls for Nomination should be open for at least five business days.
    - The Nomination Committee is encouraged to send multiple emails during the nomination period to make sure all faculty are aware of the opportunity.
- Both nominations of others and self-nominations should be accepted.
    - In general, non-faculty members are allowed to nominate faculty members for a given position.
    - In those instances in which someone nominates a faculty member, the Nomination Committee should check with the nominated faculty member to ensure the nominated individual accepts the nomination.

- Nominations may be extended in those situations in which an insufficient number of individuals have been nominated or if other issues arise that could impact the ability of individuals to nominate faculty.
- When nominations are closed, no additional candidates should be accepted.

Creation of Ballot

At present, elections run by the Nomination Committee are conducted via Microsoft Forms. Forms allows for faculty to submit ballots electronically, thus increasing accessibility and participation, while at the same time maintaining records of who has voted to ensure that all who do vote are allowed to vote and that no one is voting multiple times.

Importantly, Microsoft Forms does not easily allow for fully confidential voting. At the very least, the members of the Nomination Committee will know the identities of those faculty how voted and who each faculty member voted for. If full confidentiality is required or desired, then the Nomination Committee should investigate other methods of voting, including paper ballots.

As Forms is generally easy to use, this guide will not provide an overview of the program itself. However, when creating a Form for conducting an election, members of the Nomination Committee are encouraged to use these settings:

- List candidates in alphabetical order.
- Use these settings for determining who can cast votes using the Form.
    - "Who Can Fill Out This Form"
        - "Only people in Riverside Community College District can respond"
            - This choice does require voters to be logged into their RCCD accounts. If voters are struggling to access the form, encouraging them to make sure they are logged into their RCCD accounts is a strong first step.
        - Record Name
        - One Response Per Person

These settings on their own are in most cases sufficient. The Nomination Committee may choose to take advantage of other options, including setting a start date and end date, allowing voters to edit their ballot after casting it, and so forth.

Conducting of Elections

Once the ballot is created, the Nomination Committee should conduct election under these guidelines:

- Elections should generally last at least five business days.
- A link to the ballot should be sent via email to the appropriate faculty email list. In addition to the link to the ballot, this email should also include:
    - The dates during which the election will run.
    - A brief description of the position.
    - A brief description of who is allowed to vote.
    - The names of all candidates.
        - If appropriate, the Nomination Committee may solicit brief candidate statements from all nominees. These statements should generally be short (no more than 100-150 words is recommended). The Nomination Committee may include these statements with its emails announcing the election.
    - Who to contact in case of questions, issues, or concerns.
- The Nomination Committee should send multiple emails during the election period to make sure all faculty are aware of the opportunity to vote.

The primary guiding principle in an election should be to give as much access as possible to all eligible voters. As with nominations, the Nomination Committee may decide if appropriate to extend the voting dates if doing so is in the best interest of a fair and effective election process.

Examination of Results

Once voting in an election has ended, the Nomination Committee is encouraged to use the following process to examine the results:

- The Chair of the Nomination Committee will provide access to the Form to the other two members of the Nomination Committee.
    - When providing access, the Chair should remind Nomination Committee members that access should not be shared.
- Each member of the Nomination Committee shall independently review the results found in the relevant Microsoft Form.
- Once each independent review is complete, the members shall share their results.
- If all members are in agreement on the results, the election has been decided.

    - If there is disagreement among members of the Nomination Committee, they should work together to resolve that disagreement. If they are unable to do so, then they should bring their results to the Academic Senate so that it may make recommendations or a final decision.
- If one candidate has received a majority of votes cast, that candidate shall be declared the winner.
    - If no candidate has received the majority of votes cast, then the top two vote-getting candidates shall take part in a runoff election.
        - The runoff election should follow the same process outlined above.
- The Nomination Committee will hold onto the results for 30 days for review by any interested faculty member.

Announcement of Results

Once the Nomination Committee has determined the outcome of an election, it shall share the results.

- The Nomination Committee may decide, as appropriate, to share results with the candidates first, before sharing the results with the Academic Senate and faculty as a whole.
- The Nomination Committee shall share results with the Academic Senate and the faculty as a whole.
    - This is done via appropriate listserv.
    - The Nomination Committee may decide whether to share only the identity of the winner or to share that identity plus vote totals.

This concludes the process of holding elections. If there are disagreements or objections to how an election was held, those should be brought to the Nomination Committee first. If no resolution can be reached, the objections should be brought to the Academic Senate.

Convening Date and Time	**Disciplines** (Bolded disciplines indicate existence of continuing Fall 2024 CCN Faculty Workgroup)	**Courses**	**Nomination Notes**	**Faculty Nominations** (Up to 2 faculty per row; include name, email, and any information related to nomination notes such as identifying Statistics faculty)	**Comments**
June 2, 3, 4, 5 1pm-4pm	Administration of Justice	Introduction to Criminal Justice (C-ID AJ 110) Concepts of Criminal Law (C-ID AJ 120)		Sigrid Williams; sigrid.williams@norcocollege.edu	
June 2, 3, 4, 5 1pm-4pm	**Child Development** & Early Childhood Education	Child, Family, and Community (C-ID CDEV 110) Principles and Practices of Teaching Young Children (C-ID ECE 120) Introduction to Curriculum (C-ID ECE 130) Observation and Assessment (C-ID ECE 200) Practicum in Early Childhood Education (C-ID ECE 210) Health, Safety, and Nutrition (C-ID ECE 220) Teaching in a Diverse Society (C-ID ECE 230)	Child Development and Early Childhood Education courses will be addressed by a single CCNFW.	Maria Adams; maria.adams@norcocollege.edu	
June 2, 3, 4, 5 1pm-4pm	**History**	World History to 1500 (C-ID HIST 150) World History since 1500 (C-ID HIST 160) Western Civilization I (C-ID HIST 170) Western Civilization II (C-ID HIST 180)			
June 2, 3, 4, 5 1pm-4pm	Philosophy	Introduction to Philosophy (C-ID PHIL 100) Introduction to Logic (C-ID PHIL 110)			
June 9, 10, 11 1pm-4pm	**Biology (Anatomy and Physiology)**	Human Anatomy and Physiology with Lab I (Part of C-ID BIOL 115 S) Human Anatomy and Physiology with Lab II (Part of C-ID BIOL 115 S)	Two CCNFWs will be formed for Biology with one group addressing Anatomy & Physiology and one group addressing Microbiology. Nominations should be by course for this discipline - two for A & P and two for Microbiology.		
June 9, 10, 11 1pm-4pm	Biology (Microbiology)	Microbiology (No C-ID)	Two CCNFWs will be formed for Biology with one group addressing Anatomy & Physiology and one group addressing Microbiology. Nominations should be by course for this discipline - two for A & P and two for Microbiology.		
June 9, 10, 11 1pm-4pm	**Communication Studies**	Argumentation and Debate (C-ID COMM 120) Intercultural Communication (C-ID COMM 150)		Estrella Romero (C-ID COMM 120) ; estrella.romero@norcocollege.edu	
June 9, 10, 11 1pm-4pm	English as a Second Language	Academic Reading and Writing for Multilingual Learners (CCN ENGL C1000)	Faculty nominated for this discipline should teach academic reading and writing for multilingual learners.		
June 9, 10, 11 1pm-4pm	Political Science	Introduction to Political Theory and Thought (C-ID POLS 120) Introduction to Comparative Government and Politics (C-ID POLS 130)		Sandra Popiden; sandra.popiden@norcocollege.edu, Aldo Yañez Ruiz;	
June 16, 17, 18 1pm-4pm	**Art History**	Understanding Art (C-ID ARTH 100) Survey of Modern Art (C-ID ARTH 150)			
June 16, 17, 18 1pm-4pm	Chicana/o Studies	Introduction to Chicana/o Studies (C-ID CHS 101)			
June 16, 17, 18 1pm-4pm	Kinesiology	Introduction to Kinesiology (C-ID KIN 100)			
June 16, 17, 18 1pm-4pm	Music	Music Appreciation (C-ID MUS 100) Music Fundamentals (C-ID MUS 110)			
June 23, 24, 25, 26 1pm-4pm	Accounting	Financial Accounting (C-ID ACCT 110) Managerial Accounting (C-ID ACCT 120)			
June 23, 24, 25, 26 1pm-4pm	Business	Introduction to Business (C-ID BUS 110) Business Communication (C-ID BUS 115) Legal Environment of Business (C-ID BUS 120) Business Law (C-ID BUS 125) Business Statistics (CCN STAT C1000)	Faculty nominated for this discipline should include, but not be limited to, those who teach a Business Statistics course as possible.		
June 23, 24, 25, 26 1pm-4pm	**Mathematics**	Finite Mathematics (C-ID MATH 130) Business Calculus (C-ID MATH 140) Multivariable Calculus (C-ID MATH 230)			

June 23, 24, 25, 26 1pm-4pm	Psychology	Introduction to Biological Psychology (C-ID PSY 150) Introduction to Research Methods in Psychology (C-ID PSY 200) Introduction to Research Methods in Psychology with Lab (C-ID PSY 205 B) Psychology Statistics (CCN STAT C1000)	Faculty nominated for this discipline should include, but not be limited to, those who teach a Psychology Statistics course as possible.	Roberto Perez; roberto.perez@norcocollege.edu, Laura Adams; Laura.adams@norcocollege.edu	
June 23, 24, 25, 26 1pm-4pm	**Sociology**	Social Problems (C-ID SOCI 115) Introduction to Statistics in Sociology (C-ID SOCI 125) Introduction to Marriage and Family (C-ID SOCI 130) Introduction to Gender (C-ID SOCI 140)	Faculty nominated for this discipline should include, but not be limited to, those who teach a Sociology Statistics course as possible.		

NORCO COLLEGE

Accreditation Leadership Team
Summary of Standard Reflection

Name of Committee: Academic Senate
Committee Chair/Co-Chairs: Kimberly Bell
Date of Activity: October 7, 2024
Accreditation Leadership Team Members: Tenisha James, Hayley Ashby, Charise Allingham, Desiree Wagner
Standard: 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)

Reflection Questions	Information Heard/Submitted	Feedback	Possible Evidence	Revisit
1. What do we do to align with the Standard?	A. Senate standing committees and sub-committees regularly evaluate and improve areas under their purview B. Senate oversees those groups and communicates information broadly across the College C. Examples included TLC, DEC, NAC, PRC, and FPDC	A. Ensure that standing committees/sub-committees are providing regular reports to Senate that are documented in Senate minutes (especially for DEC given proposed RSI changes) B. Recommend that prioritized resource requests lists be brought to Senate as an information item to ensure communication and transparency	Senate Meeting Minutes documenting cited information/activities	No
2. Where do we think we align with the Rubric for Institutional Alignment and Transformation?	Developed to Highly Developed – Regular Program Review cycle (every 3 years) that reviews assessment and equity issues annually	In agreement with Senate's self-identified alignment on the ACCJC rubric based on provided rationale		No
3. What opportunities do we have to stretch ourselves to deepen our practices to impact equitable student outcomes?	A. English – OER, pedagogy community of practice to reimagine ENG-91 support course B. Math – Addressing AB1705, working with LRC to provide qualified online and face-to-face tutors, community of practice related to fostering inclusivity C. Counseling – Developing online program mapper D. World Languages – Looking at course offerings and modality to ensure not just efficiency, but student success E. Early Childhood Education – Working on improving the fingerprinting process for the First Five Grant students	Senators representing their respective disciplines identified a number of current initiatives that are in progress or recently completed that support equitable student outcomes	A. English OER list B. ENG 91 Guide C. Math AB1705 Senate presentation D. LRC Resources for STEM E. Program Mapper screenshot and documentation F. World Languages minutes documenting modality discussion G. ECE's improvements to fingerprinting process	No

Reflection Questions	Information Heard/Submitted	Feedback	Possible Evidence	Revisit
4. How does our reflection and learning inform our institutional plans for action, improvement, and/or innovation?	A. TLC has developed an AI Faculty Guide for a diverse range of disciplines based on learning about AI B. Senators use data to guide reflection and improvement at the program level (program review) and college level (KPI reports) C. APC revised the syllabus shell following a review to make it more student-focused and accessible; using data to inform faculty ranking process D. Evaluation and improvement of the college website led to the design of a new website that is continuously improved E. Committees use the Annual Report of Effectiveness to reflect on their practices and accomplishments and this leads to further improvements	Senators provided a number of examples of how reflection is leading to innovation and improvements across the College	A. AI Faculty Guide and TLC Meeting Minutes B. Examples of data analysis/observations in program review C. KPI Presentations to Senate D. APC Meeting Minutes documenting syllabus discussion and faculty ranking based on data E. Documentation related to website updates F. Annual Reports of Effectiveness and Senate Meeting Minutes discussing them	No

Committee Feedback Response

Refer to the *Summary of Standard Reflection* to discuss and answer the following questions:

Information Heard/Submitted

1. Is anything incorrectly stated or represented that you would like us to revise?
2. Is there any additional information you would like to add?

Feedback

3. What action(s) will the committee take based on the committee's suggestions and the Accreditation Leadership Team's feedback?
4. What action(s) are the highest priority?
5. What action(s) can be addressed quickly/immediately?

Possible Evidence

6. What additional evidence would help demonstrate the College's alignment with the Standard?

Please email Hayley Ashby, Faculty Accreditation Co-Chair at with any additional information you would like to share, especially related to questions 1 and 2.

2025-2030 Strategic Planning and Governance Manual (SPGM)

High–Level Overview

NORCO COLLEGE

Dr. Tenisha James
Vice President of Planning and Development

INTRODUCTION

The Second Draft of the SPGM 2025-2030 reflects valuable input and key updates made since the First Draft. This version is a critical step in refining our planning and governance framework. Your feedback is essential to ensure alignment with our collective goals.

IMPROVEMENTS

PROCESS:

Items:

- Fall 2024 Feedback
  - Confusion with Data Chart
  - Lack of clarity regarding strategic vs operational
  - Procedures & Governance updates
  - Missing summaries or introductions
  - Need clarity for IEGC role
- Use of Review Rubric

SPGM:

Items:

- Updates to data charts, including separation of 2025 and 2030 goals
- Dedicated section for all procedures
- Refinement of Governance section
- Added summaries for seamless transitions
- Added language to clarify operational alignment
- Distinction in goals aligned to IEGC

SUMMARY OF CHANGES

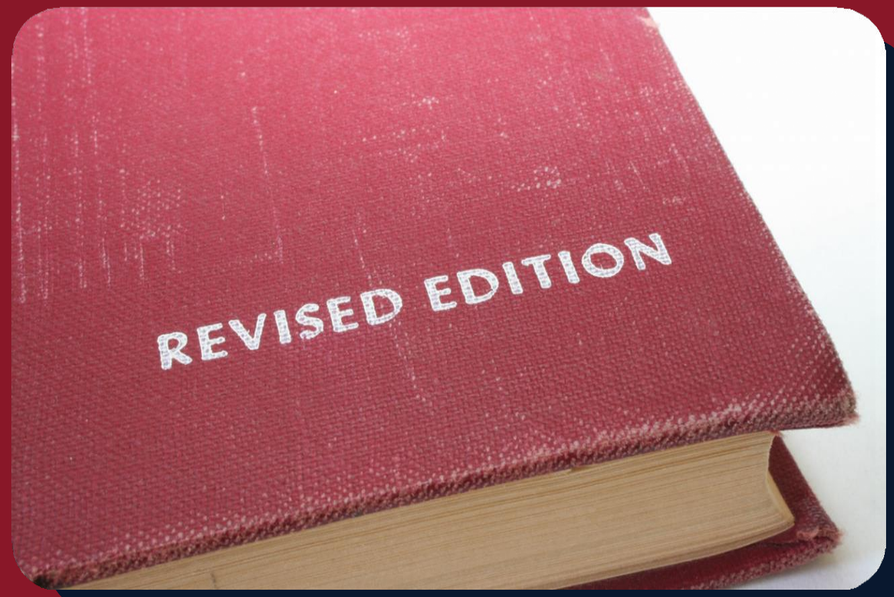
1. Revised Structure
2. Improved Content Structure and Flow
3. Discontinued and Updated Goals
4. Governance Updates

NORCO COLLEGE

2025-2030 SPGM

REVISED STRUCTURE

- Introduced an Executive Summary for a concise overview.
- Reorganized manual into four parts for better navigation:
  - Planning Context
  - Strategic Plan
  - Governance Manual
  - Institutional Effectiveness & Governance Procedures



IMPROVED CONTENT STRUCTURE AND FLOW

- **Separated 2025 & 2030 Objectives and KPIs to detail institutional priorities.**
- **Strengthened alignment between the 2030 Strategic Plan and Operational Divisions/Leadership Councils.**
- **Emphasized collaboration and accountability.**

DISCONTINUED AND UPDATED GOALS

- **Removed completed or unmeasurable goals to focus on actionable objectives.**
- **Refined key equity goals, including eliminating gaps for Black/African American and Hispanic/Latinx students.**

GOVERNANCE UPDATES

- **Updated participatory governance principles to reinforce inclusivity and transparency.**
- **Clarified roles and responsibilities of key councils, including:**
  - **College Council**
  - **Institutional Effectiveness & Governance Council (IEGC)**
  - **Others**

FEEDBACK

- Does this draft align with our collective goals?
- Are there areas requiring further refinement?
- Provide feedback to strengthen our strategic planning and governance framework.

NEXT STEPS

- Review
- Gather feedback
- Finalize the manual

NORCO COLLEGE

2025-2030 SPGM

2nd Draft | Strategic Planning and Governance Manual 2025-2030

Hold For Cover Page

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Part 1: Planning Overview

Executive Summary

The **2025-2030 Strategic Plan and Governance Manual (SPGM)** builds upon and extends the planning efforts that began in developing the 2019-2030 Educational Master Plan (EMP). The EMP defines our vision for the institution in three core directions: Student Transformation, Regional Transformation, and College Transformation. The 2025-2030 Strategic Plan depicts the college's focus on Student Transformation (Student Access, Student Success, and Student Equity) that is supported by actionable, measurable objectives and clearly defined, formalized processes for evaluation, and institutional procedures to enhance institutional effectiveness.

The SPGM is divided into four main parts:

1. **Planning Context**: Context for planning, including state, regional, and local considerations.
2. **2025-2030 Strategic Plan**: Mission, vision, guiding principles, and measurable goals with aligned objectives and Key Performance Indicators (KPIs) to organizational structure.
3. **Governance Manual**: Structure and procedures for participatory governance, decision-making, and institutional evaluation.
4. **Institutional Effectiveness and Governance Procedures**: Procedures for continuous improvement and innovation in support of strategic goals.

This plan aligns with state-level initiatives, such as the California Community College Chancellor's Office Vision 2030, and incorporates new accreditation standards to maintain Norco College's focus on continuous improvement and data-driven decision-making. It reflects an institution-wide effort to integrate equity, transparency, and accountability into all aspects of governance and operations. Despite the changing landscape of the system and our college and district, Norco College's efforts to center our work on improving and advancing equitable student outcomes for every student at our institution remains unchanged.

Introduction to Planning

Why Planning Matters

Strategic planning at Norco College is essential for achieving our strategic goals, maintaining accreditation, aligning with community needs, and ensuring sustainable growth. Strategic planning creates a roadmap that guides all areas of the institution toward our college mission and vision while fostering continuous improvement.

- Planning gives us a future vision for Norco College while simultaneously providing opportunities for reflection and evaluation of our current performance.
- Planning guides what we do and why we do it.
- Planning assists in preparing the college for future challenges and opportunities by effectively and efficiently using our limited resources to accomplish our strategic goals and objectives.
- Planning aligns our governance structures and operational units with our Mission, Vision, and Core Commitments.
- Planning builds relationships, aligns the organization, and emphasizes preparedness for change.

The Strategic Plan

1. Reaffirms the Norco College Mission, Vision, and Core Commitments to transform positively the lives of students and our community
2. Articulates the college's strategic priorities
3. Serves as a means for evaluating progress and innovation of inequitable student outcomes through measurable and ambitious Key Performance Indicators and Objectives
3. Guides college-wide planning and data collection
5. Clearly defines institutional procedures for decision-making, assessment, and evaluation
6. Centers student equitable outcomes through alignment with state, California Community College system, and district priorities in student access, student success, and student equity

Planning Context

The context for planning at Norco College considered the state, regional, and district impacts on our institution's operations, strategic initiatives, and planning. The college faces challenges and opportunities shaped by regional workforce demands, state policies, and shifting demographics. The college is well poised to continue to fulfill its mission to provide high-quality education and meet the needs of its diverse student population while responding to external pressures. These external factors continue to guide and inform planning at our college so the institution can be responsive and proactive in transforming the lives of our students, employees, and community through our service area's academic and economic development. Strategic planning and data-driven decision-making will be critical as the college navigates and responds to the challenges and opportunities in the near and distant future.

State-Level Considerations

The California Community College Chancellor's Office (CCCCO) is committed to combatting income inequality and supporting the social and economic mobility of its 2 million students statewide. Priority initiatives from the CO include but are not limited to Guided Pathways; Student Equity, Diversity, Equity, Inclusion, and Accessibility (DEIA); Workforce Development; and Dual Enrollment, to name a few. These systemwide priorities are clearly articulated in Vision 2030, which builds on the Vision for Success and Guided Pathways work, with three goals: Equity in Success, Equity in Access, and Equity in Support. These goals are supported by advocacy for legislative changes that impact the student experience across the state. Examples of impactful legislation include but are not limited to AB 705/1705 Transfer Level English and Math Access and Success; AB 111 Transfer Pathways; AB 928 Cal-GETC and AB 132 Transfer Success Pathways UC/CSU; and AB 1111 Common Course Numbering. This legislation is undergirded by a legislated change in the funding model for CCCs via the Student-Centered Funding Formula. The new funding formula emphasizes student success metrics, such as completion, transfer, and equity outcomes.

Norco College is equally committed to student transformation. State policy changes and system-wide priorities have informed our strategic planning process, and our revised Key Performance Indicators and Objectives demonstrate an alignment to and support of state efforts to improve student access, equity, and success. This early alignment work began with our Strategic Enrollment Management Plan and its intentional alignment to Vision 2030, Guided Pathways Loss Momentum Framework, Student Equity Plan 2022-2025 target populations, and equitable student outcomes as defined in the Accreditation

Standards 2024. This current Strategic Planning document expands and enhances connections to our college strategic plan and governance structure in comprehensive alignment with the external future vision for the CCCCO.

Regional Considerations

Norco College faces dynamic challenges and opportunities in examining the regional factors that impact the institution and district. The region is characterized by a diverse and growing population, with significant increases in Latinx and immigrant communities. There is an increasing need for bilingual programs, community outreach, and enhanced equitable access and support for first-generation student populations and non-traditional students. Additionally, there are ongoing regional and district efforts to increase the college-going rate and high-school capture rates across the Inland Empire region. Improving pathways to postsecondary education for non-traditional and high school graduates presents opportunities for Norco College that guide our strategic initiatives and resource allocation.

Riverside County has experienced steady growth in highly skilled workforce sectors such as healthcare, logistics, manufacturing, and construction. Given the region's proximity to major transportation corridors, the logistics sector in particular is a strong and growing workforce industry. In order to continue to meet the region's economic and workforce demands, the college must be able to meet local employer demands by developing skilled graduates who can fill regional labor needs.

District Alignment

Norco College aligns with the Riverside Community College District through several vital areas that correspond to the district's goals of enhancing access, student equity, student success, and workforce development.

Access and Enrollment Growth:

- **RCCD Goal**: The RCCD plan emphasizes increasing access to higher education and lifelong learning opportunities through expanded programs and facilities.
- **Norco College Alignment**: Norco has expanded its dual enrollment and outreach efforts, as reflected in its enrollment and headcount KPIs. By increasing first-time, full-time enrollment and capturing a greater percentage of local high school graduates, Norco aligns with RCCD's goal of universal access.

Equity and Student Success:

- **RCCD Goal:** RCCD's strategic vision prioritizes closing equity gaps and ensuring equitable outcomes for underrepresented groups, using data to inform interventions.
- **Norco College Alignment**: Norco tracks specific Key Performance Indicators for reducing equity gaps for disproportionately impacted students. These efforts align with the district's focus on equity-driven strategies and personalized student support.

Workforce Development:

- **RCCD Goal**: RCCD plans to align academic programs with local workforce needs, fostering partnerships with industry leaders to expand CTE programs and address regional economic demands.
- **Norco College Alignment**: Norco's Local Workforce Demand Assessment identifies critical industries such as healthcare, transportation, and construction, guiding the development of workforce programs that meet these regional needs. The college's KPIs on CTE program growth and employment outcomes align with this goal.

Resource Optimization and Community Engagement:

- **RCCD Goal**: The district emphasizes diversifying revenue streams, enhancing community partnerships, and improving resource allocation to support student success.
- **Norco College Alignment**: Norco has leveraged grant funds to improve student completion rates, expand academic support, and invest in data-driven decision-making, directly supporting RCCD's focus on financial sustainability and effective resource management.

College Alignment

The Norco College Mission, Vision, and Core Commitments align with institutional priorities in Student Transformation, Regional Transformation, and Institutional Transformation as outlined in the 2030 Educational Master Plan. The college Key Performance Indicators and Objectives serve to inform the college of institutional progress in achieving college priorities in equitable student outcomes. Norco College facilitates a culture of continuous improvement through the annual monitoring and tracking of college level data to improve college governance structure and operational units in support of our Mission, Vision, and Core Commitments.

Mission

Norco College inspires a diverse student body through its inclusive, innovative approaches to learning, including 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.

Vision

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

Core Commitments

Access

Providing open admissions and comprehensive educational opportunities for all students.

Equity

Engineering and sustaining an environment where student success is realized by all groups through proportionate outcomes.

Student Success

Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services.

Expertise

Committing to ongoing improvement of teaching, service, and leadership as core institutional skills.

Mutual Respect

Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions.

Collegiality

Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated.

Inclusiveness

Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions.

Integrity

Maintaining an open, honest, and ethical environment.

Quality

Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff.

Environmental Stewardship

Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among our students.

Innovation

Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community.

Civic Engagement

Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to

create a continuum of educational opportunities; and communicating information about Norco College programs and services to the external community.

Review of 2025 Key Performance Indicators and Objectives

The Key Performance Indicators (KPIs) for 2025 reflected Norco College's commitment to student success, equity, and regional impact. They provided a clear framework for assessing progress toward institutional goals and helped the college make informed decisions about resource allocation, student support services, and curriculum development. This aligned with Norco's strategy of using data to guide continuous improvement and ensure that institutional goals are met. While progress has been made in several areas, the college continues to face challenges. The institution remains focused on refining strategies, leveraging data, and aligning efforts with its Educational Master Plan and broader community needs. Norco College is making progress on many of its KPIs, particularly in headcount and median earnings, but challenges remain in achieving targets related to degree and certificate completion, transfers, and reducing equity gaps, especially among African American and Latinx students (see graphic below). The institution is focusing on continuous improvement in these areas.

Norco College's 2025 KPIs aligned with its institutional mission of fostering student success, equity, and workforce readiness. By tracking progress across these performance metrics, the college ensures that its strategic goals are met while addressing areas where improvement is needed, particularly in closing equity gaps and increasing degree and certificate completions. These KPIs also support broader statewide goals for community colleges, contributing to the overall vision for student success in California.

2025 Goals, Objectives and Key Performance Indicators

2025 EMP Goals	2025 Objectives	2025 KPIs
Goal 1: (Access) Expand college access by increasing both headcount and FTES	1.1: Go from 7,366 to 8,759 total FTES	1
	1.2: Go from 14,624 headcount to 16,581 total headcount	2
	1.3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc)	
	1.4: Increase capture rates from feeder high schools by 4% annually	3
Goal 2: (Success) Implement Guided Pathways framework	2.1: Increase the number of degrees completed by 15% annually	4
	2.2 Increase the number of certificates completely by 15% annually	5
	2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average	
	2.4: Increase the number of transfers by 15% annually	6
	2.5: Increase the number of first-time full-time enrolled students from 508 to 900	7
	2.6: Increase the percent of students who receive financial aid from 73% to 81%	
	2.7: Increase the number of students who complete transfer-level math and English by 20% per year	
Goal 3: (Equity) Close all student equity gaps	3.1: Reduce the equity gap for African American students by 40%	8
	3.2: Reduce the equity gap for Latinx students by 40%	9
	3.3: Reduce the equity gap for Men of Color by 40%	10
	3.4: Reduce the equity gap for LGBTQ+ students by 40%	11
	3.5: Reduce the equity gap for Foster Youth students by 40%	12
Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement	4.1: Increase the percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)	
	4.2: Increase the percentage of employees who complete the Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees)	
	4.3: Increase the percentage of faculty who complete the Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)	

2025 EMP Goals	2025 Objectives	2025 KPIs
Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap	5.1: Increase the median annual earnings of all students	13
	5.2: Increase the percent of CTE students employed in their field of study by 3% annually	14
	5.3: Increase the percent of all students who attain a livable wage by 5% annually	15
	5.4: Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities	
Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships	6.1: Establish and expand relationships with regional educational institutions	
	6.2: Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations	
	6.3: Expand partnerships with regional veterans' services and support organizations	
	6.4: Work toward reducing recidivism through incarcerated student education	
	6.5: Position the college's image and reputation as a leading academic institution in the region	
	6.6: Develop regional outreach and recruitment systems	
	6.7: Help establish a distinct regional identity, organization, and communication among our local communities	
	6.8: Stimulate regional arts development	
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 a comprehensive breadth of academic programs	
	7.2: Develop Career & Technical Education programs and industry credentials related to regional needs	
	7.3: Develop and implement a plan for noncredit and noncredit-enhanced programming	
	7.4: Develop and implement a plan for expanded athletics offerings	
	7.5: Add capacity to existing disciplines with a demonstrated need	
	7.6: Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom	
	7.7: Build and support academic support services to improve student success	

2025 EMP Goals	2025 Objectives	2025 KPIs
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	8.1: Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real-time	
	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	
	8.3: Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan	
	8.4: Develop, evaluate, and monitor our governance, decision-making, and resource allocation processes on the basis of the college mission and plans	
	8.5: Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan	
Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture	9.1: Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college	
	9.2: Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers	
	9.3: Develop a culture that recognizes/thanks employees on a regular basis and celebrates the college's successes	
	9.4: Develop a strategy to maximize the number of classified faculty and managers involved in college governance without compromising mission-critical work	
	9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time	
	9.6: Develop a strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio	

2025 EMP Goals	2025 Objectives	2025 KPIs
Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts	10.1: Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college	
	10.2: Develop and maintain the Facilities Master Plan	
	10.3: Build out funded projects (amphitheater, Center for Student Success room 217, etc.)	
	10.4: Finish Veterans Resource Center Phase 1 by Spring 2021	
	10.5: By Fall 2020, open Early Childhood Education Center	
	10.6: Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability	
	10.7: Build 2nd access road	
	10.8: Explore and pursue land acquisition adjacent to college property	
	10.9: Develop and start implementing sustainable campus	
	10.10: Design spaces that intentionally build community	
	10.11: Install immediate/temporary facilities to address current capacity needs by summer 2021	
	10.12: Enhance transportation infrastructure	
	10.13: Develop and implement plans for off-campus facilities for instructional purposes	
Goal 11: (Operations) Implement professional, intuitive, and technology-enhanced systems	11.1: Design an intuitive and simple student onboarding system	
	11.2: Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")	
Goal 12: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals	12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college	
	12.2: Coordinate with RCCD to establish a BAM that allocates funding equitably	
	12.3: Support General Obligation bond campaign and implementation	
	12.4: Develop 30% of the overall budget from non-general fund revenue sources	

2020-2025 KPI Progress Summary

The 2020-2025 progress trends indicate mixed performance across Key Performance Indicators. In terms of student access, there has been an increasing trend in total FTES (Full-Time Equivalent Students) over the last three years and strong headcount growth exceeding the five-year goal in just four years. However, some areas show declining trends, such as capture rates from feeder high schools, which have dropped from year three to year four and remain below projections. Similarly, the number of degrees completed has shown a downward trend, though it still exceeds the institution's set standards. The number of certificates completed is also declining, falling below institutional standards, highlighting a potential area of concern. Efforts to reduce the equity gap for African American students have shown improvement, with the gap narrowing from year three to year four. In some cases, the gap has been completely closed, indicating significant progress. Similarly, the equity gap for Latinx students has shown some fluctuation, with a slight increase from year three to year four, though it remains below the initial projections. Overall, while there are positive signs of progress, persistent gaps indicate the need for continued targeted interventions to ensure sustained equity improvements across all student demographics. These trends suggest that while overall enrollment and access goals are progressing positively, student success, particularly completion, and student equity continue as top strategic priorities which require targeted interventions to reverse downward trends.

The 2025 KPI Progress Chart below provides a snapshot of the college's progress towards achieving our 15 Key Performance Indicators over the 2020-2025 Strategic Plan.

2020-2025 KPI Progress Trends

*Green indicates the annual metric goal was met, and red indicates it was not met. For more information regarding annual targets and outcomes achieved, please see the KPI dashboard at https://norcocollege.edu/sd/ie/ir/index.html.

2025 KPIs	Progress	
1		Increasing trend in the last 3 years, still below projection
2		Increasing trend, exceeding year 5 goal in year 4
3		Decrease from year 3 to year 4, below projection
4		Downward trend, still above institution set standard
5		Downward trend, below institution set standard for 2 years
6		Increase in year 4, almost meeting the institution set standard, but less than half of projection
7		Increase from year 3 to year 4, still below projection
8		Gap narrowing from year 3 to year 4, still larger than projected
		Gap completely closed in year 4 compared to large gap in year 3
		Large gap in year 4
		Gap consistently smaller than projection
9		Slight widening of gap from year 3 to year 4, larger than projection
		Gap larger than projected in year 4
		Gap consistently larger than projection
		Gap completely closed in year 4
10		Gap consistently smaller than projection
		Gap completely closed in year 4
		Gap narrowing from year 3 to year 4, slightly higher than projected
		Gap completely closed
11		Gap completely closed in year 4
		Gap completely closed in year 4
		Gap completely closed
		Growth in gap from year 3 to year 4, larger than projection
12		Growth in gap from year 3 to year 4, larger than projection
		Gap completely closed
		Growth in gap from year 3 to year 4, still below projection
		Gap completely closed in year 4
13		Consistently exceeding year 5 goal
14		Exceeding projection
15		Increasing trend, still below projection

Part 2: 2025-2030 Strategic Plan

2030 Strategic Plan

The 2030 Strategic Plan for Norco College represents a roadmap designed to address the evolving needs of our students and community in support of our Educational Master Plan goals. At the heart of this plan is the College's ongoing commitment to student access, student success, and student equity as part of our mission to inspire and transform the lives of the diverse students we serve. Our strategic plan seeks to foster a culture of continuous improvement so the college can remain agile, data-driven, and focused on enhancing student outcomes and institutional effectiveness. This is accomplished through promoting a culture of accountability, collaboration, and responsiveness.

Our 2030 Strategic Plan reaffirms our Mission, Vision, and Core Commitments, as well as our commitment to data-driven decision-making, strategic operational alignment in support of our goal and mission, and institutional effectiveness and governance to ensure the college can continually evolve to meet the needs of its diverse students while striving for excellence in educational outcomes. By focusing on transformation at the student, regional, and institutional levels, the 2025-2030 SPGM positions Norco College as a leader in equitable education and workforce development. This document not only charts a path forward but also establishes a culture of continuous improvement and collaboration.

2030 Objectives and Key Performance Indicators Summary

The Norco College 2030 Objectives and Key Performance Indicators (KPIs) serve as a strategic framework to measure institutional effectiveness and track progress towards achieving the college's long-term goals. The KPIs provide a data-driven approach to improving student success, equity, and institutional performance.

The 2030 Objectives and KPIs focus on eight key areas:

1. Enrollment and Student Access
2. Student Completion & Transfer
3. Equitable Student Success
4. Professional Development
5. Workforce Alignment
6. Institutional Effectiveness & Governance
7. Campus Facilities & Infrastructure
8. Fiscal Resources & Sustainability

Several previously established goals (6, 7, and 9) from the 2020-2025 Strategic Plan have been discontinued due to completion or inability to measure progress.

2030 Objectives and Key Performance Indicators

2030 EMP Goals	2030 Objectives	2030 KP
Goal 1: (Access) Expand college access by increasing both headcount and FTES	1.1 Meet or exceed district-set targets for college FTES	1
	1.2 Increase annual headcount by 3% annually	2
	1.3: Increase capture rates from feeder high schools by 4% annually	3
Goal 2: (Success) Implement Guided Pathways framework	2.1 Increase course success rate by 5% by 2030	4
	2.2 Increase Completion of Transfer-Level Math and English by first-time students by 5% annually	5
	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	6
	2.4 Increase the percentage of first-time students who complete a degree or certificate in three years by 3% annually	7
	2.5 Increase the percentage of first-time students who transfer to a four-year institution in three years by 3% annually	8
Goal 3: (Equity) Close all student equity gaps	3.1 Eliminate equity gaps for Black/African American students	9
	3.2 Eliminate equity gaps for Hispanic/Latinx students	10
Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement	4.1 Provide opportunities for professional learning that support equitable student outcomes	

Commented [SW1]: Credit for Prior Learning aligns well with Goals 1-3, 5 & 6 and needs to be clearly stated and institutionalized. CPL is directly related to the CCCCO Vision 2030, the Apprenticeship and Veterans Sprints and Rising Scholars. CPL needs to be front facing for audit/evaluation purposes and will increase our student population and better relationships with our region. This is a priority for the CCC Chancellor's Office and we should acknowledge it in our SPGM.

2030 EMP Goals	2030 Objectives	2030 KPIs
Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap	5.1 Ensure alignment of academic programs with living wage careers	10
Goal 6: (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	6.1 Establish meaningful and ambitious goals in support of the college mission to ensure quality, continuous improvement, and innovation through the review and assessment of disaggregated data related to equitable student achievement	
	6.2 Engage in clear and effective governance practices that provide opportunities for meaningful participation and inclusion of relevant constituencies to inform institutional decision-making	
Goal 7: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts	7.1 Leverage facilities funding to maximize local project funding availability	
	7.2 Implementation of Sustainable Campus Components	
	7.3 Enhancement and design of spaces that intentionally build community in support of the college mission to improve equitable student success	
	7.4 Enhance transportation infrastructure	
Goal 8: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals	8.1 Coordination with RCCD to refine the Budget Allocation Model (BAM) that allocates funding equitably to support the fulfillment of the college mission	
	8.2 Identify and pursue grants and private donations that support our strategic goals, college mission, and vision statement	

2030 Strategic Alignment

2030 Strategic Alignment to Operational Divisions

Norco College's Strategic Goals for 2030 are aligned with the institution's divisional structure, ensuring clear accountability and collaboration in achieving institutional priorities. Each division is responsible for implementing specific objectives that contribute to the overall mission of student success, equity, and institutional excellence. The following table provides the division alignment to the 2030 strategic goals and objectives.

Division	EMP Goals	Objectives
Academic Affairs	Goal 1: Access	1.1 Meet or exceed district-set targets for FTES
	Goal 2: Success	2.1 Increase course success rate by 5%
		2.2 Increase Completion of Transfer-Level Math and English by first-time students by 5% annually
	Goal 5: Workforce	5.1 Align academic programs with living-wage careers
Business Services	Goal 7: Facilities	7.1 Maximize facilities funding
		7.2 Implement Sustainable Campus Components
		7.3 Enhance student spaces
		7.4 Improve transportation
	Goal 8: Resources	8.1 Refinement of the Budget Allocation Model (BAM)
Planning & Development	Goal 3: Equity	3.1 Eliminate equity gaps for Black/African American students
		3.2 Eliminate equity gaps for Hispanic/Latinx students
	Goal 4: Professional Development	4.1 Expand professional learning for student outcomes
	Goal 6: Effectiveness	6.1 Set and assess ambitious student success goals
		6.2 Strengthen governance & Participation
	Goal 8: Resources	8.2 Secure grants & private funding
Student Services	Goal 1: Access	1.2 Increase annual headcount by 3%
		1.3: Increase capture rates from feeder high schools by 4% annually
	Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually
		2.4 Increase 3-year degree/certificate completion by 3% annually
		2.5 Increase 3-year transfer rate by 3% annually
	Goal 5: Workforce	5.1 Align academic programs with living-wage careers

The four divisions at Norco College work collaboratively to achieve the mission, vision, core commitments, and institutional priorities through operational leadership in key areas aligned with the KPI's and Objectives:

- **Academic Affairs** is focused on enrollment growth and student success, overseeing efforts to increase FTES, headcount, and course success rates. This division also plays a key role in improving student completion and transfer outcomes
- **Business Services** is responsible for physical and fiscal resource management, including facilities development, transportation, budget allocation, and sustainable infrastructure improvements, all of which support student success and institutional sustainability.
- **Planning & Development** leads equity, institutional effectiveness, and professional development, working to eliminate achievement gaps, support governance participation, and provide learning opportunities that enhance student outcomes.
- **Student Services** supports student access, persistence, and workforce alignment, ensuring students receive the necessary academic, financial, and career resources to complete their programs and transition to four-year institutions or living-wage careers through a comprehensive Standard of Care.

By strategically aligning divisions with the 2030 goals, Norco College ensures collaborative implementation, resource optimization, and continuous improvement in advancing student success, equity, and operational efficiency.

2030 Strategic Alignment to Leadership Councils

The 2030 Strategic Plan is guided by a structured governance framework that aligns institutional goals with the leadership councils responsible for key decision-making and implementation. Each council plays a distinct role in advancing student success, institutional effectiveness, resource management, and governance**,** ensuring continuous improvement and alignment with ACCJC accreditation standards**.**

- College Council serves as the overarching body that integrates the work across all leadership councils, ensuring institutional progress toward strategic goals and college mission by making recommendations to the Executive Cabinet and College President.
- Academic Council (AC) oversees instructional programs, library, and learning support services**,** ensuring equitable access and success by maintaining high academic standards across all modes of delivery.
- Institutional Effectiveness & Governance Council (IEGC) is responsible for institutional quality, governance, and strategic planning, providing oversight for institutional effectiveness and governance procedures related to program review, assessment, document control, and data governance.
- Resources Council (RC) focuses on human, physical, technological, and financial resource management, ensuring alignment with facilities planning and fiscal sustainability, including budget allocation models.
- Student Support Council (SSC) plays a critical role in enhancing student support services, equity, and engagement**,** ensuring that services align with students' diverse educational needs and contribute to improved success outcomes.

By aligning ACCJC accreditation standards with the college's strategic goals and operational responsibilities, these leadership councils ensure that Norco College operates effectively, equitably, and

sustainably in pursuit of our 2030 vision. This structure promotes collaborative governance, data-driven decision-making, and continuous institutional improvement to better serve students and the community.

College Council

The College Council oversees and directs the common work of the leadership councils, monitors institutional progress toward achieving college goals, and provides recommendations to the Executive Cabinet and the College President.

ACCJC Standard	Goal/Objective	Example Task
1.3 1.5	Key Performance Indicators 1-15	Review, discuss, and provide recommendations on institutional progress towards achieving its mission and goals to support continued improvement through the regular review of meaningfully disaggregated data.

Academic Council

The Academic Council (AC) coordinates, discusses, and makes recommendations regarding strategic functions, plans, and activities related to instructional programs, library, and learning support services. The AC provides leadership and retains responsibility for ACCJC Standard 2 (focusing on standards 2.1, 2.2, 2.3, 2.5, and 2.6) while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The AC works collaboratively with the Academic Senate to make recommendations to the College Council and the Vice President of Academic Affairs.

ACCJC Standard	Goal/Objective	Example Task
2.2	(1) Access (2) Success	Review and evaluation of the design and delivery of academic programs across all modes of delivery that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

Institutional Effectiveness & Governance Council

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses, and makes recommendations regarding strategic functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and retains responsibility for ACCJC Standards 1 and 4 while communicating with the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The IEGC recommends to the College Council and the Vice President of Planning & Development.

ACCJC Standard	Goal/Objective	Example Task
1.4 4.3	(6) Effectiveness, Planning and Governance	Review, evaluate, and provide recommendations on processes and procedures of institutional effectiveness (i.e., program review, assessment, institution-set standards, etc.) and governance structure and procedures (i.e., decision-making and participation).

Resources Council

The Resources Council (RC) coordinates, discusses, and makes recommendations regarding strategic

functions, plans, and activities related to human, physical, technological, and financial resources. The RC provides leadership and retains responsibility for ACCJC Standard 3 while communicating with the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The RC recommends to the College Council and the Vice President of Business Services.

ACCJC Standard	Goal/Objective	Example Task
3.6	(7) Facilities (8) Resources	Review and provide recommendations on resource allocation and budget development practices including budget allocation model for the college/district and policies to guide fiscal management related to reserves.

Student Support Council

The Student Support Council (SSC) coordinates, discusses and makes recommendations regarding strategic functions, plans, and activities throughout student support services. The SSC provides leadership and retains responsibility for ACCJC Standard 2 (focusing on standards 2.4, 2.7, 2.8, and 2.9) while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The SSC recommends to the College Council and the Vice President of Student Services.

ACCJC Standard	Goal/Objective	Example Task
2.8	(2) Success (3) Equity	Review, evaluate, and provide recommendations regarding continued improvements in effectively supporting students' unique educational journeys through comprehensive student support and engagement.

2024 Accrediting Commission for Community and Junior Colleges Standards

Norco College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges, a recognized agency by the Council for Higher Education Accreditation and the U.S. Department of Education. In 2020, Norco College received a Reaffirmation of Accreditation for seven years and acceptable and appropriate progress in the 2024 Midterm Report. The college supports and participates in institutional accreditation through our continuous commitment to improvement. The college is actively preparing for the 2027 Institutional Self-Evaluation Report.

Norco College accreditation details can be found online at norcocollege.edu via the Accreditation link on the homepage footer.

Per ACCJC, the Commission reviews (and, if needed, revises) its Accreditation Standards every ten years. Beginning in 2021, ACCJC started its formal review and revision of the 2014 Accreditation Standards as part of its ongoing efforts to advance equitable student success and educational excellence. The Standards Review is also consistent with ACCJC's core goal of supporting its member institutions' ongoing learning, improvement, and innovation as they pursue their unique institutional missions, visions, and cultures. In June 2023, the Commission adopted the 2024 Accreditation Standards.

The 2024 Accreditation Standards can be found online at accjc.org via the Standards and Policies link.

Part 3: Governance Manual

Executive Summary

The Governance Manual outlines the governance structures of the college and the district, with a particular focus on providing clear descriptions of the various stake holders at the college and district, the roles and responsibilities of said stakeholders, and the specific ways in which operational decisions are considered, discussed, and enacted. The Governance Manual consists of the following sections:

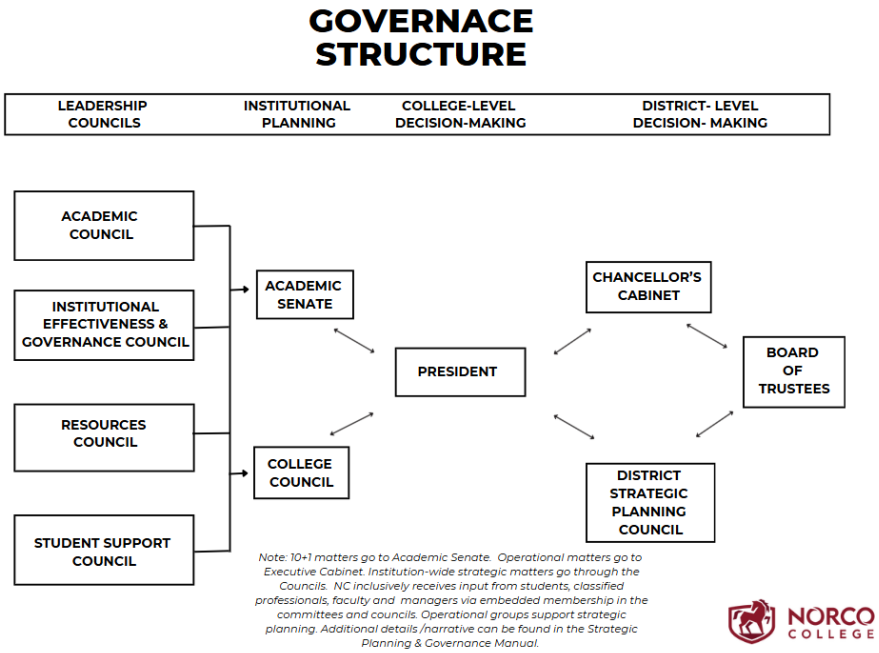
1. An overview of the values and commitments that guide governance structures and decision-making at the college.
2. Descriptions of the primary governance entities at the district and college.
3. Descriptions of governance procedures and expectations for councils, committees and other college governance entities.

Governance Overview

Participatory Governance

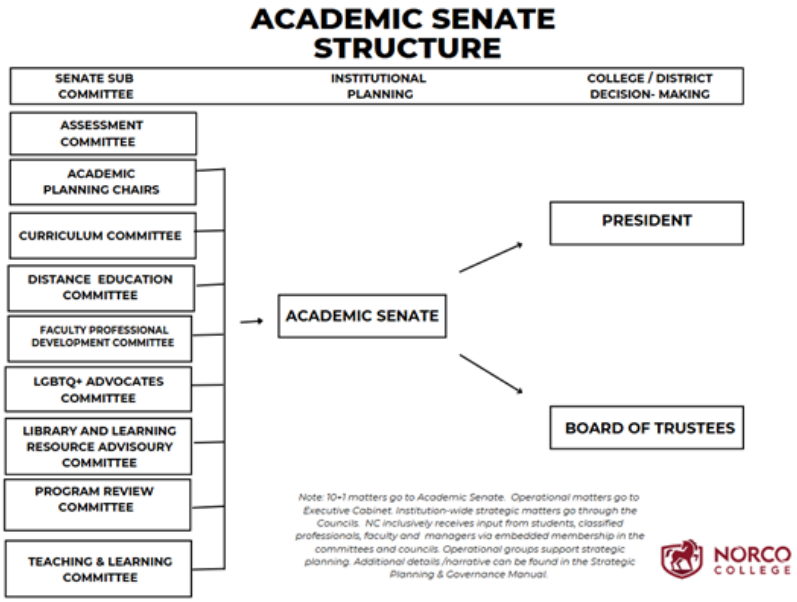
Norco College seeks to conduct operational decisions and actions through a framework of participatory governance. At Norco, participatory governance is understood to mean a philosophy and structure which provides each constituent group, through their representatives, the opportunity to participate in the College's planning process, the College-wide creation and implementation of initiatives; and the development, review, and revision of policies and procedures that guide the goals and function of the College. In practice, this philosophy and structure is accomplished by councils, committees, and other groups created to encourage collegiality and cooperation, facilitate effective and purposeful communication, and resolve issues cooperatively, mutually supportive, and Mission-focused.

The graphic outlines the governance structure at Norco College, illustrating the decision-making hierarchy from leadership councils to district-level governance. It highlights four key leadership councils—Academic Council, Institutional Effectiveness & Governance Council, Resources Council, and Student Support Council—whose recommendations feed into the Academic Senate and College Council. These bodies then communicate with the College President, who collaborates with the Chancellor's Cabinet and the District Strategic Planning Council. Ultimately, the Board of Trustees oversees district-wide decisions. The structure ensures broad input from faculty, classified professionals, managers, and students, supporting strategic planning and operational decisions



The Academic Senate serves as the central body, receiving input from multiple Senate Subcommittees, including the Assessment Committee, Curriculum Committee, Distance Education Committee, LGBTQ+ Advocates Committee, and others focused on academic planning, teaching, and program review. The Academic Senate then forwards recommendations and decisions to the College President and the Board of Trustees, ensuring faculty voices shape governance and strategic planning. The structure promotes inclusive decision-making and shared governance at the college.

All of the Senate Sub-Committees share alignment to College Leadership Councils. Assessment Committee, Program Review Committee, Faculty Professional Development Committee, and Teaching and Learning Committee align to IEGC. Academic Planning Chairs, Curriculum Committee, Distance Education Committee, LGBTQ+ Committee, and Library and Learning Resource Advisory Committee align to Academic Council.



Participatory governance at Norco College is achieved in the spirit of cooperation, collaboration, and collegiality. To facilitate these goals, the college's constituent groups are encouraged to adhere to the following General Principles in their communications, engagement with colleagues, and service to students.

Guiding Principles of Participatory Governance at Norco College:

1. All decision-making is based on the recognition that Norco College and the Riverside Community College District exist to serve students through educational efforts that improve student outcomes and address historical equity gaps.
2. All constituent groups have a vested interest and a role in ensuring that Norco College fulfills its mission as defined by the state legislature, the State Board of Governors, and the Board of Trustees of the Riverside Community College District.
3. Planning and decision-making are most effective through mutual agreement, achieved by active participation and collegial interaction among all constituent groups.
4. The most effective way to develop policies and procedures is to ensure opportunities for involvement from the constituent groups affected by their implementation.

5. Representatives of constituent groups involved in the participatory/shared governance process are expected to keep their respective groups informed of the proceedings and recommendations of governance groups.
6. All members of the college community are welcome to attend governance meetings as guests to provide input and participate in dialogue. Additionally, individuals not serving as representatives may share concerns with the elected representatives of their constituent groups, anticipating that their views will be represented in governance councils, committees, and other groups.

Definitions of Groups

Norco College contains various groups that serve as part of participatory/shared governance and contribute to its operation and strategic development. The following definitions are meant to guide this manual's users and assist those seeking to establish new groups to identify what they are trying to establish more effectively. Please note that some groups may deviate from particular elements of these definitions and that these definitions are provided only as guidance. Additionally, please note that other participatory/shared governance entities within the college established by legislation, Ed Code, collective bargaining, or other outside agencies (e.g., Academic Senate, CTA, CSEA) may contain groups that follow different definitions.

1. Councils – Councils at Norco are generally defined as bodies that contain the following features:
   a. Councils are primarily responsible for decision-making and making recommendations related to the college's strategic vision.
   b. Voting membership comprises representatives from all significant constituent groups at the college: administration, faculty, classified professionals, and students.
   c. Voting members are specifically identified and selected by their constituent groups. Only those individuals specifically identified and selected can serve as voting members.
   d. Councils meet on a regular schedule. They publish agendas before meetings and produce minutes of meetings.
   e. Councils are established bodies that do not need to be regularly reaffirmed or reconstituted to continue their work. They have a charter that is reviewed regularly.

2. Committees – Committees at Norco are generally defined as bodies that contain the following features.
   a. Committees are primarily responsible for decision-making, and recommendations related to the operational functions of the college.
   b. Voting membership varies across college committees and standing committees of the Academic Senate. Standing committees of the Senate are commonly composed of representatives of just one or two major constituent groups. Voting members on college committees are typically identified
   c. Committees meet on a regular schedule. They publish agendas before meetings and produce minutes of meetings.
   d. Committees are generally constituted by a higher organizing body (e.g., committees of councils, committees of the Academic Senate, etc.). A committee's continued function is at the behest of its higher organizing body. Committees have a charter that is reviewed on a regular basis and reaffirmed by its higher organizing body.

3. (Operational Groups) Advisory Groups, Networks, Planning Teams, Project Teams, Taskforces, and Workgroups.
   a. The above groups are generally constituted on an ad-hoc basis to complete a specific task or

review a particular issue.

b. The above groups may or may not have voting membership, depending upon a specific group's needs.
c. The group itself determines membership: membership may be open to all, limited to specific constituent groups, or limited to particular individuals or expertise as identified by the group or by the body creating the group.
d. The above groups are encouraged to generate agendas, but doing so is not required. They are also encouraged to produce notes (rather than minutes) and share these notes as appropriate.
e. The above groups do not generally need a charter, though they can create one if desired. They generally exist until their task is complete and then disband.

Participants

The following entities represent primary participatory/shared governance bodies at Norco College and Riverside Community College District. The descriptions here provide an overview of each group, their roles in the governance and strategic planning of the College and District, and bodies that serve as representatives of each group.

Board/Chancellor

- Description of group (50-100 words)
    - The description should provide a basic overview of the group, its composition, and its general position within the District and/or College structure.
- Roles of Group/Person in College Governance (100-150 words)
    - The roles should provide a basic overview of the group's functions, with more specific details than those provided in the description. The roles section should not be seen as an exhaustive list and instead, provide only a brief overview of primary responsibilities and/or roles within operational and strategic decision-making.
- Relevant Bodies (50-100 words)
    - Relevant Bodies should list those major entities that serve as representatives of the group in operational and strategic decision-making. For example, the Faculty Senate and the CTA would be two “relevant bodies” for faculty.

President

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Administration

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Faculty

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Classified Professionals

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Students

- Description of group (50-100 words)
- Roles of Group/Person in College Governance (100-150 words)
- Relevant Bodies (50-100 words)

Council and Committee Structures

The college uses common council and committee structures to establish greater clarity and facilitate broader participation. These common structures create clear expectations about how Councils and Committees will function and enable College members to participate more easily in Council and Committee activities.

Common Council and Committee Structures including the following elements:

- Chair/Co-Chair System
- Membership Appointments
- Student Participation
- Charter Requirements

Chair/Co-Chair System

In recognition that the Councils, Committees, and other groups governed by this manual have different functions, needs, and requirements, this manual does not establish direct requirements for how the Chairs/Co-chairs of each Council, Committee, or other group should be chosen and operate (with some exceptions; see below). Instead, this manual provides the following guidelines to assist Councils, Committees, and other groups with establishing more effective governance procedures.

- Council and Committee chairs/co-chairs are voting members of their groups and are counted for the purposes of quorum.
- Councils and Committees with membership from multiple constituencies are encouraged to adopt a co-chair/tri-chair system.
    - Norco College has a long tradition of shared leadership among administrators, classified professionals, and faculty. Co-chair/tri-chair systems honor this tradition and help to provide all constituency groups with a voice in the College's Council and Committee leadership structures.
- Councils and Committees that include membership from multiple constituencies and adopt a co-chair/tri-chair system are encouraged to follow these guidelines:
    - When chair positions are held by a particular constituency, the voting members of the Council or Committee who are part of that constituency are responsible for selecting the relevant chair.
    - Co-chairs/tri-chairs should serve two-year terms with no term limits.
    - Co-chairs/tri-chairs should serve in staggered terms to help prevent an entire Council or Committee's leadership changing simultaneously.

- If a co-chair/tri-chair resigns their position before the end of their term, the Membership Appointment authority or the Council or Committee voting members of the relevant constituent group shall select an individual to finish the remaining term.
- Councils/committees should maintain a document detailing the terms of chairs/co-chairs.

Membership Appointments

For Councils, Committees, and other groups where a constituent representative is warranted/requested, the following Membership Appointment procedures shall be used:

- Administrative appointments shall be determined by the President and Executive Cabinet.
- Classified Professional appointments shall be determined by CSEA Chapter 535.
- Faculty appointments shall be determined by the Norco College Academic Senate.
- Student appointments shall be determined by the Associated Students at Norco College (ASNC).

Individuals or groups seeking appointments should contact the relevant appointment-making body for more information on that body's policies and procedures.

Student Participation

As students and student success are a primary focus of the College, the College values and encourages student participation in the development of college policies and procedures that significantly impact students. Moreover, students' right to participate in developing college policies and procedures that impact them is contained within the California Education Code and current Accreditation standards.

Student participation is primarily achieved by having students serve as Council and Committee members. To better facilitate and encourage student participation, all College members are encouraged to observe the following recommendations:

- College employees should recognize and appreciate the uniqueness of student members' experience at and with the College.
- College employees should take care to ensure abbreviations, acronyms, and other jargon are clear to student members.
- College employees should encourage and solicit student participation. All efforts should be made to ensure that student participation is valued and that student participants are welcomed.

The first Guiding Principle of the College holds that the College and District "exist to serve students through educational efforts that improve student outcomes and address historical equity gaps." Successful adherence to this Guiding Principle requires that all college members work to create environments in which students feel welcome to actively participate in the College's Councils, Committees, and other groups.

Council/Committee Templates

The following pages contain charters for Councils and Committees representing all standing bodies active in the college at the time this edition of the Strategic Planning and Governance Manual was published. While this list and the descriptions will be updated annually as necessary, readers are encouraged to contact any listed body directly for more current information.

Please find up-to-date council and committee information online at the Norco College governance website.

This section includes the following:

- Charter Requirements
- List of Councils and Committees

Charter Requirements

Charters at Norco College serve two purposes:

- Charters serve as a central location for basic information about each Council and Committee.
- Charters provide a central organizational document to help orient the efforts of Councils and Committees regarding their contributions to the operational and strategic efforts of the college.

All charters contain the following elements:

- Name of Council/Committee
- Description: a 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
- Meeting Schedule
- Chair/Co-Chairs (include constituent group when relevant)
- Membership: names of members and relevant constituent groups (e.g., faculty, classified professionals, etc.) from which each membership is drawn.
- Key Performance Indicators/Goals: specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
- Equity Focus: a brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
- Edition Date: date of their most recent revision and dates of previous versions of the charter.
- Support Staff: support staff assigned to the Council/Committee should be publicly available online and linked on the charter.

Refer to the Charter Procedures (under Governance Procedures) prior to making changes to any of the above charter elements.

List of Councils and Committees

Councils

- List all Councils in alphabetical order.

Committees

- List all Committees in alphabetical order. Consider labeling Committees as [College] or [Senate] to make distinguishing each Committee's position easy.

Name of Council/Committee
Description (25-50 words):
Oversight Council or Committee:
Meeting Schedule:
Chair:
Membership:
Key Performance Indicators/Goals:
Equity Focus:
Edition Date:
Link to council/committee site with Membership Roster

Communication & Decision-Making

Principles of Decision-Making

The following section outlines the basic decision-making procedures for use by bodies governed by this manual. While individual councils, committees, and other groups may change some decision-making procedures to fit particular circumstances, groups are generally encouraged to follow the procedures outlined below. Using uniform decision-making procedures allows for easier participation by new members and creates standard expectations about how governance groups will function.

This section covers the following areas:

- Consensus and Voting
- Quorum Requirements

Consensus and Voting

Consensus

All college bodies are encouraged to use consensus as their primary decision-making method. This focus fits with the College's guiding principles and encourages constituent groups to engage openly and honestly and prioritize compromise to settle disagreements.

Consensus is characterized by the following five elements:

1. Collaboration: The group develops proposals with input from all interested group members.
2. Inclusion: The group includes all appropriate constituencies in its discussions and seeks to identify relevant voices that might be missing.
3. Participation: All interest group members contribute to the discussion. The group solicits contributions from all group members and seeks to identify any voices that might not yet have been heard.
4. Agreement Seeking: The group makes a concerted attempt to reach a complete agreement that is satisfactory to all group members
5. Cooperation: Decisions may incorporate individual concerns but are designed to benefit the whole group. Personal preferences do not override the needs and interests of students, the College, the District, and other constituent bodies.

It is important to remember that consensus does not mean or require full endorsement by all members of a given decision. Consensus almost always involves compromise; reaching consensus most often means that all group members agree that they can support a decision while also acknowledging that members may hold reservations about certain parts of the decision. Consensus requires the group to attempt to hear members' perspectives for mutual understanding and to strive for compromise.

Councils, committees, and other groups are encouraged to use the following best practices to reach consensus:

- Clarification of the Issue: At the outset of the discussion, the group works to identify the issue being considered and the details of any proposals.
- Discussion/Dialogue: Participants combine their insights and knowledge to develop a broader and collective understanding of the issues.
- Participation: Council, committee, or workgroup members accept responsibility for attending meetings, designating a substitute when unable to participate, contributing to the discussion,

and following up on action items. Committee chairs are expected to schedule meetings to maximize participation.

- Support: Once a consensus is reached, all group members are expected to support the decision-making process.
  - At the same time, groups are encouraged to share the differing viewpoints that were expressed through their minutes and to forward all viewpoints to the next decision-making level to give a complete picture of the issues considered.

Voting

For those decisions where consensus is not achievable, voting should be used to make decisions. Groups are asked to use the following principles when voting:

- Chairs and co-chairs of Councils and Committees are considered voting members and encouraged to participate.
  - Advisory groups, task forces, and other entities are encouraged to treat chairs and co-chairs as voting members but can adopt different rules as appropriate.
- Voting should be public, with all group members expressing their votes openly. Secret ballots should be used only on rare occasions.
  - One notable area where secret ballots may be preferable is votes to elect officers or members of a particular group or other situations in which members are chosen for particular roles. If possible, such decisions should also be reached via consensus.
- Vote totals (e.g., for, against, and abstain) should be recorded and included in a group's minutes.
- **Electronic voting is not allowed for groups subject to the Brown Act. Groups not subject to the Brown Act can use electronic voting as appropriate. E-voting procedures are details in Institutional Effectiveness Procedures for groups not subject to the Brown Act, including all Leadership Councils and Committees.**
  - Groups subject to the Brown Act may use electronic means to conduct elections (e.g., Academic Senate may use electronic voting to elect officers or other representatives).
- Once a vote is taken, all group members are expected to support the decision-making process.
  - At the same time, groups are encouraged to share the differing viewpoints that were expressed through their minutes and to forward all viewpoints to the next decision-making level in order to give a full picture of the issues considered.

Quorum Requirements

Councils and committees are required to establish quorum to make decisions, whether those decisions are reached by consensus or voting. Unless otherwise stated in a group's charter or by-laws, quorum is 50% + 1 of the group's voting membership (please see Electronic Voting Procedures for groups not subject to the Brown Act).

Chairs and co-chairs are counted towards the determination of quorum.

If a group does not establish quorum, it can still discuss the items on its agenda, and the group should still take minutes of the meeting.

Principles of Communication

A shared/participatory governance structure requires effective communication with and between the groups that contribute to the college's operational and strategic success. All groups are encouraged to

follow the Principles of Communication to help ensure that college members are aware of decisions, the decision-making process, and other ongoing efforts and initiatives.

The Ralph M. Brown Act ("the Brown Act") governs public access to legislative meetings in the state of California. While only certain bodies at the College are officially governed by the Brown Act (ex: Norco College Academic Senate), it still serves as a guide for best practices in communication with the College, the District, and the public at large. Leadership Council and Committees are not subject to the Brown Act at Norco College. The following principles of Communication are heavily based on the requirements of the Brown Act. Please note that groups subject to the Brown Act, i.e. Academic Senate, may have requirements above and beyond the principles listed below.

In the spirt of collegiality and transparency all governance bodies should provide the following publicly available documents:

- Membership Roster
- Agendas
- Minutes
- Websites

Agendas

Councils and committees should publicly publish agendas at least three days (including weekends) before a meeting. Publication and contents of agendas should follow these guidelines.

- Agendas should be published as widely as is practical. In general, agendas should be, at the very least, sent via email to the College as a whole.
- Agendas should include the following information:
  - The name of the Council or Group.
  - The meeting date, time, expected duration, and location, including physical and virtual location information as appropriate.
  - How many members must be present to achieve quorum.
  - Whether the group is subject to the Brown Act.
- Agendas should include the following elements:
  - Approval of Agenda/Approval of Minutes
  - Comments from the Public/For the Good of the Order
    - All agendas should contain a specific opportunity for interested parties to share their positions on issues of interest to the group.
  - Action Items.
    - These are proposals upon which the group intends to decide.
    - Groups are encouraged to use the principle of 1st reading/2nd reading. Groups are encouraged not to decide on an item the first time the item appears before the group. Exceptions may be made as appropriate for particularly uncontroversial or uniformly supported actions.
    - **Actions items should not be added to an agenda after its publication.**
      - In those extreme circumstances in which an action item must be added to an agenda after its publication, a revised draft of the agenda should be published, with specific effort made to clarify the exact nature of the revision.
    - **Action items should not be added to the agenda during a group's meeting.**
      - Adding an action item at a group's meeting defeats a primary goal of the Brown Act: to ensure that all interested parties are aware of an upcoming decision and can voice their respective positions on the decision.

    - Information/Discussion Items.
        - These are proposals or other forms of group business that will be shared and discussed, with no intent to act.
- Agendas may optionally include the following:
    - The group's mission statement and purpose.
    - A link to the group's website.
    - Attachments to decision-making and other relevant material.
    - Any other information that facilitates good communication and full participation of all interested parties.

Visit the Norco College Governance Resources webpage to access a sample agenda and agenda template.

Minutes

The previous version of the Strategic Planning & Governance Manual distinguished between minutes and notes. To clarify and simplify, the idea of notes is being removed. Instead, all councils, committees, and other groups must generate and publish minutes of their meetings.

As a general guiding principle, minutes are expected to represent a full meeting record and be brief yet accessible.

- By "full record," we mean that minutes should include decisions reached and a summary of the deliberation surrounding those decisions. Minutes should also include summaries of information and discussion items.
- By "brief yet accessible," we mean that minutes should be succinct summaries of relevant decisions, discussions, and information items but detailed enough that readers who were not present at the meeting can still develop a strong sense of the meeting's contents.

This focus on more detailed minutes serves several purposes. First, it facilitates stronger communication with the college. Second, it enables a greater understanding of the decisions made and the decision-making process. Finally, it provides valuable evidence necessary for accreditation and other governance purposes.

The contents of the minutes should follow these guidelines.

- Minutes should include the following information:
    - The name of the Council or Group.
    - The meeting date, the meeting time, and the meeting location, including both physical and virtual location information as appropriate.
    - The names of all individuals present at the meeting.
        - Councils, committees, and groups with set membership rolls may distinguish between members and visitors.
        - Councils, committees, and groups with set membership rolls may identify absent members.
- Minutes should include the following elements:
    - A description of any decisions that were made. The description of each decision should include the following elements:
        - A description of the decision.

        - The names of the group members who made and seconded the motion to approve the decision.
        - Whether the decision was made by consensus or voting.
    - If the decision was made by voting, vote totals (yes, no, abstain) should be included.
        - A brief yet accessible summary of any discussions surrounding the decision.
    - A description of information/discussion items.
        - The description should be brief yet accessible.
        - For items that involved discussion, groups may determine on their own whether to include the names of the individuals who participated in the discussion.
    - A brief yet accessible description of any issues raised during Comments from the Public/For the Good of the Order.
    - Any other information or details deemed necessary for individuals who did not attend the meeting to understand the meeting's contents.

The publication of minutes should follow these guidelines:

- Members of the group should have the opportunity to review and offer revisions to minutes before official publication.
- Minutes for one meeting should be considered and approved at the next meeting.
- The minutes should include as an appendix any documents or presentations that were shared at the meeting.
- Once approved with any revisions, minutes should be published on the group's website. Approved minutes may also be published by other means (e.g. email) as appropriate.
- Draft minutes may be distributed before approval when necessary. However, the draft status of said minutes should be clearly marked.
- Any documentation presented at the meeting must be added to the meeting minutes as an appendix (no links).
- Meeting minutes and agendas need to be submitted to the college's document control platform for historical record.

Visit the Norco College Governance Resources webpage to access details regarding the procedures for Document Control, as well as a sample of meeting minutes and meeting minutes template.

Websites

All Councils and Committees of the College are expected to maintain websites regarding their group (all other groups should determine on their own whether a website is necessary, but in general, groups are encouraged to establish and maintain websites to facilitate communication and openness). Previously, there have been no guidelines on what websites should contain. These guidelines aim to create a more uniform, College-wide website development and maintenance approach.

Responsibility for Website Updates

All groups with a website should assign a person or team to be formally responsible for updating the website (either directly or by working with College or District IT to implement the updates). While this responsibility will commonly fall to the chair/co-chairs, any group member can perform this task. The person/team assigned should expect to perform the following duties:

- Review the website at the beginning of each semester to identify needed updates.
- Perform a monthly review and update of the council/committee website to ensure documentation is uploaded and accessible. This includes agendas with documentation and meeting minutes.

- At the conclusion of each term (Fall and Spring), work with the College or District IT for assistance and support as needed to ensure the site is fully functional and up to date.

Website Guidelines

All College group websites are expected to have the following elements. Please note that these elements are considered only a starting point and that groups can and likely should include additional information beyond these guidelines to carry out the group's charge best.

The expected elements consist of the following:

- Name.
- A description of the group's purpose and/or the group's mission statement.
- The regular meeting dates, times, and locations, including physical and virtual as appropriate.
- Contact information.
    - The primary contact will likely be the chair or co-chairs.
    - Contact information should include how to submit items for the group's agendas.
- Group Membership.
    - Group Membership should be updated at least annually and ideally at the beginning of each semester.
    - Chairs/co-chairs should be clearly identified.
    - If a group's membership is based on representation from particular College communities, those affiliations may be included (i.e. the Student Representative may be identified as such, the Representative from a particular School or constituent group may be identified as such).
- A statement regarding how group members are selected or who is welcome to join the group.
- The groups currently assigned KPI/Objective alignments.
- Archives of past agendas, minutes, and membership rolls.

Principles of Decision-Making – Consensus and Voting1

The following section outlines the basic decision-making procedures for use by bodies governed by this manual. While individual councils, committees, and other groups may change some procedures to fit particular circumstances, groups are generally encouraged to follow the procedures outlined below. Uniform decision-making procedures allow for easier participation by new members and create standard expectations about how governance groups will function.

This section covers the following areas:

- Robert's Rules of Order
- Brown Act
- College Meeting Calendar
- College Structure

Robert's Rules of Order

Norco College has historically referred to Robert's Rules of Order in the College's operation of its Councils and Committees. However, the College has never emphasized strict adherence to Robert's Rules. Instead, the College has used the Rules as a general framework and has supplemented that framework with general expectations of collegiality and cooperation. In recognition of this history and the College's general desire to emphasize consensus and

collegiality over strict adherence to particular rules, the manual encourages Councils, Committees, and other groups to use the basic elements of Robert's Rules but to adjust rules to fit the goals and culture of the relevant group.

Brown Act

The Ralph M. Brown Act (Gov. Code, § 549501 et seq., hereinafter "the Brown Act," or "the Act") governs meetings conducted by local legislative bodies, such as boards of supervisors, city councils and school district boards. The Act represents the Legislature's determination of how the balance should be struck between public access to meetings of multi-member public bodies on the one hand and the need for confidential candor, debate, and information gathering on the other.

Visit the Norco College Governance Resources webpage to access the Brown Act Trainings, Roberts Rules Cheat Sheet and Citations.

College Meeting Calendar

Visit the Norco College Governance Resources webpage to access the Standing Meetings Calendar.

Part 4: Institutional Effectiveness and Governance Procedures

Institutional Effectiveness & Governance Procedures

The College's Leadership Councils (Academic Council, the College Council, the Institutional Effectiveness & Governance Council, the Resources Council, and the Student Support Council) have made significant strides in advancing their assigned objectives per our established procedures in institutional effectiveness. Shared challenges across all councils include role clarity, communication gaps, and the need for better alignment between strategic planning and operational execution, as evidenced by the IEGC Audit Findings and councils' Reports of Effectiveness. The implementation of targeted solutions like improved onboarding for members, structured annual planning, and more precise communication channels are recommended to enhance overall governance and effectiveness in achieving institutional goals in support of the college mission and vision to ensure equitable student outcomes.

The following procedures articulate the processes for continued improvement and innovation at Norco College.

Institutional Procedures

Mission, Vision, and Core Commitments Review Procedures

Purpose: The purpose of the Mission Statement, Vision, and Core Commitments Review procedure is to ensure that Norco College has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. Regularly reviewing the mission statement allows internal and external stakeholders to reaffirm the College's commitment to providing equitable educational opportunities and outcomes for all students.

> **Standard I: Institutional Mission and Effectiveness**
> The institution's mission clearly reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.
>
> The institution has established a mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and student outcomes. (ER 6)

Scope: The Mission Statement, Vision, and Core Commitments Review procedure requires the participation of all internal and external stakeholders at the institution. It serves as the guiding principle for institutional planning, action, evaluation, improvement, and innovation. Moreover, the mission statement, vision, and core commitments direct resource allocation, innovation, and continuous quality improvement through the ongoing systematic planning and evaluation of programs and services.

Timeline: Every five years (beginning in the 2024-2025 academic year), the Vice President of Planning & Development and the Accreditation Faculty Lead will lead the review and revision of Norco College's Mission Statement, Vision, and Core Commitments in year four of the strategic plan cycle. The procedure will align with the evaluation of the strategic planning process and the update of the Strategic Planning and Governance Manual.

Procedure: Led by the Vice President of Planning & Development and the Faculty Accreditation Lead, the college will undergo a process of reviewing and revising the college mission, vision, and core commitments every five years. This includes college-wide feedback, revision approval by the Academic Senate and College Council, and district-level approval via the District Strategic Planning Committee and the Board of Trustees.

Instructions:

1. **Initiate the Mission, Vision, Core Commitments (MVCC) Review Process**: Develop/launch a college wide survey with support from the Office of Institutional Effectiveness in year four of a five-year strategic plan to collect college wide input to review the current MVCC and propose revisions to the MVCC.
2. **College Wide Survey Data Review**: The VPPD will collect and engage in initial data review and sensemaking with the Office of Institutional Effectiveness.
3. **Distribute MVCC Review Feedback and Revisions**: Share college feedback and proposed revisions of MVCC to college community.
4. **Newly Revised MVCC Distributed for College Approval**: The newly revised MVCC will be presented at all college leadership councils as an Action Item, including Academic Senate and College Council for approval. Academic Senate and College Council will provide a formal recommendation of the MVCC to Executive Cabinet and the College President.
5. **District Review and Approval**: The College President will forward the approved draft to the District Strategic Planning Committee, the Chancellor's Cabinet, and finally, the Board of Trustees for approval.
6. **Adoption and Communication**: The College President will distribute the revised approved mission statement, vision, and core commitments to the Norco College community, while the Office of Planning and Development will provide guidance on updating the college's print and online documentation.

Assessment of Institutional Climate Procedures

Purpose: The evaluation of one or more aspects of the institutional climate through a validated instrument. If there is a desire to compare it to other institutions in or outside the district, it should be a third-party instrument constructed for this purpose.

Scope: The procedures cover the selection, administration, dissemination, and use of climate survey results.

Timeline: In every 5-year cycle of an approved strategic plan, the Assessment of Institutional Climate will be completed in the Spring semesters of Year 1 and Year 4 of the planning cycle. In that way, the initial results of the climate survey will be available to inform all other institutional procedures for areas of improvement, and the Year 4 results will identify if improvements in low areas have been achieved.

Procedures: Led by the Office of Institutional Effectiveness in collaboration with the IEGC Co-Chairs and members to facilitate the selection, administration, and use of climate surveys in years 1 and 4 of the 5-year strategic plan to inform and guide improvements in planning and institutional effectiveness.

Instructions:

1. **Selection of the Climate Survey:** The Office of Institutional Effectiveness will identify and select a validated climate survey for administration based on a review of technical specifications and input from the IEGC Chairs and/or IEGC members.
2. **Administration of the Survey**: If purchased from a third party, the survey will be administered to all members of the stakeholder group for which it is designated or in accordance with administration guidelines.
3. **Dissemination**: The results of the climate survey will be shared at an IEGC meeting in the following Fall semester of Year 2, highlighting areas for improvement. The results of the Year 4 climate survey will be shared at the Fall semester of Year 5, identifying whether areas of improvement have made progress over the previous three years and if new areas for improvement have emerged. The results of both climate surveys will be posted on the Institutional Research website.
4. **Use of Results**: Results will inform and guide institutional procedures and planning processes. Climate survey results in Year 4 will identify whether interventions identified from the Year 1 survey have made an impact. If these areas of improvement persist or if new areas emerge, they can inform the creation of the next strategic plan.

Strategic Planning and Governance Manual Revision Procedures

Purpose: To ensure the Norco College community has access to and is notified of updates and changes to the Strategic Plan and Governance Manual to quality, integrity, and transparency.

Scope: The procedures involved in making updates and revisions to the Strategic Plan and Governance (SPGM) Manual and revision control procedures.

Timeline: Throughout the 5-year SPGM, any governance entity or bargaining unit may request updates or changes to the document via the instructions provided.

Procedures: Requests to revise or update the SPGM are submitted to the IEGC co-chairs, who will initiate and facilitate the document control and revision procedures.

Instructions:

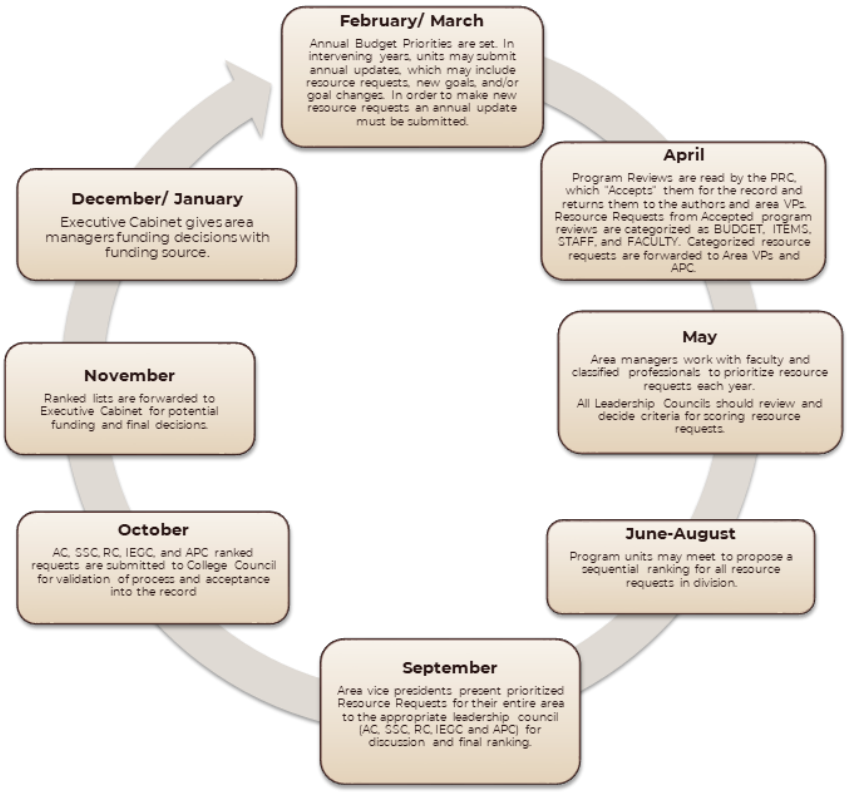
1. **Content Update Request:** Members of any governing entity identify procedures or content that requires a revision or update in the SPGM.
2. **Submit for Review:** A request is submitted to the IEGC co-chairs to initiate the document revision process. The IEGC co-chairs will review and document via a shared Revision Log, which will be maintained by the IEGC Meeting Recorder.
3. **Draft Revise:** IEGC co-chairs will send a Watermarked Draft Word document of the revised/updated section to the requestor.
4. **Submission of Track Changes:** The requestor will provide track changes via redlining to the section and submit the final draft to IEGC co-chairs for review and approval.
5. **Approval:** The IEGC co-chairs will present the finalized revision as an Action Item to IEGC for consideration.

6. **Revision Control:** Once revision and updates are approved in IEGC, the IEGC co-chairs and meeting recorder will archive the old section, and the document will be submitted via the document control platform with a revision number and date.

Program Review Process

One of the primary processes for facilitating continued improvement is the Program Review process at Norco College. It ensures continuous improvement and alignment with the college's mission, strategic goals, and the Educational Master Plan (EMP). It systematically evaluates instructional programs, support services, and administrative units to assess effectiveness and make improvements that will impact student success and equity. This systematic evaluation of all program units within the college guides resource allocation. It aligns with accreditation standards and the college's commitment to data-driven decision-making. The process begins with an overarching review of the previous program review cycle including an analysis of data disaggregated by student subpopulations and course modality, assessment of unit outcomes, and self-evaluation; and then proceeds to plan for the next program review cycle involving goal setting/action planning, and resource requests to achieve these goals. Each year programs can make annual updates to their program review involving resource requests and assessment updates.

The diagram below provides an overview of the Program Review Process linked to our resource allocation process.



The following procedures articulate the processes for continued improvement and innovation at Norco College.

Governance Procedures

Electronic Voting Procedures for Leadership Councils.

Purpose: To encourage participation, support transparency, and ensure consistency across our Leadership Councils in decision-making, electronic voting (e-voting) protocols for all Leadership Councils are being established for initiation when quorum is not achieved by 50%+1 attendance (please see Consensus and Voting for additional details). The following procedures do not apply to the Academic Senate.

Scope: These protocols allow for e-voting on agendized action items from Leadership Council meetings at which quorum is not met. These e-voting procedures may not be used for any other purpose. The e-voting protocols exclude Agendas and Meeting Minutes.

Timeline: Within three business days following any Leadership Council meeting where quorum is not met, an e-vote can be initiated for any agendized action item from that meeting. Once initiated, Council members will be provided at least five business days to vote electronically on that item.

Procedures: The Leadership Council Co-Chairs will initiate e-voting procedures. Although council attendance is encouraged and expected for all appointed members, e-voting provides councils with the opportunity to conduct business when the 50% +1 quorum meeting requirements (both in-person and virtual attendees) are not met. Any action item from such a council meeting may be acted upon via the electronic voting procedures below.

Instructions:

1. **Establish Quorum:** The Leadership Council Co-Chairs establish that voting is suspended due to a lack of quorum at the regularly established council meeting.
2. **Initiate E-Vote:** Within three business days following a Council meeting in which a quorum was not met, the Council Co-Chairs may initiate an e-vote on any action item from that meeting.
3. **Distribute E-Vote to Members:** The Leadership Council, Co-Chairs and/or meeting recorder, will distribute separate messages for each item for which an e-vote is sought. Each item shall include the relevant documentation for the action item.
4. **Discuss and Collect E-Votes:** All appointed Leadership Council members, including council co-chairs, will have five business days to submit their comments and e-vote.
5. **E-Vote Reporting:** After an e-vote, the Co-Chairs and meeting recorder will send an E-Vote Report to the members listing each members' vote and summarizing the outcome of the vote. A passing vote necessitates a majority vote (50% +1) of voting members.

- **Add to Meeting Minutes:** The E-Vote Report will be added to the agenda and meeting minutes of the next meeting in which quorum is achieved.

Charter Procedures

Purpose: To ensure that each charter provides accurate and up-to-date information to orient the efforts of the Council or Committee regarding their contributions to the operational and strategic efforts of the college through regular review and examination of the charter. Charters need to be reauthorized twice in every 5-year strategic planning cycle.

Scope: Creation of new charters for authorization may take place throughout the 5-year strategic planning cycle; while reauthorizing existing charters takes place in years 2 and 4 of the 5-year strategic planning cycle.

Timeline: Each governance entity conducts an annual internal review of its charter for updates and revisions led by the Chair/Co-Chairs. In years 2 and 4 of the 5-year strategic planning cycle, each governance entity will participate in the Governance Self-Evaluation and Continuous Improvement Procedures (step 5), which includes a formal and in-depth review of the charter in response to the Report of Effectiveness.

Procedures: Charter procedures define the required charter elements as well as the process for review and updating charters. Steps 1 and 6 provide additional instructions for the creation of new charters.

Instructions:

1. **Creation of New Charter** (*for new charters only*): Any member may propose a new council, committee, or other group that aligns with and supports the college's strategic goals. New charters will include the required charter elements (step 2) and seek approval and authorization through steps 3-6, outlined below.
2. **Review Charter Elements**: each governance entity will annually review the following charter elements to ensure accuracy in composition and purpose-led by the Chair/Co-Chairs.
   - Name of Council/Committee
   - Description: a 25–50-word overview (brief and descriptive) of the Council/Committee's mission or central charge.
   - Meeting Schedule
   - Chair/Co-Chairs (include constituent group when relevant)
   - Membership: names of members and relevant constituent groups (e.g., faculty, classified professionals, etc.) from which each membership is drawn.
   - Key Performance Indicators/Goals: specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
   - Equity Focus: a brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
   - Edition Date: date of their most recent revision and dates of previous versions of the charter.
   - Support Staff: support staff assigned to the Council/Committee
3. **Discuss and Document**: the members will discuss the composition and purpose of the council or committee alongside their Report of Effectiveness and document any recommended revisions to the charter via meeting minutes. Groups are encouraged to engage in dialogue and reflection to continuously improve their efforts.
4. **Feedback and Approval**: Charter revisions and recommendations will be presented to the group's authorizing body to examine and discuss mission alignment and strategic goal alignment, as well as compliance with institutional effectiveness procedures. Minor changes require reporting to the authorizing body, while major changes require approval from the authorizing body.
   a. **Minor Changes**: changes that do not require approval include:
      i. Meeting schedule and location
      ii. Changes in members or co-chairs
         1. Per Senate bylaws, approval is required if a Senate committee wishes to name a non-faculty member as a co-chair.
   b. **Major Changes:** changes that require approval include:
      i. The identity of support staff for Senate Committees as required by Academic Senate bylaws
      ii. Group Name
      iii. Group Purpose
      iv. Membership structure

v. Strategic alignment
vi. Change in authorizing body

5. **Charter Reauthorization**: Once the authorizing body approves the revised updates and changes, the charter is reauthorized and formally recognized as a governance entity. Any group that does not seek reauthorization or is not granted reauthorization will cease functioning.
6. **New Charter Recognition** (*for new charters only*): new charters are subject to additional approval from the following entities:
    a. **Norco College Academic Senate:** Councils, committees, or other groups that impact 10+1 matters as defined by the Educational Code.
    b. **Office of the President:** Councils, committees, or other groups that direct Norco College employees' time and effort. The Office of the President may also delegate charter approval authority to relevant Leadership Councils.

Governance Self-Evaluation & Continuous Improvement Procedures

Purpose: The universal self-evaluation and continuous improvement process amongst all Governance Entities at Norco College.

Scope: The procedures include instructions related to the self-evaluation of all governance entities for the purpose of strengthening alignment to strategic priorities and continued improvement.

Timeline: In every 5-year cycle of an approved strategic plan, the self-evaluation and continuous improvement procedures are to be completed in years 2 and 4 of the 5-year planning cycle.

Procedures: Facilitated by Council/Committee Co-Chairs, with IEGC Co-Chairs' support and oversight by College Council. Council/Committee members are tasked with completing a self-evaluation, engaging in decisions related to improvement actions, obtaining feedback and approval (when needed), adjusting to feedback, documenting a finalized plan, communicating results, and training stakeholders as required. The evaluation and improvement procedures will be initiated in the Fall semester of years 2 and 4 of the 5-year strategic plan to support the college mission, vision, and core commitments through continuous improvement procedures in governance aligned with accreditation standards.

Instructions:

1. **Complete the Survey of Effectiveness**: Each council will distribute and facilitate survey completion in the Fall semester of years 2 and 4 of the 5-year strategic plan.
2. **Discuss, Decide, and Improve**: Council members in each leadership council document discussions and decisions regarding survey results, council charter alignment, and recommended improvements with actions, including compliance with institutional procedures at the last fall meeting of the term.
3. **Document Improvements and Revisions**: Improvements are documented by refining and revising the Council or Committee Charter.
4. **Feedback & Approval** (if necessary): A council or committee representative will present findings, plans, and updated charters to the governing body in the Spring semester of years 2 and 4. Adjust improvement plans in collaboration with feedback from the oversight

governance body. Obtain approval if needed for significant changes to organizational structure or council/committee purpose. The College Council will present its findings, and improvement plans to the Institutional Effectiveness and Governance Council (IEGC).

5. **Finalize Improvement Plan**: Prepare the Report of Effectiveness (ROE) in the Spring semester of years 2 and 4 and present and distribute the ROE to the oversight governing body as an agendized Information Item, as well as in the council/committee minutes, agenda, and posted public information. Updates, revisions, and improvements should be reflected in the Council/Committee Charter.
6. **Charter Reauthorization**: The approved and updated charter is reauthorized with an updated Edition Date.
7. **Take Action**: Take action to improve institutional effectiveness, including, but not limited to, governance training and refinement of Charter purview and strategic alignment.

Evaluation of the Institutional and Governance Procedures

Purpose: The evaluation of the institutional procedures regarding strategic planning and decision-making procedures.

Scope: The procedures include activities relating to institutional effectiveness and planning, including program review, resource allocation, decision-making, and compliance with institutional procedures.

Timeline: In every 5-year cycle of an approved strategic plan, the evaluation of the institutional and governance procedures is to be completed in the Fall semester of year 3 of the planning cycle.

Procedures: Led by IEGC Co-Chairs and facilitated by Council/Committee Co-Chairs. The Institutional Effectiveness Planning Survey (IEPS) is distributed to college wide. College employees are encouraged to participate. Following the IEPS administration in the Fall of year 3, the IEGC Co-Chairs will initiate the evaluation of the institutional effectiveness and governance procedures in the Spring semester of year three.

Instructions:

1. **Review of the Planning and Decision-Making Procedures**:
    - The IEGC Co-Chairs will review the following planning documents
        - Review of the timeline for all institutional effectiveness and governance procedures
        - Review of annual progress in KPI targets as presented to College Council
        - Institutional Effectiveness and Planning Survey
        - Reports of Effectiveness
        - Review of the Mission, Vision, and Values Procedures and Compliance
        - Review of the Charters for all Leadership Councils and College Council
    - The IEGC Co-Chairs will review decision-making processes via a sample of the following documents
        - Program Review and Resource Prioritization documentation as presented to College Council from each of the Leadership Councils.

- President's Memorandum: The President's Memorandum is distributed by the President's Office at the conclusion of each academic year. The memorandum communicates the alignment between the college's budget priorities and approved resource allocations, as well as decision updates that have college wide impact that were recommended through the governance process.
- Regular Update (RU): All members of the college community can submit items for inclusion in the Regular Update, which is released bi-monthly during the Fall and Spring terms, and once a month during Winter and Summer terms. The information collected documents the College's work to achieve our strategic priorities as well as documentation of evidence for continued improvement in support of accreditation. The RU is shared internally and publicly.

2. **Discuss, Decide, and Improve** Document discussions, decisions, and recommended improvements with actions, including alignment and compliance with institutional procedures at the March meeting of the Spring semester of year three to IEGC as a first read.
3. **Feedback & Approval** (if necessary): Present findings and plans to the College Council for leadership councils as a first read at the April meeting of the Spring semester of year three. Adjust improvement plans in collaboration with feedback from the council. Obtain approval if needed for major changes to planning and decision-making.
4. **Finalize Improvement Plan**: Prepare a final report documenting the findings and recommendations at the May meeting of the Spring semester of year three to IEGC. Present and distribute the report to the oversight governing body as an agendized Information Item and in the council/committee minutes, agenda, and posted public information.
5. **Take Action**: Engage in action steps to improve institutional effectiveness, including, but not limited to, constituency-based governance training and revisions/updates to the Council's purview and alignment as identified in the Charter. Improvements will be made to inform the next strategic plan.

Going from Big Picture to Details

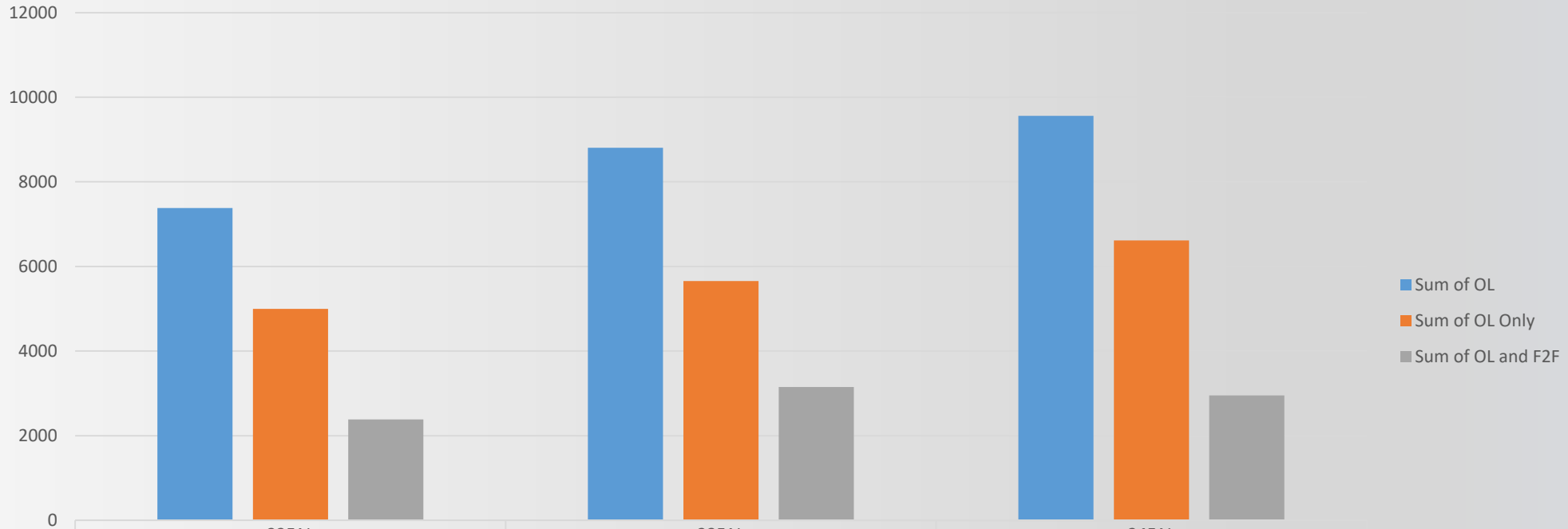
PPT

Questions Asked:

1.How many students are taking DE courses (at Norco and district)
    1. This year
    2. Last 2 years
    3. By term (fall; winter; spring; summer)
    4. What percentage of all courses are DE?
    5. What percentage of students are taking DE courses?
    6. How many DE courses are students taking on average?
    7. Number and percentage of classes (of total classes) being offered in DE modalities?
2.Has the DE's budget grown in academic year 2024-25?
3.Has the DE's budget grown since 2020?
4.Is 50% of DE's budget still going to Turnitin?
5.What are the trends regarding DE enrollment over the last 4 years? Growth rate?
6.What are the student success rates for DE courses vs. F2F? Trends in the last year(s) at NC & district wide
7.Does Institutional Effectiveness track student success, equity, and retention by modality?
8. Are the equity gaps larger in DE courses (at Norco and across the district)?
9.Are there metrics available on Power BI or elsewhere that explore these questions?
10. Have there been any conversations or meetings at the administrative level / district level regarding providing financial support for POCR or to meet the accessibility DoJ mandate?

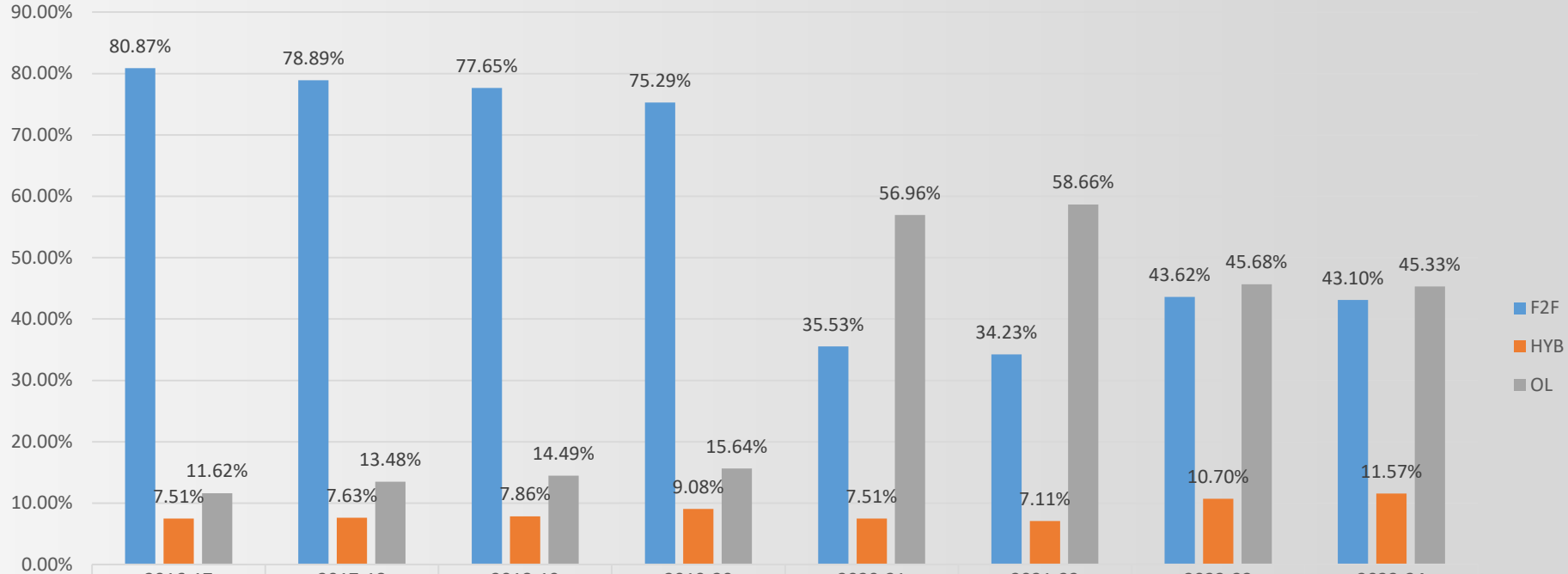
PPT

How many students are taking DE (OL = online; F2F = face-to-face)



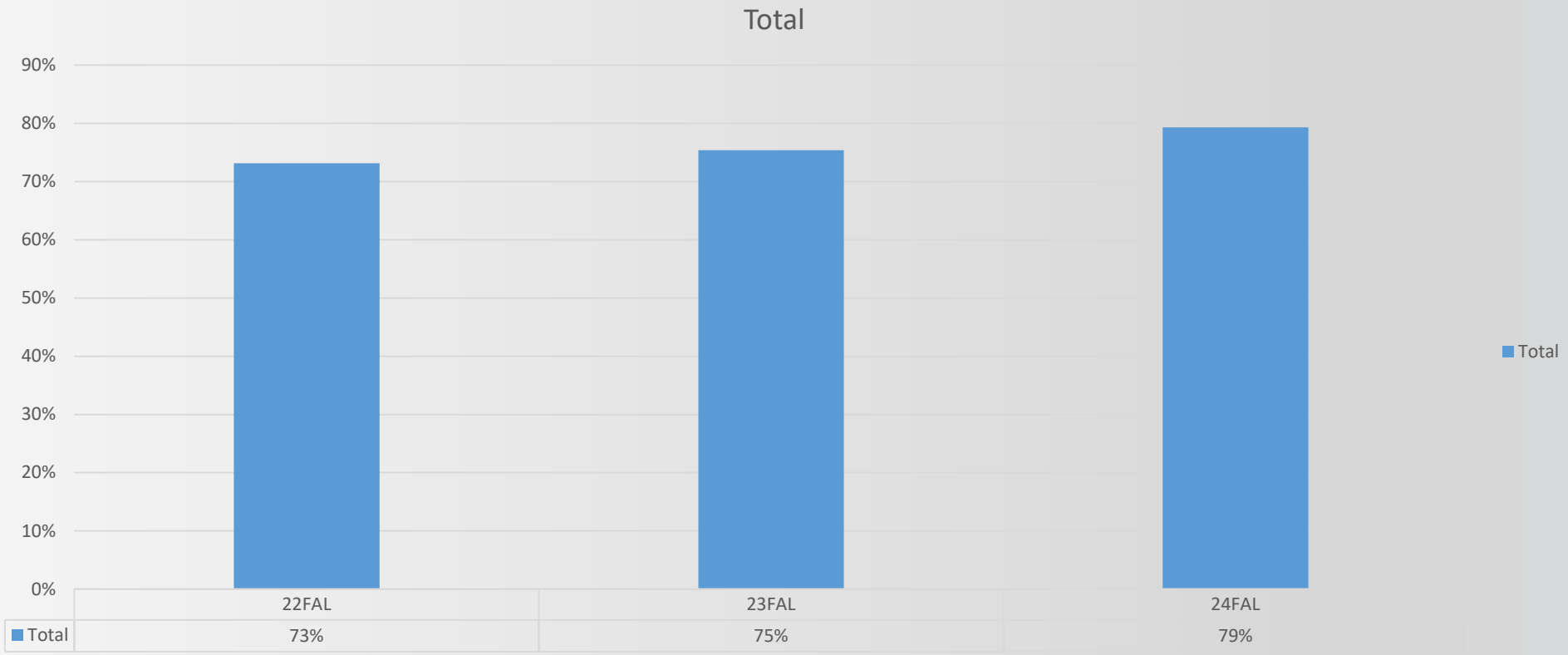
	22FAL	23FAL	24FAL
Sum of OL	7380	8808	9561
Sum of OL Only	4996	5655	6613
Sum of OL and F2F	2384	3153	2948

What percentage of all courses are DE?

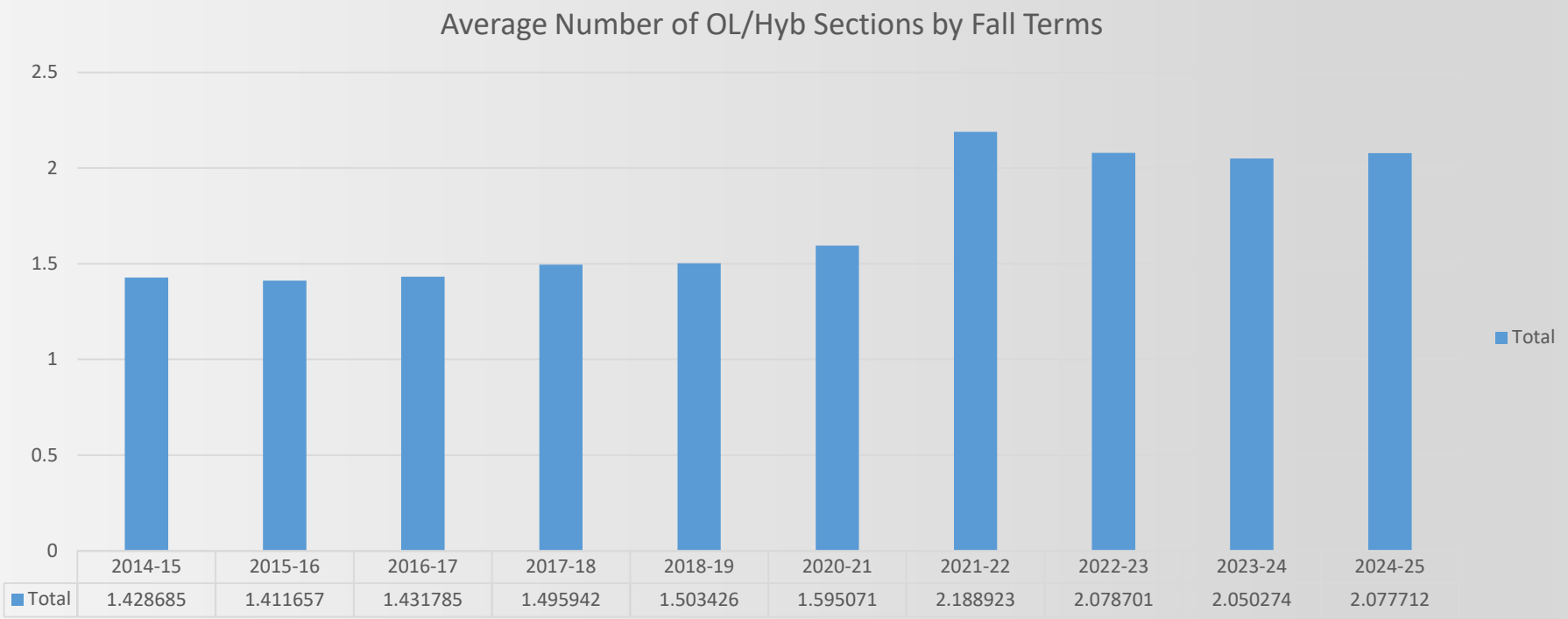


	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
F2F	80.87%	78.89%	77.65%	75.29%	35.53%	34.23%	43.62%	43.10%
HYB	7.51%	7.63%	7.86%	9.08%	7.51%	7.11%	10.70%	11.57%
OL	11.62%	13.48%	14.49%	15.64%	56.96%	58.66%	45.68%	45.33%

What percentage of students are taking DE courses?



Average Number of OL/Hyb Sections by Fall Terms



	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
Total	1.428685	1.411657	1.431785	1.495942	1.503426	1.595071	2.188923	2.078701	2.050274	2.077712

Race and Ethnicity PPG/PI Analysis 2023-24

Online and Hybrid

Race/Ethn	Enrol	Retained	Retention Rate	Success	Success Rate	PPG-1	PPG Error	PI	PPG Flag	PI Flag	Close Equity N
Asian	4,774	4,431	92.8%	3,963	83.0%	13.3%	-1.07%	116%			
American Indian	61	55	90.2%	49	80.3%	9.0%	-9.98%	113%			
Unreported	360	329	91.4%	267	74.2%	2.9%	-4.52%	104%			
Two or More	1,691	1,543	91.2%	1,250	73.9%	2.7%	-2.09%	104%			
White	6,815	6,118	89.8%	5,025	73.7%	2.9%	-1.04%	103%			
Pacific Islander	120	105	87.5%	86	71.7%	0.3%	-8.06%	100%			
Hispanic	23,092	20,298	87.9%	15,900	68.9%	-5.9%	-0.60%	97%	1		1,372
African-American	2,580	2,262	87.7%	1,627	63.1%	-8.8%	-1.86%	88%	1	1	228
Total	**39,493**	**35,141**	**89.0%**	**28,167**	**71.3%**	**71.3%**	**-0.45%**	**100%**			

Face-to-face

Race/Ethn	Enrol	Retained	Retention Rate	Success	Success Rate	PPG-1	PPG Error	PI	PPG Flag	PI Flag	Close Equity N
Asian	1,910	1,743	91.3%	1,557	81.5%	6.3%	-1.74%	107%			
Pacific Islander	67	61	91.0%	54	80.6%	4.6%	-9.47%	106%			
White	2,730	2,463	90.2%	2,180	79.9%	4.6%	-1.50%	105%			
Unreported	486	432	88.9%	381	78.4%	2.5%	-3.66%	103%			
Hispanic	9,415	8,490	90.2%	7,040	74.8%	-2.9%	-0.88%	98%	1		272
Two or More	648	571	88.1%	481	74.2%	-1.8%	-3.37%	98%			12
American Indian	65	53	81.5%	45	69.2%	-6.8%	-11.22%	91%			5
African-American	995	831	83.5%	661	66.4%	-10.2%	-2.93%	87%	1	1	102
Total	**16,316**	**14,644**	**89.8%**	**12,399**	**76.0%**	**76.0%**	**-0.66%**	**100%**			

DE Budget 2020-2025

Begin Date	07/01/2024								
End Date	11/13/2024								
Fund	School	Resource	Project Year	Goal	Function	Object	Object Code Description	Adopted Budget	Revised Budget
11	AJO	1000	0	6010	7000	5649	COMPUTER SOFTWARE MAINT/LIC	199,959.00	199,959.00
Begin Date	07/01/2023								
End Date	06/30/2024								
Fund	School	Resource	Project Year	Goal	Function	Object	Object Code Description	Adopted Budget	Revised Budget
11	AJO	1000	0	6010	7000	5649	COMPUTER SOFTWARE MAINT/LIC	199,959.00	106,437.00
Begin Date	07/01/2022								
End Date	06/30/2023								
Fund	School	Resource	Project Year	Goal	Function	Object	Object Code Description	Adopted Budget	Revised Budget
11	AJO	1000	0	6010	7000	5649	COMPUTER SOFTWARE MAINT/LIC	199,959.00	266,238.00
Begin Date	07/01/2021								
End Date	06/30/2022								
Fund	School	Resource	Project Year	Goal	Function	Object	Object Code Description	Adopted Budget	Revised Budget
11	AJO	1000	0	6010	7000	5649	COMPUTER SOFTWARE MAINT/LIC	85,235.00	209,031.00
Begin Date	07/01/2020								
End Date	06/30/2021								
Fund	School	Resource	Project Year	Goal	Function	Object	Object Code Description	Adopted Budget	Revised Budget
11	AJO	1000	0	6010	7000	5649	COMPUTER SOFTWARE MAINT/LIC	85,235.00	185,785.00

Turnitin And MediaSite(Zoom Storage)

Turnitin 103,923.96

MediaSite(Zoom Storage)$53,000

Total from $199,959 Campus Software Budget

$43,036 Balance

Have there been any conversations or meetings at the administrative level / district level regarding providing financial support for POCR or to meet the accessibility DoJ mandate?

Currently, these topics have been between College DE Chairs and the Dean of DE

The Dean of DE is awaiting guidance on how these conversations should take place

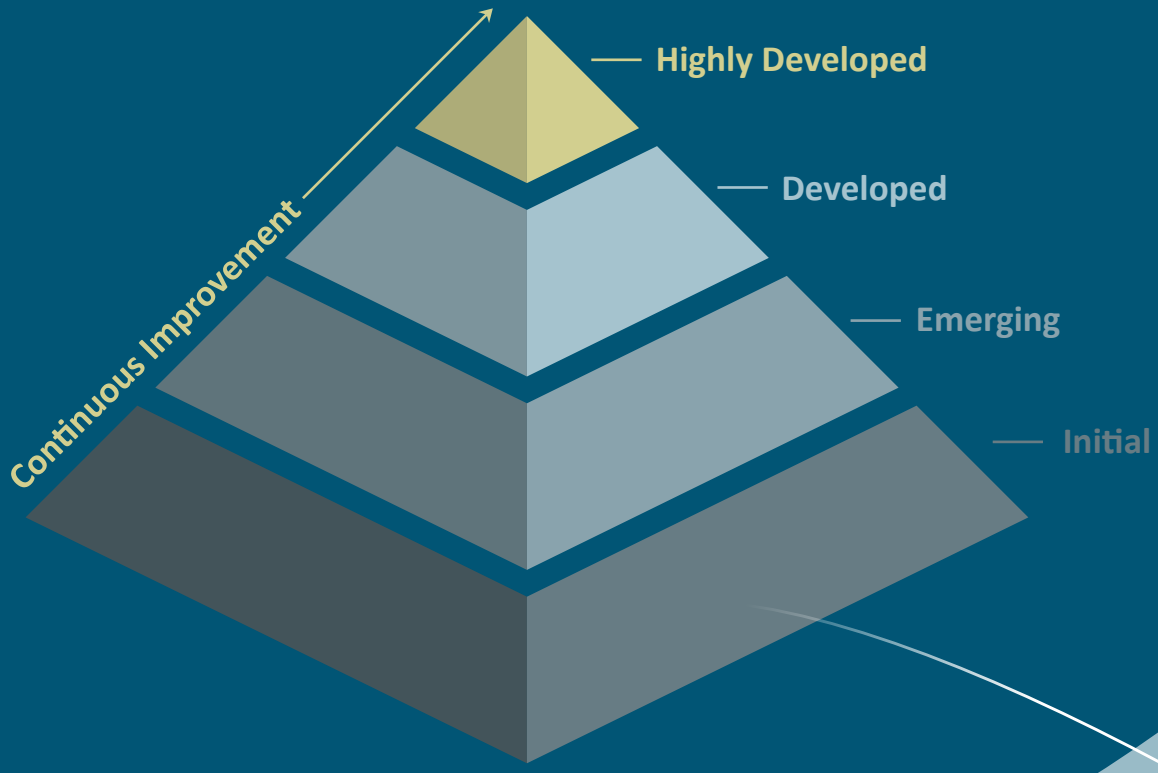
New Hire 2nd Accessibility Coordinator starting 11/20/24

ACCJC

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Outcomes | Innovation | Improvement

Pilot Quality Continuum Rubric for Distance Education



What the Quality Continuum Rubric for Distance Education *is:*

- A resource to support institutions in the continuous improvement process to increase the depth and quality of Substantive and Regular Interaction in Distance Education and promote the achievement of equitable student success.
- Used to prompt collegial dialogue between institutions being reviewed and peer reviewers.
- Assumes minimal compliance at the Initial level and exemplary practice at the Highly Developed level.
- Based on the definitions for substantive and regular interactions per ACCJC's ***Policy on Distance Education and on Correspondence Education***, as well as Department of Education guidance.

What the Quality Continuum Rubric for Distance Education *is not:*

- Intended to evaluate the performance of instructional faculty.
- Used to determine the level of quality for each course section.
- An independent evaluation tool to determine whether an institution meets ACCJC's ***Policy on Distance Education and on Correspondence Education***.

Peer Review Teams:

- Are responsible for verifying that an institution is aligned with ACCJC's ***Policy on Distance Education and on Correspondence Education*** per Accreditation Standard 2.6.
- Must verify substantive and regular interaction per the protocol outlined in Appendix B in the Accreditation Handbook.
- Will utilize the *pilot DE Assessment Tool for Peer Reviewers* to determine whether or not an institution meets the 85% threshold for substantive and regular interaction in the sample of course sections it reviews.
- Will utilize the *pilot Addendum to the Protocol for Distance Education Review* to summarize their findings in the course of the peer review process.
- Will refer to and reflect on the *Quality Continuum Rubric for Distance Education* to provide constructive feedback to the institution in the Peer Review Team Report in the context of Standard 2.6.

Substantive Interaction

is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also ***includes at least two of the following:***

A - Providing direct instruction.

Initial →	Emerging →	Developed →	Highly Developed
Synchronous engagement providing lectures or presentations that cover course content.	Synchronous engagement providing lectures or presentations to cover course content. Synchronous facilitation of class discussions, encouraging student participation.	Synchronously incorporates multiple teaching methodologies to facilitate effective direct instruction, such as flipped classrooms, critical thinking, and dialogue on the learning outcomes and competencies.	Synchronously utilizes various media and technologies to facilitate learning and competencies, effective teaching methodologies, and incorporates culturally competent strategies that yield equitable student outcomes.

B - Assessing or providing feedback on a student's coursework.

Initial →	Emerging →	Developed →	Highly Developed
Provides grades with minimal non-automated feedback on some assignments.	Provides meaningful comments on some coursework and assignments.	Consistently provides meaningful comments on most coursework and assignments, including constructive feedback and improvements needed to increase content mastery.	Provides prompt, personalized, and detailed feedback on all student coursework and assignments, including written comments, detailed rubrics, audio or video notes, and examples for improvement.

C - Providing information or responding to questions about the content of a course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Provides instructional content, such as video, audio, or recorded presentations or interactive lessons visibly created or mediated by the instructor. Responds to questions pertaining to the course content.	Periodically provides supplemental information pertaining to the course content. Periodically encourages participation and questions and responds in a timely manner. Provides reminder announcements regarding course content and learning outcomes.	Frequently provides supplemental information from various sources or mediums to engage students with course content. Frequently encourages participation and questions and responds in a timely manner.	Frequently provides information, and announcements beyond reminders that discuss previous topics, trends in assignments, or that highlights key concepts. Frequently encourages participation and questions and responds in a timely manner with detailed information and ideas.

D - Facilitating a group discussion regarding the content of a course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Provides prompts, questions or topics to engage students.	Provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.	Frequently provides comments or guidance in discussions to enhance course content/ competency mastery.	Actively participates in discussions to pose questions, propose alternative viewpoints, connect ideas, and encourage struggling students.

E - Other instructional activities approved by the institution's or program's accrediting agency. N/A (ACCJC has currently not approved any additional activities for substantive interaction)

Regular Interaction

between a student and an instructor(s) is demonstrated by the ***two following criteria:***

A - Providing the opportunity for substantive interactions with the student on a *predictable and regular basis* commensurate with the length of time and the amount of content in the course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Policies and procedures make clear how often and when the instructor will interact with students. Course materials (e.g. syllabi and introductory statements) make clear to students the opportunities for interaction. Interaction expectations are clearly communicated to the students (e.g. in the syllabus), including response times, and explicit participation guidance (e.g. office hours, discussion boards).	Instructor engages with students throughout the term per the institution's policies regarding frequency of postings, feedback, providing information pertaining to course content/competencies, and learning outcomes. Interaction expectations are communicated to the students in multiple ways encouraging students to participate in the opportunities for substantive engagement (e.g. office hours, discussion boards).	Instructor frequently engages students throughout the term (beyond the expectations of the institutional policies). Interactions are predictable and occur in accordance with the length and course content.	Instructor engagement with students yields equitable student outcomes. Interactions are predictable and occur in accordance with the length and course content.

B - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Initial →	Emerging →	Developed →	Highly Developed
There is minimal interaction (frequency of postings, feedback, instruction) throughout the term in the course section, or with individual students based on monitoring student engagement and success. Policies and/or procedures create expectations for monitoring student academic engagement and success.	Instructor occasionally engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Mechanisms ensure that the policies and procedures pertaining to monitoring student academic engagement and success are followed.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor communicates and responds in a timely and prompt manner per institution's policies.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor promptly and proactively responds to students in response to observed concerns or at the request of students, to provide necessary support.

DEC Strategic Planning Updates

1. **Norco College currently does not have a Distance Education Strategic Plan.** The last NC DESP was drafted in 2014, and it is unclear the degree to which the goals and metrics have been measured, observed, tracked, reported, or integrated / aligned with other strategic plans.
    a. **There are many issues that would greatly benefit from strategic planning with the appropriate faculty, administrative, and other stakeholders.** For example,
        - To ensure our competitiveness as the college becoming a "teaching college" in the CVC Exchange
        - To ensure our success in the upcoming accreditation Regular and Substantive Interaction (RSI) DE evaluation, Accreditation Standard 2.6
        - To ensure our compliance with the DOJ's 100% accessibility mandate for all digital content, with the deadline of 2026 –
    b. Access, RSI, accessibility, and equity issues would all greatly benefit from integrated strategic planning to align our DESP with our SPGM, equity plan, district strategic planning - and ensure appropriate support, training, and funding to achieve these accreditation and legal requirements.
2. **Distance Education is currently not mentioned in the NC SPGM**. DE is no longer mentioned in the "access" goal, as it was in our previous SPGM, or anywhere else in the SPGM.
3. **Distance Education is currently not mentioned in our Student Equity Plan (SEP).** Although the largest equity gaps are in DE, (hybrid courses), and Black and American students, and Hispanic and Latino students are disproportionately represented in, and impacted by, DE educational environments.
4. **The district does not currently have a DE Strategic Plan.** One was created around 2020, but it was never approved or made public. The current district DE dean, Dr. Shawna BuShell is currently working on drafting a new district DESP.

Suggestions for Revisions of the NC SPGM

Objective: to make Distance Education an explicit and integrated component of our strategic planning processes, as well as our data gathering and evaluation processes.

1. **Access Goal # 1:**
    a. Option 1: Add a new item # 1.4 with the target to increase DE enrollments by ____ . (As DE was mentioned in our last SPGM access benchmark).
    b. Option 2: Mention a benchmark for expanding our offerings as a teaching college on the CVC Exchange by _____.
    c. Do we intend to grow in these areas in the next 5 years? It would be helpful to detail our DE "access" goal more explicitly - if that is one of the ways that the

college would like to continue growing enrollments and maximizing our FTES, efficiency, and funding streams.

2. **Success Goal # 2:**
    a. Include the mention of "across all course modalities" (online, hybrid, and face-to-face) in item # 2.1.
    b. That would help ensure that we examine disaggregated success data, not just the median, average, or rate of overall student success rates.
    c. This would allow for the examination if data that demonstrates and targets interventions tailored to the needs of students and faculty in specific learning environments.

3. **Equity Goal # 3:**
    a. Explicitly specify that for goal 3 on "equity" - benchmarks 3.1 and 3.2. that the college's goals are to: eliminate equity gaps for Black / African American and Hispanic / Latinx students across all modalities (online, hybrid, and face-to-face).
    b. Again, this would help to ensure that OEI tracking disaggregates by modality and that the college can develop targeted strategies and resources as needed in order to meet the varying needs of our DI students in different learning environments.
    c. Without disaggregating the data, and only examining general success data, this obscures the degree to which the data demonstrate that there are important variations in equity gaps, depending on the learning modality.
4. **Professional Development Goal # 4:**
    a. Explicitly mention modalities in benchmark 4.1: Provide opportunities for professional learning that support equitable student outcomes across all modalities (online, hybrid, and face-to-face).
    b. This creates the goal of providing regular and consistent professional development opportunities for faculty training with regard to issues such as accessibility, RSI, and equitable teaching practices in different modalities.

I also wanted to mention the importance of alignment with the new ACCJC 2030 Strategic Plan and RSI Rubric, the CVC-OEI Course Design Rubric and the CCCCO's Vision 2030: Online Teaching and Learning Work Plan: A Roadmap for CCCs Strategic Direction.

For example, the Vision 2030's Strategic Direction 1: Action 3.
"Increase and improve access, success and support to quality online programs of study."

This document outlines "the growing recognition of online education as a key modality for student access and success." The Vision 2030 centers providing equitable online teaching and learning by enhancing the "quality and accessibility of online education," especially through "(1) building student-centered systems and (2) strengthening professional development to ensure that these programs are delivered with quality, equity, and accessibility at their core" (pg. 2).

Committee Name: PG&SL
Latest Meeting Date: MARCH 4, 2025 & April 1, 2025
Faculty Reporting: Natalie Morford & Sara Nafzgar
Update:

1. BP/AP6160A
    - Still under legal review
    - Course work and CEU requests can still be submitted
2. Sabbatical Leave
    - May 15th of the current academic year deadline for the Spring semester only of the next academic year.
    - Look for Survey soon to come into faculty emails to gather requested information for an upcoming PGSL Sabbatical Leave Flex presentation
3. Professional growth plans and reclassification requests
    - Applications should emphasize how the courses are directly related to your FSA and/or how would the plan enhance and further your ability to perform in your planned area of expertise.
    - Spring 25 submission deadlines: 2/18, 3/18, 5/6, 5/20